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DEPARTMENT OF JUSTICE
GENERAL COUNSEL DIVISION

July 8, 2010

Timothy Murphy
Hummel & Barnhouse PC
522 SW 5th Avenue - Suite 812
Portland OR 97204

Dear Mr. Murphy:

I am enclosing a June 17, 2010 report from the Oregon Department of Education to Portland Public Schools superintendent Carole Smith regarding the corrective action plan for talented and gifted education programs and services.

Sincerely,

Gary M. Cordy
Senior Assistant Attorney General
Government Services Section

GMC:tjh/2136245

Enclosure

c w/out enc: Colleen Mileham, ODE
Michelle Hooper, ODE
Rebecca Blocher, ODE

Portland Public Schools
Talented and Gifted Services and Programs
Corrective Action Review
June 2010

Oregon Department of Education

Corrective Action #1: Assign responsibilities for corrective action processes and timelines to specific individuals.

Materials received on October 15: PPS Organizational Chart and TAG Corrective Action Progress Report October 15, 2009.

Additional materials/information required: Please specify the *names* of the individuals responsible for the corrective action processes and timelines. If the responsibility is assigned to a particular office, please indicate which individuals within the office are accountable for the actions being completed.

January 15, 2010 submissions:

Evidence requested by ODE	Provided by PPS in January documents?	Provided by PPS upon follow-up request?	Evidence not provided by PPS
Names of individuals responsible for corrective action processes	No	Yes	
Timelines for corrective action items	No	Yes, in TAG teacher notebook	
Explanation of office accountable for completion of actions	No	Yes	
Individuals responsible	No	Yes	

ODE Response to Corrective Action #1

PPS is released from corrective action #1

Comments and Recommendations:

Portland Public Schools provided an annotated PPS Organizational Structure with clarifying names, including those personnel who have TAG expertise. Additional information regarding the roles of personnel with TAG expertise was provided on April 21st 2010 via email to ODE from Pat Thompson, Principal on Special Assignment for TAG. Timelines for TAG program implementation were outlined in the TAG teacher handbook.

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

Materials received on October 15: Reference within the TAG Corrective Action Progress Report October 15, 2009 to the use of Logramos and of the Oregon Assessment of Knowledge and Skills (OAKS) in Spanish.

Additional materials/information required: Please provide documentation that administration of these assessments has been continued including:

- where the assessment was given
- how it was administered
- by whom it was administered
- the number of students per administration site
- a description of the scoring and follow-up process for assessed students.

January 15, 2010 submissions concerning Logramos and Oregon Assessment of Knowledge and Skills (OAKS) in Spanish included the following:

Evidence requested by ODE	Provided by PPS in January documents?	Provided by PPS upon follow-up request?	Evidence not provided by PPS
Where the assessment was given	Yes		
How it was administered	Yes		
By whom it was administered	Yes		
The number of students per administration site	Yes		
A description of the scoring and follow-up process for assessed students	Yes		

ODE Response to Corrective Action #2

PPS is released from corrective action #2

Comments and Recommendations:

ODE recommends that Portland Public Schools create a district policy which denotes continued implementation of Talented and Gifted program strategies to identify and

Oregon Department of Education

Portland Public Schools Corrective Action Report

June 2010

Corrective Action #3: ELL students who have the potential to perform at the 97th 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 96th percentile on standardized English-language assessments and no standardized assessments are available in the students' native language.

Materials received on October 15: Reference within the TAG Corrective Action Progress Report October 15, 2009 to the use of the NNAT screening test to be given in October 2009.

