

**BOARD OF EDUCATION**

Portland Public Schools  
**STUDY SESSION**  
February 4, 2013

**Board Auditorium**

Blanchard Education Service Center  
501 North 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.*

**STUDY SESSION AGENDA**

1. **PUBLIC COMMENT** 6:00 pm
2. **SUPERINTENDENT'S RECOMMENDATION: JEFFERSON PK-8 ENROLLMENT BALANCING** 6:20 pm
3. **GRADUATION RATES** 7:05 pm
4. **CAPITAL BOND OVERVIEW: PROCUREMENT** 7:35 pm
5. **COMMON CORE STATE STANDARDS** 8:00 pm
6. **BUSINESS AGENDA** 8:45 pm
7. **ADJOURN** 8:50 pm

The next meeting of the Board will be a Study Session held on **Monday, February 11, 2013**, at **6:00 pm** in the Board Auditorium at the Blanchard Education Service Center.

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.



**Board of Education**  
**Superintendent's Recommendation to the Board**

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**Board Meeting Date:** 2/4/13

**Executive Committee Lead:** Sue Ann Higgins

**Department:** Office of Schools

**Staff Leads:** Harriet Adair, Antonio Lopez, Judy Brennan

**Agenda Action:**  Resolution  Policy

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**SUBJECT: Jefferson Cluster Enrollment Balancing**

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**BACKGROUND**

Below, please find background information on the recommendations:

Consolidate Chief Joseph and Ockley Green into a single neighborhood K-8 school, close the Ockley Green focus option program

Chief Joseph K-5 is a neighborhood school that currently feeds into Ockley Green K-8 for the middle grades. Chief Joseph's student population continues to grow and would require additional modular classrooms for the 2013-14 school year and beyond. The K-5 program at Ockley Green is an under-enrolled district-wide focus option where all students apply to attend. Ockley Green is located within the Chief Joseph K-5 neighborhood attendance boundary.

The superintendent is seeking Board action to close the Ockley Green K-5 focus option. Under her proposal, Chief Joseph K-5 would be expanded to become a K-8 rather than K-5 that feeds into a separate K-8. Its neighborhood attendance boundary would remain fully intact.

In order to maximize stability for current students, both neighborhood and transfer students, a transition is recommended where both campuses remain open until the whole school program can fit into the Ockley Green building, which may take several years to complete.

Currently, a total of 700 students attend grades K-8 across the two campuses. The superintendent recommends that the two schools combine into one neighborhood program next year, merging grade levels and, over time, phase out the smaller campus in order to avoid student disruption through a fast consolidation.

Students attending the Ockley Green focus option program may also choose to remain as part of the newly-formed neighborhood K-8, return to their neighborhood school, or may apply to attend King PK-8 if they are interested in continuing to pursue an arts-focused program.

**Reviewed and Approved by  
Superintendent**

Chief Joseph and Ockley Green school enrollment, October 2012

School	K	1	2	3	4	5	6	7	8	Total
Chief Joseph	91	83	92	80	58	55				459
Ockley Green	19	22	21	19	18	18	50	29	45	241
TOTAL	110	105	113	99	76	73	50	29	45	700

With higher numbers of students in lower grades in this boundary area, enrollment is expected to continue to grow in the next few years, even if there are no spaces for new transfer students.

As students in grades K-2 cannot have homerooms on upper floors, the Ockley Green facility may not be able to house the combined population until the K-2 enrollment is reduced through the phasing out of focus option and transfer students.

The exact grade structure for each campus would be determined as part of a transition planning process this spring that would involve staff and community members. During the transition, there would be a single principal and two assistant principals overseeing the two buildings, similar to the structure at Beverly Cleary K-8. A process to determine leadership of the new K-8 school would follow the district's established administrative hiring process and would include community and staff input.

Chief Joseph Elementary is the only school in PPS that is named after a Native American and the school is an important location for providing culturally specific programming to Native American and Alaska Native students through Title VII, Indian Education and community partners. As part of the transition to the Ockley Green building, Title VII Indian Education would continue to provide services for families and would assist in the process of identifying and traditionally naming the consolidated neighborhood school.

King and ACCESS Co-location

King PK-8 is an under-enrolled neighborhood International Baccalaureate (IB) school. It is one of 8 schools nation-wide chosen by the President's Arts and Humanities Council as a Turnaround Arts Initiative site, providing a comprehensive integrated arts curriculum to every student. The ACCESS Academy is an alternative district-wide program for students in grades 1-8 whose mission is to be a learning environment where highly gifted children thrive socially, emotionally and academically and have the opportunity to reach their full potential.

ACCESS has been located at Sabin K-8 school for a decade, a neighborhood school with a growing population. Without additional classrooms, Sabin and ACCESS cannot remain co-located next year. This proposal moves ACCESS to the King PK-8 school beginning in September 2013.

Enrollment at King School and ACCESS Academy, October 2012

	K	1	2	3	4	5	6	7	8	Total
King*	53	36	43	22	44	21	25	22	26	292
ACCESS		15	20	18	29	28	39	28	42	219
TOTAL	53	51	63	40	73	49	64	50	68	511

\*There is also a Pre-Kindergarten class at King with 20 students.

If this recommendation is approved, a transition planning process will commence this spring and involve staff and community members from each program to identify the opportunities to

stabilize both programs through co-location. Allocation of space, resource sharing and other important issues will be addressed through that process.

King has the smallest neighborhood population in the Jefferson cluster. Even with every student attending, the school would still not meet PPS targets for a K-8 or a K-5 program. As part of the broader district discussions regarding boundaries and the enrollment and transfer policy, it will be imperative to identify a long term solution for King's enrollment.

Co-location at this site would allow ACCESS room for growth, as King has adequate classroom space and could house both programs for several years. However, the stated goal of both King and ACCESS communities is to attain independent, sustainable size so this would be a siting of the ACCESS program for ideally 3-5 years while this growth occurs.

Alternatives to Recommendation:

An alternative to the transition for Chief Joseph and Ockley Green is to open the combined school in 2013-14 with only Chief Joseph/Ockley Green neighborhood students and assign all transfer students back to their neighborhood schools. Below is the current distribution of neighborhood students in the two schools.

Neighborhood students attending Chief Joseph and Ockley Green schools, October 2012

School	K	1	2	3	4	5	6	7	8	Total
Chief Joseph	73	52	66	51	45	45				332
Ockley Green							24	11	22	57
TOTAL	73	52	66	51	45	45	24	11	22	389

Please see Attachment A for student transfer information.

While a neighborhood-only school would easily fit into one campus, it would cause significant disruption both at the combined school and at schools that would receive nearly 250 students back from Chief Joseph and Ockley Green and would fall outside of our usual transfer policy practices.

Should this recommendation not be approved, Ockley Green would require substantial above-formula staff allocations to maintain a core program and temporary modular classrooms would have to be placed at Chief Joseph.

As Sabin's neighborhood population continues to grow, another location for ACCESS would need to be identified immediately, or temporary modular classrooms would have to be placed at Sabin.

King's final year of its School Improvement Grant is 2013-14 and so additional resources will need to be identified to keep the school sustainable without some shared resource model.

Supporting Students:

Improved access to a full middle grade program in the cluster that prepares students well for high school remains a high priority. Toward that end, we would take the following steps if the recommendation is approved:

- Ensure that all schools in the Jefferson cluster are staffed to offer the full core program.

- International Baccalaureate: PPS will continue to allocate resources and support for Vernon and King to sustain implementation of the International Baccalaureate programs.
- Dual Language Immersion: staff is developing a sustainable district-wide plan for middle and high school feeder patterns for elementary Spanish language programs and program expansion based on high concentrations of native Spanish-speaking students.
- Facilities upgrades: PPS will make efforts to prioritize facilities upgrades, such as the middle grades science lab at Vernon and other projects covered by the school construction bond.
- Work with school communities on how best to provide district level support in exploring and planning for the development and/or strengthening of a school wide thematic focus such as the arts, 3 to PhD, environmental education and STEM or STEAM (Science, Technology, Engineering (Arts) and Math).
- Special Education Students: maintain the special education classrooms and autism program at Woodlawn and the Intensive Skills classroom at King. PPS would work with the small number of students and their families in the Ockley Green 6-8 self-contained/focus classroom to make new placements, discontinuing that classroom.
- English as a Second Language: in addition to continuing to provide services to the ESL students in the Jefferson cluster, staff are also engaged in outreach recruitment efforts to ensure that all Jefferson cluster families who are native Spanish speakers are aware of the option to enroll in the Beach dual language immersion program.

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## RELATED POLICIES / BOARD GOALS AND PRIORITIES

- As a part of this recommendation, the Superintendent will engage the Superintendent's Advisory Council on Enrollment and Transfer (SACET) to propose a process to review and revise the Student Enrollment and Transfers policy to align with the Board's strategic priorities and the Racial Educational Equity Policy.
- Student Assignment to Neighborhood Schools Policy ([http://www.pps.k12.or.us/files/board/4\\_10\\_045\\_P.pdf](http://www.pps.k12.or.us/files/board/4_10_045_P.pdf))
- Racial Educational Equity Policy, please see further description below.

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## PROCESS / COMMUNITY ENGAGEMENT

Jefferson cluster schools were designated in 2011 an enrollment balancing priority for the 2012-13 school year. At the time, several schools were experiencing very low enrollment, while others were becoming so full there was not enough space for teachers to work with students. In spring 2012, facing several budget shortfalls, PPS decided to consolidate Boise-Eliot and Humboldt PK-8 neighborhood schools and to close the Harriet Tubman Leadership Academy for Young Women, a grades 6-12 program of Jefferson High School that operated at the Harriet Tubman campus. As part of that decision, the superintendent and school board affirmed the need for a broad community process that incorporated schools across the cluster.

To develop an appropriate process, district staff began meeting in summer 2012 with a team of 30+ representatives of schools and community partners. A series of six "plan the plan" meetings occurred with this group between July 2012 and January 2013 which resulted in key features of the community process, including establishing cluster-wide meetings as a central feature in every round of feedback. The team was not responsible for designing specific enrollment change plans, but did provide valuable input and immeasurable support for spreading information across communities in north and northeast Portland.

Using the district's stakeholder participation process as a guide, staff conducted three phases of engagement. The level of participation was "involvement", defined as, "we will work with you to

ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision". The target audience for each phase was the students, families, staff and community members closest to the issue at hand.

In October 2012, staff conducted 11 school based meetings designed to raise awareness of the enrollment balancing process, gather opinions about how enrollment issues were affecting each school community and hear suggestions for changes. A culminating cross-cluster forum in mid-November was attended by more than 200 community members.

Through this first phase of engagement, numerous community beliefs emerged, including:

- Every school deserves quality leadership and effective instruction.
- Students should be encouraged and/or enabled to attend their neighborhood schools.
- School boundaries should support strong programs and ensure schools are not overcrowded.
- Regardless of the grade configuration, all middle grade students deserve access to high quality programs and qualified teachers.
- Dual language and other specialized programs should be available at more schools and early education programs and community partnerships should remain available.

District staff released six scenarios in early December that envisioned several ways to reorganize existing K-5/K-8 schools to either create one or two middle schools or to build enrollment at K-8 schools. These were followed by a phase of community engagement to explain the scenarios and gather input.

Three community input meetings were held in early December, including one specifically for families of emerging bilingual students. Additionally, more than 250 written responses to the scenarios were received. Furthermore, people across the community organized their own opportunities to share information, including meetings for Spanish-speaking families, events organized by the Leaven Project, discussions sponsored by the Northeast Coalition of Neighborhood's Schools Committee and an active Facebook community.

The scenarios raised the following concerns among community members:

- There were too many options with too few details
- The options did not result in schools large enough to provide robust programs
- Too many students would have to travel further to schools in the plans

In light of that feedback, and in recognition of a state budget forecast that showed a preliminary shortfall of up to \$20 million, staff narrowed the various scenarios down to two options that illustrated significant changes: one that would result in fewer but stronger K-8 programs and one that would bring a middle school to the cluster and consolidate two K-8 schools. A community engagement phase was immediately launched including an on-line survey that drew more than 300 results and 14 district and community sponsored meetings that were collectively attended by more than 1,000 community members. Highlights included:

- A cross-cluster listening session attended by about 300 community members. The meeting was preceded by a community-organized rally to protest potential closures that drew many that had not participated in enrollment balancing events to date
- Seven school-based meetings to discuss issues with families most directly impacted by the proposals
- Meetings for ESL and Special Education families
- Two cluster-wide sessions for teachers to respond to the proposals
- PPS staff attended meetings organized by Portland African American Leadership Forum and Holy Redeemer church

Themes that emerged early in the process continued to resonate, particularly the value of neighborhood schools, which led to both the call to avoid closures and to address the transfer policy that enables transfers out of neighborhood schools. There was also a strong desire to limit disruption for schools and communities who had already experienced much change over the years, and to apply the district's racial educational equity policy in all decisions.

There was a mixed mandate for converting to a middle school model at this time. The majority of survey respondents (56%) were in favor of a middle school option, and a parent-designed survey of the Chief Joseph K-5 community found that 92% supported a middle school. Other support for the K-5 and middle school option was heard at the all-community meeting and from other community leaders. The absence of a middle school option in only the Jefferson and Madison clusters was shared as a frustration and inequity by some. However, families whose first language was not English and whose students are assigned to schools for special education services favored the K-8 structure. Additionally many teachers advocated for families who count on older siblings to bring younger siblings to and from school as an asset of the K-8 model. Many students, it was shared, thrive on longer-term relationships with their classmates, teachers and schools. Many characterized a desire to continue building on the work already underway growing K-8s and on behalf of students, many of whom have already been impacted by the model change to K-8s.

We are extremely grateful for the support that community members have shown for their schools, and the voice they gave to important issues.

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## **EQUITY IMPACT STATEMENT**

### **Background: Why Racial Equity?**

On June 13, 2011 the Portland School Board unanimously approved the Portland Public Schools Racial Educational Equity Policy (2.10.010-P). The policy calls out race-based disparities in schools, identifies the district's role in erasing them and holds up high expectations to ensure that all students reach their full potential. Specifically, it states:

“Portland Public schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the achievement gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.”

It also clearly states that:

“The concept of educational equity goes beyond formal equality—where all students are treated the same—to foster a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally....To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.”

As part of Portland Public Schools' effort to identify and address institutional racism within its system, the district has begun utilizing a Racial Equity Lens tool to analyze the differentiated impact that policies, programs, practices and decisions have on the

different racial groups it serves. The following is an overview of key equity considerations regarding the Jefferson Cluster Enrollment Balancing process.

### **Process Parameters and Priorities Require Expansion:**

Portland Public Schools has been engaged in enrollment balancing across the school district in multiple clusters over the past three years. The parameters and priorities for the process are determined by the school board each year based on a district-wide analysis of schools facing under-enrollment or overcrowding issues which is provided by the Superintendent and her staff.

To date, the process has emphasized balancing school enrollment to better provide staff resources to schools with the ultimate goal of equitable access to strong educational programs. The enrollment balancing strategies that have been considered in all clusters include (1) redrawing boundaries (2) reconfiguring grade levels (3) program relocation and (4) school closures.

However, systemic policies and practices such as 1) district-wide attendance boundary change practices, and 2) the student enrollment and transfer policy and practices, are not addressed by the enrollment balancing process.

The parameters and priorities utilized for enrollment balancing in the Jefferson Cluster were no different than those utilized in other clusters. Because the aforementioned key policies and practices have not yet been addressed systemically, we lacked a framework for approaching enrollment balancing that aligned with our racial educational equity policy. However, our efforts to gather community input ultimately allowed for a strong and well-substantiated argument to surface that significant disruption and closures in a cluster that has endured more than its share would only serve to undermine the program-enhancing goal of enrollment balancing.

