

September 22 2021 meeting notes *Attendees (members' names **bolded**):*

Matt Eide [PPS Director of TAG/IB], **Tanya Awabdy**, **Megan Robertson**, **Eric Houghton**, **Jessica Colby**, Margaret DeLacy [OATAG], **Jenny Staab**, **Jane Chaddick**, **Marnie Faust**, Chase Thompson, Alissa Maxwell, Rani Vivathanachai

Due to the Covid-19 pandemic, this meeting was held via video conference.

I. Call to Order

A. Introductions

B. Call for additional agenda items:

>Middle school math

C. Adopt April & May meeting notes by email

D. Announcements

Margaret:

>OATAG is not having a conference this year, but will host a guest speaker (Lisa Van Gemert

<https://www.giftedguru.com>) to give 2 talks via Zoom on Saturday October 16th (free for OATAG

members). There will be additional talks later this year from Emily Kircher-Morris

(<https://www.unlimitedpotentialstl.com/emilykircher-morris.html>), Angela Allen from ODE and Austina

de Bonte (<https://www.smartisnoteasy.com>). Info at <https://www.oatag.org>.

>Working with Angela on rewriting TAG statutes. There may be a role for TAGAC. Parents have not

been consulted, to OATAG's knowledge. Tanya & Megan have the materials.

Q: Is there an update on Lew Frederick's bill regarding disallowing K-2 testing? A: I think that died. As did 2 of the TAG bills. He did not hear the two bills that came to Ways & Means. The third ([Senate Bill 486](#)) passed. I urge you to meet with your district representatives and talk to them about your needs.

II. New business and updates

A. Introducing the new PPS TAG and IB Director, Matt Eide

Matt: I have 2 kids in PPS, both ID'd TAG; I've been on the job for 3 weeks as Director of AP/AVID/IB/TAG. TAG has been the focus so far. I am returning to PPS, previously involved with overseeing measure 98 and worked in Reconnection Services. I started as a high school teacher in Los Angeles and have a lot of experience in alternative education and dropout recovery, also in school improvement and program evaluation. TAG is a personal matter to me. I'm invested in reducing the disproportionalities that we see in the district and focused on making sure that TAG students get a personalized education that suits their rate and level.

B. TAG update (Matt)

I'll apologize in advance if I'm not yet fully fluent in all of our processes. We have very little written down in terms of policy and operating procedures. One of my goals is to focus on documenting and confirming our processes and policies.

1. Single Subject Acceleration (SSA) process for 21-22:

PPS offers SSA in Math, in grades 2-7. Last year the formal SSA process was suspended due to COVID. The application window opened Monday 9/20/21, with a deadline of October 1st. In the past, TAG staff would administer an assessment owned by the Math dept, the Math dept would then score it and the TAG department would convey recommendation.

>This year we will use MAP scores. We are working to establish thresholds now. We're hoping assessment will be complete by October 9th, with decisions by the 11th. We anticipate some issues related to Chromebook availability. Extensions will be granted.

There has been confusion about whether 6th grade students were eligible for SSA. My conclusion is that this is due to outdated information. We have clarified this, and they are.

Some website guidance still needs to be cleaned up and we have reached out to all schools with 6th grade students to clarify.

Q: Are they allowed to accelerate into CY1?

A: Right now, SSA is allowed into 7th, not CY1. This is an ongoing conversation with the Math department. (Matt)

Q: Is the district phasing out compacted math?

A: There is ongoing conversation about whether or not compacted math will continue. No decisions have been made. (Matt)

Q: Who do we talk to about this?

A: Sarah Davis has moved on - Patrice Woods is probably your contact. (Matt)

Comment: Compacted math addresses rate. SSA needs to address level and rate.

Q: The district is revamping the MS math program. The resounding feedback is that we need better math differentiation at all levels. Do we need to connect with the leadership of that revamp?

A: Meisha Plotzke (Director of Middle School Innovation and Redesign) is leading that. I have requested to be part of that working group. If we are truly differentiating and embodying universal design then we need to accommodate outliers which will improve the learning for all students. I will definitely convey concerns to the Math department. (Matt)

Q: Why is it only grades 2-7? Two years of needs not being met is so disruptive to behavior and social-emotional well-being. Patterns and behaviors are set that are hard to undo.

Q: Back to the process, will there be MAP assessments given specifically to kids who apply or are we waiting for the regular school process?

A: if MAP testing is already underway, no problem, or if it's not underway, we'll schedule an individual session. (Matt)

Q: Ideally this would be done in the spring, so that students don't miss instruction. Also there are studies using MAP testing, showing that there is a swath of kids who are many years ahead of grade level. The solution should be something beyond SSA.

A: There will be a spring SSA window this year, yes. Better data, better process. (Matt)

Matt: I am concerned that I am not yet fully informed regarding compacted math - let me go get the right answer on whether or not 6th graders are currently allowed to accelerate into CY1 rather than 7th.

Q: Do TAG parents know about SSA window? How & where was the information shared?

A: to facilitators and building administrators - that info will be shared in TAG info presentation. And it's on our website. (Matt)

Comment: Please put a generic TAG info presentation on the TAG website. Also, let's be clear that SSA in Math has happened for only a dozen or two dozen kids each year, in a district of 49,000 students. When we talk about established precedence, we have to understand that we aren't talking about a very robust process or offering.

2. Whole Grade Acceleration (WGA) process for 21-22

The process has started, the window opened on the 9/13/21 and applications are due on the 1st. WGA requires a more comprehensive set of assessments than SSA. TAG TOSAs are going to schools to administer assessments. The goal is to administer by October 9th and

make decisions by the 11th. There will be another window in the spring. I am cognizant of issues surrounding communication and consistency, just as with SSA.

Q: How many TOSAs do you have right now? A: We have two and have hired a 3rd, moving over from a PPS building; their position needs to be backfilled so they can be released.

3. TAG identification and testing

The NNAT will be administered to all 2nd and 3rd and all students nominated last year (but not yet tested). We hope to have this done before November so that services can get rolling as quickly as possible. We are administering online which should speed up score availability.

Comment: Regarding WGA, information needs to be readily available to parents in a consistent place on the TAG website.

Q: I just came from our TAG info night and the information about TAG ID was not in line with what you are describing. Is MAP being used for TAG ID?

A: When MAP scores are available, the TAG department receives a list of students above a threshold, which we send to TAG liaisons to feed a conversation about TAG identification. The TAG TOSAs developed the slide deck and that's only one aspect of a presentation. We could develop talking points or a script or we could have videos on the TAG website and other modalities to describe these processes. (Matt)

Comment: How do we encourage teachers to identify students who clearly need something different and to initiate getting needs met, rather than waiting for the district processes?

A: This is a Tier 1 instruction deficit. I see the biggest lift as a district is to include the quality of instruction and the ability to differentiate. We're looking to partner more closely with Special Education and to reconceptualize the TOSA role away from administrators of TAG processes and more into a coaching role. (Matt)

Comment: Any subject area TOSA can be leveraged for this, not just TAG TOSAs.

Comment: All we hear is differentiation and we don't see it happening. Teachers need the support to make it happen to the degree it is possible.

Comment: I think differentiation will serve many TAG kids and there will also be a population that is not served. And that may be 500-1000 kids. There are a lot of great resources among ACCESS teachers.

Comment: My understanding is that ACCESS was meant to be sort of a lab school where the approaches etc. would be disseminated throughout the district and I haven't seen that. Maybe I'm not clear on the specifics. (Matt) (Margaret confirms)

Comment: I'm looking forward to receiving findings from the ODE investigation. I am ready to leverage the opportunities it offers.

Q: Regarding the overhaul of the math offering - I would love for the decision-making to be more transparent, before we are presented with a fait accompli.

A: Jessica's dad is on the steering committee - we'll see what he can share with us.

III. Discussion: Priorities for 2021-22 school year

- A. Outreach: HU communities
- B. Continue focus on TSI schools:
 - increasing TAG identification and push-in TAG services
- C. Increase communication and collaboration among departments (MTSS, SpED, STEM, Dyslexia)

D. Others?

Margaret: I would love to see the TAG office have a psychologist on staff, as it did once.

Tanya: We know there are TSI schools that have been making progress with equitable TAG ID and services; TAGAC is committed to supporting their work and amplifying their best practices and guidance.

Also, we are focused on learning from community groups about their priorities and what TAG ID and services should look like for those groups.

Margaret: I want to give a heads up that new identification rules from ODE are likely going to end up using building-level norms. That has huge implications. Some district norming and state norming discussion. NAGC has a lot of info on local norms that I can share.

Jane: If there are only 1 or 2 outliers in a class, teachers really need support. (*ed: this is where cluster grouping makes sense especially.*)

Margaret: It sounds like the rules are going to be a big change and they won't be ready for presentation until December. Angela had originally hoped for October. It's really important to think through all the implications.

Tanya: Matt, how can we help you?

A: Improve quality and consistency of communication - there is really no excuse for the lack of documentation and communication around TAG issues. I'm hoping you all can provide feedback and historical perspective on the policies and procedures as I document them. Please continue to forward concerns you are hearing so we can better understand how to make improvements. A member of Shanice Clark's team was planning to attend tonight but didn't have the correct zoom link; I have met with Shanice about community organization engagement. I'd like her office to be a regular part of this conversation moving forward. (Matt)

IV. Questions from guests

V. Meeting adjourned

Next meeting October 13th at 6:30pm via zoom.

October 13 2021 meeting notes *Attendees (members' names **bolded**):*

Matt Eide [PPS Director of TAG/IB], **Tanya Awabdy**, **Megan Robertson**, **Jessica Colby**, Margaret DeLacy [OATAG], **Jenny Staab**, **Jane Chaddick**, **Marnie Faust**, Rani Vivathanachai, Julie Jacob, Scholle McFarland

Due to the Covid-19 pandemic, this meeting was held via video conference.

I. Call to Order

A. Introductions

B. Call for additional agenda items:

Check in about the 8.2M principal grant, connect Matt to HS dyslexia contact

C. Adopt September meeting notes VOTE yes.

D. Announcements

Margaret:

> The annual OATAG membership meeting is Saturday at 9am. Speaker will give two 1-hour presentations. OATAG is also sponsoring free TAG talks: upcoming online 11/18 Emily Kircher-Morris 2E expert. 02/17 Angela Allen state TAG specialist. 5/19 Austina de Bonte
OATAG is working to develop an online tutoring service for ELL advanced students, in collaboration with Western OR University (providing practice hours for teachers in training). Next step is to send out a survey to determine the level of interest (waited until the school year started) - going out within a few days. Districts need to value the experience/credential for the university to launch it. I'm having a hard time connecting with PPS staff on this. [Survey link](#)
Comment: PPS TAG dept has done similar talks in the past, would PPS be able to distribute this info?