Additional information/materials required: Please provide documentation that NNAT has been administered including:

- where the assessment was given
- how it was administered
- by whom it was administered
- the number of students per administration site
- a description of the scoring and follow-up process for assessed students

January 15, 2010 submissions:

Evidence requested by ODE	Provided by PPS In January documents?	Provided by PPS upon follow-up request?	Evidence <u>not</u> provided by PPS
Where the assessment was given	Yes		
How it was administered	Yes		
By whom it was administered	Yes		
Number of students per administration site	Yes		
Description of the scoring and follow-up process for assessed students	Yes		

ODE Response to Corrective Action #3

PPS is released from corrective action #3

Comments and Recommendations:

ODE recommends that PPS create a district policy which denotes continued implementation of Talented and Gifted program strategies to identify and serve English Language Learners. ODE recommends that PPS TAG personnel work extensively with Rebecca Blocher, ODE TAG Specialist, to systematically refine TAG identification of English Language Learners. ODE will provide a guide to English Language Learner Identification, *Identifying Gifted and Talented English Learners, Grades K -12*, published by the Iowa Department of Education and the Belin-Blank International Center for Gifted Education and Talent Development to begin discussion. This item relates to corrective action # 2.

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.

Materials received on October 15: Reference within the TAG Corrective Action Progress Report October 15, 2009 to letters to parents and student/parent surveys sent in September 2009; to Fall TAG Parent Meetings in October 2009; to Annual TAG Parent Handbook to be distributed in November 2009.

Additional information/materials required: To verify that these efforts are ongoing, please provide:

- copies of the letter(s) to parents
- the announcement sent for the 2009 Fall TAG Parent Meetings
- agenda(s) of those meetings
- the Parent Handbook

Also please specify when the current school year materials will be posted to the district's TAG web pages.

January 15, 2010 submissions:

Evidence requested by ODE	Provided by PPS in January documents?	Provided by PPS upon follow-up request?	Evidence not provided by PPS
Copies of the letter(s) to parents	Yes		
The announcement sent for the 2009 Fall TAG Parent Meetings	Yes		
Agenda(s) of those meeting	Yes, as directed at the district level		
Parent Handbook	Yes, in multiple languages		
Also, please specify when the current school year materials will be posted to the district's TAG web pages.	Yes, specified and completed		

ODE Response to Corrective Action #4

PPS is released from corrective action #4

Comments and Recommendations:

ODE commends PPS's translations of parent handbooks into multiple languages. ODE recommends vigilant parent communication regarding the Talented and Gifted Identification process and TAG Programming options. ODE further recommends systematizing the process of communicating TAG information to parents so these communication efforts become part of each elementary, middle and high school's culture. Monthly parent announcements regarding TAG programming options, continuation of the TAG bulletin boards, and timely updates to the district TAG website serve as avenues to systematize parent communication. ODE further recommends that PPS make opportunities available for parents to attend PPS TAG parent meetings as an avenue to provide on-going support.

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.

Materials received on October 15: Reference to principals' professional development in August 2009 and two examples of building TAG plans for 2009-2010.

Additional information/materials required: Please provide the district-approved TAG plan for each PPS building. You will also need to include evidence of how these plans are evaluated by district staff to ensure consistent compliance to TAG administrative rules and statutes throughout the district. In addition, please supply evidence of the August principals' professional development including:

- agendas
- attendance lists
- other event materials (e.g., power point presentations, handouts, etc.)

January 15, 2010 submissions:

Evidence requested by ODE	Provided by PPS in January documents?	Provided by PPS upon follow-up request?	Evidence <u>not</u> provided by PPS
District-approved TAG plan for each PPS building.	<p><i>Number of PPS Schools: 86</i></p> <p><i>Number of PPS Schools Providing TAG Plans: 86</i></p> <p><i>Compliance Percent: 100%</i></p>		
Summary of how PPS TAG Program Evaluations are completed by PPS staff		<p><i>The PPS TAG Office, Pat Thompson, provided on April 21, 2010 an updated TAG Program Evaluation Rubric scale with 0 – 3 – 5 range.</i></p>	

August Principal's Meeting Agendas	Yes		
August Principal's Meeting Attendance lists	Yes		
Other event materials (e.g., power point presentations, handouts, etc.)	Yes		

ODE Response to Corrective Action #5	
<input checked="" type="checkbox"/>	PPS is released from corrective action #5
<p>Comments and Recommendations: ODE recommends that PPS create a written policy which clearly establishes for schools a process by which TAG plans are reviewed and evaluated by the district office. The process should include a minimum score (total points) schools TAG plan must meet when evaluated using the district rubric. Plans that fall below this score should be returned to the school for further work and clarification of TAG building level practices. This TAG policy should also include a return date deadline by which the PPS TAG office should receive the improved document for further review.</p>	

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 differentiated instruction for each TAG student that is based on the student's level of learning and rate of learning. Document need not be complex but it must be sufficient to allow the district to monitor compliance with TAG requirements.

