

CONCILIATION AGREEMENT

This Conciliation Agreement (the agreement) is entered into between Megan Robertson, et al (Robertson) and Portland Public School District (PPS District) on June 13, 2022. Robertson and District (the parties) agree and intend that this Conciliation Agreement will resolve the matters at issue in the Oregon Department of Education (ODE) Case Reference #2019-MM-10.

The parties have entered into a conciliation process, a series of discussions leading to the creation of a five-year TAG implementation plan to address the stated deficiencies of the ODE TAG appeal investigation, begun in 2019 and completed in January 2022. The PPS TAG implementation plan is designed to improve areas of concern in the identification, clarification and delivery of TAG services at Portland Public Schools and is a District-wide plan which sets forth a 5-year schedule of mitigation efforts. The TAG implementation plan includes a variety of accountability measures so that stakeholders now and over the next five years can objectively and transparently obtain information to gauge the progress of improving TAG services at PPS to successfully satisfy the obligations of the following Oregon Administrative Rules - OAR 581-022-2325 (2)(e), OAR 581-022-2330 & OAR 581-022-2500 (4).

The parties agree that the adoption of a 5-year implementation plan to improve TAG services at PPS will address the concerns raised by the Complainant in #2019-MM-10 and agree to continue to work together in good faith to support the intent and content of this agreement, including conducting quarterly meetings designed to review progress towards the stated goals of the implementation plan beginning 9/1/2022 in conjunction with TAGAC monthly meetings.

At the conclusion of the five-year period described herein, PPS TAG Dept and Robertson will review the outcome of the 5-year plan and report to ODE if PPS has fulfilled its obligations as stated in the PPS implementation plan. If substantial compliance with the implementation plan has occurred, such that PPS is compliant with the above OARs, then the parties will ask ODE to dismiss the current complaint at the end of the 5-year period. If annual reporting (see below) and TAG demographic statistical trends demonstrate that PPS is not in substantial compliance with its implementation plan and the terms of this agreement, ODE will be notified of the non-compliance and breach of the conciliation agreement. Ms. Robertson will ask ODE to issue a Final Order to include any further remedies or terms ODE may deem necessary to address the original concerns of the Complaint. Complainant agrees that compliance with the PPS implementation plan will be evaluated annually with a final evaluation at the end of the 5-year period.

During the 5-year implementation plan, PPS will annually publish a report outlining its efforts to meet the stated goals of the conciliation agreement and steps taken as called for in the PPS implementation plan. The report will be in writing, publicly available for the PPS community and will also be provided to Ms. Robertson and ODE to demonstrate PPS' on-going good faith efforts to reach substantial compliance with the implementation plan and relevant OARs. The report will be completed no later than June 30th each year.

PPS will report and publish TAG statistics as found on page one of Exhibit A on an annual basis, no later than June 30th of each school year as a “report card” published on the PPS website as well at the TAG website.

The PPS TAG implementation plan is attached to this agreement as Exhibit A. The steps to be taken, supporting all stated goals below are described more fully in Exhibit A, including timelines for implementation.

1.1 The parties have agreed that PPS will take the following steps to ensure compliance with OAR 581-022-2325 (2)e which requires the District to successfully identify students who do not test in the 97th percentile for TAG eligibility, through additional local policies and procedures separate and apart from standardized testing.

- The TAG Department at PPS will implement a series of professional development opportunities to strengthen PPS employee/staff ability to recognize and target PPS students for TAG services.
- The TAG Department will revise the current TAG Identification protocol, including incorporating the requirements of the revised OAR including the development of local/building norms and alternative/additional ways to identify TAG students on or before 11/1/2023.
- The TAG Department at PPS will revise the current TAG Identification protocol to improve communication and outreach to families and students at PPS with the goal of making the TAG nomination/identification process easier to understand and transparent to all interested in the program
- The TAG Department at PPS will communicate directly with all PPS families at least bi-annually describing family/student rights under OAR 581-022-2325 and explaining the protocol and processes in place to determine TAG eligibility with the goal of making all communications transparent and readily available.
- The stated goals are as follows:
 - By the end of 2023/24 school year, PPS will develop a mechanism to identify students for TAG based on creative ability, leadership ability and/or ability in the visual and performing arts
 - By the end of the 2023/24 school year, the percentage of historically underrepresented students identified as TAG eligible will increase from 6.4% to 10%
 - By the end of 2026/27 school year, 50% of PPS teachers in each building will have completed the TAG ID professional development series
 - By the end of the 2026/27 school year, TAG ID demographics will match building demographics with an accuracy of at least 75%

1.2 The parties have agreed that PPS will take the following steps to ensure compliance with OAR 581-022-2330 regarding effective communication of TAG program and services:

