

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mr. Arnaldo Zuniga
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name School for the Talented and Gifted
(As it should appear in the official records)

School Mailing Address 1201 E. Eighth Street
(If address is P.O. Box, also include street address.)

City Dallas State TX Zip Code+4 (9 digits total) 75203-2545

County Dallas County

Telephone (972) 925-5970 Fax (972) 925-5901

Web site/URL https://www.dallasisd.org/tagmagnet E-mail arodriguez@dallasisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Stephanie Elizalde E-mail selizalde@dallasisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas Independent School District Tel. (972) 925-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Justin Henry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

- Number of schools in the district (per district designation):
 - 154 Elementary schools (includes K-8)
 - 39 Middle/Junior high schools
 - 39 High schools
 - 0 K-12 schools

232 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

- Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	60	72	132
10	57	66	123
11	58	56	114
12 or higher	57	75	132
Total Students	232	269	501

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 19 % Asian
 - 7 % Black or African American
 - 39.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 29.1 % White
 - 5.6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2020	464
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Vietnamese, Chinese, Farsee, Hindi, Korean, Romanian

English Language Learners (ELL) in the school: 8 %
39 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 501

8. Students receiving special education services with an IEP or 504: 8 %
41 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>44</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	99%	98%	98%	98%
High school graduation rate	100%	99%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	70
Enrolled in a 4-year college or university	94%
Enrolled in a community college	3%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	3%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2003

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of the School for the Talented and Gifted is to provide an environment in which the unique worth, dignity, and abilities of each individual are not only recognized but cultivated and celebrated as well.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.dallasisd.org/Page/71877#:~:text=Dallas%20ISD%20prohibits%20discrimination%2C%20including,other%20basis%20prohibited%20by%20law>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students applying to TAG must meet the following eligibility: Minimum Grade Point Average (GPA) of 80 in core subjects (reading/language arts, math, science and social studies) on most recent report card and Minimum STAAR Reading scale score of 1705 and STAAR 7th grade math scale score of 1703 or STAAR 8th grade math scale score of 1766. Applicants who meet the minimum GPA and test score requirements are eligible to move forward to the on-campus assessment process. The application components consist of the following: essay, virtual interview, and a virtual creative activity. Application components are scored using detailed rubrics emphasizing different components for each activity.

PART III – SCHOOL OVERVIEW

Founded in 1982 as a result of a landmark 1970s desegregation lawsuit, the objective of The School for the Talented and Gifted (TAG) is to serve all students in our district, regardless of their social and economic backgrounds. As a magnet school, our community reflects the composition of the city of Dallas; our current student body of 501 students is 39% Hispanic, 7% African American, 29% White, 19% Asian and 5.6% Multi Race. TAG is a place where differences are celebrated. As the premier magnet school in the Dallas Independent School District, TAG recruits and enrolls students from over 25 middle schools across an economically and racially diverse urban school district. Students who are refugees sit side by side with students whose parents are elected officials. Students who will be the first in their families to attend college have classmates whose parents have graduate degrees. TAG fosters an academic atmosphere in which students learn from each other, both academically and socially.

The differences celebrated by TAG are not simply economic or racial. TAG is the only magnet school in Dallas ISD where students do not have to choose a primary academic or artistic focus. This freedom allows our students to develop multiple skills and talents that will enable them to be leaders in any field they choose. Our future psychologists and writers are strong mathematical thinkers who can analyze data, and our future engineers and coders are adept at public speaking and written communication.

The colleges that TAG students attend are as varied as the students themselves. TAG puts an emphasis on each student finding their college fit, whether it is a large public university, a small liberal arts college, a local university, a service academy, or a nationally known selective school. We support all of our students' college application process through parental engagement, guidance throughout their high school years, and targeted help to ensure that their essays and recommendation letters are as outstanding as our students are. We are particularly proud of our QuestBridge scholars, who are economically disadvantaged students who have won full scholarships to some of the most selective schools in the country.

