

**BOARD OF EDUCATION**

Portland Public Schools  
Study Session  
June 11, 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. **CITIZEN COMMENT** 5:00 pm
2. **BOARD SCHOLARSHIP RECIPIENT** 5:20 pm
3. **PRESENTATION: OREGON SCHOOL BOARDS ASSOCIATION** 5:25 pm
4. **DISCUSSION: CAPITAL BOND CRITERIA** 5:40 pm
5. **BREAK** 6:40 pm
6. **UPDATE: RACIAL EDUCATIONAL EQUITY POLICY IMPLEMENTATION** 6:55 pm
7. **DISCUSSION: OREGON ACHIEVEMENT COMPACTS** 7:40 pm
8. **BUSINESS AGENDA** 8:10 pm
9. **DISCUSSION: HIRING OF FORMER BOARD MEMBERS** 8:15 pm
10. **BOARD RETREAT PREPARATION AND ORGANIZATION OF MEETING STRUCTURE** 8:25 pm
11. **ADJOURN** 9:00 pm

The next Study Session of the Board will be held on **June 18, 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

May 31, 2012

Portland Public Schools  
c/o Jollee Patterson  
501 N. Dixon Street  
Portland, OR 97208-3107

Dear Portland Public School Board Member:

The OSBA board leadership and staff look forward with great anticipation to the moment your board rejoins our association as a member-district. At the center of our mutual priorities are student achievement, funding and local governance. The likelihood of achieving success is far greater if we work together and speak as one.

We place a high value on the Portland Public School district once again becoming a member of OSBA. At the same time, however, we understand your need for assurance concerning the value of your membership, and we are committed to answering that need.

OSBA can and will provide value to your board in the following vital areas:

- 1) Professional development targeted to large urban districts.** Our board development team will recruit workshops for the OSBA annual convention that address the challenges that large urban districts face. At other times during the year, the team will provide specialized training by consultants whose professional focus is large urban districts. These and other OSBA-sponsored events will provide valuable networking opportunities that enable large districts to share solutions to the problems and challenges they have in common.
- 2) Participation in decision-making about the leadership and direction of OSBA**  
The OSBA constitution gives the board the authority to create ex-officio board positions. We will urge the board to create ex-officio seats for very large urban districts and very small rural districts. The goal is to ensure representation for districts that might not otherwise be able to provide input to the decisions that occur at board meetings.
- 3) Education discussion groups throughout the state.** OSBA plans to convene discussion groups throughout Oregon to consider the important issues we face in public education. Our goal is to pull together allies in a sharply focused campaign that educates and informs the public, legislators and other government policy makers about the realities that confront districts every day. Just as important, the discussion groups and the campaign will publicize what districts need to cope with those realities. Legislators, policy makers and voters must understand what happens on the ground when education budgets suffer cuts, or even when budgets stay level while costs rise.
- 4) Attendance at PPS board meetings by OSBA leadership.** OSBA leadership would be pleased to attend a meeting of the Portland Public Schools board of directors in June to discuss these topics with you further. OSBA leaders will undoubtedly benefit from firsthand observation of PPS board discussions, and they will be able to offer their views on trends, issues and challenges in public education across the state.

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Jim Green

Thank you for this opportunity to address the concerns that the Portland Public School board of directors has had with OSBA's direction in the past. We are anxious to move forward on solutions that will benefit both organizations, and we are committed to making membership in OSBA a high value to the Portland Public School board. The association leadership and staff look forward to continued conversations toward a powerful partnership that makes a real difference for all children in Oregon.

Sincerely,



Betsy Miller-Jones  
Interim Executive Director



Kris Howatt  
President, Board of Directors'

bjg

cc:

Jollee Patterson, General Counsel/Board Secretary  
Carole Smith, Superintendent of Schools



# PORTLAND PUBLIC SCHOOLS

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

### *CAPITAL CONSTRUCTION BOND PLANNING: BOND AMOUNT AND CRITERIA FOR PROJECT SELECTION*

Board Meeting Date: June 11, 2012

Executive Committee Lead: C.J. Sylvester, COO

Department: Office of School Modernization

Staff Lead: Jim Owens, Director Capital Operations

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

In this report, staff has outlined some of the critical factors for consideration of a possible Capital Construction Bond Measure for the November 2012 Ballot. If the Board determines a November 2012 ballot measure is prudent, staff is seeking Board guidance on the criteria for identifying the specific scope of project work at the June 11, 2012, Board meeting. Staff will then develop a proposal for consideration and deliberation on June 18 and 25. Additionally, staff is looking to schedule a public hearing prior to Board action on July 9, 2012.

This timetable is necessary to ensure due diligence prior to a possible August board meeting where action can be taken on ballot measure language and an explanatory statement for Board referral. It is also necessary to advise the Tax Supervising and Conservation Commission no later than August 7 of PPS' intent to refer a ballot measure for the November election.

This staff report provides options for Board consideration as regards any proposed bond amount and criteria used for distinguishing the content of an initial bond proposal.

#### **II. BACKGROUND & COMMUNITY ENGAGEMENT**

In May 2011, voters rejected PPS Ballot Measure 26-121 for capital construction by a narrow margin of 668 votes. In May thru November of that same year, the Superintendent and Board Members held a series of listening sessions with both proponents and opponents of the ballot measure. Recurrent themes from those conversations included:

- Schools need upgrades.
- Future bond proposals need more community buy-in.
- Mixed opinion about why the bond failed including the state of the economy, the necessity for greater public process and the need to update the long-range facility plan.

- Mixed opinion about how the bond proposal could have been focused including too much focus on small enrollment schools and spreading the bond monies "too thin".

In December 2011 the Superintendent convened a 36 member Long-Range Facility Plan Advisory Committee to recommend a 10-year Long Range Facility Plan (Plan) for possible consideration by the Superintendent and Board of Education. The committee represented a broad cross-section of the community including representatives of parents, students, PTA, unions, business interests, design and construction professionals, and neighborhood associations. The Committee held a total of 9 meetings as a whole and 5 subcommittee meetings between December 2011 and April 2012. The Board received the draft Plan on May 14 and ultimately adopted it on May 29, 2012.

Further, PPS staff provided a series of opportunities for community members to engage between January and March of this year in Buildings & Learning 101 sessions held across the district. There were also topic specific, expert panel discussions on seismic, universal access and historic issues.

Staff also attended a variety of neighborhood and business association meetings this winter and spring and talked about PPS milestone achievements and the possibility of a future capital bond proposal. Many of these discussions were extended beyond time allowed on their respective agendas due to neighborhood interest in PPS and our programs.

The Superintendent convened a Bond Development Committee (BDC) of about two (2) dozen people on May 9 and 16, 2012. This group again represented a broad cross-section of the community and included a number of Plan Committee members who were very committed to pursuing implementation of Plan capital recommendations. At their first meeting, different financial options based on a variety of criteria were presented. The BDC reviewed and prioritized the options for further discussion.

On May 16, the BDC further discussed the refined options brought before them in response to their previous meeting. Both small group and anonymous individual voting was conducted. In response to those actions, four (4) options were presented for discussion purposes at three district-wide public workshops on May 22, 23 and 24 held at Roosevelt, Madison and Lincoln High Schools, respectively (see Attachment A). The BDC was then reconvened on May 31 to review two (2) options resulting from the public workshops (see Attachment B) and again discuss pros and cons of various financing and criteria options and outcomes.

**III. RELATED POLICIES/BEST PRACTICES**

- Board Resolution No. 3986 (Oct. 13, 2008) Criteria to Determine Order of Rebuilding and Renovation of PPS School Buildings to Create 21<sup>st</sup> Century Schools (see Attachment C).
- May 2012 PPS Long Range Facility Plan

**IV. FISCAL ISSUES**

When getting authorization from voters for a capital bond PPS asks for approval of a dollar amount of total bond authorization, e.g., \$450 million, and also asks for approval of a maximum time limit under which debt may be issued, e.g., 20 years. Voters do not approve a tax rate; that is calculated by the tax assessor each year based upon the debt service requirements on any bonds that have been issued.

In the table below we show a number of estimates of total bonds issued, and corresponding tax rates. We are assuming that we'd issue some 20-year bonds (and show the approximate rate to repay that debt) and would also issue a series of 8 one-year bonds (and the estimated tax rate to repay that debt).

So, for example, PPS could seek approval for \$449 million of bonds with a maximum term of 20 years, and our estimate is that a tax rate of \$1.00/\$1,000 of assessed value in the first eight years would repay this combined debt structure, with \$0.30/\$1,000 being required for years 9 through 20.

Total Tax Rate			
\$/ \$1,000 Tax Assessed Value	8-year	20-year	Amount raised
\$1.80	\$1.70	\$0.10	\$640 million
\$1.50	\$1.40	\$0.10	\$539 million
\$1.50	\$1.35	\$0.15	\$558 million
\$1.25	\$0.95	\$0.30	\$532 million
\$1.20	\$1.10	\$0.10	\$438 million
\$1.10	\$0.80	\$0.30	\$482 million
\$1.10	\$0.75	\$0.35	\$501 million
\$1.00	\$0.90	\$0.10	\$372 million
\$1.00	\$0.85	\$0.15	\$391 million
\$1.00	\$0.80	\$0.20	\$411 million
\$1.00	\$0.75	\$0.25	\$430 million
\$1.00	\$0.70	\$0.30	\$449 million
\$1.00	\$0.50	\$0.50	\$525 million
\$0.95	\$0.75	\$0.20	\$394 million

Following much discussion it seems clear the community is interested in getting a lot of work accomplished at the lowest possible impact to their property tax bill. For that reason, staff recommends the \$1.00/\$1,000 tax assessed value (AV) with .70 over eight (8) years and .30 over twenty (20) years for a total amount of \$449 million (see Attachment D). Maintaining a "buck a thousand" tax rate means the average homeowner is anticipated to pay less than \$190 per year for PPS capital construction (less than \$16/month).

\$1/\$1000 AV is half of the May 2011 request of the voters and it recognizes the economy is still not perceived as being back on track and, as a result, a sense of financial insecurity remains for many people.

The Board should note that there has been interest on the long range facilities committee and BDC to take on a more ambitious amount of work up front. This can be accommodated either through more 20-year debt at \$1.00/\$1,000 AV or by increasing the overall proposed tax rate. Any tax rate above the buck a thousand means the average taxpayer will pay more than \$200/year in additional property tax. Other tax rates shown above are clearly options for Board consideration and decision-making.

#### **V. POSSIBLE BOND CRITERIA**

Through the Long-Range Facility Planning process, Bond Development Committee meetings and public input sessions certain criteria seem to resonate with most people. Those criteria are:

- Poor seismic rating
- Poor (high) Facility Condition Index (FCI)
- Known capital partnerships

#### **VI. BOARD OPTIONS**

Beyond those three (3) criteria are others that held interest for various constituents, including:

- High percentage free & reduced meals (higher poverty schools)
- Priority elevator needs
- Priority roof replacement
- High student enrollment
- Overcrowded conditions
- Larger site size
- Low capture rate
- Geographic distribution



Applying various criteria results in different school selections for complete rebuild or replacement (see Attachment E). Criteria determine the content of the bond beyond the basics of major infrastructure repairs (see Attachment F), minor educational facility improvements (see Attachment G), repayment of debt (e.g. Rosa Parks acquisition) and program level costs (e.g. construction contingency and escalation over 8 year time period).

## **VII. STAFF RECOMMENDATION**

From the attachments to this staff report, the Board can see how various criteria and financing options have affected possible bond scenarios as the BDC and public have worked through these difficult and important issues.

There has been a majority emphasis from these groups on including high schools in any ballot measure. This interest stems from providing the most robust, specialty learning environments where they can be utilized eventually by an entire cluster of students. Another consideration is to minimize disruption to any individual student across their entire K-12 experience.

Staff is looking to the Board for specific guidance in order to develop recommendations for Board action on July 9. The issues the Board should consider on June 11 include:

1. Is November, 2012, the right time to go out for a capital construction bond ballot measure?
2. Defining criteria for selection of schools for complete rebuild or replacement. In 2008, the Board adopted criteria to determine order of rebuilding PPS buildings (Attachment C). Since then the Long Range Facility Plan Committee, the Bond Development Committee and the general public have further discussed criteria (see section V and VI of this staff report).
3. What size bond and related tax rate? Section IV of this staff report provides different tax rate scenarios all over an eight (8) year program timeline. The size of the bond ultimately determines the scope of the work that can be accomplished.

## **VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION**

Board direction June 11 regarding timing for any ballot measure, criteria for project selection and possible bond amount is critical to the continuation of this decision-making process.

Staff will develop an option or options that meet those criteria for Board review and evaluation on June 18. It is anticipated the Board would then provide more detailed direction following further Board discussion on that date.

A detailed authorizing resolution with specifics about ballot measure content and financing would be brought forward for Board discussion on June 25, 2012, with a public hearing and Board adoption tentatively scheduled for July 9, 2012.

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

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

  
\_\_\_\_\_  
Date

**Attachments:**

- A. Bond Planning Public Meetings: Input Summary – May 22, 23 & 24
- B. Bond Criteria and Options – May 31, 2012
- C. Resolution 3986 Criteria to Determine Order of Rebuilding and Renovation of PPS Buildings – October 13, 2008
- D. Sustainable Financing Plan For 32 Year Program
- E. Priority Consideration spreadsheet-Scenario Planning Tool
- F. Physical Facility Improvements ~ \$70M – May 22, 23 & 24
- G. Educational Facility Improvements ~ \$30M – May 22, 23 & 24
- H. Building Deficiencies-Cost by System (Long Range Facility Plan)

## Bond Planning Public Meetings: Input Summary

Portland Public Schools held public input sessions on potential school construction bond on May 22 (at Roosevelt High School), May 23 (at Madison High School) and May 24 (at Lincoln High School). Meetings were led and facilitated by community members who served on the Long Range Advisory Committee, which recently updated PPS' long-range facilities plan.

### Public engagement commitment

At the meetings, PPS *consulted* with the community on:

- Priorities for school modernization as reflected in 4 potential bond scenarios.
- Whether PPS should seek voter approval of a school construction bond in November.

### Input summary


















While comments were diverse and sometimes reflected substantial disagreement between participants there were a number of recurrent themes.

1. Participants expressed support for a **bond measure** by substantial margins and identified November, 2012 as a good time to move forward.
2. **Seismic issues** were consistently identified as a concern. This was the single most common comment. Improving safety conditions in general and seismic safety in particular was expressed as an individual concern and as an important community priority.
3. Many participants identified **facilities condition** as an important consideration.
4. The **cost** of a bond measure was a concern. Most participants favored a smaller taxpayer cost in the next bond proposal, particularly based on lingering concerns about the economy.
5. There is considerable support for an initial **focus on high schools**. Many participants favored investing in high schools with the most frequent reason cited being the larger number of students at those schools. The meeting at Lincoln High School had the highest density of these comments.
6. Several participants expressed the need for an **inspiring vision** in an initial bond. There was also interest in a long-range plan to consolidate schools and in a resolution of community questions about K-8s and Middle Schools.



# Bond Criteria and Options

PPS buildings are antiquated, inefficient and in need of repair. Since December 2011, school district leaders have worked with parents, teachers, business and community leaders and building experts to develop a long-range improvement plan for PPS buildings, (the destination) and define school construction bond options, (the first step). The options below now head to the Portland School Board for consideration.

