

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
October 14, 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. **SUPERINTENDENT'S REPORT** 6:00 pm
2. **STUDENT TESTIMONY** 6:20 pm
3. **STUDENT REPRESENTATIVE'S REPORT** 6:35 pm
4. **PUBLIC COMMENT** 6:45 pm
5. **2014-15 ACHIEVEMENT COMPACTS** – action item 7:05 pm
6. **BUDGET PRIORITIES** 7:30 pm
7. **UPDATE: CAREER TECHNICAL EDUCATION / CAREER LEARNING** 8:30 pm
8. **BUSINESS AGENDA** 9:00 pm
9. **ADJOURN** 9:15 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.

## ***Student Representative's Report October 14, 2014***

Superintendent Smith, fellow Board members, and the Public:

Thank you for giving me this opportunity to address you all tonight. This first month of school has inspired me through the many new student leaders who have joined the Superintendent's Advisory Council. We began this school year with just four members in SuperSAC, three of whom were from Lincoln. We now have student leaders from Franklin, Madison, Roosevelt, Wilson, Grant, and Lincoln. It is with great excitement that I can say that we have three student leaders from Madison.

Student voice throughout PPS is growing, as students are choosing more and more to shape their own education, and in turn their own future. This is immensely exciting. This year there is a heavy emphasis on serving the community in SuperSAC. On Thursday, December 4 SuperSAC will be hosting a Student Leadership Forum for the Associated Student Bodies, and Leadership classes at all the comprehensive high schools. Through this event SuperSAC hopes to provide the opportunity for student leaders within individual schools to connect with other student leaders and discuss effective leadership. Students will share ideas on leading assemblies, promoting school spirit, and acting as positive role-models in person and online. From this we hope student leaders can return to their respective schools with new skills, fresh ideas on events such as dances and assemblies, and a continuing network across all PPS high schools. This type of event has never taken place before and this year's SuperSAC believes that this is year to do so. There is so much knowledge on leadership in all the high schools that should be shared district wide.

At our last meeting students also wrote a recommendation for how the \$13 million dollar windfall should be spent. Students emphasized the importance of having a full-time librarian at every school. Not only do students need access to the internet for class work, but it has now become the method of applying to colleges and jobs. As a school board we can't expect to see graduation rates increase if students don't have a faucet to connect to their future. It should be top priority to give students the chance to apply to college and jobs. Students also talked about the importance of having working water fountains in each school. As a district we should be encouraging students to use reusable water bottles and we need to ensure students have access to water to fill those bottles while at school.

In conclusion I have great confidence in the student leaders in SuperSAC this year. Students are excited to join committees within PPS, and to be active in the community. SuperSAC hopes to do lobbying for a full week of Outdoor School, as this is something that we feel is valuable for both sixth graders and high school students. It's an opportunity for sixth graders to do hands-on learning in a community in which they feel accepted, and for high schoolers to be role-models and teach science to those sixth-graders in the rustic forests of the Northwest. As a Student Leader myself I have grown as both a leader, and a person.

Thank you for your time tonight, and I'm very excited for the direction in which student leadership across PPS is heading.

*Minna Jayaswal*



# Board of Education Informational Report

## MEMORANDUM

**Date:** 10/3/14

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

**From:** Achievement Compact Advisory Committee

**Subject:** Achievement Compact for 2014-15 School Year

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School districts are required to set annual targets for the metrics on the Achievement Compact. Over the last three years, our committee has developed a methodology that we have employed consistently in order to set those targets. We also identified two primary targets to focus on: five year completion rates and third grade reading.

For the 2014-15 school year, Oregon will no longer be using the Oregon Assessment of Knowledge and Skills (OAKS) and instead will transition to the Smarter Balanced Assessment (SBA) for its annual assessments. This will affect three achievement compact metrics: third grade reading, fifth grade math, and eighth grade math.

In July 2014, the Board of Education unanimously approved the attached resolution formally asking the State and Federal Departments of Education to delay using the SBA for “labeling or sanctioning.” The following is a provision from the resolution:

“The Board requests that the State not use the Smarter Balanced Assessment for punitive labeling or sanctioning of students, teachers, schools or districts. There must be assurances on the reliability and validity of the assessment. 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.”

In line with the resolution, the members of the Achievement Compact Advisory Committee unanimously recommend that the Board decline to set targets for the three metrics that would employ the SBA until we receive “evidence that the assessment is reliable, valid and free from cultural, linguistic, and socioeconomic bias.” (Board Resolution No. 4943)

As third grade reading is a district-wide priority, we recommend that the Assessment and Testing workgroup (a currently-forming joint work group made up of teachers and administrators) be charged with developing a recommendation to the Board on how to measure third grade reading achievement. That workgroup is scheduled to report to the Board in November.

We have made a few adjustments to the previously-agreed upon methodology and have attached that to this document. We recommend that the Board employ this methodology to set

targets for the other metrics, including graduation and completion rates, attendance and college credit attainment.

While the district has made gains in some areas toward the targets, we cannot meet these aspirational goals without a significant investment in education. While all members on the committee remain committed to setting aspirational targets, substantial concern remains that 100% is not a realistic target under current funding conditions. State funding is still far below the Quality Education Model (QEM) calculation. For 2013-15, State funding was at 76% of the fully funded QEM level.

Over the last three years, our committee members have identified a number of successful strategies for engaging students and improving student achievement. Some examples include:

- Hands-on learning such as robotics, computer programming, journalism, shop with modern tools and techniques and curriculum relating to the hands on work
- Dual language immersion and access to second language acquisition for non-immersion students across all grades and schools
- AVID expansion
- Culturally specific supports for students and families
- Wrap around supports for all ages to assure healthy, well-cared for and supported students
- Arts programming
- Time for movement and exploration
- Certified librarian in each school and more books available for libraries
- Lower class sizes especially at the younger grades
- Parent and community outreach, and engagement
- Support for teachers and principals in how to meaningfully engage parents, families and community
- "We the People" teams in middle grades
- Staffing and support in earlier grades to assure students arrive in later grades with strong foundations in all subjects and ready to succeed at next grade level
- Support team staff including counselors, technology support, para-educators, maintenance and safety support as well as professional development for research based strategies

It is imperative that the State's investment in education provides PPS with the resources to have equity in full programs in every school: offering strategies such as these along with other enrichments and supports in order to meet the State's goal of 40-40-20 and our own Achievement Compact targets.

While this Committee is tasked with making recommendations on targets in areas specified by the State, and while the members recognize that goals for student achievement (as measured by test scores) in these particular areas are important, we want to caution that the numbers alone cannot drive the education of PPS students. Enrichments and emotional supports are as important as academics in developing an ongoing love of learning in our students. Our work needs to value our students' experiences and continue to emphasize the rigor, relevance, realness and relationships in order for our students to become productive members of our society. We support the education of the whole child.

Thank you for the direction that you provided to our committee in completing this task through your July 2014 resolution. Also, thank you for continuing to appoint ex-officio members from the community (representatives from the PTA and Coalition of Communities of Color) to our committee. These additional perspectives have been invaluable to our team.

We look forward to discussing these recommendations with you at the October 6<sup>th</sup> work session.

