

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
**November 25, 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. **SUPERINTENDENT'S REPORT** 6:00 pm
2. **STUDENT TESTIMONY** 6:15 pm
3. **STUDENT REPRESENTATIVE REPORT** 6:30 pm
4. **PUBLIC COMMENT** 6:40 pm
5. **PRESENTATION: SUPERINTENDENT'S RECOMMENDATIONS ON ENROLLMENT AND TRANSFER POLICY** 7:00 pm
6. **MULTNOMAH EDUCATIONAL SERVICE DISTRICT ANNUAL ACCOUNTABILITY REPORT** 7:30 pm
7. **MASTER PLANNING OF THREE HIGH SCHOOLS** 7:40 pm  
*- action item*
8. **PRINCIPAL SUPPORT AND EVALUATION** 7:55 pm
9. **OREGON SCHOOL BOARD ASSOCIATION BALLOT** 9:00 pm
10. **BUSINESS AGENDA** 9:15 pm
11. **ADJOURN** 9:30 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.

## ***Student Representative's Report***

Superintendent Smith, members of the Board, and members of the Public:

Thank you for allowing me the chance to address you tonight. Tonight we have some of the members of the Superintendent's Student Advisory Committee here and I would like to recognize their outstanding work. If you would all stand up as I call your name that would be great.

Claire Mersereau is a Senior at Lincoln High School. She currently serves as the Student Representative on the Citizens Budget Review Committee.

Max Tuttle is a Senior at Madison High School. He currently serves as a Student Representative on the District Boundary Review Committee.

Katie Davidson a sophomore at Grant High School.

Theodora Mautz is a Senior at Lincoln High School.

Sierra Hosea is a Senior at Franklin High School. She currently serves as the student Representative on the Edbox Governance Committee.

Skylar Williams is a Senior at Madison High School.

Kendall Wilson is a Senior at Grant High School. She currently serves as a Student Representative on the District Boundary Review Committee.

Torrie Eagle Staff is a Junior at Roosevelt High School.

Aaron Munoz is a Senior at Wilson High School.

These students are all leaders within their school and at the district level. Last month we met with Superintendent Smith to update her about the status of our schools, and plans for the school year. We will be continuing this conversation with her next week.

Furthermore, next week SuperSAC is hosting a Leadership Forum, where student leaders at all high schools will gather here to discuss effective leadership skills in all aspects of the roles including assemblies, school dances, and their presence on social media. I'm very excited for this event and hope that you can stop by and meet some of the outstanding students we serve.

Thank you,

Minna Jayaswal  
November 25, 2014.

Job  
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Multnomah Education  
Service District  
Accountability Report  
July 1, 2013 - June 30, 2014

# Message from Barbara Jorgensen



Each year, Multnomah ESD provides this comprehensive summary of the work our approximately 425 staff members provide for students, families, schools and our community.

This Accountability Report is just one part of our continued effort to provide transparency to our component districts, to our partners and to the taxpayers who invest in the programs and services.

The programs and services MESD provides to our eight component districts, and many other customers, are vital to the ambitious goals Oregon has set for public education.

We are proud that we can provide an array of services which are cost-effective and efficient. Our staff work hard to respond to emerging needs of educators, and to provide direct educational services to students who are vulnerable and at risk of reaching their full potential. Our employees fully embrace both the challenges and the opportunities that come with this responsibility.

The facts and figures in this report reflect the reality that the MESD continues to look at the changing needs in districts and to answer those needs as best we can using fiscal resources wisely and seeking ways to reduce costs to districts or provide transparent answers as to why costs rise.

Despite fielding a smaller workforce, we have never lost sight of how we can be an essential part of Oregon's educational fabric. We have continued to seek ways to assist districts in professional development trainings, have sought out several grant opportunities from the Oregon Department of Education and are continuing to build a stronger relationship with ODE to provide even more opportunities for our districts in the future.

I want to continue to thank our component districts for the partnership they have with us in our educational joint venture and for the collaborative decision making responsibility represented in this county.

To all of you reading this report, I welcome your feedback. Your interest and involvement in our mission, vision and values are critical to our collection success.

# Summary of MESD Programs & Services

## Instructional Services

**Alpha High School:** Alpha High School is a school-to-work program that serves students who have been unsuccessful in a traditional high school setting. Alpha supports component districts' school improvement and retention efforts by providing an additional alternative education option.

**Alpha Middle School:** Alpha Middle School Program serves students in grades 6 through 8 who may have behavior problems, been expelled from component districts, are at-risk of expulsion or have drug and alcohol issues. The length of time each student remains in the program is determined by readiness criteria. The decision to remain or return to the home school is made collaboratively by school staff, the component district and parents.

**Alpha Evening School Program:** Alpha Evening School serves the needs of students who have been unsuccessful in a traditional high school setting, whose schedules do not work with a traditional school day, or are in need of credit retrieval options. This is a part time program from 4:00 to 8:00 p.m.

**Alternative Pathways:** Alternative Pathways is a TRiO Educational Talent Search grant funded through the US Department of Education. TRiO is an educational opportunity for low-income and first-generation students and was established with the passage of Title IV of the Higher Education Act of 1965.

**Curriculum Services:** MESD provides access to the Classroom Law Project, which brings law-related educational programs into Oregon schools.

**Donald E. Long Treatment Program:** The Donald E. Long Treatment Program, located at the Multnomah County Juvenile Justice Complex, provides educational program services to students participating in the residential Alcohol and Drug Program operated by the Morrison Center.

**Educational Programs in Adult Correction Facilities:** Incarcerated Youth serves school-age youth up to 21 years of age who are detained within Multnomah County adult detention facilities (Inverness Jail and justice center youth residing in treatment programs at the Multnomah County Juvenile Justice Complex).

**Educational Programs in Juvenile Detention and Correction Facilities:** Provides educational and social skills to assist students in completing their High School Diploma and/or GED. The students in these programs (Ocean Dunes at Camp Florence and Three Lakes at Oak Creek Youth Correctional Facility) are between the ages of 12 and 21 and have been adjudicated and are in the custody of the Oregon Youth Authority. Additionally, this program provides educational and social skills development to students who are detained and awaiting trials and hearings at the Multnomah County Juvenile Justice Complex (Donald E. Long) and the Yamhill County Detention Center.

**Helensview Phoenix – Pregnant and Parenting Student Services:** Phoenix provides services to youth, ages 12-21, who are pregnant and/or parenting and identified as at-risk and requiring individualized programming, prenatal and parenting instruction.

**Helensview Trellis/RISE – Re-entry Into Successful Education:** RISE provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance/behavioral issues. Trellis serves students ages 12-21 who are on probation, parole and/or returning from both juvenile and adult state correctional facilities.

**Helensview Turnaround/Pride:** Turnaround/PRIDE provides individualized academic, social services and job training for students ages 12-21 identified as at-risk and who have not had success in other conventional or alternative settings.

**Home School Notification:** Parents who elect to teach students at home instead of enrolling their student(s) in a regular school must notify the MESD, as required by statute. MESD, as required by law, maintains a database with all student directory information, requests test results from students who fall under the OAR's requirement, submits reports to component districts to notify them of their home school population and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

**Hospital School Program:** The Hospital School Program provides instruction to students with significant, acute medical or mental health needs during the course of their hospitalization and ongoing treatment. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their home districts, and by planning a reasonable and realistic transition back to school following hospitalization.

**Long Term Care and Treatment/Therapeutic Classroom:** The program provides academic instruction, behavioral intervention and social skills training, coupled with a mental health focus. Space is available for 54 students at Wynne Watts School. The Long Term Care and Treatment Program is an Oregon Department of Education funded program for students from across the state who far exceed an individual district's ability to educate and keep safe. The Therapeutic Classroom is a contracted classroom for placement by local school districts.

**Migrant Education:** MESD provides supplemental instruction and support services to identified migrant students and families to improve academic and English language skills, with a focus on reading, math and high school graduation.

**Migrant Education Pre-School:** MESD provides children (ages 3-5) with learning opportunities for cognitive, social, emotional and motor skills development in English and their native Spanish language.

**Migrant Education Summer School:** MESD provides a supplemental summer extension for K – 8th grade students eligible for Migrant Education Program services during the summer months, as well as evening English class designed for out of school youth ages 14-21 who reside at a local migrant labor camp.

**Outdoor School and Companion Programs:** Outdoor School is a residential environmental education program for sixth grade students and high school student leaders. Companion programs include Oregon Trail Overnight and other customized programs for grades 2-12.



**Reconnecting Youth Center:** MESD has established an RYP center that provides immediate educational re-engagement within a flexible environment for out-of-school youth. Center-based teams allow students to gain achievement in literacy, mathematics, life skills and problem solving that result in a high school diploma, GED attainment and transition to post-secondary education and training.

**Regional School Improvement:** School Improvement provides professional development and technical support in the following areas: High School Diploma Requirements, Transition to Common Core Standards, Common Formative Assessment, Secondary and Elementary Literacy coaching support as well as training and support in Mathematics provided by a newly hired Math Specialist. The High School Diploma initiative includes the development of alternative assessment and credit by proficiency assessments as well as facilitating the development of Reading, Writing and Math Work Samples to meet state required Essential Skills assessments. Essential Skills Assessments are now available in five languages. Assessment development has included middle school math and science, common formative assessment and English as Second Language benchmark assessments. Support is also provided for appropriate implementation of the Oregon Assessment of Knowledge and Skills.

**Student Assessment Services – Special Projects:** Student Assessment Services provides data collections support, technical assistance, support and training on assessment procedures and administration of the score sites; and provides help desk support, technical assistance and training to school districts participating in the state’s on-line English Language Proficiency Assessment. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing and mathematics. Reading, writing and mathematics essential skills assessments are provided in six languages.

**Student Assessment Services – Student Testing:** Student Assessment Services provides districts access to test and survey processing, research, evaluation, professional staff development and student performance monitoring services.

## School Health Services

**Child Health Insurance Access Program:** MESD multi-lingual eligibility specialists identify students who are uninsured, and assist parents with the health plan application and enrollment process to help families identify and access medical homes for their children. MESD staff partner with Multnomah County Health Department, and Kaiser Permanente, and are trained application assistors for Cover Oregon to achieve this outcome.

**Contracted Health Education Services:** MESD provides instruction and support to component districts in meeting state and national mandates for required health and safety training and responding to occupational exposures to bloodborne pathogens. Health education training including medication administration, severe allergic reaction with epinephrine administration, health room management guidelines, glucagon administration training, and Oregon Occupational Safety and Health Administration bloodborne pathogens training. Post-exposure evaluation and follow-up are also available to component districts.

**Contracted Nursing Services including Direct One-to-One Nursing:** School districts may contract with MESD for additional nursing services for schools, unique programs, or direct one-to-one services for students with complex health conditions.

**Dental Van Program:** School nurses screen and identify students who need dental care. Mobile dental van services are coordinated by school nurses and provided by Medical Team International (MTI), and the Multnomah County Health Department (MCHD) School Community Dental Program.

**Expanded Health Screening Team:** MESD school nurses screen students for vision, dental, and hearing, and refer students needing follow up care. Dental and vision screenings are provided to students in pre-K, K, 1, 3, 5, & 7. Hearing screening is provided to pre-K, K, and 1st grade students.

**Hearing Screening Program:** The Hearing Screening Program identifies students with hearing loss that may impact their potential to learn. Students are referred for appropriate intervention or follow-up.

**Immunization Tracking Program:** The Immunization Tracking Program provides assistance to monitor recommended and state-mandated immunization requirements. Immunizations promote wellness by protecting students, pre-kindergarten through grade 12, and school staff against vaccine-preventable diseases.

**School Nursing/School Health Assistants:** School nursing services provide mandated health services, promote wellness, and assist students to achieve optimal educational experiences. Nursing services include direct health services to ill and injured students, management of acute and chronic illnesses, and surveillance and follow up of communicable disease. Nurses are a liaison between home, school and community health care providers; promote safety, assess growth and development; and contribute to mental, emotional and physical well being. School health assistants provide injury and illness assistance to students under the direction and supervision of the RN and RN supervisor.

**Special Needs Nursing:** Special Needs nurses support districts to serve students with severe or chronic health problems. Nurses assist school districts to comply with federal and state special education requirements by providing comprehensive school health management for students, and by participating in multi-disciplinary staffing and IEP development.

## Special Education Services

**Alternative Assessment Training Grant:** Classroom teachers were trained to provide the extended alternate assessments on an annual basis to students in the MESD K-12 special education service programs. Oregon's Extended Assessments are alternate assessments linked to grade level content standards.

**Arata Creek School:** MESD's Social Emotional Skills Program operates at Arata Creek School and provides direct educational services to elementary, middle school and high school students with social/emotional disabilities.

**Functional Living Skills Program – Full Service K-12:** MESD provides instruction for students, ages 5-21, with significant disabilities in elementary, middle and highschools, as well as post-secondary settings.

**Functional Living Skills – Arata Creek Behavioral Health Program:** The FLS Behavioral Health Program provides instruction to students to increase cognitive and social-emotional skills.

