

Board Priority Metrics for the 2015-16 and 2016-17 School Years

FULL BOARD

Priority	Draft Metric	Measurement	How/When will this come to the Board?	Status	Staff Lead
Create a successful enrollment balancing framework that creates a foundation of equitable core programming across schools	Enrollment balancing values framework adopted by the board	Values framework adopted by the Board of Education	Completed by Full Board in October 2015	Resolution 5149 Board Vote 10/5/15	Yousef Awwad
	Plan and timeline for implementation of enrollment balancing for right sized schools is adopted by the board	Resolution voted on	March 2016	Resolution 5246 Board Vote 4/5/16 Resolution 5256 Board Vote 4/19/16	Yousef Awwad
	Develop a plan for equitable middle grades programming across schools	Plan prepared	Spring 2016	First draft of plan completed and has been vetted by OSP, OTL, Equity and OSS and will be vetted by PAT, principals and other key external partners by the end of January Workflow plans to be finalized and implemented in priority areas by March 1.	Harriet Adair/Antonio Lopez/Chris Russo
	Define and disseminate core programming	Core programming requirements reviewed, revised where applicable and disseminated	Spring 2016 Spring 2017 as part of staffing/budget process	In process with anticipated completion of March 2017.	Harriet Adair/Antonio Lopez/Chris Russo

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Create an environment in which supports are in place for teachers to thrive and have a voice in district-wide decision making.	School climate survey shows increased teacher satisfaction	2015-16: Work with PAT to identify questions that represent teacher satisfaction and identify goals	School Climate Survey Results Spring 2017	Spring 2017	Yousef Awwad
	Retention of new teachers supported by the New Teacher Mentor program increases	See evaluation provided Retention rates of new teachers by race	Report on retention rates provided to the Board Summer 2017	Summer 2017	Antonio Lopez
	Increased teacher participation in key district work groups	2015-16: Prepare report in collaboration with PAT and look for additional opportunities for 2016-17	Provided to the Full Board in July 2016 and July 2017	District will work with PAT on report at the completion of IBB.	Amanda Whalen
	PPS/PAT team trained in Interest Based Bargaining	Training occurred Potentially more needed based on team identification	Completed November 2015	Completed 10/19/15, 10/20/15 11/12/15 and 11/15/15.	Sean Murray
	Interest Based Bargaining utilized for PAT negotiations	IBB partially or fully utilized	Spring 2016	In process	Sean Murray

RESOLUTION No. 5149

Values and Policy Framework for District-wide Enrollment Balancing

RECITALS

1. In February 2013, the PPS Board of Education unanimously approved resolution 4718, the PK-8 Jefferson Enrollment Balancing Resolution, directing staff to develop and recommend a process for a comprehensive review of school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.
2. In Fall 2013, PPS engaged the PSU Center for Public Service to assess the district's readiness to undertake a district-wide boundary review. One of the subsequent recommendations from that assessment was the formation of a committee of stakeholders to provide advice to the Superintendent throughout the process.
3. The 25 member District-wide Boundary Review Advisory Committee (D-BRAC) was convened in November 2014. After more than 20 meetings, the committee presented a district-wide boundary review values and policy framework report to the Superintendent in July 2015.
4. To ensure their work was informed by community voices, D-BRAC heard public testimony at all their regularly scheduled meetings, convened two workshops which were attended by approximately 60 community members and received a summary of nearly 4,000 responses to the PPS 2025 survey.
5. The Superintendent has accepted the committee's recommendation, with the following revisions:
 - a. In light of their suggestion to expand the district-wide process, beyond just boundaries, to include other enrollment levers, the title has been revised to read "Values and Policy Framework for District-wide Enrollment Balancing."
6. The Superintendent presented this recommendation to the Board of Education at its September 16th meeting.
7. Upon approval of this resolution by the PPS Board of Directors, staff will revise Administrative Directive 4.10.049 and develop district-wide scenarios to improve enrollment conditions in accordance with the values and policy framework.

RESOLUTION

1. The Board of Education hereby endorses the recommended values and policy framework for district-wide enrollment balancing.
2. The Board acknowledges and appreciates D-BRAC for developing the district-wide boundary review values and policy framework.
3. The Board directs the Superintendent to brief Board members by November 2015 on the development of enrollment balancing scenarios aligned with the values and policy framework.

Resolution No. xxxx

Initiation of Ockley Green Middle School for 2016-17 School Year

RECITALS

1. Portland Public Schools has experienced seven consecutive years of student enrollment growth. When coupled with improved state and local funding, the district has seen an annual rise in the number of schools with an inadequate number of classroom and common spaces for teachers and students.
2. At the same time, many schools continue to have insufficient enrollment to sustainably provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.
3. In February 2013, the PPS Board of Education unanimously approved resolution 4718, the Jefferson Cluster PK-8 Enrollment Balancing Resolution, directing staff “to develop and recommend a process for a comprehensive review of school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.”
4. In November 2014, PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues.
5. In September 2015, the PPS Board of Education approved an Enrollment Balancing Values Framework, developed by D-BRAC, as guidance for future enrollment balancing decisions. The Framework states, “Regardless of any student demographic, every student will have access to, and opportunities to benefit from, equitable and effective academic programs, including enrichments/elective offerings and appropriate individualized support services that ensure that they can thrive and achieve their potential in Portland Public Schools.”
6. PPS analysis of current programming reveals that small enrollment at K-8 schools limits access to core academic programs, particularly for students in grades 6-8:
 - a. In August, 2015, PPS staff presented analysis to DBRAC concluding that K-5 and K-8s schools should have at least two, and preferably three, sections per grade level to offer students a minimum core program. Yet only 9 of 29 K-8 schools had sufficient enrollment for at least two sections per grade level, and only two had enough students to generate three sections per grade level.
 - b. The analysis showed that students of color and those in poverty are disproportionately likely to be in a K-8 with enrollment lower than the preferred range.
 - c. In addition, a PPS analysis showed that students in historically underserved racial groups who attended middle schools earned more academic credits by the end of ninth grade than students in historically underserved racial groups who attended K-8s.
 - d. A facility capacity report revealed that most PPS buildings do not have sufficient classrooms to meet the space needs of three section K-8 schools, particularly

schools who receive additional staff allocations due to serving higher percentages of historically underserved students.

7. In the PPS 2025 Survey conducted in the Spring of 2015, a clear majority of the more than 4,000 respondents said they favored a system of K-5s and middle schools over K-8s in order to ensure sustainable core programming and provide a wider range of elective offerings to students.
8. Between October 2015 and March 2016, PPS convened 22 community meetings to gather feedback on staff-generated proposals to balance enrollment across the district, including converting many K-8 schools into K-5 or middle schools. Several issues at schools in the Jefferson cluster gained attention during this process:
 - a. Community appreciation for the strong relationships students develop in K-8 schools was outweighed by strong concern that middle grades programs at small schools were not providing equitable opportunities. No K-8 schools in the Jefferson cluster had enrollment sufficient for two sections at grade 6-8.
 - b. Testimony that Beach K-8 School is experiencing significant overcrowding, and that program and facility changes would be needed to sustain large enrollment in future years.
 - c. Concern about the ongoing complexities associated with operating Chief Joseph/Ockley Green K-8 on two separate campuses.
 - d. Strong support for converting Ockley Green to a middle school, as it currently houses grades 4-8 and has served as a middle school in the past.
9. D-BRAC members attended the community events and held dozens of committee meetings to consider options before providing a recommendation to the Superintendent on February 9, 2016.
 - a. The committee recommended a district-wide restructuring of K-8 schools to a predominantly K-5 and Middle School system.
 - b. The recommendation included a strong statement of support for a community led request to convert Ockley Green to a Middle School for the 2016-17 school year.
10. Superintendent Smith conducted additional listening sessions in March 2016 to inform her final proposal, including a session held in partnership with the Jefferson Cluster Visioning Committee, a volunteer group of community members who developed multiple scenarios for bringing middle schools back into the Jefferson cluster.
11. The Superintendent supported the D-BRAC and community endorsed plan to shift to a predominately K-5 and middle school model over time in her enrollment balancing recommendation made to the Board of Education on March 29, 2016.
12. The migration will begin with the initiation of Ockley Green Middle School and its system of K-5 feeder schools, beginning in the 2016-17 school year:
 - a. Conversion of Chief Joseph/Ockley Green K-8 school into two separate schools: Chief Joseph K-5 and Ockley Green Middle School. For the 2016-17 school year, Chief Joseph 5th graders will be located at the Ockley Green campus, due to a lack of space at the Chief Joseph building.
 - b. Conversion of Beach K-8 School into a K-5 school, assigning grades 6-8 to Ockley Green Middle School. The change applies to students enrolled in both the neighborhood and Spanish Immersion programs located at Beach.

- c. Conversion of Peninsula K-8 School into a K-5 school, assigning grades 6-8 to Ockley Green Middle School.
 - d. Conversion of Woodlawn PK-8 School into a K-5 school, assigning grades 6-8 to Ockley Green Middle School. The change applies to students in the neighborhood program and in the Special Education grade 6-8 Focus classroom at Woodlawn.
13. Boundary changes to balance enrollment across Ockley Green's K-5 feeder schools will be developed through a D-BRAC and community process for decision by the PPS Board of Education in the Winter of 2016-17 and implementation in the Fall of 2017.
14. For the 2016-17 school year, students who have transferred into Beach, Chief Joseph/Ockley Green, Peninsula or Woodlawn from other neighborhood schools will be allowed to continue with their classmates to Ockley Green Middle School, or to return to their neighborhood school, by completing an on-time petition transfer requests during 5th grade. In future years, transfer students at feeder schools will have the option to request Ockley Green assignment through the hardship petition process. Transfer students who complete 5th grade in the Beach Spanish Immersion program will be automatically assigned to continue Spanish Immersion at Ockley Green Middle School.
15. All students who reside in the new Ockley Green Middle School boundary will have guaranteed assignment to either Jefferson Middle College of Advanced Studies or Roosevelt High School as the community comprehensive high school through the annual dual assignment process.
16. Whereas other middle school conversions will have at least one planning year to prepare for the transition, Ockley Green will open more rapidly. There is a mutual community and District understanding that PPS is responding to the community urgency for a rapid opening that will have resulting trade-offs in preparation and readiness.
17. The Board of Education acknowledges that changes to school configurations, locations and boundaries will require funding for planning and implementation.
- a. The Board notes that the 2015/16 budget was amended on February 3, 2016 to add staffing for this planning and one-time capital funds for implementation of changes.
 - b. The Board further acknowledges that the budget for 2016/17 proposed by the Superintendent sustains the staffing for this planning added in the 2015-16 budget amendment and adds \$1.8 million to support the middle school conversion planning process, including opening Ockley Green Middle School.
 - c. The Board acknowledges that additional funding in future years will be required to complete this enrollment balancing and grade reconfiguration work.

RESOLUTIONS

1. The Board of Education adopts Superintendent Smith's reconfiguration recommendations to open Ockley Green as a Middle School in 2016-17 serving students in grades 6-8, and to assign grade 6-8 students from Beach, Chief Joseph, Peninsula and Woodlawn schools to Ockley Green Middle School. For the 2016-17 school year, 5th graders from the current Chief Joseph/Ockley Green boundary will also be located at Ockley Green Middle School.

2. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing and other operational adjustments to support effective implementation of these reconfigurations.
3. The Board directs the Superintendent to recommend a plan to realign attendance boundaries across Ockley Green's feeder schools by December 2016.
4. The Board acknowledges and appreciates the participation of D-BRAC, the Jefferson Cluster Visioning Committee, and of thousands of community members throughout the District-wide enrollment balancing process.

J Isaacs

RESOLUTION No. 5256

Attendance Area Changes for Lincoln and Wilson Cluster Schools

RECITALS

1. Portland Public Schools has experienced seven straight years of student enrollment growth. When coupled with improved state and local funding, the district has seen an annual rise in the number of schools insufficient classroom and common spaces for teachers and students.
2. At the same time, many schools continue to have insufficient enrollment to sustainably provide core program offerings to all students. This includes 18 schools reconfigured into K-8 structures in the mid-2000s.
3. In February 2013, the PPS Board of Education unanimously approved resolution 4718, the PK-8 Jefferson Enrollment Balancing Resolution, directing staff to develop and recommend a process for a comprehensive review of school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.
4. In November 2014, PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide advice to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues.
5. In September 2015 the PPS Board of Education approved an Enrollment Balancing Values Framework, developed by D-BRAC, as guidance for future enrollment balancing decisions.
6. Between October 2015 and March 2016, PPS convened 22 community meetings to gather feedback on staff-generated proposals to balance enrollment across the district. Several issues emerged during this process regarding schools in the Lincoln and Wilson clusters, including the need for:
 - a. Immediate enrollment relief at Chapman Elementary School, and a long-term plan to address future expected residential growth in the Chapman boundary.
 - b. A plan to address overcrowding at Hayhurst school, including both the growing neighborhood K-5 program and the Odyssey K-8 focus option, that would not result in under-enrollment for the neighborhood program.
 - c. Enrollment relief for Lincoln High School, with a desire to avoid splitting up students who attend one middle school into two high schools, or who attend one elementary school into two middle schools.
 - d. Enrollment relief for Capitol Hill and Maplewood schools that would allow both schools to avoid overcrowding for several years.
7. D-BRAC members attended the community events, held dozens of separate meetings to consider options and provided advice on Westside Boundary changes to the Superintendent on February 9, 2016.
8. Superintendent Smith conducted additional listening sessions in March 2016 to inform her final recommendation.

9. This recommendation results in overcrowding relief for Chapman Elementary School through:
 - a. Assignment of Chapman Kindergarten students to classrooms at the PPS Ramona campus, 1545 NW 13th Street.
 - b. Assigning portion of the Chapman attendance area to other schools as follows:
 - i. The area located south of West Burnside Road and west of Hilltop Drive to Forest Park Elementary School.
 - ii. The area located south of West Burnside Road and west of Skyline Boulevard to Bridlemile Elementary School.
 - iii. The area located south of West Burnside Road and west of Washington Park and the area located south of SW Market Street to Ainsworth Elementary School.
 - iv. All proposed changes impact grades K-5 only, with grades 6-8 remaining assigned to West Sylvan Middle School and grades 9-12 remaining assigned to Lincoln High School.
10. Lincoln High School overcrowding will be relieved through a boundary change between Lincoln and Wilson High School, which will begin with incoming 9th grade students in fall 2017.
 - a. Most of Bridlemile Elementary will be assigned to Robert Gray Middle School and Wilson High School.
 - b. Due to proximity and transportation concerns, students in the areas west of Scholls Ferry Road and north of Patton Road will continue to be assigned to West Sylvan Middle School and Lincoln High School, and receive district provided transportation to these schools from this catchment, where warranted. This catchment is:
 - I. The area of the Bridlemile boundary that is west of Scholls Ferry Road and north of Scholls Ferry Court (West Slope),
 - II. The area north of Highway 26 (Sylvan Highlands), and
 - III. The area bound on the north by Hwy 26 and on the west and south by the south side of SW Hewett Blvd and adjacent dead-end streets (SW 50th Ave, SW 54th Ave, extension of SW Hewett Blvd).
 - IV. Students from these areas would have a transfer guarantee to attend Wilson, as well.
 - c. Current West Sylvan 6th and 7th graders from the Bridlemile catchment area will have guaranteed right to transfer into Lincoln, without any transfer guarantee for younger siblings.
 - d. Current Bridlemile 5th graders (high school class of 2023) will feed to West Sylvan in the fall of 2016 but have guaranteed right to transfer to Robert Gray. High school assignment for this class will be Wilson.
 - e. Students interested in attending a different neighborhood school may complete a petition transfer. The Board policy on Student Enrollment and Transfer states, "requests to transfer to a different neighborhood school will be considered through the petition process. Petitions will be considered on an individual basis based on a standard set of criteria, taking into consideration available space at the requested school." (4.10.051-P)
11. As recommended by DBRAC, Maplewood students will be assigned to Jackson Middle School.
12. Hayhurst Elementary School overcrowding will be addressed through multiple actions:
 - a. The Odyssey K-8 focus option program will move in August 2016 to East Sylvan School, which is currently empty.
 - b. To ensure that the remaining neighborhood program has sufficient enrollment to sustainably provide core programs, the following boundary changes are recommended:

- i. The area south of Beaverton-Hillsdale Highway and west of SW 58th Avenue be assigned to Hayhurst from Bridlemile Elementary School. To provide a consistent feeder pattern, the same area will be assigned from West Sylvan Middle School to Gray Middle School, and from Lincoln High School to Wilson High School.
 - ii. The area south and west of SW Dosch Rd be assigned to Hayhurst from Rieke Elementary School.
 - iii. The area east of SW 35th Avenue and south of SW North Carolina St, and the area east of SW 31st Ave. and south of SW Nevada Ct. be assigned to Hayhurst from Maplewood Elementary School. Current students attending Maplewood would be guaranteed transfer to Jackson Middle School.
 - iv. Maplewood students would have guaranteed right to transfer to Hayhurst.
- 13. Additional overcrowding relief for Maplewood school would be achieved through the assignment of the area located south of SW Caldew St. and east of SW 25th Ave to Rieke Elementary School. This area is less than one mile from Rieke, allowing students who are currently bused to school to become walkers and bike-riders instead.
- 14. Overcrowding at Capitol Hill Elementary School will be addressed by assigning the area south of SW Maplecrest Ct/SW Terwilliger Blvd and east of SW 25th Ave to Stephenson Elementary School.
- 15. All boundary changes would follow the implementation practice described in policy 4.10.045-P, and would begin in August 2016, with the exception of the high school change which would begin in 2017.
- 16. In addition to these immediate actions, the following possibilities will be pursued to ensure adequate capacity for growing enrollment in the Lincoln and Wilson clusters
 - a. Prepare to re-open Smith School as a K-5 school, with a projected launch of fall, 2019.
 - b. Consider a possible new K-5 or middle school site to be incorporated in the Lincoln HS Master Plan.
 - c. Work with the City of Portland to allocate enough square footage in the old Post Office re-development plan to be the location of possible new K-5 or Middle School.
 - d. Consider through the educational options review process changes to the MLC campus, including shifting it from a K-12 to a K-8 focus option that prioritizes access for neighborhood children and moving MLC's K-12 program to a new site (possibly as part of the Post Office redevelopment) and repurposing the Couch Elementary building now occupied by MLC.

RESOLUTION

1. The Board of Education adopts the above recommendations for attendance area changes to schools in the Lincoln and Wilson Clusters.
2. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing and other operational adjustments to support effective implementation of these attendance area changes
3. The Board acknowledges and appreciates the participation of D-BRAC, and of thousands of community members, throughout the District-wide enrollment balancing process.

T. Magliano

TEACHING AND LEARNING COMMITTEE

Priority	Draft Metric	Measurement	How/When Presented to the Board	Status	Staff Lead
Each student prepared for life, college and career and to meaningfully contribute to their communities.	Acceleration in 4 year and 5 year graduation (includes modified diploma) and completion data	2015-16: 4 Yr Grad Rate <ul style="list-style-type: none"> All students 4% pt (disaggregate modified diploma) Males of Color: 8% pt 	Graduation/ Completion Rates in late January	Update to Board on 1/31	Antonio Lopez
		5 Yr Completion Rate <ul style="list-style-type: none"> All students 2% pt Males of Color: 4% pt 		Update to Board on 1/31	
	Increased participation and completion rates in advanced (college/career) programming, specifically AP, IB, Dual Credit and CTE in 11 th and 12 th grades	2015-16 Goals: <ul style="list-style-type: none"> All students: 2% pt Males of Color: 4% pt Develop system for tracking CTE completion 	Summer 2016	Memo to Board 10/24/16	Antonio Lopez
		2016-17 Goals: <ul style="list-style-type: none"> All students: 2% pt Males of Color: 4% pt Baseline data for CTE enrollment 	Summer 2017	n/a	
	Increase in ACT scores meeting college readiness				Memo to Board 10/24/16

	benchmarks				
	Increase in percentage of students entering 10 th grade on track to graduate (6 or more credits)	2015-16 Goals: <ul style="list-style-type: none"> All students 3% pts Males of Color 7% pts 	October 2016	Memo to Board 10/24/16	Antonio Lopez
		2016-17 Goals: <ul style="list-style-type: none"> All students 3% pts Males of Color 7% pts 	October 2017	n/a	
	Increase in the number of students who completed Reconnection Services Intake and are placed in a school.	2015-16 Goal: <ul style="list-style-type: none"> 5% increase 	Fall 2016	Memo to Board 10/24/16	Antonio Lopez
		2016-17 Goal: <ul style="list-style-type: none"> 5% increase 	Fall 2017	n/a	
Create a system of quality education and supports to increase literacy rates for all children.	Kindergarten attendance rates increase	Increase in number of students who achieved the good/acceptable rate of attendance (90% and above) 2015-16 Goal: <ul style="list-style-type: none"> All students 1% increase Males of Color: 2% increase 	Summer 2016	Memo to Board 10/24/16	Harriet Adair
			2016-17 Goal: <ul style="list-style-type: none"> All students: 1% increase Males of Color 2% increase 	Summer 2017	

	<p>100% of students will read at grade level by the end of 3rd grade</p> <p>Students with significant support needs and new to the country make significant progress toward appropriate literacy goals</p>		<p>Mid-year report to Teaching and Learning committee in the Spring.</p>	<p>Memo to Board 10/24/16</p>	<p>Chris Russo</p>
	<p>Students demonstrate mastery on common core standards in English Language Arts</p>	<p>2015-16 Goals:</p> <ul style="list-style-type: none"> All students in grades 3-5 and combined and grade 8 achieving Level 3&4 on ELA SBA increase of 2% pts Males of Color in Level 3&4 increase by 4% pts 	<p>Results of SBA shared in August 2016 and 2017</p>	<p>Memo to Board 10/24/16</p>	<p>Chris Russo</p>
<p>2016-17 Goals:</p> <ul style="list-style-type: none"> All students in grades 3-5 combined and grade 8 achieving Level 3&4 on ELA SBA increase of 2% pts Males of Color in Level 3&4 increase by 4% pts 	<p>n/a</p>				

	Growth on DIBELS and interim assessments	<p>80% of students in grades K-3 in core (low risk) as measured by DIBELS and IDEL by spring 2021.</p> <p>Goal to decrease the percent of students in strategic/intensive (higher risk) by 4% per year for all students and by 8% per year for Males of Color.</p> <p>Data disaggregated by program.</p> <p>2016-17 Goal (subject to adjustment based on baseline data):</p> <ul style="list-style-type: none"> All students: 32% Males of Color: 47% 	Summer 2016 and Summer 2017	Memo to Board 5/11/16 and 10/24/16	Chris Russo
	Implementation of 6-12 literacy materials and resources adoption in 2015-16	<p>Summative Implementation Metric:</p> <ul style="list-style-type: none"> Adoption selection process completed and materials recommended by February 2016 	Share work plan with T&L committee in February 2016	T&L Committee 2/18/16	Chris Russo
	Plan for PK-5 literacy materials and resources adoption completed in 2015-16	<p>Summative Implementation Metric:</p> <p>Adoption selection process completed and materials</p>	Share work plan with T&L committee in May 2016	T&L Committee 4/16/16 and 5/18/16	Chris Russo

	for implementation in 2016-17	recommended by May 2016			
	Implementation of the Multi-Tiered Systems of Support (MTSS) framework in all schools resulting in a statistically proportionate measure of students in strategic, intensive and core categories of the framework	(See literacy goals above and climate plans below). <ul style="list-style-type: none"> Disaggregated data 		MTTS Coordinator hired and Early Warning System Stakeholder group established. Update in Fall of 2017. Memo to Board 10/24/16.	Chris Russo, Lorenzo Poe and Antonio Lopez
	Increased numbers of schools and students being served within the CBELD (Content Embedded ELD) and QTEL (Quality Teaching for English Language Learners) instructional models of inclusive ELL practice	2015-16: <ul style="list-style-type: none"> Develop baseline data for teachers receiving professional development in CBELD and QTEL 2016-17: <ul style="list-style-type: none"> Increase professional development opportunities for teachers 	Data shared with T&L committee in Summer 2016 (post budget approval)	Memo to Board 10/24/16	Chris Russo
	Number of classes	2016-17 Goal:	Fall 2016	Attached	Chris Russo

	offered at the high schools for students at English language proficiency levels 1-3	Increase number of classes			
Create a system of behavior supports that will reduce disproportionality in expulsions and suspensions	Implementation of the Multi-Tiered Systems of Support (MTSS) framework in all schools resulting in a statistically proportionate measure of students in strategic, intensive and core categories of the framework	(See literacy goals above and climate plans below) <ul style="list-style-type: none"> Disaggregated data 		Memo to Board 10/24/16	Lorenzo Poe/ Chris Russo
	Reduce disproportionality of exclusionary discipline	2015-16 Goal: <ul style="list-style-type: none"> Reduce overall exclusionary discipline by 50% and disproportionality in exclusionary discipline for our historically underserved students by 50% (2012-13 baseline data) 2016-17 Goal: <ul style="list-style-type: none"> Reducing overall exclusionary discipline by 10% and reducing exclusionary discipline for Males 	Mid-year update March 2016 and March 2017 to T&L Committee End of year report August 2016 and August 2017	Memo to Board 10/24/16	Lorenzo Poe

		of Color by 20% (2015-16 baseline data)			
	PBIS Implemented district-wide	2015-16 Goal • School Climate Plans completed (IBB)	Present to the Teaching and Learning Committee Summer 2016 and 2017		Antonio Lopez & Lorenzo Poe
		2016-17 Goal • Implementation of work from IBB			
	IBB process utilized to address discipline	IBB process completed	Update to the full board when completed	In Process	Sean Murray

Additional Information to the Teaching and Learning Committee

FAFSA or Oregon Promise completion rates increase	Work with All Hands Raised to develop tracking system for FAFSA completion including disaggregating by race.	Antonio Lopez/Harriet Adair	Information attached.
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More 4 year old students enrolled in full day Early Learning Programs	Share enrollment report with Teaching and Learning Committee in October 2016	Harriet Adair	Information attached.
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Portland Public Schools

Board Priority Metrics: **Passing Freshman English**

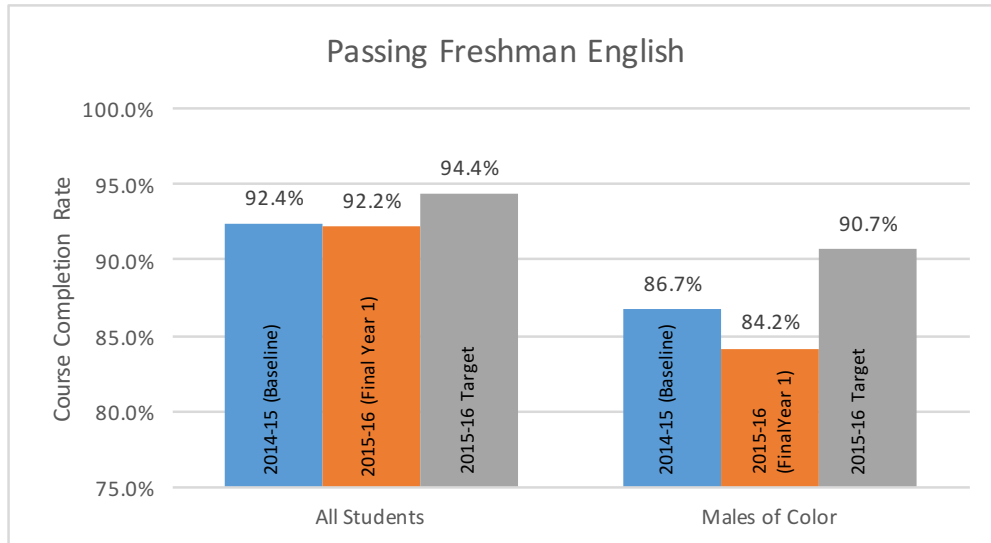
Baseline and 2015-16 Final Data

Priority: Each student prepared for life, college and career and to meaningfully contribute to their communities.

Metric: **Increase in percent of students passing freshman English.**

Targets: 2015-16 2% point increase for all students and 4% point increase for males of color; 2016-17 2% point increase for all students and 4% point increase for males of color

Students Passing Freshman English					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15	2015-16	2015-16	2014-15	2015-16	2015-16
92.4%	92.2%	94.4%	86.7%	84.2%	90.7%



Portland Public Schools

Board Priority Metrics: **Entering 10th Grade On Track**

Baseline and 2015-16 Final Data

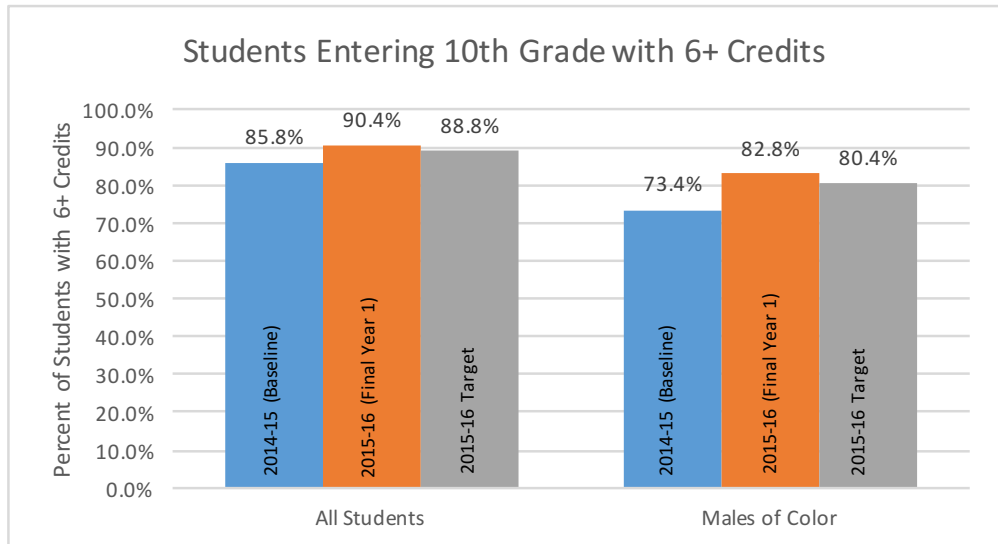
Priority: Each student prepared for life, college and career and to meaningfully contribute to their communities.

Metric: **Increase percentage of students entering 10th grade on track to graduate (6 or more credits)**

Targets: 2015-16 3% point increase for all students and 7% point increase for males of color; 2016-17 3% point increase for all students and 7% point increase for males of color

Entering 10th Grade with 6 or More Credits					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15*	2015-16	2015-16	2014-15*	2015-16	2015-16
85.8%	90.4%	88.8%	73.4%	82.8%	80.4%

The annual measure for this metric is the ODE freshman on track definition.



Portland Public Schools
 Board Priority Metrics: ACT
 Baseline (Updated*) and 2015-16 Final Data

Priority: Each student prepared for life, college and career and to meaningfully contribute to their communities.

