



# Dual Language

*Developing Multiple Pathways  
to Academic Achievement and Biliteracy*

# The Goal

*At Portland Public Schools, this is our goal: By the end of elementary, middle and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. Portland Public Schools is an equal opportunity educator and employer.*

*Developing Multiple Pathways to Academic Achievement and Biliteracy*

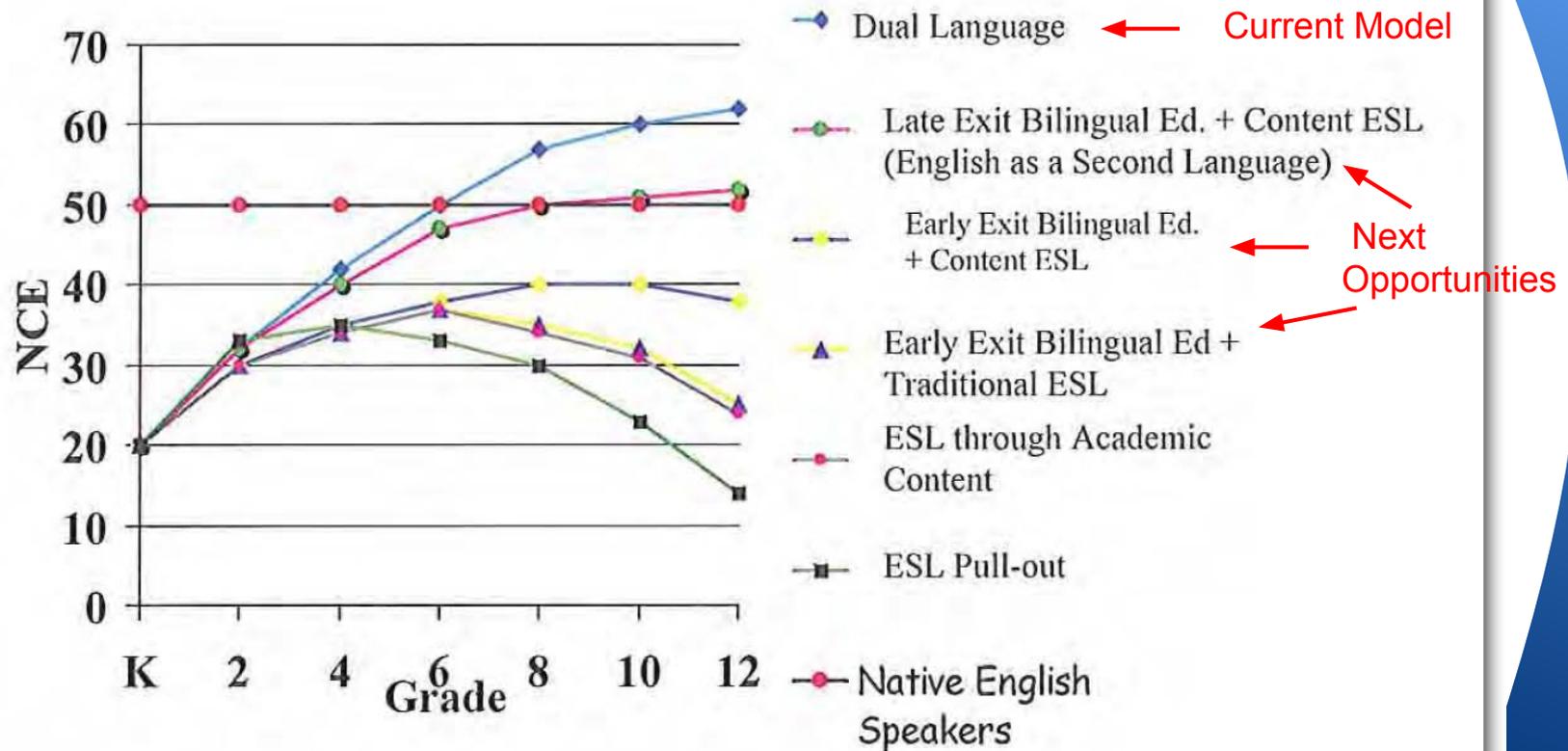
# The Priority

By prioritizing our **historically underserved students**, we will close the opportunity gap thus closing the achievement gap and increasing achievement for **all students**.