TAG has a strong history of excellence on the state and national stage. Our school was recently recognized by the U.S. News & World Report as one of the top high schools in America, and the Texas Education Agency (TEA) awarded TAG a score of 99 out of 100, an "A" rating. Niche, a company that ranks American schools at all levels, recognized TAG as being one of the Best Public High Schools in Texas. Newsweek has recognized the School for the Talented and Gifted as the number 1 high school in Texas for the 2020-2021 school year and we received the National Blue Ribbon School award in 2003.

TAG students also enjoy many opportunities for personal growth outside the classroom. We offer a wide array of co-curricular activities, such as choir, theater, robotics, Academic Decathlon, debate, mock trial, and band. The school also fields teams in academic disciplines such as computer science, math, journalism, spelling, and science. Many of the TAG co-curricular teams have competed at local, state, and national competitions with a high rate of success. These activities provide our students with opportunities to meaningfully apply their knowledge, critical thinking, and creative talents. The consistent success of our students in these highly competitive activities strengthens their abilities as speakers and analytical thinkers. More significantly, it gives them a sense of confidence and accomplishment that bolsters their academic endeavors.

We understand that a challenging school like TAG can be stressful for students, so we strive to give students the social-emotional supports they need to thrive in an academically rigorous environment. These include consistent, intentional teacher-student mentoring, monitoring of student data and academic performance by grade-level teams so that no student falls through a gap, data-driven tutoring, and required freshman advisory classes. Taught by teachers who have proven to have success connecting with ninth-graders, the freshman advisory classes are meant to assist students with the transition to high school through mini-lessons on organization, time management, note-taking, stress-reduction techniques, and professional communication. These practices ensure our students receive the academic, social-emotional, and professional reinforcement they need as they mature.

TAG is a school where differences are celebrated, where students are held to high standards and provided

with excellent support, and where students have the freedom to explore a wide range of academic fields and extracurricular activities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Led by a dedicated team of faculty who are knowledgeable in both STEM and humanities fields, TAG both requires students to complete a challenging core curriculum which includes at least 11 Advanced Placement classes but also allows them to choose their own area of specialization or explore multiple fields. TAG requires all students to take core courses in English, social studies, math, and science every year, as well as a required computer science course (as freshmen) and AP Statistics (usually as juniors). In addition, we require students to take at least three years of a world language, although many choose to take higher level AP language courses. The core curriculum ensures that students are college-ready across all disciplines.

In order to encourage the varied interests of all our students, we also offer a wide range of elective AP and non-AP courses, with some classes exploring material that is beyond the AP curriculum. Examples of our elective courses are AP Art History, literature electives that focus on international literature or works by first-generation Americans, digital electronics, AP Comparative Government, game design, AP Psychology, AP European History, anatomy and physiology, astronomy, debate, and financial literacy. We also have course sequences that are unique to our school: 3 years of creative writing, 4 years of computer science, and 2 years of mathematical strategy and logic of games. The idea behind our curricular offerings is not to simply produce students with many hours of AP college credit, but rather to develop thinkers who can make connections between different disciplines and adapt to an ever changing world.

1b. Reading/English language arts curriculum content, instruction, and assessment:

At TAG, the core English curriculum consists entirely of honors-level and AP-level classes. As freshmen and sophomores, all students take Honors English I and Honors English II, respectively. As juniors, all students take AP Language and Composition, and as seniors, all students take AP Literature and Composition. TAG students come from a wide range of middle school language arts backgrounds, some of which involved college-prep curriculum and some of which focused primarily on standardized test preparation. As a result, English classes at TAG must simultaneously close learning gaps for students with less rigorous backgrounds while challenging students who have already mastered grade-level standards. The TAG English Department prides itself on our ability to adapt our curriculum to meet all of our students' needs.

In Honors English I, TAG freshman focus on honing fundamental skills in reading, writing, grammar, and vocabulary. Students receive extensive, personalized feedback that focuses on how to develop and support an argument. By focusing on their individual growth areas, students establish a strong foundation in writing that will serve them well in high school, college, and beyond. Honors English II is a blend of sharpening language and literature studies to prepare students for success in both academic and real-world communication. With intentional organization, this course includes six thematic units that focuses on emotional intelligence, weaving the analysis of literature with the understanding of oneself for social and community awareness.

