

**BOARD OF EDUCATION**

Portland Public Schools  
**Study Session**  
**May 21, 2012**

**Board Auditorium**

Blanchard Education Service Center  
501 North Dixon Street  
Portland, Oregon 97227

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

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

*This meeting may be taped and televised by the media.*

**STUDY SESSION AGENDA**

- |    |                                                                                           |         |
|----|-------------------------------------------------------------------------------------------|---------|
| 1. | <b><u>CITIZEN COMMENT</u></b>                                                             | 6:00 pm |
| 2. | <b><u>LONG RANGE FACILITIES PLAN</u></b><br>- Public Hearing<br>- Board Discussion        | 6:20 pm |
| 3. | <b><u>DISCUSSION: ROOSEVELT TRANSITION TO COMMUNITY<br/>COMPREHENSIVE HIGH SCHOOL</u></b> | 7:20 pm |
| 4. | <b><u>AUDIT ON KEY PERFORMANCE INDICATORS</u></b>                                         | 7:50 pm |
| 5. | <b><u>DISCUSSION: TRI-MET INTERGOVERNMENTAL AGREEMENT</u></b>                             | 8:15 pm |
| 6. | <b><u>DISCUSSION: EQUITY IN PUBLIC CONTRACTING POLICY</u></b>                             | 8:30 pm |
| 7. | <b><u>ADJOURN</u></b>                                                                     | 9:00 pm |

The next Regular Meeting of the Board will be held on **Tuesday, May 29, 2012**, at **5:00 pm** in the Board Auditorium at the Blanchard Education Service Center.

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

Board of Education Policy 1.80.020-P



# PORTLAND PUBLIC SCHOOLS

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## SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

### **LONG RANGE FACILITY PLAN**

Board Meeting Date: May 14, 2012

Executive Committee Lead: C.J. Sylvester, COO

Department: Facilities & Asset Management

Staff Lead: Robert Alexander, Program Director,  
Planning and Asset Management

#### **I. ISSUE STATEMENT**

A Long Range Facility Plan (Plan) update is critical to help guide decisions relating to the District's facilities and potential financing mechanisms, including any potential capital bond measures for voter-approval. Additionally, Oregon Revised Statutes (ORS) require school districts to have and update a 10-year facility Plan.

#### **II. BACKGROUND**

The Superintendent in December, 2011 convened a 39-member committee to recommend updates to the District's Long Range Facility Plan (Plan) for possible consideration by the Board of Education. The Long Range Facility Advisory Committee (Committee) represents a broad cross section of the PPS community including students, parents, teachers, PTA members, unions, business interests, architects and neighborhood associations. The Plan identifies goals and guiding principles for capital investments to District facilities. While the Plan is not a specific bond proposal, it does recommend plan options for a capital plan and will be an important source document for future capital proposals. The Plan also meets the requirements of ORS 195.110 requiring an updated Plan.

The Committee met from December 2011 through April 2012 nine times in full session, with five additional smaller sub-committee sessions. Committee members reviewed wide-ranging materials from enrollment forecasts to historic preservation to capital financing options which informed the development of the Plan. On April 10, 2012, the Committee reviewed funding options and refined capital investment priorities. The final meeting held on April 24, 2012 helped the Committee further refine the Plan's guiding principles and capital planning options to address the long-term needs of the district. The Goals, Guiding Principles, Recommendations and Plan Options reflect the work of the Advisory Committee and establish a framework for capital investment priorities. The Advisory Committee and Plan also recommends a series of next steps to be pursued which would supplement the Plan.

### III. RELATED POLICIES/BEST PRACTICES

The following Board policies informed and directed the Plan creation:

1. Resolution 3986 - Criteria to Determine the Order of Rebuilding and Renovation of PPS School Buildings to Create 21st Century Schools, Adopted: 10/13/2008;
2. Resolution 3987 - Adopting Guiding Principles to Use for Developing and Implementing a 21st Century School Facilities Plan, Adopted: 10/13/2008 (See staff recommendation regarding supercede);
3. Resolution 4042 - Establish a New Fund, Fund 405, the 21st Century Capital Project Fund, Adopted: 2/23/2009;
4. 8.80.010-P - High Performance Facility Design, Adopted: 6/1971, Amended: 8/12/2002.

### IV. FISCAL IMPACT

Adoption of the Long Range Facility Plan update will assist the Board in developing future capital program alternatives to support future facility capital investments. The Plan will provide a framework for efficient and effective ways to allocate capital resources with a sustainable investment strategy.

### V. COMMUNITY ENGAGEMENT

The Committee worked to maximize public engagement through use of a project website that includes video summaries, as well as public comment periods during each meeting. Principals of each high school cluster that hosted a committee meeting were invited and asked to notify their teachers and parents of the event. Committee meetings were also publicized through a series of outreach events District staff held on key topics which relate to the Plan as well as the facilities. The Committee meetings were held in schools throughout the district.

Separate outreach events have included an **Advanced Learning Symposium** which was held February 22, 2012. Many Committee members attended this all-day session on the importance of facility design in student achievement primarily attended by teachers. In addition, a session on **Accessibility & Universal Design** was held on March 8, 2012, to discuss accessibility to key programs throughout the district by all learners. **Earthquakes and Schools** was held March 14, 2012, which discussed seismic activity in our region, implications for older buildings, seismic retrofits and additional work that need to be completed. A **Historic Schools** symposium was held on reuse of historic schools on April 5, 2012, to discuss the benefits of adapting buildings for modern uses. Summaries of these sessions are posted on PPS.net along with the Long Range Facility Plan materials.

VI. BOARD OPTIONS

Deny, amend or adopt the Superintendent's recommended Long Range Facility Plan update.

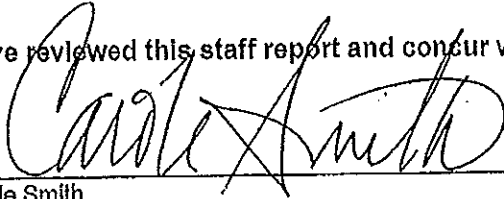
VII. STAFF RECOMMENDATION

Staff recommends the Superintendent present the draft Long Range Facility Plan update to the Board of Education for public hearing on May 21 followed by adoption on May 29. Staff also recommends the authorizing resolution for adoption of the Long Range Facility Plan also supercedes prior Resolution 3987 - Adopting Guiding Principles to Use for Developing and Implementing a 21st Century School Facilities Plan as the guiding principles of the Long Range Facility Plan will supersede those of Resolution 3987.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

Staff plans to begin work on follow up/action items immediately. Staff will continue to work with Committee members to identify key metrics that will measure the success of facility capital spending.

I have reviewed this staff report and concur with the recommendation to the Board.



Carole Smith  
Superintendent  
Portland Public Schools

5/10/2012

Date

RESOLUTION No. xxxx

Resolution to Adopt the Superintendent's Recommended  
Update of the PPS Long Range Facility Plan  
and Supercede Resolution No. 3987

RECITALS

- A. In December 2011, the Superintendent convened a Long Range Facility Plan Advisory Committee (Committee) to make recommendations for the update of the District's Long Range Facility Plan (Plan). The Superintendent charged the Committee with the development of capital investment priorities for District facilities.
- B. The 39 member Committee represented a broad cross section of the PPS community including students, parents, teachers, PTA members, unions, business representatives, architects, and neighborhood associations. Starting in December 2011, the Committee met nine times. Subcommittees of the larger Committee met five times in April 2012. The Committee process was facilitated by Mahlum Architects with assistance from Carol Turner. Committee meetings concluded on April 24, 2012 producing a recommended draft of the Plan.
- C. Committee meetings were held at the Blanchard Educational Services Center (BESC) and eight different schools throughout the District. Outreach included notices of the meetings which were sent to principals and teachers of every school as well as being posted on the PPS website and emailed to an interested party list. Committee members received public testimony at every meeting. PPS staff maintained an on-line response log to questions heard during public testimony and from Committee members. Video recordings and summaries were posted on line for review by the public and Committee.
- D. Committee members considered a variety of materials to inform the goals, guiding principles, and capital plan options of the Plan. Committee members reviewed 13 different issue papers on topics ranging from student enrollment forecasts to historic preservation to capital plan options in addition to presentations on key topics by subject matter experts. Committee members also engaged in a number of exercises designed to refine capital investment priorities.
- E. Committee members were also encouraged to attend the District's "Buildings and Learning" series of presentations organized by the Office of School Modernization and Facilities and Asset Management during the winter of 2012. Topics included 21<sup>st</sup> Century school environments, historic preservation, capital financing and funding, universal access, earthquakes and seismic safety.
- F. The Plan provides the Board of Education with goals and guiding principles for use in capital investment decisions and is an important source document for future capital bond planning. The Plan also recommends a series of next steps to begin implementation of the plan.
- G. The Plan complies with Oregon Revised Statutes (ORS) 195.110 which requires "large" school districts (those with more than 2,500 students) to develop a long-term facility plan. Cities and/or counties that contain more than 10% of the population of a large school district must then adopt the facility plan as an element of their comprehensive plans. PPS will be involved with the update of the City of Portland Comprehensive Plan as part of the Portland Plan process and will work with City staff to incorporate the Plan into the City's Comprehensive Plan.

