



# Board of Education Informational Report

## MEMORANDUM

**Date:** January 22, 2019  
**To:** Members of the Board of Education  
**From:** Dr. Yvonne Curtis, Deputy Superintendent  
**Subject:** Talented and Gifted District Plan

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### **Overview:**

This memorandum provides a summary of the key goals and actions of our PPS Talented and Gifted District Plan of Action for 2019-2022. The plan is attached to this document and indicates our three-year actions to ensure implementation in every school. Following this summary, we articulate both the Division 22 administrative rule we reported to be out of compliance with in 2018 and the corrective actions we have taken.

### **Portland Public Schools TAG Plan Goals**

PPS has five major goals for providing comprehensive TAG services across the district:

1. **Goal- Improve the TAG identification process to automate identification and increase identification of historically underserved students.**

**Action:** District will provide universal testing in the fall for all 2nd graders using the Naglieri 3 and the NWEA MAP assessment. PPS will use the Naglieri 3 for intellectual identification and spring SBAC and NWEA MAP (nationally and locally normed test results) assessments for identification of talented and gifted in the areas of Math and Reading in Grades 3-12. Teacher and parent checklists and work samples may also be used for secondary evidence of identification when necessary. This action provides a systematic approach to identifying students which removes the barrier in our current identification process. We will strive to identify and provide services for all eligible students unless parents choose otherwise.

2. **Goal - Provide the professional development that prepares every teacher to provide instruction at the rate and level for every TAG student.**

**Action:** District will provide professional development to TAG facilitators, teachers, and administrators in meeting rate and level, depth of knowledge, instructional strategies, and use of formative assessments to inform instruction.

3. **Goal- Include differentiation and TAG extension options into all units during the core curriculum development.**



## Board of Education Informational Report

Action: District will include in-depth Depth of Knowledge (DOK) TAG extensions and differentiated lessons, activities, opportunities, and projects into each GVC unit written in the new common core curriculum documents.

#### 4. **Goal- Use formative assessment to inform classroom instruction.**

Action: District will use Measures of Annual Progress (MAP) assessment results/RIT scores to provide personalized learning opportunities for each student to meet rate and level in MAP assessed classrooms. Additionally, we will be able to monitor students' progress over time.

#### 5. **Goal- Create individual instructional plans for all talented and gifted students in the district.**

Action: District will work with campus committees that include teachers, TAG facilitators, and parents to create individual instructional plans to identify learning goals and identify classroom practices that would meet individual students learning needs.

These are the goals we plan to address through our 2019-2022 District TAG plan. Steps identified in the attached document include a timeline for implementation. We will continually refresh and adjust professional development to provide ongoing support to teachers and administrators.

### **Oregon State Division 22 Administrative Rules**

Portland Public Schools was required to take corrective action in 2018 to come into compliance with the Oregon State Division 22 OAR 581-022-2500(4) which states: "The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning."

According to the **Oregon Revised Statute (June 22, 2012- ORS 343.409)** a school district shall provide educational programs and/or services to talented and gifted students enrolled in public schools under rules adopted by the Board of Education. There is no specific definition for how a district must design such programs or services but a flexible system of viable program options that provide a learning continuum developed throughout the district and reinforces the strengths, needs, and interests of TAG students should be taken into consideration.

The response from the Oregon Department of Education (ODE) to our PPS plan for corrective action stated, "It is the Department's interpretation of its rule that each individual TAG student will be provided instruction at her or his rate and level of learning whenever appropriate to that particular student's TAG identification. In order for this to happen, teachers must be able to differentiate instruction and continually assess to determine whether rate and level is being met for each TAG identified student. In consultation with the Department, the district has proposed



## Board of Education Informational Report

corrective action that includes professional development for all teaching staff. TAG staff has indicated that the professional development will include targeted rate and level instructional practices. We have determined that this corrective action is appropriately tailored to address the deficiency reported by the district.”

In PPS we have a Board Policy that directs us to provide classroom or school programs designed to promote educational opportunity for talented and gifted students commensurate with their ability. In order to meet this requirement we must meet the rate and level of our TAG students. As a district we have not yet fully met District 22 requirement to show that we do in fact meet rate and level of TAG students in the instructional setting. First, we must ensure that all teachers have an understanding of rate and level and how we can meet this standard in the classroom. This is why we recommend that we provide professional development about rate and level for our corrective action. The first round of professional develop will be complete by January 31, 2019 bringing us into compliance with the 2018 corrective action.

The steps identified in our 2019-2022 TAG plan will bring PPS into compliance of ensuring all TAG students are identified and will receive instruction at their rate and level.

### Attachments:

1. Talented and Gifted District Plan
2. TAGAC End of Year Report 2017-2018
3. TAG student demographics

## **PPS Talented and Gifted Advisory Council End-of-Year Report, June 2018**

The District's TAG Advisory Council (TAGAC) is charged to make recommendations to the TAG Administrator, the Superintendent, and the School Board with respect to services for talented and gifted students in Portland Public Schools. This serves as our end-of-year report for the 2017-2018 school year.

Although we have seen improvements since the school district hired a dedicated TAG Director in 2015—including, notably, implementation of true universal TAG testing for cognitive ability in 2nd grade and streamlining of testing—many areas of concern with TAG services are unchanged since the Oregon Department of Education last worked through a corrective action process with Portland Public Schools between 2009-2011. Namely, the district continues to lack concrete and predictable services that meet all identified students at their accelerated rate and assessed level of learning as required by Oregon Administrative Rule 581-022-2500. PPS has self-reported its non-compliance with Division 22 TAG requirements for the past two years.

We assert that these issues cannot be tackled by the TAG department on its own, as they cross departmental, curricular, and budgetary boundaries. Truly addressing them requires not only a district champion in the shape of the TAG department, but also that TAG learning be included as a regular part of discussions across the system.

We believe this is a moment of great opportunity. As our new PPS leadership team brings online new assessment tools and creates scope and sequence plans, it can ensure that teachers finally have the structural and curricular tools they need to support all our district's learners, including the atypical ones.

While these changes are underway, we expect all of these best practices for accelerated learners to be maintained or improved:

- Universal 2nd grade testing for cognitive ability
- Early entry to kindergarten
- Whole grade acceleration
- Single subject acceleration in mathematics
- Compacted math (CY1 and CY2) at all K-8 and middle schools<sup>1</sup>
- ACCESS Academy alternative school for highly gifted students

In addition, here are specific areas of focus we believe could improve accelerated learners' experience in PPS and help bring the district into compliance with state law.

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<sup>1</sup> Until recently, the district routinely did not offer compacted math at most Title 1 schools. See "Portland Public Schools Shortchanges Low-income Students in Classes and Class Time," Oregonlive.com 1/2016: [http://www.oregonlive.com/opinion/index.ssf/2016/01/portland\\_public\\_schools\\_shortc.html](http://www.oregonlive.com/opinion/index.ssf/2016/01/portland_public_schools_shortc.html)

## **TAG identification and Services for English Language Learners**

*“[R]equire that assessments for identification of academically gifted students are administered in the native language of ELL students when appropriate assessments are available in those languages.”*

*“[P]rovide for and carry out policies for the identification of ELL students who have the potential to perform at the 97th percentile for academic achievement when there are no standardized tests available in the students’ native language.”*

*Oregon Department of Education letter to PPS, 11/2009<sup>2</sup>*

In the Oregon Department of Education’s letter to PPS in 11/2009, ODE specifically instructed PPS to work on increasing the representation of ELL students in TAG. Still, in the 2015-16 school year—the most recent year that TAGAC has comparative data for—ELL students were the least represented of all historically underserved groups in TAG with fewer than 1 percent of TAG students also classified as ELL, as opposed to 8 percent of all district students. It is unclear how many former ELL students are TAG identified. We anticipate a gap due to overwhelming trend of racial disparities in identification for gifted education<sup>3</sup>. Yet we encourage the district to track this metric to show progress in closing the achievement gap for highly-capable emergent bilinguals.

The TAG Department’s recent proposal to use the Culturally, Linguistically and/or Economically Diverse (CLED) Scales for identifying TAG Potential students may be a step toward fulfilling this promise. However, PPS also needs to acquire tests and proctor student testing in all 5 of PPS’ supported languages. As part of a systemic approach to TAG services, this testing could be discussed as part of “newcomer services,” now under development in order to match students with appropriate services before they become further at risk.

Although representative identification is important, ***TAG identification only matters if it is paired with targeted interventions that keep students engaged and growing academically; this is especially true for historically underserved populations***. For this reason, we request that PPS also implement services to serve TAG ELL students at their accelerated rate and assessed level of learning.

Dual language immersion programs (DLI) are an obvious opportunity to reach ELL-TAG students<sup>4</sup>. Culturally relevant push in or pull out services for the DLI setting should be developed. Current scope and sequence, curricular materials, and professional development for DLI lag behind an already antiquated PPS system. Some PPS schools state that the mere existence of DLI<sup>5</sup> or world language<sup>6</sup> is a TAG service. This may be true in the early years for a native English speaker, but it is certainly not true for the accelerated language arts learner whose native language is the target language. TAGAC also fields questions about students—particularly in early elementary school—who are not provided instruction at their assessed rate and level for math in DLI because their grasp of mathematical terms in the target language is relatively weak. The rate and level of math instruction should match the mathematical ability, even if it requires language scaffolding in the DLI context. Finally, the

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<sup>2</sup> See [http://www.tagpdx.org/ODE\\_to\\_PPS\\_11\\_12\\_09.pdf](http://www.tagpdx.org/ODE_to_PPS_11_12_09.pdf)

<sup>3</sup> See “The “Invisible” Gifted and Talented Bilingual Students”

<http://journals.sagepub.com/doi/abs/10.1177/0162353211432041?journalCode=jegb> and “Identifying English Language Learners for Gifted and Talented Programs” <https://www.tandfonline.com/doi/abs/10.1080/02783193.2007.11869221>

<sup>4</sup> See “Dual-Language Gifted Education and Its Evaluation” [https://link.springer.com/chapter/10.1007/978-1-4020-6162-2\\_66](https://link.springer.com/chapter/10.1007/978-1-4020-6162-2_66)

<sup>5</sup> <https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/196/Building%20TAG%20Plans/Scott%20BuildingTAGPlan2016-2018.docx>

<sup>6</sup> [https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/196/Building%20TAG%20Plans/Chavez\\_TAG\\_Plan\\_2016\\_2018.doc](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/196/Building%20TAG%20Plans/Chavez_TAG_Plan_2016_2018.doc)

district should explore creating dual-language immersion/TAG focus option schools or strands—like those in Tucson, AZ<sup>7</sup>; Pinellas County, FL<sup>8</sup>; El Paso, TX<sup>9</sup>; and Salt Lake City, UT<sup>10</sup>.

### **TAG Identification and Services for Twice Exceptional Learners**

*“Both [SPED and TAG] have responsibility, and both should work in cooperation with students who are twice exceptional.”*

*“The legal requirements are the same as with a TAG student who is not twice exceptional. The student’s abilities will determine appropriate instruction.”*

*Oregon Department of Education TAG FAQ<sup>11</sup>*

Twice exceptional students—those who have advanced cognitive abilities or achievement in math or reading that coexist with specific learning disabilities like attention deficit hyperactivity disorder, autism spectrum disorder, dyslexia, or dysgraphia—are a heterogeneous sub-population that is at high risk both academically and social-emotionally<sup>12</sup>. In order to stay on track for high school graduation, these students may require interventions to manage frustration, socio-emotional wellbeing, and increasing academic demands.<sup>13</sup>

Twice exceptional students are a difficult subpopulation to identify as TAG because their cognitive ability may mask their disability—particularly in elementary school<sup>14</sup>. Twice-exceptional students may also be less likely to get supports through an Individualized Education Program (IEP) because they are more likely to be working at grade level than similarly disabled peers<sup>15</sup> and may thus be steered towards, or only eligible for, 504 plans<sup>16</sup>—a sub-group PPS does not track. In the 2015-16 school year—the most recent year that TAGAC has comparative data for—5 percent of TAG students were also receiving special education service through an IEP, as opposed to 13 percent of all district students. Yet 11 to 14 percent of students at the district’s alternative school for highly gifted students, ACCESS, have an IEP. Understanding these identification trends—including 504 numbers and the distribution within TAG qualifying scores—will be critical to addressing issues of twice-exceptional learners in PPS.

We also request that PPS examine its special education (IEP and 504) and discipline processes to identify and implement practices that would increase coordination with TAG identification and services. A systematic approach to this issue would cross the boundaries between Special Education staff, classroom teachers, and the TAG department to include professional development around characteristics common to underachieving gifted students. It would also include triggers for one-on-one educational testing—such as the Wechsler Intelligence

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<sup>7</sup> <http://hollinger.tusd1.schooldesk.net/Home/ctl/view/itemid/144382?returnurl=http://hollinger.tusd1.schooldesk.net/>

<sup>8</sup> <https://www.pcsb.org/Page/6792>

<sup>9</sup> <https://www.episd.org/Page/667>

<sup>10</sup> <https://emerson.slcschools.org/academics/programs-options/extended-learning-program-elp>

<sup>11</sup> <http://www.oregon.gov/ode/learning-options/TAG/Pages/TAG-FAQ.aspx>

<sup>12</sup> See “Twice Exceptional: Multiple Pathways to Success”. [https://link.springer.com/chapter/10.1007/978-1-4020-6162-2\\_23](https://link.springer.com/chapter/10.1007/978-1-4020-6162-2_23)

<sup>13</sup> See “Critical Issues in the Identification of Gifted Students with Co-existing Disabilities: The Twice Exceptional” in Sage Open: <http://journals.sagepub.com/doi/pdf/10.1177/2158244013505855>

<sup>14</sup> See “The Identification of Gifted Students with Learning Disabilities: Challenges, Controversies, and Promising Practices.” [https://link.springer.com/chapter/10.1007%2F978-1-4419-9116-4\\_3](https://link.springer.com/chapter/10.1007%2F978-1-4419-9116-4_3) and “Creating a Toolkit for Identifying Twice Exceptional Students” <http://journals.sagepub.com/doi/abs/10.4219/jeg-2007-513>

<sup>15</sup> See “The Identification of Gifted Students with Learning Disabilities: Challenges, Controversies, and Promising Practices.” [https://link.springer.com/chapter/10.1007%2F978-1-4419-9116-4\\_3](https://link.springer.com/chapter/10.1007%2F978-1-4419-9116-4_3)

<sup>16</sup> Section 504 of the Rehabilitation Act requires that schools make accommodations for students with disabilities who do not require specialized instruction.

