

APPENDIX SECTION VIII

COMPLIANCE REPORTS

- **State Report**
- **District Report**

**PORTLAND PUBLIC SCHOOLS
TAG REVIEW K-12
OREGON STATE CORRECTION ORDER
COMPLIANCE WITH STATE MANDATES FOR
TALENTED AND GIFTED
STATE REPORT
2002-2003**

AREAS OF CORRECTION	Workshops & Trainings	Forums and Interviews	Surveys	SOURCES
A. Extended professional development opportunities				
1. To assist supervisors in evaluating and implementing appropriate classroom services for gifted students	a. All specialists from the TAG Office have provided building level inservice for teaching staff, TAG building coordinators, and principals regarding gifted education <i>98 school administrators with TAG staff at BESC, 9/30; 75/95 Parent meeting; 49 building staff meetings- ~30/building=1470 staff)</i>			*Interviews with all Gifted Specialists (Winter 2002) *Interviews with principals and assistants (10 buildings) (Fall and Winter 2002-03) *Staff Forum, (Fall 2002)
	b. Staff and building level administrators, all levels, workshops provided by outside experts in gifted			*Paper review of TAG calendar, 2002-2003 *Interviews with all TAG Specials (Winter 2002)

	<p>in gifted education</p> <p>*Workshop with Mirica Gross – <i>(75 attended)</i></p> <p>*Workshop with Joyce VanTassle Baska <i>(86 attended)</i></p> <p>*Workshop with Kay Law <i>(45 attended)</i></p> <p>*Principal workshop with Barbara Maurer <i>(18/20% attended)</i></p>			
	<p>*Building staff, TAG coordinators, Principals and DOSAs; half day forum with Barbara Maurer; Winter 2002 <i>(43 attended)</i></p>			<p>* Synopsis of Forums – Appendix, TAG Review Report</p> <p>* Calendar of activities for TAG Review for Barbara Maurer (Fall 2002)</p>
			<p>*TAG staff surveys on training in strategies for identification and instruction of TAG students <i>(457 surveys)</i> <i>BGM</i></p>	<p>*Paper review, TAG survey (Fall 2002)</p>

B. Documentation of appropriate services including level and rate of learning for identified TAG students	Workshops & Trainings	Forums and Interviews	Surveys	SOURCES
1. Appropriate services for identified TAG students		* Informal visitations to classrooms and buildings by <i>(15 buildings)BGM</i>		*Calendar of activities for TAG Review for Barbara Maurer (Fall 2002) * Interviews with building administrators and staff (Fall 2002)
		* Large group discussion with Staff Forum participants focusing on curriculum and instruction for gifted in their buildings <i>(43 attended)BGM</i>		* Synopsis of Forums – Appendix, TAG Review Report

B. Appropriate services continued	Workshops & Trainings	Forums and Interviews	Surveys and Plans	SOURCES
			* Reading of individual school plans for TAG identified students in the 2002-03 school year <i>(60/85% plans read)BGM</i>	*Paper review of plans available (Fall 2002)
			* Staff surveys on services for identified TAG students; use of multiple data to write Tag student plans <i>(457 surveys) BGM</i>	*Synopsis of Staff Survey, Appendix, TAG Review Report (Fall 2002)

B. Appropriate services continued	Workshops & Trainings	Forums and Interviews	Surveys And Plans	SOURCES
		*Parents interviews regarding services for TAG students (30 interviews; 25 at DTAC meeting; 75-80 attended Public Forums)BGM	*Parent/ community forums regarding services for TAG students (75-80 attended) BGM	*Parent interviews at the building sites (Fall 2002), Appendix, TAG Review Report *Parent meeting held at the central office (Fall 2002) *Forums held at schools throughout the district which were mainly attended by parents, Appendix, TAG Review Report (Fall 2002) * Synopsis of Forums – Appendix, TAG Review Report
		*Interviews with teaching staff at schools (10 interviews with teaching staff, K-12)BGM		*Staff interviews (Fall 2002)
2. Appropriate assessment of levels of learning and rates of learning		*Interviews with parents at school sites regarding level and rate of learning (14 parents interviewed)BGM		* Interview Synopsis– Appendix of TAG Review Report
			*Reading of sample TAG Student Plans (25 plans)BGM	Paper review of TAG Plans (Winter 2002)

