



## PORTLAND PUBLIC SCHOOLS

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**Carole Smith**  
Superintendent

**OFFICE OF THE SUPERINTENDENT**

May 29, 2008

Ms. Susan Castillo  
Superintendent of Public Instruction  
Oregon Department of Education  
255 Capitol Street NE  
Salem, Oregon 97310

Dear Superintendent Castillo,

Portland Public Schools is pleased to share with you our Corrective Action Plan to improve services to Talented and Gifted (TAG) students. I appreciate the thoroughness of the state investigation, and your willingness to consider our comments on the draft findings. While this has been a challenging process, I believe that ultimately our schools will better serve our students – a goal that we all share.

I am pleased that Oregon Department of Education's review did find that most of Portland Public Schools' policies and procedures to identify TAG students are appropriate, and that it recognized our significant efforts to identify students from poverty and under-represented ethnic minorities. I also was pleased you found that we met state standards in notifying our elementary students' parents about TAG programs and services.

At the same time, we must correct significant inadequacies in our program. Attached you will find a detailed plan for actions we will take to meet the state's February order. We believe that parents and students alike will see significant changes, some as early as next fall. Key aspects of the plan include:

- Consistently writing strong building-wide TAG Plans and/or gifted student plans;
- Testing all Title I second-grade students with the NNAT to help identify those who may be eligible for TAG services, rather than relying solely on teacher and parent nomination; and testing all second grade students with the NNAT in Fall 2009;
- Offering the OAKS and other possible assessments in Spanish and Russian to identify academically gifted students who are not proficient in English;
- Training teachers in Title I schools to help them better identify children to nominate for TAG; and

- Providing professional development to teachers to increase their ability to challenge gifted students, as individuals in their classrooms, in pullout groups, through accelerated curriculum and other options.

These improvements and others included in our corrective action plan are directly responsive to the state's findings and requirements. They also dovetail nicely with the priority work now underway throughout Portland Public Schools. I have assigned four superintendent action teams with specific charges: developing our high school strategy, supporting successful preK-8 schools, accelerating student achievement for all, and ensuring that we consider equity in all of our decisions. The action teams will integrate and build upon the actions in this TAG corrective action plan, expanding and supporting our work to help gifted students to excel, no matter their background and no matter the school they attend.

I want to acknowledge the many school and district leaders who have contributed to the plan, which was developed by the Department of Talented and Gifted Education, under guidance from the Office of Teaching and Learning. More than 30 members of the school district's Academic Improvement Team, which includes principals and school leaders as well as central office managers, offered their specific advice, and our Board of Education reviewed the action plan on May 21 at its Student Achievement Committee.

I look forward to being able to report our progress back to the state, and to sharing lessons learned and best practices with other Oregon school districts. Like most districts, we face many competing demands on our educational resources. I am pleased that we can work in partnership with ODE in determining how PPS and other districts can implement the TAG mandate – so that each district truly helps its students achieve to their full potential.

Sincerely,



Carole Smith, Superintendent  
Portland Public Schools

- c. Judy Elliott, Chief, Office of Teaching and Learning  
Jollee Patterson, PPS General Counsel  
Amy Welch, Administrator, Office of Talented and Gifted Education

Enc: Required Corrective Action Plan per Final Order – GENW6575  
Case #581-022-1940-97

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Order and Required Corrective Action 1.  
 Assign responsibilities for corrective action processes and timelines to specific individuals

Findings	Responsibilities
<p><i>ODE Findings of Fact, Conclusions of Law and Discussion</i> dated February 27, 2008, within 90 days of receiving this order, Portland Public Schools shall submit for the Superintendent's approval a ten-point plan for meeting standardization requirements.</p>	<p>The PPS Superintendent's current organizational structure includes a Chief of Schools, Chief of the Office of Teaching and Learning, Chief of High Schools and ten directors (six at K-8, four at high school). In coordination with the TAG Office, each Director has responsibility for the schools in their area or cluster, including primary responsibility to ensure that principals comply with the State Gifted Mandate to fulfill responsibilities that include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Development of an annual, written, School TAG Plan;</li> <li>• Development of an annual, written, School TAG Budget;</li> <li>• Identification of a School TAG Coordinator and/or Instructional Facilitator;</li> <li>• Ensuring opportunities and participation in on-going TAG-related professional development for teachers and other staff;</li> <li>• Leading an annual TAG parent meeting prior to November 15 of each academic year;</li> <li>• Writing individual Gifted Student Plans for students at K-8 schools, unless the Director approves the School TAG Plan as being sufficiently descriptive; writing individual Gifted Student Plans will be by request;</li> <li>• Mailing letters to families of all K-12 TAG-identified students that explain notification of programs and services and a complaint procedure; letters to middle/high school TAG students that explain programs and services through the forecast sheet and forecast guide, and procedures for requesting written Gifted Student Plans. Letters are mailed annually.</li> </ul> <p>In coordination with the TAG Office, Directors are responsible to work with their cluster Principals to identify the school's Talented and Gifted curricular and instructional focus, and ensure a compliant TAG program implementation in each school.</p> <p>In coordination with the TAG Office, the Chiefs of Schools, Teaching and Learning, and High Schools monitor the Directors' performance of these responsibilities.</p>