- H. The Superintendent recommends adoption of the Plan by the Board of Education. The Superintendent also recommends their action supercede Resolution 3987 - Adopting Guiding Principles to Use for Developing and Implementing a 21st Century School Facilities Plan as the guiding principles of the Long Range Facility Plan will supersede those of Resolution 3987.

#### RESOLUTIONS

1. The Board affirms the premise of the Plan that the quality of educational environments contribute to success of students and teachers. The Board affirms the goals, guiding principles and methodologies of the Plan as the basis for capital investments in District facilities. The Board also affirms the next steps of the Plan to begin implementation of the Plan.
2. The Board commends the time and work of the Committee.
3. This resolution, when enacted, will supercede Resolution No. 3987.
4. The Board adopts the Long Range Facility Plan as recommended by the Superintendent.

C. Sylvester/B. Alexander

**DRAFT**



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## **SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT**

***TITLE: ROOSEVELT TRANSFORMATION TO A SINGLE COMMUNITY COMPREHENSIVE***

**Board Work Session Meeting Date: May 21, 2012**

**Board Meeting Date: May 29, 2012**

**Executive Committee Lead: Carla Randall**

**Department: Office of High Schools**

**Staff Lead: Charlene Williams, Trip Goodall, Greg Wolleck**

### **I. ISSUE STATEMENT**

As we enter our third year of the School Improvement grants (SIG), we are completing our transition from three small schools on the Roosevelt Campus (Arts, Communication and Technology (ACT), Pursuit of Wellness Education (POWER), and Spanish English Immersion School (SEIS)), to a single community comprehensive high school as was envisioned as part of High School System Redesign and the SIG application. The resolution outlines that we discontinue use of the three school identification numbers for the small schools and return to the former Roosevelt High School identification number.

### **II. BACKGROUND**

In February 2010, we learned that all three of the small schools on the Roosevelt Campus had been identified as part of the state-identified "persistently-lowest achieving schools" in Oregon. This designation made them all eligible for School Improvement Grants, a new federally funded school turnaround program. In parallel, PPS was in the process of completing a 2- year process examining our high schools that identified a strong desire from the community to return to comprehensive high schools away from the small school model.

As part of the SIG applications for the Roosevelt campus, we identified a path to move from the three small schools to a community comprehensive high school over the three-year life of the grant. Please see attached School Improvement Grant application district abstract. At the time, in 2010, the schools were completely separate: students did not cross-enroll in classes, staff from these schools had not met altogether in years; like-departments from the different schools did not even share professional development.

Over the last two years, the three small schools have been transitioning to a single community comprehensive on the Roosevelt Campus. Students across the schools have been enrolled in 9<sup>th</sup> grade academies, and have been able to cross-enroll in order to get access to electives. Staff across schools and departments meet and collaborate as a team as professional development has been a major focus over the last two years (please see attached professional development descriptions from the Roosevelt Campus SIG quarterly report from 12/31/11).

We have also seen a tremendous transformation on the campus. There were double digit gains in math (ACT: +16% POWER: +11% and SEIS: +13%), and graduation rates increased by almost 11% across the campus. As part of their School Improvement Grants, the Roosevelt Campus also was the leader in developing and piloting our new evaluation tool as part of a collaborative effort with the Portland Association of Teachers.

### **III. RELATED POLICIES/BEST PRACTICES**

**6.10.030-P School Initiation and Closure:** School closure reports will be included with May 29<sup>th</sup> packet.

**IV. FISCAL IMPACT**

Currently, the schools on the RHS campus are funded separately both through district staffing and funding formulas, as well as through the School Improvement Grants (RHS had three grants for 2010-11 and 2011-12, and will only have one grant for 2012-13). This will result in the loss of funding for the campus for the 2012-13 school year and a larger funding cliff after the three year SIG is over in 2013-14.

The principal has already developed a sustainability team at the campus that is meeting regularly to develop strategies to maintain staff and services that the schools received as part of their SIGs. Please also see attached a sustainability plan that RHS provided to the Oregon Department of Education prior to the current tentative agreement with the PAT and City.

Roosevelt was staffed as a single community comprehensive for the 2012-13 school year. Attached please find the budget plan for next year's School Improvement Grant.

**V. COMMUNITY ENGAGEMENT**

The RHS community has been engaged in both the High School System Redesign and SIG process from the beginning. Through multiple meetings with students, parents, and community members, school administration has outlined the plan for the comprehensive high school. There will also be a celebration at the school in June.

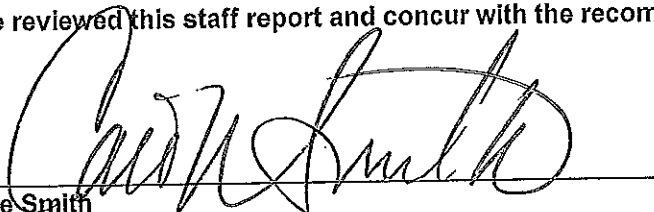
**VII. STAFF RECOMMENDATION**

Staff recommends that the Board of Education vote to close the three small schools on the Roosevelt Campus and transition to a single community comprehensive high school.

**VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION**

May 29, 2012: Board of Education vote on transformation from three small schools to a single community comprehensive high school  
2012-13 School Year: Roosevelt opens as a community comprehensive high school

I have reviewed this staff report and concur with the recommendation to the Board.

  
\_\_\_\_\_  
Carole Smith  
Superintendent  
Portland Public Schools

5/17/2012  
Date

**ATTACHMENTS**



**Transformation Model School Budget Plan – Required Activities**  
**Portland Public Schools – Roosevelt High School**  
**Year 3 – Revised Budget**

(LEAs implementing other models should modify this plan to meet the requirements of the other models.)

<b>1. Replace Principal (except those hired previously as part of turnaround or transformation effort)</b>			
<b>Proposed Activity</b>		<b>Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model</b>	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: New instructional leadership model implemented</i>		<i>Implement instructional leadership development program for members of the administrative team in order to develop...</i>	
1. Sustained support of the new leadership staff & model		Maintain additional leadership support to implement leadership model.	
2. Retain consultant with Comprehensive School Reform Agency		Working with National Equity project – who coach leadership on planning, professional development.	
<b>FTE</b>	<b>Object Code</b>	<b>Will this activity be sustainable after the grant expires?</b>	<b>\$ Amount Requested from SIG Grant Funds</b>
Please indicate number of personnel below.	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees  Please provide object code below	(Please indicate Yes or No below, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is necessary to transform the school.)  Federal funds are supplemental and should not supplant general fund activities
	111 Principal on Special Assignment	No - Replaced in Year 3 by OSDIN Coach.	
	310 BayCes-Comprehensive School Reform Agency	No	\$64,000
	<b>Total</b>		<b>\$64,000</b>

<b>2. Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input</b>	
<b>Proposed Activity</b>	<b>Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model</b>
Note: If the desired activity does not fit into one of	

<p>the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p><i>Example: Develop faculty capacity to use data</i></p>		<p><i>Develop expertise among faculty for continuous use of data to ensure that instructional practices produce evidence of improved student outcomes</i></p>	
<p>1. Sustain Consultant with Comprehensive School Reform Agency</p>		<p>Work with National Equity Project – who coach leadership team and teachers on planning, professional development.</p>	
<p>2. Utilize Assessment Teacher on Special Assignment</p>		<p>Assess and monitor student performance on state assessments and courses throughout the curriculum; provide PD on effectively administering formative and summative assessments; provide test preparation courses prior to testing.</p>	
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
<p>Please indicate number of personnel below</p>	<p>111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Prof., &amp; Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees</p>	<p>(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)</p>	<p>(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities</p>
	<p>310 BayCes-Comprehensive School Reform Agency (National Equity Project)</p>	No	See Item #1
1.0 fte	111 - Assessment Support	Yes: Position / responsibilities will be gradually transferred to the District's General Fund budget as enrollment increases.	\$44,000
	310 Assessment for Learning Consultants (EnVoy)	No	\$27,000
	<b>Total</b>		<b>\$71,000</b>

