

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
May 24, 2016

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

- | | | |
|-----|---|----------|
| 1. | <u>VALEDICTORIAN RECOGNITION</u> | 6:00 pm |
| 2. | <u>SUPERINTENDENT'S REPORT</u> | 6:45 pm |
| 3. | <u>STUDENT TESTIMONY</u> | 7:00 pm |
| 4. | <u>STUDENT REPRESENTATIVE'S REPORT</u> | 7:15 pm |
| 5. | <u>PUBLIC COMMENT</u> | 7:20 pm |
| 6. | <u>QUARTERLY UPDATE: BOND ACCOUNTABILITY COMMITTEE</u> | 7:45 pm |
| 7. | <u>QUARTERLY UPDATE: CAPITAL IMPROVEMENT BOND</u> | 8:05 pm |
| 8. | <u>LANGUAGE ARTS ADOPTION: PK-5</u> – action item | 8:25 pm |
| 9. | <u>APPROVAL OF 2016-17 BUDGET</u> – action item | 9:00 pm |
| 10. | <u>BUSINESS AGENDA</u> | 9:45 pm |
| 11. | <u>ADJOURN</u> | 10:00 pm |

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

MEMORANDUM

Date: May 4, 2016

To: Members of the Board of Education

From: Bond Accountability Committee (BAC)

Subject: 13th BAC Report to the Board

Background

In November 2012, voters approved a \$482M capital improvement bond for Portland Public Schools. The PPS Board appointed a Citizen Bond Accountability Committee to monitor the planning and progress of the bond program relative to voter-approved work scope, schedule and budget objectives.

Recent Activities

The BAC met on April 20 at Madison High School, and we were pleased to be joined by Director Knowles. As is the case with all meetings, it was publicly noticed and open to the public. OSM staff continues to be very helpful and supportive of the process, and demonstrates a consistent commitment to transparency and clarity in all dealings with the BAC.

At the meeting, the Committee received updates from staff that included the Balanced Scorecard report with supporting data on budget and other metrics, and each of the current bond projects. The staff presentation materials and meeting minutes are posted on the District website.

As this report is written, PPS staff is managing the following work:

- Close out of IP 2015 (4 construction contracts, 8 schools), including the elevator installations at Ainsworth and Woodlawn.
- Construction at Roosevelt High School.
- Construction at Franklin High School.
- Construction at Faubion PK-8 School.
- Receiving bids for IP 2016 (12 schools).
- Schematic Design for Grant High School.
- EdSpecs for Benson, and master planning of Benson, Lincoln, and Madison High Schools.

Monthly District expenditures on the bond program have hit approximately \$10 million; however, the level of activity will now ramp up considerably. Projections indicate that, in the 16 months between now and September 2017, the bond program will expend approximately \$220 million, and average of almost \$14 million per month. All of this is occurring in a very challenging design/construction regional environment.

Current Issues

Program Budget. Staff has continued to provide budget information to us in a transparent format.

The total Bond Program budget remains \$550 million, of which \$176 million (32%) has been spent although, excluding the \$45 million debt repayment, the program is only 25% complete. Contingencies/reserves at the program level amount to \$20 million after the \$2.2 million from the most recent bond premium is allocated to Roosevelt. However, as discussed below, allocations will need to be made to IP16 work as well as Franklin HS that will reduce this amount considerably. Substantial risks still exist in the program so we are very concerned about this shrinking level of contingency/reserves.

Project Budgets and Schedules. Staff's Balanced Scorecard will continue to show both Roosevelt and Franklin designs behind the Baseline Schedule, as reflected by the "red" report at the various design levels (although overall both schools show "yellow"). These delays have many causes, including design changes resulting from increases in high school capacity as well as the "additional criteria" modifications.

The construction schedule at Franklin has been extended from March 2017 until May as a result of unforeseen conditions. This is still well in advance of school opening in the Fall term of 2017. More problematic, however, is the fact that the project contingency at Franklin has been exhausted for a number of reasons (e.g. hazardous materials abatement, subsurface soil conditions) and the project is at this time forecast to be a little more than \$1 million over budget. We have asked staff for additional scrutiny of the costs and updated projections which should be forthcoming shortly.

There has been significant construction progress at Roosevelt, but much remains to be done before students and staff can move into the new and modernized areas this summer. At best, the move will be very challenging, given the very brief turnover period. The project contingency is now less than 5%; we have concerns about this considering the significant amount of modernization work, with its inevitable surprise elements, to be done in Phase 2.

Construction progress at Faubion is going well. As previously reported, \$1.9 million was transferred from the project contingency to cover the bid amounts that were over budget; however, very little of the remaining contingency was used during this quarter.

Escalating market prices have, as feared and predicted, caused a shortfall on IP16 work. Of the 6 bid packages, one came in on budget but three were substantially over budget. One small package attracted no bids at all, and another received just one bid that was so far over budget it was rejected. The District is proceeding with work from four packages (7 schools) but it will require an injection of about \$3 million from the program reserves. The other work will be deferred.

Proposals are being solicited for design work for IP17 (currently budgeted at \$10 million) but a decision on whether or not to proceed with construction will depend on the program budget status early next year.

Equity. Staff reports on student involvement remain positive. However, at the time of our meeting, the total number of summer internships related to the program had not been established. We will look forward to seeing significant activity in that area.

The employment of apprentices through the Workforce Hiring program continues to exceed the goal and stands at 22%.

MWESB involvement remains a priority and the BAC continues to urge the District to be creative in its outreach and its team approach with its CM/GCs. 7.7% of program payments had been made to MWESB's. We had hoped that these percentages will improve as more MWESB firms under contract at Franklin and Roosevelt perform their work but, with Franklin in particular producing very low numbers, this will remain well below the aspirational goal.

We do again, however, commend the District, on its fresh focus on this issue, and its willingness to try new approaches. You may recall that the RFP document for Grant High School incorporated some significant changes from those previously used in the hope that they would result in increased participation on the contractor side. We are happy to see that an award is being made to Andersen/Colas, a partnership between a major local builder and a minority-owned contractor.

Safety. There were no safety incidents during the recent quarter, so the count remains zero to date at the Roosevelt and Faubion sites and just four minor incidents at Franklin. This is a significant achievement that should be applauded,

particularly at Roosevelt where the campus is being shared with staff and students.

Summary

Portland taxpayers can currently observe their tax money at work at the Franklin, Roosevelt and Faubion sites and soon at the 7 schools in the IP 2016 work, and there's significant behind the scenes work on the design of Grant and master planning of Madison, Lincoln, and Benson. At this point in the bond program, we continue to find the money being well spent and effectively managed.

We remain impressed by the quality and professionalism of OSM staff as well as the design and construction teams, and thank the Board for this opportunity to serve and play a small part in the continued success of your bond program.



Board of Education Informational Report

'MEMORANDUM

Date: May 24, 2016
To: Members of the Board of Education
From: Jerry Vincent, Chief, School Modernization
Subject: Bond Program Status – May 2016

In the November 2012 election, the voters approved a \$482M capital improvement bond for Portland Public Schools. The District's Office of School Modernization Staff has developed a set of performance measures to provide management information for the staff and reporting tools for the Bond Accountability Committee and the Board's oversight role. Performance metrics for the 2012 bond program are based on the Balanced Scorecard (BSC).

Attachment 1: Balanced Scorecard Report – May 2016
Attachment 2: Project Management Cost Report – May 2016

Narrative Comments:

1. Roosevelt and Franklin continue with construction activity both inside and outside of the buildings. Budgets and schedules are being closely monitored.
2. Faubion School construction is proceeding on schedule. The higher than expected contract award and some unforeseen underground conditions have challenged the budget.
3. There is potential for BOE contingency budget to be needed in the very near future.
4. Master Planning efforts at Benson, Lincoln and Madison are coming to a close. The selected concepts and master planning conceptual estimates have been presented to the BOE Bond Sub-committee with presentations to the full BOE forthcoming.
5. Grant has now completed Schematic Design (SD), the SD estimate has been reviewed and adjustments are underway for budget and scope. We are in the process of negotiating a CM/GC contract with Anderson/Colas for preconstruction services.

