

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
March 18, 2013

Madison High School Auditorium

2735 NE 82nd Avenue
Portland, Oregon 97220

***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. | <u>PUBLIC COMMENT</u> | 3:00 pm |
| 2. | <u>2013-2014 BUDGET – PROGRAM OVERVIEW</u> <ul style="list-style-type: none">• District Staffing | 3:20 pm |
| 3. | <u>BUSINESS AGENDA</u> | 4:55 pm |
| 4. | <u>ADJOURN</u> | 5:00 pm |

The next meeting of the Board will be a Study Session held on **Monday, April 1, 2013, at 6:00pm** 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 Informational Report

MEMORANDUM

Date: March 13, 2013
To: Members of the Board of Education
From: Sue Ann Higgins, Chief Academic Officer
Subject: District Staffing Team Presentation

Thank you for the opportunity to come and present information to you on the work of the District Staffing Team. As you know, we are in the process of developing recommendations for school staffing for the Superintendent. Recommendations from the District Staffing Team will be a key ingredient in the building the Superintendent's budget proposal for April 15, 2013. We are at the point in our process where our five sub-committees have done analysis of our achievement challenges and the role of staffing of schools can play to improve student achievement and are now developing recommendations for the Superintendent. At the work session on Monday, we plan to walk the Board through our process and get feedback on the direction we are heading.

Attached are a three of background documents for our discussion:

- An abbreviated powerpoint: we will do a more thorough presentation on Monday, but this powerpoint provides you with the background information for our discussion.
- The 2012-13 staffing information overview that was included in the budget book.
- A brief description of focus and priority schools provided by the Oregon Department of Education as well as a list of the PPS focus and priority schools.

Please let me know if you have any questions. We look forward to Monday's discussion.

Staffing Overview

Background Information

Average Daily Membership (ADM) – Staffing is based on projections of average daily membership. This number reflects the District's best estimate of the number of students likely to be enrolled over the course of an entire school year, and so it is preferred over a school's enrollment on a single given day. Adjustments are made to account for changes in school configuration (e.g., adding a grade), a new school or program or a program expansion, changes in transfer policy or boundaries, or changing demographic factors.

Average Daily Membership is calculated by:

- a. Multiplying the number of students at a school by the total number of days each student is enrolled, then
- b. Dividing the result by the total number of days school is in session. (Student absences do not affect this total.)

In previous years, kindergarten students were weighted 0.5 for the calculation of administrative support. Beginning in 2010/11, this weighting was increased to 0.75 to reflect the fact that most of these students are at school for the full day. The 0.75 weighting is retained for the 2012/13 school year.

Licensed Full-time Equivalent (FTE) - For purposes of tracking and balancing staffing allocations at the school level, positions are designated in licensed full-time equivalents, where **one teacher equals two classified staff** members (e.g., secretary, clerk, educational assistant). Therefore, only 0.5 FTE is needed to hire a full-time classified staff person.

General Fund Formula Allocations

The general fund staffing formula is comprised of four components:

1. Ratio Full Time Equivalent (FTE) – Staff allocation based on the number of students served. This component includes, but is not limited to, teachers, educational assistants, and library and technology staff. Ratio FTE does not include funding for kindergarten.
2. Kindergarten – Kindergarten teacher and assistant allocation based on the number of students served. The initial allocation, shown in this budget document, provides sufficient staff for a maximum class size of 26. Additional resources may be allocated in the fall based on actual students enrolled.
3. Socio-Economic factor – Staff allocation based on the socio-economic status (SES) of student population of the school. Approximately five percent of the non-administrative FTE allocation is based on this SES factor.
4. Administrative Support – Staff allocation based on the need for basic administrative support. This allocation is based on school size and configuration (K-5, K-8, K-12, middle and high schools). Positions staffed by this component include principals, vice principals, assistant principals, counselors and clerical support.

Ratio FTE – The major portion of each school's FTE allocation comes from this component of the formula, which is based on the number of students as measured by ADM. For example, a 27 to 1 ratio provides 1.0 FTE for every 27 students enrolled. The following table shows the proposed FTE to ADM ratios, and four years of history for comparison.

This does not imply a class size of 27 students for every teacher. There are a number of factors and decisions made on a school-by-school basis that determine overall class size for each school. Reasons that actual class sizes differ from the ratio include:

1. Schools can choose to use ratio FTE for non-classroom positions, increasing class size.
2. Teacher planning time within the school day in middle and high schools reduces the time teachers are in class, increasing class size.
3. Some students don't take a full load, reducing class size.
4. Some students receive Special Education or ESL services outside of their regular class, reducing class size.

For 2012-13, Ratio did not change for K-5, K-8 or Middle Schools; the High School Ratio decreased slightly to 28.35:1 from 29.1:1.

Staffing Ratio History

School Grade Span	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
K-5 Schools	23.5 to 1*	23.2 to 1	23.4 to 1	24.24 to 1	25.0 to 1	25.0 to 1
K-8 and K-12 Schools	23.5 to 1*	23.2 to 1	23.4 to 1	24.24 to 1	24.24 to 1	24.24 to 1
Middle Schools (6-8)	23.5 to 1	23.2 to 1	23.4 to 1	24.24 to 1	24.24 to 1	24.24 to 1
High Schools (9-12)	22.7 to 1	22.7 to 1	22.9 to 1	24.03 to 1	29.1 to 1^	28.35 to 1

* Prior to 2008/09, kindergarten staffing was calculated as part of Ratio FTE.

