BOARD OF EDUCATION
Portland Public Schools
STUDY SESSION
November 18, 2014

Board Auditorium
Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

Note: *Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

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

This meeting may be taped and televised by the media.

AGENDA

1.	**PUBLIC COMMENT**	6:00 pm
2.	**SUPERINTENDENT'S TIMELINE FOR RECOMMENDATIONS ON ENROLLMENT AND TRANSFER**	6:20 pm
3.	**BOND DEVELOPMENT COMMITTEE RECOMMENDATIONS**	6:45 pm
4.	**DISCUSSION: SCHOOL IMPROVEMENT PLANS**	7:30 pm
5.	**LEGISLATIVE PRIORITIES**	8:15 pm
6.	**OREGON SCHOOL BOARD ASSOCIATION RESOLUTIONS**	8:45 pm
7.	**ADJOURN**	9:00 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Board of Education Informational Report

MEMORANDUM

Date: **November 13, 2014**

To: Members of the Board of Education

From: Superintendent Carole Smith

Subject: Timeline and flow chart for Enrollment & Transfer Recommendations & Board Action

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First, I want to express my gratitude for the thoughtful hard work done by the members of the Superintendent's Advisory Committee for Enrollment & Transfer (SACET) over the past 18 months.

This memo includes a timeline for the development and delivery of my recommendations to the board for changes to the PPS enrollment & transfer policies and system, and a flow chart of the necessary steps for approval and implementation. While the flow chart includes each component of the SACET recommendation, I am still considering which, if any, of these I will recommend to move forward for immediate action.

Timeline for Recommended Changes to PPS Enrollment & Transfer System

1. November 25th PPS Board of Education Meeting: I will deliver my recommendations to the school board including which components require support in the 2015-16 budget process, and which require policy change by the Board.

2. December 2nd PPS Board of Education Meeting: I recommend the PPS Board hold an open hearing to provide members of the community an opportunity to give feedback on my recommendations.

3. December 9th PPS Board of Education Meeting: Final policy language and draft resolution will be delivered to the PPS Board for first reading. PPS Board will receive additional public comment. Public comment may, also be submitted in writing and through an online survey.

4. January 6th Board of Directors meeting: More opportunity for public comment on proposed changes.

5. January 13th PPS Board of Education Meeting: Second reading of final enrollment & transfer policy changes and board resolution for official board action. It is imperative to meet this deadline as this allows any changes that will be implemented for 2015 open enrollment to be operationalized.

SACET Recommendations Flow Chart

PPS Enrollment Director Judy Brennan prepared this flow chart that shows the necessary steps to adopt and implement the SACET recommendations. In particular, it shows which recommendations would require me to make policy change recommendation to the PPS Board and which can be moved forward with appropriate organizational support.

SACET RECOMMENDATION	Policy changes required?	Board approval required?
1: End Lottery Transfers to Neighborhood Schools	Yes, policy changes to 4.10.051-P	Yes
2: Enhance Petition Transfer Process	No	No, but may be sought for future budget considerations
3: Conduct a Focus Option Review	No, already called for in policy 6.10.022-P	No, but may be sought for future budget considerations
4: Support Dual Language Expansion	No	Yes, if additional dual language programs are sited in the district. The DLI department will lead this work.
5: Focus Option Lottery Changes	Yes, portions of the recommendation require changes to policy 4.10.051-P	Yes, new policy language requires board approval. Proposals to improve outreach and supports do not require board approval.
6: Special Education changes	Yes, policy language in 4.10.051-P should be clarified.	Yes, new policy language requires board approval. Other changes will be led by the Special Education department.

Board of Education
Staff Report to the Board

Board Meeting Date:
November 18, 2014

Executive Committee Lead:
C.J. Sylvester, Chief of School Modernization

Department:
Office of School Modernization

Presenter/Staff Lead:
C.J. Sylvester, Chief of School Modernization

SUBJECT: Three High School Master Plans to Prepare for Consideration of a 2016 School Building Improvement Bond Ballot Measure

BACKGROUND

In Spring 2014, Superintendent Carole Smith convened a Bond Development Committee (BDC) of twenty-one active participants. This committee was tasked with (1) evaluating and reaffirming priorities established at the time of the voter-approved 2012 school building improvement bond measure, and (2) identifying the next high schools whose master plans should be completed by November 2016, if high schools remained the priority.

The Committee met five times over six months. The BDC reviewed the 2012 School Building Improvement Bond Projects as well as PPS' existing facilities conditions. They discussed competing priorities at length as well as tax rate and construction cost considerations. Additional considerations were community support, leveraging resources and program through partnerships, and equity. The Committee also reviewed the community survey results (dated September 2014) attached to this staff report as Attachment C.

The tax rate and cost considerations drove a conversation about whether any proposed 2016 bond should be scaled to possibly two high schools with a third added only if master plan cost estimates, other high priority summer improvement projects, and the previously identified maximum of $2.00/$1,000 assessed value provided the capacity to allow a third high school to proceed. The committee ultimately decided to move forward with recommending three high schools in order to maintain momentum and move efficiently and timely through the previously identified 32-year financing plan and program.

The Committee intended that project costs and tax rates to be further evaluated in early 2016, based on then current revenue information, to inform the actual tax rate required for any proposed 2016 capital bond ballot measure.

The Bond Development Committees' recommendation is attached in full to this staff report but is summarized as follows:

1. Continue the plan of re-building/modernizing high schools first, and include three high schools in each of the next two bonds.

2. Complete master planning three high schools prior to Fall 2016 in preparation for a potential November 2016 ballot measure. In order to complete this master planning with full community participation, dedicate the $1.5 million in 2012 school building improvement bond funds for master planning the three identified high schools.
3. The three high schools identified for 2016 consideration are Benson Polytechnic, Lincoln, and Madison. The three high schools identified for 2020 consideration are Cleveland, Jefferson Middle College, and Wilson.

