

Analysis of TAG Center Enrollment and its Impact on Readiness for Middle School

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Department of Testing, Research, and Evaluation


PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS




STUDY PURPOSE AND SCOPE

- To examine the factors that contribute to under-enrollment of TAG Centers in Grade 2.
 - TAG centers remain under capacity by about **33%** on the aggregate, with under-enrollment at about **50%** in four of six school-in-school TAG centers.
- To examine the achievement of TAG students at the end of Grade 5 based on TAG center enrollment and timing of TAG center entry.


	SY17		SY16	
	Capacity	Enrollment	Capacity	Enrollment
Accokeek Academy	25	26	25	27
Capitol Heights Elementary	25	18	25	28
Glenarden Woods Elementary	125	99	125	113
Heather Hills Elementary	100	84	100	98
Highland Park Elementary	25	12	25	23
Longfields Elementary	25	13	25	13
Mattaponi Elementary	25	13	25	18
Valley View Elementary	25	13	25	25

 <h2 style="text-align: center;">DATA AND ANALYSIS</h2>			
Research Questions	Sample	Data Sources	Analytic Procedure
RQ1: Which factors are associated with whether or not parents apply to enroll their TAG-identified students into a TAG center in Grade 2?	Grade 1 TAG-identified students, SY09-SY16 Parents of TAG-identified students in SY14 - SY16	APEX Reports; TAG center enrollment data; TAG center lottery data; TAG Parent Survey	Descriptive analysis
RQ2: Are TAG center-based TAG students better prepared for middle school relative to non-center-based TAG students?	TAG students	TAG entrance assessment data; end-of Grade 5 achievement data	Treatment effects analysis; Comparison of center vs. non-center TAG students
RQ3: Are students identified as TAG in Grade 1 who enter in TAG centers in Grade 2 better prepared for middle school relative to TAG-identified students who enter TAG centers in either Grade 3 or Grade 4?	TAG center students identified as TAG in Grade 1	TAG entrance assessment data; end-of Grade 5 achievement data	Treatment effects analysis; Comparison within TAG center students

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 <h2 style="text-align: center;">KEY FINDINGS:</h2> <h3 style="text-align: center;">RQ1- LOTTERY & TAG CENTER UNDERENROLLMENT</h3>	
<p>According to TAG center lottery data, the main sources of under-enrollment in the TAG centers are:</p>	
<p>1. The declining number of the TAG applicant pool (i.e., TAG-identified students) into the lottery, especially in SY16.</p> <p>a. As the enrollment capacity of TAG centers increased over the years (from SY09 to SY16), the number of applications into TAG centers declined.</p> <ul style="list-style-type: none"> • The number of first grade TAG-identified students has decreased over time (SY16 is lowest). • 40% of parents of TAG students applied for the lottery in the last eight school years. • The placement rate to join a center has dramatically increased. <p>For the SY15 and SY16 lottery, all TAG centers were undersubscribed: the enrollment capacity exceeded the number of applications.</p> <p>b. There is a gap in applications by type of TAG center. The decline in lottery applications is a much bigger problem for school-in-school centers than it is for school-wide centers.</p> <p>For the SY15 and SY16 lottery, the number of applications needed for full capacity enrollment would have required more than doubling the number of lottery applicants.</p>	

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KEY FINDINGS:

RQ1 - LOTTERY & TAG CENTER UNDERENROLLMENT

2. Parents NOT accepting placement offers into TAG centers.


a. Whereas the rate of parent acceptance dramatically increased from **53%** for SY09 to **82%** for SY16, about a quarter of parents declined placement or failed to meet post-lottery deadlines to register their children over the eight years studied.

- In SY16, **13%** of parents who were offered a spot in a TAG center missed the deadline to accept placement.

The lottery data does not provide information on why parents do not apply to the TAG center lottery, decline placement, or miss the deadline for accepting an offer.

Data collected from the parent survey provides more insight on TAG parents’ decision-making regarding the TAG center lottery and enrollment.

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KEY FINDINGS:

RQ1: PARENT PERCEPTIONS OF THE LOTTERY AND TAG CENTER ENROLLMENT

- **Over a third (35%)** of the parents who responded to the survey reported that they have never applied to a TAG center lottery.
- The reasons why TAG parents didn’t participate in the lottery for TAG center enrollment can be categorized in two major issues: **lack of awareness** and **lack of interest**.

