


Portland Public Schools Smarter Balanced Assessment Readiness

Board Presentation 2/17/15

PORTLAND PUBLIC SCHOOLS COLLEGE AND CAREER READY: SMARTER BALANCED ASSESSMENTS COMING THIS SPRING

College and Career Ready: Smarter Balanced Assessments coming this spring
Winter/Spring 2015



Informing learning and growth

This spring, students in Portland Public Schools and across the state will take a new test called **Smarter Balanced** to measure how well they are mastering new academic standards.

Oregon adopted the new academic standards, called **Common Core State Standards**, in 2010 to better prepare students for college and career. These standards, adopted by dozens of states across the country, reflect what students need to know and be able to do to be competitive in a global economy and are more rigorous than the standards we had in the past.

Who, what, when and where:

- Who:** Students in grades 3-8 and 11 will take the Smarter Balanced tests in math and English language arts (reading, writing). These tests will replace the Oregon Assessment of Knowledge and Skills (OAKS) tests in these subject areas.
- Why:** The new tests measure how much students are learning and where support is needed. Most 11th graders use the tests to meet graduation requirements.
- When:** Each school sets the specific test dates within these time frames:
 - 3-8th graders:** March 10 - June 5.
 - 11th graders:** April 22 - June 5.
- What:** Instead of only multiple-choice questions, the new tests also use videos and illustrations that help students apply their knowledge and critical thinking skills to real-world situations.
- Test length:** On average, students take 3.5 hours to complete each test. They do not take the tests in one sitting. They only take the test once, not multiple times as was done with OAKS, decreasing interruptions to class time. Schools create testing conditions — within state guidelines — that support students to do their best work.
- Test development:** Thousands of teachers, including more than 500 from Oregon, helped develop the tests. Students in 21 states — including 24,000 in Oregon — took a practice test to ensure the test's accuracy and fairness.

View sample questions: www.smarterbalanced.org/sample-items-and-performance-tasks

Take a practice test: <http://ibac.portal.araaz.org/practice-test>

Are the new tests harder?

The tests may seem more difficult because they require students to think more critically and it's harder to guess the answer. Test scores may drop at first because the expectations are higher to reflect what kids need to know today.

What if a student "fails" the test: Students meet, exceed or do not meet the state benchmark on each test.

- Grades 3-8:** The test results are NOT used to "hold students back." They are used to adjust instruction so that students learn what they need to know.

— Portland Public Schools is an affirmative action and equal opportunity employer

Every student should know how to:

- Reason
- Analyze
- Listen
- Collaborate
- Read, Write, Speak
- Compute
- Use Technology
- Design Solutions

These skills—and many others—are a part of the Common Core Standards and are the "competencies" that the Smarter Balanced test measures.

"It was longer and we had to work harder. It makes you smarter when you work harder."
— PPS 4th grader who took the Smarter Balanced pilot test in spring 2014

Grade 11: Most 11th graders use the test to show that they have mastered the subjects that the state requires for graduation. Students do this by earning a passing score on each test. The state may adjust the passing score to give students and schools time to adjust to the new tests. This passing score **may be lower** than the score required to "meet" the benchmark. If students do not earn a passing score, they must use an alternate method, such as work samples, to demonstrate their knowledge in order to graduate.

Students with special needs: The test is given in English, which was also the case with the OAKS tests. The test includes supports for students who are learning English and/or have an Individualized Education Plan (IEP). Supports include such tools as a translated glossary for English language learners, a scratch pad, Braille and closed captioning. Teachers determine which tools students need. Learn more: www.smarterbalanced.org

How can I support my student to do their best on the test?

- Take a practice test with your student: <http://ibac.portal.araaz.org/practice-test>
- Make sure a student is rested and has had enough to eat on test day.
- Emphasize your belief in your child and encourage him or her to do their best.
- Concerned about your child's preparedness for testing? Talk with the teacher or principal.

Do we have the technology?