- The TAG Department will communicate with PPS families and students in compliance with OAR 581-022-2330 to inform them of TAG identification of the child and the details of the TAG program and services. PPS will provide an opportunity for parents and students to provide input to and discuss with the District the program and services available. Parents may at any time request the withdrawal of their child from such TAG services and PPS shall notify parents of this right. Parents and students will also be informed of their right to file a complaint regarding services or identification for TAG under OAR 581-002-0001 to 0023.
- The stated PPS goals are as follows:
 - By end of 2022/23 school year, the strategies detailed in Exhibit A will be implemented with at least 80% integrity
 - By the end of 2022/23 school year, the demographics of students who apply for SSA and WGA match district demographics with at least 75% accuracy
 - By the end of 2023/24 school year, the percent of historically underrepresented students identified as eligible for TAG will increase from 6.4% to 10%
 - By the end of the 2026/27 school year, TAG ID demographics will match building demographics with an accuracy of at least 75%

1.3 The parties have agreed that PPS will take the following steps to ensure compliance with OAR 581-022-2500 (4) which requires that instruction provided to its students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.

- The stated goals are as follows:
 - By the end of the 2024/25 school year, PPS will have developed instruments to monitor rate and level learning for students identified as TAG for traditional, creative, leadership and visual/performing arts ability
 - By the end of the 2026/27 school year, the % of students who meet or exceed their MAP growth goals will increase by 20%
 - By the end of the 2026/27 school year, the % of TAG students with chronic or severe absence rates will decrease from 22% to 15%
 - By the end of the 2026/27 school year, the number of TAG students with a discipline incident will decrease by 25%
 - By the end of 2026/27 school year, 75% of TAG students and families will report satisfaction with TAG services as measured by a survey instrument
 - By the end of 2026/27 school year, the % of teachers who meet the standard for rate and level instruction will increase from 13% to 40%, as measured by a sample of classroom observations using a rubric developed with support from Oregon Department of Education.

The parties further agree that:

- 2.1 Upon execution of the agreement, ODE will enter an order staying the proceedings until: ODE confirms in writing that the parties have fulfilled the obligations contained in the agreement; or ODE has determined that a party has failed to fulfill the terms of the agreement.

- 2.2 ODE will continue to have jurisdiction over the matter while the parties are in conciliation.
- 2.3 Any party having an obligation under the agreement will notify ODE in writing within 14 days of completing the obligation. The PPS obligation to provide an annual written progress report on the outcome of its TAG implementation plan, (Exhibit A) will satisfy notification to ODE of progress toward the 5 year implementation plan goals.
- 2.4 ODE may investigate either party's compliance with the agreement to determine whether the parties have met their obligations within the time specified in the agreement.
- 2.5 ODE may issue a final order adopting the findings and conclusions contained in the preliminary order if ODE finds, by substantial evidence, that a party having an obligation under the agreement has failed to fulfill that obligation within the time required and no good cause exists for that failure.
- 2.6 Upon completion of all obligations of the agreement, as confirmed by ODE, ODE will issue an order closing the appeal.

Megan Robertson and Portland Public School District, by signature below, acknowledge that they have read and have agreed to all terms contained in this agreement.

Signature: *Megan L Robertson*
Megan L. Robertson (Jun 13, 2022 16:46 PDT)
Megan Robertson

Date: Jun 13, 2022

Signature: *Guadalupe Guerrero*
Guadalupe Guerrero (Jun 13, 2022 17:30 PDT)
Guadalupe Guerrero, Superintendent, Portland Public Schools

Date: Jun 13, 2022

TAG Conciliation 5 Year Implementation Plan
FINAL 6-1-22

Year One is the 2022-2023 school year
 Year Two is the 2023-2024 school year
 Year Three is the 2024-2025 school year
 Year Four is the 2025-2026 school year
 Year Five is the 2026-2027 school year

BASELINE DATA FOR THIS PLAN IS ON THE FINAL PAGE

In order to promote transparency and accountability in the implementation of this plan, the PPS TAG Department commits to:

- Posting this plan on the TAG website
- Posting quarterly status updates on the TAG website
- Sharing quarterly status updates at TAGAC meetings
- Creating an annual progress report on the status of the implementation of these actions by June 30 of each year and post the report on the TAG website