Reason for Not Applying to Lottery (n=266)	%
Was not aware of the TAG Center lottery	35.3
Not given enough information about the TAG center	27.1
Prefer the neighborhood school because it is high-performing/has a good reputation	26.3
TAG Center is too far from home or bus ride would be too long	17.3
Prefer the neighborhood school because it already has high-quality TAG services	16.5
I already have a child enrolled in the neighborhood school, don’t want to separate my children	16.2
Decided to enroll my child in a charter school or specialty school	13.9

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PGCPS *Great By Choice™* **KEY FINDINGS:**
RQ1: PARENT PERCEPTIONS OF THE LOTTERY AND TAG CENTER ENROLLMENT

"I was not aware of the TAG center lottery. That information was not shared with me. I was aware of dedicated/full TAG schools but I didn't know about a lottery to get it."

"I like having my child go to school with peers who live in the same neighborhood, our neighborhood school is highly rated, and I have a younger child at the same school and would prefer they go to school together."

"I like the current neighborhood school. The logistics of attending another school would be incredibly difficult, and it would be very disruptive to my son to move to another school, particularly if he might not stay there."

"We chose to keep our child in the Spanish Immersion program, as the curriculum itself was/is challenging and what we as a family deemed more important than a fully integrated TAG program"

"My child would have had to spend almost 3 hours on a bus (1.5 hours each way) on a bus to participate in our assigned TAG center. She would have to give up all her after school activities due to the schedule. Additionally, there were mixed parent reviews in terms of the quality of education at the TAG center - we would prefer for her to have more challenging work, not just a higher volume of work."

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PGCPS *Great By Choice™* **KEY FINDINGS:**
RQ1: PARENT PERCEPTIONS OF THE LOTTERY AND TAG CENTER ENROLLMENT


AWARENESS OF TAG CENTERS

- Overall, most parents (purple bars) reported that they only knew a little bit or not much at all about the TAG services provided at the neighborhood school (83%) and at the TAG center (80%). Not surprisingly, those parents who didn't participate in the lottery (red bar) reported having lack of knowledge at a higher rate.

How much do you know about...(% reporting knowing "A little bit" or "Not much")

Topic	Total	Participated in Lottery	Did Not Participate
...TAG services and enrichment opportunities offered at your neighborhood school?	82.5	79.5	87.6
...TAG services and enrichment opportunities offered at a TAG center?	80.1	70.9	93.6

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KEY FINDINGS:

RQ2 & RQ3: TAG STUDENT MIDDLE SCHOOL READINESS

- The findings indicate that students who receive TAG services are equally prepared for middle school regardless of the method or commencement of TAG service delivery.
- The results imply that being in TAG is likely to be beneficial to students regardless of school placement, as evidenced by the majority of the TAG students being proficient in math and reading in time for middle school.

	Average Proficiency Rate	Impact: Diff in Proficiency Rates	p-value	N
If All attended				
Research Question 2: Center TAG vs. Non-Center TAG students	If All attended Center TAG	If All attended Non-Center TAG		
Reading	63.16%	63.07%	0.09%	.973 1,796
Math	52.78%	55.60%	-2.82%	.268 1,796
If All entered				
Research Question 3: Grade 2 Center entry vs. Grade 3 or 4 Center entry	If All entered TAG Center in Grade 2	If All entered TAG Center in Grade 3 or 4		
Reading	59.90%	65.54%	-5.64%	.216 543
Math	48.51%	50.92%	-2.41%	.606 543

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CONCLUSIONS

Research Questions	Conclusions
RQ1: Which factors are associated with whether or not parents apply to enroll their TAG-identified students into a TAG center in Grade 2?	<ul style="list-style-type: none"> The main sources of under-enrollment in TAG centers are: the declining TAG applicant pool and parents not accepting placement offers. The reasons why TAG parents didn't participate in the lottery or accept the placement when offered can be categorized in two major issues: lack of awareness and lack of interest.
RQ2: Are TAG center-based TAG students better prepared for middle school relative to non-center-based TAG students?	<ul style="list-style-type: none"> Students who receive TAG services are equally prepared for middle school regardless of whether they attend a TAG center or receive TAG services in the neighborhood/specialty school.
RQ3: Are students identified as TAG in Grade 1 who enter in TAG centers in Grade 2 better prepared for middle school, relative to students who enter TAG centers in either Grade 3 or Grade 4?	<ul style="list-style-type: none"> TAG center students are equally prepared for middle school regardless of whether they enroll in a TAG center starting at Grade 2 or at Grade 3/4.