II. New business and updates

A. TAG update (Matt)

>Single Subject Acceleration:

Here's what I've learned about compacted math. We received 60 applications. We anticipate another 10-20 trickling in due to delays in MAP testing. {*Describes past procedure (math dept provides and scores assessment, TAG administers and communicates)*}. This year, using MAP assessment (nationally-normed), already happening, data we are already using. A single assessment point has its drawbacks of course. Also working with NWEA for guidance around score thresholds (composite and instructional stream). They recommend scores at the 90th %ile or higher using spring norms for the skipped grade. NWEA recommends caution, based on a study they conducted in 2020 (?) regarding testing data linked to performance. We don't want to make decisions based only on the score. Decision rules: was the RIT score in range or very close? Were areas of focus ID'd (deficits)? Look back at the application to see if there was more info to support acceleration? Look at a pattern of scores if consistent scores on MAP were at or above 90 %ile? [Matt]

We recommended acceleration for 12 students. This is a recommendation and we are encouraging schools to consider it in light of all the other info they have. And schools are accelerating even if the process results were cusp. [Matt]

Q: How many of the 48 are getting accelerated anyway?

A: Still TBD - recommendations went out at the end of last week, hoping schools would make changes early this week. We are still hearing back from schools as to their decisions.

Q: Do families know that the schools have flexibility?

A: Yes, that information was communicated directly by me.

Q: What is the grade distribution? A: A lot of 6th grade.

I met with Patrice Woods Director of Math to understand whether or not acceleration into CY1 is a policy or a recommendation. It's a recommendation and schools can decide if they would like to accelerate into

CY1 instead. Patrice has offered to speak with TAGAC directly about this stance. tl;dr : we do not have a systemic solution to offer Geometry to 8th grade students. Also concerns about the pace of compacted math. I don't have a full understanding of the context of this perspective or of what happens in compacted math or if it is consistent district-wide.[Matt]

Q: Do parents know that it's at the school's discretion to possibly accelerate into CY1?

A: My communication says it is a recommendation and schools can make their own decision.

Q: How can we track the outcomes?

A: I have a lot of interest in this question myself. I'm not sure how much data we have on this or if it's being tracked by the district. I am very interested in helping the district make a data-informed decision about these sorts of policies and offerings. I hope to hear back about these decisions over the next week or so.[Matt]

Comment: historically not that unusual for middle schools to offer Geometry.

Q: re: the 90th %ile standard - what is the norming, specifically now (limited testing last year bc of COVID)? Or is it coming from NWEA's norms?

A: NWEA norms it nationally.

Comment: I feel like the 90th %ile versus 90% accuracy needs more exploration.

Comment: In the future, norming to PPS makes a lot more sense, I think. NWEA should be able to provide that, not sure what it would take.

Comment: The obstacle of what to do with accelerated students at 5th or 8th is really upsetting and we know that what is happening is not systematic or equitable.

Comment: if Angela's recommendations go through, districts will need to use local norms.

>Universal testing with NNAT update. Will assess all of last year's nominees, this year's 2nd grade and last year's 2nd grade. We are not immune to national labor shortages. We hire a fleet of proctors to go into schools to conduct assessments. We hired 5 and lost 2. We have hired 5 more thanks to TAGAC disseminating the posting. It will be another week or two to get the newer hires out into schools. Hopefully, we can complete the testing with 8 proctors this fall. We also have 2 TAG/IB TOSAs but are still waiting for the 3rd new hire to be able to move over - all have been asked to sub in schools one day a week during this time so we are strapped for human power. We are starting with all of the pending nominations, followed by last year's 2nd graders and then followed by this year's 2nd graders. We had hoped to have it all done by conferences, now hoping it will be by early December so that we can clear the backlog before new nominations come in.[Matt]

Q: Can parents volunteer to support subs on an ad hoc basis? A: I don't know, but I can ask.

Q: Are MAP scores still being used for TAG ID? A: Yes. [Matt]

>The future of compacted math - conversations are underway. I don't know if decisions have been made or if alternatives are being discussed. Forecasting happens in winter, so any changes would have to be communicated. I don't have any information about the district's intentions or if clarity exists at this point. I don't know if outreach to parent or school communities is part of the picture. [Matt]

Q: How does this discussion relate to the PPS Math Task Force process?

A: We think that is a different process and apparently there is no discussion of compacted math.

Q: Who should invite Patrice Woods to join us?

A: Historically that has been our staff liaison. As she has already offered to join us, **Matt** will invite her to our November meeting.[Matt]

Comment: I think that the OARs require parent input to curriculum adoption. Will students be prepared for AP and IB if compacted math is eliminated?

>WGA update: we've received maybe half a dozen applications and our TOSAs are administering those assessments which are much more comprehensive. Some families have decided to withdraw their applications. We've made recommendations on a few applications and not on others.[Matt]

>Input from TAGAC on a grant opportunity [Matt]:

In 2020 Linda was working with a donor who was interested in supporting PD/training related to TAG. The plan they landed on to provide intensive support to teachers in TSI/CSI schools. I believe they conducted one or two of these sessions (RubyDawn Lyman) but the plan was disrupted due to the pandemic. We have reapproached the donor to discuss options moving forward. Options: a) pick up where we left off. b) help ACCESS realize its potential as a demonstration site (teacher funding, dissemination of strategies and approaches), loop in some of Matt's experience with assessing impact and utility.[Matt]

Q to TAGAC: if we had 20-30k, what would be high-impact?

Idea: ACCESS cohorts might be a little small for a statistical study. Maybe a more qualitative study would be more suitable. Also the state promised the federal gov't in ESSA that it would be providing funding - you shouldn't need private money for this.

Idea: The TSI/CSI pilot would be in line with our objectives, definitely.

Idea: I would love to see a focused study of full time self-contained classrooms (ACCESS) compared to similarly capable students in mainstream classrooms (*ed: would they need to be cohorted?*). Maybe someone from PSU or NW regional education lab could support this (New cycle starts in 2022)

Idea: Principal training would be super important to actually using anything we learn.

Idea: A kindergarten TAG ID process that would break out processing speed for example and supporting those kids early - how would that impact classroom climate over years - would earlier services make a significant impact?

Idea: PD for younger elementary kids who have been referred out
(*ed: did we ever get TAG on that checklist?*)

Idea: Pilot a Javitz-tested curriculum in a cluster of CSI/TSI schools and see how it goes. We have such a material/curriculum gap in PPS for TAG students. (culturally relevant too)

Idea: We've never been asked anything like this but I'd be happy to go back through the types of recommendations we've made in the past to see what might bubble up. [Megan]

Idea: byrdseed.tv might be a good partnership and is local.

Qs to Matt

Q: What is the funder's focus?

A: Motivated by their experience with their own 2E child whose needs were not met. And serving disinvested, underserved communities and equitable opportunity. All these seem in line with TAGAC's priorities.

Q: What is their timeline?

A: We will get them a list of ideas later next week. It's not a foundation, it's an individual and there's a natural desire to get going as soon as possible.

B. Who to invite to upcoming meetings (in order of priority)

1. Math department (Patrice Woods)
2. Shanice Clarke or? Jeffrey Wiser reached out earlier this fall.

3. Angela Allen (Dept of Ed) talk about the identification changes in state mandate [OATAG has concerns about the impact of these changes]
4. ACCESS principal (Anthony Bromberg)
5. Middle school CY1/2 math teachers (maybe ACCESS)

C. Outreach to departments and community orgs:

Q: What is the objective:

A: We have invited various communities directly and indirectly to our table for years and have had very limited success in expanding our membership to reflect the makeup of the district's students, let alone in amplifying diverse and underserved voices. I feel strongly, as does TAGAC leadership, that we must humbly ask to sit at others' tables as observers so we can hear what their priorities are related to supporting their above benchmark students and so we can learn how we can amplify their voices and appropriately advocate in their support. Ultimately we may be able to find or build a new table where we can all come together more effectively but we aren't there yet. [Megan]

1. 2020 suggestions from Dept of Community Engagement (S. Clarke): Books Not Bars, GEAR Up, Oregon MESA, Muslim Educational Trust, Chess for Success, Reading Results
2. Latino Network
3. Naya
4. SEI

III. Questions from guests

Angela is proposing a rule that eliminates cut-off scores and moves to local or district norms. Building norms seem suitable. Local norms seem harder because of the wide variety across a given district. I'm worried that having no cut-off scores means we'll have wildly disparate identification approaches across the state and no clear mutual reciprocity. Also that a lot of kids who are currently ID'd only by virtue of high scores will no longer be identified. There are also behavioral and character aspects which seem to favor middle class mainstream students. There is no state funding to support districts in necessary training and work to develop the robust, nuanced process that seems to be needed to make these adjustments work well. [Margaret]

Comment: Where is this happening (Texas?) that we can look at for clues as to how it might play out? (Subjective identification.) Every state is so different in mandate and practice.

Topic: For next time, let's talk about the district's TAG slide deck.

Q: Matt, what do you know about the 8.5M principal grant - can TAG, dyslexia, SpEd loop in there?

A: I don't know much about it. I don't think anyone has figured out how to operationalize goals yet.

IV. Meeting adjourned

Next meeting November 10th at 6:30pm via zoom.

November 11 2021 meeting notes *Attendees (members' names **bolded**):*

Matt Eide [PPS Director of TAG/IB], Patrice Woods [Director of K-5 Mathematics and Science], Emily Glasgow [Interim Sr Director, PK-5 Academic Programs], **Tanya Awabdy, Megan Robertson, Jessica Colby, Eric Houghton**, Margaret DeLacy [OATAG], **Jenny Staab, Jane Chaddick**, Carlos Rozas, Paul Cone, Kinnari Shah, Rani Vivathanachai, Grazia & Colin Cunningham, Chase Thompson, Michael Warner, Anna Sturmer, Susan Rozensweig

Due to the Covid-19 pandemic, this meeting was held via video conference.