Activity/Strategy	Monitoring/Accountability Indicators	Deliverables/Deadlines	Most Responsible Staff	Budget Need
<p>OAR 581-022-2325 (2)e: Requires school districts to successfully identify students who do not test in the 97th percentile for TAG eligibility through local policies and procedures.</p> <p>Goals: By the end of the 2026-27 school year, 50% of PPS teachers in each building will have completed the TAG ID PD series By the end of the 2023-24 school year, the percent of HU students identified as eligible for TAG will increase from 6.4% to 10% By the end of the 2026-27 school year, TAG ID demographics will match building demographics with an accuracy of at least 75%. By the end of the 2023-24 school year, PPS will develop a mechanism to identify students for TAG for creative ability, leadership ability, and ability in the visual and performing arts, with implementation in fall 2024.</p>				
<p>TAG DEMOGRAPHICS REPORT CARD 2021-2022 SCHOOL YEAR</p>				
Student group	% of PPS	% identified as TAG	% of total TAG	
All	100%	15.2%	100%	
White	55.2%	19.3%	69.7%	
Asian	6.0%	15.4%	6.0%	
Multiple	11.8%	16.9%	13.1%	
Black	8.7%	4.0%	2.3%	
Latinx	17.1%	7.8%	8.7%	
AI/AN	0.5%	3.3%	0.1%	
Pacific Islander	0.7%	2.3%	0.1%	

ELL	8.5%	0.7%	0.4%
SPED	15.9%	5.7%	5.9%
HU	34%	8.3%	15%

Metrics:

- Percent of HU students identified for TAG
- District and building TAG demographics
- Percent of teachers completing TAG ID PD

<p>TAG Identification PD PPS will offer annual synchronous and asynchronous professional development (PD) to teachers. Teachers will be offered extended hours to participate in the PD, with priority given to early elementary teachers in CSI/TSI/Title I schools, and the sessions will be posted to the PPS TAG website. The PD will:</p> <ul style="list-style-type: none"> ● Build awareness of the laws and regulations governing TAG identification ● Provide strategies to improve the identification of students with disabilities and/or students from historically underserved (HU) communities ● Build capacity to use CLEd scale, Supplemental Behavioral Scale, work samples, and other evidence to identify students who do not test in the 97th percentile. ● Build awareness of how to identify 2E, 3E, and ELL students ● Build awareness about the impact of implicit bias on the identification process. ● Build awareness of the dominance of white culture in the definition and determination of giftedness. ● Build awareness about the impact of learning disabilities (e.g., dyslexia, dyscalculia, ADHD) on the identification process. ● Build awareness about the impact of trauma on how kids present during the identification process. ● Build awareness about how to provide accommodations for students with an 504/IEP during the identification process ● Build awareness about how low achievement and disruptive behaviors can be used as potential evidence of giftedness 	<p>Number of PD sessions offered to teachers annually</p> <p>Number of teachers participating in the PD sessions</p> <p>Number of teachers completing the PD sessions</p> <p>End of session survey data regarding change in teacher knowledge and skills</p> <p>End of session survey data regarding teacher intentions to implement the strategies and practices discussed in the PD series</p>	<p>Annual synchronous and asynchronous PD sessions that address each of the learning targets described in the <i>Activity</i> column (November 2022)</p>	<p>TAG/AVID Program Administrator</p> <p>Director of Learning Acceleration</p>	<p>\$10,000: Contract with TAG content expert to help develop synchronous and asynchronous PS sessions</p> <p>\$10,000: Extended hours for teachers to complete the PD sessions</p>
<p>Revised TAG Identification Protocol</p> <ul style="list-style-type: none"> ● The TAG Department will leverage flexibility offered by the revised TAG ID OAR to develop and implement a more holistic identification protocol that, in addition to TAG testing, this could include performance-assessments, behavioral characteristics checklists (e.g., CLEd and Supplemental Behavioral Scales), classroom observations, and interviews with parents, students, and teachers. ● The protocol will be designed to improve identification of students with disabilities and students from HU communities, and create a mechanism through which students can be TAG identified for: 	<p>Planning Formation of TAG ID workgroup that includes TAG facilitators, TAGAC, parent/student representatives, and building and central office administrators</p> <p>Number of workgroup meetings</p> <p>Draft ID protocol, including local/building norms</p>	<p>Draft TAG ID protocol (February 2023)</p> <p>Final TAG ID protocol (June 2023)</p> <p>TAG ID Protocol PD (October 2023)</p> <p>Full implementation</p>	<p>TAG/AVID Program Administrator</p> <p>Director of Learning Acceleration</p>	<p>\$2,000: Extended hours for teachers to participate in workgroup meetings</p> <p>\$2,000: CUB and food for community input and feedback sessions</p>

