

Portland Public Schools Board of Education



2011-2012 Agenda

Regular Meeting
June 25, 2012

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
June 25, 2012

Board Auditorium

Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens 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 citizens must abide by the Board's Rules of Conduct for Board meetings.

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

This meeting may be taped and televised by the media.

Background materials for this meeting may be found on the Board's website under "Public Notices".

AGENDA

1. **BOARD REPORT** 5:00 pm
2. **SUPERINTENDENT'S REPORT** 5:05 pm
3. **STUDENT TESTIMONY** 5:20 pm
4. **STUDENT REPRESENTATIVE'S REPORT** 5:35 pm
5. **CITIZEN COMMENT** 5:45 pm
6. **2011-2012 BUDGET AMENDMENT NO. 3** – (action item) 6:05 pm
7. **ADOPTION OF 2012-2013 BUDGET** - (action item) 6:20 pm
8. **DISCUSSION: CAPITAL BOND** 6:35 pm
9. **BREAK** 7:15 pm
10. **OREGON ACHIEVEMENT COMPACTS** – (action item) 7:30 pm
11. **BUSINESS EQUITY IN PUBLIC CONTRACTING POLICY
DISCUSSION AND FIRST READING** 7:45 pm
12. **BUSINESS AGENDA** 8:15 pm
13. **REMAINING CITIZEN COMMENT** 8:20 pm
14. **ADJOURN** 8:50 pm

Upcoming Board Meetings:

June 28, 2012, at 7:00pm: Public Hearing on Proposed Bond

July 9, 2012, at 5:00pm: Public Hearing and Vote on Proposed
Bond Package

July 16, 2012, at 5:00pm: Regular Board Meeting

All meetings will be held 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 Policy 1.80.020-P

Student Representative Report

I want to start off by thanking the school district for giving me the opportunity to serve on the board. It has been a real privilege and I have learned many skills and gained many insights. When people ask me, I like to refer to my board experience as a “mini-liberal arts” education, because it has given me a set of skills and tools to draw from in the future and a quickness on my feet that I am grateful to have.

More importantly, I would like to thank the school district for supporting student voice and giving students a chance to be involved in their own education. A big thank-you to the board members and the board staff, on behalf of all the students of SuperSAC and the Student Union. Thanks, Superintendent Smith, for being so involved with SuperSAC this year. Thanks to Director Regan for being my mentor on the board, and thanks to Andréa Wade for being our wonderful SuperSAC/Student Union staff person.

Moving forward into next year, SuperSAC will have a core group of veterans who are excited about the possibilities to expand on the momentum of this year, whether that’s student input in the supposed bond or fall voter registration in time for the November elections. We have recently been in touch with Jeff Andrade of San Francisco State University, who has spent many years on a student component to teacher evaluation. Our student survey for teacher self-evaluation will probably end up being electronic, as he suggested. Our work has taken longer than expected, but our next student representative, Alexia Garcia, is eager to continue this effort.

Alexia Garcia, who will be a senior at Lincoln next year, has been involved with SuperSAC for two years. She is passionate, committed, and would be of incredible value to the board and student voice. Once, she rode her bicycle out to Marshall High School from her home near Lincoln to attend a meeting. Thanks Alexia, for all you’ve done and all you will do next year.

There will be a celebration banquet for SuperSAC and the Student Union tomorrow afternoon here at the BESC. I hope you can make it if you can.

Henry Li
June 25, 2012



PORTLAND PUBLIC SCHOOLS

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Superintendent's Recommendation to the Board and Staff Report

Title: Budget Amendment #3 to the Fiscal Year 2011/12 Adopted Budget

Board Committee Date:
June 18, 2012

District Priority: Build Shared Leadership
and Accountability for Results

Board Meeting Date (if action item):
June 25, 2012

Executive Committee Lead: Neil Sullivan, CFO

Department: Finance

Staff Lead: Zhai Logan, Budget Director

Issue Statement

Amend the Fiscal Year 2011/12 Adopted Budget incorporating directions from the Superintendent, and other technical budget updates.

Background

School districts are allowed, and sometimes required by law (ORS 294.480), to amend the budget during the fiscal year. The District has experienced changes in its financial position that require updating the budget to better reflect the current status.

- On June 27, 2011 the Board, by way of Resolution No. 4474, voted to adopt an annual budget for the Fiscal Year 2011/12 as required under Local Budget Law.
- On October 24, 2011 the Board, by way of Resolution No. 4501, amended the Fiscal Year 2011/12 budget.
- On January 23, 2012 the Board, by way of Resolution No. 4540 amended the Fiscal Year 2011/12 budget for a second time.

Each spring the Finance Department, conducts a review process whereby the current budget is reviewed and compared to the actual activities the district has engaged in and prepares an amended budget accordingly. This budget amendment is the result of that process.

Increases in expenditures for Funds 201, 305, 308, 405, 435, 438 and 480 are greater than 10% above those in Amendment #2, and as such require inclusion in a public hearing to be held by the Board prior to amending the budget, as covered by ORS 294.480 (4).

Related Policies/Fiscal Impact

An amended budget is necessary to ensure effective financial management of the District's programs and priorities and to remain in compliance with State statute. Specifically, the District is required to ensure legal appropriation of expenditures by program area as defined in the State Chart of Accounts.

General Fund (101)

- The proposed amendment results in a net increase in the General Fund of \$2,738,792.
- Revisions made to resources include an additional \$2,000,000 in Priority 2 eRate reimbursements, an additional \$138,792 in ARRA revenue, and an increase in the transfer from Fund 601 of \$600,000 representing the final adjustment of our change in accounting for self-insurance activity.
- Contingency is increased by \$1,852,857 to \$26,411,446. This is due to a combination of carryover adjustments for timing change of work that will now be undertaken in 2012/13 (including approximately \$900,000 for facilities activity and \$750,000 for middle school science adoption), PAT HS arbitration concession (\$400,000) and other technical adjustments that combine with the reconciliations below to reduce contingency by about \$200,000.
- Reconcile budget to reflect current school and central department activities. This results in a net increase to Instruction of \$955,733 and a net increase to Support Services of \$1,267,746. Major items include:
 - The High School schedule arbitration settlement (\$1,100,000),
 - Using general fund to cover Helensview Phoenix project contract with MESD (\$455,000),
 - Adjustments for PAT group health cost increase (\$1,000,000) and PAT group health trust reserve increase (\$772,000) almost completely offset by lower than budgeted salaries and benefits (\$1,685,000),
 - IT budget true-up due to change in accounting for eRate revenue and some increase in costs of contracts and maintenance (approximately \$1,500,000),
 - A variety of minor technical adjustments.
- Decrease in requirements for Facilities Acquisition and Construction by a net of \$798,981 largely as a result of reconciling carryover.
- Decrease in requirements in Debt Service & Transfers Out by a total of \$573,893. Of this \$292,526 is a correction in the amount budgeted in Debt Service, and a decrease of \$245,377 in the transfer to Fund 320 due to additional revenue in Fund 320.

Student Body Activity Fund (201)

- Resources and requirements increased by \$868,805 as a result of updated year-end projection.

Grants Fund (205)

- Resources and requirements increased by \$500,000 as a result of additional Mt.

Hood Cable Consortium revenue.

Dedicated Resource Fund (299)

- Shift \$100,000 from Facilities Acquisition & Construction to Enterprise & Community Services to reflect recent activity.

School Modernization Debt Service Fund (305)

- Fund was re-opened and renamed by Resolution No. 4599 on May 14, 2012.
- Budget \$49,000 in Debt Service as part of payment of interest for the \$25,750,000 refinanced long-term debt OSM loan.

PERS UAL Debt Service Fund (308)

- Resources & requirements increased by \$13,942,556 to account for PERS refunding debt paid off and refinanced.

Full Faith and Credit Debt Service Fund (320)

- Resources increased by \$245,377 as a result of additional revenue received from IRS subsidy of 45% of the interest payments. Transfer in from the General Fund decreased by the same amount. This is the Recovery Zone Bond credit facility.

Construction Excise Fund (404)

- Resources & requirements increased by \$996,000 to reflect for receipt of additional construction excise revenue.

School Modernization Fund (405)

- Resources and requirements both increased \$25,750,000 as a result of refinancing authorized by Resolution No. 4545 on February 23, 2012.
- The increase in requirements consists of an increase of \$25,977,000 in Debt Service & Transfers (of which \$49,000 is a transfer to Fund 305), offset by reductions in Facilities Acquisition and Construction of \$226,900 and Contingency of \$100.

IT System Project Fund (407)

- Support Services are increased by \$92,685 to support additional expenditures in three projects: Tech Bundles, VOIP/Public Address Systems and Enterprise Monitoring. This is offset by a decrease in Contingency of the same amount.

Full Faith and Credit Fund (420)

- Support Services are decreased by \$12,670, which is offset by an increase in Contingency of the same amount. This is the Recovery Zone Bond project.

Energy Efficient Schools Fund (435)

- Fund was created by Resolution No. 4591 on April 23, 2012.
- Budget \$1,200,000 in Facilities Acquisition & Construction to reflect revenue received from PGE and Pacific Power and some initial project work.

Facilities Capital Project Fund (438)

- Fund was created by Resolution No. 4600 on May 14, 2012.
- Budget \$2,500,000 in Facilities Acquisition & Construction as part of boiler/burner work as authorized by Resolution No. 4545 on February 23, 2012.

Recovery Funds (480)

- Resources & requirements increased by \$913,785 to account for revenue received from claims reimbursement resulting from Marysville fire.

Self-Insurance Fund (601)

- Increase revenue from Local Sources by \$500,000 resulting from revised year-end projection.
- Increase transfer to General Fund by \$600,000. Contingency is reduced by \$100,000.

Board Options

This action requests that the Board amend the FY 2011/12 budget.

The Board may choose not to amend the budget. However, the District is still required under State statute to limit spending to the amount of funds actually available. Also under State statute, no fund is allowed to end the year in a negative position. Without these changes, the District would be at risk of ending the year with some funds in a negative position.

Staff Recommendation

Staff recommends the Board authorize the proposed changes to the FY 2011/12 budget as summarized below and in the authorizing resolution.

Board Committee Review

This action is scheduled for discussion and deliberation by the Board Committee on June 18, 2012 and for a public hearing and resolution on June 25, 2012.

I have reviewed this staff report and concur with the recommendation to the Board.



**Carole Smith
Superintendent
Portland Public Schools**



Date

ATTACHMENTS

- A. Resolution – Amendment No. 3 to the 2011/12 Budget for School District No. 1J, Multnomah County, Oregon



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Superintendent's Recommendation to the Board and Staff Report

Title: Impose Taxes and adopt the Fiscal Year 2012/13 budget.

Board Committee Date:
June 25, 2012

**District Priority: Build Shared Leadership
and Accountability for Results**

Board Meeting Date (if action item):
June 25, 2012

Executive Committee Lead: Neil Sullivan, CFO

Department: Finance

Staff Lead: Zhai Logan, Budget Director

Issue Statement

Complete the actions necessary to legally impose property taxes for fiscal year 2012/13 and adopt the fiscal year 2012/13 budget.

Background

Under ORS 294, Local Budget law, jurisdictions are required to adopt the future fiscal year budget by June 30 of the current fiscal year. These actions will also impose the appropriate property taxes.

- On May 14, 2012, the Budget Committee, by way of resolution No. 4598 approved the 2012/13 budget and imposed taxes.
- Upon approval the budget is then submitted to the Tax Supervising Conservation Commission (TSCC) for review and approval. The TSCC is required to hold a public hearing on the Approved Budget. This hearing is scheduled for June 25, 2012.

The adopted budget reflects changes from the Approved Budget including the implementation of the agreement between PPS, the PAT, and the City of Portland as well the agreement to offer Outdoor School next year, the restoration of four family engagement positions, and other changes primarily technical in nature.

Related Policies/Fiscal Impact

An adopted budget is necessary to ensure effective financial management of the District's programs and priorities and to remain in compliance with State statute. Specifically, the District is required to ensure legal appropriation of expenditures by program area as

defined in the State Chart of Accounts.

General Fund (101)

- The adopted budget results in a net increase in the General Fund of \$7,803,558 over the approved budget.
- Revisions made to resources include an additional \$2,098,558 in additional Beginning Fund Balance (combination of carryover amounts and PAT High School Arbitration concession both of which were included in 2011/12 Budget Amendment # 3), an additional \$880,000 in MESD revenue being PPS share of its ending fund balances, and an additional \$5,000,000 in revenue from the City of Portland as part of the agreement between PPS, the PAT, and the City of Portland. This is offset by \$175,000 in Outdoor School revenue moving to Fund 299.
- Contingency is reduced by a net of \$436,167 (due to moving Great Fields contingency to expenditures and transferring this to Fund 438, and adjusting overall contingency to balance the budget based on the net impact of all of the changes from Approved Budget).
- Revisions made to requirements include an increase to Instruction of \$7,103,829, largely as a result of the reintroduction of 110 Licensed FTE as part of the agreement between PPS, the PAT, and the City of Portland, partially offset by the impact of delaying the teachers step increase for half a year.
- Support Services decreases by a total of \$532,871. This reflects the integration of furlough days for non-represented staff, the reduction in spending on IT refresh and textbooks and instructional materials, partially offset by add back of 5 of 10 Special Education positions (the other 5 are in Instruction) also part of the agreement with PAT and the City, and the impact of the carryover from 2011/12 of middle school science adoption.
- Enterprise and Community Services increases by \$305,270 resulting from the reintroduction of four Family Engagement Coordinator positions.
- Facilities Acquisition & Construction increases by \$205,200 resulting from 2011/12 carryover for work to be done on Boise-Eliot.
- Transfers Out increase by \$1,158,297 in additional transfers to Fund 438 for Great Fields work (shifting General Fund capital projects from Fund 101 to Fund 438) and 2011/12 capital projects carryover.

Dedicated Resource Fund (299)

- Resources and Requirements increase by a net of \$477,100 as a result of new funding sources for Outdoor School and the move of revenue from parent fees from the General Fund.

Facilities Capital Project Fund (438)

- Resources and requirements increase by a total of \$1,158,297 as a result of an increase in transfer from General Fund, which supports Great Fields work and also

reflects the 2011/12 carryover.

Self-Insurance Fund (601)

- Resources and requirements increase by a total of \$47,685 resulting from a revised total for Workers Compensation.

Board Options

The District must have a legally adopted FY 2012/13 budget by June 30, 2012.

Staff Recommendation

Staff recommends the Board authorize the recommended changes to the FY 2012/13 Approved Budget as summarized above through adopting the Budget and imposing the related taxes.

Board Committee Review

This action is scheduled for a public hearing and resolution on June 25, 2012.

I have reviewed this staff report and concur with the recommendation to the Board.