College and Career Ready: Are students completing high school ready for college or career?										
	2008-09 Cohort	Disadvantaged	2009-10 Cohort	Disadvantaged	2010-11 Cohort	Disadvantaged	2011-12 Cohort Goal	Disadvantaged Goal	2014-15 Cohort 4-yr. Goal	Disadvantaged 4-yr Goal
4-Year Graduation Rate	63.1	54.0	66.9	56.7	NA	NA	73.9	67.5		
5-Year Completion Rate	79.7	73.8	NA	NA	89.7	86.6				
3+ College Level Courses	NA	NA	NA	NA	NA	NA	30.5	19.7		
Post-Secondary Enrollment	66.4	59.3	NA	NA	NA	NA	80.7	76.2		

Progression: Are students making sufficient progress toward college and career readiness?										
	All Students 2011-12	Disadvantaged	All Students 2012-13	Disadvantaged	All Students 2013-14	Disadvantaged	Goal (All) 2014-15	Disadvantaged Goal	4-Year Goal (All) 2017-18	Disadvantaged 4-yr Goal
Kinder Assessment Participation	NA	NA	NA	NA	92.6	91.6	95	95		
3rd Grade Reading Proficiency	76.4	63.2	75.3	61.3	74.3	59.6				
5th Grade Math Proficiency	65.5	50.3	67.3	51.1	67.7	50.1				
6th Grade Not Chronically Absent	89.4	85.4	89.5	86.1	93.0	91.2	93.7	92.1		
8th Grade Math Proficiency	66.7	51.5	64.5	49.1	67.2	50.0				
9th Grade On Track to Graduate	NA	NA	NA	NA	83.2	74.7	88.2	79.7		
9th Grade Not Chronically Absent	79.9	73.1	81.5	74.8	84.3	78.3	85.9	80.5		

Equity: Are students succeeding across all buildings and populations?					
	2012-13	2013-14	2014-15	2015-16 Goal	4-Year Goal (2018-19)
Priority & Focus Schools (Includes schools with lowest overall rating on Oregon Report Card)	NA	16	18	18	

Local Priorities: What other measures reflect key priorities in the district? (Optional, up to 3)										
	All Students 2011-12	Disadvantaged	All Students 2012-13	Disadvantaged	All Students 2013-14	Disadvantaged	Goal (All) 2014-15	Disadvantaged	4-Year Goal (All) 2017-18	Disadvantaged 4-yr Goal

Investment: What is the public investment in the district? (Does not include capital investments)				
	2012-13 (Actual)	2013-14 (Budgeted)	2014-15 (Budgeted)	2014-15 QEM calculation of district share
Formula Revenue	\$339,960,652	\$371,576,653	\$393,503,602	\$472,559,307
Local Revenue (Not passed through formula)			\$127,810,726	
Federal Revenue			\$62,226,237	
State Grants (Not passed through formula)			\$16,652,387	

KEY for 20142-015 ACHIEVEMENT COMPACT  
*Italics Bold = District provided goal*  
**Bold = ODE provided outcome**  
*Italics = District provided optional field*  
 NA = Not Available

**Equity: Are students succeeding across all buildings and populations?**

2008-09 Cohort									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	55.8	47.5	31.0	52.6	54.2	29.0	61.2	76.5	89.4
5-Year Completion Rate	76.6	57.1	63.7	72.2	68.8	59.0	80.0	80.7	95.7
3+ College Level Courses									
Post-Secondary Enrollment	58.1	46.8	44.5	65.6	48.9	42.3	58.8	81.8	81.2
2011-12 Sub-group Outcomes									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency	60.3	48.5	55.4	51.5	55.8	60.0	60.5	75.7	99.8
5th Grade Math Proficiency	47.7	40.5	37.6	32.3	49.1	50.0	35.7	75.7	97.4
6th Grade Not Chronically Absent	84.2	89.1	81.9	84.4	85.5	75.0	88.2	97.4	95.0
8th Grade Math Proficiency	50.6	39.1	31.2	43.6	51.1	38.1	50.0	77.3	97.2
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent	71.2	79.0	69.6	74.5	70.7	76.1	71.4	88.0	91.7
2009-10 Cohort									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	57.7	50.8	37.7	53.1	57.2	44.4	56.7	80.3	90.6
5-Year Completion Rate									
3+ College Level Courses									
Post-Secondary Enrollment									
2012-13 Sub-group Outcomes									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency	57.6	42.5	55.8	49.1	54.6	68.6	52.0	72.5	100.0
5th Grade Math Proficiency	46.7	40.8	40.3	34.2	46.8	58.6	40.0	78.7	98.4
6th Grade Not Chronically Absent	84.9	89.6	81.7	84.9	87.6	80.0	87.5	96.7	94.4
8th Grade Math Proficiency	47.5	29.3	28.3	36.7	46.6	62.5	41.9	74.0	98.0
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent	73.2	80.5	74.5	74.9	75.4	70.6	78.3	93.7	89.9

Portland SD 1J Achievement Compact  
2014-2015

2010-11 Cohort									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate									
5-Year Completion Rate	88.5	76.6	82.8	86.9	81.9	82.9	91.1	90.7	97.9
3+ College Level Courses									
Post-Secondary Enrollment									
2013-14 Sub-group Outcomes									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation	92.2	93.0	83.5	90.3	93.8	80.8	88.1	94.2	95.5
3rd Grade Reading Proficiency	55.7	35.9	53.6	46.2	51.6	66.7	48.4	69.5	99.5
5th Grade Math Proficiency	46.4	38.7	37.2	29.9	43.2	57.1	42.9	78.5	99.2
6th Grade Not Chronically Absent	90.3	94.7	89.1	92.8	91.6	88.5	95.5	98.2	95.8
8th Grade Math Proficiency	48.3	29.9	25.3	37.2	48.0	34.5	56.0	80.3	98.2
9th Grade On Track to Graduate	73.5	80.6	70.1	68.6	73.5	78.1	65.7	94.6	95.5
9th Grade Not Chronically Absent	77.3	85.7	77.0	76.0	76.1	84.8	75.8	96.7	90.7
2011-12 Cohort Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	70.5	59.9	52.1	68.6	64.9	61.4	74	81.3	92
5-Year Completion Rate									
3+ College Level Courses	19.6	13	11.8	14.4	21.4	15.1	12.3	40.7	65.1
Post-Secondary Enrollment	75.6	74.3	65.3	80.7	71.1	73.6	89.1	90.4	91.6
2014-15 Sub-group Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation	95	95	95	95	95	95	95	95	95
3rd Grade Reading Proficiency									
5th Grade Math Proficiency									
6th Grade Not Chronically Absent	91.3	95.2	90.2	93.5	92.4	89.7	96	98.4	96.2
8th Grade Math Proficiency									
9th Grade On Track to Graduate	75.7	83.6	72.1	69.8	76.7	80	67.9	98.7	99.3
9th Grade Not Chronically Absent	74.2	87.1	79.3	78.4	78.5	86.3	78.2	97	91.6
2014-15 Cohort Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate									
5-Year Completion Rate									
3+ College Level Courses									
Post-Secondary Enrollment									



2017-18 Sub-group Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency									
5th Grade Math Proficiency									
6th Grade Not Chronically Absent									
8th Grade Math Proficiency									
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent									