The BDC's final recommendation reflects an emphasis on facilities condition including overcrowding, improving facilities to serve a large number of historically underserved students, and impacting a large number of students overall. There was intentionality about including PPS' only focus option career technical education focus option high school as well as two comprehensive high schools.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

1. Strategic Plan foundational element "Modernize Infrastructure"
2. Resolution No. 4608 (2012) Resolution to Adopt the Superintendent's Recommended Update to the PPS Long Range Facilities Plan
3. Resolution No. 4640 (2012) Resolution of Multnomah County School District No. 1J, Multnomah County, Oregon, Calling a Measure Election to Submit to the Electors of the District the Question of Authorizing $482,000,000 of General Obligation Bonds and Providing for Related Matters
4. Resolution No. 4800 (2013) Resolution to adopt the educational facility vision as part of the District-Wide Educational Specifications

PROCESS / COMMUNITY ENGAGEMENT

This was a public stakeholder committee who held five meetings in six months in the Grant High School library, excepting the final meeting held in the Mazama Conference Room in the BESC due to a Grant High School Open House that same night. This process built on the community process and priorities of 2012.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The priority of moving forward with two high schools with significant enrollments of historically underserved (80% and 77% combined underserved at Benson and Madison respectively [13/14FY data]) students meets the intent of Board Policy 2.10.010-P Racial Education Equity Policy Goal A "The District shall provide every student with equitable access to high quality and culturally relevant…facilities…" and Goal F "The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community."

BUDGET / RESOURCE IMPLICATIONS

The Bond Development Committee is recommending, and staff concurs, that the monies set-aside in the 2012 School Building Improvement Fund for master planning be used in its entirety for the three high schools identified. They further identified the need for any proposed 2016 school building improvement bond to likewise carry funding for master planning the next three high schools for any proposed 2020 bond measure.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Board deliberation and action. Once action has been taken, staff will identify project directors and establish actions and timelines for each school to be master planned catering to the individual needs of each school's site, program and community.

Ultimately, identified master plans are intended to be complete by November 2016.

ATTACHMENTS

Attachment A: Draft Resolution to Authorize Superintendent to Proceed with Master Planning Three High Schools

Attachment B**:** Bond Development Committee Recommendation to the Superintendent dated October 8, 2014

Attachment C: PPS Survey Results from September 2014

ATTACHMENT A
To Staff Report

RESOLUTION No. XXXX

Authorizing Superintendent to Proceed with Master Planning Three High Schools

RECITALS

A. The Board of Directors of Portland Public Schools ("Board") is committed to maintaining and preserving the useful life of its school buildings; and

B. Portland Public Schools ("PPS") understands that its schools are the property and pride of all citizens of Portland, and are strong anchors needed for livable neighborhoods; and

C. Sixty-six percent (66%) of PPS voters approved a ballot measure in November 2012 for School Building Improvement Bonds; and

D. PPS is financing capital expenditures through a largely pay-as-you-go system that pays off most of the 2012 school building improvement bond projects within eight (8) years; and

E. A 32-year financing plan and program was developed that with voter-approval would allow PPS to fully modernize or replace existing schools. Based on this 32-year plan and program the next school building improvement capital bond measure should be considered for November 2016; and

F. The November 2012 ballot measure was developed based on extensive community input and refinement that prioritized high schools; and

G. In spring 2014 the Superintendent convened a Bond Development Committee to review 2012 capital project priorities and determine if high schools should remain the priority for full modernization or replacement and, if so, which high schools should proceed next and why; and

H. On October 8, 2014 the Bond Development Committee submitted their recommendations to the Superintendent attached hereto as Exhibit A to this resolution; and

I. The priority for high school full modernization and/or replacement has been reaffirmed; and

J. Criteria for selection included facility condition including overcrowding and improving facilities for the highest number of historically underserved students; and

K. The three high schools recommended for any proposed 2016 capital bond ballot measure are Benson Polytechnic, Lincoln and Madison High Schools.

RESOLUTION

1. The Board authorizes the Superintendent or her designee to proceed with developing timelines and processes to successfully master plan Benson Polytechnic, Lincoln and Madison High Schools by November 2016.
2. The Board authorizes the Superintendent or her designee to use the $1.5 million in high school planning funds from the 2012 School Building Improvement Bond to pay for these three master plan work efforts.

C. Sylvester

ATTACHMENT B
To Staff Report

October 8, 2014

To: **PPS Superintendent Carole Smith**

From: **PPS Bond Development Committee**

Subject: **Recommended High Schools to be included in 2016 & 2020 School Bond Referrals**

Background

From April to October, 2014, the PPS Bond Development Committee met five times to complete the charge given to us by the district - to evaluate and affirm priorities and provide recommendations for any proposed 2016 capital bond ballot measure. The committee, appointed by Superintendent Smith, consisted of 21 members representing a diverse set of stakeholders, communities, and backgrounds (see attachment for membership). The committee thanks you for the opportunity to serve in this important role, and is available to answer any questions regarding these recommendations.

Summary of Recommendations

The Bond Development Committee makes the following recommendations:

1. Continue the plan of re-building/modernizing high schools first, and including three high schools in each of the next two bonds.
2. Complete master planning three high schools prior to Fall 2016 in preparation for a potential November 2016 ballot measure. In order to complete this master planning with full community participation, dedicate the $1.5 million in 2012 school building improvement bond funds for master planning to three high schools.
3. The three high schools identified for 2016 consideration are Benson Polytechnic, Lincoln and Madison. The three high schools identified for 2020 consideration are Cleveland, Jefferson Middle College and Wilson.