**Functional Living Skills – Alternative Behavior Placement:** The FLS Alternative Behavior Program provides instruction to students to increase functional academics, communication, motor, behavior, and vocational skills.

**Functional Living Skills – Extended School Year:** Extended school year services are provided to eligible students in the Functional Living Skills Program.

**Project LAUNCH:** Multnomah Education Service District was awarded \$3,250,000 in federal funds to improve wellness among young children, ages 0-8, who live in Multnomah County. Project LAUNCH (Linking Actions for Unmet Needs in Children’s Health) promotes the wellness of young children, birth to age 8, and their families by addressing the physical, emotional, social, cognitive, and behavioral aspects of their development. The project increases use of developmental and behavioral screenings in pediatric primary care and increases community coordination around service provision, with a goal of serving over 55,000 children ages 0-8 in Multnomah County.

**Special Education Related Services Program:** Special Education Related Services include referral, evaluation and services for occupational therapy, physical therapy, speech and language therapy, assistive technology and augmentative communication services, behavioral consultation, instructional support and school psychology services in all Special Education programs.

**Special Education Systems Performance Review & Improvement (SPR & I):** Grant funds support staff participation in the Oregon Department of Education Systems Performance Review and Improvement process.

## **Technology & Administrative Support Services**

**Cascade Technology Alliance:** Cascade Technology Alliance (CTA) was created by the technology departments of Multnomah, Columbia Gorge, Northwest Regional, and Willamette ESDs. These ESDs now form a single organizational group to serve 53 component districts, as well as other public and nonprofit agencies in need of technology solutions. CTA services include network management; server management and data center; technical support; financial and human resource systems; student information systems; data warehouse and student reporting systems; instructional services and operational services.

**Business Systems Support:** MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.

**In-Home Safety and Reunification Services:** MESD provides facilitation of contracts for In-Home Safety and Reunification Services, group visitation, therapy services and system of care services for the Oregon Department of Human Services.

**Interconnectivity:** MESD provides Internet Service Provision (ISP) service out of the Pittock Block for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.

**Network Services:** Wide area data networking support is provided in the form of communication lines, router maintenance, network management and connection to the Internet.

**Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students and parents to engage in the instructional process.

**School Announcement Closure Network:** MESD contracts with FlashAlertNewswire.net each year for the ESD and component districts to support the interface between component districts and radio/television stations when emergency closures must be communicated to the public.

**Smartfind Express:** MESD provides on-line substitute application and registration, verification of employment eligibility documents, bloodborne pathogen training and updates, child abuse prevention training, maintenance of classified and certified substitutes, registration of Teacher Standards and Practices Commission licenses, and telephone support to district Smartfind administrators.

**Other Administrative Services:** These include legal services, payroll services, procurement card services, Inter-school delivery service (PONY) and the Flash Alert school closure network.

# Financial Overview

## Revenues

Property Taxes	\$27,001,138	47%
State School Fund	6,850,158	12%
Local Sources	8,338,421	15%
State Sources	7,553,606	13%
Federal Sources	2,079,394	4%
Other Revenues	1,506,080	3%
Services to Other Funds	3,007,619	5%
Internal Charges	1,087,745	2%

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Total	\$57,424,161	100%
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## Expenditures

School Health Services	\$9,227,818	16%
Instructional Services	8,752,198	15%
Special Education	11,651,803	20%
Technology Services	9,005,377	15%
Operations	4,305,612	7%
Debt Service	2,927,360	5%
Transit	13,321,333	23%

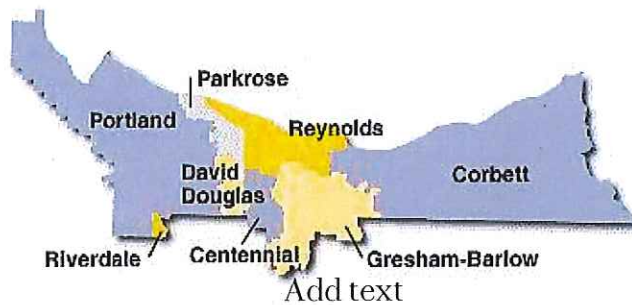
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Total	\$59,191,501	100%
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# Profile of Component Districts

MESD serves eight component school districts along with other non-component school districts, nonprofits and government agencies.

The school districts in MESD's region are diverse and include inner city, suburban and rural schools. Within these districts are about 160 schools with 90,000 students over a geographic area that stretches from Portland's west hills to the foothills of the Cascades, and from the Columbia River on the north to the Clackamas County line on the south. An estimated population of 660,000 live in the Multnomah ESD district.



District	Number of Schools	Enrollment*
Centennial	10	7,503
Corbett	3	1,024
David Douglas	16	13,062
Gresham-Barlow	20	13,349
Parkrose	6	4,032
Portland	92	54,451
Reynolds	19	13,688
Riverdale	2	584
<b>Total</b>	<b>168</b>	<b>107,693</b>

\*Source: ODE ADMw report, May, 2014

# MESD Schools and Sites

Ainsworth Building Administrative Offices  
11611 NE Ainsworth Circle • Portland, OR 97220 • 503-255-1841

Alpha School  
876 NE 8th St. • Gresham, OR 97030 • 503-262-4050

Arata Creek School  
Edgefield Regional Children's Campus  
2408 SW Halsey St. • Troutdale, OR 97060 • 503-262-4850

Donald E. Long Program  
Multnomah Co. Juvenile Justice Center  
1401 NE 68th Ave. • Portland, OR 97213 • 503-988-3577

Helensview School  
8678 NE Sumner St. • Portland, OR 97220 • 503-262-4150

Wynne Watts School  
930 NE 162nd Ave • Portland, Oregon 97230 • 503-262-4200

Wheatley School  
14030 NE Sacramento St. • Portland, Oregon 97230 • 503-262-4000

Ocean Dunes High School  
4859 S. Jetty Road • Florence, OR 97439 • 541-999-8792

Three Lakes High School  
4400 Lochner Road, SE • Albany, OR 97322 • 503-791-5944

Yamhill County Juvenile Detention  
535 E. Fifth Street, McMinnville, OR • 97128 • 503-434-7407



# Governance



Bernie Giusto (2014-15 Chair) Position 1, East Multnomah County Zone  
Term Ends 6/30/17



Nels Johnson (2014-15 Vice-Chair), Position 2,  
At-Large Term ends 6/30/17



Francisco Acosta Jr. Position 4, Mid-County Zone  
Term Ends 6/30/17



Gary Hollands Position 5, North/Northeast Portland Zone  
Term ends 6/30/15



Douglas Montgomery, Position 6, At-Large  
Term Ends 6/30/15



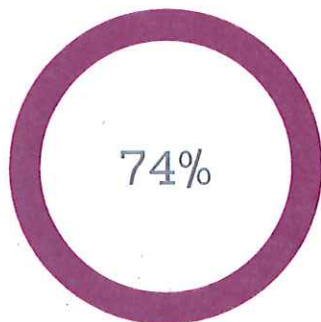
Kevin Spellman, Position 7, SE/SW Portland Zone  
Term Ends 6/30/15



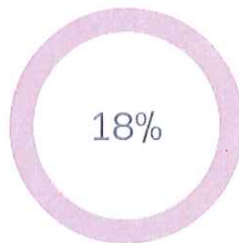
Erica Thatcher, Position 3, Central Portland Zone  
Term Ends 6/30/17

# Staff Profile (as of 10/15/14)

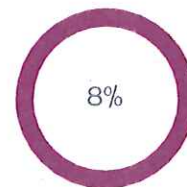
Position	Total #
MESD staff providing direct services to students	308 - 74%
Educational Assistants	115
Registered Nurses/Licensed Practical Nurses	94
Teachers, Special Education & Alternative Ed.	46
Non-Certified Student Support/Instruction	23
Special Education Consultants/Specialists	5
Speech Language Pathologists	5
Other Professional/Certified Staff	5
COTA/LPTA, Communication Assistants	6
Site Supervisor/Outdoor School	4
Occupational/Physical Therapists	3
School Psychologists/Counselors	2
MESD staff providing school/office support	75 - 18%
Instructional/Health/Admin Support Staff	26
Technology Services staff	27
Central Office Support Staff	15
Custodial	7
MESD staff providing supervision	33 - 8%
Supervisor/Principal/Administrator	33
<b>Total</b>	<b>416</b>



Direct Service to Students



School/Office Support



Supervisors

# Component District Representatives to MESD Advisory Committees

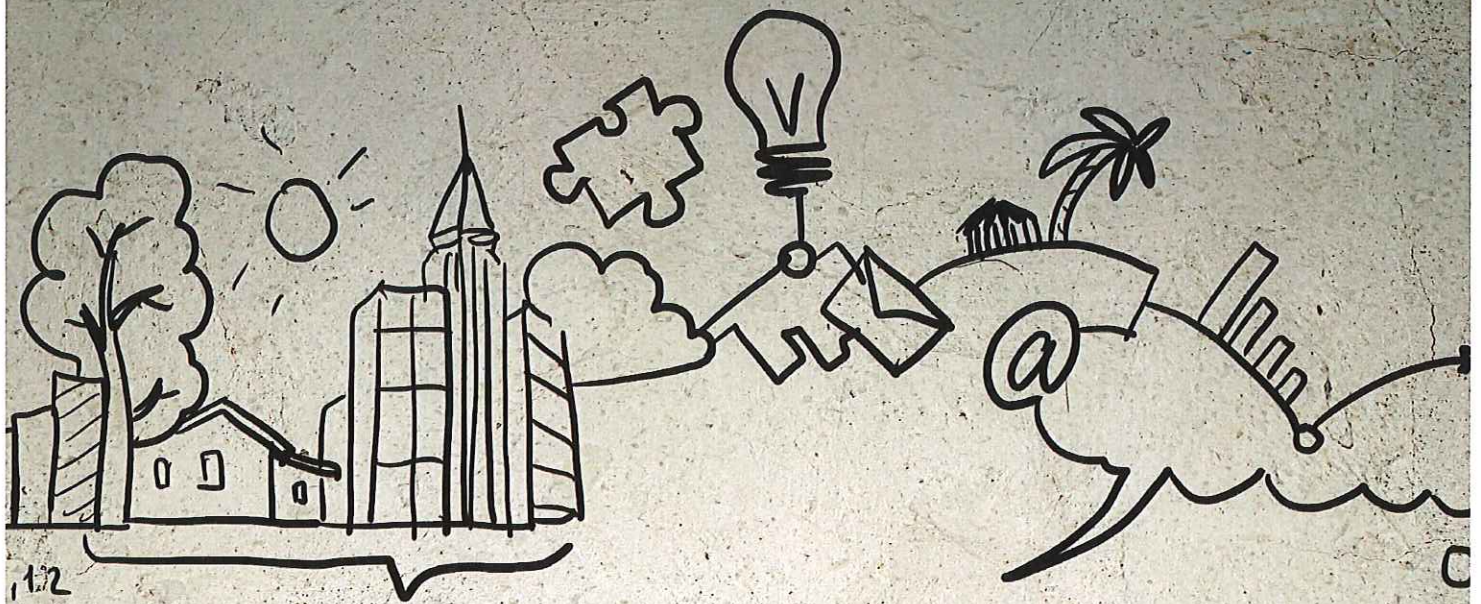
## CURRICULUM & INSTRUCTION

## OUTDOOR SCHOOL

Centennial Corbett	Cheryl Williamson	Cheryl Williamson Carrie Church
David Douglas	Derek Edens Brooke O'Neill	Cheryl Bland
Gresham-Barlow	Tim Drilling Teresa Ketelsen Angie Kautz Linda Okazaki	Jim Schlachter Jennifer Sorcinelli Sally Kirkpatrick Annette Sweeney
Parkrose Portland	Michael Lopes Ewan Braley Susan Payne Angela Hubbs	Patrick Mangan Gary Schuh Todd Migchelbrink Brian Black
Reynolds Riverdale	Amy Jackson	

## SCHOOL HEALTH/SPECIAL EDUCATION PROGRAMS

Centennial Corbett	Lori Silverman Desiree Chiu
David Douglas	Barbara Kienle Nancy Anderson
Gresham-Barlow Parkrose Portland	Janell Black Kathy Keim-Robinson Robert Cantwell Tammy Jackson Robin Mack
Reynolds Riverdale	Brenda Martinek Sue Jonson



# Multnomah Education Service District

2013-14 Accountability Report  
Component District Data

# MESD Programs & Services provided to Component School Districts in 2013-14 Financial Summary

	Funded through MESD Resolution	Fee for Service	Value-Added (funded at no cost to districts)*	Total
Centennial	\$1,965,778	\$634,558	\$3,599,921	\$6,200,257
Corbett	\$634,558	\$37,609	\$3,605	\$675,772
David Douglas	\$3,599,921	\$282,383	\$1,337,045	\$5,219,349
Gresham-Barlow	\$1,465,946	\$921,437	\$3,896,846	\$6,284,229
Parkrose	\$1,246,037	\$592,274	\$364,933	\$2,203,244
Portland	\$14,326,434	\$1,625,962	\$2,574,246	\$18,526,642
Reynolds	\$4,117,190	\$572,079	\$2,164,164	\$6,853,433
Riverdale	\$214,937	\$4,890	\$7,095	\$226,922
<b>Total</b>	<b>\$27,570,801</b>	<b>\$4,671,192</b>	<b>\$13,947,855</b>	<b>\$46,189,848</b>

\*"Value-added" means programs/services funded by grants and/or contracts from sources other than the State School Fund or fee for service. Where possible, value to each district is calculated (i.e. Migrant Education).

