

Talented and Gifted Program Indicators

February 2020
Department of Accountability



Talented and Gifted Program Indicators¹

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¹Data 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.

Table 1: Number and Percentage of TAG-Identified Students¹ by School

| School Name | 2018-19 | | % TAG |
|-----------------------------------|------------------|------------------------|------------|
| | # TAG Identified | # of Students Enrolled | |
| John Adams | 56 | 723 | 8% |
| Charles Barrett | 55 | 512 | 11% |
| Ferdinand Day | 17 | 410 | 4% |
| Cora Kelly | 23 | 370 | 6% |
| Lyles-Crouch | 100 | 467 | 21% |
| Douglas MacArthur | 131 | 681 | 19% |
| George Mason | 102 | 478 | 21% |
| Matthew Maury | 114 | 374 | 30% |
| Mount Vernon | 104 | 883 | 12% |
| James K. Polk | 84 | 756 | 11% |
| William Ramsay | 45 | 658 | 7% |
| Samuel Tucker | 79 | 780 | 10% |
| Patrick Henry | 74 | 784 | 9% |
| Jefferson-Houston | 82 | 586 | 14% |
| Francis C. Hammond | 158 | 1481 | 11% |
| George Washington | 486 | 1511 | 32% |
| T.C. Williams | 555 | 3942 | 14% |
| Division Total² | 2265 | 15446 | 15% |

¹ Data from the EOY Student Record Collection (SRC) file and includes students in grades K-12.

² Division total includes special situation students.

Table 2: Percentage of TAG-Identified Students^{1,2} by Race/Ethnicity

| School Year | # of Students Enrolled | # TAG Identified | % TAG | % Asian Enrolled | % Asian TAG | % Black Enrolled | % Black TAG | % Hispanic Enrolled | % Hispanic TAG | % White Enrolled | % White TAG | % Other ³ Enrolled | % Other ³ TAG |
|-----------------------------------|------------------------|------------------|-------|------------------|-------------|------------------|-------------|---------------------|----------------|------------------|-------------|-------------------------------|--------------------------|
| KG | 1523 | * | * | 7% | * | 22% | * | 33% | * | 35% | * | 4% | * |
| 1 | 1412 | 120 | 8% | 8% | 8% | 24% | 12% | 30% | 16% | 34% | 59% | 4% | 6% |
| 2 | 1381 | 197 | 14% | 5% | 4% | 26% | 17% | 35% | 15% | 30% | 57% | 4% | 7% |
| 3 | 1343 | 160 | 12% | 5% | 6% | 27% | 16% | 36% | 12% | 29% | 60% | 3% | 6% |
| 4 | 1258 | 267 | 21% | 5% | 5% | 26% | 13% | 36% | 13% | 29% | 61% | 4% | 8% |
| 5 | 1245 | 259 | 21% | 4% | 4% | 26% | 15% | 40% | 13% | 27% | 61% | 3% | 7% |
| Elementary School | 8162 | 1007 | 12% | 6% | 5% | 25% | 15% | 35% | 13% | 31% | 60% | 4% | 7% |
| 6 | 1205 | 277 | 23% | 4% | 5% | 28% | 19% | 37% | 10% | 27% | 60% | 3% | 6% |
| 7 | 1099 | 224 | 20% | 5% | 4% | 27% | 15% | 39% | 12% | 27% | 63% | 2% | 4% |
| 8 | 989 | 202 | 20% | 4% | * | 27% | 15% | 39% | 13% | 27% | 65% | 4% | 5% |
| Middle School | 3293 | 703 | 21% | 4% | 4% | 27% | 17% | 38% | 12% | 27% | 62% | 3% | 5% |
| 9 | 1232 | 198 | 16% | 5% | 5% | 26% | 12% | 44% | 13% | 24% | 67% | 2% | 4% |
| 10 | 993 | 151 | 15% | 4% | 4% | 26% | 11% | 42% | 13% | 26% | 66% | 3% | 5% |
| 11 | 846 | 124 | 15% | 3% | * | 29% | 14% | 42% | 10% | 24% | 69% | 2% | 4% |
| 12 | 870 | 82 | 9% | 5% | * | 31% | 15% | 36% | 16% | 24% | 63% | 3% | * |
| High School | 3941 | 555 | 14% | 4% | 4% | 28% | 12% | 41% | 13% | 25% | 66% | 2% | 4% |
| Division Total² | 15446 | 2265 | 15% | 5% | 4% | 26% | 15% | 37% | 13% | 28% | 62% | 3% | 6% |

