



PORTLAND PUBLIC SCHOOLS

# District Improvement Plan and Aligned FY20 Budget Recommendation



# BUDGET MESSAGE



# PRESENTATION OUTLINE

- Overall Budget Message
- Fiscal Context
- Transforming the School System
- Strategic Investments & Department Priorities
- 2019-20 Budget Recommendation
- Central Office Supports
- Advancing System Performance
- Future of PPS
- Next Steps

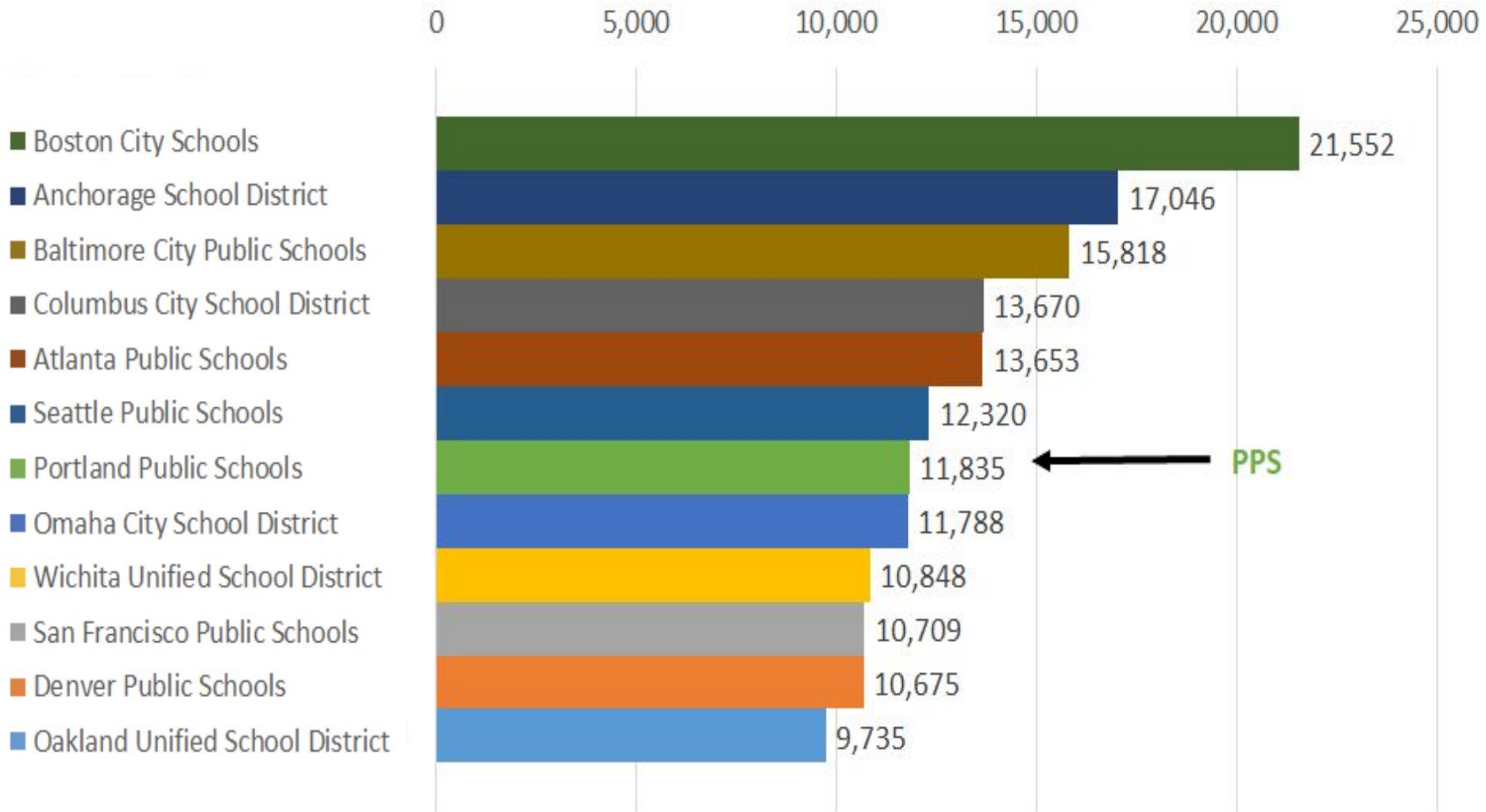
# Fiscal Context

# NATIONAL RANKING - SPENDING PER STUDENT (2015)

RANK	GRADE	SPENDING		RANK	GRADE	SPENDING	
	Student Achievement	Per-pupil expenditures 2015			Student Achievement	Per-pupil expenditures 2015	
1	C	20,795	VERMONT	27	D	11,758	ARKANSAS
2	D	20,640	ALASKA	28	D+	11,558	MISSOURI
3	C	18,665	NEW YORK	29	D	11,515	OREGON
4	C	17,700	WYOMING	30	D+	11,761	KANSAS
5	C	17,283	CONNECTICUT	31	C	11,342	INDIANA
6	B	16,337	NEW JERSEY	32	D	11,178	SOUTH CAROLINA
7	C-	15,912	MAINE	33	D+	11,133	SOUTH DAKOTA
8	C+	15,719	NEW HAMPSHIRE	34	C-	10,945	KENTUCKY
9	D	15,354	DISTRICT OF COLUMBIA <sup>3</sup>	35	D-	10,768	NEW MEXICO
10	C	15,291	PENNSYLVANIA	36	C	10,395	WASHINGTON
11	C-	15,002	RHODE ISLAND	37	B-	10,358	VIRGINIA
12	B+	14,569	MASSACHUSETTS	38	D	10,142	ALABAMA
13	D+	14,372	NORTH DAKOTA	39	D	9,885	MISSISSIPPI
14	D+	14,224	DELAWARE	40	C	9,742	GEORGIA
15	C	14,028	NEBRASKA	41	C+	9,737	FLORIDA
16	D+	13,849	MONTANA	42	C	9,733	COLORADO
17	C-	13,436	HAWAII <sup>3</sup>	43	C-	9,605	TENNESSEE
18	C	13,403	ILLINOIS	44	C-	9,417	CALIFORNIA
19	C-	13,102	IOWA	45	D	9,227	OKLAHOMA
20	C+	13,075	MARYLAND	46	C-	9,217	NORTH CAROLINA
21	D+	12,993	WEST VIRGINIA	47	D+	8,801	NEVADA
22	D+	12,765	MICHIGAN	48	C-	8,485	TEXAS
23	C	12,692	MINNESOTA	49	C-	8,422	IDAHO
24	C	12,543	OHIO	50	C-	8,131	ARIZONA
25	C	12,442	WISCONSIN	51	C	7,207	UTAH
26	D-	12,153	LOUISIANA			<b>\$12,526</b>	<b>U.S.<sup>2</sup></b>

# RANKING - SPENDING PER STUDENT (COUNCIL OF THE GREAT CITY SCHOOLS, 2015)

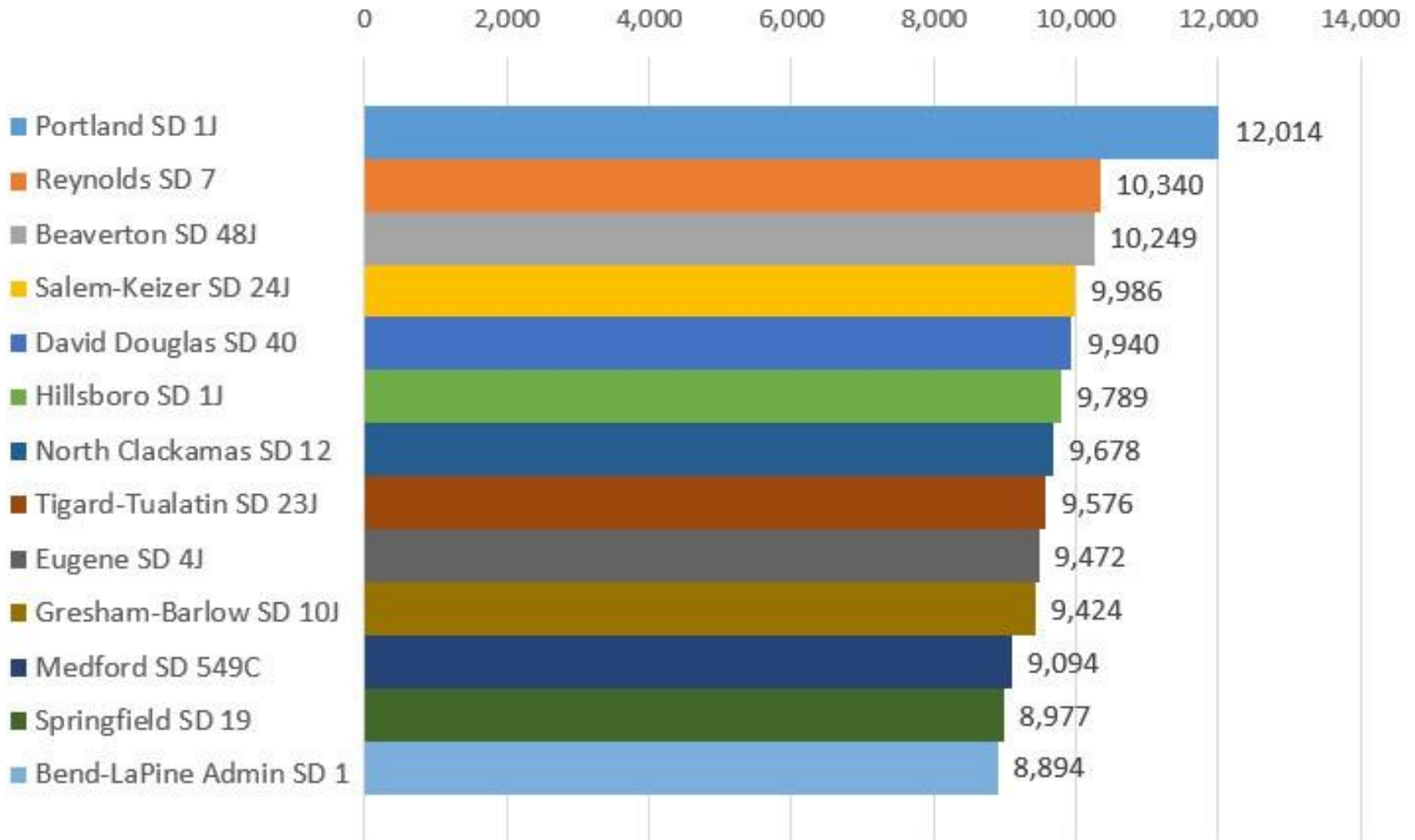
General Fund Actual \$ per Student in 2015



