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1	NOTE: These comments have been edited to remove personal information, replacing, for example, names of students, by "my son" or "our daughter". Please email tagsurvey@ppstag.org if you find any remaining personal information that should be removed.		
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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
21	Abernethy E.S.		We love our school and teachers, but I have to say there has not been very clear communication from about exactly how and what TAG services are being provided, if any. My child's teachers have been very good about working with her particular strengths and weaknesses as a student, but it has not been clear whether her TAG status fits into their plan. More specific information about TAG services at our school would be helpful.
22	Abernethy E.S.		
23	Abernethy E.S.	Don't think there are any at this point.	Pull out! In my son's old school, he had a pull out one day a week. That was the ONLY day he was excited to go to school. He was able to be in a class of his PEERS, so that they understood where he was coming from. The other four days (even though he missed one day a week) he was extremely bored, which led to bad behaviors.
25	Abernethy E.S.		
28	Abernethy E.S.	She has attention from the teacher that guides her to appropriate individual challenges.	Enhanced Group challenges with tag students on similar or equal level would help with motivation and engagement.
30	Abernethy E.S.	We have had zero information sent to us regarding TAG.	Inform, connect and communicate with families and the student. Tag families do not receive adequate info.
31	Abernethy E.S.	There have honesty been zero positive aspects of my child's TAG services. I don't actually believe there have been any TAG services at all and the school openly admits to the fact that there are no extra services associated with TAG.	In my mind, TAG services mean smaller groups that have specialized learning, take home more challenging homework (not just more homework), more responsibility given to the student to learn at a higher rate but not singled out as a "TAG" child. /
38	Abernethy E.S.		
39	Abernethy E.S.	I have seen no evidence of my child receiving ANYTHING from the TAG program other than a different homework packet. I attend every school TAG meeting and express my concerns to her teacher. I am told repeatedly by both the principal and the teachers that there are many TAG kids at this school and that the level of instruction is suitable for them and all other students. The "challenge" homework is unrelated to what the class is doing, and often confusing and badly put together (missing pages, etc.). It does include more challenging work, and sometimes this is useful. However there often this homework focuses on areas where my daughter has had absolutely NO instruction (decimals in 2nd grade for example) so it falls on us to teach her the skills necessary to complete the homework.	It could actually be a program as it is in Washington state and elsewhere. It could include some period of instruction with fellow TAG identified students. It could involve a classroom component so my child is not always doing repetitive and mundane worksheets in class, causing her to tune out, daydream and do sloppy work.
40	Abernethy E.S.	Only one of my child's teachers made an effort to both recognize my child's abilities and find ways to foster and challenge him. Otherwise, being identified as "TAG" just seems to be a label that means nothing on the most part in terms of consistently more challenging curriculum or activities.	Actually have some sort of clear TAG program in operation that is NOT dependent on the individual teacher the child is assigned to.
44	Abernethy E.S.	My child frankly received 0 TAG services during his 6 years at elementary school. The teachers have so many children with so many needs at the school that he seemed forgotten. I was told many times that the teachers could not advance him in math only enrich him. I never did figure out exactly what this meant. I volunteered many hours over the course of his elementary school tenure to help but finally in the end we have pulled him out of public school and he will now attend a private school in the fall. The TAG kids are being ignored.	How can they not be? Nothing was ever done for him in the five years after identification in regards to TAG. This population is being neglected.

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47	Abernethy E.S.	Other than parent volunteers coming in to pull groups of TAG kids once a week I can't really name any true TAG services that have been provided by qualified staff ?? What a shame.	TAG services shouldnt mean extra busy work copied off for the student from a higher grade workbook for the child to independently chip away at while direct instruction is provided to the rest of the class. It should be small group instruction (direct teaching) to the Tag students using materials at their level.
48	Abernethy E.S.	Teachers are aware she is identified and mention it at conferences. They want to challenge my child.	Provide more opportunities for her to be challenged. Provide more training and time for teachers to develop differentiated curriculum for tag students.
50	Abernethy E.S.	There are NO TAG services offered at Abernethy. We've been told there are too many students who test at that level to offer any TAG programs. It is all left up to individual teacher discretion/ability which means it doesn't happen.	Individual plans should be included as a part of parent teacher conferences. I have had only one teacher (out of five) mention that she was aware of TAG designation.
52	Abernethy E.S.	My son gets extra homework which occasionally provides a good challenge. He likes the challenge homework much more than the rest of his work. Last year, the teachers standardized the challenge assignment for all classes in the grade, and this really lowered the bar. These standard assignments did not match my child's abilities. / Further, giving additional homework fails to appreciate how excruciating hard the easy work seems to a TAG student. Answering the same easy questions over and over feels like torture. TAG students need less easy work, not just more hard work.	I know that there are important reasons why we do not sort kids into "tracks" any more, but I wish we could do a better job of targeting classroom instruction to different abilities. I have spent a lot of time volunteering, and see very early how every teacher must focus on the middle of the class. Kids suffer when they are not average. My son gets bored, and then teachers think he has a hard time paying attention.
55	Abernethy E.S.		I would like to see more programs that allow tag children to work together on extended learning projects.
56	Abernethy E.S.	I have not been able to discern any TAG specific services in the classroom. I am generally happy with the school and satisfied with the instruction my child receives, but I have not seen that TAG identification has made much if any difference.	I am a skeptic about the value of TAG services and ambivalent about my child's TAG identification. It is important to me that any negative impacts from my child's TAG characteristics--i.e. behavior issues, wandering attention--be recognized and addressed in that context, but I am not generally in favor of separated or accelerated curriculum choices at this age (3rd grade).
57	Abernethy E.S.	Testing and identification of both of them has given us as parents an understanding of their abilities. / Knowing their abilities allows us to expect greater accomplishments and a higher level of learning from them. /	We need to understand specific strategies in place for challenging our kids with regard to baseline education. / We need to know what we can do at home to help them make the most of their early education. / We need support in understanding some of the personality traits that are related to TAG kids, and ideas how to guide some of their emotions and intensities.
58	Abernethy E.S.	I don't really see any difference for my TAG child. He is usually just given extra worksheets.	Something, anything, please. I would suggest math pull-out or something like that.
60	Abernethy E.S.	Provides unique learning opportunities	I would like to have meeting with teachers to discuss the overall plan
62	Abernethy E.S.		
68	Abernethy E.S.	I haven't seen any TAG-specific services.	Special projects/assignments for my student and others at her level.
69	Abernethy E.S.	In theory I like the idea of TAG being incorporated into the regular classroom experience.	I have a very hard time evaluating the effectiveness of PPS TAG services because of the way they are run. It mostly requires a lot of trust in the teacher's ability to dynamically adapt their teaching style per student. This kind of ability varies teacher to teacher, of course, but honestly, I would think these are skills a teacher would employ regardless of TAG classification. In other words, I would think good teachers would adapt to each student's learning stage if they were slow learners or ahead of the curve. / / Ideally, TAG would be something beyond just a teacher's adaptability. It would be a way to offer exciting learning opportunities to students who can take advantage of them. It would offer a peer group for students who enjoy more complex projects. All in all, I have been disappointed with the TAG programs available through PPS. With that said, I feel that Abernethy has a lot of gifted children, and the teachers seem to be able to teach at a pretty high level and keep the kids engaged.

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198	Abernethy E.S.	In 1st grade, my child was identified as TAG and tested. That instructor did a great job in assessing his needs and helping him achieve at a higher level. In 3rd grade, his instructor was able to, in the midst of a very busy classroom, find ways to keep our child active, engaged, and working at a higher level, and it seemed that his teacher was able to fit this in without taking time away from other children. The positive aspects have all been related to individual, hard working teachers who have clicked into our child's strengths and needs and been able to work in bits of extra enrichment within the regular school day.	All of our child's teachers have been excellent, but not all have done much in the way of TAG services. One teacher did not know our child was TAG ID'd until we mentioned it in the conference, then that teacher just started saying how "I didn't know--our class last year was so advanced that this class seems slow by comparison, and I'm still getting used to it." We were a little horrified, but that teacher was an excellent teacher with children--didn't relate to adults that well though!! / The real problem with TAG in PPS is that there are NO resources dedicated to it. How can you expect a teacher to come up with individualized lesson plans for over 20% of the students in the class? The Abernethy TAG percentage is about that high, and that's great, but it's not realistic to fit enrichment into an already packed school day, and unless there is an additional teacher in the classroom to create small groups, it's a huge challenge. We are very lucky to have an excellent school with excellent teachers, but the TAG program is an unfunded mandate, and it's almost a joke. I applaud the teachers for trying, and I understand that funds need to go in the most efficient places, but it's hard to evaluate something that really doesn't exist. Thanks so much for doing this survey. I really appreciate
280	Abernethy E.S.		
323	Abernethy E.S.		
367	Abernethy E.S.	My child loves school. Outside of that I am not concerned.	
386	Abernethy E.S.	He gets "challenge homework," but that's about it. We are unaware that he's being challenged other than a few extra pages of homework.	We would love to see more hands-on projects and experiences.
409	Abernethy E.S.	I have not been aware that my child has received any TAG services. My school has adopted a school-wide writing initiative that is supposed to benefit all students (which is great), but I did not see much writing happening last year. I would love to see a pull out program for the TAG students so they have the opportunity to work at their skill level on a regular basis.	I would like to see a regular pull-out program be put on place, perhaps 3 times a week, to focus on writing, reading, and math. This would give TAG students the chance to work with others at their skill and attention level on a regular schedule and make some real extensions and investigations and connections.
429	Abernethy E.S.		
530	Abernethy E.S.		We have not been contacted or given any real tangible information about TAG services for my daughter. We were initially notified that she was chosen for the TAG Math program in Second grade, but I did not get any information about what that entails nor were we given any examples of work she would have while in the program. We worked closely with her teachers last school year, but they did not share anything either. / / It would be helpful to have a packet of information or overview either via email, school website or paper copy directly from the teacher so parents have a better understanding of what the TAG program provides. I don't feel we (parents) should have to search out this information.
678	Abernethy E.S.	We were just identified as TAG. Not much has happened.	Extra math classes
807	Abernethy E.S.	We have not received any TAG services since our daughter was formally identified as a TAG student last year. Every teacher since preschool has noticed how cognitively advanced she is, but no accommodations were made in the Portland School District. We moved from Iowa two years ago. Teachers in Iowa organized reading and math groups for students working at higher levels than their peers. Emphasis was placed on different work, not more work. Educators did not want to give the impression that the extra work was punishment for being smart.	We moved from Iowa two years ago. Teachers in Iowa organized reading and math groups for students working at higher levels than their peers. Emphasis was placed on different work, not more work. Educators did not want to give the impression that the extra work was punishment for being smart.

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821	Abernethy E.S.	I am not really aware of any.	I have been advised, in quarterly reports, that since my child's academics are "obviously not a challenge," that the teachers would focus on my child's emotional and social development. My child is an outgoing child with many varied and healthy interests that don't happen to jibe with many other children's interests. Teachers have suggested my child needs to develop interests more in line with other students. / / I found such an academic report to be unhelpful. I also felt strongly that my child's needs have not been met on any level, and that my bright and lively child has been squelched, and has gone from someone who always loved school, to being someone who, many days, dreads it. I'm sorry. / / My child's math was virtually the same for two years in a row.
823	Abernethy E.S.		
840	Abernethy E.S.		
898	Abernethy E.S.		One of the most beneficial activities for my child is when they are able to work in a smaller group with other kids at their same level.
930	Abernethy E.S.		Get rid of dead beat teachers.
1037	Abernethy E.S.	The teachers try their best given very little support.	I would love to see enrichment activities organized by the district - even if we had to pay for them out of pocket - with higher charges to support family
1050	Abernethy E.S.		

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
17	ACCESS Acedemy 1-8	My child has benefited greatly from being grouped with other TAG students. This grouping has allowed him to find a peer group with whom he can feel safe and welcomed.	
29	ACCESS Acedemy 1-8	ACCESS has been a wonderful place for my oldest child. The work is much more relevant and engaging. Before the switch in schools, it was very dependent on the individual teacher whether my child was appropriately challenged or not.	The neighborhood schools need stronger TAG programs -- they are basically non-existent. TAG children need to be taught and challenged with their peers, not allowed to coast along with the majority of the class. My youngest child was in a leveled reading group last year, but my understanding is that will not be the case this up-coming year. I am not convinced that the TAG readers can be appropriately taught and challenged without leveled instruction.
32	ACCESS Acedemy 1-8	Both of my children attend ACCESS, which is a wonderful school where they are in classes with their peers and have a school with dedicated and caring teachers and staff. We feel very fortunate that our children are at ACCESS, where they have an education that is much better for them than it would be at other PPS schools.	Even at ACCESS, strained resources and limited teachers' time are insufficient to fully meet our childrens' needs. At the neighborhood schools they attended before landing at ACCESS, TAG programs were very limited and the extent to which they were carried out depended VERY much on the individual classroom teachers. Also, the neighborhood schools we experienced purposely split up the gifted children to distribute them equally among the different classes, which was terrible for our children as they were then left in classrooms with no intellectual peers, leading to fewer opportunities for learning and sadness/disappointment with respect to school.
54	ACCESS Acedemy 1-8		
67	ACCESS Acedemy 1-8	We have been extremely fortunate to have enrolled our son at Access academy after the new principal contacted us last summer for an interview. Prior to that he was at Winterhaven, and while the curriculum was accelerated, the opportunities for differentiation were non-existent. We were told, "We teach to the top" at Winterhaven, but there was little acknowledgement that different learning needs were represented among the TAG identified students. By sixth grade, my son, who lives to learn, was checking out at school. We foresaw a difficult time keeping him engaged in learning as he progressed to high school. / We tried to have him enrolled early for first grade as a way of getting his learning needs met, and were stymied by principals who did not understand then needs of TAG children. At Winterhaven this was not an option, although we subsequently learned that other parents transferred their children in at grade levels beyond their age peers, representing a double standard in admission. At Access academy he has had academic challenges, and a better peer group. If only all children who qualified could receive such instruction! It wieghs on us as parents that our child is privileged beyond many in getting his learning needs met. There is a huge need for programs	I believe the only way TAG services can be improved is by educating teachers about the special learning styles of children in the gifted and extremely gifted categories. When teachers understand that the children and their parents who need different models of instruction are not just "being difficult", but really asking for basic learning needs of children to be addressed, the climate will be more conducive to accomodating TAG identified children. We found that the TAG label was essentially meaningless, until he was selected based on ability for a program designed for children with exceptional learning abilities. In other counties in Oregon, parents we know have had much more success at getting their children's educational needs met. In many schools, however, TAG programming is still non-existent. this gap can only be addressed by individual teachers, strongly supported by administrators at their schools who understand the issues of education exceptionally gifted children.

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78	ACCESS Acedemy 1-8	Since moving to ACCESS, my child has had a much more challenging curriculum. Prior to that, at Forest Park, my child received NO additional services and was bored to the point that she was beginning to act out and her attitude was "If my teacher doesn't care what I do, why should I?" / At ACCESS, she still could be challenged further in language arts and social studies, however, overall, it is a much more enriching environment, particularly in math where she is placed in a class appropriate with her academic level (not grade). I'm not aware of "specific" plans for each child at ACCESS as it is supposed to be a TAG-only school. But for a public school education in Oregon, it's about the best that I can hope for.	In the regular school system (ie: my experience at Forest Park), students should have more opportunities to work at their academic level (in for instance instruction in higher math or being challenged at language arts and reading) At each parent teacher conference, I was informed by the TEACHER that my child had placed out of the next grade's reading level and therefore nothing would be done with her as she might "plateau" then the school would be dinged! Not what a parent wants to hear. And I did find it true. She was basically left alone so the teacher could work with those who were at or below grade level and she go no instruction in anything--math or reading--because she was far above grade level in both. It was truly a terrible experience, especially at a school that was rated so high (apparently only because so many kids are at or above grade level coming in.) My experience was that not a lot of instruction goes on in any of the classes there (and I have a son entering 5th grade there this year, so I know this from his experience as well as my daughter's 3 years there). Something needs to happen at the local elementary level where ALL children receive an education at their level, not just those who are behind or in the middle. I believe a homogenous group of
98	ACCESS Acedemy 1-8		
122	ACCESS Acedemy 1-8	She is being challenged at Access School by teachers that know how to make the subject matter apply to many different learning styles. / She is surrounded by like minded peers, and is able to socialize in a positive manner. / She feels like she is in a place that works for her and meets her needs, moving at a faster pace and having the ability to choose from a variety of ways to complete projects. /	When entering the Access School, my daughter was moved into a higher level of Math than she was ready for. Reading and comprehension and Sciences/ Arts are her strengths, and she has always been more on a "normal" level for math. When we entered the program we pointed out that she should not be moved up, and they did not have a class at her level, so she was. She skipped 3rd grade Math instruction, thus missing out on learning a lot of the basics, due to this, she sometimes now struggles with Math more than I feel she would have if she had completed the course transition normally. Skipping up grade in everything else worked out fine, in fact she could probably skip up another grade in Reading/ Lit. / I was told that she was unable to be moved ahead in classes for Literature/ Reading/ Writing, when other children were moved up for Math, it would have been nice to have that option for her as well, to excel in the areas she was so far ahead. / Access is the best place for my daughter, we commute from the BSD everyday to attend the school and are very thankful that the program exists, it challenges her on a daily basis, and she is most importantly surrounded by other children that work and think on her level. In her old school, she was singled out due to
130	ACCESS Acedemy 1-8	math offerings is more flexible than regular public schools. Kids can learn at their level , but only up to Algebra II.	Limited funding limit what math and science curriculum are offered, Right now, Access can only offer up to Algebra II. Truly TAG service should entail outside help, PSU , PCC for example, to meet the child's needs. Our science curriculum is limited due to lack of lab equipment. To attend Access, one has to sacrifice regular school settings, such as school clubs. PPS should set up TAG education in regular middle schools, like SUMMA in Beaverton which is a big success.

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153	ACCESS Acedemy 1-8	One word: ACCESS. The preceding responses are based on my kids being at ACCESS. Our neighborhood school is TAG-unfriendly. My experience, and what I have heard from other parents, is that most teachers and administrators at neighborhood schools are TAG-hostile. Not every person can do calculus. Most people are not capable of writing an academic article. Until PPS teachers and administrators admit this, TAG is a waste of time and money. There is a prevailing attitude throughout PPS that all humans are equally intelligent and that achievement is based solely on the opportunities that children have. If this is true, why does PPS have a TAG program? (I guess it is mandated by the state.) In addition, so many PPS teachers and principals are anti-intellectual. I have been trying to figure out whether it is the teachers colleges that are to blame, or whether the type of people attracted to k-12 education in Oregon tend to be anti-intellectual.	WE NEED A TAG HIGH SCHOOL, NOW. I have an eighth grader, so for me, it is urgent. The ACCESS program is supposed to continue through high school at Grant. I went to the orientation last winter. The presentation was one hour long. The principal spent 15 minutes telling parents that their incoming freshmen need to retake the math they had in eighth grade, regardless of circumstances or ability. She devoted the other 45 minutes to discussion about extracurricular activities. I am astounded. Don't kids go to school to learn writing, critical thinking, and science? There is a reason those activities are EXTRA curricular. The Grant principal has publicly stated her attitude about ACCESS parents--that we are "pushy." While certainly there are several dragon parents are ACCESS, most of us just don't want our kids checking out mentally or literally dropping out of school because they are bored out of their minds. At our neighborhood school, teachers' attitudes were that the high achievers could go in the hall and read all day. I have heard this over and over again from parents of all socioeconomic and ethnic backgrounds, with kids in PPS schools all over the district--the PPS attitude that smart kids "will do fine on their own" and that they do not deserve any special
158	ACCESS Acedemy 1-8	He is finally taught at his level. And is around kids like him. The school cares about my son.	He needs social skills. Guidance on how to stay on task and finish his tasks. He needs help dealing with his strong emotions.
256	ACCESS Acedemy 1-8	ACCESS has been a Godsend! The teachers, principal and staff help meet the needs of our children where they are and help them develop and grow in a manner often unexpected but exciting! The teachers work very hard to differentiate learning for children while accepting both their strengths and weaknesses. The peer groups our children have found at ACCESS have helped them transform from the unaccepted stand-outs to the confident friends that every child deserves to be.	This school needs to serve more children! It simply isn't fair that so many children struggle in regular classrooms when there is such a rich resource that all children who meet the requirements of the school/program should benefit from! ACCESS is a gem that PPS should nurture into a model program for talented and gifted education.
273	ACCESS Acedemy 1-8	My child feels more confident, advance, better peer group and positive.	
286	ACCESS Acedemy 1-8	Sending out this survey when a child is transitioning between schools makes to difficult to respond. My child has been at ACCESS and so has received all TAG instruction, and his needs have been met. I am very grateful for ACCESS and completed the survey as it applied to ACCESS. / / The outcome of the transition to Grant HS re: TAG is as yet unknown so I cannot say how things will go. Perhaps resend this survey later in the school year?	I do not yet know since he hasn't yet started at Grant HS. please resend later in the school year.
287	ACCESS Acedemy 1-8	My daughter has enjoy the small school environment at Access and structure of the ability based classes instead of age based classes.	I am very concerned for my daughter's high school transition. After visiting our neighborhood HS (Grant) and talking with the principal, it really sounds like the TAG or ACCESS element of her schooling will be eliminated. Advanced classes will only be offered to Freshmen after Jr/Sr have registered. What good is participating in an accelerated program if it comes to a complete halt when transitioning to HS?
294	ACCESS Acedemy 1-8	My child has always been curious, always read a lot (taught herself to read by 4 1/2), loved factual educational books. 1/2 way through Kindergarten she stopped talking about her schoolday, and during 1st grade she wouldn't want to talk about her schoolday at all, she completely shut down. She seemed to lose a lot of her self motivation, her "go-get" her own information/education she'd had. When starting Access Academy that changed, she came home from school and couldn't contain, telling us about her friends in school and what they've learned. She also got back into enjoying learning outside of school. When we've been invited to 'Learning Celebrations', where they get to educate us adults of what they've learned, she's been proud and excited to have us there.	Keep the curriculum varied, as it has been, with math, reading, social studies, PE, art and music. Make sure there's enough help for the teacher to allow children to work at different speeds at times.

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329	ACCESS Academy 1-8	Math acceleration has been the standout at ACCESS. Both kids have attended since 1st grade. The SS/English in elementary grades and last yr for 6th grade were not challenging enough. The addition of Eryn Bagby has been crucial in improving TAG services there. Middle school science teacher great but no lab/resources to reinforce concepts.	More teachers with training and expertise about TAG children. Facility is deplorable. Overcrowded, crumbling portables really send a message about the importance of TAG education to PPS. Kids have to be bussed 45 minutes to an inferior physical space to get what they need academically. Sad.
337	ACCESS Academy 1-8	My child went to Forest Park Elementary last 6 yrs and they did not have a TAG program. All the above questions were answered based on our experience at Forest Park.	There is no structure TAG curriculum in Portland Public Schools and that is a big deficit for the school district. Also the TAG standards are very high.
341	ACCESS Academy 1-8	The accelerated curriculum at ACCESS Academy has been wonderful. The daily Spanish class since fifth grade also a big plus.	ACCESS Academy needs upgrade in the following: / 1. A true high school level science lab, so their science classes are credited as high school level. / 2. Their own campus or at a minimum their own school building. / 3. Better integration and transition into PPS high schools. Currently, I feel there is very little support or guidance for parents in understanding the options of transitioning the ACCESS kids into the various PPS high schools and curriculum.
381	ACCESS Academy 1-8	Both my kids are thriving at ACCESS. But this was not the case when they went to the neighborhood school. ACCESS has been wonderful overall.	ACCESS is great academically but there is a big lack of proper facilities and extra-curricular activities, which my kids would have received at their neighborhood school. There is so much demand for ACCESS and I hope district will seriously consider giving us our own building that can host larger number of kids and also provide additional activities like drama, band sports etc.,
396	ACCESS Academy 1-8	Being at Access has been great for both kids as the TAG services have been much more consistent.	At our neighborhood school, the TAG services were inconsistent and almost entirely dependent on the individual teachers and how committed they were to the process. We had both very good TAG experiences from teachers and also very poor. It would have been great if we could have gotten adequate TAG services at our neighborhood school.
441	ACCESS Academy 1-8		
462	ACCESS Academy 1-8	The simple fact that our child is within a school filled with other TAG students. This is our third and final TAG child to attend PPS. We discovered through outside research and the negative experiences of our older children that the best we could hope for from PPS was to place our child in a school in which there were many other students who, through their analogous yet differing abilities, allowed our child to better understand his own strengths and weaknesses, while providing him with peers with whom he could communicate. For the simple fact that a former head of TAG for PPS saw that this school got created, even though it is not provided with adequate space, services or resources--an action by the TAG office has had a benefit for our son.	Providing adequate facilities for the ACCESS program and making the commitment to providing this program with teachers prepared for the challenges they face in working with this extremely diverse body of students would go a long way towards helping meet the academic, intellectual and emotional needs of our child.

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519	ACCESS Academy 1-8	TAG services at ACCESS Academy has meant that our son: / Has kids with the same passion for learning as the norm rather than the exception. / Has productive work options when he finishes classroom work. / Has a higher number of girls in his class who are confident in showing their abilities without social constraints. / Has an opportunity to take his math knowledge several levels higher and still have members of his own grade in the class. / Has exposure to more ethnic cultures. / Has experienced exceptional teachers who are serious and passionate about learning. /	Before our son was at ACCESS he was in the TAG program at our neighborhood school, but I always felt that the TAG designation there (at that time) really only raised our expectations (parents and child) from the school in terms of adjustments in content, process or product. Our son finished his assignments so quickly that the teachers were not able to accommodate him because they were consumed with bringing up low grades. The lack of training in Differentiated Instruction limited the students, teachers and the school's overall rating. When we had our son tested we were told that he was designated as TAG, but we were not given his scores, so we had to ask. Only then did we figure out what we were dealing with. Only then did my wife start asking her co-workers, at the college where she works, about accommodation options. That is where we learned about ACCESS. / / I have heard of and from several teachers and administrators who are quite uninformed about what ACCESS is about. Taken as a sample I believe this indicates the misinformation is widespread. / / I am not sure what is available for TAG students at neighborhood schools these days, but I would recommend as a followup to this survey going to the schools and watching the specific
566	ACCESS Academy 1-8		
613	ACCESS Academy 1-8	The program delivered at Access is excellent. There are numerous opportunities for challenge, while at the same time an understand of the diversity of learners. Children may be accelerated in one area and behind in another. At access there are a variety of groupings within the classroom as well as the opportunity to move to other classrooms for subjects like math. Overall our experience at Access has been fantastic. The staff is well trained, understands this group of children and care about helping every child learn at the appropriate pace.	Since we have moved to Accessour experience has been excellent. However, we moved here because our neighborhood school failed to adequately challenge our child or even understand his needs. The only opportunities offered to challenge him or accelerate his learning were after he had completed all in class work. This is not accelerated, it is extra credit. Additionally, there were no opportunities for grouping with peers. Our child, our family, and the school were very frustrated with the situation, but the school could not offer any real help. The TAG coordinator in particular was not able to offer anything of value to us.
635	ACCESS Academy 1-8	TAG, as applied at my son's previous school (King) was terrible, very spotty, minimal differentiation and poor communication. The building plan was almost always out of date and the coordinator didn't seem engaged. However, the ACCESS program, which I consider is part of TAG, is in fact critically important for my son's development. It has been so wonderful as now my son is with other children interested in learning, and he is taught at his level.	Seriously, ACCESS has it nailed. Real plans for TAG kids and teaching to their ability is so important and must be stressed. Coordinators need to identify and communicate with parents! I am glad I found out about ACCESS when I did, and I think it is a shame that the program is not widely marketed, advertised, or even really well known. I understand there might not be political support for ACCESS given its unique position and the "brain drain" affect on neighborhood schools, but, especially in low income and poorly achieving schools, it is nearly impossible to provide the highly gifted children the challenges they need to realize their potential. All kids should be tested for TAG, and all the eligible students' parents should be told their options and how to pursue the best education for their kids. Really, all the TAG parents should know about building plans and individual plans. So, please, communicate, communicate, communicate.
637	ACCESS Academy 1-8	My 2 children both attend the ACCESS program. We are very happy with this program. The answers I have given are related to my experiences at the ACCESS program. It has made a huge difference to our kids. One student has been there for 3 years, this is the first year for the other. Thank you for having this program. Being with their academic peers and having high expectations of each kid has made a huge difference in their enthusiasm for school. / / I think that ACCESS program should be expanded for middle school so that more students exiting the 5th grade could attend.	We are at ACCESS and it is great!
652	ACCESS Academy 1-8		

	A	B	C
655	ACCESS Acedemy 1-8	Her curiosity is fed in the school, as well as her intellect. the children are given more freedom than in her old school, and are allowed to shift to different class levels for appropriate subjects. i am so happy with all of her teachers	the tag school is quite small, which leads to a bit of high anxiety and cliquishness. it would be amazing if they had their own school instead of portable classrooms.. they don't have a library or an art teacher, and can barely afford spanish.. it would be amazing if they could have theater arts, after school clubs, reading groups and music classes! band!
657	ACCESS Acedemy 1-8	Access Academy has advanced curricular offerings all the time so I think this is good for my child.	I think it's sometimes the case that Access teachers think that all Access kids are advanced in every subject area. This is NOT the case. Teachers need to recognize that they can't expect all kids to excel. They are not cookies from a cutter that makes them all the same. Sometimes my child feels inadequate and frustrated that he can't do it. I think sometimes the teachers forget this emotional part of the learning process. Yes, challenge them but also encourage them. Praise them. Appreciate them for what they CAN do. If my kid thinks "I can't do this," that will become true and getting him/her to believe differently is very hard. Please build them up!!
658	ACCESS Acedemy 1-8	--interacts with intellectual peers in his school experiences (at ACCESS); is not marginalized by being "too brainy" / --academics are above standard grade level, but more needs to be done to meet individual needs for differentiation. /	--ALL not just some of the teachers at ACCESS need to be suited to teaching talented and gifted students; / --specialized training and certification of TAG teachers is needed--as well as attitude/emotional assessment for a good match for the TAG program
664	ACCESS Acedemy 1-8	My son is learning at a level I am expecting him to be taught at. I see that he is sufficiently challenged and, most of the time, to the degree that is possible (since this is not, I believe, possible 100% of the time) engaged to the fullest of his and his teacher's abilities. I have been very impressed with the ACCESS program for many reasons, some that I expected and some that I have been pleasantly surprised by.	It needs to be made clear what exactly TAG does, and where, and when, and for whom. This is true at ACCESS, where the entire student population is TAG, and one might think that an explanation of TAG at ACCESS would be redundant but I assure you it would not be. More information always makes for a more satisfied public I believe. Thinking of my younger child who is just now entering PPS in the 1st grade at our neighborhood school, I have absolutely no idea what to expect with regards to the TAG program at his school, and to be perfectly honest, what I have heard about TAG at neighborhood school has not lead me to have a huge amount of confidence that it best serves the needs of the kids.
669	ACCESS Acedemy 1-8	My child attends ACCESS at Sabin and I am satisfied overall that her needs are now being met. There are several reasons: the teachers understand gifted learners: the curriculum is accelerated; and the students benefit from working with other children who are at or above their learning level. / / Prior to enrolling in ACCESS, she attended Alameda. Alameda provided "walk to read" and a pull out math for higher level learners that was somewhat beneficial.	ACCESS kids need to be treated better and need their own school. This school is critical to the learning needs of highly gifted students. ACCESS should be expanded since I'm quite sure this survey will show that many TAG kids are not getting the education they are entitled to in many of the schools. I know because I had my child enrolled in Alameda (it was dubbed a model TAG school). I was extremely active about learning about her needs, learning about gifted education, the law, and how the school was supposed to meet her needs. I tried to get the teachers and administration to deal with this to no avail. The administration had too much to do to worry about to make changes to teach the brightest kids. The system was set up to help the lower and middle learners by making each of five classrooms in her grade as homogenous as possible. My child was a "mentor" for three years and was not allowed to learn from her academic peers. Principal Lurie twice made this statement in front of the TAG parents when asked if the second graders could move ahead in math: "I can't let them do third grade math. What will I do with them when they get to third grade?" This is a harmful attitude for any child who is bored because they learn more quickly and are waiting for the
671	ACCESS Acedemy 1-8	My son is beginning his second year at Access Academy, and our experience to date has been extremely positive. The staff and administration have provided an environment that allows him to grow and thrive.	

	A	B	C
674	ACCESS Academy 1-8	My son has attended ACCESS since the beginning of 1st grade. Because math classes are ability grouped, he has been able to move to 10th grade math by now. He also was able to enter at the age of 4 as he was already an advanced reader. I have been very pleased with my son's speech services.	Some teachers in the elementary program are frustrated by twice exceptional children, and are very rigid in their view of children who have a high degree of asynchronousity. In the 4th and 5th grades negative discipline predominates. These teachers even sabotage the principal's positive techniques. When they do utilize positive techniques, they turn them into negatives by taking back rewards won. / I am concerned that the special education department is risking serious consequences by not providing enough staffing to ensure each child gets what his IEP says he is to get. For example, my son has goals for organization, but staffing last year could only provide assistance for the first 1/2 hour of the day, when he didn't have much trouble. However, he was most affected in science to the point that his grade was threatened, but he could not be provided assistance with that. Additionally, I have never received progress reports from his special ed team. / Despite these things, I am incredibly grateful that we have ACCESS as I know my son would languish terribly in the general education.
675	ACCESS Academy 1-8	One of my daughters is now at ACCESS and is fortunate to be receiving great instruction in an appropriate peer group. I am very glad this program is available. I feel it is vital to her wellbeing and vital to the needs of our nation.	The limited transportation to ACCESS has put a strain on our family. She is unable to get all the way home on the bus. This doesn't seem fair compared to the bus service she had at her prior "regular" school. / / My daughter who goes to the regular neighborhood middle school is TAG, but receives virtually NO services. NO differentiation is done in Science at all. The block teachers are inconsistent and peer grouping according to skill is frowned on so she has little opportunity to work with others at her level. I don't think she receives anything different than an average student receives unlike funding for low performing or special needs. We are not tapping into a very important resource.... gifted minds of the next generation. Major improvements are needed in the regular schools to provide services to these students.
676	ACCESS Academy 1-8	Access has been a godsend. This program is a boon to gifted students and I wish there were a way to enlarge so more students in need of a challenge could attend.	TAG services at our neighborhood school and the magnet my eldest originally attended were essentially non-existent. There was exactly one project during the entire school year for TAG 2nd graders -- draw a picture of a hamster, label its parts, and write a story about it. Ouch. I had to fight to get my middle child tested at our neighborhood school. The teacher informed me that she's seen kids like him before and "by 3rd grade he'll be totally normal". Excuse me? / / I think expect the classroom teachers to attend to both ends of the spectrum is unrealistic. TAG ends up being, in practice, extra school work not extra challenges. PPS seems hyper focused on bringing up the bottom 25% of students to the detriment of the upper 25%. I wish I could wave a wand and cure the budget woes. Unfortunately that's not going to happen. So, with the limited resources we have I wish PPS would balance it's spending across the spectrum of kids.
679	ACCESS Academy 1-8	My children attend ACCESS. My answers would be much different if they attended our neighborhood school	
682	ACCESS Academy 1-8	It is good to have a TAG school in portland Public school unlike Beaverton which has 3-4 SUMA schools for kids who qualify for TAG. My child has been challenged in certain subjects.	Teachers need to understand the TAG program and plan classes appropriately. Students need to be assessed periodically to determine if they still meet the TAG requirement or not. If they do not meet TAG requirement they should not continue in TAG school, instead other kids who qualified for TAG should be enrolled. Requiring TAG tests only in 1st grade or whenever the kids enroll and then just promoting the kids through classes even if they fall behind does not really make it a 'TAG' program. /

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684	ACCESS Acedemy 1-8	ACCESS is the first place where TAG has benefited my child. He was so turned off on school from the disaster of Mt. Tabor Middle School, and Creative Science School before that, that it took him most of last year at ACCESS to turn his attitude around. / / The ACCESS teachers are amazing, and held him accountable in a positive way.	I worry what high school will bring, so meetings for ACCESS families about what to expect for high school TAG services, and how to advocate for our students would be very helpful. Or even detailed handouts about it. / / I am also concerned about the TAG students at Creative Science School and Mt. Tabor Middle School, and probably other schools as well. The teachers gave lip service to creating a TAG plan, then did absolutely nothing to support my child. He literally forgot more math during 4th and 5th grade than he learned. Teachers at MTMS not only allowed peers to tease my son about his extensive vocabulary, but made fun of him themselves.
715	ACCESS Acedemy 1-8	My child attends ACCESS Academy which is the TAG dedicated school within PPS. It has been a marvelously positive experience for him after a miserable year at our neighborhood school. ACCESS is a school that, with extremely limited resources, manages to do what neighborhood schools with greater resources should be able to do: support learners at the highest end of the spectrum. Being grouped with similar learners and having teachers who offer challenging, enriching lessons and have very high standards for work, has been extremely successful for my child.	Wouldn't it be wonderful if those kids who are ready, motivated and able to take on bigger academic challenges were supported by the district? ACCESS lacks decent physical space--we have no science lab, no space for visting scholars or artists-in-residence, no computer lab. If the program were allowed to expand and enroll all those who qualify in our district, this proven model could serve so many other students who would benefit so greatly. Why not make those kids a priority?
749	ACCESS Acedemy 1-8	Challenges my child and keeps him from being bored	
820	ACCESS Acedemy 1-8	Our experience at ACCESS has been excellent. Prior to coming to ACCESS, our experience re: TAG was, on the whole, negative.	I believe the TAG program within neighborhood schooldls would need a complete overhaul, to be able to offer differentiated learning, and to educate teachers about the special needs of their very high performing students.
865	ACCESS Acedemy 1-8	I appreciate that my kids are taught at their ability level every day, all day at ACCESS. They were not very challenged at their neighborhood school - they usually already knew what was being taught. At ACCESS, they are challenged.	I chose to send my kids to ACCESS because our neighborhood school had insufficient TAG services. They had an instructor pulling kids out of class once or twice a week for challenge math, but they ended up pulling the challenge math funds and transferring it to support struggling students.
873	ACCESS Acedemy 1-8	Before moving to ACCESS, there was NO resources whatsoever, short of becoming the teacher's little helper. Our son hated school, and found it pointless to even attend. Since enrolling at ACCESS, there has been a tremendous upswing. I cannot recommend ACCESS enough - there should be an ACCESS for each high school cluster, if you ask me! For example, teaching math at the same time across grade levels, allows all students to go to the class room that fits their abilities best, and effortlessly move between levels, as needed. It is a wonderful setup.	Things can always get better. Given the reality of continuous budget cuts district wide, kids today don't have half the opportunities and offerings I did as a child. Not even close... Being part of the ACCESS community sadly feels like a privilege - which it shouldn't be. All kids should be given the chance to operate at their full potential, which most often they don't. Again, strive to make ACCESS available within all HS clusters throughout - 2nd grade TAG testing in previous years have shown that there are more than enough qualified kids to fill several ACCESS-type schools.
879	ACCESS Acedemy 1-8	This is our first year at Access so my feedback is primarily from our experience at Sabin. Our experience with my child's kindergarten teacher was great because she recognized my child's needs far outpaced her peers and met them accordingly. The Walk to Read program at Sabin last year was a good way to meet different learning needs. My daughter did enjoy the TAG Math program during the 8 weeks it was provided.	I feel that TAG services are dependent on the individual teacher's ability to meet my child's level and rate of learning. Training teachers to meet TAG needs and providing schools with consistent TAG programs are necessary. My child's teacher last year was wholly uninterested in meeting my child's level and rate of learning. She did not provide a TAG plan within the proscribed period of time. Her solution was to provide extra homework in areas where my child received no instruction on during the day. / Coordination of TAG services at the building level is crucial. My 1st grade child was reading at a 3rd grade level. However, my child's level was not met due to incompatible schedules for the 1st and 3rd grade reading classes.
885	ACCESS Acedemy 1-8	Being matched with peers / Learning rate determines classes not age	Counseling/504/IEP accomodations to meet social and emotional needs

	A	B	C
889	ACCESS Academy 1-8	Since coming to access things have been great! I think you should ask access parents specifically about their previous experiences that brought them to access. For example if I was answering this for the school where we came from (Stephenson) I would answer disagree to the questions you have asked. Access is great. The teachers understand the diverse needs of the students. The families are supportive of each other. It's great.	Keep options like access for families because the home schools don't know how to work with these kids.
922	ACCESS Academy 1-8	My 7th grader has been at ACCESS since 1st grade. The curriculum has gotten progressively better as the school has been able to grow. She loves her classes, her coursework, her teachers, and her peers.	We need a long-term plan for ACCESS. Our location has been tenuous for the last six years. Promises have been made year after year. Our kids are in temporary portables, some of which were supposed to be torn down. They also do not have adequate access to a gym or lockers. Please please make a plan for the location of this school and follow through with it. / /
999	ACCESS Academy 1-8		
1018	ACCESS Academy 1-8	I am from a select few parents who's child has the ability to attend ACCESS. I feel that the small school size decreases the potential that other students identified as in the 99%ile are not able to get the services that they may need. My child who is at ACCESS is being given curriculum to meet her intellectual needs.	In the beginning of ACCESS it was a school within Sabin and the ACCESS kids would be able to walk to different classes to assist in meeting their level of learning. It was a great start to learning how schools can adapt to high achievers in a positive way. Teachers in all of PPS need to have better training on how to meet a TAG students need for higher learning without just giving more homework for them to do.
1021	ACCESS Academy 1-8	Being able to attend Access Academy is a great benefit to my child, because he can receive differentiated instruction in all of this classes, together with other students who share his learning style. He likes being challenged with clear objectives, and becomes highly engaged with assignments that tap into his creativity.	My child notices the lack of middle-school appropriate facilities at ACCESS Academy, and feels left out by not having the options for art, music, drama, and dedicated indoor gym that middle schoolers in other locations have. He is also having to take his math class online this year, instead of from a teacher at the school. He is concerned about the fact that his school building does not meet modern seismic building codes. Also he find frustrating the fact that, due to overcrowding, the school does not adhere to the PPS wellness policy for length of lunch time.
1026	ACCESS Academy 1-8	My child is in an exceptional program where the TAG students are all together in one school -- where they are not bullied and can feel safe being who they are. Last year, at my child's other school, she was starting to say she was "stupid" and couldn't do anything, despite her two parents telling her otherwise. What a shame that someone so brilliant could feel this way at such a young age!	At the current school, it really would be beneficial to have the program in its own building or integrating more with The existing school, Sabin, that is housing the program. On paper, everything works great, but physically and psychologically, there is such animosity between the groups. Parents should feel like we are all wanting and doing the best for our kids. Other than that, the program is incredible and well-rounded-cudos to the administration and staff.
1028	ACCESS Academy 1-8	All around, I feel so blessed that my child has ACCESS as an option. I dearly wish that I had been given a similar option when I was a child.	ACCESS should be expanded, if possible.
1038	ACCESS Academy 1-8		
1139	ACCESS Academy 1-8	Access is a wonderful school with exciting and caring teachers. My child has an IEP and gets a high level of support for his special needs as well as for his TAG status. Eryn Bagby is a wonderful principal. She really brings the school together!	We need better facilities so that the school population can expand. Kids go through the program with the same cohort which is not as healthy as mixing the populations of several classrooms on a yearly basis. The portables are cramped and uninspiring. That said, the quality of education more than makes up for ACCESS's facilities.
1160	ACCESS Academy 1-8	The ACCESS program has been a godsend for our family, and has enabled our children to remain challenged in school and connect with their age peers.	I worry about TAG children in neighborhood schools who need more than they are getting but who do not qualify for ACCESS. I especially worry about those whose parents are not positioned to advocate effectively for their children.
1189	ACCESS Academy 1-8	Is challenged and excited about learning, except in one class where the teacher seems to think TAG is about piling on in class work and talking in a boring, monotonous tone.	Well, in our case, because she is such a different learner, she needs to be understood first--outside of standard testing. A lot of her performance hinges on how well the teacher relates to her. If a teacher is too rigid, she has a hard time being present in class -- she "checks out" or has an emotional revolt.

	A	B	C
1	NOTE: These comments have been edited to remove personal information, replacing, for example, names of students, by "my son" or "our daughter". Please email tagsurvey@ppstag.org if you find any remaining personal information that should be removed.		
2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
126	Ainsworth E.S.	Unfortunately, my daughter's teachers didn't do much for the TAG kids in class last year.	I honestly think the kids would be better served if they were pulled out of the classroom from time to time. The classroom teachers seem overwhelmed with day to day requirements and unable to focus specific attention on the kids who need to be challenged more. My daughter could have been challenged MUCH more this year than she was. / /
191	Ainsworth E.S.	Honestly, other than being identified and attending a parent orientation, I haven't really seen or heard about any specific TAG services being offered for our child. I know who the coordinator is at our school but other than that, all the advanced help we have received has been because we communicated directly with his teacher and the teacher was responsive.	It would be nice to have some focused time during the day for him to work at his level. I also worry that his advanced math skills will not be accommodated in his current classroom. The school has not seemed to enthusiastic about having him go to a higher level for math or advanced time during the day and I think he is at risk for being very bored in the classroom this coming year.
274	Ainsworth E.S.	There are very few positive aspects to Oregon's TAG program. It is entirely unrealistic to think that a teacher with 26 students in their class has time to individually adjust lesson plans for each student. Especially when the most emphasis is placed on ensuring underperforming students get support. There is no time left for TAG students to receive extra challenges in most cases. I have seen it happen a few times in my kids schooling, but for the most part, they are just left to their own devices when they finish work more quickly than the other kids. Every year, I insist on a personal plan being written for my kids, which is usually met with hostility from the teachers. The fact is that Oregon's lack of a real TAG program is a disgrace. WE are one of only 3 states without a specific program, and we should be embarrassed by this.	We need to fund a real program that includes more curriculum support and activities that pull the children out of their classrooms and into more challenging situations. The TAG coordinators in the school need to be more than just people who administer the tests and write the building plans. We need to increase the time and budget they have and insist on a real program that provides support to the teachers and additional activities for the kids. / / Right now the program is so weak that it's difficult to even help it. For example, I went to the TAG coordinator of our school and offered to raise funds to enhance the program. Her response was that the program and her time was so limited that she couldn't work with me to identify anything to use those funds on. In addition, at the school's TAG meeting, the parents proposed an after school activity for TAG kids, and the principal's response was that she would not support it as it would be discriminatory. When our schools not only don't provide the enriching activities for our top students, but actively get in the way of parents providing them, it is so discouraging. We need to change this. / / I understand and agree that we need to support underperforming students. But we can't do it at the expense of all support for our
378	Ainsworth E.S.	There were two assignments that allowed TAG students to go much further than other members of the class: an "author box" assignment in the fall and an insect research assignment in the spring. Every child could read books at the appropriate level and could take the writing assignment as far as possible. For the author assignment, some children picked an easy-reader author and only needed to read 3 books. The two most advanced children in the class each read 6-7 200 page books by the same author and wrote much more extensive biographies. Projects that allow TAG students to be challenged even though they are doing the same project as everyone else are great. The author box and insect assignment were the high points of my child's year.	1. Teachers must understand just how far advanced children can be. My daughter's first grade teacher didn't really believe a 1st grader could read higher than a 2nd grade or MAYBE a 3rd grade level. Teachers need to at least believe how far accelerated it is possible for some children to be. / / 2. There are reading groups at my child's school, based on ability. If a child far exceeds the highest reading group and is very self-motivated, child should be able to read/work on his/her own. / / 3. There did not appear to be different levels of math being taught. The goal of the 1st grade year was for student to add one digit numbers to 20. My child could add and subtract multi-digit numbers, multiply, and divide. If a parent is willing to provide harder worksheets for his/her child, they should be allowed to give the teacher these worksheets for class time instead of the school worksheets. I would be happy to correct these sheets to relieve the burden on the teacher. / / 4. I understand that PPS does not break out students by ability in math until 6th grade. This is a MAJOR mistake and seriously holds back PPS students. We cannot be globally competitive if everyone does the same math through 5th grade. / / 5. Where parents wish to organize a Great Books curriculum to
392	Ainsworth E.S.		To be honest, so little is made of TAG that I couldn't say what is being done now. That being said, I feel my son is being challenged with appropriate instruction. I'm just not sure it's tailored to my son's specific needs or if it's even TAG-related.

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501	Ainsworth E.S.	Having children identified as TAG has alerted their teachers to their potential. They have been grouped with peers of similar ability on some occasions.	In order for TAG to be improved so that it can better meet students' potential, teachers would need more resources than are currently available. As it is, they have big classes, strict curriculums, and limited assistance. It seems difficult to imagine how they could find the time to devote to TAG kids, when they barely have the resources for their current classrooms.
503	Ainsworth E.S.	We had a wonderful teacher in 4th grade who was much better at setting expectations based on student ability which has been invisible/absent in the past.	Additional communication between teacher and parent. I would like to more proactively hear what challenges are being provided to for continually support accelerated learning.
608	Ainsworth E.S.	My child does not receive any type of TAG services. Four of my children have been TAG and only one received TAG services when he was at Hosford Middle School 5-7 years ago.	WHAT TAG? I see no evidence of a program other than teachers "saying" they will give EXTENSIONS.
648	Ainsworth E.S.	Our daughter has not experienced much that differentiates her learning opportunities as a tag student. I think she may be bored sometimes and after a very negative year last year, in 4th grade has an indifferent attitude towards school. Her 5th grade teacher this year is a stronger communicator and is an enthusiastic teacher so I hope she is able to help inspire our daughter's learning.	Perhaps a more rigorous program that is monitored by subject would be helpful. Could be nice for children of similar learning capacities to study together with a TAG teacher.
724	Ainsworth E.S.	The school and the teachers are unable or unwilling to provide any details regarding TAG. There has not been a single positive aspect of TAG	Starting a TAG program would be a good start.
738	Ainsworth E.S.		
752	Ainsworth E.S.	n/a	It seems as if Ainsworth, East-West Sylvan have policies and language in place so that they can be TAG compliant, but we have seen no additional services or instruction. We have heard that there is no money for the TAG program and that most teachers teach to TAG level.
766	Ainsworth E.S.	Providing more challenge in school	Adding more extracurricular activities
784	Ainsworth E.S.	My child's second grade teacher recognized his giftedness, finally. Other teachers denied his qualification for testing. (TAG scores 97, 98, 99 when finally tested).	I have yet to speak with the parent of a TAG child who really feels that their child's potential is being tapped. Many of us feel that TAG is simply that, a tag that carries no change or upgrade in the child's academic routine. Some teachers give extra seat work or worksheets, but as your committee well knows, most gifted children have specific areas of talent and rarely does a worksheet address this. Sometimes i feel like if teachers are not required to improve a child's curriculum, what's the point of TAGing them at all. / / In the years I've been at Ainsworth (this is my 5th), I've known personally at least 9 families (with multiple children) who have left our school in search of a school that would meet their child's need for an advanced curriculum. I don't have that financial option so feel very abandoned by others who might share in my desire to raise attention to this need in our public schools. / / I would like my son to have access to an out of classroom experience that cultivates his strong talent in science, math, engineering. While he has been provided with extra math sheets and harder spelling words, none of this is interesting to him (in fact it's a turnoff). Practical application is. We encourage science experiments, inventions, and difficult questions at home, but it's just

	A	B	C
793	Ainsworth E.S.	Neither my child, nor I, can tell that she has received any sort of accelerated, compacted or differentiated curriculum. I would love to tell you of a positive aspect of the TAG program, but honestly, after a student is "identified" the program becomes non-existent as far as we can tell.	Help the teachers to better serve these kids, or develop a pull-out program for these kids. The problem with asking the teachers to compact, accelerate or differentiate for TAG students is that the teachers are already overwhelmed. I have tried to ask teachers to follow through with this plan, and while a teacher maybe sympathetic, he or she is too busy. The emphasis is on bringing along other learners who the teacher may be able to help reach the "meets" or possibly the "exceeds" level of the OAKS test. If the student is already exceeding, the teacher tends to focus on others who need more help to meet the basic curriculum. This makes sense, of course, but leaves the TAG students without teacher face-time, feeling bored and unchallenged. At TAG meetings parents are told to "go to the principle" if their student is not being accelerated/compacted/differentiated, but at the end of the day who wants to alienate their kid's teacher by complaining -- especially when it's clear that they want to help, but truthfully don't have enough time to do it all?
798	Ainsworth E.S.	They appear to be non-existent.	Individualized plans for each student.
817	Ainsworth E.S.	Teacher expectations are raised with TAG designation. Other than that, it's difficult to tangibly identify what differentiated offering is.	More specific programming from teacher and other school/district resources to challenge my kids. They thirst for that challenge, and I would love to see a more TAG -specific (supplemental) curriculum.
822	Ainsworth E.S.	I'm not sure if my child gets extra instruction at all.	Communicate to the parent the TAG curriculum, if any.
862	Ainsworth E.S.	I have actually had 3 TAG students. My oldest is now 16 and a student at Jesuit High School. When he was at Ainsworth, I greatly appreciated the extra math class that was provided for TAG students. They were pulled aside 1-2 times per week and given more challenging work with their peer group. I felt that this was infinitely more beneficial then simply giving my children extra homework, which was the only thing offered to my current Ainsworth student. She has been bored by school the past two years and she is excited this year because she knows she has a teacher who really tries to challenge each child individually within the classroom and by groupings. The other issue I have had is when the TAG students are not given more challenging work, and instead are asked to peer tutor. While I appreciate that this may help develop leadership skills -- it is not a good fit for some kids. My daughter felt that having to help her classmates all the time just added to her boredom. She wanted to be learning, not teaching. I have been very impressed by TAG summer camps and wish that they were a bit more affordable. I have not been able to send my kids because it has been a choice between one week of TAG camp or two weeks of some other camp. When you work p/t and	I am sorry, I just realized that I combined the positive and the areas of improvement in the paragraph above. I am really looking forward to improvements in the program -- assuming there is any money to be spent on students who achieve. My overall impression after 12 years in PPS is that most money is spent just trying to keep the underperformers in school due to many circumstances beyond the control of PPS. It saddens me to see us lose the opportunity to really turn on bright kids to school and learning. I wish there was a better balance of resources.
952	Ainsworth E.S.	As far as I can tell there has been very little positive / My child has been assigned "extra work" rather than appropriate work for his level /	I think it comes down to having more and more appropriate staff to cover the needs of accelerated students / One teacher is unable to accommodate all levels of learners when there are so many kids in one classroom / We need smaller group pullouts with teachers or even student teachers who can teach to the ability / I think an opportunity for students from PSU teaching programs exists and should be considered / / Giving what essentially is "extra work" is not appropriate teaching for TAG kids /
983	Ainsworth E.S.	My child was challenged and excited by her spelling tests last year, participating in stellar spellers in 4th grade but this didn't begin until December. She was also pushed to do her best in oral presentations which she appreciated. She was invited to participate in the Oregon writers festival at PSU, which was good, but not the learning experience that we expected.	She needs to feel challenged in class, perhaps group sessions that pair her with kids at the same level of learning. It feels like all the kids are learning curriculum that's at the same level other than spelling. I'd like to have a recommended book list for her level of reading.
1058	Ainsworth E.S.		

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1198	Ainsworth E.S.	We don't have a TAG program at Ainsworth Elementary. However, the teachers try to integrate TAG academics into their teaching with the entire classroom (but this depends on the abilities of the teacher to juggle all the needs of the children--in 29 student classrooms).	It would be nice to have a TAG program at Ainsworth Elementary.

	A	B	C
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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
99	Alameda E.S.	I understand that TAG is an unfunded program-I know that when my child has a strong teacher their academics needs will be met regardless of any labels that they might have.	I feel that TAG services will not change until the State funds TAG in a way similar to SPED. As I said above I have been lucky with the teachers my child has had thus far and they have been able to challenge her and meet her needs within the classroom.
311	Alameda E.S.	She received TAG designation at the end of the last school year so we have not had enough experience with TAG services to form an impression one way or the other.	
335	Alameda E.S.	I cannot comment because I have no idea what TAG services he has participated in. And as far as I can tell, he was "labeled" a TAG student but beyond that, I honestly don't know what TAG has done for my child in the past 2 academic years.	Start with informing parents about the program, what services or activities he is or will be involved with and empower parents to help and support the program.
344	Alameda E.S.	It is too soon to tell but I have heard MANY parents tell me there are no TAG services. This is very different from the positive experience I (mother) had as a child in a gifted program. My child would benefit from more challenge and being grouped by ability, but this does not seem to be something the school supports. In fact, at a TAG meeting - called by a parent, not by the TAG coordinator - the TAG coordinator/VP expressed her opinion that TAG is essentially elitist and unnecessary because all children deserve equal time. She then stated that "a ridiculous number, something like 40 percent" of the students at school were in TAG, even though it is way lower (12.5 percent). She seemed to be saying that TAG was meaningless because so many kids were in the program. / If the school's TAG coordinator doesn't have this information at the tip of her tongue, and basically says that TAG doesn't/shouldn't exist, what does that mean for children who are bored and don't know how to develop any kind of work ethic? My child likes the social aspects of school but she needs to learn what it is to be challenged or we will look at other school options for her. /	Tell parents what to expect. / Group by ability / Bring back 'challenge math' / Don't just send home extra work or make parents pay for camps/enrichment as a way to deliver TAG / Where does TAG budget go? Tell parents.
345	Alameda E.S.	Most of my child's teachers have created motivational projects that gave him the opportunity to reach his highest potential. I don't think he has done special TAG projects that were furnished for him and other TAG students, but rather that the general classroom units of study allowed him to stretch himself as a learner. I have been very satisfied with my child's education, but I think it was because of the individual teachers he had not specially designed TAG instruction.	I think some pull out for TAG students or before school TAG opportunities at Alameda would benefit my son, especially in Math. If there are programs like in place already, I am not aware of them. Alameda used to have a math specialist and it saved my son's attitude toward school during a weaker instructional year. My understanding is that this program has gone away.
415	Alameda E.S.	There has been no impact whatsoever on my children's experiences given that they are in TAG.	There are NO TAG services at our school, so having something that is more tailored to meet their needs would be a great start. One of my children feels bored at school and is not engaged at the right level. The other is more engaged, but would definitely benefit from additional services. Thanks very much for doing this survey. It would be great to see changes as a result.
421	Alameda E.S.		Having a TAG building plan seems to not meet the needs of the individual. It still seems that the school teaches down in order to bring those on the other end of the spectrum up to speed. My child is bored and not challenged and it appears there is not a lot being done to stimulate her or meet her needs.

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426	Alameda E.S.	I cannot provide an answer to this question because to the best of my knowledge, Alameda does not provide TAG services per se. There is a building TAG plan in place that is intended to take the place of individual TAG plans. While I understand this makes the process less burdensome to the school, I don't think it serves the children well - assuming that there are TAG services that the school could be providing. At this point, we have been told by the administration that there is no benefit or assistance provided to Alameda students who have been TAG identified. The building plan tells teachers to differentiate throughout the school year so the teaching should reach all children at their individual capacities regardless of whether they are TAG or not. That is a great plan in theory but does not happen with most teachers. / / Also, it fails to consider the characteristics of a TAG child that can actually be an impediment to typical learning. I don't feel that most teachers understand that some TAG children think and behave differently so they need to be reached differently too. In my daughter's 4 years at Alameda, only 1 teacher has truly understood this issue. She was an experienced teacher and was very good at differentiating in the classroom.	Besides differentiating, what are schools allowed to provide for TAG students? Are there other services? Are the teachers allowed to group the TAG students together to allow the children to engage each other on a different level? / / I would like to see more teacher training on how to better identify and accept/manage TAG characteristics. I feel that many teachers truly love the stereotypical girl learner and have difficulty enjoying female students who ask a lot of questions, challenge common wisdom, who thrive at times and are disengaged at others. It would be wonderful to have more teachers who feel confident in how to engage TAG students to help them become all that they can be. / / Thank you for all that you do!
442	Alameda E.S.		
534	Alameda E.S.	First year of being identified as a TAG student.	Communicate the PPS TAG services to parents. Each individual school needs to communicate TAG services and plans to parents and how they link to PPS services.
584	Alameda E.S.		
619	Alameda E.S.		
638	Alameda E.S.	The rate and level for both of my kids is great for language arts. My kids are appropriately challenged in this area.	My primary frustration with TAG is in math. I don't think there is enough differentiation, overall, in the classrooms. In 4th grade, the teachers did differentiate various rates and levels of math instruction which was great. However, even the highest level was very straightforward for my older child. She would have preferred a quicker pace and even more depth. My 2nd child also does not feel challenged by math. Both children love the subject and do not feel bored by it (which is great). However, I think they could be working at a much quicker and deeper pace than is currently available at our school. I don't want to burden teachers and ask them to provide extra work as I know they have a lot of needs to meet in their large classrooms. We used to have a 'challenge math' class for the super advanced children. My older daughter loved this class. Since there were only 10 of the really advanced math kids in this class, they were able to engage in more depth (at least this is what my daughter's opinion is). I would love to see a class like this again - though I know resources are limited. Honestly, it feels (to me) that math does not get the priority that reading and language arts get - especially if one is strong at the subject. I know that I am not alone in
643	Alameda E.S.	I have no idea what services my child has received. I was told that all the teachers meet all the needs of all the students. I did not know know if I should answer the survey questions based off of last year or wait a few weeks so I could rate this year...	It is absolutely imperative that my child does not know that he/she has been identified as TAG. It would be nice if teachers/parents were informed of the negative impact that the knowledge of identification has on students. It would be nice if the teacher spelled out how my child's needs are being met - without my having to ask. I haven't asked in the past - but am definitely interested. Thanks for the survey.
815	Alameda E.S.	n/a (no services provided, to my knowledge, in 5 years)	Classroom teachers don't appear to have time to get to know each child enough to determine their strengths and needs. I would like some TAG funding to be used to support teachers in giving them more individual/small group time with kids.
861	Alameda E.S.	My son was just identified as a TAG student in Spring 2012. We do not believe the teacher made any accommodations for his abilities. The only service that seemed to benefit our son was the "walk to reading" program.	Regular meetings, with child care provided, so both parents can attend.

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955	Alameda E.S.	I think she has been pulled out once or twice for reading. We are new to PPS, but so far I have not seen much and I am very concerned about my child being bored. I strongly believe that the principal and the TAG coordinator at our child's school does not really support TAG. There is a feeling that all kids deserve attention, so who are we to request special or 'extra' attention just because our kids learn very quickly? / When a group of parents suggested some after or before school enrichment for TAG students, the very first, knee-jerk response was - 'that would have to be available to all students.' / I think that the school and district are very confused and conflicted about TAG. The message is that we should just 'take a number' because closing the achievement gap is the district's highest priority. Why can't kids get grouped by their math or reading ability?	Tell principals that it is ok to support TAG! / Make the TAG coordinator a real position, and make sure the person in that position actually supports the idea of the TAG designation and TAG as a program. / Don't focus ONLY on struggling students. Parents of kids who are bored most of the day are forced to either transfer to private school or try to meet their children's needs on their own time. This just doesn't seem right. I believe that this generation of bright kids is going to be soured on the idea of school unless something changes. It is NOT a matter of superiority or a 'label,' - we want our kids to learn how to work hard instead of thinking that all of school is review of stuff they already know. / / Thank you for setting up this survey. I hope that it is truly helpful and that TAG may become a real program and not just a label that makes everyone uncomfortable and confused.
1048	Alameda E.S.	A few years ago there was a positive in that our math specialist offered Challenge Math.	Currently there are no TAG services supplied to either of my children. The classroom teachers attempt to differentiate but the work is still at a level that does not challenge either child for their TAG identified area. Both have expressed that they no longer like math at school because it is too boring. The teachers seem overwhelmed by the number of students and a new math program and I do not believe either of my children are getting what they need. I think TAG students could be benefited by a clearly differentiated program, children getting different (not more) work, and utilizing the support of math or reading specialist for TAG children as well as SPED or struggling students.
1062	Alameda E.S.	I have never been given any information re: the TAG services my child receives. I've only been told that he will be provided more challenging work than his peers in class. There is no additional support outside of class. I've never seen any specifics regarding his school work.	Create a breakout class at school so TAG kids have a creative, accelerated learning environment once per week. I would love to see TAG kids in the same room together - learning from each other in an exceptionally creative and challenging environment. This is status quo in many states. I know Oregon funds are limited but there just has to be a way to make this happen. TAG kids are not learning to their fullest potential within PPS - not even close. I know TAG parents would find a way to fund a program like this.
1073	Alameda E.S.	In past years, NOT CURRENTLY, Alameda had a "Challenge Math" group that gathered advanced math learners. My son was stimulated and interested in what he learned in this group. He additionally loved being in the social environment with other math lovers. The rich program successfully helped further foster a love for math in my TAG child. Unfortunately this program no longer exists. Throughout all of last year, he was terribly bored with the in class math options provided. He was not challenged. He was not surrounded or even paired with advanced math learners. He was bored. He transitioned from being a motivated and excited learner to being bored. He rushed through the "boring" assignments; his work became sloppy; his joy for learning math drained out of him. With large class sizes, his teacher had too much going on to be able to come close at all to meeting my sons needs. I had promises that challenge math would not be needed with the new "Bridges" program with "built in" challenges for advanced learners...from the principal, vice-principal, and my son's teacher. The Bridges program did not even come close. Although TAG identified, my son does NOT receive ANY special services at Alameda. His needs for advanced math learning are not even	A stimulating, challenging learning environment, paired with other advanced math learners would do wonders for helping my son rediscover his love for math, and help advance and apply his understanding. Please do not continue to force him to sit through the in class Bridges program with empty promises that it can challenge everyone. He complained of extremely boring "way too easy" math topics. His work became rushed and sloppy.....because he hated it, and could not wait to get onto the next thing, or to do something (anything) more interesting. Early grade advanced math learners NEED that social, stimulating learning environment to foster their love of math. Despite what I have been told, the broad spectrum of Bridges is NOT capable of providing this. We can no longer promise Bridges can provide adequate stimulation for advanced math learners in the classroom. A full year of this experiment has proven otherwise.