Most schools have the computers needed for students to take the tests. PPS is conducting an inventory and will provide additional computers to schools as needed.

Can students choose not to take the tests?

- Exemptions:** State law allows for parents to exempt students from the tests for only two reasons: disability or religious reasons.
- Request:** The parent or guardian must fill out an exemption form in the school office, citing a disability and/or a religious reason that precludes their child from testing. No other reasons are accepted as valid by the state.
- Learning activity:** The parent is also asked to propose a learning activity that the child can complete instead of taking the test, such as a special project that covers math and/or reading skills that would be assessed in the tests.


What happens if students do not take the tests?

- Progress report:** Students who do not take the tests miss out on the progress report that the tests provide, which helps schools and families understand how much students are learning and where to adjust instruction or supports.
- School ranking:** The state uses test participation to rate schools. Students who do not take the tests count against their school's rating on the state report card.
- Graduation:** Eleventh graders use the tests to demonstrate mastery of graduation requirements. Students who do not take the tests must use an alternate method to demonstrate mastery in order to graduate.
- Equity:** For students who have been historically underserved and may already face barriers to academic success, not taking the tests can compound these barriers, especially in 11th grade when students use the tests to meet graduation requirements.

What students say:

PPS 3rd and 4th graders who took the practice pilot test in spring 2014 said:

- "It was fun; we had to read different sources and create an essay."
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Learn more: [www.pps.net/search/Common Core](http://www.pps.net/search/Common+Core)

File Edit View History Bookmarks Tools Help

OAKS Portal - Students

oaksportal.org/students/

CGCS DIBELS Dictionary ODE - IDs ODE Central Login PPS IT PPS JIRA Qualtrics Data

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OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS
English Language Arts, English Language Proficiency, Mathematics, Science, Social Sciences

Welcome Students!
Use the practice test to help you target specific skills and do your best on OAKS Online.

Practice Tests Resources

Announcements

- [Calculator for Grade 5 Science and Social Sciences, and Grade 6 Math \(Basic\)](#)
[Calculator for Grades 7 and 8 Math \(Scientific\)](#)
[Calculator for Grade 8 and High School Science and Social Sciences \(Scientific/Graphing\)](#)
[Calculator for Grade 11 Math and Grade 12 Math Retest \(Scientific/Graphing/Regression\)](#)
[Equation Editor Tutorial](#)

PPS

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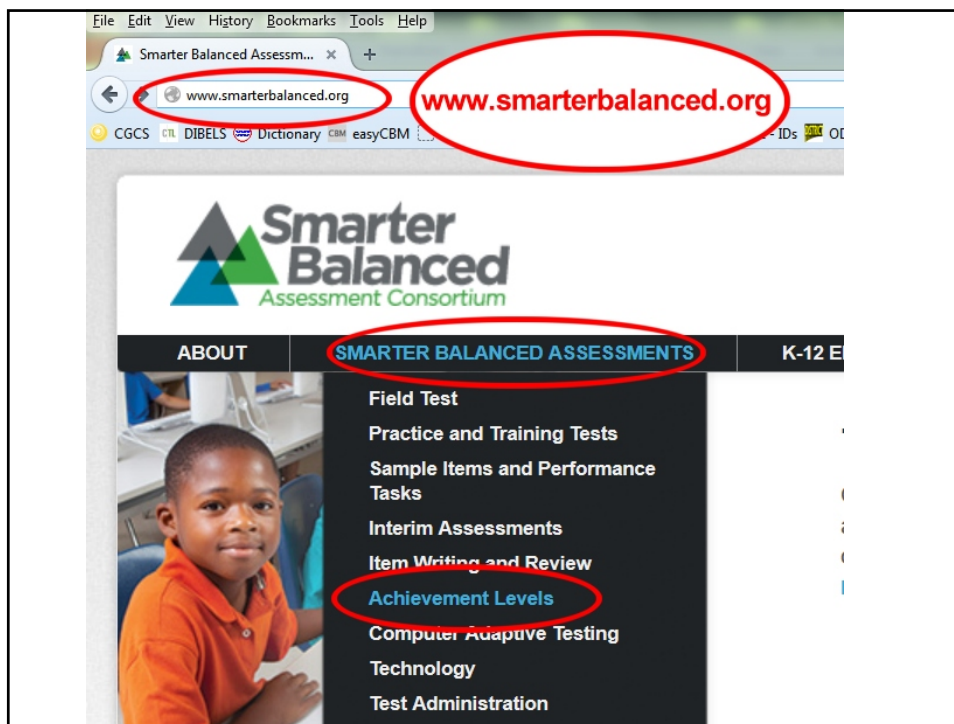
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Portland Public Schools