Materials received on October 15: Two examples of course syllabi for 2009-2010.

Additional information/materials required: So that the Department can ensure the efforts are ongoing, please supply evidence of differentiation implementation and additional course syllabi. The Department will also further investigate implementation activities during on-site visits to be scheduled prior to January 15th.

January 15, 2010 submissions:

Evidence requested by ODE	Provided by PPS in January documents?	Provided by PPS upon follow-up request?	Evidence <u>not</u> provided by PPS
<p>During principal and teacher interviews conducted the week of April 12-15, and April 22, 2010, teachers and principals clearly articulated the process of documenting TAG eligible students who are assigned to them. Teachers provided clear understanding of their knowledge of "TAG students" in each of their classes or in individual classrooms. Principals provided a beginning of the year process which</p>	<p><i>Evidence of differentiated instruction was provided by individual teachers' lesson plans at the elementary level. Secondary level teachers addressed the TAG students' needs for differentiated instruction in their beginning of year course syllabi and during interview answers.</i></p> <p><i>Most elementary schools and secondary schools provided sufficient evidence of the differentiation of</i></p>		<p><i>The schools listed below <u>did not</u> provide evidence of the differentiation of instruction through either lesson plans and/or course syllabi:</i></p> <p><u>Elementary:</u> <i>Alameda (P – 5) Bridlemile (K – 5) Capitol Hill (K – 5) Forest Park (K – 5) Glencoe (K – 5) James John (K – 5) Kelly (K – 5) Rieke (K – 5) Rosa Parks (K – 5) Vernon (PK – 5) Whitman (K – 5)</i></p> <p><u>Elementary K – 8:</u> <i>Beach (K – 8)</i></p>

<p>required teachers to highlight names of TAG identified students on class rosters or in teacher grade books. In addition, teachers and administrators noted the use of the ESIS program which “flags” TAG identified students. Middle school and high school principals also provided a clear procedure for classes that enroll new students at the semester. During on-site interviews, principals articulated how teachers in their buildings were determining “rate” and “level” of learning for TAG students. Teachers clearly articulated their assessment of students’ rate and level of instruction with a particular emphasis on pre-assessment prior to instruction.</p>	<p><i>instruction.</i></p>	<p><i>Bridger (K – 8)</i> <i>Marysville (K – 8)</i> <i>Odyssey at Hayhurst (K – 8)</i></p> <p><u>Elementary 1 – 8:</u> <i>Access at Sabin</i></p> <p><u>Middle School 6 – 8:</u> <i>Jackson Middle School (6 – 8)</i></p>
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ODE Response to Corrective Action #6

PPS is not released from corrective action #6

- **MANDATED ACTIONS:** PPS is required to develop a TAG lesson planning template which addresses the instructional needs of identified Talented and Gifted students. The template should clearly address the manner in which the teacher assesses the identified TAG student's "RATE" and "LEVEL" of learning aligned to differentiated instruction for TAG students.

- **REQUIRED EVIDENCE FORMAT:** The evidence format for this corrective action is the following:
 - 1) ODE must receive a blank copy of the lesson planning template.

 - 2) ODE must receive a dissemination plan for the TAG lesson planning template. The plan must ensure that all teachers in PPS have access to and are using TAG lesson planning approaches that consistently address "RATE" and "LEVEL" of instruction and learning aligned to Differentiated Instruction for TAG identified students.

 - 3) ODE must receive evidence of the TAG lesson planning template in use (teachers' lesson plans) with embedded lesson plans from each of the 17 schools that did not previously submit lesson plans. The TAG lesson plans should address core areas of instruction including: math, science, language arts, and social studies. Each school is required to submit a lesson plan from any two of these core areas of instruction.

