

TAGAC September 13, 2017 Meeting Minutes

Attending (members names bolded):

Scholle McFarland, Deborah F., Meghan Whitaker, Jenny ?, Eowyn Rieke, **J. Grab**, Jane Chaddick, **Natalie Hval, Eric Houghton, Jessica Colby**, Margaret DeLacy (OATAG), **Megan Robertson**, Andrew Johnson (TAG Dept.)

Call to Order and Preliminaries:

1. Call for Additional Agenda Items
2. May minutes not available, will approve next month.
3. Announcement:
 - OATAG update from Margaret: half-day free regional conference this year on 11/04/2017 in the afternoon. The location is not nailed down yet. Keynote will be Paula Prober from Your Rainforest Mind. [<https://rainforestmind.wordpress.com/>]

Old Business and Unfinished Action Items:

Committee Sessions:

Equity Task Force report and planning discussion (Meghan W./Megan R.).

Meghan & Megan: we met and generated a list of questions and ideas:

- Question: Why don't families have direct online access to forms (IDPF, SSA, etc.) on TAG website
Andrew: The forms weren't ready yet so families were directed to speak with school TAG liaisons. The site will be updated.
- Question: How and when are TAG community events (ex: OMSI night) being communicated?
Andrew: TAG sent flyers to schools well before email blast (*edit: at less than a week*).
- Question: Is PPS on Angela Allen's district visitation schedule? DOE is no longer doing TAG symposia for TAG coordinators.
Andrew: TAG dept is meeting with Angela next week.
- Question: Who is TAG working with in Equity department? Where can relationships be formed?
Andrew: TAG dept has had some conversation with Jeanine Fukuda
- Question: Could there be a TAG Equity TOSA?
- Question: How can TAGAC help support work towards district- and school- norms?
 - a. Focus on leveraging "TAG potential"
 - b. Do parents need to consent to TAG potential status?
- Question: What are lower grades best practices with respect to identification?
 - a. Use of Kingore Observation Inventory?
 - b. Flag students exceeding year-end benchmarks at year start for TAG discussion/nomination during conferences?
 - c. What other attributes could teachers be noting re: early giftedness, beyond evaluation?
- Question: What are ELL best practices?
 - a. Use of cogAT7 is recommended ✓
- Question: What other PPS and/or community groups should be approached - see what they are looking for, if anything?
 - a. School Climate
 - b. PBIS (Positive Behavioral Interventions & Supports)
 - c. Resolutions NW
 - d. SEI (Self Enhancement Inc.) 100% model HS & MS?
 - e. ->SUN program: Sees a lot of young kids in a non-classroom environment. Beach, Ockley Green, etc.

- f. ->APANO
- g. ->School counselors
- Question: How can TAGAC support the addition of a TAG consult as part of discipline referral -- systematic trigger?
 - a. Megan: Feedback from families of color on FB seems to be that TAG status is being used to protect students, rather than from any expectation of services.
 - b. Scholle: Some parents do not feel TAG status is relevant and it is not desirable. Talk to leadership about impressions and desirability of TAG. Scholle has suggestions of individuals to speak with. Could TAG be useful - how?
- Recommendation: Include outreach/communication to ELL communities re: TAG process.
- Information:

Scholle: Don't Shoot Portland came to a meeting and said that communities of color are not getting services -- "can we ally?"

TAGAC conclusion at the time - we should attend other organization's meetings.
- Question: At Teaching & Learning today, talked about IB in lower grades. Has it changed TAG attitudes in those parent communities?

Andrew: IB is seen as valuable. Inquiry-based learning & depth of study is very powerful.
- Question: Would IB teachers be more likely to nominate for TAG?
- Question: What is the perceived difference between IB and TAG populations; is there overlap?
- Question: Can everyone get benefit without making every school IB?

Answer: It is costly, particularly teacher training. Teachers are highly trained.

Andrew: Need to prepare HU groups from early grades in order to do advanced classes in HS - not everyone will be able to approach IB.

Margaret: IB in PPS is an equity issue - not available district-wide, expensive to implement, transfer so difficult.
- Recommendation: Develop a separate list of questions for different groups as we make contact. Administrators, parents, etc. would be asked different questions.

IV. New Business

[Reordered agenda to begin with review of TAGAC recommendation and vote.]

1. ACTION ITEM [POSSIBLE VOTE]: Next Steps recommendation (Scholle)

Summary:

Current boundary plan places ACCESS at Humboldt which is a small elementary school and will allow a very minimal expansion. This is not in line with the Board resolution from Spring 2017 to grow ACCESS. The point of this recommendation is to remind the Board that there is a growth plan and to focus on the steps to be able to fulfill growth plan, regardless of physical placement of program. ACCESS is one part of a larger TAG plan, so we also want to be sure the recommendation supports Andrew's work in moving the department TAG proposal forward, i.e. SUMMA-style program (Beaverton model) (highlights: cohort, depth & complexity, within middle school program).

Recommendation section 1.e.

Information: Board members are working on a new funding formula to fund a minimum program at a school, rather than a seat-based funding model. The state formula funds by student but the district makes its own decisions from there re: allocation. ACCESS was never staffed appropriately as an alternative program though it should have been. State provides double-funding for kids with IEPs - roughly 22K per student. No requirement that funding follows student, however. Totally different assumptions in funding "regular" Alt Ed programs.

- Question: What does funding look like at Alliance? Open Meadow?
Answer: Very low enrollment, not apples-to-apples comparison.
- Question: Add language about including ACCESS in list of programs being funded equitably with new formula moving forward (under-enrolled or continuing K-8's).
- Question: Is extra funding coming to ACCESS for its IEP students? ACCESS has lots of 504s and kids who'd need them elsewhere.