Recommendation #1: Continue the plan of re-building/modernizing high schools first, and include three high schools in each of the next two bonds.

The Committee reviewed and re-affirmed the plan to re-build/modernize high schools first, before moving to middle and elementary schools as identified by the community as their preferred plan in 2012. This continues the 2012 Bond Development Committee's plan to start with high schools to ensure the least amount of academic instruction interruption for individual families. The Committee considered and debated a proposal to name only two high schools for the potential 2016 bond, and unanimously affirmed the current plan to name three each for 2016 and 2020

Recommendation #2: Complete master planning three high schools prior to Fall 2016 in preparation for a potential November 2016 ballot measure. In order to complete this master planning with full community participation, dedicate the $1.5 million in 2012 school building improvement bond funds for master planning to three high schools.

The Committee reviewed the current plan to use $1.5 million from the approved 2012 bond to complete master planning for six high schools or $250,000 per high school. Based on the knowledge and experience gained from the master planning processes for Roosevelt and Franklin high schools, the committee recommends that the $1.5 million be used to master plan three high schools instead of all six. The committee strongly believes that, based on the learning from the just completed master planning processes for Roosevelt & Franklin high schools, these improved budgets will provide the necessary resources for PPS to implement master planning processes that allow for the extensive community involvement necessary for success.

The Committee further recommends that additional master planning funds be provided in the 2016 capital bond ballot measure to prepare the district for three high schools in the proposed 2020 bond.

Recommendation #3: The three high schools identified for 2016 consideration are Benson Polytechnic, Lincoln and Madison. The three high schools identified for 2020 consideration are Cleveland, Jefferson Middle College and Wilson.

The committee was dedicated to making a high school recommendation based on clear criteria. The committee spent two full meetings considering different criteria, and looking at how they would impact our recommendation. The committee also considered the results of a survey conducted by DHM Research which asked Portland residents to consider and rate criteria for prioritizing high schools for the 2016 bond (survey results and analysis attached).

The committee ultimately decided to prioritize the following criteria for developing our recommendation:

- Facility Condition
- Improving facilities for the highest number of historically underserved students
- High enrollment/overcrowding

Finally, the committee concluded and recommends that each of the next two bonds have two neighborhood high schools and one focus option high school.

The BDC recommends that Benson Polytechnic, Lincoln high school and Madison high school be slated for the potential 2016 Bond. It is the committee's position that these three high schools best fit the combined criteria for the following reasons:

1. Benson High School is the district's only career technical education focus option and has significant seismic retrofit needs. Benson also has a large percentage of historically underserved students.
2. Lincoln high school is, by far, the district's most overcrowded high school building. PPS has exhausted all available in-building options for managing the enrollment at Lincoln.
3. Madison, PPS' high school which serves the largest portion of East and NE Portland, has one of the highest facility condition indexes (poor facility condition) and a large percentage of historically underserved students.
4. The committee also noted that both Benson and Lincoln offer immediate, unique potential to leverage private or institutional partnerships similar to the partnership between Faubion K-8 and Concordia University.

Finally, the committee wants to communicate that we believe Jefferson Middle College, while rating high on two of these three criteria (facility condition & service to historically underserved students), is best suited for the 2020 bond. The committee reviewed the positive trends for Jefferson in academic achievement, steady enrollment growth, graduation rates, and college acceptance. It was clear to the committee that Jefferson is trending in the right direction. The committee felt that it would be imprudent for Jefferson to go quickly into a master planning process when it is just now gaining momentum that could lead to much different & greater facility needs in the future. It is the committee's view that those needs – total building capacity; how to incorporate key partnerships with Portland Community College and Self Enhancement Inc.; and possible expansion of program offerings, will be much clearer to PPS & the community by 2020 and will allow for a much more successful master planning process at that time.

Conclusion

The committee was pleased to learn from the DHM survey that awareness of the bond is relatively high and that of the approximately 50% who are aware of the bond, PPS receives very high ratings for its implementation and management of the bond thus far. We strongly believe in the PPS plan to modernize and replace its entire infrastructure of school buildings by 2035.

The committee's charge was not taken lightly. Rigorous discussions took place about the powerful role that capital investment in our school system plays in transforming the daily lives of our students and preparing our young people for the future. Each of the high school communities considered by the committee have unique and pressing needs that impact the students and families who attend these schools in very different ways. This modernization plan is not a nice-to-have, it will support the anticipated population growth of the city while at the same time support economic development goals through an update to our school infrastructure.

With new projections showing that PPS enrollment will grow by over 6,000 students by 2028, it is vital that the bond program continue to move forward. PPS students need 21st century facilities to be prepared to take advantage of the economic opportunities that will be available to them in future years. The committee strongly believes that the recommended three high schools for the 2016 bond most closely match the priorities of Portland residents, meet the needs of the most PPS families and students, and therefore will have the likeliest chance to be approved by voters.

ATTACHMENT B
To Staff Report

October 8, 2014

To: **PPS Superintendent Carole Smith**

From: **PPS Bond Development Committee**

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ATTACHMENT C
To Staff Report

dhm RESEARCH
DAVIS, HIBBITTS & MIDGHALL, INC.

September 25th, 2014

TO: Portland Public Schools (PPS)
FROM: John Horvick & Ari Wubbold, DHM Research
SUBJECT: PPS Bond Survey

METHODOLOGY

Between August 7-10 and 13-14, 2014, DHM Research conducted a telephone survey of 400 likely voters living in the PPS school district. Likely voters are those who have voted in at least two of the last four general and primary elections. The objective of the survey was to gauge opinions of the 2012 PPS bond measure. The survey took an average of 13 minutes to administer. Respondents were contacted randomly using a registered voter list that incorporated both land line and cell phone numbers. For a representative sample, quotas were set by age, gender, party, and area of the district. For a sample size of 400, the margin of error for each question falls between +/-2.9% and +/-4.9%.