# Anchored in Research and Equity

- DLI is the best instructional model for Emergent Bilinguals (EBs)
- DLI provides academic and cognitive advantages for ALL students
- Academic proficiency in the first language is best predictor of success in the second language
- The best DLI model for Emergent Bilinguals starts at PreK

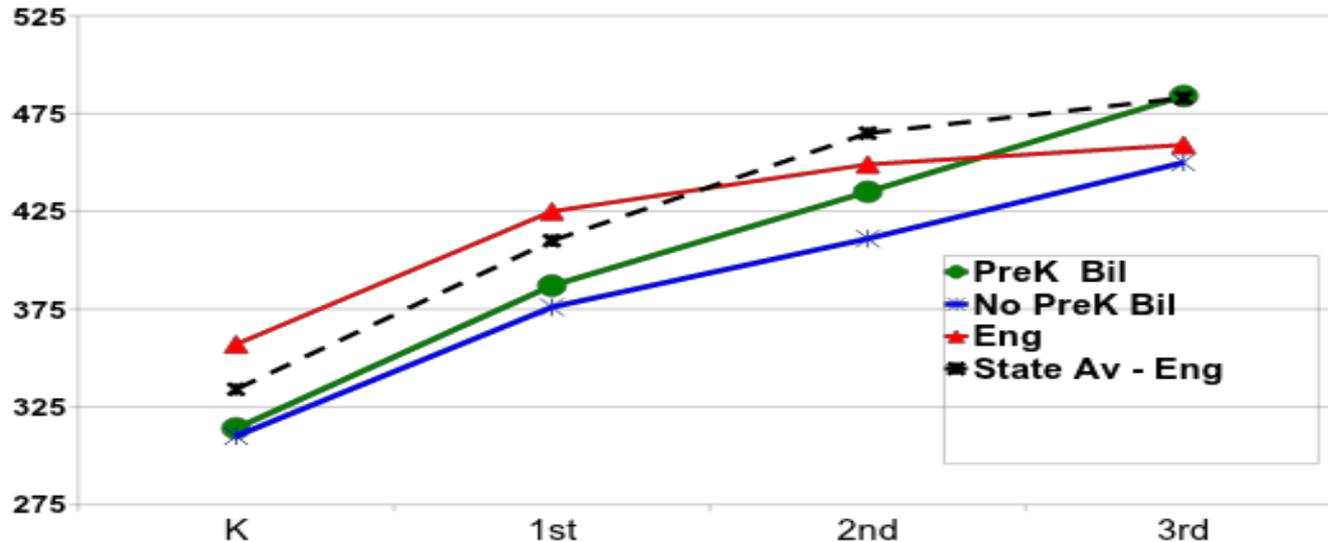
# Anchored in Research and Equity



# Anchored in Research and Equity

English Language Proficiency  
(Comprehension, Speaking, Reading, Writing)

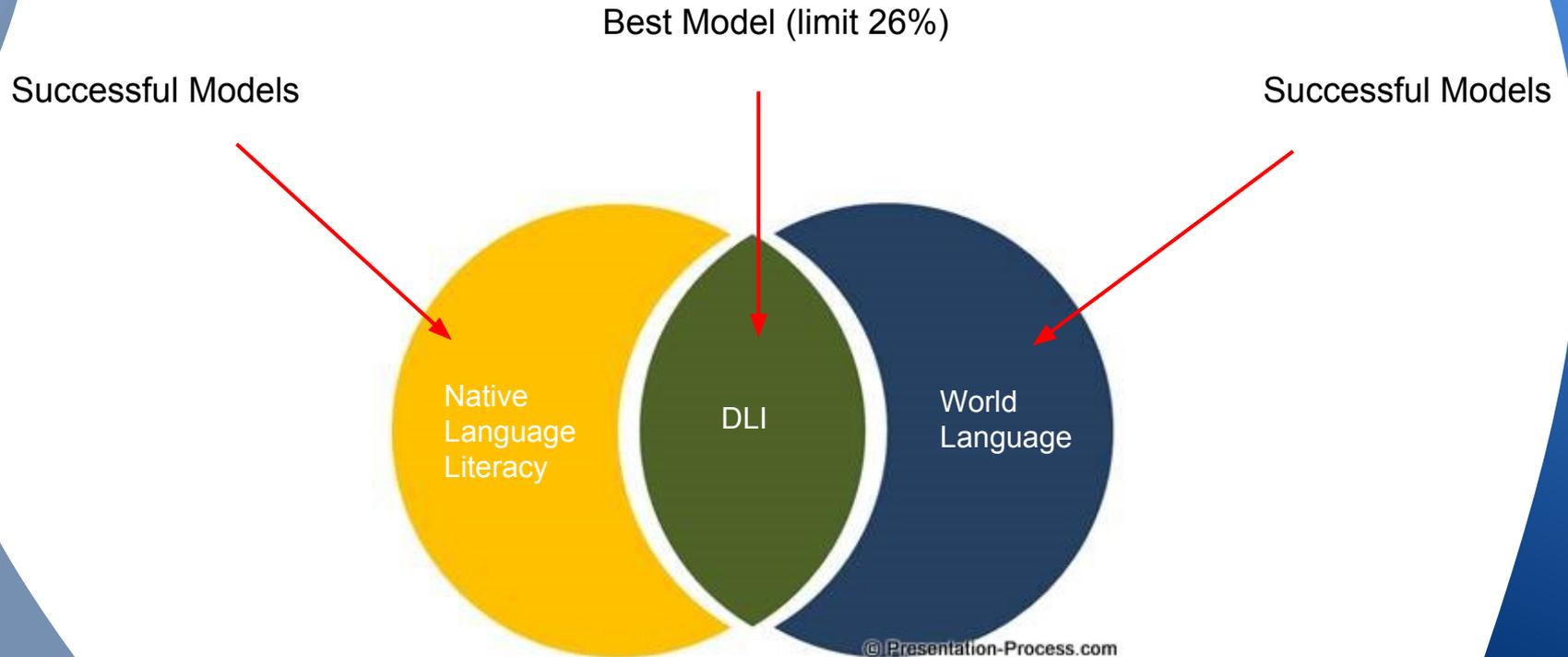
California English Language Development Test -- Total Scale Scores