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<p><b>Corrective Action Processes, Individual Responsibility, Timeline</b></p>	<p><b>Action:</b> Directors, Principals and Teachers will participate in calendared regular/ongoing training and consultation for: All responsibilities identified in the PPS TAG Guide that ensure compliance with the State Gifted Mandate, with specific attention to: a) Identification of Gifted Students, b) Effective communication with TAG Parents, c) appropriate programs and services.</p> <p><b>Responsibility:</b> Office of Teaching and Learning, TAG Office.</p> <p><b>Timeline:</b> Beginning Fall 2008 with ongoing monitoring reflected in quarterly reports during the 2008-09 school year and during each year thereafter.</p> <p><b>Action:</b> Assess academically gifted students in the native language of ELL students when appropriate assessments are available per Corrective Action 2.</p> <p><b>Responsibility:</b> Office of Teaching and Learning; in coordination with TAG Office, ESL Office, Title I Office, Research and Evaluation.</p> <p><b>Timeline:</b> Beginning Fall 2008 with ongoing monitoring reflected in quarterly reports during the 2008-09 school year and during each year thereafter.</p> <p><b>Action:</b> Carry out policies that permit consideration of factors to determine eligibility for ELL students who score at less than the 96<sup>th</sup> percentile on standardized English-language assessments and no standardized assessments are available in the students' native language.</p> <p><b>Responsibility for related professional development:</b> Office of Teaching and Learning; in coordination with TAG Office, ESL Office, Research and Evaluation.</p> <p><b>Responsibility for implementation:</b> Office of Teaching and Learning; in coordination with TAG Office.</p> <p><b>Timeline:</b> Beginning Fall 2008 with ongoing monitoring reflected in quarterly reports during the 2008-09 school year and during each year thereafter.</p> <p><b>Action:</b> Provide ongoing and regular professional development for curriculum, instruction and assessment in response to Corrective Actions 2, 3, 7, 8.</p> <p><b>Responsibility:</b> Office of Teaching and Learning; in coordination with the TAG Office, Curriculum and Instruction.</p> <p><b>Timeline:</b> Beginning Fall 2008 with ongoing monitoring reflected in quarterly reports during the 2008-09 school year and during each year thereafter.</p> <p><b>Action:</b> Establish procedure for written notice on an annual basis to all parents of middle and high school TAG students per Corrective Action 4.</p> <p><b>Responsibility:</b> Office of Teaching and Learning; in coordination with TAG Office.</p> <p><b>Timeline:</b> Beginning Fall 2008 and annually during each academic year thereafter.</p>
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	<p>Action: Institute consistent district wide TAG monitoring process per Corrective Action 5.  <b>Responsibility for Development of Process:</b> TAG Office.  <b>Responsibility for Implementation:</b> Office of Teaching and Learning; in coordination with TAG Office.  <b>Timeline:</b> Beginning Fall 2008 with ongoing monitoring reflected in quarterly reports during the 2008-09 school year and during each year thereafter.</p> <p>Action: Institute a process to make TAG program practice consistent across the entire district per Corrective Action 5, 7.  <b>Responsibility for Professional Development on Options:</b> Office of Teaching and Learning; in coordination with TAG Office, Curriculum and Instruction.  <b>Responsibility for Implementation:</b> Office of Teaching and Learning; in coordination with TAG Office.  <b>Timeline:</b> Beginning Fall 2008 with ongoing monitoring reflected in quarterly reports during the 2008-09 school year and during each year thereafter.</p> <p>Action: Develop system for teacher documentation of TAG students and instruction per Corrective Action 6.  <b>Responsibility for Development:</b> TAG Office, Instructional Technology.  <b>Responsibility for Implementation:</b> Office of Teaching and Learning; in coordination with TAG Office.  <b>Timeline:</b> Beginning Fall 2008, Implement beginning of each semester.</p> <p>Action: Documentation per Corrective Actions 9a, 9b.  <b>Responsibility for documentation templates:</b> TAG Office.  <b>Responsibility for data collection:</b> Office of Teaching and Learning; in coordination with TAG Office.  <b>Timeline:</b> September, December, March, June.</p> <p>Action: Documentation per Corrective Action 9c.  <b>Responsibility:</b> Office of Teaching and Learning; in coordination with TAG Office.  <b>Timeline:</b> Beginning Fall 2008 with ongoing monitoring reflected in quarterly reports during the 2008-09 school year and during each year thereafter.</p> <p>Action: Written reports to ODE per Corrective Action 10.  <b>Responsibility:</b> Office of Teaching and Learning; in coordination with TAG Office.  <b>Timeline:</b> Beginning 2008-09 school year (September 15, December 15, March 15, and June 15) and every 90 days thereafter until the Superintendent determines that PPS is in compliance with TAG statutes and rules identified in the Final Order.</p>
<p><b>By Date</b></p>	<p>Amy Welch May 29, 2008</p>