Count of students for which parents requested exemptions for 2014-15

As of 4 February 2015

Total Count (Valid* and Invalid)

Grade	# Requests
KG	14
2	2
3	6
5	6
6	4
7	1
10	1
11	1
Total	35

Total Count (Valid* Only)

Grade	# Requests
KG	14
2	2
3	6
5	5
6	4
7	1
11	1
Total	33

*A Valid request is a exemption request where the assessment is appropriate for that grade level
A math or ELA test at grade 2, for example, is not a valid request.


Count of tests for which parents requested exemptions for 2014-15

As of 4 February 2015

Test	KG	Grade 2	Grade 3	Grade 5	Grade 6	Grade 7	Grade 10	Grade 11	Total	Valid Total
Math	5	2	5	5	4	1	1	1	24	16
ELA	5	2	6	5	4	1	1	1	25	17
Science	5	2	6	5	3	0	1	1	23	15
ELPA	5	2	5	5	4	0	0	0	21	21
Extended	5	2	3	4	3	0	1	0	18	10
Kinder	14	1	3	1	0	0	0	0	19	14
NAEP	1	1	2	5	3	0	0	0	12	0

Note: Shaded cells are boxes that were checked on exemption forms but those grades are not tested on those assessments.
The Valid Total column shows total test exemptions where the grade and test combination are valid.

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Learn more: www.pps.net_search "Common Core"



2014-15 Enrollment Data Analysis and Plans to Address Overcrowding

*Update to School Board
February 17, 2015*



Tonight's purpose

- Learn about and provide feedback to:
 - PPS enrollment trends
 - Steps to address urgent overcrowding issues

Context

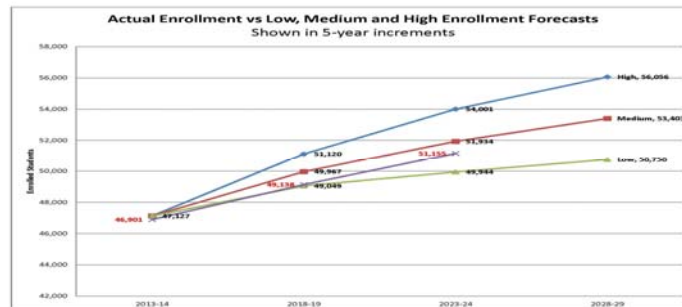


- Resolution 4718 (Jefferson Enrollment Balancing) called for district-wide boundary, enrollment and transfer review
- PPS Policy 4.10.045-P (Neighborhood Schools) requires an annual assessment of enrollment issues

District-wide Enrollment Trends



- 6th straight year of K-12 enrollment increase
- As many as 6,000 additional students in the next fifteen years