Children who receive English only instruction level off in growth of English by second grade; those who received bilingual instruction show more growth; those who had bilingual preschool show most growth.

# Anchored in Research and Equity

## Pathways to Bilingualism



# DLI Expansion Examined

Optimal rate of expansion does not equal the fastest rate of expansion.

What's our capacity for Two-Way Immersion? 26%

# KG DLI Analysis

## Languages - Non-DLI Student Counts (2014-15 SY)

Schools	Albanian	Amharic	Arabic	Burmese	Chinese	Chuukese/Trukese	Dutch	English	Farsi/Persian	Hindi	Hmong	Japanese	Karen	Khmer	Lao	Maay-Maay	Mayan	Oromo	Other Language	Pohnpeian	Portuguese	Russian	Somali	Spanish	Swahili	Tagalog	Ukrainian	Urdu	Vietnamese	Grand Total	Percent not Spanish	Percent not Spanish, Chinese, Vietnamese, Russian, or Japanese
Rieke												1											1						2	50.0	0.0	
Rigler																							1	4					5	20.0	20.0	
Rosa Parks									1						5			2					1	10	2				21	52.4	52.4	
Scott																		1						2					2	0.0	0.0	
Sitton								1											1					15					17	11.8	11.8	
Stephenson			1						1			1															1	4	100.0	50.0		
Vernon		1																						4					5	20.0	20.0	
Vestal															1									2			1	4	50.0	25.0		
Whitman																								5			3	8	37.5	0.0		
Woodlawn									1															8					9	11.1	11.1	
Woodmere					2																			4		1	4	11	63.6	9.1		
Woodstock																							1					1	2	50.0	0.0	
<b>Grand Total</b>	<b>1</b>	<b>3</b>	<b>14</b>	<b>1</b>	<b>26</b>	<b>3</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>10</b>	<b>133</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>37</b>	<b>294</b>	<b>54.8</b>	<b>30.6</b>

# Non-DLI Kindergarten Students 2014-15



## Dual Language Immersion - KPI Monitoring

### KPI #1 - Language *school year: 2014-15*

Cluster	School	GRD	DLI Enroll	Engl.	Engl. %	Span.	Span. %	Russ.	Russ. %	Chin.	Chin. %	Japa.	Japa. %	
	Ainsworth	1_5	260	251	96.54	8	3.08			1	0.38			
		KG	52	49	94.23	3	5.77							
		<i>Total</i>	<i>312</i>	<i>300</i>	<i>96.15</i>	<i>11</i>	<i>3.53</i>			<i>1</i>	<i>0.32</i>			
	Atkinson	1_5	120	65	54.17	55	45.83							
		KG	24	19	79.17	5	20.83							
		<i>Total</i>	<i>144</i>	<i>84</i>	<i>58.33</i>	<i>60</i>	<i>41.67</i>							
	Beach	1_5	247	182	73.68	63	25.51							
		6_8	75	49	65.33	25	33.33							
		KG	44	32	72.73	12	27.27							
		<i>Total</i>	<i>366</i>	<i>263</i>	<i>71.86</i>	<i>100</i>	<i>27.32</i>							
	Beaumont	6_8	77	30	38.96	46	59.74							
		<i>Total</i>	<i>77</i>	<i>30</i>	<i>38.96</i>	<i>46</i>	<i>59.74</i>							
Bridger	1_5	116	74	63.79	42	36.21								
	6_8	25	12	48.00	13	52.00								

