



Portland Public Schools Arts

State of Affairs 2014-2015

A slice of The HEART of Portland

Cleveland High School
Bill Bailey, Won't You Please
Come Home?

Teacher: Diana Rowey

Class: Cleveland Daires

Written by: Hughie Cannon

Arts Presentation Overview

- Arts integration as a high-leverage strategy to positively impact student success across all content areas
- Current support of arts education in PPS
- Our long term vision of a fully articulated K-12 arts education
- One partner's story: The Right Brain Initiative

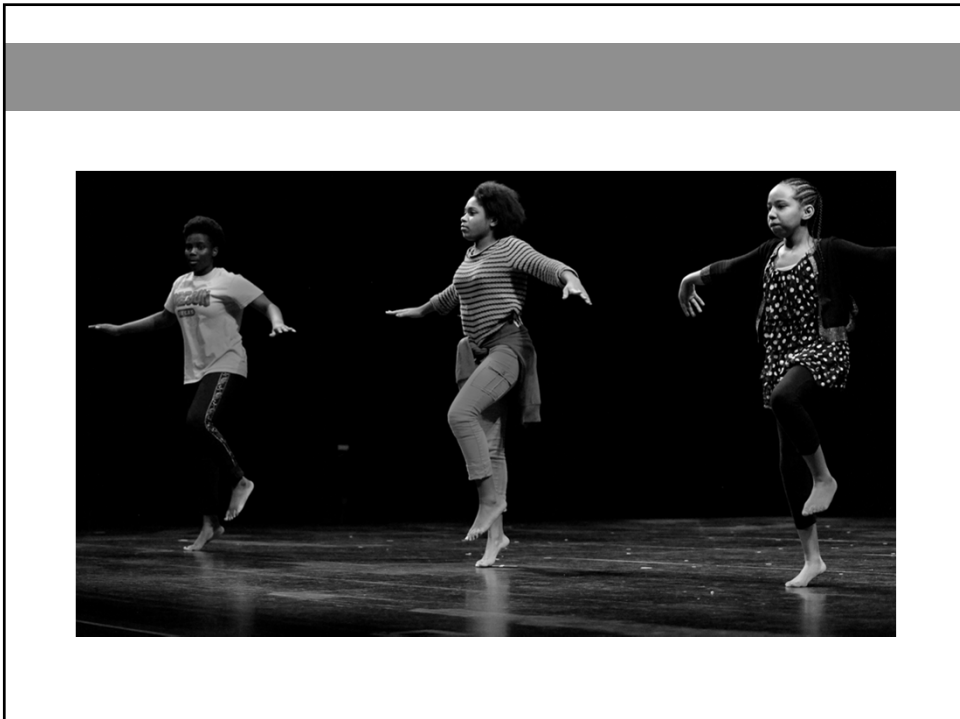
The investment continues

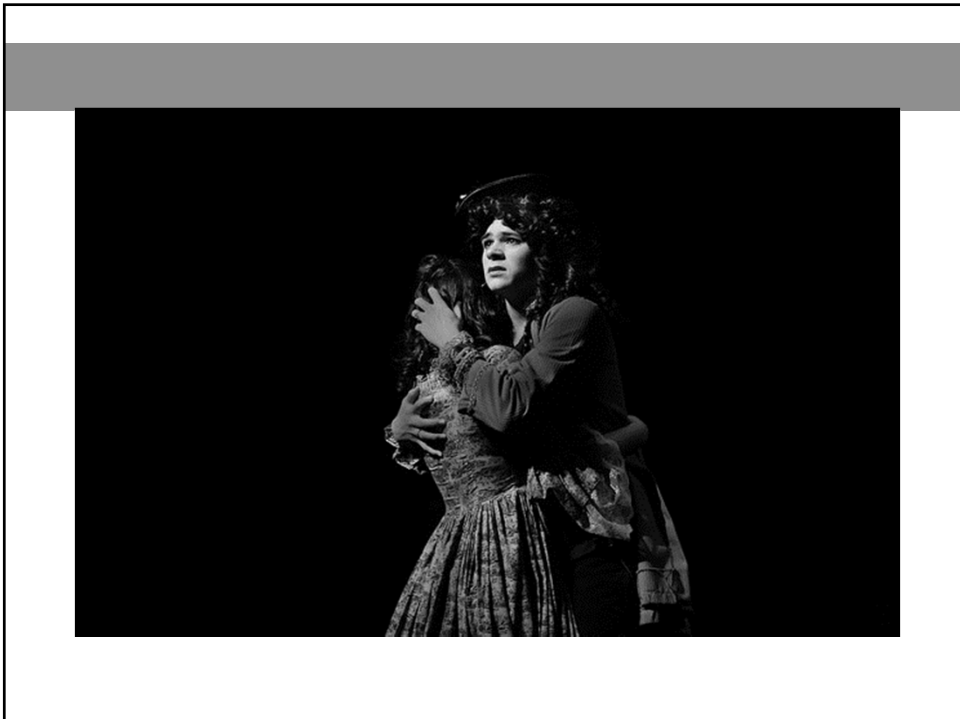


Kiera Brinkley, PPS Alumna
Professional Dancer with
Polaris Dance Theatre

Arts as an avenue to success







TOSA Support: Three Main Areas

- *Arts Integration*
- *Arts Specialists*
- *Arts Community Partners*



TOSA Support: Arts Integration



- WHY? Bridge of learning for all students, especially our Emerging Bilinguals and students of color
- WHAT? Leverage arts specialists as instructional leaders in a shared teaching model
- HOW?
 - Maintain partnership relationship with The Right Brain Initiative
 - Modeling for other schools the power of arts integration