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RECOMMENDATIONS

COMMUNICATION

1. Improve the dissemination of information about the TAG program, TAG lottery, and TAG Center.

TAG LOTTERY

2. Ensure TAG identification is completed before the lottery deadline and parents are informed about their children's TAG status and the opportunity to apply to a TAG center.
3. Adopt universal lottery for all TAG identified first graders.



RECOMMENDATIONS

CONSOLIDATION AND MONITORING

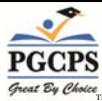
4. Consolidate TAG centers and rearrangement of TAG feeder patterns.
5. Establish a system of accountability that monitors the implementation of TAG services at neighborhood schools.



THANK YOU FOR YOUR TIME!!

ANY QUESTIONS OR COMMENTS?

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ADDITIONAL

SLIDES

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RQ1: TRENDS IN TAG CENTER APPLICATIONS, PLACEMENT AND PARENT ACCEPTANCE RATES FROM SY09 TO SY16

- During the eight school years investigated, a total of **6,470** first graders were identified as TAG and **6,167** were identified before the lottery deadline and were eligible to apply for the lottery.
- The number of students identified as TAG in first grade has generally declined with SY11 and SY16 being the school years with the highest and the lowest number of students identified as TAG, respectively.
- Overall, about **40%** of parents of TAG-identified first graders apply to the TAG center lottery.

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RQ1: TRENDS IN TAG CENTER APPLICATIONS, PLACEMENT AND PARENT ACCEPTANCE RATES FROM SY09 TO SY16

	SY09	SY10	SY11	SY12	SY13	SY14	SY15	SY16	Total
All TAG-identified Grade 1 Students during the School Year	775	798	934	908	778	772	811	694	6470
Identified before Lottery Deadline	#	771	780	910	858	676	772	749	6167
	% of TAG-identified Students	99.5	97.7	97.4	94.5	86.9	100.0	92.4	95.3
Applied to TAG Centers	#	263	314	345	323	307	350	375	2570
	% of TAG-identified Students	33.9	39.3	36.9	35.6	39.5	45.3	46.2	42.4

- The percentage of parents who apply for the lottery has increased over the years, reaching **46%** in SY15; however, it declined to **42%** in SY16.
- The number of applicants to the TAG center lottery was the highest at **375** in SY15.
- In SY16 the number of TAG-identified students decreased by **117** (or **-14.4%** from SY15) and the number of applications was also fewer by **81** (or **-21.6%**).
 - Thus, SY16 posted the lowest numbers of TAG identifications and lottery applications since SY09.

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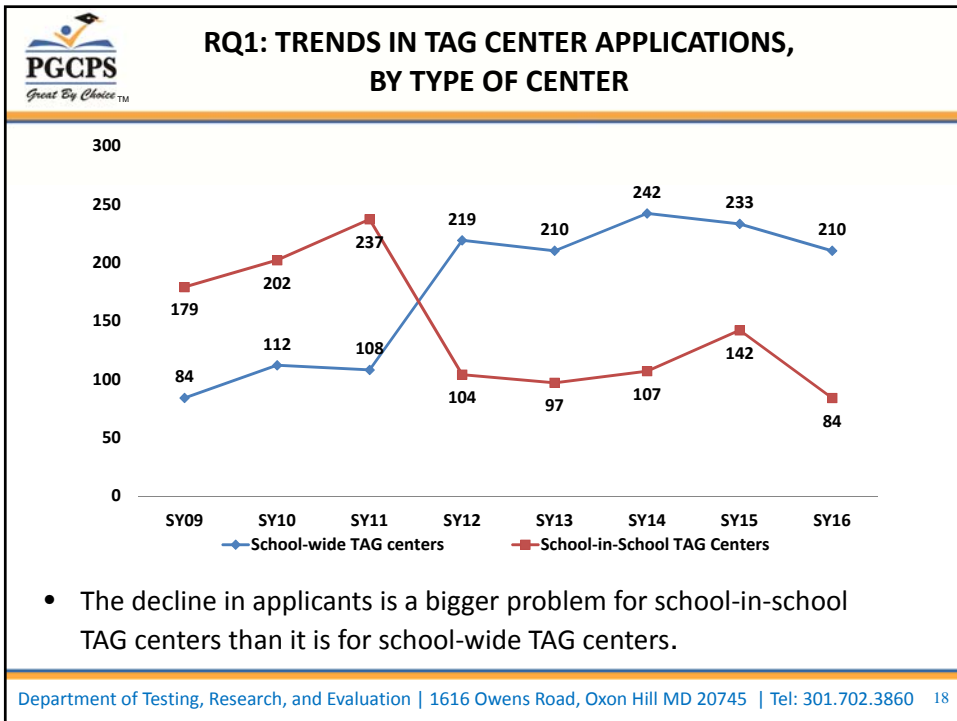
RQ1: TRENDS IN TAG CENTER APPLICATIONS, PLACEMENT AND PARENT ACCEPTANCE RATES FROM SY09 TO SY16