Carole Smith
Superintendent
Portland Public Schools

6/25/2012

Date

ATTACHMENTS

- A. Summary of Changes between 2012/13 Approved and Adopted – by Fund
- B. Resolution – Impose Taxes and Adoption of 2012/13 Budget for School District No. 1J, Multnomah County, Oregon

Attachment A

Summary of Changes between 2012/13 Approved and Adopted – by Fund

101 - General Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	24,559,259	24,559,259	2,098,558	26,657,817
Local Sources	266,169,250	265,669,250	(175,000)	265,494,250
Intermediate Sources	6,900,000	7,200,000	5,880,000	13,080,000
State Sources	156,532,000	156,532,000	-	156,532,000
Federal Sources	5,000	500,000	-	500,000
Other Sources	2,000,000	2,000,000	-	2,000,000
Total	456,165,509	456,460,509	7,803,558	464,264,067

Requirements				
Instruction	252,168,267	252,852,643	7,103,829	259,956,472
Support Services	175,355,502	175,258,784	(532,871)	174,725,913
Enterprise & Community Services	1,218,278	1,218,233	305,270	1,523,503
Facilities Acquisition & Construction	-	-	205,200	205,200
Debt Service & Transfers Out	9,318,252	9,025,736	1,158,297	10,184,033
Contingency	18,105,210	18,105,113	(436,167)	17,668,946
Ending Fund Balance	-	-	-	-
Total	456,165,509	456,460,509	7,803,558	464,264,067

201 - Student Body Activity Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	2,960,318	2,960,318	-	2,960,318
Local Sources	8,818,532	8,818,532	-	8,818,532
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	11,778,850	11,778,850	-	11,778,850

Requirements				
Instruction	8,954,082	8,954,082	-	8,954,082
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	2,824,768	2,824,768	-	2,824,768
Total	11,778,850	11,778,850	-	11,778,850

202 - Cafeteria Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	2,530,373	2,530,373	-	2,530,373
Local Sources	3,715,501	3,715,501	-	3,715,501
Intermediate Sources	-	-	-	-
State Sources	210,844	213,844	-	213,844
Federal Sources	12,985,533	12,985,533	-	12,985,533
Other Sources	-	-	-	-
Total	19,442,251	19,445,251	-	19,445,251

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	18,391,947	18,393,567	(15,774)	18,377,793
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	1,050,304	1,051,684	15,774	1,067,458
Total	19,442,251	19,445,251	-	19,445,251

205 - Grants Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	1,730,096	1,730,096	-	1,730,096
Intermediate Sources	-	-	-	-
State Sources	13,737,807	13,737,807	-	13,737,807
Federal Sources	54,347,532	53,847,532	-	53,847,532
Other Sources	-	-	-	-
Total	69,815,435	69,315,435	-	69,315,435

Requirements				
Instruction	40,370,816	40,022,939	4,084	40,027,023
Support Services	26,387,081	26,681,781	(2,522)	26,679,259
Enterprise & Community Services	2,812,638	2,365,815	(1,562)	2,364,253
Facilities Acquisition & Construction	244,900	244,900	-	244,900
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	69,815,435	69,315,435	-	69,315,435

225 - PERS Rate Stabilization Reserve Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	15,279,273	15,279,273	-	15,279,273
Local Sources	196,337	196,337	-	196,337
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	15,475,610	15,475,610	-	15,475,610

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	1,900,000	1,900,000	-	1,900,000
Contingency	-	-	-	-
Ending Fund Balance	13,575,610	13,575,610	-	13,575,610
Total	15,475,610	15,475,610	-	15,475,610

299 - Dedicated Resource Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	8,824,182	6,466,182	-	6,466,182
Local Sources	8,509,700	8,159,700	477,100	8,636,800
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	82,000	240,000	-	240,000
Other Sources	400,000	400,000	-	400,000
Total	17,815,882	15,265,882	477,100	15,742,982

Requirements				
Instruction	12,682,073	12,682,206	443,412	13,125,618
Support Services	2,097,036	2,096,908	33,688	2,130,596
Enterprise & Community Services	62,995	62,990	-	62,990
Facilities Acquisition & Construction	2,973,778	423,778	-	423,778
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	17,815,882	15,265,882	477,100	15,742,982

304 - Bond Sinking Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	1,667,184	1,667,184	-	1,667,184
Total	1,667,184	1,667,184	-	1,667,184

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	1,667,184	1,667,184	-	1,667,184
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	1,667,184	1,667,184	-	1,667,184

305 - School Modernization Debt Service Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	143,685	143,588	-	143,588
Total	143,685	143,588	-	143,588

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	143,685	143,588	-	143,588
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	143,685	143,588	-	143,588

306 - Settlement Debt Service Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	3,974,028	3,974,028	-	3,974,028
Total	3,974,028	3,974,028	-	3,974,028

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	3,974,028	3,974,028	-	3,974,028
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	3,974,028	3,974,028	-	3,974,028

307 - IT Projects Debt Service Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	614,598	614,598	-	614,598
Total	614,598	614,598	-	614,598

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	614,598	614,598	-	614,598
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	614,598	614,598	-	614,598

308 - PERS UAL Debt Service Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	36,208,326	35,834,326	-	35,834,326
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	36,208,326	35,834,326	-	35,834,326

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	36,208,326	35,834,326	-	35,834,326
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	36,208,326	35,834,326	-	35,834,326

309 - SELP Debt Service Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	158,591	158,591	-	158,591
Total	158,591	158,591	-	158,591

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	158,591	158,591	-	158,591
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	158,591	158,591	-	158,591

320 - Full Faith and Credit Debt Service Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	226,843	226,843	-	226,843
Other Sources	1,111,335	1,111,335	-	1,111,335
Total	1,338,178	1,338,178	-	1,338,178

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	1,338,178	1,338,178	-	1,338,178
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	1,338,178	1,338,178	-	1,338,178

338 - Facilities Capital Debt Service Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	87,632	87,632	-	87,632
Total	87,632	87,632	-	87,632

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	87,632	87,632	-	87,632
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	87,632	87,632	-	87,632

404 - Construction Excise Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	5,498,172	5,498,172	-	5,498,172
Local Sources	1,601,000	1,601,000	-	1,601,000
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	7,099,172	7,099,172	-	7,099,172

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	6,867,855	6,867,952	-	6,867,952
Debt Service & Transfers Out	231,317	231,220	-	231,220
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	7,099,172	7,099,172	-	7,099,172

405 - School Modernization Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	3,289,063	3,289,063	-	3,289,063
Local Sources	10,000	10,000	-	10,000
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	3,299,063	3,299,063	-	3,299,063

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	2,799,063	2,799,063	-	2,799,063
Debt Service & Transfers Out	-	-	-	-
Contingency	500,000	500,000	-	500,000
Ending Fund Balance	-	-	-	-
Total	3,299,063	3,299,063	-	3,299,063

407 - IT System Project Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	1,812,702	1,812,702	-	1,812,702
Local Sources	1,008	1,008	-	1,008
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	1,813,710	1,813,710	-	1,813,710

Requirements				
Instruction	-	-	-	-
Support Services	1,654,379	1,654,300	-	1,654,300
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	159,331	159,410	-	159,410
Ending Fund Balance	-	-	-	-
Total	1,813,710	1,813,710	-	1,813,710

420 - Full Faith and Credit Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	4,450,251	4,450,251	-	4,450,251
Local Sources	19,000	19,000	-	19,000
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	4,469,251	4,469,251	-	4,469,251

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	4,469,251	4,469,251	-	4,469,251
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	4,469,251	4,469,251	-	4,469,251

435 - Energy Efficient Schools Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	1,863,478	1,863,478	-	1,863,478
Local Sources	1,116,636	853,839	-	853,839
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	2,980,114	2,717,317	-	2,717,317

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	2,980,114	2,717,317	-	2,717,317
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	2,980,114	2,717,317	-	2,717,317

438 - Facilities Capital Project Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	17,204,650	17,204,650	1,158,297	18,362,947
Total	17,204,650	17,204,650	1,158,297	18,362,947

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	17,204,650	17,204,650	1,158,297	18,362,947
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	17,204,650	17,204,650	1,158,297	18,362,947

445 - Capital Asset Renewal Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	55,873	55,873	-	55,873
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	55,873	55,873	-	55,873

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	55,873	55,873	-	55,873
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	55,873	55,873	-	55,873

480 - Recovery Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	1,426,644	1,426,644	-	1,426,644
Local Sources	1,532,766	1,532,766	-	1,532,766
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	2,959,410	2,959,410	-	2,959,410

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	2,959,410	2,959,410	-	2,959,410
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	2,959,410	2,959,410	-	2,959,410

601 - Self Insurance Fund	Proposed Budget	Approved Budget	Change	Adopted Budget
Resources				
Beginning Fund Balance	3,830,346	3,830,346	-	3,830,346
Local Sources	2,782,003	2,755,469	47,685	2,803,154
Intermediate Sources	-	-	-	-
State Sources	262,500	262,500	-	262,500
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	6,874,849	6,848,315	47,685	6,896,000
Requirements				
Instruction	-	-	-	-
Support Services	3,207,036	3,180,502	(3,565)	3,176,937
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	3,667,813	3,667,813	51,250	3,719,063
Ending Fund Balance	-	-	-	-
Total	6,874,849	6,848,315	47,685	6,896,000



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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

CAPITAL CONSTRUCTION BOND PLANNING: BOND OPTIONS FOR PROJECT SELECTION

Board Meeting Date: June 25, 2012

Executive Committee Lead: C.J. Sylvester, COO

Department: Office of School Modernization

Staff Lead: Jim Owens, Director Capital Operations

I. ISSUE STATEMENT

This staff report is complementary to the reports for June 11th and June 18th, as this discussion is a continuation from those meetings. The Board discussions have been specifically about identifying preferred criteria for staff to use in framing potential capital bond options, affirming a preference for a November 2012 ballot measure and winnowing the options under consideration for bond size and estimated tax levy rates. The Board is still planning on taking action on an authorizing resolution on July 9th that would choose a specific recommendation in each of these areas, as well as naming the specific schools to be rebuilt or replaced.

This staff report and related attachments provides two additional options (from those presented at the June 18 Board work session) that each include three high schools for \$482M and \$487M total bond amounts (estimated tax levies of \$1.10/\$1,000AV and \$1/\$1,000AV respectively), investments for educational facility, physical facility and program costs, and schools identified by name for full rebuild or replacement.

II. BACKGROUND

Background and community engagement to date were provided in detail in the June 11, 2012, staff report and attachments.

During the Board meeting on June 18th, staff was requested to identify two (2) additional options for consideration, with the explicit intent of increasing the bond amount in order to rebuild or replace 3 high schools. These two options identified as Options C and D, Attachment 1 to this report, each include three high schools based on seismic condition and accessibility, Faubion K-8 due to its capital partnership with Concordia University and physical/educational facility improvements – while remaining under \$500 million.

The Board was interested in these options in order to maximize the capacity to address the high school facility needs, and discussed trying to accomplish the completion of high school rebuilds and replacements within the first three successive capital construction bond requests. If this scenario were to pass, it

would ensure all 7 current community comprehensive high schools (Cleveland, Grant, Franklin, Lincoln, Madison, Roosevelt, and Wilson) and both focus option high schools (Benson and Jefferson) could be rebuilt or replaced within 16 years. The Board asked staff to identify what it might look like to do this – both in terms of what would be accomplished and in terms of what other mitigating work would need to be taken care of in other facilities. In particular, the Board was interested in ensuring that capital construction work would not need to be duplicative over the longer term. For example, Board members wanted to make sure staff would not put a new roof on a building that would be fully replaced in the near term.

The Board inquired about what impact replacing a building roof has on its overall facility condition index (FCI). The answer varies with each school depending on its other deficiencies. But a sample of four schools showed a drop in FCI from a minimum of .05 to a maximum of .21.

As a practical matter, the District has \$1.6 billion in existing building deficiencies. That dollar figure represents the cost to simply repair our school buildings. It seems clear that at least the first three bonds in the identified financing program would need to invest 20% of funds in physical and educational improvements in those schools not yet scheduled for modernization. Investment beyond the first ten years is too speculative but certainly the most urgent needs at the time each bond is crafted should be included.

For example, the 1990 Americans with Disabilities Act (ADA) requires that public buildings be accessible to the public. The District has identified \$65 million in total ADA building needs, but only a portion of that work can be accommodated in the first bond as a result of other, additional urgent needs (e.g. seismic strengthening and roofs).

Staff also continues to move forward with the development of a Memorandum of Understanding (MOU) with Concordia University identifying the specific aspects of our capital partnership for the replacement of Faubion PreK8 School. It is staff's intention to bring that MOU forward for Board approval at the same August 20th meeting where the Board will refer a capital bond to the November 2012 ballot.

III. RELATED POLICIES/BEST PRACTICES

- Board Resolution No. 3986 (Oct. 13, 2008) Criteria to Determine Order of Rebuilding and Renovation of PPS School Buildings to Create 21st Century Schools
- Board Resolution No. 4608 (May 29, 2012) Resolution to Adopt the Superintendent's Recommended Update of the PPS Long Range Facilities Plan

IV. FISCAL ISSUES

During the Board meeting on June 18th, the Board continued to discuss possible bond amounts and estimated tax levy rates. Bond Options A and B from the June 18th meeting are based on the use of the recommended estimate of \$1.00/\$1,000 tax assessed value (AV) with \$1.00 over eight (8) years and \$.30 over an additional twelve (12) years for a total amount of \$449 million. Maintaining a “buck a thousand” tax rate means the average homeowner is anticipated to pay less than \$190 per year for PPS capital construction (less than \$16/month).

Options C and D vary slightly. Option C is a \$482 million bond with an estimated tax rate of \$1.10/\$1,000 AV with \$1.00 over eight (8) years and \$.30 over an additional twelve (12) years. Option D is a \$487 million bond with an estimated tax rate of \$1/\$1,000 AV with \$1.00/\$1,000 AV over eight (8) years and \$.40 over an additional twelve (12) years.

V. BOARD OPTIONS

Staff have provided potential options framed around the criteria for identifying which schools to rebuild or replace. All options continue to prioritize seismic and universal access. Further, Option A uses high enrollment as a third criteria and Option B uses high poverty. Options C and D focus on three high schools and Faubion K-8 as a result of its partnership with Concordia University.

VI. STAFF RECOMMENDATION

Staff recommends a \$449 million bond with an estimated tax rate of \$1.00/1,000 AV. The rationale for this recommendation is the consideration of risk in losing support by increasing the bond amount to an estimated tax rate levy above \$1.00/\$1,000AV. A larger bond at that same tax rate compromises the size of a potential third bond in the sustainable financing program.

VII. TIMELINE FOR IMPLEMENTATION/EVALUATION

The Board will continue their conversation on bond options and identify a preferred alternative on June 25, 2012.

Public hearings will be held on June 28 and July 9 for the community to provide further input to the Board for consideration.

Ultimately, an authorizing resolution with specific details about potential ballot measure content and financing will be brought forward for the Board’s adoption on July 9, 2012 to direct staff to prepare ballot measure and explanatory language. The Board will adopt specific ballot measure and explanatory statement language and refer to County Elections Office on August 20, 2012.

I have reviewed this staff report and concur with the recommendation to the Board.



6/25/2012














































Carole Smith
Superintendent
Portland Public Schools

Date

Attachments:

1. Options A, B, C & D based on Board suggested criteria June 11 & 18, 2012
2. Physical Facility Improvements based on Options A, B, C & D
3. Educational Facility Improvements based on Options A, B, C & D
4. Sustainable Financing Plan for 32 Year Program
5. Scenario Planning Tool for Option A
6. Scenario Planning Tool for Option B
7. Scenario Planning Tool for Options C & D

BPS Bond criteria and potential options

Priority Option A: Seismic, Access and High Enrollment \$1.00 per \$1000 of assessed value	Priority Option B: Seismic, Access and High Poverty Schools \$1.00 per \$1000 of assessed value	Priority Option C: High School, Seismic & Access \$1.10 per \$1000 of assessed value	Priority Option D: High School, Seismic & Access \$1.00 per \$1000 of assessed value
 Educational Facility Improvements Improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 45 schools. Enhance educational technology at high-priority needs schools to be determined. \$25M	 Educational Facility Improvements Improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 45 schools. Enhance educational technology at high-priority needs schools to be determined. \$25M	 Educational Facility Improvements Improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 45 schools. \$5M	 Educational Facility Improvements Improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 45 schools. \$5M
 Seismic and other building improvements Seismic strengthening at as many as 28 schools. Replace and seismically brace roofs at as many as 14 schools. Replace roofs at as many as 5 schools. Improve accessibility to educational programs at as many as 33 schools. \$63M	 Seismic and other building improvements Seismic strengthening at up to 27 schools. Replace and seismically brace roofs at up to 14 schools. Replace roofs at up to 4 schools. Improve accessibility to educational programs at as many as 33 schools. \$62M	 Seismic and other building improvements Seismic strengthening at as many as 28 schools. Replace and seismically brace roofs at as many as 14 schools. Replace roofs at as many as 11 schools. Improve accessibility to educational programs at as many as 33 schools. \$71M	 Seismic and other building improvements Seismic strengthening at up to 28 schools. Replace and seismically brace roofs at up to 14 schools. Replace roofs at as many as 13 schools. Improve accessibility to educational programs at as many as 33 schools. \$76M
 Full modernizations or replacement These schools are identified as modernizations or replacement: <ul style="list-style-type: none"> • High schools with high seismic risk. • High schools with major access upgrades needed. • K-5 or K-8 schools at high seismic risk and in need of access upgrades. • High enrollment. • Faubion = capital partnership with Concordia University. 2 high schools.....  Grant \$95M  Franklin \$85M 1 K-8.....  Faubion \$28M 1 K-5.....  Ainsworth \$25M Other possible K-5s: Llewelyn, Abernethy	 Full modernizations or replacement These schools are identified as modernizations or replacement: <ul style="list-style-type: none"> • High schools with high seismic risk. • High schools with major access upgrades needed. • K-5 or K-8 schools at high seismic risk and in need of access upgrades. • High portion of students on free/reduced lunch. • Faubion = capital partnership with Concordia University. 2 high schools.....  Roosevelt \$70M  Franklin \$85M 1 K-8.....  Faubion \$28M 2 K-5.....  James John \$26M  Grout \$25M	 Full modernizations or replacement These schools are identified as potential modernizations or replacement: <ul style="list-style-type: none"> • High schools with high seismic risk. • High schools with major access upgrades needed. • Faubion = capital partnership with Concordia University. 3 high schools.....  Grant \$95M  Franklin \$85M 1 K-8.....  Roosevelt \$70M  Faubion \$28M	 Full modernizations or replacement These schools are identified as potential modernizations or replacement: <ul style="list-style-type: none"> • High schools with high seismic risk. • High schools with major access upgrades needed. • Faubion = capital partnership with Concordia University. 3 high schools.....  Grant \$95M  Roosevelt \$70M 1 K-8.....  Franklin \$85M  Faubion \$28M
 Debt repayment \$45M  Rosa Parks K-8.  Boiler conversions, prior roof replacements and other financed capital projects.	 Debt repayment \$45M  Rosa Parks K-8.  Boiler conversions, prior roof replacements and other financed capital projects.	 Debt repayment \$45M  Rosa Parks K-8.  Boiler conversions, prior roof replacements and other financed capital projects.	 Debt repayment \$45M  Rosa Parks K-8.  Boiler conversions, prior roof replacements and other financed capital projects.
 Program costs \$83M Required reserves, materials and labor cost escalation, bond issuance costs and improvements and transportation to buildings where students attend school while their school is renovated.	 Program costs \$83M Required reserves, materials and labor cost escalation, bond issuance costs and improvements and transportation to buildings where students attend school while their school is renovated.	 Program costs \$83M Required reserves, materials and labor cost escalation, bond issuance costs and improvements and transportation to buildings where students attend school while their school is renovated.	 Program costs \$83M Required reserves, materials and labor cost escalation, bond issuance costs and improvements and transportation to buildings where students attend school while their school is renovated.
\$449M Total Bond Program Estimated rate: \$1.00/\$1,000 of assessed value over 8 years, \$0.30 over an additional 12 years.	\$449M Total Bond Program Estimated rate: \$1.00/\$1,000 of assessed value over 8 years, \$0.30 over an additional 12 years.	\$482M Total Bond Program Estimated rate: \$1.10/\$1,000 of assessed value over 8 years, \$0.30 over an additional 12 years.	\$487M Total Bond Program Estimated rate: \$1.00/\$1,000 of assessed value over 8 years, \$0.40 over an additional 12 years.