¹ Data from the EOY Student Record Collection (SRC) file and includes students in grades K-12.

² Division total includes special situation students.

³ Students identified as American Indian and Native Hawaiian, Other Pacific Islander, or multi-racial are included in "Other".

Table 3: Percentage of TAG-Identified Students¹ by Special Programs

| School Year | # of Students Enrolled | # TAG Identified | % TAG | % Free & Reduced Price Meals | % Free & Reduced Price Meals TAG | % English Learner ² | % English Learner ² TAG | % Special Education | % Special Education TAG |
|----------------------------------|------------------------|------------------|-------|------------------------------|----------------------------------|--------------------------------|------------------------------------|---------------------|-------------------------|
| 2018-19 Total³ | 15446 | 2265 | 15% | 63% | 22% | 43% | 12% | 10% | 2% |

¹ Data from the EOY Student Record Collection (SRC) file and includes students in grades K-12.

² EL data contain all students identified as LEP proficiency levels 1-6.

³ Division total includes special situation students.

Table 4: Number and Percentage of TAG-Identified Students¹ by Gender

| | # of Students Enrolled | # TAG Identified | % TAG | % Male | % Male TAG | % Female | % Female TAG |
|----------------------------------|------------------------|------------------|-------|--------|------------|----------|--------------|
| 2018-19 Total² | 15446 | 2265 | 15% | 52% | 48% | 48% | 52% |

¹ Data from the EOY Student Record Collection (SRC) file and includes students in grades K-12.

² Division total includes special situation students.

Table 5: Number and Percentage of TAG Students¹ by TAG Aptitude Area, Grade Level, and Gender

| Grade Level | # of Students Enrolled | TAG ID Students | % TAG | SAA Math | | SAA Language Arts | | SAA Science | | SAA Social Studies | | SAA Visual & Performing Arts ³ | | GIA | |
|-----------------------------------|------------------------|-----------------|------------|------------|------------|-------------------|------------|-------------|-----------|--------------------|-----------|---|-----|------------|------------|
| | | | | F | M | F | M | F | M | F | M | F | M | F | M |
| KG | 1523 | * | * | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | * | * |
| 1 | 1412 | 120 | 8% | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 50% | 50% |
| 2 | 1381 | 197 | 14% | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 50% | 50% |
| 3 | 1343 | 160 | 12% | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 53% | 48% |
| 4 | 1258 | 267 | 21% | 24% | 30% | 34% | 31% | * | 2% | * | 2% | N/A | N/A | 10% | 9% |
| 5 | 1245 | 259 | 21% | 30% | 32% | 44% | 32% | * | 2% | * | * | N/A | N/A | 3% | 3% |
| 6 | 1205 | 277 | 23% | 35% | 36% | 40% | 27% | 2% | 4% | 2% | 3% | N/A | N/A | 3% | 2% |
| 7 | 1099 | 224 | 20% | 38% | 42% | 38% | 28% | 3% | 3% | 3% | 3% | N/A | N/A | * | 4% |
| 8 | 989 | 202 | 20% | 41% | 42% | 32% | 28% | 6% | 5% | 5% | 4% | N/A | N/A | * | * |
| 9 | 1232 | 198 | 16% | 45% | 44% | 34% | 25% | 3% | 4% | * | 5% | N/A | N/A | * | * |
| 10 | 993 | 151 | 15% | 48% | 37% | 43% | 25% | 7% | 8% | 6% | 5% | * | * | * | * |
| 11 | 846 | 124 | 15% | 32% | 47% | 35% | 28% | * | 8% | * | * | * | * | * | * |
| 12 | 870 | 82 | 9% | 34% | 33% | 44% | 22% | 7% | * | * | * | * | * | * | * |
| Division Total⁴ | 15446 | 2265 | 15% | 28% | 29% | 30% | 22% | 2% | 3% | 2% | 2% | * | * | 13% | 13% |

¹ Data from the EOY Student Record Collection (SRC) file and includes students in grades K-12 and data verified by individual file review as necessary.