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1090	Alameda E.S.	I feel that my daughter has been lucky throughout her schooling to have good to excellent teachers who have supported her love of learning and who have understand her strengths and weaknesses. I believe that the material she has learned and how she learns it are acceptable. / / I am not certain what the TAG program has contributed over and above what her teachers have naturally provided for her in the classroom.	I do not see the forces of the TAG program in the classroom. Maybe this is a positive aspect of the program in that kids who are or are not in TAG aren't pulled away from the rest; however, having assisted in my daughter's reading group (the highest level group in the class) last year, in a classroom with an excellent teacher and a good curriculum, I noticed that my daughter finished all her work before everyone else, and was often waiting for other's to catch up in order to continue the process of learning. This concerns me, as it suggests, that she could be working at a higher level. I am noticing that now in the 4th grade, there do not seem to be many opportunities for my daughter to really expand on her writing abilities. I did not get the impression that she will be assigned independent projects, research projects or significant writing assignments to help her expand her writing skills and critical thinking skills. / / I am more concerned about how these issues will be addressed in middle school and especially high school. / / I hope that in the higher grades there will be opportunities for my daughter to work exclusively with other accelerated children, through Honors courses and AP courses.
1100	Alameda E.S.	Teacher made effort to get child advanced reading instruction.	Professional development for teachers to address both social and cognitive needs of TAG students--and on applying different modes of learning with students as part of differentiation.
1106	Alameda E.S.	I hope I will not unduly influence your survey since we are new to Alameda and have not yet participated. However, as a new parent, I am very confused as to what TAG services our school offers, if any. In speaking to our child's teacher, it sounds like there is no advantage to a TAG label and there are few additional services associated with it. That makes me question whether we get any kind of ROI from the program given the tight budget--could we better spend those dollars on programs for all students? Also, I've read that recent evidence is questioning whether TAG programs add value (can you tell I just read Nuture Shock?).	Again, being new to the program, please take my comments with a grain of salt. Based on what I know so far, it seems to me we need to assess whether the TAG program is realizing an ROI, and whether the test meets reliability and validity standards. I'd also like to ensure any program we have is evidence based, with rigorous research supporting the benefits. Again, I'm new to the program, but what I've heard so far does not mitigate my concerns in this space. / / Thank you for the opportunity to comment. I appreciate the dedication of all PPS staff in helping our children learn.
1118	Alameda E.S.		It does not seem as if the school supports TAG. There is information on the testing, and then you hear nothing. The idea is 'every child is special,' but that does not change the fact that many kids are not working to their maximum potential. I think school districts in Oregon are way more interested in lower-performing children than in children who need challenge, and that is a shame and disservice to the kids who have so much potential. These kids are not there to pad the statistics/test scores. They deserve a better curriculum.
1120	Alameda E.S.	I have not been able to identify any. He used to have special math instruction, but that was cut in order to spend more time on making sure all children meet the minimum test scores.	TAG services should actually do something for the TAG children in terms of the in-class instruction. Separate instruction with children at the same level, separate from the regular class, should be provided so that the child is challenged at the appropriate level.
1128	Alameda E.S.	The identification & testing procedures were fine. The make up test day was helpful since my child missed the test at his school.	There are very little if any TAG services at my child's school. I would like to see some specialized instruction to challenge my child even if this means pulling him and other TAG students out of the classroom. Kids could be separated out at least once a week for specialized math &/or reading instruction groups.
1152	Alameda E.S.	I have had a good experience with my second grade teacher in finding alternatives for math homework. First grade was better (when he had a pull out math teacher). In third grade, there is no "walk to read" which I'm also concerned about. I attended a district meeting awhile ago, and basically, the message I got was that there was no funding. After they said that, there wasn't much use in hearing more as far as I was concerned.	Computer labs could be opened after school or in the mornings for "khan academy" supplemental learning, kids could be exposed to curriculum of higher grades if they move at a faster pace, the idea of walk to read could be implemented for math.

	A	B	C
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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
108	Arleta K-8	There are NO TAG services at Arleta K-8. I have 2 children identified as TAG who originally were in the Beaverton School District. In Beaverton, TAG was an actual program that offered more challenging work and kept both my children learning and interested in school. When we transferred last year to Arleta, I talked to the principal and both of my kid's teachers about TAG and was told funding was cut and the school doesn't actually participate in any "formal" program although they will say they do until you ask what the program entails- and then there isn't anything. My daughters teacher last year told me during our parent-teacher conference that he realizes Kira is absolutely learning nothing in his classroom and that the worst thing I could do for her was to leave her at Arleta because she will never be academically challenged. He suggested several private schools that I cannot afford. She did score high enough to attend the PPS higher education schools, but with the limited spaces available- we didn't get in. Her teacher indicated my daughter should probably skip at least 2 grade levels to get to peers with a similar knowledge level, but when I talked to the Principal he indicated there was no set program/method of a child skipping grades due to intelligence.	Any TAG program that actually offered advanced learning opportunities at my neighborhood school, Arleta K-8, would be great. Since lack of funding has apparently cut all services, then an option to allow my children to "test" into higher grade levels should be allowed and encouraged. PPS should institute a standard for TAG implementation in neighborhood schools so all children are afforded the same opportunities to learn. I find it appalling as both a parent and a taxpayer that some children are given the opportunity to further their education while others are not within the same public school district. PPS has more money per child appropriated than Beaverton School District, yet PPS is teaching a full grade level behind Beaverton regardless of TAG. If the cost of maintaining antiquated facilities is truly the reason why PPS cannot offer a quality education, then perhaps the money should be used to build more prisons. Unfortunately, that will be the only logical result of two decades of administration that is unable to realize the ONLY GOAL is to provide the opportunity for our children to become successful adults. In Africa, they often teach in huts or makeshift school rooms yet deliver a lower drop out rate than PPS did in 2010. Wake up- effect change and
135	Arleta K-8	My child is lucky that she has a wonderful teacher that works hard to meet the needs of all of her students.	The classrooms are overcrowded, there are too many needs (special ed, behaviors, language, range of abilities etc.), lack of enough planning time for a general education teacher to really do the job of a tag teacher too. It would be ideal if there was a dedicated part of the week or even day when TAG kids are pulled out and are challenged and are able to think out of the box.
155	Arleta K-8		Arleta teachers are doing their best with the little resources they have. My child has done well this far, though I am concerned as he moves into higher grades as to the level of support he will receive. Many gifted students and their well resourced families have chosen to seek better environments elsewhere for their children. I want my son to be in a diverse environment and still get the kind of support that benefit his unique learning style. I also want to see students who are underachieving have more opportunities for improvement and access to resources. I am not yet aware of any specific TAG services my child is receiving.
459	Arleta K-8	The district meeting describing TAG characteristics was helpful. My child came home every day talking about the easy work he was doing.	I think there needs to be more emphasis on creating opportunities for TAG students to meet with other TAG students to work on activities that are stimulating and challenging.
943	Arleta K-8		
1068	Arleta K-8	At my children's school, there is a very stable and cooperative academic team and they have been priceless in the provision of TAG services in the classroom. I've been very pleased with not only how they work together when the kids change classrooms, but also their open and receptive communication to me as well as the kids. Probably one of the other big positives of our school in relation to TAG is the use of purposeful blended classrooms in the K-5. The opportunity to loop with one teacher really helps that teacher to assess and develop a student over a longer period of time. It also makes it much easier to advance subjects in the classroom or give more advanced kids the opportunity to 'teach' the younger students. Teaching a concept really helps develop a deeper understanding of the concept. / In the older grades, I appreciate the opportunity for students to attend advanced math classes at their High School.	One of the things I would love to see is more guided learning with an adult- TA, parent volunteer, etc.. Right now, the structure supports the TA or other classroom helper working with the children who need extra help. No doubt that that's exactly what should be done, but I would love to see a little attention to the kids who could use more of a challenge, rather than being left to themselves to figure out a project.

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728	Astor K-8	Most of the time I do not know what the TAG services provided are so I don't have anything to say positive or negative.	I don't even know what what TAG service are doing on a day/week or monthly basis so I would say some sort of letter explaining what extra support my student is getting due to TAG.
851	Astor K-8	My child was just recongnized as TAG at the end of last school year (2nd grade) Today is the second day of the second week of 3rd grade, at this point I don't feel as though I can accurately answer these survey questions. We have not been notified from the teacher as of yet on her plan for my child's TAG program. My husband and I have discussed this (prior to the year starting) and plan to give the teacher this week to get into a rhythm with the children and then contact her and set up an appointment to go over her plan and how we can help.	
897	Astor K-8	Have not noticed any benefits of TAG. My child reports that he never sees or hears anything about TAG.	Set up better and more engagement with parents, call out explicit curriculum for what TAG offers and how it is distinct from the regular curriculum, leverage community resources
984	Astor K-8	My child's teachers have been communicative with me, but not yet about TAG-specific services. So far, there has been nothing done to address my child's TAG status or needs.	I'd like a written goal and/or plan so that we can know what to expect in the classroom.
986	Astor K-8	I know that his teachers have monitored his abilities and encourage him to truly engage the regular assignmetns. My son consistently test extremely well. I am certain he must be thourouly indroduced to the concepts since he tests so well. Honestly, my son really struggled with turning assignments in and being willing to work with others. He has come a long way in that regard thanks to a team effort with Mrs. Lindquist, She has been a consistent resource for my son over the past two years. it has seemed almost silly to question his assignments when he wouldn't turn the simple ones in for a while. I am happy to say he pulled through before the end of 5th grade.	My son needs someting to feel part of of. I hear that TAG students have a higher drop out rate. My son is not interested in sports. I would love to see him involved in an afterschool activity. He loves the TAG Saturday Academy summer program. He alos loves the some of the other Saturday Academy programs. I wish there were an afterschool activity that would attract his attention and further his independence in a healthy way. I would be willing to pay a reasonable monthly fee for the right program.

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
5	Atkinson E.S.	None. It has been a complete joke. Only children in the meiddle of the bell curve are learning at PPS, and only the struggling kids and the middle leaners have resources. FACT. Our schools are alienating and failing the most able in Portland, and the parents who can are leaving the neighborhood/public schools for charters or private schools as a result. /	Allow tracking by ability and allow kids who can to move ahead of the Common Core Standards. My child is being limited by strict adherence to the (low) standards -- the grade level extensions are not enough to meet the rate and level of my child yet he is not being allowed to move ahead in school.
10	Atkinson E.S.	I can think of no positive aspects of my child's TAG Services	It can be improved by actually acknowledging the TAG students in our school. It feels like my Son being designated TAG has actually had a negative impact on him. Our school principal has done nothing at all to help the TAG students in our school. His teacher does what she can to help but has many other students that she needs to help as well. While my school does offer 1 or 2 LEAP classes a year that take place before school, these are not nearly enough to keep my son's Math interests sated. He is constantly asking and yearning for a higher level of Math and is not getting it. It has been extremely frustrating both for him and for us. There needs to be more.
13	Atkinson E.S.	We are very pleased with our child's teacher and thinks she does what she can to meet our child's needs. However, she has over 30 children of widely varied abilities and there is only so much she can do. We do not observe any support from school or district administration or TAG, and indeed, it feels like the teachers are resisted in their efforts to meet the needs of TAG students.	We really haven't seen any TAG services of any kind. We'd like flexible grouping of accelerated learners and some resources directed to providng more challenging curriculum to those students, whether TAG identified or not.
20	Atkinson E.S.	My child was able to take a before school class that he enjoyed.	In the 3rd grade my child often finshed his work before the rest of the class and did a lot of independant reading. Any projects that were beyond the classroom work had to be driven by the student. The result was my child spent a lot of his third grade year drawing comics and reading books. There was little the classroom was teaching my child. / / So improvements would be to offer more opportunites for students, have a plan when the school is teaching to a test and the child comes in already able to pass grade level tests. My child in particular good have used support and opportunites from the school on what to do when something doesn't come easy, how to work at something and deal with frustion. Also more support for emotional needs of a kid who is intellectual ahead but expression has not caught up to their thinking. / / I don't feel like my child has learned much at school in the past couple years. The majority of learning is at home or extra curricular activities.
42	Atkinson E.S.	My sons teacher last year really tried to get support to challenge my son especially in math. I really appreciated her dedication to his learning.	The district did not follow up on the testing to get him in a higher math program. He has always been bored at school. Last year was the first year he felt challenged, though not really in math. The before school tag math class is always the same so he only enjoyed it and learned from it the first time. I am most frustrated with the fact that I was thinking he will at least be taught at his level in math in middle school like his brother and now the district is taking that away too! My older son was able to take high school algebra his 7th grade year and geometry his 8 th grade year, that is no longer offered starting this coming school year. I am very disappointed and considering going back to work full time to pay for private school.

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92	Atkinson E.S.	My son was only identified as TAG during the previous school year, so I'm not sure I know what to expect. I liked the extra math classes in which he was able to participate.	Again, we're new to this. But as far as I could ascertain, his teacher did nothing different for my son after learning he had been identified as TAG. I feel like my son is often used to help "tutor" his classmates rather than having his own abilities challenged. I'm really not at all sure what TAG services we are offered. I do plan to sit down with my son's new teacher and work through all this. I wish there was more communication about TAG!
173	Atkinson E.S.	None to report, other than her teacher suggesting that she should be tested for TAG.	Child was identified as TAG this last year, but nothing really came of it. This was especially disappointing in Math, where all kids were lumped together, regardless of their ability and given the same work. It was a lost year, as far as Math was concerned and we are hoping this year will be better. Work and instruction needs to be given appropriate for their learning level.
180	Atkinson E.S.	Certainly when he actually receives TAG work in class and for homework we see that he is challenged enough to stay engaged in school. It really is the key to his being happy at school. The before-school LEAP classes have also been great for this - he's challenged and he's in a class of peers; consequently, he's happy and engaged. He looks forward to every LEAP class.	I don't know if I have a solution here. The last two years running his teachers have had to deal with 30+ student classes, without help. They provide TAG work in the classroom (maybe once a week) but we're unaware if any TAG homework made it home. With 30+ kids, providing that level of TAG work is probably the extent of what a teacher can provide. / / Class has been boring for him. He has been reading materials and doing math that probably would have been challenging for him two years ago. Consequently, this last year he became disengaged and has really started disliking school. It seems clear that PPS doesn't have the resources to put all the TAG students in their one class and provide them different work (similar to the classroom situation that LEAP provides) but I hard time imagining him thriving in any other situation. Unless maybe teachers that have TAG student could be provided with help distributing the TAG curriculum and teaching it to the TAG kids.
639	Atkinson E.S.	This survey is not very helpful at this time because the school year has just started and I have no idea how my child's teacher will handle the TAG teaching plan. Last year I felt the teacher had no specific plan for my TAG student but rather a general, "I will challenge her" plan of action. I didn't see any concrete TAG related projects.	A specific plan not just general statements of "challenging" my child.
725	Atkinson E.S.	For us, almost all of the TAG services have occurred outside of the classroom. That is, TAG students are offered some afterschool classes free of charge. Other than this offering, we see NO difference in the projects assigned to our child, despite conversations with administration and teachers. In our experience, the receptiveness of teachers to address students individual needs has varied widely. Some seem amenable to it, but overwhelmed. And in at least 2 classes, the teachers were openly hostile to "treating any student different than another." (His words, not ours.) I find very little consistency in TAG services from year to year or school to school (our children are at different schools).	I strongly feel they must be integrated into the classroom work, and not an after-school afterthought. My child is encouraged to try new things and challenge herself, but then is given no opportunities to do so in the course of the school day. Very discouraging for us, in thinking long term about staying in PPS.
734	Atkinson E.S.	Atkinson teachers concurrently manage different learning ability groups, which work at their level. I have been shocked to learn that not all PPS classrooms (Bridger) do this.	The standardized tests and all of the effort towards teaching the kids to these greatly hampers advanced learners. Especially with the current principal, I do not believe it is a priority to challenge all students, no matter what their level. There is so much focus on getting all kids to a Meet or Exceed level, that I do not see the same effort to challenge and engage those who Exceed. My hope is that we can get back to the overall goal of challenging all students to be the best they can be. Testing and retesting my child for test taking makes her a better test taker; this does not prepare her for life. Further, PPS's effort to "provide" advanced learning opportunities through special classes, outside of regular school hours and which I have to pay for, well, that says a lot right there about the school's ability to teach advanced learners. Why can't these types of classes be taught during the schhol day?

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1025	Atkinson E.S.	My child entered the PPS TAG program in kindergarten. He is now in third grade in PPS, but spent first and second grade in Washington State. I have not yet heard from his current school, Atkinson, if being TAG-identified will affect his schooling in any way.	Since I'm not yet familiar with TAG services, it's hard to say. I do hope that something might help him to stay intellectually engaged in a classroom where he is among the highest performers and feels that the work so far is 'kind of easy.' He has been talking recently about trying to skip to fourth grade, which at this point I would support.
1195	Atkinson E.S.	My child is TAG for math and he loved the additional math classes that were available last year. He feels very confident with his math abilities and continues to enjoy the subject.	I am not sure how to improve these services. My son enjoys math and science still. And he has been enjoying the school year so far this year. It would be nice to better understand what he is doing in support of his TAG plan - or is this up to us to discuss with the teacher each year?

	A	B	C
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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
83	Beach PK-8	Beach has a knowledgeable and creative TAG coordinator.	More challenging projects/work and more chances to work alone or one-on-one with other children with similar needs, rather than in larger groups.
124	Beach PK-8	The little he's had has been great. He enjoys the projects and working with students of similar abilities.	Regular, consistent TAG activities for the students who can make use of them. Let parents know what's happening and how parents can support this learning. Better student/teacher ratios can help accomplish this.
133	Beach PK-8	I cannot honestly say that I know what difference my child's TAG status had in her education. Her teacher was also the TAG coordinator for the school, and had implemented quite a bit of sensory equipment to help children in that realm. Yet if I was to name five things she did to address my child's TAG needs, the only one I can state would be that my child reported being in a small group of other students (whom I know to be TAG as well) for reading. That is the only thing.	I would appreciate an individualized plan for my child of which I would have a copy. At the TAG meeting in the beginning of the year, it was made clear that while teachers *could* create such a plan for students, there was no funding to do so, and it would require significant time on her part to create for me. In other words, we were discouraged from asking for one. / / Communication would be nice too - my child's teacher was very unapproachable, unfortunately, and the parent-teacher conference was NOT beneficial. (It consisted of my child showing me around the room and answering sets of questions that I was handed upon arriving at our scheduled appointment time.)
134	Beach PK-8	My child has received only one TAG service -- an afterschool opportunity -- and he did not enjoy it and was not appreciably enriched by it. My other TAG-identified child has received no services at all.	I have attended several TAG parent meetings (district wide) and have seen no evidence that the program is taken seriously by anyone (except parents, who find it very disappointing). The good news is that there is plenty of room for improvement!
223	Beach PK-8	I am not aware of any TAG services my child receives.	I would like my child to be in a class with kids of her abilities, who take school seriously.
233	Beach PK-8	I feel that the teacher that my child has been placed with for the last two years and the coming year have great knowledge of how to work with TAG students and do an amazing job of challenging him and making him work to his potential. I am unaware of how other teachers might have worked with him.	Clearer communication with families on what TAG services are and how we can better access them.
499	Beach PK-8	The positive aspect, that I have seen in the last year, is a greater willingness to pursue academics in my child's free time. She is more interested in reading, and studying topics outside of her standard curriculum. Her self esteem has improved, and she has a recognition of the power of her own intelligence. I see her striving to better her mind through her own tastes in history, artwork, literature, and social studies.	I would like to see more art based projects. I think that a number of students within the TAG program would benefit from having multiple avenues for academic expression.
543	Beach PK-8	Unfortunately, there have not been any. We have only had one year (2011-12) with TAG identification so I can not answer the questions regarding teacher variations, as we can only comment on what we observed during 1st grade.	More specific challenges for my child. Last year, it was up to him to offer higher level homework without any guidance. I am not usually a proponent of pull-out services but I would prefer some individual or small group instruction with pull-out instead of (I'm sorry to say) a wasted year.
623	Beach PK-8	There is a definite identified school plan.	Each teacher could specifically describe how the curriculum can be deepened to challenge TAG students.

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625	Beach PK-8	I have absolutely no idea how being in the TAG program is impacting my child and I can never get an answer from the teachers she has had as to how they are accommodating her needs. Her teachers have not had a good understanding of how bright my child is because she is quiet and well-mannered and can only reveal her abilities when she has established a supportive relationship with her teacher, which cannot happen when she is in a class of 34 children, some of whom seem to struggle with behavioral issues or ADHD. One year, a teacher assured me that she was getting an extra page in her weekly homework packet that was "advanced" but that extra page was still below her abilities. My child consistently reports to me that she is bored in school and that she is asked to help other kids with their work. She dreads going to school. When I have volunteered in the classroom, what I witness is an understimulated, overlooked child and an exhausted teacher who has no choice but focus his/her energies on the kids who need to be "brought up to speed" or have disruptive behavior. I am teaching her at home but see her losing ground with every year.	If the TAG program actually existed in my daughter's school and I could have meaningful conversations with teachers about her abilities, that would be a good place to start.
1013	Beach PK-8	When a teacher is smart enough AND has the time my child gets excellent TAG instruction. This last took place two years ago.	- Smaller class sizes in order to give teacher ability to meet individual needs of students. / - More teachers so TAG students can get appropriate instruction. There are at least eight TAG students in my sons 7th grade class.
1141	Beach PK-8	I am just learning about the TAG program. My child was TAG identified in Kindergarten last spring and this is only the 3rd week of school. I think it is premature for me to make any observations of the TAG program. / / Since no one has reached out to me yet (again, we are only in the 3rd week of school) regarding the program from my daughter's school, other than the testing last year, I will take the initiative to reach out to the coordinator and get a copy of the TAG plan and see what is being done for my child.	I think it would be helpful if our individual school had some type of meeting for TAG parents that talked about the specific TAG program for our school. I attended the introductory meeting last spring for the entire district but came out of the meeting a little overwhelmed.
1185	Beach PK-8	I DON'T have any positive experiences nor aspects with regards to my children being identified and tested to be TAG. My oldest son is now in 6th grade and he was identified TAG when he was in second grade, my daughter is in fourth grade and she was also identified TAG the same year. From the moment my children were identified and tested I have not received any special plans and everytime I ask my children's teachers about what plans are being developed or implemented towards my children's education all I get is that is within everything that is already being taught. As far as I am concerned, I think the school has NO special educational plans, NO training, NO communication with parents with regards to TAG and certainly NO interest for TAG students. If the school receives any funding for this program or support, it is sure being used for something else. Very dissapointed with the school's focus for TAG students that I don't even try anymore.	For one, I need to be informed of my kid's rights, the services they should have access to and what TAG really means for them. / Second, the school should be supervised and graded and held accountable on how they implement services for TAG students. / Overall really implement TAG plans, not just make them an advertisement scam.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
113	Beaumont M.S.	My child is challenged at Beaumont, and her core teachers have consistently made sure she is challenged. The acknowledge academic success through honor roll.	More outside opportunities to engage in competitive academic activities. The school doesn't encourage kids to attend the writers conference at PSU, participate in the spelling bee or other opportunities outside of the classroom. It would be great if the core teachers encouraged accelerated kids to read classics and get beyond the standard set of dystopian young adult literature.
184	Beaumont M.S.	My daughter has had some positive TAG experiences, enriched learning opportunities that have piqued her interest and challenged her capabilities. In 7th grade the opportunity to participate in advanced math was good for her, and her science teacher provided some venues for her to explore material more deeply.	My experience has been that the quality of TAG opportunities is highly dependent upon the teacher. Several of my daughter's teachers seemed to have the experience and focus to deliver strong learning opportunities, however, some teachers have not. In those cases where teachers were either inexperienced with TAG students or lacked focus, then I didn't perceive any benefit to the TAG designation.
312	Beaumont M.S.	My child does well with ability level grouping. We had Challenge Math and Walk to Read in elementary school, which was helpful.	More ability level grouping at all grades. Students can be grouped by ability, rather than grade. Offer more access to AP and advanced classes at the high school level, instead of rationing them out. Stop holding back high achievers.
410	Beaumont M.S.	I really do not feel that having my child TAG identified has had any impact on her education, particularly now that she is in middle school. She is in accelerated math but that is based on testing rather than TAG, in my understanding, and all the rest of the classes are undifferentiated. She has expressed frustration with being in groups/on projects with kids who really don't care about school and goof off, don't pull their weight (to clarify: I do believe this experience does have value to her beyond the "book larnin' " part of things in that it is important to learn social skills in how to deal with people in such situations, so it's not all bad.) Her core teacher last year did a good job of pushing her in a positive manner with her reading/writing but again that was due to recognition of her abilities rather than TAG. With 32 kids in his classroom he did as best as could be expected (and is an amazing educator). In prior years (elementary school) I met with teachers to work up an individual plan for her needs. That generally meant me volunteering to do the "extra" -- which I was happy to do -- two years I did the pull-out math enrichment 2x/week for high learners when there was no budget for math specialists. Every year I volunteered for advanced reading. One year I did a	I would love it if budgets were different and there could be smaller class sizes and true differentiation of instruction. Similarly if there were on-site TAG classes say after school once a week, that would be great. Due to my daughter's schedule with her two households Saturday Academy has not worked out.
837	Beaumont M.S.	There aren't any services, except where the parents send in a letter describing their children's learning style. nothing positive because there is nothing going on and I mean that quite literally. I am a certified tag teacher, so I know, of that which I speak.	He bout we have tag.
838	Beaumont M.S.	I am aware there is literally no tag services being implemented at Beaumont middle school.	If there actually was tag services in would be fantastic. Sick of hearing pps has tag, when in reality they do not serve the tag population except at access academy. I am sorry asking parents to fill out a survey about their child is NOT services. We should ditch the one special academy and give all schools some tag support,
855	Beaumont M.S.	The information you are getting from me is for the year past. My son just started in a new school and I am not able to make a judgment yet. / As for the previous School he attended the service was not strong especially from the district level. However he had excellent teachers who encouraged high level learning for there class.	no comment at this point

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884	Beaumont M.S.	My daughter was identified as a TAG student in Reading in 6th grade. She really hasn't received any extra services outside of a couple projects she competed with a few other students in the past two years. She had an outstanding 6th grade teacher who kept her challenged but last year was disappointing. We really wish she had more opportunity at Beaumont to learn and grow academically before high school.	It would be great if there was a pull out program. The TAG students could attend the class a few times a week. I was a teacher in another state where there were such programs. I realize it is really challenging for the classroom teacher to meet the needs of all her students. It is a shame there isn't a way to challenge gifted kids.
901	Beaumont M.S.	My children have received no TAG services and that is one reason we ended up leaving PPS several years ago. My children were bored and starting to dislike school, as they were expected to "wait" while other student caught up to them. We returned last year with hopes of improvement, and now that my children are in M.S. , looking forward to advanced math, I learned that there is no ability grouping for math. Because this is just the start of school, we haven't yet met to discuss how the new school can meet their needs, but I do worry that a teacher with so many kids can't teach to each child's abilities. How is it that resources are available to children who are doing poorly, but the advanced kids are treated as if "they'll do fine no matter what." That just means that their special needs are being ignored.	Have advanced classes for elementary and middle school kids that are actually meaningful.
925	Beaumont M.S.		
1030	Beaumont M.S.	There have been no TAG services provided that I know of.	My son has scored in exceeds on all categories every year he has been given the Oaks tests. Two years ago I expressed a concern at Beaumont that my son's writing ability had not improved over the previous three years. They tested him and he was literally off the charts in Spacial skills and his writing skills were just above average. The Julie Barnes suggested getting him involved with Mensa but my schedule/finances doesn't accommodate their meetings. / / http://talentdevelop.com/articles/ITIPYTIW.html A Spacial learner is very difficult to teach. The teachers don't have time to devote to his unique talents. He is the child that is slipping through the cracks. I am a single parent. I have always been the sole source of income. I cannot leave work to schedule appointments with school officials (who really don't care) to fight for my son to get a better education. In third grade, at Sabin Elementary, he was allowed to do 3rd & 4th grade work (that was a good year) but in 4th grade he was bored to tears as he had to do the same work he did the year before. Some teachers think extra busy work meets the TAG ideals. My son looks at it and says why are they making me do this again. / / My son doesn't learn things the same way other children do so he is subject to a great deal of
1101	Beaumont M.S.	When my daughter was in K-3 there was a lot of emphasis placed on her TAG program. After that point it fell off almost entirely. Last year, the first year of middle school, there was no plan, contact regarding TAG or any specific information sent to us specific to our daughter.	TAG needs strong program management at the district level and revision of the full end-to-end program to ensure consistency and improvement occurs.
1162	Beaumont M.S.	It has been completely hit or miss as far as whether or not my child's core teacher does anything. Last year, she was fortunate to have the lone core teacher who had a plan for TAG students and implemented it. The other classes that year (7th) did not. We have not been informed of what her current teacher does, if anything, but I don't expect anything from an overall school standpoint. My child has tested into the 'compacted math', which is fine, but all other subjects (Science, social studies, Literature, etc.), are all in one class and none is broken out for TAG students. There are very few 'academic' type of electives beyond Spanish and French being offered, and those that are of any academic worth - are full. Many, many kids are dumped into Teacher/office aide positions, which is not academically useful.	There seems to be so much focus to bringing the 'bottom' up that the 'top' gets forgotten or left to their own devices. I hear that it only gets worse from a scheduling standpoint at High school, with the mandatory study halls, fewer AP classes being offered, and kids not having full days of classes if they have 'met' the graduation requirements. We are looking into private options for High School, or into moving into a district that better serves high achieving students.

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1206	Beaumont M.S.	NA	My child needs support in fitting in socially and becoming socially comfortable other children. My child has a hard time staying organized and is completely bored with class and home work. Support in these areas would helpful.

	A	B	C
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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
87	Benson Polytechnic H.S.	I haven't seen any TAG services for my child since he was identified in kindergarten. Typically, I can find something positive to say about most situations, but my son's TAG identification did not impact his academic assignments at all.	When my son is challenged by school and doing work at his level, he gets fewer stomach aches, headaches, and misses less school. If there were better communication with his teachers about how they will challenge him more in class, and not just with more busy work, but actual higher level thinking work, I believe he would enjoy school more and not feel so bored.
324	Benson Polytechnic H.S.	I have not seen or heard anything about my individual child's "TAG" services.	By actually meeting often and by giving him homework or a club or something to always keep him busy when he had downtime that will challenge and make him use his brain.
380	Benson Polytechnic H.S.	I understand my child has been identified as a TAG Student but I have not received very much information on the program.	Make more parents aware of the services that are provided so that the students don't miss out on the services and special needs that they require.
464	Benson Polytechnic H.S.	None that I am aware of at the present time, other than my son's extremely overworked counselor did all he could do with very limited resources and a very heavy workload. Major kudos to those on the front lines!!	My child came from outside the PPS system, entering high school as a PPS student for the first time. By the time we got the results of the TAG testing (which didn't even happen until after school conferences, when I tried to find out about them), the school year was almost over. I received no contact from anyone, and my son received absolutely no recognition/awareness of being TAG identified. After learning of my parental rights to have a personalized TAG plan for my child, I began to pester his counselor during the few days before school began during which the counselor was even present. He had never done a personalized plan before, and we are not aware of any TAG adviser or staff person I can work with. I was able to get my son's schedule changed a bit -- but am still overall unsatisfied that he won't be able to take AP or honors English, for example, for an entire additional year. SO: more staff is needed; earlier testing, with efforts made to reach out to students not previously identified as TAG for some reason or another, such as being privately schooled, etc.; personal contact made by TAG coordinator to help put together a personalized plan for the student as soon as he/she is identified (we lost a full year); more specificity in the information provided to parents
976	Benson Polytechnic H.S.		

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
95	Beverly Cleary K-8	The only thing of which I'm aware, is the separate, ability appropriate mathematics session that my child has been able to partake in with students of her level. She consumes every bit of the class and wants more.	More course offerings or opportunities to expand their minds. One course in is math isn't quite enough. I would encourage advanced literature/language arts and science.
119	Beverly Cleary K-8	My child does not receive enough work that really challenges him. There is far too much busy work and worksheets. I feel he is capable of much more.	I would consider it an improvement if my child could be pushed harder and given the opportunity to work on special projects with peers at his same level. Instead I feel he is often paired or seated with kids who are struggling so he can be of help to them. I would also really appreciate more communication from my child's teacher about how he is doing and brainstorming ways that the curriculum could be more interesting to him.
136	Beverly Cleary K-8	Once in a while she gets some differentiated assignments that challenge her	As far as I can tell, they are completely non-existent other than in name. Each year, the teachers basically say they have no funding or resources to really do anything for the TAG students. My child loves school for the social aspects, but rarely gets challenged there. Most of what she learns academically is from her after-school program, camps, and what we do at home. We are giving it one more year and if things don't improve will have to put her in private school - a decision that goes against all my political views, but I feel we have no other choice.
142	Beverly Cleary K-8	N/A	Tough to answer any of these questions as we've never felt TAG got off the ground at Beverly Cleary. While we can praise certain teachers for the effort they make to draw upon strengths in our kids, we've seen no correlation with the TAG program. If TAG ever does get off the ground, we expect a dialogue to manifest beyond these annual surveys which serve only to remind us that we have a TAG kid in our family. We get that times are tough given budget constraints, but pretending there is a TAG program in place with enough momentum to entice participation is not helping matters.
160	Beverly Cleary K-8		
207	Beverly Cleary K-8	In general, we have been underwhelmed and disappointed with the token effort that's been placed in TAG services at our student's school and by her teachers.	It should be a properly funded program within the schools. Despite early orientations and suggestions that we would see specialized programs geared towards challenging and advancing our child's learning, in practice, we've rarely seen this to be true even after contacting our teacher with concerns. We're to understand that our student's curriculum has been 'tweaked' to make it more difficult and adapt to her learning, but when we compare against other students, we see no evidence of this. Our student is bored, isn't challenged, and is slowly losing her enthusiasm for school despite our efforts at home. Having come from gifted programs, we recognize the failure and the poor performance of her school in supporting our student's need. / / To this end: / - Clear communication about how our student's work is being adapted, including a direct comparison between the normal student content vs how our student is being challenged. / - Regular updates that acknowledge where our student is showing the most improvement and responding to challenges beyond the token teacher conferences in a year that gloss over most progress. / - Specialized programs that extend across all TAG students that provide stronger support beyond the minimal
302	Beverly Cleary K-8	other than extra work by the existing teacher, I am not aware of extra services for TAG students only.	

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395	Beverly Cleary K-8		My child has done best when the teacher was good at differentiating the material and instruction and I would love to see more training offered for teachers.
438	Beverly Cleary K-8	I have not seen any impact to my child. I do not feel that there is a strong TAG presence or awareness from my child's teachers.	Better and more measurable ILP. More of a team approach between TAG coordinate, child's teacher and parents.
454	Beverly Cleary K-8	I am not aware of any TAG services she is receiving. If she is receiving them it is due to our communication as parents to the teacher and not because of any TAG program.	I'm completely unaware of what services are actually offered. It doesn't seem as if there are any.
487	Beverly Cleary K-8	For our first three years in PPS, the services have been minimal, and not specifically challenging for our child, however, for two of the three years, the teachers have tried to provide some work at a higher level appropriate for our child. The fact of almost 30 children in a class w/o additional support makes it extremely difficult for the teachers to teach at the right rate and level for each child. In our minds there isn't much to the TAG services within BCS, so we have switched to Access this year.	Provide the teachers with more support in the classroom through volunteers, additional staffing, etc for break out groups for higher level and rate work. Allow more movement between grades based on students' abilities in various subjects.
498	Beverly Cleary K-8	Let's be honest, there are no TAG services within PPS. PPS pays lip service to TAG due to budget and other constraints. If there were TAG services, my children would have consistent opportunities to receive subject matter targeted at their learning level and aptitude. Currently, if the teacher has time to find more advanced work for the student, my children get challenged. If the teacher does not have time to do this, my children are doing the same work as the rest of their classroom, which provides very little challenge to them.	Consistent, programmatic approaches to TAG across the district are important, but no real program can exist without sufficient funding. Until there is real money that can be put toward programs, I think we all need to be very realistic about TAG services. Let's not fool ourselves by calling the existing program a real TAG approach.
504	Beverly Cleary K-8		Better communication to parents about what is being done.
522	Beverly Cleary K-8	My child is challenged enough that she finds school enjoyable.	Parents should be kept more informed, so they can better help their child and know their progress. This would enable the parent to be more involved in the child's TAG work as a way to reinforce it at home too.
595	Beverly Cleary K-8	As far as I can tell, our child has not received any positive benefits or special services as a result of being identified as TAG. For the most part, she appears to get the same assignments as all the other children. We were told that individualized teaching/accommodations for TAG students would happen in the classroom. However, we have not seen that happening. She easily makes top grades, which leads us to wonder if the curriculum is challenging enough for her. Although our child loves school and learning, we are worried that she may become bored, complacent or discouraged. Because we are new to the system, we have not yet made a point of pushing this with her teachers/principal. However, it's becoming clear to us that we need to be better advocates for an education that fully meets our daughter's needs and potential.	We are not experts in this field. But we suspect that large class sizes make it virtually impossible for teachers to truly accommodate the different learning needs of all of their students. Our daughter definitely benefits from being surrounded by peers of similar intelligence and learning abilities. Unless/until class sizes can be made smaller, it makes sense to provide services to TAG students outside the normal classroom environment for at least part of their school day. In addition, providing in-class tutors and other enrichment opportunities, including extending summer camps to lower grades, would be beneficial.
645	Beverly Cleary K-8	Accommodations to increase work level have help keep my child interested.	When discussing my child's TAG needs with her teachers, I get the feeling like it is an unwanted burden on them. It would be great if there were a dedicated classroom/school where the teachers could better focus/meet their needs.
687	Beverly Cleary K-8	We feel that the TAG opportunities have been dependent upon the teacher and have been uneven. Our child is at Beverly Cleary and we appreciate the work the principal has done to address math curricula.	The schools need greater autonomy in allowing students to be grouped by level. This would benefit everyone, not just TAG students. This may go against the prevailing board ideology, but the reality for them to consider is the loss of high achieving students to private or charter schools, or moving out of the PPS District.
743	Beverly Cleary K-8		TAG is an afterthought. My gifted child has been given no ability appropriate work when the classroom work is something he has demonstrated mastery if. He has been told to read quietly by himself

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813	Beverly Cleary K-8	My child was tested and felt good about the testing experience. / My child was given extra math homework (two grades higher).	Provide ways for parents of TAG students to meet each other and conspire (work together to plan academic challenges for afterschool, etc.). / Provide guidances for teachers on how to work with TAG students (our teacher had no idea my kid was TAG nor the other ones in her class). / Pull TAG kids from all classes in a grade during reading and math to allow them to be challenged as a group - I fear that my kid will be ostracised for being smarter than his peers in their classroom environment, rather than being supported to do more challenging work as a group of TAG kids). / Make the TAG kids work be in class, other than just extra homework. / Add more problem-solving work to the TAG kids' classwork, rather than just more advanced math and longer books to read. / Recognize that TAG kids are also good at other things than academics - they can be athletes in all kids of sports, musicians, members of clubs and scouts, etc. /
921	Beverly Cleary K-8	My child is in third grade now, and was TAG-identified in second grade. It is difficult to tell whether her positive experience in the second grade classroom was related to her strong teacher, or having been TAG-identified. It is very hard to distinguish TAG-related aspects of my child's classroom experience from teacher-specific aspects after just one year.	Looking down the road at the rest of elementary school and middle school, things I will be looking for are 1) consistency of experience and challenges across all grades and teachers and 2) clear and regular communication with PPS and her school re. TAG. The information currently available about TAG services is extremely vague - I would like to understand better how to work with school to target TAG services specifically to my child.
926	Beverly Cleary K-8	When my child has had responsive teachers, those teachers have been able to meet my child's rate and level of learning. However, too often, the child who "gets it" and "doesn't cause problems" is simply given more "silent reading" time while the teacher is working with others.	Since the goal of TAG is to "meet the needs of all students in the classroom" I don't know of any specific "TAG services." I do think the program could be improved if there were additional enrichment opportunities. / / Too often, even when the teacher recognizes high-achieving students and provides additional work for them, it is _in addition to_ (rather than _instead of_) the work of their peers--quite a disincentive for a student to show their potential.
931	Beverly Cleary K-8	It is almost non-existent. I am extremely disappointed in the lack of services, programming, guidance or tools for my child to date. I am worried as my son is already getting bored and not sufficiently challenged at school. I am also worried as the teachers appear to be overwhelmed with managing the classroom as a whole and cannot take on individual attention or programming for children.	In every way possible. I am not the expert but believe there must be something beyond the "nothing" that we currently receive.
958	Beverly Cleary K-8		
989	Beverly Cleary K-8		
990	Beverly Cleary K-8	The positive aspect of our child's TAG services were the year he had a teacher who really considered TAG issues- how to provide work that was at his level and rate, engagement, collaboration with other students at his level. They were able to explore many different areas of academics. It made an amazing difference in the entire school year. This has not been the case with other teachers.	This is a very difficult survey to complete because in our experience TAG services are completely dependent on the teacher's ability to differentiate, incorporate, and direct learning opportunities. I tried to average the years of my child's school, meaning for two years he had very limited/non-existent TAG related services and one year has been outstanding (we were very lucky to have a teacher who was very supportive of TAG students, and all students). / / Besides our experience of having teachers for an entire year (or more) who do not differentiate/accommodate TAG or encourage peers to interact and help each other, improvements could be made in finding ways to help accommodate learners who have a very quick rate of learning. It seems that often these learners are either given more "busy" work to fill their time or they are asked to be patient with others who are learning at a much slower pace. While it is important to be patient, it is also important to get ones needs met some of the time. / / It seems that another area of improvement can be emotional/social support of TAG students. The academic side of TAG seems to be a bit easier to recognize and support, while the social emotional side can be trickier. Related to this, we have seen when

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991	Beverly Cleary K-8	Our child was able to do a math class one grade above her actual grade due to TAG results.	Rate is a crucial part that is difficult for my student- she tends to learn new concepts quickly and they has to sit through repetition and the material while others learn it. It is important to be patient and also important to have your needs met sometimes. Often, the fix for this is that she is given busy work or additional work to do, which is not a good consequence. / / TAG services could also better support the emotional/social aspects of students. The academic part is a little easier to identify, but there are often emotional/social issues that go along with TAG students that don't often seem supported or accommodated or addressed.
1027	Beverly Cleary K-8	In first grade, I believe the tag students were given accelerated math projects as a group, by a parent. Other than this, I don't think there is any special distinction between her as a TAG student. she's now in 3rd grade.	I fear she is becoming accustomed to coasting and to not being challenged. I know of no special TAG teaching that has been administered to her, and I understand that there are many TAG students in her grade. She has the moniker of TAG and nothing else, along with other students her grade, I imagine. If there are special services, I am not aware of it. Other TAG programs I know of (in the midwest) call out the students once/week to administer accelerated classes. I'd estimate that there is at least one classroom full of students (out of the three classrooms) that could be taught at an accelerated pace for indiv. subjects. Does it get better when they are older? But now is the time to get them used to academic challenges. I'd say we are mostly dissatisfied with the program.
1159	Beverly Cleary K-8	We were strongly encouraged by my child's third grade teacher (school year 2011-12) to apply to the Access Academy due to my son's profile and TAG needs. The teacher was able to acknowledge that my son was not getting his needs met at his present school.	My son has struggled the past two school years in not getting his TAG needs met. His second grade teacher was not aware of the Access Academy and instructed us to let her know of his educational needs. My son is currently in the fourth grade at the same school, our neighborhood school, and is still not getting his needs met. He does not bring any homework, as he finishes all assignments during class time, and he continues to be enthused about the social opportunities of his school day. / My son was waitlisted at Access. We believe in part because he does not have social impairments. We continue to be frustrated that he is not more challenged in his school setting.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
187	Boise-Eliot PK-8	My daughter was identified as a TAG student late in the school year, so we are really only starting this program this year. She is proud to be involved with TAG and I think it will help keep her motivated to do her best.	I can better answer that after we've had more experience with the program.
289	Boise-Eliot PK-8	They're fun and interesting.	Individualized plans. As it is they are fun pull out activities for all kids regardless of specific needs or interests.
514	Boise-Eliot PK-8	Nice field trips and opportunities for additional interesting challenges.	
863	Boise-Eliot PK-8		
876	Boise-Eliot PK-8		
1108	Boise-Eliot PK-8	Our son went to Humboldt Elementary In pre-kindergarten, kindergarten and first grade. In both pre-kindergarten and kindergarten, my child's teacher was able to challenge him and give him projects that not only taught him academically, but engaged him. He was excited to learn and I appreciate that his teacher was able to give him what he needed. We had a completely different experience in first grade unfortunately. In first grade his teacher was incapable of not only teaching my son what he needed to learn, but she was incapable of teaching the whole class. I requested a TAG plan from his teacher and she gave us a sheet of paper, that had no substance and no goals on it. Now my son is at Boise Eliot and is in 2nd grade. i worry that he will not get what he needs in this class as well. With the variety of behaviors and the amount of children that fall either at or below the benchmark, I am afraid that he will slip into the background and the focus will be mainly on the children who need the most help. I have been disappointed with the TAG services offered through PPS thus far. A school district that is so focused on bringing those children up to grade level cannot possibly keep those students who are above grade level engaged and challenged, because the amount	The TAG services can be improved in many different ways. Offering students electives and projects outside of the classroom would help encourage their creative abilities and allow them to connect with other TAG identified students. Giving them creative ways to express their academic processes allows them to showcase their talents and share it will others. Monthly meetings with staff and families to see how everything is going would be beneficial to everyone. I would love to know what special things my son is working on or engaged in, but teachers are not capable and sometimes not willing to meet to discuss this.
1212	Boise-Eliot PK-8		

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
96	Bridger K-8	There has not been any that I am aware of.	One to one communication with parents would be helpful. I was not aware that my son was not participating in a TAG program because he was having difficulty with a particular subject. It's frustrating because I feel I make myself available and I do not feel most teachers make an effort to tell me when he is not performing unless I make an effort to ask.
1183	Bridger K-8	My child has enjoyed the few extra activities provided to her by the tag program.	

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
6	Bridlemile E.S.		My child should have been accelerated and allowed early entry. She was reading Little House on the Prairie books before she started kindergarten. She could tell you how a coral reef formed, and would muse that "half of twenty minus ten is five." she had two years of preschool and excellent classroom skills. / / Trying to get her accelerated resulted in nothing but roadblocks and conversations with the TAG office ended with me being told that she wasn't old enough and wouldn't be considered. / / Tell me what kindergarten had to offer that child.
150	Bridlemile E.S.	I guess the positive is his teacher thought he was smart...	Fill me in on what my child is learning that is advanced! Last year I was never told or shown what he was doing. I wasn't even really sure what the program was. I was just told by his teacher he was in tag. I felt if I asked about it I'd be overwhelming her, she had 30+ kids in her class. I felt my child learned some things... I'm not sure if they were considered advanced because I don't know what the tag program teaches.
179	Bridlemile E.S.	I have not had ANY sense of TAG services affecting my child's education thus far. She was identified in 1st grade. Her teachers have given her "extra" work to keep her moving as the "regular" curriculum is usually quickly completed. BUT this has all been dependent on the individual teacher and NOT on the TAG program or a TAG written plan. (We did review prior TAG plans shown to us by her 2nd grade teacher and they seemed very vague and general so did not think it would be of much assistance. / I worry that if we don't get a "good" teacher, we might not get her needs met. Perhaps being TAG identified has helped get her the "right" teachers--I am not sure?? / I do think that her being paired off with other advanced or TAG kids is extremely useful also which her 2nd grade teacher did last year with math and reading. Would like to see this continue.	Perhaps a TAG "curriculum"? We are given ideas to work on at home, but would like something more concrete, and perhaps even assigned? / Perhaps more break-out sessions with the more advanced kids (whether or not they are TAG identified) /
210	Bridlemile E.S.		
250	Bridlemile E.S.	It has empowered her and given her confidence.	I think some families might not approach their child's teacher and inquire about TAG for their child. Our experience with one of our daughters was very different than with our other daughter. We felt uncomfortable bringing it up with our second child's teacher. It did not seem like something she necessarily promoted or encouraged.
315	Bridlemile E.S.	My son's kindergarten teacher did his best to meet my son's needs and provide appropriate curriculum extensions when possible. My son was paired with an academic peer for reading and mathematics, which improved his performance and attitude/ level of excitement about school work.	PPS needs a real, focused, funded TAG program. For truly gifted children, keeping them challenged and focused in a standard, basic curriculum classroom is difficult. In the absence of TAG services, instead of "evening out classrooms" with a variety of academic abilities, TAG identified children should be placed together so they can be paired/ grouped as academic peers within the classroom. Looking at the years ahead with a highly gifted, very young TAG identified child, I know we face a real challenge due to lack of TAG services available at the elementary level.
333	Bridlemile E.S.	More challenging activities with other children with like abilities.	There is not enough "teacher support" or teacher to go around to truly support the TAG program. While the teachers try, it does take away from the other children in the class and it becomes a balancing act to ensure everyone is getting the instruction that they need.
336	Bridlemile E.S.	My child has yet to receive any TAG services at her school.	I think it would be helpful if a TAG plan was implemented at the beginning of the year for my child, and if my child was grouped along with other TAG students so that they could challenge and inspire one another.

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400	Bridlemile E.S.		
405	Bridlemile E.S.	Bridlemile has some great teachers, but not all provided TAG work for my son. Only 1 teacher actually made an effort to challenge him with more advanced work. I wish kids could be pulled out of class to meet with other TAG peers, rather than leaving it up to the individual teacher.	I don't feel that PPS really has a TAG program--as each teacher is left to do what he/she feels the child needs. And in my son's case, most teachers did not provide him with advanced work. We supplement his education with outside classes (expensive) and home projects.
446	Bridlemile E.S.	It's valuable to have a TAG program. I believe that as my child enters higher grades, more TAG services will be provided.	The TAG program at Bridlemile does not provide any differentiated instruction to those identified as TAG. My understanding is that the coursework in Bridlemile classes are somewhat tailored to the capabilities of the student (TAG identified students attend the same classes as everyone else). However, we have also been told that this is done regardless of the TAG designation. / / I do not believe that the coursework can be much different for advanced versus average students because a teacher can only give one lecture to their class. There is not a separate curriculum for the TAG students in terms of the concepts introduced in class. Instead, there just seems to be an additional homework burden. So, my child ends up with an oppressive amount of homework that rarely seems to provide an intellectual challenge - rather, it's just more. The additional homework is better than nothing, but having 1.5 hours of repetitive simple math problems every night without the introduction of interesting new concepts will eventually end in the demotivation of the student. / / In addition, there is no peer-to-peer benefits in the current arrangement. I would like to know that my child is in a setting where he can interact with fellow students who are able to operate at a similar level
456	Bridlemile E.S.	Hello, / I am thrilled to have finally received info. regarding the PPS district's TAG services/ or lack there of. We have been part of the Portland Public School system for 8 years, have two boys who were both tested for TAG at Bridlemile Elementary. One remains in the fifth grade at Bridlemile and the other will be attending West Sylvan. While we have had a very positive experience with Bridlemile both from the academic and social perspectives for our children; and have thoroughly enjoyed the very capable teachers and Principal, Mrs. Tanya Ghattas, we have been highly disappointed at the lack of a visible TAG program. / / When this subject was brought up over the years at meetings, the answer was we teach to the TAG level for all children. / If you are going to test for TAG, then there should be a visible, designated TAG program where children at this level are challenged to their tested ability. There is a lot of attention, time and extra funding towards creating IEP for children with special needs, likewise there should be equal time, funding, and attention spent on those in TAG, such as an IEP for TAG children and how are the teacher's teaching to those higher levels. / / I would love to be involved and would make myself available to work with the district in helping to	
479	Bridlemile E.S.		More communication about what is being offered.
488	Bridlemile E.S.		
493	Bridlemile E.S.	Our school has a building TAG plan, and I don't know how effectively it has been established. I understand that the students as a whole benefit from this plan, but I think individual attention is required. TAG services are not clearly identified. It would be helpful to have assignments marked as TAG so I know what was specifically chosen for my child that might be have been separately selected for her.	TAG services that addressed the specific needs of my child. Clear articulation of what assignments and materials are chosen for TAG benefit.

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552	Bridlemile E.S.	She was put in a higher reading group. However, it is still not at a level that is challenging for her. In addition, I think the teacher gives her more responsibilities in helping other kids.	TAG should spend more time with the individual child in small groups to challenge them with more strenuous classroom work - for example, have a TAG teacher who meets with and assesses the TAG kids in each class or grade in a small group, then aids the classroom teacher in finding ways to push the TAG kids to do more challenging work. This TAG teacher could look at the teacher's planned assignments, and then add another aspect of the assignment which will be more appropriate for that child. Also, the TAG child would get better assessments of his/her abilities this way, instead of being added as a "helper" for the overworked classroom teacher with 30 kids in the class!! /
624	Bridlemile E.S.	It is a bit early in the school year to tell. He is only in first grade, and we have not gotten to meet with his teacher yet to discuss TAG/	There seems to be no consistency about the program. Parents are unsure what it actually does for our kids. Hold a general TAG meeting at each individual school in the beginning of the year, with the teachers present, then have breakout sessions with the teachers to talk openly about it. Also, each school should have some kind of organized plan, in writing, to show parents examples of how TAG program can be carried out, such as creating groups of kids in each grade who are TAG learners together.
794	Bridlemile E.S.	My response is based on the last school year. My daughter had a teacher who was willing to adjust her homework to more appropriately meet her academic abilities. Each year this is different, depending on the teacher and their willingness to do so. Last year we were lucky, but this has not always been the case.	As I mentioned above, we had a good experience last year because of the teacher. We have had teachers in the past who were less willing to adjust the work or level of learning and my daughter was quite bored. Our class sizes are too large, which makes it difficult for a teacher to meet the needs of the students, especially the kids who either under or over-achieving. Since there are really no specific TAG programs at PPS, it really is dependent on the teacher, or the parents to search for stimulus for TAG students.
811	Bridlemile E.S.	I am not even aware of the extra services, challenges my child is receiving.??	How about start with communicating to the parents what is being done with individual students.
892	Bridlemile E.S.	It has varied from teacher to teacher. My son was bored out of his mind in 1st grade and the teacher (who officially identified him as tag) didn't do much to foster his needs. He was in a class with 8 other TAG students. They were "pleasers". He is not. He was bored with extra, yet unchallenging work, and got into a fair amount of trouble. His 2nd grade teacher turned things around. I am very grateful. She didn't have a special program for him, but recognized he needed more interesting things to do. I would say that most of his "TAG learning" has come outside the classroom through parent lead groups, like DI and robotics, and interesting summer camps. I feel there is little extra to offer within the classroom because classes are so crowded and lessons are geared to slow learners. I understand your limitations and sympathize with your dilemma of trying to bring everyone up a level, but PPS has brought my son down a level	TAG students should receive special instruction the same as students who have learning disabilities. Why not have a math specialist who can help them work on advanced math, for example. Should only remedial students receive tutorials? This is why we are falling behind as a nation. Why not offer special services to children who have intellectual academic gifts? (other than lack of budget).. We are looking at different school options now for both my kids. I hope we are forced into private school, but that is the path I'm seeing

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970	Bridlemile E.S.	It looks great on paper.	My child's school is a very good one, however, there is very little outside the box thinking. I don't know if it's because the teachers are so established in their routines or because they have grown weary due to ever increasing demands and poor public support. I do know that I see very little happen in the way of strategies used to reach all learners, whether it is my TAG student or the students I see who are really struggling. I have a lot of respect for the Bridlemile teachers, but mostly the kids succeed because the parents are so nuts about their kids and send them to school with a lot of skills already in place and some spectacular life experiences under their belts, not because there is innovative instruction going on. There is a LOT that could be done to shake things up with reading instruction, in particular. Bridlemile teachers are truly dedicated, but there is a fire that seems to be missing. TAG could come in to support teacher in very concrete ways- joint planning sessions, observing strategy in another classroom, collaboration between staff. Teachers need the nuts and bolts of how to implement and then be expected to do so, top down, not from a nagging parent.
987	Bridlemile E.S.	I am very sorry to say that I have none. My child was identified in grade K as a TAG student. At that time, his K teacher told me that TAG at the elementary level really had no substance or relevance to my child's learning, which I found to be true. My child was not challenged and at his request, withdrew him from the full day kindergarten program. The afternoons were just too boring for him. As a result, I feel this situation started a downward spiral for him and has actually stunted his potential in the learning process at school. In first grade, refused to sign the TAG forms because I wanted to add more specific skills, but again, was not supported and was told to sign the forms and return them due to policy. Forms had to be signed and return during a certain time frame. His third grade teacher did give him more vocabulary words to do. We have been very disappointed in the TAG program. It really doesn't exist. I am completing this survey, but feel it is a waste of my time. No one really listens.	TAG students should be given opportunities to work with other TAG students on projects that embrace an integrated curriculum involving, math, science, social studies, etc. The projects should be research based and incorporate various world wide issues. I was hoping that while my son was in K, he could have been given 1st grade or 2nd grade math and writing to challenge him. His teacher did not meet him at the level he was at nor do anything to have him work at his potential. I know they tell us this at the beginning of the school year in their letters to home, but it is certainly not the case.
1020	Bridlemile E.S.	None really. The class size is so large that I cannot blame the teacher.	How about starting with some basic services? You know what needs to be done. You are just not doing it. Not sure how you are to blame since we do not fund our schools adequately for this purpose. / / A good start would be to send me a handout telling me what I should expect for my TAG child.
1074	Bridlemile E.S.	We have had three children go through PPS since 2003, and all have tested as TAG. For all my children, their Bridlemile elementary school teachers have been wonderful and encouraged their academic, emotional and social growth. They also had an amazing media specialist, Melinda Macrossen, who managed the TAG program for many years and created some great enrichment programs. Some teachers, of course, more than others have given them more challenging work, and there were times when they were bored in class. Because of large class sizes due to district budget constraints, we understood that this would happen. / / My oldest was at Sylvan Middle School, and the experience was uneven at best. In general, the class sizes were so large that we depended on the luck of getting a motivated, organized teacher who would encourage and offer challenges to our TAG child and her peers. There are some fantastic teachers, but there are others there whom I wonder why they are teaching at all. The school is truly too big, and hampered by lack of district and parental support and funding. / / The standouts, however, were the teachers of the math and Mandarin programs. (Because there was some differentiation in math and foreign language, this also made a	The whole TAG process at PPS seemed odd and even secretive. Your child is nominated, is taken out of class for testing, and then the teacher tells you weeks later whether or not the child is considered talented & gifted. No paperwork or further information is provided. / / One suggestion I have is that when a child is tested as TAG, PPS should consider offering some sort of handout to give parents. I didn't want my children's scores as much as information about what being gifted meant and what parents and teachers could do to help TAG students. / / This handout, for example, might describe some of the emotional and social characteristics of gifted children. It also might address the idea of multiple intelligences as well. I have done research on my own to better understand how to parent my kids. When I speak with some parents of TAG kids, however, they don't always understand the ramifications of what it means to be gifted and how it can affect a child emotionally negatively (e.g., sometimes perfectionist and can be hesitant to try things that are hard for them because academics come easily) and socially (e.g., Teachers and parents are better to encourage their initiative and hard work more than calling them "smart.") / / In elementary

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
309	Buckman E.S.	Haven't experienced anything in terms of TAG services.	Teachers need to have required communication with parents on a regular basis in order to assure that the special needs of TAG children are being continuously met. / / Teachers need to have very specific strategies for individual children -- building plan means virtually nothing. When we had an individual plan earlier in our child's education that too was meaningless, as it was written in deliberately vague language promising nothing in particular. Plans need to be very specific and amended throughout the year to reflect the child's changing needs. / / Parents of TAG children need to be encouraged to come together and plan special educational opportunities for these children -- extra field trips, exposure to different professions and fields of study. School needs to promote this!
327	Buckman E.S.	In second grade, a mother of one of the TAG students worked all year, with a small group of students from the class, on a mythology reading and creative writing unit. This was a wonderful experience for my child and really appeared to stimulate his excitement for learning something new.	Perhaps it's because my child is just entering the 3rd grade, but thus far there doesn't seem to have been much in the way of TAG services provided. I believe my child's teachers have done their best to provide some differential learning opportunities within the classroom, but I don't believe it has been enough. I think TAG students should be pulled out of class more often to work with children who are learning at their level, not just from their own class, but from other classes. Perhaps community volunteers could work with TAG students on projects outside of the classroom.
354	Buckman E.S.	My child was just identified as TAG this year so as far as I'm aware she has not participated in any TAG-related activities yet.	
355	Buckman E.S.		To actually have a TAG program in the elementary schools would be a huge improvement.
558	Buckman E.S.	There are none. The only thing he does is go out in the hall with a volunteer parent for advanced reading. The parent has no idea how to teach TAG kids, he or she just happens to have one and so volunteers for the advanced reading group. They have no training, no oversight, no support, and no communication with the parents (at least most of them. One was really good.) My mother is an advanced reading volunteer and her frustration at the lack of direction and support for her is telling. / / The advanced reading group reads one chapter of a book per week! Every year my son reads the entire book in two days and is then bored and misbehaves. They need to read a book per week, not a chapter per week. And they need trained staff, not volunteer parents (although I am very appreciative of the parents, I really am). Other than that, he was given a few harder words to spell on the spelling test. That's it. That's the entire TAG program. / / Portland Public is an amazing school system. No one says that enough. I've been really impressed with respect to my other two kids who are merely bright and find school challenging and rewarding. But for a TAG kid, it is terrible. My son is a really really good, empathetic, sensitive and wildly smart kid. PPS has nothing for him but	PPS could start by having a TAG program.
796	Buckman E.S.	Our kids tested into TAG in first grade as they didn't join public school until that year. The program should have started for them last year but the teacher didn't seem to have any information.	The teacher our son had last year stated in conferences that she doesn't really use the TAG program but does try to give work to meet each child's needs. The homework he did on a weekly basis did not challenge him at all and he could have benefited greatly if the teacher had assigned and followed up on more challenging work.