Color Key	
	Good
	Concerns
	Difficulty



Perspective	Perform
Budget	
Schedule	
Stakeholders	
Equity	
Average	

2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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Overall Project Performance



Perspective Budget



Perspective Schedule



Perspective Stakeholders



Perspective Equity



Narrative Comments:

1. IP2016 bids were higher than budgeted; the project is currently projected approximately \$2.5 million over budget. OSM is in the process of transferring program contingency to the project to cover the overage for the schools we will do this summer. IP2014, IP2015-SCI, IP2015-Maple projects are now closed.
2. OSM continues to keep a close eye on the Franklin project as unanticipated costs have caused this project to forecast over budget as well. Program contingency will be used to cover the additional budget needs.
3. Faubion continues with construction and is maintaining a low change order rate.
4. The Grant schematic design cost estimate is currently being reviewed. We anticipate supplementing the Grant budget after review is complete consistent with the augmentation of the Roosevelt and Franklin budgets. There is potential for BOE contingency to be needed in the very near future.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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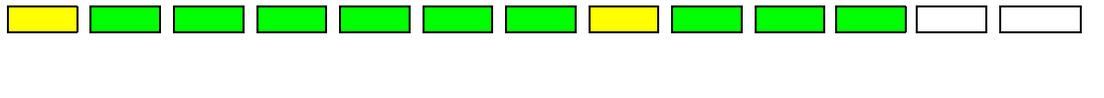


Strategic Objectives	Performance Measures	Performance Targets
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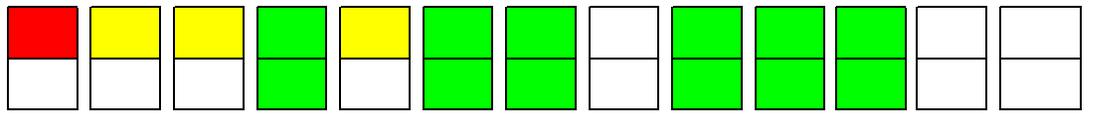
Objective A Project Budget and Scope Aligned	1	Initial Cost Estimate of Approved Scope	≥ 10% Contingency Available
	2	Master Plan	Within Budgeted Amount



Objective B Planning & Design Costs within Budget	3	Projected Total P & D Costs	Within Budgeted Amount
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Objective C Construction Costs within Budget	4	Construction Cost Award Price or GMP	Within Budgeted Amount
	5	Construction Cost Current Estimate thru 50% complete	>5% project level contingency



Objective D Project within Budget	6	Total Project Costs Within Budgeted Amount	Within Budgeted Amount
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Narrative Comments:

1. Although construction is progressing at Roosevelt High School, the construction schedule continues to be extremely tight and challenging.
2. Franklin High School's schedule remains very challenging.
3. Faubion continues to be on schedule and proceeding very well.
4. Grant HS design timeline remains constant for a Design Development completion in October 2016.
5. The IP2015 Ainsworth Elevator has been turned over to the school.
6. IP2016 contracts are expected to be awarded in May.
7. Oh Planning and Design has been selected as the design firm for IP2017.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Establish Schedule Target & Strategy	1	Occupancy Date Goal Established	
	2	Project Execution Strategy Developed	
	3	Overall Project Schedule Established	

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Objective B Planning, Permitting & Design Phases on Schedule	4	Design Contract Award	Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks
	5	Schematic Design Completed	
	6	Design Development Completed	
	7	Land Use Permit Approved	
	8	Construction Contract Documents	
9	Building Permit Approved		

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Objective C Construction on Schedule	10	Prime Contract Notice to Proceed	Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks
	11	Construction Started	
	12	Substantial Completion Date	

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Objective D Meet Occupancy / Completion Schedule Target	13	FF&E Ordered	Same as Objective C
	14	FF&E Delivered and Installed	
	15	Projected Occupancy Date	Green = < 0 weeks impact on scheduled date. Yellow = 0 - 4 weeks; Red > 4 weeks

Projected Occupancy Dates												
09/16	09/17	09/17	09/14	09/17	09/15	09/15	09/19	12/14	09/15	08/15		

Narrative Comments:

1. Feedback continues to be largely positive.

Color Key	
	Good
	Concerns
	Difficulty

Stakeholder Perspective

Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Educational Needs	1	Project Scope Meets Educational Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	2	Design Meets Educational Needs	Yellow: 3.0 - 4.0
	3	Construction Meets Educational Needs	Red: < 3.0

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Objective B Meets Maintenance / Facility Needs	4	Project Scope Meets Maint. / Facility Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	5	Design Meets Maint. / Facility Needs	Yellow: 3.0 - 4.0
	6	Construction Meets Maint. / Facility Needs	Red: < 3.0

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Objective C Design Advisory Group (DAG) Needs	7	Master Planning: Scope Meets DAG Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	8	Design Meets DAG Needs	Yellow: 3.0 - 4.0;
	9	Construction Meets DAG Needs	Red: < 3.0

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Narrative Comments:

- OSM is transitioning to the district wide business equity tracking system (B2G), total certified business tracking for OSM is 13.9%. OSM has paid invoices in excess of \$10M to certified firms.
- Workforce equity continues to be a positive story. The program is tracking at 24% overall.
- We have started out 2016 very strong with student engagement activities, we are in the process of coordinating student interns for the summer. We anticipate a good response.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
Average	

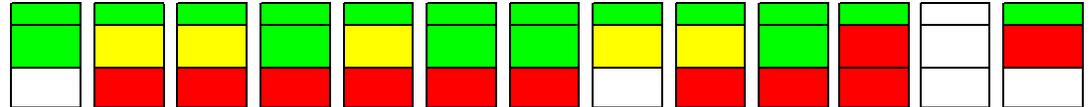
2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		Program Mgmt
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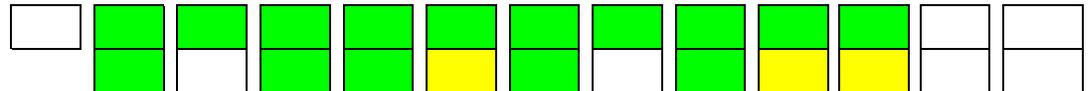


Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Aspirational MWESB	1	Project objectives established	
	2	Consultants - % of payments made to MWESB owned	Green: MWESB >18% Yellow: MWESB >10% Red: MWESB <10%
	3	Contractors - % of payments made to MWESB owned	



Objective B apprenticable trade participation	4	Project objectives established >\$200k contracts	Green: participation >20% Yellow: participation >10% Red: participation <10%
	5	Contractors % of labor hours/apprenticable trade	



Objective C Meets student participation	6	Project objectives established >\$100k contracts	Per AD
	7	Tier 1 - Group Activities EG: career fairs, guest speakers	Green: students > 500 Yellow: students > 100 Red: students < 100
	8	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	Green: students > 50 Yellow: students > 20 Red: students < 20
	9	Tier 3 - 1-on-1, Long-Term Activities EG: internships	Green: students > 10 Yellow: students > 5 Red: students < 5



Project Management Cost Report

Project Cost Summary Report for 2012 Capital Improvement Bond Program

Capital Program Start Date: Nov 2012

Report Run Date: 05.01.2016

Capital Program End Date: Nov 2020

Project Name	Original Project	Project Budget	Project Estimate At		Forecasted	Invoices Approved
	Budget	Changes	Current Budget	Completion	Over/(Under)	
Franklin HS Modernization	81,585,655	24,985,204	106,570,859	108,864,556	2,293,697	35,001,121
Grant HS Modernization	88,336,829	23,554,752	111,891,581	100,191,947	(11,699,634)	1,656,748
Roosevelt HS Modernization	68,418,695	28,198,736	96,617,431	93,107,154	(3,510,277)	35,867,146
Faubion Replacement	27,035,537	21,834,591	48,870,128	46,525,114	(2,345,014)	9,064,320
Improvement Project 2013	9,467,471	2,495,668	11,963,139	11,963,139	-	11,963,139
Improvement Project 2014	13,620,121	4,258,688	17,878,809	17,878,809	-	17,811,132
Improvement Project 2015	13,521,066	102,076	13,623,142	13,508,454	(114,688)	13,334,031
Improvement Project 2015 - Maplewood	-	1,518,698	1,518,698	1,518,698	-	1,518,698
Improvement Project 2015 - SCI	-	2,542,153	2,542,153	2,057,782	(484,371)	2,057,574
Improvement Project 2016	15,274,437	(1,533,654)	13,740,783	16,237,886	2,497,103	1,045,174
Improvement Project 2017	6,796,707	3,429,227	10,225,934	8,663,503	(1,562,431)	-
Improvement Project 2018	9,062,119	(8,419,808)	642,311	545,964	(96,347)	-
Improvement Project 2019	-	273,995	273,995	232,896	(41,099)	-
Master Planning - Benson HS	191,667	308,333	500,000	425,231	(74,769)	244,568
Master Planning - Cleveland HS	191,667	(191,667)	-	-	-	-
Master Planning - Jefferson HS	191,667	(191,667)	-	-	-	-
Master Planning - Lincoln HS	191,667	208,333	400,000	400,000	-	215,040
Master Planning - Madison HS	191,667	208,333	400,000	400,000	-	96,089
Master Planning - Wilson HS	191,667	(191,667)	-	-	-	-
Marshall Swing Site - Bond 2012	-	4,609,080	4,609,080	4,480,102	(128,978)	4,027,113
Tubman Swing Site - Bond 2012	-	2,335,000	2,335,000	2,110,329	(224,671)	1,082,029
Swing Sites & Transportation	9,550,000	(9,550,000)	-	-	-	-
Educational Specification	-	275,168	275,168	275,168	-	275,168
Debt Repayment	45,000,000	-	45,000,000	45,000,000	-	45,000,000
2012 Bond Program	93,181,361	(32,520,604)	60,660,757	38,654,377	(22,006,380)	15,109,986
	482,000,000	68,538,968	550,538,968	513,041,110	(37,497,858)	195,369,074



