Date: March 9, 2017
For ACTION_X__
For INFORMATION ____
Board Agenda: Yes __X_
No ___

FROM: Alexandra Griffin, Chair, Talented and Gifted Advisory Committee (TAGAC)

THROUGH: Frances Donna Brearley, Talented and Gifted Coordinator

THROUGH: Terri H. Mozingo, Ed.D., Chief Academic Officer
Alvin L. Crawley, Ed.D., Superintendent of Schools

TO: The Honorable Ramee A. Gentry, Chair, and Members of the Alexandria City School Board

TOPIC: 2015-2016 Talented and Gifted Advisory Committee Annual Report

BACKGROUND:

Over the past year, the Talented and Gifted Advisory Committee (TAGAC) focused its attention on current metrics used to measure the success of Alexandria City Public Schools (ACPS) Talented and Gifted (TAG) program, culminating in collaboration with ACPS to provide key questions the ACPS TAG program evaluation needed to be able to answer to determine TAG success in ACPS. Members of TAGAC contributed questions, suggestions, and conducted data analysis using publicly available data to better understand how ACPS currently measures its TAG program, and how evaluation could be improved. As part of this work, TAGAC invited Terri Mozingo, Ed.D, Clinton Page, and Jennifer Whitson from the Office of Accountability (OA) to discuss current data collected, and determine whether collecting other data points currently not collected was feasible.

When funds were secured within the Alexandria City budget for a TAG evaluation of the 2012 *Local Plan of the Education of the Gifted* ("TAG Local Plan,") TAGAC engaged with ACPS to ensure alignment of all TAGAC recommendations around evaluation, measures of success identified in the TAG Local Plan, and throughout TAGAC's work this past year. This report details specific TAGAC activities for ensuring robust evaluation of Alexandria's TAG program, organized by month.

Timeline and Topics of Meetings

Below is a brief synopsis of TAGAC meetings organized by month. The meeting date includes a hyperlink to the agenda, materials, and meeting minutes for each meeting.

<u>September 14, 2015:</u>
Conducted scope of work exercise to ensure better understanding of TAGAC work and encourage full participation of TAGAC Committee in activities.

October 19, 2015:
TAGAC prepared questions for Office of Accountability on types of TAG data available, and what TAGAC would like to see collected to better understand how well TAG was performing in ACPS.

November 16, 2015:
TAGAC continued to discuss potential data questions, and discussed finalizing the TAGAC Annual Report for 2014-15.

December 14, 2015:
TAGAC member Steven Gordon presented findings he had compiled from public sources on TAG programs in ACPS and surrounding jurisdictions. Office of Accountability guest Clinton Page answered TAGAC questions on collection of data to determine success of TAG in ACPS.

January 25, 2016:
Meeting canceled due to snowstorm.

February 22, 2016:
TAGAC discussed the draft of the 2014-15 Annual Report, submitted to the OA formal questions on data to determine effectiveness of TAG in ACPS, and heard an update from ACPS regarding TAGAC's middle school recommendations.

March 28, 2016:
TAGAC discussed meetings about TAG with ACPS officials, and continued work on the 2014-15 Annual Report.

April 18, 2016:
TAGAC discussed the external TAG program evaluation with ACPS officials, and worked on Committee documents (TAGAC Scope of Work and Annual Report).

May 16, 2016:
TAGAC conducted Committee elections, discussed data/accountability indicators for the TAG program

SUMMARY:

Scope of Work

TAGAC began the year by reviewing its scope of work and identifying key activities it could undertake to fulfill its scope. These activities were recorded and organized into an overall roadmap for the year. (See: Appendix A).

TAGAC Status Update on Middle School Improvements

TAGAC then reviewed ACPS progress made in fulfilling budget neutral recommendations to improve TAG programs at the ACPS middle school level. The work of the Committee was limited to review of the

progress, culminating in the February memorandum from ACPS, which provided TAGAC the status of implementation of TAGAC's middle school recommendations. (See: Appendix B)

TAGAC efforts on TAG program evaluation

Throughout the year, TAGAC worked to ensure that data collected related to TAG identified students aligned to the questions TAGAC raised about the quality of TAG programs within ACPS. Fundamentally, TAGAC wished to know how TAG programs were performing, both compared to other similar school districts, and with regard to the success rate of TAG students matriculating through ACPS. TAGAC used as supporting documents the metrics identified in the 2013-14 TAGAC Annual Report, the TAG Local Plan, and through research by TAGAC members. To facilitate this effort, TAGAC invited OA members collecting school data to present to TAGAC several times. Key materials included the following:

- TAGAC member-driven efforts (See: Appendix C)
- TAGAC questions and OA answers on metrics OA (See: Appendix D)
- TAGAC 2014 and 2015 Comparisons (See: Appendix E)
- 4/18/16 Draft Summary Overview of TAG Evaluation Scope (See: Appendix F)
- TAGAC Program Evaluation Session (See: Appendix G)
- TAG Accountability Indicators (See: Appendix H)
- 2013 Review of the (FCPS) Advanced Academic Programs (See: Appendix I)

Through a series of meetings and exercises, TAGAC worked collaboratively with ACPS to ensure the TAG program evaluation, which sought to determine the extent to which the TAG Local Plan had been implemented, included relevant questions TAGAC had considered in its work as it sought to understand the success rate of TAG within ACPS. TAGAC will expect to hear an update of the progress made toward an expected start to the evaluation in the 2016-17 School Year.

Other Activities

While TAGAC's focus during the 2015-16 School Year was evaluation of TAG, the Committee also discussed potential improvements needed at the high school level, including conducting a review of Advanced Placement (AP) classes to determine what proportion of TAG identified students were enrolled in AP classes, and whether they were meeting the needs of those students. TAGAC also discussed the need to verify whether the Science, Technology, Engineering, and Math (STEM) program offered at the high school was for the general population, and not geared toward TAG students. ACPS inquired on behalf of TAGAC and confirmed that the STEM program was geared toward a general population. Additional marketing efforts were discussed to ensure parents and students were aware that this program was open to all students and was not developed with TAG students in mind.
At the elementary school level, TAGAC discussed the need for better communication of TAG identification in elementary schools. Specific actions will be identified during future TAGAC meetings.

RECOMMENDATIONS:

TAGAC has been pleased to be an active part of the evaluation efforts happening at ACPS. Further collaboration and refinement may involve implementing the following recommendations:

A) Review AP data and link to TAG data to assess the success of TAG students

B) Provide commitment to TAGAC for a schedule of when data will be available to the Committee for its evaluation purposes

C) Promote more and better communication to hard-to-reach populations about the TAG program and its identification process

D) Include attrition rates of TAG students between elementary and middle schools, and provide a comparison of TAG students versus non-TAG students

E) Survey TAG high school students and parents as to the efficacy of TAG programs in meeting their needs, including resources, deficiencies and improvements

Staff Response
The staff appreciates the TAGAC's efforts to continually improve and enhance the efficiency of the TAG program in ACPS. In response to the recommendations above, the staff has provided the following action steps to address each recommendation:

Recommendation A and B:

A) Review AP data and link to TAG data to assess the success of TAG students
B) Provide commitment to TAGAC for a schedule of when data will be available to the Committee for its evaluation purposes

Staff response:
The data sets which are described in Appendix H were presented to TAGAC in spring 2016 as potential indicators to be supplied by the division on an annual basis no later than November 30th each year. Feedback was received from the committee and adjustments were subsequently made. The Department of Accountability and the TAG Office will jointly compile and report these data for use in the TAGAC Annual Report. Staff is pleased to report, that through collaboration with TAGAC, the division will be a regional leader in the depth and breadth of data supplied via these annual indicators (see page 5 of Appendix H). These indicators in part are intended to fill what has been a nationwide information gap based on TAG students not being identified as a reporting group within NCLB and now ESSA federal legislation.

Recommendation C:
C) Promote more and better communication to hard-to-reach populations about the TAG program and its identification process

Staff response:
The TAG Office looks forward to the TAGAC suggesting new and enhanced ways to increase our outreach to all populations within ACPS. The TAG office will begin these efforts by increasing communication to hard-to-reach populations through the use of social media (Twitter), the TAG website, which will feature short video segments along with the parent presentations in a variety of languages, family events developed and conducted in collaboration with the FACE center, as well as expanding outreach to local housing and community centers with face-to-face presentations done by school and division level staff.

Recommendation D and E:

D) Include attrition rates of TAG students between elementary and middle schools, and provide a comparison of TAG students versus non-TAG students

E) Survey TAG high school students and parents as to the efficacy of TAG programs in meeting their needs, including resources, deficiencies and improvements

Staff response:

At the request of the TAGAC, the division supplied the "Talented and Gifted Brief: Grade Level Cohort Survival" analysis in April 2015. Moving forward, staff recommends the use of a survey of parents of students receiving TAG services to gauge parent perceptions and satisfaction with TAG services and initiatives. The survey data will serve the division and TAGAC in having a more comprehensive understanding of areas of success and areas for improvement as it relates to parental perceptions of TAG services across the K-12 continuum. These efforts will begin in school year 2016-2017 with parent survey and focus groups as a part of the TAG Evaluation project.

The full program evaluation underway during SY 17 will provide feedback from all stakeholders, including high school students and parents as to the efficacy of TAG programs in meeting their needs. A full report and data analysis will be available by September 2017.

CONCLUSION:

TAGAC has appreciated the level of collaboration between ACPS and the Committee on all topics, but in particular on evaluation efforts. Collaboration will yield results that will benefit all parents, students, and faculty.

RECOMMENDATION:

The Superintendent recommends approval of the ACPS responses to the Talented and Gifted Advisory Committee Annual Report.

CONTACT: Donna Brearley, (703) 619-8024

Appendix A: TAGAC Scope of Work Exercise

Post-its%20exercise%20comparison%20

Appendix B: Middle School Improvements Memorandum

Middle%20School%20recommendations

Appendix C: TAGAC Member Independent Analysis of ACPS TAG

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Appendix D: TAG Data Questions for OA

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Appendix E: TAGAC 2014 and 2015 Comparisons

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Appendix F: Draft Summary Overview of TAG Evaluation Scope

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Appendix G: TAGAC Program Evaluation Session

TAGAC%20-Program%20Evaluation%20s

Appendix H: TAG Accountability Indicators

TAG Accountability Indicators 05.16.201

Appendix I: 2013 Review of the (FCPS) Advanced Academic Programs

Fairfax-2013GMUReview-Ex

2015-2016 Talented and Gifted Advisory Committee Annual Report

Appendices

Appendix A: TAGAC Scope of Work Exercise
Appendix B: Middle School Improvements Memorandum
Appendix C: TAGAC Member Independent Analysis of ACPS TAG
Appendix D: TAG Data Questions for OA
Appendix E: TAGAC 2014 and 2015 Comparisons
Appendix F: Draft Summary Overview of TAG Evaluation Scope
Appendix G: TAGAC Program Evaluation Session
Appendix H: TAG Accountability Indicators
Appendix I: 2013 Review of the (FCPS) Advanced Academic Programs

Overview of responses/ Key themes from TAGAC Scope of Work Exercise

September 14, 2015

Topic based on Scope of Work	ACPS efforts aligned to Topic
Under-representation in TAG • How are we doing in identifying under-represented populations? Are we actually showing improvement? • How to reach families who don't speak English – advise the School Board on how to reach families • Middle school/ High school experience is still weak, and aggressive/knowledgeable parental advocacy shouldn't be a necessity to afford students the opportunities of TAG, Governors' schools, etc.	**Data gathered to track under-representation** • SOL data to track • TAG enrollment data • SRI data (division-wide) **Strategies aligned with combatting TAG under-representation** • Young Scholars • GIA in the classroom • Subject-specific applicants
Communication • The TAGAC's role/function is not to be the communicator, but to advise and provide input. It is ACPS' role to oversee communications of TAG. However, TAGAC is a good venue for when things aren't working – not on the push side of communications, but to provide feedback. • TAGAC may be the vehicle for querying TAG families and gathering input, and may facilitate/develop a roadmap of TAG services that is communicated via ACPS. • More communication by ACPS is needed – particularly to parents.	**Current communication efforts for TAG** • School-based TAG coordinators and information • Web-based TAG information • Print brochures • Communication via PTA
Delivery of Services • An assessment of the delivery of services should be compared across schools, with the goal of consistency across levels – TAG students should have a similar experience across schools. • In middle/high school, TAG students should also be aware of classes available – the offerings should be something finding them, through communications, teachers, counselors.	**Current efforts to compare TAG programs across school systems** • XXX
Next Steps: **Data Gathering** • TAGAC should have data analysts and data miners as guests, or available, to help TAGAC ask the right questions. It is a challenge even understanding what types of questions to ask to get the data needed to make good decisions about TAG. • Invite Clinton Page and perhaps even school counselors as guests of the TAGAC to become better informed. • How does the ACPS TAG program compare to other area programs, e.g. FCPS, Arlington, and	

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Falls Church? – Data on demographics, success rates, student test scores, etc.
For Future Meeting(s): **TAG Local Plan** • TAGAC can be a facilitator/initiator to help gather data/feedback from stakeholders – parents, students, teachers, administrators, etc. • Methods may include forums, surveys, focus groups, interviews, and community outreach.