# MESD Programs & Services provided to Portland School District in 2013-14

	Funded through MESD Resolution	Fee for Service	Value-Added (funded at no cost to Portland)
<b>Instructional Services</b>			
Classroom Law Project	\$25,796		
Curriculum Services - School Improvement (.5 FTE Math Spec.)	\$173,485		
Helensview Turnaround/Pride	\$564,664		
Helensview Phoenix	\$477,793		
Home School Notification	\$16,278		
Incarcerated Youth	\$193,561		
Outdoor School & Companion Programs		\$568,583	\$374,236
Reconnecting Youth Program		\$323,830	
Student Assessment		\$24,500	
<b>Special Education Services</b>			
Functional Living Skills	\$1,204,803	\$111,200	
<b>School Health Services</b>			
Child Health Insurance Access			\$2,185,680
Contracted Health Education Services		\$30,318	
Dental Van Program			\$14,340
Direct One-to-One Nursing		\$538,554	
Hearing Screening Program	\$75,207		
Immunization Tracking	\$70,026		
School Nursing	\$2,990,408		
Special Needs Nursing	\$173,810		
<b>Technology &amp; Administrative Support Services</b>			
Medicaid Administrative Claiming		\$28,977	
Interconnectivity	\$99,000		
Student Information Services	\$609,307		
Other Administrative Services	\$35,606		
<b>Transits</b>	\$7,616,690		
<b>Total</b>	<b>\$14,326,434</b>	<b>\$1,625,962</b>	<b>\$2,574,256</b>

## **MESD Programs & Services provided to Portland School District in 2013-14**

### **Instructional Services**

Classroom Law Project: Portland students participated in the Classroom Law Project.

Helensview Phoenix: MESD enrolled 46 students at Helensview Phoenix

Helensview Turnaround/PRIDE: MESD enrolled 60 students in Helensview Turnaround/PRIDE.

Home School Notification: MESD, as required by law, maintains a database with all student directory information, requests test results from students who fall under the OAR's requirements, submits reports to component districts to notify them of their home school population and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

Adult Correction Education - Incarcerated Youth: Served 27 school-age youth up to 19 years of age without high school diplomas who are detained within Multnomah County adult correctional facilities. The program also serves youth with disabilities up to 21 years of age who had Individual Education Plans (IEPs) prior to incarceration.

Outdoor School and Companion programs: 3,847 sixth grade students attended the 3 day/2 night Outdoor School program, 532 High School students attended as Student Leaders, and 1,658 4th grade students attended the Oregon Trail Overnight program.

Reconnecting Youth Program: MESD provided educational services to 53 students through the RYP program at the Helensview site.

Regional School Improvement: School Improvement provides professional development and technical support in the following areas: High School Diploma Requirements, Transition to Common Core Standards and Smarter Balance Assessments, Common Formative Assessment, Secondary and Elementary Literacy coaching support, training and support in mathematics provided by a Math Specialist, implementation of the Oregon Assessment of Knowledge and Skills.

## School Health Services

Child Health Insurance Access Program: MESD collaborates with the Multnomah County Health Department, Oregon Health Plan, Kaiser Permanente and the Office of Healthy Kids to increase the number of children with healthcare coverage. MESD bilingual staff assists parents with the application process and access to medical homes for their children. 551 children who live in PPS were enrolled in the Kaiser Children's Health Program and 182 children were enrolled in Healthy Kids. The estimated annual value of this health coverage is \$1,388,520 for Kaiser and \$797,160 for Healthy Kids.

Contracted Health Education Services: MESD trained 89 staff at risk for exposure to bloodborne pathogens (BBP); provided renewal BBP training for 416 staff; and provided 3.75 hours post-exposure evaluation and follow-up.

Direct One-To-One Nursing: MESD provided direct nursing services and consultative nursing services for nine students with complex medical needs.

Expanded Health Screening Team: MESD provided dental screening for 17,614 students, referring 1,072 for further treatment; and provided vision screening for 17,558 students, referring 1,610 for further care.

First Aid Training: Medic First Aid training was provided for 445 staff.

Hearing Screening Program: MESD screened 8,344 students, performed further testing on 1,296 students, referred 1,462 for further evaluation and recommended preferential seating for 234 students.

Immunization Tracking: 11,470 immunization records were evaluated and 9,057 parent notifications were prepared for mailing. Of 3,190 exclusions, 2,608 (82%) were cleared by state-mandated exclusion day.

Medicaid School-Based Billing Services/Nursing: MESD processed claims for special education Medicaid-reimbursable nursing services resulting in net revenue of \$169,067, which reduced Portland Public Schools' cost for one-to-one nursing services by 27%. MESD also trained staff, and tracked, monitored and stored documentation.

School Nursing Program: School nurses provided health management to more than 1,500 students with ongoing chronic health needs.

Special Needs Nursing: Two MESD special needs nurses provided oversight and case management for more than 650 students, and also provided direct nursing service and ongoing support to school staff and school nurses who assist students with complex medical needs.



## **Special Education Services**

Alternative Assessment Training Grant: Classroom teachers were trained to provide extended alternate assessments annually to students in the MESD K-12 special education service programs. Oregon's Extended Assessments are alternate assessments that are linked to grade level content standards.

Functional Living Skills Full Service K-12: MESD served 3 students ranging in age from 5-21 with moderate, severe or profound disabilities and provided 1 one-to-one educational assistant.

Functional Living Skills Alternative Behavior Placement: 14 students were served in the Alternative Behavior Program. MESD provided one-to-one educational assistants.

Functional Living Skills - Arata Creek Behavioral Health Program: 1 student were served in the FLS Behavioral Health classroom.

Functional Living Skills Extended School Year Extended Functional Living Skills: Services were provided to 6 eligible students during the summer of 2011.

Medicaid – School Age: Funds generated from Medicaid reimbursement purchase equipment, used by the students in the Functional Living Skills, Related Services and Social-Emotional Skills programs. It provides speech/language services and education assistants to serve Medicaid-eligible students in the FLS program.

Project LAUNCH: Multnomah Education Service District was awarded federal funds to improve wellness among young children, ages 0-8, who live in Multnomah County. Project LAUNCH (Linking Actions for Unmet Needs in Children's Health) promotes the wellness of young children, birth to age 8, and their families by addressing the physical, emotional, social, cognitive, and behavioral aspects of their development.

Special Education Related Services: 48 students received speech and language, augmentative communication/assistive technology, and diagnostic evaluation services in all special education programs.

Special Education Systems Performance Review and Improvement (SPR & I): Funds supported staff participation in the Oregon Department of Education Systems Performance Review and Improvement trainings.

## **Technology and Administrative Support Services**

**In-Home Safety and Reunification Services:** MESD provides facilitation of contracts for In-Home Safety and Reunification Services, group visitation, therapy services and system of care services for the Oregon Department of Human Services.

**Medicaid Administrative Claiming:** MESD facilitates reimbursement of federal funds for certain Medicaid administrative activities. Claims processed in 2013-14 resulted in \$975,136 in a net revenue for Portland Public Schools.

**Student Information Services:** MESD provided technology applications for the purpose of scheduling, attendance, grade reporting, graduation requirements, health history, and state reports. Portland Public Schools used the eSIS Parent Portal to communicate with district parents.

**Interconnectivity:** MESD provides Internet Service Provision (ISP) service out of the Pittock Block for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.



# Board of Education

## Superintendent's Recommendation to the Board

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**Board Meeting Date:**

November 24, 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

**Agenda Action:** Resolution

<b>SUBJECT: Three High School Master Plans to Prepare for Consideration of a 2016 School Building Improvement Bond Ballot Measure</b>
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**BRIEF SUMMARY AND RECOMMENDATION**

In 2012, a 32-year financing plan and program was developed to identify a funding mechanism to fully modernize PPS aged school buildings. That program requires voters to decide every four years if they support our continuing capital program.

The existing 2012 bond has funding for master planning high schools related to any proposed 2016 ballot measure. A committee was formed by the Superintendent, met and debated the relative merits of various scenarios, and is recommending for consideration three (3) high schools in 2016 and three (3) high schools in 2020.

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**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

<b>Reviewed and Approved by Superintendent</b>	
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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 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, fully supported by the Superintendent and her staff, 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.

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#### **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
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**Reviewed and Approved by  
Superintendent**

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**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.

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**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.”

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**BUDGET / RESOURCE IMPLICATIONS**

Dedicate the monies set-aside in the 2012 School Building Improvement Fund for master planning to be used in its entirety for the three high schools identified. The BDC 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.

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**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.

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**ATTACHMENTS**

Attachment A: 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

<p><b>Reviewed and Approved by Superintendent</b></p>
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# Board of Education Informational Report

## MEMORANDUM

**Date:** November 25, 2014  
**To:** Members of the Board of Education  
**From:** Antonio Lopez, Assistant Superintendent, Office of School Performance  
**Subject:** Building Administrator Evaluation and Support Update

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This memorandum provides a brief update on Building Administrator Evaluation and Support.

2013-2014 was the first year of the use of the new Building Administrator Evaluation Tool to align with ODE/SB 290.

Most recent updates for 2014-2015:

- The Building Administrators Goal Setting document is now aligned to the Superintendent's three priorities and The Successful Schools Framework.
- Implementation has begun of ODE's Student Learning Growth Goals Rubric, ODE's Matrix Model to determine the Overall Summative Evaluation, and we are participating in ODE's Peer Review Process with other School Districts
- Senior Directors, in addition to using an aligned Goal Setting Document, are using a Monthly Check-In form that is also aligned to the Superintendent's three priorities and The Successful Schools Framework.
- A new tool, The Principal Success Indicators, focuses on key components from the new evaluation tool to help calibrate Senior Directors' evaluation and support of building administrators on a common and consistent set of expectations for building administrators.

Next Steps:

- Continued implementation of the Monthly Check-In and the Evaluation and Support Process.
- Senior Directors will meet to calibrate consistency both in evaluation and support of building administrators.

Attachments:

- New Building Administrator Evaluation Tool
- Student Growth Learning Goals Form & Rubric (ODE)
- ODE Matrix for Summative Evaluations
- Successful Schools Framework
- Principal Monthly Check In
- Principal Success Indicators

# PPS Building Administrator Performance Assessment & Evaluation Tool

The PPS Building Administrator Performance Assessment & Evaluation Tool uses a rating scale based on four performance levels:

- **Unsatisfactory** - Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice.
- **Developing** - Making sufficient progress toward Proficient this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan.
- **Proficient** - **Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.**
- **Distinguished** - Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

## Standard #1: Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

### Educational Leaders:

- Collaboratively develop and implement a shared vision and mission;
- Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
- Create and implement plans to achieve goals; Monitor, evaluate progress and modify to meet intended outcomes;
- Develop the capacity for adaptive leadership; promote continuous and sustainable improvement; and
- Builds a culture of equity that is student centered

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>1.a Collaboratively develop and implement a shared vision and mission</b>	Produces a generic or vague vision and mission, minimally aligned to the district vision. The educational leader involves few or no stakeholders. Collaboration, if present, is procedural or superficial.	Produces a partial or incomplete vision and mission partially aligned to the district vision, has acquired limited knowledge of the school community by involving some stakeholders, and collaborating during parts of the process. Encourages community support of the district vision.	Develops a vision and mission that is aligned to the district vision including a lens for racial equity, acquired adequate knowledge of the school community by involving stakeholders, and collaborates throughout most of the process. Actively engages community support of the district vision.	Clearly defines vision and mission, closely aligns to the district vision including a lens for racial equity, acquires extensive knowledge of the school community by involving key stakeholders, and collaborates throughout the process. Community actively supports the district vision by each subgroup of the school community.