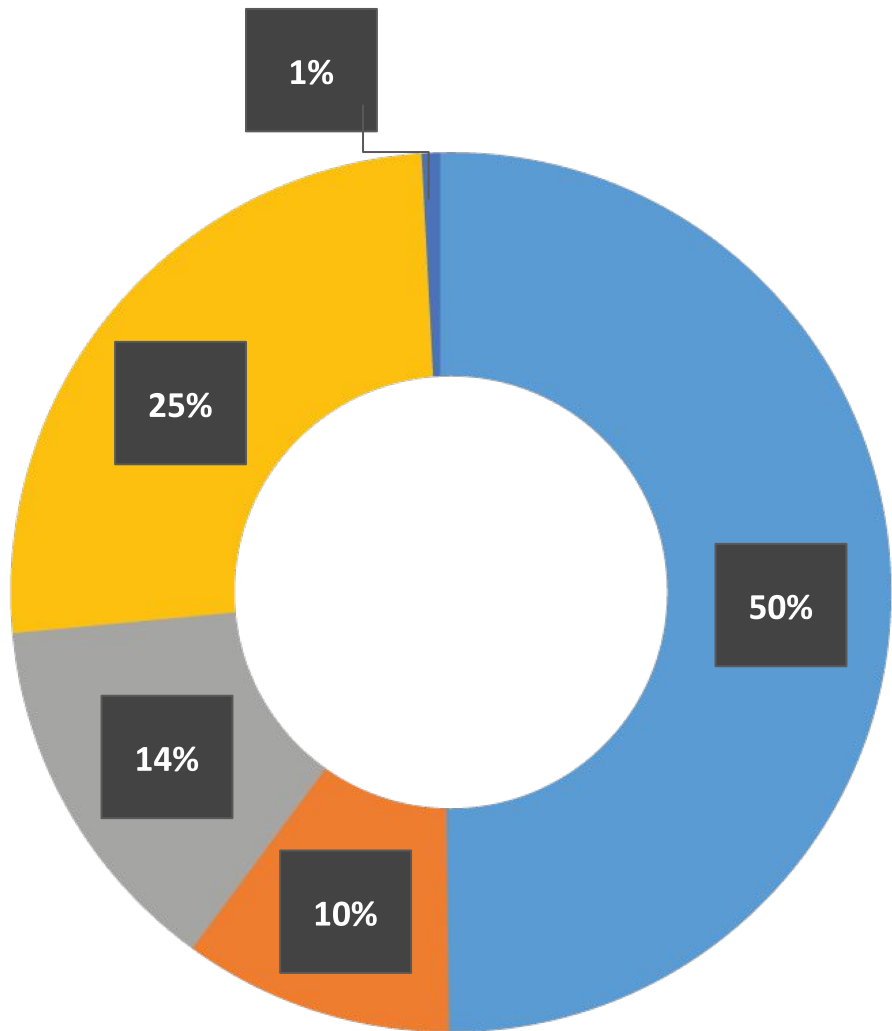
# RANKING - SPENDING PER STUDENT

## OREGON STATE LARGE DISTRICTS

General Fund Actual \$ per Student in 2017  
10K Districts



# TOTAL BUDGET OVERVIEW



<b>All Funds</b>	<b>\$1.38 billion</b>
General	\$687 million
Special Revenue	\$137 million
Debt Service	\$190 million
Capital Projects	\$350 million
Self Insurance	\$ 12 million



# REVENUE SOURCES UNIQUE TO PPS

Revenue	2019-20 Budget
Local Option Tax	\$98,774,000
Arts Tax	\$4,845,000
Gap Tax	\$26,093,000
Local School Foundations (includes PPS Parent Fund)	\$3,919,000

# School Reports, Pages - 199-361



## Grant

3905 SE 91st Ave  
503-916-5160

Principal: Carol Campbell

9-12 (Advanced Placement, Dual-Credit Courses) Constructed 1923

Enrollment Data	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Projected	2020-21 Projected	2021-22 Projected	2022-23 Projected
Neighborhood	1357	1328	1342	1430	1512	1546	1603	1615
Japanese Immersion	124	148	170	208	228	246	233	225
<b>Total</b>	<b>1481</b>	<b>1476</b>	<b>1512</b>	<b>1638</b>	<b>1740</b>	<b>1792</b>	<b>1836</b>	<b>1840</b>

Grant used Marshall as swing site for 2017-18 and 2018-19. New building to be opened 2019-20 SY.

Staff Type		Position	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Budget	
School Allocated FTE by Position	Licensed	Teachers	71.91	71.99	67.49	69.21	75.45	
		Counseling Services	6.00	5.00	5.00	5.00	6.00	
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	
		Instructional Specialists	1.09	0.76	0.26	3.01	0.76	
		Other	1.75	1.25	1.30	2.53	3.54	
		Clerical	8.75	6.50	6.50	6.50	7.00	
	Classified/ Non-Rep	Ed. Assistant/ Paraeducator						
		Library/Media Services	1.00	1.00	1.00	1.00		
		Other	3.00	4.00	4.00	3.00	3.00	
	Admin.		4.00	4.00	4.00	4.00	4.00	
	<b>School Total</b>			<b>98.50</b>	<b>95.50</b>	<b>90.55</b>	<b>95.25</b>	<b>100.75</b>
	Centrally Allocated School Resources (CASR)	Licensed	Special Education	7.00	5.50	6.00	6.00	8.00
			ESL	0.50	0.25	0.25	0.25	0.25
Other			1.00	1.00	1.00	1.00	1.00	
Classified/ Non-Rep		Special Education	10.50	11.38	11.38	13.13	14.00	
		ESL						
		Nutrition Services	1.25	1.25	1.25	1.25	1.25	
		Custodial	10.45	12.00	10.00	9.00	9.00	
		Other	2.00	3.00	2.00	2.00	2.00	
<b>CASR Total</b>			<b>32.70</b>	<b>34.38</b>	<b>31.88</b>	<b>32.63</b>	<b>35.50</b>	
<b>Grand Total</b>			<b>131.20</b>	<b>129.88</b>	<b>122.43</b>	<b>127.88</b>	<b>136.25</b>	

Overall Students per FTE 11.3:1 11.4:1 12.4:1 12.8:1 12.8:1

(Total Enrollment divided by Grand Total FTE)

# PER PUPIL EXPENDITURE BY SCHOOL

## With Student Achievement in English Language Arts and Math

Achievement, Students-per-FTE and Dollars-per-student, by School

Students per FTE  
School General Fund, Title-I,  
Foundation, Grants,  
including Special Education, ESL,  
Nutrition Services, etc.

Dollars per Student  
School General Fund, Title-I,  
Foundation, Grants,  
excluding Special Education, ESL,  
Nutrition Services, etc.

Sorted by 2019-20 Dollars per Student

Achievement - % Earning Level 3 or Level 4  
(On Track to Be College and Career Ready)