**TAG Response Corrective Action Table**

1	Assign responsibilities for corrective action processes and timelines to specific individuals	Chief of OTL (Office of Teaching and Learning), in coordination with the TAG Administrator (Adm)	Fall 2008, ongoing
2	Require that assessments for academically gifted students are administered in the native language of ELL students when appropriate assessments are available in those languages.	Chief of OTL, TAG Adm	Fall 2008, ongoing
3	Provide for and carry out policies for the identification of ELL students who have the potential to perform at the 97 <sup>th</sup> percentile for academic achievement when there are no standardized tests available in the students' native language.  Such policies shall permit consideration of factors to determine eligibility for ELL students who score at less than the 96 <sup>th</sup> percentile on standardized English-language assessments and no standardized assessments are available in the students' native language.	Chief of OTL TAG Adm	Fall 2008, ongoing
4	Establish a procedure for written notice on an annual basis to all parents of middle and high school TAG students to advise parents of their right to provide input to and discuss with the district the TAG programs and services to be received by their children and how parents may exercise that right.	Chief of OTL, TAG Adm	October 2008, and annually thereafter
5	Institute a monitoring process to make TAG program policy implementation and practice consistent across the entire district. While the district may want to allow individual buildings a measure of autonomy as they serve communities with unique identities and populations, the district must demonstrate that it is upholding its responsibility to see that those buildings comply with the TAG statutes and administrative rules.	Chief of OTL, TAG Adm	Quarterly beginning August 2008

6	Develop a system to require all teachers to document (a) those students assigned to them who are TAG eligible and (b) the differential instruction for each TAG student that is based on the student's level of learning and rate of learning. Documentation need not be complex but it must be sufficient to allow the district to monitor compliance with TAG requirements.	Chief of OTL, TAG Adm	1 <sup>st</sup> /2 <sup>nd</sup> semester 2008-09 and by semester thereafter
7	Provide access for all TAG students to accelerated programs, including programs that may not be available in a student's own school.	Chief of OTL, TAG Adm	Beg. 2008-09, and thereafter
8	Provide regular and sustained professional development for PPS staff in four specified areas. a. Formal and informal assessment; b. Identification of qualified student for TAG services, particularly students from underrepresented populations; c. Design and implementation of effective, research-based instructional materials and strategies; and d. Development of differentiated instruction for various levels of TAG-identified students.	Chief of OTL, TAG Adm	Beg. Fall 2008 and thereafter
9	Document three specific components of regular and sustained professional development and implementation. a. Staff participation in regular and sustained professional development for assessment, identification, research-based instructional materials/strategies, differentiated instruction for various levels of TAG-identified students (per Corrective Action 8); b. Content of professional development sessions, including location, date, and length of all professional development for 2007-2008 and 2008-2009; c. Staff implementation and practice of professional development concepts.	Chief of OTL, TAG Adm	Beg. Fall 2008 and thereafter
10	Provide written quarterly reports to the Department that describe the district's efforts and progress in implementing the plan for meeting the standardization requirements of this order. The first report shall be due 90 days after the district submits its plan. The district shall continue to submit a quarterly progress report to the Department every 90 days thereafter until the Superintendent determines that the district has come into compliance with TAG statutes and rules as identified in and required by this order.	Chief of OTL, TAG Adm	Beg. September 15, 2008 and thereafter

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Order and Required Corrective Action 2.  
 Require that assessments for identification of academically gifted students be administered in the native language of ELL students when appropriate assessments are available in those languages.

<b>Findings</b>	<p><i>ODE Findings of Fact, Items 13, 14.</i> ELL students must score at the 96<sup>th</sup> percentile on a standardized test before they can be considered as having the potential for TAG eligibility. The District does not administer any non-English versions of tests to identify students who are academically gifted but not proficient in English.</p> <p><i>ODE Findings of Fact, Item 16.</i> There is a Spanish-language and Russian-language version of the OAKS assessment; these are appropriate instruments for use in identifying academically gifted students who are not proficient in English.</p> <p><i>ODE Findings of Fact, Item 17.</i> <i>Apprenda 3</i> is a Spanish-language test that is an appropriate instrument for identifying K-12 academically gifted students who are not proficient in English.</p> <p>At present, the State offers only one nationally normed academic test available in another language: <i>Apprenda 3</i>, a Spanish-language test that is an appropriate instrument for identifying K-12 students who are academically gifted but not proficient in English.</p>
<b>Background</b>	<p>The state-normed <i>Oregon Assessment of Knowledge and Skills (OAKS)</i> in Russian and Spanish are available grades 3 through 12.</p>
<b>Corrective Action Processes and Timelines</b>	<p>Portland Public Schools' Chief of the Office of Teaching and Learning in coordination with the Offices of TAG, ESL, and Research and Evaluation will require one of the following tests for grades K-12:</p> <ul style="list-style-type: none"> <li>• Administration of the Spanish-language <i>Apprenda 3</i> test for identification of academically gifted students K-2 who are not proficient in English beginning Fall 2008.</li> <li>• Administration of the state-normed OAKS in Russian and Spanish for identification of academically gifted students in grades 3-12, who are not proficient in English beginning fall 2008.</li> </ul>
<b>By Date</b>	<p>Amy Welch                  May 29, 2008</p>