### **Mitigating Potential Inequities**

In the short-term, the Superintendent's recommendation mitigates potential racial inequities by minimizing disruption for students and families of color by foregoing school closures and minimizing school coupling.

While these steps cannot mitigate all inequities, the Superintendent's recommendation to address the systemic policies and practices driving under-enrollment in Jefferson Cluster will ultimately result in a more equitable long-term strategy to better serve all students in Portland Public Schools, including:

- (1) Review and revise the Student Enrollment and Transfer Policy and practices to ensure alignment with our Racial Educational Equity policy, and
- (2) Consider boundary changes on a district-wide basis rather than solely within the currently defined parameters of each existing cluster.

Outside of this process, the district will continue to:

- (1) Address program access for students of color by providing differentiated staffing and other resources to schools.
  - (2) Review leadership and instructional programming in schools.
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## **BUDGET / RESOURCE IMPLICATIONS**

### 2013 Budget/Resource implications:

#### Operations:

- Facilities improvements can be paid for using Construction Excise Tax revenues. Estimated cost of \$200,000 for packing and moving teaching staff from Chief Joseph, Ockley Green, ACCESS and King and miscellaneous related facility needs. Nutrition services and IT staff are reviewing the equipment currently in the King and Ockley Green facilities, to determine addition/replacement timeframes, with cost estimates in the range of \$400,000 for a total of potentially \$600,000 over a number of years.
- Transportation costs are likely to be similar to current costs, with ACCESS students continuing to receive services, as well as neighborhood King, Ockley Green and Chief Joseph students who live more than one mile from their assigned school. A potential cost savings comes from the end of the former NCLB bus route in to Ockley Green that will be phased-out this year.

Community outreach/program planning: Further community conversations are needed to develop and share accountability for a growth plan that includes meaningful enrollment targets, program enhancements and community outreach. Even in a shared accountability model, this will require a shift in PPS resource priorities. If this recommendation is approved, we will first look to existing resources, such as our family engagement department and culturally-specific family engagement contracts to support this effort, and also anticipate requesting additional resources through the annual budget process.

District-wide initiatives: Both district-wide boundary change and enrollment and transfer policy changes will require significant resources for analysis, options development and community engagement. The current enrollment balancing work has relied predominantly on existing staff and resources, which are insufficient to manage an expanded portfolio of work. While we are pleased to have the support of the volunteer Superintendent's Advisory Committee on Enrollment and Transfer (SACET), they, too, will need staff support for analysis, information reporting, meeting arrangements, etc. If this recommendation is approved, we will work with board leadership to develop a policy and district-wide boundary action plan, including a budget that will be included in the annual budget process.

#### **Budget/Resource implications for future years**

As stated above, additional technology and nutrition services equipment may be needed in the Ockley Green and King facilities to meet the needs of growing populations. The costs of future equipment needs can be paid for using Construction Excise Tax revenues. More specific details will be provided once the sequence of Chief Joseph/Ockley Green and ACCESS/King shared use plans are more fully developed.

There may be ongoing costs to support community outreach and program enhancements in Jefferson cluster schools that will become known as part of future growth planning efforts. It is assumed that the district-wide efforts to re-draw boundary lines and adjust enrollment and transfer policies would be completed by 2014. Ongoing costs for enrollment balancing needs should be considered in future budget cycles.

## NEXT STEPS / TIMELINE / COMMUNICATION PLAN

- **Feb. 9, 10 am to noon**, public hearing at Jefferson High School, 5210 N. Kerby Ave. Sign up in advance to testify at [chusonqu@pps.net](mailto:chusonqu@pps.net) or 503-916-3906.
- **Feb. 11, 6 pm**, public testimony taken at board meeting, 501 N. Dixon St. Sign up in advance to testify at [chusonqu@pps.net](mailto:chusonqu@pps.net) or 503-916-3906.
- **Feb. 25, 6 p.m.**, school board is scheduled to vote on the recommendation, 501 N. Dixon St. View live on TV Channel 28 or at [www.pps.net](http://www.pps.net)

**Written feedback** to [carolesmith@pps.net](mailto:carolesmith@pps.net) and [schoolboard@pps.net](mailto:schoolboard@pps.net); School Board Office, 501 N. Dixon St., Portland, OR 97227; fax 503-916-2724 or drop off written feedback at your school office for submission to the board.

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## ATTACHMENTS

**Attachment A: Ockley Green/Chief Joseph Enrollment by Neighborhood**

**Attachment B: Map of ACCESS program enrollment by Neighborhood**



February 1, 2013

To: Board of Education

From: Carole Smith, Superintendent

This year, Portland Public Schools staff conducted an in-depth process to balance enrollment among elementary and middle grade schools in the Jefferson cluster. As in other clusters over the past 3 years, the purpose of the Jefferson enrollment balancing process has been to create the enrollment stability necessary to support effective teaching and learning for students at every school. This process was scheduled to occur this year, following consultation by the Board and staff in public study sessions and regular Board meetings held in the fall of 2011.

Since October, we have been in a dialogue with the community about a number of questions facing Jefferson cluster schools, including low enrollment at middle grades.

Throughout this dialogue, it has been clear that the issues facing the Jefferson cluster are complex and long-standing. I recognize that PPS itself carries a measure of responsibility for these issues. The enrollment and student achievement challenges we see among Jefferson cluster schools are compounded by the community's experience of decades of PPS policy and program decisions, as well as broader community dynamics that have had an impact on the neighborhood. Race and equity are front and center in all aspects of these issues.

It is also clear that the Jefferson community's strong support for its neighborhood schools offers us a tremendous opportunity to work together to build strong, sustainable and high-performing schools that prepare every student well for high school and college. Significant disruption at this time would undermine this goal, not support it.

- After listening to the community, I am proposing a set of steps to address the most pressing issues in the Jefferson cluster, while minimizing disruption for neighborhood schools.
- I am also recommending a re-evaluation of our broader transfer and student assignment frameworks to ensure that they align with the Board's recently adopted Racial Educational Equity Policy and support strong schools across our district.

### **Facing immediate challenges in the Jefferson cluster**

We launched this process because many Jefferson schools have been faced with pressing enrollment issues, which have also had an impact on student achievement. As a whole, Jefferson cluster schools attract a lower portion of neighborhood families than schools in other areas. In addition, attendance areas for some schools no longer contain enough school-age children to support a strong and sustainable program due to population changes in the neighborhood. (For these reasons we consolidated Boise-Eliot PK-8 and Humboldt PK-8 this year.)

In the Jefferson cluster, low enrollment at King PK-8, Ockley Green PK-8, Vernon PK-8 and Woodlawn PK-8 (especially at middle grades) has made it difficult to provide students with equitable access to core programs and enrichments. Each of these schools has been designated as a Priority or Focus school by the Oregon Department of Education, based on student achievement. At the same time, Chief Joseph K-5 and Faubion K-8 are overcrowded.

These challenges have taken on increased urgency as we face a projected budget gap of \$17 million for the 2013-14 school year. Year on year reductions have intensified the difficulty of providing the staffing subsidies necessary at under-enrolled schools and the facilities expansions required to serve students in over-crowded schools.

### **Bringing greater support and stability to Jefferson cluster schools**

In addition to the larger racial issues in our community, under-enrollment in the Jefferson cluster is also a product of federal No Child Left Behind requirements over the past decade, as well as (what was at the time) a drop in district-wide enrollment. Our current transfer policy was developed to respond to the federal law and retain enrollment. School closures and grade reconfigurations brought additional changes to Jefferson cluster schools. These local and national policy decisions have disproportionately and inequitably affected the Jefferson cluster and students of color.

Throughout this process, community members have demonstrated their strong support for their schools and their desire to work with us to change the story in the Jefferson cluster. They are looking to our school district to provide a framework of greater stability and support.

For these reasons, it is clear to me that we need to balance our urgent need to bolster programs at schools with the fewest students with an equally urgent need to provide stability to Jefferson neighborhood schools.

In keeping with these priorities, based on community feedback, I am not recommending the closure of any neighborhood schools in the Jefferson cluster at this time in order to minimize disruption for students and promote stability. Keeping neighborhood schools open will give the community and the school district time to strengthen programs and increase capture rates.

In addition, I propose the following Board action and program decisions:

- **Merge Chief Joseph K-5 and Ockley Green into a single neighborhood K-8 school and close the Ockley Green focus option program (requires Board action).** This merger would strengthen core program and enrichment for students and address crowding issues faced in the current Chief Joseph K-5 building. In order to maximize stability for current students, both neighborhood and transfer, I recommend a transition where both campuses remain open until the whole school program fits at the Ockley Green building. Students attending the Ockley Green focus option program may also choose to return to their neighborhood school, or may apply to attend King PK-8 if they are interested in continuing to pursue an arts-focused program.

The distribution of grades between buildings would be determined. A process to determine leadership of the merged school would involve community and staff input.

- **Initiate a review of the school district's enrollment and transfer policy.** I will invite the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) to review and recommend changes to the transfer policy in alignment with the Board's Racial Educational Equity policy. Following community input, I will bring proposed changes to the board for consideration during the 2013-14 school year, to take effect prior to the 2014-15 enrollment and transfer cycle.
- **Consider a district-wide review of school boundaries and student assignment policies.** I will engage the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) to review current district-wide school boundary and student assignment policies, identify opportunities to address broader city-wide demographic shifts and expand possible solutions to present enrollment challenges.
- **Co-locate the ACCESS program at King PK-8 (program change).** For next fall, the ACCESS program would move from Sabin K-8 to King PK-8. Co-location of these two programs allows room for both to develop growth plans while providing short term stability.

Schools in the Jefferson cluster and district-wide still face challenges. If the legislature does not act and our current forecasted \$17 million budget gap for next year becomes a reality, we will have fewer resources to provide all schools, including schools in the Jefferson cluster.

I also recognize that this proposal leaves open the question of a middle school for the Jefferson cluster. In response to the community's strongly expressed desire to minimize disruption, we will not pursue the cluster-wide school reconfiguration (and closure) decisions that would be necessary to restore a Jefferson cluster middle school. However, if capture rates and enrollment increase, we will continue to consider the possibility of providing both a middle school and K-8 options to Jefferson cluster families.

I appreciate the many people who have voiced the hopes, concerns and commitment they have for their schools. I believe we have an important opportunity for our community to come together with our parents, community partners, teachers and principals to provide greater support and stability for Jefferson cluster schools and students. In addition, the Jefferson enrollment balancing process has opened a wider conversation about our transfer policy and boundaries that has the potential to provide greater support to all schools.

I welcome continued dialogue with the Board and the community as we move forward on these important issues.

Sincerely,



Carole Smith

Superintendent

Portland Public Schools  
 Chief Joseph and Ockley Green Enrollment - October 1, 2012

School Students by Where They Live	Student's Neighborhood	KG	01	02	03	04	05	06	07	08	School Total
<b>Chief Joseph</b>											
	Astor	1		2	1		2				6
	Beach		1	2	6	3	1				13
	Boise-Eliot/Humboldt	2	1	3	2						8
	César Chávez	1	1	1	1						4
	<b>Chief Joseph</b>	73	50	68	51	45	46				333
	Creston				2						2
	Faubion			2	1	2					5
	James John	1	3	4	3						11
	King		1	1	1	1					4
	Peninsula	4	12	1	4	3	2				26
	Rigler		1				1				2
	Rosa Parks	5	2	1	3	1	2				14
	Scott				1						1
	Sitton	3	3	2	2		1				11
	Woodlawn	1	8	5	2	3					19
<b>Chief Joseph Total</b>		<b>91</b>	<b>83</b>	<b>92</b>	<b>80</b>	<b>58</b>	<b>55</b>				<b>459</b>
<b>Ockley Green</b>											
	Astor		1		1					1	3
	Beach	7	3	3	1	4	3	8	2	2	33
	Beaumont							1			1
	Boise-Eliot/Humboldt	1	1	1				1	3	2	11
	Buckman				1						1
	César Chávez		2		1		1	2	3	1	10
	<b>Chief Joseph</b>	5	4	7	4	4	6				30
	Duniway	1									1
	Faubion	1				1		5		1	8
	George							2	2	10	14
	Glencoe			1							1
	James John	1		1	1	1					4
	King			1							1
	Lee									1	1
	Non-PPS			1		2				1	4
	<b>Ockley Green</b>							26	11	20	57
	Peninsula						2	1	1	1	5
	Rigler		2		2		1				5
	Rosa Parks		2		1		3				6
	Sitton	1	1		1	1	1				5
	Vernon			1						1	2
	Vestal									1	1
	Woodlawn	2	6	5	7	5		3	5	5	38
	Undetermined									1	1
<b>Ockley Green Total</b>		<b>19</b>	<b>22</b>	<b>21</b>	<b>20</b>	<b>18</b>	<b>18</b>	<b>51</b>	<b>29</b>	<b>45</b>	<b>243</b>
<b>Grand Total</b>		<b>110</b>	<b>105</b>	<b>113</b>	<b>100</b>	<b>76</b>	<b>73</b>	<b>51</b>	<b>29</b>	<b>45</b>	<b>702</b>

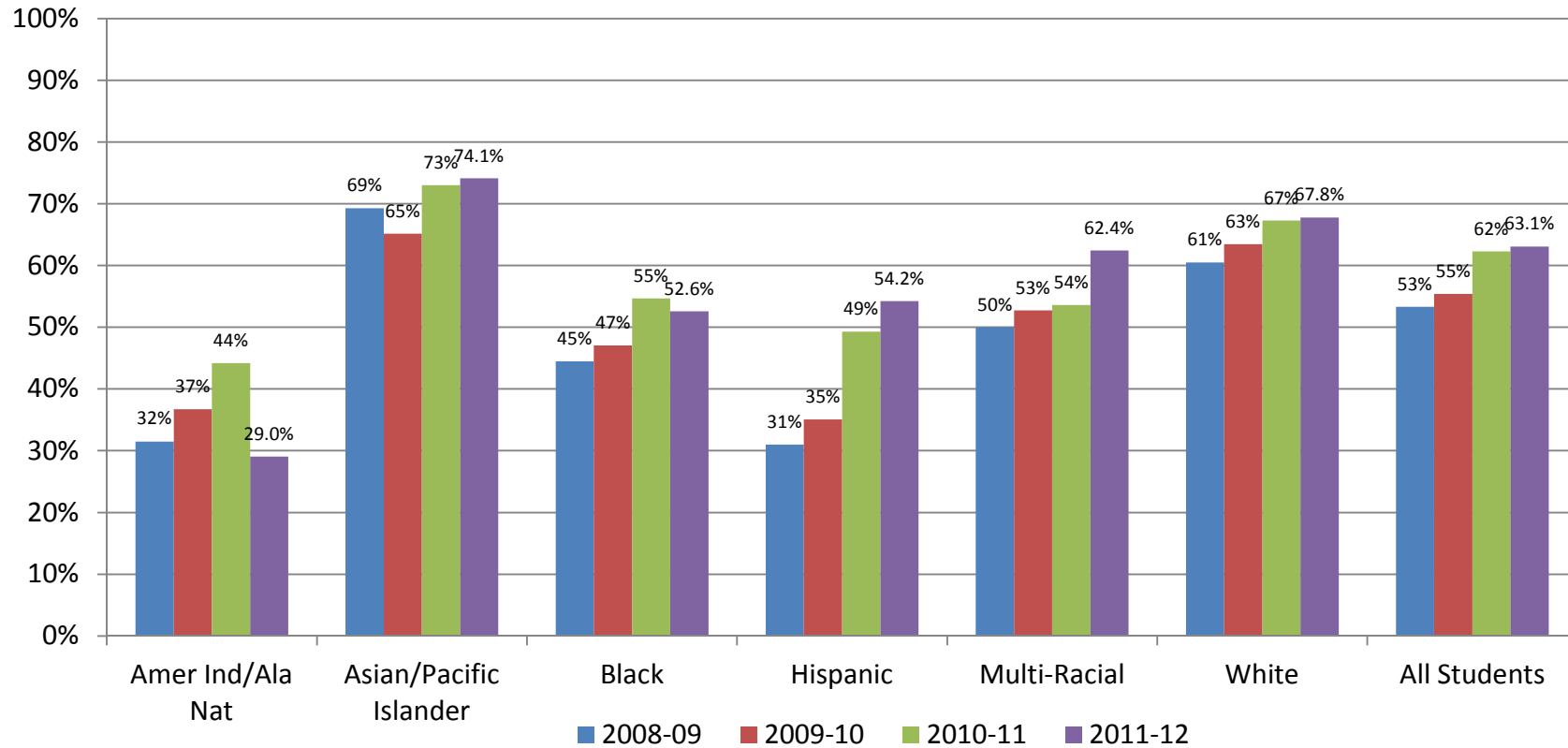
Portland Public Schools  
Neighborhood Distribution of Students Attending ACCESS (October 2012)