I. Call to Order

Introductions

II. Special Discussion: Math & TAG at PPS*

2 year process to select the pilot curriculum. ([iReady classroom](#) from Curriculum Associates) The differentiation is within the resources - remediated and extended within each lesson. Last year, we made the MAP Accelerator available, which we still have. We are focusing on professional development for teachers to meet rate & level. (Patrice)

We are focused on instructional strategy and academic discourse for teacher development. (Emily)

Q: Is acceleration built in? For kids who are beyond grade level?

A: While we are focused on the strength of instruction, teachers have access to higher grade level resources in the case of SSA. If more than a few students in a classroom are above grade level, there are options. (Patrice)

Q: Why this curriculum? The focus on discourse may make this inaccessible to some kids based on language and communication challenges.

A: The selection was made by committee, based on field testing, etc. I agree that it's a good choice, but it wasn't my choice. Advantages: digital access, multiple tools available to teachers, availability of tutorials, ability to assign resources to kids, availability in Spanish and other languages underway. I can send along anecdotal feedback to Tanya. (Patrice)

A: Yes, everything is in multilingual process. Also for students with communication differences or reticence to explain, I like that this pushes for that ability to grow. There is space for this to happen in really scaffolded ways. (Emily)

Clarification: What about dyslexic students? It is a word-heavy curriculum. Dysgraphia may be an issue.

A: Regarding the writing piece, I've seen that it's not text-heavy in terms of reading or writing. Otherwise not sure I have a definitive response on the rest. We haven't been in classrooms to see it in action. We are in collaboration with SpEd program admin to look at suitability. In this adoption, the pandemic made it really difficult to do a solid field test. There is an adoption toolkit now that engages parents and community in the curriculum adoption. K5 is being implemented right now. Middle school is not my area anymore - field testing Carnegie Learning right now which is a 1-year process. The focus is on discourse and instruction, supported by the new resources, in order to meet every student's rate and level. Our data is not reflective of the demographics of the district, which we know is a problem. (Patrice)

Q: Is MAP testing part of assessment as a teacher tool?

A: Yes it is still happening. (Patrice)

A: We also have a new Chief of Schools, Dr. Proctor, who is very clear that we need stronger data about assessment practices and gaining good traction on that issue. We need a strong coherent instructional framework across all contents and grade levels. We have really promising strong leadership on decreasing variation across the district and making system-wide standards. (Emily)

Q: What is the alignment in all of these changes with making sure girls and non-white kids are being supported in the early grades? Culturally and gender inclusivity and early years support.

A: Yes, we are focused on all that.

Q: How will parents know if the curriculum is working?

A: Yes, that's super important.

Q: What's happening in middle school?

A: Let's table that because that is not Patrice's area, organizationally, even though Patrice can answer lots of questions about math in PPS. Kristin Moon and Susan Holbeck are next on my list for invitations. [Matt]

Q: Is MAP assessment still the plan - do you anticipate more pushback?

A: I think last year was an anomaly. It is the superintendent and chief academic officer's plan. (Emily)

Q: How does this curriculum, with emphasis on discourse, deal with students who are above grade level?

There is no one to discourse with, for example. Is there a plan?

A: I wonder how this worked previously, regardless of curriculum. We do have to plan for that situation. (Patrice)

A: It is really hard as a principal. Using the resources is great and I wonder if we can lean on what we learned about digital classrooms to form virtual communities. (Emily)

Comment: Yes! This is something we feel strongly about at TAGAC. It's extra hard if it isn't planned for.

We are in the exploratory stages of how to support 5th and 8th grade students needing access to upper level math. Is it OLA or some other virtual instruction? Lots of qualifiers - this is very preliminary! (Matt)

Comment: And acceleration needs to continue into high school.

Many thanks to Patrice and Emily for joining us. We are looking forward to talking with middle and high school staff, also about science.[Tanya]

III. Weekly Business

- A. Call for additional agenda items
- B. Adopt October meeting notes VOTE Yes.
- C. Announcements

Margaret/OATAG:

:: OATAG email lists available for those who don't rely on Facebook for information. ootag@groups.io, TAGAdmin@groups.io, giftedinOregon@groups.io

:: TAG talk series:

February 17 - Angela Allen, Oregon State TAG Specialist

May 19 - Austina De Bonte, Educational Consultant (<https://www.smartisnoteasy.com>)

:: Grants for students (app due 01/05/22) (https://www.oatag.org/student_grant_program.html) and teachers (app due 12/1/2021) https://www.oatag.org/teacher_grant_program.html)

:: Bilingual pilot survey still open, hoping for more responses: Google survey at shorturl.at/flxS0.

:: Meeting at the rules advisory committee with DOE. Angela came with an update of the draft (Tanya distributed to TAGAC by email) - OATAG is still concerned about changes, especially the level of training provided to staff (training at the building level is not required). Other rules changes: graduation - new civics requirement, remote learning standards, new groups added to student investment account process (SIA process) - Foundation for Better Oregon is opposed to inclusion of TAG students as a group (<https://www.betteroregon.org>). DOE's goals don't include students that are above benchmark.

IV. Updates and New Business

- A. TAG update (Matt)

1. Testing: managed to recruit a full cadre of proctors to administer assessments. Testing last year's nominees, last year's 2nd and this year's 2nd and this year's nominees. Prioritizing in that order. Using the Naglieri for universal testing. Had hoped to complete it all before conferences. Looking at the first half of December at this point.

Q: Who communicates with families about the results of universal testing? TAG dept or schools?

A: Both, with next steps.

Q: What if families are out of state or have external data? What is the process?

A: Contact TAG TOSA for your school.

>Adjusted deadline for this year's nominees is January 7, 2022.

Q: If a teacher doesn't agree with the nomination request, can they deny the nomination? Or disregard the test data?

A: That's a good question and I do hope that's not possible. I don't know yet if our process is resilient enough. A teacher should not be able to override the score or the process. In our progress towards accurate demographic representation, we are looking at other ways to ID kids and those often rely on more subjective discretion.

Comment: This is what OATAG is really concerned about, the specifics of subjective ID.

Q: What are TAG services? We have TAG ID'd kids and don't understand what services we should be seeing. We're told if we want appropriate Math leveling, apply to ACCESS which doesn't work for us, too far away.

A: In PPS, the classroom teacher is expected to deliver TAG services along with all the other instructions. There is also SSA in Math.

Comment: There really aren't meaningful TAG services, so people don't bother to nominate. Lots of kids fall through the cracks.

Comment: Yes, there is a district-wide TAG complaint. I encourage families to write a letter asking for specific services. Students have the right to an individual TAG plan.

Comment: We are working with teachers on how to write a quality TAG plan.

Q: Will teachers see in the student record the particular percentile or standard deviation for TAG ID'd students?

A: I think it's still a yes/no flag. (Matt)

Discussion: possibility of aligning the ACCESS application window with the other FO windows. Talking with the ACCESS principal on this idea.

[general mayhem about issues impacting this, specifically the need for open houses and the difficulty of the middle school process having been shifted earlier than the elementary]

Principal Bromberg wants to streamline the application process. We are exploring eliminating parts of the application that require the family to submit a statement of need and/or school-based narrative. Keep parent confirmation of OAR criteria. [Matt]

[TAGAC in agreement with streamlining.]

This feels like some hoops that have no real content or purpose to me. We are hearing some concern from central staff that simplifying the process risks dilution of the program. [Matt]

Q: What about the donor?

A: Waiting to hear back whether ACCESS as a demonstration site is appealing.

Q: Do you feel like you can navigate the pushback and achieve application streamlining?

A: We do. We should have more info and clarity in the next few weeks. [Matt]

Comment: Streamlining removes barriers and encourages application by girls and HU students.

Q: Who decided what was part of the original application?

A: The process has been revised several times. The sticking point is that ACCESS is classified as an alternative program. My frame of reference is Alt Ed, pushing back on alternative ed as bad schools for bad kids. Let's not pathologize natural variations in humans. We need different things. PPS should be agnostic about which options a family chooses to take advantage of. ACCESS does not need to be a school for unsuccessful students, rather a school where a student can be most successful.

Q: Why is ACCESS not included in the alternative schools/etc. materials and subcommittee?

A: I don't know. I see involvement by Alternative Options in the historical files. [Matt]

A: Original proposal came from TAG staff and the superintendent decided to do it. District approved the plan and alt ed got involved but never approved the build out. It's always been constrained by the size of the building. It was meant to be a lab school/demonstration project to provide info to other schools.[Margaret]

B. Follow-ups to math discussion

C. Special Topic for December

V. Questions from guests

VI. Meeting adjourned

Next meeting December 8th at 6:30pm via zoom.

* Patrice Woods, PPS Director of Math for STEAM, and her supervisor, Emily Glasgow scheduled to join us from 6:30-7:30. TAGAC provided the following list of questions for discussion to forward to them:

1. What is the **timeline** for adopting the new math standards? How will the new guidelines/curriculum provide every student access to their **rate and level**?
2. **TSI/CSI schools** – do/will they have adequate support to identify and meet rate/level of students needing math acceleration?
3. How does/will PPS address **systemic racism and unconscious bias** in the youngest grades, where kids might already be identified by adults as "good" and "bad" at math?
4. **ES math acceleration** – are teachers getting differentiation support to do this across the district? What does acceleration look like for 5th-graders, now that most schools are K-5?
5. **MS math acceleration** -- is the CY1/CY2 path remaining in the new math curriculum? Is 6th-grader placement in CY1 a universal option? What are options for 8th-graders needing geometry?
6. **HS math options** – how will HS teachers be trained on the new data science course? What is the plan to support students and especially students of color on the Calculus pathway, given that a number of advanced standards have been dropped?

December 8, 2021 meeting notes *Attendees (members' names **bolded**):*

Matt Eide [PPS Director of TAG/IB], **Kristin Moon** [MS Math and Science Program Administrator], Susan Holveck [HS Math and Science Program Administrator], Anthony Bromberg [ACCESS Principal], **Tanya Awabdy**, **Megan Robertson**, **Jessica Colby**, Margaret DeLacy [OATAG], **Jenny Staab**, **Marnie Faust**, **Jane Chaddick**, Rani Vivathanachai, Chase Thompson, Anna Sturmer, Hannah Kramer, Yiping Fang

Due to the Covid-19 pandemic, this meeting was held via video conference.