<p><b>Option A • 2 High Schools, 1 K-8, 1 K-5 • \$1.00 per \$1000 of assessed value</b></p> <p>The schools recommended for rebuilding are all:</p> <ul style="list-style-type: none"> <li>▶ High FCI (greater than .60)</li> <li>▶ Poor Seismic Rating</li> <li>▶ Priority Roof Replacement</li> </ul> <p>Faubion = Capital partnership with Concordia</p> <p><b>Other possible schools:</b> Abernethy, Arleta, Beverly Cleary, Boise-Eliot, Buckman, Cleveland, Hosford, Jackson, James John, Sabin</p>	<p><b>Option B • 4 K-8, 3 K-5 • \$1.00 per \$1000 of assessed value</b></p> <p>The schools recommended for rebuilding are all:</p> <ul style="list-style-type: none"> <li>▶ High FCI (greater than .60)</li> <li>▶ Poor Seismic Rating</li> <li>▶ One or both of the following: Priority Elevator Need/Priority Roof Replacement</li> </ul> <p>Faubion = Capital partnership with Concordia</p> <p><b>Other possible schools:</b> Beverly Cleary, Boise-Eliot, Buckman, Grout, Hosford, Jackson, Llewellyn, Sabin</p>
<p> Educational Facility Improvements at 45-50 schools</p> <p>\$26M</p>	<p> Educational Facility Improvements at 45-50 schools</p> <p>\$26M</p>
<p> Physical Facility Improvements at 50-54 schools</p> <p>\$61M</p>	<p> Physical Facility Improvements at 66-70 schools</p> <p>\$103M</p>
<p> Full Modernization/Replacement</p> <p>\$23.5M</p>	<p> Full Modernization/Replacement</p> <p>\$193M</p>
<p><b>2 High Schools</b></p> <p> Grant \$92M</p> <p> Roosevelt \$85M</p>	<p><b>4 K-8</b></p> <p> Arleta \$29M</p> <p> Beach \$26M</p> <p> Faubion \$32M</p> <p> Grout \$28M</p> <p> Abernethy \$26M</p> <p> Ainsworth \$26M</p> <p><b>3 K-5</b></p> <p> James John \$26M</p>
<p> Program Costs*</p> <p>\$128M</p>	<p> Program Costs*</p> <p>\$128M</p>
<p><b>Total Bond Program</b></p> <p><b>\$450M</b></p>	<p><b>Total Bond Program</b></p> <p><b>\$450M</b></p>

\* **Program Costs include:** \$45M debt repayment, \$20M program contingency, \$3M bond issuance, \$45M construction inflation, \$10M swing space & transportation and \$5M transportation improvement

**RESOLUTION No. 3986**Criteria to Determine the Order of Rebuilding and Renovation  
of PPS School Buildings to Create 21st Century Schools**RECITALS**

- A. The physical assessment of Portland Public Schools (“PPS”) school facilities completed in 2008 by Magellan Inc., a national consulting firm experienced in evaluating the condition of school facilities produced comprehensive data about the condition of each school building, and provided the basis for embarking on a school renovation and rebuilding program. PPS’s buildings are older than most comparable school districts, many are at or near the end of their useful life, most of the major systems in many buildings require replacement, and to continue to patch and repair is not cost effective.
- B. Most of PPS’s schools were designed in a different era, and the configuration of most schools is not ideally suited to teaching and learning in the 21<sup>st</sup> century.
- C. In May 2008, the Board of Education committed in principle to the rebuilding and renovation of PPS’s school buildings. The Board anticipates that the work will be carried out in phases to create 21<sup>st</sup> century learning environments in all of PPS’s school facilities.
- D. A broad, comprehensive set of guiding principles has emerged from the Facilities Assessment process, beyond a ranking of buildings that need the greatest attention to bring them into good repair. These guiding principles serve as a vision for creating facilities that serve the community, building partnerships in how schools are used, designing learning spaces that inspire and challenge students, investing in sustainable practices and learning, making technology improvements, assuring that learning spaces are flexible and adaptable for different programs and learning styles over time, engaging the community in creating new learning environments, and tying development of schools to community development.
- E. The Facilities Assessment identified deficiencies in all school facilities. The list of deficiencies can be addressed by short-term actions and by a long-term program of rebuilding and renovation. PPS will endeavor to address the greatest short-term needs to ensure that all schools meet “warm, safe, and dry” standards, and to make near-term expenditures to address certain program requirements, such as needed improvements in technology, capacity for physical education, and modifications to support more effective implementation of the K-8 program in many of PPS’s school facilities.
- F. The criteria in this resolution serve as a framework for determining the order in which a long-term school rebuilding and renovation program should proceed to meet the objective of creating 21<sup>st</sup> century learning environments. In order to go beyond a “worst first” approach in prioritizing this work, a broader range of factors needs to be considered that will impact where work is performed.
- G. The following criteria are the key factors to be considered in developing the priorities for PPS’s long-range rebuilding program:
  - 1. Balance by Grade Level – Work needs to be performed across all levels of schools (high school, middle school, K-8, elementary)
  - 2. City Development Plans/Projects - As the City of Portland implements policies to encourage family-friendly development around school sites and “20 minute walkable neighborhoods” PPS will work with the City to plan strategically for

future growth. This City/PPS cooperative planning is expected to provide opportunities to retain existing families as well as attract new families to PPS, and may be a factor in placing a school higher on the list (for example, if a major family housing development or increased housing density is proposed for an area).

3. Enrollment – Enrollment is the number of students assigned to a building. Schools can be over enrolled, under enrolled or at a manageable capacity. In order to “right size” the school, PPS can apply several tools: analyzing transfer patterns and making adjustments, evaluating boundary changes to balance enrollment between adjacent schools, and increasing the physical capacity of the school. The choice of how to address the issue of enrollment may impact the order in which facilities work proceeds.
4. Enrollment Enhancement Opportunity - A new or fully modernized school may be used as an opportunity to attract students back to a neighborhood with a low “capture rate”.
5. Environmental Considerations – There may be specific environmental considerations that affect the order in which work is undertaken among all of our schools. For example, further testing might reveal water intrusion of an unacceptable and irreparable level at a school.
6. Facility Condition Index – The facility condition index (FCI) is an industry standard for comparing building condition. The FCIs developed by Magellan included the actual physical condition of buildings and, in addition, included the costs needed to bring each school up to the educational specification levels set by a broad-based team of PPS instructional leaders. FCI does not include the costs needed to create 21<sup>st</sup> century schools, only the costs needed to provide upgrades within the current facility structure.
7. Fulfilling a Commitment – Honoring the commitments about facility improvements that the school district has made in the past may be considered in determining the order of work.
8. Geographic Distribution – School renovation work should be distributed across the city to assure that there is equity in school improvements.
9. Historic Structure Deterioration – A few PPS schools have been formally designated as historic structures. An increase in the rate of deterioration might need a quick response that moves a facility ahead in the schedule.
10. Large Impact – The renovation or addition of a facility that is anticipated to have a large impact on another school, an entire community or a major part of the city, in addition to meeting other criteria, may be a determining factor in placing a school higher on the list.
11. Partnership Opportunities – Partnerships can be financial, technical, joint use and/or joint development and can take quite a while to nurture. The opportunity for a partnership that has been developed and funded may mean that a particular facility needs renovation or construction ahead of schedule or that a delay is warranted while the partnership is formalized. Equity of access to quality partnerships will be a key consideration.
12. Program Requirements – A new school district program imperative might require a major facility renovation in order to offer that academic program in a quality

way. These can be handled under either short-term work or long-term work, depending on the amount of renovation required. For example, deciding to offer pre-K in every school has implications on building size. Again, equity of access to programs and support for programs will be a key consideration.

13. Safety and Security – Assuring that all schools within the Portland system are “warm, safe and dry” is always a priority. But various safety and security considerations might impact the school district’s renovation order because of the volume or nature of concerns at a particular site that could only be addressed with major rebuilding or renovation.
  14. Temporary Space - Most school rebuilding and renovation work will require students to be temporarily relocated while work is being done on their school. For those schools, PPS will need to balance the work being performed at any one time across the city in order to have temporary space (with limited travel time for students) available to support the work being performed.
  15. Unite a Divided Campus – Several PPS schools have significant portions of their school enrollment in buildings that are not close to each other.
- H. It is expected that a work plan for school rebuilding and renovations will clearly identify how the criteria have been applied, explaining the rationale and mix of considerations that were utilized in prioritizing the work. Consistent with that approach, it is expected that the application of criteria to formulate a plan for each phase of work will need to be re-examined to assure that the ranking generated in one phase is still appropriate for successive phases as needs and conditions change.
- I. The Finance, Audit and Operations Committee reviewed these criteria on October 3, 2008, and unanimously recommends adoption of this resolution by the Board of Education.

## **RESOLUTIONS**

1. The Board of Education (Board) adopts the criteria defined in this resolution, and directs the Superintendent to use these criteria to develop a long range plan to renovate and rebuild PPS school facilities, and to develop a proposal for the first phase of work to be undertaken.
2. In applying these criteria, the Board directs that the Facilities Condition Index is initially the primary criterion to rank schools selected for rebuilding and renovation; other criteria are modifiers to this criterion. The Board also directs that renovations to accommodate Program Requirements and to address Enrollment are criteria to be heavily weighted in developing the ranking, along with any major Safety and Security improvements needed in specific school facilities.
3. The Board expects that each phase of the plan will be designed with the understanding that the combination of equity, expressed as Geographic Distribution, and practicality, expressed as Temporary Space, will have significant impact on the order of schools selected for a particular phase of work.
4. The Board does not intend to adopt these criteria to provide an arithmetic scoring formula for determining the order of school rebuilding and renovation. Rather, the criteria are to be used in relation to one another, to weigh and balance competing considerations in developing a cost-effective, equitable and workable rebuilding and renovation plan. The

Board expects that each phase of the work will involve the interplay of dynamic factors, and that careful analysis and judgment will be utilized in balancing these criteria.

5. The Board directs that the rebuild and renovation list developed with these criteria will be used to inform the short-term plan to address immediate facility needs. The Board further directs the Superintendent to prepare options for short-term action for Board consideration.

*C. Minberg*

10/13/08





**PRIORITY CONSIDERATIONS**  
SORTED BY "SUM OF HIGHLIGHTED CELLS"

School	Grades	Original Year Built	Bldg SF	Graduation Rate	Site Acreage	Free & Reduced Price Meals	2012 DRAFT Seismic Ratings	Priority Elevator Needs	Priority Roof Replacement	FCI	11/12 Student Enrollment	Capture Rate	11/12 Student Capacity	11/12 Student Over-Crowding	Partnership Potential *	Sum of Highlighted Cells
						> 65%	= Poor	= YES	= YES	> 0.60	HS = 1400 K5/K8/MS = 550			> 25	= X	
<b>HIGH SCHOOLS</b>																
Roosevelt	9 - 12	1921	228,535	46%	17.1	75%	Poor	-	YES	0.71	748	52%	1,464	(716)	X	5
Cleveland	9 - 12	1928	257,757	73%	11.3	28%	Poor	-	YES	0.63	1,520	71%	1,781	(261)		4
Grant	9 - 12	1923	274,489	86%	10.2	23%	Poor	-	YES	0.66	1,565	82%	1,994	(429)		4
Jefferson	9 - 12	1909	321,354	56%	14.0	76%	Poor	-	-	0.62	548	22%**	1,958	(1410)	X	4
Franklin	9 - 12	1915	218,574	74%	18.3	56%	Poor	YES	-	0.58	1,480	59%	1,759	(279)		3
Lincoln	9 - 12	1951	200,046	90%	11.0	15%	Fair	-	-	0.45	1,476	86%	1,281	195	X	3
Benson	9 - 12	1916	391,790	80%	8.8	63%	Poor	-	-	0.52	889		2,301	(1412)	X	2
Madison	9 - 12	1955	287,937	57%	20.0	68%	Fair	-	-	0.61	1,161	51%	1,905	(744)		2
Wilson	9 - 12	1954	265,990	76%	22.8	24%	Fair	-	YES	0.54	1,387	87%	1,735	(348)		1
<b>K5 / K8 / MIDDLE SCHOOLS</b>																
James John	K - 5	1929	63,725		3.3	86%	Poor	YES	YES	0.84	402	61%	591	(189)	X	6
Abernetly	K - 5	1925	47,526		3.9	14%	Poor	YES	YES	0.88	455	73%	387	68		5
Ainsworth	K - 5	1912	57,724		3.8	7%	Poor	YES	YES	0.81	568	94%	672	(104)		5
Arieta	K - 8	1929	72,308		4.2	66%	Poor	YES	YES	0.77	423	59%	581	(158)		5
Beach	PK - 8	1928	71,299		5.2	56%	Poor	YES	-	0.71	421	59%	638	(56)	X	5
Boise Eliot	PK - 6	1926	69,097		4.0	79%	Poor	-	YES	0.64	389	61%	553	(164)	X	5
Faubion	PK - 8	1950	51,881		7.8	73%	Good	-	YES	0.61	435	60%	400	35	X	5
Grout	K - 5	1927	73,085		2.3	70%	Poor	YES	-	0.68	359	56%	522	(163)	X	5
Laurelhurst	K - 8	1923	60,518		2.9	15%	Fair	YES	YES	0.72	680	79%	638	42		5
Ockley Green	K - 8	1925	74,876		5.2	77%	Fair	YES	YES	0.69	270	27%	712	(442)	X	5
Alameda	K - 5	1921	64,748		3.7	11%	Poor	-	YES	0.58	782	85%	763	19	X	4
Buckman	K - 5	1921	77,600		4.9	40%	Poor	-	YES	0.62	490	85%	558	(68)	X	4
Cesar Chavez	K - 8	1928	78,097		6.8	90%	Fair	YES	-	0.73	455	59%	622	(167)	X	4
Creative Science / Clark	K - 8	1955	50,246		7.8	39%	Poor	-	YES	0.69	357		543	(186)	X	4
Creston	K - 8	1948	79,510		8.6	69%	Poor	-	YES	0.53	379	47%	670	(291)	X	4
George	6 - 8	1950	76,143		7.3	88%	Fair	-	YES	0.66	360	49%	702	(342)	X	4
Hosford	6 - 8	1925	86,407		6.7	46%	Poor	YES	YES	0.70	534	55%	675	(141)		4
Kelly	K - 5	1952	78,751		9.2	80%	Good	-	YES	0.46	570	77%	871	(301)	X	4
King	PK - 8	1925	101,138		4.9	93%	Fair	YES	-	0.74	292	44%	740	(448)	X	4
Lane	6 - 8	1927	94,866		9.1	86%	Poor	YES	-	0.58	440	71%	780	(340)	X	4
Lent	K - 8	1949	79,282		10.8	88%	Good	-	YES	0.42	577	78%	770	(193)	X	4
Llewellyn	K - 5	1928	52,159		3.3	21%	Poor	YES	-	0.77	545	77%	502	43		4
Sitton	K - 5	1949	56,719		7.0	85%	Good	-	YES	0.68	333	58%	570	(237)	X	4
Sunnyside	K - 8	1925	57,599		3.1	28%	Fair	YES	-	0.68	608	76%	451	157		4
Vernon	PK - 8	1931	72,750		3.7	71%	Fair	YES	YES	0.64	504	47%	654	(150)		4
Winterhaven	K - 8	1930	42,753		4.9	9%	Fair	YES	YES	0.71	347		335	12	X	4
Woodlawn	PK - 8	1926	72,573		5.1	81%	Poor	YES	-	0.57	478	41%	610	(132)	X	4

**PRIORITY CONSIDERATIONS**  
SORTED BY "SUM OF HIGHLIGHTED CELLS"

School	Grades	Original Year Built	Bldg SF	Graduation Rate	Site Acreage	Free & Reduced Price Meals	2012 DRAFT Seismic Ratings	Priority Elevator Needs	Priority Roof Replacement	FCI	11/12 Student Enrollment	Capture Rate	11/12 Student Capacity	11/12 Student Over-Crowding	Partnership Potential *	Sum of Highlighted Cells
Bridger	K - 8	1951	45,043	5.8	66%	Good	YES	YES	0.64	397	48%	396	1		3	Bridger
Chapman	K - 5	1923	63,460	4.9	31%	Fair	YES	YES	0.62	563	84%	616	(53)		3	Chapman
Duniway	K - 5	1926	68,054	5.6	15%	Poor	YES	YES	0.71	425	84%	521	(96)		3	Duniway
Fernwood - Beverly Cleary	2 - 8	1911	89,846	4.3	15%	Poor	YES	YES	0.66	419	68%	603	(184)		3	Fernwood - Beverly Cleary
Harrison Park	K - 8	1949	110,796	5.4	85%	Good	YES	YES	0.44	753	70%	940	(187)	X	3	Harrison Park
Jackson	6 - 8	1966	212,534	36.4	27%	Poor	YES	YES	0.63	540	87%	1,152	(612)		3	Jackson
Marysville	K - 8	1921	52,817	5.2	88%	Poor	YES	YES	0.53	363	56%	479	(116)	X	3	Marysville
Rigler	K - 5	1931	67,727	8.8	85%	Fair	YES	YES	0.70	528	69%	633	(105)		3	Rigler
Rose City	Close	1912	59,899	3.7	0%	Poor	YES	YES	0.82	0	53%	609	(217)		3	Rose City
Sabin	PK - 8	1928	67,221	3.6	41%	Poor	YES	YES	0.61	392	63%	652	(130)		3	Sabin
Scott	K - 8	1949	69,594	5.7	89%	Fair	YES	YES	0.45	522	63%	652	(130)		3	Scott
Sellwood	6 - 8	1914	87,295	4.8	34%	Fair	YES	YES	0.75	488	75%	659	(171)		3	Sellwood
Vestal	K - 8	1929	75,245	4.7	79%	Fair	YES	YES	0.71	420	53%	479	(59)		3	Vestal
Chief Joseph	PK - 5	1949	44,804	3.0	46%	Poor	YES	YES	0.43	485	62%	498	(13)	X	2	Chief Joseph
Glencoe	K - 5	1923	61,042	5.8	29%	Fair	YES	YES	0.74	454	62%	565	(111)		2	Glencoe
Hayhurst	K - 8	1954	50,356	7.4	24%	Poor	YES	YES	0.46	422	74%	579	(157)		2	Hayhurst
Irvington	K - 8	1932	68,424	3.5	41%	Fair	YES	YES	0.57	485	68%	577	(92)		2	Irvington
Lee	K - 8	1953	62,395	9.1	78%	Good	YES	YES	0.54	458	69%	623	(165)		2	Lee
Maplewood	K - 5	1948	40,063	4.3	27%	Good	YES	YES	0.61	335	78%	444	(109)		2	Maplewood
MLC	K - 12	1914	69,458	3.8	24%	Poor	YES	YES	0.58	0	65%	781	0	X	2	MLC
Mt. Tabor	6 - 8	1952	79,465	7.4	37%	Fair	YES	YES	0.51	593	65%	781	(188)		2	Mt. Tabor
Peninsula	K - 8	1952	61,902	6.7	80%	Fair	YES	YES	0.37	358	53%	674	(316)	X	2	Peninsula
Rosa Parks	K - 5	2006	68,188	2.7	95%	Good	YES	YES	0.01	407	67%	575	(168)	X	2	Rosa Parks
Roseway Heights	K - 8	1923	103,169	8.5	39%	Fair	YES	YES	0.55	589	68%	875	(286)		2	Roseway Heights
Stephenson	K - 5	1965	39,712	8.8	12%	Good	YES	YES	0.63	335	92%	496	(161)		2	Stephenson
West Sylvan - East	6	1933	29,501	6.2	0%	Fair	YES	YES	0.64	0	71%	630	0		2	West Sylvan - East
Whitman	K - 5	1954	57,845	7.3	88%	Good	YES	YES	0.49	360	71%	630	(270)	X	2	Whitman
Woodmere	K - 5	1954	53,399	5.5	84%	Good	YES	YES	0.44	398	65%	614	(216)	X	2	Woodmere
Astor	K - 8	1949	54,442	4.0	56%	Good	YES	YES	0.45	492	69%	580	(88)		1	Astor
Beaumont	6 - 8	1926	94,300	5.7	32%	Poor	YES	YES	0.56	482	65%	685	(203)		1	Beaumont
Bridlemile	K - 5	1958	56,246	7.3	16%	Fair	YES	YES	0.51	470	88%	597	(127)		1	Bridlemile
da Vinci	6 - 8	1928	88,457	5.9	24%	Fair	YES	YES	0.59	462	73%	502	(300)	X	1	da Vinci
Gray	6 - 8	1952	74,931	13.2	26%	Good	YES	YES	0.35	422	73%	502	(80)		1	Gray
Holladay Annex	Pioneer	0	29,979	2.1	0%	-	YES	YES	0.48	0	73%	502	0		1	Holladay Annex
Hollyrood - Beverly Cleary	K - 1	1958	15,581	0.9	0%	Good	YES	YES	0.35	255	72%	220	35		1	Hollyrood - Beverly Cleary
Lewis	K - 5	1952	47,686	5.5	40%	Fair	YES	YES	0.55	363	72%	465	(102)		1	Lewis
Richmond	PK - 5	1908	80,753	3.8	14%	Fair	YES	YES	0.38	663	75%	755	(92)		1	Richmond
Skyline	K - 8	1939	36,522	5.8	26%	Fair	YES	YES	0.39	276	72%	331	(55)		1	Skyline