Arts Specialist Survey – May 2014

- **Challenges:**
 - *Limited instructional time in K-5 & K-8*
 - *Supplies & materials (visual arts supplies, no music curriculum adoption)*
- **Successes:**
 - *Most arts specialists feel support from their community*
 - *71% of teachers identified arts integration as a high-leverage strategy for addressing goals of racial equality*

Arts Specialist Survey (con't)

Top FOUR professional development needs:

1. *Curriculum development/National Core Arts Standards*
1. *Utilizing expert guest speakers*
1. *District-wide arts articulation*
1. *Culturally relevant teaching practices*

TOSA Support: Arts Specialists

- *Monthly job-alike sessions (dance, visual/media arts, music, theatre)*
- *Curriculum development and support*
- *Instructional coaching-content specific*
- *Arts integration coaching*
- *Establish infrastructure of instructional materials/supplies*



TOSA Support: Arts Community Partners



- *Establish and maintain relationships with Portland's top arts organizations*
- *Connect partners with schools*



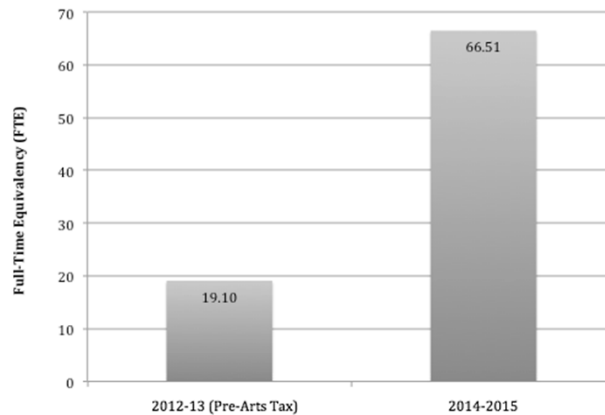
TOSA Support: Additional Areas

- *Principals: arts programming, master schedules, recruit qualified arts specialists, arts residencies*
- *Facilities & Maintenance Department: liaison for building and advise policies for care and maintenance of kilns, stage rigging/electrical, dance flooring, music instruments, etc.*
- *Communication among district and community stakeholders*



Impact of Arts Tax on PPS K-5 & K-8 Schools

Impact of Arts Tax on PPS K-5 & K-8 Schools



Long-Term Vision

- *Capitalize on the Arts Tax*
- *Explore ways to strengthen K-12 arts offerings through intentional programming*
- *Deepen our partnerships*



Next steps in realizing our vision

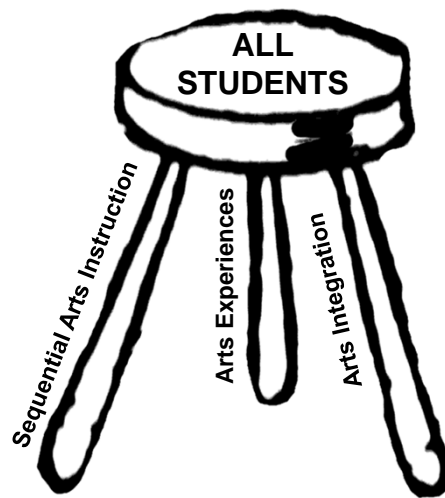
- *Strengthen arts offerings in K-8s for our 6th-8th grade students and support cluster arts articulation*
- *Supplies, material and curriculum to support arts education*
- *Collaborate with facilities on future school rebuilds and upgrades to accommodate arts programs*
- *Establish Arts Advisory Council*



