



2012-2013 Agenda

Regular Meeting October 29, 2012

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
October 29, 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.

AGENDA

1. **SUPERINTENDENT'S REPORT** 6:00 pm
2. **STUDENT TESTIMONY** 6:30 pm
3. **STUDENT REPRESENTATIVE'S REPORT** 6:45 pm
4. **PUBLIC COMMENT** 6:50 pm
5. **ACHIEVEMENT COMPACT TARGETS** - (action item) 7:10 pm
6. **BUSINESS AGENDA** 7:40 pm
7. **ADJOURN** 7:45 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. 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



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: October 29, 2012
Executive Committee Lead: Sue Ann Higgins
Presenter/Staff Lead: Melissa Goff
Department: Teaching and Learning

Agenda Action: Resolution Policy

SUBJECT: Revising 2012-13 Achievement Compact Targets

BRIEF SUMMARY AND RECOMMENDATION

As part of the Board's resolution on the achievement compact targets in June, the Board recognized that PPS may need to revise our targets after receiving finalized data for the 2011-12 school year. We do not anticipate having finalized graduation rate data for 2011-12 until January 2013. Below are staff recommendations for revising our achievement compact target that reference the white paper developed in collaboration with staff from Salem, Eugene and Beaverton:

- 1) **4 year graduation rate** has been revised to reflect revised graduation rates for 2010-11 based on our appeal to the Department of Education. We recommend using the methodology from the white paper to set the new target: Using the 40/40/20 goal, districts will determine the annual growth rate necessary to reach 100% for 9th graders entering high school in 2016-17 through a back mapping process.
- 2) **5 year graduation rate target** has been revised to align with the revised 4 year graduation rate data for 2010-11 and applies the methodology from the white paper: Using the 40/40/20 goal, districts will determine the annual growth rate necessary to reach 100% for 9th graders entering high school in 2016-17 through a back mapping process.
- 3) **3rd grade reading proficiency:** Finalized 2011-12 data is now included. We recommend setting a 5 percentage point increase target in line with how we have set milestone targets. This is a higher target than would be identified through application of the white paper methodology.
- 4) **3rd grade math proficiency:** Finalized 2011-12 data is included. We recommend applying the methodology from white paper to set the new target resulting in a 10% decrease in students who are not proficient
- 5) **6th grade on track:** New recommended target reflects a 1 percentage point increase in this attendance rating which is not tied to student academic proficiency.
- 6) **9th grade on track:** Finalized 2011-12 data is now included. We recommend setting a 5 percentage point increase target in line with how we have set milestone targets. This is a higher target than would be identified through application of the white paper methodology.

Reviewed and Approved by
Superintendent

- 7) **Priority and Focus schools:** PPS currently has 15 schools with priority or focus status. It is unclear how long schools will retain that status. For the coming year, we recommend setting a target to reflect our expectation that no additional schools will be identified.
- 8) **Historically Underserved Students:** We recommend applying the same methodology used for each achievement compact indicator to determine the target for historically underserved students and each subgroup. Additionally, we recommend changing the headings in the achievement compact from the deficit model category of "disadvantaged students" to "historically underserved."

BACKGROUND

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 set targets on a number of indicators by June 30, 2012 to include in the district's budget adoption process.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

The achievement compacts are statutorily required. Setting ambitious targets for all students and historically underserved students is in line with the Board's goals and priorities. This is also in alignment with the Board's Racial Educational Equity Policy.

PROCESS / COMMUNITY ENGAGEMENT

In developing the original targets, 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. This methodology was adopted by districts across the state.

The board has already appointed an Achievement Compact Advisory Committee at the September 24, 2012 meeting. This committee will be responsible for preparing a report with recommendations for next year's targets. All meetings for this team will be publicly noticed.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

By disaggregating the data for racial subgroups and setting targets that aim to raise student achievement for all students while closing the opportunity gap for our students of color, the achievement compact targets align with the goals of the Racial Educational Equity Policy and plan.

Reviewed and Approved by Superintendent
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BUDGET / RESOURCE IMPLICATIONS

The legislative intent of the achievement compacts is that districts will align resources and strategies to meet the targets for the achievement compact indicators. Our achievement compact acknowledges that PPS is only being funded at 74% of the Quality Education Model (QEM).

The Achievement Compact Advisory Committee's report will make recommendations around strategies to achieve the targets for the board to use as a part of the 2013-14 budget process.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

We anticipate that this Achievement Compact Advisory Committee will meet monthly and develop recommendations for next year's targets.

ATTACHMENTS

- A) Revised Achievement Compact 2012-13
- B) Resolution
- C) June 1, 2012 White Paper
- D) June Achievement Compact

<p>Reviewed and Approved by Superintendent</p>
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College and Career Ready: Are students completing high school ready for college or career?

