

TAG Survey – May 2006 --Executive Summary

The purpose of this survey is to evaluate the implementation of the collaboration/differentiation model for TAG (talented and gifted) students. This survey is conducted every three years to provide information on how well the program is working. These groups were surveyed (and responded): building administrators (23), parents/guardians (234), elementary teachers (204), intermediate core teachers (119), intermediate (340) and high school (47) students.

Findings:

Building Administrators:

- 65.2% do not feel their staff members have adequate knowledge of the current delivery model.
- 65.2% feel the TAG facilitator has kept them informed about programming.
- Most (86.9%) are aware of the electronic newsletter, *Creating Connections*; however, 56.6% find it useful.
- 65.2% report that the required staff development program was delivered.

Elementary Teachers:

- Most (87.3%) are aware of the current delivery model.
- Most (73.5%) have brought needs of students to TAG facilitator, yet few (18.6%) have completed a *TAG Concern Form* to initiate action.
- A large number (59.3%) report NA (Not Applicable) regarding implementing curricular modifications for students.
- Most (78.4%) teachers are aware of the electronic newsletter, *Creating Connections*; however, 50.5% find it useful.
- 80.4% report no staff development programming was delivered by the TAG facilitator.

Intermediate Core Teachers:

- Most (87.4%) are aware of the current model.
- Of the four core areas, more science teachers indicated they were not aware of the model (21.4%).
- Only 22.7% had completed a *TAG Concern Form* to initiate action.
- 68.1% have modified curriculum; science teachers led the way (78.6%).
- Slightly over two thirds (68.9%) are aware of the electronic newsletter, *Creating Connections*, and 53.8% find it useful.
- 88.2% report staff development programming was delivered by the TAG facilitator.

Parents/Guardians

- 92.7% were aware of the TAG programming for their student(s).
- 74.4% felt their student's academic needs were addressed at school.
- 62.4% felt their student's academic needs were met at school.

Intermediate Students:

Students report being challenged in:

	Highly challenged	Very little challenge
Language Arts	17.6%	17.4%
Mathematics	33.2%	27.4%
Science	18.5%	20.9%
Social Studies	14.7%	25.9%
TAG	41.5%	13.5%

High School Students:

Degree to which students felt challenged on a scale of 5 (very much) to 1 (very little):

	Grade 9	Grade 10	Grade 11	Grade 12
Language Arts	3.3	3.3	2.7	2.0
Mathematics	3.3	4.0	3.6	4.0
Science	3.3	3.7	3.3	3.8
Social Studies	2.4	2.6	2.2	2.6
TAG Option 1	3.7	3.4	3.6	3.3
TAG Option 2	4.4	4.9	4.8	4.1
TAG Activities	4.3	3.1	3.9	3.7

Conclusions:

1. Clearly, building administrators perceive a need for more staff development on the delivery model for their staff members.
2. Increased communication is indicated as TAG staff members work with building administrators, teachers, and parents/guardians.
3. TAG staff members need to work more closely with classroom teachers to develop and implement curriculum modifications and support their implementation.
4. TAG staff members need to develop ways to make the electronic newsletter *Creating Connections* more visible and useful.
5. Determine why some administrators and teachers did not remember the differentiation staff development that was conducted at each building.
6. Work with Curriculum & Instruction Specialists to examine the rigor and challenge in intermediate and high school core courses.
7. Clarify the role of the TAG facilitator and the description/definition of the current TAG model.