<ul style="list-style-type: none"> o Creative ability in using original or non-traditional methods in thinking and producing o Leadership ability in motivating the performance of others either in educational or non-educational settings o Ability in the visual or performing arts • The revised identification procedures will be developed during the 2022-23 school year by a workgroup that would be composed of TAG/MTSS/ELD/SPEd TOSAs, TAG facilitators, TAGAC, parent/student representatives, and building and central office administrators with the goal of implementing the protocol during the 2023-24 school year. (With the mechanism to identify students for TAG for creative ability, leadership ability, and ability in the visual and performing arts developed during the 2023-2024 school year, with implementation in fall 2024.) • The TAG department will solicit feedback on draft ID protocols from the PPS community through at least three community input and feedback sessions. • The revised protocol will include: <ul style="list-style-type: none"> o Local/building norms o Policies and practices to support the accurate identification of students with disabilities, ELL students, students from HU communities, and students experiencing overexcitability/ADHD o Recommendations about how to integrate the ID protocol into MTTs, SIT teams, and PLCs o Accommodations for students with an IEP and/or 504 Plan o Mechanisms through which students can self-nominate 	<p>Number of TAG ID protocol feedback sessions with PPS community</p> <p>Final ID protocol</p> <p>Revised TAG ID protocol presentation to the Board</p> <p>Number of TAG ID training sessions</p> <p>Number of TAG Facilitators, administrators, and teachers who attend TAG ID training sessions</p> <p>End of session survey data regarding change in teacher knowledge and skills</p> <p>End of session survey data regarding teacher intentions to implement the strategies and practices discussed in the PD series</p> <p>Implementation Change in TAG ID demographics</p>	<p>(Fall 2023 identification cycle) * with a mechanism to identify students for TAG for creative ability, leadership ability, and ability in the visual and performing arts, with implementation in fall 2024</p>		
<p>Communication</p> <ul style="list-style-type: none"> • The TAG Department will send at least one email communication to all PPS families annually describing families' rights under OAR 581-022-2325 and the criteria and processes used to determine TAG eligibility. The communication will be family-friendly, jargon-free, and provided in all supported languages. The communication will include an explanation of the benefits of TAG identification. • The TAG Department will maintain an updated website that includes clear and family-friendly descriptions of the TAG identification criteria and processes that will be available in all supported languages. This will include a description of alternative evidence sources (e.g., performance assessments, observation protocols) for academic, cognitive, creative, leadership, and visual and performing arts ability, as they are developed. • The TAG department will work with the PPS Office of Family Engagement and Student Voice to schedule meetings with community based organizations and culturally-specific organizations to discuss (a) families' rights under OAR 581-022-2325, (b) the criteria and processes used to determine TAG eligibility, and (c) the benefits of TAG identification. 	<p>Number of emails sent to all PPS families regarding rights under OAR 581-022-2325 and the benefits of TAG identification</p> <p>Number of community engagement meetings with community based and culturally-specific organizations</p>	<p>Annual email regarding rights under OAR 581-022-2325 and the benefits of TAG identification (October, annually)</p> <p>At least three meetings with community based and culturally specific organizations (August-November, annually)</p> <p>Updated TAG website (October 2022)</p>	<p>TAG/AVID Program Administrator</p> <p>Director of Learning Acceleration</p>	<p>\$500: Translation services</p> <p>\$500: Printing and mailing</p>
<p>OAR 581-022-2330</p> <p>(1) Inform parents at the time of the identification of the child and the programs and services available.</p> <p>(2) Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.</p> <p>(3) The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-2330. The school district shall notify parents of identified students of this right.</p>				

(4) Parents shall be informed of their right to file a complaint under OAR 581-002-0001 to OAR 581-002-0023.

Goals:

- By the end of the 2022-23 school year, the strategies detailed below will be implemented with at least 80% integrity
- By the end of the 2022-23 school year the demographics of students who apply for SSA and WGA will reflect district demographics with at least 75% accuracy
- By the end of the 2023-24 school year, the percent of HU students identified as eligible for TAG will increase from 6.4% to 10%
- By the end of the 2026-27 school year, TAG ID demographics will match building demographics with an accuracy of at least 75%

Metrics:

- Demographics of student apply for Single Subject Acceleration (SSA) and Whole Grade Acceleration (WGA)
- Building and district TAG demographics