**PRIORITY CONSIDERATIONS**  
SORTED BY "SUM OF HIGHLIGHTED CELLS"

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West Sylvan	7 - 8	1954	108,832	13.6	13%	Good	-	-	-	0.31	848	82%	1,322	(474)		1
Atkinson	K - 5	1952	55,572	3.1	45%	Good	-	-	-	0.47	450	70%	581	(131)		0
Capitol Hill	K - 5	1917	51,969	4.4	25%	Fair	-	-	-	0.42	372	79%	479	(107)		0
Forest Park	K - 5	1998	52,260	6.6	4%	Good	-	-	-	0.03	491	94%	498	(7)		0
Markham	K - 5	1951	80,117	9.2	55%	Good	-	-	-	0.50	384	67%	722	(338)		0
Rieke	K - 5	1981	42,274	12.6	15%	Good	-	-	-	0.34	419	84%	495	(76)		0
Woodstock	K - 5	1910	66,716	5.0	32%	Fair	-	-	-	0.48	491	61%	612	(121)		0
<b>ADDITIONAL FACILITIES</b>																
Kellogg	Close	1913	98,798	6.2	0%	Poor	YES	-	-	0.64	0	0	0	0		3
Columbia	Admin	1937	40,035	9.7	0%	Fair	-	YES	-	0.67	0	0	0	0		2
Holladay Center	Pioneer	1972	29,979	2.5	81%	Fair	-	-	-	0.68	0	0	0	0		2
Humboldt	PK - 9	1959	43,869	3.6	81%	Good	-	-	-	0.45	220	43%	465	(245)	X	2
Tubman	6 - 12	1954	87,509	3.1	0%	Fair	-	YES	-	0.41	206	0	721	(515)	X	2
BESC	Admin	0	375,000	10.2	0%	-	-	-	-	0.28	0	0	0	0	X	1
Clarendon	Close	1970	40,707	4.3	0%	Good	-	-	-	0.53	0	0	0	0	X	1
CSC	Close	0	112,256	0.0	0%	-	-	-	-	0.89	0	0	0	0	X	1
Green Thmb	Transition	0	9,394	5.5	0%	-	-	-	-	0.80	0	0	0	0	X	1
Kenton	Lease	1913	52,880	4.0	0%	Fair	-	-	-	0.45	0	0	0	0	X	1
Marshall	Admin	1960	252,483	24.2	0%	Fair	-	-	-	0.64	0	0	0	0	X	1
Smith	Close	1958	38,149	10.5	0%	Good	-	YES	-	0.51	0	0	0	0		1
Tervilliger	Close	1916	26,595	3.3	0%	Fair	-	YES	-	0.40	0	0	0	0		1
Youngson	Pioneer	1955	35,145	5.4	83%	Fair	-	-	-	0.43	0	0	0	0		1
Applegate	PK	1954	23,167	1.4	0%	Good	-	-	-	0.38	0	0	0	0		0
Collins View	Close	0	-	0.0	0%	-	-	-	-	0.00	0	0	0	0		0
Edwards	Lease	1961	20,610	1.1	0%	Good	-	-	-	0.44	0	0	0	0		0
Foster	Close	1963	11,935	3.6	0%	-	-	-	-	0.55	0	0	0	0		0
Meek	Alliance	1953	33,659	5.6	62%	Fair	-	-	-	0.37	0	0	0	0		0
Ramona	PK	0	-	0.0	0%	-	-	-	-	0.00	0	0	0	0		0
Rice	Admin	1955	16,136	2.0	0%	Good	-	-	-	0.53	0	0	0	0		0
Sacajawea	PK	1952	19,631	3.6	0%	Good	-	-	-	0.49	0	0	0	0		0
Wilcox	Admin	1959	20,786	2.8	0%	Good	-	-	-	0.33	0	0	0	0		0
					33	32	31	44	46	17	7	37				

\* Site lies within an existing Urban Renewal Area, New Market Tax Credit Eligibility Area, or other potential capital funding partner has been identified

\*\* Jefferson enrollment consists of both neighborhood enrollment and focus option elective students



# Physical Facility Improvements ~ \$70M

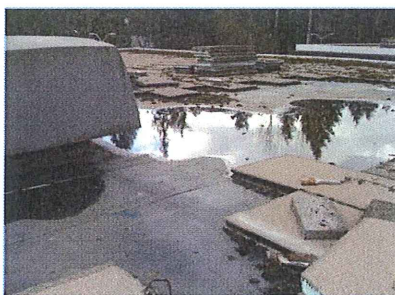
**\$12,600,000** Seismic strengthening *19-23 Schools*

**\$ 22,100,000** Targeted roof replacements that include seismic strengthening *9-11 Schools*

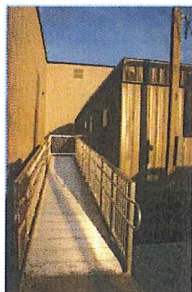
**\$ 18,100,000** Targeted roof replacements *8-12 Schools*

**\$ 17,200,000** Accessibility improvements *30-33 Schools*

**\$ 70,000,000**



roof / seismic



accessibility



# Educational Facility Improvements ~ \$30M

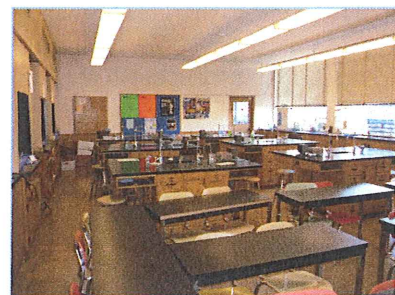
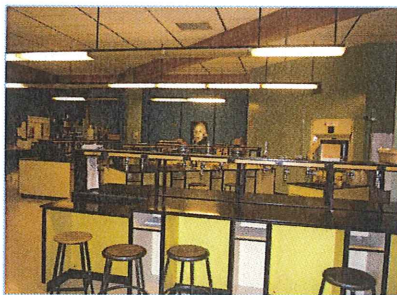
**\$5,000,000** Grade 6-8 science lab classroom 40 - 45 Schools improvements\*

**\$ 20,000,000** High School technology improvements 9 Schools

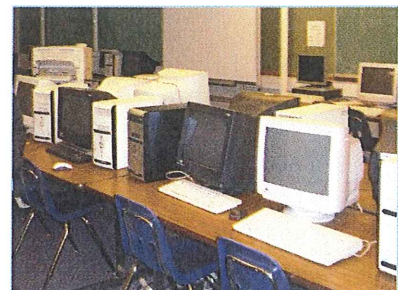
**\$ 5,000,000** Elementary and Middle School technology improvements 8 - 21 Schools

**\$ 30,000,000**

*\* Additional sinks and electrical outlets to support current curriculum*



science



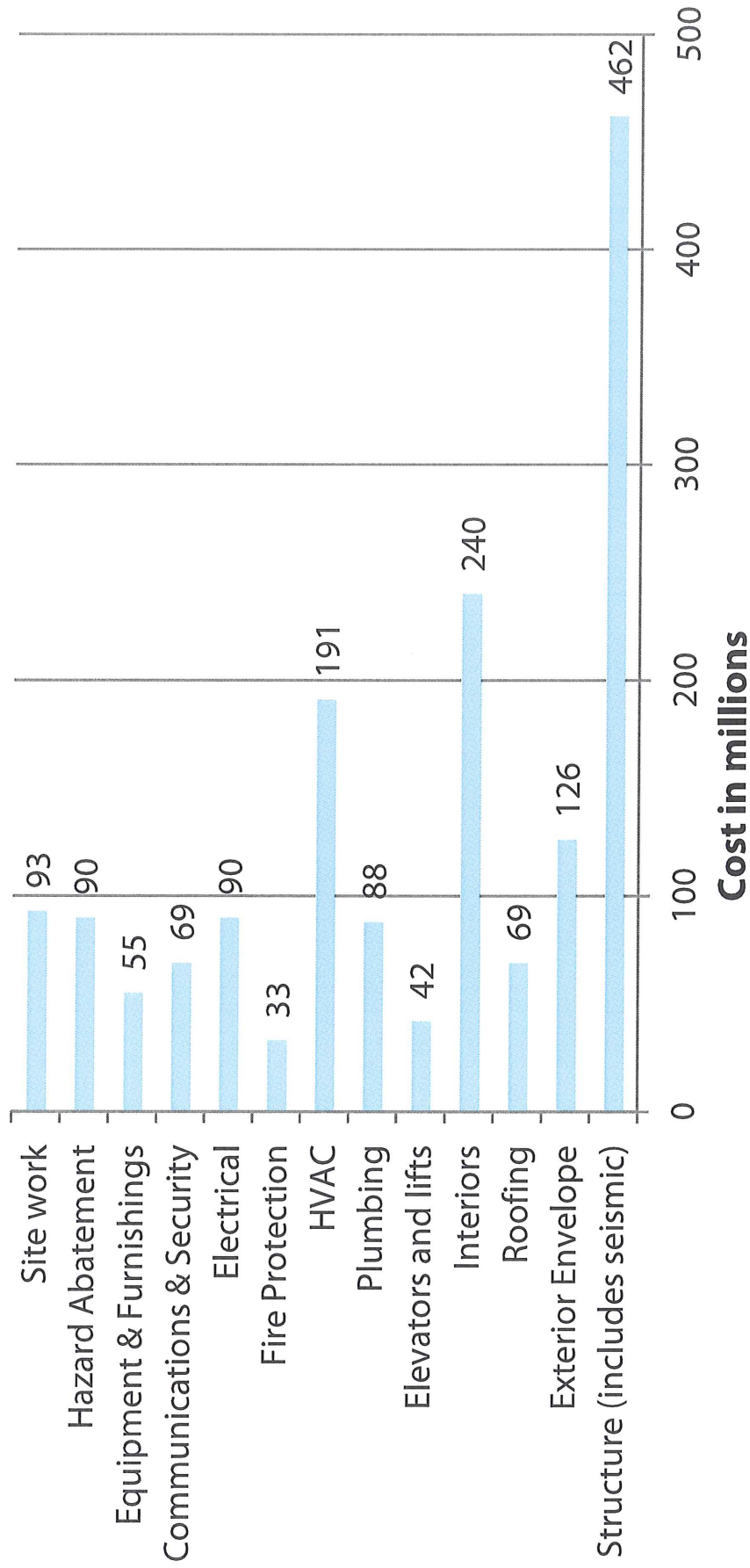
technology

PORTLAND PUBLIC SCHOOLS



# The Assessment

*Building Deficiencies - Cost by System*





# PORTLAND PUBLIC SCHOOLS

P.O. Box 3107 / Portland, Oregon 97208-3107

Telephone: (503) 916-3741 • FAX: (503) 916-2724

## INFORMATIONAL REPORT TO THE BOARD

***TITLE: RACIAL EDUCATIONAL EQUITY POLICY IMPLEMENTATION UPDATE***

**Department: Office of Equity & Partnerships**

**Staff Lead: Lorenzo Poe, Jeanine Fukuda**

### **I. ISSUE STATEMENT**

The purpose of this informational report is to provide a progress update on implementation of the Racial Educational Equity Policy. Specifically, we are (a) providing an update on progress towards 2011-2012 Annual Plan goals through January 2012 and (b) sharing the latest draft of the 5-Year Racial Equity Plan.

### **II. BACKGROUND**

On June 13, 2011, Portland Public Schools Racial Educational Equity Policy (2.10.010-P) was adopted by Resolution No. 4459. This Policy directs the Superintendent to develop action plans with clear accountability and metrics, including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the policy's stated goals. These action plans must identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent was directed to present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent is to report progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

While the Superintendent and her Executive Cabinet are responsible for execution of the Equity Plan, the Office of Equity was tasked with leading the development and implementation of the Racial Equity Policy and monitoring District progress towards equity outcomes.

This past year we have previously reported to the Board in October 2011 and January 2012.

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

In regards, to District policies, see II above. Best practice research as it pertains to equity plan strategies is indicated in the "Rationale" section of the 5-Year Equity Plan if applicable.

### **IV. FISCAL IMPACT**

In terms of financial implications, the stated priorities identified in the 5-Year Equity Plan will impact budget allocation in the coming years.



**V. COMMUNITY ENGAGEMENT**

The Board of Education, the Superintendent and her Executive cabinet, district leadership and critical partners were involved in the development of the 5-Year Racial Equity Plan.

**VI. BOARD OPTIONS**

Not applicable. This is an informational update.

**VII. STAFF RECOMMENDATION**

Not applicable. This is an informational update.

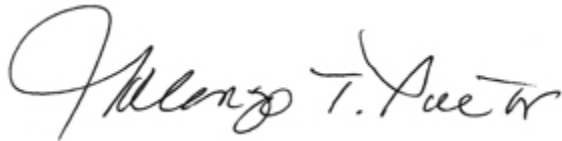
**VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION**

***2011-2012 Annual Plan***

We will continue to monitor progress towards year-end progress indicators, and will report back in September.

***5-Year Racial Equity Plan***

This summer we will finalize metrics and have measurable targets in place for the 2012-2013 school year.



**6/6/12**

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*Executive Committee Member Signature*

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*Date*

**ATTACHMENTS**

*(List all supporting documentation)*

- A. 2011-2012 Annual Equity Plan: Progress towards January 30<sup>th</sup> progress indicators.
- B. 5-Year Racial Equity Plan Draft (Narrative)
- C. 5-Year Racial Equity Plan Draft (Table)

PPS Racial Equity Plan  
2011-2012 Annual Work Plan Update: Through January 30, 2012

**Progress Key**



Indicates "On track"



Indicates "Generally on track with considerations"



Indicates "Behind schedule"



Indicates "n/a"

**PPS Racial Equity Plan**  
**2011-2012 Annual Work Plan Update: Through January 30, 2012**

Strategy		2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Jan 2012 Progress	Lead	Sponsor
A1	Design and implement district-wide use of a Racial Equity Lens to provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for racial equity	(1) Practice use of Equity Lens Tool with operational department staff	Increased capacity & confidence of operational support departments' leadership to use the Equity Lens Tool	Evidence from Equity Lens Tool documents indicates increased consideration of race in decision-making		Jeanine Fukuda	Lorenzo Poe
			Increased consideration of race in decision-making with operational support departments' leadership	Feedback from participants indicates that practice sessions are useful in helping managers purposefully consider race in decision-making			
		(2) Design process of roll out for Equity Lens Tool	Strategic implementation plan developed	Best practices are identified from other sites & draft implementation process developed		Jeanine Fukuda	
A2	Integrate core instruction and differentiate supports to all students including students with disabilities, English Language Learners, and TAG	(1) Provision of core math and reading content materials and professional development for all K-5 classroom teachers, including special education	Lower percentages of K-5 students, in particular students of color, will be in need of intensive math or reading services	All K-5 special education classroom teachers receive core literacy curriculum materials		Melissa Goff	Carla Randall
		(2) Provision of Sheltered Instruction training for all K-12 teachers and administrators	Increased percentage of ELL students meeting Milestone benchmarks; increased percentage of ELL students meeting AMAO's	Year One or Two Sheltered Instruction training is underway in each of schools		SIOP training was integrated into K-5 math training.	