Lottery Outcomes of TAG-identified Applicants for SY09-SY16										
		SY09	SY10	SY11	SY12	SY13	SY14	SY15	SY16	Total
Offered Slot in a TAG center	#	131	209	237	299	305	346	340	292	2159
	% of Applicants	49.8	66.6	68.7	92.6	99.3	99.1	90.7	99.3	84.1
Placed on a waitlist	#	126	103	104	24	0	0	22	0	379
	% of Applicants	47.9	32.8	30.4	7.4	0.0	0.0	5.9	0.0	14.7
Application was rescinded	#	6	2	4	0	2	3	13	2	32
	% of Applicants	2.3	0.6	0.9	0.0	0.7	0.9	3.5	0.7	1.2
Number of Applicants to TAG Centers		263	314	345	323	307	349	375	294	2570

LOTTERY OUTCOMES

- The proportion of parents who accepted the placement offer to enroll their students in a TAG center dramatically increased from **53%** in SY09 to **82%** in SY16.
- Overall, the eight year aggregate acceptance rate is **73%**.
 - Almost **9%** of parents declined placement;
 - Almost **17%** failed to meet deadlines to accept placement offer and
 - **2%** accepted placement in another specialty program.
- SY16 had the highest acceptance rate and the lowest proportion of parents that declined placement and missed deadline.

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RQ1: TAG PARENT PERCEPTIONS OF LOTTERY PARTICIPATION, CENTER ENROLLMENT, AND PROGRAM QUALITY

LOTTERY PARTICIPATION AND CENTER ENROLLMENT

- **Over a third (35%)** of the parents who responded to the survey reported that they have never applied to a TAG center lottery.

Lottery Year Participation (n=756)	Frequency	Percent
I have never applied for the TAG center lottery.	268	35.4
I applied for the Spring/Summer 2014 lottery for possible placement in a TAG center in Fall 2014.	192	25.4
I applied for the Spring 2015 lottery for possible placement in a TAG center in Fall 2015.	113	14.9
I applied for the Spring 2016 lottery for possible placement in a TAG center in Fall 2016.	153	20.2
I have never applied for the TAG center lottery. The TAG Center is the neighborhood school.	30	4.0

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RQ1: TAG PARENT PERCEPTIONS OF LOTTERY PARTICIPATION, CENTER ENROLLMENT, AND PROGRAM QUALITY

LOTTERY PARTICIPATION AND CENTER ENROLLMENT

Reason for Not Applying to Lottery (n=266)	%
Was not aware of the TAG Center lottery	35.3
Not given enough information about the TAG center	27.1
Prefer the neighborhood school because it is high-performing/has a good reputation	26.3
TAG Center is too far from home or bus ride would be too long	17.3
Prefer the neighborhood school because it already has high-quality TAG services	16.5
Already have a child enrolled in neighborhood school, don't want to separate my children	16.2
Decided to enroll my child in a charter school or specialty school	13.9
Reason for Not Enrolling in a Center (n=71)	%
I entered the lottery but my child was not accepted or was put on the wait-list.	29.7
Prefer the neighborhood school because it is high-performing/has a good reputation	26.8
TAG Center is too far from home or bus ride would be too long	23.9
Prefer the neighborhood school because it already has high-quality TAG services	16.9
TAG center in my area is not reputable or is not known to provide high-quality TAG services	11.3
My child was assigned to a TAG center that was not my choice	9.9
Decided to enroll my child in a charter school or specialty school	5.6