B. Appropriate services continued	Workshops & Trainings	Forums and Interviews	Surveys and Plans	SOURCES
	*Interviews with staff, K-12, (10 staff interviews) BGM			*Synopsis of Interviews, Appendix, TAG Review Report
	*Reading of comments on staff surveys for rate, level and evaluation feedback (457 surveys) BGM		*Reading of comments on parent surveys for curriculum and instruction services for TAG (73 surveys) BGM	*Synopsis of Staff Survey, Appendix, TAG Review Report; *Parent Survey, Appendix TAG Review Report
C. Implementation Calendar	Workshops & Trainings	Forums and Interviews	Surveys and Plans	SOURCES
1. Evaluation procedures and corrective actions				Review of teacher evaluations was not part of the charge for the TAG Review

D. Teacher Assessment for implementation of appropriate instructional practices	Workshops & Trainings	Forums and Interviews	Surveys and Plans	Sources
1. Implementation and of appropriate instructional practices		*Interviews, forums, and discussions regarding implementation of appropriate instruction for identified TAG students. <i>(30 interviews, 75-80 at forums, other discussions)BGM</i>		*Synopsis of Interviews, Appendix, TAG Review Report * Synopsis of Forums – Appendix, TAG Review Report *Interviews with all TAG Specials (Winter 2002)

D. Teacher assessment continued	Workshops & Trainings	Forums and Interviews	Surveys and Plans	SOURCES
		* Principal surveys regarding evaluation of TAG staff <i>(18/20% surveys)</i>		*Review of principal surveys <i>(Fall 2002)</i>
2. Instruction matched to assessed rate and level of learning		*Interviews, forums, and discussions regarding matching instruction to assessed rate and level for identified TAG students. <i>(75-80 at forums, 30 interviews, other discussions)BGM</i>		*Synopsis of Interviews, Appendix, TAG Review Report * Synopsis of Forums – Appendix, TAG Review Report *Interviews with all TAG Specials <i>(Winter 2002)</i>
		*Principal Surveys principal accountability of staff for TAG rate/level assessments; instructional adjustment <i>(18/20% surveys)</i>		*Review of principal surveys <i>(Fall 2002)</i>

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TAG REVIEW K-12
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DISTRICT REPORT
2002-2003**

AREAS OF CORRECTION	EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	SOURCES
A. Extended professional development opportunities				
1. To assist supervisors in evaluating and implementing appropriate classroom services for gifted students	a. All specialists from the TAG Office have provided some building level inservice for teaching staff, TAG building coordinators, and principals regarding gifted education <i>(98 school administrators 9-30; 75/95 Parent Meetings; 49 building staff meetings ~30 /building=1470 staff)</i>			*Interviews with all Gifted Specialists (Winter 2002) *Interviews with 10 principals (Fall and Winter 2002-03) *Staff Forum, (Fall 2002)
	b. Staff and building level administrators, all levels, have attended workshops provided by outside experts in gifted			*Paper review of TAG calendar, 2002-2003 *Interviews with all TAG Specials (Winter 2002)

	education *Workshop with Mirica Gross – <i>(75 attended)</i> *Workshop with Joyce VanTassle Baska <i>(86 attended)</i> *Workshop with Kay Law <i>(45 attended)</i> *Workshop with Barbara Maurer <i>(18 attended)</i>			
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	<p>*Building staff, TAG coordinators, Principals and DOSAs attended a half day forum with Barbara Maurer; Winter 2002 (43 attended)</p>			<p>* Synopsis of Forums – Appendix, TAG Review Report * Calendar of activities for TAG Review for Barbara Maurer (Fall 2002)</p>
	<p>*TAG survey results indicated that staff have had training in strategies for identification and instruction of TAG students (acceleration, grouping, HOTS, compacting, Differentiation, Individualization, Extensions, Socratic Method) (457 surveys)</p>			<p>*Paper review, TAG survey (Fall 2002)</p>

B. Documentation of appropriate services including level and rate of learning for identified TAG students	EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	SOURCES
1. Appropriate services for identified TAG students		* Informal visitations to classrooms and buildings were conducted during the TAG review time (<i>15 buildings</i>)		*Calendar of activities for TAG Review for Barbara Maurer (Fall 2002) * Interviews with building administrators and staff (Fall 2002)
	* Large group discussion with Staff Forum participants focusing on curriculum and instruction for gifted in their buildings identified use of appropriate services for TAG identified student (<i>43 in attendance</i>)			* Synopsis of Forums – Appendix, TAG Review Report