KEY FINDINGS

Voters were told that PPS may be looking to introduce another school building improvement bond in 2016. They were then asked if they had heard or read anything about the existing school building improvement bond – passed in 2012 – including any of the projects it is currently funding. Awareness was split, with one-half (48%) saying they had heard or read about the 2012 bond, compared to 49% who were unaware.

- Awareness was higher among those age 35 and older compared to those ages 18-34 (48-53% vs. 37%); Democrats (53%) compared to Independents (41%) and Republicans (36%); and those with children and/or grandchildren in the PPS district compared to those without (58% vs. 40%). Awareness also generally increased with higher vote frequency.

The most common sources for having heard or read about the bond were: *The Oregonian/Oregon Live* (30%); *newspaper—general* (29%); *TV commercials* (20%); *friends and family* (20%); *and the PPS website* (17%).

Among voters who had heard of the bond, 7 in 10 (69%) said they felt either "very" or "somewhat" positive about the bond and its projects. Roughly 3 in 10 (26%) said they had negative feelings about the bond, while 6% were unsure.

- Those ages 18-54 were more positive than those age 55+ (72-74% vs. 64%), as were Independents (72%) and Democrats (70%) compared to Republicans (53%). Those with children and/or grandchildren in the PPS district were also more positive compared to those without (76% vs. 61%). Geographically, support was highest among voters on the west side of the Willamette River (76%).

Voters were asked to prioritize a list of five spending criteria should another school building improvement bond measure pass in 2016 (1-10 scale). They placed the strongest urgency on *spending should go to the most urgent facility priorities, such as unsafe school buildings and leaking roofs* (8.4 mean score); followed by *spending should be prioritized for projects that benefit PPS' most disadvantaged students, including low-income, ethnic minorities, and disabled students* (7.1); and *funding should be dedicated to projects that will benefit the most crowded schools in the PPS district* (6.9).

Portland Public Schools
August 2014; N=400; PPS likely voters (2-4/4)
Margin of error: +/-4.9%
DHM Research

SCHOOL BUILDING IMPROVEMENT BONDS

In 2016, Portland Public Schools may be looking to introduce a second school building improvement bond.

1. **(Ask All)** Have you heard or read anything about the existing 2012 school building improvement bond, including the projects it is funding?

Response Category	N=400
Yes	48%
No	49%
(DON'T ASK) Don't know	3%

2. **(If "yes" to Q1)** Where did you hear or read about the existing 2012 school building improvement bond? **(Do not read list; Accept multiple responses)**

Response Category	N=191
The *Oregonian*/Oregon Live	30%
Newspaper – general	29%
TV commercial	20%
Friends and family	20%
PPS website	17%
Radio	8%
Mailing	8%
The Portland Tribune/Tribune	7%
The Willamette Week	6%
(DON'T ASK) Don't know	1%

3. **(If "yes" to Q1)** Would you say you are feeling very, somewhat, not too, or not at all positive about the existing 2012 school building improvement bond and the projects it is funding?

Response Category	N=191
Very positive	23%
Somewhat positive	46%
Not too positive	17%
Not at all positive	9%
(DON'T ASK) Don't know	6%

(ASK ALL) Should a second school building improvement bond measure pass in 2016, the District would try to allocate funds as efficiently and appropriately as possible. To do this, they have identified the following five criteria for allocating funds. Please rate each using a 1 to 10 scale, where 1 means that criteria would be not at all urgent to address, and 10 means it would be extremely urgent to address. You can use any number between 1 and 10. **(Randomize)**

Response Category	Top Box (8+9+10)	Mean	Don't know
4. Spending should go to the most urgent facility priorities, such as unsafe school buildings and leaking roofs.	76%	8.4	2%
5. Funding should be dedicated to projects with the greatest potential for private partnerships. This would help the District make the money go further.	17%	5.1	8%
6. Spending should be prioritized for projects that benefit PPS' most disadvantaged students, including low-income, ethnic minorities, and disabled students.	47%	7.1	3%
7. Funding should be dedicated to projects that will benefit the greatest number of PPS students, regardless of their school or situation.	39%	6.5	4%
8. Funding should be dedicated to projects that will benefit the most crowded schools in the PPS district.	44%	6.9	2%

Board of Education Informational Report

MEMORANDUM

Date: November 14, 2014

To: Members of the Board of Education

From: Antonio Lopez, Greg Wolleck and Joe La Fountaine

Subject: Comprehensive Achievement Plans

This Memorandum provides an update on the progress Portland Public Schools has made with addressing the recommendations made in the February 2013 audit of PPS school improvement plans. Superintendent Smith made recommendations from that audit that Portland Public Schools adopt the use of a Customized Planning Process Tool (CPPT). At the November 18, 2014 board meeting we will provide an update on the progress and current practice in response to these recommendations.

Board of Education

Staff Report to the Board

Board Meeting Date: November 18, 2014

Executive Committee Lead: Antonio Lopez

Department: Office of School Performance
With support from Funded Programs

Presenter/Staff Lead: Antonio Lopez, Joe La Fountaine and Greg Wolleck

SUBJECT: School Improvement Planning

BACKGROUND

Oregon schools are required by law (ORS 329.095) to draft an annual School Improvement Plan. In February of 2013, Richard Tracy, the Portland Public Schools District Performance Auditor wrote a report about the effectiveness of the School Improvement Plans and process then in use in Portland Public Schools. Superintendent Carole Smith responded to his recommendations in a March 2013 letter expressing her support for Portland Public Schools adopting the use of a Customized Planning Process Tool (CPPT).