Post-It Notes Exercise – Raw Data

1. ACPS Strategic Plan 2020

- What data and research would best inform the TAG-related sections of the ACPS Strategic Plan 2020?

Post-its
Growth in identification of minorities for the TAG program
If we could look at existing data for TAG students vs. non TAG
High School courses TAG-identified students typically enroll in
How many TAG-identified students in middle school are actually assigned to a TAG-certified teacher?
Understanding impact – breakdown by elementary school – of Honors selection and success in middle school
Percentage of Young Scholars identified for the TAG program
Comparison of results to different programs
Representation GAP for TAG identified by GAP groups
Comparison of results to similar programs
APs: Gap group data. All students: Passed, taken – how many students passed
Student tracking (long term)
TAG/Young Scholar performance in middle/high school. Also enrollment in Honors/AP classes (of these students)
Student feedback
Teacher feedback
Parent feedback
% of TAG students passing and earning 4's and 5's on AP exams
School demographics information compared to TAG-identified students. It should correlate.
Identification – how has new evaluation process worked to identify under-represented groups? What changes (value added) for currently identified TAG students?
# of students in TAG total. % delta in underrepresented populations and goal for 2020
Disproportionality issues with TAG

2. Preparation for TAG Evaluations

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- What data - using improved data collection and quantitative and qualitative analysis - does the committee suggest the Office of Accountability needs to consider for its evaluation of the ACPS TAG program to be conducted by Hanover Research in 2016-17?

Post-its
Measure of change in knowledge for TAG
Comparison to other school districts on delivery of services in secondary schools
How can we measure progress of these already high achieving students?
School by school analysis of delivery of services
Look at differentiation in upper level classes and below 4th
Long-term data of MS Honor students compared to HS performance
Participation of minorities in the TAG program
Parent surveys
Enrollment figures – by subject (ELA, math, science, social studies), service (GIA, YS), ethnicity, age, gender, Honors success
In looking at % of students ID'd for TAG, should be grounded in population %.
Representation of all subgroups
Parent knowledge of TAG services
Satisfaction survey results of all stakeholders – parents, students, teachers
Are students having fun?
Are students interested?
Are we on track for identification of students by %?
Why do students leave the program?
Do students stay in the program?
Once we get data, how can we see it? (PII issues) What are the rules for PII?
How can we ask better questions?

3. TAG Local Plan Review

- What are TAGAC members' ideas on methods for conducting the review process to update the ACPS TAG Local Plan? (e.g. questionnaires, focus groups, committees, etc.)

Post-its
Meetings with diverse stakeholders – students, parents, researchers, etc. – ID'd as TAG and not
Interview/survey students, parents, and teachers
Open information/discussion forum for interested parties
Well-publicized online questionnaires with some open response questions
Focus on crafting explicit language regarding delivery of services in secondary schools
Focus groups, including Special Ed/ELL teachers
Need to reach out into the community for parent/family input. Go to FACE centers/apartment complexes
Provide interpretation; try to make sure this is representative of the community
Review teams who are well-versed in programs of other states…what works/what doesn't
Stakeholder surveys
Read and discuss each portion of the plan as a committee to fully educate members

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4. Communication

- What should the TAGAC undertake to foster improved communication among all TAG stakeholders (students, families, TAG designees, TAG teachers, administrators, and counselors at all grade levels)?

- What should individual TAG members undertake to foster improved communication among all TAG stakeholders?

Post-its
Email blasts with news and announcements
Host parent events to enhance parent support and understanding of TAG
TAG email list – offer parents/teachers to opt in for info on programs, etc.
Identification process should be CLEAR
Ensure students are aware of all opportunities for enrichment available to them
Differentiation plans should be expressed and available in ALL honors courses
Send out notices through schools in multiple languages
Parent nights
TAG info night at all school PTA meetings
Pass the info to others – PTA meetings are a start but they don't reach everyone – how can we reach out to rest of the community?
Put together a doc similar to SEAC roadmap for special ed services
Blog
Web based resources including summer programs and enrichment opportunities
Website with onsite blog
Articles on website
Emails from teachers to TAG parents
Parent teacher conferences
More centralized TAG resources on ACPS website
This does not really seem like TAGAC's role
Is it TAGAC responsibility to communicate or does ACPS need to do more?
Should TAGAC be recommending that ACPS do more communicating on TAG?

5. Delivery of Services

a. Elementary School

- How should TAGAC monitor the progress of the Young Scholars program, designed to help increase the participation of underrepresented populations?

Post-its
Long term tracking of individual students
Need regular report on YS participation rate and successful move into TAG
Are more schools participating in the YS program?
Are teachers communicating about lesson ideas?
Issues of variability between schools – eg. how is push-in used?
We need YS metrics – insist on every school participating

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[How does] Young Scholars enrollment lead to performance in honors/AP classes
Monitor YS enrollment annually
Report #'s of teachers enrolled in professional development

- How should TAGAC monitor the consistency of delivery of services for students who are identified for General Intellectual Ability?

Post-its
Student activities (competitions, etc.)
Test scores
Teacher workshops
City level observations
Are curricula consistent across GIA programs?
Look at what each school is doing – what resources are lacking in some schools and does that cause a difference? Why is there a difference if resources are not the issue?
Develop metrics with OA—agreed upon metrics to track TAG, YS, GIA

b. Middle School

- How should TAGAC monitor the implementation of the clustering of TAG-identified students into TAG-only sections during homeroom? During core courses?

Post-its
Are students getting into and succeeding in TAG, AVID, advanced secondary courses?
Cluster updates from Dr. Mann
Look at clustering numbers, differentiation plans
Ensure teachers assigned to TAG students are trained
Rather than just core classes (clustering in beginning) why not create a TAG enrichment elective?
Clustering needs to be monitored
Need to make sure TAG certified teachers are teaching TAG students

- How should TAGAC monitor the progress of implementing the Local Plan, calling for Honors teachers to participate in professional development in gifted education strategies?
    - During the process – attend some classes, reading literature used in professional development
    - Report from Donna on professional development
    - Get reports from the middle schools

c. High School

- What activities should TAGAC pursue to explore the vertical articulation of services as students move from middle to high school?

Ensure student qualifications are communicated between counselors

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What we can do for Young Scholars at this level
Quality of teachers (variable)
Losing teachers capable of teaching at highest level
Poor communication on other resources
STEM academy is being marketed as a TAG-like academy [is it, should it be?]
Ensure students are given opportunities to cluster, take advanced classes – especially in 9th and 10th grades
Are counselors aware of all available advanced courses/enrichment opportunities for TAG students?

6. Organization

a. Which speakers should we invite to help inform our work?

Post-its
Office of Accountability (multiple)
ACPS Data Analyst
Clinton Page
Let's craft metrics with OA for annual use to evaluate how ACPS doing on TAG service delivery
FFX County TAG program administrator on their successes , challenges, lessons learned
If FFX County has a TAGAC committee, invite chair to speak to same issues as above
High School head of counseling – Greg Forbes
Terry Mazingo
Curriculum Departments?
Secondary differentiation (someone to speak to this)
TAG resources for high school (someone to speak to this)
Teachers
Test writers
Professional development authors
Team building

DRAFT

Alexandria City Public Schools

DEPARTMENT OF CURRICULUM AND INSTRUCTION

MEMORANDUM February 22, 2016

TO: Alexandra Griffin, Chair, Talented and Gifted Advisory Committee

FROM: Donna Brearley, Coordinator, Talented and Gifted Program

SUBJECT: Middle School Recommendations Memo Update

ACTION: For Your Information

In May of 2015, the Talented and Gifted Advisory Committee submitted recommendations for revisions to the delivery of services for Talented and Gifted students in middle school. An update was requested by the committee during the fall of 2015. This memo summarizes the recommendations, original staff responses, and the current status of each recommendation.

Recommendation #1: Cluster TAG-identified students into TAG-only sections during advisory period.

- **Initial Staff Response**

This recommendation is under consideration as master schedules are being built at this time. The impact on the balance of class size, demographics and gender within the homeroom period will be reviewed to determine feasibility.

- **Update**

Currently, the homeroom/advisory period is a 15 minute period used by both Hammond Middle School and George Washington Middle School to promote a number of student centered initiatives which include PBIS lessons, and School Wide AVID Organizational Strategies. Organizational strategies occur two days a week. All students benefit from organizational and time management strategies which allow them to continue to meet the rigorous demands of Honors courses. In collaboration with the principals, we will continue to explore ways for all students to utilize this time most beneficially.

Recommendation #2: Assign TAG-identified students to teachers who have completed (or are currently obtaining) a gifted endorsement qualification.

- **Initial Staff Response**
  It is a priority for ACPS to have highly qualified teachers working with all students. Our goal is to fully implement the Local Plan which calls for all teachers of middle school Honors classes to be trained in gifted education strategies by offering a variety of options.

- **Update**
  Currently, there are 12 middle school teachers who hold full Gifted Endorsement. Additionally, all Honors teachers have been encouraged to participate in one of the professional development options described below (with participation rates included):

  1. **Gifted Endorsement Cohort #3**: Provided in partnership with the College of William & Mary (with four college courses offered over a two-year period). 20 teachers are participating (including teachers from elementary, middle, and high school as well as teachers of English Language Learners and Special Education).

  2. **Local Middle School Professional After School Learning Series Entitled "Teaching Honors—Strategies for Differentiation":** Including best practices in gifted education, differentiation strategies, and techniques for implementing the ACPS Honors curriculum. Currently, 45 teachers are participating from both Francis C. Hammond and George Washington Middle Schools

  3. **Honors Flipped Instruction Book Club and Intensive Study on Differentiation Strategies (Online):** This course provides teachers with two required books and one choice book to read focusing on differentiation strategies and mindset. Teachers discuss and share ideas through an online format. Currently, 10 teachers from Francis C. Hammond and George Washington Middle Schools are participating.

Recommendation #3: Increase clustering minimums for TAG-identified students in core courses.

- **Initial Staff Response:**
  Clustering is a research-based practice shown to help meet the needs of gifted students by providing intellectual peers within their instructional grouping. Increasing the current cluster sizes in the Honors classes is a viable option for school year 2015-16. Every effort will be made to better enhance the size of TAG-identified clusters to eight (8) or more within each core Honors class.

- **Update**
  Clustering has been increased significantly through scheduling efforts made at each middle school campus. This will be continually monitored and adjusted each year.

Recommendation #4: Require written TAG differentiation plans for each quarter core course.

- **Initial Staff Response**
  In addition to course syllabi, plans describing the differentiation for TAG students in the Honors courses will be developed in collaboration with the Honors teachers and the Middle School Resource Teacher.

- **Update**
  Differentiated Education Plans (DEPs) have been written for all identified TAG students for Quarter 2 at Francis C. Hammond and George Washington middle schools and were mailed home. Jefferson Houston will begin sending home DEPs in Quarter 3. DEPs for the remainder of the year will be mailed home with each report card.

Recommendation #5: Create sections of Language Arts 6, 7, 8 that are reserved for TAG-identified students.

- **Initial Staff Response:**
  Sample master schedules are being built and reviewed to determine possible impacts. Consideration must be given to the middle school team structure and schedule as well as the balance of class size and special course needs outside the grade level for some TAG-identified students.

- **Update**
  Keeping in mind our philosophy is to maintain an environment for all children to learn, ACPS will continue to group students to the extent possible and, where appropriate, taking into consideration a variety of factors which include specialized programming needs.