Since then it has been calculated separately. See the section on kindergarten staffing below for more detail.

^ The 2010/11 High School increase in ratio incorporates a shift from Ratio to Administrative support, where the Ratio of 24.03 to 1 is equivalent to 25.57 to 1. The remaining increase from 25.57 to 29.1 was partially mitigated through high school scheduling changes.

Kindergarten – The State of Oregon only mandates and funds ½ day kindergarten. The General Fund allocates funding for the first half of the school day in all elementary schools. Full day kindergarten programs are provided in elementary schools, with the second half of the day provided by a parent pay (fee for service) program or by grant funding (Title I, described below).

Since 2008/09, the kindergarten allocation has been separate from the ratio and allocated from the General Fund in 0.5 FTE increments. In other words, kindergarten is allocated by section, rather than fractional by units for each student.

In spite of the current fiscal challenges, maintaining manageable kindergarten class sizes remains a top priority. The kindergarten allocation occurs in two phases – an initial allocation as part of the regular spring staff allocation process, and a secondary allocation to adjust class size once actual fall enrollment is known. The District’s target for maximum kindergarten class size in fall 2012/13 will remain at twenty-five.

- The initial allocation, contained in this budget document, provides sufficient staff to each school so that no kindergarten class exceeds 26 students.
- If average kindergarten class size exceeds 25 students when students enroll in the fall, additional resources will be allocated. With few exceptions, a new section of kindergarten will be provided to schools with increased kindergarten enrollment.
- If a school has only one section of kindergarten with more than 25 students, a part-time educational assistant will be added instead of a full section. Similarly, exceptions to the maximum class size of 25 may occur where a school facility does not have space for an additional section, or if there are programmatic reasons for a slightly larger class size (as in an immersion program).

General Fund Kindergarten Allocation Tables

Spring 2012 Allocation at 26 target maximum applied to 2012/13 projection		Fall 2012 Adjustment at 25 target maximum applied to actual 2012/13 counts	
K Range	K FTE	K Range	K FTE
0 to 26	0.5	0 to 25	0.5
27 to 52	1.0	26 to 50	1.0
53 to 78	1.5	51 to 75	1.5
79 to 104	2.0	76 to 100	2.0
105 to 130	2.5	101 to 125	2.5
131 to 156	3.0	126 to 150	3.0

Socio-Economic Status (SES) – Socio-Economic Status allocation is determined based on each school’s students who are eligible for free or reduced meal prices. SES is five percent of the non-administrative FTE. K-5, K-8 and middle schools with over 30% eligibility will receive SES in 2012/13 at an eligible-student-to-FTE ratio of 188:1. This 30% minimum requirement (floor) was designed to concentrate the allocation of the SES factor to higher poverty schools, including those schools where Title I is no longer available. All high schools will receive SES, regardless of the percent of eligible students at an eligible-student-to FTE ratio of 224:1.

Administrative Support – The Administrative Support Tables indicate the number and types of positions allocated to each school depending on size (measured in ADM) and configuration (K-5, K-8, K-12, middle, or high schools).

Counselors were added to this table in 2008/09 supporting efforts to provide a counseling presence in all schools. Significant progress has been made toward that objective and, despite the current fiscal challenges these expansions are retained for 2012/13. Although each school's leadership retains some control over use of the administrative support allocation, counselor positions are not convertible to other uses. A school principal may, however, use a portion of the school's Ratio FTE component for additional counseling services.

FTE on all tables is shown in Licensed Equivalents, with Secretary represented as half the weight of licensed FTE.

Elementary Schools

FTE Allocated by School ADM^	<299	300-349	350-399	400-499	500-599	600-699	700-799
Principal/Assistant Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal					1.00	1.00	1.00
Secretary	0.50	0.75	0.75	0.88	1.00	1.25	1.50
Counselor*	-	-	0.50	0.50	1.00	1.00	1.00
Elementary School Total	1.50	1.75	2.25	2.38	4.00	4.25	4.50

^ADM includes Kindergarten students weighted .75, Pre-Kindergarten is excluded.

*Counselor allocation to schools 350-499 Requires Free & Reduced Meal percentages > 20%.

K-8 Schools

FTE Allocated by School ADM^	<250	250-299	300-399	400-499	500-599	600-699	700-799
Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal*	-	-	-	1.00	1.00	1.00	1.00
Secretary	0.50	0.50	0.75	1.00	1.00	1.25	1.50
Counselor	0.30	0.40	0.50	0.50	1.00	1.00	1.00
K-8 School Total	1.80	1.90	2.25	3.50	4.00	4.25	4.50

^ADM includes Kindergarten students weighted .75, Pre-Kindergarten is excluded.

*A K-8 with two campuses (Beverly Cleary) receives an additional Assistant Principal.

Middle Schools

FTE Allocated by School ADM	300-399	400-499	500-599	600-699	700-799	800-899
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal*	-	1.00	1.00	1.00	1.00	1.00
Secretary	1.00	1.00	1.25	1.50	1.50	1.50
Counselor	0.50	0.50	1.00	1.00	1.00	1.00
Middle School Total	2.50	3.50	4.25	4.50	4.50	4.50

*A middle school with two campuses (West Sylvan) receives an additional Assistant Principal.

