

January 8, 2020 meeting notes

Attendees (members' names bolded): Linda Smith [PPS Director of TAG/IB], Kathleen Ellwood (Area Sr Director for various schools in Madison, Lincoln, as well as both ACCESS sites), Scott Bailey [PPS Board/TAGAC Board liaison], Shanice Clarke [PPS Director of Community Engagement], **Megan Robertson, Tanya Awabdy, Jessica Colby, Eric Houghton, Marnie Faust**, Margaret DeLacy [OATAG]

I. Call to Order

A. Introductions

B. Call for additional agenda items:

Jessica: I'd like to discuss how at Rose City Park, the choice to align the language arts schedule within each grade to create a daily intervention period to provide supports (which could include acceleration). Specialists (reading, instructional, ESL, SpEd) provide the support, which is working really well in combination with professional learning communities. Also planning on aligning math. This has all been driven by the RCP principal.

Linda: Yes! The way these supports work best is in the context of the classroom work. Flexible grouping during that time is also meeting the needs of the kids.

Kathleen: Skyline and Scott schools are discussing doing this as well. Early February staffing discussion is coming up so this is the time to discuss and make plans. Part of the challenge is the required minutes. But any LA class should be differentiating so this type of intervention would count towards direct instruction.

Margaret: Would it make sense to point to this as part of the TAG compliance plan?

Linda: That would require a TAG specialist at each school, which would be optimal. PPS doesn't have that.

Jessica: This type of collaboration would make equitable identification so much more possible.

Margaret: A major part of the problem is that TAG is siloed. TAG doesn't have to fund this approach.

Kathleen: There are some schools with no specialists at all.

Q: What are the obstacles?

A: Money, staff, expertise, scheduling. K-8 scheduling is very hard due to sharing across lower and middle programs. Part-time staffing also makes this model difficult.

Scott: Part of middle school redesign would make sense to include a flex period every day to allow individual catch up or specialist time.

Kathleen: This is happening at Roseway Heights. A lot of workload challenges come into play however.

C. Review of November meeting notes. Moved & seconded, all present members **VOTE** to approve.

D. Announcements:

Tanya A and Jessica C have agreed to serve as chair and vice chair for the remainder of the year and their appointments were confirmed by electronic **VOTE** in accordance with our bylaws.

II. Old Business

A. End of year board report (Nicole & Tanya)

Tanya is leaning toward a set of forward-looking recommendations in April or May.

III. New Business

A. Update from TAG department (Linda)

1. Nomination forms were due 11/26/2019; some are still being processed and should be in this week. The volume of nominations seems in line with past years.
2. We have new IDs from OSAS and MAP (grades 3 and up) and letters will go out by early February. (The translation department is swamped.) 2nd grade letters (fall NNAT3 testing) will also be going out at that time. More kids in HU populations are qualifying with MAP who weren't with SBAC. Higher NNAT3 qualification rates in some schools than previously. The identification pool seems more diverse.
3. We are now scheduling the IOWA for academic testing and any NNAT3 testing for non-2nd graders.
4. 11/22/2019 We trained all the district TOSAs on rate and level, a 90-minute session.

5. OMSI was very successful, over 500 attendees. Next one is 05/04/2020 with a small entry fee for the special exhibit (Body Worlds <https://bodyworlds.com/>).
Shanice: offers the idea of her office sponsoring special exhibit entry fee to make the event accessible.
6. 02/19 RubyDawn Lyman will be back to deliver another parent TAG session.
7. This year's ACCESS application window will open 02/05/2020 (and close 04/27/2020). Enrolled PPS students with a qualifying score on a PPS-administered test will not need to upload proof of score.
There will again be team-based applications as well individual, like last year. www.pps.net/Page/2343
The lottery logic remains: FRL up to 38%, then sibling but gender will be removed, citing title IX as the reason. Lottery logic: www.pps.net/Page/2343

Comment: Please share the number of kids ID'd in this first pass (#2 above), since this is the first year we have two ID cycles. Those kids will be eligible for services in 2nd semester instead of the following year and that's a big win.

