



PORTLAND PUBLIC SCHOOLS
OFFICE OF INSTRUCTION & SCHOOL COMMUNITIES

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Date: January 7, 2020
To: School Board
From: Kregg Cuellar, Deputy Superintendent of Instruction and School Communities
Subject: Division 22 Community Report

Overview

By February 1 of each year, school district superintendents are required by [OAR 581-022-2305: Operating Policies and Procedures](#) to report to their communities the district's standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22.

Below is a summary of Portland Public School's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#).

Compliance in 2018-19

For the 2018-19 school year, Portland Public Schools was in compliance with the following OARs:

- [581-022-2000: Diploma Requirements](#)
- [581-022-2005: Veterans Diploma](#)
- [581-022-2010: Modified Diploma](#)
- [581-022-2015: Extended Diploma](#)
- [581-022-2020: Alternative Certificate](#)
- [581-022-2025: Credit Options](#)
- [581-022-2030: District Curriculum](#)
- [581-022-2045: Prevention Education in Drugs and Alcohol](#)
- [581-022-2265: Report on PE Data](#)
- [581-022-2270: Individual Student Assessment, Recordkeeping and Reporting](#)
- [581-022-2300: Standardization](#)
- [581-022-2305: Operating Policies and Procedures](#)
- [581-022-2310: Equal Education Opportunities](#)

- [581-022-2050: Human Sexuality Education](#)
- [581-022-2055: Career Education](#)
- [581-022-2060: Comprehensive School Counseling](#)
- [581-022-2100: Administration of State Assessments](#)
- [581-022-2110: Exception of Students with Disabilities from State Assessments](#)
- [581-022-2115: Assessment of Essential Skills](#)
- [581-022-2120: Essential Skill Assessments for English Language Learners](#)
- [581-022-2130: Kindergarten Assessment](#)
- [581-022-2205: Policies on Reporting of Child Abuse](#)
- [581-022-2210: Anabolic Steroids and Performance Enhancing Substances](#)
- [581-022-2215: Safety of School Sports - Concussions](#)
- [581-022-2220: Health Services](#)
- [581-022-2223: Healthy and Safe Schools Plan](#)
- [581-022-2225: Emergency Plans and Safety Programs](#)
- [581-022-2230: Asbestos Management Plans](#)
- [581-022-2250: District Improvement Plan](#)
- [581-022-2255: School and District Performance Report Criteria](#)
- [581-022-2260: Records and Reports](#)
- [581-022-2315: Special Education for Children with Disabilities](#)
- [581-022-2320: Required Instructional Time](#)
- [581-022-2325: Identification of Academically Talented and Intellectually Gifted Students](#)
- [581-022-2330: Rights of Parents of TAG Students](#)
- [581-022-2335: Daily Class Size](#)
- [581-022-2345: Auxiliary Services](#)
- [581-022-2350: Independent Adoptions of Instructional Materials](#)
- [581-022-2360: Postponement of Purchase of State-Adopted Instructional Materials](#)
- [581-022-2370: Complaint Procedure](#)
- [581-022-2400: Personnel](#)
- [581-022-2405: Personnel Policies](#)
- [581-022-2410: Teacher and Administrator Evaluation and Support](#)
- [581-022-2415: Core Teaching Standards](#)
- [581-022-2420: Educational Leadership - Administrator Standard](#)
- [581-022-2430: Fingerprinting of Subject Individuals in Positions not Requiring Licensure as Teachers, Administrators, Personnel Specialist School Nurses](#)
- [581-022-2445: Universal Screening for Risk Factors of Dyslexia](#)
- [581-022-2505: Alternative Education Programs](#)

Compliance Plans

For each rule reported as out of compliance in 2018-19, the following provides an explanation as to why PPS was out of compliance and the proposed corrective action plan to come into compliance by the beginning of the 2020-21 school year.

[581-022-2340: Media Programs](#)

Current state:

The district has directed schools to keep libraries open full time. K-5, K-8 and 6-8 schools are allocated a half-time certified media specialist and half-time library assistant. Schools that are 80% or more historically underserved are allocated a full-time media specialist. High Schools are allocated a full-time media specialist. Some schools add additional funding to increase their media specialist and/or library assistant to full-time.

Work currently underway towards compliance:

As a part of the Office of Teaching and Learning (OTL) strategic planning process, the Humanities department will develop an integrated service delivery plan for library services that will ensure comprehensive, equitable library programming in all of our schools. Additionally, this plan will recommend teacher-librarians administer library services that are part of a comprehensive literacy system. The library standards will be integrated into our Guaranteed and Viable Curriculum (GVC), our standards based curriculum. This plan will provide for OTL to guide the development of a standardized approach to library services across all of our schools.

Specific project goals for compliance:

Align Oregon's School Library Standards and the associated K-14 learning goals with Common Core State Standards (CCSS) and our GVC framework

- Provide monthly opportunities for librarians to map a scope and sequence for library instruction, technology integration, and STEAM support
- Articulate a staffing model that provides equitable library services for students in buildings with respect to size, level, and demographics
- Update librarian job descriptions to reflect teaching and learning expectations
- Continue developing collection guidelines to augment current collections
- Develop a process for managing allocated library resources centrally

[81-022-2355: Instructional Materials Adoption](#)

PPS is out of sequence in materials adoptions for math, science, and ELD. The district is implementing a guaranteed and viable curriculum, K - 12, including a scope and sequence for every content area and grade level. It has been critical to first establish the scope and sequence for our GVC prior to moving ahead with the adoption of new materials. For the 2018-19 school year, the district was out-of-compliance with K-12 mathematics, K-5 science, and K-5 ELD. Bridges Math K - 5 was adopted in 2011; Connected Math, grades 6 - 8, was adopted in 2009; and College Preparatory Math, grades 9 - 12, was adopted in 2005. During the 2019-20 school year, an Instructional Framework will be completed for mathematics and science, as informed by the guaranteed and viable curriculum and their scope and sequences. This framework will help us to determine whether to submit an independent adoption or move towards State

approved adoptions. The new Senior Director of Humanities is leading an effort to audit K-5 ESL materials in 2019-20 to provide guidance for next steps with K-5 ELD.

[581-022-2440: Teacher Training Related to Dyslexia](#)

In 2018-19, the district provided the required teacher training to one teacher at all school buildings. However, one school's trained teacher left the school at the beginning of the 2018-19 school year, which put us out of compliance. Since that time, we have identified and trained another teacher at that school. Due to the reality that teachers may leave schools, the district is now in the process of training two teachers at each school to make us compliant for 2019-20.

[581-022-2500: Programs and Services for TAG Students](#)

Instruction provided to identified TAG students is not consistently accommodating their assessed levels and rates of learning. As of January 2019 teachers were trained on incorporating rate and level into their classroom instruction. As part of building-level fall professional development, teachers were trained to identify assessed rate and level and strategies to support TAG students in the classroom strategies. Continued professional development for TAG Facilitators and teachers has been scheduled to provide ongoing and continued training for teachers in order for them to feel prepared and knowledgeable to consistently accommodate for their TAG identified students. The TAG Department will continue to partner with TAGAC to include parent and stakeholder voice in TAG educational options. All PPS schools have created a campus TAG plan to address the educational needs of TAG students on their campus. These individual campus TAG plans will include strategies for teachers regarding the instruction provided to identified students. Much work has been done to inform teachers on rate and level however it is not consistent throughout schools.