Why is PPS considering a school construction bond?

Nearly all PPS school buildings are **aging and worn out**. Roofs and pipes are leaking, electrical systems are inadequate for today’s technology, classrooms lack accessibility and earthquake resistance is far below current seismic safety standards. Schools also need **more up-to-date classrooms**— from science labs to media centers to smaller breakout spaces for effective teaching and learning.

A bond measure would allow the district to **remedy building deficiencies** and to **modernize learning environments** to support student achievement and prepare students to compete in the 21st century.

Can a school construction bond also pay for teachers and operational support?

No. A school construction bond can only be used for **major renovations** or **replacement of school buildings**. The last PPS construction bond was passed by voters in 1995 and funding expired in 2003.

What building problems would these bond proposals address?

School bonds typically pay for a blend of **modernizations and replacement** of some schools and **targeted improvements** at others.

What are full modernizations? Full modernizations update learning spaces and address all deficient systems by renovating and restoring a school. This is the most cost-effective and sustainable way to improve most PPS schools, due to age, historical significance and condition.

Why are some schools recommended for modernization or replacement? A citizens committee recommended that Portland engage in a series of school construction bonds to **upgrade all PPS schools over 30 years**. Any of these proposed 8-year bond options would start that work







Schools proposed for this first phase of modernization or replacement meet these criteria:

- **High schools at high seismic risk** and in **need of major accessibility upgrades**. Option A adds high enrollment and Option B adds high percentage of students eligible for free/reduced lunch. Options C and D combine these elements with the three named high schools.
- **K-5 or K-8 schools** at high seismic risk and in need of major accessibility upgrades with either: (Option A) high enrollment or (Option B) high percentage of free/reduced lunch eligible students. Faubion K-8 reflects a major capital partnership with Concordia University.

How were these criteria chosen? Criteria were reviewed and narrowed by a citizens committee, followed by input from community meetings and an online survey.

What are targeted educational and facilities improvements? Targeted improvements would address classroom, seismic, roof and ADA deficiencies in schools that would not be modernized or replaced in this bond.

What schools would receive targeted educational and facilities improvements?

 <p>Science labs and learning technology at as many as 50 schools</p> 	<p>Educational Facility Improvements Schools being considered for improvements:</p> <p>Science labs (Sinks and electrical upgrades for grade 6-8 science classes) at: Beaumont MS•Da Vinci MS•George MS•Gray MS•Hosford MS•Jackson MS•Lane MS•Mt Tabor MS•Sellwood MS•West Sylvan MS•Arleta K-8•Astor K-8•Beach PK-8•Beverly Cleary K-8•Boise-Eliot K-8•Bridger K-8•Cesar Chavez K-8•CSS K-8•Creston K-8•Grout K-8•Harrison Park K-8•Hayhurst K-8•Irvington K-8•Laurelhurst K-8•King K-8•Lee K-8•Lent K-8•Ockley Green K-8•Peninsula K-8•Roseway Heights K-8•Sabin K-8•Scott K-8•Skyline K-8•Sunnyside K-8•Vernon K-8•Vestal K-8•Winterhaven K-8•Woodlawn K-8</p> <p>Technology: High-priority needs and number of schools to be determined.</p>
 <p>Seismic strengthening at as many as 28 schools</p> 	<p>Physical Facility improvements Schools being considered for improvements:</p> <p>Abernethy K-5•Ainsworth K-5•Alameda K-5•Arleta K-8•Beach K-8•Beaumont MS•Benson HS•Beverly Cleary K-8•Boise Eliot PK-8•Buckman K-5•Chief Joseph K-8•Cleveland HS•Creative Science K-8•Creston K-8•Duniway K-5•Grant HS•Grout K-8•Hayhurst K-5•Hosford MS•Jackson MS•James John K-5•Jefferson HS•Lane MS•Llewellyn K-5•MLC K-12•Roosevelt HS•Sabin PK-8•Woodlawn PK-8</p>
<p>Roof replacement/seismic bracing at as many as 16 schools</p> 	<p>Abernethy K-5•Ainsworth K-5•Alameda K-5•Arleta K-8•Beverly Cleary K-8•Boise Eliot PK-8•Buckman K-5•Cleveland HS•Creative Science K-8•Creston K-8•Grant HS•Hayhurst K-5•Hosford MS•James John K-5•Roosevelt HS•Sabin PK-8</p>
<p>Roof replacement at as many as 14 schools</p>	<p>Bridlemile K-5•George MS•Irvington K-8•Jackson MS•Laurelhurst K-8•Lewis K-5•Maplewood K-5•Mt. Tabor MS•Ockley Green K-8•Roseway Heights K-8•Scott K-8•Sellwood MS•Stephenson K-5•Wilson HS</p>
<p>Improve accessibility to educational programs at as many as 35 schools</p> 	<p>Ainsworth K-5•Arleta K-8•Beach K-8•Benson HS•Buckman K-5•Cesar Chavez K-8•Cleveland HS•Grant HS•Harrison Park K-8•Holladay Annex•Holladay Center•Hosford MS•James John K-5•Jefferson HS•King K-8•Lane MS•Lent K-8•Lincoln HS•Madison HS•Markham K-5•Meek HS•MLC K-12•Ockley Green K-8•Peninsula K-8•Richmond PK-5•Rigler K-8•Roosevelt HS•Sabin PK-8•Scott K-8•Sunnyside K-8•Vestal K-8•West Sylvan MS•Wilson HS•Winterhaven K-8•Woodlawn PK-8</p>

How can I have input on these options?

Take an online survey at www.pps.net, or email schoolmodernization@pps.net. The school board will hold public hearings on June 28 and July 9. Your testimony is welcome. If you have questions call 503-916-3817. To talk with a Spanish-speaking staff member, call 503-916-3582. (Para hablar con personal en Español llame al 503-916-3582.)



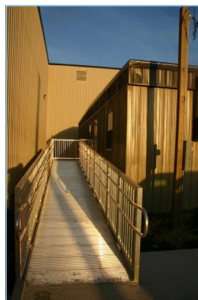
Physical Facility Improvements

		A	B	C	D
		# of schools being considered			
\$13-14,000,000	Seismic strengthening	28	27	28	28
\$23-25,000,000	Targeted roof replacements that include seismic strengthening	14	14	14	14
\$9-22,000,000	Targeted roof replacements	5	4	11	13
\$15-16,000,000	Accessibility improvements	33	33	33	33

\$ 63M \$ 62M \$ 71M \$ 76M



roof / seismic



accessibility



Educational Facility Improvements

		A	B	C	D
		# of schools being considered			
\$5,000,000	Grade 6-8 science lab classroom improvements ¹	45		45	
\$15,000,000	High School technology improvements	TBD ²		0	
\$ 5,000,000	Elementary and Middle School technology improvements	TBD ²		0	
		\$ 25M		\$ 5M	

1 Additional sinks and electrical outlets to support current curriculum
 2 Technology: High priority needs and number of schools to be determined



science



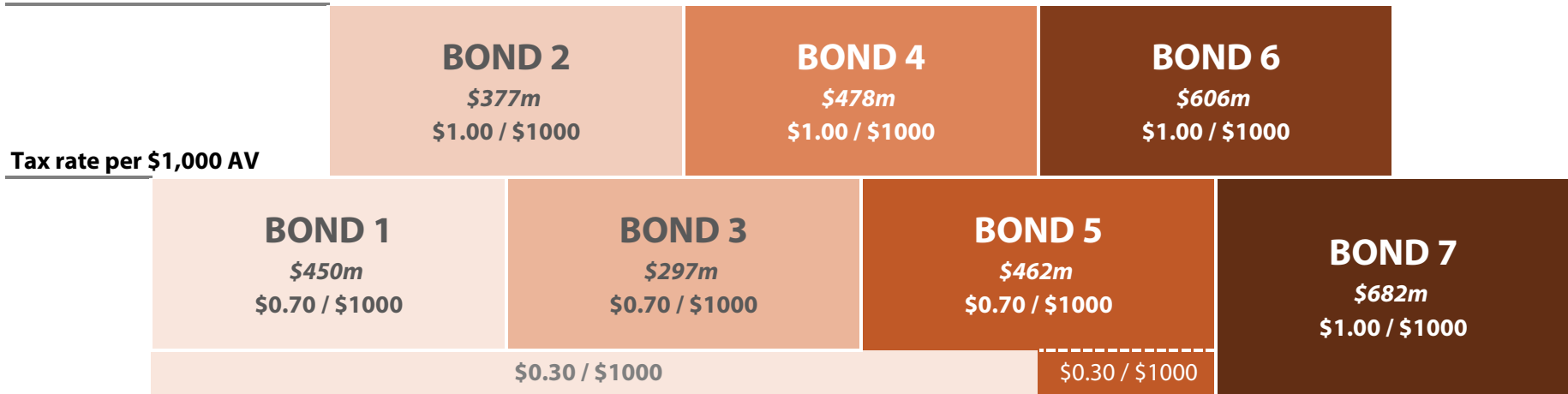
technology



Sustainable Financing Plan for 32 Year Program

Bond 1 Estimated Rate: \$1.00/\$1,000 AV over 8 years, \$0.30 over an additional 12 years

Tax rate per \$1,000 AV



Program year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
Calendar year	'12	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26	'27	'28	'29	'30	'31	'32	'33	'34	'35	'36	'37	'38	'39	'40	'41	'42	'43	'44
Ballot	*			*				*				*				*				*				*									

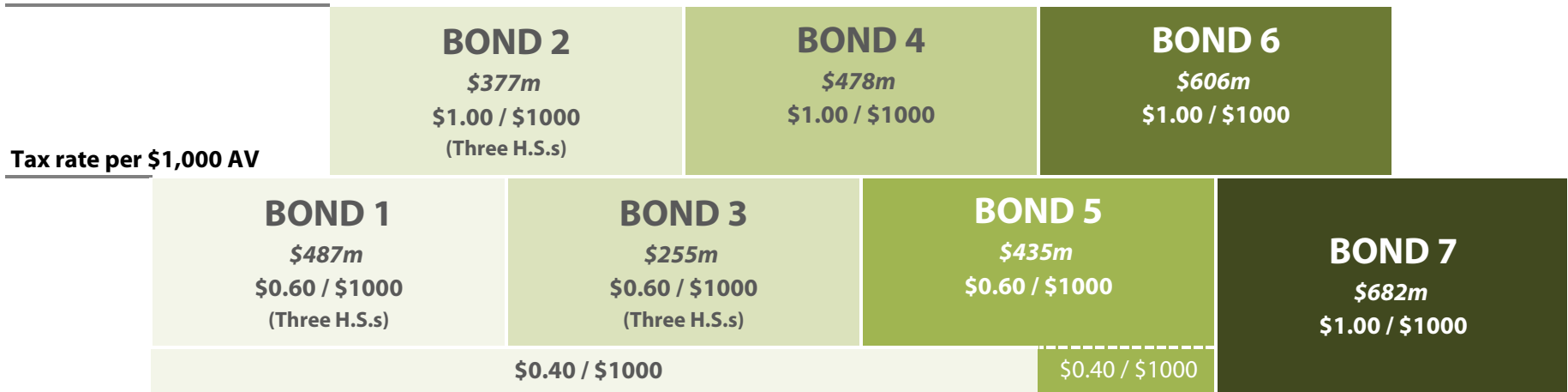
Voters decide at every step.



Sustainable Financing Plan for 32 Year Program

Bond 1 Estimated Rate: \$1.00/\$1,000 AV over 8 years, \$0.40 over an additional 12 years

Tax rate per \$1,000 AV



Program year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
Calendar year	'12	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26	'27	'28	'29	'30	'31	'32	'33	'34	'35	'36	'37	'38	'39	'40	'41	'42	'43	'44
Ballot	*			*				*				*				*			*		*			*									

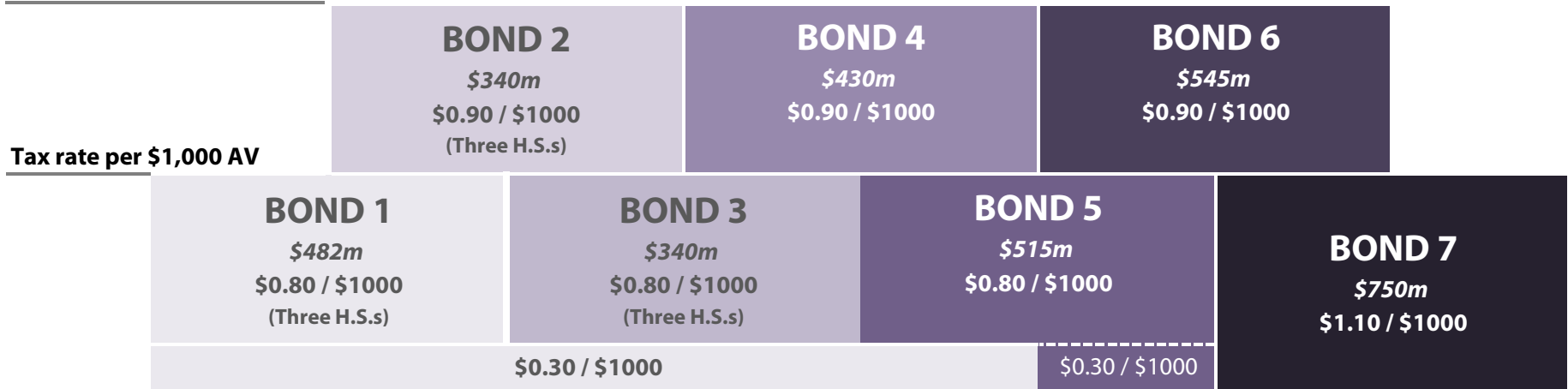
Voters decide at every step.



Sustainable Financing Plan for 32 Year Program

Bond 1 Estimated Rate: \$1.10/\$1,000 AV over 8 years, \$0.30 over an additional 12 years

Tax rate per \$1,000 AV



Program year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
Calendar year	'12	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'26	'27	'28	'29	'30	'31	'32	'33	'34	'35	'36	'37	'38	'39	'40	'41	'42	'43	'44
Ballot	*			*				*				*				*				*				*									

Voters decide at every step.