- **DUE DATE:** ODE must receive all 34 lesson plans (two per school) by **October 1, 2010**

- **ADDITIONAL COMMENTS AND RECOMMENDATIONS:** ODE recommends that PPS develop a TAG classroom "Look-Fors" Evaluation Document (both formal and informal) to assist administrators in identifying and supporting general education teachers in developing and sustaining differentiated instruction for highly able, TAG students. ODE can provide technical assistance on the development of this document.

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.

Materials received on October 15: Reference within the TAG Corrective Action Progress Report October 15, 2009 to inventory of accelerated programs in building TAG plans, newsletter and other communications to families about opportunities

Additional information/materials required: Please provide the following:

- newsletters and other related communications
- class schedules for high schools, noting availability of Advanced Placement, International Baccalaureate, or other accelerated courses at each high school
- copy of policies or explanation of *how* TAG students might gain access to accelerated programs that are not available in the student's own school.

January 15, 2010 submissions:

Evidence requested by ODE	Provided by PPS in January documents?	Provided by PPS upon follow-up request?	Evidence not provided by PPS
Inventory of accelerated programs in building TAG plans	Yes		
Communication to families about accelerated programs, information about accelerated programs not available in student's own school: Additional information/materials required: Please provide the following: A. newsletters and other related communications			<i>Provided inconsistently by schools</i>

<p>B. class schedules for high schools, noting availability of Advanced Placement, International Baccalaureate, or other accelerated courses at each high school</p>			<p><i>Provided by 13 of current 14 high schools compliance rate=92.8%</i></p>
<p>C. A copy of policies or explanation of how TAG students might gain access to accelerated programs that are not available in the student's own school.</p>			<p><i>Not Provided</i></p>

ODE Response to Corrective Action #7

PPS is not released from corrective action #7

- **MANDATED ACTIONS:**
 - 1) PPS is directed to systematize accelerated learning opportunities, especially postsecondary options available to TAG students at all PPS high schools. Included in this directive is the requirement to define both "content" acceleration (acceleration within one subject) and acceleration through postsecondary options (dual enrollment in college and high school and IB and AP options).
 - 2) PPS is further required to write and widely disseminate information about accelerated learning opportunities (postsecondary options) available within the entire district on the PPS district TAG website and on each high school website. Each high school is also directed to explain content acceleration options and postsecondary options on their high school's website. Continuity from one high school to another in postsecondary options is the expectation.

The district and school websites should include the following:

 - The definition of the district's offerings of Accelerated Learning Opportunities

- The definition of content acceleration
- The definition of postsecondary option acceleration which may include but is not limited to: dual credit, credit by examination, college enrollment options including middle college options
- How and when a TAG identified student may qualify for any of these forms of acceleration
- A clarification of how course grades are noted on the student's high school and college transcripts
- A clarification of how student enrollment in local colleges is funded/supported by the district high schools
- A clarification of how TAG identified 8th graders may plan to access accelerated learning opportunities in the form of content acceleration and post secondary options during their high school career.

Defining acceleration opportunities within PPS is a requirement regardless of the PPS secondary school re-design or the type of school, such as a focus school. TAG student acceleration to postsecondary options should be a standard expectation when identified TAG students have exhausted all current course offerings or classes in their area of expertise (giftedness) and/or area(s) of interest are beyond the student's current school of enrollment.

The definition of acceleration options should be based on the following question: ***How might students gain access to accelerated programs when those programs are not available in the student's own school?*** PPS must define options available to students so that they may access multiple pathways in their giftedness. The acceleration options should define how students gain access to programs at other high schools within PPS and how students gain access to programs defined as "postsecondary options" or early enrollment in college.

- **3)** PPS is further directed to include in the systemization of postsecondary options, the transition to high school for TAG identified 8th graders. As TAG 8th graders transition to high school, acceleration and postsecondary options should be clearly explained in verbal and written format to TAG students and their parents. The explanation should clearly articulate **when** acceleration is considered to be appropriate and **how** students can request and access acceleration opportunities throughout their high school career. This action helps with consistency of information between schools should the student move from one high school to another. In addition, it sets in motion a student's four-year plan for high school success.