KEY for 20142-015 ACHIEVEMENT COMPACT
<i><b>Italics Bold = District provided goal</b></i>
<b>Bold = ODE provided outcome</b>
<i>Italics = District provided optional field</i>
NA = Not Available

## Recommended Methodology for Setting Achievement Compact Targets for 2014-15:

1. **College and Career Readiness Outcomes:**
  - a. **4-Year Cohort Graduation Rate, Post-secondary enrollment and Earning 3+ College Credits** (this target has changed from 9+ college credits so this year is new baseline data): Given the interrelated nature of these outcomes to the State's 40-40-20 goals, we recommend setting a target of 100% for each indicators by 2021 (4-Year cohort college graduates in 2025)  
Methodology: We recommend determining the annual growth rate necessary to reach 100% for each indicator by 2021 through a back mapping process for all students and historically underserved students. We have assumed a constant rate of growth in progressing toward our overall targets. This means the amount of growth needed each year to meet our defined target is the same year over year.
  - b. **5-year Completion Rate:** This committee has previously recommended an ambitious target of 100% of this year's 10<sup>th</sup> graders completing high school or the equivalent by 2017-18  
Methodology for 5-Year Completion Rate: In order to meet our goal of 100% of this year's 10<sup>th</sup> graders completing high school or the equivalent in 5 years, we have back mapped from 100% of students completing in 2017-18 and determined the annual constant growth necessary for all students and historically underserved students.
2. **3<sup>rd</sup> Grade Reading Proficiency:** Our goal is to have 100% of third graders reading to learn.  
Methodology: Decline to set a target employing the Smarter Balanced Assessment until we receive assurances on the reliability and validity of the assessment. The Assessment and Testing workgroup will develop a recommendation on how to measure 3<sup>rd</sup> grade reading achievement and report back to the Board of Education by November 2014.
3. **5<sup>th</sup> Grade Math Proficiency and 8<sup>th</sup> Grade Math Proficiency:** Decline to set targets employing the Smarter Balanced Assessment until we receive assurances on the reliability and validity of the assessment.
4. **6<sup>th</sup> Grade Not Chronically Absent and 9<sup>th</sup> Grade Not Chronically Absent:**<sup>1</sup>  
Our target is an annual 10% decrease in students not attending 90% of school days, including historically underserved students.  
Methodology: Identify the percentage of students who are not meeting the outcome (if 70% of students are meeting the outcome, then 30% are not meeting). Take 10% of students not meeting the outcome (10% of 30% is

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<sup>1</sup> We continue to be concerned about the deficit language that is used in the Achievement Compact.

3%) and apply that 10% to identify the target ( $70\% + 3\% = 73\%$  is the target).

5. **9<sup>th</sup> Grade on Track:** In line with previous milestone targets, our target is to increase this metric by 5% each year and a 5% closure of the achievement gap.

Methodology: The deadline for submitting the 9<sup>th</sup> grade credits was the end of July and PPS received an extension until the end of August. This still does not allow for us to account for all of our credits earned over the summer. We request that the future deadline for this metric be extended to mid-September and we will set our target for a 5% increase.



# Board of Education Informational Report

## MEMORANDUM

**Date:** 10.9.14

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

**From:** Carole Smith, Superintendent

**Subject:** Priority Investment Plans

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On September 26, 2014 the Board of Education directed me to develop plans to:

- a. add up to \$4.0 million investment in the three priorities:
  - i. ensuring that all students are reading at benchmark by the end of third grade
  - ii. improving high school graduation and completion rates
  - iii. eliminating disproportionality in out of school discipline between white students and students of color and reducing out-of-school discipline for all students by 50 percent.
- b. add up to \$5.5 million in one-time investments that support the improvement of outcomes for PPS students and effective operations.

In developing these budget plans, staff received feedback from the following groups:

- Portland Association of Teachers Instructional Practices Committee
- Achievement Compact Advisory Committee
- Coalition of Communities of Color
- Diploma Plus College Career Team
- Portland Parent Union

- Coalition of Black Men
- Community Education Partnership.

Staff has developed plans that call for \$3.5 million in on-going spending for the three priorities and almost \$6 million in one-time spending, including \$2.85 million in one-time resources around the three priorities.

For the three priorities, these budget requests build upon the work already in place. All new budget requests were limited to those that were “shovel ready” and able to be implemented during the 2014-15 school year. The detailed narratives for the plans are attached as well a summary report with broad budget categories.

In addition to those one-time funds described in the narratives for the three priorities, staff identified the following one-time investments:

- **Deferred maintenance backlog:** with a focus on life safety (e.g. lead paint and stage rigging)
- **School capacity:** these resources are to address our most needed overcrowding issues that require a “facilities” solution while not taking away from our ability to maintain our aging building systems
- **New teacher support:** includes technology, curriculum materials, and onboarding and HR supports
- **Community engagement for values/climate surveys:** implement the recommendations from PSU for community process around values and school climate surveys

Attached please find:

- 1) narratives for each of the three priorities
- 2) a summary sheet of the resource allocations for the three priorities and one-time funds

<b>Additional Strategic One-Time Investments</b>	
Community Engagement for Values/Climate Surveys	\$ 200,000
Facilities (Deferred Maintenance: Safety, & School Capacity)	\$ 1,775,000
New Teacher Supports (Technology; Curriculum Materials; Onboarding & HR Supports)	\$ 1,050,000
Technology Support	\$ 120,000
<b>Total Additional Strategic One-Time Investments</b>	<b>\$ 3,145,000</b>
Additional Strategic One-Time Investments	\$ 3,145,000
Three Priorities One-Time Investments	\$ 2,847,450
<b>Total One-Time Investments</b>	<b>\$ 5,992,450</b>

<u>Original Proposal:</u>	
Three Priorities (Ongoing & One-Time)	\$ 4,000,000
Additional One-Time Investments	\$ 5,500,000
<b>Total Funding</b>	<b>\$ 9,500,000</b>
<u>These Proposals:</u>	
Ongoing Commitments (Three Priorities)	\$ 3,520,891
One-Time Investments (Three Priorities & Additional)	\$ 5,992,450
<b>Total Ongoing &amp; One-Time</b>	<b>\$ 9,513,341</b>