Board of Education Informational Report

MEMORANDUM

Date: May 20, 2016

To: Portland Public Schools Board of Education

From: Chris Russo, Assistant Superintendent of Teaching and Learning
Ewan Brawley, Director of Instruction Curriculum and Assessment
Angela Giuliano Hubbs, Assistant Director of Instruction Curriculum and Assessment

Subject: PK-5 Literacy Curriculum Adoption

Introduction

The recommendations for materials purchase and professional development represent a shift in pedagogy towards balanced literacy, a framework which supports classroom teachers as instructional decision-makers, charged with providing responsive and personalized instruction to their students. It includes both explicit and systematic instruction in foundational skills of literacy and authentic, culturally relevant instruction that increases students' strategic meaning-making processes. Using a workshop model, which includes whole group direct instruction, small flexible groups, and independent practice in reading and writing (gradual release of responsibility), teachers personalize core instruction for students using formal and informal assessment data. Teachers implement evidence-based best practices in literacy instruction learned and refined through high quality professional learning and collaboration in PLCs using high quality materials designed to support differentiation. "While no single instructional program, approach, or method has been found to be effective in teaching all students to read, evidence-based best practices that promote high rates of achievement have been documented" (Gambrell, Malloy, Marinak, & Mazzoni, 2015, p. 5).

Background and Process

The following recommendations represent 18 months of collaborative work facilitated by the Department of Instruction, Curriculum and Assessment. Key milestones of this process, which has been characterized as transparent, inclusive, and student-centered, are outlined below.

In 2014-2015, a Literacy Advisory Committee was formed. This cross-representative group consisted of 30 educators, including classroom teachers, reading specialists, administrators,

and TOSAs from all OTL departments including Dual Language, English as a Second Language, Special Education, as well as parents and community members. The Literacy Advisory Committee grounded their six months' work in current literacy data, disaggregated by race, and engaged in professional readings, presentations and discussions around literacy research, including the 2000 National Reading Panel report as well as current research on dyslexia. They developed a vision and set of guiding principles around quality literacy instruction in PPS.

In Fall 2015, a Curriculum Materials Adoption Advisory Committee (CMAAC) was formed in order to review PK-5 literacy curriculum resources and make recommendations for materials to pilot. The CMAAC was comprised of 57 educators from a variety of schools, departments, and roles across PPS. Before beginning the process of reviewing materials, the CMAAC grounded its work in the Literacy Advisory Committee's vision and guiding principles, and engaged in professional development together around best practices in literacy instruction, and professional learning on dyslexia. The CMAAC also reviewed the District's current reading data, attained with the use of the current adopted materials, disaggregated by race and language proficiency, in order to center the work on meeting the needs of our historically underserved students.

The CMAAC reviewed over 50 curricular resources using a rigorous, two-phase process in light of the Literacy Advisory Committees guiding principles, and recorded quantitative and qualitative data using a rubric aligned to the Oregon Department of Education's own materials evaluation rubric, with the added component of "Equity" as a focus.

Out of this rigorous review process, the CMAAC recommended two comprehensive bundles of curriculum, both of which called for a balanced literacy workshop model, for consideration. The materials were piloted in 46 classrooms across our District, accounting for diversity across clusters, dual language classrooms, school demographics, priority status, and geographic areas of PPS. Pilot teachers received district-provided professional development in balanced literacy and culturally relevant texts, and publisher-provided professional development in the resources they were implementing. Given the shift away from a scripted, single publisher-based program to a focus on building teacher capacity on best instructional practices, each pilot teacher implemented some, but not all, components. Pilot teachers evaluated the components they implemented both quantitatively and qualitatively using a matrix measuring: equity, teacher usability, reading, writing, speaking and listening, student engagement, balanced literacy, assessment, and parent/family engagement.

Simultaneously, PPS applied for and was awarded the Mount Hood Cable Regulatory Commission's (MHCRC) *TechSmart* grant. This personalized learning grant aligns with Superintendent Smith's 3rd grade reading priority and compliments the literacy adoption. Between 2016-2020, twenty PPS elementary schools will become *TechSmart* schools and receive significant (\$10MM) investments in material and human resources to improve literacy achievement using technology as a tool to personalize learning. The implementation plan called for investments in PPS *TechSmart* schools to supplement and complement the new literacy adoption.

Three curriculum open houses were held in April 2016; sample materials from all components under consideration were available for public viewing. These events were publicized in all PPS-supported languages by flyer, on the PPS website, Twitter, Leadership Academy, and Admin Connection. Short videos translated into all district-supported languages shared information about balanced literacy as well as the adoption processes. Those who could not attend in person were able to review materials and provide feedback online.

Systems Planning and Performance (SPP) partnered with ICA in order to conduct student focus groups, collect community feedback, build and disaggregate the pilot teacher materials evaluation tool, and to triangulate the data in order to arrive at the recommendations.

CMAAC Subcommittees

This Language Arts adoption has been inclusive of Preschool and Dual Language partner languages from the outset, with stakeholders from each of these areas on the Literacy Advisory Committee and the Fall 2015 CMAAC. However, CMAAC subcommittees were formed in order to fully attend to the specific needs around each of these areas on separate timelines.

Stakeholders from the Office of Early Learning, including PPS Pre-K and Head Start teachers and administrators, identified two curricula to pilot in the Fall of 2016. The PPS Dual Language Subcommittee opted to move towards a balanced literacy approach and will pilot Spanish language materials in 2016-17. Plans for translating, developing and piloting other partner language curriculum and assessments will continue over the year. Future work will also include guidelines around time allocation within a balanced biliteracy model.

A Comprehensive Core Program Using a Balanced Literacy Approach

The Literacy Advisory Committee framed out a vision and set of guiding principles around high quality literacy instruction in Portland Public Schools. The vision and guiding principles emphasize the importance of both skills instruction (including a focus on phonemic awareness and phonics in K-1) and opportunities for students to apply new skills to authentic and meaningful reading and writing activities. During the materials review process, the CMAAC determined that a balanced literacy workshop model would be the best approach to employ in order to bring the vision and guiding principles to fruition.

Tompkins (2014) defines balanced literacy as “a balanced approach to instruction...based on a comprehensive view of literacy that combines explicit instruction, guided practice, collaborative learning, and independent reading and writing” (p. 26). A balanced literacy workshop model, with a gradual release of responsibility, will support evidence-based best practices in literacy instruction through the following structures: modeled reading, shared reading, guided reading, word work/phonics, independent reading, writing, and assessment. These elements of literacy instruction were present to varying degrees within single-publisher comprehensive core programs.

Our curriculum recommendations comprise a comprehensive core literacy program that includes the necessary elements of a rigorous, evidence-based reading and writing instruction, while affording educators the flexibility to provide their students with culturally relevant and

adaptive, personalized learning. In sum, this comprehensive core program provides tools for all students to receive equitable access to Tier 1, core literacy instruction.

The core programs on the ODE-approved materials list were not highly rated by the CMAAC reviewers using the PPS rubric, which was aligned to the ODE rubric but added a focus on equity and culturally relevant texts. After reviewing over 50 curricular materials and identifying the highest quality components for each element of the balanced literacy workshop model, the CMAAC chose to pilot bundled curricular tools to form a comprehensive core program designed to support differentiation and the use of evidence-based instructional practices.