Scale for Children—by a school psychologist as part of both the TAG and the districts’ system of behavioral support systems<sup>17</sup>. Likewise, TAG personnel should also attend TAG identified students’ IEP meetings. This cooperation is particularly important for twice-exceptional students because instruction at the appropriate rate and level can be a critical intervention to increase their self-worth and reduce negative behaviors and alienation associated with school<sup>18</sup>.

### **Rate and Level Instruction in Elementary Schools**

*“[The district must show] evidence of use of TAG Lesson Planning Template with embedded TAG lesson.”*

*“Pre-assessment was in place in many lesson plans, but whole group instruction continued. Therefore, pre-assessment appeared not to drive instruction for TAG students.”*

*“The building TAG plan is not a substitute for clear communication with parents and students about accelerated learning opportunities.”*

*ODE corrective action letter to PPS, 5/2011<sup>19</sup>*

The district has long claimed differentiation in heterogeneous classrooms as its main technique for delivering TAG services while failing to provide teachers with professional development in TAG best practices or standardized curricular materials for out-of-level learners. ***Our new leadership has an opportunity to make radical progress with these issues when designing scope and sequence and planning the new roll-out of district professional development.***

Mindful inclusion of TAG extensions in scope and sequence work, for example, would be a big step towards supporting teachers’ efforts to differentiate, especially if teachers also have access to adaptive assessment tools that can accurately test how far above grade level a student is working.

Additionally, the system-wide adoption of two proven best practices—clustering TAG students with similar strengths in groups of 3-5 in elementary classrooms<sup>20</sup> and using flexible ability grouping<sup>21</sup> for instruction—could make differentiation much more effective. Both these techniques were included in the TAG Department’s proposal for a continuum of TAG services, presented to the School Board’s Teaching and Learning Committee on 3/8/17.<sup>22</sup> Notably, these techniques are used successfully by neighboring districts that serve a higher percentage of historically underserved students, such as David Douglas.

Elementary school administrators usually point to the difficulty of aligning schedules as the biggest structural barrier they face when providing one of the most proven of TAG services, acceleration. This problem, however, is not present in middle school as students move to a 6 or 8 period day. Middle schools also provide economies of

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<sup>17</sup>See “The Identification of Gifted Students with Learning Disabilities: Challenges, Controversies, and Promising Practices.” [https://link.springer.com/chapter/10.1007%2F978-1-4419-9116-4\\_3](https://link.springer.com/chapter/10.1007%2F978-1-4419-9116-4_3)

<sup>18</sup>See “Interventions work, but we need more!” [https://link.springer.com/chapter/10.1007/978-1-4419-9116-4\\_11](https://link.springer.com/chapter/10.1007/978-1-4419-9116-4_11)

<sup>19</sup> See letter from Oregon Department of Education, 5/2001: <http://www.tagpdx.org/PPS%20ltr%20mailed%205-31-11.pdf>

<sup>20</sup> See Karen B. RFogers, Ph.D’s “Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child”: <http://www.greatpotentialpress.com/re-forming-gifted-education>

<sup>21</sup> See James A Kulik and Chen-Lin C. Kulik’s “Effects of Ability Grouping on Student Achievement”: <https://www.tandfonline.com/doi/abs/10.1080/1066568870230105?journalCode=ueee20>

<sup>22</sup> See meeting materials for details: [https://www.pps.net/cms/lib/OR01913224/Centricity/domain/171/board%20committees/teaching%20and%20learning/3\\_8\\_17%20TL%20Final%20Packet.pdf](https://www.pps.net/cms/lib/OR01913224/Centricity/domain/171/board%20committees/teaching%20and%20learning/3_8_17%20TL%20Final%20Packet.pdf)



scales when dealing with accelerated learners, as students come together from multiple feeders. The TAG Department's proposal for a continuum of TAG services included middle school academies that offered cohort classes in humanities and science as well as ability placement in math, allowing students to accelerate beyond the present compacted math pathway. Beaverton offers a similar model with their SUMMA academies for middle school students who meet specific qualifications.<sup>23</sup>

### **Access to Accelerated Learning Opportunities in Middle and High School**

*"Provide access for all TAG students to accelerated programs, including programs that may not be available in a student's own school."*

*"Fulfilling the Oregon TAG mandate must include 'proof of systemization of accelerated learning opportunities, especially postsecondary options available to TAG students at all PPS high schools.'"*

*Corrective Action letter from Oregon Department of Education to PPS, May 31, 2011 and July 1, 2011.*<sup>24</sup>

Acceleration is the most effective curriculum intervention for TAG students; a review of 380 studies revealed that almost all forms of acceleration result in growth in achievement<sup>25</sup>. The Oregon TAG mandate should be most easily fulfilled in middle and high school, as students have more opportunity to access classes that fit their advanced level (if not their accelerated rate) of learning in different subjects. However, limited access to advanced coursework has been a frequent target of corrective action for PPS and has reemerged as an issue recently.

Although School Board Policy 6.10.100-P<sup>26</sup> says that students should receive high school credit for equivalent course work taken prior to 9th grade, a proposal now under discussion<sup>27</sup> would limit which science classes count toward graduation requirements and specifically forbid students from taking one or more of the required science courses in middle school. The first of these courses to be implemented, freshman Patterns Physics, was designed specifically for students who have not completed Algebra. This creates a disconnect with PPS' only widely-used path to acceleration, Compacted Math, which is taken by students across the district.

While we appreciate efforts to create a clear pathway for science, we must note that ***to comply with state law, PPS must provide clear pathways for acceleration***. Recent actions remove an opportunity for acceleration rather than expanding it. Alternative paths to acceleration might include developing a standard middle school offering of Patterns Physics available to students who have science interest; allowing students to test out of Patterns science curricula; and adding lessons that cover NGSS standards into the AP and IB curriculum so that these courses can be used to cover this material at a more advanced level. As it may be easier, logistically, to support students who need radical acceleration in one PPS high school, the district could also revive the ACCESS Academy high school program<sup>28</sup>

<sup>23</sup> For a description of Beaverton's SUMMA program, see [https://www.beaverton.k12.or.us/depts/tchlrn/Pages/TAG\\_Summa-Information.aspx](https://www.beaverton.k12.or.us/depts/tchlrn/Pages/TAG_Summa-Information.aspx)

<sup>24</sup> See Corrective Action letter May 31, 2011: <http://www.tagpdx.org/PPS%20ltr%20mailed%205-31-11.pdf> and also Corrective Action letter July 1, 2011: <http://www.tagpdx.org/PPS%20ltr%20mailed%207-1-11.pdf>

<sup>25</sup> Colangelo, Nicholas; Assouline, Susan G.; Gross, Miraca U. M. "A Nation Deceived: How Schools Hold Back America's Brightest Students." Iowa City, IA. Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, 2004.

<sup>26</sup> Board Policy 6.10.100-P, High School Credit Earned Prior to Ninth Grade: <https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/6.10.100-P.pdf>

<sup>27</sup> See minutes for 4/9/2018 Teaching and Learning Committee, [https://www.pps.net/cms/lib/OR01913224/Centricity/domain/171/board%20committees/teaching%20and%20learning/T\\_L%204\\_9%20Notes.pdf](https://www.pps.net/cms/lib/OR01913224/Centricity/domain/171/board%20committees/teaching%20and%20learning/T_L%204_9%20Notes.pdf)

<sup>28</sup> ACCESS was approved as a 1-12 program by School Board Resolution 2148. It is described in the original ACCESS charter: [http://www.pps.k12.or.us/depts/tag/program/access\\_draft5.pdf](http://www.pps.k12.or.us/depts/tag/program/access_draft5.pdf)



(currently located at Grant high school, but unsupported by PPS or Grant administration), open up admissions for the program at 9th grade, and develop an acceleration pathway at a single high school.

### **Predictable and Automatic TAG Services**

*“Institute a monitoring process to make TAG program policy implementation and practice consistent across the entire district. While the district may want to allow individual buildings a measure of autonomy as they serve communities with unique identities and populations, the district must demonstrate that it is upholding its responsibility to see that those buildings comply with the TAG statutes and administrative rules.”*

*ODE corrective action letter to PPS, 11/2009*

No matter what TAG services PPS offers, students must also be able to access them automatically—without parent intervention or advocacy. The current Compacted Math pathway is a good example of a pathway that is relatively easy to access. We believe, for instance, that a 90th percentile score on a nationally-normed math achievement test—either during SBAC testing, as that continues, or Iowa testing—should *automatically* trigger an offer of Single Subject Acceleration (SSA) in Mathematics. Instead, a child that just demonstrated a high level of achievement compared to age-level peers is subjected to more tests in a deficit-based framework looking for knowledge “gaps.” The district must put uniform structural supports in place to get students the instruction they need. The current policy of requiring parents to transport their 5th or 8th grade students daily to the nearest middle or high school for instruction if they pursue single subject acceleration is a shameless inequity that could be prevented by system-wide thinking and support structures.

### **A Dedicated TAG Administrator**

As a final note, we want to acknowledge the departure of the current TAG director, Andrew Johnson, to take a principal position in southwest Portland. Although efforts to institute true TAG services across the district require inter-departmental efforts, we expect the district to fill this important role as the point person for TAG services. In the recent past, when the head of the Teaching and Learning department was charged with TAG among many other duties, the result was no district focus on TAG learning at all. The person who fills this position should have a background in TAG education and must be included in critical discussions taking place now about scope and sequence and professional development. We look forward to collaborating with Mr. Johnson’s successor at monthly TAGAC meetings to ensure that our district meets the needs of all its learners.

This report was approved by a unanimous vote of the TAGAC membership on June 11, 2018.

Sincerely,



Scholle McFarland

TAGAC Chair

**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

**ELEMENT ONE: ORS 343.397 (1) and OAR 581-022-1330 (1) - (3) (a)**

**STATEMENT OF THE SCHOOL DISTRICT POLICY ON THE EDUCATION OF  
TALENTED AND GIFTED STUDENTS**

**☒1 A: POLICIES: Local School Board Policies:**

**PPS School Board Policy: 6.10.015-P**

**Talented and Gifted Education**

1. The district is committed to an educational program that recognizes the unique value, needs and talents of the individual student. Curriculum and instruction designed to meet the level and rate of learning of talented and gifted students is an integral part of this commitment. Talented and gifted students means those children who require special education programs or services, or both beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas:
  - a. Intellectual ability
  - b. Unusual academic ability in reading or mathematics
2. The Board, therefore, directs district staff to provide classroom or school programs designed to promote educational opportunity for talented and gifted students commensurate with their ability.
3. The district has established an appeals process for parents to utilize if they are dissatisfied with identification process or appropriateness of programs and services provided for their talented and gifted student.

*History: Adpt 3/10/83; Amd 10/26/95; Amd 9/9/02; BA2421*

**☒1B: POLICIES: District's Mission Statement:**

**Mission:** Every student **by name** prepared for college, career and participation as an active community member, regardless of race, income or zip code.

**☒1C: POLICIES: Talented and Gifted Education Philosophy:**

**TAG Department Vision for 2018-2019**

Encouraged by the PPS equity policy and community input, we are investing in improvements in our effort to create a program to meet the unique and diverse needs of all students. We will collaborate with all neighborhood schools to support programs to address TAG students' needs, develop and nurture students who show potential for demonstrating high levels of critical thinking, and establish a pathway to positive partnerships with families.

# Portland Public School District

## Talented and Gifted Education Plan 2019-2022

TAG students will become collaborative learners who have the skills necessary to positively impact the world around them.

PPS has five major goals for providing comprehensive TAG services across the district:

1. **TAG identification improvement-** improve universal screening practices to automate identification and to increase identification of historically underserved students.
2. **Professional development for staff-** train TAG facilitators, teachers, and administrators in rate and level, depth of knowledge, classroom look fors, and using formative assessments to inform instruction.
3. **Curriculum development-** include in-depth DOK/TAG extensions and differentiated lessons, activities, opportunities, and projects into each GVC unit written in the new common core curriculum documents.
4. **Use formative assessment to inform instruction-** use MAP assessment results/RIT scores to provide personalized learning opportunities for each student.
5. **Create individual instructional plans** - work with campus committees that include teachers, TAG facilitators, and parents to create individual instructional plans to identify learning goals and identify classroom practices that would meet individual TAG students learning needs.

