

REVISED

Teaching and Learning Committee Meeting
Agenda
September 13, 2017
4:30 pm to 6:30 pm
Wy'East Conference Room

1. Committee Mission
2. Work Plan Review
3. ACCESS Overview
4. Dual Language Overview
5. Middle School Planning/Implementation Framework
6. Next Steps

September 13, 2017

2016-17 ACCESS ENTRY PROCESS



Goals for ACCESS Entry Process

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- Promote equitable process to reach broad section of highly gifted kids
 - ▣ Ensure students with disabilities are given equal consideration through the eligibility and admission stages of the process
- Integrate process into central system
 - ▣ Take the burden off of the school
 - ▣ Make the system more transparent
- Clarify the continuum of TAG services, and the role ACCESS plays in that system
- Implement the new process for the 2017-18 entry cycle
- To make ACCESS look, overtime, like the overall population of highly gifted PPS students

Workgroup Members

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- Karl Logan, Senior Director, Grant/Jefferson K-8
- Andrew Johnson, TAG Director
- David Wood, Principal, ACCESS
- Carla Gay, Director, Early Warning Systems
- Melissa Niiya, Analyst, System Planning & Performance
- Judy Brennan, Director, Enrollment & Transfer

Executive Sponsor: Chris Russo

Workgroup advisers: Brian Baker, Mary Pearson,
Stephanie Harper, Antonio Lopez

ACCESS Enrollment and Entry History

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- Began operating in 2003 at Sabin School
- Target size of 336 students in grades 1-8
 - ▣ 140 students in grades 9-12
- Designed to be co-located with neighborhood schools
- Key statements from 2002 Memo:
 - ▣ “ACCESS will not replace the services and functions of the PPS TAG program”
 - ▣ “Admissions committee will take into account both abilities and needs of applicants”
 - ▣ “If there are more qualified applicants than space, ACCESS will follow the Student Transfer admission policy”

ACCESS Enrollment History

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- Sabin converted to a K-8 beginning in 2007
 - ▣ Sabin growth meant no space for ACCESS expansion
 - ▣ In 2008, PPS Educational Options director proposed that HS students' needs could be met at their neighborhood schools
 - Students who complete ACCESS grade 8 have additional choice to attend Grant HS
- In 2013, PPS moved ACCESS to Rose City Park as a temporary site
 - ▣ New enrollment target was 320 students, close to initial plan
 - ▣ Permanent site decision was to be made for 2015-16 school year, as part of District-wide Boundary Review

ACCESS – TAG – District

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Race	ACCESS		District (as of 2015)		District Student Population	
	#	% of Total	TAG #	% of Total	Total #	% of Total
Asian	41	11.6%	392	7.9%	3535	7%
Black	8	2.3%	100	2.0%	4749	9.4%
Latino	22	6.3%	301	6.1%	8009	16%
Multiracial, with HU ancestry	15	4.3%	189	3.8%	2890	5.8%
Multiracial, no HU ancestry	21	5.9%	321	6.5%	1817	3.6%
Native	0	0.0%	6	0.1%	348	0.06%
PacificIslander	0	0.0%	10	0.2%	392	0.08%
White	245	69.0%	3602	73.2%	27449	55%
All students	352		4921		50,000	

Previous Eligibility Criteria

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Eligibility Criteria	Provided by	Evaluation method
Test results at 99 th percentile, Meets or exceeds Benchmarks	TAG Dept, parents	n/a
Advocacy that strongly supports/recommends acceptance	Student/parent/admin/teacher responses	ACCESS staff review statements and score 1-6 “Yes” = mostly 4s-6s
Evidence student could benefit from alternative setting	Student/parent/admin/teacher responses	ACCESS staff review and score
PPS resident student	Parent	n/a

Previous ACCESS entry process

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- Pre-2016: Students who tested at the 99th percentile received a program introduction directly from ACCESS
- Parent initiated application process ONLY
 - ▣ Application included questions about Special Ed, 504 status
 - ▣ Teacher/Administrator recommendations required
 - ▣ Body of evidence not clear, data not necessarily included
- ACCESS team collected and reviewed applications, principal decided results and notified families
 - ▣ Rubric in place to assess eligibility, but not to select from eligible students
 - ▣ Many students waitlisted, but not in a ranked order
 - ▣ Body of evidence not clear, data not necessarily included
 - ▣ Process had elements of Alt Ed but not well defined and vague process for measuring

Alignment with State Statute: OAR 581-22-1350:

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- Students placed in alternative education programs are those whose educational needs and interests are best served by participation in such programs:
 - ▣ Have been or may be suspended or expelled
 - ▣ Have erratic attendance patterns
 - ▣ Do not meet state standards or who exceed all standards at any benchmark level
 - ▣ Whose parents apply for exemption from compulsory attendance
 - ▣ Other reasons consistent with district policy

Eligibility Criteria 2017

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Eligibility Criteria	Reference	Provided by	Evaluation method
Test results at 99 th percentile	Board resolution (2002)	TAG Dept, parents	n/a
AND meets one of the following			
Evidence of Attendance, Behavior or Course Performance issues	Alternative Education OAR, Board Policy	Student/parent/admin/teacher responses	3 reviewers * to score each application using publicly posted rubric
Evidence of other key attributes of highly gifted students	Board resolution (2002), PPS Directive	Student/parent/admin/teacher responses	Rubric & process TBD*

*Each team will include an ACCESS teacher, TAG TOSA and TAG or ACCESS administrator. In cases where there is broad difference in reviewer scores a fourth reviewer will score the application.

ACCESS Entry Process 2017

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- If there are more eligible applicants than space, PPS Enrollment & Transfer Center will run a lottery to determine approvals and wait list order
 - ▣ ACCESS Administrator will designate available slots for new students
 - Slots may be designated by gender at some grades
 - ▣ Lottery preferences order:
 - Income eligible students
 - Co-enrolled siblings
 - Random lottery number

2017 Entry Process Timeline

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- August 16, 2016: PPS receives formal complaint
- September of 2016: Work team formed to begin revision of ACCESS Admissions Process
- October-December 2016: Work team continues to take in feedback and revise
 - October 24: Presentation to Board Teaching and Learning Committee
 - November 13: Presentation of Draft Process to ACCESS PTA
 - December 20: Feedback session with complaintants
 - Survey open for responses through January 2017
- January 15, 2017:
 - Develop eligibility rubric and materials
 - Incorporate stakeholder feedback into final draft
 - Submit to Interim Superintendent

2017 Entry Process Timeline

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- February 8 2017:
 - Presentation to Board Teaching and Learning Committee
 - Transfer cycle opens, application, process, rubric information posted online
- March 2017: Program information sent to students who were scored at the 99th percentile
- May – June 2017: Nine reviewers calibrate using new rubric
 - Reviewers randomly review applications and score
 - Scores submitted
 - Scores tallied
 - Lottery run
 - Results sent

2017 Entry Process Results

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- 73 applications did not include all required materials
- 154 complete applications reviewed for eligibility

	Score 6+	Score 5	Score 4	Score 3	Score 2	Score 0-1	Total
Gr 1	3	4	8	11	3	6	35
Gr 2	1	2	1	3	1	3	11
Gr 3	16	10	2	11	4	3	46
Gr 4	5	1	3	3	0	1	13
Gr 5	3	1	2	1	2	0	9
Gr 6	1	9	4	8	6	2	30
Gr 7	1	1	2	1	2	3	10
Total	30	28	22	38	18	18	154

2017 Entry Process Results

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	OPENINGS	Score 6+	Score 5	Score 4	Score 3	Score 2	Score 0-1	Total
Gr 1	12	3	4	8	11	3	6	35
Gr 2	4	1	2	1	3	1	3	11
Gr 3	40	16	10	2	11	4	3	46
Gr 4	2	5	1	3	3	0	1	13
Gr 5	2	3	1	2	1	2	0	9
Gr 6	4	1	9	4	8	6	2	30
Gr 7	2	1	1	2	1	2	3	10
Total	66	30	28	22	38	18	18	154

Eligibility level set in February



Scores of 5 added to eligible pool in June



Lottery Results

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Grade	Slots	Placed-Score 6	Placed-Score 5	Total Placed	Waitlisted
1	12	3	4	7	
2	4	1	2	3	
3	40	16	10	26	
4	2	2	0	2	4
5	2	2	0	2	4
6	4	1	3	4	6
7	2	1	1	2	
Total	66	26	20	46	14

Next Steps

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- Analyze racial, linguistic, special education, and socioeconomic demographics for Access to determine demographic composition for just the site.
- Using the Racial Equity Lens, analyze potential system barriers that contribute to the opportunity gap.
- Request literature review through Systems Planning and Performance on best practices for alternative settings for students identified as Talented and Gifted.
- Conduct a comparison analysis of student assessment data for students who are in Access as well as those who applied and did not have entry.
- “Board vote” on expansion recommendations? Right now it is just OTL board committee approval.