REQUIRED EVIDENCE FORMAT: The response to ODE should define accelerated learning opportunities in both content acceleration and post secondary options and in radical acceleration. The response to ODE should also include a TAG Transition Plan for TAG identified students which will be implemented at each PPS high school. The plan should include a written narrative which is standardized from one high school to another. The message should be delivered in written format and in spoken format during incoming 8th grader transition meetings. ODE requires that PPS clearly document how parents of TAG students will be informed of acceleration options both in content areas and as postsecondary options.

SPECIFIC ACTIONS AND DUE DATES: Verification of updates to the PPS district TAG web pages must be submitted to ODE by October 1, 2010. High school websites must also be updated and verification sent to ODE by October 1, 2010. Additional updates to students and their parents must be provided at each TAG 8th grade student Transition Meeting held during the second semester, for school year 2010-2011 and all subsequent years.

Technical assistance is available from ODE. Please contact Rebecca Blocher.

Corrective Action #8: Provide regular and sustained professional development for PPS staff in the following areas: (a) formal and informal assessment; (b) identification of qualified students 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.

Materials received on October 15: Reference in the TAG Corrective Action Progress Report October 15, 2009 to each school, identifying areas for professional development.

Additional information/materials required: Please provide professional development plans *for each school* detailing the topics and strategies included and clear explanation of how this professional development will be "regular and sustained."

January 15, 2010 submissions:

Evidence requested by ODE	Provided by PPS in January documents?	Provided by PPS upon follow-up request?	Evidence <u>not</u> provided by PPS
Please provide professional development plans <u>for each school</u> detailing the topics and strategies included	<p><i>TAG Professional Development plans for each school were provided in two formats, either of which was deemed acceptable:</i></p> <p>1) TAG Plan narrative submitted on separate paper 2) Inclusion in the TAG building plan as a separate item under school-level professional development initiatives</p>		

A clear explanation of how this professional development will be "regular and sustained."			<i>Not provided</i>
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ODE Response to Corrective Action #8

PPS is not released from corrective action #8

- **MANDATED ACTIONS:** This original request was **not met** because the district did not clearly define how professional development would be "regular and sustained." Teacher professional development is the cornerstone of a strong TAG program and now PPS is required to clearly define TAG professional development through the following:
 - 1) The PPS District TAG Office is required to develop "A Three-Year TAG Professional Development Plan" beginning in Fall 2010 and ending in Spring 2013. The district will define in broad terms which topics in TAG professional development are required within which specific timeframes.
 - 2) All schools are required to submit within the school's TAG Building Plan the specific dates, topics, and presenters for the 2010-2011 school year. Each school should align to the district-level suggested offerings and timeframes.
 - 3) Each building plan must address regular intervals for professional staff development and how that professional development will carry through the school year as a "sustained" effort. Sample building plans determined by ODE in early October 2010, will be required to be submitted to ODE by the end of October 29, 2010.
- **DUE DATES:**
 - 1) The PPS District TAG Professional Development Three-Year Plan is due to ODE by **October 1, 2010.**
 - 2) Individual schools must address their TAG Professional Development Plan in their individual TAG Plans submitted to the PPS TAG office by the **PPS District TAG office due date.**

3) All PPS schools are required to document TAG professional staff development through attendance sign-in sheets at the building level. A sampling of attendance sign-in sheets noting the topics of TAG professional development and school which provided the professional development are required to be submitted to ODE by **December 1, 2010**. In early November 2010, ODE will establish with the PPS TAG Director the schools that are required to submit evidence of on-going, regular and sustained professional development in order to comply with the December 1, 2010 due date.

- **ADDITIONAL COMMENTS AND RECOMMENDATIONS:** ODE recommends that TAG Professional Development be offered two to three times per semester at each building for the next three years, the 2010-2011 school year through the 2012-2013 school year.

ODE TAG Specialist Rebecca Blocher can provide technical assistance on this item.

Corrective Action #9: Document: (a) staff participation from all schools; (b) content of professional development sessions, including location, date, and length of all professional development for 2007-2008 and 2008-2009; and (c) staff implementation and practice of professional development concepts.