Evidence-based Instructional Practices

Ensuring that all students have equitable access to high quality literacy instruction is imperative. Although research has not found one approach, structure, method, or program effective in teaching all children to read, there are evidence-based instructional practices that can have a positive impact on literacy achievement for all students, specifically those who have been historically underserved. Gambrell, Malloy, Marinak, & Mazzoni (2015) provide ten practices supported by research in literacy instruction:

1. Create a classroom culture that fosters literacy motivation.
2. Teach reading for authentic meaning-making purposes: for pleasure, to be informed, and to perform a task.
3. Provide students with scaffolded instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension to promote independent reading.
4. Give students time for self selected independent reading.
5. Provide students with high-quality literature across a wide variety of genres.
6. Use multiple texts that build on prior knowledge, link concepts, and expand vocabulary.
7. Build a whole-class context that emphasizes community and collaboration.
8. Balance teacher- and student-led discussions of texts.
9. Integrate technologies that link and expand concepts.
10. Differentiate instruction using a variety of instructionally relevant assessments. (p. 14)

These practices align with the PPS vision and literacy principles, and are integrated into the professional development around the use of the recommended materials within a balanced literacy workshop model. Additionally, a balanced literacy workshop model, with appropriate scaffolds and intentional use of assessment data, support access and language development for our emergent bilinguals and struggling readers.

Professional Development

The coherence of the curriculum bundles is ensured through professional development. Professional learning must emphasize application to classroom practice coupled with foundational understandings about best practices in literacy instruction and assessment, in addition to technical training around the use of the materials. “Providing comprehensive literacy instruction in the increasingly diverse classrooms of today require teachers to assess skillfully in order to design appropriate instruction to meet the needs of all students. In addition, the classroom teacher must be adept at identifying student needs through ongoing formative

assessments and providing appropriate whole-class, small group, and individual instruction” (Gambrell, Malloy, Marinak, & Mazzoni, 2015, p. 5). This professional learning will ensure that teachers provide access to rigorous content and quality student interactions specifically for emergent bilingual students, and for other students who may need these explicit supports.

Professional development will be attended by core teachers, ESL teachers, Learning Center teachers, Teacher-librarians, Speech-Language Pathologists, and coaches at adopting schools. This creates a space for collaboration and communication between staff who support our most at-risk students by ensuring their access to core materials.

To that end, professional development for teachers at adopting schools will include:

- Summer “Getting Started” PD
- Release Days: Professional development on each component
- Coaching Cycles focusing on application to classroom practice
- Resources and support for Professional Learning Communities
- Observations of demonstration classrooms with facilitated reflection and planning time

Professional Development for Literacy Coaches and TOSAs will include:

- Best practices in coaching to support instructional change
- Professional learning around foundations of literacy instruction, with particular attention to multisensory phonics instruction

The work of the CMAAC and Literacy Advisory Committee was predicated upon access to high-quality, differentiated, supportive professional development for teachers in order to support implementation of best practices in literacy instruction with the use of the recommended curriculum.

Implementation in Ten Schools 2016-17

Senior Directors from the Office of Teaching and Learning and the Office of School Performance solicited and reviewed the proposals submitted by principals for consideration, and jointly selected the schools. Criteria used to select the schools included:

- Principal and teacher interest and willingness to lead the effort in the building
- The current number and scope of initiatives happening at the school
- Teacher and leadership experience with balanced literacy and the workshop model
- Strong and effective PLC teams
- A willingness to share knowledge and experiences with other schools
- Priority and focus status
- Cross-District representation- Distribution across clusters and geographic areas of the city

The selected schools were: Arleta, Bridger, Forest Park, Grout, Laurelhurst, Lewis, Sitton, Vernon, Vestal, Whitman. Five of these schools represent the first cohort of the MHCRC *TechSmart* grant.

In addition to these ten schools, twenty teachers who participated in the Spring 2016 language arts pilot will continue using the adopted materials in 2016-17, serving as demonstration classrooms to support professional development activities.

Beginning with a small cohort of schools will enable us to collect qualitative and quantitative data that will inform implementation with a greater number of schools in 2017-18 and beyond.

Staff Recommendation: Comprehensive Core Program Components

Assessment: Fountas and Pinnell's Benchmark Assessment System (BAS)

Base Reading: Units of Study Reading

Base Writing: Units of Study Writing

Phonics/Word Work: Words Their Way, Project R.E.A.D.*

Guided Reading: Lee & Low (Fiction), Scholastic (Nonfiction)

Independent Reading: Invest in additional books for school libraries and access to independent reading books coordinated through teacher librarians.

* Staff recommends piloting Project R.E.A.D. as a Tier II intervention in a cross section of classrooms

BOARD COMMITTEE REVIEW (Teaching & Learning Subcommittee)

On May 18, 2016 the Teaching and Learning Committee reviewed the the recommendation to forward to the full Board for approval.

ATTACHMENTS

- Literacy Advisory Committee Vision and Guiding Principles
- TechSmart Executive Summary
- CMAAC Phase 1 and 2 Rubrics

References

Gambrell, L. B., Malloy, A. J., Marinak, B. A. & Mazzoni, A. (2015). Evidence-Based best Practices for comprehensive literacy instruction in the age of the common core Standards. In L. B. Gambrell and L. M. Morrow (Eds), *Best practices in literacy Instruction* (5th edition), (3-36). New York, NY, Guilford.

Tompkins, G. E. (2014). *Literacy for the 21st century: A balanced approach*. Pearson.

TechSmart 3rd Grade Literacy Project MHCRC Grant - Executive Summary

While PPS has outperformed the Oregon state scores overall, the district’s 3rd grade reading results have declined overall and by subgroup since 2011-2012 with 25% of 3rd grade students, including 40% of historically underserved students, reading below grade level. To improve literacy outcomes for all students and close the achievement gap for historically underserved students, **OTL is leading a collaborative process to establish, build upon, and scale sound literacy instructional strategies, practices, and programs for all teachers and instructional leaders across the district.** This work is underway and evident in the PK-5 literacy professional development plan and curriculum adoption that are core to literacy teaching and learning in all of the district’s PK-5 classrooms. A key focus of that work is to provide culturally and linguistically relevant personalized learning opportunities so each student can read on grade level.

Through the MHCRC TechSmart grant initiative, MHCRC is providing PPS with \$5 million over the course of 5 years to support blended learning strategies that improve 3rd grade reading outcomes. The grant project is designed to directly support the PK-5 literacy work in K-3 pilot classrooms with the goal of all 3rd graders in pilot schools reading on grade level by 2020.

Twenty (20) pilot schools will receive the district-wide PD and Literacy Adoption resources *plus* additional targeted supports and resources to implement and evaluate blended learning¹ models that improve 3rd grade reading outcomes for each student.

Embedded professional development: Pilot schools receive embedded PD for K-3 teachers who are implementing the district-wide instructional strategies using a blended learning approach. Supports include:

- School-based coaching (0.5 coach per school)
- Opportunities for collaboration through PLCs, sites visits, and shared practices

Technology-rich tools and resources: Pilot schools receive the district adopted literacy resources plus the supporting technology and programs to effectively implement the practices using a blended learning approach in K-3 classrooms. The tools and resources include:

- Technology-rich literacy materials to personalize learning
- Fully deployed supporting technology
- Evaluation and embedded supports to refine and improve the use of instructional tools and resources over time

The TS3R Project will be implemented at 20 pilot schools during the next 5 years.