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1209	Buckman E.S.	There are none that I am aware of.	My children do the same work as other children, which is generally fine. But when my math TAG identified student becomes bored there is very little response from school staff to provide extra instruction. He gets bored, then loses interest in math.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
163	Capitol Hill E.S.	Very early into the program, the single activity presented to my Kindergartener son, last school term, was a reading assignment that involved writing a summary and spotlighting a character or action within the story to describe in writing and as an illustration. I am encouraged and excited about my son being exposed to curriculum focus that motivates and challenges him, but will have to monitor closely to ensure it does not create too much pressure. Sometimes his assignments in Kindergarten would take him more than an hour to complete, yet he pushed himself and was always proud of completion.	I do not feel adequately familiar with the program, as pertains to my son, to answer this question.
481	Capitol Hill E.S.	I have not seen much in the way of TAG services at our school. What I have seen is just a different homework set given but no special assignments or opportunities to work with TAG peers. / We do the TAG testing and write a plan to challenge the kids but I have not seen anything specific enacted from the plans written .	Possibly write a challenge plan and see it through with updates from the teacher.
632	Capitol Hill E.S.	In general, the teachers my daughter has had (at Capitol Hill) have supported her TAG designation with work targeted to her reading level and that supports her perspective on school.	I would say that at Irvington, where she attended before, there was not a support system for TAG as much as there is at Capitol Hill, but in neither school is there a space set aside for TAG kids to be with their peers and to engage in games or activities that stretch their understanding of subject matter. I was a TAG kid and I remember enjoying leaving the regular classroom to be with the other 'geeks' because we were finally able to pay attention to what we were working on. Our more-advanced questions were answered, the teachers had more patience with us, etc.
650	Capitol Hill E.S.		
662	Capitol Hill E.S.		
748	Capitol Hill E.S.	Awareness on the part of teachers each year to try to give extra work and have higher expectations for my child.	Would like to see the higher level of work take place in the classroom more often, not just extra assignments outside of class. Better follow-up throughout the year.
854	Capitol Hill E.S.		I believe that the school should have a meeting to communicate what I can expect as a parent of a TAG student. I have no idea what resources are available to us. I also believe there should be some "pull-out" additional instruction for the TAG students.
1010	Capitol Hill E.S.	TAG work at home during 1st grade was challenging and enjoyable. It was homework beyond the standard homework but more free form and thinking. In 2nd grade, there was nothing. The inconsistency and lack of challenge then had a negative affect on our child. He responds best to being challenged and, while it doesn't need to be tons of extra work, we do believe that it is necessary to work outside of school hours to reach the academic goals we should all have for our children.	TAG shouldn't be teacher driven but instead based on the grade level and child's needs. It almost needs to challenge the kids. Not to the point that they burn out on homework but instead too offer an alternative to just home worksheets, instead creative and more thought provoking activities that relate to their talents.
1153	Capitol Hill E.S.	There have not been any TAG services to date.	Services are too dependent on the individual teacher. My daughter's teacher evaluated her as average to below average in academic performance as a response to my request for TAG service. This happened at the start of the school year - my daughter was only identified as a TAG student in the previous spring. I'm pretty sure her academic capability didn't decline over the summer. / I would like to see a program like Capitol Hill - Walk to Read program done for Math as well.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
115	Cesar Chavez School K-8	There are no TAG services. I have two children, one of whom asks me "when does TAG start" sometimes. The youngest one has had no modifications to his instruction to accomodate his rate and level of learning. The only thing he had was a brief pullout (something like 2 hours a week for 8 weeks) a year or two ago. That's it. The older one has been advanced in math, which I think frankly would have happened without a TAG plan, because of his math teacher pushing for that. And he had a good experience last year, because of that particular teacher. But in general, he is doing the same work at the same speed as the other kids. And he hates school, and is bored. That is a sad situation.	TAG is dependent on the teacher. In our school, there are so many kids behind, that the quicker kids get ignored in favor of focusing on bringing up lower kids' scores. / / We need something that is structured and system wide. It should not depend on the school, the principal, the teacher. And as a parent, I don't want to constantly bug the teacher about this. It's not my job, and frankly makes me feel like I'm burdening someone who is already working hard. My kids should be in more advanced reading groups and math groups than they are. I sat in on my son's reading group several times a couple of years ago, and it is WAY slower and below his ability.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
237	Chapman E.S.	Survey doesn't not really apply, my child was just identified this past spring, so this will be our first year (upcoming) involved.	
259	Chapman E.S.	As a parent, I feel in the dark about the acutal TAG services. MAYbe she gets an extra challenge problem here or there, but I've never seen a specific TAG plan for my child.	Let parents know what TAG services are being offered.
304	Chapman E.S.	I believe it is a great tool to identify TAG children and to set high expectation for the students with great potential and talents.	The current "TAG" program seems to stagnate after the test to identify the TAG students. I strongly feel the program needs to do more and better job. Instead of leaving it up to the regular teacher, who already has too much responsibility to meet daily tasks for his/her class, there should be separate instructor(s) and classes set aside for the students in the TAG program that can nurture their potential, challenge them academically, and guide them to advance and excel.
321	Chapman E.S.	Neither my wife nor I could think of anything	The sense I have is that the TAG program is essentially a window dressing to make parents with TAG type children believe that, with these additional opportunities, they are getting an education closer to that received in the private schools, and will prevent them from pulling still more talented children from the public schools. However, other than the fact that mychildren are identified as TAG I can think of nothing that has been different for them. It has been a disappointment. /
357	Chapman E.S.	As far as I can tell, TAG services consist of the teacher accepting the additional homework I come up with. I'm actually a bit angry that I'm the one who has to be responsible for making sure my child is learning math.	As far as I can tell, TAG services consist of whatever the parent has the time and energy to come up with.
408	Chapman E.S.	I can not think of any positive aspects of the services my child received, in third grade, at Chapman school. The third grade teachers did place some folders in the hall outside the class room, with extra work my child could chose to do at home. / / When my child was in second grade, the teacher was significantly more invested in my child and accordingly, my child benefited from that teacher's work with my child.	In my experience the teacher is key to meeting the academic, intellectual and emotional needs of the TAG child. I expect that the third grade teacher was simply too overwhelmed with the large number and variety of students in her classroom and accordingly, she was unable to meet the needs of my child. / / I don't think it helped my child to be grouped with low functioning children or children who have behavior problems. I wish the teacher would have responded when I provided suggestions that the teacher could have easily implemented to help my child. / /
521	Chapman E.S.	What TAG services? While they test kids of TAG, we've been told there is no TAG funding for programs, so I'm not sure what "services" you are referring to. The school has a " TAG plan," which is essentially that the teachers/administrators will develop an individual plan for each TAG kid, at the request of parents. But the individual plans are quite casual and there are no special services or activities for TAG kids as a group (no TAG classes or enrichment programs). The rest of the school's TAG plan is simply a description of one's rights and other procedural considerations.	There really aren't any "TAG services." Our daughter's (excellent) teacher made her very best efforts to make adjustments in the standard curriculum to provide greater challenge and learning opportunities for our daughter, but the teacher had 27 kids and no assistant, so there's only so much she could do (or we could expect from her). Her math enrichment plan consisted of sending our daughter into the hallway without adult supervision to do accelerated math worksheets. Any enrichment our daughter received was what we as parents provided her after school (after-school science and art programs, self-paced work on Khan Academy.org, etc.) .
600	Chapman E.S.		
780	Chapman E.S.	My child was identified as TAG in February 2012. To my knowledge, he has not received any TAG services since he was identified. I believe he should have a TAG plan but this has never been discussed or shown to me. His new teacher for the 2012-2013 was not aware that he was TAG, she learnt it from us the day before the school started. As far as I am aware, there has been no TAG related activity in the past 7 months.	Parents should meet with the child's teacher once the child has been identified and work together on a plan to address the child's educational needs. If TAG services exist I have not been made aware of them. My current impression is that there are no TAG services at PPS outside of the ACCESS program.

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788	Chapman E.S.		I find that my childrens' teachers don't even know that they are TAG until I tell them. I don't see the teachers individualizing lesson plans or projects for the TAG kids. The only TAG service I've seen provided to my children is advanced reading groups. My observation in the classroom is that the majority of the teachers' efforts go toward the kids that are either ESL or slower than the rest, and the TAG kids are left fendng for themselves. My TAG students quite frankly are bored in class and need more stimulation. I think PPS has an adequate vision for the TAG program, but it isn't being carried out at the classroom level.
791	Chapman E.S.	There are no TAG services available.	I would like to see TAG services implemented at Chapman.
795	Chapman E.S.	My child has been TAG identified for 5 years. During this time, TAG services have been non-existent. Thus, I have no positive comments.	TAG services are non-existent at Chapman Elementary School. The only differentiated teaching my child receives is if I badger my child's teacher. And even then, if I don't keep reminding them to differentiate the teaching, it doesn't happen. Teachers should have a plan in place on the first day of school and communicate to the parents to explain, specifically, how they will be differentiating teaching for TAG students.
907	Chapman E.S.	TAG has little meaning in PPS. Furthermore, weak educational standards and expectations plague all students in the system. Once a child has met the benchmark there is nothing for them to do. Instruction in Science and Social Studies is not intentional nor a part of a larger scope and sequence. Many children in PPS would benefit from an investment in programs which encourage Inquiry based thinking and instruction.	TAG services would be greatly improved by a meaningful adoption of the National Core Standards in all subjects. PPS needs to realize that is has dumbed down its standards and it is far behind school districts across the country. An examination of NAEP data would show how Oregon is falling behind - only the Bridges Math curriculum materials seem to on par with other districts across the country.
1007	Chapman E.S.		TAG students should be able to meet in small group settings so my child would have the opportunity to work with other students in his comprehension level to meet academic needs. Emotionally, it would be great if teachers could devote a little time each week to talk about issues that are happening in the classroom and/or school. Ideally, it would be a safe place for students to talk about issues that arise in their world -- be it at lunch or recess or after or before school. I do not believe the guidance program at Chapman achieves that goal -- students do not see the counselor often enough to establish a rapport and comfort level to share any problem they may have. Classroom meetings would address the needs of the whole child -- approach problems in a holistic way and support the classroom community.
1009	Chapman E.S.	Many of these questions refer to TAG Services, which makes the questions difficult to respond to accurately. It is my impression that there are no TAG Services provided by the district beyond the ACCESS Program. Each of my children's teachers tries to differentiate the assignments, but rarely is my child challenged in a way that significantly challenges him. The social and emotional benefits of being in a neighborhood school far out weight the benefits of a stand alone program for my child. Chapman is a wonderful school and there have certainly been great learning experiences. Project based learning seems to provide the best opportunity for differentiation, for example. School, however, would certainly be more interesting to my child if he were challenged more.	I have noticed that having at least a couple of other students who are academically motivated in his class is a real benefit to my child. It also makes it easier for the teacher to give challenge assignments when more kids are interested in doing them. Math, in my view, is the biggest issue for TAG students. I think the the curriculum is great for most of the kids, but it doesn't provide many opportunities to work at a faster pace. I understand the benefit of a diverse learning community, but do think some of the students would benefit from faster paced, more challenging math, in addition. Some teachers are excited by the challenge of meeting the needs of TAG students in a regular classroom, but without strong district leadership and policies, I don't think we can even call it a TAG Program at this point. Differentiation is a standard practice, but with out guidance on how to best differentiate for TAG students, there isn't really a TAG Program beign implemented. It is dependent on individual teachers. I think there are more opportunities for academic challenge at the Middle and High school levels, but I don't think TAG has much to do with it. Right now it seems that TAG is just a notation on the child's record that helps the teacher realized that this particular student might need some

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1044	Chapman E.S.	None	TAG services do not exist at Chapman. The only way our child receives TAG services is if we continuously request them from the teacher, and even then don't really begin until several months into the school year. Every teacher we've had has acted like we are difficult parents when we ask for TAG differentiation. And every teacher complies only after receiving constant requests from us.
1094	Chapman E.S.	It has helped to have my child have the TAG designation, as she exhibits some of the challenging behaviors of many gifted students. We had some trouble with this last year, as the teacher took a little while to coordinate with me about this aspect of her learning. Once we developed some strategies together and a consistent approach between school and home, my child really did well. The teacher really worked hard to develop differentiated instruction for my child and a few others in the class who were at her level. The TAG coordinator also was extremely helpful in working with me to get her what my child needed from the classroom. This year, it is a little early to tell how things will go but already I think the teacher is receptive to working on this.	I do wish there were more services for TAG students. When I was a child, I really benefited from small enrichment groups that were offered as part of the TAG program. I realize this is probably too expensive, and that the goal is often mainstreaming for varying educational needs, but honestly it is really a lot to expect from a classroom teacher at the elementary school level to differentiate the instruction for all those kids adequately. I don't believe in removing them from the mainstream school (ie ACCESS academy) if the child can manage OK with some basic behavioral strategies in the regular classroom, but it would be so helpful if there were a little more support for these kids--and their teachers!
1119	Chapman E.S.	There has been some attempt to provide breakout activities but they seem to be infrequent and do not have communicated objectives or coordination with parents.	More frequent and more structured activities tied to specific developmental or learning objectives would help along with regular interaction and communications with parents.
1127	Chapman E.S.		
1129	Chapman E.S.		The program must be clarified for parents and students and more specifically tailored for individual student needs. In general we find PPS TAG program to lack vision and broad based understanding.
1130	Chapman E.S.	I am not sufficiently aware of the TAG services to weigh in.	I guess having a 1:1 discussion with the teacher to discuss the student's profile w/in TAG context AND what services are provided to address that profile.
1154	Chapman E.S.	Services have been pretty neutral, neither positive or negative.	My daughter will probably only push herself to the extent the teacher is pushing the entire class, as she is very social.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
7	Chief Joseph E.S.	NONE	I'm sorry, but there needs to be MORE tracking and more pull-outs. This seems so unfair to ask of already-overworked teachers, but it's ridiculous to ask my 6-year-old, who is already reading the entire Harry Potter series on her own, to spend the vast majority of her classroom time working on her social skills. / / We are only in 1st grade. We have not moved my daughter out of our neighborhood school yet, because we did feel that at least for the first year or two, it's better for her to feel comfortable socially. But this will not sustain her forever. We are providing the maximum amount of after-school "enrichment" at substantial expense to ourselves. We looked at ACCESS last year, and had serious concerns about the feel of that program - the segregation, the whiteness - but we will not rule it out if our daughter continues to be made to wait for the rest of her overcrowded class to catch up to her while her teacher struggles to "bring up the bottom." / / You could additionally 1. lobby hard for funding for the TAG mandate; there is a strong argument to be made for this; 2. do away w/ the "building plan" and go back to individual plans, although again, that would be oppressive for the teachers; 3. expand the ACCESS program so that it has its own building (take Humboldt
80	Chief Joseph E.S.	We are new to TAG -- our daughter having just been identified last Spring. I'm unsure as to the TAG Services provided at Chief Joseph aside from adding a few "challenge" pages to her weekly assignment packet.	Schools should use an initial screener which shows the individual strengths and weaknesses of the student. This would help to provide teachers with specific information on each student, allowing them to create meaningful lessons for each student.
332	Chief Joseph E.S.	My child was invited to apply to ACCESS Academy after she was tested for TAG. She was accepted at ACCESS. I appreciate the fact that PPS has such a school for highly gifted children.	My daughter was tested for TAG in December of her kindergarten year. Nothing changed in the classroom after she was identified as a TAG student. Kindergarten teachers need to be better trained in meeting gifted students' needs. As a result of her academic neglect, we chose to enroll her at ACCESS instead of remaining at her neighborhood school. My daughter, as a six-year-old, strongly advocated for herself, asking to please be allowed to go to ACCESS.
356	Chief Joseph E.S.	I'm completing this survey 2 days before school starts, so my answers reflect my experience last year, in 2nd Grade, with Ms. Brenan at Chief Joseph. My child's TAG identification notification came in the spring, so there were less than three months of her being identified as TAG. Honestly, I saw no difference in her education after the letter came--because Ms. Brenan was tuned into her needs and gave her different work all year (in fact, it was Ms. Brenan who suggested that I have her tested for TAG). Because of this teacher's excellent skill, we had our best year yet and my child flourished. I am hoping that the TAG designation will allow me to insist that my child's needs are continuously met, even if the teacher is not as tuned-in or skilled in future years.	I wonder if the testing process could be improved. My daughter told me that during the last part of testing, she realized she was missing a classroom activity she enjoyed, so she quit and went back to class. The proctor allowed her to do this. In her test scores, one area that she normally excels in showed "less than 50%". I wonder if that's because she didn't finish the test. Again--I'm not sure this is the case, but it might be worth looking into.

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402	Chief Joseph E.S.	Given the circumstances, the my child's teachers do a good job trying to meet the intellectual needs of the children in their classes, whether they are TAG designated or not.	The TAG program in PPS seems to be nonexistent. Children get "identified" and tested, but that seems to be where it all ends. The teachers I have talked with try to meet the needs of all kids, regardless of TAG designation. In effect, the process of testing children for TAG designation is a waste of time and money for the schools, the teachers and the students. If the school district really wants to help the kids who are TAG designated, move beyond just those with TAG designations, but also those with truly above average skill levels, and push all of those kids academically. There are too many children in PPS who are extremely intelligent, but are being forced into mediocre classes, where excellent teachers have to teach everything from remedial to extremely advanced, all at the same time.
433	Chief Joseph E.S.	I'm hardly aware of anything that's special about the TAG program. Nothing has been made apparent to me.	What exactly is out there? I have no idea at all.
563	Chief Joseph E.S.	My daughter hasn't participated in anything as far as I know as she was just tested last Spring. I'd like to know more about what to expect. I have heard nothing outside of the letter I received accepting her into the program last March or April.	Provide more support and challenges to my daughter and similar kids or at least as much effort/resources that are spent on the very low performing children. Otherwise, the public school system which is designed to provide a good education for everyone will achieve only mediocrity and fail to help our advanced kids become exceptional.
692	Chief Joseph E.S.	1. My child's teacher last year, Dayna Strozinsky-Hasart, went above and beyond by engaging the services of a volunteer (a friend of hers) to do higher math with my daughter and 3 others who were working well above the rest of the class. / 2. The presence of Educational Assistants at Chief Jo since we started there in 2007, have made it possible to offer small group learning that better meets the needs of TAG students. This is threatened now, however, with the loss of Title 1 funding for this school year. / 3. Our school's principal consistently strives to find community resources to support the learning of all students at Chief Jo. I believe when the struggling students are helped, it helps the TAG students, as the teacher can then spend some time/effort providing more challenge for them.	Decreasing class sizes is probably the number one way TAG students (and all students) can be helped. My husband and I do worry that my daughter isn't being adequately challenged, and has already learned, at age 9, that things are very easy for her. If she were challenged more now, she'd have a better educational future. We are considering Saturday Academy to provide this, but it is expensive and takes up precious weekend days. /
880	Chief Joseph E.S.	I believe that is good that annual testing is done so that my child was identified as TAG in reading. I believe he was assigned a higher reading group.	I would like better communication with the parents about what TAG activities my child is participating in regularly. I do not feel that I know how my child is being challenged outside of the normal classroom curriculum. Last year, he would blow through his homework quickly, and I had to sign off on 20 minutes of reading a day, just like every other student. There was nothing else that came home, other than notices of special meetings that were global while learning about TAG. I was not able to get to these meetings, and never got the information that resulted out of those meetings. / Children with challenges have special IEP's why not something similar for TAG kids. Regular feedback on my child would be a helpful way to make sure he was challenged and that I was backing it up at home. Or if I had a special meeting that took place in addition to the bi annual conferences, that was meant to specifically address TAG, that would be great. Or Quarterly parent meetings meant for just parents of TAG kids at our school, so that we could identify with how the program helps.
978	Chief Joseph E.S.	None to date, as this is only the second week of school.	There does not appear to be any TAG services for lower grades.
1016	Chief Joseph E.S.	Last year he seemed to be participating in a program that met his needs.	More communication with the parents. I never received any communication regarding his participation/activities/achievements/areas of improvement. The only things I know about his experience came from him -- a 6-year old.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
49	Cleveland H.S.	At the high school level, he's had the opportunity to take many classes that meet his needs and his interests.	'I'm someone who believes that TAG creates more problems than it solves by emphasizing the 'maladaptations' of the TAG child. Nearly every piece of communication has been about how 'special' TAG children are. Yes, their needs may be different, but so are the needs of every child. I say this as the mother of two identified children and as a former TAG student myself. My kids have always had the opportunities to interact with a wide variety of peers, and I worry about our continued focus, as a district, on the 'differences' that these kids present.
79	Cleveland H.S.	Since she became a TAG student at Llewellyn there hasn't been any TAG program in place (outside of when she was in grade school)	At Cleveland HS they have the IB program, which seems to be the TAG program offered. Beyond this, there really isn't anything indicated or offered. Although I am loathe to offer up the notion that offering a student more work would be an equivalent to having a TAG program in place, or classes that would be considered TAG.
91	Cleveland H.S.	I have not experienced any positive experiences associated with the TAG designation in PPS	The program might actually be implemented for starters. I have never experienced a single teacher who has actually developed a plan with me and my child. / Also, teachers could be educated about the dangers of ignoring the needs or TAG students (drop out rates, depression , boredom) / Finally, teachers consistently give MORE work, not higher cognitive work to tag students - that is criminal.
131	Cleveland H.S.	After 3 years in high school, found out there were funds available to use each school year...	What services?
141	Cleveland H.S.	To be perfectly honest, at no point has anyone explained to either me or my child exactly what TAG means, and what services are available. I frankly have no idea how being a TAG student effects his curriculum.	My son's freshman year at Cleveland High School was challenging in many ways, but the biggest failure that I experienced as a parent, was the feeling that I wasn't doing enough to keep him enthused about his education, and dedicated to doing the kind of work that I know (or at least that his test scores indicate that) he's capable of. If the TAG program exists as a kind of means to that end, then I'd like to actually know a little more about what services TAG has to offer... or what services it's supposed to be offering.
144	Cleveland H.S.	I am unaware that my child actually receives any TAG services. Neither a teacher nor my student has mentioned the word TAG since she started high school.	I statement from Cleveland identifying the role of TAG identification in the curriculum, scheduling etc. would be helpful. I didn't even know there was TAG in high school.
195	Cleveland H.S.		Have not been aware of any changes in instruction related to TAG either in middle school or high school. TAG seems primarily to be in name only. Only in elementary school did I see a focused effort to provide additional learning opportunities.
214	Cleveland H.S.	My son will be a senior in high school so the TAG program as such has disappeared. In elementary school, it was of great value but little heard of since the 5th grade. Cleveland's IB program provides the challenge and rigor that he got from TAG.	There appear to be no TAG programs for high school students.
217	Cleveland H.S.	I'm not really aware of them other than how it seems to me that he just needs to complete additional assignments for a higher grade/level.	It would be nice if such services were more creative in design vs. more of the same. One IB class, the name escapes me at the moment that addresses different ways of learning and knowing in an example. Help with outside placements, like job shadowing or mentoring opportunities would be cool. There is a requirement for this but know real help in finding the the placements.
234	Cleveland H.S.	None	My daughter has been identified as TAG for almost her entire schooling with PPS - and she has never received any TAG assistance or attention. None, zero, not any! It's a good thing Cleveland has an IB program.

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235	Cleveland H.S.	As a senior in HS, the IB program has served her needs well.	
258	Cleveland H.S.	My child is almost finished with PPS (she's a senior at Cleveland) but I have to say that TAG services have been basically woeful throughout her PPS schooling. She has had some fabulous teachers at Abernethy, Hosford and Cleveland, and those teachers, along with the IB program at Cleveland, have seen to it that she has been challenged in school. I am a big believer in the importance of public education, and the idea that all kinds of kids should be taught together, but if it hadn't been for the enrichment we have been able to provide as a family, and those aforementioned teachers, my kids' (I have another former TAG student who is a junior in college) education would have been pretty average.	TAG needs more money, more autonomy, and more District support.
308	Cleveland H.S.	He has had a few teachers over the years who have extended the curriculum for him. In elementary school, it was mostly a meeting in the beginning of the year to let you know about TAG and then nothing else for the remainder of the year. His first grade teacher used the resource specialist for the advanced readers instead of remedial work for the lower end, which was very nice; made first grade worthwhile. Second grade teacher had a parent take a group to work on advanced math concepts. She had Saturday Academy come in to do a microbiology course, but we had to pay for it. Only in fourth grade was my son really bored with school and complained about going over the same things again and again. My son is also very interested in sports and music. / / His middle school music experience was a highlight and extra curricular sports activities kept him busy. He was also able to take algebra in one year and geometry in eighth grade, but science was not that interesting for him in middle school. Again, there really wasn't a plan for any special achievement, although his eighth grade block teacher expected a lot from him. / School has always been easy for him and some teachers did a better job of challenging him than others. / / In elementary school, we had an	I do not believe there is money in the budget to really meet the learning needs of TAG students, although many teachers try. I'm not sure money should be spent on a "TAG" program. Ideally, if you are going to spend the money and time to test children and put them in a special category, I would like to see separate, more challenging classes in neighborhood schools for these students. Otherwise, just have the classroom teachers try to extend curriculum for every student and don't place them in a special category. My child did not want to go to a special school across town; he wanted to go to his neighborhood school, although it would have been nice if he could have learned a second language, or had more advanced classes. / / Cleveland High School has the IB program which has proved to be challenging, but unfortunately, the rigorous schedule doesn't really start until junior year in high school. I would have liked to see IB classes start earlier in their educational journey. My son has varied interests and Cleveland does a good job of providing (as much as they can, considering the budget) a variety of electives. In fact, my son is not doing the full IB program because he did not want to be tied down to the electives he would have to take if doing full
346	Cleveland H.S.	Did not know it was still around so cannot comment anything positive about it.	Over the years we have had to ask if she is even in and is there a TAG program. It really has not demonstrated any effort to improve her school experience as I am not even aware of its still being in use. This survey is the first information I have received about TAG in a very long time. I feel it is a waste of tax payers money to have a program that does not appear to do anything, for that matter even exist. It did mean extra work for her in middle school, but no feedback or info. High school, I have not even known it was in effect, so what happened to TAG?
361	Cleveland H.S.	ii is better than a poke in the eye with a sharp stick. I get that it is an unfunded mandate but I answered do not agree or disagree to most questions because I have never been communicated with regarding TAG services and to my knowledge she has never received any particular services based on her identification as TAG. She has had instruction tailored to her strengths and needs because she has had some quality instruction from dedicated teachers. But I cannot emphasize enough that this is not a consequence of her identification as TAG.	The assignments cannot just be more. That is the fall back for most teachers. it needs to be more challenging not more work. Honestly during a typical teachers instructional time and prep time the emphasis has to be on struggling students. For teachers to create several tiers of instruction is very challenging and I really do not see that the TAG program has been able to support the teachers in helping them to create these kinds of learning environments. Teachers do it but I do not see that that the TAG program has necessarily facilitated that work.
370	Cleveland H.S.	I am not aware of any TAG services at the high school level, although at other levels I filled out a one page form once a year. Cleveland does have the IB program, but my TAG student is not old enough yet and needs counseling on how IB might fit into her learning style and career plans.	In high school, it would be good for each counselor to call in each TAG student for about 10 minutes once a year to discuss how their needs might be met with the high school's offerings. Right now forecasting does not involve any personal discussion--just parents signing off on the paper and the counselor checking that prerequisites are met. My older non-TAG student has been much more successful in high school because he had his own ideas, directions, and constantly sought out advice on his own.
412	Cleveland H.S.	Nothing to describe, as he gets no TAG services...	Start actually doing it.

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437	Cleveland H.S.	In elementary and middle school years, teachers encouraged my daughters' independence and responsibility of self-learning; particularly motivation and achievement.	The TAG services should identify and separate a "gifted learner" from a "bright student." My three daughters (triplets) were identified as TAG students but I feel only one was qualified as a TAG student. She tested into the 97th percentile and she exhibited gifted learner behaviors. PPS TAG services should not make any exceptions for the qualifying criteria and specifically require passing a nationally recognized test for gifted learners. / / "Bright students" impeded the gifted learners' progress.
444	Cleveland H.S.	At the high school level, I don't really think my child receives much in the way of TAG services. Fortunately, she attends a school where she can take advantage of accelerated learning opportunities through the IB program.	I think that this is difficult with the underfunding of our schools, but it would be nice if all teachers were aware of students' TAG status and made an attempt to communicate with parents about how the instructional environment is working for the student (is the student stimulated, bored, challenged, etc?)
449	Cleveland H.S.	The IB courses at Cleveland High School have provided her with mostly ample opportunity to be challenged and to have her needs met. Also, the ability to transfer into that high school in the first place helped with meeting her needs. This would not have happened at our neighborhood high school and the supposed high school redesign has not changed that situation.	We have had several issues with her schedule this year. The school was well aware last year that she would be taking a Spanish class at a local college this year because the school can no longer accommodate her language level. She specifically requested early dismissal in forecasting to accommodate this and instead got the opposite schedule (late arrival). It would be helpful if they gave TAG students in these situations, priority for certain classes to accommodate these schedule modifications.
452	Cleveland H.S.	Both of my children are doing well in school and we are pleased with their teachers. I am not aware that any of their success is due to TAG. Minimal support while at Sellwood since Mr Newsome left. Now at Cleveland, there are enough programs to keep them successful and engaged and we have had no TAG input or information. We are very pleased with the Cleveland administration and teachers. Not sure how TAG fits in there...	Unsure. By High School, it is really up to the student to take an interest and be motivated to take advantage of the many options. Our oldest is a senior and fully invested in school and doing well. That is all her own motivation and work.
473	Cleveland H.S.	Because Cleveland HS has a full IB program with IB/AP level classes available to all students (even to those such as my child who is not interested in nor enrolled in full IB diploma track), the needs of TAG students can be met. If these IB classes were not available, it would be a very different and difficult situation. / / At Cleveland, the TAG students self-identify by going into the IB classes or signing honors contracts for freshman academy classes, and have a natural peer group of students also in those classes. /	Unfortunately, the K-8 model is very difficult for TAG students at the junior high/middle school level. True middle schools such as Hosford offer electives that can be interesting or challenging (computers, robotics, ceramics, band), several languages, a more difficult English class and high school level math classes for high school credits...wonderful!! / / Those TAG kids stuck in a K-8s building are treated like elementary school kids in terms of behaviors, responsibilities, changing classes 7 times per day, dealing with seven different teachers, and in many other ways. Thus most of Portland's current model does little to prepare them for a full-on challenging high school experience. Most often elementary schools that go to eighth grade have administrators who are elementary specialists y both training and by preference, and are not fully in tune with the needs and developmental challenges of middle school, especially the TAG kids who out grow the elementary model quicker.
483	Cleveland H.S.	None that I know of. She has been offered no services, except for the opportunity to be in Honors classes, which is different, and in my opinion, not significantly challenging for her.	Frankly, I doubt they can. Since my daughter was identified in TAG in kindergarten, she has never received any TAG services: none whatsoever. Even when we repeatedly requested teachers provide them, This was one reason I chose to homeschool her for several years. / / If TAG were serious, they would have regular TAG meetings with eligible students to identify their interests and strengths, and then they would help teachers to create independent opportunities for those kids to develop those interests further. For example, my daughter is seriously working on a graphic novel. She should be able to get school credit for this project, and perhaps some opportunities for input from her teachers on this.

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495	Cleveland H.S.	We haven't recieved anything from the program, so there is nothing to describe.	My daughter has been in TAG for 4 years and we haven't recieved any information about the program since she was first enrolled. She has not recieved any special assignments or instructions from any of her teachers since that time. She is currently taking IB courses, and plans to get the IB diploma from Cleaveland High School which we think will benefit her in the future. Based on this experience, my daughter has not gained any benefits from being identified as TAG.
533	Cleveland H.S.		The only time I have asked for accomodation for my child, who was bored in her leveled Language Arts class, I received conflicting information from the counselor and vice principal and the issue was not resolved to my satisfaction.
553	Cleveland H.S.		Instead of just giving my child extra work, he should be given interesting, engaging, self-motivating work.
557	Cleveland H.S.	In elementary school a few of my childs teachers seemed to adjust their approach with my child due to being identified as a TAG student.	My child has had very little TAG services provided. I did not see anything done differently with the TAG students.
620	Cleveland H.S.	When working with a teacher who	
641	Cleveland H.S.	Services at Cleveland are absent. It is left to us to try and figure out an academic plan for our child. Last year was the first year ever that our child displayed a true distain for learning. Our child is a senior this year. It was frustrating to see an avid learner become cynical about school work. The school has not challenged him/her in the least. It will be good when this year is done and he/she moves on to college. We have worked hard to keep him/her engaged.	Create a TAG program for high school aged kids. It does't exist. Aspect of Cleveland have been fine but it was a mistake for us to send our son/daughter there. Our due diligence was weak and that was our real mistake.
697	Cleveland H.S.	I don't believe he has ever received specific TAG services since being identified in the primary grades. / / Teachers have too much on their plate. / /	Better funding. / / More advanced Math classes at the middle school level. / / Foreign language opportunities at the middle school level. / /
703	Cleveland H.S.		While it is pleasant to imagine that a TAG-identified child will enthusiastically avail herself of (optional) TAG services, I think that is unrealistic (to put it mild). My experience with the TAG program is that it is up to the child (!) to develop a program of study "with the teacher" that goes more deeply into the class material and is more challenging for the student. While this may happen for some students, those that are already bored and not self-motivated (or negatively motivated because they do not want to be identified as standing out from the other students) will not become involved. As a parent I am loathe to demand more attention for my student when the teachers are so over-worked. Yet, if the only students that get extra attention are the struggling and/or problem students, then we are neglecting to develop a great deal of potential in our TAG students, especially those that do not have support at home. TAG services must be proactive, and reach out to these kids, and necessitate that they be involved in a higher learning level with great demands, more learning how to research, brainstorm, understand opinions AMONG THEIR PEERS.
806	Cleveland H.S.	Our household does not receive information regarding our students TAG available options. She has been in TAG since first grade, and now that she is in grade 11, we have had only two teachers throughout that time offer TAG services or programs to her.	Offer TAG schedules to parents, and make students and families aware of the available programs.
939	Cleveland H.S.	Both Winterhave and Cleveland and been very good about offering info nights to parents of tag kids.	
1005	Cleveland H.S.	None. Have not once heard from a teacher or staff member of how TAG is responding or helping my child	TAG needs to exist at the high school level, it barely does. There is a meeting in the FALL about TAG, but nothing is ever done. Not pleased with this aspect of Cleveland HS. My son is enrolled in the IB program and as a parent this is what we have helped our child achieve to assist in him having a higher level of learning. However, the IB program is the same for all students whether you are TAG or not.

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1065	Cleveland H.S.	I am unaware of any TAG services my daughter has been receiving. She tells me she has been receiving none.	How about we start with the school contacting TAG parents and letting them know what the TAG services are in the first place and which can be fit into the student's schedule? This was clearly done in elementary school (Glencoe), and as my daughter attended basically a TAG middle school (DaVinci), extra TAG services were a moot point. At Cleveland my daughter has had a difficult time thus far and is on a 504. A clear TAG strategy and approach may have helped her up to this point, but even after speaking with Ms Valder last year and giving her my daughter's name and reminding her of her TAG status, I am still unaware of any TAG strategies, plans, offerings, etc.
1081	Cleveland H.S.	Too early to tell - I have a freshman.	Many kids need a chance to socialize with others who learn differently. This isn't about being smart or quick. Many kids by high school hide the TAG abilities. It would be nice to have a low key way for these kids to interact, not necessarily in a high powered class. Most of the fun of high school is finding others who are simpatico. Kids who learn differently can really benefit from this support.
1095	Cleveland H.S.	None, because I don't believe there have been any specific TAG services.	Actually have some. As the year's have gone on, the curriculum has been "standardized" erasing any specific difference TAG might have made at one time. At the same time, I believe the curriculum has been "dumbed-down", making things even worse for those with TAG designations.
1113	Cleveland H.S.	The best TAG involvement was at the elementary school level. Buckman Elementary and Winterhaven Middle school both attempted to engage the high level student and create understanding for the quirky needs of a highly gifted yet highly unorganized and hand writing challenged student.... / services diappear and available services become less evident as the student ages and moves from Middle school and even less in High Schools.	A very difficult goal to effect when looking at larger class sizes and more overcrowded teaching schedules. / The goal to create higher level stimulus and assitance to higher level students is a worthy one but shouldnt LIMITED resources for individual attention go to the students who are in most need and danger of failure???
1149	Cleveland H.S.	In grade school they got to go on a field trip and they got to take an orgami class for 4 weeks. She said it was fun. In middle school they got to meet with the principal for some period of time and I think many of those meetings were cancelled because the guy was to busy.	I think it would be a better to ask, when the district, teachers and union will actually start providing TAG services in the district and hold teachers, the union and the district accountable to teach kids to level they need. Please note, if you spent one penny of TAG money on the survey or the mailing to parents, then you have already shown that you have yet again missed the boat.
1158	Cleveland H.S.	For the most part, TAG services have been non-existent throughout my son's education. Because he now attends Cleveland and has access to I.B. level classes, the course work has risen to a more appropriate level of challenge.	The extreme amount of homework resulting from cramming more curriculum into a shortened number of hours detracts from the overall educational experience. My son is fully capable of understanding the intellectual content of the curriculum, but spends an inordinate amount of time on homework, negatively impacting his social and family life. Most weeks, he spends at least 5 hours per night and 2 full weekend days on homework. (He has chosen not to take the full IB program, but must still meet nearly all of the same requirements in his IB classes, and is subject to the same level of homework. The only other choice is to take classes that are too easy for him.)

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
206	Creative Science School K-8	Nothing positive. He has had four years of NO services.	Identified TAG in 2nd grade. For 4 years the only thing offered has been a catalog for expensive classes at Saturday Acedemy. He has received absolutely nothing whatsoever in school. He strongly considered leaving public school for online charter school this year. CSS has great teachers but TAG has been an extremely disappointing program. / / If PPS wants to keep excelling students from leaving the system altogether there needs to be some kind of cohesive plan. I have been extremely frustrated.
215	Creative Science School K-8	Our school has a building TAG plan. Some teachers have been able to individualize the learning for my child's needs.	Since we have a building TAG plan, teachers seem to take the approach that they don't think my child (or others) need to have an individualized plan. However, not every teacher has been able to adequately get to know my child and identify her strengths and methods for challenging her to aspire to do her best. My child will meet expectations easily but if expectations are set low than that is what she will strive for. It would help if teachers didn't feel overworked and that it is a hassle to individualize the way that they work with each student to help each child thrive and meet their individual potential. It would be helpful if teachers would specifically ask AT THE BEGINNING of the year how best to work with each student, but particularly a TAG student who may need something beyond teaching to the lowest/middle common denominator.
236	Creative Science School K-8	The result we've had is that the teachers know what to expect from our child and we feel they have a better understanding of our child's abilities.	There should be outside resources available to TAG students, opportunities to go above and beyond in specialized areas of interest, and more importantly, to meet LIKE MINDED kids. Our TAG student would thrive with the opportunity to work on individual projects, not collaborative efforts. A lot of TAG kids are introverts.
339	Creative Science School K-8	I find it difficult to comment on "TAG services" due to the lack of services. I feel my student's teachers try to offer opportunities for extended learning however with the wide range of learning abilities they are faced with in their classrooms and the heavy importance placed on supporting students not meeting benchmarks they are not always consistent in their efforts. I feel it is grossly unfair to have the level of differential instruction I have witnessed be solely the classroom teachers responsibility.	I'm not sure how services can better meet my child's needs. I chose CSS because of the constructivist classrooms and their ability to organically create an environment where my son could push himself in his learning and be exposed to bigger ideas as well as become a creative thinker. If he was in our neighborhood school I feel like we would be requesting more individualized TAG services.
350	Creative Science School K-8	The services are almost non-existent so there's little to describe. He get's more interesting work to do on his own. That is so far from what he needs.	Provide a learning environment the meets my child's abilities. That has never happened.
353	Creative Science School K-8	Hello, / My son has completed 2 years as a TAG student. To the best of my knowledge absolutely nothing has been different with this label. I am not aware of any opportunities or differences in my child's education than any of the other students.	I would love to have any small amount of extra work or challenges for my child to be able to really stretch his brain. I think he could be doing more. My son is on the verge of being bored with school work. It is at his level 80% of the time, I feel he could really be encouraged and enriched by having some attention as a tag student. As a child I had a similar classification and the extra experiences I was offered really made a big difference for me in my learning. Without it I would have probably dropped out of the system.
363	Creative Science School K-8	What TAG services?	By actually meaning something - actually offering services - actually implementing plans, extra opportunities - currently being identified as a TAG student means absolutely nothing.

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376	Creative Science School K-8	I am unaware of any specific TAG services that either of my children have received. It's been my understanding that there are no real services available. At CSS, they try to teach to all learning levels, but I see an overall district initiative to provide more services for the struggling learners (which is very important!) but almost nothing for the kids on the "higher" end. I observed this first-hand while working on our Title I plan a few years ago.	I'm not sure - any ideas I may have would require money that never seems to be available, so it feels futile.
420	Creative Science School K-8	occasionally over the years he has recieved some TAG related assignments.	TAG doesn't really exist. There is no real plan, teachers are unaware. the normal reply is "we try to group the kids in class based on their level"
591	Creative Science School K-8	To the best of my knowledge he has not recieved any at Creative Science or Harrison Park. When he was at Whitman Elementary his first grade teacher gave him a few special assignments which he really enjoyed.	I just look at the program as a way for him to get into more challenging classes once he gets into High School and do not expect any special instruction or services at the elementary and middle school levels. A classroom is filled with many different skill levels at any given time and I trust his teachers make adjustments for all students regardless of what end of the spectrum they fall.
690	Creative Science School K-8	She has had a few teachers whom I trusted to challenge her as an individual and therefore did not ask for an IEP. Last year she had a teacher who did nothing to challenge her. We did not ask for an IEP but did ask that assignments require an iota of critical thinking. It was really the teacher and not the school. This year I will be on my toes, but I am at a loss for what to do for middle school. We are soooo behind the rest of the world and spend so much more on the struggling children (who deserve support) and nothing on the TAG kids. Shame on Portland and Oregon for not funding its schools. I hope you can do something and that this survey isn't just the same old same old. Homeschooling may be our only option for decent education in the future. You need more programs like ACCESS and also some in SE.	What TAG services. Do you have some budget for this that we don't know about? So many parents I know are frustrated that our children are exceeding the present year (or two or four) goals and our children simply are asked to perform the same stuff as the slowest students in the class. I hope this year is different and that the two 5th grade teachers at least divide the children into groups for math.
717	Creative Science School K-8	There are no TAG services for my child	Actually provide some TAG services
718	Creative Science School K-8	As far as I can tell there aren't any TAG services. It is completely up to the individual teacher. My son is a complacent underachiever. He isn't excited about learning because he has accepted that school work is simplistic and boring. If he turns in his work and doesn't cause too much of a distraction in class his teacher is satisfied. No one expects/demands any more of him.	Well, I would love to see a "walk to math" program that crossed grades.
723	Creative Science School K-8		My child has had one year as a TAG identified student. Despite asking directly about how my child was receiving differentiated TAG services, I never had a clear understanding of what was actually being done to meet his needs. I was not able to ascertain answers about his rate and progression of learning. My conclusion was that perhaps there was not differentiation nor was there any awareness of his rate of learning. If the TAG services within each school could help parents with this information, that would be a great improvement. I'm hopeful that this school year is different and that we have a more positive experience with the TAG services.

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744	Creative Science School K-8	Our 8th grader was identified in first grade. The only TAG service he has ever received was grade advancement in kindergarten. Otherwise, he has been systematically prevented from working at his grade level. We are concerned that he has stopped exceeding in math on state assessments. He was not allowed to take algebra in 7th grade due to inconvenience in scheduling. This year, he is in math 8 rather than algebra and he is very upset about this. All that said, his core teacher, Eric Scheuering, has done an excellent job of giving him projects that allow for his interests.	We have been frustrated with the lack of services for many years. He has never received any support from the TAG department. The level of challenge has been completely dependent on the teachers he has had and most have done very little to challenge him. This would be less frustrating if it didn't impact our son's general attitude about school. At this point, he just wants to "get through it." One teacher in particular, <DELETED> at Creative Science, categorically refused to allow him to do any independent work including forcing him to repeat fourth grade math when he had already done it in third grade and refusing to allow him to read ahead in group books. / / It is nice to see that you are aware that there is a problem. While it is probably too late to make an impact for our son, as he is almost in high school, maybe a younger kid will have a more positive experience.
902	Creative Science School K-8	There are no positive aspects as far as i can discern. Because creative science philosophy is that all their kids are tag kids /	Implement an actual tag program at creative science school
974	Creative Science School K-8		They need to readily available from year to year, teacher to teacher.
1051	Creative Science School K-8	Our daughter tested into TAG, but I have never been contacted or heard about any TAG programs or even that her teachers have been notified that she is TAG. That said, my daughter LOVES her school.	I'd love to have information about what TAG had to offer since I have no knowledge of the program.

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
272	Creston K-8		
562	Creston K-8	Nothing.....my daughter has been enrolled for two years...and nothing has been done towards tag....both teachers never did any plans that they promised and I requested...they said they get paid more to do tag plans for my child....nothing was ever done for tag....	Make the teachers show their plans to parents weekly...by sending home work identified as tag work...some see something is being done.....
726	Creston K-8	This is a completely new experience for us this year and I don't have much to base any type of evaluation on.	This is a completely new experience for us this year and I don't have much to base any type of evaluation on.
739	Creston K-8	My child really hasn't had too many oppotunities to receive TAG services. Last year, her 3rd grade year, the only "TAG" activity provided was an optional after-school technology program. The children sat at the computer and worked with the SCRATCH program. My child really enjoyed this, and her computer skills have really jumped through the roof-but I wouldn't consider this activity TAG. During the school day, she was allowed to work independantly at her own speed, then help others when she was done. But she wasn't provided with accellerated projects/skills in order to move forward at her own speed. Creston seems to lack the leadership in this area. When she was "identified" in 2nd grade, I was at a loss as to what it actually meant in practice.	I wouldn't want my child to be "tagged" as TAG and to be called attention to, but I would like there to be some sort of organized material/project/challenges that could meet her needs during the school day. It seems that this is teacher dependent, and her 3rd grade teacher didn't seem to have the time/opportunity/support that she needed to offer this for my daughter. I'm hopeful that in 4th grade she will find some new challenges-as her teacher seems to be more "challenging". My daughter is quiet and follows all the rules/completes all the assigned tasks, and when attention is given more to the behaviour challenged students-this is tiring for her. Perhaps there is a segment of time where a small group of children can be allowed to complete skills/projects at a different rate/and perhaps in a different location. Again, this year might be very different for her. Emotionally, my daughter is well supported at home and feels safe and liked at school. I don't think there is an issue with her emotional needs at school.
949	Creston K-8	There haven't been a lot. There is never notice of TAG meetings building or cluster. There have been very few TAG opportunities at school. The building TAG plan is very vague and says the same thing year after year.	I feel that the teacher's do not receive much professional development on working with TAG students and how to differentiate in class. I often feel that my student is given more work not quantitative work because he is TAG.
956	Creston K-8	1 class once a week for about 6 months out of 3 years was offered to tag students. That's it. A positive was that it was offered. /	Tag services have huge room for improvement, as they're currently at the bottom of the rung. / Ideas to improve services include: / Group work with other tag students within school hours, / different homework assignments (eg: less worksheet, more creative thinking), / Learning another field or class outside school hours, / Learning from adults who are specialists in their field, / Etc etc etc. take a look at top-performing schools (not in Oregon, obviously!) and see what they offer, and how they teach. Our family already realizes we will have to move out of Portland for decent middle and high schools....Oregon will lose the best and brightest students from their lack of focus on them. Time to take the tag program seriously, district! The district should have many full time tag coordinators hired who are specialists in the tag services field,, with a couple/few schools for each coordinator to organize tag services for.
1125	Creston K-8		

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
281	DaVinci Arts M.S.	TAG services were not addressed much during my son's first year at da Vinci last year. However, with the transition to middle school (more homework, independence, etc.), we were not seeking higher-level TAG attention. Regardless, most of his teachers were aware of his knowledge, which was nice. Additionally, his math teacher realized his 6th grade placement was below his knowledge level, so he will be skipping 7th grade math this year.	Two things come to mind. First, it would feel comforting for our family if each of my son's teachers acknowledge he is a TAG student at the onset of the year or during parent/teacher conferences, so there is mutual awareness of his capabilities (rather than me needing to ask about this subject). Second, I am sensing my TAG child may have ADD, so it would be helpful to hear a speaker or read some PPS literature on how a bright student can excel if he has basic challenges in remembering homework, deadlines, etc. We spent a lot of time getting into routines, but it would be helpful to have this validated if ever possible/affordable to address. (I'm guessing this might be a common issue.)
320	DaVinci Arts M.S.	There have been no true "TAG" services offered by the school. The teachers tried to meet his needs, but it felt like it was similar to how they tried to meet all of their student's needs. On the other hand, I did not push for services or adaptations. I am aware of how stretched the teachers are. Our son still enjoyed school and did not act out, but was not at all challenged -- nor did he develop that many close friends. Rather, he skated through. We applied for and got in to Access Academy and daVinci for the sixth grade. We applied to Access for the third grade as well. Our sense was that he would respond by being around other smart kids. Our son chose daVinci because it sounded more fun and well-rounded. I am hoping that the blended classes will provide more challenge.	More enrichment activities, specialists available, and perhaps a larger specialized school like Access. I think the value of a pull-out enrichment activities would be the interaction between the students.
447	DaVinci Arts M.S.	I don't know that we have ever received any specific services from TAG. My child's everyday learning at daVinci is geared towards his specific needs and I feel he is adequately challenged everyday. We have always had great teachers that were willing to adapt curriculum based on need, but I don't know if that is because of the TAG label or just because we've had great teachers	
468	DaVinci Arts M.S.	My child's current school is very well-equipped to address her needs, and her work has been adjusted and opportunities afforded to her without me needing to intervene. She just finished high school algebra as a 7th grader and is beginning high school geometry as an 8th grader. She also has been doing an advanced vocabulary study with her core teacher, and her science teachers have met her at her level and challenged her. The school's entire approach to education reflects a TAG orientation -- and all students benefit, not only the TAG students.	My child's first experience with TAG in elementary school was a horrendous waste of her time and led to us moving her to a charter school, which did an excellent job meeting her needs for the rest of her elementary education. It should not take a full year to assess a child. During that year my child hated school, cried daily, cried every night until she broke out in a rash, and thought she was stupid. The school was unresponsive, and even once she had the TAG designation in April of that year, told us we would have to wait until the following year to meet to make a plan!
500	DaVinci Arts M.S.	Some differentiation in classes to better meet his needs.	More enrichment opportunities. Better matching of curriculum to my child's rate and level.
706	DaVinci Arts M.S.	In the first year we saw that there were TAG activities occurring. Over the last few years (at the previous elementary school - Irvington - I honestly thought that TAG had gone away. There was virtually nothing heard about it.	Keep parents better informed. What IS TAG? What are the services available? How does it differ from normal class activities?
711	DaVinci Arts M.S.	How does one describe a ghost? / / Unfortunately, the lack of resources means that whatever is being done in the name of TAG in PPS is good teaching or a product of the greasiest wheel parents.	

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994	DaVinci Arts M.S.	The economy has been so stressful for my husband and me that we don't have time or energy to help our child much or think about our child's education much. I attended TAG meetings when she was younger, but I don't anymore. I think the positive aspect is that her teachers know she is TAG and do try to adjust her workload appropriately.	One interesting thing happend this fall. Even though my daughter got above average scores on her 5th grade state tests, she couldn't do her times tables fast enough for a math pop quiz last week so she got an "F". Thankfully, the quiz didn't count towards her grades, but she was devastated and I was shocked. Her 5th grade math teacher should have made sure the kids memorized their times tables. Basically, I believe only a certain percentage of kids will do well on tests and public schools need to figure out how to help kids succeed in other ways. Tests and grades always stressed me out and probably stress out most students. And why do kids need good grades to get into college when college doesn't guarantee a job in this country anymore anyway?
1008	DaVinci Arts M.S.	Never saw any TAG services at any time since she was designated a TAG student (for reading in first grade)	what TAG services?
1093	DaVinci Arts M.S.	Empowerment and confidence.	Not sure what the services are for either my elementary or middle school child. It feel like it is very parent driven. I know services and teachers are stretched, but we would benefit from more PPS outreach and contact. I don't want to go to big meetings where I feel like it is a look at me show, I want a website or a communication tool with my child's teacher or TAG liaison in the building.
1147	DaVinci Arts M.S.	He has not received any TAG services so I cannot answer this question.	To actually implement a TAG program would be a good place to start. Having higher expectations for my son would be beneficial. Not necessarily having different work than the other students but expecting his to be more thought-out and organized, held to higher standards. Possibly offering more interdisciplinary work, integrating several studies into one project. Not looking for more pull-out situations but rather teachers differentiating the work based on the students' skills and abilities.
1180	DaVinci Arts M.S.	/ She has been given work at the next grade level in both math and reading/writing.	More challenging work in all classes.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
123	Duniway E.S.	More is expected of my child.	Have enrichment at school for tag students. My tag children have limited opportunities to stretch themselves because teachers have too many district mandates for regular students that the tag students never receive help beyond tag identification.
168	Duniway E.S.	There has been no identifiable TAG services received other than the teacher's awareness of his learning capability.	Pull out services in small group where students are allowed/guided to do independent projects of their own interest and/or group activities that stimulate critical, creative and innovative problem solving processes. These are students who may be solving the problems of the world in the future. They are not getting the opportunity to develop the thinking skills needed to solve those problems. Endless hours doing canned reading curriculum worksheets is not advancing their abilities, it is stifling them.
200	Duniway E.S.		I would like to be provided the tag plan early in the year so I understand what the teachers will be doing and can follow up with my child to see his reaction/impression of the additional TAG activities. In the past years, it has seemed sporadic to no extra TAG activities that my child has been involved in and he has not been able to articulate to me that anything extra is occurring in school other than normal school work.
211	Duniway E.S.		
255	Duniway E.S.	In kindergarten, my daughter was given a variety of enrichment activities and more-difficult work in the subject she excelled in because she had a terrific teacher. This teacher recruited a mom from another class as a volunteer to work with the TAG students. A group of TAG students from all kindergarten classes in the school met weekly to do special projects. One of these was to research a topic, write about it, and present a report to the other children. My daughter was not made to feel as if she was different or special, which was great. She was just taken out for informal sessions with other children at her level in a way that did not affect the rest of the class by taking attention away from the other children.	I think among other things we need leadership at the school who cares about the children's intellectual and emotional needs, not just the test scores. The current principal has not seemed committed to providing meaningful TAG services though there is a lot of talk about them during the TAG orientation each year. In 1st grade, my daughter was given long-division problems as her TAG enrichment, but she was not taught how to do long division. Last year there was no attempt to provide TAG services, and my daughter complained on and off the entire year that she was bored. A TAG representative from the district did attend one meeting with us at the school to discuss our concerns but there was no follow-up and no effort that we could see by the teacher or principal to address the needs of TAG kids for the remainder of the year.
368	Duniway E.S.		
440	Duniway E.S.	im not sure,nothing yet!	I Dont think, there is anything special they do except keep her at a higher readind level.
480	Duniway E.S.	I honestly have no idea what services my child receives as a result of the TAG program. I've seen a plan from his teacher, but I've never seen how that materializes into more challenging or extra learning opportunities for my child.	TAG homework should be identified as such, so that I'm aware that what my child is working on is designed to challenge him more. Extra-curricular activites should be arranged for TAG-only students to allow them to work more closely together, perhaps monthly.
929	Duniway E.S.		Teachers are NOT interested in TAG programs, and regularly ignore it.
1117	Duniway E.S.	We don't really receive any TAG service as far as I am aware. TAG just seems like an extra form that the teacher is required to fill out but, in practice, it seems to have no impact whatsoever.	Not sure where to begin since there seems to be so little... how about providing some more advanced work for the TAG student? Anything at all would be appreciated. At our school, TAG seems to be treated as a burden on the teacher more than anything else.
1208	Duniway E.S.	My child has not has any specific "TAG services," other than differentiated exercises in the classroom.	It would be nice if there were some pull-out TAG activities, either at the school or elsewhere.

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515	Faubion PK-8		
592	Faubion PK-8	My daughter was only designated a TAG student late last year; she has not received or been offered any additional services. I am not aware that her teacher for this new school year has any plans to teach my daughter any differently than other students. I anticipate that a positive aspect could be an opportunity for other classes or programs, but none have been communicated to me.	When my daughter was determined to be a TAG student at the end of 2nd grade last year, the implication by her teacher was that it didn't really mean anything. Our daughter would thrive under some more challenges, but I am not aware of any additional opportunities available to her. In general with PPS, it seems like parents have to actively seek out and aggressively pursue every detail about programs; very few opprtunities are presented to us. I have no idea what is available, but I am sure that my daughter would benefit by learning alongside other kids at her learning level, even if for just a few hours a week.
843	Faubion PK-8	She was identified in kindergarten last year.	As far as I can tell, she hasn't received any services.
849	Faubion PK-8	We have received no positive benefits from TAG. My child is bored and unchallenged by her academics. There were no efforts to make any accomodations for her skill level last year.	The school can recognize my student's unique needs and address them by adjusting the curriculum that she is presented with. She is beyond grade level (by a year or more) in math and reading, yet she has not been given any materials that are appropriate for her level. In fact, I think the school is actually slowing her learning by not providing her with challenging material. No TAG services were offered to my child last year and there have not been any offers of services this year. It makes no sense to me to identify a TAG child and then fail to implement any changes for identified children.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
105	Forest Park E.S.	So far I haven't seen any.	The communication between the parent and teacher has ben minimal. So far I am not aware of nearly any services that have been provided, but i think that it is unrealistic to burden the classroom teacher with all that responsibility, since she is already responsible for many other children, some of which have serious learning deficiencies.
137	Forest Park E.S.		Grouping with other TAG kids to learn advanced skills. My child would rise to the occasion. Otherwise she does what is enough to get by.
139	Forest Park E.S.		It would be nice if the TAG students are grouped together to learn advanced level skills. Some kids are challenged by peers and rise with the tide. Some children are quiet and will never speak up or ask to be challenged. Kids at the elementary level can be pleasers and will not want to trouble the teachers. At the same time, as a parent, I dare not ask the teachers to provide special curriculum for my child. If you think about it, if every Tag parent asked for a tailored curriculum, then the teacher cannot properly teacher the majority of the class as so much time is put into 2% of the student population. Pps should really consider the teachers' time and the overall education of the school when coming up with a tag plan. It would be much beneficial to have a pull out tag class. The current tag plan seems like an empty gesture. It is like there is a plan but it serves no function and no parent would dare ask the teacher for an individualized plan.
154	Forest Park E.S.	There have been almost little differential instruction provided for my child in the past three years by my child's regular teachers. Only a long term substitute teacher made an effort to make accommodations for my child last year. Perhaps requiring an iEP to be completed each term would help guide appropriate instruction and also it could serve as a goals communication tool for parents to receive feedback.	Please see above.
157	Forest Park E.S.		My Child should work with peers who have similar abilities. Also my child should be challenged with the appropriate learning opportunities.
266	Forest Park E.S.	Willing to test kids whether they are TAG	Group TAG student in one class or one school, design curricula that fits them, and have teachers who understand them to teach.
325	Forest Park E.S.	My children have been given some differentiation in instruction and allowed to make open ended answers to problems and reports. One of them was put in a reading group, suitable to their abilities. The other was allowed to read books at his own level. / My son was allowed to choose his own spelling words.He loved this. The problem was that he was paired with a child who could not read the words properly to him, so sometimes he made errors on his test unless he remembered the words himself. / I suspect that the level of learning might be addressed, but not the rate. / I really don't know much about, or understand the way that TAG services were provided. There was little communication from the school about it. It is hard to know where the regular curriculum stops and TAG starts. It's all blended together. / /	I would like to see kids grouped more by ability. Pull out sessions. Science Fair. Saturday Academy etc.... / One of my TAG kids has had trouble finding friends of similar interests and abilities. Ability grouping might help with this. / Both kids have said that they find school boring and too easy. They enjoy learning and would like to be challenged more at school. / Their teachers have been wonderful though. They recognize that the child needs more, but they are unable to provide it with the current set up. / The Bridges Math games are very very boring and time consuming to do at home. The kids have already played them at school and repeating at home has seemed to be a waste of time. I find that playing one of our card or board games is a better use of their time than repeating an easy math game that they can already predict the outcome of.

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406	Forest Park E.S.	The TAG services at our school are subtly provided, depending on the teacher. Last year, my child was part of a pullout for reading and math that appeared to be targeted to high learners. but the program was neither explained to parents nor very organized. She enjoyed these special sessions very much, but it was never clear these were TAG-related.	A distinct TAG plan for each child would be helpful. Clear direction from the teacher on what can be accomplished and how would be great.
491	Forest Park E.S.	There are a large number of TAG-identified kids my daughter's age, and I think that having friends that do a lot of reading, play musical instruments, and play chess has created a great culture for my daughter in school. Unfortunately, none of these things are the result of the school TAG plan or any input from school teachers. It just helps to be in school with a lot of other smart children and parents who are dedicated to challenging their children. My child was part of a math pull-out group a number of times last year in fourth grade, which was very challenging and interesting.	This math group (see above) was the first instruction plan targetted directly to the child in the five years that she has been TAG-identified at the same elementary school. Every year, I fill out a plan and hear from her teacher that there will be differentiated learning, but so far that has only meant that she has a few more worksheets for homework. The worksheets aren't challenging, don't involve instruction from the teacher, and make being in TAG a penalty for a child that is busy with after-school activities. I know that there are lots of TAG-identified kids in my daughter's class, and perhaps the level of instruction is higher than it would otherwise be, but with 30 kids in a class it seems like TAG isn't on most teachers' radar screens for most of the day/week/year. I think that an unfunded mandate to offer TAG instruction is an empty promise. We moved from a school district in Virginia where there was a powerful, life-changing, rigorous approach to gifted education, which involved studying hands-on Colonial, Revolutionary War, and Civil War history, learning about investing in stocks and bonds and basic economics, forensic science, art history, music theory, a Renaissance fair where every child had a role to play, computer skills, and more. From my personal experience with four
656	Forest Park E.S.		I would like to see more "pull outs" to challenge my child emotionally and intellectual to develop her cognitive solving skills
918	Forest Park E.S.	Some more advanced/challenging math is introduced. Depending on the teacher, additional challenge is added for reading and spelling. One teacher had our child do the grade level spelling as well as a complete spelling list from the next grade each week. But other teachers provide only 4 bonus words a week.	TAG services for advanced work are given very rarely -- at most 20 minutes a week for math, and for English. And, parents or teacher's aides teach the math. The level of instruction may be adequate depending on the parent or aide, but I would think that the best teachers should be assigned for those excelling in these areas. The time spent on TAG services should be increased, so children can advance their overall learning. TAG students should be able to go through the grade level material at a faster pace and get more regular advanced curriculum. If the child is ready for the next year Math curriculum, they should be put in the math for the level ahead (while having some way to assure they cover all their current grade curriculum in case there are a few gaps.). For the emotional needs, it does help if the child has other children at the same level of ability for some group work. / / I've heard in other schools, they provide math instruction a year ahead of grade for those who need it. (They just move the child to the math classroom for the advanced grade.) And, some hire a special math teacher to provide extra challenging math curriculum for advanced students. / / For reading, teachers should be able to assess the reading level of those reading a few years beyond grade level. In
962	Forest Park E.S.	For the past three years none of the teachers have acknowledged my student is TAG so I have no idea if they are giving my student extra work. I don't want to bring it up to the teacher because my child is succeeding in school and I do activities outside of school for more stimulation and challenge. My student has always had large class sizes and I don't want to add to the teachers work load by asking for extra. They already have too many challenges and I don't want to make their job harder.	My student does not know he is TAG. I do see a need to get further encourage as my student is starting to resist my role as a parent in encouraging more effort into school work. It is possible that teacher intervention needs to happen because my student will take the teachers recommendations over mine as a parent. / / I would do more with my student at home if I knew where to find information that is accessible and affordable.
963	Forest Park E.S.	Unsure. We were unaware of TAG until a substitute teacher told us our child might be eligible (the regular teacher was out on maternity and doubt she was even aware if our child would benefit or not from TAG). She took the tests and was declared a TAG student late last year in the school year. Because it's so new in the school year we haven't been exposed to TAG, etc. so my survey answers aren't that relevant. We're excited to see the results this year.	