I. Call to Order

Introductions

II. Special Discussion: Math & TAG at PPS*

Kristin Moon, MS Math and Science Program Administrator, and **Susan Holveck**, HS Math and Science Program Administrator (fun fact: co-founder of Summa program in Beaverton Schools)

We brought some slides to share and are open to questions. I visited TAGAC in April 2021 with Patrick Callahan. There are some updates here to what we shared then.

Middle School Math redesign:

Middle School Math Redesign Plan

1. Adopt new instructional resource (Implementation 2022-23)
2. Prioritize the adopted curriculum so that it aligns with ODE standards and is coherent across the district and modernize the courses ("Redesign")
3. Roll out the Redesigned core courses (Math 6, 7, 8)
4. Align MS Alg 1 to be the same course as HS Alg 1.
5. Update "Acceleration Option" policy

| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|-----------------------------|----------------|---------------------|---------------------|---------------------|
| Curriculum | Pilot/Adoption | Full Implementation | | |
| Redesign Math 6 | Plan | Expansion | Full Implementation | |
| Redesign Math 7 | Plan | Expansion | Full Implementation | |
| Redesign Math 8 | Plan | Expansion | Full Implementation | |
| Align MS and HS Alg | Plan | Expansion | Full Implementation | |
| Revise Acceleration Options | | Plan | Expansion | Full Implementation |

We are adopting new curricular resources, currently in the field test phase. We are observing, collecting student artifact data, etc. End of January/early February, there will be a feedback opportunity. This instructional resource [Carnegie Learning] will be implemented in grades 6-12 next year. Recently (October 2021), new standards came out from ODE so we will redesign these courses to meet those standards (including CY1 and CY2). We will teach the same algebra in middle

and high school (not previously the case for the algebra component of CY2) (MS Algebra currently uses different materials than HS, different assessments, however - same standards.). We will update the math “Acceleration Option” policy - the goal is to provide more acceleration options and at more points throughout the year. We do not want the high stakes single point of placement into CY1 and that’s it. ‘Expansion’ is our word for piloting a field test across a large group of teachers. There are fewer standards articulated in the new ODE release. The new set is more focused and allows the opportunity to go deeper. In the redesign, we are working through scenarios, some students might take Algebra 1 in 8th grade - at the possibility stage now - our goal is for more and more diverse students to have access to HS Algebra so we are talking about points in 7th, between 7th and 8th or in 8th. We are not certain about students skipping 6th and accelerating straight into CY1 from 5th. The elementary courses are really focused on procedural fluency and acceleration is easier prior to 6th grade. [Kristin]

Comment: 6th grade math seems to be a review for advanced students.

Comment: If a 5th grader accelerates to 6th, will they have the option to move into CY1 as a 6th grade? Many students benefit from the faster pace.

Comment: We have heard this from many families and it’s confusing as to why it’s not supported.

We are cautiously looking at the impact of that possible second layer of acceleration and it is something we are exploring (an already accelerated student being placed in CY1 instead of moving from 6th to 7th). I don’t have a hard answer on that particular question now, so I’m going to move forward with the slides. [Kristin]

HS Math redesign:

High School Math Redesign Plan

1. Adopt Algebra 1-2, Geometry, & Algebra 3-4 new instructional resource (Implementation 2022-23)
2. Prioritize the adopted instructional resource so that it aligns with ODE standards and is coherent across the district and modernize the courses (“Redesign”)
3. Roll out the Redesigned core courses (Algebra 1, Geom/SDS)
4. Introduce two new advanced courses: Data Science and Compacted Advanced Algebra/Pre-Calculus
5. Introduce new option to double up HS math courses (stacking)

Timeline: HS Math Redesign

| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|--------------------------------|----------------------------|---------------------|---------------------|---------------------|
| Curriculum | Pilot/Adoption | Full Implementation | | |
| Stacking Courses | Plan | Expansion | Full Implementation | |
| Redesign Alg | Plan | Expansion | Full Implementation | |
| New: Compacted Adv Alg/Precalc | Plan (Initial PL Summer) | Expansion | Full Implementation | |
| New: Data Science | Initial PL (Fall - Summer) | Expansion | Full Implementation | |
| Redesign Geom/Statistics | | Plan | Expansion | Full Implementation |
| Redesign Adv Alg | | Plan | Expansion | Full Implementation |

We want to add acceleration opportunities at the high school level via stacking (doubling up on math). We are adding Data Science and Compacted Advanced Algebra/Pre-Calculus. Geometry and Stats will be half-year courses and Alg 3-4 will be optional (a “+1” course) and we are required to offer other options to choose from. At the high school level, we use a 2+1 model (2 required courses and a selection of options for the “+1”). Geometry in middle school will use the same materials as HS and we know there are 8th graders in HS Geometry so we’re going to be figuring it out. We want more kids taking more HS math so we are offering options alongside Calculus (ex: full 4 year pathway for Data Science). The next logical pathway after Data Science is Engineering/Computer Science, down the road. [Kristin]

Re: community engagement: there is a steering committee meeting a week from tomorrow [12/16]; all are free to join. We are happy to come back to TAGAC again in the future. We are working to engage as many groups as possible, the work really started right as the pandemic took off so there have been hiccups. Some communities are overloaded and have said they can’t take this on right now. We are trying to make all acceleration options available to everyone, without needing teacher recommendation, parent advocacy/insight, etc. [Kristin]

Comment: HS strategy sounds solid and promising. MS is feeling a little more muddy and I worry about inaccessibility. We’re looking for a lot more clarity and consistency across all middle school grades at all schools. Going deeper requires a lot of teacher differentiation and teachers are stretched so thin and acceleration could remove some of that pressure.

Comment: Often the only reason kids don’t get accelerated is because there is no pathway at the top grade level in that building and that is deeply inequitable and dissatisfying.

Comment: I’m a 5th grade parent and I don’t know what school my child will be at in the fall due to redistricting and I have no idea what her math options will be. How is that supposed to work?

Q: Is there any interest at the district level in supporting after-school math clubs (ex: Math Counts) formally and systemically?

A: That would be really interesting but candidly, staff and teachers are tapped out. Our capacity for change in the district has its limits. [Kristin] Not to mention everyone is also substituting in schools weekly. We really can’t afford to bite off more than we can chew for several reasons. [Matt]

Q: Re HS science, I’m curious about more differentiation in the science sequence. I hear that is done in

Beaverton. Here in PPS, almost every student is locked to the same courses at the same time.

A: Beaverton has actually changed to be more like PPS. There are some students who take 9th grade science in 8th grade. Since we've changed to the single sequence, more and more diverse kids are taking AP Science and the pass rates are increasing (the course and the AP exam). [Susan]

Many thanks to Kristin and Susan for joining us. We are looking forward to talking with you again. [Tanya]

III. Weekly Business

A. Call for additional agenda items

B. Adopt November notes. Tanya motions, Jenny seconds. All VOTE yes.

C. Announcements

See Margaret's comments below. Administrative rules hearing will be tomorrow, scheduled at 2:30p. Testimony is encouraged (see FB postings or contact Margaret for details). There will be a public hearing by ODE depending on the state board's decision (mid-December). Then a second reading of the rules draft in January after which it would be adopted unless there are unexpected road blocks.

Update on TAG complaint:

The last communication I had with the complaint specialist (Mark M) indicated that he was on track, despite some other complaints cropping up. His goal was to have it ready for internal review by Thanksgiving. The current completion date for release of the preliminary order is January 6th. See sites.google.com/view/2019-ode-appeal/home for more detail. [*as of 12/14, Mark indicates that he is still on track for meeting the deadline.*] [Megan]

IV. Updates and New Business

A. ACCESS application update: Anthony Bromberg, ACCESS Principal

Thanks for having me. We at ACCESS are dedicated to supporting all gifted students throughout the district, so please be in touch.

The TAG Dept (Matt) and I have been looking at impactful changes to the ACCESS application process with the intention of removing barriers to application by students from under-served communities. ACCESS is visioning and looking at our mission as well this year. It is felt that the existing application process has reinforced a bit of polarity between neighborhood schools and ACCESS. We want to clearly establish that we are in partnership with neighborhood schools as a resource and as an alternative path for students. To that end, we are looking at consolidating and streamlining questions into the SchoolMint pipeline (rather than having 2 or more components to application). Removing the school team participation and the statement of need, while retaining multiple choice acknowledgement of need. Also making sure translation is in place from day one. Re: timeline, we are aligning our schedule with the choice school application windows, thanks to efficient test processing by the TAG department. We are expecting a mid-February to mid-March window with the lottery run just after. [Anthony]

Comment: Often, multiple families realize toward the end of the school year that they very much need a change. What is the plan to support them, if they miss the lottery - hardship transfer or addition to waitlist or something. Waiting an extra year is not always a real possibility.

:: Yes, this is important, we will bring this to Site Council for consideration, as well as mid-year entry. [Anthony]

Comment: I'm worried about not filling seats, people not getting the message about how things work. I'd like to support families who might miss the initial deadline. How can TAGAC help?

Contact directly from the Principal, for example, will make a huge difference - a postcard to a family that has never heard of ACCESS isn't going to do it. [Matt]

Comment: Get the application process added to the quicklinks at ACCESS website. [Jessica]
:: Yes, we will make a range of those updates. Also the ACCESS school counselor will be doing peer outreach and I will be doing the same with TAG coordinators. [Anthony]

Q: There's a January 7th deadline and February 17th deadline - when do we apply to ACCESS?

A: January 7th is the TAG ID deadline and February 17th is the ACCESS application deadline.

Q: Do I need to complete TAG ID first then? My student already scored 99th on MAP testing.

A: The MAP testing will qualify for ACCESS admission. Let's talk individually. [Matt]

B. TAG Dept update (Matt)

We remain focused on completing TAG testing prior to ACCESS application window opening. It has been challenging but we are getting it done with a quick turn-around via the NNAT immediate electronic scoring. We are proactively reaching out to TAG coordinators re: kids scoring >85th %ile and we're sending out postcards to those families to encourage nomination.

We sent out an email from the TAG office detailing some OSU enrichment opportunities. A lot of families are taking advantage of those opportunities in Corvallis. I am excited to line up more local and virtual opportunities.

