

Teaching, Learning, and Enrollment
Committee Meeting
Thursday, December 11, 2025 4:30 PM

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

Agenda

1. Introductions
2. Public Comment (5 spots)
 - Three (3) for topics related to items on the meeting agenda
 - Two (2) for general topics related to Teaching, Learning, and Enrollment

To sign up for public comment email PublicComment@pps.net or call 503-916-3741.

3. Charter School Overview
4. Talented and Gifted Services
5. Jefferson High School Academic Program Expansion
6. Adjourn

PPS Charter Schools

December 11, 2025



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Public Schools

Charter Schools - Agenda

Overview

Role of Authorizer

Support & Accountability

Funding

Demographics

Questions



Charter Schools - Overview

Seven Charter Schools are located within PPS Boundaries

Five PPS Sponsored Charter Schools (1,303 students)

- **K-5**

- **The Emerson School** - The Project Approach/Positive Discipline
- **KairosPDX Learning Academy** (Title I) - Eliminate racial achievement gap
- **Portland Arthur Academy** (Title I) - Direct Instruction

- **K-8**

- **Le Monde French Immersion** - French immersion
- **Portland Village School** - Waldorf inspired

Two State-Sponsored Charter Schools, both K-8 (400 students)

- **Cottonwood School of Civics and Science** - Place based learning
- **The Ivy School** - Montessori

Role of Charter School Sponsor

District Responsibilities:

- Approve or deny annual applicants for the establishment of new PPS charter schools
- Conduct ongoing monitoring, oversight and annual evaluation of PPS charter schools
- Pass through State School Funding and other funding sources
- Monitor the implementation of interventions for under-performing schools
- Provide resources, access to information and data systems, professional development, and cost-neutral assistance
- Advocate and act as a liaison for the District in its role as a charter school authorizer
- Promote equity and learning for all students

Charter Schools - Support & Accountability

Annual Calendar of Deliverables

- Academic
 - Performance Plan (October)
 - Report Card Data analysis (Fall)
 - Performance Framework (January)
 - Local assessment data reporting (Spring)
 - Year-end report on charter schools to PPS Board committee (Late Spring)
- Fiscal
 - Quarterly Financial Report
 - Draft budget for upcoming school year (May)
 - Finalized Budget (September)
 - Annual Municipal Audit (Fall)
- Operational
 - Site visits (monthly)
 - Formal annual site visit with stakeholders (Spring)
 - Charter school board meeting observation and review (Winter & Spring)
 - Review of compliance submissions (monthly)

Charter Schools - Support & Accountability

Support for Families

Sunita Sandoz , Director, Charter Schools, ssandoz@pps.net, 503-916-3359

A charter school family with a concern connects with charter school administration. Family determines they need additional support.

Charter school family should consult charter school administration for information on the charter school's complaint policies and procedures. In addition, the family may connect with the PPS Charter Schools Office for support.

Family will follow charter school's policies and procedures which may include communication with the charter school's independent Board of Directors who serve as the charter school's governing body.

The Multiple Pathways to Graduation Charter Schools Office will work in tandem with the charter school to ensure family concerns are appropriately addressed in a timely manner.

The Multiple Pathways to Graduation Charter Schools Office will confirm that the charter school is following its own policies and procedures with fidelity. Families with concerns may continue to seek support from the PPS Charter Schools Office as needed.

Charter Schools - Funding

2025-26 funding pass-through for charter schools

- State School Fund ~ \$19 million
- Student Investment Account (SIA) ~ \$1.3 million
- Arts Tax ~ \$245,000
- Equity Allocation ~ \$275,000
- Total ~ \$20.8 million

Charter Schools - Funding

PPS Board Policy

- PPS Resolution 6069 (2020) - increased pass-through rate to 95% for charter schools serving populations of 50% or greater historically underserved by race/ethnicity
- PPS Resolution 6499 (2022) - starting in 2023-24 school year, 90% pass-through rate for schools serving populations of less than 50% historically underserved by race/ethnicity

Charter Schools - Demographics (October 1, 2025)