In AP English Language and Composition, TAG juniors develop the reading and writing skills that students need for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. In AP English Literature and Composition, TAG seniors pursue an advanced study of fiction, enabling them to walk away from the course with a critical appreciation for literary art as well as the ability to analyze it with sophistication, both in writing and verbally. Fundamental to this critical appreciation is the ability to interpret a piece of literature, which essentially means developing a thoughtful, cogent explanation of what a piece of literature is “about,” what it does to/for the reader, and what technical choices authors make to achieve those effects.

Finally, the TAG English Department is especially proud of its elective offerings, which give students unique opportunities to explore their creativity and engage with the world around them. A wide range of students enroll in Public Speaking, from STEM-minded students who understand that communication skills are essential to their future career success to avid writers who are looking for another opportunity to be creative. For students who are looking for more opportunities to read, TAG offers two literature-based electives: Immigrant Literature and Contemporary International Literature. And for TAG students who are especially passionate about writing, TAG offers a three-year creative writing program, the only one of its kind in the school district.

1c. Mathematics curriculum content, instruction, and assessment:

TAG requires students to complete their diploma with at least one AP course in mathematics, though most students finish with both AP Statistics and AP Calculus AB. Over 90 percent of TAG students enter high school with Algebra I credit from middle school. The most common math track students take is Honors Geometry freshman year, Honors Algebra II sophomore year, Honors Pre-Calculus and AP Statistics junior year, and AP Calculus AB senior year. Students who desire to be exposed to more math courses follow the fast-track progression of Honors Geometry freshman year, Honors Algebra II and Honors Pre-Calculus sophomore year, AP Statistics and AP Calculus AB junior year, and AP Calculus BC senior year.

The department sets an 80% mastery goal of each standard in the foundational Honors-level courses by the end of each semester. Each math teacher has a unique approach to how this objective is achieved, but they all offer standard-specific feedback through formal assessments, summative assessments, and opportunities for student correction. Year after year, our students exceed the mastery expectation on their district-written Assessment of Course Performance (ACP). We also have consistently high passing rates in our AP-level courses.

While the TAG math department takes a metrics-based approach to fulfill school-year goals, we ultimately work so that students enter college with the skills and habits needed to be successful in any math expectations set by a degree program. Students are expected to approach problems with critical thought, reason through knowledge and skills, and enrich their complete understanding through technology. TAG's math department creates opportunities to achieve this excellence amidst the many obstacles students face.

Upon the return to in-person learning, students came into math courses with historically lower subject mastery and TAG's math teachers continue to make extra effort to rebuild students to have a growth mindset toward the subject. From short motivational speeches during class to productive brain breaks (e.g. riddles, perspectives video clips, stretches, etc.) to culturally responsive written prompts to asynchronous learning options, TAG's math department commits to educating the whole student through content-strengthening, character-building, and consciousness-raising methods.

Each course and teacher plays a critical role in providing the math education that all students deserve. Our teachers acknowledge that, unless frequently used, rote memorization fades, but many of the classroom experiences will not only stick with but also inform some of our students' decisions. From real-world data in AP Statistics to game-based examples in Strategic Thinking I, TAG students are encouraged to engage with math as an influence in the world, not just as a concept in a textbook. By framing math in this way, TAG ensures that our students are ready to respond to any permutation their mathematical studies might take.

1d. Science curriculum content, instruction, and assessment:

All students at TAG are required to complete at least four years of science. Freshmen take Honors Biology, where in addition to gaining foundational content knowledge, they develop soft skills such as cooperative learning, organization, and how to provide constructive feedback. In Honors Chemistry, sophomores learn to make connections between mathematical models of chemical behavior to observations made in the lab. Juniors taking AP Physics 1 develop their communication skills, learning how to make evidence-based arguments. Seniors are given the freedom to explore their interests and take an AP science course of their choice. Students interested in the medical field often take anatomy & physiology. Future political science

majors may choose AP Environmental Science, where environmental policy and current events are an important part of the curriculum.