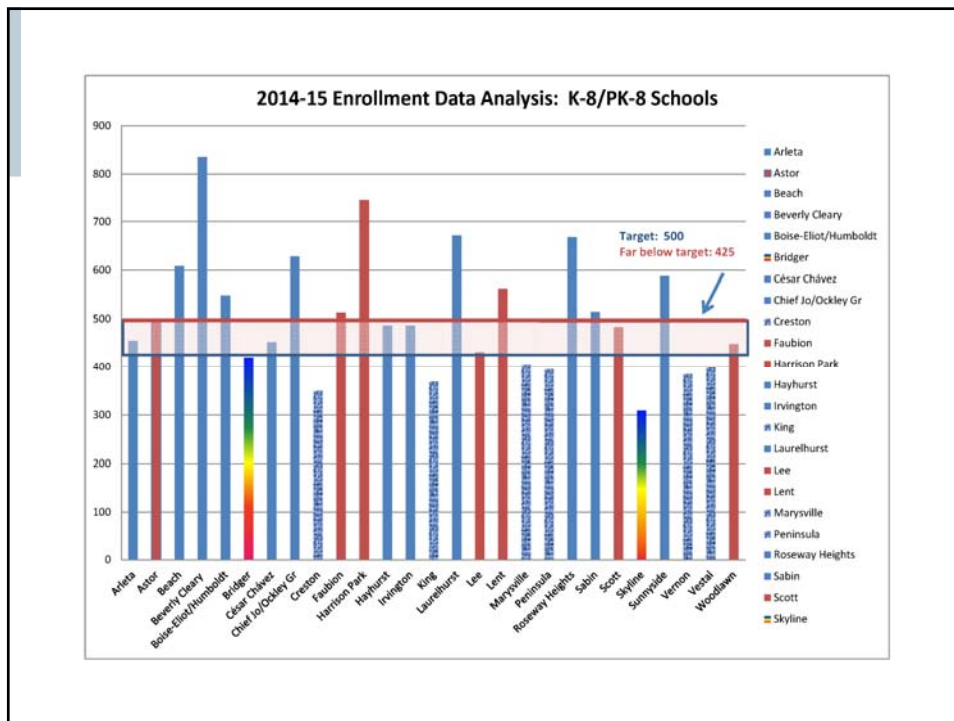
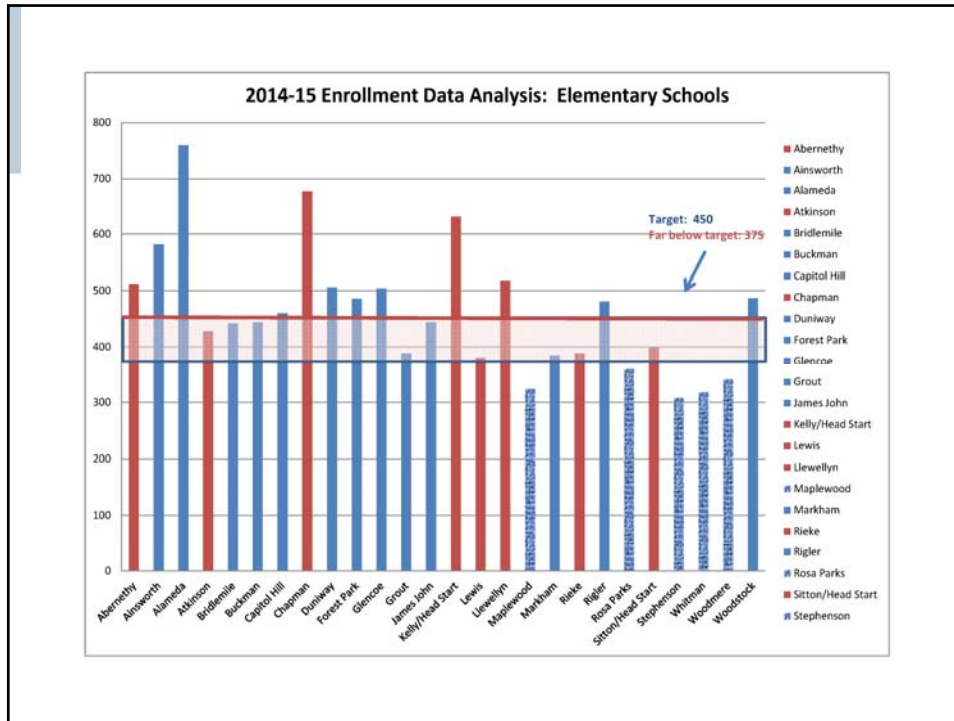