K-12 Schools

FTE Allocated by School ADM	300-399	400-499	500-599	600-699	700-799	800-899
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	-	1.00	1.00	1.00	1.00	1.00
Secretary	1.00	1.00	1.25	1.50	1.50	1.50
Counselor	0.50	0.50	1.00	1.00	1.00	1.00
K-12 School Total	2.50	3.50	4.25	4.50	4.50	4.50

FTE on all tables is shown in Licensed Equivalents, with Secretary represented as half the weight of certified FTE.

High Schools

FTE Allocated by School ADM	400-499	500-599	600-699	700-899	900-1099	1100-1199	1,200-1,299	1,300-1,399	1,400-1,499	1,500-1,599	1,600-1,699
Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Vice Principal	1.00	1.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Secretary	1.00	1.00	1.50	1.50	1.50	1.50	1.75	1.75	2.00	2.00	2.00
Counselor	1.00	1.50	1.50	2.00	2.50	3.00	3.00	3.50	4.00	4.00	4.00
Career Coordination	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Campus Monitor	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Bookkeeper	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Study Hall	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Other Basic Support	0.95	1.15	1.35	1.55	2.05	2.25	2.35	2.55	2.65	2.85	2.85
High School Total	6.70	7.40	8.10	9.80	10.80	11.50	11.85	12.55	13.40	13.60	13.60

General Fund Allocations Outside the Formula

Formula-based allocations cannot always reflect the special circumstances of a particular school. As a result, it is sometimes necessary to make additional allocations to account for unusual school requirements or schools in transitioning situations. These allocations are shown in the tables attached in the column labeled "Non-Formula."

Other adjustments may be necessary for non-standard programs, including High School Focus Options (Benson H.S., Jefferson H.S. Middle College) and alternative programs such as Alliance High School and ACCESS. These schools require different staffing than regular programs. These are shown in the tables as FTE adjustments.

Grant Funds and Special Revenue Funds

Many schools also have grant and/or special revenue funds that provide for additional staff in the schools.

Title IA Allocations

The largest single source of grant funds that provide additional FTE for both certified and classified staff in the schools is the Federal Title IA grant. Most of the Title IA funds received by the District are allocated directly to elementary, middle and K-8 schools where at least 60% of the students qualify for free or reduced-priced meals under federal income guidelines. The funds are targeted to support students from low income families. Dollars are allocated per qualifying student. The highest per student rate is used for schools with greater than 75% poverty, regardless of grade level. High schools only receive Title I funding if 75% or more of their students qualify for free or reduced-priced meals.

Remaining Title I funds are allocated centrally. This funding is used to fund the second half of the full-day kindergarten in Title I schools, along with some pre-kindergarten options for low income families, and to provide a range of supplemental academic support. Title I allocations to charter schools are calculated in exactly the same way as allocations to PPS schools. In compliance with Federal requirements, private schools receive equitable support for the Title I eligible students who attend the private schools that are located within the PPS boundaries.

Other Grants

Other grants outside Title I that provide staffing in schools are for certain specific programs and may not be included in the proposed budget. Past examples are School Improvement Grants (SIG) and Language Immersion start up grants.

Special Revenue

Other staffing at schools can come from revenue raised from families either through individual school foundations (All Hands Raised) or Kindergarten fee-for-service tuition for the second half of the Kindergarten Full Day in non-Title I schools.

School Foundation Funds

- Currently 57 schools have foundations with balances over \$1,000.
- Balances range from \$1,200 to \$317,900 and can be carried over.
- Schools retain 100% of first \$10,000 raised each year.
- Above \$10,000, two-thirds of funds raised stay with the school. One-third goes to All Hands Raised equity grants.
- Funds are primarily used to purchase FTE.

Kindergarten fee-for-service tuition

- Covers salary of Kindergarten teacher for the second half of the school day.
- Allocations match general fund allocations.
- Tuition varies according to family income.
- Is offered at all non-Title I elementary schools.

Portland Public Schools Priority and Focus Schools 2013-14

SIG Schools:

- Martin Luther King Jr. Elementary School
- Madison High School

Priority Schools:

- Roosevelt High School (formerly SIG)
- Rosa Parks Elementary School
- Woodlawn Elementary School

Focus Schools:

- Cesar Chaves Elementary School
- Lane Middle School
- Jefferson High School- Middle College for Advanced Studies
- Rigler Elementary
- Scott Elementary
- Sitton Elementary
- Vernon Elementary
- Whitman Elementary
- Woodmere Elementary

Priority, Focus, and Model Schools Frequently Asked Questions

1. What are Priority, Focus, and Model schools?

Priority, Focus, and Model schools are all Title I (high poverty) schools identified under Oregon's Next Generation of Accountability model, also known as the Elementary and Secondary Education Act (ESEA) waiver plan, as either needing additional support or recognized as being highly successful.

Priority schools are high poverty schools that were ranked in the bottom 5% (approx.) of Title I schools in the state based on Oregon's new rating formula. These schools generally have very low achievement and growth and need additional supports and interventions to turn things around. Schools receiving ESEA School Improvement Grants (SIG Schools) are also designated as Priority Schools.

Focus schools are high poverty schools which were ranked in the bottom 15% (approx.) of Title I schools and need additional support in closing the achievement gap and addressing achievement for historically underserved subgroups.

Model schools are high poverty schools which are rated in the top 5% (approx.) of Title I schools in the state based on the new rating formula. They are showcased as models of successful student outcomes and will help support other schools through Continuous Improvement Networks.

