

## TAGAC April 11, 2018 Meeting Minutes

*Attending (members' names bolded):*

**Jessica Colby**, **Scholle Sawyer-McFarland**, Margaret DeLacy [OATAG], **Megan Robertson**, **Deborah F**, Andrew Johnson [PPS TAG director], **Meghan Whitaker**, Leah Gibbs, **Eric Houghton**, **Natalie Hval**, Jane Chaddick

### I. Call to Order & Preliminaries

#### A. Introductions

#### B. Questions from group (switch in agenda order)

1. Parent at Rigler. Son is 2E, evaluated for whole grade acceleration but not approved to skip to 3rd grade. Currently in Spanish immersion (tested at 3rd grade level in Spanish), didn't test well in English (never been taught to read in English). Candid conversation with team at school; team feels ACCESS is a great fit. Teacher-dependent experience in neighborhood school is a challenge. Iowa Grade Acceleration tool is only available in English?
2. Follow-up on Eric's trouble with SchoolMint application. E&T will hand enter his application (this is to effectively roll his son over from the waitlist for 2017-18 to the lottery for 2018-19).

#### C. Meghan moves to adopt 03/21 minutes, Jessica seconds. Vote: pass.

#### D. Announcements:

1. OATAG: next year's conference will take place at Clackamas Community College on October 20th. Keynote [Jonathan Plucker](#), incoming president of NAGC, currently at Johns Hopkins. Announcement about [Joint Committee On Student Success](#) and meetings taking place around the state. TAG families need to show up and be heard to influence funding. OATAG's goal is \$500 per TAG student (more than 10 times current allocation in PPS).  
Q: Will the per student allocation be provided or will district be told to carve it out of existing funds? [Deborah] A: current talk is about dividing up the pie differently (funding formula change). We will talk more about this when we debrief meeting with Senator Lew Frederick later in the agenda. [Margaret]  
Q: Does anyone know anything about [OSAA](http://www.osaa.org/) (http://www.osaa.org/) - rule that student must play with classmates - accelerated 5th grader must play with 7th grade classmates. Not clear what's OSAA's jurisdiction is. [Margaret]

#### E. Call for new officers. Only 1 more meeting.

### II. Old Business and Unfinished Action Items (AI)

- A. ->**Action**: connect with Carla Gay to better understand measure 98 and rigidity of academy design.  
->**Action**: How can TAGAC move the needle on adding TAG to Student Intervention process?  
->**Action**: Andrew will follow up on Compacted Math offering in MS (maybe Natasha Butler?).

### III. New Business

#### A. **Update from TAG department** [Andrew J.]

1. Now in last assessment phase for the school year (single subject & whole grade). Last Saturday, spelling bee (60? kids). Anticipating 50 presentations at OMSI for science fair Saturday May 19th 10a-12p.
2. Q: Please provide an update on ACCESS applications. A: There are 80 total ACCESS applications now.  
Q: How many per grade and per gender? Who has those details? A: Judy Brennan has those and has provided them in the past. 3rd grade still difficult gender-wise. [Andrew]  
->**ACTION** get updated numbers from Enrollment & Transfer [Andrew]  
Q: Is leadership taking ownership of the impact of current uncertainty on enrollment? [Deborah]  
A: They have been made aware. [Scholle, Andrew]

#### B. **Report from meeting with Senator Lew Frederick** [Margaret, Eric, Deborah, Megan, Natalie]

1. LF very opposed to SBAC. (This view had been conveyed to TAGAC by board member so we set up a meeting.) LF may view its use for TAG identification as a barrier to getting rid of SBAC. Margaret researched \$30 in order to assess each student using a different tool. PPS spending \$38 per TAG student at the moment. Discussion about funding and legislation. Discussion of a TAG bill modeled on recent

dyslexia bill (Kathleen Taylor was the author, also on Joint Committee for Student Success). SBAC costs the district nothing up front (paid for by state) so a case has been made that it is reasonable to use results for TAG ID. In order to ID HU/low SES students, it is most effective to use assessment that is most closely aligned with curriculum - in our case, that is the SBAC. Note that TAGAC is not pro-SBAC.

Comment: TAG equity direction is focused on IDing kids using other methods. Once new Synergy module is available, will be able to more easily run reports on HU/low SES nominations over past few years. [Andrew]

Q: Folks wondering if [CLED scales](#) have been implemented. [Scholle] A: TOSAs are bringing them to their assigned clusters, Andrew has included usage in his trainings. The expectation is that administrators and TAG liaisons and teachers will increasingly use them. [Andrew]

Comment: Being ID'd is not a status. There is no reason that an offering should be restricted to those who have been ID'd. [Margaret]

Q: Can CLED scales be published on TAG website so that advocates can become educated and leverage them? A: Yes, I will do this; will add to Parent tab. [Andrew]

Q: Who goes to TAG facilitator trainings? [Deborah] A: Mainly TAG facilitators. [Andrew]

Comment: Let's invite district staff and principals. [Deborah]

Comment: TAG dept is supposed to liaison only with facilitators, but we cast a broader net to administration (Principal, AP). [Andrew]

Q: Why so much turn-over? [Leah] A: Lots of leadership turnover due to new Super. [Scholle]

#### C. **Questions for Brenda Fox about TAG in high school** [Scholle]

1. Brenda Fox is the Interim Senior Director for Instruction & Curriculum, reports to Dr. Luis Valentino (Chief Academic Officer). Sara Davis reports to Brenda Fox.
2. Updates on rumors:
  - a) Tubman and RWH will have Compacted Math. Need to keep checking in on this, however. Discussion of Scott Bailey's research into historical inequity on this (Title 1 and some FO not having Compacted Math, elective inequity) [Scholle]
  - b) Movement to implement Freshman academies in all high schools is impacting crediting of HS coursework completed prior to HS. Want all kids to take the same science class as freshman, the next one as sophomores etc. (Academy includes Science, Language Arts, Writing; not Math, not Foreign Language.)
3. Tabling actual discussion of questions. Will invite Brenda Fox to next TAGAC meeting.
4. Q: What is the explanation of what will happen for accelerated students? [Margaret]  
A: Measure 98 [Andrew]  
Q: why are Accelerated Pathways being restricted? [Scholle]  
Q: What about 6 period days and impact on 2E and TAG kids - should we cover that? Severely limiting. Block schedule allows 2 electives for non-immersion and 1 for immersion. [Eric]

#### D. **Discussion of end-of-year TAGAC report topics** [Scholle]

1. Handout: why PPS not in compliance with Oregon TAG laws [link]  
**ACTION:** need to update OAR #s
2. Revise recommendations to consider TAG push-ins, pull-outs, other approaches we have not previously considered
3. Scholle has a document started and we will continue online. Goal for document to be ready for next meeting for a vote.
4. **ACTION:** TAGAC needs an agenda item before the School Board. Traditionally we have made a presentation to the School Board. Ask for 30 minutes; needs to be at least 15 minutes. [Andrew]

#### E. **Questions:**

1. OARs do not require PPS leadership to have training/experience related to special populations, for example: TAG. [Margaret]