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Order and Required Corrective Action 3.  
Provide for and carry out policies for the identification of ELL students who have the potential to perform at the 97<sup>th</sup> percentile for academic achievement when there are no standardized tests available in the students' native language. Such policies shall permit consideration of factors to determine eligibility for ELL students who score at less than the 96<sup>th</sup> percentile on standardized English-language assessments and no standardized assessments are available in the students' native language.

<p><b>Findings</b></p>	<p><i><b>OBE Conclusions of Law and Discussion, Item 4.</b></i> The district's policy for identifying students with the potential to meet TAG standards is overly restrictive as it is applied to those ELL students for whom there are no standardized tests available in the students' native languages....the district's policy is so restrictive that it prevents the district from meeting its other obligation to make efforts to identify students for whom no standardized tests are available in the students' native languages. Therefore, the district's policy does not comply with the requirement under OAR 591-022-1310(1) to make efforts to identify students from ethnic minorities.</p> <p><i><b>OBE Required Corrective Action 3.</b></i> Provide for and carry out policies for the identification of ELL students who have the potential to perform at the 97<sup>th</sup> percentile for academic achievement when there are no standardized tests available in the students' native language. Such policies shall permit consideration of factors to determine eligibility for ELL students who score at less than the 96<sup>th</sup> percentile on standardized English-language assessments and no standardized assessments are available in the students' native language.</p>
<p><b>Background</b></p>	<p>In June of each school year, the TAG Office reviews standardized test percentiles as one criterion for TAG eligibility. Changes in standardized percentile criteria are communicated on the Nomination/Identification forms distributed to schools, posted on school TAG bulletin boards, the TAG website and in the TAG Guide. Students whose performance falls below the criterion percentile are considered for identification because of other information provided in teacher/parent advocacy, work samples and/or social-emotional variables.</p>
<p><b>Corrective Action Processes and Timeline</b></p>	<p>Beginning Fall 2008:</p> <ul style="list-style-type: none"> <li>All second grade teachers in Title I schools (which includes 92% of the district's ELL population) will receive information regarding ways to better recognize the characteristics of gifted in under-served populations and for using the PPS TAG Pre-Screening Checklist. Information will include procedures for intentional consideration of variables other than nationally-normed test scores; including work samples, teacher and parent advocacy, social-emotional factors, and assessment data-to inform TAG identification of ELL and under-represented student populations. The pre-screening checklist provides teachers with a means to observe and consider the whole class for giftedness. Teachers will use the results of the pre-screening checklist as part of the nomination process.</li> </ul>

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	<ul style="list-style-type: none"> <li>• All second graders in Title I schools will be tested with the Naglieri Nonverbal Ability Test (NNAT), a cognitive test. From this testing, further criteria will be considered for identification.</li> <li>• Beginning Fall 2008, the TAG Office in coordination with the Offices of ESL and Title I will work together to develop a system that will result in better representation of students from poverty and other under-represented students.</li> <li>• All students entering PPS through the North Side and South Side Family Support Centers are tested with the Naglieri Nonverbal Ability Test (NNAT), a cognitive test. Those test results are forwarded to the TAG Office for further consideration.</li> <li>• See Action 2 for response to academic identification process.</li> </ul> <p>Beginning Fall 2009, the TAG Office will:</p> <ul style="list-style-type: none"> <li>• Test all PPS second graders with the NNAT.</li> </ul>
<p><b>By Date</b></p>	<p>Amy Welch May 29, 2008</p>

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Order and Required Corrective Action 4.  
 Establish a procedure for written notice on an annual basis to all parents of middle and high school TAG students to advise parents of their right to provide input to and discuss with the district the TAG programs and services to be received by their children and how parents may exercise that right.

