

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
Tuesday, July 8, 2014

Board Auditorium

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

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

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

This meeting may be taped and televised by the media.

AGENDA

1. **PUBLIC COMMENT** 6:00 pm
2. **DISCUSSION: BOUNDARY REVIEW WITH PORTLAND STATE UNIVERSITY CENTER FOR PUBLIC SERVICE** 6:20pm
3. **DISCUSSION: SMARTER BALANCE ASSESSMENT RESOLUTION** 7:50 pm
4. **ADJOURN** 8:45 pm

Portland Public Schools Nondiscrimination Statement

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



Board of Education Staff Recommendation

MEMORANDUM

Date: July 2, 2014

To: Members of the Board of Education

From: Jon Isaacs, Chief of Communications & Public Affairs
Judy Brennan, Enrollment & Transfer Director

Subject: Background for boundary review discussion with PSU Center for Public Service

Background

In their June 2nd report to the board and in their readiness assessment the PSU Center for Public Service team recommended that PPS undergo a six to eight week internal alignment phase to prepare the organization to undergo district wide boundary review. As part of that **process**, the PSU team is working this summer with all of PPS leadership on questions related to district-wide boundary review. At the work session, they are hoping to hear from board members about where they fall on the following questions. These questions will be used to facilitate the work session. The session will be facilitated by Jim Jacks from the PSU Center for Public Service.

1. In the first phase of their work, the PSU heard a number of reasons for conducting a district-wide boundary review, including balancing enrollment, preserving strong neighborhood schools and creating more equitable access to programs for all students. *What should be the primary purpose of district wide boundary review ?*
2. As you know, once we begin a conversation about boundary review, other inter-related issues start to come up. *Do you have strong preferences about things that should, or should not, be included in district wide boundary review? (Moving or changing programs? School reconfigurations? School closure? Etc.?)*
3. *At what specific points in the process should you as a Board play a formal role in district-wide boundary review?*

After the work session, the PSU team will continue to meet with internal staff leadership and will make a recommendation as to a possible district-wide boundary review process before the 2014-15 school year begins.

RESOLUTION No. XXXX

Resolution on Implementation of Smarter Balanced Assessment

RECITALS

- A. At Portland Public Schools our goal is that every student, by name, meets or exceeds academic standards and is fully prepared for college, career and participation as an active community member, regardless of race, class or zip code. The Board of Directors is committed to educating a populace of critical and creative thinkers who are capable of shaping a just and equitable society, to lead good and purpose-filled lives ready to participate in a global economy.
- B. As a School Board, we have high expectations for our students and staff. We believe that all PPS students can succeed academically and we do not shy away from being held accountable for student success. Because of these high expectations, we want to ensure that any accountability measure for our students and schools is reliable, valid and has been adopted with a culturally responsive lens.
- C. The PPS School Board does not support “teaching to the test.” We believe in teaching the whole child and in the ability of skilled educators to creatively instill a lifelong love of learning. In accordance with State law and our own values, standardized testing is only one of many tools to be used in the assessment of student growth and in the evaluation of teachers. Testing should not dominate the culture or instructional time in our schools. As a School Board, we believe the ultimate role of assessment is to improve instruction, not to demean teachers or principals or to label students or schools.
- D. In addition, we recognize that no single assessment gives us the ability to accurately surmise our impact on student learning. Classroom formative assessments designed by teachers, student work product reflecting proficiency and generalization of learning, and in-program assessments found within curricular resources are but three other critical indicators of student achievement and teacher, principal, school, and district efficacy.
- E. A new assessment system aligned with Oregon’s current math and English language arts standards is scheduled to begin in the 2014-15 school year. Along with over 20 other states, Oregon is a member of the Smarter Balanced Assessment Consortium, formed to create the new Smarter Balanced Assessment (SBA), which will replace the Oregon Assessment of Knowledge and Skills (OAKS) test. The intent of SBA is to more authentically assess students by embedding both constructed response and performance tasks within the assessment.
- F. 24 PPS schools helped pilot the SBA in the Spring. It is our understanding that the results from the 2014 field test will not be available until late November or early December of 2014 with the expectation that testing will begin in Spring of 2015.
- G. Given this timeline, we are knowingly entering a school year expecting all students to demonstrate their understanding in math and English language arts (ELA) without first having seen evidence that the assessment is reliable, valid and free from cultural, linguistic, and socioeconomic bias.
- H. Based on the history of No Child Left Behind and its waiver that designates Focus and Priority schools, the United States Department of Education is anticipated to continue its practice of using assessment results to hold states, districts and schools accountable through the use of report cards, labels and sanctions.
- I. Oregon has just begun to re-invest in K-12 education after nearly 20 years of budget cuts following the passage of Measure 5, a state-wide property tax limitation initiative. Oregon's school funding is still nearly \$2 billion short of the state's Quality Education Model, which outlines