	9th graders of 2007-08	Historically Underserved	9th graders of 2008-09	Historically Underserved	9th graders of 2009-10	Historically Underserved	9th graders of 2012-13**	Historically Underserved
4-Year Graduation Rate	54%	44%	62%	51%	65%	54%	54%	54%
5-Year Graduation Rate	56%	48%			69%	58%	58%	58%
5-Year Completion Rate	69%	62%		72%	75%	69%	69%	69%
Post-Secondary Enrollment	70%	63%		73%	76%	70%	70%	70%
Earning 9+ College Credit	12%	4%	15%	6%	16%	6%	6%	6%

Historically Underserved is aggregate of historically underserved 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	Historically Underserved	2010-11 All	Historically Underserved	2011-12 All*	Historically Underserved	2012-13 Goal All	Historically Underserved	4-Year Goal (2015-16)**	Historically Underserved
Ready for School	66%	51%	71%	57%	76%	63%	81%	71%		
3rd Gr. Reading Proficiency	56%	43%	67%	52%	68%	54%	71%	58%		
3rd Gr. Math Proficiency	87%	83%	89%	87%		90%	90%	88%		
6th Grade On-Track	63%	51%	63%	51%	70%	60%	75%	64%		

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

Equity: Are students succeeding across all buildings and populations?

Priority & Focus Schools*	2009-10	2010-11	2011-12	2012-13 Goal	4-Year Goal (2015-16)**
DISAGGREGATED DATA AND GOALS FOR EACH HISTORICALLY UNDERSERVED STUDENT GROUP LISTED ON					
			15	15	

*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)

	2009-10 All	Historically Underserved	2010-11 All	Historically Underserved	2011-12 All	Historically Underserved	1-Year Goal	Historically Underserved	4-Year Goal**	Historically Underserved

**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
Local Revenue not passed through formula	\$98,475,875			District Share
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).

District Official

OEIB Chief Education Officer

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	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	57%	42%	31%	55%	49%	44%	62.5%	74.7%	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	57%	37%	46%	48%	52%	58%	59%	74%	>95%
3rd Gr. Math Proficiency	49%	34%	41%	37%	45%	44%	41%	75%	>95%
6th Grade On-Track									
9th Grade On-Track	58%	63%	54%	62%	60%	54%	65%	87%	89%

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	60%	46%	33%	58%	54%	48%	66%	78%	87%
5-Year Graduation Rate	64%	50%	37%	62%	58%	52%	70%	82%	92%
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	66%	47%	56%	58%	61%	66%	67%	80%	>95%
3rd Gr. Math Proficiency	54%	40%	47%	43%	50%	50%	47%	78%	>95%
6th Grade On-Track	85%	93%	82%	87%	87%	88%	85%	>95%	94%
9th Grade On-Track	62%	67%	59%	66%	64%	58%	69%	88%	90%

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).

"B"

RESOLUTION No.

Resolution to Revise 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 Board of Education approved achievement compact targets on June 25, 2012. In the resolution, the Board of Education stated the following, "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."
- D. We have revised the achievement compact to reflect the achievement data from 2011-12, and the revised graduation rate data from 2010-11. We do not anticipate having final graduation rate data from the 2011-12 school year until January 2013.

RESOLUTION

1. The Board of Education adopts the attached revised achievement compact and its targets for the 2012-13 school year.
2. 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.

Sue Ann Higgins/Melissa Goff

"C"

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:
- 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)
 - Take 10% of students not meeting the outcome (10% of 30% is 3%)
 - 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:**

- 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.
- 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

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,

- 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, 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.
- f. **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.
- g. **Ready for School Recommendation:** An academic measure should be identified for this indicator.
- h. **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

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?

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.

"D"

K-12 / ESD Achievement Compact
Portland SD - 2180

JUNE 2012

6/21/12

College and Career Ready: Are students completing high school ready for college or career?									
	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	9th graders of 2012-13**
4-Year Graduation Rate	54%	44%	59%	49%	62%	52%		52%	
5-Year Graduation Rate	56%	48%			61%	53%		53%	
5-Year Completion Rate	69%	62%		72%	75%	69%		69%	
Post-Secondary Enrollment	70%	63%		73%	76%	70%		70%	
Earning 9+ College Credit	12%	4%	15%	6%	16%	6%		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-advantaged	2010-11 All	Dis-advantaged	2011-12 All*	Dis-advantaged	2012-13 Goal All	Dis-advantaged	4-Year Goal (2015-16)**
Ready for School	66%	51%	71%	57%			74%	61%	
3rd Gr. Reading Proficiency	56%	43%	67%	52%			70%	57%	
3rd Gr. Math Proficiency	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*									
DISAGGREGATED DATA AND GOALS FOR EACH DISADVANTAGED STUDENT GROUP LISTED ON PP 2-4									
				20 Schools					

*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**

**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					
Local Revenue not passed through formula	\$98,475,875			District Share					
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).

District Official

OIEB Chief Education Officer

JUNE 2012

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

3023401

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).



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: October 29, 2012

Executive Committee Lead: J. Patterson

Department: Risk Management

Presenter/Staff Lead: Benson Meyer

Agenda Action: Resolution Policy

SUBJECT: Global workers' comp settlement with employee T.

BRIEF SUMMARY AND RECOMMENDATION

Employee T. was hired in 3/10 as a custodian. Employee experienced cumulative trauma of both hands that developed over time from the assigned work. The medical condition was accepted as a workers' comp injury on 12/10. The physical condition worsened over time to the point the employee cannot continue this type of work. This settlement of \$50,000 includes 1) an employment release which voluntarily ends his/her employment at PPS, 2) a Disputed Claim Settlement (DCS) which will include a current condition denial of all accepted and denied conditions, and 3) a claim disposition agreement (CDA). This agreement resolves an award for permanent partial disability, any future time loss benefits, and settles the employee's right to vocational rehabilitation. The settlement was negotiated in formal mediation. The District was represented by legal counsel.