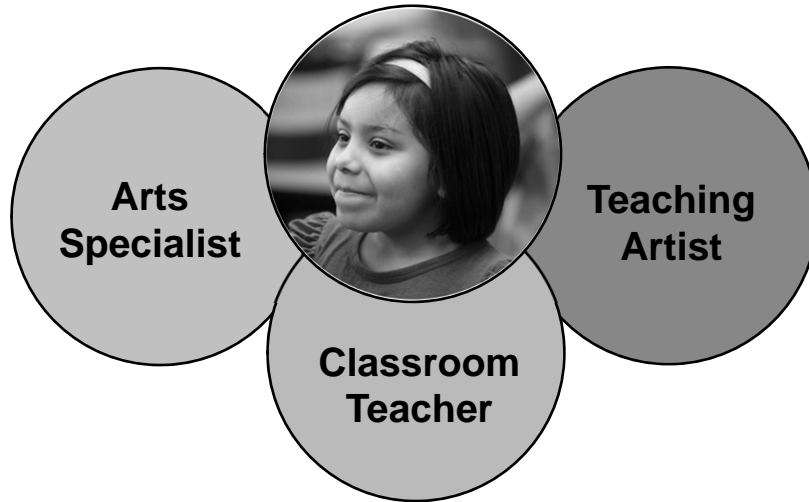
THE
right
BRAIN
INITIATIVE

An Arts Community Partnership

Complete Arts Education



Shared Delivery



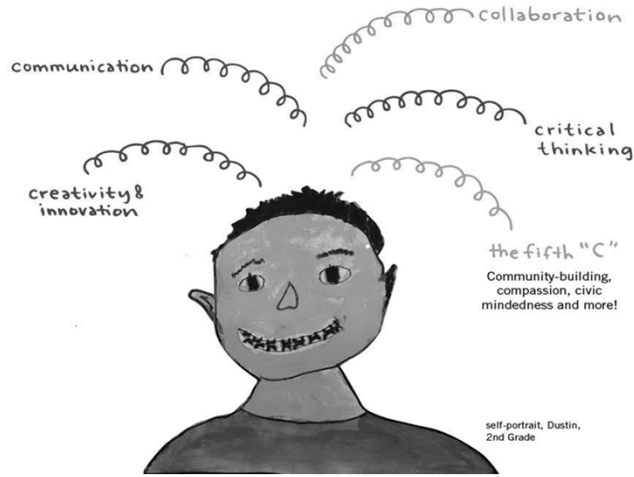
Our Vision

The Right Brain Initiative transforms learning for all children through the arts, creativity, innovation and whole-brain thinking.