Scenario Planning Tool
June 25, 2011

Attachment 5

**PRIORITY CONSIDERATIONS
OPTION 'A'**

SORTED BY: "Poor" Seismic + Priority Access + High Enrollment

School	Grades	Original Year Built	Bldg SF	Graduation Rate	Site Acreage	Free & Reduced Price Meals	2012 DRAFT Seismic Ratings	Priority Elevator Needs	Priority Access Needs	Priority Roof Replacement	FCI	11/12 Student Enrollment	PPS H.S. Students w/in Boundary	Capture Rate	11/12 Student Capacity	11/12 Student Over-Crowding	Partnership Potential ¹	Full Modernization Budget	\$450M Bond Budget
HIGH SCHOOLS						> 65%	= Poor	= YES	= 1	= YES	> 0.60	= 1400				> 25	= X		
Grant	9 - 12	1923	274,489	86%	10.2	23%	Poor	_	1	YES	0.66	1,565	1,350	82%	1,994	(429)		95,000,000	95,000,000
Franklin	9 - 12	1915	218,574	74%	18.3	56%	Poor	YES	1	_	0.58	1,480	2,041	59%	1,759	(279)		85,000,000	85,000,000
Roosevelt	9 - 12	1921	228,535	46%	17.1	75%	Poor	_	1	YES	0.71	748	1,310	52%	1,464	(716)	X	70,000,000 *	
Benson	9 - 12	1916	391,790	80%	8.8	63%	Poor	_	2	_	0.52	889			2,301	(1412)	X	125,000,000	
Cleveland	9 - 12	1928	257,757	73%	11.3	28%	Poor	_	2	YES	0.63	1,520	1,767	71%	1,781	(261)		90,000,000	
Jefferson	9 - 12	1909	321,354	56%	14.0	76%	Poor	_	3	_	0.62	548	1,514	22%	1,958	(1410)	X	50,000,000	
Lincoln	9 - 12	1951	200,046	90%	11.0	15%	Fair	_	2	_	0.45	1,476	1,484	86%	1,281	195	X	90,000,000	
Wilson	9 - 12	1954	265,990	76%	22.8	24%	Fair	_	3	YES	0.59	1,387	1,450	87%	1,735	(348)		95,000,000	
Madison	9 - 12	1955	287,937	57%	20.0	68%	Fair	_	3	_	0.61	1,161	1,677	51%	1,905	(744)		100,000,000	

¹ Site lies within an existing Urban Renewal Area, New Market Tax Credit Eligibility Area, or other potential capital funding partner has been identified

* Budgeted for student capacity of 1200 students, and core facilities for 1500 students

Scenario Planning Tool
June 25, 2011

Attachment 5

**PRIORITY CONSIDERATIONS
OPTION 'A'**

SORTED BY: "Poor" Seismic + Priority Elevator + High Enrollment

School	Grades	Original Year Built	Bldg SF	Graduation Rate	Site Acreage	Free & Reduced Price Meals	2012 DRAFT Seismic Ratings	Priority Elevator Needs	Priority Access Needs	Priority Roof Replacement	FCI	11/12 Student Enrollment	PPS H.S. Students w/in Boundary	Capture Rate	11/12 Student Capacity	11/12 Student Over-Crowding	Partnership Potential ¹	Full Modernization Budget	\$450M Bond Budget
K5 / K8 / MIDDLE SCHOOLS						> 65%	= Poor	= YES	= 1	= YES	> 0.60	= 550				> 25	= X		
Beach	PK - 8	1928	71,299		5.2	56%	Poor	YES		-	0.71	582		59%	638	(56)	X	28,000,000	
Ainsworth	K - 5	1912	57,724		3.8	7%	Poor	YES		YES	0.81	568		94%	672	(104)		25,000,000	25,000,000
Llewellyn	K - 5	1928	52,159		3.3	21%	Poor	YES		-	0.77	545		77%	502	43		25,000,000	
Hosford	6 - 8	1925	86,407		6.7	46%	Poor	YES		YES	0.70	534		55%	675	(141)		30,000,000	
Woodlawn	PK - 8	1926	72,573		5.1	81%	Poor	YES		-	0.57	478		41%	610	(132)	X	28,000,000	
Abernethy	K - 5	1925	47,526		3.9	14%	Poor	YES		YES	0.88	455		73%	387	68		25,000,000	
Lane	6 - 8	1927	94,866		9.1	86%	Poor	YES		-	0.58	440		71%	780	(340)	X	32,500,000	
Duniway	K - 5	1926	68,054		5.6	15%	Poor	YES		-	0.71	425		84%	521	(96)		25,000,000	
Arleta	K - 8	1929	72,308		4.2	66%	Poor	YES		YES	0.77	423		59%	581	(158)		28,000,000	
James John	K - 5	1929	63,725		3.3	86%	Poor	YES		YES	0.84	402		61%	591	(189)	X	26,000,000	
Grout	K - 5	1927	73,085		2.3	70%	Poor	YES		-	0.68	359		56%	522	(163)	X	28,000,000	
Rose City	Close	1912	59,899		3.7	0%	Poor	YES		-	0.82	0				0			
Alameda	K - 5	1921	64,748		3.7	11%	Poor	-		YES	0.58	782		85%	763	19	X	25,000,000	
Jackson	6 - 8	1966	212,534		36.4	27%	Poor	-		YES	0.63	540		87%	1,152	(612)		80,000,000	
Buckman	K - 5	1921	77,600		4.9	40%	Poor	-		YES	0.62	490		85%	558	(68)	X	25,000,000	
Chief Joseph	PK - 5	1949	44,804		3.0	46%	Poor	-		-	0.43	485		62%	498	(13)	X	25,000,000	
Beaumont	6 - 8	1926	94,300		5.7	32%	Poor	-		-	0.56	482		65%	685	(203)		30,000,000	
Faubion	PK - 8	1950	51,881		7.8	73%	Good	-		YES	0.61	435		60%	400	35	X	28,000,000	28,000,000

¹ Site lies within an existing Urban Renewal Area, New Market Tax Credit Eligibility Area, or other potential capital funding partner has been identified

Scenario Planning Tool
June 25, 2011

**PRIORITY CONSIDERATIONS
OPTION 'B'**

SORTED BY: "Poor" Seismic + Priority Access + High F&RL

School	Grades	Original Year Built	Bldg SF	Graduation Rate	Site Acreage	Free & Reduced Price Meals	2012 DRAFT Seismic Ratings	Priority Elevator Needs	Priority Access Needs	Priority Roof Replacement	FCI	11/12 Student Enrollment	PPS H.S. Students w/in Boundary	Capture Rate	11/12 Student Capacity	11/12 Student Over-Crowding	Partnership Potential ¹	Full Modernization Budget	\$450M Bond Budget
HIGH SCHOOLS						> 65%	= Poor	= YES	= 1	= YES	> 0.60	= 1400				> 25	= X		
Roosevelt	9 - 12	1921	228,535	46%	17.1	75%	Poor	_	1	YES	0.71	748	1,310	52%	1,464	(716)	X	70,000,000 *	70,000,000
Franklin	9 - 12	1915	218,574	74%	18.3	56%	Poor	YES	1	_	0.58	1,480	2,041	59%	1,759	(279)		85,000,000	85,000,000
Grant	9 - 12	1923	274,489	86%	10.2	23%	Poor	_	1	YES	0.66	1,565	1,350	82%	1,994	(429)		95,000,000	
Benson	9 - 12	1916	391,790	80%	8.8	63%	Poor	_	2	_	0.52	889			2,301	(1412)	X	125,000,000	
Cleveland	9 - 12	1928	257,757	73%	11.3	28%	Poor	_	2	YES	0.63	1,520	1,767	71%	1,781	(261)		90,000,000	
Jefferson	9 - 12	1909	321,354	56%	14.0	76%	Poor	_	3	_	0.62	548	1,514	22%	1,958	(1410)	X	50,000,000 **	
Lincoln	9 - 12	1951	200,046	90%	11.0	15%	Fair	_	2	_	0.45	1,476	1,484	86%	1,281	195	X	90,000,000 **	
Wilson	9 - 12	1954	265,990	76%	22.8	24%	Fair	_	3	YES	0.59	1,387	1,450	87%	1,735	(348)		95,000,000	
Madison	9 - 12	1955	287,937	57%	20.0	68%	Fair	_	3	_	0.61	1,161	1,677	51%	1,905	(744)		100,000,000	

¹ Site lies within an existing Urban Renewal Area, New Market Tax Credit Eligibility Area, or other potential capital funding partner has been identified

* Budgeted for student capacity of 1200 students, and core facilities for 1500 students

** Budget includes scope to replace the existing facility

Scenario Planning Tool
June 25, 2011

Attachment 6

**PRIORITY CONSIDERATIONS
OPTION 'B'**

SORTED BY: "Poor" Seismic + Priority Elevator + High F&RL

School	Grades	Original Year Built	Bldg SF	Graduation Rate	Site Acreage	Free & Reduced Price Meals	2012 DRAFT Seismic Ratings	Priority Elevator Needs	Priority Access Needs	Priority Roof Replacement	FCI	11/12 Student Enrollment	PPS H.S. Students w/in Boundary	Capture Rate	11/12 Student Capacity	11/12 Student Over-Crowding	Partnership Potential ¹	Full Modernization Budget	\$450M Bond Budget
K5 / K8 / MIDDLE SCHOOLS						> 65%	= Poor	= YES	= 1	= YES	> 0.60	= 550				> 25	= X		
James John	K - 5	1929	63,725		3.3	86%	Poor	YES		YES	0.84	402		61%	591	(189)	X	26,000,000	26,000,000
Lane	6 - 8	1927	94,866		9.1	86%	Poor	YES		-	0.58	440		71%	780	(340)	X	33,000,000	
Woodlawn	PK - 8	1926	72,573		5.1	81%	Poor	YES		-	0.57	478		41%	610	(132)	X	28,000,000	
Boise Eliot	PK - 8	1926	69,097		4.0	79%	Poor	YES		YES	0.64	389		61%	553	(164)	X	28,000,000	
Grout	K - 5	1927	73,085		2.3	70%	Poor	YES		-	0.68	359		56%	522	(163)	X	25,000,000	25,000,000
Arlata	K - 8	1929	72,308		4.2	66%	Poor	YES		YES	0.77	423		59%	581	(158)		28,000,000	
Beach	PK - 8	1928	71,299		5.2	56%	Poor	YES		-	0.71	582		59%	638	(56)	X	28,000,000	
Hosford	6 - 8	1925	86,407		6.7	46%	Poor	YES		YES	0.70	534		55%	675	(141)		30,000,000	
Llewellyn	K - 5	1928	52,159		3.3	21%	Poor	YES		-	0.77	545		77%	502	43		25,000,000	
Duniway	K - 5	1926	68,054		5.6	15%	Poor	YES		-	0.71	425		84%	521	(96)		25,000,000	
Abernethy	K - 5	1925	47,526		3.9	14%	Poor	YES		YES	0.88	455		73%	387	68		25,000,000	
Ainsworth	K - 5	1912	57,724		3.8	7%	Poor	YES		YES	0.81	568		94%	672	(104)		25,000,000	
Rose City	Close	1912	59,899		3.7	0%	Poor	YES		-	0.82	0				0			
Marysville	K - 8	1921	52,817		5.2	88%	Poor	-		-	0.53	363		56%	479	(116)	X		
Creston	K - 8	1948	79,510		8.6	69%	Poor	-		YES	0.53	379		47%	670	(291)	X	30,000,000	
Chief Joseph	PK - 5	1949	44,804		3.0	46%	Poor	-		-	0.43	485		62%	498	(13)	X	25,000,000	
Sabin	PK - 8	1928	67,221		3.6	41%	Poor	-		YES	0.61	392		53%	609	(217)		28,000,000	
Faubion	PK - 8	1950	51,881		7.8	73%	Good	-		YES	0.61	435		60%	400	35	X	28,000,000	28,000,000

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Scenario Planning Tool
June 25, 2011

Attachment 7

**PRIORITY CONSIDERATIONS
OPTIONS 'C' & 'D'**

SORTED BY: "Poor" Seismic + Priority Access

School	Grades	Original Year Built	Bldg SF	Graduation Rate	Site Acreage	Free & Reduced Price Meals	2012 DRAFT Seismic Ratings	Priority Elevator Needs	Priority Access Needs	Priority Roof Replacement	FCI	11/12 Student Enrollment	PPS H.S. Students w/in Boundary	Capture Rate	11/12 Student Capacity	11/12 Student Over-Crowding	Partnership Potential ¹	Full Modernization Budget	\$450M Bond Budget	
HIGH SCHOOLS						> 65%	= Poor	= YES	= 1	= YES	> 0.60	= 1400				> 25	= X			
Roosevelt	9 - 12	1921	228,535	46%	17.1	75%	Poor	_	1	YES	0.71	748	1,310	52%	1,464	(716)	X	70,000,000 *	70,000,000	
Grant	9 - 12	1923	274,489	86%	10.2	23%	Poor	_	1	YES	0.66	1,565	1,350	82%	1,994	(429)		95,000,000	95,000,000	
Franklin	9 - 12	1915	218,574	74%	18.3	56%	Poor	YES	1	_	0.58	1,480	2,041	59%	1,759	(279)		85,000,000	85,000,000	
Cleveland	9 - 12	1928	257,757	73%	11.3	28%	Poor	_	2	YES	0.63	1,520	1,767	71%	1,781	(261)		90,000,000		
Benson	9 - 12	1916	391,790	80%	8.8	63%	Poor	_	2	_	0.52	889			2,301	(1412)	X	125,000,000		
Jefferson	9 - 12	1909	321,354	56%	14.0	76%	Poor	_	3	_	0.62	548	1,514	22%	1,958	(1410)	X	50,000,000 **		
Lincoln	9 - 12	1951	200,046	90%	11.0	15%	Fair	_	2	_	0.45	1,476	1,484	86%	1,281	195	X	90,000,000 **		
Madison	9 - 12	1955	287,937	57%	20.0	68%	Fair	_	3	_	0.61	1,161	1,677	51%	1,905	(744)		100,000,000		
Wilson	9 - 12	1954	265,990	76%	22.8	24%	Fair	_	3	YES	0.59	1,387	1,450	87%	1,735	(348)		95,000,000		
K5 / K8 / MIDDLE SCHOOLS																				
Faubion	PK - 8	1950	51,881		7.8	73%	Good	_		YES	0.61	435		60%	400	35	X	28,000,000	28,000,000	

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* Budgeted for student capacity of 1200 students, and core facilities for 1500 students

** Budget includes scope to replace the existing facility



PORTLAND PUBLIC SCHOOLS

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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

TITLE: PORTLAND PUBLIC SCHOOLS ACHIEVEMENT COMPACT 2012-13

Board Meeting Date: June 25, 2012

Executive Committee Lead: Melissa Goff

Department: Teaching and Learning

Staff Lead: Joseph Suggs, Amanda Whalen

I. ISSUE STATEMENT

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. As part of the achievement compacts, each district must set targets on a number of indicators by June 30, 2012 as part of the district's budget adoption process.

II. BACKGROUND

The Superintendent, in conjunction with the superintendents from Beaverton, Salem and Eugene, created a common framework and methodology for identifying targets across our districts for this baseline year. The attached paper outlines the methodology and a number of recommendations and considerations about the achievement compacts.

Staff presented this paper and draft targets to the Board at the June 11th meeting. As part of their discussion, the Board directed staff to maintain the same percentages when setting the attendance indicator targets because of the recognized challenges in improving that measure without additional resources.

III. RELATED POLICIES/BEST PRACTICES

As mentioned above, the achievement compacts and their deadlines are statutory requirements. As part of the position paper, staff identify a number of places where we would recommend making changes to the indicators to better align with best practices and PPS policies. For example, staff recommends changing the name of the "disadvantaged subgroup" to "historically underserved" and also reporting on data for students in alignment with our Racial Educational Equity Policy.

IV. FISCAL IMPACT

The legislative intent of the achievement compacts is that districts will align resources and strategies to meet the targets for the achievement compact indicators. That being said, our achievement compact acknowledges that PPS is only being funded at 74% of the QEM. In order to meet the targets of the achievement compact and the state's vision of 40/40/20 by 2025, there needs to be a greater investment in K-12 education at the state level.

V. COMMUNITY ENGAGEMENT

Due to the compressed timeline for this year's achievement compacts, PPS did not engage in a community engagement process, however it is anticipated that this will be part of setting targets in future years.

VI. BOARD OPTIONS

The Board could choose to set the targets based on a different methodology than the one presented in the position paper.

VII. STAFF RECOMMENDATION

Staff recommends that the Board adopt the targets presented at the June 11th Board meeting which are a result of applying the methodology outlined in the position paper developed by the four districts. Based on the discussion, our target for the attendance indicators would not increase.

Additionally, we recommend applying to the OEIB for a waiver from setting numerical targets for each of the indicators. As indicated in the position paper, the numerical targets are simply best guess estimates of the number of students in each category. While this is more feasible in smaller districts, our ability to predict the exact number of students for any of the targets would be arbitrary. Temporary rule 705-010-0035 Completion and Execution of Achievement Compacts, allows the OEIB to "waive the requirement to identify both a target number and percentage of students and require either a number or percentage for specific outcome measures, depending on the specifications of the compacts it approves."

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

Once the Board approves the achievement compact, staff will forward to the OEIB with the position paper attached. We expect to have final 2011-12 student achievement data by August, and final graduation data by October. Once these 2011-12 data are final, we may need to review our targets for the 2012-13 school year.

I have reviewed this staff report and concur with the recommendation to the Board.



