Division 22 Standards

August 2022 | Issue 1

NEWS

A LOOK INSIDE THIS ISSUE:

- **New & Noteworthy**

  Following an extensive engagement process, two of the **TAG rules** were revised during the last school year. Get the lowdown on the new requirements.

- **Unpack this OAR**

  What exactly does it mean to provide a coordinated **Media Program**? We break it down for you, and highlight new resources to support implementation.

- **Standards Spotlight**

  We shine a light on **online and remote learning** and how these programs and schools are uniquely impacted by the Division 22 Standards.

STAY UP TO SPEED AND IN THE KNOW

Welcome to the inaugural issue of ODE's Division 22 Standards Newsletter, a publication designed to provide you with just in time, up-to-date information on Oregon's Standards for Public Schools.

In each issue, we'll highlight new requirements that have been recently adopted by the State Board of Education, so you'll be prepared to implement them in the coming year. The recurring feature "Unpack this OAR" will focus on clarifying rules that can be confusing and that are commonly misinterpreted. You'll also want to keep an eye out for the "Standards Spotlight" where you'll find insights on how the standards intersect with current issues and trends in K-12 education.

If there is a rule or a topic, you'd like to see covered, or if you'd like to be added to the Division 22 mailing list, let us know by emailing Division22@ode.oregon.gov.

Thanks for reading!
Susan Payne, Education Standards and Systems Specialist

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IDENTIFICATION OF ACADEMICALLY TALENTED AND INTELLECTUALLY GIFTED STUDENTS

After nearly two years of working collaboratively at the local, state, and national level to revise our TAG identification rule, the State Board of Education adopted Oregon Administrative Rule 581-022-2325 on March 17, 2022.

Already, many district leaders have been in contact with the Department as they begin developing policies and procedures to reflect the new rules. Enhancing identification practices requires a lot of coordinated effort. Our commitment to Oregon students and your eagerness to align your district's policies and practices to the new TAG OARs is noticed and appreciated.

ODE will be sending out another newsletter in August detailing training dates specific to the new identification rules. ODE will also be developing a toolkit that will be shared through the listserv and posted on the ODE TAG webpage to assist districts in the implementation process. Please be sure to update your district's TAG contact information using the form provided on ODE's TAG page.

As a reminder, the new rules do not hold a state level percentile threshold nor is there a category of identification called Potential to Perform. Under the law, there was never a difference of services offered to students who were identified as Intellectually Gifted, Academically Talented, or Potential to Perform. Therefore, while the category of identification has changed for students previously identified as Potential to Perform, their services remain the same and are uninterrupted. Students identified as Potential to Perform are (and have always been) TAG students and need to receive services accordingly.

PROGRAMS AND SERVICES FOR TALENTED AND GIFTED STUDENTS

The State Board of Education adopted the amended rule OAR 581-022-2500 on January 20, 2022. The new requirements enhance communication between districts and their community as well as with the Department. Notable changes in 581-022-2500 include:

- District-level TAG plans now need to be posted on the district's website, and available upon request by any school within the district.
- Districts shall report their designated TAG coordinator's contact information to the Department annually (recommended deadline - November 1st of each year).
- Districts shall post and update their designated TAG coordinator's contact information on the district website annually (recommended deadline - September 30th of each year).
- Parents and TAG identified students have the right to discuss the programs and services available to the student and provide input on the programs and services received.

A newly designed district-level TAG template will be published and circulated by the Department in September 2022. Updated district-level TAG plans shall be submitted to the Department no later than May 1, 2023.

OREGON STATE ASSESSMENT SYSTEM (OSAS) PERCENTILE TABLES

ODE is not publishing percentile tables for the 2021-2022 school year. Additionally, ODE does not anticipate making percentile tables available in the future beyond this school year.

The summative assessments that Oregon students take each year provide data that describe their level of proficiency in reference to grade-level standards. The scores provide a snapshot of comprehensive learning at a systems level and those scores should be used to make decisions about learning progressions and growth for groups of students rather than student-level comparisons and high stakes program eligibility. The decision to move away from releasing percentile tables is layered and yet, at every point, ODE is focusing efforts on rehumanizing data uses and interpretations as part of that effort.

We realize that OSAS percentile scores have been an integral data point in the TAG eligibility process, specifically for the identification of academic talent in reading and mathematics. Moving forward, it is recommended that if OSAS scores are used in the eligibility process, districts engage in using local norms (comparing OSAS scores of peers within district and building levels, rather than the entire state) to better align the services offered by each district to the specific talent of students within each unique community. Many districts have already transitioned to using local norms and away from state norms over the last five years. If you have any questions regarding local norms, please do not hesitate to contact Angela Allen.

Questions about TAG?

Contact ODE's TAG Specialist
Angela.Allen@ode.oregon.gov

Media (school library) programs are primarily addressed in OAR 581-022-2340 Media Programs; however, school library programs are also mentioned in OAR 581-022-2250 District Improvement Plan. In order to fulfill the requirements of the Media Programs rule, districts must have a coordinated media program with goals and instruction for students. There must be appropriate facilities and materials (both student collections and materials to support educators), and there must be staff assigned to the library to develop, implement, and maintain the program.