TAG Advisory Committee Analysis/SAT Outcomes

Steven Gordon, TAGAC

December 14, 2015

Agenda

- Research Question
- Measuring Outcomes
- SAT Outcomes for ACPS and other divisions

Research Question

- Primary research question: ***How is ACPS Doing Regarding Educational Outcomes?***
- What was the motivation?
  - Process began by looking for information to evaluate educational outcomes regarding the TAG program
  - But, little information is available specifically on TAG outcomes only
  - And ACPS TAG is closely connected the performance of the broad program
- So I starting evaluating the broader topic of ACPS educational outcomes, **with a focus on the top performers**
- Raises an important question--How do we measure educational outcomes?
  - A few tests result sets are available: SOLs, ACTs, SAT

Measuring Outcomes

- Standards of Learning (SOLs)
  - Focused grade-by-grade (Elementary/Middle) or course-by-course (High)
  - Statistics reported to VDOE are
    - Percentage Fail
    - Percentage Pass
    - Percentage Advanced
  - But SOLs results **do not contain absolute grades**
    - So some common testing statistics **cannot be calculated from SOLs,** including average (mean) median and standard deviation
  - So assessing performance of high-performing students is difficult using SOL scores
    - SOLs are primarily useful for assessing lower-performing segment of population
- ***Essentially, SOLs provide little information for assessing the TAG group***

Measuring Outcomes (2)

- Scholastic Aptitude Test (SAT)
  - Designed to measure college readiness
  - Tests accumulated achievement in Math, English and Writing
  - Spans many grade levels and courses
- **So the SAT represents accumulated effect of K to 12 curriculum, including TAG instruction**

Measuring Outcomes (3)

- How should we judge educational outcomes?
  - Starting point is to compare to nearest neighbors (e.g., APS, FCCPS, FCPS)
  - But neighboring school districts have widely varying demographic composition
    - So direct comparison of score may be skewed by demographic and ethnic make-up
  - To correct for these differences, ethnic groups are directly compared between school districts
    - For example, ACPS Hispanic subgroup to APS Hispanic subgroup, ACPS White subgroup to APS White subgroup, etc.

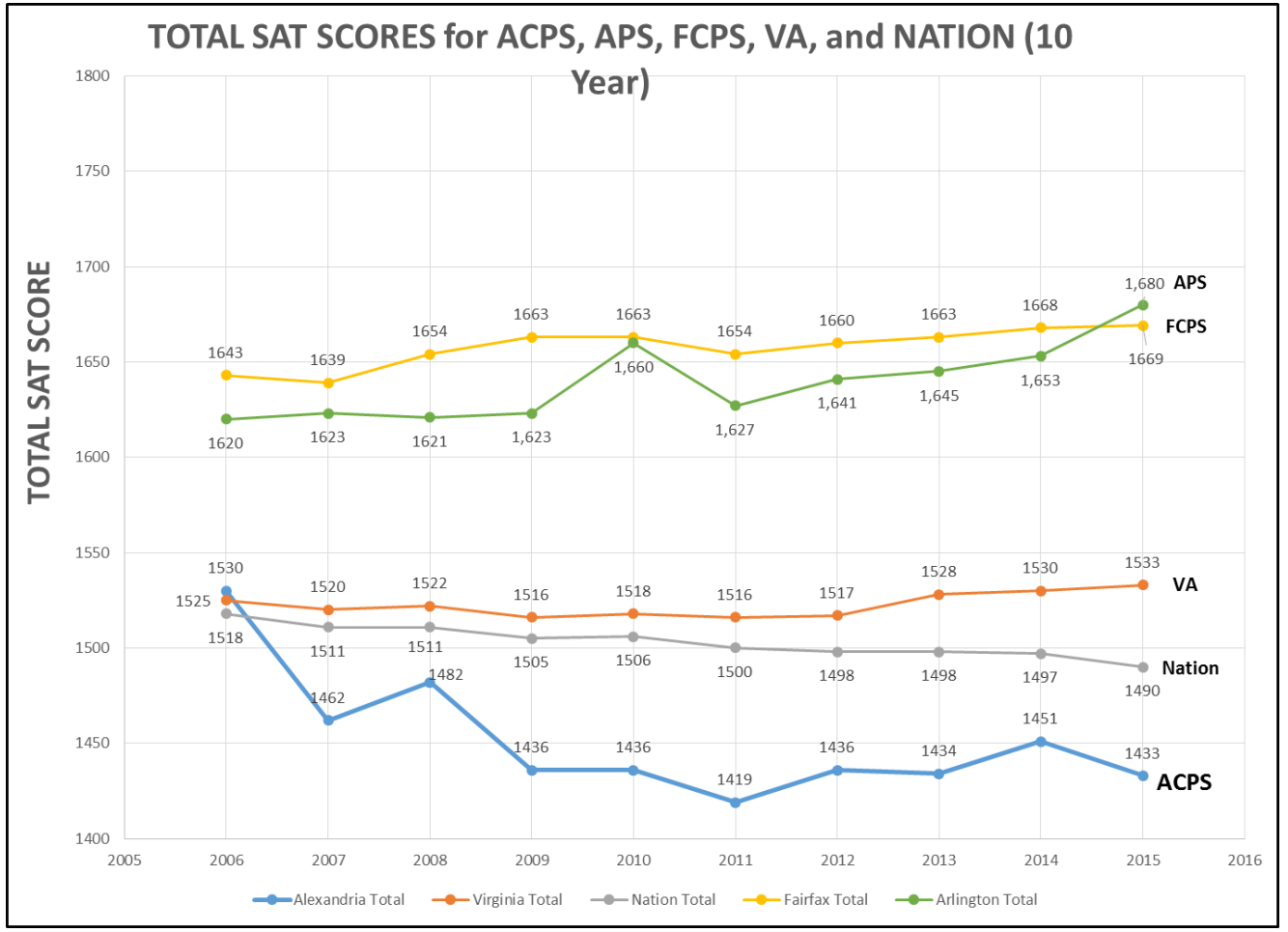
Measuring Outcomes (4)

- Gathered 5 or 10 (depending on availability) years of SATs
  - Compared by school district and VA state
  - Present SAT scores graphically over time to discover trends
- APS was chosen as district for focus of comparison. Why?
  - Arlington is physically close
  - Similar economic drivers and demographic challenges
  - ACPS was used as a comparison district by VDOE in *School Efficiency Review of Arlington Public Schools,* May 2012. [1]
- APS has three high schools
  - Wakefield 82% minority enrollment, including 45% Hispanic; most similar to ACPS
  - Washington-Lee has 62% minority enrollment; also high minority population
  - Yorktown has 35% minority enrollment
- So **Wakefield** and **Wash-Lee** are used for comparison of ethnic subgroup performance

[1] Source : Gibson Consulting Group (2012). *School Efficiency Review of Arlington Public Schools Final Report. http://www.doe.virginia.gov/school_finance/efficiency_reviews/*

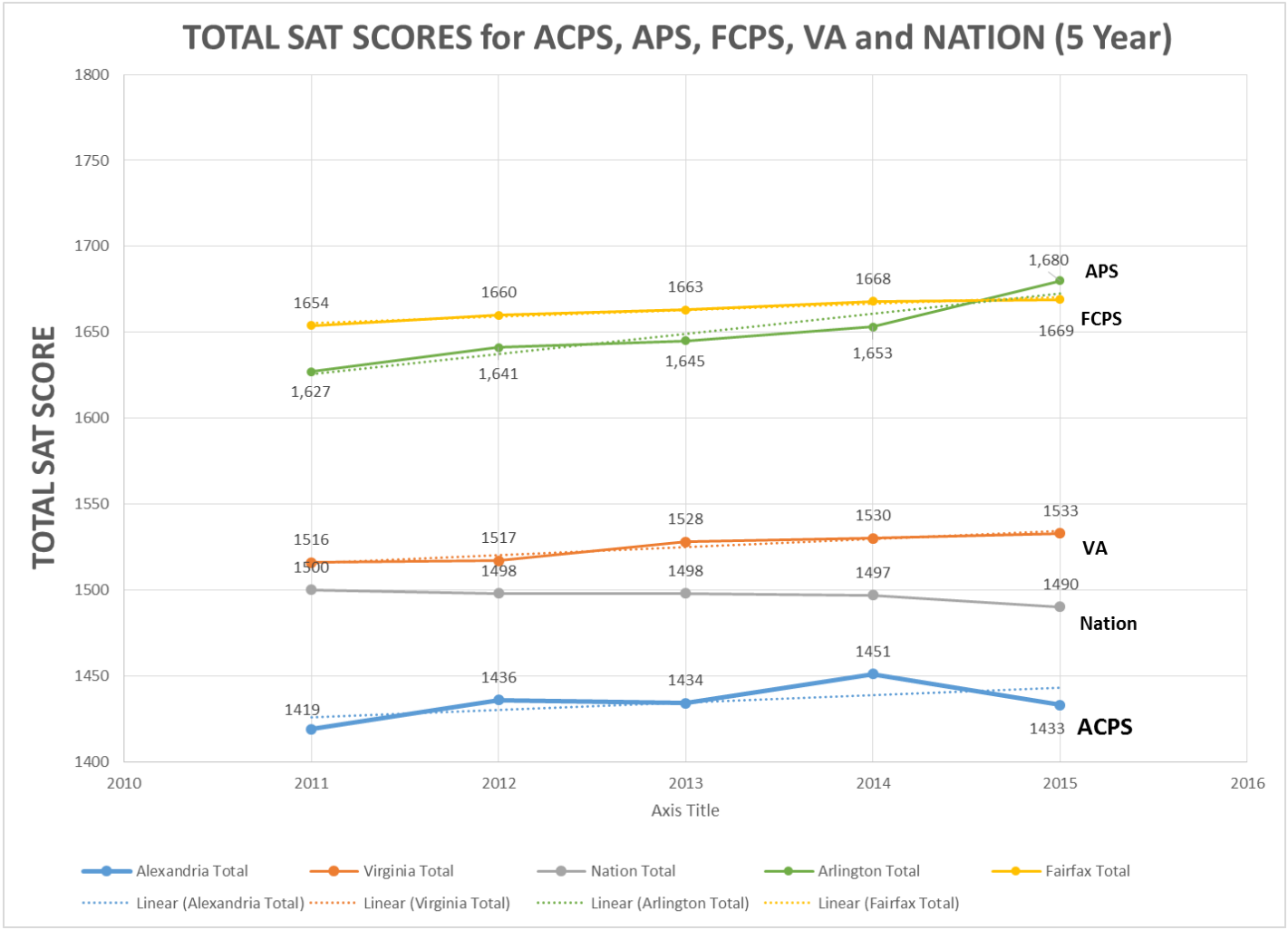
10-Year SAT Trends Vs. VA, FCPS and APS

- ACPS almost completely ***underperformed*** VA, Nation, FCPS and APS
  - Only exception is 2006
- ACPS shows ***decline*** over 10 years
  - Whereas VA state, FCPS and APS show ***increases***



5-Year SAT Trends Vs. VA, FCPS and APS

- ACPS shows ***slight increase*** over last 5 years
  - Mirrors VA state and FCPS
  - And APS shows stronger increase
- ACPS continues to ***underperform*** VA state, FCPS and APS