**PPS Racial Equity Plan**  
**2011-2012 Annual Work Plan Update: Through January 30, 2012**

Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Jan 2012 Progress	Lead	Sponsor
<b>A2</b> Integrate core instruction and differentiate supports to all students including students with disabilities, English Language Learners, and TAG	(3) Provision of teacher professional development in differentiation for talented and gifted students	Increased engagement of TAG students as indicated by TAG student surveys	TAG professional development scheduled for all schools by end of June 2012	TAG PD was included in 6/1/11 expectations to principals as they developed PD plans for '11-'12. Resources to support this differentiated TAG PD are posted on the PPS Website.	Pat Thompson	Carla Randall
	(4) Implementation of Professional Learning Communities to address racial achievement gap at remaining 7 K-8 schools who had not participated in NSIF PLC	Increased achievement for all students in targeted subject area; closure of racial achievement gap in targeted subject area	7 participating schools and the RA team have identified a learner-centered problem and problem of practice; in addition, schools have identified targeted instructional strategies to address problem of practice and impact student results		Melissa Goff	Carla Randall
<b>A3</b> Develop the PPS Response to Intervention (Rtl) model with a racial equity lens--with a primary focus on quality core instruction for every student	(1) Regional Administrators review implementation of Rtl in 2011-12 zone schools	Zone schools' schedules are aligned with minimum requirements for core curriculum in reading and mathematics	Rtl rubric is revised and provided to Regional Administrators	*Winter assessment year-over-year data indicates growth in numbers of Black, Hispanic/Latino, & white students making progress by grade level but the gap remained relatively constant.	Ewan Brawley	Carla Randall
	(2) Provide schools with core curriculum and screening and benchmarking assessments for reading and math	Zone schools have access to core curriculum in reading and mathematics and corresponding professional development	Budget process for expansion of core curriculum and assessment purchases is complete		Proposals have been submitted for the Prioritized Budget Process and they are currently being considered by the vetting committee.	Ewan Brawley

**PPS Racial Equity Plan**  
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Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Jan 2012 Progress	Lead	Sponsor	
A4 Implement the common agreements in the High School System Redesign plan	(1) Clearly define the effective integration of Career & Technical Education (CTE) programs at Benson and articulate how they support graduation requirements	Students have access to rigorous career and technical education program and there is growth in the percentage of students of color on track to graduate	New schedule and program are implemented and reviewed		Principals have provided evidence to the HS Director that they are meeting the agreements of the High School System Design	Trip Goodall	Carla Randall
	Implement the common agreements in the High School System Redesign plan	(2) Develop and implement the new middle college program at Jefferson High School	Middle college program has created growth in percentage of students of color on track to graduate and with college credit	Freshman academies are implemented under new middle college model	Currently 9th grade academy teachers collaborate with PCC staff and community partners to build skills for college success with all freshmen.	Trip Goodall	Carla Randall
	Implement the common agreements in the High School System Redesign plan	(3) Ensure all high schools offer AP/IB programs as required by the High School Redesign plan	Students have access to rigorous AP/IB programs and there is growth in the percentage of students of color enrolling and succeeding in AP/IB programs.	High school schedules are reviewed to ensure AP/IB programs are being offered.		Trip Goodall	Carla Randall
A5 Increase culturally responsive academic interventions in math and reading	(1) Conduct a needs assessment and gap analysis for core instruction's cultural responsiveness and alignment with the common core	Common core state standards are implemented across schools in phase 1 grades	Developing plan for evaluating PPS core curriculum's cultural responsiveness and alignment with common core state standards		This plan is being developed with PAPSA representation that looks at all resources and professional development to identify gaps in core instruction and cultural responsiveness.	Ewan Brawley	Carla Randall
	(2) Evaluate current intervention and assessment systems	Alternative assessments are in place across the District	Alternatives to easy CBM are identified and being piloted in 5 schools		Pilot with NWEA MAP is underway.	Ewan Brawley	Carla Randall

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Strategy		2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Jan 2012 Progress	Lead	Sponsor
A5	Increase culturally responsive academic interventions in math and reading	(3) Support zone schools to implement Response to Interventions	School Improvement Specialists' support is embedded into zone school practices	School Improvement Specialists in each zone school implementing RTI	School Improvement Specialists are being coordinated centrally by the RTI Department	Ewan Brawley	Carla Randall
A6	Balance enrollment (with a racial equity lens) through boundary changes, grade reconfigurations, etc. to ensure that every student has access to a strong core program	(1) Involve community partners that serve students & families of color as part of enrollment balancing process	Greater involvement of families and community organizations that support students of color in enrollment balancing process	Increased outreach through Somali PPS staff and Latino Network		Robb Cowie, Regional Administrators & Judy Brennan	Zeke Smith
		(2) Analyze boundary change & reconfiguration proposals using equity lens	Equity lens used regularly to shape process and decisions throughout enrollment balancing work	Analysis underway	Used explicitly and intentionally to review process.	Regional Administrators & Judy Brennan	Zeke Smith
		(3) Commence policy change discussions in light of recent Federal guidance on student assignment	Impact of boundary and configuration changes by race is analyzed and reported on as part of enrollment balancing work	Schedule developed for public advisory committee (SACET) and Board review		Judy Brennan	
A7	Develop a long range facility plan with a racial equity lens	(1) Conduct series of public meetings and gather stakeholder input	Board Approved methodology for capital investment decisions that takes historically underrepresented stakeholders into account	Enrollment Forecasting and Facility Conditions components of the plan are developed	Completed in January.	Bob Alexander	CJ Sylvester
		(2) Board Adoption of Long Range Facilities Plan	Board Approved methodology for capital investment decisions that takes historically underrepresented stakeholders into account	A process that utilized public involvement in regular Facility Planning Committee meetings	In progress until presented to the Superintendent in the latter part of April.	Bob Alexander	CJ Sylvester

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Strategy		2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Jan 2012 Progress	Lead	Sponsor
<b>A8</b>	Establish a MWESB (Minorities, Women & Emerging Small Business) program	(1) Board adoption and implementation of MWESB Policy/Administrative Directive	Increased consideration of race in procurement decision-making with operational support departments' leadership	DRAFT Policy/Administrative Directive approved by the Superintendent	Needed to revise vision statement and conduct more stakeholder engagement sessions with minority community organizations. Move to June.	Dave Fajer	Neil Sullivan
<b>B1</b>	Implement the common agreements in the High School System Redesign plan	See A4 above	See A4 above	See A4 above		See A4 above	See A4 above
<b>B2</b>	Provide equitable access to effective dual language programs for students in their first language	(1) Establish a data-driven process for identifying needs and potential locations for additional dual language immersion programs	Strategic and systemic program in place for current dual language immersion programs and community process begins for additional locations	Immersion team has been identified including staff from: Teaching and Learning, ESL, immersion and an RA. Data collection needs have been identified.	We are still identifying the appropriate data reports that will be used to consistently monitor immersion programs.	Carla Randall & Antonio Lopez	Carla Randall
<b>C1</b>	Facilitate development, adoption and implementation of an affirmative action policy	(1) Facilitate development & adoption of an affirmative action policy	Affirmative Action Policy adopted by the Board which reflects the goals and values of our Racial Educational Equity Policy and takes into account our desire to implement the Oregon Minority Teachers Act	External consultants interviewed and identified		Jollee Patterson & Lorenzo Poe	Jollee Patterson & Lorenzo Poe
<b>C2</b>	Employ recruitment and retention strategies to increase the racial and linguistic diversity of our workforce	(1) Human Resources will interview newly hired teachers with a focus on teachers of color to inform our recruitment strategies	Use the analysis to inform future recruitment strategies	Survey created and interviews scheduled	Interviews are in process	Bonnie Gray	Michelle Riddell

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Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Jan 2012 Progress	Lead	Sponsor
C2 Employ recruitment and retention strategies to increase the racial and linguistic diversity of our workforce	(2) Human Resources will conduct exit interviews with a focus on teachers of color to identify retention strategies	Use the analysis to inform future recruitment strategies	Interview questions and data from last year are reviewed and revised as necessary	Completed; staff will be interviewed upon leaving PPS	Bonnie Gray	Michelle Riddell
	(3) Human Resources will purposefully track and support a pool of teacher applicants who are culturally responsive through the application and hiring process	Determine if this strategy improves our hiring and selection process of racially and linguistically diverse teachers	Candidate tracking spreadsheet developed	Completed	Regina Stanton	
	(4) Increase the number of early letters of intent for elementary and immersion teachers who demonstrate strong understanding of cultural responsiveness	Teachers will be more prepared for their new positions and satisfied with the hiring process	New hire and resignation data for the last three years analyzed and '12-'13 goals identified	Completed	Bonnie Gray	
C3 Redesign the recruitment & hiring processes to include cultural competence as a criteria for all staff positions	(1) Revise initial screening process so that all principal applicants respond and share their professional work experience related to the goals outlined under the Equity Policy.	Principals hired in '12-'13 will be able to identify how the district equity goals connect to building level equity initiatives	Track the number of candidates that successfully move forward in the process		Bonnie Gray	



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C3 Redesign the recruitment & hiring processes to include cultural competence as a criteria for all staff positions	(2) All Principal candidates must pass the Equity Focused assessment in order to move forward in the hiring process	We are hiring principals who can sustain and grow the school-based and district equity work	N/A	In process	John Blanck	Michelle Riddell
	(3) HR to partner with the Regional Administrators to jointly screen and interview Principal candidates	RA's will have a higher level of involvement with the principal screening and interview process	RA's will be partners with HR in screening and interviewing all principal candidates	In process	John Blanck	
	(4) Develop value added equity components to the AP/VP interview and screening process	We will have hired AP/VP's who can engage and sustain in the equity work at their buildings	Will review and revise the AP/VP screening and selection process to compliment the principal hiring process	In process; pools open March 1	John Blanck	
	(5) Develop and integrate cultural responsiveness as part of the Non-Represented hiring processes	Hiring Managers will understand and integrate cultural responsiveness as a factor in the interview and selection process in all vacant positions	HR will to review Non-Represented vacancies to ensure cultural responsiveness is integrated into the hiring process	In process	Ramon Diaz	
	(6) HR will define a set of core organizations and publications to post positions that reflect and represent diverse communities	Identified open positions will be posted consistently in diverse organizations and publications	HR will begin to work with the Equity and Partnership office to identify key organizations and publications we would like to advertise in on a consistent basis		Regina Stanton	

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Strategy		2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Jan 2012 Progress	Lead	Sponsor	
C3	Redesign the recruitment & hiring processes to include cultural competence as a criteria for all staff positions	(7) HR will provide building administrators with training, support and resources for equity focused teacher interviews	Building Administrators will have sharpened their ability to identify culturally competent responses during interviews with teachers	Create training opportunities and resources for all building administrators		Developing a web page featuring model videos of responses from culturally responsive teachers.	Bonnie Gray	Michelle Riddell
		(8) Continue to improve our Substitute Teacher interview process with a focus on cultural responsiveness	Building Administrators will be more involved in the substitute teacher hiring process and we will hire more culturally responsive substitute teachers	Identify substitute job postings that need to be posted			Patty Blanchard	Michelle Riddell
C4	Establish common understanding and utilization of the new performance rubric for teacher effectiveness which includes cultural competence	(1) Implement the new evaluation tool across all schools	Pilot evaluation data demonstrates common utilization of new performance rubric	Principals have received additional professional development at leadership meetings regarding the new tool and have been implementing the evaluations		All administrators received 1-2 hours of PD on the evaluation tool at Leadership Academy meeting in November 2011.	Carla Randall/ Sascha Perrins	Carla Randall
C5	All schools not yet at Beacon status will engage in Equity Team seminars and coaching support to develop a racial lens for decisions at their school	(1) School staff participate in Courageous Conversations about Race seminars	School Equity Teams have practiced enough with the tools that they can engage their staff in Courageous Conversations about race	Schools are prepared for first staff engagement in courageous conversations about race and have completed one seminar		Some principals are still developing skill with their e-teams which is a necessary developmental step prior to engaging the entire staff.	Carla & Regional Administrators	Carla Randall
		(2) Equity work is prioritized for 2 hours per month of staff PD time	School Equity Teams have practiced enough with the tools that they can engage their staff in Courageous Conversations about race	Schools will start equity work in PD time		The Equity Staff and Regional Administrators are providing support to principals that have yet to begin the equity work in PD time.		

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C6	Develop and implement standard conversations for Regional Administrators and Teaching & Learning staff to support principals to lead for equity and excellence	(1) Coaching for Equity Seminars	RAs have engaged principals in conversations that have resulted in improved access and higher academic standards	Staff will have participated in two coaching for equity seminars		Carla Randall	Carla Randall
		(2) Applying tools from Coaching for Equity	Schools are embedding coaching for equity tools in their coaching practices	Staff will have participated in two PreK-12 meetings using the ladder of inference and iceberg		Carla/PREK 12 Cabinet	Carla Randall
C7	Teams of teachers from each of the 12 Beacon Schools will develop their skills in implementing culturally relevant instructional strategies through engagement with Pacific Educational Group seminars, coaching, and action research	(1) Collaborative Action Research for Equity (CARE) teams are created in order to look at culturally relevant instructional practice and pedagogy in individual classrooms within the 12 Beacon Schools	Beacon School CARE teams will have applied a lens of equity to their classroom instruction & pedagogy, and have shared their learnings school-wide	CARE Teams are identified and have participated in two Equity-based seminars focused on culturally relevant instructional practice & pedagogy		Carla Randall & Regional Administrators	Carla Randall
D1	Increase the capacity in school leaders and central support staff to implement culturally responsive positive behavior support systems in the Academic Priority Zone Schools	(1) Provide targeted supports to schools with high rates of exclusionary discipline and over-representation	Capacity is built within first cohort of schools to implement PBIS and evidenced-based classroom management strategies	School Instruction Specialists are hired with a racial lens to support PBIS implementation and evidenced-based classroom management strategies		Melissa Goff & Tammy Jackson	Carla Randall

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<b>D2</b> Special Education administrators will engage in seminars & coaching with a consultant from Pacific Educational Group to establish a new focus on instruction with a racial equity lens and integration with teaching and learning rather than compliance.	(1) Special Education Staff and Regional Administrators participate in professional development together and form teams to support schools	SPED Program Administrators and Regional Administrators establish a team approach to support schools to improve services to students with disabilities	SPED Administratos engage in 6 days of Professional development with Pacific Educational Group Consultant. Regional Administrators and Special Education Program Administrators teamed with Teaching and Learning and ESL administrators to design an action plan for addressing SPED instructional issues for 2 schools	This has been an effective way for central office support staff to learn how to team together with principals to address issues collectively.	Carla Randall & Robert Ford	Carla Randall
<b>D3</b> Each school will include an equity plan with their School Improvement Plan (SIP)	(1) Regional Administrators work with their schools to develop equity plans with their School Improvmeent Plans	Equity plans are implemented	First drafts of School Improvement Plans provided to Regional Administrators and schools are provided feedback on their equity plans		Toni Hunter & Regional Administrators	Carla Randall
<b>D4</b> Work with community partners around discipline data at specific schools to provide supports for students of color	(1) Develop a process to collaborate with CEP (Community Education Partners)	Process with CEP has lead to reduction in over-representation of students of color in 10 identified schools	First quarter of discipline data is reviewed by staff in preparation for meeting with CEP		Melissa Goff & Tammy Jackson	Carla Randall
<b>E1</b> Every staff member engages in the Courageous Conversations work in a differentiated model	See C5, C6, C7	See C5, C6, C7	See C5, C6, C7		See C5, C6, C7	See C5, C6, C7

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E2	School administrators, central instructional administrators and central office leadership engage in monthly equity professional learning communities (PLCs)	(1) Operational support leadership participate in Courageous Conversations about Race seminars and establish departmental equity teams	Operational support leadership will display increased capacity and confidence to engage their staff in courageous conversations about race, and equity teams will be established to lead monthly departmental training sessions	Leadership will have attended two Courageous Conversations about Race seminars and identified equity team members		Carla Randall & Lorenzo Poe	Carla Randall & Lorenzo Poe
F1	Develop and implement a framework for equitable, transparent & consistent stakeholder engagement which clarifies roles & responsibilities and reduces barriers to participation for underserved communities	(1) Develop stakeholder engagement framework	PPS stakeholder engagement is more transparent, consistent and effective, as measured by established qualitative and quantitative methods	The stakeholder engagement framework is in place and is being used to organize key community engagement initiatives		Robb Cowie	Zeke Smith
		(2) Implement and evaluate framework on a pilot basis	Regular evaluation of framework as it is applied to different initiatives. Evaluations shared with User Group and available online.	Convene "User Group" to apply framework, identify additional processes in which to test it (including budget, bond and strategic plan) and develop overall evaluation measures			
		(3) Develop easy-to-use online tools to facilitate application of framework by departments and schools	Online tools and video training are finalized. User Group supports use of framework by PPS staff.	Draft tool incorporates equity lens			
		(4) Institutionalize use of framework	Policy and administrative directive adopted				

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	Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Jan 2012 Progress	Lead	Sponsor
F2	All schools will develop and execute a family engagement plan as part of their School Improvement Plan (SIP Plan) that includes culturally-specific strategies for their neighborhoods and partners, focusing on connecting parents to the instructional goals of their school	(1) Pilot schools develop action plans for partnership that inform development of culturally responsive strategies for use in SIPs	All PPS schools have family engagement plans that show evidence of effective and culturally responsive practices	Pilot schools form Action Teams for Partnership to develop culturally responsive family engagement strategies	Have begun launching teams with each of 6 pilot schools.	Reiko Williams	Carla Randall & Zeke Smith
(2) Provide professional development in culturally responsive family engagement practices for principals and teachers.		Provide training to school staff and leadership regarding family culture including issues pertaining to language and race.	Provide professional development to principals on culturally responsive family engagement practices. Work with PPS Professional Development Advisory Council (PDAC) to develop training options for teachers regarding Family Engagement.	Joyce Epstein coming to town.	Reiko Williams		
(3) Develop tools to support evaluation and improvement of family engagement components of SIPs.		Rubric is used to evaluate SIPs.		Working with Education Northwest to identify evaluation strategies.	Reiko Williams		
F3	The ESL department will use the guidelines of Title III to establish supplemental supports to better engage families of ESL students	(1) Deliver & train CA resource across the district to meet the requirements of the OCR VRA for SpEd/ELL	100% of ELL parents strategically targeted for learning and engagement opportunities at the school level	Review current PPS efforts and identify gaps in district- and school-based opportunities for Title III families. Develop strategy and sample opportunities for Title III families and identify HR resources and job specifications.		Ewa Chomka-Campbell	Carla Randall

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	Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Jan 2012 Progress	Lead	Sponsor
F3	The ESL department will use the guidelines of Title III to establish supplemental supports to better engage families of ESL students	(2) Support current school and district family engagement opportunities and identify gaps at the school level K-12	100% of ELL parents strategically targeted for learning and engagement opportunities at the school level	Review current PPS efforts and identify gaps in district- and school-based opportunities for Title III families. Develop strategy and sample opportunities for Title III families and identify HR resources and job specifications.		Ewa Chomka-Campbell	Carla Randall
(3) Identify fiscal and program resources to support supplemental opportunities for parents and communities at the school and district level		100% of ELL parents strategically targeted for learning and engagement opportunities at the school level	Review current PPS efforts and identify gaps in district- and school-based opportunities for Title III families. Develop strategy and sample opportunities for Title III families and identify HR resources and job specifications.				
(4) Identify and develop a responsive human resource structure based on school need							
F4	Facilitate parent/family trainings with targeted outreach to underserved families	(1) Develop Parent Academy content in collaboration with families, staff, and community providers	Parent Academy program in place for 2012-2013 school year. Trainings designed to provide culturally responsive, Milestones-related programs to 400 parents during 2012-2013 school year.	Winter-Spring Parent Academy training schedule is finalized. Trainings reflect cultural responsiveness and strong connection to Milestones.		Reiko Williams	Zeke Smith



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# Portland Public Schools Racial Equity Plan (DRAFT)

June 11, 2012





## WHY RACIAL EQUITY?

### PPS Racial Educational Equity Policy

On June 13, 2011 the Portland School Board unanimously approved the Portland Public Schools Racial Educational Equity Policy. The policy calls out race-based disparities in schools, identifies the district's role in erasing them and holds up high expectations to ensure that all students reach their academic potential.