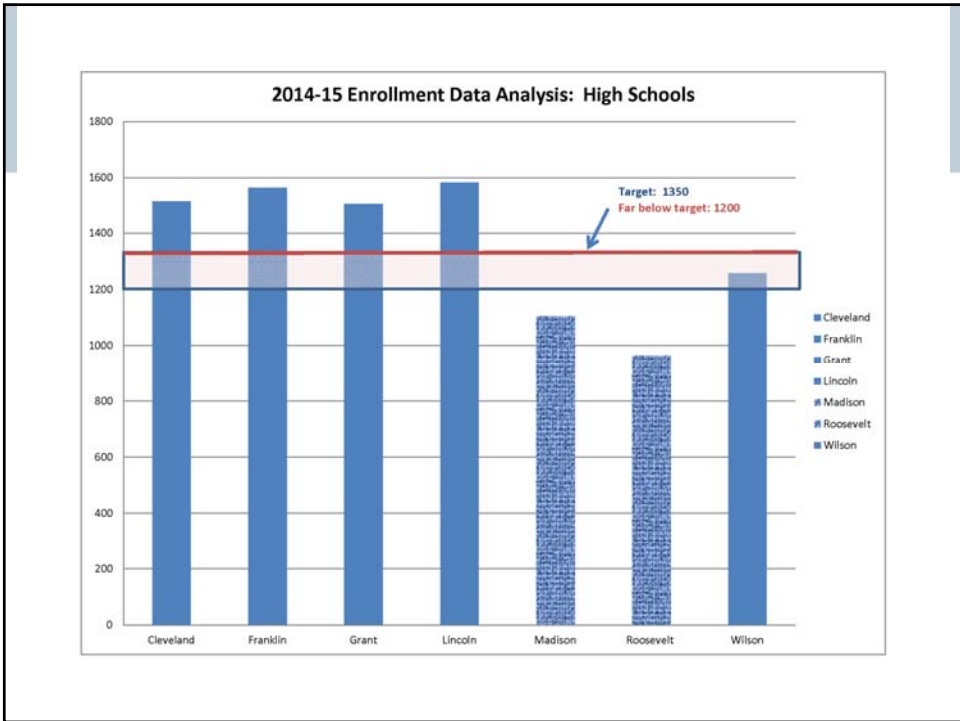
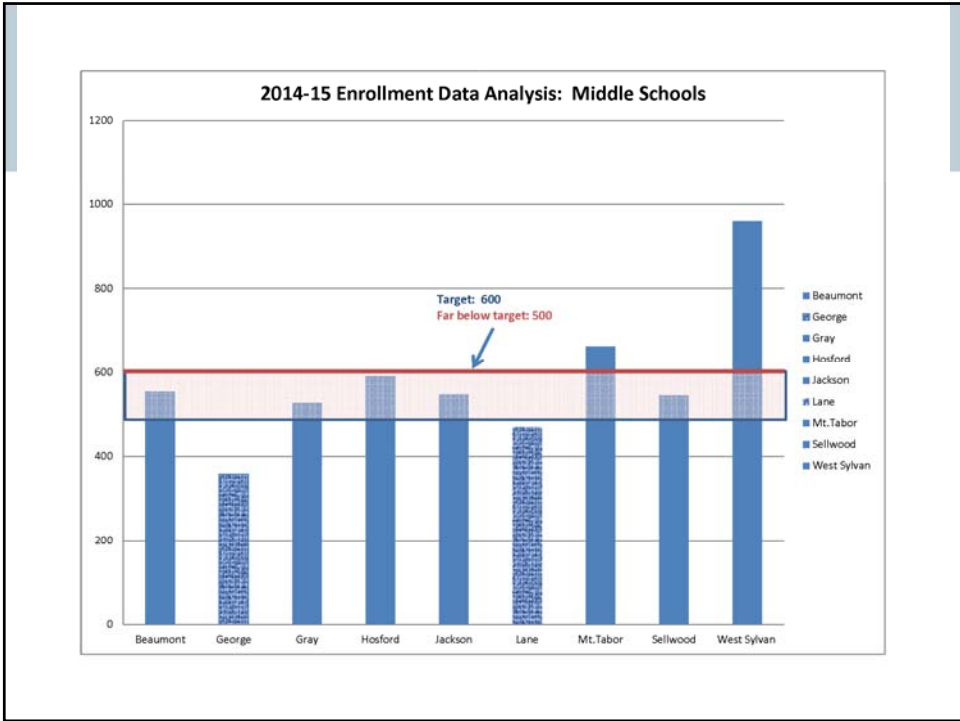
District-wide Enrollment Trends



