Regular Meeting
Tuesday, October 8, 2024 6:00 PM

Dr. Matthew Prophet Education Center - Board Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. 6:00 pm - Call to Order / Opening
2. 6:05 pm - Superintendent's Report
3. 6:15 pm - Student Representative's Report
4. 6:20 pm - Student Comment
5. 6:35 pm - Approval of the Legislative Agenda (Resolutions 6973 and 6974) Vote- Public Comment Accepted
6. 6:45 pm - Resolution to Approve Required Instructional Time Exemption (4) and (6) (Resolution 6972) Vote - Public Comment Accepted
7. 7:05 pm - Public Comment
8. 7:20 pm - Comments from our Union Partners
9. 7:30 pm - Division 22 Report to the Board
10. 7:50 pm - 2025-2026 Budget Planning Calendar Review
11. 8:00 pm - 2025 General Obligation Bond Discussion
12. 8:30 pm - Board Committee and Conference Reports
13. 8:40 pm - Consent Agenda: Resolutions 6975 through 6978 Vote- Public Comment Accepted
    13.(a) Resolution 6975 - Adoption of the Index to the Minutes
    13.(b) Resolution 6976 - Expenditure Contracts
    13.(c) Resolution 6977 - Revenue Contracts
    13.(d) Resolution 6978 - Approving Board Member Conference Attendance
14. Resolution 6979 - Expenditure Contract
15. 8:45 pm - Other Business / Committee Referrals
16. 8:50 pm - Adjourn

Superintendent's Report

Together, We Rise

October 8, 2024



TOGETHER, WE RISE

First 100 days of school Plan



PORTLAND Public Schools



You're Invited!

Join us as a member of Portland Public Schools Community Transition Team

This team will play a vital role in shaping the progress and success of our district by providing insight, feedback, and updates on Superintendent Armstrong's First 100 Days of School plan. The team will meet three times: October 11, November 15, and January 23.

























WHO IS IN THE ROOM?



























PRIORITY 1

Advance Literacy

The Science of Reading professional learning cohort launched this year.

Over the next three years, we will continue to support 20 schools each year until all K-5/K-8 schools have been through the process.



PRIORITY 2

Build Trust and Relationships Across Our City

Listening and Learning sessions underway. One experience was learning from Core Enrichment Teachers.

First Friday New Employee Meet & Greets continue!!



PRIORITY 3

Strengthen Safe, Supportive and Well Maintained Schools

Tonight's board action and support solidifies our collective legislative priorities. We are ready to advocate for adequate funding.

I'm also looking forward to making progress toward a bond resolution through the work of the facilities committee.

October is

NATIONAL PRINCIPALS MONTH

Dave Holm

Portland Evening and Summer Scholars

Principal Holm leads the high school program that serves more students than any PPS high school, serving about 3,000 students a year from every PPS high school. More than 20% of PPS graduates for the last several years have earned credit in Evening and/or Summer Scholars who may not have graduated otherwise.



Cheryl James

Teen Parent Services

Ms. James oversees the education and support for all pregnant and parenting students in PPS and manages the Teen Parent child care services for the children of students. Because of her leadership, PPS teen parents are more likely to graduate from high school.



Trevor Greer

Harriet Tubman Middle School

Principal Greer has transformed Harriet Tubman Middle School to a school that is continuously improving and living up to its mascot, the Legends, and its namesake, the legendary and courageous abolitionist and social justice warrior.



FOLLOW ALONG ON SOCIAL

@portland_public_schools

Portland Public Schools

@PPSConnect

October is Dyslexia Awareness Month

Addressing and supporting reading difficulties such as dyslexia is a priority at PPS and one of my own highest priorities. Literacy is a Civil Right!





Congratulations

to PPS Alum and ***Oregon Teacher of the Year*** **, Brian Butcher Jr.,** *math teacher at* Beaumont Middle School


TOGETHER,
WE RISE
PPS
PORTLAND PUBLIC SCHOOLS

RESOLUTION No. 6973

Resolution to Adopt the 2025 Portland Public Schools Local and Federal Priorities Advocacy Agenda

RECITALS

A. The Portland Public Schools Board recognizes that political and legislative advocacy is essential for the District's ability to affect education public policy in the state of Oregon and improve student outcomes in our region.

B. The Portland Public Schools local and federal priorities are aligned with the District's mission and strategic plan, and the Board goals to eliminate student gaps in opportunities and outcomes.

C. Portland Public Schools will advocate for greater partnerships between the school district, city, and county to advance PPS's literacy campaign and support and enroll school-aged children who are not enrolled or attending school, including disadvantaged populations such as homeless, foster, and newcomer students. The district will support efforts to reduce gun violence, combat the synthetic opioid crisis, increase community safety in Portland, and increase resources for safe routes to and from schools. The district will support Multnomah County in expanding early learning programs and work with the County to provide consistent behavioral health services for schools and communities in high-need areas.

D. In partnership with districts across the country, Portland Public Schools will call on the federal government to fully fund IDEA to increase spending for special education to the full 40 percent financial commitment, increase connectivity funding to provide students and teachers access to devices and internet services for off-campus use and support changes to the E-Rate program to use funds to strengthen IT security infrastructure, protect and increase appropriations for Title I, Title II, Title III, English Language Acquisition Grants, Title IV, and other education funding programs, provide funding for school districts and ESDs to address substance abuse and recovery support services for students, protect and support immigrant students and families, including support for permanent legal protections and a pathway to citizenship for undocumented youth, continue offering funding and flexibilities for school nutrition programs to enable continued free, nutritious meals for all children, invest in school infrastructure to increase financial support for school facilities and greening projects, and funding to meet the mental health needs of our students, school staff, and teachers by increasing the number of school-based counselors, psychologists, social workers, and other mental health professionals.

E. The local and federal priorities were developed through consultation with district staff, board members, and other state-wide associations and partners.

RESOLUTION

The Board adopts the Local and Federal Priorities as the formal position of the Board of Education.

RESOLUTION No. 6964

Resolution to Adopt the 2025 Advocacy Agenda

RECITALS

A. The Oregon Legislature will convene for the 2025 Legislative Session from January 21, 2025 - June 28, 2025.

B. The Portland Public Schools Board recognizes that political and legislative advocacy is essential for the District's ability to affect education public policy in the state of Oregon and to access the necessary resources to support our students.

C. The Portland Public Schools Legislative Priorities are aligned with the District's mission and strategic plan, and the Board goals to eliminate student gaps in opportunities and outcomes.

D. Portland Public Schools calls on the Legislature to take bold steps to modernize the Quality Education Model (QEM) and fully fund the QEM with a State School Fund (SSF) investment of $13,526,900 billion. Ensuring that all Oregon schools and school districts are adequately and equitably funded will no doubt be a difficult political and technical task. But if our legislators do not undertake this work, generations of students will not have access to the high quality education they need and deserve. Our students cannot wait. The Legislature must invest in high quality education now.

E. Portland Public Schools supports the Governor's recommended changes to the Current Service Level budget, but this must be the floor not the ceiling. PPS also supports investments in extended learning opportunities statewide including after school care and summer learning, fully funding Special Education services, investments in climate resilient school facilities, funding to modernize curriculum, and investments in green school yards and electric school bus fleets across the state.

F. The District will support policies that promote a 21st century Statewide Accountability System that centers student success, improve student engagement and attendance, strengthen teacher and school leader pipelines, and advance technical fixes to recently passed legislation as needed.

G. The Legislative Agenda was developed through consultation with district staff, board members, and other state-wide associations and partners.

RESOLUTION

The Board adopts the 2025 Legislative Agenda as the formal position of the Board of Education for the 2025 Regular Legislative Session.

RESOLUTION No. 6974

Resolution to Adopt the 2025 Advocacy Agenda

RECITALS

A. The Oregon Legislature will convene for the 2025 Legislative Session from January 21, 2025 - June 28, 2025.

B. The Portland Public Schools Board recognizes that political and legislative advocacy is essential for the District's ability to affect education public policy in the state of Oregon and to access the necessary resources to support our students.

C. The Portland Public Schools Legislative Priorities are aligned with the District's mission and strategic plan, and the Board goals to eliminate student gaps in opportunities and outcomes.

D. Portland Public Schools calls on the Legislature to take bold steps to modernize the Quality Education Model (QEM) and fully fund the QEM with a State School Fund (SSF) investment of $13,526,900 billion, which represents the current QEM. Ensuring that all Oregon schools and school districts are adequately and equitably funded will no doubt be a difficult political and technical task. But if our legislators do not undertake this work, generations of students will not have access to the high quality education they need and deserve. Our students cannot wait. The Legislature must invest in high quality education now.

E. Portland Public Schools supports the Governor's recommended changes to the Current Service Level budget, but this must be the floor not the ceiling. PPS also supports investments in extended learning opportunities statewide including after school care and summer learning, fully funding Special Education services, investments in climate resilient school facilities, funding to modernize curriculum, and investments in green school yards and electric school bus fleets across the state.

F. The District will support policies that promote a 21st century Statewide Accountability System that centers student success, improve student engagement and attendance, strengthen teacher and school leader pipelines, and advance technical fixes to recently passed legislation as needed.

G. The Legislative Agenda was developed through consultation with district staff, board members, and other state-wide associations and partners.

RESOLUTION

The Board adopts the 2025 Legislative Agenda as the formal position of the Board of Education for the 2025 Regular Legislative Session.



2025 ADVOCACY AGENDA

The Portland Public Schools' advocacy agenda calls for policies and investments that make our schools safe, welcoming, and equitable spaces for learning. The 2025 Advocacy Agenda is aligned with PPS's Strategic Plan and Board Goals. In addition to the issues identified below, the Office of Government Relations supports and advocates for legislative proposals, technical fixes, and initiatives that are consistent with the Strategic Plan and will pursue necessary actions in 2025 as new issues arise.

LOCAL PRIORITIES

The Office of Government Relations, in collaboration with other district departments, will partner with local municipalities and organizations to:

- Collaborate with the regional partners to advance PPS's literacy campaign.
- Support efforts to reduce gun violence, combat the synthetic opioid crisis, and increase community safety in Portland.
- Support Multnomah County in expanding early learning programs.
- Strengthen partnership with Multnomah County to provide consistent behavioral health services for schools and communities in high-need areas.
- Increase resources to support safe routes to and from schools.
- Strengthen intergovernmental collaboration to support and enroll school-aged children who are not enrolled or attending school, including disadvantaged populations such as homeless, foster, and newcomer students.

STATE PRIORITIES

The Office of Government Relations will pursue the following budget priorities and statewide legislation during the 2025 Legislative Session.

- **Invest in high quality education for our students.** Our Legislature must take bold steps to modernize the Quality Education Model (QEM) and fully fund the QEM with a State School Fund (SSF) investment of $12.705 billion. The Governor's Current Service Level (CSL) budget, while moving in the right direction, will still require PPS to take cuts. We believe that every student deserves high quality educational opportunities that prepare them for college and the future workforce. Our teachers deserve adequate resources and support to serve our students.
- **Pass the Governor's recommended changes to the Current Service Level (CSL) budget** while making it clear that this is a floor and not a ceiling.
- **Fully Fund Recent Mandates and New Initiatives**: Ensure that any new requirements for schools are tied to a statewide roadmap for student success, evidence-based, and come with funding and support to meet the legislative intent. Provide funding to support school districts with the costs of recent laws including summer unemployment benefits for school-year workers and Paid



Leave Oregon. Provide funding for school districts to offer Talented and Gifted programs and implement the new financial literacy curriculum.

- **Fully Fund Special Education Services:** Provide funding and resources for schools to address needs of students with disabilities. Remove the 11% cap on weighted funding for students receiving special education services. Increase the High Cost Disability Fund to fully reimburse districts' costs to meet more intensive student needs. Fully fund Regional Inclusive Services and the Early Intervention/Early Childhood Special Education (EI/ECSE) Services.
- **Funding for Student Supports**: Students today are dealing with a range of challenges that are impacting their mental health including social media, the lingering effects of the pandemic, and the synthetic opioid crisis. Our schools have been going beyond providing academics, and schools need support to meet students' mental health and social emotional needs.
- **Streamline grant distribution processes:** Alleviate administrative burden on school districts to access new grants. Targeted investments should be distributed to school districts and ESDs by formula rather than through a competitive grant application process, so that **all** schools in the state can equitably benefit from statewide investments.
- **Maintain sustainable funding in school nutrition programs, extended learning opportunities, and early literacy**:
    - **Maintain funding for school nutrition programs** to ensure that PPS can continue serving free school meals for **all students** through the community eligibility provision. Continue removing barriers to achieve free breakfasts and lunches for **all** students in Oregon.
    - **Identify sustainable, added funding to maintain the Early Literacy Success Initiative.**
    - Invest in **extended learning opportunities, including summer learning and after-school programs**, for all students in Oregon. Pass this budget priority early in the legislative session so that school districts and ESDs have adequate time to plan programming.
- **Establish a 21st century Statewide Accountability System that centers Student Success**
    - Ensure that the state adopts a long-term plan and roadmap for student success. The plan should emphasize a cohesive, not piecemeal, approach to improving student outcomes. The roadmap should include realistic timelines and adequate resources for school districts to improve student outcomes.
    - Improving accountability of high school graduates - ensure that we are measuring the future-ready skills our high school students should have to be successful in their post-secondary endeavors. Ensure that school districts have effective ways to determine student achievement at the high school level.
- **Improve Student Engagement and Attendance**
    - Provide school districts with tools, best practices, and resources to meaningfully engage families, ensure students feel welcome, and cultivate a statewide school-going culture.
- **Strengthen teacher and School Leader pipelines**
    - Provide investments in professional learning for teachers and school leaders.



    - Develop workforce by breaking down barriers like reducing costs for teacher education programs.
    - Continue efforts to diversify the teacher workforce, so that students have teachers who look like them.
- **Technical fixes to ensure smooth implementation of recently passed legislation**
    - PPS will call on the Legislature to increase or remove the statutory cap on local option levy collections.
    - PPS will be pursuing technical changes to different statutes to ensure smooth implementation of recently passed legislation.

Additional K-12 Investments

- **Facilities Improvements:** Fund capital improvements and maintenance costs to address school districts' and ESDs' significant needs to address deferred maintenance and modernize and weatherize schools. Ensure there are specific funds available for school districts that cannot pass bonds.
- **Modernize School Curriculum:** School districts across the state pay for curriculum in various ways, as the state school fund has historically not provided enough funding for school districts to provide up-to-date curriculum. Most recently PPS has paid for its curriculum through bond dollars. The state must provide additional funds to support school districts in purchasing up-to-date curriculum in core subjects to set our students up for success.
- **Electrify School Bus Fleets and improve student safety**: Invest in school bus fleet electrification by offering school districts and ESDs funds to pay for electric buses, electric bus chargers, and associated infrastructure. Provide funding and enable revenue sharing opportunities for school districts to purchase stop-arm cameras for buses. Invest in safe routes to and from schools, including funding for crossing guards.
- **Green Schoolyards:** Provide funding to school districts and ESDs to transform asphalt-covered school grounds into park-like green spaces with covered playgrounds that improve children's well-being, learning, and play, while contributing to their communities' ecological health and climate resilience.
- **Ensure Safety and Security from Cyber Threats:** Invest in statewide school cybersecurity plan and infrastructure that protects student data and privacy. Include expertise, guidance and resources across the preparedness continuum that will strengthen safety and security of schools across the state.
- **Improve students' access to healthcare.** Provide funding for school districts to open more school-based health care centers. Expand medicaid-billing opportunities by investing in software and technical assistance for school districts to offer professional development opportunities to staff.



FEDERAL PRIORITIES

The Office of Government Relations will continue to advocate for the following issues at the federal level:

- Fully fund IDEA to increase spending for special education to the full 40 percent financial commitment.
- Increase connectivity funding to provide students and teachers access to devices and internet services for off-campus use and support changes to the E-Rate program to use funds to strengthen IT security infrastructure.
- Protect and increase appropriations for Title I, Title II, Title III, English Language Acquisition Grants, Title IV, and other education funding programs.
- Provide funding for school districts and ESDs to address substance abuse and recovery support services for students.
- Protect and support immigrant students and families, including support for permanent legal protections and a pathway to citizenship for undocumented youth.
- Continue offering funding and flexibilities for school nutrition programs to enable continued free, nutritious meals for all children.
- Invest in school infrastructure to increase financial support for school facilities and greening projects.
- Funding to meet the mental health needs of our students, school staff, and teachers by increasing the number of school-based counselors, psychologists, social workers, and other mental health professionals.

RESOLUTION No. 6972

Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption (4) and (6): A school district may request permission to exempt an alternative education program.

RECITALS

A. OAR 581-022-2320 Required Instructional Time requires all school districts to ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive the minimum hours of instructional time annually:

   a. Grade 12 - 966 hours;
   b. Grades 9-11 - 990 hours; and
   c. Grades K-8 - 900 hours.

B. Instructional Time in PPS alternative education programs in the Department of Multiple Pathways to Graduation is designed to meet the needs of alternative students. Programs will need the Board to approve exemption 4 yearly to ensure compliance with Division 22.

C. Instructional time in PPS to meet the instructional hours for schools impacted most by the winter storm in January of 2024.

RESOLUTION

The Board of Education hereby approves OAR 581-022-2320:

Required Instructional Time Exemption: (4) A school district may request permission to exempt an alternative education program. The Board directs staff to request permission to exempt PPS alternative education programs under the PPS Department of Multiple Pathways to Graduation.

(a) This request is made with the approval of the school district's governing school board;
(b) The school district is using an evidence-based strategy that includes flexible time options.
(c) The school district has implemented a plan and a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

Exemption 6 - Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

(a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;
(d) Up to 30 hours for staff professional development

This Resolution is approved for the 2023-24 school year. This approval will ensure PPS is in compliance with OAR 581-022-2320 Required Instructional Time, Division 22.

(revised)

PORTLAND PUBLIC SCHOOLS
DIVISION OF INSTRUCTION & SCHOOL COMMUNITIES
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3702
Website: https://www.pps.net/

Date: September 30, 2024
To: Portland Public School Board
From: Dr. Cheryl Proctor, Deputy Superintendent
Subject: Required Instructional Time Exemptions

INTRODUCTION

OAR 581-022-2320 Required Instructional Time allows for school districts in Oregon to use exemptions to ensure compliance with this OAR. During the 2023-24 school year, there were several disruptions to the school calendar as a result of the PAT strike followed by the ice storm in January. We made district-wide adjustments to recover time after the strike, those plans had all of the grade levels meeting the instructional hours requirements. Across the district we had a three-hour early release on Friday, January 12, and full closures the four days after the Dr. Martin Luther King Jr. holiday on January 16-19 due to the winter storm. The students in kindergarten and seniors had their instructional hours drop below the required minimums of 900 and 966 hours, respectively, thereby being out of compliance with the Required Instructional Time for those two grades. We took the following steps to address this for seniors: added 2 hours of instruction for seniors in March on the SAT testing day, removed an early release, and added May 31 as an instructional day for seniors. In addition, the Board authorized PPS on March 12, 2024, to apply for an emergency waiver to include 14 hours lost to inclement weather in our instructional hour calculation, which we were granted.

In addition, the storm damaged several schools which further disrupted the instruction for students in the school communities at Ainsworth, Forest Park, Markham, and Robert Gray. Also, several schools had school canceled or shortened for a variety of reasons. As a result of some grade levels and schools being out of compliance with Required Instructional Time, staff is asking the Board to approve a resolution to utilize allowable exemptions making the district compliant with the Required Instructional Time.

We have taken strides to increase the instructional time for students in all grade levels for the 2024-25 school year. We increased the student day by fifteen minutes for kindergarteners through eighth grade and four minutes for high school. Our planned instructional time is 18 hours longer for kindergarten this year and three more hours for high school students.

RELATED POLICIES

OAR 581-022-2320 Required Instructional Time requires all school districts to ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the minimum hours of instructional time as follows:

a. Grade 12 - 966 hours;
b. Grades 9-11 - 990 hours; and
c. Grades K-8 - 900 hours.

ANALYSIS OF THE SITUATION

For the 2023-24 school year, all students in grades 1 through 11, are in compliance with Required Instructional Time, as defined by OAR 581-022-2320 Required Instructional Time, except for the following schools and grade levels:

- All Kindergarten students
- All seniors
- Astor K8 - all grades
- Ainsworth Elementary - all grades
- Forest Park Elementary- all grades
- Markham Elementary - all grades
- Skyline K 8 - grades K-5
- Alliance High School - Alternative High School
- Metropolitan Learning Center (MLC) - Alternative School

Inclement Weather Days 2023-24

In addition to the district-wide closures on January 16-19 and the three-hour early release on Friday, January 12. The below list of days includes any additional reason school was canceled during the 2023-24 school year for specific schools.

Date	School	Hours
10.17.23	Astor K8 - Sewage issues	Full day closure
11.27.23	Jefferson High School - Middle College for Advanced Studies Water Main Leak	4 hours
01.02.24	Harrison Park Middle School Construction completion	Full day closure
01.10.24	Lincoln, West Sylvan, Ainsworth, Skyline, and Forest Park Inclement Weather	2 hour late open
01.12.24	All district schools Inclement Weather	3-hour early release
01.16-19.24	All district schools Inclement Weather	Full-Day Closure (4 days)
01.22.24	Ainsworth, Robert Gray, Markham, and Forest Park Storm damaged buildings	Full Day
01.23 - 26.24	Robert Gray, Markham, and Forest Park Storm Damage	4 Full Days Closure
01.30-02.02.24	Forest Park	2 Full Days of Closure,

	Storm Damage Part of the building was accessible, students can (in groups) receive 2 days of instruction	students cycled through in cohorts and received 2 days of instruction
02.05.24	Robert Gray and Markham no students grading day for quarter 2	Full Day Closure
02.07,24	Jefferson High School Middle College for Advanced Studies Air quality concerns from fire in the neighborhood	Early release 2.5 hours

Required Instructional Time 2023-24

This chart shows the approximate projected instructional hours for schools that have only closed due to the inclement weather in January.

Grade Level(s)	Approximate projected instructional hours after the inclement weather and the adjustments to recover instructional time after the strike.	State Required Instructional Time
Kindergarten	883	900
1st - 5th Grades	901.5	900
6th-8th Grades	934.5	900
9th-11 Grades	999-1005	990
12th Grade	943-948	966

Robert Gray, as a middle school, with a district-wide closure had 934.5 remaining hours. With the additional days that they missed due to storm damage, their final instructional hour count was 901.5. Therefore they comply with the instructional time requirement.

Specific Schools that have missed additional school days for weather and other reasons and their approximate projected instructional hours where they are below or close to the State requirement:

School	Grade Level(s)	Approximate projected instructional hours after the inclement weather and the adjustments to recover instructional time after the	State Required Instructional Time

		strike.	
Across the district	Kindergarten	883	900
Astor	Kindergarten 1-8	878 896	
Ainsworth	Kindergarten 1-5	876 894	
Forest Park	Kindergarten 1-5	845 862	
Markham	Kindergarten 1-5	852 870	
Skyline	Kindergarten 1-8	881 899	

School	Grade Level(s)	With the 14-Hour Emergency Waiver, adding May 31 as an instructional day for seniors, and 2 additional hours on SAT testing day	State Required Instructional Time
Across the district	Seniors Rotating A/B Schedule	970	966
Lincoln	Seniors	968	966
McDaniel	Seniors Fixed 8 Schedule	964	966
Jefferson	Seniors Fixed 8 Schedule	957	966

Kindergarten
Kindergarten students did not meet the 900 hours due to the winter storm in January. Across the district, Kindergarten has three fewer instructional days as compared to all other grade levels as there are three days built into the calendar to welcome families and students to school. These three days combined with the District-wide inclement weather days means that all Kindergarten received less than the required 900 hours of instructional time by roughly seventeen hours. This was exacerbated for schools that remained closed due to storm damage. Forest Park had the longest closure which resulted in a 55-hour shortfall.

OPTION 1: Required Instructional Time Exemption 6a and Emergency Closure Hours.

In order for Portland Public Schools to be in compliance with Required Instructional Time as we report on Division 22, we can count the 14 emergency hours approved by ODE. In addition, we would also need to request exception 6a:

> (6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:
> (a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess

These two actions would bring all Kindergarten Students into compliance.

Option 2: Be out of compliance and plan to rectify.
The Board could choose to not apply any of the allowable exemptions and be out of compliance for Kindergarten students. Given the extraordinary circumstances of the 2023-24 school year, our plan to correct this would be to increase instructional hours by extending the student day. Our planned instructional hours for 2024-25 are an increase of 18 hours from last year's planned hours.

For Board Approval - Required Instructional Time Exemption 6a
For Portland Public Schools to be in compliance with Required Instructional Time as we report on Division 22, the Board will need to approve the following exemption for a Kindergarten.

> (6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:
> (a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess

For Board Approval Required Instructional Time Exemption 6d
Students in grades 1-5 did not meet instructional hour requirements at Ainsworth, Forest Park, and Markham and in grades 1-8 at Astor. The largest deficit was 37.25 hours of instructional time. Seniors at Jefferson and McDaniel High School are also out of compliance. The Board approved requesting the emergency hours and counting the needed hours in staff professional development to meet the 966 standard. In order for Portland Public Schools to be in compliance with Required Instructional Time as we report on Division 22, staff recommends that the board approve the following exemption for grades 1-8 in addition to counting the emergency 14 hours already granted by ODE:

> (6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:
> (d) up to 30 hours for staff professional development.

Alternative Schools
Alliance HS instructional program, as an alternative school, is designed to provide students with flexible time options and assesses students before placement per regulation. As with other alternative high schools within Multiple Pathways to Graduation, Alliance High School provides a school model that welcomes students who may work full time and/or have other family obligations, such as childcare responsibilities, which does not allow them to attend school full time. Additionally, many students at Alliance are older students with few credits needed to graduate. For these reasons, by design, students in alternative schools have personalized educational plans which frequently do not include a full day of classes, and therefore, do not

complete the required 990/966 instructional hours. This was the situation for Alliance High School in the 2023-24 school year.

Metropolitan Learning Center (MLC) has used experiential-based learning as a key component of MLCs program for many years and dismisses students early on Fridays to allow for the development of rich learning experiences for students. Even with the schedule change, the students at MLC, in a typical year, meet the required instructional hours. However, with the winter storm and teacher's strike, the students did not meet the instructional hours. The MLC schedule last year had time on Fridays without students for teachers to receive professional development on the MLC project-based curriculum. The Friday schedule has been changed for the 2024-25 school year to have students on campus full days on Fridays.

For Board Approval - Required Instructional Time Exemption 4
For Portland Public Schools to be in compliance with Required Instructional Time as we report on Division 22, the Board will need to approve exemption 4 for Alliance HS and MLC:

> (4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the subsection (1) requirement. The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:
>
> (a) The request is made with the approval of the school district's governing school board;
> (b) The school district is using an evidence-based strategy that includes flexible time options; and
> (c)The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

TIMELINE FOR IMPLEMENTATION:

- By November 1, 2024: school district superintendents report to their local School Board the district's compliance with all Division 22 Standards, including Required Instructional Time, for the 2023-24 school year.
- PPS will provide the Division 22 Report at the October 8, 2024 Board Meeting. With the approval of these exemptions, PPS will comply with OAR 581-022-2320.

BOARD OPTIONS WITH ANALYSIS

To make the district compliant with OAR 581-022-2320 Required Instructional Time, the Board needs to approve exemption 4 for the 2023-4 school year for alternative schools Alliance HS and Metropolitan Learning Center; exemption 6a for Kindergarten students; and exemption 6d for grades 1-5 at Ainsworth, Forest Park, and Markham and in grades 1-8 at Astor. Seniors at Jefferson and McDaniel High School. This in addition to applying the 14 hours of emergency hours that the Board authorized us to use on March 12, 2024.

Should the Board choose not to support Exemption 4 and/or 6a and/or 6d, PPS will not be in compliance with the Division 22 Statute for Required Instructional Time

The student demographics for the schools in question are listed below:

School	Total Enrollment	Combined Underserved*	Combined Underserved*			
			Direct Certification	SPED	LEP	Historically Underserved**
Ainsworth	585	45.3%	11.1%	9.1%	11.5%	29.9%
Astor	375	56.5%	33.3%	24.5%	4.0%	37.9%
Forest Park	321	28.7%	4.7%	13.1%	5.6%	10.3%
Markham	402	58.2%	32.8%	17.7%	18.2%	36.8%
Skyline	218	39.4%	12.4%	18.8%	1.8%	16.5%
Jefferson	525	85.7%	53.7%	16.2%	9.0%	77.3%
McDaniel	1,650	66.0%	41.5%	14.2%	16.7%	47.8%
Alliance	193	78.2%	48.2%	31.6%	4.7%	50.8%
Metro. Learning Center	336	52.1%	21.4%	28.0%	0.3%	21.4%
District Total	**44,771**	**53.8%**	**31.3%**	**16.6%**	**9.5%**	**34.2%**

School	Historically Underserved**					Not Historically Underserved		
	Latino	Black	Native American	Pacific Islander	Multi - Other Ancestries	Asian	White	Multi - Asian/ White
Ainsworth	23.2%	1.7%	0.5%		4.4%	5.5%	59.7%	5.0%
Astor	15.5%	6.7%	1.6%		14.1%	1.3%	55.5%	5.3%
Forest Park	5.3%	2.2%			2.8%	21.5%	57.3%	10.9%
Markham	12.7%	16.4%	0.2%	1.5%	6.0%	4.7%	54.5%	4.0%
Skyline	11.5%	0.0%	0.5%	0.5%	4.1%	5.0%	68.8%	9.6%
Jefferson	21.9%	43.6%	0.2%	0.6%	11.0%	2.1%	19.8%	0.8%
McDaniel	25.6%	12.8%	0.8%	1.2%	7.3%	11.3%	38.7%	2.2%
Alliance	22.3%	13.5%	3.6%		11.4%	2.1%	45.1%	2.1%
Metro. Learning Center	10.7%	3.0%	0.3%		7.4%	1.5%	71.4%	5.7%
District Total	**17.8%**	**8.3%**	**0.5%**	**0.8%**	**6.8%**	**5.7%**	**54.6%**	**5.5%**

STAFF RECOMMENDATION

Staff recommends that the Board approve exemptions 4, 6a, and 6d to comply with the Division 22 OAR regarding Required Instructional Time for the 2023-24 school year.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

CP *(Initials)*

PORTLAND PUBLIC SCHOOLS
OFFICE OF DEPUTY SUPERINTENDENT
501 N Dixon Street • Portland, OR 97227
503-916-3101 www.pps.net

Date: September 26, 2024

To: School Board

From: Dr. Cheryl Proctor, Deputy Superintendent
Dr. Jon Franco, Chief of Schools
Dr. Kristina Howard, Chief Academic Officer

Subject: Division 22 Community Report for the 2022-23 School Year

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Background

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: District Assurances of Compliance with Public School Standards to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

Timeline

- **By November 1, 2024**: School district superintendents report to their local School Board (in an oral presentation at an open public meeting) the district's compliance with all Division 22 Standards in effect for the preceding 2023-24 school year. ODE also recommends that superintendents inform the local School Board if there have been any recent changes in policy or practice that may take the district out of compliance with any of the Division 22 Standards during the current school year (2024-25).
- **By November 1, 2024:** School districts post the Community Report on Compliance with Public School Standards to their website.
- **By November 15, 2024**: School districts complete and submit the annual, online ODE Division 22 Standards Assurance Form.