<b>3. Identify/reward effective personnel &amp; remove ineffective personnel.</b>			
<b>Proposed Activity</b>		<b>Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model</b>	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Recognize school-wide and departmental achievements in improved student learning</i>		<i>Recognize departmental and school-wide achievements with rewards and incentives (Examples: gift certificates, school celebrations...)</i>	
1. Acknowledge school-wide and departmental achievements in improved student learning		Provide assemblies and activities to reward students as they meet achievement milestones in attendance and academics	
2. Acknowledge individual staff for increasing student achievement		Provide scholarships and other incentives for staff increasing student achievement	
3. Union and District collaboration to remove ineffective personnel		Work with HR and Union representatives to remove staff who are not a good fit for the school.	
4. Continued flexible work schedule		Increase FTE to allow flexibility in teacher schedules. Students will be able to recover credits, receive additional academic support and work to support themselves and/or families.	
<b>FTE</b>	<b>Object Code</b>	<b>Will this activity be sustainable after the grant expires?</b>	<b>\$ Amount Requested from SIG Grant Funds</b>
Please indicate number of personnel below	111 Licensed Salaries	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)
	112 Classified Salaries		
	12x Substitute Salaries		
	130 Additional Salaries		
	2xx Benefits		
	310 Instructional, Professional, & Tech. services		
	350 Communication		
	4xx Instructional Supplies and Materials		
	640 Dues and Fees		
	310 Scholarships / tuition / prep-time / rewards / materials / stipends	No	\$53,000
	<b>Total</b>		<b>\$53,000</b>

<b>4. High-quality, job-embedded, instructionally aligned professional development</b>	
<b>Proposed Activity</b>	<b>Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model</b>
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>	
<i>Example: Professional Learning Communities</i>	<i>Use student-learning data to inform instruction and teacher planning in a Professional Learning Communities structure.</i>
1. Maintain grade-level teams	In light of recent budget cuts which have caused higher student/teacher ratios, create a schedule that supports continued teacher collaboration and

		planning time to examine student data to inform instruction.	
2. Evaluate high-leverage instructional strategies.		Utilizing consultants from Marzano Research Lab (Debra Pickering) and Paragon Education Network, continue to improve teacher instruction in order to close the achievement gap.	
<b>FTE</b> Please indicate number of personnel below	<b>Object Code</b> 111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	<b>Will this activity be sustainable after the grant expires?</b>  (Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	<b>\$ Amount Requested from SIG Grant Funds</b>  (When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)  Federal funds are supplemental and should not supplant general fund activities
	4XX Professional development texts, resources, supplemental classroom materials required for implementing high leverage strategies, incentives, food	Yes, through training, it will be supported in-house.	\$152,000
	<b>Total</b>		<b>\$152,000</b>

<b>5. Financial incentives, career opportunities and flexible work conditions</b>	
<b>Proposed Activity</b>  Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.	<b>Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model</b>
<i>Example: Flexible work schedule</i>	<i>Implement extended hours of operation which will allow teachers to work days or evenings. This will allow our students to work jobs and attend school at...</i>
1. Recognize individual staff for increasing student achievement	Provide staff incentives for increasing student achievement (National Board Certification, tuition reimbursement, extended responsibility pay, etc.)

		(See item 3)	
2. Continued flexible work schedule		Increase FTE to allow flexibility in teacher schedules. Students will be able to recover credits, receive additional academic support and work to support themselves and/or families. (See Item 3)	
FTE Please indicate number of personnel below	<b>Object Code</b> 111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	<b>Will this activity be sustainable after the grant expires?</b>  (Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	<b>\$ Amount Requested from SIG Grant Funds</b>  (When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)  Federal funds are supplemental and should not supplant general fund activities
	130 Extended Responsibility	Yes, Partially	\$54,000
	111 & 112 Summer School Staff	Yes, Title IA	\$12,000
	310 Tuition & Certification	Yes, Partially	See item #3
	<b>Total</b>		<b>\$66,000</b>

<b>6. Instructional reform</b>	
<b>Proposed Activity</b>  Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.	Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model
<i>Example: Literacy Support</i>	<i>Provide literacy and writing-help resource similar to college labs staffed with a literacy teacher and an instructional literacy coach....</i>
1. Literacy Support	Provide literacy coach, reading intervention teacher and tutors and access to a library staffed with a licensed media specialist.
2. Mathematics Support	Maintain additional math intervention teacher and tutors to increase student access to math support
3. Instructional Coaching	In light of recent budget cuts which have caused higher student/teacher ratios, create a schedule that supports continued teacher collaboration and planning time to examine student data to inform instruction.
4. Technology Reform	Provide technology resources and FTE coaching and support to transform instruction.
5. Increase rigorous course offerings	Continue to increase additional opportunities for students to access post-secondary credits through AP courses, test preparation, college courses, etc.,

		which have proven to increase college enrollment and persistence.	
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)  Federal funds are supplemental and should not supplant general fund activities
1.0 fte	111 Technology Coach	No, but there is the potential for using other funds to hire consultants as needed.	\$84,000
1.0 fte	130 Technology Support	Yes: Position will be gradually transferred to the District's General Fund budget as enrollment increases.	\$56,000
1.95 fte	111 Reading Intervention Teachers	Partially: There may be the option for transferring to the District's General Fund budget as enrollment increases. At a minimum, this work can be embedded into instruction across content areas.	\$165,000
1.0 fte	111 Literacy Coach	Partially: the plan is to transfer .5 of this position to the general fund.	\$117,000
.5 fte	111 Instructional TOSA	Yes: The SIG allows us to make this a full-time position. It will be a part-time district-funded position at the end of the SIG.	\$57,000
.5 fte	111 Media Specialist	No: position will become a classified media assistant at the end of the SIG.	\$51,000
1.0 fte	111 Math Intervention Teacher	Yes: Position will be gradually transferred to the District's General	\$83,000

		Fund budget as enrollment increases.	
	4XX Technology Purchases	Yes: the needs are substantially reduced after the start-up purchases and regular updating and upkeep will be funded through refresh dollars.	\$50,000
	640 Tuition, books, etc.	No	\$10,000
.52 fte	130 College and Career Coordinator	Yes: We are engaged in conversations with partners about supporting this position. The other .48 is funded by the district.	\$50,000
	4XXX, College & Career activities, supplies, materials, as outlined above.	Partially, through District funding/Title I/other grants	\$115,000
	<b>Total</b>		<b>\$838,000</b>

7. Student data reform			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p><i>Example: Use multiple student level data to assess student learning improvements</i></p>		<p><i>Use multiple data sources to identify evidence of student growth (might include classroom assessments, classroom learning products)....</i></p>	
<p>1. Use multiple data points to assess and address student needs</p>		<p>Employ a data coordinator to identify evidence of student growth (might include classroom assessment, classroom learning products).</p>	
<p>2. Enhance technology resources</p>		<p>Continue to increase technology access and usage for students and teachers to capture data for program reform. (see item 4)</p>	
<p>FTE</p> <p>Please indicate number of personnel below</p>	<p>Object Code</p> <p>111 Licensed Salaries</p> <p>112 Classified Salaries</p> <p>12x Substitute Salaries</p> <p>130 Additional Salaries</p> <p>2xx Benefits</p> <p>310 Instructional, Professional, &amp; Tech. services</p> <p>350 Communication</p> <p>4xx Instructional Supplies and Materials</p> <p>640 Dues and Fees</p>	<p>Will this activity be sustainable after the grant expires?</p> <p>(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)</p>	<p>\$ Amount Requested from SIG Grant Funds</p> <p>(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)</p> <p>Federal funds are supplemental</p>

			and should not supplant general fund activities
1.0 fte	130 RTI Case Manager	Yes: Position will be gradually transferred to the District's General Fund budget as enrollment	\$61,000
1.0 fte	111 Data Coordinator	Yes: Position will be gradually transferred to the District's General Fund budget as enrollment increases.	\$59,000
	<b>Total</b>		<b>\$120,000</b>

<b>8. Increased learning time</b>			
<b>Proposed Activity</b>		<b>Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model</b>	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p> <p><i>Example: Saturday Academy</i></p>			
1. Saturday Academy		Implement a supplemental Saturday Academy focused on English Language Learners....	
2. Continued Extended School		Sustain the Saturday Academy program with emphasis on students not making AYP in mathematics and reading	
		Keep extended school days with an emphasis on student s needing credit recovery	
<b>FTE</b>	<b>Object Code</b> 111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	<b>Will this activity be sustainable after the grant expires?</b>  (Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	<b>\$ Amount Requested from SIG Grant Funds</b>  (When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)  Federal funds are supplemental and should not supplant general fund activities
	130 Extended hours/temp	Yes, Partially	See item #5
	111 & 112 Summer School Staff	Yes, Title I	See item #5
	<b>Total</b>		<b>\$0</b> Costs in Item #5