² Students in subgroup is less than 5, thus the data are not reported.

³ The most recent TAG Plan that was developed in Fall 2012 phased out the identification of students with a Specific Academic Aptitude in Visual & Performing Arts; therefore, any students in this column had been identified prior to 2012.

⁴ Division total includes special situation students.

Table 6: Number and Percentage of Elementary Young Scholars by School

| School ² | Grade levels served | # Young Scholars | 2018-19 | |
|-----------------------|---------------------|------------------|---|------------------|
| | | | Total # students in grade levels served | % Young Scholars |
| John Adams | 1 | 18 | 123 | 15% |
| Ferdinand T. Day | K-2 | 44 | 285 | 15% |
| Patrick Henry | 1-5 | 60 | 464 | 13% |
| Cora Kelly | K-4 | 93 | 299 | 31% |
| MacArthur | 1-4 | 29 | 458 | 6% |
| Mount Vernon | 1-4 | 52 | 577 | 9% |
| James K. Polk | K-4 | 76 | 617 | 12% |
| William Ramsay | 1-3 | 24 | 297 | 8% |
| Division Total | K-5 | 396 | 3120 | 13% |

¹ “Grade levels served” describes the grade level(s) from which students are identified for services, which begin the following summer and include those students who were identified in previous years.

² SY 2019-20, the Young Scholars Program has been expanded to Jefferson-Houston and Matthew Maury.

Table 7: Number and Percentage of Elementary Young Scholars by Race/Ethnicity and Gender

| Subgroup | | 2018-19 | |
|-----------------------|--|------------------|------------------|
| | | # Young Scholars | % Young Scholars |
| Race/Ethnicity | American Indian/Alaska Native | * | * |
| | Asian | 32 | 8% |
| | Black | 149 | 38% |
| | Hispanic | 172 | 43% |
| | Native Hawaiian/Other Pacific Islander | * | * |
| | White | 34 | 9% |
| | Other | 7 | 2% |
| | Gender | Female | 195 |
| | Male | 201 | 51% |
| All Students | | 396 | 100% |

* Students in subgroup is less than 5, thus the data are not reported.

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

| AP Discipline | | Spring 2019 | | |
|--------------------------------|----------------------|--------------------|------------|------------------|
| | | AP Score 3, 4 or 5 | AP Score 5 | Total # AP Exams |
| English | # of AP Exams | 117 | 40 | 132 |
| | % | 89% | 30% | |
| History & Social Science | # of AP Exams | 292 | 150 | 310 |
| | % | 94% | 48% | |
| Mathematics & Computer Science | # of AP Exams | 98 | 11 | 157 |
| | % | 62% | 7% | |
| Sciences | # of AP Exams | 115 | 28 | 146 |
| | % | 79% | 19% | |
| World Languages | # of AP Exams | 27 | 8 | 32 |
| | % | 84% | 25% | |
| Total¹ | # of AP Exams | 683 | 242 | 814 |
| | % | 84% | 30% | |

¹Total includes exams for AP Studio Art, AP Music, AP Seminar, and AP Research courses, not reported independently based on the small numbers.

Table 9: Number of AP Exams Taken by TAG-Identified Students¹

| School Year | # TAG Identified | # of TAG identified ² with AP Exam Results | % of TAG students taking AP exam | Average # of tests taken | Total # of exams taken by TAG Identified Students |
|----------------|------------------|---|----------------------------------|--------------------------|---|
| 2018-19 | 357 | 290 | 81% | 2.8 | 806 |

¹Grades 10-12 only.