the funding necessary to ensure all students are successful. Adding new, unfunded mandates jeopardizes school districts' fragile ability to reinvest resources to better serve students and to meet the State's 40-40-20 goals. We know that other school districts in Oregon face similar challenges.

- J. Many national organizations have called for a moratorium of at least one year on any sanctions based on new assessments, including the Bill and Melinda Gates Foundation, the American Association of School Administrators, the American School Counselor Association, the International Society for Technology in Education, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association and the American Federation of Teachers, the National School Boards Association and the National Parent Teacher Association.
- K. The PPS School Board identifies the following challenges and concerns around the State's implementation of the Smarter Balanced Assessment:
- Established reliability and validity of Smarter Balanced Assessments across all racial groups, socioeconomic groups, and learner types.
 - Providing sufficient accommodations in the SBA for English Language Learners and students with disabilities;
 - Resource impact of implementing the Smarter Balanced Assessment extends beyond the **standards-based professional development of teachers.**
 - The State will need to identify cut scores for SBA without having received field test results creating challenges for linking to previous achievement data and providing students with expectations in a timely manner.
 - As the State testing window is dramatically narrowed, during the 12-weeks to complete both math and ELA SBA, Portland Public Schools students in grades 3-8 and 11 will be engaged in approximately 7 to 8 ½ hours of testing.
 - The current OAKS science assessment remains a multiple choice test, is not built so students may demonstrate their skills in scientific inquiry, and is not used as an active part of the existing State of Oregon Report Card.
 - Technology purchases to upgrade student digital devices will minimally cost Portland Public Schools \$1.2 million of our general fund budget.

RESOLUTION

1. The PPS School Board directs staff to ensure that teaching and learning in PPS is focused on education of the whole child, that pedagogy is designed to meet the rigorous standards of achievement and to meet the needs of all students, and that assessments are implemented to maximize the intended flexibility, collaboration, learning and creativity in the classroom.
2. The School Board calls upon the State to provide the funding necessary to implement the Smarter Balanced Assessment effectively, including funding and time for both professional development and technology resource implementation.
3. The School Board requests that the State not use the Smarter Balanced Assessment for punitive labeling or sanctioning of students, teachers, schools or districts. If assessments are used in this way, there must be assurances on the reliability and validity of the assessment. Premature use of an unreliable or invalid Smarter Balanced Assessment could undermine student enthusiasm for learning, could create devastating outcomes for schools, and could set schools and communities back years if not managed well at the state and local levels.
4. The School Board encourages the state and federal Departments of Education to provide students with opportunities to demonstrate essential skills for graduation through additional summative assessments such as work samples, as is the case now.

5. The School Board requests that the State and Federal Departments of Education delay the use of SBA in the teacher evaluation system for the student data portion given that there is not base-line data to use for effective goal-setting.
6. The School Board requests that the State eliminate current OAKS science testing to reduce the amount of assessments, allowing for a laser focus on implementation of the Smarter Balanced Assessment.
7. The School Board directs the staff to submit these requests to the Oregon Department of Education and the United States Department of Education, and to share this resolution with our state and Congressional representatives.
8. In the meantime, the School Board asks the PPS staff, the State and other partners to continue to expand their efforts to inform and engage parents and community during the transition to the Smarter Balanced Assessment.
9. The School Board directs staff to provide regular reports to the Board on the preparation and implementation of the Smarter Balanced Assessment.
10. Finally, the School Board thanks the staff and teachers of PPS for their shared commitment to providing a quality, well-rounded education with high expectations for all students.

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