2. How are the schools identified?

Oregon's approved waiver includes a new rating formula that rates schools based on a combination of factors including student achievement, growth, subgroup growth and, for high schools, graduation and subgroup graduation rates. All schools in Oregon receive a rating. However, only those schools which meet the specific definitions are included on the Priority, Focus, and Model schools list.

3. How is this rating formula different from AYP?

The new rating formula provides a more nuanced assessment of how schools are doing and which schools might need additional supports. The new formula places emphasis on achievement growth among individual students (reported on but not included in AYP calculations), achievement growth among students in historically underserved subgroups, and graduation rates. The rating formula allows for a

comprehensive and diagnostic look at student outcomes for each school and targeted interventions that will provide a structure to address needed improvements in outcomes.

4. What does this mean for schools?

At the most basic level, identification as a focus or priority school means that schools will get additional supports to better meet the needs of their students. For priority and focus schools, a network of individuals and agencies statewide, the Oregon Department of Education (ODE), and individual districts will jointly undertake a deeper diagnosis to determine the areas in which the school and district need assistance. Based on the results of this diagnosis – and in collaboration with the school and district leadership and staff, parents, and community – the district will develop a Comprehensive Achievement Plan (CAP) specifically addressing plans for improvement and support at each priority and focus school.

Districts with Priority or Focus schools will be provided funds to support diagnosis and initial implementation of supports and interventions identified in the CAP. Beginning with the 2013-14 school year, districts with Priority or Focus schools may be asked to set aside as much as 20 percent of the district's allocation of Title I funds for the implementation of the planned for supports and interventions.

In addition to the planning effort undertaken by district staff, Priority and Focus schools will be provided leadership coaching, a support team made up of educators with experience in the specific areas the school has included in the CAP, regional coordinators who will facilitate the process, and a system of monitoring.

Model schools will be publically recognized for their outstanding performance. Those Model schools choosing to do so will serve as exemplars to Priority and Focus schools.

5. How often will ODE identify schools for these supports?

ODE will continue to provide supports and interventions to the Priority and Focus schools identified for the 2012-13 school year for four years. The timeline for identification of future Priority and Focus schools will be determined in the coming years and will be dependent on federal approval.

6. When do supports and interventions for a school end?

Elementary and Middle Schools:

At the end of the four year period, a school must demonstrate progress toward meeting the growth target in overall improvement and subgroup improvement for

each of the four years. Skilled educators working with each school will evaluate the extent to which the school is likely to see continued improvement in student achievement.

High Schools:

At the end of the four year period, a school must demonstrate progress toward meeting the growth target for each of the four years in overall improvement and subgroup improvement. Skilled educators working with each school will evaluate the extent to which the school is likely to see continued improvement in both student achievement and graduation rates.

7. Why are some lower-achieving schools not identified?

Only schools funded with federal Title I funds are eligible for inclusion in this program at this time. Schools not receiving these funds will receive ratings but will not be eligible for the additional supports and interventions through ESEA.

8. Where can I learn more?

- ODE's ESEA Flexibility waiver website: <http://www.ode.state.or.us/go/nextgen>
- U.S. Department of Education website: <http://www.ed.gov/esea/flexibility>
- Contact Jan McCoy, School Improvement Team Lead at jan.mccoy@state.or.us or Tryna Luton, Director of School Improvement and Accountability at tryna.luton@state.or.us

Portland Public Schools Priority and Focus Schools 2013-14

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- Whitman Elementary
- Woodmere Elementary

DISTRICT STAFFING TEAM (DST)

3/15/13

District Staffing Team (DST)



Distribution of School Staffing Full Time Equivalent (FTE)

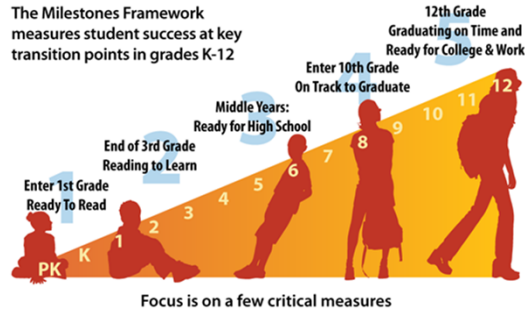
Charge

- Advise Superintendent on school staffing priorities
- Improve allocation of resources to align with the District Milestones goals & Racial Educational Equity policy



- Recommendations to the Superintendent on school staffing FTE allocation

Must align resource allocation with Board Priorities and Policies



BOARD POLICY 2.10.010-P
Racial Educational Equity Policy

Portland Public Schools

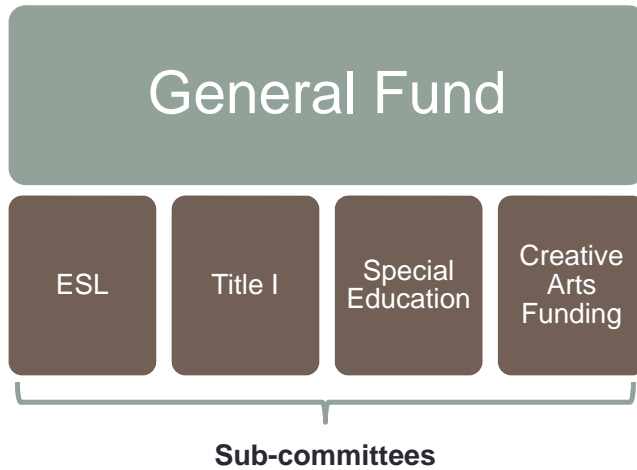
The Board of Education for Portland Public Schools is committed to the success of every student in the district. The Board of Education is committed to the success of every student in the district, regardless of race, ethnicity, or socioeconomic status. The Board of Education is committed to the success of every student in the district, regardless of race, ethnicity, or socioeconomic status. The Board of Education is committed to the success of every student in the district, regardless of race, ethnicity, or socioeconomic status.