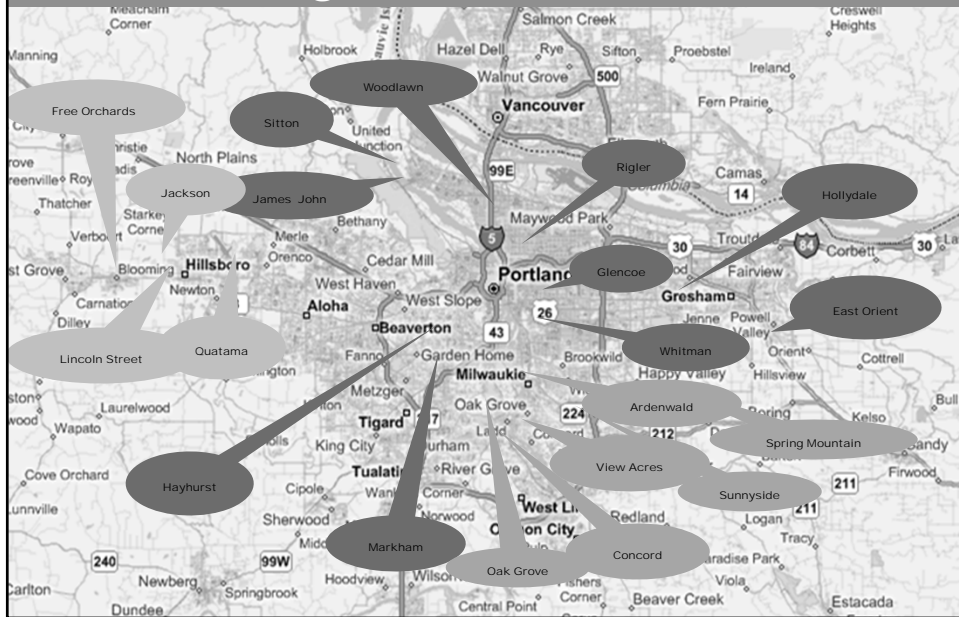


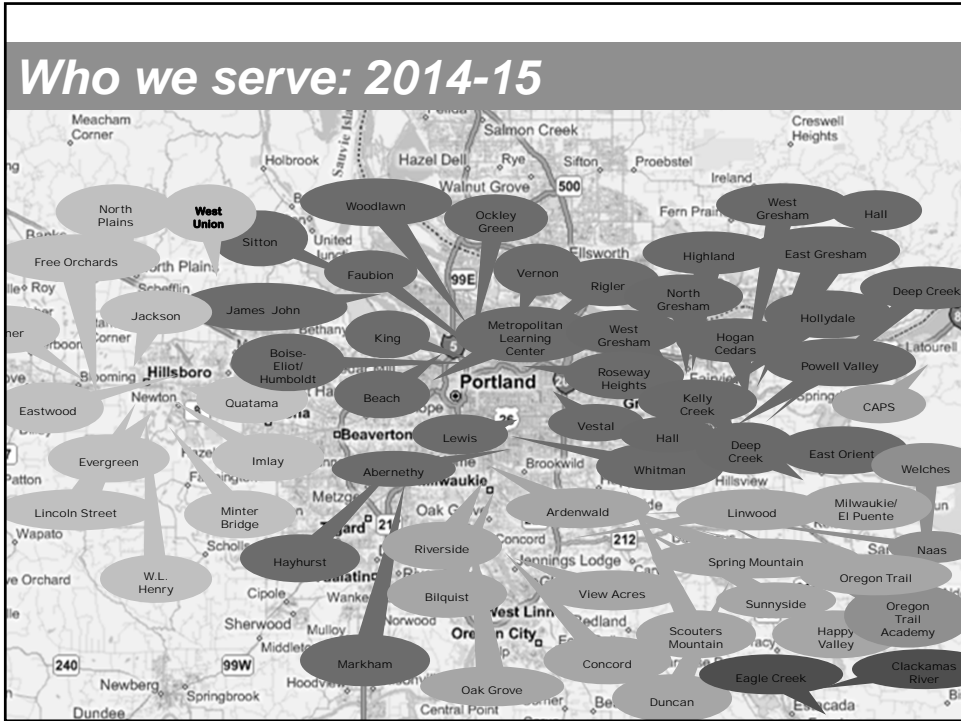
James John Elementary

21st Century Learning Skills



Where we began: 2008-09





Who we serve: 2014-15

Whitman Elementary

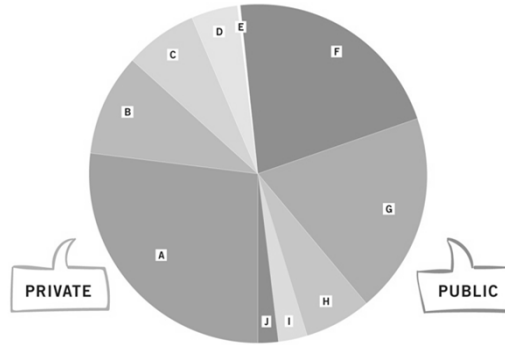
Title I Schools

61% of PPS
Right Brain schools

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TheRightBrainInitiative.org

Funding



TheRightBrainInitiative.org 

What makes us unique



Right Brain extensively trains teachers to integrate the arts into their daily teaching practice.

75% of teachers who participate in professional development use strategies regularly.

TheRightBrainInitiative.org 

What makes us unique

Right Brain ignites whole-school investment in the arts.



Markham Elementary

90% of schools at more engaged phases of program provide additional arts education.



What makes us unique

Right Brain projects are designed to increase students' sense of agency and thinking skills.



Whitman Elementary

90% of students describe themselves as active thinkers during Right Brain programming.

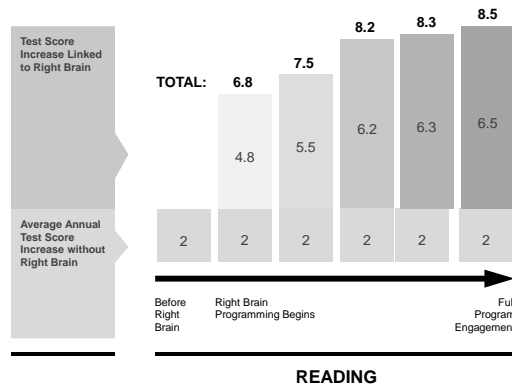


New research findings



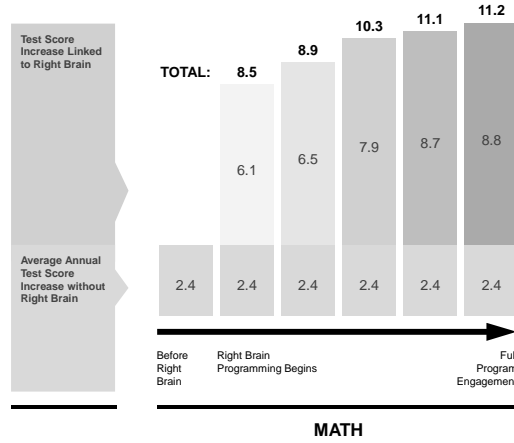
Results

Point increase in student reading scores, 2007-2013



Results

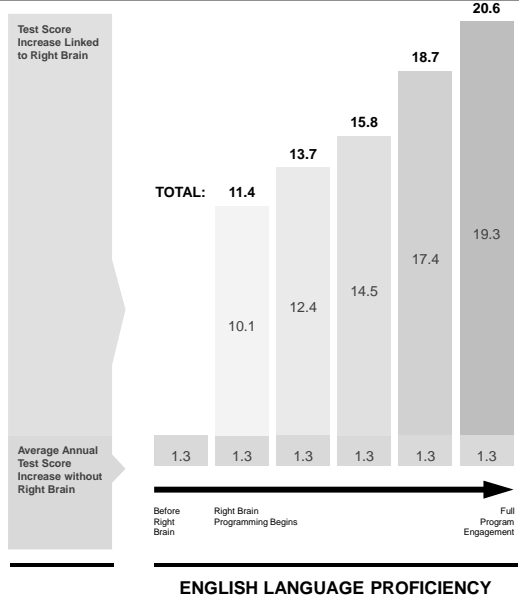
Point increase in student math scores, 2007-2013