Teaching and Learning Committee Meeting

March 8, 2017

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Next Steps from minutes:

Mr. Russo indicated that he would take all information received today and present to the Superintendent and Deputy Chief Executive Officer and discuss implications. He will obtain their feedback and deliver the information to Mr. Johnson. Director Kohnstamm stated that the plan seems to include all requests and the District should consider moving forward with a single First Grade and a single Second grade, with three strands of ACCESS beginning at third grade; and, that should be the general recommendation to D-BRAC. Jason Trombley requested that the Board decide on the size of ACCESS with a preferred configuration and selection of the best site to accommodate ACCESS. Director Kohnstamm moved and Director Buel seconded the motion that the ACCESS program grow to three sections for grades 3-8. The motion was put to a voice vote and passed unanimously.

**Presentation to Teaching and Learning
Update on Dual Language Immersion
Expansion and Middle School Articulation
September 13, 2017**

Myths

Myth #1

We don't have conclusive evidence that our language immersion programs get the results they claim to get.

- The Rand Corporation in collaboration with American Councils recently completed a 4 year study of PPS Immersion Programs
- Students randomly assigned to immersion outperformed their peers in English reading by about 7 months in grade 5, and about 9 months in grade 8.
- English Language Learners (ELLs) randomized to immersion programs have a 3 point higher rate of becoming English proficient by sixth grade, and this effect is larger (14 points) if students' native language matches the classroom partner language.

Myth #2

Our Asian students do well academically in the English Only program.

- There is a 12pt gap between the achievement of native Chinese speakers who are ELL and native English speakers
- There is a 10pt gap between the achievement of native Vietnamese speakers who are ELL and native English speakers

Smarter Balanced Overall ELA Achievement for 2015-16 non-DLI Students

Non-DLI and Ever ELL (Students with an LEP entry date in Synergy)												
Student's First Language	Level 1		Level 2		Level 3		Level 4		Level 3/4		# Tested	
	#	%	#	%	#	%	#	%	#	%		
Chinese	34	20.5%	43	25.9%	52	31.3%	37	22.3%	89	53.6%	166	
Japanese	2	16.7%	2	16.7%	6	50.0%	2	16.7%	8	66.7%	12	
Russian	29	42.0%	13	18.8%	17	24.6%	10	14.5%	27	39.1%	69	
Spanish	497	48.3%	309	30.0%	185	18.0%	39	3.8%	224	21.7%	1030	
Vietnamese	84	18.9%	116	26.1%	159	35.7%	86	19.3%	245	55.1%	445	
English	86	40.4%	52	24.4%	46	21.6%	29	13.6%	75	35.2%	213	

Non-DLI and Never ELL (Students with no LEP entry date in Synergy)												
Student's First Language	Level 1		Level 2		Level 3		Level 4		Level 3/4		# Tested	
	#	%	#	%	#	%	#	%	#	%		
Chinese	0	0.0%	1	5.9%	5	29.4%	11	64.7%	16	94.1%	17	
Japanese	0	0.0%	1	11.1%	6	66.7%	2	22.2%	8	88.9%	9	
Russian	1	10.0%	2	20.0%	4	40.0%	3	30.0%	7	70.0%	10	
Spanish	38	24.5%	45	29.0%	39	25.2%	33	21.3%	72	46.5%	155	
Vietnamese	4	8.5%	4	8.5%	15	31.9%	24	51.1%	39	83.0%	47	
English	2684	17.9%	2501	16.6%	4803	32.0%	5036	33.5%	9839	65.5%	15024	

PPS System Planning & Performance—10/04/2016jws(2016-0165)

Gap between Level 3/4 Non-DLI and	
Chinese	11.83%
Japanese	-1.17%
Russian	26.37%
Spanish	43.75%
Vietnamese	10.44%

Myth #3

The immersion program serves mostly students of privilege.

	% Racially Historically Underserved		% Free or Reduced Meal by Direct Certification	
	K-8	KG	K-8	KG
Focus Option and Alternative	9.99%	12.76%	13.45%	20.16%
Immersion	37.21%	40.09%	26.98%	34.26%
Neighborhood Programs	26.77%	23.66%	29.96%	27.76%
District Wide (including students above)	26.30%	25.68%	27.80%	27.78%

Dual Language Immersion

Recommendations from Expansion Committee



August
2016

Report to T&L
on DLI
Expansion

Mid-October
2016

Presentation to
T&L on
Challenges of
co-located
programs

February
2017

Update on
Recommendati
ons from
Expansion
Committee

September
2017

Update to
T&L on
Expansion
and MS
Articulation

Expansion Committee

Agenda

Expansion Updates:

- Chinese DLI at HP
- Arabic
- Rigler
- Spanish

Middle School Articulation:

- Vietnamese DLI to RWH
- Chinese DLI at MLK to Tubman



Expansion Committee

Why?	Mandate from Board to expand DLI Anticipated outcomes confirmed through RAND study Persistent achievement gap
Who?	Department, Teachers, Admin, Parents, Community Organizations
When?	August - December 2016
What?	4 Recommendations from 5 meetings (view slides and data online)
Now what?	Feasibility Analysis continues Presentation to Teaching and Learning Presentation to Board Implementation

Expansion Committee Recommendations (Feb 2017)

- Establish a Chinese immersion program at Harrison Park in 2017-18
- Transition Rigler into an immersion-only program in 2017-18
- Develop an Arabic Immersion program in Wilson cluster that would start in 2018-19
- Identify a location for additional strands of southeast that would start in 2018-19



Status Update for Recommendation #1:

Establish a Chinese immersion program at Harrison Park in 2017-18

- Collaborative Design Team Designed and Planned May and June 2017
- Recruitment and Enrollment May - Present
- Chinese DLI Teacher hired in June
- 17 K and 25 1st (Reviewing additional petition transfers for K to raise to 24)



Status Update for Recommendation #2:

Transition Rigler into an immersion only program in 2017-18

- Only 1 non-DLI K student - petition transfer to Scott
- K is Spanish DLI only for 2017-2018
- 1st is 10 students only
- DDL working with OSP, OSPP, ETC and School to develop transition plan and “best” options for students opting out of Spn DLI (i.e. Faubion)



Status Update for Recommendation #3: Develop an Arabic Immersion program in Wilson cluster that would start in 2018-19

- Arabic is the 2nd most common non-English home language after Spanish in US and the fastest growing language in the southwest of Portland
- PSU Partnership
- Qatar Foundation International (QFI) grant awarded to PPS for planning year
- Collaboration with DLI programs in Houston, NY, and LA with QFI
- Arabic K-5 DLI Teacher identified and in hiring process
- Dual Language Teacher Fellows: 3 Arabic
- National Arabic Literacy Framework will be



Status Update for Recommendation #4: Identify a location for additional strands of Spanish immersion in the southeast that would start in 2018-19