<p><b>Findings</b></p>	<p><b>ODE Findings of Fact, Item 23.</b> Although district sources (Parent Handbook, "Appeals and Complaints" pamphlet, website, TAG Parent Newsletter, High School TAG Newsletter, TAG bulletin board in each school) provide valuable information to parents, they do not expressly inform parents of the right to discuss their children's TAG program with a school official or how parents can effect that right.</p> <p><b>ODE Findings of Fact, Item 27.</b> The 2007-08 version of the Parent Handbook omits the "Parents Rights" section that appeared in the 2006-07 Handbook.</p> <p><b>ODE Conclusions of Law and Discussion, Item 6, Paragraph 1.</b> The Handbook does not directly inform parents of their right to discuss their child's TAG program with a district representative, and, perhaps more importantly, it does not identify who the parents are to contact or what procedure is available for the parents to discuss their child's TAG program.</p> <p><b>ODE Conclusions of Law and Discussion, Item 6, Paragraph 4.</b> The district is not in compliance with OAR 581-022-1320(2) with respect to providing the required information to parents of middle and high school students. The district has not shown evidence that it provides explicit notice to parents of their right to an opportunity to discuss their children's TAG services. The vague reference to TAG programs in the Forecasting Sheets does not provide sufficient notice of the opportunity for parents to discuss their child's TAG services with the district.</p> <p><b>ODE Conclusions of Law and Discussion, Item 7.</b> OAR 581-022-1320(3) requires districts to notify parents of the right to withdraw their children from TAG services... The District is in compliance with this part of the rule with respect to elementary students but not with respect to middle school and high school students.</p>
<p><b>Background</b></p>	<p>The TAG Office distributes a Parent Handbook and an "Appeals and Complaints" pamphlet to parents of all identified K-12 TAG students upon identification, and disseminates the information again on an annual basis. Information is available to all parents through the TAG website, a TAG Parent Newsletter, a High School TAG Newsletter, a TAG bulletin board, and a copy of the TAG Guide in each school. A high school newsletter was delivered in person to TAG students at Benson, Franklin, Jefferson, Madison, Marshall Campus, Roosevelt Campus, and MLC during the 2008-09 school year. Newsletters were mailed to parents of TAG identified students attending Cleveland, Lincoln, Grant, and Wilson. The</p>

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	<p>TAG Office mails a <i>Parent Focus</i> newsletter to all K-12 TAG families annually in October. This newsletter advises parents of their rights, and advises them of programs and services.</p> <p>Grade 6-8 students, in the district's 65 K-8 schools, are considered elementary school students. Parents of "middle school" aged students in K-8 schools receive all of the required information that is provided to parents of "elementary" aged students in K-8 schools.</p>
<p><b>Corrective Action Processes and Timeline</b></p>	<p>Beginning Fall 2008, the <i>Parent Focus</i> newsletter (mailed home to all TAG K-12 families, including parents of middle and high school students in October of every academic year) AND the High School Newsletter (which will become a newsletter for grades 6-12 that will also be mailed home to parents of all TAG-identified students in grades 6-12 (middle and high school students) will include:</p> <ul style="list-style-type: none"> <li>• Explicit written notice of parent rights to provide input to and discuss with the district the TAG programs and services to be received by their children;</li> <li>• Explanations and specific examples of "providing input;"</li> <li>• Explanations and specific examples of "discussing TAG programs and services" (including parents' right to withdraw their children from TAG services);</li> <li>• Name/telephone number/email address of school Principal, TAG Coordinators/Instructional Facilitators and TAG Office staff who will be available to support parents as they exercise their rights of providing input, and discussing programs and services.</li> </ul> <p>The 2008-09 Parent Handbook will include a revised "Parents Rights" section that addresses:</p> <ul style="list-style-type: none"> <li>• Explicit written notice of parent rights to provide input to and discuss with the district the TAG programs and services to be received by their children;</li> <li>• Operational explanations and examples of "providing input;"</li> <li>• Operational explanations and examples of "discussing TAG programs and services" (including parents' right to withdraw their children from TAG services);</li> <li>• Name/telephone number/email address of school Principal, TAG Coordinators/Instructional Facilitators and TAG Office staff who will be available to support parents as they exercise their rights of providing input, and discussing programs and services.</li> </ul> <p>"Parent Rights" documents translated into multiple languages:</p> <ul style="list-style-type: none"> <li>• Beginning Fall 2008, all mailings from the TAG Office will contain notification of "Parents Rights" in the five major languages identified by the Office of Communication.</li> </ul>

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	<ul style="list-style-type: none"><li>Beginning Fall 2008, the TAG Office will work with the Office of Student, Family, and School Support to translate the Parent Handbook in the five major languages identified by the Office of Communication.</li></ul>
<b>By Date</b>	<b>Amy Weich May 29, 2008</b>

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Order and Required Corrective Action 5.  
 Institute a monitoring process to make TAG program policy implementation and practice consistent across the entire district. While the district may want to allow individual buildings a measure of autonomy as they serve communities with unique identities and populations, the district must demonstrate that it is upholding its responsibility to see that those buildings comply with the TAG statutes and administrative rules.