TheRightBrainInitiative.org

Results

Point increase in English Language Proficiency scores, 2007-2013



In their own words



Iman at Beach K-8



TheRightBrainInitiative.org 

***Learning in the
arts is hands on
and minds on.***



Beach K-8



TheRightBrainInitiative.org 



Standard Interdistrict Transfer Process Update

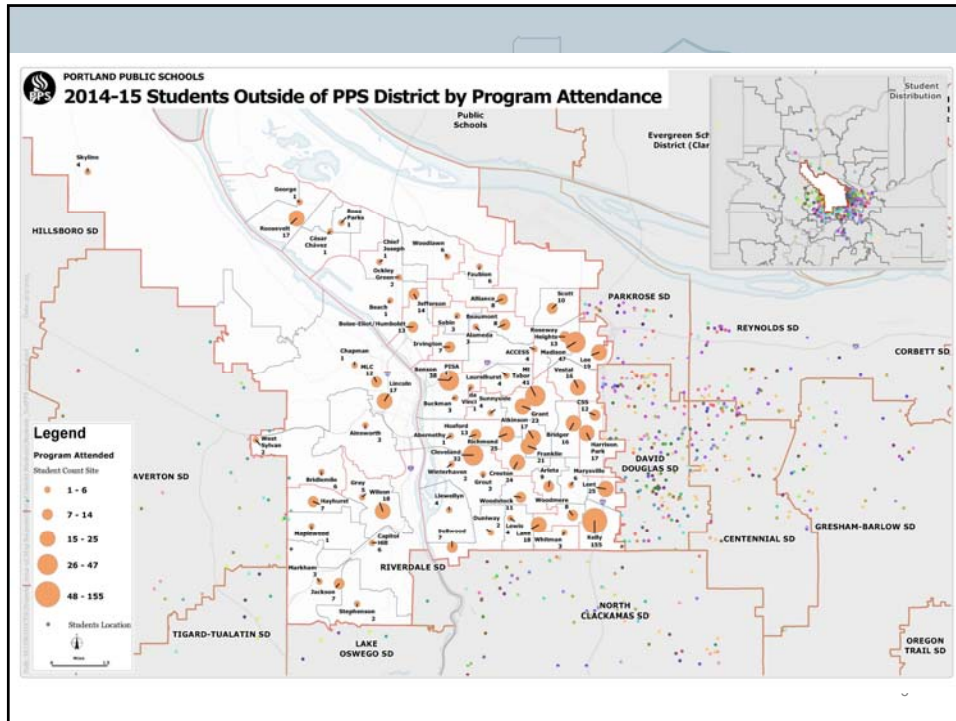
Presentation to School Board
March 3, 2015

Overview



- More than 800 students in PPS schools reside in other districts and are subject to the *standard* interdistrict transfer (IDT) procedures
- 2014 State law requires School Boards to decide each year whether to participate in the standard process:
 - Release students to other districts
 - Accept students from other districts
 - Limit the number of students coming or going

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IDT Approvals



- 846 enrolled students in 2014-15
- 74% combined underserved
- Includes 579 students who received permission last year and do not need to repeat process this year
- Remaining students started the year as residents, need permission to remain next year
 - About 50 additional move-outs each month

IDT Releases



- Last year, only students who did not have prior approval needed to seek release
- 40 PPS residents released to other districts
 - 106 applied
 - Priority given to students already attending their requested school and siblings of students already attending the requested school
 - Does not include 114 new residents accepted to other districts through open enrollment

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2014 Applicants and Approvals

Top Ten Districts



District Name	F/R Rate	Applied IN	Final Count Accepted IN	Applied OUT	Final Count Released OUT	Open Enrollment OUT
David Douglas	78%	271	205	20	9	24
Reynolds	75%	92	55	0	0	1
Parkrose	74%	58	30	5	2	5
Centennial	69%	103	75	2	0	4
Gresham-Barlow	61%	47	29	2	2	0
North Clackamas	44%	131	104	7	2	28
Tigard-Tualatin	38%	17	12	6	2	5
Beaverton	36%	46	33	7	5	1
Lake Oswego	12%	9	8	12	3	26
Riverdale	0%	0	0	27	9	0
Total Ten Districts		774	551	88	34	94
Total ALL Districts		818	579	106	36	114

Proposed IDT process for 2015-16

- Release up to 50 PPS resident students to other districts
- Accept up to 300 non-resident students to PPS
- If more applicants than space:
 - Prioritize students currently enrolled in their requested school and co-enrolled siblings
 - Random lottery numbers will be used as tie-breakers when needed

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Lesson learned from 2014:

Application process

- Gain release OUT before seeking approval IN
 - Know and share forms and deadlines, help navigate release in parents' language
- Expect approval IN to vary over time
 - High number of students who move again or change their mind before the start of the school year

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Ongoing efforts



- State-level
 - Working group to align/improve open enrollment and standard IDT rules
 - Additional legislation expected by 2016
- Continue to improve common practices across metro region
- Policy and administrative directive have not been updated

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For your consideration



- State-level working group recommends that districts have parity in their IDT slots
 - Same number of slots IN and OUT
 - No mandate for parity as yet
- Interdistrict parity in PPS:
 - More students released, typically to higher SES districts
 - OR
 - Fewer students accepted, mostly from lower SES districts
- Should PPS begin moving closer to parity in IDT slots this year?