## PPS Building Administrator Performance Assessment & Evaluation Tool

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>1.b</b> <b>Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning</b>	<p>Occasionally analyzes, interprets, and utilizes information/data from multiple sources to plan for school improvement.</p> <p>Occasionally disseminates or updates data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.) or disseminated inaccurate or incomplete data to stakeholders.</p>	<p>Routinely analyzes, interprets, and utilizes information/data from multiple sources to plan for school improvement.</p> <p>Routinely disseminates and updates appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.</p>	<p>Consistently analyzes, interprets, and utilizes information/data disaggregated by race from multiple, yet similar, district sources to plan for school improvement.</p> <p>Consistently analyzes, interprets, disseminates, and updates appropriate data disaggregated by race for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.</p>	<p>Consistently analyzes, interprets, and utilizes information/data disaggregated by race from multiple and varied district sources to plan for school improvement. Builds capacity in staff to engage in similar practice.</p> <p>Systematically analyzes, interprets, and utilizes multiple modalities to disseminate and update appropriate data disaggregated by race for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.</p>
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>1.c</b> <b>Create and implement plans to achieve goals; Monitor, evaluate progress and modify to meet intended outcomes</b>	<p>Occasionally sets interim and long-term goals for improvement of students' academic achievement, social acuity, and/or equity. Develops goals alone or with a small group of people with no plan for reviewing data and making adjustments as needed to achieve goals.</p> <p>Goals and focus of school improvement plan are vaguely articulated and are minimally designed to improve achievement of all students by name.</p>	<p>Routinely sets long-term goals for improvement, creates a school improvement plan collaboratively with some stakeholders, and occasionally monitors the implementation through data collection and analysis.</p> <p>Goals and focus of school improvement plan are articulated and designed to improve achievement of all students by name and close opportunity gaps.</p>	<p>Consistently sets interim and long-term goals for improvement; creates a school improvement plan collaboratively with a diverse team of stakeholders, and practices regular monitoring of the implementation through data collection and analysis.</p> <p>Goals and focus of school improvement plan are clearly articulated and designed to improve achievement of all students by name and close opportunity gaps.</p>	<p>Systematically sets interim and long-term goals for improvement, creates a school improvement plan that includes plans to address barriers to positive change collaboratively with a diverse team of stakeholders, and practice frequent monitoring of the implementation through data collection and analysis.</p> <p>Goals and focus of school improvement plan are clearly articulated and designed to improve achievement of all students by name and close opportunity gaps.</p>
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>1.d</b> <b>Develop the capacity for adaptive leadership; promote continuous and sustainable improvement</b>	<p>Occasionally communicates to stakeholders in ways that may promote continuous improvement. The initiatives put in place have little chance to continue due to lack of buy-in, changes in leadership, lack of resources, or other missing components.</p> <p>Limited or no structures implemented to share leadership.</p>	<p>Promotes continuous improvement through routine communication with some stakeholders. The major initiatives put in place do not yet have a path to sustainability; however, some components of sustainability (e.g., resources, leadership buy-in) may be in place.</p> <p>One or two structures for shared leadership are in place but do not</p>	<p>Consistently promotes continuous improvement through communication to a variety of stakeholders. Some initiatives put in place are well on the way to being fully institutionalized; however, there are still some components that need to be put into place to ensure sustainability.</p> <p>Creates structures for sharing leadership with AP/VP/teacher leaders in key</p>	<p>Systematically promotes continuous improvement through communication in a variety of formats and languages to a wide variety of stakeholders. The major initiatives put in place are fully institutionalized within the system, and the focus is on ongoing sustainability and innovation in implementation.</p> <p>Builds a shared leadership team</p>

## PPS Building Administrator Performance Assessment & Evaluation Tool

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
		<p>include all stakeholders. Delegates some leadership tasks to AP/VP/Teacher leaders.</p> <p>Actively engages teacher leaders and AP/VP in conversations about progress towards goals.</p>	<p>instructional areas:</p> <ul style="list-style-type: none"> <li>Communicates focus/vision plan;</li> <li>Actively engages with groups of teachers in each instructional focus area</li> <li>Delegates leadership tasks to AP/VP/Teacher leaders and spends time developing and coaching;</li> <li>Provides regular feedback to instructional leadership team</li> </ul>	<p>which reflects diverse perspectives, models effective leadership behaviors.</p> <ul style="list-style-type: none"> <li>Jointly develops focus of annual plan</li> <li>Leads process to create a continuous cycle of inquiry in key focus areas;</li> <li>Delegates leadership tasks to AP/VP/Teacher leaders</li> <li>Actively develops and coaches AP/VP/Teacher leaders to lead critical elements of the instructional program;</li> <li>Gives staff opportunities to take on leadership roles;</li> <li>Systematically monitors leadership team and provides ongoing feedback and mentoring</li> </ul>
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<p><b>1.e</b> <b>Builds a culture of equity that is student centered</b></p>	<p>Lack of evidence of collegiality and community among staff. Attendance at staff meetings and school events is poor.</p>	<p>Culture of collegiality and community is under development. Some teachers help one another &amp; take on leadership roles if asked. Core group attends staff meetings and optional school events.</p>	<p>Culture of staff is one of collegiality and student focused community, or if principal is new to building, staff culture is a priority focus. Many teachers help one another, &amp; some take on leadership roles. Majority of staff attend staff meetings and multiple optional school events voluntarily.</p>	<p>Culture of staff is one of collegiality and student focused community, or if principal is new to building, staff culture is a priority focus. Most teachers help one another &amp; and many voluntarily take on leadership roles. Almost all staff attends staff meetings and optional school events.</p>

### REVIEWER OBSERVATIONS AND EVIDENCE: (Provide specific examples and evidence in assessing strengths and development areas)

Observed Strengths:

Observed Areas of Development:

# PPS Building Administrator Performance Assessment & Evaluation Tool

## Standard #2: Instructional Improvement

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

### Educational Leaders:

- a) Nurture and sustain a culture of collaboration and shared practice, trust, learning and high expectations for all students;
- b) Create a comprehensive, rigorous and coherent curricular program;
- c) Create a personalized and motivating learning environment for students in which differences are seen as assets;
- d) Supervise and support instruction by providing professional development to strengthen employees' knowledge and skills for accelerating achievement for all students and eliminating historic barriers;
- e) Establish instructional systems for monitoring student progress, assessment and accountability, to eliminate the effects of institutional racism;
- f) Develop the instructional and leadership capacity of staff in collaboration with Human Resources to recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel;
- g) Maximize time spent on quality instruction;
- h) Promote the use of the most effective and appropriate technologies to support teaching and learning;
- i) Monitor and evaluate the impact of instruction; ensuring alignment between staff evaluation and student outcomes

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>2.a</b> <b>Nurture and sustain a culture of collaboration and shared practice, trust, learning and high expectations for all students</b>	<p>Rarely analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning.</p> <p>Rarely plans and implements processes and procedures that create a culture in which stakeholders take responsibility for planning or implementing an effective culturally responsive and relevant instructional program.</p>	<p>Occasionally analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning.</p> <p>Occasionally plans and implements processes and procedures that create a culture in which some stakeholders take responsibility for and share in planning, shaping, and implementing an effective culturally responsive and relevant instructional program.</p>	<p>Consistently analyzes, interprets, and uses multiple sources of data to make decisions that will positively impact the school culture and high expectations for learning.</p> <p>Regularly plans and implements processes and procedures that creates a culture in which many stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining a effective culturally responsive and relevant instructional program.</p>	<p>Comprehensively analyzes, interprets, and uses multiple and varied sources of data to inform collective decisions that will positively impact the school culture and high expectations for all staff and students.</p> <p>Systematically plans and implements processes and procedures that creates a culture in which multiple stakeholders consistently take responsibility for and share in planning, shaping, implementing, and sustaining an effective culturally responsive and relevant instructional program.</p>

## PPS Building Administrator Performance Assessment & Evaluation Tool

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>2.b Create a comprehensive, rigorous and coherent curricular program</b>	Provides basic district and school instructional guidelines (standards, curriculum, pacing guides, etc.). These are available to teachers only.	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which are usually comprehensive, rigorous and coherent. These are available to teachers, students and families	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which are comprehensive, rigorous and coherent. These are available, in multiple languages as needed and clearly communicated to teachers, students and families	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which are comprehensive, rigorous and coherent. These are proactively shared and specifically communicated, Proficient language needs, to teachers, students, families and other stakeholders.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>2.c Create a personalized and motivating learning environment for students in which differences are seen as assets</b>	Utilizes limited student data to inform instructional decisions.	Occasionally reviews student data and uses it in a limited manner to inform instructional decisions, differentiate instruction, or provide instructional interventions based on student learning results and students cultural assets.	Consistently reviews data to inform instructional decisions, differentiates instruction, and provides appropriate instructional interventions based on student learning results, students' cultural assets and other student needs.	Systematically reviews student data and consistently and effectively uses it to inform instructional decisions, differentiates instruction, and provide appropriate instructional interventions based on student learning results, students' cultural assets and other student needs.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>2.d Supervise and support instruction by providing professional development to strengthen employees' knowledge and skills for accelerating achievement for all students and eliminating historic barriers</b>	Provides little or no monitoring of the use of school and district instructional guidelines to inform the instructional program, or there was evidence that the instructional program was only minimally aligned with the established District guidelines.	Establishes a process for monitoring the use of school and district instructional guidelines. Uses feedback occasionally or only across some classrooms to support effective culturally responsive and relevant instruction aligned with the Districts Racial Equity Policy.	Establishes an adequate process for monitoring the implementation of school and district instructional guidelines. Feedback is articulated and used by the educational leader across all classrooms to support effective culturally responsive and relevant instruction aligned with the Districts Racial Equity Policy.	Establishes a systematic process for monitoring the implementation of school and district instructional guidelines. Feedback is clearly articulated and used consistently by the educational leader across all classrooms to support effective culturally responsive and relevant instruction aligned with the Districts Racial Equity Policy.

## PPS Building Administrator Performance Assessment & Evaluation Tool

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<p><b>2.e</b>  <b>Establish instructional systems for monitoring student progress, assessment and accountability, to eliminate the effects of institutional racism</b></p>	<p>Utilizes limited student data, by race, to monitor student progress and provides teachers and other stakeholders little or no access to data (as the law allows), access to a minimal amount of data, or receipt of data upon request only.</p> <p>Provides minimal time or support/guidance for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students to eliminate institutional racism.</p>	<p>Occasionally reviews disaggregated data, by race, used it in a limited manner to monitor student progress, and provides teachers, families and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allows.</p> <p>Provides periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals and groups of students to eliminate institutional racism.</p>	<p>Reviews disaggregated data, by race, uses it to monitor student progress, and provides teachers, families, and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allows.</p> <p>Provides regular time and adequate support/ guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals and groups of students to eliminate institutional racism.</p>	<p>Systematically reviews disaggregated data, by race, consistently and effectively uses it to monitor student progress (with focus on students of color), and provides teachers, families and other stakeholders comprehensive access to data from multiple and varied sources, as the law allows.</p> <p>Provides dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students to eliminate institutional racism.</p>
<p><b>Indicator</b></p>	<p><b>Unsatisfactory</b> <input type="checkbox"/></p>	<p><b>Developing</b> <input type="checkbox"/></p>	<p><b>Proficient</b> <input type="checkbox"/></p>	<p><b>Distinguished</b> <input type="checkbox"/></p>
<p><b>2.f</b>  <b>In collaboration with Human Resources supports increasing the racial and linguistic diversity and cultural responsiveness of staff.</b></p>	<p>When given the opportunity, rarely supports increasing the racial and linguistic diversity and cultural responsiveness of staff.</p> <p>Rarely involves staff in the recruitment and hiring process.</p>	<p>When given the opportunity, occasionally supports increasing the racial and linguistic diversity and cultural responsiveness of staff.</p> <p>Usually involves staff in the recruitment and hiring process; occasionally interview teams are diverse or have multiple perspectives.</p>	<p>When given the opportunity, consistently supports increasing the racial and linguistic diversity and cultural responsiveness of staff.</p> <p>Consistently involves staff in the recruitment and hiring process; interview teams are diverse or have multiple perspectives.</p>	<p>When given the opportunity, always supports increasing the racial and linguistic diversity and cultural responsiveness of staff.</p> <p>Always involves staff in the recruitment and hiring process. Interview teams are always diverse and include multiple perspectives.</p>

## PPS Building Administrator Performance Assessment & Evaluation Tool

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>2.g Maximize time spent on quality instruction</b>	Does not actively eliminate interruptions; focuses teacher and organization time to support quality instruction and student learning.	Makes efforts to eliminate interruptions during the school day and adjusts the master schedule to encourage collaboration time for teachers.	Minimizes interruptions during the school day, adjusts the master schedule to provide some collaboration time for all teachers, and monitors students' time on task in classrooms.	Manages time in ways that assure teaching and learning are the school's top priority. This includes implementing procedures that prohibit unnecessary interruptions during the school day, providing time in the master schedule for collaboration time for all teachers, and monitoring students' time on task in classrooms as well as teacher use of collaborative time.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>2.h Promote the use of the most effective and appropriate technologies to support teaching and learning</b>	Is aware of few or none of the effective and appropriate technologies that support teaching and learning and does not support funding for these tools when possible.	Is aware of many of the most effective and appropriate technologies that support teaching and learning and responds to requests for their purchase/use in some classrooms when possible.	Is aware of many of the most effective and appropriate technologies that support teaching and learning, funds purchase of these tools when possible, and promotes their use in many classrooms for all learners.	Is aware of many of the most effective and appropriate technologies that support teaching and learning, sought after and acquired funding for the purchase of these tools. Provides professional development to give teachers the skills needed to implement the tools effectively, and promotes their use in all classrooms with all learners.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>2.i Monitor and evaluate the impact of instruction; ensuring alignment between staff evaluation and student outcomes</b>	Reviews individual student, classroom, and/or school data in order to monitor and evaluate the impact of instruction. Minimal time or support/guidance is provided for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.	Reviews school data, disaggregated by race, and uses limited classroom and individual student data to monitor and evaluate the impact of instruction. Periodic time and/or a limited amount of support/guidance provided for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students to eliminate the disparity gaps.	Consistently reviews individual student, classroom, and school data to monitor and evaluate the impact of instruction. Regularly schedules time and adequate support/guidance is provided for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students to eliminate the disparity gaps.	Systematically reviews individual student, classroom, and school data, disaggregated by race to monitor and evaluates the impact of instruction. Dedicates scheduled time and comprehensive support/guidance is provided for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students to eliminate the disparity gaps.