Metric: **No metric set yet**

Targets: No targets set yet

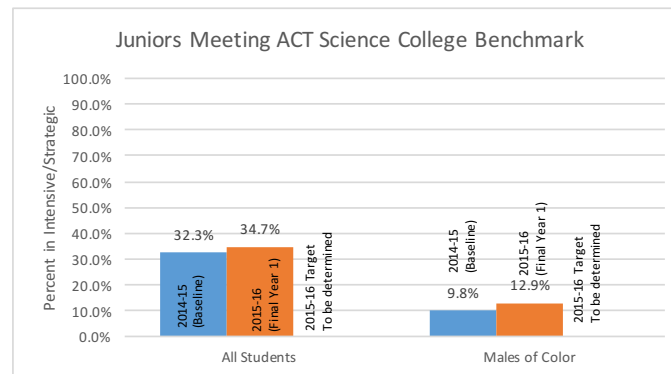
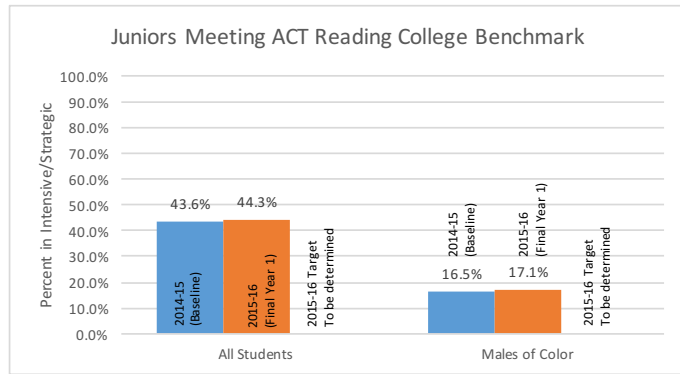
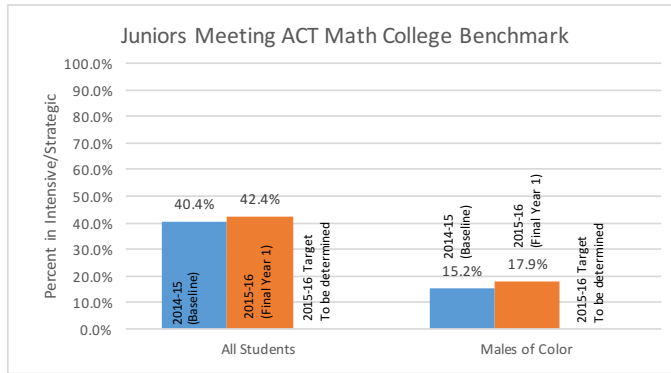
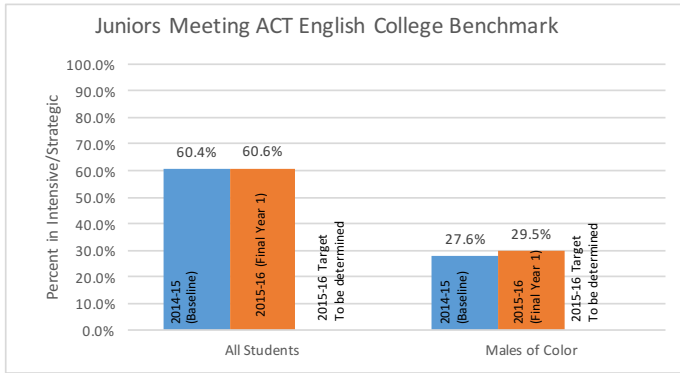
Juniors Demonstrating College Readiness on ACT English					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15*	2015-16	2016-17	2014-15*	2015-16	2016-17
60.4%	60.6%	TBD	27.6%	29.5%	TBD

Juniors Demonstrating College Readiness on ACT Math					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15*	2015-16	2016-17	2014-15*	2015-16	2016-17
40.4%	42.4%	TBD	15.2%	17.9%	TBD

*Baseline data updated to include additional data (because targets are not yet set)

Juniors Demonstrating College Readiness on ACT Reading					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15*	2015-16	2016-17	2014-15*	2015-16	2016-17
43.6%	44.3%	TBD	16.5%	17.1%	TBD

Juniors Demonstrating College Readiness on ACT Science					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15*	2015-16	2016-17	2014-15*	2015-16	2016-17
32.3%	34.7%	TBD	9.8%	12.9%	TBD



Portland Public Schools

Board Priority Metrics: **Completing Advanced Courses**

Baseline (updated*) and 2015-16 Final Data

Priority: Each student prepared for life, college and career and to meaningfully contribute to their communities.

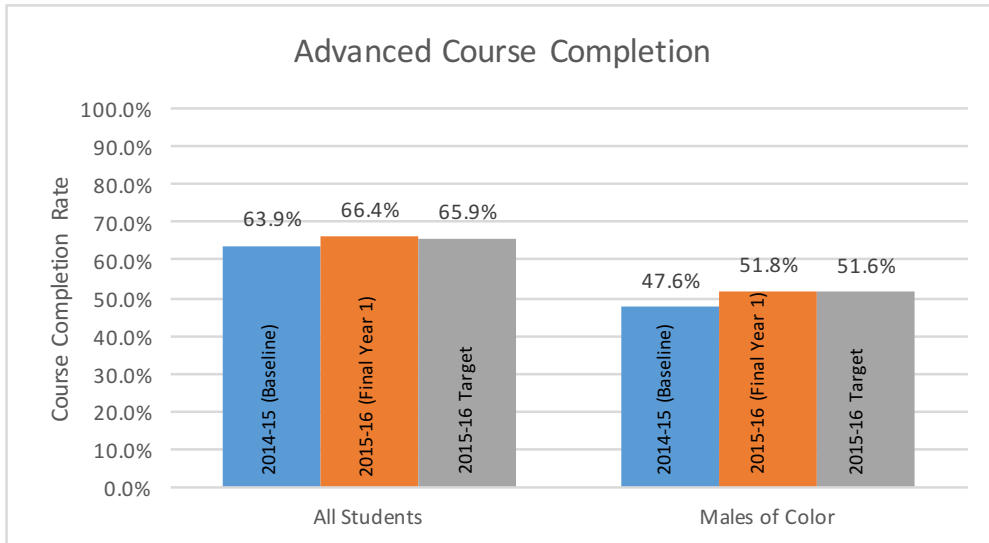
Metric: **Increased participation and completion rates in advanced (college/career) programming, specifically AP, IB, Dual Credit and CTE in 11th and 12th grades.**

Targets: 2015-16 2% point increase for all students and 4% point increase for males of color; 2016-17 2% point increase for all students and 4% point increase for males of color

Advanced Course Completion*					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15*	2015-16	2015-16	2014-15*	2015-16	2015-16
63.9%	66.4%	65.9%	47.6%	51.8%	51.6%

*Includes all 11th and 12th grade students districtwide. Baseline and mid-year progress data include AP, IB and dual credit courses. *Baseline (2014-15) data were updated to include additional CTE data.*

Courses are counted as completed if students earned a D or better.



Priority: Create a system of quality education and supports to increase literacy rates for all children.

Metric: **80% of students in grades K-3 should be in core/benchmark as measured by DIBELS and IDEL by spring 2021.**

Targets: Beginning in 2016-17, decrease the percent of students in strategic/intensive by 4% points per year for all students and by 8% points for males of color.

Kindergartners in Strategic or Intensive on DIBELS/IDEL					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15*	2015-16	2016-17	2014-15*	2015-16	2016-17
29.2%	33.8%	25.2%	45.5%	47.8%	37.5%

*Baseline data were update fall 2016. Reported results are from spring of each year.

1st Graders in Strategic or Intensive on DIBELS/IDEL					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15*	2015-16	2016-17	2014-15*	2015-16	2016-17
35.1%	38.1%	31.1%	46.4%	56.2%	38.4%

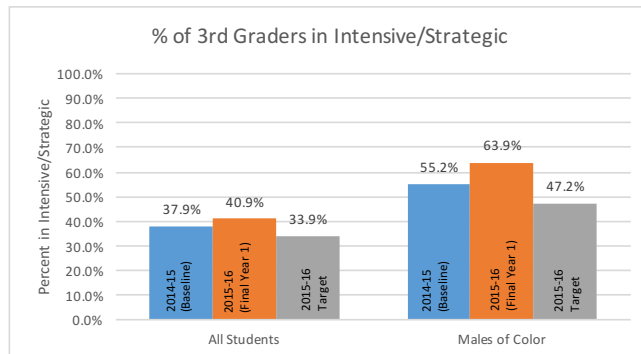
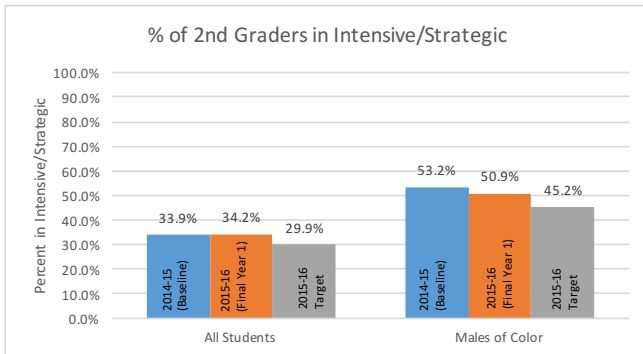
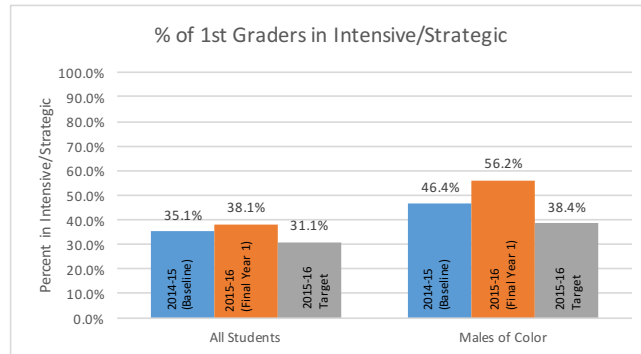
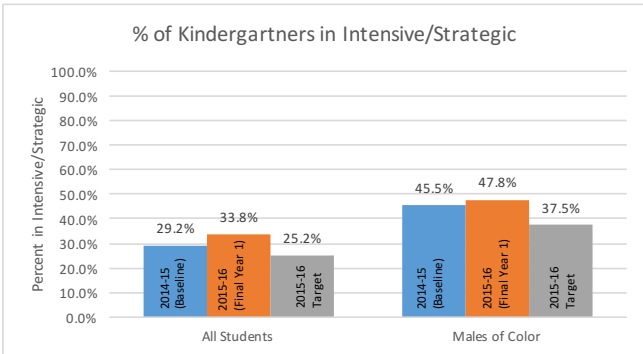
*Baseline data were update fall 2016. Reported results are from spring of each year.

2nd Graders in Strategic or Intensive on DIBELS/IDEL					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15*	2015-16	2016-17	2014-15*	2015-16	2016-17
33.9%	34.2%	29.9%	53.2%	50.9%	45.2%

*Baseline data were update fall 2016. Reported results are from spring of each year.

3rd Graders in Strategic or Intensive on DIBELS/IDEL					
All Students			Males of Color		
Baseline	Year 1	Target	Baseline	Year 1	Target
2014-15*	2015-16	2016-17	2014-15*	2015-16	2016-17
37.9%	40.9%	33.9%	55.2%	63.9%	47.2%

*Baseline data were update fall 2016. Reported results are from spring of each year.



2015-16 Students in Intensive or Strategic risk on the winter DIBELS/IDEL composite score.

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested
		#	%		#	%		#	%		#	%				
Abernethy	KG	<11%	<11%	92	N/A	N/A	0	<11%	<11%	92	N<11	N<11	2	<11%	<11%	90
Abernethy	1	<11%	<11%	81	N<11	N<11	1	<11%	<11%	80	<11%	<11%	14	<11%	<11%	67
Abernethy	2	19	19%	101	N<11	N<11	1	18	18%	100	13	57%	23	<11%	<11%	78
Abernethy	3	9	11%	80	N<11	N<11	1	9	11%	79	5	25%	20	<11%	<11%	60
Ainsworth	KG	29	41%	71	N<11	N<11	7	25	39%	64	N<11	N<11	5	25	38%	66
Ainsworth	1	15	17%	89	N<11	N<11	4	13	15%	85	N<11	N<11	5	13	15%	84
Ainsworth	2	10	18%	57	N<11	N<11	1	9	16%	56	N<11	N<11	4	8	15%	53
Ainsworth	3	10	16%	62	N<11	N<11	1	10	16%	61	N<11	N<11	5	7	12%	57
Alameda	KG	14	13%	109	N/A	N/A	0	14	13%	109	N<11	N<11	8	<11%	<11%	101
Alameda	1	19	48%	40	N<11	N<11	1	18	46%	39	N<11	N<11	9	12	39%	31
Alameda	2	19	25%	77	N/A	N/A	0	19	25%	77	11	73%	15	8	13%	62
Alameda	3	6	16%	38	N<11	N<11	1	6	16%	37	N<11	N<11	6	<11%	<11%	32
Arleta	KG	14	26%	53	N<11	N<11	8	9	20%	45	N<11	N<11	7	9	20%	46
Arleta	1	25	48%	52	N<11	N<11	3	22	45%	49	N<11	N<11	5	22	47%	47
Arleta	2	20	47%	43	N<11	N<11	6	15	41%	37	N<11	N<11	9	12	35%	34
Arleta	3	25	61%	41	N<11	N<11	10	18	58%	31	N<11	N<11	9	16	50%	32
Astor	KG	14	25%	56	N/A	N/A	0	14	25%	56	N<11	N<11	4	11	21%	52
Astor	1	18	33%	54	N<11	N<11	1	17	32%	53	N<11	N<11	4	15	30%	50
Astor	2	18	23%	78	N<11	N<11	3	17	23%	75	3	23%	13	15	23%	65
Astor	3	12	29%	41	N<11	N<11	1	11	28%	40	N<11	N<11	7	7	21%	34
Atkinson	KG	19	29%	65	N<11	N<11	5	17	28%	60	N<11	N<11	4	16	26%	61
Atkinson	1	13	21%	63	N<11	N<11	5	10	17%	58	N<11	N<11	3	10	17%	60
Atkinson	2	20	41%	49	10	77%	13	10	28%	36	N<11	N<11	8	16	39%	41
Atkinson	3	16	36%	44	N<11	N<11	7	13	35%	37	N<11	N<11	8	12	33%	36
Beach	KG	33	49%	67	N<11	N<11	8	26	44%	59	N<11	N<11	8	28	47%	59
Beach	1	41	59%	69	8	73%	11	33	57%	58	7	64%	11	34	59%	58
Beach	2	33	43%	77	9	69%	13	24	38%	64	N<11	N<11	8	26	38%	69
Beach	3	37	69%	54	N<11	N<11	7	30	64%	47	N<11	N<11	6	31	65%	48
BE-Humb	KG	24	38%	64	N<11	N<11	3	23	38%	61	N<11	N<11	6	19	33%	58
BE-Humb	1	35	44%	80	N<11	N<11	4	33	43%	76	N<11	N<11	9	28	39%	71
BE-Humb	2	20	30%	66	N<11	N<11	2	18	28%	64	N<11	N<11	9	15	26%	57

2015-16 Students in Intensive or Strategic risk on the winter DIBELS/IDEL composite score.

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#
		#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested
BE-Humb	3	27	44%	61	N<11	N<11	5	23	41%	56	N<11	N<11	9	20	38%	52

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested
		#	%		#	%		#	%		#	%				
BevCleary	KG	10	11%	90	N<11	N<11	2	<11%	<11%	88	N<11	N<11	6	<11%	<11%	84
BevCleary	1	14	14%	100	N/A	N/A	0	14	14%	100	N<11	N<11	7	12	13%	93
BevCleary	2	<11%	<11%	108	N<11	N<11	1	<11%	<11%	107	N<11	N<11	9	<11%	<11%	99
BevCleary	3	6	17%	35	N/A	N/A	0	6	17%	35	N<11	N<11	6	<11%	<11%	29
Bridger	KG	44	56%	78	7	64%	11	37	55%	67	10	83%	12	34	52%	66
Bridger	1	27	37%	73	9	64%	14	18	31%	59	N<11	N<11	9	22	34%	64
Bridger	2	15	29%	51	N<11	N<11	8	13	30%	43	N<11	N<11	10	9	22%	41
Bridger	3	23	38%	61	10	63%	16	13	29%	45	N<11	N<11	8	19	36%	53
Bridlemile	KG	20	23%	86	N<11	N<11	4	17	21%	82	N<11	N<11	4	17	21%	82
Bridlemile	1	<11%	<11%	94	N<11	N<11	5	<11%	<11%	89	N<11	N<11	7	<11%	<11%	87
Bridlemile	2	10	30%	33	N<11	N<11	5	8	29%	28	N<11	N<11	7	6	23%	26
Bridlemile	3	6	38%	16	N<11	N<11	4	4	33%	12	N<11	N<11	2	6	43%	14
Buckman	KG	34	44%	78	N<11	N<11	2	32	42%	76	N<11	N<11	5	31	42%	73
Buckman	1	8	13%	64	N<11	N<11	1	7	11%	63	N<11	N<11	3	8	13%	61
Buckman	2	16	21%	75	N<11	N<11	1	15	20%	74	8	57%	14	8	13%	61
Buckman	3	11	14%	80	N<11	N<11	1	11	14%	79	3	27%	11	8	12%	69
Captl Hill	KG	24	31%	77	N<11	N<11	6	20	28%	71	N<11	N<11	4	20	27%	73
Captl Hill	1	28	34%	82	N<11	N<11	1	27	33%	81	N<11	N<11	9	23	32%	73
Captl Hill	2	11	14%	77	N<11	N<11	3	10	14%	74	6	46%	13	<11%	<11%	64
Captl Hill	3	9	13%	71	N<11	N<11	1	9	13%	70	5	42%	12	<11%	<11%	59
Chapman	KG	45	48%	94	N<11	N<11	7	41	47%	87	7	64%	11	38	46%	83
Chapman	1	20	17%	116	N<11	N<11	1	20	17%	115	N<11	N<11	10	18	17%	106
Chapman	2	22	39%	56	N<11	N<11	6	18	36%	50	N<11	N<11	7	18	37%	49
Chapman	3	5	19%	27	N<11	N<11	1	4	15%	26	N<11	N<11	2	5	20%	25
Chavez	KG	29	45%	64	12	57%	21	17	40%	43	N<11	N<11	5	24	41%	59
Chavez	1	36	57%	63	12	52%	23	24	60%	40	N<11	N<11	9	30	56%	54
Chavez	2	30	45%	67	14	45%	31	16	44%	36	N<11	N<11	4	27	43%	63
Chavez	3	43	62%	69	21	62%	34	22	63%	35	9	82%	11	34	59%	58
Creston	KG	26	48%	54	N<11	N<11	9	19	42%	45	N<11	N<11	8	20	43%	46
Creston	1	9	24%	37	N<11	N<11	3	8	24%	34	N<11	N<11	7	6	20%	30
Creston	2	9	31%	29	N<11	N<11	4	7	28%	25	N<11	N<11	5	5	21%	24

2015-16 Students in Intensive or Strategic risk on the winter DIBELS/IDEL composite score.

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#
		#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested
Creston	3	8	44%	18	N<11	N<11	2	6	38%	16	N<11	N<11	3	5	33%	15

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested
		#	%		#	%		#	%		#	%				
CSSP	KG	23	50%	46	N<11	N<11	4	19	45%	42	N<11	N<11	2	21	48%	44
CSSP	1	19	37%	51	N<11	N<11	5	17	37%	46	N<11	N<11	5	16	35%	46
CSSP	2	10	32%	31	N<11	N<11	3	9	32%	28	N<11	N<11	5	8	31%	26
CSSP	3	9	32%	28	N<11	N<11	2	7	27%	26	N<11	N<11	8	5	25%	20
Duniway	KG	10	22%	45	N<11	N<11	1	9	20%	44	N<11	N<11	2	9	21%	43
Duniway	1	22	23%	95	N<11	N<11	1	21	22%	94	N<11	N<11	4	19	21%	91
Duniway	2	10	20%	50	N/A	N/A	0	10	20%	50	N<11	N<11	5	7	16%	45
Duniway	3	<11%	<11%	65	N<11	N<11	1	<11%	<11%	64	3	27%	11	<11%	<11%	54
Faubion	KG	26	50%	52	N<11	N<11	7	20	44%	45	N<11	N<11	8	22	50%	44
Faubion	1	27	42%	65	9	69%	13	18	35%	52	N<11	N<11	9	25	45%	56
Faubion	2	20	43%	46	N<11	N<11	9	14	38%	37	N<11	N<11	7	16	41%	39
Faubion	3	20	43%	46	N<11	N<11	9	14	38%	37	8	57%	14	12	38%	32
Forest Pk	KG	<11%	<11%	50	N<11	N<11	6	<11%	<11%	44	N<11	N<11	5	<11%	<11%	45
Forest Pk	1	<11%	<11%	76	N<11	N<11	3	<11%	<11%	73	N<11	N<11	4	<11%	<11%	72
Forest Pk	2	N<11	N<11	8	N<11	N<11	1	N<11	N<11	7	N<11	N<11	1	N<11	N<11	7
Forest Pk	3	<11%	<11%	12	N<11	N<11	1	<11%	<11%	11	N<11	N<11	1	<11%	<11%	11
Glencoe	KG	16	20%	79	N<11	N<11	1	16	21%	78	N<11	N<11	9	10	14%	70
Glencoe	1	<11%	<11%	79	N<11	N<11	1	<11%	<11%	78	N<11	N<11	5	<11%	<11%	74
Glencoe	2	<11%	<11%	65	N/A	N/A	0	<11%	<11%	65	N<11	N<11	10	<11%	<11%	55
Glencoe	3	11	15%	74	N<11	N<11	1	10	14%	73	8	40%	20	<11%	<11%	54
Grout	KG	<11%	<11%	71	<11%	<11%	13	<11%	<11%	58	N<11	N<11	8	<11%	<11%	63
Grout	1	28	44%	63	10	59%	17	18	39%	46	N<11	N<11	8	22	40%	55
Grout	2	23	31%	75	N<11	N<11	8	18	27%	67	6	50%	12	17	27%	63
Grout	3	18	32%	56	N<11	N<11	9	10	21%	47	8	67%	12	10	23%	44
HarrisonPk	KG	34	46%	74	17	57%	30	17	39%	44	N<11	N<11	8	27	41%	66
HarrisonPk	1	36	51%	71	23	58%	40	13	42%	31	N<11	N<11	8	31	49%	63
HarrisonPk	2	36	51%	71	17	61%	28	19	44%	43	N<11	N<11	7	31	48%	64
HarrisonPk	3	47	51%	93	22	67%	33	25	42%	60	N<11	N<11	8	39	46%	85
Hayhurst	KG	8	13%	62	N<11	N<11	3	<11%	<11%	59	N<11	N<11	5	8	14%	57
Hayhurst	1	5	12%	42	N<11	N<11	3	<11%	<11%	39	N<11	N<11	5	5	14%	37
Hayhurst	2	8	26%	31	N<11	N<11	5	7	27%	26	N<11	N<11	4	5	19%	27

2015-16 Students in Intensive or Strategic risk on the winter DIBELS/IDEL composite score.

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#
		#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested
Hayhurst	3	<11%	<11%	21	N<11	N<11	2	<11%	<11%	19	N<11	N<11	3	<11%	<11%	18

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested
		#	%		#	%		#	%		#	%				
Irvington	KG	17	27%	62	N<11	N<11	2	16	27%	60	N<11	N<11	5	13	23%	57
Irvington	1	14	35%	40	N<11	N<11	2	12	32%	38	N<11	N<11	2	12	32%	38
Irvington	2	13	27%	48	N/A	N/A	0	13	27%	48	N<11	N<11	4	10	23%	44
Irvington	3	17	27%	64	N<11	N<11	3	15	25%	61	9	82%	11	8	15%	53
James John	KG	30	51%	59	N<11	N<11	10	24	49%	49	N<11	N<11	4	28	51%	55
James John	1	25	36%	70	8	57%	14	17	30%	56	3	27%	11	22	37%	59
James John	2	32	45%	71	14	67%	21	18	36%	50	N<11	N<11	10	25	41%	61
James John	3	39	51%	76	>89%	>89%	26	15	30%	50	11	69%	16	28	47%	60
Kelly	KG	29	55%	53	N<11	N<11	9	24	55%	44	N<11	N<11	6	24	51%	47
Kelly	1	28	51%	55	8	50%	16	20	51%	39	N<11	N<11	4	24	47%	51
Kelly	2	34	47%	73	16	64%	25	18	38%	48	6	55%	11	28	45%	62
Kelly	3	66	65%	101	43	86%	50	23	45%	51	N<11	N<11	10	58	64%	91
King	KG	24	47%	51	N<11	N<11	8	19	44%	43	N<11	N<11	7	19	43%	44
King	1	26	45%	58	10	71%	14	16	36%	44	N<11	N<11	6	25	48%	52
King	2	20	33%	61	8	62%	13	12	25%	48	N<11	N<11	9	14	27%	52
King	3	25	60%	42	9	56%	16	16	62%	26	N<11	N<11	5	20	54%	37
Laurelhrst	KG	16	21%	76	N/A	N/A	0	16	21%	76	N<11	N<11	2	14	19%	74
Laurelhrst	1	12	15%	79	N<11	N<11	1	12	15%	78	N<11	N<11	8	10	14%	71
Laurelhrst	2	<11%	<11%	82	N<11	N<11	2	<11%	<11%	80	N<11	N<11	8	<11%	<11%	74
Laurelhrst	3	<11%	<11%	55	N/A	N/A	0	<11%	<11%	55	N<11	N<11	8	<11%	<11%	47
Lee	KG	26	43%	60	7	54%	13	19	40%	47	N<11	N<11	8	20	38%	52
Lee	1	16	32%	50	N<11	N<11	7	15	35%	43	N<11	N<11	10	9	23%	40
Lee	2	30	53%	57	N<11	N<11	10	23	49%	47	14	70%	20	16	43%	37
Lee	3	19	28%	67	8	50%	16	11	22%	51	9	60%	15	10	19%	52
Lent	KG	23	45%	51	8	53%	15	15	42%	36	N<11	N<11	6	17	38%	45
Lent	1	23	39%	59	10	53%	19	13	33%	40	N<11	N<11	7	19	37%	52
Lent	2	28	37%	76	10	45%	22	18	33%	54	11	65%	17	17	29%	59
Lent	3	38	58%	65	16	59%	27	22	58%	38	N<11	N<11	10	30	55%	55
Lewis	KG	24	36%	67	N<11	N<11	3	22	34%	64	N<11	N<11	6	21	34%	61
Lewis	1	11	18%	62	N<11	N<11	1	11	18%	61	N<11	N<11	9	6	11%	53
Lewis	2	10	16%	62	N<11	N<11	4	9	16%	58	4	29%	14	6	13%	48

2015-16 Students in Intensive or Strategic risk on the winter DIBELS/IDEL composite score.

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#
		#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested
Lewis	3	19	27%	70	N/A	N/A	0	19	27%	70	14	58%	24	<11%	<11%	46

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested
		#	%		#	%		#	%		#	%				
Llewellyn	KG	12	14%	87	N/A	N/A	0	12	14%	87	N<11	N<11	7	<11%	<11%	80
Llewellyn	1	10	14%	74	N<11	N<11	2	9	13%	72	N<11	N<11	10	9	14%	64
Llewellyn	2	8	12%	66	N<11	N<11	1	8	12%	65	5	36%	14	<11%	<11%	52
Llewellyn	3	<11%	<11%	56	N<11	N<11	2	<11%	<11%	54	N<11	N<11	7	<11%	<11%	49
Maplewood	KG	32	45%	71	N<11	N<11	1	32	46%	70	N<11	N<11	1	31	44%	70
Maplewood	1	13	22%	59	N<11	N<11	1	12	21%	58	N<11	N<11	8	8	16%	51
Maplewood	2	10	19%	52	N<11	N<11	3	7	14%	49	N<11	N<11	6	8	17%	46
Maplewood	3	<11%	<11%	64	N/A	N/A	0	<11%	<11%	64	N<11	N<11	7	<11%	<11%	57
Markham	KG	10	17%	59	N<11	N<11	9	7	14%	50	N<11	N<11	1	9	16%	58
Markham	1	15	23%	64	N<11	N<11	10	11	20%	54	N<11	N<11	10	10	19%	54
Markham	2	18	29%	63	9	56%	16	9	19%	47	N<11	N<11	9	13	24%	54
Markham	3	16	28%	57	11	65%	17	5	13%	40	N<11	N<11	8	14	29%	49
Marysville	KG	16	29%	56	6	50%	12	10	23%	44	N<11	N<11	3	13	25%	53
Marysville	1	14	32%	44	N<11	N<11	9	11	31%	35	N<11	N<11	5	12	31%	39
Marysville	2	17	31%	54	8	44%	18	9	25%	36	N<11	N<11	6	12	25%	48
Marysville	3	14	34%	41	N<11	N<11	9	8	25%	32	6	50%	12	8	28%	29
MLC K-8	KG	10	42%	24	N<11	N<11	1	9	39%	23	N<11	N<11	1	9	39%	23
MLC K-8	1	6	25%	24	N/A	N/A	0	6	25%	24	N<11	N<11	1	6	26%	23
MLC K-8	2	5	19%	26	N<11	N<11	1	5	20%	25	N<11	N<11	6	<11%	<11%	20
MLC K-8	3	<11%	<11%	26	N/A	N/A	0	<11%	<11%	26	N<11	N<11	5	<11%	<11%	21
Ockley-CJo	KG	20	27%	74	N<11	N<11	4	20	29%	70	6	55%	11	14	22%	63
Ockley-CJo	1	13	17%	75	N<11	N<11	3	12	17%	72	6	40%	15	7	12%	60
Ockley-CJo	2	25	30%	83	N<11	N<11	3	23	29%	80	N<11	N<11	10	21	29%	73
Ockley-CJo	3	16	25%	64	N<11	N<11	7	12	21%	57	N<11	N<11	10	9	17%	54
Odyssey	KG	<11%	<11%	22	N/A	N/A	0	<11%	<11%	22	N<11	N<11	1	<11%	<11%	21
Odyssey	1	<11%	<11%	14	N/A	N/A	0	<11%	<11%	14	N<11	N<11	1	<11%	<11%	13
Peninsula	KG	12	27%	45	N<11	N<11	2	11	26%	43	N<11	N<11	4	10	24%	41
Peninsula	1	24	49%	49	N<11	N<11	7	19	45%	42	N<11	N<11	5	23	52%	44
Peninsula	2	16	47%	34	N<11	N<11	6	11	39%	28	N<11	N<11	8	12	46%	26
Peninsula	3	13	54%	24	N<11	N<11	6	7	39%	18	N<11	N<11	5	9	47%	19
Richmond	KG	<11%	<11%	112	N<11	N<11	5	<11%	<11%	107	N<11	N<11	4	12	11%	108

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested
		#	%		#	%		#	%		#	%				
Richmond	1	20	18%	113	N<11	N<11	3	20	18%	110	N<11	N<11	5	18	17%	108
Richmond	2	13	16%	82	N<11	N<11	2	12	15%	80	N<11	N<11	7	11	15%	75
Richmond	3	13	28%	46	N/A	N/A	0	13	28%	46	N<11	N<11	5	12	29%	41
Rieke	KG	12	20%	60	N/A	N/A	0	12	20%	60	N<11	N<11	4	9	16%	56
Rieke	1	12	18%	65	N<11	N<11	1	11	17%	64	N<11	N<11	3	12	19%	62
Rieke	2	4	11%	36	N/A	N/A	0	4	11%	36	N<11	N<11	2	<11%	<11%	34
Rieke	3	10	22%	45	N<11	N<11	1	9	20%	44	7	64%	11	<11%	<11%	34
Rigler ES	KG	60	85%	71	>89%	>89%	28	34	79%	43	N<11	N<11	9	51	82%	62
Rigler ES	1	62	73%	85	29	76%	38	33	70%	47	N<11	N<11	10	53	71%	75
Rigler ES	2	40	56%	71	18	62%	29	22	52%	42	>89%	>89%	11	30	50%	60
Rigler ES	3	55	80%	69	>89%	>89%	34	22	63%	35	15	83%	18	40	78%	51
Rosa Parks	KG	19	48%	40	4	27%	15	15	60%	25	N<11	N<11	7	14	42%	33
Rosa Parks	1	20	40%	50	8	50%	16	12	35%	34	N<11	N<11	6	15	34%	44
Rosa Parks	2	19	36%	53	7	47%	15	12	32%	38	N<11	N<11	9	16	36%	44
Rosa Parks	3	21	38%	55	7	64%	11	14	32%	44	7	64%	11	14	32%	44
RosewayHts	KG	34	39%	87	10	59%	17	24	34%	70	N<11	N<11	3	33	39%	84
RosewayHts	1	26	31%	84	10	77%	13	16	23%	71	N<11	N<11	8	22	29%	76
RosewayHts	2	19	39%	49	N<11	N<11	3	17	37%	46	N<11	N<11	6	15	35%	43
RosewayHts	3	19	48%	40	N<11	N<11	3	16	43%	37	N<11	N<11	9	11	35%	31
Sabin	KG	19	26%	74	N<11	N<11	2	18	25%	72	N<11	N<11	3	18	25%	71
Sabin	1	10	11%	87	N/A	N/A	0	10	11%	87	N<11	N<11	2	<11%	<11%	85
Sabin	2	10	22%	45	N<11	N<11	1	9	20%	44	N<11	N<11	7	7	18%	38
Sabin	3	<11%	<11%	24	N<11	N<11	1	<11%	<11%	23	N<11	N<11	1	<11%	<11%	23
Scott	KG	37	57%	65	19	79%	24	18	44%	41	9	75%	12	28	53%	53
Scott	1	37	66%	56	17	74%	23	20	61%	33	N<11	N<11	5	33	65%	51
Scott	2	22	43%	51	9	36%	25	13	50%	26	N<11	N<11	5	19	41%	46
Scott	3	41	73%	56	22	85%	26	19	63%	30	N<11	N<11	8	33	69%	48
Sitton	KG	49	68%	72	12	80%	15	37	65%	57	N<11	N<11	4	46	68%	68
Sitton	1	54	83%	65	20	83%	24	34	83%	41	>89%	>89%	12	43	81%	53
Sitton	2	12	24%	50	5	38%	13	7	19%	37	6	55%	11	6	15%	39
Sitton	3	17	31%	54	8	57%	14	9	23%	40	N<11	N<11	8	13	28%	46

2015-16 Students in Intensive or Strategic risk on the winter DIBELS/IDEL composite score.