Compliance in 2022-23 and 2023-24 Exceptions & Corrective Action Plans

For the 2022-23 and 2023-24 school years, Portland Public Schools was in compliance with all of the Division 22 Standards ***except*** the following Standards:

- 581-022-2355: Instructional Materials Adoption
    - The Bond investment has enabled PPS to create an Instructional Materials Action Plan, attached to this memorandum, with support from the Oregon

Department of Education to demonstrate our path to compliance with this OAR.

- The plan carefully sequences different adoptions over the next five years to put us in compliance. The sequencing of adoptions importantly allows our system to effectively implement each adoption.
- The Instructional Materials Action Plan was formally approved by ODE in the fall of 2021
- Due to shifts in the 9-12 Science adoption, a Division 22 Corrective Action Extension was submitted and approved by ODE in the Summer of 2024.

● 581-022-2500: Programs and Services for TAG Students. This update provides the steps that have been taken to address the corrective action in 2023 and 2024 addressing the Conciliation agreement regarding how TAG programs and services are provided in the two OARs listed below.

- During the 2022-23 school year, the district was unable to verify that every TAG student in every PPS classroom had their rate and level of learning addressed.
- As is done every year, building administrators and site-based TAG facilitators led a rate and level PD during a staff meeting. Additionally, an asynchronous course was provided to educators through our online learning platform Pepper.
- Attached to this memorandum is the PPS TAG Conciliation Plan for how we address programs and services for TAG students.
- 581-022-2330 Rights of Parents of TAG Students, and 581-022-2325 Identification of Academically Talented and Intellectually Gifted Students

● 581-022-2263 Physical Education Requirements. Portland Public Schools made progress to address the concerns in this corrective action by doing the following in 2023-24 and 24-25 school years: The 6-8 requirement for the 2023-24 school year was 150 minutes/week, averaged over the course of the entire school year (4-day week = 120 minutes average). This must be taught by a licensed PE teacher.

During the 2023-24 school year, PPS was ***Partially Compliant*** - 45% of PPS schools with grades 6-8 were 100% compliant and the remaining 55% were 40% compliant with OAR 581-022-2263. The primary barrier for the remaining schools was identified as physical space constraints, especially spaces that have the square footage and HVAC systems able to support needed class sizes and respiration rates. PPS Facilities and the Health/PE teams collaborated throughout the 23-24 SY to identify appropriate movement spaces within the remaining facilities. In order to address a need for fitness spaces in many K-8 and comprehensive middle schools, “movement labs” were created. Movement labs were created in either underutilized spaces/classrooms or unused spaces. These labs now include a spring floor and a variety of equipment options. Movement labs were installed at 10 schools including Harrison Park Middle School, Hosford Middle School, Kellogg Middle School, Lane Middle School, Mt Tabor Middle School, Robert Gray Middle School, Roseway Heights Middle School, Sellwood Middle School, Vernon K-8, West Sylvan Middle School.

Beginning the 2024-2025 school year, PPS is ***Partially Compliant*** - 79% of PPS schools with grades 6-8 are 100% compliant and the remaining 21% are 75% compliant with OAR 581-022-2263.

○ Under 581-022-2263 Physical Education Requirements, Districts are required to provide students with 150 minutes/week in grades K-5 & 180 minutes/week in grades 6-8.

○ PPS has submitted an extension to our corrective action plan that has been approved by the Oregon Department of Education.

■ In the corrective action plan, PPS will be in compliance with PE minutes for the 2023-24 school year. Students will receive 90 minutes of PE from a PE teacher and 60 minutes of structured movement by the homeroom teacher during morning circle time.

■ For grades 6-8, the State has amended the PE requirement. For PPS, that means we will have to offer all students in grades 6-8 receive 3 quarters of PE each year as opposed to 4 quarters of PE. To get there, PPS has a glide path plan to be in compliance by 2025-26. In 2024-25, students in the middle grades will at least receive 2 quarters of PE with some schools offering more. Then in 2025-26, all students will receive 3 quarters of PE.

● To increase PE from 1 quarter to 3 quarters across the systems in grades 6-8, we will be working with principals to identify alternative spaces. To offer 3 quarters of PE may not be possible only using the gymnasium in all schools. Alternative spaces include converting a classroom into a studio space or using the cafeteria or other space outside of meal times.

● 581-022-2115 Assessment of Essential Skills (Local Performance Assessment) ○ For the 2021-22 school year, PPS did not implement the plan to conduct local performance assessments as called for in this OAR.

○ For the 2024-25 school year, the District will be ensuring that students in grades 3-8 and one time in high school conduct the local performance assessment in writing, speaking, mathematical problem-solving, and scientific inquiry.

New/Revised Rules & Requirements for 2023-24

OAR 581-022-2030 District Curriculum

Beginning in 2024-25, districts must have:

- a planned K-12 instructional program for Social and Emotional Learning;
    - K-5 Caring School Community, 6-8 We Do It 4 the Culture, K-12 SEL Wayfinder are being implemented and Scope and Sequences were developed by district staff.
- a planned 9-12 instructional program that includes the Personal Financial Education and Higher Education and Career Path Skills content standards.
    - Implementation plans are being developed to include these credit and class requirements in our 9-12 schools.

OAR 581-022-2000 Diploma RequirementsCredit requirements for students who were first enrolled in grade 9 during the 2023-24 school year or enrolled in grade 9 in any subsequent school year include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills (SB 3 – 2023).

Modified Diploma, Extended Diploma, and Certificate of Attendance

Districts must annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses is required for a diploma at all high schools.

OAR 581-022-2045 Substance Use Prevention and Intervention Plan

Requires a comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; **requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School** (SB 238 – 2023).

Portland Public Schools Talented and Gifted Corrective Action Report 2023 - 24



This report is prepared in accordance with the provisions laid out in the final order for Case #2019-MM-10, which can be found in its entirety at the end of this report.

Each section of this report includes language from the final order, PPS goals for meeting the expectation of the Oregon Department of Education and supporting evidence.

Questions regarding this report can be sent to
Diana Kruger, Program Administrator K-12 TAG ppstag@pps.net

Table of Contents

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Pages 30 - 34	Section 2 - Training for Licensed Staff: Rate & Level
Page 35	Section 3: Licensed Staff Training Data
Pages 36 - 48	Section 4: TAG Family Night
Pages 49 - 51	Section 5: TAG Communication Plan
Pages 52 - 92	Section 6: TAG Data
Page 93	Section 7: Complainant

Section 1 - Training for Licensed Staff: Identification

The district must provide annual training to licensed district staff about identifying TAG students in accordance with OAR 581-022-2335. The training may include a "refresher" option for staff who were trained during a previous school year. Before providing the training for the 2024-2025 school year, the district must submit the training's content to the Oregon Department of Education for review and incorporate into the content any departmental feedback. The training may include a "refresher" option for staff who were trained during a previous school year. The training may include a "refresher" option for staff who were trained during a previous school year.

PPS will increase Licensed Staff trained in TAG identification, Oregon Law, Student Profiles and PPS Programing by (1) updating our current training, (2) creating refresher training for returning educators,(3) requiring asynchronous training on our existing professional development platform to better monitor progress and (4) implementing a notification system to educators and administrators on school level progress. Enhancing transparency about staff TAG training aligns with PPS's commitment to meeting state educational standards and promoting equity and accountability in educational practices. Clear communication of training statuses ensures that qualified personnel are properly identified and allocated to support TAG students effectively. PPS will increase the completion of the Annual TAG Training from 67% in 2023-24 to 100% by Oct 2024.

Note: The 2023-24 Annual TAG Training focused on State Law & PPS identification procedures. Rate & Level Training was sent to all schools, accurate data of the number of schools who delivered Rate & Level Training to their staff is not available The Rate & Level Training has been embedded into the Annual Training for 2024-25 and will be mandated for all licensed staff for 2024-25.

	Annual Training	Refresher Training
Title Page • Agenda • Learning Outcomes • ODE definition of Education Equity • Perspective	☑	☑
Introduction to Oregon Law • Oregon Law • Key Terms • Understanding the Rule Changes	☑	☐
PPS Guidelines • Roadmap for Education Equity • School Board Policy • Implementation of Programs & Services	☑	☐
Identification • Universal Screening/Inclusive Considerations • New Identification Procedure	☑	☑
Programs & Services • Identifying Students • Alignment to the Instructional Framework • Differentiation • TAG Plans • Intensive Supports	☑	☑
Rate & Level • Definitions • Differentiation	☑	☑

	Annual Training	Refresher Training
• Plan for Continuous Improvement • District Goals • Family Engagement & Communication • Resources	☑	☑

TOGETHER, WE RISE

Annual TAG Training

Oregon Administrative Rules, Identification, and Services

Fall 2024

2024 - 25 Annual TAG Training

This training will cover the following topics

- Section 1: Introduction to Oregon Laws
- Section 2: PPS Guidance
- Section 3: Identification
- Section 4: Services
- Section 5: Rate & Level
- Section 6: Plan for Continuous Improvement

Learning Outcomes

At the end of this training you will be able to:

- Explain the key revisions to the Oregon Administrative Rules for TAG
- Describe different gifted student profiles
- Understand your role in the identification process
- Explain PPS TAG programs and services
- Know where to find support and resources for providing TAG supports

Oregon Department of Education

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Perspective



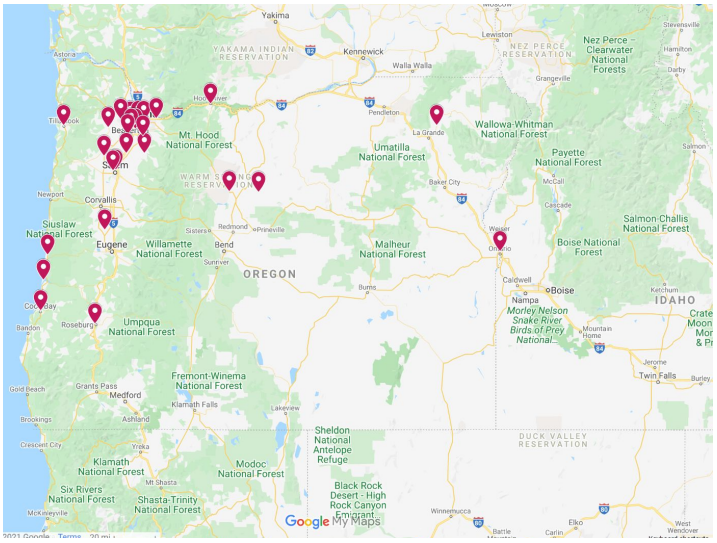
Section 1: Introduction to Oregon Law

Oregon Law
Key Terms
Understanding the rule changes

Revising through Collaboration

Started with 17 districts and grew to 35 - "TAG Advisory Committee"

Small, rural, medium, virtual, and large districts



Key Terms: Talented and Gifted

ORS 343.395(4) "Talented and gifted children" means those children who **require special educational programs or services, or both**, beyond those **normally provided by the regular school program** in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas:
(a)**General Intellectual ability** as commonly measured by measures of intelligence and aptitude.
(b)**Unusual academic ability** in one or more academic areas.

Key Terms: Talented and Gifted

Oregon Administrative Rule (OAR) 581-022-2325(1)(a)(b)

(a) This population of students demonstrates **exceptional performance when compared to** applicable **developmental or learning progressions**, with consideration given for **variations** in **student's opportunity to learn** and to **culturally relevant indicators of ability**.
(b)Students identified as talented and gifted require **differentiated instructional services and/or programs** designed to address their **strengths and needs**.

Changes to OAR for Identification

Adding Pathways, Meaning, and Context

- Culturally relevant
- Means to services or programs
- Local norms
- Local Performance Assessments (OAR 581-022-2115)
- Multiple modes and methods of gathering data



Changes to OAR for Identification

Removing Barriers

- State Education Agency percentile threshold
- Potential to Perform
- Deficit-based language ("despite", "failure to", etc.)
- Outdated and offensive language



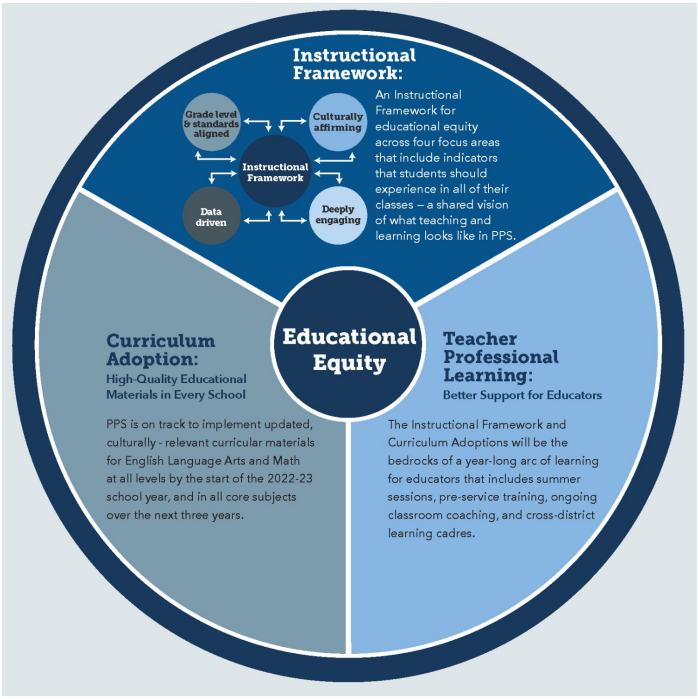
Section 1: Introduction

Section 2: PPS Guidelines

Roadmap for Education Equity 2023-2024
School Board Policy
Implementation of Programs and Services

PPS Roadmap for Educational Equity 2023-2024

PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.



PPS Board Policy

6.10.015-P Talented and Gifted Education

(1) The district is committed to an educational program that recognizes the unique value, needs and talents of the individual student. Curriculum and instruction designed to meet the level and rate of learning of talented and gifted students is an integral part of this commitment. Talented and gifted students means those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas:

(a) Intellectual ability;

(b) Unusual academic ability in reading or mathematics.

(2) The Board, therefore, directs district staff to provide classroom or school programs designed to promote educational opportunity for talented and gifted students commensurate with their ability.

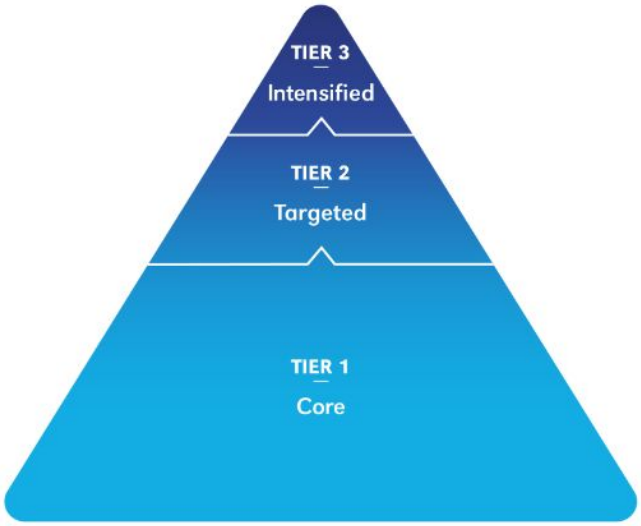
(3) The district has established an appeals process for parents to utilize if they are dissatisfied with the identification process or appropriateness of programs and services provided for their talented and gifted student.

Legal References: ORS 343.391; ORS 343.395; ORS 343.407; ORS 343.409; ORS 343.413; OAR 581-015-0805 ñ0825; OAR 581-02201310

History: Adpt 3/10/83; Amd 10/26/95; Amd 9/9/02; BA 2421

BOARD POLICY

Programs and Services



Intensive Supports
ACCESS Academy
Single Subject Acceleration in Mathematics

Target Supports
Cluster Grouping/Flexible Grouping
Extension Activities
Independent Study/Projects

CORE
Higher level thinking and questioning
Differentiated Assignments

Section 2: PPS Guidelines

Section 3: Identification

Universal Screening/Inclusive Considerations
New Identification Procedure

Local Talent

- Highlights strengths and talents in a local and relevant context (environment, experience, age, culturally relevant indicators, etc.)
- High performing in their building or district rather than the state or nationally
- Provides more pathways to identification and instructional services
- Readiness – foster and elevate growth by focusing on strengths and need
- We use local norms in many capacities: sports, music, arts, leadership roles
- 100% meetings - are we looking at top 10 or 20%?

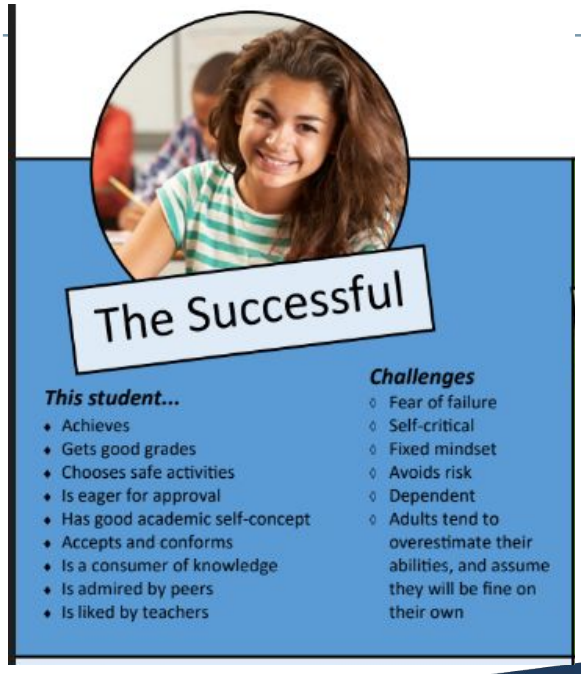
Introduction to Gifted Profiles

Common misconceptions about gifted student characteristics include:

They excel in school
They are well behaved
They are well-liked by their peers
They do not need additional support
They will be fine on their own

The reality is gifted populations are diverse and many talented and gifted students are unidentified because they do not fit the profile characteristics of studious and well-behaved.

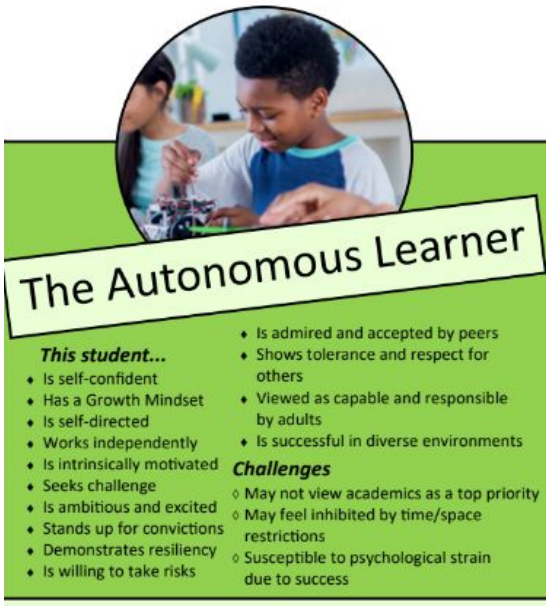
The Successful Profile



What do these students need?

- To engage in productive struggle
- Challenging activities that push them out of comfort zone
- A safe environment to take risks
- Skill building in assertiveness and independent learning
- Creativity development
- To better understand themselves as learners
- Growth Mindset
- Freedom to make choices
- Subject or grade acceleration
- Time to pursue interests
- In-depth studies
- Mentorships
- Time with intellectual peers

The Autonomous Learner



What do these students need?

- More support, not less
- Guidance in direction and increased independence
- Support for risk-taking
- Opportunities related to passion areas
- Friends of all ages
- To be listened to
- The removal of time and space restrictions for learning
- Long-term integrated plan of study
- Wide variety of accelerated options
- Facilitation of continual growth
- Mentors and cultural brokers
- Help coping with the psychological costs of success

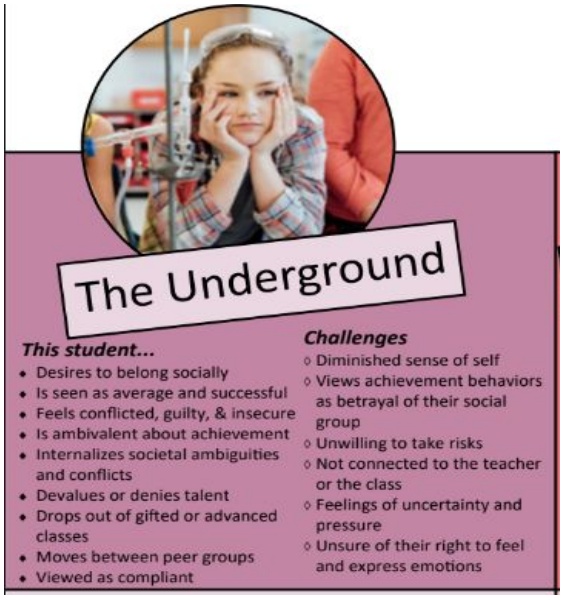
The Creative



What do these students need?

- To be connected with others
- Support for creativity
- Mentorships
- Less pressure to conform
- Respect for their goals and ideas
- Tolerance
- Opportunities to pursue passions
- Affirmation of strengths
- Direct & clear communication
- Permission to express feelings
- Strategies to cope with potential psychological vulnerabilities
- Thoughtful placement with teachers
- To practice tact, flexibility, self-awareness, & self-control
- Direct instruction in interpersonal skills and appropriate behavior

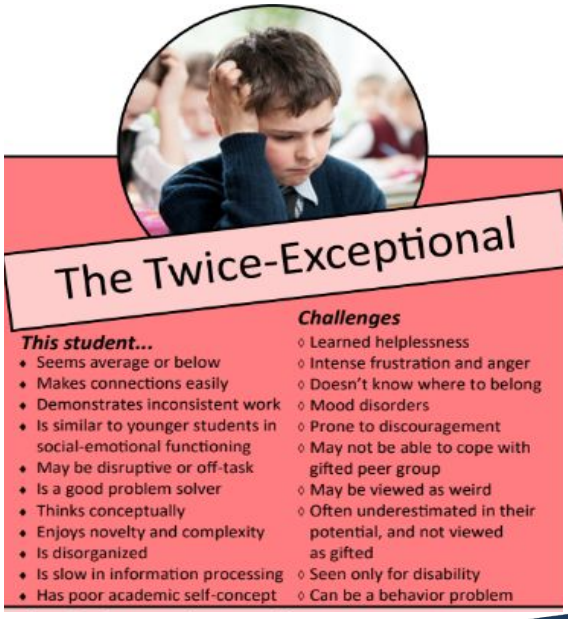
The Underground



What do these students need?

- College and career planning
- Gifted role models
- Models for lifelong learning
- Freedom to make choices
- Not to be compared with siblings
- Build multicultural appreciation
- Concepts framed as societal phenomenon
- Welcoming learning environments
- Develop support groups
- Cultural Brokering
- Open discussions about class, racism, sexism
- Direct instruction of social skills

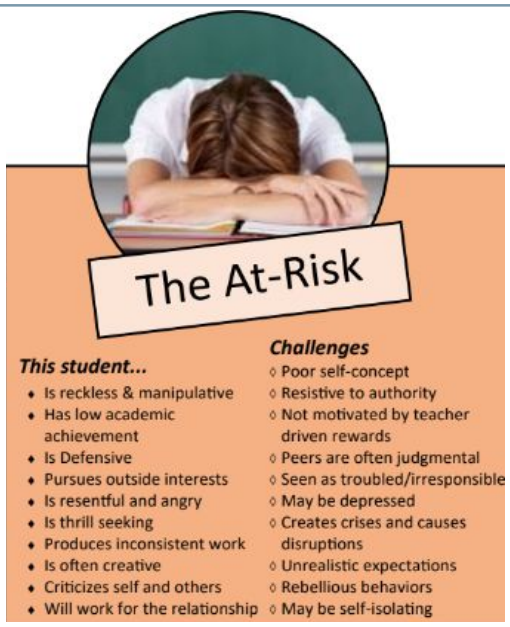
The Twice-Exceptional



What do these students need?

- Focus on strengths while accommodating disability
- Coping strategies
- Recognition and confirmation of gifted abilities
- Skill development
- Monitoring for additional disorders/disabilities
- To learn to self-advocate
- Time with gifted peers
- Work on perseverance
- Challenge in areas of strength
- Provide risk-taking opportunities
- Teach how to set and reach realistic goals
- Direct instruction of self-regulation strategies
- Creative and collaborative problem solving – what will it take for this child to succeed?

The At-Risk

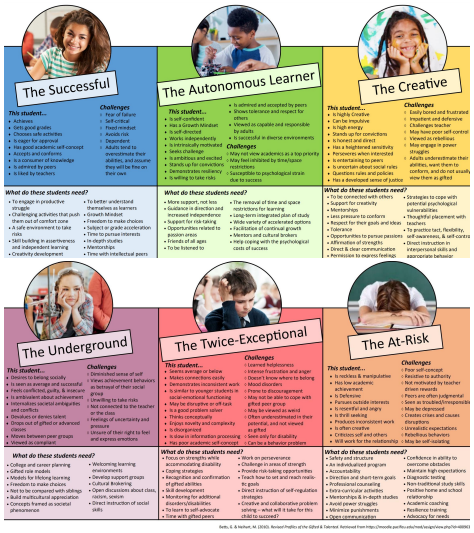


What do these students need?

- Safety and structure
- An individualized program
- Accountability
- Direction and short-term goals
- Professional counseling
- Extra-curricular activities
- Mentorships & in-depth studies
- Avoid power struggles
- Minimize punishments
- Open communication
- Confidence in ability to overcome obstacles
- Maintain high expectations
- Diagnostic testing
- Non-traditional study skills
- Positive home and school relationship
- Academic coaching
- Resilience training
- Advocacy for needs

The Importance of Gifted Profiles

- The Successful
- The Autonomous Learner
- The Creative
- The Underground
- The Twice-Exceptional
- The At-Risk

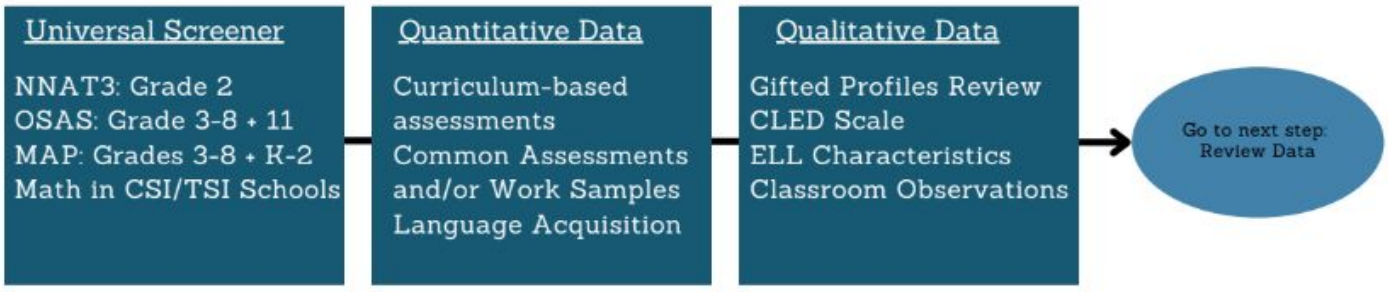


Areas of Referral and Identification

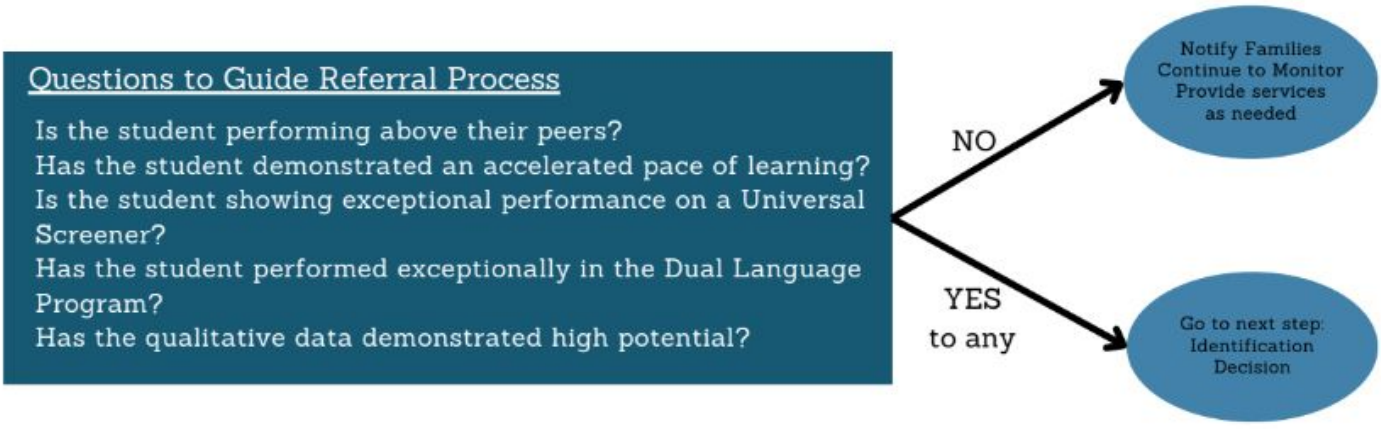
Student may be identified as TAG in 3 areas:

- Intellectual Ability
- Math
- Reading

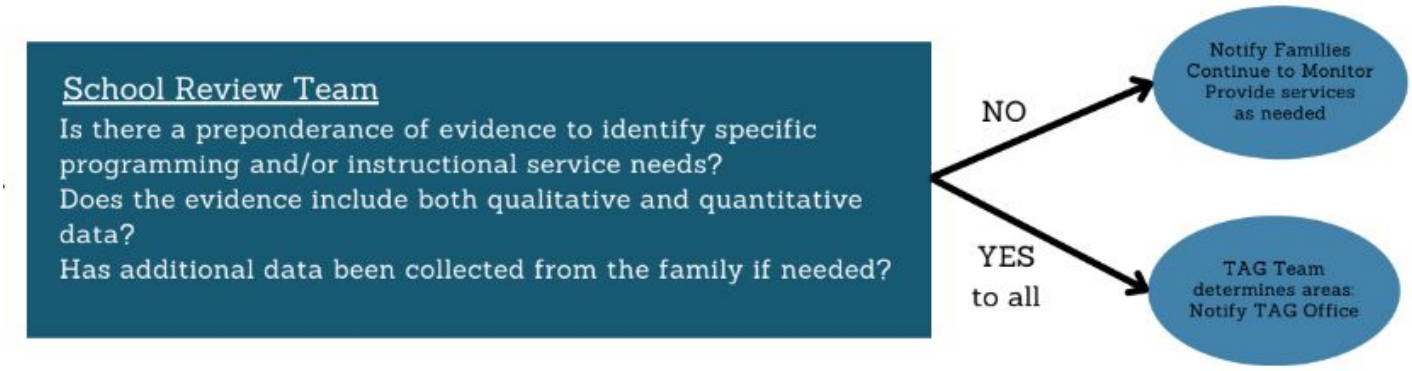
PPS TAG Identification Process: Collect Evidence



PPS TAG Identification Process: Review Data



PPS TAG Identification Process: Identification



Other Ways to Refer for TAG

- ❏ If students are not identified based on the data-driven review, a referral window will open on December 1.
- ❏ For students who do not participate in the universal screening assessments, teachers, families, and students themselves can complete a referral, which will open on December 1. These students will need to take additional assessments which will be scheduled starting in January 2024.