### REVIEWER OBSERVATIONS AND EVIDENCE: (Provide specific examples and evidence in assessing strengths and development areas)

Observed Strengths:

Observed Areas of Development:

# PPS Building Administrator Performance Assessment & Evaluation Tool

## Standard #3: Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

### Educational Leaders:

- a) Monitor and evaluate the management and operational systems;
- b) Obtain, allocate, align and efficiently use human, fiscal and technological resources;
- c) Provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal;
- d) Promote and protect the welfare and safety of students and staff;
- e) Ensure teacher and organizational time is focused to support quality instruction and student learning;
- f) Reports accurate student and personnel data for the school in a timely way

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>3.a Monitor and evaluate the management and operational systems</b>	Rarely monitors routines, processes, and procedures and rarely collects and analyzes data in order to gauge their effectiveness and to identify and plan for areas of improvement.	Occasionally monitors routines, processes, and procedures and periodically collects and analyzes a variety of data in order to gauge their effectiveness and to identify and plan for areas of improvement.	Consistently monitors routines, processes, and procedures and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement using an equity lens.	Systematically monitors routines, processes, and procedures and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement using an equity lens  Makes data driven decisions to differentiate resources to meet racial equity goals.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>3.b Obtain, allocate, align and efficiently use human, fiscal and technological resources</b>	Limits awareness of school, district, and external resources (human, fiscal, and technological) and rarely obtains, allocates, or aligns those resources to district and school goals.  Rarely develops, implements, or modifies school budgets.	Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and inconsistently obtains, allocates, and aligns those resources to district and school goals.  Inconsistently develops, implements, and modifies school budgets. May be somewhat aligned and differentiated with school and district priorities.	Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and regularly obtains, allocates, and aligns school and district resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.  Consistently develops, implements, and modifies school budgets. They are usually aligned and differentiated with school and district priorities.	Is acutely aware of a variety of school, district, and external resources (human, fiscal, and technological) and systematically obtains, allocated, and aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.  Systematically develops, implements, and modifies school budgets that are consistently aligned and differentiated with school and district priorities.

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Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<p><b>3.c</b>  <b>Provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, and other educational resources, even when this means differentiating resources to accomplish this goal</b></p>	<p>Limited monitoring, supervision, and evaluation of teachers' instructional practices. Provides limited feedback to teachers.</p> <p>Limited alignment of available resources does not ensure equitable access.</p>	<p>Inconsistently monitors, supervises, and evaluates teachers' instructional practices to ensure high quality instruction. Provides minimal feedback to teachers in growth areas.</p> <p>Inconsistently aligns available resources to ensure equitable access.</p>	<p>Consistently monitors, supervises, and evaluates teachers' instructional practices to ensure every child has access to high quality culturally responsive and relevant instruction, curriculum, support and other educational resources. Provides immediate feedback and collaborates with teacher to support improvement in identified growth areas.</p> <p>Consistently differentiates available resources as need to ensure equitable access to all in order to close the opportunity gap.</p>	<p>Systematically monitors, supervises, and evaluates teachers' instructional practices to ensure every child has access to high quality culturally responsive and relevant instruction, curriculum, support and other educational resources. Provides immediate and ongoing feedback and collaboration with teacher to support improvement in identified growth areas.</p> <p>Systematically differentiates available resources as need to ensure equitable access to all in order to close the opportunity gap.</p>
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<p><b>3.d</b>  <b>Promote and protect the welfare and safety of students and staff</b></p>	<p>Considers the physical safety of students and staff. Maintains and/or implements a less than effective school safety plan, or the plan in place marginally ensures physical safety of students and staff.</p> <p>There is no emergency operations plan in place or posted and/or posted in classrooms, Proficient areas, and office settings.</p>	<p>Maintains and implements a school safety plan that is monitored on a regular basis. Problems are confronted and resolved in a timely manner. An emergency operations plan is reviewed by appropriate external officials and posted in classrooms, Proficient areas, and office settings.</p> <p>Strives to provide appropriate emotional support to staff and students. Policies clearly define acceptable behavior and demonstrate acceptance for diversity of ideas and opinions.</p>	<p>Implements a school safety plan and emergency plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances. The leader proactively monitors and adjusts the plan in consultation with staff, students, and outside experts.</p> <p>Assumes responsibility for the social, emotional, and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional, and intellectual safety; and reinforces protective factors that reduce risk for all students and staff.</p>	<p>Is Proficient AND serves as a resource for others in leadership roles beyond the school that are developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response, and recovery.</p> <p>Is Proficient AND makes social, emotional, and intellectual safety a top priority for staff and students. The leader ensures that students and staff are provided professional development on response to behaviors that identifies and incorporates the various communication styles of students from various racial or ethnic groups. Staff, students and community are empowered to improve and sustain a culture of social, emotional, and intellectual safety.</p>



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Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>3.e</b> <b>Ensure teacher and organizational time is focused to support quality instruction and student learning</b>	Involves little or no staff in the decisions about professional learning, including leading it. Limited time provided for staff collaboration and professional learning.	Involved staff in limited engagement when selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning. Professional learning focuses to support quality instruction and student learning but only limited time is provided and protected for staff collaboration and professional learning.	Adequately engages staff in selecting and/or designing professional learning opportunities, and staff is regularly involved with delivering professional learning. Professional learning focusses to support quality instruction and student learning, and adequate time is provided and protected for staff collaboration.	Actively engages staff in selecting and designing professional learning opportunities, and staff are frequently involved with delivering professional learning. Professional learning is focused to support quality instruction and student learning, and extensive time is provided and protected for staff collaboration and professional learning.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>3.f</b> <b>Reports accurate student and personnel data for the school in a timely way</b>	Inconsistently monitors, and analyzes data to close the opportunity gaps.  Inconsistently reports accurate students and personnel data for the school; is not timely.  Inconsistent use of data prevents meaningful decisions to be made to eliminate institutional racism.	Limited monitoring, analyzing, and synthesizing of the student data to close the opportunity gaps.  Reports accurate student and personnel data for the school but not always in a timely way.  Sometimes uses data to make collaborative meaningful decisions to ensure elimination of institutional racism.	Consistently monitors, analyzes, and synthesizes multiple data points and reports accurate student and personnel data for the school in a timely way.  Consistently utilizes multiple data points to make collaborative meaningful decisions to ensure elimination of institutional racism.	Systematically monitors, analyzes, and synthesizes multiple data points and reports accurate student and personnel data for the school in a timely way.  Systematically utilizes multiple data points to make collaborative meaningful decisions to ensure elimination of institutional racism.

### REVIEWER OBSERVATIONS AND EVIDENCE: (Provide specific examples and evidence in assessing strengths and development areas)

Observed Strengths:
Observed Areas of Development:

# PPS Building Administrator Performance Assessment & Evaluation Tool

## Standard #4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

### Educational Leaders:

- a) Actively engage and advocate for historically underserved families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning and decision-making;
- b) Creates a welcoming environment that reflects and supports the racial and ethnic diversity of the student population and community you serve;
- c) Collect and analyze data pertinent to equitable outcomes;
- d) Understand and integrate the community’s diverse cultural, social and intellectual resources;
- e) Build and sustain positive relationships with families and caregivers; and
- f) Build and sustain productive relationships with community partners.

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>4.a</b> <b>Actively engage and advocate for historically underserved families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning and decision-making</b>	<p>Limited engagement of specific families and no advocacy for historically underserved voices of color to ensure all families are actively involved in meaningful decision making.</p> <p>Limited involvement of families as essential partners in education and school planning. Multiple perspectives are not represented on the site council or in parent meetings.</p> <p>No efforts are made in identifying and implementing specific strategies to advocate for and seek out historically underserved voices of students and families of color.</p>	<p>Has begun engagement of families and limited advocacy for historically underserved voices of color to ensure all families are actively involved in meaningful decision making.</p> <p>Some involvement of families as essential partners in education and school planning. Multiple perspectives are underrepresented on Site Council or in parent meetings. Limited efforts are made in identifying and implementing specific strategies to advocate for and seek out historically underserved students and families of color.</p> <p>Seeks out professional development in culturally responsive and relevant family engagement.</p>	<p>Consistently engages families and advocates for historically underserved voices of color to ensure families are actively involved in meaningful decision making in the school.</p> <p>Systems are in place to ensure all families and students are actively engaged as essential partners in education and school planning. Multiple perspectives are represented, heard, and valued on Site Council and in parent meetings.</p> <p>Specific strategies are identified to advocate for and seek out historically underserved voices of students and families of color.</p>	<p>Systematically engages families and advocates for historically underserved voices of color to ensure all families are actively involved in meaningful decision making in the school.</p> <p>Systems are in place to ensure all families and students are actively engaged as essential partners in education and school planning. Multiple perspectives are represented, heard, and valued on Site Council and in parent meetings.</p> <p>Specific strategies are identified and implemented to actively advocate for and seek out historically underserved voices of students and families of color.</p>

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Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>4.b</b> <b>Creates a welcoming environment that reflects and supports the racial and ethnic diversity of the student population and community you serve</b>	<p>Creates an environment where not all students and families feel welcome and valued. Not all students and families' cultures and languages are represented in the school community.</p> <p>Inconsistent accessibility of school resources and supports and no progress toward closing the racial disparity gaps.</p> <p>No efforts are made toward creating systems for better accessibility and more welcoming environments for families and communities of color.</p>	<p>Creates an environment where not all students and families feel welcome and valued. Not all students and families' cultures and languages are represented in the school community.</p> <p>Inconsistent accessibility of school resources and supports and limited progress toward closing the racial disparity gaps. Efforts are made toward creating systems for better accessibility and more welcoming environments.</p> <p>Seeks out professional development in culturally responsive and relevant family engagement.</p>	<p>Consistently creates a welcoming school environment for all students and families. Families and students' cultures and languages are seen as assets to the school community and are represented at all levels (staffing, planning, decision making, school policies and procedures, school environment, instruction, and curriculum, etc.).</p> <p>Systems are in place to support families and children in accessing specific community and school resources to close the racial disparity gaps.</p>	<p>Systematically creates a welcoming school environment for all students and families. Families and students' cultures and languages are seen as assets to the school community and are represented at all levels (staffing, planning, decision making, school policies and procedures, school environment, instruction, and curriculum, etc.).</p> <p>Systems are in place to support families and children in accessing specific community and school resources to eliminate institutional racism and the racial disparity gaps.</p>
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>4.c</b> <b>Collect and analyze data pertinent to equitable outcomes</b>	<p>Develops a school improvement plan in isolation or with minimal collaboration; using little data. The plan is not focused on equitable outcomes and minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices little or no collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan with limited collaboration with others, using limited or partially appropriate data from multiple sources. The plan mentions equitable outcomes and partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices limited or periodic collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Regularly collects and analyzes data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan collaboratively with others using data from multiple and varied sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices frequent, ongoing collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>4.d</b> <b>Understand and integrate the community's diverse cultural, social and intellectual resources</b>	<p>Minimal plans for building and sustaining relationships with members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social,</p>	<p>Implements limited or basic plans for building and sustaining relationships with members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social,</p>	<p>Develops and implements adequate plans for building and sustaining relationships with all members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social,</p>	<p>Develops and implements comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse</p>

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	and intellectual resources into the school's vision.  Systems and procedures are not in place for monitoring, evaluating, and maintaining existing community relationships or identifying and establishing new ones that support school and district goals.	and intellectual resources into the school's vision.  Some systems and procedures are in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.	and intellectual resources into the school's vision.  Systems and procedures are in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.	cultural, social, and intellectual resources into the school's vision.  Comprehensive systems and procedures are in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.
<b>Indicator</b>	<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Developing</b> <input type="checkbox"/>	<b>Proficient</b> <input type="checkbox"/>	<b>Distinguished</b> <input type="checkbox"/>
<b>4.e Build and sustain positive relationships with families and caregivers</b>	Responds to few opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.  Systems and procedures are not in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	Initiates and responds to some opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.  Some systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	Initiates and responds to many opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.  Systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	Proactively initiates and responds to multiple and varied opportunities for school-family/caregiver collaborations and partnerships and built positive relationships with families and caregivers.  Comprehensive systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.
<b>Indicator</b>	<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Developing</b> <input type="checkbox"/>	<b>Proficient</b> <input type="checkbox"/>	<b>Distinguished</b> <input type="checkbox"/>
<b>4.f Build and sustain productive relationships with community partners</b>	Responds to few opportunities for school-community collaborations and partnerships.  Systems and procedures are not in place for monitoring, evaluating, and sustaining existing community relationships.	Initiates and responds to some opportunities for school-community collaborations and partnerships.  Some systems and procedures are in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.	Initiates and responds to many opportunities for school-community collaborations and partnerships.  Systems and procedures are in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.	Proactively initiates and responds to multiple and varied opportunities for school-community collaborations and partnerships.  Comprehensive systems and procedures are in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.