6/25/2012

Carole Smith
Superintendent
Portland Public Schools

Date

ATTACHMENTS

- A. Portland Public Schools Achievement Compact for 2012-13
- B. June 1, 2012 Achievement Compact Position Paper

K-12 / ESD Achievement Compact
Portland SD - 2180

Equity: Are students succeeding across all populations?									
9th Graders of 2006-07									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	935	158	168	323	218	29		209	444
5-Year Graduation Rate	1027	175	185	360	246	30		214	453
5-Year Completion Rate	1323	203	349	442	311	42		238	477
Earning 9+ College Credits	82	19	1	8	38	2		57	284
Post-Secondary Enrollment	714	106	136	271	144	22		186	402
2009-10									
3rd Gr. Reading Proficiency	873	182	275	178	267	20	-	196	*
3rd Gr. Math Proficiency	719	187	261	140	221	20	-	180	318
6th Grade On-Track	1311	335	503	391	399	33	-	*	495
9th Grade On-Track	726	103	227	200	232	27	-	170	516

9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	969	148	149	289	250	32		238	462
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits	108	21	6	12	59	1		53	270
Post-Secondary Enrollment									
2010-11									
3rd Gr. Reading Proficiency	870	170	321	192	264	23	15	199	*
3rd Gr. Math Proficiency	795	198	303	152	249	22	12	201	*
6th Grade On-Track	1402	413	484	400	444	42	35	*	531
9th Grade On-Track	702	105	216	167	192	25	10	208	488

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
Portland SD - 2180

9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

9th Graders of 2009-10 Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2012-13									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
Portland SD - 2180

9th Graders of 2012-13 (Optional 4-Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2015-16									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
Portland SD - 2180

College and Career Ready: Are students completing high school ready for college or career?										
	9th graders of 2006-07	Dis-advantaged	9th graders of 2007-08	Dis-advantaged	9th graders of 2008-09	Dis-advantaged	9th graders of 2009-10	Dis-advantaged	9th graders of 2012-13**	Dis-advantaged
4-Year Graduation Rate	2224	1178	2172	1152						
5-Year Graduation Rate	2338	1280								
5-Year Completion Rate	2863	1672								
Post-Secondary Enrollment	1821	921								
Earning 9+ College Credits	502	104	554	137						

Disadvantaged is aggregate of disadvantaged student groups (details on pp. 2-4)

Gray shaded boxes are district-provided projections and goals **2012-13 goals are optional

Progression: Are students making sufficient progress toward college and career readiness?										
	2009-10 All	Dis-advantaged	2010-11 All	Dis-advantaged	2011-12 All*	Dis-advantaged	2012-13 Goal All	Dis-advantaged	4-Year Goal (2015-16)**	Dis-advantaged
Ready for School	Kindergarten readiness assessment under development									
3rd Gr. Reading Proficiency	2367	1134	2549	1193						
3rd Gr. Math Proficiency	2002	947	2411	1098						
6th Grade On-Track	2818	1669	2893	1759						
9th Grade On-Track	2063	960	1990	930						

*Estimate based on most recent available data **2016 Goals are optional

Equity: Are students succeeding across all buildings and populations?					
	2009-10	2010-11	2011-12	2012-13 Goal	4-Year Goal (2015-16)**
Priority & Focus Schools*					
DISAGGREGATED DATA AND GOALS FOR EACH DISADVANTAGED STUDENT GROUP LISTED ON PP 2-4					

*Prior to 2012-13, school in federal AYP "Need Improvement" status **4-year Goals are optional

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)										
	Year	Dis-advantaged	Year	Dis-advantaged	Year	Dis-advantaged	1-Year Goal	Dis-advantaged	4-Year Goal**	Dis-advantaged

**4-year Goal optional

Investment: What is the public investment in the district? (does not include capital investments)					
	2010-11	2011-12*	2012-13*	2012-13 QEM recommended	
Formula Revenue	\$312,871,711	\$324,269,250	\$338,180,873	\$455,835,582	District Share
Local Revenue not passed through formula	\$98,475,875				District Official
Federal Revenue	\$93,590,303				
State Grants not passed through formula	\$14,064,218				

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

OEIB Chief Education Officer

K-12 / ESD Achievement Compact
Portland SD - 2180

6/21/12

Equity: Are students succeeding across all populations?									
9th Graders of 2006-07									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	48%	33%	29%	46%	34%	36%		62%	85%
5-Year Graduation Rate	52%	36%	31%	51%	38%	38%		61%	87%
5-Year Completion Rate	67%	42%	59%	62%	48%	53%		68%	91%
Earning 9+ College Credits	4%	4%	0%	1%	6%	2%		16%	54%
Post-Secondary Enrollment	62%	60%	46%	70%	55%	59%		85%	87%
2009-10									
3rd Gr. Reading Proficiency	49%	33%	42%	39%	47%	48%	-	62%	>95%
3rd Gr. Math Proficiency	41%	34%	40%	30%	39%	48%	-	57%	95%
6th Grade On-Track	82%	88%	82%	85%	84%	72%	-	>95%	92%
9th Grade On-Track	50%	55%	45%	50%	49%	52%	-	88%	87%

9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	53%	38%	28%	50%	46%	42%		67%	86%
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits	6%	6%	1%	2%	11%	1%	2%	18%	51%
Post-Secondary Enrollment									
2010-11									
3rd Gr. Reading Proficiency	52%	35%	53%	49%	48%	62%	50%	71%	>95%
3rd Gr. Math Proficiency	48%	41%	50%	39%	46%	59%	40%	72%	>95%
6th Grade On-Track	85%	93%	82%	87%	87%	88%	85%	>95%	94%
9th Grade On-Track	49%	53%	44%	48%	49%	53%	63%	91%	83%

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
Portland SD - 2180

6/21/12

9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

9th Graders of 2009-10 Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	55%	42%	30%	53%	50%	45%	N/A	70%	87%
5-Year Graduation Rate	54%	40%	33%	54%	41%	41%	N/A	64%	88%
5-Year Completion Rate	70%	46%	63%	65%	52%	57%	N/A	71%	92%
Earning 9+ College Credits	6%	6%	1%	2%	12%	1%	2%	19%	51%
Post-Secondary Enrollment	65%	66%	49%	74%	60%	63%	N/A	89%	88%
2012-13									
3rd Gr. Reading Proficiency	57%	42%	58%	54%	53%	66%	55%	74%	>95%
3rd Gr. Math Proficiency	53%	47%	55%	45%	51%	63%	46%	75%	>95%
6th Grade On-Track	85%	93%	82%	87%	87%	88%	85%	>95%	94%
9th Grade On-Track	49%	53%	44%	48%	49%	53%	63%	91%	83%

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
Portland SD - 2180

6/21/12

9th Graders of 2012-13 (Optional 4-Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2015-16									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

College and Career Ready: Are students completing high school ready for college or career?										
	9th graders of 2006-07	Dis-advantag	9th graders of 2007-08	Dis-advantaged	9th graders of 2008-09	Dis-advantaged	9th graders of 2009-10	Dis-advantaged	9th graders of 2012-13**	Dis-advantaged
4-Year Graduation Rate	54%	44%	59%	49%			62%	52%		
5-Year Graduation Rate	56%	48%					61%	53%		
5-Year Completion Rate	69%	62%			72%	65%	75%	69%		
Post-Secondary Enrollment	70%	63%			73%	67%	76%	70%		
Earning 9+ College Credits	12%	4%	15%	6%			16%	6%		

Disadvantaged is aggregate of disadvantaged student groups (details on pp. 2-4)

Gray shaded boxes are district-provided projections and goals **2012-13 goals are optional

Progression: Are students making sufficient progress toward college and career readiness?										
	2009-10 All	Dis-advantag	2010-11 All	Dis-advantaged	2011-12 All*	Dis-advantaged	2012-13 Goal All	Dis-advantaged	4-Year Goal (2015-16)**	Dis-advantaged
Ready for School	Kindergarten readiness assessment under development									
3rd Gr. Reading Proficiency	66%	51%	71%	57%			74%	61%		
3rd Gr. Math Proficiency	56%	43%	67%	52%			70%	57%		
6th Grade On-Track	87%	83%	89%	87%			89%	87%		
9th Grade On-Track	63%	51%	63%	51%			63%	51%		

*Estimate based on most recent available data **2016 Goals are optional

Equity: Are students succeeding across all buildings and populations?					
	2009-10	2010-11	2011-12	2012-13 Goal	4-Year Goal (2015-16)**
Priority & Focus Schools*				20 Schools	
DISAGGREGATED DATA AND GOALS FOR EACH DISADVANTAGED STUDENT GROUP LISTED ON PP 2-4					

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**4-year Goal optional

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Local Revenue not passed through formula	\$98,475,875			
Federal Revenue	\$93,590,303			
State Grants not passed through formula	\$14,064,218			

District Share

District Official

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

OEIB Chief Education Officer



PORTLAND PUBLIC SCHOOLS

P.O. Box 3107 / Portland, Oregon 97208-3107

Telephone: (503) 916-3741 • FAX: (503) 916-2724

SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

EQUITY IN PUBLIC PURCHASING AND CONTRACTING POLICY

Board Committee Meeting Date: June 25, 2012

District Priority: Equity

Board Meeting Date: June 25, 2012

Executive Committee Lead: David Wynde

Department: Procurement Services

**Staff Lead: Elaine Holt, Assistant Director,
Procurement Services**

I. ISSUE STATEMENT

Portland Public Schools (hereinafter "PPS") seeks to approve an Equity in Public Purchasing and Contracting (EPPC) Policy. This Policy aims to build on the PPS Racial Educational Equity Policy adopted by the Board in June 2011.

We recognize that under-utilization of small businesses, particularly those owned by people of color, perpetuates inequities for our students as well as our business partners. We recognize that we have the opportunity, and the responsibility, to reduce inequities in workforce hiring of our contractors. Finally, we recognize that the business community has a role to play in the success of our students, and there is opportunity for synergy between local businesses and PPS in providing students exposure to career learning engagements.

Through the EPPC Policy, we seek to significantly change the contracting practices of the District, providing greater contracting opportunities to historically-underutilized businesses, including businesses owned by people of color and women. We seek to ensure and promote apprenticeship and construction employment opportunities for people of color and women, particularly on District construction contracts. And, we plan to provide and strengthen career learning opportunities for students, through linkages to local businesses and in relation to District contracting.

The draft policy has been revised to reflect board feedback from the earlier discussion. Specifically, this draft has provided more specificity regarding the three aspects of this policy and has added language about accountability for this policy.

Additionally, staff has provided a very preliminary draft of a prospective Administrative Directive to support this policy. In the event that the Board approves the policy in July, staff will continue to work with internal and external stakeholders to develop a final draft of the administrative directive for the Superintendent which will be shared with the Board in the Fall. It is included at this point in order to provide some context about the type of impacts this policy is expected to have on practice, procedure, and accountability.

II. BACKGROUND

PPS staff has been actively developing this draft Policy since 2009. Important milestones towards this Policy include the following:

May 2009. The District contracted with Gerding Edlen Sustainable Solutions, Inc. to provide re-roofing at nine schools. The contract reflected an 18% aspirational goal for subcontracting with minority-owned, women-owned, and emerging small businesses. Gerding Edlen exceeded this aspirational goal.

August 2010. The Board passed PPS Public Contracting Rules which included language in conformance with state statute addressing contracting with minorities, women, and emerging small businesses.

February 2012. PPS Staff met with community stakeholders and business leaders at two meetings (see “Community Engagement” below). We obtained their recommendations regarding our draft Policy and related draft Superintendent’s Administrative Directive. These inputs have been incorporated into our recommended draft EPC Policy.

March 2012. Procurement Services and Facilities and Asset Management obtained Board approval and issued a Construction Manager/General Contractor (CM/GC) Request for Proposal for boiler burner retrofitting pre-construction and construction services. The RFP included an 18% aspirational goal for subcontracting with minority-owned women-owned and emerging small businesses; proposals were scored against multiple criteria, including the respondent’s plan for meeting this aspirational goal.

May 12, 2012. Procurement Services emailed the draft EPC Policy directly to community stakeholders for feedback.

May 15, 2012. Procurement Services posted the draft EPC Policy on its website and on the website of the Oregon Association of Minority Entrepreneurs (OAME), seeking comment.

May 29, 2012. PPS Board reviewed and discussed the draft policy and offered guidance for staff in revisions.

June 7, 2012. Procurement Services took the draft EPPC Policy to the PPS Operations Equity Professional Learning Community (PLC) for discussion and application of the Equity Lens. Name of policy draft changed from Equity in Public Contracting to Equity in Public Purchasing and Contracting resulting from feedback and guidance received on policy scope.

June 25, 2012. PPS staff will bring the draft EPPC Policy to the Board for a formal first reading. Notice of the formal public comment period is given.

July 16, 2012. PPS Board will have a second reading of the policy and will have the opportunity to vote to approve the policy.

III. RELATED POLICIES/BEST PRACTICES

The following policies and Oregon Revised Statutes are relevant to this initiative: the PPS Racial Educational Equity Policy, the PPS Public Contracting Rules, adopted as Policy, Oregon Revised Statute 279A.100, Oregon Revised Statute 279A.105, and Oregon Revised Statute 200.055. There is no current statutory obligation on the District as a K-12 school district. However, as one of the largest employers in the Portland metropolitan area the District has an opportunity to make a difference.

In development of this draft Policy, PPS Staff reviewed similar contracting policies. The first two objectives of the draft Policy are reflective of like policies of public agencies within the Portland metropolitan region. The third objective, pertaining to career learning opportunities for young people of color and young women, was suggested by our community partners. PPS, by virtue of its mission, has a unique opportunity to link businesses we contract with to students seeking career learning.

IV. FISCAL IMPACT

Staff is researching costs and fiscal systems to support reporting of data regarding Policy outcomes. At this time, there is \$60,000 in the 2012-2013 budget identified to support implementation of the policy. Additional investment will be necessary in the future to comply with this policy and its intent.

V. COMMUNITY ENGAGEMENT

Multiple community partners have provided input on this draft Policy, including: the African American Chamber of Commerce, the Hispanic Chamber of Commerce, the Native American Chamber of Commerce, the Oregon Association of Minority Entrepreneurs, and the National Association of Minority Contractors – Oregon.

As the Policy is finalized and implemented, staff will continue to work with these partners along with other local community partners and government agencies. Staff has begun to engage these partners and others in the development of the associated Superintendent's Administrative Directive.

VI. BOARD OPTIONS

The Board may choose to accept the draft Policy as written or may make recommendations for revision.

VII. STAFF RECOMMENDATION

Staff recommends that the Board adopt the Equity in Public Purchasing and Contracting Policy.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

In addition to those activities outlined above, PPS staff anticipates implementing the Policy once the related Superintendent's Administrative Directive is finalized.

Staff will review, and report to the Board, the outcomes of this Policy on a minimum annual basis and revise the related Superintendent's Administrative Directive accordingly. An early draft of the AD is attached. This draft is very much a work in progress.

Aspirational goals for some of the business areas, Consultant Services and Public Improvement Contracts, will be defined in the initial AD. PPS is already following the aspirational goals in some instances. For example, in the boiler burner upgrade work taking place now, Facilities and Asset Management has established an 18% aspirational goal for Skanska, the Construction Manager/General Contractor (CM/GC),

In other cases, Personal Services for example, there are few precedents for PPS to follow and so these will require more work. The current plan is to pull together a task force to develop plans.

I have reviewed this staff report and concur with the recommendation to the Board.



6/25/2012

Carole Smith
Superintendent
Portland Public Schools

Date

ATTACHMENTS

- A. Draft Equity in Public Purchasing and Contracting Policy
- B. Draft Administrative Directive for the Equity in Public Purchasing and Contracting Policy

Portland Public School District 1st Reading

DATE: June 25, 2012

Notice of Proposed Policy and Public Comment for Equity in Public Purchasing and Contracting

The Portland Public School District is providing Notice of Proposed Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district Web site noted below. **Written comments must be submitted by 5:00 p.m. on the Last Date for Comment listed below.**

1st Reading by: Martin Gonzalez, Co-Chair, Portland Public School Board
Summary: Proposed Policy: Equity in Public Purchasing and Contracting

Draft Policy Web Site:

<http://www.pps.k12.or.us/departments/board/872.htm>

(click on draft policy link)

Recommended for 1st Reading by: Board of Education

Policy Contact: Kathryn Sofich

Last Date for Comment: July 16, 2012

Address: P.O. Box 3107, Portland, OR 97208-3107

Telephone: 503-916-3741

E-mail: ksofich@pps.net

Last Date for Comment: July 16, 2012



BOARD POLICY

X.XX.XXX-P

Equity in Public Purchasing and Contracting

In 2011, the Board of Education (“Board”) adopted the Portland Public Schools Racial Educational Equity Policy, 2.10.010. In that policy, the Board affirmed the intent of the school district to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for students of color. Complex societal and historical factors contribute to the inequities our students face. The District must address and overcome these inequities and institutional racism, providing students with the support and opportunity to succeed, make productive life decisions and give each student the support to meet his or her highest potential.

The Board recognizes that the historical under-utilization of small businesses, particularly those owned by people of color, perpetuates inequities not only for our students but for our business partners and our broader community. This is a challenge for the District and for the entire Portland metropolitan community.

Modeling equity in District business practices will further enhance achievement of goals established in its Racial Educational Equity Policy. It is the District’s goal to maximize fair and equitable opportunities to Portland’s diverse populations, promote prosperity in all segments of Portland’s diverse communities, foster economic growth and expand competition in the market.

As a K-12 entity, there is no current statutory obligation on the District to implement a minority, women and/or emerging small business program. However, as one of the largest employers in the Portland metropolitan area the District has an opportunity to make a difference. Personnel costs (in the form of salaries and benefits) are the largest component of the District’s budget. However, the District’s annual expenditure through its purchasing and contracting activities is significant. It is recognized that the District’s purchasing and contracting expenditures impact our local community and economy, including businesses, parents and children.