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966	Forest Park E.S.	I have not seen anything specific to TAG that my children have received. Any "extra" work that my children have received has been teacher specific and seemingly unrelated to TAG.	There should be a comprehensive set of different work for TAG students that is communicated to the parents and pull-outs of the TAG learners in the classroom to work on more engaging sets of activities.
967	Forest Park E.S.		
968	Forest Park E.S.		
969	Forest Park E.S.	I have not been made aware of any TAG services my child has received.	actually having enrichment for him and providing challenging work
973	Forest Park E.S.	The TAG service provided at school is convenient , which allows the TAG kids continue to stay same school and gain advanced education.	The TAG service needs more collaboration with parents to share the progress regularly.
1001	Forest Park E.S.		
1006	Forest Park E.S.		Suggest to have TAG services and instruction for each school, the waiting list in ACCESS is so long that most of qualified kids could not have chance to enroll it.
1034	Forest Park E.S.	My child (second grade last year) was just identified as TAG during the last school year. While I saw no evidence of extra/different work being given, perhaps there was some differentiation within the classroom. I honestly don't know; the teacher was not communicative on this and as it was 2/3 of the way through the year I really just let it go since my child seemed productive - though	My child (second grade last year) was just identified as TAG in all three areas during the last school year. While I saw no evidence of extra/different work being given as the result of the test, perhaps there was some differentiation within the classroom. I honestly don't know; the teacher was not communicative on this and as it was 2/3 of the way through the school year I just let it go since my child generally seemed productive and, if not challenged, not bored either. This year I will definitely expect better communication on what is being done to challenge my child, and I will take steps on my end to ensure I know what is happening. So really, at this point, my major feedback for improvement is to communicate!
1035	Forest Park E.S.	My child was only in Kindergarten last year, and his teacher took the initiative to suggest TAG testing and provide him with some more challenging independent work on her own in the area of reading/writing (though not math). I really appreciate this, and it actually exceeded what I would've expected to be provided at the Kindergarten level.	My child did continue to complain that school was "too easy," and this dampened his enthusiasm for it. While I just wanted him to focus on adjusting to Kindergarten, and school structure, last year, I hope that he will be challenged across a broader range of areas this year. I don't know what this should "look like" but will be sure to ask questions of my child's teacher to see what is possible. I really don't want him to lose his love of learning because he is consistently bored with all academic aspects of school.
1132	Forest Park E.S.	My child's doesn't get TAG services at the school. It's my understanding that elementary schools do not provide TAG instruction beyond what a teacher can do in the classroom. With such large class sizes, this means very little extra challenges that would stimulate and further the TAG child's education.	For starters, actual provide TAG services to younger kids to keep them interested in learning. To just let the classroom teacher provide the services is too uncertain and then you miss helping kids excel then they are ready for it. Instead they get bored and "turn off" to school, or they learn to just do the minimum, finish early and go read alone.
1157	Forest Park E.S.		

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1164	Forest Park E.S.	I haven't seen any truly positive impacts. Whatever "differentiated learning" is being offered isn't even remotely challenging or engaging my child.	I don't feel like the school or teachers have an assessment of what my child is capable of -- he hasn't been retested since kindergarten. When they do the quarterly assessments, they end at about one grade level up and he's clearly above that but they don't know how much farther. If the teacher doesn't know what a child is capable of, how can s/he create a challenge? My son grows more and more unhappy. He doesn't want to go to school and says "it's a waste of my time since I already know what they're teaching". I know that public schools face a big challenge with budget shortages, and it isn't easy to know each child when class sizes are growing each year. I'm basically to the point that I think it's time to move to a private school.
1200	Forest Park E.S.	New this year. Last year used was 2nd grade and everything was great!	N/A

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177	Franklin H.S.	When my child attended Winterhaven K-8, the accelerated program and teachers appropriately met the needs of my daughter. Even though the class sizes were large, the curriculum was "pitched" to the top and those that weren't ready for working at that level were supported in reaching those standards. This approach worked for both my children, one identified TAG and one not.	Huge assumptions are made at the high school level that placing students in the course that is the next course in their learning sequentially is meeting TAG students' needs. My daughter was so bored and underchallenged as a freshman last year that she wanted to drop out of school. She added honors to all the courses she could and generally felt that work was "busy" work. This is definitely not what a TAG student needs. It was all that my husband and I could do to get her to build a schedule and return to the school this year. I wish there were more appropriate options for her... I'm not confident that her schedule of two AP courses and pre-Calculus is the fix.
222	Franklin H.S.		
276	Franklin H.S.	One school year I was able to include off campus learning opportunities during the regular school day as part of the plan.	My children were identified in 2nd and 3rd grade. Basically teachers have been nice and enjoy having my children in their classes. However, TAG has been a joke. For our family, it has just been lip service. If I had the money, I would send my kids to a private school. / / Thanks for asking. I look forward to improvements in the TAG program this year.
431	Franklin H.S.		
458	Franklin H.S.	At the minimum they are slightly more challenging than non tag	Teachers being better about implementing a specific, more rigorous program for the tag students in their class /
540	Franklin H.S.	I don't see any TAG services other than AP classes.	Most of the failure was at the elementary level - one teacher handed us an Algebra book when he was in 5th grade telling us that was her TAG plan. There was no real noticeable program at any school attended that made a difference for my student.
694	Franklin H.S.	I don't have any info about TAG services at Franklin High School yes, as my daughter just started 9th grade there this week. However, at Davinci Middle School and Arleta Elem we have found that TAG services are completely dependent upon teacher ability, interest and knowledge/skill. / We have had some teachers (ex: science) who grouped her with a couple of other high-performing students and allowed them to go deeper into experiments or research/projects and guide their own learning. An / In Elem school she was pushed up a grade in Math, then in 6th grade at DaVinci, she was pushed up an additional grade, which worked great. / In several classes my daughter felt confident enough to request to be allowed to take an English/writing project further.	We've had some terrible experiences with a few teachers, who absolutely refused to allow any deviation from instructions, expectations/depth of assignments and she was bored to tears, her grades fell and she was completely uninterested in class. We were forced to move her out of a 4th grade teacher's class who kept telling her "I don't know why you want to do more when that's not the assignment" and who assigned the same homework every single day. Also, there have been several teachers who really don't understand that many TAG kids also have some deficits and need 504 plans or IEPs. My daughter has a 504 plan, which came about because her 7th grade core teacher told us that our daughter would not pass her class without a 504 plan, then she refused to make any accommodations and my daughter was transferred to another teacher. The new teacher turned out to be phenomenal and a real mentor, who understands (and likes) students, my daughter got straight A's and didn't need 504 accommodations with a better teacher. / There really needs to be more training for some teachers on how to meet the needs of all students (not just tag students) because all students learn differently
695	Franklin H.S.	I don't have a single thing to describe. I have no idea what TAG services were offered to her and neither does she.	I've seen no evidence that my child's learning experience has been altered because she was identified as TAG. She was identified in kindergarten and early on some teachers did put an effort into adapting to keep coursework challenging. There was no evidence in middle school and the same in high school. She is taking AP and honors courses so is challenged in those areas. I'm not sure what was supposed to be handled differently for TAG students and other TAG parents I've talked to feel the same - not really sure what this is intended to be doing for our kids.
779	Franklin H.S.		

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869	Franklin H.S.	In elementary school there were extra classes available to TAG students outside of school, which were good. Opportunities for TAG kids within the classroom were next to non-existent and our kids needs were met mostly depending on whether they got a good teacher or a poor one. Finally as of 10th grade, AP classes are becoming available in certain subjects, which has brought a huge watershed of excitement on the part of our daughter. She finally feels, in these classes, that she is not being held back by other students who disrupt class and interfere with those kids education who want to, and are ready to, engage.	Paid access to Community College classes during the school day that would count as accredited classes for high school. / / More commitment on the part of PPS to really doing what is necessary to provide TAG students what they need to succeed. / / Many of our children's peers who are academically inclined and gifted are leaving PPS for private schools, something we cannot afford to do, and which does not coincide with our values and commitment to public education. / / We need the commitment and funding to meet all students needs, which means appropriate leveling and funding for the needs off all groups, including TAG, which is just one piece of the very large puzzle.
1029	Franklin H.S.	My daughter is enjoying the AP Classes and the Advanced Scholars Program.	It really is dependent upon the teacher.
1174	Franklin H.S.	As I answered in the survey, my child's needs are met by the individual teachers, not the tag plan. I haven't had any TAG interaction since grade school where INDIVIDUAL teachers were motivated to reach my child's needs	I don't know, other than to provide support to the teachers
1178	Franklin H.S.		I am not aware of any specifically TAG services that my student receives. Gratefully, Franklin's Advanced Scholars Program and Advanced Placement courses have provided appropriate rigor for the most part. Unfortunately that has not included being able to offer the highest math and science classes for the students ready for that coursework. It would be nice to see the district address the needs of the most advanced students. Perhaps offering advanced classes in each region...pooling students from several schools???

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
114	Glencoe E.S.	My child's teachers have been caring and have done a great job of helping my child appreciate that all students bring strengths to the table and that students can learn from each other. Book groups have helped my child read and discuss challenging works. Teachers have recommended certain challenging books they thought my child would like, and they were right!	I think it's ridiculous that PPS doesn't do walk to read, walk to write or walk to math (esp math!) at least some of the time. My child took the pretests in Bridges and routinely scored 88 percent or higher on the pretest. How would you like to spend hours being taught something at a group pace that you already know 90 percent of? My child is very positive about school, and his teachers have been caring and positive, but really, it's amazing he has been as cheery as he has. Bridges math was a huge disappointment. Supposedly it was going to have extensions. My older son, when he got to Winterhaven, was excited about going to school for the first time in six years because the pace felt right. Both of my children have done far too little writing and got far, far too little constructive feedback on their writing. I feel my child has had more opportunity to be really stretched and pushed in PE than in most of his academic classes. Writing is a great opportunity for kids to stretch themselves, but it's not fair to a high achiever to ask him to simply write more without getting feedback and critiques to help him improve. The lack of communication to parents amazes me. His fifth-grade teacher did an exceptional job of conveying info at the parent teacher conference, best we have ever
182	Glencoe E.S.	The little bits he has received--usually a weeklong of an hour "extra" course (usually science)--is always appreciated. But a 5 hours per year does very little. Teacher support is basically negligible despite my constant asking for more challenges. Overall, it's having little impact. My child, however, knows he is a TAG student and wants more and I see him becoming frustrated with the lack of challenge.	Consistence in the classroom would be the best option. Differentiation in the classroom such that teachers are not always teaching to the middle level.
293	Glencoe E.S.	The LEAP classes were the only aspect of TAG services we received. My daughter loved the classes and the projects.	There can be extra assignments and check ins with the teachers; it seems that is up the energy level of the individual teachers. It doesn't appear consistent throughout the school. / / More funding for the TAG program would allow more opportunities to keep the kids involved and excited about learning. / / Maybe allow or encourage parental involvement at the school to compensate where funding and teachers fall short.
547	Glencoe E.S.	My child, a newly TAG identified student, genuinely liked the "kitchen chemistry" offered at Glencoe last year via Saturday Academy.	I wish TAG services were more integrated into daily teaching rather than reserved for a special yearly experience/class. Yet, I understand the financial constraints that led to this decision.
579	Glencoe E.S.	At this point it has been pretty minimal from what I understand. The classrooms are big and the resources (\$\$s) Glencoe was able to direct towards the TAG kids amounted to only \$2000 per year for the entire school. In addition, our TAG kids are not taken out of their classrooms for the TAG focus.	At the core, the amount of money that Glencoe receives each year has to be increased. Our principal told us the \$2000 was so small all she could do was buy books one of the years. We hadn't had the same TAG experiences that other schools have had. If given additional dollars, I would encourage taking the TAG kids out of their regular classrooms for the TAG program. /
622	Glencoe E.S.	It's impossible to know since we received ZERO communication from the 11/12 teacher on what services my child has received in the classroom. I have no idea how specific projects or tasks may have been tailored to meet his academic needs. Other than being told that classroom curriculums are designed to be modified for TAG kids, I've seen no indication that is actually happening and I know that no other services have been received.	See above.

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742	Glencoe E.S.	By taking this survey so early in the year (only 3 days in) I was not able to answer your questions regarding the TAG services in his current classroom. The teacher last year did differentiate the homework for my child somewhat, but not in ways that were interesting to him. She did recognize his potential for leadership, though, which kept him more engaged.	I'd like to see the curriculum differentiated more, to challenge him. Right now he says school is boring. He also likes to have leadership roles to stay engaged in class. I think being pulled out for special lessons or projects with other TAG kids would be good as well.
746	Glencoe E.S.		Once the schools moved to an overall TAG plan and ceased doing individual TAG plans for each student, it is unclear to me whether my children are getting any specialized program that is designed to challenges them. I think that their teachers have generally done a good job differentiating between students in class, but it seems completely unrelated to TAG. With some limited movement in math, it also does not seem like my children are grouped with any intellectually gifted children for their instruction.
911	Glencoe E.S.	There aren't any TAG services at Glencoe, or in PPS.	There aren't any TAG services at Glencoe, or in PPS.
937	Glencoe E.S.	There are no TAG services that I am aware of. I attended information night, but my take away message was you are on your own. TAG kids have a lot of needs and you have to figure out how to fill them yourself. They told us about the list serve but it was a joke. A bunch of whiny parents (probably like I sound...)	Have the school take a role in coordinating the TAG community. Pull out kids occasionally for TAG-focused activities. / / Structure the family information night around activities that parents can participate in on an ongoing basis that are beneficial.
946	Glencoe E.S.	This is probably bad timing since she was identified as TAG toward the end of first grade and we just started second grade. I did attend a TAG orientation held by PPS. However, I'm still waiting to learn what TAG will mean. So far, it feels very parent-driven, but perhaps something will happen soon. For example, I have no idea if my daughter's teacher knows that my daughter was identified for TAG.	I really can't say at this point, given that we are only about to start in TAG, but as a new TAG member, I'm hopeful that there will be some sort of communication between the school and us so that we know what's going on and how we can participate as parents.
1053	Glencoe E.S.	Aside from identification and some discussions with the teacher, I am not aware that my child is receiving any other TAG services. However, I am glad that his new teacher was aware of his TAG assessment prior to the beginning of the school year.	I don't know - that's what I need the teacher to help determine.
1066	Glencoe E.S.		
1115	Glencoe E.S.	The only activity that I know of that my child has been involved with due to tTAG was a pull out science class which he greatly enjoyed. I am very happy with my child's teachers and I think that they have done a good job of working with him in the classroom. I do not feel that they have done anything different with him because of the TAG program.	TAG, like the rest of the school system is completely underfunded and so it provides very little to the students. It has opened a conversation between my child's teachers and I about what my expectations are for his classroom experience. We usually talk once at the beginning of the year when we first fill out TAG forms and other than that I think he has the same experience as any other student in the class. If you are looking for TAG to actually change the classroom then the state would need to actually fund the school system. Outside of that I don't think there is anything that you can do differently.
1136	Glencoe E.S.	He did enjoy the special project last year, a class that was offered during recess one week for the TAG kids only.	I don't think much TAG service has been rendered, other than the special class opportunity last year. I would be interested in learniwhat else happens during the regular school time.

	A	B	C
1186	Glencoe E.S.	TAG has not helped my child much at all. I was told there is a program but no money to fund it. The level of work that my child has received has been COMPLETELY dependent on the teacher. Most teachers have seen that my child is extremely bright and gone out of their way to give him more challenging work, but our first grade teacher was a nightmare. He yelled at us, he threw chairs, he threw the tag plan at us and told us our child needed to learn to be bored. He would punish my child for asking questions and taunt him for alway looking for a challenge. He would not do anything to challenge our child and no one made him. He was mean and intimidating to me, my husband, and mostly my child. After asking for a tag plan and more challenging work he punished my child by sending him to the office every day for a few weeks (this had never happened before). So I didn't follow up with the principal again and let the year slip by, being polite to the crazy teacher hoping things would settle down for my child who was hating school. I was going to move him out of public school into a private school or leave the state. Then we got the teacher we wanted and the next year went great. But, first grade was an absolute nightmare. Some teachers do not like really smart kids and	Teachers need to be trained about the traits of the TAG kids and need to be expected to do something to accommodate them. It they don't have the time, ask for parental involvement. In our first grade class there were atleast 3 moms who had TAG kids who were begging to come help out in the classroom and he would not allow it. We all just wrote the year off. That is tragic.

	A	B	C
1	NOTE: These comments have been edited to remove personal information, replacing, for example, names of students, by "my son" or "our daughter". Please email tagsurvey@ppstag.org if you find any remaining personal information that should be removed.		
2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
15	Grant H.S.	The availability of some AP and other advanced classes at Grant High have been positive.	1) There needs to be some grouping by level or ability in the 9th grade community classes. The teachers cannot differentiate to the extent needed with such large classes. / 2) Some teachers do not differentiate at all and refuse to discuss this with students or parents. These teachers obviously need more support and/or training. / 3) The rationing of advanced level classes must not be allowed to continue. If a student needs a higher level class, he or she should be allowed to take that class, regardless of his/her grade or how many other advanced level classes he/she is taking. Motivated students should not be refused the opportunity to take appropriate courses.
16	Grant H.S.	Each of my children independently decided to get out of PPS. / On their own and in collaboration with other bright home-schoolers they were able to learn at a satisfactory pace.	Of my children, you can't: we helped them escape. / Assuming that reasonably bright children remain, you could start by drying ALL of the wet blankets. / Any time an eager learner is willing to try something challenging, encourage them, cheer them on, help protect them from jealous wannabees and bullies, but do not put barricades in their way. / If your schools are so uncivilized that you dare not let kids of different ages mingle, FIX that. / When a really bright kid wants to tackle a class that exists, encourage them. It does not cost you anything extra. It might not be as good as a class full of bright kids, but it costs you nothing extra. Why not say "yes"? / Staff at a number of places within PPS seemed all too eager to force kids to slow down, to give up their enthusiasm, to try to convince the kids that they are not very good. / The pervasive attitude seems to be that all kids want the classes to go as slowly as they can get way with. / People were paid to abuse bright children emotionally. / It cost us a great deal, but we got our kids out of that poison environment, scathed but alive.
77	Grant H.S.	None. I cannot think of a single instance where TAG has improved my daughter's learning experience in any way. I initially went to the TAG meetings but found them full of "edu-speak" and empty of action. Most meetings were dominated by a few parents trying to demand more (which isn't going to happen". The few financial resources available for the TAG program are (in my opinion) spent on fliers, meetings that don't further TAG learning and a coordinator that is responsible for providing the above.	Unfunded TAG programs really offer nothing when a family already knows how to access enrichment opportunities outside the classroom and schools are struggling to offer enough basic classes due to budget cuts. My daughter, like all the kids at Grant, cannot take 2 math classes, 2 science classes or 2 language classes in the same year unless at the start of the year a class has not filled (they are typically over-filled). She is also limited to 2 AP/dual credit classes per year (no exceptions) and there are no "honors" level classes that might provide more challenging depth of curriculum or discussion. Sophomore AP History no longer exists. I am told that when my daughter applies to colleges the school will write a letter explaining that no additional "advanced" classes were made available to her. Really! I'm not sure that's the best way to gain admittance to the highly selective or ivy college my daughter is striving for. My daughter does a great job of advocating for herself and seeking out the challenges available to her. I strongly believe Grant (principal, vice principals, counselors and teachers) are doing a tremendous job given their limited resources to engage and graduate all their kids. My kid's needs are not any more important than those of any other kid at the school but

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81	Grant H.S.	I never discerned any TAG services whatsoever from the moment she was "tagged" until now. Zilch.	All of my children experienced boredom in math class starting in 4th or 5th grade. TAG students should be able to work in small groups, perhaps even with students from other homerooms, and if possible with a supervising adult volunteer on math that is challenging for them. Even more basic than this, my other daughter who is going into sixth grade, has been bored in math for the last two years (she stares into space while the teacher explains math concepts over and over again to the slower learners) and in spite of my mentioning this to her teachers, no one ever identified her as TAG.
88	Grant H.S.	Impossible to describe, as they are nonexistent at the high school level. The option of "AP" classes does not constitute TAG services, as they are open to all students and the mere fact of being an "AP" class does not actually correlate to deeper or accelerated or appropriate learning and instruction. In fact, they tend to be heavily geared toward taking the test...	Not sure that they can without a complete system redesign.
128	Grant H.S.	difficult to really know and assess what these are.	enhanced communication with parents, students as to TAG and services available.
190	Grant H.S.	There are no positive aspects The program is a joke	I have always had to make sure that both of my children were challenged. They have had good teachers and bad teachers. The good teachers challenge kids whether they are TAG or not. There was never a plan put in place. I was always encouraged to pass on the TAG plan and leave it up to the teacher. Have a plan. LET children go to their fullest potential. NEVER HOLD THEM BACK
193	Grant H.S.	There are absolutely no positive aspects with any TAG services that my child has received and he's been TAG kid for 10 years in PPS.	Have a plan in place. My son has been in TAG since 1st grade. He is now a junior. Any kind of enrichment that he has received has been directly because of things I have done. He NEVER was allowed to go to his fullest potential in math. When he was going into 8th grade, we did an independent study math program over the summer so he could take math at the high school because I knew he would be bored with what Laurelhurst had to offer. He took pre-calc last year. He told me it was his hardest math year yet. He never once studied for a test and made all A's. / On the other hand, my daughter, who went through the PPS system, never tested into the program, despite several tries. She is now at Barnard College, a very competitive college, and is taking an honors math class at Columbia. I would say that's a very elite bunch of students in that class. And she never tested into the TAG program. She scored a 5 on the AP English exam. She is an exceptional, bright student who has a thirst for knowledge. The supposed TAG department never figured that out. / The TAG program is a joke. I was always encouraged to sign away any plan and let the teachers handle it individually. / My kids are lucky because I am pushing to get them what they need. I am not a
248	Grant H.S.	I'm not really clear what, if any, TAG services my daughter has EVER received. She had one teacher who jumped her ahead a year in math & that was great, but otherwise, she's never been challenged in math or allowed to work at anything near her ability or rate of learning. In fact, in both 7th and 9th grades, the math teachers apologized to her, that she was in their "worst" class in terms of general student motivation and math ability. I'm now feeling like I've failed my daughter in math by not getting her education outside the school system & she's now at a stage where her interest in math is starting to fade. / / It helped when my daughter was TAG identified in 2nd grade. Before, her teachers had identified her as "bottom-middle" of the class, and the TAG test showed she was in the 99th percentile. After the test, her teachers tended to expect more of her. So the test itself was valuable.	One thing that would be helpful is to group TAG kids more. It would be great if my daughter was in math classes with other high achieving kids who can work more quickly and who are interested in doing the work. By grouping the kids, students could begin to work at a faster rate, do more challenging material, and not have to go through so much repetition and slow-instruction. / / The same strategy would be good in the younger grades - if the high achieving kids were able to spend more time learning together, or were grouped into the same classroom.
262	Grant H.S.	My child went to ACCESS. That was a tremendously good experience for her academically (perhaps not so much socially) ...now in H.S., it's a matter of taking/getting into the right classes, not so much TAG services...	availability of getting into the high level courses, particularly language offerings...sadly language offerings have been cut back so my 10th grade child cannot continue any language at her level in H.S.

	A	B	C
264	Grant H.S.	None, I do not believe she got anything different then if she was not TAG	Not limiting students to one class in each area; Not pushing student to only take what's required to graduate; stop pushing students to take more study halls; not limiting the number of AP classes they can take; and limit AP class by grade levels. / My child studied outside school and took the US history AP and got a 4 even thou the school principle told her that no sophomore was mature enough to take AP classes and they needed to wait until they were junior to take any AP classes. /
270	Grant H.S.	To my knowledge only 1 teacher in middle school provided additional work to challenge our daughter.	I suspect the lack of funding and constant reorganization of staff and administration hasn't helped the TAG program. I don't believe our child has benefitted from the TAG program, but rather, individual teachers and placement tests have enabled her to stay somewhat challenged in school.
283	Grant H.S.	My child has received NO TAG services from Grant HS.	Provide classes that are rigorous and challenging and don't only cater to the bottom quartile.
299	Grant H.S.	I am not aware of any TAG services my child has received.	
319	Grant H.S.	I don't think there has been anything that has actually happend for my child as a result of being identified as TAG	Almost anything would be better than nothing. Additionally, at Grant since our son has been there, there have been significantly fewer classes at advanced levels. I understand the need to invest for low achieving students, but young people who are making more progress shouldn't always have the role of being in classes that are not challenging for them to serve as role models and tutors for their less capable peers.
331	Grant H.S.	My son was identified TAG in first grade and all but one (new teaching graduate) elementary school eacher was excellent in providing him with appropriate academic material at Alameda Elementary School. He tracked into advanced math at Beaumont Middle School which served him well and now enters Grant High School taking second year Algebra as an incoming freshman. During his time at Beaumont Middle School, he was lucky enough to have a core teacher who told us during parent conferences that he would be held to a higher standard because he was capable of producing work product above the norm. We appreciated this differentiation and the clear manner this expectation was conveyed. This attitude in elementary and middle school helps set the work ethic so key to future success.	It is very important to lay the foundation for a solid work ethic and eagerness to learn in elementary and middle school. / / 1. Bright elementary and middle school students, regardless of whether they are identified as TAG, should be held to a higher standard in order to achieve the higher/highest grade. Ideally additional academic material would be provided. Regardless of this availability,, a more rogorous assessment. of work product can be employed. Grades at this level are virtually meaningless from a college perspective so this is the time to differentiate the grading scale for the benefit of the child. / / 2. Parents should also be advised to expand their child"s horizons to include sports, music and other hobbies. This expsorue provides a huge venue where their child will be fully challenged and experience failure as well as success through hard work. / / 3. Middle school electives could include a "mentoring class" where students who have mastered a course help as teachers aides in those same courses for students who want additional help. Explaining a concept to another reinforces the material and is a good social skill to increase empathy and compassion.
365	Grant H.S.		Help teachers understand what it meansfor a student tobe identified as a TAG student. Giveteachers tools tohelp meet the need to the student. To me, it's not about "services" it's about the kid. We don't do a very good job of this in PPS.
379	Grant H.S.	Her high level math teacher has been great. Science, English, Social Studies, and Art teachers also seemed to recognize her abilities and recommend her for AP classes. Grant only allows her to take 3 AP classes each year, but I guess this will be okay as long as competitive colleges recognize that limits were put on her course selection.	It does depend on the teacher and class at Grant High, some teachers are better than others at recognizing TAG student needs and abilities and addressing those in the classroom. / Also it would be nice if Latin 3 were an available class/option. After 2 years of Latin, my daughter was told she can't take any more languages. Yet most colleges require 3 years of foreign language! This is unacceptable for any student at a good public high school but especially for a TAG student who could have the chance to apply to some very good colleges. Even remedial h.s. students are told to take 3 years of foreign language!
425	Grant H.S.	TAG services have been negligible with no meaningful impact on my daughter's education. There is lip-service paid to TAG.	Sadly, it is impossible for teachers to have the time / bandwidth to provide meaningful TAG opportunities and adaptations under the current conditions of funding.

	A	B	C
450	Grant H.S.	This department has been gutted in PPS. The families are left to assume that the district is not focused on the high achieving child. I have had some wonderful teachers over the years, but they are absolutely overwhelmed with the workload and number of students in their classes. The TAG child is left to try to self motivate and stimulate on their own, with very little acknowledgement or breakout elevated learning. / / Some very talented teachers have highlighted this group of high achievers and used their work as a mark to achieve for the entire class. This brings up the entire class. Others have effectively used my son to coach or work with struggling students. PPS seems to prefer to suggest that we are all average. I understand the horrible graduation rate and the desire to help the bottom 1 / 3 of our schools, but as we ignore and starve our top 1/3 we diminish what our brightest students can achieve. Don't we want the leaders of this generation to come from public school?	There should be break out groups with higher standards with similar high learners. There should be no shame in being academically gifted, and providing at least some smaller focused groups of excellerated learners in various subjects. Boredom, disinterest and then disengagement is the cycle of not being stimulated.
461	Grant H.S.	ACCESS was wonderful for my child for Grades 1-8. / Now, she is not receiving any in High School.	High Schools work well for 9-10 or 11 graders. i'm worried that in 11 and 12th grade, she will run out of classes like math. Even 4th year language was almost an issue this year (1-th grade) for TAG and other kids that had plenty of language in middle school..
466	Grant H.S.		
467	Grant H.S.	In all our years at PPS, there has been only one teacher that offered a tag seminar that met TAG needs. Mr. Lickey, history teacher at Grant High School, offered an advanced seminar in Freshman US History. His fellow teachers and Principal Orlen asked him to stop teaching this class because other teachers did not want to put in this level of work in their classes.	TAG Students are being held back currently at Grant and are not able to work at their potential, partly because they are limited in the number of AP classes they can take, and because so many AP and advanced classes have been eliminated. I completely disagree with Ms. Orlen's strategy of sacrificing the needs of the top 10% in order to try and raise the bottom 25%. The AP courses and the AP strategy instituted by the earlier principal raised the standard of teaching across the board at Grant.
470	Grant H.S.	My daughter has been identified as a TAG student since she was in 5th grade and she is now going into 9th. At no time has TAG services, added/different curriculum or TAG information been discussed. We feel lucky that our daughter is an avid learner, self disciplined and had an amazing middle school to challenge her (DaVinci). We did not feel this in anyway with her grade school. TAG has been a bit of a family joke in this house. Sad, but true. TAG just did not have a presence with any of her elem teachers.	TAG needs a presence. It needs new branding to get the word out about resources and get a student psyched they are in TAG. I always felt that due to financial constraints, TAG did not actually exist. TAG kids need to be met half way with the program- influential, dynamic programming- challenges in other academic ways (creative, nontraditional ideas: hands-on learning opps, community service opps, leadership programs, visits to colleges, major events and lecture opps, college mentors, TAG kids mentoring other kids, college campus etc) this way, the students has well rounded challenges that beef up their existing curriculum and keep their love and passion for learning up. Study a school such as Davinci or other magnets that challenge teachers to shoot for the best, not teach to the lowest. How can there be TAG when my child cannot even get into a decent required elective. Sad.
472	Grant H.S.	Her teachers might have higher expectations for her.	My child has never received TAG services since she was designated in 2nd grade.
485	Grant H.S.		Once my kids entered high school, from what I see TAG services pretty much disappeared. My kids are blended in with the overall population of students, which is fine, and their needs are met within each classroom. They are free to choose easy or difficult classes and I doubt would be steered one way or another by their counselor.
497	Grant H.S.	It was explained to me at the beginning of my daughter's Freshman year that Grant does not have the ability to conduct a formal TAG program.	In the absence of a formal TAG program, those students identified as TAG should be given priority to advance placement classes and college courses.
506	Grant H.S.	He has NEVER received any TAG services since he has been at Grant. We never hear of anything. My son has always excelled at math; however, last year he did horrible. As a matter of fact, I had to enroll him in summer school and he had a much better experience at Mt. Hood Community College.	Communicate with all TAG families. Before his freshman year I received a post card that said I would hear from someone soon and I NEVER heard from anyone.

	A	B	C
523	Grant H.S.	Activities have stimulated learning and offered environment where excelling is appreciated. In our middle school - Roseway Heights - there are opportunities given by the teachers for enrichment of learning both in class and outside of class - championed by a teacher there.	There were no TAG opportunities available to my child as a Freshman at Grant High school. As a TAG math student - there was no additional assessment of his math ability beyond general freshman math testing. His freshman math course was mostly a review and the slow pace of this at times frustrated him. In communication with his teacher - though she appeared to understand and know of his TAG designation - no alternate assignments, nor choice of possibly 3 of the same problems, and 3 more challenging problems were given. A meeting of TAG parents at Grant was attended by few parents, and the administrator of TAG at that meeting ultimately stated that as Freshman there are no TAG opportunities for students given need for required classes.
548	Grant H.S.		pull out instead of mainstreaming
550	Grant H.S.	My child was tested as TAG in middle school. There have been no specific TAG services delivered during middle school or high school. She was able to take advanced math (including Geometry) at Beaumont Middle School. This opportunity was really great; however, many students do not have this opportunity due to the movement to K8s. The K8 configuration does not benefit TAG students! High school has many advanced classes; however, enrollment is very limited which makes them inaccessible to TAG students.	In these lean budget times, I don't have any expectation for improvement in services.
555	Grant H.S.	My child's experiences with the TAG program were not well delineated or administered at Hollyrood or Laurelhurst school.	Educating a TAG student requires more attention and planning than a dollop of TAG classes on top of regular public education.
581	Grant H.S.	It seemed to help in Elementary school...and some in Middle school...the teachers tried to challenge him more.	have a meeting with every tag student and their counselor or a teacher in high school. It feels too anonymous at that level.
598	Grant H.S.	What TAG services? Honestly, this survey was very difficult to fill out for a high school-level student, because he has many different teachers--some of whom do an amazing job accommodating kids with different learning levels, but some who do not. Also, I am not aware of ANY TAG services available at the high school level. As far as I can see, these kids get no enrichment unless they are lucky enough to squeeze into an AP class.	Bring back high school honors level classes for advanced learners. Stop limiting the number of AP classes a student can take. Allow middle schoolers to continue to take high-school level algebra and geometry if they are ready to do so. I am very disappointed in the recent dumbing-down of the middle school math curriculum. This was the one area where advanced learners could progress at their preferred speed, and now it is gone.
630	Grant H.S.	TAG-specific learning appears to have ended by 8th grade, which seems OK (high school should allow for subject-specific determinations of ability). TAG used to provide a way for a teacher to understand that they should "push" my child a little more.	In high school, TAG should not be the measure of when a child gets more challenging classes, but there should be SOME help for academically gifted kids. Unfortunately the biggest focus (and recipients of money) tend to be the remedial students, with high-achieving kids having fewer and fewer actual classes on their schedules. I am strongly opposed to the big "holes" in the schedules of kids who already have a number of credits (say, like my kids, having had two high-school level math classes by the time they entered 9th grade) being forced to take less classes. This is perverse and serves to disengage the very population that should be allowed to explore a love of learning. If TAG can somehow help to give public high school kids a full schedule, great!

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660	Grant H.S.	My child is a new 9th Grader at Grant. He's coming from Access Academy into a 9th grade cohort. I've mostly answered this survey with "neither agree or disagree" because after only a few days, I can't really say much about how TAG is handled at Grant. I know what it WAS but still waiting to see how that plays out after redesign and budget cuts. / / To say a little about his Access experience, it was really good for him to be challenged with more advanced classes, especially in Lang. Arts, Social Studies, Science and Math.	My child is a new 9th Grader at Grant. He's coming from Access Academy into a 9th grade cohort. I've mostly answered this survey with "neither agree or disagree" because after only a few days, I can't really say much about how TAG is handled at Grant. I know what it WAS but still waiting to see how that plays out after redesign and budget cuts. / / I think one of the most important aspects of TAG kids, especially the highly-gifted child, that's most often forgotten is the emotional aspect. They're smart. They do really well and then one day, unexpectedly, they struggle and all of a sudden someone is saying "why can't you do this? You're smart, figure it out," etc. etc. For my kid, that response does NOT help. Sometimes even smart kids need somebody to help them, to listen to them when they think they can't do something very well, to acknowledge that feeling, to teach them that even smart kids don't learn fast and easily all the time. I hope there will be teachers at Grant who recognize this when my child hits a bump in the road.
702	Grant H.S.		Identify students with ADDHD. If a person is TAG and is not performing up to their potential parents should be notified so that problems can be identified and addressed. The TAG program has done nothing for us over the years.
828	Grant H.S.	TAG experience was most positive in elementary grades where teachers paid attention to the plan and attempted to provide enhanced learning. Beyond elementary school, my daughter's experience depended on individual teachers, as well as my daughters ability to challenge herself. Her teachers haven't responded to her as a TAG student; better teachers have met her needs without following a plan just by providing interesting methodology and a love of learning. This has not been consistent during her educational experience.	Provide more extracurricular activities for students; more systematic way of tracking TAG kids.
841	Grant H.S.	Frankly, I have not seen any TAG services for my child at all.	We could really use them to boost English and U.S. History in the sophomore level of study. In the past we have had "Accelerated English" and an AP Euro or a Philosophy class to provide more engaging classroom discussion and work. But, those classes are not available this year. / / Maybe there is a plan to meet the needs of students who really want to be challenged but I am not aware of it.
856	Grant H.S.	Neither of my children have had any opportunities, targeted focus or an understanding of what might be available to them as TAG students.	First off, it doesn't sound like teachers have the capacity to add anything else to their plate with all of the requirements put on them by teaching in a 'public' entity (different from a private school). To that end, it would take a new focus of energy to provide challenging learning experiences for kids who are capable of greater and deeper learning.
877	Grant H.S.	We were able to get him into the ACCESS program his 8th grade year which REALLY helped him focus and grow to appreciate and utilize his mental skills, instead of try to hide them by being bored/silly (what he did to cope to fit in at Beverly Cleary/Fernwood). ACCESS Academy in 8th grade, and the care/concern/support/TAG understanding of his third grade teacher Charity Adolf are the two most positive aspects of the TAG services. US filling out forms every year in grade and most of middle schools, and teachers filling out forms back, didn't do anything for our son.	At Grant, we don't have any idea what is available for our child through TAG services, so we just contact his individual teachers and explain his love of learning, and ask them their personal advice on how to help our son build upon his skills to reach his dream of attending either MIT or DigiPen. The college/career director has been helpful with tickets to various technology symposiums, and her suggestion that he check out the college fair as a Sophomore (that got him motivated to check out DigiPen) and also to start him on college visits, which he's enjoyed going to DigiPen, OIT, and we'll be going to the MIT talk in Beaverton later this month. Our child is bright and smart and wants to keep busy learning and doing and making a positive difference. He's taking Physics and Pre-Calc, and is taking advantage of the HS/College library assistant internship credit at Grant HS. He also wants to get paying work as a math tutor through Grant HS and has applied for that because not only will he need money for whatever college/university he attends, but he also likes helping people, and he likes math. I think making sure all TAG kids know what is available to them intellectually, internships, scholarships Our son needs to start looking for those NOW if he wants to have

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940	Grant H.S.	Because my son is new to Grant HS, we have yet to discover how the individual teachers and classes will be able to meet his needs. My son is an ACCESS student and attended ACCESS Academy during his middle school years. If ACCESS Academy is considered part of TAG services then I would say that his needs were very well met by this program. Everything at ACCESS Academy suited my son's rate and level of learning and interests; it also allowed him to be educated with his peers, which was very important for his self esteem and academic success. My daughter also went through the program (from middle school and on to Grant, graduating 2011) and was well served.	ACCESS at Grant is not as specific as in the 1-8 program, and is currently different from when my daughter attended Grant in 2007-11. Currently, there are no accelerated level classes that would meet my son's rate and level of learning. The school year is just beginning, but already he has found that the classes are slower paced than suit his abilities. Grant does allow him to have higher level classes (for example he is allowed to take 10th grade English even though he is only in 9th grade) which is great, but they are not taught at his rate of learning. The fact that ACCESS exists at Grant is wonderful, and this fact does allow students to continue as a cohort from ACCESS Academy. Having peers in the building is helpful. This can be improved by having classes available that are designed for TAG level students so that the cohort can learn side by side. The accelerated or honors classes would naturally bring the TAG kids together; and in these classrooms they would be better able to achieve their potential academically, be stimulated intellectually, and be supported emotionally. In addition, having a counselor that is assigned specifically for the ACCESS and/or TAG students - one who is experienced in guiding these types of students and advising them in making plans for college -
954	Grant H.S.	The few specific TAG services provided (like high interest advanced pull out programs) have been positive experiences for my boys.	As a parent, I haven't felt like many TAG opportunities during the school day really exist, other than modifying the class curriculum.
1036	Grant H.S.	It is difficult to answer some of these questions as in High School it really depends on the teacher and whether the class is AP. I am sure it is difficult to differentiate instruction for such a wide range in the classroom and I don't think it happens very much in non-AP classes. My son was at ACCESS Academy and was definitely challenged - The AP classes he's taken have also been rigorous and engaging. The problem is that my son's school limits the number of AP/PSU classes students can take to 3 per year. This is not equitable when the other comprehensive high schools are not limiting their students. It doesn't make sense for ACCESS students to feed into Grant when it is the only high school limiting enrollment in AP classes. I think the student needs to be treated as an individual.	I guess funding is a primary barrier - I recently learned that PPS no longer supports students taking classes through PSU (LINK) when there used to be a \$100 stipend. The large class sizes are also a huge impediment to differentiating instruction and this is a consequence of the budget. I do believe it is a problem when a high school limits AP classes even when this is the way to meet a student's intellectual needs. My son and some of his peers have had little option other than taking classes at PSU or Reed senior year.
1098	Grant H.S.	In middle school, her TAG needs were being met for the most part, depending on the teacher. At Grant High School her tag needs are not being met. I am unable to provide positive aspects currently.	When she is in the classroom less than 4 hours a day 2 days of the week, allow her to add an elective class when I ask instead of telling me she cannot have more than 7 classes. / Edit her work, correct gramatical errors, offer learning opportunities that have not already been covered in middle school / Allow her to take advanced classes as she needs them instead of making her wait 2 years.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
318	Grout E.S.	none	I was not aware that we can request an individual TAG plan. My child's principal, also the TAG co-ordinator, did not inform us- I learned it at the TAG parent night. / I see no difference being TAG-identified in terms of what my child does in school. I do not understand what the program can offer as I have not experienced individualized, higher cognitive level instruction from my child's teacher.
1040	Grout E.S.		More funding! Except for one and part of another year I'm not aware of any TAG services or programs available to my child.

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63	Harrison Park K-8		
576	Harrison Park K-8	effective grouping and regrouping of similar-level students by subject for work periods. Students don't appear to be placed together at random, but instead are collaborating with subject-specific intellectual peers. For instance, a student may be advanced in one subject but "average" or struggling in another, and the formed work groups appropriately reflect those abilities.	More teacher-aids and student-teachers in the classrooms. Significantly more. Schools seem to do a good job of providing support for ability-level grouping in Kindergarten and 1st grade, sometimes in 2nd grade too, with the idea to get all students "ready to learn" in the upper grades. However, there is almost no support for students after that. If these upper-grade ability-level groups aren't effectively self-taught, then the learning stalls significantly in favor of the groups that really, really need the one teacher's attention. All other groups are expected to just know, or figure it out, alone. And thus don't improve or advance at a predicable, expected rate. Advanced students get held stagnant while effort is spent to get under-performing students to "catch-up". The amount of effort spent to get an under-performing student "up to standard" should also be spent to keep an advanced student "ahead of standard". The single teachers are doing the right thing in recognizing and responding to individual student ability, but there must be support in the form of more teacher aids so those advanced students aren't being "dumbed-down" to meet a grade level standard, and effectively ignored.
1210	Harrison Park K-8		

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
129	Hayhurst	There are absolutely no positive aspects of my child's TAG "services". In 4 years as a TAG student the only service received is one hour for 3 weeks in a row with a parent volunteer helping TAG kids write poems. / There are only two elements to the TAG plan in our school: / 1) "Differentiated" learning in the classroom - but this happens for every kid in the class so being a TAG student is immaterial. / 2) Special flyers given to TAG kids for summer camps and Saturday academy - very few of which are possible for working parents.	Do something, anything really. / / My student is not challenged. Sure she gets more work, but it's not really even harder work just more of it. She needs to be challenged differently and graded differently once in a while to challenge her intellectually. The course of work so far is just teaching her she doesn't need to work hard and that things will come easily to her - it's allowing her to become lazy and apathetic. / / The same old worksheets and writing assignments are not intellectually challenging. Many TAG kids need to learn to explore differently and learn on their own by different means. There is no opportunity to do any of these things at our school.
243	Hayhurst	The blanket statement, "through differentiation, we cover TAG services" is widely used. The written work is "scaffolded".	I'm not even sure the teachers know there is a difference in the various TAG areas of identification. My child's written assignments are differentiated (somewhat) but math is not. This is where she has been identified "TAG". The math program is half-hearted at best. The homework does not reflect the unit covered in class and my child would definitely benefit from a more hands on, challenging math curriculum.
413	Hayhurst	N/A	I'm not aware of any Tag-specific services my tag student has received, aside from extra homework from a couple of teachers. Tag has not provided any additional learning opportunities and I really haven't seen any benefits of joining the tag program so far. We talk about it once at the start of the school year, and the teacher discusses targeting assignments to abilities but I assume that happens for all students. My Tag student is in a reading group according to his reading level, just like the rest of the class. My student is simply designated as "talented and gifted" and there doesn't seem to be any other difference or point to joining. I was in TAG as a child and recall having interesting field trips and special classes that were interesting and engaging...it should be more like that.
436	Hayhurst		I don't really know that my son has received any Tag services. While having been identified and his teachers knowing this, I do not know that there has been anything different that he has received in addition to standard classroom activities.
640	Hayhurst	My daughter didn't receive specific TAG services, but last year's teacher did a good job supporting her reading and writing abilities.	Last year my daughter was so bored in math that she said "she hated math". The problem was that the teacher was not allowed by PPS to go beyond the in the 2nd grade curriculum in math although she would have likes to do 4th grade math with my daughter. She was told that the new math curriculum was supposed to be sufficient for all levels and that she shouldn't go beyond grade level for evaluation purposed of the new program. I hope that this year the math curriculum is more flexible. I'm also worried that the blended classrooms that our school had to do to increase class size will be especially a problem for math.
914	Hayhurst		
932	Hayhurst	The only thing I know about TAG is thatmy child qualifies. No one at my child's school has ever talked about TAG with me, offered me services etc. I have no idea what servies if any my child should be receiving, if any, and what our rights are. The TAG district meeting was in the evening all the way on the other side of town, and I was not able to attend.	Someone should contact the family when their child is recognized as TAG. Local meetings (at the school or at least in the same part of town to inform families of TAG services etc would make it more accessible.

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1088	Hayhurst		My son is in the Odyssey program, which by it's structure provides instruction at the individualized level. outside of that excellent program, there has been virtually no additional TAG support information or academic programs offered in 7 years.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
19	Hosford M.S.	First of all, I am evaluating just one of my children's experiences, but through all of their 1-5 years, so it's difficult as services vary by teacher. My child enjoyed more challenging work being presented along with the regular work (which was 'boring'), and being in groups with her academic peers kept her more challenged and engaged than when she wasn't. Both of my children have become less enamored of school as they get older, but I'm positive they would have lost interest earlier w/o TAG, as little as it was.	Don't just make more busy work; don't just hand out more pages. / Don't count on parent volunteers to be able to manage the pull-out groups. TAG children come in all forms of behavior and parents aren't trained to handle that. / Help teachers find the time to work with the quiet kids; the combination of TAG and being reserved can equate to being 'easy to manage' and being overlooked.
24	Hosford M.S.	I submitted a form to the school with recommendations on my child's interests and learning style and that was the extent of the TAG service as far as I can tell.	It would be nice if there was actually different/advanced curriculum.
26	Hosford M.S.		
34	Hosford M.S.	My son started at Abernethy in 4th Grade. He was in a mixed 4/5 class. Due to the mixed grade class, the teacher was able to easily offer more advanced work to the 4th graders. This worked well.	I view TAG as a label or a status that has nothing behind it from PPS. We had a good experience in 4th grade. No evidence whatsoever of any action to support his TAG capabilities in 5th grade. From my perspective, TAG really doesn't exist in PPS. There is nothing happening via TAG that a good teacher wouldn't try to do anyway. I've been told (and believe) that there is no funding for TAG and as a result, there are no TAG services available. There may be teacher training that I am not aware of. I saw evidence of a teacher really trying to challenge TAG (or simply bright) students in 4th grade. No such evidence in 5th grade. I volunteered to teach math to the more advanced kids in the 5th grade class. It was poorly organized, orchestrated, and I'm not sure it was all that helpful. In contrast, the other 5th grade class offered a well organized and rich math curriculum to its kids. The difference likely came down to the initiative of the teacher and the particular capabilities of the parent volunteer. In other words, I see no TAG "infrastructure". Instead, I see big differences between teachers.
35	Hosford M.S.	Very little positive to say because there is essentially no funded program.	Actually do some extra things with the TAG kids. In my experience that is not happening and every time I have raised it at a meeting I have been told there is no budget to do anything extra
36	Hosford M.S.	It is easier or more easily excepted to communicate concerns (being under challenged, boredom etc) with my child's teacher because she is TAG.	More communication with parents to explain extra work or higher standards set in place if any for a TAG child. Any type of acknowledgment that they know my child is TAG and are taking step to work with her needs.
43	Hosford M.S.	I have little positive to say about the TAG program or the TAG program leader at our school.	I frankly am very skeptical of the current TAG program. I believe it is done more to say that there is a program then to really provide opportunities and frankly I think in many senses it used by teachers to get them "off the hook". They throw silly homework packets and say " oh yes we are challenging your child". / /
45	Hosford M.S.	I can't think of any - since her transition to Hosford, it appears that services have essentially stopped.	There could be some sort of communication between teachers and parents. As far as I can tell, the teachers were notified about my child, but we have never heard anything from the teachers, assignments have not been modified, and we have no idea what (if anything) is being done.
46	Hosford M.S.	As far as I'm aware, my son has received nothing of note with regard to TAG services. His assignments are neither unique, nor specifically geared towards his individual learning needs.	We aren't that pushy, but it would be nice if his TAG status would be considered even a little bit
53	Hosford M.S.		I feel services have completely been gutted lately I don't see any tax services all the provided hosford

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61	Hosford M.S.	I have seen virtually no accomodation made for my child based on TAG status. In fact, his academic performance dropped significantly over the last year while attending Hosford Middle School.	Communication between educators and parents is critical for all students. Based on my experience (with this child and a previous) w/ Hosford Middle School, little to no proactive communications, generated by the educators, occurs. All communications are reliant on the parents. This indicates, to our family, that a significant number of students may simply 'drop through the cracks' without VERY proactive parents. I am not certain where to begin regarding recommended improvements, as I believe fundamental improvements for all students need to be made.
64	Hosford M.S.	My child does not receive any TAG services.	Other than being in advanced math classes, my child does not have the opportunity to live up to her potential. She's developed a negative attitude towards school because she finds her classes boring. It would be great to have advanced language arts classes available for TAG students.
72	Hosford M.S.	Individualized learning benchmarks	
167	Hosford M.S.		
249	Hosford M.S.	Exactly one teacher my child has had in 6 years at Woodstock Elementary has done anything with TAG. He was able to get them a little more computer time and extra math instruction at an appropriate level more advanced than the general math curriculum. It's nice that in her record she is identified as TAG but it has been a non-existant program in our experience.	Get better teachers. Of the six english teachers (she's in Mandarin Immersion) my daughter has had at Woodstock, one was encouraged to retire early, one (the highest paid teacher in the school) was a complete non-entity, two were coasting towards retirement, and two were actually good but overwhelmed trying to help students catchup from the experience of all the other teachers. It was only these two that did anything with TAG. The Mandarin side teachers did nothing, if they understood it at all.
277	Hosford M.S.	I actually did not know he was receiving "TAG" services other than being in advanced math .	No one , teacher or otherwise has ever mentioned TAG to me since my son entered middle school
290	Hosford M.S.		receive a TAG plan and have the school/teachers adhere to the plan, and communicate regularly with the parents and take action if the plan is not adequately meeting the needs of the student.
305	Hosford M.S.	All of my and my child's experiences in this survey are from her time at Woodstock elementary. I cannot think of a single positive experience my child had with the TAG program while at Woodstock.	1. Not just extra work piled on the child. / 2. Be consistant among teachers and grade levels. / 3. Integrate into the immersion program. / 4. My child has regressed while at Woodstock. Her best friend's education in a Catholic school far surpasses anything she has received, including the non-existant TAG program at Woodstock. I question daily whether having her in the immersion program as opposed to private school was the correct decision.
382	Hosford M.S.	Our child, who is TAG in all three areas, received no TAG services, plans, accomodations at all in 6th grade, despite our asking.	Implementation would be a helpful starting place.
411	Hosford M.S.	My child was lucky this last year to have had a teacher who understood my child and gave her some challenges.	My child complains that TAG means she gets more work but not more accelerated content. / / My child complains that the math curriculum is too slow. I think her teachers do not understand the importance of the rate of learning for many TAG kids. / / Although I chose Hosford on the previous survey question as the school my child will be attending, all of my comments refer to the TAG services she has had at Woodstock Elementary. If it weren't for Mandarin immersion, my child would have been completely bored in school.

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490	Hosford M.S.	There have been zero TAG services offered to my child since he was identified in kindergarten in spite of completing the TAG education plan yearly.	Well, actually offering TAG services to my children would be a start. Hosford used to level students in Language Arts and Math and that helped to mitigate the lack of TAG services. Tossing out the TAG education plans would help too, for two reasons: 1) the teachers know better than parents what the educational needs, strengths and weaknesses of the students are (I would hope!), so it would seem infinitely more logical for them to complete the form, perhaps in concert with the child and parents (I realize this is never going to happen, but since you asked...) and 2) completing that form is quite frustrating to then not receive any TAG services. It feels like yet another way PPS offers lip service only to its constituency. All I can say is thank god for the IB program at Cleveland.
696	Hosford M.S.	I quote the principal's answer when I asked him about Hosford's TAG program: "We don't have one."	You could start by actually making a plan! Gifted kids, unless attending a couple select schools, receive nothing. TAG is nothing more than a bad joke.
761	Hosford M.S.	Extra home work. Higher level of schooling.	Tag program should have its own curriculum and not only if the teacher has the time to give extra assignments or homework.
860	Hosford M.S.		
899	Hosford M.S.		
1057	Hosford M.S.		

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571	Irvington K-8	The school has provided some at home resources and has had meeting explaining the program.	My daughter just started first grade and has limited exposure to the program so far. I hope as she gets older, more resources will be available for her.
712	Irvington K-8	I have been made aware through written and spoken materials of the services offered at Irvington School. However, it is hard for me to speak to the current teacher's awareness of my child's needs/abilities as the school year has just started and I have not yet had a conversation with this year's teacher. I appreciated the wide range of opportunities offered last year for my child to participate in, as a third grader. I felt his teacher last year (and in grade 2) did an excellent job communicating with me and with my child and keeping him motivated and interested.	I am hopeful that as my child gets older, the opportunities to do more/extra or "special" activities will increase so that he can achieve more and more. My expectations in grades 2 and 3 were fairly low because I felt he was too young to be pulled out of class and/or given separate assignments, but in grade 4 and beyond I expect him to have more TAG-related extra-curricular and in-school opportunities to excel in math, science, reading, and more. Thank you!
804	Irvington K-8	My children have enjoyed using the Renaissance Place Accelerate Math and Reading curriculum, but it has been mostly because I have kept on top of it and have used reward systems at home in order to motivate them. I feel frustrated that the TAG work they do is in addition to the work everyone else does rather than instead of the work that everyone else does. The school administration is able to put my children in reading groups that are more at their level, but it has been difficult to provide them with math at the appropriate level.	Allowing my children to change classrooms in order to access higher level math curriculum would be great. Allowing the teachers some flexibility with the Bridges Curriculum would also be helpful. My son hated the Bridges Curriculum last year because it was so remedial for him and took up a lot of time every day. If he could have done Accelerated Math during that time, or used our account at www.ixl.com or gone to be in the middle school math classes, it would be much better for him. / Many of our high achieving students leave Irvington because the curriculum seems to be more challenging at Beverly Cleary. I wish I knew why that was and why we can't hold our kids to a higher standard like they seem to over there.
825	Irvington K-8	Accelerated math program has been helpful.	My child is not challenged enough in reading and writing.
1022	Irvington K-8	He is young, and has just had a few months in the program, and this may be partly why we have few comments. Additionally, his other needs (emotional, social) are being met at school at this point, and we have a fairly stimulating home, so he may not need the TAG services at this point.	Math TAG at Irvington consists of homework problems from the New Renaissance Program which are done on one's own. My son has not been interested in doing these. He loved the more integrated form of learning, such as what he had in Farm Math, and raved about that. I wish that were the norm rather than just a singular highlight. / Additionally, he has loved 3-dimensional building (Legos, Zomes, etc.), but has not had any additional opportunities in this.
1151	Irvington K-8	Both of my children have had amazing teachers at Irvington. The current principal of Irvington is supportive, pro-active and professional. She is very knowledgeable about TAG and all other PPS services. I feel that we are lucky to have a neighborhood school with such a skilled staff.	I would like to see my daughter have more opportunities to work with students at her own level. I believe she gets some of this, but I don't actually know how much.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
94	Jackson M.S.	In grade school my son participated in one positive pull-out animal/science class.	I wish my son had more chances to work with other good students in class, rather than sitting at tables where the one good student is expected to help the others.
228	Jackson M.S.		I have never known that she was receiving TAG services once she was identified. And certainly no one at Jackson has told me that there is a plan for my daughter. I think she would benefit from being pushed harder.
300	Jackson M.S.	Frankly, I'm kind of baffled by the whole TAG thing, but I can't say that it really matters. One of my kids is in the program, the other is not, and I can't say that there's been one whit of difference in the care and support they've received from their teachers. Nor should there be! Good teachers expect the most from their students - regardless of labels. And in this limited funding environment, they must constantly adjust curriculum and teaching methods to reach a variety of different student capabilities. My kids have had good experiences in the Portland schools, TAG or no TAG. /	
307	Jackson M.S.	My child's positive experiences are based entirely on the dedication of certain, individual teachers. The TAG program itself is a dysfunctional disaster. If not for the conscientious efforts of a few really "good eggs," like David Wierth and Michael Lang, and perhaps Jack Rainey, I don't think you would have much of anything to brag about. Nor should you.	Either have a program or don't have a program. Don't foist an institutional edict on already overworked teachers.
366	Jackson M.S.	Sorry, I can't describe any positive aspects as I didn't know there were or are any TAG services at the school. / / My child has learned to adapt to the classroom and as there is no real challenge just goes with the flow. It is too bad because my child has gone with the flow and is bored to the point that he is not doing what he could nor even doing as well as he can with want he is suppose to learn.	There could be TAG classes or pull outs - something that makes them challenged other than giving them more work in the classroom. / When he was identified the mehod of choice was to tell the students that if they finished the assignments early they could do more work, not harder or more advanced, just more. My student and many others learned then could read, doodle or do other things instead. They also learned they could just go slower and not have to do more work. They all would have benefited if they could have been advanced from the early age. We were told that all students have to do the same work, especially in math, so there are no gaps in the learning process. I know with limited fundig the top kids are not the priority and unfortunately, I feel, so do they.
443	Jackson M.S.	Occational Pullout opportunities /	adjust lessons to challenge TAG kids /
460	Jackson M.S.	I have not seen nor heard much of a real plan from the TAG program other than why it exists. Any good teacher would see a child's ability and probably give them the appropriate homework/instruction (if possible). The instructors at Jackson have too many students to be able to deal with TAG in my understanding. Most "TAG" type work is considered optional for students. They instructors don't teach to my student's TAG identification. I was told this program was "State Mandated with no real funding" by our principal! Some insructors don't even know/understand about the different TAG idenifications i.e. academic, intellectual, etc... and have any kind of special instruction or homework to give. How could I expect one teacher with 25-30 studens cater to my child. Really? My son does the bare minimum and would do less if we didn't stay on his back. I hear the same from other parents asking why there is not a TAG class so these kids can really thrive at their level and be pushed. I was told by the TAG rep. at a school meeting in our area that they don't do "pull out's" is because it's supposed to benefit others in the classroom. Well it doesn't benefit the TAG students to be below their level. / There are some teachers that are good and can teach well but I don't really see them	Either pul the kids out into a TAG class or drop the program and use the money to bring in more teachers so that those more gifted kids can really get the right instruction.

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471	Jackson M.S.		TAG services have been reduced to filling out a form. There is very little proactive communication from teachers and when I try to bring it up, I have little confidence all teachers are differentiating. Some appear to be (as evidenced by the comments I read on his work), but others have all students doing the same work. Very disappointing. Causing me to consider other options for school.
546	Jackson M.S.	None	There has been absolutely no advantage for my child to be in TAG. I asked one time her elementary teacher to challenge her. The response I got was, 'Sure, I will give her 2 book reports to do instead of 1.' The teacher obviously completely misunderstood the needs of a tag students. He also became defensive when I asked for him to challenge her more. In middle school, I asked the math teacher to give my child more challenging problems. She said she would. I am still to see any of these challenging problems. Overall, I have seen no benefit whatsoever for her to be in TAG with the exception maybe that it is on her academic record. So, to answer your questions, what can you do? a lot since nothing is done at this point. I am not trying to be mean, it just has not met of any my expectations.
604	Jackson M.S.	Predominantly it has boosted their self esteem and reinforced that they are both intelligent inquisitive people.	I have not persued additional curriculum outside the classroom for either of my TAG ID'd children, and feel their teachers have met their needs well. There may have been no difference if they were never tested and ID'd as TAG.
607	Jackson M.S.	This survey was very difficult to answer. My son is at a new school and I don't yet know how this school will support his TAG needs.	I would like to have a yearly conference with the teacher or teachers that are helping to provide TAG enrichment for my son. I would like to have opportunities for advanced learning experiences.
609	Jackson M.S.		Would like to see more emphasis on writing analysis, asking more of the kids so they can get some concrete feedback. Classes are probably too big for teachers to grade papers with much detail. Only given broad statements at the top of papers.
651	Jackson M.S.	I truly would report a positive experience if I had one. Repeatedly I have been informed that Jackson does not make special accommodation for TAG students even though I ask her teachers about it every year	It would be nice to know what options are even available for TAG students. How is TAG addressed in the curriculum?
719	Jackson M.S.	I am not aware of any TAG services being provided.	I am not aware of any TAG services being provided... so maybe some more communication would be a good start.
720	Jackson M.S.	TAG plan laid out well during elementary school at Markham. Teachers seemed to be more on board and actively providing a plan.	I am not aware of my son being involved in any TAG services at Jackson M.S.
735	Jackson M.S.	My responses relate to her experience at Capitol Hill Elementary, we are only 3 days into Jackson Middle School. I believe that her teachers tried to challenge her but especially her 4th grade experience was poor in regards to intellectual challenge, she was incredibly bored for most of the year. 5th grade was much improved from an intellectual aspect.	I believe the emotional and social development needs of the very gifted needs to also be addressed. It is only in reading books on gifted children that I have learned that my daughters emotional sensitivity, intensity, strong sense of right/wrong/fairness, independence and difficulty working with others in a group setting that are not of her intellectual capability are very characteristic of gifted children. I do not think any attention has been paid to these issues in the PPS system and although she is bright she needs assistance in other areas of social development. It would be very helpful if there were resources and ways of identifying these issues early on, rather than having her continually coming home with report cards over the years that exceeds in all areas with the exception that she has difficulty working with others.....
839	Jackson M.S.	In 2002 my oldest son had a positive TAG experience at Markham. Neither of my children has had any TAG SERVICES since then.	How do you improve upon zero? There is no TAG. Why pretend?