<b>9. Ongoing family and community engagement</b>			
<b>Proposed Activity</b>		<b>Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model</b>	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Improve parent involvement</i>		<i>Conduct parent education series via parent enrichment nights on topics such as 'how to create a learning culture at home....'</i>	
1. Increase and Sustain parent Involvement		Continued support family coordinator to facilitate workshops and create meaningful connections between the school and home.	
2. Maintain Increased Community partnerships		Maintain and develop relationships with key partners to provide additional academic and social supports for students. Work with community agents to ensure families receive communication and support in native language, i.e., housing, human services, faith-based communities, etc.	
3. Provide mental health support and referrals.		Utilize current services of social worker.	
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)  Federal funds are supplemental and should not supplant general fund activities
1.0 fte	111 Parent and Family Involvement Coordinator	Yes: Position will be gradually transferred to other funding sources. We already have this commitment.	\$87,000
.5 fte	130 Social Services Program Manager	No: Transition staff members to provide continuous capacity then phase out of SIG	\$46,000
	130 Mental Health Services through Multnomah County	Yes: We will work with the county to identify other funding sources for this contract.	\$30,000
	4XXX Family & community resources, materials, incentives, activities.	Yes: these will also be supported through other funding sources.	\$38,000
1.0 fte	112 Parent and Community Agent	No: Transition staff members to provide	\$50,000

		continuous capacity then phase out of SIG	
	<b>Total</b>		<b>\$251,000</b>

<b>10. Operational flexibility (calendar, time, budget, staffing)</b>			
<b>Proposed Activity</b>		<b>Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model</b>	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p><i>Example: Modify school day for students</i></p>		<p><i>Modify the school day schedule from current student start time of 7:40 a.m. to new start time of 8:15 a.m., to improve overall attendance for students....</i></p>	
<p>1. Maintain extended learning time for students</p>		<p>Use increased school day to provide additional opportunities for students to receive academic support and credit recovery.</p>	
<p>2. Maintain transition staff</p>		<p>Continue to employ staff that will be utilized to build capacity amongst staff and who will eventually be phased out over the life of the grant.</p>	
<b>FTE</b>	<b>Object Code</b>	<b>Will this activity be sustainable after the grant expires?</b>	<b>\$ Amount Requested from SIG Grant Funds</b>
<p>Please Indicate number of personnel below</p>	<p>111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, &amp; Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees</p>	<p>(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)</p>	<p>(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)</p> <p>Federal funds are supplemental and should not supplant general fund activities</p>
.5 fte	130 Business Manager	Yes: Position will be gradually transferred to district budget	\$55,000
1.0 fte	111 Counselor	No: Transition staff members to provide continuous capacity then phase out of SIG	\$85,000
.8 fte	112 Counseling Support	No: we do not anticipate maintaining this position when the SIG expires.	\$46,000
.5 fte	112 Bookkeeper	Yes: Position will be gradually transferred to district budget	\$30,000 - the remainder of her salary is through General Fund
	4XX, 640 Social Support Services, Tuition,	No	\$16,000

	multicultural center materials and resources, enrichment activities		
	<b>Total</b>		<b>\$232,000</b>

<b>11. Ongoing intensive technical assistance from LEA, SEA or external partner</b>			
<b>Proposed Activity</b>		<b>Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model</b>	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p>1. Participation in the State System of Support School Coach and District Coach <b>(REQUIRED expenditure each year)</b></p>		<p>ODE will hold <b>\$50,000</b> per year from your grant to pay for the school and district coaches. This does not need to be included in your proposed budget.</p>	
<p>2.</p>			
<b>Number</b>	<b>Object Code</b> 111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	<b>Will this activity be sustainable after the grant expires?</b>  (Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	<b>\$ Amount Requested from SIG Grant Funds</b>  (When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)  Federal funds are supplemental and should not supplant general fund activities
	310 – ODE required professional development	No	\$33,000
	Additional OSDIN Coach support	No	\$20,000
	310 BayCES-Comprehensive School Reform Agency	No	See item #1
	<b>Total</b>		<b>\$53,000</b>

<b>Total Amount Requested for Required Activities</b>	<b>\$1,900,000</b>
<b>Year 3 Total (Including Coach)</b>	<b>\$1,950,000</b>

## Lesson Study

Lesson Study is a collaborative, teacher-led approach to learning from practice, developed and honed in Japan over the last couple of decades. Instead of working in isolation, a group of teachers come together to consider a shared long-term goal or compelling problem of practice (e.g., how to engage all students or how to sustain student efforts to master a difficult concept). The team then chooses the topic that will be the basis for the Lesson Study. The team thoroughly studies the topic for the lesson, considers typical student misconceptions, and determines the best ways to engage students in the topic. One team member teaches the lesson and the other teachers carefully observe students and collect data on how students responded to the lesson. After the observed lesson, the team discusses the collected data and explores how the lesson can be improved. The revised lesson is then taught by either another team member or the same person, but with another class. The team then repeats the process of observing and giving feedback. At the end of the cycle, the team considers what they have learned and the broader implications for teaching and learning. These collaboratively planned “research” lessons are a source of feedback and new techniques. The entire cycle of Lesson Study - posing questions, researching the topic, planning the lesson, observing and giving feedback - deepens teachers’ pedagogical and content knowledge and builds the capacity for collegial learning. Unlike typical classroom observations, in Lesson Study the focus is on the students. Lesson Study’s focus on students develops the “eyes to see students” – their learning, motivation and behavior, what works to engage them, and how their thinking changes over the course of a lesson.

At Roosevelt High School, the school’s Non-Negotiables provide the shared long-term goals for Lesson Study. Each team of three to five teachers chooses a problem of practice related to the Non-Negotiables and designs research lessons that incorporate best practices in sharing and clarifying learning targets, involving students in tracking and assessing their own learning, and providing feedback. These research lessons also experiment with how to provide sufficient scaffolding so students can access complex text and critically write about and discuss what they read.

**Strategy 4 - Professional Development: Provide staff ongoing, high quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.**

- Describe how the school's PD needs were determined.

The professional development foci for the 2011-2012 school year, Year 2 of the SIG, was determined in multiple ways. The focus for Year 1 of the grant was on Assessment for Learning (see Black & William, 1998; Marzano, 2009). Assessment for Learning, with its emphases on clear learning targets that are shared with students; involving students in the assessment process; providing timely, substantive feedback; and adapting instruction based on student understanding demands a major shift in teaching and learning. Given the many facets and complexity of assessment for learning, we wanted Year 2 to build on the groundwork laid in Year 1. Observations of classrooms (conducted by administrators, coaches and outside consultants) as well as interviews with students (conducted by the PEN consultant) let us know that while student friendly learning targets were up in most classrooms, routines for sharing and clarifying the learning targets needed improvement and that teachers needed a larger repertoire of strategies for involving students in assessment, providing feedback and adapting instruction. In addition, student results on Oakes, Reading Work Samples and the DRP led to the Year 2 professional development emphasis on the explicit teaching of reading to help students access complex text across the disciplines (see Reading Next, 2004). Debra Pickering came for the staff development day that occurred before the start of the academic year. With her help, the administrators, coaches and Barbara Waxman (PEN consultant) crafted the Non-Negotiables and what the administrators and coaches would look for as evidence that teachers were honoring these non-negotiables:

- I. Learning Targets will be the focus of the learning in the classroom; students will focus on the learning goals and will know the criteria for achieving proficiency.
- II. Feedback from assessments will be used to change actions of students and teachers so that students continue to progress toward increasingly higher levels of proficiency.
- III. Instruction will be scaffolded and delivered in a way that supports students' progress toward meeting Targets. (With an emphasis on key READING strategies)

We (teachers, leaders, coaches, etc.) will monitor the extent to which...

1. Learning Targets are clearly posted in student friendly language;
2. Learning Targets are referenced throughout a lesson to focus, and refocus, students on the Targets;
3. Activities clearly support the Learning Targets;
4. Students focus on, and "own," the Targets;
5. Students have multiple opportunities to achieve targets;
6. Results are used to plan instruction for individual students, groups, and whole class;
7. Feedback motivates and guides; and
8. Grading practices clearly reflect and support continued learning.

- List the PD that has been offered this quarter and who received it.