<p><b>Findings</b></p>	<p><i><b>ODE Conclusions of Law and Discussion, Item 9, paragraph 2.</b></i> PPS has chosen to implement its TAG program largely at the building level. Much of the program is carried out in the regular classroom. While the district has the discretion to determine how to provide TAG services, it also has the responsibility to develop systems of accountability which ensure that administrators, TAG staff and teachers implement the programs and provide the services to which TAG-eligible students are entitled. . . Although some of PPS's TAG students are receiving excellent services, the district still does not have in place a system that ensures the provision of minimally adequate TAG services for all eligible students.</p>
<p><b>Background</b></p>	<p>The PPS Superintendent's current organizational structure includes a Chief of Schools, Chief of the Office of Teaching and Learning, Chief of High Schools and ten directors (six at K-8, four at high school). Each Director is responsible for the schools in their area. Directors have the primary responsibility to work with the Principals in their cluster to ensure that Principals are accountable for full compliance with the State Gifted Mandate at the school site. The Chiefs and the Superintendent monitor the Directors' performance of these responsibilities.</p> <p>The TAG Office distributes an up-to-date TAG Guide, which specifies Director and Principal responsibilities for monitoring, policy implementation and practice in compliance with TAG statutes and administrative rules. In many instances, TAG Office staff is called upon to perform these responsibilities; in some instances Director and Principal monitoring is regular but informal. In all instances, monitoring policy implementation and practice is inconsistent across schools and clusters.</p>
<p><b>Corrective Action Processes and Timeline</b></p>	<p>In June 2008, Directors and Principals will receive a copy of this Corrective Action plan. In August 2008, during Leadership Week, Directors and Principals will participate in professional development delivered by the TAG Office with the revised 2008-09 TAG Guide. These presentations will delineate a consistent districtwide timeline, steps and requirements for quarterly TAG monitoring in compliance with TAG statutes and administrative rules during the 2008-09 school year.</p> <p>On behalf of the Superintendent, the TAG Office will submit school and district reports to the Oregon Department of Education every ninety days (September 15, December 15, March 15, June 15).</p>

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	<p>The TAG Office will continue to provide ongoing Director/Principal training focused on policy implementation, monitoring, and consistent practice annually during August Leadership Week.</p> <p>The TAG Office will work with Directors, Principals and Teachers throughout the 2008-09 school year (September through May) in Professional Development with mandated attendance by Principals and/or TAG Coordinators/Instructional Facilitators. Training will focus on grouping options, e.g. Cluster Grouping, Cross-Grade Grouping, Flexible Grouping, or Single Subject Acceleration to bring consistent TAG instructional programming and practice district wide.</p>
<p><b>By Date</b></p>	<p>Amy Welch May 29, 2008</p>

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Order and Required Corrective Action 6.  
Develop a system to require all teachers to document (a) those students assigned to them who are TAG eligible and (b) the differential instruction for each TAG student that is based on the student's level of learning and rate of learning. Documentation need not be complex but it must be sufficient to allow the district to monitor compliance with TAG requirements.

<p><b>Findings</b></p>	<p><i>ODE Conclusions of Law and Discussion, Item 9, Paragraph 1.</i> PPS is not consistently providing instruction district wide that addresses TAG students' assessed levels of learning and their accelerated rates of learning. This constitutes a violation of OAR 581-022-1330.</p> <p><i>ODE Conclusions of Law and Discussion, Item 9, Paragraph 3.</i> ODE staff observed repeated instances of teacher providing the same instruction to TAG as non-TAG students, or not being aware of which students in their classrooms were identified as TAG. When teachers were interviewed, they could not consistently demonstrate how they had adjusted the instructional program to the learning rate or level of individual TAG students.</p> <p>PPS implements its TAG program largely at the building level, and in the regular classroom. Professional development offerings on differentiated instruction based on students' levels and rate of learning have been insufficient; building-level promotion of participation in these professional development opportunities has been inadequate.</p>
<p><b>Background</b></p>	<p>Beginning Fall 2008, and for each semester thereafter, all K-12 teachers will highlight each TAG student's name on semester class lists; sign and date the lists and submit them to the Principal.</p>
<p><b>Corrective Action Processes and Timelines</b></p>	<p>Each Fall, beginning Fall 2008, teachers will use the highlighted class lists to mark the names of TAG identified students in their gradebooks (electronic or paper).</p> <p>Beginning Fall 2008, the TAG office will work with IT to develop a systematic method to electronically mark names of TAG students.</p> <p>Beginning Fall 2008, the Office of Teaching and Learning, will develop a K-12 teacher handbook on differentiated strategies for adopted core curriculum, with distribution beginning Fall 2009.</p> <p>In Fall 2008, the Office of Teaching and Learning, will pilot high school course syllabi for the adopted core curriculum. The syllabus template will describe curricular/instructional content, differentiated strategies, and proficiency outcomes.</p> <p>The Office of Teaching and Learning, in collaboration with the TAG TOSAs, will host half-day professional development sessions as a part of the district professional development calendar: 1) to provide training in rate and level curricular/instructional adjustments across content areas and, 2) to assist teachers of TAG students to overtly communicate ways that instruction is being appropriately differentiated for TAG students in the regular classroom.</p>
<p><b>By Date</b></p>	<p>Amy Welch May 29, 2008</p>



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Order and Required Corrective Action 7.  
 Provide access for all TAG students to accelerated programs, including programs that may not be available in a student's own school.

