PORTLAND PUBLIC SCHOOLS

Systems Planning and Performance

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3081

Date: October 28, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Administrator's Feedback

BACKGROUND

As part of the needs assessment process, Portland Public Schools engaged with our administrators during the October 10, 2019 Leadership Institute to gather feedback regarding their priorities for the investment of the SSA funds.

During the meeting, the administrators were guided through a protocol to address the following:

1. What resources do you as school site principals and educators need to support success of underserved students?
2. How are the needs of our diverse students going unnoticed, unrecognized, or unaddressed?
3. How are needs different for each priority student group identified in the Student Success Act?

   Native American/Indigenous Students, Students of Color, Students w/ Disabilities, Emerging Bilingual Students, Students experiencing poverty, Students experiencing homelessness, Students experiencing the foster care system, Students with behavioral and mental health needs

Where Do We Go From Here? (respond to each of the prompts with each part below)

- Part 1: Barriers or challenges
- Part 2: Opportunities, things that work well, or potential solutions

Responses were gathered via a google form, and a team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

There were 480 individual comments that were categorized. Themes were organized when there were 5 or more responses that were aligned. Finally, the count of responses by theme was tallied.

Table 1. Top Administrator Ranked Priorities for SSA

Administrator Priorities	Frequency	Percent	Cumulative Percent
Aligned Systems and Structures for Racial Equity	134	27.9	27.9
Culturally Sustaining Strategic Priorities	94	19.6	47.5
Educator Professional Development	89	18.5	66.0
Social Emotional Support	54	11.3	77.3
FTE - support staff	43	9.0	86.3
FTE - Instructional staff	20	4.2	90.4
Valuing community input	14	2.9	93.3
Evidence-based Practices	10	2.1	95.4
FTE- Administrator Staff	6	1.3	96.7
Operations - Facilities modernization	5	1.0	97.7
Uncategorized individual responses	11	2.3	100
Total	480	100.0	

The 480 responses fell into 10 themes. Over 75% of the comments were categorized in 4 themes for investment:

1. Aligned Systems and Structures for Racial Equity,
2. Culturally Sustaining Strategic Priorities,
3. Educator Professional Development, and
4. Social Emotional Support.

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

PORTLAND PUBLIC SCHOOLS

Systems Planning and Performance

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3081

Date: October 29, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Community Session Feedback

BACKGROUND

As part of the needs assessment process, Portland Public Schools established a series of engagement opportunities for our community. The following is a list of these events:

Thursday 10/17 Community Engagement at Lent 6:00-7:30 p.m,

Saturday 10/19 Community Engagement co-sponsored by Coalition of Communities of Color at Faubion 9-10:30 a.m.

Saturday 10/19 Focus Group – Head Start 4800 NE 74th Ave 12:30-1:30 p.m.

Monday 10/21 Focus Group – Migrant Education 6700 NE Killingsworth St. 9:00-10:00 a.m.

Monday 10/21 BESC Self-guided engagement 3:00-5:30 p.m

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Tuesday 10/22 Community Engagement co-sponsored by STAND for children at Roosevelt 6:00-7:30 p.m.

Thursday 10/24 Community Engagement Special Ed/Mental and Behavioral Health Focus at Pioneer 6:00-7:30 p.m.

During the meetings, community members were guided through a protocol to address the following:

1. What resources do you as school site principals and educators need to support success of underserved students?
2. How are the needs of our diverse students going unnoticed, unrecognized, or unaddressed?
3. How are needs different for each priority student group identified in the Student Success Act?

   Native American/Indigenous Students, Students of Color, Students w/ Disabilities, Emerging Bilingual Students, Students experiencing poverty, Students experiencing

homelessness, Students experiencing the foster care system, Students with behavioral and mental health needs

Where Do We Go From Here? (respond to each of the prompts with each part below)

- Part 1: Barriers or challenges
- Part 2: Opportunities, things that work well, or potential solutions

Responses were gathered and subsequently recorded in a google form. A team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

There were over 1000 individual comments that were categorized. Themes were organized when there were 10 (1%) or more responses that were aligned. Finally, the count of responses by theme was tallied.

Table 1. Top Community Ranked Priorities for SSA

Community Priorities	Frequency	Percent	Cumulative Percent
Social emotional supports for students	236	23.4	23.4
Coordination of services with external partners/providers	146	14.5	37.9
Culturally sustaining and engaging curriculum	77	7.6	45.6
Strategic teacher recruitment and support	72	7.1	52.7
More time dedicated to educator professional development	63	6.3	59.0
Aligned Systems	56	5.6	64.5
Family Engagement	46	4.6	69.1
Future-Focused Learning	40	4.0	73.1
More building-based instructional supports (staff)	36	3.6	76.7
Academic interventions	30	3.0	79.6
Full Continuum of Special Education Services	29	2.9	82.5
Support for English language learners and bilingual students	29	2.9	85.4
Smaller class sizes	28	2.8	88.2
Historic Systems of Oppression	18	1.8	90.0
Data-Informed Decision Making	13	1.3	91.3
<10 to single responses	88	9	100.0
Total	1007	100.0	

The 1007 responses fell into 16 themes. The first two themes had substantially greater levels of representation (37.9% of the whole) than the remainder of the topics. By count, these two themes had 2-3 times as many responses associated with them than any of the remaining themes:

1. Social emotional supports for students, and
2. Coordination of services with external partners/providers.

The next cluster represented 14.8% of the responses and was comprised of the following two themes:

3. Culturally sustaining and engaging curriculum, and
4. Strategic teacher recruitment and support.

The final cluster of themes represented 11.8% of the responses and included:

5. More time dedicated to educator professional development, and
6. Aligned Systems.

The representation in the remaining themes trailed off with none have over 5% representation in the community responses.

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

PORTLAND PUBLIC SCHOOLS
Systems Planning and Performance
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3081

Date: October 29, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Feedback from Families Experiencing Homelessness

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BACKGROUND

As part of the needs assessment process, Portland Public Schools engaged our students and families who are experiencing homelessness. Given the sensitivity and legal obligations for privacy, PPS could not have a focus group meeting for this constituency. Instead, dedicated staff members reached out and interviewed a number of our families who are experiencing homelessness in order to gather their input regarding priorities for the use of the SSA funds.

Responses were gathered and subsequently recorded in a google form. A team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

There were 35 individual comments that were categorized. Themes were organized when there were 5 or more responses that were aligned. Finally, the count of responses by theme was tallied. The two top themes are listed below.

Table 1. Top Ranked Priorities for SSA.

Top Priorities	Frequency	Percent	Cumulative Percent
Coordination of services with external partners/providers	13	37.1	37.1
Social emotional supports for students	6	17.1	54.3

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

PORTLAND PUBLIC SCHOOLS

Systems Planning and Performance

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3081

Date: October 29, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Portland Association of Teachers Feedback

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BACKGROUND

As part of the needs assessment process, Portland Public Schools collaborated with the Portland Association of Teachers (PAT) to develop and administer a survey to gather feedback from PAT membership regarding the membership's priorities for the investment of the SSA funds.

