BOARD OF EDUCATION
Portland Public Schools
STUDY SESSION
February 3, 2015

Board Auditorium
Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

Note: *Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1.	**PUBLIC COMMENT**	7:00 pm
2.	**STUDENT REPRESENTATIVE REPORT**	7:20 pm
3.	**2015-16 BUDGET AND UPDATE: HIGH SCHOOL GRADUATION RATES AND HIGH SCHOOL ACTION TEAM UPDATE**	7:35 pm
4.	**UPDATE: TALENTED AND GIFTED**	8:30 pm
5.	**UPDATE: EQUITY IMPLEMENTATION PLAN**	9:15 pm
6.	**BUSINESS AGENDA**	10:00 pm
7.	**ADJOURN**	10:15 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Board of Education Informational Report

MEMORANDUM

Date: **1/28/15**

To: Members of the Board of Education

From: Antonio Lopez, Assistant Superintendent, Office of School Performance

Subject: Graduation and Completion Rate Data & Early Warning System Update

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This Memorandum provides an overview of the high school graduation and completion data, an update on the Early Warning Systems work with a focus on the broader context of our college and career readiness plan. It highlights how we have been implementing the recommendations of the High School Action Team in relationship to the work established by the high school graduation initiative project within the reconnection services department previously under Multiple Pathways.

High School Action Teams during the 2013-14 school year were comprised of teachers, parents, students, community members, principals, and board members. The Teams were charged with coming up with recommendations in five areas:

- Attendance
- College and Career Readiness
- 9th Grade Outcomes
- High School Alignment/Early Warning Systems
- Mentorship

The Early Warning System committee recommendations require the implementation of a systemic approach that:

- Sounds the alarm sooner
- Consistent elements of intervention
- Personalization and
- Aligns between middle school and high school

The Office of College and Career Readiness is developing a 3 -5 year strategic roadmap that systemically aligns all five areas. For the February 3rd board meeting, we are featuring an update and overview of our 2013-14 graduation and completion rates and the work of the early warning systems committee. The presentation will show the

intersection between the initiatives and the high school action team committee recommendations.

High School Graduation and Completion Data Overview

- New State Modified Diploma Graduation Guidelines
- High School four and five year cohort graduation rates
- High School four and five year completion rates
- Graduation and completion data disaggregated by race, ethnicity, gender and other groups
- Graduation and completion data disaggregated by school, including alternative schools

Early Warning Systems

- Work leading to Early Warning System Implementation
- Define Early Warning Systems
- High School Graduation Initiative Project overview & impact
- Early Warning Systems Continuum of Services
- New Reporting and Family Communication Tools
- Early Warning System engagement Strategies

Enclosed are graduation and completion rate data, as well as Early Warning System and Re-Engagement Guides. The guides enclosed were produced out of Johns Hopkins University and The Millennium Group with funds provided from the U.S. Department of Education, with a contribution from a technical working group, that included our Director of Early Warning System, Jocelyn Bigay-Salter. These publications affirm the direction the District and Board are moving toward and also highlight the recommendations set forth by the High School Action Team. The Office of College and Career Readiness is aligning early warning systems to best practices referenced in this guide. These include, but are not limited to:

- Early warning indicators
- Early warning system reports
- Defining the population
- Implementation of systemic infrastructure that incorporates:
    - Outreach & Attendance Coordinators
    - Social/Emotional Support
    - Continued Reconnection Services

We are designing a sustainable and collaborative school level approach that functions as a continuum of services to support all students from prevention to reengagement.

Keeping Students on Track to Graduation

The high school dropout crisis has significant economic and social consequences: lost income for individuals, difficult labor markets for communities, a lack of civic participation, lost revenue for the U.S. economy and a threat to global market competitiveness. Therefore, it is necessary to develop a system to respond early and engage students in school before they drop out.

It may seem that students drop out suddenly, but upon a closer look, warning signs can be spotted well in advance. In fact, education researchers are finding that students are sending out warning signals years before they leave school. In the early 2000s, researchers set out to find those factors most predictive of students dropping out of school.* What they found were three consistent indicators, regardless of student gender, race, socioeconomics, and other demographics: Attendance, Behavior and Course Performance

Attendance

- Missing 20 days or being absent 10 percent of school days
- Missing 5 consecutive days

Behavior

- Two or more mild or more serious behavior incidents

Course Performance

- An inability to read at grade level by the end of third grade
- Failure in English or math in sixth through ninth grade
- A GPA of less than 2.0
- Two or more failures in ninth grade courses
- Failure to earn on-time promotion to the tenth grade

Portland Public Schools currently tracks these indicators as a part of its data system. One of the objectives of the Early Warning System is to provide accessible, relevant and timely data reports to the schools in order for Student Intervention Teams (SIT Teams) to easily identify students who are off track, and intervene early with the appropriate support services.

As we move toward implementing an Early Warning System we have begun the process of instituting SIT Teams in collaboration with Rick Kirschmann, Program Director of Support School Discipline, from the Office of Equity & Partnerships. We are in the process of training Student Intervention Teams, similar to the Hillsboro CARE Teams, three of our high schools: Franklin, Jefferson and Roosevelt.

Each school is unique and has a number of student support services specific to its community. The SIT Team's role is to fully understand and know the support services and interventions available to the students and families in their buildings. This knowledge allows the SIT Team and staff to fully leverage the interventions to address the barriers and challenges that face students before they enter or after they leave the classroom. This model also allows for school personnel to consider student needs by name.

Keeping students on track to graduation and beyond is a shared goal and priority among school staff, support service providers/community partners and families. The involvement and

*Balfanz, R., Hornig Fox, J., Bruce, M., Bridgeland, J. (Nov 2011) *On Track for Success*, The Everyone Graduates Center at Johns Hopkins University and Civic Enterprises

collaboration of all of these stakeholders will enable us to better culturally support students and families to succeed in school.

*Balfanz, R., Hornig Fox, J., Bruce, M., Bridgeland, J. (Nov 2011) *On Track for Success*, The Everyone Graduates Center at Johns Hopkins University and Civic Enterprises

PREVIEW 2013-14 4- and 5-year grad and completion rates: All Students by Subgroup

Students entering high school in 2010-11 formed the 2013-14 4-year graduating cohort.
Students entering high school in 2009-10 formed the 2013-14 5-year graduating cohort.

	2010-11 Cohort 4-Year Graduation and Completion Rates					2009-10 Cohort 5-Year Graduation and Completion Rates				
Race/ Ethnicity	Cohort	Grads	Grad Rate	Completers	Completion Rate	Cohort	Grads	Grad Rate	Completers	Completion Rate
American Indian/Alaska Native	57	27	47%	34	60%	66	39	59%	44	67%
Asian	315	258	82%	260	83%	269	230	86%	236	88%
Black/African American	425	257	60%	282	66%	478	301	63%	333	70%
Hispanic/Latino	465	260	56%	282	61%	509	319	63%	366	72%
Multi-Racial	198	131	66%	140	71%	200	146	73%	166	83%
Native Hawaiian/Pacific Islander	34	25	74%	25	74%	29	21	72%	24	83%
White	1824	1378	76%	1494	82%	1916	1460	76%	1667	87%
Gender										
Female	1619	1220	75%	1308	81%	1698	1277	75%	1425	84%
Male	1699	1116	66%	1209	71%	1769	1239	70%	1411	80%
Program Membership										
Economically Disadvantaged	1745	1063	61%	1179	68%	1820	1198	66%	1388	76%
LEP	263	130	49%	135	51%	268	163	61%	173	65%
SpEd	517	260	50%	297	57%	542	299	55%	362	67%
TAG	565	515	91%	528	93%	584	544	93%	565	97%
Historically Underserved Groups										
Historically Underserved Races	981	569	58%	623	64%	1082	680	63%	767	71%
Historically Underserved Combined	2110	1277	61%	1418	67%	2211	1426	64%	1659	75%
District Totals										
Total	**3318**	**2336**	**70%**	**2517**	**76%**	**3467**	**2516**	**73%**	**2836**	**82%**
	2009-10 cohort 4-year rates					*2008-09 cohort 5-year rates*				
Total	*3424*	*2291*	*67%*	*2572*	*75%*	*3447*	*2274*	*66%*	*2746*	*80%*
Gain 2012-13 to 2013-14			*3%*		*1%*			*7%*		*2%*

Beginning in the 2013-14 reporting year, Graduation includes Modified and Regular Diplomas.
Completion includes Extended and Adult Diplomas as well as GEDs.

tjackso1@pps.net
X63076

PREVIEW 2013-14 4- and 5-year grad and completion rates: All Students by School

Students entering high school in 2010-11 formed the 2013-14 4-year graduating cohort.
Students entering high school in 2009-10 formed the 2013-14 5-year graduating cohort.

	2010-11 Cohort 4-Year Graduation and Completion Rates					2009-10 Cohort 5-Year Graduation and Completion Rates				
Comprehensive High Schools	Cohort	Grads	Grad Rate	Completers	Completion Rate	Cohort	Grads	Grad Rate	Completers	Completion Rate
Benson	179	153	85%	157	88%	225	202	90%	211	94%
Cleveland	419	349	83%	365	87%	400	353	88%	371	93%
Franklin	325	281	86%	289	89%	331	301	91%	315	95%
Grant	374	336	90%	343	92%	414	375	91%	387	93%
Jefferson	113	75	66%	79	70%	115	88	77%	89	77%
Lincoln	396	359	91%	367	93%	371	343	92%	354	95%
Madison	297	224	75%	229	77%	283	213	75%	223	79%
Roosevelt	208	111	53%	120	58%	180	127	71%	139	77%
Wilson	336	291	87%	301	90%	362	322	89%	343	95%
Total	**2647**	**2179**	**82%**	**2250**	**85%**	**2681**	**2324**	**87%**	**2432**	**91%**
Accountable Alternatives: MLC, Alliance and Charter Schools										
Alliance	126	27	21%	39	31%	136	46	34%	66	49%
MLC	37	30	81%	34	92%	32	21	66%	29	91%
LEP	149	57	38%	71	48%	143	46	32%	68	48%
Trillium	20	13	65%	15	75%	25	17	68%	23	92%
Students not assigned to accountable school (including students whose last accountable enrollment was Marshall campus)										
Unassigned	339	30	9%	108	32%	450	62	14%	218	48%
District Totals										
Total	**3318**	**2336**	**70%**	**2517**	**76%**	**3467**	**2516**	**73%**	**2836**	**82%**
	2009-10 cohort 4-year rates					*2008-09 cohort 5-year rates*				
Total	*3424*	*2291*	*67%*	*2572*	*75%*	*3447*	*2274*	*66%*	*2746*	*80%*
Gain 2012-13 to 2013-14			*3%*		*1%*			*7%*		*2%*

Beginning in the 2013-14 reporting year, Graduation includes Modified and Regular Diplomas.
Completion includes Extended and Adult Diplomas as well as GEDs.

tjackso1@pps.net
X63076

PREVIEW 2013-14 4- and 5-year grad and completion rates: By Race and Gender

Students entering high school in 2010-11 formed the 2013-14 4-year graduating cohort.
Students entering high school in 2009-10 formed the 2013-14 5-year graduating cohort.

	4-Year Grad and Completion Rates										5-Year Grad and Completion Rates									
	FEMALE STUDENTS					MALE STUDENTS					FEMALE STUDENTS					MALE STUDENTS				
Race/ Ethnicity	Cohort	Grads	Grad Rate	Completers	Completion Rate	Cohort	Grads	Grad Rate	Completers	Completion Rate	Cohort	Grads	Grad Rate	Completers	Completion Rate	Cohort	Grads	Grad Rate	Completers	Completion Rate
American Indian/ Alaska Native	33	18	55%	21	64%	24	9	38%	13	54%	39	26	67%	29	74%	27	13	48%	15	56%
Asian	152	134	88%	134	88%	163	124	76%	126	77%	135	121	90%	123	91%	134	109	81%	113	84%
Black/ African American	223	146	65%	162	73%	202	111	55%	120	59%	242	162	67%	181	75%	236	139	59%	152	64%
Hispanic /Latino	203	127	63%	136	67%	262	133	51%	146	56%	261	183	70%	205	79%	248	136	55%	161	65%
Multi-Racial	105	73	70%	80	76%	93	58	62%	60	65%	94	69	73%	80	85%	106	77	73%	86	81%
Native Hawaiian /Pacific Islander	18	15	83%	15	83%	16	10	63%	10	63%	15	10	67%	12	80%	14	11	79%	12	86%
White	885	707	80%	760	86%	939	671	71%	734	78%	912	706	77%	795	87%	1004	754	75%	872	87%
District Totals																				
Total	**1619**	**1220**	**75%**	**1308**	**81%**	**1699**	**1116**	**66%**	**1209**	**71%**	**1698**	**1277**	**75%**	**1425**	**84%**	**1769**	**1239**	**70%**	**1411**	**80%**

Beginning in the 2013-14 reporting year, Graduation includes Modified and Regular Diplomas.
Completion includes Extended and Adult Diplomas as well as GEDs.

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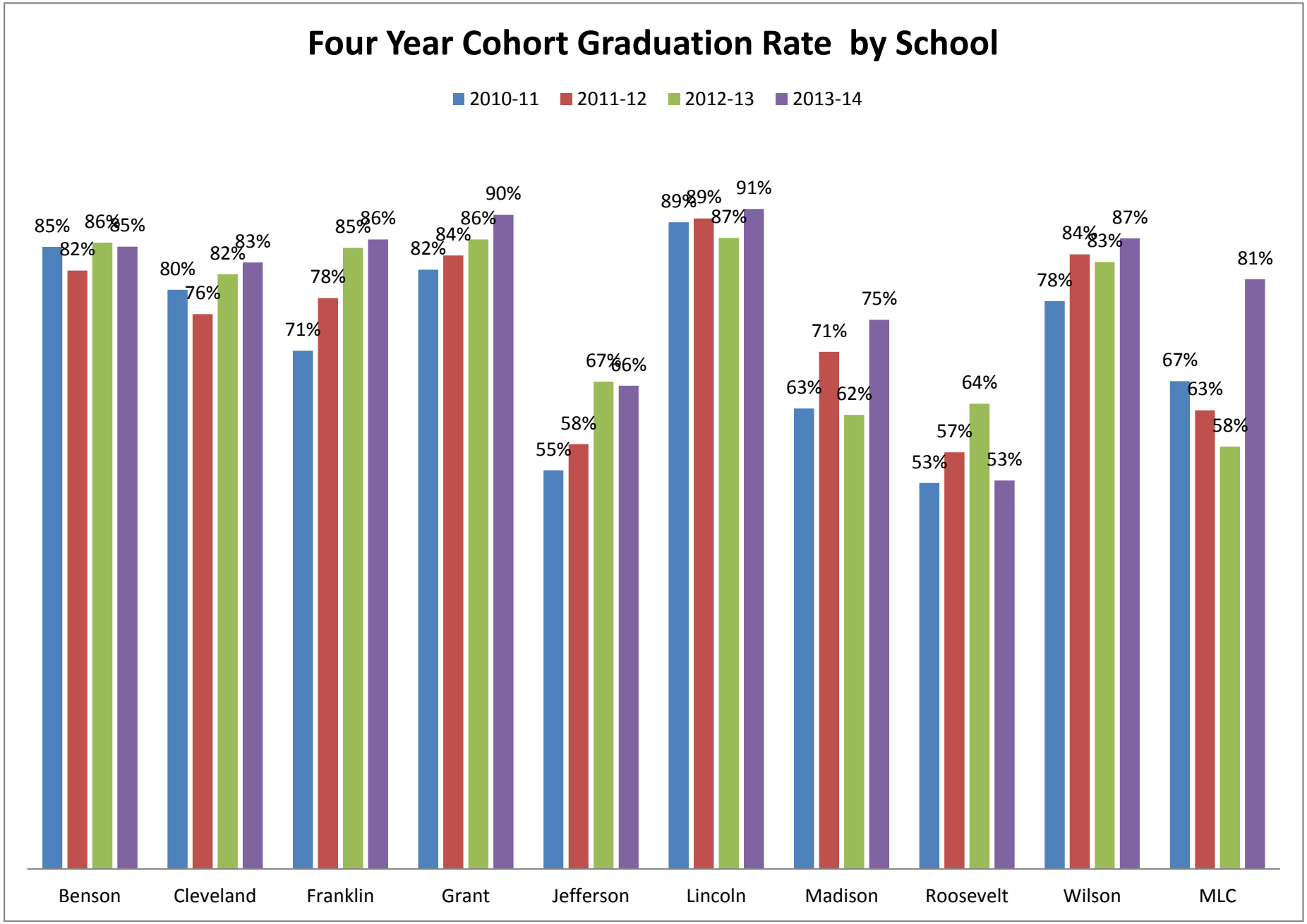
X63076


Four Year Cohort Graduation Rate by School
2010-11
2011-12
2012-13
2013-14
85%
82%
86%
85%
80%
76%
82%
83%
71%
78%
85%
86%
82%
84%
86%
90%
55%
58%
67%
66%
89%
89%
87%
91%
63%
71%
62%
75%
53%
57%
64%
53%
78%
84%
83%
87%
67%
63%
58%
81%
Benson
Cleveland
Franklin
Grant
Jefferson
Lincoln
Madison
Roosevelt
Wilson
MLC

PREVIEW *2013-14 4-year cohort grad rate: all students and subgroup breakdown*

	All Students			Gender						Program Membership											
				Female			Male			Economically Disadvantaged			LEP			Special Ed			TAG		
Comprehensive High Schools	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate
Benson	179	153	85%	67	53	79%	112	100	89%	144	121	84%	14	10	71%	19	15	79%	25	23	92%
Cleveland	419	349	83%	214	195	91%	205	154	75%	164	115	70%	23	15	65%	44	28	64%	112	106	95%
Franklin	325	281	86%	138	128	93%	187	153	82%	198	169	85%	37	33	89%	58	45	78%	49	46	94%
Grant	374	336	90%	200	183	92%	174	153	88%	117	99	85%	1	0	0%	46	32	70%	97	93	96%
Jefferson	113	75	66%	62	44	71%	51	31	61%	87	62	71%	13	6	46%	14	5	36%	8	8	100%
Lincoln	396	359	91%	207	191	92%	189	168	89%	75	58	77%	6	6	100%	38	28	74%	114	113	99%
Madison	297	224	75%	158	126	80%	139	98	71%	225	166	74%	51	33	65%	56	33	59%	24	21	88%
MLC	37	30	81%	25	21	84%	12	9	75%	12	7	58%				6	5	83%	10	9	90%
Roosevelt	208	111	53%	94	61	65%	114	50	44%	178	97	54%	39	16	41%	45	17	38%	19	13	68%
Wilson	336	291	87%	165	151	92%	171	140	82%	108	81	75%	14	9	64%	43	23	53%	73	71	97%
Total	**2684**	**2209**	**82%**	**1330**	**1153**	**87%**	**1354**	**1056**	**78%**	**1308**	**975**	**75%**	**198**	**128**	**65%**	**369**	**231**	**63%**	**531**	**503**	**95%**
Accountable Alternatives: Alliance and Charter Schools																					
Alliance	126	27	21%	58	12	21%	68	15	22%	100	16	16%	7	0	0%	32	7	22%	12	3	25%
LEP	149	57	38%	78	32	41%	71	25	35%	113	40	35%	7	2	29%	30	11	37%	6	3	50%
Trillium	20	13	65%	9	6	67%	11	7	64%	13	7	54%				4	1	25%	7	4	57%
Students not assigned to accountable school (including students whose last accountable enrollment was Marshall campus)																					
Unassigned	339	30	9%	144	17	12%	195	13	7%	211	25	12%	51	0	0%	82	10	12%	9	2	22%
District Totals																					
Total	**3318**	**2336**	**70%**	**1619**	**1220**	**75%**	**1699**	**1116**	**66%**	**1745**	**1063**	**61%**	**263**	**130**	**49%**	**517**	**260**	**50%**	**565**	**515**	**91%**
2009-10 Cohort 4-Year Graduation Rates																					
Total	*3424*	*2291*	*67%*	*1676*	*1176*	*70%*	*1748*	*1115*	*64%*	*1789*	*1033*	*58%*	*260*	*132*	*51%*	*531*	*200*	*38%*	*584*	*529*	*91%*
Gain in pctage points			*3%*			*5%*			*2%*			*3%*			*-2%*			*12%*			*0%*

PREVIEW *2013-14 4-year cohort grad rate: all students and subgroup breakdown*

	All Students			Gender						Program Membership											
				Female			Male			Economically Disadvantaged			LEP			Special Ed			TAG		
Comprehensive High Schools	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate
Benson	179	153	85%	67	53	79%	112	100	89%	144	121	84%	14	10	71%	19	15	79%	25	23	92%
Cleveland	419	349	83%	214	195	91%	205	154	75%	164	115	70%	23	15	65%	44	28	64%	112	106	95%
Franklin	325	281	86%	138	128	93%	187	153	82%	198	169	85%	37	33	89%	58	45	78%	49	46	94%
Grant	374	336	90%	200	183	92%	174	153	88%	117	99	85%	1	0	0%	46	32	70%	97	93	96%
Jefferson	113	75	66%	62	44	71%	51	31	61%	87	62	71%	13	6	46%	14	5	36%	8	8	100%
Lincoln	396	359	91%	207	191	92%	189	168	89%	75	58	77%	6	6	100%	38	28	74%	114	113	99%
Madison	297	224	75%	158	126	80%	139	98	71%	225	166	74%	51	33	65%	56	33	59%	24	21	88%
MLC	37	30	81%	25	21	84%	12	9	75%	12	7	58%				6	5	83%	10	9	90%
Roosevelt	208	111	53%	94	61	65%	114	50	44%	178	97	54%	39	16	41%	45	17	38%	19	13	68%
Wilson	336	291	87%	165	151	92%	171	140	82%	108	81	75%	14	9	64%	43	23	53%	73	71	97%
Total	**2684**	**2209**	**82%**	**1330**	**1153**	**87%**	**1354**	**1056**	**78%**	**1308**	**975**	**75%**	**198**	**128**	**65%**	**369**	**231**	**63%**	**531**	**503**	**95%**
Accountable Alternatives: Alliance and Charter Schools																					
Alliance	126	27	21%	58	12	21%	68	15	22%	100	16	16%	7	0	0%	32	7	22%	12	3	25%
LEP	149	57	38%	78	32	41%	71	25	35%	113	40	35%	7	2	29%	30	11	37%	6	3	50%
Trillium	20	13	65%	9	6	67%	11	7	64%	13	7	54%				4	1	25%	7	4	57%
Students not assigned to accountable school (including students whose last accountable enrollment was Marshall campus)																					
Unassigned	339	30	9%	144	17	12%	195	13	7%	211	25	12%	51	0	0%	82	10	12%	9	2	22%
District Totals																					
Total	**3318**	**2336**	**70%**	**1619**	**1220**	**75%**	**1699**	**1116**	**66%**	**1745**	**1063**	**61%**	**263**	**130**	**49%**	**517**	**260**	**50%**	**565**	**515**	**91%**
2009-10 Cohort 4-Year Graduation Rates																					
Total	*3424*	*2291*	*67%*	*1676*	*1176*	*70%*	*1748*	*1115*	*64%*	*1789*	*1033*	*58%*	*260*	*132*	*51%*	*531*	*200*	*38%*	*584*	*529*	*91%*
Gain in pctage points			*3%*			*5%*			*2%*			*3%*			*-2%*			*12%*			*0%*

PREVIEW *2013-14 4-year cohort grad rate: all students and subgroup breakdown*

	All Students			Historically Underserved Groups					
				Historically Underserved Races			Historically Underserved Combined		
Comprehensive High Schools	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate
Benson	179	153	85%	86	71	83%	155	130	84%
Cleveland	419	349	83%	68	52	76%	189	135	71%
Franklin	325	281	86%	72	61	85%	217	185	85%
Grant	374	336	90%	73	62	85%	135	115	85%
Jefferson	113	75	66%	86	57	66%	102	68	67%
Lincoln	396	359	91%	46	39	85%	96	78	81%
Madison	297	224	75%	117	86	74%	233	171	73%
MLC	37	30	81%	6	3	50%	16	10	63%
Roosevelt	208	111	53%	120	60	50%	186	99	53%
Wilson	336	291	87%	53	41	77%	124	94	76%
Total	**2684**	**2209**	**82%**	**727**	**532**	**73%**	**1453**	**1085**	**75%**
Accountable Alternatives: Alliance and Charter Schools									
Alliance	126	27	21%	39	3	8%	102	16	16%
LEP	149	57	38%	64	18	28%	120	43	36%
Trillium	20	13	65%	6	4	67%	15	9	60%
Students not assigned to accountable school (including students whose last accountable enrollment was Marshall campus)									
Unassigned	339	30	9%	145	12	8%	254	26	10%
District Totals									
Total	**3318**	**2336**	**70%**	**981**	**569**	**58%**	**1944**	**1179**	**61%**
2009-10 Cohort 4-Year Graduation Rates									
Total	*3424*	*2291*	*67%*	*1083*	*592*	*55%*	*2170*	*1231*	*57%*
			3%			*3%*			*4%*

Board of Education Informational Report

MEMORANDUM

Date: **January 29, 2015**

To: Members of the Board of Education

From: Melissa Goff

Subject: Talented and Gifted Education Update

This Memorandum provides an update on the Talented and Gifted (TAG) program. The TAG staff and the TAG Parent Advisory Council (TAGAC) have been collaborating over the past two years on improving educational service to our Talented and Gifted students, utilizing various sources of data, including a survey administered to TAG families in 2013. This work includes a commitment to equity of access for underrepresented students within Portland Public Schools' TAG population. The TAGAC representatives are joining us to share their recommendations for improvement in TAG services. Office of Teaching and Learning staff will provide the Board with an update on the work that has been done to address these recommendations, including next steps to continue our collaboration.

Through monthly meetings with TAGAC, Portland Public Schools has been reviewing current practice and identifies opportunities for improvement of our service to students and families.

As of January 2015, the TAG department has hired a full time (1.0 FTE) TAG Program Director to support the work of our TAG teachers on special assignment. We are currently hiring for 2 vacant TAG teachers on special assignment to provide instructional resource and professional development support to teachers. Potential budget implications for 2015-2016 include expansion of teachers on special assignment, purchase of instructional resources for teachers to better differentiate (particularly in the area of mathematics), and investment in assessment tools affording teachers and families more precise information about individual student strengths and areas of growth,
The next steps identified to support the work identified are:

- Review TAG identification and acceleration Board policies and administrative directives through and equity lens.

- Review and procure digital learning resources to support differences in rate and level of learning.
- Review with Strategic Planning and Performance current reporting of TAG data and potential improvements.
- Provide Board with comprehensive update in Talented and Gifted services and performance in Fall 2015.

ATTACHMENTS

March 1, 2013 Letter to TAG Families
Full Results of 2012 TAG Parent Survey
Estimate of TAG Students Using Lottery to Search for TAG Services
Additional Information on ACCESS Academy Growth
2013-14 Reading Gains by Income & Ethnicity
2013-14 Math Gains by Income & Ethnicity
January 7, 2015, Education Week, "Differentiation Doesn't Work"
Winter 2011, Education Next, "All Together Now?"
2012, Teaching Gifted Kids in Today's Classroom, 3rd edition, "Grouping Gifted Students for Learning"
Board Policy 4.10.032-P
Administrative Directive 4.10.033-AD
Board Policy 4.20.010-P
Board Policy 6.10.015-P
Board Policy 2.10.010-P
August 2014, Quality Education Model Final Report, p.49
January 27, 2015, Education Week, "Differentiation Does, in Fact, Work"
NCTM Access and Equity in Mathematics Education Position Statement
February 16, 2012, TAG Timelines for Grade Acceleration and Single Subject Acceleration in Mathematics
Criteria for Student Placement in Compacted Math

TAG parent Advisory Council (TAGAC)

Charge (TAGAC Bylaws)

- Review aspects of the Portland Public Schools Talented and Gifted program
- Make recommendations to TAG Administrator, Superintendent and School Board

Makeup

- Members: 11 parent members (1 open seat)
  - 6 additional seats available to facilitate recruiting member diversity
- Active Committees: Differentiation, Equity, Communications
- Monthly Tuesday meetings, lively discussions with PPS representatives and parent guests

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Our Values

All students deserve a challenging education

- Let students reach full potential
- Meet all students' rate and level of learning
- Every student should make academic gains during the school year

Equity

- Requires district-wide consistency and transparency
- TAG Services should be provided regardless of race or socioeconomic status
- TAG services shouldn't require heroic parental effort

Strong Neighborhood schools…

- …Require Strong TAG Services
- Neighborhood schools should meet educational needs of 99% of students
- It shouldn't be necessary to leave neighborhood school to "search" for TAG services

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Our Goal

See Oregon Law and PPS Policy be realized consistently, with equity, district-wide

- Oregon TAG law, OAR 581-022-1330(4)
  - "The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning."
- Board Policy 6.10.015 P - Talented and Gifted Education
  - "Curriculum and instruction designed to meet the level and rate of learning of talented and gifted students is an integral part of this [district's] commitment."
- Board Policy 6.10.010 P - Student Achievement
  - "A central component of the mission of Portland Public Schools is to "support all students in achieving their very highest educational and personal potential. …"
- Board Policy 2.10.010 P - Racial Educational Equity Policy
  - "…remedy practices … that lead to … the under-representation in programs such as talented and gifted and Advanced Placement."
- Board Resolution #4718 - Jefferson PK-8 Cluster Enrollment Balancing
  - "…promote strong capture rates and academic programs at every grade level.""

TAG Services Not Meeting Needs…

2012 PPS Survey of parents showed high dissatisfaction with TAG services

- Some differences among schools but nothing stood out
- Comments pointed and negative – "There are no TAG services?"

Survey showed ACCESS Academy effective and appreciated

- Alternative Education program not TAG program
- Limited capacity and growth plan
- Admittance criteria appears vague and opaque

PPS has de-facto SSA which rarely serves students well

- Documentation hidden from parents without informed networks
- Often denied by Principals & discouraged by math TOSA's
- Inefficient – staff & parent intensive, evaluation may take a year
- National 99th percentile level of mastery too high - Lake Oswego: 80%

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...So Families Keep Searching

TAG Parents using lottery system to find better options

- SACET suggests only 11% vs. 13% district TAG (June 2, 2014 Recommendations)
- District-wide TAG testing: 2nd grade
- Elementary School lottery: Kindergarten (vast majority)
- Middle School data: 22% lottery applicants are TAG identified

☐ "Data show that TAG students transfer through the hardship process more than the "choice" lottery process." (SACET Recommendations, March 3,2010, p.8)

Huge wait list for ACCESS – close to 2X for last 3 years

- 2012-13: 113 applicants for 38 slots (75 waitlisted)
- 2013-14: 190 applicants for 80 slots (110 waitlisted)
- 2014-15: 282 applicants for 100 slots (182 waitlisted)

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"Differentiation Doesn't Work"

-Education Week, January 7, 2015

PPS Instructional Philosophy

- All teachers should differentiate for all students in all subjects

TAGAC Conclusion

- The wide range of abilities in classrooms mean it is not possible for all teachers to differentiate for all students in all subjects.
- Narrowing classroom ability range will help make it possible

Evidence

- Parent anecdotes, in person, in survey
- Ongoing educational debate - See References
- Studies: 2008 (teachers), 2010 (ed-school professors): 8 in 10 believe that differentiation is "very" or "somewhat" difficult to implement.