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RQ1: TAG PARENT PERCEPTIONS OF LOTTERY PARTICIPATION, CENTER ENROLLMENT, AND PROGRAM QUALITY

LOTTERY PARTICIPATION AND CENTER ENROLLMENT — OPEN ENDED COMMENTS

Lack of Awareness or Information. A little over a third of the comments were related to the lack of awareness about the TAG center lottery or the lack of information about TAG centers.


Enroll in Specialty or Charter School. Many parents also chose to enroll their child in a specialty school or charter school. About a quarter of the comments mentioned that parents felt that the specialty/charter school their child attended would be more beneficial or just as beneficial as attending a TAG center.

No Interest in TAG Center. In about 22% of the comments, parents cited a lack of interest in the TAG center. Many of the parents were not satisfied with the TAG center options, in terms of location. There was also a concern about the amount of work that would be assigned to their child at the TAG center.

Prefer Neighborhood School. In about half of the comments, parents explained that they chose to keep their child in the neighborhood school.

- Parents reported that they were happy with the education and TAG services their child was being provided at the neighborhood school. In addition, parents preferred the neighborhood school because it would better fit the needs of the family.
- Some parents expressed that switching their child to a TAG center would be disruptive.
- Parents also chose to keep their child in the neighborhood school for social reasons because they did not want to remove their child from their community, their neighborhood friends, and the extracurricular activities available in the community.

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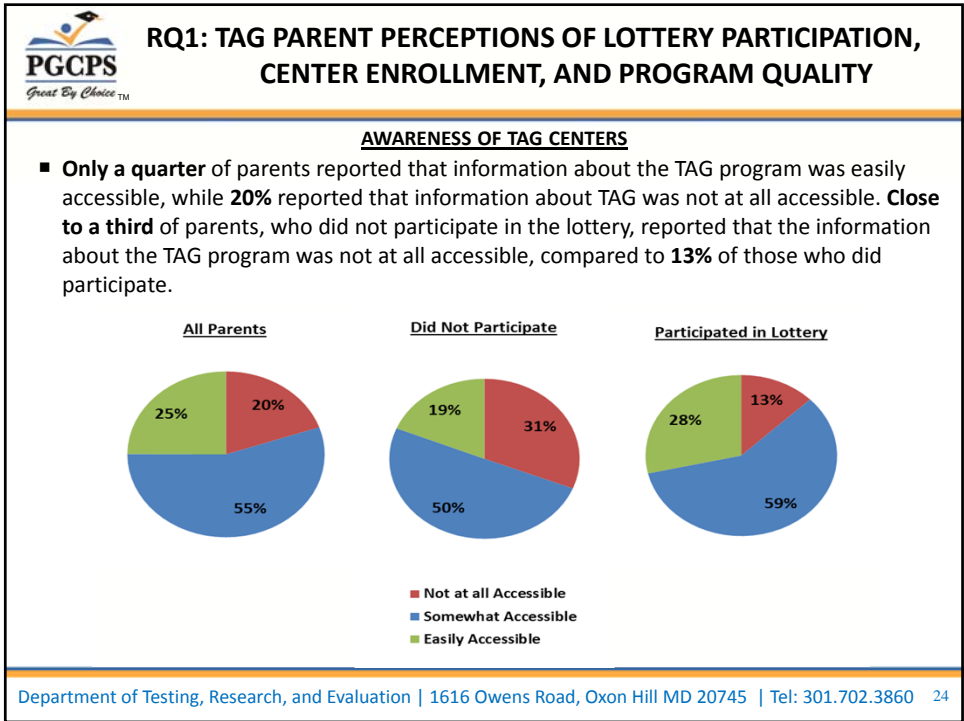
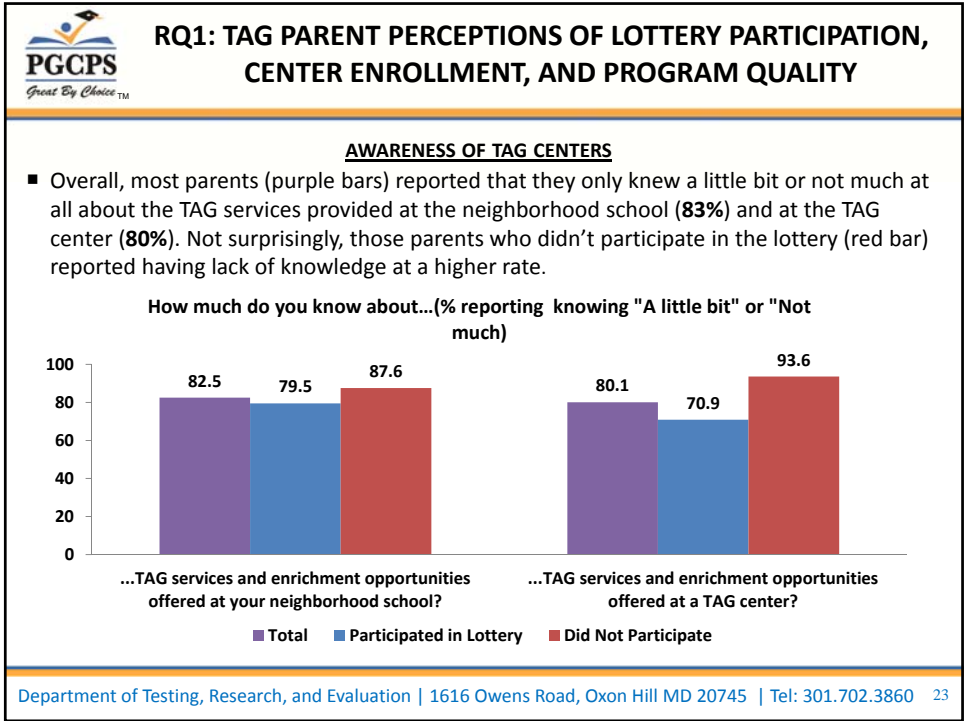
RQ1: TAG PARENT PERCEPTIONS OF LOTTERY PARTICIPATION, CENTER ENROLLMENT, AND PROGRAM QUALITY