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#
		#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested
Skyline	KG	6	21%	28	N/A	N/A	0	6	21%	28	N<11	N<11	2	5	19%	26
Skyline	1	8	20%	40	N/A	N/A	0	8	20%	40	N<11	N<11	1	8	21%	39
Skyline	2	<11%	<11%	31	N/A	N/A	0	<11%	<11%	31	N<11	N<11	3	<11%	<11%	28
Skyline	3	5	20%	25	N/A	N/A	0	5	20%	25	N<11	N<11	4	3	14%	21

2015-16 Students in Intensive or Strategic risk on the winter DIBELS/IDEL composite score.

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested	Intensive/Strategic		# Tested
		#	%		#	%		#	%		#	%				
Stephenson	KG	<11%	<11%	51	N/A	N/A	0	<11%	<11%	51	N<11	N<11	3	<11%	<11%	48
Stephenson	1	<11%	<11%	58	N<11	N<11	3	<11%	<11%	55	N<11	N<11	6	<11%	<11%	52
Stephenson	2	3	12%	26	N<11	N<11	1	3	12%	25	N<11	N<11	7	<11%	<11%	19
Stephenson	3	7	33%	21	N<11	N<11	1	6	30%	20	N<11	N<11	10	<11%	<11%	11
Vernon	KG	16	23%	69	N<11	N<11	3	13	20%	66	N<11	N<11	4	12	18%	65
Vernon	1	21	42%	50	N<11	N<11	5	16	36%	45	N<11	N<11	1	20	41%	49
Vernon	2	12	20%	59	N<11	N<11	7	8	15%	52	N<11	N<11	1	11	19%	58
Vernon	3	8	15%	52	N<11	N<11	3	<11%	<11%	49	N<11	N<11	5	6	13%	47
Vestal	KG	17	44%	39	N<11	N<11	6	13	39%	33	N<11	N<11	5	14	41%	34
Vestal	1	25	48%	52	N<11	N<11	7	20	44%	45	N<11	N<11	7	18	40%	45
Vestal	2	19	37%	52	5	45%	11	14	34%	41	N<11	N<11	6	15	33%	46
Vestal	3	19	45%	42	N<11	N<11	6	16	44%	36	N<11	N<11	7	14	40%	35
Whitman	KG	8	18%	45	N<11	N<11	10	4	11%	35	N<11	N<11	6	<11%	<11%	39
Whitman	1	12	32%	37	N<11	N<11	6	9	29%	31	N<11	N<11	4	9	27%	33
Whitman	2	15	31%	49	6	55%	11	9	24%	38	N<11	N<11	5	10	23%	44
Whitman	3	23	42%	55	12	75%	16	11	28%	39	9	82%	11	14	32%	44
Winterhavn	KG	14	58%	24	N/A	N/A	0	14	58%	24	N<11	N<11	4	12	60%	20
Winterhavn	1	6	23%	26	N/A	N/A	0	6	23%	26	N<11	N<11	4	4	18%	22
Winterhavn	2	N<11	N<11	4	N/A	N/A	0	N<11	N<11	4	N<11	N<11	2	N<11	N<11	2
Winterhavn	3	4	36%	11	N/A	N/A	0	4	36%	11	N<11	N<11	3	N<11	N<11	8
Woodlawn	KG	22	42%	53	N<11	N<11	7	16	35%	46	N<11	N<11	5	17	35%	48
Woodlawn	1	20	40%	50	N<11	N<11	8	18	43%	42	N<11	N<11	4	19	41%	46
Woodlawn	2	7	13%	53	3	27%	11	<11%	<11%	42	N<11	N<11	7	<11%	<11%	46
Woodlawn	3	15	26%	57	N<11	N<11	9	10	21%	48	7	50%	14	8	19%	43
Woodmere	KG	27	50%	54	9	69%	13	18	44%	41	N<11	N<11	5	23	47%	49
Woodmere	1	14	36%	39	N<11	N<11	10	10	34%	29	N<11	N<11	7	11	34%	32
Woodmere	2	32	58%	55	>89%	>89%	15	18	45%	40	12	80%	15	20	50%	40
Woodmere	3	11	22%	51	N<11	N<11	8	7	16%	43	N<11	N<11	8	5	12%	43
Woodstock	KG	37	44%	85	16	76%	21	21	33%	64	N<11	N<11	7	31	40%	78
Woodstock	1	25	27%	92	11	69%	16	14	18%	76	N<11	N<11	5	23	26%	87
Woodstock	2	19	23%	82	N<11	N<11	2	18	23%	80	N<11	N<11	9	16	22%	73

2015-16 Students in Intensive or Strategic risk on the winter DIBELS/IDEL composite score.

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School	Grade Level	All Students			ELL Students			Non-ELL Students			SpEd Students			Non-SpEd Students		
		Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#	Intensive/Strategic		#
		#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested
Woodstock	3	15	18%	85	N<11	N<11	5	11	14%	80	N<11	N<11	5	13	16%	80

Portland Public Schools

Board Priority Metrics: **Kindergarten Attendance**

Baseline and 2015-16 Final Data

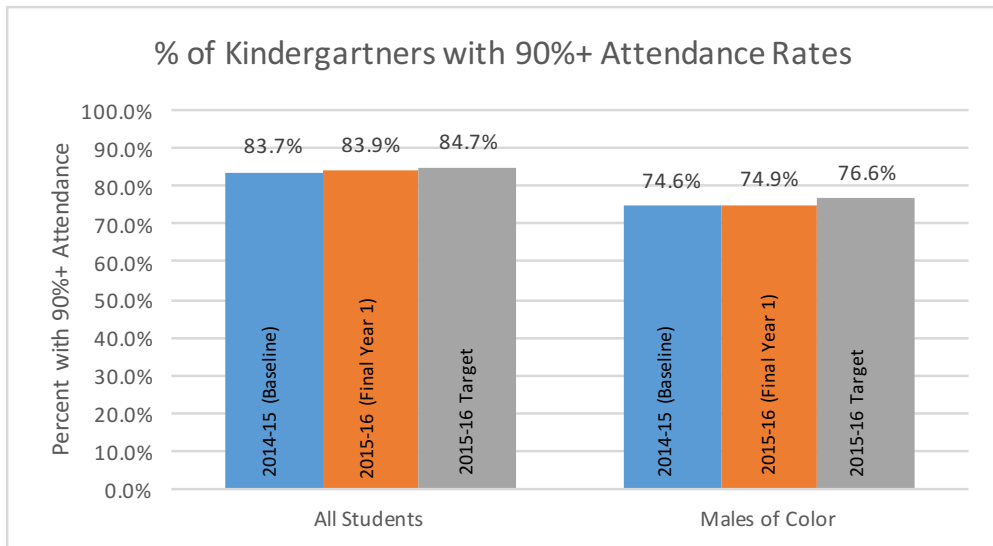
Priority: Create a system of quality education and supports to increase literacy rates for all children.

Metric: **Increase the number of kindergartners who achieved good/acceptable rates of attendance (90% and above).**

Targets: 2015-16 1% point increase for all students and 2% point increase for males of color; 2016-17 1% point increase for all students and 2% point increase for males of color

Kindergartners with 90% or Better Attendance					
All Students			Males of Color		
Baseline	Progress*	Target	Baseline	Progress*	Target
2014-15*	2015-16	2015-16	2014-15*	2015-16	2015-16
83.7%	83.9%	84.7%	74.6%	74.9%	76.6%

*Mid-year progress is from the first of the year through 4/6/16.



Portland Public Schools

Board Priority Metrics: **Smarter Balanced English Language Arts**

Baseline (Updated*) and 2015-16 Final Data

Priority: Create a system of quality education and supports to increase literacy rates for all children.

Metric: **Students demonstrate mastery on common core standards in English Language Arts.**

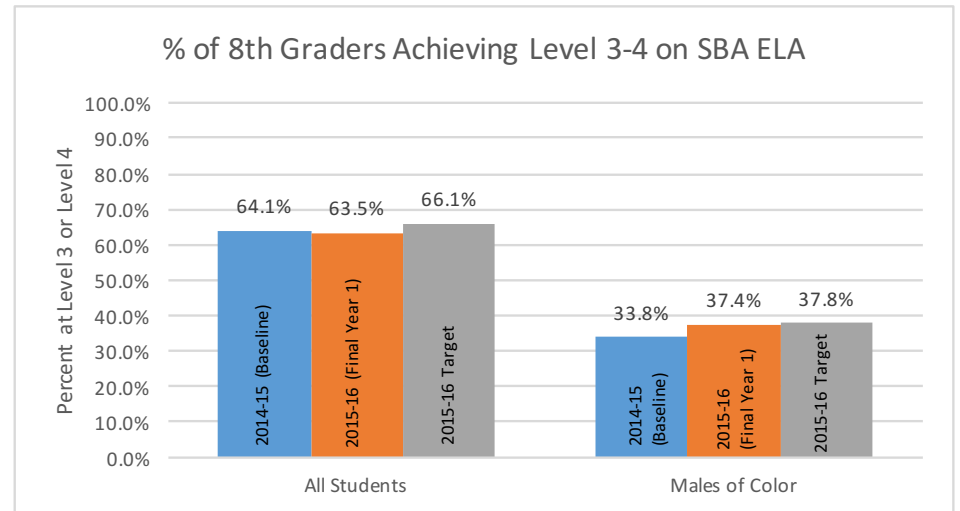
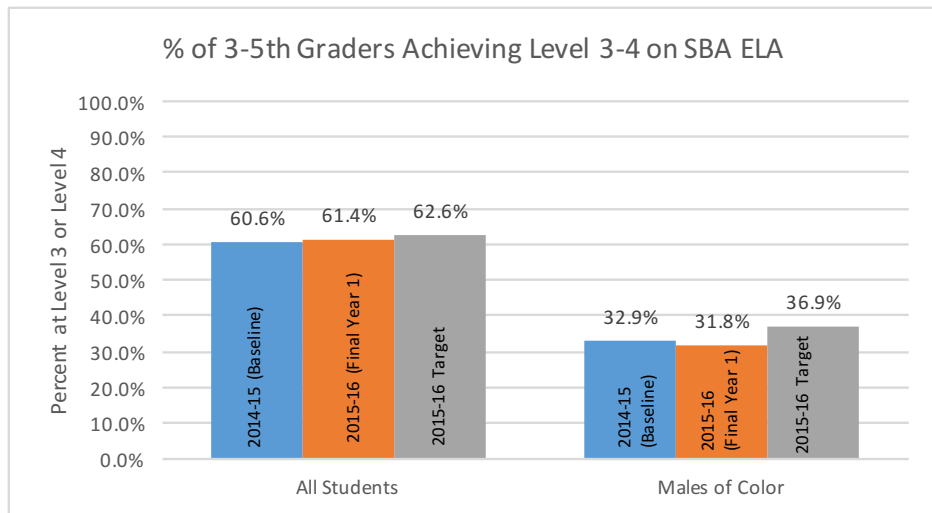
All students in grades 3-5 combined and grade 8 achieve Level 3 or 4 on Smarter Balanced ELA assessment.

Targets: 2015-16 2% point increase for all students and 4% point increase for males of color; 2016-17 2% point increase for all students and 4% point increase for males of color

Students in Grades 3-5 Earning Level 3 or 4 on SBA					
All Students			Males of Color		
Baseline*	Year 1	Target	Baseline*	Year 1	Target
2014-15*	2015-16	2015-16	2014-15*	2015-16	2015-16
60.6%	61.4%	62.6%	32.9%	31.8%	36.9%

Students in Grade 8 Earning Level 3 or 4 on SBA					
All Students			Males of Color		
Baseline*	Year 1	Target	Baseline*	Year 1	Target
2014-15*	2015-16	2015-16	2014-15*	2015-16	2015-16
64.1%	63.5%	66.1%	33.8%	37.4%	37.8%

*Baseline data were updated to include Extended Assessment results as those tests are included in 2015-16 results.



Portland Public Schools
 Board Priority Metrics: **Exclusionary Discipline**
 Baseline and Mid-Year 2015-16 Update

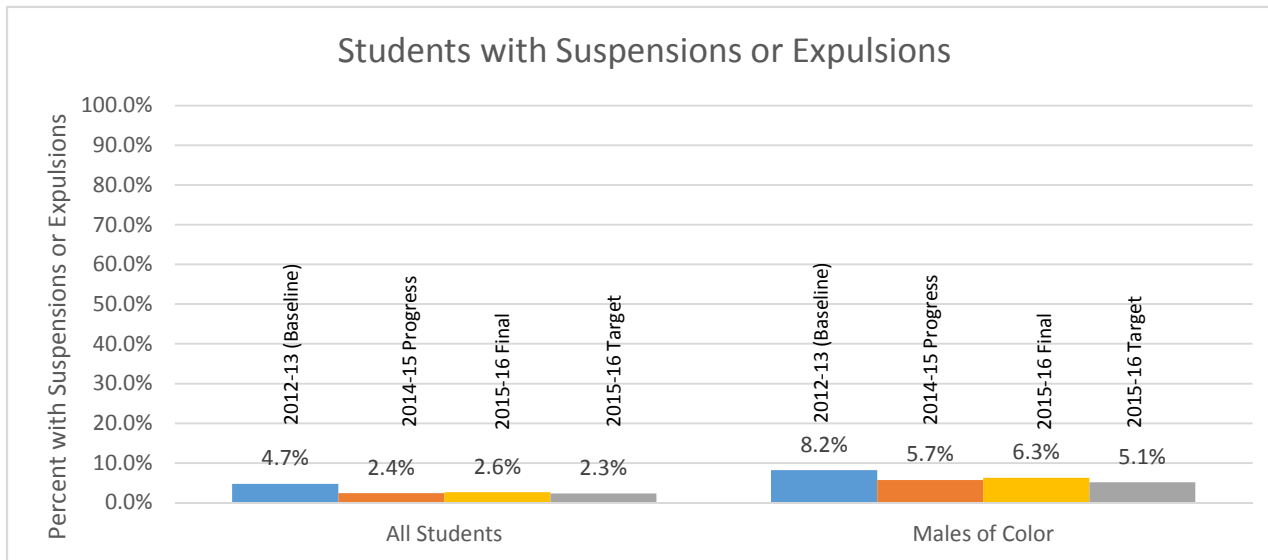
Priority: Create a system of behavior supports that will reduce disproportionality in expulsions and suspensions.

Metric: **Reduce disproportionality of exclusionary discipline.**

Targets: 2015-16 Reduce overall exclusionary discipline by 50% and disproportionality for historically underserved students by 50% (2012-13 baseline)

2016-17 Reduce overall exclusionary discipline by 10% and reduce exclusionary discipline for males of color by 20% (2015-16 baseline)

Percent of Students with Expulsions or Out-of-School Suspensions							
All Students				Males of Color			
Baseline	Progress*	Final	Target	Baseline	Progress*	Final	Target
2012-13	2014-15	2015-16	2015-16	2012-13	2014-15	2015-16	2015-16
4.7%	2.4%	2.6%	2.3%	8.2%	5.7%	6.3%	5.1%



Portland Public Schools

Board Priority Metrics: **Reconnection Services**

Baseline and Mid-Year 2015-16 Update

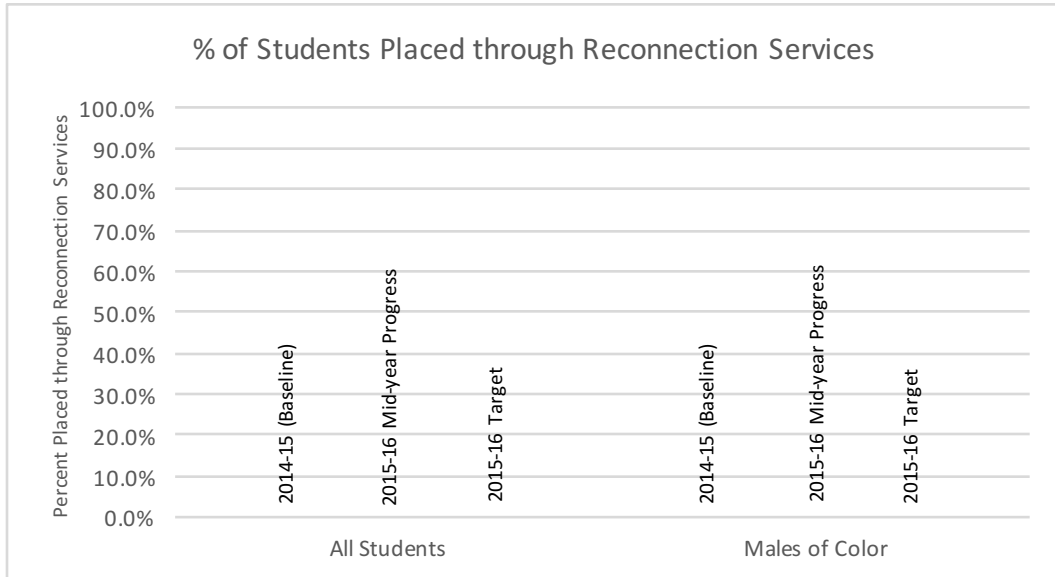
Priority: Each student prepared for life, college and career and to meaningfully contribute to their communities.

Metric: **Increase in the number of students who completed Reconnection Services Intake and are placed in a school.**

Targets: 2015-16 5% point increase.

Students Completing Reconnection Services and School Placement					
All Students			Males of Color		
Baseline	Progress*	Target	Baseline	Progress*	Target
2014-15*	2015-16	2015-16	2014-15*	2015-16	2015-16

*Mid-year progress is from the first of the year through 4/6/16.



HIGH SCHOOLS COURSES for ESL STUDENTS

	2014-15			2015-16		
Benson	Course	Period	Num Students	Course	Period	Num Students
	ELD 4	6	12	ELD 3/4	2	11
	ELD 3	7	8	ELD 3/4	3	13
	ELD 3	8	4	ELD 3/4	4	10
	Total # of classes		3	Total # of classes		3
Cleveland	ELD 1/2	1	8	ELD 1/2/3	5	6
	ELD 3	2	10	ELD 4	6	14
	ELD 1/2	5	8	ELD Support	7	9
	ELD 4	6	7			
	ELD Support	7	8			
	Total # of classes		5	Total # of classes		3
Franklin	ELD 4	2	16	ELD 1/2	1	13
	ELD 4	3	13	ELD 3/4	2	13
	ELD Support	4	5	ELD 3/4	3	12
	English 1 SI	8	4	ELD 1/2	5	11
	ELD 1	1	1	ELD 3/4	6	19
	ELD 2	2	4	ELD Support	8	17
	ELD Support	3	9			
	ELD 3	8	12			
	Total # of classes		8	Total # of classes		6
Grant	ELD 3/4	2	4	ELD Student Services	Other*	1
				ELD 3/4	5	5
	Total # of classes		1	Total # of classes		1
			*Service			
Jefferson	ELD 1	7	3	ELD 3/4	1	12
	ELD 3/4	8	13	ELD 1	7	3
				Eng1SI	8	3
	Total # of classes		2	Total # of classes		3
Lincoln	ELD 3/4	6	12	ELD Support	6	3
	ELD Support	8	6	ELD 3/4	8	15
	Total # of classes		2	Total # of classes		2
Madison	Lang Arts Support E2	3	24	ELD 4	1	13
	Lang Arts Support E1	4	14	ELD 3	6	17
	ELD 4	2	9	ELD 3	7	11
	ELD 3	3	13	ELD 4	8	15
	ELD 3	6	9	ELD 1/2	1	28
	ELD 4	8	8	ELD Support	2	19
	ELD 2	5	24	ELD Support	4	14
	ELD 1	6	14			
	Total # of classes		8	Total # of classes		7
	2014-15			2015-16		

Roosevelt	ELD 1	1	24	ELD 1	1	10
	Accelerated Lit	2	19	Accelerated Lit	2	9
	ELD 1	5	19	ELD 1	4	12
	Accelerated Lit	7	15	ELD Support	5	10
	ELD 2	2	17	Accelerated Lit	6	9
	ELD 3	3	13	ELD Support	8	12
	ELD 4	6	9	ELD 4	3	19
	ELD 4	7	9	ELD 2	4	7
	ELD 3	8	10	ELD 3	5	13
	Mod World Hist SI	1	14	ELD 2	6	9
	Eng 1 SI	4	19	ELD 3	7	14
	Eng 1 SI	5	18	US Hist SI	2	18
				Eng 3 SI	3	20
				Eng 1 SI	7	11
		Total # of classes		12	Total # of classes	
Wilson						
	ELD 1/2	2	13	ELD 3/4	6	12
	ELD 3/4	3	11	ELD 1/2	8	9
	Total # of classes		2	Total # of classes		2

Based on dashboard 1/27/17 - Looking at 1st semesters

PPS FAFSA Completion Rates

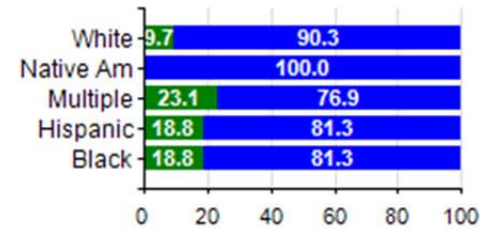
As of January 20, 2017, based on current student enrollment numbers

Alliance @ Benson

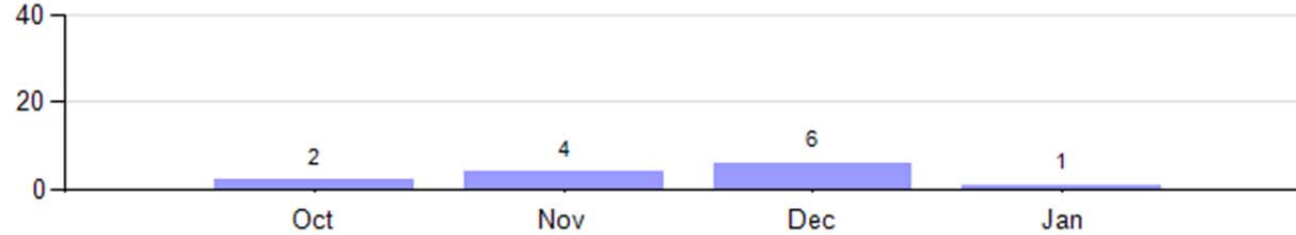
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% Complete by Race

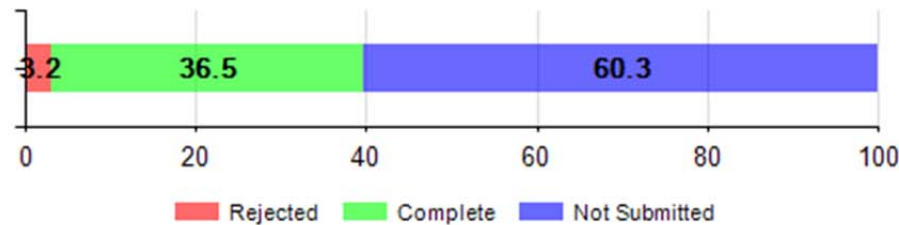


Submitted by Month

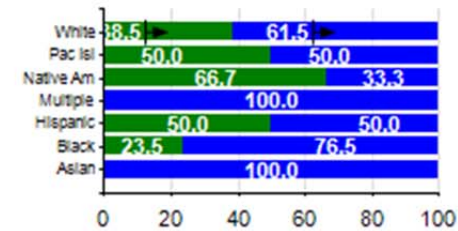


Alliance @ Meek

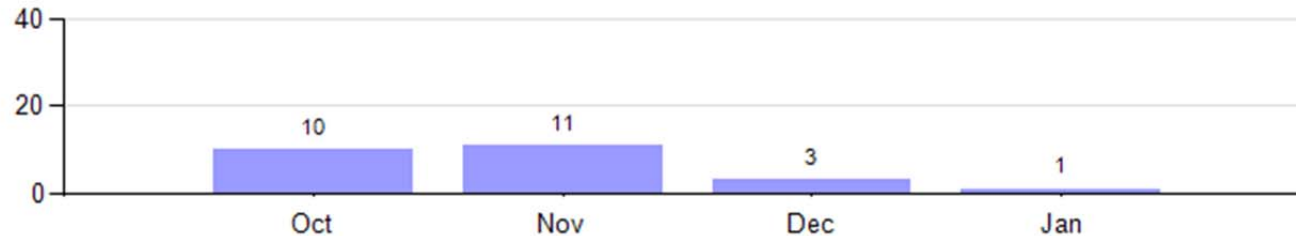
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Submitted by Month

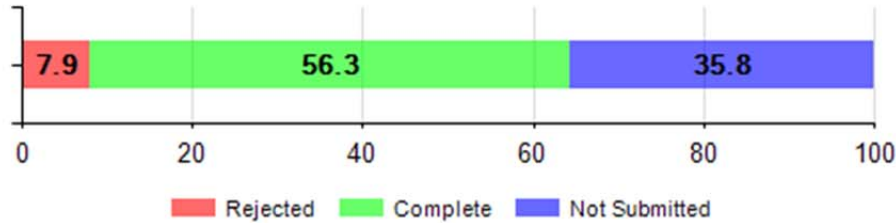


PPS FAFSA Completion Rates

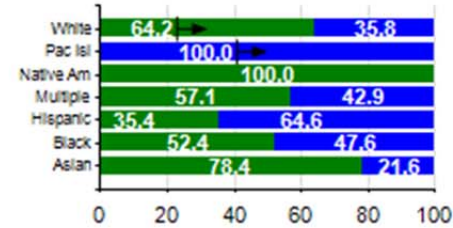
As of January 20, 2017, based on current student enrollment numbers

Benson Polytechnic

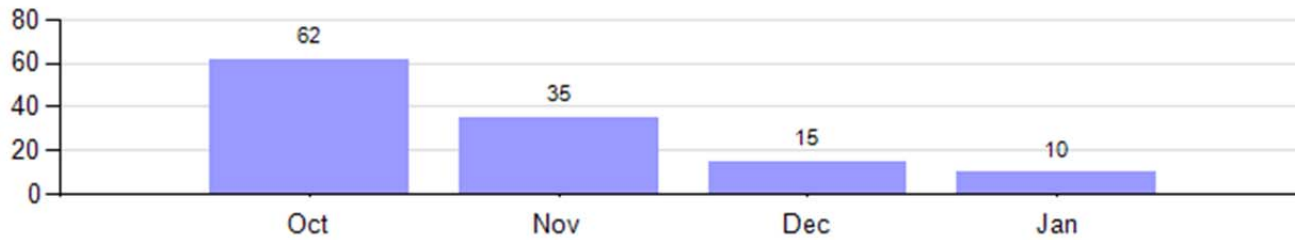
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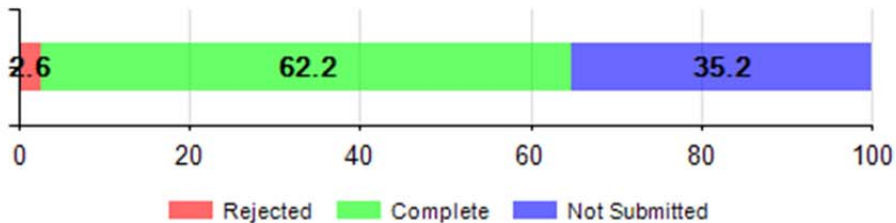


Submitted by Month

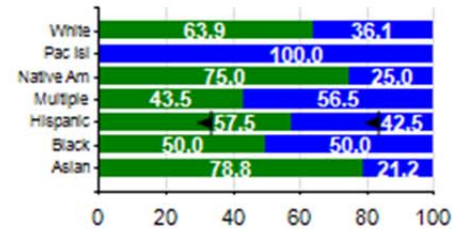


Cleveland

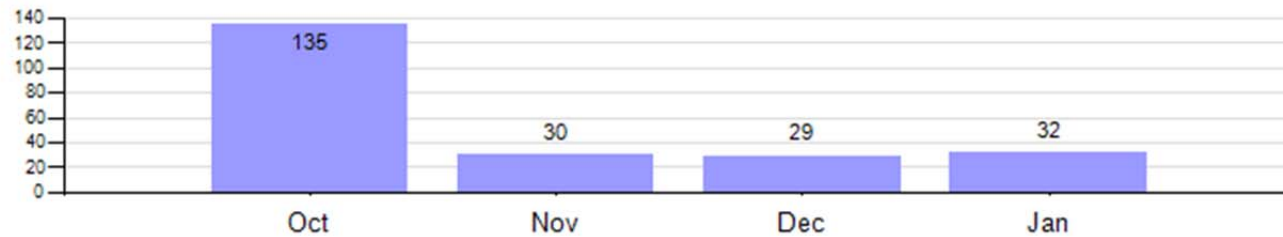
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Submitted by Month

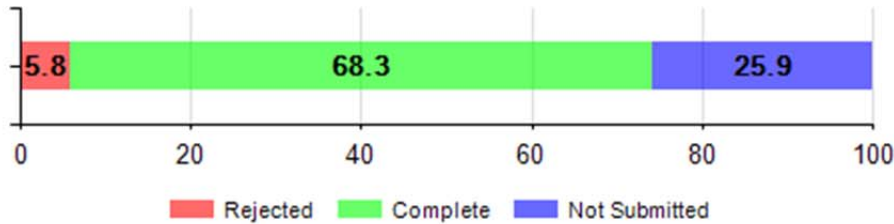


PPS FAFSA Completion Rates

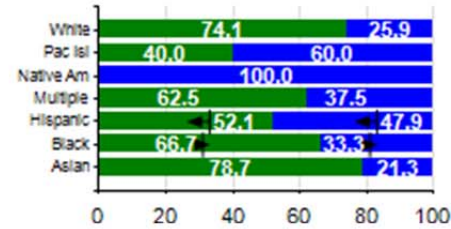
As of January 20, 2017, based on current student enrollment numbers

Franklin

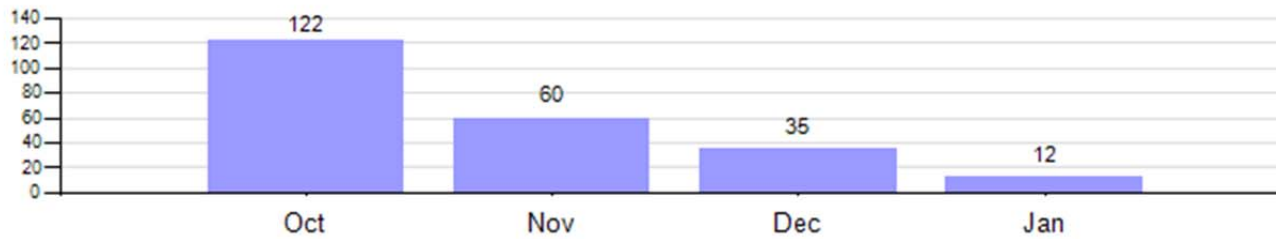
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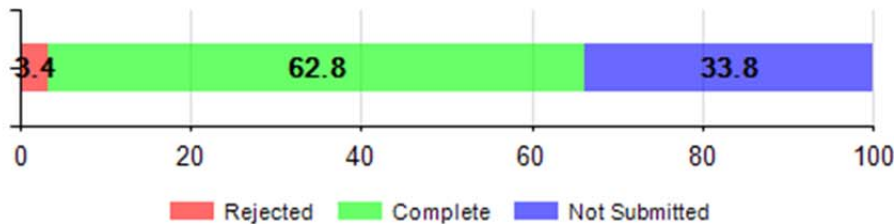


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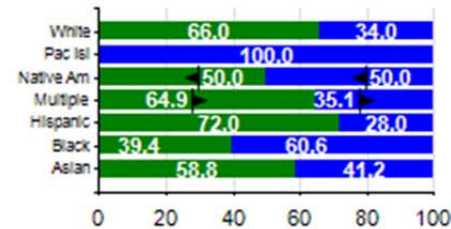


Grant

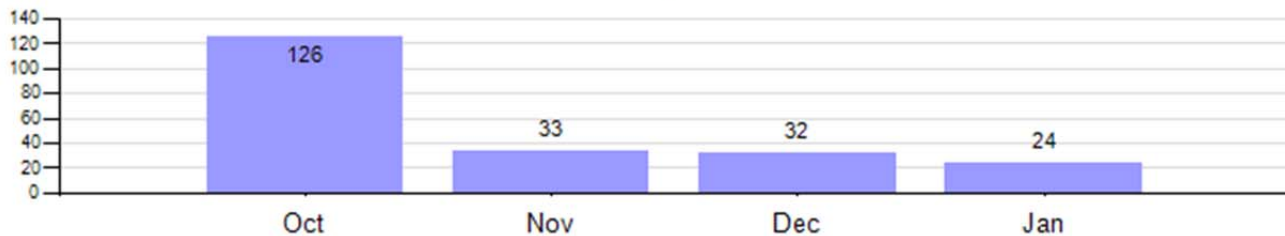
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Submitted by Month