BACKGROUND

Please see above

RELATED POLICIES / BOARD GOALS AND PRIORITIES

District's self-insured workers' comp program. The District provides a safe work place and complies with the state's workers' compensation laws.

PROCESS / COMMUNITY ENGAGEMENT

N/A

Reviewed and Approved by
Superintendent

A handwritten signature in cursive script, appearing to read 'Carol Smith', is written over a horizontal line.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

N/A

BUDGET / RESOURCE IMPLICATIONS

Negotiated a complete and final settlement for \$49,900 to be distributed between the DCS and CDA, plus a voluntary affirmation and general release of all claims for \$100. Both sums will be paid through risk management funds (Fund 601).

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Payment of settlement if approved by Board.

ATTACHMENTS

Reviewed and Approved by
Superintendent

REPORT – October 15, 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
Richard Colman, PhD	11/01/12 through 10/31/13	Personal Services PS 59426	District-wide: Mental health consultations for Head Start students, families, and staff through SY 2012-13.	\$40,000	H. Adair Fund 205 Dept. 6303 Grants G1265 & G1266
Djamila Kai Moore	09/05/12 through 09/30/13	Personal Services PS 59351	Abernethy K-5: Volunteer coordinator services for school's Garden of Wonders.	\$26,420	S. Higgins Fund 299 Dept. 1131 Grant S0082
Mt. Scott Park Learning Centers, Inc.	10/01/12 through 09/30/13	Personal Services PS 59380	District-wide: Alternative education services; funded by the High School Education Grant.	\$101,688	S. Higgins Fund 205 Dept. 5485 Grant G1116
Immigrant & Refugee Community Organization	09/17/12 through 06/30/13	Personal Services PS 59394	Arleta K-8, Harrison Park K-8, Lane 6-8 & Marysville K-8: Tutoring services and academic skills building for 7th and 8th graders at four schools.	\$35,000	S. Higgins Fund 205 Various Depts. Grant G1188
Loomis Armored US	10/03/12	Purchase Order PO 110290	District-wide: Daily armored car services for Accounting Services Department.	\$32,456	S. Lewis Fund 101 Dept. 5523
Lazer Stripe, LLC	09/13/12 through 12/31/12	Construction C 59376	Marshall Campus: Construction services related to track and event areas, including lane repairs to ensure USTA compliance; part of Great Fields Project.	\$44,000	T. Magliano Fund 438 Dept. 5597 Project J0726
Computer Generated Solutions	07/22/12 through 07/21/13	Personal Services PS 59309	District-wide: Software as a Service, including maintenance, updates, and related services.	\$49,500	D. Milberg Fund 191 Dept. 5581
Mountain States Networking	09/19/12	Purchase Order PO 109907	District-wide: Purchase of one-year subscription to Informacast emergency broadcast messaging and intercom system.	\$30,830	D. Milberg Fund 101 Dept. 5581
Merchants Paper Company	09/26/12	Purchase Order PO 110099	District-wide: Purchase of 1,760 cases of recycled paper for printer/copier use.	\$54,542	D. Milberg Fund 101 Dept. 5581
Neighborhood House, Inc.	09/01/12 through 08/30/13	Personal Services PS 59402	Boise-Eliot/Humboldt PK-8: Implementation of SUN Community School model and after-school academic support, enrichment, and intervention programming.	\$96,000	L. Poe Fund 205 Dept. 5431 Grant G1263
Self Enhancement Inc.	09/01/12 through 08/30/13	Personal Services PS 59428	Peninsula K-8: Implementation of SUN Community School model and after-school academic support, enrichment, and intervention programming.	\$96,000	L. Poe Fund 205 Dept. 5431 Grant G1263

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Columbia Gorge Education Service District	07/01/12 through 06/30/13	IGA 59406	Columbia Regional Program: CGESD will provide services to blind/vision impaired regionally eligible students.	\$104,448	H. Adair Fund 205 Dept. 5409 Grant G1203
Portland State University	10/05/12 through 06/30/13	IGA 59419	Roosevelt HS: Delivery of college-level, senior inquiry course, a dual District-PSU program in personal inquiry and critical thinking.	\$70,000	M. Goff Fund 101 Dept. 5404
Portland State University	09/01/12 through 08/31/14	IGA 59386	District-wide: Enrollment forecasting and related special project services, as needed.	\$120,000	D. Wynde Fund 101 Dept. 5522

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Cargill Kitchen Solutions	07/01/12 through 06/30/13 Year 2 of Contract	Material Requirements MR 58817 Amendment 1	District-wide: One-year extension of contract for diverted commodity processing (whole grain bread), as needed.	\$109,000 \$109,000	G. Grether-Sweeney Fund 202 Dept. 5570
Kodiak Pacific Construction	07/05/12 through 12/31/12 Year 1 of Contract	Construction C 59146 Change Order 1	Franklin HS: Additional construction services involving concrete removal and replacement; part of Great Fields Project.	\$48,066 \$327,345	T. Magliano Funds 438 & 101 Depts. 5597 & 5592 Project J0720