<b>Three Priorities - Ongoing</b>	<b>Exc. Discipline</b>	<b>Third Grade</b>	<b>High School</b>	<b>Totals</b>
System Improvement	\$ 221,700	\$ 230,000	\$ 507,133	\$ 958,833
Direct Support in Target Schools	\$ 1,056,614	\$ 933,000	\$ 572,444	\$ 2,562,058
	<b>\$ 1,278,314</b>	<b>\$ 1,163,000</b>	<b>\$ 1,079,577</b>	<b>\$ 3,520,891</b>
FTE Personnel	\$ 614,000	\$ 1,013,000	\$ 899,577	\$ 2,526,577
Other Personnel	\$ 139,314	\$ -	\$ 180,000	\$ 319,314
Culturally Specific Partners	\$ 525,000	\$ 150,000	\$ -	\$ 675,000
Other (Materials and Resources)	\$ -	\$ -	\$ -	\$ -
<b>Total - Three Priorities Ongoing</b>	<b>\$ 1,278,314</b>	<b>\$ 1,163,000</b>	<b>\$ 1,079,577</b>	<b>\$ 3,520,891</b>
<b>Three Priorities - One-Time</b>	<b>Exc. Discipline</b>	<b>Third Grade</b>	<b>High School</b>	<b>Totals</b>
System Improvement	\$ 105,260	\$ 133,000	\$ 75,000	\$ 313,260
Direct Support in Target Schools	\$ 171,190	\$ 1,650,000	\$ 713,000	\$ 2,534,190
	<b>\$ 276,450</b>	<b>\$ 1,783,000</b>	<b>\$ 788,000</b>	<b>\$ 2,847,450</b>
FTE Personnel	\$ -	\$ -	\$ -	\$ -
Other Personnel	\$ 99,050	\$ 488,000	\$ 72,000	\$ 659,050
Culturally Specific Partners	\$ 110,000	\$ 25,000	\$ 25,000	\$ 160,000
Other (Materials and Resources)	\$ 67,400	\$ 1,270,000	\$ 691,000	\$ 2,028,400
<b>Total - Three Priorities One-Time</b>	<b>\$ 276,450</b>	<b>\$ 1,783,000</b>	<b>\$ 788,000</b>	<b>\$ 2,847,450</b>
<b>Total - Three Priorities Ongoing</b>	<b>\$ 1,278,314</b>	<b>\$ 1,163,000</b>	<b>\$ 1,079,577</b>	<b>\$ 3,520,891</b>
<b>Total - Three Priorities One-Time</b>	<b>\$ 276,450</b>	<b>\$ 1,783,000</b>	<b>\$ 788,000</b>	<b>\$ 2,847,450</b>
<b>Total Three Priorities</b>	<b>\$ 1,554,764</b>	<b>\$ 2,946,000</b>	<b>\$ 1,867,577</b>	<b>\$ 6,368,341</b>

**Examples from Narratives:**

*System Improvement:* Restorative Justice Coordinator; Upgrade data warehouse and data wall

*Direct Support in Target Schools:* Reading specialists; increased \$ for credit recovery; CARE TOSA

*FTE Personnel:* Library/media specialists; student attendance coordinators; dual credit coordinator (with partners)

*Other Personnel:* professional development and substitutes for CBELD, integration of PBIS & RJ & CARE

*Culturally Specific Partners:* contracts to expand mentor programs, mental health services and leadership development

*Other (Materials and Resources):* PK-5 english language arts adoption process and acquisition (first installment)

## Superintendent's Key Priority #3: Accelerating Graduation and Completion Rates

Proposal for Targeted Investment in SY 2014-2015

October 7, 2014

### Context

This proposed plan builds upon the work of the existing Diploma Plus College Career Team, a group of parents and district staff and the former High School Action Team (a 30 person team comprised of community parents, school-based staff, higher education representation, PPS central office administrators, parents and industry partners).

Proposed investments align to the below two overarching themes:

1. **Design a system that prepares students for college and career readiness** as the goal, as opposed to the high school diploma.
2. **Implement an early response system** that sounds the alarm sooner for students at risk of dropping out and not being ready for post-secondary success; accompany this with concrete interventions to support these students.

### Proposed Investments

Goal	2014- 15 Actions
<b>Increase graduation rates by focusing on credit recovery and boosting attendance</b>	<b>Support the development of an early response system:</b> <ul style="list-style-type: none"><li>• <b>Focus on <i>credit recovery</i> as a critical intervention within the early response system.</b> This includes providing resources so schools can offer credit recovery at their school, paying for tuition and transportation costs for students to attend summer or evening school and adding counseling and technology support to Summer Scholars and Portland Evening Scholars.</li><li>• <b>Increase attendance system-wide</b> – Share promising practices to increase attendance across the system as well as provide two full time program managers to work across the Roosevelt cluster.</li><li>• <b>Collaborate with families and students, especially from historically underserved communities,</b> with the goal of boosting student attendance and better communicating student progress.</li></ul>
<b>Increase the number of students who graduate prepared for college/career</b>	<ul style="list-style-type: none"><li>• <b>Continue to support acceleration in our schools.</b> Fund additional AP, IB and dual credit textbooks. Pay for professional development to train more AP and IB Teachers. Expand <i>dual credit</i> opportunities by partnering with higher education partners. Do so by sharing the cost of a program director who will work on behalf of all K-12 districts in Portland.</li><li>• <b>Support career exploration and preparation programs and hands-on</b></li></ul>



**learning.** Fund equipment, supplies, and technology to support career exploration and preparation programs and hands-on learning in grades 6-12. Also, include an audit assessing existing infrastructure needs. Provide opportunity for teachers and industry professionals from high wage / high demand career fields to partner in developing curriculum, including makerspace curriculum, that is more connected to real-world application.

- **Focus on the role of the high school counselor and career coordinator as key levers to boost student preparedness for college and career.** Improve counseling ratio from 350 students to 1 counselor to 300 students to 1 counselor (This investment has already been approved by the PPS Board). Provide professional development for counselors and career coordinators around supporting college and career readiness. Focus on aligning and improving college and career centers across the high school system.
- **Collect, conduct and communicate research on promising practices for historically underserved populations.** This includes conducting research on the different needs *within* the emerging bilingual population as well as collecting, conducting and communicating research of what's working for our historically underserved populations.

**Create an infrastructure to align existing High School system work**

- **Develop 3-5 year strategic roadmap to develop a system built around all students graduating ready for college and career.** Includes partnering with the Educational Policy Improvement Center (EPIC), who will conduct research and provide strategic guidance to ensure that educators understand the importance of college and career readiness and its implications for postsecondary success.
- **Create an Office of College and Career Readiness to oversee alignment of high school initiatives:**
  - College/career readiness strategic roadmap
  - Acceleration strategies, including dual credit, AP and IB
  - Credit recovery
  - Career Learning
  - College and career centers
  - Others
- **Improve data systems that allow families, central staff and school-based staff to better understand who is on track to graduate from high school and on track for post-secondary readiness.** Also ensure that the data we publish is accurate, timely, easy to understand and relevant.



## Superintendent's Key Priority #2: Exclusionary Discipline

### Proposal for Targeted Investment in SY 2014-2015

October 6, 2014

#### Overview

Superintendent Smith has established the following goals to reduce levels of exclusionary discipline and increase instructional time for students in Portland Public Schools.

- (1) Reduce both *disproportionality in exclusionary discipline* and *overall exclusionary discipline* by 50% by June 2015 in the following twelve schools\*: Franklin HS, Jefferson HS, Madison HS, Roosevelt HS, Beaumont MS, George MS, Boise-Elliott/Humbolt K-8, Chief Joseph/Ockley Green K-8, Harrison Park K-8, Lee K-8, Vernon K-8, Vestal K-8.

\*These twelve schools were primarily chosen based on the large numbers of historically underserved students they serve as well as their current stage of implementation of restorative justice practices.

- (2) Reduce both *disproportionality in exclusionary discipline* and *overall exclusionary discipline* by 50% by June 2016 system-wide.

Measurement will focus on both (a) unique students experiencing in-school and out-of-school suspensions and expulsions and (b) number of incidents of in-school and out-of-school suspensions.