Section 4: Programs & Services

Identifying Students
Alignment to the Instructional Framework
Differentiation
TAG Plans
Intensive Supports

Identifying Students

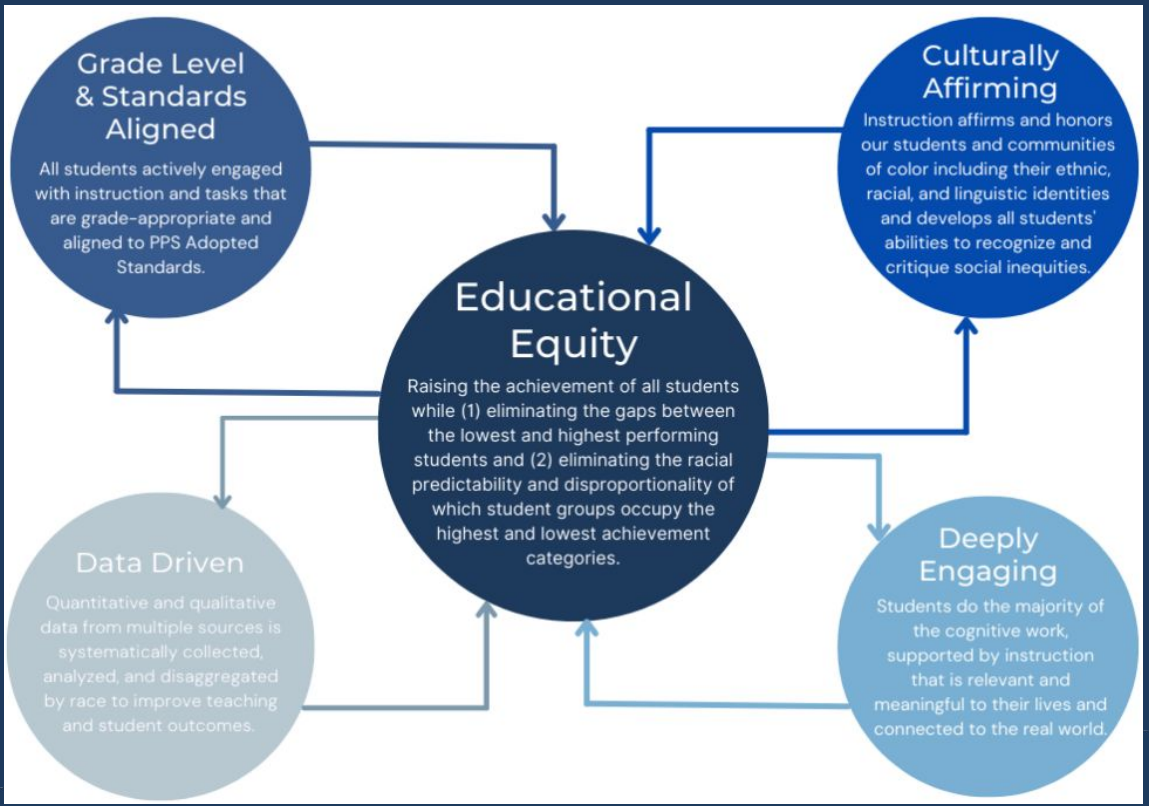
The first step in providing services to students identified as talented and gifted is knowing who the students are.

In Synergy print a class list with programs report.

- Enter U-PGM902 in the Quick Launch box
- Click Program Information
- Type in TAG
- Click Print

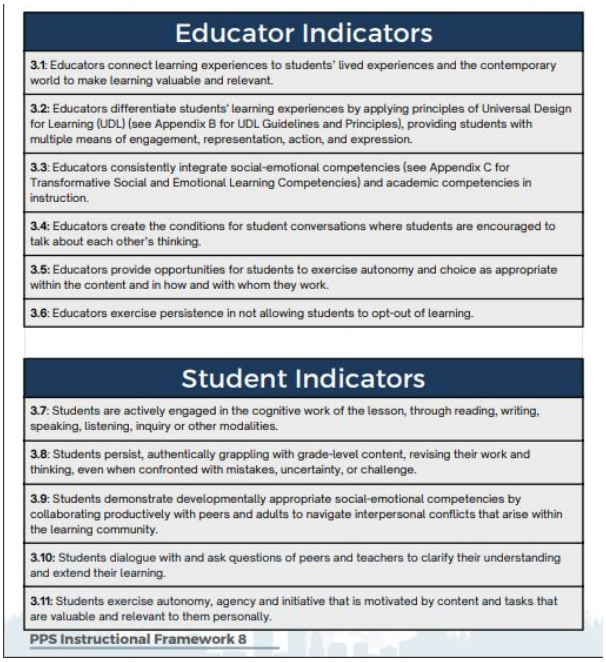
These instructions can also be found on the PPS Grade Level Websites and the PPS TAG Website.

PPS Instructional Framework



Deeply Engaging

Students do the majority of the cognitive work, supported by instruction that is relevant and meaningful to their lives and connected to the real world.



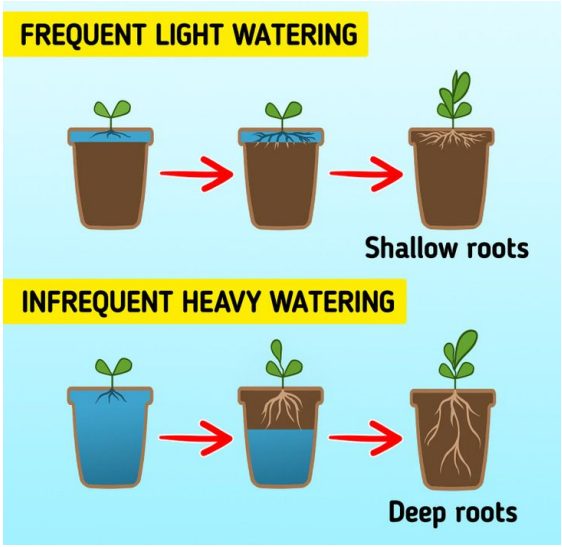
Educator Indicators
3.1: Educators connect learning experiences to students' lived experiences and the contemporary world to make learning valuable and relevant.
3.2: Educators differentiate students' learning experiences by applying principles of Universal Design for Learning (UDL) (see Appendix B for UDL Guidelines and Principles), providing students with multiple means of engagement, representation, action, and expression.
3.3: Educators consistently integrate social-emotional competencies (see Appendix C for Transformative Social and Emotional Learning Competencies) and academic competencies in instruction.
3.4: Educators create the conditions for student conversations where students are encouraged to talk about each other's thinking.
3.5: Educators provide opportunities for students to exercise autonomy and choice as appropriate within the content and in how and with whom they work.
3.6: Educators exercise persistence in not allowing students to opt-out of learning.

Student Indicators
3.7: Students are actively engaged in the cognitive work of the lesson, through reading, writing, speaking, listening, inquiry or other modalities.
3.8: Students persist, authentically grappling with grade-level content, revising their work and thinking, even when confronted with mistakes, uncertainty, or challenge.
3.9: Students demonstrate developmentally appropriate social-emotional competencies by collaborating productively with peers and adults to navigate interpersonal conflicts that arise within the learning community.
3.10: Students dialogue with and ask questions of peers and teachers to clarify their understanding and extend their learning.
3.11: Students exercise autonomy, agency and initiative that is motivated by content and tasks that are valuable and relevant to them personally.

PPS Instructional Framework 8

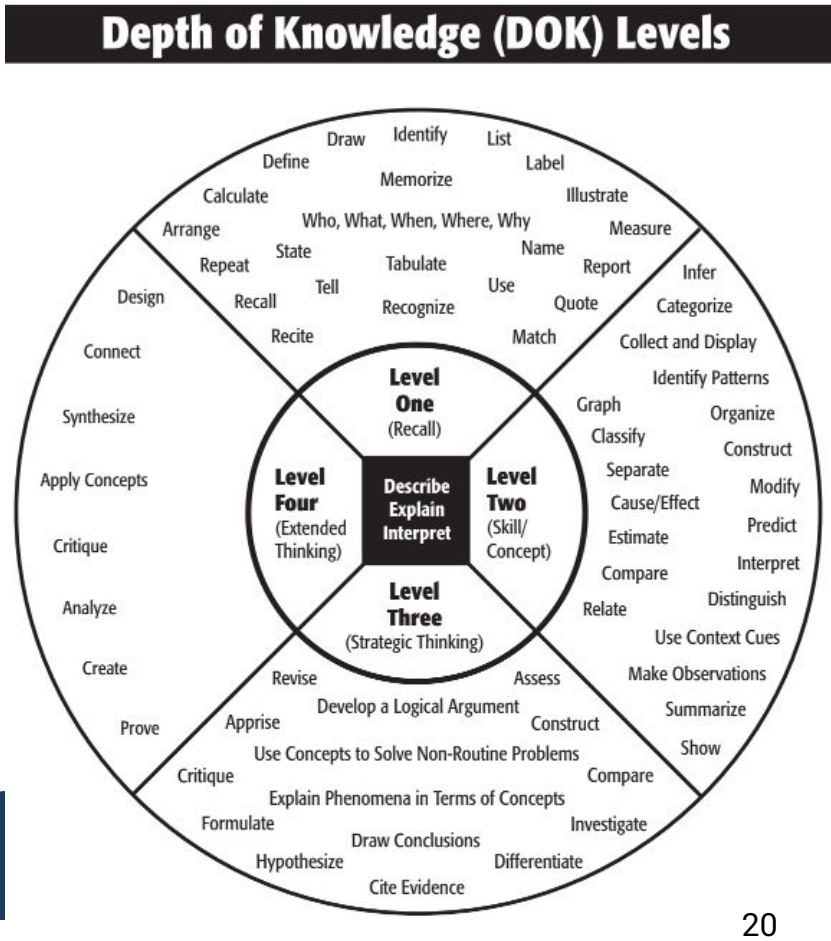
Cautionary Tale from Plants

- PPS adopted curricula is intended to go in-depth meeting the rigor of the content standards.
- Teachers use the embedded extensions & activities in the curricula to ensure students have a deep rooted mastery.
- Pushing students through curricula at too fast of a rate, risks a shallow understanding that will expose deficits later on.



Going *faster* is not the answer!

Digging deeper, more analysis, explaining why or how, defend reasoning and conclusions, making real world applications in new situations.



TAG Plans

Team TAG Plans

- Grade level team or content team
- Universal practices for TAG support to integrate during Unit and Lesson Unpacking
- Curriculum-based or strategy based

Individualized Learning Plan

- Families have the right to request a plan
- Based on individual student strengths and learning goals

TAG Services

- Higher Level Thinking and Questioning
- Differentiated Assignments
- Cluster Grouping/Flexible Grouping
- Extension Activities
- Individual Instruction
- Independent Study

TAG Programs

- ACCESS Academy
- Acceleration
- High School
  - Advanced Placement
  - International Baccalaureate: Lincoln and Cleveland
  - Dual Credit

Section 4: Services

Section 5: Rate & Level

Definitions
Differentiation

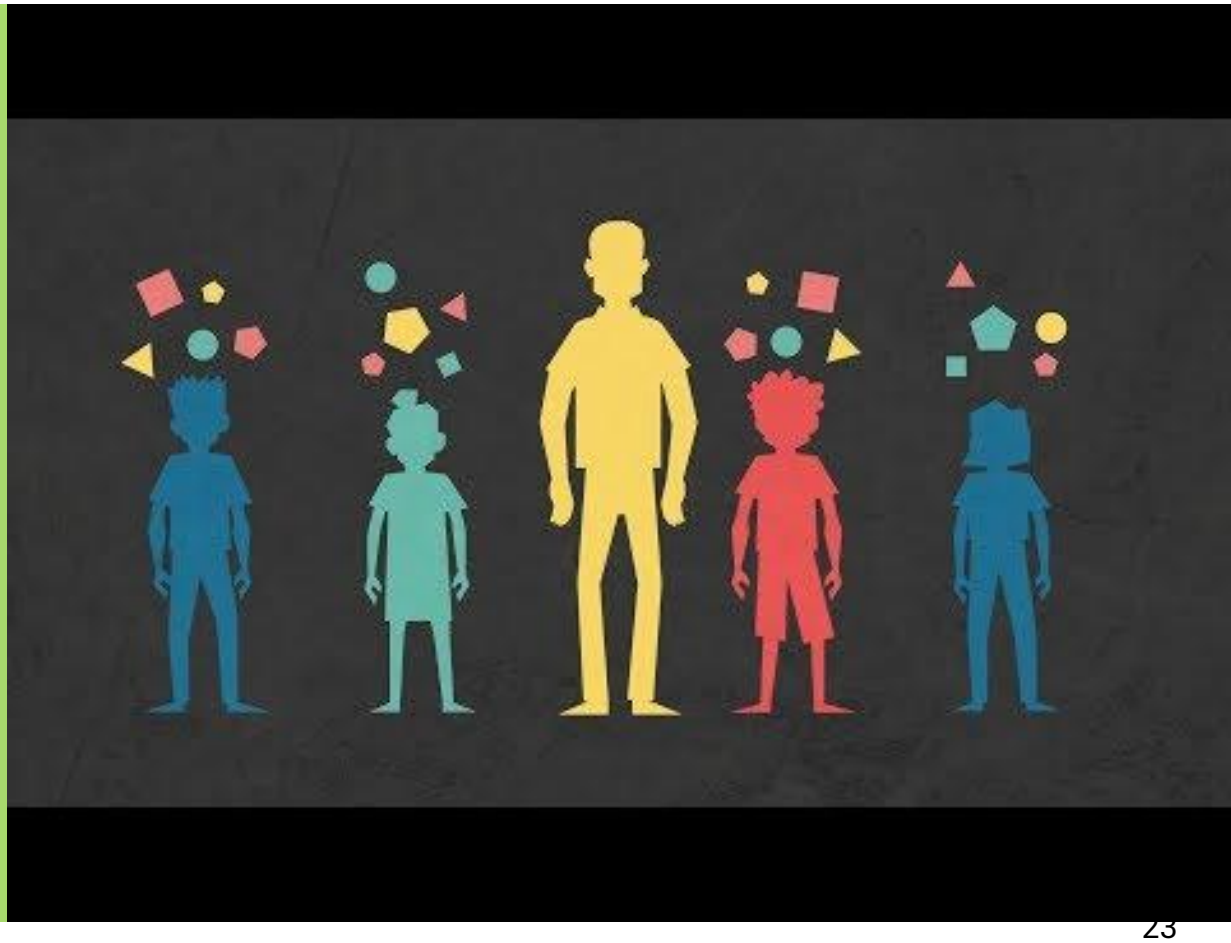
Definitions

- **Rate of Learning** is the pace at which a student successfully progresses through the curriculum.
- **Level of learning** is the instructional level of the curriculum.

Oregon State Law requires that teachers meet the rate and level of learning of students identified as talented and gifted.

Section 5: Rate & Level

What does rate & level differentiation look like in practice?



How do I meet the rate and level of students identified as talented and gifted using our current curriculum resources?

Meet the rate and level of students identified as talented and gifted by adjusting the **content**, the learning **processes**, the types of **products** that are created, and the learning **environment**.

Wit & Wisdom Grade 4 - Module 1: A Great Heart

End of Module Task

Write an informative essay that synthesizes evidence from core literary and informational texts and explains the figurative and literal meanings of the term *great heart*.

Knowledge & Skill T-Chart

The next step is create a knowledge and skill t-chart. The first column list the knowledge and understanding your students will need to complete the EOM and in the second the skills.

Knowledge	Skills
How the heart functions	Gathering relevant evidence
How to keep a heart healthy	Writing a topic statement
How people show "great heart" through acts of generosity, kindness and courage	Using evidence and elaboration
Examples of people with a great heart	Writing a concluding sentence
	Punctuation & Spelling

Wit & Wisdom Grade 4 - Module 1: A Great Heart

More Differentiated Instructional Strategies

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Differentiated Instructional Strategies

Acceleration - based on the demonstrated need of the students, the pace of instruction is increased for instruction or instruction at the next level is given.

Cluster Grouping - a purposeful placement of a student with other like students who have similar needs for learning in the same class.

Compacting - requires pre-assessing of students to show mastery of skills and concepts. The teacher then replaces the current scope and sequence of the curriculum in compacted or shorter chunks.

Flexible Grouping - students are grouped according to pre-assessment data based on specific needs in the area of the curriculum. Groups are formed and reformed based on readiness style of learning, and/or interest.

Wit & Wisdom Grade 4 - Module 1: A Great Heart

More Differentiated Instructional Strategies

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Graphic Organizers - teacher provides or student creates a mental map that represent key skills such as sequencing, compare-contrast, and classifying. Students are actively involved in the thinking process. These organizers are not products unto themselves but encourage deeper meaning and thinking

More Instructional Strategies

can be found on the PPS Grade Level Website and on the PPS District Website.



Section 5: Rate & Level

K - 5: i-Ready Mathematics: Differentiation Options

Enrichment Activities



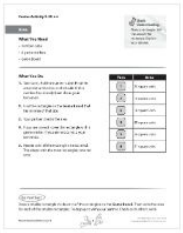
Building Pens
Student



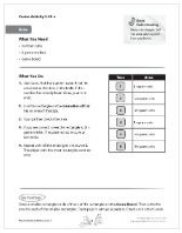
Building Pens
Teacher

Enrichment Activities: 1 available per lesson

Math Center Activities



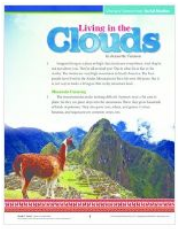
Area
Student
On Level



Area
Student
Below Level



Area
Student
Above Level



Literacy Connection - Passage from Ready Reading
Student



Literacy Connection Problems
Student

Literacy Connection: 1 available per unit

Math Center Activities: Several available each lesson. There are 3 option per activity (on, below, or **above grade level**).

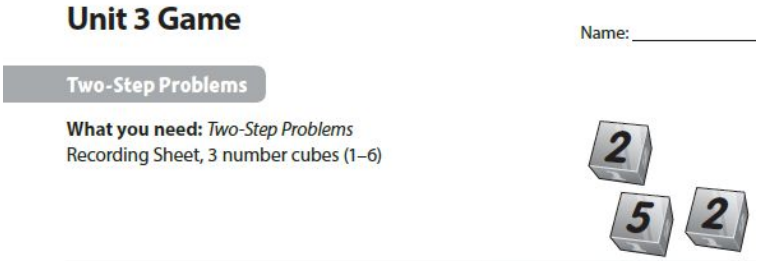
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Unit 3 Game

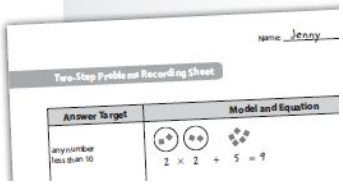
Name: _____

Two-Step Problems

What you need: *Two-Step Problems* Recording Sheet, 3 number cubes (1–6)

Directions

- Take turns. On your turn, roll 3 number cubes.
- Use those 3 numbers to make up a word problem. The problem must have two steps, and it must use multiplication at least once.



Learning Games (digital) - image is hyperlinked)

Game Focus and Availability by Grade Level

		K	1	2	3	4	5	6	7	8
	Hungry Guppy Early number sense and addition	✓	✓	✓						
	Hungry Fish Addition, subtraction, and rational number operations fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Zoom World's most interactive number line	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Bounce Integer and fraction estimation, negative rational numbers, and absolute values on a number line	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Match Basic numbers, addition, subtraction, multiplication, division, fractions, rational numbers, and ratios	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pizza Mental math, economics, and proportions			✓	✓	✓				
	Cupcake Word problems, real-world economics, proportions, ratios, rates, and coordinate planes			✓	✓	✓	✓	✓	✓	✓
	Cloud Machine Visual and symbolic fractions				✓	✓	✓	✓	✓	✓

Section 5: Rate & Level

Section 6: Plan for Continuous Improvement

District Goals
Family Engagement & Communication
Resources

TAG Goals: Identification

In order to increase the percent of historically underrepresented students receiving TAG services to better reflect building and district demographics:

- Develop a mechanism to identify students for TAG in creative ability, leadership ability, and ability in the visual and performing arts AND
- Develop a professional development series on TAG identification, including twice- and thrice-exceptional students.

TAG Goals: Providing Services

In order to increase the quality and consistency of services provided by classroom teachers to support diverse talented and gifted learners:

- Refine Personalized Learning Plans and Team TAG Plans to support diverse learners in the classroom
- Develop a professional development series on TAG supports which will include meeting the learning needs of diverse students.

Family Engagement and Communication

- Ongoing dialogue with teachers, building TAG Facilitators, and the Principal
- Virtual TAG Bulletin Board on each school website
- Community Agents
- Newsletters/websites from classroom teachers and school
- Quarterly TAG Family Newsletter
- Quarterly Office hours before TAG Advisory Committee meetings
- PPS.NET/TAG

Resources

- School based TAG Facilitator or Administrator
- District TAG Office
  - Darcy Soto, Director
    dsoto@pps.net
  - Diana Kruger, Program Administrator
    dkruger@pps.net
  - Lisa Draper, Data Clerk
    ldraper@pps.net
- Educator Resource Page*
- TAG Monthly Checklist*

***available on pps.net/tag, login required for some resources**



PORTLAND
Public Schools

Section 2 - Training for Licensed Staff: Rate & Level

The district must provide annual training to licensed district staff about rate and level instructional practices. The training may include a "refresher" option for staff who were trained during a previous school year. Before providing the training for the 2024-2025 school year, the district must submit the training's content to the Oregon Department of Education for review and incorporate into the content any departmental feedback.
PPS will increase Licensed Staff trained in rate and learning, by (1) updating our current training, (2) creating refresher training for returning educators, (3) requiring asynchronous training on our existing professional development platform to better monitor progress and (4) implementing a notification system to educators and administrators on school level progress. Educational outcomes for TAG students are increased by equipping licensed staff with the necessary skills and knowledge to implement effective rate and level instructional strategies. PPS will increase the completion of the Rate & Level Training from 67% in 2023-24 to 100% by Oct 2024.

The following slides on Rate & Level are a part of the Annual Training (Section 1) that all PPS Licensed Educators are required to take. Section 5 of the Full Version and Section 4 of the Refresher Version.

Section 4: Rate & Level

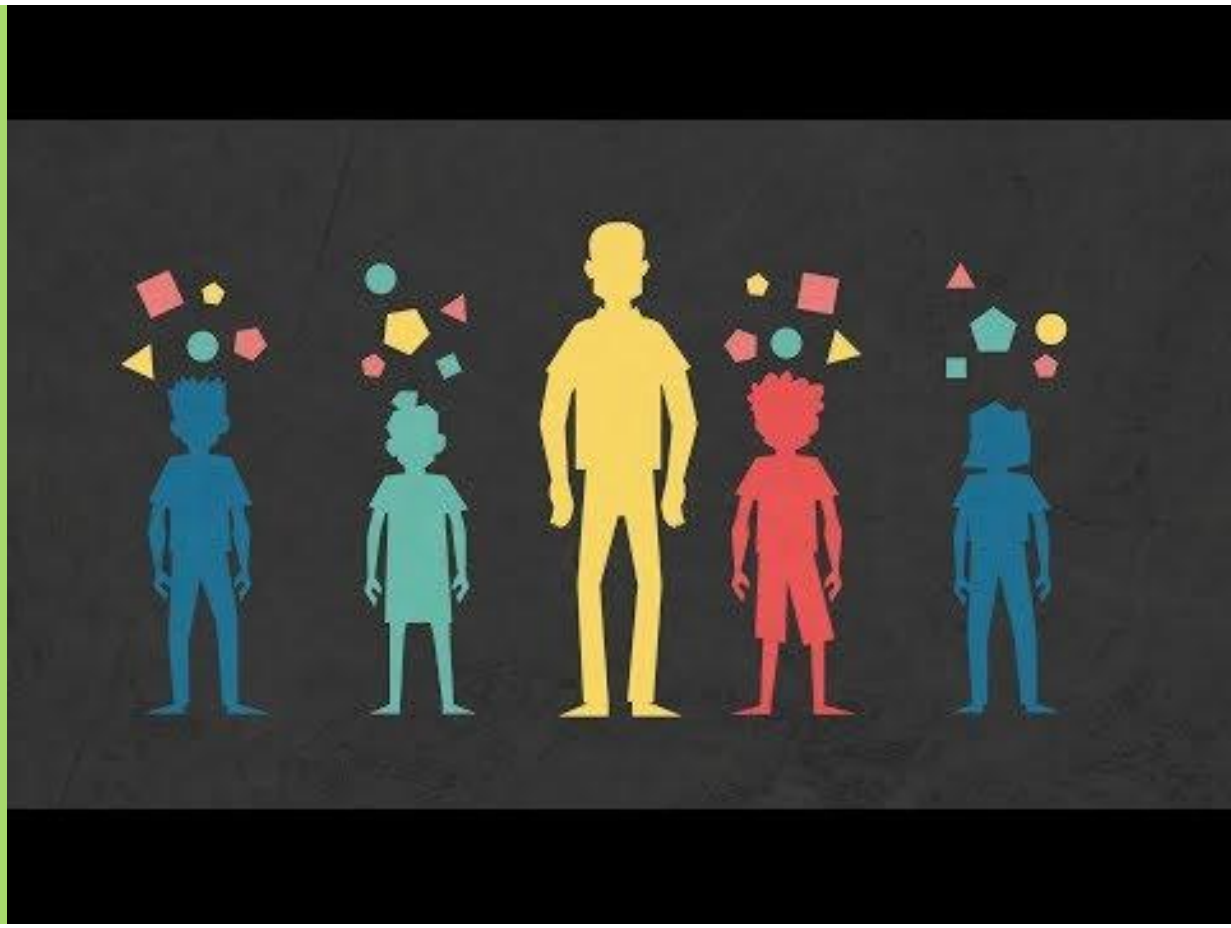
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Meet the rate and level of students identified as talented and gifted by adjusting the **content**, the learning **processes**, the types of **products** that are created, and the learning **environment**.

Let's walk through an example….

Wit & Wisdom Grade 4 - Module 1: A Great Heart

End of Module Task

Write an informative essay that synthesizes evidence from core literary and informational texts and explains the figurative and literal meanings of the term *great heart*.

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Section 4: Rate & Level

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Graphic Organizers – teacher provides or student creates a mental map that represent key skills such as sequencing, compare-contrast, and classifying. Students are actively involved in the thinking process. These organizers are not products unto themselves but encourage deeper meaning and thinking

Independent Study/Project – used as a "replacement" unit when a student already has the skills and knowledge of the current curriculum. Allows the student an opportunity to explore their passion and interests at the same time encouraging more in-depth inquiry. Students are held accountable to specific goals and outcomes

More Instructional Stategies can be found on the PPS Grade Level Website and on the PPS District Website



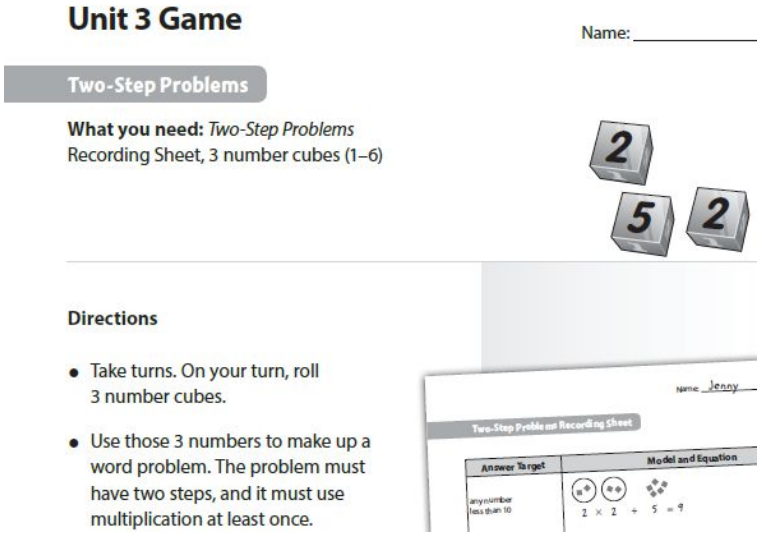
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Unit Game: Based on knowledge expected by the end of each unit. One game per unit.


Unit 3 Game

Name: _____

Two-Step Problems

What you need: *Two-Step Problems* Recording Sheet, 3 number cubes (1–6)

2 5 2

Directions

- Take turns. On your turn, roll 3 number cubes.
- Use those 3 numbers to make up a word problem. The problem must have two steps, and it must use multiplication at least once.