# Limited Resources for Dual Language Immersion

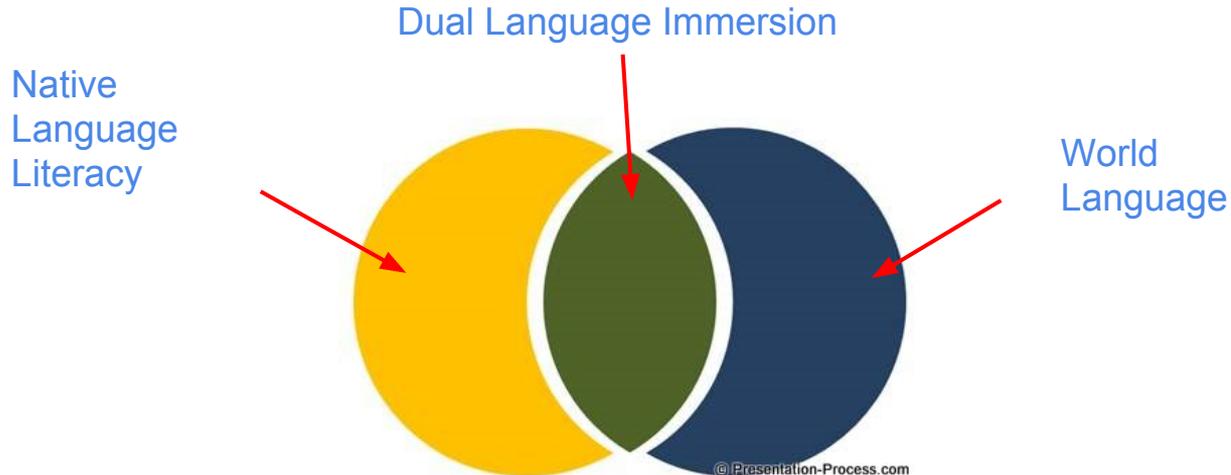
	Spanish	Vietnamese	Chinese	Russian	Japanese
Students	exhausted interest of native speakers	close to exhausting interest of native speakers	many interested native speakers	exhausted native speaker pool	few native speakers
Teachers	scarce	scarce	very scarce	very scarce	very scarce
Space	no space	no space	no space	no space	no space
Supports	adequate	adequate	adequate	low	low

# Comparison of Resource Needs

<b>Resources</b>	<b>Dual Language Immersion</b>	<b>Native Language Literacy/ World Language</b>
<b>Space</b>	12 classrooms per K-5 program	1 classroom per K-5 program
<b>Teachers</b>	1-2 bilingual teachers to start, 1-2 additional bilingual teachers each year	1 bilingual teacher
<b>Students</b>	24 native speakers	some native speakers

# Context

- Resource challenges in expanding DLI
- Native speakers not in DLI
- Unmet interest in Bilingualism
- Seal of Biliteracy



# The Path

## Recommendation 1:

Begin developing a Native Language Literacy and World Language Program in K-8.

- Support 19 schools in World Language K-5
- Support 3 schools in Native Language Literacy K-5
- Add 3 more schools in Native Language Literacy 6-8

# The Path

## Recommendation 2:

Support Somali students through Native Language Literacy and World Language Program at K-12.

- 3rd Largest Emergent Bilingual population in PPS (approximately 276 EBs; 488 total)
- One of the lowest performing minority language groups
- Recommendation developed with community

# The Path

## Recommendation 3:

Support the new Language Arts Adoption K-12 process to be inclusive of every immersion language.

# The Path

## Recommendation 4:

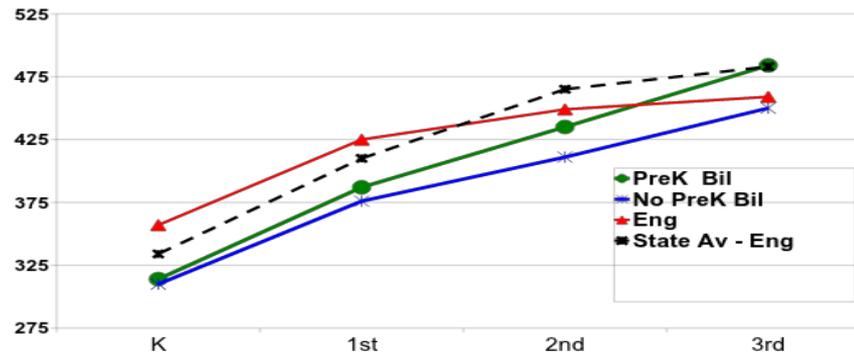
Remove the barrier of transportation for participation in DLI programs.

# The Path

## Recommendation 5:

Convert one more English Head Start/ PreK classroom to a Spanish Head Start/ PreK classroom for native speakers.

California English Language Development Test -- Total Scale Scores



# The Path

## Recommendation 6:

- Begin a new Spanish Immersion program in 2016-17
- Increase slots reserved at Ainsworth for native speakers from 15% to 33%.

# The Path

## Recommendation 7:

Begin a new Chinese Immersion Program in 2016-17.

# The Path

## Recommendation 8:

Maintain the Vietnamese DLI program at Roseway Heights and find it a permanent home for 2016-17.

# The Path

## Recommendation 9:

Continue working with the Russian community to support our Russian Dual Language Program.