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Equity Concerns

Equity Committee investigating

- Under identification of TAG students by race and SES
- Information dissemination about TAG services

Heroic parent effort often required

- Single Subject Acceleration evaluation and later driving to school every day
- Solving behavior problems related to student being bored in class

ACCESS Academy lack of growth to admit all qualified students
From 2016-17, 22% openings in 1st grade – before district TAG testing

TAG student achievement gains lower for underserved student groups who Exceed

Themes for Improvements

Offer concrete and effective TAG services at all neighborhood schools

- Adopt best practices from ACCESS Academy and elsewhere
- Offer services consistently and transparently across district
- Teach students at their level

Try to make differentiation feasible

- Narrow range of achievement levels in classrooms.
- Keep classrooms heterogeneous -- different levels, but fewer levels
- Find non-tracking solutions

Improve equity

- Clearly and transparently document TAG services
- Schools and teachers should initiate services to reduce need for parent advocacy
- Encourage teacher discretion to recommend non-identified students for TAG services
- Gather data for further investigation of equity issues

2013 TAGAC Recommendations

1. Place Elementary and Middle School Students in Appropriate Level Math and Reading Classes
2. Reform Screening for Single Subject Advancement.
3. Use Flexible Grouping to Narrow Range of Achievement Levels per Teacher.
4. Eliminate and Repurpose School TAG Budgets.
5. Expand ACCESS Academy.
6. Post AdditionalTAG Statistics on the PPS Website.

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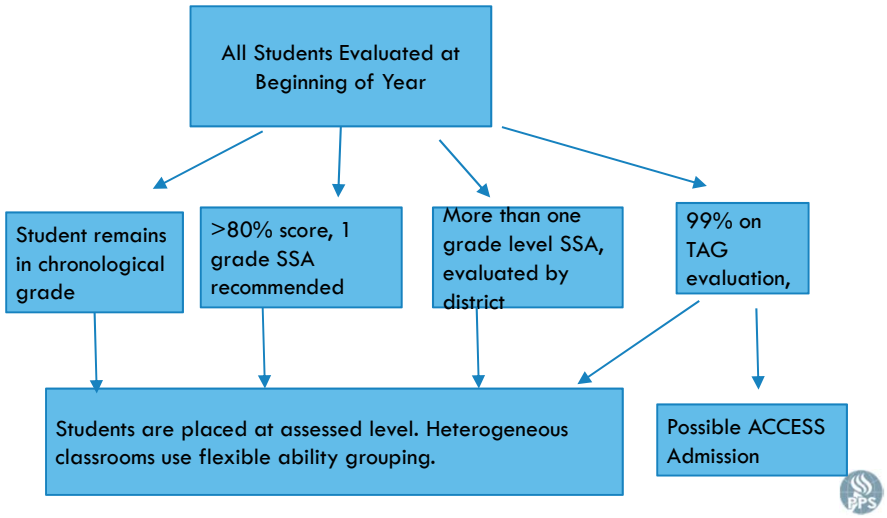
TAGAC Proposed Model



Students Study at Their Level

Benefits of Acceleration Well Documented – See"A Nation Deceived"

One grade level advancement available at each school
- 80% content mastery level starting bar
- Decided at school by teachers and principal

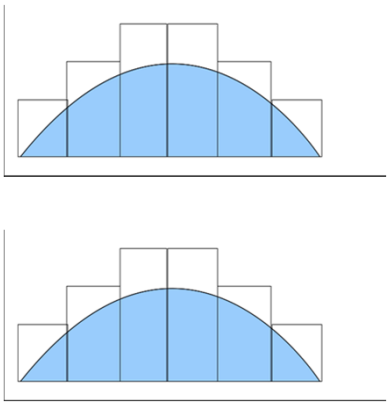
More than one grade level, follow District Single Subject Acceleration Policy
- Evaluate students until level of mastery is reached
- Done quickly

Student at 99th percentile achievement may qualify for ACCESS Academy

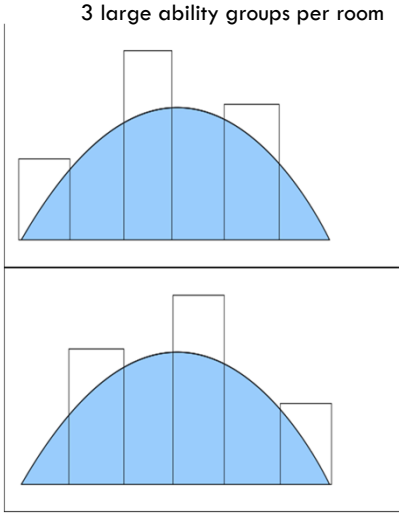
Successful Examples
- Lake Oswego School DIstrict -10% students accelerated
- Odyssey Program accelerated school-wide in math until stopped by district
- ACCESS Academy evaluates all and accelerates many in math

Example of Flexible Ability Grouping

Current PPS Classroom
6 small ability groups per room



Ability Grouped Classrooms
3 large ability groups per room



Requests

1. Work with TAGAC to define and adopt SSA Board Policy for 2015-16, as per:
   - ODE TAG Corrective Action #7, June 2010 (for PPS resolution of TAG complaint)
   - SSA Framework for Mathematics, signed by CAO Carla Randall, October 2010
   - Draft Administrative Directive 4.20.XXX AD, October 1, 2010
   - TAG Dept memo on SSA Math Timelines, Pat Thompson, February 16, 2012
   - Single Subject Acceleration Pathway, September 9, 2013
2. Provide data requested by Measure 6 for 2014-15 (work with TAGAC to refine)
3. DBRAC considers expanding ACCESS to admit all qualified students starting 2017-18
   - Different from the current limited expansion plan
4. PPS continue conversation with TAGAC about implementing Recommendations
5. Include TAGAC in broader SACET and DBRAC district discussions on enrollment and transfer, boundary redefinition, and strengthening neighborhood schools

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References

Differentiation Doesn't work

Delisle, James, "Differentiation Doesn't Work", Education Week, January 7, 2014. http://www.edweek.org/ew/articles/2015/01/07/differentiation-doesnt-work.html

Petrilli, Michael J, "All Together Now? Educating high and low achievers in the same classroom," Education Next, Winter 2011, Vol 11, No 1, http://educationnext.org/all-together-now/

Equity Concerns

DeLacy, Margaret, 2013-14 Math and Reading Gains for Low and Exceeds Students by Income and Ethnicity, http: www.tagpdx.org/portland_student_achievement_dat.htm

Acceleration is effective

Colangelo, N., S. Assouline, and M. Gross. 2004. "A nation deceived: how schools hold back America's brightest students. Iowa City, Iowa: Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, University of Iowa.

http://www.accelerationinstitute.org/nation_deceived/

Flexible Grouping

Winebrenner, Susan and Dina Brulles, "Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use," 3rd Edition, Free Spirit Publishing, Inc, Minneapolis, MN, 2012. [See especially chapter 7.]

Oregon TAG Kids Graduate at Lower Rates

2014 Quality Education Model Report Vol. 1, Oregon Dept of Education, http://www.ode.state.or.us/superintendent/priorities/final-2014-qem-report-volume-i-(2).pdf

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Dr. Kimberly Matier, Director
Instruction, Curriculum & Assessment
Office of Teaching & Learning

PORTLAND PUBLIC SCHOOLS
501 N. Dixon, Portland, OR 97227
(503) 916-3749 • Fax: (503) 916-2608

March 1, 2013

Dear PPS TAG Family,

Portland Public Schools and the TAG Parent Advisory Council (TAGAC) thank you for your participation in our TAG survey. PPS and the TAGAC are committed to improving TAG services for students. The survey is part of an effort by PPS and the TAGAC to identify the needs of TAG students and to help determine priorities for the Council. We are also seeking increased participation and feedback from our underrepresented families to ensure we have a comprehensive picture of student and family needs for improved service to schools. Below is a summary of results as well as a draft list of Council priorities for our work beginning this year.

Survey Summary
There were 1215 parent responses to the survey, which is approximately 22% of all TAG identified families. No school's responses accounted for more than 5% of the total survey responses and the average was 1.5%, so no school dominated the results. Schools with less than 5 responses were not examined individually.

While the overall tone of responses generally varied among schools, those from ACCESS Academy parents stood out as uniformly positive on all 14 questions. No other school's responses were positive for more than 8 questions and the average was just under 4 questions. District-wide, parents expressing an opinion were positive about three topics:

General Attitudes of TAG Students
- 91% feel that in general, their child has a positive attitude.

Parent Teacher Communication about TAG Services
- 62% do not worry that they are overwhelming their child's teacher, or negatively impacting their child's relationship with the teacher by asking how tasks and assignments meet their child's rate and level of learning.

Teachers' Understanding of TAG students
- 55% feel that their child's classroom teacher(s) understand the characteristics of gifted students and the needs of their child.

Conversely, among parents expressing an opinion, four areas of concern stood out and have been highlighted for focus and further investigation:

Appropriate Learning Opportunities and Challenges for My Child
- 80% feel that their child does not receive appropriate learning opportunities and challenges as an individual.

Opportunities for Peer Learning
- 80% feel that their child is not provided with many opportunities to work with peers who have similar abilities

Improved Academic Achievement as a result of TAG Services
- 83% feel that the TAG services provided by their child's school have had no impact on improving their child's academic performance

Consistent TAG Services Across Grades/Classrooms
- 85% feel that their child receives inconsistent TAG services and that the quality of the services is dependent on who their child has for a teacher

Dr. Kimberly Matier, Director
Instruction, Curriculum & Assessment
Office of Teaching & Learning

PORTLAND PUBLIC SCHOOLS
501 N. Dixon, Portland, OR 97227
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In order to promote improvement district-wide, school specific results of all questions have been made available to school principals. (All identifying information in the comments has been removed.) For more detailed information about survey results, please contact your school's TAG Coordinator or principal.

Future Work & Priorities

This survey was the first in a series of activities where we will be gathering information about parent and student experiences with TAG services, so that we can work collaboratively with principals, teachers and parent leaders to support our schools. Based on these initial results, other school data provided by PPS and direct parental input, the TAG Advisory Council has set the following draft priorities for their work:

1. **Improved Parent Communication about TAG Services.** Survey results suggest that we must seek ways to provide additional information about TAG services, ongoing enrichment activities and best practices for TAG education. Improved communication should help parents and students to better understand and use existing TAG services as well as empower them to collaborate at their schools.
2. **Equity in TAG Identification.** Demographic data of TAG students continues to show that racial sub-groups of TAG students are underrepresented. PPS is actively recruiting parents of color for the TAG Parent Advisory Council and are investigating improved processes for identifying TAG students in these underrepresented racial sub-groups.
3. **Equity of Access to Curriculum**. Parental input suggests that curriculum options for middle school and high school TAG students may be limited by class availability or other factors. Examining this may help schools better plan, support and communicate TAG-suitable course sequences to students.
4. **Consistent Differentiation**. Some survey results that differed widely among district schools suggest that classroom differentiation may be inconsistent. Investigating enhancements to professional development models for teachers and sustainable funding options for improved differentiated services/resources across schools may help even out any disparities.

We welcome TAG parents to participate in regular TAGAC meetings or to serve on a subcommittee to help PPS explore these priorities. TAGAC meetings are held in the Mahonia Conference room on the second floor of the Blanchard Education Service Center at 501 N. Dixon, in Portland. The remaining meeting dates for the 2012-13 school year are:

Tuesday March 12 6:30 – 8:00 PM
Tuesday April 9, 6:30 – 8:00 PM
Tuesday May 7 6:30 – 8:00 PM

Please contact us via the Office of Talented and Gifted at **503-916-3358** or by email at **tagac@pps.net** for further information. The PPS TAG website also contains a variety of additional resources and information that you may find useful:

http://www.pps.k12.or.us/departments/tag

Sincerely,

Dr. Kimberly Matier

Dr. Kimberly Matier, Office of Talented & Gifted
Brenda Ray Scott (chair), Cathy Biber, Terese Bushnell, Amy Doan and Mark Feldman, 2012-13 TAGAC members

TAGAC Exhibit 1: Full Results of 2012 TAG Parent Survey

Question Number	Question Text	RAW SURVEY RESULTS							Parents who...			Parents w/opinion who...	
		N	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Average	Somehow Disagree	Neither	Somehow Agree	Somehow Disagree	Somehow Agree
5.1	In general, my child has a positive attitude toward school.	1215	30	69	104	514	498	4.14	8%	9%	83%	9%	91%
5.2*	The lack of TAG services has had a negative influence on my child's attitude toward school.	1211	87	200	456	330	138	3.19	24%	38%	39%	38%	62%
5.3	My child's classroom teacher(s) understand the characteristics of gifted students and the needs of my child.	1213	106	248	427	327	105	3.06	29%	35%	36%	45%	55%
5.4	My child's teacher makes adjustments to instruction and assignments to meet the needs of my child.	1213	187	381	317	247	81	2.71	47%	26%	27%	63%	37%
5.5	The TAG services my child receives provide appropriate learning opportunities and challenges for my child as an individual.	1214	351	392	281	133	57	2.30	61%	23%	16%	80%	20%
6.1	The TAG services my child receives provide many opportunities for my child to work with peers who have similar abilities.	1209	336	420	262	134	57	2.30	63%	22%	16%	80%	20%
6.2	The work my child completes in the classroom is appropriate and matched to his/her level and rate of learning.	1212	184	398	292	269	69	2.70	48%	24%	28%	63%	37%
6.3	The TAG services my child receives have improved my child's academic achievement.	1206	319	411	323	107	46	2.30	61%	27%	13%	83%	17%
6.4	My child's teachers communicate with me regularly and work with me to support my child's learning needs.	1212	273	338	291	241	69	2.58	50%	24%	26%	66%	34%
6.5*	I worry that I am overwhelming my child's teacher, or negatively impacting my child's relationship with the teacher by asking how tasks and assignments meet my child's rate and level of learning.	1211	205	343	327	233	103	2.74	45%	27%	28%	62%	38%
7.1	I understand what TAG strategies and services are available and what to expect within PPS.	1211	207	403	242	307	52	2.66	50%	20%	30%	63%	37%
7.2	The level of TAG services my child receives is consistent and not dependent on who my child has as a teacher.	1210	389	381	307	100	33	2.18	64%	25%	11%	85%	15%
7.3	The TAG services my child receives have been beneficial overall.	1210	279	340	363	176	52	2.49	51%	30%	19%	73%	27%
7.4	I am aware of my school's building TAG plan.	1211	225	370	189	349	78	2.74	49%	16%	35%	58%	42%

Notes

1) "N" is the number of responses to that question. (Some parents did not respond to all questions.)

2) The "**Average**" assigns the numbers Strongly Disagree = 1, Disagree = 2, Neither = 3, Agree = 4, and Strongly Agree = 5 to the respective categories. Therefore an average greater than 3.0 indicates a positive (approving) response and an average less than 3.0 indicates a negative (disapproving) response for all questions except 5.2 and 6.5, which are the opposite.

3) The "**Parents who...**" columns combine the two Disagree responses into Somehow Disagree" and the two Agree responses into "Somehow Agree." The percentages are calculated using the total number of responses to each question, which include the neutral, "Neither" response. Somehow seeing these results may be inadvertently misled by tacitly assuming that neutral responses fall into one or the other category. For example, saying that 50% of respondents disagreed that they understood TAG strategies (see question 7.1) might lead you to believe that the remaining 50% agreed. But actually, 20% were not sure or had no opinion and only 30% of respondents actually agreed that they understood TAG strategies.

4) The "**Parents w/opinion who...**" column removes the possible misleading situation described in the previous comment. This category ignores the "Neither" responses under the assumption that these respondents did not have an opinion either that they agreed or disagreed with the question. The percentages are therefore calculated using a total number of responses that omits the number of "Neither" responses.

Exhibit 2: Estimate of TAG Students Using Lottery to Search for TAG Services

SACET Data on TAG Students Applying to the Lottery May Be Misleading.

PPS tests all students for TAG identification in 2nd grade. Although some students may be tested earlier by recommendation or privately, the majority of students who are TAG identified become so in 2nd grade. The TAG demographics on p. 48 and 49 of the June 2 SACET Preliminary Recommendations highlight several focus schools that admit a large number of students by lottery before 3rd grade. Therefore, these tables are probably unreliable and misleading. This seems to be the only mention of TAG demographics in any of the PSU, SACET or other public documents available concerning the recent discussions on Boundary Revision and proposed changes to the School Choice lottery.

Conversely, students applying to middle school do so in 5th grade, long after district wide TAG testing. Therefore, the tables here present TAG demographics for lottery applications to Middle Schools only, which should provide a more representative picture of lottery applicants. The data on this handout show that Middle School lottery applicants appear to be TWICE as likely to be TAG students as the data in the SACET report suggest and higher than the 18% identification rate for all Middle Schools. It therefore seems plausible that many students are applying to the lottery in an attempt to locate TAG Services. Further investigation could tell if Elementary School lottery applicants may be TAG at an even higher rate.

Please contact the TAGAC Chair, Mark Feldman if you have any questions. email: ppsmark@feldmark.com

1st choice Lottery Applicants (2012-13)

	Total	Students of Color			LEP		FRL		TAG		SpEd	
All Middle Schools (MS)	1st Choice	# white	# color	% color	#	%	#	%	#	%	#	%
Beaumont MS	66	28	38	58%	1	2%	17	26%	16	24%	2	3%
DaVinci MS	364	273	91	25%	0	0%	76	21%	93	26%	47	13%
George MS	0	0	0	NA	0	NA	0	NA	0	NA	0	NA
Gray MS	24	16	8	33%	9	38%	4	17%	3	13%	4	17%
Hosford MS	10	5	5	50%	2	20%	2	20%	3	30%	0	0%
Jackson MS	16	13	3	19%	0	0%	1	6%	3	19%	2	13%
Lane MS	3	1	2	67%	0	0%	2	67%	0	0%	0	0%
Mt. Tabor MS	36	15	21	58%	3	8%	12	33%	3	8%	6	17%
Sellwood MS	25	13	12	48%	2	8%	10	40%	2	8%	2	8%
West Sylvan	26	15	11	42%	1	4%	8	31%	4	15%	2	8%
Lottery Applicants (MS)	**570**	**379**	191	34%	**18**	**3%**	**132**	**23%**	**127**	**22%**	**65**	**11%**
District (MS)	**5365**	**3335**	2030	38%	**203**	**4%**	**2029**	**38%**	**987**	**18%**	**770**	**14%**

Approved Transfers, All Choices (2012-13)

	Total	Students of Color			LEP		FRL		TAG		SpEd	
All Middle Schools (6-8)	Apprvd	# white	# color	% color	#	%	#	%	#	%	#	%
Beaumont MS	36	18	18	50%	1	3%	10	28%	9	25%	1	3%
DaVinci MS	150	124	26	17%	0	0%	37	25%	40	27%	18	12%
George MS	1	0	1	100%	1	100%	0	0%	0	0%	0	0%
Gray MS	27	17	10	37%	0	0%	5	19%	4	15%	4	15%
Hosford MS	22	13	9	41%	2	9%	5	23%	5	23%	1	5%
Jackson MS	11	9	2	18%	0	0%	1	9%	2	18%	2	18%
Lane MS	5	2	3	60%	0	0%	3	60%	0	0%	1	20%
Mt. Tabor MS	35	17	18	51%	3	9%	12	34%	3	9%	6	17%
Sellwood MS	17	10	7	41%	1	6%	7	41%	1	6%	2	12%
West Sylvan	24	14	10	42%	1	4%	6	25%	5	21%	1	4%
Lottery Approvals (6-8)	**328**	**224**	104	32%	**9**	**3%**	**86**	**26%**	**69**	**21%**	**36**	11%
District (6-8)	**5365**	**3335**	2030	38%	**203**	**4%**	**2029**	**38%**	**987**	**18%**	**770**	**14%**

NOTES

1. Lottery data based on data from PPS Enrollment and Transfer website at http://www.pps.k12.or.us/files/enrollment-transfer/12-13_EM_Lottery_Results_with_demographics.pdf

2. Percent openings in grades K-2 based on data from http://www.pps.k12.or.us/files/enrollment-transfer/EM_Slots_Applicants_1213.pdf

3. District data is from http://www.pps.k12.or.us/files/budget/2012-13_Profiles_Enrollment_Data.pdf

4. "1st choice applicants" give direct information on applicants while the "approved" statistics reflect lottery weights and preferences that a program or school might have as well as students whose first choice was not approved in the lottery.

TAGAC Exhibit 3: Additional Information on ACCESS Academy Growth

School Year	Total Enrollment	Open or Admitted seats (*1)	Waitlisted Qualified Students	Non attrition Open Seats (*2)	Enrollment plus Waitlist
2012-13	219	38	75+	1st (15 / 44%) 2nd (8 / 24%) 6th (11 / 32%)	294
2013-14	236	80	110	1st (10 / 17%) 3rd (26 / 45%) 4rd (8 / 14%) 6th (14 / 44%)	346
2014-15	305	100	182	1st (10 / 13%) 3rd (38 / 48%) 6th (20 / 25%) 7th (12 / 12%)	487
2015-16	362	57	TBD	1st (13 / 17%) 3rd (40 / 51%) 6th (25 / 32%)	--
2016-17 and beyond (*3)	362	56	TBD	1st (13 / 22%) 3rd (56 / 88%)\ **no 6th grade openings**	--

Table 1: ACCESS Enrollment, Openings, and Waitlist from 2012-13 onward

Notes: (*1) Open seats for 2014-15 and earlier are estimated from changes in district enrollment data from the previous year. All 1st grade seats are considered new open seats. 2013-14 and later also checked against public reports of students admitted to ACCESS.

(*2) Large groups of open seats are considered non-attrition open seats, but in some cases could include large attrition events. 2015-16 and later based on Principal data provided to PTA for current growth plan. The total non-attrition open seats for purpose of calculating the percentage only includes the non-attrition open seats.

(*3) Based on current plan of none or unknown growth past 2015-16 and ignoring possible limitations due to lack of space. Since district-wide TAG testing occurs in 2nd grade, applying in 1st grade requires parental advocacy for early TAG testing or non-free testing outside of the school. This suggests that underserved groups could be systematically disadvantaged for 22% of ACCESS enrollment from this year forward.

Description	Raw Estimate	75% Raw Estimate (*1)	Notes
1% of 2014-15 district ES+MS enrollment	327	245	ES+MS = 27,015+5,680 = 32,695
Current ACCESS enrollment + waitlist	487	NA	All inherently expressed interest.
One-third of 2014-15 district TAG students in ES, MS identified at 97th percentile plus current ACCESS students	1,322	1,068	ES+MS TAG = 2,165 + 885 = 3050 1/3 x 3,050 + 305 = 1,322 0,75 X 1,017 + 305 =
2008 PPS Research and Evaluation Dept estimate of eligibility (*2)	1,320	990	2008-9 district enrollment = 46.046
R&E adjusted for 2014-15 enrollment	1,389	1,042	2014-15 district enrollment = 48,459

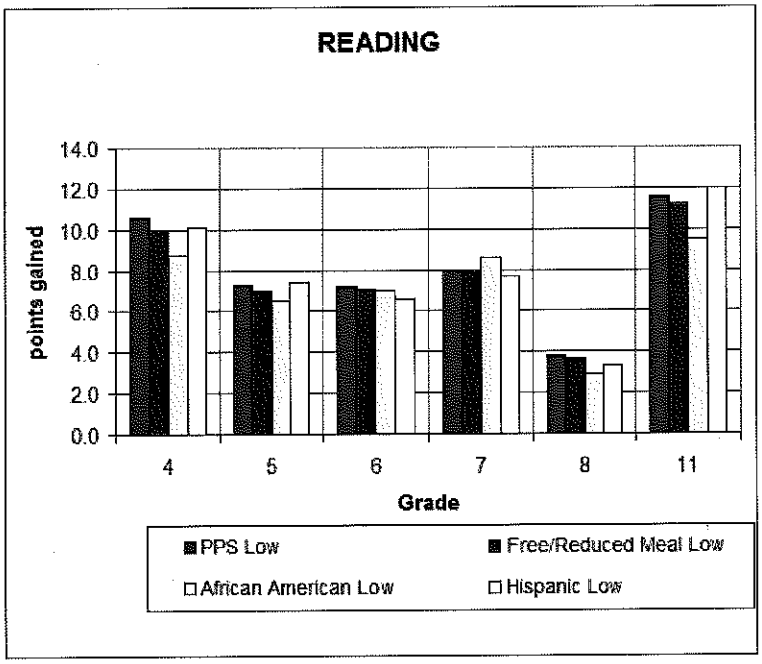
Table 2: Various Estimates of Eligible Demand for ACCESS Academy 1-8 Enrollment (Not all will meet alternative education criteria and not will in Raw Estimate would choose to attend.)

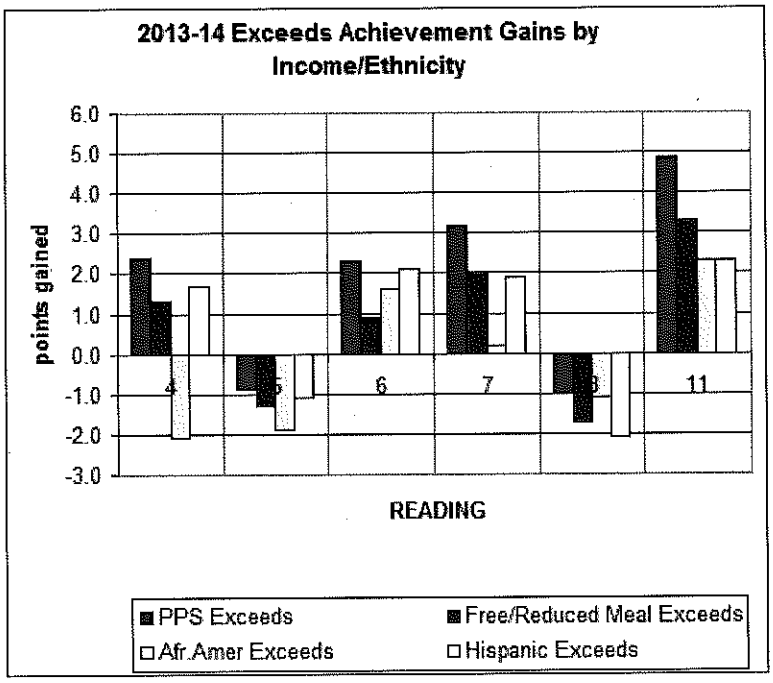
Notes: (*1) A 2001 Survey of qualified PPS students and their parents suggested that 75% of parents and 70% of qualified students would be interested in attending ACCESS.

(*2) See PPS report entitled "ACCESS Alternative Program For Highly Gifted Students : Report and Recommendations", January 2008.

TAGAC Exhibit 4:

2013-14 Reading Gains by Low-& Exceeds Performing by Income & Ethnicity[1]

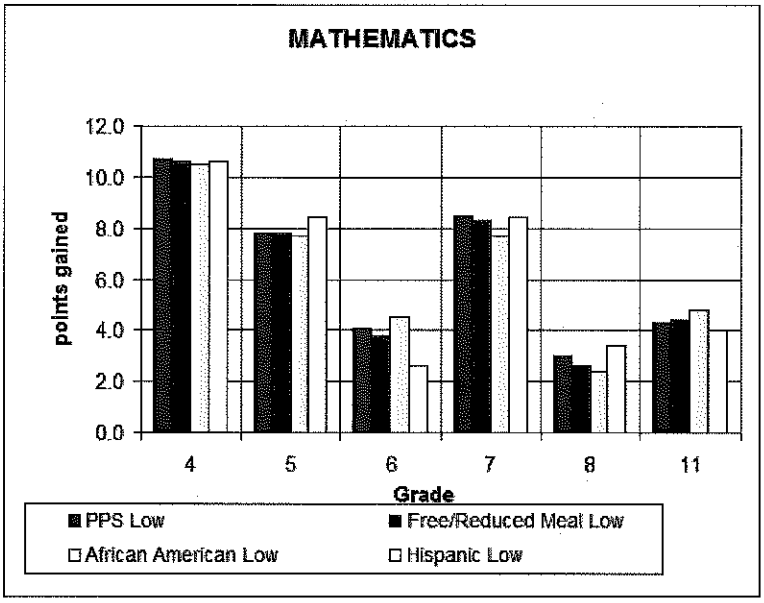


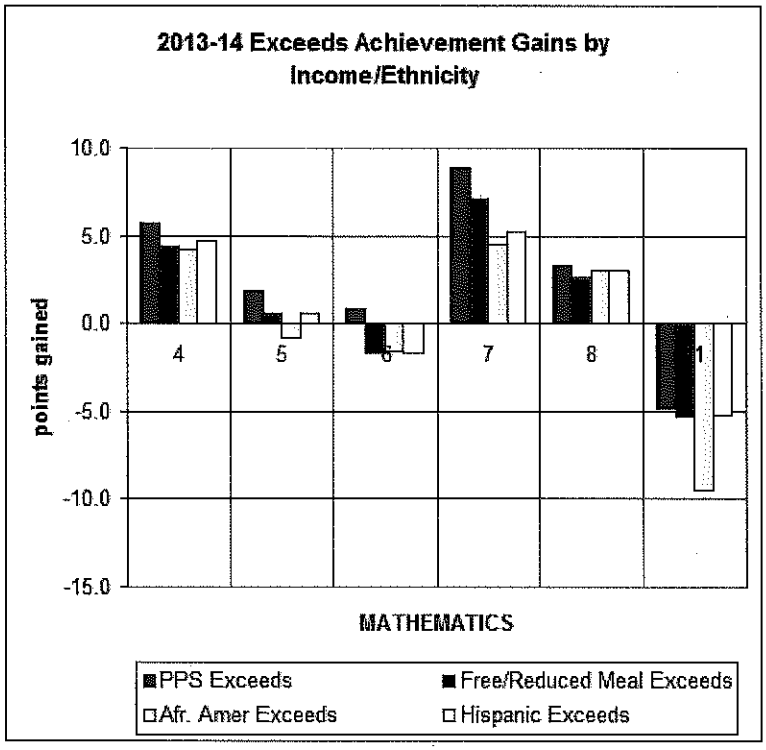


[1] Graphs by Margaret DeLacy, based on data provided by Portland Public Schools. Details and complete set for all achievement levels and previous years available at http://www.tagpdx.org/portland_student_achievement_dat.htm

TAGAC Exhibit 5:

2013-14 Math Gains by Low-& Exceeds Performing by Income & Ethnicity[2]





[2] Graphs by Margaret DeLacy, based on data provided by Portland Public Schools. Details and complete set for all achievement levels and previous years available at http://www.tagpdx.org/portland_student_achievement_dat.htm

EDUCATION WEEK
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COMMENTARY

Differentiation Doesn't Work

By James R. Delisle

Let's review the educational cure-alls of past decades: back to basics, the open classroom, whole language, Back to Story constructivism, and E.D. Hirsch's excruciatingly detailed accounts of what every 1st or 3rd grader should know, to name a few. It seems America's teachers and students are guinea pigs in the perennial quest for universal excellence. Sadly, though, the elusive panacea that will solve all of education's woes has remained, well, *elusive*.

But wait! The solution has arrived, and it's been around long enough to prove its worth. What is this magical elixir? Differentiation!

Starting with the gifted-education community in the late 1960s, differentiation didn't get its mojo going until regular educators jumped onto the bandwagon in the 1980s. By my count, the Association for Supervision and Curriculum Development (now known simply as ASCD) has released more than 600 publications on differentiation, and countless publishers have followed suit with manuals and software that will turn every classroom into a differentiated one.

There's only one problem: Differentiation is a failure, a farce, and the ultimate educational joke played on countless educators and students.

In theory, differentiation sounds great, as it takes several important factors of student learning into account:

- It seeks to determine what students already know and what they still need to learn.
- It allows students to demonstrate what they know through multiple methods.
- It encourages students and teachers to add depth and complexity to the learning/teaching process.

Sounds wonderful, doesn't it? The problem is this: Although fine in theory, differentiation in practice is harder to implement in a heterogeneous classroom than it is to juggle with one arm tied behind your back.

"By having dismantled many of the provisions we used to offer kids on the edges of learning, ... we have sacrificed the learning of virtually every student."

Case in point: In a **winter 2011 *Education Next* article**, the Thomas B. Fordham Institute's Michael Petrilli wrote about a University of Virginia study of differentiated instruction: "Teachers were provided with extensive professional development and ongoing coaching. Three years later the researchers wanted to know if the program had an impact on student learning. But they were stumped. 'We couldn't answer the question ... because no one was actually differentiating,' " the researcher, Holly Hertberg-Davis, told Petrilli.

And, Ms. Hertberg-Davis herself wrote in a **2009 article in *Gifted Child Quarterly***: "It does not seem that we are yet at a place where differentiation within the regular classroom is a particularly effective method of challenging our most able learners."