SchoolName	2015-16			2016-17			2017-18			2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2018-19	2019-20
	Math	Math	Math	English LA	English LA	English LA	Students per FTE	Students per FTE	Students per FTE	\$ per Student	\$ per Student	\$ per Student	Free Meals by Direct Certification	School Type (Programs), ODE status, and Title-I			
Alliance			5%	10%	17%	24%	5.3:1	5.1:1	5.3:1	\$16,411:1	\$17,698:1	\$16,447:1	32%	9-12 CSI			
MLK Jr	8%	8%	7%	20%	12%	17%	6.9:1	6.8:1	7.1:1	\$9,711:1	\$10,736:1	\$11,183:1	46%	PK-5 (Mandarin Immersion) TSI Title I			
Rosa Parks	16%	20%	15%	29%	22%	29%	6.6:1	7.8:1	7.5:1	\$10,750:1	\$8,810:1	\$10,390:1	75%	K-5 CSI Title I			
Whitman	35%	35%	30%	47%	47%	45%	8.5:1	7.3:1	7.9:1	\$8,691:1	\$10,745:1	\$10,368:1	49%	PK-5 Title I			
Boise-Eliot/Humboldt	24%	19%	16%	35%	24%	22%	7.3:1	6.3:1	6.6:1	\$9,124:1	\$10,531:1	\$10,293:1	59%	PK-5 CSI Title I			
Access	>95%	>95%	>95%	>95%	>95%	>95%	11.9:1	9.8:1	10.4:1	\$6,877:1	\$8,988:1	\$9,476:1	2%	I-8			
Sitton	21%	10%	8%	32%	20%	21%	6.3:1	6.7:1	6.6:1	\$8,445:1	\$9,316:1	\$9,234:1	53%	K-5 CSI Title I			
Vestal	30%	29%	28%	40%	40%	38%	6.9:1	6.2:1	6.5:1	\$8,433:1	\$8,491:1	\$9,206:1	38%	K-5 TSI Title I			
Rigler	15%	14%	13%	23%	19%	21%	8.2:1	7.2:1	7.7:1	\$7,821:1	\$9,994:1	\$9,079:1	47%	K-5 (Spanish Immersion) CSI Title I			
Lent	17%	17%	15%	29%	25%	27%	8.9:1	7.9:1	8.0:1	\$7,305:1	\$8,508:1	\$8,989:1	47%	K-8 (Spanish Immersion) CSI Title I			
Jefferson	10%	6%	15%	24%	27%	34%	9.2:1	7.8:1	8.9:1	\$7,697:1	\$9,613:1	\$8,924:1	34%	9-12 (Middle College Program) TSI			
Woodlawn	20%	32%	30%	29%	42%	40%	6.2:1	6.9:1	7.0:1	\$9,588:1	\$8,755:1	\$8,909:1	40%	PK-5 Title I			
Lee	42%	28%	33%	45%	34%	38%	7.9:1	6.3:1	7.3:1	\$8,052:1	\$9,064:1	\$8,883:1	39%	K-5 Title I			
Woodmere	38%	26%	19%	50%	41%	32%	6.8:1	7.3:1	7.6:1	\$9,004:1	\$8,562:1	\$8,833:1	44%	K-5 TSI Title I			
César Chávez	15%	18%	14%	24%	25%	22%	8.5:1	8.3:1	8.5:1	\$8,272:1	\$8,296:1	\$8,678:1	50%	K-8 (Spanish Immersion) CSI Title I			
Bridger	29%	25%	31%	36%	34%	43%	10.1:1	9.6:1	9.7:1	\$7,366:1	\$8,257:1	\$8,645:1	25%	K-8 (Spanish Immersion) TSI			
James John	27%	23%	28%	32%	30%	34%	8.8:1	7.4:1	7.4:1	\$7,520:1	\$8,736:1	\$8,519:1	40%	K-5 TSI Title I			
Grout	41%	33%	43%	54%	51%	52%	8.1:1	7.9:1	7.8:1	\$7,466:1	\$8,161:1	\$8,493:1	40%	K-5 Title I			
Faubion	23%	19%	12%	45%	37%	27%	8.0:1	7.9:1	8.4:1	\$7,394:1	\$9,074:1	\$8,397:1	42%	PK-8 Title I			
Scott	17%	20%	15%	24%	23%	25%	8.6:1	7.6:1	8.0:1	\$7,164:1	\$8,396:1	\$8,373:1	48%	K-5 (Spanish Immersion) CSI Title I			
George	16%	10%	11%	26%	29%	27%	8.4:1	8.0:1	7.6:1	\$7,265:1	\$8,290:1	\$8,361:1	54%	6-8 TSI Title I			
Marysville	34%	41%	40%	49%	53%	47%	9.7:1	7.5:1	7.8:1	\$7,183:1	\$8,016:1	\$8,258:1	44%	PK-8 Title I			
Lane	35%	25%	21%	39%	34%	38%	9.5:1	8.3:1	8.6:1	\$7,372:1	\$7,737:1	\$8,174:1	45%	6-8 (Russian Immersion) TSI Title I			
Kelly	30%	19%	25%	30%	29%	31%	9.2:1	8.6:1	9.5:1	\$7,245:1	\$8,014:1	\$8,166:1	42%	K-5 (Russian Immersion) TSI Title I			
Oakley Green	38%	31%	21%	48%	38%	30%	10.0:1	10.2:1	9.7:1	\$6,756:1	\$6,666:1	\$8,150:1	35%	6-8 TSI Title I			
Creston	45%	47%	50%	59%	61%	66%	10.6:1	9.7:1	10.7:1	\$7,294:1	\$7,932:1	\$8,069:1	27%	K-8			
Metro. Learning Center	50%	50%	51%	64%	67%	78%	11.9:1	11.0:1	11.3:1	\$7,361:1	\$8,282:1	\$8,065:1	10%	K-12 (Alternative Program)			
Peninsula	29%	25%	19%	46%	37%	32%	6.7:1	7.0:1	7.2:1	\$7,898:1	\$8,620:1	\$8,003:1	28%	K-5 TSI			
Roosevelt	21%	11%	13%	46%	39%	43%	8.0:1	9.1:1	8.8:1	\$8,359:1	\$7,283:1	\$7,848:1	39%	B-12 (Advanced Placement, PSU Inquiry Partnership) TSI			
Madison	25%	27%	23%	41%	49%	46%	9.9:1	9.7:1	9.7:1	\$7,260:1	\$7,808:1	\$7,782:1	37%	9-12 (Advanced Placement, AVID, STEM Programs)			
Harrison Park	34%	34%	31%	39%	38%	41%	9.0:1	9.6:1	9.5:1	\$7,578:1	\$8,023:1	\$7,780:1	47%	K-8 Title I			
Skyline	55%	52%	50%	64%	60%	65%	11.0:1	11.3:1	11.7:1	\$7,149:1	\$7,500:1	\$7,771:1	6%	K-8			
Harriet Tubman								9.5:1	9.9:1		\$6,957:1	\$7,744:1		36%	6-8 (Mandarin Immersion) Title I		
Benson	23%	27%	27%	58%	77%	63%	10.5:1	9.9:1	10.6:1	\$7,231:1	\$8,969:1	\$7,589:1	24%	9-12 (Professional, Technical, Health Occupations)			
Astor	38%	42%	41%	47%	53%	59%	10.4:1	11.5:1	11.2:1	\$7,096:1	\$6,618:1	\$7,342:1	25%	K-8			
Beaumont	54%	52%	49%	56%	57%	61%	11.4:1	10.8:1	10.7:1	\$5,987:1	\$7,173:1	\$7,288:1	22%	6-8 (Spanish Immersion)			
Winterhaven	86%	90%	88%	86%	80%	87%	14.1:1	14.2:1	13.7:1	\$6,405:1	\$6,447:1	\$7,232:1	5%	K-8 (STEM Focus)			
Irvington	48%	48%	44%	62%	60%	55%	10.6:1	10.2:1	11.2:1	\$6,065:1	\$7,730:1	\$7,073:1	18%	K-5 TSI			
Vernon	36%	36%	44%	47%	47%	48%	11.4:1	12.2:1	12.9:1	\$6,848:1	\$8,216:1	\$7,063:1	23%	K-8			
Chief Joseph		42%	38%		50%	48%	11.7:1	11.9:1	11.9:1	\$6,554:1	\$6,433:1	\$7,016:1	23%	K-5 TSI			
Atkinson	51%	49%	47%	57%	54%	64%	9.7:1	9.7:1	9.4:1	\$6,267:1	\$6,793:1	\$6,938:1	16%	K-5 (Spanish Immersion)			

See Individual School Reports for more detail and context.

# BUDGET Q&A

## Process for Board and CBRC to submit questions

Questions Submitted By	Responses Due	In Board Packet Date	Board Meeting Date
March 10, 2019	March 12, 2019	March 13, 2019	March 19, 2019
April 14, 2019	April 16, 2019	April 17, 2019	April 23, 2019
April 21, 2019	April 23, 2019	April 24, 2019	April 30, 2019
May 5, 2019	May 7, 2019	May 8, 2019	May 14, 2019
May 19, 2019	May 21, 2019	May 22, 2019	May 28, 2019
June 16, 2019	June 18, 2019	June 19, 2019	June 25, 2019

**Community may submit questions on the Budget Department Webpage**

# QUESTIONS?



# Transforming the School System

# BUILDING A MULTI-YEAR STRATEGIC PLAN

- A collectively-defined vision (June 25)
- Deeply held core values (June 25)
- Apply racial equity & social justice lens (Aug 1)
- System performance goals (Aug 15)
- Clearly articulated theory of action (Nov 1)
- Evidence-based strategies at the classroom, school, & central office levels (Nov 1)

# A NEW VISION

In the fall of 2018, we launched an ambitious process to develop a community informed vision for the future of public education in Portland.

This vision--our district's community promise--will require a well-coordinated effort encouraging students, families, community, business, philanthropic, and civic leaders to feel inspired and take action to support, contribute, and hold ourselves accountable for better outcomes for every public school student in PPS.

The PPS Vision will include:

- **Our community's guide for PPS's transformation**
- **Graduate portrait**
- **An adult portrait**
- **Educational system shifts**

The logo features the text "Let's dream together" in a stylized, overlapping font. "Let's" is in orange, "dream" is in light blue, and "together" is in yellow. The words are stacked and partially overlap each other.



# **DRAFT** THEORY OF ACTION

*Example:*

**If we support our educators and  
school communities,**

**then we will improve  
outcomes  
for all students.**

# RACIAL EQUITY & SOCIAL JUSTICE

<b>Goals</b>	<b>Status</b>
Work to evolve PPS Racial Equity and Social Justice practices to a comprehensive, defined framework with clear system-wide equity and social justice actions and measurable results that lead to improved outcomes for all students.	RESJ Work Plan underway, Phase 1-3 complete.
Refine the PPS decision support tool (Equity Lens) and corresponding protocols that lead to measurable positive impacts for students.	Updated RESJ Lens and Protocols January 2019.
Update the PPS Racial Equity and Social Justice policy to reflect new framework.	Draft policy update recommendations Late May 2019
Recommend professional development and investment strategies to accomplish PPS Racial Equity and Social Justice framework.	Draft recommendations will align with Strategic Plan
Coordinate and align RESJ framework with PPS Visioning and subsequent Strategic Planning processes.	Alignment and coordination underway.