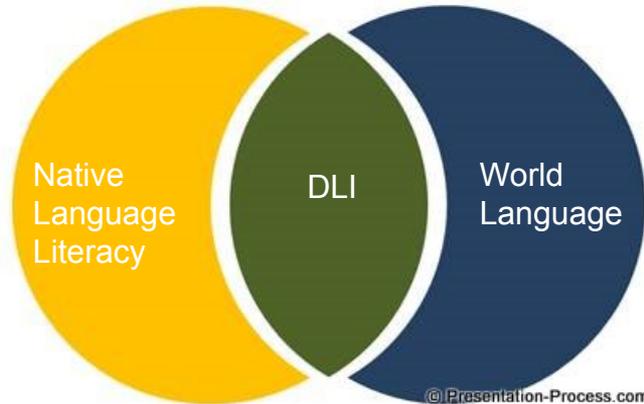
# The Path

## Recommendation 10:

Increase slots reserved at Richmond for native Japanese speakers from 15% to 20%.

Anchored in Research and Equity

# Developing Multiple Pathways to Academic Achievement and Biliteracy





# PORTLAND PUBLIC SCHOOLS 2014/15 BUDGET AMENDMENT #2

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Yousef Awwad, CPA

Chief Financial Officer

David Wynde

Deputy Chief Financial Officer & Budget Director

# AGENDA

- Adopted Budget
- Beginning Fund Balance Changes
- Fall Balancing Changes
- Financial Position
- Future Considerations



# ADOPTED BUDGET

- More teachers in schools: added 180 teachers
- Expanded dual language immersion programs
- Expanded early learners services
- Invested in Career Technical Education
- Added to athletics, school technology, groundskeepers, curriculum materials
- Spend down contingency



# BEGINNING FUND BALANCE CHANGES

Additional Resources	\$16.8 million	One-time
Added to schools	\$3.5 million	Ongoing
Three priorities	\$3.5 million	Ongoing
Three priorities	\$2.85 million	One-time
Strategic investments	\$3.15 million	One-time
Increased contingency	<u>\$3.8 million</u>	One-time
	\$16.8 million	



# FALL BALANCING CHANGES

Budget Category	Change
Revenue (local option)	\$3.7 million higher
Teacher salaries	\$2.6 million lower
Healthcare expenses (teachers)	\$2.7 million lower
Benefits (PERS, unemployment, early retirement, retiree healthcare)	\$3.0 million lower
Net Benefit	\$12 million



# ADDITIONAL SCHOOL STAFFING

	2013-14 Actuals	2014-15 Adopted Budget	2014-15 Amended Budget	Change From Adopted	Change From 2013/14
Teachers (Licensed staff)	2,514	2,696	2,733	37	219
Classified Staff	1,215	1,232	1,277	45	62



# CONTINGENCY

Adopted Budget	Spend down \$13.7 million
After revised Beginning Fund Balance	Spend down \$26.7 million
After Amendment No.2	Spend down \$14.4 million
	\$11 million: one-time
	\$3.4 million: ongoing
Contingency	\$37.4 million
Uncommitted Contingency	\$35.5 million (7% of total expenditures)



# CONTINGENCY

Item	Amount \$m
FY2015 Adopted Budget beginning balance	\$ 34.9
Spend down contingency	<u>\$ (13.7)</u>
Adopted budget	\$ 21.2
Beginning fund balance adjustment	\$ 16.8
Total investments (additional spend down contingency)	\$ (13.0)
Arts Tax carry over	\$ 0.4
Fall balancing adjustments	<u>\$ 12.0</u>
FY2015 Contingency	\$ 37.4



# GENERAL FUND BUDGET SUMMARY

(\$m)	2013-14 Actuals	2014-15 Adopted Budget	2014-15 Year-to- date	2014-15 Amended Budget
Beginning Fund Balance	\$37.5	\$34.9	\$51.7	\$51.7
Revenues	\$479.2	\$500.0	\$377.7	\$503.7
Expenditures	\$456.0	\$506.9	\$200.7	\$507.6
Transfers	\$9.0	\$6.8	\$0.8	\$10.3
Contingency		\$21.2	\$227.9	\$37.4
Ending Fund Balance	\$51.7			