Too, Mike Schmoker, in a 2010 Commentary for *Education Week* titled **"When Pedagogic Fads Trump Priorities,"** relates that his experiences of observing educators trying to differentiate caused him to draw this conclusion: "In every case, differentiated instruction seemed to complicate teachers' work, requiring them to procure and assemble multiple sets of materials, ... and it dumbed down instruction."

As additional evidence of the ineffectiveness of differentiation, in a **2008 report by the Fordham Institute**, 83 percent of teachers nationwide stated that differentiation was "somewhat" or "very" difficult to implement.

It seems that, when it comes to differentiation, teachers are either not doing it at all, or beating themselves up for not doing it as well as they're supposed to be doing it. Either way, the verdict is clear: Differentiation is a promise unfulfilled, a boondoggle of massive proportions.

The biggest reason differentiation doesn't work, and never will, is the way students are deployed in most of our nation's classrooms. Toss together several students who struggle to learn, along with a smattering of gifted kids, while adding a few English-language learners and a bunch of academically average students and expect a single teacher to differentiate for each of them. That is a recipe for academic disaster if ever I saw one. Such an admixture of students with varying abilities in one classroom causes even the most experienced and conscientious teachers to flinch, as they know the task

of reaching each child is an impossible one.

It seems to me that the only educators who assert that differentiation is doable are those who have never tried to implement it themselves: university professors, curriculum coordinators, and school principals. It's the in-the-trenches educators who know the stark reality: Differentiation is a cheap way out for school districts to pay lip service to those who demand that each child be educated to his or her fullest potential.

Do we expect an oncologist to be able to treat glaucoma? Do we expect a criminal prosecutor to be able to decipher patent law? Do we expect a concert pianist to be able to play the clarinet equally well? No, no, no. However, when the education of our nation's young people is at stake, we toss together into one classroom every possible learning strength and disability and expect a single teacher to be able to work academic miracles with every kid ... as long as said teacher is willing to differentiate, of course.

The sad truth is this: By having dismantled many of the provisions we used to offer to kids on the edges of learning (classes for gifted kids, classes for kids who struggle to learn, and classes for those whose behaviors are disruptive to the learning process of others), we have sacrificed the learning of virtually every student. In the same Fordham Institute report cited earlier, 71 percent of teachers reported that they would like to see our nation rely more heavily on homogeneous grouping of advanced students, while a resounding 77 percent of teachers said that, when advanced students are paired with lower-achieving students for group assignments, it's the smart kids who do the bulk of the work.

A second reason that differentiation has been a failure is that we're not exactly sure what it is we are differentiating: Is it the curriculum or the instructional methods used to deliver it? Or both? The terms "differentiated instruction" and "differentiated curriculum" are used interchangeably, yet they are not synonyms. Teachers want and need clear guidance on what it is they are supposed to do to reach differentiated Nirvana, yet the messages they receive from the "experts" are far from consistent. No wonder confusion reigns and teachers feel defeated in trying to implement the grand goals of differentiation.

Differentiation might have a chance to work if we are willing, as a nation, to return to the days when students of similar abilities were placed in classes with other students whose learning needs paralleled their own. Until that time, differentiation will continue to be what it has become: a losing proposition for both students and teachers, and yet one more panacea that did not pan out.

James R. Delisle is an educational consultant and the president of Growing Good Kids Inc., which works with gifted youths and has its headquarters in North Myrtle Beach, S.C., and Washington. He is the author of **Dumbing Down America: The War on Our Nation's Brightest Young Minds (And What We Can Do to Fight Back)** *(Prufrock Press, 2014). A former university professor, he now teaches part time at Scholars Academy High School in Conway, S.C.*

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All Together Now?

Educating high and low achievers in the same classroom

The greatest challenge facing America's schools today isn't the budget crisis, or standardized testing, or "teacher quality." It's the enormous variation in the academic level of students coming into any given classroom. How we as a country handle this challenge says a lot about our values and priorities, for good and ill. Unfortunately, the issue has become enmeshed in polarizing arguments about race, class, excellence, and equity. What's needed instead is some honest, frank discussion about the trade-offs associated with any possible solution.

U.S. students are all over the map in terms of achievement (see Figure 1). By the 4th grade, public-school children who score among the top 10 percent of students on the National Assessment of Educational Progress (NAEP) are reading at least six grade levels above those in the bottom 10 percent. For a teacher with both types of students in her classroom, that means trying to challenge kids ready for middle-school work while at the same time helping others to decode. Even differences between students at the 25th and at the 75th percentiles are huge—at least three grade levels. So if you're a teacher, how the heck do you deal with that?

In the old days, "ability grouping" and tracking provided the answer: you'd break your students into reading groups, with the bluebirds in one corner, tackling advanced materials at warp speed, and the redbirds in another, slowly making their way through basic texts. Likewise for mathematics. And in middle and high school, you'd continue this approach with separate tracks: "challenge" or "honors" for the top kids, "regular" or "on-level" for the average ones, and "remedial" for the slowest. Teachers could target their instruction to the level of the group or the class, and since similar students were clustered together, few kids were bored or totally left behind.

Then came the attack on tracking. A flurry of books in the 1970s and 1980s argued that confining youngsters to lower tracks hurt their self-esteem and life chances, and was elitist and racist to boot. Jeanne Oakes's 1985 opus, *Keeping Track,* was particularly

By MICHAEL J. PETRILLI

effective in sparking an anti-tracking movement that swept through the nation's schools.

According to Brookings Institution scholar Tom Loveless, this advocacy led to fundamental changes at breakneck speed. In a report for the Thomas B. Fordham Institute last year, he wrote,

> An eighth grader in the early 1990s attended middle schools offering at least two distinct tracks in [each of] English language arts, history, and science. Mathematics courses were organized into three or more tracks. The eighth grader of 2008, however, attended schools with much less tracking. English language arts, history, and science are essentially detracked, i.e., schools typically offer a single course that serves students at every level of achievement and ability. Mathematics usually features two tracks, often algebra and a course for students not yet ready for algebra.

One of the reasons that detracking advocates claimed so many victories is that they painted their pet reform as a strategy in which everybody wins. Oakes and others insisted that detracking would help the lowest-performing students (who would enjoy better teachers, a more challenging level of instruction, and exposure to their higher-achieving peers) while not hurting top students. But by the mid-1990s, researchers started to compile evidence that this happy outcome was just wishful thinking.

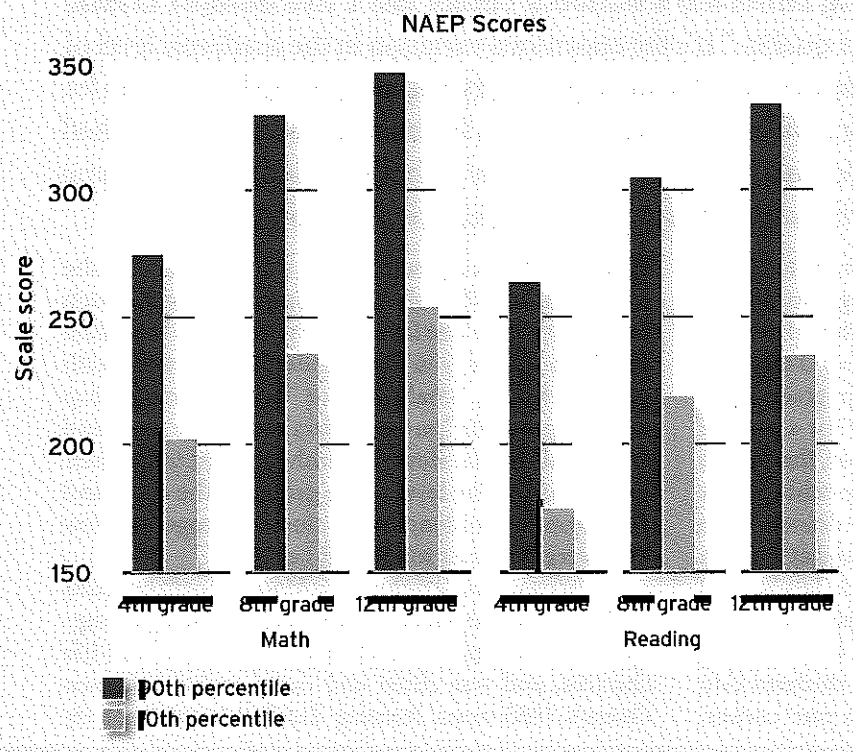
In 1995, scholars Dominic Brewer, Daniel Rees, and Laura Argys analyzed test-score results for high-school students in tracked and detracked classrooms, and found benefits of tracking for advanced students. They wrote in the *Kappan* magazine, "The conventional wisdom on which detracking policy is often based—that students in low-track classes (who are drawn disproportionately from poor families and from minority groups) are hurt by tracking while others are largely unaffected—is simply not supported by very strong evidence."

And this was *before* the policy incentives shifted sharply to prioritize low-achieving students. In another study for the Fordham Institute, Loveless found a clear pattern in the late 1990s when states adopted accountability regimes: the performance of the lowest decile of students shot up, while the achievement of the top 10 percent of students stagnated. That's not surprising; these accountability systems, like No Child Left Behind (NCLB) in 2002, pushed schools to get more students over a low performance bar. They provided few incentives to accelerate the academic growth of students at the top.

This dynamic might have been most pernicious for minority students. Earlier this year, an Indiana University study found that the "Excellence Gap," the racial achievement gap at NAEP's advanced level, widened during the NCLB era. One possible explanation is that high-achieving minority students are likely to attend schools with lots of low-achieving students, and their teachers are focused on helping children who are far behind rather than those ready to accelerate ahead.

Classroom Challenge (Figure 1)

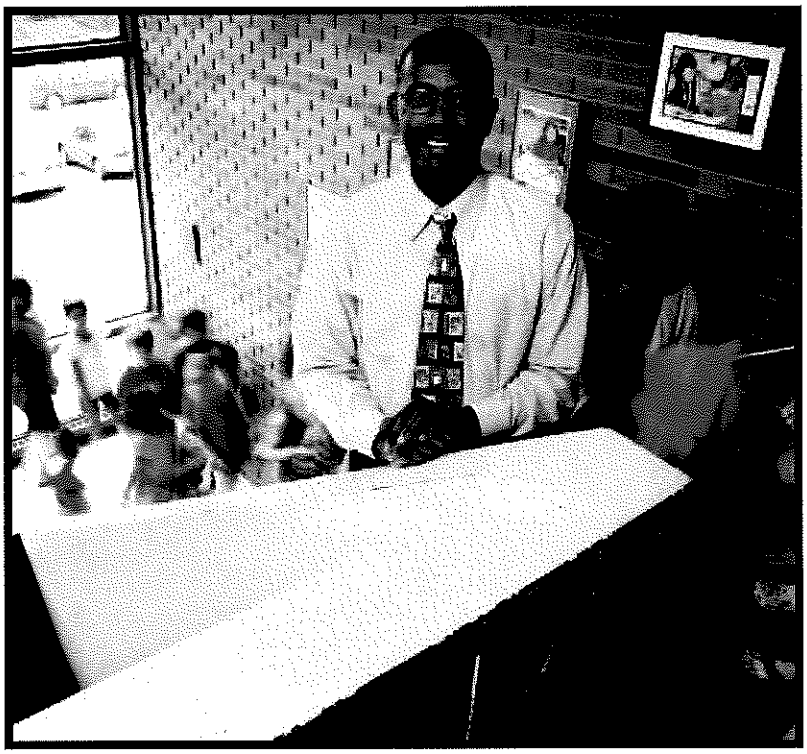
In every grade tested, an enormous learning gap exists between those who score near the top on the NAEP tests and those who score near the bottom.



SOURCE: National Assessment of Educational Progress (NAEP) 2009

The Power of Peers

The attack on tracking also claimed an innocent bystander: ability grouping,



Bertram Generlette, "Mr. G.," principal of Piney Branch Elementary in Takoma Park, Maryland, leads his school in its commitment to differentiated instruction.

which became suspect in many circles, too. Yet in recent years, the "peer effects" literature has shown the benefits of grouping students of similar abilities together. One clever study, by economists Scott Imberman, Adriana Kugler, and Bruce Sacerdote, looked at the fallout from Hurricanes Rita and Katrina. They wanted to know what happened when students who were evacuated from New Orleans ended up in schools in Houston. They found that the arrival of low-achieving evacuees dragged down the average performance of the Houston students and had a particularly negative impact on high-achieving Houston kids. Meanwhile, high-achieving evacuees had a positive effect on local students. As Bruce Sacerdote told me, "The high-achieving kids seemed to be the most sensitive. They do particularly well by having high-achieving peers. And they are particularly harmed by low-achieving peers." He added, "I've become a believer in tracking."

In 2006, Caroline Hoxby and Gretchen Weingarth examined the Wake County (North Carolina) Public School System. For the better part of two decades, the district, in and around Raleigh, had been reassigning numbers of students to new schools every year in order to keep its schools racially and socioeconomically balanced. That created thousands of natural experiments in which the composition of classrooms changed dramatically, and randomly, and that, in turn, provided Hoxby and Weingarth an opportunity to investigate the impact of these changes on student achievement.

They found evidence for what they called the "boutique model" of peer effects, "a model in which students do best when the environment is made to cater to their type." When school reassignments resulted in the arrival of students with either very low or very high achievement, this boosted the test scores of other students with very low or very high achievement, probably because it created a critical mass of students at the same achievement level, and schools could better focus attention on their particular needs.

Does that mean students should be sharply sequestered by ability? Not exactly. Here's how Hoxby and Weingarth put it in their conclusion: "Our evidence does not suggest that complete segregation of people, by types, is optimal. This is because (a) people do appear to benefit from interacting with peers of a higher type and (b) people who are themselves high types appear to receive sufficient benefit from interacting with peers a bit below them that there is little reason to isolate them completely. What our evidence *does* suggest is that efforts to create interactions between lower and higher types ought to maintain continuity of types."

"The high-achieving kids seemed to be the most sensitive. They do particularly well by having high-achieving peers. And they are particularly harmed by low-achieving peers."

In other words, a little bit of variation is okay. But when the gap is too wide—say, six grade levels in reading—nobody wins.

Enter Differentiated Instruction

So if grouping all students together leads to pernicious effects, but divvying kids up by ability is politically unacceptable, what's the alternative? The ed-school world has an answer: "differentiated instruction." The notion is that one teacher instructs a diverse group of kids, but manages to reach each one at precisely the appropriate level. The idea, according to Carol Tomlinson of the University of Virginia (UVA), is to "shake up what goes on in the classroom

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Piney Branch Elementary serves an incredibly diverse group of 3rd, 4th, and 5th graders, from the children of übereducated white and black middle-class families, to poor immigrant children, to low-income African American kids.

so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn." Ideally, instruction is customized at the individual student level. Every child receives a unique curriculum that meets that individual's exact needs. A teacher might even make specialized homework assignments, or provide the specific one-on-one help that a particular kid requires.

If you think that sounds hard to do, you're not alone. I asked Holly Hertberg-Davis, who studied under Tomlinson and is now her colleague at UVA, if differentiated instruction was too good to be true. Can teachers actually pull it off? "My belief is that some teachers can but not all teachers can," she answered.

Hertberg-Davis worked with Tomlinson on a large study of differentiated instruction. Teachers were provided with extensive professional development and ongoing coaching. Three years later the researchers wanted to know if the program had an impact on student learning. But they were stumped. "We couldn't answer the question," Hertberg-Davis told me, "because no one was actually differentiating."

Teachers admit to being flummoxed by this approach. In a 2008 national survey commissioned by the Fordham Institute, more than 8 in 10 teachers said differentiated instruction was "very" or "somewhat" difficult to implement. Even ed-school professors are skeptical. A 2010 national random survey of teacher educators asked them the same question and got the same result: more than 8 in 10 said differentiated instruction was very or somewhat difficult to implement.

But that doesn't mean it's impossible. I was curious to see differentiated instruction in action, so I visited my local elementary school in Takoma Park, Maryland. Piney Branch Elementary serves an incredibly diverse group of 3rd, 4th, and 5th graders, from the children of übereducated white and black middle-class families, to poor immigrant children from Latin America, Ethiopia, and Eritrea, to low-income African American kids.

I sat down with the school's principal, Bertram "Mr. G." Generlette, who has the friendly, laid-back manner of his native Antigua. I cut right to the chase. I'm wondering if I'd be making a mistake to send my son to a school like Piney Branch. Is it going to slow him down if his classmates are several years behind or still learning the language? (Of course, not all poor or minority children are low-achieving, nor are all white students high-achieving. Still, achievement gaps being what they are, the range of academic diversity does tend to be larger at schools with lots of racial and social diversity.)

It was pretty obvious that Mr. G. had heard these questions before, particularly from white folks like me. I asked him if that was the case. "Parents come in, yes," he told me. "They are new to the neighborhood. Or their child is in kindergarten, or they are moving from private school. After a few minutes, you get the idea." However, he said with a sly grin, "they very rarely ask the question directly."

But he wasn't afraid to answer me directly. "We are committed to diversity," he started. "It's a lens through which we see everything. We look at test scores. How are students overall? And how are different groups doing? It's easy to see. Our white students are performing high. What can we do to keep pushing that performance up? For African American and Hispanic students, what can we do to make gains?"

"There's no such thing as a homogenous group," Mr. G. shot back. "One kid is a homogeneous group. As soon as you bring another student in, you have differences. The question is: how do you capitalize on the differences?"

Since Mr. G.'s arrival five years ago, the percentage of African American 5th graders passing the state reading test is way up, from 55 to 91 percent. For Hispanic children, it's up from 46 to 74 percent. It's true that scores statewide have also risen, but not nearly to the same degree.

And there's no evidence that white students have done any worse over this time. In fact, they are performing better than ever. Before Mr. G. arrived, 33 percent of white 5th graders reached the advanced level on the state math test; in 2009, twice as many did. In fact, Piney Branch white students outscore the white kids at virtually every other Montgomery County school.

What's his secret? Was he grouping students "homogeneously," so all the high-achieving kids learned together, and the slower kids got extra help?

"There's no such thing as a homogenous group," Mr. G. shot back. "One kid is a homogeneous group. As soon as you bring another student in, you have differences. The question is: how do you capitalize on the differences?"

Well, that sounds OK in theory. But come on, Mr. G., how are you going to make sure *my kid* doesn't get slowed down?

"My job as a principal is to let my parents know that your child will get the services they need," he answered patiently. "We are going to make sure that every child is getting pushed to a maximum level. That's my commitment."

And that's when I was introduced to the incredibly nuanced and elaborate efforts that Piney Branch makes to differentiate instruction, challenge every child, and avoid any appearance of segregated classrooms.

So how do they do it? First, every homeroom has a mixed group of students: the kids are assigned to make sure that every class represents the diversity of the school in terms of achievement level, race, class, etc. Then, during the 90-minute reading block, students spend much of their time in small groups appropriate for their reading level. (Redbirds and bluebirds are back!) However, in the new lingo of differentiated instruction, the staff works hard to make sure these groups are fluid—a child in a slower reading group can get bumped up to a faster one once progress is made.

For math, on the other hand, students are split up into homogeneous classrooms. All the advanced math kids are in one classroom, the middle students in another, and the struggling kids in a third. This means shuffling the kids from one room to another (a process that can be quite time-consuming for elementary school kids). But it allows the highest-performing kids to sprint ahead; one of the school's 3rd-grade math classes, for example, is tackling the district's 5th-grade math curriculum. (Because of large achievement gaps at the school, these math classes are more racially and socioeconomically homogeneous than the student population as a whole.)

The rest of the time—when kids are learning science or social studies or taking "specials" like art and music—they are back in their heterogeneous classrooms. Even then, however, teachers work to "differentiate instruction," which often means separating the kids back into homogeneous groups again, and offering more challenging, extended assignments to the higher-achieving students.

It sounds like some sort of elaborate Kabuki dance to me, but it appears to succeed on several counts. All kids spend most of the day getting challenged at their level, and no one ever sits in a classroom that's entirely segregated by race or class.

Reading War

Test scores indicate that the strategy is working, too, but that doesn't mean all parents have been thrilled. Three years ago, Mr. G. told me, a group of white parents pushed to get the school to move to homogeneous classrooms for reading as well as math. "Parents felt that the only way to get kids to read at a high level was to have other kids around them who read at a high level," he explained. (That didn't sound so unreasonable to me.) "We had a lot of meetings. The staff overwhelmingly supported the diverse approach, the heterogeneous approach. That was good for me as an administrator because the staff was behind me."

I tracked down one of the "troublemaker" parents. Her name is Sue Katz-Miller and she personifies much of what makes Takoma Park great: she's smart, she's an activist, and she's committed to helping make the city a welcoming community for families of all incomes and backgrounds. (A neighbor of mine called her "a force of nature.") A former *Newsweek* reporter and now a regular columnist for *The Takoma Voice*,

Piney Branch staff overwhelmingly support the heterogeneous approach to teaching reading.

she spent a year as PTA president at Piney Branch and is an enthusiastic booster of the school and its diversity. "My kids have both benefited enormously from being in a Piney Branch social milieu," she told me.

But the reading decision still sticks in her craw. "Why is it OK," she asked, "to have homogeneous grouping in math and not have it in reading? The answer you get is: well, we can't do both, they would be switching classes all the time, it would be like middle school and they won't be able to handle it.... It's a huge disservice to the kids who are ready for rigor in the humanities and are not math kids. It's bizarre. We've said we're going to accommodate kids in math but not in reading. It's completely insane as far as I'm concerned. It makes me angry."

She lost that battle, but Mr. G. and his teachers didn't ignore the parents' concerns, either. He went out and found reading programs suitable for advanced students, like William and Mary, Junior Great Books, and Jacob's Ladder. He trained his teachers on these programs, ensuring that the students in the top reading groups would be challenged with difficult material. (The teachers loved it.) He tried hard to live up to his promise to push all students as far as they could go.

Differentiating instruction requires "extensive planning and training," not to mention someone who is well-organized and creative. But even that's not always enough.

Competing for Kids

Mr. G. and Piney Branch face some healthy competition. Montgomery County offers a half-dozen "Centers for the Highly Gifted," magnet schools that are designed for supersmart kids and located in elementary buildings throughout the district. Pine Crest, just a few miles away from Piney Branch, hosts one such center, and an increasing number of Piney Branch 3rd graders were testing into it for 4th and 5th grades.

A year ago, 25 Piney Branch kids were accepted—more than any other elementary school in the district. If they all took up the offer, Mr. G. said, "That's a teacher walking out of my building."

So in 2009–10, in cooperation with the district, Piney Branch launched a pilot program to bring the "Highly Gifted Center" curriculum into its classrooms. This wasn't easy; there wasn't a curriculum, per se, at the centers. Teachers had the freedom to do what they wanted. So the district helped the teachers put down on paper everything they were doing in the classroom.

Mr. G. arranged to have a 4th-grade and a 5th-grade teacher trained on the Highly Gifted approach, and formed a "cluster group" of gifted students in their classrooms. This means that, in one classroom in each of these grades, there are 12 or so gifted students, along with another 12 or so "on-level" kids. While they are taught together some of the day, they are frequently broken into small groups, so the gifted kids can learn together at an accelerated pace.

Pulling this off takes an energetic and gifted educator; 4th-grade teacher Folakemi Mosadomi, who has the gifted group in her classroom, appears to fit the bill perfectly. Now in her 5th year of teaching (all of them at Piney Branch under Mr. G.), Ms. M. acknowledged that differentiating instruction in this way requires "extensive planning and training," not to mention someone who is well-organized and creative. But even that's not always enough.

In the first year of the pilot, she had four different reading groups in one classroom, from kids still learning English to the highly gifted students. "I went from sounding out the 'A' sound with one group, to talking to another group

about how the Exxon Valdez oil spill was like the Battle of Normandy." That range was simply too much for one teacher to handle—remember Caroline Hoxby's finding about "continuity of types?"—so the next year she had just two groups: the gifted students, and the next level down. "Now it's easier to do more with both groups of students together," she told me.

And the strategy seems to be working in one important way: last year, about half of the gifted children chose to stay at Piney Branch.

Fragile Compromise

So with a well-trained and dedicated staff, and lots of support, "differentiated instruction" *can* be brought to life. But even at Piney Branch, which benefits from the vast resources of a huge, affluent school system in Montgomery County, Maryland, it sure seems rickety, held with lots of duct tape and chewing gum, and subject to collapse without just the right staff and parent support.

If the school community placed its highest value on pushing all kids to achieve their full potential, including its high-achieving students, it would probably organize its classrooms differently. It would embrace "ability grouping" and homogenous classrooms wholeheartedly, and would skip all the gymnastics required to keep classes academically, racially, and socioeconomically diverse throughout the day. But Piney Branch understandably seeks to balance its concerns for academic growth with its interest in maintaining an integrated environment, so this uneasy compromise is probably the best it can do.

Piney Branch and Ms. M. might be able to pull it off. But how many Piney Branches and Ms. M.'s are there?

Technology may someday alleviate the need for such compromises. With the advent of powerful online learning tools, such as those on display in New York City's School of One, students might be able to receive instruction that's truly individualized to their own needs—differentiation on steroids.

Perhaps. But until that time, our schools will have to wrestle with the age-old tension between "excellence" and "equity." And that tension will be resolved one homogeneous or heterogeneous classroom at a time.

Michael J. Petrilli is executive editor of Education Next, *research fellow at Stanford University's Hoover Institution, and a vice president at the Thomas B. Fordham Institute. He is working on a book for parents considering diverse public schools like Piney Branch.*

from

Teaching Gifted Kids in Today's Classroom

Third Edition (2012)

by Susan Winebrenner

CHAPTER 7

Grouping Gifted Students for Learning

STRATEGIES

Grouping practices have long been a hot topic and highly debated issue in education. One of the challenges is that our educational system has been trying to find the one grouping practice that is best for all students. Historically, every time educators search for the *one* best practice that will meet the needs of all students, the search is futile. The present attempt at finding the "right" practice is the Common Core State Standards. Although optimism is high for this initiative as of this writing, we must be constantly alert to facets of its implementation that require compacting and differentiation opportunities for gifted students.

Gifted students require different considerations than their age peers. This becomes especially evident when students are grouped for learning according to ability levels. Throughout this book, we have shown examples of ways that gifted students choose to pursue more challenging work when it is made available for them. We have also seen that teachers are more likely to plan and provide for gifted students when there are more than one or two in their class. When very small numbers of gifted kids are in classrooms, they often decide to fade into the background to look more "normal," which is likely to impede their ongoing achievement.

The practice of grouping high-ability students has been challenged in an educational climate that opposes ability grouping in general. However, the research of James Kulik, Chen-Lin Kulik, John Feldhusen, Marcia Gentry, and this book's coauthor, Dina Brulles, clearly demonstrates that gifted students consistently benefit from learning with students of similar ability. The good news is that research shows that grouping gifted students together in the same classroom does *not* have a negative impact on students who have not been identified as gifted.[1]

We can accomplish our goal of allowing gifted students to work together through the careful use

of two practices: cooperative learning and cluster grouping. This chapter describes both strategies in detail. Although their benefits are similar, they are distinct practices, and therefore discussed separately.

Cooperative Learning

Cooperative learning has been suggested as one response to the challenges inherent in teaching a class with a wide range of ability. In some classrooms, gifted students who have already mastered grade-level curriculum are expected to mentor their peers. This is grossly unfair to the gifted students, who are then being denied the opportunity to make forward progress in their own learning.

Cooperative learning is an educational practice that can provide achievement gains and improve social interaction. Just as the demands of the adult workplace often require all people to work in groups from time to time, cooperative learning skills are valuable for all students, including those who are gifted. It is important to note, however, that on-the-job groups are rarely totally heterogeneous in nature. In most cases, team members have common training and experience.

Gifted students may have much to lose and little to gain from traditional cooperative learning practices. As you will see, it's not difficult to create appropriate cooperative learning experiences for your gifted students.

It's not difficult to create appropriate cooperative learning experiences for your gifted students.

Scenario: Kim Liu

Kim Liu was a very unhappy sixth grader. His science teacher used cooperative learning almost all of the time, and Kim Liu had exhibited some decidedly uncooperative behaviors in his group. Most often, he insisted on doing his work alone, sulked when he was forced to join the group, and refused to carry out the jobs to which he was assigned.

Sometimes, he would act as though he had decided to participate in the cooperative learning activity, but he would soon take over the group, regardless of his assigned job, and try to boss the others into doing things his way. At other times, he simply told his teammates the solutions so he could get some relief for a few minutes at the end of science class. Kim Liu's teacher was using a lot of energy trying to come up with ways to convince him to cooperate. No strategy seemed to work, and almost everyone involved was totally frustrated.

During this period, his teacher attended one of Susan's workshops on teaching gifted kids. She was startled to hear Susan describe children whose reactions were similar to Kim Liu's. Using guidelines presented in the workshop and detailed in this chapter, she was able to help Kim Liu and her other gifted students develop a more positive attitude about cooperative learning. They were especially thrilled with the regular opportunities to work with each other on more advanced tasks in their own cooperative learning group, which made everyone concerned much happier.

Cooperative Learning and Gifted Students

Imagine yourself at the first class meeting of a graduate course you need to take. Your professor announces that a major course requirement, which will count for 51 percent of your grade, will be a group project. To save time, she has divided the class into groups based on your majors. She will be providing a few minutes during class for the group members to get acquainted.

Visualize yourself at the first meeting of your group when you immediately discover not only one, but two students in your group who give every indication of behaving like slackers. If you are a student who is proud of your perfect 4.0 graduate record, you know you will be doing everything you can to make sure your record is not threatened by these two people who are already enumerating the various reasons why they can't or won't work very hard on this project.

Nod your head if you know that you are probably going to be taking over the management of your group. Nod if you realize that you are most

likely going to end up doing much more than your fair share of the work. With cooperative learning, we often create situations in which some students have to do just what we would try to avoid. Imagine that! There are, however, more effective and productive methods for structuring your cooperative groups.

Most training in cooperative learning directs teachers to set up completely heterogeneous groups. Cooperative learning trainers teach that a group of four students would ideally include one high achiever, two average achievers, and one low achiever. Many experts in cooperative learning contend that all students, regardless of their ability, realize achievement gains from participating in heterogeneous cooperative learning groups. They claim that high-ability students don't suffer, and actually understand concepts better when they explain them to other students.

Author, educator, and researcher Robert E. Slavin has observed, "Gifted students working in heterogeneous cooperative learning groups are no worse off than they are in more traditional classrooms." Statements such as this imply that it's perfectly acceptable to place gifted students in heterogeneous groups for learning. But consider this little-known fact about Slavin's research: It systematically excluded the top 5 percent of the student body, meaning that his studies never actually included gifted students. His data, then, may be accurate for high achievers, but not necessarily for gifted kids. One must also question how much learning typically happens for gifted students in traditional classrooms. "No worse off" is not synonymous with "better off."

When gifted students are questioned about their attitudes toward cooperative learning, the majority typically say that they do not really dislike cooperative learning per se. They just resent being taken advantage of in cooperative learning groups and having to do most of the work. Many adults can surely relate to that sentiment.

When the learning task requires lots of drill and practice, or when some students are having significant trouble learning new standards, it's highly likely that gifted students in heterogeneous cooperative learning groups will spend most of their time tutoring the other students. They may actually do more teaching than learning. With the increased pressure to bring the least capable students up to the levels of learning required by Common Core State Standards, the practice of using gifted kids to teach others may appear even more attractive. Parents do not send their children to school to teach others. All parents have a belief that school is a place where their children can make measurable academic progress and that outcome should be available for *all* students.

It's highly likely that gifted students in heterogeneous cooperative learning groups will spend most of their time tutoring the other students.

The implied message gifted students receive from always being placed in heterogeneous cooperative learning groups is that once they master the grade-level content, nothing is left for them to learn. Most teachers would not consciously choose to send such a message.