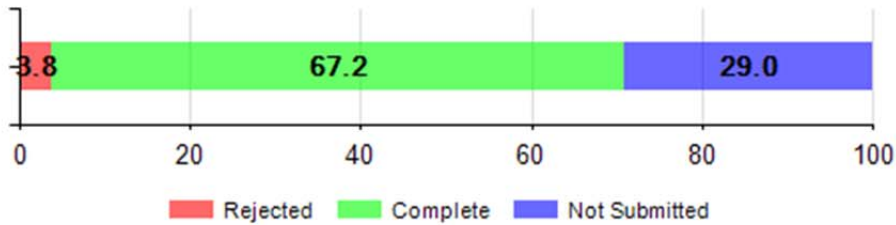


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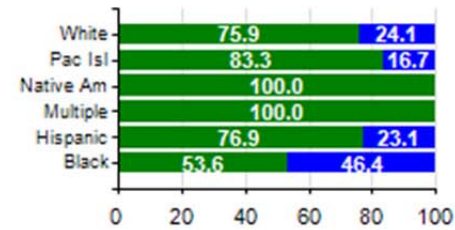
As of January 20, 2017, based on current student enrollment numbers

Jefferson

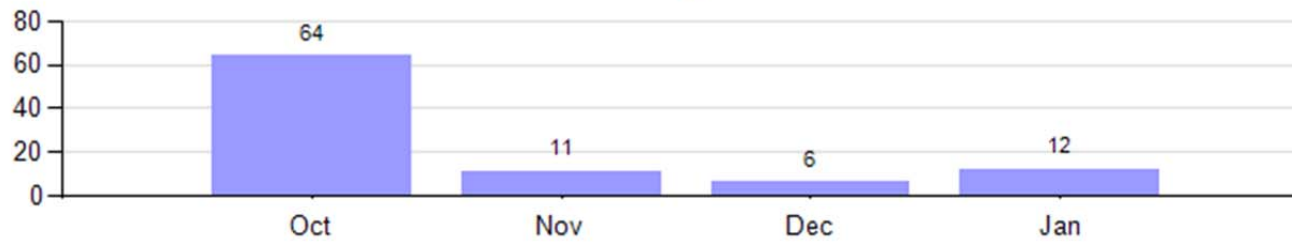
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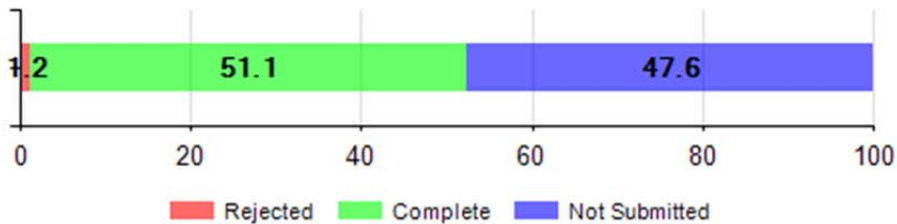


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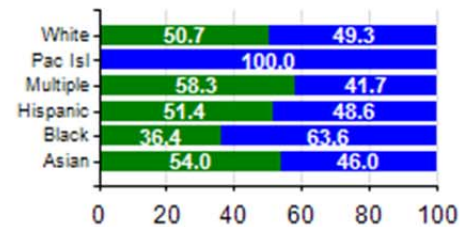


Lincoln

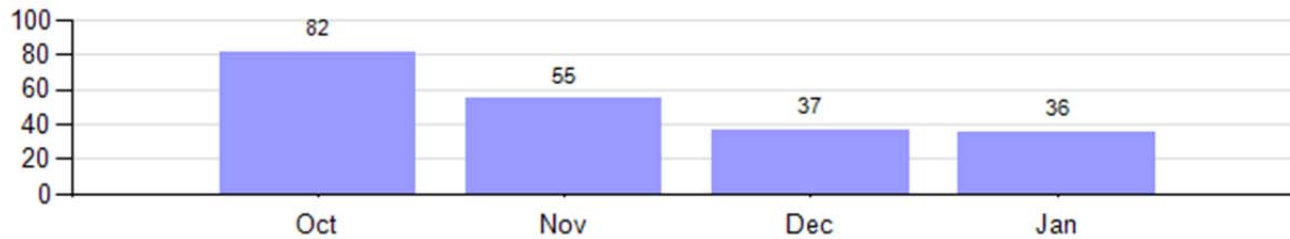
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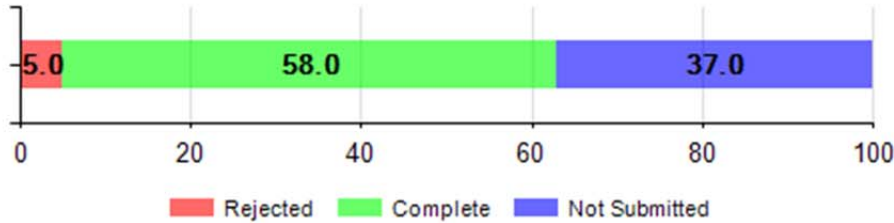


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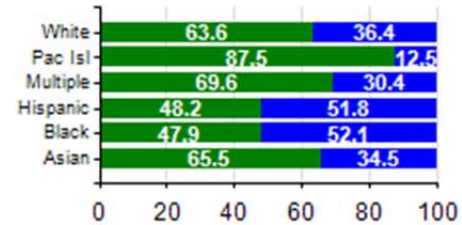
As of January 20, 2017, based on current student enrollment numbers

Madison

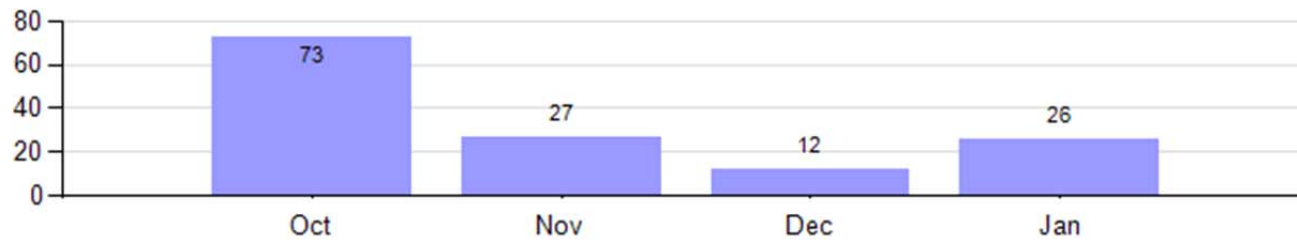
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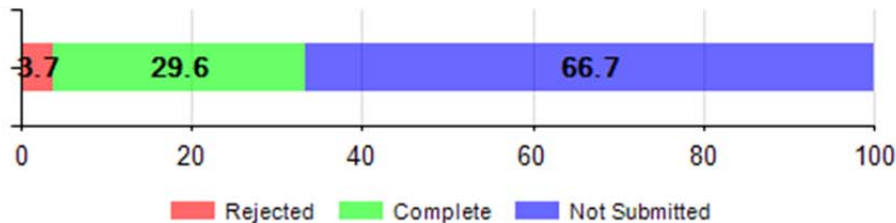


Submitted by Month

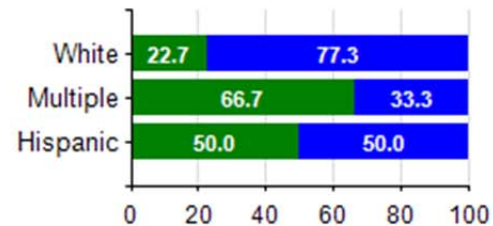


Metropolitan Learning Center

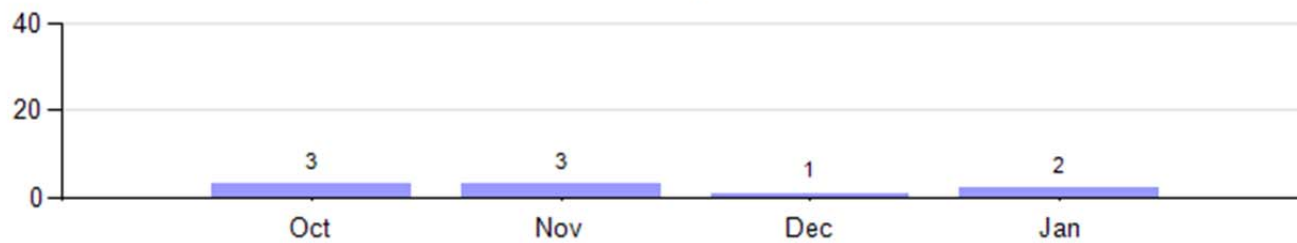
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Submitted by Month

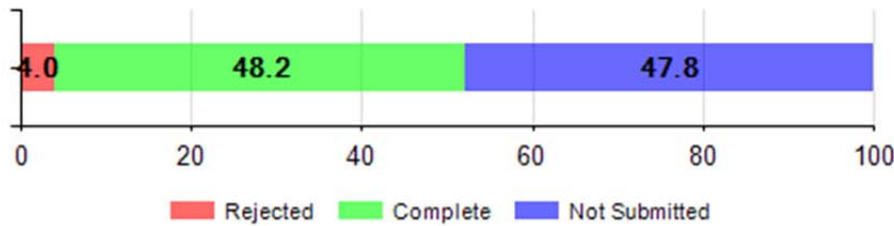


PPS FAFSA Completion Rates

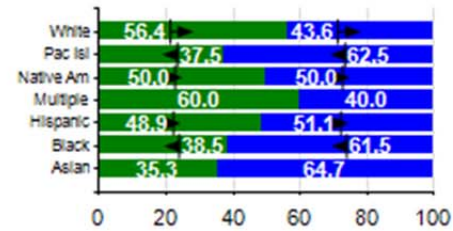
As of January 20, 2017, based on current student enrollment numbers

Roosevelt

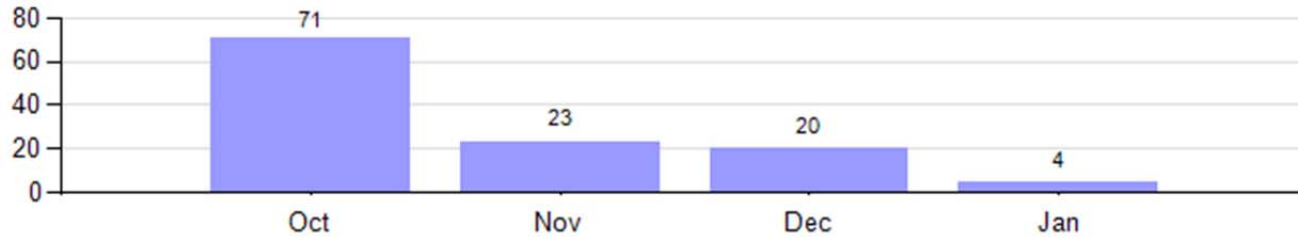
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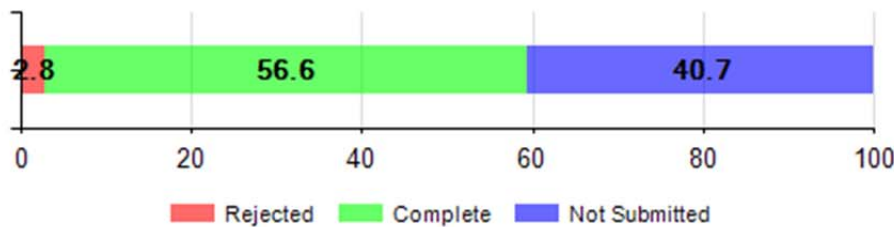


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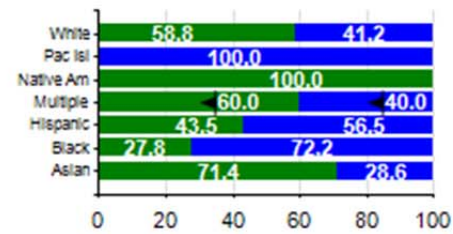


Wilson

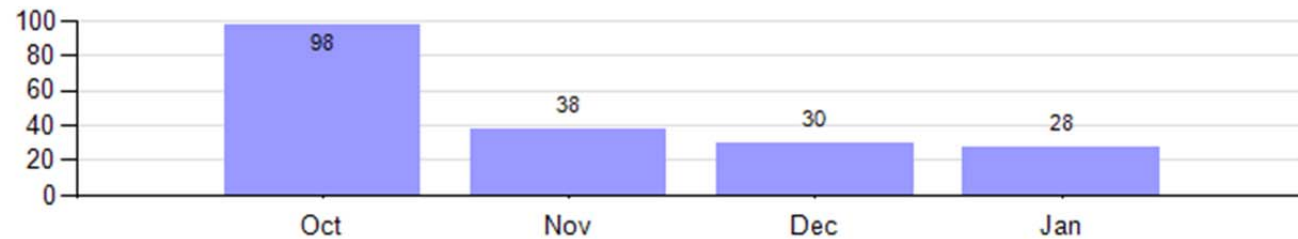
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% Complete by Race



Submitted by Month



PPS Preschool Enrollment Comparison
1/27/17

Program	2016/17	2015/16	Change
Head Start	819	859	-40
PreK subtotal:	125	94	31
<i>Boise-Eliot/Humboldt</i>	<i>19</i>	<i>19</i>	<i>0</i>
<i>Clarendon</i>	<i>18</i>	<i>16</i>	<i>2</i>
<i>Faubion</i>	<i>51</i>	<i>20</i>	<i>31</i>
<i>MLK Jr</i>	<i>19</i>	<i>20</i>	<i>-1</i>
<i>Woodlawn</i>	<i>18</i>	<i>19</i>	<i>-1</i>
Total:	944	953	-9

Notes:

- Enrollment includes both three and four year olds
- Head Start provided updated Enrollment Data via email on 1/26/2017
- Refer to the Board Resolution explaining the reduction of 40 Head Start slots due to conversion of double session classes (am/pm) to Extended Day classes
- 2016/17 Head Start sites include: Applegate, Clarendon, Creston Annex, Grout, Kelly Center, Lane, Sacajawea, and Sitton
- 2016/17: 40 NEW Preschool Promise Grant funded PreK slots added at Faubion
- PreK Data from System Planning and Performance Enrollment Reports:
 2016/17: http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/207/School%20Profiles%20-%20October_2016_Enrollment_Summary_version_11_4_2016.pdf
 2015/16: <http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/207/Enrollment%20Summary%202015-16.pdf>
- PreK programs include Title I & Preschool Promise funding
- Does not include Multnomah Early Childhood Program (MECP) Classrooms at Whitman and Marysville (49 students in 2016/17 as listed in enrollment report)

Portland Public Schools Principals											
Location	9.1.2011	Reason	2012	Reason	2013	Reason	2014	Reason	2015	Reason	2016
Abernethy	Barron,Tamara K		Barron,Tamara K	Retirement	Hull,Heather A		Hull,Heather A		Hull,Heather A		Hull,Heather A
ACCESS	Berg,Eryn E		Berg,Eryn E		Berg,Eryn E	Promoted to Principal	Wood,David J		Wood,David J		Wood,David J
Ainsworth	Roby,Cynthia M		Roby,Cynthia M		Roby,Cynthia M	Retirement	O'Neill,Tammy	Transfer to Cleveland	Meyer,Kristen E		Meyer,Kristen E
Alameda	Lurie,Radislav		Lurie,Radislav		Lurie,Radislav		Lurie,Radislav		Lurie,Radislav		Lurie,Radislav
Alliance @ Meek	Morrison,Ava		Morrison,Ava	Retirement	Fast Buffalo Horse,Lorna Kay		Fast Buffalo Horse,Lorna Kay		Fast Buffalo Horse,Lorna Kay		Fast Buffalo Horse,Lorna Kay
Arleta	Crotchett,Kevin R		Crotchett,Kevin R	Transfer to Jackson	Jones,Seth W		Jones,Seth W		Jones,Seth W		Jones,Seth W
Astor	Newsome,Karl L		Newsome,Karl L		Newsome,Karl L		Newsome,Karl L		Newsome,Karl L		Newsome,Karl L
Atkinson	Armendariz,Deborá C		Armendariz,Deborá C	Promoted to Central	McCullough,Paula	Late Promotion/Interim	Dibblee,Ivonne K		Dibblee,Ivonne K		Dibblee,Ivonne K
Beach	Breckman,Thomas A	Retirement	Torres-		Torres-Wilhelm,Rebecca	Transfer to Reike	Patterson,Mary L	Interim	Martinez,Vanessa		Martinez,Vanessa
Beaumont	Casson-Taylor,Elizabeth		Casson-Taylor,Elizabeth		Casson-Taylor,Elizabeth		Casson-Taylor,Elizabeth	Retirement	Traynham,Macarre Arnita	Resigned	Vinegnon, Harriette
Benson	Campbell,Carol L		Campbell,Carol L	Transfer to Grant	Wilson Jr,Curtis R		Wilson Jr,Curtis R		Wilson Jr,Curtis R		Wilson Jr,Curtis R
Beverly Cleary	Geist,Teri J		Geist,Teri J		Geist,Teri J		Geist,Teri J		Geist,Teri J	Retired	Ferraro, John
Boise-Eliot	Chun,Molly C		Chun,Molly C	Transfer to OG/CJ	Bacon,Kevin		Bacon,Kevin		Bacon,Kevin		Bacon,Kevin
Bridger	Fox,Brenda B		Fox,Brenda B	Transfer to Lane	Gilson,Oscar M		Gilson,Oscar M	Promoted to Central	Poole,Lydia		Poole,Lydia
Bridlemile	Ivey,Tanya Yvonne	Transfer to FP	Fielding,B Jane		Fielding,B Jane	Transfer to Headstart	Pearson,Bradley J		Pearson,Bradley J		Pearson,Bradley J
Buckman	Anderson,Brian E		Anderson,Brian E		Anderson,Brian E	Transfer to Selwood	Morrison,Robin	Leave of Absence	Kosmala, Susan		Kosmala, Susan
Capitol Hill	Wilson,Pamela J		Wilson,Pamela J		Wilson,Pamela J		Wilson,Pamela J	Retirement	Williams,Joy K		Williams,Joy K
César Chávez	Magallanes,Veronica	Antonio Promoted to Central/Interim	Robertson,Lavert Tierrane		Robertson,Lavert Tierrane		Robertson,Lavert Tierrane	Transfer to George	Schorr,Elisa A		Schorr,Elisa A
Chapman	Choate,Gerald Scott		Choate,Gerald Scott		Choate,Gerald Scott		Choate,Gerald Scott		Choate,Gerald Scott	Promoted	Van Der Wolf, Pamela
Chief Joseph	Galati,Joseph G		Galati,Joseph G	Transfer to Lleyllen	Chun,Molly C		Chun,Molly C		Chun,Molly C	Promoted	Gerber, Amber
Cleveland	Cook,Paul A		Cook,Paul A		Cook,Paul A		Cook,Paul A	Retirement	O'Neill,Tammy		O'Neill,Tammy
Creative Science	Hristic,Filip		Hristic,Filip		Hristic,Filip	Transfer to Roosevelt	Lindholm,Kristie E		Lindholm,Kristie E		Lindholm,Kristie E
Creston	McKean,Gary A	Resigned	Gutierrez,Christopher J	McKean resigned late/Interim	Hurdle Jr,F Conrad		Hurdle Jr,F Conrad		Hurdle Jr,F Conrad		Hurdle Jr,F Conrad
da Vinci Arts	Locke Jr,Frederic W		Locke Jr,Frederic W		Locke Jr,Frederic W		Locke Jr,Frederic W		Locke Jr,Frederic W		Locke Jr,Frederic W
DART	Van Hoomissen,Mark C		Van Hoomissen,Mark C		Van Hoomissen,Mark C		Van Hoomissen,Mark C		Van Hoomissen,Mark C		Van Hoomissen,Mark C
Duniway	Hahn,Sara L		Hahn,Sara L	Transfer to Lent	Goldstein,Matthew S		Goldstein,Matthew S		Goldstein,Matthew S		Goldstein,Matthew S
Faubion	Lee,LaShawn Antoinette		Lee,LaShawn Antoinette		Lee,LaShawn Antoinette		Lee,LaShawn Antoinette		Lee,LaShawn	Promoted	McCalley, Jennifer
Forest Park	Matier,Kimberly	Promoted to Central	Ivey,Tanya Yvonne		Ivey,Tanya Yvonne	Retirement	Newlyn,Lisa A		Newlyn,Lisa A		Newlyn,Lisa A
Franklin	James,Shwayla M		James,Shwayla M		James,Shwayla M	Promoted to Central	Valder,Juanita B		Valder,Juanita B		Valder,Juanita B
George	Keefer,Benjamin Boyd		Keefer,Benjamin Boyd		Keefer,Benjamin Boyd		Keefer,Benjamin Boyd	Transfer to Vernon	Robertson,Lavert Tierrane		Robertson,Lavert Tierrane
Glencoe	Osborn,Robi Dee	Transfer to Mt. Tabor	Brawley,Ewan		Brawley,Ewan	Promoted to Central	Ragaisis,Samantha A	Transfer to James John	Clark,Lori J		Clark,Lori J
Grant	Orlen,Vivian		Orlen,Vivian	Resigned	Campbell,Carol L		Campbell,Carol L		Campbell,Carol L		Campbell,Carol L
Gray	Madison,Elizabeth D		Madison,Elizabeth D		Madison,Elizabeth D		Madison,Elizabeth D		Madison,Elizabeth D		Madison,Elizabeth D
Grout	McElroy,Susan J		McElroy,Susan J		McElroy,Susan J	Retirement	Tabshy,Ann E		Tabshy,Ann E		Tabshy,Ann E
Harrison Park	Walden,John E		Walden,John E		Walden,John E		Walden,John E		Walden,John E		Walden,John E
Hayhurst	Froehlich,Deanne J		Froehlich,Deanne J		Froehlich,Deanne J		Froehlich,Deanne J		Froehlich,Deanne J		Froehlich,Deanne J
Hosford	Bacon,Kevin		Bacon,Kevin	Transfer to BE/Humboldt	Joyner,Pamela S		Joyner,Pamela S	Transfer to MLC	Westphal,Kristyn E		Westphal,Kristyn E
Humboldt	Poinsette,Willie B		School Closed		School Closed		School Closed		School Closed		School Closed
Irvington	McCall,Lisa L		McCall,Lisa L		McCall,Lisa L	Promoted to Central	Ellwood,Kathleen A		Ellwood,Kathleen A		Ellwood,Kathleen A
Jackson	Ferraro,John Michael		Ferraro,John Michael	Transfer to E/W Sylvan	Crotchett,Kevin R		Crotchett,Kevin R		Crotchett,Kevin R		Crotchett,Kevin R
James John	Shelby,Beth H		Shelby,Beth H		Shelby,Beth H		Shelby,Beth H	Retirement	Ragaisis,Samantha A		Ragaisis,Samantha A
Jefferson-Mid Coll Adv Stud	Calvert,Margaret E		Calvert,Margaret E		Calvert,Margaret E		Calvert,Margaret E		Calvert,Margaret E		Calvert,Margaret E
Kelly	Allen,Sharon S		Allen,Sharon S	Retirement	Diaz,Martha B		Diaz,Martha B	Terminated	Whitney,Amy S		Whitney,Amy S
King	Patterson,Kim		Patterson,Kim	Resigned	Berg,Eryn E		Berg,Eryn E	Transfer to Alameda	Sage,Jill Lyn		Sage,Jill Lyn
Lane	Joyner,Pamela S		Joyner,Pamela S		Fox,Brenda B		Fox,Brenda B		Fox,Brenda B	Transfer to planning principal	Carbone, Jeandre

Laurelhurst	Pinder,Karen L		Pinder,Karen L		Pinder,Karen L		Pinder,Karen L	Retirement	Flamoe,Sabrina KW		Flamoe,Sabrina KW
Lee	O'Dell,Leslie C		O'Dell,Leslie C		O'Dell,Leslie C		Reed,Lenichtka I		Reed,Lenichtka I	Transferred to planning principal	Cardona, Isaac
Lent	Horn,John Eric		Horn,John Eric	Retirement	Hahn,Sara L		Hahn,Sara L	Resigned	Sing,Teresa A		Sing,Teresa A
Lewis	Lauer,Timothy C		Lauer,Timothy C		Lauer,Timothy C		Lauer,Timothy C		Lauer,Timothy C	Retired	Nolan, Helen
Lincoln	Chapman,Peyton		Chapman,Peyton		Chapman,Peyton		Chapman,Peyton		Chapman,Peyton		Chapman,Peyton
Llewellyn	Powell,Stephen L		Powell,Stephen L	Retirement	Galati,Joseph G		Galati,Joseph G		Galati,Joseph G		Galati,Joseph G
Madison	Callin,Petra Anita		Callin,Petra Anita		Callin,Petra Anita		Callin,Petra Anita		Callin,Petra Anita		Callin,Petra Anita
Maplewood	Tabshy,Ann E		Tabshy,Ann E		Tabshy,Ann E	Transfer to Grout	Bailey,Karen Jill		Bailey,Karen Jill		Bailey,Karen Jill
Markham	Garnett,Shawn E		Garnett,Shawn E		Garnett,Shawn E		Garnett,Shawn E		Garnett,Shawn E		Garnett,Shawn E
Marysville	Penley,Lana J		Penley,Lana J		Penley,Lana J		Penley,Lana J		Penley,Lana J		Penley,Lana J
Metropolitan Learning Ctr	Traynham,Macarre Arnita		Traynham,Macarre Arnita		Traynham,Macarre Arnita		Traynham,Macarre Arnita	Transfer to Beaumont	Pam Joyner		Pam Joyner
Mt. Tabor	Malone,Joseph	Van Promoted to Central/Interim	Osborn,Robi Dee		Osborn,Robi Dee		Osborn,Robi Dee		Osborn,Robi Dee	Trasfer to TOSA	Nguyen-Johnson, Anh
Ockley Green	Hurdle Jr,F Conrad		Hurdle Jr,F Conrad	Transfer to Creston	Merged with Chief Joseph		Merged with Chief Joseph		Merged with Chief Joseph		Merged with Chief Joseph
Ockley Green MS									Chun,Molly C		Canler Aceveo, Rene
Peninsula	Galindo Jr,Carlos		Galindo Jr,Carlos	Leave of Absence	Nolen-Balduchi,Helen		Asson,Silvia C		Asson,Silvia C		Asson,Silvia C
Richmond	Pruitt,Beverly J		Pruitt,Beverly J		Pruitt,Beverly J		Pruitt,Beverly J		Pruitt,Beverly J	Retired	Allen, David
Rieke	Porter-Lopez,Andrea L		Porter-Lopez,Andrea L		Porter-Lopez,Andrea L	Transfer to	Torres-		Torres-	Resigned	Lewins, Sarah
Rigler	Lindholm,Kristie E		Lindholm,Kristie E		Lindholm,Kristie E	Transfer to Creative Science	Gandarilla,Maria S	Transfer to Markham	Fuller,Edmund		Fuller, Edmund
Roosevelt	Williams,Charlene V		Williams,Charlene V		Williams,Charlene V	Promoted to Central	Hristic,Filip		Hristic,Filip		Hristic,Filip
Rosa Parks	Newsome,Tamala M W		Newsome,Tamala M W		Newsome,Tamala M W		Newsome,Tamala M W		Newsome,Tamala M W		Newsome,Tamala M W
Roseway Heights	Lewins,Sarah E		Lewins,Sarah E		Lewins,Sarah E		Lewins,Sarah E		Lewins,Sarah E	Transfer to Rieke	Cohen, Jeremy
Roseway MS Planning Principal											Reed, Len
Sabin	Dauch,Andrew R		Dauch,Andrew R		Dauch,Andrew R		Dauch,Andrew R		Dauch,Andrew R	Tranferred to AP	Williams, Reiko
Sacajawea Site	Berry,Deborah R		Berry,Deborah R		Berry,Deborah R		Berry,Deborah R		Berry,Deborah R		Berry,Deborah R
Scott	Gutierrez,Verenice		Gutierrez,Verenice		Gutierrez,Verenice		Gutierrez,Verenice	Resigned	Truong,Thu Minh		Truong,Thu Minh
Sellwood	Russell,Charlene M		Russell,Charlene M		Russell,Charlene M	Retirement	Anderson,Brian E		Anderson,Brian E		Anderson,Brian E
Sitton	Fielding,B Jane	Transfer to Bridlemile	LaFontaine,Joseph N		LaFontaine,Joseph N	Promoted to Central	Nerenberg,Dana L		Nerenberg,Dana L		Nerenberg,Dana L
Skyline	Wood,David J	Ben Transfer to George/Interim	Sage,Jill Lyn		Sage,Jill Lyn		Sage,Jill Lyn	Transfer to King	Zabel,Sarah E		Zabel,Sarah E
Stephenson	Truong,Thu Minh		Truong,Thu Minh		Truong,Thu Minh		Truong,Thu Minh	Transfer to Scott	Galindo Jr,Carlos		Galindo Jr,Carlos
Sunnyside Environmental	Kleiner,Amy N		Kleiner,Amy N		Kleiner,Amy N		Kleiner,Amy N		Kleiner,Amy N		Kleiner,Amy N
Tubman MS Planning Principal											Fox, Brenda
Vernon	Acker,Tina M		Acker,Tina M		Acker,Tina M		Acker,Tina M	Transfer to	Keefer,Benjamin Boyd		Keefer,Benjamin Boyd
Vestal	Foxman,Susan		Foxman,Susan	Retirement	Glasgow,Emily S		Glasgow,Emily S		Glasgow,Emily S		Glasgow,Emily S
West Sylvan	Boyce,Catherine		Boyce,Catherine	Leave of Absence	Ferraro,John Michael		Ferraro,John Michael		Ferraro,John Michael	Transferred to Beverly Cleary	Kinnersley, Cherie
Whitman	Clark,Lori J		Clark,Lori J		Clark,Lori J		Clark,Lori J	Transfer to Glencoe	Tucker,Ruth		Tucker,Ruth
Wilson	Brent,Susan M	Retirement	Chatard,Brian Dylan		Chatard,Brian Dylan		Chatard,Brian Dylan		Chatard,Brian Dylan		Chatard,Brian Dylan
Winterhaven	Sandilands,Mark A		Sandilands,Mark A		Sandilands,Mark A		Sandilands,Mark A		Sandilands,Mark A		Sandilands,Mark A
Woodlawn	Morrison,Robin		Morrison,Robin		Morrison,Robin	Transfer to Buckman	Porter-Lopez,Andrea L		Porter-Lopez,Andrea L		Porter-Lopez,Andrea L
Woodmere	Hull,Heather A		Hull,Heather A	Transfer to Abernathy	Canler Acevedo,Rene		Canler Acevedo,Rene		Canler Acevedo,Rene	Transferred to Ockley Green MS	Polizos, Katherine
Woodstock	Patterson,Mary L		Patterson,Mary L	Retirement	Fuller,Edmund		Fuller,Edmund	Transfer to Rigler	Johnson, Seth		Johnson, Seth

Count	81 Principals	Count	81 Principals	Count	81 Principals	Count	81 Principals	Count	81 Principals	Count	81 Principals	84 Principals
3	Promotions	1	Promotions	6	Promotions	1	Promotions	3	Promotions	3	Promotions	
4	Transfers	10	Transfers	8	Transfers	14	Transfers	7	Transfers	7	Transfers	
1	Resigned	3	Resigned	3	Resigned	2	Resigned	3	Resigned	3	Resigned	
2	Retirement	7	Retirement	5	Retirement	5	Retirement	4	Retirement	4	Retirement	
		1	LOA	1	Interim	1	Interim	3	Interim	3	Interim	
		1	Interim			1	LOA	0	LOA	0	LOA	
						1	Terminated					



Board of Education Informational Report

MEMORANDUM

Date: 2/23/2016

To: Superintendent Smith and the PPS Board

From: Andrea Lockard, MA, M.Ed., NBCT
Assistant Director, Instruction, Curriculum and Assessment

Subject: 6-12 Language Arts Materials Adoption

Issue Statement

A balanced approach to a guaranteed and viable curriculum is an essential component to student learning and closing the opportunity gap. Our current 6-12 Language Arts (LA) materials resources were adopted by PPS in 2007. Due to a number of factors, including the amount of time since the last adoption, currently there is a demonstrated lack of alignment to the current standards. To increase students' college and career readiness, then we must have a strong, guaranteed, and viable framework with relevant materials that employs the best possible research-based instruction.