An update on the grant opportunity (27K) - the donor would like to support a series of 5-6 after-school professional development sessions targeting teachers in TSI/CSI schools, focusing on 1) increasing teachers' understanding of characteristics of giftedness in HU students with an eye to increasing nomination representation in those communities (refocus on some tools we have on deck already: CLED scale, supplemental alternative rating scale) and 2) how to differentiate in the classroom around rate and level. We can't pull teachers out of the school day right now so the model will be after school and some asynchronous sessions, building modules that we can push out to the broader teacher community going forward as part of the routine PD in the district. [Matt]

Comment: Angela is presenting via OATAG in February; a talk will be targeted to educators, and we will record it and can share. Please contact me for help lining up expert resources. WAETAG also provides a lot of webinars. OATAG also has an educator grant fund which we may be able to expand next year. Also the OAR identification rules will be changing and you'll need to adapt to that. The first hearing is tomorrow.[Margaret]

I'm doing a lot of work with my staff with respect to coaching skills. I'm hoping this PD will naturally lead to educators leveraging coaching opportunities with my TOSAs. Our new TOSA will be coming on board in January (her teaching position has finally been backfilled.). [Matt]

Today's meeting with Enrollment & Transfer re: ACCESS application streamlining went very

well. We are 95% of the way there. We have one more meeting on Friday. We've been very strategic in our approach so that we can make these changes stick. I've been encouraged by the positive reception. [Matt]

C. Follow-ups to math discussion

Comment: This is the first time in 25 years I've heard anyone from the Math Department speak about expanding acceleration options so I call that progress. [Margaret]

D. Special Topic for January

Discussion of inviting a board member to attend and discuss.

Matt offers to connect with his supervisors to explore options.

V. Questions from guests

VI. Meeting adjourned

Next meeting January 12th at 6:30pm via zoom.

January 12, 2022 meeting notes *Attendees (members' names **bolded**):*

Matt Eide [PPS Director of TAG/IB], Anthony Bromberg [ACCESS Principal], **Tanya Awabdy, Megan Robertson, Eric Houghton**, Margaret DeLacy [OATAG], **Jenny Staab, Marnie Faust, Jane Chaddick**, Rani Vivathanachai, Chase Thompson, Anna Sturmer, Hannah Kramer

Due to the Covid-19 pandemic, this meeting was held via video conference.

I. Call to Order

Introductions

II. Updates and New Business

A. ACCESS application update: Anthony Bromberg, ACCESS Principal.

Update on upcoming application and lottery

:: Qualified students are being shared with ACCESS. Info nights will be in Feb & March. With the omicron surge, TAG testing has slowed down. We are aligning the ACCESS app period with other lottery schools, which may now require adjustment given the slowdown in testing.

:: At ACCESS, we are working hard on core values and aligning processes and policies, really focusing on equity. We've made corresponding changes to reduce barriers in the application process. The core of the application is the same. The inequities in the pool of potential applicants persists so this is an ongoing multi-year effort.

:: We are also in the midst of readying the Terwilliger campus for our move. I met with the project manager Friday. There are no known hiccups and we are on track. My next task is to start outreach with school TAG facilitators.

Questions:

Q: Worried about information around bussing, etc. being communicated - what is in the letter that is going out and who writes it?

A: Matt & Tanya & I are looking at it and making sure the information is there. The DEI flyer that has gone out the last two years includes that important information. (Anthony & Tanya)

Q: Can the info flier be put on the TAG page and ACCESS page?

A: Yes, it can. And I will be calling and emailing prospective families directly.

Q: How many potential applicants are there - do we know?

A: We have a list from the fall MAP testing - I want to say low 200s. There is another growing list of TAG testing 99th %ile results - we already are approaching 100. (Anthony)

Q: It's helpful to have current parents available to talk with prospective applicants.

A: Yes, we are doing this. Families will be at info nights as well.

Q: I've been wanting to post the dates of the information nights and it's not on the website yet.

A: I'm going to put them on the site shortly.

Q: Are we contacting previously qualified students from previous years?

A: Yes, I am receiving those contacts via spreadsheet from the TAG department.

B. TAG Dept update (Matt).

Tanya: We know that district staff are out in schools, filling in for teacher absences and TAG work has been hard in those circumstances.

Matt: It's been a really hard start to the year. All central office work has been paused in favor of directly supporting schools. Staff has been directed to substitute every day. I was at Franklin HS today. The reality is that right now our team cannot work on TAG issues.

:: For testing, the TOSAs create testing sessions and manage them. Almost all 2nd & 3rd grade

testing sessions have been created so, assuming schools are open and staff/proctors are healthy, testing can continue. We've been able to test the vast majority of last year's nominees and all 2nd/3rd are in process. I think we'll be completed by mid-February. Once we're through the omicron surge, we will be able to create make-up sessions as needed. We may need to make adjustments to the ACCESS application window accordingly.

:: The status of the professional development that we talked about last time is up in the air at the moment due to the staffing crisis and the demands on teacher capacity. We will proceed carefully to make access as easy as possible. Teachers are exhausted and it's really hard in schools. We may focus on an asynchronous approach. The TAG department has not been able to meet together since winter break. We are in a really fluid and dynamic situation so you understand that things are constantly shifting as we see schools transitioning to distance learning as needed. Central staff is naturally moving between populations and will also have folks out for sickness.

Q: Do you know how many schools are pending testing?

A: All are scheduled. I'd estimate 40-60% are complete. We had made good progress towards wrapping up testing by early February.

Q: For kids who are nominated this year (the deadline was last week), what does that look like?

A: For students who are nominated this month, we will look at fall MAP scores and any other existing scores if available. We will go back in and test individuals as needed (which would have been happening now) so there will be a delay of course.

Q: What happens if kids miss their testing session? And what tests are K or 5th being given?

A: We'll do makeup sessions when the surge passes. At the moment, assessment proctors do not have access to the portals for privacy reasons but maybe that will shift if needed. We are using NNAT and MAP testing.

Q: Some folks are saying testing is not happening, so we can share this information, right?

A: Yes. Almost all of last year's nominees have already been tested and testing is still happening. NNAT for last year's 2nd follows and then for this year's 2nd graders.

Q: We are now using MAP and not Iowa testing anymore for identification?

A: Yes. K-8 is using MAP. For HS, we are still using IOWA.

C. ODE TAG investigation report (info here: <https://sites.google.com/view/2019-ode-appeal>).

Highlights :: ODE confirmed deficiency in (1) across the board communication to families regarding TAG, (2) identification of students who do not meet testing thresholds and (3) instruction at rate and level. ODE constrains its findings to the exact requirements of the OARs. There is a lot of content in the report that is not directly governed by the OARs, a lot of candid confusion on the part of admin and teachers and many dismissive comments regarding the need for TAG ID and services. It's difficult to imagine a robust conciliation process given all of the public health and staffing challenges at the moment. [Megan]

Margaret: I wonder what kind of support the state would provide to PPS in terms of next steps. Since ODE does not directly call out specific improvements, it's complicated.

Megan: I really think you can't get very far without a shift in culture - attitude and priorities - that is essential to communicate the importance of TAG, that it is authentic and not optional.

Margaret: I learned that the state intends to come back and gauge improvements. Visible improvement is going to matter. I don't know a timeline on this - but realistically it will be years.

Megan: The directive is that improvements go into action within the school year, and a year's extension can be requested by the district.

Margaret: Differentiation is clearly not effective. Ability grouping and acceleration are

demonstrably more effective. But as long as there's no TAG funding, it is not taken seriously.

III. Monthly Business

- A. Call for additional agenda items.
- B. Adopt December notes :: already adopted by email.
- C. Announcements.

Margaret/OATAG:

:: TAG talk series:

February 17 - Angela Allen, Oregon State TAG Specialist

May 19 - Austina De Bonte, Educational Consultant (<https://www.smartisnoteasy.com>)

:: Also Angela is hosting feedback sessions on the proposed OAR administrative rule changes

(<https://content.govdelivery.com/accounts/ORED/bulletins/30537a6> Friday, January 14th, 3:00 – 4:00

p.m., Tuesday January 18th, 7:00 – 8:00 a.m., Tuesday January 18th, 3:30 – 4:30 p.m.). See

discussion of these changes two bullets down.

:: OATAG needs volunteers to be website users as we redesign. We have a UX specialist who will be working on it. (Eric, Tanya & Rani offer.)

:: The rules advisory committee had student investment accounts on their agenda and specifically said they would not include TAG students, that TAG status doesn't inherently fit within the spirit and intent of addressing HU needs. In essence, TAG is not seen as an underserved group and not in need of data collection. I'll send out more information.

Q: What is the impact of omitting TAG students? Headcount for financial allocation? Communicates not a priority to districts?

A: It's complicated. The Student Success Act lists some specific underserved groups and allows the Dept of Ed to designate others. The Student Investment Act does reference TAG students, just not in this section. This section deals with the types of data that must be reported about students. If TAG isn't in this section, there are downstream impacts in reporting and initiatives which will omit the TAG population. There are ways to impact reporting and initiatives aside from including TAG here, but that would be a bigger endeavor. If we talk about a different approach to funding, then there would need to be a designated work group that would report back to the full session.

:: Proposed OAR changes, specifically identification rules. January 20th. Angela's 3 public forums. The changes were drafted by district TAG directors/coordinators, and offer them maximum discretion. This is tricky when it comes to attitude and representation issues and the inevitable variation in impact between districts, resulting in an inconsistent statewide implementation of TAG law. There is discussion of training, but no funding attached. There is no discussion of increased funding for additional assessments, development of local norms, district data requests, etc. The methods and procedures are very squishy, not a lot of clarity. I've discussed this at great length with Angela. The department will provide toolkits and guidance to districts, but there is no accountability. It becomes very difficult to appeal a district decision when dealing with guidance as opposed to specific legal requirements. If a student is denied identification, there is no transparency so parents could not effectively appeal a denial or even understand what happened.

Q: Could someone point to PPS as an example of how this discretionary approach falls apart?

A: Yes. And I'm worried about small districts where preconceived notions about kids and personal preference will dominate. Right now there is the requirement that districts must find students that do not meet the test standards. Angela feels this creates two classes of students and is very negative, which is true. In some districts, the set of students not meeting testing requirements are considered 'lesser' TAG, even as they are TAG ID'd. I would love to see local building norms or a transition to a broader definition of any student exceeding standards in 4 core academic areas. About 20% of students exceed benchmark in

any of the core subjects and have a legal right to additional services, because of other legislation. That would move far beyond TAG designation though, a pretty radical shift.

