

TAGAC May 9, 2018 Meeting Minutes

Attending (members' names bolded):

Jessica Colby, Scholle Sawyer-McFarland, Megan Robertson, Deborah F, Eric Houghton, Nicole Iroz-Elardo, Natalie Hval, Mike Marsden, Jane Chaddick, Andrew Johnson [PPS TAG director], Liz Bonnet, Marnie Faust, Heidi Owen, **Meghan Whitaker**

I. Call to Order & Preliminaries

- A. Approval of previous meetings' minutes. Eric moves to approve. Nicole seconds. Minutes approved.
- B. Announcements:
 - 1. No siting of ACCESS to date [Deborah].
- C. Call for additional agenda items
- D. Introductions

II. Old Business and Unfinished Action Items (AI)

A. Update on high school credit issues (Deborah)

Previously the policy was that middle school students would receive HS credit for HS coursework completed in MS. Current proposal is that MS students completing science in MS will no longer receive HS credit (will receive elective credit). (Scholle)

A lot of students will be impacted - not just identified TAG students, but anyone who is interested in AP or IB classes. (Deborah)

Not currently discussing alteration receiving credit, just the kind of credit (science classes will be elective credit, rather than science). District wants to change the class available in ACCESS/WH so that they are not core science credit any more. HS science credit can only be Patterns science sequence. Any AP or IB science class will be general electives. Students have to take the 3 Patterns classes and they have to take them in HS. This really limits science opportunity and forces all students to the same level. Patterns Physics is designed to be taken simultaneously with Algebra 1 which makes it feel rudimentary to any student who is at a higher math level. The classes are linked to Next Generation Science Standards with no other way to meet them. Linking this to Measure 98, keeping students in core English, History & Science with Freshman Academy which is 1 class section (~30 kids). (Heidi)

Q: Is this a section 22 complaint because it restricts kids to a specific level of instruction? [Jane]

A: There is a reference in an ODE Q&A discussion but not articulated in OAR/ORS [Nicole]

Q: Who is the key staffer on this? [Nicole] A: Luis Valentino

Comment: There are already exceptions for sheltered classes for language learners. SpEd students do not receive an elective, but receive a study support class. If both SpEd and Immersion, no electives.

Q: What about ACCESS high school cohort? How does that fit in here? [Eric]

A: In meeting with Sara & Elisa, purpose of 9th grade academy cohort is to help acclimate to HS in order to succeed. Parents pointed out that the cohort is supposed to be peers, for socio-emotional purposes. [Deborah]

Q: Could there be cluster grouping or compacted approach to academies? [Eric] Put higher level math into science class together, have honors English, etc. [Deborah]

Comment: Let's not forget the politics here. In the fall, we were talking about rolling out ACCESS to 4 different middle schools. That's our leverage point, right? [Nicole]

Comment: Part of the issue of academies is that it's designed to create a particular type of cohort around racial justice and breaking tracking. How do we deliver services at rate & level in that context? No honors classes and implementation of academies at Grant to break up tracking and promote connection between groups. [Scholle]

Comment: Also the purpose is scheduling. It's easier to block schedule. The reset at freshman year is defensible, but I'm concerned about possible extension beyond 9th. [Nicole] There was talk of sophomore academies at the most recent meeting. [Jessica] Also, we worry that there is movement to dismantling compacted math. [Scholle]

Q: We desperately need Scope & Sequence, then in Spanish, and SpEd, then TAG. How do we hold space for

all these populations? Is it happening? [Nicole]

A: As curriculum is laid out, in the unit development, we're thinking about designing every unit and lesson plan to include specific TAG extensions/depths and DLI, for example. Every content at each grade level would include differentiation options. What is the instructional practice that provides concrete/predictable offering to TAG students, for example? (Andrew)

Q: Is there wide-spread agreement that this is as important for TAG as it is for emergent language learners? [Nicole] A: Among those I've engaged with, yes. [Andrew]

Q: In talking about new reading program being rolled out, the idea of above grade level assessment was shocking with some teachers. How does that feed into Scope & Sequence work? [Jane]

A: There is also an assessment framework. We are not developing this work in a typical order because we have not been standards-based in the past. We don't have a lot of benchmarking tools right now. There are tools that do this well; hoping they will be adopted and systematized. These tools provide leveled instructional feedback, etc. [Andrew]

Q: Scope & Sequence is to be completed by July 1st. Right? [Nicole] A: Yes. All areas, all grades. [Andrew]

Q: What elements do you think need to be considered for TAG? Instructional approach, multiple ways of knowing/demonstrating, multiple assessment styles, etc. That will help us make sure it happens. [Nicole] Cluster grouping, flexible grouping, and depth of knowledge ([DOK](#)) - effective & could be systematized across the district. Systematization is key to being able to provide professional development. [Andrew] So we have to make TAG delivery more rigid and systematized. [Nicole] DOK is a big deal. Check out [Karen Hess'](#) work. Students on either end of the bell curve are equally vulnerable. DOK is ready to go and works with all students. [Andrew]

