

Jan.25,2016

Tribune Questions regarding TAG:

1) Why do you believe the district is in compliance?

PPS has reviewed the OARs regarding TAG and believe we are in compliance. District staff is also working with ODE to ensure we're meeting OARs. At the same time, we're continuing to build a strong program to meet the unique needs of our TAG students.

2) What has changed since 2011 and has the action plan continued to be implemented?

PPS has designed a three-year plan that details the goals and vision of our department. We have been working on continued support of acceleration options for our students.

Here are a few examples of how the work has progressed since 2011:

- This year we have been developing a "Scholars' Program" with several elementary schools and have begun implementation by providing guidance, professional development and coaching. The TAG department staff have been personally working with students, supporting and modeling for teachers, and meeting with grade level teams to discuss and plan for more complexity in lessons to continue to better meet the rate and level of students. .
- The TAG department created a new District TAG Plan along with a new TAG Facilitator Guide to help support our schools, teachers and students. This past fall, every building began to work in teams to renew their TAG plans as an update to our work. There are also trainings for TAG Facilitators on various professional development experiences.
- We are planning on developing and implementing district-wide opportunities for TAG students and other learners with similar passion and interests such as the "2016 Oregon Spellers". We want to see these opportunities as well established experiences for our kids and to continue to find more enrichment opportunities for students at a district level such as a 3-8 Science Fair, Odyssey of the Mind, EXPO, Debate Clubs, Battle of the Books, Oregon Writing Festival, etc. We want to encourage a district culture around inquiry, critical thinking and community involvement that honors intellectualism and scholarly behavior. TAG has never taken this on before.

3) Why does ACCESS Academy exist and what do you see as its role in TAG services going forward?

The ACCESS Academy Alternative Program is for students who demonstrate exceptional performance as measured on one or more standardized tests. Exceptional performance is defined as being in the 99th percentile (99%) or above on one or more nationally-normed, but test scores are not the sole criterion for admission to ACCESS. A student's demonstrated need for an alternative program – including social-emotional factors and achievement in his/her current school setting – are considered when students apply to ACCESS.

ACCESS is a part of the continuum of services that PPS has available for TAG students.

4) Any other reaction to this letter?

PPS appreciates the continued advocacy of our TAGAC. This has been an engaged and committed group of parents. In the last year, PPS has made a number of important strides for our TAG students and is still working in collaboration with TAGAC to accelerate that work.