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Racial Educational Equity Policy

- Alignment with Milestones goals & Racial Educational Equity policy must be critical drivers in allocation of resources per Board policy

DST structure



Members of DST

- Co-chairs
 - Principal Ben Keefer
 - Chief Academic Officer
- Principals
 - 2 principals from every level (8)
- Leadership from PPS central office supports
 - Office of Teaching and Learning
 - Office of School Operations and Support
 - Regional Administrators
 - Special Education
 - English as a Second Language
 - Finance
 - Budget
 - Human Resources
 - Enrollment and Transfer

Budget situation



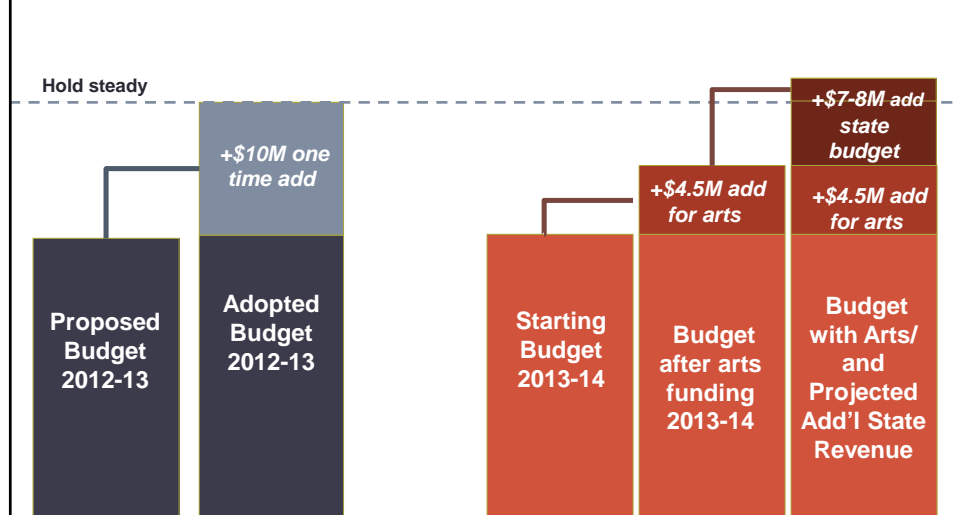
Stability in General Fund budget

- State education budget improves
- Creative Arts Funding adds \$4.5M

Reductions in other funding

- Elimination of one time funding (\$10M)
- Special Education (\$2.2M to \$4.7M)
- Title I (\$1.4M)
- Title II, III, VII, X (\$0.5M)

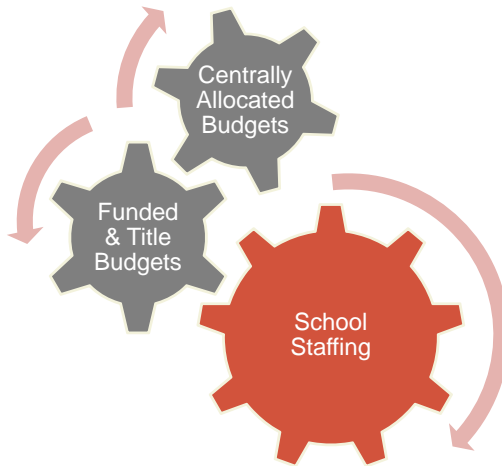
School Staffing General Fund Budget – slightly better off in the General Fund



Significant reductions in other funding sources

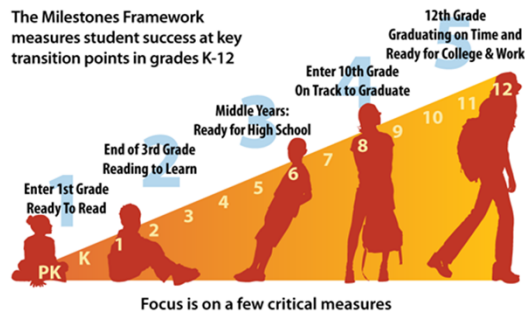
- Title I (\$1.4m)
- Title II, III, VII, X (\$.5m)
- Special Education (\$2.2m to \$4.7m)
- Grants sun-setting (i.e. Voluntary Public School Choice, Foreign Language Assistance Program, School Improvement Grant)

Complexity of school staffing



- Each of these components interdependent with the others
- Reductions in Title, ESL, & Special Education programs and grant funding result in a need to find other means to fund existing strategic critical programs, or risk their elimination.
- Most new strategic investments are likely to come at the expense of an existing program or require additional efficiencies elsewhere

How best to align resources



BOARD POLICY 2.10.010-P
Racial Educational Equity Policy

The Board of Education for Portland Public Schools is committed to the success of every student in each of its schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school every student will have acquired the essential academic, behavioral, and civic skills to be successful in the 21st century. The Board of Education will ensure that every student has the opportunity and support to reach his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools believe, committed which have been identified within the academic and student of years to understand. Using effective teaching practices, we will ensure that every student has the opportunity to learn and that every student is prepared for the future. We will ensure that every student has the opportunity to learn and that every student is prepared for the future. We will ensure that every student has the opportunity to learn and that every student is prepared for the future.