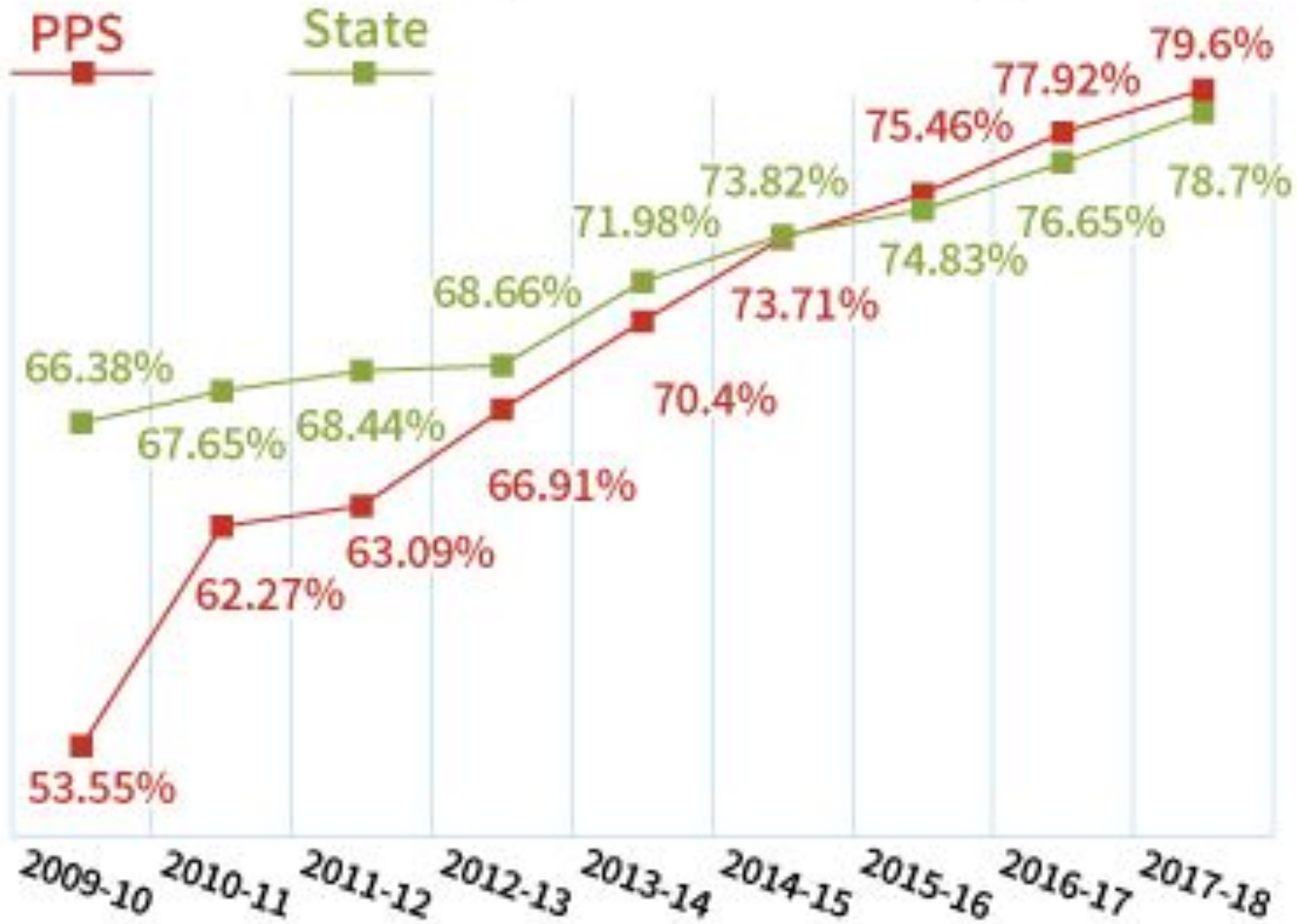


# STUDENT SUCCESS



# GRADUATION RATES

## PPS and State graduation rates, 2010-18



Source: Oregon Department of Education

# *Every Student Succeeds Act (ESSA) &* STATE OF OREGON ACCOUNTABILITY MEASURES

The purpose of ESSA is to make sure public schools provide a quality education for all kids. Including the achievement of disadvantaged students in the following groups:

- **Students in poverty**
- **Students of color**
- **Students who receive special education**
- **Students with limited English language skills**



# ESSA & STATE OF OREGON ACCOUNTABILITY MEASURES

Under ESSA, states get to decide the education plans for their schools within a framework provided by the federal government. The plan must include a description of the following:

- **Academic standards**
- **Annual testing**
- **School accountability**
- **Goals for academic achievement**
- **Plans for supporting and improving struggling schools**
- **State and local report cards**

# ESSA & STATE OF OREGON ACCOUNTABILITY MEASURES

**Focus is shifting to:** Strengthening district systems for accountability and supplemental funding.

## **What is the process for identified schools?**

- District to conduct a needs assessment
- District to draft a continuous improvement plan
- District to establish a process for monitoring improvement
- Schools draft a continuous improvement plan

# ESSA SCHOOL IDENTIFICATION INDICATORS

- Chronic absenteeism
- English language arts (ELA)/math achievement
- ELA/math growth
- English Learner (EL) progress towards proficiency
- 9th grade-on-track
- 4-year graduation
- 5-year completion





# CSI / TSI RANKINGS

**Schools are ranked by levels 1-5, state average is 3.**

- Comprehensive Supports for Improvement– Any Title I school with Level 1 in at least half of the rated indicators and any high school with a four-year graduation rate below 67%.
- Targeted Supports for Improvement – Any school with a specific group of students with a Level 1 in at least half of the rated indicators, which include the four-year graduation rate and five-year completer rate.

# SCHOOLS IDENTIFIED FOR EQUITABLE LEVELS OF SUPPORT

## 2019-2020 PPS Focus Schools for Improvement

CSI	TSI	Title I Only
Boise-Eliot Humboldt PK-5	Chapman K-5	Grout K-5
Rigler K-5	Chief Joseph K-5	Lee K-5
Rosa Parks K-5	Irvington K-5	Whitman K-5
Scott K-5	James John K-5	Woodlawn PK-5
Sitton K-5	Kelly K-5	Harrison Park PK-8
Cesar Chavez K-8	Martin Luther King Jr. PK-5	Faubion PK-8
Lent K-8	Peninsula K-5	Marysville K-8
Alliance HS	Sabin K-5	Roseway Heights MS
	Vestal K-5	Harriet Tubman MS
	Woodmere K-5	
	Bridger K-8	
	George MS	
	Lane MS	
	Ockley Green MS	
	Jefferson HS	
	Roosevelt HS	

Title I Schools

# DIFFERENTIATED SUPPORTS

Tier	Description of Schools	Goal	Supports Differentiated by Tier		
			Leadership Development	Human Capital	Differentiated Interventions
III	<p>Schools receiving Tier III support are impacted by demographic variables such as higher mobility rates, free and reduced-price meal participation, and non-English speaking student enrollment. Schools receiving Tier III support may also have multiple student subgroups needing to show growth as defined by the indicators on the ODE Report Card.</p> <p style="text-align: center;"><b>These are all identified as CSI schools</b></p>	<p>Transform student results by providing intensive level of supports to close the achievement gap.</p>	<ul style="list-style-type: none"> <li>Weekly formal and informal school visits by Area Senior Director focused on root cause analysis, leadership development, instruction, data, schedules, and staffing</li> <li>Frequent informal and formal school visits by the Area Assistant Superintendent</li> <li>Provide in-depth training and coaching for MTSS implementation (Initial training for principals is April 10-12)</li> <li>Provide Improvement Science PD on a monthly basis for Principals - <i>for schools identified Title 1/CSI/TSI</i></li> <li>Turnaround Coach to work with all CSI principals</li> </ul>	<ul style="list-style-type: none"> <li>No Unassigned Placements. Schools have choice in hiring teacher candidates.</li> <li>Dedicated substitute teachers (Site Support Instructors)</li> <li>Staffing allocations based on 2018-19 ratios</li> </ul>	<ul style="list-style-type: none"> <li>Summer enrichment program opportunities</li> <li>MTSS TOSAs assigned per school needs for cohort roll out.</li> <li>Looking to develop after school, tutorial, and Saturday credit recovery support</li> <li>Extended day for some K-5 CSI schools by 15 minutes to allow for more literacy and math instructional time</li> <li>SEL curriculum, training and support</li> <li>1-2 days of additional PD days focused on culturally responsive practices and accelerating student academic growth</li> </ul>
II	<p>Schools receiving Tier II support may have targeted student subgroups needing to show growth as defined by the indicators on the ODE Report Card.</p> <p style="text-align: center;"><b>These are identified as TSI schools and remaining Title I schools that are not identified by ODE as needing improvement.</b></p>	<p>Provide supports in accelerating progress for all students in system outcomes.</p>	<ul style="list-style-type: none"> <li>Bi-weekly informal and formal school visits by the Area Senior Director focused on root cause analysis, instruction, data, schedules, and staffing</li> <li>Multiple informal and formal school visits by the Area Assistant Superintendent</li> <li>Provide in-depth training and coaching for MTSS implementation (Initial training for principals is April 10-12)</li> </ul>	<ul style="list-style-type: none"> <li>School Improvement TOSA's through Title I/ESSA</li> <li>0.5 FTE allocation for single-site administrator buildings to hire Assistant Principal or climate specialists</li> <li>School Site Instructors assigned based on substitute fill rate</li> <li>Staffing allocations based on 2018-19 ratios (except non-Title TSI)</li> </ul>	<ul style="list-style-type: none"> <li>Summer enrichment program opportunities</li> <li>Improvement Science Training- school ILTs develop a school improvement plan</li> <li>Title I schools have access to MAP Assessment in both reading and math K-5, K-8</li> </ul>
I	<p>Schools receiving Tier I support focus on minimizing the performance gaps among subgroups as defined by the indicators on the ODE Report Card.</p> <p style="text-align: center;"><b>These schools are not identified as needing improvement.</b></p>	<p>Support school leadership to encourage continuous development and growth.</p>	<ul style="list-style-type: none"> <li>Monthly informal and formal school visits by the Area Senior Director focused on root cause analysis, instruction, data, schedules, and staffing</li> </ul>	<ul style="list-style-type: none"> <li>Staffing allocations based on school system ratios</li> </ul>	<ul style="list-style-type: none"> <li>MAP Assessment for Math</li> <li>Bi-monthly administrator professional development</li> <li>Rapid Response Team support for individual student behavioral support needs</li> </ul>

# **Strategic Investments & Priorities**

## **FY 19-20**

# EQUITABLE STAFFING MODEL

- **FTE** = Full Time Employee
- **Equity Allocation** = Allocated based on combined socio-economic status & underserved population % by school
- **School wide support** = Administration, counseling, secretarial, etc.
- **Additional need based FTE** = Includes focus, priority allocation, plus others



# CURRICULUM DEVELOPMENT & IMPLEMENTATION

## What is the GVC and why is it important to invest in as a strategic priority?

- Comprehensive, rigorous, standards-based and equity-centered core curriculum
- All subjects and grade levels

## Where are we in the process?

- Focused on Language Arts, Math & Science
- Initial design and development of GVC in social studies/ethnic studies, health, and the arts to start in FY19-20
- Further development of our balanced assessment framework



## Outcomes

- Teachers and administrators teaching and leading to grade-level standards
- Students meeting and exceeding grade-level expectations and outcomes

# PROFESSIONAL DEVELOPMENT FOR EDUCATORS

## What are our Professional Development (PD) priorities and why invest in PD?

- Build the professional capacity of our teachers and administrators to implement our GVC
- Establish career pathways and support for aspiring leaders and experienced district leaders
- Provide induction support to new teachers and administrators

## Outcomes:

- Builds the professional capacity of our teachers and administrators
- Establishes a leadership development academy and pipeline for aspiring leaders