#### **Curriculum Camp, August 24-26**

In the summer, all staff were invited to attend a curriculum camp. This three-day camp involved all participating staff in designing high quality, rigorous and engaging curriculum units. The three days enabled the coaches and PEN consultant to provide professional development on embedding assessment for learning into units plans, on crafting clear targets, on designing summative assessments that match the learning targets, and on choosing engaging instructional practices to scaffold students towards meeting learning targets. In addition, the camp helped foster a collegial and collaborative learning community.

#### **Book Study and Lesson Study, Ongoing throughout the Fall**

There were two main PD structures used in the Fall. All the departments except for English engaged in Lesson Study (see attached). The English department chose to conduct a professional book club. The featured book was *So What Do They Really Know* by Cris Tovani. This book, by a nationally recognized literacy consultant and High School English teacher, documents an assessment for learning approach to using reader's workshops with struggling readers. The book relates well to each of the Non-Negotiables: Cris Tovani gave excellent examples of student-friendly learning targets based on the Common Core standards (NN1), showed how she confers with students as they read to give just in time feedback (NN2), and described how she uses reader's workshops to help students access complex text (NN3). Teachers took turns leading professional development on each chapter of the book, and began to try out practices described in the book such as having students annotate as they read. Student annotations were brought to the PD sessions for analysis and to determine next steps in helping students annotate as they read. (*also see Catherine's summary, in the dropbox folder*)

#### **Support for Coaches, Ongoing throughout the Fall**

Support for coaches has been provided throughout the summer and fall. This support takes several forms: First, formal bi-weekly instructional leadership meetings attended by all coaches, the instructional specialist, the admin team and the PEN consultant (see agendas and minutes of these meetings, attached). These meetings are devoted to developing the professional development for staff, determining patterns in observations of classes in order to adapt professional development and next steps, consideration of coaching techniques and issues, and how to provide substantive feedback to teachers who are being coached. The PEN Consultant has continued to provide coaching for the coaches – she observes coaches' teaching and meets with them to provide feedback on the goals that the coaches have articulated. The aim here is to ensure that coaches are improving their own teaching practice. The PEN consultant also advises on lesson and unit plans, and helps craft documents such as the English Department Vertical Alignment Map (*could include a copy if you need documentation*). Third, Debra Pickering visited the school for two days in early October to observe classes and meet with the coaches and administrators and to suggest ways to improve the implementation of the Non-Negotiables and the coaching.

#### **Coaching, Ongoing throughout the Fall**

Coaches have been observing in classes in their own departments and meeting with teachers to

give feedback and to plan lessons and units. Feedback centers on the Non-Negotiables. The PEN Consultant also visits classes with coaches and debriefs with coach and/or the classroom teacher.

- How did the recipients use what they learned to affect student growth or graduation rates (give one or more examples)?

#### **Book Study Examples:**

Many of the English teachers were inspired by Cris Tovani's book, *So What Do They Really Know*, to change the structure and instructional practices used in their classes. One ninth grade teacher decreased the amount of time used for SSR to make time and space for reader's workshops so he could model how he makes sense when he reads and to be able to confer with students or pull invitational groups during the independent reading portion of the reader's workshop. Because he is trying out new practices he has sought out the assistance of the PEN Consultant and other coaches to help him successfully implement these new practices. Another English teacher, also trying out these practices with her tenth graders, now regularly has her students annotate as they read. She, too, has invited in the consultant to demonstrate how she confers and provides immediate feedback to students.

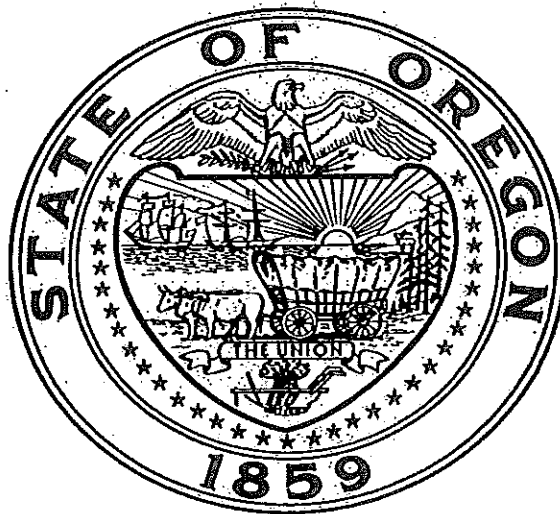
#### **Lesson Study Examples:**

Example 1: One of the 9<sup>th</sup> grade science teams focused on student engagement by implementing more kinesthetic and active student learning. The practices used included an engaging warm-up involving manipulatives and a hosted gallery walk of student-made graphs and explanations based on a recent science lab. The warm up involved placing pictures and words on the phase change graph. Students had time to get up and look at their neighbors' graphs to make corrections. Each student had to make a detailed description of a part of the graph from the lab and then everyone participated in a hosted gallery walk. The class generated the criteria for the graphs and for hosting the gallery walk, and each person was assigned a role for the group work. The take away was that students were significantly more engaged when active, when each student had a clear role, and when the teacher was not doing all the leading/teaching.

Example 2: The 9<sup>th</sup> grade Social Studies team had a lot of resistance at first. The instructional specialist (Keri Trolher) ended up designing the lesson for her team. For this team it was about trying different practices, practices that would get students involved and active. The most powerful part of this lesson study was looking at student work. Focusing solely on the student work changed the tone – the conversation was then focused on what students can and can't do and where to go with the material given the students' level of understanding. This is a group of teachers not used to looking at student work and what it shows them. The next lesson should burrow into teaching a specific thinking strategy such as asking questions or determining importance. It's amazing how much time you can spend planning something and it's still not going to be perfect! There were moments of intrigue for the students, and the observing teachers could see which practices yielded the most intrigue for teachers.

# School Improvement Grant Application

Section 1003(g) of the  
Elementary and Secondary Education Act



2010-13

*Local Education Agency (LEA)*

Section I: Grant Information .....	Error! Bookmark not defined.
Section II: Local Education Agency Application Template .....	Error! Bookmark not defined.
Section III: School Application Template .....	Error! Bookmark not defined.

**School Improvement Grant Application**

**Primary Application for LEA Due to ODE no later than May 7, 2010**



# 1. LEA Application Cover Sheet for School Improvement Grants

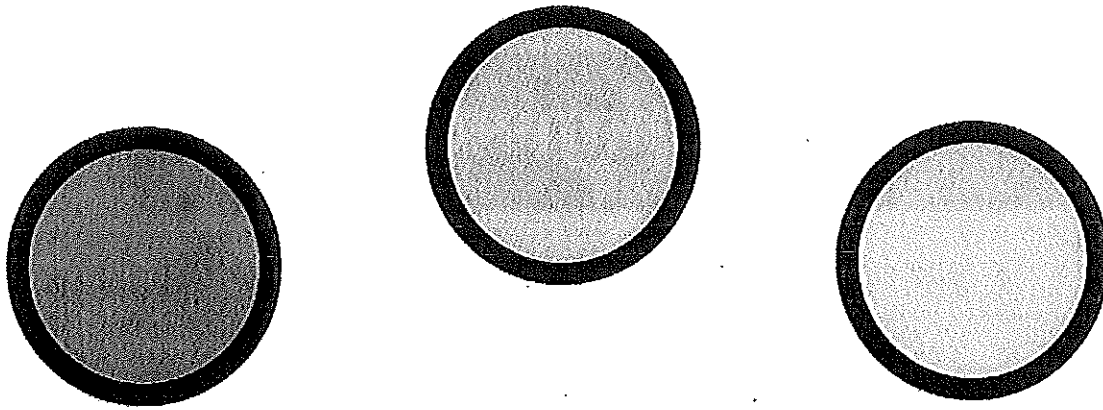
NOTE: This cover sheet is required as part of your overall application. Additional coversheets are needed for each school application (see page 15).