Neighborhood Where the Students Live	ACCESS								
	Grade								
	01	02	03	04	05	06	07	08	Total
Abernethy				1					1
Ainsworth			1						1
Alameda	1		2	1	1				5
Arleta			2			1	1	1	5
Astor			1	1		1			3
Atkinson		1							1
Beach						1			1
Beaumont						3	1	3	7
Beverly Cleary	2	3	1	3	3	3		2	17
Bridlemile	1			1	1				3
Capitol Hill	1				1				2
Chapman	1	3		1	3				8
Chief Joseph					1				1
Creston						1		1	2
Duniway			1		1				2
Faubion							1		1
Forest Park	1		1	3	1				6
George						2		1	3
Glencoe	1			2					3
Gray								2	2
Grout		1			2				3
Harrison Park			1				1		2
Hayhurst	1								1
Hosford						1	1		2
Irvington		1			1		2		4
Jackson						3		2	5
Kelly		1							1
King	1		1						2
Lane						1			1
Laurelhurst			1		2	2		2	7
Lee						1	1	1	3
Lent						1			1
Lewis	1								1
Llewellyn		2		1					3
Maplewood		1							1
Markham	1		1		1				3
Marysville							1		1
Mt Tabor							1	1	2
Ockley Green						2		1	3
Peninsula		1		1				1	3
Rieke			1	1					2
Rigler					1				1
Rosa Parks		1							1
Roseway Heights							1	1	2
Sabin		4		7	3	1		2	17
Scott	1		1					1	3
Sellwood						3	3	1	7
Skyline					1				1
Stephenson			1		1				2
Sunnyside Environmental					1				1
Vernon			1	1		1	2	2	7
West Sylvan						10	6	15	31
Woodlawn	1	1		3	1		3		9
Out of District	1			2	1	1	3	2	10
Boise-Eliot/Humboldt			1		1				2
<b>Total</b>	<b>15</b>	<b>20</b>	<b>18</b>	<b>29</b>	<b>28</b>	<b>39</b>	<b>28</b>	<b>42</b>	<b>219</b>



