

TAGAC March 21, 2018 Meeting Minutes

Attending (members' names bolded):

Jessica Colby, Megan Robertson, Deborah F, Andrew Johnson [PPS TAG director], **Eric Houghton, Natalie Hval, Scholle Sawyer-McFarland, Meghan Whitaker, J. Grab,** Jeff Dobbins

I. Call to Order & Preliminaries

A. Introductions

B. 01/17 minutes adopted by email. Jessica moves to adopt 01/30 minutes, Eric seconds. Vote: pass.

C. Announcements:

1. TAG OMSI night April 2nd. \$2.50 for robot exhibit, but free entry otherwise.

D. Call for new officers. Only 2 more meetings this school year.

E. Call for additional agenda items.

II. New Business (switch in agenda order)

A. **Individual TAG plans -v- TAG building plans.**

Q: We are receiving contact from folks confused about conflicting information. Some told, no individual plans; we have building plans. Others told, no longer having building plans. [Scholle]

A: No changes. Still following the building plans and 30-day turn-around for individual TAG plans on request. [Andrew]

Q: Where is the form for TAG plan on the website so we can reference folks? [Deborah]

A: Look on website under Individual TAG plans probably. [Andrew]

Q: Is that 30 business days? [Scholle] A: Yes. [Andrew]

->Comment: Scholle suggests reviewing with TAG liaisons at next opportunity.

Q: Have materials been made available re: examples of what TAG plans might look like? [Scholle]

A: There are examples. I respond to individual requests for samples; not currently online. [Andrew]

Q: Is TAG dept supposed to be looped in? [Scholle]

A: No, but TAG department offers support and can send a TOSA to attend meeting. [Andrew]

Q: One person said they were told by a TOSA that teachers could decide if they will do the individual TAG plan. [Scholle] A: That's not right. [Andrew]

Q: What should families do if they aren't getting traction? [Scholle]

A: Contact TAG coordinator and then escalate up to school leadership as needed. [Andrew]

Q: Did that change? The TAG coordinator's job did not used to include supporting TAG plans, only supporting teachers. [Deborah] A: That's surprising and not what has been happening, [Andrew]

->Comments: Various reports of differing experiences at a range of schools. Questions about communication via TAG bulletin board; coordinators seem to just check boxes of putting out sheets according to calendar and not otherwise doing much.

Q: Who do people contact if school administration is not helpful? [Jessica]

A: Next, contact cluster TOSA and escalate to TAG director as needed. [Andrew]

Q: How do we get the experience more consistent across schools? [Jessica]

A: TAG department messaging is consistent. Lots of turn-over in liaisons. [Andrew]

Q: Has Dr. Curtis messaged anything to TAG liaisons? [Deborah]

A: She has not met with TAG liaisons. [Andrew]

->Comment: Suggest that Dr. Curtis meet with TAG liaisons to get some teeth into this. [Deborah]

B. **AP/IB coursework and TAG high school students' ability to enroll in those courses.**

Q: TAGAC receiving more contacts at high school level about how to navigate as TAG students in high school. Lots of rigidity in the sequencing and pre-requirements that do not seem appropriate to TAG students. Is there a policy or an exception process for 9th & 10th graders ready for upper level

classes or students coming into high school with high school credit?

A: Andrew has made inquiries of Tina Acker (in charge of AVID/IB/AP) and reads her response aloud: based on College Board guidelines and decisions meant to ensure skill acquisition. Generally social sciences do not have prerequisites, while hard sciences do. Andrew wonders what the alignment across high schools looks like?

->Comment: We had heard that only 11th & 12th graders can sit for IB exams; looked at IB info and it is a guideline, not a requirement. IB states that it is at the school's discretion. Some schools seem to allow younger students to take the class and then sit for the exam once in 11th grade. [Scholle]

->Comment: Some schools are moving to 2-year IB courses to support depth and complexity (Beaverton) [Deborah]

Q: How can we meet rate and level if required to take mainstream classes prior to taking challenging classes? Freshman academies & measure 98 are acting as barriers as they attempt to align students' experiences. The freshman academy makes it difficult to stay in PPS at all for a segment of families.

A: Goal is to funnel into freshman academies and then branch once they are prepared for more advanced coursework. [Andrew]

->Comment: Need a pathway for TAG kids that leverages academies and also provides rate & level opportunities. [Deborah]

Q: Wilson has started doing sophomore communities as well, which is resulting in sophomores who would have taken AP US history are no longer able to. Resulting in such low interest in AP US history in the upper years that it no longer makes sense to offer the course at all. What happened to offering a menu of options to high school students? Why would you take US History twice? [Jeff]

->Comment: If a rationale were presented that made sense, people will get it. Example: there is not enough time to do all the labs in 1 year of Chemistry, so do Honors, and then AP. [Scholle, Deborah]

Q: Some districts are trying to prevent early graduation, in order to maintain class sizes, etc. and will gate-keep course access in order to keep students enrolled for 4 years. Is that happening?

A: It doesn't seem that organized. There is no path mapped out, not standard across schools. [Scholle]

Q: How do we build in an alternate path? Within the freshman academy, there will be exceptions already (example of SpEd classes). Need to create exception processes within the system.

Advantages to freshman academies and there are exceptions already (compacted math, SSA, etc.)