In order to develop the survey, a focus group was conducted on October 14, 2019 with a diverse group (race, school level, and role) of PAT members to identify themes for investment that could be used as the basis of the survey. The initial themes were provided back to members of the focus group for validation. This resulted in a final list of 19 themes that constituted the basis of the survey provided for PAT membership on October 22, 2019 in which participants were asked to rank order their top 5 investment priorities (Attachment A)..

ANALYSIS OF SITUATION

There were 2078 respondents to the survey of which:

36% serve students grades PK-2,
37% serve students grades 3-5,
25% serve students grades 6-8, and
28% serve students grades 9-12.

*The total exceeds 100% as PAT members can serve multiple grade spans.

The respondents' self-reported race and ethnicities were as follows:

76% White,
8% Hispanic,
6% Asian,
4% African American,
<3% American Indian, Native/Indigenous, Pacific Islander, and
10% Declined to provide this information.

The overall priorities are listed in Table 1.

Table 1. Top PAT Ranked Priorities for SSA

Top themes for Investment	Priority 1	2	3	4	5	Total Count of Supporters (Levels 1-5)
Smaller class sizes	861	276	194	136	100	1567
Social emotional supports for students	401	327	284	250	220	1482

The top two priorities (both in rank and in overall respondent endorsement) were smaller class sizes and social emotional supports for students. These were high priorities irrespective of the race of the respondent. These were also the highest priorities irrespective of the grade level of the respondent.

The remaining priorities diverged based on the race of the respondent. In addition, due to the relatively small number of respondents in each group, the overall count of supporters for each theme is more reflective of the rankings than a simple count within priority.

Of our PAT members of color, Hispanics were the largest group of respondents (8%). Their priorities were as follows:

Table 2. Ranked Themes 3-5 for Hispanic Respondents

Top themes for Investment	Priority 1	2	3	4	5	Total Count of Supporters (Levels 1-5)
Culturally sustaining and engaging curriculum	9	21	16	16	10	72
Support for English language learners and bilingual students	8	18	14	17	12	69
Academic interventions	11	8	12	18	15	64
Effective behavior management systems	8	13	12	16	14	63
More staffing for special education	6	13	19	13	9	60

For our Hispanic respondents, Culturally sustaining and engaging curriculum (3), Support of English Language Learners and Bilingual students (4), and Academic interventions (5) were the most supported themes 3-5 overall. Effective behavior management systems and more staffing for special education had a similar level of support as Academic Interventions.

Our Asian PAT members were the next largest membership group of color (6%), and their responses are as follows:

Table 3. Ranked Themes 3-5 for Asian Respondents

Top themes for Investment	Priority 1	2	3	4	5	Total Count of Supporters (Levels 1-5)
More building-based instructional supports (staff)	9	17	12	9	10	57
More educator directed collaboration and planning time	4	12	11	14	15	56
Academic interventions	2	12	14	12	10	50
Culturally sustaining and engaging curriculum	7	11	6	14	11	49

For our Asian respondents, themes 3-5 included: (3) More building-based instructional supports (staff), (4) more educator directed collaboration and planning time, and (5) Academic interventions. Culturally sustaining and engaging curriculum had a similar level of support as academic interventions.

For our African American staff the following emerged as themes 3-5 for investment:

Table 4. Ranked Themes 3-5 for African American Respondents

Top themes for Investment	Priority 1	2	3	4	5	Total Count of Supporters (Levels 1-5)
Culturally sustaining and engaging curriculum	12	10	11	5	5	43
More building-based instructional supports (staff)	7	12	4	7	3	33
Effective behavior management systems	5	5	6	7	5	28
More educator directed collaboration and planning time	3	3	2	5	10	23

For our African American respondents, themes 3-5 included: (3) Culturally sustaining and engaging curriculum, (4) More building-based instructional supports (staff), and (5) Effective behavior management solutions. More educator directed collaboration and planning time had a similar level of support as Effective behavior management solutions.

STAFF RECOMMENDATION

This is an information item.
The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

ATTACHMENTS

A. PAT Survey

APPENDIX A: PAT SURVEY

STUDENT SUCCESS ACT

PORTLAND ASSOCIATION OF TEACHERS

The Student Success Act provides Portland Public Schools an extraordinary opportunity to apply additional financial resources to meet the needs of historically underserved students. As part of a collection of needs assessments activities, Portland Association of Teachers and Portland Public Schools have collaborated to develop the following survey to gather feedback from our educators. We want to thank the following diverse group of PAT members for participating in a focus group to identify the potential priority opportunities for this historic investment that act as the basis for this survey.

Alisha Chavez	SpEd - Atkinson ES K-2
Allyson Maynard	School Psych - Pioneer
Andre Hawkins	Roosevelt HS Dean
Elizabeth Thiel	PAT Vice President
Francisca Alvarez	Scott K-8 DLI Grade 2
Gwen Sullivan	Chapman ES Librarian
Huck Wilken	MS George STEAM
Kesia Micheletti	Roosevelt SpEd
Maureen Kenny	Lincoln HS Science
Nancy Arteaga	Lane MS LA

Suzanne Cohen	PAT President
Timisha Wilson	QMHP, Arleta
Tina Lamanna	Markham ES Grade 2

Listed below are priorities that emerged from the focus group of educators. Please list the top five priorities at the bottom of the page by order of importance to you.

Coordination of services with external partners/providers

- Community agents to help with family engagement
- More collaboration with county services

Strategic teacher recruitment and support

- Recruit and retain teachers of color
- Support teachers to be successful
- Support to stay in schools that have experienced high staff turnover

Culturally sustaining and engaging curriculum

- Curriculum that reflects our student body
- Curriculum that speaks to the history of racism, and where we are now
- Applied or hands-on learning opportunities

Social emotional supports for students

- More mental health supports (counselors, school psychs, QMHP's, social workers)
- Trauma informed practices

Effective behavior management systems

- Prioritize maintaining calm and predictable learning environment for students
- Invest in appropriate tools, systems, and PD

Authentic assessment

- Aligned to the curriculum

Academic interventions

- Materials and support for differentiation
- Targeted small group intervention in math and reading

Support for English language learners and bilingual students

- Interventions in the student's first language
- Appropriate supports for newcomers
- More instructional staff who can provide language support
- Facilitating appropriate placements in a timely fashion

Full Continuum of Special Education Services

- More placement alternatives for students with significant needs.
- Support for movement between general and special education

Smaller class sizes

- Time for teachers to address individual student needs
- Prioritize early grades

More building-based instructional supports (staff)

- Reading specialists
- Educational Assistants

More staffing for Special Education

- Reduced caseloads, including for SpEd Specialists (feeding team, Adaptive PE, etc.)
- Data clerks
- Para-educators

More time dedicated to educator professional development

- Ongoing professional development for sustained initiatives
- Professional development on cultural awareness and bias
- Invest in ongoing support (PD, structures) for new initiatives
- Support for new educators

More educator directed collaboration and planning time

- More planning time, to allow educators to address individual student needs and interests
- Professional autonomy in use of collaboration time.
- Time provided for SIT teams

More support for middle school learners

- More, and more equitable, access to electives to keep students engaged
- Better support for the transition from middle school to high school

Revisit high school schedule

- Fewer periods, to better support the most vulnerable students

Please list the top five priorities by order of importance to you by typing numbers 1 through 5 in the corresponding box. "1" indicates the priority of highest importance while "5" indicates the priority of fifth highest importance.