# District

## 4-Year Cohort Graduation Rate Milestone

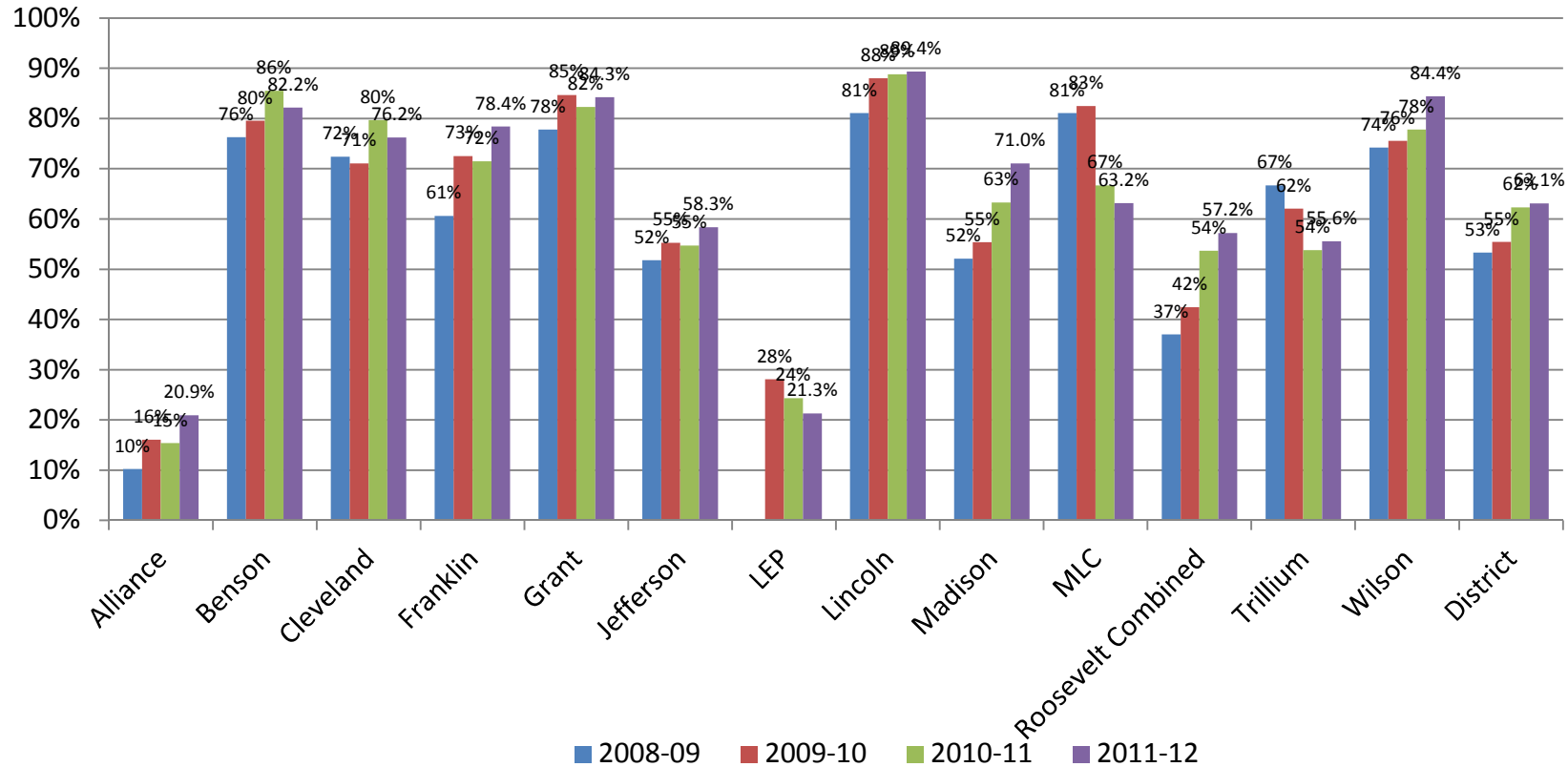


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# District

## 4-Year Cohort Graduation Rate Milestone

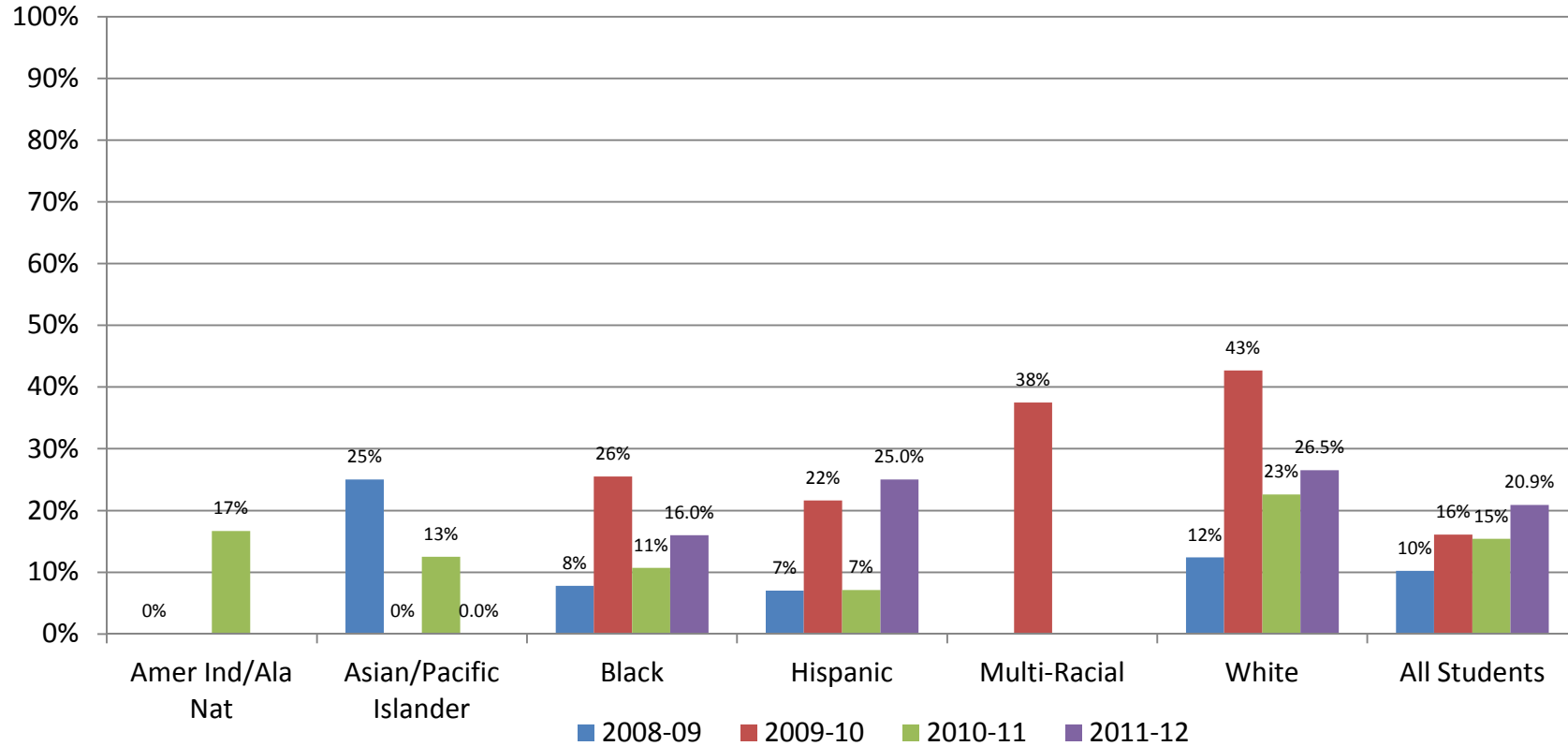


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Alliance

## 4-Year Cohort Graduation Rate Milestone

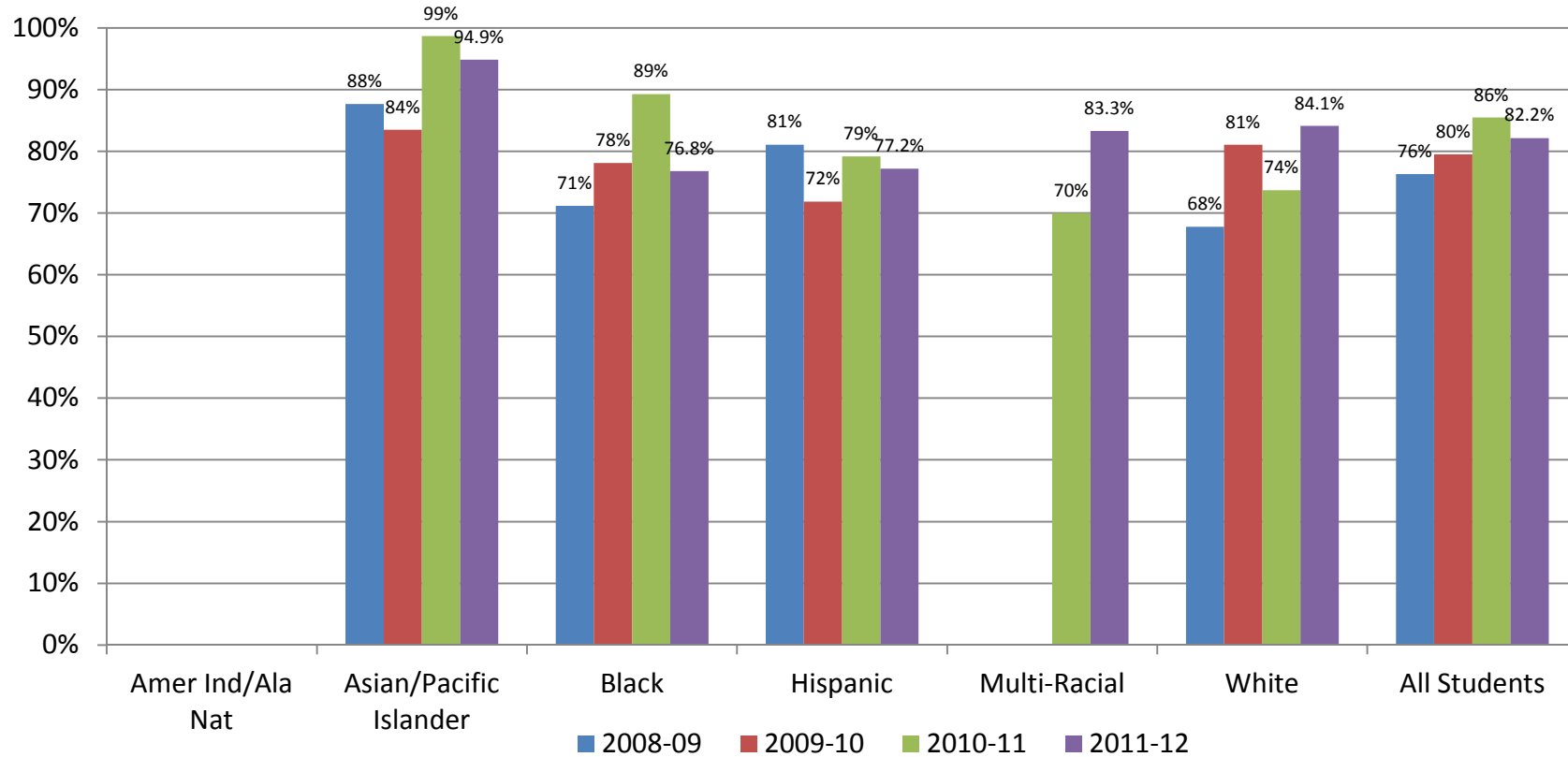


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Benson

## 4-Year Cohort Graduation Rate Milestone

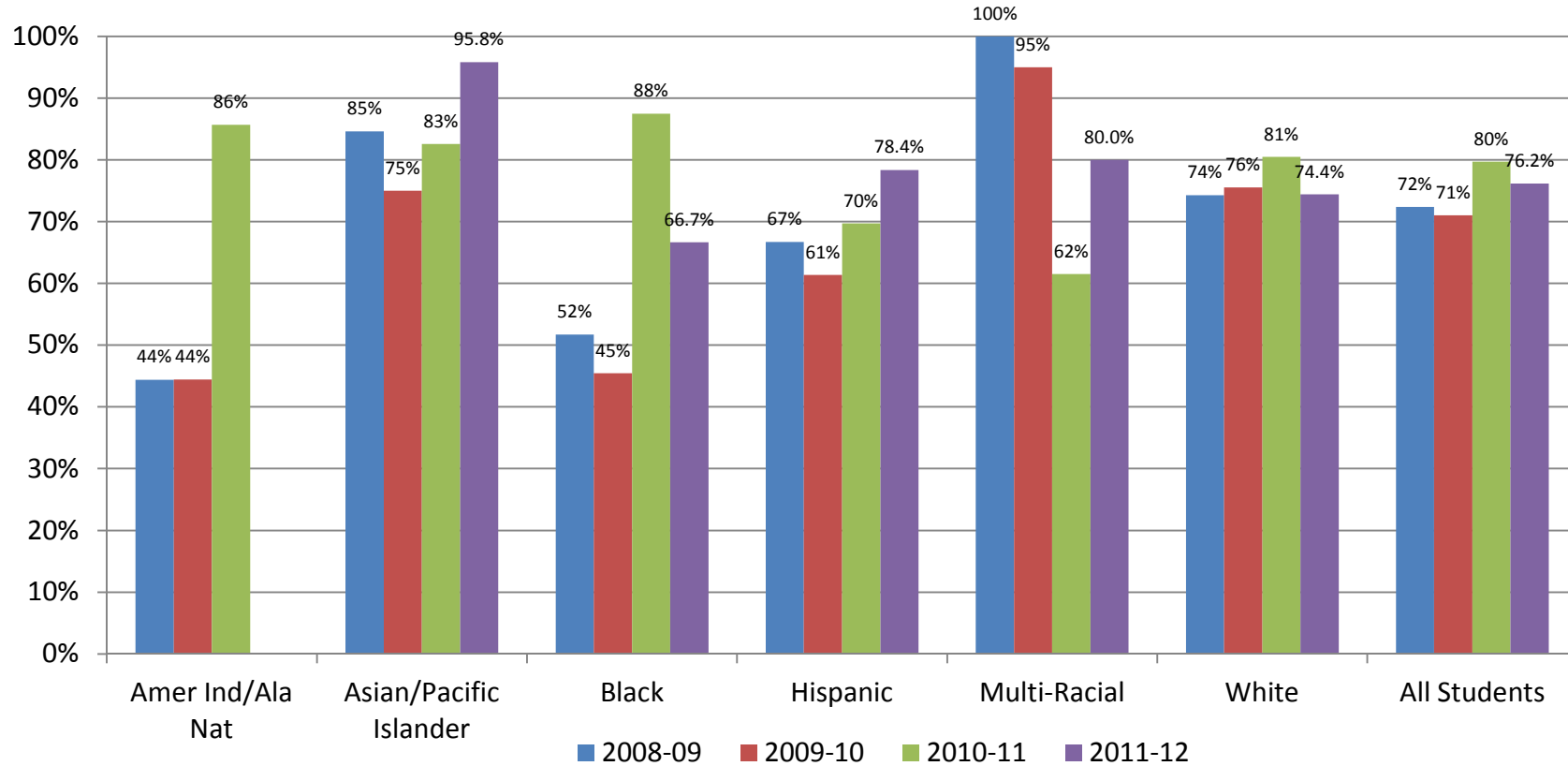


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Cleveland

## 4-Year Cohort Graduation Rate Milestone

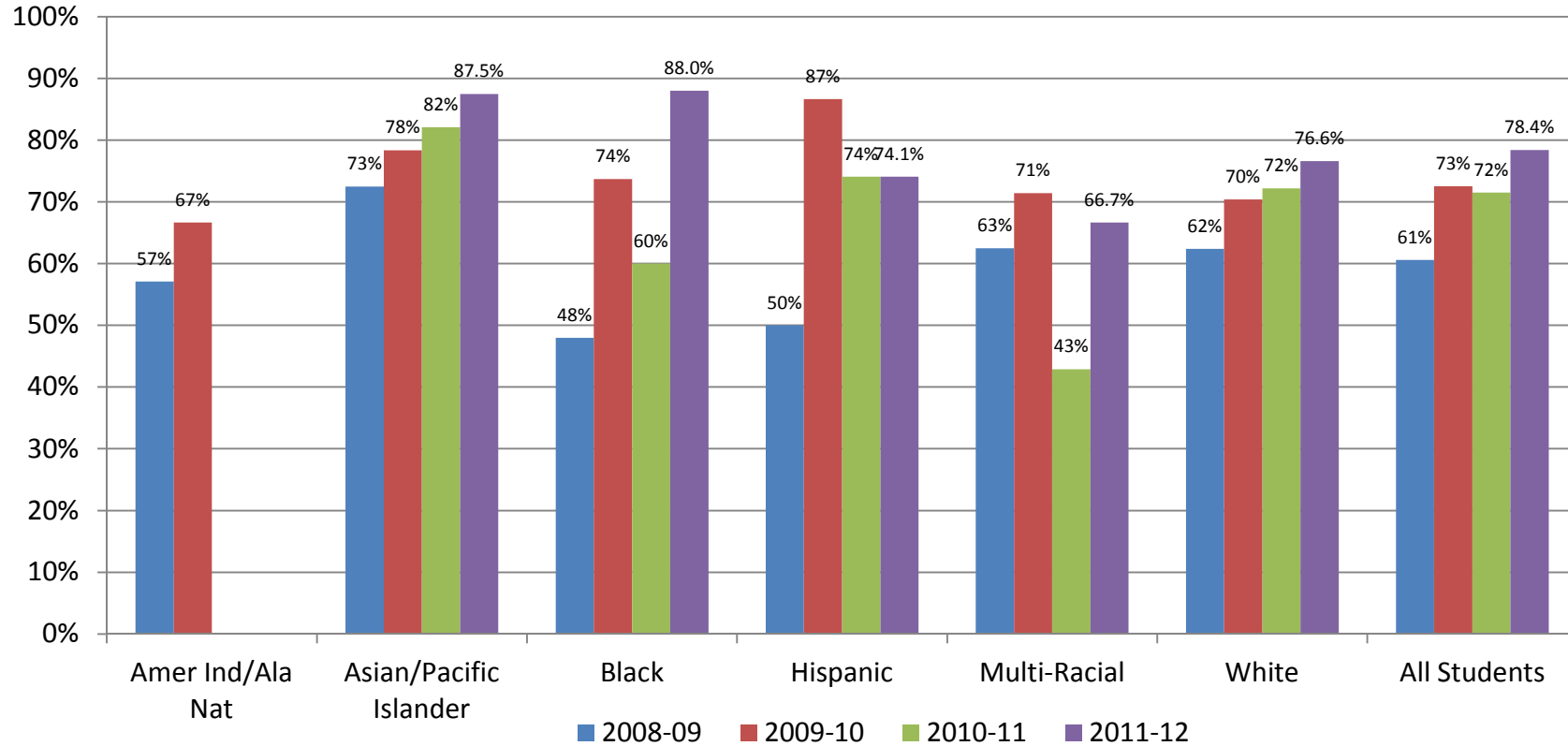


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Franklin

## 4-Year Cohort Graduation Rate Milestone

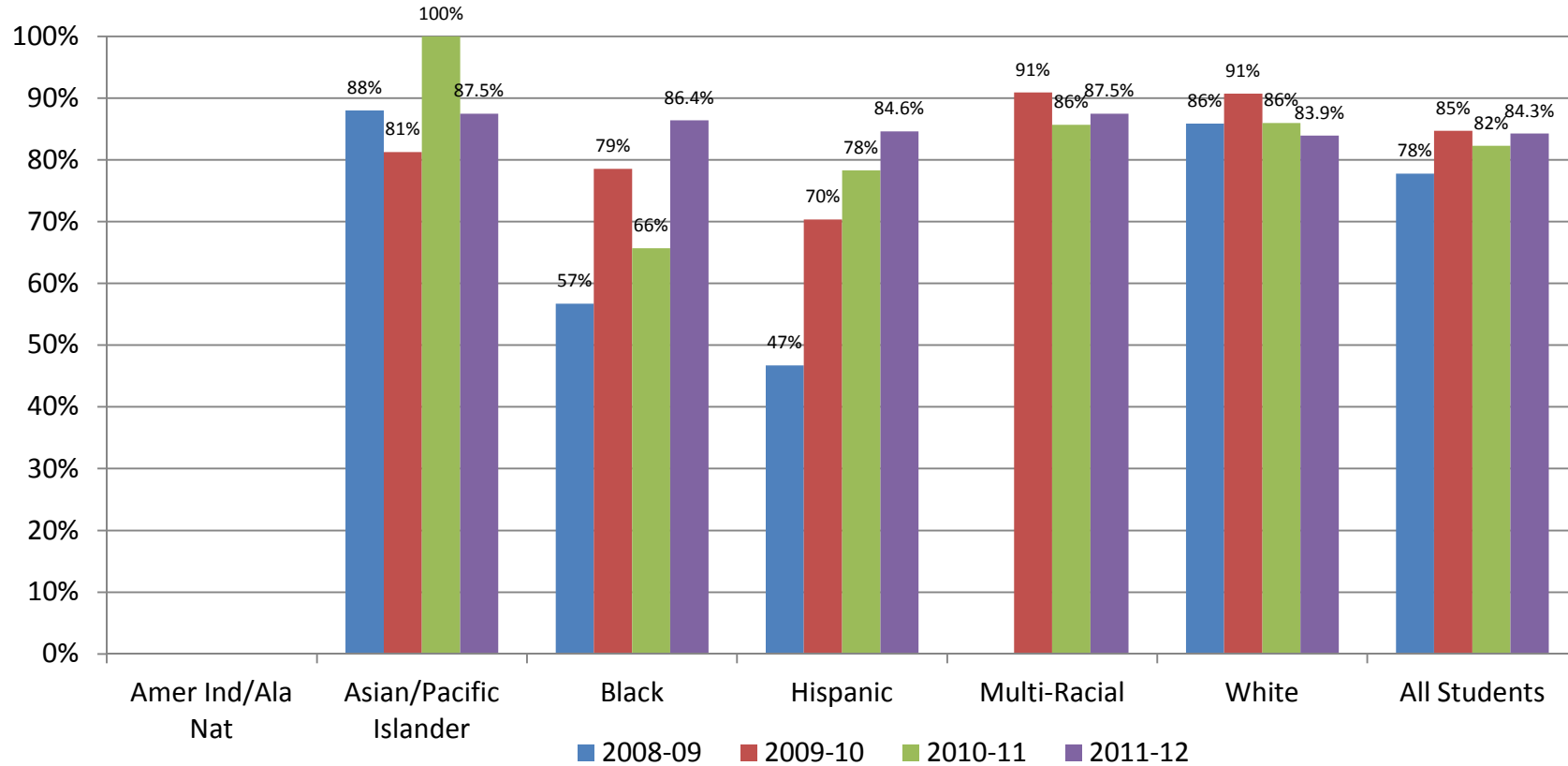


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Grant

## 4-Year Cohort Graduation Rate Milestone

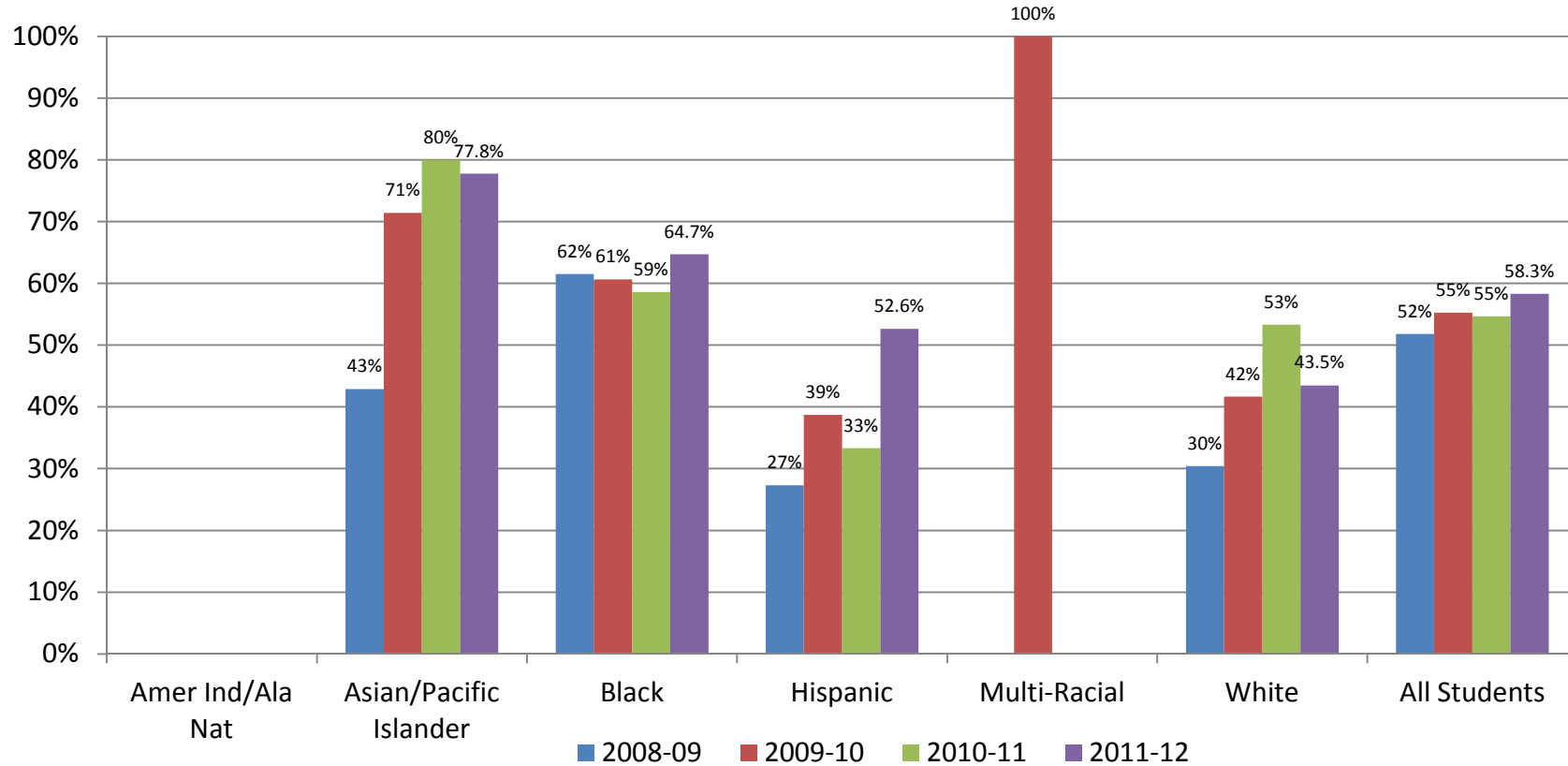


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Jefferson

## 4-Year Cohort Graduation Rate Milestone



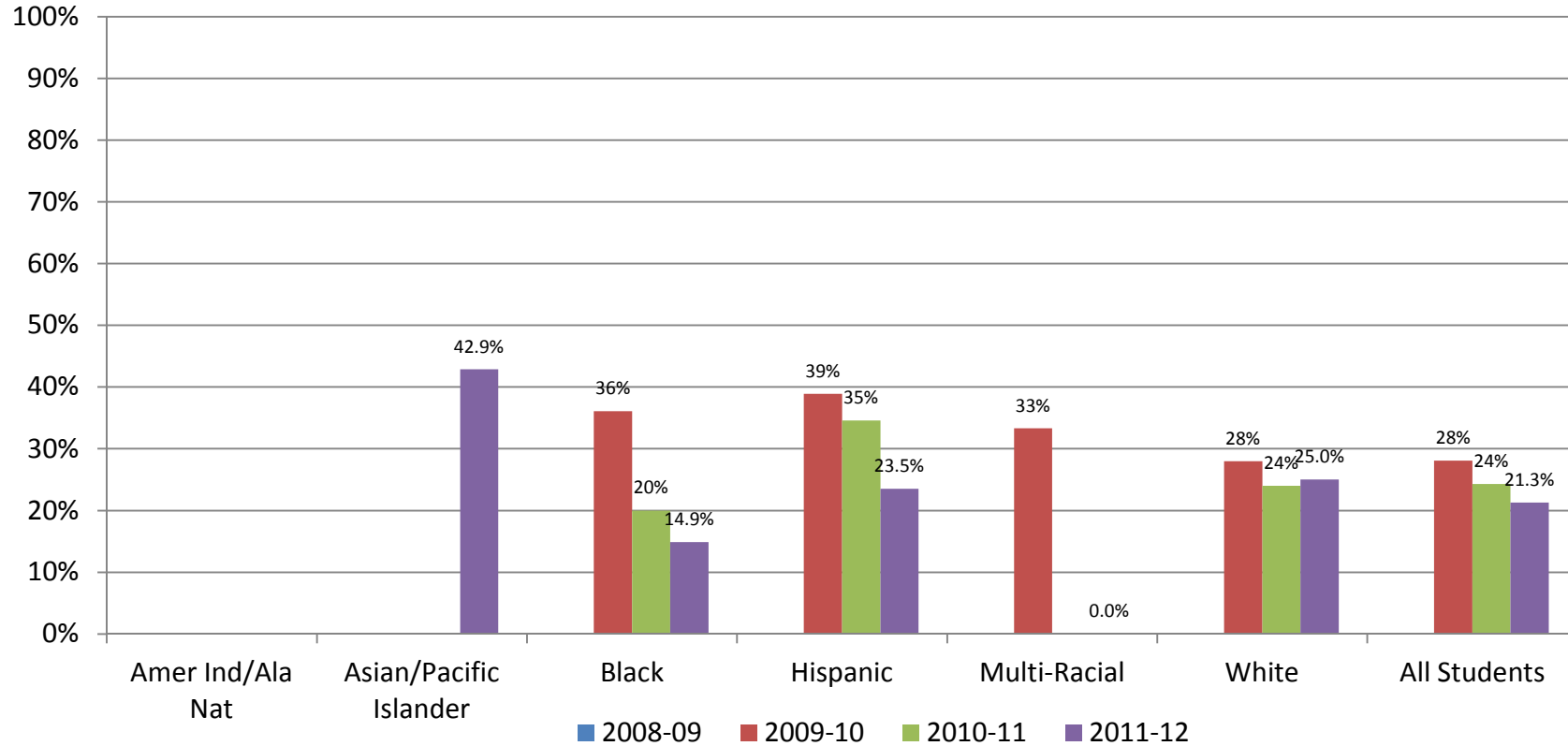
\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.



