March 13, 2019 meeting notes

Attendees (members' names bolded): Linda Smith [PPS Director of TAG/IB], Sarah Davis [Senior Director of STEAM Education], **Nicole Iroz-Elardo**, **Natalie Hval**, **Megan Robertson**, Tanya Awabdy, **Deborah F**, **Marnie Faust**, **Eric Houghton**, Cory Radcliff, Yvonne King, Monica Kearsley, Michael Warner, Gretchen Ganey, Yahye, Nehma, Amy Bacher, Christopher Bacher, Amber Keller

I. **Call to Order**
   A. Introductions, purpose of TAGAC
   B. Announcements
      1. TAG department: successful launch of parent series presented by RubyDawn Lyman (~80 attendees). Second will be on Perfectionism & Giftedness (April 9th 6:30-8 in Wy'East at BESC). Third will be May 7 discussing School Success. Emails will go out and TAG facilitators will post on bulletin board.
         ● TAG OMSI night - April 22nd, limited to 300 ticketed entry for the Pixar exhibit.
      2. OATAG: We are in the midst of state legislative session. The budget is not looking good. Average spending per TAG ID'd student in Oregon is just over $140/yr (while PPS' is at ~$40). Please communicate to your elected officials that the budget squeezing hurts the most vulnerable, from SpEd to TAG.
   C. Call for new TAGAC members
      1. TAGAC is especially seeking diverse members; contact Nicole (emailtagac@gmail.com) with interest. Bylaws are posted on pps.net (https://bit.ly/2TTx3JX).

II. **Old Business** and Unfinished Action Items
   A. TAG department **General Update** (Linda)
      1. **TAG ID cycle, test results:** Testing complete. Scoring is close to completion. 99th %ile eligibility letters will go out over spring break. The general TAG ID process is carried out at the building level; TAG facilitators are receiving training, with TAG ID letters sent by 5/1.
      2. **ACCESS admissions cycle:** Deadline 4/25. The new ACCESS flyer will go out with 99th %ile letters. Comment: As new district administrators cycle in, there is always a learning curve around the TAG identification cycle not synching with the lottery and/or budget cycle. [Nicole]
      3. **Communication and events:** The TAG listserv is now up-to-date thanks to the TAG dept's investment in removing obsolete recipients and adding current parents—resulting in over 10,500 parents on the listserv. Going forward, Dashboard will be used to correctly update and it will be much simpler.
         ● Oregon Writing Fest at PSU is coming up and is supported by TAG funds.
         ● Spelling bee will be held on Saturday, April 15th at Laurelhurst.
   B. TAGAC **Listening sessions** with individual schools:
      This was planned at Peninsula. However only 3 families RSVP'ed and the event was canceled. It turns out there are only 9 TAG ID'd kids at the school, so small RSVP is not surprising. We need an outreach strategy at schools with below average ID's. [Nicole]
      TAG is working with the ESL department on communication and education around TAG, leveraging training sessions that are already occurring; empowering parents and ESL teachers to nominate. [Linda]
      It's essential to carry this work forward. However let's think about how this meshes with the ID cycle. What is the best time(s) and who should lead this effort? [Nicole]
      Suggestion: Piggy-back on PPS TAG school info nights with later community events.
      Suggestion: Coordinate with the spring TAG ID process to orient families to how to move forward.

Suggestion: Interleave a regular community meeting with TAGAC meetings (once a quarter or semester?)
Q: Should we include TAGAC information along with the TAG ID letters? Does TAGAC want to sponsor a community event in the late spring? A: The room says yes to these ideas.

C. **Supporting TAG students with MAP** testing—Sarah Davis, Senior Director of STEAM:
The district has worked four years on defining assessments (criteria: inform instruction, encourage learning, yield accurate info and inform several levels of instructional decisions, respect emotional context of assessment.) Discussion of formative, interim and summative assessments. MAP is an interim assessment made by local company NWEA (www.nwea.org) and is intended purely to inform instruction. Previously to adopting MAP, there were no common assessments across the district in math.
SBAC offers interim assessments but the state did not purchase them. Instead school districts received grants to select their own interim assessments. PPS made a choice between MAP/NWEA and one other.
MAP assessments are adaptive so the specific testing experience is unique to each student. Designed to end when a student has gotten 50% incorrect but the testing session is always only 50 questions. Discovering that there is a learning process for TAG/above-benchmark learners who are not used to getting things wrong - their testing session are running very long.
Subsequent sessions start where the previous left off so it was hoped the testing time would go down and it did in 90% of schools. [*editorial: is this true across multiple years, or just the sessions in one year?*]
Q: How far does it test above grade level? A: Technically up to 12th grade [Sarah]
Clarification: the K-2 actually goes through 8th grade math but the 2-5 does go into high school. NWEA provides guidance which suggests high performing 2nd graders (and possibly 99th %ile 1st graders who are independent readers) should start the year taking the 2-5th test.
https://community.nwea.org/docs/DOC-2713 Similar guidance is given for the transition to the 6+ test, suggesting that if a 5th grader's instructional plan will include differentiation into 6th grade concepts, they too should take the next text https://community.nwea.org/docs/DOC-2842 [Nicole]
Q: Are the test durations a potential data point? A: We see it as more of a counseling opportunity. [Sarah]
MAP was implemented in math this year. Reading was also piloted (for free from NWEA) (PPS planned to do Title 1 schools only but got a lot of requests so opened it up to all).
Q: What does 'implemented' mean - all schools, every class? A: grades 3-8 yes. Title 1 schools K-8.
Schools were required to have all sections of a grade participate if they opted in to the Reading MAP test.