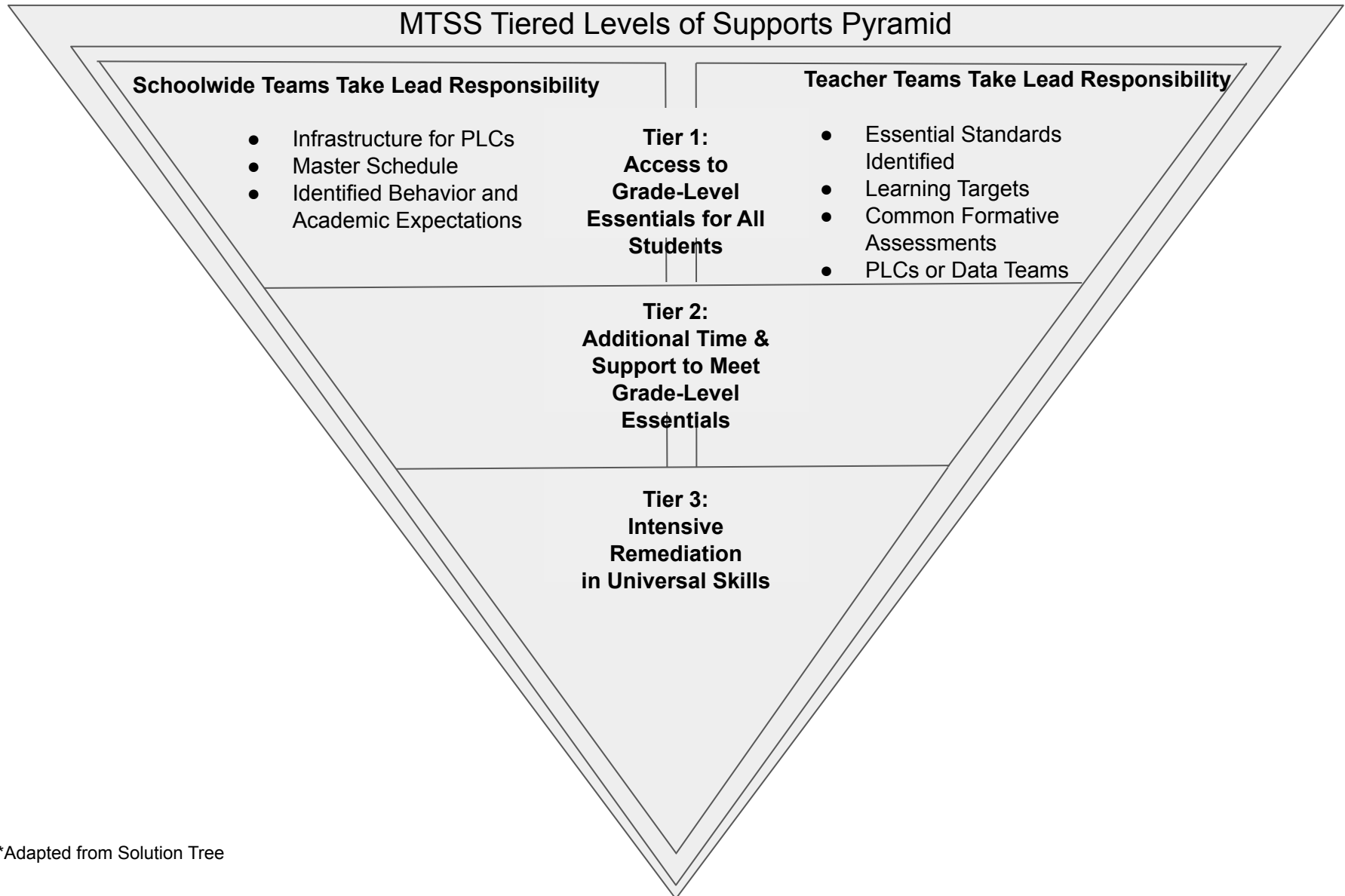
# MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Ensures systematic processes in each school to identify students who need additional academic and behavioral supports. This allows us to provide targeted interventions and ongoing progress monitoring.





# MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)



\*Adapted from Solution Tree

# SOCIAL EMOTIONAL SUPPORTS

“When the mental health and wellness of students is compromised, it is difficult for them to access their education. Attendance, academics and social relationships are all affected.”

*Amy Ruona, PPS Student Success Supervisor*



# SPECIAL EDUCATION SERVICES

- Specially designed instruction (SDI) as described in individualized education plans (IEP) in collaboration with families
- All services are provided in the Least Restrictive Environment
- Commitment to providing all students access to high quality instruction, responsive to individual needs and effectively delivered by culturally responsive educators



# HUMAN RESOURCES & TALENT DEVELOPMENT

Develop the district's human capital through the advancement of:

- Effective, efficient systems and supports for delivering on our commitments to employees
- Recruitment, retention, and development of great talent
- Innovative partnerships that strengthen our talent pipelines
- Staff evaluation and professional development



# QUESTIONS?



# Central Office Supports

# LEGAL SERVICES

## **Cost-effective Management of Resources**

- Legal compliance
- Prevention and mitigation of legal liability
- Response to legal claims

## **Thoughtful Investments**

- In-house legal professionals
- Policy review and revision
- Student safety initiatives

## **Oversight and Assessment of Outside Counsel Services**

# COMMUNICATIONS





# COMMUNITY ENGAGEMENT

Building relational trust through authentic engagement opportunities in partnership with students, families and the broader community.

- A new student engagement function focused on elevating student voice and placing it at the center of decision making processes
- A coherent framework to increase community participation and inform district policies and decisions
- Opportunities to build our families' capacity to be informed and actively engaged in their children's education and in school improvement efforts

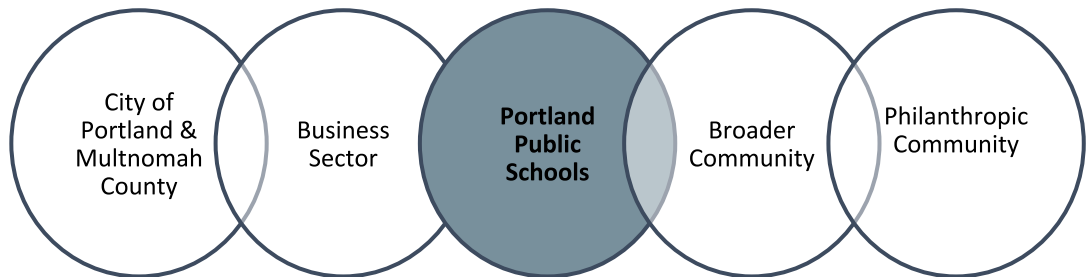


# STRATEGIC PARTNERSHIPS

PPS will build connections between the community and the District to foster a culture of engagement and investment in public education that will:

1. Drive financial, in-kind and human capital resources to district priorities;
2. Forge connections between the broader community and the district;
3. Leverage data and insights to drive innovation, change and shared value.

Strategic partnerships and community investments are critical to accelerating progress toward a reimagined, high-caliber education system and to closing the achievement and opportunity gap.



We will collaborate, communicate and create a strategic alignment of resources across sectors...

...to raise the **financial, social and political capital** so that **all**

Portland Public Schools students are prepared to compete and thrive in today's and tomorrow's world.

# TECHNOLOGY

- Invest in practices to improve the security and privacy of all students and staff.
- Strategically invest in technology improvements to work toward a flexible, responsive, and reliable digital experience in all schools
- Align investments to provide access to high quality digital content to students and staff
- Support digital tools which provide differentiated learning for students and staff
- Provide and support focused digital collaborative environments which allow leaders to engage in data-driven improvement



# SCHOOL MODERNIZATION



# HEALTH & SAFETY

PPS continues to focus on high priority health and safety capital improvements.

The coming year will see projects focused on:

- Security upgrades
- Replacing leaking roofs
- Removing asbestos
- New and upgraded fire alarms and sprinkler systems
- Lead paint remediation
- Accessibility improvements
- Water fixture replacements

PPS will also be utilizing funds from the Seismic Rehabilitation Grant Program to complete seismic upgrades.

# GOVERNANCE & LEADERSHIP

Improved student achievement begins with strong and effective school board governance.

## **Board budget investments**

Provide professional development opportunities for board members and senior staff to gain a better understanding of using evidence and data to measure district progress.

## **Board office and staff support**

- Support the work of the board to ensure alignment with the district's vision and the strategic plan
- Inform and equip Board members to be successful ambassadors for the district
- Work collaboratively to earn the trust of the community

# QUESTIONS?



**2019-20**  
**BUDGET RECOMMENDATION**



# BUDGET BOOK OVERVIEW

PPS is committed to the community through a reader-friendly budget document that provides **transparency and fiscal integrity.**

Document is organized into four sections:

- Executive section
- Organizational section
- Financial section
- Information section