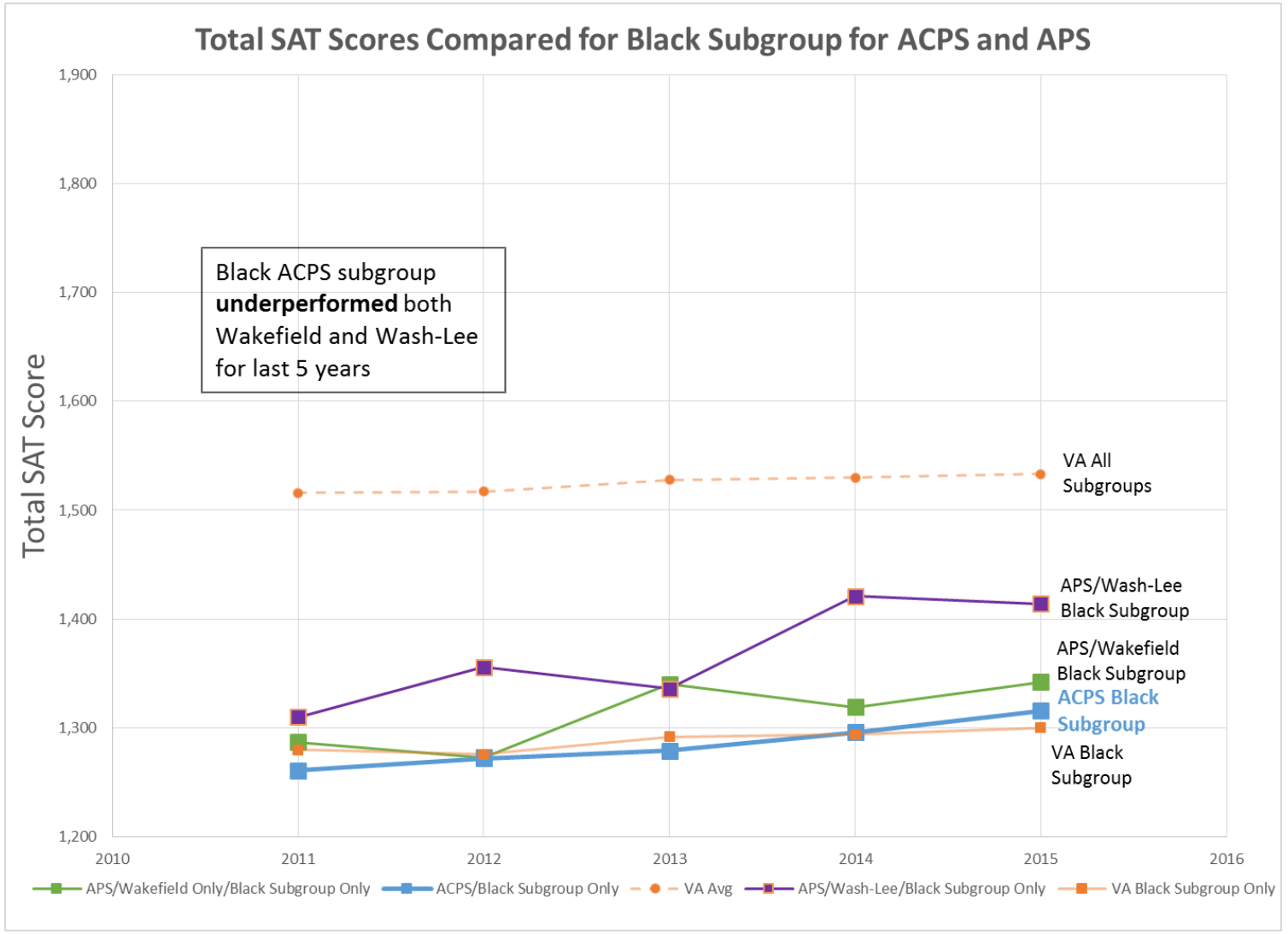


Fairness of Comparison

- Previous charts may raise the question of the fairness of this comparison
- ACPS has high minority enrollment
  - Higher-than average
    - Free and Reduced Lunch
    - English Language Learners
- To correct for this, statistics are viewed by subgroup
  - Black subgroup in ACPS is compared to VA and APS
  - Repeated for Hispanic, White and Asian
- This corrects for issue of high ACPS minority enrollment
  - Allows “apples to apples” comparison of ACPS subgroup to other districts

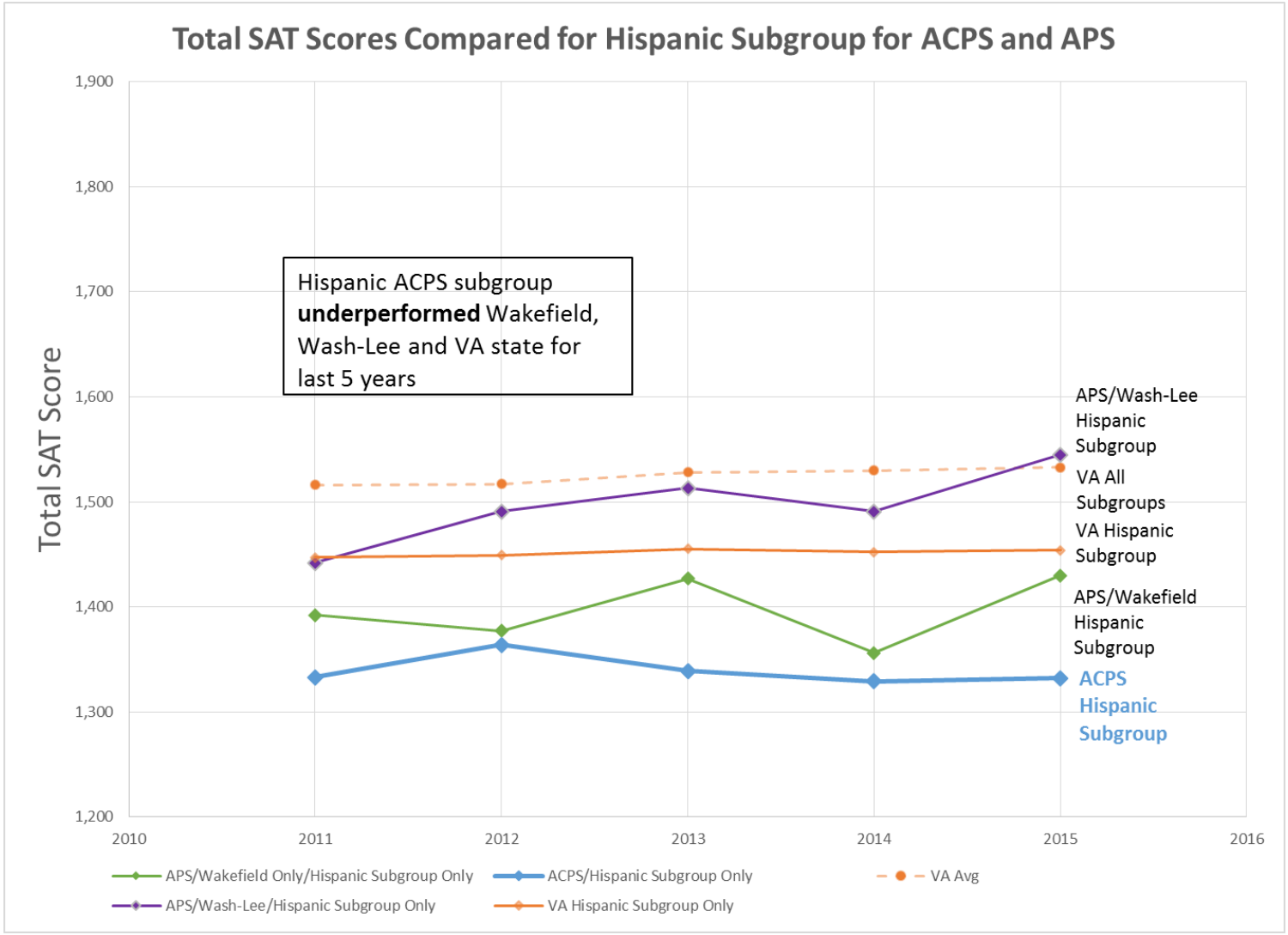
Performance of Black Subgroup

- ***Mirrors*** VA black subgroup performance
- ***Underperforms*** Wakefield and Wash-Lee in APS
- Recent trend is ***increasing***



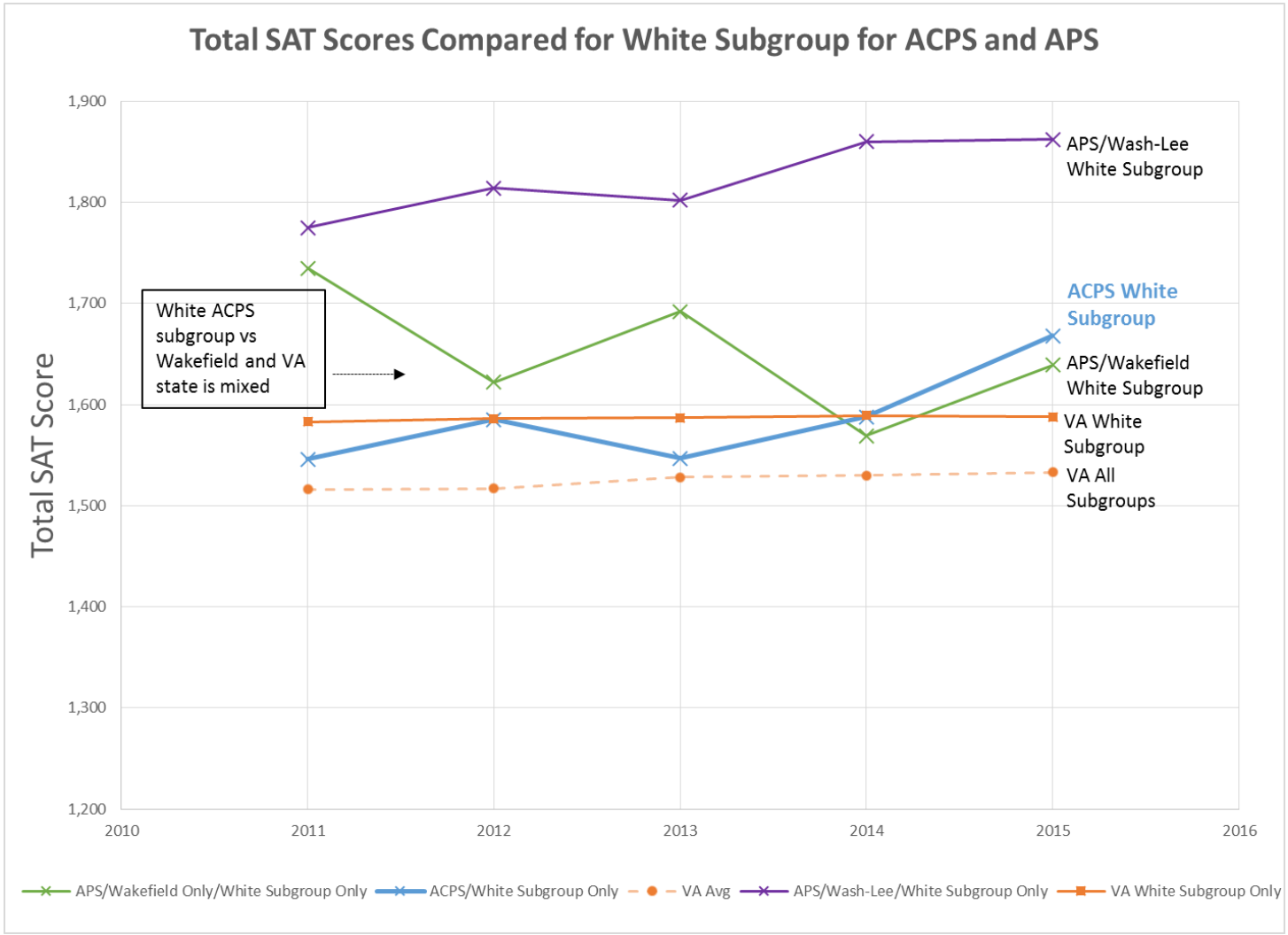
Performance of Hispanic Subgroup

- ***Underperforms*** Wakefield, Wash-Lee and VA state average
- Recent trend is ***slightly declining***



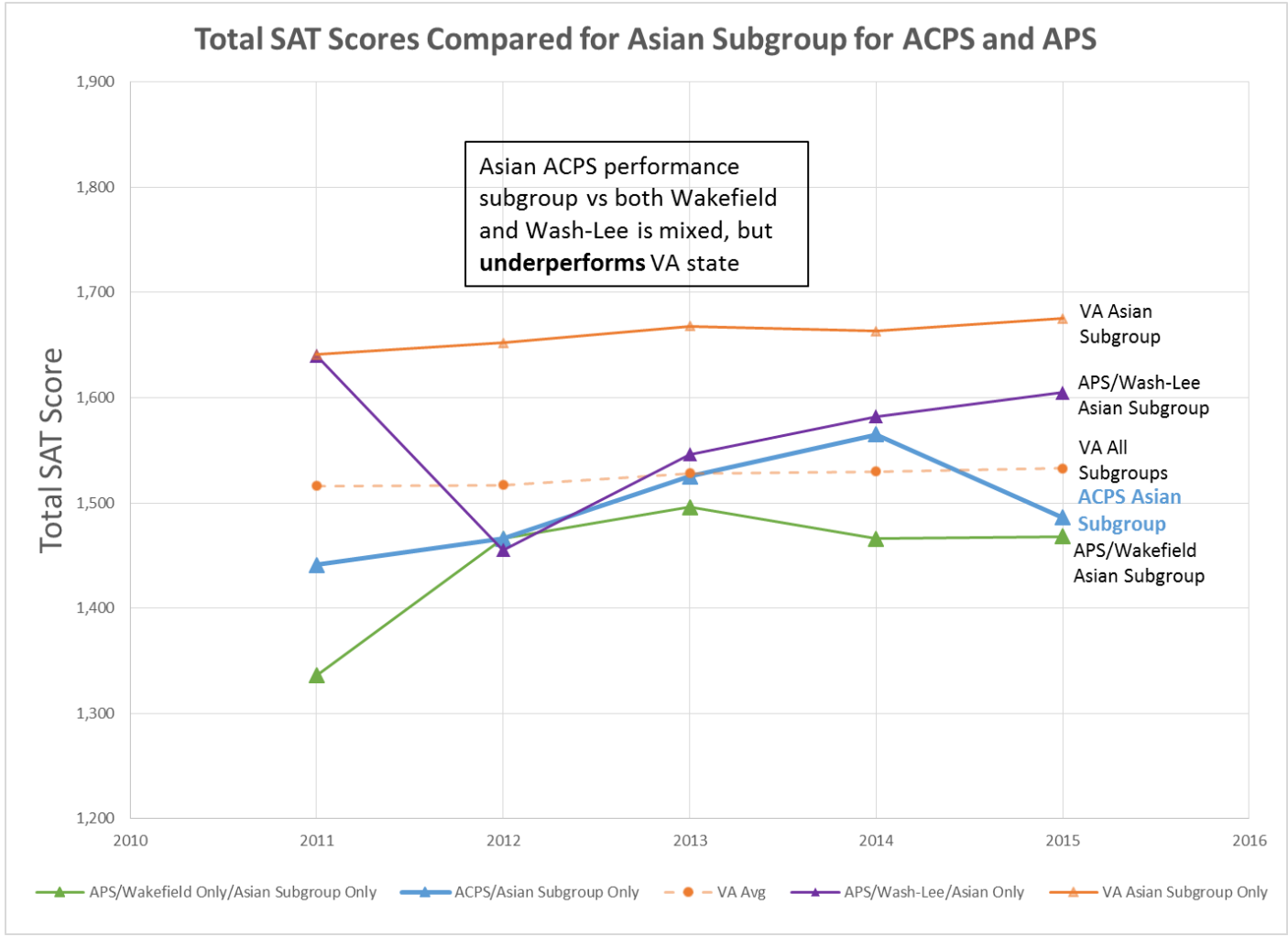
Performance of White Subgroup

- Performance is ***mixed*** vs. Wakefield and VA state avg
- But we ***underperform*** Wash-Lee
- Recent trend is ***increasing***