- Faubion, Harrison Park and Kelly continue to have high (8-11) numbers of native Spanish speakers not accessing DLI. More programs are needed
- These programs need to be developed in ways that manage impact to neighborhood programs by either having balanced co-located programs or Immersion-Only schools
- DDL will review current enrollment data and feasibility study Fall 2017



Moving Into Middle School

Vietnamese and Spanish DLI into RWH

MLK Chinese DLI into Tubman

Plan for Vietnamese DLI Move into Middle School

- 2020-2021 Matriculates to Roseway Heights Middle School (Spanish from Scott in 2018-2019)
- 1 Strand Initially
- Program model follows current DLI middle school model requirements: ELA, Partner Language(PL) LA, and SS in PL
- Planning and support for RWH staff in balancing and managing 3 programs
- Staffing: Dual Language

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Tiếng Việt
đọc Cảm ơn! Chào!
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Plan for MLK Chinese DLI Move into Middle School

- 2019-2020 Matriculates to Harriet Tubman Middle School
- 1 Strand Initially (2 strands long term)
- Program model follows current DLI middle school model requirements: ELA, Chinese LA, and SS in Chinese
- Staffing: Dual Language Teacher Fellows program, PSU Chinese World Language and DLI Teacher program, George Fox, etc.

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Board of Education Informational Report

MEMORANDUM

Date: September 14, 2017

To: Portland Public Schools' Board Directors

From: Interim Assistant Superintendent, Dr. Van Truong

Subject: Middle Grades Implementation and Opening of Harriet Tubman and Roseway Heights Middle Schools

What is the PPS Middle School Implementation Framework?

The framework is the foundation for redesigning middle grades education in PPS. It defines program, policy, procedures, and exemplary implementation for a comprehensive middle school curriculum.

Origins of the Middle School Implementation Framework:

- **November 2014**, PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended a system-wide shift to a mostly K-5 and middle school structure.
- Many PPS schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.
- **July 2016**, The Portland Public Schools' School Board passed Resolution 5308. The charge of the resolution is:
 1. Establish boundaries, elementary feeder schools, high school articulations and specialized program locations, using the enrollment balancing values framework approved by the PPS Board of Education in October 2015.
 2. Receive and accept school initiation reports for each new school, in accordance with Policy 6.10.030-P.
- **October 2016**, The PPS School board voted to delay the openings of Tubman and Roseway Heights Middle Schools until the 2017-2018 school year to address facility, program, and staffing needs for middle school programming.
- **April 2017**, Office of Teaching and Learning requested the PPS School Board to approve the Middle Grades Framework. The Board approved the framework for further refinement and input.

What is the Purpose of the Framework?

Through their joint efforts, PPS departments developed The PPS Middle School Implementation Framework. The purpose of the Framework is multifaceted.

The framework serves as a foundational document comprised of six components. The District intends to implement the Framework systematically and with care throughout the district.

The framework is research-based and replicable for all middle schools in PPS. It is based on the Association of Middle Level Educator's position paper, *This we Believe*, (NMSA/AMLE, 2010). Among the purposes are:

- Serve as a foundational guide for schools and district offices
- Inform the design of middle grades programming
- Outline culturally relevant instructional strategies, grounded in equitable practices to foster an environment where every student achieves academic success.
- Invite conversations and input from stakeholders

Who is the Intended audience for the Framework?

The Middle Grades Implementation Framework is intended for internal and external stakeholders. Internal stakeholders include central office personnel and school personnel (e.g., teachers, principals, counselors). External stakeholders are parents, families, and community partners (e.g., after school providers, businesses, and neighborhood associations). The District will use the framework in a variety of ways to engage in the process of middle school design, while external stakeholders can use the framework to establish policy, procedures, and work plans that respond to the unique needs of middle grade students.

What are the universal and targeted Programs?

Universal programs are the elements required in every (focus/option schools may have some exemptions) school providing middle grades education in PPS. Targeted programs are elements selected to meet the unique needs of individual students and schools. Both universal and targeted programs are fully supported by the district (see page 3. for a list of base and optional programs).

Committee Work:

Committee work will begin this fall concluding in early winter. A fifth committee comprised of staff and community members will also begin this fall. It will serve as an advisory committee, the primary goals of this committee are to synthesize the work of each committee and make recommendations to the Office of Teaching and Learning, Office of School Performance, Office of Equity and Partnerships for final review. The advisory committee work will continue through June 2019. July of 2018, the advisory committee's goals will shift to supporting the successful opening and implementation of Harriet Tubman and Roseway Heights Middle Schools.

I look forward to working with the board, community, and staff to further develop and implement the framework and open Harriet Tubman and Roseway Heights Middle School.

Middle Grades Implementation Committees

Committee	Purpose	Time Commitment	Duration	Necessary Committee Members
Scheduling	<p>PPS's commitment is that every student be prepared for college, career and participation as an active community member, regardless of race, income or zip code. This is achieved through a flexible middle school schedule model that provides teachers with extended time periods to work with cohorts of students in innovative ways and address the needs of young adolescent learners.</p> <p>The flexible schedule allows all students access to all program offerings and provides collaborative time for educators to meet, select learning goals, examine student progress, and determine which students need additional supports and/or enrichment.</p>	<p>1 full day training 1 Monthly 2 hour meetings per month</p> <p>1 1/2 day meeting per month</p> <p>Up to two hours of work to be completed between meetings</p>	September 2017 - December 2017	<ul style="list-style-type: none"> • IT • Middle School & K-8 Principals • Middle School & K-8 Teachers • Site Planning Principals • TOSAs (PE/Health, Math, LA)
Curriculum	<p>Middle grades curriculum is student centered, culturally relevant, engaging, and intellectually rigorous. The curriculum framework is guided by educators and the voices of students to enhance the social, emotional and academic development of young adolescents in preparation for secondary and postsecondary success. Successful implementation is achieved through proven instructional practices that include multiple learning and teaching approaches that respond to the diverse needs of middle grades students. Curriculum adopted will honor the racial, linguistic, and cultural diversity of all students.</p>	<p>1 full day training 1 Monthly 2 hour meeting per month</p> <p>1 1/2 day meeting per month</p> <p>Up to two hours of work to be completed between meetings</p> <p>This committee will have the heaviest work load. Participants will need to be able to commit to subcommittee work</p>	September 2017 - December 2017	<p>Project Lead:</p> <ul style="list-style-type: none"> • IT • Middle School & K-8 Principals • Middle School & K-8 Teachers • Planning Principals • TOSAs • Assistant Directors of OTL • Dual Language Immersion • ESL • Special Education • Culturally responsive agencies • Community Agents • Senior Directors • High School • K-5 personnel
Advisory, CTE, STEAM	<p>Middle Grades Advisory: supports students' social and emotional development through ongoing opportunities to meet with an adult. It creates smaller learning communities for students to feel connected; facilitates positive interactions between students and school faculty; and fosters a positive school climate. AMLE states in its position paper, <i>This We Believe</i>, that an education for young adolescents should be developmentally responsive, challenging, empowering, and equitable. Advisories provide students with a more personal educational experience and with opportunities to examine their power to positively impact their</p>	<p>1 full day training 1 Monthly 2 hour meeting per month</p> <p>1 1/2 day meeting per month</p> <p>Up to two hours of work to be completed between meetings</p>	September 2017 - December 2017	<ul style="list-style-type: none"> • Student Representative • CTE Team • Principals • Teachers • PAT • High School Rep. • Parent • FAM