# BUDGET PROCESS OVERVIEW

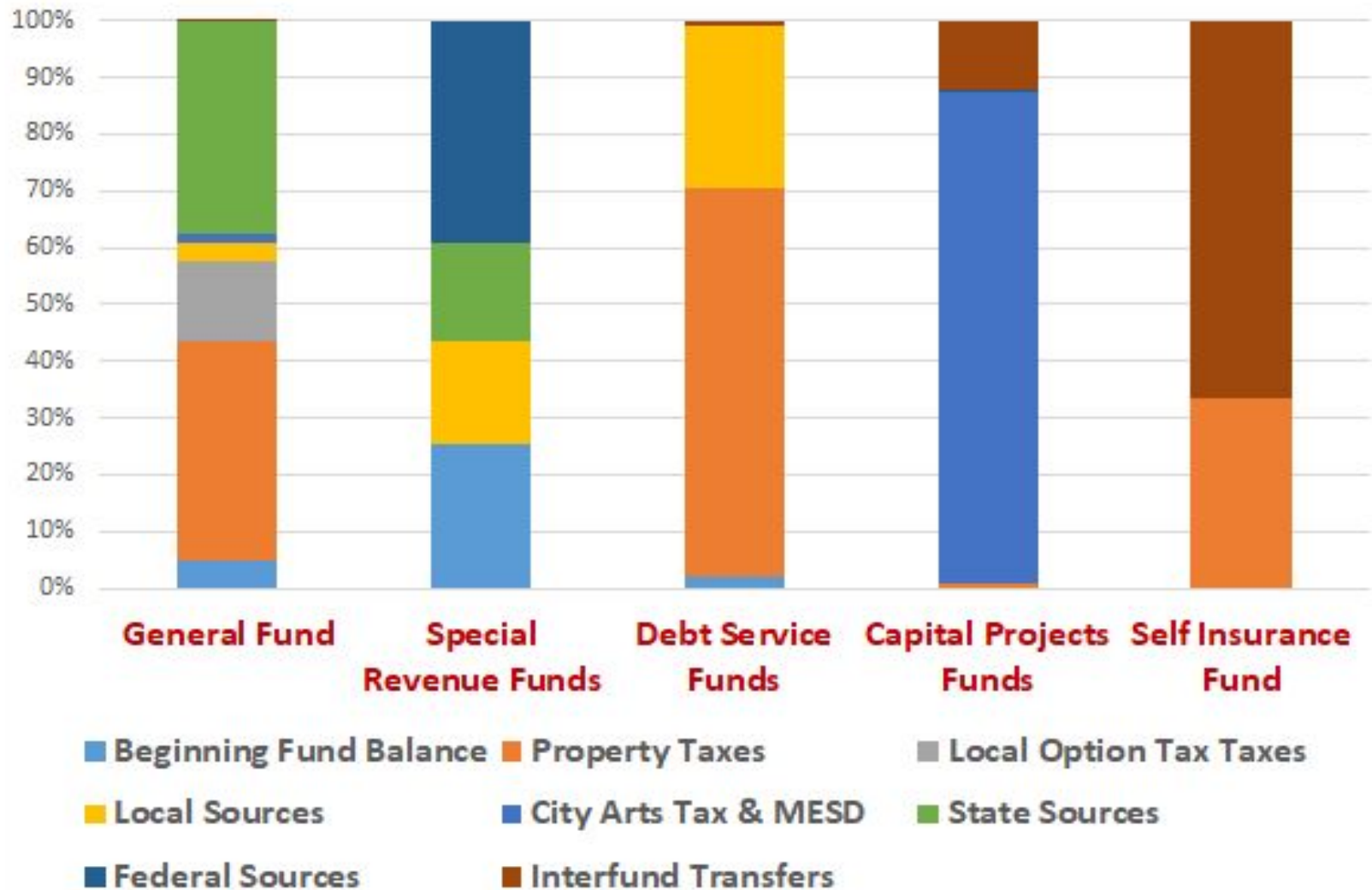
PPS is using the Best Practices in School Budgeting from the Government Finance Officers Association (GFOA).

Budget process has five major steps:

- **Plan and prepare**
- **Set instructional priorities**
- **Pay for priorities**
- **Implement plan**
- **Ensure sustainability**