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
	Plan				
Cohort 1 (5 schools)	Onboard	Implement	Evaluate & refine	Evaluate & refine	Evaluate & refine
Cohort 2 (5 schools)		Onboard	Implement	Evaluate & refine	Evaluate & refine
Cohort 3 (5 schools)			Onboard	Implement	Evaluate & refine

¹ **Blended Learning** is defined as “a formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; and (3) the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.” Clayton Christensen Institute, “Blended Learning Definitions,” retrieved from URL: <http://www.christenseninstitute.org/blended-learning-definitions-and-models/>

Cohort 4 (5 schools)				Onboard	Implement
					Recommendations to scale & sustain

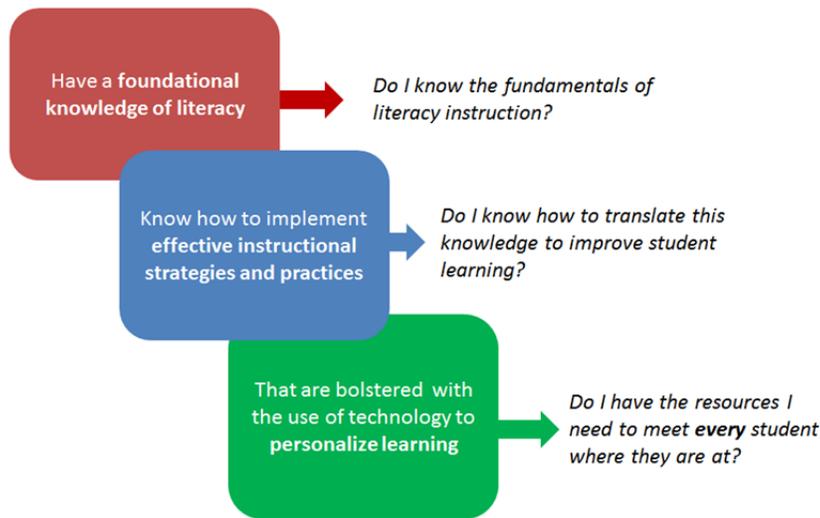
MHCRC 3rd Grade Reading Project – Executive Summary (p. 2 of 2)

Theory of Action

The overall project goal is to identify, refine, and scale instructional practices that leverage technology to personalize learning to improve 3rd grade reading outcomes for each student.

The MHCRC 3rd Grade Reading Project operates on the premise that third grade reading outcomes will improve while all educators have a foundational knowledge of literacy and know how to implement effective instructional strategies and practices that are bolstered with the use of technology to personalize learning.

Third Grade Reading Outcomes will improve when all educators...



MHCRC 3rd Grade Reading Project Goals

GOAL 1: By 2020, 3rd grade students in pilot classrooms will demonstrate grade level proficiency in reading and eliminate the achievement gap between white students and students of color as well as those identified for ELL and SPED.

GOAL 2: Understand and implement instructional strategies and practices in pilot schools that leverage technology to provide culturally and linguistically relevant personalized learning.

Transformed Practices: Through embedded supports and continuous learning opportunities, new and refined skills, techniques, strategies and routines will be observable in K-3 pilot classrooms.

Transformed Resources: PPS will provide teachers in pilot classrooms with technology-rich literacy instructional materials and resources that allow teachers and instructional leaders to make instructional decisions that meet individual student needs

GOAL 3: Validate and disseminate effective instructional strategies and practices that use technology to provide culturally and linguistically relevant personalized learning that improve K-3 literacy outcomes for each student.

While OTL is leading the overall initiative, this project was developed and will be managed as a collaborative effort between OTL, OSP, IT, and SPP. The project includes multiple opportunities for input from teachers at the pilot schools, on the Blended Learning Steering Committee, and those participating on CC.

Vision & Guiding Principles Version 2

Vision for Elementary Literacy

All students enter Portland Public Schools with diverse cultural, linguistic, and literacy experiences that are honored and expanded through responsive and personalized instruction. Teachers, students, families, and communities act as partners to build upon these assets in order to cultivate active, responsible, life-long learners.

Literacy encompasses reading, writing, listening, & speaking and analyzing text in multiple mediums and contexts. Strong literacy skills are foundational to the communication and critical thinking competencies that students need to be successful in school and careers. The development of these skills is integral to achieving equitable outcomes for all students in PPS.

Literacy Principles

Instruction

- Effective literacy instruction encompasses the five foundations of reading: phonics, phonological/phonemic awareness, fluency, vocabulary and comprehension, which are taught explicitly and deliberately.
- Students develop their vocabulary and improve fluency through both explicit instruction and incidental learning, and a variety of print and digital tools can support this development.
- Quality reading instruction provides opportunities with independent and instructional level texts, and opportunities for students to engage with authentic and relevant texts that challenge them.

Materials & Resources

- Quality resources are high-interest, authentic and culturally relevant. Instruction is flexible, adaptive, multi-sensory and responsive to students' diverse cultural, language, heritage and learning strengths and needs. Environments are engaging, language-rich, and student-centered. Engaged students learn more.
- Digital tools support literacy instruction by providing timely, targeted feedback, supporting differentiated instruction and personalized learning, and providing just-in-time, actionable data to teachers.
- Students need opportunities to interact with a variety of text types and formats during reading and writing instruction: narrative and expository, authentic and instructional, and digital as well as print.

Planning & Preparation

- Text selection is one of the most important tasks of teachers and students and is critical to affecting literacy achievement.
- Strong literacy programs follow a defined scope and sequence while maintaining the flexibility to integrate content from across the curriculum as well as attend to local community context.
- Skilled teachers are able to employ and target a wide range of strategies to support emerging readers and writers.
- Literacy instruction must align vertically across grade levels, and teachers must have an understanding of this continuity.

- When planning and delivering culturally relevant instruction, teachers must consider the social, cultural, and linguistic contexts of their students as well as their prior experiences with text.

Professional Development

- Consistent, differentiated, embedded and on-going professional development for teachers and instructional leaders is critical to the success of a District-wide literacy program. Build capacity in teachers & develop teacher leaders.
- Collaborating with colleagues around effective literacy practices is essential for quality instruction and standards-based learning.
- High-functioning PLCs meet consistently and examine instructional practice based on formative assessment.

Learning Environment

- Quality learning environments support a balance of foundational skills, access to authentic text and opportunities for independence and choice that foster student ownership of learning.
- Teachers model thinking habits of strong readers as part of regular classroom routines, and support students in developing metacognition around their own learning processes.
- Collaboration with families, including developing family literacy, is critical to support reading and writing outcomes for students.
- Teachers follow a scope and sequence that still allows for flexibility to meet individual students' needs.

Assessment

- Assessment tools should support instruction by measuring foundational skills, fluency and comprehension.
- Assessment tools should be embedded within the instructional program.

CMAAC Phase 1 Resource Criteria and Rating Scale

Resource Name:	Group Color:	CMAAC Member Name:	School: Position:
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Scope of Adoption Work:

*Make a recommendation to Board around selecting resources (**print, digital**) for PK-5 Language Arts (**ELA + partner languages**) that includes support for **EBs, TAG, and SPED**.*

Principles and Evidence for Screening Resources

Principle (Bold Text: Evidence can be supported by materials adoption)	Evidence for Resources	Rating Scale: 1- Doesn't Exist 2- Somewhat present 3- Present 4- Present-High Quality NA- Not Applicable	Notes
1. Instruction	Evidence for Resources	Rating Scale (1-4)	Notes
<ul style="list-style-type: none"> • Effective literacy instruction encompasses the five foundations of reading: phonics, phonological/phonemic awareness, fluency, vocabulary and comprehension, which are taught explicitly and deliberately. • Students develop their vocabulary and improve fluency through both explicit instruction and incidental learning, 	<p>A. Encompasses five foundations of literacy instruction</p>		
	<p>B. Vocabulary is embedded explicitly and incidentally throughout the curriculum</p>		

<p>and a variety of print and digital tools can support this development.</p> <ul style="list-style-type: none"> Quality reading instruction provides opportunities with independent and instructional level texts, and opportunities for students to engage with authentic and relevant texts that challenge them. 			
	C. Fluency is embedded explicitly and incidentally throughout the curriculum		
	D. Writing instruction includes the text types: argument/opinion, explanation, and narrative that spiral		
	E. Independent and instructional level texts		
	F. Authentic and relevant texts		
	INSTRUCTION TOTAL SCORE	Total Score:	Additional Comments:
2. Materials & Resources	Evidence for Resources	Rating Scale (1-4)	Notes
<ul style="list-style-type: none"> Quality resources are high-interest, authentic and culturally relevant. Instruction is flexible, adaptive, multi-sensory and responsive to students' diverse cultural, language, heritage and learning strengths and needs. Environments are engaging, language-rich, and student-centered. Engaged students learn more. Digital tools support literacy instruction by providing timely, targeted feedback, supporting differentiated instruction and personalized learning, and providing just-in-time, actionable data to teachers. 	A. Culturally relevant resources		
	B. Multi-sensory resources visual, auditory, kinesthetic		
	C. High-interest and authentic resources		
	D. Responsive to students' language and cultural backgrounds, makes connections		