N. Sullivan

REPORT – October 29, 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
Laura Bennett, PhD	11/01/12 through 10/31/13	Personal Services PS 59469	Head Start: Mental health consultations with students, families, and staff.	\$38,600	H. Adair Fund 205 Dept. 6303 Grants G1265-66
Regional Arts & Culture Council	09/28/12 through 06/30/13	Master Contract MSTR 59447	District-wide: Arts education programming K-8 students.	\$62,138	M. Goff Fund 101 Dept. 5446
Cambium Learning	10/18/12	Purchase Order PO 110498	District-wide: Purchase of 394 <i>Language!</i> textbooks and consumables for K-8 language arts intervention for academic priority students.	\$37,245	M. Goff Fund 191 Dept. 5555 Project B2200
AEG Facilities, Inc.	10/01/12 through 06/11/15	Lease L 59445	District-wide: Rental of Veterans Memorial Coliseum and services related to high school commencements.	\$89,580	T. Goodall Fund 101 Dept. 5404
RMC Research Corporation	10/01/12 through 09/30/13	Personal Services PS 59444	District-wide: Evaluation services for High School Graduation Initiative project, as required by U.S. ED.	\$60,454	S. Higgins Fund 205 Dept. 5485 Grant G1116
Oracle America, Inc.	10/18/12	Purchase Order PO 110516	District-wide: Purchase of one-year maintenance agreement and license expansion to reflect increase in District budget as required by the original 1999 contract.	\$33,990	D. Milberg Fund 101 Dept. 5581
PeopleFirm LLC	10/15/12 through 12/31/12	Personal Services PS 59435	District-wide: Documentation of District PK-12 educational program services to align current vision with Ed. Specs.	\$44,880	J. Owens Fund 405 Dept. 5511 Project C0100
Strada Communications	09/01/12 through 06/30/13	Personal Services PS 59436	District-wide: Transcription services for a particular deaf/hard of hearing District student.	\$45,000	M. Pearson Fund 101 Dept. 5414
Impact NW	09/01/12 through 08/30/13	Personal Services PS 59439	Scott K-8: Implementation of 21st Century SUN Community School model, including after-school, research-based academic supports and focused academic interventions.	\$96,000	L. Poe Fund 205 Dept. 5431 Grant G1263
Impact NW	09/15/12 through 06/30/13	Personal Services PS 59459	Kelly K-5, Lane 6-8, Lent K-8 & Woodmere K-5: Hiring, training, and supervising of a 0.25 FTE parent engagement specialists to work at each of the above schools.	\$42,106	L. Poe Fund 205 Dept. 5431 Grant G1264

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Estacada School District	07/01/12 through 06/30/13	IGA 59420	Columbia Regional Program: Estacada SD will provide autism spectrum disorder services to regionally eligible students.	\$33,600	H. Adair Fund 205 Dept. 5433 Grant G1203
Molalla River School District	07/01/12 through 06/30/13	IGA 59421	Columbia Regional Program: Molalla River SD will provide autism spectrum disorder services to regionally eligible students.	\$43,200	H. Adair Fund 205 Dept. 5433 Grant G1203
Multnomah Education Service District	07/01/12 through 06/30/13	IGA 59424	Head Start: MESD will provide 1.4 FTE registered nursing services for 190 days during SY 2012-13.	\$139,001	S. Higgins Fund 205 Dept. 6303 Various Grants
Multnomah Education Service District	08/15/12 through 08/14/13	IGA 59448	Special Education: MESD will provide 1.0 FTE 1:1 registered nursing services to a particular District student.	\$93,021	M. Pearson Fund 101 Dept. 5414
Multnomah Education Service District	08/15/12 through 08/14/13	IGA 59449	Special Education: MESD will provide 1.0 FTE 1:1 registered nursing services to a particular District student.	\$93,021	M. Pearson Fund 101 Dept. 5414
Multnomah Education Service District	08/15/12 through 08/14/13	IGA 59450	Special Education: MESD will provide 0.8778 FTE 1:1 registered nursing services to a particular District student.	\$81,649	M. Pearson Fund 101 Dept. 5414
Multnomah Education Service District	08/15/12 through 08/14/13	IGA 59451	Special Education: MESD will provide 1.0 FTE 1:1 registered nursing services to a particular District student.	\$93,021	M. Pearson Fund 101 Dept. 5414
Multnomah Education Service District	07/01/12 through 06/30/13	IGA 59452	Special Education: MESD will provide 1.0 FTE registered nursing services for 183 days during SY 2012-13 in the Lifeskills with Nursing program.	\$95,628	M. Pearson Fund 101 Dept. 5414
Multnomah Education Service District	07/01/12 through 06/30/13	IGA 59453	Special Education: MESD will provide 0.875 FTE licensed practical nursing services for 186 days during SY 2012-13 in the Lifeskills program.	\$48,161	M. Pearson Fund 101 Dept. 5414
Multnomah Education Service District	08/15/12 through 08/14/13	IGA 59454	Special Education: MESD will provide 0.9375 FTE 1:1 licensed practical nursing services to a particular District student.	\$50,769	M. Pearson Fund 101 Dept. 5414
Multnomah Education Service District	08/15/12 through 08/14/13	IGA 59455	Special Education: MESD will provide 1.0 FTE 1:1 licensed practical nursing services to a particular District student.	\$54,153	M. Pearson Fund 101 Dept. 5414
Multnomah Education Service District	08/15/12 through 08/14/13	IGA 59480	Special Education: MESD will provide 0.8875 FTE 1:1 registered nursing services to a particular District student.	\$82,551	M. Pearson Fund 101 Dept. 5414