5-year contract with NWEA. A 5-year implementation plan was rolled out and communicated to teachers.
Year 1 goal: implementation (3 sessions per year) and initial data literacy for teachers.
Year 2 goal: deepen data literacy, each teacher sets individual growth goals for 3 students.
Year 3 goal: expand to K-12 and do individual growth goals for all.
Comment: 3/12/2019 board meeting shows Sarah D & 2 principals presentation on MAP testing.
https://www.youtube.com/watch?v=dnnvdFlovKM&index=2&list=PL8CC942A46270A16E&t=114m20s

Q: Why does this work for all kids and what does it mean for TAG students?
A: The growth target reflects the student's %ile performance and targets the growth that should be shown after 10 weeks of instruction. In PPS, so far, no subgroup is meeting growth goals. Historically, PPS has had no remediation materials for Math except at Title 1 schools, and also no acceleration materials.
Q: Is TAG one of those subgroups? A: Yes.
Clarification: General TAG is the subgroup, it is not broken out by area of TAG ID. Kids not meeting the Math growth goals might be TAG ID'd in Reading or might be 2E.

Q: Is 5-yr implementation Math and Reading? A: It is just Math. Reading is in pilot mode and has not been purchased. The Humanities department will decide if Reading will be assessed with NWEA. EasyCBM and Dibels have some problems—certainly an interim assessment will be selected but it may not be MAP.

Q: Could MAP become a screener for TAG? A: Yes. It can serve as one of the 2 data points to support nomination. [*editorial: why can't it be used as the primary ID score?]*

comment: [references scatter plot from 3/12/19 board presentation on MAP] TAG students should be in high achieving (HA) and high growth (HG) quadrants. Also looking at Race and Ethnicity scatter plot - what can we learn from the stand-outs falling in the HA and HG quadrants? Data mining is in order. Look at kids who are HA and HG within a cohort/school that generally falls in a lower-achieving, lower-growth area of the plot - those should be ID'd or noted as TAG Potential. [Nicole]

Q: Could MAP be used to support Child Find to ID SpEd or 2E students?

A: We are working with NWEA to learn how other districts are using MAP. There is a second MAP "skills" product for progress monitoring. It does make sense but we're still in the development phase overall.

Q: Are parents going to receive reporting from MAP output?

A: 'We are a district of schools" - at the board meeting, the Scott principal cited all the ways she is using the results, for example. PPS cannot dictate that teachers print out report for each student (would result in a workload grievance). PPS is trying to figure out a parent portal but it doesn't easily mesh with Synergy.

Comment: At the last board meeting, principals charted a relationship between teacher and student to use MAP and loop in parents to set growth goals. Moving forward, how do we engage with TAG families to teach them how to use this data appropriately? The value of this in supporting differentiation is huge.

Q: Does NWEA have communication tools?

A: Yes, though they are designed for the middle of the bell curve, not for under- or over- benchmark students. http://www.nwea.org/parent-toolkit has a discussion of how to interpret scores.

Q: There is Math and Reading - is there anything else? Social-emotional learning? A: No socio-emotional from NWEA. They do have Science, aligned with Next Generation Science Standards (NGSS) (www.nextgenscience.org) standards. PPS elementaries are not aligned with NGSS yet.

III. New Business

TAG budget: No discussion yet; still working on school budgets. However, College and Career-Readiness department is at a flat budget and the TAG department will hang onto the 3rd TOSA FTE. [Linda]

IV. Questions from guests

Q: what does it mean to be a TAGAC member?

A: Participate in meetings and work on projects/research on ad hoc basis. See bylaws: https://bit.ly/2TTx3JX

Q: Our child is ACCESS-qualified but we did not pursue enrollment. We now feel like we don't understand what TAG means for our student or what might be happening.

A: Find the school TAG facilitator, contact Linda or TAGAC. Look at the building TAG plan to find out what is the school has listed as available to your student. Ask specifically which of the plan tools are being used with your child. If there are lots of parents with questions, request a group session with the school facilitator. If there are lots of questions about how to advocate, TAGAC is available to help with that.

Q: When will building TAG plans be available? A: Currently being submitted to Linda, then will be posted.

Q: Why do different schools have different plans? A: It's the PPS way; principal preference in terms of which tools and services are offered; the guidance from the state re: TAG assumes a lot of school-level freedom.

V.   **Meeting adjourned** 8:05