Linda will share those numbers once they are finalized as well as conversion information (OSAS/ MAP eligible for nomination compared to the number of actual nominations) <*Megan*>

Comment: I'd like to be sure support is offered to ESL parents in the process of developing a TAG plan. And be able to analyze which families are not choosing to nominate despite qualifying scores.

Q: NNAT3 reports for scores \geq 95th percentile went to families directly, yes? (Linda confirms)

Q: Can we see a sample of what the communication to families looks like? <*Megan*>

Linda: Good news - Synergy now finally lists the student's specific ID area(s) (we've had just a Y/N flag).

Q: re: ACCESS admissions. Were any students admitted in the fall (outside of waitlist)?

A: No transfers have been requested by families other than those on the waitlist.

Megan: Regarding title IX having new impact on the ACCESS lottery, that doesn't seem to make sense. No changes have been made to title IX and the proposed changes have to do with sexual harassment. I request a written explanation from a PPS lawyer as to why gender balance is being removed from the lottery logic for ACCESS. Linda agrees to follow up. <*Megan*>

Q: re: a reunited site for ACCESS. Whose radar is this on?

A: Scott met with Claire Hertz and brought up ACCESS today. 02/04 board work session on enrollment balancing, featuring updated info re: buildings, transfer information, etc.

Comment: Portland needs a 2E program.

Comment: ACCESS needs focus 2E classrooms, de-escalation rooms, etc.

B. Advocacy for TAG support at CSI schools (Tanya)

1. Board and district outreach (Tanya)

Linda's budget ask will include additional TOSAs to dedicate to CSI schools. Tanya has met with a range of staff and board members, along with Linda, to float this idea. We have lessons to learn from the Dyslexia council. TAG at its core is about differentiation. We actually don't want TAG-specific services; we want differentiation for all students.

Scott will send a data request of gains by top 20% at CSI schools for analysis. <*Tanya*>

Margaret: be careful, often the expectation for upper percentiles is of lesser gain.

Jessica: the Dyslexia group is truly centering equity and starting there, in every discussion. Supporting the kids with the most need inherently helps every kid.

2. HU community outreach and survey (Jessica)

We've been trying for years to do what's best for all kids, but our representation is not diverse. It's hard for us to understand and hear disagreement or criticism of our efforts but we need to learn from it.

Shanice: Relationship-building within organizations is really powerful and I think there is space to work on this to leverage trust relationships to paint a clearer picture of what's needed. <Jessica>

Megan's table analogy. Tl;dr I don't think we know what is needed and we have to stop inviting people to our table. We need to ask to sit at their tables and understand how we can contribute.

Margaret: 2013 TAG survey showed a lot of dissatisfaction.

Jessica: What were the demographics of the respondents?

Eric: We have to work to change the narrative that there is nothing happening in TAG. Forward momentum focus. <Tanya>

C. Vestal TAG update (Marnie)

Vestal has started a TAG pull-out program. All ID'd kids are invited. Permission slip went home, all families said yes. 3 days a week for half an hour. Teacher is Brandon Burke (Student Management Specialist). They are calling it an "International Studies" pull-out, connecting to Social Justice standards. Kids get support on developing a project and determining their output, incorporating math, research, social studies, writing, etc. They earn a stamp in their passport as they master standards. The standards are posted in the classroom. For the remainder of the year, they will target the specific TAG areas the kids are ID'd in. Topic: Global Goals for Sustainable Development. They see the additional benefit of the kids coming to know each other and mentoring each other. Initially 3rd-5th graders, and will include all new IDs moving forward.

Q: How did this all come about?

Answer: It grew organically as a pilot. Ms. Flamoe was running it with an instructional specialist but the schedule was difficult with part-time FTE. So it evolved into this program run by Mr. Burke.

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

E. TAGAC website and mailing list (Tanya) TABLED

F. Division 22 report (Megan) TABLED

IV. **Questions from guests**

Q:

V. **Meeting adjourned 8:10pm**