November 13, 2019 meeting notes

Attendees (members' names bolded): Linda Smith [PPS Director of TAG/IB], Scott Bailey [PPS Board/TAGAC Board liaison], Ezell Watson III [PPS Community Engagement Specialist], **Megan Robertson, Scholle Sawyer-McFarland, Eric Houghton**, **Tanya Awabdy, Jessica Colby,** Chris Luttkus, Kevin Clark, Amber Keller, Yvonne King, Margaret DeLacy [OATAG]

I. Call to Order
A. Introductions
B. Call for additional agenda items
C. Announcements
   1. OATAG: The conference was a success. OATAG is offering a mini-grant program for students who want to do a project ($150) under teacher supervision. www.oatag.org/student_grants.html A donor has sponsored three grants. Proposals deadline of December 13, 2019. Margaret attended the National Org for Gifted Children (NAGC) conference which was full of useful information. www.nagc.org

II. Old Business
A. End of year board report (Nicole & Tanya)
   1. Linda has corresponded with Rosanne Powell to schedule a time to present to board. It has been suggested that TAGAC might report to Director Bailey who will report back to the School Board. It sounds difficult to get on the agenda without a report already prepared. TAGAC asks Director Bailey to determine a date for TAGAC to present to the full Board. **SCOTT B.**

III. New Business
A. Update from TAG department (Linda)
   1. OATAG put on a great conference; Linda attended with one of the TAG TOSAs.
   2. The TAG dept is spending time meeting specific requests for support (by teachers). General teacher PD around identification and instruction for HU students, regardless of ID. Another round of rate and level training is underway at all schools.
   3. The TAG parent session was successful. The topic for the next meeting will be determined based on parent feedback. December 3rd is the next date. RubyDawn Lyman will present again.
   Q: How many parents attended the 'multipotentiality' session? A: Probably 30, possibly because of email list not working properly or ambiguous session title. There were 90 each at previous sessions.
   4. 11/22, the TAG dept will present to all of the district TOSAs on rate and level and ID (90 minutes).
   5. The TAG dept is also working with schools on how to use MAP data to inform student instruction.
   6. The 2nd graders (3.800 of them) have been evaluated with the Naglieri (NNAT3). Teacher feedback is that it went well and the students took it in stride. Tests have been sent out to Pearson for scoring. Digital scoring will come back first and provide more info than previous test results.
   7. The TAG dept is sponsoring an OMSI family night (Monday 12/9, 6-8pm). Email went out yesterday. Entry and special exhibit are free of cost. There will be another family night in March (featuring Body Worlds, with limited entry at a small cost). This year's exhibits are appealing to older students.
   8. TAG nominations are due 11/26 to the TAG facilitator or main TAG office. Parents have received postcards re: qualification by SBAC/OSAS or MAP scores. There is an uptick in some groups of previously missed kids. It isn't clear yet if there is bandwidth to send postcards for spring MAP scores.
   9. The TAG data clerk is running data to compare the nomination conversion rate (possible to actual). Two ID efforts this year, with the first set ID'd prior to the spring semester. Teacher feedback is helping to ID additional students who are not being caught by testing.

Q: Is MAP being used universally? A: Yes, it is required.

Comment: I hope changes to TAG testing and process improvements are being communicated to families. Those who are not on the TAG list (because not ID'd) don't have a way to be kept up to date.

Comment: Preparing a hand-out for teachers to distribute at conferences and/or a flowchart to put on TAG bulletin boards would be helpful. Aside from the logistical issue, there is an equity component.

Linda: Absolutely. This is part of our approach in teaming with PPS ESL Department Community Agents to reach ESL populations, etc. (link to Community Agents: https://www.pps.net/Page/1844)

Q: In administering the math or language arts TAG testing, what accommodation is there for English Language Learners? A: This is a national problem. We do use the CLED scales to ID. We are focusing on data analysis of under-identified groups. http://www.cledscales.com/

Comment: The Oregon Education Association has voted to look at ID issues. So we will be hearing a lot more. People get hung up on the TAG ID itself - but the TAG mandate provides a floor, not a ceiling. The core issue is differentiating instruction to students' needs, whether ID'd or not. Also, what adaptation are older students receiving, especially as ELL students?

Comment: The Naglieri is designed for K-12. What is the approach for older students?

Comment: I'd like to see automatic TAG testing of older ELL students as they enter PPS. Or all students.

Comment: At this moment, ID means little in terms of service and that is always the first question.

Ezell: Part of my responsibility is to look at the role of family and community. If other communities were receiving ID, then there would be likely be more diversity in advocacy and in the faces at the table here. [General agreement] I'm wondering what my team can do to promote more discussion in under-ID'd groups - we are connected to community-based organizations and different communication forums outside of PPS.

Scott: What are the next steps for services? A: TAGAC has presented many options; it's a staff question.

Comment: At the August board meeting (during the April 2019 TAG complaint segment), board commentary showed that TAG ID is viewed as a privilege. The list of growth demographics that were listed to be tracked did not reflect TAG at all. Intersectionality was completely disregarded, defaulting to a zero-sum game view.

Q: Regarding the Guaranteed Viable Curriculum (GVC) - how is rate and level being incorporated? Does rate and level extension extend beyond the basic scope and sequence (out of grade level)?

A: Materials are linked in the dashboard where the curriculum is hosted. But no, not out of grade level.

B. TAGAC Outreach (Scholle)
   1. Volunteers: Yvonne, Tanya (3rd parent workshop 12/3). Jessica, Tanya (12/9 OMSI night).

C. Strategies regarding Student Success Act funds (Tanya) https://www.pps.net/studentsuccessact
   1. Goal: Propose a plan to augment TAG supports at Title 1 schools, funded by SSA. Nicole, Scott and Tanya met last weekend to discuss the idea of collecting top 20% data per school to understand the local norms (and related growth) to determine and compare trajectories. Next steps would be to identify principals receptive to a TOSA's support to help more teachers get differentiation into play faster, benefiting all students. Four additional TAG TOSAs over 8 schools, possibly.
   Comment: Many schools have co-located programs - is that impacting title 1 status? Would we look at neighborhood stats -v- co-located program stats?

Comment: CSI: Comprehensive School Improvement. TSI: Targeted School Improvement. These are ESSA/SSA terms. Schools in these categories will be the focus of SSA funds. pps.net/cms/lib/OR01913224/Centricity/Domain/171/state_report_card_overview_board_version_final.pdf

D. Vestal TAG update (Marnie absent) TABLED

    E.   TAG testing and response to intervention process (RTI) (Jessica) TABLED

IV.   **Questions from guests**

Q: Enrollment balancing work session - is it Monday 11/18? A: 6pm in Mazama, yes.

Q: Alongside community advocacy, what about community services and resources that could facilitate TAG programming? Communities have people with expertise - that can be leveraged. Partnerships, volunteerism?
A: Strategic Partnerships and Engagement has recently hired a Director of Community Engagement to foster those sorts of programs, working to engage communities around SSA fund usage, etc. [Ezell]

Q: Differentiation is hard. Single Subject Acceleration cannot be considered equitable because we aren't doing enough of it. Will it become more available if we are IDing better and differentiating better? [Chris]
A: Differentiation has to happen even with a robust Single Subject Acceleration program.
Comment: The evidence in favor of acceleration is overwhelming and I can't understand why it isn't happening routinely in PPS.

Q: MAP is available in Spanish - is it being used? *[comment: NWEA materials state that students may select to see instructions in Spanish]* https://teach.mapnwea.org/impl/SpanishReadingNormsOverview.pdf

V.   **Meeting adjourned** 8:05pm