Q: This raises a question for kids who have been grade accelerated - may shift how their performance compares. Do you know of any good state models in existence?

A: Well, different states have pretty different approaches. I am not thrilled with a quota approach, requiring demographics to line up in a more affirmative action sense. I also think we risk forgetting about services when we focus so much on ID - whether ID'd or not, the services are needed. I don't find the literature to be terribly satisfying - a lot of districts that have made changes report IDing more of a certain category but there is little about actual impact on kids, changes in experience or the program or the graduates. Illinois is a candidate to look at. Montgomery County in DC and some others, maybe. There is nothing perfect out there, sadly.

Q: What about gifted IEPs?

A: You can have individual gifted student plans and/or you can designate gifted students as special education students. States were given the second option when IDEA was passed and Oregon opted against. Pushback was very strong. One reason is that the due process around special education is intense. There are always ways to improve, but they require writing new laws and they require funding.

:: Show up at Angela's sessions and get involved in this conversation. It's going to have a big impact.

D. Nominations for 2022-23.

We need to start thinking about the future TAGAC executive committee, as the 3 of us are in year three! We are going to stick around as members, of course. Consider stepping up.

IV. Questions from guests

V. Meeting adjourned

Next meeting February 9 at 6:30pm via zoom.

February 9, 2022 meeting notes *Attendees (members' names **bolded**):*

Matt Eide [PPS Director of TAG/IB], **Tanya Awabdy**, **Megan Robertson**, **Eric Houghton**, Margaret DeLacy [OATAG], **Jenny Staab**, **Marnie Faust**, **Jane Chaddick**, Rani Vivathanachai, Chase Thompson

Due to the Covid-19 pandemic, this meeting was held via video conference.

I. Call to Order

Introductions

Call for additional agenda items:

:: ACCESS mid-year transfers. Can we have a clear policy?

:: For kids at independent schools, where do we direct them for ACCESS qualification testing?

Matt: There is a [list of psychologists](#) on the TAG website (it's neither a list of recommendations nor a comprehensive list). There is also a [list of tests](#) that we accept.

:: Is TAG information included in the entry to kindergarten registration packet? (process begins February)

Matt: I don't know; I would assume it's not currently included..

:: TAG info still not in Synergy.

:: school TAG info might often advertised as "for TAG parents" and information is spotty.

II. Updates and New Business

A. TAG Dept update (Matt).

With regard to communicating deadlines etc. to parents, we were able to finally have a TAG team meeting (our first since December) and we spoke about this. We ask a lot of school TAG facilitators. Using them as our primary communication to families can create inconsistency in terms of quality and quantity of information. Some or most communication should come from the TAG office. For example, email to all families describing processes and deadlines a few times a year, translated. Need multiple layers of communication.

Margaret: send out "how to school" email (SpEd and TAG and ELL services, for example). Put a banner in Synergy, perhaps.

Rani: With prevalence of MAP testing, can test scores be pushed out to families and prompt TAG consideration, for example.

Margaret: It's required for SpEd to do outreach ([Child Find](#)). Piggyback?

Matt: We are now subbing in schools 2 days a week instead of 5 which means we can do our day jobs to some extent. Our 3rd TOSA, Michelle York, has been able to join us at the central office.

:: ACCESS application update. The window will open 2/17 through 4/15. Goal to align lottery processes has been stymied by COVID but we need to complete testing and give families a chance to receive that data and make their application. We have streamlined the application to exist within SchoolMint, removing the letter of support and removing the school meeting requirement, limiting barriers. We had a large load of pending testing to do this year, and had to stop due to omicron. We are back on track and will have completed all testing by mid-March, thanks to lots of makeup sessions.

:: Grant-funded PD. We will have Dina Brulles (co-author of NNAT) put together PD for our TOSAs and teachers (re: IDing HU students and differentiation). Hybrid model - asynchronous followed by synchronous learning opportunities to debrief and strategize. We will own these modules and will be able to compensate teachers for completing them.

Marnie: Will there be practice scenarios to practice? It's easy to gloss over asynchronous content.

Matt: Asynchronous will be 90 minute sessions - 45 of content, 45 of practice.

Jane: Will there be reporting on participation and where will it be housed?

Matt: Housed on Pepper (district LMS) will allow us to track completion information and allows pause and return.

Jane: Regarding change in ACCESS application process - how is that being communicated to schools? There are a lot of assumptions out there.

Matt: January TAG facilitator meeting was canceled. We have another next week. Anthony is hoping to present info on ACCESS and have a conversation.

:: SSA and WGA. I will have more info next time we meet, but we are going to open another window in the spring. We will use MAP scores moving forward - spring testing because it is so current. Looking to make it a more holistic process (rather than us making a recommendation based on test score) next year. We want to encourage other evidence infused into the process and put the final decision in the school's hands, realizing they can have competing interests.

Jane: What are the numbers so far this year? Matt: 12-15, I think.

Rani: What about accelerated elementary kids - when should they bump up to the 6th+ MAP test? What are the implications for the district as a whole, in terms of class and school norms?

Matt: I'm not sure it impacts students wanting to advance via SSA, but it is a nuanced situation.

Megan: There is guidance from NWEA for individual students:

<https://connection.nwea.org/s/article/Transition-student-from-2-5-to-6-Reading-or-Math-test-1405101729354?>

Matt: I think I've hit the ceiling of my expertise on MAP testing so I'm going to have to come back to this after some research.

Jenny: Let's send out a district-wide email about SSA and WGA.

Jessica: We keep seeing the Board subcommittee on Alternative and Charter schools with no mention of ACCESS. Where does ACCESS live (as it is definitely not a focus option)?

Matt: I think that is a good conversation to have with Principal Anthony and Kathleen Bailey

B. ODE TAG investigation report (info here: <https://sites.google.com/view/2019-ode-appeal>).

Megan: Matt & I just came from an intro meeting with a possible conciliator who was recommended to both of us. I am now working on determining who should be there from the complainant's side for the most productive discussion.

C. Discussion: HS disparity acceleration policies

:: Summary of what we're hearing on FB in response to our informal survey. At some schools, students can move into IB if available or take PCC classes, while others are told to do NGSS as prescribed. It's very inconsistent. Who decides?

Matt: These are school-based decisions. Inconsistency across high schools is a cultural attribute that has been operationalized within PPS. Each high school does their own thing. There is no district policy preventing doubling or tripling up on science. There are two equity audits

underway looking at access to advanced options at high school level. One is by Abl (<https://www.ablschools.com>) looking at access and participation to advanced coursework (AP, IB, dual credit)(did not look at Roosevelt, Benson, Jefferson or alternative schools). PPS has Education Northwest under contract to run a similar audit of Benson, Jefferson & Roosevelt, and it will include CTE in that definition. Schools are now making action plans in response to Abl audit data. The data is stark.

Margaret: The previous TAG findings singled out PPS for a lack of access to advanced opportunities. Why does the district permit principals to disregard rate and level?

Jessica: Establishing a standard middle school pathway in science would help. But the bias and the gatekeeping is such a big problem.

Margaret: Denying high school transfer exacerbates the problem.

Jane: When CY1&2 became standard - if we look at the data, what does it show? Does it show increased enrollment and success?

Jessica: We need to see increased equity at lower grades in order to move the needle on this, it's beyond school discretion. Withholding information and opportunity starts at young ages. Can we just push for access? Or is it more foundational work that is needed?

Margaret: We've been assessing the problem of lack of access at the HS level for decades.

Marnie: What can we do to help you, Matt?

Matt: Get involved in the ODE audit conciliation - the complaint provides an opportunity to have these conversations. We understand the limits of what we can do in standard operation mode. Let's focus on solutions and grab the opportunity we have.

Jane: How do we access and amplify the voices not here in the TAG conversation?

Marnie: What about FB groups or other social media platforms?

Margaret: The media might be more useful than social media. A lot of reporting on PPS right now. Hard to reach parents who don't self-identify as TAG parents.

Rani: Maybe Portland Mamas group would be useful. I could pass along Megan's survey.

Jessica: Can we support students in getting more access to differentiated science?

Matt: You might invite Susan Holveck to come back to TAGAC to find out more about guidance to schools and what is actually happening. She can speak to math and science.

Margaret: A few years ago students came to TAGAC and were speaking mainly about Language Arts not being differentiated and the constraints of the freshman cohorts. So it's not just science.

Jessica: Cohorts are really helpful in general but are spotty for TAG students (mentions a study). Flexibility is key. The advantage comes in having a group of teachers collaborating and consulting around the same group of students.

Margaret: Maybe other courses could be part of the cohort, rather than science and math.

Matt: We can also invite Kristina Granby (social studies and ELA at HS level).

Jane: Will audit results be made public, what is the process?

Matt: I don't know about that. I assume the board approved the contracts and results will be shared with them.

Jessica: Should we invite Dr. Holveck and Dr. Granby together or separately? And in what order.

March 9, 2022 meeting notes *Attendees (members' names **bolded**):*

Matt Eide [PPS Director of TAG/AP/IB/AVID], Margaret DeLacy [OATAG],

Tanya Awabdy, Megan Robertson, Jenny Staab, Marnie Faust, Jane Chaddick, Eric Houghton, Jessica Colby, Rani Vivathanachai, Chase Thompson, Molly Matheny, Maren Williams, Gina Adorno

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A: The position of the math department is 5th can accelerate to 7th but not CY1. Also - **next year will be the last year of compacted math**. This decision is part of the math sequence redesign and the redesign will still allow kids to get in lots of math. Susan Holveck will attend the next meeting and be available to answer your questions. My apologies that I didn't extend the invitation in time for this meeting. [Matt]

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Q: Nationally-normed assessments not on [the list](#) are acceptable?

A: They are, the list is not comprehensive. [Matt]

[Matt] I have said we accept the GAI, based on my research into it. We may have to all get on the same page on that. Regarding recency, we are relying on individual members' memories of past policies and practices because we have limited policy documentation. Early Entry to K is overseen by Early Learners and has guidance that the tests must be within the last 2 years. Last year's ACCESS application indicated no older than 2 years for scores. There is no policy documentation of that and it's my goal to develop a common documented understanding of policies. I am unwilling to make a significant policy shift in the middle of the application window but please send any families my way or to Anthony for an exception. They should apply anyway. Moving forward, we will review this and make a solid policy.