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882	Jackson M.S.	The school year has just begun so these answers refer to my child's elementary school experience at Stephenson. I have no information about Jackson Middle School yet. / / There were two half day OMSI pull outs last year for TAG kids. They were excellent. That was pretty much it for the TAG program. My daughter was very bored all year. It was a consistent complaint all year. There were no different assignments or projects in her classroom. On the plus side, her teacher suggested she enter a community writing contest. Which she did and we appreciated the suggestion. It was a good learning experience for my daughter. Basically, it meant very little for my daughter to be identified as TAG. It just reinforced for me that I need to provide enriching experiences outside of school.	I would say that just about anything would be an improvement but I worry that my child will get saddled with some kind of busywork projects or assignments. / / The OMSI pull outs were successful for her because they taught her something and she was with students of a similar aptitude. The seems to be a good model. I would wish for more opportunities like that.
917	Jackson M.S.	What TAG services? During my son's years at Markham Elementary and Jackson Middle schools, TAG has merely been a designation. No extra services have been provided, of which I am aware. At Markham, all after-school enrichment activities organized by the TAG coordinator (science night, family reading night) were open to the entire school. My son+Q1032 has been in advanced math courses at Jackson, which suit him well, and he will have been enrolled in Spanish during five of his six semesters at Jackson (challenging, except for the semester he had to repeat because the school did not offer the level for which he was prepared). It is easy to forget that Jackson has a TAG program.	There are no identifiable TAG services! Is money really being spent on TAG services? Audit that program!
996	Jackson M.S.	It is a shame that it depends on a child landing in an exceptional teacher to get their needs met. Landing in an exceptional teacher is far and few between...especially as we look toward high school. We are saddened that we are forced to look at Private high school to ensure that our child's interests and academic needs will be met. I have seen too many talented kids fall through the cracks in a high school classroom while the teacher is spending time on "same-old" worksheets and dealing with the social issues of many kids. (BTW many of those kids are held back (in theory) or have behavioral problems may be "talented and gifted" in their own way. They just haven't had the right teacher/environment/test to prove it. There needs to be a systemic change.	Curriculum and PPS system needs to revamped for the entire education system in order for the services to be improved. / This is a much bigger issue we are dealing with. / In the meantime, implementing a separate meeting with the parent, teacher, and student at the beginning of the year would be good to start with.
1042	Jackson M.S.	I am not aware of my child receiving any TAG services last school year. He seemed to receive the same type of instruction as all other kids in his class and did not appear to receive any different instruction or learning for TAG. Very disappointing.	Actually providing separate TAG pull out classes or activities would be nice. Provide an atmosphere that engages him instead of boring him. My TAG student informed me just this week about how boring school is
1085	Jackson M.S.	TAG makes my child challenge herself.	
1142	Jackson M.S.		
1172	Jackson M.S.	As far as I know, my child has not received TAG services since 4th grade (she's in 8th now), and the ones she received then primarily were parent-driven and -provided.	Again, I'm not aware of my child having received any actual services in recent years.

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1181	Jackson M.S.	In one elementary grade level she was placed in an advanced math group with other TAG children. She really enjoyed the challenge and camaraderie.	My experience with TAG (mostly at Maplewood Elementary) is that the teachers expect the parent to come up with the educational plan for the child. I may be educated, but I don't know about lesson plans nor am I a teacher. I don't feel like I am the best person to structure those plans. I would like to provide input, but I feel this is the teacher's and/or TAG coordinator's responsibility. / Also I have had to initiate a TAG plan every year. It I don't, nothing happens. I would like it if a TAG coordinator and/or the teacher(s) were to contact me to set up a meeting time to discuss, with me and my daughter, her TAG plan for the year. I would also like scheduled times to check in with them about her progress throughout the year. That way we are all informed in a timely manner around the teachers' busy schedules. / I would like more communication from PPS about what TAG services are available. My child has been identified as a TAG student for 6 years now. I feel I have to hunt down (and often don't find it at all or too late) any and all information regarding TAG. She has been identified. You have my email address. Can't there be an email update of current activities/services? / Overall I don't see much difference in her education since she has been in the TAG program.

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
950	James John E.S.		My children who have attended James John have not received any TAG services. The program seems to be nonexsistant at James John.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
872	Jefferson H.S.	Last year, I had a close relationship with the TAG coordinator but, met with a lack of flexibility by teachers who were unwilling or unable to differentiate curriculum or create or allow for opportunities for advanced or independent work options	Pull out classes for TAG students, Strength based Individual TAG plans agreed upon by students, teachers and parents
905	Jefferson H.S.	My daughter was able to take Spanish, Algebra and Geometry in middle school as part of her TAG plan and this helped prepare her for the challenges of high school and put her on a faster pace towards entering college courses at Jefferson HS.	Better training for all teachers in meeting the needs of TAG students. There were years when I didn't feel as though my daughter's TAG needs were met by individual teachers and it seemed more a lack of training and preparation than anything else.
934	Jefferson H.S.	Between middle school and high school there has been a significant decline in even hearing about TAG. My son's middle school teacher was not even aware that he was a TAG student until I mentioned it at Parent/Teacher conferences.	First be clear in your identification. Last year one of my other children received a letter of acceptance only to later have it revoked. Gain buy in from teachers to be prepared for augmentation of the lesson plan to meet the excelling needs of a TAG student. Directed services that test and educate on what type of learner that student is---this is information that can be used by families post college.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
231	Kelly E.S.	My child likes to go to TAG. She says that TAG is fun and she can learn new and interesting things. she is excited about TAG.	We need more TAG sevices in school.
951	Kelly E.S.		

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
1107	King PK-8	Our child had the TAG testing late in the year. Results came back in Feb she scored 99.9 in reading. We requested an individualized plan several times. We met with the teacher with this request. We met with the TAG coordinator for the school. We met with the principal. We made requests via e-mail and in personal meetings. With no support of followup by any of the staff communicated with. It was a process plagued with delay and misdirection. No specific services or plans were made to support our students abilities. / We left the school, we will not return our student.	We requested testing for our student at the start of the year. There were delays and a slow process. There was no involvement with any of the staff to put a plan in place and start providing appropriate and challenging material.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
1012	Lane M.S.		

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
71	Laurelhurst K-8	For the first time last year, my child was finally challenged by a teacher (5th grade). She was the only teacher who initiated a plan for my daughter without being asked. More importantly, she followed through on that plan. This particular teacher had the least amount of seniority at the school, but seemed to have the most knowledge regarding TAG. Unfortunately it is a case of teachers not being trained and/or not being required to challenge the TAG kids. Looking forward to private high school.	Having teachers initiate specific TAG plans with students and their parents. Having school administration follow up with those teachers and parents to make sure the child is getting what they need.
86	Laurelhurst K-8	There really aren't TAG services at the school. Teachers says that they differentiate instruction for rate and level, but that isn't really the case for all teachers.	Neither of my children would say that there are TAG services in the school district. They have never received any additional programming (other than Saturday academy classes at Laurelhurst that parents had to pay for). If teachers were skilled at providing differentiation in the classroom, that would be a great start. Stand alone classes and opportunities for TAG identified students would be ideal, especially in math and science.
176	Laurelhurst K-8		
306	Laurelhurst K-8	I don't think there have been any TAG services, except for occasional after school opportunities.	Integrate them into the classroom and into the school day. Work with parents and students to develop an individual plan (we do fill out a form at the beginning of the year but it doesn't seem to result in anything).
372	Laurelhurst K-8	There is no TAG service at any PPS schools. This questionnaire is ridiculous. While there are some teachers in the middle grades that are excellent at meeting the TAG student's needs, there are others who are overwhelmed with the large number of children in the classroom and can't be bothered. / / Why bother with this questionnaire if PPS can't afford to put TAG programs in place. It's been a lot of lip service since my kid tested TAG at another school years ago.	Actually have TAG services and then we can talk about improving them.
374	Laurelhurst K-8	TAG Services for my child have been non-existent. We have inquired with teachers and they seem to avoid the conversation or do not have a plan of action. We have been left thinking: "Time and money was spent testing our child. Our child qualified for TAG. Great, but what now?" No one seems to know.	Simple communication of the program would be a great start - this should be done on many levels: email, Facebook page, letters home and communication via the teachers at conferences. This program has not been marketed properly if at all. In order to have success, you must market and attract people to it. When the people/students come, then a plan that holds someone/several people accountable for it's execution must be put in place. The plan should include parents and older TAG students in it's agenda--resources & ideas for TAG learning/programs can and should come straight from the community that it is serving. There's nowhere to go but up with this program--It's time to start climbing!!
496	Laurelhurst K-8	My son was lucky to have wonderful kindergarten and first grade teachers who went out of their way to give him more challenging and interesting assignments prior to his TAG designation. He was not as fortunate in the second grade where I felt he was not challenged on a regular basis especially in regard to math. I am hopeful that this was due to the institution of a new math curriculum that the teacher were learning and that third grade will again rise to the level of instruction that my son received in kindergarten and first grade.	In a class of 27+ children, it is difficult for a teacher to differentiate and meet the needs of a TAG child. At our school, there was only one opportunity for an after school enrichment class in science and that was not offered until the end of the school year. Having more after school enrichment opportunities would be one way to improve the TAG services at our school. Many of the TAG services listed in our school's plan are parent driven, for example, Junior Great Books, Chess Club, etc. While we are lucky to have a well educated parent base, it would be beneficial to have more teacher involvement in these kinds of activities if they are going to fulfill the requirements of the building TAG plan.
507	Laurelhurst K-8		Provide written plan for each individual child and pair them with like needs form other kids. Provide activities that are geared towards meeting the needs of TAG kids.

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510	Laurelhurst K-8		Having more advanced classes in math or advanced groups within other classes. I would urge Portland Public Schools to consider grouping TAG kids in the same classroom in K-5 to allow for more in-depth projects or an accelerated learning pace. It would make TAG support more meaningful than it has been.
597	Laurelhurst K-8	Honestly, my children have rarely received any TAG services of any kind, ever. Each year I feel compelled to sign the waiver so I'm not "one of THOSE obnoxious TAG parents." We have had a few teachers who have tried a "Walk to Read" or "Mosey to Math" type program and that has allowed my younger child to be with other peers at the same level. It was positive for the two years it happened. My older child has never had anything like that. Most of the extras offered that could be construed as a service for TAG kids are run by parents or cost money and time out of school, like a Sat. Academy class. I feel our teachers understand that my children are bright, and at times they are given a differentiated option, but that has not been the norm, nor is it frequent or consistent. My children rarely work with like-minded peers. They are usually paired up with the toughest kid in the class because they are good role-models.	It was difficult to answer the question asking "did I understand what to expect from PPS in terms of TAG services" because I expect nothing at this point. This is not to say that I blame the teachers. I believe most are doing the best they can under difficult circumstances. I blame the current underfunding, the larger class sizes, and the lack of time to focus on real learning because instead the focus is on testing..and re-testing in case not everyone met the first time. Not too interesting or valuable if you're exceeding. The K-8 model has further limited our ability to offer differentiated instruction or electives for the mid-level kids. There's no space for a pull out group. Mid-level kids this year don't "elect" their electives. We have no labs for science class so pretending that there is TAG services in science is laughable.
602	Laurelhurst K-8	My students have generally had excellent classroom teachers who have been able to differentiate to their learning ability. I understand with the level of funding available, that there are limited resources specifically for TAG students.	I would like for there to be more differentiated learning experiences (ability grouping) so that my student was with peers who regularly challenged them.
688	Laurelhurst K-8	There are no discernable individual, differentiated TAG services whatsoever in Laurelhurst K8 as you, <TAG Dept Administrator> Dr. Matier, know. It is therefore impossible to comment on any aspects of the services, positive or negative, in the face of their complete absence. There are packets of additional work should a student finish class assignments early. But as for depth and breadth of content or instruction, there is nothing provided for the TAG student.	TAG services, like any special education service, should be provided for the individual; differentiated to his/her particular needs.
693	Laurelhurst K-8	None. After 5 years in PPS, I am still struggling to discern any benefits or services my child has received as a result of being TAG. All I've been able to figure out is that we get notices when there are occasional after school science class from outside providers - that parents pay for (so it's not even a PPS service). Teachers always TRY to adjust for every kids ability level, but that is simply standard operating procedure and has nothing to do with my child's TAG designation. And even the best teacher simply cannot customize learning for every child in the class when there are over 25 kids in each class and no additional personnel to help with TAG, no pull out classes for TAG kids to allow the teacher to focus on the other kids. The "in-class differentiation" approach results in teachers focusing on special needs of kids who are struggling and not having time to do much for kids needing more of a challenge.	First choice: Pull out classes and projects for TAG kids. In-class differentiation does not happen in the real world. A great idea on paper, but despite the best of intentions, it simply doesn't happen beyond minor adjustments for abilities that aren't close to enough to challenge TAG kids. / Second choice: Establish TAG specific curriculum and/or projects for each subject and grade - allowing teachers to quickly pick the appropriate grade level for each TAG kid in each subject. / Third choice: Require Walk to read and mozy to math type ability grouping for all subjects. Teachers would still have to differentiate between somewhat above average kids in the subject and really advanced kids, but at least they don't have to differentiate between kids barely passing in that subject and kids several grade levels above in ability. Laurelhurst has largely eliminated Walk to Read and Mozy to Math.
729	Laurelhurst K-8		
833	Laurelhurst K-8	Pull out groups have been the best, especially where a parent comes in and agrees to lead the small group in math or literature.	I think students should regularly be pre-tested before a unit starts, that way the students who already know 90% or more of the material/skills can be excused to work in a small group, or alone, on separate advanced projects. The teacher would have to have these projects organized, and the student would have to "earn" the right to be excused from the classroom by showing good independent learning skills.
915	Laurelhurst K-8	Keeps her interested in school when often she is bored	Please explain the overall strategy, goals, and processes of the TAG program more clearly, as it remains a complete mystery to me. It's not clear that the teachers understand, or have any coherent plan to implement the TAG program goals.

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927	Laurelhurst K-8	No TAG services have been implemented as far as I know. Although marked TAG in math, in fall 2011 he was barely scraping by in basic math, but this improved greatly by the end of the year. I believe this is due to the regular curriculum; we did not push for any extra assignments in math to avoid overwhelming him. / / I've heard other parents say there's not an actual TAG program, no follow-through, etc. It would be helpful to have more than one survey or meeting with school administrators each year to give input and to discuss what TAG means.	Perhaps he can help other kids with reading comprehension or writing, or math. Given "extra work" outright would not work too well. He reads often while he's with us, so lots of reading time at school is not so necessary and could be supplemented with activities that are more comprehension/writing focused (we're happy to help support that at home, too). That said, we were not made aware that he is TAG reading, only math. I'm not aware of what math holds for 4th graders. It's early in the year.
945	Laurelhurst K-8	what tag services?	
957	Laurelhurst K-8	My child was identified last year, so we have yet to receive any TAG services.	A better understanding of when and how we receive services.
981	Laurelhurst K-8	None so far. I expect this year to be a significant improvement as she is in Ms. Dixon's class.	They could improve simply by existing. In previous years, the teachers have told me they are adapting class lessons to suit the individual needs of the kids, but I can't see that happening at all. Last year her teacher suggested my daughter teach the class to do origami as her TAG plan. Not even that ever happened. Each year the teacher sits you down and tells you "I differentiate in class, now here's the paper to sign that says we've discussed a plan for your child". There's a pressure to sign it and frankly the services just aren't there. The only advanced work my daughter received last year was in math, and she isn't TAG for math, in fact its something she struggles with. Further, at the TAG meeting a year or two years ago the parents all recommended that we set up an online bulletin board for parents of TAG kids so we could exchange ideas amongst ourselves and we offered to help make that happen. <The Assistant Principal> wrote it down and that's the last we ever heard of it or of anything else discussed that night. If the school isn't going to offer us much help to keep the kids engaged, then we would at least like to be able to offer support amongst ourselves. It's hard for us to start on our own because we don't know who the other TAG parents are and couldn't reach
1087	Laurelhurst K-8	Actual distinct learning offerings/opportunities are (or seem) quite rare. We continue to be hopeful that there will be opportunities for advanced pace learning as time goes on, but we've been disappointed for the past 5 years. The teachers we have had (excellent all) have been enthusiastic and helpful, but large class size has made customization of the curriculum unrealistic. One of our TAG kids has been occasionally vocal in complaining about the slow pace and lack of challenges.	Not being an educator, I'm not terribly confident that I could design an appropriate curriculum to serve TAG students. However, it seems to me that if we have a subset of children who are specifically identified as TAG, then there should be distinct educational opportunities linked to that achievement. Presumably, there are characteristics that most or all TAG-identified students share: strong motivation to learn and participate, above-average focus and motivation, and involved parents. Might a mixed-age classroom serve these kids well? Difficult logistics, personnel, cost, etc notwithstanding, I'd love to see both of my kids involved in a 45-60 minute TAG-Class 3 times a week with other TAG students of varying ages. There is unlimited potential for content/curriculum in such a class.

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
960	Lee K-8		Give challenge work based on students' levels and offer more classes and activities after school for these students.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
340	Lent K-8	My son was allowed to leave his 5th grade classroom to attend math with 7th grade students. This was a wonderful opportunity for him.	Nothing else was done at all. The vice principal assigned my son some reading at the beginning of the year, and never followed up on what he had assigned him. It was never made clear to me what the assignments were... they were very vague. "Research explorers" with a handout and an encouragement to study more. I know Lent has a lot of kids who underperform, and that is the priority, but they literally have absolutely nothing to offer gifted children. After I had him privately tested and had recommendations to offer, the school allowed him to attend 7th grade math classes after I expressly asked. No other TAG services were followed up on, and if there were any other TAG children at the school, my son never knew them. He felt alone. If there are other TAG kids at Lent, they deserve a dedicated TAG coordinator. The vp clearly has a ton on his plate, and can't be expected to also create a curriculum for gifted kids. Lent needs its own coordinator so these kids don't fall through the cracks. / / This year, he will be at ACCESS, however, and we are very excited for that.
526	Lent K-8	After hounding begging and threatening the teacher and school the last two months last year they actually challenged her.	Lent is a joke there tag program is a joke they forgot to test her in first finnally they did and she qualified i still had to complain to get anything done we are searching for a new school district she has been bored since kindergarten it is pathetic.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
12	Lewis E.S.	My child was just identified last year. Last year's teacher did an excellent job of differentiating. I'm not aware that Lewis has a building tag plan and I don't know what will happen this year.	Pull out groups, organizing other TAG parents in the school. Right now there is no TAG parent group in the school. When I asked about starting one I was told that this might hinder the principal's attempts to include all students. I am really not sure how to proceed from here other than to pay for other enrichment opportunities myself.
118	Lewis E.S.		My daughter is not challenged, she sometimes gets harder spelling words or reading books, but I don't feel like there is enough teacher time to devote to instruction for TAG kids, no fault of the teachers, school, or principal, but I am wondering why there is even a TAG program because it virually does NOTHING.
240	Lewis E.S.	Have not noticed any.	My child was identified last 2011-2012 school year, while in second grade. I did notice any adjustment to his teacher's approach to teaching him. I am of the understanding that his TAG curriculum would not start until the following year, which would be his third grade year, 2012-2013. This is why my answers to most of the questions were neutral or negative - I do not think his TAG program had yet to begin.
269	Lewis E.S.	My child's abilities have been recognized and teacher expectations for my child are high.	I receive a clear plan each year, but I am less clear about what concrete steps are taken to implement the plan throughout the year. My child's academic performance is good, but I am unclear about what role TAG plays in her day-to-day school activities. I have no specific complaints, just a general lack of understanding of how my child's inclusion in the TAG program is impacting her learning or her lessons throughout the year. In other words, I cannot tell when she is engaged in activities that at TAG identified versus activities that are general to her grade level.
338	Lewis E.S.	Recognition and adjustment for needs pertaining to school work. /	More specific classes for TAG kids, possibly mixed ages. For example: a math class that is a certain level rather than age.
390	Lewis E.S.		
448	Lewis E.S.		
649	Lewis E.S.	I don't have much experience yet with her teacher this year, but her 2nd grade teacher did a good job of giving her additional work to be completed at home. She also kept me informed about how my child was doing in class, and checked in often about how she was doing with her "challenge homework".	I'm not sure if this is a TAG issue, or just an individual teaching style, but I felt that my daughter did a lot more sitting and watching last year, rather than doing. She complained to me regularly that things were explained forever, and that she had to sit through a lot of extra instruction, rather than being dismissed to work on her assignment. This is really the only area that she complained about being "bored" in. I also felt that the regular homework was far too simple, and should have been eliminated for her, rather than being in addition to her challenge homework. The mainstream worksheets seemed like a waste of time and paper. Again, this is probably a teacher issue, rather than a TAG program issue.
805	Lewis E.S.	I am not aware of the TAG services available other than being pointed to Saturday Academy which is not a possibility for our family.	Implement and support them for the school along with a published plan. Feedback and communication of what TAG services are actually implemented and used by the teacher, along with what could be added and supported at home would be beneficial. I generally feel that nothing is being done at the school, and it is not communicated well.

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982	Lewis E.S.	My son's teachers have been very helpful and communicative as we work to find out what areas he needs more challenging material and in what areas he needs more structured help--trying to help him learn how to solve his own problems when he feels overwhelmed in an area, or how to get the paperwork done even when he's bored. In class, the teachers try to show how each child has gifts, and do not point out the TAG students.	My concern is always that although we hope for more challenging work for our kids, we don't necessarily want more work for them--they are still learning time-management skills and don't want to be "punished" with extra homework. So far not too bad in that area. / When my daughter was at Richmond I was disappointed that the parent TAG group seemed focused on how to get teachers to do more for the kids rather than how the parents could do more for the kids--the teachers are already trying, and already busy, but we could use more volunteer activities with parents (like having a parent volunteer to teach a chess club instead of paying \$100 each for a professional to do one, for example). Not all TAG students have rich parents :)
1097	Lewis E.S.	I am delighted to see that PPS recognizes TAG students. However, the current system cannot adequately accommodate the needs of TAG students. My son works independly all the time in the classroom, instead of meeting kids with his abilities that will challenge him and invigorate him intellectually. It is certainly not the fault of his teachers, who have made him feel welcomed and appreciated. But ideally he should work with other TAG kids. The system should create more of a learning community. Instead, he works quietly at his desk. The current system doesn't promote critical thinking. It creates busy work. It's a missed opportunity for the students and the teachers.	I have visited the ACCESS ACADEMY, and found the curriculum truly enriching. There, TAG doesn't correlate to more homework, which is the case in the conventional classroom. I strongly advise PPS to find a new home for ACCESS (that is no longer tied to Sabine), and permit more students to join. / / There my child would be meeting kids with his abilities and interests. The ACCESS ACADEMY is a wonderful idea, and a gem in the PPS community. It should receive proper funding that would permit more students to attend.
1173	Lewis E.S.	My son was tagged in first grade and is now in fourth grade. I can think of very little that he has done that is TAG-specific besides doing an extra research project in 2nd grade.	I am disappointed in PPS TAG services or lack thereof. I was disappointed to find that when my son started third grade they eliminated Walk to Math as an option. I feel like TAG has done nothing for us.

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
106	Lincoln H.S.	Several teachers along the way have been good at tailoring assignment to challenge my daughter. This has been very "hit or miss" and mostly has not occurred. In general, we've been very disappointed in the PPS TAG program. The move from individual TAG plan to building TAG plan has further weakened the teacher's role in differentiated instruction.	
120	Lincoln H.S.		Honestly, other than being identified as TAG in third grade, my son has not received any additional assistance or assignments based on this designation, even when requested by us. Teachers are completely overwhelmed by making sure that the majority of their students have their needs met which is totally understandable. But the TAG designation should just be foregone if there aren't the resources to devote to it.
149	Lincoln H.S.	When she was identified in 2nd grade, her teacher tried to create an appropriate TAG plan, and implement that plan. Every year since 2nd grade (she is now entering 11th grade) either a TAG plan has not been formulated, or, in the few instances a plan did exist, it was given cursory attention or ignored completely.	To the extent that the Portland School District or the State of Oregon budgets any funds towards TAG, or District or State personnel are paid any amount to perform, plan, carry out, supervise or in any other way are involved in TAG, such funds, positions and salaries should be eliminated, and the money saved should be used for other more useful educational purposes.
185	Lincoln H.S.		
196	Lincoln H.S.	In elementary school, our principal made an effort to provide some afterschool supplements and some teachers differentiated instruction (Beth Shelby at Stephenson led students in studies and presentations that went in-depth on topics of the students' choosing). / / In middle school, a few teachers did extremely well with differentiation (namely Dave Wierth at Jackson Middle School). It seems that trying to use a TAG plan is generally met with strange looks by teachers who already feel they are differentiating instruction and providing high quality teaching for all students. At Jackson Middle School there were some emails that talked about extras such as the Writing Conference, Math Team, etc. / / In high school, Linus Pauling Lecture Speaker Series tickets have been offered to TAG students and others to see stimulating speakers at the Schnitz. T	An active TAG advisor who connects with students in a building would be useful.
197	Lincoln H.S.	What TAG program?	Actually develop a well-defined, well-thought out TAG program, not simply extra work for the children.
199	Lincoln H.S.	I have not really noticed a difference in the instruction level my child has received.	Tailor instruction to the child's needs as best an instructor can do.

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201	Lincoln H.S.	My child had a good experience with the teacher who identified him for services in elementary school, I believe it was 2nd grade. Although I never saw a TAG plan after that, his 4th grade teacher, Daphne Wood was excellent at teaching to my sons needs and encouraging his strengths.	I believe that TAG plans should be on par with IEP's. You are loosing valuable contribution and growth by not having differentiated instruction for TAG students. In reality, you could have high School TAG students help with the curriculum differentiation and administration to the younger kids. By having the false focus on TAG that currently exists I have seen many family's leave PPS for OES, Jesuit St. Mary's and Catlin Gable at about the 6-8th grade level. A TAG plan is in effect an Individualized Education Plan (IEP) without the stigma. The TAG moniker serves one purpose in my experience, to make a school/district look good by how many TAG designations they can get and to therefore secure the funding that goes along with a TAG program. In short, the PPS TAG program is a mess. I have asked teachers if they are considering my child's TAG needs in instruction and there response has consistently been "I didn't know he was in TAG". Include the parents in planning for their child's specific needs each year as they matriculate to ensure the teachers know and understand what is required. The return on the time invested will be a greater overall contribution by the TAG student to the entire class, school and community that will in all likelihood, make the educational
219	Lincoln H.S.	We have never had ANY TAG services.	Make TAG more than just a label - my daughter has not had any TAG related services - ever.
239	Lincoln H.S.	TAG has been a lip service program throughout both of my children's PPS experience. It is only because of higher level courses embedded in the school (not because of TAG support or funding) that my children have been challenged. / / Most teachers do not adjust learning to the student. They still generally equate "more work" instead of adjust the quality of work for TAG students.	1. You need to insure each school offers differentiated instruction in math, reading, writing and science in which students can be grouped with their peers. / 2. Tag kids need instructional time at a higher level. Giving them independent study is not the same as instructing them
288	Lincoln H.S.	I think it helps the teacher have a positive view of the child. Sort of legitimizes their "smartness".	The common theme was that there were really no services and that one identified, that was more or less it. It seems to be an unfunded mandate as far as the tangible benefits we have received. One teacher provided an advanced vocabulary list. That has been about it. Really, there seems to be no TAG program per se.
373	Lincoln H.S.	6 advanced math lectures in 6th grade	TAG has done virtually nothing to help my child. They just offer paperwork occassionally. Anything would be an improvement.
423	Lincoln H.S.	I had the sense I could ask for TAG services with certain teachers at Chapman Elementary School when my boys were there. I have been very unimpressed by the TAG program in general, however. Parent mtgs at West Sylvan about TAG seemed to consist of information on resources outside of school for academic challenge, such as Sat. Academy. This was not a big problem at WS nor is it at Lincoln for the most part because the curriculum is quite challenging. My oldest son had the opportunity to take advanced math classes starting in 7th grade--he was very bored in 6th grade and there wasn't much effort to challenge him though I met with his teacher. Luckily, my second son had the opportunity to start advanced math in 6th grade. Block classes were challenging though science was completely hit or miss. / / With advanced math, accelerated English and IB classes at Lincoln to choose from, my sons will be plenty challenged, but I'm not sure this is considered part of the TAG program per se. Teachers are so overextended with high numbers of students that it is very difficult for them to "differentiate" in a meaningful way in most cases. I thought a lot more differentiation for TAG students needed to happen in the lower grades.	See above
474	Lincoln H.S.	It has given my child a sense of confidence	There has been ZERO challenges offered my child since she has been designated TAG. A few teachers have said they intended to challenge my daughter, but nothing ever materialized. We challenge our daughter. Having her designated as TAG is good to have on her record but has not impacted her education through PPS at all.

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484	Lincoln H.S.		My children were identified as TAG when in 1st and 2nd grade. Once they were in middle and beyond though there has been no discussion of TAG, what it means, and how it can help them learn more effectively.
494	Lincoln H.S.	Lincoln has wonderful course offerings, high standards, and many great teachers who go the extra mile in their teaching and volunteers who give hundreds of hours to coach academic and artistic groups at the school. I don't believe that there is any TAG service of any type at the high school (and haven't even heard the phrase "TAG" mentioned once in the last two years as an involved parent there), but that is satisfactory because there are plenty of choices for everybody to self-select where they should be. I appreciate that my middle schooler (who is not TAG-identified) will have the same opportunities that my high schooler (who is) has enjoyed.	Again, I think that Lincoln is fine, but I would like to give some feedback about East/West Sylvan Middle School. It is the first time that I have had the opportunity to do so. We moved here when my oldest daughter was just entering sixth grade. She came from an amazing school with an unbelievable gifted program in Virginia. I'm sorry to say that the shock of East Sylvan was very traumatic. This child could have gone to ACCESS, but we wanted her to go to her neighborhood school and to the feeder school for the high school. It was a blow to learn that the TAG budget for the entire middle school system was \$400 per year. There was no plan whatsoever for gifted education in sixth grade. When I talked with her block teacher (<DELETED>) at a parent-teacher conference, she said that my daughter did not show any signs of giftedness and that she didn't do TAG extensions or differentiated learning. (This was especially galling because this daughter had been tested by Portland Public Schools the weekend before school started, where it was determined that she could enroll at ACCESS as a sixth grader or skip to seventh grade at West Sylvan based on her psychological and academic testing, but that she couldn't register as a fifth grader, which was where she should have been
505	Lincoln H.S.	During grade school, our TAG identified children were helped by teachers who noticed their TAG status. They enjoyed being challenged beyond the regular classwork and school curriculum, and responded in kind with better social and academic skills.	Teachers need to see the TAG identification in the same way they see a learning disabled child's identification. Often TAG kids are overlooked because they don't NEED the extra help and can manage well for themselves (part of the TAG marker). In high school, the kids don't want to be singled out, but should still be given extra attention by teachers that are able to push TAG kids a little harder. I know all the teachers are overwhelmed and challenged themselves, with huge classes, underfunded positions and many parents who demand more. Our two TAG kids are very happy, and I feel that the attention they got in grade school (especially at Chapman) was wonderful. Lincoln has a great IB program that meets many of the TAG needs.
528	Lincoln H.S.	None. He was identified in 2 nd grade and the school did nothing to help him. I put him in a private middle school because he was so bore at PPS. The teachers are just to busy to really have a good plan in place. Now he is at Lincoln and doing well after his freshman year.	PPS needs to do a better job of evaluating and placing kids in the right envirnoment. Maybe mixed aged classrooms for the younger grades and have more ability grouping. High school is much better at meeting needs because they can skip over classes. In high school, I would like to see more placement testing as they enter. My son was very bored his freshman year. He was not in the right level of classes to challenge him. / / I also think that the Resource room should not just be for kids on an IEP. TAG kids have needs too and mostly they are bored. the resource room could have something for them0 even books would help.
733	Lincoln H.S.	My child has received no TAG services to my knowledge in his K-12 experience with PPS.	Actually offer some services. / Have a coordinator who works with TAG students.
754	Lincoln H.S.	To my knowledge, other than a special class in 4th or 5th grade that lasted a few weeks, my daughter has never received any TAG services. In fact, I had to initiate e-mails and meetings with the 6th grade principal and math teachers to get her placed in the advanced math program. Thank goodness, because now she is in IB pre-calc at Lincoln and on track to complete IB in math.	If you are really going to have a TAG program, then there should be actual classes that TAG students have access to within the regular school day up through middle school. Saturday Academy's are okay for students who don't participate in sports, but not for those that do. Now that my daughter is in Lincoln where they have IB classes, this is not an issue.

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782	Lincoln H.S.	Lincoln definitely provides many opportunities to challenge my child and help all work to their potential. however, this is only in the recent year, as past years have included English classes that have almost been a waste of time, and science classes that have teachers that teach to the lowest level (and definitely completely bore my child). These past years have been frustrating to both my child and me since there are not alternatives but to be placed in classes in some subjects without any attempt to provide an advance alternative. As you get into your higher grades, these definitely exist. My child's past experiences in classes that have not been challenging at all have guided the choices he/she takes to make sure one can avoid such experience in the future (when considering electives).	Provide more stratification of levels of teaching earlier on in their academic training. Having to wait until one is an upperclass man is too late. PPS will lose kids who don't have the patience to endure the wait or parents who get frustrated with the waste of time some classes are. I've even been told that my kids are key since they help pull up the others. Great. But that's not a benefit for their education.
871	Lincoln H.S.	Not sure what services are being received. I don't know of any at all.	Communicate with parents so they know what the TAG plan is, that TAG students are identified/known, and explain services being provided. TAG services appear to be non-existent or well-hidden at the high school level.
910	Lincoln H.S.	Never have had any special TAG services offered in Elementary or High School level. Became aware of opportunities only in high school through bulletin postings and individual teachers. These opportunities were open to all students, nothing specific to TAG students.	Send flyers or post on school bulletin opportunities for TAG students. The teachers are great about passing on information. / / My children are very challenged in their IB programs, teachers are excellent. I don't expect an individualized program at school, but if there are TAG programs or enrichment programs available it would be helpful to be notified.
924	Lincoln H.S.	In middle school one teacher allowed her to work at her own pace along with a couple of other students. The teacher gave them extra assignments when they were done with the regular work and she was happy with that.	The next year the next teacher gave lip service at best to it and kept her at the same pace as the rest and she was bored. In the end because the school was a new K-8 and they didn't have the correct programs in place she ended up not being able at Lincoln to do the IB high level math because she hadn't taken Geometry yet. / 1. I applied for TAG in first grade and she didn't make it in. / 2. I was never told you could reapply every year. In 4th grade they had extra room so they allowed her to join the tag group but again I was never told I could reapply. In middle school the teacher that allowed her to work at her own pace recommended her for TAG and that's when I found out you could reapply. / 3. Even though she got in the next year the math teacher did nothing to help her advance faster. He'd say she could work ahead but then constantly pull her back. It was never suggested that we do Geometry on the side... So she could not take advantage of the high level IB courses once she got to Lincoln. Her level was set by what she had taken in middle school. / 4. In high school I have heard nothing about TAG whatsoever.
941	Lincoln H.S.	I believe it gives me "leverage" when I need to talk to teachers who are less adept at differentiating instruction and otherwise meeting the needs of my child(ren).	I haven't seen a TAG plan for either of my kids since elementary school. I'm not sure how this is handled at the middle school and high school levels. It would be good to have more communication about this.
971	Lincoln H.S.	I don't think my daughter (a junior) has EVER received TAG services. At this point, I'm less worried about it since she is involved in the IB program.	I think TAG services could be extremely beneficial. However, I have felt that PPS says they have services for TAG students but then nothing happens. Plus, it shouldn't be extra work for the teachers.
1019	Lincoln H.S.	We have not received any TAG services. One positive aspect is the i.d. that made most of the elementary grade teachers aware of my child's abilities. It also likely allowed him to be placed in accelerated math in middle school when there was limited space. There has been no mention of TAG in high school.	Because of the level of instruction at the schools my son has attended (Bridlemile, West Sylvan and Lincoln) he has been in classes that keep him challenged and engaged. I'm not sure this is the case throughout PPS.
1067	Lincoln H.S.		
1096	Lincoln H.S.	not sure that there is a TAG presence in her life at Lincoln. she is adequately challenged in each class--due to level, rate, and material. she is surrounded by similarly performing students, but i don't know that any of this is owing to TAG or just high expectations and achievement for all at the school/in her classes.	no need for improvement where my daughter is concerned.

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1099	Lincoln H.S.	To my knowledge, my sons are not receiving any TAG services. The curriculum at Lincoln generally provides enough challenge though.	I'm not sure teachers are able to juggle yet another individualized academic plan, or differentiated lesson. I think many adults assume that TAG kids are also GOOD kids - that's not always the case. Smart does not equal well behaved or organized, and I wish teachers understood the duality that exists for some TAG kids. My children do not like being singled out for additional work just because they can do it. MORE work isn't a solution to educating gifted kids. Grouping them with other kids of similar ability IS a good idea. When my kids say they're bored in school, they are. I wish teachers would HEAR our gifted students when they say they're bored and then LOOK for ways to challenge them. / / In our experience, TAG services would have been best applied during elementary and middle school. If my kids were lucky enough to have a teacher who understood the unique needs of my TAG student, then he was served. Most times however, teachers were not that savvy. Sometime during middle school it becomes very uncool for boys to be smart, and they go underground with their talents, so building good habits and capitalizing on their gifts early on seems best to me. Lincoln has a pretty rigorous academic offering, so I'm not worried that they won't be challenged there.
1126	Lincoln H.S.	Not sure that either of them have had TAG services since nearly kindergarden.	Actually having a plan.
1171	Lincoln H.S.	Sadly, after 9 years of participation, I keenly feel that TAG has been a consistent failure in planning and execution. I can think of no positive aspects to TAG in its current implementation in the school system.	Where to begin? The TAG program has been by far the most unimpressive program within the public school system that I've seen thus far. The TAG coordinators are consistently underperforming, TAG curriculum is completely lacking, and push to have students pursue academic rigor beyond the current state of the class is unsupported by the teachers. I have been thoroughly disappointed in the ability of the school system to support the top 10% of the learners, which is imperative to the future of our country in a competitive global market place. / / * After 9 years of TAG participation, I can think of only one teacher that attempted a TAG curriculum. Of irony, that extraordinary teacher did so independent of TAG rating, negating any benefit attributable to the program. / / * There is no dedicated homework that is TAG centric, no dedicated curriculum that is TAG centric, no dedicated separate time/instruction that is TAG centric, no dedicated TAG special events/speakers/etc. / / * There are no programs allowing for the stronger learners to help the weaker learners in a class, fostering better better cooperation amongst students. In fact, identification of any student as being stronger than other students is actively discouraged in the classroom,

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
18	Llewellyn E.S.	My child was identified in K as TAG but never received services.	Begin services as soon as student is identified.
138	Llewellyn E.S.		There could actually BE services. The school receives a pitiful amount of money for the entire school year. Classroom teachers should have more support as they try to meet the needs of TAG students. Being talented and gifted does not mean that my child simply needs MORE math problems or MORE reading questions. He thinks in a different way. His creativity, oral story telling ability and creative thinking should be better served.
146	Llewellyn E.S.		
151	Llewellyn E.S.	My son often gets extra work (more spelling words, extra assignments, etc.) which push him to learn a bit more. Once a month, the TAG students are invited to participate in an extra special program on late start days which are enjoyed (once he gets over having to go early on a late start day!)	It would be great for there to be more educating teachers about how to consistently work with TAG students and how to individualize their learning as much as possible. More work is not always the answer. It most often is not. Working with children at their level would be best.
203	Llewellyn E.S.	My child's first grade teachers were wonderful working with my child's advanced learning needs.	Last year for TAG activities my child learned how to make a bow which I did not think was really enhancing her education. This year as the school year approaches we met with her second grade teacher and I tried to talk to her about my child's strong abilities and what she needs to work on and the teacher appeared not to care and cut me off. I think teachers need to be more communicative with parents of TAG students so that our advanced learners don't get lost in the pack.
244	Llewellyn E.S.		
271	Llewellyn E.S.		
430	Llewellyn E.S.		
508	Llewellyn E.S.	The TAG budget and resources available are atrocious. It is a shame that we came from a school in Nashville, TN that offered one day per week TAG pullout classes and worked with the Vanderbilt University Peabody School of Education to further TAG resources and access to PPS which offers essentially nothing to TAG students. How is a school supposed to work with the measly budget, lack of available space, and high student/teacher ratio while supporting TAG? Why should parents have to be the ones making kids' needs a priority? Why are there not resources available via special education funds? And, how is a teacher supposed to accommodate TAG needs in the classroom with 34 elementary students?!?	PPS could actually offer TAG services. Currently, the TAG program doesn't exist. Why should "late start" or after school programs driven and funded by parents and a few teachers be the only services offered? We must support these kids or face losing them to the teaching to the middle ground. / In order to improve, the services need to start!
627	Llewellyn E.S.		

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708	Llewellyn E.S.	I honestly do not see any advantage or difference between TAG and non TAG aspects of student life / I have two kids designated as TAG, both at the high end of the scale, and I have not once, in the 5 years in PPS system seen a single parent/student/teacher teaching plan for my child. I have consistently seen the regular assignment come home, with a "bonus assignment for extra credit" that my kids always do. That means they do MORE homework than the others who don't do the bonus. If they did the regular assignment they would get an A, so the bonus doesn't get them a higher grade, instead it just caters to their need to outperform others (TAG trait) so they work EXTRA. kids are not supposed to do HOURS of homework eachn night at home instead of have down time just because they are smart! They need different assignments, more in depth and more challenging, not more time consuming busy work!!!! This program is lacking in so many ways its just mind boggling there is any support for it at all.	The program that is explained by the literature and TAG coordinators could ACTUALLY be implemented. There is not enough coordination among teachers and between teachers and program leaders. It seems if you happen to be lucky enough to have the TAG coordinator as a teacher, then you get some benefit from the program, otherwise the child gets extra busy work or no additional attention at all. Class rooms size is too large for a teacher to cater to an individual student unless that student is severely underperforming. The dangers of losing the interest of a TAG student at an early age are overlooked, and not addressed. As a parent of two TAG children, I have to take time out of my week to ensure they are engaged in school, learning something and getting the level of work they need to keep them interested. I seem to always be doing the job of the teacher. I really wish there was some support for the TAG students. Part of the issue is that some parents seem to think TAG is some kind of status symbol, and are totally unaware of the dangers that TAG students face unless they receive some different support in school. And not just busy work.
751	Llewellyn E.S.	To be honest, our school has SO MANY TAG students, that the \$1500 our school receives has done little for my daughters. I do feel like their teachers are sure to challenge my kids, but beyond their teachers, we have received little actual TAG benefit. This is not a reflection on the school coordinator and parent coordinator of TAG at Llewellyn; they are great. However, with about 100 TAG students and so little \$\$, what can they really accomplish?	Without additional funding, I'm honestly not sure...
965	Llewellyn E.S.	This is tough--he hasn't received many TAG services at all. We're new to our school, and are hopeful that there will be some extra TAG opportunities for him, but as I understand it, other than a fee-based extracurricular program, there's not much for TAG kids other than extra/different work within the classroom.	TAG kids should receive the same level of services as other special-needs kids. They're flailing at the upper end of the academic bell curve with little to no guidance, and parents (especially us low-income ones) are challenged to take our kids' education into our own hands. That's a responsibility that every parent has, TAG or otherwise, but not everyone has time or money for extra classes, clubs and camps to enrich our kids' hungry brains. It's a difficult position to be in. So the district should be providing this enrichment free of charge, and there should be an air of excitement around these kids. TAG appears to be more of a chore for teachers who are trying to manage overcrowded classrooms, and the lack of enthusiasm shows.
995	Llewellyn E.S.	My son was not tested in second grade, even though I was told all second graders would be tested. He scored a 99 percentile in third grade on reading. However, the only TAG opportunities open to him were a three part writing class which he missed the first part (due to the timing of the testing) and could not participated in. / / His teacher last year had him in the second highest literacy class. She said he read well out loud, but was not convinced he understood what he was reading. He is a high reader. He was in the second highest literacy class last year, because there were too many high-level kids. He is a slow writer. In my mind, that is because he overthinks everything.	My son is very bright, but wants to know the answers before he puts things down on paper. He would benefit from a program that drew him out, so he was comfortable making mistakes and "going for it". / / I was disappointed last year.
1064	Llewellyn E.S.	I think the TAG staff at school is doing the best they can with limited resources. They are working hard to improve communication with TAG parents.	I would love to see a strong TAG community early in children's academic lives. It feels like a lot of work to first get identified, and then it's sort of like, "Not much we can do really without funding." Again, not the teachers' faults. Oregon schools need more funding!
1069	Llewellyn E.S.		

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1137	Llewellyn E.S.		Our child was identified last year, but as yet we have seen no evidence of TAG services being provided to him. He regularly complains of work in math being too easy for him and indeed what he brings home is 3 grades at least below his ability level.
1190	Llewellyn E.S.	He is identified as "TAG" so it at least raises some awareness of his needs.	Funding would help. I appreciate this survey but teacher-directed questions during the first few weeks of school are not possible to answer as there hasn't been adequate experience with teacher. I would like to see students clustered for special sessions together outside classroom. It doesn't have to be a lot of time, but more. I also believe there is a lot of emphasis on giving kids chance to read/write at certain # of levels up, but I am not seeing the same opportunities for math. At 2nd grade, this is still hard to assess (to be fair), but my main concern going forward is that my son is not bored in the classroom.

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418	Madison H.S.	He has had a chance to do extra project in elementary like glass blowing and math quizzes that he likes when saturday academy teamed up with the school.	He needs more oppertunity to work on physics and energy and architecture.I hope he gets it in high school at Madison.We tried to get him in Benson.
489	Madison H.S.	It's worthless. Nothing of any value is added to my son's education AT ALL. The last TAG activity was a request to do more book reports! Seriously??? That's just busy work and a easy out for the teachers, program, and district. Why bother. A HUGE disappointment.	Provide meaningful experiences for the students. Something that is challenging and fun. Not just busy work to satisfy some quota. This program is truly a joke.
574	Madison H.S.		
588	Madison H.S.	This is my daughter's first year in high school so I am giving feedback based on our experiences with her teachers from middle and elementary school. In the parent-teacher conferences we learn from teachers that they are giving our daughter more challenging assignments and work in addition to that expected of most students, which we really appreciate. Our daughter wants the extra challenge and likes exceeding expectations in her classes.	We would like our daughter to have as much opportunity as possible to work/be placed in groups with other TAG students. I know this has happened in her literature/writing classes in the past but I'm not sure this has been the case in other classes. Also, we would like our daughter to be given enough challenging work in all of her classes. Because we generally only meet with one teacher in the parent-teacher conferences we don't always hear what level of work (or additional challenges) she is receiving in other classes. I would like to know more about the TAG program and options available in her current school.
900	Madison H.S.	in high school, opportunities to take advanced level classes (AP, etc.)	perhaps a student needs/interests survey to help student plan classes based on their gifts and interests

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2			
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245	Maplewood E.S.	My child was just identified as TAG last spring, so it hasn't really shown much in the classroom yet. My understanding is that there won't be much special or different for him until the high school level. I know of no extra programs or projects that will be given to him at this time, but would love to see some.	My only model of a TAG program at the elementary level, where my son now is, is my own from when I was a student. We were pulled out of a homeroom class to meet as a team and practice for competitions as well as work on special units that required group analysis. I always looked forward to it and solidified good friendships I still have today. I'm not sure what it should look like at the lower grade levels, but I hope to see it more clearly delineated for my son as he ages.
375	Maplewood E.S.	Child is not currently receiving TAG services that I am aware of. During 2011-12 school year, teacher occasionally provided extra "challenge" homework when she saw that my child easily mastered the classroom lesson.	They could be provided at Maplewood.
435	Maplewood E.S.	The positive aspects of the current TAG services on my child is, that it has helped improve self esteem in relation to learning. /	I do not feel parents are aware of what is provided for children as advance development. Better communication is needed between staff and parents. With all the cut backs, swelling of classrooms, I try hard not to overwhelming the teacher. I wish the academic services that are provided as advancement where not dependent on a teachers strengths in the curriculum instead of a separate program and teachers to assist, the way it used to be. /
525	Maplewood E.S.	I don't know what TAG services my child may be receiving. Not enough experience with the TAG program yet. I learned that my child has been identified as TAG only late in the last school year, and today is only the first day of the new school year.	Not enough experience with the TAG program yet to be able to comment meaningfully.
556	Maplewood E.S.	I have been consistently disappointed in Maplewood's TAG services/program since my daughter tested in for reading in first grade (she is now starting fifth grade). There seems to be no overall program and/or strategy, and is left up to each of the individual teachers to determine if they will provide any additional learning opportunities. Only one teacher, in first grade, provided her with additional services by providing her with more difficult reading materials. Last year, when I asked her fourth grade teacher about TAG opportunities during conferences the teacher actually admitted to me she did not give any in her class room.	There needs to be an actual program/strategy that all teachers uniformly adopt, by grade, to provide additional learning opportunities to advanced children. The principal needs to check that the teachers are actually providing those opportunities. Public schools seems to cater to the lowest learners and it's unfortunate that the higher learners aren't pushed to meet their potential.
763	Maplewood E.S.	TAG is integrated at Maplewood. It is very had to know what specifically my daughter`s 2nd and 3rd grade teachers have done beyond what is offered to other children to enhance my daughter in her TAG identified area (language/reading). In the general curriculum there are many excellent opportunities for my daughter to explore. However, is this enough and how as a parent do I evaluate this? How are her skills being strengthened and developed?	My daughter is very happy at school. She does well academically and socially. However, she is a voracious reader and has a wonderful vocabulary and I am worried that as a parent I am missing an window of opportunity to really build on her strengths with language. My daughter took the OAKS for the first time. Her score showed her to have Met and she came very close to Exceeding in reading/language. One wonders though if as a TAG student and with her strengths in reading she should have exceeded. It suggests that not enough is being done to build upon her strengths in class or at home and/or prepare her for these tests. As a parent if the TAG system is going to rely on parents to ensure our children are receiving sufficient instruction I need a clearer criteria and a better sense of the TAG curriculum to know if my daughter is receiving the right opportunities to explore and build upon her strengths.
776	Maplewood E.S.		When my child was first identified as TAG, we asked what services, differentiated instruction, or other benefits there might be. The answer from the teacher was: there aren't any available until later grades due to cost/budget issues. So we have not followed up to ask for additional services. It has been very frustrating.

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1000	Maplewood E.S.		Maplewood does not seem to have any special services for TAG students.
1031	Maplewood E.S.	I have no knowledge of TAG services my child has received, or of specialized assignments she may have gotten over the last few years. Our teachers are great, but to my knowledge, they don't do a lot of specialized TAG assignments for children in class. When I have asked about what kinds of additional or specialized work they have assigned my child, the answers are often along the lines of "it's built into what they are already doing."	More specific assignments geared toward challenging her thinking and learning, more communication with parents so we know what is being given to them in addition to their daily work. Perhaps a meeting at some point to explain things to parents and/or child? In our five years since my child was tested as TAG, we have received no specific information about what assignments or work she has been given, or what, if any, expectations there are for this program.
1075	Maplewood E.S.	Differentiated instruction and work have happened at times. My child is positive about times when she has been challenged.	I desire a more individualized and rigorous program for my child. It seems that the differentiated work she does is self-directed and often done without much teacher guidance. I would like more direct contact with the teacher regarding a specific plan.
1076	Maplewood E.S.	He has received none to date, to my knowledge. If there are opportunities presented to him to do more than the standard curriculum, I am not aware of it. Our family receives no communication of specific TAG efforts in PPS, in the building, or my son's individual classroom.	I have no idea. He seems to like school all right, but doesn't seem especially challenged. I don't believe he has any basis for comparison for whether he'd prefer to have more challenging activities to engage him. Also, this survey is being launched at the beginning of a school year. Because TAG services are dependent upon individual teachers for delivery, it's impossible to know their effectiveness when they haven't even completed their baseline assessments of the students let alone fully rolled out the curriculum work for the year. I have no idea if this year's classroom will be better or worse than last year's in delivering TAG services.
1078	Maplewood E.S.	I don't know that she is receiving ANY TAG services. At the time of her enrollment, we were essentially told that this wouldn't make any difference in the early grades but would provide her more learning opportunities starting in middle school. Her teachers have been great about offering extra challenges for children who's abilities vary along the spectrum, but nothing has been described to as a resulting from her TAG identification.	We understand the realities of severely compromised funding and impact that has on programming. Even sending home suggestions that professional educators recommend that we as parents can do for and with our child to ensure she is appropriately challenged and engaged would be helpful. / / thank you for this opportunity to respond.
1079	Maplewood E.S.	our teachers are good so they take it on themselves to give her a little extra. We, both parents and teacher, encourage her to do extra exploration. Not sure if this is really TAG or just good teaching. / / I do appreciate her being kept in the same class with one smart (likely TAG) boy. He is good at challenging her to work harder. She likes the competition.	More funding for it. (Wish that could be true) Specifically more time for the teacher to prepare higher level work for the TAG kids. After school science/math club? / / I remember, as a child, having separate class time for TAG events at least in 5/6th grade. This would be good. We needed to research different topics. I recall writing a song about a historical figure. / / My daughter's wish is to get more challenging homework, including summer challenges. She loves school but gets bored.
1080	Maplewood E.S.	Last year's teacher was very cognizant of my child's progress. I understood that there were no specific TAG services available. He was tested early in KG and then, other than DRA levels, had no formal testing. Has just entered second grade.	I think "TAG" services in the perfect world would be individually tailored educational plans for each child. I can see teachers struggling with 26 students, a few of whom are in need of specialized attention, and not able to perhaps challenge others. I don't see my child as particularly gifted, but he is smart and could be asked to do more. I am seeing a lot of repetitive drawings these first two weeks and not a lot of evidence of learning. Granted, they are getting settled. However, I must admit feeling a bit concerned that things such as computer set up, ancillary services are just getting started two weeks into school. The school year is so short anyway, that it would seem prudent to use the summer months for preparation so the kids can learn from day one. These are high expectations for public school; we have a lot of friends in private, but wanted to save for college and augment our public school experience with things we can offer at home such as music, travel/ exploration, summer camp, etc. We do feel lucky to have a small neighborhood school with teachers who care deeply about their kids. / Thank you for asking and good luck with your program.

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1082	Maplewood E.S.		

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4	Markham E.S.	My son was identified this past February while he was still in Kindergarten, so we haven't had any TAG services to speak of yet. Before he was tested for TAG, his teacher had already placed him in an advanced reading group. However, she couldn't offer anything in the way of advanced math other than recommending we purchase our own workbooks.	It would be nice if there weren't so many hoops to jump through to get advanced work or single subject acceleration. We haven't experienced in yet, but just reading the requirements is daunting. / / Having more ACCESS -like programs available would be good, too. Maybe one class per grade in a group of neighborhood schools?
204	Markham E.S.	My child was a part of the Lego physics program at Markham. She really loved participating in this class and we really enjoyed hearing about her learning.	I believe the school needs more funding. The lego physics was run by a volunteer the entire year. I am very thankful for this, but if he had not done it, there would have been no program like that.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
143	Mt. Tabor M.S.	There were no discernible TAG services.	My child's chances will be greatly improved, as she will be going to Catlin Gabel this year.
260	Mt. Tabor M.S.		
343	Mt. Tabor M.S.	I don't know that my child has ever received any TAG services. My child's classroom teachers have provided differentiated instruction to varying degrees over the years. Overall, my child's teachers seem to be incorporating some open-ended assignments and choice of tasks in various subjects which allow students of different abilities to work at different levels. I see this as positive in most regards, although it doesn't always give an individual child the push he or she might need to perform at the higher levels he or she would be capable of. At the elementary level, I have seen little differentiation in math, a subject in which my child would like to advance more rapidly. Beyond what I would consider these basic, good teaching strategies, I have seen few or no services for my child based on her TAG status. Beyond the teaching strategies mentioned previously, the level of individual differentiation for my child has varied a lot from teacher to teacher, depending on their skill, motivation, and workload. Some teachers have given a lot of differentiated work, some have given essentially none.	See above. Also, I think it's unrealistic to put all the burden of providing TAG services on the classroom teachers in this current school situation when their class sizes are rising and there are so many demands on them. I believe the classroom teachers and schools need more district support to be able to provide TAG services.
359	Mt. Tabor M.S.	My child will be entering middle school this year so it is impossible for me to talk about his services and the degree to which they add or detract from his education experience until we have a few months of school under our belt.	I think all too often teachers view TAG plans as just one more thing on their checklist and don't do the students or the plan justice. It would be more beneficial for my child to have access to higher level classes rather than have a teacher try to accommodate lesson plans for a small number of students.
517	Mt. Tabor M.S.	I have no idea what TAG has done for my kid since he was put into TAG back in 4th grade. So far as I can tell he isn't suffering academically in anything so if TAG is seamlessly incorporated into his learning then all is good. If there is something extra he's supposed to be getting then as far as I can tell he isn't getting it.	
532	Mt. Tabor M.S.	In general I think the teachers of my child have been good at addressing all different learning needs in the classroom.	I wish there was more of an emphasis on writing within the TAG program., both creative and not.
721	Mt. Tabor M.S.	In fourth grade she was a part of a reading group that I felt was very good for her.	I don't know what TAG services can do, I don't really know what they do. My hope when she first got into the TAG program was that she would receive course work and activities beyond the regular classroom work in order to add onto her knowledge.
919	Mt. Tabor M.S.	My child has received very little TAG services	It seems that decisions are made on what's most convenient to the school, not what's best for the TAG student.
1043	Mt. Tabor M.S.		
1071	Mt. Tabor M.S.		
1102	Mt. Tabor M.S.	I really do not have any positive aspects towards my child tag school which is Bridger when she was in fifth grade.	wish the teachers would give the students work up to their academic level, the students were getting the same work the other students were getting in the classroom. The teachers were not observing the students were tag. Nothing were being done for tag students in Bridger.
1123	Mt. Tabor M.S.		

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1134	Mt. Tabor M.S.	My children have both had wonderful teachers, who work with them on their level. In all my years with PPS, we have had possibly two negative experiences with teachers not understanding my children's qualities. However, PPS does nothing to support the teachers, or the gifted students, their support has decreased in my children's 8 years within PPS. For this reason, we have chosen to leave PPS and move into the Corbett school district.	Recent policy to focus on the bottom 40% who are not graduating, and putting all the resources to the children not meeting benchmark is extremely disturbing. I believe strongly that all children need to be taught at their level. Policies, like making all children take grade level math, regardless of their abilities (accelerated OR struggling) is a huge disappointment. This is bound to frustrate the struggling kids with the impossibility of catching up, and bore the accelerated kids into becoming behavioral problems, and encourage them skipping class, because they don't need to be there to understand what is going on. When my child was in 4th grade, she was in a 5th grade math level, and worked with a smaller group of kids who were doing early algebra (7th grade math). The change in PPS policy meant that in 5th grade, she was also taking 5th grade math, and was bored beyond belief. We were told by Mt. Tabor, that she would go into 6th grade math, and there would no longer be accelerated learning. This year, in Corbett SD which assesses math level before putting them in a class, she is in an 8th grade math class (Saxon 87). She has the highest grade in her class. It frustrates me beyond belief that PPS can even ask how we feel about their TAG program,
1203	Mt. Tabor M.S.		
1211	Mt. Tabor M.S.	My son transferred to Mt. Tabor MS from Sunnyside Environmental School, which he attended only for 6th grade (he's now in 7th). He has not yet had a lot of experience with Mt. Tabor MS' coursework. At Sunnyside, my son was tested and placed into 7th grade math and did well. When he came to Mt. Tabor, he was initially placed again in 7th grade math; however, when he mentioned in passing to his math teacher that he'd done the same work that he was currently receiving, she arranged for his transfer to 8th grade math within days. He likes the challenge of the higher-level math curriculum, and continues to do well.	While my son's math class offers him more challenging work, none of the other classes seem to offer individualized material for students who might be up for a stretch assignment. He is a shy kid and would not choose to stand out by asking for extra or harder work; rather, he tends to leave it to his teachers to perceive his aptitude and then offer him additional opportunities which, in a larger classroom, is difficult for teachers to do. Given the class sizes, what probably would be most helpful is to offer after-school TAG programming, or else for PPS to provide stronger linkages and supports for kids to access learning opportunities in the community like Saturday Academy.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
870	Ockley Green School K-8		I inquired many times about TAG services available for my child last year, but did not receive information, or evidence that my child's curriculum was modified or enhanced in any way. I believe TAG services are non existent at my child's school.
1024	Ockley Green School K-8	None. Ockley Green says they have TAG services but unfortunately they are lying to the parents and the district. The only time our child has received appropriate TAG services is when we threatened to report the school to the district.	PPS needs to have a someone who goes to schools and evaluates the TAG services being provided to students to ensure that the services are actually being provided. Ockley Green never provided any services to our children without us repeatedly pressuring and badgering the school. Even then, the services provided were minimal and would only last for a week or two until things slipped back to the way they had been before. Our children end up spending basically all of their time reviewing material they had already mastered. It was clear to us that since they always "exceed" on their OAKS tests, they were not a concern to the school and were not worth any extra time or consideration. Frequently, in fact, our children have to miss recess or be punished in other ways because another child in the class had done something wrong. The philosophy of many teachers at the school is to punish the entire class if a few students are misbehaving. We have now given up and will be taking our children out of the school because we are tired of trying to work with the school year after year without any results.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
161	Odyssey Program K-8	I don't know what they are.	Suggested additional resources he can access outside of class, pursue independently (the PPS TAG page might fit the bill.)
162	Odyssey Program K-8	I don't know that I have seen any TAG specific aspects in my child's work, as The Odyssey Program has very demanding curriculums that are fluid and adaptable to different levels of learning within the same grade.	I do not have any suggestions.
257	Odyssey Program K-8	cant think of any since it has been nearly non existent. /	you can start providing some
296	Odyssey Program K-8	My children have not received any TAG services. I'm not aware of where/who we would go to for this.	I would very much like to meet with the TAG coordinator at Hayhurst/Odyssey. I think it would be helpful if that individual made him/herself available to parents.
419	Odyssey Program K-8	Was able to start matching level with classwork after many conversations	level of instruction should continually...just because things were previously adjusted doesn't mean that we are done
577	Odyssey Program K-8	Odyssey's program allows children to work at their potential not at their assigned grade level. Many of the students are bright so expectations are high. Because children work in collaborative groups everyone has the opportunity to excel in their own special way.	There is talk that geometry will no longer be allowed by the district to be offered to 8th grade students. This is a disappointment, some children are able to handle this math material and should not be held back.
616	Odyssey Program K-8	My child does not receive specialized Tag Services.	I would like to see my child grouped with children at his academic level.
1197	Odyssey Program K-8	What TAG services? Do they exist? Services to meet the needs of TAG kids have been, in our experience, to be entirely dependent upon either the teacher or parent volunteers to take on extra activities for the kids who can/want to engage with it. These kids are not necessarily "TAG" kids, and the program is always an "extra" that is immediately dropped when the teachers don't have time, there aren't parent volunteers to lead it etc. In elementary school, these positive methods included spin off math classes led by parents, spin off high level reading groups led by parents, and independent projects that allowed my kid to go deep in a subject area. Some teachers did want to even deal with parent volunteers so these options didn't exist even if parent were able to do all the work involved. In middle school, the whole set up of Odyssey is such that kids can work deeply in subject areas, and the program in general has much higher expectations of students which inspires my student to rise to a high level of work. This has nothing to do with the TAG program so far as I am aware, but we do drive a long way every morning because our neighborhood school (Hosford) is well known to be deficient in meeting the needs of high achieving kids.	You can put some resources (i.e. TEACHERS, high level classes) into making sure that there are options for kids to work at high levels. Elementary students should be organized into math groups based on ability, not grade. I would love to see real honors classes back at the high schools. The current configuration means the first two years of high school can be very boring for these kids who are waiting for the time they can take IB or AP classes. Put geometry back into middle schools. Invest in the education of students at every level, not just students who are failing.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
358	Peninsula K-8	N/A.	There are no services so far as I can see at Peninsula. The teachers just have to make adjustments, which I think is hard on them.
531	Peninsula K-8	My son and his other TAG-identified classmate in second grade had access to an understanding teach last year, and to a wonderful volunteer who was able to dedicate special attention to them during weekly library time. They read and learned a lot and were able to discuss big interesting ideas. I feel very fortunate that this resource was available, but it also felt very much like a luck-of-the-draw situation and not like anything for which the school administration was entitled to a lot of credit. Likewise, we have been lucky so far with classroom teachers but I am not sure that they are in the best position to provide differentiated learning opportunities in a meaningful and truly effective way. There are so many competing pressures on them already.	After various meetings and presentations filled with bureaucratic jargon that overwhelmed even me (a nerdy lawyer), I finally came to understand that the TAG plan for my school and my child amounts to little, if anything, more than "dump it back on the lap of the classroom teacher". As noted above, my son has been lucky to have sensitive teachers and access last year to an outstanding volunteer. But I would really love to see a more consistent approach to providing out-of-class enrichment opportunities, through PPS, that will keep my son's mind and imagination engaged. When this subject came up a year or so ago with my son's principal, he handed me a brochure of workshops offered by a third party organization in downtown Portland -- which is nice, but sidesteps the district's responsibilities entirely. As a divorced, working parent with a long commute and limited funds, there are significant practical constraints on my ability to enroll my kids in outside programs. These same constraints limit their ability to access cool, non-TAG-specific resources that are offered on site, namely the SUN School program. There is no way at all for me to pick my kids up from SUN school classes at 5:15pm, and there is no coordination between SUN School and the PPS-designated after-
1166	Peninsula K-8	She seems to be making more of an effort to complete homework assignments and get good grades.	I really dont know for sure

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
121	Richmond E.S.		
145	Richmond E.S.		
174	Richmond E.S.	We got a letter that he had been identified as TAG last spring, and I guess I made the wrong assumption that I would receive more info or be contacted in some way to set up a meeting. I saw nothing that informed me of any next steps, so am not aware that anything ever happened differetnly after receiving the letter. I want to be involved, but don't know how.	Still don't understand what's available.
282	Richmond E.S.	The teacher who nominated my child was a great advocate and communicated well with us regarding the program, my child's abilities and her accomplishments.	Better communication from the school. There was one initial meeting, very general but good. Then we never heard any further communication during the year.
303	Richmond E.S.		
326	Richmond E.S.	My son was just identified as a TAG student last Spring when he was in 1st G. Since then, I have not been aware of any special instructions that are provided by the teacher. /	I will have to learn more about it next year...
537	Richmond E.S.	So far, I haven't seen anything different since the TAG designation. Previously, he was smart and the teachers noted this and kept him interested. They still do this, but it seems to have nothing at all to do with TAG, just good teaching. They recognize kids have different abilities and are not simply teaching to the common level.	Currently I don't really see that TAG does anything specific at the school. Nothing has changed since the kids officially being TAG'd. Whether this is due to their being spontaneously advanced previously, so I don't see a change, or if there's just really nothing in place for advanced programming, I don't know. I general though, if you have a bunch of kids identified as capable, I'd hope there would be plenty of opportunities for them to truly be challenged and intrigued. /
541	Richmond E.S.	I may be one of those ignorant parents, but I am completely unaware of any specific TAG services that this questionnaire is focused on. I attended a TAG meeting sponsored by PPS several years ago after my child was identified as a TAG student, but that essentially consisted of disseminating PPS recommended websites and resources for parents. Consequently, I'm astonished and baffled as to why PPS is spending money on a survey of a non-existent program that continues to be unfunded. I understand there are some TAG parents that meet occasionally with a school administrator to discuss the TAG program at my child's school, and I certainly applaud their efforts, but am unaware of any specific TAG services. My understanding is that children are identified as TAG by the schools, but that's where it ends. If, however, you mean "extra handouts" when you refer to TAG "services," then a TAG program does exist at my child's school. On the other hand, if you mean a program that incorporates specialized or advance instructions provided by the school for TAG students, there is none. This notable absence is, of course, understandable given the lack of funding. The unfortunate reality is that teachers are primarily focused on raising achievement test	1. Secure funding. 2. Provide opportunities for TAG students in the same class/grade to work on joint projects with other TAG students, such as spending time with outside instructors/scientists/artists or help set up fun challenges that involve more complex thinking (e.g., group challenges such as on Fetch! With Ruff Ruffman). 3. Secure funding. /
570	Richmond E.S.		This is hard for me to answer as my child was identified as TAG 1/2 way through first grade and this is only day 2 day of 2nd grade.
599	Richmond E.S.	My child is in a language immersion program so he is sufficiently challenged in that respect. I am also aware that his instructors understand that he is in TAG so I believe they take that into consideration in giving my child appropriate coursework for his abilities...	...however, the challenge he is given seems to be inconsistent based on his instructor for the year. Some teachers he has had previously were cognizant of the extra challenge he needs and provided appropriate work-- which my child is enthusiastic about doing. There have been a few years though that we have provided extra work for our child at home due to inadequate challenge at school-- my child had expressed disdain for the lack of challenge at times during the year. He would like to and is able to progress faster but it would be helpful if the challenge was provided for at school as much as it is encouraged at home.