In the spring of 2014, the District elected to adopt the web-based school improvement tool Indistar as our CPPT. This tool is both recommended and provided by the Oregon department of Education. The Indistar system generates a Comprehensive Achievement Plan (CAP). This report is to summarize the progress the district has made in the use of this new CPPT as we respond to the auditors recommendations for changing our school improvement systems.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Board Policy (7.10.010-P II - III Citizen Involvement Process) weaves cleanly into Indistar. There are specific places where each school must address the involvement of the building LSAC and Site Council into these plans.

PROCESS / COMMUNITY ENGAGEMENT

Principals were informed of this change to our school improvement format in the spring of 2014. At that time, the district rolled out an implementation time line for this work. The first step in the Indistar process is a building self-assessment. All Portland Public School principals were directed to have their initial formal school self-assessment completed by winter break, December 19, 2014.

The self-assessment requires schools to respond to thirty-five “indicators” of school performance. Once that assessment is completed, the school is then tasked with designing a

CAP to address their identified school needs by responding to the Indicators most directly related to their identified priority school improvement work. Each Indicator chosen will have a set of tasks assigned to it that are specific to their expected outcome, a time line for initial completion and a designated staff member responsible for oversight of that task. The initial draft CAP is due by the spring break, March 20, 2015.

The Indistar tool has one component that requires each school to specify their plans for community and parent engagement. (**7.10.010-P Citizen Involvement Process)** Additionally, the tool provides access codes so parents can review the plan as it progresses through the various stages of implementation. The process of school self-assessment is technical and does not easily lend itself to broad stakeholder input. However, the actual CAP design does. As schools determine their needs for improvement, parents can actively provide direct input into the identification and design of improvement strategies.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Every school must do deep statistical analysis to uncover and support the goals of their plan. Those goals need to align with the Superintendent's three priority goals while meeting the needs of their students. That statistical analysis will include sub-group populations and scrutiny pertaining to the opportunity gap that exists in our student achievement data. Specific designs of the plan will be drafted to address those issues uncovered in that process.

BUDGET / RESOURCE IMPLICATIONS

The use of the Indistar program has minimal cost impact. The greatest costs come at the outset as staff must do the school self-analysis. This practice takes approximately a half a day and may require teacher substitutes or extended hours. Support funding is provided by the district and requested through the Senior Director for the Cluster. Senior Directors monitor the progress of this work when they meet each month with their building principals.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Currently, the fifteen PPS schools (Cesar Chavez, Chief Joseph/Ockley Green, Jefferson HS, King, Lane, Madison HS, Rigler, Roosevelt HS, Rosa Parks, Scott, Sitton, Vernon, Whitman, Woodlawn, Woodmere.) that have been designated as low performing by the state of Oregon have their Comprehensive Achievement Plans (CAPs) drafted and submitted to the district for Senior Director review and approval. These schools have been using the Indistar system for at least two years..

The remaining school principals were provided three training opportunities in the spring of 2014 with another training opportunity last Friday, November 14, and two more scheduled before the winter break. All PPS schools are expected to have their school self-assessment completed by the winter break.

Once self-assessments are completed, the drafting of plans begins. Draft plans are to be submitted by March 20, 2015. This window provides the district and patrons the opportunity to make input into the specifics of the school plans.

Once submitted, the district will have until the fall of 2015 to review and recommend changes to the plans. The plans will actually launch in the fall of 2015 and will be monitored throughout the school year. Codes can be provided so the plans can be accessed by the public.

QUESTIONS FOR BOARD DISCUSSION

ATTACHMENTS:

1. PPS Implementation Calendar distributed to all PPS principals in the spring of 2014.
2. (Sample) Continuous Achievement Plan Progress Report for Sitton Elementary.
3. (Sample) Sitton Continuous Achievement Plan

INDISTAR Instructions

INDISTAR - school improvement plan software employed by ODE
http://www.indistar.org/

- Select LOGIN and enter your login and password.
- Select Comprehensive Achievement Indicators

SELF-ASSESSMENT

1. Select ASSESS
2. Choose one of the following sections:
    - District & School Structure & Culture
    - Family & Community Involvement
    - Technical & Adaptive Leadership
    - Educator Effectiveness
    - Teaching & Learning
3. Click on desired indicator
4. Complete the assessment questions based on your current situation:
    - Level of implementation
    - Ranking
        - Priority Score (How important is it?)
        - Opportunity Score (How easily can it be addressed?)
    - Describe current level of development

WRITING THE CAP (Comprehensive Achievement Plan)

1. Select CREATE
2. Identify 5-6 objectives that are of most importance (in blue).
    - Select one of these objectives.
    - Assign a team member as the lead.
    - Describe how the objective will look at your school when fully implemented.
    - Set a date for completion.
    - Create a series of tasks that will lead to full implementation.
3. Save and move to the next objective

MONITORING THE CAP

1. Select MONITOR
2. This screen allows you to monitor the progress of your teams on the completion of their tasks. You can edit tasks and change completion dates from this screen.

Portland Public Schools

Implementation Calendar

• May Cluster Meeting	Principals introduced to Indistar
• August 2014	Schools begin Self-Assessment
• Winter Break 2014	School Self-Assessments completed
• Spring Break 2015	School CAPS drafted
• 2015-16 and onward	School CAPS used as the basis for PD and to inform central office decision making

Indistar Computer Training

Wallowa Computer Lab, L1at the BESC

June 23, Monday	9:00
June 23, Monday	1:00
June 24, Tuesday	9:00

**Attend only if you need computer help. Attend only one session. They're all the same.

Comprehensive Achievement Plan (CAP) Process

1. Form a team at your school to focus on the CAP
2. The team completes a self-assessment by ranking each of 34 indicators
3. Indistar ranks the indicators based on current level of implementation, importance, and ease of implementation.
4. Write your CAP based on the top 5-6 indicators identified by Indistar.
    - The goals of your CAP should be reflected in your budget.
5. Use the tools in the CAP to drive your planning.
    - Team lead
    - Completion of tasks associated with specific indicators
6. ANNUALLY
    - Review the self-assessment with your team
    - Focus on 5-6 indicators with the goal of reaching full implementation
    - Adjust your CAP as needed
    - Maintain your budget to reflect the goals of your CAP ·

Board of Education Informational Report

MEMORANDUM

Date: **November 14, 2014**

To: Members of the Board of Education

From: David Williams, Director of Government Relations

Subject: Draft of Legislative Platform.