### ELEMENT 2: ORS 343.397 (2) and OAR 581-022-1330 (1) - (3) (b)

#### **AN ASSESSMENT OF CURRENT SPECIAL PROGRAMS AND SERVICES PROVIDED BY THE DISTRICT FOR TALENTED AND GIFTED CHILDREN**

Talented and gifted education is a needs-based program emanating from the student's identified need for TAG services. Once identification is established, the student should receive instruction aligned to her/his area(s) of identified need(s) or strength(s). Current services in PPS vary by campus and classroom.

#### **2A: TAG SERVICE - IDENTIFICATION: Identification, Instruments, Body of Evidence, Cumulative Record File, Transfer Students**

Currently Portland Public School District uses the CogAT 7 for intelligential identification in grades K-12, ITBS K-2 for academic identification in Math and/or Reading and the SBAC spring scores for grades 3-12. All 2<sup>nd</sup> grade students are screened using the CogAT 7 Screener in the fall for possible TAG identification. For the school year 2018-2019 the TAG Department identified 1,183 2nd graders who met the threshold of 75% or higher to be nominated for full CogAT test for intellectual giftedness. Eighty two percent of the students identified in the screener applied for further testing in order to be potentially identified. Portland Public School District currently has 2,654 students identified under the category of General Intellectual, 2,447 identified as Academic in Math, 2,979 identified as Academic in Reading and 1,983 as Potential to Perform. Some of these students identified may have

## **Portland Public School District**

### **Talented and Gifted Education Plan 2019-2022**

qualified in more than one area and have been counted more than once. Presently, the body of evidence used to identify students for TAG services includes: TAG Nomination and Identification Forms, students work samples, nationally and locally normed test results, and parent and teacher surveys. The TAG eligibility team consists of the schools' TAG Facilitator, and/or school administration, the child's classroom teacher(s) and a TAG TOSA (teacher on special assignment). The TAG Department verifies accuracy and confirms identification.

In an attempt to increase the identification and services provided to historically underserved students, PPS will be creating a systematic identification process which will be designed in the 2019 spring semester for implementation in the fall of 2019. Starting in the 2019-2020 school year, PPS will use the Naglieri 3 for intellectual identification and spring SBAC and NWEA MAP (nationally and locally normed test results) assessments for identification of talented and gifted in the areas of Math and Reading in Grades 3-12. Universal testing will be done in the fall for 2nd grade using the Naglieri 3 and the MAP assessment. Teacher and parent checklists and work samples may also be used for secondary evidence of identification. PPS will take a systematic approach to identifying students with a barrier free identification process by using an opt-out process for parents as opposed to an opt-in through application.

Once a student is identified as TAG, PPS will create a digitized cumulative folder with the identification letter, nomination form, parent letter, parent communication, and records of participation. If a student transfers from another school district in Oregon and was previously identified at a gifted student they are not automatically identified in PPS as TAG but may demonstrate evidence through school records. Assessments and criteria used for identification will be evaluated for final determination. There is no time limit for this process and may occur at any time. If a child transfers from another state the same process applies.

**Portland Public School District  
Talented and Gifted Education Plan 2019-2022**

**2B: SPECIAL PROGRAMS: INSTRUCTION FOR TAG STUDENTS:** What instructional services are provided to identified Talented and Gifted Students at the elementary, middle, and high school levels? [OAR 581-022-1330 (4)]

<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
<b>Flexible Grouping (Teacher Discretion)</b>		
<b>Strategies to address Depth &amp; Complexity- (To be included in PPS Common Core Curriculum)</b>		
<b>Talented and Gifted Identification K-12 – (97<sup>th</sup>-99<sup>th</sup> percentile)</b>		
<b>Potential Talented and Gifted K-12- (Potential to Perform)</b>		
<b>ACCESS Academy 1-8 (99th% and Demonstrated Need)</b>		
<ul style="list-style-type: none"> <li>● IBPYP - selected schools</li> </ul>	<ul style="list-style-type: none"> <li>● IBMYP- selected schools</li> <li>● Compacted Math Cy1 and Cy2 (by examination)</li> </ul>	<ul style="list-style-type: none"> <li>● IB- selected schools</li> <li>● AP- selected schools</li> <li>● CTE</li> <li>● Dual Credit</li> <li>● Middle College- Jefferson High</li> </ul>
<b>Single Subject Acceleration: Math grades 2-7 (by examination)</b>		
<b>Whole Grade Acceleration (by examination and committee decision)</b>		

**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

**1. GROUPING & PLACEMENT**

**Differentiating in four foundation areas (reading/language arts, math, science, social studies) through flexible grouping:**

Currently there is not a system-wide approach to flexible grouping across Portland Public Schools. Flexible grouping is a fluid classroom approach of clustering within the classroom. Students working at the same rate and level so they can progress at a deeper or accelerated level. This instructional practice varies by campus and teacher. With the implementation of the NWEA MAP exams, we will begin training teachers to use student rate and level reports to provide flexible grouping opportunities across the system.

Training to begin in 2019-2020 to be able to offer the following system wide:

K-5: Opportunities to participate in flexible grouping within their campus classrooms.

6-8: Opportunities to participate in flexible grouping, curricular acceleration, cross-curricular projects and projects and IB MYP courses at IB MYP schools.

9-12: Opportunities to participate in AP, IB or dual credit courses in at least two foundation areas, work with a professional mentor to produce high level products based on interest and possible career path.

**2. INSTRUCTIONAL CORE**

**Differentiating in four foundation areas (reading/language arts, math, science, social studies) through the addition of the dimensions of depth and complexity:**

Currently there is not a system-wide approach to the incorporation of the dimensions of depth and complexity across Portland Public Schools. This instructional practice varies by campus and teacher. With the creation of a guaranteed and viable curriculum and common core curriculum across the district, PPS will include the following DOK dimensions in units available to teachers in math and ELA as developed. The following skills and knowledge will be included in extension options for meeting rate and level within the written curriculum:

K-2: Identifies and defines dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize, of depth and complexity and relates them to the foundation areas.

3-5: Identifies keywords that define the dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize of depth and complexity; uses the dimensions as prompts to form questions and/or answers.

6-8: Integrates the dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize of depth and complexity with the content imperatives in courses.

9-12: Integrates the dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize of depth and complexity with the content imperatives in AP, IB or dual



**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

credit courses, conducts interdisciplinary studies, and makes decisions based on reasoned arguments using dimensions of depth and complexity and content imperatives as substantiation.

**☒ 2 B 2: SPECIAL PROGRAM INSTRUCTION: Optional Instructional Formats:**  
Please list any other instructional formats that are available at elementary, middle or high school levels? **Jefferson Middle College, IBPYP, IBMYP, Virtual Scholars, Portland Evening Scholars, Summer Scholars, Dual Credit**

**☒ 2 B 3: SPECIAL PROGRAMS INSTRUCTION: Advanced Placement Course Offerings:** Our district offers 27 Advanced Placement courses. These Advanced Placement courses are available to all students at non-IB schools:

**Biology, Calculus AB, English Language & Composition**

Advanced Placement course offerings for the 2018-2019 school year that are offered at selected schools:

**US History, US Government & Politics, World History, European History, Human Geography, Psychology, Psychology, Macroeconomics, Microeconomics, Studio Art 2D Design, Studio Art 3D Design, Studio Art Drawing, Music Theory, Calculus AB, Calculus BC, Statistics,, English Literature & Composition, Chemistry, Physics 1: Algebra-based, Physics 2, Physics C: Electricity and Magnetism, Physics C: Mechanics, Environmental Science, Spanish Language & Culture, Spanish Literature and Culture, Chinese Language & Culture, Japanese Language & Culture, and Seminar**

**☒ 2 B 4: SPECIAL PROGRAMS: International Baccalaureate Offerings:**

(A) Does the district offer International Baccalaureate instruction? **Yes**

(B) How many schools and students participate in IB? **6**

**PYP: MLK (K-5), Sabin (K-5), Skyline (K-5), Vernon (K-5)**

**MYP: Skyline (6-8), Vernon (6-8)**

**DP: Cleveland (11-12), Lincoln (11-12)**

(C) Is an International Baccalaureate Diploma available to students? **Yes**

**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

**2 C: SPECIAL PROGRAMS INSTRUCTION: Teacher's Knowledge of Students in Class:**

Every campus in PPS has a designated TAG facilitator who is paid an extended responsibility stipend to manage TAG identification & nomination, parent communication and teacher TAG training on campus. The TAG Facilitator has access to student identifiers and is able to print out a class list of students for each teacher with TAG identified student names on a report. Teachers can also identify TAG students when viewing the student data page in Synergy. An alert symbol indicates TAG on the identified students. Classroom teachers are also able to view their students who are identified as TAG in Dashboard- a district-wide student information system.

PPS is starting to formatively assess students using the NWEA MAP assessment in the 2018-2019 school year in math grades 3-9 and as a reading pilot in some 2nd grade classrooms. As the district rolls out professional development to campuses on how to read and use the MAP results/RIT scores to inform instruction, teachers will be able to access MAP student reports to identify each student's rate and level in tested MAP areas.

**2 D: SPECIAL PROGRAMS: TAG Students Instructional Plans:**

Currently in PPS, written TAG Instructional Personal Learning Plans are not required for the individual student unless requested by the parent. If a parent requests a TAG Instructional Learning Plan for their student, teachers are responsible for writing the plan and reviewing the plan with the parent(s) within 30 days of the request. *Attachment Element 2D1.*

Every campus in PPS has a campus TAG plan that is unique to their school and their programs. These campus TAG plans are posted on the district website and will be updated annually with input from TAG facilitators, campus administration, and the district TAG department.

PPS has the goal to **create individual instructional plans**. We are dedicated to working with campus committees that include teachers, TAG facilitators, and parents to create individual instructional plans to identify learning goals and identify classroom practices that would meet individual TAG students learning needs.

**2 E: OPTIONAL INSTRUCTIONAL FORMATS: MAGNET / CHOICE SCHOOLS and TAG ENRICHMENT**

Portland Public School District offers highly gifted student choice school transfer through an alternative program, ACCESS Academy, which serves students in 1st- 8th grade. Students must score at the 99<sup>th</sup> percentile on one or more intellectual or academic assessment and meet the school's other alternative education criteria. Students who meet the criteria (99<sup>th</sup>

**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

percentile and demonstrated need for an alternative educational placement) and apply are placed into a lottery. The enrollment goals for the 2019-2020 school year is 344 students.

TAG students who attend ACCESS Academy as well as other neighborhood schools and choice schools participate in various enrichment programs both during the day and afterschool. Some examples of enrichment include and vary from campus to campus: Science Fair, Oregon Writing Festival, Robotics Club, Chess Club, Saturday Academy, Reed Scholars Program, and mentorships, SUN After-School Program, Speech and Debate, Drama, Mock Trial, Honor Society, Battle of the Books, OATAG Spelling Bee, Model United Nations, Mathletics, and Coding Club.

**2 F: PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL**

2018-2019 school year:

- Rate and Level Training
- Formative Assessment/MAP Training
- OATAG State Conference (optional)

2019-2020

- Rate and Level Training
- Depth and Complexity Training
- Formative Assessment/MAP Training
- Implementing Common Core Curriculum (GVC)
- Creating Individual Instructional Plans
- Identifying Underserved Talented and Gifted Students
- OATAG State Conference (optional)

2020-2021

- Rate and Level Training
- Formative Assessment/MAP Training
- Creating Individual Instructional Plans
- Implementing Common Core Curriculum (GVC)
- Strategies to address depth and complexity
- Flexible Grouping
- Administrator Training- Classroom look fors
- OATAG (optional)

2021-2022

- Rate and Level Training
- Using Formative Instruction to Personalize Learning
- Creating Individual Instructional Plans

**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

- Implementing Common Core Curriculum (GVC)
- Administrator Training- Classroom look fors
- Strategies to address depth and complexity
- Flexible Grouping
- OATAG (optional)

**2 G: COMMUNICATION WITH PARENTS:** What are the district procedures for communicating with parents during the following timeframes? [OAR 581-022-1320]

☒ 2 G 1: Prior to testing for TAG Placement – **School TAG bulletin board, school newsletter, PPS TAG website, TAG Facilitators, Fall Back to School Night, TAG PowerPoint, 2<sup>nd</sup> Grade Universal Testing Letter to parents**

☒ 2 G 2: Notification of results of testing for TAG Placement – **Letter sent home to parents from the TAG Department. TAG Facilitator and Principal receive list of student results.**

☒ 2 G 3: Explanations of the TAG services available to identified students – **TAG Facilitator, Back to School Night TAG presentation, PPS TAG website, parent/teacher conferences**

☒ 2 G 4: Explanations of the TAG learning plan, (TAG PEP), if available – **TAG Facilitator, TAG TOSAs, PPS TAG website, parent/teacher conferences**

☒ 2 G 5: Opportunities for parent input into the TAG Learning Plans – **Meeting with TAG Facilitator and classroom teacher(s).**

☒ 2 G 6: Explanations of “what TAG identification means” to parents of newly identified students – **TAG PowerPoint during Fall Back to School Night, PPS TAG website, TAG Facilitator, parent/teacher conferences**

☒ 2 G 7: Transition of TAG students from elementary to middle – **elementary/middle school counselors**

☒ 2 G 8: Transition of TAG students from middle to high – **middle/high school counselors**

☒ 2 G 9: Notification to parents of option to request withdrawal a student from TAG services – **TAG Facilitator, parent/teacher conferences, TAG Department, Letter to parents from the TAG Department and copied to digitized student cumulative folder**

☒ 2 G 10: Notification of right to file a complaint concerning TAG programs or services beginning with the district’s own complaint process. – **PPS District website, PPS TAG website, TAG Department, TAG Facilitator, Building Administrator**

**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

**ELEMENT 3: ORS 343.397(3) and OAR 581-02201330 (1) – (3) (c)**

**A STATEMENT OF DISTRICT GOALS FOR PROVIDING COMPREHENSIVE  
SPECIAL PROGRAMS AND SERVICES AND OVER WHAT SPAN OF TIME THE  
GOALS WILL BE ACHIEVED**

The Department of Talented and Gifted in Portland Public Schools is committed to overseeing, supporting, and monitoring (in collaboration with other departments and regional cohorts and school-based staff) programs and services for talented and gifted students district-wide. We are committed to evaluating our processes, system, guidelines, policies, philosophies and innovation in order to better meet the needs of our students and guide the present work in a more meaningful and sustainable manner.