In Portland Public Schools, we ensure that every student has the opportunity to learn and that every student is prepared for the future. We will ensure that every student has the opportunity to learn and that every student is prepared for the future. We will ensure that every student has the opportunity to learn and that every student is prepared for the future.

The responsibility for the development and implementation of this policy rests with the Board of Education. We are aware that school districts across the country have been actively working to address the needs of their students. We will continue to work with other districts to share best practices and to learn from their experiences. We will continue to work with other districts to share best practices and to learn from their experiences.

Racial Education Equity Policy

- Alignment with Milestones Framework & Racial Education Equity policy must be critical drivers in allocation of resources per Board policy

Allocating resources toward equity in student achievement

Guiding Principle: make strategic investments and scaffold future new investments to close racial achievement gap and raise achievement of all students.

Action #1

Invest some resources by school type and achievement needs and not solely by school size.



Result

Target achievement gap closure and support Focus, Priority and other schools most in need of improvement

Allocating resources toward equity in student achievement

Guiding Principle: make strategic investments and scaffold future new investments to close racial achievement gap and raise achievement of all students.

Action #2

Provide clear direction to schools on how certain resources and administrative support must be used



Result

Achieve greater systemic cohesion; align with best practices and ensure closure of the achievement gap

Allocating resources toward equity in student achievement

Guiding Principle: make strategic investments and scaffold future new investments to close racial achievement gap and raise achievement of all students.

Action #3

Provide enough time for resources to shift culture and build capacity



Result

Shift culture and build capacity within schools so that results can be sustained in the longer term.