- Enrollment is compared to base school size targets, to provide a first-level analysis of
 - Schools that are very small and may need additional staff resources to provide core programs, and
 - Schools with populations so large there may not be enough classrooms for teachers
- This year, almost half of schools evaluated are outside the basic target size range

School type	Number of schools:	Under-enrolled:	Over-enrolled: At or above 100% utilization	Percentage of schools outside of enrollment targets	
				2014	Comparison to 2013
Elementary	26	5 schools below 375	8	13 of 26 schools, 50%	Up from 4 under- & 6 over-enrolled
K-8	27	8 schools below 425	9	17 of 27 schools, 63%	No change in under and 1 more over-enrolled
Middle	9	2 schools below 500	0	2 of 9 schools, 22%	Down from 4 under-enrolled
High	7	2 schools below 1200	n/a	2 of 7 schools, 29%	No change
Total	69	17 schools far below targets	17	34 of 69 schools, 49%	No change in under- & 2 more over-enrolled





Need for balancing greatest at elementary and middle grades



- If school enrollment targets were higher and utilization measures lower even more K-5 & K-8 schools would show up as under/over-enrolled
- District-wide boundary review and other systemic enrollment balancing efforts are focused on elementary and middle grades

Short-term overcrowding issues



- A set of schools identified through central analysis and school level input
- Several more schools are crowded, but have found other coping strategies for next year
- Under-enrolled school needs will be considered in upcoming budget/staffing work



Short-term overcrowding issues



- ACCESS 1-8 & Beverly Cleary K-8
 - Currently sharing space at Rose City Park
 - Beverly Cleary: Closed to transfers for years, not enough space on Fernwood & Hollyrood campuses
 - **2015 Strategy:** Continue 3 campus arrangement, divide one or two large rooms at Rose City Park, voluntary transfers out of Beverly Cleary

Short-term overcrowding issues



- Chapman K-5
 - Continued growth due to new housing development
 - Prior solutions: Closed to transfers for years, moved one Special Ed classroom, voluntary transfers out
 - **2015 Strategy:** Voluntary transfers to Ainsworth, increasing average class-size (from 22 to 29) at one grade level

Short-term overcrowding issues



- Creative Science K-8 & Head Start
 - CSS authorized to grow to 2 sections per grade level
 - Prior solutions: Shared space for supports/electives, reduce Head Start
 - **2015 Strategy:** Shift Head Start to Lane Middle School, close to area with concentrated need for early education services

Short-term overcrowding issues



- Harrison Park K-8
 - Growth has slowed, but high number of support staff continue to need space
 - Prior solutions: Transfers closed for years; non-classroom area divided into support rooms
 - **2015 Strategy:** Convert Industrial Arts area to more functional classroom/support spaces, increase average class-size (from 17 to 22) at one grade

Short-term overcrowding issues



- Kelly K-5 & Head Start
 - Russian Immersion program maturing to two sections at most grade levels
 - Prior solutions: Limited neighborhood transfers, shifted supports to Annex
 - **2015 Strategy:** Head Start will relocate motor room to a common area, freeing one classroom

Short-term overcrowding issues



- Sitton K-5 & Head Start
 - Neighborhood program has grown since Head Start added to campus
 - Prior solutions: Limited transfers, considered, but rejected, moving Head Start classroom in Clarendon Early Learner Center
 - **2015 Strategy:** Add two classroom modular, right-sizing building to elementary standard