At TAG, we realize that about half of the students in our science classes will pursue a college major in a STEM field while the other half will pursue the humanities, arts, or business. We purposefully choose examples and topics to make the required courses relevant to every student while offering an array of electives that allow our future scientists to explore advanced topics. For example, many of our students participate in summer research internships, and the Scientific Research and Design class allows them to continue their research during the school year, start a new project for science fair, or simply learn new lab skills. Students who want a hands-on, project-based course flock to Digital Electronics, where they use laptops and circuit boards to plan and build circuits that go beyond those covered in the physics curriculum. Astronomy and anatomy courses are good ways for students to “try out” different areas of science. But the scientific literacy that we provide to our non-science majors is equally important; those students will be our future decision makers, activists, politicians, innovators, business leaders, and voters. It is essential that they have the scientific background and analytical skills to understand issues such as climate change or epidemiology. The ability to read, write and argue effectively about scientific issues is vital, and we plan our courses to develop these skills in all our students.

The science department’s focus on developing relevant, engaging curriculum has proven to be effective for our students. In 2021, 96.9% of freshmen achieved Mastery on the STAAR Biology exam. AP Physics C, the most advanced science course we offer, has had an average pass rate on the AP exam of 89% over the past five years. TAG’s pass rates for other AP science exams consistently exceed state and global averages by double-digits. A passing score on a test is not the end goal, however. Our objective is to build the analytical, communication, and problem-solving skills needed for students to become scientifically literate citizens.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

All students at TAG take at least four years of Advanced Placement Social Studies. 9th graders begin their course progression in AP Human Geography where they learn the foundations of social science vocabulary, data assessment, analysis and inquiry. 10th graders take AP World History where they build on their foundational knowledge and begin to explore more primary and secondary sources and conduct document analysis. 11th graders take AP US History in which they practice the skills they have learned in previous years and continue to delve more deeply into the specific skills of the social science discipline. 12th graders take AP US Government and AP Macroeconomics, which serve as a capstone to their social science experience. As students advance in curriculum, instruction becomes more student- and project-based. At all levels, students learn through a mix of direct teacher-led instruction, simulation-based inquiry, group investigation, and independent discovery. At all levels, students are assessed on the Advanced Placement level and are instructed in Advanced Placement writing as well. Additionally, students are assessed on individual and group projects and in other more formative manners than just summative assessments.

In addition to the required curriculum, TAG offers multiple electives in social studies in order to give students a variety of choices and to expand their outlook. Our goal is to provide the type of offerings that would be available on the collegiate level so that students may take advanced coursework before they attend college. Annually, we offer Advanced Placement Psychology, Mexican American and African American Studies and Personal Finance. Depending on staffing and student course requests, we offer AP European History, AP Comparative Government, AP Art History, courses covering specific topics and time periods (such as the 1960s, or Rome) and a thesis course that allows students to conduct independent research on a topic of their choosing, which they defend to a panel of experts. Electives that are based on the Advanced Placement Curriculum follow the pacing and structure of an AP class. Electives that are teacher created focus on teacher- and student-chosen inquiry and often culminate in a student selected project or research endeavor.

1f. For secondary schools:

Overall, the campus has created a college-ready culture by expecting students to take Honors and AP classes across every subject. Implementing these practices assists the campus with maintaining a rigorous curriculum and upholding its status as a high-performing college preparatory high school.

At TAG, all graduates receive the Distinguished Level of Achievement diploma and at least two endorsements on their diplomas. All TAG students complete the multidisciplinary as well as the STEM endorsement. Because of the vast amount of electives available to TAG students, many also receive the Arts and Humanities and Public Service endorsements. College preparedness is a primary goal at TAG, and our students take a minimum of eleven AP courses with a possibility of more than sixteen other AP classes as electives. One of the hallmarks of attending TAG over other magnet schools is the abundance of electives in both the STEM and humanities fields and the ability of students to learn in all areas at a high level without having to specialize in high school.