Performance of Asian Subgroup

- Performance is ***mixed*** vs. Wakefield and Wash-Lee
- However, we ***underperform*** VA state average
- Note: this is the smallest subgroup with only 4.6% of student population



Gordon's Conclusions from Statistics

- In last 5 years, ACPS subgroups ***mostly underperformed*** VA state subgroups
  - Hispanic, White and Asian

- In the last 5 years, ACPS subgroups ***mostly underperformed*** Wakefield
  - Black and Hispanic groups completely underperformed Wakefield
  - White and Asian subgroup performance is mixed vs. Wakefield

- In the last 5 years, ACPS subgroups ***mostly underperformed*** Wash-Lee by larger margin
  - Black, Hispanic and White subgroups completely underperformed Wakefield
  - Asian subgroup performance was mixed

- 5-Year overall ACPS trend is ***slightly increasing***
  - Mirrors VA state trend
  - Black and White subgroups show recent ***increases***
  - APS also show same trend, but stronger

Backup Information

School District Ethnic Composition

Sources

- http://apsva.us//site/Default.aspx?PageID=1113
- http://www.zillow.com/arlington-va/schools/wakefield-high-school-87848/#student-student_subgroups
- http://www.zillow.com/arlington-va/schools/yorktown-high-school-87851/
- http://www.zillow.com/arlington-va/schools/yorktown-high-school-87851/

Ethnicity	APS/ Wakefield HS	APS/ Wash Lee District	APS/ Yorktown District	APS District	ACPS TC Williams District
Hispanic	46%	32%	16%	29%	30%
Multiracial	3%	5%	4%	5%	2%
Black, non-Hispanic	23%	12%	6%	11%	39%
White, non-Hispanic	18%	38%	65%	45%	22%
Asian/Pacific Islander	10%	13%	8%	10%	6%
Native American or Native Alaskan	0.20%	0.20%	0.30%	0%	0.50%
Native Hawaiian or Other Pacific Islander	0.06%	0.05%	0.10%	0%	0.20%
Free Reducted Lunch Eligibility	45.5%	32.9%	14.0%	32.4%	59%

School District Information

Data	APS/ Wakefield HS	APS/ Wash Lee District	APS/ Yorktown District	APS District	ACPS TC Williams District
Free Reducted Lunch Eligibility (FY2014)	45.5%	32.9%	14.0%	31.8%	59%
Cost-per-pupil (FY2015)				$ 19,040	$ 17,041
Average Teacher Salary				$ 76,892	$ 73,612
ESOL Enrollment (FY2014)				17.40%	25.50%
SPED Enrollment (FY2014)				14.70%	12.60%

- Source: Fairfax County Public Schools (2014). *FY2015 Washington Area Board of Education Guide.* http://www.fcps.edu/fs/budget/wabe/

Community Characteristics

People	Alexandria city, Virginia (County)	Arlington County, Virginia	Fairfax County, Virginia	Virginia	United States
Population					
Population estimates, July 1, 2014, (V2014)	150,575	226,908	1,137,538	8,326,289	318,857,056
Population, percent change - April 1, 2010 (estimates base) to July 1, 2014, (V2014)	7.5	9.3	5.2	4.1	3.3
Black or African American alone, percent, July 1, 2014, (V2014)	22.6	9.1	10	19.7	13.2
American Indian and Alaska Native alone, percent, July 1, 2014, (V2014)	0.8	0.7	0.7	0.5	1.2
Asian alone, percent, July 1, 2014, (V2014)	6.9	10.3	19.2	6.3	5.4
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2014, (V2014)	0.1	0.1	0.1	0.1	0.2
Two or More Races, percent, July 1, 2014, (V2014)	3.1	3.2	3.5	2.8	2.5
Hispanic or Latino, percent, July 1, 2014, (V2014)	16.6	15.7	16.4	8.9	17.4
White alone, not Hispanic or Latino, percent, July 1, 2014, (V2014)	52.3	62.8	52	63.1	62.1
Population Characteristics					
Foreign born persons, percent, 2010-2014	26.6	22.9	29.8	11.6	13.1
Housing					
Living in same house 1 year ago, percent of persons age 1 year+, 2010-2014	78.2	78.7	85.6	84.7	85
Language other than English spoken at home, percent of persons age 5 years+, 2010-2014	31.1	28.8	37.5	15.2	20.9
Education					
High school graduate or higher, percent of persons age 25 years+, 2010-2014	91.3	93.4	91.9	87.9	86.3
Bachelor's degree or higher, percent of persons age 25 years+, 2010-2014	61.5	72	59.2	35.8	29.3
Income and Poverty					
Median household income (in 2014 dollars), 2010-2014	$87,319	$105,120	$112,102	$64,792	$53,482
Per capita income in past 12 months (in 2014 dollars), 2010-2014	$54,597	$62,854	$51,137	$33,958	$28,555
Persons in poverty, percent	8.8	8.5	6	11.8	14.8

Source: United States Census Bureau, http://www.census.gov/quickfacts/

SAT Score Variation with Family Income

- SAT scores rise with income, but only to a limit

- Source: Department of Accountability, Alexandria City Public Schools. (2015). *2015 SAT Digest.*

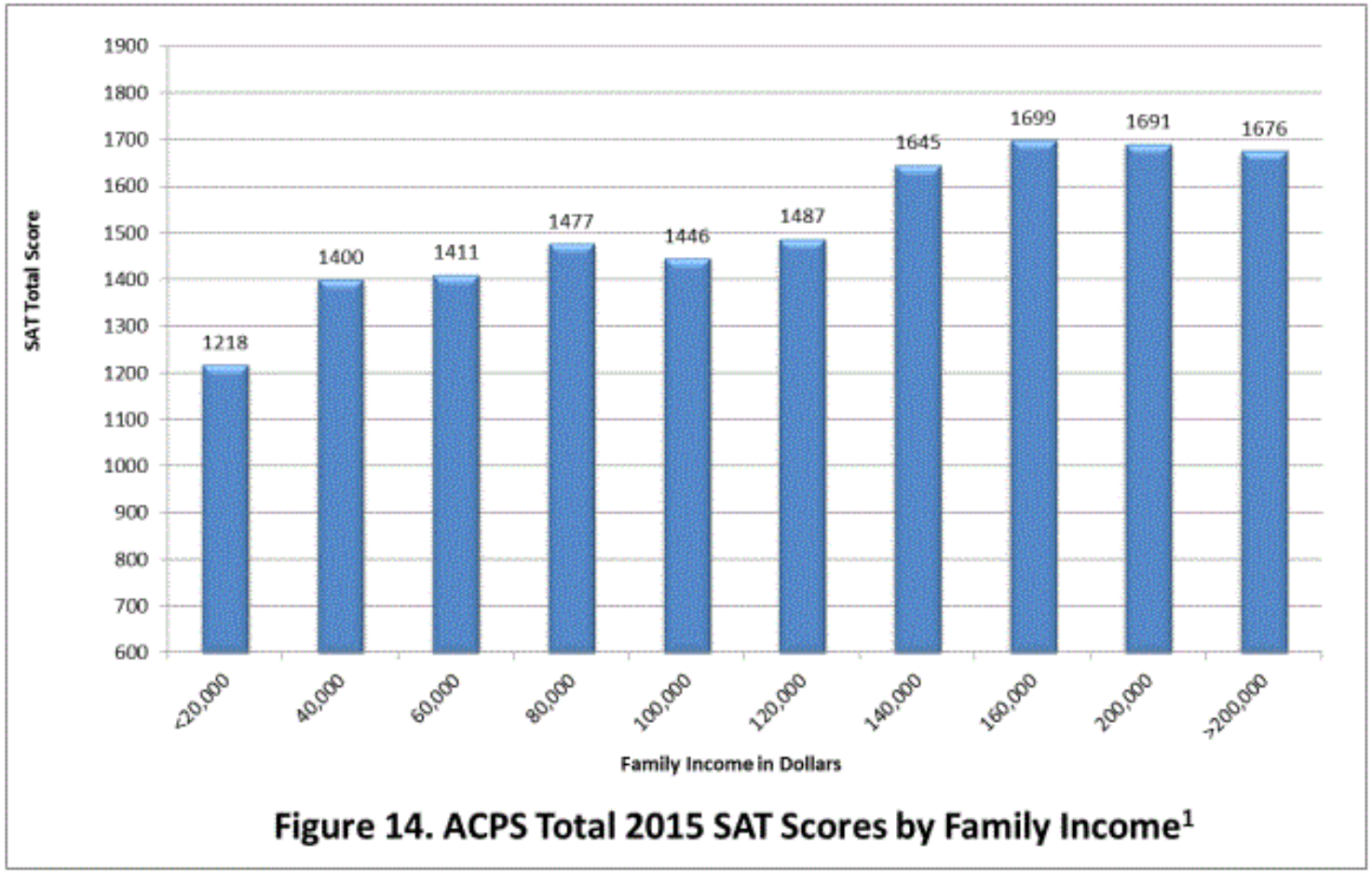


Figure 14. ACPS Total 2015 SAT Scores by Family Income[1]

[1] The figures on the X axis are based on students' estimation of family income. Each entry shows the upper end of each family income category, i.e., 40,000 represents the $20,000 to $40,000 family income category.

Student/Teacher Ratios

- Source: ACPS (2015). *Overview of ACPS Public Schools.* http://www.acps.k12.va.us/budgets/op2016/proposed/op2016-proposed-1.pdf

Students per Teacher Scale Position WABE Guide Data FY 2015			
Division	**Elementary**	**Intermediate or Middle**	**Secondary or High**
Alexandria City	8.8	11.2	15.8
Arlington County	10.2	15.7	16.5
Fairfax County	14.8	20.5	21.4
Loudoun County	15.1	21.7	26.0
Prince William County	15.2	22.1	22.4

Students per Classroom Teacher WABE Guide Data FY 2015			
Division	**Elementary**	**Intermediate or Middle**	**Secondary or High**
Alexandria City	19.8	18.4	24.2
Arlington County	21.0	20.1	19.6
Fairfax County	22.4	24.6	25.6
Loudoun County	22.2	25.3	29.7
Prince William County	23.2	31.5	30.1

WABE calculation excludes certain positions that ACPS includes in calculation of students per teacher.

TAG Questions for OA

General Questions on Process for Procuring Data

1. How long does it take for us to get the data we request? What is the general timeline?

   A: The process is that the data requests from Advisory Committees should filter through that staff liaison, who can handle some of the data requests. If needed, then it goes through OA. We try to respond within 48 hours to requests that do require our expertise and are within the public domain. If they are not within the public domain and not readily available, then other factors come into play regarding current projects, available resources etc., to consider the feasibility of either a partial or full response.

2. How do you prioritize requests from advisory committees?

   A: It's handled on a case by case basis no matter the sender of the request. Timeline may be a factor we consider, for example if one request is more time sensitive than another we may fulfill the time sensitive request first.