	<p>life within and beyond the school community as they take on their role as citizens of the 21st century.</p> <p>Career and Technical Education (CTE): is exploratory in nature, focused on assisting students in making a connection to career possibilities and self, while experiencing an all-encompassing inquiry of career cluster exposure. By engaging in career development activities, students participate in the process of thinking, learning and wondering about their futures, encouraging them to set their own goals and standards for achievement and success. Students should explore careers organized by clusters.</p> <p>Science, Technology, Engineering, Arts, and mathematics (STEAM): Exemplary STEAM provides access points for guiding student inquiry, dialogue and critical thinking. The end result is students engaging in experiential learning, problem solving collaboration, and creative processes. These are innovators, educators, leaders, and learners of the 21st century.</p>			<ul style="list-style-type: none"> • IT • Budget (AD Hoc) • Counseling (HS and MS) • Volunteer
<p>Wellness, Safety, Family & Community Engagement</p>	<p>PPS wellness includes supports for the physical, emotional, and well-being of all students and school employees. It is the duty of middle grades programs and staff to foster healthy behaviors that will be encouraged both at school and at home.</p> <p>Students, employees, communities, and families must feel that the learning environment is secure in order to perform at their maximum potential.</p> <p>PPS is committed to strong school family and community partnerships that reflect the communities they serve. Partnerships improve school climate, and provide family services and support.</p> <p>School policies and systems must foster physical and psychological health, wellness, safety, and support peaceful interactions for both adolescents and families. Culturally relevant practices are exercised to support students and families by engaging the expertise of community partners to help provide wrap around services that positively impact the school's climate and culture for the middle grades' students they serve. These principles help to ensure stronger, safer, healthier, and better adjusted young adolescents.</p>	<p>1 full day training 1 Monthly 2 hour meeting per month</p> <p>1 1/2 day meeting per month</p> <p>Up to two hours of work to be completed between meetings</p>	<p>September 2017 - December 2017</p>	<ul style="list-style-type: none"> • FAM • Security • Counseling • Athletics • Equity and Community Partnerships • Student Services • Risk Management • PAT • PE/ Health TOSA • SRO • OTL Asst Director • MESD Nurses • Multnomah County Health Clinics • SUN



Middle Grades Framework

Community Input Workshop

Objectives:

~~The objective of the Middle Grades Implementation Team is to create and implement a comprehensive, student focused framework for middle grade education.~~

The framework is guided by educators well versed in the social, emotional, and academic needs of young adolescents.

~~The ultimate goal of the framework is to have students who are prepared to fully engage in high school, college, career, and the global community.~~

Origins of the Middle Grades Framework:

- **November 2014** - PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended a system-wide shift to a mostly K-5 and middle school structure.
- Many PPS schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.
- **July 2016** - The Portland Public Schools' School Board passed Resolution 5308. The charge of the resolution is:
 1. Establish boundaries, elementary feeder schools, high school articulations and specialized program locations, using the enrollment balancing values framework approved by the PPS Board of Education in October 2015.
 2. Receive and accept school initiation reports for each new school, in accordance with Policy 6.10.030-P.
- **October 2016** - The PPS School board voted to delay the openings of Tubman and Roseway Heights Middle Schools until the 2017-2018 school year to address facility, program, and a delivery model for middle grades education.

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The framework serves as a foundational document comprised of key components of successful middle grades education supported by essential elements that will promote the development of students who are prepared to fully engage in high school, college, career, and global community.

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It is directly aligned to the PPS Successful Schools' Framework. Among the purposes are to:

- Serve as a foundational guide for schools and district offices;
- Inform the design of middle grades programming;
- Invite conversations and input from stakeholders.

The objective of the Middle Grades Implementation Team is to create and implement a comprehensive, student focused framework for middle grade education.

How to use the framework:

The framework is designed for internal and external stakeholders. Internal stakeholders include central office personnel and school personnel (e.g., teachers, principals, counselors). External stakeholders are parents, families, and community partners (e.g., after school providers, businesses, and neighborhood associations). The District will use the framework in a variety of ways to engage in the process of middle school design, while external stakeholders can use the framework to establish policy, procedures, and work plans that respond to the unique needs of middle grade students. The framework serves as a foundational document for middle grades implementation. ~~It exists in an array of formats to meet the interests of our diverse stakeholders.~~ It is comprised of components that address the unique needs of the young adolescents' intellectual, moral, social-emotional, and physical development.

What are the Components and Elements that make up the Framework?

Curriculum: course offerings, standards, materials, instructional practices, assessment and evaluation.

Decision Making: Who and how are site decisions made.

Health, Wellness, & Safety: Practices and Services that support young adolescents and their families.

School, Family, and Community Partnerships: Community partners providing wrap-around services to middle grade schools, students, and families.

All middle schools will offer ~~both base and optional~~ universal, complementary, and targeted programs. ~~Base programs~~ Universal course offerings are the elements required in every school (focus/option schools may have some exemptions) providing middle grades education in PPS. Complementary programs support the universal course offerings. ~~Optional programs~~ Targeted offerings are elements selected to meet the unique needs of individual schools. Universal, complementary, and targeted programs ~~Both base and optional programs~~ are fully supported by the district.

Curriculum:

The framework includes three components that address separate areas of curriculum. The PPS middle school implementation team used the following as a definition of curriculum: learning standards, course offerings, materials, instructional practices, student assessment, and professional development. The team based its work on the Association for Middle Level Educators' (AMLE) position paper, *This we Believe*, and the Portland Public School's Successful Schools' Framework (SSF). The AMLE describes exemplary middle grades curriculum, as relevant, challenging, integrative, and exploratory. Instructional practices include multiple learning and teaching approaches that respond to young adolescents' diversity. PPS strives to provide culturally relevant materials. Teaching practices honor the racial, linguistic, and cultural diversity of all students.

~~CURRICULUM~~ BASE, COURSE OFFERINGS ~~COURSE OFFERINGS~~

Learning Standards: Middle grades education in PPS will be delivered in alignment with the following learning standards: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), ODE Content Standards, Career Technical Education Standards (CTE), and English Language Proficiency Standards (ELP).

Language Arts: uses relevant materials, literacy instruction teaches skills to be used as a tool for all content (including research skills). The curriculum includes reading, writing, speaking, collaborative discourse/discussion, viewing, and listening.

Mathematics: uses relevant materials, numeracy instruction teaches skills to be used as a tool across many content areas (including scientific inquiry), incorporates mathematical practices, provides opportunities to interpret and apply mathematical thinking to real world problems, and is delivered at grade level with support for all tiers. The curriculum includes problem solving, critical thinking, grade level appropriate computational fluency, number sense, and collaborative discourse/discussion.

- Commented [SD1]:** Is there a curricular area where we are not using relevant materials???
- Formatted:** English (United States)
- Formatted:** English (United States)

Science: uses relevant materials, provides opportunities for scientific inquiry, ~~and~~ engineering ~~and engineering~~ practices, provides opportunities for place-based learning, and offers a approach to science instruction.

World Language: Communication: Develops communication and literacy skills in a language different from students' heritage language, facilitates cultural competence and understanding through exploration of various cultures.

Social Studies: delivers grade level content to teach respect for cultural diversity, intercultural competencies, and multiple perspectives/counter stories. It provides opportunities for civics learning and application.

Physical Education: promotes a positive attitude toward physical activity, the motivation, confidence, and self-knowledge to continue active participation in physical activity, movement competence, commensurate with physical potential, and understanding of the nature of movement, and the importance and value of physical activity as contributing to a physically active lifestyle

Health: Helps students develop a positive self-concept (i.e. healthy self-esteem, strong sense of self, and gender identification). Provides students with opportunities to develop skills that promote lifelong healthy decisions including sexual health, substance use, nutrition, and physical activity.

School Counseling: Addresses academic, career, and personal/social development of all students, provides interventions to students and families in need, assists families in obtaining support systems within and outside of the school system.

Advisory: Establishes ongoing relationship with an adult at the school, creates connectedness through small communities of adolescents, supports the social, emotional, and academic development of middle grades students, provides opportunities to develop executive functioning (e.g. student organization and self-advocacy).