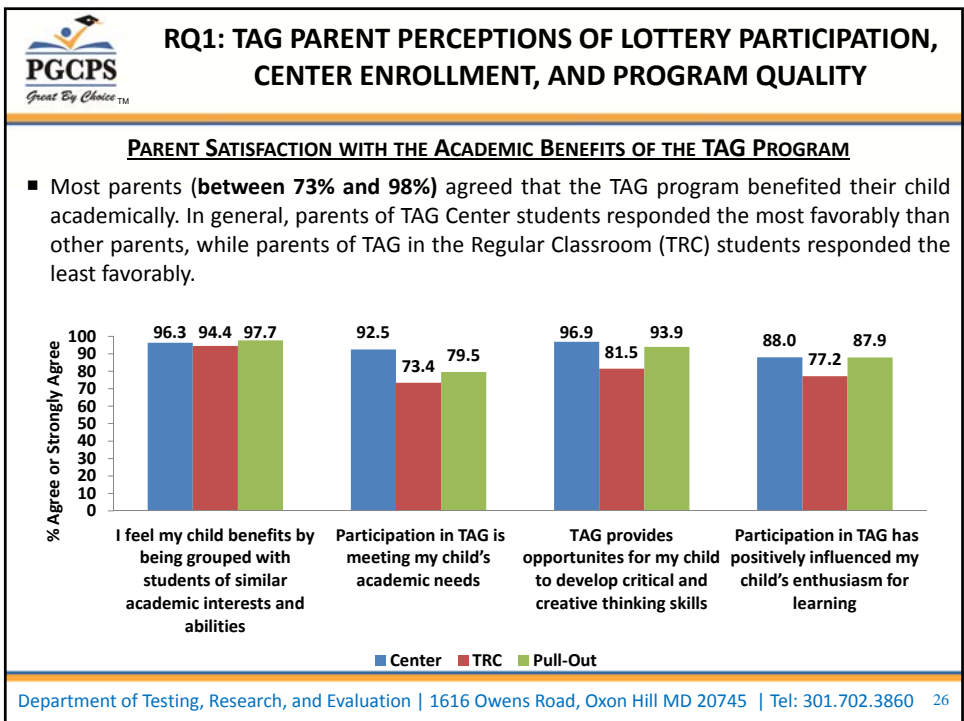
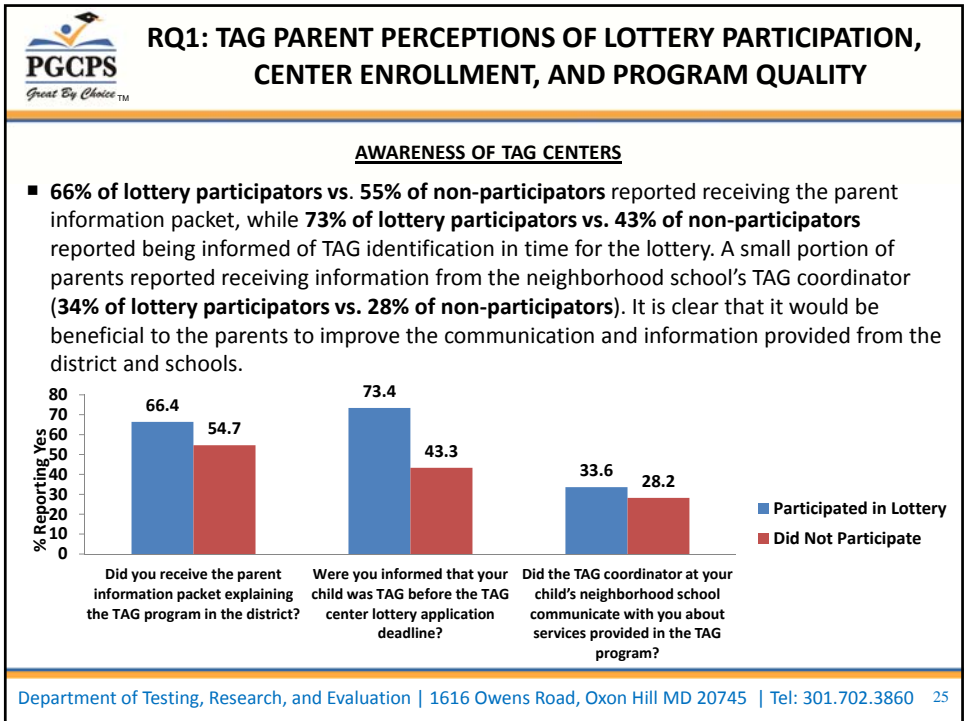
LOTTERY PARTICIPATION AND CENTER ENROLLMENT — ENROLLMENT IN CENTER