### REVIEWER OBSERVATIONS AND EVIDENCE: (Provide specific examples and evidence in assessing strengths and development areas)

Observed Strengths:

Observed Areas of Development:

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## Standard #5: Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

### Educational Leaders:

- a) Ensure a system of accountability for every student’s academic and social success;
- b) Model principles of self-awareness, reflective practice, transparency and ethical behavior;
- c) Safeguard the values of democracy, equity and diversity;
- d) Evaluate the potential ethical and legal consequences of decision-making;
- e) Promote social justice and ensure that individual student needs inform all aspects of schooling;
- f) Participates and contributes in district level initiatives, actively plans and pursues own professional development, and supports colleagues in their development;;
- g) Understands and adheres to collective bargaining agreements, following legal and ethical requirements with employees

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>5.a</b> <b>Ensure a system of accountability for every student’s academic and social success</b>	Utilizes little or no student data to inform instructional decisions, differentiate instruction, determine instructional interventions for students, or to inform decisions about improving staff effectiveness and leadership for student growth.	Occasionally reviews data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provides instructional interventions based on student learning results and to inform decisions about improving staff effectiveness and leadership for each student’s academic and social success.	Develops and communicates a system of accountability for the academic and social success of every student.  The system includes a regular review of data that is used to inform instructional decisions, differentiate instruction, and/or provide appropriate instructional interventions based on student learning results.  It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.	Develops and communicates a system of accountability for the academic and social success of every student.  The system includes a systematic review of data that is consistently and effectively used to inform instructional decisions, differentiate instruction, provide appropriate instructional interventions based on student learning results, and other student needs.  It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>5.b</b> <b>Model principles of self-awareness, reflective practice, transparency and ethical behavior</b>	Sometimes models ethical behavior and/or transparency and rarely engages educators in reflective dialogue.	Models ethical behavior and transparency, models reflective practice and self-awareness, and engages educators in reflective dialogue.	Consistently models ethical behavior and transparency, models reflective practice and self-awareness, and engages all educators in the school in ongoing reflective dialogue. The reflective dialogue is focused on changing practice to eliminate institutional racism and opportunity gaps.	Systematically models ethical behavior and transparency, weaves reflective practice and self-awareness into the culture and codes of the school, and models and provides a supportive environment for engaging all educators in the school in ongoing reflective dialogue. The reflective dialogue is focused on changing practice to eliminate institutional racism and opportunity gaps.

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Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>5.c</b> <b>Safeguard the values of democracy, equity and diversity</b>	Rarely collects and analyzes data in order to gain knowledge of the diverse school community, its needs, and resources.	Collects and analyzes data that is varied and from multiple sources in order to gain basic knowledge of the diverse school community and its needs and resources and uses the analysis to encourage the values of democracy, equity, and/or diversity.	Consistently collects and analyzes data that is varied and from multiple sources in order to gain adequate knowledge of the diverse school community and its needs and resources and uses this analysis to safeguard the values of democracy, equity, and diversity.	Systematically collects and analyzes data that is varied and from multiple sources in order to gain extensive knowledge of the diverse school community and its needs and resources and uses this analysis to continually safeguard the values of democracy, equity, and diversity.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>5.d</b> <b>Evaluate the potential ethical and legal consequences of decision-making</b>	Rarely makes use of potential ethical and legal consequences as part of the decision making process in the school.	Evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the school.	Consistently evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the school.	Systematically evaluates the potential ethical and legal consequences of decisions made at administrative classroom levels in the school.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>5.e</b> <b>Promote social justice and ensure that individual student needs inform all aspects of schooling</b>	<p>Is aware of a few of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and makes minimal use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>No systems or incomplete or ineffective systems are in place, to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and Proficient the needs of the students.</p>	<p>Is aware of some of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and made limited use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains a limited or ambiguous system, but it is not consistently used to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and racial equity Proficient the needs of all students.</p>	<p>Is aware of many of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and uses these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains an appropriate evaluation system to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and racial equity to meet the needs of all students and families</p>	<p>Is aware of a variety of the school and/or district-provides student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, maximizing the use of these resources consistently to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains a comprehensive system, that is consistently used to evaluate and provide feedback on the effectiveness of school, district, and external resources and services in promoting social justice and racial equity to meet the needs of all students and families</p>

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Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<p><b>5.f Participates and contributes in district level initiatives, actively plans and pursues own professional development, and supports colleagues in their development</b></p>	<p>Limited initiative in planning and pursuing own professional development. Little or no lens for cultural competence or racial equity within one's professional development.</p> <p>Rarely participates and contributes in district level initiatives and rarely supports colleagues in their development.</p> <p>Creates little to no opportunities for critical dialogue with colleagues about racial disparities and institutional racism.</p>	<p>Sets goals in cultural competence and racial equity. Takes initiative to identify specific areas of growth by actively engaging in a self-assessment. Then utilizes this data to create a professional development plan with a focus on being an effective instructional leader. Utilizes school improvement data and student achievement to monitor progress towards professional goals.</p> <p>Has begun to participate and contribute in district level initiatives including engaging in racial equity work and supporting colleagues in their development.</p> <p>Creates some opportunities for critical dialogue with colleagues about racial disparities and institutional racism.</p>	<p>Evaluates and reflects on own racial identity. Sets goals in cultural competence and racial equity. Takes initiative to identify specific areas of growth by actively engaging in a self-assessment. Then utilizes this data to create a professional development plan with a focus on being an effective instructional leader and antiracist leader. Utilizes school improvement data and student achievement to monitor progress towards professional goals.</p> <p>Consistently participates in and contributes to district level initiatives by actively engaging in racial equity work and supporting colleagues in their development.</p> <p>Consistently creates opportunities for critical dialogue with colleagues about racial disparities and institutional racism and works towards identifying specific strategies for closing the opportunity gaps in schools.</p>	<p>Evaluates and reflects on own racial identity. Sets goals in cultural competence and racial equity. Takes initiative to identify specific areas of growth by actively engaging in a self-assessment. Then utilizes this data to create a professional development plan with a focus on being an effective instructional leader and antiracist leader. Utilizes school improvement data and student achievement to monitor progress towards professional goals.</p> <p>Systematically participates in and contributes to district level initiatives by actively engaging in racial equity work and supporting colleagues in their development.</p> <p>Systematically creates opportunities for critical dialogue with colleagues about racial disparities and institutional racism and works towards identifying specific strategies for eliminating both at a school and district level.</p>
<p><b>Indicator</b></p>	<p><b>Unsatisfactory</b> <input type="checkbox"/></p>	<p><b>Developing</b> <input type="checkbox"/></p>	<p><b>Proficient</b> <input type="checkbox"/></p>	<p><b>Distinguished</b> <input type="checkbox"/></p>
<p><b>5.g Understands and adheres to collective bargaining agreements; follows legal and ethical requirements with employees</b></p>	<p>Disregards collective bargaining agreements and disregards legal and ethical requirements with employees.</p>	<p>Limited understanding and adherence to collective bargaining agreements. Limited understanding of legal and ethical requirements with employees. Has begun to reach out more for guidance.</p>	<p>Understands collective bargaining agreements and proactively reaches out for guidance in adhering to collective bargaining agreements. Has an understanding of legal and ethical requirements with employees and proactively reaches out for guidance.</p>	<p>Consistently adheres to collective bargaining agreements and consistently follows legal and ethical requirements with employees; proactively reaches out for guidance, as needed.</p>

**REVIEWER OBSERVATIONS AND EVIDENCE: (Provide specific examples and evidence in assessing strengths and development areas)**

Observed Strengths:

Observed Areas of Development:

# PPS Building Administrator Performance Assessment & Evaluation Tool

## Standard #6: Socio-Political Context

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

### Educational Leaders:

- a) Advocate for students, families, and caregivers;
- b) Responds in a positive and strategic way to influence local, district, state, and national decisions affecting student learning; and
- c) Assess, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.

Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>6.a</b> Advocate for students, families, and caregivers;	Seeks appropriate provisions to ensure equitable opportunities for success for every student.	Plans for components and changes that could lead to equity or appropriate provisions to ensure opportunities for success for every student.	Advocates for equity and adequacy in providing for students' and families'/ caregivers' educational, physical, emotional, social, cultural, legal, and economic needs to enable every student to meet educational expectations and policy goals.	Advocates for equity and adequacy in providing for students' and families'/ caregivers' educational, physical, emotional, social, cultural, legal, and economic needs while also training others to advocate for equity and appropriate provisions to ensure opportunities for success for every student.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>6.b</b> Responds in a positive and strategic way to influence local, district, state, and national decisions affecting student learning; and	Rarely seeks relationships with stakeholders and policy makers regarding education.	Identifies key leaders among stakeholders and policymakers who can influence local, district, state, and national decisions affecting student learning	Develops relationships with a range of stakeholders and policymakers to identify and influence local, district, state, and national decisions affecting student learning.	Actively develops relationships with and taught others the techniques for developing relationships across a range of individuals to identify and influence local, district, state, and national decisions affecting student learning.
Indicator	Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Distinguished <input type="checkbox"/>
<b>6.c</b> Assess, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Lacks awareness of emerging trends and initiatives.	Is aware of emerging trends and initiatives and how these might impact education.	Routinely assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Consistently assesses analyzes, and collaborates with other educational leaders to anticipate emerging trends and initiatives in order to adapt leadership strategies.

### REVIEWER OBSERVATIONS AND EVIDENCE: (Provide specific examples and evidence in assessing strengths and development areas)

Observed Strengths:
Observed Areas of Development:



# PPS Building Administrator Performance Assessment & Evaluation Tool

## PORTLAND PUBLIC SCHOOLS ADMINISTRATOR EVALUATION SUMMARY

<b>Professional Practice &amp; Responsibilities</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>#1. Visionary Leadership:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.				
<b>#2. Instructional Improvement:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>#3. Effective Management:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>#4. Inclusive Practice:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>#5. Ethical Leadership:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>#6. Socio-Political Context:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Overall Professional Practices &amp; Responsibilities Rating</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Student Growth Goal 1:</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Student Growth Goal 2:</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Instructional Leadership Goal:</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Overall Student Growth Goals</b> (does not include leadership goal)	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>OVERALL SUMMATIVE EVALUATION RATING</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Building Administrator Signature:</b>	<b>Date:</b>	<b>Supervisor Signature:</b>		<b>Date:</b>

# PPS Building Administrator Performance Assessment & Evaluation Tool

## Building Administrator Development Plan

List this individual's top three strengths and top three development areas. Identify recommended professional development activities or specific steps to support ongoing development and desired outcome.

### Top 3 Strengths:

1.

2.

3.

### Top 3 Development Areas – Identify Target Outcome, Timing and Recommended Support Requirements:

1.

2.

3.

**PORTLAND PUBLIC SCHOOLS  
ADMINISTRATOR  
GOAL SETTING TEMPLATE**

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**Administrators will establish three goals:**

- **Two must be student growth goals aligned with the Superintendent’s 3 Priorities:**
  - 100 percent of third graders are reading to learn at the end of grade three;
  - Reduce out-of-school discipline for all students and the disparity in out-of-school discipline between white students and students of color by 50 percent;
  - Accelerate the increase in our graduation rate
- **The third instructional leadership goal must aligned with the Successful Schools Framework**

**Types of Measures for Student Learning and Growth for Educational leader Evaluations:**

- DIBELS will be used for third grade reading and Research & Evaluation Data for discipline and graduation rate.