Name: Jenny

Two-Step Problem Recording Sheet

Answer Target	Model and Equation
any number less than 10	2 × 2 + 5 = 9

Learning Games (digital) - image is hyperlinked)

Game Focus and Availability by Grade Level

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	Zoom World's most interactive number line	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Bounce Integer and fraction estimation, negative rational numbers, and absolute values on a number line	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Match Basic numbers, addition, subtraction, multiplication, division, fractions, rational numbers, and ratios	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pizza Mental math, economics, and proportions			✓	✓	✓	✓			
	Cupcake Word problems, real-world economics, proportions, ratios, rates, and coordinate planes			✓	✓	✓	✓	✓	✓	✓
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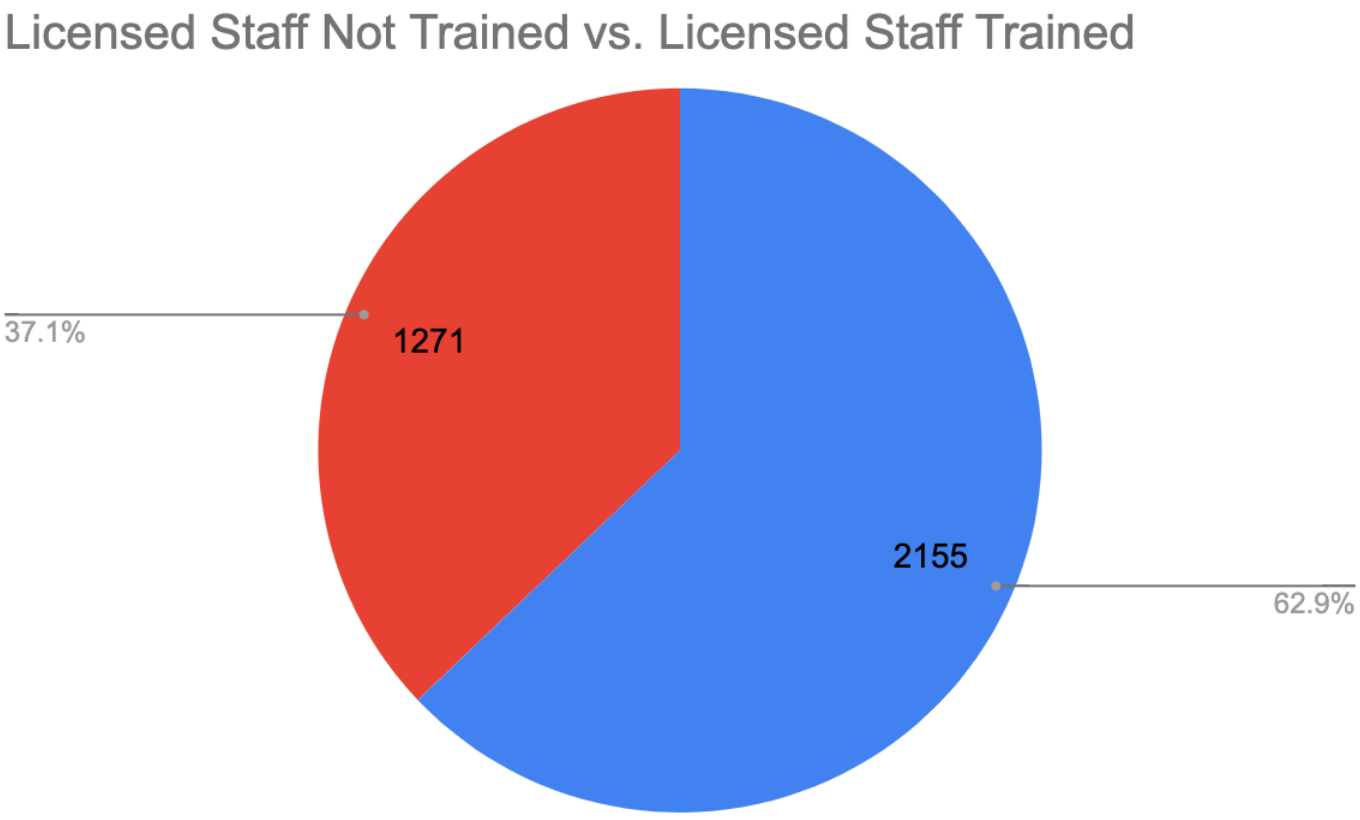
Section 5: Rate & Level

Section 3: Licensed Staff Training Data

The district must track and keep data on licensed district staff who have been trained. By the end of each school year, the district must submit to the Oregon Department of Education data reflecting the numbers and percentages of all licensed district staff who have been trained and who have not been trained.

PPS will provide transparency regarding staff completing the Annual TAG Training and the Rate & Level Training, by utilizing our existing professional development platform to track TAG training completion and establishing a timeline for notifying building administrators, TAG facilitators, and Senior Directors about staff training status. PPS will report on the percentage of licensed staff completing the Annual TAG Training and the Rate & Learning Training by January 2025 to the Oregon Department of Education.

Note: The 2023-24 Annual TAG Training focused on State Law & PPS identification procedures. Rate & Level Training was sent to all schools, accurate data of the number of schools who delivered Rate & Level Training to their staff is not available The Rate & Level Training has been embedded into the Annual Training for 2024-25 and will be mandated for all licensed staff for 2024-25.



Section 4: TAG Family Night

The district must disseminate a slide deck to all district schools to use during back-to-school nights. The slide deck must include the following: o Information about TAG programs and services offered by the district; o An explanation of rate and level instruction and examples of rate and level instructional practices; o An overview of TAG personal education plans (PEPs); o A list of TAG-related opportunities offered by the district throughout the school year; and o A description of protocols related to advocating for TAG students and filing Complaints.
PPS will educate and engage families about TAG programming by providing school based staff with a TAG Family Night Slide Deck aimed at providing comprehensive information about TAG. Educating families about the benefits and opportunities available through the TAG Department can lead to improved outcomes for students identified as talented and gifted. We will provide an opportunity for feedback, via QR code. By August 2024, we will disseminate the slide deck to 100% of PPS administrators.

TOGETHER, WE RISE

PPS Talented & Gifted
Family Information

Fall 2024

Topics for on Time Together

- What is TAG?
- Referral and Identification Process
- Supporting Learners: TAG Services
- Resources

Scan me to get a copy of this slideshow
Or click HERE

PPS Vision and Mission

Vision

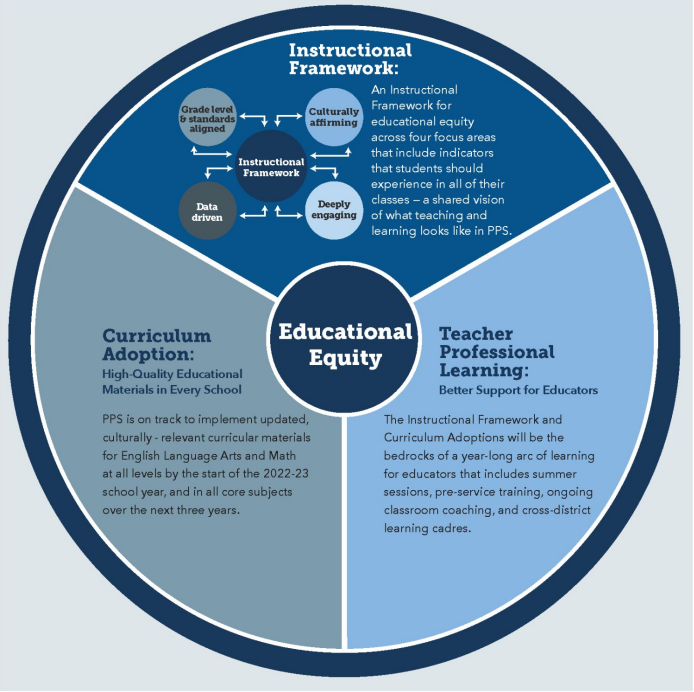
A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Mission

We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence. (July 2021)

PPS Roadmap for Educational Equity 2023-2024

PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.



What is TAG?

What is TAG?

TAG stands for Talented and Gifted.

TAG students have the capability to perform at higher levels compared to others who are the same age, are in the same environment, or have the same experience.

In PPS, classroom teachers provide TAG services through instructional practices that meet the rate and level of student learning needs. The PPS Instructional Framework identifies the components and indicators that *every* PPS student should experience.

TAG Rights

"School districts shall identify talented and gifted students enrolled in public schools under rules adopted by the State Board of Education."

"School districts shall provide educational programs or services to talented and gifted students enrolled in public schools under rules adopted by the State Board of Education."

Scan me to visit the ODE TAG Website! Or click HERE

Referral and Identification

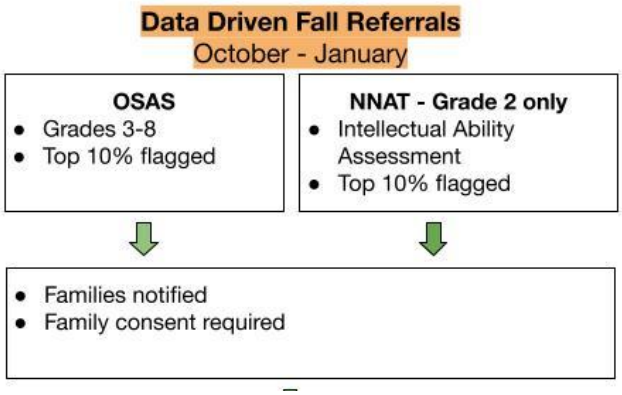
Areas of Referral and Identification

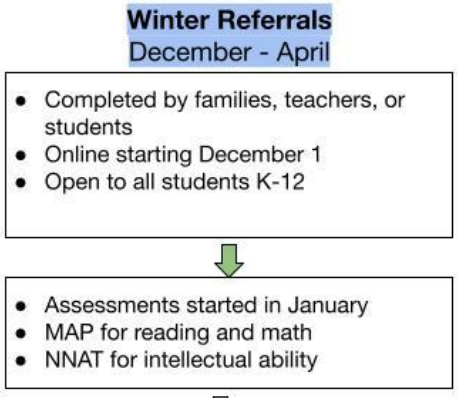
Your child may be identified as TAG in 3 areas:

- Intellectual Ability
- Math
- Reading

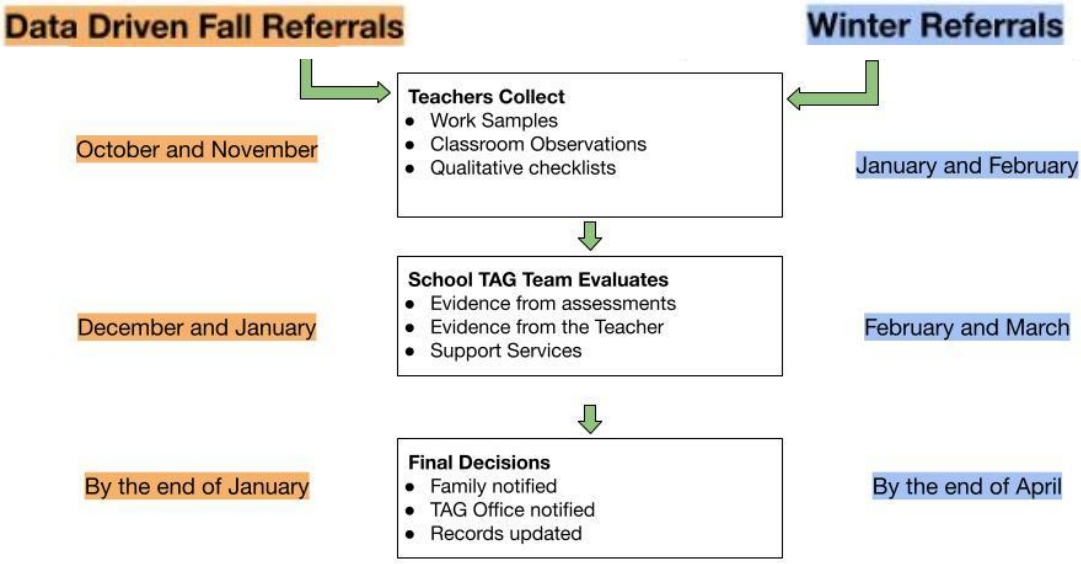
If your child is not currently identified in one of the areas and you feel they need to be assessed to determine eligibility, you may refer your child for assessment.

PPS TAG Identification Process



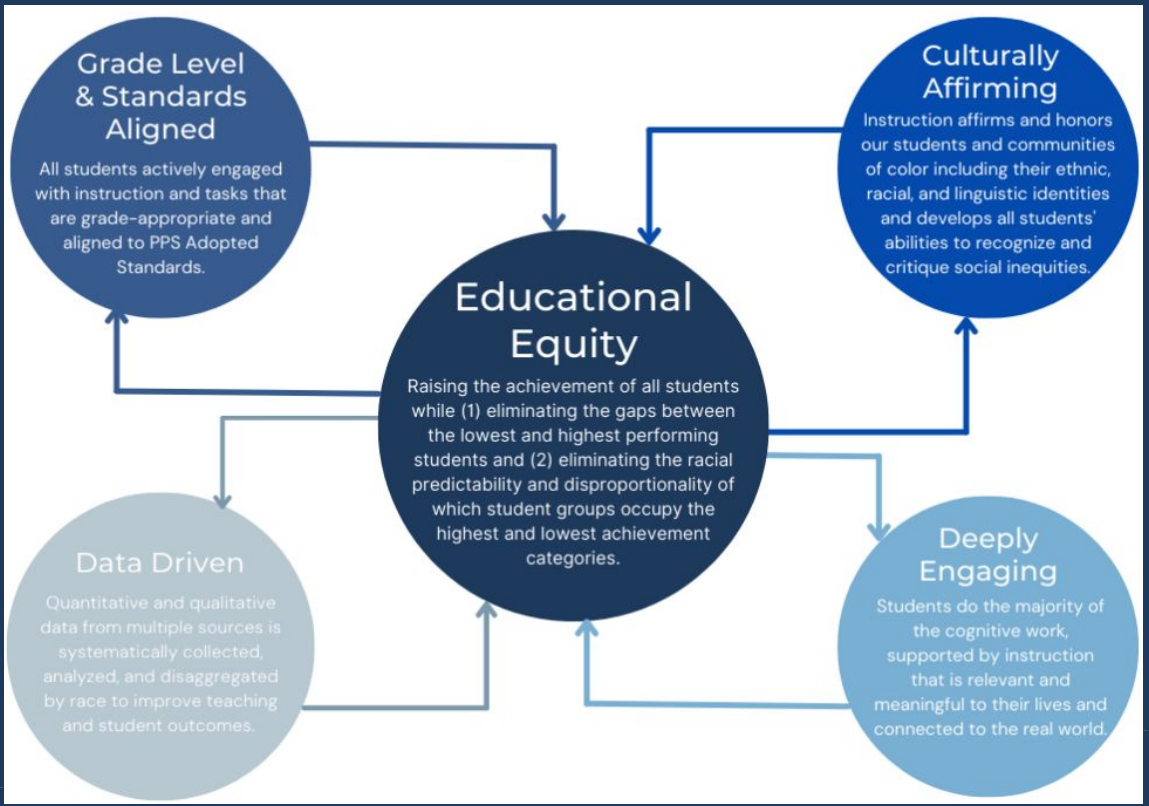


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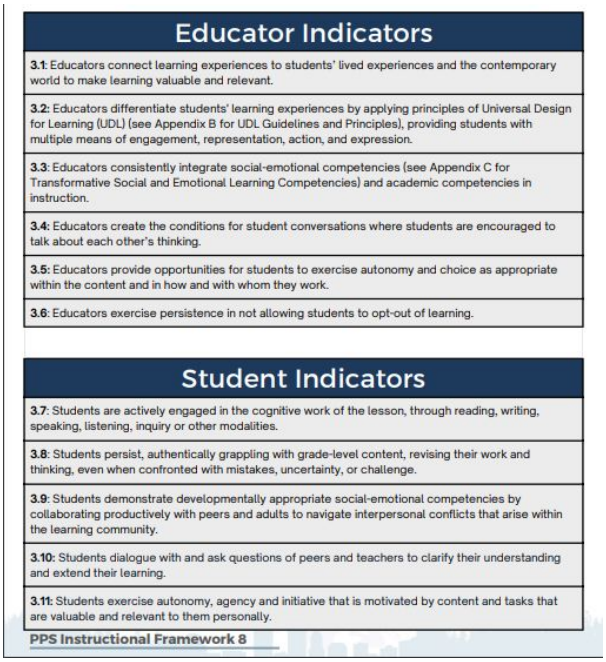
TAG Services

PPS Instructional Framework



Deeply Engaging

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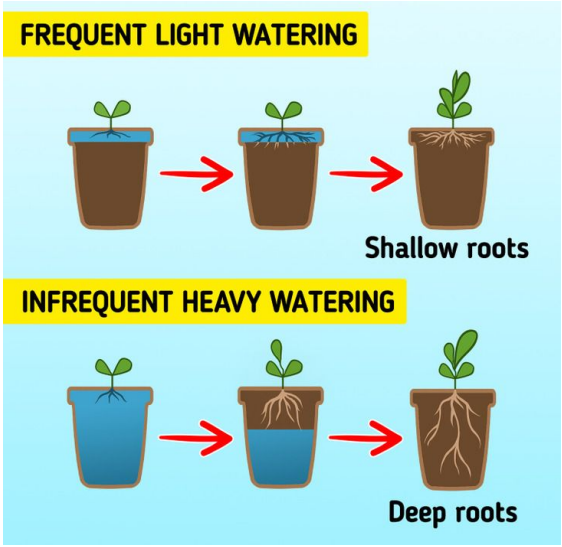
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3.11: Students exercise autonomy, agency and initiative that is motivated by content and tasks that are valuable and relevant to them personally.

PPS Instructional Framework 8

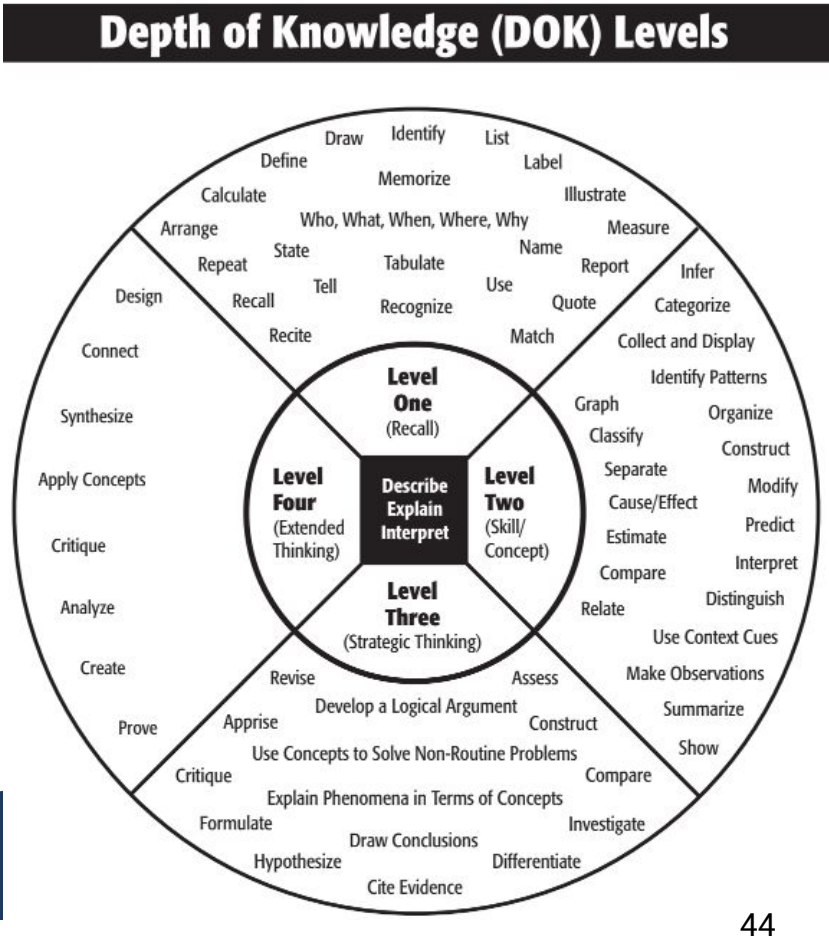
Cautionary Tale from Plants

- The new adopted curricula is intended to go in-depth meeting the rigor of the content standards.
- Teachers use the embedded extensions & activities in the curricula to ensure students have a deep rooted mastery.
- Pushing students through curricula at too fast of a rate, risks a shallow understanding that will expose deficits later on.

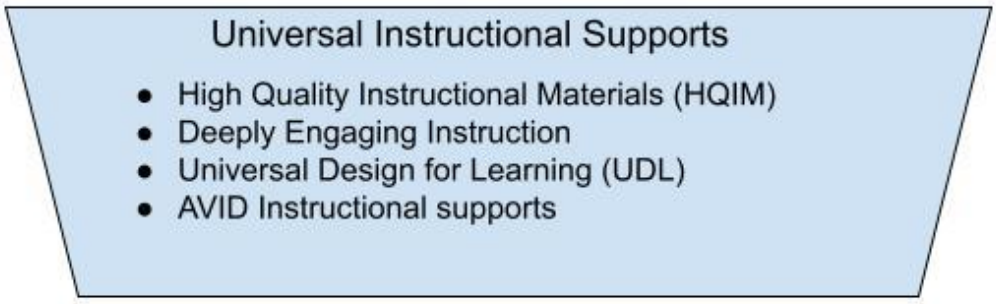


Going faster is not the answer!

Digging deeper, more analysis, explaining why or how, defend reasoning and conclusions, making real world applications in new situations.



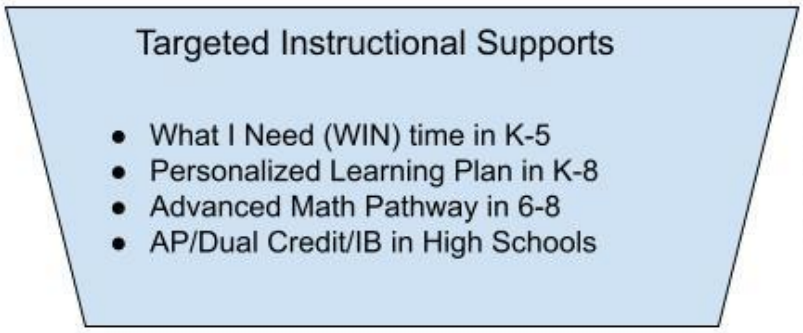
Strategies to Address Student Rate and Level



Teacher Moves

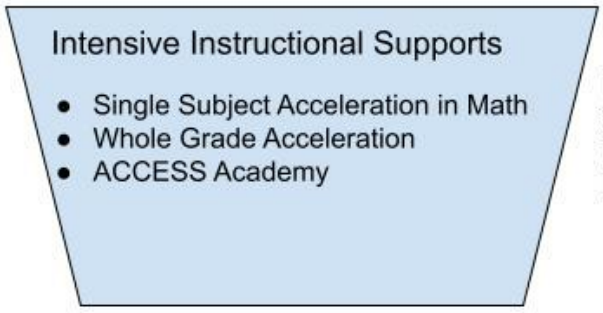
Preassessments
Higher Level Questioning
Cluster/Flexible Grouping
Extension Activities

Strategies to Address Student Rate and Level



Cluster/Flexible Grouping
Project Based Learning
Student Choice for Output
What I Need (WIN) Time
FLEX Time

Strategies to Address Student Rate and Level



Progress Monitoring
Supplemental Instruction
Project Based Learning
Independent Study

Steps If Your Child Needs Support

- Consult with your child's teacher.
  - Discuss how your child's needs are being met.
  - If you need more clarity around how, you can request a meeting to develop a Personalized Learning Plan.
- Consult the TAG Facilitator at your school if you feel your questions have not been answered by the teacher.
  - The Facilitator can also bring in additional support from the administrator and/or counselor.

Resources

FORWARD TOGETHER

PORTLAND PUBLIC SCHOOLS

District TAG Office

Darcy Soto, Director

Diana Kruger, Program Administrator

Lisa Draper, Data Clerk

If you need to contact us, use LET'S TALK pps.net/contact

School TAG Facilitators are listed on the district TAG website: pps.net/tag

Scan me to go directly to the PPS TAG website!
Or click HERE

Communication Regarding TAG News

- Ongoing dialogue with teachers, building TAG Facilitators, and the Principal
- Community Agents
- Virtual TAG Bulletin Board on each school website
- Newsletters/websites from classroom teachers and school
- Quarterly TAG Family Newsletter
- Quarterly Office hours before TAG Advisory Committee meetings
- PPS.NET/TAG

Section 5: TAG Communication Plan

The district must develop a plan for proactively communicating with parents and families that PEPs are available to TAG students. Before implementing the plan for the 2024-2025 school year, the district must submit the plan and content of the communication to the Oregon Department of Education for review and incorporate into the plan and communicate any departmental feedback.
PPS will develop a proactive communication plan to inform parents and families about the availability of Personalized Education Plans (PEPs) for students identified as talented and gifted. The plan will outline strategies for effectively communicating the purpose, benefits, and process of PEPs to families. We will use district communication channels, including newsletters, websites and family meetings, to effectively inform families about PEPs for students receiving talented and gifted services. By collaborating with TAG coordinators, administrators, and the communication department we will ensure the plan is comprehensive and accessible to all families. By August 2024 we will provide ODE with our district wide TAG Communication Plan.

2024-25 PPS TAG Communication Plan

Portland Public Schools is committed to supporting the educational needs of talented and gifted students and their families. Our communication plan aims to inform and engage parents and families about the availability, purpose, benefits, and process of TAG.

Objectives:

1. **Awareness:** Increase awareness among parents and families about the existence and benefits of TAG Programs, Services and Personalized Education Plans.
2. **Understanding:** Ensure parents and families understand the purpose and process of the referral, identification, rights and service delivery.
3. **Engagement:** Encourage active participation and collaboration between families, district and school based staff in ensuring the academic needs of students identified as talented and gifted are met.

Target Audience: Families students enrolled in Portland Public Schools, spanning diverse backgrounds and educational experiences. Emphasis will be placed on accessibility and inclusivity to ensure all families have access to information about TAG.

Key Messages:

- Personalized Support: Tailored educational plans designed to meet the unique needs and strengths of TAG students.
- Academic Services: Opportunities to enhance learning experiences and academic achievement.
- Partnership: Collaboration between district & school based staff and families to support student success.

Channels:

- **Multi-channel Approach:** Utilize district communication channels such as newsletters, websites, and email to disseminate information about TAG services, programs and Personalized Education Plans.
- **Collaboration:** Partner with TAG coordinators, school administrators, and the communication department to ensure consistency and effectiveness in messaging across all communication platforms.
- Develop a dedicated section on the district website outlining the purpose, benefits, and process of PEPs, with downloadable resources and FAQs.
- Include information about PEPs in regular newsletters sent to parents, highlighting success stories and testimonials from TAG students and their families.
- Host virtual and in-person family meetings and workshops throughout the school year to discuss PEP development and implementation.

Measurement and Evaluation:

- Track website analytics, newsletter open rates, and attendance at family meetings to gauge reach and engagement.
- Conduct surveys to assess parent and family understanding of PEPs and gather feedback for continuous improvement.

Through this proactive communication plan, PPS aims to empower parents and families with the knowledge and resources they need to support their students. By fostering collaboration and transparency, we are committed to ensuring all families feel informed and involved in their child's educational journey.

Objective	Audience	Chanels	Timeline
TAG information & Contact	Families	Poster School & District Websites	August
Information on TAG referrals, identification process, programs & services	Families School Based Staff	School & District Websites District Wide Email Quarterly Newsletter TAG Facilitator Checklist Admin Portal Teacher Connect	August October January April
Information on Access Academy, SSA & WGA	Families School Based Staff	School & District Websites District Wide Email TAG Facilitator Checklist Admin Portal Teacher Connect	January
Identification Support	School Based Staff	TAG Facilitator Checklist, Chat & Meetings Admin Portal Teacher Connect	August October December
Referral Support	Families	District Wide Email TAG Office Hours	October November

Objective	Audience	Chanels	Timeline
		TAG Quarterly Newsletter Individual Outreach	January April
Service Delivery Support	School Based Staff	TAG Facilitator Checklist, Chat & Meetings Admin Portal Teacher Connect	Ongoing
Personalized Education Plans	Families	Email Quarterly Newsletter	October January April
TAG Family Night	Families	Email School Website School Newsletter	September October

Section 6: TAG Data

The district must post no later than July 1 of each calendar year a report on the district website, highlighting the following: o Opportunities for licensed district staff to train on identifying TAG students in accordance with OAR 581-022-2335 and on using rate and level instructional practices; o Numbers and percentages of TAG students identified at every school, disaggregated by demographics, including race, ethnicity, socioeconomic status, and other program eligibility, including for English language learners and special education students; o Numbers and percentages of TAG students identified at every school as compared to the previous school year, disaggregated by grade level; o The district's progress toward accomplishing its TAG goals as outlined in the district-level TAG plan.
PPS will increase the transparency of our TAG identifications to the community, by working across departments to disaggregate our data, post data to our public website and quarterly updates of our progress in the implementation of our TAG goals as outlined in our district-level TAG plan. This includes providing clear and detailed information on TAG student identification, demographic breakdowns, year-over-year comparisons, progress towards goals, and mandatory professional development for staff. By July of each year, the district will post this information on our website.

TAG Plan Annual Progress Report End of 2023 - 24

By the end of the 2023-24 school year, the percent of HU students identified as eligible for TAG will increase from 6.4% to 10%.

Implementation Timeline	Progress Monitoring	Success Measures	2023 - 24 Results
Sept 2023 - June 2024	OSAS data for referral invitations Referrals returned Referrals completed	Identifications made	In 2022-23, the percentage of Black, Latino, Native & Pacific Islander students identified as talented and gifted was 16.6%, this increased to 19% in 2023-24.

By the end of the 2023-24 school year, PPS will develop a mechanism to identify students for TAG for creative ability, leadership ability, and ability in the visual and performing arts, with implementation in fall 2024.

Implementation Timeline	Progress Monitoring	Success Measures	2023 - 24 Results
Sept 2023 - June 2024	Tools for Identification Pilot Plan	Pilot in 6 schools Referral of 40 students	TAG - VAPA Identification This process was not completed and we did not meet our goal of having a pilot ready for Fall 2024.