<ul style="list-style-type: none"> Students need opportunities to interact with a variety of text types and formats during reading and writing instruction: narrative and expository, authentic and instructional, and digital as well as print. 			
	E. Digital tools that provide instructional data for teachers		
	F. Balance of texts types for reading		
	G. Balance of text types used in writing		
	H. Multimodal text format options (ie. digital, book, magazine)		
	MATERIALS & RESOURCES TOTAL SCORE	Total Score:	Additional Comments:
3. Planning & Preparation	Evidence for Resources	Rating Scale (1-4)	Notes
<ul style="list-style-type: none"> Text selection is one of the most important tasks of teachers and students and is critical to affecting literacy achievement. Strong literacy programs follow a defined scope and sequence while maintaining the flexibility to integrate content from across the curriculum as well as attend to local community context. Skilled teachers are able to employ and target a wide range of strategies to support emerging readers and writers. Literacy instruction must align vertically across grade levels, and teachers must have an understanding of this continuity. When planning and delivering culturally relevant instruction, teachers must consider the social, cultural, and linguistic contexts of their students as well as their prior experiences with text. 	A. Clearly articulated explanation of text selection process from vendor (Quantitative, Qualitative, and Task/Reader Factors)		
	B. Clearly defined scope and sequence		
	C. Flexibility to integrate local community and cross-curricular content		
	D. Strategies for emerging readers		

	E. Strategies for emerging writers		
	F. Pre-K through 5th grade content alignment		
	PLANNING & PREPARATION TOTAL SCORE	Total Score:	Additional Comments:
4. Learning Environment	Evidence for Resources	Rating Scale (1-4)	Notes
<ul style="list-style-type: none"> Quality learning environments support a balance of foundational skills, access to authentic text and opportunities for independence and choice that foster student ownership of learning. Teachers model thinking habits of strong readers as part of regular classroom routines, and support students in developing metacognition around their own learning processes. Collaboration with families, including developing family literacy, is critical to support reading and writing outcomes for students. Teachers follow a scope and sequence that still allows for flexibility to meet individual students' needs. 	A. Provides communication materials for families.		
	B. Gradual increase of responsibility for students to own their learning.		
	C. Communication materials that are offered in partner languages and uses family-friendly language		
	D. Provides modeled language for teacher to lead students through metacognition (thinking habits of strong readers)		
	LEARNING ENVIRONMENT TOTAL SCORE	Total Score:	Additional Comments:
5. Assessment	Evidence for Resources	Rating Scale (1-4)	Notes
<ul style="list-style-type: none"> Assessment tools should support instruction by measuring foundational skills, fluency and comprehension. Assessment tools should be embedded within the instructional 	A. Assessments for foundational skills		
	B. Assessments for fluency		

program.	C. Assessments for comprehension		
	D. Embedded assessments		
	ASSESSMENT TOTAL SCORE	Total Score:	Additional Comments:

CMAAC Phase 2 OPTIONS Resource Criteria and Rating Scale			
OPTION 1	Group Color:	CMAAC Member Name:	School: Position:
<p><u>Scope of Adoption Work:</u> <i>Make a recommendation to Board around selecting resources (print, digital) for PK-5 Language Arts (ELA + partner languages) that includes support for EBs, TAG, and SPED.</i></p>		<p><u>PHASE 2 Rubric Background:</u> <i>This rubric is aligned to the ODE Criteria for Curriculum Adoption and our Portland Public School's equity lens. Materials moving into Phase 2 have already passed Phase 1, which included the PPS Literacy Advisory Committee's Vision and Principles.</i></p>	

Are the teacher materials at least available in both English and Spanish?	• Yes	• Partial	• No
Are the student materials at least available in both English and Spanish?	• Yes	• Partial	• No

Principles and Evidence for Screening Resources			
Criteria and Principles	Evidence for Resources	Rating Scale: 1- Doesn't Exist 2- Somewhat present 3- Present 4- Present- High Quality	Notes
1. Equity & Culturally Responsiveness- Rigor, Relevance, Relationships, Realness	Evidence for Resources	Rating Scale (1-4)	Notes
Materials should offer a wide variety of culturally relevant texts	A. Culturally relevant texts		
Text sets should offer a range of views and perspectives and be free of negative misconceptions or stereotypes	B. Range of perspectives; free of negative misconceptions or		

	stereotypes		
Texts must take special care to address sensitive subjects with respect in an age appropriate way, including carefully chosen images and videos to build background and context	C. Texts address sensitive subjects with respect in an age appropriate way; carefully chosen images and videos		
Material should avoid the “sidebar/sidenote” approach (where presentation of ethnic experiences is limited to a few isolated events set apart from the rest of the text), the “superhero” syndrome (only exceptional individuals from certain race or cultural groups are acknowledged), and the “one size fits all” view (instructional material implies that there is a single Hispanic, African, Asian, or Native culture, for example).	D. Avoids “sidebar/sidenote” approach, “superhero” syndrome, and “one size fits all” view of ethnic experiences		
Teachers’ resources include explicit guidance for identifying and validating culturally distinct discourse patterns and linguistic features within texts in order to amplify and enrich students’ linguistic abilities.	E. TE/TR includes explicit guidance for identifying and validating culturally distinct discourse patterns and linguistic features		
	EQUITY TOTAL SCORE	Total Score:	Additional Comments:
2. Reading	Evidence for Resources	Rating Scale (1-4)	Notes
Rigor: Addresses grade-level CCSS ELA standards** (1)	A. Rigor: Addresses grade-level CCSS ELA standards** _____K, _____1, _____2 _____3, _____4, _____5 Please give each grade level a rating from 1-4.	4 out of the 6 grade levels must score 3 or above to receive an overall score of 3 or 4 in this category.	
Rigor: Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., present vocabulary (emphasis on tier II), syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) ** (3)	B. Rigor: Selects text that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose		

Reading Text Closely: Within a sequence or collection of texts, specific anchor texts are selected as cornerstones that make close reading worthwhile; makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ** (6)	C. Reading Text Closely; anchor texts and close reading		
Increasing Text Complexity: Focuses students on reading a progression of complex texts, including shorter, challenging texts, drawn from the grade-level band. Text-centered learning is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. (11)	D. Increasing Text Complexity; grade-level bands of complex text is text-centered; learning is sequenced, scaffolded and supported		
Balance of Texts: Includes a balance of information and literary texts stipulated in the CCSS (p. 5) and indicated by instructional time. (12)	E. Balance of Texts; informational and literary		
Literary Nonfiction: There is a substantial sampling of literary nonfiction, including essays, speeches, opinion pieces, and journalism written for a broad audience (emphasis on informational text structure over narrative structures, such as memoirs or biographies.)	F. Literary Nonfiction; substantial variety		
Research Materials: Selections of sources that require students to read and integrate a larger volume of material for research purposes.	G. Research Materials		
Independent Reading: Materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading. <ul style="list-style-type: none"> ● A variety of formats, such as high quality newspaper and magazine articles as well as information-rich websites. ● Texts at students' own reading level as well as texts with complexity levels that will challenge and motivate students. ● Materials for students whose reading ability is developing at a slower rate and who need opportunities to read text they can comprehend successfully without extensive supports and without missing core instruction. ● Materials ensure that all students have daily opportunities to read texts of their own choice, on their own, during and outside of the school day. 	H. Independent Reading; aimed to increase regular high-interest independent reading at a variety of formats and a diverse range of levels		

	READING TOTAL SCORE	Total Score:	Additional Comments:
3. Writing	Evidence for Resources	Rating Scale (1-4)	Notes
Rigor: Addresses grade-level CCSS ELA standards** (1)	<p>A. Rigor: Addresses grade-level CCSS ELA standards**</p> <p>_____K, _____1, _____2</p> <p>_____3, _____4, _____5</p> <p>Please give each grade level a rating from 1-4.</p>	4 out of the 6 grade levels must score 3 or above to receive an overall score of 3 or 4 in this category.	
Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays). ** (8)	B. Writing from Sources; students draw evidence from text to inform, explain and argue in various written forms		
Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and multiple short, focused research projects, incorporating digital texts and development of digital content where appropriate. (14)	C. Balance of Writing; multiple drafts and revisions over time (digital when applicable)		
	PLANNING & PREPARATION TOTAL SCORE	Total Score:	Additional Comments:
4. Speaking & Listening	Evidence for Resources	Rating Scale (1-4)	Notes
Rigor: Addresses grade-level CCSS ELA standards** (1)	A. Rigor: Addresses grade-level CCSS	4 out of the 6 grade	