Dr. Karen Rogers has studied for many years which instructional practices actually produce learning growth for gifted students. According to the data she has gathered, traditional mixed-ability cooperative learning groups in which students are mixed purely heterogeneously with no special attention paid to gifted students do *not* lead to measurable forward progress for gifted kids.[1] However, when the cooperative learning tasks are problem-based and open-ended, and the teacher has enough training to make sure gifted kids are not being taken advantage of in any way during the cooperative group work, heterogeneous cooperative groups may be defensible for part of the learning time.

Gifted students can benefit from learning how to work cooperatively with other students. Cooperative learning experiences can specifically teach them the important social interaction skills they sometimes lack, while allowing them to enjoy the company of their age peers. The real question is not whether gifted students belong in

cooperative learning groups. Rather, the question is under what conditions can they most benefit from cooperative learning and be motivated to learn the social skills they need to succeed later in life?

STRATEGY

Cooperative Learning Groups for Gifted Students

When gifted students are removed from heterogeneous cooperative learning groups and placed together in their own group with an appropriately challenging task, their experience with cooperative learning is much more positive than when they are forced to tutor or coach other students in heterogeneous groups. Especially for tasks that focus on drill-and-practice, it is desirable to place gifted students in separate groups to work on more difficult tasks. The rest of the class is arranged in heterogeneous groups, with the high-achieving students in the group being very capable students, although not necessarily gifted. Another method that works well is to place two gifted students in a group with two students of average ability. This represents a mixed-ability learning group, yet still allows the gifted students to work together.

Teachers may fear that when the gifted students are working in their own groups, the other groups will lack appropriate role models. Nothing could be further from the truth. Educational researcher, author, and professor Dale H. Schunk from Purdue University has documented that for one person to serve as a viable role model for another, there can't be too much difference in their abilities. This concept makes sense when you compare it to almost any other learning process. For example, if you're learning to downhill ski, you're more likely to gain confidence by watching novices fall and get up unharmed than by watching expert skiers fly down a treacherous slope.

It is usually true that high-achieving kids make much more patient coaches than highly gifted students. When gifted students in heterogeneous cooperative learning groups try to explain something to the others, it's as if they are speaking a foreign language. Their listeners may nod their heads in agreement, but they may also feel intimidated, and they won't ask questions for fear of looking foolish or dumb. Additionally, many gifted kids cannot explain things in a way that others understand. This is because gifted kids make intuitive leaps in their thinking process, and therefore cannot explain things in the sequential way that other students learn. This results in the gifted students feeling frustrated about how long it takes the others to understand an idea they grasped at once. In frustration, they may resort to tyranny—"Just write down what I told you and don't ask any questions. Trust me!" Since the gifted students have not been trained in how to teach (nor should they be) they commonly resort to just giving the answers. Since the other kids may feel daunted in the presence of gifted kids, they may rely on the gifted students to simply tell them the answers, thus feeling even more inadequate. No one benefits from this experience.

You may have seen ample evidence in your own classroom that heterogeneous cooperative learning can be problematic for gifted students. They are the students who are most likely to complain about having to do cooperative learning. It is their parents who tend to be most negative about cooperative learning because they worry that their children's own learning time will be severely limited.

After one second-grade teacher placed her gifted students in their own cooperative learning group, it took her class several days to adjust. One group approached her and declared they couldn't do any work that day because, "We need Josephine and she's *absent!*" The teacher verified that Josephine was one of her gifted students. Finally, the teacher's firmness and confidence in the students paid off. As the students realized they were not going to be saved by the return of the most capable students, all of the groups got to work, completed their tasks, and began

cooperating to learn, instead of counting on the gifted students to lead them to success.

Most teachers who have removed gifted students from heterogeneous groups report that they are very pleased with the results. They observe their gifted students moving quite happily through the more difficult material, learning to cooperate on tasks few can do alone. Teachers are especially thrilled when they see new academic leadership emerging in other groups.

IMPORTANT Not all gifted students enjoy working in groups and it's okay to let them work alone at certain times. When you think about it, most adults seek out cooperation only when they need assistance. We prefer to work alone on tasks we can do easily without help from others. If we want gifted students to learn how to cooperate, we must make sure they are working on tasks difficult enough to create a need for cooperation. The students must perceive that cooperation is necessary. Forcing students to work together in groups without providing a reason for collaboration is not a good practice and will hinder their success.

Gifted Student Groups vs. Heterogeneous Groups: Which Is Better?

How can you decide when it's best to place your gifted students in their own cooperative learning groups, and when heterogeneous groups would probably be better for everyone? Here are two approaches you might try.

1. Assess the type of cooperative learning task that has been assigned. When the task is drill and practice (math computation, studying for a recall-type test, answering comprehension questions about a story or novel the class is reading), and you have evidence that some students have mastered that material, place those kids together in their own group and assign them a more complex task. *Example:* They might read an advanced novel, work on advanced problem-solving techniques in math, write story problems for the rest of the class, use the content to produce an interactive activity for the class, create a digital documentary on the topic, or work on resident expert projects in small groups.

For tasks that focus on critical thinking, the development of concepts and generalizations, or problem-based learning, placing gifted students in heterogeneous groups may be appropriate from time to time. Such experiences may be richer when a variety of viewpoints is represented. Any open-ended activity with many possible answers or solutions lends itself to heterogeneous grouping. So does any subject in which the content is new for everyone, including the gifted students. Hands-on science experiments and current events discussions are other good choices for cooperative learning experiences with heterogeneous groups.

2. Ask yourself three key questions.

"Does the task require input from different types of learning modalities and different perspectives?"

"Is the subject matter new for all students?"

"Is it likely that the gifted students will be engaged in real learning rather than continuous tutoring?"

If you can answer yes to all three questions, then heterogeneous cooperative learning groups are probably appropriate. If you answer no to one or more of the questions, then it will probably be better to place the gifted students in a separate group to work on the same kind of content from a more challenging perspective. All other students would work in heterogeneous groups comprised of one of the strongest remaining students, one student who may find the task difficult, and one or two students of average ability. As you circulate among the cooperative groups at work, let your observational skills tell you whether your gifted students have been placed where they belong for optimal learning for everyone.

STRATEGY

Cluster Grouping

You have probably asked yourself questions such as these numerous times while reading this book:

- "How am I ever going to find the time to implement these strategies when I have the complete range of students in my class?"
- "Is it fair to create learning extensions for just one or two students who need this kind of attention? After all, their grades seem to indicate that they're doing just fine in school."
- "Isn't it more important that I spend my time with the kids who really need me since my principal is telling me to focus on helping my struggling learners master the Common Core State Standards?"

In most schools, when teachers and principals meet to set up classes for the following year, the gifted students are separated from each other so all classes can have one or two of the "best students," and erroneously, they commonly believe that the gifted identified students are those "best students." So they separate them. This practice creates the troublesome dilemmas previously described.

It is extremely difficult for gifted students to work at their levels of potential when they are a minority of one or two in a heterogeneous classroom. For many gifted students, being in a classroom in which they are always the smartest one, with no one else working at their level, becomes an excruciating experience. They sometimes pretend to be less capable than they really are just to fit in with the other kids. This situation arises in almost all socioeconomic conditions, within all cultures, and in all geographic areas. If very smart kids perceive it's not cool to be smart, their potential contributions to our society may be lost forever.

For many gifted students, being in a classroom in which they are always the smartest one becomes an excruciating experience.

As educators dedicated to ensuring academic progress for all students, many of us wonder why so many education practices appear to force us to choose between meeting the needs of one group while sacrificing the needs of another. School district mission statements promise to serve all students. Yet, in daily practice, gifted kids often get less teacher attention and less opportunity to work on challenging curriculum than anyone else in the class. Their parents may take their children out of our schools to place them in alternate learning environments. Since the state reimbursement for these students also disappears from your school when these families leave, this problem is both ethical and economic.

One increasingly popular solution is to group gifted students at each grade level into a cluster group within an otherwise heterogeneous classroom. The teacher of this class is one who has some understanding of the social, emotional, and academic needs of gifted students and training in compacting and differentiation strategies. All of the arguments used earlier about cooperative learning apply to the logic of purposefully clustering gifted kids together.

Scenario: Third Grade at Adams School

Six children at Adams Elementary School had been identified as gifted at the end of second grade. As the teachers and principal met to set up the classes for the three third-grade sections, they considered how to group the gifted students. The traditional method called for them to divide the six gifted students evenly, placing two in each of the three classes so all teachers would have their "fair share" of the brightest students. Under this system, all three teachers would have to develop appropriate compacting and differentiation opportunities to challenge their few gifted students.

The staff at Adams decided to try something different. Instead of separating the gifted students, they formed a cluster group of all six students and placed them in the otherwise heterogeneous class of one teacher who had some training in differentiated instruction. Knowing that at least six students would benefit from any compacting and differentiating opportunities she

created, the teacher felt justified in taking the time to develop and use them.

When the gifted kids found themselves in a group of others with similar abilities, they started taking risks to experience learning activities that were different from what the rest of the class was doing. They were also more willing to take advantage of the differentiation opportunities because they would have learning companions for those tasks.

Students placed in the classroom with the gifted cluster had been formally identified as gifted. This included gifted students who were of primary age, twice-exceptional, culturally or linguistically diverse, and underachievers or nonproductive students. Productivity was not a factor in identifying a student as gifted. This grouping method includes gifted students who have advanced abilities, even if they don't demonstrate those abilities by consistently completing their schoolwork. This represents a unique difference from many types of gifted programs: it allows us to enfranchise gifted students who may not have previously been served.

The Schoolwide Cluster Grouping Model (SCGM)

Cluster grouping works best when it's a schoolwide initiative. It's not enough for individual teachers to simply cluster gifted kids together. It is essential that a principal or gifted program coordinator carefully monitor the clustering to ensure that consistent compacting and differentiation are taking place.

Schools that implement gifted cluster grouping are providing something that sounds almost impossible to achieve in our current educational climate: attention to gifted education that requires only minimal funds for its support. This is because the model's structure becomes part of the school's system and utilizes many of the same materials purchased for other learners at that particular school. When cluster grouping models are implemented with fidelity, gifted kids can have their learning needs met every day, in every subject area. Best of all, it prevents gifted kids from becoming the group that benefits *least* from heterogeneous grouping practices.

A three-year study of cluster grouping at an elementary school documented improved achievement at all grade levels in which clustering was done, including classes where there were no gifted clusters. One factor that accounted for that improvement was the unique way in which students were grouped into classes. In the spring, when class placements were made, students were sorted into the following five groups:

1. Gifted
2. High Achieving
3. Average
4. Below Average
5. Significantly Below Grade Level

Classroom A, taught by a teacher with some training in gifted education, was assigned the cluster group of gifted students (1) and some students from groups 3 and 4. Classes B and C had

Example of a Classroom Composition for the SCGM
(For a Single Grade Level)

30 Students in 3 Classes	Group 1: Gifted	Group 2: High Achieving	Group 3: Average	Group 4: Below Average	Group 5: Far Below Average
Classroom A	6	[illegible]	12	12	0
Classroom B	[illegible]	[illegible]	12	6	6
Classroom C	[illegible]	[illegible]	12	6	6

Benefits of the SCGM*

Schools implementing the SCGM have reported a number of benefits. The way in which the model is implemented and supported determines the benefits realized by the school community. The school's population, demographics, size, and other gifted services available can influence the outcomes of the model. Schools that effectively support the model commonly report the following benefits:

- Gifted students receive full-time attention to their exceptional learning needs, allowing them to progress at their own pace in an inclusionary setting.
- The gifted education program in the district can move from part to full time without major budget implications.
- Gifted students who may not have participated in traditional gifted programs, including English language learners, twice-exceptional students, and underachieving gifted students, become enfranchised in this model.
- Although all teachers still have heterogeneous classes, the student achievement range in each class is slightly narrowed, which facilitates effective teaching.
- Achievement tends to rise for *all* kids across the grade levels being clustered because of the narrowed range of ability and achievement levels in each class, and due to the emphasis on training cluster teachers to provide and manage differentiated instruction in their classrooms.
- When not placed with identified gifted students, high-achieving students often emerge as new academic leaders in their own classes.
- Parents of gifted students support schools that provide appropriate services for their gifted children. Some districts find that families who have left their home school return when the district implements the model.

* Winebrenner and Brulles, 2008

students from Groups 2–5. Thus, Teacher A had no students from Group 5, and Teachers B and C had no identified gifted students. See the chart on page 195 for a visual model of this arrangement.

The SCGM reduces the range of achievement in each classroom. It frees the gifted cluster teacher to spend more time with the gifted kids instead of being pulled away by the needs of those students who are significantly below grade level. Likewise, the other teachers have a slightly narrowed range of achievement, and along with support from the special education teachers, they also appreciate the narrowed range of abilities and achievement levels in their classes. And yet, all classes still have a range of achievement levels and all classes still have students who are positive academic role models.

QUESTIONS & ANSWERS

Following are some selected questions and answers regarding cluster grouping for gifted students. For more detailed information on how to create gifted cluster classes and implement a schoolwide model, please refer to the References and Resources on pages 237–238. In particular, our book, *The Cluster Grouping Handbook: A Schoolwide Model*, addresses this issue thoroughly.

"What does it mean to place gifted students in cluster groups?"

Cluster grouping occurs when a group of identified gifted students is purposefully clustered in a mixed-ability classroom. Gifted students are clustered and placed with a teacher who participates

in ongoing professional development in gifted education and differentiated instruction. If 10 or more gifted students are in one grade level, an additional gifted cluster class may be designated.

"How should gifted students be identified for the cluster group?"

Identification should be conducted each spring with assistance from someone with training in gifted education. Standardized ability tests, using both verbal and nonverbal measures, are recommended to identify students for placement into the gifted clusters. If there will be more than one gifted cluster class in one grade level, the gifted identified students can be separated into the classes by their areas of strength, such as math or reading. This works especially well at the middle school level. See Chapter 1 for more information about identifying gifted students.

"Isn't cluster grouping the same as tracking?"

No, there are several important differences between cluster grouping and tracking. In a tracking system, all students are grouped by ability for much of the school day and usually remain in the same track throughout their school years. When tracked, students are assigned a set curriculum based on their ability level. They generally do not veer from that curriculum; making it unlikely they would move to a different track in future years. In cluster classes, students work at different levels for different subjects. All classes in the grade level have students with a range of learning abilities; all classes have high-ability or high-achieving students. In a cluster model, extended learning opportunities are open to all students in the class. Teachers use students' entry points, or readiness, to determine levels and pace of curriculum. Student placements change yearly, so only the gifted students remain grouped together yearly. However, since classroom placements change every year, the gifted students continually interact with different grade-level peers every year.

"Why should gifted students be placed in a cluster group instead of being assigned evenly to all classes?"

When placing gifted students evenly among all classes, each teacher still has the full range of abilities. Teachers trying to meet the diverse learning needs of all students, from levels of very advanced to very low, have difficulty providing adequately for everyone. Often, the highest ability students are expected to "make it on their own." However, when a teacher has a cluster of gifted students, taking the time to make appropriate provisions for several gifted students seems more realistic. Gifted students learn more when grouped with other gifted students. When gifted students have opportunities to learn together they are more comfortable working at extended levels of depth and complexity in a given area. Gifted students' willingness to take risks in learning experiences increases when they spend time learning with peers who have similar interests and abilities.

"Will the clustered gifted students inhibit the performance of the other students in that class?"

When the gifted cluster group is kept to a manageable size, cluster teachers report that there is general improvement in overall achievement for the entire class. This suggests the exciting possibility that when teachers learn how to provide for what gifted students need and offer modified versions of the same opportunities to the entire class, expectations and the levels of learning are raised for all students. Therefore, the cluster grouping model can actually increase achievement for many students when the placement recommendations of the model are closely followed.[1]

"Do gifted clustered students always work together?"

Gifted students have varying levels of achievement, interests, and experiences. Therefore, their need for acceleration or extensions will also vary depending on the content being learned. There are times when some students in the gifted cluster group will be experiencing differentiation or acceleration, and times when they won't. There

are also times when students who have not been identified as gifted can benefit from available differentiated learning opportunities. Opportunities for moving faster or going deeper into the curriculum are routinely offered to the entire class.

"Is clustering feasible at all levels—elementary, middle, and high school?"

Cluster grouping may be used at all grade levels and in all subject areas, but the structure will vary when incorporated at the middle school and high school levels. Gifted students may be clustered into one section of any heterogeneous team, especially when there are not enough students to form an advanced section for a particular subject. Variations of cluster grouping are also a welcome option in small rural settings, and in almost any grade level configuration.[4]

"Should cluster grouping practices replace our district's current program components in gifted education?"

Not at all. Cluster grouping can supplement existing program components. The complaint many teachers (and parents) have about most gifted programs is that they comprise only a small percentage of the student's learning time. Adding cluster grouping to a comprehensive program already in place is a beneficial, cost-effective option. The program makes the job of the gifted specialist easier since she has fewer teachers' schedules to work with and is therefore more available for the gifted cluster teachers.

If your school must choose between resource-room programs or cluster grouping, our recommendation is to go with the cluster grouping. This greatly improves the chances that gifted students will receive appropriate learning opportunities on a daily basis. If your district has full-time, self-contained classes for gifted students, their composition should be limited to highly gifted students. If there are not enough highly gifted students for an entire class, grades may be combined. The gifted students who are not considered highly gifted become the gifted cluster students at their schools. Therefore, cluster grouping easily co-exists and complements other components of your comprehensive gifted education program. If your school has a teacher who serves as a gifted education coach or leader, that person's time helping teachers who have gifted students in their class is spent much more efficiently and effectively when cluster grouping is used. That person's presence also allows cluster teachers access to additional coaching and assistance to help provide the best possible classroom program for their gifted kids.

Chapter Summary

This chapter has pointed out how gifted students need special considerations when grouping students for the most effective learning outcomes in heterogeneous classes. It should now be easier to understand that the same grouping practices are usually not equally effective for gifted students as they are for average and below-average students. Since a critical goal of all educators is to provide documentation of academic progress for all students every year, the techniques described in this chapter are designed to help you attain that goal for all students in your class.

[4] Gentry and Kiefty, 2004.

Chapter 7: Grouping Gifted Students for Learning

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BOARD POLICY

4.10.032-P Early School Entrance

Early entry evaluations identify children who would be best served by beginning school before they meet the state age requirement for school entrance. The intent of early entry is to admit early those children whose needs will best be met through advanced placement for the current year and throughout their K-12 education. The child's advanced development in social, emotional, academic, intellectual and physical functioning are taken into consideration in the evaluation.

Legal Reference: ORS 339.115

History: Adpt 1/11/96; Amd 9/9/02; BA 2420

	ADMINISTRATIVE DIRECTIVE	4.10.033-AD
	Early Entry into Kindergarten and First Grade	

A. **Introduction:**

In accordance with board Policy 4.10.032-P, early entry is granted for an intellectually and /or academically advanced child who would not otherwise be allowed to enter kindergarten or first grade for another year due to their date of birth.

B. **Early Entry Into Kindergarten:**

1. Students whose fifth birthday occurs after September 1st and on or before October 1st may apply for Early Entry into Kindergarten. All applications for Early Entry must be received by the Talented and Gifted [TAG] Office by September 15th .
2. Process: The TAG Office will make the final determination to accept a student for Early Entry based on the following criteria:
    (a) test scores; an intelligence quotient at or above the 95th percentile
    (b) the child's preschool history and experiences
    (c) the child is in good health and free of emotional problems
    (d) eye-hand coordination should suggest at least average perceptual-motor skills
    (e) evident reading readiness, if not reading ability
    (f) verbal and quantitative reasoning merit weight since these abilities appear central to school success
    (g) observational and interview findings of the principal.

C. **Early Entry Into First Grade:**

1. Students whose sixth birthday occurs after September 1st and on or before October 1st may apply for Early Entry into First Grade. All applications for Early Entry must be received by the TAG Office by September 15th .
2. Process: The TAG Office will make the final determination to accept a student for Early Entry based on the following criteria:

(a) test scores; performance in reading and math at or above the 95th percentile on the Iowa Test of Basic Skills

(b) the child's preschool history and experiences;

(c) the child is in good health and free of emotional problems;

(d) eye-hand coordination should suggest at least average perceptual-motor skills;

(e) verbal and quantitative reasoning merit weight since these abilities appear central to school success;

(f) observational and assessment findings of kindergarten teacher, preschool teacher, and parents;

(g) observational and interview findings of principal.

Policy Implemented: 4.10.032-P

History and Reference: Adpt. 3/09

	BOARD POLICY **PROMOTION AND RETENTION OF STUDENTS**	**4.20.010-P**

The curriculum and instruction program of the district is arranged in a manner designed to present the student with learning experiences appropriate to the student's level of maturation and academic ability. Satisfactory completion of the instructional program during the academic year is normally sufficient for the student to progress to the next grade level. However, the district recognizes that all students do not learn at exactly the same rate or level. Some students may benefit from additional instruction at a certain level, while others may benefit from accelerated placement beyond the normal grade level assignment.

Scope of Policy: This policy shall apply to all students enrolled in the Portland Public School District including students who qualify for Special Education and students who are on Section 504 plans. Early entry may be granted for the intellectually advanced child who would not otherwise be allowed to enter school for another year due to date of birth. (See 6.10.015-P, Talented and Gifted Education, for early entry into Kindergarten)

Policy:

(1) The decision to promote, retain or accelerate (e.g., double promote) a student:

(a) Shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian.

(A) The recommendation shall be made to the parents or guardian in a timely manner that allows sufficient time to develop an appropriate plan for the coming school year.

(B) The decision to separate a student from his/her age/grade peer group should be considered with caution and only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth.

(C) If a student is recommended for acceleration or retention, the appropriate administrative directive shall be followed.

(b) Shall be based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.

(c) Shall be accompanied by the development of a plan that identifies the best placement option for the student and appropriate intervention strategies. The plan also shall specify the types of instructional strategies to be used to assist the student.

(A) Intervention strategies and available programs, such as, summer school, tutoring, the Talented and Gifted program, remediation, etc., shall be considered in plans to assist the student.

(B) In the event that the plan is unsuccessful, the procedures and timeline set forth in the appropriate administrative directive shall be followed to best meet the future education needs of the student.

(2) All schools shall monitor student achievement and progress. Those students who achieve substantially below grade level standards will be provided intensive, corrective instruction in the academic areas below standard. If a recommendation for retention is made, the plan should specify the changes in instructional methodology and materials that will be utilized to assist the student in the new academic year.

(3) Should a student be recommended for accelerated placement, the process set forth in the accompanying administrative directive will be followed.

(4) The superintendent shall develop administrative directives to implement this policy.

Legal References:

History: Adpt. as AD 6/71; Amd. 2/78; made into policy and Amd. 9/09/02, BA 2425

6.10.015-P Talented and Gifted Education

BOARD POLICY

(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 educational 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 the identification process or appropriateness of programs and services provided for their talented and gifted student.

Legal References: ORS 343.391; ORS 343.395; ORS 343.407; ORS 343.409; ORS 343.413; OAR 581-015-0805 ñ0825; OAR 581-02201310

History: Adpt 3/10/83; Amd 10/26/95; Amd 9/9/02; BA 2421

	BOARD POLICY **Portland Public Schools** **Racial Educational Equity Policy**	**2.10.010-P**

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.[1]

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

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[1] For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook.* (2007).

	BOARD POLICY **Portland Public Schools** **Racial Educational Equity Policy**	**2.10.010-P**

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.[2] The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

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[2] Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)

F. The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009); ORS 342.433.

History: Adopted by Resolution No. 4459, 6-13-11

Quality Education Model

Final Report
August 2014

Volume I
Findings and Recommendations

Quality Education Commission

- For a given level of academic performance, Asian and Hispanic students have a higher probability of graduating from high school than White students (White students represent the baseline ethnic category in the model), while American Indian/Alaska Native students have a lower probability of graduating than White students.

- The coefficients for Black and Pacific Islander students are positive but not statistically significant, so being part of these ethnic groups cannot be said to either increase or decrease the probability of graduating from high school, compared to White students, at a given level of academic performance.

- Males, economically disadvantaged students, Talented and Gifted students, and Pregnant and Parenting students have a lower probability of graduating than other students who are not part of those groups but who are at the same level of academic performance.

- For a given level of academic performance, students with higher attendance rates have a higher probability of graduating from high school. The coefficient of 1.7205 means that if a student's attendance rate increases by 5 percentage points (say from 85% to 90%), the student's probability of graduating from high school goes up an estimated 8.6 percentage points (5 percentage points times 1.7205)

- For a given level of academic performance, being Limited English Proficient (LEP) does not have a statistically significant effect on graduating from high school. However, for LEP students who exit LEP status prior to entering high school, the probability of high school graduation increases by 3.47 percentage points.

Some of these results may seem counter-intuitive if you don't remember that the model statistically controls for academic performance by including students' OAKS scores in the model—that is, we are isolating the impacts on high school graduation of factors ***other than academic performance***. One way to better understand this is to think about a room full of students, all of whom are at the same level of academic performance as measured by OAKS scores. Those students who are male, American Indian/Alaska Native, special education, economically disadvantaged, TAG, or Pregnant and Parenting will graduate at lower rates than students who are not part of those groups. Students who are Asian, Hispanic, were LEP but exited LEP status prior to high school, or have above average attendance rates will graduate at higher rates.

The value of this analysis is that it is able to isolate factors, independent of academic performance, that impact high school graduation. These types of factors are likely to require interventions that are very different than ones aimed primarily at raising academic performance. The coefficient for economically disadvantaged students, for example, is -0.085, indicating that ***for a given level of academic performance***, those students' likelihood of graduating from high school is 8.5 percentage points lower that for students who are not economically disadvantaged. This means that programs aimed at raising the high school graduation rate for economically disadvantaged students must focus on helping those students overcome the ***non-academic*** barriers they face, not just the academic ones.

EDUCATION WEEK
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COMMENTARY

Differentiation Does, in Fact, Work

By Carol Ann Tomlinson

Back to Story

Editor's note: *The Commentary* ***"Differentiation Doesn't Work,"*** *by James R. Delisle, provoked an avalanche of reader comments. Because of the extraordinary level of interest in the essay,* Education Week *is publishing this Commentary by one of differentiated instruction's foremost proponents. (See also Mr. Delisle's* ***letter to the editor*** *in response to the online comments and* ***our primer on the issue****.)*

It will not surprise educators who know my work to learn that my experiences and beliefs regarding academic diversity in classrooms differ from those of James R. Delisle, who recently made the case in an *Education Week* Commentary that differentiated instruction can't work in today's classrooms.

Based on a conviction that conversation around differing vantage points is beneficial, I'd like to respond.

I'll begin with the idea that teachers don't differentiate instruction. In fact, they do. I work with teachers regularly—in the United States and around the world—whose teaching consistently reflects the principles and practices of differentiation. It's how they do business. They don't, as Mr. Delisle writes, "beat themselves up for not doing it as well as they are supposed to be doing it," but they do understand that the pursuit of expertise in teaching is a career-long endeavor. They aren't sprinters expecting quick success, so much as marathoners in the race for the long haul.

Then there's the assertion that the only people who think differentiation is doable are those who have never tried to implement it.

Speaking first for myself, I taught for 20 years in differentiated middle school classrooms, greatly enriched by working with a group of colleagues who did the same. Like many other teachers, then and now, we invented instructional approaches we hoped would benefit our diverse learners, keeping those practices that worked and jettisoning or modifying those that didn't.

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—Chris Whetzel for Education Week

In my second life at the University of Virginia, I continue to differentiate in my classes. I also work often with school-based academic coaches and principals who share with colleagues the practices of differentiation they used successfully in their own classrooms. And there are many specialists—in special education, English-language learning, reading, gifted education—who continue to differentiate in particular settings, even as they share what they know while working alongside teachers in general education classrooms.

Mr. Delisle's fundamental argument, however, doesn't seem to be so much that differentiation can't work under any circumstances, but rather that perhaps it could if we'd just group students by ability. While I know of no aspect of education on which all studies are in total agreement, this one comes close.

For many reasons, students in lower-track classes don't achieve as well as they do in heterogeneous settings. Those classes tend to be taught by newer or less engaged teachers. The quality of curriculum and instruction is less robust than in most heterogeneous settings. The intellectual climate in tracked classes is further damped by students who know they are siloed because adults consider them to be less able than many of their peers—and they respond accordingly.

Common sense and experience tell the story, as well. As the wise Bart Simpson told his teacher in one episode of "The Simpsons": "You think I'm not smart so you're gonna put me in a remedial class and slow down what I do. At the same time, the other kids will keep moving ahead, and you think someday I'll catch up?" Follow a remedial class throughout several school days, and it becomes very difficult to assert that students in all tracks have any degree of equitable access to excellent educational opportunity.

One outcome of tracking that should be of particular concern in the current school year—the first in which "minority" students became the majority in U.S. schools—is the reality that low-track classes continue to be disproportionately composed of students of color and/or low-income students, while high-track classes remain disproportionately white and/or Asian and middle class.

Educator Martin Haberman spoke of low-track classes as supporting a "pedagogy of poverty," a label he used to reflect two realities. First, most students in the low-track classes are from low-income backgrounds. Second, the quality of learning in those classes seems a guarantee that the students in them will remain poor.

"I absolutely understand that differentiating

Later, Helene Hodges, a former official of the education association ASCD, wrote about "a pedagogy of plenty," describing the nature of rich learning experiences in high-track classes, where more privileged students are the norm.

instruction well is not easy. But then, I've never felt that teaching should be easy."

Detailing the kind of intellectually rich environment typical of those classes, she concluded that they were not only heavily populated by students whose lives were marked by "plenty," but that continual engagement with the kind of learning opportunities in those classes predicted a continuing life of plenty for students in them.

Recent work in neuroscience and psychology reveals two findings that should be central in educational planning. First, virtually all brains are malleable. When we teach as though students are smart, they become smarter. Second, a related but separate body of research indicates that teachers who believe firmly in the untapped capacity of each learner, and thus set out to demonstrate to students that by working hard and working smart they can achieve impressive goals, get far better results than teachers who believe some students are smart, others are not, and little can be done to change that. It's difficult to grow brains and help students develop growth mindsets in remedial contexts.

That undermines a chief point of Mr. Delisle's argument that bright learners can't fare well in heterogeneous classrooms. Studies have shown, after all, that advanced learners achieve more in homogeneous settings. I am a firm believer that schools owe every student what the noted researcher John Hattie calls "plus-one learning" in his book *Visible Learning for Teachers*. With plus-one learning, teachers are obliged to ensure that each learner—including those who are most advanced—moves forward consistently from his or her starting point.

I have no more patience with classes where advanced learners stagnate than I do with classes that shortchange kids who struggle with school. Here are a couple of points worth considering, however. The **studies most cited** in terms of benefits of homogeneous instruction for bright learners examined two conditions: heterogeneous classrooms in which little or nothing was done to provide plus-one learning for advanced learners, and homogeneous classrooms in which teachers regularly planned for plus-one learning.

In the two decades since those studies, I've observed and studied schools in which the entire faculty focused on providing a third condition: differentiation in mixed-ability classrooms where regular planning for a full spectrum of learners—including advanced learners—was a given.

Teachers in those schools typically "teach up," planning first for advanced learners, then scaffolding instruction to enable less advanced students to access those rich learning experiences. Further, they extend the initial learning opportunities when they are not sufficiently challenging for highly advanced learners. In those schools, achievement for the full spectrum of learners—including advanced learners—rose markedly when compared to peer schools where this approach was not pervasive.

For the record, I've never felt differentiation was a panacea. I have never advocated what I'd call "Noah's Ark" classrooms assigned two of every kind of learner in the school. I absolutely understand that differentiating instruction well is not easy. But then, I've never felt that teaching should be easy.

I work with a growth mindset about teachers, as about students. I believe that with intelligent,

sustained support, most teachers can learn—step by step and over time—the attitudes and skills necessary to provide plus-one learning in the context of classrooms that are both academically rich and academically diverse.