By the end of the 2023 - 24 school year, the demographics of students who apply for SSA and WGA will reflect district demographics with at least 75% accuracy.

Implementation Timeline	Progress Monitoring	Success Measures	2023 - 24 Results
Sept 2023 - June 2024	Referrals returned	Referrals completed	In 2022-23, over 50% of students accelerating in Math in K-8 schools were white males. There was one student who qualified for whole grade acceleration in K-8 schools, he is a white male.

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Abernethy	1		80		53	2	45	3	46			4%	7%
1	Abernethy	2	1	86		61	2	57	2	47	1%		4%	4%
1	Abernethy	3	8	71	2	74	13	64	21	59	11%	3%	20%	36%
1	Abernethy	4	11	78	10	70	16	74	17	64	14%	14%	22%	27%
1	Abernethy	5	15	90	17	72	19	71	19	75	17%	24%	27%	25%
1	Abernethy	KG		46		44		42		39				
1	Ainsworth	1		104		92	27	88	10	92			31%	11%
1	Ainsworth	2	2	94	1	99	18	98	30	89	2%	1%	18%	34%
1	Ainsworth	3	14	104	4	88	14	103	27	111	13%	5%	14%	24%
1	Ainsworth	4	13	112	13	99	24	89	23	108	12%	13%	27%	21%
1	Ainsworth	5	21	95	22	96	20	102	27	86	22%	23%	20%	31%
1	Ainsworth	KG		85		79		83		99				
1	Alameda	1	4	94		87		88		86	4%			
1	Alameda	2	8	109	4	74	7	93	5	89	7%	5%	8%	6%
1	Alameda	3	9	102	8	97	19	79	15	92	9%	8%	24%	16%
1	Alameda	4	20	111	12	93	20	104	30	85	18%	13%	19%	35%
1	Alameda	5	21	122	27	94	22	91	29	98	17%	29%	24%	30%
1	Alameda	KG		85		80		83		71				
1	Arleta	1		54		47		32		38				
1	Arleta	2	1	65		48	3	51		33	2%		6%	
1	Arleta	3	2	42		55	6	45	3	51	5%		13%	6%
1	Arleta	4	5	51	1	38	9	56	7	49	10%	3%	16%	14%
1	Arleta	5	2	66	10	48	8	42	13	58	3%	21%	19%	22%
1	Arleta	6	4	48							8%			
1	Arleta	7	3	54							6%			
1	Arleta	8	6	60							10%			
1	Arleta	KG		45		33		30		45				
1	Astor	1	2	34		41	8	56	1	37	6%		14%	3%

Portland Public Schools TAG students by school and grade

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1	Astor	2		41	1	36	4	36	8	53		3%	11%	15%
1	Astor	3	6	37	1	37	4	33	5	31	16%	3%	12%	16%
1	Astor	4	4	55	12	29	8	33	11	37	7%	41%	24%	30%
1	Astor	5	7	35	9	61	10	29	12	38	20%	15%	34%	32%
1	Astor	6	1	40	11	37	9	64	11	34	3%	30%	14%	32%
1	Astor	7	6	66	5	39	13	38	10	60	9%	13%	34%	17%
1	Astor	8	4	48	12	62	5	42	14	48	8%	19%	12%	29%
1	Astor	KG		38		51		37		37				
1	Atkinson	1		56		62	1	53	1	55			2%	2%
1	Atkinson	2	3	69		54	4	66	2	55	4%		6%	4%
1	Atkinson	3	10	72	1	60	5	59	14	77	14%	2%	8%	18%
1	Atkinson	4	12	61	8	61	3	50	12	62	20%	13%	6%	19%
1	Atkinson	5	9	67	13	52	16	58	8	57	13%	25%	28%	14%
1	Atkinson	KG		65		53		51		60				
1	Beach	1	1	73		50	1	55	2	46	1%		2%	4%
1	Beach	2	6	65	2	65	4	55		55	9%	3%	7%	
1	Beach	3	8	64	8	67	5	66	9	51	13%	12%	8%	18%
1	Beach	4	2	65	10	53	17	63	7	63	3%	19%	27%	11%
1	Beach	5	7	65	10	59	12	56	17	60	11%	17%	21%	28%
1	Beach	KG		50		57		51		50				
1	Beverly Cleary	1	1	51		53	2	52		45	2%		4%	
1	Beverly Cleary	2	3	74	1	53	2	51	1	55	4%	2%	4%	2%
1	Beverly Cleary	3	8	54	5	75	10	53	9	52	15%	7%	19%	17%
1	Beverly Cleary	4	19	80	7	57	24	74	15	55	24%	12%	32%	27%
1	Beverly Cleary	5	20	86	23	83	11	56	31	79	23%	28%	20%	39%
1	Beverly Cleary	6	16	88	23	91	27	97	16	59	18%	25%	28%	27%
1	Beverly Cleary	7	18	108	25	87	24	84	26	97	17%	29%	29%	27%
1	Beverly Cleary	8	31	110	22	107	27	93	22	84	28%	21%	29%	26%

Portland Public Schools TAG students by school and grade

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1	Beverly Cleary	KG		41		51		44		34				
1	Boise-Eliot/Humb	1	2	68		65	6	58	1	42	3%		10%	2%
1	Boise-Eliot/Humb	2	5	52	6	62	1	57	8	57	10%	10%	2%	14%
1	Boise-Eliot/Humb	3	6	59	6	48	7	64	4	58	10%	13%	11%	7%
1	Boise-Eliot/Humb	4	1	43	10	54	7	48	6	59	2%	19%	15%	10%
1	Boise-Eliot/Humb	5	2	39	4	40	9	52	6	40	5%	10%	17%	15%
1	Boise-Eliot/Humb	KG		66		52		48		52				
1	Boise-Eliot/Humb	PK		7		19		29		30				
1	Bridger	1	1	58		61	7	57			2%		12%	
1	Bridger	2	7	58	2	57	6	57			12%	4%	11%	
1	Bridger	3	8	60	8	53	7	54			13%	15%	13%	
1	Bridger	4	3	71	10	52	10	52			4%	19%	19%	
1	Bridger	5	11	63	9	58	11	54			17%	16%	20%	
1	Bridger	6	6	61							10%			
1	Bridger	7	4	28							14%			
1	Bridger	8	1	52							2%			
1	Bridger	KG		63		56		55						
1	Bridger Creative	1								67				
1	Bridger Creative	2							6	69				9%
1	Bridger Creative	3							4	62				6%
1	Bridger Creative	4							10	59				17%
1	Bridger Creative	5							10	66				15%
1	Bridger Creative	6							12	60				20%
1	Bridger Creative	7							9	49				18%
1	Bridger Creative	8							5	44				11%
1	Bridger Creative	KG								39				
1	Bridlemile	1		74		65	3	79	5	77			4%	6%
1	Bridlemile	2	1	74		78	7	74	3	78	1%		9%	4%

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1	Bridlemile	3	8	83	1	73	6	78	7	74	10%	1%	8%	9%
1	Bridlemile	4	9	71	12	72	15	72	20	74	13%	17%	21%	27%
1	Bridlemile	5	14	81	12	74	18	76	17	67	17%	16%	24%	25%
1	Bridlemile	KG		54		73		79		76				
1	Buckman	1		71		70	1	67	2	50			1%	4%
1	Buckman	2	7	77		69	2	76	8	64	9%		3%	13%
1	Buckman	3	13	73	8	69	5	73	9	75	18%	12%	7%	12%
1	Buckman	4	10	72	13	71	12	65	9	70	14%	18%	18%	13%
1	Buckman	5	7	79	11	61	16	66	16	69	9%	18%	24%	23%
1	Buckman	KG		74		60		48		43				
1	Capitol Hill	1		68		51	2	56	1	67			4%	1%
1	Capitol Hill	2		58		63	4	48	3	58			8%	5%
1	Capitol Hill	3	1	47	2	53	11	63	8	55	2%	4%	17%	15%
1	Capitol Hill	4	1	63	2	42	16	60	13	58	2%	5%	27%	22%
1	Capitol Hill	5	9	60	4	61	5	44	20	67	15%	7%	11%	30%
1	Capitol Hill	KG		50		54		62		56				
1	César Chávez	1	2	52		53	1	43	2	50	4%		2%	4%
1	César Chávez	2	3	65	2	50	5	45	1	46	5%	4%	11%	2%
1	César Chávez	3		56	5	59	3	48	4	41		8%	6%	10%
1	César Chávez	4	2	55	1	55	5	60	2	52	4%	2%	8%	4%
1	César Chávez	5	5	56	4	49	1	57	5	59	9%	8%	2%	8%
1	César Chávez	6	1	59	8	59	5	55	3	70	2%	14%	9%	4%
1	César Chávez	7	4	79	3	52	9	58	4	50	5%	6%	16%	8%
1	César Chávez	8	1	74	9	69	5	54	9	58	1%	13%	9%	16%
1	César Chávez	KG		48		39		47		55				
1	Chapman	1	3	64		52	1	72		57	5%		1%	
1	Chapman	2	3	61	3	61		50	4	66	5%	5%		6%
1	Chapman	3	5	63	3	49	10	60	1	52	8%	6%	17%	2%

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1	Chapman	4	8	70	7	61	14	50	9	60	11%	11%	28%	15%
1	Chapman	5	14	78	9	55	15	67	13	53	18%	16%	22%	25%
1	Chapman	KG		39		63		51		56				
1	Chief Joseph	1		64		39	3	43	1	47			7%	2%
1	Chief Joseph	2	4	45		57	2	38	5	38	9%		5%	13%
1	Chief Joseph	3	5	51	3	37	3	57	7	39	10%	8%	5%	18%
1	Chief Joseph	4	1	46	4	43	7	38	10	54	2%	9%	18%	19%
1	Chief Joseph	5	5	54	1	42	4	40	7	39	9%	2%	10%	18%
1	Chief Joseph	KG		45		51		45		48				
1	Clark	1								55				
1	Clark	2							1	56				2%
1	Clark	3							3	63				5%
1	Clark	4							2	61				3%
1	Clark	5							5	58				9%
1	Clark	KG								48				
1	Creative Science	1		42		46	1	45					2%	
1	Creative Science	2	2	48		44	2	43			4%		5%	
1	Creative Science	3	6	49	4	43	7	45			12%	9%	16%	
1	Creative Science	4	5	52	5	47	6	48			10%	11%	13%	
1	Creative Science	5	6	51	11	49	8	51			12%	22%	16%	
1	Creative Science	6	4	51	6	45	10	53			8%	13%	19%	
1	Creative Science	7	7	56	5	47	6	49			13%	11%	12%	
1	Creative Science	8	7	54	10	50	9	49			13%	20%	18%	
1	Creative Science	KG		47		48		40						
1	Creston	1		55		51	3	38	1	43			8%	2%
1	Creston	2	2	40		51	2	49	4	38	5%		4%	11%
1	Creston	3	4	43	1	34	5	50	4	44	9%	3%	10%	9%
1	Creston	4	6	40	1	45	3	37	6	45	15%	2%	8%	13%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Creston	5	12	44	10	36	4	45	6	35	27%	28%	9%	17%
1	Creston	6	4	36							11%			
1	Creston	7	8	54							15%			
1	Creston	8	1	25							4%			
1	Creston	KG		48		33		41		33				
1	Duniway	1		79		60	1	83	3	57			1%	5%
1	Duniway	2	2	82		69	6	62	2	80	2%		10%	3%
1	Duniway	3	8	80	1	81	10	67	12	59	10%	1%	15%	20%
1	Duniway	4	17	86	13	73	15	83	17	70	20%	18%	18%	24%
1	Duniway	5	12	73	21	79	22	78	21	83	16%	27%	28%	25%
1	Duniway	KG		68		74		49		60				
1	Faubion	1		75		56	4	61	1	62			7%	2%
1	Faubion	2		90		74	5	59	4	59			8%	7%
1	Faubion	3	5	99	4	74	7	66	8	57	5%	5%	11%	14%
1	Faubion	4	5	84	8	83	6	82	8	70	6%	10%	7%	11%
1	Faubion	5	3	58	6	69	7	76	9	78	5%	9%	9%	12%
1	Faubion	6	3	80	5	60	6	66	5	67	4%	8%	9%	7%
1	Faubion	7	3	72	3	78	3	56	5	63	4%	4%	5%	8%
1	Faubion	8	5	81	6	71	5	77	2	51	6%	8%	6%	4%
1	Faubion	KG		58		62		72		64				
1	Faubion	PK		43		76		69		72				
1	Forest Park	1	3	55		55		44	11	54	5%			20%
1	Forest Park	2	8	65	2	66	4	57	3	44	12%	3%	7%	7%
1	Forest Park	3	14	47	11	58	13	71	9	51	30%	19%	18%	18%
1	Forest Park	4	20	73	12	48	17	57	21	73	27%	25%	30%	29%
1	Forest Park	5	11	63	26	69	15	48	19	53	17%	38%	31%	36%
1	Forest Park	KG		45		37		51		46				
1	Glencoe	1	3	64		65	5	68	1	72	5%		7%	1%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Glencoe	2	4	68	2	61	3	69	4	68	6%	3%	4%	6%
1	Glencoe	3	10	65	3	64	8	68	5	63	15%	5%	12%	8%
1	Glencoe	4	11	68	13	61	9	62	15	63	16%	21%	15%	24%
1	Glencoe	5	15	71	13	64	15	64	10	60	21%	20%	23%	17%
1	Glencoe	KG		59		58		63		46				
1	Grout	1		54		59	1	42		56			2%	
1	Grout	2	4	64		55	3	57	2	40	6%		5%	5%
1	Grout	3	6	58	3	54	6	54	14	58	10%	6%	11%	24%
1	Grout	4	8	57	11	67	7	47	8	50	14%	16%	15%	16%
1	Grout	5	5	59	14	51	11	57	8	49	8%	27%	19%	16%
1	Grout	KG		58		54		59		49				
1	Harrison Park	1		73		57		54						
1	Harrison Park	2	2	66		60	2	62			3%		3%	
1	Harrison Park	3	4	62	6	63	2	68			6%	10%	3%	
1	Harrison Park	4	1	57	4	51	5	63			2%	8%	8%	
1	Harrison Park	5		63	2	48	3	51				4%	6%	
1	Harrison Park	6		76	3	58	4	73				5%	5%	
1	Harrison Park	7	1	67	4	75	3	68			1%	5%	4%	
1	Harrison Park	8	4	90	9	72	4	74			4%	13%	5%	
1	Harrison Park	KG		47		45		62						
1	Hayhurst	1		73		47		56		49				
1	Hayhurst	2	1	62	3	70	1	57	2	56	2%	4%	2%	4%
1	Hayhurst	3	4	59	6	55	15	72	3	52	7%	11%	21%	6%
1	Hayhurst	4	11	75	7	60	10	57	18	73	15%	12%	18%	25%
1	Hayhurst	5	15	66	19	72	12	57	11	55	23%	26%	21%	20%
1	Hayhurst	KG		45		47		51		50				
1	Irvington	1	4	59		39	9	41	5	43	7%		22%	12%
1	Irvington	2	1	47	3	48	8	39	9	39	2%	6%	21%	23%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Irvington	3	3	52	1	37	9	39	12	38	6%	3%	23%	32%
1	Irvington	4	8	57	3	39	12	37	9	40	14%	8%	32%	23%
1	Irvington	5	8	59	11	47	5	32	13	36	14%	23%	16%	36%
1	Irvington	KG		46		38		40		39				
1	James John	1		58		62	2	57		62			4%	
1	James John	2		56		57		54	1	59				2%
1	James John	3	3	52	2	54	4	59	6	59	6%	4%	7%	10%
1	James John	4	2	54	6	52	5	50	6	60	4%	12%	10%	10%
1	James John	5	3	42	6	50	5	59	10	60	7%	12%	8%	17%
1	James John	KG		54		57		58		48				
1	Kelly	1	1	84		59	2	64		64	1%		3%	
1	Kelly	2	1	80		66	2	59	2	72	1%		3%	3%
1	Kelly	3	1	63	2	75	8	68	2	56	2%	3%	12%	4%
1	Kelly	4	2	58	3	47	7	61	9	61	3%	6%	11%	15%
1	Kelly	5	2	70	2	59	5	47	7	66	3%	3%	11%	11%
1	Kelly	KG		64		66		57		57				
1	Laurelhurst	1	1	73		75	3	67		73	1%		4%	
1	Laurelhurst	2	6	84	2	69	4	75	3	59	7%	3%	5%	5%
1	Laurelhurst	3	12	82	6	75	7	76	5	78	15%	8%	9%	6%
1	Laurelhurst	4	21	85	18	77	9	80	14	82	25%	23%	11%	17%
1	Laurelhurst	5	19	75	30	81	22	79	11	77	25%	37%	28%	14%
1	Laurelhurst	6	11	70	23	71	30	85	26	83	16%	32%	35%	31%
1	Laurelhurst	7	26	84	22	68	23	74	30	82	31%	32%	31%	37%
1	Laurelhurst	8	20	75	33	80	25	71	23	72	27%	41%	35%	32%
1	Laurelhurst	KG		60		53		67		53				
1	Lee	1	2	49		45	1	55	3	46	4%		2%	7%
1	Lee	2	5	37	5	41	4	50	4	52	14%	12%	8%	8%
1	Lee	3	3	40	6	33	6	46	8	47	8%	18%	13%	17%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Lee	4	5	42	6	38	6	38	8	49	12%	16%	16%	16%
1	Lee	5	3	43	6	38	7	40	6	41	7%	16%	18%	15%
1	Lee	KG		51		41		47		53				
1	Lee	PK								7				
1	Lent	1	1	39		49	1	50	2	39	3%		2%	5%
1	Lent	2		47		39	1	50	4	44			2%	9%
1	Lent	3	1	51	1	47	1	33	4	59	2%	2%	3%	7%
1	Lent	4	3	59	1	44	1	40	6	42	5%	2%	3%	14%
1	Lent	5	1	61	3	49	3	43	8	52	2%	6%	7%	15%
1	Lent	6	1	62							2%			
1	Lent	7	5	59							8%			
1	Lent	8	1	50							2%			
1	Lent	KG		48		49		35		37				
1	Lent	PK						33		35				
1	Lewis	1		64		48	1	56	1	55			2%	2%
1	Lewis	2	4	62		48	2	45	1	56	6%		4%	2%
1	Lewis	3	14	61	4	60	6	41	4	48	23%	7%	15%	8%
1	Lewis	4	10	68	16	57	14	63	12	40	15%	28%	22%	30%
1	Lewis	5	11	62	20	65	23	61	18	64	18%	31%	38%	28%
1	Lewis	KG		51		59		54		35				
1	Llewellyn	1	5	76		56	4	75	2	64	7%		5%	3%
1	Llewellyn	2	1	81	5	73	4	63	3	69	1%	7%	6%	4%
1	Llewellyn	3	7	77	1	75	20	79	5	63	9%	1%	25%	8%
1	Llewellyn	4	5	71	4	58	9	74	26	78	7%	7%	12%	33%
1	Llewellyn	5	14	97	11	63	15	57	20	66	14%	17%	26%	30%
1	Llewellyn	KG		58		70		67		53				
1	Maplewood	1		54		47	3	46	6	55			7%	11%
1	Maplewood	2	3	64	1	46	1	47	7	50	5%	2%	2%	14%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Maplewood	3	4	44	2	53	3	53	9	47	9%	4%	6%	19%
1	Maplewood	4	7	60	7	45	5	52	6	58	12%	16%	10%	10%
1	Maplewood	5	9	68	13	63	8	51	7	52	13%	21%	16%	13%
1	Maplewood	KG		57		37		61		39				
1	Markham	1	3	67		78	4	80	3	62	4%		5%	5%
1	Markham	2	3	60	3	66	7	79	4	74	5%	5%	9%	5%
1	Markham	3	6	69	2	63	10	72	12	72	9%	3%	14%	17%
1	Markham	4	8	68	9	70	5	59	13	66	12%	13%	8%	20%
1	Markham	5	9	70	11	68	12	70	8	64	13%	16%	17%	13%
1	Markham	KG		82		79		66		64				
1	Marysville	1	2	51		46	1	50		57	4%		2%	
1	Marysville	2	4	41	1	45	6	51	3	68	10%	2%	12%	4%
1	Marysville	3	6	55	3	41	3	47	7	64	11%	7%	6%	11%
1	Marysville	4	2	37	6	50	8	47	3	68	5%	12%	17%	4%
1	Marysville	5	3	48	4	29	11	50	9	64	6%	14%	22%	14%
1	Marysville	6		40										
1	Marysville	7	5	53							9%			
1	Marysville	8	1	35							3%			
1	Marysville	KG		42		37		41		38				
1	Marysville	PK						27		35				
1	MLK Jr	1		63		62		41	1	59				2%
1	MLK Jr	2		53	2	58	2	60	5	43		3%	3%	12%
1	MLK Jr	3	4	52	2	49	2	55	9	57	8%	4%	4%	16%
1	MLK Jr	4	5	50	7	43	4	49	7	51	10%	16%	8%	14%
1	MLK Jr	5	2	40	11	47	7	39	7	45	5%	23%	18%	16%
1	MLK Jr	KG		61		38		58		52				
1	MLK Jr	PK		5		18		32		36				
1	Odyssey	1	3	27		20	1	28		22	11%		4%	

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Odyssey	2	3	26	3	26	4	21	9	26	12%	12%	19%	35%
1	Odyssey	3	10	26	3	23	8	28	7	26	38%	13%	29%	27%
1	Odyssey	4	11	27	8	24	5	28	9	28	41%	33%	18%	32%
1	Odyssey	5	5	28	13	28	9	23	6	28	18%	46%	39%	21%
1	Odyssey	6	9	29	7	26	13	28	12	25	31%	27%	46%	48%
1	Odyssey	7	5	26	11	28	8	25	12	25	19%	39%	32%	48%
1	Odyssey	8	13	31	9	21	10	27	9	24	42%	43%	37%	38%
1	Odyssey	KG		24		23		17		23				
1	Peninsula	1		34		33	6	39	1	40			15%	3%
1	Peninsula	2	1	48		29	1	30	5	37	2%		3%	14%
1	Peninsula	3	2	36	1	42	2	30	2	32	6%	2%	7%	6%
1	Peninsula	4	5	43	1	30	4	47	2	33	12%	3%	9%	6%
1	Peninsula	5	1	39	3	31	3	35	5	46	3%	10%	9%	11%
1	Peninsula	KG		37		36		44		46				
1	Richmond	1	1	102		89	3	94	1	90	1%		3%	1%
1	Richmond	2	4	94		92	6	93	4	91	4%		6%	4%
1	Richmond	3	13	106	3	85	19	89	38	90	12%	4%	21%	42%
1	Richmond	4	10	102	13	94	27	83	32	89	10%	14%	33%	36%
1	Richmond	5	25	102	16	92	19	90	34	83	25%	17%	21%	41%
1	Richmond	KG		94		99		90		94				
1	Rieke	1	3	54		54	3	52	1	38	6%		6%	3%
1	Rieke	2	2	51	4	52	9	50	9	52	4%	8%	18%	17%
1	Rieke	3	7	56	2	48	16	52	12	53	13%	4%	31%	23%
1	Rieke	4	16	62	8	56	12	51	19	50	26%	14%	24%	38%
1	Rieke	5	9	48	22	62	16	55	17	52	19%	35%	29%	33%
1	Rieke	KG		58		41		40		43				
1	Rigler	1		59		30	4	45	2	36			9%	6%
1	Rigler	2	1	37		50	2	28	4	52	3%		7%	8%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Rigler	3		43	1	35	1	41	3	31		3%	2%	10%
1	Rigler	4		48	5	32	1	33	1	43		16%	3%	2%
1	Rigler	5	1	46	4	45	7	35	2	36	2%	9%	20%	6%
1	Rigler	KG		35		45		41		57				
1	Rosa Parks	1		42		35		32	1	23				4%
1	Rosa Parks	2	1	43		31	2	34	1	26	2%		6%	4%
1	Rosa Parks	3	1	44	1	37		31	3	34	2%	3%		9%
1	Rosa Parks	4	1	48	5	40	3	38	1	28	2%	13%	8%	4%
1	Rosa Parks	5		52	4	42	5	37	3	35		10%	14%	9%
1	Rosa Parks	KG		37		29		25		31				
1	Rosa Parks	PK								21				
1	Rose City Park	1	1	91		78	7	67	2	93	1%		10%	2%
1	Rose City Park	2	3	104		90	5	74	9	69	3%		7%	13%
1	Rose City Park	3	8	88	7	91	7	83	7	71	9%	8%	8%	10%
1	Rose City Park	4	12	76	10	79	17	82	10	80	16%	13%	21%	13%
1	Rose City Park	5	8	77	7	64	14	69	20	82	10%	11%	20%	24%
1	Rose City Park	KG		93		62		93		69				
1	Sabin	1	1	58		44	6	62	8	39	2%		10%	21%
1	Sabin	2	1	71	2	62	3	48	10	63	1%	3%	6%	16%
1	Sabin	3	6	54		63	11	57	12	56	11%		19%	21%
1	Sabin	4	6	58	6	53	8	51	18	48	10%	11%	16%	38%
1	Sabin	5	7	67	9	55	8	51	11	54	10%	16%	16%	20%
1	Sabin	KG		52		63		43		42				
1	Scott	1	1	92		64	4	72	4	95	1%		6%	4%
1	Scott	2	2	73	2	84	3	63	10	72	3%	2%	5%	14%
1	Scott	3	6	78	3	70	9	94	8	67	8%	4%	10%	12%
1	Scott	4	7	71	15	69	6	71	10	102	10%	22%	8%	10%
1	Scott	5	3	76	8	69	17	72	9	83	4%	12%	24%	11%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Scott	KG		70		73		81		81				
1	Sitton	1		60		43	5	73	2	62			7%	3%
1	Sitton	2	2	63		53	3	52	5	70	3%		6%	7%
1	Sitton	3	4	54	3	54	1	55	6	48	7%	6%	2%	13%
1	Sitton	4	1	52	5	41	6	59	5	50	2%	12%	10%	10%
1	Sitton	5	2	61	1	48	8	42	6	51	3%	2%	19%	12%
1	Sitton	KG		47		68		65		54				
1	Skyline	1	1	14		25		25		23	7%			
1	Skyline	2	5	14	1	21	1	26		29	36%	5%	4%	
1	Skyline	3	5	22	6	22	6	23	5	25	23%	27%	26%	20%
1	Skyline	4	4	18	7	24	7	25	9	25	22%	29%	28%	36%
1	Skyline	5	1	20	5	22	10	27	9	26	5%	23%	37%	35%
1	Skyline	6	5	21	4	24	6	22	9	21	24%	17%	27%	43%
1	Skyline	7	4	21	6	18	5	23	10	22	19%	33%	22%	45%
1	Skyline	8	8	31	8	25	11	22	9	22	26%	32%	50%	41%
1	Skyline	KG		20		24		22		25				
1	Stephenson	1		56		51		43	1	52				2%
1	Stephenson	2		62		55	5	56	2	44			9%	5%
1	Stephenson	3	4	43		63	4	46	8	53	9%		9%	15%
1	Stephenson	4	10	52	5	50	10	63	11	48	19%	10%	16%	23%
1	Stephenson	5	11	55	15	55	11	51	14	61	20%	27%	22%	23%
1	Stephenson	KG		54		46		48		52				
1	Sunnyside Enviro	1		41		50		34		50				
1	Sunnyside Enviro	2	1	46		36		48	1	36	2%			3%
1	Sunnyside Enviro	3	5	57	2	44	3	39	4	53	9%	5%	8%	8%
1	Sunnyside Enviro	4	4	58	5	54	7	45	13	42	7%	9%	16%	31%
1	Sunnyside Enviro	5	5	58	9	56	12	56	9	49	9%	16%	21%	18%
1	Sunnyside Enviro	6	5	81	9	60	10	62	18	68	6%	15%	16%	26%