- [ ] Coordination of services with external partners/providers
- [ ] Strategic teacher recruitment and support
- [ ] Culturally sustaining and engaging curriculum
- [ ] Social emotional supports for students
- [ ] Effective behavior management systems
- [ ] Authentic assessment
- [ ] Academic interventions
- [ ] Support for English language learners and bilingual students
- [ ] Full continuum of special education services
- [ ] Smaller class sizes
- [ ] More building-based instructional supports (staff)
- [ ] More staffing for special education
- [ ] More time dedicated to educator professional development
- [ ] More educator directed collaboration and planning time
- [ ] More support for middle school learners
- [ ] Revisit high school schedule

What races/ethnicities do you consider yourself? Please select all that apply.

- [ ] African American
- [ ] American Indian/Alaska Native
- [ ] Asian
- [ ] Native/Indigenous to Canada
- [ ] Hispanic/Latino/Latinx
- [ ] Middle Eastern/North African
- [ ] Pacific Islander
- [ ] White
- [ ] Prefer not to answer

Which grade band do you primarily teach or serve students? Please select all that apply.

- [ ] PK-2
- [ ] 3-5
- [ ] 6-8
- [ ] 9-12

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501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3081

Date: October 28, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Staff Meeting Feedback

BACKGROUND

As part of the needs assessment process, Portland Public Schools worked with the Portland Association of Teachers to plan and deliver an engagement opportunity at each of our schools during the October 22, 2019 staff meeting.

A video introduction and paired script were provided to all buildings in order to support and ensure a common experience in our schools.

During the meeting, the staff were guided through the protocol to address the following:

1. What resources do you as school site principals and educators need to support success of underserved students?
2. How are the needs of our diverse students going unnoticed, unrecognized, or unaddressed?
3. How are needs different for each priority student group identified in the Student Success Act?

   Native American/Indigenous Students, Students of Color, Students w/ Disabilities, Emerging Bilingual Students, Students experiencing poverty, Students experiencing homelessness, Students experiencing the foster care system, Students with behavioral and mental health needs

Where Do We Go From Here? (respond to each of the prompts with each part below)

- Part 1: Barriers or challenges
- Part 2: Opportunities, things that work well, or potential solutions

Responses were gathered via a google form, and a team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

There were 889 individual comments that were categorized. Themes were organized when there were 10 or more (1% or greater of the total) responses that were aligned. Finally, the count of responses by theme was tallied.

Table 1. Top Staff Ranked Priorities for SSA

Staff Priorities	Frequency	Percent	Cumulative Percent
Social emotional supports for students	166	18.7	18.7
More building-based instructional supports (staff)	73	8.2	26.9
Aligned Systems	53	6.0	32.8
Coordination of services with external partners/providers	53	6.0	38.8
More time dedicated to educator professional development	50	5.6	44.4
Smaller class sizes	50	5.6	50.1
More educator directed collaboration and planning time	41	4.6	54.7
Culturally sustaining and engaging curriculum	39	4.4	59.1
Future Focused Learning	39	4.4	63.4
Strategic teacher recruitment and support	33	3.7	67.2
Instructional Materials & Tech	29	3.3	70.4
Support for English language learners and bilingual students	29	3.3	73.7
More staffing for Special Education	28	3.1	76.8
Academic interventions	22	2.5	79.3
Extended Learning	22	2.5	81.8
Family Engagement	21	2.4	84.1
Effective behavior management systems	17	1.9	86.1
Full Continuum of Special Education Services	17	1.9	88.0
Operations - Nutrition	17	1.9	89.9
More support for middle and high school learners	15	1.7	91.6
Early Childhood	13	1.5	93.0
Operations - Modernization	12	1.3	94.4
Salary and Staff Wellness	10	1.1	95.5
<1% and single responses	40	4	100.0
Total	889	100.0	

The 889 responses fell into 23 themes.

A desire to see investments to support the Social Emotional Learning needs of our students emerged as the most frequently identified theme (166 responses) Social emotional learning was reported as a need at over the twice the rate of the highest category.

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

PORTLAND PUBLIC SCHOOLS

Systems Planning and Performance

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3081

Date: October 28, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Public Survey

BACKGROUND

As part of the needs assessment process, Portland Public Schools made a survey available to the public to provide input regarding the investment priorities for the potential Student Success Act funds.

Building upon the engagement work that led to the development of the Portrait of a Graduate and Educator Essentials, the survey cross-walked the components of the vison with the allowable funding opportunities in the SSA. In an effort to elevate the voices of those students and families for whom the funding is targeted, the results of the survey are being provided disaggregated by race and by service or need.

The survey was placed on Portland Public Schools web page on October 1, 2019 and remained open through the end of October.

ANALYSIS OF SITUATION

There were 862 respondents to the survey of which:

57% were parents or guardians,
19% were teachers,
10% were other employees,
1% were principals or building administrators,
10% were community members, and
3% reported as “Other”.

The respondents’ self-reported race and ethnicities were as follows:

83% White,
5% Hispanic,
4% Asian,
4% African American,
<3% American Indian, Native/Indigenous, Pacific Islander, and
5% reported as “Other”.

*The total exceeds 100% as respondents could select multiple categories.

In addition the survey asked respondents to self-identify if they were members of one or more of the student/family groups that the SSA funding is intended to benefit. There were 726 respondents to this prompt and the self-reported results were as follows:

9.9% were navigating poverty,
4.6% were homeless,
12.5% were LGBTQ,
3.3% were migrant,
18.9% were students or families of color,
21.8% were students with a disability,
5.2% were emerging bilingual students,
5.0% were in foster care, and
18.9% were students experiencing mental health needs.

The following is a listing of the top investment priorities aligned to the Portrait of a Graduate by the racial groups above.

Table 1. Top Two priorities for Investment by Race.