<p>Communication</p> <ul style="list-style-type: none"> • The TAG Department will send email communication to all PPS families at least <i>two times</i> per year describing families' rights under OAR 581-022-2330 and the criteria, processes, and deadlines related to: <ul style="list-style-type: none"> ○ TAG testing and nomination cycles ○ Single subject and whole grade acceleration ○ Requesting a written TAG plan ○ ACCESS Academy applications • The TAG Department will send a <i>quarterly</i> TAG newsletter to families on the TAG listserv, which will be open to all families regardless of TAG status. The newsletter will provide information and resources related to school-based TAG services and support and recommendations and links to resources to support students at home. • The TAG Department will continue to send a letter and email to families indicating that their student is eligible for TAG. The eligibility communication will include information about the benefits of TAG identification and will be sent when the student is determined to be eligible. • All communication will be translated into PPS supported languages. 	<p>Number of emails sent to all PPS families each year regarding families rights under OAR 581-022-2330 and TAG services and deadlines.</p> <p>Number of TAG newsletters</p> <p>Percentage of families with a TAG eligible student who received a letter and email regarding their students eligibility</p>	<p>First all PPS email (October 2022)</p> <p>Second all PPS email (January 2023)</p> <p>First TAG Newsletter (October 2022)</p>	<p>TAG/AVID Program Administrator</p>	<p>\$1,000: Translation services</p> <p>\$500: Printing and mailing</p>
<p>TAG Website</p> <ul style="list-style-type: none"> • The TAG Department will maintain an updated website that includes clear and family-friendly descriptions of the TAG criteria, processes, and deadlines related to: <ul style="list-style-type: none"> ○ TAG testing and nomination cycles ○ Single subject and whole grade acceleration ○ Requesting a written TAG plan ○ ACCESS Academy applications • The revised website will include videos describing TAG policies, practices, and FAQs. The videos will be captioned into all PPS supported languages. 	<p>Survey data on the quality and content of the updated TAG website. The survey will be linked in the TAG newsletter.</p> <p>Number of videos translated into all supported languages on the TAG website</p>	<p>Updated TAG website (October 2022)</p> <p>Videos translated into all supported languages (March 2023)</p>	<p>TAG TOSAs</p>	<p>\$1,000: Translation services</p>
<p>Office Hours</p> <ul style="list-style-type: none"> • The TAG Department will offer monthly parent/family office hours. The office hours will be scheduled in a variety of family friendly times and provide an opportunity for families to ask questions about TAG nomination, identification, and services. 	<p>Number of office hours offered annually</p> <p>Number of families who attend an office hour</p> <p>End of session survey data regarding the quality of the office hour experience</p>	<p>First office hour (September 2022)</p>	<p>TAG TOSAs</p>	<p>N/A</p>

<p>Family and Community Engagement</p> <ul style="list-style-type: none"> The TAG Department will work with the Community Engagement and Student Voice Department to build the capacity of community agents and parent engagement specialists to support families with current and prospective TAG students. 	<p>Number of parent engagement specialists and community agents who have received TAG training</p>	<p>First community agent/family engagement specialist training (November 2022)</p>	<p>TAG TOSAs</p>	<p>N/A</p>
<p>OAR 581-022-2500 (4): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Goals: By the 2026-27 school year, the percent of teachers who meet the legal standard for rate and level instruction will increase from 13% to 40%, as measured by a sample of classroom observations using a rubric developed with support from ODE By the 2026-27 school year, 75% percent of TAG students and families will indicate that they are satisfied with TAG services, as measured by a survey instrument By the end of the 2026-27 school year, the number of TAG students with a discipline incident will decrease by 25% By the end of the 2026-27 school year, the percent of TAG students with chronic or severe absence rates will decrease from 22% to 15% By the end of the 2024-25 school year, PPS will develop instruments to monitor rate and level for students identified as TAG for creative, leadership, and VAPA ability By the end of the 2026-27 school year, the percent of TAG students who meet or exceed their MAP growth goals will increase by 20%</p> <p>Metrics:</p> <ul style="list-style-type: none"> Survey data Classroom observation data MAP assessment data 				
<p>Instructional Framework and High Quality Curricula and Instructional Materials</p> <ul style="list-style-type: none"> PPS is developing an instructional framework that will define what high-quality, standards-based Tier I instruction and differentiation looks like. PPS is adopting high-quality curricula and instructional materials that include scaffolding and acceleration resources and tools. 	<p>Number of instructional framework design team, advisory group, and community feedback sessions</p> <p>Percent of core content areas across grades PK-12 that have adopted a high quality (as measured by Ed Reports and ODE) curriculum</p> <p>Number of instructional framework and curriculum based PD sessions</p> <p>Number of educators who participate in the PD sessions</p> <p>End of session survey data regarding change in teacher knowledge and skills</p> <p>End of session survey data regarding teacher intentions to implement the strategies and practices discussed in the PD sessions</p>	<p>Instructional Framework (June 30, 2022) <i>Link will be added when the document is published</i></p>	<p>Chief Academic Officer</p>	<p>N/A</p>
<p>Diverse Learner Support</p> <ul style="list-style-type: none"> The Deputy Superintendent of Instruction and School Communities and the Senior Director of Academic Programs will staff a Diverse Learners Cross-department Coordination Team to develop and align support for 2E/3E students. The Diverse Learners team will meet at <i>least quarterly</i> and will: 	<p>Number of Diverse Learners team meetings</p> <p>Number of trainings/PDs offered by the Diverse Learners team</p> <p>Number of Diverse Learner Student Advisory</p>	<p>First Diverse Learners Cross-department Coordination Team meeting (December 2022)</p>	<p>Senior Director of Academic Programs</p>	<p>\$1,500: CUB and food for Diverse Learners Student Advisory Committee</p>