# LEP

## 4-Year Cohort Graduation Rate Milestone

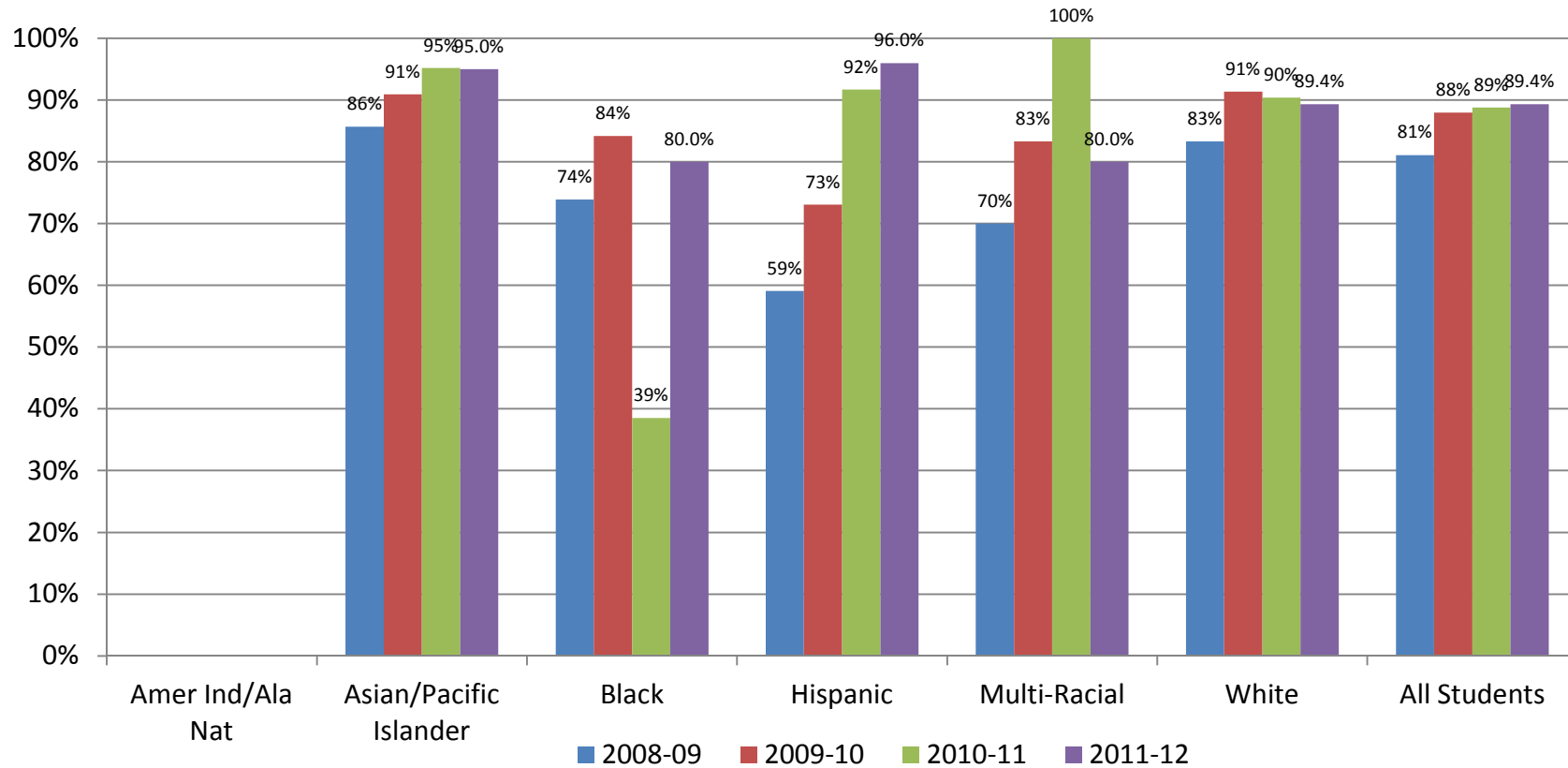


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Lincoln

## 4-Year Cohort Graduation Rate Milestone

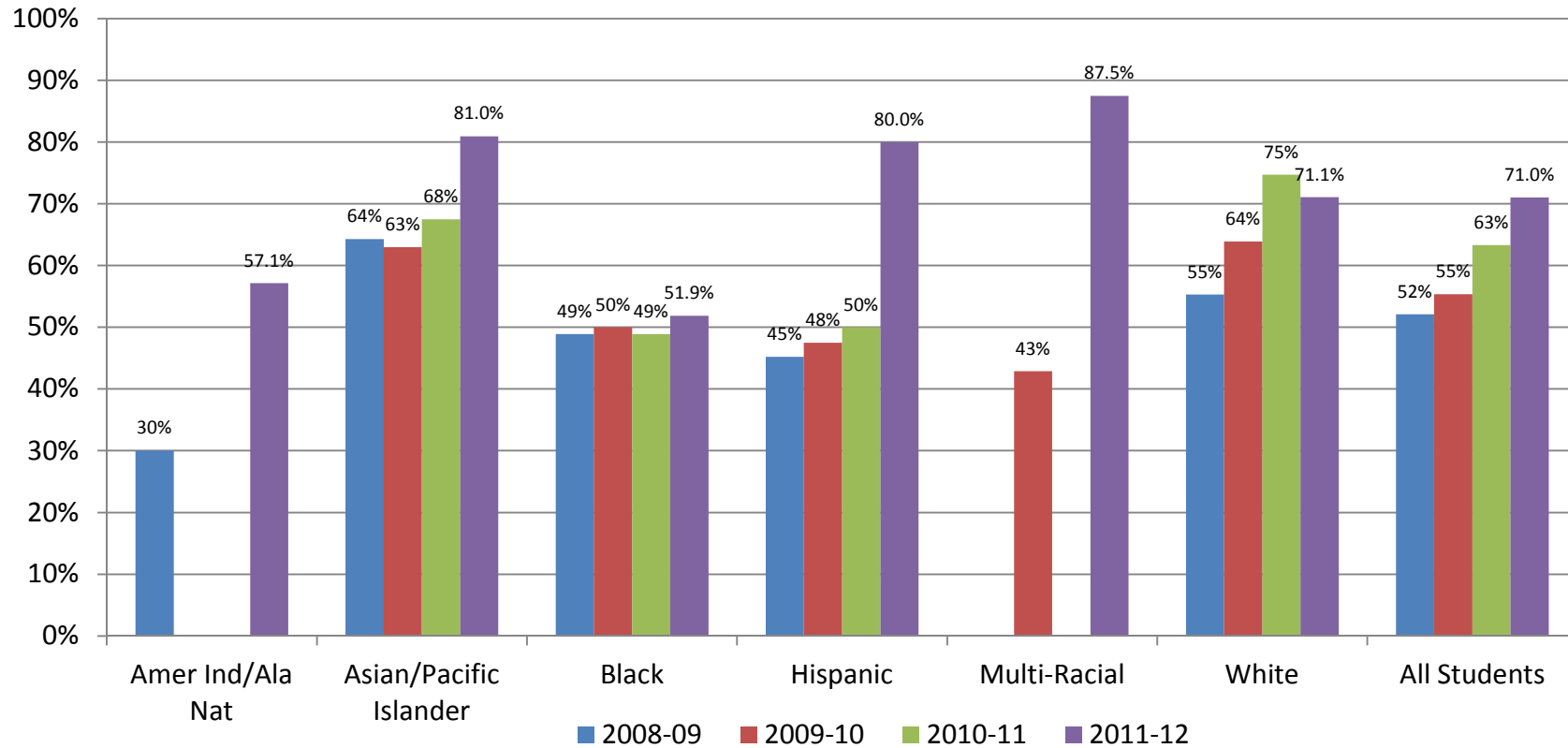


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Madison

## 4-Year Cohort Graduation Rate Milestone

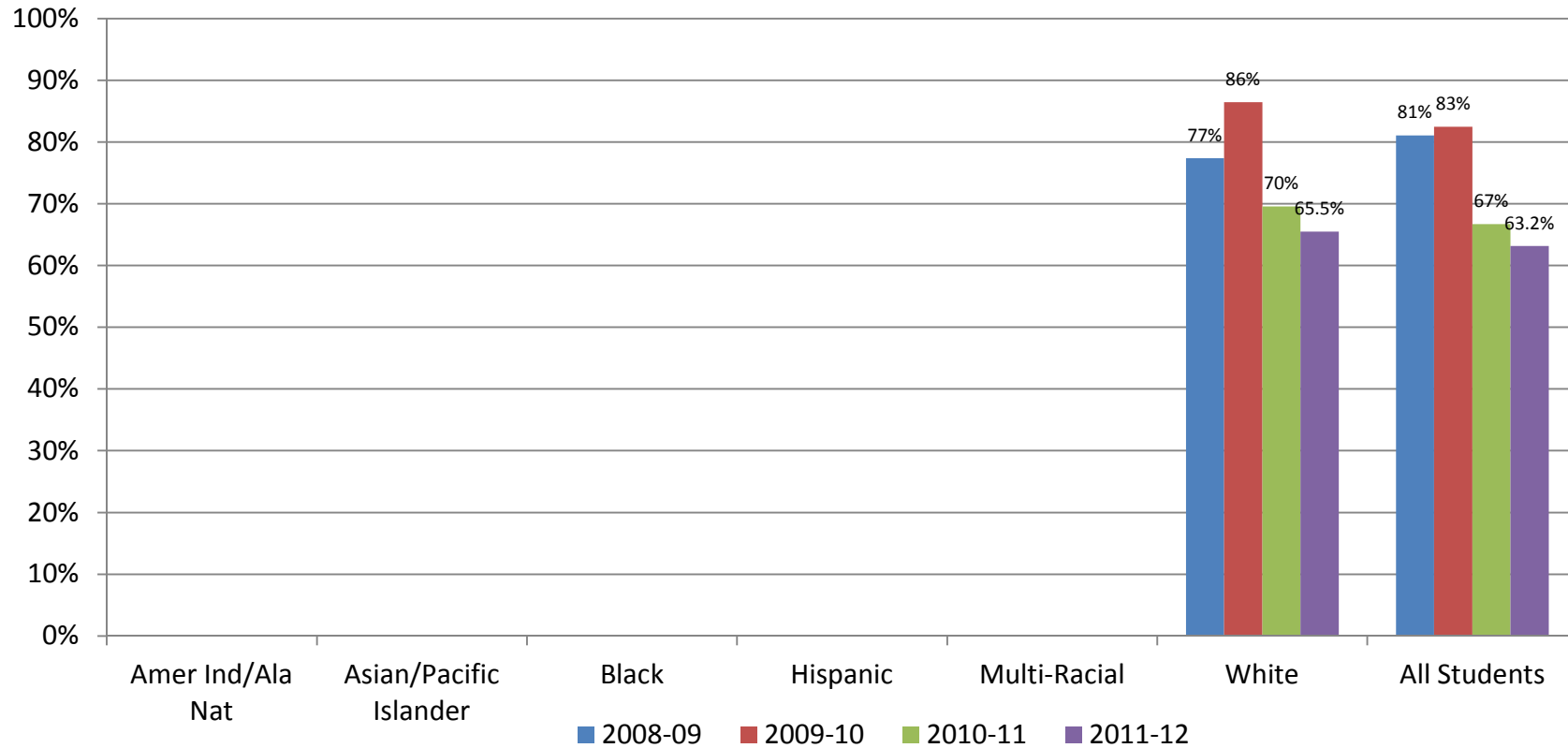


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# MLC

## 4-Year Cohort Graduation Rate Milestone

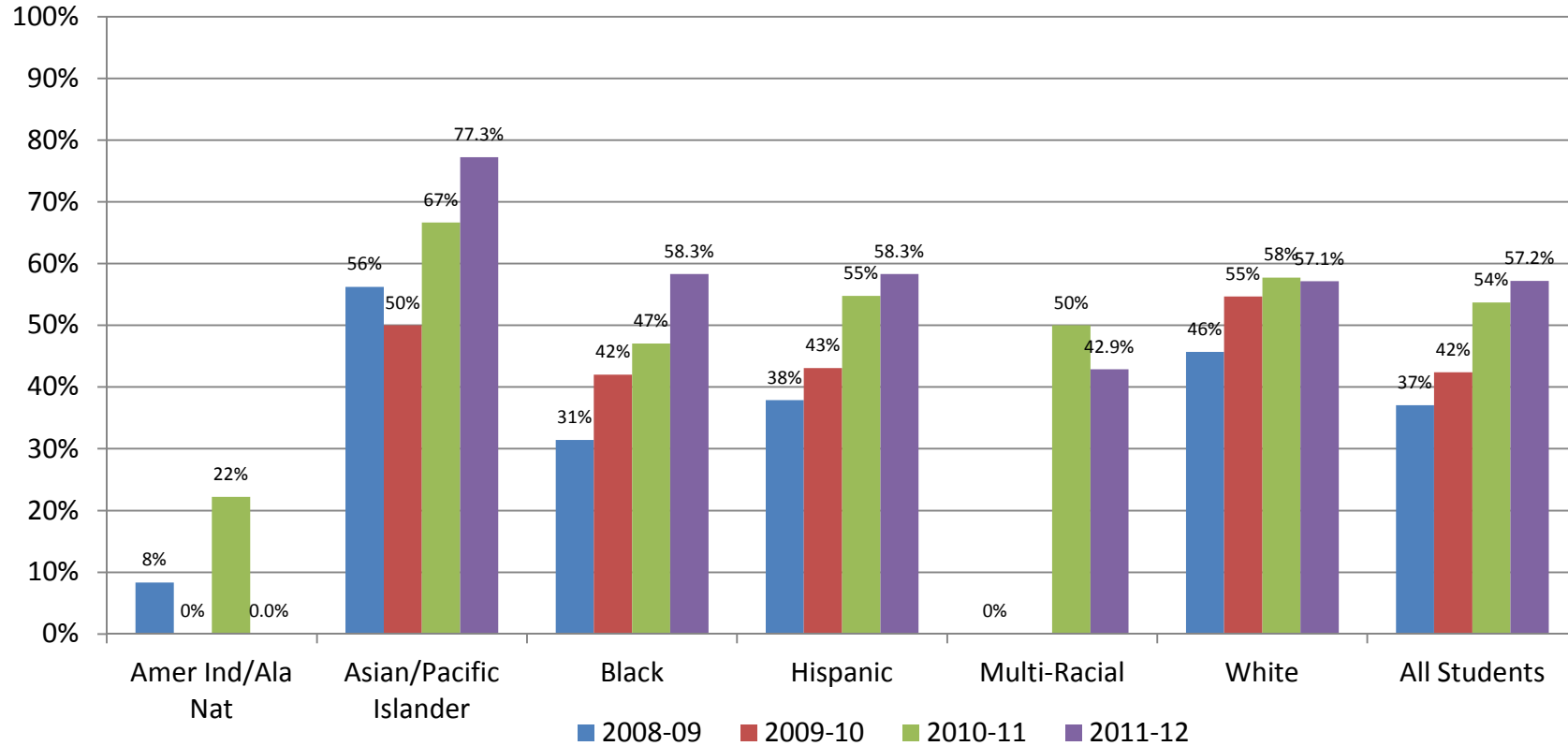


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Roosevelt Combined

## 4-Year Cohort Graduation Rate Milestone

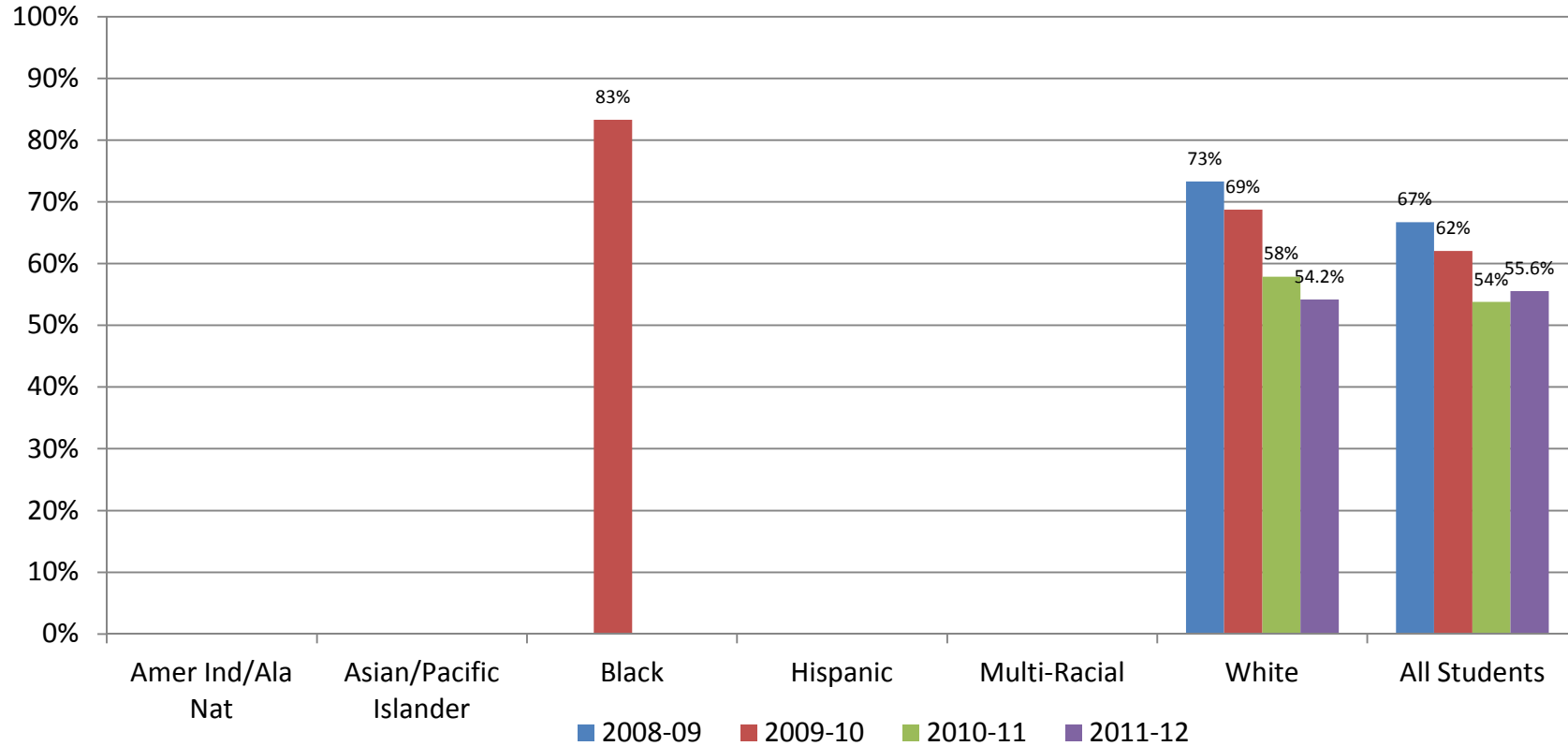


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Trillium

## 4-Year Cohort Graduation Rate Milestone

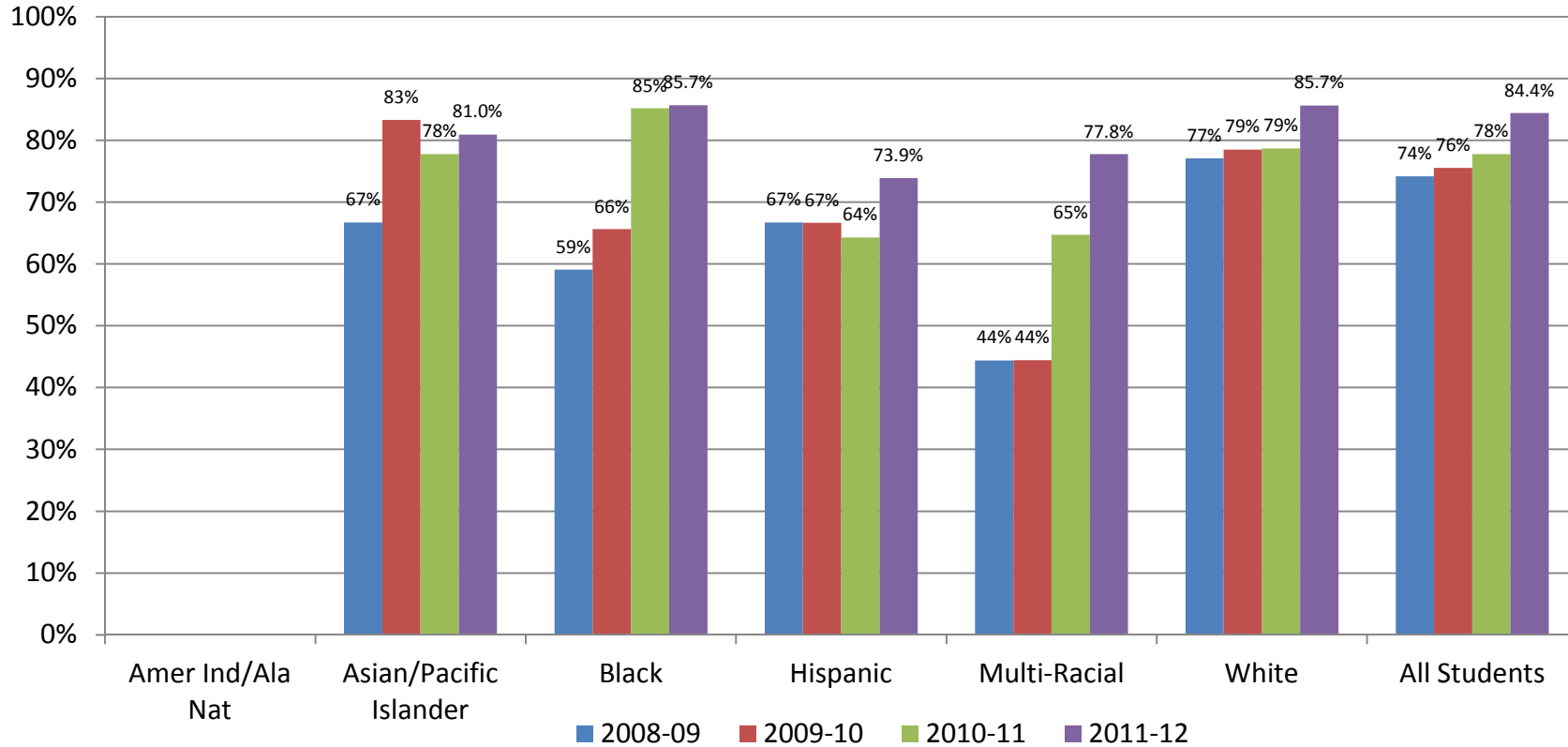


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.

# Wilson

## 4-Year Cohort Graduation Rate Milestone



\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year. 2009-10 numbers reflect post-appeal data accepted by ODE. ODE did not update state reports to reflect accepted appeals.



## 2011-12 4-year cohort graduation rate: all students by school and ethnic breakdown

All Students								Race/Ethnicity						
Regular High Schools	Class of 2,010-11			Class of 2,011-12			One-year change	Native American/Alaskan	Asian	Black	Hispanic	Pacific Islander	White	Multi-ethnic
	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate								
Benson	275	235	85%	230	189	82%	-3%		94%	77%	77%		84%	83%
Cleveland	430	342	80%	353	269	76%	-3%		96%	67%	78%		74%	80%
Franklin	243	173	71%	338	265	78%	7%		88%	88%	74%		77%	67%
Grant	379	312	82%	394	332	84%	2%		100%	86%	85%		84%	88%
Jefferson	137	75	55%	108	63	58%	4%			65%	53%		43%	60%
Lincoln	322	286	89%	338	302	89%	1%		94%	80%	96%		89%	80%
Madison	215	136	63%	252	179	71%	8%		57%	86%	80%	57%	71%	88%
BizTech	70	40	57%											
Pauling	57	35	61%											
Renaissance	79	39	49%											
Marshall	206	114	55%											
MLC	27	18	67%	38	24	63%	-4%						66%	67%
ACT	95	49	52%	69	41	59%	8%		75%	50%	75%		59%	
POWER	76	44	58%	71	45	63%	5%			63%	64%		61%	
SEIS	75	38	51%	68	33	49%	-2%			55%	51%		45%	
Roosevelt	246	131	53%	208	119	57%	4%		0%	75%	58%	80%	57%	43%
Wilson	400	311	78%	340	287	84%	7%		83%	86%	74%		86%	78%
<b>Total</b>	<b>2,880</b>	<b>2,133</b>	<b>74%</b>	<b>2,599</b>	<b>2,029</b>	<b>78%</b>	<b>4%</b>	<b>40%</b>	<b>90%</b>	<b>72%</b>	<b>74%</b>	<b>73%</b>	<b>80%</b>	<b>78%</b>
<b>Accountable Alternatives: Alliance and Charter Schools</b>														
Alliance	137	21	15%	110	23	21%	6%			16%	25%		27%	
LEP	116	28	24%	155	33	21%	-3%		33%	15%	24%		25%	0%
Trillium	26	14	54%	27	15	56%	2%						54%	
<b>District Programs: CBOs, DART, and Pioneer (2,011-12 rate includes students whose last enrollment was Marshall campus)</b>														
<b>Total</b>	<b>490</b>	<b>72</b>	<b>15%</b>	<b>509</b>	<b>45</b>	<b>9%</b>	<b>-6%</b>		<b>16%</b>	<b>3%</b>	<b>10%</b>	<b>4%</b>	<b>0%</b>	<b>11%</b>
<b>District Totals</b>														
	<b>3,642</b>	<b>2,268</b>	<b>62%</b>	<b>3,400</b>	<b>2,145</b>	<b>63%</b>	<b>1%</b>		<b>29%</b>	<b>76%</b>	<b>53%</b>	<b>54%</b>	<b>61%</b>	<b>68%</b>
								<b>One-year change</b>	<b>-15%</b>	<b>2%</b>	<b>-2%</b>	<b>5%</b>	<b>-1%</b>	<b>0%</b>
														<b>9%</b>

□ Subgroups with less than 6 students are not included

■ No students in subgroup





**PRELIMINARY 2011-12 4-year cohort grad rate: gender, program membership and ESEA groups**

Traditional High Schools	ALL STUDENTS			GENDER						Economically Disadvantaged			LEP			Special Ed			TAG			ESEA WAIVER CATEGORIES					