PPS has five major goals for providing comprehensive TAG services across the district:

1. **TAG identification improvement-** improve universal screening practices to automate identification and to increase identification of historically underserved students.
2. **Professional development for staff-** train TAG facilitators, teachers, and administrators in rate and level, depth of knowledge, classroom look fors, and using formative assessments to inform instruction.
3. **Curriculum development-** include in-depth DOK/TAG extensions and differentiated lessons, activities, opportunities, and projects into each GVC unit written in the new common core curriculum documents.
4. **Use formative assessment to inform instruction-** use MAP assessment results/ RIT scores to provide personalized learning opportunities for each student.
5. **Create individual instructional plans** - work with campus committees that include teachers, TAG facilitators, and parents to create individual instructional plans to identify learning goals and identify classroom practices that would meet individual TAG students learning needs.

The following actions will be taken by PPS to meet these goals:

**Year One: January 2019- June 2020**

- Examine and evaluate the current process of identification.
- Examine and evaluate the current testing instruments.
- Create a positive and transparent narrative for TAG. Use a variety of media to promote, communicate and teach the community the characteristics of a TAG student and how TAG services at the school level will be able to serve each student.

**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

- Foster positive and transparent communication with all stakeholders about processes, rules, statues, procedures and policies.
- Assist TAG Facilitators in evaluating and updating building TAG plans for each campus.
- Provide campus specific TAG services & implementation ideas to each principal for incorporation into the campus TAG plans
- Develop relational capacity between the TAG department and schools.
- Build relationships with TAG Facilitators for optimal professional development and solicit feedback for next steps and support.
- Provide professional development for TAG Facilitators and teachers on rate and level.
- Create professional development for TAG Facilitators and teachers related to depth and complexity.
- Create professional development for TAG Facilitators and teachers on identification of under-represented, ELL and twice-exceptional talented and gifted students.
- Collaborate with English as a Second Language Department to inform ESL communities about TAG identification and services.
- Communicate with school leaders and communities of underrepresented students to increase engagement and identification practices.
- Collaborate with the Math Department and schools to monitor and evaluate the process and procedures for Single Subject Acceleration in Math.
- Collaborate with the Math Department on TAG services in DLI schools.
- Encourage parents of color and under-represented communities to attend TAGAC.
- Collaborate with TAGAC regarding policies and processes.
- Develop a series of parent information nights regarding the gifted child.
- Manage and adjust TAG budget to meet the needs of TAG students.
- Participate and provide input on curriculum development to ensure the incorporation of depth and complexity into the district units in the PPS standard core curriculum.
- Provide formative assessment professional development.
- Examine and evaluate the ACCESS academy admission cycle for the year 2018-2019.

**Year Two – June 2020- June 2021**

- Examine, evaluate and modify (if needed) the current process of identification.
- Examine and evaluate the current testing instruments for identification.
- Continue to create a positive and transparent narrative for TAG. Use a variety of media to promote, communicate and teach the community the characteristics of a TAG student and how TAG services at the school level will be able to serve each student.
- Continue to foster positive and transparent communication with all stakeholders about processes, rules, statues, procedures and policies.



**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

- Provide quarterly full day professional development to TAG Facilitators on identification, rate and level, depth of knowledge, and individual instructional plans.
- Assist TAG Facilitators in evaluating and updating building TAG plans for each campus.
- Provide training and guidance on the creation of individual instructional plans.
- Provide building administrators “look fors” to ensure TAG strategies are being implemented in the classroom.
- Continue to develop relational capacity between the TAG department and schools.
- Continue to build relationships with TAG Facilitators for optimal professional development and solicit feedback for next steps and support.
- Continue to create professional development for TAG Facilitators and teachers related to depth and complexity and evaluate effectiveness and implementation.
- Evaluate and provide continued professional development for TAG Facilitators and teachers on identification of under-represented, ELL and twice-exceptional talented and gifted students.
- Continue to collaborate with English as a Second Language Department to inform and encourage ESL communities about TAG identification and services.
- Continue to communicate with school leaders and communities of underrepresented students to increase engagement and identification.
- Collaborate with the Math Department on TAG services in DLI schools.
- Examine and evaluate ACCESS admission cycle for the year 2019-2020.
- Continue to collaborate with the Math Department and schools to monitor and evaluate the process and procedures for Single Subject Acceleration in Math and using MAP/RIT scores for personalized learning opportunities.
- Continue to encourage parents of color and underrepresented communities to attend TAGAC.
- Continue to collaborate with TAGAC regarding district policies, processes, and implementation.
- Continue to develop a series of parent information nights regarding the gifted child.
- Manage and adjust TAG budget to meet the needs of TAG students.
- Continue to collaborate and provide input on core curriculum development and PPS core curriculum standards

**Year Three – June 2021-June 2022**

- Examine, evaluate and modify (if needed) the current process of identification.
- Examine and evaluate the current testing instruments for identification. Use demographic data over time to evaluate the increase of identification of historically underserved students.
- Continue to create a positive and transparent narrative for TAG. Use a variety of media to promote, communicate and teach the community the characteristics of a

## **Portland Public School District**

### **Talented and Gifted Education Plan 2019-2022**

- TAG student and how TAG services at the school level will be able to serve each student.
- Continue to foster positive and transparent communication with all stakeholders about processes, rules, statues, procedures and policies.
  - Assist TAG Facilitators in evaluating and updating building TAG plans for each campus.
  - Provide guidance and training on writing and implementing individual instructional plans.
  - Provide building administrators “look fors” to ensure TAG strategies are being implemented in the classroom.
  - Continue to develop relational capacity between the TAG department and schools.
  - Continue to build relationships with TAG Facilitators for optimal professional development and solicit feedback for next steps and support.
  - Provide quarterly professional development for TAG Facilitators based on needs assessments.
  - Evaluate and provide continued professional development for TAG Facilitators and teachers on identification of under-represented, ELL and twice-exceptional talented and gifted students related to rigor and depth and complexity.
  - Continue to collaborate with English as a Second Language Department to inform and encourage ESL communities about TAG identification and services.
  - Continue to communicate with school leaders and communities of underrepresented students to increase personalized learning opportunities for students.
  - Continue to collaborate with the Math Department and schools to monitor and evaluate the process, implementation and procedures for using formative assessment to inform instructional practices in the classrooms.
  - Continue to encourage parents of color and underrepresented communities to attend TAGAC.
  - Continue to collaborate with TAGAC regarding evaluation of programming and services.
  - Continue to develop a series of parent information nights regarding the gifted child.
  - Manage and adjust TAG budget to meet the needs of TAG students.
  - Continue to collaborate and provide input on core curriculum units in the PPS core curriculum standards
  - Examine and evaluate ACCESS admission cycle for the year 2021-2022.

**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

**ELEMENT 4: ORS 343.397 (4) and OAR 581-022-1330 (1) - (3) (d)**

**A DESCRIPTION OF THE NATURE OF THE SPECIAL PROGRAMS AND SERVICES WHICH WILL BE PROVIDED TO ACCOMPLISH THE GOALS**

For example, if the district has determined that it is not identifying underrepresented students at a percentage that is commensurate with the district's outlined race and ethnicity, what could the district do to improve this disparity? What special programs and/or services could be improved or enhanced to address this inequity?

The Department of Talented and Gifted will evaluate the 2<sup>nd</sup> grade screening process using demographic data of students identified as potential TAG candidates. TAG Facilitators will receive professional development on the Culturally Linguistically, and Economically Diverse Learner Teacher Rating Scale to identify potentially gifted students who have been historically underserved. By establishing local norms at the school level, we have the opportunity to engage students in talented and gifted education directly with an equity focus.

Collaboration with TAGAC and other stakeholders will provide the district with input regarding services and programs that are meeting the needs of our talented and gifted students. The TAG Department will communicate directly with schools that have large historically underserved populations by teaming with other departments in the district to engage parents in identifying our unserved TAG students. The TAG Department will provide communication to parents of historically underserved students regarding options for talented and gifted programs available to our students who test in the 99<sup>th</sup> percentile. The district will use data to evaluate the effectiveness of advanced course offerings at the secondary level and adjust as necessary.

In an attempt to increase the identification and services provided to historically underserved students, PPS will be creating a systematic identification process which will be designed in the 2019 spring semester for implementation in the Fall of 2019. Starting in the 2019-2020 school year, PPS will use the Naglieri 3 for intellectual identification and spring SBAC and NWEA MAP (nationally and locally normed test results) assessments for identification of talented and gifted in the areas of Math and Reading in Grades 3-12. Universal testing will be done in the Fall for 2nd grade using the Naglieri 3 and the MAP assessment. Teacher and parent checklists and work samples may also be used for secondary evidence of identification. PPS will take a systematic approach to identifying students with a barrier free identification process by using an opt out process for parents as opposed to an opt in through application.

**Portland Public School District**  
**Talented and Gifted Education Plan 2019-2022**

**ELEMENT 5: ORS 343.397 (5) and OAR 581-022-1330 (1) - (3) (e)**

**A PLAN FOR EVALUATING PROGRESS ON THE DISTRICT PLAN INCLUDING  
EACH COMPONENT PROGRAM AND SERVICE**

The Department of Talented and Gifted will evaluate its progress on TAG district goals based on feedback from:

- Monthly and annual TAG Team Evaluations
- Monthly communications with schools
- Talented and Gifted Advisory Committee (TAGAC) feedback
- Professional Development surveys from TAG Facilitators meetings
- District and state assessments of TAG students
- Annual ACCESS admission cycle review
- Student outcomes including MAP growth, SBAC scores, AP/IB exam scores
- Demographic data of identified students

***Attachments:***

Element 2 D- Attachment 2D1: Blank TAG Personal Educational Plan



**Portland Public Schools  
K-12 Individual Instructional Plan  
2018-2019**

Date: \_\_\_\_\_

<b>Student's Full Name</b>		<b>Student ID Number</b>	
<b>Current School</b>		<b>Current Grade Level</b>	<b>Birthdate</b>
<b>Homeroom Teacher</b>		<b>TAG Facilitator</b>	

**Why is the student being considered for an individual plan? Please explain. (Parent and/or School)**

**What specific instructional practices have been implemented to meet the student's rate and level? (School Only)**

**Additional Notes:**

<b>Student Data</b> <i>(School)</i>						
Intellectual assessment/s	CogAT7:	Date:	Other:	Date:	Other:	Date:
Reading assessment/s	IOWA:	Date:	SBAC:	Date:	Other:	Date:
Math assessment/s	IOWA:	Date:	SBAC:	Date:	Other:	Date:
Grades						
Observations and/or Oral responses						
<b>Possible Content Areas for Instructional Planning</b> <i>(Complete at Least One Content Area)</i>						
Rate of Learning	SP: Slow pace, EP: Expected Pace, RP: Rapid Pace					
Level of Learning	1: Beginning, 2: Developing, 3: Proficient, 4: Advanced					
Content Area #1: _____	Rate:	Level:				
Academic Goal						
Instructional Strategies						
Content Area #2: _____	Rate:	Level:				
Academic Goal						
Instructional Strategies						
Content Area #3: _____	Rate:	Level:				
Academic Goal						
Instructional Strategies						



**Possible Instructional Strategies/Best Practice**

- Implement appropriate placement based on data and need
- Single Subject Acceleration in Math (*Spring*)
- Whole Grade Acceleration
- Cluster Grouping
- Flexible Grouping
- Compacting
- Independent Study/Projects
- Tiered Assignments
- Student judges or evaluates situations, problems, or issues.
- Student compares and contrasts ideas (e.g. analyze generated ideas).
- Student generalized from concrete data or information to the abstract.
- Student makes connections among carried and multiple attributes centered on one concept.
- Student proves with evidence, judge with criteria, and/or argue.
- Student shares original thoughts about issues or ideas in context.
- Student explores diverse points of view to reframe ideas.
- Student develops and elaborates on their ideas.
- Student adds to, combines, minimizes/maximizes, and/or substitutes.
- When higher-level thinking skills are embedded in the total school experience, students learn to apply and use these skills in other areas of their lives as well. Critical thinking, reasoning, reflecting, discussing, and applying new ideas are essential to characteristics of a climate of learning that encourages students to think on a higher level, challenge existing ideas, and entertain new possibilities for the future.
- Student employs brainstorming techniques.
- Student engages in problem identification and definition.
- Student engages in solution-finding activities and comprehensive solution articulation.
- Student gathers evidence from multiple sources through research-based techniques (e.g. print, non-print, internet, self0investigation via surveys, interviews, etc.).
- Student analyzes data and represents it in appropriate charts, graphs, or tables.
- Student make inferences from data and drawing conclusions.
- Student determines implications and consequences.
- Student communicates research study findings to relevant audiences in a formal report and/or presentation.