In advance of the 2015 Regular Legislative Session the Board Legislative committee met to draft and bring to the full board a proposed Legislative Platform. The Platform for consideration by the board was drafted over a series of three meetings with the assistance of the district's Director of Government Relations. The committee began with the previously approved 2013 Legislative Platform and modified, added and deleted based on shifting interests, changing needs and current political dynamics.

The overall framing for drafting the platform was to create a set of guiding principles that district staff and other internal advocates could use to inform the district's advocacy efforts during the upcoming legislative session. The platform does not attempt to outline every issue that will be in front of the upcoming Legislature but to rather provide a lens for our advocacy efforts. This platform, along with current board and district goals and priorities, will be used when taking positions on individual pieces of legislation and the advocacy effort put into them.

As you can tell by the draft, the very top priority for our efforts will be school funding as we seek to stem the tide of declining funding for public education in Oregon. Additionally, we placed a great deal of emphasis on engaging in the education reform debates and provided some strategic framing for how the district should approach those issues.

The Legislative Committee met on three occasions and worked through multiple drafts of the Platform. Various iterations of the platform were shared with internal and external partners for feedback. Specifically, the draft platform was shared with the Portland Association of Teachers, Portland Association of Public School Administrators, the Coalition of Communities of Color, the Confederation of Oregon School Administrators, the Oregon School Boards Association, Oregon-PTA and the City of Portland. While none of these organizations expressed significant concern with any aspects of the platform, this should not be construed as any organizational support for it either.

Upon approval, district staff will continue with organizational outreach to stakeholders as well as begin to share this Platform with the PPS legislative delegation to begin our advocacy efforts for the 2015 Legislative Session.

2015 State Legislative Platform

PORTLAND PUBLIC SCHOOLS
Government Relations
501 North Dixon Street • Portland, OR 97227
503.916.6128 • williams@pps.net •@PPS_GR
Portland Public Schools is an equal opportunity educator and employer

Portland Public Schools' first and foremost priority for the 2015 Legislative Session is adequate and stable financial support for advancing student achievement in every school district in Oregon. The state legislature bears the primary responsibility for funding K-12 education and, given the direct correlation between funding for education and student achievement, should act immediately to reinvest in Oregon's future.

There is no better long-term investment in the state than ensuring a high quality public education for every child. For every dollar we invest in public education we avoid greater long-term costs in human services and public safety. **Education must be prioritized**.

Over the years K-12's share of the state general fund has steadily declined from a 2003-05 high of 44.8% to a low in 2009-11 of 38.8%. While the past two biennial budgets have halted this decline (current share is 39.7%) education funding has not only failed to keep pace with almost any measure of inflation, it has failed to even keep pace with the growth of the state budget.

Since the 2003-05 biennium, Oregon's K-12 appropriation has grown by 35.3% with total education spending growing by slightly less at 34.2%. This, however, has not even kept pace with the growth of the overall state budget. During that same time period public safety expenditures grew by 68.8%, human services grew by 84.4% and total state expenditures grew by 52.7%.

This disinvestment in K-12 education has led to a funding level that is 88% of the national average per-pupil spending and 46th in the nation in K-12 spending as a percent of state taxable resources. The real impact on kids is a state that is 49th in the nation in student-teacher ratio and a school year that is a full year less than the national average over grades 1 through 12.

Portland Public Schools will work vigorously with our education coalition partners to ensure a greater emphasis is placed on education than has been in the past. The Quality Education Model (QEM) will continue to be the benchmark for determining adequate funding of education and the legislature must make significant progress toward achieving that goal. Our children are the "promise of Oregon" and deserve this investment.

Legislative Priorities

Student Achievement

- Portland Public Schools' primary goal is to increase student learning for every child. Racial equity is a critical component of our district's strategies and board policies for a basic and essential reason: To get better results in our schools, we need to close the persistent and unacceptable gap between white students and students of color. PPS has approved a racial equity policy to support increasing achievement by students of color, who comprise almost 50% of the students in the district. PPS supports development of a comprehensive long-term vision and action plan towards racial equity by the Legislature, the Governor and the Oregon Education Investment Board (OEIB), one that includes firm timelines, policy commitments and accountability structures.
- PPS further supports legislative efforts that provide districts with the necessary resources and flexibility to address increasing overall achievement and closing the achievement gap for students. Specifically, PPS supports efforts that will maintain and restore local control of school districts by locally elected school boards. PPS supports alleviating state mandates that have been placed on school districts without regard to the funding required for

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implementing them or the value of such mandates in supporting student achievement. PPS will continue to raise awareness about impending mandates such as full-day kindergarten (2015) and increased Physical Education minutes (2017).