OBJECTIVES OF THE POLICY

The District will significantly change its practices in order to achieve and maintain equity in its purchasing and contracting activities, to achieve and maintain an equitable and diverse contractor workforce and to leverage its contracts to further enhance career learning opportunities for students.

Therefore, the Board establishes the District’s **Equity in Public Purchasing and Contracting Policy** with the following goals:

- The District will provide professional, supplier, construction and personal service purchasing and contracting opportunities to small businesses that have been historically under-utilized, including businesses owned by people of color and women.
- The District will ensure apprenticeship opportunities in the construction trades and will promote construction employment opportunities for people of color and women.
- The District will continue to provide career learning opportunities for students, providing them exposure to various potential career paths, including, but not limited to, architecture, engineering and related services, legal and accounting services, as well as building trades and construction work.



BOARD POLICY

X.XX.XXX-P

Equity in Public Purchasing and Contracting

The District will achieve these objectives as follows:

▪ **BUSINESS EQUITY**

The District aims to provide greater professional, supplier, and construction opportunities to minority-owned businesses, women-owned businesses and emerging small businesses. By diversifying our public purchasing and contracting spend the District will positively, and more equitably, impact a greater number of businesses and families.

All District departments and budget holders will actively search out and open their purchasing and contracting opportunities to minority-owned businesses, women-owned businesses and emerging small businesses. District departments will establish specifications for goods and services, personal services, architecture, engineering and construction that encourage competition while meeting District needs. The District will develop its bid packages, contract terms, and work scopes to allow for businesses of all sizes to respond to its solicitation and business opportunities. Where possible, the District will scope certain bid packages for small businesses.

The District will improve its efforts in this regard over time, looking to established successful models as well as working closely with community stakeholders to innovate and improve our public purchasing and contracting approaches.

▪ **CONTRACTOR WORKFORCE EQUITY**

The District will increase the numbers of women and minorities in the construction trades through apprenticeship opportunities on District construction contracts. It is recognized that there are established public agency programs addressing contractor workforce equity. Therefore, the District intends to partner with other public agencies which have already successfully implemented such programs or, alternately, create programs and procedures that closely replicate existing programs.

▪ **CAREER LEARNING EQUITY**

The District will leverage its public contracting activity to expand the number of young people of color and young women participating in a wide variety of career learning programs. The District has a developing system of career learning programs in schools. The District will enhance existing programs by establishing expectations for District contractors, particularly on larger contracts, requiring their participation in the District's career learning programs.

RESPONSIBILITY AND ACCOUNTABILITY

The Board will hold the Superintendent and all District departments and schools accountable for making measurable progress toward these objectives. Every Portland Public Schools employee is responsible for the success and achievement of all students. Every District department and school is responsible to further equity in the District's public contracting activities.



BOARD POLICY

X.XX.XXX-P

**Equity in Public Purchasing
and Contracting**

The Board recognizes that these are long term goals requiring work and resources to implement across all schools and departments. The Board directs the Superintendent to develop an action plan for implementation of this policy, with clear accountability and metrics, including resourcing, which will result in measurable results on a regular basis toward achieving these objectives. Such action plan will identify specific staff leads on all key work and include clear procedures for District schools and staff. The Superintendent will present the Board with an Administrative Directive within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these objectives at least once per year, and will provide the Board with an updated Administrative Directive annually.

Final Draft



PORTLAND PUBLIC SCHOOLS

P.O. Box 3107 / Portland, Oregon 97208-3107

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STAFF REPORT

TITLE: AUTHORIZING THE PORTLAND PUBLIC SCHOOL BOARD TO REJOIN OSBA

DATE: June 20, 2012

Board Meeting Date: June 25, 2012

Executive Committee Lead: Jollee Patterson

Department: Board Office

Staff Lead: Jollee Patterson

I. ISSUE STATEMENT

In July 2011, the Portland Public School (PPS) Board withdrew its membership from the Oregon School Board Association (OSBA) due to concerns about OSBA's statewide leadership on key education issues. OSBA has addressed many of the concerns expressed by the Portland Public School Board. During this transition, members of the Portland Public School Board provided input on the changes made within OSBA. In the spring of 2012, Portland Public School Board members and staff began discussing rejoining OSBA. After communication with OSBA and an agreement that OSBA would focus on key areas relevant to Portland Public School District and other urban school districts, the Board has expressed strong interest in rejoining OSBA.

II. BACKGROUND

The Oregon School Board Association (OSBA) is a membership organization representing K-12 public school boards, public charter school boards, education service district boards, community college boards and the State Board of Education. The mission of OSBA is to provide legislative advocacy at state and federal levels, board leadership training, employee management assistance and policy, legal and financial services in an effort to help locally-elected volunteers fulfill their complex public education roles.

III. RELATED POLICIES/BEST PRACTICES

In rejoining OSBA, the PPS Board will once again have access to significant expertise, experience and resources related to public education and board service such as board leadership training, policy services, and legislative advocacy services, among others. This will allow the Board to support OSBA's statewide leadership presence, and have access to best practices related to school board operations.

IV. FISCAL IMPACT

Dues associated with membership are \$18,940 and is currently budgeted.

V. **COMMUNITY ENGAGEMENT**

Citizens have had the opportunity to provide input on this issue at Board meetings.

VI. **BOARD OPTIONS**

There are two options for the Board to consider:

Option 1: Rejoin OSBA and benefit from the array of services and opportunities associated with membership such as networking, collaborating to find state funding solutions, and participate in professional development for urban school districts.

Option 2: Do not rejoin OSBA.

VII. **TIMELINE FOR IMPLEMENTATION/EVALUATION**

A resolution will be prepared for the June 25th Board meeting for final consideration and adoption.



Executive Committee Member Signature

6-21-12
Date

May 31, 2012

Portland Public Schools
c/o Jollee Patterson
501 N. Dixon Street
Portland, OR 97208-3107

Dear Portland Public School Board Member:

The OSBA board leadership and staff look forward with great anticipation to the moment your board rejoins our association as a member-district. At the center of our mutual priorities are student achievement, funding and local governance. The likelihood of achieving success is far greater if we work together and speak as one.

We place a high value on the Portland Public School district once again becoming a member of OSBA. At the same time, however, we understand your need for assurance concerning the value of your membership, and we are committed to answering that need.

OSBA can and will provide value to your board in the following vital areas:

- 1) Professional development targeted to large urban districts.** Our board development team will recruit workshops for the OSBA annual convention that address the challenges that large urban districts face. At other times during the year, the team will provide specialized training by consultants whose professional focus is large urban districts. These and other OSBA-sponsored events will provide valuable networking opportunities that enable large districts to share solutions to the problems and challenges they have in common.
- 2) Participation in decision-making about the leadership and direction of OSBA**
The OSBA constitution gives the board the authority to create ex-officio board positions. We will urge the board to create ex-officio seats for very large urban districts and very small rural districts. The goal is to ensure representation for districts that might not otherwise be able to provide input to the decisions that occur at board meetings.
- 3) Education discussion groups throughout the state.** OSBA plans to convene discussion groups throughout Oregon to consider the important issues we face in public education. Our goal is to pull together allies in a sharply focused campaign that educates and informs the public, legislators and other government policy makers about the realities that confront districts every day. Just as important, the discussion groups and the campaign will publicize what districts need to cope with those realities. Legislators, policy makers and voters must understand what happens on the ground when education budgets suffer cuts, or even when budgets stay level while costs rise.
- 4) Attendance at PPS board meetings by OSBA leadership.** OSBA leadership would be pleased to attend a meeting of the Portland Public Schools board of directors in June to discuss these topics with you further. OSBA leaders will undoubtedly benefit from firsthand observation of PPS board discussions, and they will be able to offer their views on trends, issues and challenges in public education across the state.

OFFICERS

President
Kris Howatt
Gresham-Barlow SD
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Betsy Miller-Jones

DEPUTY EXECUTIVE
DIRECTOR

Jim Green

Thank you for this opportunity to address the concerns that the Portland Public School board of directors has had with OSBA's direction in the past. We are anxious to move forward on solutions that will benefit both organizations, and we are committed to making membership in OSBA a high value to the Portland Public School board. The association leadership and staff look forward to continued conversations toward a powerful partnership that makes a real difference for all children in Oregon.

Sincerely,



Betsy Miller-Jones
Interim Executive Director



Kris Howatt
President, Board of Directors'

bjg

cc:

Jollee Patterson, General Counsel/Board Secretary
Carole Smith, Superintendent of Schools

REPORT - June 11, 2012

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
Apple Computers, Inc.	05/22/12	Purchase Order PO 108001	District-wide: Purchase of 40, 11" MacBook Airs for classroom use as part of "Imagine Learning" curriculum; Title III funded.	\$47,000	E. Chomka-Campbell Fund 205 Dept. 5408 Grant G1128
LAB-AIDS, Inc.	06/01/12	Purchase Order PO 108228	District-wide: Purchase of one-time refurbishment of life, earth, and physical science laboratory kits; part of middle school science curriculum adoption.	\$47,959	M. Goff Fund 191 Dept. 5555 Project B5125
CDW Government, Inc.	05/22/12	Purchase Order PO 107992	District-wide: Purchase of 24 HP 6200 desktop computers; 27, 22" monitors; peripherals; and associated imaging and asset tagging services.	\$26,009	S. Lewis Fund 101 Dept. 5523
MPD Systems, Inc.	05/18/12 through 07/30/12	Construction C 59126	King PK-8: Construction services for fire alarm system upgrade.	\$36,506	T. Magliano Fund 191 Dept. 5597 Project F0262
Apple Computers, Inc.	05/22/12	Purchase Order PO 108042	Llewellyn K-5: Purchase of 35, 21.5" iMacs, one 15" MacBook Pro, and associated warranties for computer laboratory upgrade.	\$40,564	T. Magliano Fund 191 Dept. 5597 Project F0298
XIOLOGIX, LLC	05/29/12	Purchase Order PO 108179	District-wide: Purchase of 15 drives to increase capacity of existing storage area network, five flash drive upgrades, and two minor drive upgrades.	\$26,867	D. Milberg Fund 407 Dept. 5581 Project A1010
Corwin Press Inc.	05/10/12	Purchase Order PO 107795	District-wide: Purchase of 500 copies of <i>Courageous Conversations</i> and 500 copies of related workbooks.	\$27,965	C. Randall Fund 101 Dept. 5490
American Institute for Research	05/14/12 through 09/30/12	Personal Services PS 59128	Madison HS: Instructional audit services focusing on student engagement, classroom instruction and climate, and teacher supports.	\$78,500	G. Wolleck Fund 205 Dept. 3218 Grant G1210

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Portland Community College	05/23/12 through 06/30/12	Personal Services PS 58432 Amendment 1	District-wide: Additional funds for continued alternative education services; RFP 06-10-1407.	\$66,000 \$2,397,000	S. Higgins Fund 101 Dept. 5485
The Wilk Group, LLC	05/01/12 through 04/30/13 Year 3 of Contract	Personal Services PS 57503 Amendment 3	District-wide: One-year extension of contract for continued work with high school communities and businesses to raise awareness and funds for the Great Fields Project.	\$36,000 \$108,000	T. Magliano Fund 191 Dept. 5597 Project F0136
Graham M. Hicks, PC	07/01/12 through 06/30/13 Year 6 of Contract	Legal Services PS 55753 Amendment 6	District-wide: One-year extension of contract for continued special education-related legal services, as needed.	\$80,000 \$265,000	J. Patterson Fund 101 Dept. 5528
Self Enhancement Inc.	04/10/12 through 06/30/12 Year 1 of Contract	Personal Services PS 58691 Amendment 1	Humboldt PK-7: Additional funds for continued implementation of SUN Community School model and after-school academic support, enrichment, and intervention programming.	\$56,000 \$172,000	L. Poe Fund 205 Dept. 1164 Grant G1197

INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No IGAs

N. Sullivan

REPORT – June 25, 2012

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
Lakeshore Learning Materials	06/05/12	Purchase Order PO 108269	Special Education: Purchase of 13 sets of 44 different math and literacy classroom learning aids.	\$40,020	R. Ford Fund 205 Dept. 5414
LAB-AIDS, Inc.	06/15/12	Purchase Order PO 108458	District-wide: Purchase of replacement chemicals, soils, and related earth science materials; part of middle school science curriculum adoption.	\$41,077	M. Goff Fund 191 Dept. 5555
Catalina Environmental Leadership Program	05/20/13 through 05/24/13	Personal Services #4952	Sunnyside ES: Lodging, food, and educational program for annual four-day, eighth grade marine biology field trip to Santa Catalina Island.	\$36,224	T. Hunter Fund 101 Dept. 1191
Occupational Health Centers of the Southwest, P.A. dba Concentra Medical Centers	07/01/12 through 04/30/13	Personal Services PS 59149	District-wide: Pre-placement, re-certification, drug screening, post-accident, and other medical evaluations as required by U.S. DOT and requested by individual budget holders.	\$50,000	A. Leibenguth Various funding sources
Floor Solutions, LLC	06/08/12 through 07/31/12	Construction C 59156	Benson Polytechnic HS: Construction services related to carpet removal and tile replacement in four rooms.	\$31,463	T. Magliano Fund 191 Dept. 5597 Projects F0260 & F1010
First Call Heating & Cooling	06/01/12 through 05/20/13	Personal Services PS 59170	District-wide: Cleaning services for exhaust pipes, fireboxes, breechings, and boiler chimney bases.	\$60,008	T. Magliano Fund 101 Dept. 5592
Right Systems, Inc.	06/13/12	Purchase Order PO 108404	District-wide: Purchase of one-year renewal of maintenance services for all VMWare Virtualization licenses for District servers.	\$37,778	D. Milberg Fund 101 Dept. 5581
Cochran, Inc.	06/30/12 through 09/30/13	Construction C 59077	Marysville K-8: Services and materials for installation of a voice and data-structured cable and distribution system.	\$78,871	J. Owens Fund 481 Dept. 5511 Project C0107
AKT LLP	06/15/12 through 09/30/12	Personal Services PS 59155	District-wide: Services to help develop new vision and values for Human Resources, and to design structure and support to accomplish mission needs.	\$77,000	Z. Smith Fund 101 Dept. 5439
ACT, Inc.	06/15/12 through 08/31/13	Personal Services PS 59087	District-wide: Testing and reporting services for administration of college entrance exam to all juniors on April 23, 2013.	\$142,800	J. Suggs Fund 101 Dept. 5405

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Carruth Compliance Consulting, Inc.	07/01/12 through 06/30/13 Year 3 of Contract	Personal Services PS 57585 Amendment 3	District-wide: One-year extension to contract for continued compliance assurance services for District's 403(b) and 457(b) benefit plans.	\$50,000 \$152,000	T. Burton Fund 101 Dept. 5528
Authentic Education	06/01/12 through 09/30/12	Personal Services PS 59002 Amendment 1	Archdiocese of Portland: Two four-day professional development institutes for teachers and principals at 15 parochial schools; funded by Title II-A.	\$25,000 \$30,000	M. Goff Fund 205 Various Depts. Grant G1186
Multnomah County Health Department	07/01/12 through 06/30/14 Years 5-6 of Contract	Intergovernmental Agreement IGA 56771 Amendment 2	District-wide: Two-year extension of contract for continued semi-annual health and food safety inspections (as required by federal law) at District food preparation and serving sites.	\$110,000 \$300,000	G. Grether-Sweeney Fund 202 Dept. 5570
MacColl, Busch, Sato PC	07/01/12 through 06/30/13 Year 2 of Contract	Legal Services LS 58453 Amendment 2	District-wide: One-year extension of contract for continued workers' compensation legal services, as needed.	\$70,000 \$170,000	B. Meyers Fund 601 Dept. 5540
Funds for Learning LLC	07/01/12 through 06/30/13 Year 3 of Contract	Personal Services PS 57254 Amendment 2	District-wide: One-year extension of contract for continued eRate consulting services.	\$49,500 \$184,479	D. Milberg Fund 101 Dept. 5581

INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No IGAs

N. Sullivan

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

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Personnel

The Superintendent RECOMMENDS adoption of the following item:

Number 4615

RESOLUTION No. 4615

Recommended Termination Decision of Employee #020328

RESOLUTION

The Board of Education accepts the recommendation of the Superintendent to terminate the employment of Employee # 020328, effective June 25, 2012.