Career and Technical Education (CTE): Assists students in exploring college and career possibilities, provides hands-on and/or place-based opportunities for thinking, learning, and wondering about their futures.

Library Media: Promotes digital and media literacy and citizenship, facilitates access to a variety of materials, including discipline specific, choice-based, multiple perspectives, fiction and nonfiction, teaches research skills, and-supports instructional staff and students.

Exploratory Courses: Enables students to discover their particular abilities, talents, interests, values, and preferences. Acquaints students with enriching, healthy leisure-time pursuits, such as lifetime physical activities, involvement in the arts, and social service.

English as a Second Language/English language development: Develops language acquisition in a target language, infuses meta-processes, sustains a language focus, ~~holds~~ **and holds** high expectations for students through the delivery of high quality curricula and academic rigor.

Special Education: Fosters an atmosphere where all students belong and have opportunities to develop relationships with one another. Teachers have high expectations for students with typical and atypical social emotional and academic development. Provides access to core curricula and grade level appropriate social experiences specially designed instruction (SDI) as directed by their IEP.

BASE-INSTRUCTIONAL PRACTICES

Instructional Practices: Middle grades instruction in PPS includes results oriented, culturally relevant practices mindful of the rapid intellectual, social, emotional, moral, and psychological development of the young adolescent. Relationships, rigorous course work, and subject matter delivered through a racial lens is relevant to the middle grade learner. Learning is guided by educators well-versed in the academic and social emotional needs of the young adolescent. The following are guiding instructional principles implemented and supported by PPS:

- ~~P~~**romote** student voice, meaningful choices and personal connection to content.
- Reading, writing, speaking, listening, viewing and presenting are taught in an integrated way through culturally relevant, student-centered, inquiry-based tasks connected to authentic, real-world experiences.
- Literacy is taught across content areas. Students are explicitly taught how to engage with text features unique to the subject/discipline of study.
- Numeracy is taught across the content areas. Students are explicitly taught how to problem solve, think critically, and engage with features unique to the subject/discipline of study.
- Instruction includes reading increasingly complex texts and writing in the style of the discipline/subject.
- Instruction includes engaging with increasingly complex mathematical tasks and problem solving situations in the style of the discipline/subject.
- Academic literacy, numeracy and discussion skills are explicitly taught and supported.
- Students' race, culture, and heritage language are supported and embraced as a

- Technology is used to increase access, engagement, and student motivation.
- Experiential Learning is used to support the application of knowledge and conceptual understanding to real-world problems or situations. (Felicia, Patrick (2011). Handbook of Research on Improving Learning and Motivation. p. 1003.)

Educators: Promote academic, social emotional growth for students through culturally responsive practices. They apply their deep understanding of the unique characteristics of the young adolescent and use strategies to provide equitable outcomes for all. They recognize the typical development of the young adolescent including the impact of race, culture, language, economic situation, and social and emotional needs.

CARE Teams: accelerate responsiveness to the learning needs of students who are historically in the lowest performing student groups – African-American, Latino, American Indian and Southeast Asian students. The CARE Team works to design and deliver equity/antiracist pedagogical practices that are explicitly and intentionally planned to improve engagement and achievement for underserved students of color. CARE teachers, working in collaboration with a building administrator and CARE TOSA, work to improve engagement for students of color as a means to increase school-wide achievement.

Literacy Across Content Areas: Promotes literacy through universal and content specific literacy strategies that are articulated between grade levels with increasing levels of complexity. Literacy strategies are articulated between grade levels with increasing level of complexity. Instruction reflects an intra/interpersonal relevance.

Numeracy Across Content Areas: Promotes numeracy through universal and content specific problem solving and computational strategies that are articulated between grade levels with increasing levels of complexity. Instruction reflects an intra/interpersonal relevance.

Multiple Tiered Support Systems: Core instruction and behavior expectations are supported systemically and include scaffolding. Problem solving is accomplished in teacher teams through examination of student data. Processes exist to provide meaningful intervention to identified students.

Commented [SD2]: Repetitive language

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Sheltered Instruction: Systemic lesson design with a focus on language acquisitions. Supports are built into lessons allowing students to engage in grade level content.

Talented and Gifted (TAG): Curricula are modified, adapted, and accelerated as needed. An atmosphere of self-directed inquiry is promoted. Social and emotional supports are in place to support learners.

Blended Learning: Includes instruction that is socially appropriate teaches healthy technology use. It provides equitable access to instructional content and includes mechanisms to assure all students have access to hardware, software, and internet services.

Flexible Scheduling and Flexible Grouping: Provides teachers with extended periods of time with cohorts of students. It creates systems for all students to access all program offerings. It collaborative time for teachers within the instructional day. Grouping and regrouping of students occurs based on specific criteria, activities, and individual need.

Professional Learning Communities: ~~Fosters~~ **Create** collaborative processes to ensure students learn through the examination of teaching practice and student data. PLC's focus on results through the examination of four essential questions.

Instructional Coaching: Empowers and respects the voices of teachers through a non-evaluative process of peer collaboration.

Professional Development for Administrators: Differentiated professional development to meet administrator and school needs; uses the PLC structure and focuses on results.

BASE ASSESSMENTS

A balanced assessment system that accurately informs instructional decisions and engages students in their learning. Educators use the evidence gathered through multiple forms of assessment to (1) inform instructional decisions; and (2) encourage students to learn. Assessment systems must yield accurate information about student learning for use at several levels of decision making, and they must be used in a manner that effectively manages the emotional dynamics of the assessment experience from the learner's point of view. (Assessment for Learning, A Key to Motivation and

Achievement, Stiggins). It includes summative assessments required by the Oregon State Department of Education.

Formative Assessments: Engage students in their learning through by allowing the teacher to make real time instructional changes to meet individual student needs. The focus is on student growth and providing students with opportunities to see personal growth over time.

Diagnostic Assessments: Provide teachers with data on individual student's needs for growth and informs teachers, students, and families on levels of mastery. They give teachers insight on specific strategies for use with individual students.

Summative Assessments: Evaluate student learning at the end of a unit, provide information on skill acquisition and achievement and may focus on cohort learning trends to inform instruction.

Proficiency Based Grading: Connects grades to clearly identified learning objectives. It separates academic achievement from student behavior and creates a system for educators and families to identify areas of need.

Decision Making:

School based decision making is courageous and collaborative. It employs culturally relevant practices and keeps the impact of race at the forefront of decisions to create school cultures where predictable outcomes for historically underserved students are interrupted. As children enter adolescence it is crucial for community and family partnerships to come together to make decisions that positively impact unique needs of the middle grades learner. Furthermore, it is imperative to include students in decisions impacting their learning and school environment. It is guided by building and central office leadership with a shared vision. It is grounded in data. PPS is committed to being a collaborative with well-articulated district and with a site decision making processes.

DECISION MAKING-BASE PROGRAMS:

Distributed Leadership: Is a process where school leaders engage multiple stake holders in creating a shared vision providing opportunity for stake holders to influence school climate and promote equity through culturally relevant school systems. It promotes the development of teacher, student, and community leaders.

Courageous Conversations About Race Protocols (CCAR): Focuses discussions and decision making. It is used to bring a racial lens to all decision making. The CCAR protocol is comprised of four agreements and six conditions, and the compass.

Equity Teams (E-Teams): Transforms “Courageous Conversations” from theory to practice. They promote collegial reflections on implicit biases. E-Teams promote equitable results for students who have historically been underserved. They develop relevant professional development for teachers, students, and families.

School Leadership Teams: Are comprised of site based personnel. Their goals are to mobilize commitment and energy of site-based personnel into actions for improvement. It builds upon moments of excellence and provides leadership in areas of problem-solving, communication, professional development, and program evaluation.