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Rose City Contracting, Inc.	10/05/12 through 11/19/12 Year 5 of Contract	Service Requirements SR 55623 Amendment 9	District-wide: Additional funds for continued hazmat abatement services.	\$75,000 \$474,500	T. Magliano Fund 191 Dept. 5597 Project F1006
Kodiak Pacific Construction	08/16/12 through 12/31/12 Year 1 of Contract	Construction C 59258 Change Order 1	Madison HS: Additional minor construction services, including irrigation, curb removal, asphaltting, and related work; part of Great Fields Project; ITB 2012-1510.	\$29,430 \$313,294	T. Magliano Fund 438 Dept. 5597 Project J0719
Corp Inc. Construction	10/05/12 through 02/15/13 Year 1 of Contract	Construction C 59129 Change Order 5	Marysville K-8: Numerous minor construction services, including flooring, plumbing, rain diversion, concrete removal, window washing, and related work.	\$25,635 \$4,041,012	J. Owens Fund 481 Dept. 5511 Project C0103

N. Sullivan

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

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October 29, 2012

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4660 through 4669

RESOLUTION No. 4660

Election of Probationary Administrators (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer (Interim), the Superintendent recommends that the administrator listed below be elected as a Probationary Administrator.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as Probationary Administrators for the school year 2012-13 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-time

First	Last	ID
Diane	Berthoin-Hernandez	021119
Lajena	Broadous	010509
Ayesha	Freeman	021029
Gladys	Garcia	021033
Edward	Krankowski	011066
Joseph	LaFontaine	020999
Jennifer	McCalley	000893
Kara	Mortimer	000071
Lisa	Newlyn	000527
Lydia	Poole	016349
Brandi	Streeter	007887
Chrystal	Watros	002195
Amy	Whitney	015845

M. Riddell

RESOLUTION No. 4661

Election of Temporary Administrators

RECITAL

The following persons have served or will serve in administrative positions with the District, and the Superintendent recommends them to the Board of Education ("Board") for election as Temporary Administrators.

RESOLUTION

The Board accepts the Superintendent's recommendation and by this resolution hereby elects as Temporary Administrators for the school year 2012-13 the following persons, according to the employment terms and conditions set out in the standard District contract, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

First	Last	ID
John	Danielson	005642
Christopher	Gutierrez	013586
Tou	Meksavanh	006902

M. Riddell

RESOLUTION No. 4662

Election of Contract Teachers

RECITAL

On the advice of the Chief Human Resources Officer (Interim), the Superintendent recommends that the teacher listed below who has been employed by the District as a regularly appointed teacher for three or more successive school years be elected as Contract Teacher.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as a Contract Teachers for the school year 2012-13 the following persons:

First	Last	ID
Kristina	Larson	018933
Jamie	Larson	018018

M. Riddell

RESOLUTION No. 4663

Election of First-year Probationary Teachers (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer (Interim), the Superintendent recommends that the teacher listed below be elected as a First-year Probationary Teacher.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as First-year Probationary Teachers for the school year 2012-13 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-time

First	Last	ID
Harold	Acevedo	021196
Sadie	Adams	021195
Lauraine	Allen	019881
Keri	Archer	021098
Alison	Borosky	020850
Anne	Braia	021114
Michael	Brantley	013010
Alicia	Brislin	021171
Paul	Bubl	020608
Francine	Buker	021244
Lily	Caputo	021130
Santha	Cassell	007115
Katherine	Chaya	020213
Jayme	Coulon	021134
Michael	Creighton	008129
Nathaniel	Crosman	018950
Julia	Cupp	020627
Sarah	Daily	018185
Keri	Davis	021174
Galen	Dickstein	019907
Margaret	Dippell	018152
Jessica	Doehne	019935
Amy	Drew	021091
Hannelore	Duncan	021172
Erika	Durant	021101
Mehera-Rosa	Edgar	018505
Kelly	English	019191

Anna	Fedorenko	021028
Amparo	Garcia-Yurchenco	021036
Maria	Gianotti	008808
Jacob	Gold	021170
Sarah	Gonzalez	021030
Malia	Griffin	021110
Kathryn	Grone	020693
Frederick	Groves	021129
Allison	Haight	021238
Carolyn	Hintz	011817
Marisa	Hirata	000311
Sabina	Howard	021096
Kara	Johnson	000901
Tawanda	Jones	021136
Oksana	Karpenko	021164
Monica	Kennedy	021078
ReCher	Kim	021106
Theresa	King	021269
David	Kong	021116
Amy	Kowalski	021225
Ashley	Krill	021081
Yomaira	Lampi	002894
Sheree	LeDoux	016237
Sitti	Lee	019087
Mary	Lloyd	019957
Mehira	Lozano	020680
Kathrine	Mann	021163
Elizabeth	Martin	021132
Daisy	Martinez	021103
Angela	Mitchell McVay	021139
Michelle	Moore	021079
April	Mullen	021214
Anabel	Munana-Vasquez	018540
Thai Van	Nguyen	020641
Jill	Nicola	021097
Brigid	O'Hagan	021125
Nicola	Onnis	021250
Cameron	Oster	020618
Marty	Perez	021157
Anthony	Pernice	019212
Grant	Poujade	021182