Disproportionality is defined as the difference between the magnitude of exclusionary discipline experienced by historically underserved students—those who identify as Black, Latino/Hispanic and/or Native American—and that experienced by those not historically underserved.

In order to meet these ambitious system goals, a variety of additional investments are proposed. They include both (a) *system-wide investments* that build internal capacity and improve the ability of our system to support all schools and students as well as (b) *targeted investments* which provide direct support to the twelve schools identified for improvement in 2014-2015.

#### Proposed Investments

In order to eliminate disproportionality in exclusionary discipline while also decreasing overall exclusionary discipline district-wide, a cultural transformation is required both at the individual school level as well as the system level. In addition, a focus on culturally specific strategies is necessary. Thus, our proposed investments reflect a three-pronged approach. Investments target (a) culturally responsive school climate & practice (b) system-wide supports for culturally responsive climate & practice and (c) culturally specific strategies that directly target disproportionality for Black and Native students.



## SCHOOL CLIMATE & PRACTICE

***Integration of PBIS, Restorative Justice and CARE work.*** While each of these three programs provide unique system supports and skill development, the integration of all three are required to improve school climate and create culturally responsive learning environments for all students. The following activities are proposed:

- (1) Administrator Action Research Meetings. Building administrators from the twelve target schools will meet five times during the school year for half-day sessions. They will learn how to help building staff connect PBIS, Restorative Justice & CARE work to eliminate discipline disparities. They will also jointly monitor progress and share challenges and successful practice. This investment will provide dedicated time for building administrators to create and monitor plans, and learn from colleagues. It will also help central office administrators understand how to better support schools.
- (2) Expansion of CARE Summer Institute to include PBIS & Restorative Justice (RJ) strands. In order to (a) expand internal capacity to support PBIS in schools and (b) integrate our PBIS and CARE work, the CARE Summer Institute will be expanded, adding 10 cadre members with a PBIS & Restorative Justice focus. Cadre members are teacher and counselor leaders who develop expertise in coaching fellow teachers and counselors in the areas of CARE, PBIS and restorative discipline practice. This investment will result in an increased capacity across the district to provide in-building support while providing meaningful leadership development opportunities for teachers and counselors.

### ***Expand and deepen CR-PBIS work.***

- (1) Provide 2-day CR-PBIS training for 12 target schools and 24 schools already engaged in CR-PBIS. Teams are guided through a process to (a) develop their school Action Plans and (b) create and plan activities to engage their building staff.
- (2) Hold School Climate Leadership meetings. 36 school climate teams will gather for early evening meetings six times during the year. These meetings will build capacity and community among PPS schools implementing CR-PBIS. Teams will monitor progress and share challenges and successful practice. Coaches provide schools with technical support.
- (3) Support for CR-PBIS teams in target schools. CR-PBIS Teams in target schools will receive funds to pay team members to work outside contract hours on elements targeted in Action Plans.

***Provide target schools with Tier 2, K-12 Student Intervention Team training.*** SIT (Student Intervention Team) teams in target schools to receive training and coaching support from PBIS coaches. This work connects with the ERS (Early Responsive System) work at the middle and high school levels. Teams apply an equity lens to a data-based decision making process in order to provide students with both classroom and non-classroom based supports. The ultimate goal is to divert a student from being referred for special education evaluation.

### ***Expand and deepen professional development on culturally responsive instruction.***

- (1) Add one Equity TOSA to support twelve target schools. We currently have four Equity TOSAs supporting implementation of the CARE work in 82 schools in 2014-2015. We propose adding one



Equity TOSA position in order to provide intensive support for the twelve target schools in culturally responsive instruction.

- (2) Expand CARE teams for each of the twelve target schools. CARE building leadership teams are comprised of one administrator and two teachers who attend seminars on culturally responsive instruction throughout the year and engage in action research in their classrooms. Proposed funding would increase the number of teachers participating from two to four.
- (3) Provide Beyond Diversity training for new teachers in twelve target schools. All new staff in target schools need foundational training in Courageous Conversations About Race. Proposed funding would provide the 90 new teachers hired into the twelve target schools with the 2-day Beyond Diversity training.

## **SYSTEM-WIDE SUPPORTS**

***Hire Restorative Justice Coordinator.*** In order to build internal capacity and reduce our reliance on external contractors, we would hire a Restorative Justice Coordinator.

***Provide target schools with Student Assistance Coordinators (SACs).*** Hire three Student Assistance Coordinators to support schools.

***Provide SUN service system partners with restorative justice training.*** We will work with Resolutions NW and Multnomah County to provide restorative justice training to SUN school managers and SUN culturally specific contractors to support restorative practices in target schools.

***Revise Student Rights & Responsibilities documents.*** Contract for facilitation of collaborative process to revise Student Rights & Responsibilities documents (e.g. Student Handbook) and writing of final documents.

***Improve data input, collection, monitoring and reporting processes.*** Pilot new discipline data system (SWIS) in eight K-8 target schools and improve dashboard reporting to support greater transparency into exclusionary patterns system-wide.

## **CULTURALLY SPECIFIC STRATEGIES**

***Expand the work of culturally specific partners in target schools.*** Contract with various culturally specific partners to provide culturally specific mentors, healing circles, mental health services and leadership development programs that support African American, Native American and Latino students.

***Expand and deepen CR-PBIS work.*** Target schools will engage historically underserved families in the development and implementation of CR-PBIS Action Plans. Funding supports contracts with culturally specific partners to host events to bring family voices into target schools around values, needs and climate.



Superintendent's Key Priority #1: 3<sup>rd</sup> Grade Reading  
Proposal for Targeted Investment in SY 2014-2015