3. What data do we have available from SOL scores as opposed to pass advance/pass/fail?

   A: It is not statistically appropriate to use SOLs to determine individual student progress year-to-year because they're not vertically scaled. What proficiency looks like is determined within the confines of the standards of that grade level. For example, 4th grade teachers may not be conferring with 5th grade teachers to ensure alignment and allow for growth measures – they are focusing on standards for only 4th grade.

   There is a national discussion about building this type of assessment into accountability systems but there are not good statistical underpinnings if you are attempting to use the current assessment system as it simply was not designed to measure growth, it was designed to measure grade level proficiency. The other direction people frequently like to go is to look at mean scores as a way to reasonably gauge improvement or decline. The issue then is how the SOL's scale is built at the tails of the scoring scale. SOL scaled scores are not an equal interval measure, meaning the true ability difference between a 400 and a 405 is not the same difference as between a 500 and a 505. An example of an equal interval measure could be feet. We know the difference between 2 and 3 feet is the exact same difference between 20 and 21 feet. Can we measure SOL data over time? (or is this not possible because of SOL changes)?

   A: Certainly. However, you would want to put in caveats when necessary, eg., when the state is revising the standards (usually every 8 years). When a new assessment comes out, you need to understand it's not an apples to apples comparison.

4. 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?

   A: With the national push for less standardized testing, there's less data available. We will work to determine what these measures are and circulate with the group.

5. How is ACPS measuring success?

   A: The first step is to look at the C&I department planning and goals, which are aligned to the strategic plan and reported by the board. For example, within Accountability we look at our areas of responsibility (e.g., testing, data analysis, staff professional development around data analysis) – the goals must be specific and list out specific steps. Looking at past department plans with regard to TAG, what do they look at? We will look at TAG enrollment in my department. The disproportionality measures from the Division Priorities in past years were rolled over into the ACPS 2020 Scorecard as metrics that will be annually reported as part of the Strategic Plan.

6. To whom is the data you collect disseminated?

   A: We disseminate to the stakeholders who requested the data. With TAG not being identified as a sub-group, the work to collect and disseminate data needed by TAG is not automated and publicly available. It becomes a policy issue at that point…In general, we don't collect data per se; we take data from various sources (student information system, test results, surveys etc.) and run analyses. As stated in the meeting, we will work together to generate annual indicators specific to TAG that are intended to provide an overview of how the program is performing. [Note: this recommendation was put forward by TAGAC in its 2013-14 Annual Report.]

TAG Identification

Note: All highlighted questions are potential evaluation questions. It is not OA's role to provide opinions on the programs; therefore, no answers were provided. People can draw their hypotheses from the tables handed out at the TAGAC meeting. For example, you can begin to look at the trend data handed out to garner a sense if the program is moving in the desired direction or not.

1. How are we doing on reaching our underrepresented populations?
2. How are we tracking underrepresentation?

A: We collect on an annual basis; the data we use is an end-of-year data file the TAG coordinator submits to the Virginia Department of Education (VDE).

3. Have the TAG identification changes that were made worked?
4. Has value been added because of these identification changes?

5. What statistics can we use to see if value has been added?

A: Any statistical analyses are going to be driven by the design and analysis. All of that hinges on what you're trying to get at. Anything from a T-test to HLM (Hierarchical Linear Modeling) could be used. Statistics have come a long way in being able to address various issues such as underlying variables. They are critical tools to be used in providing information regarding the performance of a program or the relationship between a treatment and an outcome, but there will always be a certain amount of unknown.

6. What percentage of underrepresented student populations are now TAG identified?
7. How has this changed?

A: Tables 3 and 4 (handed out during the TAGAC meeting) will provide us this information. What's great is when you get to Year 6 you can begin to make inferences as to what changes have been effective.

8. Have these changes helped some underrepresented populations and not others?

A: If you look at the table, you can get a sense of how populations are doing. Again, that will need to be tracked over time.

9. How are our TAG students doing with regard to getting into their desired colleges?

A: When looking at TAG, identification can it be separated by the 4 categories (math, science, social studies, and language arts). I would verify with Donna, but I believe it's how the system is set up.

Professional Development for Teachers of TAG Students

1. 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?

A: All elementary TAG identified students (837) are taught by teachers with both gifted endorsement and ongoing professional development in gifted strategies.

The following table shows the numbers of teachers who have some sort of gifted professional development. School Year 12 (SY12) is used as a baseline year as the current gifted plan went into effect in SY 13.

Elementary			
	Gifted Endorsement	Gifted Cohort	Local Gifted Training
SY 12	12	0	12
SY 16	28	8	16

Secondary (gr 6-12) TAG identified students (766) are served through Honors classes. The following table shows the enrollment or licensure attainment trend over time.

Secondary			
	Gifted Endorsement	Gifted Cohort	Local Gifted Training
SY 12	2	0	0
SY 16	17	13	55

2. How many teachers' licenses are TAG certified?

A: As of February 2016, fifty-three staff in ACPS hold gifted endorsement. The breakdown is as follows:
28 - elementary teachers
15 - middle school teachers
2 - high school teachers
7 – administrators, and
1 - curriculum developer.

3. What is the extent to which this training is being utilized by schools?

A: The teachers have been observed using the strategies and are expected to implement each new strategy introduced at each workshop session. They continue to refine their practice and frequently apply the training and ideas as they develop activities for the Differentiated Education Plans at both the elementary and middle school levels.

Specific Data Requests

The TAGAC believes data broken out by ELL (English Language Learner) and FRM (Free and Reduced Meals) would also be useful in addition to ethnicity. Below are the categories the TAGAC believes are important with regard to tracking data:

- Total number and percentage of students (in ACPS, as well as broken out by school)
- Total number and percentage of students in TAG in ACPS (as well as broken out by school)
- Totals by ethnicity (see table below)
- Totals by ELL
- Totals by FRM
- Comparison across multiple years, if possible, so we can compare the current year to previous years (i.e., longitudinal data)

A: This data is already provided.

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%		

Thank you – the TAGAC looks forward to hosting you at the next TAGAC meeting!

	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**
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 com
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ccess.
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: been appropriately evaluated

Questions for OA	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? How does you prioritize requests from advisory committees? What data do we have available from SOL scores as opposed to pass advance/pass/fail? Can we measure SOL data over time? (or is this not possible because of SOL changes)? 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? How is ACPS measuring success? To whom is the data you collect disseminated?	**TAG Identification** How are we doing on reaching our underrepresented populations? How are our TAG students doing with getting into the schools that they would like to? How are we tracking underrepresentation? When looking at TAG identification we would also like it separated by the 4 categories (math, science, social studies, and language arts). Have the identification changes that were made worked? What percentage of underrepresented student populations are now TAG identified? 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
American Indian/ Alaska Native	65	0.5%	TS	TS
Asian	608	4.6%	74	12.2%
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Multiracial	387	2.9%	52	13.4%
Grand total	13335		1389	10.4%

# of ID'd Young Scholars	% of ID'd Young Scholars

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

DRAFT

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**

DRAFT

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.

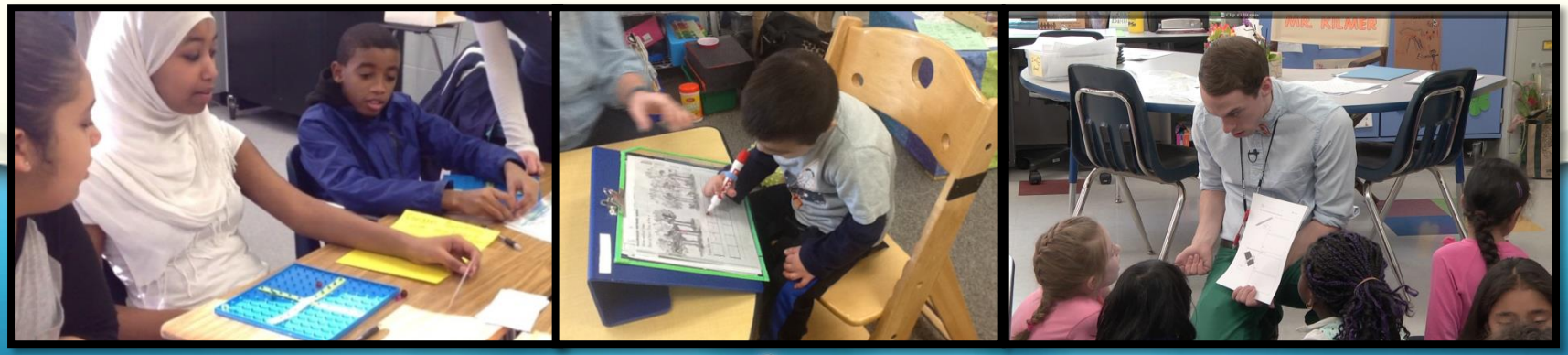
DRAFT

Evaluating the Talented and Gifted Plan

TAGAC Meeting
April 18, 2016

Terri Mozingo, Chief Academic Officer
Clinton Page, Chief Accountability Officer

Jennifer Whitson, Office of Accountability
Donna Brearley, Talented & Gifted Program Coordinator



ACPS
Alexandria City Public Schools

Every Student Succeeds

Essential Questions

- How will the Talented and Gifted Program evaluation contribute to student achievement?
- What features of the Local Plan are most important to include in the scope of the evaluation?

Purpose & History

- Virginia statute 8VAC 20-4—10 et seq. calls for each school division to provide gifted education services and provides a set of regulations to follow while designing a plan.
- The current *Local Plan for the Education of the Gifted* was originally developed in SY 2011 by a process which included extensive stakeholder input.
- Focus groups, surveys and a steering committee made up of stakeholder representatives (school staff, administrator, TAGAC chair, teacher, school psychologist and school counselor) guided the revision.

- The TAGAC reviewed and edited each draft of the Plan throughout the spring of 2012.
- The draft was posted for public comment and reviewed by members of the community and school personnel prior to school board approval in June 2012.
- Implementation began in August 2012.
- The Plan describes a full program evaluation to be conducted by an outside agency or organization familiar with gifted education in year 4 of the 5 year plan.

- A SY 2017 budget request in the amount of $100,000 has been proposed for this evaluation.
- These evaluation results will serve to inform the next revision of the Plan scheduled for 2017-18.

Review of Draft Scope and Methodology

Prioritization Activity

Questions and Discussion

Terri H. Mozingo, Ed.D., Chief Academic Officer

Clinton Page, Chief Accountability Officer

Jennifer Whitson, Office of Accountability

Donna Brearley, Talented and Gifted Program Coordinator

Talented and Gifted Program Accountability Indicator Proposal

May 2016

Department of Accountability

According to the National Association for Gifted Children (NAGC), the lack of a federal mandate to identify and serve gifted children in public education has resulted in a disparity of services across the nation to meet the needs of gifted learners. The NAGC and the Council of State Directors of Programs for the Gifted provide a biennial report which serves as a litmus test to gauge the status of funding, identification, services, accountability and policy support of gifted and talented education amongst states. The most recent report was published in November of 2015 entitled, *2014-2015 State of the States in Gifted Education.* Forty-one states supplied their data on their talented and gifted student programs and are included in the report.

Positive themes emerged from the data provided in the *2014-2015 State of the States in Gifted Education* report. Most states reported that identification and services for gifted students are required. Some states provided funding for gifted education. Data collection for accountability of gifted programs varied across the states. Most states identified the increased inclusion of underrepresented students as an area of continued focus. States agreed that training for educators of advanced learners is an area for improvement. Lastly, states felt that a federal policy for gifted education would benefit gifted learners, families and educators in public schools.[1]

The Virginia Department of Education (VDOE) requires that all local education agencies (LEA) provide differentiated education for the gifted student populations in accordance with regulations governing the education of gifted students (8VAC20-40-60). One of the components of the regulation is for the LEA's Gifted Advisory Committee to annually review the screening, referral, identification, and equitable representation of students as well as to review academic outcomes of the gifted students it serves.[2]

The Department of Accountability proposes the following accountability indicators to inform the Talented and Gifted Advisory Committee (TAGAC) in preparing its annual report. These accountability indicators are also in alignment with the ACPS 2020 Strategic Plan objective of attaining academic excellence and educational equity for all ACPS students.

[1] November, 2015. *2014-2015 State of the States in Gifted Education.* Washington, DC: National Association for Gifted Children.

[2] 2012. Chapter 40 Regulations governing educational services for gifted students. 8VAC20-40-60. Virginia Law. Retrieved from http://law.lis.virginia.gov/admincode/title8/agency20/chapter40/section60

The Alexandria City Public Schools Department of Accountability conducted a review of neighboring school divisions' Talented and Gifted Advisory Committee annual reports to compare the ACPS proposed indicators to what is reported in surrounding jurisdictions. The reports, reviewed by Accountability, were obtained from neighboring school divisions by the ACPS TAG Coordinator. The table below lists the ACPS proposed indicators noting which neighboring school systems also included reference to these data in their annual reports.