Health, Wellness, and Safety:

School policies and systems foster physical and psychological health, wellness, safety, and support peaceful interactions for young adolescents and their families. It uses a racial lens to apply culturally relevant practice and supports to students. They support and honor the expertise of community partners in providing wraparound services to positively impact schools and the middle grade students they serve. Effective school and family partnerships supporting health and safety result in safer schools serving healthier, better adjusted students.

HEALTH, WELLNESS, AND SAFETY

Restorative Practices: Shifts focus of discipline from punishment to learning. It engages classrooms in community building circles and employs specific strategies in small group discussions to resolve conflict through voicing concerns.

Student Support Services: Addresses academic, career, and personal/social development of all students. It uses culturally relevant practice to apply a racial lens to serve the needs of students and families. Provides interventions to students and families in need and responds to student/family needs in a manner that honors culturally, racially, and economically diverse children and their families.

Positive Behavior Intervention Supports: Stakeholders co-construct and communicate school-wide expectations for conduct. It provides strategies to support individual students.

Trauma Informed Practices (TIP): Includes specific strategies, practices, and data to support students who have experienced life traumas. TIP practices, strategies and systems complement RJ and MTSS practices through the examination of data and the creation of flexible, culturally relevant accommodations for diverse learners.

Extracurricular Sports: Uses team sports to foster lifelong skills such as team building and self-discipline. All students are provided an opportunity to participate regardless of athletic skill or ability to pay. Transportation and supervision is provided to all students.

Attendance Monitors: Work with MTSS Team, community partners, teachers, families and students to analyze student attendance data, identify students at risk, and provide attendance interventions when necessary.

School Based Health Clinics: Provide physical and mental health care to students and school age relatives. Facilitate healthy choices through individual health education and small group work. Educate students on decision making and awareness that promotes a healthy lifestyle.

School Resource Officers (SROs): Serve as liaisons between schools and the Portland Police Bureau. SROs respond to incidents occurring at or related to schools. They provide education to students, schools, and families on gang prevention, safety, and positive decision making. SROs assist schools in developing comprehensive plans to ensure the safety of all stake holders.

SCHOOL AND FAMILY PARTNERSHIPS

PPS is committed to strong school, family, and community partnerships that reflect the communities they serve. Partnerships improve school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and support teachers with their work. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students.

Extended Day Programs: Provides enrichment venues for academic, social, emotional and moral development through diverse culturally relevant offerings. Extended day programs allow student choice in activities and opportunities for leadership. They facilitate conversations with students about prosocial behaviors and investment in their learning.

Community Agents and Partners: Connects families to schools and resources helping them navigate the social, emotional, and academic needs of their children, establishes feedback pathways for families to advocate for their children, provides local, expert knowledge to schools and families. Facilitates families in the acquisition of leadership and advocacy skills to positively impact their family and school community.

Affinity Groups: Prepares members of like interests to take direct action, promotes a system that is nonhierarchical and autonomous, and minimizes traditional power structures that have historically created voices of inequity.

Student Leadership and Government: Engages student voice in school-based decision making, creates a collaborative structure between students and school leadership, promotes opportunities for students to positively impact their school community.

Parent Groups: Leverage volunteer power, and provide families with opportunities to participate in the school community regardless of work schedule, home circumstance, or language. Parent groups partner with schools to establish two-way communication.

Climate Teams: Foster an environment where everyone can learn. Work to create an environment where all feel supported and cared for. Creates a climate where young adolescents can learn necessary skills for a productive satisfying school experience.

~~Health, Wellness, and Safety:~~

Middle Grades Implementation Overview

SEPTEMBER 13, 2017



Middle Grades Implementation Goals

1. Create a consistent middle grades program across the district that is culturally relevant, challenging, integrative, and exploratory with equitable outcomes for all students.
2. Open Harriet Tubman and Roseway Heights Middle Schools in August 2018 with the Middle Grades Instructional Framework as a foundation.

Middle School Implementation

MIDDLE GRADES INSTRUCTIONAL FRAMEWORK

- Middle Grades Framework
- Middle Grades Course Catalog
- Middle Grades Committees

OPENING HARRIET TUBMAN AND ROSEWAY HEIGHTS MIDDLE SCHOOLS

- Building Readiness
 - Preparation for IB & DL
- Community Building
- Staffing
- Scheduling/Programming
- Distributive Leadership

Middle Grades Instructional Framework

Stakeholders Involved in Middle Grades Framework

Senior Directors Across Departments

Middle School Principals and Teachers

OTL Directors and TOSAs

Enrollment and Transfer
School

Modernization

Human Resources

Nutrition Services

Community Based Partners

PK-8 Principals and Teachers

Student Services

Facilities and Office of

Accounting

Transportation

Components of the Middle Grades Framework

Curriculum

Instruction

Assessment

Decision Making

Health, Wellness
& Safety

School &
Family
Partnerships

Curriculum

Universal Course Offerings

- Language Arts
- Math
- Science
- Social Studies
- World Language
- P.E./Health
- Arts
- Library/Tech
- Electives & Exploratories

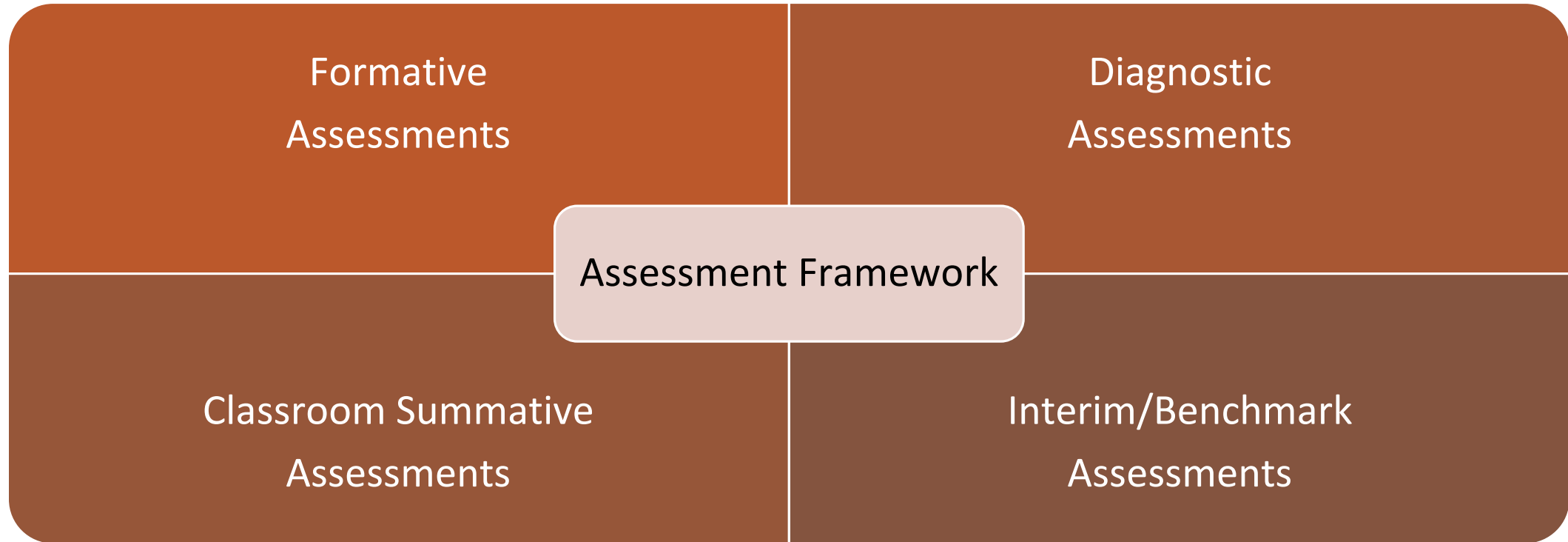
Complementary Programs

- School Counseling
- Advisory
- Career & Technical
- STEAM

Targeted Offerings

- Special Education
- IB
- Dual Language
- Native Language Literacy
- AVID
- Focus Option Offerings
- TAG