“The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools’ historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.<sup>1</sup>

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all children can achieve.

The responsibilities for the disparities among our young people rest with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

Portland Public Schools will significantly change its practice in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.<sup>2</sup> The concept of educational equity goes beyond



formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.”

The policy establishes six goals to achieve racial equity for our students:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees’ knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.
- F. The District shall welcome and empower families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

In the policy, the Portland School Board commits to holding the Superintendent and all central and school leadership staff accountable for making measurable annual progress towards meeting these goals. The Board directs the Superintendent to develop action plans with clear accountability—including prioritizing staffing and budget allocations—to achieve these goals. The Superintendent will report on progress towards these goals twice a year, and will provide the Board with updated action plans each subsequent year.



## 5-YEAR RACIAL EQUITY PLAN

In order to successfully achieve the stated goals in its Racial Educational Equity Policy, Portland Public Schools has developed a 5-year plan. This plan directly addresses the six stated goals in the policy with the ultimate goal of educational equity: raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

The 5-year plan outlines key strategies to achieve racial equity, along with metrics to evaluate progress. These key strategies will drive annual action plans which outline more detailed department-level work.

### Racial Equity Strategies

Portland Public Schools identified the following four key areas that require significant investment and attention in order to achieve racial equity in the district.

#### 1. Culturally Responsive Teaching & Learning

In order for the district to achieve educational equity, we must provide students of color with rigorous, culturally responsive, and engaging learning environments which accelerate their academic achievement and personal growth.

***We believe:***

If we provide students of color with equitable access to common core courses and high quality teachers who demonstrate culturally responsive instructional practices, they will achieve academic and personal success.

If we enroll emerging bilingual students in effective dual language programs, they will experience increased academic and personal success while preserving their native language, cultural identity and cultural heritage.

If we provide school and central leadership with professional development on culturally responsive positive behavior support systems, then referral rates for exclusionary discipline and special programs will decrease markedly for students of color.

If we partner with culturally-specific community organizations to provide personalized supports for students and families of color, then students of color will experience more inclusive and culturally relevant learning environments and ultimately, increased success.



## 2. Culturally Responsive Workforce

In order for the district to achieve educational equity, we must recruit, hire, promote and retain racially conscious and culturally competent employees at every level across the organization.

By “cultural responsiveness” Portland Public Schools means “the knowledge, attitudes, skills and practices that allow individuals to form relationships and create learning environments that support academic achievement and personal development of learners from diverse racial and cultural groups.”<sup>3</sup>

### *We believe:*

If every employee is racially conscious and culturally responsive, then every staff member will exhibit the knowledge, attitudes, skills and practice to interrupt institutionalized racism and better meet the unique needs of students, families and staff of color.

If our workforce mirrors the student & family population we serve, then our organization will be better able to provide role models for students of color, better understand the needs of our students and families of color, and make better decisions for our families and students of color. Increasing the racial, ethnic, and linguistic diversity of our organization increases the cultural responsiveness of our organization.

## 3. Culturally Responsive Family & Community Engagement

In order for the district to achieve educational equity, we must empower both families and communities of color to advocate for their children and give them meaningful access to both school- and district-level decision-making.

### *We believe:*

Because of the District’s focus on majority culture communication style and pathways, families of color experience an information gap. If we provide families of color with equitable access to school and district information and practices, they will be empowered to better navigate the system, advocate for their children and support their academic and personal success.

If every PPS school develops a parent engagement plan which focused on connecting families of color to the instructional goals of their school, there will be an increase in the number of culturally-specific family engagement opportunities at each school and ultimately, increased engagement with families of color.

Historically there was no established protocol for district stakeholder engagement, and the voice of students, families and communities of color was often marginalized. If we develop and implement a framework for equitable, transparent and consistent stakeholder



engagement—which clarifies roles and responsibilities and reduces barriers to participation for underserved communities—then we will see increased participation from students, families and communities of color.

#### **4. Cultural & Organizational Transformation**

In order for the district to achieve educational equity, we must undergo a cultural and organizational transformation to build a culture of inclusion and acceptance—one that actively challenges institutional racism. District leadership must actively examine and dismantle systemic policies, programs and practices that serve to perpetuate racial achievement disparities.

***We believe:***

If goals at every level in the district are based on data disaggregated by race and ethnicity, there will be increased accountability for meeting the needs of specific communities of color.

If we adopt culturally relevant data and research practices, we will be able to more accurately represent, assess and evaluate the needs and behaviors of students and families of color.

If we apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas—with an intentional focus on “equal outcomes” rather than “equal inputs”—students and families of color will experience more equitable outcomes.

If we establish an Equity in Public Contracting (EPC) policy and implement an EPC program, we will demonstrate annual growth in the number of contracts secured with minority-owned, women-owned and emerging small businesses, promoting diversity and equal-opportunity.

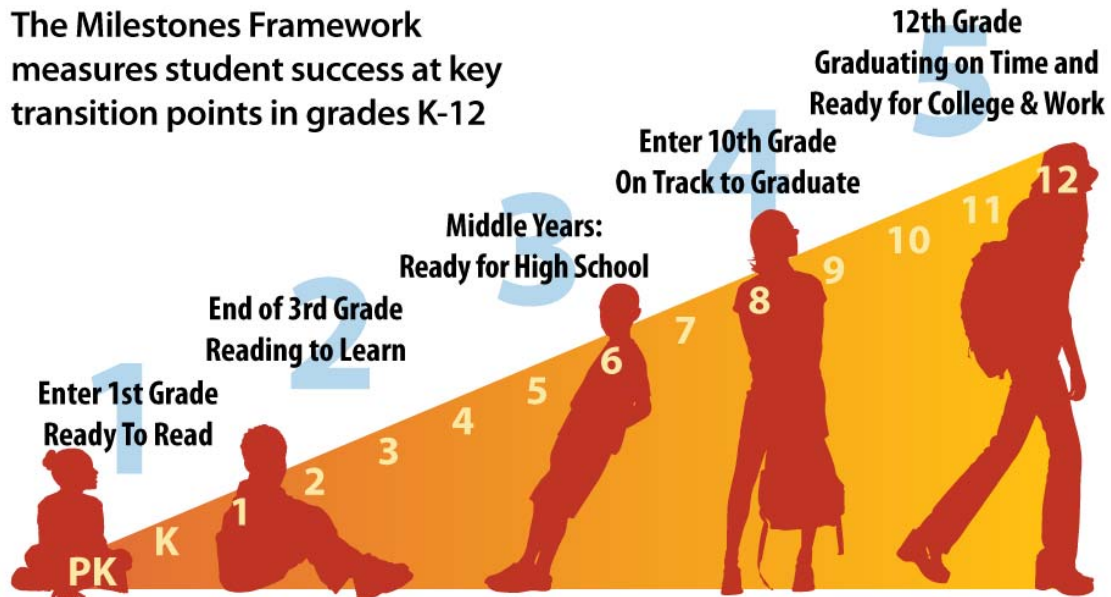
Currently student enrollment is not balanced across the district, resulting in uneven distribution of students across schools and ultimately, an inability to provide students of color with equitable access to a strong core program. If we balance enrollment through boundary changes and grade reconfigurations using a Racial Equity Lens, every PPS school will have enrollment within the target range and every student will have access to a strong core program.



## MEASURE OF SUCCESS

As a result of implementing these key strategies, Portland Public Schools will significantly improve achievement outcomes for students of color as measured by the Milestones Framework.

**The Milestones Framework measures student success at key transition points in grades K-12**



**Focus is on a few critical measures**

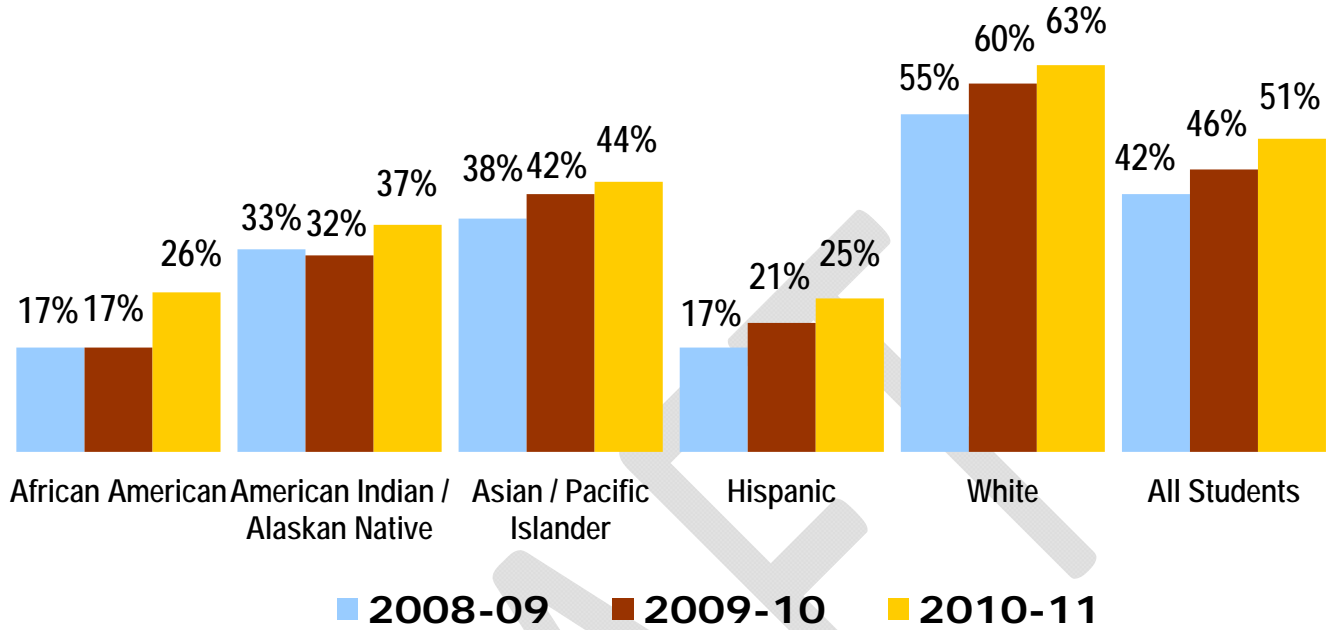
The district will track progress at Milestones targets for specific communities of color with the goal of increasing annual performance by **X%** each year.

*(We need to discuss which specific Milestones and measures make sense—taking into consideration evolving Cradle to Career and Achievement Compact targets. Current thinking would point to: 3<sup>rd</sup> Grade Reading to Learn, Ready for High School & Enter 10<sup>th</sup> Grade On-track to Graduate.)*

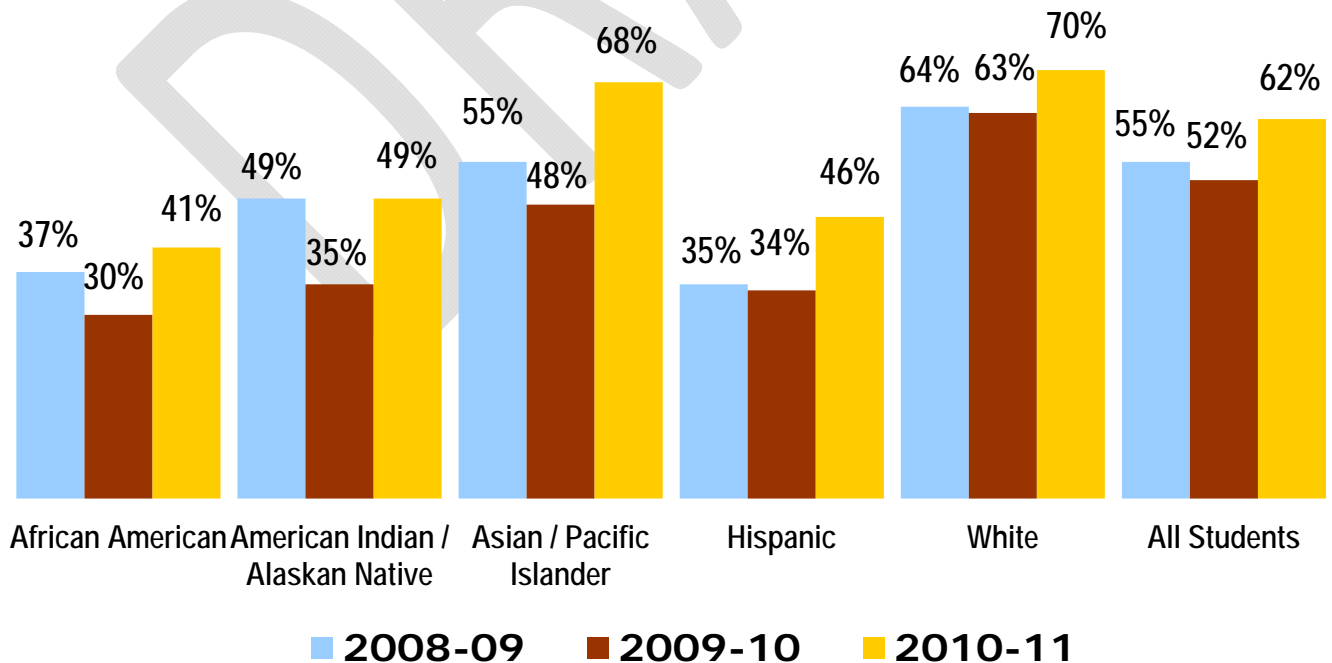
The following are our current 3<sup>rd</sup> Grade Reading to Learn, Ready for High School & Enter 10<sup>th</sup> Grade On-track to Graduate Milestones data disaggregated by race and ethnicity.