Race or Ethnicity of the Respondent	Highest Priority for Investment	Percent of Respondents who Identified this as Critical to accelerate with SSA Funding
Hispanic	Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	81.3%
Hispanic	Developing resilient and adaptable lifelong learners by reducing academic disparities	78.8%
Asian	Developing resilient and adaptable lifelong learners by reducing academic disparities	82.1%
Asian	Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	67.9%
African American	Developing transformative racial equity leaders by reducing academic disparities	86.2%
African American	Developing resilient and adaptable lifelong learners by reducing academic disparities	82.8%
Native American	Developing transformative racial equity leaders by reducing academic disparities	75.0%
Native American	Developing resilient and adaptable lifelong learners by reducing academic disparities	75.0%
White	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	70.1%
White	Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	69.4%

A couple of patterns emerged in the data. First, the respondents of color generally expressed a greater sense of urgency in the identified priorities. Second, there was considerable consensus in the priorities identified by respondents of color organizing around two key funding opportunities: (1) reducing academic disparities, and (2) providing equitable access to academic courses. The number one priority for our White respondents was connected to meeting the mental health needs or behavioral health needs of students.

Table 2. Top 2 Priorities for Investment by Self-Identified Need.

Self-Identified Need Membership	Highest Priority for Investment	Percent of Respondents who Identified this as Critical to accelerate with SSA Funding
Students in Poverty	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	80.6%
Students in Poverty	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	79.2%
Homeless	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	90.9%
Homeless	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	88.2%
LGBTQ	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	76.1%
LGBTQ	Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	75.9%
Migrant	Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	85.2%
Migrant	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	82.1%
Special Education	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	70.3%
Special Education	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	68.2%
Foster	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	94.3%
Foster	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	86.1%
Mental Health	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	79.3%
Mental Health	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	74.8%

There was a striking consensus across these groups on the desire to prioritize funding to meet their needs by prioritizing and meeting students’ mental or behavioral health needs.

For our Emerging Bilingual students and Students and Families of Color there was an additional focus on the need to reduce academic disparities.

Table 3. Top 2 Priorities for Investment by Self-Identified Need: Bilingual and Students and Families of Color.

Self-Identified Need Membership	Highest Priority for Investment	Percent of Respondents who Identified this as Critical to accelerate with SSA Funding
Bilingual	Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	85.0%
Bilingual	Developing transformative racial equity leaders by reducing academic disparities	85.0%
Students and Families of Color	Developing transformative racial equity leaders by reducing academic disparities	80.3%
Students and Families of Color	Developing resilient and adaptable lifelong learners by reducing academic disparities	78.8%

Reducing academic disparities and better meeting students' mental or behavioral health needs were the two most endorsed areas in the development of educator essentials.

Table 4. Top Priorities for Investment by Self-Identified Need: Bilingual and Students and Families of Color.

Educator Essentials	Critical to accelerate
Supporting staff to become more inclusive and responsive to diverse learners in order to reduce academic disparities	67.0%
Supporting staff to become caring, empathetic, and relational in order to meet students' mental or behavioral health needs	62.7%
Supporting staff as they center racial equity and social justice in their practice in order to reduce academic disparities	59.9%
Supporting staff to become adaptive, resilient and open to change in order to reduce academic disparities for students	59.6%

There was less urgency associated with the Educator Essentials relative to the supports for the Portrait; however, there was clear alignment across both. The highest priorities for supporting our educators centered on racial equity work and the social emotional skills that are needed to support our students.

Finally, there were over 200 responses to the open ended question on the survey. These responses were categorized as done with the responses in the focus groups and community meetings. The most prominent themes that emerged were:

1. Expanding arts programming (62 respondents),
2. Reducing class sizes (38 respondents),
3. Providing for the mental health and behavioral health needs of students (36 respondents),
4. Providing for the needs of special education students (17 respondents),
5. Improving curriculum (reading, social studies, math/steam with 13 respondents), and
6. Focusing on racial equity (13 respondents).

STAFF RECOMMENDATION

This is an information item.
The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

ATTACHMENTS
A. Stakeholder Survey

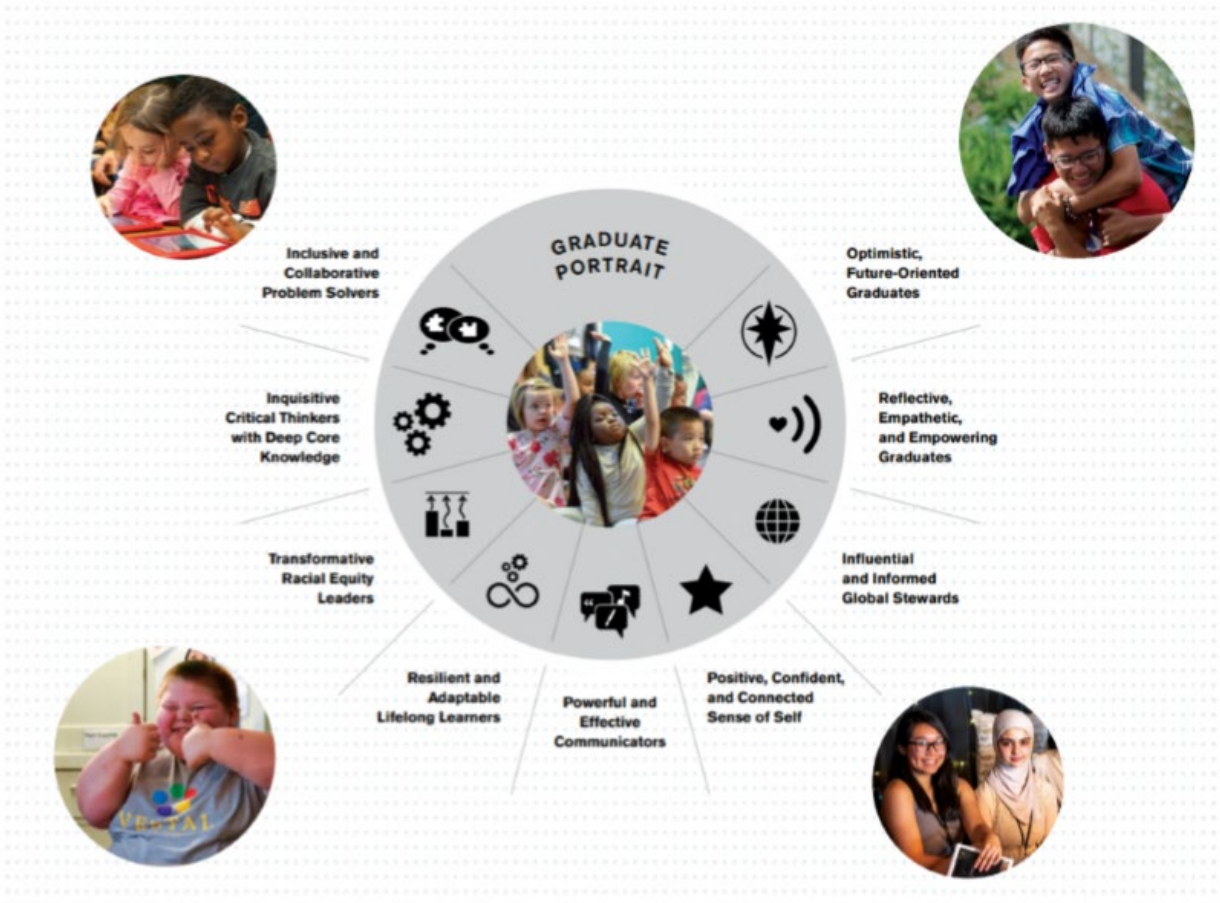
APPENDIX A: STAKEHOLDER SURVEY

In 2019, the Student Success Act (SSA) was signed into law. The SSA marks a turning point in Oregon for advancing educational achievement and reducing academic disparities for students of color; students with disabilities; emerging bilingual students; students navigating poverty, homelessness, and foster care; and other historically underserved student groups.