October, 2014

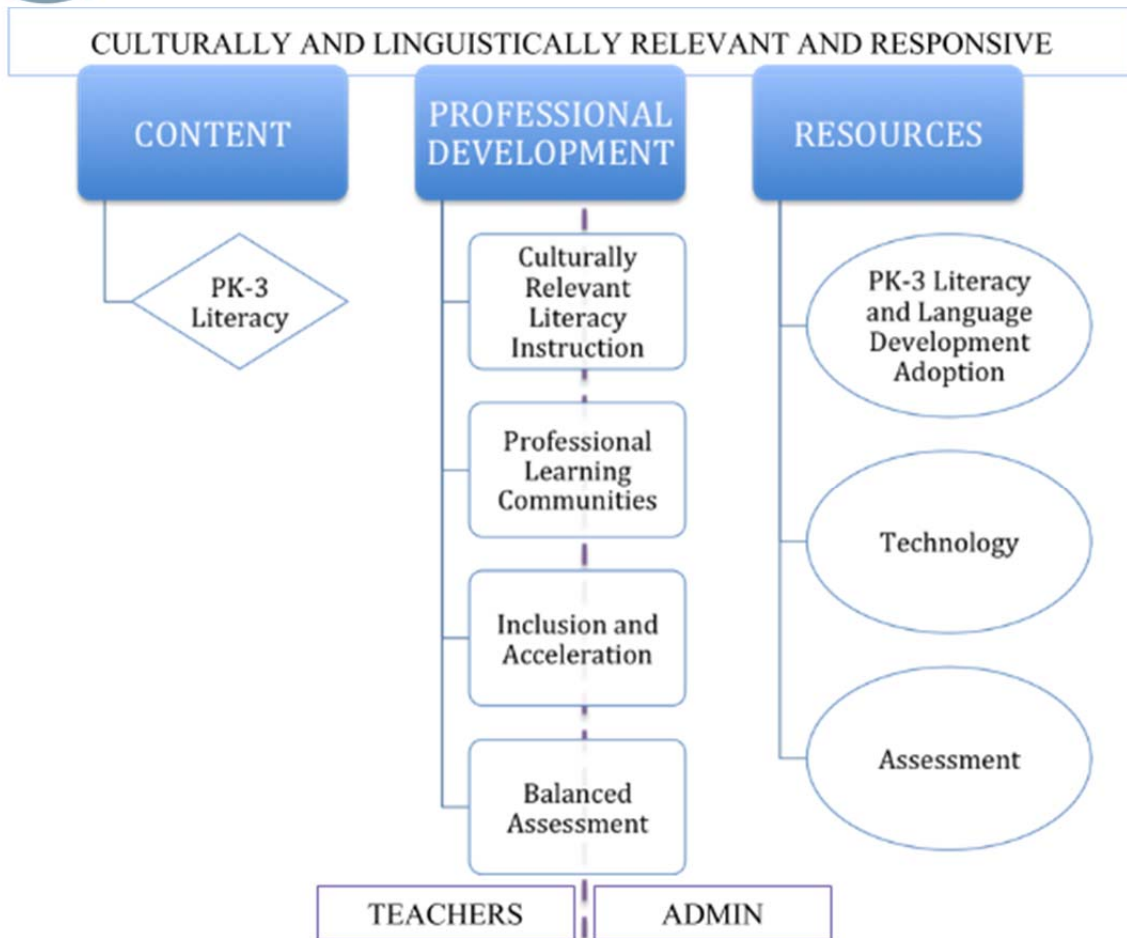
**Overview**

*Vision for 3rd Grade Reading: In collaboration with families, communities, partners, students, and staff, we will create a climate and culture that supports a strengths-based global perspective that is inclusive of current and future students. Students will operate in seamless and aligned literacy environments where everyone is responsible for every child to ensure every student, of every race and language, gets what they need. We in PPS hold ourselves accountable to ensure equitable outcomes for all students from PK through 3rd grade.*

***\* To achieve our literacy vision, the PPS Equity-centered Successful Schools Framework is the lens through which we plan our work***



Further investment in supporting every child in Portland Public Schools to become a reader by the end of grade three yields an opportunity to strategically implement short-term acceleration for current 3rd grade students (targeted investments) but, also, to examine and support the system across grades PK-3 to establish systemic and sustainable improvements (system-wide investments). Any effort to improve literacy must consider three primary drivers: content, professional development, and resources:



### **CULTURALLY RELEVANT LITERACY INSTRUCTION**

PPS has an established literacy framework, establishing core instructional supports, time focused on literacy skill development, assessments and interventions. This proposal will invest in revisiting our framework, particularly heeding the need for culturally and linguistically appropriate learning materials, pedagogy, and assessment tools in grades K-3. Actions for investment include:

- Providing professional development within and beyond the school year for teachers in flexible literacy grouping for cultural & linguistic responsiveness and increasing cognitive rigor depth of knowledge;
- Expanding early literacy programming, such as Latino Network's Juntos Aprendemos, honoring students' cultures and native language through contracted services with culturally-specific community-based organizations for direct program services and collaborative programmatic literacy planning and implementation at schools with pattern of overall low achievement, including for students of color and emerging bilingual students;



- Through partnership with union leadership and community based organizations, providing in-classroom teacher instructional coaching in culturally-responsive early literacy practices;
- Providing 3.0 FTE in culturally responsive, certified reading specialists to co-teach and facilitate literacy groups in grades K-3 at prioritized sites;
- Expanding culturally responsive, certified library/media specialists, prioritizing schools with a multi-year pattern of fewer than 50% of students meeting 3rd grade literacy benchmark (both overall and historically underserved); and
- Expanding culturally-specific summer learning opportunities focusing on early literacy.

### **PROFESSIONAL LEARNING COMMUNITIES (PLC)**

PLC's are a fundamental component of the Successful Schools Framework. Effective PLC's ask 4 questions: What do we want our students to know and be able to do? How will we know they know it and/or can do it? What do we do if they don't know it/can't do it? What do we do if they do know/can do it? To engage in meaningful dialog resulting in instructional changes to better support students, the following investments are recommended:

- Adding one Project Coordinator to provide oversight of improvements to the PPS Data Wall, to include balanced assessment data entry and reporting and shared access for teachers, families, and community partners to update and view specific student literacy progress notes and interventions; and
- Expanding teacher and administrator use of the PPS Data Wall individual and group reports in literacy-focused PLC work.

### **INCLUSION & ACCELERATION**

Through our efforts in the national Project SWIFT, funded by a federal grant, we have prioritized inclusion of all students in core instruction through efforts such as co-teaching and content-based English language development. To support maximum effectiveness of this change in practice to a model focused on the highest levels of inclusion for all students, we recommend the following supports be provided through these funds:

- Expanding content-based English language development and native language literacy support within the general education classroom;
- Developing shared understanding by district and building leadership in best practice in provision of continuum of literacy services focusing on serving special education and emerging bilingual students; and
- Hiring a SWIFT Project coordinator to oversee district efforts to support inclusion and literacy success of special education and emerging bilingual students.

### **BALANCED ASSESSMENT**

As the district increases assessment literacy among staff, the simultaneous conversations and actions needing support are as follows:



- Implementing collaborative teams to apply an equity lens and refine district literacy and balanced assessment frameworks;
- Developing shared assessment literacy expertise among district teachers and other instructional leaders; develop common formative literacy assessments; and
- Selecting and procuring culturally-responsive benchmark and progress monitoring literacy assessments.

### **PK-5 LITERACY & LANGUAGE DEVELOPMENT ADOPTION**

During the 2014-15 budgeting process, the Board approved investment in an updated 6th-12th grade English Language Arts and English Language Development adoption (including text and software/hardware options). Staff prioritized the upper grade levels as the K-5 literacy adoption was completed six years ago at a time when upper grades were not provided adopted texts. Given that the next adoption cycle for the State of Oregon will be seven years from now, staff feel it is imperative to seize the current opportunity to expand our adoption to include grades K-5. Again, our interest is in pursuing resources that meet the learning needs of students, in which students may see themselves, and that children will be able to access throughout the changing learning environment over the next several years. Staff proposes this literacy adoption process be spread over the next 18 months (with the bulk of resources still to be identified as part of the 2015-16 budget), in order for our literacy framework to be updated and dedicated teacher professional development be provided prior to new resources being procured and distributed.

### **TECHNOLOGY**

Technology access and instruction in responsible use of technology are essential in this age of digital native learners with inequitable access to digital tools. This proposal addresses both access and pedagogical approach as we expand literacy learning through the use of technology:

- Implementing tablet devices, including self-guided applications, to provide personalized learning opportunities for students in early literacy;
- Focusing on literacy applications targeted toward supporting students with dyslexia and specific skill development needs to be on track in reading to learn.