Background and Process

Collaboration with educators and community was at the core of this 2-year adoption process including prioritizing English Language Arts (ELA) Common Core State Standards, selecting materials to pilot/field test, participation in product-specific professional development, piloting materials by a number of groups and individuals representing constituencies throughout PPS, and inviting feedback from multiple perspectives (e.g. educators, students, parents, and community members). Key components of this process are detailed below.

A **Curriculum Materials Adoption Advisory Committee (CMAAC)** was formed in the Fall of 2014 comprised of the following representation:

12 middle-school representatives:	15 High School Representatives:
1 Administrator	1 Administrator
2 Dual Language Immersion Teachers	2 Instructional Specialists
2 English as a Second Language Teachers	2 English as a Second Language Teachers
7 ELA Teachers	1 Library Media Specialist
	9 ELA Teachers

The role of this group was to guide the work of the adoption committee by providing leadership and developing resources, an evaluation tool, and in formalizing the structure of the adoption committee work.

The **Curriculum Materials Adoption Advisory Committee (CMAAC)** began its work towards a recommendation in the Fall of 2014. This committee consisted of representatives from various constituencies and schools throughout the district. This included 38 PPS teachers and administrators representing schools from multiple regions facilitated by district-level educators. This group began its work by identifying the skills and knowledge (i.e. priority standards) students need on their educational journey to college and career readiness as well as defining guiding instructional principles for the classroom.

This process involved a unique collaboration of secondary teachers working with higher education colleagues to identify attributes for materials that could best address the long-term needs of students.

The committee also developed their evaluation tool that included the following criteria: equity, reading, writing, speaking and listening, language, instructional supports, assessment, digital materials & resources. These criteria and their indicators were selected after careful review of a variety of evaluation tools including ODE's "Criteria for the Review and Adoption of Instructional Materials", Council of Great City Schools' "A Framework for Raising Expectations and Instructional Rigor for English Language Learners", Abdal-Haqq's *Culturally Responsive Curriculum*, and the *Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12*.

Through this lens, the committee made the recommendation to proceed with a more detailed evaluation of four curricular resources: 2 text-based resources: SpringBoard and Inquiry by Design and 2 digital resources: Newsela and LightSail.

Three public open house sessions were held in May 2015 as well as parent and student meetings. Sample materials from all four programs under consideration were available for public viewing. CMAAC members were also available to answer questions. Everyone in attendance had the opportunity to complete a public input form. The data that was collected was shared with the larger CMAAC for their consideration.

All four of the piloted curricula rest on a student-centered foundation. The 2 text-based resources particularly operate from an inquiry-based approach that establishes students as owners of the learning (Robertson, 2008).

The final phase of the evaluation process consisted of a **one-unit pilot** of each of the two finalist text-based programs and a **two-month pilot** of each of the digital curricular resources. Pilot classroom teachers were identified for each of the resources and agreed to implement each program in their classrooms and use this experience to inform the final evaluation. During this phase, the teachers in the digital pilots had optional check-in meetings to share their experiences and receive ongoing support from the respective vendors. The text-based pilot teachers had different experiences. Inquiry by Design pilot teachers were invited to participate in peer learning labs and a student work study. SpringBoard pilot teachers were invited to attend an optional user group meeting. Additionally, all pilot

teachers were asked to fill out the evaluation tool and treat it as a journal, as well, as a place where they could specifically log their experiences in relationship to the indicators. (Attachment A)

During the final phase, ICA also hosted several additional opportunities for community and parent feedback specifically for families of students participating in the pilot. This included 4 evening sessions hosted at school sites in each quadrant of the city. These sessions were publicized in Admin Connect, and personal invitations and surveys were sent out through the students' teachers.

Department of Dual Language and English Language Development

Department of Dual Language and English Language Development (ELD) followed very similar processes to this ELA process. The main differences included the piloted curricula options for Spanish DLI and ELD. The Less Commonly Taught Languages followed a selection process as opposed to pilot because so few materials exist to support a balance approach to this instruction.

Novel Committee

A parallel process was conducted to select 2 additional titles to the Core Works List at each grade level 6-12. The email invitation to join the ELA Novel Committee was sent on May 28, 2015 and the invitation to add titles to the considerations list was sent to Novel Committee members on June 12, 2015. The invitation to add titles to the considerations list was sent to all ELA teachers on September 11, 2015. The first Novel Committee meeting occurred on October 7, 2015 where Novel Committee members culled the original list so that each member read two titles. Members expressed a concern of not being able to add more titles to consider. In an effort to be responsive, members were informed that they could read and review additional titles for the final selection meeting, which occurred on December 1, 2015. Prior to this final meeting, ELA students were surveyed to share what kinds of books they like to read. Additionally, specific students were invited to read and evaluate the titles under consideration by the committee. At the final recommendation meeting, members shared evaluations, reviewed student feedback, and used that information to select two titles per grade level. See Attachment B for full list.

Applying the Equity Lens in the 6-12 LA Adoption Process

The 6-12 Language Arts Adoption process used an equity lens in a number of ways: inviting multiple perspectives to CMAAC and the pilot, collaboration with the Equity Department, inviting community feedback, inviting student feedback, and emphasizing equity in our evaluation criteria. To begin with, representation from a wide variety of schools across the district were present both in the CMAAC committee and the pilot process so that we could have educators with different experiences speaking to the effectiveness of the materials and what else might be needed to address the opportunity gap as illustrated by the data at the secondary level.

To further increase the perspectives informing the process, we ensured that a representative from the district's Equity department was either present and/or consulted with at every step of the process. Because of this collaboration, the 6-12 team was better able to consider multiple perspectives of both teachers and students for both the process and the curriculum.

Community engagement happened in 2 phases: the community was invited to offer feedback through open houses that were offered initially to review possible curricular choices in Spring 2015. After consultation with Richard Gilliam in the Office of School-Family Partnerships, we proceeded differently for community outreach for the December 2015 parent meetings. These meetings were to invite feedback from families of students whose teachers participated in the pilot. Instead of holding the meetings at BESC, we carefully selected locations that were closer to families who have been traditionally underserved, hired interpreters in the most common languages, secured childcare, and provided a meal. We also communicated through the established relationship of the students' teachers.

Additionally, we invited student feedback throughout the process. The students who participated in any of the pilots completed surveys to offer their perspective on the experience. Also, for the Novel Committee work, we surveyed students to get a big picture of what their reading interests are as well as inviting students to read and review the texts under consideration. The CMAAC was provided with the student feedback from the pilots to help inform their recommendation, and the Novel Committee was similarly provided with the student feedback about independent reading selections and the novels under consideration.

Lastly, the evaluation criteria used for both the pilot selection process and the pilot evaluation had a strong emphasis on equity as evidenced in the indicators on the evaluation. The CMAAC members who attended the final recommendation meeting engaged in a rich discussion around the need for inquiry-based student-centered pedagogy supported by materials that allowed for the flexibility of differentiating standards-based instruction for specific students with both the materials and strategies being used. Thus, adopted materials that afforded this flexibility and teacher collaboration was essential to the outcome of the process and facilitates an approach that departs from the traditional one-size-fits-all model that a comprehensive core claims, which runs counter to a culturally responsive curriculum.

Staff Recommendation

Staff recommends that the Board of Education approve the CMAAC and Novel Committee recommendations and vote to adopt the materials outlined in Attachment B. Essential to note is the high school recommendation package. **The consensus at the high school level was that they only support Inquiry by Design if it is part of a larger context that includes the following:**

This adoption must include the following support from the vendor OR from within PPS OR from another source to collaboratively design:

- Equity Toolkit and PD for LA (resources to support teachers in facilitating conversations about race in the classroom) - (ex. developing video resources for teachers to use as embedded PD that are specific to the resources created)
- PD support **from vendor** needs to have at least the following
 - introductory - experiencing it as a student - connect to practice and adapt to block schedule
 - specific strategies/scaffolding for how to facilitate and participate in rich, student-led discussions

- o continuous embedded support (e.g. Peer Learning Labs, Student Work Study, coaching etc.) depending on identified need
- o check-in after the first year to identify and address challenges/gaps
- Standards Mapping and Deconstruction
- Standards-Based Rubrics
- Common Assessments - Standards-Based (mapped to standards) (developed in collaboration with teachers)
- Writing Instruction
- Reading Interventions and Assessments*
- Scaffolding and Support for Adopted Resources
- New units utilizing the IbD pedagogy
- Strategies/methods to identify texts worth running through the IbD cycle.

- Developing partnership with New Teacher Mentors to support new teachers with these components

* Assessments specific to reading including: screening, diagnostics, and progress monitoring for developmental reading skills, such as fluency, decoding, and comprehension.

Board Committee Review

The Teaching and Learning Subcommittee will review this recommendation on February 18, 2016.

ATTACHMENTS

Attachment A: Materials Evaluation

Attachment B: Recommendation Package

Attachment C: Pilot Feedback

Attachment D: Technology Considerations for the 21st Century Classroom - Delivering Digital Curriculum

Attachment E: Reference List

Attachment A

Pilot Evaluation Teacher Tool

Score (0, 1, 2, NA)	<i>Equity - Cultural Relevance</i>	<i>Evidence</i>
	Materials should offer a wide variety of culturally relevant texts	
	Text sets should offer a range of views and perspectives and be free of negative misconceptions or stereotypes	
	Texts must take special care to address sensitive subjects with respect, including carefully chosen images and videos to build background and context	
	Material should avoid the “sidebar” approach (where presentation of ethnic experiences is limited to a few isolated events set apart from the rest of the text), the “superhero” syndrome (only exceptional individuals from certain race or cultural groups are acknowledged), and the “one size fits all” view (instructional material implies that there is a single Hispanic, African, Asian, or Native culture, for example).	
	Teachers’ resources include explicit guidance for identifying culturally distinct discourse patterns and linguistic features within texts	
	<i>Reading</i>	
	Rigor: Addresses grade-level CCSS ELA standards**	
	Rigor: Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., present vocabulary (emphasis on tier II), syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B)	
	Reading Text Closely: Within a sequence or collection of texts, specific anchor texts are selected as cornerstones that make close reading worthwhile; makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. **	
	Increasing Text Complexity: Focuses students on reading a progression of complex texts, including	

	shorter, challenging texts, drawn from the grade-level band. Text-centered learning is sequenced, scaffolded, and supported.	
	Balance of Texts: Includes a balance of information and literary texts.	
	Literary Nonfiction: There is a substantial sampling of literary nonfiction, including essays, speeches, opinion pieces, and journalism written for a broad audience (emphasis on informational text structure over narrative structures, such as memoirs or biographies.)	
	Research Materials: Selections of sources that require students to read and integrate a larger volume of material for research purposes.	
	<p>Independent Reading: Materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.</p> <ul style="list-style-type: none"> • A variety of formats, such as high quality newspaper and magazine articles as well as information-rich websites. • Texts at students' own reading level as well as texts with complexity levels that will challenge and motivate students. • Materials for students whose reading ability is developing at a slower rate and who need opportunities to read text they can comprehend successfully without extensive supports and without missing core instruction. • Materials ensure that all students have daily opportunities to read texts of their own choice, on their own, during and outside of the school day. 	
	Writing	
	Rigor: Addresses grade-level CCSS ELA standards**	
	Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays). **	
	Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts and development of digital content where appropriate.	
	Speaking and Listening	

	Rigor: Addresses grade-level CCSS ELA standards**	
	Academic Discussions: Show teachers how to plan substantive academic discussions around grade-level topics and texts that students have studied/researched in advance, including creating listening prompts and questions. Should highlight strengthening listening skills and ability to respond and challenge with follow-up questions and evidence.	
	<i>Language</i>	
	Rigor: Addresses grade-level CCSS ELA standards**	
	Academic Vocabulary: Focuses on building students' academic vocabulary (tier 2) in context throughout instruction.	
	<i>Instructional Supports</i>	
	Units/lessons include clear and explicit purpose for instruction.	
	Units/lessons address instructional expectations and is easy to understand and use.	
	Units integrate reading, writing, speaking and listening, and language so that students apply and synthesize advancing literacy skills.	
	Lessons provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.	
	Lessons integrate appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Supports include pre-reading activities with visuals as scaffolds for building background knowledge on themes or topics that might be unfamiliar and an audio library. Suggestions and resources are available for adapting instruction for varying student needs.	
	Lessons provides extensions and/or more advanced text for students who read or write well above the grade level text band.	
	Lessons provide a progression of learning where concepts and skills advance and deepen over time.	
	Lessons gradually removes supports, requiring students to demonstrate their independent capacities.	

	Lessons provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and reflection.	
	<i>Assessment</i>	
	Assesses student proficiency using methods that are unbiased and accessible to all students.	
	Uses varied modes of assessment (e.g. selected, constructed, extended response items, self-assessments, and performance tasks) to provide teachers with a range of formative and summative data to inform instruction.	
	Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level standards with appropriately complex text.	
	Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.	
	<i>Digital Materials and Resources</i>	
	Digital materials and resources are of high quality, and are used as instructional tools to augment and support teacher instruction and student engagement.	
	Assurance of accessibility: supports access for ALL students	
	Cultivates digital literacy and digital citizenship	
	Content is frequently and regularly updated, (reflecting cultural diversity and best instructional practices)	
	Quality of technological interactivity: appropriateness, effectiveness, and ease of use of online interactivity	
	Provides actionable data	

Full criteria sheet

Sources:

[Quality Review Rubric for Instructional Materials](#)

[A Framework for Raising Expectations and Instructional Rigor for English Language Learners](#)

[Culturally Responsive Curriculum. ERIC Digest](#)

[Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12](#)

[PPS Beliefs about 6- 12 Language Arts Curriculum and Instruction](#)

Attachment B

Recommendation Package

MS Program	Curriculum Name
Chinese DLI	6th - Bargaining is a kind of enjoyment 砍价是一种享受 7th - Junwei Goes to School 君伟上小学 8th - Junwei Goes to School 君伟上小学
Japanese DLI	6th - 7th - 8th -
Russian DLI	6th, 7th, 8th - Main textbook: Russian Without Borders. Literature, Grammar, (Русский без Границ. Литература. Грамматика. Орфография) 6th, 7th, 8th - Supplemental Student Reading: Полная Хрестоматия для Средней Школы (ISBN 9785389033375)
Spanish DLI	6th - Calle de la lectura
	7th - En español 7
	8th - En español 8
	For 6th, 7th, 8th - NG Global Issues - NG Magazine
English Language Arts	Inquiry by Design
English Language Development	Cengage Inside
Digital Component	Newsela (Language Arts & ELD)

HS Program	Curriculum Name
Chinese DLI	9th - Easy Steps to Chinese 6

	<p>轻松学汉语 6</p> <p>10th - Easy Steps to Chinese 7 轻松学汉语 7</p> <p>11th - Easy Steps to Chinese 8 轻松学汉语 8</p> <p>12th - Memories of Peking: South Side Stories 城南旧事</p>
Japanese DLI	<p>9th -</p> <p>10th -</p> <p>11th -</p> <p>12th -</p>
Russian DLI	<p>9th -10th Russian For Russians (Русский Для Русских) Olga Cagan.</p> <p>11th - to be developed 12th - to be developed</p> <p>Supplemental Student Reading: Полная Хрестоматия для Средней Школы (ISBN 9785389033375)</p>
Spanish DLI	<p>9th - El mundo 21 Hispano</p> <p>10th- Intrigas 2nd Edition</p> <p>11th- Enfoques</p> <p>12th- Azulejos</p>
English Language Arts	<p>Inquiry by Design (as part of a larger context) Larger Context with Specific Details</p> <p>This adoption must include the following support from the vendor OR from within PPS OR from a</p> <ul style="list-style-type: none"> ● Equity Toolkit and PD for LA ● PD support from vendor <ul style="list-style-type: none"> ○ introductory - experiencing it as a student - connect to practice and adapt to block schedule <ul style="list-style-type: none"> ■ specific strategies/scaffolding for how to facilitate and participate in rich, student-led discourse <ul style="list-style-type: none"> ○ continuous embedded support (e.g. Peer Learning Labs, Student Work Study, coaching) ○ check-in after the first year to identify and address challenges/gaps ● Standards Mapping and Deconstruction ● Standards-Based Rubrics ● Common Assessments - Standards-Based (mapped to standards) (developed in collaboration with) ● Writing Instruction ● Reading Interventions and Assessments (urgently needed) ● Scaffolding and Support for Adopted Resources ● New units utilizing the IbD pedagogy ● Strategies/methods to identify texts worth running through the IbD cycle.

	<ul style="list-style-type: none"> Developing partnership with New Teacher Mentors to support new teachers with these compon
English Language Development	EDGE (Cengage)
Digital Component	Newsela (Language Arts & ELD)

Novel Titles

MS Program	6th Grade	7th Grade	8th Grade
Chinese DLI	Mandarin Companion Level 1 普通话读物 1级	Mandarin Companion Level 1 普通话读物 1级	When I was in China 我在中国的那些日子 2
Japanese DLI			
Russian DLI	А. Экзюпери “Маленький принц” Жвалевский, Пастернак “Время всегда хорошее”	А.Гавальда “35 кило надежды” Ю. Кузнецова “Дом П”	К. Паустовский “Тёплый хлеб” Г. Троепольский “Белый Бим Чёрное ухо”
Spanish DLI	<ul style="list-style-type: none"> La leccion de August Un cóndor en Madrid 	<ul style="list-style-type: none"> El pan de la guerra La ladrona de los libros ...y su corazon escapo para convertirse en pajaro (?) 	<ul style="list-style-type: none"> Barro de medellin Entre condor y leon
English Language Arts	<ul style="list-style-type: none"> Lizzie Bright Long Walk to Water 	<ul style="list-style-type: none"> The Crossover I am Malala 	<ul style="list-style-type: none"> Brown Girl Dreaming Book Thief

HS Program	9th Grade	10th Grade	11th Grade	12th Grade
Chinese DLI	Chinese People Like to Speak the Truth 中国人有趣的实话实说	Chinese Like to Dance 中国人喜欢跳舞	Searching for the Happy Forest 寻找快活林	The Scarecrow 稻草人
Japanese DLI				
Russian DLI	Д. Мохамеди, “Маленькая торговка спичками из Кабула” М. Марпурго “Боевой конь”	Короленко “Слепой музыкант” И. Тургенев “Бежин Луг”	Познер “Одноэтажная Америка” М. Шолохов “Судьба человека”	Ильф, Петров “Одноэтажная Америка” А. Грин “Алые паруса”
Spanish DLI	<ul style="list-style-type: none"> Los americanos desconocidos Contemporary 	<ul style="list-style-type: none"> El mar de las lentejas 	<ul style="list-style-type: none"> - Lengua Fresca Antología Personal -Al sur de la Alameda 	Series (link here) Nueva historia mínima de

	Latin American Literature			México (3 graphic novels) 1) México Antiguo; 2) La Independencia; 3) La Revolución
English Language Arts	<ul style="list-style-type: none"> ● Bone Gap ● Boxers & Saints 	<ul style="list-style-type: none"> ● All the Light ● Orphan Train 	<ul style="list-style-type: none"> ● Between the World and Me ● Round House 	<ul style="list-style-type: none"> ● Station 11 ● Unbroken

Attachment C

Feedback Highlights

HS Teacher Feedback

Newsela

I think this is a really good resource, and I hope we can continue to use it in our classrooms.

Inquiry by Design

- less scripted and seems to have more space for PPS specific professional development; teachers would have to work together to do professional development
- promotes close reading strategies
- Materials were clear and appropriate. Made engaging in the process straightforward.
- authentic learning strategies; definitely supported students in conducting academic discussions.
- Targeted activities really force students to engage with the text multiple times. Students found this tedious in the process, but found it helpful with respect to comprehension.
- I did not feel my ELL or SPED students were supported by the unit as written; I felt I had to provide and create my own scaffolding for them.
- need rich PD and excited about the possibilities; teacher needed more curriculum/support around discussions, but excited about creating that kind of environment - essential questions needed; want to graduate students who are skilled in collaboration and that IBD can help facilitate or support that
- IBD has great methodology; sound logic and good teaching strategies/pedagogy in the learning environment - active and engaged learners

HS Student Feedback - Inquiry by Design

- I learned...to read and analyze more of what I read and observed. I also learned how to enrich my own reading and put more critical thinking into my work.
- It felt like we were really doing hard work; felt like we were practicing for college.
- I liked working in small groups. Being with people who know me. I participated more than I normally do.
- I learned that getting a lot of other people's opinions is very helpful.
- It was great to get put in groups because that way I wasn't alone when I needed help understanding the text.

- I think the textbook was alright it could of been more interesting because at times in the middle of reading it would get less interesting.

MS Teacher Feedback - Inquiry by Design

- My racially diverse students loved reading this text and when I asked what they would say to people who asked them if it was “relevant” to them, one student of color said, “Yes, because we are all humans, and we all have hearts, like it says in the text.”
- ...by far the most powerful experience of Close Reading I’ve witnessed.
- This is what Joyas Voladoras does best. The level of rigor, at first, seemed too high but the students proved it was accessible after the work was done.
- There were times that I got confused about the BIG Picture of what the learning target was, what the big focus of a lesson was.
- I struggled to meet the needs of my ELL students.
- Really clearly written unit guides that avoid being “scripts” for lesson planning.

MS Student Feedback - Inquiry by Design [sic]

- Over all, I would recommend this program because it taught me a lot and I enjoyed it for the most part.
- I enjoyed this unit because it felt like I’ve put all my work into that essay that I never did before in middle school.
- I also liked sharing what YOU thought the meaning was instead of just listening to the teacher
- It was the kind of thing I would really like to read again and the type of thing I hope to learn how to write myself
- I learned how to find the meaning of a book or page by really thinking about what I was reading.
- ...the more you study the passage, the more you find out about what he’s really getting at.
- I did not like this unit because I feel uncomfortable when I read something and I don’t understand it. In a way I did enjoy part of the unit. When I finally understood it was fun. I think a lot of people will like this unit.
- I didn’t like the book. There were many words and sentants that didn’t make sence to me at all. I DiD enjoy this unit a bit, because some of the sentants were pretty cool like “their hearts humming faster than we could hear if we pressed our elephantine ears to their infinitesimal chests”

MS Teacher Feedback - Newsela

- By far the best online program for students and teachers that I have ever used. Allows teachers to easily create new passwords when forgotten, data organized and easy to find. So impressed.
- I loved how well the assessment matches with proficiency grading.
- Articles focus on many different populations from around the world, and while they do provide a primarily Western lens, they include many different voices, not just superheros and token voices.
- The “quiz,” given that it is multiple choice, is not a very good measure of reading comprehension.
- There are a lot of articles from different perspectives but because it is traditional news I have the same complaint I would about the newspaper.
- It would be nice to have an audio feature for students who need that support.

MS Student Feedback - Newsela [sic]

- it's shows me what i got wrong and it let me review.
- i feel like i got better even though i am a good reader
- it is easy and not super digital
- Because when I read newsela its like reading a book and it was fun and when ever I messed up I got to go back and that pushed me to get better.
- some of them are REALLY boring but some are cool.
- the teach me stuff about other cultures but don't interest me to much
- I like Newsela articles because they are very interesting and some have two different sides of the debate. Also that it shows what is happening in other places of the world.
- Another thing that i liked about Newsela is it gives you a bunch of amazing information and feedback.
- I “very much” like the articles I read because, there real world events and activities that are detailed and fun to read in Spanish and English which is very helpful in which I have Spanish and English classes. Also, there very helpful in writing assignments (because they give a lot of facts)

Survey for Parents of Pilot Students - Middle School Parent - Newsela

In response to the question, “Did your student feel that they could make real-world connections with the materials? Why? Why not?”:

- Yes, because Newsela if real-world stories geared for kids. Fiction is more challenging, but, for example, she connected with *Twelve Years a Slave*.

In response to the question, “Has your student felt more inspired to learn after using these materials?”:

- Yes, particularly from Newsela, which spurs on an interest in different topics or different types of events.

Attachment D

Technology Considerations for the 21st Century Classroom - Delivering Digital Curriculum

Current classroom coverage for internet access was designed over seven years ago and has not received significant investment since that time. Prior design supported limited device use (single mobile labs) and front of room instruction. In addition, critical building-wide work is required to replace end of life network equipment. Increases are also needed in ongoing service fees for sufficient internet bandwidth to support the wide distribution of new core curriculum.

Student to device ratios at schools remain low 5:1 in many cases for grades 8-12 these remain fixed labs and not classroom embedded equipment to support core curriculum.

6-12 adoption budget proposal developed collaboratively with Facilities, C&I, Operations, and IT aligns with the IT strategic plan (Board presentation March 2015) in providing 3-year and 5-year capital investment, as well as leasing strategies of consumable equipment to create a sustainable long-term total cost of ownership for modern Language Arts curriculum.

Attachment E

References

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- Simon, R. (2013). "Starting with What Is": Exploring Response and Responsibility to Student Writing through Collaborative Inquiry. *English Education*, 45(2), 115-146

K-2 Science CBELD
Curriculum & Instruction Board Update
August 9, 2016
Overview

K-2 Content-Based English Language Development

The ESL Department shifted to Content-based ELD (CBELD) in 2013. It is delivered through two program models. In one program model, teachers deliver ELD in an integrated mainstream classroom where EB students learn amongst non-English learners. The model is ELD “push-in.” Another approach is CBELD through ELD “pull-out.” This approach utilizes an ESL teacher who delivers the instruction and students are learning amongst other English learners.

K-2 CBELD utilizes K-2 science curriculum. This approach engages students in learning English vocabulary and language structures through a related academic content (science).

Where is it taught?

Currently, all K-2 EBs receive CBELD across our district. Thirty-one schools offer CBELD through a “push-in” model. Of those thirty schools twenty-nine offer CBELD across three grade levels. Two them offer CBELD at two grade levels.

Benefits

- CBELD engages students in learning English vocabulary and language structures through a related academic content (science)
- Reinforces what students are learning in their core classes while focuses on systematic language development at the same time
- Promotes rigorous academic language development
- Necessitates collaboration between classroom teachers and ESL specialists

Professional Development

ESL department has provided both the initial professional development as well as the three collaborative planning sessions at each school site for the thirty-one “push-in” model schools. In addition, we provide the initial professional development for new CBELD teachers each year.

Indicators

Once ELPA 21 is released in the fall of 2017 we will be able to review by school overall student outcomes.

**K-2 Science CBELD
Curriculum & Instruction Board Update
August 9, 2016
Overview**

School	K	1	2		School	K	1	2
Ainsworth	X	X			Peninsula	X	X	X
Arleta	X	X	X		Rigler	X	X	X
Atkinson	X	X	X		Rosa Parks	X	X	X
Beach	X	X	X		Roseway Heights	X	X	X
Bridger	X	X	X		Scott	X	X	X
Buckman	X	X	X		Sitton	X	X	X
Cesar Chavez	X	X	X		Stephenson	X	X	X
Chief Joseph	X	X	X		Vestal	X	X	X
Creston	X	X	X		Whitman	X	X	X
Faubion	X	X	X		Woodlawn	X	X	X
Grout	X	X	X		Woodstock	X	X	X
Harrison Park	X	X	X					
Irvington	X	X	X					
James John	X	X	X					
Jason Lee	X	X	X					
Kelly	X	X	X					
King	X	X	X					
Lent	X	X	X					
Lewis		X	X					
Markham	X	X	X					



Board of Education Informational Report

MEMORANDUM

Date: May 18, 2016

To: Board of Education Teaching and Learning Committee

From: Chris Russo, Assistant Superintendent of Teaching and Learning
Ewan Brawley, Director of Instruction Curriculum and Assessment
Angela Giuliano Hubbs, Assistant Director of Instruction Curriculum and Assessment

Subject: PK-5 Literacy Curriculum Adoption

Introduction

The recommendations for materials purchase and professional development represent a shift in pedagogy towards balanced literacy, a framework which supports classroom teachers as instructional decision-makers, charged with providing responsive and personalized instruction to their students. It includes both explicit and systematic instruction in foundational skills of literacy and authentic, culturally relevant instruction that increases students' strategic meaning-making processes. Using a workshop model, which includes whole group direct instruction, small flexible groups, and independent practice in reading and writing (gradual release of responsibility), teachers personalize core instruction for students using formal and informal assessment data. Teachers implement evidence-based best practices in literacy instruction learned and refined through high quality professional learning and collaboration in PLCs using high quality materials designed to support differentiation. "While no single instructional program, approach, or method has been found to be effective in teaching all students to read, evidence-based best practices that promote high rates of achievement have been documented" (Gambrell, Malloy, Marinak, & Mazzoni, 2015, p. 5).

Background and Process

The following recommendations represent 18 months of collaborative work facilitated by the Department of Instruction, Curriculum and Assessment. Key milestones of this process, which has been characterized as transparent, inclusive, and student-centered, are outlined below.

In 2014-2015, a Literacy Advisory Committee was formed. This cross-representative group consisted of 30 educators, including classroom teachers, reading specialists, administrators,

and TOSAs from all OTL departments including Dual Language, English as a Second Language, Special Education, as well as parents and community members. The Literacy Advisory Committee grounded their six months' work in current literacy data, disaggregated by race, and engaged in professional readings, presentations and discussions around literacy research, including the 2000 National Reading Panel report as well as current research on dyslexia. They developed a vision and set of guiding principles around quality literacy instruction in PPS.

In Fall 2015, a Curriculum Materials Adoption Advisory Committee (CMAAC) was formed in order to review PK-5 literacy curriculum resources and make recommendations for materials to pilot. The CMAAC was comprised of 57 educators from a variety of schools, departments, and roles across PPS. Before beginning the process of reviewing materials, the CMAAC grounded its work in the Literacy Advisory Committee's vision and guiding principles, and engaged in professional development together around best practices in literacy instruction, and professional learning on dyslexia. The CMAAC also reviewed the District's current reading data, attained with the use of the current adopted materials, disaggregated by race and language proficiency, in order to center the work on meeting the needs of our historically underserved students.

The CMAAC reviewed over 50 curricular resources using a rigorous, two-phase process in light of the Literacy Advisory Committees guiding principles, and recorded quantitative and qualitative data using a rubric aligned to the Oregon Department of Education's own materials evaluation rubric, with the added component of "Equity" as a focus.

Out of this rigorous review process, the CMAAC recommended two comprehensive bundles of curriculum, both of which called for a balanced literacy workshop model, for consideration. The materials were piloted in 46 classrooms across our District, accounting for diversity across clusters, dual language classrooms, school demographics, priority status, and geographic areas of PPS. Pilot teachers received district-provided professional development in balanced literacy and culturally relevant texts, and publisher-provided professional development in the resources they were implementing. Given the shift away from a scripted, single publisher-based program to a focus on building teacher capacity on best instructional practices, each pilot teacher implemented some, but not all, components. Pilot teachers evaluated the components they implemented both quantitatively and qualitatively using a matrix measuring: equity, teacher usability, reading, writing, speaking and listening, student engagement, balanced literacy, assessment, and parent/family engagement.

Simultaneously, PPS applied for and was awarded the Mount Hood Cable Regulatory Commission's (MHCRC) *TechSmart* grant. This personalized learning grant aligns with Superintendent Smith's 3rd grade reading priority and compliments the literacy adoption. Between 2016-2020, twenty PPS elementary schools will become *TechSmart* schools and receive significant (\$10MM) investments in material and human resources to improve literacy achievement using technology as a tool to personalize learning. The implementation plan called for investments in PPS *TechSmart* schools to supplement and complement the new literacy adoption.

Three curriculum open houses were held in April 2016; sample materials from all components under consideration were available for public viewing. These events were publicized in all PPS-supported languages by flyer, on the PPS website, Twitter, Leadership Academy, and Admin Connection. Short videos translated into all district-supported languages shared information about balanced literacy as well as the adoption processes. Those who could not attend in person were able to review materials and provide feedback online.

Systems Planning and Performance (SPP) partnered with ICA in order to conduct student focus groups, collect community feedback, build and disaggregate the pilot teacher materials evaluation tool, and to triangulate the data in order to arrive at the recommendations.

CMAAC Subcommittees

This Language Arts adoption has been inclusive of Preschool and Dual Language partner languages from the outset, with stakeholders from each of these areas on the Literacy Advisory Committee and the Fall 2015 CMAAC. However, CMAAC subcommittees were formed in order to fully attend to the specific needs around each of these areas on separate timelines.

Stakeholders from the Office of Early Learning, including PPS Pre-K and Head Start teachers and administrators, identified two curricula to pilot in the Fall of 2016. The PPS Dual Language Subcommittee opted to move towards a balanced literacy approach and will pilot Spanish language materials in 2016-17. Plans for translating, developing and piloting other partner language curriculum and assessments will continue over the year. Future work will also include guidelines around time allocation within a balanced biliteracy model.