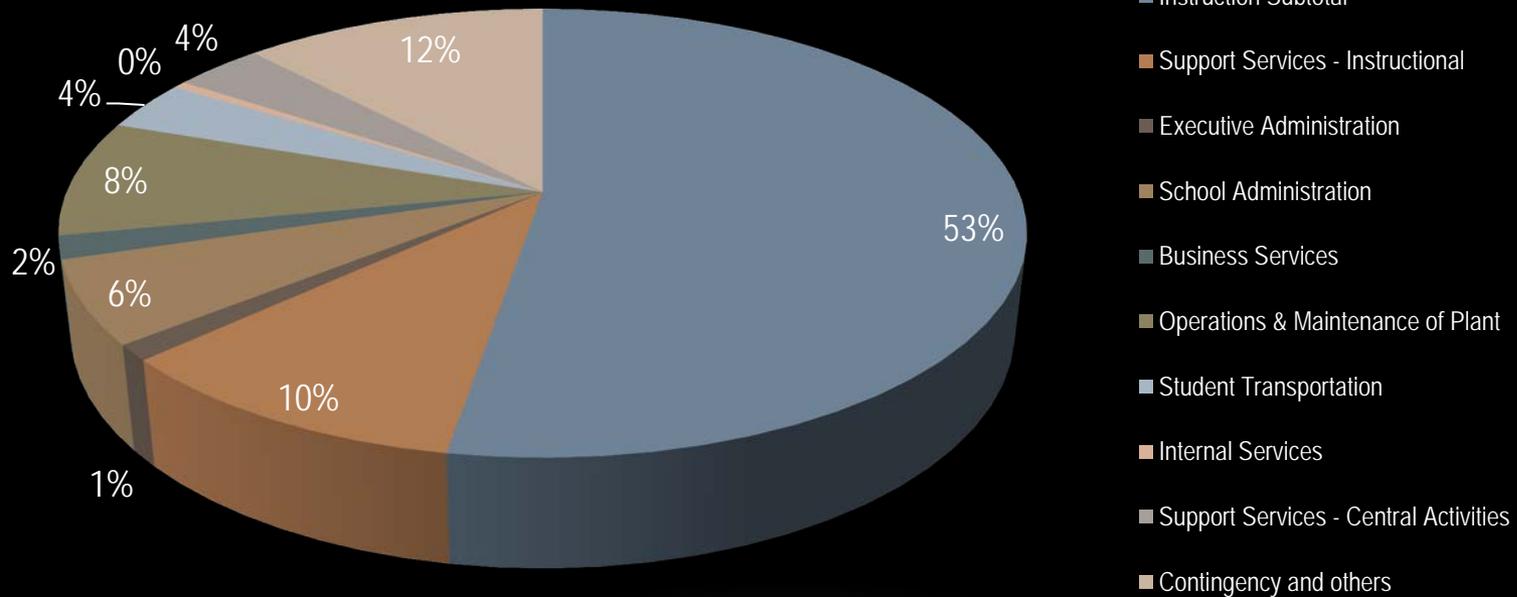
# HOW DO WE SPEND THE MONEY?

General Fund (\$m)	Budget FY2014	Amended FY2015
Instruction Subtotal	\$ 272.0	\$ 297.8
Support Services - Instructional	\$ 54.1	\$ 66.8
Student Transportation	\$ 18.7	\$ 19.7
Operations & Maintenance of Plant	\$ 43.4	\$ 44.8
School Administration	\$ 30.9	\$ 35.5
Executive Administration	\$ 5.9	\$ 6.7
Business Services	\$ 8.6	\$ 9.6
Internal Services	\$ 2.5	\$ 2.8
Support Services - Central Activities	\$ 18.2	\$ 22.0
Contingency and others	\$ 62.3	\$ 49.7
<b>Total</b>	<b>\$ 516.6</b>	<b>\$ 555.4</b>