				Female			Male															Historically Underserved			Combined Disadvantaged		
	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate
Benson	230	189	82.17%	76	64	84.21%	154	125	81.17%	170	141	82.94%	24	15	62.50%	30	20	66.67%	35	30	85.71%	121	94	77.69%	197	160	81.22%
Cleveland	353	269	76.20%	176	150	85.23%	177	119	67.23%	136	85	62.50%	19	12	68.42%	43	16	37.21%	97	92	94.85%	52	39	75.00%	174	116	66.67%
Franklin	338	265	78.40%	168	135	80.36%	170	130	76.47%	229	176	76.86%	49	36	73.47%	46	19	41.30%	43	41	95.35%	86	65	75.58%	262	200	76.34%
Grant	394	332	84.26%	210	184	87.62%	184	148	80.43%	126	92	73.02%	8	6	75.00%	36	11	30.56%	113	108	95.58%	103	85	82.52%	181	138	76.24%
Jefferson	108	63	58.33%	57	39	68.42%	51	24	47.06%	92	55	59.78%	13	8	61.54%	26	5	19.23%	7	5	71.43%	76	46	60.53%	103	61	59.22%
Lincoln	338	302	89.35%	167	155	92.81%	171	147	85.96%	60	46	76.67%	2	2	100.00%	20	13	65.00%	98	92	93.88%	42	38	90.48%	92	72	78.26%
Madison	252	179	71.03%	123	92	74.80%	129	87	67.44%	197	140	71.07%	41	31	75.61%	54	17	31.48%	22	19	86.36%	118	76	64.41%	221	152	68.78%
MLC	38	24	63.16%	22	17	77.27%	16	7	43.75%	20	12	60.00%				10	4	40.00%	9	7	77.78%	6	3	50.00%	24	14	58.33%
ACT	69	41	59.42%	40	28	70.00%	29	13	44.83%	53	33	62.26%	9	8	88.89%	20	10	50.00%	8	5	62.50%	28	16	57.14%	62	37	59.68%
POWER	71	45	63.38%	29	20	68.97%	42	25	59.52%	57	35	61.40%	6	3	50.00%	15	7	46.67%	4	2	50.00%	44	28	63.64%	63	40	63.49%
SEIS	68	33	48.53%	27	18	66.67%	41	15	36.59%	62	33	53.23%	26	12	46.15%	20	7	35.00%	1	0	0.00%	54	27	50.00%	66	33	50.00%
Roosevelt	208	119	57.21%	96	66	68.75%	112	53	47.32%	172	101	58.72%	41	23	56.10%	55	24	43.64%	13	7	53.85%	126	71	56.35%	191	110	57.59%
Wilson	340	287	84.41%	173	146	84.39%	167	141	84.43%	89	61	68.54%	10	5	50.00%	41	19	46.34%	69	67	97.10%	41	32	78.05%	129	86	66.67%
<b>Total</b>	<b>2599</b>	<b>2029</b>	<b>78.07%</b>	<b>1268</b>	<b>1048</b>	<b>82.65%</b>	<b>1331</b>	<b>981</b>	<b>73.70%</b>	<b>1291</b>	<b>909</b>	<b>70.41%</b>	<b>207</b>	<b>138</b>	<b>66.67%</b>	<b>361</b>	<b>148</b>	<b>41.00%</b>	<b>506</b>	<b>468</b>	<b>92.49%</b>	<b>771</b>	<b>549</b>	<b>71.21%</b>	<b>1574</b>	<b>1109</b>	<b>70.46%</b>
<i>Accountable Alternatives: Alliance and Charter Schools</i>																											
Alliance	110	23	20.91%	52	15	28.85%	58	8	13.79%	80	13	16.25%	9	3	33.33%	20	2	10.00%	3	2	66.67%	51	10	19.61%	94	15	15.96%
LEP	155	33	21.29%	75	19	25.33%	80	14	17.50%	103	18	17.48%	6	0	0.00%	26	4	15.38%	12	3	25.00%	83	16	19.28%	122	24	19.67%
Trillium	27	15	55.56%	9	7	77.78%	18	8	44.44%	12	7	58.33%				2	1	50.00%	3	3	100.00%	2	1	50.00%	14	8	57.14%
<i>District Programs: CBOs, DART, and Pioneer (including students whose last enrollment was Marshall campus)</i>																											
<b>Total</b>	<b>509</b>	<b>45</b>	<b>8.84%</b>	<b>233</b>	<b>23</b>	<b>9.87%</b>	<b>276</b>	<b>22</b>	<b>7.97%</b>	<b>285</b>	<b>41</b>	<b>14.39%</b>	<b>81</b>	<b>2</b>	<b>2.56%</b>	<b>116</b>	<b>8</b>	<b>6.90%</b>	<b>14</b>	<b>5</b>	<b>35.71%</b>	<b>227</b>	<b>18</b>	<b>7.93%</b>	<b>418</b>	<b>43</b>	<b>10.29%</b>
<i>District Totals</i>																											
<b>Total</b>	<b>3400</b>	<b>2145</b>	<b>63.09%</b>	<b>1637</b>	<b>1112</b>	<b>67.93%</b>	<b>1763</b>	<b>1033</b>	<b>58.59%</b>	<b>1771</b>	<b>988</b>	<b>55.79%</b>	<b>303</b>	<b>143</b>	<b>47.19%</b>	<b>525</b>	<b>163</b>	<b>31.05%</b>	<b>538</b>	<b>481</b>	<b>89.41%</b>	<b>1134</b>	<b>594</b>	<b>52.38%</b>	<b>2222</b>	<b>1199</b>	<b>53.96%</b>