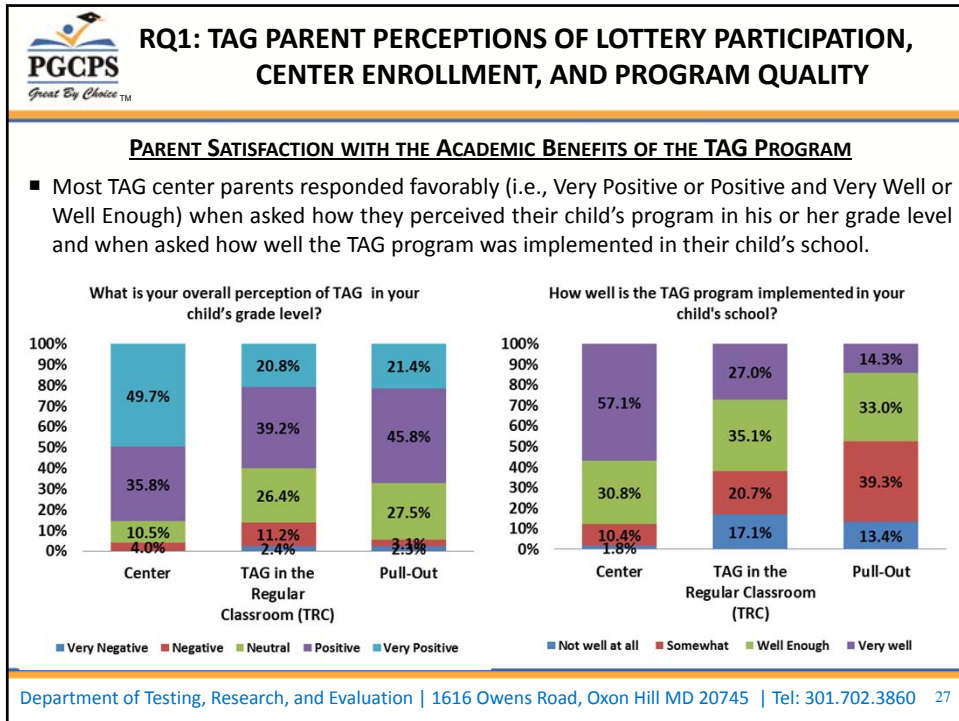
- In order to gain the full picture of how TAG parents perceive TAG center enrollment, we were also interested in why parents chose to enroll their child in a TAG center.
- **73%** of the parents reported that the TAG center would provide the best opportunities; about **57%** of parents reported that the TAG center provides high-quality TAG services.
- Many of the parents also expressed dissatisfaction with their child’s neighborhood school, including that their child was not being challenged (**46%**); the TAG services offered in the neighborhood school were not good enough (**37%**); and that the neighborhood school was not reputable (**18%**).
- About **38%** reported that they enrolled their child in a TAG center so that their child can automatically be placed in a TAG center in middle school.

