

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

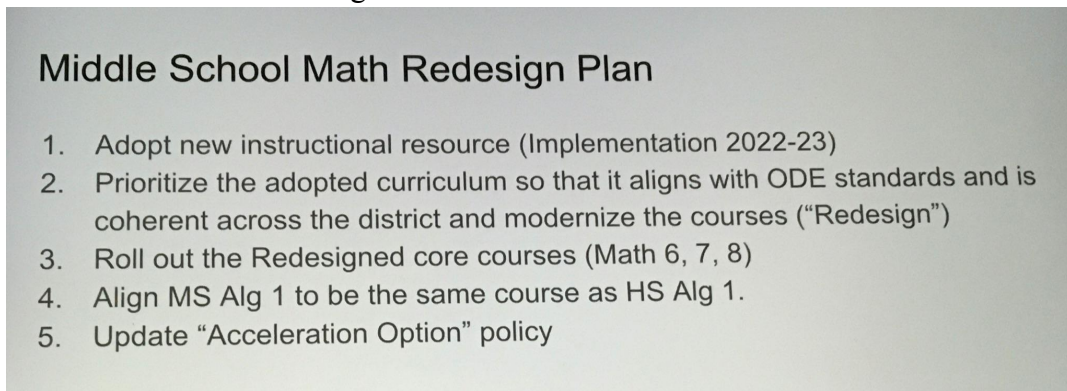
Introductions

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)

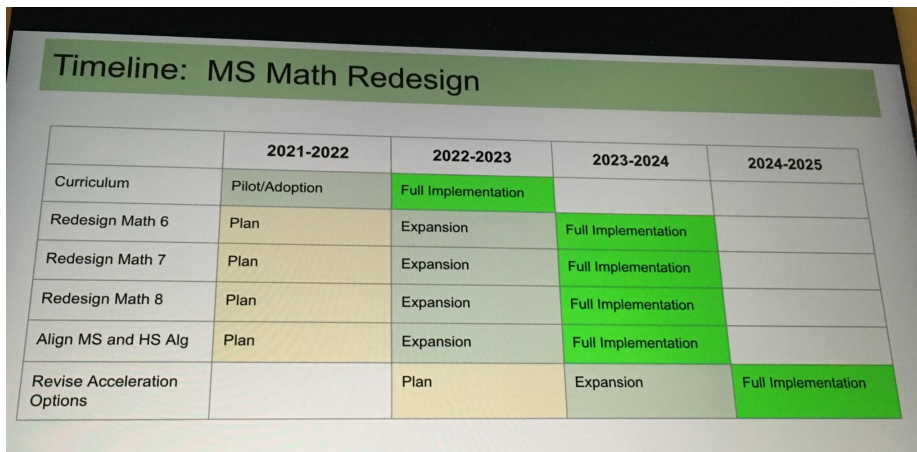
We brought some slides to share and are open to questions. I visited TAGAC in April 2021 with Patrick Callahan. There are some updates here to what we shared then.

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.