<p><b>Findings</b></p>	<p><i>ODE Findings of Fact, Item 8.</i> TAG services include differentiated instruction in the regular classroom, ability grouping for specific instruction, pull-out programs, grade acceleration, advanced courses or coursework, and enrichment activities and field trips (both during the school day, after school, and on weekends). The type and content of these services vary from building to building. Although school cluster administrators provide oversight for individual building programs, individual school building principals and staff have substantial decision-making authority over how services are specifically delivered to their students.</p> <p><i>ODE Findings of Fact, Item 33.</i> At the elementary and middle school levels, parents and students indicated on surveys, in interviews, and at parent meetings, that certain schools have developed reputations for effectively addressing the needs of TAG students resulting in increased transfers to these schools.</p>
<p><b>Background</b></p>	<p>Portland Public Schools interprets Required Corrective Action 7 to mean that TAG students have a right to an appropriate rate and level of instruction, whether or not that instruction is available at that school. PPS also interprets this to mean that there is no automatic right to transfer, but that appropriate instruction at the student's school must be made available.</p> <p>Many schools have instituted different grouping models for students in their building; other schools have not explored this method of instruction and acceleration.</p>
<p><b>Corrective Action Processes and Timelines</b></p>	<p>During 2008-09, the TAG Office staff will work with the Chiefs of Schools, Teaching and Learning, and High Schools; Directors, Principals and Teachers to examine multiple options and avenues to move students at a higher level and faster pace; such as, but not limited to: Cluster Grouping, Flexible Grouping, Cross-Grade Grouping, and Single Subject Acceleration strategies. Beginning Fall 2009, each school will submit an implementation plan and professional development schedule with final implementation incorporating one or more of these options beginning Fall 2010.</p> <p>See Corrective Action 5 Processes for information on related professional development.</p> <p>Fall 2008, the TAG Office will continue to promote and advocate for a range of responses to acceleration; e.g. differentiation strategies, grouping strategies, math proficiency criteria, curriculum acceleration, ACCESS program, and articulated core curriculum syllabi.</p>
<p><b>By Date</b></p>	<p>Amy Welch                  May 29, 2008</p>

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- Order and Required Corrective Action 8.  
 Provide regular and sustained professional development for PPS staff in four specified areas.
- a. Formal and informal assessment;
  - b. Identification of qualified student for TAG services, particularly students from underrepresented populations;
  - c. Design and implementation of effective, research-based instructional materials and strategies; and
  - d. Development of differentiated instruction for various levels of TAG-identified students.

Findings	
	<p><i>a. ODE Findings of Fact, Item 29.</i> ODE conducted interviews with 107 teachers. Of these, 73 teachers either had not assessed the current level or rate of learning of TAG students in their classes or could not show that they had made any adjustment in the instruction or curriculum to match the student's ability to learn.</p> <p><i>a, b. ODE Findings of Fact, Item 16.</i> There is a Spanish-language and Russian-language version of the OAKS assessment; these are appropriate instruments for use in identifying students who are academically gifted by not proficient in English.</p> <p><i>ODE Findings of Fact, Item 17.</i> The <i>Appendix 3</i> is a Spanish-language test that is an appropriate instrument for identifying K-12 students who are academically gifted but not proficient in English.</p> <p><i>b. ODE Findings of Fact, Item 13.</i> ELL students must score at the 96<sup>th</sup> percentile on a standardized test before they can be considered as having the potential for TAG eligibility.</p> <p><i>ODE Findings of Fact, Items 13, 14.</i> The District does not administer any non-English versions of tests to identify students who are academically gifted but not proficient in English.</p> <p><i>c, d. ODE Conclusions of Law and Discussion, Item 9, Paragraph 3.</i> Despite the fact that most teachers believed they had expertise in many concepts involved in TAG instruction, ODE staff observed repeated instances of teachers providing the same instruction to TAG and non-TAG students...when teachers were interviewed, they could not consistently demonstrate how they had adjusted the instructional program to the learning rate or level of individual TAG students.</p> <p><i>d. ODE Findings of Fact, Item 30.</i> When ODE staff sat in on classes, they did not observe teachers applying differentiated instruction on a consistent basis.</p>

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<p><b>Background</b></p>	<p>The TAG Office offers a "Certificate of Differentiation: educating highly-capable students." The Certificate program represents the completion of 45 units of professional development that supports the academic, and social and emotional needs of highly capable students, including those students who are general education, English Language Learners, and/or Special Education students. Coursework for the certificate represents current trends and research in gifted education. The certificate is designed for those new to gifted education, as well as for experienced educators who wish to add to their knowledge and expertise.</p> <p>An annual "Survey of Gifted Education" (week-long introductory teacher/administrator workshop) and a two-day "Engaging Gifted Learners with Content" (advanced teacher/administrator workshop) are available in August of every school year.</p> <p>On-going TAG Coordinator monthly professional development, including these topics: identification, depth and complexity, tiered lessons, compacting, questioning strategies, and grouping options. TAG Coordinators are then asked to deliver this professional development to their building staff.</p>
<p><b>Corrective Action Processes and Timeline</b></p>	<p>Beginning in August 2008, regular and sustained professional development in all four areas found in Corrective Action 8 will be provided by the Office of Teaching and Learning in collaboration with the TAG Office according to a calendared professional development schedule. All school TAG Coordinators and/or Instructional Facilitators (K-12) will be required to attend monthly workshops. The following professional development topics include:</p> <ul style="list-style-type: none"> <li>• Formal and informal assessment to recognize gifted characteristics in underserved populations: Naglieri Nonverbal Ability Test (NNAT) PPS TAG Pre-Screening Checklist OAKS in Spanish/Russian, Appendix 3 in Spanish;</li> <li>• Instructional materials/strategies/and differentiation for various levels of TAG students: Acceleration, Flexible Grouping, Higher Level Questioning Strategies, Compacting Curriculum, Socratic Method, Individualized Instruction, Extensions</li> </ul>
<p><b>By Date</b></p>	<p>Amy Welch May 29, 2008</p>