A: Andrew suggests getting in touch with Carla Gay re: measure 98. Seems that the belief is that the academies need to be really tight with minimal exceptions.

->**Action**: connect with Carla Gay to better understand measure 98 and rigidity of academy design.

Q: Is there an idea that underclassmen won't be able to score well enough for college credit? [J.]

A: Each school is doing it differently. There has been no Scope and Sequence. It seems like as alignment comes in, the sequence will be pretty tight. There will be pros and cons. [Andrew]

Q: Should/does TAG status allow a HS student to enroll in more advanced classes? If it doesn't, maybe more discussion is in order. [Jeff]

A: We wonder the same thing within TAG. Should TAG students be expected to take AP courses and achieve certain scores? Discussions began with TAG liaisons last year but no traction. [Andrew]

Q: It doesn't make sense to have no macro differentiation in high school. [Deborah]

A: There continues to be a lot of push back to even the hint of tracking. If TAG-ID'd students are put in Honors classes by default, it has a negative impact on general academic mobility. [Andrew]

->Comment: Students can earn IB certificate rather than a full diploma which allows some flexibility. IB full diploma lays out prerequisites and IB courses very specifically. [Andrew]

->Comment: One PPS high school is an AP capstone high school. [Andrew]

->Comment: PPS TAG website has very limited reference to individual TAG plan, no link to form,

confusing/ambiguous language about how the individual TAG plan is not required. [Eric]

III. Old Business and Unfinished Action Items (AI)

A. **New equity direction for TAG department presentation** (continued from 1/17) [Andrew]

Andrew passes around slides dated March 21, 2018 (see attached) which have been updated from January. Andrew is providing more education about percentile scores and how to interpret their significance within different populations. Andrew reports that the use of CLED scales is spreading within PPS. This is a big shift, even for some of the TAG TOSAs, used to relying on the percentile score. Feedback from TOSAs throughout TAG identification process this year (now that we are done with testing) is that many nominations are coming through for students who would not have been considered traditionally. But PPS can't run data in new Synergy module yet (been building it for a year) to see demographics. Actual scores will be in Synergy (was a Y/N checkbox); data will be uploaded once module is available. Will then run 3-year analysis to see if/how the needle has moved.

Q: Are kids with learning difficulties included within this plan? [Jessica] A: Yes [Andrew]

Q: This sounds awesome. We had talked before about students who act out and are referred to principal - is TAG on that checklist? [Deborah]

A: We've had the conversation about getting it in Student Intervention process but it's not there systemically yet. TAG department is hopeful. [Andrew]

->**Action:** How can TAGAC move the needle on this?

Q: Varying treatment of kids depending on HU status. Also can we leverage Synergy to document the portfolio for continuity? If teachers aren't required to upload stuff, it won't happen. Can maybe leverage Google Drive, since all kids have them eventually, at a pretty young age? [J.]

A: Cumulative folders have been digitized; no more salmon folders. We will follow up with Synergy folks to see how these interface. [Andrew]

Q: Will there be professional development or certification to help teachers identify kids? This process still relies heavily on nomination. Teachers need to start seeing common TAG indicators for what they are.

A: Teachers are taking racial justice training. TAG department has been working on providing training. Seeing that those who have been trained are nominating more HU kids. [Andrew]

Q: We are still talking just about identification. Profiles of different kinds of TAG kids have a powerful impact. Yet this all must lead to services. If there are services, then teachers will be more likely to nominate. Many people do not think there is any point to TAG. How is the service plan going? [Scholle]

A: Direct conversation between Dr. Curtis & Dr. Valentino and TAG department. When Scope & Sequence is in place (using TAG lens as it is built out), Unit Development is where the differentiated curriculum happens. [Andrew]

->Comment: When in conversation with district leadership, really focus on the rate & level opportunities and interventions possible in this approach to identifying historically underserved students. Also ESL TAG identification is a big deal. [Scholle]

Q: District leadership seems receptive to TAG issues, what's your sense of timeline, implementation? [Natalie]

A: Throughout Scope & Sequence, we are working on partnering TAG with other departments (ex: Math) which will make a difference in global TAG offerings. There has been no conversation about expanding ACCESS, specifically. Too much going on, Scope & Sequence, Teaching & Learning re-org, ACCESS, Pioneer, middle schools, etc. [Andrew]

Q: Are changes to middle school Math coming down the pike? This came up at district's recent TAG coordinator meeting. [Eric]

A: It has been discussed that the 2 new middle schools will not offer Compacted Math. [Andrew]

->**Action:** Andrew will follow up on Compacted Math offering in MS (maybe Natasha Butler?).

B. Questions:

Q: Is there any news about what will happen with last year's ACCESS waitlisted kids? [Eric]

A: There was a problem with that. TAG department needs to follow up with Karl Logan. [Andrew]

Q: Do you have an update on how ACCESS applications are going this year? [Jessica]

A: It's slow, have about 50 applicants. Concerned about 3rd grade. Gender balance looks ok.
[Andrew]

Tabled:

A. 10/11/2017 Recommendation to Board regarding next steps for regional services model. (Scholle)

B. 11/01/2017 Discussion of ACCESS high school component (see handout) [move to committee]

C. 01/30/2018 Committee Sessions: Equity Committee (Megan R/Meghan W)