	A	B	C	D	E	F
1	**TAG Identification**		**Professional Development**		**Delivery of Services**	
2	TAG Identification	2013-14	2015-16	2013-14	2015-16	2013-14
3	How are we doing on reaching our underrepresented populations?	Table 3 expanded to 5 columns - 1. Race/ethnicity 2. # of enrolled students 3. % of enrolled students 4. # identified TAG 5. % identified TAG	How many TAG identified students have teachers that have some sort of TAG PD?	REPORT FROM EACH SCHOOL	How is ACPS measuring success?	Need information on student achievement. One metric could be SRIs and SMIs, though these instruments are designed to track progress of an individual rather than a group. Maybe use alternative measurements outside of traditional standardized testing, such as transfer tasks, AP test scores, etc.
4	How are our TAG students doing with getting into the schools that they would like to?	Number of children referred by teachers	There is a baseline from 2 years ago.	Overall Population of School		
5	Tracking underrepresentation	Number of children referred by parents	Can easily track the endorsement add on vs. PD.	Number of TAG-identified students		We are hoping to see that TAG students make academic progress. Because they are functioning at a variety of above-grade levels, we need to determine that students are sufficiently challenged.
6	Identification Data	Number of children referred by testing	How many teachers are TAG certified on their license?	Number of teachers with Gifted Endorsement		
7	When looking at TAG identification we would also like it separated by the 4 categories (math, science, social studies, and language arts).	Number of children ultimately identified	Is this training being utilized by schools?	Number of teachers who have received some form of TAG training		
8	Questions about identification	For each category listed above:	What percentage of our TAG identified students are being taught by teachers who have received some sort of training in that area?	Want to make sure that each school has adequate staffing for TAG, and that schools are encouraging professional development of all teachers in the area of gifted education.		

	A	B	C	D	E	F
1	**TAG Identification**		**Professional Development**		**Delivery of Services**	
2	**TAG Identification**	**2013-14**	**2015-16**	**2013-14**	**2015-16**	**2013-14**
9	Have the identification changes that were made worked?	Show total number and also demographic breakdown. Show as number and also as percentage of total overall ACPS population.				
10	What percentage of underrepresented student populations are now TAG identified?	Percentage change from year to year.				
11	How has this changed?					
12	Have these changes helped some underrepresented populations and not others?					
13	Has value been added because of these identification changes?					
14	What statistics can we use to see if value has been added?					

Questions for Clint	Questions re. data we want (from 1st tab)
How long does it take for us to get the data we request? What is the general timeline?	**TAG Identification**
How does he prioritize requests from advisory committees?	How are we doing on reaching our underrepresented populations?
What data do we have available for SOL scores as opposed to pass advance/pass/fail?	How are our TAG students doing with getting into the schools that they would like to?
Can we measure SOL data over time? (or is this not possible because of SOL changes)	How are we tracking underrepresentation?
We want to look at other things besides SOL data. What do we have that we collect already that is standardized for us to see?	When looking at TAG identification we would also like it separated by the 4 categories (math, science, social studies, and language arts).
How is ACPS measuring success?	Have the identification changes that were made worked?
	What percentage of underrepresented student populations are now TAG identified?
Who does this data disseminate to?	How has this changed?
	Have these changes helped some underrepresented populations and not others?
	Has value been added because of these identification changes?
	What statistics can we use to see if value has been added?
	Professional Development
	How many TAG identified students have teachers that have some sort of TAG PD?
	There is a baseline from 2 years ago.
	Can easily track the endorsement add on vs. PD.
	How many teachers are TAG certified on their license?
	Is this training being utilized by schools?
	What percentage of our TAG identified students are being taught by teachers who have received some sort of training in that area?
	Delivery of Services
	How is ACPS measuring success?