<ul style="list-style-type: none"> o Develop policy and guidance to schools regarding how to integrate culturally sustaining TAG, SpEd, ELL, and 504 services to students o Develop and deliver training, coaching, and PD to central office staff, building administrators, and teachers regarding how to integrate culturally sustaining services o Identify opportunities where students may benefit from TAG testing as part of understanding a students' unmet needs (chronic absenteeism, SIT process, behavioral challenges) o Develop a project plan and budget request for the 2023-24 school year • The Diverse Learners cross-department coordination team will be composed of: <ul style="list-style-type: none"> o Representatives from the TAG department o Representatives from the Special Education department o The PPS 504 coordinator o The Senior Director of Academic Programs o The Director of Learning Acceleration o ELL program administrators o Title III Director o Representatives from the MTSS Department • The Senior Director for Academic Programs will create a Diverse Learners Student Advisory Committee to solicit student voice and feedback regarding the needs of students with diverse and intersecting learning needs. <p>Diverse Learner Sub-Goals:</p> <ul style="list-style-type: none"> • By the end of the 2022-23 school year, the Diverse Learner Cross-department Coordination Team will develop a project plan for PD, training, and support for 2E/3E students • By the end of the 2026-27 school year, the percent of students with an IEP, 504, or other disability and/or who are receiving ELD services who are identified as TAG will match building demographics with an accuracy of at least 75% • By the end of the 2026-27 school year, the percent of 2E/3E students who meet their MAP growth goals will increase by 20% 	<p>Committee meetings</p> <p>End of session survey data from student advisory committee meeting regarding the quality and relevance of the meetings</p>	<p>First Diverse Learners Student Advisory Committee meeting (January 2023)</p> <p>Diverse Learner Project Plan (June 2023)</p> <p>First Diverse Learners PD session (Spring 2023)</p> <p>Diverse Learners budget request (March 2023)</p>		
<p>TAG TOSAs</p> <ul style="list-style-type: none"> • The PPS TOSA role has been redefined to reflect a greater emphasis on coaching, training, co-teaching, and modeling curriculum- and standards-based instruction aligned to the instructional framework. • TAG TOSAs will be directed to spend more time in schools providing direct coaching and support to teachers to improve their ability to meet students' rate and level needs. • TAG TOSAs will receive ongoing annual professional development and training related to differentiation and instruction designed to meet students' rate and level needs. This includes training TOSAs will receive this spring as part of a grant-funded professional development series. • TAG TOSAs will develop asynchronous learning modules for other Office 	<p>Number of coaching PD sessions for TAG TOSAs</p> <p>Number of teachers receiving coaching and PD from TAG TOSAs</p> <p>Number of asynchronous modules developed by the TAG Department</p> <p>Number of OTL TOSAs who complete the asynchronous modules annually</p>	<p>TOSA Coaching PD (June 2022)</p> <p>Asynchronous modules for OTL TOSAs (January 2023)</p> <p>Survey and walkthrough instruments (June 2023)</p>	<p>TAG/AVID Program Administrator</p> <p>TAG TOSAs</p>	<p>N/A: TAG Department will use the budget described for the TAG Identification PD</p>

<p>of Teaching and Learning (OTL) TOSAs and Instructional Coaches. The modules will provide PD on how to support teachers to use the adopted curricula and instructional framework to differentiate instruction to meet TAG students' rate and level needs.</p> <ul style="list-style-type: none"> The TAG Department will develop survey and walkthrough instruments to assess the impact of their coaching and support on teachers knowledge, skills, and practice. <p>TAG TOSA Sub-Goals:</p> <ul style="list-style-type: none"> By the end of the 2023-24 school year, 85% of OTL TOSAs will have completed the TAG asynchronous modules. By the end of the 2023-24 school year, at least 75% of teachers who received coaching from a TAG TOSA will meet the legal standard for rate and level instruction, as measured by a rubric developed with support from ODE. The number of teachers who receive an individualized coaching session from a TAG TOSA will increase annually from the 2022-23 to the 2026-27 school year <ul style="list-style-type: none"> 2022-23: 40 teachers 2023-24: 50 teachers 2024-25: 75 teachers 2025-26: 85 teachers 2026-27: 100 teachers 	<p>End of session survey data regarding change in OTL TOSA knowledge and skills</p> <p>End of session survey data regarding OTL TOSAs intentions to implement the strategies and practices discussed in the PD series</p> <p>Number of coaching sessions delivered by TAG TOSAs to teachers</p> <p>End of session survey data regarding change in teacher knowledge and skills</p> <p>End of session survey data regarding teacher intentions to implement the strategies and practices discussed in the coaching sessions</p>			
<p>TAG Facilitators</p> <ul style="list-style-type: none"> The PPS TAG department will revisit and revise the role of the building TAG facilitator. This may include: <ul style="list-style-type: none"> Reducing their role related to communicating TAG nomination and identification criteria, processes, and deadlines. The TAG Department will take on greater responsibility for communication. Streamlining the nomination process and reducing the time and effort required to manage nominations. Increasing PD and training for TAG Facilitators related to differentiation, rate and level instruction, and strategies to improve the identification of students with disabilities, 2E/3E students, ELL students, and students from historically underserved communities. <ul style="list-style-type: none"> By the end of the 2023-24 school year, 80% of educators serving as TAG Facilitator will have completed the TAG asynchronous modules. 	<p>Number of meetings to review and revise the TAG Facilitator role</p> <p>Number of TAG Facilitators who participate in the role review and revision meetings</p> <p>End of session survey data regarding the quality and content of the role revision meetings</p> <p>Number and percentage of TAG Facilitators who return during the 2022-23 and 2023-24 school years</p> <p>Survey data regarding satisfaction with the revised TAG Facilitator role</p> <p>Number of TAG Facilitator PD sessions focused on TAG identification, diverse learners, TAG services, and differentiation</p> <p>End of session survey data regarding change in TAG Facilitator knowledge and skills</p> <p>End of session survey data regarding TAG Facilitators' intentions to implement the</p>	<p>First meeting to revisit and revise the TAG Facilitator role (May 2022)</p> <p>Revised TAG Facilitator Job Description (September 2022)</p> <p>First TAG Facilitator PD session (October 2022)</p>	<p>TAG/AVID Program Administrator</p> <p>TAG TOSAs</p>	<p>\$180,000: TAG Facilitator Extended Responsibility pay</p>