# Board of Education Informational Report

## **MEMORANDUM**

**Date:** October 8, 2014

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

**From:** Antonio Lopez, Assistant Superintendent, Office of School Performance

**Subject:** Career Learning (CL) & Career & Technical Education (CTE) Programs

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This Memorandum provides an update on Career Learning/Career & Technical Education Programs, the District's CTE Revitalization grant, Benson's STEM/CTE grant, General Fund investments for Career Learning/CTE, data, planning for a 9-12 Career Learning/CTE framework, and information about the District's Career Learning/CTE Advisory Workgroup.

### **PROCESS/COMMUNITY ENGAGEMENT**

During the 2013-14 school year the District continued work to develop a college and career ready system and strengthen Career Learning / CTE programming. District staff convened various stakeholder groups to provide guidance and recommendations. These included:

- Diploma+ College & Career Parent Coalition
- District Industry Visioning Committee
- High School Principals
- District CTE teachers
- District Career Coordinators

### **UPDATES**

#### **Career & Technical Education**

State-approved CTE Programs of Study provide a rigorous framework to ensure program quality and broad opportunity for students. During 2013-14 we successfully increased the number of CTE Programs of Study from 19 to 29, an increase of 65%. We also added 13 new CTE certified teachers, an increase of 67%. Programs were added in the following areas:

- Drafting/Architecture
- Culinary Arts
- Computer Technology
- Video Production (2)
- Performing Arts
- Visual Arts
- Business & Management
- Digital Media
- Construction

PPS' CTE programs articulate with Portland Community College and Mt. Hood Community College. During the 2013-14 school year, 2,095 dual credits were awarded to PPS CTE students.

### **Career Learning Electives**

Schools also added a variety of Career Learning Electives. A partial list follows:

- Tech Algebra
- Graphic Design
- Media Production
- Coding / Digital Media
- Cinematography
- Sports Entertainment & Marketing
- Engineering Design/Drafting
- Intro to Computer Programming
- Introduction to Education
- Exploring Computer Science
- Introduction to Web Coding
- Anatomy & Physiology
- Culinary Arts
- Intro to Computer Tech
- Intro to Engineering
- STEM Engineering
- Publishing/Broadcasting
- Intro to Teaching
- Principles of Bio Medical Science
- Sound/Audio Production
- Health Occupations
- Robotics

### **CTE Revitalization Grant**

PPS received a \$343,000 CTE Revitalization Grant during the 2013-14 school year. The grant is a catalyst to jumpstart the district's efforts to establish a 7-12 system for career pathways and CTE in all schools. This includes developing system-wide frameworks, protocols and procedures, growing career electives, pathways, and CTE Programs of Study, and expanding partnerships with industry, labor, and postsecondary education. Projects that are underway include:

#### 9<sup>th</sup> Grade Careers Class

- Pilot classes underway at 4 schools: Benson, Franklin, Grant, Wilson
- Focus includes career awareness and exploration, goal setting, self-awareness, high school success, diploma requirements, personal finance, technology literacy.

#### Construction Bond Summer Interns

- During the summer, 10 PPS students participated in construction bond internships at the PPS District Office and several industry partners. Interns were mentored by staff from Facilities & Asset Management, Communications, Planning & Asset Management, and the Office of School Modernization, Oh Planning and Design Architects, and Boora Architects.

#### Educator Industry Partnership Series

- The district is partnering with the Portland Workforce Alliance to launch the Educator Industry Partnership Series (EIPS) focusing in Healthcare and Engineering/Manufacturing on November 19, 2014. School teams (administrator, counselor, career coordinator, core and elective teachers) will participate in industry site visits, presentations from postsecondary partners and team planning time to develop programs for their schools.

### Girls Construction Club

- The district is partnering with the Oregon Tradeswomen to establish a Girls Construction Club at Wilson High School. The club will meet 12 times during the grant, and provide hands-on construction-based activities, include basic math and measurement, construction (i.e. measuring wood, using a skill saw, hammering nails), tools use and safety, as well as team-building activities.

### **Benson STEM/CTE Grant**

PPS received a \$220,000 a STEM/CTE Grant for Benson High School during the 2013-14 school year. The following grant activities are complete:

- Establishing a state-approved CTE Design, Mechanical Drafting and Architecture Program of Study
- Launching a TechAlgebra class to parallel and build upon on last year's successful TechGeometry class

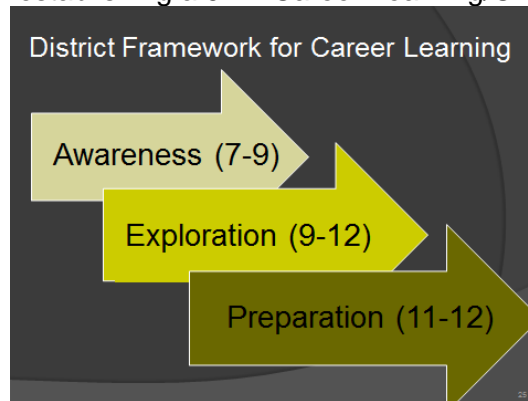
### **PPS General Fund Investments**

For the 2014-15 school year, the PPS School Board approved a one-time investment of \$400,000 to support Career Learning/CTE programs and provide equipment and materials. Schools were awarded funds based upon a formula that took into account enrollment, existing CTE Programs of Study, program expansion and equity. Thus far, funds have been used to purchase technology, expand programming in Engineering, Architecture, Culinary Arts, Video Production and Audio Production, support field trips for students, and provide curriculum development time for teachers.

### **2014-15**

#### **Planning for 9-12 Career Learning/CTE System**

The District's Career Learning framework (*Career Awareness, Career Exploration, Career Preparation*) is the basis for establishing a 9-12 Career Learning/CTE System.



The **District goals** for a CL/CTE system include:

<ul style="list-style-type: none"><li>• All students experience a seamless college and career development process</li><li>• All students experience relevant, applied, experiential, hands-on learning</li><li>• All students gain employer desired skills need to function in the workplace and in an innovation-based society</li></ul>	<ul style="list-style-type: none"><li>• Career Learning/CTE programming is aligned to regional workforce needs</li><li>• CTE/Career Preparation (CP) is offered on every campus</li><li>• Co-op is available across campuses for CTE/CT</li><li>• All students have the opportunity to earn Dual Credit through CTE programs</li><li>• Adequate funding and resources are in place to support Career Learning/CTE programming</li></ul>
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PPS is looking to systematize a student's CL/CTE experience. The District Career Learning/CTE Workgroup will give input on the system design. An example for high school could be:

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>• Take a required college/career readiness class</li> <li>• Explore a minimum of 2 broad career pathway areas</li> <li>• Participate in 1 career learning experience (site visits, informational interviews)</li> <li>• Create a Personal Education Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Take one or more career-focused electives/courses</li> <li>• Explore a minimum of 2 broad career pathway areas</li> <li>• Participate in 1 career learning experience (Career Expo, mock interviews, site visits)</li> <li>• Revisit and revises Personal Education Plan</li> <li>• Identify a focus/pathway area</li> </ul>