TAG students have a high passing rate for AP tests, which means students enter college with many college credits. In addition, students can participate in dual-credit classes at Dallas College in the summer, further expanding their ability to enter college with a significant amount of college credit. Because the bulk of our college-credit opportunities are through AP coursework, the credits can be transferred to colleges throughout the United States, benefiting our graduates, who attend a range of universities across the country.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Because we recognize that the important problem-solving skills used in computer science are highly transferable to other disciplines, TAG requires that every student take a programming class. Typically, freshmen take Honors Computer Science, which instills an interest in the subject in students who would not have considered the topic otherwise, including students from groups that are historically underrepresented. TAG has been awarded the College Board AP Computer Science Female Diversity Award for this. TAG is internationally recognized not only as a school where students excel in computer science, but also one whose teachers are major contributors to the field. Our school is one of the two high schools in the acknowledgements section of the Course and Exam Description (CED) for AP Computer Science A (AP CSA), and currently, all of our computer science teachers are endorsed by the College Board as AP consultants. Additionally, TAG computer science teachers have written AP test questions, developed training materials, designed course curriculum, and created instructional materials.

TAG is very proud that a majority of the current freshmen (59%) are choosing to continue studying computer science next year. Of the students taking AP CSA, over 90% typically earn a qualifying score on the AP exam. In addition to AP CSA, TAG offers a range of additional CS electives, including Video Game Programming, Data Structures, AP Computer Science Principles, and a senior-level Independent Study course. The richness of TAG's computer science offerings facilitates deep content knowledge and sets up students for success in college classes and beyond.

Students at TAG fulfill their fine arts graduation requirements by choosing from a selection of fine arts classes. TAG students are able to take four levels of choir, orchestra, band, and theater classes. All four of these performing arts areas have gained recognition at UIL competitions. TAG students can also take visual art, and three different AP art classes are offered for students to gain college-level credit in the arts.

TAG students can complete their mandatory year of physical education in a variety of ways. While many students choose to take PE at Townview, other students choose to play sports for local high schools or club teams. TAG students attend practices before and after school and represent their organizations while earning PE credit for graduation. Townview also has a very robust JROTC program where students can complete the physical education requirement.

At TAG, we believe the importance of global communication is paramount so TAG students are required to

take at least three years of a second language in either French or Spanish. Townview also offers Korean as an elective. TAG students can take AP Spanish IV and V as well as an independent study in Spanish class their senior year. Currently Townview offers AP French IV as the highest level of French. TAG believes in the importance of learning another language and culture, bringing academic and personal growth.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level are first given intervention in the classroom by teachers. This intervention could include scaffolded material, notes or other assistance. All teachers also offer before- and after-school tutoring for students who need assistance. If this first intervention is not sufficient, students are then discussed at the grade-level team level and a strategy is put in place by the grade-level team. Depending on the deficiency this could look like mandatory tutoring, course recommendations for the following year, or the addition of an advisory period or Math Lab period in order to help the student succeed.

Teachers at TAG communicate daily with the counselor. When a student is struggling academically or emotionally, the counselor speaks with the student and makes a plan to work on the issues. The counselor attends all the grade level team meetings and adds any information, within the confines of confidentiality, that will help the teachers understand the student's current level of achievement. Communication is a hallmark of TAG, leading to regular conversations about how to best help students who are struggling and allowing the students to have a safe place to discuss issues with teachers.

3b. Students performing above grade level:

Because we are a TAG school, many of our students are performing above their grade level. Within each classroom, teachers differentiate their teaching methods in order to ensure that all students are challenged, including those who enter TAG with advanced skills and abilities. Depending on the subject, this can take the form of enrichment lessons, independent work, or the expectation that students seek out more intellectually stimulating approaches to their assignments. For example, a student who has mastered an objective in the Macroeconomics curriculum may move on to an independent study in the real world application of that objective while other students continue practice to master the objective. In another example, a student in Honors English I who is already a strong writer might be encouraged to pick more challenging topics for their required writing assignments instead of simply taking the most accessible angle on a piece of literature.

Additionally, students are given a menu of classes to choose from where they can select courses that will be challenging to them. For example in Mathematics, TAG offers a "Fast Track" that allows students who are performing above grade level in mathematics to advance a year in the curriculum. TAG students take twelve mandatory AP classes throughout their time in high school. In addition, at least sixteen AP classes are offered as electives. The multitude of AP classes allows students to challenge themselves in their preferred subjects and also try college-level classes in fields they don't naturally excel in.