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Information Technology Strategic Plan

Josh Klein

Chief Information Officer

Ryan Morales

Director of Technical Operations

March 3, 2015

Agenda

- IT Department Introductions
- Technology Investment History
- Current State
 - CGCS Peer Review
 - 2014-15 “Moving Forward” Video
 - New Asset Management Program
- Sustainable Investment Plan



IT Leadership Team

- Office of the Chief Information Officer
 - » Chief = Josh Klein
 - » Senior Secretary = Sharon Northern
- Client Services & Partnerships
 - » Program Director = Marita Ingalsbe
 - » Senior Manager = Kathryn Rosson
- Technical Operations
 - » Program Director = Ryan Morales
 - » Senior Manager = Stacey Jung (Partin)
- Systems Development & Integration
 - » Program Director = *VACANT*
 - » Senior Manager = Niku Schreiner



Technology
Bond
Refresh Investment
COPs Borrow
History Capital



Periodic Capital Investments

- Capital Bond (1995 – 2006)
 - \$49.2M for Technology
 - Power/Data Infrastructure, Internet Access, Classroom/Lab Technology
- Certificates of Participation (1999 – 2006)
 - \$32.5M for Technology
 - Enterprise Software (i.e. ESIS Student Information System, PeopleSoft)
- Capital Borrow (2009 – 2014)
 - \$15M for Technology
 - 85% Teacher/Classroom Technology
 - 7% Information Systems
 - 8% Technical Infrastructure
 - Telephones, Computer Labs, Wireless, Tech Bundles, Datacenter



Maintenance Obligation

- “Future Needs” defined in Final Bond Report
 - Need to refresh school technology every 3-5 years
 - \$3.5M estimated annual cost for equipment and infrastructure
 - \$1.5M Budgeted for 2005-06
 - Need for expanded Internet access
 - Voice, Streaming Media, Distance Learning, Online Curricula
 - Demand estimated to double every year



IT “Refresh” Program (2005 – 2014)

- 2005 – 2012
 - *Allocations assigned to each school based (only) on student enrollment*
 - *Building level discretion on spending*
 - *Acquisitions made through “IT Purchasing”*
- 2013 - Present
 - **School-based technology “Innovation and Modernization” Fund**
 - *Centrally managed, equity focus supporting district priorities*
 - *Significant volume purchase savings and efficiencies realized with vendors*
 - *District-wide asset management in place*
 - **Targeted strategic investments**
 - **Portland Association of Public School Administrators (PAPSA-IT) steering and guidance**



IT “Refresh” Funding (2005 – 2014)

Year	Budget	Expenditure	School-Based Allocation
2014	\$1,580,000	TBD	\$1,080,000
2013	\$384,021	\$551,168	\$100,000
2012	\$350,000	\$349,507	\$100,000
2011	\$1,300,000	\$1,281,974	\$900,000
2010	\$1,300,000	\$1,224,570	\$1,007,262
2009	\$1,500,000	\$1,484,579	\$1,007,262
2008	\$1,500,000	\$1,429,152	\$1,075,000
2007	\$1,500,000	\$1,536,918	\$1,075,000
2006	\$1,500,000	\$1,499,919	\$1,075,000
2005*	\$1,500,000	\$1,523,110	\$1,075,000

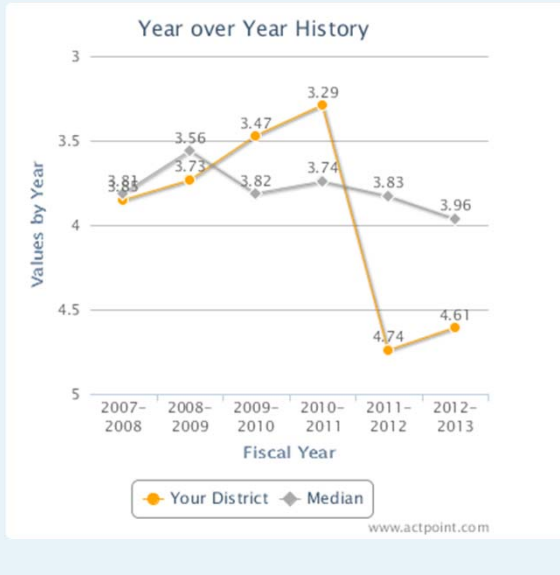
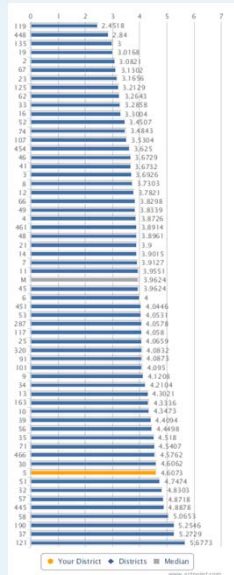
* Bond final report indicated a maintenance commitment of \$3.5M per year



IT Spending per Student



Average Computer Age



Peer Review Takeaways

- Technology spending has not kept pace with student enrollment increases and national trends.
- Using equipment beyond its useful life creates significant sunk costs to support and forces large periodic investments to refresh.