Recommendation section 1.c.

Clarification: The lack of common space an issue for day-to-day, not just special events.

Recommendation section 1.b.

Clarification: Rephrase to focus on making the building match program - be specific that HS credit is given for science, for example.

- Question: Where does Young Scholars fit in? Could be started sooner rather than later?
Answer: We don't want to box Andrew in regarding timeline. This is part of section 3. Launching a SUMMA-style program per cluster seems more attainable in the short term. And is familiar in the region, easier buy-in. Working model to point to and learn from. The Young Scholars not a familiar concept, no name-recognition, requires lots of education for a board vote. TAG dept needs more time to lay groundwork.
- Question: Can we approach new Superintendent with equity-based argument about Scholars program to encourage commitment from the top? Can we work on aligning from top-down & at school-level?
- Question: No reference to staff training. How do we build in an expectation that SUMMA teachers would have the TAG endorsement?
Answer: Andrew has added PD to his proposal (compacting, tiered assignments, etc.)
-> Margaret is interested in including pre-licensure requirements & continuing PD.
- Question: SUMMA requires 99th in 2 areas - equity issue. We should look at 99th in one area and look at subscores.
- Question: How do ACCESS and SUMMA-model work together - there are a lot of kids between benchmark and 97th or 99th.
Answer: This is why draft rec includes SUMMA-style on one end and 5yr plan on other to address benchmark and up.

Recommendation section 1.c.

- Question: Can we refer to universal course offerings, middle grades instructional framework?

Recommendation section 2.a.

- Question: Is the ACCESS admissions rubric consistent with OAR? "Something else" is not required. Should we refer to OAR? (Alt Ed cites those who exceed all standards at any benchmark).
- Question: Can we say, if a triple 99, put applicant into lottery?
Answer: We will get lost in the weeds here. Skip this.
- Question: Can we add a new section between #2 and #3:
Eowyn's suggestion: "For classes with gender imbalances resulting from the 2017 lottery, make immediate plans to remedy these imbalances through additional admissions as allowed by class size limits."
Answer: Yes.
- Question: Why are boys still being added 4:1? Is there any correction to gender balance happening?
Andrew: We'd have to ask Judy Brennan; too many cooks. David Wood would have noticed these

problems and seen where it was headed but no one else did. David left gender weighting out of lottery rules.

- Question: 76 ACCESS applications for 2017-18 were incomplete and unscored - what does that mean?
Andrew: Not meeting 99th %ile scoring or missing a recommendation, for example.
- Question: Were families given an opportunity to complete application?
Andrew: Yes, there was contact from Enrollment & Transfer and/or TAG dept to many families and schools to get more completed applications. This is why lottery was delayed. Andrew is not in favor of recommendations, sees them as very biased and subjective.
- Question: Could applicants be added to waitlist now if their application is made complete?
- Question: asked by the greater TAG community - could there be a process by which students waitlisted this year go into lottery next year?
Andrew:: Karl & Andrew have decided that if students are on the waitlist, then they remain on the waitlist and are entered in the next lottery. But it will need to be run by Judy Brennan. ACCESS does not need to follow Focus Option lottery rules. ACCESS waitlist has never been numbered - David was surprised by this and thought it should be changed but didn't do so - why? Balancing.
- Information: ACCESS charter does not require 99th as a hard rule.

Recommendation section 4. (previously 3.).

- Question: Discussion about 5yr plan for adopting continuum of TAG services - too long? Can we ask for a 3yr plan? Get stuff done sooner!
- Question: What about ability placement regardless of SUMMA placement - more broadly available services? When teachers see the program available to kids, maybe more preparation will happen organically for kids to take advantage of ability placement. Need things to be more automatic - can we leverage CY1 and CY2?
- Question: Can we change "Finalize" to ... Finalize & implement plan (don't just approve a plan!). Discussion of use of "continuum".
- Question: Div 22 is a self-reporting tool. Let's reference OR law instead.

Recommendation section 5. (previously 4.).

- Question: Is SUMMA-style clear enough?
Answer: Everyone on the board is pretty steeped, yes.
- Question: Can it be implemented earlier?
Answer: 2019-20 is the earliest possibility. Next year to plan.

Motion from Jessica C, 2nd from Eric H. Eight voting members present - unanimous Yes vote. Nicole will vote offline.

Next Steps: Scholle will update for delivery and request a time to present in board mtg. Worst case, we will read in public comment.

2. TAG dept update (Andrew)

- Andrew met with Judy (OATAG) to schedule Sat November 4th for PPS mini-conference with OATAG. Noel is working with Judy to build out content, with a parent & teacher focus.
- TAG dept is working on PD and supporting schools: Chapman 2nd grade, Mt. Tabor, Hosford-Abernethy and lots of support to ACCESS.
- 2nd grade CogAT7 window opens a week earlier this year [*edit.*: 09/25/17 - 10/20/17]. Scoring will be processed in-house. 2nd grade teachers who want to proctor own classes are being trained (not all are

doing so). Trying to make window more efficient. Want TOSAs able to do more support and less assessment.

- 200 attendees at OMSI night. TAG sent flyers to schools well before email blast (which was at 5 days). Question: Can community events be communicated to TAGAC in advance so we can help spread the word?
- Andrew is meeting with Heidi (SUMMA) and Angela Allen (ODE) next week.
- Andrew shares a pretty tri-fold developed by TAG dept for Young Scholars, which includes www.cledscales.com, a new tool to use with culturally, linguistically and economically diverse students. Several principals have asked for this for all of their teachers and for related PD to be delivered. Have distributed 250 of them already.
Question: Margaret suggests distribution to parents as well.