Accountability Indicator	**Description**	**School System** *(Source)*				
		ACPS (Proposed)	**APS** *(2014-15 Recommending Year Report)*	**FCPS** *(Annual Report to the School Board 2014-2015)*	**LCPS** *(Annual Report to the School Board 2013-2014)*	**PWCS** *(2013-14 Annual Report)*
Enrollment	TAG Enrollment by School	X		X	X	X
	TAG Enrollment by Subgroup	X		X	X (partial)	X (partial)
	TAG Enrollment by Grade	X		X	X	
	Young Scholars by School	X			X	
	Young Scholars by Subgroup	X				
Achievement	TAG SOL Pass Rate	X				X
	TAG AP Exam Participation	X				
	TAG AP Exam Performance	X				X
	TAG AP Honor Awards Received	X				
Graduation	TAG Diploma Type	X				X
Post-Secondary Outcome	TAG Post-Secondary Enrollment following Graduation	X				
	Universities Attended by TAG Students	X				
Teacher Certification	# of Certified Teachers	X	X (partial)		X	X
Professional Development	# of PD Sessions & # of Participants	X			X	X (partial)
	Titles of PD Courses Offered	X				

Accountability Indicators[1]	Description	Table
Enrollment	• # & % of TAG-Identified Students by School • # & % of TAG-Identified Students by Subgroup • # & % of TAG-Identified Students by Grade • # & % of Young Scholars by School • # & % of Elementary Young Scholars by Subgroup	1 2 3 4 5
Achievement	• SOL Performance of TAG-Identified Students by Content Area and Level • # of TAG-Identified Students Participating in AP Exams by Discipline • Performance of TAG students on AP Exams by Discipline • # of TAG students receiving AP honor awards	6 7 8 9
Graduation Rate	• Diploma Type	10
Post-Secondary Outcome[2]	• The # of TAG Students Enrolling in Post-Secondary Program the Fall Immediately Succeeding Graduation • All Universities Enrolled in by TAG Students	11 12
Teacher Certification in Gifted Education	• # of Certified Teachers by Level	13
Professional Development	• # of Annual TAG Professional Development Courses & # of Participants in Courses • Titles of PD Courses Offered	14 15

[1]Data tables are targeted for release no later than November 30th on an annual basis. Any subsequent changes in out years to indicators may impact this target date.

[2]Data reporting will lag one year from most recent graduating class.

Table 1: Number and Percentage of TAG-Identified Students by School SY 2015-16

School	# of TAG Students	Total # of Students	% TAG Students
John Adams			
Charles Barrett			
Patrick Henry			
Jefferson-Houston			
Cora Kelly			
Lyles-Crouch			
Douglas MacArthur			
George Mason			
Matthew Maury			
Mount Vernon			
James Polk			
William Ramsey			
Samuel Tucker			
Elementary School Total			
Francis Hammond			
George Washington			
Middle School Total			
Minnie Howard			
T.C. Williams			
High School Total			
Division Total			

Table 2: Number and Percentage of TAG-Identified Students by Subgroup SY 2015-16

TAG-Identified Students	Subgroups									All Students
	Race/Ethnicity				Gender		Programs			
	Asian	Black	Hispanic	White	Female	Male	Special Education	LEP	F&RL	
# of TAG Students										
% TAG Students										

Table 3: Number and Percentage of TAG-Identified Students by Grade SY 2015-16

Grade	# of TAG Students	Total # of Students	% TAG Students
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Total			

Table 4: Number and Percentage of Young Scholars by School SY 2015-16

School	# of Young Scholars	Total # of Students	% Young Scholars
Patrick Henry			
Cora Kelly			
Mount Vernon			
James Polk			
Elementary School Total			

Table 5: Number and Percentage of Elementary Young Scholars by Subgroup SY 2015-16[1]

Young Scholars (K-5)	Subgroups						All Students
	Race/Ethnicity				Gender		
	Asian	Black	Hispanic	White	Female	Male	
# of Young Scholars							
% Young Scholars							

[1]Program data is not available for previous years.

Table 6: Spring 2016 SOL Performance of TAG-Identified Students by Content Area and Level

Level	Content Area	"Pass/Advanced" Rate	"Pass/Proficient" Rate	Overall Pass Rate
Grades 3-5	English			
	Mathematics			
	Science			
	Social Sciences			
Grades 6-8	English			
	Mathematics			
	Science			
	Social Sciences			
Grades 9-12	English			
	Mathematics			
	Science			
	Social Sciences			

Table 7: Number of TAG-Identified Students Participating in AP Exams by Discipline Spring 2016

AP Discipline	# of AP Students
Arts	
English	
History and Social Sciences	
Mathematics and Computer Science	
Sciences	
World Languages	
TOTAL	

Table 8: AP Exam Performance of TAG-Identified Students by Discipline Spring 2016

AP Discipline	% of TAG Students with Scores of '3', '4', or '5'	% of TAG Students with Scores of '5'
Arts		
English		
History and Social Sciences		
Mathematics and Computer Science		
Sciences		
World Languages		
TOTAL		

Table 9: Number of TAG-Identified Students Receiving AP Honors Awards Spring 2016

# of Students receiving AP Honors Awards	# of Students receiving National Scholar Awards

Table 10: Number and Percentage of TAG-Identified Students by Diploma Awarded Spring 2016

Standard Diploma		Advanced Studies Diploma	
# of TAG-Identified Students	% of TAG-Identified Students	# of TAG-Identified Students	% of TAG-Identified Students

Table 11: Number of TAG-Identified Students Enrolling in a Post-Secondary Program the Fall Immediately Succeeding Graduation

Students	Fall 2015	Fall 2016
# of Students		TBA
% of Students		TBA

Table 12: Universities Enrolled in by TAG-Identified Students in Fall 2015

Universities
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

Table 13: Number of Teachers Certified in Gifted Education by Level SY 2015-16

School	# of Teachers
Elementary School Total	
Middle School Total	
High School Total	
Total	

Table 14: Number of Annual TAG Professional Development Courses & Participants SY 2015-16

# of PD Courses[1] Offered	# of Teachers Participating

[1]On average, a Professional Development course consists of # individual sessions.

Table 15: Titles of TAG Professional Development Courses SY 2015-16

Professional Development Course Titles
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

2013 REVIEW OF THE ADVANCED ACADEMIC PROGRAMS

For Fairfax County Public Schools Fairfax, VA

Lori C. Bland, Ph.D.

Beverly Shaklee, Ed.D.

Anastasia Kitsantas, Ph.D.

Angela Miller, Ph.D.

April Mattix, Ph.D.

Report for the

Advanced Academic Programs
Program Review

Fairfax County Public Schools
Fairfax, VA

June, 2013

Lori C. Bland, Ph.D.
Beverly Shaklee, Ed.D.
Anastasia Kitsantas, Ph.D.
Angela Miller, Ph.D.
April Mattix, Ph.D.

Visiting Scholar Researcher
Dr. Bill Allen

Graduate Student Authors
Jennifer Appleyard
Orit Arditi
Alexis Battista
Missy Cochenour
Sydney Merz
Erin Ramirez
Elizabeth Sumler

Graduate Student Researchers
Kristina Solum

Graduate Student and Technical Support
Jori Beck
Charvis V. Campbell
David Chirinos
Mark Coletti
Charlotte Gnessin
Cynthia Hall
Elizabeth Hall
Ruth Jackson
Mhehvish Kahn
Steven Parker, Jr.
Maryam Saroughi
Corey Sell
Peggy Stull
Daniel Evan Waxman
Dorothy Zhang

Fairfax County Public Schools Survey and Data Support Team

Laura Robinson
Oretha Chandler

Rebecca Tenally
Amy Reznick

Kathy Oliver, Ph.D.
Donna Everrett
Margaret Alston

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Executive Summary

Of the

Report for the

Advanced Academic Programs Program Review

Fairfax County Public Schools Fairfax, VA

Executive Summary

INTRODUCTION

Fairfax County Public Schools (FCPS) is the 11th largest school system in the United States. FCPS has 196 schools and centers serving over 181,536 students for 2012-2013. The student population is diverse with 10.4% African American, 0.2% American Indian, 19.3% Asian American, 22.1% Hispanic, 4.6% Multiracial, and 43.1% white students. About 26% of the students receive free- or reduced-price meals (FRL); 17.3% receive English for Speakers of Other Languages services (ESOL); and 13.8% receive Special Education services (FCPS, January 2013). The FCPS Advanced Academic Programs (FCPS-AAP) serves approximately 42.4% of the FCPS total population (FCPS-AAP, January 2013).

FCPS-AAP was recently nationally recognized at the National Association for Gifted Children (NAGC) convention in November 2012. The president, Dr. Paula Olsweski-Kubilius, acknowledged FCPS-AAP and Dr. Carol Horn for the transitions that the program has made to embrace the current research-based best practices in the field. Dr. Olsweski-Kubilius stated:

> A while ago, Fairfax County moved from a pull out model for small groups of gifted learners to a collaborative model… to provide a continuum of services. This change was a result of a very distinct shift in the district's basic beliefs about the nature of giftedness—namely that giftedness was not a static trait of an individual but rather a dynamic, evolving potential with no limits that develops over time with the proper support and nurturance…. Fairfax County has constructed an exemplary array of gifted services for students. At the most fundamental level it embraces expanded beliefs about the nature of intelligence—that it is manifested in different ways and is malleable." (Olsweski-Kubilius, 2012).

Current models about the nature of intelligence as malleable are rooted within research in neuroscience, the psychological and learning sciences, and supported by practitioner beliefs in gifted education (see for example chapters in, Howard-Jones, 2010 and Sternberg & Davidson, Eds., 2005; Neubauer & Fink, 2009; Nisbett et al., 2012; Schroth & Helfer, 2009). Out-of-date beliefs about conceptions of intelligence act as barriers to changing perceptions about archaic identification and programming practices which may often be entrenched within school systems and communities (Callahan, 2013). In contrast to out-of-date beliefs and archaic practices, FCPS culture is rooted within a continuous improvement paradigm. "Known for its innovative, cutting-edge, and research-based best practices, stakeholders are exceedingly proud of the Division's reputation and the levels of academic achievement" (Hazard, Young, Attea & Associates, 2013, p. 3). FCPS-AAP has adopted updated conceptions of intelligence and corresponding innovative, research-based best practices to nurture talent and potential in academically advanced learners and all learners within FCPS.

PURPOSE FOR THE PROGRAM REVIEW

Given the increase in enrollment in FCPS-AAP and the potential expansion of Middle School Centers, the FCPS School Board requested that FCPS-AAP be reviewed in four focus areas:

- Identification Procedures
- Curriculum and Instruction
- Teacher Certification and Professional Development
- Quality of Program Services

The guiding questions for each focus area included:

1. To what extent is FCPS practice in the identified focus area aligned with best practices in the field of gifted education and comparable districts?
2. To what extent is FCPS practice in the identified focus area perceived to be effective by relevant stakeholders?
3. What are the FCPS strengths and areas for improvement in the identified focus area? What are the recommendations for improvement and potential expansion? (FCPS Scope of Study, 2013)

RESULTS BY GUIDING QUESTION

Alignment with Best Practices

To determine alignment, we reviewed program documents and interviewed FCPS-AAP leadership and staff. Then, we examined FCPS practices utilizing the *National Association for Gifted Children (NAGC) Programming Standards* (Johnsen, 2012), the Virginia Department of Education (VDOE) *Regulations Governing Educational Services for Gifted Students* (VDOE, 2012), and the practices of four school districts in Virginia (Loudoun, Prince William, Arlington, and Chesterfield public schools) and five school districts with comparable demographics and notable gifted programs from around the country (Montgomery County, MD; Charlotte-Mecklenburg, Wake County, and Chapel Hill-Carrboro, NC; and Gwinnett County, GA public schools). The table following summarizes the results.

Summary of Results for Alignment with Best Practices

Best Practices	FCPS-AAP Overall Results
Compliance with VDOE Regulations	Meets or Exceeds all state regulations
Alignment to NAGC Standards	Meets or Exceeds all national standards
Benchmark School District Practices	Meets or Exceeds other similar districts locally, in the state, and nationally

Stakeholder Perceptions of Program Effectiveness

To gather stakeholder perceptions, we conducted focus groups with parents, students and teachers, and interviews with administrators in 4 local Level IV and Center Schools with two each at the elementary and middle school levels. (Note: These were the same schools that we used in the pilot implementation study described in the next section.) We also conducted web-based surveys with a random sample of parents (N=708), teachers (N=79) and administrators (N=27), and paper and pencil surveys with students (N=1752) across all program levels at 33 representative schools at the elementary and middle school levels across all 8 clusters. The student sample was matched to the parent sample and then to the teacher and administrator samples so that we could show perceptions for each group on survey items that were similar.