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	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Sunnyside Enviro	7	12	73	9	69	10	63	11	60	16%	13%	16%	18%
1	Sunnyside Enviro	8	12	65	17	70	11	71	8	53	18%	24%	15%	15%
1	Sunnyside Enviro	KG		43		30		47		36				
1	Vernon	1	5	69		48	4	69		61	7%		6%	
1	Vernon	2	7	64	3	60	1	55	4	72	11%	5%	2%	6%
1	Vernon	3	3	62	6	55	8	62	2	56	5%	11%	13%	4%
1	Vernon	4	10	69	4	57	13	66	13	64	14%	7%	20%	20%
1	Vernon	5	8	68	12	60	4	57	15	71	12%	20%	7%	21%
1	Vernon	6	5	57	14	65	11	56	6	75	9%	22%	20%	8%
1	Vernon	7	10	67	7	52	18	68	12	60	15%	13%	26%	20%
1	Vernon	8	5	65	12	65	8	58	16	64	8%	18%	14%	25%
1	Vernon	KG		48		55		64		55				
1	Vestal	1		41		33	5	34	2	52			15%	4%
1	Vestal	2	1	46		39	1	29	5	34	2%		3%	15%
1	Vestal	3	2	31		39	2	39	2	34	6%		5%	6%
1	Vestal	4	2	35	3	31	3	38	2	35	6%	10%	8%	6%
1	Vestal	5	1	36	2	30	3	39	3	40	3%	7%	8%	8%
1	Vestal	KG		39		35		53		33				
1	Vestal	PK								36				
1	Whitman	1		26		25	1	24		26			4%	
1	Whitman	2		29	1	25	2	25	1	27		4%	8%	4%
1	Whitman	3	2	38	1	27	3	25	4	29	5%	4%	12%	14%
1	Whitman	4		30	5	31	3	27	3	29		16%	11%	10%
1	Whitman	5	1	33	1	24	5	34	3	31	3%	4%	15%	10%
1	Whitman	KG		29		20		18		38				
1	Winterhaven	1	1	24		22	1	26	1	27	4%		4%	4%
1	Winterhaven	2	1	21	1	24	1	27	3	28	5%	4%	4%	11%
1	Winterhaven	3	5	26	1	19	4	28	5	25	19%	5%	14%	20%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
1	Winterhaven	4	5	26	7	26	6	27	7	29	19%	27%	22%	24%
1	Winterhaven	5	3	26	6	27	8	28	10	26	12%	22%	29%	38%
1	Winterhaven	6	17	50	14	50	18	52	20	51	34%	28%	35%	39%
1	Winterhaven	7	21	52	17	50	20	52	20	52	40%	34%	38%	38%
1	Winterhaven	8	16	44	26	51	16	48	22	52	36%	51%	33%	42%
1	Winterhaven	KG		22		23		25		26				
1	Woodlawn	1	1	49		47	1	61		35	2%		2%	
1	Woodlawn	2	2	67	4	41	3	47	5	59	3%	10%	6%	8%
1	Woodlawn	3	12	55	9	56	8	42	6	46	22%	16%	19%	13%
1	Woodlawn	4		42	13	49	13	58	14	45		27%	22%	31%
1	Woodlawn	5	7	53	3	34	13	46	12	59	13%	9%	28%	20%
1	Woodlawn	KG		49		56		34		55				
1	Woodmere	1	1	43		36	1	41	5	37	2%		2%	14%
1	Woodmere	2	1	41	1	49	4	41	4	49	2%	2%	10%	8%
1	Woodmere	3	3	45	4	39	6	41	6	42	7%	10%	15%	14%
1	Woodmere	4	2	49	4	42	4	42	5	40	4%	10%	10%	13%
1	Woodmere	5	3	51	5	50	3	37	4	41	6%	10%	8%	10%
1	Woodmere	KG		40		37		33		39				
1	Woodstock	1	8	97		77	5	92	1	68	8%		5%	1%
1	Woodstock	2	4	92	8	85	5	83	16	86	4%	9%	6%	19%
1	Woodstock	3	10	87	5	87	18	84	22	72	11%	6%	21%	31%
1	Woodstock	4	16	87	10	75	20	87	30	80	18%	13%	23%	38%
1	Woodstock	5	14	76	24	76	14	75	22	81	18%	32%	19%	27%
1	Woodstock	KG		87		79		70		64				
2	Beaumont	6	18	150	27	136	39	150	43	134	12%	20%	26%	32%
2	Beaumont	7	27	181	30	155	35	138	42	155	15%	19%	25%	27%
2	Beaumont	8	36	187	47	176	37	160	38	145	19%	27%	23%	26%
2	da Vinci	6	24	152	39	145	33	147	33	137	16%	27%	22%	24%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
2	da Vinci	7	30	148	35	137	45	146	34	141	20%	26%	31%	24%
2	da Vinci	8	27	143	43	133	38	141	44	129	19%	32%	27%	34%
2	George	6	3	150	5	128	10	139	5	108	2%	4%	7%	5%
2	George	7	6	137	9	128	10	125	11	134	4%	7%	8%	8%
2	George	8	9	145	14	129	9	123	10	125	6%	11%	7%	8%
2	Gray	6	45	162	40	160	52	169	46	148	28%	25%	31%	31%
2	Gray	7	41	172	58	159	41	157	57	171	24%	36%	26%	33%
2	Gray	8	46	175	53	159	58	157	43	153	26%	33%	37%	28%
2	Harriet Tubman	6	14	164	11	117	24	100	23	106	9%	9%	24%	22%
2	Harriet Tubman	7	6	121	33	157	9	113	23	93	5%	21%	8%	25%
2	Harriet Tubman	8	17	158	15	114	29	148	12	121	11%	13%	20%	10%
2	Harrison Park	6							15	116				13%
2	Harrison Park	7							12	102				12%
2	Harrison Park	8							14	103				14%
2	Hosford	6	47	219	41	184	49	189	45	183	21%	22%	26%	25%
2	Hosford	7	52	246	60	199	42	177	41	175	21%	30%	24%	23%
2	Hosford	8	53	211	74	246	59	200	39	159	25%	30%	30%	25%
2	Jackson	6	36	283	65	250	47	266	47	220	13%	26%	18%	21%
2	Jackson	7	38	251	55	268	73	254	55	261	15%	21%	29%	21%
2	Jackson	8	54	269	56	234	68	273	72	230	20%	24%	25%	31%
2	Kellogg	6			38	244	39	204	39	199		16%	19%	20%
2	Kellogg	7			36	216	40	245	41	225		17%	16%	18%
2	Kellogg	8			30	224	34	212	44	253		13%	16%	17%
2	Lane	6	4	123	9	109	9	120	20	161	3%	8%	8%	12%
2	Lane	7	1	145	10	112	9	106	6	114	1%	9%	8%	5%
2	Lane	8	5	148	4	142	10	110	9	116	3%	3%	9%	8%
2	Mt Tabor	6	51	219	55	205	45	196	36	154	23%	27%	23%	23%
2	Mt Tabor	7	54	228	68	205	60	202	47	174	24%	33%	30%	27%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
2	Mt Tabor	8	54	274	63	235	64	209	55	175	20%	27%	31%	31%
2	Ockley Green	6	15	171	35	173	20	136	36	139	9%	20%	15%	26%
2	Ockley Green	7	22	160	30	157	34	177	21	127	14%	19%	19%	17%
2	Ockley Green	8	14	156	32	155	31	170	30	162	9%	21%	18%	19%
2	Roseway Heights	6	13	210	25	211	31	192	35	173	6%	12%	16%	20%
2	Roseway Heights	7	9	198	26	195	23	190	32	187	5%	13%	12%	17%
2	Roseway Heights	8	14	209	15	183	29	201	22	191	7%	8%	14%	12%
2	Sellwood	6	35	180	48	201	45	183	60	177	19%	24%	25%	34%
2	Sellwood	7	33	175	52	179	55	202	51	189	19%	29%	27%	27%
2	Sellwood	8	42	194	48	173	51	178	56	201	22%	28%	29%	28%
2	West Sylvan	6	69	264	54	227	72	263	59	238	26%	24%	27%	25%
2	West Sylvan	7	58	263	99	242	59	234	73	248	22%	41%	25%	29%
2	West Sylvan	8	82	275	89	258	101	262	61	236	30%	34%	39%	26%
3	Benson	9	18	239	29	211	39	235	34	236	8%	14%	17%	14%
3	Benson	10	30	269	26	213	33	200	38	231	11%	12%	17%	16%
3	Benson	11	35	262	43	238	24	183	32	181	13%	18%	13%	18%
3	Benson	12	25	235	39	233	41	209	23	170	11%	17%	20%	14%
3	Cleveland	9	93	421	141	426	123	399	102	347	22%	33%	31%	29%
3	Cleveland	10	96	395	128	425	136	392	121	382	24%	30%	35%	32%
3	Cleveland	11	77	426	121	372	125	402	131	371	18%	33%	31%	35%
3	Cleveland	12	83	339	105	400	114	354	121	374	24%	26%	32%	32%
3	Franklin	9	61	533	99	520	77	513	82	448	11%	19%	15%	18%
3	Franklin	10	104	559	94	517	95	484	72	478	19%	18%	20%	15%
3	Franklin	11	62	487	135	518	91	473	94	435	13%	26%	19%	22%
3	Franklin	12	68	431	79	459	134	498	90	450	16%	17%	27%	20%
3	Grant	9	117	529	207	605	186	584	181	560	22%	34%	32%	32%
3	Grant	10	141	558	153	514	202	580	182	579	25%	30%	35%	31%
3	Grant	11	105	470	166	541	153	497	194	559	22%	31%	31%	35%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
3	Grant	12	103	408	133	466	162	498	147	480	25%	29%	33%	31%
3	Ida B. Wells-Barr	9	89	410	143	456	118	412	122	430	22%	31%	29%	28%
3	Ida B. Wells-Barr	10	80	377	115	406	139	443	114	409	21%	28%	31%	28%
3	Ida B. Wells-Barr	11	88	386	102	360	114	375	139	450	23%	28%	30%	31%
3	Ida B. Wells-Barr	12	71	367	108	375	99	328	112	363	19%	29%	30%	31%
3	Jefferson	9	4	146	19	171	12	139	11	118	3%	11%	9%	9%
3	Jefferson	10	10	143	10	161	18	172	11	127	7%	6%	10%	9%
3	Jefferson	11	12	146	19	130	9	153	13	146	8%	15%	6%	9%
3	Jefferson	12	18	185	12	126	19	143	10	134	10%	10%	13%	7%
3	Lincoln	9	93	373	133	364	127	391	141	413	25%	37%	32%	34%
3	Lincoln	10	99	358	129	372	137	387	129	397	28%	35%	35%	32%
3	Lincoln	11	92	383	117	343	130	380	134	390	24%	34%	34%	34%
3	Lincoln	12	89	367	121	383	124	370	126	379	24%	32%	34%	33%
3	McDaniel	9	22	344	55	424	53	406	57	432	6%	13%	13%	13%
3	McDaniel	10	25	271	44	350	54	431	53	416	9%	13%	13%	13%
3	McDaniel	11	18	292	33	268	45	350	55	421	6%	12%	13%	13%
3	McDaniel	12	15	266	30	327	35	256	42	381	6%	9%	14%	11%
3	Roosevelt	9	23	353	37	360	65	421	37	365	7%	10%	15%	10%
3	Roosevelt	10	32	386	38	352	40	351	62	403	8%	11%	11%	15%
3	Roosevelt	11	13	292	52	373	37	330	39	341	4%	14%	11%	11%
3	Roosevelt	12	19	261	28	291	53	386	38	348	7%	10%	14%	11%
4	ACCESS	1	11	12		7					92%			
4	ACCESS	2	10	11	16	21	13	20	19	22	91%	76%	65%	86%
4	ACCESS	3	38	44	20	29	36	41	29	43	86%	69%	88%	67%
4	ACCESS	4	42	45	41	49	44	48	42	48	93%	84%	92%	88%
4	ACCESS	5	45	46	51	53	45	51	44	48	98%	96%	88%	92%
4	ACCESS	6	41	49	46	48	52	53	51	56	84%	96%	98%	91%
4	ACCESS	7	53	60	42	47	53	55	55	55	88%	89%	96%	100%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
4	ACCESS	8	46	51	53	60	43	49	55	57	90%	88%	88%	96%
4	Alliance	9		9		7		5		4				
4	Alliance	10	2	27		13	3	28		22	7%		11%	
4	Alliance	11		44	4	40	3	44	6	44		10%	7%	14%
4	Alliance	12	8	133	10	109	12	118	9	123	6%	9%	10%	7%
4	Head Start Early	PK		322		379		468		494				
4	Metro. Learning (	1	1	25		19		20		14	4%			
4	Metro. Learning (	2	2	25	1	22	1	23	2	23	8%	5%	4%	9%
4	Metro. Learning (	3	1	26	2	21	2	22	3	25	4%	10%	9%	12%
4	Metro. Learning (	4	7	26	2	24	4	25	3	27	27%	8%	16%	11%
4	Metro. Learning (	5	4	26	8	26	4	26	5	26	15%	31%	15%	19%
4	Metro. Learning (	6	4	52	10	43	15	48	10	38	8%	23%	31%	26%
4	Metro. Learning (	7	14	49	10	49	11	48	15	51	29%	20%	23%	29%
4	Metro. Learning (	8	13	50	13	45	10	50	11	49	26%	29%	20%	22%
4	Metro. Learning (	9		15	9	27	2	18	2	17		33%	11%	12%
4	Metro. Learning (	10	1	26		12	6	25	2	23	4%		24%	9%
4	Metro. Learning (	11	3	20	2	18		13	5	17	15%	11%		29%
4	Metro. Learning (	12	1	14	5	15	2	15		11	7%	33%	13%	
4	Metro. Learning (	KG		23		20		15		15				
4	Online Learning A	1				51		11						
4	Online Learning A	2			1	58		13				2%		
4	Online Learning A	3			3	56	3	15				5%	20%	
4	Online Learning A	4			12	55	2	13				22%	15%	
4	Online Learning A	5			14	63	2	10				22%	20%	
4	Online Learning A	6			2	40	5	24				5%	21%	
4	Online Learning A	7			5	41	2	11				12%	18%	
4	Online Learning A	8			3	24	1	23				13%	4%	
4	Online Learning A	9			3	32	1	11				9%	9%	

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
4	Online Learning A	10			2	53		25				4%		
4	Online Learning A	11			4	39	1	30				10%	3%	
4	Online Learning A	12			1	38	2	34				3%	6%	
4	Online Learning A	KG				42		5						
4	Portland Internat	9		7										
4	Portland Internat	10		1										
4	Portland Internat	11		2										
4	Portland Internat	12		3										
5	Depaul Center	8				1								
5	Depaul Center	9		1										
5	Depaul Center	10		2		4								
5	Depaul Center	11		3		4								
5	Depaul Center	12		1		2								
5	Mt Scott Learning	9		12	2	17	2	19		21		12%	11%	
5	Mt Scott Learning	10	1	19	1	21	10	48	4	35	5%	5%	21%	11%
5	Mt Scott Learning	11		55	3	24	1	30	6	40		13%	3%	15%
5	Mt Scott Learning	12		62	4	65	5	35	2	34		6%	14%	6%
5	NAYA Early Colle	9		5	1	8						13%		
5	NAYA Early Colle	10		9		12								
5	NAYA Early Colle	11		8		7								
5	NAYA Early Colle	12		31		14								
5	NAYA Many Nati	9						6		10				
5	NAYA Many Nati	10						8		15				
5	NAYA Many Nati	11						13		12				
5	NAYA Many Nati	12						13		13				
5	PCC	10	1	20	2	13		3	2	3	5%	15%		67%
5	PCC	11	6	87	3	51	11	54	11	68	7%	6%	20%	16%
5	PCC	12	12	257	19	235	16	271	22	248	5%	8%	6%	9%

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
5	Rosemary Ander	6		3		1		1		5				
5	Rosemary Ander	7		5		3		11		12				
5	Rosemary Ander	8		15		5		6		8				
5	Rosemary Ander	9		16		7		15		17				
5	Rosemary Ander	10		26		13	1	30	3	38			3%	8%
5	Rosemary Ander	11		49		23		31	3	69				4%
5	Rosemary Ander	12	2	176		97		80		98	1%			
5	Youth Builders	11		1						1				
5	Youth Builders	12		2		3	1	5	1	6			20%	17%
5	Youth Progress A	7				1								
5	Youth Progress A	8		1						1				
5	Youth Progress A	9		1		2				3				
5	Youth Progress A	10		3		2		2		1				
5	Youth Progress A	11		1		1		2						
5	Youth Progress A	12		1		1				1				
6	CTC Northeast	12		96		93		77	1	61				2%
6	CTC Southeast	12		77		70		80		81				
6	DART Programs	1		1				1		1				
6	DART Programs	2		2		1		1		6				
6	DART Programs	3		8		2		1		2				
6	DART Programs	4		4		3		4		1				
6	DART Programs	5		4		6		3		4				
6	DART Programs	6		6		4		5		3				
6	DART Programs	7		8		6		3	1	6				17%
6	DART Programs	8		19		15		5		7				
6	DART Programs	9		11		9		13		8				
6	DART Programs	10		16		12		8		18				
6	DART Programs	11		12		14		12		9				

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
6	DART Programs	12		10		11		5		15				
6	PPS Pioneer Pro	1		1				3		2				
6	PPS Pioneer Pro	2		7		1		4		2				
6	PPS Pioneer Pro	3		11		6		10		4				
6	PPS Pioneer Pro	4	1	10		9		8		11	10%			
6	PPS Pioneer Pro	5		9	1	6	1	12		8		17%	8%	
6	PPS Pioneer Pro	6	2	15		7		10		10	13%			
6	PPS Pioneer Pro	7		17	1	12	1	9		13		8%	11%	
6	PPS Pioneer Pro	8		10		17	2	8	1	10			25%	10%
6	PPS Pioneer Pro	9		13		3		11	1	7				14%
6	PPS Pioneer Pro	10		5		5				10				
6	PPS Pioneer Pro	11		8		5		5		1				
6	PPS Pioneer Pro	12		2		7		6		5				
6	Providence Hosp	1		1		1				1				
6	Providence Hosp	2				1		1						
6	Providence Hosp	3		1				1		1				
6	Providence Hosp	5		1										
6	Providence Hosp	6				1								
6	Providence Hosp	7		1				1						
6	Providence Hosp	8		2		2				1				
6	Providence Hosp	9		1		2		2						
6	Providence Hosp	10		1		1		2		2				
6	Providence Hosp	11		1		2		1		2				
6	Providence Hosp	12		4		3				1				
6	Providence Hosp	KG						1		1				
6	Serendipity	4		1		1								
6	Serendipity	6		1				1		1				
6	Serendipity	7				2				1				

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
6	Serendipity	8						1		1				
6	Serendipity	9		3						2				
6	Serendipity	10		2		3				3				
6	Serendipity	11		4		1		3		1				
6	Serendipity	12		1		3		1		2				
6	Special Educatio	1				9		16		5				
6	Special Educatio	2				13		10		8				
6	Special Educatio	3				15		25		5				
6	Special Educatio	4				10	1	20	1	9			5%	11%
6	Special Educatio	5			1	14		14		6		7%		
6	Special Educatio	6				13		11		3				
6	Special Educatio	7				3		17		1				
6	Special Educatio	8				3		8		5				
6	Special Educatio	9				1		1		1				
6	Special Educatio	10						2		1				
6	Special Educatio	11			1	5						20%		
6	Special Educatio	12						2						
6	Special Educatio	KG				15		9		7				
6	Teen Parent Serv	11				2								
6	Teen Parent Serv	12			1	4		1				25%		
6	Victory Academy	12		1		1		1						
7	Arthur Academy	1		30		31		28		28				
7	Arthur Academy	2		30		21		28		29				
7	Arthur Academy	3	2	30		28		25		27	7%			
7	Arthur Academy	4		27	1	24		24		26		4%		
7	Arthur Academy	5		29		23	1	18		24			6%	
7	Arthur Academy	KG		32		29		27		30				
7	Cm2 Opal Schoc	1		15										

Portland Public Schools TAG students by school and grade

	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
7	Cm2 Opal Schoc	2		15										
7	Cm2 Opal Schoc	3	1	17							6%			
7	Cm2 Opal Schoc	4	2	17							12%			
7	Cm2 Opal Schoc	5	2	14							14%			
7	Cm2 Opal Schoc	KG		12										
7	Emerson School	1		23		22		16		23				
7	Emerson School	2	2	25		20		13		21	8%			
7	Emerson School	3		23	2	21	1	24	1	23		10%	4%	4%
7	Emerson School	4		24		21	2	21		24			10%	
7	Emerson School	5	2	22		23	1	20	3	21	9%		5%	14%
7	Emerson School	KG		21		17		12		22				
7	Kairos PDX	1		41		38		55		42				
7	Kairos PDX	2		38		33		38		54				
7	Kairos PDX	3		41		35		37		34				
7	Kairos PDX	4		29		34	1	40		37			3%	
7	Kairos PDX	5	1	29	1	19		38		35	3%	5%		
7	Kairos PDX	KG		44		60		39		42				
7	Le Monde	1		46		49		50		48				
7	Le Monde	2		51		46		48		50				
7	Le Monde	3		45		44		43		45				
7	Le Monde	4		52		43		41		42				
7	Le Monde	5	1	51		45		37		39	2%			
7	Le Monde	6		41		43		39		33				
7	Le Monde	7	1	29		35		40		36	3%			
7	Le Monde	8	1	28	3	28		33		38	4%	11%		
7	Le Monde	KG		48		47		50		47				
7	Portland Village S	1		50		48		46		51				
7	Portland Village S	2	1	52		42		51		45	2%			

Portland Public Schools TAG students by school and grade														
	School	Grade	2020-21 TAG	2020-21 total students	2021-22 TAG	2021-22 total students	2022-23 TAG	2022-23 Total Students	2023-24 TAG	2023-24 Total Students	2020-21 TAG %	2021-22 TAG %	2022-23 TAG %	2023-24 TAG %
7	Portland Village S	3		51	1	48		41	1	53		2%		2%
7	Portland Village S	4	1	54		53	1	46		42	2%		2%	
7	Portland Village S	5	1	42	1	48	1	54	2	46	2%	2%	2%	4%
7	Portland Village S	6		51	1	39	2	46	2	50		3%	4%	4%
7	Portland Village S	7	3	52	2	49		36	3	43	6%	4%		7%
7	Portland Village S	8	1	28	4	46	2	44	1	37	4%	9%	5%	3%
7	Portland Village S	KG		44		43		46		44				

		* means that the number of students identified as that race, or the number of students of that race identified as TAG, or both, are below 10													
		^ is used when one number in a row or column has had to be suppressed, and another number must be suppressed so that the first number can't be arrived at by subtraction													
		2023-2024 percentage of TAG by Race/Ethnicity as percent of Race/Ethnicity													
	school	Asian Percent	Black Percent	Latino Percent	Multiple Percent	Multiple White Asian	Native Percent	Pacific Islander Percent	White Percent	Free DC Percent	Not Free DC Percent	LEP Percent	Not LEP Percent	SPED Percent	Not SPED Percent
1	Abernethy	*	*	11%	^	38%			19%	13%	20%	*	^	18%	20%
1	Ainsworth	22%	^	21%	< 5%	31%	*		20%	6%	22%	< 5%	22%	21%	9%
1	Alameda	*	*	24%	< 5%	24%	*		14%	< 5%	16%	*	^	18%	< 5%
1	Arleta	7%	^	< 5%	15%	< 5%	*	*	11%	< 5%	11%	< 5%	9%	10%	< 5%
1	Astor	*	< 5%	12%	8%	40%	*		25%	< 5%	28%	< 5%	20%	23%	8%
1	Atkinson	*	*	8%	*	9%	*	*	12%	< 5%	13%	< 5%	12%	11%	6%
1	Beach	*	< 5%	7%	10%	^			14%	5%	14%	< 5%	12%	12%	< 5%
1	Beverly Cleary	8%	*	5%	6%	22%	*	*	25%	< 5%	23%	*	^	23%	13%
1	Boise-Eliot/Humboldt	*	< 5%	8%	^	*	*	*	25%	< 5%	20%	< 5%	9%	9%	< 5%
1	Bridger Creative Science	10%	10%	13%	10%	^	*	*	11%	< 5%	14%	< 5%	11%	12%	< 5%
1	Bridlemile	25%	< 5%	< 5%	6%	20%			12%	8%	12%	< 5%	12%	12%	8%
1	Buckman	*	^	< 5%	< 5%	10%	*		16%	< 5%	16%	< 5%	12%	14%	5%
1	Capitol Hill	*	< 5%	< 5%	< 5%	27%		*	15%	< 5%	15%	10%	13%	14%	< 5%
1	César Chávez	*	< 5%	< 5%	^	*	*	*	18%	< 5%	13%	< 5%	10%	7%	< 5%
1	Chapman	^	< 5%	< 5%	< 5%	12%	*	*	10%	< 5%	11%	< 5%	9%	8%	< 5%
1	Chief Joseph	*	15%	< 5%	< 5%	^	*	*	12%	< 5%	14%	< 5%	12%	12%	7%
1	Clark	< 5%	< 5%	< 5%	< 5%	^	*	< 5%	5%	< 5%	7%	< 5%	5%	< 5%	6%
1	Creston	*	*	6%	7%	^	*	*	11%	< 5%	10%	< 5%	10%	11%	< 5%
1	Duniway	^	*	10%	7%	12%			14%	6%	14%	< 5%	14%	15%	7%
1	Faubion	*	< 5%	< 5%	< 5%	*	*	^	23%	< 5%	12%	< 5%	9%	7%	7%
1	Forest Park	35%	*	6%	*	23%			15%	13%	20%	< 5%	21%	19%	21%
1	Glencoe	*	< 5%	< 5%	^	26%		*	9%	< 5%	11%	< 5%	10%	10%	9%
1	Grout	7%	^	< 5%	< 5%	23%	*	*	15%	< 5%	17%	< 5%	13%	11%	9%
1	Hayhurst	*	< 5%	< 5%	15%	9%	*		12%	< 5%	14%	< 5%	11%	10%	11%
1	Irvington		6%	15%	20%	33%			22%	9%	23%	< 5%	21%	22%	11%
1	James John	*	< 5%	< 5%	6%	*	*		11%	< 5%	10%	< 5%	9%	7%	6%
1	Kelly	8%	< 5%	< 5%	8%	*		^	7%	< 5%	10%	< 5%	9%	6%	< 5%
1	Laurelhurst	31%	^	20%	14%	20%	*		16%	7%	18%	*	^	19%	< 5%
1	Lee	9%	8%	5%	< 5%	*		^	15%	< 5%	16%	< 5%	12%	11%	7%
1	Lent		*	6%	*	*			13%	6%	11%	< 5%	14%	9%	7%

1	Lewis	^	*	9%	10%	7%			14%	< 5%	15%	*	^	15%	< 5%
1	Llewellyn	*	*	27%	^	22%	*		13%	5%	16%	< 5%	15%	15%	11%
1	Maplewood	*	*	6%	^	10%	*		13%	9%	12%	< 5%	12%	13%	< 5%
1	Markham	16%	< 5%	< 5%	< 5%	^	*	*	15%	< 5%	14%	< 5%	12%	11%	7%
1	Marysville	14%	< 5%	< 5%	< 5%	^	*	< 5%	9%	< 5%	15%	< 5%	7%	6%	5%
1	MLK Jr	^	< 5%	< 5%	< 5%	12%		*	21%	< 5%	16%	< 5%	10%	9%	14%
1	Odyssey	*	*	*	*	44%			29%	20%	29%	*	^	30%	20%
1	Peninsula	*	< 5%	< 5%	11%	*	*		8%	< 5%	9%	< 5%	7%	7%	< 5%
1	Richmond	11%	*	17%	^	20%			23%	20%	20%	< 5%	22%	21%	14%
1	Rieke	*	8%	14%	^	19%			22%	< 5%	23%	*	^	22%	5%
1	Rigler	*	*	< 5%	*	*			9%	< 5%	8%	< 5%	8%	< 5%	< 5%
1	Rosa Parks	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	Rose City Park	< 5%	^	< 5%	6%	33%	*		15%	< 5%	14%	< 5%	13%	10%	11%
1	Sabin	*	< 5%	15%	< 5%	*	*		26%	< 5%	26%	*	^	22%	7%
1	Scott	< 5%	< 5%	< 5%	5%	^	*	*	17%	< 5%	15%	< 5%	11%	9%	< 5%
1	Sitton	10%	< 5%	< 5%	14%	*	*	*	14%	< 5%	15%	< 5%	10%	8%	< 5%
1	Skyline	^		20%	*	33%	*	*	25%	< 5%	26%	*	^	24%	22%
1	Stephenson	< 5%	*	< 5%	*	17%		*	13%	< 5%	13%	< 5%	12%	13%	6%
1	Sunnyside Environmental	*	^	12%	12%	16%		*	16%	7%	16%	*	^	14%	14%
1	Vernon	*	< 5%	8%	6%	14%	*	*	17%	< 5%	16%	< 5%	12%	13%	< 5%
1	Vestal	< 5%	< 5%	< 5%	7%	*	*	*	9%	< 5%	9%	< 5%	7%	7%	< 5%
1	Whitman	19%	^	< 5%	5%	*	*	*	8%	< 5%	12%	< 5%	7%	8%	< 5%
1	Winterhaven	27%	*	30%	< 5%	28%	*		29%	11%	31%	*	^	29%	12%
1	Woodlawn		5%	< 5%	11%	*		*	19%	< 5%	21%	< 5%	14%	13%	10%
1	Woodmere	10%	< 5%	< 5%	10%	*	*	*	14%	< 5%	19%	< 5%	13%	13%	< 5%
1	Woodstock	12%	*	11%	^	36%		*	21%	< 5%	25%	< 5%	24%	20%	20%
2	Beaumont	*	< 5%	15%	28%	68%		*	33%	9%	35%	5%	32%	34%	< 5%
2	da Vinci	*	< 5%	26%	6%	38%	*		32%	20%	30%	10%	28%	32%	10%
2	George	*	< 5%	< 5%	6%	*	*	*	22%	< 5%	17%	< 5%	10%	9%	< 5%
2	Gray	^	< 5%	9%	18%	63%		*	33%	9%	36%	< 5%	33%	34%	17%
2	Harriet Tubman	*	< 5%	9%	10%	46%	*	*	31%	< 5%	27%	< 5%	19%	21%	7%
2	Harrison Park	9%	< 5%	6%	15%	^	*	< 5%	21%	< 5%	23%	< 5%	16%	15%	< 5%
2	Hosford	7%	^	12%	23%	23%	*	*	28%	10%	29%	< 5%	25%	27%	8%
2	Jackson	^	9%	19%	14%	36%		*	27%	9%	29%	< 5%	25%	27%	8%
2	Kellogg	13%	< 5%	10%	15%	15%	*	*	29%	7%	28%	< 5%	22%	21%	8%
2	Lane	17%	< 5%	< 5%	< 5%	*	*	< 5%	15%	< 5%	16%	< 5%	11%	12%	< 5%