Charter School	Enrollment	Direct Certification		SpEd		Multilingual Learner		Historically Underserved		Black		Latino		Native American		Pacific Islander		Multi-Race	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Emerson	139	38	27.3%	33	23.7%	4	2.9%	36	25.9%	5	3.6%	20	14.4%	n/a	n/a	2	1.4%	9	6.5%
Kairos	178	94	52.8%	28	15.7%	3	1.7%	167	93.8%	116	65.2%	18	10.1%	n/a	n/a	2	1.1%	31	17.4%
Le Monde	385	35	9.1%	45	11.7%	5	1.3%	53	13.8%	9	2.3%	22	5.7%	1	0.3%	n/a	n/a	21	5.5%
PAA	167	49	29.3%	18	10.8%	30	18%	48	28.7%	25	15%	16	9.6%	1	0.6%	n/a	n/a	6	3.6%
PVS	434	124	28.6%	81	18.7%	13	3%	102	23.5%	9	2.1%	60	13.8%	2	0.5%	n/a	n/a	31	7.1%
PPS K-5	19,071	6,185	32.4%	3,606	18.9%	2,350	12.3%	6,792	35.6%	1,509	7.9%	3,608	18.9%	118	0.6%	174	0.9%	1383	7.3%
PPS Middle Schools	7,360	2,365	32.1%	1,190	16.2%	724	9.8%	2,505	34%	580	7.9%	1,319	17.9%	32	0.4%	61	0.8%	513	7%

Questions



Sunita Sandoz

Director, Charter Schools,
ssandoz@pps.net, 503-916-3359

Korinna Wolfe

Senior Director of Schools, MPG
kwolfe@pps.net

Multiple Pathways to Graduation
503-916-5437

TLE: Talented & Gifted Services & ACCESS



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Darcy Soto, Director of Learning Acceleration
Emily Glasgow, Senior Director Pk-5 Academics

Contents

- Identification of TAG Students
- Programs and Services for TAG Students
- Rights of Families of TAG Students
- ACCESS Academy



Identification of TAG Students

Summary of Division 22 Requirements:

- The district is required to have a plan for identification of academically talented and intellectually gifted students.
- Students eligible for TAG identification meet the following criteria:
 - 1) Demonstrate exceptional performance when compared to applicable developmental or learning progressions; and
 - 2) Require differentiated instructional services and/or programs designed to address their strengths and needs.

Identification of TAG Students

Corrective Action

- The district must **provide annual training** for all licensed staff on identifying students for TAG services.
- The district must **track and keep data** on all licensed staff who have been trained and on the number of students identified each year.
- The district must provide the training information as part of a publicly posted **annual report** to ODE and the complainant.

PPS Procedures

Universal screening is administered to all 1st grade students and all ELD newcomer students through a nonverbal assessment.

The PPS TAG Identification process meets all requirements of Division 22, and:

- May be submitted by the family, any school staff, or the student at any time during the school year (or triggered by universal screening);
- Includes information from the student's family and teacher;
- Requires a determination be made by the school TAG team (administrator + TAG Facilitator).

Identification of TAG Students

Data (2025-2026)

Licensed Staff Trained in Identification & Services (12/1/25): 2,520 (75.7%)

Population	Percent of Population Identified for TAG Services*	Number of Areas Identified	Count	Percent
American Indian / Alaskan Native	5%	Identified in one area	4,298	56%
Asian	16%	Identified in two areas	2,241	29%
Black / African American	4%	Identified in all areas	1,136	15%
Latino	9%	Total Unique Students Identified	7,675	19%
Multi-Racial	21%	Total Unique Identifications	12,269	
Native Hawaiian / Other Pacific Islander	2%			
White	26%			

Identification of TAG Students



K-12 Talented & Gifted Evaluation Timeline

From Start of School through April 15th - Annually



*any referral received after April 16 may not be completed by the end of the school year.

Programs and Services for TAG Students

Summary of Division 22 Requirements:

- Develop and maintain a written TAG plan, including a description of the programs and services the district will provide.
- Provide appropriately differentiated instruction to identified TAG students that is designed to accommodate their assessed learning levels and accelerated learning rates.
- TAG services must be equitable and responsive, with instruction reflecting the student's unique rate and level of learning.

Programs and Services for TAG Students

Corrective Action

- The district must **provide annual training** for all licensed staff on instructional practices to address TAG-identified students' rate and level.
- The district must ensure that **district administrators have opportunities to observe rate and level** instructional practices.
- The district must **track and keep data** on all licensed staff who have been trained.
- The district must provide the training information as part of a publicly posted **annual report** to ODE and the complainant.

PPS Procedures

- Personalized Education Plans (PEPs) may be requested by parents and are encouraged for all newly identified TAG students.
- TAG services are largely provided in the classroom through differentiated instruction and course selection (HS).
- Services to address the needs of TAG-identified students are more akin to an IEP/504 plan than a separate academic program.

Providing TAG Services

In order to plan for providing services to TAG students, consider:

*This slide is a part of our PPS
Annual TAG Training for
Licensed Staff*

Content

- What are the learning targets and success criteria?
- What should students already know? What connections could students make?
- Use a Unit Unpacking Protocol to support this piece

Specific Needs of TAG Students

- Based on your experience with the student or their Personalized Education Plan, what additional needs do your TAG students have for this content area?