	<p>ELA standards**</p> <p>_____ K, _____ 1, _____ 2</p> <p>_____ 3, _____ 4, _____ 5</p> <p>Please give each grade level a rating from 1-4.</p>	<p>levels must score 3 or above to receive an overall score of 3 or 4 in this category.</p>	
<p>Academic Discussions: Shows teachers how to plan substantive academic discussions around grade-level topics and texts that students have studied/researched in advance, including creating listening prompts and questions. Should highlight strengthening listening skills and ability to respond and challenge with follow-up questions and evidence.</p>	<p>B. Academic Discussions; shows teachers how to plan and have academic substantive discussions around grade-level topics</p>		
	<p>SPEAKING AND LISTENING TOTAL SCORE</p>	<p>Total Score:</p>	<p>Additional Comments:</p>
<p>5. Language</p>	<p>Evidence for Resources</p>	<p>Rating Scale (1-4)</p>	<p>Notes</p>
<p>Rigor: Addresses grade-level CCSS ELA standards** (1)</p>	<p>A. Rigor: Addresses grade-level CCSS ELA standards**</p> <p>_____ K, _____ 1, _____ 2</p> <p>_____ 3, _____ 4, _____ 5</p> <p>Please give each grade level a rating from 1-4.</p>	<p>4 out of the 6 grade levels must score 3 or above to receive an overall score of 3 or 4 in this category.</p>	
<p>Academic Vocabulary: Focuses on building students' academic vocabulary (Tier 2 and 3) in context throughout instruction. (9)</p>	<p>B. Academic Vocabulary in context (Tier 2 and 3)</p>		
	<p>LANGUAGE TOTAL SCORE</p>	<p>Total Score:</p>	<p>Additional Comments:</p>

6. Instructional Supports	Evidence for Resources	Rating Scale (1-4)	Notes
Units/lessons include clear and explicit purpose for instruction. (2)	A. Units/lessons include clear and explicit purpose for instruction.		
(Grades 3-5) Builds students' content knowledge and their understanding of reading and writing in social studies, the arts, science, or technical subjects through the coherent selection of texts. (5)	B. Discipline specific content knowledge through text selection		
Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, illustrations, charts, diagrams, audio/video, and media). ** (7)	C. Text-Based Evidence: Facilitates rich and rigorous text-based discussions and writing through a variety of texts		
Foundational Skills: (Grades K-1) materials consistently reinforce key knowledge of print concepts and phonological awareness. ** (10) (ODE & CCSS: Materials consistently reinforce key knowledge of print concepts, phonics, word recognition and phonological awareness (Grades K-1) and materials consistently reinforce key knowledge of phonics, word recognition (Grades K-3)	D. Foundational Skills: K-3 Print concepts, phonological awareness, phonics, word recognition		
Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. (13)	E. Knowledge building through sequencing of discipline-specific texts		
Units/lessons address instructional expectations and is easy to understand and use. (16)	F. Units/lessons are easy to understand and use.		
Units integrate reading, writing, speaking and listening, and language so that students apply and synthesize advancing literacy skills. ** (4)	G. Units/lesson integrate reading, writing, speaking and listening, and language so that students apply and synthesize advancing literacy skills.		
Lessons provide <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.	H. Lessons provide multiple opportunities for text engagement with scaffolding.		

(17)			
Lessons integrate appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.(19) Suggestions and resources are available for adapting instruction for varying student needs. <i>For example, supports for language learners include pre-reading activities with visuals as scaffolds for building background knowledge on themes or topics that might be unfamiliar and an audio library.</i>	I. Lessons Integrate supports for students who are ELL, have disabilities, or read well below the grade level text band.		
Lessons provides extensions and/or more advanced text for students who read or write well above the grade level text band. (20)	J. Lessons provide extensions and/or more advanced text for students.		
Includes a progression of integrated learning in reading, writing, listening, speaking, and language where concepts and skills advance and deepen over time. (22)	K. Lessons progress and deepen concept and skill learning over time.		
Lessons gradually removes supports, requiring students to demonstrate their independent capacities. (23)	L. Lessons use gradual release of responsibility model.		
Lessons provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. (24)	M. Lessons provides for authentic learning, application, student-directed inquiry, analysis, evaluation, and reflection.		
Lessons integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading. (25)	N. Lessons integrate targeted instruction, such as grammar and conventions, writing strategies, and discussion.		
Cultivates student interest and engagement in reading, writing, speaking, and listening about print and digital media. (15)	O. Cultivates students' interest and engagement		
Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. (18)	P. Challenging text(s) selections provide productive struggle through discussions building toward independence		
Provides opportunities for fluency instruction and practice. (21)	Q. Fluency instruction and practice		
Includes independent reading based on student choice and interest to build	R. Independent reading based on		

fluency, stamina, confidence, and motivation; indicates how students are accountable for reading. (26)	student choice to build fluency, stamina, confidence, and motivation, keeping students accountable		
	INSTRUCTIONAL SUPPORTS TOTAL SCORE	Total Score:	Additional Comments
7. Assessments	Evidence for Resources	Rating Scale (1-4)	Notes
Assesses student proficiency using methods that are unbiased and accessible to all students. (29)	A. Assesses student proficiency; unbiased and accessible to all students.		
Uses varied modes of assessment (e.g. selected, constructed, extended response items, self-assessments, and performance tasks) to provide teachers with a range of formative and summative data to inform instruction. (30, should be 31- error on original rubric)	B. Uses varied modes of questions for a range of formative and summative assessments		
Elicits direct, observable evidence of the degree to which a student can independently demonstrate the grade level standards with appropriately complex text(s). (28)	C. Elicits direct evidence of independent demonstration of targeted grade level standards with appropriately complex text.		
Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance showing progression over time. (30)	D. Aligned rubrics provide sufficient guidance for interpreting student performance.		
	ASSESSMENTS TOTAL SCORE	Total Score:	Additional Comments
8. Digital Materials and Resources	Evidence for Resources	Rating Scale (1-4)	Notes
Uses technology and media to deepen learning and draw attention to evidence in texts as appropriate. (27)	A. Technology and media deepen learning and draw attention to evidence in		

	texts.		
Digital materials and resources are of high quality, and are used as instructional tools to augment and support teacher instruction and student engagement.	B. Digital materials/resources of high quality augment instruction and engagement		
Assurance of accessibility: supports access for ALL students	C. Assurance of accessibility: supports access for ALL students		
Cultivates digital literacy and digital citizenship	D. Cultivates digital literacy and digital citizenship		
Content is frequently and regularly updated, (reflecting cultural diversity and best instructional practices)	E. Content is frequently and regularly updated		
Quality of technological interactivity: appropriateness, effectiveness, and ease of use of online interactivity	F. Quality of technological interactivity: appropriateness, effectiveness, and ease of use of online interactivity		
Provides actionable in-time data	G. Provides actionable data		
	DIGITAL MATERIALS AND RESOURCES TOTAL SCORE	Total Score:	Additional Comments

CMAAC Phase 2 OPTION 1 Quantitative Score and Qualitative Rationale			
OPTION 1	Group Color:	CMAAC Member Name:	School:
			Position:
<p><u>Scope of Adoption Work:</u> <i>Make a recommendation to Board around selecting resources (print, digital) for PK-5 Language Arts (ELA + partner languages) that includes support for EBs, TAG, and SPED.</i></p>			

PHASE 2 Rubric Background:

*This rubric is aligned to the ODE Criteria for Curriculum Adoption and our Portland Public School's equity lens.
Materials moving into Phase 2 have already passed Phase 1, which included the PPS Literacy Advisory Committee's Vision and Principles.*

PRINCIPLES CATEGORY	QUANTITATIVE SCORE	QUALITATIVE RATIONALE (Can specify 'Principles Category' Number and 'Evidence for Resources' Letter next to rationale, Ex: 4A)	QUALITATIVE RATIONALE (Can specify 'Principles Category' Number and 'Evidence for Resources' Letter next to rationale, Ex: 4A)
1. Equity	Quantitative Score/Total	Strengths	Areas of Concern
	/20		
2. Reading	Quantitative Score/Total	Strengths	Areas of Concern
	/32		
3. Writing	Quantitative Score/Total	Strengths	Areas of Concern
	/12		

4. Speaking and Listening	Quantitative Score/Total	Strengths	Areas of Concern
	/8		
5. Language	Quantitative Score/Total	Strengths	Areas of Concern
	/8		
6. Instructional Supports	Quantitative Score/Total	Strengths	Areas of Concern
	/72		
7. Assessment	Quantitative Score/Total	Strengths	Areas of Concern
	/16		

8. Digital Materials and Resources	Quantitative Score/Total	Strengths	Areas of Concern
	/28		
FINAL TOTAL SCORE			

OPTION 1

OVERALL COMMENTS:	RESPONSES:
What do you consider the overall strengths of the program? Why?	
What do you consider as areas of the program that need improvement? Why?	
What would it take to make this program exemplary, overall rating of 3 or above?	