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III. Monthly Business

A. Adopt February notes :: reviewed by email. VOTE: Tanya motion, Jessica seconds. All vote yes.

B. Announcements.

Margaret/OATAG:

:: TAG talk May 19th. OATAG conference 10/08, working on venue and keynote.

:: no update from the Rules Advisory committee because they did not meet.

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:: I am hoping for a TAG task force to look at TAG funding but no news there.

C. Nominations for 2022-23 executive committee.

We need a new chair. Jessica is on board to continue as co-chair and Tanya is stepping down. Megan will continue to document and act as librarian.

[Jane] I can't do it. Also I really think having another ACCESS parent as the chair is not optimal. Being so ACCESS-heavy is not in our favor.

[Marnie] It seems really daunting and I'm not ready for that right now.

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[Tanya] It's not that much work - field some questions, note topics and questions.

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[Tanya] Agreed. Sounds like we will continue to discuss.

IV. Questions from guests

V. Meeting adjourned

Next meeting: April 13 at 6:30pm via zoom.

Matt: Deciding factor will likely be their availability. I will reach out to both.

III. Weekly Business

A. Adopt January notes :: already adopted by email.

B. Announcements.

Margaret/OATAG:

:: Angela Allen 2/17 web talk for OATAG. She is not planning to present the new identification rules but feel free to ask questions.

:: We need some educators to review the OATAG website; thanks to those who have already helped out. We do have a list of high quality and initially free resources that may be of interest.

:: We will talk about our conference in our next meeting.

:: SB 1578 was discussed in the State Senate today. The final section of the bill creates an ombudsman function (2 staff) at the state level to advise students & families about protections, make referrals for support/advocacy.

:: Two other items, House Bill 4124 and Senate Bill 1583 may impact testing - 4124 is to study testing, 1583 is to apply for waivers to reduce testing or to test a sample. This could impact TAG identification since PPS uses that data as an ID tool. I also have concerns about how the sample is selected.

:: Rules advisory met to discuss whether SSA refers to TAG students. They seem to feel it does not. Also may be revising eligibility criteria for alternative programs, I am worried about language about “meeting” standards (rather than “meeting or exceeding”).

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We need a new chair or new co-chairs. Who is ready to step up? Jessica is on board to continue as co-chair and Tanya is stepping down. We will continue to chat as a group before the next meeting.

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Next meeting March 9 at 6:30pm via zoom.

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April 13, 2022 meeting notes *Attendees (members' names **bolded**):*

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II. Special Guest: Dr. Kristina Granby, PPS Academic Programs Administrator core academics 9-12, in PPS for about 3 years. Also works on essential skills for graduation.

Tanya explains a bit about TAGAC, shares questions about high school and the ability of students to find their rate and level amongst offerings.

Q: How do you see rate & level being met in high school and what's your take on consistency across high schools for what is available to 9th and 10th graders.

A: I work most closely with the core LA/SS and collaborate with other departments. I was an ESL facilitator for years in another district and know there are lots of TAG kids in that population who are often not identified. For HS ELA, you probably heard we are going through the bond adoption and we are on the state schedule to stay in compliance with the state which means we're adopting ELA curricula - 2 highly rated finalists at the moment that are state approved. They include a lot of extension and differentiation. I'm really excited about the capabilities of both of these options. [Shares [google doc](#) of the 2022 Field Testing Finalists.] I consult with AP, IB, TAG, other programs - a lot of what we do in PPS is site-based and there is definitely variance from site to site.

Q: When we talk about advanced opportunities, are we talking about acceleration AP, etc. or options within the core class? [Matt]

A: This is the core adoption but this will be available to any other programs (AP has its own curriculum).

Q: The curricula are already in use elsewhere?

A: They are state-approved materials. These are from established publishers and we only looked at Ed Reports' highly-rated options (<https://www.edreports.org/>). ELA standards are here: <https://www.oregon.gov/ode/educator-resources/standards/ELA/Pages/ELAStandards.aspx>

Q: How does the curriculum relate to MAP?

A: Both are standards-based, same standards.[KG]

Q: Where is it field-testing?

A: A good range of representation across schools and grades, even though it's been hard to come back from COVID and school disruption.[KG]

Q: What is the usual sequence when kids enter high school?

A: IB at Cleveland and Lincoln. IB diploma classes are 11 & 12. Kids take regular ELA 1-4 in 9th and 10th. Lincoln is starting to align with the IB middle years program and cascading the style of IB into the core offering.[KG]

Q: Which middle schools offer the IB MYP?

A: MYP goes up through 10th, actually, so it's not strictly middle school. Matt may know more.[KG]

A: Some AP classes have prerequisites. Students have more access to APs in 10th grade. There is no PPS policy about who can access AP coursework. Schools may believe AP is a lot for 9th graders. [Matt]

Q: I'm hearing about AP classes and the core. I'm not hearing about what happens if you are a 9th grader and

what acceleration options would be available. Can a 9th grader take a 10th or 11th grade class?

A: The sequence is to start with core ELA 1 & 2. They are recursive and cyclical, very different than math progressions. Scope and sequence align vertically and horizontally. Sometimes there is an honors offering built into the offering. [KG]

Q: Actually honors is specifically a chance to do extra work to earn honors credit at this point, rather than alternative instruction. Is AP the only option beside jumping up a year? [Margaret]

A: We don't have district-wide testing or proficiency assessment in ELA. [KG]

A: You're right, Margaret, there really isn't another option to accelerate. I'm most familiar with exceptions made in Math. The TAG department is funding a current HS student to take coursework at the university level. [Matt]

Q: So there is nothing like SSA for 9th graders, outside of math. [Margaret]

Q: If the school assesses the incoming 9th grade and determines the student is not well-served, what happens? Aside from requiring parent or student advocacy to accelerate.

Q: It would be helpful to have some systemic, operationalized advancement opportunities in ELA. I see it's 7pm and would it be ok to send questions by email?

A: Yes, of course. I posted core standards in the chat. In terms of testing - if that is the direction that the district ends up going, the new curriculum will have tools that could be used to determine proficiency.

Comment: Really interested in your ESL experience too, as it relates to identification.

A: Yes, I'd be happy to come back and bring a colleague to talk about that! [KG, signs off at this point]

Comment: Asynchrony makes proficiency demonstration difficult to align with core standards.

Comment: AP/IB classes have a huge reading & work load and aren't necessarily suitable to a younger student who reads and synthesizes at a high level and needs appropriate advancement. AP/IB isn't necessarily a good answer even if it is available.

Comment: Independent honors work doesn't provide the community learning that advanced students are seeking.

Comment: I'm hearing a desire to have more opportunities to have rate and level needs met in high school and there is concern that AP/IB/dual credit are not providing appropriate differentiation. I think we also need to be realistic about the pace with which our system can change. Much resources are being devoted to making sure all students are receiving grade level curricula and standards. We all know PPS has a core instruction problem. Efforts to differentiate, and consistently, will fall flat until we have that. PPS has a long history of students not being taught at grade level. I am being intentionally optimistic that as we adopt high quality instructional material and make grade level content available to all, then we'll have something to differentiate from. Having resources built in will equip our teachers to meet all students. [Matt]

Q: Have you seen the materials?

A: Not extensively. Ed Reports is a nonprofit that rigorously assesses these materials, mostly to see how they align to standards. [Matt]

Q: Absolutely understand that turning a huge ship is hard work but we already offer 10th grade ELA, why can't students challenge up a level?

A: The answer I've heard is the recursive nature of the curricula. [Matt]

Comment: Difficulty of recursive, cyclic curricula for gifted kids - repetitive, redundant. Needed exposure to new content is once or twice, not 8x and recursion makes it even harder. Definitely have seen this in my own kids with math curricula.

Q: Have you had conversations about SSA in ELA?

A: I don't see the district considering this, but I could be wrong.

III. Updates and New Business

A. TAG Dept update (Matt).

:: Testing update. Almost completely done. I think there are a few students we are still trying to reach for makeup sessions due to absence. Also NNAT for last year's and this year's 2nd graders and for last year's and this year's nominees.

Q: I requested raw scores and RIT scores for my student; I was told by Lisa D & Kim B that those scores had been discarded and were not available. Is it true? Why? How do I obtain them?

A: That is confusing to me. I'll need more information from my staff. That's not my understanding of how those systems work. When I pull up MAP reports, I see all the RIT scores. The percentiles assigned to the RIT score is different according to the NWEA testing portal using seasonal norms.[Matt]

Q: Some families were not notified about TAG or ACCESS qualification and I wondered how the information was sent out. I don't know if I can use the email from the TAG TOSA as evidence of qualification for ACCESS application.

A: We started sending email about ACCESS eligibility a few weeks ago. It was taking too long to send scores for USPS delivery by school.

Q: I contacted a TAG TOSA in December and am still waiting to hear if the scores I provided are acceptable for TAG ID (which we already used for ACCESS qualification). I have written again with no response. I think he was probably given the NNAT but I haven't heard anything back. Should I email you?

A: Everyone is truly doing their best - TOSAs have been substituting and filling in as principals, not an excuse but just reality. I will bring questions about notification back to my team. [Matt]

:: There are 226 applicants for ACCESS at the moment. I think it was 116 last month.

:: 110 teachers signed up for the PD we are offering (we hoped for 50). 5 total sessions (4 completed already, 2 synch, 2 asynch) awaiting final asynch session. Feedback has been generally positive esp around classroom strategies. Also 3 sessions with TAG dept around ID and differentiation are coming up.

:: SSA/WGA. You all saw the email that went out. I didn't cross all the Ts in getting the communication out and ended up provoking some concern. These are not new policies or opportunities. The support we will provide throughout the process has been communicated and concerns are diminishing. As applications start coming in on Friday, I think it will be clear the workload is not such an issue. We have made the guidance clearer and more complete, with opportunities to improve of course. Schools have a set of decision rules to complete the process. We'll be tracking the conversion rate from apps to approvals and comparing to prior years.

Q: Guidance says students could not miss any other work or would have to make it up - that makes it feel like an easy excuse to shut down acceleration. Also is ORVED an option for students who can't get transportation? Some told it's not a possibility but others are using it.

A: ORVED is not ideal for providing 6th grade math, but we have done it for some families. It's entirely asynchronous and a challenge.