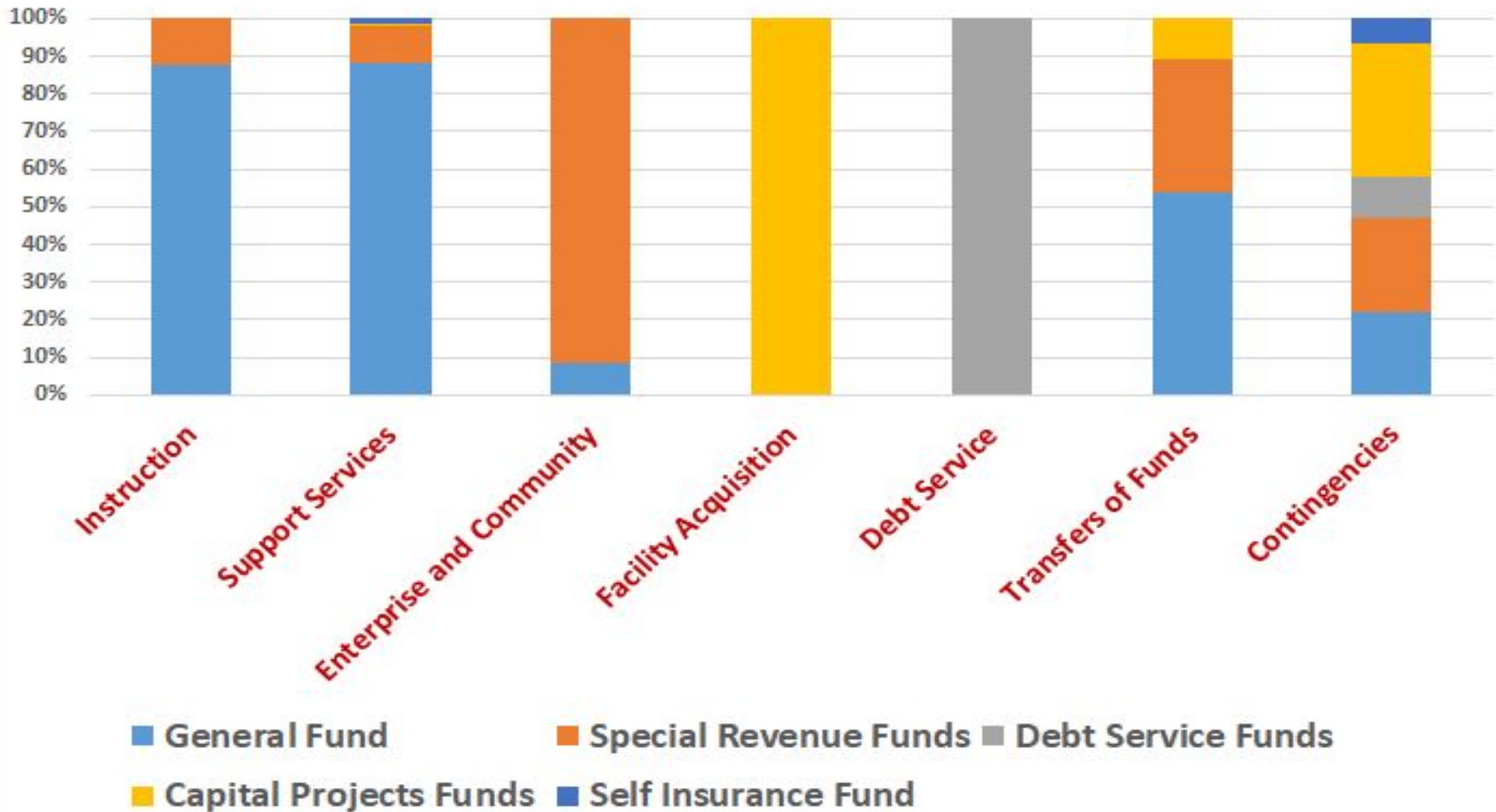


# WHERE DOES FUNDING COME FROM?



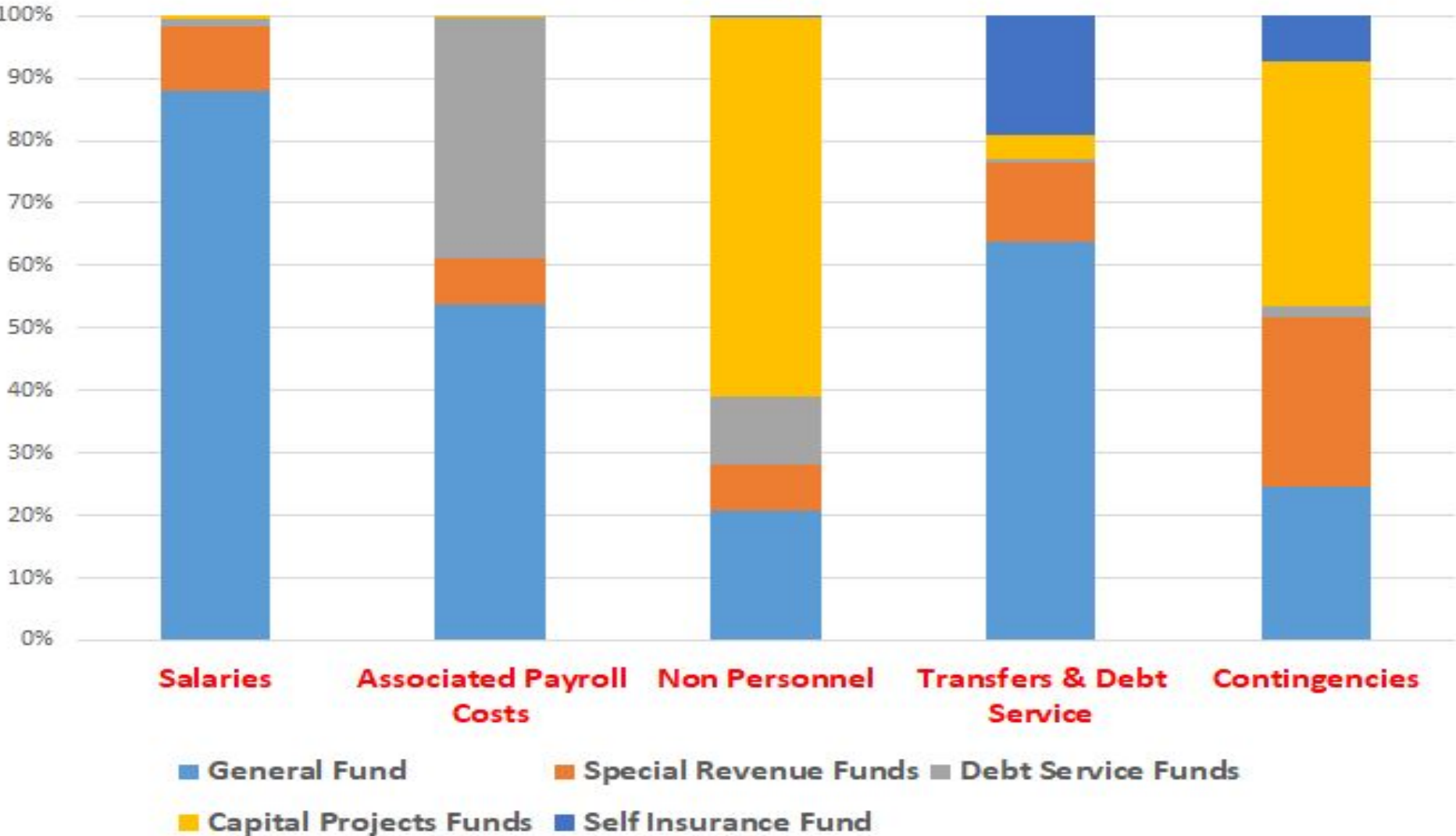
# ALL FUNDS REQUIREMENTS BY PROGRAM

## \$1.38 Billion

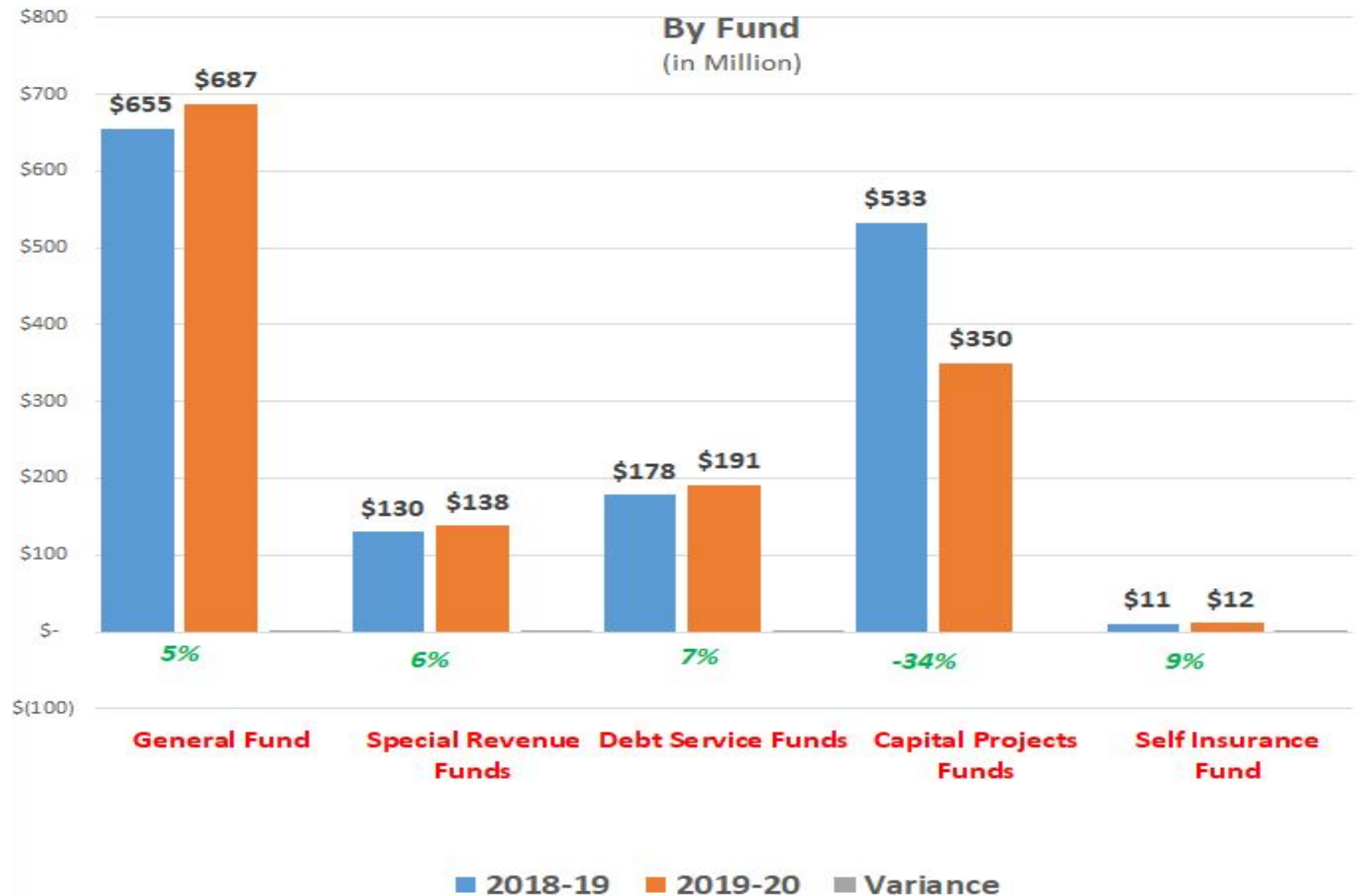


# ALL FUNDS PAY FOR

ALL FUNDS REQUIREMENTS BY ACCOUNT  
\$1.38 Billion



# TWO YEAR COMPARISON BY FUND



# GENERAL FUND

## Balancing the General Fund

Governor's Funding	\$17 Million
Strategic Priority Investments	\$13 Million
Central Office Reductions	(\$9 Million)
School Budget Impacts	(\$4 Million)
State School Fund Adjustments for FY 2018 and 2019	(\$10 Million)
General Fund Reserve at 4% of Expenditures	(\$7 Million)

# INCREASES IN SCHOOL SUPPORT

## **General Fund: \$13 million investment**

- \$6 million in Special Education Services
- \$3 million in Differentiated School Supports
- \$2 million in Curriculum Development
- \$1 million in Health & Safety
- \$0.28 million in Social Emotional Learning (SEL)
- \$0.25 million in Multi-tiered Systems of Support (MTSS)
- \$0.25 million in Professional Development (PD)

## **Bond Fund - \$9 million investment**

- Security upgrades



# CENTRAL OFFICE REDUCTIONS

Central Office costs are being reduced by 2.5%

<b>Description</b>	<b>Area</b>	<b>Funding Source</b>	<b>Direct Impact to Schools?</b>
Vacancies	Business and Operations	General Fund	No
Vacancies	Instruction	General Fund	No
Broad reduction of contracts and services	Across Central Office	General Fund	No

# CLASSROOM STAFFING

- All CSI and Title schools will keep the same class size student to teacher ratio
- Plus 1 student to the class size ratio
- Grades 4 and 5 will be blended, as needed, to keep class sizes consistent

# HOW SCHOOLS ARE STAFFED

Transform school and student achievement by providing differentiated levels of supports and resources to schools with the greatest need.

- **Teacher staffing**
- **K-5 special education focus student in K-5 Homerooms**
- **Kindergarten Education Assistants at Title Schools**
- **Equity FTE**
- **Additional FTE**
- **Title IA allocations**
- **Special education staffing**

*Note: Page 30 of the budget document provides a summary of staffing changes*

# COMMUNITY BUDGET REVIEW COMMITTEE

- **Consists of twelve citizens appointed by the Board of Education**
- **Meets with district finance and instructional leaders**
- **Will deliver budget recommendation to the Board on May 14**

# BUDGET DOCUMENT HIGHLIGHTS - Page 87

**PORTLAND PUBLIC SCHOOLS**  
**BUDGETED POSITIONS & STUDENTS SERVED BY PROGRAM (100 - General Funds)**  
**For the 2019-20 Proposed Budget**

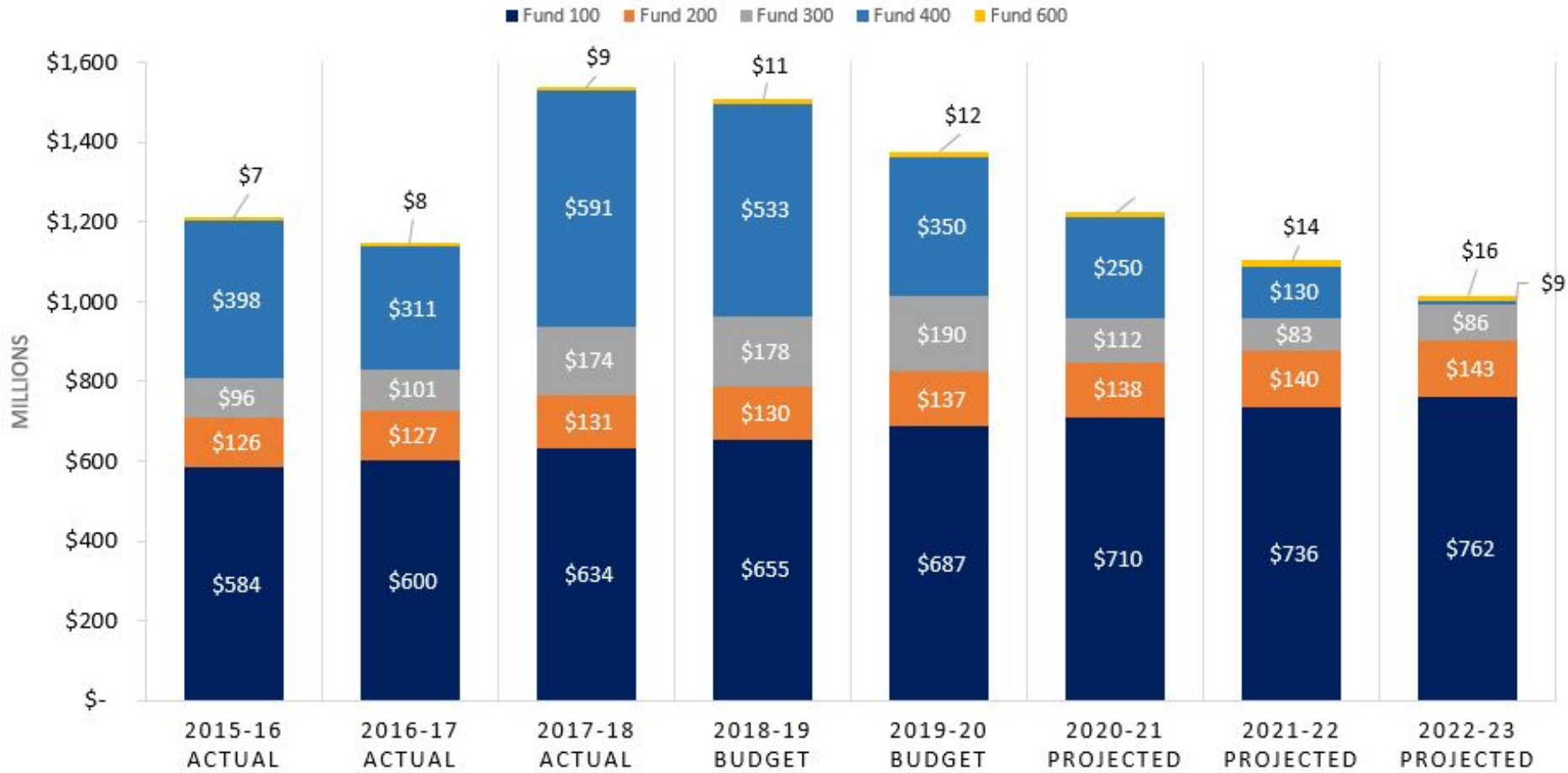
Program	Licensed		Classified - Represented		Administrators		Non - Represented		Number of Students	Proposed Budget	% Of Budget	Cost Per Student
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20				
1110 - ELEMENTARY PROGRAMS	1,104.0	1,067.0	64.2	50.6					23,700	133,120,446	19.39	5,617
1120 - MIDDLE SCHOOL PROGRAMS	485.1	478.9	2.1	1.1					11,211	58,176,609	8.48	5,189
1130 - HIGH SCHOOL PROGRAMS	600.7	599.0	3.8	4.4	1.5	3.5	1.4	1.2	14,045	80,340,076	11.70	5,720
1140 - PRE KINDERGARTEN PROGRAMS		3.0	0.2						842	331,204	0.05	393
1210 - PROGRAMS FOR TALENT ED AND GIFT ED			1.5		1.0				5,211	225,877	0.03	43
1220 - RESTRICTIVE PROGRAMS	93.1	105.5	216.1	248.6					1,435	26,017,651	3.79	18,131
1250 - LESS RESTRICTIVE PROGRAMS	164.5	178.8	121.2	129.1					5,976	27,498,356	4.00	4,601
1260 - TREATMENT AND HABILITATION	14.0	15.0								1,848,214	0.27	
1280 - ALTERNATIVE EDUCATION	7.3	6.8	7.8	3.0	2.0	1.0	1.0	1.0	3,133	29,081,664	4.24	9,282
1291 - ENGLISH LANGUAGE LEARNER	88.8	84.5	40.8	30.2					3,525	11,573,061	1.69	3,283
1292 - TEEN PARENT PROGRAMS			1.0	1.0					58	57,893	0.01	998
1299 - OTHER SPECIAL PROGRAMS			9.4	10.8					1,804	560,625	0.08	311
1400 - SUMMER SCHOOL PROGRAMS									1,371	1,680,286	0.24	1,226
<b>1000 - INSTRUCTION</b>	<b>2,557.4</b>	<b>2,538.4</b>	<b>468.0</b>	<b>478.8</b>	<b>4.5</b>	<b>4.5</b>	<b>2.4</b>	<b>2.2</b>		<b>370,511,962</b>	<b>53.96</b>	