	strategies and practices discussed in the PD sessions			
<p>Professional Development-Teachers</p> <ul style="list-style-type: none"> In addition to training related to identification, the PPS TAG Department will offer annual synchronous and asynchronous TAG rate and level professional development to <i>teachers</i>. (The rate and level PD will be included as part of the PD series that will address identification) Teachers will be offered extended hours to participate in the PD, with priority given to CSI/TSI/Title I schools, and the sessions will be posted to the PPS TAG website. The sessions will focus on culturally sustaining strategies to differentiate and provide instruction designed to meet students' rate and level needs. Starting in the 23/24 school year, PPS will require all educators to complete a training on TAG laws, policies, and practices as part of the mandatory set of beginning of the year trainings. The TAG Department will curate a rate and level instructional strategies resource bank that will be available on the TAG website. PPS will initiate discussion with teacher preparation programs, ODE, and OEA to explore opportunities to create a TAG microcredential. 	<p>Number of PD sessions offered to to teachers annually</p> <p>Number of teachers participating in the PD sessions</p> <p>Number of teachers completing the PD sessions</p> <p>End of session survey data regarding change in teacher knowledge and skills</p> <p>End of session survey data regarding teacher intentions to implement the strategies and practices discussed in the PD series</p> <p>End of year survey data from teachers who completed the PD series regarding the extent to which they implemented the strategies and practices discussed in the PD series</p> <p>Percentage of teachers who complete the mandatory beginning of the training</p>	<p>Annual synchronous and synchronous PD sessions that address each of the learning targets described in the <i>Activity</i> column (November 2022)</p> <p>Mandatory beginning of the year training on TAG laws, policies, and practices. (September 2023)</p>	<p>TAG/AVID Program Administrator</p> <p>TAG TOSAs</p> <p>Office of Professional Learning/Pepper/C compliance</p>	<p>N/A: TAG Department will use the budget described for the TAG Identification PD</p>
<p>Professional Development-Building Administrators</p> <p>The PPS TAG Department will offer annual asynchronous professional development modules to school administrators that will include:</p> <ul style="list-style-type: none"> How to use walkthrough tools to identify the presence of rate and level instruction that meets the legal standards How to identify talented and gifted students: <ul style="list-style-type: none"> With disabilities 2E and 3E students From historically underserved communities Who are eligible for TAG because of their creative, leadership, and visual and performing arts ability. How to use alternative/supplemental evidence and data sources (e.g., performance assessments, observation protocols, behavioral rating scales) How to support and train teachers to differentiate instruction to meet students' rate and level needs Starting in the 23/24 school year, PPS will require all educators to complete a training on TAG laws, policies, and practices as part of the mandatory set of beginning of the year trainings. 	<p>Number of PD modules offered to to administrators annually</p> <p>Number of administrators completing the PD modules</p> <p>End of session survey data regarding change in administrator knowledge and skills</p> <p>End of session survey data regarding administrator intentions to use the practices and tools discussed in the PD series</p> <p>End of year survey data from administrators who completed the PD series regarding the extent to which they implemented the practices and tools discussed in the PD series</p>	<p>Annual synchronous PD modules that address each of the learning targets described in the <i>Activity</i> column (March 2023)</p> <ul style="list-style-type: none"> First module delivered in March 2023, but made available to administrators in September of each year thereafter 	<p>TAG/AVID Program Administrator</p> <p>TAG TOSAs</p>	<p>N/A: TAG Department will use the budget described for the TAG Identification PD</p>