A Comprehensive Core Program Using a Balanced Literacy Approach

The Literacy Advisory Committee framed out a vision and set of guiding principles around high quality literacy instruction in Portland Public Schools. The vision and guiding principles emphasize the importance of both skills instruction (including a focus on phonemic awareness and phonics in K-1) and opportunities for students to apply new skills to authentic and meaningful reading and writing activities. During the materials review process, the CMAAC determined that a balanced literacy workshop model would be the best approach to employ in order to bring the vision and guiding principles to fruition.

Tompkins (2014) defines balanced literacy as “a balanced approach to instruction...based on a comprehensive view of literacy that combines explicit instruction, guided practice, collaborative learning, and independent reading and writing” (p. 26). A balanced literacy workshop model, with a gradual release of responsibility, will support evidence-based best practices in literacy instruction through the following structures: modeled reading, shared reading, guided reading, word work/phonics, independent reading, writing, and assessment. These elements of literacy instruction were present to varying degrees within single-publisher comprehensive core programs.

Our curriculum recommendations comprise a comprehensive core literacy program that includes the necessary elements of a rigorous, evidence-based reading and writing instruction, while affording educators the flexibility to provide their students with culturally relevant and

adaptive, personalized learning. In sum, this comprehensive core program provides tools for all students to receive equitable access to Tier 1, core literacy instruction.

The core programs on the ODE-approved materials list were not highly rated by the CMAAC reviewers using the PPS rubric, which was aligned to the ODE rubric but added a focus on equity and culturally relevant texts. After reviewing over 50 curricular materials and identifying the highest quality components for each element of the balanced literacy workshop model, the CMAAC chose to pilot bundled curricular tools to form a comprehensive core program designed to support differentiation and the use of evidence-based instructional practices.

Evidence-based Instructional Practices

Ensuring that all students have equitable access to high quality literacy instruction is imperative. Although research has not found one approach, structure, method, or program effective in teaching all children to read, there are evidence-based instructional practices that can have a positive impact on literacy achievement for all students, specifically those who have been historically underserved. Gambrell, Malloy, Marinak, & Mazzoni (2015) provide ten practices supported by research in literacy instruction:

1. Create a classroom culture that fosters literacy motivation.
2. Teach reading for authentic meaning-making purposes: for pleasure, to be informed, and to perform a task.
3. Provide students with scaffolded instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension to promote independent reading.
4. Give students time for self selected independent reading.
5. Provide students with high-quality literature across a wide variety of genres.
6. Use multiple texts that build on prior knowledge, link concepts, and expand vocabulary.
7. Build a whole-class context that emphasizes community and collaboration.
8. Balance teacher- and student-led discussions of texts.
9. Integrate technologies that link and expand concepts.
10. Differentiate instruction using a variety of instructionally relevant assessments. (p. 14)

These practices align with the PPS vision and literacy principles, and are integrated into the professional development around the use of the recommended materials within a balanced literacy workshop model. Additionally, a balanced literacy workshop model, with appropriate scaffolds and intentional use of assessment data, support access and language development for our emergent bilinguals and struggling readers.

Professional Development

The coherence of the curriculum bundles is ensured through professional development. Professional learning must emphasize application to classroom practice coupled with foundational understandings about best practices in literacy instruction and assessment, in addition to technical training around the use of the materials. “Providing comprehensive literacy instruction in the increasingly diverse classrooms of today require teachers to assess skillfully in order to design appropriate instruction to meet the needs of all students. In addition, the classroom teacher must be adept at identifying student needs through ongoing formative

assessments and providing appropriate whole-class, small group, and individual instruction” (Gambrell, Malloy, Marinak, & Mazzoni, 2015, p. 5). This professional learning will ensure that teachers provide access to rigorous content and quality student interactions specifically for emergent bilingual students, and for other students who may need these explicit supports.

Professional development will be attended by core teachers, ESL teachers, Learning Center teachers, Teacher-librarians, Speech-Language Pathologists, and coaches at adopting schools. This creates a space for collaboration and communication between staff who support our most at-risk students by ensuring their access to core materials.

To that end, professional development for teachers at adopting schools will include:

- Summer “Getting Started” PD
- Release Days: Professional development on each component
- Coaching Cycles focusing on application to classroom practice
- Resources and support for Professional Learning Communities
- Observations of demonstration classrooms with facilitated reflection and planning time

Professional Development for Literacy Coaches and TOSAs will include:

- Best practices in coaching to support instructional change
- Professional learning around foundations of literacy instruction, with particular attention to multisensory phonics instruction

The work of the CMAAC and Literacy Advisory Committee was predicated upon access to high-quality, differentiated, supportive professional development for teachers in order to support implementation of best practices in literacy instruction with the use of the recommended curriculum.

Implementation in Ten Schools 2016-17

Senior Directors from the Office of Teaching and Learning and the Office of School Performance solicited and reviewed the proposals submitted by principals for consideration, and jointly selected the schools. Criteria used to select the schools included:

- Principal and teacher interest and willingness to lead the effort in the building
- The current number and scope of initiatives happening at the school
- Teacher and leadership experience with balanced literacy and the workshop model
- Strong and effective PLC teams
- A willingness to share knowledge and experiences with other schools
- Priority and focus status
- Cross-District representation- Distribution across clusters and geographic areas of the city

The selected schools were: Arleta, Bridger, Forest Park, Grout, Laurelhurst, Lewis, Sitton, Vernon, Vestal, Whitman. Five of these schools represent the first cohort of the MHCRC *TechSmart* grant.

In addition to these ten schools, twenty teachers who participated in the Spring 2016 language arts pilot will continue using the adopted materials in 2016-17, serving as demonstration classrooms to support professional development activities.

Beginning with a small cohort of schools will enable us to collect qualitative and quantitative data that will inform implementation with a greater number of schools in 2017-18 and beyond.

Staff Recommendation: Comprehensive Core Program Components

Assessment: Fountas and Pinnell's Benchmark Assessment System (BAS)

Base Reading: Units of Study Reading

Base Writing: Units of Study Writing

Phonics/Word Work: Words Their Way, Project R.E.A.D.*

Guided Reading: Lee & Low (Fiction), Scholastic (Nonfiction)

Independent Reading: Invest in additional books for school libraries and access to independent reading books coordinated through teacher librarians.

* Staff recommends piloting Project R.E.A.D. as a Tier II intervention in a cross section of classrooms

BOARD COMMITTEE REVIEW (Teaching & Learning Subcommittee)

ATTACHMENTS

- Literacy Advisory Committee Vision and Guiding Principles
- TechSmart Executive Summary
- CMAAC Phase 1 and 2 Rubrics

References

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Tompkins, G. E. (2014). *Literacy for the 21st century: A balanced approach*. Pearson.

PPS English Language Development Through Quality Teaching

Background:

Since about 2002 the ESL department provided ESL teacher professional development on various language development approaches (GLAD, Systematic ELD, SIOP). In 2012, under new leadership, learning walks and data cycles were conducted to determine PD implementation effectiveness and examine the impact it was having on student outcomes. Several things came to surface. The first thing we noticed was that our AMAO data was declining. Second, implementation of PD practices and strategies were not evident in lesson design. Third, many of the same instructional themes spanned across grades. In essence, the theme that was being taught in first grade was the same theme at third grade. Fourth, student expectations and interactions lacked variations and complexity across language proficiency levels. Finally, although lessons had a grammatical purpose, they lacked grade level appropriate content, lacked high exposure to complex text, and because the lessons were not linked to what students may have been learning, students were not extending and applying their learning into core classes. Many ESL teachers did not have collaborative planning with students' core content teachers.

Given what we learned, we began to investigate promising practices both through research and learning from other districts. In 2013, we began investing in English language development through content and began shifting the attitudes from ESL teachers having sole ownership of EB success to all educators contributing to their success. We also made equity professional learning a priority for all ESL staff members and focused the learning specifically on EBs.

Our focus emphasized inclusion of ESL teachers in PLCs, Equity Teams, PD across departments, Student Study Teams and priority in scheduling. In 2014-15 our new standards were also adopted and they were transformational. We needed to begin preparing all educators for understanding the rigorous standards (CCSS, NGSS, ELP) as they related to Emergent Bilinguals and began our journey with Quality teaching for English Learners. We moved many of the resources out of Title III into general funds so that we could ensure all teachers had the support and resources they needed to highly support the unique needs of EBs. For the first time in years, PPS went from non-compliant under State and Federal Audits to compliant and we also began to see improvement in our AMAOs.

New Context:

Emergent Bilinguals face a double task in schools: learning both grade-level content and literacy competencies that all students must learn, and doing so in a language they are still acquiring. As a result, teachers must develop the knowledge and expertise to integrate language and literacy instruction into rigorous subject matter instruction. The newly adopted CCSS, and ELP standards that are aligned to them, require all teachers to devote increasing attention to students' development of disciplinary language and literacy competencies across the curriculum, from elementary to secondary schooling. Improving the educational success of EBs is dependent on the development of their teachers' knowledge and expertise.

Quality Teaching for English Learners, Impact Study, June 2012

Goal #1: Apprenticeship of Professional Developers

To move our English language development practice across PPS, we invested in preparing **ten** Apprentice Professional Developers (APD) with the necessary knowledge and skills to facilitate QTEL Building the Base institutes and to design tailored professional learning opportunities for current and future Portland Public Schools staff. The apprenticeship process leading to QTEL Building the Base certification focuses on developing local professional developer's knowledge and understanding of:

- Characteristics of teaching practices that are productive in the academic language development of English Language Learners and other language minority students;
- Pedagogical features of teaching practices that provide high intellectual challenge and high levels of language support;
- Attitudes, knowledge, and dispositions that enable teachers to work effectively with diverse student populations; and
- Methods to develop teacher knowledge and pedagogical expertise, including the development of three types of reflection: anticipatory, interactive, and reflective.

Objective 1:

Invest in professional development that is focused on the development of teacher and administrator expertise to work with Emergent Bilinguals. ESL professional development focuses on five foundational principles that are based on sociolinguistic and sociocultural theory.

- Sustained academic rigor in teaching EBs
- Hold high expectations in teaching EBs
- Engage in quality interactions with EBs
- Sustained a language focus in teaching EBs
- Develop a quality curriculum for teaching EBs

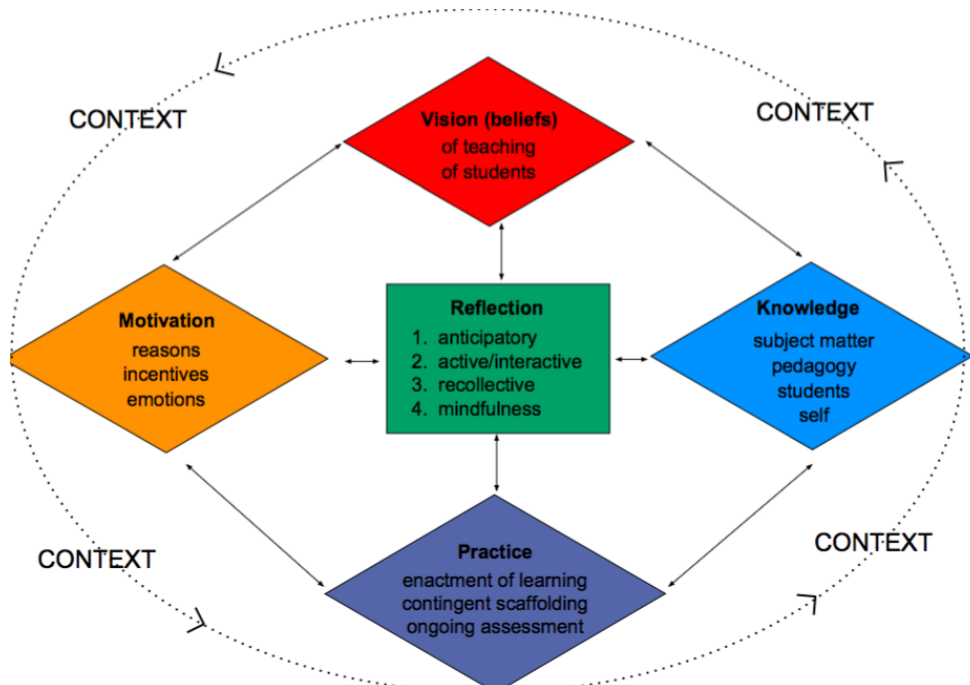
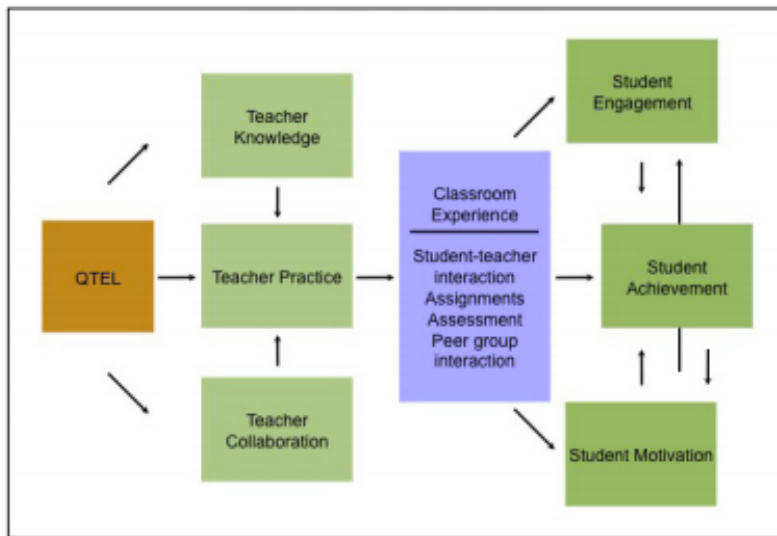
Objective 2:

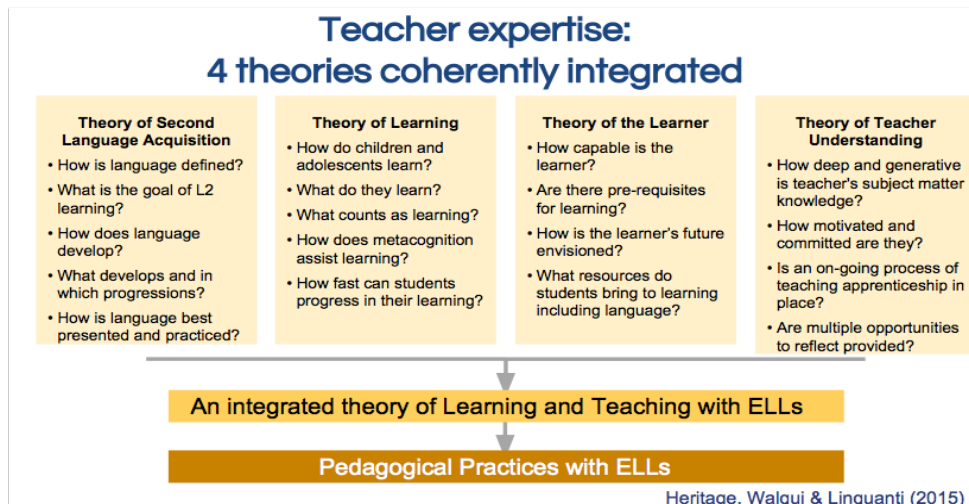
Invest in site-based cycles of mentoring and coaching, in which teachers examine the language of their content area and how to support students' engagement with disciplinary language. Teachers learn how

to design scaffolded activities that engage students in quality interactions in which they use English for rich academic purposes.

Effective Professional Practice:

Professional development of quality teaching for Emergent bilinguals is guided by the QTEL Theory of Action which provides a vision of teacher learning and professional development as a mirror image of how teachers should engage their students. QTEL professional development targets five essential domains of teacher capacity: vision, knowledge, motivation, practice and reflection. Our investment in PD through this lens allows for us to highly support teachers as learners and ensure that we gradually build the capacity for both sustainability and strengthening teacher expertise.





PPS is highly invested in Quality Teaching for English Language Learners. PPS engaged in QT once it received approval from:

- The Oregon Department of Education, Title III, via approval of the PPS Local Plan and Title III Improvement Plan
- PPS Board approval of the WestEd contracts in May, 2015
- PPS Superintendent and Assistant Superintendents

Goal #1: Apprenticeship of Professional Developers

This is a two year certification program. QTEL Building the Base certification follows a rigorous process of apprenticeship that has carefully structured professional learning opportunities. Currently, ten Teachers on Special Assignment (TOSA) and the Woodmere Instructional Specialist apprentices represent a variety of disciplines. We have one TOSA representing each of the following disciplines language arts, mathematics and talented & gifted. We have two dual language TOSAs and five English language development TOSA apprentices.

Year 1 Apprenticeship of PPS TOSAs

Year 1 cost 170K, Year 2 cost 180K

- Yr 1 Phase 1, Apprentice Professional Developers participate in a Building the Base institute to provide them with a firm base of theoretical understandings and consonant strategies for effectively teaching ELLs and other students needing to develop academic uses of English.
- Yr 1 Phase 2, participants will progress in their apprenticeship as they observe WestEd staff model the QTEL Building the Base professional development with teachers. Their

apprenticeships will also involve them in post-workshop meetings, seminars, and activities that allow them to focus on issues specific to the implementation of professional development with teachers of language minority students.

As part of their professional development as apprentices **seven** schools will participate in Building the Base PD, approximately 35 teachers across K-12. Teachers will receive sustained, rigorous professional development work to build their understanding and change their practice to better support culturally and linguistically diverse students in their classrooms. By working with a cohort of participants we will enhance efforts in developing leadership understandings and supports to launch the work at the classroom and school level.

Ultimately, these 35 teachers will be a part of a cohort of teachers who through the years:

- Develop a deeper understanding of the needs of English Language Learners in the implementation of new standards
- Understand Quality Teaching for English Learners principles, tools, structures, and processes to implement deep, transferable, rigorous learning with all students;
- Learn how to design powerful learning opportunities that weave language, literacy and conceptual development;
- Explore how to infuse this knowledge in their current practice and in the design of professional learning opportunities for teachers in PPS.

Quality Teaching Schools

James John

*King

*Sitton

Roosevelt

PISA

Beaumont

Woodmere (Lighthouse School)

Year 2 Apprenticeship of PPS TOSAs

- Yr 2 Phase 3, WestEd will coach APD candidates while they conduct a four-day QTEL Building the Base institute for Portland teachers; these candidates will be those who have shown evidence (through written exercises) that they have synthesized learnings about QTEL tools and processes and are ready to provide professional development to teachers.
- Yr 2 Phase 4, the successful APD candidates will design and provide original professional learning opportunities for teachers. As the PPS professional developers progress through their apprenticeship, appropriating knowledge and skills, the role of WestEd steadily diminishes until we serve as consultants rather than as primary professional development providers.

In year two we will continue to work with the seven schools in same subject area and/or in additional team identified subject areas. In addition, we may identify additional grade level teams. Our goal is to solidify the professional development of existing school teams and ensure that apprentices build the

understanding of QT and strengthen their facilitation, mentoring and coaching skills necessary for future expansion of QT.

The apprenticeship program is being closely monitored by the ESL department in collaboration with WestEd. Upon completion of apprenticeship each TOSA will receive QTEL certification allowing them to help sustain the professional learning that is needed across the district.

Apprenticeship School Supports

Approx. Cost 100K (substitute, extended hours)

Each of these schools selected a team of teachers who receive the initial four day building the base PD and ongoing site based coaching and mentoring. The school teams are composed of (ESL Teacher + CORE Grade level or Discipline Area Team + SPED/School Psych + SIS) to participate in QTEL Professional Learning that will be supported by TOSA. The assigned TOSA collaborates & coaches school teams on language focused lesson development aligned to standards, works with school teams on effective student engagement approaches, models lessons & coordinates/facilitates peer observations that teams opt to do.

Coaching and Mentoring Cycles

Meet with school teams on monthly or bimonthly for:

- ◆ Team planning
- ◆ Classroom teaching/modeling
- ◆ Design lessons in 3 moments
- ◆ Task analysis
- ◆ Observations
- ◆ Team planning

School/ QT Team	Number of Students	Apprx. EB Population
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See below		
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Roosevelt HS → Social Studies (2 teachers) → Language Arts (1 teacher) → ESL (2 teachers)	990	99

2016-17 Expansion

Continue Plan of Support for:	Include
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Goal #1 Indicators/Objectives

2015-2016

- By end of 2016 school year 10 TOSAs, 100% complete phase 1 and 2 as Apprenticeship Professional Developers.

Seven Schools

- By end of 2016, 35 teachers will complete building the base and they will have an established team that meets on a monthly basis to plan QT implementation.

2016-2017

- By end of 2017 school year apprentices (8), 100% complete phase 3 and 4 as Apprenticeship Professional Developers and become fully certified to facilitate PPS QTEL professional development.
- In 2017 school year all 35 teachers will continue apprenticing on QT and consistently continue to work as a team to implement interaction approaches and language focus objectives.

*ESL department will gather and review student data (DIBELS, EasyCBM, SBA LA, ELPA when available) to see if any correlation can be drawn this early in the implementation phase.

Goal #1 Evidence of Full Implementation

2015-2016

- 10 TOSAs and one Instructional Specialist participate in the apprenticeship PD
- 8 TOSAs complete phase 1 and 2 passing the written exam
- 1 of the 11 apprentices had to withdraw from apprenticeship
- 2 of the 11 apprenticeships left their TOSA position
- School Teams meet on a monthly basis some requested bimonthly meetings (see individual plans for Sitton/King);

Goal #1 Feedback

- Sitton and King each have school plans and they worked in summer to build curriculum map (links below)
- ESL department is working with Educational NW to study implementation and student achievement impact. Contract and study is pending.

Goal #2 QTEL School Participants in PD

2015-2016

- 40 teachers received Building the Base
- 50 cycles of mentoring and coaching were completed
- 4 ESL dept/school meetings were held per school
- Pending student data review (FALL 2016)

Goal #2: Woodmere Lighthouse School

QTEL Lighthouse Schools are schools where the expertise of all educators is deepened and accelerated in order to constitute examples of quality programs for English Language Learners (ELLs). Woodmere Elementary will engage in a whole school multi-year model of professional development to become a QTEL Lighthouse School in Portland public Schools. QTEL Lighthouse Schools open their classrooms as

sites for visit and reflection for other educators in the district. The following describes the sequence of professional learning activities carried out at the school during the three year collaboration with QTEL staff and *local staff*.

Year 1 Developing a Vision for Excellence with ELLs, approx. cost 195K

- 2 days of introductory QTEL Foundational professional development for all teachers and administrators (multidisciplinary groups)
- 3 days of QTEL Disciplinary professional development for all teachers in ELA and math. Disciplinary focus for K-2 is ELA. Disciplinary focus for 3-5 is MA.
- 4 three-day cycles of on-site disciplinary coaching for core content teachers and specialists they collaborate and co-teach with
- 4 days of administrator professional development and follow up technical support for QTEL school implementation (guided observations, one-on one consultations on site specific implementation issues)
- On-line and distal learning and support for administrators and teachers – 3 one-hour webinar series and distal learning activities
- *Collaborative planning sessions and inter-visitations facilitated by site/teacher leaders (at least twice per year)*
- *Monthly follow up support, classroom observations, and facilitation of grade level PLCs by local TOSAs*

Year 2 Developing Situated Capacity, approx. 210K

- 1 day of whole school professional development to launch the year and reconnect with the vision
- 3 days of QTEL Disciplinary professional development for all teachers in social studies and science. Disciplinary focus for K-2 is science. Disciplinary focus for 3-5 is social studies.
- 4 three-day cycles of on-site disciplinary coaching for core content teachers and specialists they collaborate and co-teach with
- 3 days of teacher leader professional development to lead PLCs, collaborative coaching sessions and open classrooms for demonstration
- 2 days of administrator professional development and follow up technical support for QTEL whole school implementation (guided observations, one-on one consultations on site specific implementation issues)
- On-line and distal learning and support for administrators and teachers– 3 one-hour webinar series and distal learning activities
- *Monthly PLCs and collaborative lesson planning sessions facilitated by site/teacher leaders*

- *3 days of introductory QTEL Foundational professional development for new staff to the school (multi-disciplinary group) by local APD TOSAs*
- *Monthly classroom observations, teacher coaching and implementation support by local TOSAs*

Year 3 Sustaining Change, approx. 150K

- 2 three-day cycles of on-site disciplinary coaching for core content teachers
- 4 days of teacher leader professional development to develop coaching expertise to support peers in QTEL implementation
- Facilitation of 2 school-wide Open House events to showcase QTEL implementation
- 2 days of administrator professional development and follow up technical support for QTEL whole school implementation (guided observations, one-on one consultations on site specific implementation issues)
- On-line and distal learning and support for administrators and teachers– 3 one-hour webinar series and distal learning activities
- *3 days of introductory QTEL Foundational professional development for new staff to the school (multi-disciplinary group) To be carried out by local TOSAs*
- *Monthly PLCs and collaborative lesson planning sessions facilitated by site/teacher leaders*
- *Monthly classroom observations, teacher coaching and implementation support by local TOSAs*

Goal #2 Indicators/Objectives

2015-2016

- By the end of 2016 school year the team will complete 4 day Building the Base
- By the end of 2016 school year team will have participated in 3-4 mentoring and coaching cycles
- By end of 2016 ESL department conducts 2-3 learnings walks and hold team QT meetings to evaluate progress with QT implementation
- Selected team including principal will participate in QTEL Summer Institute, 2016

*ESL department will gather and review student data (DIBELS, EasyCBM, SBA LA, ELPA when available) to see if any correlation can be drawn this early in the implementation phase.

2016-2017

By end of 2017 school year we will evaluate year two phase objectives for evidence of successful completion of year 2.

Goal #2 Woodmere Evidence of Full Implementation

2015-2016

- 25 teachers received Building the Base

PPS English Language Development Through Quality Teaching

Background:

Since about 2002 the ESL department provided ESL teacher professional development on various language development approaches (GLAD, Systematic ELD, SIOP). In 2012, under new leadership, learning walks and data cycles were conducted to determine PD implementation effectiveness and examine the impact it was having on student outcomes. Several things came to surface. The first thing we noticed was that our AMAO data was declining. Second, implementation of PD practices and strategies were not evident in lesson design. Third, many of the same instructional themes spanned across grades. In essence, the theme that was being taught in first grade was the same theme at third grade. Fourth, student expectations and interactions lacked variations and complexity across language proficiency levels. Finally, although lessons had a grammatical purpose, they lacked grade level appropriate content, lacked high exposure to complex text, and because the lessons were not linked to what students may have been learning, students were not extending and applying their learning into core classes. Many ESL teachers did not have collaborative planning with students' core content teachers.

Given what we learned, we began to investigate promising practices both through research and learning from other districts. In 2013, we began investing in English language development through content and began shifting the attitudes from ESL teachers having sole ownership of EB success to all educators contributing to their success. We also made equity professional learning a priority for all ESL staff members and focused the learning specifically on EBs.

Our focus emphasized inclusion of ESL teachers in PLCs, Equity Teams, PD across departments, Student Study Teams and priority in scheduling. In 2014-15 our new standards were also adopted and they were transformational. We needed to begin preparing all educators for understanding the rigorous standards (CCSS, NGSS, ELP) as they related to Emergent Bilinguals and began our journey with Quality teaching for English Learners. We moved many of the resources out of Title III into general funds so that we could ensure all teachers had the support and resources they needed to highly support the unique needs of EBs. For the first time in years, PPS went from non-compliant under State and Federal Audits to compliant and we also began to see improvement in our AMAOs.

New Context:

Emergent Bilinguals face a double task in schools: learning both grade-level content and literacy competencies that all students must learn, and doing so in a language they are still acquiring. As a result, teachers must develop the knowledge and expertise to integrate language and literacy instruction into rigorous subject matter instruction. The newly adopted CCSS, and ELP standards that are aligned to them, require all teachers to devote increasing attention to students' development of disciplinary language and literacy competencies across the curriculum, from elementary to secondary schooling. Improving the educational success of EBs is dependent on the development of their teachers' knowledge and expertise.

Quality Teaching for English Learners, Impact Study, June 2012

Goal #1: Apprenticeship of Professional Developers

To move our English language development practice across PPS, we invested in preparing **ten** Apprentice Professional Developers (APD) with the necessary knowledge and skills to facilitate QTEL Building the Base institutes and to design tailored professional learning opportunities for current and future Portland Public Schools staff. The apprenticeship process leading to QTEL Building the Base certification focuses on developing local professional developer's knowledge and understanding of:

- Characteristics of teaching practices that are productive in the academic language development of English Language Learners and other language minority students;
- Pedagogical features of teaching practices that provide high intellectual challenge and high levels of language support;
- Attitudes, knowledge, and dispositions that enable teachers to work effectively with diverse student populations; and
- Methods to develop teacher knowledge and pedagogical expertise, including the development of three types of reflection: anticipatory, interactive, and reflective.

Objective 1:

Invest in professional development that is focused on the development of teacher and administrator expertise to work with Emergent Bilinguals. ESL professional development focuses on five foundational principles that are based on sociolinguistic and sociocultural theory.

- Sustained academic rigor in teaching EBs
- Hold high expectations in teaching EBs
- Engage in quality interactions with EBs
- Sustained a language focus in teaching EBs
- Develop a quality curriculum for teaching EBs

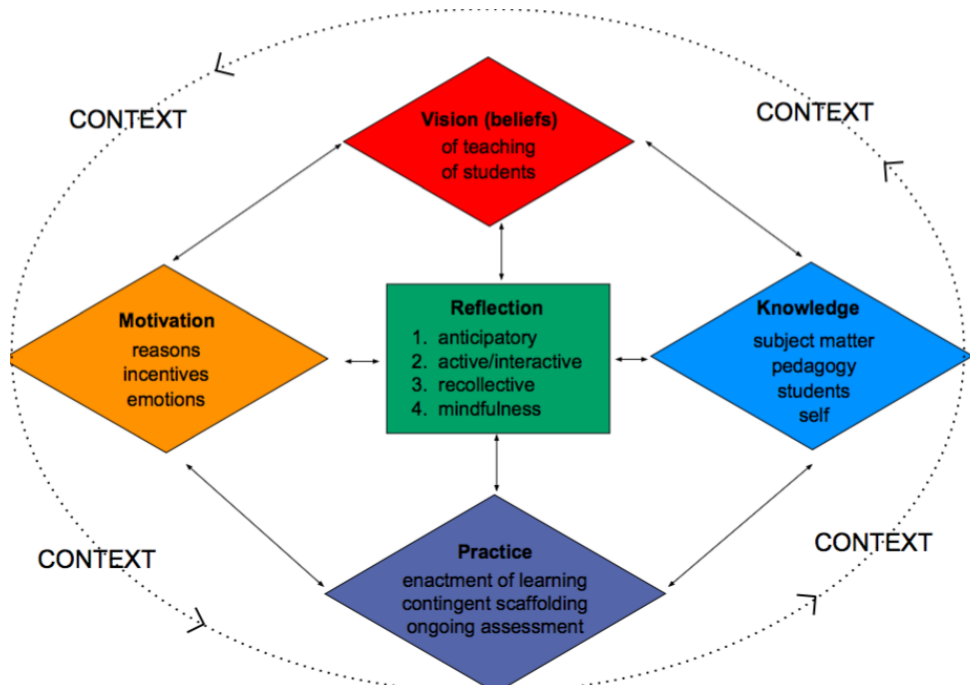
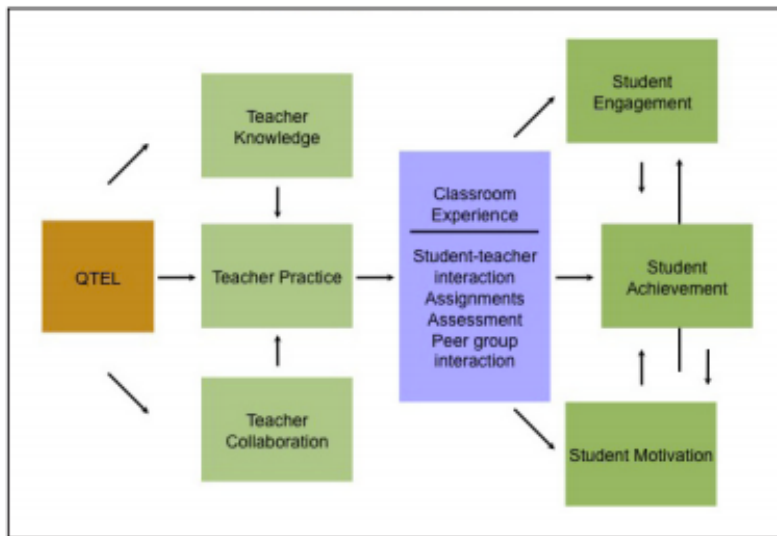
Objective 2:

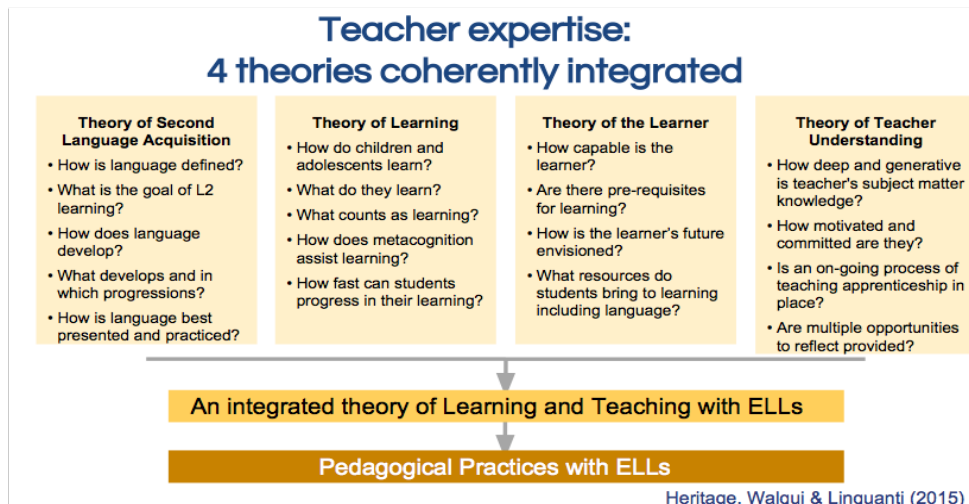
Invest in site-based cycles of mentoring and coaching, in which teachers examine the language of their content area and how to support students' engagement with disciplinary language. Teachers learn how

to design scaffolded activities that engage students in quality interactions in which they use English for rich academic purposes.