District Name: School District 1J, Portland School District	Mailing Address: 501 N. Dixon St. Portland, Oregon 97227
LEA Superintendent Name: Carole Smith	School Board Chair Name: Trudy Sargent
Position and Office: Superintendent	Position and Office: School Board Chair
Mailing Address: 501 N. Dixon St. Portland, OR 97227	Mailing Address: 501 N. Dixon St. Portland, OR 97227
Telephone: 503-916-3200	Telephone: 503-916-3741
Fax: 503-916-3110	Fax: 503-916-2724
Email address: csmith1@pps.k12.or.us	Email address: tsargent@pps.k12.or.us
LEA Superintendent (Printed Name): Carole Smith	Telephone: 503-916-3200
Signature of LEA Superintendent:	Date:
School Board Chair (Printed Name): Trudy Sargent	Telephone: 503-916-3741
Signature of School Board Chair:	Date:

The LEA, through its authorized representative, agrees to comply with all requirements applicable to this School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

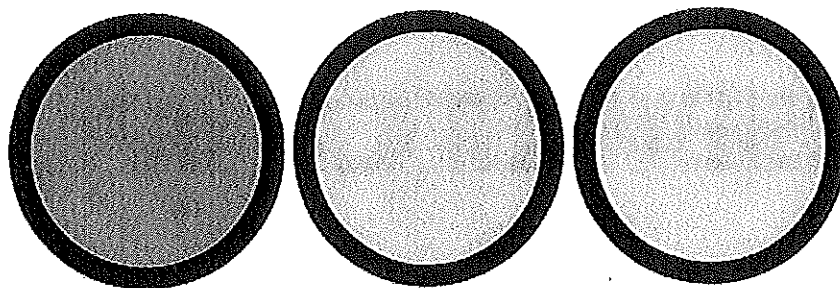
# ROOSEVELT CAMPUS

2009-10



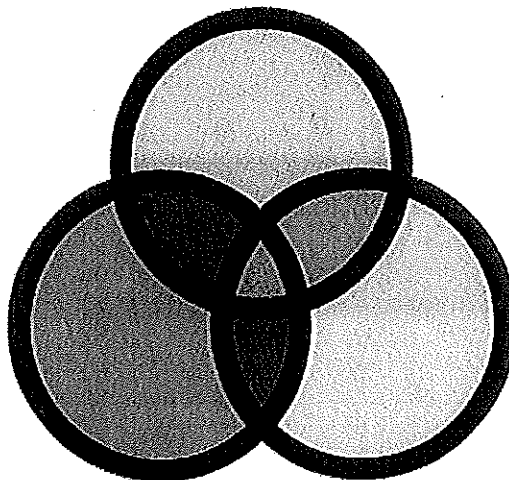
**three totally separate schools**

2010-11



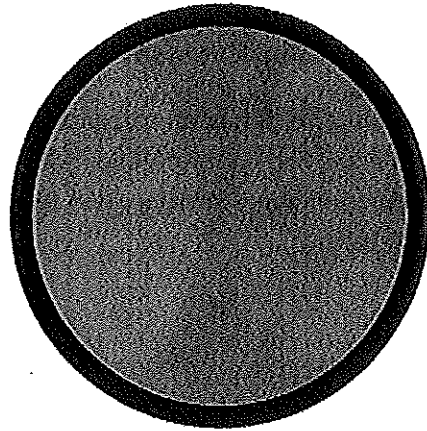
**three separate aligned schools**

2011-12



**three overlapping schools**

2012-13



**one community comprehensive**

## 2. LEA Grant Abstract

Describe the district's overall VISION for improvement over the three-year period of the grant. Address the LEA's vision for improvement for each school as the school implements the selected intervention. Describe district level activities and modifications in support of school implementation.

Over the last two years, Portland Public Schools [PPS] has been engaged in a High School System Design process to address the inequities across the system. Gaining feedback from students, staff, and community members over the course of 15 community meetings, the District created the following desired outcomes for High School System Design:

1. Increasing graduation rates
2. Closing of achievement gaps
3. Inspiring and engaging all students
4. Ensuring all schools are in high demand, and
5. Ensuring all students are prepared for success at the next level.

It became clear in the meetings across the city that families wanted their students to have access to a greater menu of offerings in all the schools. As a result of this work, PPS has identified a core comprehensive program for each community high school campus that assures every enrolled student has access to:

1. A core academic program: which includes the required and elective course offerings- including arts and music
2. Advanced Academic Options: highly rigorous college preparatory required and elective courses
3. Career Exploration Pathways: designed to explore personal interests in an extended series of courses
4. Personalization and student supports for students who have special needs whether they be special education or gifted and for students who are behind or fall behind.

Additionally, there will be student supports at every community comprehensive school campus including:

1. Supports for students with special needs
2. Academic support courses (i.e. AVID)
3. Online learning
4. Credit for proficiency
5. Community resources within and outside the traditional school day
6. Research-based practices that promote personalization and social/emotional/physical well-being.

In order to meet this vision of a full menu of options and services for students and their families, the Roosevelt Campus cannot continue to operate as three separate schools. Portland Public School proposes using the life of the School Improvement Grant to transition the three schools into a single comprehensive community school that can meet the needs of students and raise academic

achievement. Currently the schools on the Roosevelt Campus share few services, run different bell times, and generally do not cross-enroll students. For the fall of 2010, ACT, SEIS and POWER will implement the transformation model in each school and move toward aligning their programs so that by the fall of 2011, the Roosevelt High School Campus will be able to offer students the full core comprehensive program across the three schools; and by Fall of 2012, will become a single community high school with small academies. At this point, POWER is the small school with the highest student achievement. The attached application reflects keeping POWER open and closing SEIS and ACT, however that determination will be made based on student achievement at the time of the school closings. Please see the attached representation of the transition from small schools to a single comprehensive school.

The School Improvement Grants are a tremendous opportunity for the Roosevelt Campus. While there have been a number of successes on the campus in the current small school format, the graduation rate is still an unacceptable 37%. The Campus schools have engaged in an extremely collaborative process with staff, students, parents, and community members in choosing their model and developing the plans for implementation. Over the next two years, the schools will implement the transformation model as three separate schools working to align services for students, create a new centralized governance structure, provide opportunities for embedded personal development, and adopt a set of common agreements around the instructional model as they move toward becoming a single comprehensive high school. The School Improvement Grant will provide the schools the opportunity to implement this transition through a thoughtful, incremental process where student achievement and success is at the forefront. In the second year of the grant, the District will identify which two schools will be closed and by the third year all the students and staff will transition to a thriving single community high school while maintaining the strong student personalization from our small schools.

Currently, the Portland Public Schools has a very liberal transfer policy that allows students to apply to transfer from one neighborhood school to another. While there are over 1300 students in the Roosevelt Campus catchment area, only 46 % of those students attend a school on the Roosevelt Campus. As part of the High School System Design Process, the Superintendent has recommended that the Board revisit its policy to limit transfers to those that are statutorily required. Portland Public Schools estimates that between the changes to the policy and the reform from the School Improvement Grants and High School System Design, over 900 students will attend school on the Roosevelt Campus in 2013.

In addition to the High School System Design process, the Superintendent has identified an Academic Priority Zone that includes the schools on the Roosevelt Campus and some of its elementary and middle feeder schools. The Academic Priority Zone is a deeper support model to substantially change the achievement outcomes up through 8<sup>th</sup> grade, and to help students who arrive at high school behind to get back on track. The goals of the Academic Priority Zone are to :

- Provide a higher level of intervention and support to students and their families so that students are ready to learn and able to catch up quickly when they fall behind,
- Build teacher capacity to provide excellent instruction and work effectively with students from a

wide range of backgrounds, and to

- Enable principals to focus on building a culture of high expectations and a set of practices and operating norms that drive continuous improvement, and to ensure that school teams consist of educators who have chosen to, and are well prepared to, work with high needs students.

Key Elements of the Academic Priority Zone support model include:

- Placement of experienced and successful school leadership at each school
- A wrap-around support model for students and families to provide mentorship, case management, and intervention supports
- Extended learning opportunities integrated into the core school day, after school and during the summer
- School based instructional resources to manage a process to build the capacity of the instructional staff at each school to collaborate and use data to improve student outcomes
- An assurance that schools will be able to hire 100 percent of their staff through an interview and selection process resulting in mutual consent placements
- Resources to support in-school professional development time for staff to engage in capacity building.

As these goals and supports mirror many of the requirements of the transformation model, the District is developing a process K-12 to raise student achievement results, especially for students of color and those from low-income families so that they can reach benchmarks and arrive at high school ready to succeed.