3c. Special education:

While our classes may be Honors and AP level, not all our students are identified as talented and gifted. Additionally, some do not have an outstanding qualifying STAAR score. At TAG, we routinely differentiate for the various levels and learning styles of all students. Implementing student Individual Education Plans is key and allows teachers to meet student's needs day in and day out. TAG shares a special education teacher with other schools in Townview, but the TAG teachers are very attuned to the needs of TAG special education students. As a school, the teachers, counselor, and principal work with the special education teacher to ensure the success of our identified students. TAG also has a Student Support Team that meets and recommends students for special education testing. The counselor heads the SST with the principal and teachers sitting on the committee, using multi-tiered systems of support.

3d. English Language Learners, if a special program or intervention is offered:

TAG supports 22 English language learners which comprise about .05% of the student body. The needs of TAGs ELL population grew during the COVID-19 pandemic. Virtual instruction combined with lockdowns meant that these students had fewer opportunities to practice their English skills. To support this population, TAG combines district-level interventions with classroom-level interventions. Students identified as ELL take the Texas English Language Proficiency Assessment System (TELPAS) exam, which assesses their proficiency in speaking, listening, reading and writing. In early spring, TAG collects a writing portfolio completed across all core subject areas. This portfolio assesses student writing skills in a variety of domains, including narrative writing, academic vocabulary, and use of past, present, and future tense. Based on the TELPAS scores and writing portfolios, students are either exited or retained in the ELL program. Students who are retained are monitored throughout the year by the ELL coordinator, who provides faculty-wide training and support for individual teachers.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Dallas ISD has support for student migrant and homeless populations. When students are identified as homeless, TAG speaks with the Townview Community Liaison, and both the counselor and the liaison work together to meet the needs of the family. Townview has a food pantry collection that is also available to support families in need.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students come to TAG from all over Dallas ISD, and few know each other when they begin school. Flight School is our multi-day new student orientation designed to help students gain experience on campus and meet their peers. TAG students from all grade levels volunteer their time to support incoming students by facilitating sessions that focus on TAG traditions, social emotional learning, study skills, and goal setting just to name a few. TAG teachers also volunteer their time by running the sessions and developing activities for sessions. In addition to soft-skills development, TAG makes sure that students are ready for day one by assigning lockers, issuing badges, and distributing student schedules. The primary focus is to make content learning a priority from the very first day.

TAG has several traditions that involve the entire student body. Every fall, TAG embarks on an annual TREK, a three-day field trip that explores a different academic subject each year. Students are placed in groups that include all grade levels and are led by a teacher that they may or may not be familiar with. As a TREK group, the students who might not know each other work together for three days to solve a problem and to create a solution that encompasses multiple disciplines.

Each spring, TAG stages a two-day program called TAG IT. For TAG IT, teachers create a mini-course and then students select the course they are most interested in. In each mini-course, students from a range of grade levels and friend groups get to investigate a topic they might not normally study in school with a group of peers they might not normally engage with. This year, for example, students had their choice of 20 different mini-courses covering everything from the history of video games to crafting to gardening to worldbuilding. Traditionally, on the first day of TAG IT there is also a student-produced talent show in the evening where students showcase their many different skills. Teachers also create a teacher talent show video to illustrate our fun side to students.

Curriculum and course offerings each year are created based on current student needs and interests. For example, many students expressed interest in learning practical skills which are not taught in Macroeconomics, so a personal finance course was created that allowed students to learn about and explore these practical skills.

2. Engaging Families and Community:

As soon as students are accepted into TAG, the school begins reaching out to TAG families to ensure that they can become active members of our school community. In May, incoming students and their families attend an orientation where they can meet TAG faculty, join the PTSA, learn about the TAG curriculum, and get to know their new peers. In August, all students attend a multi-day “Flight School,” the marquee event of which is a Welcome Dinner that encourages parents, students, and teachers to break bread together in support of the evolving TAG community. Our PTSA supports this program by funding dinner for 250 attendees.