<sup>2</sup> District Totals 2007-08 cohort 4-year rates

<b>Total</b>	<b>3642</b>	<b>2268</b>	<b>62.27%</b>	<b>1810</b>	<b>1224</b>	<b>67.62%</b>	<b>1839</b>	<b>1044</b>	<b>56.77%</b>	<b>1799</b>	<b>1032</b>	<b>57.37%</b>	<b>378</b>	<b>159</b>	<b>42.06%</b>	<b>517</b>	<b>159</b>	<b>30.75%</b>	<b>534</b>	<b>472</b>	<b>88.39%</b>
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Rate Gains: 2008-09 cohort over 2007-08 cohort

0.81%	0.30%	1.82%	-1.58%	5.13%	0.29%	1.02%
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<sup>2</sup>Source: Rates by gender and TAG rates are from ODE cohort files as of May 2012; rates for other groups are from ODE AMO reports as of November 2012

**PRELIMINARY 2011-12 4-year cohort grad rate compared to 2010-11 4-year cohort grad rate: all students by school**

Traditional High Schools	2011-12 4-YEAR COHORT GRAD RATES			2010-11 4-YEAR COHORT GRAD RATES			Rate Gain (2011-12 rate - 2010-11 rate)
	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	
Benson	230	189	82.17%	275	235	85.45%	-3.28
Cleveland	353	269	76.20%	430	342	79.53%	-3.33
Franklin	338	265	78.40%	243	173	71.19%	7.21
Grant	394	332	84.26%	379	312	82.32%	1.94
Jefferson	108	63	58.33%	137	75	54.74%	3.59
Lincoln	338	302	89.35%	322	286	88.82%	0.53
Madison	252	179	71.03%	215	136	63.26%	7.77
BizTech				70	40	57.14%	
Pauling				57	35	61.40%	
Renaissance				79	39	49.37%	
Marshall				206	114	55.34%	
MLC	38	24	63.16%	27	18	66.67%	-3.51
ACT	69	41	59.42%	95	49	51.58%	7.84
POWER	71	45	63.38%	76	44	57.89%	5.49
SEIS	68	33	48.53%	75	38	50.67%	-2.14
Roosevelt	208	119	57.21%	246	131	53.25%	3.96
Wilson	340	287	84.41%	400	311	77.75%	6.66
<b>Total</b>	<b>2599</b>	<b>2029</b>	<b>78.07%</b>	<b>2880</b>	<b>2133</b>	<b>74.06%</b>	<b>4.01</b>

**Accountable Alternatives: Alliance and Charter Schools**

Alliance	110	23	20.91%	137	21	15.33%	5.58
LEP	155	33	21.29%	116	28	24.14%	-2.85
Trillium	27	15	55.56%	26	14	53.85%	1.71

District Programs: CBOS, DARI, and Pioneer (2011-12 rate includes students whose last enrollment was Marshall campus)

<b>Total</b>	<b>509</b>	<b>45</b>	<b>8.84%</b>	<b>490</b>	<b>72</b>	<b>14.69%</b>	<b>-5.85</b>
<b>District Totals</b>							
<b>Total</b>	<b>3400</b>	<b>2145</b>	<b>63.09%</b>	<b>3642</b>	<b>2268</b>	<b>62.27%</b>	<b>0.81</b>

**PRELIMINARY 2011-12 4-year cohort grad rate: gaps by school**

Traditional High Schools	ALL STUDENTS			White			Lowest Performing Group			Gap	Group
	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate		
Benson	230	189	82.17%	63	53	84.13%	3	2	66.67%	17	Native American/Alaskan
Cleveland	353	269	76.20%	258	192	74.42%	5	3	60.00%	14	Native American/Alaskan
Franklin	338	265	78.40%	171	131	76.61%	4	1	25.00%	52	Native American/Alaskan
Grant	394	332	84.26%	255	214	83.92%	5	2	40.00%	44	Native American/Alaskan
Jefferson	108	63	58.33%	23	10	43.48%	1	0	0.00%	43	Native American/Alaskan
Lincoln <sup>1</sup>	338	302	89.35%	263	235	89.35%	15	12	80.00%	9	Black and Multi-Ethnic
Madison <sup>2</sup>	252	179	71.03%	83	59	71.08%	7	4	57.14%	14	Native American/Alaskan and Pacific Islander
MLC	38	24	63.16%	29	19	65.52%	3	1	33.33%	32	Hispanic
ACT	69	41	59.42%	29	17	58.62%	4	0	0.00%	59	Native American/Alaskan
POWER	71	45	63.38%	23	14	60.87%	1	0	0.00%	61	Native American/Alaskan
SEIS	68	33	48.53%	11	5	45.45%	3	0	0.00%	45	Native American/Alaskan
Roosevelt	208	119	57.21%	63	36	57.14%	8	0	0.00%	57	Native American/Alaskan
Wilson	340	287	84.41%	272	233	85.66%	3	2	66.67%	19	Pacific Islander
<b>Total</b>	<b>2599</b>	<b>2029</b>	<b>78.07%</b>	<b>1480</b>	<b>1182</b>	<b>79.86%</b>	<b>35</b>	<b>14</b>	<b>40.00%</b>	<b>40</b>	<b>Native American/Alaskan</b>

*Accountable Alternatives: Alliance and Charter Schools*

Alliance <sup>3</sup>	110	23	20.91%	49	13	26.53%		0	0.00%	27	See footnote 3
LEP <sup>4</sup>	155	33	21.29%	60	15	25.00%		0	0.00%	25	See footnote 4
Trillium	27	15	55.56%	24	13	54.17%	1	0	0.00%	54	Black

*District Programs: CBOs, DART, and Pioneer (including students whose last enrollment was Marshall campus)*

<b>Total</b>	<b>509</b>	<b>45</b>	<b>8.84%</b>	<b>228</b>	<b>25</b>	<b>10.96%</b>	<b>7</b>	<b>0</b>	<b>0.00%</b>	<b>11</b>	<b>Pacific Islander</b>
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**District Totals**

<b>Total</b>	<b>3400</b>	<b>2145</b>	<b>63.09%</b>	<b>1841</b>	<b>1248</b>	<b>67.79%</b>	<b>62</b>	<b>18</b>	<b>29.03%</b>	<b>39</b>	<b>Native American/Alaskan</b>
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<sup>1</sup> Lincoln's Black and Multi-Ethnic cohorts were the same size and experienced similar graduation rates. Lincoln had no Native American/Alaskan students.

<sup>2</sup> Madison's Native American/Alaskan and Pacific Islander cohorts were the same size and experienced similar graduation rates.

<sup>3</sup> Alliance had zero graduation in the following groups: Native American/Alaskan, Asian, Pacific Islander, Multi-Ethnic.

<sup>4</sup> LEP Charter HS had zero graduation in the following groups: Native American/Alaskan, Multi-Ethnic.

**4-year cohort grad rate: gains by school, all students, 2011-12, 2010-11, 2009-10**

Traditional High Schools	2011-12 4-YEAR COHORT GRAD RATES			2010-11 4-YEAR COHORT GRAD RATES			2009-10 4-YEAR COHORT GRAD RATES (recalced)			Rate Gain (2011-12 rate - 2010-11 rate)	Rate Gain (2010-11 rate - 2009-10 rate)	Two Year Gain (2011-12 rate - 2009-10 rate)
	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate			
			%			%			%			
Benson	230	189	82.17%	275	235	85.45%	259	206	79.54%	-3.28	5.92	2.63
Cleveland	353	269	76.20%	430	342	79.53%	418	297	71.05%	-3.33	8.48	5.15
Franklin	338	265	78.40%	243	173	71.19%	244	177	72.54%	7.21	-1.35	5.86
Grant	394	332	84.26%	379	312	82.32%	379	321	84.70%	1.94	-2.37	-0.44
Jefferson	108	63	58.33%	137	75	54.74%	161	89	55.28%	3.59	-0.53	3.05
Lincoln	338	302	89.35%	322	286	88.82%	358	315	87.99%	0.53	0.83	1.36
Madison	252	179	71.03%	215	136	63.26%	233	129	55.36%	7.77	7.89	15.67
Marshall				206	114	55.34%	244	122	50.00%		5.34	
MLC	38	24	63.16%	27	18	66.67%	40	33	82.50%	-3.51	-15.83	-19.34
ACT	69	41	59.42%	95	49	51.58%	90	36	40.00%	7.84	11.58	19.42
POWER	71	45	63.38%	76	44	57.89%	66	34	51.52%	5.49	6.38	11.86
SEIS	68	33	48.53%	75	38	50.67%	68	25	36.76%	-2.14	13.90	11.77
Roosevelt	208	119	57.21%	246	131	53.25%	224	95	42.41%	3.96	10.84	14.80
Wilson	340	287	84.41%	400	311	77.75%	409	309	75.55%	6.66	2.20	8.86
<b>Total</b>	<b>2599</b>	<b>2029</b>	<b>78.07%</b>	<b>2880</b>	<b>2133</b>	<b>74.06%</b>	<b>2969</b>	<b>2093</b>	<b>70.50%</b>	<b>4.01</b>	<b>3.57</b>	<b>7.57</b>

**Accountable Alternatives: Alliance and Charter Schools**

Alliance	110	23	20.91%	137	21	15.33%	199	32	16.08%	5.58	-0.75	4.83
LEP	155	33	21.29%	116	28	24.14%	114	32	28.07%	-2.85	-3.93	-6.78
Trillium	27	15	55.56%	26	14	53.85%	29	18	62.07%	1.71	-8.22	-6.51

District Programs: CBOs, DART, and Pioneer (2011-12 rate includes students whose last enrollment was Marshall)

<b>Total</b>	<b>509</b>	<b>45</b>	<b>8.84%</b>	<b>490</b>	<b>72</b>	<b>14.69%</b>	<b>740</b>	<b>70</b>	<b>9.46%</b>	<b>-5.85</b>	<b>5.23</b>	<b>-0.62</b>
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**District Totals**

<b>Total</b>	<b>3400</b>	<b>2145</b>	<b>63.09%</b>	<b>3642</b>	<b>2268</b>	<b>62.27%</b>	<b>4051</b>	<b>2245</b>	<b>55.42%</b>	<b>0.81</b>	<b>6.86</b>	<b>7.67</b>
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# Board of Education Informational Report

## **MEMORANDUM**

**Date:** February 4, 2013  
**To:** Members of the Board of Education  
**From:** Jim Owens, Executive Director, Office of School Modernization  
**Thru:** C.J. Sylvester, Chief Operating Officer  
**Subject:** Bond Program 101 – Procurement Overview

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Staff has been requested to develop a series of presentations designed to inform the Board about 2012 Capital Construction Bond topics. These topics include:

- Capital Project Teams - Completed
- Procurement
- Engagement
- Design & Construction
- Bond Budgeting & Financing

The attached PowerPoint document entitled “Procurement Overview” will be presented at the February 4<sup>th</sup> Board meeting. Following the presentation, the Board is welcome to ask any questions relating to the topic.

Attachment: Procurement Overview



# **PORTLAND PUBLIC SCHOOLS 2012 CAPITAL CONSTRUCTION BOND:**

## **Procurement Overview**

February 4, 2013

# PROGRAM OVERVIEW



- Capital Project Teams Completed - Jan 28
- Procurement (Feb 4)
- Engagement (Feb 25)
- Design & Construction (Mar 4)
- Bond Budgeting & Financing (Mar 18)
- Regular monthly bond update reports to Board (starting April)



# PROCUREMENT TOPICS



- Contract review authority – Board function on PPS contracting activity
- PPS Public Contracting Rules – “Full & Open Competition”
- Equity in Public Purchasing & Contracting Policy – Enhanced opportunities for students, MWESB firms, & construction employment
- Acquisition methods – Several in PPS’s “toolbox”

# Local Contract Review Board (LRCB)



- School Board automatically assumes LRCB role
- Review & approve staff recommendations for contracts  $> \$150,000$
- Approves “exemptions” from certain competitive provisions based on staff recommendations
- Delegates authority to Superintendent
- Monitors procurement process integrity
- Audit protocol under Bond

# PPS Contracting Rules



- Oregon statutes govern (ORS 279 A/B/C)
- Bond work falls under 279C – Public Improvements (construction & major alterations)
  - Architect, Engineer, Land Surveyor or Related services
  - Construction services
- Three phases of contracts – staff roles
  - Pre-award; Purchasing & Contracting manages
  - Award; Purchasing & Contracting manages
  - Post-award; OSM manages

# Equity in Public Purchasing & Contracting



- Board policy framework
- Business equity – 18% aspirational goal
- Contractor workforce equity – Promote construction employment opportunities for people of color and women
- Student career learning – Promote student engagement in bond work, learn career paths in design & construction industries

# Acquisition Methods



- Division 48: Consultant award based on qualifications
- Division 49: Builder award basis varies
  - Traditional; Award based on responsible firm submitting lowest responsive price/bid.
  - Alternative - two primary methods
    - “Two step” – Select on qualifications, bid among qualified firms. Award on low responsive price/bid.
    - Construction Manager/General Contractor “CM/GC” – Select on quals, contractor engaged during design. Set guaranteed maximum price “GMP” during design phase
    - Both methods require Board “exemption” approval

# Board Member Contacts



- Consultants, builders & vendors may contact you! Recommend refer to staff
- Staff experienced in public contracting statute and law
- Staff maintains positive relationships with contractors
  - Conducts debriefs with unsuccessful bidders/proposers
- Staff conducts “outreach” - doing business with PPS - on regular basis



# Board of Education Informational Report

## MEMORANDUM

**Date:** February 2, 2013

**To:** Members of the Board of Education

**From:** Melissa Goff, Executive Director, Teaching & Learning  
Kimberly Matier, Director, Instruction, Curriculum & Assessment

**Subject:** Common Core State Standards and Equity

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This Memorandum provides an update on Portland Public Schools' implementation of the Common Core State Standards. During the 2012-13 school year, staff have been working in a number of areas to prepare for the full implementation of CCSS and the eventual assessment of those standards in 2014-15. This update to the Board will include standards and course trajectory updates in literacy and mathematics, information regarding implementation of Smarter Balanced Assessments, and the technology necessary to move all of this forward successfully. Efforts have been coordinated across multiple departments to support our teachers and students, including work within Teaching & Learning (Instruction, Curriculum & Assessment, Special Education, English Language Learning, Dual Language, Student Services, and New Teacher Mentors), among Regional Administrators, support through the Office of Equity and Partnerships, and in the realm of Operations, particularly IT.