### 3<sup>rd</sup> Grade Reading to Learn: % of Students Exceeding OAKS Benchmark

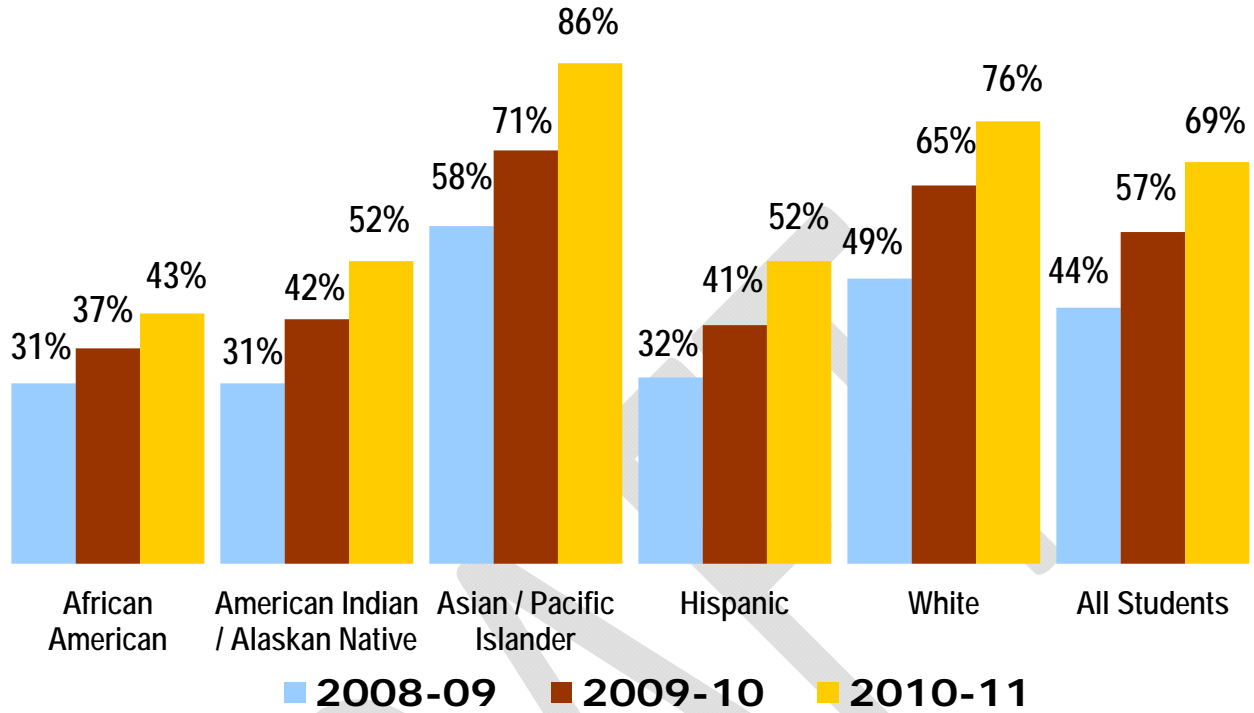


### Ready for High School: % of Students Meeting 7<sup>th</sup> Grade OAKS Writing Benchmark

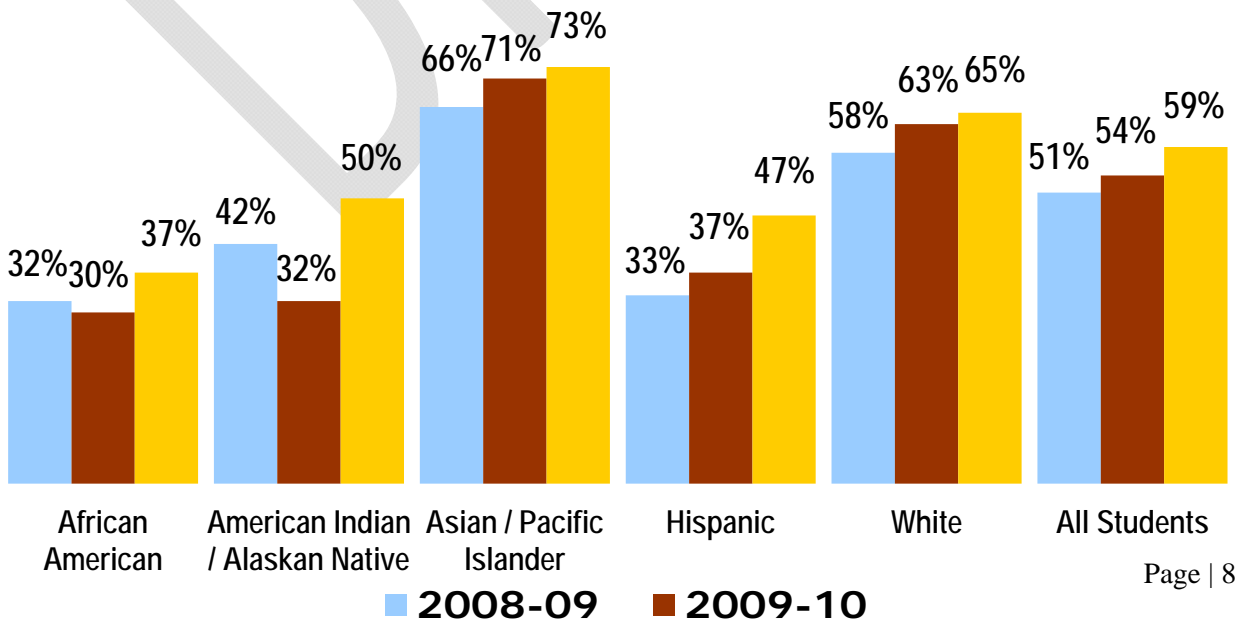




**Ready for High School:** % of All 8<sup>th</sup> Graders Passing Algebra



**Enter 10<sup>th</sup> Grade Ready to Graduate:** % of Students with 6+ Credits, C or Above in Core Subjects







## ENDNOTES

- 1 For the purpose of this policy, “race” is defined as “A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups.” Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors (2007). *Teaching for Diversity and Social Justice: A Sourcebook*.
- 2 Singleton, Glenn & Linton, Curtis (2006). *Courageous Conversations About Race*.
- 3 Adapted from Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell (Corwin Press, 1999, 2003). *Cultural Proficiency*.

DRAFT

PPS Racial Equity Plan DRAFT  
 5-Year Plan (2012-2017)  
 Version 6.11.12

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Culturally Responsive Teaching & Learning	A	Rigorous, relevant programs for all	Ensure students of color have both access to and success in the core program: support heterogeneous grouping in mathematics, eliminate over-identification of students of color for special education and remedial classes, and under-identification of students of color for talented and gifted services and college credit bearing courses.	When students are not given access to rigorous, relevant courses, they cannot succeed.	Students of color experience equitable access to, enrollment and success in common core courses in grades K-12.	(1) Decrease in the percentage of students of color identified for special education behavior classes. (2) Decrease in the percentage of students of color identified as Academic Priority. (3) Increase in the percentage of students of color identified for and succeeding in talented and gifted services and college credit bearing courses. (4) Increase in the percentage of students of color showing progress via the RtI model.	Carla Randall	Carla Randall
	F	Individual student supports	Partner with culturally-specific community partners to provide personalized supports for students of color.	Culturally-specific community partners have established relationships with students and families of color. They can both effectively provide personalized services to students and families of color and help the District build the internal capacity to do so.	More inclusive and culturally relevant learning experiences--and ultimately increased success--for students of color.	(1) Evidence that students receiving personalized supports from culturally-specific community partners experience increased success.	Carla Randall & Lorenzo Poe	Carla Randall & Lorenzo Poe
	B	Rigorous, relevant programs for all	Provide instruction for emerging bilingual students in their native language through dual language programs where we have a critical mass of native speakers.	Access to programs for emerging bilingual students in their native language will result in student achievement growth for English Language Learners.	Emerging bilingual students meet or exceed levels of achievement experienced by their native English-speaking peers.	(1) Increase in the percentage of emerging bilingual students that have access to dual language programs. (2) Evidence of increased student achievement growth for ELLs who are enrolled in dual language programs.	Carla Randall	Carla Randall & Antonio Lopez & Ewa Chomka-Campbell
	A	Rigorous, relevant programs for all	Teams of teachers participate in CARE teams that conduct classroom action research to discover, develop, document, deliver and disseminate culturally relevant teaching & learning practices.	Culturally responsive and relevant instruction and learning practices are personalized and therefore look different with different teachers and different students.	There is a team of teachers at each school that models culturally responsive instructional practices and coaches teachers in the building.	(1) Annual increase in the number of schools that have active CARE teams. (2) Established collection of exemplars of culturally relevant teaching & learning practices. (3) Improved climate and student achievement in schools with established CARE teams.	Carla Randall	Melissa Goff, Robert Ford, Eva Chomka-Campbell
	D	Individual student supports	Provide school leaders and central support staff with school-based professional development on implementing culturally responsive positive behavior support systems.	Positive behavior supports professional development will provide teachers with culturally responsive classroom management skills.	Referral rates for exclusionary discipline and special programs will not be predictable by race.	(1) Decrease in the percentage of students of color experiencing exclusionary discipline. (2) Decrease in the relative rate of exclusionary discipline for students of color.	Carla Randall	Melissa Goff, Tammy Jackson & Robert Ford

PPS Racial Equity Plan DRAFT  
 5-Year Plan (2012-2017)  
 Version 6.11.12

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Culturally Responsive Workforce	C	Effective educators	Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	If our workforce mirrors the student & family population we serve, PPS will be better able to understand the needs of our customers and make better decisions for our students and families of color.	In accordance with the Oregon Minority Teacher Act, our entire workforce will reflect the racial and linguistic diversity of the students and families we serve.	(1) Increase in the percentage of staff of color and bi-lingual staff for every employee group.	HR Executive Director	Michelle Riddell & Bonnie Gray
	C	Effective educators	Redesign the recruitment & hiring processes to include cultural responsiveness as a criteria for staff positions at every level in the organization.	Cultural responsiveness is a set of knowledge, attitudes, skills and practices that is required from every employee if Portland Public Schools is to become a more inclusive and culturally responsive organization.	Increased cultural responsiveness of our organization and an increased ability to meet the needs of all students and families we serve.	(1) Process changes evident for X number of job categories. (2) Improved climate and student achievement in classrooms and/or schools where culturally responsive staff are placed.	HR Executive Director	Michelle Riddell & Bonnie Gray
	C	Effective educators	Facilitate development, adoption and implementation of an affirmative action policy.	If our workforce mirrors the student & family population we serve, PPS will be better able to understand the needs of our customers and make better decisions for our students and families of color.	Ability to implement the Oregon Minority Teachers Act so that our entire workforce will reflect the racial and linguistic diversity of the students and families we serve.	(1) Increase in the percentage of staff of color for every employee group.	Jollee Patterson & Lorenzo Poe	Jollee Patterson & Lorenzo Poe
	C	Effective educators	Provide opportunities for administrators to achieve inter-rater reliability in the use of the new performance rubric for teacher and administrator effectiveness--specifically in the area of cultural responsiveness.	Inter-rater reliability in the use of the new performance rubric ensures accurate evaluation of teacher and administrator cultural responsiveness.	Culturally responsive teachers and administrators remain in the system.	(1) Increase in the percentage of instances where teachers' cultural responsiveness evaluation rating shows a high correlation with their students' grades and OAKs scores (based on a random sampling of teachers across the district).	Carla Randall	Carla Randall & Sascha Perrins
	E	Effective educators	Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	Educators and leaders need to continue their personal and collective journey toward racial consciousness in order to disrupt institutional and structural racism.	Teachers, school-based administrators and central office leaders develop the capacity and confidence to engage in <i>Courageous Conversations About Race</i> , and the will and skill to interrupt institutional racism.	(1) Evidence that every school and central-office department has an established e-team that is engaging in monthly Courageous Conversations exercises. (2) Increased confidence of school-based and central office-based staff to engage in Courageous Conversations About Race (as self-reported through Equity Survey).	Carla Randall & Lorenzo Poe	Executive Cabinet

PPS Racial Equity Plan DRAFT  
 5-Year Plan (2012-2017)  
 Version 6.11.12

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Culturally Responsive Family & Community Engagement	F	Collaboration with families & communities	Develop and implement a framework for equitable, transparent & consistent stakeholder engagement which clarifies roles & responsibilities and reduces barriers to participation for underserved communities of color.	Historically there was no established protocol for stakeholder engagement, and the voice of students, families and communities of color was often marginalized. Creating a standard protocol--with a focus on reducing barriers to participation for underserved communities--will result in increased input from these stakeholders.	Improved communication with clarity of stakeholder roles & responsibilities along with increased participation of stakeholders from underserved communities, including language minority communities.	(1) Evidence that Stakeholder Engagement framework tool is utilized for key policy, program and practice decisions. (2) Feedback from agencies that represent underserved communities of color indicates reduced barriers to participation and increased participation of stakeholders from underserved communities of color.	Zeke Smith	Robb Cowie
	F	Collaboration with families & communities	All schools will develop and execute a family engagement plan as part of their School Improvement Plan (SIP Plan), focused on connecting parents of color to the instructional goals of their school.	Current practice often does not include culturally responsive opportunities for families of color to engage with schools. Introduction of culturally-specific strategies and intended outcomes will improve outreach attempts by schools.	Increase in the number of culturally-specific family engagement opportunities offered at each school.	(1) Every SIP plan includes a family engagement plan that is linked to student achievement. (2) Evidence of increased culturally specific family engagement activities occurring at each school.	Carla Randall & Zeke Smith	Toni Hunter, Regional Administrators & Reiko Williams
	F	Collaboration with families & communities	Facilitate parent/family trainings with targeted outreach to underserved families of color.	Because of the District's focus on majority culture communication style and pathways, parents/families of color experience an information gap. Leadership trainings empower underserved families of color with knowledge and information needed to navigate the system and advocate for their children.	Increased parent opportunities to support student achievement.	(1) Feedback from participants indicates increased knowledge and confidence to support student achievement.	Zeke Smith	Reiko Williams

PPS Racial Equity Plan DRAFT  
 5-Year Plan (2012-2017)  
 Version 6.11.12

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Cultural & Organizational Transformation	A	All	Apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas with a focus on differentiating resources to better support students of color.	Current process results in policies, programs, practices and decisions that have a disproportionately negative impact on students and families of color. An intentional focus on "equal outcomes" vs. "equal inputs" will result in more equitable outcomes for students and families of color.	Purposeful consideration of racial equity in policies, programs, practices and decisions which result in more equitable outcomes for students and families of color.	(1) Evidence that the Racial Equity Lens tool is utilized for key policy, program and practice decisions. (2) Racial Equity Lens tool documentation indicates changes in organizational behavior that lead to more equitable outcomes for students and families of color.	Lorenzo Poe	Lorenzo Poe & Jeanine Fukuda
	A	All	Goals at every level in the organization are based on data disaggregated by race and ethnicity	Consistent identification of racial opportunity gaps will result in increased organizational responsiveness. What gets measured gets done.	Increased accountability for meeting the needs of students of specific communities of color.	(1) Evidence that all goals in the organization are based on data disaggregated by race and ethnicity.	Executive Leadership	Executive Leadership
	A	All	Adopt culturally relevant data and research practices.	Culturally relevant data and research practices will provide a more accurate representation of the needs and behaviors of students and families of color.	Culturally relevant representation of students and families of color in data reporting and evaluation.	(1) Evidence of improved ability to accurately identify--both racially and ethnically--students and staff of color.	Carla Randall	Melissa Goff
	A	All	Balance enrollment through boundary changes, grade reconfigurations, etc. to ensure that every student of color has access to a strong core program.	Currently student enrollment is not balanced across the District, resulting in uneven distribution of students across schools and ultimately, an inability to provide students of color with equitable access to a strong core program.	All schools have enrollment within the target range and every student has access to a strong core program.	(1) Decrease in the percentage of students of color that are enrolled in under enrolled schools.	Zeke Smith	Zeke Smith & Judy Brennan
	A	All	Establish an Equity in Public Contracting (EPC) policy and implement an EPC program.	An EPC policy and program will provide fair and equitable contracting opportunities for minority-owned businesses.	Growth in the number of contracts secured with minority-owned businesses.	(1) Growth in the number of contracts secured with minority-owned businesses.	Neil Sullivan	David Wynde & Elaine Holt



# PORTLAND PUBLIC SCHOOLS

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## INFORMATIONAL REPORT TO THE BOARD

**TITLE: ACHIEVEMENT COMPACTS**

**Department: Teaching and Learning**

**Staff Lead: Melissa Goff**

### I. ISSUE STATEMENT

In February 2012, the Legislature directed all K-12 districts to enter into annual achievement compacts with the Oregon Education Investment Board (OEIB) in order to focus funding and strategies at the state and local level on the achievement of the statewide education goals. As part of the achievement compacts, each district must set targets on a number of indicators by June 30, 2012 as part of the district's budget adoption process.

### II. BACKGROUND

The Superintendent, in conjunction with the superintendents from Beaverton, Salem and Eugene, wanted to create a common framework and methodology for identifying targets across our districts for this baseline year. The attached paper outlines a number of recommendations and considerations about the achievement compacts and a methodology for setting targets for 2012-13 that was developed by a team of staff responsible for data from the four districts.

### III. RELATED POLICIES/BEST PRACTICES

As mentioned above, the achievement compacts and their deadlines are statutory requirements. As part of the position paper, staff identify a number of places where we would recommend making changes to the indicators to better align with best practices and PPS policies. For example, staff recommends changing the name of the "disadvantaged subgroup" to "historically underserved" and also reporting on data for students in alignment with our Racial Educational Equity Policy.

### IV. FISCAL IMPACT

The legislative intent of the achievement compacts is that districts will align resources and strategies to meet the targets for the achievement compact indicators.

V. COMMUNITY ENGAGEMENT

While it is anticipated that districts will have a community engagement process as part of their achievement compact target setting, due to the late notice of the indicators, that was not part of this year's process.

VI. BOARD OPTIONS

The Board could utilize a different methodology for setting the achievement compact targets.

VII. STAFF RECOMMENDATION

Staff recommends that the board approve the proposed achievement compact targets.

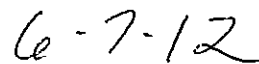
VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

June 25, 2012: Board votes on the achievement compact indicators.

Fall 2012: District receives final data from ODE for the indicators and potentially revises targets.



\_\_\_\_\_  
Executive Committee Member Signature



\_\_\_\_\_  
Date

**ATTACHMENTS**

*(List all supporting documentation)*

- A. Achievement Compact Position Paper
- B. Proposed Achievement Compact Targets
- C. Achievement Compact Data from ODE
- D. IB/AP Credit Tables

## Recommendations for Setting Achievement Compact Targets

This is a pivotal moment for education in Oregon. For the first time in over a decade, state and federal leaders are overhauling the way Oregon schools are held accountable and supported. As Oregon seeks a waiver from the No Child Left Behind legislation, we are presented with the opportunity to set aside the misleading and counterproductive aspects of the federal law and replace them with better, more accurate tools to measure school and district success.

We want to build a system that will motivate educators and community members around a new way to support student achievement. This system should increase capacity across the schools and districts to share best practices, learn from each other, and ultimately ensure that our students are successful. Oregon's new accountability system needs to focus on this collaboration and continuous improvement in order to propel student achievement forward.

The achievement compacts are an opportunity for the state and districts to define ambitious, yet achievable goals for performance on such outcomes as third grade reading proficiency, high school graduation rates, and the closing of the achievement gap. The compacts will allow us to identify the schools that are "beating the odds" and those that are in need of additional supports. Without the punitive measures required under NCLB, there is the opportunity to raise achievement by providing individualized interventions for schools and districts tailored to meet their students' needs.

Through the achievement compacts and a complementary new state report card, we need to take a deeper look at how schools are doing in terms of proficiency, student growth, graduation, and college readiness when we are assessing whether we are meeting student needs. It is essential that we quickly define what measures are better suited going forward in the report card to ensure that the achievement compacts remain focused on identifying and aligning the resources necessary for improvement on a few key indicators.