²TAG flag status in Power School.

Table 10: Number of TAG-Identified Students Receiving AP Honors Awards

| School Year | # of Students Receiving AP Honor Awards | # of Students Receiving National Scholar Awards |
|----------------|---|---|
| 2018-19 | 166 | 24 |

Table 11: Number of Dual Enrollment Classes Taken by TAG-Identified Students

| School Year | # TAG Identified | # of TAG identified ¹ enrolled in a Dual Enrollment class | % of TAG students taking DE class | Average # of DE classes taken | Total # of DE classes taken by TAG Identified Students |
|----------------|------------------|--|-----------------------------------|-------------------------------|--|
| 2018-19 | 555 | 147 | 26% | 1.4 | 205 |

¹TAG flag status in Power School

Table 12: Number and Percentage of TAG-Identified Students by Diploma Awarded

| School Year | Advanced Studies Diploma | | Standard Diploma | |
|-------------|------------------------------|------------------------------|------------------------------|------------------------------|
| | # of TAG Identified Students | % of TAG Identified students | # of TAG Identified Students | % of TAG Identified students |
| 2018-19 | 76 | 94% | 4 | 5% |

Table 13: Number of Staff Certified in Gifted Education by Level

| Staff | 2018-19 |
|----------------------------|-----------|
| Elementary School Teachers | 31 |
| Middle School Teachers | 19 |
| High School Teachers | 5 |
| Administrator | 2 |
| Total Staff | 57 |

Table 14: Number of Annual TAG Professional Development Courses & Participants

| School Year | # of Professional Development Courses Offered | # of Participants |
|-------------|---|-------------------|
| 2018-19 | 13 | 265 |

Table 15: Titles of TAG Professional Development Courses

| Professional Development Courses Offered | | Hours | 2018-19 |
|---|---|--------------|----------------|
| 1. | William & Mary Gifted Endorsement Cohort (2-year commitment) | 360 | X |
| 2. | Introduction to Young Scholars | 16 | X |
| 3. | Nurturing Young Scholars in the Regular Classroom | 20 | |
| 4. | Identifying Young Scholars in the Classroom | 20 | X |
| 5. | Young Scholars Summer Curriculum Training | 8 | X |
| 6. | National Association of Gifted Conference | 16 | X |
| 7. | TAG Teacher Monthly Professional Development | 22 | X |
| 8. | TAG Designee Monthly Professional Development | 18 | X |
| 9. | Honors-Strategies for Differentiation | 24 | |
| 10. | Renzulli Learning Systems | 6 | |
| 11. | Honors-Flipped Instruction Book Club | 24 | |
| 12. | General Intellectual Ability Integrated Curriculum Units | 3 | |
| 13. | Writing DEPs for K-3 students | 3 | X |
| 14. | Honors-ELA Workshop | 6 | |
| 15. | Grammar Institute | 6 | |
| 16. | Writing Differentiated Education Plans (DEPs) for Middle School TAG Students | 12 | X |
| 17. | Differentiation Content Academy | 7 | |
| 18. | TAG Teacher Lesson Development | 3 | |
| 19. | Blended Learning in the TAG Classroom | 6 | |
| 20. | Odyssey of the Mind-Coaching | 33 | X |
| 21. | Odyssey of the Mind-State Competition | 12 | X |
| 22. | Odyssey of the Mind-Judging | 15 | X |
| 23. | Literacy in a Blended World | 5 | |
| 24. | TAG Math Professional Learning Community Meetings | 3 | |
| 25. | TAG ELA Professional Learning Community Meetings | 3 | |
| 26. | Springboard Reading and Writing Materials for Honors English | 5 | X |
| 27. | Young Scholars Curriculum Development | 5 | |
| 28. | TAG Evaluation Focus Group | 1 | |
| 29. | Climbing to Higher Levels of Thinking with the Jacob's Ladder Reading Comprehension Program | 2.5 | |
| TOTAL Professional Development Courses Offered | | | 13 |