Implementation

- Explore the curricular resources to support student needs (see examples on next slide)
- Provide opportunities for students to engage in content
- Monitor and adjust as needed

Examples of TAG Services in PPS

*This slide is a part of our PPS
Annual TAG Training for
Licensed Staff*

In the classroom:

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

District/School Processes & Programs (not limited to TAG students):

- Acceleration (Whole Grade / Subject Area)
- High School Advanced Coursework (AP/IB/Dual Credit)
- ACCESS Academy Program

Personalized Education Plans (PEP)

*This slide is a part of our PPS
Annual TAG Training for
Licensed Staff*

Student Personalized Education Plans

- [Template](#) is available on the PPS TAG Website
- Families have the right to request a plan
- Based on student strengths, documented needs, and learning goals
- Describe the specific services in the classroom or school that will address the student's needs for appropriate rate and level of learning
- Are shared with the TAG office and uploaded into Synergy as a document on the student's profile
- Reach out to your building TAG Facilitator for support

Rights of Parents of TAG Students

Summary of Division 22 Requirements:

- Inform parents at the time of the identification of the child and the programs and services available.
- Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.
- Notify parents of their rights to withdraw from TAG services and to file a complaint.

Rights of Parents of TAG Students

Corrective Action

- The district must **provide a slide deck** to use during back-to-school nights with information on TAG programs and services, rate and level instructional practices, PEPs, and other opportunities.
- Develop a plan for proactively communicating with families that PEPs are available to TAG students.

PPS Procedures

- The TAG Department communicates with families going through TAG identification, including:
 - Opportunities for family input;
 - Notification of the TAG determination and appeal process; and
 - Services available to students.
- Centrally provided training to TAG Facilitators on the PEP process, including family collaboration.
- Annual communication to families with information on timelines and processes is shared through district and school level communication streams.

ACCESS Academy

Program Description:

- ACCESS Academy is a program for students in grades 2–8 who need accelerated instruction.
- It operates as part of the district's offerings for gifted education, providing a distinct option for students whose learning needs exceed what a traditional neighborhood school can provide.
- ACCESS offers instruction based on students' abilities/achievement rather than strictly by chronological age or grade level.

ACCESS Academy

Admission

- Eligible 2nd-8th grade students are admitted through the PPS Enrollment and Transfer lottery process.
- All students must meet [eligibility criteria](#).
- The lottery process includes weighting for economically disadvantaged students and siblings of current students (who meet eligibility criteria).
- The TAG Department is responsible for determining the eligibility criteria.

Student Demographics 2025-2026

Student Subgroup	# Students	% of Students
Total	325	100.0%
Female	111	34.2%
Male	203	62.5%
Non Binary	11	3.4%
Asian	19	5.8%
Black	3	.9%
Latino	25	7.7%
Multiple	48	14.8%
Pac Isl	2	.6%
White	228	70.2%
ELL	1	.3%
SPED	40	12.3%

Contact us

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Jefferson HS Academic Program Expansion



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Context and Background

- Jefferson has a strong history of academic success and community partnership.
- Modernization (2027–2029) and PPS’s consideration of sunseting dual-assignment create a major opportunity.
- PPS is exploring an expanded academic program that matches—and exceeds—what is offered in neighborhood high schools.
- Final decisions will be shaped through engagement with students, families, staff, and partners.



Academic Planning at Jefferson

Honoring Legacy While Expanding Opportunities

College Prep Coursework

Building on dual credit for all in core content areas.

CTE Pathways

Forward looking, industry aligned pathways

Visual and Performing Arts

Connecting legacy to emerging fields

Partnerships

Applying learning through collaboration

Engagement (Dec '25-Aug '26)

- Student and staff focus groups; PTSA and Site Council sessions.
- Middle school outreach for rising 9th graders.
- Establish Jefferson CTE Design Team; analyze YouScience data.
- VAPA engagement session; partner engagement launch.
- Finalize 2026–27 course offerings (March–April).
- Cross-department review and master scheduling (April–June).
- Community review of early CTE pathway options.
- Staff PD and preparation, including (Pre)AP training.
- CTE Pathway Planning Retreat.



Engagement (Fall '26 - Jan '27)

- Launch updated 2026–27 academic programming.
- Family orientation to AP, CTE, and VAPA courses.
- Classroom presentations on CTE pathways.
- Early feedback cycle from students, families, and staff.
- Report out to PPS Leadership & Board.
- Finalize partner roles for dual credit, mentorship, and internships.
- Release updated CTE roadmap for 2027–28.
- Forecasting for 2027–28 for current students and rising 9th graders.