- PPS supports the efforts of the Governor, the Chief Education Officer and the Deputy Superintendent of Public Instruction to restore the focus of state education policy on student achievement. We will actively work as a partner in efforts to help shape education policy and reform that is supportive of the work being done in local districts. Such efforts must include institutional stakeholders and must be responsive to local needs and conditions. Further any such reforms and efforts must not come at the expense of overall formula funding for K-12 education.
- A key component to lifelong success for students is having access to high quality options both during high school as well as beyond. Students need to not only be college and career ready, they need access to programs to enhance and support that readiness. PPS supports increased access to and opportunities for participation in transition options such as accelerated learning, access to higher education while in High School and high quality Career & Technical Education (CTE) options, including traditional CTE and STEM. PPS strongly supports additional state investments outside of the State School Fund in such programs (i.e. Increased CTE revitalization grants). PPS also supports modifications to licensure requirements that recognize the unique factors of CTE instruction and that educators take alternative paths to reach a career in CTE education.

Education Funding

- PPS supports a broad investment in public education through an increased State School Fund appropriation. If we are to meet the 100% graduation goals as outlined in the state's 40-40-20 plan, a significantly greater investment in education is required. The state's Quality Education Commission (QEC) provides the benchmark for determining what level of investment is needed and any appropriation below this benchmark must include a vision for how to reach it. Additionally, a statewide investment in Early Childhood services is needed to ensure kids reach kindergarten ready to learn.
- The QEM calls for a funding level of **$9.158 billion** in order to fully reach the state's goals. PPS' local achievement compact shows a funding gap of $117.7 million. The state must make significant progress toward the goal of full funding including an increase over current funding sufficient to cover true roll-up costs. Further, PPS supports an additional appropriation to account for the impending mandated increase from half-day to full-day kindergarten of $200 million.
- According to data compiled by the Confederation of Oregon School Administrators, Oregon's school year is one of the shortest in the nation with students attending a year less school over grades 1 through 12 than the national average. PPS supports investments that would increase instructional time over accounting or scheduling requirements that continue to water down existing programs.
- PPS supports measures that would increase the revenues available to the state to increase the investment in education. PPS also supports measures that will enhance existing - or create new - local alternatives to state funding. By giving school districts tools, in the form

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of additional local option levy authority, broader taxing authority, etc., districts can make additional local investments that ensure higher graduation rates and better outcomes for students.

- PPS supports the existing K-12 State School Fund distribution formula and supports the final report of the 2014 State School Fund Task Force. The district views the formula as a distribution method and not as a mandate for local spending decisions. Any proposed changes to the formula must be research based, support the district's equity goals and not create unintended "loser" districts by merely shifting funds around inside a fixed system. To accomplish this, any proposed formula changes should be accompanied by an appropriation to the State School Fund to "pay" for the proposed change.

Smarter-Balanced Assessment

(From Resolution No. 4943, adopted by PPS Board on 7/22/14)

- "The Board calls upon the State to provide the funding necessary to carry out any of the State's educational mandates. Specifically, the Board calls upon the State to provide the funding necessary to implement the Smarter Balanced Assessment effectively, including funding and time for both professional development and technology resource implementation.
- "The Board requests that the State not use the Smarter Balanced Assessment for punitive labeling or sanctioning of students, teachers, schools or districts. There must be assurances on the reliability and validity of the assessment. Use of an unreliable or invalid Smarter Balanced Assessment could undermine student enthusiasm for learning, could create devastating outcomes for schools, and could set schools and communities back years if not managed well at the state and local levels.
- "The Board calls upon the State to establish a transitional or pilot status for the Smarter Balanced Assessment starting with its initial implementation in 2015, to provide sufficient time to ensure the reliability of the test, to provide additional teacher professional development, and to provide students and families the opportunity to understand and learn from the results of the new assessment without the high-stakes consequences that may have the unintended outcome of undermining student success.
- "The Board encourages the state and federal Departments of Education to continue to provide students with opportunities to demonstrate essential skills for graduation through additional summative assessments such as work samples.
- "The Board requests that the State eliminate current OAKS science testing to reduce the amount of standardized assessments, allowing for a laser focus on implementation of the Smarter Balanced Assessment and for alternative forms of assessment that allow students to demonstrate their skills in scientific inquiry."

School District Operations

- In addition to greater investment, PPS supports efforts to bring greater control to mandated expenditures and unsustainable cost drivers thus allowing a more efficient leveraging of the current base investment.

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Legislative Priorities (cont.)

- With the costs of non-salary compensation now exceeding 50% of salary, PPS supports legislative efforts to rein in costs while still providing robust health insurance and a reasonable pension for employees, including actively seeking health insurance alternatives to the Oregon Educators Benefit Board (OEBB) mandated plans.
- PPS supports the creation of new tools and increased flexibility to evaluate and enhance the effectiveness of teachers and administrators. PPS supports statewide efforts to encourage local collaboration and development of metrics for including student achievement growth in evaluations. Further PPS supports the goals of the Minority Teacher Act and supports flexibility in recruitment and retention of teachers of color.
- PPS will carefully evaluate any proposed reforms to the state Public Employees Collective Bargaining Act but strongly believes in the role of local decision makers in a bargaining framework that is collaborative in nature and balanced between the needs of the school district and the needs of the local collective bargaining units.

Other Areas of Legislative Interest

- PPS supports targeted efforts that would benefit the district and other similarly situated school districts. These include specific areas of interest such as the cost of educating high-needs students, greater investment in school nutrition and farm-to-school programs, sustainable statewide funding for Outdoor School, and investments and incentives for sustainability in school operations.
- PPS supports amending Oregon's charter school statutes to give school districts greater authority to focus on a district's greatest academic needs and would allow school districts to place a greater emphasis in evaluating a charter school renewal request based on actual student outcomes in addressing these needs.
- PPS supports the efforts of our statewide partners in advancing the cause of public education in Oregon and will work in coalition specifically where the interests of such organizations and the interests of PPS align. PPS supports the priorities of the Oregon School Boards Association and the Confederation of Oregon School Administrators and will work together to advance common goals and priorities.
- PPS supports the efforts of our local government partners and community allies where their interests align with the interests of PPS in advancing public education. Further PPS supports the efforts of the City of Portland, Multnomah County and Metro as well as neighboring school districts, cities and counties in making Portland and the tri-county area a vibrant livable community for all.
- PPS supports efforts to ensure that when any data is collected and stored about students that it is done reliably and securely and that such data is only used for legitimate educational purposes. Student data on achievement should never be used for marketing purposes and should primarily be used to inform instruction and support student achievement.

