

# 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.<sup>1</sup>

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.<sup>2</sup>

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.

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<sup>1</sup> November, 2015. *2014-2015 State of the States in Gifted Education*. Washington, DC: National Association for Gifted Children.

<sup>2</sup> 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				



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

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

<sup>2</sup>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			
<b>Elementary School Total</b>			
Francis Hammond			
George Washington			
<b>Middle School Total</b>			
Minnie Howard			
T.C. Williams			
<b>High School Total</b>			
<b>Division Total</b>			

**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			
<b>Total</b>			

**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			
<b>Elementary School Total</b>			

**Table 5: Number and Percentage of Elementary Young Scholars by Subgroup SY 2015-16<sup>1</sup>**

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

<sup>1</sup>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 <sup>1</sup> Offered	# of Teachers Participating

<sup>1</sup>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.