Assessment



Informed by Student Feedback and Translated into Proficiency-Based Grading

Decision Making



Instructional Practices

Educators

- Professional Development, Professional Learning Communities, Coaching, Mentoring

Instructional Practices

- Literacy Across the Curriculum, MTSS, Flexible Scheduling/Grouping, TAG, Sheltered Instruction, Blended Learning, Service Learning

Health, Wellness & Safety



School & Family Partnerships

Extended Day

Community Agents

Affinity Groups

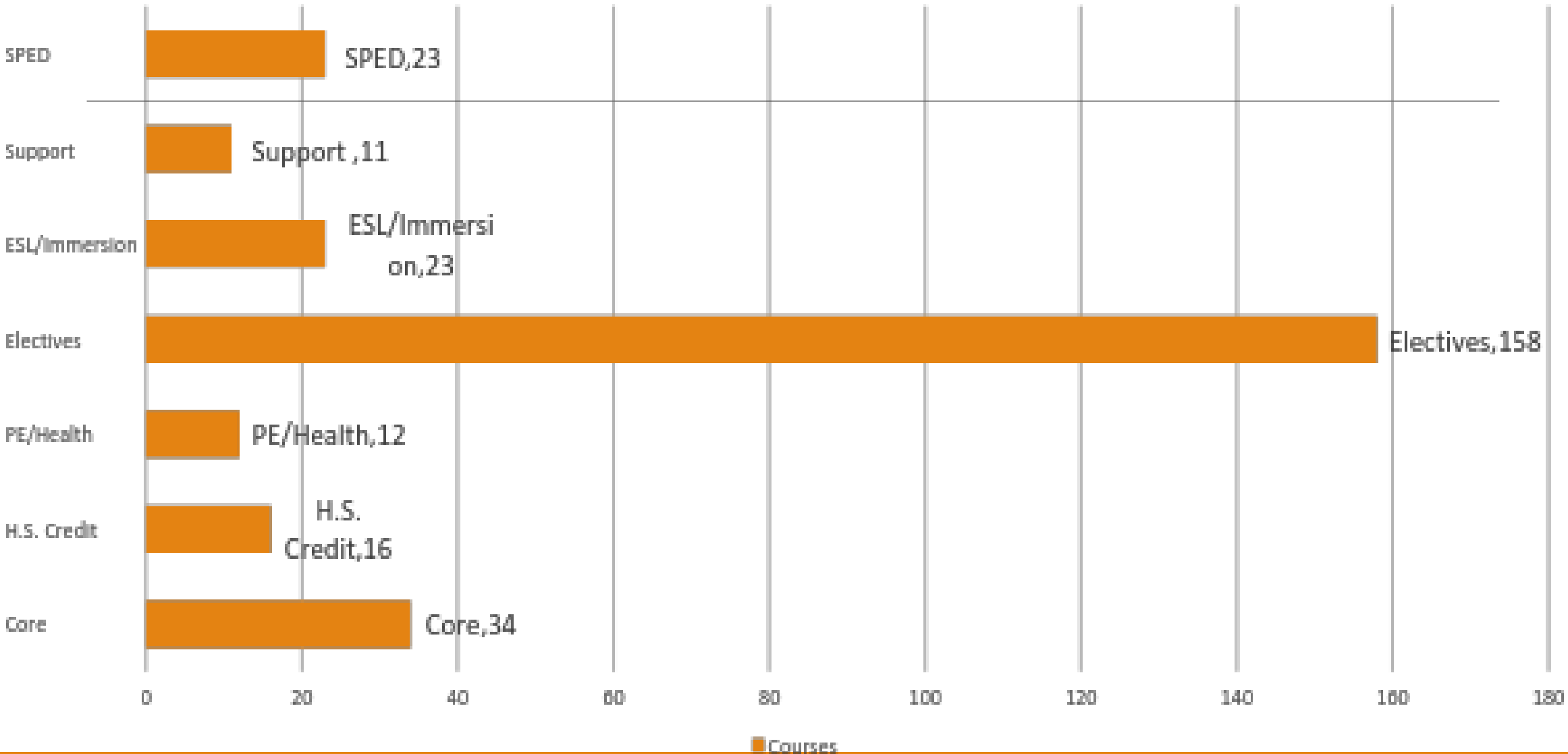
Student Leadership

Parent Organizations

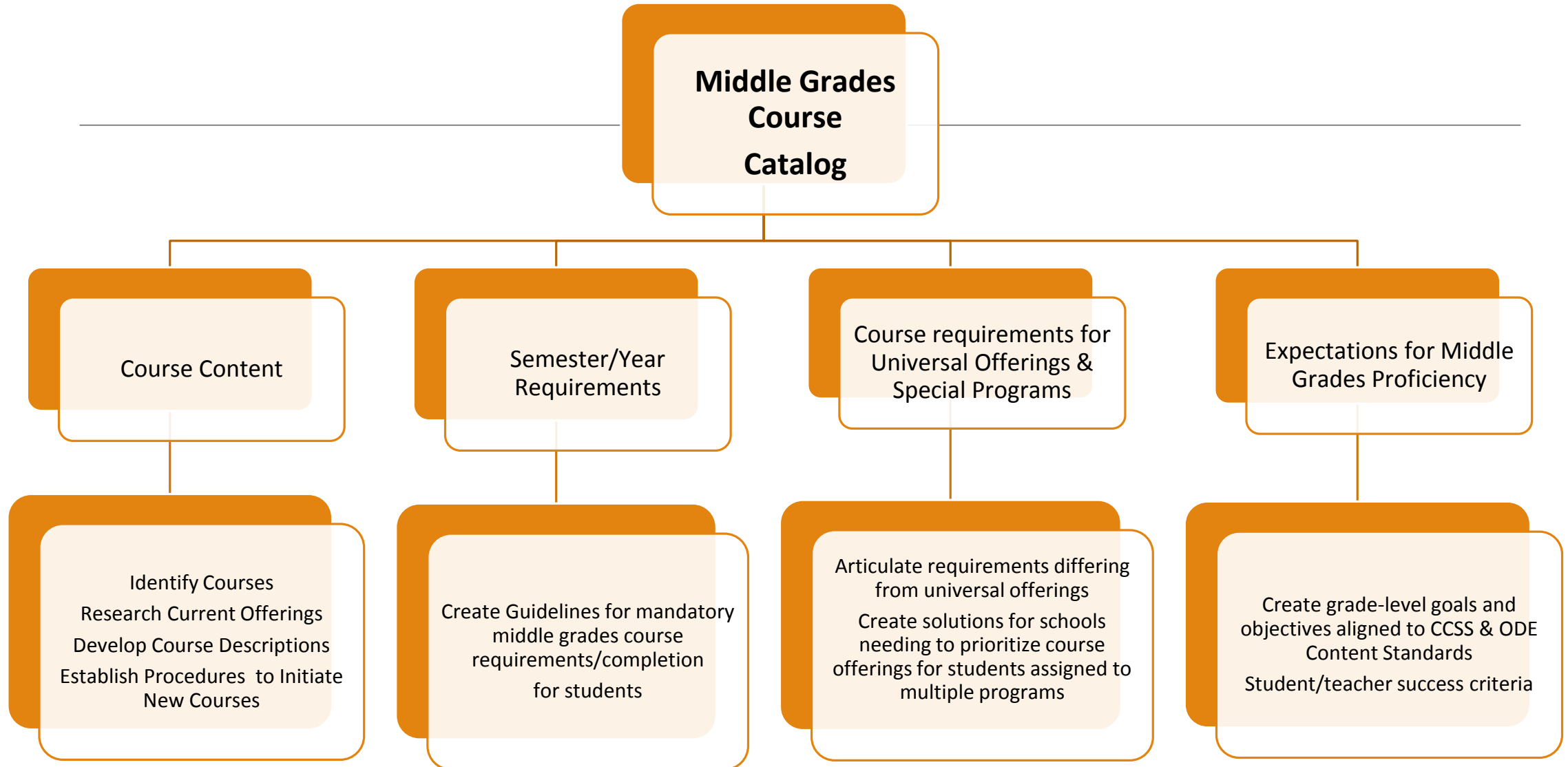
Climate Teams

Middle Grades Course Catalog

Current Middle Grades Courses



Tasks for Middle Grades Course Catalog



Middle Grades Committees

1

5 district committees scheduled to meet from September through December 2017

2

Committees will help further define the Middle Grades Framework

3

Invitations for committee membership sent to all teachers and administrators

4

Community representation on the Advisory Committee

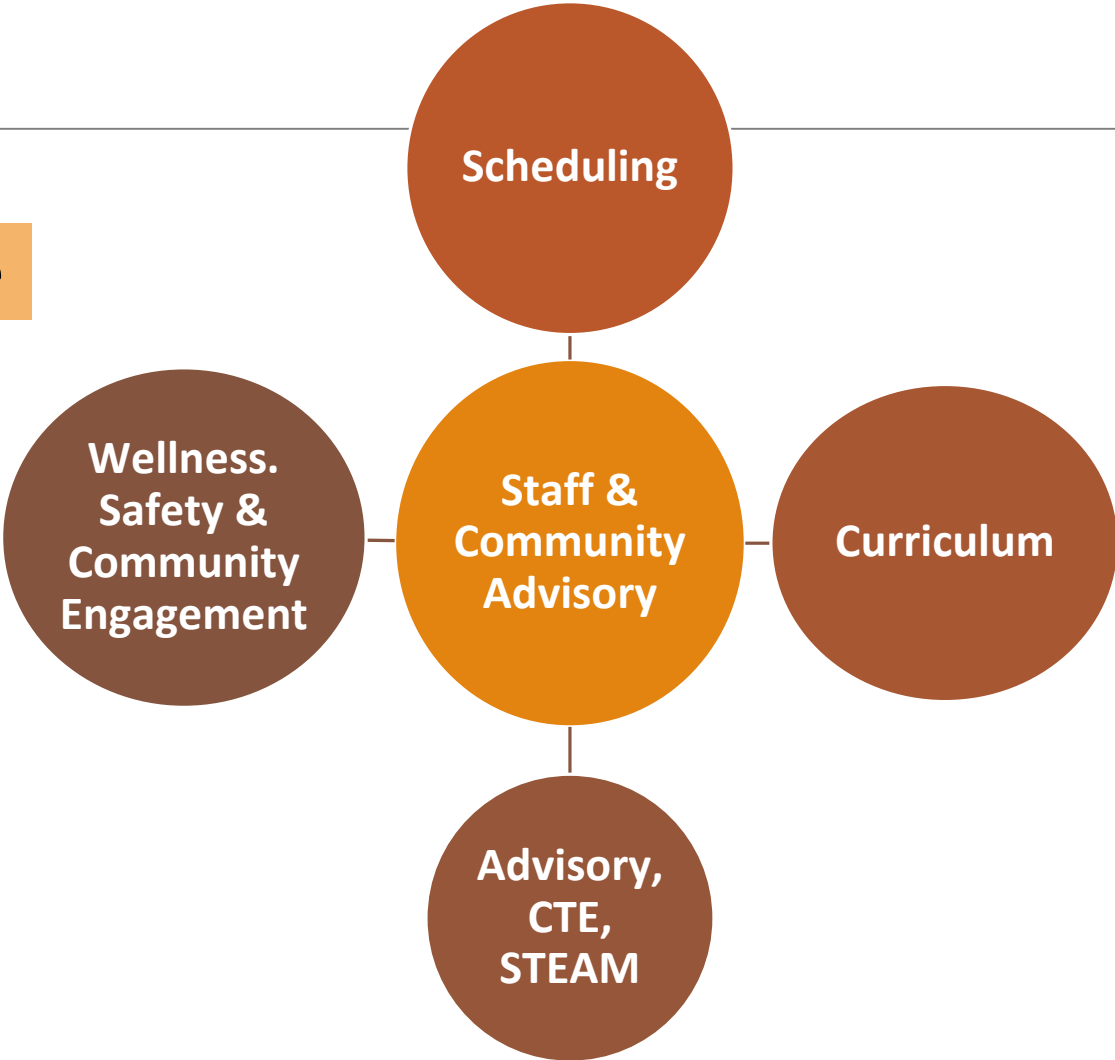
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Each committee has a list of deliverables to be completed by the end of December

Overview: Middle Grades Committees

Middle Grades Committees

Steering Committee



Staff and Community Advisory Committee

- Give Site Councils direction on work streams
- Receive committee reports and provide input
- Make recommendations to steering committee
- Create and oversee community engagement plan

Scheduling Committee

- Prioritize most important attributes of middle grades schedule
- Three sample schedules for middle schools
- Pros and cons for students, teachers, and financial cost
- Document that outlines opportunities for co-teaching
- Recommendations for embedded professional development
- PD needed for administrators

Curriculum Committee

- Rubrics for each subject area
- Curriculum review of each subject area
- Determine content of core subjects
- Barriers to implementation
- Recommendations for engaging parents and community partners

Wellness, Safety, & Community Engagement

- Create rubrics and recommendations for prioritizing implementation
- Outline intersection of RJ, CR-PBIS, Trauma Informed Practices