11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>• Take one or more electives/courses aligned to chosen focus/pathway area; May be a CTE Program of Study</li> <li>• Begin post-high school planning (university, community college, apprenticeship, trade school, etc.)</li> <li>• Participate in 1 career learning experience (career highlight, job shadow, mentorship)</li> <li>• Revisit and revise Personal Education Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Take one or more electives/courses aligned to chosen focus/pathway area; May be a CTE Program of Study</li> <li>• Begin post-high school planning (university, community college, apprenticeship, trade school, etc.)</li> <li>• Participate in 1 career learning experience (career highlight, job shadow, mentorship, internship)</li> <li>• Revisit and revise Personal Education Plan</li> </ul>

### District Career Learning/CTE Advisory Workgroup

Building upon the work of the prior workgroups, the District will convene a District Career Learning (CL) / CTE Advisory Workgroup. Participants will include:

- Industry (sectors)
- Labor
- Community
- Postsecondary
- Teachers
- Administrators
- Parents
- Students
- Board Liaison[s]

The CL/CTE Workgroup will support the district by:

- Helping to guide the district's comprehensive 3-5 year plan for Career Learning/CTE
- Making recommendations for system development, focus areas and experiential learning spaces, such as makerspaces
- Making recommendations to inform budget cycles

The CL/CTE Workgroup will form and hold its first meeting as soon as possible. Staff advocates for the Workgroup to meet monthly, however, meeting frequency and schedule will be determined by the Workgroup at their first meeting.

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

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October 14, 2014

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4968

## RESOLUTION No. 4968

### 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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Arlenco Distribution, Inc.	11/1/2014 through 10/31/2015	Requirements MR 6****	District-wide: Fire alarm equipment pricing agreement for replacement components as needed.  ITB 2014-1743	Not-to-exceed \$271,782	T. Magliano Fund 101 Dept. 5597 Project J0102
Self Enhancement Inc.	9/1/2014 through 6/30/2015	Personal Services PS 61218	Jefferson: Provide support and advocacy services directed toward on-time promotion and on-time graduation to 337 students.	\$1,180,000	L. Poe Funds 101 & 205 Dept. 5431 Grant G1321

#### NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

#### AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Passport to Languages	7/1/2014 through 12/30/2014	Personal Services PS 57954 Amendment 4	District-wide: American Sign Language and interpretation services to District families as needed.	\$60,000 \$207,000	W. Poinsette Fund 101 Dept.5489

Y. Awwad

Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4969 through 4972



## RESOLUTION No. 4969

### RESOLUTION No.

#### Resolution to Approve Portland Public Schools Achievement Compact Targets

#### RECITALS

- A. In February 2012, the Legislature directed all K-12 districts to enter into annual achievement compacts with the Oregon Education Investment Board (OEIB) in order to focus funding and strategies at the state and local level on the achievement of the statewide education goals.
- B. As part of the achievement compacts, each district is required to set targets on a number of indicators every year.
- C. The Achievement Compact Advisory Committee, made up teachers, principals, community members, and central office staff, created a methodology and made recommendations to the Board for setting achievement compact targets.
- D. For the Achievement Compacts, Portland Public Schools has set ambitious targets for all indicators that reflect our belief that 100% of PPS students can meet each target, our commitment to the State's 40-40-20 goal and our urgency to close the achievement gap for our historically underserved students.
- E. We also recognize that in order to meet these ambitious targets, there needs to be a greater investment in K-12 education. For the 2013-15 biennium, the state legislature funding appropriation into State School Fund is only 75% of the amount required to fund the Quality Education Model.
- F. Three of the indicators on the Achievement Compact have been based on the Oregon Assessment for Skills and Knowledge (OAKS): 3<sup>rd</sup> grade reading, 5<sup>th</sup> grade math and 8<sup>th</sup> grade math. For the 2014-15 school year, the Smarter Balanced Assessment (SBA) will replace the OAKS test.
- G. In July, 2014 the Board unanimously passed resolution 4943 on the implementation of the Smarter Balanced Assessment. In that resolution, the Board requested that the "State not use the Smarter Balanced Assessment for punitive labeling or sanctioning of students, teachers, schools or districts. There must be assurances on the reliability and validity of the assessment. 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."
- H. The Board also called upon the "State to establish a transitional or pilot status for the Smarter Balanced Assessment starting with its initial implementation in 2015, to provide sufficient time to ensure the reliability of the test, to provide additional teacher professional development, and to provide students and families the opportunity to understand and learn from the results of the new assessment without the high-stakes consequences that may have the unintended outcome of undermining student success."

#### RESOLUTION

1. The Board of Education adopts the attached Achievement Compact and its targets for the 2014-15 school year.
2. The Board has declined to set targets for 3<sup>rd</sup> grade reading, 5<sup>th</sup> grade math and 8<sup>th</sup> grade math indicators (the three metrics that would employ the Smarter Balanced Assessment and for which PPS does not have baseline data) until we receive assurances that the assessment is reliable, valid and free from cultural, linguistic, and socioeconomic bias. .

..

3. In order to maintain accountability for Portland Public Schools students' success especially around the District's 3<sup>rd</sup> grade reading priority, the Board directs the forming Assessment Workgroup to make recommendations for alternative measurements around 3<sup>rd</sup> grade reading as part of their update to the Board in November.

A. Whalen

## **RESOLUTION No. 4970**

### Approving the Priority Investment Plan

#### **RECITALS**

- A. On September XX, 2014, The Board directed the Superintendent use ending fund balance resources immediately to support schools in the 2014-15 school year.
- B. Specifically, the Board directed the Superintendent to:
  1. increase school staffing and support by \$3.5 million immediately
  2. develop a plan to add up to \$4.0 million investment in the three priorities:
    - a. ensuring that all students are reading at benchmark by the end of third grade
    - b.. improving high school graduation and completion rates
    - c. eliminating disproportionality in out of school discipline between white students and students of color and reducing out-of-school discipline for all students by 50 percent.
- C. Develop a plan to add up to \$5.5 million in one-time investments that support the improvement of outcomes for PPS students and effective operations.

#### **RESOLUTION:**

1. The Board directs the Superintendent to implement the plans for investment around the three priorities and the one-time investments to improve outcomes for PPS students and effective operations.
2. The Board acknowledges that these increased investments will be funded by a beginning fund balance that is higher than that in the budget adopted on June 23, 2014, and that uncommitted contingency is expected to be 4.5% of total expenditures after these increases.
3. The Board directs the Superintendent to include the full details of these changes in the first budget amendment to the 2014/15 budget, which is likely to be presented to the Board for approval in January 2015 after the completion of the audit of the FY 2013/14 financial statements of the District.

Y. Awwad

**RESOLUTION No. 4971**

Approving Board Member Conference Attendance

**RECITAL**

- A. Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.
- B.. Portland Public Schools has a contract with Pacific Education Group which holds its National Summit for Courageous Conversations in October of 2014 in New Orleans, Louisiana.

**RESOLUTION**

The Board affirms Director Belisle to attend the conference as a representative of the Board of Education.

**RESOLUTION No. 4972**

Settlement Agreement

**RESOLUTION**

- 1. The authority to pay \$65,000 is granted in a settlement agreement for employee P.M. to resolve claims brought under Workers' Compensation.
- 2. This expenditure will be charged to the District's self-insurance fund 601.

*J. Patterson / S. Harper*