Technology Reinvestment Video



Modernization Investment

- Established in Partnership with PAPSA-IT Steering Committee (June 2014 - October 2014)
- 2014-15 Investment Priorities
 1. Classroom Projector Bulb Replacement
 2. Replacement of lost, stolen, or damaged equipment
 3. Chromebook for every teacher and school administrator
 4. Maintain an **8:1 ratio** of students to devices at each site
 5. Maintain a **5:1 ratio** of students to devices at each site



IT Asset Inventory

- District-Wide “Wall to Wall” IT Asset Inventory
 - *Professional Services - Talbot, Korvola & Warwick, LLP*
- Inventory Scope
 - *103 Physical Sites*
 - *Equipment:*
 - *Desktop computers, monitors, laptops, Chromebooks, telephones, tablets, projectors, document cameras, printers, mobile carts, interactive whiteboards, docking stations*

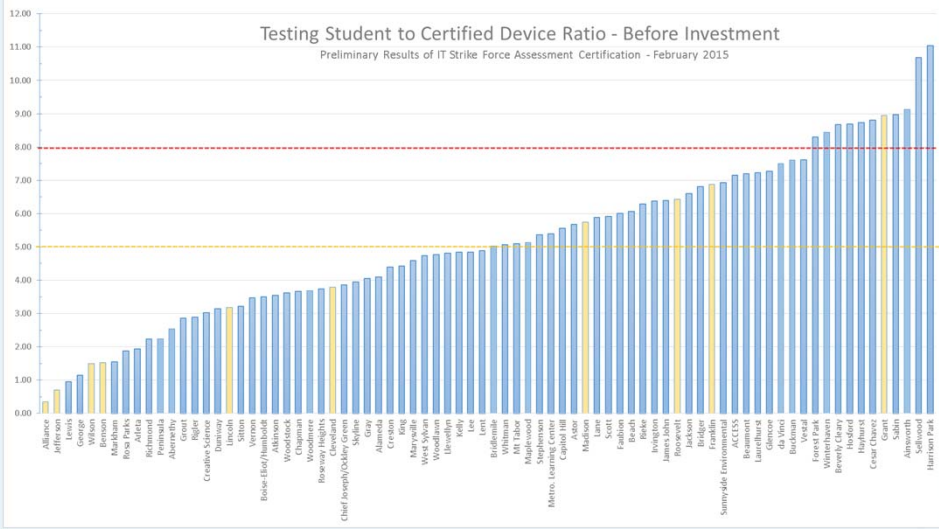


IT "Strike Force"

- Certification of Devices for Smarter Balanced Assessment
 - Visit every school over three week period
 - Identify testing labs/devices
 - Certify every device is functional for testing
 - Establish certified device count
- School Technology Governance Team
 - Remediation and e-waste plans developed
 - Refurbish and upgrade select equipment



Strikeforce Results – Before



Modernization Investment

- **Phase I: 68 K-5, K-8, Middle, and K-12 Schools**

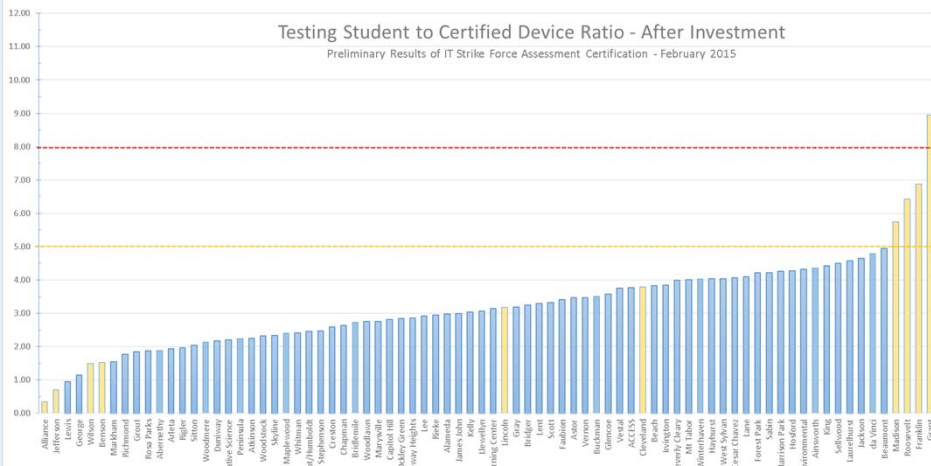
- 56 schools received one cart
- 4 schools received two carts
 - Beverly Clearly, Harrison Park, Hosford, Sellwood
- 8 schools already had adequate technology
 - Arleta, George, King, Lewis, Markham, Peninsula, Rosa Parks, Vernon