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834	Richmond E.S.	I think it's too soon to assess TAG services in relation to my child. She was identified just last year in 2nd grade. I expect to see more TAG services in her future.	
1086	Richmond E.S.	He has had two years of teachers who were willing to accommodate our child's needs at our request, but only one who has actively differentiated and challenged him. He's been allowed to work independently, but has not been encouraged to work collaboratively or integrated into the classroom setting.	There needs to be a far greater level of support and training for schools and teachers to meet the needs of TAG students.
1193	Richmond E.S.		

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73	Rieke E.S.	We had a teacher last year who was uninvolved, did not understand TAG, had no control over the classroom.	Teachers need to be educated on how to use TAG. Core curriculum such as reading and math need to be taught at the same time in all grades so kids can walk to the level that is appropriate for them
170	Rieke E.S.	He was identified as TAG but no TAG program was implemented. I know he is not the only child as 4 of his friends were in the same boat and none of them received different assignments or projects in the 2nd grade. The teachers did not seem to understand the TAG program and just directed us to a board near the entrance which speaks of it, but more was learned at the meeting, Rieke needs help making sure this is implemented. Last year I asked but nothing was different.	
208	Rieke E.S.	Leveled reading groups are helpful for my child and the pull out math group run by parents has also led him to challenge himself in math.	Teachers need training on the social-emotional challenges for many TAG students, as well as in the often uneven development in TAG students. Teachers need much more support in terms of resources, implementing strategies, and time to be able to provide challenges for their students. When my child was in first grade, his teacher rather frankly told me that there was nothing she would be able to teach him in reading. I am a teacher and knew exactly what she meant, but it shouldn't be that way. My child is an amazing reader with an unbelievable memory but hates literacy in school. He describes it as slow and boring. He loves science and is consistently sad when they have so little of it in school. He's given the choice to do cool projects AT HOME and sometimes does them, but he's a kid and I think playing is important for him as well. The challenge work should not be left for the parents to guide or supervise. But I'm loathe to say that lest it be interpreted as my not supporting the school in its attempts to challenge my child. I should say, however, that I think that the principal and staff is doing their best with what they know and what they've been given. I do think they can do more with what they have, with some tweaking, but need to be shown how. Thanks for sending out
221	Rieke E.S.	My child has been able to participate in a pull out math program.	Classroom teachers cannot be expected to handle all TAG learning experiences. In my child's classroom they have had very high numbers of students. Parents are providing TAG math instruction, often with little guidance from the administration. I am not aware of any specialized reading or writing TAG activities. I am shocked at the lack of resources that the district puts toward these students. My experience 30 years ago was much more comprehensive and so sorry the program has fizzled out rather than grown. I don't understand why the district is testing for TAG if there is no comprehensive, meaningful program to augment the learning experience for these children.
317	Rieke E.S.	My son enjoys the monthly extra math work once a month but the rest of the month is a waste of time for him during math and read.	Math is taught as a group and not to the level of each child. Our school has reading groups based on the students' reading level but not math groups. My son is stuck doing drawing and basic addition during math time when he wants to be doing multiplication and division. As a science educator, I am appalled by the math program that is being taught at our school.
328	Rieke E.S.	My child is not receiving any additional services from TAG over her regular class work.	I wasn't able to attend the one meeting that was offered explaining the TAG program. My child's teacher didn't explain what TAG would add to my child's school experience. I feel very disconnected from what my child is learning in her regular school day, what the regular education plan is and what TAG would really add over and above the regular program.

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330	Rieke E.S.	I was told when my child was identified as TAG that this would benefit him most when/if he were to have a teacher who was not supporting his academic needs. Our school is strong academically and has a relatively high percentage of TAG students, therefore all students appear to receive an excellent education. My understanding is that his TAG status will benefit him if he is not getting his needs met. We haven't experienced that thus far, regardless of his TAG status.	Not sure
518	Rieke E.S.		Look at the best practices at other schools, share resources/suggestions to give new options to schools/teachers. So far, TAG has mostly seemed like opportunities for children to more and/or advanced homework in worksheet form, which isn't very popular regarded. After some initial enthusiasm, students often opt out of the extra homework. My eldest had her first really beneficial experiences with other TAG students via a team project organized by her 4th grade teacher, who also happened to be the TAG coordinator for the school.
659	Rieke E.S.	I am not aware of my child actually receiving any TAG services.	There could actually be some TAG services. In particular, I would like to see some pull-out programs that would offer more challenging material for him.
755	Rieke E.S.	I have never understood that any of the services my son has received have been TAG. He is put into leveled reading and math groups, but I have never had a conversation with my son's teacher or principle to understand what is TAG and what is just normal leveling in the classroom	
790	Rieke E.S.		
801	Rieke E.S.	My child has had teachers that are proactive in supporting TAG and would give additional homework to challenge him. However, he has also had a teacher where additional TAG instruction was not well directed, and unclear.	It would be wonderful if there was more individualized TAG group attention given by a trained teacher/assistant. I would like to see TAG instruction more clearly defined to individual needs of student. Would like to have hands on instruction, just having extra homework is not a positive or a motivator for my TAG student.
830	Rieke E.S.	? Math pullouts taught by volunteer parents last year (too early to tell for this school year) / Reading groups by level	More ability groups beyond reading. Combining high ability kids from all 3 classrooms in the grade for math. More science, possibly with similar groupings.
846	Rieke E.S.	Working on more challenging assignments with some peers	Very strange to be requesting this survey after just a few days of school. Is it supposed to reflect the previous year's teacher? Are you establishing a baseline to compare with end of year? Either way this should be explained. The way this survey is presented does not seem to make a lot of sense, timing wise.
891	Rieke E.S.		Individual plan, cross-grade grouping, not letting my child choose the easy way out but expecting more high-level choices in assignments
1135	Rieke E.S.	What TAG services? There are none. That's the problem. PPS won't let teachers differentiate or accelerate within the class out of fear that other children will perceive that they are not as smart. Teaching every student at their level is appropriate and needs to happen. The new math adoption is a perfect example. The district will not allow teachers to accelerate. It will result in depressing achievement levels of students throughout middle school and high school. My older child is taking geometry in 8th grade. It is easy for my child and for the rest of 8th graders in that class. My child (and others) at Rieke will be denied that opportunity to achieve their potential. It violates all TAG principles.	PPS needs to fund TAG. See above for other suggestions, i.e. let teachers accelerate and not make them feel like they will get in trouble (actual phrase regularly used) if they teach capable students more advanced material.
1201	Rieke E.S.		More direct involvement between teachers and parents regarding the learning strategy with my TAG student.

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
253	Rigler K-8	Last year was her first as a TAG identified child (3rd grade). Her teacher was also new, and was expected to evaluate, understand, and address all of her student's learning abilities. My child is very self motivated and seemed to find work suitable to her rate and level of learning, however she also has periods of boredom. There were no other noteworthy TAG services at our school beyond the classroom, and she was not particularly encouraged to find extra-challenging projects. Her school serves a very low income neighborhood and TAG services do not seem to be a priority. Understandably, there is only so much individual attention each child can receive from their teacher.	More attention to, and assessment and evaluation of, in-class adjustments to a learning plan. Funding for extracurricular enrichment.
819	Rigler K-8	helps parents identify characteristics of their kids and some things we can do to help them along.	there seems to be a real disconnect as to what the school and teachers and parents are supposed to do. what is the goal here? with classes in the 25+ student size, do you really expect the teachers to be able to be affective with a select few students? Our 3rd grade teacher was already overwhelmed. Do you think that singling out kids (especially boys) within the class at this age is a good idea? You have named this "TAG", I suppose "HIT" or "SLAP" where already taken? Our v.p. at the time had no clue what he was supposed to do (his job is no longer due to budget cuts) I guess it's great my son in "talented and gifted", according to your standards, but he's bored to tears - maybe an arts program? Music? Smaller class size? A new middle school where Whitaker used to be?

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
110	Robert Gray M.S.	I am not aware of anything special that has been done with my child since she was identified as TAG in kindergarten.	The teachers could, for starters, tell us what if anything they are planning to do, or have done, on behalf of my child's education because of her TAG status.
171	Robert Gray M.S.	A parent volunteered at Rieke to teach an advance math class every other week for a hour. That was the only class our son got excited about. Now, due to new math curriculum, he must be heterogenously grouped for math instruction at MS and I am very worried that he won't like or feel challenged by his math class.	Small group instruction- pull out / Group them together in classes for in-class assignments / Counseling groups to talk about their feelings about school / Ask the STUDENTS what they need to make school more interesting and exciting / have only teachers who are trained to work with gifted kids teach them / Offer after school clubs...math club, etc. / Enter competitions ...math meets etc. /
391	Robert Gray M.S.		I feel the teachers don't have the time to differentiate between students' ability levels and TAG efforts and effects are therefore diluted.
567	Robert Gray M.S.	At Reike Elementary my child was able to understand the assignment he received and did well with the identified plan we provided. At Robert Gray this is not the case. I received irregular contacts with teachers and sometimes felt blindsided by the academic care the teachers provided. I was not happy with the leadership or lack of with attention to this.	Regular monthly meetings with expectations built with the parent and student to take an active role in participating, a choice. With groups formed with regular monthly or bi weekly meetings with the kids who choose to receive guidance to achieve at their level. Tag is a label to be a " tag kid" and not the popular choice for many. It has to be made okay to be a tag kid and not be silent about the label and not be embarrassed or made to feel bad or too good to be. It doesn't seem to have meaning and it doesn't seem to have any backbone or substance at this point. It shouldn't be about extra work, it should be about substance and learning.
573	Robert Gray M.S.		
585	Robert Gray M.S.	There are no TAG services offered as far as I can see. The teacher didn't even know my son was a TAG student and tried to put him in a math class that was inconsistent with the whole goal of TAG.	If some services were offered would be a great start. I do understand the need to help children who are struggling in school. I just wish the same support was offered to children who excel.
709	Robert Gray M.S.	None	Actually offer them. / / My child has been at Rieke up till this year. She has been identified as tag, but other than that, nothing special has happened. They don't do any pull out groups, or provide any special oppertunities for kids identified as tag to work together to streatch their minds. / / TAG is a joke to me and the parents of tag kids. Other than identifying kids as tag, nothing is different than a normal kid. I flat out asked the tag coordinator, if I had 2 twins with identical aptitudes, one identified as Tag, the other one not, and they went through school would they have a different academic experience. She said no. To me that means there is no TAG program. / /
730	Robert Gray M.S.	The extra and advanced math work has been something that he has enjoyed and has pushed him.	I think aspects of the program could be clarified in elementary school. My son participated in an advanced math group, however it was less clear how reading and writing as a TAG student was any different from the basic curriculum.
740	Robert Gray M.S.		We have seen no appreciable difference in the work our daughter does as a result of being in TAG. Any extra work that there may be is done exclusively at school and does not seem to reflect on the homework or ough of school work our daughter does. Overhaul the program seems to be extremely weak and have little relevance on the studies our daughter is involved in.
757	Robert Gray M.S.	In elementary school, my child occasionally had teachers who challenged him and really made him love learning (in kindergarten, second and third grades). It really depended on the teacher. When his teacher isn't stimulating, he really doesn't like school much at all. His sixth grade block teacher was excellent; in seventh grade, however, it was a battle to get him to school every day.	Match TAG students to stimulating teachers.

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758	Robert Gray M.S.		The fact that there is only one level of math at the middle school level is flat out ridiculous. I don't think it helps any students achieve to their potential regardless of where their skill level is at. All of my children are gifted in math and since elementary school I have had to go outside the school system to get them the education they need to stay engaged. In school they barely survive the mundane worksheets that are at least one grade level and for my middle child at least two grade levels below his abilities.
760	Robert Gray M.S.		
762	Robert Gray M.S.	My child has had no TAG services at school yet this year, but last year in elementary school, her teacher provided her with an additional research project that she enjoyed. Unfortunately, with huge class sizes, there is little opportunity for any kids to get special attention, TAG or otherwise. All students should be challenged at their appropriate level, and good teachers do this whether or not a student has any special identifications. For TAG specifically, I don't know of any special opportunities available for my child in 6th grade yet.	Perhaps honors classes could be offered starting in 6th grade.
764	Robert Gray M.S.		I have not ever felt that he received anything extra since he was identified as a TAG student.
765	Robert Gray M.S.	There have been none. TAG exists in name only as far as I can tell.	A defined program communicated to the parents from a specific coordinator at the school would be a start. To date there has not been anything forwarded to us from Robert Gray.
769	Robert Gray M.S.	While my child has been identified as TAG we have not seen any indications that this has given him any different opportunities at school.	We were new to PPS when my son started 6th grade. After being identified as TAG, there were no meetings with administrators or teachers as to what this might mean for my son. Having been in gifted programs myself, my husband and I weren't necessarily inclined to have him just do extra work as was suggested by a math teacher. As there were no clear indications of what was available, we did not pursue this from our end.
770	Robert Gray M.S.	She is in an accelerated math class with other strong students.	She doesn't seem to get any specialized instruction or differentiated homework in any classes. I would like to see her be challenged in her block classes and in science. She is often paired with poor performing students so that she can help them get projects done.
772	Robert Gray M.S.	My child is actually not identified as a TAG student. My son exceeds in Math and has been in an excellerated program. I actully have not bothered to test my kids for TAG because it appears to me that nothing is done to enhance the education of bright kids. Our principal at Gray really went to bat for the kids in the advanced math class who have now been told that they cannot proceed to Algebra and then Geometry while in middle school as in the past. Beth Madison has kept this group of acheiving kids together in an 8th grade math class which is excellent. The math teacher is new, so we will see how he handles the academic curriculum and depth of the matierial to suit these children for the next two years. Regarding other subjects, my son (a 7th grader) recieved straight "A"s last year. I can't imagine that he was very challenged.	Both my kids are bright, but not the kind of children who would have special needs for their intelligence. I think it is important for schools to challenge kids of all levels. I don't see how that can be done by keeping them in one big happy group. It is a wonder to me that this year PPS is grouping ALL 6th graders together in math. That is not going to work for a lot of kids. I am glad that PPS has a year to figure that out before my 5th grader enters middle school! / / Additionally, it would enhance the learing opportunities of all kids to break kids into groups within all classes by ability level. The advanced kids should have extra challenges and have an opportunity to go deeper into subjects. They should be encouraged to produce work that is superior and have more expectations placed upon them. / / If I were to see some positive changes to the TAG program, I would make an effort to evaluate them.

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775	Robert Gray M.S.	Middle School is tricky. For most classes, my daughter receives no special services, but she enjoys those classes, nonetheless. The teachers at Robert Gray are very solid teachers, and she manages to find things challenging because she goes the extra step on her assignments. She was placed in an advanced math class and that has been a great help to her. Last year, she was with several other 6th graders in a 7th grade math class. This year, the advanced 7th grade students are all together in the same class (just them) going through the 8th grade curriculum at their pace. I'm very pleased by that.	
777	Robert Gray M.S.	I believe one teacher last year saw my child as a TAG student but this was never communicated to me specifically.	This survey is the first real indication I have gotten from the school that my child is even considered a TAG student. / My child's English teacher recommended her for a writers workshop at Portland State last spring. I had a meeting with the Vice Principal regarding the workshop (I was interested in knowing more & helping in any way) I was lead to understand that she had been enrolled and should attend (I had filled out and returned the permission slip). We arrived on Saturday morning, and found that she had not been registered. We were disappointed as she had over come her fear of attending because she saw it as chance to meet other kids & writers. / Better communication and follow through would be helpful.
778	Robert Gray M.S.	I don't know because we aren't given TAG feedback.	Better communication and process as to how my child is responding to the TAG curriculum. There is no feedback loop. We don't even know about the TAG curriculum at our school.
783	Robert Gray M.S.	Other than the testing that was done to identify my son as a TAG student in 2nd grade, nothing that I'm aware of has changed. He did receive additional math instruction in 3rd grade, but when the volunteer who conducted this left Maplewood, there were no other indicators that he received any type of instruction that was different than other students. Overall, his academic progress has declined as of end of 5th grade rather than improved. At the beginning of 4th grade, both my son and I had to ask the teacher for the packet of howeword geared for advanced students. She had no clue what his skills and strengths are and he would not have received the higher expectation curriculum if we hadn't asked. My husband and I attended a presentation at Wilson HS and were left with the impression that at Maplewood elementary, there were no TAG services and that Maplewood had elected to focus funding for Tag services in other ways that I can not recall. I'm not sure that our son would continur to test as a talented or gifted student at this time. Pretty dismal reflection of services.	Having had little or no Tag services up to this date, an improvement would be to begin with offering TAG services.
797	Robert Gray M.S.	Teachers tend to be aware earlier than they may otherwise be, due to TAG label. / Teachers have some sense of accountability to meet TAG needs.	More opportunities to work with peers at the same level. / Alternative curriculum (not just more work). / Partner programs with educational sources outside of the school. For example, community college and other community resources, online classes and curriculum, independent or group study projects. / In-school advocate for student's needs who seeks out the student, asks them these questions, and follows up with the student. / /

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802	Robert Gray M.S.	From my position the only TAG services that my son has received is that he is "flagged" for more advanced classes. I don't really see any other services - This is not a bad thing. I am happy to know that we don't make a mistake and that there are extra eyes watching to make sure he gets placed in classes that are going to challenge and inspire him. / / I think teachers for the most part are very talented at working with students at different levels - helping all students move to being well rounded academic learners - would imagine it would be hard to survive in the classroom with out that skill.	It seems there is no money so how do services follow? / / My son is ready and able to take advantage of opportunities given to him - so are many students TAG or not TAG -
810	Robert Gray M.S.	In 5th Grade, I was not made aware of any TAG lessons or extra assignments for my child. I have no idea what to expect in MS....but anything would be an improvement.	Do them!!!!
812	Robert Gray M.S.	At Rieke Elementary, my child received TAG Math instruction from a parent volunteer. This year, she wants to be in Robert Gray's SUN Math Club, because she enjoyed that experience so much and hopes to find something similar.	I don't know what Robert Gray has available, but I also haven't looked for those answers. I wish they had come to us to set up a meeting, but I did not reach out.
831	Robert Gray M.S.	Teachers have done IEPs for one of my children and have offered additional assignments. / Overall I have seen no benefit for my child to be labeled as TAG. There are really no additional or special services that they receive.	Increase opportunities to accelerate kids in language and math at middle school level if they are interested. / Provide a better variety of enrichment activities for kids who can easily accomplish classroom work. /
832	Robert Gray M.S.	None	Not aware of any services provided outside the standard curriculum.
844	Robert Gray M.S.		I honestly don't feel like there is any meaning to being TAG identified. It doesn't change in any meaningful way how my child is taught, what resources are available to them, how and if they are challenged academically. It has been disappointing and difficult not to be wooed away by the services available in the private school world. My kids (all 3 TAG identified) are happy, well adjusted, have a good and solid peer group and will be successful regardless - but we certainly wish their academic experience could be/ could have been richer - now these many years! (9th grader, 6th grader, 2nd grader)
853	Robert Gray M.S.	As my student is new to Robert Gray M.S., my responses reflect our experience from 2nd grade, when he was ID'd as a TAG student, to the present (6th grade). Maplewood Elementary was a great experience for my student and the teachers were supportive. He participated in some special reading and math groups and had some special projects. However, overall TAG activities were minimal and highly teacher-dependent. In general, my student has rarely been academically challenged at PPS. Much more could be done to support TAG students. I do not fault the PPS teachers who are already overwhelmed with large class sizes and responsibilities, but with the resources PPS devotes to TAG.	PPS needs to devote the resources to make the TAG program a real part of the curriculum, not just program descriptions that cannot be carried out. Dedicated resources are needed for this at each school. / TAG students should be allowed to work together in small groups on advanced areas of study, e.g. advanced math and science projects, reading groups, etc. TAG students could be challenged with special, independent projects to be completed at home and reports given at school. / Each TAG student should have a clearly defined TAG plan for the academic year by the end of the first trimester. / If PPS does not have resources to support this, TAG "mentors" could be identified within the community, i.e. volunteers from industry, academia to provide support and direction.
881	Robert Gray M.S.	I was not aware that my child was still receiving tag services. I'm not aware that it has been discussed in about two years.	
883	Robert Gray M.S.	This presumes that there are TAG services. The only real evidence of this in my child's PPS career (K-8th) has been accelerated math, which only addresses baseline learning, not rate of learning issues, and as I understand it, it will no longer be available for 6th graders under the new math curriculum. The science teachers have indicated that the new science curriculum does not provide opportunities for accelerated learning (compared to the old curriculum), and while individual teachers will occasionally try and see and address this need, the only thing regular about it is that it's extremely irregular.	Teachers need to break students out into ability groups - or at least to have targeted, advanced assignments. Teachers simply expect too little. We've had many more tears in our house over the fact that school is boring and too easy than over it being too difficult. It's a real pity.

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886	Robert Gray M.S.	TAG has never been mentioned in his middle school or communicated to me as the parent. When I received this survey, I actually called the school to see if my son had fallen out of the program or maybe had to be re-nominated to be in the program. She assured me he was still in the program (math only) and would be continuously. Like I said, I didn't even know he was still in it, I don't recall a teacher ever mentioning a special program for TAG students, etc. He used to be in more advanced math (in grade 6 and 7) but they did away with that option for this year.	In elementary school the teachers spoke of trying to offer more advanced work for the TAG kids, nothing as ever been mentioned to me in Robert Gray that I recall. / /
894	Robert Gray M.S.		In my experience with 2t "tag" children in PPS over the last 9 years, the label means nothing. There has been no unusual or enhanced services for them. They are just challenged like any other student, to my knowledge.
904	Robert Gray M.S.	Other than moving up 2 years in Math, I am unclear what TAG services he has received.	Communicating what is different for TAG children
909	Robert Gray M.S.	I have no idea. He has been repeatedly identified as TAG but I have no idea which assignments (if any) are TAG specific. When I asked him, he said that he didn't even think that his school was doing TAG any more.	Clear and specific communication. / / If TAG stuff is being communicated in the mass emails, I may have overlooked it because sometimes I just don't have the time to sit down and read them exhaustively.
923	Robert Gray M.S.	My sons (twins) are in a great school with great teachers and wonderful opportunities. Both are in an accelerated math classes.	Other than providing an opportunity for my sons to attend accelerated math classes (which is great!), I am unaware of any other efforts by PPS to provide my TAG sons additional/extra opportunities to explore academic subjects.
979	Robert Gray M.S.	None at Robert Gray	I moved to Portland when my daughter was starting third grade. We came from a school that had a TAG teacher who actually spent time challenging my child. When we came to Maplewood, I was told the TAG program was a program with a small "p". My child's fourth grade teacher did a great job of challenging her but otherwise I wouldn't even know the TAG program existed in PPS. I have never discussed the TAG program at Robert Gray with any teachers or administrators. I actually didn't know it existed. When I approached my daughters sixth grade teacher about skipping seventh grade math (an option that year) I was told her math Oakes test score was 5-7 points too low--end of discussion. In hind-sight I wish I had been a better advocate for my daughter because now she is increasingly bored in school and losing interest rapidly. All-in-all I am extremely disappointed in the so-called TAG program and lack of information on how it is supposed to work for my child especially in the middle school setting.
998	Robert Gray M.S.	I was sent a post card last summer stating my child was a TAG student. I told them I couldn't get the meeting and was told someone would be in touch. No one ever contacted me or my daughter. When she asked to change math classes this year she was told she couldn't because she was a TAG student. SHE didn't know she was and neither did I. So not really impressed with any communication. Assumed she missed the chance to join the class last summer.	Stay in touch with the parent and let them know what if anything is happening.
1041	Robert Gray M.S.		
1131	Robert Gray M.S.	My child has benefitted from being on the advance math track through middle school.	Other than math, the difference in assignments or instruction is pretty invisible to me as a parent. I know my child is identified for the TAG program through mail and email that I receive, but I do not know what my child is being asked to do that is different, if anything, than the regular classwork.
1204	Robert Gray M.S.	My child is new to the area this year, but was in a similar program in her previous school district.	

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
439	Rosa Parks E.S.	My daughter was identified as a TAG student when she was in Kindergarten four years ago at Boise/Eliot School. At that time, the TAG services didn't meet the expectations we had anticipated for her at that time. There were two other children who were TAG students in my daughters classroom and there wasn't much accelerated activities or curriculum for the children to do or be involved in. That was one of the reasons why we removed our child from PPS and enrolled her in a private school.	Take the TAG program more seriously. Have a curriculum in place for the TAG students for the entire academic year just as would for non TAG students. It would be nice for the TAG parents to see at the beginning of the year what plan and activities are in place for TAG students. Also, having stimulating field trips and learning excursions budgeted for the year would be an added plus. There are many museums, theaters, workshops/seminars that young people can attend to expand their academic and intellectual needs. As parents, I'm sure a few of us would be willing to do some fund raisers to help with raising money for our TAG students. /

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
165	Roseway Heights K-8	Adele is great. Always trying to find enrichment programs for the TAG students at RWH. Most of the enrichment programs available are science and math oriented, though, and my child wasn't identified as math/science. My child is identified as reading/writing. It's not Adele's fault that there are no programs that speak/appeal to my child's identification. The language arts don't easily lend themselves nor are they readily available to an afterschool activity such as OMSI classes or Saturday Academy. I do not have the time to create nor teach an afterschool class about basic linguistics, but that would be a class my student would enjoy.	Develop a less heavy science/math concept and develop/offer a few language arts alternatives.
229	Roseway Heights K-8	My child has been offered, and participated in, extra-curricular Saturday Academy classes. She was nominated for a summer program.	While I realize that the teachers' priority are the children who are lagging far behind, we are continually frustrated because teachers refuse to do anything beyond their regular program to enhance the advanced kids experience. We are treated as pushy parents and the teachers tell us they don't like to give the kids extra work. It shouldn't mean additional papers or problems, but no one is telling my kids "Here is the standard, and here is the higher standard we expect from you. We have kids who are well-mannered, well-liked and easy to get along with. One in particular could be going above and beyond, but her nature is to slide by. We are tired of being the only ones pushing her, while the teachers just seem relieved to have a bright, easy-to-deal-with kid in their class. I sympathize with the teachers, but in the end it is my kids I am concerned about.
428	Roseway Heights K-8	My child looks forward to the occasional after-school programs, but his behavior issues make it difficult for him to get much out of them. (He didn't have an IEP last year, but he does now.)	I'm not sure because I don't really know what I should be expecting. He's attended two or three hour-long after-school OMSI-sponsored classes; what else is there? (Note: we spent most of last year trying to get his behavior under control, so the TAG identification may have fallen through the cracks.)
565	Roseway Heights K-8	Very minimal services. TAG Coordinator makes an effort to engage parents and make them aware of resources. TAG science programs were a good feature.	All children should have their academic and intellectual needs addressed, whether they be advanced or need help.
631	Roseway Heights K-8	Despite severe budget cuts I can appreciate the efforts being made.	Need advanced instruction and assignments. More challenging course work.
808	Roseway Heights K-8	Though I'd really like to describe positive aspects of TAG, there really have not been many. The one "TAG" event for my child at school the last school year was 3 classes from OMSI, available first to TAG students then opened up for all the students. Besides these classes, I find that my child who was "TAGGED" in Kindergarten has not had any benefit from the program.	Right now, the parent has to suggest and/or work with the teacher to figure out a way to better challenge the student, this can be difficult for a non-teacher to try and figure out. I think there should be some kind of reference or source/guide/book for the teachers that they could go to to get ideas on how to keep the TAG student challenged. For my child it doesn't help to pull her out of her current class to attend some advanced type of instruction....perhaps providing something after school. These kids need to feel engaged and excited about what they are learning, at times if can be "boring" to sit there and wait for the teachers re-explains or takes a little longer to get a point across. My biggest fear is that my child will be bored and lose interest in school. Perhaps having a designated TAG instructor that can have a class for a group of kids consistently, so the kids can be in a class where they can really engage and challenged.
903	Roseway Heights K-8		More opportunities (Special events, expanded curriculum, weekly events or meetings with peers)

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1213	Roseway Heights K-8	My son was identified as a TAG learner last year in Kindergarten. No special TAG services were provided for him after this identification. Hi teacher did do leveled reading groups and he was in a group with one other student. They met as a group once a week, if that. Other than that, she reported doing higher level questioning with him in group discussions but no other modifications were apparent. Outside of the classroom, no other services were offered. I was told that the only services for TAG learners started in grade 2, or we could apply for ACCESS Academy.	Teachers need more training and support for differentiation. They need assistants to prep materials for the diversity of learners they face every day. Parents need to be better informed of their rights, that the district tests every child whose parents request testing, and that they don't have to wait for the "screening" done at grade 2. There should be examples of individualized TAG plans at every school site, not just a Building TAG plan. One size does not fit all. Parents don't want to burden teachers by making more work for them, but if there were individual TAG plans available to parents they could come to teachers with some specific requests of what could be done in the classroom and teachers would have to re-create the wheel each time. TAG Boosters groups should be formed at every school, consisting of parent, students, administration, and teachers working to support TAG learners at each school site. No parent or student should be told their only option is to move to ACCESS Academy. There should be a "Road Map" for parents to look over to know how to support their neighborhood school in making that school the best place possible for their TAG learner to learn and grow. Money needs to be set aside for TAG Booster coordinators, as well as TAG
1214	Roseway Heights K-8	I know there are classes that he could take outside of school to see things to increase his interest.	Providing time for the teacher to thoughtfully think about how to address the needs of my child. It's one thing to know that he's TAG, but it's very much a different thing to sit down with the appropriate amount of unencumbered time to plan. That time should be compensated, and it should be on a frequent enough basis so it's not just a once a month he's got some special thing to do. I value the fact that the teacher has an entire classroom of kids whose needs should be met and I don't want to overly burden an already overburdened teacher.
1215	Roseway Heights K-8	The teacher in second grade made an attempt, but follow-through was poor. The 3rd grade teacher is the TAG coordinator, so has a better understanding of the needs of TAG kids. She has sought out my input about his learning style and has been responsive.	School-wide, I feel that there is meager understanding and/or responsiveness to the needs of TAG kids. The teachers could educate themselves and money could be provided for a teacher dedicated to TAG. After-school classes are enriching, but are looked upon by the general population as elitist. I am less concerned about pushing my child forward and much more concerned with a teacher taking the time to explore his learning style and unique educational needs. There are no written plans at the school that I know of. This could be changed.
1216	Roseway Heights K-8	At least there are some actual activities	In a world where education were appropriately funded, and the specter of equity didn't drive everything to the middle, the group activities currently offered would be supplemented by small group and individual activities and on-going coursework. These would be provided by additional educators with specific skills and aptitude who would not be shy about promoting a balanced emphasis both achievement and enrichment. / / In addition, opportunities to take higher grade level classes would be offered and kids who are academically capable would receive emotional/social support to make them comfortable doing so.
1217	Roseway Heights K-8	There have not been many TAG services for my child, just a few afterschool fun classes	There has been no communication between any teacher, tag coordinator in regards to how my child is being challenged. He gets the same school work as every other kid. He doesn't need extra work, he needs more challenging work.

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
230	Sabin PK-8	Providing challenging homework in areas where she excels.	Better organization and structure. The program seems dependent on the style of the teacher. Depending on the teacher, you may have a more or less effective TAG experience.
279	Sabin PK-8	Some of his teachers have been very good at providing challenging tasks. Others see it as just additional work. He does not need "more" work he needs more challenging work.	They need to be better incorporated into the curriculum and not just added to the already heavy school work load. This past year started with outside classroom sessions that he enjoyed but then they just stopped. I assumed that the budget was used up. Too bad.
434	Sabin PK-8	There have been a few TAG pull out opportunities in math and writing that have been fun and challenging for my child. I had to remind the classroom teacher that my child was supposed to attend the TAG classes, therefore a few were missed.	More incorporation in every day learning, not just occasional pull outs. There is a need for a school site TAG committee, which will hopefully begin this year, working with staff to develop enrichment opportunities on regular basis. It seems that schools could share ways in which TAG is incorporated into the curriculum, therefore learning from "best practices" from around the district.
476	Sabin PK-8	My child did not receive a significant amount of TAG services. I did not see any positive aspects.	A proactive approach is required. During back to school night, I suggest the TAG coordinator arrange a meeting or at least make a meeting available to discuss my child's TAG plan. Each report card should include some feedback on my child's TAG objectives and progress towards those objectives. For me to support the plan and objectives, I need to know details. I can then guide homework assignments and additional learning in support of the plan. I would prefer to see my child's TAG work be incorporated into the classroom, allowing him to work alongside his classmates, but on work that is appropriate for his TAG plan.
605	Sabin PK-8		
642	Sabin PK-8	My child has received only a couple of opportunities to work with college students in TAG reading and math. These few opportunities were good - he enjoyed them, but they were too few and far between to make much of a difference in my child's overall year/academics.	More consistent opportunities would be better. Also, a consistent TAG teacher would be good. It just didn't seem that integrated into the school curriculum. Also better communication between the school and parents of TAG children about the classes, when they will be offered, what they will be doing, when they will leave class, etc. We can supplement with Saturday Academy, etc. with better results and with more satisfaction on my child's part.
654	Sabin PK-8	The child whom I described in my responses is a second-grader this year. To my knowledge, she has not received any TAG services, though the ordinary processes of teaching math and reading at Sabin resulted in some cross-grade ability grouping last year. Based on my observations of TAG services in neighborhood schools, I do not expect that TAG will ever provide her with much in the way of differentiated instruction or enrichments. / / My other children are in ACCESS Academy, which is obviously an entirely different situation.	For one thing, there do not appear to be any TAG services in the lower grades. Providing some services to early elementary students would be an improvement.
972	Sabin PK-8	To the best of my knowledge, my child has not received any TAG services.	Getting some TAG services would be a start, and having communication from the school about this would also help.
992	Sabin PK-8	I have seen no adjustment to either of my children's academic plan because of their tag status. They do the exact same things as the rest of the class. More focus is directed at children who are not meeting standards than children who are above. I am concerned that at some point my kids will feel unchallenged and start not liking school.	They need to be working at their level in each subject. They shouldn't be able to get 95% or higher on everything with no effort or studying.

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1039	Sabin PK-8	She has been challenged to do more critical thinking.	The TAG opportunities offered were spotty and irregular. They were taught by college students who were frequently absent . My daughter told me she didn't enjoy them or get too much out of them. I never received any communication during or after the fact about my child's participation. In short, though the intention was to enrich the curriculum, I don't think these efforts were successful. I think it would have worked better if the classroom teacher had had some additional material and or requirements that she could have offered my child.
1060	Sabin PK-8	To be fair, our son was identified rather late in his 2nd grade year (but that late identification is part of the problem I see...) so we haven't had much experience with the TAG program since he's now just starting 3rd grade. I do have to credit his 2nd grade teacher for suggesting he be tested. The TAG identification has given us the ability to advocate for our child in a way that always felt difficult for me to explain since our child's gifts are not straightforward or flamboyant (99% in reading but he struggles with the mechanics of reading!). We are grateful for the testing process but felt that little was done after the testing information was discovered, to implement a specific course of learning for our son. My understanding is that our son had one TAG reading section last year and that was it...	We would like a more clearly defined program at our school. We would love to see a TAG parent group and a clear channel of communication to TAG families about the proposed plan for the school year. I know I have the right to ask and see the plan (which I will do!) but it seems that "the site plan" should be sent to all TAG families. The burden of experience seems to be on the parents at this point rather than on the school or the district. My sense is that it is a "back burner" aspect of our school.
1124	Sabin PK-8	My child enjoys the activities in TAG and looks forward to going to her TAG classes.	I would feel better if there were a TAG specialist in the building with daily classes. That TAG teacher would have parent conferences, regular parent communication and would work together with the child's classroom teacher.
1161	Sabin PK-8		As far as I know Sabin is starting to focus on TAG this year.
1165	Sabin PK-8	I really am not aware of ways (other than special pull-outs twice a year) that TAG designation has helped my student develop as a learner.	Sharing a school building with ACCESS and seeing what those children are offered and the work that they do, I'm pretty frustrated. I'm not sure what the point of having a TAG designation is if you're not at ACCESS. It's a shame that PPS skims off those children (and their vocal parents) and leaves the other TAG kids (and the non-TAG kids) without the same opportunities. / / I am hopeful that this year's teacher will be better able to differentiate instruction for our student and that the assistant principal that is heading up TAG can make improvements in the delivery of services for TAG students building-wide.
1187	Sabin PK-8	When TAG activities and services have been available, my daughter has benefitted greatly from them. However, there have been few of these programs, especially in the last year. On the positive side, she does well when challenged (and not just given a higher volume of the same level of work, but more interesting and challenging work).	My impression is that there are more TAG services related to writing and reading than math, so I would like to see more quantitative skills being developed and nurtured. I would like to see more frequent activities, because my daughter does get bored in class. I would like to see TAG activities not completely dependent on who she has for a teacher, but mo consistent from year to year.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
205	Scott K-8		More opportunities to do things that challenge him - working on mentoring other students, providing mentor(s) for him to help him explore topics of interest more deeply, accelerated assignments. Working with other students at his level.
212	Scott K-8	People seem willing to meet and discuss. Moving him to higher grades' classes has been somewhat successful.	There aren't really many services at all. Teachers have no time and there isn't much support. I think more stimulating things like science, art, or projects might help.
246	Scott K-8	I believe that the tag services have allowed my son to participate in programs that help him stay interested in school (i.e. ceramics/science class). / I believe that his teacher made sure that he was learning at his own level.	More training for teachers.
653	Scott K-8	I am basing this on last year (K at Scott) since we are only 3 days into ACCESS (which feels so much more appropriate for my child's learning style and level). My daughter's teacher tried to accelerate her learning experience. She communicated well, sent home extra, higher level books and expected more from her.	More TAG services need to be provided to poorer schools that have more non English speakers. They do not have the funds to offer extra classes and much of in class time is spent on getting these non English kids or lower level learners up to speed.
753	Scott K-8	When he has had proactive teachers and his TAG plan has been followed, the experience has been good.	Consistency and follow-through of his plan has been really inconsistent based on the teacher he has. The TAG classes he's taken have been interesting for him, but not offered consistently enough and I'm not sure what impact, if any, they have had on his education. I would also like to know more about these TAG classes--I feel there has been no communication about them to parents. What we find out about them has been through our son only.
893	Scott K-8	My daughter participated in a reading club and a ceramic class which she excelled in and enjoyed. I have not heard anything about what will be offered for her in this school year but am looking forward to hearing.	The major complaint I had was that her ceramics class was offered during her PE time and since the kids get so few of those times already she missed out on chances to get exercise and energy out to help her focus during class time.
975	Scott K-8		More TAG services support to classroom teachers. More TAG service opportunities for our school to take advantage of.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
90	Sellwood M.S.		
100	Sellwood M.S.		Cleary communicate what they are and the related opportunities available. / / At present, it seems to be no more than an adjective assigned to my child. I don't see specific TAG services deployed regularly in the classrooms.
147	Sellwood M.S.	He was put automatically into an advanced math class with a teacher that understands these are advanced kids. Other than that, Portland Public has not made any other attempts to take my child his full potential. At the very least there should be an advanced science class but there isn't and the electives are cut every year.	More advanced classes for advanced thinkers. Not putting my child together with students who are not at his level of thinking...you may think its a way to bring up the lower kids, but there is no benefit to TAG students. Having teachers at grade level develop TAG plan across the board not just teacher by teacher but making his overall academic experience fulfilling. Have block teacher, science teacher, math etc...meet and together come up with a plan for the TAG child. NOT making gifted kids do extra writing because the majority of the student didn't meet writing expectations...that is NO different than giving a TAG student extra work instead of appropriate level work. It would be nice to work in conjunction with OMSI for an advanced science course where TAG students go for period 1 or a last period of the day and do a physics course (I would be willing to pay for something like that). REAL LANGUAGE choices, not just spanish but more advanced language choices like Asian languages, or Middle Eastern. No Child Left Behind, means NO CHILD that includes the gifted ones but it seems that PPS is only concerned with the kids that are below grade level. Funds are implemented for the NCLB act and it would be nice if they were divvied out equally not with a majority going to
186	Sellwood M.S.	In the 4th grade (the first year my child was in the PPS system), he received a TAG plan from his teacher, and some effort was put into giving him extra work with respect to his reading skills. There was little done with respect to providing for his advanced math skills. I even had to press the school to identify him as a TAG student since he had not taken the TAG test the previous year. (He went through extensive testing by a psychologist he saw because of being bullied at his previous school. The psychologist said he had the reading skills of an 11th grader and the math skills of a 7th grader, even though he was only in the 3rd grade.) He advised us to get him into public school so he would have access to a TAG program, but nothing substantial ever materialized. The teachers had too many students with poor skills to have time to develop more difficult material for my son.	Last year, I was the sole volunteer working with all three of the 5th grade classes' advanced math groups (I have a PhD in Statistics). After we had been doing this for a few months, the school TAG coordinator told the teachers the meetings were not permitted because I was not working with an approved curriculum (or something like that). We continued anyway. My son's skills were the highest even in this group. But when I inquired about his going into 7th grade math instead of 6th grade math when he went to Sellwood, I was told it had never been done and would have to be initiated by his teacher. I doubt anyone at Sellwood will be willing to spend the time to give him challenging work since he is so far ahead of his peers. They seem to believe that the new Core Standards will take care of whatever extra challenges the students need. / / To improve the situation, I have one simple suggestion: make sure the teachers have the time (and the skills) needed to develop and IMPLEMENT a TAG plan for the student, or provide an additional staff person who can do this for those who need it. Be willing to let the student do the advanced work during school hours by skipping some other subject occasionally, if necessary. Also, you should provide special accommodations to students

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188	Sellwood M.S.	To-date, my child has not had any specific positive TAG services provided. He is in the "advanced placement" for math, but that placement is not TAG related. This placement has been a good fit. Further, his language arts instructors in 6th and 7th grade did a very good job of providing appropriate material and challenges for his level, but again, these were not TAG services and were teacher-dependent. When we did identify a specific subject area where my child needed additional challenges - science - we were completely unsuccessful; Sellwood middle school was simply unwilling or unable to meet his needs. As a result, my child no longer feels interested in or engaged by the broad subject of science. This is disappointing to us, and we are hopeful that his 8th grade experience will be better. We are not aware of the TAG services available at Sellwood, and it is only because we expressed ongoing concern about his science experience that we were told that the school would attempt to create an individual plan because of his TAG designation. This was, however, never done.	Initially, it would be very helpful to understand what TAG services are available. While my child has been fortunate to have some exceptional teachers, it is frustrating to realize that meeting his academic & intellectual needs are completely teacher-dependent, and the TAG program has not enhanced the baseline of opportunities available to him. Because our experience has been that Sellwood Middle School does not choose to or is unable to implement any TAG services, the first step would be to understand what services are available (if any) and then require that Sellwood Administrators be responsible for implementing the program. / / In addition, while I understand that there may be good reasons for spreading the TAG-identified students among classes, this practice does not serve the academic & intellectual needs of my son. For example, in his "advanced" math class, he has been able to master material at an accelerated pace, while also investigating some interesting "bonus" material where the entire class is able to participate in interesting discussions. In contrast, in his science class, my son quickly completed the in-class worksheets & homework, and was bored because there was not room for any discussion about the topic beyond the basics; after
251	Sellwood M.S.	In middle school he has had access to fast-paced, challenging, advanced math classes. /	It is absolutely insane and completely impractical that each teacher is expected to generate TAG curriculum materials for every class they teach. There ought to be centralized, easily accessible materials that teachers can use when they need to for each unit. / / I wish there were more activities for bright kids to just hang out and think together: math club, chess (with plenty of time to play), Battle of the Books, robotics or other fun science activities... / /
261	Sellwood M.S.		Have more classes geared especially for TAG students. To date, the schools require each teacher to differentiate material to address both the lower performing students and the TAG students and that is not often realistic given the time and resources available. My view is that the TAG student education is compromised. The teacher must help the lower performing students pass the tests, but there is no measureable requirement to address the TAG education piece. And the teachers cannot differentiate to both extremes in a 55 minute class (middle school).
575	Sellwood M.S.	My daughter received no TAG services last year and only minimal TAG services in elementary school. Our request for her to take more challenging math was denied by the Principal based solely on one test score that was only couple points under the cut-off. Her fifth grade teacher also recommend the advanced math, but the Principal's decision was only based on the test score and not other assessments of our child's abilities.	
594	Sellwood M.S.	They are wildly different each year, depending on the schools' resources. This can be good - poor programs are not continued - or bad - no continuity from year to year. One year in elementary school there was a creative teacher who worked with the Tag kids occasionally on projects and was wonderful. She presented them with problems to solve, community service projects to plan and carry out, guest speakers to talk about interesting professions. Most years, however, there are little or no services or accommodations. In middle school, there has been absolutely zero TAG services. Very disappointing.	There must be some way to sustain successful programs from year to year in elementary schools. And there must be some successful models of middle school TAG services. My daughter is in accelerated math, but other than that, there has not been any services or accommodations other than telling us she got an "amazing" score on her writing assessment. Is there no way block teachers can help challenge TAG students?
601	Sellwood M.S.	Advanced math track at Sellwood MS, including Geometry in 8th grade.	I am unaware of any TAG services offered to my child by any other teachers at Sellwood besides Fred Harsman, the math teacher. If teachers communicated with TAG parents (which they do not), it might be possible for us to work together to benefit the child.
661	Sellwood M.S.	So far, at Sellwood Middle School, no TAG services have been provided.	My child needs to be challenged and to work with other students who are highly motivated.

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667	Sellwood M.S.	I cannot describe any positive aspects as it really has made no difference that my boys have been identified as tag.	There should be additional challenging and engaging work for all students not just Tag identified students.
668	Sellwood M.S.	This survey is difficult as my child just transitioned to middle school after being at Lewis Elementary. Many of my answers are more of a reflection from his grade school since it is too early in the middle school to see how his teachers deal with his TAG	I would prefer more options, better proactive communication. Our experience has been too ask if there is anything that he might be able to do to further challenge him rather than being told what he is doing as a TAG child
680	Sellwood M.S.	My child is in 8th grade, and I have no idea for this year as of yet; but never heard of any TAG plans for my child in the 7th grade at this school. In the 6th grade, her teacher did communicate plans in place with my child, and my child was benefiting at that point in time from her set up situation that the teacher had prepared for her. She (my child) loved the material, it kept her happy and excited and not bored!	I am not sure, but for starters, how about making what goes on with TAG in the teachers classroom more apparent to parents.
681	Sellwood M.S.	My daughter received reading & math Tag services in 2nd & 3rd grade but hasn't received any pull out activities since then (that was 5 years ago). I would have considered her Advanced Math class in 6th grade (last year) TAG appropriate as it was challenging and exciting for her but with new math class structure I expect she will be little more than a teacher's assistant this year. She has gone from being the top student in Advanced Math to a class with kids who can't do the math she learned 2 or 3 years ago. She is very unhappy about the changes in the math curriculum, as are we. It would be great if the TAG programs would step up to offer something to the kids who are so far above grade level.	Neither of our children currently receive TAG services in their schools. We have never complained & are not likely to as our children love their schools and their teachers. Lewis Elementary & Sellwood MS are fabulous schools but I have not seen funding & staffing numbers that allow for specialized services for TAG since my daughter was a second or third grader (5 years ago).
689	Sellwood M.S.	One year in elementary school at Llewellyn, they did service projects that were worthwhile. Other years (such as last year) they scheduled TAG experiences during Late Start, which made it feel more like a punishment than stimulating work. Overall, the TAG experience at Llewellyn was uneven and not at all helpful.	I'd like to see interesting classroom work designed to push TAG children beyond the "minimum." I have yet to see this done in any classroom. I don't think TAG should be about "extras"--at least not in middle-class schools where many children already have exposure to "extras." I think it should be incorporated into the classroom and be designed to push these kids to the next level within the work they are already doing. I also think service projects can be designed to serve this purpose and help apply their learning to the real world. Because this happens so little in schools, I think this would be a valuable TAG experience.
700	Sellwood M.S.	My child's elementary school TAG program was excellent and clearly defined. Sellwood Middle School claims to have a TAG program, but I've not seen any evidence of the program.	I have talked to my child's teachers and last year's Vice Principal (there is a new VP this year) regarding the TAG program. The teachers were not aware of any separate instruction available for TAG students and the Vice Principal could not adequately explain the program. My daughter doesn't even know she is in the TAG program because she hasn't participated in TAG related activities for the last two years. Any service other than labeling a child as TAG identified would be an improvement.
716	Sellwood M.S.	My middle schooler is newly identified after having his TAG nomination paperwork overlooked in 6th grade. I'm not yet certain how being TAG identified is impacting his education. I would like to go out of my way to point out what phenomenal language arts teachers he has had at the 6th, 7th and 8th grade levels.	My frustration has been with only one section of accelerated math offered at the 7th and 8th grade levels. My son was in 6th grade accelerated math but missed the cut off for Algebra by a couple percentage points. He loves math and has a strong aptitude for math. He was given alternate materials in the basic 7th grade math class but no space was made for the Algebra class. My son will have to study and test out of geometry in order to stay on track with the high school math trajectory. I found working with the vice principal / TAG coordinator extremely frustrating. His need to learn at the appropriate level and pace were entirely overlooked. The content of the 7th grade math class were review for him until well into May.
774	Sellwood M.S.	There has been very little TAG service for my daughter. Some extra homework here and there.	How about a class period devoted to it?
908	Sellwood M.S.		
944	Sellwood M.S.		

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1004	Sellwood M.S.	We are not aware of any TAG services provided to our child as a 6th grader. / However, throughout the year her individual teachers have identified her as a candidate for additional challenges and provided those to her. And that is greatly appreciated. / The last time we received excellent communication regarding our child's performance relating to TAG services was at Grout Elementary School.	Providing better communication to parents: / (1) Are TAG services being provided and what are they? / (2) Who is the person at the school responsible for administering these services (Block teacher, Homeroom teacher)? / (3) Is this designation being transferred to the next grade level administrator? / / Making TAG designation a criteria for placement into advanced coursework ie, compacted math for 7th graders.
1091	Sellwood M.S.	Small group math activities in 6th grade was helpful.	More small group activities in a variety of classes.
1105	Sellwood M.S.	There have been no positives aspects while at Sellwood M.S. My child is fortunate to be part of the last group of children in advanced math class, but that was not related to TAG status. In 6th grade he did the same assignments as were done in 4th grade. His teacher was unable to consider a way for children who were able to read and write well to have interesting or more challenging work. His 7th grade teachers were the same and so far, his 8th grade experience is no better.	If TAG provided enriched curriculum for the teachers to use with the TAG kids, and follow up to see that the teachers did actually use it, it could help. The teachers seem unable or unwilling to create an enriched curriculum on their initiative. This could certainly be in part because they have large class loads or many high need students, but regardless of reason, the capable kids are being left to become disinterested in school.
1133	Sellwood M.S.	The TAG program has allowed my child's teachers to be better informed of her academic strengths. My child's teachers, first at Duniway Elementary and now at Sellwood Middle, have been outstanding. / / I can recall only a single TAG-sponsored activity that had a significant impact on my child's academic and creative development.	While I recognize the limitations brought on by budgetary challenges, current class sizes make it extremely difficult for teachers to provide TAG students with individualized attention. / / I would like to see more TAG-sponsored activities, similar to the one referenced in the previous response.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
125	Sitton E.S.	Being identified, I believe my minority student is accepted as exceptional rather than just another hispanic student of a lower income neighborhood.	I see little difference in the work and activities my daughter is given from the rest of the class.
803	Sitton E.S.	My daughter has been positively challenged thus far. I cannot critique the current year due to it being too early. Time will tell.... / The TAG services have provided her opportunities beyond the expectations of her grade level; individual projects designed to be presented to the class, exploration of advanced topics within the subjects of science and social studies.	The opportunity to attend higher grade level reading groups. She has been forced to repeat the reading curriculum due to PPS not allowing students to attend more advanced reading groups in the class room of a higher grade level.

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
127	Skyline K-8	he receives more challenging stories to read.	have an individual plan per child. progress reports.
551	Skyline K-8	We have had extremely positive experiences with the TAG services at Skyline, in contrast to those provided at our previous school, Astor.	The TAG services at Skyline are thoughtful and well coordinated.
590	Skyline K-8	He has received extra stretch assignments. So far, these have been independent.	I would like to see him pushed more, and in multiple areas. I would like to see him more engaged in group work, either with other gifted kids, or with blended kids. Too often, TAG kids get bored and are off on their own, away from the group. The real world works in groups.
596	Skyline K-8	My child is a tag in math only. 2 years ago they handled his tag plan by just putting him a grade higher for math. That worked fine and was the right amount of challenge for him.	Last year they removed ALL differentiation for math at his level and did not allow them to go ahead to the next grade. He was in a class of over 30 kids - from those who were struggling with the basics to those that were bored out of their minds. I think this was the WORST thing they could have done and was a complete waste of a math year for my child. I'm not convinced "walking up" is the only answer. I actually would have been fine with putting him in the corner and letting him self pace. But there was a policy to have everyone at the same level. I understand we want to make everyone successful, but dragging down the top end is not the answer.
603	Skyline K-8		TAG services outside the classroom or with peers should be provided.
741	Skyline K-8	Has been given some opportunities to do accelerated work but is not necessarily consistent and ongoing. Extra projects are occasionally provided. 2/3 teacher also suggested outside opportunities to help provide additional challenges.	See actual plan from teacher(s) to provide challenging work to stretch my child. Find ways to group students and use teaching assistant, parent volunteers to help provide advanced topics and work to help keep the student challenged and excited about learning.
852	Skyline K-8	In the past, my child has received more advanced math assignments to satisfy his need for more challenging work. He enjoys the extra work and it boosts his confidence. He also exceeded the standard for 4th grade math last year.	It would be helpful to hear from the teacher specifically what my child is doing that is part of the TAG program. It has always seemed vague.
866	Skyline K-8	You are implying that there are "TAG Services". There are not. The only service is the small bit of leverage I have with the teacher and principal to request special circumstances periodically. I based my survey on her last year's experience which was pretty negative. In the younger grades she was challenged and encouraged more with her reading. It really depended on the teacher and was treatment all of the children recieved, not just TAG.	Again, you are implying that there are "TAG Services". There are not. There is no advanced placement allowed. Children who are TAG in math are forced to sit through grade level instruction they already know due to a new district policy. It is painful to watch their time being wasted when they should be learning new things at a rapid pace. My child's emotional/social needs are not respected and he/she was belittled for not wanting to spend the night on field trips. She will be punished again when she is afraid to go to outdoor school. Last year her teacher did not even know she was TAG and made her cry at conferences when the teacher told us what a poor preformer she was. Anyway, there is a lot of room for improvement: inform teachers, have more of a plan than the general school plan and follow up with families over the year, challenge kids who need it, respect their learning ability and provide opportunities and incentives for them to succeed. My student has become bored and uninspired.
1054	Skyline K-8	I have had good conversations at every level but have not seen consistent ability or willingness to provide more challenging assignments or curriculum.	My daughter is often bored by the amount of repetition in math. Math and spanish should be offered at skill level not at age level. The spanish instruction offered from grade 1 - 5 was pitiful. We need to embrace making half the day in spanish instruction and half the day in english, starting with kindergarten. Forest Grove is doing it and it's the only effective way to teach another language effectively.

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76	Stephenson E.S.	Occasional workshops (2-3 per year) by OMSI provide some learning opportunities outside the usual curriculum. / Learn of opportunities to participate in contests, programs outside of school that can extend learning. / Principal (TAG coordinator) lunches offer time to interact with other TAG kids and play games.	Group TAG kids into one classroom so they have more opportunity to interact and support each other at a higher level. From my understanding, they're split up among classrooms now. My TAG students see what passes for average learners and don't see the need to do more than that. / / Do more small group activities, again keeping TAG kids together, and provide more activities based on ability/skill level. Math homework for 2nd grade last year was easily done by my K student; the extension worksheets (1 per week), provided few additional challenges. / / Offer some regular pull-out time -- at least once or twice a month -- to give TAG kids something to look forward to and more structure in their learning. / / Expand the ACCESS program; inadequate doesn't begin to describe the 200 places available for a district the size of Portland. /
84	Stephenson E.S.	We have seen very little in the way of TAG services for either child. Teachers have made small efforts, such as supplying photocopied challenge problems from workbooks, or allowing our children to pick out books from higher-grade classrooms. But we have not seen enough actual services to identify any truly positive aspects.	Expanded space at Access Academy, while maintaining the high testing standards for acceptance, would be a significant improvement. The size of that program relative to that of the district is shameful. Allowing TAG students to learn within a group of peers, with teachers who don't have to worry about leaving the rest of the class behind, would be a significant improvement. / / More pull-out programs with groups of TAG students would be an improvement. Providing more guidance and structure for parents to implement extracurricular instruction for TAG students would help, too. Having a web site with recommended workbooks is not enough. We need tools to help us integrate extracurricular instruction with the curriculum of the current and upcoming grades. / / As things stand, our impression is that the district has few means and little motivation to provide anything beyond token support for TAG students and parents thereof. Educators will write an individual plan upon request, but they have neither the time nor resources to do much about it. As long as students are passing the standard curriculum there seems to be little incentive to do anything more for TAG students. That leaves us, as parents, to try to keep our children interested,
117	Stephenson E.S.		The parent meeting for newly identified students was not helpful I feel like it was covering a legal aspect of the tag program for PPs and not parent friendly.
227	Stephenson E.S.	The added challenges engage her in a way that regular classes do not. The last two years of regular classes have made her feel as though her teachers have been "teaching" to the kids that don't pay attention and act out, leaving her with less instruction than she needs. TAG is a way to give her that extra push she needs to excel in school.	Just more of everything. She reports to only have had two tag events last year. She also had four lunches with the principal. But it seems more TAG time would be better. She enjoys them the most of all of her school activities.
247	Stephenson E.S.	The more opportunities to challenge my child in a fun way the better and I feel that TAG provides additional opportunities.	Educating parents on what can be expected and/or is available would be helpful.
383	Stephenson E.S.	Special presenters that they are allowed access to and special projects (OMSI, lunch with the principal, etc).	In addition to the items above, it would be great to have regular academic guidance for reading, math, and comprehension and supplemental plans and/or projects in addition to regular classroom work.
520	Stephenson E.S.	I have seen almost zero benefit from TAG. I cannot say it has had any positive aspects	By having a well communicated TAG plan for my child / By having an understood curriculum in advance that would allow us to continue his education outside of school but in line with his school activities / By having recommended text books appropriate for my child's TAG skills / Having some communication from PPS on TAG, maybe a monthly e-newsletter would be a start /

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549	Stephenson E.S.		Many of the services may not be offered at his age, but I dont believe other than an extra math group last year there were very many opportunities for him to be challenged.
663	Stephenson E.S.	extra programs that have been brought in for TAG have been interesting. TAG lunches - kids seems to enjoy.	I don't feel that the TAG program is addressing any advanced learning. My child has not had advanced level work that I am aware of. Overall, the way the TAG program has been implemented in our school is disappointing.
691	Stephenson E.S.	appreciates being identified as tag.	
888	Stephenson E.S.	MY child is not in the TAG program, but may benefit from it.	Be available sooner than 1st grade. /
1167	Stephenson E.S.	Sadly, there have been very few TAG experiences/services for me to comment on. My child did enjoy the special OMSI visitors one year, and also time in a special, volunteer lead, math class a few years back. I truly wish there were more experiences for me to elaborate on, but alas, there are not, as the TAG program at Stephenson, and as far as I can tell, all of PPS, is all but nonexistent.	Almost anything at this point would help, as, mentioned above, the TAG program is essentially nonexistent. At this point I am becoming quite concerned about my child's learning and weighing other academic options. I was incredibly disappointed to have my son recently report that he doesn't enjoy going to school anymore; he finds it boring and tedious. These are formative years for his education and his desire to be a student throughout all of his life. If we fail him now, we may never get that opportunity back. If I do not see positive quantitative and qualitative changes within the system soon, I will be forced to make some tough decisions to remove my child from a school he has liked thus far, his friends, and his after-school program to give him the educational foundation I know he needs and deserves. It is a shame, and an unforgivable travesty, to watch the majority of all of our schools' resources go towards getting all students to a basic, bare-bones level of achievement, while those who have so much more potential are left to fend for themselves. Failing this caliber of students is something we, as a society, cannot afford to do. Please make swift and progressive changes to the way TAG services are currently implemented within PPS, especially
1188	Stephenson E.S.	The impact of the TAG program on my child has been negligible. My child has attended occasional lunchtime gatherings with the principal where TAG students receive intellectual challenges. Aside from these meetings, I am not aware of ANY TAG related activities whatsoever. The program seems to be virtually nonexistent. This is a failure to students who need more academic stimulation than is offered in the basic curriculum. These students are not allowed to advance beyond what is simply expected of their peers, when they COULD achieve so much more. / /	There are thirty-four students in my child's class. It is not reasonable to expect a teacher to be able to offer extra curricular activities to a select group within that large class. There should be, at least, one dedicated TAG instructor servicing the elementary schools for each middle school district. Days could be divided among different schools within the district. A twice weekly TAG class time should be the bare minimum students receive; daily is ideal. / My wife and I attended elementary school in Mississippi in the mid nineteen eighties. Our state's schools were ranked among the lowest in the nation at that time. We were both in the gifted program and luckily enjoyed "Enrichment" class time every day. Our school employed two dedicated gifted teachers. We are sad that our child does not have that privilege, especially in a city as progressive as Portland, Oregon. / As mentioned earlier, the principal of my child's school has taken on the responsibility of providing a semblance of a TAG program in the school. That should not be the job of the principal (although I appreciate the effort). Dedicated TAG instructors are necessary! / Students should be receiving TAG instruction by the second grade at the latest. Gifted students need to be propelled as early as

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82	Sunnyside Environmental K-8	I'm not aware of any specific TAG services at SES. Overall, the more experienced teachers differentiate for students but we had a difficult year last year with a first year teacher who was overwhelmed by the job. My son is extremely underachieving and unfortunately continues to become increasingly unengaged from school as he gets older.	I'm still hoping that my son will make a strong personal connection with his teachers and that they will get to know him and his quirks and still encourage and respect him and not see him as less capable (which has happened at times during his tenure at Sunnyside). He has not had a teacher that recognizes his potential and holds him to a high standard with high expectations since 4th grade and he is now starting 8th grade.
111	Sunnyside Environmental K-8	His teachers were aware he was TAG identified in 5th grade and would push him and make sure he did the challenge math homework, etc.	I would like the to the school's plan to be more explicit and would like information on what is available as my son enters high school. My son does seem to check out sometimes and day dream and is the type of kid who will not put in the effort if he is uninterested (we're working on it). I would love it if there were clubs, classes or activities available geared especially toward him and his peers.
194	Sunnyside Environmental K-8	Since we switched schools from Richmond to Sunnyside my daughter's TAG services have improved dramatically. At Richmond she had one teacher who was willing to take on differentiation curriculum, the other teachers would only assign more work on top of what she was expected to complete and weren't willing to provide work which was more challenging or introduce new concepts. The administration at Richmond was openly hostile to TAG parents.	Better resource programs for families and teachers, curriculum partnerships with OMSI and Multnomah Co. Library where students, parents and teachers have access to TAG materials which are complimentary to the work they are currently doing in school but with expanded and in-depth explorations, district wide TAG book club where kids could meet monthly to discuss selection of books this could also be done in partnership with the public library, monthly TAG meetings for parents and kids with local guest speakers especially folks from Intel, Weiden + Kennedy et al. TAG mentor study program where older kids volunteer to study with younger kids in supervised settings.
241	Sunnyside Environmental K-8	It is my understanding the Sunnyside does not have a TAG program. This is fine for my child at this time, although I would prefer her having more TAG programs available.	It could be provided at Sunnyside.
263	Sunnyside Environmental K-8	Principals at both our elementary school and now middle school have been willing to listen and collaborate with me to help me understand characteristics of the teachers that my child is working with, that ensure his needs are being met as best as possible. / / We had one teacher (3rd grade) who really came to know our son as a person and individualized for him, challenged him and supported him beautifully.	My son has ADHD characteristics in addition to being intellectually and academically talented. Increased professional development for teachers about how to work from a child's strengths would be really helpful. We of course want him to become more focused and more organized and to find homework completion and turn-in easier, but we would like those things in addition to differentiation strategies that help him grow his thinking abilities. / / His teachers have often defaulted to seating him next to other capable students, which he hasn't liked or benefitted from. It seems the benefit to that would require the structures in the classroom to promote/expect/support partner collaboration, and require personalities that work well together.
445	Sunnyside Environmental K-8	During grades k-6, the TAG modifications my child received were inconsistent from one grade to the next and were minimal to nonexistent. I understand that our school's TAG approach is to improve the overall quality of instruction and to differentiate within the classroom. When this instructional differentiation has taken place, it has been limited to math and there have been a few challenging activities. We will see if 7th grade turns out any differently.	Unless funding improves, I don't expect much to change. But there is never any reason to ask children to sit through lessons they already know again and again. The limited ability to advance in math classes has been terribly frustrating to my child.
465	Sunnyside Environmental K-8	She had not received any services identified as TAG services.	More efforts to create upward extensions to regular curriculum and hold students to them.