Q: I've been told we'd have to drive my student to and from the middle school to have access to SSA and I don't know how that is possible. If we could carpool, that would be a possibility. I

asked about online and other options and was told there were no other options. I'm feeling some barriers and I had to devote a lot of time to trying to sort this out today. I had never heard of most of these things prior to this week. It would have been helpful to know upfront what the standards were and a communication to families who qualify (teachers have been receiving a lot of queries). Also my younger child won't be taking the spring MAP test until after the window closes so that means SSA is impossible. This timing should be looked at.

A: There will be growing pains that I expect to be worked through over the next few months and I am hopeful things will be easier next year, with more systems in place.

Q: How do we keep this momentum going?

A: I'm meeting with Sr Dir for K-5 academics to develop guidance to schools around scheduling. Hopefully this will start to reduce folks' anxiety. 5th and 8th are going to continue to be challenging. (Matt)

Q: Didn't PPS just invest millions in online learning? Can we dovetail with that for SSA? Economies of scale?

A: I have proposed exactly that. I have asked CCR to provide FTE to OLA to offer 6th and 9th grade math to SSA students. I don't know if it will happen for the fall, but I think it will be the longer term plan. (Matt)

Comment: I am so appreciative of the communication going out district-wide. It makes such an impact at the student level to be able to accelerate.

Comment: I have had conversations with school leaders who had no idea that SSA/WGA have existed for many years. I didn't know myself, as a parent of TAG students or as a district employee. [Matt]

Q: Parents having to constantly investigate and fight for opportunity is obviously inequitable. If the district were communicative and proactive, it would help so much. You have kind of an impossible job because you have to bring these things out and advocate for things the district should be providing. I am wondering about the PD - I know it was funded with a grant. Are there plans to continue with more PD? What can we do to help move PD forward?

A: I built extended hours and future contract funding into next year's budget request. Feedback is that the classroom strategies focused on K-8 and we need more high school content. As for what you can do, continue to apply pressure on me and other staff to provide teachers with tools to implement our current service model (reliance on classroom differentiation).

Q: If we were to advocate, who makes the decision to provide adequate ongoing PD and support for SSA, etc? Who should we be speaking with?

A: Dr. Proctor and the board, whomever becomes the new Chief Academic Officer.

Q: And the superintendent? He hires the new CAO?

A: Sure. Show up to board meetings to educate & advocate.

Q: What would need to happen for online to be an option in the fall? Also is it possible to specifically inform qualifying SSA student families directly?

A: I think we need to rethink the role of the TAG facilitator - I think it's too much work and the wrong focus. Ideally at the building level, that role would be the most appropriate person to communicate with families around SSA and WGA. The TAG department doesn't have the capacity to directly work with all the families but we can leverage the facilitators more usefully.

Very idealistically, teachers would be starting these conversations with families, however relying on individuals to do this, there is going to be a lot of variability. In the end it needs to come from both ends. Teachers, TAG facilitators and families all need to be aware. One of the weak links is parent access to actual data. I have personally been notified maybe once about my student's MAP scores in the past 4 years. As for options for 5th and 8th to take SSA class online, the issue is the budget. And I don't anticipate that this is a priority. We are probably talking about 40K of FTE but it also becomes a question of how to make that happen within OLA with its constraints.

Q: What is the barrier for scheduling math blocks?

A: My understanding is that math blocks are staggered so that interventions can be offered for math to different grade levels throughout the day. But I will get more clarity on this when we meet to develop guidance.

Comment: Block scheduling math would perhaps allow more targeted education of students because they are in the correct level and being met according to their academic needs.

Comment: Many thanks to Matt for all your efforts. We're worried that you will move on from overseeing TAG directly.

Tabled topic:

CY1 and CY2 dissolution. How will kids get placed in Algebra -v- 8th grade math? It seems like the information is being kept quiet but we don't know enough yet to communicate publicly. What is the mechanism for placement? Is there a student-driven reason that CY1 and CY2 are not being continued? Is it not successful in terms of HS math performance?

B. Discussion item:

Outreach & Community Engagement: follow-ups to meeting with Jeffrey Wiser, Program Manager of Community Engagement and Student Voice.

Recap: Not only how do we form a more diverse committee but also how do we conduct outreach around TAG to various constituencies that are under-represented.

C. Discussion item:

Priorities for TAGAC going forward. What are you excited about? What problems would you like to solve? What barriers are you feeling?

Maren: Either ACCESS is nowhere big enough or we need to work hard on meeting elementary school students' needs (300+ enrolled plus another couple hundred applicants)

Marnie: I'm not as interested in political things. We talk a lot about communication and I feel like we don't see much improvement. Matt has made some advances this year. There has been no communication about TAG at my child's school this year aside from the annual TAG meeting.

Rani: I am very supportive of TAGAC and want to help kids get services so they don't suffer. I don't know how long we can stay in public school due to my child's extreme asynchrony.

Jenny: I am most disturbed by the attitude among teachers about TAG that came out in the report ODE published in response to the district-wide complaint.

Maren: I learn more from Facebook about how to meet my gifted student's needs than from PPS. Establishing a community and being able to talk to each other is very valuable. All I've received from PPS is an OMSI night.

Marnie: The talks Linda put together were quite good - RubyDawn Lyman.

Margaret: Programming for parents does bring folks together and empower them.

IV. Monthly Business

A. Adopt March notes :: reviewed by email. VOTE: Tanya motion, Marnie seconds. All vote yes.

B. Announcements.

Margaret/OATAG:

::TAG talk Austina de Bonte May 19th. Thanks to all who participated in our website revision project. We have signed up for another Bright & Quirky summit which will be available to OATAG members. The State Board of Education approved the new TAG ID rules language; compliance will first be reported in November 2023. Guidance is being written at the moment and is expected in August. There will be resulting changes in who is ID'd and lots of education and communication will be needed. The new rule is at <https://www.oatag.org/advocacy.html>.

V. Questions from guests

VI. Meeting adjourned

Next meeting: May 11 at 6:30pm via zoom.

May 11, 2022 meeting notes

*Attendees (members' names **bolded**):*

Matt Eide [Interim Sr Director of Academic Programs, which includes TAG], Dana Nerenberg [Director of Learning Acceleration], **Tanya Awabdy, Megan Robertson, Jessica Colby, Jenny Staab, Eric Houghton, Marnie Faust, Jane Chaddick**, Rigel Hope, Rani Vivathanachai, Chase Thompson

Due to the Covid-19 pandemic, this meeting was held via video conference.

Due to conflicting meetings, this meeting started at 7:30

Call to Order

Introductions

Updates and New Business

TAG Dept update (Matt).

We anticipate TOSAs will go back to substituting as COVID cases go up.

SSA: 39 applications submitted to date. Deadline is Friday. We expect maybe 20-30 more applications.

The decision rules have been more broadly shared and we hope most apps will be approved.

WGA: about 20 applications and expecting a few more before the window closes. TOSAs are scheduled to administer IOWA acceleration scales. TAG proctors will pitch in as needed.

ACCESS: Anthony is the best person to provide details on this. Enrollment & Transfer will not be willing to share demographic information until the entire lottery process has been completed (and families accept). I don't have total application numbers to date - the last I looked we were at 250 applications, a week ago. Demonstrates solid interest, but sad for families who did not get in.

Revised ID OAR update (PPS' response). We are beginning the process of establishing local norms to have in place for the fall nomination cycle. Also using next year to establish restructuring of how we ID students for TAG - a more holistic view using a preponderance of evidence rather than a few data points. We will work on how to ID students in creative, leadership and visual & performing arts and then how to serve them. OAR 581-022-2325

Q: How local are we talking? Sounds challenging.

A: Well, we had our first meeting this morning. We need to establish district and building norms.

Q: That sounds like a big jump in SSA and WGA. Representation from schools with low TAG numbers?

A: We have not yet analyzed representation but will do so after the window closes.

And an announcement - my last day is Tuesday May 17th, which has been a hard choice. I have some family requirements that need me to be more available than I can while in this role. Dana is with us today; she will be the person most responsible for the TAG function moving into the next school year.

DN: I've been Director of Learning Acceleration for about a year. Focused on recovery from pandemic and also Summer Acceleration academy, high-dosage tutoring. I've been a principal here and in DC for many years and a classroom teacher previously. Excited about the work and appreciate the parent advocacy here.

Q: What is your TAG experience, Dana?

DN: Lots of hands-on experience at Sitton, a CSI school. I'm committed to the work.

Q: And the twice exceptional aspect? It's more complex than just TAG.

DN: We are doing a lot of aligning as a system, under the guidance of Dr. Proctor. I'm dedicated to not reinventing the wheel and assuring that students are having a consistent, at grade-level experience.

Comment: Welcome and good luck. Your experience at Sitton is going to be really helpful.

TA: On that note, we are connecting with a Migrant Education TOSA (who could not attend tonight) but we'd like to get that ball rolling shortly. (Elena Collazo Santiago) Also following up with Jeff Wiser (Program Manager of Community Engagement and Student Voice).

Q: What does working with Jeff Wiser look like? [Marnie]

A: Connections with community partners and moving work forward.

A: Dual-capacity building - partners learn about TAG, TAGAC learns about needs. You'll want to develop a work plan for 2022-23. [Matt]

Q: Did we receive answers from the math department on SSA?

A: I sent them to Kristin Moon but I haven't received a response since she's been out. I will follow up and cc TAGAC. [Matt]

Q: We will really miss Matt and feel like a lot of work has been accomplished this year. I am interested in sharing the Davidson Institute model of outreach and support. I am happy to share information and walk you through how it works. A lot of it is peer-to-peer, used to be family counselors but too much growth. [Rani]

DN: I'm thinking of the Office of Family Engagement - it is growing a lot, on a regional model to incorporate educators and parent advocates to help families navigate. Parent University curriculum.

Discussion of the ELA materials. Appreciation for the extensions and layers of differentiation.

 6-12 English Language Arts Curriculum Adoption Options

Comment: Questions about DEI and LGBTQ came up in the feedback session.

Q: When is this being adopted?

A: Within the month - to be used in the fall. Look at edreports.org to learn about curricula ratings.

Comment: I really appreciate the chance to see curricula - I don't remember it happening in the past.

Comment: Math has been decided (K-5 iReady, 6-8 MidSchoolMath, HS Illustrative Mathematics).

Monthly Business

Adopt April notes :: will be reviewed by email and adopted later.

Meeting adjourned 8:15p

Next meeting: September TBD