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Dear PPS TAG Family,

Portland Public Schools and the TAG Parent Advisory Council (TAGAC) thank you for your participation in our TAG survey. PPS and the TAGAC are committed to improving TAG services for students. The survey is part of an effort by PPS and the TAGAC to identify the needs of TAG students and to help determine priorities for the Council. We are also seeking increased participation and feedback from our underrepresented families to ensure we have a comprehensive picture of student and family needs for improved service to schools. Below is a summary of results as well as a draft list of Council priorities for our work beginning this year.

Survey Summary

There were 1215 parent responses to the survey, which is approximately 22% of all TAG identified families. No school's responses accounted for more than 5% of the total survey responses and the average was 1.5%, so no school dominated the results. Schools with less than 5 responses were not examined individually.

While the overall tone of responses generally varied among schools, those from ACCESS Academy parents stood out as uniformly positive on all 14 questions. No other school's responses were positive for more than 8 questions and the average was just under 4 questions. District-wide, parents expressing an opinion were positive about three topics:

General Attitudes of TAG Students

- 91% feel that in general, their child has a positive attitude.

Parent Teacher Communication about TAG Services

- 62% do not worry that they are overwhelming their child's teacher, or negatively impacting their child's relationship with the teacher by asking how tasks and assignments meet their child's rate and level of learning.

Teachers' Understanding of TAG students

- 55% feel that their child's classroom teacher(s) understand the characteristics of gifted students and the needs of their child.

Conversely, among parents expressing an opinion, four areas of concern stood out and have been highlighted for focus and further investigation:

Appropriate Learning Opportunities and Challenges for My Child

- 80% feel that their child does not receive appropriate learning opportunities and challenges as an individual.

Opportunities for Peer Learning

- 80% feel that their child is not provided with many opportunities to work with peers who have similar abilities

Improved Academic Achievement as a result of TAG Services

- 83% feel that the TAG services provided by their child's school have had no impact on improving their child's academic performance

Consistent TAG Services Across Grades/Classrooms

- 85% feel that their child receives inconsistent TAG services and that the quality of the services is dependent on who their child has for a teacher



In order to promote improvement district-wide, school specific results of all questions have been made available to school principals. (All identifying information in the comments has been removed.) For more detailed information about survey results, please contact your school's TAG Coordinator or principal.

Future Work & Priorities

This survey was the first in a series of activities where we will be gathering information about parent and student experiences with TAG services, so that we can work collaboratively with principals, teachers and parent leaders to support our schools. Based on these initial results, other school data provided by PPS and direct parental input, the TAG Advisory Council has set the following draft priorities for their work:

- 1 Improved Parent Communication about TAG Services.** Survey results suggest that we must seek ways to provide additional information about TAG services, ongoing enrichment activities and best practices for TAG education. Improved communication should help parents and students to better understand and use existing TAG services as well as empower them to collaborate at their schools.
- 2 Equity in TAG Identification.** Demographic data of TAG students continues to show that racial sub-groups of TAG students are underrepresented. PPS is actively recruiting parents of color for the TAG Parent Advisory Council and are investigating improved processes for identifying TAG students in these underrepresented racial sub-groups.
- 3 Equity of Access to Curriculum.** Parental input suggests that curriculum options for middle school and high school TAG students may be limited by class availability or other factors. Examining this may help schools better plan, support and communicate TAG-suitable course sequences to students.
- 4 Consistent Differentiation.** Some survey results that differed widely among district schools suggest that classroom differentiation may be inconsistent. Investigating enhancements to professional development models for teachers and sustainable funding options for improved differentiated services/resources across schools may help even out any disparities.

We welcome TAG parents to participate in regular TAGAC meetings or to serve on a subcommittee to help PPS explore these priorities. TAGAC meetings are held in the Mahonia Conference room on the second floor of the Blanchard Education Service Center at 501 N. Dixon, in Portland. The remaining meeting dates for the 2012-13 school year are:

Tuesday March 12 6:30 – 8:00 PM

Tuesday April 9, 6:30 – 8:00 PM

Tuesday May 7 6:30 – 8:00 PM

Please contact us via the Office of Talented and Gifted at **503-916-3358** or by email at **tagac@pps.net** for further information. The PPS TAG website also contains a variety of additional resources and information that you may find useful:

<http://www.pps.k12.or.us/departments/tag>

Sincerely,

Dr. Kimberly Matier, Office of Talented & Gifted

Brenda Ray Scott (chair), Cathy Biber, Terese Bushnell, Amy Doan and Mark Feldman, 2012-13 TAGAC members