- **Phase II: 10 High Schools**

- \$900K allocated in Feb 2015, planning underway to rebuild labs and libraries
- Supports Instruction and Assessment
- Refresh needed in 3-5 years at ~\$1.2M



Strikeforce Results – After



Challenges

Sustainable
Infrastructure

Operating
Funds

Investment
Stable
Model
Cost

Plan

Digital Transformation

- Our IT infrastructure is a sizeable ecosystem
 - *The computing device in a student's hand*
 - *Everything between that student, and the Internet*
- Infrastructure must rapidly grow and be constantly maintained
 - *More devices in the classroom*
 - *Engaging modern curriculum*
 - *Equitable access to tools and content*

Upcoming Investment Needs

- VoIP phone refresh
 - *Provides district communication, lockdown, evacuation*
- Wireless network survey completed this summer
 - *Significant additional coverage areas needed and new access points*
 - *Expansion to support 30 students in classroom with devices*
- Bandwidth in classrooms
 - *Demand has doubled year over year and we are at capacity*
- Plan needed for a sustainable refresh model district-wide for student and staff learning and teaching tools



Prior Funding Models

- Perpetuate the “Digital Divide”
- Are potentially unstable over time
- Create unpredictable obligations in maintenance and refresh
 - ***Bonds***
 - ***Grants***
 - ***Capital borrowing packages***



A Stable Operating Model

- Use **simple** industry standard supply strategies
- Create **predictable** and supported spend
- Use operating **ratios** to plan for capacity



Technology Leasing Portfolio

- Approaching a need for refresh of ~\$30M in infrastructure from prior investments
- “Operationalize” Information Technology
- Establish a predictable **total cost of operations**
- Meets industry best practice, lowers total cost to district



Technology Leasing Portfolio

- Supporting Schools
 - ***Commits to healthy, predictable, and scalable staff/student technology plan***
 - ***Ensures ongoing access for modern curriculum and instruction***
 - ***District's dollar goes further, is well managed, and responds to needs***
 - ***Provides a district-wide partnership with each school for active stewardship of technology***
 - *Changes in FTE and Enrollment*
 - *Large adoptions and rollouts*
 - *Asset tracking to maintain current inventory*
 - *Maintenance and theft/loss/damage replacement*



Technology Leasing Portfolio

- Industry Aligned
 - ***Peers managing a technology leasing portfolio:***
 - Tucson Unified School District
 - Snohomish County School District
 - Portland Community College
 - Oregon State University
 - Broward County Florida
 - The Urban School, San Francisco
 - ***Portland Public Schools***
 - *Currently leasing Ricoh copier fleet and supplies (5-year cycle)*

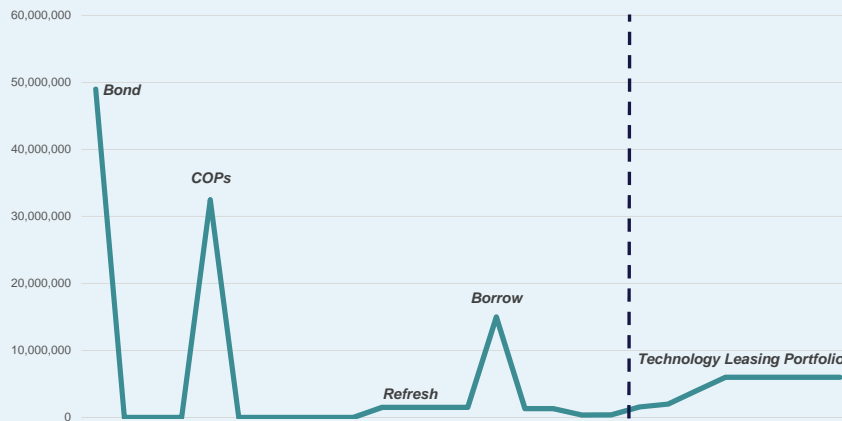


Technology Leasing Portfolio

- Portfolio begins in 2015-16 with the first \$10M
 - Requested \$2M ongoing commitment to start
- Increasing portfolio annually over five years to full \$30 million
 - Requiring up to \$6M total ongoing commitment
- Scale portfolio to match total cost of ownership
- Strong partnership with the Office of the CFO leveraging the experience of Yousef Awwad, formerly of Tucson Unified School District



Sustainable Funding



Next Steps

- Continue coordination with the Office of the CFO in procurement and portfolio design.
- Finalize Master Leasing Agreement terms and conditions.
- Approval of ongoing “Innovation and Modernization” technology budget beginning in the 15-16 fiscal budget.
- Development of refresh calendar with PAPSA-IT and related stakeholders.



Questions?

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