2	Mt Tabor	^	*	24%	8%	32%		*	29%	15%	30%	*	^	30%	10%
2	Ockley Green	*	7%	12%	17%	^	*	*	31%	9%	28%	< 5%	22%	22%	9%
2	Roseway Heights	15%	< 5%	9%	12%	^	*	*	24%	< 5%	27%	< 5%	20%	18%	7%
2	Sellwood	^	*	38%	23%	45%	*		29%	< 5%	33%	*	^	31%	21%
2	West Sylvan	40%	^	18%	16%	40%	*	*	27%	6%	30%	< 5%	28%	29%	10%
3	Benson	18%	7%	12%	11%	30%	*	*	20%	10%	19%	< 5%	16%	18%	8%
3	Cleveland	26%	^	18%	15%	46%	*	*	35%	11%	37%	< 5%	33%	35%	10%
3	Franklin	13%	8%	11%	15%	38%	*	^	23%	7%	25%	< 5%	20%	21%	5%
3	Grant	33%	9%	22%	22%	40%	*	*	35%	12%	35%	< 5%	33%	35%	9%
3	Ida B. Wells-Barnett	31%	7%	12%	24%	48%	*	*	32%	8%	34%	< 5%	30%	33%	7%
3	Jefferson	9%	5%	7%	10%	*	*	*	15%	< 5%	15%	< 5%	9%	10%	< 5%
3	Lincoln	53%	^	25%	21%	44%	*	*	33%	13%	36%	< 5%	34%	36%	9%
3	McDaniel	12%	< 5%	< 5%	10%	26%	< 5%	< 5%	21%	5%	18%	< 5%	15%	14%	6%
3	Roosevelt	< 5%	< 5%	6%	7%	31%	*	^	23%	< 5%	19%	< 5%	15%	14%	< 5%
4	ACCESS	87%	*	93%	93%	91%		*	90%	85%	90%	*	^	90%	89%
4	Alliance	*	< 5%	< 5%	^	*	*		15%	< 5%	11%	*	^	10%	< 5%
4	Metro. Learning Center	*	< 5%	19%	24%	21%	*		17%	7%	20%	*	^	19%	14%
5	Mt Scott Learning Center	*	*	< 5%	*	*	*		11%	9%	9%		9%	10%	7%
5	NAYA Many Nations Academy		*	*	*		*	*	*	*	*	*	*	*	*
5	PCC	*	< 5%	5%	15%	8%	*		15%	< 5%	13%	< 5%	13%	9%	26%
5	Rosemary Anderson	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	Youth Builders		*	*	*	*			*	*	*	*	*	*	*
5	Youth Progress Association		*		*				*	*	*		*	*	*
5	Youth Progress Association		*		*				*						
6	CTC Northeast	*	*	*	*				*	*	*	*	*		*
6	CTC Southeast	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	DART Programs	*	*	*	*		*		*	*	*	*	*	*	*
6	PPS Pioneer Programs	*	*	*	*		*		*	*	*	*	*	*	*
6	Providence Hospital				*				*	*	*		*	*	*
6	Serendipity			*	*	*			*	*	*	*	*	*	*
6	Special Education Instruction	*	*	*	*	*			*	*	*	*	*	*	*
7	Arthur Academy	*	*	*	*	*	*		*	*	*	*	*	*	*
7	Emerson School	*	*	*	*	*			*	*	*		*	*	*
7	Kairos PDX	*	*	*	*		*	*	*	*	*	*	*	*	*
7	Le Monde	*	*	*	*	*	*		*	*	*	*	*	*	*
7	Portland Village School	*	*	*	*	*	*		*	*	*	*	*	*	*

		* means that the number of students identified as that race, or the number of students of that race identified as TAG, or both, are below 10													
		^ is used when one number in a row or column has had to be suppressed, and another number must be suppressed so that the first number can't be arrived at by subtraction													
		2022-23 Percentage of TAG by Demographic Group													
	school	Asian Percent	Black Percent	Latino Percent	Multiple Percent	Multiple White Asian	Native Percent	Pacific Islander Percent	White Percent	Free DC Percent	Not Free DC Percent	LEP Percent	Not LEP Percent	SPED Percent	Not SPED Percent
1	Abernethy	*	*	< 5%	^	21%			16%	8%	15%	*	^	*	^
1	Ainsworth	15%	*	19%	< 5%	29%	*		19%	6%	19%	< 5%	20%	< 5%	20%
1	Alameda	*	*	28%	^	25%	*		10%	< 5%	13%	*	^	*	^
1	Arleta	5%	^	11%	10%	< 5%	*	*	13%	5%	12%	< 5%	11%	< 5%	11%
1	Astor	*	< 5%	10%	8%	42%	*		19%	< 5%	21%	< 5%	17%	< 5%	17%
1	Atkinson	*	*	6%	*	*	*		10%	< 5%	9%	< 5%	10%	< 5%	10%
1	Beach	*	< 5%	8%	^	*			16%	6%	13%	< 5%	12%	< 5%	12%
1	Beverly Cleary	15%	< 5%	10%	6%	20%	*	*	24%	7%	22%	*	^	*	^
1	Boise-Eliot/Humboldt	*	< 5%	9%	^	*	*		24%	< 5%	19%	*	^	*	^
1	Bridlemile	25%	^	5%	< 5%	24%	*	*	10%	< 5%	11%	< 5%	11%	< 5%	11%
1	Buckman	*	^	6%	< 5%	10%	*		11%	< 5%	11%	< 5%	9%	< 5%	9%
1	Capitol Hill	*	^	< 5%	< 5%	7%			14%	< 5%	13%	< 5%	12%	< 5%	12%
1	César Chávez	*	6%	< 5%	^	*	*	*	20%	< 5%	12%	< 5%	12%	< 5%	12%
1	Chapman	^	< 5%	< 5%	6%	19%	*	*	15%	< 5%	16%	< 5%	13%	< 5%	13%
1	Chief Joseph	*	13%	< 5%	^	13%	*	*	8%	< 5%	9%	< 5%	8%	< 5%	8%
1	Creston	< 5%	*	8%	8%	*	*	*	6%	< 5%	8%	< 5%	7%	< 5%	7%
1	Duniway	< 5%	*	12%	^	14%			14%	< 5%	14%	< 5%	13%	< 5%	13%
1	Faubion	23%	< 5%	< 5%	< 5%	*	*	< 5%	18%	< 5%	11%	< 5%	8%	< 5%	8%
1	Forest Park	29%	*	6%	*	14%			10%	*	^	13%	15%	13%	15%
1	Glencoe	*	^	10%	12%	23%			10%	< 5%	12%	< 5%	11%	< 5%	11%
1	Grout	< 5%	< 5%	5%	< 5%	^	*	*	12%	< 5%	13%	< 5%	10%	< 5%	10%
1	Hayhurst	*	< 5%	< 5%	< 5%	15%	*		14%	< 5%	13%	< 5%	12%	< 5%	12%
1	Irvington	*	< 5%	11%	24%	^			20%	11%	21%	*	^	*	^
1	James John	*	< 5%	< 5%	^	*	*	*	10%	< 5%	7%	< 5%	6%	< 5%	6%
1	Kelly	13%	< 5%	< 5%	9%	*	*	< 5%	8%	< 5%	9%	< 5%	11%	< 5%	11%
1	Laurelhurst	31%	^	19%	6%	26%	*		18%	7%	19%	*	^	*	^
1	Lee	7%	16%	< 5%	< 5%	*		*	12%	< 5%	11%	< 5%	11%	< 5%	11%
1	Lent	*	*	*	*	*		*	*	*	*	*	*	*	*
1	Lewis	^	*	7%	14%	19%			16%	< 5%	16%	*	^	*	^
1	Llewellyn	*	*	20%	^	21%	*		11%	8%	13%	*	^	*	^

1	Maplewood	*	*	6%	10%	8%			6%	< 5%	7%	< 5%	7%	< 5%	7%
1	Markham	21%	< 5%	< 5%	6%	^	*	*	11%	< 5%	11%	< 5%	11%	< 5%	11%
1	Marysville	19%	< 5%	< 5%	< 5%	^	*	^	15%	< 5%	17%	< 5%	12%	< 5%	12%
1	MLK Jr	^	< 5%	< 5%	< 5%	8%	*	*	11%	< 5%	8%	< 5%	6%	< 5%	6%
1	Odyssey	*	*	^	*	30%			29%	*	^	*	^	*	^
1	Peninsula	*	< 5%	5%	< 5%	*	*		10%	< 5%	9%	< 5%	8%	< 5%	8%
1	Richmond	8%	*	14%	^	13%			16%	15%	14%	< 5%	15%	< 5%	15%
1	Rieke	*	8%	10%	*	29%	*		20%	< 5%	20%	*	^	*	^
1	Rigler	*	*	6%	*	*		*	7%	6%	7%	< 5%	9%	< 5%	9%
1	Rosa Parks	*	< 5%	< 5%	12%	*	*	*	^	5%	< 5%	< 5%	7%	< 5%	7%
1	Rose City Park	< 5%	^	8%	7%	32%	*	*	14%	< 5%	13%	< 5%	13%	< 5%	13%
1	Sabin	*	< 5%	7%	< 5%	*	*		15%	< 5%	14%	*	^	*	^
1	Scott	^	< 5%	6%	< 5%	*	*	*	15%	< 5%	12%	< 5%	12%	< 5%	12%
1	Sitton	*	5%	< 5%	8%		*	*	12%	< 5%	11%	< 5%	9%	< 5%	9%
1	Skyline	*		19%	*	45%	*	*	21%	5%	23%	*	^	*	^
1	Stephenson	*	*	< 5%	^	8%		*	11%	5%	10%	< 5%	10%	< 5%	10%
1	Sunnyside Environmental	*	^	6%	9%	6%		*	13%	7%	12%	*	^	*	^
1	Vernon	*	< 5%	7%	9%	16%	*	*	17%	< 5%	16%	< 5%	13%	< 5%	13%
1	Vestal	< 5%	< 5%	6%	11%	*	*	*	7%	< 5%	8%	< 5%	7%	< 5%	7%
1	Whitman	20%	^	7%	< 5%	*	*	*	15%	< 5%	16%	< 5%	10%	< 5%	10%
1	Winterhaven	^	*	40%	14%	22%			24%	9%	25%	*	^	*	^
1	Woodlawn	*	< 5%	< 5%	15%	*		*	24%	< 5%	20%	< 5%	15%	< 5%	15%
1	Woodmere	7%	< 5%	< 5%	< 5%	*	*	*	13%	< 5%	14%	< 5%	9%	< 5%	9%
1	Woodstock	5%	*	5%	^	19%		*	16%	8%	13%	< 5%	15%	< 5%	15%
1	Bridger	*	6%	10%	9%	*	*	*	14%	< 5%	15%	< 5%	15%	< 5%	15%
1	Creative Science	9%	*	14%	< 5%	45%	*	*	11%	< 5%	13%	< 5%	12%	< 5%	12%
2	Beaumont	*	< 5%	9%	14%	46%		*	33%	6%	29%	< 5%	28%	< 5%	28%
2	da Vinci	*	< 5%	18%	9%	29%	*		32%	14%	30%	*	^	*	^
2	George	*	< 5%	< 5%	^	*	*	*	27%	< 5%	13%	< 5%	10%	< 5%	10%
2	Gray	^	11%	18%	20%	63%		*	32%	11%	34%	< 5%	32%	< 5%	32%
2	Harriet Tubman	*	< 5%	9%	15%	47%	*	*	29%	< 5%	25%	< 5%	18%	< 5%	18%
2	Harrison Park	< 5%	< 5%	< 5%	5%	^	*	< 5%	8%	< 5%	6%	< 5%	6%	< 5%	6%
2	Hosford	17%	^	17%	25%	49%	*		28%	< 5%	31%	< 5%	28%	< 5%	28%
2	Jackson	^	12%	19%	16%	38%	*	*	26%	6%	27%	< 5%	24%	< 5%	24%
2	Kellogg	8%	12%	12%	15%	20%	*	^	23%	< 5%	23%	< 5%	20%	< 5%	20%
2	Lane	8%	6%	< 5%	< 5%	*		*	14%	< 5%	12%	< 5%	10%	< 5%	10%

2	Mt Tabor	8%	^	21%	15%	37%		*	30%	8%	30%	< 5%	29%	< 5%	29%
2	Ockley Green	*	6%	12%	11%	^	*	*	27%	6%	23%	< 5%	19%	< 5%	19%
2	Roseway Heights	13%	< 5%	8%	9%	^	*	*	22%	< 5%	20%	< 5%	17%	< 5%	17%
2	Sellwood	*	*	29%	14%	33%	*		28%	< 5%	29%	*	^	*	^
2	West Sylvan	49%	^	18%	21%	46%	*		30%	7%	33%	< 5%	31%	< 5%	31%
3	Benson	17%	9%	11%	8%	31%	*	*	22%	11%	18%	< 5%	18%	< 5%	18%
3	Cleveland	29%	8%	18%	17%	42%	*	*	36%	8%	35%	< 5%	33%	< 5%	33%
3	Franklin	17%	7%	13%	13%	39%	*	^	25%	6%	25%	< 5%	22%	< 5%	22%
3	Grant	^	8%	26%	24%	37%	*	*	36%	11%	34%	< 5%	33%	< 5%	33%
3	Ida B. Wells-Barnett	33%	< 5%	12%	22%	43%	*	*	34%	7%	33%	< 5%	31%	< 5%	31%
3	Jefferson	*	< 5%	7%	10%	*	*	*	22%	< 5%	13%	< 5%	10%	< 5%	10%
3	Lincoln	54%	^	28%	21%	41%	*	*	33%	7%	36%	< 5%	34%	< 5%	34%
3	McDaniel	11%	6%	< 5%	15%	31%	< 5%	< 5%	21%	< 5%	16%	< 5%	16%	< 5%	16%
3	Roosevelt	8%	< 5%	8%	9%	^	*	< 5%	23%	6%	16%	< 5%	16%	< 5%	16%
4	ACCESS	95%	*	> 95%	90%	94%		*	89%	80%	91%		90%		90%
4	Alliance	*	< 5%	8%	11%	*	*		11%	6%	11%	< 5%	10%	< 5%	10%
4	Metro. Learning Center	*	*	21%	13%	25%	*		16%	10%	17%		16%		16%
4	Online Learning Academy	^	7%	< 5%	5%	*			10%	5%	11%	< 5%	9%	< 5%	9%
4	Teen Parent Services			*						*			*		*
5	Mt Scott Learning Center	*	*	< 5%	8%	*	*	*	20%	9%	16%	*	^	*	^
5	NAYA Many Nations Academy			*	*		*	*		*	*	*	*	*	*
5	PCC	10%	< 5%	< 5%	15%	*	*	*	12%	< 5%	10%	< 5%	10%	< 5%	10%
5	Rosemary Anderson		*	*	*	*	*		*	*	*	*	*	*	*
5	Youth Builders			*	*		*		*	*	*		*		*
5	Youth Progress Association		*	*					*	*			*		*
6	CTC Northeast	*	*	*	*	*	*		*	*	*	*	*	*	*
6	CTC Southeast	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	DART Programs	*	*	*	*	*	*		*	*	*	*	*	*	*
6	PPS Pioneer Programs	*	*	*	*		*		*	*	*	*	*	*	*
6	Providence Hospital				*				*	*	*		*		*
6	Serendipity		*	*					*	*	*		*		*
6	Special Education Instruction	*	*	*	*	*		*	*	*	*	*	*	*	*
6	Victory Academy - SPED								*		*		*		*
7	Arthur Academy	*	*	*	*	*	*		*	*	*	*	*	*	*
7	Emerson School	*	*	*	*	*			*	*	*	*	*	*	*
7	Kairos PDX	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7	Le Monde	*	*	*	*	*	*		*	*	*	*	*	*	*
7	Portland Village School	*	*	*	*	*		*	*	*	*	*	*	*	*

		* means that the number of students identified as that race, or the number of students of that race identified as TAG, or both, are below 10													
		^ is used when one number in a row or column has had to be suppressed, and another number must be suppressed so that the first number can't be arrived at by subtraction													
		2021-22 Percentage of TAG by Demographic Group													
	school	Asian Percent	Black Percent	Latino Percent	Multiple Percent	Multiple White Asian	Native Percent	Pacific Islander Percent	White Percent	Free DC Percent	Not Free DC Percent	LEP Percent	Not LEP Percent	SPED Percent	Not SPED Percent
1	Abernethy	< 5%	*	7%	^	5%		*	8%	7%	8%	*	^	*	^
1	Ainsworth	13%	*	< 5%	^	10%	*		8%	< 5%	8%	< 5%	8%	< 5%	8%
1	Alameda	^	*	15%	8%	15%			8%	< 5%	10%	*	^	*	^
1	Arleta	< 5%	< 5%	6%	11%	^	*	*	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%
1	Astor	^	7%	9%	6%	37%	*		14%	< 5%	16%	< 5%	13%	< 5%	13%
1	Atkinson	*	*	< 5%	*	^	*		9%	< 5%	7%	< 5%	7%	< 5%	7%
1	Beach		< 5%	7%	^	*			10%	5%	10%	< 5%	9%	< 5%	9%
1	Beverly Cleary	8%	< 5%	14%	< 5%	17%	*	*	18%	< 5%	17%	< 5%	16%	< 5%	16%
1	Boise-Eliot/Humboldt	*	< 5%	11%	^	*	*		16%	< 5%	15%	< 5%	8%	< 5%	8%
1	Bridger	*	< 5%	6%	< 5%	< 5%	*	*	13%	< 5%	11%	< 5%	10%	< 5%	10%
1	Bridlemile	10%	^	9%	< 5%	< 5%	*	*	6%	< 5%	6%	< 5%	6%	< 5%	6%
1	Buckman	*	< 5%	6%	10%	^	*		8%	< 5%	9%	*	^	*	^
1	Capitol Hill	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	César Chávez	*	< 5%	< 5%	10%	*	*	*	15%	< 5%	10%	< 5%	10%	< 5%	10%
1	Chapman	^	< 5%	< 5%	9%	13%	*	*	9%	< 5%	9%	< 5%	7%	< 5%	7%
1	Chief Joseph	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	Creston	*	*	< 5%	< 5%	*		*	5%	< 5%	5%	< 5%	5%	< 5%	5%
1	Duniway	^	*	8%	< 5%	31%			8%	< 5%	8%	*	^	*	^
1	Faubion	33%	6%	< 5%	< 5%	9%	< 5%	< 5%	8%	< 5%	8%	< 5%	6%	< 5%	6%
1	Forest Park	19%	*	< 5%	*	28%			14%	*	^	< 5%	17%	< 5%	17%
1	Glencoe	10%	< 5%	8%	11%	< 5%			9%	< 5%	9%	8%	8%	8%	8%
1	Grout	< 5%	< 5%	< 5%	< 5%	^		*	12%	5%	10%	< 5%	9%	< 5%	9%
1	Hayhurst	*	^	6%	< 5%	17%	*	*	12%	< 5%	12%	< 5%	10%	< 5%	10%
1	Irvington	*	< 5%	< 5%	^	10%			7%	< 5%	9%	< 5%	8%	< 5%	8%
1	James John	*	^	< 5%	7%	*	*	*	7%	< 5%	6%	< 5%	6%	< 5%	6%
1	Kelly	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	Laurelhurst	22%	*	18%	< 5%	35%	*		21%	9%	21%	*	^	*	^
1	Lee	5%	14%	7%	^	*	*	*	13%	5%	12%	< 5%	12%	< 5%	12%
1	Lent	*	*	*	*	*	*	*	*	*	*	*	*	*	*

1	Lewis	*	*	< 5%	14%	^			13%	< 5%	14%	*	^	*	^
1	Llewellyn	*	*	< 5%	< 5%	^			6%	< 5%	6%	*	^	*	^
1	Maplewood	*	*	12%	< 5%	17%		*	7%	6%	8%	*	^	*	^
1	Markham	< 5%	< 5%	8%	8%	5%	*	*	6%	5%	6%	< 5%	7%	< 5%	7%
1	Marysville	8%	^	< 5%	< 5%	*	*	*	10%	< 5%	10%	< 5%	7%	< 5%	7%
1	MLK Jr	16%	< 5%	< 5%	8%	^	*	*	13%	< 5%	12%	< 5%	9%	< 5%	9%
1	Odyssey	*	*	20%	*	19%			28%	*	^	*	^	*	^
1	Peninsula	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	Richmond	< 5%	*	< 5%	^	6%			7%	< 5%	6%	< 5%	6%	< 5%	6%
1	Rieke	*	^	< 5%	^	27%	*		12%	< 5%	12%	*	^	*	^
1	Rigler	*	< 5%	< 5%	*	*		*	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%
1	Rosa Parks	*	< 5%	< 5%	7%		*	*	^	< 5%	8%	< 5%	7%	< 5%	7%
1	Rose City Park	< 5%	^	6%	< 5%	21%		*	6%	< 5%	6%	< 5%	6%	< 5%	6%
1	Scott	7%	< 5%	6%	< 5%	*	*	*	10%	< 5%	10%	< 5%	9%	< 5%	9%
1	Sitton	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	Skyline	*		15%	*	^			17%	< 5%	20%		18%		18%
1	Stephenson	*	*	9%	^	7%	*	*	7%	< 5%	7%	< 5%	7%	< 5%	7%
1	Sunnyside Environmental	*	*	8%	14%	< 5%	*	*	12%	< 5%	12%	*	^	*	^
1	Vernon	*	< 5%	< 5%	9%	18%		*	15%	< 5%	14%	< 5%	12%	< 5%	12%
1	Vestal	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	Winterhaven	*	*	23%	*	32%			24%	14%	26%	*	^	*	^
1	Woodlawn	*	< 5%	< 5%	14%	^		*	19%	< 5%	14%	< 5%	11%	< 5%	11%
1	Woodmere	5%	< 5%	< 5%	< 5%	*	*	*	10%	< 5%	9%	< 5%	7%	< 5%	7%
1	Woodstock	5%	*	5%	^	12%		*	12%	9%	10%	< 5%	11%	< 5%	11%
2	Beaumont	*	< 5%	7%	19%	43%		*	30%	< 5%	27%	< 5%	26%	< 5%	26%
2	Creative Science	< 5%	^	11%	< 5%	38%	*	*	9%	< 5%	11%	< 5%	10%	< 5%	10%
2	da Vinci	*	12%	17%	22%	30%	*		32%	16%	30%	*	^	*	^
2	George	^	< 5%	< 5%	< 5%	*	*	*	19%	< 5%	11%	< 5%	9%	< 5%	9%
2	Gray	36%	27%	21%	29%	45%			31%	14%	33%	*	^	*	^
2	Harriet Tubman	*	< 5%	6%	19%	33%	*	*	24%	< 5%	21%	< 5%	16%	< 5%	16%
2	Harrison Park	7%	< 5%	< 5%	5%	^	*	< 5%	5%	< 5%	8%	< 5%	8%	< 5%	8%
2	Hosford	16%	^	17%	^	56%	*	*	31%	< 5%	34%	< 5%	29%	< 5%	29%
2	Jackson	^	10%	12%	19%	40%	*	*	26%	8%	26%	< 5%	24%	< 5%	24%
2	Kellogg	16%	8%	12%	8%	23%	*	^	18%	< 5%	21%	< 5%	17%	< 5%	17%
2	Lane	5%	< 5%	< 5%	10%	*	*	*	10%	< 5%	10%	< 5%	8%	< 5%	8%

2	Mt Tabor	21%	*	17%	24%	40%		*	30%	6%	31%	< 5%	30%	< 5%	30%
2	Ockley Green	*	8%	18%	7%	36%	*	^	31%	5%	27%	< 5%	22%	< 5%	22%
2	Sellwood	^	*	28%	14%	33%	*		28%	< 5%	29%	*	^	*	^
2	West Sylvan	55%	^	21%	15%	48%	*	*	34%	7%	36%	7%	34%	7%	34%
3	Benson	15%	7%	9%	11%	27%	*	*	22%	6%	18%	< 5%	16%	< 5%	16%
3	Cleveland	27%	7%	17%	19%	39%	*	*	34%	9%	33%	< 5%	31%	< 5%	31%
3	Franklin	17%	8%	13%	9%	39%	*	^	25%	7%	24%	< 5%	22%	< 5%	22%
3	Grant	^	8%	25%	24%	35%	*	*	34%	10%	33%	*	^	*	^
3	Ida B. Wells-Barnett	39%	< 5%	12%	16%	43%	*	*	32%	< 5%	32%	< 5%	30%	< 5%	30%
3	Jefferson	*	< 5%	7%	8%	*	*	*	24%	5%	13%	< 5%	11%	< 5%	11%
3	Lincoln	54%	^	32%	21%	40%	*	*	32%	9%	36%	< 5%	35%	< 5%	35%
3	McDaniel	16%	< 5%	< 5%	13%	24%	< 5%	< 5%	18%	< 5%	15%	< 5%	14%	< 5%	14%
3	Roosevelt	12%	< 5%	5%	9%	20%	8%	< 5%	23%	< 5%	16%	< 5%	14%	< 5%	14%
4	ACCESS	90%	*	94%	*	85%		*	85%	94%	85%	*	^	*	^
4	Alliance	*	< 5%	7%	11%	*	*		9%	5%	10%	*	^	*	^
4	Metro. Learning Center	*	*	18%	19%	^	*		17%	12%	19%	*	^	*	^
4	Online Learning Academy	^	< 5%	7%	7%	28%	*	*	9%	< 5%	11%	< 5%	9%	< 5%	9%
4	Roseway Heights	11%	< 5%	< 5%	6%	^	*	*	19%	< 5%	15%	< 5%	13%	< 5%	13%
4	Sabin	*	< 5%	< 5%	^	*	*		7%	< 5%	6%	*	^	*	^
5	Mt Scott Learning Center	*	*	< 5%	< 5%	*			10%	< 5%	12%	*	^	*	^
5	NAYA Early College Academy		*	*	*		*			*	*	*	*	*	*
5	PCC	< 5%	6%	< 5%	7%	*	*		11%	< 5%	9%	< 5%	9%	< 5%	9%
5	Rosemary Anderson		*	*	*	*	*		*	*	*	*	*	*	*
5	Youth Builders		*						*	*			*		*
6	CTC Northeast	*	*	*	*	*	*		*	*	*	*	*	*	*
6	CTC Southeast	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	DART Programs		*	*	*		*		*	*	*	*	*	*	*
6	PPS Pioneer Programs		*	*	*	*			*	*	*	*	*	*	*
6	Providence Hospital			*	*				*	*	*		*		*
6	Serendipity		*	*					*	*	*		*		*
6	Special Education Instruction	*	*	*	*	*			*	*	*	*	*	*	*
6	Teen Parent Services			*	*				*	*	*	*	*	*	*
6	Victory Academy - SPED								*		*		*		*
6	Whitman	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	Arthur Academy	*	*	*	*	*	*	*	*	*	*	*	*	*	*

7	Depaul Center		*	*	*				*	*	*		*		*
7	Emerson School	*	*	*	*	*			*	*	*	*	*	*	*
7	Kairos PDX	*	*	*	*	*	*		*	*	*	*	*	*	*
7	Le Monde	*	*	*	*	*	*		*	*	*	*	*	*	*
7	Portland Village School	*	*	*	*	*		*	*	*	*	*	*	*	*
	Youth Progress Association		*	*	*				*	*			*		*

		* means that the number of students identified as that race, or the number of students of that race identified as TAG, or both, are below 10													
		^ is used when one number in a row or column has had to be suppressed, and another number must be suppressed so that the first number can't be arrived at by subtraction													
		2020-21 Percentage of TAG by Demographic Group													
	school	Asian Percent	Black Percent	Latino Percent	Multiple Percent	Multiple White Asian	Native Percent	Pacific Islander Percent	White Percent	Free DC Percent	Not Free DC Percent	LEP Percent	Not LEP Percent	SPED Percent	Not SPED Percent
1	Abernethy	^	*	< 5%	< 5%	< 5%		*	9%	5%	8%	*	^	*	^
1	Ainsworth	16%	*	< 5%	^	18%	*	*	8%	< 5%	9%	< 5%	9%	< 5%	9%
1	Alameda	*	*	10%	< 5%	8%			10%	< 5%	10%	*	^	*	^
1	Arleta	< 5%	^	10%	< 5%	11%	*	*	< 5%	< 5%	6%	< 5%	5%	< 5%	5%
1	Astor	*	< 5%	< 5%	< 5%	^	*	*	11%	< 5%	9%	< 5%	8%	< 5%	8%
1	Atkinson	*	*	< 5%	*	^	*	*	12%	< 5%	10%	< 5%	10%	< 5%	10%
1	Beach		< 5%	< 5%	^	*			8%	< 5%	8%	< 5%	7%	< 5%	7%
1	Beverly Cleary	7%	^	12%	< 5%	13%	*	*	19%	9%	17%	*	^	*	^
1	Boise-Eliot/Humboldt	*	< 5%	< 5%	^	*	*	*	15%	< 5%	9%	< 5%	5%	< 5%	5%
1	Bridger	29%	< 5%	< 5%	< 5%	^	*	*	12%	< 5%	10%	< 5%	9%	< 5%	9%
1	Bridlemile	^	*	< 5%	< 5%	8%	*		9%	< 5%	8%	< 5%	8%	< 5%	8%
1	Buckman	*	^	< 5%	5%	14%	*		10%	< 5%	10%	< 5%	9%	< 5%	9%
1	Capitol Hill	^	*	< 5%	< 5%	< 5%	*	*	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%
1	César Chávez	*	< 5%	< 5%	< 5%	*	*	^	11%	< 5%	6%	< 5%	5%	< 5%	5%
1	Chapman	^	< 5%	< 5%	10%	20%	*		10%	< 5%	12%	< 5%	9%	< 5%	9%
1	Chief Joseph	^	8%	< 5%	< 5%	18%	*	*	5%	< 5%	6%	< 5%	5%	< 5%	5%
1	Creston	11%	13%	11%	< 5%	*		*	10%	< 5%	12%	< 5%	11%	< 5%	11%
1	Duniway	< 5%	*	7%	^	17%			9%	< 5%	9%	< 5%	9%	< 5%	9%
1	Faubion	23%	< 5%	< 5%	< 5%	17%	< 5%	< 5%	7%	< 5%	6%	< 5%	< 5%	< 5%	< 5%
1	Forest Park	22%	*	6%	*	20%	*		15%	*	^	< 5%	17%	< 5%	17%
1	Glencoe	25%	< 5%	< 5%	8%	< 5%			13%	< 5%	12%	< 5%	11%	< 5%	11%
1	Grout	< 5%	< 5%	6%	< 5%	^		*	9%	< 5%	8%	< 5%	8%	< 5%	8%
1	Hayhurst	*	< 5%	< 5%	< 5%	16%	*		9%	< 5%	10%	< 5%	9%	< 5%	9%
1	Irvington	*	< 5%	< 5%	^	< 5%		*	10%	< 5%	9%	< 5%	8%	< 5%	8%
1	James John	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	Kelly	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	Laurelhurst	20%	8%	15%	6%	26%	*	*	17%	< 5%	18%	*	^	*	^
1	Lee	< 5%	< 5%	< 5%	^	*	*	*	15%	< 5%	11%	< 5%	9%	< 5%	9%
1	Lent	6%	< 5%	< 5%	^	*	*	*	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%
1	Lewis	10%	*	< 5%	6%	10%		*	12%	< 5%	12%	*	^	*	^
1	Llewellyn	*	*	< 5%	^	16%		*	7%	< 5%	7%	*	^	*	^