<p>Demonstration Site Exploration and Planning</p> <ul style="list-style-type: none"> The TAG Department, in coordination with the Teacher Professional Learning Team, will evaluate and explore the creation of demonstration sites, classrooms in which teachers can observe peers who effectively implement differentiation practices. This work will happen in conjunction with the implementation of the PPS Instructional Framework as well as the new instructional coaching model and practices launching in the 2022-2023 school year. (This will include teachers from ACCESS and local schools.) This will happen during the 2023-2024 school year. 	<p>Documentation of evaluation and exploration of this model to be shared in quarterly reports</p> <p>If adopted as a practice, development of plan</p>	<p>Demonstration Site Notes and Plans (Quarterly, starting in Fall 2023)</p>	<p>TAG/AVID Program Administrator</p> <p>TAG TOSAs</p> <p>ACCESS Academy Principal</p>	<p>TBD</p>
<p>Diverse Learner Microcredential</p> <p>PPS will initiate discussion with teacher preparation programs, ODE, OEA, and TAGAC to explore opportunities to create a diverse learner microcredential.</p>	<p>Number of meetings with teacher preparation programs, ODE, and OEA</p>	<p>TBD</p>	<p>Senior Director of Academic Programs</p> <p>TAG/AVID Program Administrator</p>	<p>TBD</p>

BASELINE DATA AS OF SPRING 2022

<p>% of PPS teachers in each building who have completed the TAG ID PD series</p>	<p>0</p> <p>This course has not yet been developed and offered.</p>
<p>TAG ID demographics % compared to building demographics</p>	
<p>% of HU students identified as eligible for TAG</p> <p>*Historically Underserved is defined as: Black, Latino, Native American, or Pacific Islander</p>	<p>8.3%</p>
<p>Demographics of students applied for SSA and WGA compared to district demographics (Spring 2022)</p>	<p>24 WGA applicants</p> <p>White 16 (67%) PPS (56%)</p> <p>Black 1 (4%) PPS (9%)</p> <p>Asian 5 (21%) PPS (6%)</p> <p>Latino 1 (4%) PPS (17%)</p> <p>Pacific Islander 0 (0%) PPS (>1%)</p> <p>Native American 0 (0%) PPS (>1%)</p> <p>Multiple 1 (4%) PPS (11%)</p> <p>118 SSA applicants</p> <p>White 80 (67%) PPS (56%)</p> <p>Black 0 (0%) PPS (9%)</p> <p>Asian 6 (5%) PPS (6%)</p> <p>Latino 7 (6%) PPS (17%)</p> <p>Pacific Islander 0 (0%) PPS (>1%)</p> <p>Native American 0 (0%) PPS (>1%)</p>

	Multiple 25 (21%) PPS (11%)
% of classrooms observed that met the legal standard for rate and level of instruction (based on sampling for the ODE audit)	K-2 Classrooms: 18% 3-5 Classrooms: 16% 6-8 Classrooms: 9% 9-12 Classrooms: 13% <i>Based on ODE Audit, Results Shared January 2022</i>
% of TAG students and families who indicate that they are satisfied with TAG services, as measured by a survey instrument	29% of parents and legal guardians of TAG students who responded to the survey by ODE reported they agreed or strongly agree their student's academic and intellectual needs were being met <i>*The survey was emailed to parents of the 7,495 students who were identified as TAG at the time of the audit. It is unclear how many parents responded to this survey</i> <i>*Based on ODE Audit, Results Shared January 2022</i>
% of TAG students with a discipline incident in 2021-22	4.15%
% of TAG students with chronic or severe absence rates in 2021-22	21.76%
% of TAG students who met or exceeded their MAP growth goals in 2021-22	ELA 52.27% (assessed N=3,281) Math 63.41% (assessed N=3,023) <i>*There may be additional students who have the specified program memberships but did not have both fall and winter MAP, growth is not available for these students.</i>
% of students with an IEP, 504, or other disability and/or who are receiving ELD services who are identified as TAG as compared to building demographics	
% of 2E/3E students who meet their MAP growth goals (TAG + special education identified), (TAG + ESL)	Students Identified as TAG & Special Education ELA 50.22% (assessed N=231) Math 63.76% (assessed N=229) Students Identified as TAG and English Language Learner ELA 35.29% (assessed N=17) Math 54.55% (assessed N=22)

	<p>*The N size in all cases is students with specified program memberships AND who had both fall and winter MAP scores.</p> <p>*There may be additional students who have the specified program memberships but did not have both fall and winter MAP, growth is not available for these students.</p>
% of OTL TOSAs who have completed the TAG asynchronous modules.	6/63 = 10%
% of educators serving as TAG Facilitator who have completed the TAG asynchronous modules.	A total of 14 TAG Facilitators out of approximately 80 completed the PD offered this year by the TAG Dept. (17%)