B. Appropriate services continued	EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	SOURCES
		<p>* Reading of individual school plans with an emphasis on delineated services for TAG identified students in the 2002-03 school year; while most referred to TAG students as a part of the student body, about half had specific and appropriate services for TAG <i>(60/85 plans read)</i></p>		<p>*Paper review of plans available in TAG Office for the 2002-03 school year (Fall 2002)</p>
	<p>*Results of staff surveys indicated majority of teachers felt they were providing appropriate services for identified TAG students; used multiple data to write Tag student plans <i>(457surveys)</i></p>			<p>*Synopsis of staff survey, Appendix, TAG Review Report (Fall 2002)</p>

B. Appropriate services continued	EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	SOURCES
		<p>*Most parents interviewed indicated dissatisfaction with the services for TAG students; some indicated a good quality of education for their students based on specific staff and school building philosophy <i>(30 interviews; 25 at DTAC meeting; 75-80 attended Public Forums)</i></p>		<p>*Parent interviews at the building sites (Fall 2002), Appendix, TAG Review Report *Parent meeting held at the central office (Fall 2002) *Forums held at schools throughout the district which were mainly attended by parents, Appendix, TAG Review Report (Fall 2002) * Synopsis of Forums – Appendix, TAG Review Report</p>
	<p>*Interviews with teaching staff at 10 schools outlined specific activities which are conducted in the classroom for TAG students (e.g. curriculum compacting, grouping, acceleration, special projects) <i>(10 interviews with teaching staff, K-12)</i></p>			<p>*Staff interviews (Fall 2002)</p>
			<p>No formal classroom/ teacher observations conducted for TAG review</p>	

B. Appropriate services continued	EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	SOURCES
2. Appropriate assessment of levels of learning and rates of learning		*Interview with parents at school sites indicated some dissatisfaction with the level and rate of learning; a few parents indicated satisfaction with the education for their child(ren) as a part of the TAG experience <i>(14 parents interviewed)</i>		* Interview Synopsis– Appendix of TAG Review Report
			No formal classroom/ teacher observations were conducted as a part of the TAG review	
		*Reading of sample TAG Student Plans available in the TAG Office showed a variety of services from very appropriate to minimal intervention for identified students <i>(25 plan)</i>		Paper review of TAG Plans <i>(Winter 2002)</i>

B. Appropriate services continued	EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	SOURCES
	<p>*Interviews with staff, K-12, identified specific activities being conducted in the classroom to determine level and provide rate of learning (e.g. pre and post assessments, data from TAG identification, teacher observations; grouping, acceleration, individual assignments and modification of lessons) <i>(10 staff interview)</i></p>			<p>*Synopsis of Interviews, Appendix, TAG Review Report</p>
	<p>*Reading of comments on staff surveys indicated that the majority of staff thought they were assessing and providing for rate and level of learning for identified TAG students <i>(457surveys)</i></p>			<p>* Synopsis of Staff Survey, Appendix, TAG Review Report</p>
	<p>*Tag staff surveys indicated that teachers receive feedback <i>(457surveys)</i></p>			

C. Implementation Calendar	EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	SOURCES
1. Evaluation procedures and corrective actions			Specific review of evaluations were not part of the charge for the TAG Review	
D. Teacher Assessment for implementation of appropriate instructional practices	EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	SOURCES
			Specific review of evaluations was not part of the charge for the TAG Review	
1. Implementation and of appropriate instructional practices		*Interviews, forums, and discussions revealed that some staff are implementing appropriate instruction for identified TAG students. *Exact numbers are not quantifiable		*Synopsis of Interviews, Appendix, TAG Review Report * Synopsis of Forums – Appendix, TAG Review Report *Interviews with all TAG Specials (Winter 2002)

D. Teacher assessment continued	EVIDENT	SOMEWHAT EVIDENT	NOT EVIDENT	SOURCES
		* Surveys returned indicated principals were including appropriate services for TAG students as part of their evaluation of teachers (18 surveys)		*Review of returned principal surveys (Fall 2002)
2. Instruction matched to assessed rate and level of learning		*Interviews, forums, and discussions revealed that some of the staff are matching instruction to assessed rate and level for identified TAG students. *Exact numbers are not quantifiable		*Synopsis of Interviews, Appendix, TAG Review Report * Synopsis of Forums – Appendix, TAG Review Report *Interviews with all TAG Specials (Winter 2002)
		Surveys returned indicated principals were holding staff accountable for TAG rate/level assessments; instructional adjustment (18 surveys)		*Review of returned principal surveys (Fall 2002)