In order to understand how to meet the requirements of this rule, it's important to understand what a media (school library) program is. The District Improvement Plan rule defines strong school library programs in section (1)(l). Such programs include a K-12 scope and sequence of instructional activities based on grade-level standards and learning goals. Lessons are taught by a licensed teacher-librarian or by a licensed classroom teacher and focus on topics such as library skills, literacy experiences supporting life-long reading, information literacy (how to do research, evaluating information, ethical use of information, etc.), and social responsibility (digital citizenship), to name a few. ODE has developed a Media Program Planning Template that may be a helpful guide in the overall design and development of a district media program.

Often, when districts report out of compliance for this rule, they cite staffing as the central issue. The rule indicates that districts must have a certificated media specialist (licensed teacher-librarian) to carry out the programming and instruction requirements.

Check out these resources!

ODE School Libraries Report

Media Program Planning Template

Oregon School Library Standards and Learning Goals

School Library Evaluation Checklist

However, it is allowable to assign a classified employee to manage and maintain the media program, in the absence of a licensed teacher-librarian. In such cases, the instructional component would necessarily be assigned to licensed instructional staff. In instances where districts are unable to employ a licensed teacher-librarian and a classified employee is assigned to this role, it is important for the classified staff to have support from a licensed teacher-librarian. It would be advisable to partner with your local ESD to contract with a licensed teacher-librarian for this support. Please note that districts cannot be in compliance with one rule and not in compliance with the other. For questions, reach out to Tina Roberts, the Language Arts Education Specialist at ODE; part of her role is supporting school libraries.

Questions about Media Programs?

Contact ODE's Language Arts Specialist
Tina.Roberts@ode.oregon.gov

ONLINE AND REMOTE LEARNING

School districts are responding to their communities by establishing new online and remote schools or programs. While these options create more flexibility and innovative opportunities for students, they require special attention to Division 22 requirements and design elements. District and school leaders should ensure that all online and remote schools or programs operated by the district (including programs supported by contracted education service providers) are compliant with the requirements in Division 22.

Below is a snapshot of critical rules and requirements that must be met within remote and online options. It is important to acknowledge that this list does not include all policies and requirements that online and remote schools are required to follow; however, it does highlight those policies within Division 22 that require additional attention for online or remote instructional models:

- OAR 581-022-0102(30) Instructional Time Definition
- OAR 581-022-2320 Required Instructional Time as it Pertains to Online Courses
- OAR 581-022-2000 Diploma Requirements
- OAR 581-022-2060 Comprehensive School Counseling
- OAR 581-022-2263 Physical Education Requirements
- OAR 581-022-2312 Every Student Belongs
- OAR 581-022-2350 Independent Adoptions of Instructional Materials
- OAR 581-022-2355 Instructional Materials Adoption

Calculating online and remote instructional time is a critical requirement for which some remote programs have difficulty demonstrating compliance. More information regarding instructional time calculations can be found in the Determining Compliance with Instructional Time Requirements in Online and Remote Settings Flowchart as well as the Remote & Online Learning Policy FAQ questions 7-12. For technical support, please contact Allie Ivey or Kate Pattison.

CHARTER SCHOOLS & DIVISION 22

Public charter schools are not required to complete Division 22 assurances. However, many (but not all) Division 22 rules apply to public charter schools. To understand if a rule applies to a public charter school, it must:

1. Be included in the list of applicable rules and statutes in ORS 338.115; or
2. Explicitly name public charter schools in the rule; or
3. Be included as a requirement of the charter contract between the school and sponsor.

For more information and support on public charter schools, please contact Kate Pattison.

Questions about Online and Remote Learning?

Contact ODE's Digital Learning Specialist	OR	ODE's Charter School Specialist
Allie.Ivey@ode.oregon.gov		Kate.Pattison@ode.oregon.gov

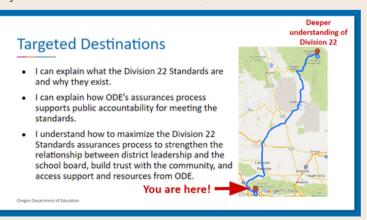# PROFESSIONAL LEARNING OPPORTUNITIES

Leveraging the Transformative Power of Oregon's Public School Standards

Oregon's Standards for Public Elementary and Secondary Schools outline the baseline expectations for school districts to provide a high quality educational experience and equitable opportunities for all students. As part of a shared responsibility to provide quality service for our students and communities, the assurances process promotes reciprocal accountability between school districts and local school boards, and the Oregon Department of Education (ODE).

In this session, you will learn how to maximize the Division 22 Standards assurances process to strengthen the relationship between district leadership and the school board, build trust with the community, and access support and resources from ODE. This will be a valuable opportunity to engage with your board and increase their understanding of the Division 22 Standards.

Not attending the convention? Use this 15 minute video tutorial as a starting point for a discussion or Q&A with your board. It addresses each of the main learning objectives from the live session, as outlined below.

Odds & Ends

WHICH TOOL IS YOUR DISTRICT USING TO SCREEN FOR RISK FACTORS OF DYSLEXIA?

OAR 581-022-2445 requires districts to universally screen students for risk factors of dyslexia in kindergarten (and in first grade if a student first enrolls in a public school in Oregon for first grade) using a screening test that is on the Department's approved list. The approved list includes nine universal screeners for risk factors of dyslexia that districts can choose from.

In an effort to support the development of more targeted professional learning and guidance for districts that will support teams to analyze and act upon early literacy screening data, ODE is interested in learning more about the specific universal screening tools that districts have selected. Districts will have the opportunity to support the gathering of this supplementary data through this year's Division 22 Standards Assurances by providing ODE with the name of the approved universal screener that is being used to support their compliance with this particular rule.