Short-term overcrowding issues



- Skyline K-8
 - Neighborhood growth has quickly filled a very small building with strict zoning regulations
 - **2015 Strategy:** Close transfers, internal remodeling to re-capture one classroom

Short-term overcrowding issues



- East/West Sylvan MS
 - Community request to end ten years of split campus
 - Prior changes: High enrollment caused a 6th grade split this year: 1/2 6th graders at East Sylvan, 1/2 at West Sylvan
 - **2015 Strategy:** Internal remodeling at West Sylvan campus to allow all grade 6-8 students to attend West Sylvan next year; some operational savings due to less transportation, teacher travel time, etc.

Next steps: Overcrowding strategies




- Planning has commenced at each listed school
 - Funds for capital improvements allocated in Fall 2014
 - Additional funding, if needed, will be included in 2015-16 budget request

Next steps: District-wide Boundary Review (DBR)



- Values, Growth and Equity Survey will launch after Spring Break, gather community input on drivers for DBR process
- D-BRAC on-track to deliver framework and policy alignment recommendations, incorporating survey data
- Staff will develop boundary change scenarios in late summer for input in Fall 2015
- Board vote on Superintendent-recommended boundaries likely by early 2016




Portland Public Schools: Solar Roofs Community Partnership


Tony Magliano
Chief Operating Officer

Jeff Hamman
Building Operations and Energy Program Manager






1 PPS_PGE Solar Lease Presentation 02/17/15



Solar Roofs Community Partners



Portland General Electric



2 PPS_PGE Solar Lease Presentation 02/17/15



PPS Solar Milestones


Project	Year
PPS First Solar Installation at Franklin HS in partnership with PGE	<u>2000</u>
First Bonneville Environmental Foundation (BEF) Small Scale Solar Installed @ 3 sites, 4 sites to follow	<u>2005</u>
PPS Solar Roofs Partnership @ 9 sites	<u>2009</u>
Initial Staff Solar Research for Inclusion within Bond Projects	<u>2012</u>
Solar Feasibility Study for IP13/14 sites	<u>2013</u>
Solar Partnership talks with PGE	<u>2013</u>






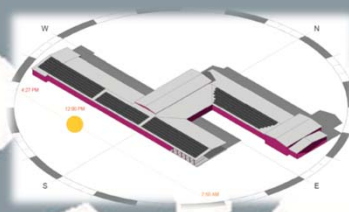
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PPS_PGE Solar Lease Presentation 02/17/15



PGE Solar Project Background


	2009 Solar	2015 Solar *
Implementation	Sept 2009	Aug 2015
Solar Cost	\$6 Million	\$4.6 Million
Lease Rate	n/a**	\$12,000+ /Yr.
# of Site	9 Schools	6 Schools
Term	8 years	25 years
Ft ² of Roof	130,000 Ft ²	200,000 Ft ²
Project Capacity	757 kW	1.2 MW
Power Prod.	695,000 kWh	1,166,320 kWh
Prod. Equiv.	69 Homes /Yr.	135 Homes /Yr.

*all values are estimated **Power Purchase Agreement

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PPS_PGE Solar Lease Presentation 02/17/15




2015 Solar Project Highlights

- Strength of Partnerships
- Financial Sustainability
- Student Interaction, Educational Training and Curriculum Support
- Renewable Energy and Environmental Benefits:
 - Reduction of 14,000 Metric Tons of Carbon Dioxide
 - CO₂ emission from 1.5 million gallons of gasoline
 - Annual greenhouse gas emissions from 3,000 passenger vehicles

*all values are estimated over 25 years of estimated production

5 PPS_PGE Solar Lease Presentation 02/17/15



Next Steps

- February 19 Kick Off Event Arleta
- February 24 Partner Board Presentation
- June 2015 Construction Begins
- August 2015 Solar Systems Online

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