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RESOLUTION No.

2015 State Legislative Platform

RECITALS

A. In February the Oregon Legislature will convene the 2015 Regular Legislative Session during which hundreds of bills affecting education will be introduced and debated.

B. Additionally, the Legislature will approve a budget for the 2015-2017 biennium that will contain the State School Fund, the primary funding source for public education in Oregon and for Portland Public Schools.

C. The Portland Public Schools' Board of Education recognizes that legislative advocacy is essential for the District and for our ability to affect education public policy in Oregon.

D. Portland Public Schools' first and foremost priority for the 2015 Regular Legislative Session is for the legislature to provide adequate and stable financial support for advancing student achievement in every school district in Oregon. The district is calling on the legislature to reconnect to adequate funding for education as outlined by the Quality Education Commission.

E. Portland Public Schools will actively seek ways to enhance state and local revenue collections as a way to bring about additional funding for education, including reforms to the state's property tax system.

F. The district will also strongly support measures that enhance the ability of PPS to advance student achievement, close the achievement gap and enhance equity in the district and statewide.

G. The legislative platform was developed by the Board Legislative Committee through consultation with the district's Director of Government Relations and with additional input from district stakeholders, community partners and statewide associations.

RESOLUTION

1. The Board adopts the 2015 State Legislative Platform as the formal position of the Board of Education for the 2015 Regular Legislative Session focusing on priority areas of Student Achievement, Education Funding and School District Operations.

RESOLUTION No. XXXX

Resolution Supporting the Promise of Oregon Campaign

RECITALS

A. This state's children constitute “The Promise of Oregon” through their potential as thinkers, leaders, and caretakers of their generation and the future.

B. We believe funding a strong system of public education is the best investment Oregonians can make to strengthen our economy, create thriving communities and improve the quality of life for every Oregonian.

C. We support a well-rounded curriculum that meets the needs of Oregon's students, including: art, music, PE, career and technical training and co-curricular activities.

D. We must ensure that efforts to close the academic achievement gap and supports for students who have been historically underserved are expanded.

E. Oregon's public schools have experienced a prolonged period of unstable and inadequate funding that has resulted in dire consequences: thousands of teacher and staff layoffs, unacceptably large class sizes and one of the shortest school years in the country.

F. The 2013-15 budget marked the beginning of a turnaround in school funding, the 2015 Legislative Session will prove whether that turnaround will continue forward or stall.

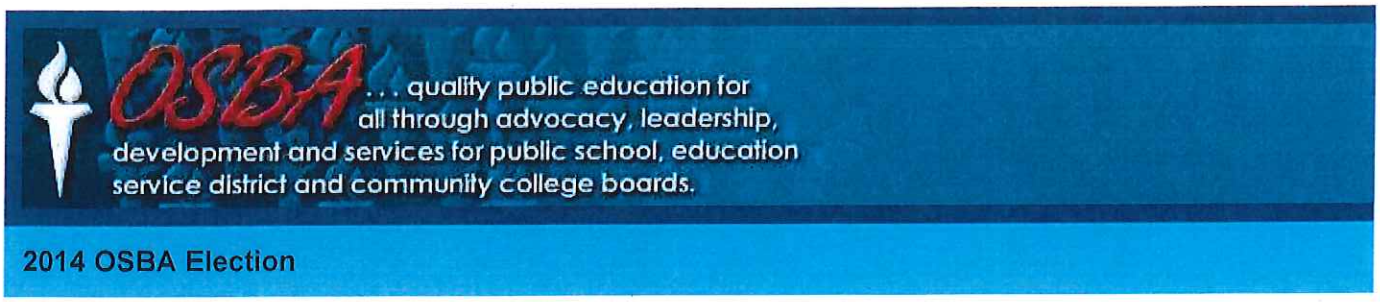
G. Oregon's political leaders have codified an ambitious “40-40-20” goal for our education system to reach by the year 2025, which requires a significant financial investment to attain.

H. The case must be made to Oregon's voters that the Legislature needs to prioritize investments in full-day kindergarten, a full school year for every student in every district and modern, safe school facilities in every community in our state.

I. Board members need to help shoulder the responsibility for making the case to Oregon's voters that investments must be made so that every child has the opportunity to become a responsible and productive citizen of our state.

RESOLUTION

Portland Public Schools Board of Education pledges to join and support the efforts of “The Promise of Oregon” campaign to ensure that Oregon's lawmakers continue to prioritize investments to improve the educational outcomes for Oregon's greatest natural resource: our children.



2014 OSBA Election

OSBA Board of Director Position 17

	Vote
Bobbie Regan, Portland 1J	

OSBA Board of Director Position 19

	Vote
Doug Montgomery, Multnomah ESD	
Mary Lu Baetkey, Parkrose 3	

Resolution 1 - Adopts the proposed 2015 OSBA Legislative Policies and Priorities

Resolution 2- Amend the OSBA Constitution - technical corrections to modify the process for the adoption of OSBA's Legislative Policies

Resolution 3- Amend the OSBA Constitution to allow appointment of OSBA Board and Legislative Policy Committee members from a contiguous region if certain conditions are met

Type the name of the district, ESD or community college and the meeting date when the board officially made this vote.

Type your name and title.

As a record of your vote, please print this page before clicking the Done button.

Done