Toshiko	Rivera	021108
Grace	Rodgers	021124
Abigail	Rotwein	021082
Laura	Ruffner	021095
Shannon	Russell	018021
Alexis	Scofield	015640
Anna	Selivanova	021027
Heather	Smith	017961
Steven	Smith	021137
Laramie	Stabler	017578
Elsbeth	Stanley	021138
Julia	Stark	021203
Matt	Stewart	019649
Richard	Sudermann	021158
Angela	Taylor	018745
Jennifer	Thomas	021035
Paige	Thomas	019958
Ramman	Turner	021100
Sara	Vank	021162
Jeremy	Wahl- Stephens	021131
James	Ward	005082
Erica	Warren	021168
Jeffrey	Waters	021111
Wendi	Watson	019053
Mago	Weston	021120
Laura	White	021099
Amanda	Winkler	021167
Susan	Winn	021112
Nathan	Yoder	021166
Moe	Yonamine	020837
Christine	Yovu	020953
Karen	Zwissler	021080

M. Riddell

RESOLUTION No. 4664

Election of Second-year Probationary Teachers (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer (Interim), the Superintendent recommends that the teachers listed below be elected as Second-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation, and by this resolution hereby elects as Second-year Probationary Teachers for the school year 2012-13 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-Time

First	Last	ID
Leslie	Ankney	019858
Erica	Arthurs	020780
Gary	Bahen	020580
Yesenia	Colon	020392
Susanna	Cronen	020600
Darlene	Daniels	020455
Deborah	Delman	020444
Rian	Ford	020027
Jacqueline	Fransen	020569
Kimberly	Hoffman	020230
Mario	Interian Ucan	020651
Julia	Langston	017659
Elizabeth	Lemen	009231
Mauria	McClay	016248
Sharon	Mendels	019085
Kayci	Murray	017816
Evelyn	Rivera	020577
Adam	Sanchez	019948
Sarah	Serven	019955
Elise	Weigandt	017945
Tarehna	Wicker	018446
Suzanna	Wilcox	018204

M. Riddell

RESOLUTION No. 4665

Election of Third-year Probationary Teachers (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer (Interim), the Superintendent recommends that the teachers listed below be elected as Third-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as Third-year Probationary Teachers for the school year 2012-13 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-Time

First	Last	ID
Elisabeth	Early	005236
Sarah	Fredericks	016959
Catherine	Griesdorn	019168
Michela	Grohn	018012
Claire	Holm	016167
Elizabeth	Maier	018016
Amy	Marquardt	018120
Mackinsey	Scheller	019982
Suzanne	Smith	013297
Erin	Thomas	018917

M. Riddell

RESOLUTION No. 4666

Election of First-year Probationary Teachers (Part-time)

RECITAL

On the advice of the Chief Human Resources Officer (Interim), the Superintendent recommends that the teachers listed below be elected as First-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation, and by this resolution hereby elects as First-year Probationary Teachers for the school year 2012-13 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Part-Time

First	Last	ID
Renee	Anderson	008462
Barbara	Bagg	008191
Aukeem	Ballard	021184
Laura	Beckman	021199
Emily	Berchier	020578
Melynda	Brand	007335
Katherine	Brandy	018047
Jeffrey	Brislin	021122
Jennifer	Brockmann	021107
Elsa	Bush	021105
David	Clingan	015576
Katrina	de Boer	021151
Nicole	Duncan	019106
Heidi	Earle	016688
Miki	Farrell	018101
Carolyn	Fisher	007622
Emily	Hensley	021202
Jessica	Ingraham	020639
Alison	Jessie	020559
Tracy	Kosmecki	019701
Durante	Lambert	021181
Samantha	Lannom	021127
Natalie	Leivant	021126
Laura	Lisensky	019995
Deanna	Marron	016728
Kathleen	Martuza	021109

Katie	Melcher	021185
Jason	Miller	021128
Alyssa	Minchow	019466
Michael	Moore	021201
Catherine	Mountain	021034
Christopher	Pokorny	021273
Gregorio	Rangel	020592
Benjamin	Rudolph	020689
April	Sandoval	014895
Allison	Smith	020980
Clara	Spaulding	020909
Barbara	Thoms	021186
Jessica	Toribio	021198
Anna	Von Rosenstiel	021104
Michael	Zibelman	021121

M. Riddell

RESOLUTION No. 4667

Election of Second-year Probationary Teachers (Part-time)

RECITAL

On the advice of the Chief Human Resources Officer (Interim), the Superintendent recommends that the teachers listed below be elected as Second-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as Second-year Probationary Teachers for the school year 2012-13 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Part-Time

First	Last	ID
Lynda	Battle	007066
Laresa	Beck	020728
Kenneth	Berry	005070
John	Carolan	020450
Katie	Charlston	019088
Brooke	Date	000603
Reba	Parker	007758
Julieanne	Quigley	019825
Jeremy	Reinholt	017905
Barbara	Riggin	020637

M. Riddell

RESOLUTION No. 4668

Election of Third-year Probationary Teachers (Part-time)

RECITAL

On the advice of the Chief Human Resources Officer (Interim), the Superintendent recommends that the teachers listed below be elected as Third-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as Third-year Probationary Teachers for the school year 2012-13 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Part-Time