Regular High Schools	2007-08 cohort 4-year rates			2006-07 cohort 4-year rates (recalculated)			2006-07 cohort 5-year rates			2007-08 cohort 4-year rates by RACE/ETHNICITY																	
	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Native American			Asian/Pac Isl			Black			Hispanic			White			Multi-ethnic		
										Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate
ACT	95	49	51.58%	90	36	40.00%	90	37	41.11%	3	NA	NA	8	NA	NA	18	9	50.00%	20	11	55.00%	43	25	58.14%	3	NA	NA
POWER	76	44	57.89%	66	34	51.52%	64	35	54.69%	2	NA	NA	9	8	88.89%	21	11	52.38%	23	12	52.17%	19	10	52.63%	2	NA	NA
SEIS	75	38	50.67%	68	25	36.76%	68	29	42.65%	4	NA	NA	NA	NA	NA	13	4	30.77%	42	23	54.76%	9	6	66.67%	3	NA	NA
Roosevelt	246	131	53.25%	224	95	42.41%	222	101	45.50%	9	2	22.22%	21	14	66.67%	52	24	46.15%	85	46	54.12%	71	41	57.75%	8	4	50.00%

NA: In order to protect student confidentiality and minimize misinterpretation of results, data are suppressed for groups of <6





# PORTLAND PUBLIC SCHOOLS

P.O. Box 3107 / Portland, Oregon 97208-3107  
Telephone: (503) 916-3741 • FAX: (503) 916-2724

## WORK SESSION STAFF REPORT TO THE BOARD

### INTERGOVERNMENTAL AGREEMENT FOR THE TRIMET YOUTHPASS PROGRAM

Board Committee Meeting Date: 5/21/2012

Executive Committee Lead: C.J. Sylvester, COO

Department: Student Transportation

Staff Lead: Andy Leibenguth, Director, Student Transportation

District Priority: Improve Milestone Outcomes

#### I. ISSUE STATEMENT

Portland Public Schools (hereinafter "PPS") seeks to enter into an Intergovernmental Agreement for a student transit pass program commonly referred to as YouthPass with the City of Portland and TriMet retroactive to January 1, 2012 and through June 15, 2012. While this agreement does not cover an expansion into next school year we are in continuous conversations with our partners at the City of Portland, and TriMet to identify a sustainable alternative to the program for the school year beginning September 2012.

#### II. BACKGROUND

The YouthPass Program has been a collaborative partnership between TriMet, PPS, and the City of Portland, with support from the Multnomah Youth Commission. The YouthPass supports families by eliminating the cost of transportation, reduces traffic congestion around neighborhood schools, lowers carbon emissions in support of Portland's Climate Action Plan, and nurtures the next generation of transit users.

The YouthPass Program started in September 2008 as a pilot project to provide transit passes to students at Jefferson and Franklin High Schools, thanks in part to successful lobbying from the Multnomah Youth Commission. Since September 2009, the program has provided free TriMet Youth Passes to nearly 13,000 high school students in the PPS District. Eighty percent of PPS youth report using their pass on a regular basis. Prior to the YouthPass Program, PPS purchased monthly passes for approximately 3,500 students.

The Program has largely been funded through Oregon's Business Energy Tax Credit (BETC) program, which has provided \$2.55 million annually. Historically, PPS has contributed about \$800,000 gross per year to the program, 70 percent (approximately \$560,000) of which is reimbursed from the State, for a total district net expenditure of \$240,000.

Due to action by the State Legislature, BETC funding is no longer available for student passes. Approximately \$570,000 is available from remaining BETC funds, as well as the PPS contribution for the second half of the 11-12 school year (\$400,000). While implementation

of the program began in January 2012 some details of the IGA needed to be agreed upon between the City of Portland and TriMet. This led to a delay in bringing the agreement before the Board for approval.

III. **RELATED POLICIES/BEST PRACTICES**

PPS has an Oregon Department of Education (ODE) waiver from ORS 327.043(2). This waiver allows the district to provide school bus transportation to only those students who do not have a TriMet stop within 1 mile of their residence and/or students with transportation as a related service in their Individual Education Plan (IEP).

IV. **FISCAL IMPACT**

Loss of BETC funding in the 2011-12 Fiscal Year required PPS to identify \$675,000 in additional resources to maintain the program January – June 2012. TriMet provided \$375,000 of the \$675,000 through discounts retroactively applied to passes distributed in September 2011. The City of Portland and PPS contributed \$225,000 and \$75,000 in new resources, respectively. In total, PPS' gross contribution to the TriMet YouthPass program in 2011-12 is \$875,000 (\$800,000+\$75,000), 70 percent of which is reimbursable from the state netting a total program cost of \$262,500.

V. **COMMUNITY ENGAGEMENT**

District Administration continues to work with partners at the City of Portland, Multnomah Youth Commission, TriMet and state legislative stakeholders to identify a sustainable alternative to the program for the school year beginning September 2012.

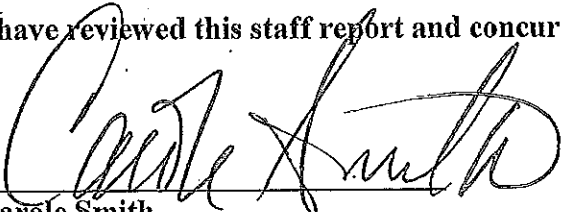
VI. **STAFF RECOMMENDATION**

Adopt resolution directing staff to establish, enter into, and execute an intergovernmental agreement between the City of Portland, TriMet, and the District in a form approved by General Counsel for the District setting forth the fareless public transportation student pass program for District students in the 9<sup>th</sup> through 12<sup>th</sup> grades at all District high schools and Education Options programs for the project period January 1 through June 15, 2012.

VII. **TIMELINE FOR IMPLEMENTATION**

Implementation began January 1, 2012. Mutual obligations are further defined in the IGA.

I have reviewed this staff report and concur with the recommendation.

  
Carole Smith  
Superintendent  
Portland Public Schools

5/17/2012  
Date

## RESOLUTION NO.

### Resolution to Continue Supporting and Approving a Fareless Public Transportation Student Pass Program for all High School and Education Options Students in Portland Public Schools Programs for the Period of January 1 through June 15, 2012.

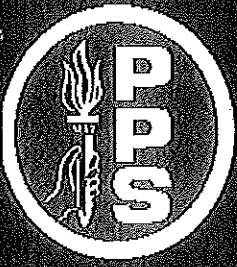
#### RECITALS

- A. The Multnomah Youth Commission has determined that by following national and local models, a fareless public transportation student pass program could address many positive outcomes including:
1. Reducing car traffic and related carbon emissions around schools;
  2. Increasing current and future ridership for TriMet;
  3. Reducing barriers to youth participation in schools;
  4. Increasing access to personal enrichment and employment opportunities;
  5. Increasing a school district's flexibility for academic programming; and
- B. The U.S. Department of Transportation estimates that 20-25% of morning traffic is directly related to cars transporting students to school; and
- C. Since many students attend schools and programs outside their neighborhood, a lack of transportation is cited as being a key barrier to youth attendance at school, after school activities, student support programs and work opportunities; and
- D. Due to limited funding, Portland Public Schools ("District") Transportation Services is unable to provide services to all students needing transportation to and from school; and
- E. District staff has worked closely with TriMet and the City of Portland Mayor's Office to develop a District-wide program. To date, these efforts have included the completion of a successful pilot project in the 2008-09 school year; full expansion to all High School and Education Options Students in the 2009-10 school year; the research and use of the Business Energy Tax Credit (BETC) as a funding source; and currently, development of an intergovernmental agreement defining each organization's role, financial responsibilities, and operational details for the period of January 1 through June 15, 2012; and
- F. Under the Youth Pass program, Portland Public Schools leverages its existing commitment to student transportation to offer universal transit access to all PPS high school students through monthly TriMet passes worth more than \$3.3 million a year.

#### RESOLUTION

1. The Board directs District staff to establish, enter into and execute an intergovernmental agreement between the City of Portland, TriMet and the District in a form approved by General Counsel for the District setting forth a fareless public transportation student pass program for District students in 9<sup>th</sup> through 12<sup>th</sup> grades at all District high schools and Education Options programs. This program will span the period from January 1, 2012, through June 15, 2012.

*C. Sylvester / A. Leibenguth*



# PORTLAND PUBLIC SCHOOLS

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## SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

### ***EQUITY IN PUBLIC CONTRACTING POLICY***

Board Committee Meeting Date: May 21, 2012

District Priority: Equity

Board Meeting Date: May 29, 2012

Executive Committee Lead: David Wynde

Department: Procurement Services

Staff Lead: Elaine Holt, Assistant Director,  
Procurement Services

#### **I. ISSUE STATEMENT**

Portland Public Schools (hereinafter "PPS") seeks to approve an Equity in Public Contracting (EPC) Policy. This Policy aims to build on the PPS Racial Educational Equity Policy adopted by the Board in June 2011.

We recognize that under-utilization of small businesses, particularly those owned by people of color, perpetuates inequities for our students as well as our business partners. We recognize that we have the opportunity, and the responsibility, to reduce inequities in workforce hiring of our contractors. Finally, we recognize that the business community has a role to play in the success of our students, and there is opportunity for synergy between local businesses and PPS in providing students exposure to career learning engagements.