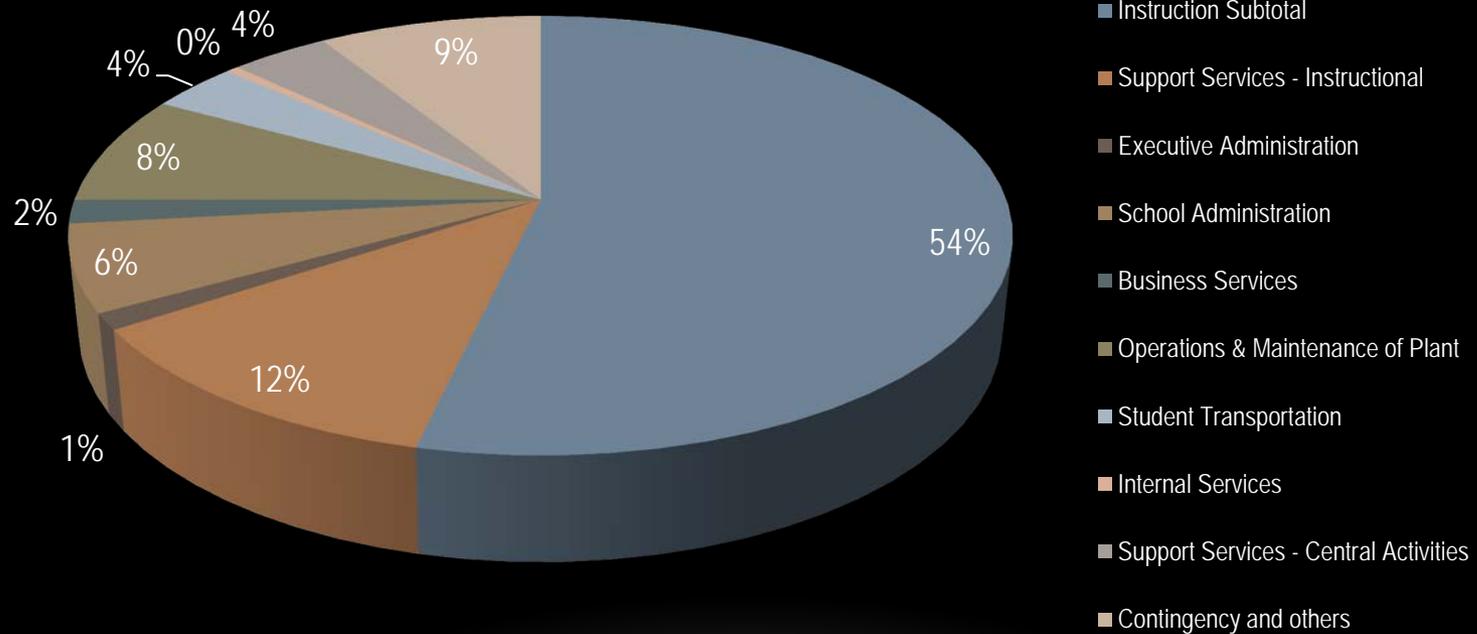
# BUDGET FY2014

Budget FY2014

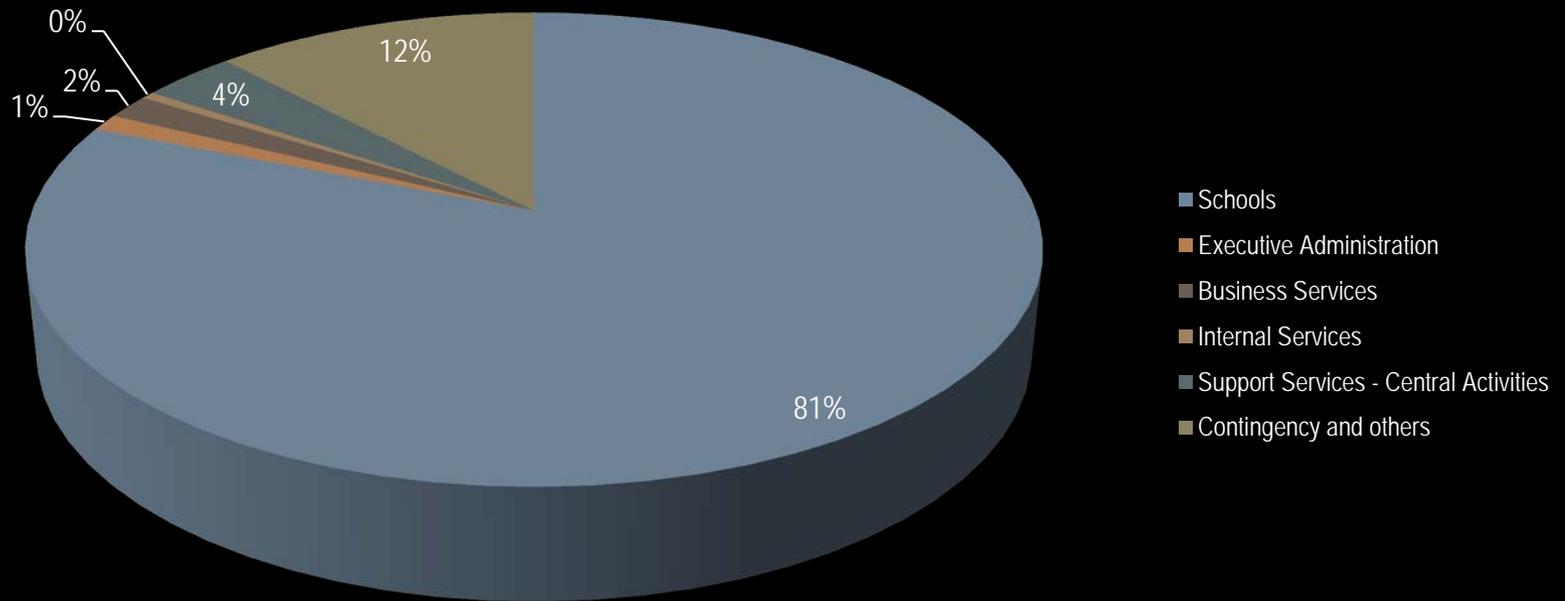


# AMENDED BUDGET FY2015

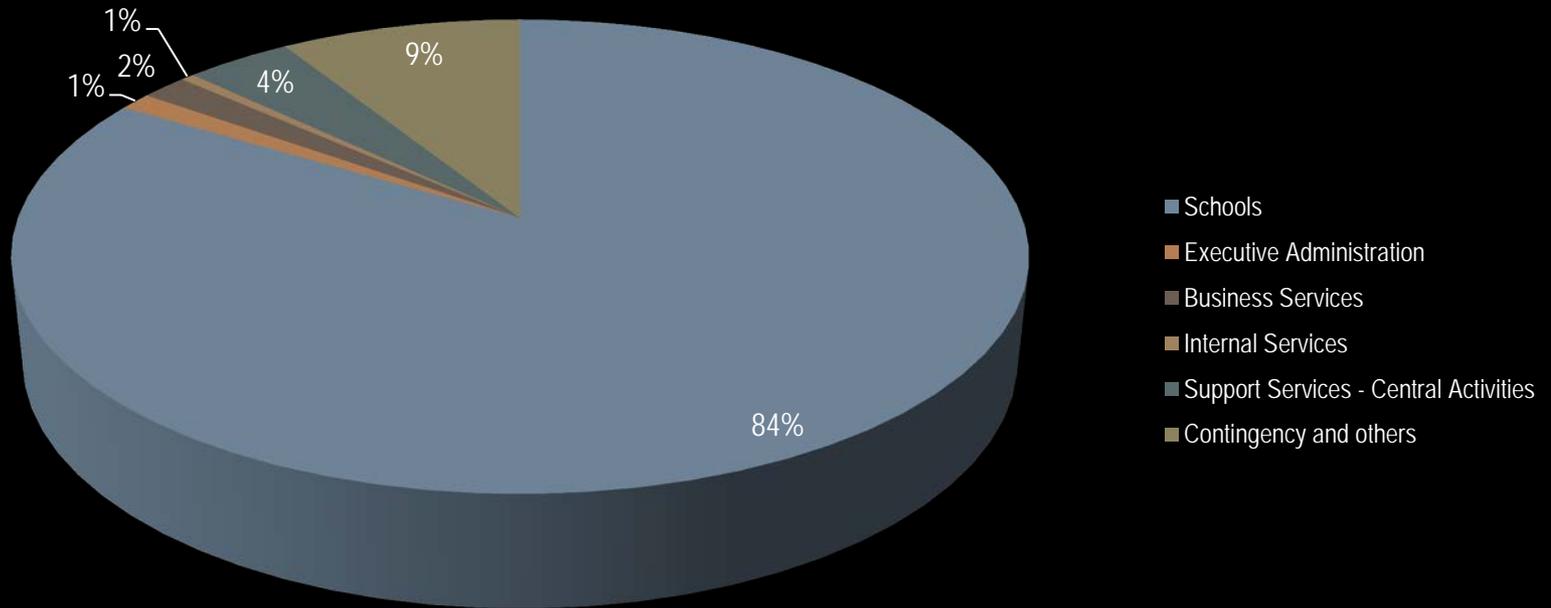
Amended FY2015



# BUDGET FY2014



# AMENDED BUDGET FY2015



# CONSIDERATIONS

- Less risky financial position going into 2015-16
- Uncertainty over 2015-17 state funding
- Cost of adding full-day kindergarten
- 2013-14 state school funding reconciliation
- Scale of our numbers: for example, funding a PE teacher in each elementary/middle school = \$5m





# **Division 22 Report to the Community**

January 20, 2015

# Division 22 Report



- District reports on compliance with Division 22 standards as required by OAR 581-022-1610
- Must report to community by January 15, 2015
- Districts upload to Oregon Department of Education by February 13, 2015

# Updates from 2013-14 Division 22 Report



# Credit Options



- PPS was found to be out of compliance with meeting the 130 credit hour requirement per course.
- Implementing schedules for 2014-15 school year that meet 130 credit hour requirement.
- Minute tracker at each school per corrective action plan audit.
- Current rule making to do away with this requirement.

# Expanded Options Annual Notice & Expanded Options Requirements Waiver



- Received waiver from the state because the intent of the Expanded Options Program- to increase the participation of at-risk youth and historically underrepresented students in obtaining college credit- is best served by expanding existing dual credit programs and developing new opportunities within PPS.

# Personnel Policies



- Amended our administrative directive to address the requirement for releasing to Teachers Standards and Practices Committee (TSPC), another district or person upon request, the disciplinary records of an employee or former school employee if the employee was convicted of a crime listed in ORS 342.143

# Exemptions



- When awarding alternative credit to students and approving a proposed alternative for an individualized learning credit, schools have been reviewing and approving all requests
- For 2014-15 school year, these requests will also be brought to the Board of Education- anticipated in March.

# Complaint Procedures



- Board adopted revised Complaint Policy November 10, 2014
- Received notification from ODE that policy was in compliance in December

# 2014-15 Division 22



- Assurance Form
- Other Division 22 compliance

# Report to the Community



- Was to be done by January 15, 2015

# Instructional Hours



- Proposed rule further defines what are “instructional hours” and sets new requirements for percentage of students enrolled in full day of instruction.
- Current proposal is that school districts have three years to get to 90% of all students K-12. PPS is currently at 87.5%.

# Equal Educational Opportunities



- PPS *board adopted* policy prohibiting harassment, intimidation or bullying and *prohibiting cyberbullying*.
- Administrative Directive amended to meet requirements in 2010 and is presented here for adoption to bring PPS policy into compliance with ORS 339.356