- Outline opportunities for stakeholders to engage in wellness education
- Determine activities in the core subjects healthy living
- Create a plan for family and community engagement

Advisory, CTE, STEAM Committee

- Outline advisory philosophy, goals, frequency, duration, etc.
- Outline how CTE will be delivered at the middle grades
- Outline specifics for makerspaces
- Outline specifics of the STEAM experience at each grade level
- Implementation rubrics for CTE, STEAM, and Advisory

Preparation for Harriet Tubman & Roseway Heights Middle Schools

Preparation for International Baccalaureate

IB Philosophy

IB is about students being **international minded** and about developing **leadership skills**. IB teaches kids how to ask good questions, **take action** in the world, and have the knowledge and skills to be successful in a global world.

IB Timeline for Tubman

IB Authorization is a Three Year Process

October 2017	IB 101 overview for potential Tubman teachers
November 2017	IB training for teachers at Sabin and Martin Luther King, Jr. and Tubman planning principal
June 2018	Begin IB staff training
Fall 2018	Feasibility Study for beginning of IB application process (with staff)

Preparation for Dual Language Program

Harriet Tubman & Roseway Heights Middle Schools



DL Timeline for Harriet Tubman & Roseway Heights Middle Schools

	2018-19	2019-20	2020-21	2021-22
Harriet Tubman Middle School			Mandarin DL <i>Grade 6</i>	Mandarin DL <i>Grades 6 & 7</i>
Roseway Heights Middle School	Spanish DL <i>Grade 6</i>	Spanish DL <i>Grades 6 & 7</i>	Vietnamese DL <i>Grade 6</i> Spanish DL <i>Grades 6,7,8</i>	Vietnamese DL <i>Grade 6 & 7</i> Spanish DL <i>Grades 6,7,8</i>

Combined DL and IB Timeline for Harriet Tubman & Roseway Heights Middle Schools

	2018-19	2019-20	2020-21	2021-22
Harriet Tubman Middle School			Mandarin DL <i>Grade 6</i>	Mandarin DL <i>Grades 6 & 7</i> IB Program
Roseway Heights Middle School	Spanish DL <i>Grade 6</i>	Spanish DL <i>Grades 6 & 7</i>	Vietnamese DL <i>Grade 6</i> Spanish DL <i>Grades 6,7,8</i>	Vietnamese DL <i>Grade 6 & 7</i> Spanish DL <i>Grades 6,7,8</i>

Next Steps for Middle Grades Implementation

Next Steps for Middle Grades Implementation