Carol Ann Tomlinson is the William Clay Parrish Jr. professor and chair of educational leadership, foundations, and policy at the University of Virginia's Curry School of Education, in Charlottesville. She is also the author of numerous books on differentiated instruction, including The Differentiated Classroom: Responding to the Needs of All Learners*, 2nd Edition (ASCD, 2014) and* Assessment and Student Success in a Differentiated Classroom *(ASCD, 2013). She leads the Differentiated Instruction Cadre for ASCD Professional Learning Services.*

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Access and Equity in Mathematics Education

A Position of the National Council of Teachers of Mathematics

Question

What is required to create, support, and sustain a culture of access and equity in the teaching and learning of mathematics?

NCTM Position

Creating, supporting, and sustaining a culture of access and equity require being responsive to students' backgrounds, experiences, cultural perspectives, traditions, and knowledge when designing and implementing a mathematics program and assessing its effectiveness. Acknowledging and addressing factors that contribute to differential outcomes among groups of students are critical to ensuring that all students routinely have opportunities to experience high-quality mathematics instruction, learn challenging mathematics content, and receive the support necessary to be successful. Addressing equity and access includes both ensuring that all students attain mathematics proficiency and increasing the numbers of students from all racial, ethnic, linguistic, gender, and socioeconomic groups who attain the highest levels of mathematics achievement.

Practices that support access and equity require comprehensive understanding. These practices include, but are not limited to, holding high expectations, ensuring access to high-quality mathematics curriculum and instruction, allowing adequate time for students to learn, placing appropriate emphasis on differentiated processes that broaden students' productive engagement with mathematics, and making strategic use of human and material resources. When access and equity have been successfully addressed, student outcomes—including achievement on a range of mathematics assessments, disposition toward mathematics, and persistence in the mathematics pipeline—transcend, and cannot be predicted by students' racial, ethnic, linguistic, gender, and socioeconomic backgrounds.

To close existing learning gaps, educators at all levels must work to achieve equity with respect to student learning outcomes. A firm commitment to this work requires that all educators operate on the belief that all students can learn. To increase opportunities to learn, educators at all levels must focus on ensuring that all students have access to high-quality instruction, challenging curriculum, innovative technology, exciting extracurricular offerings, and the differentiated supports and enrichment necessary to promote students' success at continually advancing levels. Providing all students with access is not enough; educators must have the knowledge, skills, and disposition necessary to support effective, equitable mathematics teaching and learning.

Achieving access and equity requires that all stakeholders—

- ensure that all students have access to a challenging mathematics curriculum, taught by skilled and effective teachers who differentiate instruction as needed;
- monitor student progress and make needed accommodations; and
- offer remediation or additional challenges when appropriate.

Taking these steps requires that mathematics teachers work collaboratively with other education specialists, including those in special education, gifted education, instructional technology, and English language development. This collaboration is essential to ensure that all students have the necessary support to maximize their success in the mathematics classroom. In addition, teachers need to collaborate with colleagues to implement the mathematics teaching practices that promote a growth mindset in their classrooms and school. High-quality educational opportunities for teachers across the professional continuum are imperative for realizing this vision.

States, provinces, districts, and schools must review policies to ensure that systemic practices are not disadvantaging particular groups of students. This review should include an examination of the use and impact of tracking, protocols for student placement in mathematics, the availability of opportunities for both remediation and enrichment, and student outcomes, including persistence within the pre-K–12 mathematics pipeline over time.

PORTLAND PUBLIC SCHOOLS

OFFICE OF TALENTED AND GIFTED EDUCATION
Office Address: PPS Rice Professional Development Center
6433 NE Tillamook St, Portland, OR 97213
(503) 916-3358 (PPS TAG Office)

Thursday, February 16, 2012

Timelines for ***Grade Acceleration*** and ***Single Subject Acceleration in Mathematics***

Dear PPS Principals and TAG Coordinator for 2011-2012,

I want to share two important changes relating to ***Grade Acceleration*** and ***Single Subject Acceleration in Mathematics*** practices that are being implemented immediately from the PPS Office of Talented and Gifted Education.

These changes reflect the question of ***when*** these processes will be implemented throughout the course of a given school year.

Grade Acceleration (GA) studies will be conducted annually in a Fall/Spring window (Sept.-mid Oct. and again in May) using the Iowa Acceleration Scale (administered by the PPS TAG Office) to assist Principals in this important decision. A request for a GA study must be sent to the PPS TAG office to begin the GA study process. GA Studies will be scheduled on a first come first serve basis. An application for Grade Advancement is also attached for future reference.

Single Subject Acceleration in Mathematics Framework (SS acceleration) studies will be conducted annually in a Spring/Fall window (May and Sept) per the SS Framework (also attached) on a case-by-case basis. Requests for SS acceleration outside of this window will be scheduled for the next available timeframe (Spring or Fall). Considerations may be made for individual students new to a school at the time they enroll.

Please read the detailed information on the following pages that explains the rationale for each of these implementation changes.

Respectfully,

Patricia Thompson

Patricia A Thompson ***Pat***
Program Administrator
PPS Office of Talented and Gifted Education

Cc: Melissa Goff, Executive Director, PPS Teaching and Learning
Ewan Brawley, Interim Director for Rti & K-5 Mathematics
Van Truong, Assistant Director of Curriculum Grades 6-12
Regional Administrators:
Harriet Adair (Jefferson), Larry Dashiell (Cleveland/Wilson), Karl Logan (Grant/Madison), Antonio Lopez (Franklin), and Sascha Perrins (Lincoln/Roosevelt)

Grade Acceleration

Two important changes have been made relating to Grade Acceleration practices in PPS. The first relates to the implementation of the Iowa Acceleration Scale to gather important achievement and social/emotional data before a decision on grade acceleration is made. The second change is the window of time when grade acceleration for a student will now be made available annually.

Iowa Acceleration Scale - The *Parent Guide to Whole Grade Acceleration* is found on the PPS TAG website at http://www.pps.k12.or.us/departments/tag/1394.htm . In that document, you'll note that the decisions relating to Grade Acceleration fundamentally rests with the Principal. However, since the Fall of 2009 – and per the recommendation of the Oregon Department of Education – the PPS Office of Talented and Gifted Education has returned to the practice of using the Iowa Acceleration Scale to assist Principals in making this very important decision.

The Iowa Acceleration Scale includes classroom observations, parent and teacher surveys, along with the administration of the Iowa Test of Basic Skills in both Reading and Mathematics at the current and next grade level under consideration.

When should Grade Acceleration be considered? – The PPS TAG Office receives calls concerning Grade Acceleration from both schools and parents throughout the school year. However, as you might expect, any serious consideration for possible grade acceleration should always be addressed either at the end of a school year for the following year's placement or at the very beginning of the school year in the case of a new student enrolled who is demonstrating high levels of achievement across the board.

For the remainder of this school year, we will be scheduling grade acceleration studies for possible implementation in 2012-2013 during the month of May 2012. There is a Grade Acceleration Assessment application(GA2) attached to this memo and this request form will also be found on our PPS TAG Web Page under Grade Acceleration.

Beginning in the Fall 2012, Grade Acceleration studies will be conducted from the beginning of the school year until October 15th and again during May annually. Roxanne Coleman, PPS TAG Achievement Coordinator, will assist schools in the administration of the Iowa Acceleration Scale that takes an average of five hours to complete for each student under consideration. Grade Acceleration studies will be scheduled on a first come first serve basis.

Attachment: Grade Acceleration Assessment Request (GA2)

Single Subject Acceleration in Mathematics

We have implemented the use of the Single Subject Acceleration in Mathematics Framework in a number of schools across the district since its approval in the Fall of 2010. This year, with the adoption of the Bridges to Mathematics Curriculum at Grades K-5 plus the initial implementation of Common Core State Standards in Mathematics between now and 2014, we have learned some valuable lessons in working with Principals, Teachers and Parents to best support our students as we continue to implement this framework.

Among lessons learned, we have discovered that the new curriculum does not spiral concepts, so we are now faced with possible decisions about single subject acceleration that might actually set students behind in the long run. Likewise, the new Mathematics Standards Crosswalk reflects content standards that have moved to new grade levels as a result of the CCSS adoption. In either or both cases, if a student is accelerated in Mathematics without demonstrating high levels of mastery, this may significantly affect his/her ability to be successful in achieving academic success in Mathematics at their next level of education.

While the SS Framework will still be available as a tool, remember that the Framework is intended to guide schools, including teachers, administrators and parents when a student is consistently achieving at a very high level in Mathematics.

Therefore, future requests relating to Single Subject Acceleration in Mathematics will be reviewed in May annually for the following school year. Likewise, we will open a 30-day window during the month of September annually for students who may be considered as a candidate for Single Subject Acceleration in Mathematics in that current year.

Any requests that are received outside of that window will be addressed in the Spring/Fall annual cycle to ensure that students are not missing valuable content at their existing grade level. Considerations may be made for students new to a school at the time they enroll.

Teachers are always expected to differentiate instruction for high ability students (and all students) in any core content area regardless of their grade level. The Single Subject Acceleration Framework for Mathematics should be implemented on a case-by-case basis in a handful of cases when a student is consistently achieving above grade level standards in Mathematics.

Questions? Please contact the PPS Office of Talented and Gifted Education for additional information

Attachment: Single Subject Acceleration in Mathematics Framework

Criteria for Student Placement in 7th Grade Compacted Year 1

The following process, chart and sample are meant to be used as a tool by school administrators and content teachers to assist in making student placement decisions for 7th grade mathematics.

DEFINITIONS

Performance Task: A Performance Task is a several part task where students create answers or products that demonstrate their knowledge or reasoning skills. The task used was designed by and is being used by other regional school districts.
Compacted Assessment of Readiness (CAR): The CAR assessment is a Common Core-aligned, 14-question test covering a variety of 6th grade topics. CAR is an assessment that was designed by and is being used by other regional districts.
Portfolio: A portfolio consists of classroom assessments and work samples. To earn a strong (S) rating, students must consistently demonstrate a high level of mastery on unit assessments and have received an exceeds rating on at least one work sample.

EVIDENCE TO GUIDE DECISIONS

The following criteria will be used for student placement into the 7th Grade Compacted Year 1 Course:

- Performance Task score
- Compacted Assessment of Readiness (CAR) score
- Portfolio Rating (when necessary)

PROCESS STEPS

Give CAR & PT to all 6th grade students

- 6th Grade math teachers will:
  - Administer the Performance Task in February & the CAR assessment in April.
  - All students enrolled in 6th grade mathh will take both assessments.
- Recomendation: 6th grade students should take the Smarter Balanced ELA assessment first to spread out the math assessments.

Score CAR & PT

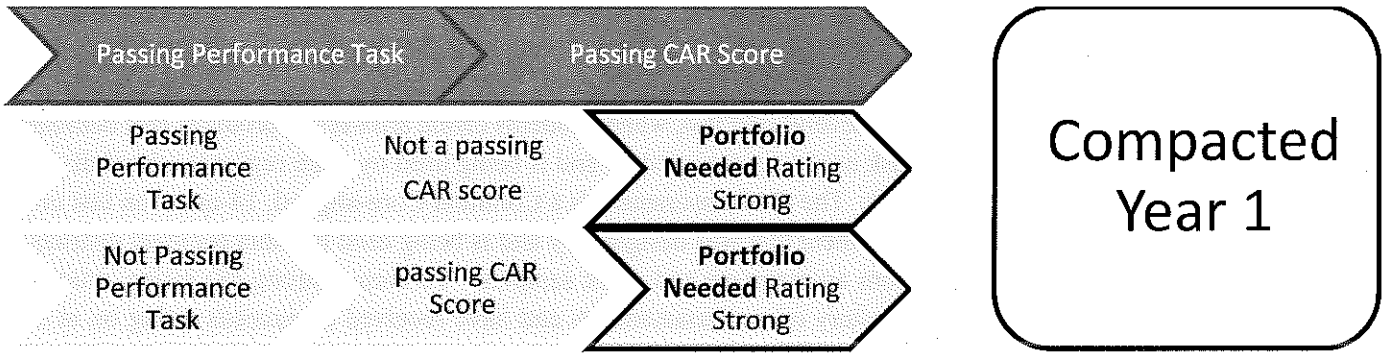
- MESD will score CAR & PT with Rubric.

Evaluate Portfolio

- Building Team will:
  - Use only as needed - See paths below for when a Portfolio is necessary.
  - Review classroom assessments and work samples included in portfolio.
  - Evaluate portfolio - To earn a strong (S) rating, students must consistently demonstrate a high level of mastery on unit assessments and have received an exceeds rating on at least one work sample. .

PATHS FOR RECOMMENDATION OF 7th GRADE COMPACTED YEAR 1

This describes the 3 avenues for a student to be identified for the 7th Grade Compacted Year 1 course.



SAMPLE OF DATA COLLECTION

This is a sample of how data will be collected during the identification process. Following the scoring of the CAR assessment in May, school principals will receive a document similar to the spreadsheet below.

Student Placement in 7th Grade Math Courses

Student	PT	CAR	Portfolio	Placement
Chan, Thuy	P	P	NA	Compacted Year 1
DeCarter, Joshua	P	p	NA	Compacted Year 1
Vasquez, Melody	P	P	NA	Compacted Year 1
Zee, Deandre	P	NP	S	Compacted Year 1
Abbott, John	NP	P	not S	Math 7
Ramirez, Alonzo	NP	P	S	Compacted Year 1
Everson, Matthew	NP	P	not S	Math 7
Backus, Alisha	NP	NP	NA	Math 7
Williams, Trey	NP	NP	NA	Math 7
Hendrickson, Jimmy	NP	NP	NA	Math 7
Katz, Lily	NP	NP	NA	Math 7
Regan, Belinda	NP	NP	NA	Math 7
Wood, Janet	NP	NP	NA	Math 7

School-based Placement Decisions
This box will be left blank for schools to collect portfolio data and determine placement in the Spring.

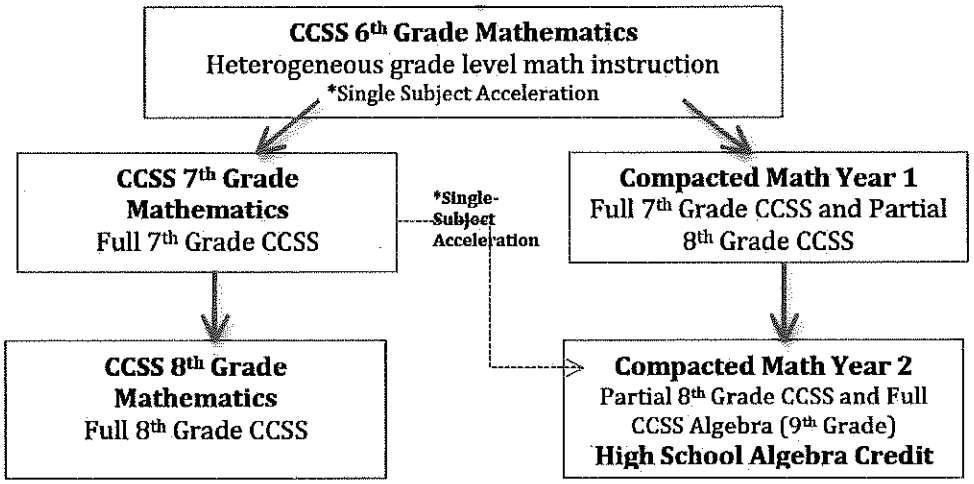
Strong Portfolios (S) includes:
1.) Consistent evidence of a high level of mastery on Unit Assessments throughout 6th grade.
2.) Exceeds 6th Grade Work Sample.

Performance Task (PT)
Pass (P)
Not Pass (NP)

Compacted Asessment of Readiness (CAR)
Pass (P)
Not Pass (NP)

Dear 6th Grade Families,

Below you will find some information about placement for middle school Common Core State Standards (CCSS) math courses in Portland Public Schools. Here are our course pathways:



*Single-Subject Acceleration (SSA): A process in the Talented & Gifted department for accelerating a student to a higher grade-level course in only one subject, like math. SSA testing windows are in May, June & September.

The Compacted Math courses are different than any advanced math course that PPS has offered in the past. In these courses, students are expected to complete 3 years of math over 2 years. This means that these courses are fast paced. Students are expected to master a topic with minimal practice before moving on to the next topic. 6th grade students must have highly mastered the 6th grade topics and skills when given ample practice time in order to show readiness for this kind of pace.

All students enrolled in 6th grade math will take two assessments: (1) a Performance Task, in February, and (2)the Compacted Area Readiness (CAR) test, in April. The Performance Task has a 20-minute sense-making group activity followed by an hour-long individual assessment. This assessment emphasizes a student's reasoning skills. The CAR assessment is a one-hour test has four areas of focus: operations with fractions, expressions & equations, proportional reasoning, and the number system. This assessment shows which topics that a student has mastered. These assessments will be used as two of three data points for determining readiness for the compacted pathway. The third data point is a student portfolio of classroom data.

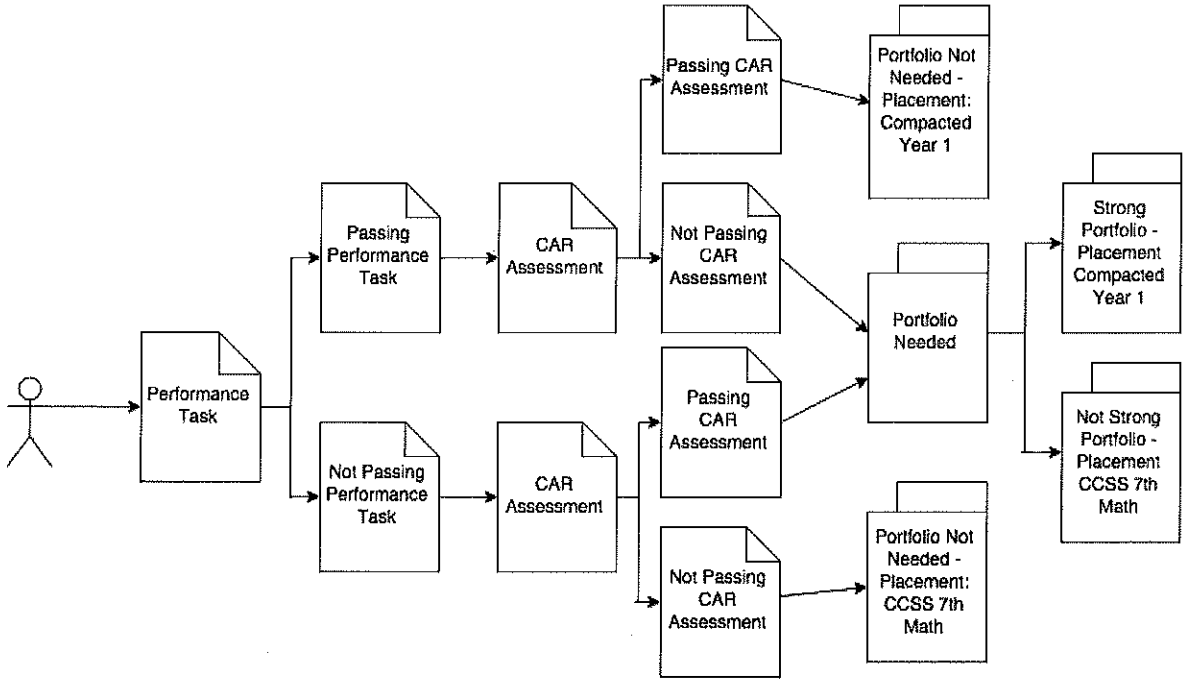
Performance Task: A Performance Task is a several part task where students create answers or products that demonstrate their knowledge or reasoning skills. The task used was designed by and is being used by other regional school districts. For more information about Performance Tasks: http://www.smarterbalanced.org/sample-items-and-performance-tasks/

Compacted Assessment of Readiness (CAR): The CAR assessment is a Common Core-aligned, 14 question test covering a variety of 6th grade topics. CAR is an assessment that was designed by and is being used by other regional districts. For more information about CCSS: http://www.pps.k12.or.us/departments/curriculum/8775.htm

Portfolio: A portfolio consists of classroom assessments and work samples. To earn a strong (S) rating, students must consistently demonstrate a high level of mastery on unit assessments and have received an exceeds rating on at least one work sample.

Work Sample: Work Samples are what the Oregon Department of Education calls their problem solving tasks. These tasks are scored using a state rubric that scores students in five areas: Making sense of the task, Representing and Solving the Task, Communication, Accuracy, and Reflecting & Evaluating. These tasks are done every year from 3rd grade through high school. For more information about work samples: http://www.ode.state.or.us/search/page/?=2666.

Below is the process that all students will go through to determine their appropriate math placement:



If you have any questions, feel free contact your child's teacher, your school principal, or me.

Sincerely,
Drew Robinson
6-12 Math Specialist
drobinso@pps.net

Single Subject Acceleration Framework for Mathematics
Portland Public Schools 1J

This Single Subject Acceleration Framework for Mathematics is intended to be available to all PPS students grades K-12. Consistent criteria must be used in every case being considered throughout the district.

Guidelines for Implementation:

1. Single subject acceleration in **Mathematics** must be addressed on a **case-by-case basis** for all students within the K-12 system.

2. The method for providing single subject acceleration should take into account a student's **social-emotional needs** when considering this option.

3. Single subject acceleration must be determined on the basis of substantiated evidence that a student is **consistently performing above the grade level standards** after consultation with district Mathematics Specialists relating to content standards and district-adopted curriculum.

4. A **portfolio** will be created for each student that is requesting consideration for single-subject acceleration in Mathematics. This portfolio may include multiple assessments including end-of-year assessments, curriculum-embedded assessments, work samples, classroom observations, outside assessments (optional; provided by parents and a student interview with the district Mathematics Specialist. For students at grades K-2, additional assessments will be determined by the Mathematics Specialist to include within the portfolio.

5. The principal will designate a **school contact** to facilitate the review team meeting and monitor the student's progress when a plan for single subject acceleration in Mathematics has been approved.

6. A **review team** consisting of building level teacher(s), administrator(s), the school contact and central team specialists in Mathematics will meet with the student and parents to discuss the possible creation of a plan for single subject acceleration once the portfolio is complete. The PPS TAG Office will provide support as needed throughout this process. Flexible grouping strategies and curricular extensions by grade level will also be considered in the creation of a customized plan.

7. A **plan for single subject acceleration** for Mathematics will be created upon a review of the student's assessment portfolio and with agreement of the review team, including parent(s) and school officials. This plan will be written in a multi-year sequence, reflecting both short term (given school year) and long term goals to project Mathematic levels beyond the immediate school year. This plan for single subject acceleration should include transition to grade levels beyond the current year, transition to the next school within a cluster alignment, and transition options to a school within the cluster when the present school does not offer the appropriate accelerated Mathematics option. Specific details concerning transportation, time of day from sending school to receiving school, etc. will be included in this transition plan.

8. If a student's accelerated needs in Mathematics are not available at their home school, the sending building principal or designee will initiate communication with the receiving cluster school to create a **school-to-school transition plan.**

9. For identified TAG students, the single-subject acceleration plan for Mathematics will be placed in the **student's salmon folder** in his/her permanent records and reviewed annually.

10. A **thirty-day (30) trial period** will be created upon the implementation of the plan with a three-week checkpoint during which time artifacts and evidence will be collected to monitor the student's progress at the new level of Mathematics instruction. If it appears that the student is not consistently performing at the new level of instruction, the review team will re-convene to adjust the single-subject acceleration plan.

Single Subject Acceleration in Mathematics Work Group – Spring 2010: Craig Daniels, TAGAC Chair, Cheryl Ogburn, PPS Mathematics Specialist, RaeAnn Suckow, PPS Mathematics Specialist, Jere Fitterman, CST Achievement Coordinator, Christine Reeder, RST Achievement Coordinator, Pat Thompson, TAG Program Administrator

Single Subject Acceleration in Mathematics Framework reviewed by PPS TAG Advisory Council (TAGAC) on 9.15.2010: Craig Daniels, TAGAC chair, Pat Thompson, TAG Program Administrator, Jeff Daniels, PPS TAG Parent, Valerie Underwood, PPS TAG Parent, Alison Abell, PPS TAG Parent, Margaret DeLacy, OATAG

Approved by Carla Randall, PPS Chief Academic Officer, October 2010

SUSAN CASTILLO
State Superintendent of Public Instruction

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

July 1, 2011

Carole Smith, Superintendent
Portland Public Schools
501 North Dixon Street
PO Box 3107
Portland, OR 97208-3107

Dear Superintendent Smith:

The purpose of this letter is to inform Portland Public Schools that the district has met the criteria to be released from Corrective Action for Talented and Gifted (TAG) Education, effective July 1, 2011. The district returns to "standard" status for TAG Education, as outlined in Oregon Administrative Rule 581-022-0807. The Oregon Department of Education will not withhold any portion of State School Funds.

The Corrective Action items from which Portland Public Schools is released are the following:

- Corrective Action # 6: Instruction for TAG students in the general education classroom which demonstrates that TAG students are receiving instruction at the TAG students' appropriate Rate and Level.

- Corrective Action # 7: Systemization of accelerated learning opportunities for TAG students and access to information about accelerated learning opportunities.

I. Corrective Action # 6, TAG Lesson Planning:

A. Previous Status: TAG embedded lesson plans were submitted from 17 PPS schools. In the May 3, 2011 letter from ODE to Portland Public Schools, the district had achieved a 26.4% compliance rate with 9 out of 34 schools demonstrating proficiency in TAG lesson planning.

B. Current Status: As of reviews in April and June 2011, the remaining 25 schools have improved the compliance rate to 100% proficiency in TAG lesson planning.

II. Corrective Action # 7, Accelerated Learning Options:

A. Previous Status:
- Exemplary Rating: Cleveland and Wilson High Schools
- Adequate Rating: Grant and Benson High Schools
- Inadequate Rating: Franklin, Jefferson, Lincoln, Madison, Biz Tech, Pauling Academy, Renaissance Arts Academy, Metropolitan Learning Community School, and Roosevelt

The following high schools were directed to clearly define accelerated learning opportunities for high school TAG students and to post *immediately* the information on the school's website in order to be in compliance with the original Corrective Action #7 as outlined in the June 17, 2010 letter:

- Franklin, Jefferson, Lincoln, Madison, Metropolitan Learning Community, and Roosevelt

- The Marshall Schools, Biz Tech, Pauling Academy, and Renaissance Arts Academy were exempt because the schools closed in June, 2011.

B. Current Status: Franklin, Jefferson, Lincoln, Madison, Metropolitan Learning Community, and Roosevelt High Schools complied with the request to post accelerated learning opportunities. Grant High School also updated its accelerated learning opportunities on the high school website. As of the June 30, 2011 review, all high school websites earned a 100% pass rate with 10 out of 10 high schools now in compliance.

III. Sustained Efforts: In recognition of the significant improvements which have resulted from addressing major TAG topics through the Corrective Action, ODE will continue to expect a sustained effort in the following areas:

- Continued efforts to identify and serve students who are English Language Learners who demonstrate the potential to be identified as TAG students.
- Parental involvement in writing TAG Learning Plans for identified TAG students.
- TAG building plans that reflect how individual schools are serving TAG students within their own curricula.
- Continued efforts to provide direct instructional services to TAG students appropriate to the students' rate and level of instruction.

- Continued efforts for classroom teachers to be knowledgeable about students in their classrooms who are TAG identified, resulting in instruction that is aligned to students' intellectual and academic needs.
- Continued efforts to support K-12 TAG learners through rich academic experiences, both within the PPS instructional system and outside of the PPS system, through advanced opportunities as outlined through the high school accelerated learning options.
- Continued efforts in TAG professional development to ensure ongoing teacher support for veteran and new teachers.

ODE would like to recognize the significant efforts by Patricia Thompson, PPS TAG Program Administrator, for her work in coordinating the extensive efforts on Corrective Action #6, TAG lesson planning documents, and Corrective Action #7, the TAG high school website alignment and review. Pat's oversight of these improvements is directly linked to the district's successful removal from Corrective Action.

If there are further questions about the information in this letter or about Talented and Gifted Education, please contact Rebecca Blocher, ODE TAG Specialist at 503-947-5931 or rebecca.blocher@state.or.us.

Again, congratulations on the district's removal from Corrective Action for Talented and Gifted Services.

Sincerely,

Colleen Mileham, Ph.D.
Assistant Superintendent
Office of Educational Improvement and Innovation
503-947-5663
Colleen.mileham@state.or.us

cc: Rebecca Blocher, ODE TAG Specialist
Gary Cordy, Oregon Department of Justice
Carla Randall, Chief Academic Officer, Portland Public Schools
Pat Thompson, TAG Program Administrator, Portland Public Schools

TAG Presentation
February 3, 2015
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Board of Education Informational Report

MEMORANDUM

Date: February 3, 2015

To: Members of the Board of Education

From: Lolenzo Poe, Chief Equity & Diversity Officer and Partnership Director

Subject: Equity Update

This Memorandum provides an informational update on our district-wide Equity work.

RACIAL EQUITY PLAN UPDATE

2013-2014 Equity Plan Year-end Progress Report

On June 13, 2011, Portland Public Schools Racial Educational Equity Policy (2.10.010-P) was adopted by Resolution No. 4459. This Policy directs the Superintendent to develop action plans with clear accountability and metrics, including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the policy's stated goals. These action plans must identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent was directed to present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent is to report progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

While the Superintendent and her Executive Leadership team are responsible for execution of the Equity Plan, the Office of Equity was tasked with leading the development and implementation of the Racial Equity Plan and monitoring District progress towards equity outcomes.

Attached is the 2013-2014 Annual Equity Work Plan indicating year-end progress through September 2014.

2014-2015 Annual Equity Plan

Also attached is the 2014-2015 Annual Equity Work Plan which outlines key equity work currently underway this school year.

Equity Key Performance Indicators

Portland Public Schools has committed to significantly changing its practice in order to achieve and maintain racial equity in education. Progress towards racial equity is ultimately measured by the District's ability to eliminate the racial predictability in student achievement across the Milestones Framework.

The PPS Equity Key Performance Indicators were developed to provide another system-level measure of progress towards racial equity in Portland Public Schools. The seven KPIs identify racial opportunity gaps in our system that we believe contribute to disparities in student achievement.

The seven indicators measure:

1) Overrepresentation of students of color who do not *advance at least one tier in K-3 reading*
2) Overrepresentation of students of color in *Special Education*
3) Overrepresentation of students of color experiencing *exclusionary discipline*
4) Underrepresentation of students of color in *Talented & Gifted (TAG)*
5) Underrepresentation of students of color in *AP, IB & dual credit courses*
6) Underrepresentation of *teachers of color* compared to the student population
7) *% of contract dollars* paid to minority-owned businesses

Attached is a more detailed description of the KPIs along with graphic representation of KPIs #1-6. For each of the KPIs, the graphs visualize over- and under- representation of students by race/ethnicity over a period of time. The KPIs have been updated to reflect 2013-2014 data.

KPIs #1 and #7 are still in progress. Regarding KPI #1, we will have district-wide K-3 DIBELS data this year. Regarding KPI #7, we are currently in the process of purchasing and implementing tracking software which will enable us to track and report contract dollars paid to minority-owned businesses.

COLLABORATIVE ACTION RESEARCH FOR EQUITY (CARE) OVERVIEW

The Board presentation will highlight our CARE program which is being implemented district-wide:

CARE School Teams consist of racially conscious teacher leaders who participate in collaborative classroom research to **discover, develop, document, deliver, and disseminate culturally relevant learning and teaching practices.** The CARE Team accelerates responsiveness to the learning needs of students who are historically in the lowest performing student groups (African American, Latino, American Indian, Alaska Native, Pacific Islander and Southeast Asian students). CARE teachers, working in collaboration with the principal and Equity/CARE TOSA, and supported by their Equity Team, improve learning for students of color, increasing school-wide achievement.