M. Riddell

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4616 and 4617

RESOLUTION No. 4616

Revenue Contracts that Exceed \$25,000 Limit 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”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor 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

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Qatar Foundation International	07/01/12 through 06/30/13 Year 3 of Contract	R 57535 Amendment 3	West Sylvan 7-8 and Lincoln HS: One-year extension to contract to continue funding for Arabic language and culture teaching positions at both schools and to add 0.85 FTE at LHS.	\$228,957 \$508,957	T. Hunter Fund 299 Dept. 9999 Grant S0239

INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
City of Portland, Bureau of Parks and Recreation	06/08/12 through 06/30/13	IGA/R 59159	Franklin and Madison HS: Funds to be used for replacement of synthetic turf athletic fields; part of Great Fields Project.	\$200,000	T. Magliano Dept. 9999 Fund 299 Projects S0255 & S0259

LIMITED SCOPE REAL PROPERTY AGREEMENTS

No Limited Scope Real Property Agreements

N. Sullivan

RESOLUTION No. 4617

Personal / Professional Services, Goods, and Services Expenditure Contracts
Exceeding \$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
DePaul Treatment Centers	07/1/12 through 6/30/13 This is Year 2 of RFP award	Personal Services PS 59xxx	District-wide: Alternative education services; RFP 06-10-107.	\$251,125 (SY 2011-12 total = \$308,000)	S. Higgins Fund 101 Dept. 5485
Mt. Scott Park Center for Learning, Inc.	07/1/12 through 6/30/13 This is Year 2 of RFP award	Personal Services PS 59xxx	District-wide: Alternative education services; RFP 06-10-107.	\$878,938 (SY 2011-12 total = \$840,000)	S. Higgins Fund 101 Dept. 5485
Open Meadow Alternative Schools	07/1/12 through 6/30/13 This is Year 2 of RFP award	Personal Services PS 59xxx	District-wide: Alternative education services; RFP 06-10-107.	\$1,255,625 (SY 2011-12 total = \$1,189,800)	S. Higgins Fund 101 Dept. 5485
Native American Youth and Family Center	07/1/12 through 6/30/13 This is Year 2 of RFP award	Personal Services PS 59xxx	District-wide: Alternative education services; RFP 06-10-107.	\$688,800 (SY 2011-12 total = \$548,000)	S. Higgins Fund 101 Dept. 5485
Pathfinders of Oregon	07/1/12 through 6/30/13 This is Year 2 of RFP award	Personal Services PS 59xxx	District-wide: Alternative education services; RFP 06-10-107.	\$193,725 (SY 2011-12 total = \$205,600)	S. Higgins Fund 101 Dept. 5485
Portland Community College	07/1/12 through 6/30/13 This is Year 2 of RFP award	Personal Services PS 59xxx	District-wide: Alternative education services; RFP 06-10-107.	\$2,317,525 (SY 2011-12 total = \$2,397,000)	S. Higgins Fund 101 Dept. 5485
Portland Youth Builders	07/1/12 through 6/30/13 This is Year 2 of RFP award	Personal Services PS 59xxx	District-wide: Alternative education services; RFP 06-10-107.	\$254,713 (SY 2011-12 total = \$252,000)	S. Higgins Fund 101 Dept. 5485
Rosemary Anderson High School	07/1/12 through 6/30/13 This is Year 2 of RFP award	Personal Services PS 59xxx	District-wide: Alternative education services; RFP 06-10-107.	\$1,155,175 (SY 2011-12 total = \$1,155,000)	S. Higgins Fund 101 Dept. 5485

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Youth Employment Institute	07/1/12 through 6/30/13 This is Year 2 of RFP award	Personal Services PS 59xxx	District-wide: Alternative education services; RFP 06-10-107.	\$466,375 (SY 2011-12 total = \$482,500)	S. Higgins Fund 101 Dept. 5485
Youth Progress Association	07/1/12 through 6/30/13 This is Year 2 of RFP award	Personal Services PS 59xxx	District-wide: Alternative education services; RFP 06-10-107.	\$251,125 (SY 2011-12 total = \$315,500)	S. Higgins Fund 101 Dept. 5485

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
TriMet and City of Portland	01/01/12 through 06/15/12	IGA 59164	District-wide: Six-month continuation of student transit pass project that to provide free transportation on regular TriMet routes to students at District high schools and designated CBO programs	\$475,000	A. Leibenguth Fund 101 Dept. 5560
Multnomah Education Service District	07/01/12 through 06/30/17	IGA 59178	District-wide: Omnibus agreement committing eight school districts and MESD to mutual aid in cases of emergency or natural disaster.	\$0	T. Magliano No funding sources necessary for this \$0 IGA

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4618 through 4623

RESOLUTION No. 4618

Amendment No. 3 to the 2011/12 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. On June 27, 2011 the Board, by way of Resolution No. 4474, voted to adopt an annual budget for the Fiscal Year 2011/12 as required under Local Budget Law.
- B. Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board of Education ("Board"). Communication is essential under circumstances that could result in significant reductions or reallocations of funding after the Board has adopted the budget.
- C. Oregon Local Budget Law, ORS 294.480, allows budget changes after adoption under prescribed guidelines.
- D. On October 24, 2011 the Board, by way of Resolution No. 4501, amended the Fiscal Year 2011/12 budget.
- E. On January 23, 2012 the Board, by way of Resolution No. 4540, amended the Fiscal Year 2011/12 budget for a second time.
- F. This Amendment No. 3 will further revise the FY 2011/12 Adopted Budget under ORS 294.480 guidelines, which states the budget may be amended at a regular meeting of the governing body.
- G. Amendment No. 3 adjusts program allocations for funds to more accurately reflect intended expenditures.

RESOLUTION

The Board hereby amends budgeted revenue and expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2011.

Z. Logan / N. Sullivan

ATTACHMENT "A"

Fund 101 - General Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	28,225,423	28,225,423	31,541,461	-	31,541,461
Local Sources	270,079,744	270,079,744	262,379,229	2,000,000	264,379,229
Intermediate Sources	6,915,000	6,915,000	6,915,000	-	6,915,000
State Sources	156,804,000	156,804,000	161,808,270	-	161,808,270
Federal Sources	7,000	7,000	7,000	138,792	145,792
Other Sources	5,270,000	5,270,000	5,809,747	600,000	6,409,747
Total	467,301,167	467,301,167	468,460,707	2,738,792	471,199,499

Requirements					
Instruction	254,456,703	254,456,703	253,172,506	955,733	254,128,239
Support Services	177,021,524	177,021,524	178,415,978	1,267,746	179,683,724
Enterprise & Community Services	550,000	550,000	1,076,402	-	1,076,402
Facilities Acquisition & Construction	3,109,593	3,109,593	3,632,474	(798,981)	2,833,493
Debt Service & Transfers Out	7,604,088	7,604,088	7,604,088	(537,893)	7,066,195
Contingency	24,559,259	24,559,259	24,559,259	1,852,187	26,411,446
Ending Fund Balance	-	-	-	-	-
Total	467,301,167	467,301,167	468,460,707	2,738,792	471,199,499

Fund 201 - Student Body Activity Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	3,207,000	3,207,000	3,088,195	-	3,088,195
Local Sources	8,100,000	8,100,000	8,100,000	868,805	8,968,805
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	-	-
Total	11,307,000	11,307,000	11,188,195	868,805	12,057,000

Requirements					
Instruction	8,150,000	8,150,000	8,031,195	868,805	8,900,000
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	-	-	-	-	-
Contingency	-	-	-	-	-
Ending Fund Balance	3,157,000	3,157,000	3,157,000	-	3,157,000
Total	11,307,000	11,307,000	11,188,195	868,805	12,057,000

Fund 205 - Grants Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	-	-	-	-	-
Local Sources	2,451,786	2,451,786	2,451,786	500,000	2,951,786
Intermediate Sources	-	-	-	-	-
State Sources	13,413,243	13,413,243	13,413,243	-	13,413,243
Federal Sources	59,091,129	59,091,129	59,091,129	-	59,091,129
Other Sources	-	-	-	-	-
Total	74,956,158	74,956,158	74,956,158	500,000	75,456,158

Requirements					
Instruction	44,355,480	44,355,480	44,355,480	-	44,355,480
Support Services	26,867,345	26,867,345	26,867,345	-	26,867,345
Enterprise & Community Services	3,305,755	3,305,755	3,305,755	-	3,305,755
Facilities Acquisition & Construction	427,578	427,578	427,578	500,000	927,578
Debt Service & Transfers Out	-	-	-	-	-
Contingency	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-
Total	74,956,158	74,956,158	74,956,158	500,000	75,456,158

Fund 299 - Dedicated Resource Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	4,689,803	4,689,803	4,689,803	-	4,689,803
Local Sources	11,983,300	11,983,300	11,983,300	-	11,983,300
Intermediate Sources	-	-	-	-	-
State Sources	1,500,000	1,500,000	1,500,000	-	1,500,000
Federal Sources	90,000	90,000	90,000	-	90,000
Other Sources	-	-	-	-	-
Total	18,263,103	18,263,103	18,263,103	-	18,263,103

Requirements					
Instruction	12,053,975	12,053,975	12,053,975	-	12,053,975
Support Services	1,845,584	1,845,584	1,845,584	-	1,845,584
Enterprise & Community Services	50,472	50,472	50,472	100,000	150,472
Facilities Acquisition & Construction	4,313,072	4,313,072	4,313,072	(100,000)	4,213,072
Debt Service & Transfers Out	-	-	-	-	-
Contingency	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-
Total	18,263,103	18,263,103	18,263,103	-	18,263,103

Fund 305 - School Modernization Debt Service Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	-	-	-	-	-
Local Sources	-	-	-	-	-
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	49,000	49,000
Total	-	-	-	49,000	49,000

Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	-	-	-	49,000	49,000
Contingency	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-
Total	-	-	-	49,000	49,000

Fund 308 - PERS UAL Debt Service Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	-	-	-	-	-
Local Sources	34,673,326	34,673,326	34,673,326	(220,000)	34,453,326
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	14,162,556	14,162,556
Total	34,673,326	34,673,326	34,673,326	13,942,556	48,615,882

Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	34,673,326	34,673,326	34,673,326	13,942,556	48,615,882
Contingency	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-
Total	34,673,326	34,673,326	34,673,326	13,942,556	48,615,882

Fund 320 - Full Faith and Credit Debt Service Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	-	-	-	-	-
Local Sources	-	-	-	-	-
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	245,377	245,377
Other Sources	1,354,693	1,354,693	1,354,693	(245,377)	1,109,316
Total	1,354,693	1,354,693	1,354,693	-	1,354,693

Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	1,354,693	1,354,693	1,354,693	-	1,354,693
Contingency	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-
Total	1,354,693	1,354,693	1,354,693	-	1,354,693

Fund 404 - Construction Excise Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	3,222,972	3,222,972	4,583,797	-	4,583,797
Local Sources	1,004,000	1,004,000	1,004,000	996,000	2,000,000
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	-	-
Total	4,226,972	4,226,972	5,587,797	996,000	6,583,797

Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	3,299,625	3,299,625	3,299,625	-	3,299,625
Debt Service & Transfers Out	677,347	677,347	677,347	-	677,347
Contingency	250,000	250,000	1,610,825	996,000	2,606,825
Ending Fund Balance	-	-	-	-	-
Total	4,226,972	4,226,972	5,587,797	996,000	6,583,797

Fund 405 - School Modernization Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	7,547,703	7,547,703	7,716,063	-	7,716,063
Local Sources	20,000	20,000	20,000	-	20,000
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	25,750,000	25,750,000
Total	7,567,703	7,567,703	7,736,063	25,750,000	33,486,063

Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	7,067,703	3,236,852	6,336,063	(226,900)	6,109,163
Debt Service & Transfers Out	-	-	-	25,977,000	25,977,000
Contingency	500,000	4,330,851	1,400,000	(100)	1,399,900
Ending Fund Balance	-	-	-	-	-
Total	7,567,703	7,567,703	7,736,063	25,750,000	33,486,063

Fund 407 - IT System Project Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	3,430,123	3,430,123	3,212,997	-	3,212,997
Local Sources	-	-	4,380	-	4,380
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	-	-
Total	3,430,123	3,430,123	3,217,377	-	3,217,377

Requirements					
Instruction	-	-	-	-	-
Support Services	2,104,891	2,104,891	2,161,446	92,685	2,254,131
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	-	-	-	-	-
Contingency	1,325,232	1,325,232	1,055,931	(92,685)	963,246
Ending Fund Balance	-	-	-	-	-
Total	3,430,123	3,430,123	3,217,377	-	3,217,377

Fund 420 - Full Faith and Credit Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	5,000,000	5,000,000	6,081,532	-	6,081,532
Local Sources	23,000	23,000	23,000	-	23,000
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	-	-
Total	5,023,000	5,023,000	6,104,532	-	6,104,532

Requirements					
Instruction	-	-	-	-	-
Support Services	12,670	12,670	12,670	(12,670)	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	4,510,330	4,510,330	5,591,862	-	5,591,862
Debt Service & Transfers Out	-	-	-	-	-
Contingency	500,000	500,000	500,000	12,670	512,670
Ending Fund Balance	-	-	-	-	-
Total	5,023,000	5,023,000	6,104,532	-	6,104,532

Fund 435 - Energy Efficient Schools Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	-	-	-	-	-
Local Sources	-	-	-	1,200,000	1,200,000
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	-	-
Total	-	-	-	1,200,000	1,200,000

Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	1,200,000	1,200,000
Debt Service & Transfers Out	-	-	-	-	-
Contingency	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-
Total	-	-	-	1,200,000	1,200,000

Fund 438 - Facilities Capital Project Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	-	-	-	-	-
Local Sources	-	-	-	-	-
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	2,500,000	2,500,000
Total	-	-	-	2,500,000	2,500,000

Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	2,500,000	2,500,000
Debt Service & Transfers Out	-	-	-	-	-
Contingency	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-
Total	-	-	-	2,500,000	2,500,000

Fund 480 - Recovery Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	3,000,000	3,000,000	2,196,299	-	2,196,299
Local Sources	-	-	-	913,785	913,785
Intermediate Sources	-	-	-	-	-
State Sources	-	-	-	-	-
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	-	-
Total	3,000,000	3,000,000	2,196,299	913,785	3,110,084

Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	3,000,000	3,000,000	2,196,299	913,785	3,110,084
Debt Service & Transfers Out	-	-	-	-	-
Contingency	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-
Total	3,000,000	3,000,000	2,196,299	913,785	3,110,084

Fund 601 - Self Insurance Fund	Adopted Budget	Amendment #1	Amendment #2	This Amendment	Amendment #3
Resources					
Beginning Fund Balance	3,000,000	3,000,000	3,994,728	-	3,994,728
Local Sources	3,430,207	3,430,207	4,589,966	500,000	5,089,966
Intermediate Sources	-	-	-	-	-
State Sources	262,500	262,500	262,500	-	262,500
Federal Sources	-	-	-	-	-
Other Sources	-	-	-	-	-
Total	6,692,707	6,692,707	8,847,194	500,000	9,347,194
Requirements					
Instruction	-	-	-	-	-
Support Services	2,922,707	2,922,707	2,922,707	-	2,922,707
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	3,270,000	3,270,000	3,809,747	600,000	4,409,747
Contingency	500,000	500,000	2,114,740	(100,000)	2,014,740
Ending Fund Balance	-	-	-	-	-
Total	6,692,707	6,692,707	8,847,194	500,000	9,347,194

RESOLUTION No. 4619

Impose Taxes and Adoption of the FY 2012/13 Budget for
School District No. 1J, Multnomah County, Oregon

RECITALS

- A. Oregon Local Budget Law, ORS 294.406, requires each legal jurisdiction’s Budget Committee approve a budget and specify *ad valorem* property tax rate for all funds
- B. The Board of Education (“Board”) appointed a Citizen Budget Review Committee (“CBRC”) to review the Proposed Budget and current year expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- C. On May 7, 2012, the Budget Committee received testimony and a report on the current year Local Option Levy expenditures, and testimony and budget recommendations from the CBRC.
- D. On May 14, 2012, by way of Resolution No. 4598, and under the provisions of Oregon Local Budget Law (ORS Ch. 294), the Budget Committee for School District No. 1J, Multnomah County, Oregon (“District”), approved the FY 2012/13 budget and imposed taxes.
- E. Oregon Local Budget Law, ORS 294.411, requires submission of the budget document to the Tax Supervising Conservation Commission (“TSCC”) by May 15 of each year.
- F. The TSCC held a public hearing on the Approved Budget on June 25, 2012.
- G. ORS 457.010(4)(a) provides the opportunity for a school district to exclude from urban renewal divide-the-taxes that amount with a statutory rate limit on July 1, 2003, that is greater than \$4.50 per \$1,000 of assessed value, to the extent that the rate limit was increased under section 11 (5)(d), Article XI of the Oregon Constitution and, property tax revenue from said increase is excluded from local revenues, as that term is used in ORS Chapter 327, and provided that the school district notifies the county assessor of the rate to be excluded for the current fiscal year not later than July 15.
- H. Portland Public Schools has a statutory rate limit that in is in excess of the \$4.50 limitation that includes an increase under section 11 (5)(d), Article XI of the Oregon Constitution.

