

Questions for Clint

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, i.e. Donna Brearley, 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. Donna and I 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, Donna and I 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 Donna 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!