What other information related to this program do you want to communicate?

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BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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May 24, 2016

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Resolution 5273

RESOLUTION No. 5273

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 agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Northstar CG, LP	5/1/16 through 4/30/18 Option to renew annually through 4/30/2023.	Services S 62854	Hazardous materials abatement services on an as needed basis. Maximum contract term through 4/30/2023. RFPQ 2015-2047	Original Term \$200,000 \$700,000 over maximum contract term.	T. Magliano Various Based on usage
Ross Builders Northwest, LLC	5/25/16 through 10/31/16	Construction Services C 62973	Remove and replace domestic water lines at Sunnyside. ITB-C 2015-2024	\$403,927	T. Magliano Fund 404 & 438 Dept. 5597 Project X0131 & J0213
Pacific Mobile Structures, Inc.	5/25/16 through 12/31/16	Construction Services C 62961	Replace 4 modular classrooms at Lincoln High. PPS-49-0150 Emergency Contracts	\$1,141,521	T. Magliano Fund 404 Dept. 5597 Project X0125
American Logistics Company, LLC	5/31/2016 through 6/30/2017 Option to renew annually through 6/30/2021	Services S 63008	Provide taxi-like or secured transportation services to District students who are unable to be served by a school bus. Maximum contract term through 6/30/2021. RFP 2015-1887	Original Term \$100,000 \$500,000 over maximum contract term	T. Magliano Fund 101 Dept. 5560
Carruth Compliance Consulting	7/1/2016 through 6/30/2017 Option to renew annually through 6/30/2023	Personal Services PS 62986	403(b) compliance consulting and employee plan transaction assistance. PPS 46-0525(3) Direct Negotiation of retirement compliance services.	\$50,000 \$350,000 over maximum contract term	S. Murray Fund 101 Dept. 5528
Miller Nash Graham Dunn LLP	7/1/2016 through 6/30/2017	Legal Services LS 62976	Provide legal services as requested by General Counsel Office and HR Counsel. PPS 46-0525(3) Direct Negotiation of legal services.	Not-to-exceed \$1,250,000	J. Patterson Fund 101 Dept. 5528

Newsela, Inc.	6/30/2016 through 6/30/2020	Digital Resource DR 63016	As part of Resolution No. 5214, Grades 6-12 Language Arts Curriculum Materials Adoption, provide unlimited access to Newsela PRO. PPS-47-0288(4) Approved Class Special Procurement	\$555,000	C. Russo Fund 191 Dept. 5555 Adoption B5421
Andersen Colas Construction, LLC	5/25/2016 through 9/30/2019	Construction Manager/General Contractor CM/GC 62956	Grant High School full modernization. RFP-CM/GC 2015-2044 Bond 2012	Preconstruction Services \$352,024 Estimated total contract price \$81,000,000	J. Vincent Fund 451 Dept. 3217 Project DA001

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Community College – Cascade Campus	7/1/2016 through 6/30/2017	Intergovernmental Agreement IGA 63007	Middle College Partnership providing Jefferson students with the opportunity to earn college and high school credit while still enrolled in high school.	\$500,000	A. Lopez Fund 101 Dept. 5438

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
City of Portland	7/1/2016 through 6/30/2017	Intergovernmental Agreement IGA 60449 Amendment 3	Provide construction trades Workforce Training and Hiring Program for District public improvement contracts meeting requirements established in EPPC: Contractor Workforce Equity AD 8.50.097-AD.	\$50,000 \$163,330	Y. Awwad Fund 101 Dept. 5552
Miller Nash Graham Dunn LLP	5/25/2016 through 6/30/2016	Legal Services LS 60015 Amendment 4	Provide legal services as requested by General Counsel Office and HR Counsel. PPS 46-0525(3) Direct Negotiation of legal services.	\$325,000 \$3,425,000	J. Patterson Fund 101 Dept. 5528

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Resolutions 5274 through 5277

RESOLUTION No. 5274

RESERVED FOR APPROVAL OF 2016-17 BUDGET RESOLUTION

RESOLUTION No. 5275

Grades PK-5 Language Arts Curriculum Materials Adoption

RECITALS

- A. Ensuring that all students have equitable access to high quality literacy instruction is imperative. For Portland Public Schools, a strong PK-5 Language Arts core program is delivered by teachers as instructional decision-makers, charged with providing responsive and personalized instruction to their students. It includes both explicit and systematic instruction in foundational skills of literacy and authentic, culturally relevant instruction that increases students' strategic meaning-making processes. Using a workshop model, which includes whole group direct instruction, small flexible groups, and independent practice in reading and writing (gradual release of responsibility), teachers personalize core instruction for students using formal and informal assessment data. Teachers implement evidence-based best practices in literacy instruction learned and refined through high quality professional learning and collaboration in PLCs using high quality materials designed to support differentiation.
- B. Collaboration across departments (English Language Arts, Department of Dual Language, Special Education, and English as a Second Language) and with community was key to this 18 month adoption process. This work was completed in three phases:
- The PK5 Literacy Advisory Committee developed a vision and set of guiding principles.
 - The Curriculum Materials Adoption Advisory Committee (CMAAC) evaluated and selected materials for pilot using the Literacy Advisory Committee's vision and guiding principles, the ODE materials evaluation rubric, and the PPS Educational Equity Policy to guide this work.
 - A pilot in 46 classrooms to evaluate student engagement and academic success, the viability of various components and inform professional development. The process also included inviting feedback from multiple perspectives from the community in the form of three community events (held April 9, April 19, and April 21, 2016) as well as a virtual open house website.
- C. Preschool and Dual Language have been included in this PK-5 Language Arts adoption since the beginning, and have had key stakeholders involved on all the committees referenced above. CMAAC subcommittees were formed to attend to the unique needs of these two programs on a separate timeline, with pilots projected for the 2016-17 school year and a goal of bringing recommendations around materials to the Board in the Spring of 2017.
- D. The Curriculum Materials Adoption Advisory Committee identified two sets of materials designed to be implemented by teachers through a balanced literacy workshop model. These materials were piloted between February and April 2016. The department of Systems Planning & Performance assisted in collecting and analyzing data in order to make the recommendations for materials and professional development. Data points included: student focus groups and surveys, pilot teachers' materials evaluations, community feedback from open houses.
- E. The Teaching and Learning Subcommittee reviewed this recommendation on May 18, 2016 and unanimously recommended to forward to the full Board for approval.

RESOLUTION

1. The Board of Education accepts the Superintendent's recommendation to adopt and purchase the selected Language Arts curriculum materials for Grades K-5 for the first phase of implementation in ten schools.

2. The Board of Education acknowledges that an effective adoption of this scale requires ongoing teacher professional development around both the materials themselves as well as evidence-based best practices in literacy instruction to ensure a reflective and responsive implementation.
3. The Board of Education thanks the members of the Literacy Advisory Committee, CMAAC, CMAAC Subcommittees, and pilot teachers for their work and the time commitment it represents, and commends them for their service to the students of Portland Public Schools.

C. Russo

RESOLUTION No. 5276

Calendar of Regular Board Meetings
School Year 2016-2017

RESOLUTION

The Board of Education hereby adopts the below calendar as its schedule of Regular Board Meetings for the upcoming 2016-2017 school year.

**Portland Public Schools
BOARD OF EDUCATION
Schedule of Regular Meetings
2016-2017 School Year**

Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and begin at 6:00pm on Tuesdays unless otherwise noted.

July 19, 2016	January 10, 2017
August 16, 2016	January 24, 2017
September 6, 2016	February 7, 2017
September 20, 2016	February 21, 2017
October 10, 2016 (Monday)	March 7, 2017
October 25, 2016	March 14, 2017
November 9, 2016 (Wednesday)	March 21, 2017
November 29, 2016	April 4, 2017
December 6, 2016	April 19, 2017 (Thursday)
December 13, 2016	April 25, 2017
	May 9, 2017
	May 16, 2017
	May 23, 2017
	June 13, 2017
	June 20, 2017
	June 27, 2017

RESOLUTION No. 5277

Minutes

The following minutes are offered for adoption:

May 17, 2016