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636	Sunnyside Environmental K-8	Despite having a child designated as TAG, he has never received any TAG services at SES.	See above!
722	Sunnyside Environmental K-8	No specific TAG services have been provided - to date - I have not made special requests to have TAG accomodations implemented.	Faster paced classroom instrucionts -
859	Sunnyside Environmental K-8	I have not yet had any postitive experiences with TAG services.	The TAG testing was HORRIBLY misrepresented in the materials provided leading up to the testing. The advance information explicitly described the testing as special creative activities with teachers. The actual testing was an advanced placement test that proved to be a disappointing and emotionally crushing experience for my child. I cannot emphasize enough the damage that this did and the degree to which it exacerbated my child's challenges and attitude toward school. My wife and I were extremely upset, and communicated with our principal and administrators in the TAG program. Contact were hard to find and the school staff reported having nothing to do with the program. Because of the fragmented implementation of the TAG program, we are still looking for the right people to talk to and a way to effect a change in the way the testing is handled. Everyone we talk to points to some other part of the school system as being responsible for how the testing is handled. My child is new to the TAG program, and many of my answers to the survey reflect this. But so far it gives the appearance of being uncoordinated and unhelpful, and perhaps even detrimental to what my child needs.
890	Sunnyside Environmental K-8	In many instances i responded by saying that I neither agree or disagree because I'm not aware of whether or not my child has ever explicitly received TAG services. Though she was designated during 5th grade, I wasn't aware of any differentiation or additional assignments that she received in 6th grade. Her TAG status was not mentioned during fall conferences.	I do NOT want my child to receive additional support if it is going to mean that the teacher is going to provide my child with extra attention at the expense of others in her classroom. I would simply appreciate it if she would be provided with assignments that matched her skill level. This may involve increased volume of assignments or assignments that challenge her to stretch out of her comfort zone. I would appreciate knowing when she receives "stretch" assignments so that I an partner with the teacher to support my child in developing her skills. Thanks for asking.
913	Sunnyside Environmental K-8	high expectations for all students which benefit mine. Teacher knows her well enough to challenge and support	not be so teacher-dependent; have accelerated programming for TAG students and not just what happens to be available thru the teacher
980	Sunnyside Environmental K-8		
1202	Sunnyside Environmental K-8	Just knowing our child was tested and placed i the 95th percentile was amazing to us.	I don't know how to answer this because our school believes it teaches everyone with a TAG curriculum and instruction, so there has never been any special attention given to either child (one is now a junior at St. Mary's), and the other just entered 6th grade.

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159	Vernon PK-8	Some teachers are enthusiastic about helping kids find ways to go above and beyond the regular classroom work. / The annual TAG event (bringing in OMSI or other for a lesson) is always a hit. /	The PPS approach to TAG seems to place the responsibility on the parent and student to know what they need and ask for it. There is rarely time to squeeze a conversation about TAG in with a teacher, and I don't always know what to ask for. I sometimes know my child is catching on to the the lesson faster than others and is bored, but I don't have a solution for expanding opportunities in the lessons. My child is shy and is unlikely to tell the teacher they would like a greater challenge. / Extra homework or extra outside projects are not appealing to my child. My child likes in-class challenges with peers. Some teachers have done this very well.
172	Vernon PK-8	My boys enjoyed the curriculum enrichment that was brought to the school in the Spring. It was a 2 hour class from OMSI.	I think that Vernon could do a better job at providing enrichment to push TAG students. I can also say that some teachers do a much better job than others. Unfortunately, I have heard complaints from my children who have been bored at school...doing work that did not meet their rate and level. I hope that PPS will provide more opportunities and continued teacher resources so that their needs can be met in the classroom. I know that things could be more challenging and a better fit for my children. Thanks.
242	Vernon PK-8	My daughter's first-grade teacher did an excellent job of organizing TAG students and providing them with more challenging opportunities. Her second-grade teacher did not make it a point to vary the curriculum for TAG students. I am aware of one TAG event that my daughter was able to participate in last year, I believe it was a Lego robotics class. She enjoyed it - I wish there was more than one special activity for TAG students per year!	
313	Vernon PK-8	Would like to learn more about these services	Communicate more with parents so that we are aware of whats available for our kids
482	Vernon PK-8	Our child was just recently identified (at the end of 1st grade) so we haven't had a chance to truly explore the options available to us. What we have experienced in this short time has been positive.	We do wish that there were pull out services for the TAG children. We were involved in similar programs as children and it was not only enriching but felt very rewarding for the hard work.
704	Vernon PK-8	as far as I know she has not yet received services.	not sure
920	Vernon PK-8	He has been able to participate if a few outside class activities last year that were geared to a few tag kids and he enjoyed those and found them to a be a fun opportunity to be more inquisitive.	There needs to be more opportunities for some of these kids to do a few things differently. The ones that like to really see how something works or why it is, need to have this encouraged. My son does fine in school, but is not that engaged in the very basic skills, but loves to dig into real world information and is able to think well through it. With more of these opportunities he is able to then see the value of some of the other more basic skills. / / His teachers also need more support to be able to develop more varied curriculum for their tag students. Typically, the only differences we see are a couple of outside experiences. Their needs to be more support and leadership given to teachers to help them develop ideas to steer and stretch these kids ons more regular basis.

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103	Vestal K-8	Our son was nominated for TAG by his Kindergarten Teacher and she was very aware of his personality and abilities. He really enjoyed the OMSI visit to their school last year, he is highly interested in Science.	It would be nice if there were more TAG events for the students during the school year. I had a Parent tell me once that TAG doesn't really do anything for your child. I think mostly that it seems to be a way of identifying the student.
1207	Vestal K-8	We moved from Seattle but our daughter was identified as TAG in 2nd grade at Glencoe. <The Principal> informed us at first we would not be eligible for any TAG services and would not consider adjusting her learning experience no matter what her advanced learning opportunities had been before. We later learned from the Vice Principal and TAG coordinator that they may consider augmenting her academic experience. We have yet to learn what that process might entail.	At Vestal, they take TAG money and provide learning opportunities for all children rather than TAG children because there are so few of them. I would like to see TAG funding and services focused on TAG children so that they stay engaged, experience challenges and intellectual growth.

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66	West Sylvan M.S.	provide a little more challenger so that my child will not feel bored by learning what she already new. Neither too easy nor too hard stimulate the learning interest.	provide multiple levels of challenging homework for TAG student and keeping communication between teacher and parents
116	West Sylvan M.S.	My child has been a TAG student since 4th grade...I can honestly say that having a TAG designation has meant nothing....I am not aware of any specific change in approach, curriculum or any other aspect of his education that is different....in fact, given the absolute lack of having "TAG" being a part of his education, I was surprised to receive a survey	To be blunt, TAG is a program that has been invisible to us....if a child is designated, PPS needs to significantly improve it's communication with the student and parents to demonstate how TAG will affect the inclass education a TAG student gets beyond what all non TAG students receive
169	West Sylvan M.S.	What services? Our son was identified as TAG in grade school, but any TAG-related "services" have been all but nonexistent. The TAG program through Bridlemile, East Sylvan and West Sylvan is in name-only.	It would be a start if TAG services were actually provided.
268	West Sylvan M.S.		More actual adjustments to instruction and assignments would help. It has rarely been apparent that teachers have made any adjustments to accommodate our son's needs for challenge. I do not understand how TAG children's needs will be met in math this year, for example, when most of my son's peers will now be with him in the compacted level math. / / We rarely saw adjustments made to accommodate our son's needs when he was in elementary school, nor did we often see adjustments made for our TAG daughter (now a college graduate) when she was in elementary, middle, or high. / /
301	West Sylvan M.S.	Having my child tested for TAG has improved her self confidence in school.	My child is not challenged in her everyday school work.
314	West Sylvan M.S.	It appears that my child is placed in appropriate level classes and his teachers expectations meet his levels due to the TAG designation.	I know very little about what differences there are in my child's day to day activities due to TAG, there has been no communication regarding different acedemic expectations.
316	West Sylvan M.S.		There needs to be some separation, even a few times a week. I have seen very little work brought home that is different from what everyone else gets. I have to supplement with my own materials to keep my child interested in some things. And, it has been frustrating that because my child sometimes lacks focus, her "assessment" test does not show her capability and so the teachers assume she is at a lower level. Then she blows away the standardized tests and they are surprised. I am hopeful that middle school has more to offer, though I just learned there is no upper level math in 6th grade. With all the ballot initiatives and the high taxes, why can't some of it be targeted toward the TAG Program. Also, I get more communication about fund raisers then about TAG events; I have to search for them. I realize there are limited resources and know that the teachers are trying, but it is frustrating to be in a program that seems to be form over substance.
362	West Sylvan M.S.	None. My child has not received any TAG services other than advanced math.	Extend TAG to cover subjects in addition to math.
377	West Sylvan M.S.	There have been no TAG services.	Differentiation of coursework / Opportunities for pull out activities / Opportunities to work with peers that are similar in pace

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385	West Sylvan M.S.	None - it has been nonexistent for all practical purposes.	TAG should provide advanced instruction with break-out groups and instructors. Teachers do not have the ability or incentive to offer TAG students more challenging work in the context of normal class instruction. As a result, TAG has been completely ineffective for our child. Nonexistent aside from some paperwork and a brief conversation at the start of each year.
388	West Sylvan M.S.	I am not aware of any TAG services available at West Sylvan. Also, I have never been approached by any of the teachers regarding my child's TAG status.	Make parents aware of what services are available. I have always been told that there are no services because TAG is not funded by PPS.
424	West Sylvan M.S.	I suppose it is useful to be identified as TAG but I have not seen much in the way of special TAG services in the classroom. Teachers prepare a TAG plan for the students but it's not clear that it goes beyond what the teachers would normally do to accommodate different learning styles (and given resource constraints, I don't see how it could).	My son loves math and is good at it, but is not being offered math at an appropriate level. The advanced math class in sixth grade was not challenging or particularly interesting for him. The two-track math in 7th and 8th does not look promising.
529	West Sylvan M.S.	Other than the identification I am not aware of any services in school that are provided. We do get occasional links for things like Saturday Academy but that's it.	Having services would be a start
542	West Sylvan M.S.		As a single parent who works outside the home I do not always have time to stay up to date the classroom activities. In general I feel my child has not been challenged on a regular basis in the classroom and at times has a negative opinion of school as a result.
606	West Sylvan M.S.	I can't say there has been any positive aspects of our children's TAG services. I have had 3 TAG kids in PPS. There has never been any real attempt to meet their needs. In elementary school, when we would speak to the teacher about our student(s) it always seemed that TAG just = extra work. My kids never wanted to do extra work. It would have been wonderful if the work they did in school was better geared to them. We just gave up on the whole idea of TAG. TAG has always been known as a joke.	It seems like the district is far more interested in closing the achievement gap than it is in providing for TAG students. I think the district needs to pursue both aims at once. When the district applauded Grant high school's restriction on kids taking over a certain number of AP courses, that really was telling and sad. Lincoln's IB program has been great for our TAG kids. / / Good teachers provide differentiated learning for all their students. Get rid of seniority based hiring, work on getting the very best teachers you can in every classroom and that will do good things for all students and all schools.
745	West Sylvan M.S.		
750	West Sylvan M.S.	Other than being tested TAG we've had little communication based on the assessment, although the teachers recognize the TAG status at parent/teacher conferences. Our daughter seems to be challenged appropriately through the schoolwork and homework and we have no complaints. I'm not aware of any special treatment that she has received - and as a kid who doesn't like to be in the spotlight that's a good thing. So....a neutral / positive report but no complaints at all.	I really don't know. Smaller classes would be great of course.....she's quiet and the opportunity to interact more with a teacher would be beneficial. But we really don't have any particular problems right now. Survey responses relate to 5th Grade experience at Ainsworth. We have no idea how East Sylvan will be - yet.

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759	West Sylvan M.S.	I think the only positive aspect of my child's TAG identification is that he is identified as TAG and therefore his teachers know he has a high capacity to learn. I can't point to any special services or instruction that he has received as a result of his TAG identification.	I wish TAG services WERE tailored to meet the needs of my child and every child identified as TAG. From what I can tell, PPS has dumbed down TAG services in order to minimize any extra teacher or staff workload due to providing TAG services. In my opinion, TAG identification shouldn't mean, "Here, have an extra worksheet to do." It should mean creating a PERSONALIZED plan for each TAG-identified child to meet that child's individual needs. I don't know that this is possible to do in PPS given the large class sizes. / / In the three years my child has been TAG identified, TAG services have declined. The first year, there was an attempt at an individualized plan. The last couple of years, the program was modified and met simply by stating that classroom teachers would work to individualize instruction and meet the needs of each child, including the TAG children. In my opinion, this is the VERY bare minimum that a classroom teacher should be doing. It doesn't provide any extra services to meet the needs of my TAG-identified child. In fact, the "TAG plan" states that TAG-focused instruction will benefit all students and not just those with a TAG identification. This turns any potential for TAG-specific individualization into whole-classroom instruction. / / I've
767	West Sylvan M.S.	I am not aware of any TAG services at our school, other than testing to identify kids as TAG.	My children were TAG identified in elementary school, and I have attended the once a year fall TAG info meetings at Ainsworth and West Sylvan for years. However, there are no TAG services, as far as I am aware, at either school. Your child just gets identified, and that's the end of it. Neither of my children has ever received specialized instruction on the basis of their TAG identification, other than my enrolling them in advanced math in middle school. / What is TAG supposed to be? I am not alone in my belief that it does not really exist in our cluster.
785	West Sylvan M.S.	The first and only class that started to meet my daughter's intellect both with a teacher and like minded students was Advanced Math in 6th grade, which has been discontinued. I am extremely disappointed that Advance Math was eliminated. It was the only thing that was worthy of at TAG kid that I've seen in the past 8 years. Very disappointed. There used to be only 60 kids in Advanced Math; with the new system there are only 60 kids not in advanced math. Lowered expectations, lower peer interactions, other students just don't get it, it's a big drag. Really, now that advance math has disappeared, there are no services. There is no TAG. It means nothing.	Group TAG kids together in block, science and math classes. Add back in Advanced Math.
814	West Sylvan M.S.	I am not aware of any TAG services.	
816	West Sylvan M.S.	I have seen no benefits to being listed as TAG for my daughter in 8th grade (I am looking at her experiences from 3rd-7th grade. The extra curriculum that my older daughter had was not offered by my younger daughter's teachers. There is a huge disparity between teachers at the same school and that is very frustrating.	More consistency from teacher to teacher.
875	West Sylvan M.S.	My children have had wonderful teachers at Forest Park, WSMS and Lincoln. They have also had the opposite. The excellent teachers were those who provided appropriate, challenging work based on their abilities as teachers not through TAG services. Others, rather than providing more challenging work, had my children work in the garden. I have yet to see "TAG services", just some great teachers.	I think course work and classes (Language Arts) need to be assigned based on abilities. There should be advanced level reading/language art classes (at grade and middle schools) in which all of the students are at the same level; as they do in math at WSMS and Lincoln. Math classes in grade school should also be stratified (like Beaverton School District).

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964	West Sylvan M.S.		PPS should provide more than 1 school like ACCESS so that all TAG kids who want to go to ACCESS has the opportunity. Beaverson School District is much better in meeting TAG students needs, they opened 3 SUMMA school which is for TAG students. PPS should do the same. Multnomah county pays more tax than residents in Beaverton school district, no school funding is not an excuse for not providing more ACCESS classroom or ACCESS schools. PPS officials should learn from Beaverson School District in terms of providing adequate school just for TAG students. Currently there is a huge waiting list in ACCESS school and all those TAG children on the waiting list basically have their rights stripped for getting into ACCESS school.
1045	West Sylvan M.S.	My survey responses are ambiguous, as we have not built relationships with our new Middle School teachers yet. Our 5th grade experience at Bridlemile Elementary with Tim Black was exceptional in every way. / /M+Q1068y son, Q658was identified as TAG at the recommendation of his first grade teacher. I can't honestly say that I have noticed any differences in the+Q647 h+Q728omework, or special projects/attention since his original testing. He has done well in school, but has not been presented with any "TAG specific" challenges...if there are any? Q874	I would love to see some sort of a "Special Project" that TAG kids could work on together to find a solution. (Maybe THEY could balance our Nation's Budget!:) Form a TAG Leadership Group, where the kids' special talents could actually help their schools, or other kids, and at the same time, build the kid's leadership skills, as well as problem solving skills...in a group...often challenging for certain TAG kids. / / In the meantime, we are trying to balance the ever-increasing, and intense role that year-round sports is playing in our lives! There needs to be a NATIONAL CALL to limit year-round sports, and encourage kids to participate in a variety of activities. The pressure these kids are under to "choose " ONE" sport...from coaches and "Boards" is ridiculous. I know orthopedic surgeons agree!
1196	West Sylvan M.S.		

	A	B	C
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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
626	Whitman E.S.		Whitman could not answer any of my questions I had about my childs TAG plan. The principle actually told me she was not a TAG student. I called TAG office and they confirmed that she is a TAG student. I asked about her plan and they just wanted me to read The TAG Plan on bulletin board. I asked her teacher personally and she told my not to worry about it. I dont believe my child got any TAG services at Whitman school last year due to asking question to teacher, and principle. The principle wanted me to talk to TAG corrinator so I did. The TAG corrinator gave me pamphlet to read, and nothing after that was done. No phone calls from school affitionals. No nothing... I do not know if my child got any services or what those services would of been.

	A	B	C
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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
11	Wilson H.S.	My son went to ACCESS Academy from 3-8th grade and received the most fantastic education. I can't imagine what we would have done without it. This is an essential TAG service that needs to be continued for highly gifted students. In order to meet that need, the program needs to move locations so that it can grow in size. Each year there are so many kids who can't get it and are left to languish in regular classroom, where they do not belong. My son could have transferred to Grant HS, but because most of the ACCESS students attending the non-existent ACCESS at Grant program are not having their TAG needs met at all, we decided to have him attend Wilson HS, our neighborhood school. In order to meet our son's needs, the principal Sue Brent allowed our son to have scheduling priority and met with his counselor and the administrative staff to let them know he will be allowed to take any class he wants each year, so that he is challenged all 4 year years at Wilson. Unlike at Grant HS, my son was not pressured to retake any of the 8 credits he had completed at ACCESS and was allowed to take the next level course in every subject. / / This year my son was again given scheduling priority and allowed to forecast for 8 classes, all of which he has been given for his sophomore	High school counselors need to be much better educated about meeting the needs of highly gifted TAG students. While Sue Brent was very supportive of my son taking an advanced load of classes as a freshman, his counselor was not. Freshman year my son took Pre-Calculus, Sophomore honors English, Chemistry, Computer Science 3-4, 1st year Math modeling and System dynamics, and PE. He was stuck with early release and late arrival for two periods, since she talked us out of having him take AP US History as a freshman, which was a huge mistake. When I told her at parent conferences last fall that, while he liked his teachers and his classes, my son had very little homework, was pulling straight A's with little effort and was bored, she didn't see how that was possible. According to her, he should have been challenged by these classes and that most students have lots of homework from them. He did have homework--it's just that it only takes him 15 minutes to do math assignments, and he didn't have to read the chemistry text all year to get A+ on all his tests. And reading one chapter a night in English and having three weeks to write a paper is a fraction of what he did at ACCESS in English as a 7th and 8th grader. She simply did not get this at all and acted like
93	Wilson H.S.	When my daughter was in grade school (she's now a Junior) she participated in a couple of "pull-out" math and science sessions that she enjoyed. She also participated in "advanced math groups" during elementary school which another parent and I led.	I don't have a good, concrete suggestion, but one of her main complaints is when disruptive kids are in "honors" classes, frequently dominating the class and taking teachers off-topic.
140	Wilson H.S.	He was moved ahead 1 year in math and that was more appropriate for his level. Some of his teachers over the years had positive influences on him and encouraged his creative thinking process. One teacher provided a TAG math group in 4th grade.	My son was only identified as gifted intellectuality although he has always exceeded in every subject except writing on the standardized tests. He was not supported well with intellectuality because most teachers do not have a good understanding of this identification. I took a class on TAG and discovered that my son actually fits the creative thinker category which pops does not test for. Moving a gifted child ahead but keeping him in a mainstream class does not really meet his needs because there are so many under achievers that required attention in the classes. A compacted math class would be better. I think there needs to be better training and ongoing support for teachers who have TAG students. My son became an underachiever and a very bad student through all of this because no matter how much I tried to get teachers to address his needs he never felt like he belonged in his classes. Also, I felt like there was not enough collaboration between me and the teachers and my son. The teachers and TAG coordinators (principle at Maplewood ES, Vice Principle at Robert Gray MS) did not have the time, energy, or interest to meet my sons needs.
213	Wilson H.S.	My son has been in the Odyssey Program at Hayhurst school for the last four years. The teachers there* (most of them anyway) do an admirable job of meeting all students** needs, TAG, in the average range, or just plain unique. My son needed challenging work, open-ended work, and a firm-but-gentle hand due to some behavioral and over-confidence issues. The teachers provided all of this well. Since I am a teacher too (on leave from a private school) I have been able to volunteer a bit and have seen that the teachers do this well for most of the children. / / * Notable excellence from Jeff Ruud (who has since left), Alan Damon, Christine Rothwell, and Harmony Brinks. / / ** Not the topic of this survey, but the school in general does not do well with students who have learning issues. Odyssey is good on the high end, but not so much on the low end.	My son is moving to Wilson, but school starts next week. I do not yet have enough data to comment on the TAG services at Wilson. I will stay involved and let you know.

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322	Wilson H.S.	Nonexistent in high school. There is no encouragement from the school or guidance department for my TAG student to achieve at any higher level or pursue any advanced classes. Her guidance counselor was going to let her drop a class and told us "she would still be on track to graduate" as if that is the only goal. Not one of her teachers or guidance counselors, throughout her 3 years at Wilson, has mentioned that she is TAG.	Have guidance counselors focus on encouraging these students to achieve to their potential. Offer more opportunities for these kids. Unfortunately the schools are overwhelmed with the number of students and limited budgets and the TAG get no attention or resources.
394	Wilson H.S.	none..... my children have ended up helping peers or just having more regular worked heaped upon them	How about a TAG teacher or tutors in every single school? How about making parents aware of oppourtunities for our child that do not involve the hassle of shipping them to another campus or to a nearby college? Really, we've gotten no benefit of TAG in Portland, Or. ... things were better for my gifted kids in Atlanta, Ga.
475	Wilson H.S.	There have been no positive aspects for either of my children. TAG services were never used or tried on a regular basis to help my children be better challenged.	By allowing TAG kids to be given appropriate challenges based on the coursework that works with their best learning strengths, instead of expecting an extension (that does not necessarily inspire critical thinking) that in essence, mostly means more homework, or more work in general. By providing TAG students with a learning enviroment that has high expectations, not just a choice to do extra work that may or may be engaging. / By educating teachers to realize that just because a TAG child doesn't need special help in the learning process, that does not mean they don't need special connections to teachers or no help at all. Or, should be leading other children. Cooperative learning can work very well at times, but not if it equalizes the rate of which kids learn, which is different for every student. In essence, I believe that by being in TAG, many teachers have the attitude that it means this child needs less of their help, instead of being committed to helping even TAG kids grow each year at their pace, regardless of what that pace is, and they are challenged in the classroom in ways that are stimulating, interesting, and engaging.
502	Wilson H.S.		Engage with the students. / Provide them with information and tools to succeed. / Make sure the teachers know which students are in TAG, so they can give them challenging assignments. / Have meetings with all the TAG students. / Let parents/students know the benefits of TAG students /
513	Wilson H.S.	In elementary school the individual teachers seemed to make an effort to engage my daughter appropriately, within the curriculum.	I'm not an expert, so I can't really address this. What I know, is that my daughter gets bored, doesn't complete her work and disengages often. I believe that if she were more challenged, she'd do better in school. This year will be a good test year, I suppose, as she is taking APUSH, Honors English and Honors Spanish, along with Journalism, which definitely interests her. We'll see how well she does in classes that challenge her.
536	Wilson H.S.	What TAG services? My daughter is a Senior. She has been in PPS designated as TAG since third grade. I am an involved parent, but I don't know what TAG services my daughter has ever received. I think her school is able to challenge her with lots of advanced classes and AP classes, but is that part of the TAG program? I don't know.	My daughter is being challenged, but I'm not sure if that's through TAG or just from the classes her school offers. I really am not sure what TAG provides.
586	Wilson H.S.	I haven't really seen any "aspects of TAG services" since elementary school.	Not too sure.... a TAG class?
593	Wilson H.S.	TAG services have always given my child that extra push to succeed academically. /	Not sure at this point.

	A	B	C
611	Wilson H.S.	My child was identified TAG in 2nd grade and has received the following: / 1. His third grade teacher had the 3 TAG students do one extra science project that year. / 2. In middle school, my son was invited to participate in the Oregon Writer's Festival - paid for through the TAG fund. He participated all three years in middle school - the last two years at our request. / / These were the only educational enhancements offered, thus making it difficult to rate his TAG experience in PPS. He did participate in other parent volunteer classes and programs such as chess club, Lego robotics, a writing and math class - but these programs were conducted by parent volunteers, open to all interested students, and had nothing to do with the TAG program. We use to bring up our son's TAG plan with his teachers, but stopped by 5th grade because it did not seem to make any difference.	I am not sure how to make improvements to a program that frankly does not seem to exist.
615	Wilson H.S.	The last positive experience my son had as a TAG student was in the 3rd grade	
617	Wilson H.S.	The positive aspects of my child's TAG services have all come in the form of advanced classes, beginning in 6th grade with algebra and continuing to this year as 10th grader to taking pre-calculus. She has also been able this year to enroll in an AP class and a honors class.	Hold all teachers accountable to meet students at their appropriate levels. This has been incredibly inconsistently applied throughout her school career. Many of her teachers appeared unable or unwilling to differentiate for her clear up to 9th grade. Finally, now that she can take the advanced courses i feel she is being taught at her appropriate rate and level.
665	Wilson H.S.	New to the high school, no comment at this time.	
670	Wilson H.S.	I have seen zero since she entered hi school.	
683	Wilson H.S.	We were told that outside of classroom teachers differentiating their instruction in the classroom, there are NO TAG services offered by PPS. We were given a list of outside resources we could pursue as parents that are available within the community for enrichment. I have no idea why PPS even has a TAG office if this is the case.	WHAT TAG services?! Honestly, I am confused by this survey, and would really like to know if there are services we could have been accessing.
685	Wilson H.S.		
701	Wilson H.S.	My child receives no TAG services and has not since 3rd grade. The TAG program is a joke.	Increased funding and support.
707	Wilson H.S.	I really don't know about high school. Her A/P history class was really great. I think all the A/P classes are good. I think high school is okay although the only thing I see for TAG is the A/P classes. I certainly don't see that she is taught any differently or has any different expectations in her regular classes.	In elementary school, when I pushed for more advanced work, they handed her math worksheets on material they hadn't covered yet. I ended up paying for private math tutoring to keep her engaged and moving forward at the level at which she was capable.
736	Wilson H.S.	I cant think of any.	My sons "gift" is visual/spatial, and there were few opportunities for him to explore these. He had one art class in middle school for one semester!
737	Wilson H.S.	I cant think of any.	My son is identified as visual/spatial nonverbally "gifted" but only had one semester of art in the last 3 years. This did not help "hook" him into school very successfully.
792	Wilson H.S.		
827	Wilson H.S.	Honestly, at the high school level, I am not aware of the special services that TAG provides. / I haven't heard anything different from the actual curriculum.	I would like to know what services are being offered now, so I know how they can be improved.
867	Wilson H.S.	To my knowledge, my child has not received any TAG services at Wilson H.S.. He has been placed in Honors and AP classes along with many of his peers. The TAG identification does not really seem to have made a difference.	I think for many TAG kids, additional offerings at the Honors and AP level would be an improvement. Unfortunately, these classes are always targeted for cuts. In addition, a child's educational experience continues to be at the mercy of who is teaching the class. This should not be the case. Parents are exhausted by the gaming it takes to get their child with the "best" teacher. They should all be the best teacher. I would trade additional pay and training for more accountability to administration, peers and parents.

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878	Wilson H.S.	During my child's elementary school years, TAG services were more prevalent/available and enhanced his education.	Since middle school, it seems to be more difficult for teachers to have or take the time to individualize a more challenging learning plan. Granted, they do not have much spare time to focus on just one student. However, this does lead to our TAG students getting less focus - and, students that are falling behind naturally get more support and focus. Often, this takes away from a TAG students learning experience. / When answering the survey questions, I was able to provide input in prior school years as this year has just begun and should not be used as a reflection on his present (new) teachers. This is his first year in high school and I do hope more TAG services are put in place.
906	Wilson H.S.	My son was identified as TAG in grade school at Maplewood Elementary, where it seemed that a little effort was made to challenge him by offering a few after school classes, or advanced reading groups. Once he started going to Robert Gray Middle School, the entire concept of TAG seemed to just go away. Bored, my son's grades started slipping. It's a really dreadful school anyway - we made sure our younger son went to Jackson instead, which was MUCH better. / Our oldest son is now a senior at Wilson High School. He was able to take one AP class in history as a junior, and that was it - he enjoyed it. / This year, he has worked it out so that he only goes to school every other day. On his days off, he busses tables at The Lucky Lab. He has very little motivation to go to school at all, and can't wait to go to college. He did not want to take classes at PCC because it would separate him from his friends. / TAG has made very little difference (that we can see, anyway) in my son's academic life. We thank God for Outdoor School, where at least he was able to pursue some great leadership opportunities. That was the only program at Wilson that kept him motivated to stay in school.	It's underfunded, and understaffed, obviously. / At Wilson, TAG was irrelevant - never mentioned again. It's virtually invisible, if existent at all. Is there a TAG program for high school students? So...having one might be an improvement. If there is one, there has been no communication with us. / Perhaps if TAG joined forces with Outdoor School, both organizations might benefit, especially since now the one great program at Wilson has been reduced in funding.
916	Wilson H.S.	He has had nothing direct but has always had the opportunity to be involved in the advanced classes.	IDK
1014	Wilson H.S.	I really don't know how my child's learning experience is any different because of TAG. I don't get any input, feedback, or reports about TAG. and because of that, I forget that I can ask about TAG. With all the budget cuts and larger classes, I feel badly putting more demands on teachers around TAG.	Give me a set of TAG expectations/plans for EACH class my child is in. What is the TAG portion/experience she should be getting? / Set up TAG conferences by class, parent-to-teacher, at the beginning two weeks of school to talk about expectations and plans.
1104	Wilson H.S.	In younger years I think there may have been some additional services, but in general not much.	More options for AP or IB classes (difficult financially I understand).
1121	Wilson H.S.		
1122	Wilson H.S.	None. No services Freshman Year at all	have a real program
1138	Wilson H.S.	There have been no TAG opportunities for my daughter at Jackson Middle School. She has been assessed in all areas except math and it seems the only TAG happening is the occasional break out math group. / / My son is a high school senior at Wilson HS and has not seen any TAG opportunities since being in a TAG reading group at Jackson and the one field trip to OMSI. At Wilson he has lost interest in school except for music. He excels in music areas and was extremely let down by the AP Music Theory class last year. He did well on the AP exam because of what he learned outside the classroom. / / The lack of opportunities does not encourage children to work harder or explore their talents.	Opportunities!!!! Not all kids are going to enjoy learning as they do in elementary school as they get older. They get bored and tune out. We need speakers in the classrooms, field trips, OUTDOOR SCHOOL, mentors, and mandatory volunteering (oxymoron?) commitments. We need more parent involvement. We need to be committed to making PPS a model for other schools. / / At the high school level, we need to continue our commitment to quality education and community involvement. Personal finance, college and job counseling, part-time work/internships or significant volunteering with documented hours need to be a part of every high school students experience. And holding teachers accountable for what goes on in the classroom. Or in some cases what doesn't go on - education. / /

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1144	Wilson H.S.	My child has not received any services that I'm aware of.	Providing opportunities to be with other TAG students is essential I believe, and asking the kids to do extra work within the classroom doesn't seem fair. I was also a TAG student in PPS schools as a child and we were provided lots of interactions with other TAG students which helped tremendously. We were taken out of the classroom for these experiences which helped with my own feelings of stigma of being gifted and also bored within the classroom, and allowed me to grow to feel competent as a gifted child and taught me how to engage my own learning experiences in a variety of formats. For my child we have opted out of developing a learning plan, as there have been no outside of the classroom activities available, and it didn't seem fair to single her out and make her do more class work than her peers, as I feel this creates conflict for the student, their peers, and the teacher. I really feel the outside of the regular classroom component is essential to meeting the academic, intellectual, and emotional needs of each gifted child.
1156	Wilson H.S.		
1170	Wilson H.S.	At Wilson TAG services seem to basically consist of honors and AP classes. This works reasonably well when they are available. During Freshman year, the availability of these classes are quite limited. As a sophomore, my son has good access to these classes, as well as non-AP classes taught by excellent teachers who are able to meet my son's academic needs. I have an older son, now graduated, who was also TAG. I found his experience to be much the same. Last year my son was frustrated by other kids in his class who were not interested in or focused on learning, and even by those students who were interested in the class but only as it related to obtaining a good grade. This frustration and the lack of appropriate teaching in some classes definitely impacted his attitude about school negatively. This year has begun much better, and he is generally enjoying his classes and the work. The options for freshman need to be improved.	My biggest disappointment with TAG from Kindergarten through highschool is that it has been highly dependent on the teacher. Some teachers can accommodate the needs of TAG kids quite well, while others do not. In elementary too often the option for TAG kids is to do supplemental work, not more appropriate work. Because my son is very detail oriented and often was not a fast worker in elementary school, this was not helpful. He had to go through "busy" work which was often uninteresting to him in order to get more of the same. On occasion a teacher would provide more appropriate learning opportunities, but still it was in addition to the less interesting/creative assignments all the students had.

	A	B	C
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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
9	Winterhaven K-8	What TAG services? / / My daughter was privately tested the summer after 1st grade. Her neighborhood school and the district TAG office were not willing to provide ANYTHING. It took months after providing documentation just to get her listed as TAG. I had to basically force the department into finding her a midyear placement at Winterhaven -- which is a great school with tons of TAG kids and an accelerated curriculum, but has no individual TAG plans either. There are no real services, just services in name only. Even at Winterhaven, I've seen a variance in teachers understanding of what TAG is. There's no program at all. Her teacher last year didn't even know she tested above the 99th percentile and when she found out she didn't care.	Do anything at all for the kids listed as TAG? Have anything other than a program in name only? Be in compliance with state law? All I can say at this point is, WHAT TAG SERVICES? / / Either have a real program or stop wasting time and money pretending that you do.
33	Winterhaven K-8	In elementary school, other than being identified as TAG, there have been essentially no unique services that my children have been offered that I am aware of. The teachers do develop individualized plans, but I do not see that they have the time, support, or resources to truly offer TAG services above what is standard. I understand this, and we have had fantastic teachers so our overall experience has been good, but I really don't consider that either of my children have benefitted from TAG services in the Portland Public school system.	TAG services can be supported and implemented.
37	Winterhaven K-8	My TAG identified child has received zero TAG services at her school (Winterhaven) because the school's stance is that they are accelerated already.	There are no TAG services at my child's school.
85	Winterhaven K-8	Integrated into the curriculum at Winterhaven since it is a 100% magnet school - works well.	
89	Winterhaven K-8		
101	Winterhaven K-8		
166	Winterhaven K-8	At Winterhaven, the TAG coordinator is an amazing teacher with an extraordinary talent; he is serving a school with a large number of TAG students and a very involved parent community, which means a high rate of assertive parent activism on behalf of individual children. The Math and Science acceleration at Winterhaven has meant that my child has had access to challenges in those areas fairly consistently.	I feel that my child's needs get lost in the shuffle of parent demands and a large percentage of children with behavioral and attention quirks; I regularly feel that, for instance, outspoken male students receive excessive attention, even praise, for disruptive behavior and that my child's being distracted by their outbursts is reported to me as being "overly sensitive." I also feel strongly that social issues of bullying and cliquishness are dismissed or indulged in an environment where too many parents are simply unwilling to hear anything negative about their very special/unique/gifted children. An accelerated program is not enough if the children are not able to access its benefits equally.
175	Winterhaven K-8	When the teacher or the principal have helped to design level appropriate activities for my child, it has been a good experience. There have been years where the teacher has really understood the value of open-ended assignments for all kids, but especially TAG kids.	We have almost never had TAG meetings with the teacher. Many of the teachers seem overwhelmed by the idea of varying instructional levels to accommodate a child. They need more resources (we are always told there is no money in the TAG budget), training in how to offer this kind of instruction without compromising their classroom goals, and perhaps someone from TAG can occasionally offer help advocating for these kids. This past year, we found the teacher to be entirely unwilling to help teach our child with his particular needs. Our child finished the year feeling like the teacher found his requests for projects or ideas to be an unwelcome intrusion. He needed an advocate in that classroom.

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252	Winterhaven K-8	Some teachers seem better able to provide "differentiated instruction" than others. My kid is pretty bored at school, even with the math/science magnet activities (he's TAG for math).	I wish there was more to TAG than mere acceleration, and more depth and enrichment.
267	Winterhaven K-8	My child's natural abilities in math/science, which gained him entrance in TAG, were recognized by his teachers at his elementary school and had a direct impact on choosing his middle school where math/science are focus subjects. His elementary school teacher(s) also were catalysts in my child's whole grade acceleration. Winterhaven places less emphasis on the TAG designation, but since all of the students are in an accelerated math/science program, my child is getting the level of instruction that fits his abilities.	Perhaps greater individual counseling for both parent and student about services available and how to access them for them, especially at the middle school level.
342	Winterhaven K-8	Our daughter is starting sixth grade this fall at Winterhaven, so I want to make it clear that this survey reflects our attitudes and opinions regarding Abernethy Elementary where she attended K through 5. It was a positive that Ms. Siegfried - 3rd grade teacher - suggested that our daughter get tested. It made us feel like she was in touch with our daughter's needs and abilities.	During her 4th and 5th grade years, we thought that our daughter should have been grouped with other advanced readers, and to our knowledge, that did not happen. This lack of proper differentiation, had a negative impact on our daughter's confidence and she was frustrated that she did not get to do her favorite school activity at the level that would challenge her best.
398	Winterhaven K-8		
427	Winterhaven K-8	Really? None. She attends Winterhaven and doesn't get any extra attention. The "plan" there is no plan. Since the curriculum is somewhat advanced, you get nothing. And, although they finally tested her because her scores were consistently very high, I only signed off on the tests for my younger daughter (finally) last year because the school kept calling us about it---but it's so they can demonstrate high numbers, as far as I can tell---not because there's any particular interest in my daughter's needs. (And who gives credence to Winterhaven's numbers? 95 percent of it is likely socio-economic advantage.) / / My older daughter (now a straight-A senior at LEP) was never tested or TAG-identified because the first time her teacher sent home an application with her (in Kindergarten or first grade) and suggested we fill it out 1) her teacher admitted nothing would really happen (this was at then-Brooklyn Elementary) since there was essentially no \$ or priority given to TAG students, and 2) I was appalled at the poorly written questions and the apparent lack of any whole-child emphasis in the process. Just reading the application me angry that it would only identify traditional measurable, (Stanford-Binet-type) intelligence. It was clear that the process would miss many, many kids	Well, if Winterhaven students are representative of TAG-identified students, TAG needs to be broader, more socio-economically diverse, and take into account other kinds of intelligence, whether emotional intelligence, whole-child intelligence, such as maturity, leadership, and pro-social behaviors, or out-of-the-box thinking. Compartmentalizing the questions doesn't really encourage holistic consideration of a child's intelligence. (Oops, yes! that might mean that not so many socially advantaged kids meet the criteria, but if they're getting those high test scores because they're being coached by "helicopter" parents, have tutoring and all, then how is that comparable to the kid from a single-parent family, where mom or dad juggles two or three part-time jobs to make ends meet and can't commit to reading with the kids every night, doesn't get them diagnosed and drugged so that they get extra test time, and still the kid meets [or nearly meets] the testing cut-off without having all of the extras?) / / I think the TAG program is not only pretty much useless, as unfunded, but also elitist in execution if not in theory. In theory, I think it's a great plan. I, myself, was in an area TAG-pilot program and until then often did all of my teachers' filing and office work because they didn't know what
455	Winterhaven K-8		A plan & follow through by school to challenge his math interests.
524	Winterhaven K-8	So far I don't think there have really been any. Our school does not make any special effort to serve TAG children. One time I scheduled a meeting with my son's teacher, back when he was in 4th grade, to try to address some of his needs, but the teacher tried to skip out on the meeting, and when he finally showed up, he offered no suggestions on how to help my son.	Remind principals and teachers that TAG services are MANDATORY, not optional! And remind principals that they need to hold teachers accountable for TAG services along with everything else!
535	Winterhaven K-8	My children are at an accelerated school, therefore their TAG needs are met.	My children are at an accelerated school, therefore their TAG needs are met.
538	Winterhaven K-8	I get more updates on her progress & she is strongly encouraged to grow her talent	I do not know who I talk to about the services she can or should get other than her teacher. It would be really amazing if there was a TAG coordinator per school that the parents knew and could come to with questions and concerns.

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539	Winterhaven K-8	I was proactive and got my child in a magnet school that had advanced learning in math and science. My daughter in 7th and 8th grade is earning straight A's and B's while also earning high school credits.	My daughter is earning high school credits in math and science which is the focus of the school, she has in the past complained of being bored in English and History/Social Studies classes. I feel if she had stayed in her neighborhood school, she would not be challenged enough. I hope Cleveland will have the partnerships with the local colleges when my daughter is a senior in high school. I would like more classes that teaches children about career paths EARLY like different engineering programs; computer engineer, chemical engineer, mechanical engineer and etc.
554	Winterhaven K-8	As far I have seen there haven't been any TAG specific activities for my child.	Offer some specific TAG programs.
559	Winterhaven K-8	Overall, I have a negative impression of the success and implementation of the TAG program in PPS.	I moved my children to a math/science magnet program (Winterhaven) because I was dissatisfied with our neighborhood school's ability to incorporate the needs of gifted students into the regular curriculum. There are more TAG students at Winterhaven, and the overall curriculum is targeted more at this population, and I feel the school is more responsive to the needs of this type of child generally. Our neighborhood cluster is Hollyrood/Laurelhurst/Beverly Cleary. / / One of my children still complains that he missed instruction in long division (part of the regular math curriculum) when he was pulled out for TAG programs at Laurelhurst. He is now taking advanced calculus as a senior at Grant HS, so maybe it wasn't such a disaster, but we do remember several of those scheduling difficulties. / /
561	Winterhaven K-8		
564	Winterhaven K-8	I am not aware of any TAG services offered at our school.	
572	Winterhaven K-8		
614	Winterhaven K-8	Truthfully, I don't know of anything different in my child's curriculum specific to TAG. This is my feeling since 3rd grade.	Ideally, a separate curriculum in separate classrooms for part of the week. It appears what money is allocated to TAG is spent on administering the program with insignificant benefit to the student. This is not a complaint or negativity. It is just the way TAG has operated for the last several years. Low funding can be cited, but this should not be a roadblock to reaching out to gifted students. Access and Winterhaven have met the needs of some students. I applaud any and all effort to enhance and improve the program. Sincerely, parent
618	Winterhaven K-8		
621	Winterhaven K-8		I really haven't seen any tag services provided for my daughter. Do they even exist at the middle school level?

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672	Winterhaven K-8	What services? Winterhaven's TAG plan says that the one size fits all acceleration they do (a whopping one year acceleration, now that the district math curriculum has changed, and absolutely NO inquiry in science) is appropriate for every single TAG student in the school, regardless of aptitude or achievement. That is ridiculous and it's education malpractice. / / Note that I am basing my answers to this survey on my son's previous year at school, not on this year. Obviously we can't judge our son's current teacher after 3 days of school.	Where do I start? How about an individualized education plan that actually meets my child's needs? When I spoke to my son's teacher in 3rd grade about this, she told me that I should write one. As in, it is my burden to meet my child's needs, not hers. When my son's fifth grade teacher grouped certain kids for further acceleration in math he was met with a huge amount of resistance from teachers in the higher grades, because it would disrupt their lesson plans for the coming years. Here's a news flash-- lesson plans are supposed to be rewritten each year, and adjusted to individual students' needs. / / I have been an educator (not in PPS) for many years, and the districts I worked in required me to INDIVIDUALIZE instruction for each child. This was at the high school level. I had 190+ kids, many TAG, many special ed. For a small school like Winterhaven to be unable to do this, where elementary teachers have only 30 kids, and middle school have only 120, is a travesty. / / And now I hear that last spring's prospective parent meeting, the principal of Grant High School (which my son may or may not attend, depending on whether he can earn an academic scholarship to a private school) told ACCESS and other TAG parents that she doesn't approve of accelerating the education of TAG
686	Winterhaven K-8	The bulk of my child's TAG opportunities have been out of class and field trip oriented. Nothing that is tailored to my child and nothing that the rest of the class wouldn't also benefit from (e.g. audubon presentations, omsi vists).	
705	Winterhaven K-8	He has not received any TAG services.	He has not received any TAG services. His teachers have not done anything special for him because he is identified as TAG.
809	Winterhaven K-8	None. She has not received any TAG services in the years that she has been in Portland Public Schools. Writing up a plan that fills in a box is a waste of the teacher's time and does nothing to change what goes on in the classroom.	My daughter is very interested in the International Baccalaureate program at Cleveland but since we do not live in that particular neighborhood, she is unable to access that program. It is incredibly unjust that only two high schools in PPS have the IB program and a lot of TAG students are unable to participate in that program - based solely on their address and not on their interests or capabilities. And do not try to rationalize that injustice by suggesting that AP classes are available in the other high schools - it isn't the same - and you KNOW it! PPS should be sued for penalizing and discriminating against kids in a geographic area just because of where their residence is located! Either make the IB program available to all - or to none! A child identified as TAG in PPS should have the opportunity to earn an IB degree - period!!! (By the way, this e-mail has been sent to The Oregonian and my lawyer for review and assessment.)
864	Winterhaven K-8		
896	Winterhaven K-8	Since we've been at Winterhaven, TAG has had no role in my child's education and it hasn't been an issue. I have not received any information about TAG programs in the past two years. At Stephenson 3 years ago, they were pulled out to participate in an OMSI group learning activity, and it was positive except for the fact that they were treated to something other kids in their class were not.	I haven't really seen any TAG services, so I can't really respond. Provide some programs, after school or once a month. I understand that funding is an issue. The academics at Winterhaven fulfill my children's academic needs well.
1003	Winterhaven K-8		
1116	Winterhaven K-8	Although my child is in an accelerated program, he is not getting the TAG services he needs. He tends to underperform in an effort to avoid harder work being piled on him. He doesn't need harder work, he needs work geared toward his gifts that also take into account his approach to learning.	Honestly, I'm not sure. My guess is classes that are geared toward his verbal talents, perhaps language classes.
1143	Winterhaven K-8	I am not sure we have dedicated/ separate TAG services at our school.	Same as above

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1192	Winterhaven K-8	I really dont know what they are and when I have inquired, my concerns have been dismissed because Winterhaven is already considered by teachers to be a Tag-like school.	TAG services require the buy-in of individual teachers. I think they need to have the time freed up to consider the needs of their TAG students and then communicate with the student and parents a plan of action.

	A	B	C
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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
1047	Woodlawn PK-8	She had one teacher in particular who took it seriously and engaged her in an appropriate manner for her abilities.	Take the responsibility off of the classroom teacher who already has so many responsibilities. Provide a more comprehensive program that impacts my child's learning significantly. Provide opportunities that are both challenging and engaging. My child is not challenged intellectually or academically.

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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
845	Woodmere E.S.	His last teacher was wonderful, pushing him with homework that was assigned to him and the other TAG student that was in his class. He excelled, and I felt was genuinely challenged. I don't know what to expect this year, he was placed in a 2/3 split classroom, so I will have to wait and see what the teacher does.	I would like to be informed more of just where his strengths lie , and where there are challenges , so that I could know where to focus my energy on him out of the classroom. I was told that the teacher he has is just aware of his being a TAG student, but that nothing would be implemented towards that in the classroom. I feel it depends on the teacher , and their teaching style to address this, and I am not pushy and open , but I closely monitor his progress.
874	Woodmere E.S.	My daughter loves to be challenged, and she loves school. She has had the opportunity to go to reading group and math group, which she loves, but would like it to be a full time program.	My daughter is not an ESL student, and the entire curriculum is designed around ESL students, which significantly slows down the teaching process, which in turn causes our English speaking students to have to slow down their learning process, and suffer. I feel that the schools and our English speaking students are losing out, and should be separated from the ESL students to help facilitate their individual growth. Maybe, pay a little MORE attention to the GOOD students, instead of always focusing on the troubled students.
1015	Woodmere E.S.		

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3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
178	Woodstock E.S.	Once, in first grade, my child's teacher realized that his verbal skills far out-weighed his writing skills and had him do several oral reports. It was a good confidence builder and positive research project. Once, in fourth grade when the kids were split into groups he received a level-appropriate social studies book. Overall the TAG label has kept teachers from just viewing my son as a trouble-maker.	NO MORE WORKSHEETS!!! Being TAG does not mean the kids want or will benefit from more busywork--especially fill-in-the-blanks pages that only nominally relate to anything done in class. Please do away with the worksheets entirely and have any homework be project-based. Classroom work would also benefit from fewer worksheets and more lessons about ways to research ideas, scientific method, debating, and other general successful-learner skills. Also, there need to be more breaks, more time away from sitting in a desk. Writing skills don't improve by making the kids do more drills, but by having stimulating projects that have a writing component.
209	Woodstock E.S.		I see very little being done for the TAG students at Woodstock. Building a stronger program would be a good first step.
226	Woodstock E.S.	With large class sizes, 30 children, and a lack of high quality, consistent, and long-term professional development focused on differentiation, teachers are not differentiating instruction to meet the needs of individual students or groups of students with common needs. It appears that there is a lot of "busy work" (work sheets is my child finishes early) vs. moving each child forward from where he or she is.	Professional development that is long-term, consistent, classroom based, and evaluated for changing/improving teacher practice, should be on-going. This PD should focus on differentiating instruction for small groups of students - both TAG and those with additional learning needs to meet the standards. Learning experiences should engage students in problem solving and higher order thinking skills - not busy low-level worksheets. My child really enjoyed the "bug chicks" that took place after school one day.
393	Woodstock E.S.	Our new TAG coordinator has done a couple of things with very limited funds. Overall, though, teachers are just left to fend for themselves to provide for TAG kids. Some teachers can handle and most can't. My child has only had one teacher who was skilled enough to really differentiate the material for him.	Are there any TAG services? Most of the teachers seem like they don't even want to write an individualized TAG plan. A few are willing and helpful, but overwhelmed. I don't see much differentiation in the areas in which my child is TAG.
399	Woodstock E.S.	There have been homework assignments that she has been able to avoid having to do because she already knows the lessons. She has had a second grade (English-side) teacher who was well attuned to educational milestones and her students' placement within them. We were able to have her Second grade teacher complete an individualized educational plan, when requested.	The TAG coordinator could do outreach to TAG parents. There could be more TAG oriented meetings on a school-level basis. At present there are none. There could be a TAG "report card" showing what has been offered and what the outcomes were. There could be far more communication that there is presently about TAG options. There could be across grade TAG pairing of students. It seems as though the school complies with the bare minimum required by the district to implement the TAG program. I was advised by another Principal at a different school prior to my daughter entering Kindergarten that if she were to be designated as a TAG student, not much flows from it as it is an "unfunded mandate". Sadly, after 3 years, this has turned out to be wholly true.
403	Woodstock E.S.	Teachers and the principal have listened to our concerns but clearly do not have the resources to respond to her educational needs.	Improving the curriculum overall would be an excellent start to challenging not only my child but all the children who attend the school. The "dumbing" down of the material is alarming. My child is developing gaps in her general knowledge that weren't evident a year or two ago.
404	Woodstock E.S.	My child was just identified last year (2nd grade). There were a few after school enrichment activities. He really enjoyed them!	At this time, my child loves school and I believe that he's being challenged. Woodstock is doing a good job!

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416	Woodstock E.S.	The only TAG activity at Woodstock to my knowledge is extra homework attached to the weekly assignments. These sometimes correspond with what's being taught in the class, but often jump ahead with no instruction from the teacher as to how they want the child or parent to proceed. It has caused a lot of frustration with both myself and my daughter when she is stumped by a linear equation with 2 variables given to her in the 4th grade.... I did approach the teacher and ask if this was something I was supposed to assist her with, and if so, how might I go about teaching it so as to be on the same page as the future lesson? There was no guidance. It made both of us feel like giving up. My daughter feels like she is being punished with more homework and no reward (a teacher's attention?). / It always seems in the beginning of the year there is talk of something offered to TAG kids, like a special list of books and follow-up book reviews on-line... but I have never seen it happen. It's disappointing.	I don't know... I realize there is no budget. I get that the teachers can hardly address a few in a class of 30ish. But the homework is silly, frustrating and feels like punishment. / / I love the idea of breaking the kids off for special projects, but I've never seen it happen. / / Thank you.
422	Woodstock E.S.	There hasn't been any TAG services for my son yet other than the testing. He is entering first grade tomorrow.	I am unsure of this at this time.
453	Woodstock E.S.		
457	Woodstock E.S.	Fun projects, once had an after school class that he liked.	Don't make TAG work busy work. Would be nice if teacher went over TAG homework (if given).
698	Woodstock E.S.	The most positive aspect is my child being identified as TAG last year.	There needs to be an individualized plan for each TAG student. TAG students can benefit from working together as a group in each classroom.
732	Woodstock E.S.		The TAG program should be more similar to an IEP which is tailored to the child's individual aptitudes in each subject. Moreover, the TAG program does nothing, in our family's experience, to address the social component of giftedness, which often consists of isolation and a lack of empathy for others. Instead, our experience has been that, if anything at all is added to the curriculum, it is additional projects which fall exclusively on the parents to initiate, pursue and present to the school. Students who are not TAG identified are not relegated to parents alone to address their needs. / Our family does not place the blame of this issue on the teachers, who are exceptionally motivated and helpful. It is simply that the School District does nothing to help support these children apart from letting the teachers know they have gifted children in the classroom without presenting additional resources.
781	Woodstock E.S.	I don't feel TAG has been a real service at all, merely a "designation."	A monthly newsletter or email regarding supplemental services, resources, and/or educational community events would be great!
847	Woodstock E.S.	Would like to see the detailed actions from each teacher both in English and in Chinese classroom.	more informative reports from class teachers.
938	Woodstock E.S.		I don't see my child being challenged any more than other students. I would like him challenged a little more.
1017	Woodstock E.S.	Aside from being identified as TAG, there have been none. Essentially, being ID'ed as TAG only meant extra worksheets in the weekly homework packet--busy work, extra work and stress. There was nothing creative or stimulating offered. We were very disappointed.	I hope as my child moves to Hosford, we can work more closely to put together a meaningful program that is not just extra homework. Projects that are fun and stimulating. I plan to talk to the TAG coordinator there.

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1052	Woodstock E.S.	There just isn't enough funding. My child is a happy, socially well-adjusted kid who loves school and wants to please his teachers, but he is often bored with the work he is given in school, and is often given "busy work" when he finishes his in-class assignments before the rest of the class. When I have tried to ask his teachers if I can send him to school with his own "assignments" from me, they seemed overwhelmed with yet another task to keep track of. We do lots of academic enrichment activities outside of school, but it can't erase the fact that HOURS of my son's time is wasted every day waiting for the rest of the class to catch up to concepts he has already mastered. Thank heavens for his Mandarin Immersion! That is the only thing that has saved my son from hating school.	We just need more support for the teachers. Get these kids extra classes with more teachers, and in-school services to teach them at their level, PLEASE!
1056	Woodstock E.S.	The main way I have seen TAG services supplied is with additional homework labeled "TAG Challenge - all students can attempt and are encouraged to this try this homework" and by teachers using leveled reading groups in English instruction.	I had hoped that TAG services would be individualized and allow for in-class groupings and projects, differentiated homework/projects rather than a challenge homework added on to other homework. I did not understand if or how TAG services worked in the Chinese Immersion class - or if it applied there.
1059	Woodstock E.S.	My child was identified as TAG during the middle of her 1st grade year. She is in 2nd grade currently, so I haven't had many experiences with TAG. However, our school's TAG coordinator seems approachable interested in helping the TAG students continue in their achievements.	I feel the teachers haven't been open to the fact that my child can do much more than they are offering. I feel the teachers aren't listening when I try to let them know what I have seen in my child. At the open house last night, I was shut down by the teacher and told that many proficient readers don't truly comprehend what they're reading when reading at high reading levels. I beg to differ. My child has shown mature analytic and comprehension skills in reading both fiction and non-fiction literature. Despite having a background as a Reading Specialist, I don't feel listened to. I also recognize that many parents enter the year wanting teachers to see their child as unique and special, and teachers need to be able to assess the information on their own with each child, but I felt very discouraged after last night.
1089	Woodstock E.S.		Improve the math options - have different levels of math abilities within a classroom and teach to that level to move everyone forward; not just those on the low/middle levels. Make math fun to those who struggle in math using games and "tricks" - legos, origami, etc. Chinese math is much easier - use that to get kids engage and then teach them the mechanics behind that.
1140	Woodstock E.S.	There seems to be some differentiation in language arts/reading, although the difficulty level of work on comprehension seems somewhat low. Unfortunately, this is about the best I can say about Woodstock's TAG services. This is sad because Woodstock has a lot of motivated parents and bright kids who could really use well thought through TAG services that are not just vacuous platitudes about how the teacher will differentiate classroom instruction in some vague manner that the parent will never see in action nor hear about from their child. The "challenge" homework that most teachers send home with every student in addition to the regular homework, is sometimes better than the regular homework in math, but it is rarely actually challenging. I suspect that the reason this is not challenging is so that parents of non-TAG students do not see this "challenge" homework as being so much harder than their own kids are capable of that they get upset. This does a disservice to the TAG students.	Woodstock should coordinate English reading and Math instruction so that if appropriate, TAG students can move to a different classroom for one or the other subject. Other PPS elementary schools do this, so why can't Woodstock? Another option might be to use online classes, drills, etc to allow a student to stay in their own class and study ahead. Either of these options would help my child. who often complains of being bored. // If teachers were really differentiating, they would substitute "challenge" homework for the appropriate TAG students instead of just adding it to everyone's homework packet and making it optional. Even then, within TAG students there is much more variation than this challenge homework can account for, so, my guess is, that half the TAG kids are not really challenged even by the challenge homework. For my child, the challenge spelling words and occasional additional language arts challenge work are plenty hard, but I know a couple other TAG parents who say it is too easy for them. For mine, even the challenge math is too easy. So it seems to me that the teachers are not really differentiating. They are just adding slightly harder optional homework and calling that differentiation. I suppose this means that the teachers could

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1176	Woodstock E.S.		There should be separate classroom periods and teachers for gifted children much like there are for children who are not meeting basic standards. We are only shooting for the bottom if we only support the lowest performing children. Classroom teachers have 30 kids to instruct, for some TAG students, my daughter included, the teacher simply can't create a whole new curriculum to meet her level when the other kids are so far behind. PUT MONEY INTO GIFTED PROGRAMS rather than force teachers to differentiate.