First	Last	ID
Elaine	Mullen	007388
Gregory	Glascocock	017548
Kianne	Noakes	018013
Marcy	Sullwold	019786
Shauna	Ewing	019749

M. Riddell

RESOLUTION No. 4669

Appointment of Temporary Teachers and Notice of Non-renewal

RESOLUTION

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

First	Last	ID	Eff. Date	Term Date
Marni	Afryl	015818	2012-08-16	2012-11-27
Sarah	Arrington	006769	2012-08-29	2013-06-19
Brian	Beadle	019942	2012-09-25	2013-06-19
Dawn	Bolgioni	019956	2012-08-16	2013-06-19
Alicia	Brown	021180	2012-08-16	2013-06-19
Elizabeth	Buelow	020609	2012-08-29	2012-11-10
Jonah	Carpenter	021332	2012-10-15	2013-06-19
Kathryn	Cates	019281	2012-09-25	2013-06-19
Nancy	Chang	006642	2012-09-05	2013-06-19
Tracy	Christensen	015633	2012-10-15	2013-06-19
Angela	Dillingham	019443	2012-08-29	2013-01-02
Candace	Dodak	018956	2012-08-29	2013-06-19
Christopher	Doherty	020551	2012-08-16	2013-02-14
Kelly	Edwards	019978	2012-08-29	2013-06-19
John	Eisemann	021268	2012-09-05	2013-06-19
Glenn	Elliott	019985	2012-08-29	2013-06-19
Jill	Erickson	017075	2012-08-29	2013-06-19
Kelly	Fale	019999	2012-08-16	2012-11-24
Aaron	Finley	016888	2012-08-29	2012-12-15
Daniel	Foster	007799	2012-09-06	2012-11-14
Eva	Fraser	019323	2012-08-16	2013-06-19
Westin	Freeman	021303	2012-09-28	2013-06-19
Sarah	Gaynor	015028	2012-08-29	2012-11-14
Christopher	Gifford	021169	2012-08-16	2013-06-19
John	Gordon	019210	2012-08-29	2012-12-15
Jens	Hauge	021200	2012-09-04	2012-11-27
Megan	Hinrichs	021270	2012-09-17	2013-06-19
Georgene	Inaba	003182	2012-08-29	2012-11-22
Tara	Keeler	018125	2012-09-13	2013-06-19
David	Kennedy	021156	2012-08-16	2013-06-19
Lauren	Kern	018963	2012-08-29	2013-06-19
Tracy	Klosterman	015335	2012-08-16	2013-06-19
Tina	Lamanna	017138	2012-09-05	2013-06-19
Patrick	Lind	021102	2012-08-16	2013-06-19
Michelle	Lloyd	020283	2012-08-16	2013-06-19

Elizabeth	Markovich	017875	2012-08-16	2013-06-19
Nicholas	McCarthy	015509	2012-09-11	2012-12-15
Megan	McCracken	019569	2012-08-29	2013-06-19
James	McGlotten	020643	2012-08-16	2013-06-19
Da'Anyel	McKelvey	014152	2012-08-29	2013-06-19
Kathryn	Moore	000211	2012-08-16	2013-06-19
Kathryn	Mouery	020810	2012-08-28	2012-12-15
Deborah	Munoz	019697	2012-08-29	2013-06-19
Sarah	Mussio	019096	2012-08-16	2013-06-19
Diane	Ness	018102	2012-08-29	2013-06-19
May	Ohara	021159	2012-08-16	2013-06-19
Sarah	Parker-Guizar	016161	2012-09-27	2013-06-18
Carol	Passey	012985	2012-09-24	2012-12-08
Carol	Passey	012985	2012-09-24	2012-12-08
Francisco	Perez-Rodriguez	021243	2012-08-29	2013-06-19
Irene	Petersen	015110	2012-08-29	2013-06-19
David	Pierce	019939	2012-09-06	2012-11-17
Sandra	Robles	021345	2012-10-11	2013-06-19
Victoria	Rodgers	020960	2012-08-16	2013-06-19
Lori	Ryan	021160	2012-08-16	2013-06-19
Deidre	Senders	018957	2012-08-16	2013-01-02
Nozomi	Senga	019015	2012-08-31	2012-11-01
Kathleen	Shipley	012852	2012-08-16	2013-06-19
Amanda	Smith	012093	2012-09-06	2013-06-15
Calvin	Smith	016085	2012-08-16	2013-06-19
Susan	Stahl	003419	2012-08-20	2012-11-22
Jillian	Stone	014821	2012-08-16	2013-06-22
Jody	Swan	021179	2012-08-30	2013-06-19
Arelys	Thompson	020579	2012-10-22	2012-12-02
Robin	Tiller	021165	2012-08-16	2013-06-19
Suzanne	Toole	007765	2012-08-16	2013-06-22
Jeannette	Valentin-Alonso	021161	2012-08-16	2013-06-19
Kyla	Walker	020459	2012-08-29	2013-06-19
Shawna	Wheeler	021175	2012-08-16	2013-06-19
Shawna	Wheeler	021175	2012-09-04	2013-06-19
Linda	White	018479	2012-09-24	2013-02-24
Katherine	Wich	021014	2012-08-16	2013-06-19
Elenoir	WilderTack	018959	2012-08-16	2012-12-15
Amanda	Wood	020678	2012-08-29	2013-06-19