Because TAG is a magnet school, we do not have the easy luxury of geography; our students come from neighborhoods that are as far as 30 miles away from our campus. This makes it especially important that we build strong relationships with our TAG families and develop a shared sense of community. One way that TAG accomplishes this goal is through clear and consistent communication. The TAG administration distributes weekly newsletters and video updates that keep the TAG community informed of what is happening in the upcoming week. The TAG PTSA also sends out weekly parent newsletters that inform families of PTSA activities and community events. TAG’s efforts appear to be working. In a survey conducted in the fall of 2021, over 90% of TAG families indicated that they were “very satisfied” with TAG’s communication.

TAG realizes that family and community structures don’t remain static, especially in light of the Covid-19 pandemic. To that end, during the 2020-2021 school year, TAG reassessed how it engaged with TAG

families. Parent-teacher conferences became virtual events held over Zoom, and PTSA meetings moved online. Throughout the years of virtual and hybrid teaching, TAG regularly polled students and families to determine whether their needs were being met. Additionally, TAG teachers increased their efforts to connect with families, utilizing Google Classroom and traditional means such as email, to a greater extent than before.

There is no doubt that our TAG family is strong. TAG has historically worked hard to involve our parents and our Dallas community to help our students' educational and personal growth. A healthy and open relationship between our school and our families creates the greatest growth environment for TAG students, and we are determined to continue providing this.

3. Creating Professional Culture:

At TAG, teachers continually seek out professional development in order to advance their methodology and knowledge. TAG administration stresses the need for continuous improvement. Professional development (PD) is a major component of a teacher's continuous improvement. This ongoing learning is important for student and teacher development, policy implementation, and cultivating supportive school communities. The school's administration participates in research-based professional development and on-the-job training including learning walks with district leadership and monthly collaborations with peers. Beyond this, the school's administrators participate in numerous ongoing training and development sessions, all of which are in designated areas of growth depending on need. Lastly, TAG Magnet teachers are encouraged to be introspective and self-diagnose areas of growth. Teachers are encouraged to use these areas of growth to seek out learning opportunities throughout the educational community. With supporting partners such as Region 10 and the College Board, teachers can find PD to meet their unique needs.

Designing and implementing a strong professional development program is essential to increasing students' academic success. Teacher professional development at TAG comes in four varieties: state-mandated, district-required, campus-wide, and individually selected. State-mandated, district-required, and campus-wide professional development delivers non-content-specific information to teacher groups where the groups are defined by an organizational structure. Individually selected professional development provides content-specific instruction tailored to each individual teacher.

The TAG teachers represent a large repository of content-specific curriculum knowledge. In the past and currently, TAG has had several faculty members who deliver professional development to teachers throughout the district, state, country, and the world. Many of these faculty members are College Board consultants who deliver professional development for their Advanced Placement subjects in one-day, two-day, and weeklong workshops. These workshops have been in person and virtual. They have also delivered professional development sessions at national conferences, for school districts, and for the National Math and Science Initiative. Additionally, some of these faculty members have mentored teachers for The College Board and the National Math and Science Initiative.

Our teachers host and contribute to district-wide content vertical team meetings and Saturday supplemental sessions for students. Additionally, they mentor other teachers and deliver a variety of other PD instructional activities to other teachers. For example, two of our teachers have served as the district's lead teacher for their curriculum area, and one teacher developed and delivered multiple professional development institutes that were attended by AP Physics teachers from seven different high-need campuses.

4. School Leadership:

At TAG, the campus leadership team (CLT) consists of the principal, cluster coordinator, counselor, and six teachers. Several of these teacher members also serve as chairs of their respective departments and/or grade-level teams. The campus leadership team maintains an open-door policy, welcoming questions, feedback, and suggestions. Each TAG teacher is represented on the CLT by their department chair. In turn, the department chairs disseminate information discussed at the leadership level. This structure facilitates an open dialogue between teachers and administration while also enabling self-advocacy, collaboration, and meaningful relationships.

Department chairs communicate teachers' concerns to administrators, while also keeping teachers informed of expectations, deadlines, and current educational trends. It is a campus expectation that department chairs lead professional development for their colleagues. Department chairs conduct a quarterly review of the Campus Needs Assessment (CNA) and Campus Improvement Plan (CIP) with administration. This review includes input from stakeholders including parents, students, community members, counselors, and teachers. The CIP is designed to ensure student needs are addressed with the appropriate resources and that a collaborative leadership philosophy is maintained.