Effective Professional Practice:

Professional development of quality teaching for Emergent bilinguals is guided by the QTEL Theory of Action which provides a vision of teacher learning and professional development as a mirror image of how teachers should engage their students. QTEL professional development targets five essential domains of teacher capacity: vision, knowledge, motivation, practice and reflection. Our investment in PD through this lens allows for us to highly support teachers as learners and ensure that we gradually build the capacity for both sustainability and strengthening teacher expertise.





PPS is highly invested in Quality Teaching for English Language Learners. PPS engaged in QT once it received approval from:

- The Oregon Department of Education, Title III, via approval of the PPS Local Plan and Title III Improvement Plan
- PPS Board approval of the WestEd contracts in May, 2015
- PPS Superintendent and Assistant Superintendents

Goal #1: Apprenticeship of Professional Developers

This is a two year certification program. QTEL Building the Base certification follows a rigorous process of apprenticeship that has carefully structured professional learning opportunities. Currently, ten Teachers on Special Assignment (TOSA) and the Woodmere Instructional Specialist apprentices represent a variety of disciplines. We have one TOSA representing each of the following disciplines language arts, mathematics and talented & gifted. We have two dual language TOSAs and five English language development TOSA apprentices.

Year 1 Apprenticeship of PPS TOSAs

Year 1 cost 170K, Year 2 cost 180K

- Yr 1 Phase 1, Apprentice Professional Developers participate in a Building the Base institute to provide them with a firm base of theoretical understandings and consonant strategies for effectively teaching ELLs and other students needing to develop academic uses of English.
- Yr 1 Phase 2, participants will progress in their apprenticeship as they observe WestEd staff model the QTEL Building the Base professional development with teachers. Their

apprenticeships will also involve them in post-workshop meetings, seminars, and activities that allow them to focus on issues specific to the implementation of professional development with teachers of language minority students.

As part of their professional development as apprentices **seven** schools will participate in Building the Base PD, approximately 35 teachers across K-12. Teachers will receive sustained, rigorous professional development work to build their understanding and change their practice to better support culturally and linguistically diverse students in their classrooms. By working with a cohort of participants we will enhance efforts in developing leadership understandings and supports to launch the work at the classroom and school level.

Ultimately, these 35 teachers will be a part of a cohort of teachers who through the years:

- Develop a deeper understanding of the needs of English Language Learners in the implementation of new standards
- Understand Quality Teaching for English Learners principles, tools, structures, and processes to implement deep, transferable, rigorous learning with all students;
- Learn how to design powerful learning opportunities that weave language, literacy and conceptual development;
- Explore how to infuse this knowledge in their current practice and in the design of professional learning opportunities for teachers in PPS.

Quality Teaching Schools

James John

*King

*Sitton

Roosevelt

PISA

Beaumont

Woodmere (Lighthouse School)

Year 2 Apprenticeship of PPS TOSAs

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2015-2016

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Seven Schools

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2016-2017

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Goal #1 Feedback

- Sitton and King each have school plans and they worked in summer to build curriculum map (links below)
- ESL department is working with Educational NW to study implementation and student achievement impact. Contract and study is pending.

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- *Monthly follow up support, classroom observations, and facilitation of grade level PLCs by local TOSAs*

Year 2 Developing Situated Capacity, approx. 210K

- 1 day of whole school professional development to launch the year and reconnect with the vision
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Year 3 Sustaining Change, approx. 150K

- 2 three-day cycles of on-site disciplinary coaching for core content teachers
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- Facilitation of 2 school-wide Open House events to showcase QTEL implementation
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- *Monthly PLCs and collaborative lesson planning sessions facilitated by site/teacher leaders*
- *Monthly classroom observations, teacher coaching and implementation support by local TOSAs*

Goal #2 Indicators/Objectives

2015-2016

- By the end of 2016 school year the team will complete 4 day Building the Base
- By the end of 2016 school year team will have participated in 3-4 mentoring and coaching cycles
- By end of 2016 ESL department conducts 2-3 learnings walks and hold team QT meetings to evaluate progress with QT implementation
- Selected team including principal will participate in QTEL Summer Institute, 2016

*ESL department will gather and review student data (DIBELS, EasyCBM, SBA LA, ELPA when available) to see if any correlation can be drawn this early in the implementation phase.

2016-2017

By end of 2017 school year we will evaluate year two phase objectives for evidence of successful completion of year 2.

Goal #2 Woodmere Evidence of Full Implementation

2015-2016

- 25 teachers received Building the Base

- 3 cycles of mentoring and coaching were completed per grade level
- 12 ESL dept/school meetings were held during the school year
- 1 Instructional specialist in process of completing certification as Professional Developer
- 7 teachers, new principal and former principal attended Summer Institute
- Pending student data review (FALL 2016)

Goal #1 Feedback

- ESL department is working with Educational NW to study implementation and student achievement impact. Contract and study is pending.

Links

[QTEL Walkthrough Protocol](#)

[Harrison Park QTEL Action Plan](#)

[King QTEL Action Plan](#)

[Sitton QTEL Action Plan](#)

[Woodmere QTEL Action Plan](#)

[ESL Department & School Partnership Calendar](#)

[ESL School Support Chart](#)

[ESL AD Designated School Chart](#)



Board of Education Informational Report

MEMORANDUM

Date: May 18, 2016

To: Board of Education Teaching and Learning Committee

From: Chris Russo, Assistant Superintendent of Teaching and Learning
Ewan Brawley, Director of Instruction Curriculum and Assessment
Angela Giuliano Hubbs, Assistant Director of Instruction Curriculum and Assessment

Subject: PK-5 Literacy Curriculum Adoption

Introduction

The recommendations for materials purchase and professional development represent a shift in pedagogy towards balanced literacy, a framework which supports classroom teachers as instructional decision-makers, charged with providing responsive and personalized instruction to their students. It includes both explicit and systematic instruction in foundational skills of literacy and authentic, culturally relevant instruction that increases students' strategic meaning-making processes. Using a workshop model, which includes whole group direct instruction, small flexible groups, and independent practice in reading and writing (gradual release of responsibility), teachers personalize core instruction for students using formal and informal assessment data. Teachers implement evidence-based best practices in literacy instruction learned and refined through high quality professional learning and collaboration in PLCs using high quality materials designed to support differentiation. "While no single instructional program, approach, or method has been found to be effective in teaching all students to read, evidence-based best practices that promote high rates of achievement have been documented" (Gambrell, Malloy, Marinak, & Mazzoni, 2015, p. 5).

Background and Process

The following recommendations represent 18 months of collaborative work facilitated by the Department of Instruction, Curriculum and Assessment. Key milestones of this process, which has been characterized as transparent, inclusive, and student-centered, are outlined below.

In 2014-2015, a Literacy Advisory Committee was formed. This cross-representative group consisted of 30 educators, including classroom teachers, reading specialists, administrators,

and TOSAs from all OTL departments including Dual Language, English as a Second Language, Special Education, as well as parents and community members. The Literacy Advisory Committee grounded their six months' work in current literacy data, disaggregated by race, and engaged in professional readings, presentations and discussions around literacy research, including the 2000 National Reading Panel report as well as current research on dyslexia. They developed a vision and set of guiding principles around quality literacy instruction in PPS.

In Fall 2015, a Curriculum Materials Adoption Advisory Committee (CMAAC) was formed in order to review PK-5 literacy curriculum resources and make recommendations for materials to pilot. The CMAAC was comprised of 57 educators from a variety of schools, departments, and roles across PPS. Before beginning the process of reviewing materials, the CMAAC grounded its work in the Literacy Advisory Committee's vision and guiding principles, and engaged in professional development together around best practices in literacy instruction, and professional learning on dyslexia. The CMAAC also reviewed the District's current reading data, attained with the use of the current adopted materials, disaggregated by race and language proficiency, in order to center the work on meeting the needs of our historically underserved students.

The CMAAC reviewed over 50 curricular resources using a rigorous, two-phase process in light of the Literacy Advisory Committees guiding principles, and recorded quantitative and qualitative data using a rubric aligned to the Oregon Department of Education's own materials evaluation rubric, with the added component of "Equity" as a focus.

Out of this rigorous review process, the CMAAC recommended two comprehensive bundles of curriculum, both of which called for a balanced literacy workshop model, for consideration. The materials were piloted in 46 classrooms across our District, accounting for diversity across clusters, dual language classrooms, school demographics, priority status, and geographic areas of PPS. Pilot teachers received district-provided professional development in balanced literacy and culturally relevant texts, and publisher-provided professional development in the resources they were implementing. Given the shift away from a scripted, single publisher-based program to a focus on building teacher capacity on best instructional practices, each pilot teacher implemented some, but not all, components. Pilot teachers evaluated the components they implemented both quantitatively and qualitatively using a matrix measuring: equity, teacher usability, reading, writing, speaking and listening, student engagement, balanced literacy, assessment, and parent/family engagement.

Simultaneously, PPS applied for and was awarded the Mount Hood Cable Regulatory Commission's (MHCRC) *TechSmart* grant. This personalized learning grant aligns with Superintendent Smith's 3rd grade reading priority and compliments the literacy adoption. Between 2016-2020, twenty PPS elementary schools will become *TechSmart* schools and receive significant (\$10MM) investments in material and human resources to improve literacy achievement using technology as a tool to personalize learning. The implementation plan called for investments in PPS *TechSmart* schools to supplement and complement the new literacy adoption.

Three curriculum open houses were held in April 2016; sample materials from all components under consideration were available for public viewing. These events were publicized in all PPS-supported languages by flyer, on the PPS website, Twitter, Leadership Academy, and Admin Connection. Short videos translated into all district-supported languages shared information about balanced literacy as well as the adoption processes. Those who could not attend in person were able to review materials and provide feedback online.

Systems Planning and Performance (SPP) partnered with ICA in order to conduct student focus groups, collect community feedback, build and disaggregate the pilot teacher materials evaluation tool, and to triangulate the data in order to arrive at the recommendations.

CMAAC Subcommittees

This Language Arts adoption has been inclusive of Preschool and Dual Language partner languages from the outset, with stakeholders from each of these areas on the Literacy Advisory Committee and the Fall 2015 CMAAC. However, CMAAC subcommittees were formed in order to fully attend to the specific needs around each of these areas on separate timelines.

Stakeholders from the Office of Early Learning, including PPS Pre-K and Head Start teachers and administrators, identified two curricula to pilot in the Fall of 2016. The PPS Dual Language Subcommittee opted to move towards a balanced literacy approach and will pilot Spanish language materials in 2016-17. Plans for translating, developing and piloting other partner language curriculum and assessments will continue over the year. Future work will also include guidelines around time allocation within a balanced biliteracy model.

A Comprehensive Core Program Using a Balanced Literacy Approach

The Literacy Advisory Committee framed out a vision and set of guiding principles around high quality literacy instruction in Portland Public Schools. The vision and guiding principles emphasize the importance of both skills instruction (including a focus on phonemic awareness and phonics in K-1) and opportunities for students to apply new skills to authentic and meaningful reading and writing activities. During the materials review process, the CMAAC determined that a balanced literacy workshop model would be the best approach to employ in order to bring the vision and guiding principles to fruition.

Tompkins (2014) defines balanced literacy as “a balanced approach to instruction...based on a comprehensive view of literacy that combines explicit instruction, guided practice, collaborative learning, and independent reading and writing” (p. 26). A balanced literacy workshop model, with a gradual release of responsibility, will support evidence-based best practices in literacy instruction through the following structures: modeled reading, shared reading, guided reading, word work/phonics, independent reading, writing, and assessment. These elements of literacy instruction were present to varying degrees within single-publisher comprehensive core programs.

Our curriculum recommendations comprise a comprehensive core literacy program that includes the necessary elements of a rigorous, evidence-based reading and writing instruction, while affording educators the flexibility to provide their students with culturally relevant and

adaptive, personalized learning. In sum, this comprehensive core program provides tools for all students to receive equitable access to Tier 1, core literacy instruction.

The core programs on the ODE-approved materials list were not highly rated by the CMAAC reviewers using the PPS rubric, which was aligned to the ODE rubric but added a focus on equity and culturally relevant texts. After reviewing over 50 curricular materials and identifying the highest quality components for each element of the balanced literacy workshop model, the CMAAC chose to pilot bundled curricular tools to form a comprehensive core program designed to support differentiation and the use of evidence-based instructional practices.

Evidence-based Instructional Practices

Ensuring that all students have equitable access to high quality literacy instruction is imperative. Although research has not found one approach, structure, method, or program effective in teaching all children to read, there are evidence-based instructional practices that can have a positive impact on literacy achievement for all students, specifically those who have been historically underserved. Gambrell, Malloy, Marinak, & Mazzoni (2015) provide ten practices supported by research in literacy instruction:

1. Create a classroom culture that fosters literacy motivation.
2. Teach reading for authentic meaning-making purposes: for pleasure, to be informed, and to perform a task.
3. Provide students with scaffolded instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension to promote independent reading.
4. Give students time for self selected independent reading.
5. Provide students with high-quality literature across a wide variety of genres.
6. Use multiple texts that build on prior knowledge, link concepts, and expand vocabulary.
7. Build a whole-class context that emphasizes community and collaboration.
8. Balance teacher- and student-led discussions of texts.
9. Integrate technologies that link and expand concepts.
10. Differentiate instruction using a variety of instructionally relevant assessments. (p. 14)

These practices align with the PPS vision and literacy principles, and are integrated into the professional development around the use of the recommended materials within a balanced literacy workshop model. Additionally, a balanced literacy workshop model, with appropriate scaffolds and intentional use of assessment data, support access and language development for our emergent bilinguals and struggling readers.

Professional Development

The coherence of the curriculum bundles is ensured through professional development. Professional learning must emphasize application to classroom practice coupled with foundational understandings about best practices in literacy instruction and assessment, in addition to technical training around the use of the materials. “Providing comprehensive literacy instruction in the increasingly diverse classrooms of today require teachers to assess skillfully in order to design appropriate instruction to meet the needs of all students. In addition, the classroom teacher must be adept at identifying student needs through ongoing formative

assessments and providing appropriate whole-class, small group, and individual instruction” (Gambrell, Malloy, Marinak, & Mazzoni, 2015, p. 5). This professional learning will ensure that teachers provide access to rigorous content and quality student interactions specifically for emergent bilingual students, and for other students who may need these explicit supports.

Professional development will be attended by core teachers, ESL teachers, Learning Center teachers, Teacher-librarians, Speech-Language Pathologists, and coaches at adopting schools. This creates a space for collaboration and communication between staff who support our most at-risk students by ensuring their access to core materials.

To that end, professional development for teachers at adopting schools will include:

- Summer “Getting Started” PD
- Release Days: Professional development on each component
- Coaching Cycles focusing on application to classroom practice
- Resources and support for Professional Learning Communities
- Observations of demonstration classrooms with facilitated reflection and planning time

Professional Development for Literacy Coaches and TOSAs will include:

- Best practices in coaching to support instructional change
- Professional learning around foundations of literacy instruction, with particular attention to multisensory phonics instruction

The work of the CMAAC and Literacy Advisory Committee was predicated upon access to high-quality, differentiated, supportive professional development for teachers in order to support implementation of best practices in literacy instruction with the use of the recommended curriculum.

Implementation in Ten Schools 2016-17

Senior Directors from the Office of Teaching and Learning and the Office of School Performance solicited and reviewed the proposals submitted by principals for consideration, and jointly selected the schools. Criteria used to select the schools included:

- Principal and teacher interest and willingness to lead the effort in the building
- The current number and scope of initiatives happening at the school
- Teacher and leadership experience with balanced literacy and the workshop model
- Strong and effective PLC teams
- A willingness to share knowledge and experiences with other schools
- Priority and focus status
- Cross-District representation- Distribution across clusters and geographic areas of the city

The selected schools were: Arleta, Bridger, Forest Park, Grout, Laurelhurst, Lewis, Sitton, Vernon, Vestal, Whitman. Five of these schools represent the first cohort of the MHCRC *TechSmart* grant.

In addition to these ten schools, twenty teachers who participated in the Spring 2016 language arts pilot will continue using the adopted materials in 2016-17, serving as demonstration classrooms to support professional development activities.

Beginning with a small cohort of schools will enable us to collect qualitative and quantitative data that will inform implementation with a greater number of schools in 2017-18 and beyond.

Staff Recommendation: Comprehensive Core Program Components

Assessment: Fountas and Pinnell's Benchmark Assessment System (BAS)

Base Reading: Units of Study Reading

Base Writing: Units of Study Writing

Phonics/Word Work: Words Their Way, Project R.E.A.D.*

Guided Reading: Lee & Low (Fiction), Scholastic (Nonfiction)

Independent Reading: Invest in additional books for school libraries and access to independent reading books coordinated through teacher librarians.

* Staff recommends piloting Project R.E.A.D. as a Tier II intervention in a cross section of classrooms

BOARD COMMITTEE REVIEW (Teaching & Learning Subcommittee)

ATTACHMENTS

- Literacy Advisory Committee Vision and Guiding Principles
- TechSmart Executive Summary
- CMAAC Phase 1 and 2 Rubrics

References

Gambrell, L. B., Malloy, A. J., Marinak, B. A. & Mazzone, A. (2015). Evidence-Based best Practices for comprehensive literacy instruction in the age of the common core Standards. In L. B. Gambrell and L. M. Morrow (Eds), *Best practices in literacy Instruction* (5th edition), (3-36). New York, NY, Guilford.

Tompkins, G. E. (2014). *Literacy for the 21st century: A balanced approach*. Pearson.

BUSINESS AND OPERATIONS COMMITTEE

Priority	Metric	Measurement	How/When Presented to the Board	Status	Staff Lead
Ensure a strong principal and vice principal/assistant principal in every building who is well matched to the school community.	Increase in satisfaction with administration team reflected in annual school climate survey (students, teachers, parents)	2016-17 Goal: 5% increase in "Agree" or "Strongly Agree" for identified questions	Climate survey results in 2017	Parent/Guardian survey is open until 1/31. Staff and student survey to follow. Goal to have results before year end.	Antonio Lopez
		Include questions regarding administration for students.			
	Leadership Changes	Report that indicates schools with changes in leadership (includes any mid-year changes)	Summer 2016	Sent to Board on 12/2/16.	Antonio Lopez and Sean Murray
	Evaluation Completion	2015-16 Goal: Develop baseline data indicating on-time completion of administrator goal setting, mid-year check ins and finalized evaluations of school administration	Summer 2016	100% midyear goal check-ins completed. 97% of administrator evaluations completed.	Antonio Lopez
	Review the principal hiring process	Discussed in Business and Operations Committee	Spring 2016	Present to B&O Committee on 1/21/16.	Sean Murray/ Antonio Lopez



Principal Hiring- School Community Involvement

5.60.016-AD Principal Hiring- School Community Involvement

1. Community Involvement Procedures:

- a. Each school community will be invited to a community involvement meeting where PPS will gather what characteristics they would like to see in their next principal; what is unique about their school and what are the strengths and challenges of the school.
- b. A school survey will be available to gather additional input from community and staff and translated as necessary.
- c. The District principal screening interview committee will be created for the purpose of providing an opportunity for community to participate in the District principal screening interview process. This committee will assist in establishing a pool of principal candidates that will move to the next phase of the hiring process.
- d. The District principal screening interview committee will have community representatives (plus alternates) that should represent a cross section of the PPS clusters and reflect the racial and linguistic diversity of our students.
- e. The District principal screening interview committee community members are volunteers and are strictly voluntary and unpaid.
- f. Committee members must attend mandatory training on the interviewing process and confidentiality expectations. If committee members fail to comply with the stated requirements, including strict confidentiality requirements, they will no longer be permitted to participate in the selection process
- g. The Superintendent has the authority and responsibility for all hiring and assignment decisions.

2. Miscellaneous Considerations:

- a. Emergencies: This regulation shall be subject to suspension in response to emergency situations; in such instances, human resources shall explain the nature of the emergency to the District principal screening interview committee.

History: Adopted 11/1980; Amended 12/2014

Approved:

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

Superintendent

Date

12.17.2014

Portland Public Schools

District Principal Screening Interview Committee

Self-Nomination Form

Portland Public schools is seeking interested and available volunteers to serve on the district-wide Principal screening interview committee. This is a great opportunity to learn more about our interview processes for principals. The purpose of the committee is to provide an opportunity for community representatives to participate in the 2016-17 principal hiring process.

We would like a total of **8** community representatives (including 2 alternates) that represent a cross section of the PPS clusters (Benson; Cleveland; Franklin; Grant; Jefferson; Lincoln; Madison; Roosevelt & Wilson), and who reflect the racial and linguistic diversity of our students.

If you are interested please submit the self-nomination form and the confidentiality agreement to Michelle Riddell in Human Resources by fax (503-916-3107); email mriddell@pps.net; or drop it off in the human resources department at 501 Dixon St. Portland Oregon 97227, **no later than January 22, 2016.**

Role of the Screening Interview Committee:

- Provide your perspective regarding the principal candidate's knowledge and skills
- Influence which candidates move forward in the hiring process
- Understand what PPS looks for in hiring a principal
- Commit to the identified dates/time and mandatory interview and confidentiality training
- It is not a decision-making body
- Unpaid

Important Dates

- If selected, you will receive notification by **January 26, 2016**
- Required Training: **2 hour training date/time TBD**
- Screening Interview dates: **During the month of February – March**; there will be many screening interview dates (exact dates and times to be determined and may require evenings).

Date: _____

Name: _____ Email Address: _____ (required)

Address: _____

Neighborhood School you are representing: _____

Primary Phone #: _____ Alternate Phone #: _____

Please indicate your preference for how we contact you: Email or Phone

Race/Ethnicity:

American Indian/Alaskan Native Asian Black Hispanic/Latino
 Multi-Racial Other: _____ Pacific Islander White

Are you bi-lingual or multi-lingual? No Yes; if yes, please list the languages you speak below:

What is your relationship to PPS? (Mark all that apply)

Parent or Guardian: Do you have any volunteer roles at a school currently?

Community Member: Do you have any volunteer roles at a school?

Staff Member: Your role? _____

1. Why are you interested in being on the District Principal Screening Interview committee member? _____

2. What are some of the skills and/or qualities you possess that you believe would help the District in screening principal candidates? _____

**District Principal Screening Interview Committee
Confidentiality Agreement**

I understand that I am volunteering to participate in the principal screening interview process to provide feedback on principal candidates for Portland Public Schools.

I understand that, during the selection process, I will have access to various kinds of confidential and personal information about the candidates and the process.

In order for me to participate in the principal hiring process, I hereby agree:

1. I will return all materials that I receive regarding each candidate to the Human Resources representative for this process. I will not make copies of any information I receive during the process.
2. I will maintain privacy and confidentiality of ALL the information that I view, hear, and/or access.
3. I will not disclose any of the information about any part of the principal hiring process or candidates to anyone outside the Principal Screening Interview Committee. This includes, but is not limited to, any oral or electronic communications, including on social media under either my name or any alias or other account I may establish.

I understand and acknowledge that if I fail to abide by any of these agreements, I will no longer participate in this or any other selection process for Portland Public Schools.

Name *(please print)*

Date

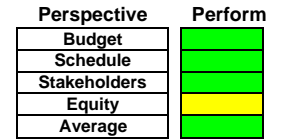
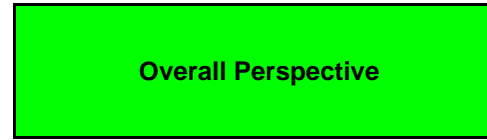
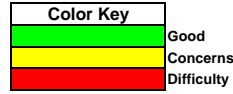
Signature

SCHOOL IMPROVEMENT BOND COMMITTEE

Priority	Draft Metric	Measurement	How/When Presented to the Board	Status	Staff Lead
Ensure the bond continues tracking on time and on budget and delivers innovative 21st century schools	Balanced Score card tracking Bond Projects as on time and on budget	Monthly Balanced Score card reflects progress on metrics	Monthly board packets and a quarterly report to the Board	Updates to the Board: 2/23/16 5/2/16 9/23/16	Jerry Vincent
	Feedback from the Design Advisory Group for each school modernization project upon completion of design process	Report completed for each DAG	Presented to Bond Committee and full Board when completed	Update to be provided at the end of the design phase.	Jerry Vincent
	Implementation of MWESB utilization tracking software for public improvement and architecture and engineering contracts that provides data to show progress towards meeting PPS aspirational goal of 18% MWESB participation	Complete implementation of B2G tracking software by June 30, 2016 Provide year-end narrative report summarizing progress	Present to the Bond committee quarterly on our progress	Updates to the Board: 2/23/16 5/2/16 9/23/16	Jerry Vincent/ Yousef Awwad
	On public improvement projects, meet or exceed Workforce Equity goal of 20% available apprentice trade hours worked by apprentices	Track progress based on individual public improvement contracts and cumulatively	Present to the Bond committee quarterly on our progress	Updates to the Board: 2/23/16 5/2/16 9/23/16	Jerry Vincent/Yousef Awwad

Narrative Comments:

1. Roosevelt and Franklin are busy with construction activity both inside and outside the buildings.
2. Faubion School construction contract has been awarded to Todd Construction and the Notice to Proceed has been issued.
3. Master Planning efforts at Benson, Lincoln and Madison have begun and Master Planning Committees have been meeting.
4. Grant has held 2 successful public Design Work Shops and continues to hold DAG meetings and make progress on the design.
5. The IP2015 elevator at Woodlawn is complete and turned over for school use. The IP2015 elevator at Ainsworth is planned for completion no later than April while all other sites are in close-out.
6. The IP2016 design effort is well underway and Staff is assessing projects for IP2017.



2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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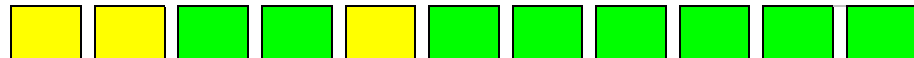
Overall Project Performance



Perspective Budget



Perspective Schedule



Perspective Stakeholders



Perspective Equity



Narrative Comments:

1. Total amount paid to certified MWESB firms to date exceeds \$7.8 million Total MWESB participation for consultants continues to exceed the 18% goal, whereas the participation for contractors is below 5%. Overall for program is 8.5%.

2. Good effort shown on the workforce equity over the last few months on the high school projects. Previously both FHS and RHS had been below the 20% goal, but as anticipated, as more trades begun work on the site both projects are now over the goal. On the IP2015 work a few contractors / subcontractors did not meet expectations. Three warning letters were sent and one prime contractor was fined for noncompliance.

3. Student participation continues to go great. Lease Crutcher Lewis provided a site tour for RHS's Introduction to Construction class that received good press coverage in December. The Portland Workforce Alliance's NW Youth Career Expo is happening in February and the bond will again be well

Color Key	
	Good
	Concerns
	Difficulty

Equity Perspective

Strategic Obj.	Perform
A	
B	
C	
Average	

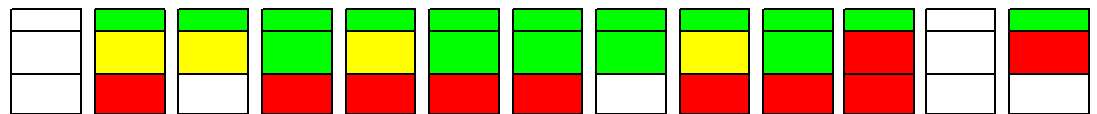
2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		Program Mgmt
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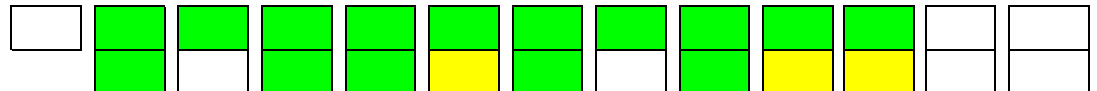


Strategic Objectives	Performance Measures	Performance Targets
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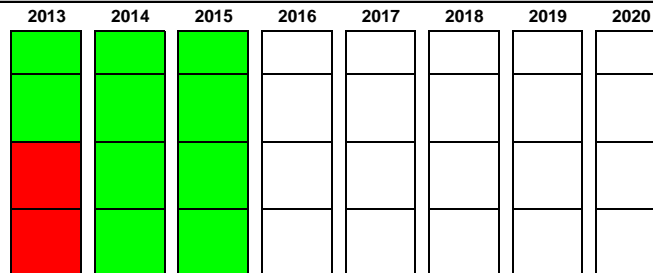
Objective A Meets Aspirational MWESB	1	Project objectives established	Green: MWESB >18% Yellow: MWESB >10% Red: MWESB <10%
	2	Consultants - % of payments made to MWESB owned	
	3	Contractors - % of payments made to MWESB owned	



Objective B apprenticable trade participation	4	Project objectives established >\$200k contracts	Green: participation >20% Yellow: participation >10% Red: participation <10%
	5	Contractors % of labor hours/apprenticable trade	



Objective C Meets student participation	6	Project objectives established >\$100k contracts	Per AD
	7	Tier 1 - Group Activities EG: career fairs, guest speakers	Green: students > 500 Yellow: students > 100 Red: students < 100
	8	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	Green: students > 50 Yellow: students > 20 Red: students < 20
	9	Tier 3 - 1-on-1, Long-Term Activities EG: internships	Green: students > 10 Yellow: students > 5 Red: students < 5



Narrative Comments:

1. Total bond program budget has remained constant at approximately \$550 million.

2. The IP2015 projects and Tubman are all finishing up with budget savings. IP2016 has received pricing exceeding current budget. The project team is reviewing options for reducing pricing and the possible need for additional funding.

4. Faubion received three bids for the general contractor scope of work. The 3 bids were close in price (which is a good indicator of the quality of the construction documents). The low bid was over the budgeted amount but contingency within the project will be used to cover the cost. No additional funds are needed at this time to support Faubion.