	A	B	C
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2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
8	No school given	The years at ACCESS at Sabin were great - the kind of flexibility, interest, challenge and peers that my son needed.	Some meaningful extension of real TAG services into high school. There are literally NONE, at Grant in the supposed ACCESS @ Grant program. We are leaving PPS because of this.
14	No school given		Training teachers to be better teachers. Administrations that recognize that TAG students have special needs and consider those during classroom placement each year.
27	No school given		I was told that there were no TAG services. By my child's 1st grade teacher. She said that TAG is. O longer funded beyond the stipend for the liaison teacher, and that we should expect a TAG designation to only help if our son is bored in middle school and starts to drift; his teacher could then take note of his tag status, realize that he is bored, and hopefully work to engage him instead of letting him self-destruct.
41	No school given	When there are enough resorces at my child's previous school (his elementary school), students were put into groups and had instruction from the teacher. They worked on their own on math and the teacher answered questions the kids had. The students were also put into discussion groups for reading with parent volunteers leading discussion.	There needs to be more pull out small groups for TAG kids. Differentiation in the classroom is great if there is small class size. Usually class size exceeds 30 kids so differentiation is nearly impossible. Small groups with a parent volunteer or pullout math/reading specialist in necessary. Also, letting TAG kids do reading and math with other grades would be great.
51	No school given		
59	No school given		
65	No school given		
70	No school given	I am glad that my child was identified early as TAG. That is positive.	Well, my child was identified as TAG, but I feel like that was it. We fill out forms every year, but there's no follow through. I would like to see follow through with the teacher. I would also like to see more time set aside for TAG students to meet in groups with the appropriate guidance. There may need to be more support for the teachers to be able to achieve this.
97	No school given	Ability to meet with peers of similar abilities. / Challenges beyond the usual school routine.	TAG can improve its curriculum! More diverse hands on activities, less 'homework-style' sessions, and more regular, consistent meetings. (My kid isn't just TAG once a month, he's TAG all day, everyday!!!)
102	No school given	He enjoyed the before school before school algebra classes. And he says he learned a lot	I know that some school have single subject advancement from 5th to 6th grade math. Are this only available at the high income schools?
104	No school given		

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107	No school given	We did not pursue TAG directly because we were told that this would mean enrolling in a TAG program at another school, but that our child could participate in accelerated learning groups that were offered periodically. Our son was never challenged in school. We did frequently speak to teachers who took an interest and tried to give more challenging work. However, with so many students and needs of others I believe this fell short. Our son has enjoyed school regardless, but certainly in 4th and 5th grade, he was often bored, finished work first and was just waiting around. There was a TAG bulletin board at Buckman however our son was also socially well integrated into the school so we didn't pursue out of school options. Quite honestly, I don't even know if they were offered, because I did check a couple of times. Next year he will begin middle school at MLC and we are hoping the independent approach and alternative learning atmosphere will support his creativity and challenge him.	I think teachers should give information to parents, tell us what is available. The bulletin board approach where I have to go to additional meetings and possibly leave school was not appealing to me. I would have appreciated if the teachers/principal could have given us more direction. I also would have appreciated if the teacher(s) would have taken more initiative to create more challenging learning opportunities. It is important that the TAG student not feel isolated, but part of the school learning community. Since my son is very social, anything that would take him away from other friends and the spirit of the classroom would have isolated him. However, learning opportunities where he could work independently in the classroom would have been helpful. In other words, a more integrated learning possibility for TAG students. thanks. /
109	No school given	Some of my daughter's teachers have been exceptionally gifted at differentiating in the classroom -- especially Fran Reichers, the fourth grade teacher at Woodstock. Luis Vasquez, my daughter's middle school algebra and geometry teacher, was very adept at helping talented students achieve even greater success. Her 7th and 8th grade language arts teacher, Joyce Aman (now retired), had high expectations for talented language students like my daughter. Those three teachers demonstrated how in classroom differentiation can occur, but demonstrated the inconsistency of teacher capability. TAG was essentially a nice, but non-existent, idea.	The TAG coordinators are really just saddled with processing paperwork. Since my daughter is entering 9th grade I am looking forward to IB classes as a mechanism to keep her interested in learning, rather than being bored. However, IB won't start until 11th grade and families with older TAG students have already reported that the 9th grade English class is taught at about the 6th grade level when viewed in comparison to what Mrs. Aman was able to achieve with her 7th and 8th grade students. Using limited TAG resources to educate the 9th grade language arts teachers, and conveying an expectation that they are to teach their TAG students at a much higher level, would be welcome. The "honors" that 9th graders can opt for is simply more homework. Please help teachers understand that TAG is not about more homework. That is an easy out for teachers, and is infuriating to parents. If 9th and 10th grade English teachers have difficulty reorienting their teaching style to push TAG kids to their potential, then partnering up with PCC to come into the classroom might be an idea worth exploring.
132	No school given	WHAT TAG SERVICES???? THERE IS NOTHING, NOTHING, NOTHING BENEFICIAL FOR MY CHILD. ONLY PAPERWORK THAT RESULTS IN NOTHING. THE TAG PROGRAM IN THIS DISTRICT IS DEPLORABLE, A SAD JOKE.	ACTUAL FUNDING FOR REAL PROGRAMMING AND STAFF SUPPORT FOR TAG STUDENTS!!!! SEPARATE (REAL) DIFFERENTIATED INSTRUCTION FOR MY CHILD. PULL-OUT INSTRUCTION AND PROGRAMMING THAT IS INTELLECTUALLY APPROPRIATE. OPPORTUNITIES FOR CONNECTING WITH SAME-AGE STUDENTS FROM OTHER SCHOOLS AS WELL AS MENTORING FROM OLDER STUDENTS. EXPANSION OF THE ACCESS PROGRAM TO ACCOMMODATE ALL THE STUDENTS THAT NEED THAT SERVICE, NOT JUST A LUCKY FEW. ANYTHING CONCRETE WOULD BE AN IMPROVEMENT OVER WHAT IS HAPPENING (NOT HAPPENING) NOW.
148	No school given	All of these questions presume the existence of TAG services. My answer to most of the questions is "what TAG services?". As a freshman in high school last year, and starting now as a sophomore next week, the only "TAG service" is an accelerated math class. There is no other TAG service that I know of for lower classmen.	Making TAG services exist would be a start.
152	No school given		
156	No school given	I am not aware of one single TAG service that he has had since he has been at Grant or in all his years in PPS!	What TAG services- are you serious?! What has TAG done in Alameda. Beaumont or Grant for my son-or for any of his peers?! If I am missing something let me know? I am blessed that my son is a 4.0 student that is doing well on his own and rises to the occasion but it is with no thanks to TAG I am sorry to say. :(
181	No school given	Haven't seen anything that's different from regular ed except he got into 7th grade math as a 6th grader.	communication between teacher and parent / add rigor and depth / check in with child and parents personally to see how it's going

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183	No school given		
189	No school given		Our experience to date has been very teacher-dependent. The paperwork gets filled out with a plan, as required. But the classroom experience does not seem much different. If a skilled teacher has students of varying levels, s/he does a good job meeting their varied needs. The ability of teachers to do this varies widely. I am not aware of how the TAG program has made much of a difference for our children through the years, although it is possible there have been benefits that I would not be aware of as a parent not in the classroom.
192	No school given	Quite frankly, there are no positive aspects of my child's TAG services because there are no TAG services. I have been an actively involved PPS parent from day one - PTA president for two years and very committed to public education. After 6 years of advocating for all PPS students, TAG students and in particular my student, I've had enough. We have this year left the PPS system for private school. I hope with the changes coming down the pike we may be able to return to PPS for high school. / I am not a crazy TAG parent - I totally understand the challenges that PPS and its teachers face with inconsistent funding, crowded classrooms, and social/economic racial disparities among our students. I have seen first hand that the students on the extremes of the learning spectrum (both high learners and challenged learners) are not a realistic priority for PPS teachers in the face of competing demands. I get that. We were lucky enough to be at a school with active parents, great experienced teachers and additional financial support (from our parent community). Even in the face of that, my son's education needs were not met. Granted, he is at the high end of the TAG high level learner spectrum and even private school will be challenged at meeting some of his needs.	Too much to answer. See above.
202	No school given	Does PPS offer TAG services? I've seen no evidence of one.	A nice start would be to have TAG services. / /
220	No school given	Franklin's TAG classes are there AP classes, many of which have been very positive.	While my son has been challenged in his AP classes, I feel he is just one of 30 students in the class. I don't feel he receives any special instruction.
225	No school given	There really haven't been any.	I am deeply disappointed in the TAG programs offered through PPS. The teacher's at my child's elementary school were not trained or supportive. TAG programming consisted of extra worksheets and being sent out into the hallway alone to sit on a filthy floor doing extra work. We've since transferred our child out of PPS because of the deep funding cuts and lack of support.
232	No school given	I think it is great the TAG program even exists. The ACCESS school, which he attended in grades 6-8, was a good experience for him educationally.	TAG services can be improved by offering more than lip service in standard classrooms. There is little evidence that TAG plans were meaningfully followed during my son's first-through-fifth grade years in school despite him being identified as TAG in multiple fields by his teacher in Kindergarten and despite receiving teacher's TAG plans and filling out the parent TAG forms each year. It is apparent that instructors simply did not have the bandwidth to perform meaningful instruction differentiation, and there is little incentive for them to do so. An actual quote from his fifth-grade teacher during the fall parent teacher conference: "Frankly, they don't pay me enough to teach your son at his level". We came to regard school more as an important formative social experience for our son than something that would provide challenges for his intellectual curiosity. The ACCESS program, which he attended in middle school years, was much better in this way, but his primary school experiences at Forest Park elementary were certainly not impressive examples of TAG providing educational opportunities for him. There has been little-to-no mention of TAG in high school (Lincoln). I recall seeing a flyer about it once, but it mentioned no material actions or educational

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238	No school given	I hope that my son benefits from an opportunity to have a more rigorous math experience this year as he is scheduled to take compact math year 1 in 7th grade.	I would like to see groupings for language arts that allow my child to interact with students that read and comprehend at a similarly high level. He is often grouped with kids that have behavior issues or some other learning difference because he has empathy and helps them. This does not, however, challenge him academically.
254	No school given		
265	No school given		
275	No school given	This year my daughter is assigned a teacher who will serve her needs well. In the past, the majority of teachers have been using RTI methodology that slows my daughter down. When I asked about the TAG plan for my child last year, the teacher said that he needed all children in class to understand concepts prior to letting children move forward. Additionally, the Reading Street curriculum is designed to serve the lowest students and frustrated my child who was accelerated in reading. She also repeated third grade math as a fourth grade student due to the new math curriculum. Her fourth grade year was frustrating and it took a lot of effort to keep her wanting to go to school--and she is usually a child who is excited to learn. We made up projects for her to do at home, since she was not getting deeper learning at school. She is re-excited knowing who her teacher will be this year.	I think the RTI plan for PPS makes it impossible for teachers to meet the needs of accelerated learners, especially those teachers who do not have a strong grasp on how to work with TAG/accelerated learners. It seems as though the school district makes program decisions without consideration for students who need more and/or those students who are willing to do more. I have a seventh grader who is being intentionally slowed down for math this year because of the implementation of the district math. he skipped 6th grade math and should be taking Algebra this year, but the district roll out fo the new curriculm was not well thought-out and when the courses were restructured it left students in his position without an appropriate math class to take. The principal of his school said that in order to get back on the track he was on he will need to take two math classes at the 9th grade level (they are phasing out Geometry at the 8th grade level, which was the trajectory he was on.) It is frustrating because my son is willing to work hard and wants the additional challenge--but the school is not providing that. For me, I have been mostly happy with my children's daily experiences in PPS, but the TAG/acceleration piece has been frustrating--mainly from the
278	No school given	OMSI events.	I detect to TAG services in regular classroom teaching.
284	No school given		
291	No school given	Identifying the need with testing. Providing a reason to insist that more challenging material be provided for my child.	Teachers seem to not know about resources that might be used to provide a more challenging educational environment. Teachers, understandably -- given the 30:1 ratio at Winterhaven -- don't have much of an opportunity to craft a TAG curriculum.
292	No school given	My older child was also a TAG student and never recieved anything for being TAG. Now I have another child who is TAG and he too has received nothing for being TAG. We do not seem to have a TAG program while other districts like Lake Oswego do. I have have little or no faith in TAG in POrtland Public Schools - as far as my experience goes TAG has been a non entity.	I wish my intellectuallu gifted child was challenged and stimulated. He is bored in school and can become distracted and distracting in the normal classroom setting.
295	No school given	My child's TAG services are very unpredictable and depend entirely on the teacher she has had in any given year. Some of her teachers have excelled at providing rigorous academic challenges for my child; others have given no seeming thought to keeping my child engaged. For those that were excellent, the key components included focusing on engaging, not necessarily additional work. In elementary school, she was pulled out for various Saturday Academy LEAP classes and those were excellent as well.	First, sheer recognition of her status -- not just once in a form that's filled out, but throughout the year in terms of her tailored workload, would be helpful. The times I've received the form in the fall and never seen any activity thereafter are more numerous times than I can count. / Second, as much as I appreciate the tradeoffs associated with tracking, being continually in a class where she is not challenged because others need more remedial assistance is a sure track to boredom. Particularly in math, it seems incredibly appropriate that the more academically capable students are grouped together.
298	No school given	Hopefully, my daughter has been identified as TAG from the first day of class on her teachers' roster (vs. taking 2 months into the school year for the teacher to figure out our shy daughter's true level). / It has been good for her self-esteem to know she qualified for the TAG program.	It doesn't appear that TAG really has part of the middle & high schools beyond a minor role. / It worries me that my daughter frequently says school is boring (not just the most recent school year, and I believe it is more to it than just the normal teenage response).

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310	No school given	Visits from OMSI and lunch with the principal, really we have been offered nothing else.	TAG should be taken seriously, with real effort given to give TAG students more challenging or specialized work. I don't think our teachers are supported enough to do this. This year and last, my daughter had 34 students in her class.
347	No school given	I'm happy he has been identified as TAG by PPS. He is a critical thinker, beyond his age. He's also an artist. When teachers include art projects in assignments, it has a positive impact on my child's learning.	My son struggles in math and just because he's TAG, doesn't mean he doesn't need extra help in math. Students need smaller class sizes so teachers can better meet their individual needs. My son doesn't feel supported by his teachers and feels lost sometimes.
348	No school given	At MLC a TAG label made absolutely no difference in her education. She was still brought down to the level of the whole. A child who used to like school became disillusioned. We are optimistic for high school where she can take higher level courses. TAG meant absolutely nothing at MLC.	Communication and guidance for parents!!!! So far I have found little to none.
349	No school given	None	Better communication with parents around the individualism to allow parents to continue the education at home.
351	No school given	My son is a great reader, has always been a great reader. He enjoys reading, and discussing what he has read. I do see that he is required to bring home more challenging books from the library, and that I have been given instruction to have him read the challenging book on his own rather than reading it to him. He understands he is at a higher level than some of his peers and feels good about this.	My child gets silly when he is bored. He learns quickly and will put effort in until it feels overly repetitive, then he acts out. If he was more challenged in class I believe we would have less disruptions. I believe there is more that can be accomplished in TAG. I would also appreciate some involvement beyond being told to let him read at home, I do not understand what the program actually offers, or what the teachers/program leaders are experiencing in regard to my child's development. Some kind of report would be informative and appreciated, teachers are usually too busy to speak much about these topics in depth. I also do not know who the TAG leaders are, who is working with my child or what they see in his development. I feel that I am at a loss without some information on this topic, I am not a teacher after all, and am obviously limited in my knowledge of how to educate a child.
352	No school given	My son likes the extra math - it is dependent on teacher	Both the TAG program and regular coursework at PPS are weak. TAG efforts change each year based on the teacher's attitude toward the program. Some support TAG, but most are overworked and burdened by too many students and administrative requirements. There are too many students in the classroom and the teachers are overwhelmed. The TAG students do not receive sufficient challenge or attention. Overall, the curriculum of PPS is geared toward providing equal opportunity for students and meeting testing objectives vs achieving excellence in learning and pushing children to truly excel in the classroom. Bottom line - too many kids and not enough teachers. Too many administrators that do not improve our child's educational outcome. Not enough money to do the job.
360	No school given		
364	No school given	Most teachers have been aware of my child's advanced skills and abilities and have worked with her to hold her to a high standard and keep her challenged.	More frequent communication regarding the plans for the year and progress against or correction of any TAG goals would be helpful for me as a parent.
369	No school given	It is not apparent that the school even acknowledges that my child is in the TAG program.	Do SOMETHING.

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371	No school given		Give teachers the resources to meet the needs of TAG students. As it is, in our experience, the students that need more attention in order catch up are given priority over kids who can manage themselves. Just giving my daughter more WORK and not the needed attention to challenge her has driven up to a private school for the rest of her middle and high school education. It's time to RETHINK how to teach kids based on their learning level, not just their age and grade. Kids want to learn and they shouldn't have to teach themselves. TAG was non-existent at Rieke. Teachers have way too much asked of them and the kids that demand more attention, or the parents, get it at the cost of the accelerated students that desire to be challenged. Bored smart kids are at risk of falling into 'what's the point', giving up, and settling on being average without effort. The problem we have in education is the pandering to the lowest common denominator, teaching to the test, killing creativity and inquiry, and acting as if the current model just needs tweaking. TAG should be shelved until it is revamped at it's core.
384	No school given	There is no TAG. It should be done away with. Lincoln offers the IB program open to everyone. My child is so bored at school that I sent her to Cambridge to study over the summer. Since she hates school so much, we have a deal. If she pretends to be engaged and gets straight A's, then she's allowed to have another life outside of school where she can be challenged. TAG is just a way for the school's to get funding, and pay people to do nothing with the money. It's a crock. I have no postivie words to say about TAG because it simply does not exist. Only one teacher has recognized that my daughter is "gifted" and she understands how the system has failed her, but she is already a junior in high school. She had a great time in Cambridge. We never told her she was special, but when she came home, she said, "Mommy, I was so happy there. I was around kids who are like me." PPS knows nothing about gifted children. It's not about overachievers. You can't test a kid in kindergarten. It's about kids who catch on so quickly, that school is just plain boring. There have never been TAG activities for my child, so we keep her busy with after school programs so she has a reason to wake up the next day and looks forward to her life AFTER school.	There are no TAG services. TAG should just go away, because it doesn't exist anyway.
389	No school given		
397	No school given	What TAG services? I did not observed any particular TAG services at my daughter's school last year. The year prior they had a challenge math group that really did engage and challenge her. She loved it. That program was dropped and she spent the next year reading a book at her desk instead of interacting with the class during math. She was bored and stopped participating. / /	There needs to be grouping of math and reading at all grades. Teachers need more resources or education on how to differentiate students and given them appropriately challenging and engaging work. / / The parents organized a Saturday Academy afterschool math class, which was well attended and kept my daughter riveted and excited. This should be something that the school promotes and facilitates just like the spanish or art afterschool programs. I understand funding difficulties but then at least provide an after school option. I think there should be a running after school Saturday Academy that alternates between math, reading/writing, and science. From what I've witnessed PPS teachers are not able to address TAG students on their own in overcrowded underfunded classrooms.
401	No school given	Child is proud to be identified as TAG.	Provide more frequent and attentive opportunities to develop child's abilities.
407	No school given	Nothing.	This is a non-existent program. Unless you are going to do it right, quit wasting tax-payer dollars acting like you have a TAG program.

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414	No school given	For k-5, the services and teachers support was great, but in Middle school and especially in HS, the services were terrible. Teachers did not service the need and the TAG department was not helpful. We found opportunities outside the School district, we had no choice. We came close to moving my student out of the district, but due to the economy could not.	Connect and make choices for students in MS and HS. There were not many choices if at all, especially for an active student that is involved in many sports and school activities. Communication to the parents were extremely poor after elementary school too, so I would recommend that the district communicate on a monthly basis maybe explaining opportunities, etc....
417	No school given	My child was fortunate to have a parent volunteer that lead a small group (Math Detectives) session once per week for a few months last year. This was the ONLY activity that I am aware of that helped my child as a TAG student. And, had my son not told me about this pull-out session, and had I not inquired further, I would have never known that anything TAG-related was being done.	More communication with parents as to how we can help and what opportunities are available! With the exception of one small pull-out session per week for several months, it seemed as if being TAG identified meant nothing! I would love to help improve the services being offered to TAG students.
432	No school given	I mean no disrespect to PPS and its many commendable efforts; however, the TAG services available to my children were inconsequential.	Perhaps it is possible to have a curriculum with accelerated reading materials, for instance, that is truly focused at children who are ready for more than is available in their elementary classroom. In our experience, good teachers have found ways to supplement assignments, and these are far more effective than the current TAG program. I suggest shifting the process to your teachers (5th grade at the earliest) and letting them determine what is an appropriate supplemental material and who in their classroom is eligible for it. / /
451	No school given	When my child was at Sellwood MS there no TAG services. It is only because of the IB program at Cleveland and teachers like Matt Sten, Alix Gordon, Scott Burns, Eric Levine and Kim Crowell who give 150% to their students that my student is doing well.	Have a comprehensive TAG plan. AT Duniway we had had to PAY for several TAG programs.....what about the kids who can't afford that?
463	No school given	The ACCESS program was great for her middle school years.	In elementary school she did not receive services, and in high school she has been limited, just like all the other bright motivated kids whether TAG identified or not, in the number of advanced classes and core academic classes she can take. We are supplementing with online and community college courses, but can't afford to pay for as much as we'd like.
477	No school given	She has taken several AP classes and now as a senior has some PSU classes. /	Many classes are taught at a low level without any awareness of TAG. / / Her schedule as a senior is ridiculously skimpy, and we're trying to get her schedule changed to add classes as well as challenge her but have not been successful yet. Right now she's not going to be able to be in BAND due to her skimpy schedule.
478	No school given	In elementary school, a group of us parents organized volunteers to offer pull-out groups in math and reading. With the support of the teacher, principal and TAG specialist, who helped identify enhanced curriculum, my child benefited from a Jr. Great Books reading group led by another parent, and a (spatial) math group led by me. This was the most meaningful TAG experience my child has had. One year, at my urging, we offered a Saturday Academy Class before school. My child took alternate number systems (and unfortunately, we were disappointed by the teaching / learning approach, which was not very participatory or active.) / My child will receive compressed math for 7/8 grade and it's the first time I feel her TAG needs are directly addressed by the school day curriculum. My child's 6th grade math teacher made math fun, interactive and meaningful by using math games, and teaching cribbage and card games that use math skills.	Provide support to teachers to provide accelerated curriculum and actively encourage parent volunteers to fill glaring staffing gaps to allow small pull-out groups of advanced learners, for example. My child's current school does not take advantage of parent volunteers to work with middle schoolers during the school day. This should a top priority given PPS understaffing. Offer Junior Great books in every school and every grade. Offer more frequent TAG classes before or after school AND during the school day. Offer differentiated math and spelling lists (I offered to help teachers with this as a volunteer and was told it was too difficult), based on ability level. Make learning more 3-dimensional - not just worksheets. Do more projects and work as groups. Recognize that TAG is not just about academics and test scores and AP classes, it's about well-rounded and stimulating learning environments and opportunities.
486	No school given		

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492	No school given	What TAG services?	The TAG program must be some type of legal requirement for PPS. It is administered half heartedly. The only way I even know it exists is because of annual mailings telling me that my son is a member. Teachers are too busy to actually develop a learning plan. Other than a couple of mailings (legal requirement?) there is nothing proactive coming from PPS. The in-school contact with the student is zero, nothing.
509	No school given	We have mostly signed waivers - my child doesn't want to be singled out. She is a self motivated hard worker, so I have just let it go. Most teachers have assigned her appropriate work, and when it has just been busy work or easy for her, she doesn't mind - she will just read a book, do other homework, so she has more free time after school for ballet, her home craft business/etsy shop or social activities.	I hope there will still be appropriate AP classes at Grant by the time she is a junior/senior. She is a sophomore now, and they don't let them take the higher level classes due to budget restrictions. She doesn't mind now, but I think she is looking forward to a more challenging curriculum next year in a few classes.
511	No school given		It would be ideal if my child can study with other TAG students in her grade as a group.
512	No school given	Not aware of any... other than possibly the fact that her file notes that she is TAG qualified, which alerts teachers that she is a relatively strong learner.	TAG services should be outside the regular classroom and specialized opportunities should be provided.
527	No school given	We have not yet had a chance to experience any TAG services since my child tested while she was in Kindergarten last year and we have just started 1st grade today!	I'm really not clear what the overall plan is for my child. A one on one meeting or orientation at the school would be helpful if it doesn't exist already.
545	No school given	I suppose it is an honor to be deemed as a gifted student. His teachers MAY have higher expectations for him but I don't know how that is implemented on a daily basis. I don't know how it could be in such large classroom settings. Frankly, / I'm not even really sure of what "services" he has received. I know that his TAG status is brought up during parent/teacher at the beginning of each year.	I would assume that there would need to be a much smaller ratio of student(s) to teacher. However, I don't know how that can be achieved without drawing valuable human resources from areas where it may be needed more. It would be great to see my child presented with reading material that is more challenging than the basic curriculum. I would also like him to have an understanding of what a "gift" he has an what an honor and responsibility it is to cultivate it. I just asked him if he knows what sort of TAG program he's in and he has no real idea. He does not ever recall having followed a different program than others in his class.
560	No school given	There aren't any. He hasn't received ANY TAG services.	It would be a great start to know what TAG services are offered. We get no information at all at my child's school. As far as I can tell, there is no TAG program at Winterhaven, even though we are told it is a "TAG-heavy" school. What is the program? What are the services? Where is the funding? / A friend's children go to school in another district in Oregon. This district offers their TAG kids field trips to the Hancock Field Station and other science-related overnight trips. Does PPS offer anything to its TAG children?
568	No school given		
569	No school given	During the third grade my child received no TAG services even though she is in the TAG program. It seems like the TAG program is just a label that comes with no additional learning opportunities.	Actually do something in addition to the regular curriculum.
578	No school given	When a teacher (Pioli) recognizes that my child is board to tears they advance them appropriately and give them school work that is challenging and engaging	Make sure all teachers are following the guidelines and when students say they are boarded, empower the teachers to give the students more challenging work to do. Please don't force kids to do work that is too easy for them, this is such a colossal waste of time and makes the teachers and PPS look like they waste taxpayer money.
580	No school given	As student in a school with many TAG students (~50%) my child has peers with similar abilities. Because of so may TAG students there are no specific TAG services that I am aware of. The school simply ramps up the academic level of all studies by one grade level.	With 50% of students in a classroom needing more academic challenges that are unique to the individual TAG attributes (Math, Intellect, performance...) the teacher cannot adequately meet these needs. There are students who get there needs met because they have parents with profound advocacy skills. Not all of us are so lucky. Perhaps a coordinated program between teachers/parents for a more organized Saturday Academy like program (that's not on Saturdays).

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582	No school given	We are hoping TAG services could take special talent kids to excel.	School and teacher should provide additional support /challenge to the TAG students, which I have not seen much since my son (4th grader) entered TAG program at 1st grade. I feel that he could to go much further if teacher(s) can provide additional support /challenge to him, and he will enjoy school more, not getting bored easily. / / Suggestion: maybe school can group TAG kids into same classroom for additional support, lessons and different homework assignments. I think it would be a great help even only for a few times a week. / /
587	No school given	Have't noticed any difference that TAG has had on her school experience.	Let us know how TAG is affecting the experience at school. Haven't noticed any.
589	No school given	My child was TAG identified in kindergarden and is now an 8th grader. I have become quite cynical about TAG. There are no real services provided outside of the process of identification. There are no funds to support the educators or the mandate that children be taught at their individual level and rate of learning for TAG children. Teachers are overwhelmed and generally either resent parents who advocate for their TAG identified children or do the best they can by giving extra homework. Both are not serving the student.	It is hard for me to answer this ... TAG seems to be a very low priority that is given "lip service". On the one hand I sympathize with the challenge the district faces in meeting the need of these students without adequate resources. On the other hand I am frustrated with the "pretending" that there is a "program" when in fact there is not a program beyond identification and parent information. It seems there could be some kind of enrichment for these students as a whole during the school day.
610	No school given	My son has the opportunity to push himself to a higher level with the TAG program.	It needs to be more consistent, more challenging and more engaging for both the child and the parent. You need to follow up and follow through when you tell a parent you will get back to them on any issues.
612	No school given	What TAG program? In the 7 years that my son has been designated TAG, he has NEVER had ONE bit of extra support, help or challenging work. My son was a GIFTED math student who had an absolutely ABYSMAL experience in Math at Robert Gray and not one of those math teachers EVER responded to my inquiries, calls, meetings regarding how to keep my son engaged/challenged through TAG. I even called the TAG office headquarters and was completely dismissed (after I had to aggressively call multiple times to ever reach a staff person). The Portland Public Schools does NOT have a TAG program.	What TAG program?
628	No school given	I am really not seeing how the TAG program works at Skyline for my son was placed in TAG program yet I saw no communication post testing and no discussion w/teacher.	Have Tag related events or meetings at school to talk about plan moving forward and understand whom else at school is TAG so you can work with other families.
629	No school given	Provided him extra time & support that he needed	
633	No school given		
634	No school given		
644	No school given	I have not seen any evidence of TAG services in grades K-5.	If there are TAG services available - better education. / / The TAG differentiation plan is completely ineffective. We've stopped bothering with it. Teachers are unable to provide any meaningful differentiation in the classroom (either due to training or workload) so the plan ends up being meaningless. Sending the child home with extra homework that's slightly harder seems to be the only form of differentiation.

	A	B	C
646	No school given	Well, I have yet to see any TAG services so I'm not sure of any positive aspects of them. We were told by our child's teacher last year that TAG is only an identifier because there are NO services at Fernwood for TAG'd kids. The administrators told us pretty much the same thing. So, I can presume that my child will NOT receive anything different because he was TAG'd. There are no higher reading levels, for example, or TAG Math groups (which in my opinion should exist if only to challenge each other). Overall, I am very disappointed at what the school offers TAG'd kids. My child's first grade teacher was somewhat of a renegade and offered him challenging math sheets etc, but I'm not sure if that will be the case in his second grade experience and beyond. He was waitlisted at ACCESS and I fear that he will not receive the level of instruction he needs to fulfill his love of learning or his accelerated learning style.	I think TAG services should actually EXIST for starters. I think TAG'd kids should be grouped together (kind of like AP courses) so kids can choose to do reading, math, science etc with other TAG'd kids or even smarter kids. TAG services need to be improved so that we can capitalize on these voracious and eager learners. We need to ensure that kids who are smart stay in the community and the school system for our own good! We shouldn't lose more kids to other schools who actually offer our kids higher level learning opportunities or more challenging work or the opportunity to build on their eagerness to learn.
647	No school given	My child has not received any TAG services that I am aware of.	Putting her in groups with other TAG kids, having special TAG projects for her to work on, meeting with us to talk about TAG. I wasn't even aware that there were TAG services available.
666	No school given	I am a non-custodial divorced parent and am not as closely involved in TAG aspects of my daughter's education as her mother. In general I have some skepticism about TAG labeling as driven by parent competitiveness rather than student needs and concern that the labeling is distorting for my daughter's self-perceptions and possibly harmful to other children. I think my daughter got a chance when she was in 5th grade to participate in a day-long economic/career role-play exercise due to being TAG labeled that she enjoyed and learned from. Again I am concerned about inequity for other children who don't get the label. / / I am glad that my daughter is able to take an "accelerated" math course that meets her needs. I am not sure if that's related to TAG or not.	Again I do not really know enough to say very much. TAG does not send me information independent of my daughter's mother although I do get separate report cards. I would like to get such materials and you might want to link your information sharing to report card mailing. / / Especially by middle school kids with high achievement and capacities also have capacity to reflect on that. I wish my daughter, if she is going to be subjected to the TAG label, was in that context taught about the limits of what that may mean. E.g. theories of multiple intelligences, differences in learning styles. / / My views on these issues are shaped by my own experience in a wealthy suburban school district in the late 1960s and early 1970s in Massachusetts which was highly "tracked" and in which I was consistently placed in "high track" in all subjects. In junior high school I gained a strong impression that I still hold that tracking and the equivalent of TAG labeling actually stigmatized me in the eyes of many of my peers and also caused some of them to feel put down and resentful, contributing my experience of bullying as a small, weak, youngest in my class, unathletic boy whose emotional maturity and social skills did not match my book-learning capacities and my test-taking
673	No school given	The only TAG services that my child has received since being identified two years ago is some curriculum enrichment. His teacher had too many students last year to work with him individually.	TAG program obviously needs more funding because there really isn't anything that is done with the students.
677	No school given		
699	No school given		
710	No school given	He has not received TAG services yet as far as we know. Are there TAG services in Kindergarten?	Would like to have him participate in groups with other TAG students.
727	No school given	In her primary school, there were some additional learning options provided that my daughter enjoyed.	At times I have felt that her schools are not helpful to her advanced learning needs. But she is doing really fine, and I do not feel that more resources need to be provided to TAG children unless they are at risk of disengaging from school. There are so many more pressing needs for students NOT doing well at schools. / / I now see that TAG can often be used as an effort of parents to get special unnecessary benefits for their own children. The needs of struggling students need so much greater attention.

	A	B	C
756	No school given		TAG does not seem to apply in High School at all. AP and honors classes are generally more challenging but some of the regular classes have not been a good use of learning time.
768	No school given	Some teachers have individualized work for my TAG child, others seem not to have noticed.	Foreign language, music, and AP classes, all of which have been cut in our local high school, would help not only my TAG child, but others not so identified. Studies have shown that learning a foreign language helps develop and challenge the brain. Intense music study (not mere singing in class) also does this. My daughter's TAG needs have been met more by outside resources, Suzuki violin and ballet study, than by the TAG offerings in school. This is not to knock our hard-working, dedicated teachers, especially at the elementary level and I doubt that public school music can offer as intense a study as private lessons, but foreign languages, especially those derived from Latin, can help immensely in the public school setting.
771	No school given	My son is gifted in ways that aren't part of the middle school curriculum, for example, mechanics and motion and design of 3 dimensional objects. And standard classroom structure, requiring sitting for long periods in a large group of people, makes him so uncomfortable that he's not flourishing. I don't know what the TAG program could do to make either of those problems better for him. But I appreciate that his teachers are always receptive and try to meet his other needs.	Not sure.
773	No school given	The TAG designation has served as a 'flag' for each year's teacher. Throughout elementary school, our child was given an average of 2-3 differentiated projects/classroom modifications that we could clearly identify as being given b/c of TAG label. These seemed to enrich his schooling experience, even though he daily would complain about math being 'too easy' all the way from K-6 grades. We enriched at home, summer camps, etc. As parents, we had toyed with idea of Winterhaven or Access, but in the end always felt that his local elementary school was meeting enough of needs, and he was happy and learning.	More challenge in math - not speeding up rate of 'coverage' but rather going deeper into concepts and providing in-depth projects to apply concepts
786	No school given	none; it has been a non-factor in my child's TAG designation -- nothing has happened!!!	See above
789	No school given	Teachers know she is gifted	There seems to be no district wide accountability and/or support for the TAG program. Honestly, hate to say it is closer to be a waste of what little funds it receives than a bonafide well run program
799	No school given	While I have one TAG student, my other two students have scored very high on the tests - 93%. So I base my comments on my TAG child but keep my younger two children in mind as well. / / I appreciate the survey, and I apologize for my negative responses. However, the questions just further highlight my family's experiences with TAG services in PPS. Even though research has decisively concluded that "more work" is not the answer, I continue to see this throughout elementary and middle school. My son's experience has been that accountability and responsibility are more important than substance. I will use weekly reading logs as one minor example. In every grade level, he has been asked to return one with a parent and student's signature. However, there is no further discussion of what has been read. The teacher is merely collecting a "grade" that can be put in a grade book without any great depth to the assignment. I don't necessarily believe my children have to be in accelerated classes, but I do believe teacher training is imperative and woefully lacking in this area. I asked about teacher training at one of the TAG meetings at Wilson High School and was shut down by a principal that said that the teachers are already trained when they are employed so that	Ultimately, my children at different times feel that going to school is a chore. Every now and then, my children hit upon a "pocket of excellence" in their schools and feel inspired. This is amazing when it happens and my children radiate with happiness. Unfortunately, it is hit or miss if this occurs but thank goodness it does occur. Overall, my dream would be for my children and other TAG or not TAG students to feel inspired by learning. When this occurs, the emotional, intellectual, and academic pieces all fall into place. Thank you for listening.
800	No school given	I am basing my survey on last school year. It is too soon to tell for this year	

	A	B	C
818	No school given	The services that our children has received thus far have been poor. We have been informed repeatedly that there is no money in the school budget for tag services to be rendered to our children and we are left to supplement outside of school.	Teachers should take the time to customize lesson plans for the students who need to be challenged, rather than teaching towards the bottom half of the class.
824	No school given	TAG challenges my child and encourages him to think deeply, rather than being a surfaced thinker. Over the summer I realized he had developed a deeper understanding of life in general. His ability to hold mature, stimulating conversations has developed and he realizes the importance of education. He seems to embody a since of pride regarding his TAG involvement.	
826	No school given		
829	No school given	Sadly, I can't think of any.	My child was identified as TAG while in Kindergarten. He has just started 3rd grade. In both 1st and 2nd grade, he received almost zero work different from the rest of the class. The 1st and 2nd grade teachers were aware of his TAG level and mentioned how they planned to meet his academic and intellectual needs when the topic came up during parent/teacher meetings. However, my child was not given any TAG services, was not given work that would challenge him (particularly in math), but he was disciplined a number of times for not maintaining focus while the teacher repeated material over and over again to the rest of the class that my son had learned at home the previous year. My son enjoys school, but he would like to LEARN while he is there. If you, as the new district TAG manager would urge (require?) TAG children be given work that is appropriate repective of their ability, that would be a nice step in the right direction.
835	No school given	I know my son has potential to not only achieve but succeed academically /	I do not think TAG really captures all students abilities except those that are exceptionally smart and would exceed regardless of scaffolded learning. I think it is under resourced and out dated.
836	No school given	I wish there were some to describe. It has been nonexistent.	Time should be set aside to work with us and our child to go over details and put a plan together.
842	No school given		
848	No school given	TAG offers challenging homework for my child to excel.	I would like to receive more information from teachers such as reading book lists, additional handouts for math, and other challenging assignments for us to work with our children. Maybe offer afterschool activities as well.
850	No school given		
857	No school given		All of my responses are based on our experience last year in 2nd grade (2011-12). I did not see any additional resources offered to my child as a result of him being identified as TAG. Hoping to see more of this in the coming year.
858	No school given	Haven't seen anything	If they existed, that would help
868	No school given		
887	No school given	It is really too early in the year for me to comment effectively on this survey, and still will be by the deadline on the 28th. My son was only intifada late last year and we are only in a week of school, but I have not heard anything about TAG or how or when my sons needs will be addressed. I hope that and more information will come in the next few weeks.	Provide a meeting with their teacher and tag specialist at the beginning of the year to identify needs and prepare a plan, and review it mid year to see how it is going.

	A	B	C
895	No school given	So far I am unaware of any special services my child is receiving. He tested 99% last year and neither teacher or school had any discussion with me about this. It is very disappointing.	The teacher he had last year recommended him for testing but never mentioned scores to me or changed his level of work.
912	No school given		
928	No school given	Occasionally my child has gotten a chance to engage in supplemental writing and math activities. He seemed to really enjoy those. His teacher last year seemed to have some sense of when to push him with writing.	He has a strong interest in math and science and I haven't seen much support for that in his classes in the last three years. / / His teacher from second grade, <DELETED>, didn't seem to have any idea who our son is as a student. We attempted to meet with her several times to ask what he was working on and how we could support that at home but the meetings with her left us with no information and a sense that we were disturbing her. Our son really disliked school that year and did not learn very much. We know there will occasionally be bad teachers or teacher with different styles so we moved onto third grade where things seemed to improve a bit. / / Also a large number of his peers left to go to the Access program in first grade, as it is housed in our school, Sabin. I feel that there was a kind of "brain drain" in his class and that there only a few kids left who want to engage with learning the way he does. He complains that "no one likes the same things". He says that all the other boys are rough and get into trouble and don't listen in class. We do try to create situations where he can hang out with the other boys like the basketball team but he consistently does not like to play with them and instead asks to hang out with his former friends who are in Access. / / His
933	No school given	The advanced math she has received has been at times the only real challenge she's had at school. We are very grateful for this opportunity. She also got to attend a writing workshop at PSU that she loved. She was proud to be one of the 5 students in her grade selected and thought the conference was outstanding.	At our school- Beverly Cleary in NE PDX, outside of the writing conference, there isn't a good system I know of for students in TAG for reading/writing. The current Scott Foresman curriculum is way too easy for her and other kids in her grade/class.
935	No school given	My daughter finished 8th grade at Winterhaven School. Overall, her educational experience there was very good in the math and science curriculum. Because of this instruction, our daughter is now in honors physics, honors geometry/algebra 3-4 as a high school freshman.	The instruction our daughter received in history and English was less than impressive. We were not in the public schools until middle school, and, given the uneven nature of her middle school experience and our awareness of the instructional challenges in the public high schools, we have chosen to return to the parochial school system.
936	No school given	I felt that in middle school and elementary school, the teachers were prepared to teach my child. (My child was not in the Grant cluster at the time).	My child is enrolled at Grant HS where there are few opportunities to take higher level classes. My child was put in a math class that the counselor was unaware of the skill level of the class itself because "it is a new class". I feel that my child has been over looked in his HS experience. I feel that Grant is not prepared to look at the individual child and his/her needs. I strongly believe that their counseling staff is unaware of my student's needs. I know my child has been over looked at Grant and it's shameful.
942	No school given	Engagement in school, interest and new learning.	Start earlier in the school year with enrichment classes.
947	No school given	Our Teacher is aware of our son's ability to excel in reading and is taking that in to consideration when teaching. It's too early in the year to tell how well his teacher is challenging him.	We would love to see some extra activities for the TAG students. I'm hoping since my son's class only has a few TAG students this doesn't effect how he learns. He excelled last year because he was with a fairly large group of TAG peers who are now all together in another class.
959	No school given		I would just like to feel like all teachers my daughter will have will communicate with me about TAG and support the school plan and/or individual plan she has. I haven't felt that way, yet.

	A	B	C
961	No school given		We received a letter indicating our daughter had tested average in all areas except reading, where she excelled. (98 percentile) That was the last we ever heard of it. Whenever I ask her what they are doing in reading she says they are not really doing anything and that the only time she reads is during silent reading. This information is all from last year of course. Her teacher this year seems great, but class has only been in session a week so I have not heard anything regarding any TAG services yet. I worry quite a bit. Because of her ADD my daughter can seem vague and unclear of what is going on in class. This is generally because she is a little overwhelmed by the noise and activity. In the past, her teachers have always been surprised to discover how high her reading level is because I think they judge her by the slightly passive "spaciness" that is part of her ADD.
977	No school given	That the child is identified as TAG on their student record. If your lucky, a teacher will expect more from your child.	Unfortunately there is no money for a TAG student. There needs to be a way to challenge students without sending them to Access. At the HS level there are no honors classes available to Freshman except math. My child's TAG scores are in the 99th percentile for Math and English. Her science scores are 97-98 percent. She is so bored as a freshmen that I have entered her at BYU online. Science and Language arts is not address inTAG. My other child as never been provided additional/supplemental work. This entire program needs revamping.
985	No school given	I am not aware of any services he has received from TAG.	I am not aware of any TAG services or programs at all. I am not aware of any financial resources available to the district to provide them. TAG is meaningless.
988	No school given		
993	No school given	She is willing to work a bit more to achieve the goal	it's good enough under the current budget
997	No school given		Not much TAG services provided as far as I know, at least in the Elementary schools. Now that we are new in the Middle schools, we do not have much experience.
1002	No school given		
1011	No school given		
1023	No school given	- For the goal to help children improve their learning, the TAG service regularly monitor, and evaluate the capability, level and rate of learning of each student. And also, the TAG service gradually communicate with parents about children's learning	-By the recent method, the TAG service keep on maintaining, and providing the opportunities and challenges for each student' / - Regularly evaluate the capability, level and rate of children's learning. / - Create the good environment of education to
1032	No school given	Our experience with TAG related work or activities while at school has been very limiting. The only grade we were made aware of an extra curriculum available to our student was third grade / last school year.	We understand there are budgetary issues that prevent our K-8 offering more TAG specific programs and outlets for our child. However there have also been challenges we've encountered during years that we feel could have been minimized with our child having more TAG outlets and assignments to engage them further! We would be thankful for more opportunities at our school (and especially as our child ages), and a better feel for thorough communication of experience in or outside of school our child can participate in more regularly.
1046	No school given	Now that my child is in high school he has the ability to take classes better suited for his abilities not based on who his teachers are.	Services need to be improved in the middle and primary grades. My student was not encouraged to go beyond nor where there additional supports to keep him engaged in the lower grades. His teachers did not do anything to challenge his learning. He only stayed at grade level.

	A	B	C
1049	No school given	My child is doing much better this year, as she has been enrolled in ACCESS Alternative School. The previous two years at Sabin were difficult because she was not being challenged enough and had a hard time fitting in to the classroom and with her peers.	More specific instruction to gifted children, and social/emotional support as they try to build relationships with peers who may not understand their unique position. Give more leadership opportunities and maturity-level responsibility.
1055	No school given	I think my child would benefit from TAG services and am grateful the program exists.	I am not clear what TAG services my child is receiving. I received notice that she is enrolled in TAG but no further information on what to expect or what was happening. IT took a long time to hear anything back, whether she was in TAG or not. My daughter has not been challenged yet in school and I looked forward to more supportive services to keep her interested and challenged and to nurture her natural talents, but have yet to hear anything about the program.
1061	No school given	My child only had one extra class in grade school - no services since	
1063	No school given	Last year my son was pulled out for one hour a week to work on higher math skills taught by a parent. It was a great thing, but dependent on having a capable parent teach it. That parent does not have a child in my son's class this year so don't know whether that will happen.	At our school, TAG basically falls on the classroom teachers responsibilities. I have not seen a lot of difference in the way my child is treated vs non-TAG students.
1070	No school given	The one and only service TAG provides my child is 7 early start mornings of a "TAG class".	I understand that TAG is not well funded. However, a (perhaps mixed age) dedicated TAG classroom at school, or more than one, would cost nothing extra, and there are enough TAG identified kids at our school to call for this. My child's teachers the last 3 years have been overwhelmed with classroom management of 25 students and a whole array of learning needs in each room. My very-high performing TAG student is the least of the teacher's concern: he will always do well on the state tests, after all, and he can always spend his day reading his own novels from home. He loves the social aspect of school, but, now in 2nd grade, worksheets are a tedious waste of time and they cover material he mastered 4 years ago. I place no blame on the teacher, however, nor the school or the district. I do believe they all do the best they can as part of a large, flawed system.
1072	No school given	My child's teacher last year (3rd grade) gave more advanced level math and logic puzzles, which my son loved. / My child's teacher in second grade tailored various projects to my son's strength and interests to keep him engaged. / This year's 4th grade class size at my son's school is disgracefully large. I can't tell yet if his fourth grade teacher will be willing or able to offer much for my son. /	As a parent, my impression is that PPS doesn't care much about TAG at the elementary level. If it did, more resources would be allocated to the program. Even when parents suggest changes that don't require a lot in the way of funds, the inertia of the PPS bureaucracy crushes all innovation. / / In the past few years, our school has begun offering TAG activities during late opening or after school. I appreciate the effort, but what it signals is an admission that PPS is not truly committed to educating these students during the school day. / / I will say that for the past few years, my son has had good teachers who have tried to address his needs where they could--especially academically. / / If resources were not an issue, I would like to see as many opportunities as possible during the school day for my son to work in TAG groups at his level, benefiting from learning alongside other TAG students. / /
1077	No school given	First grade teacher did a phenomenal job challenging my child, I have concerns about her 2nd grade teacher.	
1083	No school given	No services as of yet.	Fund it!
1084	No school given	I am not sure Tag has benefitted my child	Tag is very dependent on the classroom teacher. Her teachers who are engaged do a good job challenging her- some teachers do not have projects for her
1092	No school given		

	A	B	C
1103	No school given	My child has not received any extra services due to TAG. I believe the teacher has built TAG opportunities into the school day, but because most of the teachers at Abernethy are overwhelmed with test prep and testing there doesn't seem to be much room for innovative curriculum which can speak to all levels of learning from special education to TAG. I'm speaking not just as a parent, but as a former 5/6 teacher. This is the first year I am seeing some curriculum in my child's class which is really engaging her at the TAG level as her teacher is implementing a full Scottish Storyline. She is also having opportunities in Math which are helping her feel challenge. She has a virtually no science in the classroom except for the Garden Of Wonders Program.	I think we can improve TAG if we improve school for all children. Teachers need the flexibility to respond to the needs of their students and when they are so tied to school report cards which are tied to testing, it doesn't leave much time for anything else. We have a top-down punitive system which has taken the creativity out of teaching, left classrooms starving for true learning opportunities and students disaffected and uninterested in school. Let's not worry so much about TAG as we do our entire school system. Let's empower teachers to do what they do well so that they can empower students to be life-long learners.
1109	No school given		
1110	No school given	I really don't think TAG has made much of a difference for my son. He has had "plans" completed by his teachers, but they tell me they don't really do anything differently because a child is TAG - meaning they work with each child's capabilities. I don't feel like my child has gotten any additional attention because he is TAG if anything he gets less since he doesn't need extra help. I am an active parent and feel like TAG is kind of pointless. There may be resources I am not tapping into, so I may be partially to blame. There are a few things that come home or in the mail, but not much direct outreach about the program from the schools. I was surprised to learn that my school has a TAG coordinator. I have no idea what that person does and they have never interacted with my child.	I don't feel like teachers have the time or resources to dedicate to TAG students. It would be nice if there were TAG classes or groups for group learning with peers. I feel like my son could be challenged more in some areas - and that doesn't always happen. / / PPS seems so focused on those kids who need extra help and less focused on really challenging and empowering kids who excel and taking them to that next level. It is a missed opportunity for everyone.
1111	No school given		
1112	No school given		
1114	No school given	on occassion he was able to work with other TAG students on math activities he thought were fun and interesting. I'm not sure he gained tremendous amounts, but he enjoyed it.	Talk to the parents, do more robust communications and interactions, it's just been a black hole.
1145	No school given	My child has never gotten any TAG services at either school he was at. I have asked about it and nothing has been done his 3rd grade school and teacher were the worse thats why we moved him now at this school he is behind or at level according to there test so there has been no positive aspects of TAG for my son in the last 3 years nor do I see any happening this year.	TAG could improve by being I guess more pushy when it comes to school and teachers these kids are in its been a big headach fightingy these teachers and school to push my son, when they tell me hes not needed to be pushed because he cant do the work hes doing so than his emotional needs are smashed too its very hard maybe being more supporting to the parents. Maybe more eduacation for the school so they understand how to handle children like my son.
1146	No school given	My daughter in 2nd grade had TAG math classes offered to her last year. Once a week in the am before school, I think for 8 weeks total? / She really enjoyed that. I am unaware of any other TAG services she was offered. She is identified as a tag reader.	They need their own curriculum during the school day. Not just a few additional clases a few times a year in classes before school starts. We appreciate those, but it isn't enough.
1148	No school given		
1150	No school given		

	A	B	C
1155	No school given	the Omsi programs and special events that the TAG students receive is very educational and enjoyable by my child	I feel strongly that only if a parent pushes a teacher, do teachers push the TAG students to do anything beyond what the other children are doing. My child is TAG in reading and in the 6 years that she has been in elementary school (including Kindergarten), only one teacher has required more of her in the reading department (more book reports than other kids). I realize it is more work for the teachers and that may be why they don't focus on the TAG students specifically unless pushed to do so (I know they are already overworked), but it was rarely mentioned in all our time in elementary school. Not all TAG kids are self motivators and need encouragement and push from their teacher.
1163	No school given		
1168	No school given	In the third grade, my son had a teacher that understood differentiation and made certain that students in her class were met at their own level. It was the last time my son had any differentiation. It has caused us to become near despairing of the system. In the fourth grade we were told to our faces that there was no time and no interest in providing differentiation. A letter detailing our experiences was submitted to the principal, and ultimately resulted in our son being discriminated against throughout the year, and in fact, we were told to move our son to a different school, when we were deeply immersed in supporting the school and our daughter in the same program very extensively. And all of this was visited on us by a teacher who had been the TAG coordinator in the previous year. We are now so disappointed that we are on the verge of pulling our son out for home-schooling. We are giving this first year in middle school a test for a little bit longer. So far, after Back to School night, we have found that two of the teachers have no clue as to the standards and procedures of TAG and differentiation. We tried to move our son to a different school for 6th grade, but did not make it through the lottery. We are also on the verge of contacting the state office to detail our	A plan, a schoolwide plan is meaningless, without sufficient and supportive work to make certain that the TAG identified kids are grouped and graded. Our son, currently, has very high grade point averages (all As or above) in the five (reporting) of six academic classes of his current load. One, math, where he tried to do his work in advance of class, during Advisory period, he was told not to show initiative, but to just bide his time and sit through all the rest of the students being dragged through what, for him is busy work. This is all while he copes with (some) teachers who give him busy-work, claim that if he finishes the same work as the rest of the class, he can have more (according to back to school night public statements). This is definitively not according to the codes or standards of TAG and differentiation. Clearly, standards of the system are not reaching down into the classroom. Over the last years, we have tried to be understanding of the burdens of each classroom teacher, but our understanding natures have harmed us and set us back. If there is a TAG strategy in each school, why are not the map or standards posted in each room? This should be true for students at the bottom end of the system, as well as at the top end. A poster that sets basic
1182	No school given		
1184	No school given		Offer additional teachers that work with TAG students. The teacher is usually overwhelmed with getting non-tag students up to speed so the TAG students fall through the cracks as a result. Higher vocabulary and math strategies should be offered for TAG students. It seems as though there is little feedback on what can be offered as well. Teachers don't seem to offer anything extra. I was the one who requested a higher vocabulary test and I was told I was the one who had to find the vocabulary words for my son. I was the one who had to structure the homework. Then the day of the test, another student was assigned to give my son the test, not the teacher. I've been very disappointed with PPS TAG program and what it offers.
1194	No school given		

	A	B	C
1199	No school given	what services? by placing the burden on the classroom teacher to go above and beyond for specific children, you create an extreme burden on child, teacher and parent. The teacher should be providing equitable education, not being asked to provide additional assignments only to some children. This is in sharp contrast to my experience as a TAG identified student in PPS in the 1980s, where I was able to access activities wither outside the classroom through the Rieke classroom program or in a dedicated TAG class that was just one of many electives available at the middle school level. The current system has provided my child with a label of excellence which has promoted confidence in her abilities, but no standards or expectations through which to actually practice	Provide dedicated services-don't heap them onto the classroom teacher who is already working very hard to provide a broad spectrum of educational opporutnites in the classroom. / / Add dedicated TAG electives to the child's day, either on-site or centralized. / Offer afterschool TAG classes / Provide FREE Tag summer school classes
1205	No school given	My son continues to be tested at 2 grades higher than his current grade.	This year, especially, I have seen no difference to his education and have asked the teacher if I can observe in the classroom and I've also asked for his TAG plan, which I have not received yet. He is in the highest reading groups and math groups but I don't see how this can make a difference for him since these are such large groups. I am very concerned about it this year and my son even reports that third grade seems easier than second grade. The homework seems easier and I see no particular attention being paid to his level of education and needs. I worry that his academic advantage will slip this year as a result and am frustrated.
1218	No school given		

	A	B	C
1	NOTE: These comments have been edited to remove personal information, replacing, for example, names of students, by "my son" or "our daughter". Please email tagsurvey@ppstag.org if you find any remaining personal information that should be removed.		
2			
3	School_Name	comment1 (positive aspects)	comment2 (suggested improvements)
74	Other not listed	None.	If you actually had services available, I would be better able to give you guidance.
75	Other not listed	I have not seen any services provided to my child except for the Saturday Academy classes we seek out on our own.	Do something more to offer differentiated services and additional opportunities for students to excel.
112	Other not listed	He has an IEP which provides guidance for us as parents, him as a student as well as his teachers.	Better communication of what services are available within the school. In our case, our son has Aspergers so there are challenges around his executive planning skills, but his intellect, curiosity and love of learning are very high. This results in his failing classes because he forgets or loses assignments, and yet he scores high on the tests. We end up paying for credit recovery classes when he clearly demonstrates (even the teachers agree) his understanding of the subject. Also, because he fails classes, there is a negative effect on his GPA which concerns us regarding getting into colleges -- even though he test very high in statewide tests.
164	Other not listed	Great experience as a grade school child. Positive activities geared toward his interests and abilities.	Improve services to older children, children with artistic gifts, and those who attend non-mainstream schools (charters, etc).
218	Other not listed	I can't identify 1 TAG service my child has received.	The services and plan at MLC seem to be in writing and in paperwork only and not embraced by the school or teachers. With each inquiry, I have been told teachers treat every student like a TAG student.
285	Other not listed	ACCESS!!! Both of my children went to ACCESS in 6th- 8th grades and it was a wonderful experience. My daughter was in the second class at ACCESS and I am thrilled to see the growth, support and attention the program has received these past few years when my son attended. At Duniway elementary school (where they both attended) there was good support for TAG kids, and there was always an individual TAG Plan but it really depended on the teacher as to whether or not it was executed. We also chose not to send our kids to Grant where there is a "so called" ACCESS program and put them back in their home high school, Cleveland. My daughter graduated with the full IB diploma and my son intends to do the same and I think this is an excellent track for TAG kids because of the rigor of the IB program. As parents, we have navigated the PPS district well to suit the needs of our children and are happy that we have had choices like ACCESS and IB. I do believe if they had both gone to traditional middle-schools within the district they would not have been the intellectual, emotional and supportive community to succeed in IB at Cleveland. ACCESS has been the KEY to reaching their academic potential, finding a like-minded peer group and having a fantastic	Group TAG kids together at all levels: elementary, middle and high-school. There should be TAG classes at every school. Pay as much attention to their "special needs" as you do with kids at the lower end of the spectrum. Make implementing TAG plans a priority among all teachers and continue to support outside programs, field trips and learning experiences so that TAG kids can enhance their education and engage in their education.

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297	Other not listed	We have had no positive experiences since our son was TAG identified in Kindergarten.	Better outreach to individual students and families. I understand, that by attending Trillium, and now LEP, that we have no longer been eligible to receive TAG services, even though we reside in PPS district. The last time we had TAG services was when our son attended ACCESS during the program's first three years. That was a traumatic experience for him, because of the assumption that gifted learners like to do lots of meaningless homework and get accelerated through their curriculum in a highly age-inappropriate setting. Also, no one thought to offer the necessary ancillary services to students like our son. I.e, specialized counselors experienced in the comorbidities associated with profound giftedness: ADHD, Asperger's, etc. / / Our most positive educational experience, was when our son attended Gately Academy for his eighth grade year. He had individualized instruction from teachers well-versed in the needs of specialized learners. our son gained a lot of confidence that year. / / I know you are constrained by an impossible budget. So unfortunate. our son is at LEP, so I highly doubt there is anything you can offer us. If there is, I would LOVE to know about it: / / <parent name, email and phone number deleted> / / Thanks! /
334	Other not listed	My son attends a charter school that has no TAG program but many TAG students. Socially, he fits in very well there.	There are no TAG services at Trillium Charter School. Though staff has been made aware of my child's identification as TAG. It is not too much of a problem because the philosophy of this school is to meet each child at their level. They could do a better job of it.
387	Other not listed	opportunities that may be available. Some bonus classes that have been provided.	Let me know what the current school is expected to provide being a charter school. / Strategies for assisting the school in meeting my child's TAGS needs.
469	Other not listed	There is no TAG services in PPS any more. I have watched it dwindle to a trickle, and now it is all but officially eradicated. The elimination of programs for my son is why we have chosen a private school for him. PPS would have placed him in freshman algebra & biology even though he already has As in these classes. The principal told me she was not worried about him academically, & I shouldn't worry either, he will be just fine. She explained that it was far more important for him to bond socially with the other freshman, and retaking those classes, rather than moving him into upper-level courses would promote that socialization process. In his private school he is in 3 advanced classes, and socializing just fine, thank you. I would like to say to you, that when you see to the academic needs of a student, each & every student, the socializing will take care of itself. To that principal of Grant HS I'd like to say, if you want to promote socialization for kids then go get a job at Boys and Girls Club of America. A HS is an academic setting. The job of educators is to educate. You are failing to do that.	Are you seriously asking this question? How about starting by restoring all of the things (a coordinator, funding, AP classes for all children who can do the work) you've cut, to start with? How about paying more than lip service to meeting the needs of all students, by actually supporting and promoting the alternative programs & schools within PPS, instead of strangling them and hoping they die? You should be ashamed of what you are doing to eradicate TAG from PPS. You've already been sued for not being in compliance with State law, and all you've done is create policies which are more out of compliance. Shame on you.
713	Other not listed		My child has been in the beaverton school district for awhile. there has been no mention of TAG at all since he has been back in Portland and enrolled in CLEVELAND. i just got this card and his new school, LEP has asked me what his TAG designation means to us. . i had almost forgotten he was designated TAG. thank you for sending this card for the survey and reminding me.
731	Other not listed	My child has not received any special services since being identified as TAG last year.	I would like to see a clearly defined plan laid out that is tailored to his needs. Thus far, other than him being identified as TAG, nothing has happened.
747	Other not listed	My child was new to the district last year and tested into TAG. Since that time, I'm not aware that there have been any TAG services available (at Chapman and now, East Sylvan), so I don't believe that he has yet received any TAG services. I will attend the parent meeting at E Sylvan on 9/19 and hopefully find out what is being offered at East Sylvan.	Make them available at all schools and tell parents what they are? I'm in the dark about whether they exist.

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787	Other not listed	My son is a 4th grader at MLC (his school wasn't listed). We LOVE MLC, however, because it is so small there are no specific TAG services that he or I am aware of. I believe his teachers are aware that he is TAG and that they may -when appropriate- adjust assignments for him, as they do for all the students who are invariably at different levels of understanding. I hesitate to ask for more from his teachers as they are already over worked and underpaid (and yet still dedicated and talented).	I'm not sure how my son would feel about being singled out among his peers as TAG, but possibly if all the parents of TAG kids could be made aware of each other in an informal way, maybe we could support each other in finding ways to help our kids and suggest non-taxing activities to their teachers?
948	Other not listed	There have been few specific positives. One teacher one year opened the door to a special project. Otherwise her school certainly creates room for good self-initiators to expand, but lacks any ethos about proactively encouraging or expecting highly-capable learners to do more. That lack comes directly from the district's written TAG guidelines, which in my opinion boil down to not much of a mandate for providing service at all - no teeth, no follow-through, no funding.	TAG appears to be a budgetary afterthought at PPS, and of no real priority. There is money for special needs focus (as there should be), and lots of attention to the weakest-performing students (as there must be), but virtually no support for TAG that I can see, beyond broad, district-wide guidelines that are left to assistant principals to oversee. Our school (MLC) at least needs part of someone's staff time actively dedicated to TAG throughout the year (not just around preparing the school TAG plan), to work as an adjunct with teachers in developing lesson plans or extension work. MLC has a very high level of parent support and involvement, and would be a great place to invite active involvement and support from TAG parents. But as I recall, district guidelines include nothing whatsoever about helping TAG families organize in support of their kids and schools at the school level. We are only offered involvement (not informational meetings, but involvement) at the district-level group that sent this survey. This is a lost opportunity. If confidentiality is the obstacle, surely there's a way to deal with that. Mainly, the imperative to work with families as a group, and ensure coherent TAG work throughout a school - not work that is atomized into more-or-less unassessable classroom
953	Other not listed	I actually can't identify any tag services my child has received with the exception of 1 form we fill out each year.	Each time I opened dialogue about TAG at MLC I was met with resistance and resistance to valuing test scores as a gauge of learning. I would like to see more openness, involvement, and support for TAG.
1033	Other not listed	What TAG services ? / Student only tested.	What TAG services ? / Provide TAG services.
1169	Other not listed	TAG sounds nice.	TAG is utterly unfunded. The teachers, whom I respect a great deal, do the best they can. But without funding for extra staff or support or material is nonexistent, bright students capable of doing more, and of avoiding boredom, have virtually no support through TAG. It is truly offensive and rather despicable. I am saddened that I cannot give you a better answer here. High-achieving students are completely underserved by a system that has given no acknowledgement or support to inspiring talented children.
1175	Other not listed	What TAG services?	By being present. There is little to no presence, I assume due to budget cuts.
1177	Other not listed		
1179	Other not listed	There are no TAG services to say anything positive about.	They can exist. /
1191	Other not listed	We are lucky to have a teacher at a school who is willing and available to meet with us to discuss our special requests regarding our daughter's education. However, without a lot of effort on our parts, we do not see many results.	There really are no TAG services available in my daughter's school (Metropolitan Learning Center). The teachers say they tailor their instruction for EVERY child, but there is no special attempt to create homework/assignments that are more challenging for her.