Other levers to impact achievement

Culturally responsive instruction

Family/school partnership

School- based data teams

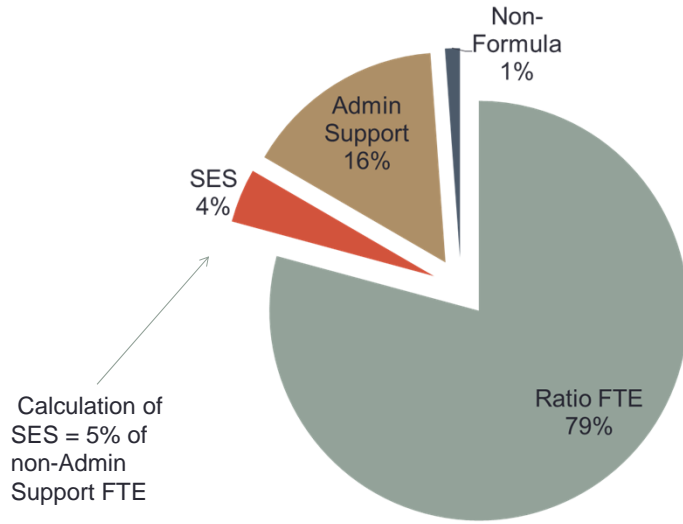
Courageous conversations on race

Meaningful assessment

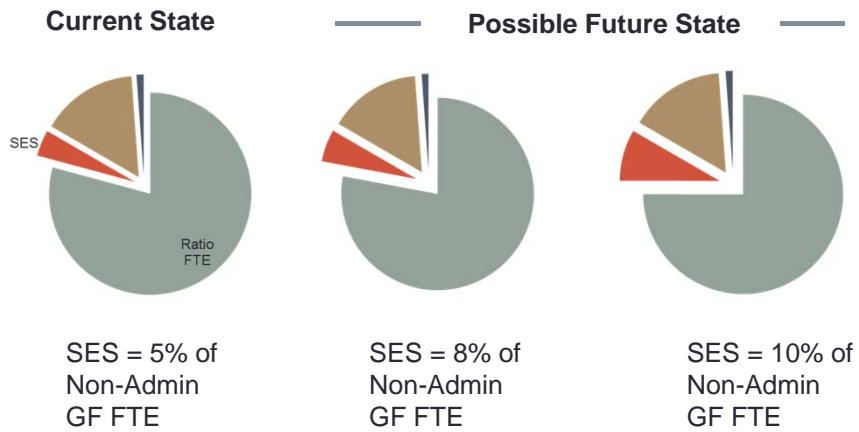
Positive Behavior Intervention Supports

Teacher & leadership effectiveness

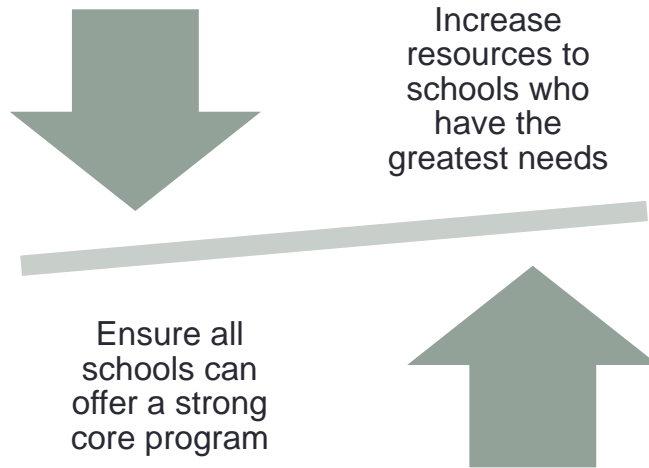
Current State: K-12 Allocation



DST is exploring increasing the SES Allocation



Current tension point



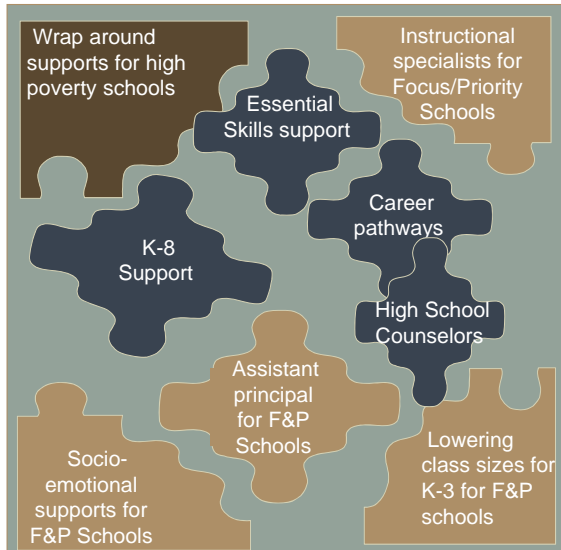
DST's priorities for strategic investments

Focus & Priority Schools	All High poverty Schools	Bolstering core program	Essential skills support
<ul style="list-style-type: none"> • Instructional Specialists • Socio-emotional wrap around support • Assistant principal • Reduce class size at grades K-3 	<ul style="list-style-type: none"> • Socio-emotional wrap around supports for all schools with student population above 75% Free and Reduced Meal 	<ul style="list-style-type: none"> • High School core program support: counseling and career pathway development • Support to grades 6-8 within K-8 schools 	<ul style="list-style-type: none"> • Licensed instructional support • Clerical support for tracking essential skills

*Categories not mutually exclusive

** Focus and Priority schools are high poverty schools that were ranked in the bottom 10% (approx.) of Title I schools in the state based on Oregon's new rating formula.

Alignment of resource allocation is critical

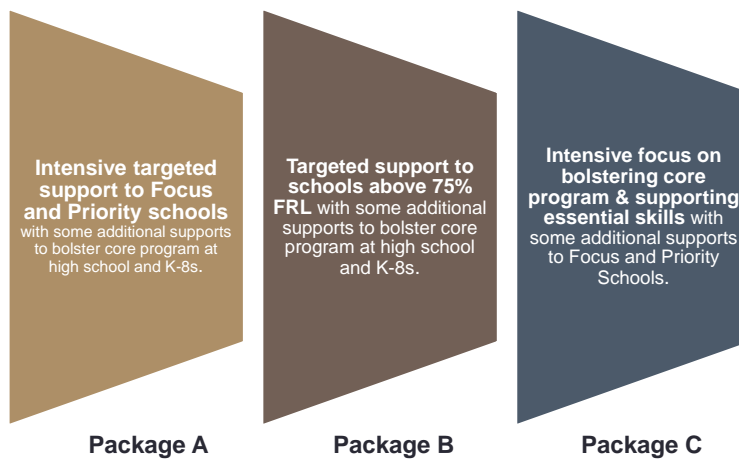


What we know?

- To make an actual impact, some of these priorities require significantly greater resource investment than others
- How resources pair or align with one another is critical

F&P = Focus and Priority

Initially, DST analyzed three different resource packages to ascertain values



*All clusters were modeled using an investment of 30 FTE.

Title Sub-Committee

Title Fiscal challenges: Double hit

Reduction in overall funding

- Change in the Federal formula that identifies eligible students
- Oregon has fewer eligible students compared to other states, resulting in a reduction in funding
- Reduction of 5-6.4%

Sequestration

- July 1 scheduled reduction in Federal program funding
- Percent reduction still unclear

Key considerations

- Funding Title programs in the General Fund can be problematic
 - Once a Title program is funded through the General Fund, it can not be funded by Title budgets in subsequent years
 - Some existing Title programs exist through blended funding streams; there is a question of whether we can use General Fund for these programs without jeopardizing the existence of the overall program

Current Title Budgets

Title	Programs	2012-13 Budget	Reduction for next year
Title IA	Children living in poverty	\$14,817,000	Yes
Title IC	Migrant Education	\$ 117,000	Yes
Title ID	Neglected & Delinquent St. Vincent DePaul, Youth Progress	\$ 70,000	Yes
Title IIA	Professional Development	\$ 2,771,000	Yes
Title III	ESL	\$ 584,000	Yes
Title VII	Indian Education	\$ 340,000	Yes
Title X	Homeless student support	\$ 183,000	Yes

Currently funded in Title I

- School-based PreK
- Head Start
- CIA
- Teen Parent supports
- RTI School Improvement Specialists (8.7 FTE)
- Wrap around supports provided by community partners
- SUN Programs (4 schools)
- Across the board reductions in support

Potential impact of sequestration

Sequestration Percentage	Title I Budget Reduction to PPS
10%	\$1.48 million
8%	\$1.19 million
6%	\$889,013
5%	\$740,844



Creative Arts Sub-Committee



Creative Arts Funding Basics

- Both K-5 and K-8 programs will benefit from this funding
- Funded at K-5 ratio of 500 students to 1 teacher
- Funding ensures equity in a stable floor of arts programming
- Professional development support will be provided through partnership with Regional Arts and Culture Council
- Schools and clusters are working to determine areas of investment where additional staff will be hired