	<b>Signatures (<i>Minimum 3</i>)</b>	<b>Agree</b>	<b>Disagree</b>	<b>Initial Date</b>	<b>Follow-Up Date</b>
<b>Parent/Guardian</b>					
<b>Parent/Guardian</b>					
<b>Current Teacher</b>					
<b>TAG Facilitator</b>					
<b>Principal</b>					
<b>Other</b>					
<b>Other</b>					



PORTLAND PUBLIC SCHOOLS

# **Talented and Gifted (TAG) Student Demographics**

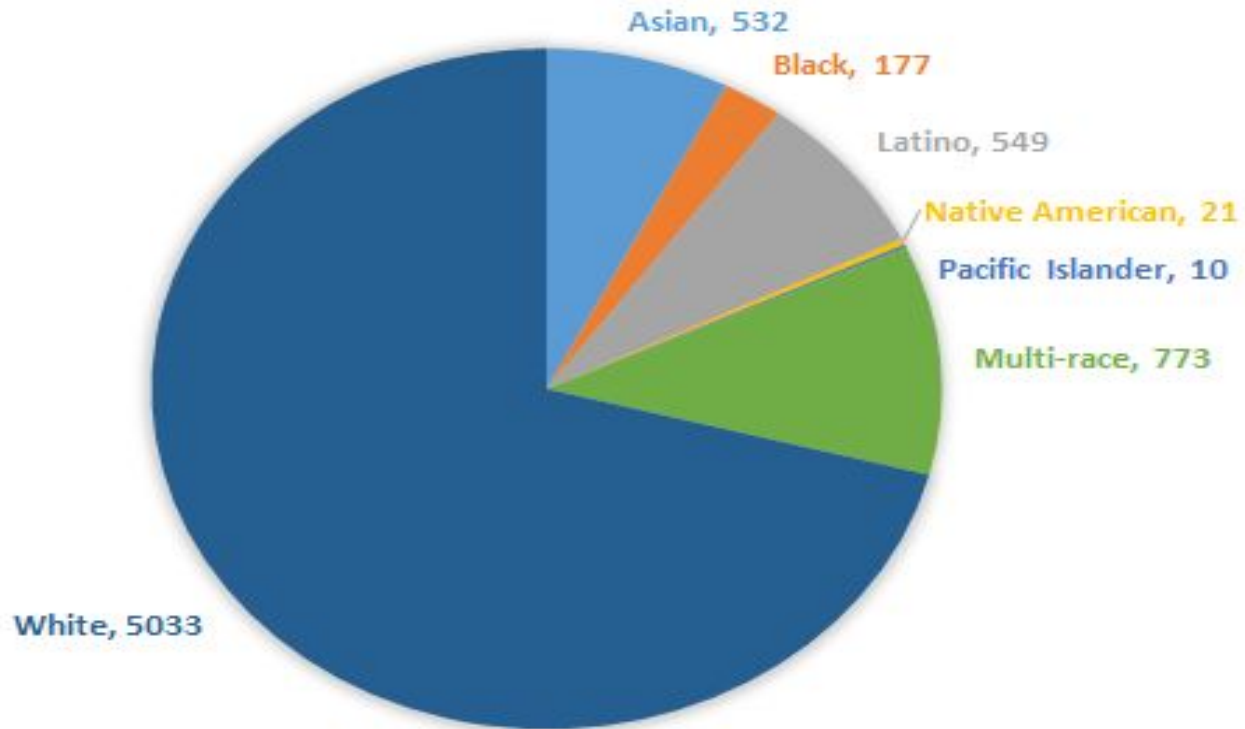
**January 22, 2019**





# TAG STUDENT DEMOGRAPHICS

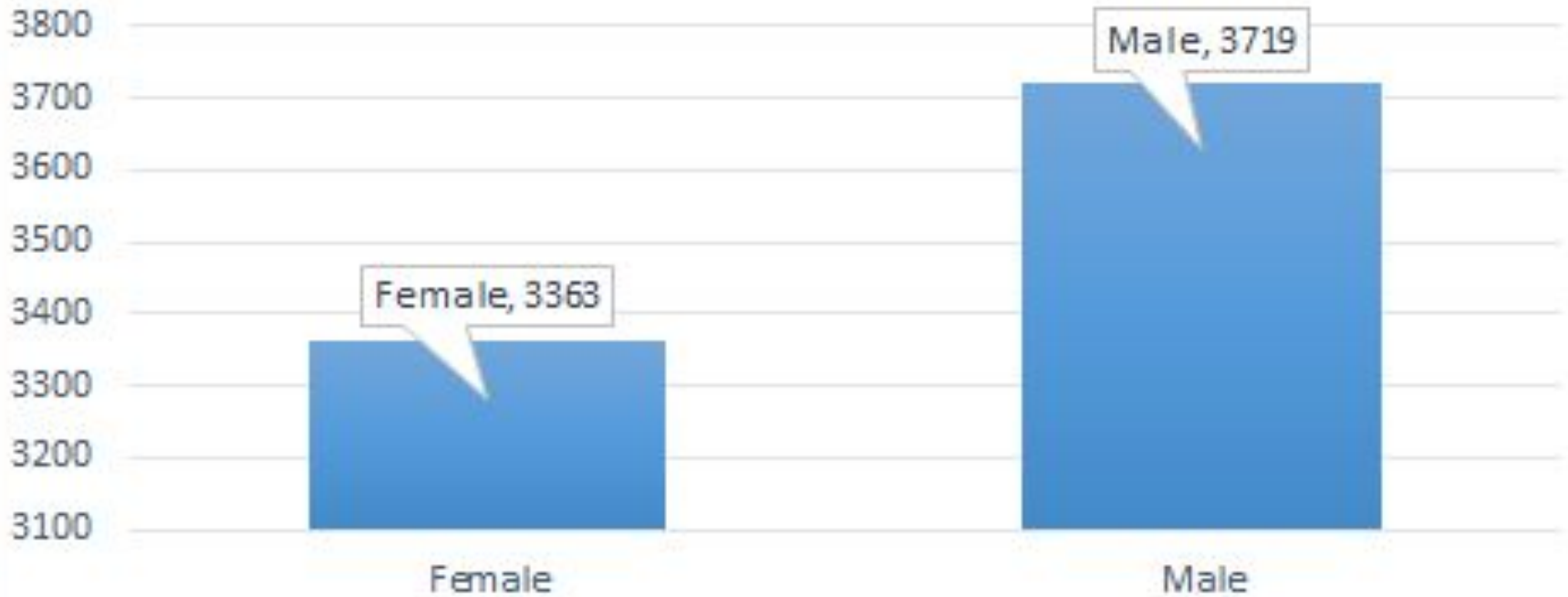
## RACE





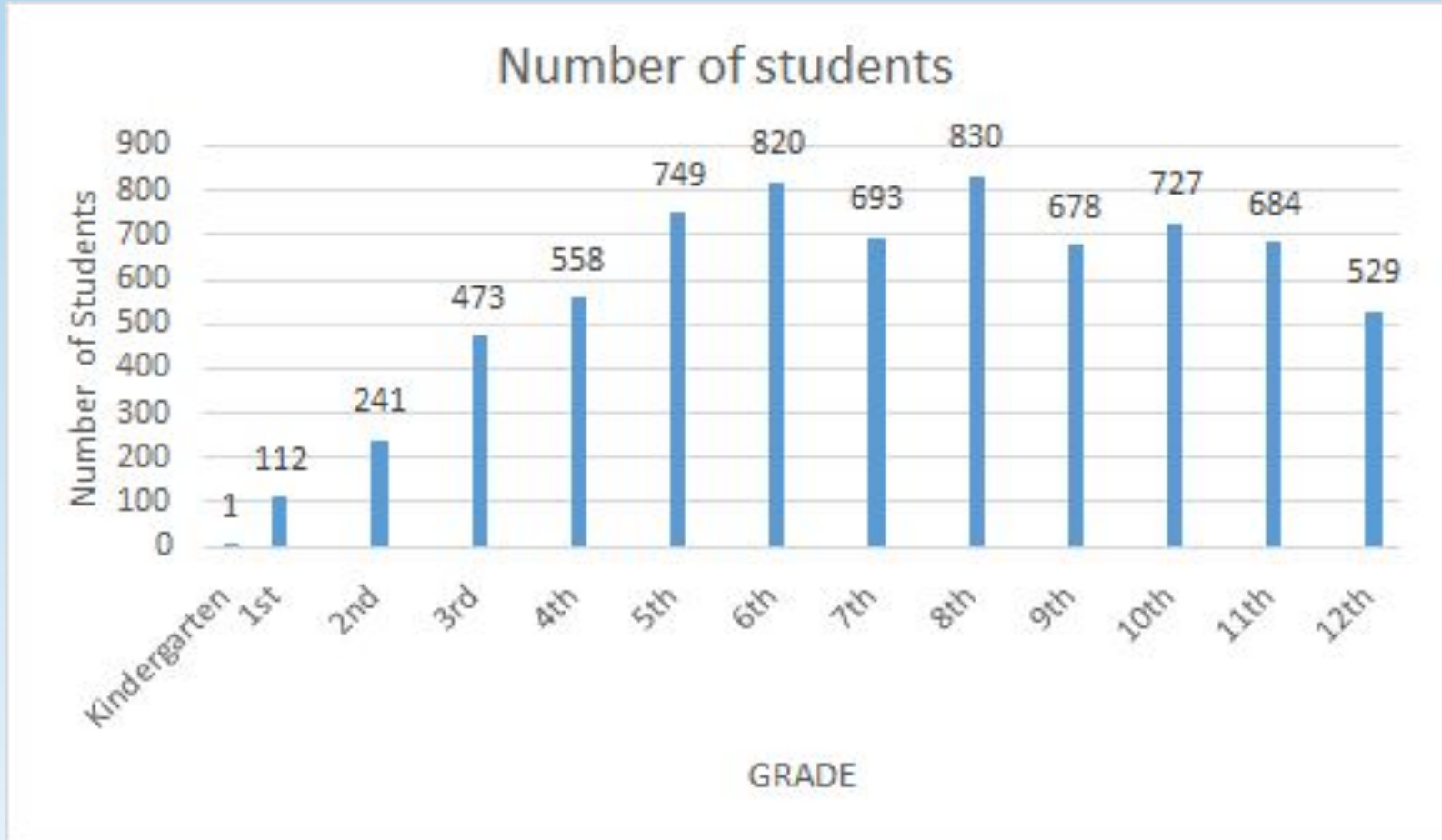
# TAG STUDENT DEMOGRAPHICS

## BY GENDER





# TAG STUDENTS BY GRADE





# TAG: ACCESS ACADEMY

Portland Public School District offers highly gifted student choice school transfer through an alternative program, ACCESS Academy. Students must score at the 99<sup>th</sup> percentile on one or more intellectual or academic assessments and meet the program's other alternative education criteria. There are 294 students enrolled at this time.