In fall 2018, the Board of Education and the Superintendent of Portland Public Schools (PPS) launched a community-wide process to develop a long-term Vision for public education in Portland. This Vision, *PPS reImagined*, was created after dozens of community meetings involving hundreds of stakeholders. The Vision illustrates PPS' goals for the graduating class of 2030 and describes the educational experience that will increasingly be the reality for each of our graduates.

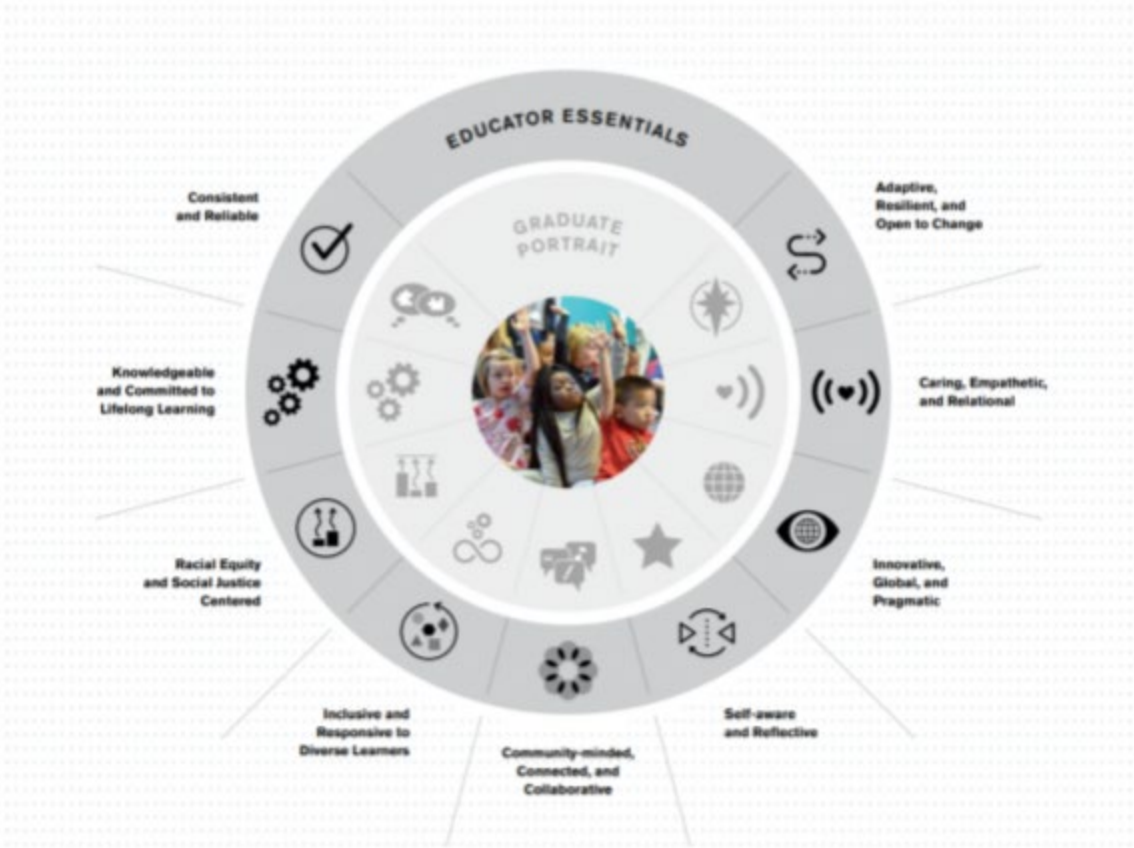
The SSA is how *PPS reImagined* actualizes the Graduate Portrait and Educator Essentials which comprise the Vision.

We recognize and appreciate the ways the PPS community informed *PPS reImagined*. As we look forward to the opportunities provided by the Student Success Act to advance the Vision PPS reImagined, PPS is again asking for input on the community's priorities regarding the ways the Vision may be accelerated with the support of the SSA funds.



The Graduate Portrait is a clear and ambitious description of what the community wants its students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers. A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world. While we believe that all the components for the Portrait of a Graduate are important, we ask you to rate each action item below in terms of its role in accelerating the vision:

	Not necessary to accelerate	Helpful to accelerate	Critical to accelerate
Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	○	○	○
Developing a positive, confident, and connected sense of self in each student by meeting students' mental or behavioral health needs	○	○	○
Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	○	○	○
Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	○	○	○
Developing influential and informed global stewards by providing equitable access to academic courses	○	○	○
Developing transformative racial equity leaders by reducing academic disparities	○	○	○
Developing resilient and adaptable lifelong learners by reducing academic disparities	○	○	○
Developing optimistic and future-oriented graduates by reducing academic disparities	○	○	○



The Educator Essentials are distilled from community-wide input regarding the knowledge, skills, mindsets, and dispositions needed from adults to support the Graduate Portrait. The Educator Essentials include content and practice knowledge, along with the human-connectedness aspects of collaborating, supporting, and teaching and learning. While we believe that all the components for the Educator Essentials are important, we ask you to rate each action item below in terms of its role in accelerating of the vision:

	Not necessary to accelerate	Helpful to accelerate	Critical to accelerate
Supporting staff as they focus on being consistent and reliable in their efforts to meet students' mental or behavioral health needs	○	○	○
Supporting staff as lifelong learners by providing them time to collaborate and review student data and develop strategies to support all students	○	○	○
Supporting staff as they center racial equity and social justice in their practice in order to reduce academic disparities	○	○	○
Supporting staff to become more inclusive and responsive to diverse learners in order to reduce academic disparities	○	○	○
Supporting staff as they connect and collaborate in order to create strong partnerships for student success	○	○	○
Supporting staff to become self-aware and reflective by allowing them time to collaborate and review student data and develop strategies to support all students	○	○	○
Supporting staff to become innovative, global, and pragmatic in order to create strong partnerships for student success	○	○	○

	Not necessary to accelerate	Helpful to accelerate	Critical to accelerate
Supporting staff to become caring, empathetic, and relational in order to meet students' mental or behavioral health needs	○	○	○
Supporting staff to become adaptive, resilient, and open to change in order to reduce academic disparities for students	○	○	○

Please identify your role/relationship with the district (Select all boxes that apply)

- [ ] Parent/Guardian
- [ ] Student
- [ ] Teacher
- [ ] Other Employee
- [ ] Principal/Building Administrator
- [ ] Community Member
- [ ] Other

If Applicable, please choose your school:

How would you best describe your race/ethnicity? (Select all boxes that apply. Note that you may select more than one group.)