We are pleased with the positive gains that many of our districts have continued to make even in these tough economic times, and are excited by the prospect of a strong vision for education in Oregon. Through the achievement compacts, districts will be able to focus on common goals, and leverage resources to have the greatest impact on student success as we move forward toward the destination of 100% of students graduating from high school or completing the equivalent of a diploma in 2025 (40/40/20).

Over successive years, our districts have faced a significant gap between our ability to maintain current service levels and our revenue. As a state, we have a moral obligation to expect better outcomes for our students and to prepare them to be college and career ready, but the reality of that expectation is called into question when K-12 education continues to receive a smaller portion of the state budget.

Our districts' targets must be focused on meeting the needs of our students to ensure they make continuous progress over time. However, we also must consider the dramatic impact that declining budgets are having on our ability to achieve these targets. There must be a greater investment in education in order to prepare our students well and enable them to be capable and competitive in an



ever more challenging economic future. Without adequate funding, districts will not be able to make the improvements necessary to continually raise achievement to reach that 40/40/20 goal.

We recommend that 2011-12 data be viewed as the baseline for going forward. Many of our districts had already developed their budgets for 2012-13 by the time the achievement compact metrics were finalized. We anticipate that in coming years, we will be able to better align resources to the indicators and create greater opportunities for our communities to participate in the consideration of targets and the alignment of budgets to achieve those targets.

Below is a recommended methodology that we have developed for setting the achievement compact targets for this first year. We have also included a number of questions and concerns that arose as we began to fill in the compact targets with district data.

#### **Recommended Methodology for Setting Achievement Compact Targets:**

1. **Timing:** We are currently setting targets for the 2012-13 school year with only the 2010-11 data. As we will not receive final data for this current year from the Oregon Department of Education until August, this will continue to be a concern every year if districts are expected to complete their achievement compacts as part of the budget process in the spring. Additionally, we will not receive 9<sup>th</sup> grade credit data (as it includes summer school) or graduation rate data until the fall or even later in the following year. Unless a different timeline is implemented for either the Achievement Compact targets or receiving data from the ODE, targets and data will always be based on at least one year-old data. We will be setting targets for two years ahead of our last data points and accountability for those targets will be delayed for two years. This timeline makes the Achievement Compact less useful for making program or budget adjustments. **Recommendation:** Districts will set their targets based on the data currently available and will review and potentially revise targets using the recommended methodology on the updated data when they are available.
  
2. **College and Career Readiness Outcomes:**
  - a. **5-Year Completion Rate:** We are pleased that the 5-year completion rate indicator is included on the Achievement Compacts. There are a number of students within our districts who receive GEDs and Extended and Modified Diplomas as appropriate completions for high school. We also appreciate that a 5-year cohort is included on the Achievement Compacts. Data across the districts demonstrate that a 5-Year graduation rate more fully captures the achievements of all of our students. **Methodology:** Looking at the 40/40/20 goal, districts will determine the annual growth rate necessary to reach 100% on the 5-year completion rate for 9<sup>th</sup> graders entering high school in 2016-17 through a back mapping process. We also recommend applying this same process (determining necessary growth rate to reach 100% by 2021 for 5-year completion) to the "disadvantaged group" and the subgroups. An Achievement Compact Target Calculator is available for this purpose.

- b. **Cohort Graduation rates, 9+ College credits, Post-secondary enrollment:** Given the interrelated nature of these outcomes to the 5-year completion rate outcome and the State's 40-40-20 goals, we recommend applying the same annual growth rates calculated for the 5-year completion outcome to the other college and career readiness outcomes and for the "disadvantaged" and subgroups.
3. **On Track Outcomes (3<sup>rd</sup> Grade Reading and Math Proficiency, 6<sup>th</sup> Grade on Track, 9<sup>th</sup> grade on Track):** For each of these indicators, as well as those for the subgroups, we recommend setting targets for a 10% decrease in students who are not proficient. We will utilize the following methodology to set targets:
- identify the percentage of students (in 2010-11) who are not meeting the outcome (if 70% of students are meeting the outcome, then 30% are not meeting)
  - Take 10% of students not meeting the outcome (10% of 30% is 3%)
  - Apply that 10% to identify the target (70% + 3% is 73% as the target)

This growth model sets targets that:

- Require greater gains the lower a district's starting percentage
- Close of the achievement gaps with the subgroup targets
- Are realistic for higher achieving districts

An Achievement Compact Target Calculator is available to assist districts with the calculations.

4. **Priority & Focus Schools:** Because the state has yet to provide us with a list of current priority and focus schools, we are unable to recommend a 2012-13 goal. The number of priority and focus schools statewide in 2011-12 will be approximately the same as the number of schools that are identified for Title I school improvement in 2011-12. Our understanding is that this information will be made available to school districts in August.
5. **Considerations:**
- 6<sup>th</sup> Grade On-Track:** Attendance may be appropriate for an indication of health and stability and should be tracked. However, without substantial resources devoted to school health and attendance services, it will be challenging to move this measure forward. In addition, this indicator does not track academic progress. Depending on the baseline data, districts may wish to consider setting more conservative targets for this indicator. **Recommendation:** We recommend the inclusion of an academic measure for middle school rather than attendance for a 6<sup>th</sup> Grade On-Track indicator.
  - 9<sup>th</sup> Grade On-Track:** We are excited to see that the definition for the 9<sup>th</sup> grade on track indicator included an entire calendar year in which to earn credits as many of our students are able to enter 10<sup>th</sup> grade with 6 credits because of summer school

opportunities, however this does present timing challenges as these data will not be complete until September. Additionally, as mentioned above, attendance can be variable from year to year and difficult to improve. We believe that even in cases where we have increases in students entering 10<sup>th</sup> grade with 6 or more credits, we will see less growth in this data point because of the inclusion of attendance.

**Recommendation:** We recommend that these two data points, attendance and credits, be separated.

- c. **Earning 9+ College Credits:** We have received guidance from ODE that districts will be responsible for collecting these data on their own. A number of districts do not have processes in place to collect these data and so for this year there will be disparate levels of reporting on this indicator. Statewide comparisons of districts would be inappropriate in this first year. Given that the data comes from multiple sources that are not centrally stored in most districts, the requirement for reporting baseline data and targets for this outcome poses a significant time commitment for districts. **Recommendation:** We recommend that:

- 1) districts make clear as a part of their achievement compact how they have defined and calculated this data point during this compressed timeline
- 2) collective work must be done to put systems in place to collect and report the highest quality data possible in subsequent years.

Additionally, colleges and universities have different requirements for college credit attainment (e.g. some schools accept a 3 on the AP exam for college credit while others require a 4 or 5 and different schools may give 2 or 3 credits for the same score). Please see the attached tables for AP and IB test scores and college credits.

We are proposing that this indicator be based on the Oregon University System.

**Recommendation:** We would recommend that the OUS and Oregon Community Colleges and all postsecondary institutions in Oregon maintain consistent policy and practice in accepting and awarding college credit that was obtained by high school students during their high school years.

- d. **Disadvantaged Subgroup:** We are pleased to see that achievement compacts will disaggregate data for students. However, as a team, we are uncomfortable with the term "disadvantaged" to describe students of color, ESL and students with disabilities. Titles such as this continue to reinforce a deficit model.

**Recommendations:**

- 1) We recommend using the term, "historically underserved".<sup>1</sup>

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<sup>1</sup> New England Comprehensive Center provides the following definition: underserved students are students who do not receive equitable resources in the same manner that other students do and as a consequence are less likely to achieve to high levels of academic performance. Another way of thinking of underserved students is to consider the quality and degree of access they have to programs, services,

- 2) In keeping with the original intent of the achievement compacts to identify a few key indicators, we recommend that districts should identify a single aggregate subgroup or an individual subgroup measure, whichever has the most significant gap based on a sufficient number in the sample.
  - 3) There are other racial groups that must be included in the subgroup data. It is imperative that white student data are also included for reporting purposes (not as an indicator for setting targets). In order to truly be able to identify the opportunity and achievement gaps within our districts, we must have the data for the white students as a point of comparison.
  - 4) Multi-racial students should also be included for reporting purposes.
- e. **Student Numbers Per Cell Recommendation:** The permanent rule on Achievement Compacts should align the cell size that triggers the requirement for goal setting by districts with the cell size for ratings in other accountability reports (generally 30-40 student). Requiring a district to set achievement goals for student groups comprised of 6, 8, or 10 students undermines the face validity of the compacts and in some instances will violate ODE's rules about protecting student confidentiality.
- f. **Numerical Targets:** Under the temporary rule, 705-010-0035 Completion and Execution of Achievement Compacts, the OEIB "may waive the requirement to identify both a target number and percentage of students and require either a number or percentage for specific outcome measures, depending on the specifications of the compacts it approves." **Recommendation:** We recommend that districts not be required to set numeric targets for the indicators. Numeric targets can be established by applying the percentage target proposed in the Achievement Compact to the size of the group once that size has been identified. To establish numeric targets requires districts to predict group sizes from year to year. These numeric targets are meaningless as soon as the actual group size diverges from the predicted group size.
- g. **Ready for School Recommendation:** An academic measure should be identified for this indicator.
- h. **4-Year Goals and Local Priorities Recommendation:** At this point, we recommend delaying the establishment of 4-year goals and local priorities to provide districts time to reflect on the goal setting process and obtain an additional year of data on the measures, particularly for measures that are new to districts (e.g., graduates with 9+ college credits). With continued budget reductions this year, we believe it

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and resources that offer them the support to succeed in school. In other words, do they show an "achievement gap" as a result of "opportunity gaps" in their educational experience?

will be important to see how districts prioritize resources and develop strategies to meet the current indicator targets prior to expanding the scope. A number of districts already have established measures reflecting local priorities that are in support of the Achievement Compact and will continue to be reported to local boards and communities.

K-12 / ESD Achievement Compact  
Portland SD - 2180

Equity: Are students succeeding across all populations?									
9th Graders of 2006-07									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	935	158	168	323	218	29		209	444
5-Year Graduation Rate	1027	175	185	360	246	30		214	453
5-Year Completion Rate	1323	203	349	442	311	42		238	477
Earning 9+ College Credits									
Post-Secondary Enrollment									
2009-10									
3rd Gr. Reading Proficiency	1371	380	419	333	440	34	-	276	*
3rd Gr. Math Proficiency	1293	384	428	280	420	30	-	274	*
6th Grade On-Track	1311	335	503	391	399	33	-	*	495
9th Grade On-Track									

9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	969	148	149	289	250	32		238	462
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2010-11									
3rd Gr. Reading Proficiency	1285	310	447	293	400	33	26	279	*
3rd Gr. Math Proficiency	795	198	303	152	249	22	12	213	*
6th Grade On-Track	1402	413	484	400	444	42	35	*	531
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

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9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

9th Graders of 2009-10 Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2012-13									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

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9th Graders of 2012-13 (Optional 4-Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2015-16									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

*The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).*



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<b>College and Career Ready: Are students completing high school ready for college or career?</b>										
	9th graders of 2006-07	Dis-advantaged	9th graders of 2007-08	Dis-advantaged	9th graders of 2008-09	Dis-advantaged	9th graders of 2009-10	Dis-advantaged	9th graders of 2012-13**	Dis-advantaged
4-Year Graduation Rate	2224	1178	2172	1152						
5-Year Graduation Rate	2338	1280								
5-Year Completion Rate	2863	1672								
Post-Secondary Enrollment										
Earning 9+ College Credits										

Disadvantaged is aggregate of disadvantaged student groups (details on pp. 2-4)

Gray shaded boxes are district-provided projections and goals \*\*2012-13 goals are optional

<b>Progression: Are students making sufficient progress toward college and career readiness?</b>										
	2009-10 All	Dis-advantaged	2010-11 All	Dis-advantaged	2011-12 All*	Dis-advantaged	2012-13 Goal All	Dis-advantaged	4-Year Goal (2015-16)**	Dis-advantaged
Ready for School	Kindergarten readiness assessment under development									
3rd Gr. Reading Proficiency	3090	1736	3160	1686						
3rd Gr. Math Proficiency	2984	1657	2411	1098						
6th Grade On-Track	2818	1669	2893	1759						
9th Grade On-Track										

\*Estimate based on most recent available data \*\*2016 Goals are optional

<b>Equity: Are students succeeding across all buildings and populations?</b>					
	2009-10	2010-11	2011-12	2012-13 Goal	4-Year Goal (2015-16)**
Priority & Focus Schools*					
DISAGGREGATED DATA AND GOALS FOR EACH DISADVANTAGED STUDENT GROUP LISTED ON PP 2-4					

\*Prior to 2012-13, school in federal AYP "Need Improvement" status \*\*4-year Goals are optional

<b>Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)</b>										
	Year	Dis-advantaged	Year	Dis-advantaged	Year	Dis-advantaged	1-Year Goal	Dis-advantaged	4-Year Goal**	Dis-advantaged

\*\*4-year Goal optional

<b>Investment: What is the public investment in the district? (does not include capital investments)</b>					
	2010-11	2011-12*	2012-13*	2012-13 QEM recommended	
Formula Revenue	\$312,871,711	\$324,269,250	\$338,180,873	\$455,835,582	District Share
Local Revenue not passed through formula	\$98,475,875				
Federal Revenue	\$93,590,303				
State Grants not passed through formula	\$14,064,218				

District Official

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

OEIB Chief Education Officer

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Equity: Are students succeeding across all populations?									
9th Graders of 2006-07									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	48%	33%	29%	46%	34%	36%		62%	85%
5-Year Graduation Rate	52%	36%	31%	51%	38%	38%		61%	87%
5-Year Completion Rate	67%	42%	59%	62%	48%	53%		68%	91%
Earning 9+ College Credits									
Post-Secondary Enrollment									
2009-10									
3rd Gr. Reading Proficiency	77%	69%	63%	72%	77%	81%	-	88%	>95%
3rd Gr. Math Proficiency	73%	70%	65%	61%	73%	71%	-	87%	>95%
6th Grade On-Track	82%	88%	82%	85%	84%	72%	-	>95%	92%
9th Grade On-Track									

9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	53%	38%	28%	50%	46%	42%		67%	86%
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2010-11									
3rd Gr. Reading Proficiency	77%	64%	74%	75%	73%	89%	87%	90%	>95%
3rd Gr. Math Proficiency	48%	41%	50%	39%	46%	59%	40%	69%	>95%
6th Grade On-Track	85%	93%	82%	87%	87%	88%	85%	>95%	94%
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

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9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

9th Graders of 2009-10 Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2012-13									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

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9th Graders of 2012-13 (Optional 4-Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2015-16									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

*The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).*

K-12 / ESD Achievement Compact  
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College and Career Ready: Are students completing high school ready for college or career?										
	9th graders of 2006-07	Dis-advantag	9th graders of 2007-08	Dis-advantaged	9th graders of 2008-09	Dis-advantaged	9th graders of 2009-10	Dis-advantaged	9th graders of 2012-13**	Dis-advantaged
4-Year Graduation Rate	54%	44%	59%	49%						
5-Year Graduation Rate	56%	48%								
5-Year Completion Rate	69%	62%								
Post-Secondary Enrollment										
Earning 9+ College Credits										

Disadvantaged is aggregate of disadvantaged student groups (details on pp. 2-4)

Gray shaded boxes are district-provided projections and goals \*\*2012-13 goals are optional

Progression: Are students making sufficient progress toward college and career readiness?										
	2009-10 All	Dis-advantag	2010-11 All	Dis-advantaged	2011-12 All*	Dis-advantaged	2012-13 Goal All	Dis-advantaged	4-Year Goal (2015-16)**	Dis-advantaged
Ready for School	Kindergarten readiness assessment under development									
3rd Gr. Reading Proficiency	86%	78%	88%	80%						
3rd Gr. Math Proficiency	83%	75%	67%	52%						
6th Grade On-Track	87%	83%	89%	87%						
9th Grade On-Track										

\*Estimate based on most recent available data \*\*2016 Goals are optional

Equity: Are students succeeding across all buildings and populations?					
	2009-10	2010-11	2011-12	2012-13 Goal	4-Year Goal (2015-16)**
Priority & Focus Schools*					
DISAGGREGATED DATA AND GOALS FOR EACH DISADVANTAGED STUDENT GROUP LISTED ON PP 2-4					

\*Prior to 2012-13, school in federal AYP "Need Improvement" status \*\*4-year Goals are optional

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)										
	Year	Dis-advantag	Year	Dis-advantaged	Year	Dis-advantaged	1-Year Goal	Dis-advantaged	4-Year Goal**	Dis-advantaged

\*\*4-year Goal optional

Investment: What is the public investment in the district? (does not include capital investments)					
	2010-11	2011-12*	2012-13*	2012-13 QEM recommended	
Formula Revenue	\$312,871,711	\$324,269,250	\$338,180,873	\$455,835,582	District Share
Local Revenue not passed through formula	\$98,475,875				
Federal Revenue	\$93,590,303				
State Grants not passed through formula	\$14,064,218				