Q: How do you make sure kids that are struggling are accelerated not just remediated? [Nicole] DOK for all. [Andrew]

Q: What about when a kid is in multiple buckets - DLI/TAG, for example. Danger of siloed development. [Nicole] We're trying to overcome silos, but it's easy to fall back into that. It takes a masterful teacher to deliver across buckets (to a child in multiple, simultaneously). [Andrew]

Q: Can we use DOK to prompt TAG identification? [Natalie] If a kid is in the 3 or 4 depth of knowledge, then let's look at TAG. [Nicole]

Q: Existing teachers are receiving this newly-developed Scope & Sequence etc. - what will change? Must be professional development to make this happen. What's the plan? [Deborah] I don't know. We need to do this and the district needs to make decisions to implement it. [Andrew]

Q: Where is support for this in the budget? How much support? [Deborah] A: It's a big push and it is reflected. [Scholle] But where? How do we see it? Is it a line item? Or in a department's budget? [Deborah]

III. Committee Sessions

IV. New Business

A. **Review of topics in draft end-of-year TAGAC report** [Scholle]

1. TAGAC usually prepares an end-of-year report. Some years we haven't because we've put out a lot of recommendations throughout the year. We need a space on the next board meeting agenda (Andrew is meeting with Luis Valentino tomorrow). Take a look at draft report along with historical recommendations that look very familiar to current issues. Universal testing is one of the biggest accomplishments we can point to. But identification without services is a problem. We have a 100% Board support and a crew of new district administrators. This is a big opportunity. Here are the high-priority topics, please speak up to grab a section (work on language, provide links for solid intervention approaches, etc.).
2. Identification/services for English Language Learners - lots of corrective action focused on this. Less than 1% of TAG students are designated ELL compared to 8% in district (note that students "graduate" out of this status). Push in/pull out services, possible magnet TAG/DLI? [Scholle] Ask that this intersection of DLI/TAG be a focus. [Nicole will take this on.]

ACTION: Need a link to TAG department proposal regarding using CLED scale or a date that it was delivered to staff. [Andrew]

3. 2E learners. Only 5% TAG district-wide qualify for services. At ACCESS, the rate is much higher 14%. There is clear under-identification (part is 504 -v- IEP). Ask for data on 504 plans. The silos in PPS really work against students; a systemic approach would be huge. One-on-one testing, intervention programs? Rate/level instruction is an effective intervention. [Jane will take this on.]
4. Professional development. In every corrective action from state, systematic PD for all teachers is cited. Resources have not been available to make this happen.
[digression: TAG will be under Dept of College/Career which will be under Valentino (Curtis, Guerrero).] [Andrew transitions to new principal job July 1st.]
5. Rate & level instruction in neighborhood schools.
6. Accelerated learning opportunities in high school.
7. Predictable automatic TAG services. Ex: compacted math. Available without intervention or parent advocacy.
8. Dedicated TAG administrator.

Comment: what about TAG dept plan for continuum of services - is it out there? Obsolete? [Eric] Some pieces still viable but not in active play. [Andrew]

Comment: what about ACCESS? Do we need to list it as a service that needs to be maintained? [Deborah] maybe state that we understand there is lots of change, but until we have new & better services rolled out, we expect current services/practices to be supported (SSA, WGA, compacted math, universal testing, ACCESS, etc.) There is so little right now. [Nicole]

Comment: when do we want this document to be completed? [Jane] In the next couple of weeks. [Scholle]

Comment: Let's include elements from Andrew's continuum of services to achieve these goals. [Scholle]

B. VOTE: TAGAC officers for 2018-19 school year:

1. Nicole has been nominated as Chair and Jessica as Vice Chair. Do we have other nominations? [Scholle] Please? [Nicole] We will vote as a slate. [Scholle] All vote Aye.
2. Thank you, Scholle, for 3 years of service (above and beyond!). This committee is only as strong as the committee - Scholle has been a strong chair but we need to continue to be a strong committee to keep doing this work. To that end, Megan will continue to provide admin support with notes, etc. As I am working out of town primarily so everyone must continue to step up for meeting coverage etc. [Nicole]

C. Update from TAG department (Andrew)

1. Still finishing up some assessments.
2. SSA numbers - 30 applied.
3. 145 ACCESS applications. 3rd looks full, but gender is still a problem.
4. Andrew will still be supportive in his new role and appreciates TAGAC contribution and hard work.

D. Questions?

1. Here from Vestal's TAG steering committee - curious about how TAG works at neighborhood schools. Making sure that TAG funds get spent, etc. [Marnie]