Special Education Sub-Committee

Special Education -\$2.2 to -\$4.7 M

- Forces service delivery changes; some considerations include:
 - Closing of two classrooms – one behavior; one intensive skills fragile
 - Reconsideration of service models, including Pioneer Annex, shifting service delivery model to less restrictive environment
 - Potential reductions in mental health services
 - Continued set-aside FTE for fall balancing and arrivals through the year

English as a Second Language (ESL) Sub-Committee

ESL -\$700K - \$1M

- Forces service delivery changes; some considerations include:
 - Reconsideration of school staffing ratios
 - Improve service delivery model for secondary students needing accelerated English language and academic instruction
 - Differentiated resources for upper grades newcomer students

Next Steps

- Recommendation in process
- What we know:
 - Must align with theory of action
 - Take positive steps toward differentiating resources toward opportunity gap
 - Focus and Priority schools should receive additional and guidance to improve achievement



REPORT – March 18, 2013

Expenditure Contracts Exceeding \$25,000 and through \$150,000

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200(6) (Authority to Approve District Contracts; Delegation of Authority to Superintendent) requires the Superintendent to submit to the Board of Education (“Board”) at the “Board's monthly business meeting a list of all contracts in amounts exceeding \$25,000 and through \$150,000 approved by the Superintendent or designees within the preceding 30-day period under the Superintendent's delegated authority.” Contracts meeting this criterion are listed below.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Latino Network	01/01/13 through 06/30/13	Personal Services PS 59678	Chavez, Rigler & Scott K-8: “Core program” literacy services to 75 Latino children ages 3-5 and 60 parents.	\$40,000	L. Poe Fund 101 Dept. 5431
Imagine Learning	03/02/13 through 07/31/13	Personal Services PS 59682	SUN schools: 200 licenses for Imagine Learning English, including servers, implementation, training & headsets.	\$33,500	M. Goff Fund 205 Dept. 5408 Grant G1187
Education Reform Enterprises	04/15/13 through 06/01/13	Personal Services PS 59699	District-wide: Training for principals and administration in assessment and data literacy.	\$40,000	W. Campbell Fund 205 Dept. 5407 Grant 1248

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah Education Service District	09/10/13 through 06/30/13	Intergovernmental Agreement IGA 59702	Provide Functional Living Skills Program to District student JDW.	\$85,031	M. Pearson Fund 101 Dept. 5414

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Broadway Cab, LLC	04/01/13 through 03/31/14	Service Requirements SR 59046 Amendment 1	District-wide: One-year extension of flat-rate taxi cab services for District special needs students with IEPs, as needed.	\$100,000 \$240,000	T. Brady Fund 101 Dept. 5560
Latino Network	01/01/13 through 06/30/15	Personal Services PS 59226 Amendment 1	George, Lent, Jefferson, and Madison: Increase support to expand the “Conexiones” program .	\$100,001 \$231,836	L. Poe Fund 101 Dept. 5431
Lynch Mechanical Construction	02/11/13 through 05/31/13	Construction C-58901 Change Order 3	District-wide: Trap quantity clarifications to actual number of steam traps found vs. District's initial count.	\$62,754 \$611,915	T. Magliano Fund 421 Dept. 5597 Project E0115

AMENDMENTS TO EXISTING INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Portland State University	03/31/13 through 06/30/13	Intergovernmental Agreement IGA 59337 Amendment 3	Scott and Woodmere: Provide ESL Endorsement Off Campus coursework for spring Cohort.	\$26,000 \$64,960	M. Goff Fund 205 Dept. 5408 Grant G1186

N. Sullivan

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

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4738 through 4741

RESOLUTION No. 4738

Election of Second Year Probationary Teacher

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teacher listed below be elected as Second Year Probationary Teacher.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as a Second Year Probationary teacher for the school year 2013-2014 the following person, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

First	Last	ID
John	Eisemann	021268

S. Murray

RESOLUTION No. 4739

Election of First-year Probationary Teachers (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teacher listed below be elected as a First-year Probationary Teacher.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as First-year Probationary Teachers for the school year 2012-13 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-time

First	Last	ID
Sharon	Mendels	019085

S. Murray

RESOLUTION No. 4740

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
Eowyn	Barrett	021593	2013-02-21	2013-04-24
Catherine	Jager	021378	2013-02-06	2013-06-19
Craig	Johnson	004939	2013-01-02	2013-05-24
Korin	Meyer	021577	2013-02-05	2013-06-19
Dipti	Muni	017023	2013-01-28	2013-05-04
James	Pawlik	020602	2013-01-28	2013-03-31
Marci	Sams	021578	2013-02-15	2013-06-19
Toni	WeaverLi	014010	2013-02-19	2013-06-19
Tyler	York	021245	2013-02-11	2013-06-19

S. Murray

RESOLUTION No. 4741

Recommended Decision to Rescind Election of Second-Year Probationary Teachers (Full-time) of Employees No. 019085

On October 29, 2012, by resolution 4664, the Board of Education approved the Election of Second-Year Probationary Teacher (Full-time) of Employee No. 019085. Because it was subsequently determined that this employee should have been elected as a First-Year Probationary Teacher (Full-time), Employee No. 019085 is removed from the Election of Second-year Probationary Teachers (Full-time) list.

S. Murray

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4742

RESOLUTION No. 4742

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”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Radio Cab Company	04/01/13 through 03/31/14	Services S 58998 Amendment 1	District-wide: One-year extension of flat-rate taxi cab services for District special needs students with IEPs, as needed.	\$400,000 \$820,000	T. Brady Fund 101 Dept. 5560

N. Sullivan