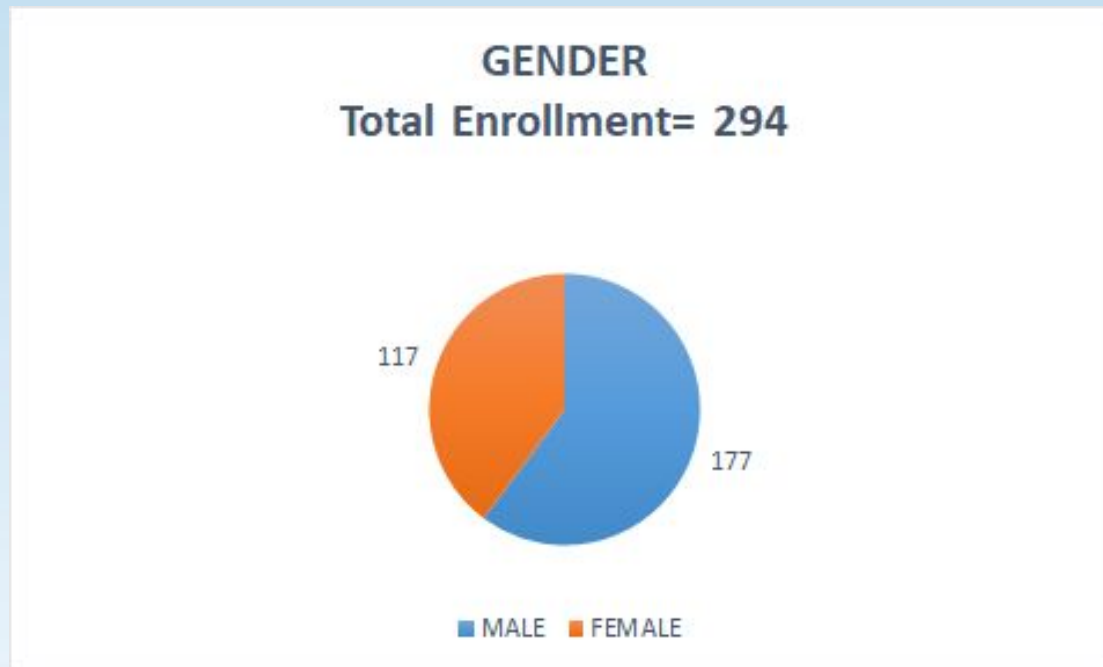
PORTLAND PUBLIC SCHOOLS

# ACCESS DEMOGRAPHICS

2018-2019

**Total Enrollment: 294**

**Gender: M=177 F=117**





# ACCESS DEMOGRAPHICS, cont'd

## Enrollment by Grade:

1st=9

2nd=10

3rd=29

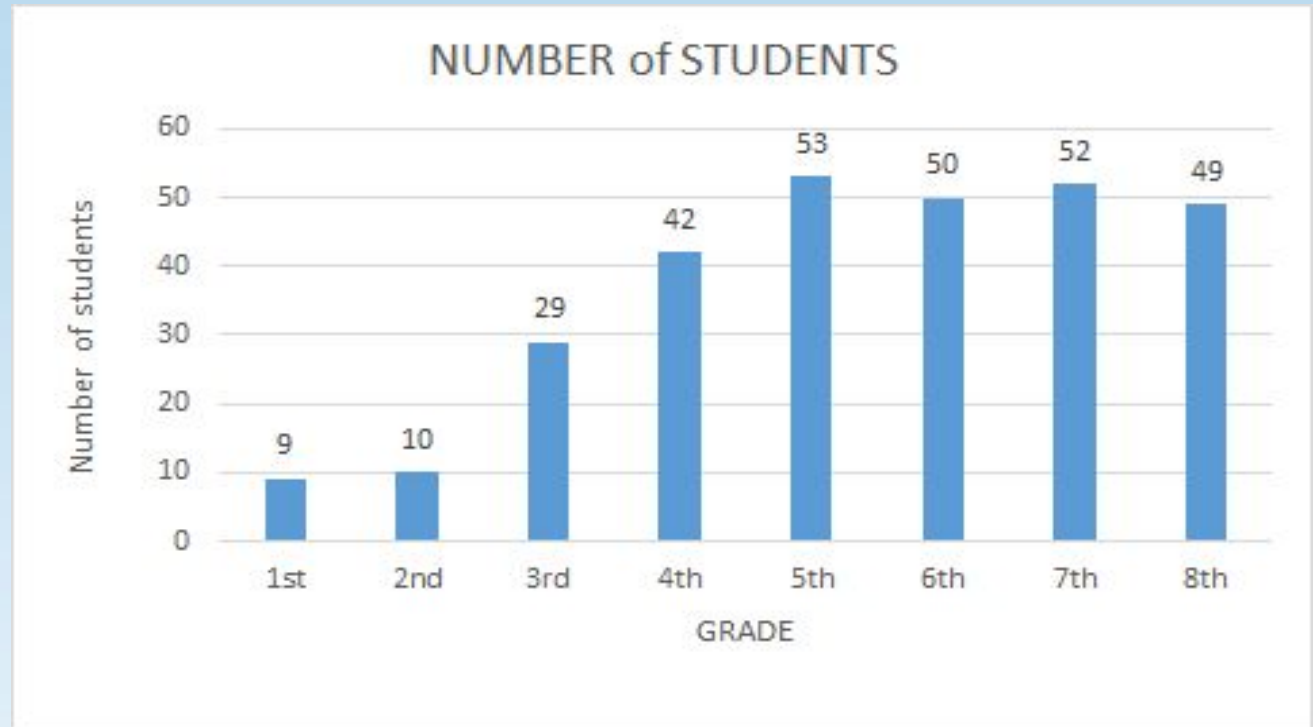
4th=42

5th=53

6th=50

7th=52

8th=49

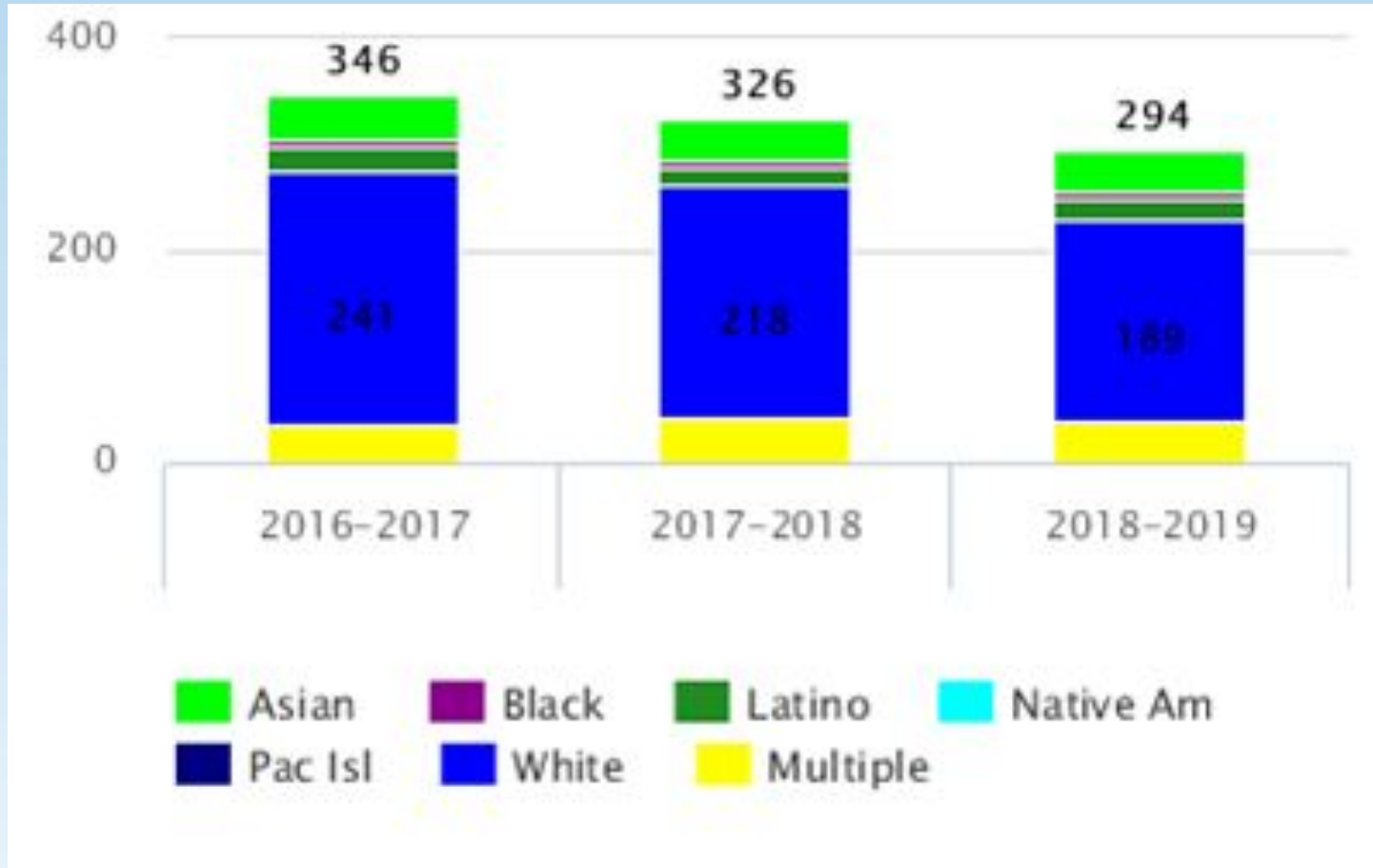






# ACCESS DEMOGRAPHICS, cont'd

**Race:** Asian=39 Black=6 Latino=21 White=189 Multiple=39



# ACCESS ADMISSION PROCESS

- All students must score at the 99<sup>th</sup> percentile on one or more intellectual or academic assessments and meet the program's other alternative education criteria are informed about the program and entry process
- Two part application open from Feb 8-April 25
- TAG oversees eligibility application
  - School-based team/parent input
- ETC runs a lottery for eligible applicants in May
  - Slots set by gender, priority for income eligible students





PORTLAND PUBLIC SCHOOLS

# TAG DEPARTMENT

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PORTLAND PUBLIC SCHOOLS

# Talented and Gifted (TAG) District Plan

January 22, 2019



PORTLAND PUBLIC SCHOOLS

## Agenda:

1. Division 22 Compliance- Corrective Action
2. 2019-2022 TAG District Plan





PORTLAND PUBLIC SCHOOLS

## Division 22

Portland Public Schools was required to take corrective action in 2018 to come into compliance with the Oregon State Division 22 OAR 581-022-2500(4) which states: “The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.”



PORTLAND PUBLIC SCHOOLS

## Division 22- Corrective Action

- As a district we have not yet fully met District 22 requirement to show that we do in fact meet rate and level of TAG students in the instructional setting.
- First, we must ensure that all teachers have an understanding about what rate and level is and how we can meet this standard in the classroom. This is why we recommend that we provide professional development about rate and level for our corrective action.
- The first round of professional develop will be complete by January 31, 2019 bringing us into compliance with the 2018 corrective action.





PORTLAND PUBLIC SCHOOLS

## TAG GOALS

- 1. TAG identification improvement-** improve universal screening practices to automate identification and to increase identification of historically underserved students.



PORTLAND PUBLIC SCHOOLS

## TAG GOALS

- 2. Professional development for staff-** train TAG facilitators, teachers, and administrators in rate and level, depth of knowledge, classroom look fors, and using formative assessments to inform instruction.





PORTLAND PUBLIC SCHOOLS

## TAG GOALS

**3. Curriculum development-** include in-depth DOK/TAG extensions and differentiated lessons, activities, opportunities, and projects into each GVC unit written in the new common core curriculum documents.



PORTLAND PUBLIC SCHOOLS

## TAG GOALS

**4. Use formative assessment to inform instruction-** use MAP assessment results/RIT scores to provide personalized learning opportunities for each student.





PORTLAND PUBLIC SCHOOLS

## TAG GOALS

**5. Create individual instructional plans** - work with campus committees that include teachers, TAG facilitators, and parents to create individual instructional plans to identify learning goals and identify classroom practices that would meet individual TAG students learning needs.



PORTLAND PUBLIC SCHOOLS

## TAG: ACCESS ACADEMY

Portland Public School District offers highly gifted student choice school transfer through an alternative program, ACCESS Academy. Students must score at the 99<sup>th</sup> percentile on one or more intellectual or academic assessments and meet the program's other alternative education criteria. There are 294 students enrolled at this time.







PORTLAND PUBLIC SCHOOLS

# TAG DEPARTMENT

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# Board of Education Informational Report

## **MEMORANDUM**

**Date:** January 22, 2019

**To:** Members of the Board of Education

**From:** Dr. Yvonne Curtis, Deputy Superintendent

**Subject:** MS Update and Lent Update

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This memorandum provides an update on Lent K-8 and the district's new middle schools, Ockley Green, Roseway Heights and Harriet Tubman.

All four schools' principals will be presenting on their progress regarding

1. school culture and climate
2. instructional practices and goals
3. community engagement
4. next steps.

The attached powerpoint contains each school's presentation.



PORTLAND PUBLIC SCHOOLS

# **School Updates**

**Lent K-8, Ockley Green MS,  
Roseway Heights MS, Tubman MS**

**January 22, 2019**





# Ockley Green Middle School

## 2018-19 Priorities and Metrics

**Priority 1 (School Culture and Climate):** Students, teachers, and families feel safe, happy connected, supported and cared about at their school.

**Metric:** By the end of the school year, 70% of students, families, and teachers will report feeling safe, happy, connected, supported, and cared about at their school based on a winter and spring survey.

**Priority 2 (Instruction):** Ockley Green will create a strong academic culture where classroom instruction is aligned to college and career ready standards and differentiated by student to encourage learning.

**Metric:** 50% or more of ALL Ockley Green students will meet or exceed their individual growth goal on the Measures of Academic Progress (MAP) Math and Language Arts assessments by the end of the third (approx. end of May) testing administration.

**Priority 3:** Staff will feel autonomy, mastery, and purpose in their role at Ockley Green.

**Metric:**

- 80% staff retention for 19-20 school year
- By the end of the 2018-19 school year, all teachers will receive at least seven opportunities for teaching observations followed by the appropriate coaching and recognition. Have at least 7 observations (informal and formal) where they are given a praise, probing question, and action step/area of growth within 24 hours of the observation. All teachers will implement the specific action step by the next informal observation as measured by the next observation data.





## Priority 1 (School Culture and Climate): Students, teachers, and families feel safe, happy connected, supported and cared about at their school.

### Workstreams Implemented:

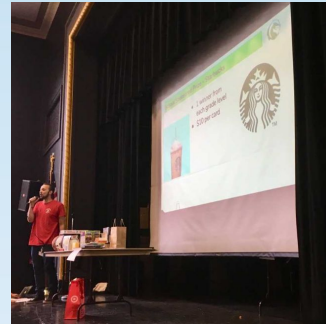
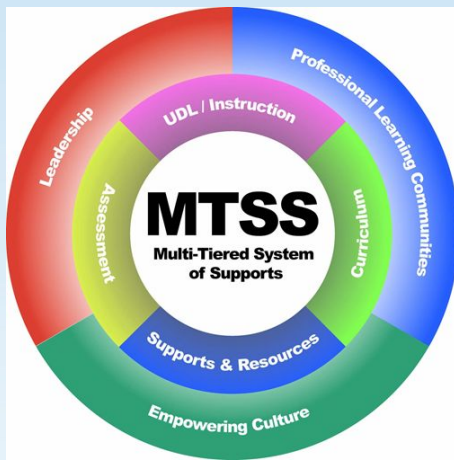
### Successes:

- Collaborative development of Ockley's core values as a school (Growth, Collaboration, Caring)

- Staff went through a collaborative process this summer to identify Ockley's core values. Students receive weekly Advisory lessons that are aligned to the core values.
- Students earn on points based on Ockley's core values. Ockley uses Kickboard to track all on points, Recommitments, and Resets. Parents, students, and staff have access to this system. As a school, we are able to collect data, analyze data, and determine next steps.

