

Portland Public Schools TAG Advisory Council (TAGAC)

November 12, 2013 6:30 – 8:00 p.m.

Meeting Minutes

Attending Members: Terese Bushnell, Johanna Colgrove (appointed), Mark Feldman (Chair), D. Fleskes (appointed)

Absent Members: Mercedes Munoz (appointed), Amy Rueda (appointed), Brenda Ray Scott

Attending Guests: Amy Doan, Kasey Hersey, Susan Lattimore, Mike Marsden, Scholle McFarland, Miriam Zellnik, Maria Sosnowski, Nicole Iroz-Elardo, Dylon Mirti, Michael Breda

Attending PPS Staff: Roxanne Coleman, Kimberly Matier

I. Call to Order and Preliminaries

6:30

1. October minutes approved without change.

II. Old Business and Unfinished Action Items (AI)

1. Kimberly appointed new members: Johanna Colgrove, Deborah F., Mercedes Munoz, Amy Rueda. Kimberly has additional applications still under consideration but wants to extend another outreach to the Madison, Franklin, and Roosevelt clusters. She will appoint a final group of members at the January 2014 meeting.
2. Several changes in wording from the Sept meeting minutes were requested. These were agreed upon and the wording was corrected. This included much discussion about using TAG funds for OMSI classes for all students in a class. Some felt that the TAG funds should not be used for all students in the class and that the budget should be used only for the TAG students. No decision was made by Kimberly. Mark suggested that an adhoc committee be formed to present a recommendation from the TAGAC. Motion raised and seconded. D. Fleskes will be the head of the committee: TAG Fund Recommendation Committee.
3. **AI: Status of SSA process being posted on TAG website:** SSA status is covered in “Conversations with PPS.”
4. **AI: Details on how school TAG budgets are set:** Roxanne presented detailed slides and explained the way the TAG Budgets are allotted to schools. [The slides with details are available on the TAG website.]
5. **AI: Can parents observe school staff meetings when TAG PD is presented?:** Kimberly reported that because student personal information is sometimes discussed, parents are not generally able to observe staff meetings. Other AI’s will be carried forward.
6. **Other AI’s will be carried forward.**

III. Conversations with PPS

1. Kimberly presented on the new Single Subject Acceleration framework. [The following summary is probably correct, but the slide presented, titled “PPS Single Subject Acceleration Pathway” is available on the TAG website under “Early Entry and Acceleration” and clicking on “Single Subject Acceleration.” That slide is the definitive information.]
 1. Screening Criteria:
 - a. Student is TAG identified or in the process of being considered for TAG identification.
 - b. Student has scored in the 99th %ile on OAKS or 97th %ile on a district provided assessment.
 - c. The student’s school provides the following:
 - i. Student has received an EXCEEDS score (using ODE scoring guide) on a DOK level 2-3 grade level work sample.
 - ii. Student has received an EXCEEDS score on End of Unit Assessments
 - d. Parents, teacher, TAG coordinator and principal have meet to discuss the student’s rate and level of learning
 - e. If criteria have been met, Parents have completed an application for Single Subject Acceleration.
 - f. Principal contacts PPS district office of Instruction, Curriculum and Assessment (ICA) to request consideration for single subject acceleration.
 2. If student meets the screening criteria the following Determination Process occurs:
 - a. Student is given a grade level by-pass test and/or CCSS aligned Comprehensive Growth Assessment (DOK level 2-4) and must earn a score of 97% correct or higher.
 - b. Student is is graded on 2 grade advanced work samples/performance tasks and must earns an EXCEEDS score on both.
 - c. Student may also be given additional assessments including: Iowa Test of Basic Skills, Compacted Assessment of Readiness (CAR) and other nationally normed assessments.
 3. If student meets the Determination Process criteria:
 - a. The teacher, ICA staff and principal develop a SSA plan which they share with the family. The placement is made and the principal and family will check in with the new teacher after 2 weeks to confirm that acceleration is progressing well.
 - b. The student takes future OAKS tests according to the subject advanced grade.

- c. The teacher, principal and family review progress at the end of the year to confirm that acceleration has been successful.
- 4. If student does not meet the Determination Process criteria: (or the timeline for this process has passed), the student's teacher will use advanced grade level-core instruction:
 - a. Increased depth and complexity
 - b. Ongoing focus of CCSS mathematical practices
 - c. Increased rigor and relevance- higher level thinking skills, tasks and questions
 - d. Tiered lessons
 - e. Learning Environment grouping

IV. Committee Sessions

None this month.

V. New Business

- 1. There was discussion about how parents know that increased depth of complexity and rigor/relevance is being implemented in the classrooms. Kimberly explained that principals and TAG coordinators will be making sure teachers are getting the district PD on rigor and relevance, and that as a part of the TAG building plans this is an emphasis for grade level teams and PLC meetings.
 - a. Question posed: Can members of the TAGAC be trained on the PD that is being given to the TAG coordinators? Yes. Kimberly will arrange for that.
- 2. Kimberly and Roxanne will not be attending the December meeting, so that will be dedicated to Committee Work Sessions. Remember, you do not need to be a TAGAC member to be on a Committee.

VI. Questions and Comments from Guests

VII Adjourn

8:40

Due to continuing discussion, the meeting continued late and was adjourned at 8:40.

NEXT MEETING

Tuesday December 10, 2013 from 6:30 - 8:00 p.m.

BESC (District admin. building) at 501 N. Dixon St, 97227 Mazama Room (2nd floor behind cafeteria)