Materials received on October 15: Reference in the TAG Corrective Action Progress Report October 15, 2009 to Administrator's TAG Coordinator meeting in August 2009; TAG Coordinator meetings in October 2009, and individual building professional development.

Additional information/materials required: Please supply evidence of these meetings and professional development including:

- agendas
- attendance list
- other meeting materials (e.g., power point presentations, handouts, etc.)

January 15, 2010 submissions:

Evidence requested by ODE	Provided by PPS in January documents?	Provided by PPS upon follow-up request?	Evidence <u>not</u> provided by PPS
<p>Evidence of these meetings and professional development including:</p> <p>Agendas of TAG Administrator's Meeting, August 2009</p> <p>Attendance list for TAG Coordinator meetings, August 2009</p> <p>Individual Building Professional Development documentation, August 2009</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>		

Other TAG meeting materials (e.g., power point presentations, handouts, etc.)	Yes		
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ODE Response to Corrective Action #9

PPS is released from corrective action #9
Comments and Recommendations:
 None

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.

Materials received on October 15: Cover letter, Quarterly Report document, Advanced Algebra 3-4 Syllabus, Sophomore English Syllabus, Skyline TAG Plan 2009-10, Franklin High School TAG Plan, PPS Organization Chart, Chief Joseph Newsletter, October 09.

Additional information/materials required: Please see comments attached to Corrective Actions (1-8) detailed above.

January 15, 2010 submissions:

Evidence requested by ODE	Provided by PPS in January documents?	Provided by PPS upon follow-up request?	Evidence <u>not</u> provided by PPS
Portland Public Schools provided specific folders per corrective action item and additional file folders school-specific folders arranged by articulation area for action items 4, 6, 7, and 8.			

ODE Response to Corrective Action #10

PPS is released from corrective action #10

Comments and Recommendations: Portland Public Schools is no longer required to submit quarterly reports.

ADDITIONAL RECOMMENDATIONS

Through the on-site visits conducted in April 2010, ODE noted additional areas of concern relating to Talented and Gifted Education at the building level. The following recommendations are included to address these concerns.

DIFFERENTIATION OF INSTRUCTION:

The underlying principles of differentiation of instruction should be reflected in teachers' lesson plans. These are the differentiation of content, process, product, and learning environment. Teachers should be able to articulate what they are differentiating for high ability learners as well as the process by which they are accomplishing the differentiation. In the case of noted PPS instruction, teachers appeared to know "what" to do but did not clearly demonstrate the "why" of differentiation. For example, as tiered assignments were offered, teachers did not clearly state tiered lessons provide higher level content for an advanced learner.

IDENTIFICATION OF GIFTED LEARNERS:

ODE strongly encourages PPS to develop a rolling referral and rolling testing procedure. Many teachers referred to "missing" the TAG referral window and therefore the testing window. This then created the need to wait until the school next year to initiate a student's identification process. Best practices would indicate that a student may be referred for TAG testing and be tested in a reasonable amount of time, not just one time per year.

ACCELERATION POLICY:

ODE also strongly recommends that PPS clarify for parents and constituents the difference between *content* acceleration (e.g. a 4th grader completing 6th grade math) and *grade* acceleration or grade skipping which is defined as "radical acceleration." In direct relationship to this topic, ODE further encourages PPS to develop a standard policy for grade acceleration (grade skipping) which is based on quantifiable data as defined by the Iowa Acceleration Scale. ODE further recommends that the process for grade acceleration or grade skipping be refined to the needs of only those highly qualified and highly needy students deemed by TAG trained professionals as "in need" of radical acceleration. Further, ODE recommends that the interpretation of the "need" for grade skipping (radical acceleration) be a team decision with structured parental and classroom teacher input.

TAG STUDENT AND TAG FILE TRANSITION:

ODE also strongly encourages the development of a TAG File and Information transition plan for students moving from 5th to 6th grade at the middle level and 8th to 9th at the high school level. During the on-site interviews, teachers consistently noted the “lag” in receiving information about TAG students were whenever the students changed schools. In some cases, this lag has resulted in TAG students receiving general education instruction for more than a month before the teacher realized that s/he should be specifically addressing the identified TAG student’ “rate” and “level’ of learning.