- Robust MTSS (Multi-Tiered System of Supports) and PBIS (Positive Behavior Interventions and Supports) System implemented

- Students earn on points based on core values and can use the on points in the school store that takes place weekly and the Dragon Auction that takes place quarterly (see pictures).



- Ockley has approached discipline through a restorative approach. If students are not displaying behavior aligned to our core values, students will work through a differentiated reflection process and a restorative conversation so that they can change the behavior in the future. .
- Ockley has a weekly SIT (Student Intervention Team) process to support the needs of all students.





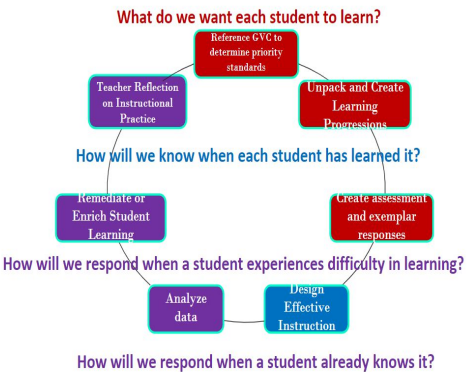
**Priority 2 (Instruction):** Ockley Green will create a strong academic culture where classroom instruction is aligned to college and career ready standards and differentiated by student to encourage learning.

**Workstreams Implemented:**

**Successes:**

- Instructional Professional Development

- All staff have been trained in unpacking standards. All core teachers have been given one or more planning days where they collaborate as content teams. The planning days focused on using the PPS Core Curriculum/Guaranteed Viable Curriculum (GVC) and Understanding by Design UbD to plan effective lessons.
- Assistant Principals and Principal have been focused on classroom observations where they have been calibrating as a team and providing regular feedback to teachers.
- All teachers are expected to have a daily lesson plan for each class they teach and Ockley has a lesson plan template for teachers to use.
- We have started a Dragon Leadership Team this year consisting of teacher leaders that meet monthly to analyze data, determine action steps, and implement action steps.



- Intervention and Supports for Tier 2 and 3 Students

- Ockley has weekly SPED professional development focusing on UDL (Universal Design for Learning) strategies that is presented by the SPED team in Huddle on Fridays.
- As a school, all staff have been trained on the MAP assessment and utilizing MAP assessment data to implement individual academic student goal setting.
- Using the MAP assessment, Ockley has created purposeful intervention groups in both Math and Reading to support Tier 2 and Tier 3 students.
- Grade level teams meet weekly on Wednesday to discuss Tier 1 and Tier 2 academic and behavior interventions.





Ockley Green Community Engagement

Type of Meeting	Frequency	Description/Purpose	Successes
Site Council	Third Wednesday of every month at 6 PM	<ul style="list-style-type: none"> <li>Voting and governing body of the school focusing on improving the school and increasing student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Created a purposeful Annual Site Council Plan that is aligned to Ockley’s three priorities</li> <li>Data analysis happening in every meeting with action steps</li> </ul>
PTA	Second Thursday of every month at 6:30 PM	<ul style="list-style-type: none"> <li>Partner with parents and staff to support the school in various ways</li> </ul>	<ul style="list-style-type: none"> <li>Multiple fundraising events that have taken place so far this year: Panera Night, Paint Night at Ockley, Wreath Sale, Pizza partnership with Pizzicato</li> <li>Students have benefited by receiving money for 8th grade Promotion and Dragon Auction</li> <li>Hosted events such as International Potluck Night with over 300 people in attendance</li> </ul>
Coffee with the Principal and Schools Uniting Neighborhoods (SUN) Family Leadership Team	Once a month on Friday’s at either	<ul style="list-style-type: none"> <li>Review key information about the school</li> <li>Ask questions and provide feedback to the principal</li> </ul>	<ul style="list-style-type: none"> <li>Families appreciate a way to provide feedback and hear updates about the school</li> <li>Families learned about the school MAP data and the areas of growth for the school</li> <li>Families were able to understand how to interpret their individual student MAP data</li> </ul>
Self Enhancement, Inc (SEI)/Admin and SUN/Admin Meetings	Once a week	<ul style="list-style-type: none"> <li>Review student data and identify supports</li> <li>Review what is working and what needs improvement</li> </ul>	<ul style="list-style-type: none"> <li>Meetings allow for revisions of current structures and an opportunity to provide feedback to each other</li> </ul>

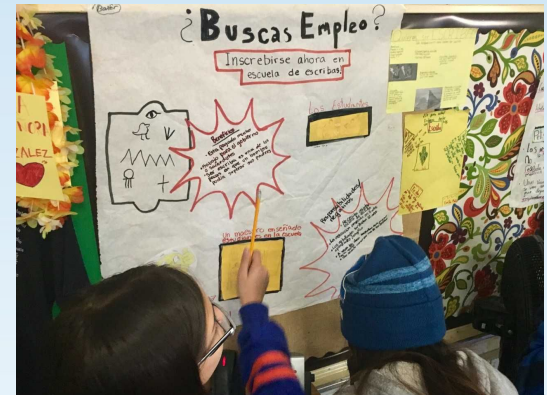
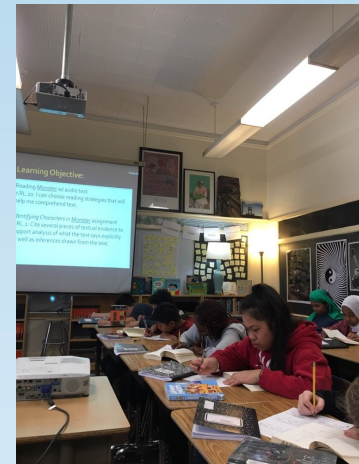






## Ockley Next Steps...

- Second semester updates:
  - Additional Math and Reading support for targeted students (Tier 2 and Tier 3) using MAP data
  - Preparation and support for core instruction
  - One instructional planning date scheduled for each quarter - Math January 16 and Dual Language Immersion (DLI) on January 24
  - Additional PLC professional development will be provided on the following topics:
    - Restorative Justice
    - Advancement Via Individual Determination (AVID) strategies such as critical reading, cornell notes, and graphic organizers
    - Instructional planning
    - Using data to make decisions about their content
- Finish 2018-2019 with a strong plan in place for 2019-2020:
  - Master schedule finalized by June 2019
  - Identify staff recruitment needs early and highlight critical skills and experience needed for success at Ockley
  - Transition to planning for 2019-2020 year beginning in May and use data to inform instructional shifts and adjustments to culture and climate systems







# Lent K-8

## 2018-19 Priorities and Metrics

**Priority 1 (School Culture and Climate):** Students, teachers, and families feel safe and supported at Lent .

**Metric:** By the end of the school year, we will have reduced our suspension rate by 10% by having a clear system of Positive Behavior Interventions and Supports (PBIS) and tier 1 supports for all students. Tier 1 supports are supports and systems for all students on campus.

**Priority 2 (Instruction):** Lent will create a strong academic culture where classroom instruction is aligned to common core standards to prepare students for high school, college and beyond.

**Metric:** 50% or more of ALL Lent students will meet or exceed their individual growth goal on the Measures of Academic Progress (MAP) Language Arts assessment by the end of the third (approx. end of May) testing administration. Additionally, students will increase 1 level as measured on the PPS rubric

**Priority 3:** The district will provide regular updates and will actively seek input from parents.

**Metric:** A SITE council will be developed that meets monthly to discuss and problem solve issues throughout the school.





## Priority 1 (School Culture and Climate): Students, teachers, and families feel safe and supported at Lent .

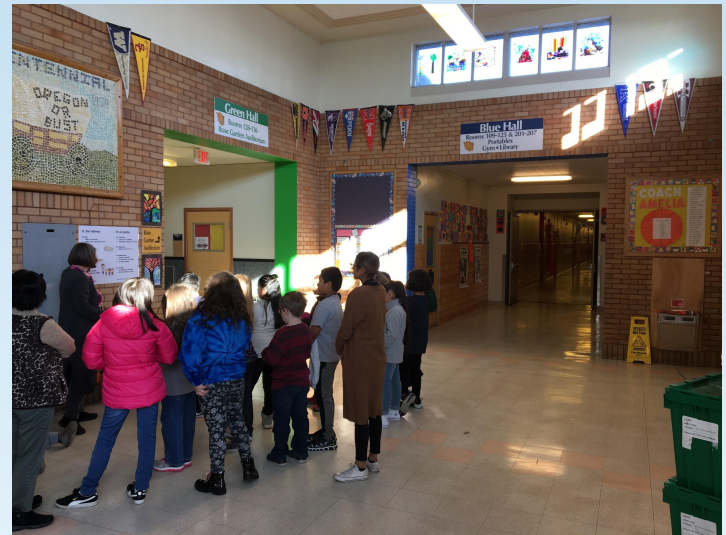
Workstreams Implemented:	Successes:
<ul style="list-style-type: none"><li>● Collaborative development of Lent's core values as a school (Be Safe, Be Responsible, Be Respectful, Be Kind)</li></ul>	<ul style="list-style-type: none"><li>● Common expectation lessons are aligned to the core values and students are taught explicitly what it means to display a value of safety, responsibility, respect and kindness</li><li>● Students earn Paw Prints for demonstrating desired values.</li><li>● Restorative conversations take place based on core values.</li><li>● Lent is implementing Mind-Up to increase mindfulness to assist students in staying with the core values.</li></ul>
<ul style="list-style-type: none"><li>● Multi-Tiered Systems of Support (MTSS) System and Positive Behavioral Interventions and Supports (PBIS) System implemented</li></ul>	<ul style="list-style-type: none"><li>● Students can earn Paw Prints for our school store, be selected in our return of the Leopard of the Month assembly, be selected to sit at the Leopard table and earn other major rewards.</li><li>● At Lent we have a Student Management Specialist (SMS) and two counselors that help students who move from Tier 1 to Tier 2/3. These are 1 on 1 conversations, check ins and checkouts, groups, outside resources, etc.</li><li>● Lent has a weekly Student Intervention Team (SIT) process to support the needs of all students.</li></ul>





Student Management Specialist (SMS) working with a first grade class on bathroom expectations.

4th grade Positive Behavioral Intervention and Supports (PBIS) team member teaching hallway expectations to a 3rd grade class





**Priority 2 (Instruction):** Lent will create a strong academic culture where classroom instruction is aligned to common core standards to prepare students for high school, college and beyond.

### Workstreams Implemented:

### Successes:

- Instructional Professional Development

- All staff have been trained in unpacking standards. All core teachers have been pulled out of the classroom for one or more planning days. The planning days focused on using the PPS Core Curriculum or Guaranteed Viable Curriculum (GVC) and Lucy Calkin’s Writing.
- Admin has been focused on classroom observations and providing regular feedback to teachers.
- All teachers are expected to have a daily lesson plan for each class they teach.
- Instructional Specialist meets weekly with teachers in PLC to look at Equity Based Balanced Literacy (EBBL) and the GVC. Lesson planning is partially done in these settings.
- Monthly staff meetings focused around EBBL
- District coaches working 1 on 1 with teachers for best practices and implementation.

- Intervention and Supports for Tier 2 and 3 Students



- Lent has staff that push into classes to support ELL, SPED and struggling readers
- As a school, all staff has been trained on the Measures of Academic Progress (MAP) assessment as well as how to utilize the MAP data to implement individual academic student goal setting
- Using MAP, Lent has created purposeful intervention groups in both Math and Reading to support Tier 2 and Tier 3 students
- The Student Intervention Team (SIT) meets weekly on Tuesday to discuss Tier 1 and Tier 2 academic and behavior interventions





## Community Engagement

Type of Meeting	Frequency	Description/Purpose	Successes
Site Council	Monthly beginning in February	<ul style="list-style-type: none"><li>• Voting and governing body of the school focusing on improving the school and increasing student achievement</li></ul>	<ul style="list-style-type: none"><li>• Created a purposeful Annual Site Council Plan that is aligned to Lent's priorities.</li><li>• Data analysis will be occurring in these meetings as well as an in depth look at financial supports.</li></ul>
Parent Teacher Association (PTA)	Second Thursday of every month at 6:00 PM	<ul style="list-style-type: none"><li>• Partner with parents and staff to support the school in various ways</li></ul>	<ul style="list-style-type: none"><li>• Multiple fundraising events that have taken place so far this year:</li><li>• Supporting vision of keeping school safe and clean</li></ul>
Coffee with the Principal and Schools Uniting Neighborhoods (SUN) Family Leadership Team	Once a month	<ul style="list-style-type: none"><li>• Review key information about the school</li><li>• Ask questions and provide feedback to the principal</li></ul>	<ul style="list-style-type: none"><li>• Families appreciate a way to provide feedback and hear updates about the school</li><li>• Families learned about the school MAP data and the areas of growth for the school</li><li>• Families learn about school initiatives and give their input</li></ul>







## Lent Next Steps...

- Second semester updates:
  - Adding additional Math and Reading intervention groups for Tier 2 and Tier 3 students using MAP data
  - Ensuring core instruction is aligned to common core state standards.
  - Continuing to pull core teachers for instructional planning days at least one time per quarter:
  - Continuing professional development (PD)/Staff Meeting time to focus on:
    - Professional Learning Community (PLC) time focusing on Restorative Justice
    - PLC time focusing on Mind-up
    - PLC time focusing on instructional planning
    - PLC time focusing on working as a team
- Finishing out the year strong and focusing on planning effectively for the 2019-2020 school year:
  - Strong Master Schedule planning and process to be finalized by June
  - Strong Hiring and Staff Recruitment process to ensure that we are bringing on staff that is the right fit for Lent
  - In May, start to switch PD/Staff Meeting time to planning for the 2019-2020 school year by diving into:
    - Analyzing data around instruction and making adjustments
    - Analyzing data around culture and climate systems and making adjustments





# Roseway Heights Middle School

## 2018-19 Priorities and Metrics

**Priority 1 (School Culture and Climate):** The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.

**Metric:** By the end of the school year 80% of students and parents will indicate students “always” feel safe at Roseway Heights according to a community survey.