Overall, all stakeholders view the program positively as indicated by all of the data gathered (focus groups, interviews, and surveys). The focus group data indicated that both parents and their children agreed that the curriculum is challenging and FCPS-AAP meets their needs. Teachers felt positively about the students in FCPS-AAP and the program in general. Administrators also indicated positive regard for the FCPS-AAP and the FCPS-AAP staff. Students, parents, teachers, and administrators agreed that teacher practices are integral to the success of FCPS-AAP. Two key focus areas for FCPS-AAP and the schools to increase efforts were identified from the focus groups and survey data: 1) improved differentiation of instruction, especially for Levels 2 and 3, and 2) more efforts at home-school communication especially during transition years, such as going to a Center for the first time or the transition from elementary to middle school.

Program Quality

Quality of instruction can first be examined by studying fidelity of implementation (FOI). FOI is the degree to which classroom instruction is aligned with the intended curriculum (O'Donnell, 2008). We conducted classroom observations using a pilot protocol to examine FCPS-AAP curricula implementation across sites and content domains. Four schools were randomly selected to represent Level IV Center and Local Level IV FCPS-AAP Services at the elementary and middle schools; a total of twenty classrooms were randomly selected and observed for a full class in each core content area across grades 3-8. Data were coded for elements congruent with the Parallel

Curriculum Model (Tomlinson, 2009) and embedded within the FCPS-AAP curricular materials. (Note: The focus groups and interviews were conducted with students, parents, and teachers from the observed classrooms.)

Students were ready to learn in all observed classrooms. Classroom rules, student work, motivating academic posters and school information were displayed. Teachers used robust content and context specific vocabularies. Teachers encouraged and challenged student thinking, especially by 'pressing' for reasoning. However, wide variability existed in other questioning strategies used, and in some classes student responses were 'one word' or 'one sentence'. Elementary school classrooms used a wider variety of teaching strategies and activities, including "hands on" instruction and flexible grouping. More student engagement was observed when these two activities were used. There was variability in class size, ranging from 21-32 in elementary and 22-30 in middle school. It is important to note that with larger class sizes, teacher-student engagement declines (Blatchford, Bassett, & Brown, 2011). Two key focus areas for advancing the program quality included developing a scope and sequence of thinking skills K-8 and providing more training for all educators.

SYNTHESIS OF KEY FINDINGS BY FOCUS AREA

Strengths of Identification Procedures

Overall, the FCPS identification procedures represent the "industry standard" over the long-term for consistently and deliberately addressing the needs of all learners with gifts and talents across the FCPS population. Specifically,

- The Young Scholars program has consistently increased the numbers of students from historically underserved populations by focusing on developing talent so that the gifts and talents can be noticed by teachers and captured in work products for screening, allowing FCPS to meet or exceed comparisons.

- The screening process is run efficiently and multiple criteria are used, allowing FCPS to meet or exceed comparisons.

- Equal access is available for students because screening occurs for all elementary students in all schools in grades 1 and 2. After grade 2, all students are eligible to be screened via a referral process open to parents, teachers, administrators, community members, peers, and the students themselves; this process continues through grade 7 when all students have open access to Honors curricula, allowing FCPS to meet or exceed comparisons.

Considerations Related to Identification Procedures

External forces place great stressors on FCPS-AAP, especially related to over-identification. This concern arose throughout the study. In particular, parents and the community place great importance on entry into FCPS-AAP. Pressures related to community standing have contributed to a "cottage" test preparation industry and inflated use of external assessments apparently resulting in over-identification of some groups. Despite these external stressors, FCPS-AAP does not need to change its identification model for FCPS-AAP because this model aligns with best practices and current conceptions of intelligence within the field (e.g., Sternberg & Davis, Eds., 2005).

Recommendations for Identification Procedures

To continue to improve practice and address the identified considerations, we recommend that FCPS-AAP:

- Continue to seek ways to identify an FCPS-AAP population that is congruent with the general demographics of FCPS, increasing diversity of historically under-represented populations (African Americans, Hispanics, ESOL students, and students eligible for free- or reduced-price lunch).
- Consider using one source for external testing.
- Consider using a secure, customized assessment for screening.

Strengths of Curriculum and Instruction

Overall, FCPS-AAP is to be commended for its curricula and instruction. FCPS-AAP exceeds standards on:

- availability and use of a multiplicity of research-based curricula created by experts in the field.
- instruction of critical thinking skills using multiple strategies.
- measuring growth of gifted students, beyond the Standards of Learning tests.
- communicating growth information to parents.

Considerations Related to Curriculum and Instruction

There were no critical concerns. Recommendations for this area should be considered as opportunities for continuing to strengthen an already strong program.

Recommendations for Curriculum and Instruction

To continue to improve practice, we recommend that FCPS-AAP:

- Develop a scope and sequence for the multiplicity of thinking skills infused throughout the FCPS-AAP curricula in grades K-8, specifically linked to the POS, and employed throughout FCPS.
- Devote strategic professional development to use of multiple questioning strategies across content disciplines.
- Focus on high intensity and sustained vocabulary instruction for robust vocabulary development, across all levels, including support of learners from traditionally underserved populations.
- Provide students with opportunities to study topics of choice in depth.
- Ensure that FCPS-AAP teachers have common planning time.
- Consider using FCPS-AAP as a model for infusing systematically critical and creative thinking strategies throughout the POS

Strengths of Teacher Certification and Professional Development

Overall, all stakeholders (students, parents, teachers, and administrators) believed that teachers are effectively and successfully engaging students in the FCPS-AAP curriculum. All groups believed that critical and creative thinking skills and problem solving were areas of strength. Further, teachers and administrators were overwhelmingly positive about the professional development offerings and the support offered by FCPS-AAP staff.

Considerations for Teacher Certification and Professional Development

The number of FCPS-AAP teachers who are endorsed range by building in elementary schools from 0-100% and in middle schools from 4-38%, with higher percentages in Local Level IV and Level IV Center programs. While this endorsement is not required by the state, the variability in percent of teachers endorsed who are teaching in FCPS-AAP in elementary schools and the low percentages of endorsed teachers who are teaching FCPS-AAP or Honors classes in the middle schools may affect program quality (e.g., Darling-Hammond, 1999).

Recommendations for Teacher Certification and Professional Development

To continue to improve practice and address the identified considerations, we recommend that FCPS-AAP:

- Require FCPS-AAP VDOE/FCPS endorsement for all FCPS-AAP and Honors teachers within 5 years of teaching students receiving FCPS-AAP services.
- Support an increased variety of alternatives for endorsement and professional development courses so the courses are available, rather than filled.
- Build skills in the Parallel Curriculum Model to extend learning beyond the core curriculum.
- Focus on differentiation of instruction and assessment strategies for teachers in all program levels, especially Levels 2 and 3.
- Develop additional professional development offerings for teaching robust vocabulary and content specific questioning strategies.
- Augment content specific professional development to increase challenge in Science and Social Studies.
- Increase professional development offerings on the affective needs of students with gifts and talents.
- Expand professional development offerings to general education teachers.

Strengths of Program Services

Overall, FCPS-AAP is to be commended for the multiplicity of options offered to students in the elementary and middle schools to meet the needs of a diverse population of learners. FCPS exceeds comparisons. This program has been recognized by experts in the field as an outstanding program, and is regularly visited as an exemplary model by personnel from local, state, national, and international gifted programs.

Considerations for Program Services

There are no concerns about the FCPS-AAP identification model or program services. However, several issues have been raised that need to be addressed.

1. **Critical Mass –** What is the "critical number" of FCPS-AAP students in a building needed to create a Center?

2. **Expansion of Programs** – What processes are necessary to expand programs (such as, Young Scholars or new Centers at elementary or middle schools?)

3. **Evaluation Cycle** – What procedures are needed for examining fidelity of implementation?

Recommendations for Expansion of Program Services

1. Critical Mass Requirements for Expansion of Program Services

To expand program services, whether it is Middle or Elementary School Center or the Young Scholars program, a critical mass of students is necessary, but not a sufficient condition for the program to be expanded. In addition to the figures listed for enrollment in the first bullet following, several other conditions must exist before expanding a program. Minimum requirements include:

- 15-25% of the total school enrollment
- a cadre of strong leaders and stakeholder advocates
- strong and supportive administrators
- a critical mass of qualified (endorsed) teachers
- at least 2 classes per grade level or subject area
- sufficient funding for transportation and other resource needs

2. Expansion Requirements, such as for Young Scholars or Middle or Elementary School Centers

To expand the program, the following self-study should be conducted:

- Conduct a self-study to determine whether all of the critical mass requirements have been met prior to opening a Center, with review by FCPS-AAP and/or other FCPS identified staff or experts in the field
- Continue the self-study through 3 years of implementation, with annual reviews by FCPS-AAP staff and/or other FCPS identified staff or experts in the field
- Examine fidelity of implementation of curricular and instructional strategies

- Examine transitional issues for students moving into the new program or Center for the first time

3. **Evaluation Cycle for Fidelity of Implementation**

   An evaluation cycle consistently examining FOI, should be implemented to include, but not limited to, the following processes:

   - Examine instructional planning and other artifacts
   - Identify FCPS-AAP curricular use, appropriate pacing, and depth of instruction
   - Observe implementation of instruction for specific strategies (such as teaching strategies, student activities and fidelity with FCPS-AAP curriculum model)
   - Employ lesson study by trained observers
   - Gather parent, teacher, student and administrator feedback
   - Document student growth and performance

SUMMARY OF PROGRAM REVIEW

Three guiding questions were used to review FCPS-AAP. Results of the review indicate that FCPS is providing an exemplary program for students with gifts and talents. The results for each guiding question are summarized below:

1. To what extent is FCPS practice in the identified focus area aligned with best practices in the field of gifted education and comparable districts?

FCPS-AAP practice meets or exceeds all NAGC standards. FCPS-AAP meets or exceeds the requirements of the VDOE regulations. FCPS-AAP meets or exceeds comparable local, state and national programs.

2. To what extent is FCPS practice in the identified focus area perceived to be effective by relevant stakeholders?

Overwhelmingly, parents and students believe that FCPS-AAP is positive, important, and effective. In fact, the students would like more opportunities with FCPS-

AAP, such as more in-depth study. Teachers and administrators perceive FCPS-AAP to be an effective and positive experience for students, as well.

3. What are the FCPS strengths and areas for improvement in the identified focus area? What are the recommendations for improvement and potential expansion?

FCPS-AAP has key strengths in each focus area. For *Identification Procedures*, the Young Scholars program is a model program supporting talent development of students from historically underserved populations so that their potential may be uncovered, identified, and supported.

For *Curriculum and Instruction*, the plethora of research-based curricula developed by experts in the field, the consistent focus on critical thinking in classrooms, and the multiplicity of instructional strategies to support critical and creative thinking are strengths of this program. Stakeholders were very positive about curriculum and instruction.

For *Teacher Certification and Professional Development*, parents, students, and administrators believe that teachers are effective and engaging students in critical thinking. In addition, the professional development courses are strong.

For *Quality of Program Services*, the multiplicity of options offered to students in the elementary and middle schools exceed all comparisons and all stakeholder groups are satisfied with the overall quality of the program. The areas for development or expansion that were identified are expected in a district the size and scope of FCPS.

Overall, FCPS-AAP is a highly successful program that benefits students and families and serves as a national and global model for identifying and providing a multiplicity of services to learners with gifts and talents. FCPS is to be commended for this forward-thinking program, and deserves to be a source of pride for Fairfax County.

PRINCIPAL INVESTIGATORS

Lori C. Bland, Ph.D., Associate Professor of Assessment, Evaluation, and Data-Driven Decision-Making (DDDM) at George Mason University is an expert in program evaluation and educational assessment, gifted education, and data-driven decision-making. Her research interests focus on decision-making within multiple contexts and measuring growth of gifted learners. She also teaches masters and doctoral level courses in Program Evaluation and Educational Assessment. Dr. Bland has also taught graduate courses in gifted education for The University of Virginia and The College of William and Mary, including courses related to identifying gifted learners; curriculum for gifted learners; gifted program planning, design, and evaluation; and the social and emotional needs of gifted learners. Immediately prior to entering higher education, Dr.