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

OEIB Chief Education Officer

exam_code	exam_title	score	credits1	credits2	credits3
07	United States History	3	6	8	6
07	United States History	4	6	8	6
07	United States History	5	6	8	8
13	Art History	4	8	8	8
13	Art History	5	8	8	8
14	Studio Art: Drawing	4	4	4	4
14	Studio Art: Drawing	5	4	4	4
15	Studio Art: 2-D Design	4	4	4	4
15	Studio Art: 2-D Design	5	4	4	4
16	Studio Art: 3-D Design	4	4	4	4
16	Studio Art: 3-D Design	5	4	4	4
20	Biology	4	12	15	12
20	Biology	5	12	15	15
25	Chemistry	4	12	15	12
25	Chemistry	5	12	15	15
28	Chinese Language & Culture	3	12	15	12
28	Chinese Language & Culture	4	12	15	12
28	Chinese Language & Culture	5	12	15	15
31	Computer Science A	4	4	4	4
31	Computer Science A	5	4	4	4
33	Computer Science AB	3	4	4	4
33	Computer Science AB	4	8	8	8
33	Computer Science AB	5	8	8	8
34	Economics: Microeconomics	3	4	4	4
34	Economics: Microeconomics	4	4	4	4
34	Economics: Microeconomics	5	4	4	4
35	Economics: Macroeconomics	3	4	4	4
35	Economics: Macroeconomics	4	4	4	4
35	Economics: Macroeconomics	5	4	4	4
36	English Language & Composition	3	3	4	3
36	English Language & Composition	4	3	4	3
36	English Language & Composition	5	3	4	4
37	English Literature & Composition	3	3	4	3
37	English Literature & Composition	4	3	4	3
37	English Literature & Composition	5	3	4	4
40	Environmental Science	3	4	4	4
40	Environmental Science	4	4	4	4
40	Environmental Science	5	4	4	4
43	European History	3	6	8	6
43	European History	4	6	8	6
43	European History	5	6	8	8
48	French Language	3	12	15	12
48	French Language	4	12	15	12
48	French Language	5	12	15	15
51	French Literature	3	4	4	4
51	French Literature	4	4	4	4

51	French Literature	5	4	4	4
53	Human Geography	3	4	4	4
53	Human Geography	4	4	4	4
53	Human Geography	5	4	4	4
55	German Language	3	12	15	12
55	German Language	4	12	15	12
55	German Language	5	12	15	15
57	Government & Politics: United States	4	3	4	3
57	Government & Politics: United States	5	3	4	4
58	Government & Politics: Comparative	3			
58	Government & Politics: Comparative	4			
58	Government & Politics: Comparative	5			
59	International English Language	3			
59	International English Language	4			
59	International English Language	5			
60	Latin: Vergil	3	12	15	12
60	Latin: Vergil	4	12	15	12
60	Latin: Vergil	5	12	15	15
61	Latin: Literature	3	4	4	4
61	Latin: Literature	4	4	4	4
61	Latin: Literature	5	4	4	4
62	Italian Language & Culture	3	12	15	12
62	Italian Language & Culture	4	12	15	12
62	Italian Language & Culture	5	12	15	15
64	Japanese Language & Culture	3	12	15	12
64	Japanese Language & Culture	4	12	15	12
64	Japanese Language & Culture	5	12	15	15
66	Calculus AB	3	4	5	5
66	Calculus AB	4	8	10	10
66	Calculus AB	5	8	10	10
68	Calculus BC	3	8	10	10
68	Calculus BC	4	12	15	15
68	Calculus BC	5	12	15	15
69	Calculus AB Subscore Grade	3			
69	Calculus AB Subscore Grade	4			
69	Calculus AB Subscore Grade	5			
75	Music Theory	4	8	8	8
75	Music Theory	5	8	8	8
76	Aural Subscore	3			
76	Aural Subscore	4			
76	Aural Subscore	5			
76	Aural Subscore	5			
77	Nonaural Subscore	3			
77	Nonaural Subscore	4			
77	Nonaural Subscore	5			
77	Nonaural Subscore	5			
78	Physics B	4	12	15	12

78	Physics B	5	12	15	15
80	Physics C - Mechanics	4	4	4	4
80	Physics C - Mechanics	5	4	4	4
82	Physics C - Electricity & magnetism	4	4	4	4
82	Physics C - Electricity & magnetism	5	4	4	4
85	Psychology	3	4	4	4
85	Psychology	4	4	4	4
85	Psychology	5	4	4	4
87	Spanish Language	3	12	15	12
87	Spanish Language	4	12	15	12
87	Spanish Language	5	12	15	15
89	Spanish Literature	3	4	4	4
89	Spanish Literature	4	4	4	4
89	Spanish Literature	5	4	4	4
90	Statistics	4	4	4	4
90	Statistics	5	4	4	4
93	World History	3	6	8	6
93	World History	4	6	8	6
93	World History	5	6	8	8



level	ous_order	ous_subject	score	credits1	credits2	credits3
SL	1	Biology	7	3	5	5
SL	1	Biology	5	3	5	3
SL	1	Biology	6	3	5	3
SL	2	Business	5	3	4	3
SL	2	Business	7	3	4	4
SL	2	Business	6	3	4	3
SL	3	Chemistry	6	4	5	4
SL	3	Chemistry	5	4	5	4
SL	3	Chemistry	7	4	5	5
SL	4	Computer Science	5	3	4	3
SL	4	Computer Science	7	3	4	4
SL	4	Computer Science	6	3	4	3
SL	5	Economics	6	3	4	3
SL	5	Economics	7	3	4	4
SL	5	Economics	5	3	4	3
SL	6	Environmental Systems and Societies	5	4	4	4
SL	6	Environmental Systems and Societies	6	4	4	4
SL	6	Environmental Systems and Societies	7	4	4	4
SL	7	Geography	7	3	4	4
SL	7	Geography	6	3	4	3
SL	7	Geography	5	3	4	3
SL	12	History: Medieval Europe & Islamic World	5	3	4	3
SL	12	History: Medieval Europe & Islamic World	7	3	4	4
SL	12	History: Medieval Europe & Islamic World	6	3	4	3
SL	13	History	7	3	4	4
SL	13	History	6	3	4	3
SL	13	History	5	3	4	3
SL	14	Language A1 (English)	7	4	4	4
SL	14	Language A1 (English)	5	4	4	4
SL	14	Language A1 (English)	6	4	4	4
SL	15	Language A2: (Other than English)	6	4	5	4
SL	15	Language A2: (Other than English)	7	4	5	5
SL	15	Language A2: (Other than English)	5	4	5	4
SL	16	Language A2: 2nd Language (Except Engl)	5	4	5	4
SL	16	Language A2: 2nd Language (Except Engl)	6	4	5	4
SL	16	Language A2: 2nd Language (Except Engl)	7	4	5	5
SL	17	Language B (All Languages Except English)	6	4	5	4
SL	17	Language B (All Languages Except English)	5	4	5	4
SL	17	Language B (All Languages Except English)	7	4	5	5
SL	18	Language A2 & B: English	5	3	4	3
SL	18	Language A2 & B: English	6	3	4	3
SL	18	Language A2 & B: English	7	3	4	4
SL	19	Film	7	3	4	4
SL	19	Film	6	3	4	3
SL	19	Film	5	3	4	3
SL	20	Information Technology in a Global Society	5	3	4	3

SL	20	Information Technology in a Global Society	7	3	4	4
SL	20	Information Technology in a Global Society	6	3	4	3
SL	21	Math Studies	6	3	4	3
SL	21	Math Studies	5	3	4	3
SL	21	Math Studies	7	3	4	4
SL	22	Mathematics	6	4	6	4
SL	22	Mathematics	5	4	6	4
SL	22	Mathematics	7	4	6	6
SL	23	Further Mathematics	6	3	4	3
SL	23	Further Mathematics	7	3	4	4
SL	23	Further Mathematics	5	3	4	3
SL	24	Music (Solo, Group, or Composition)	6	3	4	3
SL	24	Music (Solo, Group, or Composition)	5	3	4	3
SL	24	Music (Solo, Group, or Composition)	7	3	4	4
SL	25	Philosophy	6	3	4	3
SL	25	Philosophy	7	3	4	4
SL	25	Philosophy	5	3	4	3
SL	26	Physics	6	4	5	4
SL	26	Physics	7	4	5	5
SL	26	Physics	5	4	5	4
SL	27	Psychology	6	3	4	3
SL	27	Psychology	7	3	4	4
SL	27	Psychology	5	3	4	3
SL	28	Social & Cultural Anthropology	6	3	4	3
SL	28	Social & Cultural Anthropology	5	3	4	3
SL	28	Social & Cultural Anthropology	7	3	4	4
SL	29	Theater Arts	7	3	4	4
SL	29	Theater Arts	5	3	4	3
SL	29	Theater Arts	6	3	4	3
SL	30	Visual Arts	5	3	4	3
SL	30	Visual Arts	7	3	4	4
SL	30	Visual Arts	6	3	4	3
SL	31	World Religions	7	3	4	4
SL	31	World Religions	6	3	4	3
SL	31	World Religions	5	3	4	3
SL	32	Sports, Exercise & Health	5	3	4	3
SL	32	Sports, Exercise & Health	6	3	4	3
SL	32	Sports, Exercise & Health	7	3	4	4
SL	33	Dance	7	3	4	4
SL	33	Dance	6	3	4	3
SL	33	Dance	5	3	4	3
SL	34	Anthropology	5	3	4	3
SL	34	Anthropology	6	3	4	3
SL	34	Anthropology	7	3	4	4
SL	35	Art	6	4	4	4
SL	35	Art	7	4	4	4
SL	35	Art	5	4	4	4

SL	38	Islamic History	7	3	4	4
SL	38	Islamic History	6	3	4	3
SL	38	Islamic History	5	3	4	3
HL	1	Biology	7	12	15	15
HL	1	Biology	5	12	15	12
HL	1	Biology	6	12	15	12
HL	2	Business	6	3	4	3
HL	2	Business	7	3	4	4
HL	2	Business	5	3	4	3
HL	3	Chemistry	7	12	15	15
HL	3	Chemistry	6	12	15	12
HL	3	Chemistry	5	12	15	12
HL	4	Computer Science	6	6	8	6
HL	4	Computer Science	7	6	8	8
HL	4	Computer Science	5	6	8	6
HL	5	Economics	5	6	8	6
HL	5	Economics	6	6	8	6
HL	5	Economics	7	6	8	8
HL	7	Geography	6	6	8	6
HL	7	Geography	5	6	8	6
HL	7	Geography	7	6	8	8
HL	8	History: Africa	5	9	12	9
HL	8	History: Africa	6	9	12	9
HL	8	History: Africa	7	9	12	12
HL	9	History: Americas	5	9	12	9
HL	9	History: Americas	7	9	12	12
HL	9	History: Americas	6	9	12	9
HL	10	History of Asia/Oceania	5	9	12	9
HL	10	History of Asia/Oceania	7	9	12	12
HL	10	History of Asia/Oceania	6	9	12	9
HL	11	History of Europe and Middle East	6	9	12	9
HL	11	History of Europe and Middle East	5	9	12	9
HL	11	History of Europe and Middle East	7	9	12	12
HL	12	History: Medieval Europe & Islamic World	5	9	12	9
HL	12	History: Medieval Europe & Islamic World	6	9	12	9
HL	12	History: Medieval Europe & Islamic World	7	9	12	12
HL	14	Language A1 (English)	5	12	12	12
HL	14	Language A1 (English)	6	12	12	12
HL	14	Language A1 (English)	7	12	12	12
HL	15	Language A2: (Other than English)	7	12	15	15
HL	15	Language A2: (Other than English)	5	12	15	12
HL	15	Language A2: (Other than English)	6	12	15	12
HL	16	Language A2: 2nd Language (Except Engl)	7	12	15	15
HL	16	Language A2: 2nd Language (Except Engl)	6	12	15	12
HL	16	Language A2: 2nd Language (Except Engl)	5	12	15	12
HL	17	Language B (All Languages Except English)	6	12	15	12
HL	17	Language B (All Languages Except English)	7	12	15	15

HL	17	Language B (All Languages Except English)	5	12	15	12
HL	18	Language A2 & B: English	5	6	8	6
HL	18	Language A2 & B: English	7	6	8	8
HL	18	Language A2 & B: English	6	6	8	6
HL	19	Film	5	6	8	6
HL	19	Film	7	6	8	8
HL	19	Film	6	6	8	6
HL	20	Information Technology in a Global Society	5	6	8	6
HL	20	Information Technology in a Global Society	7	6	8	8
HL	20	Information Technology in a Global Society	6	6	8	6
HL	22	Mathematics	7	8	12	12
HL	22	Mathematics	6	8	12	8
HL	22	Mathematics	5	8	12	8
HL	24	Music (Solo, Group, or Composition)	6	6	8	6
HL	24	Music (Solo, Group, or Composition)	7	6	8	8
HL	24	Music (Solo, Group, or Composition)	5	6	8	6
HL	25	Philosophy	5	6	8	6
HL	25	Philosophy	7	6	8	8
HL	25	Philosophy	6	6	8	6
HL	26	Physics	5	12	15	12
HL	26	Physics	7	12	15	15
HL	26	Physics	6	12	15	12
HL	27	Psychology	5	6	8	6
HL	27	Psychology	7	6	8	8
HL	27	Psychology	6	6	8	6
HL	28	Social & Cultural Anthropology	5	3	4	3
HL	28	Social & Cultural Anthropology	6	3	4	3
HL	28	Social & Cultural Anthropology	7	3	4	4
HL	29	Theater Arts	7	3	4	4
HL	29	Theater Arts	6	3	4	3
HL	29	Theater Arts	5	3	4	3
HL	30	Visual Arts	7	8	9	9
HL	30	Visual Arts	5	8	9	8
HL	30	Visual Arts	6	8	9	8
HL	31	World Religions	5	6	8	6
HL	31	World Religions	7	6	8	8
HL	31	World Religions	6	6	8	6
HL	32	Sports, Exercise & Health	6	6	8	6
HL	32	Sports, Exercise & Health	7	6	8	8
HL	32	Sports, Exercise & Health	5	6	8	6
HL	33	Dance	6	6	8	6
HL	33	Dance	7	6	8	8
HL	33	Dance	5	6	8	6
HL	34	Anthropology	5	3	4	3
HL	34	Anthropology	6	3	4	3
HL	34	Anthropology	7	3	4	4
HL	35	Art	7	8	9	9

HL	35	Art	5	8	9	8
HL	35	Art	6	8	9	8
HL	36	History of Asia/M.E.	6	3	4	3
HL	36	History of Asia/M.E.	7	3	4	4
HL	36	History of Asia/M.E.	5	3	4	3
HL	37	History: Europe	5	9	12	9
HL	37	History: Europe	6	9	12	9
HL	37	History: Europe	7	9	12	12
HL	38	Islamic History	5	6	8	6
HL	38	Islamic History	7	6	8	8
HL	38	Islamic History	6	6	8	6

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

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4613 and 4614

**RESOLUTION No. 4613**

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

**RECITAL**

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

**RESOLUTION**

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

**NEW CONTRACTS**

No New Contracts

**AMENDMENTS TO EXISTING CONTRACTS**

No Amendments to Existing Contracts

**INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Mt. Hood Cable Regulatory Commission	07/01/12 through 05/31/14	IGA/R 59153	Grant HS: Funds will support efforts to increase 9th and 10th grade minority, female, and low-income student enrollment, engagement, achievement, and success in advanced science courses.	\$198,499	T. Hunter  Fund 205 Dept. 9999 Grant G1242

**LIMITED SCOPE REAL PROPERTY AGREEMENTS**

No Limited Scope Real Property Agreements

*N. Sullivan*



**RESOLUTION No. 4614**

Personal / Professional Services, Goods, and Services Expenditure Contracts  
Exceeding \$150,000 for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

**RESOLUTION**

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

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
First Cascade Corporation	06/12/12 through 12/31/12	Construction C 59145	Grant and Madison HS, and Roosevelt Campus: Construction services for health clinic renovations; funded by a Multnomah County grant; see Reso. No. 4573 (04/9/12) approving receipt of County funds.	\$239,275	T. Magliano Fund 205 Dept. 5597 Project G1221
Kodiak Pacific Construction Co.	06/12/12 through 12/31/12	Construction C 59146	Franklin HS: Construction services for track and field improvements; part of the Great Fields Project.	\$315,000	T. Magliano Fund 438 Dept. 5597 Project J0720

**AMENDMENTS TO EXISTING CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Amendment Amount, Contract Total</b>	<b>Responsible Administrator, Funding Source</b>
Roosevelt High School Boosters and Andersen Construction Company	06/12/12 through 12/31/12	Memorandum of Understanding M 57901 Amendment 2	Roosevelt Campus: Construction services for Theodore Roosevelt Athletic Complex improvements; part of the Great Fields Project; see Reso. No. 4361 (10/25/10), adding language allowing District to pay contractor for TRAC construction services.	\$237,701 \$525,671	T. Magliano Fund 438 Dept. 5597 Project J0728

**INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

No IGAs

*N. Sullivan*



## PORTLAND PUBLIC SCHOOLS

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**BOARD OF EDUCATION**

Ruth Adkins  
Martin Gonzalez  
Pam Knowles  
Bobbie Regan  
Trudy Sargent  
Greg Belisle  
Matt Morton

Henry Li  
Student Representative

To: Board of Education  
From: Martin Gonzalez and Pam Knowles, Co -Chairs  
CC: Superintendent Carole Smith  
Re: Employment of Former Board Members

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In preparation for Monday's discussion on Hiring Former Board members, as Co-Chairs of the School Board, we wanted to provide an overview of the research that staff conducted and provide our recommendation around this issue.

Board staff conducted research to see if other jurisdictions have policies establishing a waiting period on the hiring of former Board members. Staff checked with Beaverton School District, Salem-Keizer School District, and Eugene 4J School District. None of these districts have a "waiting period" policy. Staff also checked with the City of Portland, the City of Eugene and Multnomah County. Similarly, none of these jurisdictions have a policy establishing a waiting period before the hiring of elected commissioners or councilors. In addition, neither Seattle Public Schools nor Chicago Public Schools has a "waiting period" policy for former Board members.

As the Board has discussed, House Bill 3446 was introduced during the 2011 Oregon Legislative Session. This bill proposed a waiting period of one year on the employment within state government of former members of the Legislative Assembly. This bill was not passed.

Given the lack of existing policies in other jurisdictions, as Board Leadership, we do not support creating a policy to guide the hiring of former board members and do not recommend bringing forth a resolution establishing such a policy.