TAGAC January 9, 2019 Meeting Minutes

Attending (members' names bolded): Linda Smith [PPS Director of TAG/IB], Aurora Terry [PPS College & Career Readiness], Rosie Fiallo [PPS Communications Manager], **Jessica Colby**, **Scholle Sawyer-McFarland, Megan Robertson**, **Eric Houghton, Deborah F, Nicole Iroz-Elardo** (by phone), Margaret DeLacy [OATAG], Damien Shows, Jonathan Dubay, Brian Lawler, Amber Keller

I. Call to Order & Preliminaries
  A. Introductions
  B. Call for additional agenda items
  C. Announcements
    1. As part of the Visioning process, PPS is holding a district-wide TAG community meeting on January 22nd 5:30-7:00 at BESC (501 Dixon St.). Nicole advises everyone to think big. Margaret D. encourages folks to look at the work (position paper) from 2002: http://www.tagpdx.org/position_paper.htm
    2. Also, there's a board work session that evening (1/22) from 6-8pm and Linda S. & Aurora T. will be presenting TAG plan at 7p during that meeting.
    3. OATAG: board meeting on Sunday 2pm; board meetings are open to the public and you may email president@oatag.org if you'd like to attend. Legislative sessions is convening; there may be TAG bills.
    4. Call for new members.

II. Old Business and Unfinished Action Items (AI)
  A. **TAG department general update** (Linda S)
    District TAG plan draft is passed around, based on output of meetings with Angela Allen at ODE. A lot of focus on professional development and also on identification. Open to comments and input from the room.
    Q: Section 2B - is this a list of things that **are** happening or that **will be** happening?
    A: These are happening, not at every school, but they are happening in the district.
    Q: Worried about public perception because people are not seeing these services happening. Can you consider noting which items are universal? Surely CY1 and CY2 are happening district-wide at this point.
    Comment: It would be helpful to state the items that are happening at every school. The way the information is presented is not very meaningful at the moment. Maybe code differently if universal -v- TBD universal -v- or only in some locations (ex: IB, AP, etc.).
    Linda: That makes a lot of sense.
    Aurora: Additionally, MAP testing has been used to move some MS students to higher math classes (*editorial: from 7th into CY1 presumably*). All teachers (2nd-9th) are using MAP math. It is at principal discretion for using MAP in reading this year.
    Nicole: I can't tell - which of these is the district priority? Ex: these are universal, these are pilot, here are our priorities. That's the kind of transparency that would be really meaningful.
    Margaret: A bunch of these are essentially required by the TAG mandate - they must be universal. Others (IB or DLI) are not related to the mandate. Must have universals to be equitable.
    Comment: If I were reading this, I'd assume that only 301 students qualified for ACCESS.
    Q: Why do some of these have no checkmarks? Is it aspirational? A: That's just the template from ODE.
    Comment: Wilson is adding an Honors distinction on transcripts.
    Aurora: Looking at the identification section, how do we make it truly universal? What if we had 2 automatic measures already happening, then it would be more of an opt-out than an opt-in. If it were CogAT and Naglieri or SBAC and MAP, then we'd have 2 pieces of evidence without any extra process.
    Linda: 975 of the 1173 2nd graders have nominated for full testing. Schools with high HU populations are getting extra support from TOSAs to ID as many as possible if other methods/standards are needed.
    Q: Could we use the CogAT screener for ID, rather than administering the full version afterwards?
    A: Perhaps? We are using the Math and Reading IOWA screeners, rather than the full tests.
    Q: What score from MAP would be used for identification?
    A: The RIT score is the nationally-normed comprehensive score and translates to a scaled percentile score.

(RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area.)

Comment: The MAP results highlight rate and level information for each student since it's administered 3x year. We need to leverage it more. Can MAP results be made available through ParentVue? Parents need better outreach re: MAP testing, why it's happening and what the benefits are.

Comment: We need to be using the Kinder screener to prompt early TAG ID.

Comment: Identification is only as valuable as the services it leads to. If MAP scores were used to prompt acceleration at West Sylvan, let's use MAP to replace SSA in math - more effective and less resource-intensive. MAP scores should also trigger TAG identification.

Q: I see parent survey in the plan - is a new survey in the works? Recommend re-using the 2012 survey.

A: Yes, I plan to do a survey.

Q: What's the status on the district-wide TAG training? We'd like to see the training.

A: We had trained 45 schools by December 31. It will be done by the end of January.

Q: How is TAG staffing?

A: Will make a hiring decision on an assistant by the end of next week, still looking for a third TOSA.

B. **Visioning & Guiding Coalition update** (Nicole) TABLED

C. **ACCESS admissions cycle update** (Jessica & Linda)

The workgroup has met several times. The application window will run 02/08 to 04/25, allowing distribution of test results and 99th %ile notifications. The lottery will be run as soon as Linda communicates with E&T to do so. Also, the TAG dept is notifying lottery participants from prior two cycles that they just need to complete the SchoolMint piece (https://pps.schoolmint.net). We've made updates to the process guide and put together updated enrollment capacities (increases at 3rd, 4th, and 6th-8th) bringing enrollment back to 344 students. Students will be enrolled from waitlist throughout the year as capacity opens.

Q: What about a mid-year transfer process if the waitlist is depleted?

A: That conversation would be need-based but we haven't finished exploring that.

Q: Is there a site discussion going on?

A: Not particularly at the AAC.

Aurora: The site discussion is part of the larger boundary project that is starting up ('20-21 implementation).

Q: Has there been any talk about ACCESS HS options? How will those kids be served?

A: Not that anyone is aware of.

Q: A point of clarification on the lottery - is there additional screening or straight to lottery?

A: Everyone with the qualifying score and need statement will be put in. Same process as this past year.

Q: What about the HS science Pathways situation?

A: HS counselors will go to ACCESS as they do to neighborhood schools to present to students as a group regarding forecasting and placement. Students who have completed a class with an approved syllabus will be placed appropriately. The conversation is ongoing along with that of equity and rate & level requirements.

Comment: Students who've taken Algebra are being poorly served by the Freshman Physics class since it spends so much time on basic Algebra. If students are TAG ID'd in Math, they are functionally ID'd in Science as well. The sequence is too rigid.

Comment: According to the FAQs on the ODE site, AP & IB classes are not considered replacements for TAG instruction. Moreover, AP classes are not at all PPS HS. Transfer options would address rate and level.

Q: What happened to the TAG academies that Linda's predecessor had worked on? **TABLED**

Q: How many ID'd students are there?

A: ~7000 students, ~10,000 identifications. Will have updated numbers after this current cycle.

III. Committee updates
IV. New Business
V. Visitor questions
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