RESOLUTION

- 1. The District’s Board of Education hereby adopts the budget for the fiscal year 2012/13, as summarized in Attachment “A”, in the total amount of \$687,513,063.
- 2. The Board resolves that the District hereby imposes the taxes provided for in the adopted budget:
 - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
 - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
- 3. And that these taxes are hereby imposed and categorized for tax year 2012/13 upon the assessed value of all taxable property within the district.
- 4. Taxes are hereby imposed and categorized as for tax year 2012/13 upon the taxable assessed value of all taxable property in the District, as follows:

	<u>Education</u>
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation
Local Option Rate Tax Levy	\$1.9900/\$1,000 of assessed valuation

5. The Board further resolves that \$.5038 per \$1,000 of taxable assessed value is excluded from division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d), Article XI of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy).

Z. Logan / N. Sullivan

ATTACHMENT "A"

Fund	Instruction	Support Services	Enterprise & Community Services	Facilities Acquisition & Construction	Debt Services & Transfers Out	Contingency	Ending Fund Balance	Grand Total
Fund 101	259,956,472	174,725,913	1,523,503	205,200	10,184,033	17,668,946		464,264,067
Fund 201	8,954,082						2,824,768	11,778,850
Fund 202			18,377,793				1,067,458	19,445,251
Fund 205	40,027,023	26,679,259	2,364,253	244,900				69,315,435
Fund 225					1,900,000		13,575,610	15,475,610
Fund 299	13,125,618	2,130,596	62,990	423,778				15,742,982
Fund 304					1,667,184			1,667,184
Fund 305					143,588			143,588
Fund 306					3,974,028			3,974,028
Fund 307					614,598			614,598
Fund 308					35,834,326			35,834,326
Fund 309					158,591			158,591
Fund 320					1,338,178			1,338,178
Fund 338					87,632			87,632
Fund 404				6,867,952	231,220			7,099,172
Fund 405				2,799,063		500,000		3,299,063
Fund 407		1,654,300				159,410		1,813,710
Fund 420				4,469,251				4,469,251
Fund 435				2,717,317				2,717,317
Fund 438				18,362,947				18,362,947
Fund 445				55,873				55,873
Fund 480				2,959,410				2,959,410
Fund 601		3,176,937				3,719,063		6,896,000
Grand Total	\$ 322,063,195	\$ 208,367,005	\$ 22,328,539	\$ 39,105,691	\$ 56,133,378	\$ 22,047,419	\$ 17,467,836	\$ 687,513,063

RESOLUTION No. 4620

Resolution to Approve 2012-13 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 by June 30, 2012 through their budget adoption process.
- C. The achievement compacts are an opportunity to set targets and prioritize strategies that promote student achievement without the punitive measures of the No Child Left Behind Act. The compacts will identify schools that are "beating the odds" and will provide individualized interventions for schools and districts that need additional supports.
- D. However, over successive years, our district has faced a significant gap between our ability to maintain current service levels and our revenue. As the achievement compact recognizes, PPS is only receiving state funding for 74% of what is necessary to provide a Quality Education Model (QEM). So long as K-12 education continues to receive a smaller portion of the state budget, our ability to continue to meet ambitious targets will be called into question.
- E. Staff from Portland Public Schools, Beaverton, Eugene, and Salem created a common methodology for setting achievement compact targets. This collaborative process, which also included feedback from other districts from across the state, resulted in the position paper that is attached to this resolution. This position paper also includes a number of recommendations for the OEIB to consider when reviewing and revising the achievement compacts.
- F. In addition to setting percentage targets for each indicator, the achievement compacts require setting numeric targets. To establish numeric targets now for the 2012-13 school year requires prediction of group sizes for each indicator, numbers that becomes meaningless once the actual size of the group is identified.

RESOLUTION

- 1. The Board of Education adopts the attached achievement compact and its targets for the 2012-13 school year.
- 2. The Board requests that the OEIB review and implement the recommendations included in the attached position paper when it is revising the achievement compacts.
- 3. The Board directs staff to pursue a waiver with the OEIB for setting numerical targets pursuant to temporary rule, 705-010-0035 Completion and Execution of Achievement Compacts, which allows the OEIB to "waive the requirement to identify both a target number and percentage of students and require either a number or percentage for specific outcome measures, depending on the specifications of the compacts it approves."
- 4. The Board anticipates that these targets may need to be revised in October 2012 when we receive the final student achievement and graduation rate data from the 2011-12 school year.
- 5. The Board acknowledges that the legislative intent of the achievement compacts is that districts will align resources and strategies to meet the targets for the indicators. However, our achievement compact acknowledges that PPS is only being funded at 74% of the QEM. In order to meet the targets of the achievement compact and the state's vision of 40/40/20 by 2025, there needs to be a greater investment in K-12 education at the state level.

ATTACHMENT “A”

Recommendations for Setting Achievement Compact Targets

This is a pivotal moment for education in Oregon. For the first time in over a decade, state and federal leaders are overhauling the way Oregon schools are held accountable and supported. As Oregon seeks a waiver from the No Child Left Behind legislation, we are presented with the opportunity to set aside the misleading and counterproductive aspects of the federal law and replace them with better, more accurate tools to measure school and district success.

We want to build a system that will motivate educators and community members around a new way to support student achievement. This system should increase capacity across the schools and districts to share best practices, learn from each other, and ultimately ensure that our students are successful. Oregon’s new accountability system needs to focus on this collaboration and continuous improvement in order to propel student achievement forward.

The achievement compacts are an opportunity for the state and districts to define ambitious, yet achievable goals for performance on such outcomes as third grade reading proficiency, high school graduation rates, and the closing of the achievement gap. The compacts will allow us to identify the schools that are “beating the odds” and those that are in need of additional supports. Without the punitive measures required under NCLB, there is the opportunity to raise achievement by providing individualized interventions for schools and districts tailored to meet their students’ needs.

Through the achievement compacts and a complementary new state report card, we need to take a deeper look at how schools are doing in terms of proficiency, student growth, graduation, and college readiness when we are assessing whether we are meeting student needs. It is essential that we quickly define what measures are better suited going forward in the report card to ensure that the achievement compacts remain focused on identifying and aligning the resources necessary for improvement on a few key indicators.

We are pleased with the positive gains that many of our districts have continued to make even in these tough economic times, and are excited by the prospect of a strong vision for education in Oregon. Through the achievement compacts, districts will be able to focus on common goals, and leverage resources to have the greatest impact on student success as we move forward toward the destination of 100% of students graduating from high school or completing the equivalent of a diploma in 2025 (40/40/20).

Over successive years, our districts have faced a significant gap between our ability to maintain current service levels and our revenue. As a state, we have a moral obligation to expect better outcomes for our students and to prepare them to be college and career ready, but the reality of that expectation is called into question when K-12 education continues to receive a smaller portion of the state budget.

Our districts’ targets must be focused on meeting the needs of our students to ensure they make continuous progress over time. However, we also must consider the dramatic impact that declining

budgets are having on our ability to achieve these targets. There must be a greater investment in education in order to prepare our students well and enable them to be capable and competitive in an ever more challenging economic future. Without adequate funding, districts will not be able to make the improvements necessary to continually raise achievement to reach that 40/40/20 goal.

We recommend that 2011-12 data be viewed as the baseline for going forward. Many of our districts had already developed their budgets for 2012-13 by the time the achievement compact metrics were finalized. We anticipate that in coming years, we will be able to better align resources to the indicators and create greater opportunities for our communities to participate in the consideration of targets and the alignment of budgets to achieve those targets.

Below is a recommended methodology that we have developed for setting the achievement compact targets for this first year. We have also included a number of questions and concerns that arose as we began to fill in the compact targets with district data.

Recommended Methodology for Setting Achievement Compact Targets:

1. **Timing:** We are currently setting targets for the 2012-13 school year with only the 2010-11 data. As we will not receive final data for this current year from the Oregon Department of Education until August, this will continue to be a concern every year if districts are expected to complete their achievement compacts as part of the budget process in the spring. Additionally, we will not receive 9th grade credit data (as it includes summer school) or graduation rate data until the fall or even later in the following year. Unless a different timeline is implemented for either the Achievement Compact targets or receiving data from the ODE, targets and data will always be based on at least one year-old data. We will be setting targets for two years ahead of our last data points and accountability for those targets will be delayed for two years. This timeline makes the Achievement Compact less useful for making program or budget adjustments.

Recommendation: Districts will set their targets based on the data currently available and will review and potentially revise targets using the recommended methodology on the updated data when they are available.

2. **College and Career Readiness Outcomes:**

- a. **5-Year Completion Rate:** We are pleased that the 5-year completion rate indicator is included on the Achievement Compacts. There are a number of students within our districts who receive GEDs and Extended and Modified Diplomas as appropriate completions for high school. We also appreciate that a 5-year cohort is included on the Achievement Compacts. Data across the districts demonstrate that a 5-Year graduation rate more fully captures the achievements of all of our students. **Methodology:** Looking at the 40/40/20 goal, districts will determine the annual growth rate necessary to reach 100% on the 5-year completion rate for 9th graders entering high school in 2016-17 through a back mapping process. We also recommend applying this same process (determining necessary growth rate to reach 100% by 2021 for 5-year completion) to the

“disadvantaged group” and the subgroups. An Achievement Compact Target Calculator is available for this purpose.

- b. **Cohort Graduation rates, 9+ College credits, Post-secondary enrollment:** Given the interrelated nature of these outcomes to the 5-year completion rate outcome and the State’s 40-40-20 goals, we recommend applying the same annual growth rates calculated for the 5-year completion outcome to the other college and career readiness outcomes and for the “disadvantaged” and subgroups.

3. **On Track Outcomes (3rd Grade Reading and Math Proficiency, 6th Grade on Track, 9th grade on Track):** For each of these indicators, as well as those for the subgroups, we recommend setting targets for a 10% decrease in students who are not proficient. We will utilize the following methodology to set targets:

- a. identify the percentage of students (in 2010-11) who are not meeting the outcome (if 70% of students are meeting the outcome, then 30% are not meeting)
- b. Take 10% of students not meeting the outcome (10% of 30% is 3%)
- c. Apply that 10% to identify the target (70% + 3% is 73% as the target)

This growth model sets targets that:

- Require greater gains the lower a district’s starting percentage
- Close of the achievement gaps with the subgroup targets
- Are realistic for higher achieving districts

An Achievement Compact Target Calculator is available to assist districts with the calculations.

4. **Priority & Focus Schools:** Because the state has yet to provide us with a list of current priority and focus schools, we are unable to recommend a 2012-13 goal. The number of priority and focus schools statewide in 2011-12 will be approximately the same as the number of schools that are identified for Title I school improvement in 2011-12. Our understanding is that this information will be made available to school districts in August.

5. **Considerations:**

- a. **6th Grade On-Track:** Attendance may be appropriate for an indication of health and stability and should be tracked. However, without substantial resources devoted to school health and attendance services, it will be challenging to move this measure forward. In addition, this indicator does not track academic progress. Depending on the baseline data, districts may wish to consider setting more conservative targets for this indicator. **Recommendation:** We recommend the inclusion of an academic measure for middle school rather than attendance for a 6th Grade On-Track indicator.
- b. **9th Grade On-Track:** We are excited to see that the definition for the 9th grade on track indicator included an entire calendar year in which to earn credits as many of our students are able to enter 10th grade with 6 credits because of summer school opportunities, however this does present timing challenges as these data will not be complete until September. Additionally, as mentioned above,

attendance can be variable from year to year and difficult to improve. We believe that even in cases where we have increases in students entering 10th grade with 6 or more credits, we will see less growth in this data point because of the inclusion of attendance. **Recommendation:** We recommend that these two data points, attendance and credits, be separated.

- c. **Earning 9+ College Credits:** We have received guidance from ODE that districts will be responsible for collecting these data on their own. A number of districts do not have processes in place to collect these data and so for this year there will be disparate levels of reporting on this indicator. Statewide comparisons of districts would be inappropriate in this first year. Given that the data comes from multiple sources that are not centrally stored in most districts, the requirement for reporting baseline data and targets for this outcome poses a significant time commitment for districts. **Recommendation:** We recommend that:
- 1) districts make clear as a part of their achievement compact how they have defined and calculated this data point during this compressed timeline
 - 2) collective work must be done to put systems in place to collect and report the highest quality data possible in subsequent years.

Additionally, colleges and universities have different requirements for college credit attainment (e.g. some schools accept a 3 on the AP exam for college credit while others require a 4 or 5 and different schools may give 2 or 3 credits for the same score). Please see the attached tables for AP and IB test scores and college credits. We are proposing that this indicator be based on the Oregon University System. **Recommendation:** We would recommend that the OUS and Oregon Community Colleges and all postsecondary institutions in Oregon maintain consistent policy and practice in accepting and awarding college credit that was obtained by high school students during their high school years.

- d. **Disadvantaged Subgroup:** We are pleased to see that achievement compacts will disaggregate data for students. However, as a team, we are uncomfortable with the term “disadvantaged” to describe students of color, ESL and students with disabilities. Titles such as this continue to reinforce a deficit model.

Recommendations:

- 1) We recommend using the term, “historically underserved”.¹
- 2) In keeping with the original intent of the achievement compacts to identify a few key indicators, we recommend that districts should identify a single aggregate subgroup or an individual subgroup measure,

¹ New England Comprehensive Center provides the following definition: underserved students are students who do not receive equitable resources in the same manner that other students do and as a consequence are less likely to achieve to high levels of academic performance. Another way of thinking of underserved students is to consider the quality and degree of access they have to programs, services, and resources that offer them the support to succeed in school. In other words, do they show an “achievement gap” as a result of “opportunity gaps” in their educational experience?

whichever has the most significant gap based on a sufficient number in the sample.

- 3) There are other racial groups that must be included in the subgroup data. It is imperative that white student data are also included for reporting purposes (not as an indicator for setting targets). In order to truly be able to identify the opportunity and achievement gaps within our districts, we must have the data for the white students as a point of comparison.
- 4) Multi-racial students should also be included for reporting purposes.

e. **Student Numbers Per Cell Recommendation:** The permanent rule on Achievement Compacts should align the cell size that triggers the requirement for goal setting by districts with the cell size for ratings in other accountability reports (generally 30-40 student). Requiring a district to set achievement goals for student groups comprised of 6, 8, or 10 students undermines the face validity of the compacts and in some instances will violate ODE's rules about protecting student confidentiality.

6.

- a. **Numerical Targets:** Under the temporary rule, 705-010-0035 Completion and Execution of Achievement Compacts, the OEIB “may waive the requirement to identify both a target number and percentage of students and require either a number or percentage for specific outcome measures, depending on the specifications of the compacts it approves.” **Recommendation:** We recommend that districts not be required to set numeric targets for the indicators. Numeric targets can be established by applying the percentage target proposed in the Achievement Compact to the size of the group once that size has been identified. To establish numeric targets requires districts to predict group sizes from year to year. These numeric targets are meaningless as soon as the actual group size diverges from the predicted group size.
- b. **Ready for School Recommendation:** An academic measure should be identified for this indicator.
- c. **4-Year Goals and Local Priorities Recommendation:** At this point, we recommend delaying the establishment of 4-year goals and local priorities to provide districts time to reflect on the goal setting process and obtain an additional year of data on the measures, particularly for measures that are new to districts (e.g., graduates with 9+ college credits). With continued budget reductions this year, we believe it will be important to see how districts prioritize resources and develop strategies to meet the current indicator targets prior to expanding the scope. A number of districts already have established measures reflecting local priorities that are in support of the Achievement Compact and will continue to be reported to local boards and communities.

RESOLUTION No. 4621

Authorizing the Portland Public School Board to Rejoin the Oregon School Board Association, a membership organization representing school boards across the State of Oregon

RECITALS

- A. The Oregon School Board Association (OSBA) is a membership organization representing K-12 public school boards, public charter school boards, education service district boards, community college boards and the State Board of Education
- B. The mission of OSBA is to provide legislative advocacy at state and federal levels, board leadership training, employee management assistance and policy, legal and financial services in an effort to help locally-elected volunteers fulfill their complex public education roles.
- C. In July 2011, the Portland Public School (PPS) Board withdrew its membership due to concerns about OSBA’s failure to provide statewide leadership on key education issues.
- D. OSBA has addressed many of the concerns expressed by the Portland Public School Board. During this transition members of the Portland Public School Board did provide input on shaping the changes made within OSBA.
- E. In the spring of 2012 Portland Public School Board members and staff began discussing rejoining OSBA.
- F. In conversations with OSBA leadership, key areas of focus were identified:
 - 1. Professional development targeted to large urban districts.
 - 2. Participation in decision-making about the leadership and direction of OSBA.
 - 3. Education discussion groups throughout the state.

OSBA has agreed to address these areas and looks forward to the Portland Public School Board rejoining the association.

RESOLUTION

The Board authorizes the membership to OSBA for the 2012-2013 School Year.

J. Patteron

RESOLUTION No. 4622

Service Payment

The Board of Education approves the following service payments:

<i>Payee</i>	<i>Description</i>	<i>Period</i>	<i>Amount</i>
Council of Great City Schools	Annual Dues	2012-2013	\$35,498

J. Patterson

RESOLUTION No. 4623

Minutes

The following minutes are offered for adoption:
May 14 and 29, 2012