In collaboration with the school administrator, the CARE Team explicitly and intentionally designs, plans and delivers culturally relevant pedagogical practices that improve engagement

and achievement for underserved students of color. Each CARE Team includes a school administrator, CARE teachers, and an Equity/CARE TOSA each with a unique set of responsibilities, as described below:

- Identify focal students of color currently in their classrooms
- Engage in learning and personal reflection to deepen understanding of Critical Race Theory and culturally relevant pedagogy
- Identify, examine, and “de-center” the role and presence of whiteness in their own lives and classrooms
- Use CARE frameworks to plan, design, and teach CARE lessons
- CARE Pre-Observation, Observation, and De-Brief, using the Cycle of Inquiry.
- Monitor progress of focal students
- Make anecdotal notes during CARE lessons; record reflections on teaching CARE lessons (areas of strength/growth needed), and adjust lesson planning/design accordingly
- Maintain ongoing record of reflections on own growth and development as a culturally relevant teacher, sharing with CARE Team members during regularly scheduled meetings

2013-2014 PPS Annual Equity Work Plan
Year-End Progress Update

Progress Key

- Indicates "On track"
- Indicates "Generally on track with considerations"
- Indicates "Behind schedule"
- Indicates "n/a"

Please note: due to changes in leadership this year, those in "Lead" and "Sponsor" roles may have changed. Names that appear in parentheses are those who were in charge of the work throughout the 2013-2014 school year but are no longer serving in those role(s). Those listed who are not in parentheses are now responsible for the stated work.

2013-2014 PPS Annual Equity Work Plan
Year-End Progress Update

	Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Teaching & Learning	1 Ensure students of color have both access to and success in the core program: eliminate over-identification of students of color for special education and remedial classes, and under-identification of students of color for talented and gifted services and college credit bearing courses.	(1) Implement the Successful Schools Framework (SSF) to operationalize research-based strategies to close achievement gaps for students of color.	Establish an overarching framework with common vocabulary & methodology across the District. Ensure schools effectively plan for and assess progress towards racial equity.	The Successful Schools Framework was developed by Academic Cabinet and shared with District leadership.	For 2014-2015, all schools will develop SIPs around components of the SSF using the Indistar assessment & action planning tool.		All the focus and priority schools have a Comprehensive Assessment Plan that is mandated by the state. All non-focus/priority are using Indistar assessment to do a self assessment. Self assessment to be completed before Winter break. Draft of their CAP will be due in March.	Greg Wolleck (Kimberly Matier) (Willa Campbell)	Antonio Lopez Melissa Goff Harriet Adair (Sue Ann Higgens)
		(2) Review with counselors racialized enrollment data in college credit bearing courses by high school.	Fall 2014 course enrollment reflects 1:1 relative rate of enrollment. First progress grades of 2013-2014 show 1:1 relative rate of passing college credit bearing courses.	2013-2014 college credit bearing course enrollment data (racially disaggregated)	Forecasting data indicates 1:1 relative rate of enrollment of students of color to white students in college credit bearing courses.		Data reviewed with counselors. In 2013-2014, 8.3% of students who took at least one AP, IB or dual-credit class were Black, up from 6.5%. 12.1% were Hispanic, up from 11.5% the previous year.	Tammy Jackson	Harriet Adair (Sue Ann Higgens)
		(3) Redesign the instructional professional development model in order to provide integrated supports so teachers can provide all students with rigorous instruction that is culturally and linguistically responsive. Eliminate departmental silos in order to provide a more integrated approach.	Newly developed, integrated professional development model ready for implementation in 2014-2015 school year.	Surveys indicated dissatisfaction with current professional development model.	"Best Practices Institute" kick-off conferences hosted in August for all schools. Conference is highly attended and feedback indicates a more effective model.		Each school selected a PD planning team to attend the BP Institutes in August. Schools chose 4-5 modules from the Best Practices Institute to roll out as part of their professional development plan this year based on their specific needs and priorities. These teams have been assigned designated OTL staff (from ICA, DLI and ESL) to meet with them to help plan and support the implantation of the new learning. The level of support is differentiated as Heavy Coaching, Light Coaching and Consultancy based on the specific needs of the school.	Ewan Brawley (Kimberly Matier)	Melissa Goff (Sue Ann Higgens)

		Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Teaching & Learning	1	Ensure students of color have both access to and success in the core program: eliminate over-identification of students of color for special education and remedial classes, and under-identification of students of color for talented and gifted services and college credit bearing courses.	(4) Intervention Resource Team (IRT)- ensuring supports are in place prior to moving to a more restrictive setting.	Decrease in students of color moving to restrictive settings.	Number of students of color referred to IRT	Process for getting support has been completely revamped with the goal of using data to mobilize more efficientyl and earlier. Implementation begins September 2014. Reflective practice survey used (google form) to track progress.		All stakeholder groups have been informed about restructure. Re-design is being implemented fully. Triggers are established, data is now processed through a cycle of inquiry and action, and supports are mobilized based on data. Lastly, a reflective practice survey was vetted at the Courageous Conversations Summit, and innovations were made based on feedback from the Summit attendees.	Ed Krankowski	Melissa Goff (Sue Ann Higgens)
			(5) Special Education to work with ESL to complete revision of pre-referral process.	Pilot implementation begins and IT begins specs for incorporating process as part of Synergy.	Research best practices to develop and implement a standard process used district-wide to match students to appropriate level of tiered instruction and intervention.	Process and forms are vetted by larger OTL department and then approved for pilot implementation.		Next steps: Provide building-level training and collaborate with IT to incorporate into Synergy.	Van Truong Mary Pearson	Melissa Goff (Sue Ann Higgens)
	2	Partner with culturally-specific community organizations to provide culturally-responsive supports for students and families of color.	(1) Contract with five culturally specific organizations (SEI, BPI, Latino Network, NAYA and IRCO) to provide appropriate family engagement supports aimed at increasing home-to-school and school-to-home communication as well as fostering learning at home.	Increased home-to-school and school-to-home communication & learning at home for students in target schools.	Schools identified to receive services.	All contractors fully implementing program components.		Contractors implemented program per logic model and majority of participating parents reported an improvement in communication and learning at home.	Dunya Minoo	Lolenzo Poe

		Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Teaching & Learning	2	Partner with culturally-specific community organizations to provide culturally-responsive supports for students and families of color.	(2) Provide culturally appropriate services to increase school connectedness and improve school climate for target populations who have historically been over represented in discipline data through the Student Assistance Coordinator (SAC) and The I AM Academy.	Increased school connectedness and improved school climate for program participants.	Schools identified to receive services.	Student Assistance Coordinator fully implementing program components.		Student Assistance Coordinator worked with 3 schools for the entire year and added a 4th during the last quarter. All schools requested services again this year and reported improvements.	Dunya Minoo	Lolenzo Poe
			(3) Partner with Native American Youth and Family Center (NAYA) to bring culturally specific services through joint development of Foster school site to include low income housing and an early childhood center	Capital and operating programmatic details have been finalized.	N/A	Oregon Solutions Declaration of Cooperation among project partners signed. Draft funding outlined. Housing portion of project funded.		Proceeding with schematic design and site planning.	Tony Magliano	Tony Magliano
	3	Implement high leverage ESL instructional strategies district-wide in all K-12 core content classrooms.	(1) Implement classroom-based Content-based English Language Development (CBELD) in 9 schools in K-2 science.	Provide authentic language and content area knowledge learning for emerging bilingual students.	1 CBELD pilot school in 2012-2013.	Positive shift in ELPA data for students in CBELD schools.			Van Truong	Melissa Goff (Sue Ann Higgens)
			(2) Successfully open Portland International Scholars Academy (PISA)--a newcomers' academy for students in grades 9-12.	Provide newcomers with accelerated English language development & academic supports to access to core content.		All students earn 8 credits and move up at least one language proficiency level. Build school foundation for expansion in 2014-2015.			Van Truong	Melissa Goff (Sue Ann Higgens)
	4	Provide instruction for emerging bilingual (EB) students in their native language through dual language programs where we have a critical mass of native speakers.	(1) Define role of dual language programs and identify barriers to enrollment for native and heritage language speakers in our established dual language programs.	EB enrollment in dual language program increased by 70 students	October 2012 ESL student enrollment in each dual language program.	EB enrollment in dual language program increased by 70 students		There are 136 students in the new DLI expansion classrooms (St. Johns, Roseway Heights, King). In 2014-2015, 37% of ELLs in kindergarten are now in DLI programs, up from 26% the previous year. And 8.25% of Black students are in DLI at kindergarten, up from 3.77% the previous year.	Debbie Armendariz	Melissa Goff (Sue Ann Higgens)

		Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Teaching & Learning	5	Define, identify and build capacity for culturally relevant instruction.	(1) Strand 3 Schools will receive professional development on culturally relevant teaching.	Each teacher has participated in at least one classroom observation using the CARE protocols.	Strand 3 CARE teams have engaged in introductory seminars on culturally relevant teaching and are identifying focal students currently not being successful academically.	Schedule for classroom observations using the CARE protocols		The eleven Strand 3 CARE teams completed the six introductory seminars focused on culturally relevant teaching. Each teacher on the team identified focal students of color and used the CARE protocols to debrief CARE observations three times during the year. Teachers design lessons using the 4Rs of culturally relevant instruction. (rigor, relevance, relationship and realness)	Cynthia MacLeod	Lolenzo Poe
			(2) Strand 3 School PASS teams will receive professional development on parental advocacy for student success.	PASS Schools have families engaged in advocy for student success.	Strand 3 schools will form PASS Teams in January 2013.	Feedback from PASS teams indicate they are engaged in practicing PASS protocols to engage families in advocating for student success		Strand 3 school teams attended the first 3 introductory PASS seminars. These teams will complete the final three seminars in 2015.	Cynthia MacLeod	Lolenzo Poe
	6	Provide school leaders and central support staff with school-based professional development on implementing culturally responsive positive behavior support systems.	(1) Provide calendared professional development for school staff and leaders to move the next step forward in implementation of positive behavior intervention and supports (PBIS), recognizing the need for culturally responsive strategies in coaching for teacher success with students.	2013-2014 exclusionary discipline data indicates reduction of exclusionary practices for all students of color and measurable progress toward 1:1 relative rate of exclusion.	K-12th grade relative rate of exclusionary practices in response to student behavior (SY 2013-2014)	Relative rate of disciplinary exclusion for K-12th grade (through June 2014)		21 K-8 schools PBIS/Climate Teams received PBIS training. % of students experiencing exclusionary discipline decreased from 14.8% to 10.5% year over year. For Black students, it decreased from 4.7% to 3.3%, resulting in a slight decrease in the relative rate of exclusionary discpline from 4.9 to 4.6.	Rick Kirschmann (Tammy Jackson)	Lolenzo Poe (Sue Ann Higgens)

		Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Teaching & Learning	6	Provide school leaders and central support staff with school-based professional development on implementing culturally responsive positive behavior support systems.	(2) Collaborate with the Office of High Schools to develop instructional leader professional development in areas of PBIS and restorative justice (RJ), expanding on practices we have seen to impact disciplinary data by decreasing the disproportionate over-representation of students of color while simultaneously decreasing exclusionary discipline for all students.	2013-2014 exclusionary discipline data indicates reduction of exclusionary practices for all students of color and measurable progress toward 1:1 relative rate of exclusion.	K-12th grade relative rate of exclusionary practices in response to student behavior (SY 2013-2014)	Relative rate of disciplinary exclusion for K-12th grade (through June 2014)		A High School PBIS Leadership team was formed (PBIS TOSA, Asst. Director of SPED, HS Vice Principal & HS School Psych.) The Team met 5-6 times and developed implementation readiness indicators and implementation logic relative to the high school setting. % of students experiencing exclusionary discipline decreased from 14.8% to 10.5% year over year. For Black students, it decreased from 4.7% to 3.3%, resulting in a slight decrease in the relative rate of exclusionary discpline from 4.9 to 4.6.	Richard Kirschmann (Tammy Jackson)	Lolenzo Poe (Sue Ann Higgens)
Workforce Development	7	Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(1) Enhance current onboarding process, ensuring our employees of color feel welcomed and included.	All new employees will have an introduction to our District's equity mission and goals set forth by the Board. All new employees will also have information that will help them at the start of their new positions. We will disaggregate by race to ensure that all new hires have the tools to successfully start in their positions.	HR revised their onboarding program based on a new hire survey report conducted 2011-12 and 2012-13. We expect 2013-2014 new hires to have a more satisfactory onboarding experience. We will gather feedback from the survey to enhance our revised onboarding process.	Data analysis completed to identify possible areas of improvement.		The onboarding process was revamped and supported by all members of the Talent Managment Team. The new onboarding video highlights District committments to student success [equity goals, strategic plan and milestones, framework of schools] for new employees.Satisfaction survey was revised to incoporate the goals of the Minortiy Teacher Retenton Grant. The survey will be sent separately to the 13-14 hires and 14-15 hires.	Loretta Benjamin-Samuels	Sean Murray

		Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Workforce Development	7	Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(2) Expand exit survey to all employee groups sent within 30 days of final work day.	All employees who exit the district will be provided an exit survey for completion. Information will be disaggregated by race to inform our retention strategy for employees of color.	HR currently sends exit surveys to certified employees; we will expand the exit survey to all employee groups to better inform our recruitment and retention strategies.	Implement an automated system to provide exit surveys to all employee groups.		Exit survey is complete and will be sent to each employee who is exiting the district. We are meeting with R&E to determine which electronic survey to use inorder to best systhesis the data and trends to support retention and employee engagement especially for our employees of color.	Ross Hume	Sean Murray
			(3) Identify and create workforce diversity planning reports that include metrics for schools and departments.	As we continue to increase our partnerships with targeted universities/organizations we will see an increase in the diversity of our applicant pool.	Meet with internal stakeholders to develop workforce planning reports.	Timeline will have been identified for delivery of workforce planning reports. Draft communication to hiring managers on the utilization of reports will have been completed.		The specs for the reports have been identified and the next phase will be working with HRIS/IT to identify how to create reports that can be run easily by hiring managers; this work will connect with our Affirmative Action Reports as they are the first priority.	Loretta Benjamin-Samuels (Bonnie Gray)	Sean Murray
			(4) Human Resources will identify and develop partnerships with universities/organizations to increase the diversity of our applicant pool for all positions.	As we continue to increase our partnerships with targeted universities/organizations we will see an increase in the diversity of our applicant pool.	Identify and create partnerships with three new universities/organizations to increase the diversity of our current applicant pool. Develop a recruitment budget.	Will have increased the racial and linguistic diversity of our teacher applicant pool through our current and new partnerships by 5%		Creation of 5 new relationships with the following universities helped increase the number of diverse, culturally responsive and bilingual candidates in the applicant pools and hired for the 2014-2105 hiring year: University of Texas at El Paso, New Mexico State University, University of New Mexico, California State University at Fullerton, California State University at Chico, Heritage University.	Loretta Benjamin-Samuels	Sean Murray

		Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Workforce Development	7	Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(5) New employees of color will be invited to community organizations such as Say Hey!, Oregon Association of Latino Association, Oregon Association of Black Educators events to get connected to local communities of color in Portland.	We will have documented the number of new hires who have been informed of local community of color networks and tracked the success of this method.	New administrators of color from 13-14 school year were recognized at the Say Hey! event; we will have an identified method that connects our new hires of color to local communities.	We will have a method to better connect diverse hires to local communities of color.		Organized social mixer for new hire teachers of color in conjuction with the Office of Equity. Facilitated Say Hey Introduction to Portland Community.	Loretta Benjamin Samuels	Sean Murray
			(6) Expand our recruitment efforts to solicit referrals for racially and/or linguistically diverse applicants from PPS employees.	5% percent of new hires will come from employee referrals.	There is no formal strategy in place to solicit employee referrals.	Gather employee referral data from Jan. 2014-Sept 2014.		This goal was placed on hold due to the lack of systems to track the employee referals.	Loretta Benjamin-Samuels	Sean Murray
			(7) Continue early letters of intent for high need areas including immersion, special education, elementary, etc. and PTP/BTP partnerships.	Early hires will be increased by 15%.	Identify the hiring needs for the 2014-15 school from resignation and retirement data, schools and departments. Applicant pools for high need areas will be posted in November. Monthly recruitment events that contribute to early hiring strategies will be held.	Will have analyzed our 2014-15 recruitment strategies and document strategies that were effective.		We offered 68 early Letters of Intent for teachers; 39% were teachers of color and 53% were bilingual; this was a 21% increase over the previous year.	Loretta Benjamin-Samuels	Sean Murray

		Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Workforce Development	7	Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(8) Enter into strategic partnerships that will develop a diverse educator pipeline and retain staff of color after hire.	We will have documented Year 1 progress towards developing a bridge program for diverse students to enter into the field of teaching.	Awarded grant from TeachOregon to partner with N.Clackamas, David Douglas & PSU to recruit diverse future educators and support them for successful completion of their BA and MA and licensure; Employ rigorous, meaningful clinical practice collaboratively designed by both university and districts; Provide support for new hires to ensure long-term retention and success in the schools.	Development of strategies for Year 2 implementation begun.		Year 2 strategies have already begun and we are contracting with Cultures Connecting to improve our Recruitment and Selection process for all three districts. The outcomes will include a staffing reflection summary that reflects our Superintendent's Three Prioritites and expanding on our equity-focused interviews. Cultures Connecting will also be providing 2.5 days of training for all of TeachOregon partner schools which could be expanded to other administrators. The training is focused on cultural responsiveness, implicit-bias and a train-the-trainer model so that administrators are able to train their interview teams.	Loretta Benjamin-Samuels (Bonnie Gray)	Sean Murray
			(9) Create a system using PeopleSoft (HRMS) to identify the linguistic diversity of staff.	We will be able to report on linguistic abilities of our workforce.	Have a module that will hold linguistic ability for all staff.	Creation of module and business process is complete; and ready to store linguistic data in PeopleSoft.		Module and business process are created. Next step is to create communication with employees to send out via email.	Patty Blanchard	Sean Murray
			(10) Create an employee survey to collect information on language abilities of our workforce	We will have data on the linguistic ability of our current workforce to create the baseline data for our Racial Equity Plan and Affirmative Action Plan.	We currently do not collect language abilities of our workforce.	Survey will have been sent and information will be collected.		A new linguistic tracking module was created that will allow PPS employees to update their linguistic ability and if they are a native speaker through our Employee Self Service (ESS) system. We will be emailing employees letting them know how to update their information; target date is March 2015.	Patty Blanchard (Bonnie Gray)	Sean Murray

		Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Workforce Development	7	Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(11) Focus on diversifying the substitute hiring pool.	Current racial and linguistic diversity of substitutes hired into the substitute pool.	Increase the racial and linguistic diversity of substitutes hired into the substitute pool.	Identified strategies implemented.		Have identified recruitment networks not previously used for substitute teacher hiring. Recruited high needs and racially and linguistically diverse candidates that were not hired during the 14-15 SY. We had a slight increase in the number of sub teachers of color that were hired this year. We will have the diversity data for our total substitute teachers available mid-November.	Patty Blanchard	Sean Murray
			12) Ensure benefit plan changes will not unintentionally negatively impact the District's employees of color, thereby preserving workforce diversity.	PPS benefit plans should be attractive to diverse candidates and encourage retention of all employees specifically our racially diverse employees.	Any proposed changes to benefit design or eligibility are consistently examined using the District's Racial Equity Lens.	A finalized process will be developed; we will further examine the benefit changes for 2014-2015 and its impact on the racial diversity of our workforce.		A finalized process will be developed; we will further examine the benefit changes for 2014-2015 and its impact on our racial diversity of our workforce. Analysis should begin in February 2015 in order to capture both OEBB/Trust open enrollment periods.	Terri Burton	Sean Murray
			(13) Continue to utilize an equity lens in contract decisions to support the recruitment and retention strategies that enhance the racial and linguistic diversity of our workforce.	We will have documented language on how the Racial Equity Lens was used in our contract proposals and decisions.	Contract proposals and agreements will protect and add language that supports the goals of the District's Racial Educational Equity Policy.	Contract proposals and decisions in negotiations with SEIU, ATU and DCU support the District's equity goals.		SEIU, ATU and DCU contracts were all renegotiated outside of formal bargaining and addressed primarily wages and heath insurance premiums. The parties did not engage in full scope bargaining or preparing formal proposals.	Brock Logan	Sean Murray

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		Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Workforce Development	8	Redesign hiring processes to include cultural responsiveness as a criterion for staff positions at every level in the organization.	(1) To gain a greater understanding of the district's core business: educating our students. We will observe and identify how HR processes align with and impact the District's equity work.	Completed comparative analysis of the school visits that identify indicators for recruiting, hiring, and retaining educators that can successfully perform equity work.	Identify selection criteria, teams and schools that are successfully performing equity work in assisting with closing the achievement gap.	Four schools visits are completed and observation reports for each school are completed.		This goal was put on hold this year due to contract negotiations. We will revisit this goal and how best to implement it in 2014-15.	Sean Murray	Sean Murray
			(2) Create, review and implemented an administrator evaluation to include cultural responsiveness as an evaluation competent.	We will have documented a preliminary assessment of cultural responsiveness of our administration and received feedback on the evaluation tool to enhance the tool and its effectiveness.	A draft of the revised administrator evaluation has been created. RA's and HR will gather additional feedback from building administrators, Administrators of Color (AOC) and PAPSA in this pilot year.	All building administrators evaluated for this year will have experienced the revised evaluation tool. We will use this feedback to enhance the effectiveness of the evaluation tool.		Building Admin Data was collected and shared with Senior Directors. This year we are updating the tool to be aligned with ODE's Student Learning Growth Goals Rubric and the ODE Matrix for 2014-15 evaluation tool.	Michelle Riddell	Sean Murray
			(3) Offer Beyond Diversity trainings to all substitutes.	We will have an increase in the number of substitutes who have taken Beyond Diversity for current school year compared to last year.	All substitutes will be offered to take Beyond Diversity training to enhance their candidacy for employment with the District.	We will have tracked the number of substitutes who have taken Beyond Diversity and identify how many have been hired for the 2014-15 school year.		We had 74 substitutes take BD training in 2013-14; this was an increase from 59 in 2012-13.	Patty Blanchard	Sean Murray
	9	Facilitate development, adoption and implementation of an affirmative action policy.	(1) Develop affirmative action plan	District-wide Affirmative Action Plan developed and ready for implementation with the goal of increasing workforce diversity.	Affirmative Action Policy adopted.	Affirmative Action Plan developed and implementation begun.		Affirmative Action plan has been developed by each division of the organization. All direct reports have identified affirmative action liaisons for their divisions. There will be a November/December check-in meeting on the progress of the affirmative action strategies.	Bonnie Gray (Jeanine Fukuda)	Lolenzo Poe

		Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Sept 2014 Progress Indicator(s)		Sept 2014 Progress	Lead	Sponsor
Workforce Development	10	Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	(1) Schools will receive differentiated equity focused professional development.	Feedback from the school staff indicate the use of an Equity lens for decision making.	Self reported capacity to utilize the Courageous Conversations (CCAR) protocols to facilitate monthly equity focused professional development.	School-based Equity Teams us the CCAR protocols to discuss building issues such as achievement and discipline.		Each school has an Equity team and the Equity teams plan monthly professional development to focus on topics such as discipline, school climate and student achievement.	Cynthia MacLeod	Lolenzo Poe
			(2) School-based Equity Teams will facilitate equity-focused monthly professional development with their buildings.	School-based staff responses to annual Equity survey will indicate the positive impact of equity professional development and engagement in CCAR.	Site based professional development plans will reflect monthly equity professional development modeled at Leadership Academy sessions.	Feedback from school-based Equity Teams indicate that monthly facilitated equity focused professional development activities are useful in helping staff engage in CCAR.		School-based Equity teams are providing professional development with a focus on culturally relevant instruction to prepare the school staff for collaborative action research for equity (CARE) teams. CCAR protocols are used to discuss issues that impact the implementation of changes in instruction necessary to accomplish the Superintendent's top three priorities.	Cynthia MacLeod	Lolenzo Poe
			(3) Operational support e-teams will build capacity for staff to facilitate department e-team work	Feedback from department staff indicate that they have (a) deepened their personal and collective racial consciousness in order to disrupt institutional and structural racism and (b) increased their confidence in their ability to facilitate/lead CCAR activities.	(a) Self reported readiness of department staff to utilize the Courageous Conversations About Race (CCAR) protocols to facilitate monthly equity focused professional development, and (b) department leaders' willingness to mentor staff to build capacity.	Department staff will be actively engaged in deepening their own development in the CCAR Protocol and in their facilitation skills.		Staff and Equity Team leaders are taking increased leadership roles, and in so doing, are deepening their own personal development. Staff and team members are also developing their facilitation skills. As a result of some reorganization at PPS, some divisions have new Equity Team members and leaders, and new central office divisions are just now embarking on their work.	Hector Roche	Lolenzo Poe

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Workforce Development	10	Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	(4) Operational support department leaders will receive coaching support on how to build on their CCAR leadership, while sequencing to introducing Critical Race Theory (CRT) to the equity work.	Leaders will exhibit increased racial consciousness and equity leadership behaviors, and increased use of CRT in department practices and policy.	Self reported readiness of leaders to build on the Courageous Conversations (CCAR) protocols with CRT in providing leadership to their Equity Teams and staff.	Leaders will exhibit increased confidence in leading discussions using the CCAR Protocol, in preparation for introducint CRT.		While there are new staff and leaders engaging in the equity work, those leaders and staff who have been engaged in the work for awhile, now routinely use CCAR protocol in their meetings.	Hector Roche	Lolenzo Poe
			(5) Central office leadership to engage in SPELL (Special Education/ESL) equity training.	Central office leadership team will gain a deeper understanding of how to better support our buildings in this work. Professional development will help District develop internal capacity to lead SPELL Equity Walkthroughs in following years.	Special Education, ESL Department and Equity Office worked with Pacitic Educaitonal Group to plan 3 Professional Development days related to SPELL.	Completed scheduled three days of Professional Development. Continue Equity Walkthroughs next year as part of our Professional Development for the roll out of Common Core.			Mary Pearson Van Truong	Melissa Goff (Sue Ann Higgens)
			(6) Develop Equity@PPS website to facilitate communication of racial equity work.	Equity@PPS website completed and launched.		Equity@PPS website completed and launched.			Erin Barnett	Jon Isaacs
Cultural & Organizational Transformation	14	Apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas with a focus on differentiating resources to better support students of color.	(1) Practice use of Equity Lens Tool with operational and instructional leadership.	Increased capacity and confidence of leadership to use the Equity Lens Tool. Increased use of the Equity Lens Tool in major departmental decisions.	Evidence from first attempts in using the Equity Lens Tool documents.	Evidence from Equity Lens Tool documents indicates increased consideration of race in decision-making.		While leaders regularly, and increasingly consider race in decision making, all of the equity teams and divisions need more practice in using the Racial Equity Lens as a tool in decision making.	Hector Roche	Lolenzo Poe

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Cultural & Organizational Transformation	14	Apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas with a focus on differentiating resources to better support students of color.	(2) Apply Equity Lens Tool in budget development and adoption process for SY 2013-2014 budget.	Increased consideration of race in decision-making during the budget development and adoption process and ultimately, more equitable funding allocation.		2014/15 budegt seen to reflect application of Racial Education Equity Policy.		From CBRC report to Board: "We continue to appreciate district leadership in pursuing the objectives of the Racial Education Equity Policy. That commitment is evidenced in the 2014-15 budget priorities." And "This budget puts us intentionally on the path to improve outcomes for our historically underserved students, thereby improving outcomes for all students."	David Wynde	Yousef Awwad (Neil Sullivan)
	15	Outcomes at every level in the organization are disaggregated by race and ethnicity	(1) Work with Student Services and IT to have real-time access to data on use of exclusionary discipline for special education students by race/ethnicity.	Report available on Administrative Dashboard that shows discipline incidents for special education students by race/ethnicity.	Report on discipline incidents for special education students by race/ethnicity not currently available on Administrative Dashboard.	Report available on Administrative Dashboard that shows discipline incidents for special education students by race/ethnicity.			Suzy Harris	Jollee Patterson
	16	Adopt culturally relevant data and research practices.	(1) Research & Evaluation and Data Policy & Analysis will develop a new race/ethnicity section of the student registration form.	More detailed and accurate data collection of student race/ethnicity will result in more accurate analyses and the ability to provide better support and services to underrepresented communities of color.	Existing data collection method & recommendations from the Coalition of Communities of Color.	New race/ethnicity section of student registration form implemented for 2014-2015 school year.		New race/ethnicity section of student registration form introduced in Sept 2014 for both new student enrollment and current student updates.	Sarah Singer (Joseph Suggs) Jeanine Fukuda	Amanda Whalen (Sue Ann Higgens) Lolenzo Poe

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Cultural & Organizational Transformation	17	Balance enrollment through boundary changes, grade reconfigurations, policy updates, etc. to ensure that every student of color has access to a strong core program.	(1) Provide equity professional development and staff support for SACET (Superintendent's Action Committee on Enrollment & Transfer) to help the committee apply a Racial Equity Lens to its analysis of enrollment & transfer policies.	SACET has built the knowledge, will and skill to apply the Racial Equity Lens tool to its analyses and ultimately recommendations to the Superintendent regarding recommended changes to align the District's enrollment & transfer policies to the Racial Educational Equity Policy.	SACET members have varying and mostly limited exposure to racial equity training and use of a Racial Equity Lens tool.	SACET recommendations to the Superintendent reflect use of a racial equity lens.		SACET analyses and recommendations clearly reflect use of the Racial Equity Lens tool.	Jon Isaacs Judy Brennan Hector Roche Jeanine Fukuda	Jon Isaacs
	18	Establish and implement an Equity in Public Purchasing & Contracting (EPPC) policy.	(1) Develop Administrative Directives (ADs) to support policy.	EPPC Policy & ADs in place.	EPPC Policy adopted.				David Wynde	Yousef Awwad (Neil Sullivan)
			(2) Review systems and processes to support implementation and identify additional actions necessary.	Impact of EPPC visible across business, workforce and career learning equity fields.		System improvements planned and/or implemented.		Established OCIP to improve MWESB contractor access; revised solicitation documents to eliminate barriers; added budget for MWESB reporting software and initiated solicitation process; renewed and revised contract with City for administration of workforce equity program; increased number of career learning opportunities offered to students.	David Wynde	Yousef Awwad (Neil Sullivan)

	Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Teaching & Learning	1 Ensure students of color have both access to and success in the core program.	(1) Coordinate district efforts to support inclusion and literacy success of special education and emerging bilingual students building upon work from University of Kansas partnership at five current schools through Project SWIFT.	School schedules reflect maximal inclusion of students in core literacy instruction; processes for implementing inclusive practices captured on onboarding new schools and programs.	Implementation of SWIFT inclusive practice begun at 5 schools.	SWIFT Coordinator hired.	School schedules reflect maximal inclusion of students in core literacy instruction; processes for implementing inclusive practices captured on onboarding new schools and programs.	Van Truong	Melissa Goff
		(2) District and building leadership teams will develop shared understanding about best practice in providing a continuum of literacy services focusing on serving special education and emerging bilingual students.	District and building leadership teams develop action plan for supporting special education and emerging bilingual students based upon shared understanding of best practice.	2012-2013 SPELL walkthroughs completed to identify best practices.	Contracts signed with providers. Trainings underway.	Action plans developed.	Veronica Magallanes Mary Pearson	Melissa Goff
		(3) Provide professional development for building administrators on the Successful Schools Framework with a focus on assessment and instruction that is culturally responsive to our students of color.	Leaders are knowledgeable in core content, assessment and instruction, and can support teachers in closing opportunity gaps for our students of color.			Building administrators will have completed trainings and will be knowledgeable about core content, assessment and instruction that is culturally responsive to our students of color.	Van Truong	Melissa Goff
		(4) Provide culturally responsive, certified reading specialists and library/media specialists at 6 prioritized schools: Harrison Park, King, Scott, Cesar Chavez, Rigler, Rosa Parks	Students in prioritized schools receive added direct reading support.	3rd Grade reading achievement at 6 schools.	Selection committees identified and interviews completed.	By March, staff hired, placed, and working in school buildings.	Van Truong	Melissa Goff