The information shared with the Board will be shared through a lens of racial equity, including equity of access to rigorous, core program, equity in on-time graduation, and equity in opportunities for college and career.



## Key Points In English Language Arts Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

## Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is



so often critical.

- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

## Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

## Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

## Media and Technology

Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

## Key Points In Mathematics

- The K-5 standards provide students with a *solid foundation in whole*

*numbers, addition, subtraction, multiplication, division, fractions and decimals*—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

- In kindergarten, the standards follow successful international models and recommendations from the National Research Council’s Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).
- The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as *fractions, negative numbers, and geometry*, and do so by maintaining a continuous progression from grade to grade.
- The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.
- Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be *well-prepared for algebra* in grade 8.
- The middle school standards are robust and provide a coherent and rich *preparation for high school mathematics*.
- The high school standards call on students to *practice applying mathematical ways of thinking to real world issues and challenges*; they prepare students to think and reason mathematically.
- The high school standards set a *rigorous definition of college and career readiness*, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

The high school standards *emphasize mathematical modeling*, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. For example, the draft standards state: “Modeling links classroom mathematics and statistics to everyday

life, work, and decision-making. It is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.”

**Key Instructional Shifts of the Common Core State Standards**

<b>English Language Arts/Literacy</b>	
<p>1. Building knowledge through content-rich nonfiction and informational texts</p>	<p>The standards address reading and writing across-the-curriculum that complement the content the standards in history/social studies, science, and technical subjects, thus offering new grounding in informational text and placing a premium on students building knowledge from that reading. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. The K-5 standards also strongly recommend that students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional.</p> <p>Part of the motivation behind the interdisciplinary approach to literacy in the standards is the established need that most required reading in college and workforce training programs is informational in structure and challenging in content.</p>
<p>2. Reading and writing grounded in evidence from text</p>	<p>Shifting away from today’s emphasis on narrative writing (in response to de-contextualized prompts), the standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer from their prior knowledge or experience, the standards expect students to answer questions that depend on their having actually read the text.</p> <p>Likewise, the reading standards focus on students’ ability to read closely and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of <i>text-dependent</i> questions, questions in which the answers require no information from outside the text, but instead require inferences based on careful attention to the text.</p>
<p>3. Regular practice with complex text and its academic vocabulary</p>	<p>Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as <i>ignite</i> and <i>commit</i>).</p>



## A Summary of Core Components

The Smarter Balanced Assessment Consortium is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, Smarter Balanced is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language or subgroup status, have the opportunity to learn this valued content and to show what they know and can do.

With strong support from participating states, institutions of higher education and industry, Smarter Balanced will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development and ensure an accurate measure of each student's progress toward career- and college-readiness.

### The core components of Smarter Balanced are:

#### Summative assessments:

- ▶ Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and 11 for English language arts(ELA)/literacy and mathematics;
- ▶ Designed to provide valid, reliable and fair measures of students' progress toward and attainment of the knowledge and skills required to be college- and career-ready;
- ▶ Capitalize on the strengths of computer adaptive testing (e.g. efficient and precise measurement across the full range of achievement and quick turnaround of results); and,
- ▶ Produce composite content area scores, based on the computer adaptive items and performance tasks.

#### Interim assessments:

- ▶ Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals throughout the school year;
- ▶ Results reported on the same scale as the summative assessment to provide information about how students are progressing;
- ▶ Serve as the source for interpretive guides that use publicly released items and tasks;
- ▶ Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- ▶ Involve a large teacher role in developing and scoring constructed response items and performance tasks;
- ▶ Afford teachers and administrators the flexibility to:
  - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
  - administer these assessments at strategic points in the instructional year;

- use results to better understand students' strengths and limitations in relation to the standards;
- support state-level accountability systems using end-of-course assessments.

#### Formative tools and processes:

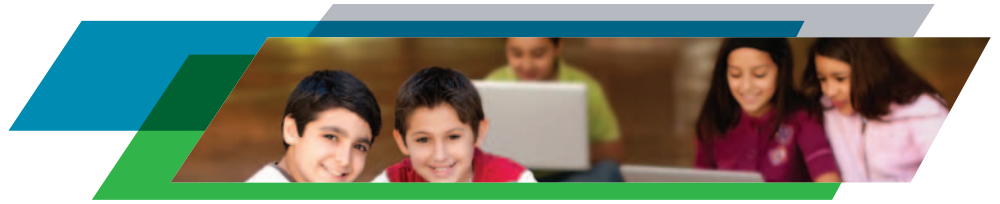
- ▶ Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- ▶ Will be used by teachers throughout the year to better understand a student's learning needs, check for misconceptions and/or to provide evidence of progress toward learning goals.

### System Features

- ▶ Ensures coverage of the full range of ELA/literacy and mathematics standards and breadth of achievement levels by combining a variety of item types (e.g., selected-response, constructed response, and technology-enhanced) and performance tasks, which require application of knowledge and skills.
- ▶ Provides comprehensive, research-based support, technical assistance and professional development so that teachers can use assessment data to improve teaching and learning in line with the standards.
- ▶ Provides online, tailored reports that link to instructional and professional development resources.

### LEARN MORE AND GET INVOLVED

Visit [SmarterBalanced.org](http://SmarterBalanced.org) to learn more about the Smarter Balanced Assessment Consortium and sign-up to receive our monthly eNewsletter. For more information, please contact [Info@SmarterBalanced.org](mailto:Info@SmarterBalanced.org).



# Smarter Balanced Accessibility and Accommodations: Meeting the Needs of All Students

Smarter Balanced is a state-led consortium creating next-generation student assessments that will be available in the 2014-15 school year. Accessibility is a core principle of the design process. The Smarter Balanced assessment system will provide accurate measures of achievement and growth for students with disabilities and English language learners. The assessments will address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.

## Key Features of Smarter Balanced

- ▶ Includes tools that will improve accessibility for all students, while also supporting accommodations to meet the needs of students with disabilities and English language learners.
- ▶ Optional interim assessments provide information about student progress throughout the year to help teachers differentiate instruction.
- ▶ Measures student achievement and growth in English language arts/literacy and mathematics in grades 3-8 and 11.

## Designed for All Students

The Smarter Balanced assessment system uses technology to deliver assessments that fit the needs of individual students. Items and tasks will be associated with a variety of accessibility tools and accommodations that can be delivered to students automatically based on their profile.

Accessibility tools include, but are not limited to: foreground and background colors; tactile presentation of content (e.g., Braille); and translated presentation of content in signed form and select languages. Online delivery of Smarter Balanced assessments ensures that students can take a test individualized to meet their needs at the same time as their peers.

## Developed with Experts

Smarter Balanced is working with educators, students, and experts in the field to design and test the assessment system. In addition to a state-led Accessibility and Accommodations Work Group, the Consortium works with advisory panels on English language learners and students with disabilities to ensure that the assessments are developed using principles of Universal Design and research-based best practices.

In 2012, member states, Smarter Balanced staff, and leading experts contributed to the development of a conceptual framework that will guide the development of common test accessibility and accommodations policies. This model will help ensure that students with special needs receive appropriate supports no matter where they live. In addition, Smarter Balanced is conducting research to better understand how English language learners and students with disabilities respond to computer-based assessment items and performance tasks, as well as accessibility and accommodations tools.

In early 2013, Smarter Balanced will conduct a Pilot Test across Smarter Balanced member states to better understand how students respond to assessment items. In addition, all assessment items and performance tasks will be reviewed for accessibility, style, and bias and sensitivity before being administered to ensure they minimize or eliminate barriers to participation and provide accurate measurement of student ability.

## Assessment Implementation Timeline

- ▶ 2011-12 school year—Develop accessibility and accommodations policy framework
- ▶ 2013-14 school year—Disseminate documents and training materials to support professional learning
- ▶ 2014-15 school year—Implementation of assessment system

## LEARN MORE AND GET INVOLVED

Visit [SmarterBalanced.org](http://SmarterBalanced.org) to learn more about the Smarter Balanced Assessment Consortium and sign-up to receive our monthly eNewsletter. For more information, please contact Magda Chia ([Magda.Chia@SmarterBalanced.org](mailto:Magda.Chia@SmarterBalanced.org)), director of support for under-represented students.



# SAMPLE ITEMS AND PERFORMANCE TASKS

## Frequently Asked Questions

### **1. What is purpose of the sample items and performance tasks?**

Smarter Balanced sample items and performance tasks are intended to help teachers, administrators, and policymakers implement the [Common Core State Standards \(CCSS\)](#) and prepare for the implementation of the [Smarter Balanced assessment system](#) in the 2014-15 school year. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessments.

### **2. Will these items and tasks appear on the final assessments?**

The sample items and tasks are meant to illustrate the rigor and complexity students will encounter on the Smarter Balanced assessments. They also show the different types of questions that will appear on the assessments, including: selected-response; constructed response; technology-enhanced; and performance tasks. While these items and tasks may be included in the non-secure interim assessment item bank, they will not be part of the secure summative assessment item bank. Smarter Balanced is working with educators to develop and test thousands of additional items and performance tasks in 2013 and 2014.

### **3. Can I administer these questions to my students?**

The sample items and tasks are not intended to be used as practice tests. However, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

### **4. When will teachers and students be able to view complete assessments?**

Teachers and students will have two opportunities to experience the assessments prior to implementation in the 2014-15 school year. All schools in Smarter Balanced member states will be eligible to participate in a Pilot Test of the assessment system beginning in February 2013. Additional information about how to participate in the Pilot Test will be made available to states in fall 2012.

In early 2014, a large-scale Field Test will be conducted across member states. The goal of the Field Test will be to ensure that administration, scoring, and reporting systems function correctly in preparation for the implementation of the assessment system in the 2014-15 school year.

### **5. What is a performance task?**

Performance tasks are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. Performance tasks will be used to better measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items. Some performance tasks can be scored automatically; many will be hand-scored by professionally trained readers.

These tasks will be delivered as part of the interim and summative components of the assessment system, with more extended tasks available in the digital library as part of the Smarter Balanced-developed exemplar instructional modules and inventory of currently available resources. The time and resource constraints for each performance task will be guided by its placement in the overall assessment system.

**6. How were the sample items and performance tasks developed?**

Smarter Balanced is working with educators from Governing States to write and review items and tasks. Detailed [item and task specifications](#)—along with [training modules](#) for item developers—ensure that each question is aligned with approved content claims, assessment targets, and the Common Core State Standards.

**7. What tools are available for students with special needs?**

Smarter Balanced is committed to providing valid, fair, and reliable measures of achievement and growth for English language learners and students with disabilities. The sample items and tasks do not include [accessibility tools and accommodations options](#) that will be available when the assessments are administered to students in the 2014-15 school year—such as Braille, translation options, and the ability to change font size, highlight text, or magnify portions of items. Over the next several months—guided by the Consortium’s [Accessibility and Accommodations Work Group](#) and [advisory committees](#) for English language learners and students with disabilities—Smarter Balanced will finalize the accessibility tools and accommodations options available through the test interface.

**8. Why are some English language arts/literacy items missing a reading passage?**

The sample English language arts/literacy items and performance tasks include a mixture of published and commissioned reading passages and sources. Smarter Balanced has not obtained permission to reprint copyrighted passages and source documents referenced in the sample items. As a result, several sample items and performance tasks—Planes on the Brain 1-3, Animal Defenses, and Garden—include only the citations for copyrighted material, rather than the complete text. For the operational assessment in the 2014-15 school year, Smarter Balanced intends to use primarily published passages—reflecting the emphasis in the Common Core on exposure to “high-quality, increasingly challenging literary and informational texts”—and the full text of these passages will be available to students.

**9. What are the technology requirements for viewing the sample items and tasks?**

The sample items and performance tasks are compatible with desktop and laptop computers with the following Internet browsers:

- Firefox 3.6 or newer
- Internet Explorer 8 or newer
- Chrome 18 or newer
- Safari 4.1 or newer

In addition, Android and iPad tablets with 9.5 inch screens (10 inch class) or larger are supported with the following Internet browsers:

- Chrome 18 or newer (Android)
- Safari 4.1 or newer (iPad)

It is important to note that these specifications do not reflect the minimum technology requirements for the operational Smarter Balanced assessment system in the 2014-15 school year. More information on the Consortium’s new hardware purchasing guidelines is available on the [Technology](#) page.

**10. Can the sample items and tasks be scored?**

Users can score most selected response and technology-enhanced items to receive instant feedback on their answers. Constructed response and performance tasks are not able to be automatically scored at this time, although scoring rubrics are provided under “About this Item.” In some cases, the range of possible answers for constructed response items must be validated through the Field





## SAMPLE ITEMS AND PERFORMANCE TASKS

Test. In addition, Smarter Balanced is developing automated technologies to score written responses. Items and tasks that cannot be scored automatically will be evaluated by trained educators.

### **11. How can I submit comments or questions about the sample items?**

Smarter Balanced welcomes comment and feedback on the sample items and performance tasks. Educators and interested stakeholders can submit feedback online at <http://www.smarterbalanced.org/sample-items-and-performance-tasks-questions-and-feedback/>.

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

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Personnel

The Superintendent RECOMMENDS adoption of the following item:

Numbers 4712

## RESOLUTION No. 4712

### Appointment of Temporary Teachers and Notice of Non-renewal

#### RESOLUTION

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

First	Last	ID	Eff. Date	Term Date
Cory	Bettinger	020031	2013-01-02	2013-06-19
Maria	Blagaila	021410	2013-01-25	2013-06-19
Chastity	Clegg	019252	2013-01-02	2013-04-03
Jason	Enyeart	016089	2012-10-01	2012-12-15
Stacey	Freeman	016558	2012-12-13	2013-03-04
Dempsey	Haupt	021355	2012-11-26	2013-02-05
Angel	Henderson	021464	2012-11-27	2013-03-01
Kimberly	Jarvis	020017	2013-01-02	2013-06-19
Greg	Kirkelie (2 temp jobs)	021230	2012-09-11	2013-06-19
			2013-01-07	2013-06-19
Kellie	May	018052	2013-01-07	2013-06-19
Morgan	McFadden	019580	2013-01-08	2013-06-19
Mario	O'Brien	017473	2012-11-26	2013-06-19
Carmen	Rasmussen	014060	2012-11-26	2013-03-02
Matthew	Schlotte	019172	2013-01-04	2013-06-19

S. Murray

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Numbers 4713

**RESOLUTION No. 4713**

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**

No New Contracts

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Reynolds School District	07/01/12 through 06/30/13	IGA 59620	Columbia Regional Program: RSD will provide autism services to regionally eligible students enrolled in CRP.	\$163,200	H. Adair Fund 205 Dept. 5433 Grant G1203

**AMENDMENTS TO EXISTING CONTRACTS**

No Amendments to Existing Contracts

*N. Sullivan*