



COPY

OREGON DEPARTMENT OF EDUCATION
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November 12, 2009

Carole Smith, Superintendent
Portland Public Schools
501 North Dixon Street
Portland, OR 97227-1807

Dear Superintendent Smith:

This letter serves to acknowledge that the Oregon Department of Education (ODE) has received Portland Public School District's October 15th quarterly report of continued progress in implementing the 2008-2009 Corrective Action Plan for Portland Public School District's Talented and Gifted (TAG) programs and services. This report was deemed necessary following Portland Public Schools' (PPS) decision to restructure the TAG program for the 2009-2010 school year. For this report, PPS was asked to demonstrate through documentation of related activities that the corrective action plan is being fully implemented. This evidence is needed to determine whether or not Portland Public Schools TAG services are fully compliant with state administrative rules and statute.

After reviewing the report, ODE is requesting additional documentation from Portland Public Schools, as outlined below. PPS will need to supply the requested information to the Department no later than January 15, 2010. Prior to this date, ODE will work with the Portland Public Schools to schedule additional on-site visits to further determine PPS' implementation of the 2008-2009 Corrective Action Plan.

The following sections list each corrective action, the specific items received in the October report related to that corrective action, and additional materials PPS will need to provide the Department.

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.

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.

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.)

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.

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.

Corrective Action #3: Provide for and carry out policies for the identification of 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.

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.

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.

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."

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.)

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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, 10.15.09 Quarterly Report document, 2009-10 ADV ALGEBRA 3-4 syllabus—Portland Public Schools; 2009-10 SOPHOMORE ENGLISH syllabus—Portland Public Schools; Skyline TAG Plan Final 2009-10; FHS TAG Plan 09 FINAL; 09—10_PPS_Org_Chart; Chief Joseph Newsletter October 09.

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

The Department's final decisions about district compliance will be made following the receipt and review of the requested materials and after additional on-site visits have been conducted. ODE staff will be contacting PPS to arrange for the on-site visits.

ODE extends its sincere appreciation to Pat Thompson and other district staff for their ongoing professionalism and courtesy in this matter. Please contact Michelle Hooper at michelle.hooper@state.or.us or (503) 947-5694 if you have any questions or need additional technical assistance.

Sincerely,

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cc: Pat Thompson, Portland Public Schools
Xavier Botana, Portland Public Schools
Michelle Hooper, Oregon Department of Education
Gary Cordy, Oregon Department of Justice