5. Culturally Responsive Teaching and Learning:

TAG is a diverse community of learners from all over the DFW community and the world. As such, fostering a culturally responsive and respectful environment is a core value of TAG's. In terms of curriculum, TAG requires all students to take three years of a World Language class as opposed to the two years required by the state. Over a third of TAG students opt to take an AP foreign language and/or literature class with over half of these students being non-native speakers. Additionally, in all levels of English, TAG celebrates diverse texts alongside traditional canonical literature. A significant portion of the works taught in English come from populations that are typically underrepresented in the literary world but that are widely represented at TAG. In this way, students can see their own identities and experiences being validated in the classroom. TAG also offers a range of electives that support culturally responsive learning experiences. These electives include Mexican American Studies, African American Studies, Contemporary International Literature, and Immigrant Literature - a class in which all of the readings are by first- and second-generation Americans. Even in our STEM classes, TAG seeks to represent diverse populations. In AP Statistics, for example, the students use culturally relevant data sets to study topics such as the availability of fresh food across neighborhoods of different income levels.

The TAG faculty has a longstanding tradition of creating a welcoming environment for students of all backgrounds and identities. In addition to creating a nurturing atmosphere within individual classrooms, every TAG faculty member has participated in a four-part professional development series from the Cultural Intelligence Center. The training, which focused on integrating and developing culturally appropriate practices, provided relevant strategies that continue to be utilized by the TAG faculty on a daily basis.

From official opportunities like staff training to informal interactions with students, TAG prioritizes being a culturally responsive campus. Because of this, we succeed at creating an environment in which no student will feel limited or overlooked simply because of who they are.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The School for the Talented and Gifted applies a systematic approach to academic assessment and data analysis at every grade level and in each content area. Teachers analyze student assessment data and then purposefully plan for instruction within their bi-weekly professional learning communities. Students are assessed, with instruction or intervention modified. Repetition of this process occurs until students reach mastery of the standards (TEKS), as evidenced by summative assessments.

At the 9th grade level, teachers use historical STAAR data in areas of mathematics, reading, science, and writing as a baseline for instruction. Algebra I, Biology and English I are closely monitored because of their relationship to STAAR. These STAAR exams are scrutinized by TEKS, demographics (e.g., Economically Disadvantaged, African American, Hispanic, At-Risk), and special programs (Limited English Proficiency, Special Education, 504). Data is monitored by levels of TEKS mastery. Interventions are individually designed to fit individual students. These can include TEKS-specific instruction provided during the school day, after school, or at Saturday school sessions. The same cyclical process is utilized at the 10th grade in the English II content area, and at the 11th grade in preparation for the U.S. History STAAR exam. For each of these state-assessed areas, there is regular monitoring of data and communicating performance projections to leadership. The same intensive approach is applied to teaching and learning at the 10th grade using the college readiness standards measured by the Texas Success Initiative (TSI) test. This is driven by the campus need for students to be college ready by 11th grade, when students take on an AP-intensive course load. Teachers adjust instruction throughout the 9th and 10th grade years to improve students' academic readiness for the rigors of their junior year.

Since the 2015-2016 academic year, the School for the Talented and Gifted has earned distinctions from the Texas Education Agency for Academic Achievement in ELAR, mathematics, science, and social studies. In addition, the school has been rated among the top 25 percent of Texas schools in terms of Student Progress, Closing Performance Gaps, and Postsecondary Readiness. TAG has also earned all 7 of 7 Distinctions under the TEA Accountability Rating System. The school was awarded a near perfect 99 out of 100 points using this same system.

In addition, the School for the Talented and Gifted was named the top high school in Texas by Newsweek, which assigns schools this distinction based on a calculation that divides the total number of Advanced Placement, International Baccalaureate and Cambridge tests administered to a school's students by the number of students the school graduated that year. This system accurately measures the rigor of a school environment and serves as an indicator that the School for the Talented and Gifted is truly one of the most academically-advanced schools in the nation. It is this commitment to academic success and classroom rigor that has allowed the School for the Talented and Gifted to thrive and fulfill its mission: to prepare students for success in elite universities and legal careers in the twenty-first century.