- [ ] Asian
- [ ] Black/African American
- [ ] Hispanic/Latinx
- [ ] Native Hawaiian/Pacific Islander
- [ ] White/Caucasian
- [ ] Multiple
- [ ] Native American/Alaska Native
- [ ] Other

Would you describe yourself or your student as fitting into one or more of the following categories? (You may select more than one.)

- [ ] Navigating Poverty
- [ ] Homeless
- [ ] LGBTQ
- [ ] Migrant
- [ ] Student/Family of Color
- [ ] Student with a Disability (IEP/504)
- [ ] Emerging Bilingual Student (English Language Learner)
- [ ] Foster Care
- [ ] Student Experiencing Mental Health Needs

Do you have any other suggestions or comments?

PORTLAND PUBLIC SCHOOLS
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000

Date: October 30, 2019

To: School Board

From: Dr. Kregg Cuellar, Deputy Superintendent, Instruction and School Communities
Claire Hertz, Deputy Superintendent, Business and Operations

Subject: Preliminary Report on Student Success Act Needs Assessment and Planning

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The Student Success Act (SSA) was passed by the Oregon Legislature earlier this year, allocating $1 billion each year in new money to K-12 school districts across the state. This historic infusion of school funding is categorized into three key areas:

1. Student Investment Account (50%)
2. Statewide Education Initiatives Account (30%)
3. Early Learning Account (20%)

Over the past 6-8 weeks, PPS has been developing plans and an implementation framework for how the Student Investment Account (SIA) funds, representing 50% of the total SSA funds, might be spent in future years. PPS is estimated to receive approximately $39 million in SIA funds starting in school year 2020-21.

Deeply embedded in this preliminary planning has been a month of comprehensive engagement with school communities across Portland. This engagement is integral to building upon the community-led districtwide visioning from school year 2018-19 and also satisfies a key requirement of the SSA: to engage communities when assessing the needs and priorities of school districts. Essential to this engagement and planning is districtwide coordination with the system improvement work already underway and the focus on improving academic outcomes of students who have been historically underserved at PPS, particularly in the identified CSI, TSI, and Title I schools.

The Board of Education work session on November 5, 2019, will offer a first version draft of preliminary findings of the community needs assessment, a high-level strategic framework for investments to serve our most neediest students.

Feedback and input received at the work session will inform strategic framework draft #2 which will be presented to the Board on November 19 and will include a draft multi-year business plan. On December 3, the Board will be asked to adopt the

multiyear business plan which will inform our budget planning process for school year 2020-21. Staff will continue to develop the strategic framework into a strategic plan to be completed by February, 2020.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

ATTACHMENTS

A. Administrators Priorities

B. Community Session Feedback

C. Feedback from Families Experiencing Homelessness

D. Staff Meeting Feedback

E. Stakeholder Survey Report

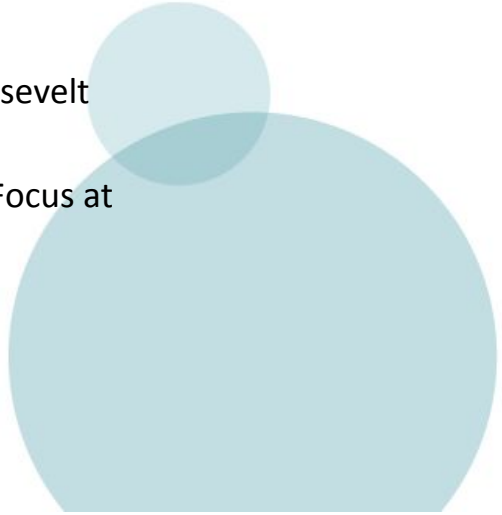
F. Summary of PAT Feedback

Strategic Framework
DRAFT #1

Needs Assessment

As part of the needs assessment process, Portland Public Schools established a series of engagement opportunities for our community. The following is a list of these events:

- 10/1 -10/30 Online community survey
- 10/1-10/30 Families experiencing homelessness outreach engagement
- Thursday 10/10 Leadership at Crown Plaza
- Thursday 10/17 Community Engagement at Lent 6:00-7:30 p.m.
- Saturday 10/19 Community Engagement co-sponsored by Coalition of Communities of Color at Faubion 9-10:30 a.m.
- Saturday 10/19 Focus Group – Head Start 4800 NE 74th Ave 12:30-1:30 p.m.
- Monday 10/21 Focus Group – Migrant Education 6700 NE Killingsworth St. 9:00-10:00 a.m.
- Monday 10/21 BESC Self-guided engagement 3:00-5:30 p.m.
- Tuesday 10/22 School based staff meetings
- Tuesday 10/22 Community Engagement co-sponsored by STAND for children at Roosevelt 6:00-7:30 p.m.
- Thursday 10/24 Community Engagement Special Ed/Mental and Behavioral Health Focus at Pioneer 6:00-7:30 p.m.
- Friday 10/25 TOSA engagement
- Tuesday 10/29 Focus Group - SPED Spanish focus group at Rigler
- Tuesday 10/29 Head Start educator engagement



Prominent Themes from Engagement & Surveys

Community Engagement

- Social Emotional Learning
- Reducing academic disparities

PAT

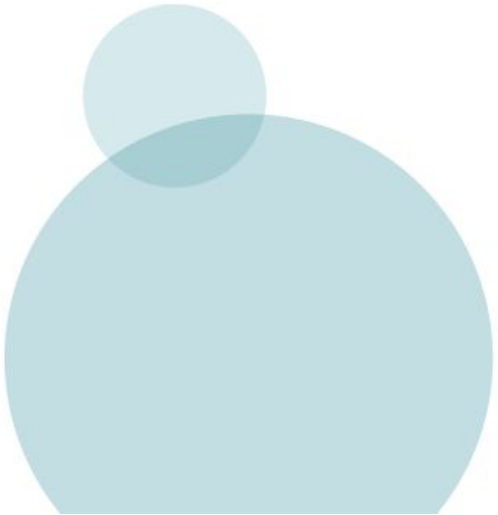
- Class size
- Social Emotional Learning

Families in high need

- Coordination of services
- Social Emotional Learning

Administrators

- Reducing Academic disparities
- Social Emotional Learning



Core Values

- Students at the Center
- Racial Equity and Social Justice
- Honesty and Integrity
- Excellence
- Respect
- Relationships
- Creativity and Innovation
- Partnerships and Collaboration
- Grounded in the Spirit of Portland
- Joyful Learning and Leadership