**Priority 2 (Instruction):** School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.

**Metric:** 100% of Roseway Heights students identified as needing intensive support (Tier 3) by the Measures of Academic Progress (MAP) Assessment will receive math or reading interventions.

**Priority 3:** School leaders actively promote a shared vision for equity, cultural competence, and high expectations.

**Metric:**

- Development of a school vision and mission based on input gathered from the community and student body.
- Formation of culturally specific student groups that serve as avenues for student input into school events, policies, and overall school culture.





**Priority 1 (School Culture and Climate): The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.**

<b>Workstreams Implemented:</b>	<b>Successes:</b>
<ul style="list-style-type: none"> <li>Development of School Climate Handbook</li> </ul>	<ul style="list-style-type: none"> <li>Common area expectations developed</li> <li>School positive reinforcement system developed</li> <li>School Discipline Plan developed and shared with students and community</li> <li>Multi-tiered Systems of Support (MTSS) rubric developed for externalized and internalized behaviors</li> </ul>
<ul style="list-style-type: none"> <li>Monthly review of common area data</li> </ul>	<ul style="list-style-type: none"> <li>School Climate Team composed of staff, parents, and community members</li> <li>Common area data reviewed each month with a racial lens</li> <li>Data-based discussions on structural changes that could improve outcomes</li> <li>Data shared with community during morning &amp; evening Principal's Coffee</li> </ul>
<ul style="list-style-type: none"> <li>Staff Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Monthly training from the University of Oregon- monthly training focused on implicit bias and its impact on student interactions and disciplinary decision-making</li> <li>Peer classroom walkthroughs beginning in February to reinforce training</li> <li>Staff received classroom management training (CHAMPs) and common classroom expectations across the school</li> <li>Support from the Multi-Tiered Systems of Support (MTSS) Department coaches</li> </ul>
<ul style="list-style-type: none"> <li>Social-Emotional Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Advisory period each day used to reinforce school climate and culture</li> <li>Caring Schools Community lessons taught each week</li> <li>School expectations reviewed weekly</li> <li>Video announcements developed by student leaders shared weekly</li> </ul>







**Priority 2 (Instruction): School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.**

<b>Workstreams Implemented:</b>	<b>Successes:</b>
<ul style="list-style-type: none"> <li>Instructional Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Staff training in PPS Core Curriculum/Guaranteed Viable Curriculum (GVC) and Scope &amp; Sequence guidelines</li> <li>Upcoming days for departments to unpack standards and become more familiar with the GVC</li> <li>Support from district coaches and mentors</li> <li>During second semester the staff will begin monthly training in Advancement Via Individual Determination (AVID) critical reading strategies that will be used across the curriculum</li> </ul>
<ul style="list-style-type: none"> <li>Intervention and Supports for Tier 2 and 3 Students</li> </ul>	<ul style="list-style-type: none"> <li>Intervention Team hired with equity and Title I funding: School Intervention Specialist, Literacy Specialist &amp; Math Specialist</li> <li>Specialists have intervention classes and work with classroom teachers</li> <li>Flexible scheduling used to help students receive interventions while working to preserve elective options</li> </ul>
<ul style="list-style-type: none"> <li>Student Intervention Team (SIT) and Student Attendance Response Team (SART)</li> </ul>	<ul style="list-style-type: none"> <li>Multi-Tiered Systems of Support (MTSS) rubric developed to identify decision rules and interventions in six key areas: attendance, tardies, reading, math, externalized behaviors and internalized behaviors</li> <li>Student Attendance Response Team (SART) developed to review student attendance and tardy data on a weekly basis</li> <li>Student Intervention Team (SIT) meetings on a weekly basis</li> <li>Discipline Team meeting twice a month to review individual student discipline data</li> </ul>





**Roseway Heights  
Community Engagement**

Type of Meeting	Frequency	Description/Purpose	Successes
Site Council	Monthly	<ul style="list-style-type: none"> <li>Oversee Comprehensive Achievement Plan (CAP) &amp; Title I Plan development and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Developed a Comprehensive Achievement Plan based on input collected during Back to School Night</li> <li>Continuing to recruit members to have a representative Site Council</li> </ul>
Parent Teacher Association (PTA)	Monthly	<ul style="list-style-type: none"> <li>Partner with parents and staff to support the school in various ways</li> </ul>	<ul style="list-style-type: none"> <li>Hosted an event in October and support Student Leadership developed events</li> <li>Continuing to recruit members to have a representative Parent Teacher Association (PTA)</li> </ul>
Principal's Coffee	Monthly morning & evening meetings	<ul style="list-style-type: none"> <li>Review key information about the school</li> <li>Ask questions and provide feedback to the principal</li> </ul>	<ul style="list-style-type: none"> <li>Community forum developed to address safety concerns at the beginning of the year</li> <li>Information presented to date includes disciplinary updates and the teacher evaluation tool</li> </ul>
Parents Interested in Equity	Monthly	<ul style="list-style-type: none"> <li>Develop strategies to build cross-cultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>White Affinity Cohort started to develop strategies for being white allies</li> <li>Planning for other community events</li> </ul>
Community Meetings	Rotating	<ul style="list-style-type: none"> <li>Create two-way communication with families less comfortable coming to the school</li> </ul>	<ul style="list-style-type: none"> <li>Meetings held at Hacienda &amp; Broadway Vantage</li> <li>Continued outreach to specific community groups through community partners</li> </ul>





## Roseway Heights Next Steps...

- Second semester updates:
  - Add additional Math and Reading intervention groups for students needing additional math and reading support
  - Instructional planning days for departments
  - Collaboration days for teachers and specialists
  - Continued collaboration with community agencies and families so we are taking a holistic approach to supporting students
  - Continued work reviewing student data to determine if interventions are needed
  - Continued work to draw in community members and increase student voice in decision-making
- Finishing out the year strong and focusing on planning effectively for the 2019-2020 school year:
  - Master schedule planning centered around meeting student needs
  - Expansion of Spanish Dual Language Immersion (DLI) Program and preparation for Vietnamese DLI coming in 2020
  - Continued work around the GVC and collaborative planning
  - Collaboration with feeder schools to create a seamless process for incoming 5th graders





# Harriet Tubman Middle School

## 2018-19 Priorities & Goals

**Priority 1 (School Culture and Climate):** Increase recognition and encouragement to improve student behaviors by creating a safe academic atmosphere that is inclusive of all students.

**Goals:**

- Greater of awareness of cultural differences and how race impacts a school community.
- Increased opportunities to restore and repair relationships to enhance school climate and culture.
- Knowledge of trauma informed practices.
- Increased opportunities to celebrate student successes and milestones.
- Consistent school wide expectations.

**Priority 2 (Instruction):** Identify students instructional needs and build an academic program that is aligned with the data and the specific needs of students.

**Goals:**

- Build strong professional learning communities
- Increase intervention support
- Increase academic rigor
- Improve differentiated instruction
- Improve classroom management techniques

**Harriet Tubman Middle School**

**Tubman Ticket**

Student \_\_\_\_\_

Staff \_\_\_\_\_

Date \_\_\_\_\_

- Perseverance
- Responsibility
- Integrity
- Determination
- Empathy

Circle grade level

**6   7   8**





## Harriet Tubman - Program Successes

<b>Workstreams Implemented:</b>	<b>Successes:</b>
<ul style="list-style-type: none"><li>● Instructional Professional Development</li></ul>	<ul style="list-style-type: none"><li>● Staff training in Intervention practices to increase Reading proficiency</li><li>● Individual conferencing with Instructional Coach to receive feedback on instruction</li><li>● Weekly newsletter (Underground Weekly) that provides tools, information and strategies to improve instruction</li><li>● Advancement Via Individual Determination (AVID), Trauma Informed Instructional Practices and Race/Equity training</li></ul>
<ul style="list-style-type: none"><li>● Intervention and Supports</li></ul>	<ul style="list-style-type: none"><li>● Intervention team established consisting of Instructional Coach and two educational assistants</li><li>● Intervention training for all Language Arts teachers</li><li>● Flexible scheduling to allow remediation, study skills and secondary and post secondary preparation</li></ul>
<ul style="list-style-type: none"><li>● School Climate Team</li></ul>	<ul style="list-style-type: none"><li>● Multi-Tiered Systems of Support (MTSS) rubric developed to identify decision rules and interventions in six key areas: attendance, tardies, reading, math, externalized behaviors and internalized behaviors</li><li>● Restorative Justice Framework to repair injury caused to school environment: students, teachers and families</li><li>● Discipline Team meeting twice a month to review individual student disciplinary data</li></ul>



Harriet Tubman Community Engagement

Organization	Frequency	Description/Purpose	PLANS
Rose City Rowing Club	Daily throughout the term	<ul style="list-style-type: none"> <li>Integrated into our Health and Fitness Program both for staff and students. Provide exposure to a sport that is dominated by white culture.</li> </ul>	<ul style="list-style-type: none"> <li>Erg Ed (W/ Easterlin), Black Family Night attendance to discuss recruitment of students of color, field trips on T, W, TH</li> </ul>
Parent, Teacher, Student Association	Monthly	<ul style="list-style-type: none"> <li>Partner with parents, students and staff to support the school in various ways</li> </ul>	<ul style="list-style-type: none"> <li>Elect student officers and develop a concrete vision plan for the remainder of the school year.</li> </ul>
Maurice Lucas Foundation & Self Enhancement.	Daily	<ul style="list-style-type: none"> <li>After-school program with a focus on Academic, social and sports enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing support to meet the needs of all students in our school community</li> </ul>
In School Reflection	Daily	<ul style="list-style-type: none"> <li>A stand alone class that gives students an opportunity to regroup in the course of the school day when they are feeling disconnected from the school community or encountering other issues that impact their ability to learn</li> </ul>	<ul style="list-style-type: none"> <li>Implement daily in order to provide in one-on-one support when needed</li> </ul>





## Harriet Tubman Next Steps...

- Complete Fidelity of Implementation Tool (FIT) assessment process to help the school understand baseline levels of functioning in several areas: organizational structures, family and community engagement, district systems and support
  - Increase leadership opportunities for students
  - Integrate intervention supports for students
  - Establish Harriet Tubman Student Store
  - Develop a platform for stronger Professional Learning Communities (PLCs)
  - Stronger alignment with secondary and post-secondary institutions
  - Professional Development in Special Education systems
  - Increase Talented and Gifted (TAG) identification for students of color
  - Before and after school tutoring support
- 
- Finishing out the year strong and focusing on planning effectively for the 2019-2020 school year:
    - Develop Master schedule to fit the incoming Mandarin Dual Language Immersion Program matriculating from MLK Jr. K-5
    - Conduct 5th grade open houses for student and parents
    - Continued work around the PPS Core Curriculum or Guaranteed and Viable Curriculum (GVC) and collaborative planning
    - Collaboration with feeder higher schools to prepare 8th graders for high school entrance



BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

INDEX TO THE AGENDA

January 22, 2019

Board  
Action  
Number

Page

Purchases, Bids, Contracts

5794      Expenditure Contracts that Exceed \$150,000 for Delegation of Authority ..... 3

Other Matters Requiring Board Approval

5795      Authorization for Off-Campus Activities ..... 5



Purchases, Bids, Contracts

Resolution Number 5794

**RESOLUTION No. 5794**

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

**RESOLUTION**

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
FLO Analytics	1/23/19 through 1/8/20  Option to renew for up to five additional one-year terms through 1/8/23	Personal Services PS 67420	Contractor to provide complex data analysis, recommendations, and public engagement services that will support district-wide enrollment balancing and optimal building utilization.  RFP 2018-2535	Original Term: \$295,560 Total Term: TBD	C. Hertz Fund 101 Dept. 5461

Other Matters Requiring Board Approval

Resolution Number 5795

**RESOLUTION No. 5795**

Authorization for Off-Campus Activities

**RECITAL**

Portland Public Schools (“District”) Policy 6.50.010-P (“Off-Campus Activities”) requires the Board of Education (“Board”) consent to student out-of-state travel.

**RESOLUTION**

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

**AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES**

<b>Date(s)</b>	<b>School, Course, and Number of Students</b>	<b>Purpose of Travel</b>	<b>Travel Destination</b>	<b>Estimated Cost</b>
2/1-2/2/19	Beaumont; Jazz Ambassadors; 20 students	Bellevue College Jazz Festival	Bellevue College in Bellevue, WA	\$100
5/13/19	Mt Tabor	Hydropower learning	Bonneville Dam Powerhouse, OR & WA sides	\$6.60
5/14/19	Mt Tabor	Hydropower learning	Bonneville Dam Powerhouse, OR & WA sides	\$6.60
5/20-5/23/19	Odyssey Program @ East Sylvan	Oregon Trail study	Oregon Trail in OR & WA	\$250; students to pay \$0
3/6-3/18 2019	Jefferson High School Dancers, 18 students	Performances, workshops, cultural exchange	Aix-en-Provence, France	\$2,200 per student
1/23/19	PPS Learning Journey (as part of Visioning Process), 5 students	Visit transformed schools	Seattle, WA	\$995 for bus