<b>Administrator:</b>	
<b>School/Program:</b>	
<b>Supervisor:</b>	

<b>Goal-Setting Conference</b>	<b>Student Growth Goal 1:</b> -Must be aligned to the Superintendent’s 3 priorities -Set using measureable targets	
	<b>Baseline Data</b> <ul style="list-style-type: none"> <li>• What are the assessments or evidence sources I will use?</li> <li>• Attach specific supporting data; e.g., Fall DIBELS assessment</li> </ul>	
	<b>Strategies for Improvement</b> <ul style="list-style-type: none"> <li>• Align with the Sr. Director monthly check-ins</li> </ul>	
	<b>Student Growth Goal 2:</b> -Must be aligned to the Superintendent’s 3 priorities -Set using measureable targets	
	<b>Baseline Data</b> <ul style="list-style-type: none"> <li>• What are the assessments or evidence sources I will use?</li> <li>• Attach specific supporting data; e.g., Fall DIBELS assessment</li> </ul>	
	<b>Strategies for Improvement</b> <ul style="list-style-type: none"> <li>• Align with the Sr. Director monthly check-ins</li> </ul>	
<b>Goal-Setting Conference</b>	<b>Instructional Leadership Goal 3 Statement:</b> -Aligned with the Successful Schools Framework -Set using measurable	

**PORTLAND PUBLIC SCHOOLS  
ADMINISTRATOR  
GOAL SETTING TEMPLATE**

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	<b>Baseline Data</b> <ul style="list-style-type: none"> <li>What are the assessments or evidence sources I will use?</li> <li>Attach specific supporting data</li> </ul>			
	<b>Strategies for Improvement</b> <ul style="list-style-type: none"> <li>Align with the Sr. Director monthly check-ins</li> </ul>			
<b>Building Administrator Signature:</b>		<b>Date:</b>	<b>Supervisor Signature:</b>	<b>Date:</b>
<b>Mid-Year Review</b>	<b>Collaborative Mid-Year Goal Review</b> <ul style="list-style-type: none"> <li>What progress has been made on each goal?</li> <li>Attach specific supporting data</li> </ul>			
	<b>Strategy Modification</b> <ul style="list-style-type: none"> <li>What adjustments need to be made to my strategies?</li> </ul>			
	<b>Building Administrator Signature:</b>	<b>Date:</b>	<b>Supervisor Signature:</b>	<b>Date:</b>
<b>Summative Goals Conference</b>	<b>End-of-Year Data – SLG Goal 1</b> <ul style="list-style-type: none"> <li>Attach data</li> <li>Goals and data must be entered in the evaluation in PS</li> <li>Use the Goal Setting Rubric to rate</li> </ul>			
	<b>Unsatisfactory (Level 1)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>	<b>Developing (Level 2)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>	<b>Proficient (Level 3)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>	<b>Distinguished (Level 4)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>
	<b>End-of-Year Data – SLG Goal 2</b> <ul style="list-style-type: none"> <li>Attach data</li> <li>Goals and data must be entered in the evaluation in PS</li> <li>Use the Goal Setting Rubric to rate</li> </ul>			
	<b>Unsatisfactory (Level 1)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>	<b>Developing (Level 2)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>	<b>Proficient (Level 3)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>	<b>Distinguished (Level 4)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>
	<b>End-of-Year Data – Goal 3</b> <ul style="list-style-type: none"> <li>Attach data</li> <li>Goals and data must be entered in the evaluation in PS</li> <li>Use the Goal Setting Rubric to rate</li> </ul>			
	<b>Unsatisfactory (Level 1)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>	<b>Developing (Level 2)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>	<b>Proficient (Level 3)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>	<b>Distinguished (Level 4)</b> <input style="width: 20px; height: 20px; border: 1px solid orange;" type="checkbox"/>
<b>Reflection on Results</b> <ul style="list-style-type: none"> <li>Overall, what worked or what should be refined?</li> </ul>				

**PORTLAND PUBLIC SCHOOLS  
ADMINISTRATOR  
GOAL SETTING TEMPLATE**

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**SLG Scoring Rubric**

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator. This rubric applies to both teacher and administrator evaluations.

Level 4 <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 <i>(Lowest)</i>	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

## The Oregon Matrix for Summative Evaluations

In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a summative performance level which leads to a Professional Growth Plan for the educator. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy.

<b>Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)</b>	<b>DISTINGUISHED</b>	<b>PROFICIENT</b>	<b>PROFICIENT or DISTINGUISHED</b>	<b>DISTINGUISHED</b>	<b>DISTINGUISHED</b>
	<b>PROFICIENT</b>	<b>DEVELOPING or PROFICIENT</b>	<b>PROFICIENT</b>	<b>PROFICIENT</b>	<b>PROFICIENT</b>
	<b>DEVELOPING</b>	<b>DEVELOPING</b>	<b>DEVELOPING</b>	<b>DEVELOPING</b>	<b>DEVELOPING or PROFICIENT</b>
	<b>UNSATISFACTORY</b>	<b>UNSATISFACTORY</b>	<b>UNSATISFACTORY</b>	<b>UNSATISFACTORY or DEVELOPING</b>	<b>DEVELOPING</b>
		<b>UNSATISFACTORY</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>X-AXIS: Rating on Student Learning and Growth Goals</b>					

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
<b>Unsatisfactory</b>	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
<b>Developing</b>	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
<b>Proficient</b>	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning
<b>Distinguished</b>	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities

## Determination of Summative Rating

As per the guidance from the Oregon Department of Education dated 5/1/14, the Educator’s Summative Rating will be determined as follows:

### I. Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

First, the evaluator will need to determine the combined performance level for PP/PR based on the rubric. The evaluator will already have gauged the educator’s performance on each standard/performance indicator on the rubric with four performance levels. The evaluator will then:

1. Add up all standard scores to get the total points possible;
2. Divide by the number of standards (based on the # of standards in the rubric);
3. Get a rating between 1 and 4 for PP/PR;
4. Use the following thresholds to determine PP/PR level:
  - 3.6 - 4.0 = 4 PP/PR
  - 2.81-3.59 =3 PP/PR
  - 1.99 – 2.8 = 2 PP/PR\*
  - < 1.99 = 1 PP/PR

**\*PP/PR Scoring Rule:** If the educator scores two 1’s in any PP/PR component and his/her average score falls between 1.99-2.499, the educator’s performance level cannot be rated above a 1.

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

### II. X-Axis: Student Learning and Growth (SLG)

After the educator’s PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator’s rating on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric. All educators will set two SLG goals annually. Score the SLG goals using the SLG Scoring Rubric;

1. Get a rating between 1 and 4 for SLG;
2. Use the thresholds below to determine SLG level;
3. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score: <ul style="list-style-type: none"> <li>• 4 on both goals</li> </ul>	You could score: <ul style="list-style-type: none"> <li>• 3 on both goals, or</li> <li>• 3 on one goal &amp; 4 on one goal, or</li> <li>• 4 on one goal &amp; 2 on one goal</li> </ul>	You could score: <ul style="list-style-type: none"> <li>• 2 on both goals, or</li> <li>• 2 on one goal &amp; 3 on one goal, or</li> <li>• 3 on one goal &amp; 1 on one goal, or</li> <li>• 4 on one goal &amp; 1 on one goal</li> </ul>	You could score: <ul style="list-style-type: none"> <li>• 1 on both goals, or</li> <li>• 1 on one goal &amp; 2 on one goal</li> </ul>

**Professional  
Learning  
Communities**

**School  
Culture**

**EQUITY**

**Quality  
Assessment**

**School-Family  
Partnership**

**Quality  
Instruction**





# Literacy Monthly Check In

School \_\_\_\_\_

Principal \_\_\_\_\_

**November Monthly Check In** District Target: Ensure that 100 percent of third graders are reading at grade level by the end of 2015-16.

<b>Data Review (sub-groups)</b> 1. What % of your students are on track for meeting grade level expectations disaggregated by Race, SPED & ELL? 2. What does current DIBELS and easyCBM data indicate per grade level?	<b>Problem</b>	<b>Target</b>	<b>Strategy/Implementation</b> 1. What are your school-wide, grade-level and classroom level action plans to improve student outcomes? 2. Is there an alignment of core reading instruction and supplemental/specifically designed reading instruction?	<b>Progress Monitoring Plan</b> 1. What is the plan to monitor these action plans? 2. What will PLCs do when students are not making expected progress?

### Successful Schools Framework follow-up questions

**Quality Instruction:** What evidence/criteria is being used to identify culturally responsive instructional strategies for underserved student populations? What evidence do you have that the strategies are working? How do you monitor student engagement in every classroom and fidelity to core curriculum?

**Quality Assessment:** How does the school communicate assessment results to students, staff and families? How will you assure assessment impacts instruction? What is the strategy/plan to progress monitor for student success?

**PLCs:** What is your PLC structure and purpose? What role do you play in the PLCs and what are you learning from your participation?

**School-Family:** How are you incorporating school and family partnerships to accelerate achievement for all students? How are you accessing family (particularly families of color) and community partner strengths?

**School Culture/Climate/PBIS:** How do you support staff members who struggle to implement Culturally Responsive practices? In your School Climate Discipline Plan, what tier 1, 2 & 3 (MTSS) culturally responsive positive behavior interventions and supports are being used to facilitate learning and maximize instruction for every student? How are you matching student needs to desired outcomes of selected interventions and supports? How do you know if the interventions and supports are being implemented? Is discipline data racially proportionate? What are the Culturally Responsive Postive Behavior Supports/Systems used to facilitate learning and maximize instruction for every student?

# Disproportionate Discipline Monthly Check In

School \_\_\_\_\_ Principal \_\_\_\_\_

**November Monthly Check In** District Target: Reduce out-of-school discipline for all students by 50 percent and the disparity in out-of-school discipline between white students and students of color by 50 percent in two years.

<b>Data Review (sub-groups)</b> 1. What % of your students are suspended/expelled disaggregated by Race, SPED & ELL? 2. What is current data on referrals, suspensions and expulsions?	<b>Problem</b>	<b>Target</b>	<b>Strategy/Implementation</b> 1. What are your school-wide and classroom management plans? 2. Do you have a school-wide team (PLC) that looks at discipline data and identifies problems and action plans to implement solutions? 3. How do school-wide and classroom management plans function to improve student behavior?	<b>Progress Monitoring Plan</b> 1. How are you tracking the data? 2. What will PLCs do when students are not making expected progress?

### Successful Schools Framework follow-up questions

**Quality Instruction:** What evidence/criteria is being used to identify culturally responsive instructional strategies for underserved student populations? What evidence do you have that the strategies are working? How do you monitor student engagement in every classroom and fidelity to core curriculum?

**Quality Assessment:** How does the school communicate assessment results to students, staff and families? How will you assure assessment impacts instruction? What is the strategy/plan to progress monitor for student success?

**PLCs:** What is your PLC structure and purpose? What role do you play in the PLCs and what are you learning from your participation?

**School-Family:** How are you incorporating school and family partnerships to accelerate achievement for all students? How are you accessing family (particularly families of color) and community partner strengths?

**School Culture/Climate/PBIS:** How do you support staff members who struggle to implement Culturally Responsive practices? In your School Climate Discipline Plan, what tier 1, 2 & 3 (MTSS) culturally responsive positive behavior interventions and supports are being used to facilitate learning and maximize instruction for every student? How are you matching student needs to desired outcomes of selected interventions and supports? How do you know if the interventions and supports are being implemented? Is discipline data racially proportionate? What are the Culturally Responsive Positive Behavior Supports/Systems used to facilitate learning and maximize instruction for every student?

# HS Graduation Monthly Check In

School \_\_\_\_\_

Principal \_\_\_\_\_

## November Monthly Check In

District Target: Accelerate the increase in the graduation rate between 2014-15 and 2016-17. Now at 67%, the graduation rate is up 14 percentage points in the past six years.

<b>Data Review (sub-groups)</b> 1. What does current data on course passage and attendance indicate? 2. What % of Freshmen are on track to graduate based on course passage and attendance data disaggregated by Race, SPED & ELL?	<b>Problem</b>	<b>Target</b>	<b>Strategy/Implementation</b> 1. What are your school-wide and department level action plans to ensure course completion and attendance? 2. What strategies have you implemented? 3. How do school-wide and classroom management plans function to improve student behavior?	<b>Progress Monitoring Plan</b> 1. What is the plan to progress monitor? 2. When will PLCs engage in reflecting on their action plans? 3. How are you tracking the data? 4. What system does your high school use to identify students who struggled as eighth graders?

### Successful Schools Framework follow-up questions

**Quality Instruction:** What evidence/criteria is being used to identify culturally responsive instructional strategies for underserved student populations? What evidence do you have that the strategies are working? How do you monitor student engagement in every classroom and fidelity to core curriculum?

**Quality Assessment:** How does the school communicate assessment results to students, staff and families? How will you assure assessment impacts instruction? What is the strategy/plan to progress monitor for student success?

**PLCs:** What is your PLC structure and purpose? What role do you play in the PLCs and what are you learning from your participation?

**School-Family:** How are you incorporating school and family partnerships to accelerate achievement for all students? How are you accessing family (particularly families of color) and community partner strengths?

**School Culture/Climate/PBIS:** How do you support staff members who struggle to implement Culturally Responsive practices? In your School Climate Discipline Plan, what tier 1, 2 & 3 (MTSS) culturally responsive positive behavior interventions and supports are being used to facilitate learning and maximize instruction for every student? How are you matching student needs to desired outcomes of selected interventions and supports? How do you know if the interventions and supports are being implemented? Is discipline data racially proportionate? What are the Culturally Responsive Postive Behavior Supports/Systems used to facilitate learning and maximize instruction for every student?



