



# Board of Education Informational Report

## MEMORANDUM

**Date:** October 10, 2017

**To:** PPS Board of Directors

**From:** Superintendent Guadalupe Guerrero

**Subject:** Draft Proposal for TAG Service-Delivery Model; SY2018-19 Transition

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### Overview

For the last several years, engaged community members of the PPS TAG Advisory Committee have suggested additional models for delivering TAG services -- models that serve identified students, are equitable, and ease the burden on families whose students benefit from these services. As the District moves forward on the important mission of opening two new middle schools in the Madison and Grant/Jefferson clusters, and reconfiguring a number of K-8 schools as elementary feeders, it is accelerating the path to this alternative model. Opening Rose City Park as a neighborhood K-5 school has prompted work toward resolving how students enrolled at ACCESS Academy will continue to receive high-level services.

Beginning in the 2018-19 School Year, PPS staff proposes to move to a **regional service delivery model for talented and gifted students**. The new **ACCESS Pathways** model would create the necessary conditions for PPS to serve students in more content areas, expand services to more students who exhibit exceptional learning abilities and styles. During the remainder of 2017-18, a core planning team would complete the development of the academic program components, student supports, and family engagement strategies that will enable more comprehensive service delivery for more students.

### Highlights of Service Model

The **ACCESS Pathways** model would continue to support ACCESS students learning at their own pace, in which instructional delivery adapts to each child's individual needs. Coursework will be standards-aligned and competency-based, enabling acceleration in core content areas. Instructional staff will facilitate personalized learning by leveraging flexible curricular resources according to student needs and learning styles. By intentionally embedding program services within neighborhood schools across the district, PPS will:

1. Increase access to services that accelerate learning in identified content areas for students;
2. Connect ACCESS pathways to peer communities supported by the district's broader continuum of social emotional and special education wrap-around services;
3. Build capacity in all schools to offer personalized learning for more highly gifted students
4. Leverage research-based models of competency-based and blended instruction

The migration to a regional service delivery model for talented and gifted students aligns with several **district instructional and student support initiatives**, making this transition part of broader systemic investments. ACCESS Pathways will exist in neighborhood schools as exemplars of personalization, academic rigor, and project-based learning. Specifically, students in the ACCESS Pathways will be provided with:

1. Demonstrations of learning, inclusive of students voice and choice, as core components of assessing student mastery and fostering engagement;
2. Extensions of learning that are project-based, supported by student inquiry;
3. Adaptive learning pathways (initially in mathematics) that are digitally enabled, allow acceleration, and are responsive to the demands and significant shifts in Common Core Mathematics;
4. Teacher-facilitated instruction that scaffolds instruction for the accelerated learner in core content areas;
5. School climate teams that provide needed social emotional supports and wraparound services.

### **Regional Implementation**

Under the regional services delivery model, four PPS elementary schools would provide services to students in grades 3-5; and four PPS middle schools would provide services in grades 6-8. (One of the four K-5 schools will provide services for students in grades 2-5 in 2018-19 in order to continue services for all currently-enrolled ACCESS Academy students).

*Students in these schools would feed from the elementary location to the middle school (all students would go to their neighborhood high school)*

1. Woodmere and Lane (both in Franklin Cluster feeder pattern)
2. Sellwood and Duniway (both in Cleveland Cluster feeder pattern)

*Students in these schools would have the option of feeding from the elementary location to the middle school, or going to their neighborhood middle school. (all students would go to their neighborhood high school). This would allow more new students to participate in the middle school options through their course selections.*

3. Irvington (Grant Cluster) and Roseway Heights (Madison Cluster)
4. Peninsula (Jefferson Cluster) and George (Roosevelt Cluster)

We look forward to the opportunity to share more information with the Board as we continue to engage stakeholders in the planning of this transition.