Graduate Portrait

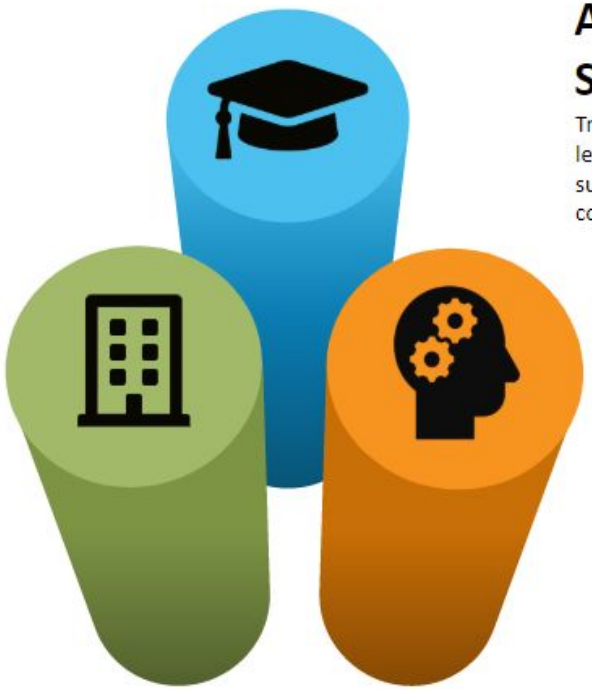
Strategic Framework

- Beginning with our visioning process and building a multiyear scaffold of system shifts in support of the graduate portrait and educator essentials
- Incorporating the heartbeat of the district of Racial Equity and Social Justice
- Surrounded by ongoing community engagement

Strategic Framework

SAFE & MODERN SCHOOLS

Safe, secure, and modern teaching, learning, and working environments. Ensure flexible, future-focused environments through seismic,, health, environmental, and safety upgrades. Further build IT infrastructure to support schools in redefining time and place for learning (e.g. personalized learning).



ACADEMICS & STUDENT SUPPORTS

Transform instruction so that all students experience deep learning and growth through culturally and linguistically sustaining teaching practices. Provide comprehensive continuum of supports that is responsive to student needs.

HUMAN CAPITAL & CULTURE

Maximize organizational efficiency and effectiveness by engaging in strategic efforts to recruit, retain, and support staff, build a diverse workforce, cultivate systemwide adult learning, and deepen a culture of wellness, collective impact, and equity.