M. Riddell

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4670

RESOLUTION No. 4670

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Perdue Farms, Inc.	10/08/12	Purchase Order PO 110375	District-wide: Purchase of diverted commodity processed chicken, as needed.	\$290,000	G. Grether-Sweeney Fund 202 Dept. 5570
Camp Fire Columbia Council	10/01/12 through 09/30/13	Personal Services PS 59407	Former Marshall Campus & Roosevelt HS: After-school tutoring and mentorship services for ~340 academic priority 6th-8th grader at four Marshall and four Roosevelt feeder schools.	\$515,682	S. Higgins Fund 205 Dept. 5485 Grant G1116
Open Meadow Alternative Schools, Inc.	10/01/12 through 09/30/13	Personal Services PS 59xxx	Franklin & Roosevelt HS: Step Up after-school tutoring, advocacy, mentorship, and related services for identified academic priority students.	\$295,142	S. Higgins Fund 205 Dept. 5485 Grant G1116
Open Meadow Alternative Schools, Inc.	10/01/12 through 06/30/13	Personal Services PS 59438	Franklin, Madison, and Roosevelt HS: Step Up transition services targeting academic priority students entering high school.	\$850,000	L. Poe Fund 101 Dept. 5431

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Number 4671 through 4673

RESOLUTION No. 4671

Resolution to Revise 2012-2013 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 Board of Education approved achievement compact targets on June 25, 2012. In the resolution, the Board of Education stated the following, "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."
- D. We have revised the achievement compact to reflect the achievement data from 2011-12, and the revised graduation rate data from 2010-11. We do not anticipate having final graduation rate data from the 2011-12 school year until January 2013.

RESOLUTION

- 1. The Board of Education adopts the attached revised achievement compact and its targets for the 2012-13 school year.
- 2. The Board acknowledges that the legislative intent of the achievement compacts is that districts 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.

S. Higgs / M. Goff

College and Career Ready: Are students completing high school ready for college or career?

	9th graders of 2007-08	Historically Underserved	9th graders of 2008-09	Historically Underserved	9th graders of 2009-10	Historically Underserved	9th graders of 2012-13**	Historically Underserved
4-Year Graduation Rate	54%	44%	62%	51%	65%	54%		
5-Year Graduation Rate	56%	48%			69%	58%		
5-Year Completion Rate	69%	62%	72%	65%	75%	69%		
Post-Secondary Enrollment	70%	63%	73%	67%	76%	70%		
Earning 9+ College Credit	12%	4%	15%	6%	16%	6%		

Historically Underserved is aggregate of historically underserved 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	Historically Underserved	2010-11 All	Historically Underserved	2011-12 All*	Historically Underserved	2012-13 Goal All	Historically Underserved	4-Year Goal (2015-16)**	Historically Underserved
Ready for School	66%	51%	71%	57%	76%	63%	81%	71%		
3rd Gr. Reading Proficiency	56%	43%	67%	52%	68%	54%	71%	58%		
3rd Gr. Math Proficiency	87%	83%	89%	87%			90%	88%		
6th Grade On-Track	63%	51%	63%	51%	70%	60%	75%	64%		

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

Equity: Are students succeeding across all buildings and populations?

Priority & Focus Schools*	2009-10	2010-11	2011-12	2012-13 Goal
DISAGGREGATED DATA AND GOALS FOR EACH HISTORICALLY UNDERSERVED STUDENT GROUP LISTED ON				
		15	15	

*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)

	2009-10 All	Historically Underserved	2010-11 All	Historically Underserved	2011-12 All	Historically Underserved	1-Year Goal	Historically Underserved	4-Year Goal**	Historically Underserved

**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
Local Revenue not passed through formula	\$98,475,875			District Share
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).

District Official

OEIB Chief Education Officer

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	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	57%	42%	31%	55%	49%	44%	62.5%	74.7%	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	57%	37%	46%	48%	52%	58%	59%	74%	>95%
3rd Gr. Math Proficiency	49%	34%	41%	37%	45%	44%	41%	75%	>95%
6th Grade On-Track									
9th Grade On-Track	58%	63%	54%	62%	60%	54%	65%	87%	89%

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	60%	46%	33%	58%	54%	48%	66%	78%	87%
5-Year Graduation Rate	64%	50%	37%	62%	58%	52%	70%	82%	92%
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	66%	47%	56%	58%	61%	66%	67%	80%	>95%
3rd Gr. Math Proficiency	54%	40%	47%	43%	50%	50%	47%	78%	>95%
6th Grade On-Track	85%	93%	82%	87%	87%	88%	85%	>95%	94%
9th Grade On-Track	62%	67%	59%	66%	64%	58%	69%	88%	90%

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).

RESOLUTION No. 4672

Settlement Agreement

RESOLUTION

1. The authority to pay \$49,900 is granted in a settlement agreement for employee T.A. to resolve claims brought under Workers' Compensation. An additional \$100 is awarded for a voluntary termination of employment as part of the agreement.
2. This expenditure will be charged to the District's self-insurance fund 601.

J. Patterson / B. Meyers

RESOLUTION No. 4673

Minutes

The following minutes are offered for adoption:

September 24 and October 15, 2012