Through the EPC Policy, we seek to significantly change the contracting practices of the District, providing greater contracting opportunities to historically-underutilized businesses, including businesses owned by people of color and women. We seek to ensure and promote apprenticeship and construction employment opportunities for people of color and women, particularly on District construction contracts. And, we plan to provide and strengthen career learning opportunities for students, through linkages to local businesses and in relation to District contracting.

#### **II. BACKGROUND**

PPS staff have been actively developing this draft Policy since 2009. Important milestones towards this Policy include the following:

May 2009. The District contracted with Gerding Edlen Sustainable Solutions, Inc. to provide re-roofing at nine schools. The contract reflected an 18% aspirational goal for subcontracting with minority-owned, women-owned, and emerging small businesses. Gerding Edlen exceeded this aspirational goal.

August 2010. The Board passed PPS Public Contracting Rules which included language in conformance with state statute addressing contracting with minorities, women, and emerging small businesses.

February 2012. PPS Staff met with community stakeholders and business leaders at two meetings (see "Community Engagement" below). We obtained their recommendations regarding our draft Policy and related draft Superintendent's Administrative Directive. These inputs have been incorporated into our recommended draft EPC Policy.

March 2012. Procurement Services and Facilities and Asset Management obtained Board approval and issued a Construction Manager/General Contractor (CM/GC) Request for Proposal for boiler burner retrofitting pre-construction and construction services. The RFP included an 18% aspirational goal for subcontracting with minority-owned women-owned and emerging small businesses; proposals were scored against multiple criteria, including the respondent's plan for meeting this aspirational goal.

May 12, 2012. Procurement Services emailed the draft EPC Policy directly to community stakeholders for feedback.

May 15, 2012. Procurement Services posted the draft EPC Policy on its website and on the website of the Oregon Association of Minority Entrepreneurs (OAME), seeking comment.

May 29, 2012. PPS staff will bring the draft EPC Policy to the Board for a first reading.

June 7, 2012. Procurement Services will bring the draft EPC Policy and related draft Superintendent's Administrative Directive to the PPS Operations Equity Professional Learning Community (PLC) for discussion and application of the Equity Lens.

June 11, 2012. The Deadline for internal and external feedback regarding the draft EPC Policy.

June 15, 2012. Incorporation of feedback into the draft EPC Policy

June 19, 2012 Provide revised draft EPC Policy to the Board Office

June 25, 2012. PPS staff will bring the draft EPC Policy to the Board for a second reading.

### III. RELATED POLICIES/BEST PRACTICES

The following policies and Oregon Revised Statutes are relevant to this initiative: the PPS Racial Educational Equity Policy, the PPS Public Contracting Rules, adopted as Policy, Oregon Revised Statute 279A.100, Oregon Revised Statute 279A.105, and Oregon Revised Statute 200.055.

In development of this draft Policy, PPS Staff reviewed similar contracting policies. The first two objectives of the draft Policy are reflective of like policies of public agencies within the Portland metropolitan region. The third objective, pertaining to career learning opportunities for young people of color and young women, was suggested by our community partners. PPS, by virtue of its mission, has a unique opportunity to link businesses we contract with to students seeking career learning.

### IV. FISCAL IMPACT

Staff will research costs and fiscal systems to support reporting of data regarding Policy outcomes. At this time, there is not a 2012-2013 budget identified to fund this initiative.

**V. COMMUNITY ENGAGEMENT**

Multiple community partners have provided input on this draft Policy, including: the African American Chamber of Commerce, the Hispanic Chamber of Commerce, the Native American Chamber of Commerce, the Oregon Association of Minority Entrepreneurs, and the National Association of Minority Contractors – Oregon.

As the Policy is finalized and implemented, staff will continue to work with these partners along with other local community partners and government agencies. Staff will engage these partners and others in the development and future revisions of the associated Superintendent's Administrative Directive.

**VI. BOARD OPTIONS**

The Board may choose to accept the draft Policy as written or may make recommendations for revision.

**VII. STAFF RECOMMENDATION**

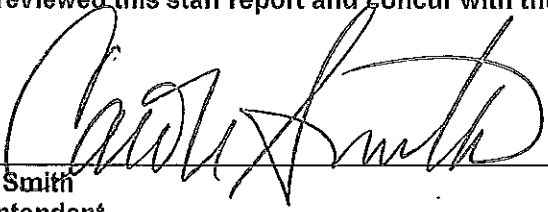
Staff recommends that the Board adopt the Equity in Public Contracting Policy.

**VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION**

In addition to those activities outlined above, PPS staff anticipate implementing the Policy once the related Superintendent's Administrative Directive is finalized.

Staff will review, and report to the Board, the outcomes of this Policy on a minimum annual basis and revise the related Superintendent's Administrative Directive accordingly.

I have reviewed this staff report and concur with the recommendation to the Board.

  
\_\_\_\_\_  
Carole Smith  
Superintendent  
Portland Public Schools

  
\_\_\_\_\_  
Date

**ATTACHMENTS**

**A. Draft Equity in Public Contracting Policy**

**PPS District Priorities FY 2011-12**

1. Improve milestone outcomes
2. Successful implementation of High School System Design
3. Improve English Language Learners and Special Education Services
4. Increase cultural competence and diversity of staff
5. Build shared leadership and accountability for results
6. Measure and report on effectiveness of schools and programs
7. Design and implement Capital Improvement Plan
8. Deepen community and student engagement



## BOARD POLICY

**X.XX.XXX-P**

# Equity in Public Contracting

In 2011, the Board of Education ("Board") adopted the Portland Public Schools Racial Educational Equity Policy, 2.10.010. In that policy, the Board affirmed the intent of the school district to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for students of color. Complex societal and historical factors contribute to the inequities our students face. The District must address and overcome these inequities and institutional racism, providing students with the support and opportunity to succeed, make productive life decisions and give each student the support to meet his or her highest potential. Board recognizes that the historical under-utilization of small businesses, particularly those owned by people of color, perpetuates inequities not only for our students but for our business partners. This is not only a challenge for the District but for the Portland metro community at large.

Modeling equity in District business practices will further enhance achievement of goals established in its Racial Educational Equity Policy.

It is the District's goal to maximize fair and equitable opportunities to Portland's diverse populations, promote prosperity in all segments of Portland's diverse communities, foster economic growth and expand competition in the market.

### A. OBJECTIVES OF THE POLICY

The District will significantly change its practices in order to achieve and maintain equity in its contracting activities and to achieve and maintain an equitable and diverse contractor workforce.

1. Therefore, the Board establishes the District's **Equity in Public Contracting Policy** with the following goals:
  - a) The District will provide professional, supplier, construction and personal service contracting opportunities to small businesses that have been historically under-utilized, including businesses owned by people of color and women.
  - b) The District will ensure apprenticeship opportunities in the construction trades and will promote construction employment opportunities for people of color and women.
  - c) The District will provide career learning opportunities for students, providing them exposure to small businesses, potential career paths and an opportunity to develop and explore their entrepreneurial spirit.



## BOARD POLICY

X.XX.XXX-P

# Equity in Public Contracting

2. The Policy objectives will initially be pursued through the establishment of three separate programs.
  - a) **The Business Equity Program**
  - b) **The Contractor Workforce Equity Program; and**
  - c) **The Career Learning Equity Program**

### B. THE BUSINESS EQUITY PROGRAM

**Purpose of the Business Equity Program.** To ensure the District provides professional, supplier and construction contracting opportunities to minority-owned businesses, women-owned businesses and emerging small businesses.

The Superintendent will determine annually the scope of the Business Equity Program.

### C. THE CONTRACTOR WORKFORCE EQUITY PROGRAM

**Purpose of the Contractor Workforce Equity Program.** To increase the numbers of women and minorities in the construction trades through apprenticeship opportunities on District contracts.

The Superintendent will determine annually the scope of the Contractor Workforce Equity Program.

### D. THE CAREER LEARNING EQUITY PROGRAM

**Purpose of the Career Learning Equity Program.** To increase the numbers of young people of color and young women in career learning programs.

The Superintendent will determine annually the scope of the Career Learning Equity Program.

### E. ADMINISTRATION

The Superintendent, or designee, will develop and administer specific procedures and guidelines, and make any determinations necessary, to implement and manage the Policy. The Superintendent, or designee, will pursue opportunities and methods to reduce or eliminate barriers to participation in these programs.

The Board expects that the Superintendent will develop an accountability structure that will involve regular review of the metrics of these programs. The Superintendent or designee will report such metrics to the Board on a regular basis.