	Tracking Underrepresentation			Professional Development			Delivery of Services		
	2015-16	**2013-14**	**Local Plan**	**2015-16**	**2013-14**	**Local Plan**	**2015-16**	**2013-14**	**Local Plan**
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	1) Screening profiles will be submitted to the TAG Coordinator twice annually and be reviewed by a committee comprised of TAG teachers and Designees to ensure that all students in the screening pool have been appropriately evaluated	How many TAG identified students have teachers that have some sort of TAG PD?	REPORT FROM EACH SCHOOL	None listed	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.	4) Graduation rate, Honors, AP and Dual Enrollment data will be reviewed to determine TAG student success.
4	How are our TAG students doing with getting into the schools that they would like to?	Number of children referred by teachers	2) Referral and identification data will be reviewed and reported by the TAG Coordinator, disaggregated by ethnicity and gender to determine progress toward equitable representation	There is a baseline from 2 years ago.	Overall Population of School			Maybe use alternative measurements outside of traditional standardized testing, such as transfer tasks, AP test scores, etc.	5) The Talented and Gifted Advisory Committee reviews the plan each year and reports to the School Board on the progress made and effectiveness
5	Tracking underrepresentation	Number of children referred by parents	3) Student grades and measures used by the Division to measure student growth (i.e. SMI, SRI) will be compiled and reviewed for current TAG students	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) Every two years, a comprehensive survey of stakeholders will be conducted and results reported.
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.				
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?								

	A	B	C	D	E	F	G	H	I
1	Tracking Underrepresentation			Professional Development			Delivery of Services		
2	2015-16	2013-14	Local Plan	2015-16	2013-14	Local Plan	2015-16	2013-14	Local Plan
14	What statistics can we use to see if value has been added?								

TAG Identification

1) Screening profiles will be submitted to the TAG Coordinator twice annually and be reviewed by a committee comprised of TAG teachers and Designees to ensure that all students in the screening pool have been appropriately evaluated

2) Referral and identification data will be reviewed and reported by the TAG Coordinator, disaggregated by ethnicity and gender to determine progress toward equitable representation

3) Student grades and measures used by the Division to measure student growth (i.e. SMI, SRI) will be compiled and reviewed for current TAG students

4) Graduation rate, Honors, AP and Dual Enrollment data will be reviewed to determine TAG student success.

5) The Talented and Gifted Advisory Committee reviews the plan each year and reports to the School Board on the progress made and effectiveness

6) Every two years, a comprehensive survey of stakeholders will be conducted and results reported.

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 you prioritize requests from advisory committees?	How are we doing on reaching our underrepresented populations?
What data do we have available from 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?
To whom is the data you collect disseminated?	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. What are the current numbers? Percentages?
	How many teachers are TAG certified on their license?
	What is the extent to which this training is being utilized by schools?
	Delivery of Services
	How is ACPS measuring success?

Race/Ethnicity	No. of Enrolled Students	% of Enrolled Students	No. ID'd TAG	% ID'd as TAG	# of ID'd Young Scholars	% of ID'd Young Scholars
American Indian/ Alaska Native	65	0.5%	TS	TS		
Asian	608	4.6%	74	12.2%		
Black	4261	32.0%	207	4.9%		
Hispanic	4406	33.0%	131	3.0%		
White	3610	27.1%	916	25.4%		
Native Hawaiian/Other Pacific Islander	43	0.3%	6	14.1%		
Multiracial	387	2.9%	52	13.4%		
Grand total	13335		1389	10.4%		