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Teaching & Learning	1	Ensure students of color have both access to and success in the core program.	(5) Expand learning opportunities for K-3 students by providing access to Imagine Learning software through afterschool SUN programming and providing tablets for students to use at home. Pilot family engagement through use of tablets.	K-3 Students participating in the program will achieve target reading/literacy outcomes and benchmarks.	3rd Grade reading achievement of target students.	30 high-need students from each of four schools (Whitman, Lent, Harrison Park, Markham) will begin participating in after-school activities during the second or third week of January.	By March, we will have purchased enough iPad Minis to be able to send one home with each participating student. In addition to serving school-based activities, the devices will be connected to a 4G network, providing access to literacy-building content for students and families who would otherwise not be connected.	Van Truong	Melissa Goff
			(6) Sustain existing early response system at HSGI (High School Graduation Initiative) schools and build components of an early response system within select schools *(including data to support this system, school intervention teams within high schools and a focus on eliminating barriers for students to recover credits).*	Components of an early response system in place including (1) All high schools having functioning School Improvement Teams (2) At least 3 new/improved dashboard reports to support SIT teams (3) Students recovering at least 5% more credits than previous year and (4) Budget in place to support existing infrastructure.		Credit recovery plan and funding options communicated to high schools. Budget request to sustain existing infrastructure submitted. Final mock-up of improved dashboard report related to attendance completed. Research completed on impact of credit recovery earned through Summer Scholars.	Established school improvement teams to monitor student progress and intervene when students are off track. First set of reports generated and sent to families. Credit Recovery plan established and available to all comprehensive high schools for implementation. Data available on impact of credit recovery earned through summer scholars.	Shay James	Antonio Lopez

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Teaching & Learning	1	Ensure students of color have both access to and success in the core program.	(7)Sustain and improve upon existing 8th to 9th Grade transition programs for academic priority students	Improved 8th to 9th grade transition program(s) in place with a more sustainable funding structure (i.e. for summer school)		Budget request submitted to sustain existing infrastructure. Lessons learned documented regarding existing programs; includes identification of curriculum and programming needs.	8th to 9th grade transition program developed and implemented in Summer 2015. Summer Data available on impact of program - how many students impacted, credits earned, etc.	Shay James Jocelyn Bigay-Salter	Antonio Lopez
			(8) Intentionally provide every student with acceleration courses and strategies for success with a focus on increasing access for our students of color.	Increase the number of dual credit certified teachers, and AP/IB trained teachers. Increase number of teachers to teach dual credit classes.		Working with consortium and develop a process for effectively providing access to all students.	Process in place that allows access to accelerated courses to student without dramatic impact to financial aid plan and process in place for identifying the most appropriate courses for students.	Shay James	Antonio Lopez
	2	Partner with culturally-specific community organizations to provide culturally-responsive supports for students and families of color.	(1) Contract with five culturally specific organizations (SEI, BPI, Latino Network, NAYA and IRCO) to provide appropriate family engagement aimed at increasing home-to-school and school-to-home communication as well as fostering learning at home.	Increased home-to-school and school-to-home communication & learning at home for students in target schools.	Schools identified to receive services.	All contractors fully implementing program components.	All contractors fully implementing program components.	Dunya Minoo	Lolenzo Poe

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Teaching & Learning	2	Partner with culturally-specific community organizations to provide culturally-responsive supports for students and families of color.	(2) Expand the work of culturally specific partners in select schools in the areas of student leadership development, mentoring, and empowerment.	Improved school climate, increased school connectedness and decrease in disciplinary incidents of students of color.	Successful Schools Survey will be completed to use as baseline. Individual pre/post survey from targeted students to measure engagement and school climate. Student level discipline data from students being case managed.	All contracts will be executed and partners will have started working in identified schools.	Successful Schools Survey will be completed to use as baseline. Individual pre/post survey from targeted students will measure engagement and school climate. Student level discipline data from students being case managed.	Dunya Minoo Robin Mack	Lolenzo Poe
			(3) Partner with Native American Youth and Family Center (NAYA) to bring culturally specific services through joint development of Foster school site to include low income housing and an early childhood center.	Improving pre-school efforts to better serve Males of Color and their academic and social development.	Proceeding with schematic design and site planning.	Proceeding with pre-development agreement and schematic design	Project financing, operating agreement and shared space agreement in place.	Sara King	Tony Magliano
	3	Implement high leverage ESL instructional strategies district-wide in all K-12 core content classrooms.	(1) Expand content-based English language development (CBELD) within the general education classroom. ESL to provide additional training for CBELD teachers at current sites.	All teachers at CBELD sites get additional training and support. Emerging bilingual students receive authentic language and content area knowledge learning.	CBELD in progress in 20 schools in K-2 science.	CBELD school visits begin.	Science mainstream and ESL teachers are trained in co-teaching.	Van Truong Veronica Magallanes	Melissa Goff
			(2) Expand native language literacy support within the general education classroom. DLI to hire limited term employees to develop K-3 native language curriculum for Somali and Chinese students.	Somali and Chinese native language curriculum will be prepared for next year. Emerging bilingual students receive authentic language and content area knowledge learning.	Spanish & Vietnamese native language curriculum already developed.		Somali and Chinese native language curriculum will be completed and prepared for 2015-2016.	Debbie Armendariz	Melissa Goff

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Teaching & Learning	3	Implement high leverage ESL instructional strategies district-wide in all K-12 core content classrooms.	(3) Expand early learners' access to literature honoring students' cultures and native languages. ESL and DLI departments will purchase culturally and linguistically responsive books for PPS PreK, Head Start and K-3 classrooms with a critical mass of students who speak the top 5 languages.	PreK, Head Start and K-3 students who speak the top 5 languages will see themselves in the literature in their classrooms.			Books to be procured and distributed by March.	Veronica Magallanes Debbie Armendariz	Melissa Goff
	4	Provide instruction for emerging bilingual (EB) students in their native language through dual language programs where we have a critical mass of native speakers.	(1) Increase percentage of district- ELL students in DLI (dual language/immersion) programs through student recruitment and new programs. New programs include Mandarin at King, Vietnamese at Roseway Heights and Spanish at James John and Sitton. Woodstock lottery will be adjusted to capture more ELLs students as well.	40% of ELLs are enrolled in DLI programs. Increased numbers of native speakers of Spanish and Vietnamese are enrolled in DLI programs at kindergarten.	October 2013 ESL student enrollment in dual language programs.	Enrollment data shows 5% increase in the % of ELL students enrolled in DLI programs.		Debbie Armendariz	Melissa Goff
	5	Define, identify and build capacity for culturally relevant instruction.	(1) 87 Schools will receive professional development on culturally relevant teaching	Each teacher has participated in at least one classroom observation using the CARE protocols.	87 CARE teams have engaged in introductory seminars on culturally relevant teaching and are identifying focal students currently not being academically successfully.	Expansion of the CARE process using CARE protocols, the selection of focal students and classroom observations in progress.	All 87 schools will be actively engaged in the CARE process, using CARE protocols, selecting focal students and conducting classroom observations.	Cynthia MacLeod	Lolenzo Poe
			(2) 11 School PASS teams will receive professional development on parental advocacy for student success.	PASS Schools have families engaged in advocacy for student success.	Schools will have completed 1st year of PASS training.	11 PASS Schools will have PASS Teams that attend the parent advocacy seminars.	Feedback from PASS teams indicate they are engaged in practicing PASS protocols to engage families of color in advocating for student success.	Cynthia MacLeod	Lolenzo Poe

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Teaching & Learning	6	Provide school leaders and central support staff with school-based professional development (and supports) to implement culturally responsive positive behavior support systems.	(1) Hold Administrator Action Research Meetings for senior directors and school administrators at 12 selected schools. Leaders will develop, implement and progress monitor School Climate Plans that integrate PBIS, RJ & CARE work to eliminate discipline disparities. They will also identify and share successful practice.	Increased capacity of building administrators and central office staff to provide the necessary supports for school-based staff and students to eliminate discipline disparities.	The 12 schools do not have a common structure and process for developing and implementing School Climate Plans, and the PBIS, RJ & CARE work are not integrated. School Climate Survey from last spring used as baseline.		12 school administrators will have met five times and will have implemented a common process for developing and monitoring their School Climate Plan. Implementation tools indicate high levels of implementation of School Climate Plans. Exclusionary discipline and disproportionality will have decreased by 50%.	Rick Kirschmann Regina Sackrider	Lolenzo Poe
			(2) Provide 2-day CR-PBIS training for 12 selected schools and 24 schools already engaged in CR-PBIS.	School teams will have developed and successfully implemented School Climate Plans.	School Climate Plans based on MTSS CRPBIS Framework. Implementation measures, CR Team Implementation Checklist (CR TIC) , School Evaluation Tool (SET) and student discipline data will be used to determine baseline and monitor progress.	School Climate Team Leaders with administrators will have participated in the first session. Teams will have completed the CR TIC which will provide "current reality" and be used to develop a School Climate Plan.	School Climate Team Leaders with administrators will have attended both sessions. Action plans will be completed, implementation scores on the CR TIC and SET will have increased.	Rick Kirschmann	Lolenzo Poe
			(3) SIT Teams (Student Intervention Teams) in target schools to receive training and coaching support from School Climate (PBIS) coaches. This work connects with the ERS (Early Responsive System) work at the middle and high school levels.	Teams use a data-based decision making process with an equity lens in order to provide both classroom and non-classroom based supports. Decrease in the number of students of color being referred for special education evaluation.	The Tiered Fidelity Tool (TFI) will be used to gather baseline data on Teaming practices and intervention implementation.	Teams will develop action plans for implementation of Tier 2/3 teaming practices and interventions and supports based on the TFI.	Increased implementation scores on the TFI as related to Tier 2/3 teaming practices and supports/interventions.	Rick Kirschmann	Lolenzo Poe

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Teaching & Learning	6	Provide school leaders and central support staff with school-based professional development (and supports) to implement culturally responsive positive behavior support systems.	(4) Engage historically underserved families in the development and implementation of School Climate Plans in 12 selected schools. Partner with culturally specific partners to host events to bring family voices into target schools around values, needs and climate.	Intentional engagement of historically underserved families in development and implementation of CR-PBIS in 12 schools.	Baseline data of current reality of activities around family engagement.		Increased implementation of School Climate Plan as measured by implementation measure items specific to family engagement.	Rick Kirschmann Dunya Minoo	Lolenzo Poe
			(5) Provide selected schools with culturally specific Student Assistance Coordinators (SACs)	Improved school climate, increased school connectedness and decreased disciplinary incidents of targeted students.	1) Successful Schools Survey will be completed to use as baseline 2) individual pre/post survey from targeted students to measure engagement and school climate 3) student level discipline data from students being case managed.	All new SAC positions will have been hired and placed in schools.	1) Successful Schools Survey will be completed to use as baseline 2) individual pre/post survey from targeted students to measure engagement and school climate 3) student level discipline data from students being case managed.	Dunya Minoo Chris Williams	Lolenzo Poe
			(6) Revise Student Rights & Responsibilities documents.	Revision of Student Rights and Responsibilities documents completed in order to provide consistent interventions, supports and consequences for students that support equitable discipline practices.	Feedback from stakeholders on current Student Rights & Responsibilities documents.	Timeline for stakeholder input and project completion will be established.	Updated and completed Student Rights and Responsibilities documents delivered to schools with consensus from community stakeholders, teacher union and district leadership.	Rick Kirschmann	Lolenzo Poe
			(7) Develop and conduct district-wide Successful Schools Survey (school climate survey). Goal of 40% participation district wide; 40% average participation by school; 50% participation among historically underserved communities.	The survey will provide PPS administrators, teachers & staff with transparent, comprehensive data that measures the differential experience and perceptions of PPS students, parents/guardians, and staff of all races & backgrounds in all PPS schools.	Climate Survey working group formed and research completed on model climate surveys to adapt for PPS.	Climate survey finalized. Parent/guardian participation plan approved. Climate survey launched.	Climate survey results released to the community and PPS Board. Plan for using results to improve schools approved and implemented. Debrief of 2015 survey completed to improve 2016 survey.	Jon Isaacs Sarah Singer	Jon Isaacs

	Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Workforce Development	7 Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(1) Use data to analyze and ensure benefit plan designs and costs do not negatively impact the District's employees of color, thereby preserving workforce diversity.	All proposed changes to benefit design or eligibility are consistently examined using the District Equity Lens tool.		Trust open enrollment plans and rates have had the equity lens applied. Negative impacts have been mitigated.	Both the Trust and OEBB open enrollments have had the equity lens applied	Terri Burton	Sean Murray
		(2) Identify and create partnerships with at least three new universities/organizations to increase the racial & linguistic diversity of our applicant pool for all positions. Continue to develop new partnerships created during the 2013-14 SY. Develop a recruitment budget and calendar.	We will have increased the number of racially and linguistically diverse candidates applying for positions from the new partnerships and evaluated the effectiveness of the partnerships.	Expand/increase universities/organization partnerships that specifically focus on the recruitment from racial and linguistic diverse populations.	Will have created partnerships that support our ability to recruit from the targeted universities/organizations.	Will have increased the racial and linguistic diversity of our teacher applicant pool through our current and new partnerships by 5%	Loretta Benjamin-Samuels	Sean Murray
		(3) Increase retention of new hires of color by inviting them to community organizations such as Say Hey!, Oregon Association of Latino Administrators, and Oregon Association of Black Educators events to get connected to local communities of color in Portland.	New hires of color will feel more connected to local communities of color, decreasing feelings of isolation and improving employee retention.		Developed processes to identify and communicate with new hires.	New administrators and educators of color from the SY 2014-2015 will have been recognized at the Say Hey! Event. A community resource guide to introduce new hires to communities of color in the Portland -Metro area will be developed.	Loretta Benjamin-Samuels Aisha Hollands	Sean Murray
		(4) Expand recruitment efforts to solicit referrals for racially and/or linguistically diverse applicants from PPS employees.	Referrals from PPS employees will be formally solicited, improving recruitment efforts.	There is no formal strategy in place to solicit employee referrals.		Strategies to solicit employee referrals and a process for tracking referrals will have been identified.	Loretta Benjamin-Samuels	Sean Murray

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Workforce Development	7	Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(5) Continue the early "Letter of Intent" process that focuses on early recruitment and outreach for racially and linguistically diverse candidates for high need endorsement areas including: Elementary, Dual Language, Multi-lingual, Special Education and World Languages. This will also include enhancing the "Letters of Intent" process with our PTP/BTP partnerships which specifically focus on recruitment of racially and linguistically diverse populations.	We will have increased the percentage of Letters of Intent by 10% which will positively impact the percentage of racially and linguistically diverse hires for the 2015-16 SY.	Identify the hiring needs for the 2015-16 SY from resignation and retirement data, schools and departments. We will post applicant pools for high need areas earlier to better attract racially and linguistically diverse populations.	Data on the diversity of the applicant pool will be reviewed and recruitment strategies will be adjusted as needed.	We will have increased the percentage of Letters of Intent by 10% which will positively impact the percentage of racially and linguistically diverse hires for the 2015-16 SY.	Loretta Benjamin-Samuels	Sean Murray
			(6) Evaluate job descriptions to ensure they (a) accurately reflect work being performed (b) do not include minimum qualifications that unnecessarily exclude underrepresented groups and (c) reflect traditional and nontraditional/alternative paths into the PPS workforce and (d) include language which identifies cultural responsiveness to meet the needs of traditionally underserved student populations as an essential element of PPS employment.	New job classification specifications which support the Racial Equity Policy, eliminate unnecessary minimum requirements and ensure equitable pay.		Completion of Phase 1 - draft specs for review	Completion of classification/compensation study for non-represented employee group.	Lisa Gardner	Sean Murray

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Workforce Development	7	Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(7) Review classification and reclassification processes to ensure equitable reclassification processes based on job duties. Gather and disaggregate data to ensure that employees of color are not excluded from the reclassification process or disproportionally denied reclassification.	New reclassification processes based on data acquired through job analysis and market metrics.	Quarterly review and reporting of reclassification requests by ethnicity/gender of requestor and person for whom they request reclassification as well as approval/denial of requests. Track/trend possible inequities and report to District administration.	Review of data collected over the last 6 quarters	Review of data collected over the last 9 quarters; review of any inequities and determine corrective actions.	Lisa Gardner	Sean Murray
			(8) Examine employee discipline with an equity lens to ensure there are no signs of disproportionate discipline based on race.	A report will be drafted to document the findings. Ensuring that employee discipline is not disproportionately applied to minority and historically underserved populations should help to ensure that PPS is a comfortable and supportive workplace for all employees, which should help support recruitment and retention of employees of color.		By January, assignments will be determined and data to be collected will be identified.	By September, preliminary data will have been collected, holes in the data will be identified, and a plan for completing the data collection can be framed.	Brock Logan	Sean Murray
	8	Redesign hiring (evaluation, and promotion) processes to include cultural responsiveness as a criterion for staff positions at every level in the organization.	(1) Revise and enhance the Non-represented Employee Evaluation Tool to better represent our Racial Equity Policy	Create a better Non-rep evaluation tool that aligns with our Racial Equity Policy and supports increasing employees' cultural responsiveness.		Will have created a team with multiple perspectives to assist in recommending changes to the non-rep evaluation tool.	Will have an improved Non-rep evaluation tool ready to share with supervisors and employees for the 2015-16 evaluation process	Michelle Riddell	Sean Murray
	9	Facilitate development, adoption and implementation of an affirmative action policy.	(1) Implement Affirmative Action Plan	Affirmative Action training delivered to all hiring managers district-wide. Progress made towards division and departmental affirmative action goals.	2-year Affirmative Action Plan created.	Division-specific affirmative action trainings underway.	All hiring managers trained and knowledgeable about the Affirmative Action Policy and their division goals and strategies.	Bonnie Gray	Lolenzo Poe

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Workforce Development	9	Facilitate development, adoption and implementation of an affirmative action policy.	(2) Create workforce diversity data reports for all department and division heads to use (disaggregated by race, gender and linguistics).	Division and department heads will have the knowledge and data necessary to support workforce diversity efforts and our Affirmative Action Plan work.	Division and department-level reports difficult to access.	Affirmative Action coding entered by job code into PeopleSoft. Team of HRIS and IT will have met and scoped out the requirements for report creation.	Workforce metrics reports will be created and shared with Division and department heads. Division and Department Heads are consistently using the AA reports to inform their hiring opportunities.	Patty Blanchard	Sean Murray
	10	Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	(1) Schools will receive differentiated equity focused professional development.	Self reported capacity to utilize the Courageous Conversations (CCAR) protocols to facilitate monthly equity focused professional development.	School-based Equity teams facilitate CCAR using resources such as their school discipline and achievement data, community programs, book studies.	School-based Equity Teams us the CCAR protocols to discuss building issues such as achievement and discipline.	Feedback from the school staff indicate the use of an Equity lens for decision making.	Cynthia MacLeod	Lolenzo Poe
			(2) School-based Equity Teams will facilitate equity-focused monthly professional development with their buildings.	Site based professional development plans will reflect monthly equity professional development modeled at Leadership Academy sessions.	School based Equity Teams facilitate monthly professional development to engage building staff in CCAR.	Feedback from school-based Equity Teams indicate that monthly facilitated equity focused professional development activities are useful in helping staff engage in CCAR.	School-based staff responses to annual Equity survey will indicate the positive impact of equity professional development and engagement in CCAR.	Cynthia MacLeod	Lolenzo Poe
			(3) Operational support e-teams will build capacity for staff to facilitate department equity team work.	Feedback from department staff indicate that they have (a) deepened their personal and collective racial consciousness in order to disrupt institutional and structural racism and (b) increased their confidence in their ability to facilitate/lead CCAR activities.	(a) Self reported readiness of department staff to utilize the Courageous Conversations About Race (CCAR) protocols to facilitate monthly equity focused professional development, and (b) department leaders' willingness to mentor staff to build capacity.	Department staff will be actively engaged in deepening their own development in the CCAR Protocol and in their facilitation skills.	Department staff will be actively engaged in deepening their own development in the CCAR Protocol and in their facilitation skills.	Hector Roche	Lolenzo Poe

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Workforce Development	10	Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	(4) Operational support department leaders will receive coaching support on how to build on their CCAR leadership, while sequencing to introducing Critical Race Theory (CRT) to the equity work.	Leaders will exhibit increased racial consciousness and equity leadership behaviors, and increased use of CRT in department practices and policy.	Self reported readiness of leaders to build on the Courageous Conversations (CCAR) protocols with CRT in providing leadership to their Equity Teams and staff.	Leaders will exhibit increased confidence in leading discussions using the CCAR Protocol, in preparation for introducing CRT.	Leaders will exhibit increased confidence in leading discussions using the CCAR Protocol, in preparation for introducing CRT.	Hector Roche	Lolenzo Poe
Family & Community Engagement	13	Facilitate parent/family trainings with targeted outreach to underserved families of color.	(1) Partner with culturally specific organizations to conduct Parent Conferences. Inform parents about the Superintendent's third grade reading priority and recruit families to DLI programs. Parents will also learn about ESL services.	Parent Conferences in top 5 languages will inform parents about the Superintendent's 3rd grade reading priority, and access to PPS programs.		Planning for Latino Parent Conference underway. Monthly Somali community meetings have begun.	Parent Conferences in top 5 languages completed.	Van Truong Debbie Armendariz	Melissa Goff
			(2) Collaborate with Office of Student Supports to create meaningful Family Engagement Plan for all students around College and Career Readiness.	Development of opportunities for historically underrepresented communities to engage in discussions about college and career readiness. Families will know if their students are on track to graduate through the development of a family-friendly Notice of Progress. Development of a family engagement plan.		Mock-up completed of essential skills letter to families; focus group set up with families to gain their feedback on clarity and helpfulness of letter.	Letters are completed and sent out to families.	Shay James Yeng Dhabolt Marita Ingalsbe	Antonio Lopez

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Cultural & Organizational Transformation	14	Apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas with a focus on differentiating resources to better support students of color.	(1) Practice use of Equity Lens Tool with operational and instructional leadership.	Increased capacity and confidence of leadership to use the Equity Lens Tool. Increased use of the Equity Lens Tool in major departmental decisions.	Evidence from first attempts in using the Equity Lens Tool documents.	Evidence from Equity Lens Tool documents indicates increased consideration of race in decision-making.	Evidence from Equity Lens Tool documents indicates increased consideration of race in decision-making.	Hector Roche	Lolenzo Poe
			(2) Apply Equity Lens Tool in budget development and adoption process for SY 2015/16 budget.	Increased consideration of race in decision-making during the budget development and adoption process and ultimately, more equitable funding allocation.		Board, district staffing team, and budget leadership team trained on Equity Lens Tool. Key points of lens tool application in budget process identified.	2015/16 budget reflects application of Racial Educational Equity Policy.	David Wynde	Yousef Awwad
			(3) Apply Equity Lens Tool to the background check process in regards to volunteers. Development of a transparent screening process for volunteers, contractors and employees that ensures our students get the supports they need to be successful.	Increase in volunteer applications and volunteers approved from our underrepresented families.		Background check committee established.	Aggressive recruiting campaign, transparent screening process and appeals process developed and ready for implementation.	George Weatheroy	Tony Magliano
	17	Balance enrollment through boundary changes, grade reconfigurations, policy updates, etc. to ensure that every student of color has access to a strong core program.	(1) Provide equity professional development and staff support for SACET (Superintendent's Action Committee on Enrollment & Transfer) to help the committee propose recommended changes to the Superintendent to align enrollment and transfer policies with the Racial Educational Equity Policy.	SACET has built the knowledge, will and skill to apply the Racial Equity Lens tool to its analyses and ultimately recommendations to the Superintendent regarding recommended changes to align the District's enrollment & transfer policies to the Racial Educational Equity Policy.	SACET members have exhibited increased racial consciousness and increased skill in utilizing the Racial Equity Lens tool.	SACET will have presented final recommendations to the Superintendent.	SACET will have reconvened and begun addressing additional issues not covered in latest recommendations.	Judy Brennan Jon Isaacs Hector Roche Jeanine Fukuda	Jon Isaacs

	Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Cultural & Organizational Transformation	17 Balance enrollment through boundary changes, grade reconfigurations, policy updates, etc. to ensure that every student of color has access to a strong core program.	(2) Participate in the District-wide Boundary Review Committee by having a staff seat on the committee; providing equity professional development to the committee members; and applying the Equity Lens in the development of a boundary change framework and analysis of new boundary map options.	DBRAC will have developed a new values-based framework and updated policies to guide future boundary review with racial equity in enrollment, program offerings and boundary lines as a core value.		DBRAC is formed and has agreed on a timeline for completing its charge leading to PPS adopting a new, more equitable school boundary map in January 2016.	PPS School Board has approved new boundary review framework and policy. PPS staff has developed new boundary map options to present to DBRAC and the community at large for feedback.	Judy Brennan Jon Isaacs	Jon Isaacs
	18 Establish and implement an Equity in Public Purchasing & Contracting (EPPC) policy.	(1) Purchase and implement MWESB tracking software to track percentage of contract spending in construction, architecture, engineering, and related services (Division 48 and 49) going to Oregon certified MWESBs.	MWESB tracking software implemented and data collection and reporting started.	Currently only tracking spending in the Bond program.	Software vendor selected via RFP and contract in draft form; implementation process started.	Tracking software system fully implemented and beginning to obtain data on MWESB spending on Div. 48/49 contracts.	David Wynde	Yousef Awwad
		(2) Improve Workforce Equity program implementation and processes in conjunction with City of Portland (program administrator).	Continue to meet or exceed goal, on construction contracts >$200,000, of 20% of eligible labor hours performed by state-registered apprentices.	Completed first summer of construction work with Workforce Equity program in place. Met or exceeded 20% goal on average, but process improvements needed.	Staff will meet with City of Portland to clarify roles and improve communication and processes to better assure contractor compliance with Workforce requirements.	Obtain timely monthly reporting of apprenticeship data from City. Meet or exceed 20% goal for IP15 summer work and other construction work. Fewer contractor compliance issues.	David Wynde	Yousef Awwad
		(3) Obtain feedback and revise Good Faith Effort (GFE) program as needed to ensure that it is working to increase opportunities for MWESB contractors.	Improve efficacy of GFE program to increase opportunities for MWESB contractors.	GFE forms and processes revised to improve solicitation outcomes. Little or no feedback from MWESB contracting community received.	Design outreach plan and deadline to establish advisory group of MWESB contractors regarding our GFE program and outcomes.	Gather and report feedback from MWESB contractors. Use feedback to plan next steps to improve program efficacy.	David Wynde	Yousef Awwad

		Priority Strategy	2014-2015 Action	Year-End Intended Outcome	Sept 2014 Baseline Metric(s)	Jan 2015 Progress Indicator(s)	Sep 2015 Progress Indicator(s)	Lead	Sponsor
Cultural & Organizational Transformation	18	Establish and implement an Equity in Public Purchasing & Contracting (EPPC) policy.	(4) Continue and improve outreach to certified firms and to minority and women-owned businesses.	Increase MWESB participation in PPS contracting	In hiring process for new EPPC Manager	EPPC Manager hired and renewed outreach efforts underway; update website to clarify upcoming opportunities and instructions for bidding with PPS; begin monitoring MWESB vendor registration in PPS's electronic bidding system (PlanetBids).	Increased MWESB vendor registration in PlanetBids and participation in bidding opportunities. Obtain feedback from firms that chose not to submit bids or proposals.	David Wynde	Yousef Awwad
			(5) Plan and implement Minority Evaluator Program to be applied to Requests for Proposals under Division 48 (Architecture, Engineering, and Related Services) and Division 49 (Public Improvements). The Minority Evaluator Program ("MEP") would require that district departments use one or more external evaluators from the minority contracting community, such as minority Chambers of Commerce, in evaluating RFP responses.	Thorough evaluation of best practices, processes, procedures, and costs associated with Minority Evaluator Program. Begin implementation of MEP in Divisions 48 and 49.	Purchasing & Contracting does not currently have any rules or processes governing choice of or use of evaluators. Process for choosing evaluators occurs at department level.	Meet with City of Portland/PDC's MEP Program Administrator to discuss City's program and progress. Begin process of collecting data and evaluating and exploring program parameters.	Continue work begun in December/January. Draft Administrative Directive for Superintendent's review and approval. Begin implementation process.	David Wynde	Yousef Awwad

PPS Equity Key Performance Indicators (KPIs)

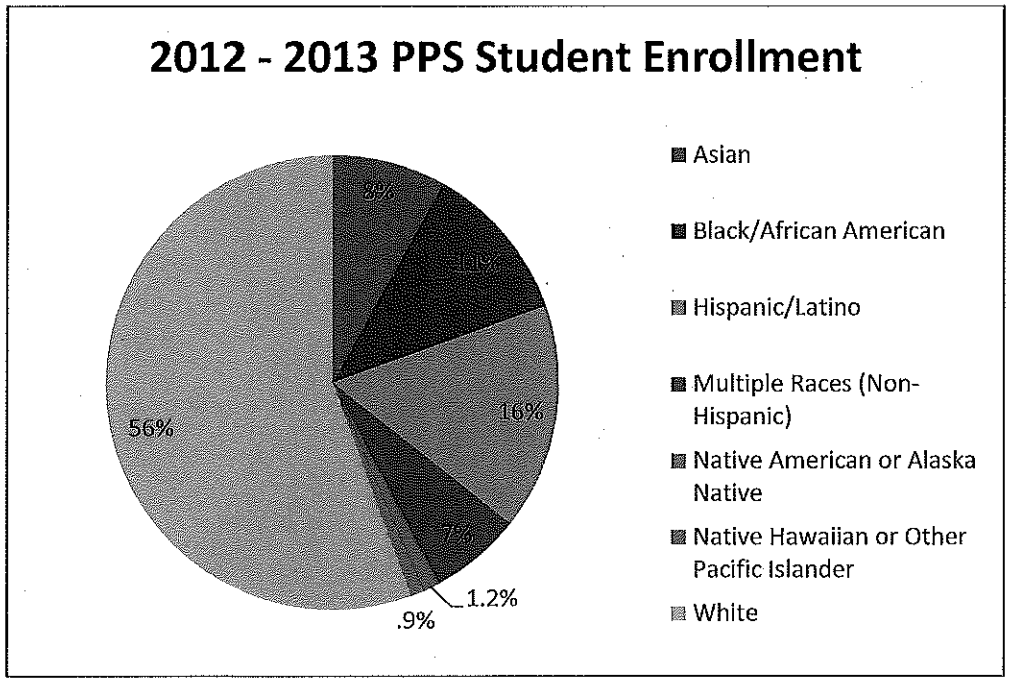
The Equity Key Performance Indicators provide a system-level measure of progress towards racial equity in Portland Public Schools. The 7 KPIs identify racial opportunity gaps in our system that we believe contribute to disparities in student achievement.

The seven indicators measure:

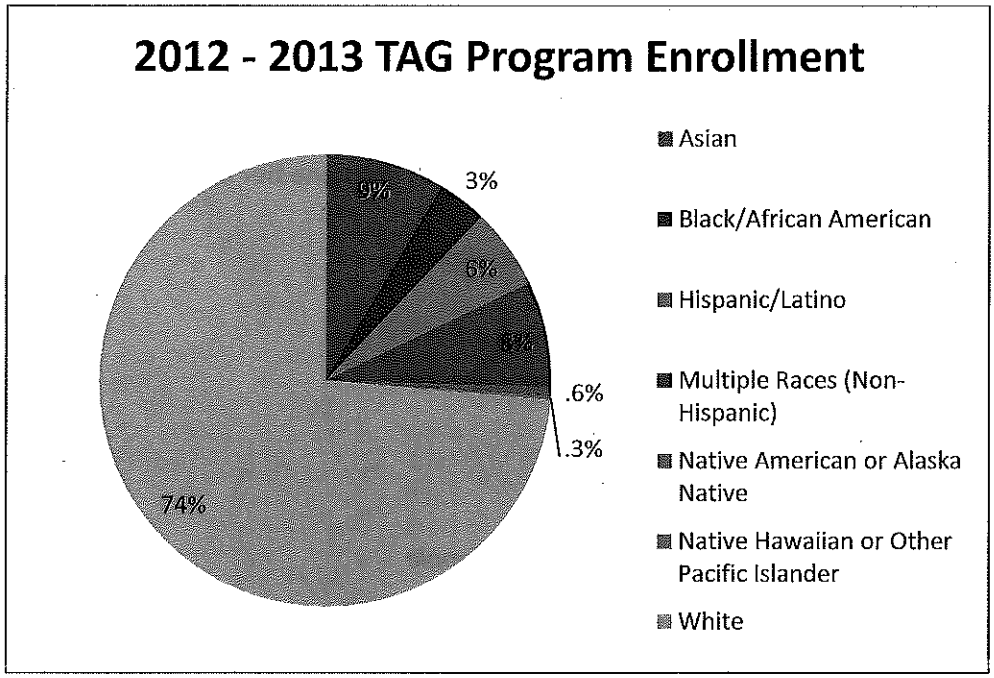
1) Underrepresentation of students of color who **met benchmark or advanced at least one tier in K-3 reading**
2) Overrepresentation of students of color in **Special Education**
3) Overrepresentation of students of color experiencing **exclusionary discipline**
4) Underrepresentation of students of color in **Talented & Gifted (TAG)**
5) Underrepresentation of students of color in **AP, IB & dual credit courses**
6) Underrepresentation of **teachers of color** compared to the student population
7) **% of contract dollars** paid to minority-owned businesses

Explanation of Over- and Under-representation: Talented & Gifted Program Example

Ideally, with no racial bias in our system, TAG Program enrollment would mirror total PPS Student Enrollment by race/ethnicity. For example, in 2012-2013, where 11% of students identify as Black/African-American, approximately 11% of students enrolled in TAG would identify as Black/African-American.