## Variations by Major Account

Fund	Major Account	Description	Variance	Explanation
General	5100000	Salaries	\$ 19,379,000	Targeted investments in Facilities and Special Education, coupled with contractual increases due to Step and COLA
General	5200000	Associated Payroll Costs	\$ 11,458,000	Increases in PERS and Health Care Costs
General	5300000	Purchased Services	\$ (1,749,000)	Reductions taken by Central departments to lessen burden of cuts
General	5400000	Supplies & Materials	\$ 2,516,000	Targeted increases in Textbook adoption negotiated during the Budget process for implementing the Guaranteed Viable Curriculum
General	5500000	Capital Outlay	\$ 233,000	Addition of Cameras and Radios to Buses
General	5600000	Other Objects	\$ 39,000	Negligible changes

# BUDGET DOCUMENT HIGHLIGHTS - Page 74

## ALL FUNDS RESOURCES & REQUIREMENTS PROJECTIONS



## 2019-20 Budgeted Positions

Beginning in Fiscal Year 2020, Portland Public Schools will present position allocations in plain language. Please note that some position types are rolled up into similar job titles

Administrators	FTE
Superintendent	1.00
Deputy Superintendent	2.00
Chief Officer	9.00
Executive Administration	12.00
Senior Director	16.00
Director	42.00
Assistant Director	18.50
Academic Programs Administrator	19.50
Principal	86.00
Vice Principal	33.50
Assistant Principal	57.71
<b>Subtotal</b>	<b>297.21</b>

Licensed Staff	FTE
Pre-Kindergarten Teacher	46.00
Elementary Teacher	900.71
Kindergarten Teacher	162.00
Middle School Teacher	507.23
High School Teacher	600.12
ESL Teacher	84.51
Special Education Teacher	378.25
Media Specialist	63.35
Mentor Teacher	13.50
Teacher on Special Assignment (TOSA)	75.50
Instructional Specialist	96.44
Counselor	148.20



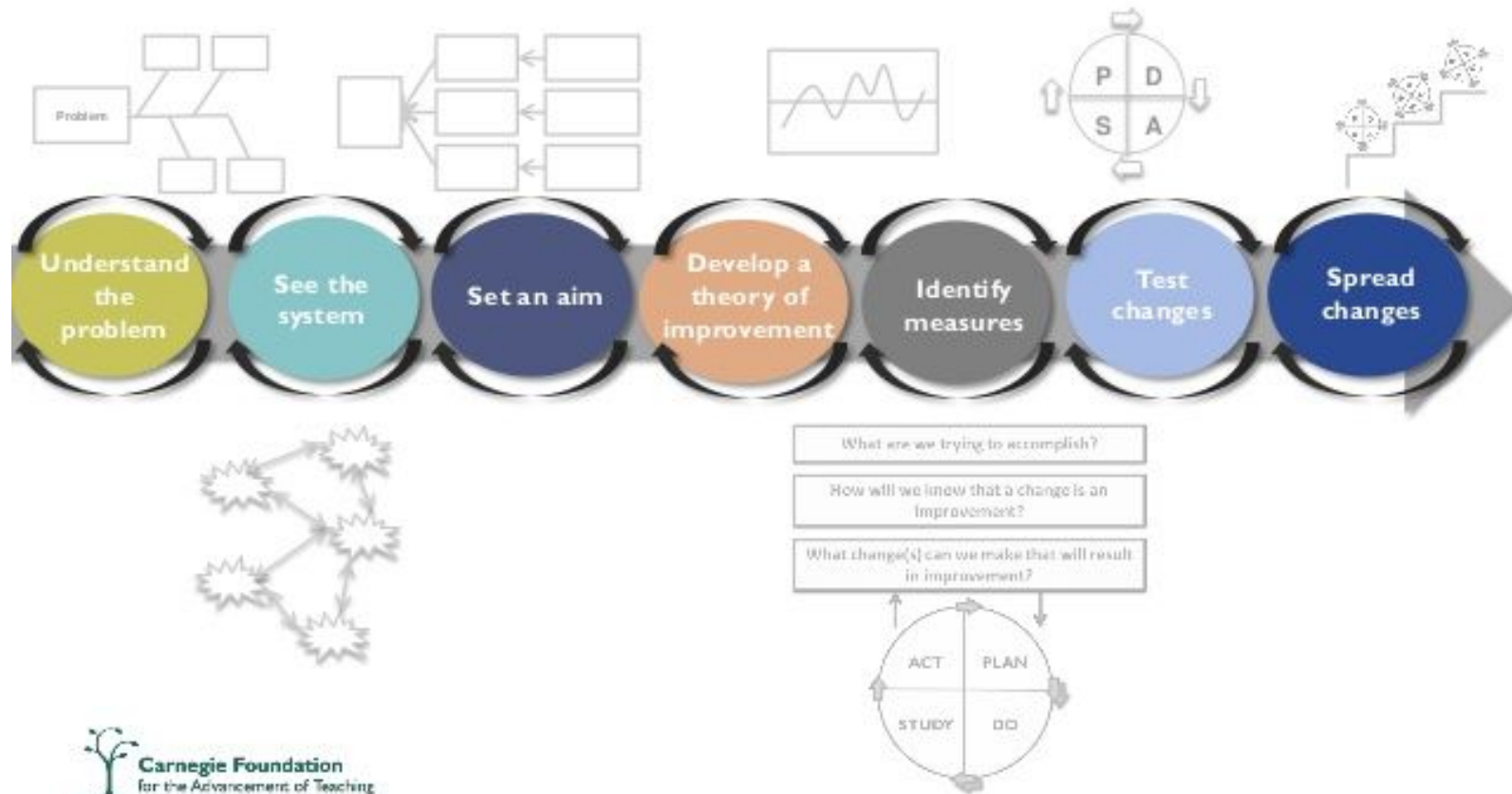
# QUESTIONS?



# **Advancing Towards Exemplary System Performance**

# CYCLES OF CONTINUOUS IMPROVEMENT

## The Improvement Journey



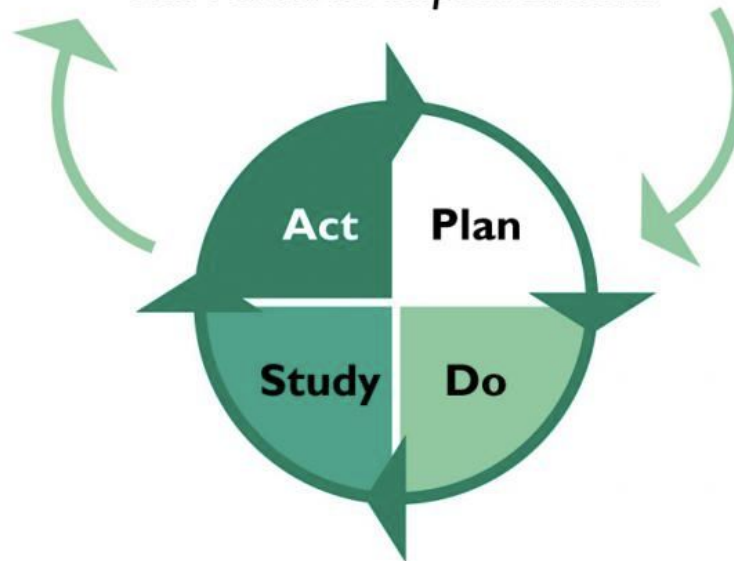
# CYCLES OF CONTINUOUS IMPROVEMENT

## **Model for Improvement**

*What are we trying to accomplish?*

*How will we know that a change is an improvement?*

*What changes can we make that will result in improvement?*



# PROGRESS & ACCOMPLISHMENTS 2018-19

- **Graduation rates**
- **Visioning**
- **Racial equity & social justice**
- **Finances**
- **Leadership**
- **Middle school openings**

# PROGRESS & ACCOMPLISHMENTS 2018-19

- **Academic investments**
- **Social-emotional learning investments**
- **Elevated student voice**
- **Student safety and security**
- **School modernization**
- **State and national recognition**

# FUTURE OF PPS



# NEXT STEPS

- April 30**      **Board Budget Hearing**  
Community Input - Faubion School
- May 7**        **Board Work Session**  
Chief of Staff / Business & Ops Budgets / Instruction
- May 14**      **Board Meeting**  
Public Comment  
Budget Report - CBRC
- May 28**      **Board Meeting**  
Public Comment  
Budget and Tax Rate Approval
- June 25**     **Board Meeting / TSCC Hearing**  
Board Vote, Budget Adoption, Imposed Taxes and  
Budget Appropriation