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Order and Required Corrective Action 9.

**Document three specific components of regular and sustained professional development and implementation.**

- a. Staff participation in regular and sustained professional development for assessment, identification, research-based instructional materials/strategies, differentiated instruction for various levels of TAG-identified students (per Corrective Action 8);
- b. Content of professional development sessions, including location, date, and length of all professional development for 2007-2008 and 2008-2009;
- c. Staff implementation and practice of professional development concepts.

<p><b>Findings</b></p>	<p><i>c. ODE Conclusions of Law and Discussion, Item 9, Paragraph 3.</i> Despite the fact that most teachers believed they had expertise in many concepts involved in TAG instruction, ODE staff observed repeated instances of teachers providing the same instruction to TAG and non-TAG students...when teachers were interviewed, they could not consistently demonstrate how they had adjusted the instructional program to the learning rate or level of individual TAG students.</p> <p><i>ODE Findings of Fact, Item 29.</i> ODE conducted interviews with 107 teachers. Of these, 73 teachers either had not assessed the current level or rate of learning of TAG students in their classes or could not show that they had made any adjustment in the instruction or curriculum to match the student's ability to learn.</p> <p><i>ODE Findings of Fact, Item 30.</i> When ODE staff sat in on classes, they did not observe teachers applying differentiated instruction on a consistent basis.</p>
<p><b>Background</b></p>	<p>The TAG Office offers a "Certificate of Differentiation: educating highly-capable students." The Certificate program represents the completion of 45 units of professional development that supports the academic, and social and emotional needs of highly capable students; including those students who are general education, English Language Learners, and/or Special Education students. Coursework for the certificate represents current trends and research in gifted education. The certificate is designed for those new to gifted education, as well as for experienced educators who wish to add to their knowledge and expertise.</p> <p>An annual "Survey of Gifted Education" (weeklong introductory teacher/administrator workshop) and a two-day "Engaging Gifted Learners with Content" (advanced teacher/administrator workshop) are available in August of every school year.</p>

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<b>Corrective Action Processes and Timeline</b>	<p>See Corrective Action Process 8 for the components and timeline of professional development. Beginning August 2008, all K-12 schools will maintain a record of attendance and agendas for meetings and professional development related to TAG programs and services.</p>
<b>By Date</b>	<p>Amy Welch May 29, 2008</p>

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Order and Required Corrective Action 10.  
 Provide written quarterly reports to the Department that describe the district's efforts and progress in implementing the plan for meeting the standardization requirements of this order. The first report shall be due 90 days after the district submits its plan. The district shall continue to submit a quarterly progress report to the Department every 90 days thereafter until the Superintendent determines that the district has come into compliance with TAG statutes and rules as identified in and required by this order.

<b>Findings</b>	<i>Order and Required Corrective Action, Paragraph 1.</i> Based on findings in accordance with ORS 327.103(3), within 90 days of receiving the Final Order, Portland Public Schools shall submit for the Superintendent's approval a plan for meeting standardization requirements.
<b>Background</b>	At the present time, the TAG Office does not routinely send reports to the state. ODE does capture TAG census data through eSIS on December 1 and May 1.
<b>Corrective Action Processes and Timeline</b>	<p>The TAG Office will create templates for all documentation and reporting associated with all ten Corrective Actions. Quarterly reports will be submitted to the State on September 15, December 15, March 15 and June 15 of every academic year until the Superintendent determines that the district has come into compliance with TAG statutes and rules as identified in and required by this order.</p> <p>Topics for each report will include but not be limited to:</p> <p><b>September 15</b> – Identify district and building professional development plans based on the areas identified in Spring of the former school year, identify building plans, identify supports to schools. With your approval, PPS requests permission to forward the first report on <b>October 1, 2008</b>, to align with PPS School Improvement Plan restructuring. Subsequent years, the report will be forwarded on September 15.</p> <p><b>December 15</b> – Evaluate nomination and identification data, including the Title I school process to identify more under-represented students. Identify and evaluate TAG Office support to schools.</p> <p><b>March 15</b> – Evaluate student data by school to determine effectiveness of current methods of TAG programs and services.</p> <p><b>June 15</b> – Reflect upon building data and information to support changes in TAG programs and services for Fall of the upcoming school year.</p>
<b>By Date</b>	Amy Welch May 29, 2008