In reality, however, only 3% of students enrolled in TAG are Black/African-American. The difference between these two percentages represents the underrepresentation of Black/African-American students enrolled in TAG. (3% minus 11% equals -8%.) Thus, Black/African-American students are underrepresented in TAG by 8%.



Using similar calculations, Hispanic/Latino students are 10% underrepresented, Native American or Alaska Native students are 1% underrepresented, and Native Hawaiian and other Pacific Islander students are 1% underrepresented. Multiple Race students are 1% overrepresented, Asian students are 1% overrepresented and White students are 18% overrepresented in TAG.

The following table highlights the underlying TAG program enrollment and PPS student enrollment data along with the calculation of over- or underrepresentation for each racial/ethnic group.

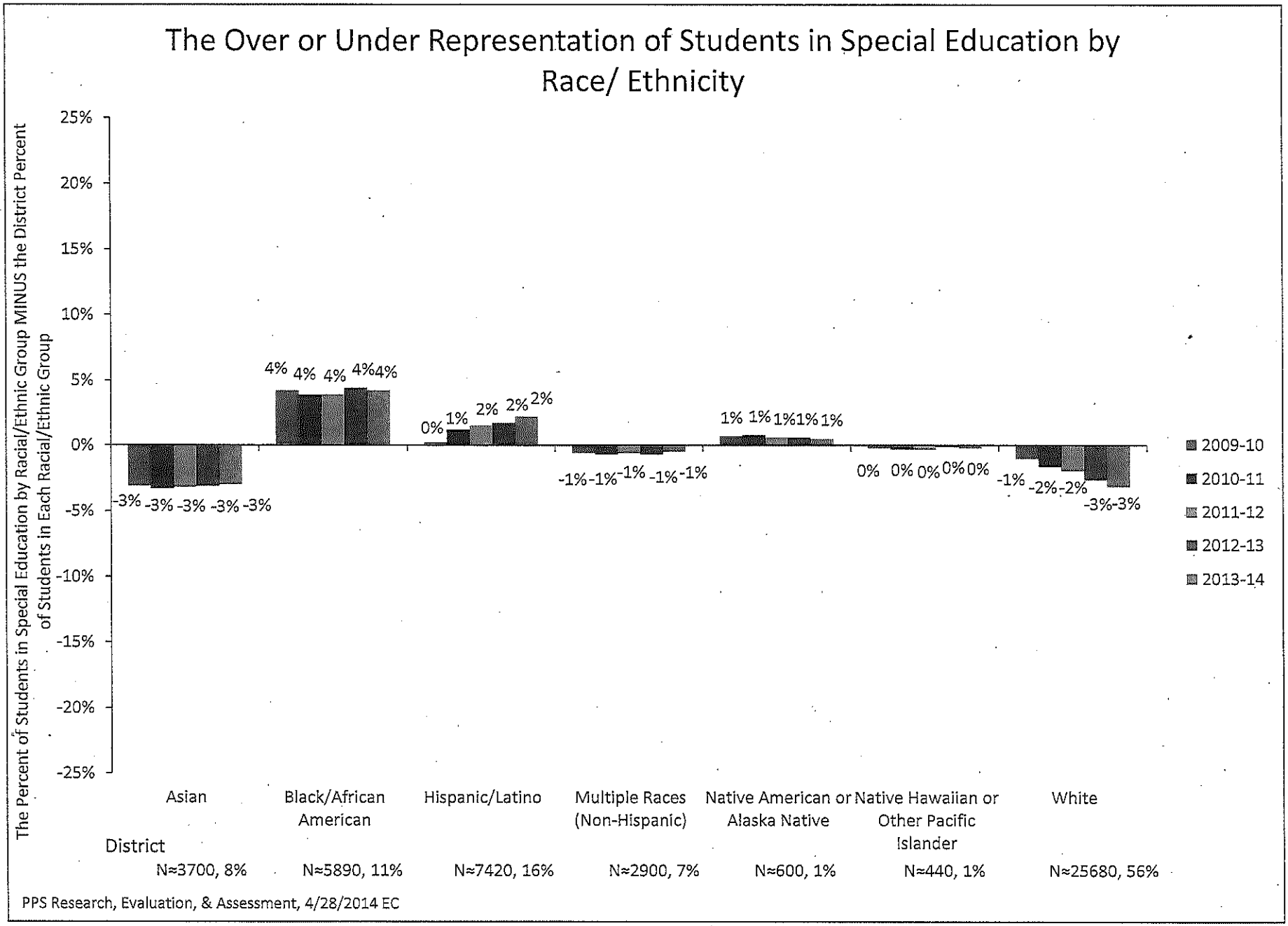
2012-2013 TAG Program KPI Data					
	TAG Program Demographics		**District Student Enrollment Demographics**		**Over or Underrepresentation of Students in TAG by Race/Ethnicity**
	A	**B**	**C**	**D**	**E**
Race/Ethnicity	# of TAG Students by Race/ Ethnicity N=5,793	% TAG Students by Race/ Ethnicity N=5,793	# of Students in the District by Race/ Ethnicity N=47,523	% of Students in the District by Race/ Ethnicity N=47,523	% TAG Students Minus % of Students in District (Column B – Column D)
Asian	501	**8.6%**	3850	**8.1%**	**+.5%**
Black/African American	204	**3.5%**	5436	**11.4%**	**-8%**
Hispanic/Latino	334	**5.8%**	7668	**16.1%**	**-10%**
Multiple Races (Non-Hispanic)	441	**7.6%**	3155	**6.6%**	**+1%**
Native American or Alaska Native	33	**0.6%**	550	**1.2%**	**-1%**
Native Hawaiian or Other Pacific Islander	15	**0.3%**	427	**0.9%**	**-1%**
White	4265	**73.6%**	26437	**55.6%**	**+18%**
TOTAL	5793		47,523		

The KPI charts that follow illustrate the over- and under-representation of different racial/ethnic groups in different areas over multiple years.

Longer bars above and below the x-axis indicate greater racial disparities.

*Note: KPI #1 & #7 are still in progress and currently unavailable.

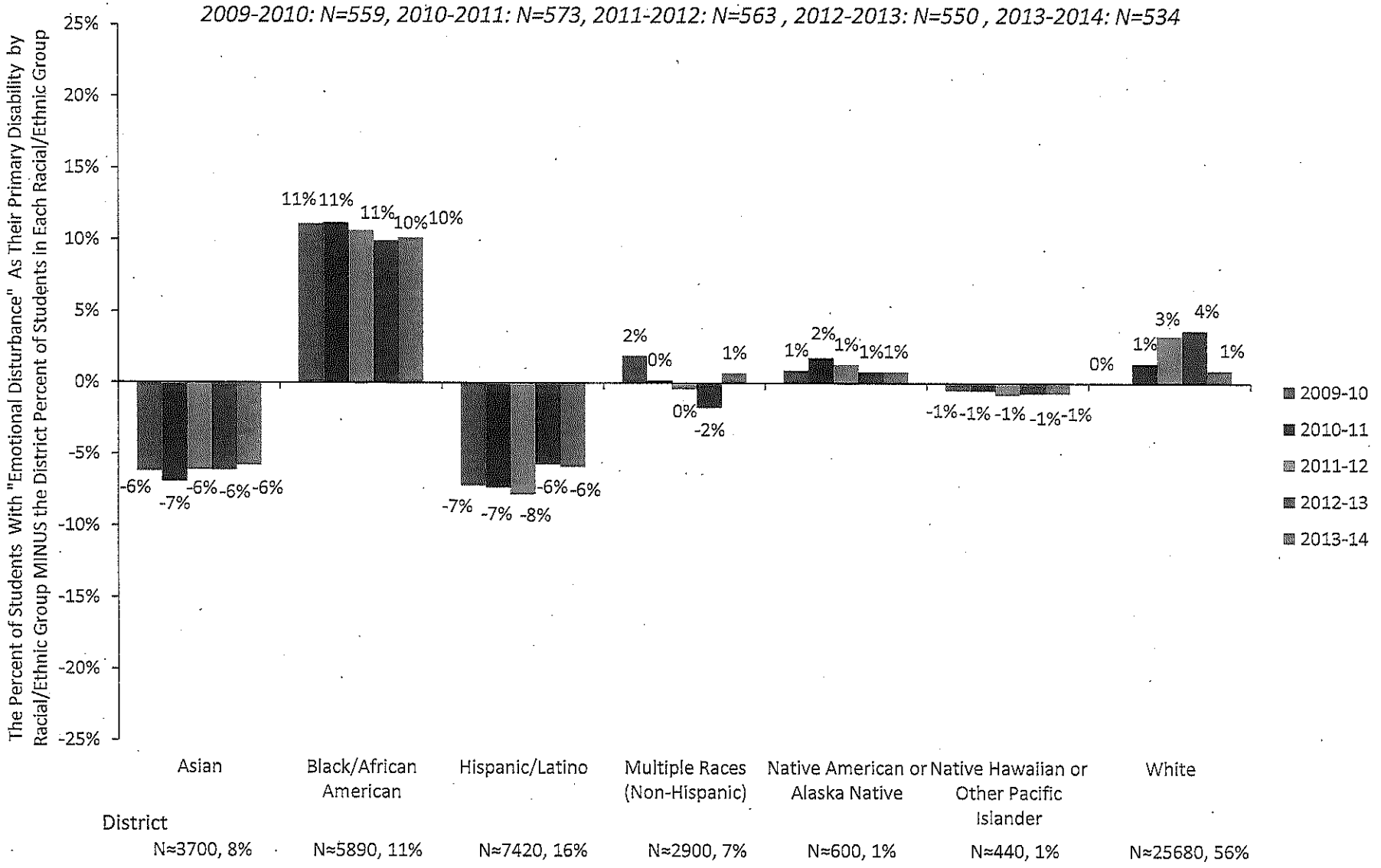
The Over or Under Representation of Students in Special Education by Race/ Ethnicity



PPS Research, Evaluation, & Assessment, 4/28/2014 EC

Special Education: The Over Or Under Representation Of Students With "Emotional Disturbance" As Their Primary Disability By Race/ Ethnicity

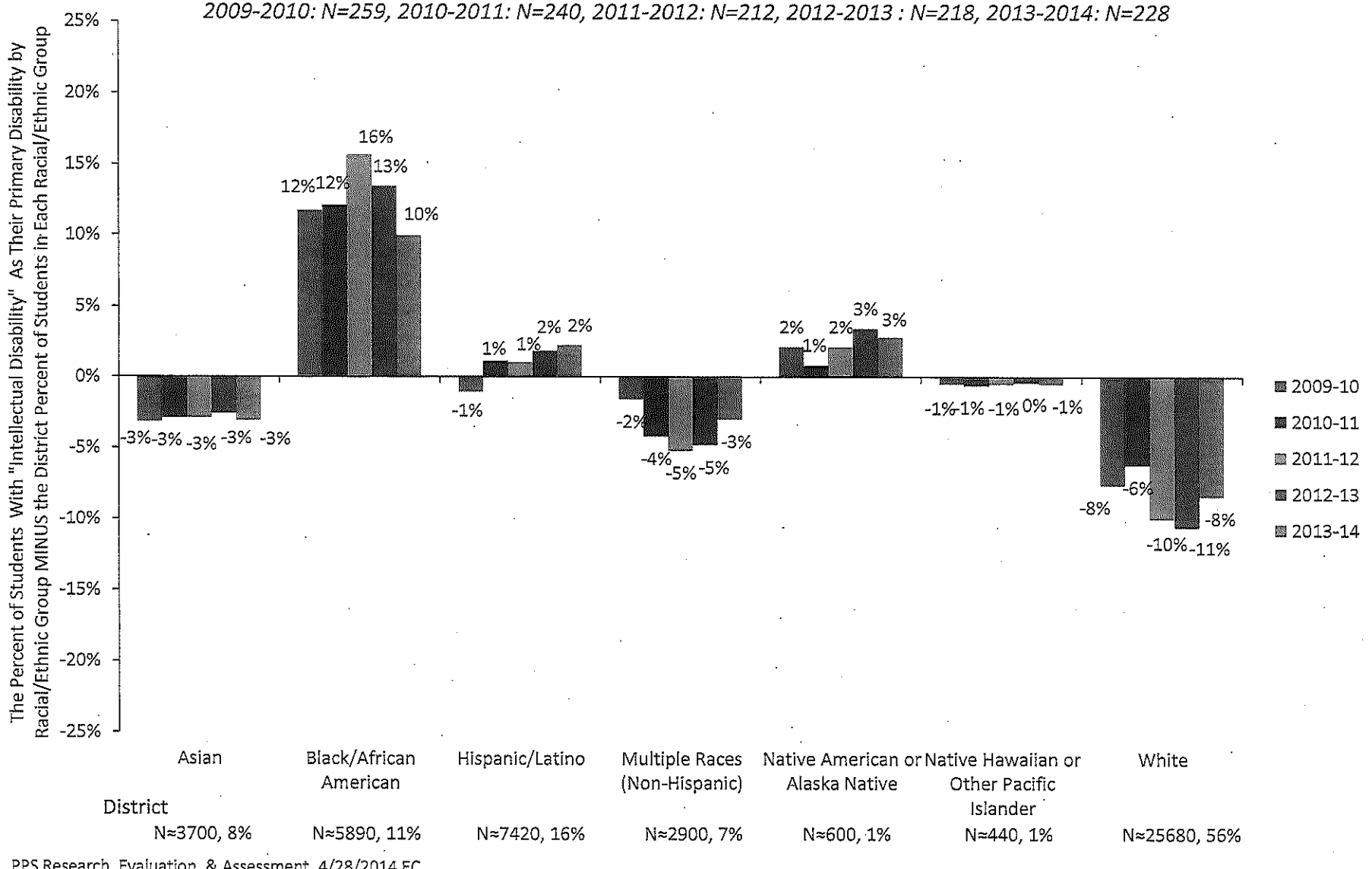
2009-2010: N=559, 2010-2011: N=573, 2011-2012: N=563 , 2012-2013: N=550 , 2013-2014: N=534



PPS Research, Evaluation, & Assessment, 4/28/2014 EC

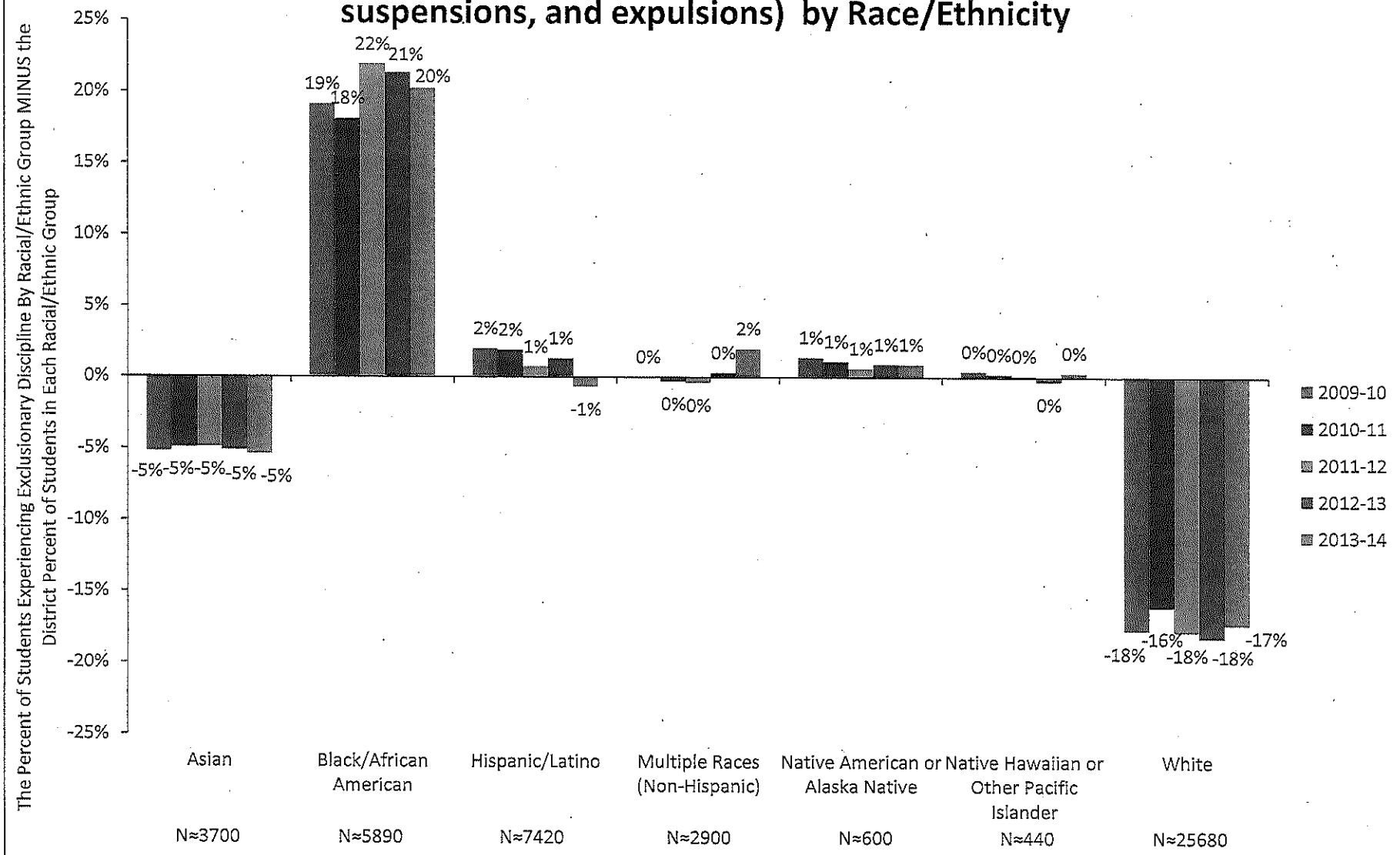
Special Education: The Over Or Under Representation Of Students With "Intellectual Disability" As Their Primary Disability By Race/ Ethnicity

2009-2010: N=259, 2010-2011: N=240, 2011-2012: N=212, 2012-2013 : N=218, 2013-2014: N=228



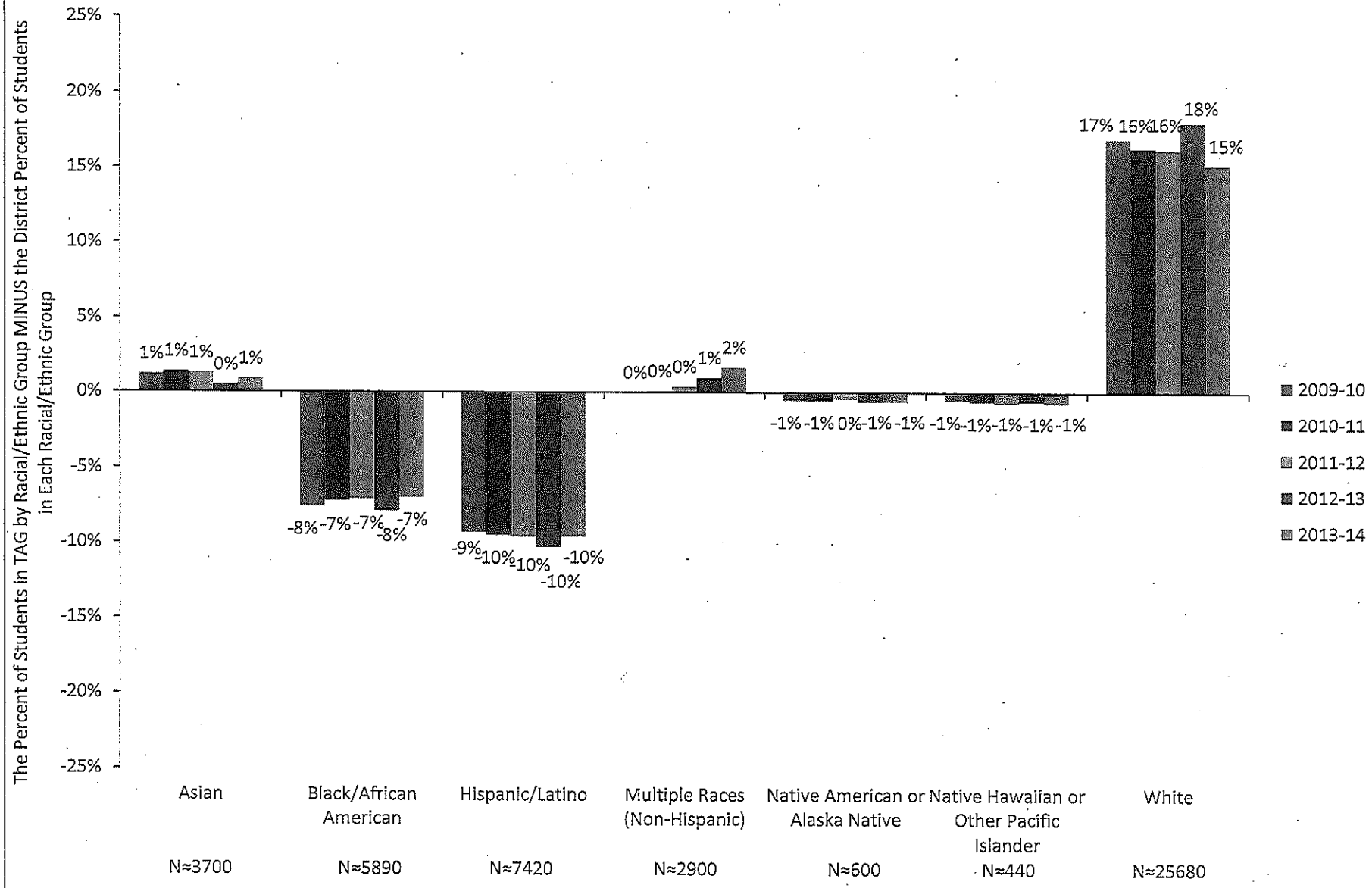
PPS Research, Evaluation, & Assessment, 4/28/2014 EC

The Over or Under Representation of Students Experiencing Exclusionary Discipline (in-school suspensions, out-of-school suspensions, and expulsions) by Race/Ethnicity



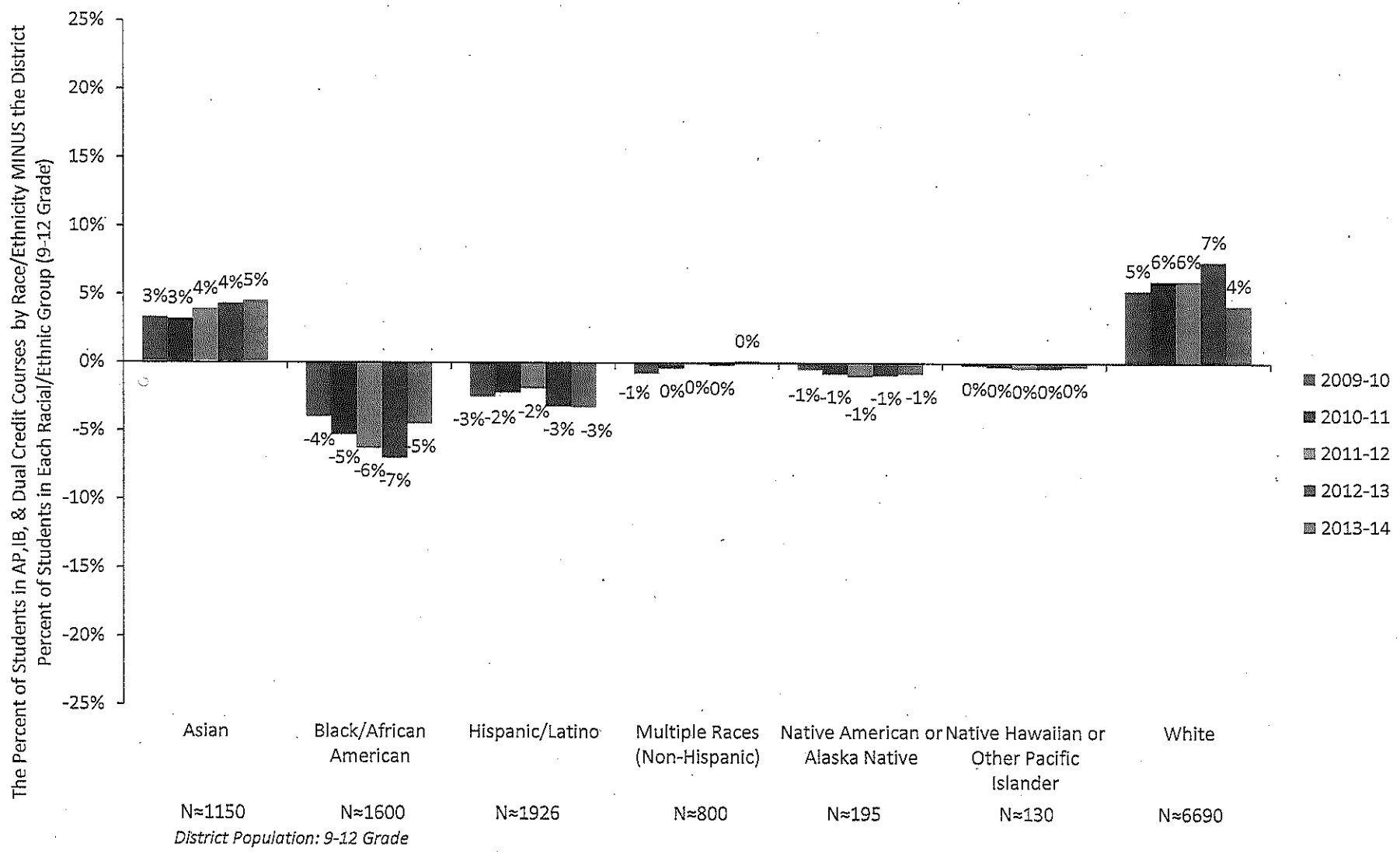
PPS System Planning and Performance 1/28/2015 EC

The Over or Under Representation of Students in TAG by Race/ Ethnicity



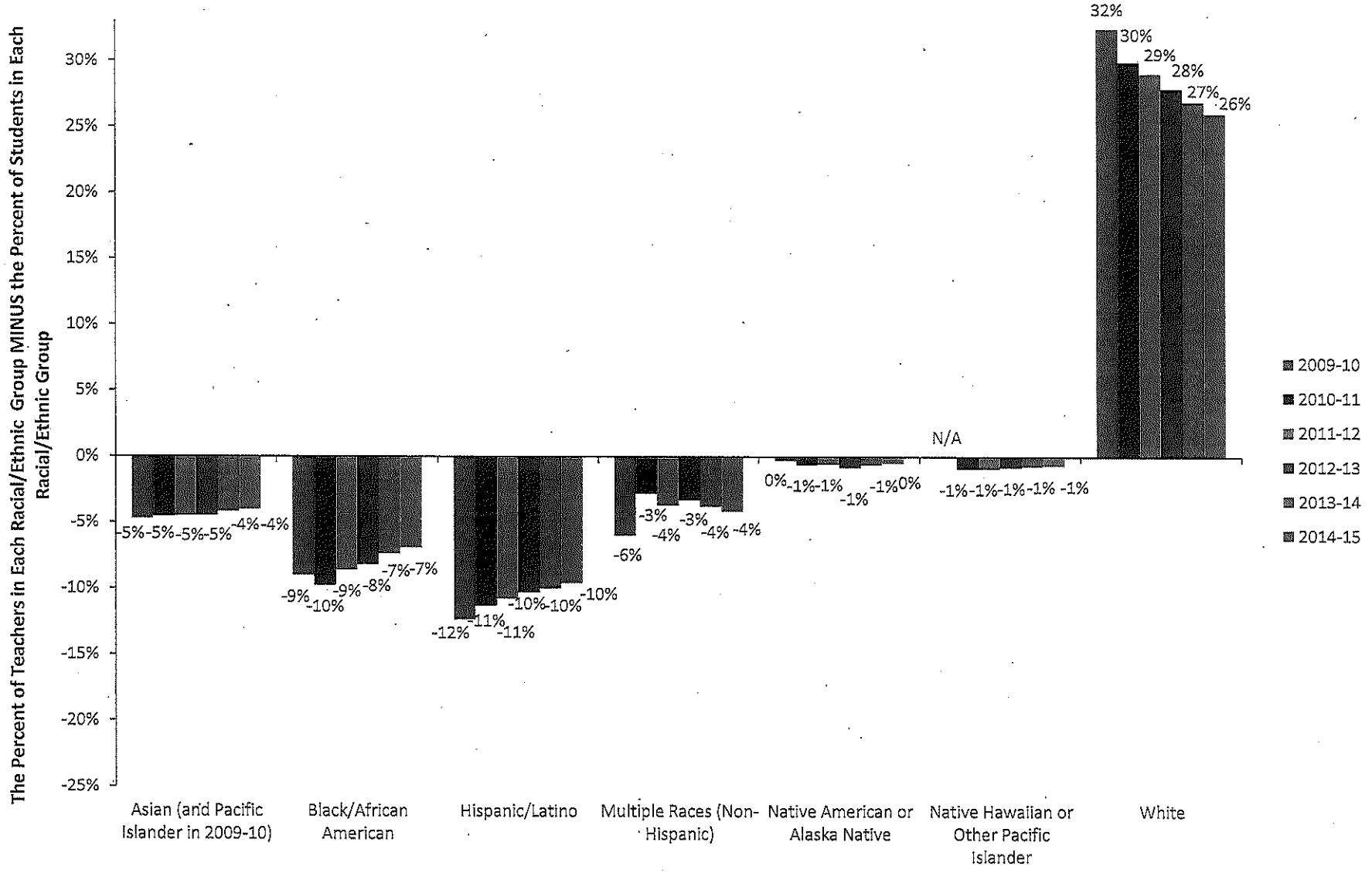
PPS System Planning and Performance, 1/25/2015 EC

The Over or Under Representation of Students in AP, IB, and Dual Credit Courses by Race/ Ethnicity



PPS System Planning and Performance 1/28/2015 EC

The Over or Under Representation of Teachers Compared to the Student Population by Race/Ethnicity



PPS System Planning and Performance, 1/23/2015 EC

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

INDEX TO THE AGENDA

February 3, 2015

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 5017

RESOLUTION No. 5017

Revenue Contracts that Exceed $25,000 Limit 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") to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding $25,000 per contractor 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 agreements in a form approved by General Counsel for the District.

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Canby School District	1/26/2015 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 61439	Columbia Regional Program will provide classroom services to regionally eligible deaf/hard of hearing students in the Canby School District.	$36,026	H. Adair Fund 299 Dept. 9999 Grant S0031

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount Contract Amount	Responsible Administrator, Funding Source
Concordia University	6/24/2014 through 9/30/2017	Cost Sharing Agreement R 60832 Amendment 2	Funds additional architecture services for the joint development of Faubion.	$773,191 $879,304	T. Magliano Fund 438 Dept. 5511 Project J0177

Y. Awwad