# Principal Success Indicators 2014-2015

Academic Performance	Equity	Parent & Community Engagement	School Culture	Interpersonal skills	Operations	Professional Integrity
Examines achievement data; both current and over the past three years.	Equity Team engages staff in structured dialogues at least monthly about race to build racial awareness.	Reviews Family Engagement plans collaboratively with Senior Director and the Family and School Supports Department.	Communicates a clear mission and vision that is committed to a positive school culture for all students by name with the goal of equitable practices and outcomes for all.	Uses technology appropriately, i.e. email, communication, newsletters, etc.	Keeps current: <ul style="list-style-type: none"> <li>• PreK-12 Checklist</li> <li>• HS Checklist</li> <li>• Comprehensive Achievement Plan (CAP) as a living document</li> </ul>	Aligns communication with district expectations. Is a steward of the District. Implements decisions made by district leadership.
K-3 Reading District Target: Ensures that 100% of 3 <sup>rd</sup> graders are reading at grade level by the end of 2015-2016.	Equity Team reviews data on achievement gaps and behavior/ climate. Hiring goals reflect student demographics.	Communicates regularly with families using email, newsletters, etc. Engages families in collaboration with Community Agents. Involves families in PTA, School Site Council, etc.	Fosters collaboration between stakeholders including staff, parents, students, community partners, etc.	Regulates tone of conversation in a respectful manner even when under duress. Maintains a calm and professional demeanor. Possesses the ability to de-escalate a situation.	Keeps current: <ul style="list-style-type: none"> <li>• Emergency Plan</li> <li>• Emergency Drills, i.e., fire, earthquake, safety</li> <li>• Safety Plan</li> </ul>	Observes the spirit and intent of rules and regulations of school and school district. Shares the responsibility for promoting educational goals and developing public acceptance of the school district.
Disproportionate Discipline District Target: Reduces out-of-school discipline for all students by 50%, and the disparity in out-of-school discipline between white students and students of color by 50% in two years.	Implements effective culturally responsive early intervention and discipline systems. Ensures all staff has participated in 2-day Beyond Diversity Training.	Holds 3 to 4 meetings connecting families with the school . Invites all families to coffees/teas, evening activities, academic subject specific events, affinity groups, etc.	Uses TELL Survey data to inform policy, practices, and building programs with multiple stakeholders.	Elicits support when needed. Obtains information when unknown. Knows one's areas of expertise and is willing to admit when mistakes are made.	Ensures the following meet District guidelines: <ul style="list-style-type: none"> <li>• PreK-8 core monitoring</li> <li>• HS Course Minute Tracker</li> </ul> Completes Indistar School Self-Assessment.	Is accountable as a building leader to staff, community and students.
HS Graduation District Target: Accelerates the increase in the graduation rate between 2014-2015 and 2016-2017. Now at 67%, the graduation rate is up 14 percentage points in the past six years.	Dedicates Late Opening Wednesdays to professional development related to equity and school culture.	Maintains a physical space in the building promoting family engagement, i.e. bulletin boards, rooms that are written in multiple languages welcoming to all.	Has a positive school atmosphere with positive interactions. Maintains a clean school with proactive customer service which is evident to all clientele.	Uses discretion when sharing information, i.e. FERPA, HIPPA, and FMLA.	Completes and ensures completion of Administrator/Staff Training, i.e. Child Abuse, Suicide, LGBTQ, Teachscape, SBAC, Equity, etc.  Reads Admin Connection	
	Creates systems for partnerships to function together within the schools to meet the needs of all students.	Connects with community partners within and outside the building, i.e. SUN, neighborhood association, etc.	Reviews regularly School-Based Student Conduct and Discipline Plan to ensure equity in school-site practices.	Knows their communities: uses active listening, maintains situational awareness, and seeks multiple perspectives.	Meets and follows staffing deadlines.  Sets Supervision/Evaluation schedules.	



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** November 19, 2014

**To:** Members of the Board of Education

**From:** David Wynde, Deputy Chief Financial Officer & Budget Director

**Subject:** Amendment #1 to the 2014/15 Budget

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This memorandum provides the background to Amendment #1 to the 2014/15 budget, which you are asked to approve on November 25, 2014.

Amendment #1 increases the amount transferred from Fund 101 – the General Fund – to Fund 438 – the Facilities Capital Fund – by \$1,775,000, and appropriates these funds for Facilities Acquisition and Construction.

On October 14, 2014 the Board approved Resolution 4970 that directed the Superintendent to implement plans for investment around the three priorities and one-time investments to improve outcomes for PPS students and effective operations.

Included in the plans for one-time investment to improve effective outcomes is \$1,775,000 for facilities to address the deferred maintenance backlog (with a focus on life safety, e.g. lead paint and stage rigging), and for school capacity (to address our most needed overcrowding issues that require a “facilities” solution while not taking away from our ability to maintain our aging building systems).

Resolution 4970 directed the Superintendent to include the full details of these changes in the first budget amendment to the 2014/15 budget, which is likely to be presented to the Board for approval in January 2015 after the completion of the audit of the FY 2013/14 financial statements of the District. However, this change is recommended for immediate action in order for there to be adequate funds appropriated to allow facilities work to begin as soon as possible.

Expenditures in Fund 438 – the Facilities Capital Fund – will be changed by more than 10% under this amendment. Local budget law requires a public hearing on this change. The hearing will be held during the board meeting on November 25.

The superintendent recommends approval of this resolution.

Attachment: Spreadsheet of strategic one-time investments from October 14 packet

<b><u>Additional Strategic One-Time Investments</u></b>	
Values Climate Survey	\$ 200,000
Facilities (Deferred Maintenance: Safety, & School Capacity)	\$ 1,775,000
New Teacher Supports (Technology; Curriculum Materials; Onboarding & HR Supports)	\$ 1,050,000
Technology Support	\$ 120,000
<b>Total Additional Strategic One-Time Investments</b>	<b>\$ 3,145,000</b>
Additional Strategic One-Time Investments	\$ 3,145,000
Three Priorities One-Time Investments	\$ 2,847,450
<b>Total One-Time Investments</b>	<b>\$ 5,992,450</b>

<b><u>Original Proposal:</u></b>	
Three Priorities (Ongoing & One-Time)	\$ 4,000,000
Additional One-Time Investments	\$ 5,500,000
<b>Total Funding</b>	<b>\$ 9,500,000</b>
<b><u>These Proposals:</u></b>	
Three Priorities (Ongoing Commitments)	\$ 3,520,891
Three Priorities & Additional (One-Time Investments)	\$ 5,992,450
<b>Total Ongoing &amp; One-Time</b>	<b>\$ 9,513,341</b>



**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 46<sup>th</sup> in the nation in K-12 spending as a percent of state taxable resources. The real impact on kids is a state that is 49<sup>th</sup> 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

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#### *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.

## Legislative Priorities (cont.)

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- 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 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.



## Legislative Priorities (cont.)

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- 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 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.
- There is a current movement among school districts to create 5-year high school diploma programs that include a 5<sup>th</sup> year solely for post-secondary enrollment, PPS believes the state should establish a dedicated source of funds to invest in these programs so as not to dilute the State School Fund but rather provides students with no-cost or low-cost access to higher education.

### *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

## Legislative Priorities (cont.)

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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.
- 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

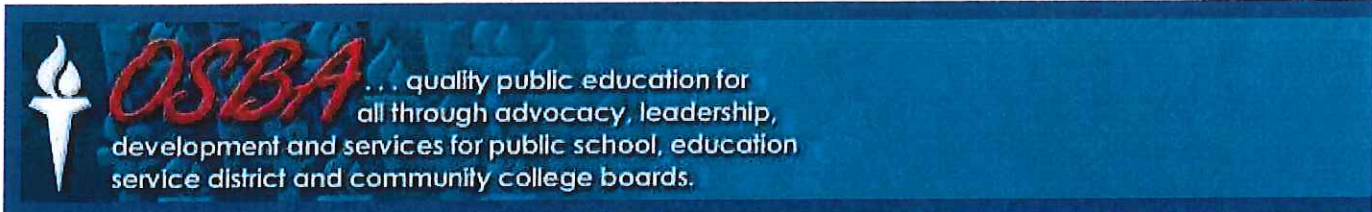
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- PPS supports targeted efforts that would benefit the district and other similarly situated school districts. These include specific areas of interest such as the cost of educating high-needs students, greater investment in school nutrition and farm-to-school programs, sustainable statewide funding for Outdoor School, and investments and incentives for sustainability in school operations.
- PPS supports direct state investment in school district capital needs as a way of tackling the problems facing an aging education infrastructure. The district supports utilizing the constitutional bonding authority of Article XI-P to directly invest in local facilities.

## Legislative Priorities (cont.)

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- 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.



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

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

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November 25, 2014

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4988 and 4989

## RESOLUTION No. 4988

### Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority

#### RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor are listed below.

#### RESOLUTION

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

#### NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Neighborhood House	9/1/2014 through 6/30/2015	Revenue R 61315	Early childhood development services for Neighborhood House/Head Start eligible students at Ramona.	\$50,000	H. Adair Fund 299 Dept. 9999 Grant S0261
Qatar Foundation International	7/1/2014 through 6/30/2015	Revenue R 61340	The Qatar Foundation will fund Arabic language and cultural instruction at Lincoln HS and West Sylvan MS.	\$159,626	L. McCall Fund 299 Dept. 9999 Grant S0239

#### NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Northwest Regional Education Service District	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 61337	Columbia Regional Program will provide classroom services for regionally eligible blind / visually impaired NWRESD students.	\$75,000	L. McConachie Fund 205 Dept. 9999 Grant G1262

#### AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

Y. Awwad

**RESOLUTION No. 4989**

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**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
BOORA Architects	1/1/2015 through 9/30/2018	Architecture ARCH 6XXXX	Design and construction administration services for the new Faubion PK-8 school. Part of the Bond program and in partnership with Concordia University.	\$2,669,890	J. Owens Funds 451 & 438 Depts. 1248 & 5511 Projects DA004 & J0177

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

No New IGAs

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments

*Y. Awwad*



Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4990 through 4994

## RESOLUTION No. 4990

### 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*

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 21<sup>st</sup> 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.

## **RESOLUTION No. 4991**

### Amendment No. 1 to the 2014/15 Budget for School District No. 1J, Multnomah County, Oregon

#### **RECITALS**

- A. On June 23, 2014 the Board of Education (“Board”), by way of Resolution No. 4934, voted to adopt an annual budget for the Fiscal Year 2014/15 as required under Local Budget Law.
- B. Board Policy 8.10.030-AD, “Budget Reallocations – Post Budget Adoption,” establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board.
- C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.
- D. This Amendment No. 1 revises the FY 2014/15 Adopted Budget under ORS 294.471 guidelines, which state the budget may be amended at a regular meeting of the governing body.
- E. Amendment No. 1 increases the amount transferred from Fund 101 – the General Fund - to Fund 438 – the Facilities Capital Fund - by \$1,775,000, and appropriates those funds for Facilities Acquisition and Construction.
- F. This amount is among the increase in expenditures identified as additional one-time investments in Resolution 4970 on October 14, 2014. More specifically, these are the funds to address the deferred maintenance backlog (with a focus on life safety, e.g. lead paint and stage rigging), and school capacity (to address our most needed overcrowding issues that require a “facilities” solution while not taking away from our ability to maintain our aging building systems).
- G. While the majority of the changes approved in Resolution 4970 will be formally approved in a budget amendment in January, upon completion of the audit of 2013/14 financial statements, and other rebalancing and revision of estimates for the current fiscal year, this change is recommended for immediate action in order for facilities work to begin as soon as possible.
- H. Expenditures in Fund 438 – the Facilities Capital Fund - will be changed by more than 10% under this amendment. Local budget law requires a public hearing on this change.
- I. The superintendent recommends approval of this resolution.

#### **RESOLUTION**

1. Having held a public hearing on this amendment as required under local budget law, the Board hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2014.

*D. Wynde / Y. Awwad*

**ATTACHMENT "A" TO RESOLUTION No. 4991**  
 Amendment 1 for the 2014/15 Budget

Schedule of Changes in Appropriations and Other Balances

Fund 101 - General Fund	Adopted Budget	This Amendment	Amendment #1
Resources			
Beginning Fund Balance	34,861,148	-	34,861,148
Local Sources	284,215,500	-	284,215,500
Intermediate Sources	12,723,555	-	12,723,555
State Sources	202,972,088	-	202,972,088
Federal Sources	-	-	-
Other Sources	100,000	-	100,000
<b>Total</b>	<b>534,872,291</b>	<b>-</b>	<b>534,872,291</b>

Requirements			
Instruction	304,391,929	-	304,391,929
Support Services	200,679,551	-	200,679,551
Enterprise & Community Services	1,815,169	-	1,815,169
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	6,834,433	1,775,000	8,609,433
Contingency	21,151,209	(1,775,000)	19,376,209
Ending Fund Balance	-	-	-
<b>Total</b>	<b>534,872,291</b>	<b>-</b>	<b>534,872,291</b>

Fund 438 - Facilities Capital Fund	Adopted Budget	This Amendment	Amendment #1
Resources			
Beginning Fund Balance	1,628,420	-	1,628,420
Local Sources	3,000	-	3,000
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	3,011,000	1,775,000	4,786,000
<b>Total</b>	<b>4,642,420</b>	<b>1,775,000</b>	<b>6,417,420</b>

Requirements			
Instruction	-	-	-
Support Services	4,400	-	4,400
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	4,638,020	1,775,000	6,413,020
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
<b>Total</b>	<b>4,642,420</b>	<b>1,775,000</b>	<b>6,417,420</b>

## **RESOLUTION No. 4992**

### 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. 4993

### 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.

#### RESOLUTION No.

#### Minutes

The following minutes are offered for adoption:

September 23 and October 6, 2014