Reason for TAG Center Enrollment (n=369)	Percent
TAG center would provide the best opportunities for my child	72.6
TAG center provides high-quality TAG services	56.6
My child was not being challenged in his or her neighborhood school	46.3
I wanted my child in an elementary TAG center, so they would be able to be in a TAG center in middle school	37.9
The neighborhood school was not offering good enough TAG services	36.9
The neighborhood school is not reputable or is known for being low-performing	18.2

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RQ2 AND RQ3: TAG STUDENT ACHIEVEMENT AND READINESS FOR MIDDLE SCHOOL

GRADE 5 END-OF-YEAR READING AND MATH PROFICIENCY FOR SAMPLE, SY15 AND SY16

Overall, between **50% and 67%** of the TAG students in the sample demonstrate PARCC proficiency in reading and math, compared to an overall district Grade 5 proficiency of between **17% and 23%** and a Grade 5 proficiency of non-TAG students between **10% and 16%**.

Achievement	PARCC Reading (Levels 4 and 5)		PARCC Math (Levels 4 and 5)		PARCC Reading (Levels 3,4, and 5)		PARCC Math (Levels 3,4, and 5)	
	#	%	#	%	#	%	#	%
All TAG Students (n= 1,818)	1,138	62.60	984	54.13	1,625	89.38	1,550	85.26
Non-Center (n= 1,248)	784	62.82	697	55.85	1,115	89.34	1,062	85.10
Center (n = 570)	354	62.11	287	50.35	510	89.47	488	85.61
Grade 2 entry (n=423)	250	60.53	207	50.12	373	90.31	355	85.96
Grade 3/4 entry (n=152)	97	66.90	75	51.72	127	87.59	123	84.83
All PGCPS Students (n=18,581)	4,266	23.29	3,126	16.82	9,899	53.11	8,102	43.47
All non-TAG Students (n=15,861)	2,504	16.11	1,592	10.07	7,383	46.55	5,695	35.91

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RQ2 AND RQ3: TAG STUDENT ACHIEVEMENT AND READINESS FOR MIDDLE SCHOOL

- The findings indicate that students who receive TAG services are equally prepared for middle school regardless of the method or commencement of TAG service delivery.
- The results imply that being in TAG is likely to be beneficial to students regardless of school placement, as evidenced by the majority of the TAG students being proficient in math and reading in time for middle school.

	Average Proficiency Rate		Impact: Diff in Proficiency Rates	p-value	N
Research Question 2: Center TAG vs. Non-Center TAG students	If All attended Center TAG	If All attended Non-Center TAG			
Reading	63.16%	63.07%	0.09%	.973	1,796
Math	52.78%	55.60%	-2.82%	.268	1,796
Research Question 3: Grade 2 Center entry vs. Grade 3 or 4 Center entry	If All entered TAG Center in Grade 2	If All entered TAG Center in Grade 3 or 4			
Reading	59.90%	65.54%	-5.64%	.216	543
Math	48.51%	50.92%	-2.41%	.606	543