4/18/16 Draft Summary Overview of TAG Evaluation Scope

| TAG Plan Program Goal/Objective Area	Key areas	Key Questions	Potential Data Sources
Identification and Equitable Representation	Screening, identification, and referral procedures	To what extent do ACPS' screening procedures result in the identification of students who meet the division's definition of giftedness? How does ACPS' screening procedures compare to best practices within the state and nationally? To what extent are parents aware of the referral process?	-document analysis -external research on best practices in TAG service delivery -focus group/survey
	Screening, identification, and referral procedures	To what extent have ACPS' screening, identification, and referral practices improved the identification of underrepresented populations for TAG services?	-focus groups -surveys -analysis of division data
	Young Scholars Program	What is the potential for the Young Scholars Program to improve the representativeness of TAG identified students?	-analysis of division data -surveys -interviews
Delivery of Services	TAG curriculum	To what extent is the written/taught/supported TAG curriculum rigorous, ensure differentiation of both instruction and assessment, and meets the needs of TAG-identified students?	-document analysis -classroom observations -focus groups -surveys -interviews -external benchmarking
	TAG curriculum	To what extent is the written and taught TAG curriculum vertically aligned? How do instructors feel about the vertical alignment as implemented across grade levels?	-document analysis -focus groups -interviews -surveys
	Middle School Honors curriculum and services	How effective has the Honors curriculum at the middle school level been in meeting the needs of TAG and non-TAG students?	-document analysis -focus groups -interviews -surveys -external benchmarking
Professional Development	TAG Professional Development	To what extent have the professional development offerings related to delivery of differentiated instruction for TAG students reached and supported the needs of instructors of TAG students?	-document analysis -focus groups -interviews -surveys
Not specified	Student Outcome Data	What do student outcome data suggest about the strength of TAG programs in meeting the needs of TAG-identified students?	-analysis of division data -focus groups -external research on student outcomes related to TAG services

Prioritization Activity – Scope of Work

Rank ordering (Lowest score is highest priority)

TAG Plan Program Goal/Objective Area	Delivery of Services	Identification & Equitable Representation	Student Outcomes	Professional Development
Rank votes	**1*, 1, 1, 1, 2, 2, 2, 2, 3, 4**	**1, 1, 1, 1, 1, 2, 2, 4, 4, 4**	**1, 2, 2, 2, 3, 3, 3, 3, 3, 4**	**2, 3, 3, 3, 3, 4, 4, 4, 4, 4**
Average Ranking	**1.9**	**2.1**	**2.6**	**3.4**

With assumption that attrition fits this category best

Priority areas within Delivery of Services – 3 "votes" for priority focus areas per person (highest score is highest priority)

Delivery of Services Area	Middle School	Young Scholars	SAA ELA/Math	SAA SS/Science	High School	GIA Elementary
Total votes received	**9**	**8**	**4**	**4**	**4**	**1**
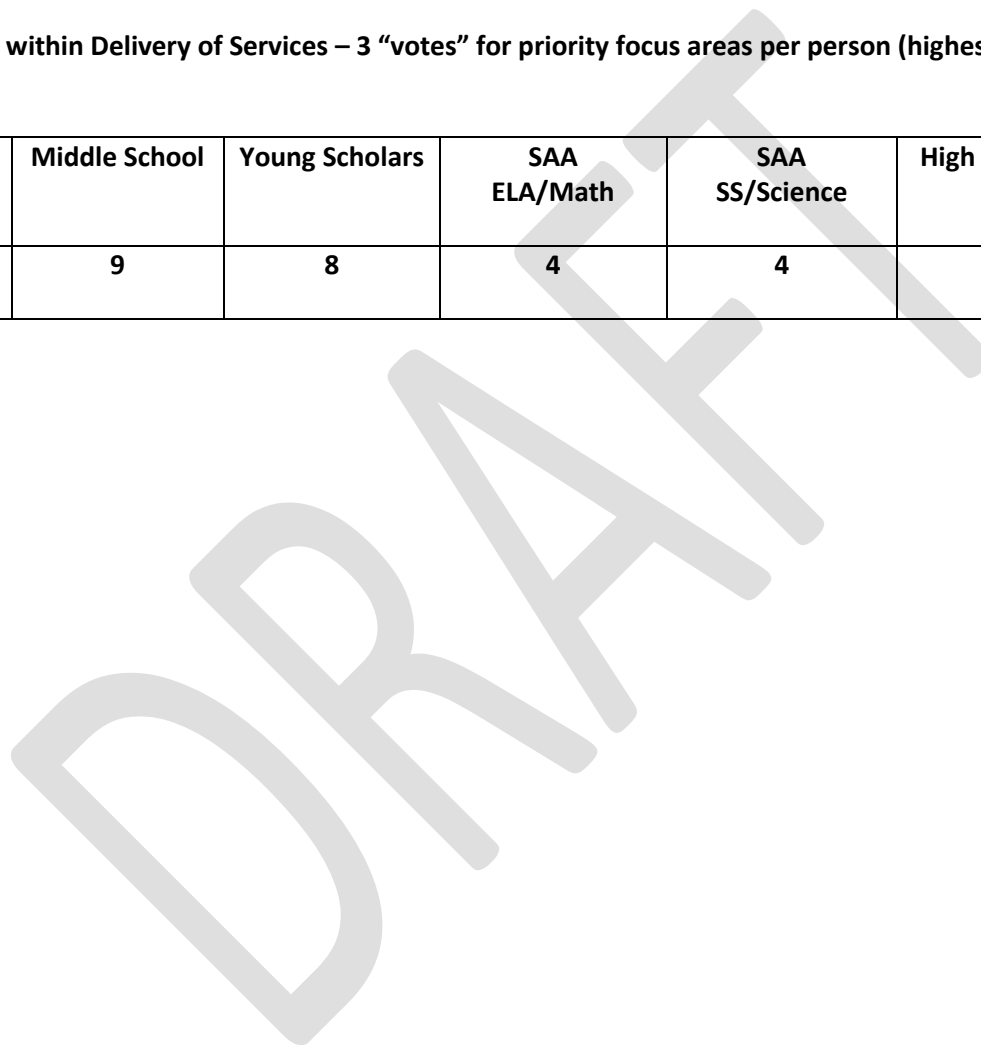
Desired Outcomes

1. Determine the extent to which the screening processes in place for TAG students has identified students that meet the division's definition of giftedness.
2. Determine the extent to which the screening and identification of TAG students has improved the representativeness of the population in terms of economic disadvantages, limited English proficiency (LEP), racial/ethnic subpopulations, and students with disabilities (SWD);
3. Determine the extent to which the written and taught TAG curriculum is rigorous and vertically aligned for each school level and service delivery model employed by ACPS.
4. Evaluate the implementation of the middle school Honors curriculum including the alignment to principles of the Middle Years International Baccalaureate Programme and best practices in gifted education curriculum design.
5. Evaluate the effectiveness of the required and optional professional development offerings in building capacity of general education and TAG instructors.
6. Evaluate the outcomes of students in TAG programs in terms of achievement, academic success, and postsecondary outcomes.
7. Make recommendations that:
   - are actionable and feasible;
   - are both long- and short-term;
   - improve the efficacy and efficiency of TAG services to promote student academic excellence;
   - are grounded in research related to gifted services and/or other best practices in TAG programs nationally; and
   - provide a tiered set of options allowing for informed decision-making including fiscal, programmatic, and student impacts within each tiered option.