Academics & Student Supports
Focus Areas

Safe & Supportive Learning Environments

Redesign & Innovate Learning Systems

Transformative Curriculum & Instruction

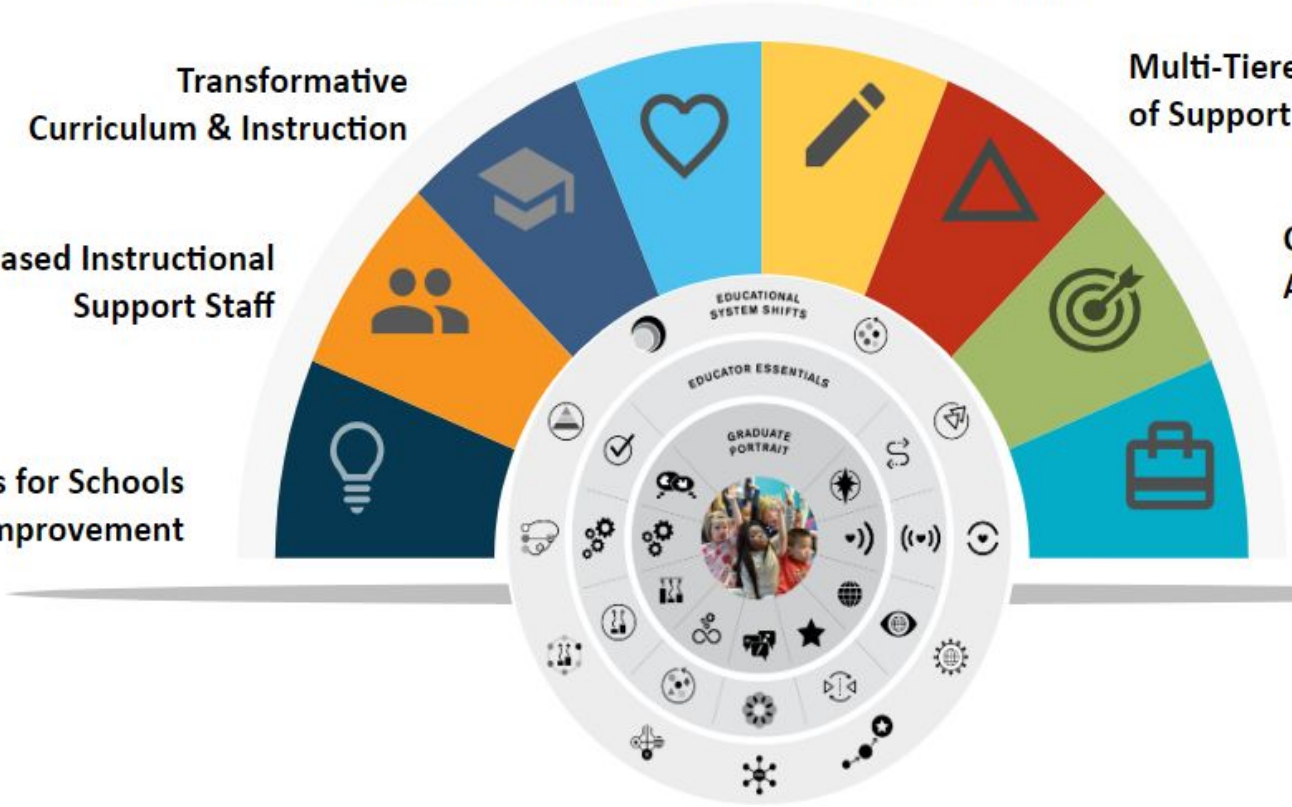
Multi-Tiered Systems of Support

School-Based Instructional Support Staff

Cultivate Systemwide Adult Learning

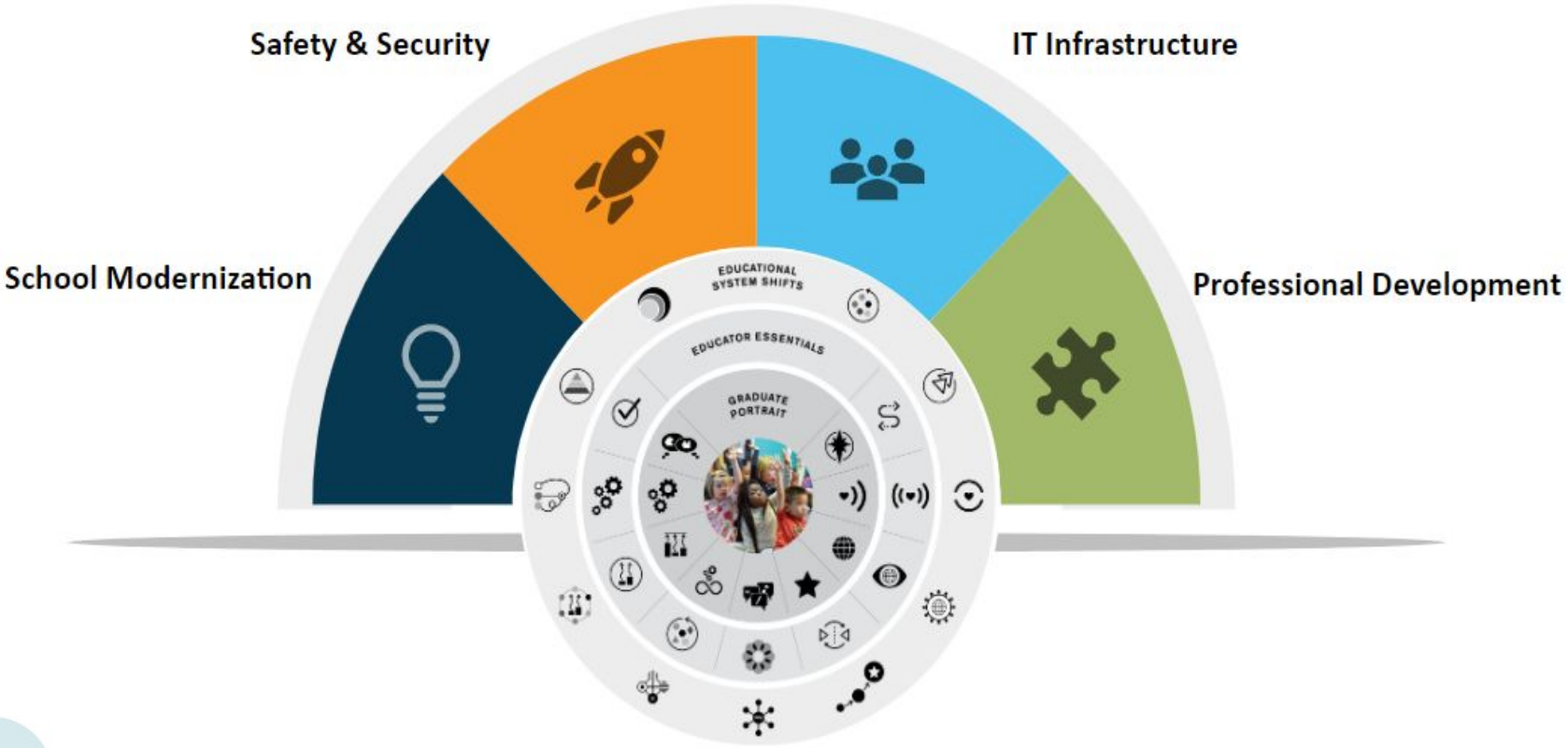
Supports for Schools Needing Improvement

Staff Recruitment, Retention & Support



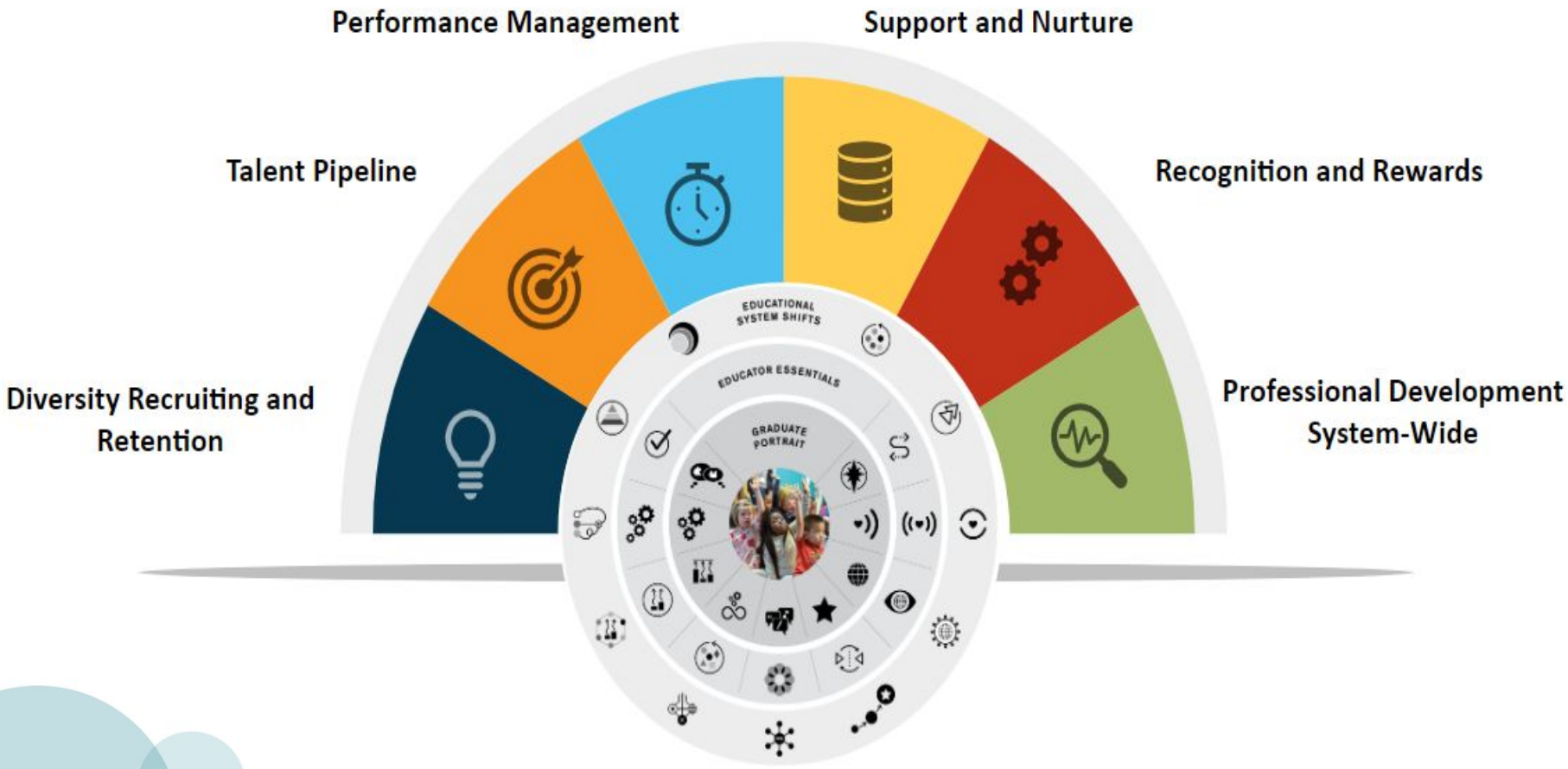
Safe and Modern Schools

Focus Areas



Human Capital & Culture

Focus Areas



Board Goals

Fifth Grade Mathematics

To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of students of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations, as measured by Measures of Academic Progress (MAP), by the spring of 2022.

Eighth Grade Graduate Portrait

By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC).

Third Grade Reading

To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by Measures of Academic Progress) by the spring of 2022.

Post-Secondary Readiness / Ready for College & Career

By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.4