5. Franklin and Roosevelt are proceeding through construction. Project budgets are tight and the teams are keeping a close eye on them.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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Strategic Objectives	Performance Measures	Performance Targets
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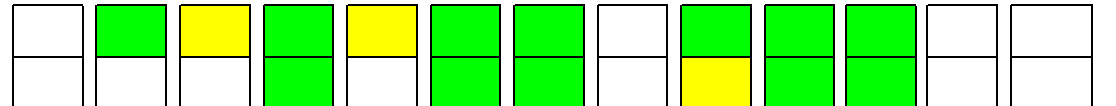
Objective A Project Budget and Scope Aligned	1	Initial Cost Estimate of Approved Scope	≥ 10% Contingency Available
	2	Master Plan	Within Budgeted Amount



Objective B Planning & Design Costs within Budget	3	Projected Total P & D Costs	Within Budgeted Amount
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Objective C Construction Costs within Budget	4	Construction Cost Award Price or GMP	Within Budgeted Amount
	5	Construction Cost Current Estimate thru 50% complete	>5% project level contingency



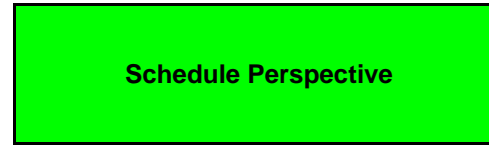
Objective D Project within Budget	6	Total Project Costs Within Budgeted Amount	Within Budgeted Amount
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Narrative Comments:

1. Construction on both Roosevelt and Franklin High Schools remains on schedule for their planned openings.
2. The elevator at Woodlawn is complete and turned over and the Ainsworth elevator is planned to be complete no later than April of this year.
3. Summer 2016 project design activities continue and notices to proceed to contractors are expected in early May of 2016 for submittals and subsequent mobilization for the summer effort.
4. Faubion has completed abatement of the school and the recently obtained adjacent houses. A general contractor has been selected and demolition has begun.
5. Grant HS Master Planning continues toward completion in mid December. The re-compete for the design contract caused more than 4 weeks of delay reflected by the red assessment below. The design schedule has been adjusted for

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Establish Schedule Target & Strategy	1	Occupancy Date Goal Established	
	2	Project Execution Strategy Developed	
	3	Overall Project Schedule Established	

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Objective B Planning, Permitting & Design Phases on Schedule	4	Design Contract Award	Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks
	5	Schematic Design Completed	
	6	Design Development Completed	
	7	Land Use Permit Approved	
	8	Construction Contract Documents	
9	Building Permit Approved		

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Objective C Construction on Schedule	10	Prime Contract Notice to Proceed	Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks
	11	Construction Started	
	12	Substantial Completion Date	

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Objective D Meet Occupancy / Completion Schedule Target	13	FF&E Ordered	Same as Objective C
	14	FF&E Delivered and Installed	
	15	Projected Occupancy Date	Green = < 0 weeks impact on scheduled date. Yellow = 0 - 4 weeks; Red > 4 weeks

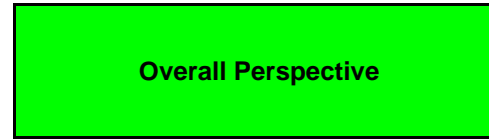
09/16	09/17	09/17	09/14	09/17	09/15	09/15	09/19	12/14	09/15	08/15		

Projected Occupancy Dates

Narrative Comments:

1. Roosevelt and Franklin continue with construction activity both inside and outside of the buildings. Budgets and schedules are being closely monitored.
2. Faubion School construction is proceeding on schedule. The higher than expected contract award and some unforeseen underground conditions have challenged the budget.
3. There is potential for BOE contingency budget to be needed in the very near future.
4. Master Planning efforts at Benson, Lincoln and Madison are coming to a close. The selected concepts and master planning conceptual estimates have been presented to the BOE Bond Sub-committee with presentations to the full BOE forthcoming.
5. Grant has now completed Schematic Design (SD), the SD estimate has been reviewed and adjustments are underway for budget and scope. We are in the process of negotiating a CM/GC contract with Anderson/Colas for preconstruction services.

Color Key	
	Good
	Concerns
	Difficulty



Perspective	Perform
Budget	
Schedule	
Stakeholders	
Equity	
Average	

2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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Overall Project Performance



Perspective Budget



Perspective Schedule



Perspective Stakeholders



Perspective Equity



Narrative Comments:

1. IP2016 bids were higher than budgeted; the project is currently projected approximately \$2.5 million over budget. OSM is in the process of transferring program contingency to the project to cover the overage for the schools we will do this summer. IP2014, IP2015-SCI, IP2015-Maple projects are now closed.
2. OSM continues to keep a close eye on the Franklin project as unanticipated costs have caused this project to forecast over budget as well. Program contingency will be used to cover the additional budget needs.
3. Faubion continues with construction and is maintaining a low change order rate.
4. The Grant schematic design cost estimate is currently being reviewed. We anticipate supplementing the Grant budget after review is complete consistent with the augmentation of the Roosevelt and Franklin budgets. There is potential for BOE contingency to be needed in the very near future.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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Strategic Objectives	Performance Measures	Performance Targets
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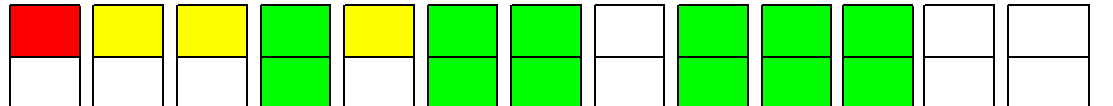
Objective A Project Budget and Scope Aligned	1	Initial Cost Estimate of Approved Scope	≥ 10% Contingency Available
	2	Master Plan	Within Budgeted Amount



Objective B Planning & Design Costs within Budget	3	Projected Total P & D Costs	Within Budgeted Amount
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Objective C Construction Costs within Budget	4	Construction Cost Award Price or GMP	Within Budgeted Amount
	5	Construction Cost Current Estimate thru 50% complete	>5% project level contingency



Objective D Project within Budget	6	Total Project Costs Within Budgeted Amount	Within Budgeted Amount
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Narrative Comments:

1. Although construction is progressing at Roosevelt High School, the construction schedule continues to be extremely tight and challenging.
2. Franklin High School's schedule remains very challenging.
3. Faubion continues to be on schedule and proceeding very well.
4. Grant HS design timeline remains constant for a Design Development completion in October 2016.
5. The IP2015 Ainsworth Elevator has been turned over to the school.
6. IP2016 contracts are expected to be awarded in May.
7. Oh Planning and Design has been selected as the design firm for IP2017.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Establish Schedule Target & Strategy	1	Occupancy Date Goal Established	
	2	Project Execution Strategy Developed	
	3	Overall Project Schedule Established	

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Objective B Planning, Permitting & Design Phases on Schedule	4	Design Contract Award	Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks
	5	Schematic Design Completed	
	6	Design Development Completed	
	7	Land Use Permit Approved	
	8	Construction Contract Documents	
9	Building Permit Approved		

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Objective C Construction on Schedule	10	Prime Contract Notice to Proceed	Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks
	11	Construction Started	
	12	Substantial Completion Date	

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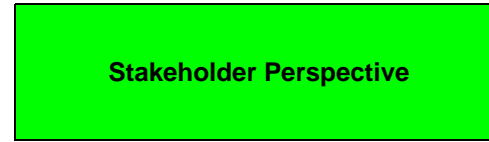
Objective D Meet Occupancy / Completion Schedule Target	13	FF&E Ordered	Same as Objective C
	14	FF&E Delivered and Installed	
	15	Projected Occupancy Date	

Projected Occupancy Dates												
09/16	09/17	09/17	09/14	09/17	09/15	09/15	09/19	12/14	09/15	08/15		

Narrative Comments:

1. Feedback continues to be largely positive.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects

Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Educational Needs	1 Project Scope Meets Educational Needs	Green: Rating of ≥ 4.0 (1 - 5 scale) Yellow: 3.0 - 4.0 Red: < 3.0
	2 Design Meets Educational Needs	
	3 Construction Meets Educational Needs	

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Objective B Meets Maintenance / Facility Needs	4 Project Scope Meets Maint. / Facility Needs	Green: Rating of ≥ 4.0 (1 - 5 scale) Yellow: 3.0 - 4.0 Red: < 3.0
	5 Design Meets Maint. / Facility Needs	
	6 Construction Meets Maint. / Facility Needs	

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Objective C Design Advisory Group (DAG) Needs	7 Master Planning: Scope Meets DAG Needs	Green: Rating of ≥ 4.0 (1 - 5 scale) Yellow: 3.0 - 4.0; Red: < 3.0
	8 Design Meets DAG Needs	
	9 Construction Meets DAG Needs	

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Narrative Comments:

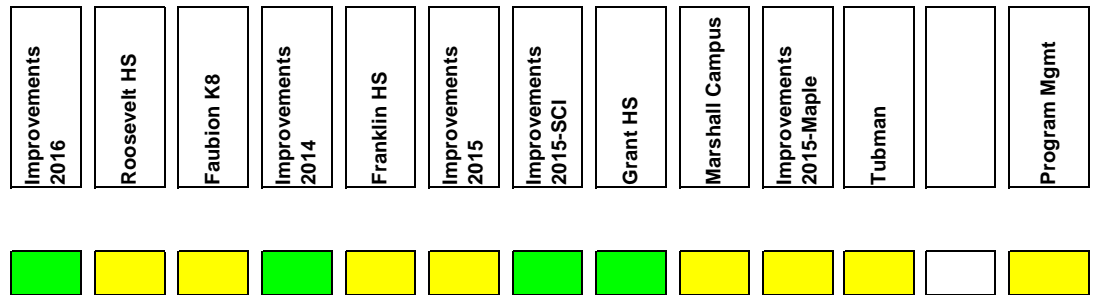
- OSM is transitioning to the district wide business equity tracking system (B2G), total certified business tracking for OSM is 13.9%. OSM has paid invoices in excess of \$10M to certified firms.
- Workforce equity continues to be a positive story. The program is tracking at 24% overall.
- We have started out 2016 very strong with student engagement activities, we are in the process of coordinating student interns for the summer. We anticipate a good response.

Color Key	
	Good
	Concerns
	Difficulty



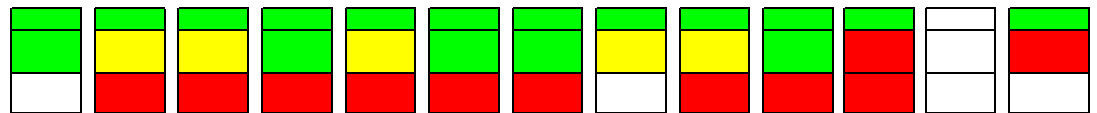
Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects

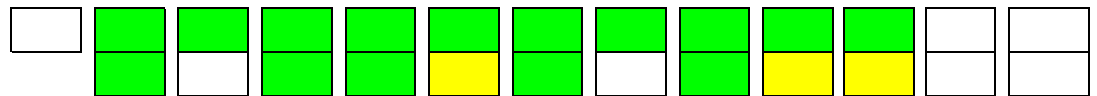


Strategic Objectives	Performance Measures	Performance Targets

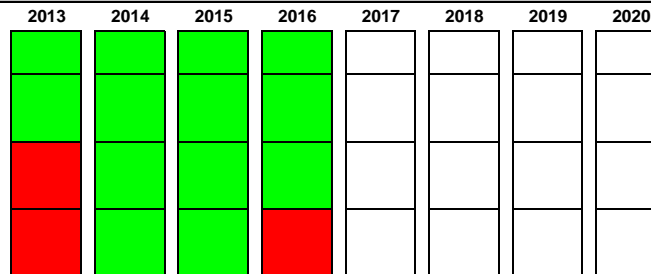
Objective A Meets Aspirational MWESB	1	Project objectives established	
	2	Consultants - % of payments made to MWESB owned	Green: MWESB >18% Yellow: MWESB >10% Red: MWESB <10%
	3	Contractors - % of payments made to MWESB owned	



Objective B apprenticable trade participation	4	Project objectives established >\$200k contracts	Green: participation >20% Yellow: participation >10% Red: participation <10%
	5	Contractors % of labor hours/apprenticable trade	



Objective C Meets student participation	6	Project objectives established >\$100k contracts	Per AD
	7	Tier 1 - Group Activities EG: career fairs, guest speakers	Green: students > 500 Yellow: students > 100 Red: students < 100
	8	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	Green: students > 50 Yellow: students > 20 Red: students < 20
	9	Tier 3 - 1-on-1, Long-Term Activities EG: internships	Green: students > 10 Yellow: students > 5 Red: students < 5



Narrative Comments:

1. IP2017 continues to move through design. As noted last month IP2017 has proceeded without the benefit of additional escalation (provided to all projects to date). Lack of escalation funding and historical cost data are causing this project to project well over budget. Unless additional funding can be provided, scope decreases are likely necessary.
2. Faubion continues to be a great success story. Overall contingencies are still tight but the project team has managed the work very well and continues to forecast under budget.
3. Additional program contingency was transferred to Franklin last month. FHS now forecasts under budget by approximately \$1.3M.
4. After a very busy summer Roosevelt is finishing up Phase 1 of construction while working in earnest on Phase 2. Unforeseen conditions are expected as selective demo continues in the 1921 building.
5. Grant is proceeding through the Design Development phase and working to keep design within the specified budget.

Color Key	
	Good
	Concerns
	Difficulty

Budget Perspective

Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Grant HS	Roosevelt HS	Franklin HS	Faubion K8	Improvements 2015	Improvements 2016	Improvements 2017	Marshall Campus	Tubman			Program Contingency	Program Mgmt
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Project Budget and Scope Aligned	1	Initial Cost Estimate of Approved Scope	≥ 10% Contingency Available
	2	Master Plan	Within Budgeted Amount

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Objective B Planning & Design Costs within Budget	3	Projected Total P & D Costs	Within Budgeted Amount
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Objective C Construction Costs within Budget	4	Construction Cost Award Price or GMP	Within Budgeted Amount
	5	Construction Cost Current Estimate thru 50% complete	>5% project level contingency

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Objective D Project within Budget	6	Total Project Costs Within Budgeted Amount	Within Budgeted Amount
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Narrative Comments:

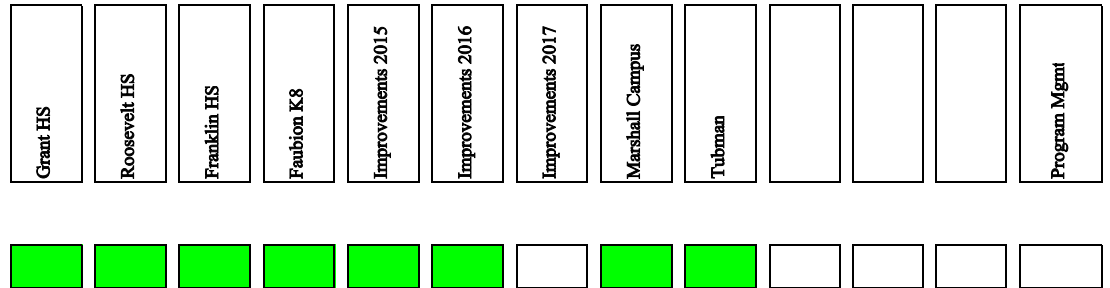
- OSM has transitioned to the district wide business equity tracking system (B2G), total certified business tracking for OSM is 13.75%.
- Workforce equity continues to be a positive story. Overall the program is holding steady at about 23% with over 120,000 apprentice hours (15,000 working days) worked to date.
- OSM has already exceeded all student participation goals (with about 1,000 students participating even excluding the largest events) and still more activities are planned.

Color Key	
	Good
	Concerns
	Difficulty



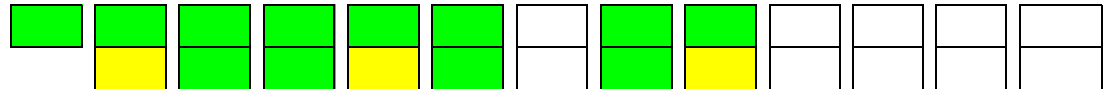
Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects



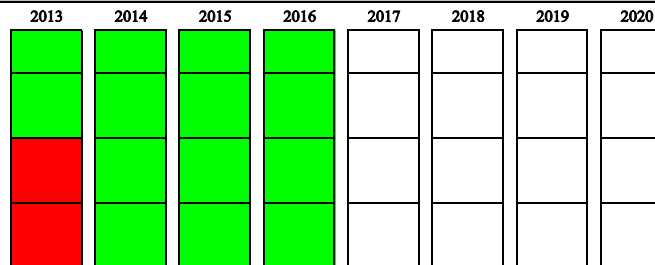
Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Aspirational MWESB	1	Project objectives established	
	2	Consultants - % of payments made to MWESB owned	Green: MWESB >18% Yellow: MWESB >10%
	3	Contractors - % of payments made to MWESB owned	Red: MWESB <10%



Objective B apprenticeship trade participation	4	Project objectives established >\$200k contracts	Green: participation >20% Yellow: participation >10%
	5	Contractors % of labor hours/apprenticeable trade	Red: participation <10%

Objective C Meets student participation	6	Project objectives established >\$100k contracts	Per AD
	7	Tier 1 - Group Activities EG: career fairs, guest speakers	Green: students > 500 Yellow: students > 100 Red: students < 100
	8	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	Green: students > 50 Yellow: students > 20 Red: students < 20
	9	Tier 3 - 1-on-1, Long-Term Activities EG: internships	Green: students > 10 Yellow: students > 5 Red: students < 5



Narrative Comments:

1. We are very proud to be apart of the team that opened up PPS's first major high school construction project in 50 years. Though not without its challenges, Roosevelt students are now learning and teachers are teaching in modern learning environments.
2. Franklin and Faubion both continues make significant progress building new facilities and modernizing the existing.
3. The Grant team is hard at working moving the high school design through Design Development, with construction starting in June.
4. Another successful summer of improvement projects delivered science lab improvements, roof replacements, accessibility upgrades, incremental seismic improvements and work continues on 2 new elevators.

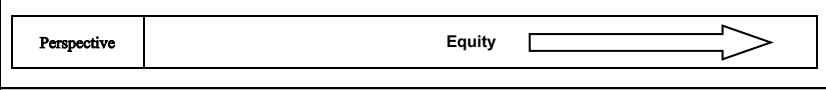
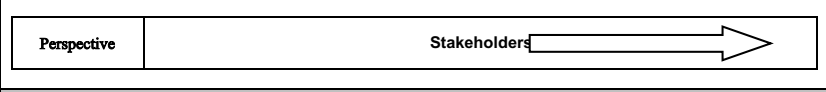
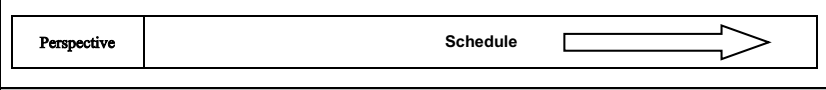
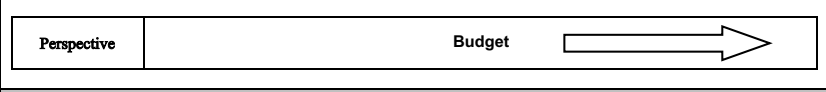
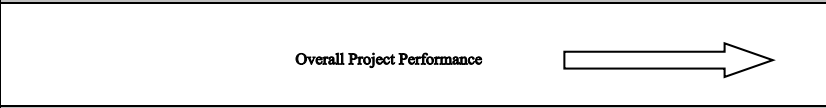
Color Key	
	Good
	Concerns
	Difficulty



Perspective	Perform
Budget	
Schedule	
Stakeholders	
Equity	
Average	

2012 Bond Projects

Grant HS	Roosevelt HS	Franklin HS	Faubion K8	Improvements 2015	Improvements 2016	Improvements 2017	Marshall Campus	Tubman			Program Contingency	Program Mgmt



Narrative Comments:

1. Roosevelt completed a very busy summer and opened Phase #1 for students on time. Some finish work still continues in occupied spaces however modernized spaces are being used.
2. Franklin High School continues at a furious pace with many challenges still on the horizon, but on schedule to occupy Fall 2017.
3. Faubion continues to be on schedule and proceeding very well.
4. The Grant HS team has worked hard over the summer to reconcile the architect and contractor cost estimates. This effort has put the design schedule back a few weeks, but the team is working on a recovery schedule to make up the time before construction is scheduled to start.
5. IP2016 saw all facilities open on time, though work does still continue at several sites. IP2017 is nearing completion of Schematic Design.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Grant HS	Roosevelt HS	Franklin HS	Faubion K8	Improvements 2015	Improvements 2016	Improvements 2017	Marshall Campus	Tubman				
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09/19	09/17	09/17	09/17	09/15	09/16		12/14	08/15				

Strategic Objectives	Performance Measures	Performance Targets
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Objective A Establish Schedule Target & Strategy	1	Occupancy Date Goal Established	
	2	Project Execution Strategy Developed	
	3	Overall Project Schedule Established	




Objective B Planning, Permitting & Design Phases on Schedule	4	Design Contract Award	Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks
	5	Schematic Design Completed	
	6	Design Development Completed	
	7	Land Use Permit Approved	
	8	Construction Contract Documents	
9	Building Permit Approved		

Objective C Construction on Schedule	10	Prime Contract Notice to Proceed	Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks
	11	Construction Started	
	12	Substantial Completion Date	





Objective D Meet Occupancy / Completion Schedule Target	13	FF&E Ordered	Same as Objective C
	14	FF&E Delivered and Installed	
	15	Projected Occupancy Date	

Narrative Comments:

1. Feedback continues to be largely positive. Towards the end of this summer we should start receiving more feedback and projects progress through design and construction phases.



Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
Average	












2012 Bond Projects

Grant HS	Roosevelt HS	Franklin HS	Faubion K8	Improvements 2015	Improvements 2016	Improvements 2017	Marshall Campus	Tubman				
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





										
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Educational Needs	1	Project Scope Meets Educational Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	2	Design Meets Educational Needs	Yellow: 3.0 - 4.0
	3	Construction Meets Educational Needs	Red: < 3.0

										
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Objective B Meets Maintenance / Facility Needs	4	Project Scope Meets Maint. / Facility Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	5	Design Meets Maint. / Facility Needs	Yellow: 3.0 - 4.0
	6	Construction Meets Maint. / Facility Needs	Red: < 3.0

										
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Objective C Design Advisory Group (DAG) Needs	7	Master Planning: Scope Meets DAG Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	8	Design Meets DAG Needs	Yellow: 3.0 - 4.0;
	9	Construction Meets DAG Needs	Red: < 3.0

										
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Board of Education Informational Report

MEMORANDUM

Date: January 27, 2017
To: Board of Education Teaching and Learning Committee
From: Antonio Lopez, Assistant Superintendent of School Performance
Subject: Benson Enrollment Cap

Proposal:

Staff proposes delaying any increase in Benson Polytechnic 9th grade transfer slots until the 2018-19 school year when there is greater clarity around the 2017 School Improvement Bond and the East Side enrollment balancing process is complete (location for Alliance High School).

Background:

On December 15, 2015, the Superintendent made recommendations to the Board regarding the lifting of the enrollment cap at Benson HS. The recommendation was that 9th grade enrollment increase from 275 to 300 in 2016, and then grow to 365 in 2017. Under this plan, Benson Polytechnic High School would be forecasted to have 1,460 students by 2020-21.

Benson 9th grade enrollment is 292 students this year, just short of the 300 student target. While 300 students were selected by lottery from 473 applicants, a high proportion of approved students forfeited their spots between the time the lottery was run and the start of school. There were not enough remaining applicants interested in the program to fill all spaces.

As we move toward developing the budget and staffing for the 2017-18 school year, a number of concerns have been raised regarding the proposed growth plan in conjunction with a number of other processes.

- DBRAC will take up enrollment balancing of the East Side this spring for implementation in 2018-19.
- The size of Benson will be a factor in feasibility of different sites during a school health, safety and modernization bond.

PRELIMINARY

2015-16 4- and 5-year grad and completion rates: All Students by School

Students entering high school in 2012-13 formed the 2015-16 4-year graduating cohort.

Students entering high school in 2011-12 formed the 2015-16 5-year graduating cohort.

Comprehensive High Schools	2012-13 Cohort 4-Year Graduation and Completion Rates					2011-12 Cohort 5-Year Graduation and Completion Rates				
	Cohort	Grads	Grad Rate	Completers	Completion Rate	Cohort	Grads	Grad Rate	Completers	Completion Rate
Benson	188	167	89%	168	89%	185	170	92%	172	93%
Cleveland	385	330	86%	343	89%	380	341	90%	351	92%
Franklin	377	322	85%	332	88%	409	371	91%	380	93%
Grant	358	318	89%	323	90%	376	351	93%	360	96%
Jefferson	123	103	84%	105	85%	125	108	86%	109	87%
Lincoln	413	387	94%	394	95%	377	366	97%	367	97%
Madison	253	188	74%	194	77%	247	207	84%	213	86%
Roosevelt	289	187	65%	192	66%	229	166	72%	176	77%
Wilson	310	280	90%	286	92%	300	273	91%	283	94%
Total	2696	2282	85%	2337	87%	2628	2353	90%	2411	92%

Accountable Alternatives: MLC, Alliance and Charter Schools

Alliance	120	28	23%	29	24%	142	48	34%	59	42%
MLC	35	32	91%	33	94%	31	26	84%	30	97%
Trillium	23	16	70%	16	70%	14	10	71%	11	79%

Students not assigned to accountable school (including students whose last accountable enrollment was LEP Charter)

Unassigned	292	31	11%	75	26%	420	82	20%	168	40%
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District Totals

Total	3166	2389	75.46%	2490	79%	3235	2519	78%	2679	83%
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	2011-12 cohort 4-year rates				2010-11 cohort 5-year rates					
Total	3222	2375	73.71%	2485	77%	3319	2481	75%	2703	81%

Gain 2014-15 to 2015-16

1.75%

2%

3%

1%

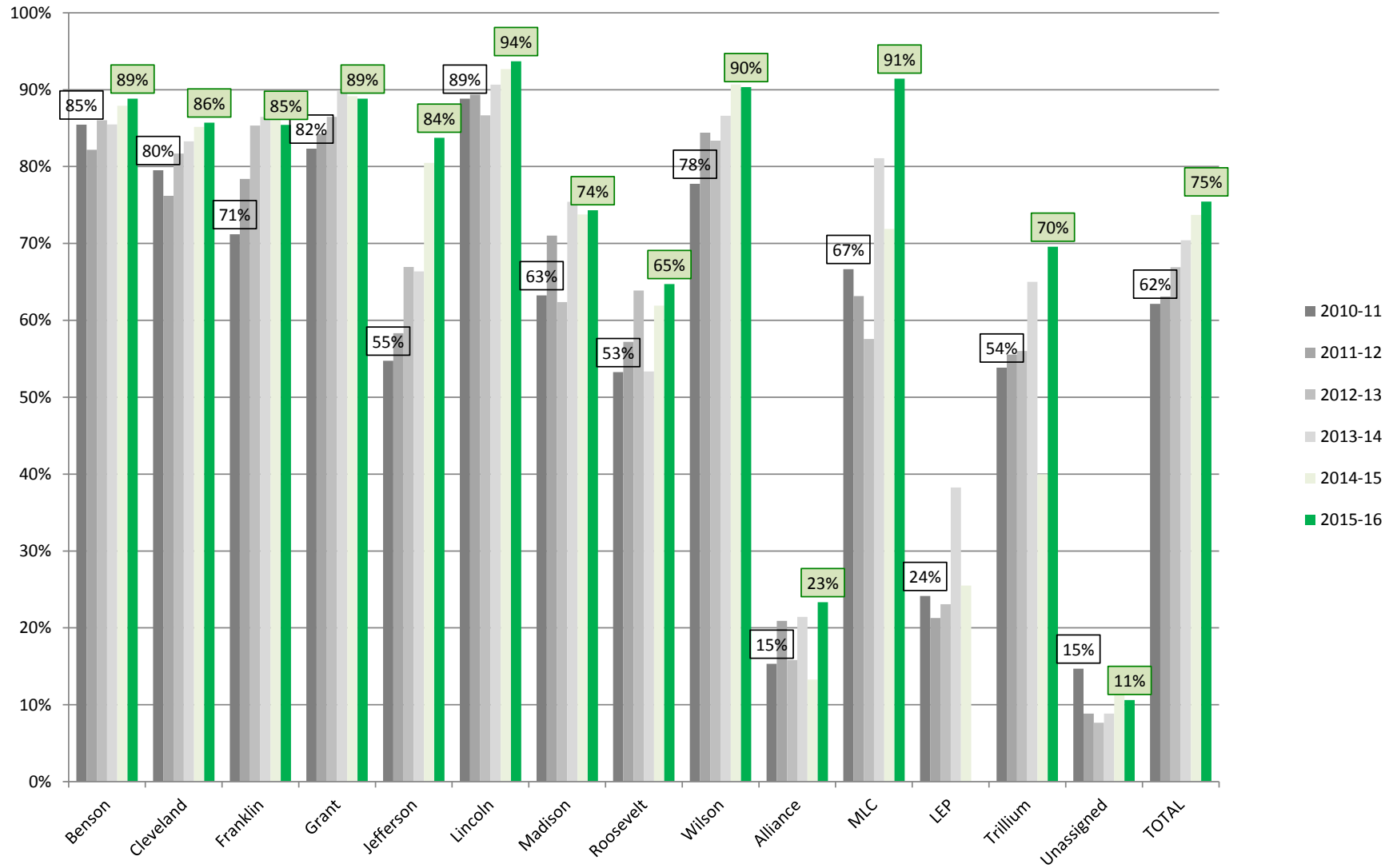
Beginning in the 2013-14 reporting year, Graduation includes Modified and Regular Diplomas.

Completion includes Extended and Adult Diplomas as well as GEDs.

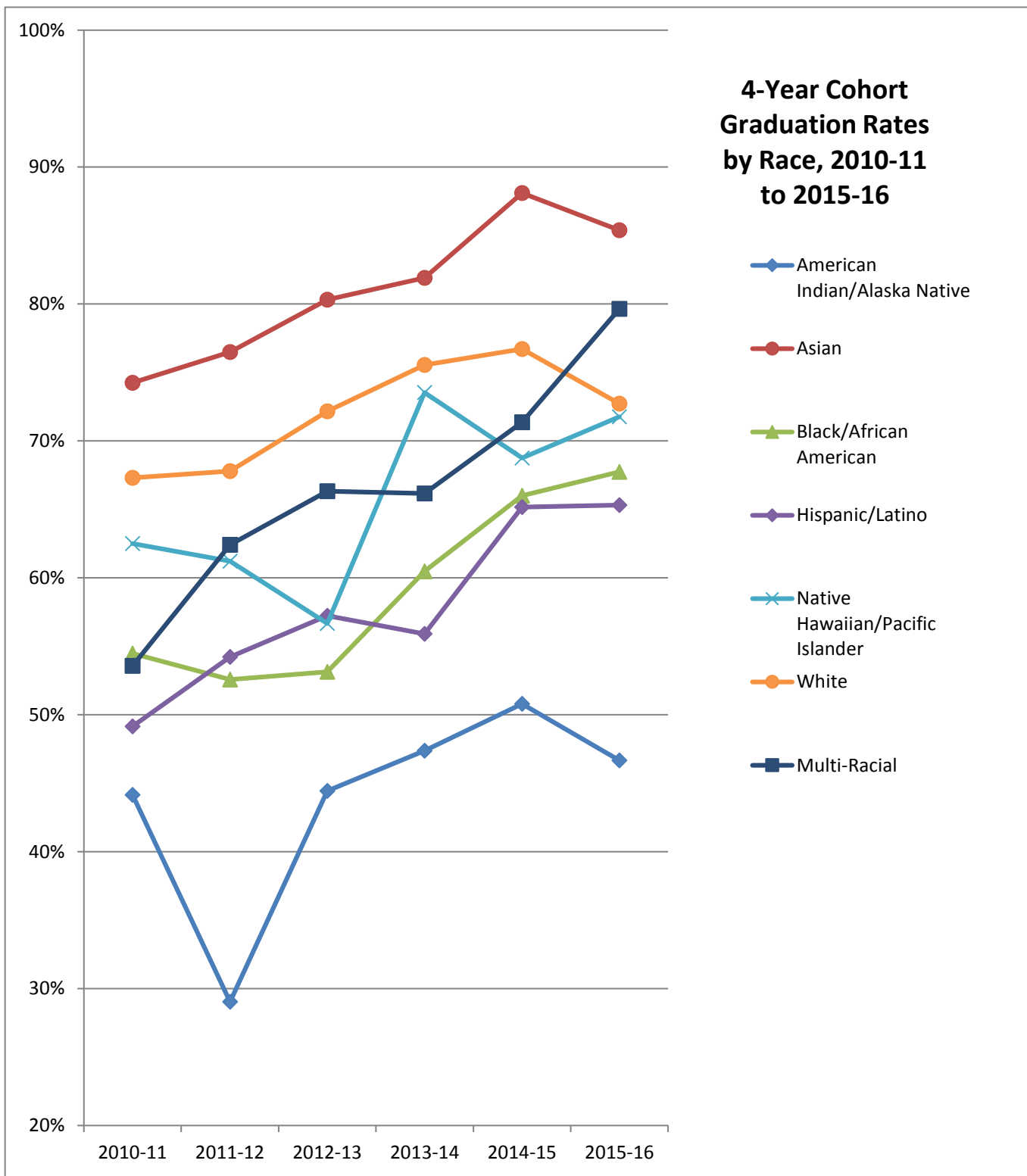
tjacks01@pps.net

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4-Year Graduation Rates by School 2010-11 to 2015-16



4-Year Cohort Graduation Rates by Race, 2010-11 to 2015-16



PPS and State graduation rates, 2010-16