1	Maplewood	*	*	< 5%	< 5%	11%		*	6%	< 5%	7%	*	^	*	^
1	Markham	< 5%	< 5%	9%	< 5%	^	*	*	10%	< 5%	10%	< 5%	8%	< 5%	8%
1	Marysville	11%	< 5%	< 5%	6%	16%	*	^	7%	< 5%	9%	< 5%	7%	< 5%	7%
1	MLK Jr	^	< 5%	< 5%	^	32%	*	*	< 5%	< 5%	6%	< 5%	< 5%	< 5%	< 5%
1	Odyssey	*	*	^	*	28%			26%	*	^	*	^	*	^
1	Peninsula	*	*	*	*	*	*		*	*	*	*	*	*	*
1	Richmond	6%	*	< 5%	^	10%			10%	7%	9%	< 5%	10%	< 5%	10%
1	Rieke	*	8%	12%	8%	23%	*		11%	< 5%	12%	*	^	*	^
1	Rigler	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	Rosa Parks	*	*	*	*		*	*	*	*	*	*	*	*	*
1	Rose City Park	< 5%	^	5%	7%	20%		*	7%	< 5%	7%	< 5%	7%	< 5%	7%
1	Scott	< 5%	< 5%	< 5%	< 5%	*	*	*	10%	< 5%	8%	< 5%	6%	< 5%	6%
1	Sitton	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	Skyline	*		6%	*	^		*	20%	7%	19%		18%		18%
1	Stephenson	*	*	8%	< 5%	7%			8%	< 5%	8%	< 5%	8%	< 5%	8%
1	Sunnyside Environmental	*	*	< 5%	< 5%	9%	*	*	10%	< 5%	10%	*	^	*	^
1	Vernon	*	< 5%	< 5%	< 5%	12%		*	14%	< 5%	12%	< 5%	10%	< 5%	10%
1	Vestal	*	*	*	*	*		*	*	*	*	*	*	*	*
1	Whitman	*	*	*	*	*	*		*	*	*	*	*	*	*
1	Winterhaven	*	*	36%	*	30%			23%	12%	25%	*	^	*	^
1	Woodmere	< 5%	< 5%	< 5%	< 5%	*	*	20%	6%	< 5%	5%	< 5%	< 5%	< 5%	< 5%
1	Woodstock	6%	*	7%	^	9%	*	*	13%	7%	10%	< 5%	11%	< 5%	11%
2	Beaumont	*	< 5%	< 5%	10%	17%		*	25%	< 5%	19%	< 5%	18%	< 5%	18%
2	Creative Science	< 5%	^	11%	< 5%	27%	*	*	9%	< 5%	9%	< 5%	9%	< 5%	9%
2	da Vinci	*	6%	12%	19%	15%	*		20%	13%	19%	*	^	*	^
2	George	^	< 5%	< 5%	7%	*	*	*	9%	< 5%	7%	< 5%	5%	< 5%	5%
2	Gray	^	^	14%	11%	34%	*		29%	10%	28%	< 5%	27%	< 5%	27%
2	Harriet Tubman	*	< 5%	< 5%	< 5%	9%	*	*	17%	< 5%	12%	< 5%	9%	< 5%	9%
2	Harrison Park	< 5%	< 5%	< 5%	< 5%	^	*	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%
2	Hosford	20%	^	12%	< 5%	51%	*	*	25%	< 5%	28%	< 5%	23%	< 5%	23%
2	Jackson	^	5%	7%	14%	33%	*	*	17%	7%	18%	< 5%	16%	< 5%	16%
2	Lane	< 5%	< 5%	< 5%	< 5%	*	*	*	5%	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%
2	Mt Tabor	8%	*	12%	^	32%		*	24%	16%	23%	< 5%	23%	< 5%	23%
2	Ockley Green	^	< 5%	7%	8%	24%	*	*	18%	< 5%	14%	< 5%	11%	< 5%	11%
2	Sellwood	*	*	10%	15%	31%	*	*	21%	6%	21%	*	^	*	^
2	West Sylvan	46%	< 5%	21%	^	43%	*	*	24%	8%	27%	< 5%	26%	< 5%	26%
3	Benson	13%	5%	< 5%	6%	18%	*	*	16%	< 5%	13%	< 5%	12%	< 5%	12%

3	Cleveland	13%	5%	11%	10%	30%	*	*	25%	6%	24%	< 5%	22%	< 5%	22%
3	Franklin	9%	< 5%	7%	5%	19%	10%	< 5%	21%	5%	17%	< 5%	16%	< 5%	16%
3	Grant	20%	< 5%	17%	23%	24%	^	*	26%	8%	25%	< 5%	24%	< 5%	24%
3	Ida B. Wells-Barnett	29%	< 5%	6%	6%	29%	*	*	25%	< 5%	24%	< 5%	22%	< 5%	22%
3	Jefferson	*	< 5%	< 5%	< 5%	9%	*	*	16%	< 5%	10%	< 5%	8%	< 5%	8%
3	Lincoln	41%	^	17%	12%	33%	*	*	25%	< 5%	26%	< 5%	26%	< 5%	26%
3	McDaniel	5%	< 5%	< 5%	13%	13%	10%	< 5%	12%	< 5%	9%	< 5%	8%	< 5%	8%
3	Roosevelt	< 5%	< 5%	< 5%	6%	14%	< 5%	< 5%	15%	< 5%	10%	< 5%	8%	< 5%	8%
4	ACCESS	91%	*	94%	91%	93%		*	89%	84%	90%	*	^	*	^
4	Alliance	*	< 5%	< 5%	^	*			9%	< 5%	7%	*	^	*	^
4	Metro. Learning Center	*	*	15%	< 5%	27%	*		13%	14%	13%	*	^	*	^
4	Roseway Heights	< 5%	< 5%	< 5%	< 5%	^	*	*	11%	< 5%	9%	< 5%	7%	< 5%	7%
4	Sabin	*	< 5%	< 5%	< 5%	*	*		8%	< 5%	7%	< 5%	6%	< 5%	6%
5	Mt Scott Learning Center	*	*	*	*	*			*	*	*	*	*	*	*
5	NAYA Early College Academy		*	*	*		*		*	*	*	*	*	*	*
5	PCC	6%	< 5%	< 5%	< 5%	^	*		6%	< 5%	6%	< 5%	6%	< 5%	6%
5	Rosemary Anderson	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	Youth Builders		*	*					*	*	*		*		*
5	Youth Progress Association			*					*	*	*		*		*
6	CTC Northeast	*	*	*	*	*			*	*	*	*	*	*	*
6	CTC Southeast	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	DART Programs	*	*	*	*		*	*	*	*	*	*	*	*	*
6	Portland International Scholars Academy		*	*						*	*	*		*	
6	PPS Pioneer Programs		*	*	*	*			*	*	*	*	*	*	*
6	Providence Hospital			*					*	*	*		*		*
6	Serendipity		*	*					*	*	*	*	*	*	*
6	Victory Academy - SPED								*		*		*		*
6	Woodlawn	*	< 5%	< 5%	6%	*	*	*	15%	< 5%	11%	< 5%	8%	< 5%	8%
7	Arthur Academy	*	*	*	*	*			*	*	*	*	*	*	*
7	Cm2 Opal School		*	*	*	*			*	*	*	*	*	*	*
7	Depaul Center			*	*				*	*	*		*		*
7	Emerson School	*	*	*	*	*			*	*	*	*	*	*	*
7	Kairos PDX	*	*	*	*	*	*		*	*	*	*	*	*	*
7	Le Monde	*	*	*	*	*	*		*	*	*	*	*	*	*
7	Portland Village School	*	*	*	*	*		*	*	*	*	*	*	*	*
7	Portland Village School	*	*	*	*	*		*	*	*	*	*	*	*	*

Section 7: Complainant

The district must provide to the Complainant no later than July 1 of each calendar year the annual report required to be posted on the district website by this order.

PPS will provide the following report as required to the complainant. This report is comprehensive, detailing all relevant information as specified in the corrective action. This report accurately reflects the district's activities and achievements as outlined in the corrective action order and maintains transparency. By July 1 of each year, this report will be emailed to the complainant.

Report emailed to complainant on July 2, 2024

Revised report sent to complainant on July 23, 2024



TOGETHER, WE RISE

OREGON
DEPARTMENT OF
EDUCATION

Division 22 Standards Assurances for the 2023-24 School Year

October 8, 2024

Dr. Cheryl Proctor

Deputy Superintendent of Instruction and School Communities

Overview

What are the Division 22 Standards?



- All Oregon administrative rules (OARs) set out in Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools.

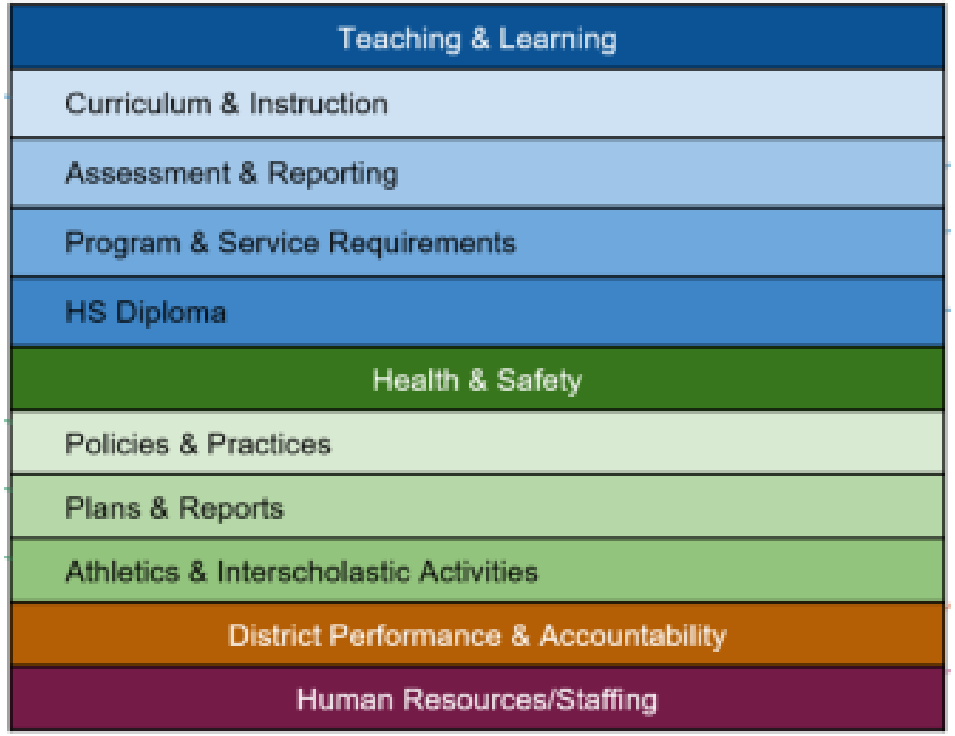
  Example: 581 - 022 - 0102 Definitions
  Chp. Div. Rule Title

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.

- Compliance with these rules ensures a baseline level of service across the state.

Division 22 Rule Categories

Division 22 standards include over 50 rules.

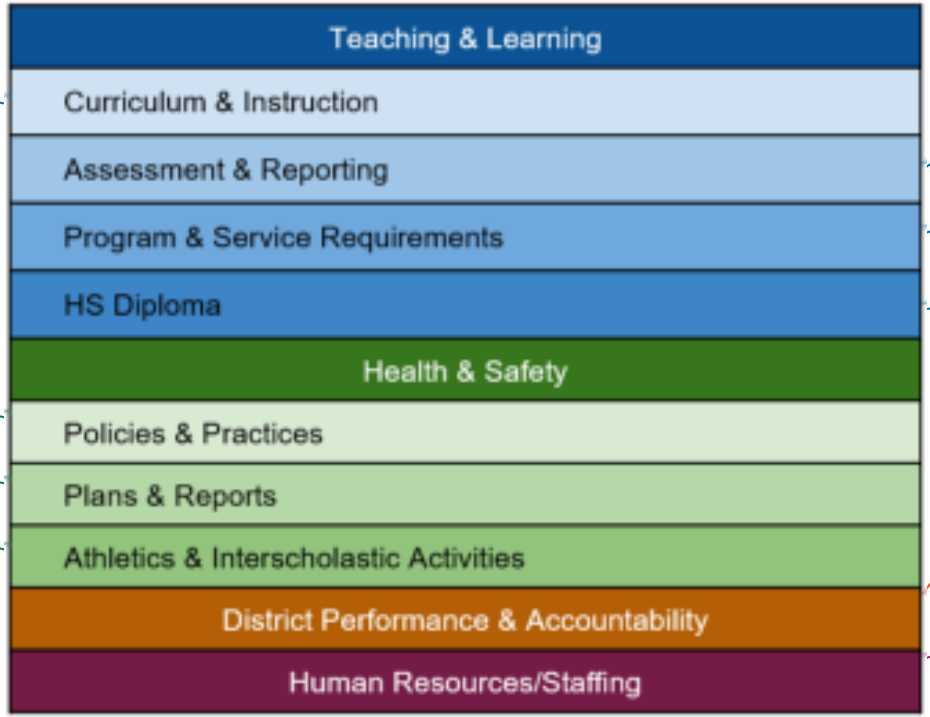


Snapshot: Division 22 Rules

Required Instructional Time

Human Sexuality Education

Comprehensive School Counseling



Every Student Belongs

Suicide Prevention Plan

Safety of School Sports-Concussions

Administration of State Assessments

Identification of TAG Students

Credit Options

Complaint Procedures

Fingerprint Based Background Checks

Teacher Training Related to Dyslexia

What are the requirements for each of the rules?

Consult the following resources for information:

Resource	Description
ODE's Rules at a Glance Summary	Provides a high level summary of each rule
Secretary of State's Oregon Administrative Rules Database	Consult the text of the OAR for all of the specific details
ODE's Division 22 Standards Newsletter	Biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices

What are the Division 22 Standards Assurances?

Combined Accountability Model

Districts report annually on compliance with each of the standards and include an explanation and corrective action plan for any rule with which the district is out of compliance.

Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1



State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance



Division 22 Standards & Assurances of Compliance "Our Why"

- Signals our commitment to providing a high-quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.



What happens if the district is out of compliance?



- ODE reviews the district's proposed **corrective action** plan and either approves or rejects it.
- If the plan is not approved as submitted, ODE contacts the district and provides **technical assistance** and support.
- Once the district has an approved plan in place, ODE specialists may **continue to provide support**, as needed.
- The corrective action must be complete by the beginning of the next school year.
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's **State School Fund monies**.

Report for the 2023-24 School Year

Division 22 Waivers for 2023-24

- 581-022-2115(3) Assessment of Essential Skills:
  - **Essential Skills Graduation Requirements** are waived for students graduating through the end of the 2027-28 school year.
  - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- OAR 581-022-2120 Essential Skill Assessments for English Language Learners
  - This related policy requirement has also been waived through the end of the 2027-28 SY.



New Rule in Effect for the 2023-24 SY

OAR 581-022-2515 Menstrual Dignity for Students

- Adopted by State Board of Education in October 2023
- This is the first time districts are reporting on compliance with this rule
- Requires free and accessible menstrual products (tampons and pads) in every school bathroom K-12, instructions on use of menstrual products within bathrooms, and Menstrual Health education in the classroom as part of the health and sexuality education program.
- PPS Developed Scope and Sequence 581-022-2515 Menstrual Dignity for Students K-5, 6-8, 9-12



Rule Revision in Effect for the 2023-24 SY



OAR 581-022-2220 Health Services

- New requirements were adopted by the State Board of Education in June 2023.
- Requires school districts to develop, implement, and annually update a written, prevention-oriented health services plan for all students.
- 24-25 PPS Health Services Plan

District Report on Compliance with Division 22 Standards

For 2023-2024 Portland Public Schools is in compliance with the Division 22 Standards, with the exception of PE.

Corrective Action Implemented - PE

- During the 2023-24 school year, PPS was **Partially Compliant** - 45% of PPS schools with grades 6-8 were 100% compliant with OAR 581-022-2263 during the 23-24 SY

- One barrier to full implementation of three-quarters of PE for all 6-8th grade students is physical space. PPS Facilities and Health/PE teams were able to collaborate and bring 79% of PPS schools with grades 6-8 to 100% compliance and the remaining 21% to 75% compliance by the start of the 24-25 SY which maintains PPS's status as **Partially Compliant**.

- PPS Facilities and Health/PE Teams are working to ensure the 6 remaining schools are 100% compliant by the fall of 2025.

Corrective Action Implemented - PE

- In order to address a need for space in many K-8 and comprehensive middle schools, “movement labs” were created.

- Movement labs have been created in either underutilized spaces/classrooms or unused spaces. These labs include a variety of equipment options and final determinations of appropriate space usage were determined in collaboration with PPS Facilities, PPS Health and PE, Building Administrators, and Building PE teachers and have been installed at the following schools: (Harrison Park, Hosford, Kellogg, Lane, Mt Tabor, Robert Gray, Roseway Heights, Sellwood, Vernon, and West Sylvan).

- Middle Grades Schedules shifted to a “5 of 7” to make room for three quarters of PE in 6-8th (Middle and K-8s) for Fall 2024-25

PE Corrective Action Plan and Timeline

In order to come into full compliance, additional spaces for Movement Labs are needed at: Cesar Chavez, da Vinci, George, Ockley Green, Metropolitan Learning Center, and Winterhaven. These schools all have unique space needs requiring significant resources to both initiate and complete the projects. PPS has informed ODE of these facilities needs and challenges within the Division 22 Progress Report and Updated Corrective Action Plan.

ODE 2023-24 Curriculum Adoption: Science

For the 2023-2024 school year Portland Public Schools is in compliance for science in grades K-8.

- Grades 9-12 (adoption initiated 2023 and postponed to complete 2024-25) *to be adopted Spring 2025. The State has approved the updated corrective action plan.

Looking Ahead: Compliance for the 2024-25 SY

New/Revised Rules & Requirements



OAR 581-022-2030 District Curriculum

Beginning in 2024-25, districts must have:

- a planned K-12 instructional program for Social and Emotional Learning; and
- a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.

OAR 581-022-2000 Diploma Requirements

- Credit requirements for students who were first enrolled in grade 9 during the 2023-24 school year or first enrolled in grade 9 in any subsequent school year include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills (SB 3 – 2023).

New/Revised Rules & Requirements



Modified Diploma, Extended Diploma, and Certificate of Attendance

Districts must annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses is required for a diploma at all high schools.

OAR 581-022-2045 Substance Use Prevention and Intervention Plan

Requires a comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; **requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School** (SB 238 – 2023).

Compliance for the 2024-25 SY

- OAR 581-022-2030 District Curriculum
  - K-5 SEL Caring School Community: Scope & Sequence
  - K-12 SEL Wayfinder: Scope & Sequence
  - 6-8 SEL: We Do It 4 the Culture
  - Personal Financial Education and Higher Education and Career Path Skills - Work Plan in Progress
- OAR 581-022-2000 Diploma Requirements
- Modified Diploma, Extended Diploma, and Certificate of Attendance
- OAR 581-022-2045 Substance Use Prevention and Intervention Plan



Thank you



DRAFT

Resolution No. XXXX

(revised)

Resolution to adopt the Budget Calendar for 2025-26

The Portland Public Schools Board of Education adopts the following Budget Calendar for the 2025-26 school year:

Portland Public Schools
Calendar to Adopt the 2025-26 Budget
Adopted

			Board Inform / Review	Board Action	
BUDGET PLANNING	**October 8, 2024**	***School Board Meeting*** Board reviews draft 2025-26 Budget Calendar	✔		PEC
	October 2024	***Budget Community Engagement***			TBD
	November 6, 2024	***School Board Meeting*** Board adopts 2025-26 Budget Calendar Board appoints Community Budget Review Committee (CBRC) members		✔	PEC
	December 17, 2024	***School Board Budget Work Session*** Establish priorities, budget principles, and policies	✔		PEC
	January - March 2025	***School Board Budget Work Sessions,*** *inclusive of the ODE Integrated Guidance application*	✔		PEC
BUDGET BUILDING	**April 2025**	***Publish 1st Notice of Budget Committee Meeting*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	April 2025	***Publish 2nd Notice of Budget Committee Meeting*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	April 22, 2025	***School Board Meeting*** *CBRC in attendance* **Proposed Budget**: Superintendent delivers 2025-26 Proposed Budget message and presentation *Present and approve 2025-2027 ODE Integrated Grant Application*	✔	✔	PEC
	May 1, 2025 Tentative Date	***School Board Budget Public Comment Session and Budget Work Session*** Board receives public comment on the Proposed Budget		✔	TBD
	May 6, 2025	***School Board Meeting*** CBRC presents 2025-26 Proposed Budget Report to the Board Board discussion and feedback focused on the budget	✔		PEC
	May 20, 2025	***School Board Meeting*** **Approved Budget**: Board as Budget Committee approves 2025-26 Proposed Budget		✔	PEC
	June 2025	***Publish Notice of Budget Hearing and Budget Summary*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	June 10, 2025	***TSCC Hearing (prior to School Board Meeting, pending TSCC confirmation)*** TSCC certifies 2025-26 Approved Budget ***School Board Meeting*** **Adopted Budget:** Board conducts a public hearing, adopts budget, makes appropriations, and imposes taxes	✔	✔	PEC
	July 15, 2025	***Submit Tax Certification documentations*** *File budget information with County Recorder and Designated Agencies*			

Myong Leigh
Interim Chief Financial Officer

Portland Public Schools
501 North Dixon Street • Portland, OR 97227
Phone: (503) 916-2000
www.pps.net

MEMORANDUM

DATE September 26, 2024
TO Portland Public Schools Board of Education
FROM Myong Leigh, Interim Chief Financial Officer
CC Dr. Kimberlee Armstrong
SUBJECT Adoption of the 2025-26 Budget Calendar

BACKGROUND

Staff is requesting that the Board resolve to adopt the 2025-26 budget calendar at the Board's November 6, 2024 meeting.

RELATED POLICIES/BEST PRACTICES

Action is being taken to:

- allow sufficient time to adopt the budget by June 30, as required by ORS 294.408,
- comply with Oregon Local Budget Law,
- leverage Government Finance Officers Association (GFOA) best budgeting practices,
- ensure the budget incorporates accurate data inputs, and
- meet Meritorious Budget Award (MBA) requirements.

ANALYSIS OF SITUATION

The Board may choose to adopt the budget calendar as presented, adopt it with revisions, or not adopt it. It includes steps of budget preparation and is built around mandated requirements to allow sufficient time to adopt the budget by June 30, as required by ORS 294.408.

FISCAL IMPACT

No further impacts beyond those identified in the Analysis of Situation section above.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The leadership of the CBRC have received the budget calendar. Community engagement will continue with the budget process.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If approved, staff will work on developing the budget for 2025-26 as scheduled.

BOARD OPTIONS WITH ANALYSIS

See Analysis of Situation section above.

CONNECTION TO BOARD GOALS

This budget calendar has been developed to ensure the alignment of resources to the Board Goals and *Forward Together*.

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to adopt the 2025-26 Budget Calendar.

As a member of the Superintendent's Cabinet, I have reviewed this staff report.
ML *(Initials)*

ATTACHMENT
Resolution to adopt the 2025-26 Budget Calendar

RESOLUTION No. 6975

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- September 24, 2024 – Special Meeting

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Special Meeting
September 24, 2024

This document is a record of the actions taken by the Board of Education. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://youtube.com/live/9eTo33l96F8

This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: https://www.youtube.com/@ppsboardofeducation/live

Board Member Attendance

Present: Chair Eddie Wang; Vice-Chair Michelle DePass; Directors Julia Brim-Edwards, Herman Greene, Gary Hollands, Andrew Scott, and Patte Sullivan; Student Representative JJ Kunsevi

Absent: None

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Public Comment 02
Actions Taken 02

Resolutions Adopted

6967 Adoption of the Index to the Minutes 03
6968 Expenditure Contracts 04
6969 Revenue Contracts 05
6970 2024-2026 Agreement between Portland Association of Teachers/Substitute Teachers and School District No. 1J, Multnomah County, Oregon 06
6971 Authorizing Off-Campus Travel 07

Agenda

Time Started	Agenda Title
6:21 pm	Call to Order by Board Chair Eddie Wang
6:22 pm	2024 - 2026 Agreement between Portland Association of Teachers/Substitute Teachers and School District No. 1J, Multnomah County, Oregon (Resolution 6970)
6:31 pm	First Reading of Policy Revisions
6:54 pm	Review Draft 2025 Advocacy Agenda
7:31 pm	Consent Agenda
7:33 pm	Adjourn by Board Chair Eddie Wang

Student and Public Comment

None

Action Items

- **Consent Agenda – Resolutions 6967 through 6969 and 6971**

  Director DePass moved and Director Hollands seconded the motion to approve the Consent Agenda, including Resolutions 6967 through 6969 and 6971. The motion was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Yes (Unofficial)

- **Resolution 6970 - 2024 - 2026 Agreement between Portland Association of Teachers/Substitute Teachers and School District No. 1J, Multnomah County, Oregon**

  Director Brim-Edwards moved and Director Sullivan seconded the motion to approve Resolution 6970. The motion was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Yes (Unofficial)

RESOLUTION No. 6967

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- September 10, 2024 – Special Meeting
- September 10, 2024 – Regular Meeting

RESOLUTION No. 6968

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

No New Contracts

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Bake Crafters Food Company	9/25/24	Purchase Order PO 170075	Prepared breakfast entrees on an as-needed basis. Quotes	$249,999	D. Jung Fund 202 Dept. 5570	No
S A Piazza & Associates, Inc.	9/25/24	Purchase Order PO 170132	USDA cheese processing into ready to serve entrees. Quotes	$249,900	D. Jung Fund 202 Dept. 5570	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source
Organization for Educational Technology & Curriculum/OETC	9/25/24 through 2/17/27 Option to renew for up to three additional one-year terms through 2/17/30	Cooperative Contract COA 95544 OETC	Installation of educational technology equipment for District-wide use.	$2,000,000	D. Wolff Funding Source Varies

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6969

Revenue Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts, except as otherwise expressly authorized. Contracts exceeding $150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

No new Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGA/Rs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Admin, Funding Source
State of Oregon	7/1/23 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 95390 Amendment 1	Competitive state grant for reimbursement for Oregon grown or made foods in Child Nutrition Program. This amendment allows for additional reimbursements.	$150,000 Not to exceed $1,650,000	D. Jung

RESOLUTION No. 6970

2024-2026 Agreement between Portland Association of Teachers/Substitute Teachers and School District No. 1J, Multnomah County, Oregon

RESOLUTION

The Superintendent is authorized and directed to execute the 2024-2026 Agreement between the Portland Association of Teachers, representing Substitute Teachers, and School District No. 1J, Multnomah County, Oregon, on the terms presented to the Board and filed in the record of this meeting.

RESOLUTION No. 6971

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, & Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
10/3-10/13/24	McDaniel HS Vietnamese DLI, 11	Actively engage in Vietnamese culture & customs	Vietnam	$3314	N/A

RESOLUTION No. 6976

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

No New Contracts

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Center for Social Dynamics, LLC	10/9/24 through 1/31/25	Personal Services PS 95639	Provide educational and behavioral support for PPS student. Direct Negotiation – Therapeutic Placement PPS-46-0525(12)	$246,813	J. Buno Fund 101 Dept. 5414	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Reynolds School District	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95641	Columbia Regional Inclusive Services will partner with Reynolds SD to provide regional services for eligible students with Autism Spectrum Disorder.	$286,000	J. Buno Fund 205 Dept. 5430 Grant G2308
Portland Community College	8/15/24 through 8/31/25	Intergovernmental Agreement IGA 95651	Outlines grant funds available to contracted alternative school serving PPS students.	$438,895	J. Franco Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business

Kone, Inc.	10/9/24 through 11/30/29	Cooperative Contract COA 67768 Amendment 1	Provide elevator repair on an as-needed basis. This amendment adds funds and extends the contract for five additional years.	$1,200,000 Not to Exceed $2,062,500	D. Jung Funding Source Varies	No
Snell & Wilmer, LLP	10/9/24 through 6/30/26	Legal Services LS 89213 Amendment 4	Assist with real estate legal matters. This amendment adds funds and extends the contract through 6/30/26.	$250,000 $400,000	L. Large Fund 101 Dept. 5460	No
JTM Food Group	10/9/24 through 6/30/25	Cooperative Contract COA 94254 Amendment 1	USDA Beef Processing. This amendment adds funds and extends the contract for one additional school year.	$90,000 $160,000	D. Jung Fund 202 Dept. 5570	No
Peterson Farms Fresh, Inc.	10/9/24 through 6/30/25	Cooperative Contract COA 93759 Amendment 1	USDA processed apples into applesauce. This amendment adds funds and extends the contract for one additional school year.	$130,000 $190,000	D. Jung Fund 202 Dept. 5570	No
Yangs Fifth Taste	10/9/24 through 6/30/25	Cooperative Contract COA 90021 Amendment 3	USDA Chicken Processing. This amendment adds funds and extends the contract for one additional school year.	$120,000 .$340,000	D. Jung Fund 202 Dept. 5570	No
Roadrunner Home Bake, Inc.	10/9/24 through 6/30/25	Cooperative Contract COA 90028 Amendment 3	USDA Cheese Processing. This amendment adds funds and extends the contract for one additional school year.	$310,000 $1,860,000	D. Jung Fund 202 Dept. 5570	No

RESOLUTION No. 6977

Revenue Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts, except as otherwise expressly authorized. Contracts exceeding $150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

No new Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin
Reynolds School District	8/21/24 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 95617	Columbia Regional Inclusive Services will provide Reynolds School District school age classroom services for deaf/hard of hearing students.	$422,450	J. Buno

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Admin
State of Oregon	7/1/23 through 9/30/25	Intergovernmental Agreement / Revenue IGA/R 94451 Amendment 1	Student Investment Account agreement with Oregon Dept. of Education. This amendment adds funds for Grant Year 2 and Grant Year 3 Quarter 1 and extends the end date of the grant.	$56,830,366 $99,883,069	J. Buno

RESOLUTION No. 6978

Approving Board Member Conference Attendance

RECITALS

A. Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.

B. Portland Public Schools is a member of the Council of the Great City Schools, and as such Vice Chair DePass, Director Hollands and Director Sullivan, will attend the Council of the Great City Schools Fall Conference in Dallas, Texas.

C. The Board Chair has approved the reimbursement for costs associated with attendance at the Council of the Great City Schools Fall Conference for Vice Chair DePass, Director Hollands and Director Sullivan.

RESOLUTION

The Board affirms Vice Chair DePass, Director Hollands and Director Sullivan to attend the Council of the Great City Schools Fall Conference in Dallas, Texas from October 16-19, 2024.

RESOLUTION No. 6979

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah County	9/1/23 through 6/30/28	Intergovernmental Agreement IGA 94976	Provision of School Based Mental Health services.	$177,000	J. Buno Fund 251 Dept. 5424 Grant W0303