Date: February 10, 2016

For ACTION _____

For INFORMATION __X__

Board Agenda: Yes _____
              No __X__

FROM: Stacey Johnson, Chief Financial Officer

THROUGH: Alvin L. Crawley, Ed.D., Superintendent

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

TOPIC: School Board Questions on FY 2017 Proposed Budget – Packet #1

BACKGROUND: The attached packet contains responses to 73 budget questions from
School Board members. With this packet, 73 of 83 questions have been answered.

Also included in this packet is the School Board Budget Question log.

CONTACT PERSON: Stacey Johnson, 703-619-8141

- o STEM equipment (especially data-collection and analysis scientific probeware)
  - o GIZMOS
  - o Discovery Education Science Tech-books
- STEM field experiences for grades 6-12 (to be funded in the proposed budget in this category) also include the following:
  - o Forensic Science Explorations
  - o Maryland Science Travelling Exhibits
  - o Meaningful Watershed Experiences (MWEs)
  - o Visits to projects where students investigate and propose solutions to real-life science, technology, engineering, and mathematics problems encountered in the real world

#B-17-13
Board Member: Karen Graf, January 31, 2016
Respondent: Terri Mozingo, Chief Academic Officer

Question: TAG
· Will the five year goals of TAG be developed from this evaluation report?
· What will be the metrics collected to determine success of the TAG program in the TAG evaluation? Will these metrics align with TAGAC recommendations for measuring progress?
· Please provide the KPIs and any other measurements that relate to TAG that ACPS currently collects or uses.

Response: Yes. The results from this evaluation will be used to set future goals and to inform the next revision of the five year plan.

The full program evaluation will be designed to collect and analyze all phases of the Talented and Gifted Program and will fully reflect the recommendations of the TAGAC including these specifics:
Identification, screening and referral data
- o % of students identified for services, disaggregated by ethnicity and gender to determine progress toward equitable representation, grade level, and type of program service (i.e Young Scholars, General Intellectual Ability and/ or Specific Academic Ability). Included in this will be an analysis of the effectiveness of strategies in place to address disproportionality such as Young Scholars, whole grade level screening assessments and practices, teacher training and use of local norms.
- o % of students referred from various sources (school-level screening and data, parent, teacher, self and/or community members).

Review of assessments used in the process to determine if program goals in student identification are met with current instruments.
- o % of students identified by each assessment for TAG services, disaggregated by ethnicity, gender, and FARM

Amended February 12, 2016

Student achievement as measured by SOL data, SMI (if available), SRI, grades, graduation rate, SAT, ACT scores, college acceptance rates and AP and Dual Enrollment success. Teacher support and professional development as measured by the number of gifted endorsed teachers assigned to work with TAG students and the number of teachers participating in gifted professional development annually.

Service delivery as measured by school scheduling analysis, middle school clustering data and a review of differentiated education plans (DEPs) at both elementary and middle school levels. Stakeholder perceptions of programmatic success – this will include surveys and focus groups of students, parents, teachers, and community members.

Enrollment data is annually reviewed and measured against targets set in the School Board's Strategic Priorities each year. These are disproportionality measures. Beginning with SY 2015, SOL data is now disaggregated for TAG students. This will allow future achievement to be measured and compared annually.

In the ACPS 2020 Scorecard, the following Key Performance Indicators (KPIs) are to be collected for TAG identified students only:	
Objective	Key Performance Indicator
1.1.9	% of positive responses on an ACPS Insight Survey of families, disaggregated by student status, that asks about awareness and satisfaction related to various program services and access for students, including Talented & Gifted services, Special Education services, English-Language Learner services, etc.
1.3	% Disporportionality between K-5 TAG identification and K-5 enrollment – FARM
% Disporportionality between K-5 TAG identification and K-5 enrollment – Black students	
% Disporportionality between K-5 TAG identification and K-5 enrollment – Hispanic students	
KPIs collected for the overall division which would include TAG students	
1.1	On-time graduation rate
% of students taking an AP assessment	
% of AP scores earning a '3', '4', or '5'	
% of students taking a dual-enrollment class	
% of SOL pass rates	
1.2	ACT Performance Composite

#B-17-14
Board Member: Karen Graf, January 31, 2016
Respondent: Terri Mozingo, Chief Academic Officer

Question: Translation Service
· In regards to the addition of a 1.00 FTE position in the ELL office, is there a resource for other departments too? Isn't this position a higher level service provider?