

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
March 18, 2013

Madison High School Auditorium

2735 NE 82nd Avenue
Portland, Oregon 97220

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

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

This meeting may be taped and televised by the media.

STUDY SESSION AGENDA

- | | | |
|----|---|---------|
| 1. | <u>PUBLIC COMMENT</u> | 3:00 pm |
| 2. | <u>2013-2014 BUDGET – PROGRAM OVERVIEW</u> <ul style="list-style-type: none">• District Staffing | 3:20 pm |
| 3. | <u>BUSINESS AGENDA</u> | 4:55 pm |
| 4. | <u>ADJOURN</u> | 5:00 pm |

The next meeting of the Board will be a Study Session held on **Monday, April 1, 2013, at 6:00pm** 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



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School Grade Span	2007/08	2008/09	2009/10	2010/11	2011/12	2
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Elementary Schools

FTE Allocated by School ADM^	250-299	300-349	350-399	400-499	500-599	600-699	700-799
Principal/Assistant Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal					1.00	1.00	1.00
Secretary	0.50	0.75	0.75	0.88	1.00	1.25	1.25
Counselor*	-	-	0.50	0.50	1.00	1.00	1.00
Elementary School Total	1.50	1.75	2.25	2.38	4.00	4.25	4.25

^ADM includes Kindergarten students only, Pre-Kindergarten is excluded.

*Counselor allocation to schools 350-499 Requires Free & Reduced Meal percentages > 20%.

K-8 Schools

FTE Allocated by School ADM^	250-299	300-399	400-499	500-599	600-699	700-799
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal*	-	-	-	1.00	1.00	1.00
Secretary	0.50	0.50	0.75	1.00	1.00	1.25
Counselor	0.30	0.40	0.50	0.50	1.00	1.00
K-8 School Total	1.80	1.90	2.25	3.50	4.00	4.25

^ADM includes Kindergarten students only, Pre-Kindergarten is excluded.

*A K-8 with two campuses (Beverly Cleary) receives an additional Assistant Principal.

Middle Schools

FTE Allocated by School ADM	300-399	400-499	500-599	600-699	700-799	800-899
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal*	-	1.00	1.00	1.00	1.00	1.00
Secretary	1.00	1.00	1.25	1.50	1.50	1.50
Counselor	0.50	0.50	1.00	1.00	1.00	1.00
Middle School Total	2.50	3.50	4.25	4.50	4.50	4.50

K-12 Schools

FTE Allocated by School ADM	300-399	400-499	500-599	600-699	700-799	800-899
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	-	1.00	1.00	1.00	1.00	1.00

K-12 Schools

Portland Public Schools Priority and Focus Schools 2013-14

SIG Schools:

- x Martin Luther King Jr. Elementary School
- x Madison High School

Priority Schools:

- x Roosevelt High School (formerly SIG)
- x Rosa Parks Elementary School
- x Woodlawn Elementary School

Focus Schools:

- x Cesar Chavez Elementary School
- x Lane Middle School
- x Jefferson High School / Middle College for Advanced Studies
- x
- x

Priority, Focus, and Model Schools Frequently Asked Questions

1. What are Priority, Focus, and Model schools?

Priority, Focus, and Model schools are all Title I (high-poverty) schools identified under Oregon's Next Generation of Accountability model, also known as the Elementary and Secondary Education Act (ESHA) waiver plan, as either needing additional support or recognized as being highly successful.

Priority schools are high-poverty schools that were ranked in the bottom 50% (annex) of Title I schools in the state based on Oregon's new rating formula. These schools generally have lower achievement and growth and need additional

Focus schools are higher-poverty schools which were ranked in the bottom 15% (annex) of Title I schools in the state based on Oregon's new rating formula. These schools generally have lower achievement and growth and need additional

Model schools are schools in the state based on the new rating formula. They are showcased as model

2. How are the schools identified?

Oregon's new rating formula includes a new definition of high-poverty schools. Oregon's approved waiver includes a new rating formula and rules based on a combination of factors including student achievement, growth, achievement gap, and for high schools, graduation and achievement graduation rates. All schools in Oregon receive a rating; however, only those schools which meet the specific definitions are included on the Priority, Focus, and Model schools list.

3. How is this rating formula different from AYP?

doing and which schools might need additional supports. The new formula places

4. What does this mean for schools?

At the most basic level, identification as a focus or priority school means that

Oregon Department of Education (ODE) and its local district will conduct a diagnostic to determine the areas in which the school and district need assistance. Based on the results of this diagnosis, and in collaboration

and initial implementation of supports and interventions identified in the GAP. Beginning with the 2012-14 school year, districts with Priority or Focus schools may be asked to set aside as much as 20 percent of the district's allocation of Title I funds for the implementation of the planned supports and interventions.

with experience in the specific areas the school has included in the GAP regional

Model schools will be publically recognized for their outstanding performance schools.

5. How often will ODE identify schools for these supports?

ODE will continue to provide supports and interventions to the Priority and Focus schools identified for the 2012-13 school year for four years. The timeline for identification of Focus and Priority schools will be dependent on federal approval.

6. When do supports and interventions for a school end?

Elementary and Middle Schools:

At the end of the four year period, a school must demonstrate progress toward meeting the growth target in overall improvement and sub-group improvement for

each of the four years. Skilled educators working with each school will evaluate the achievement.

High Schools:

At the end of the four year period, a school must demonstrate progress toward the extent to which the school is likely to see continued improvement in both student achievement and graduation rates.

7. Why are some lower-achieving schools not identified?

Only schools funded with federal Title I funds are eligible for this process at this time. Schools not receiving those funds will receive notice but will not be eligible for the additional supports and interventions through ESEA.

8. Where can I learn more?

ODE's ESEA Flexibility website: <http://www.ode.state.or.us/esea>

Ryvna Linton, Director of School Improvement and Accountability at

ryvna.linton@state.or.us

SIG Schools:

- Martin Luther King Jr. Elementary School
- Madison High School

Priority Schools:

- Roosevelt High School (formerly SIG)
- Rosa Parks Elementary School
- Woodlawn Elementary School

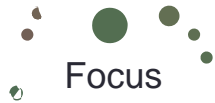
Focus Schools:

- Cesar Chaves Elementary School
- Lane Middle School
- Jefferson High School- Middle College for Advanced Studies
- Rigler Elementary
- Scott Elementary
- Sitton Elementary
- Vernon Elementary
- Whitman Elementary
- Woodmere Elementary

DISTRICT STAFFING TEAM (DST)

3/15/13

District Staffing Team (DST)



Distribution of
School Staffing
Full Time
Equivalent (FTE)

Must align resource allocation with Board Priorities and Policies

Racial Educational
Equity Policy

- Alignment with Milestones goals & Racial Educational Equity policy must be critical drivers in allocation of resources per Board policy

DST structure

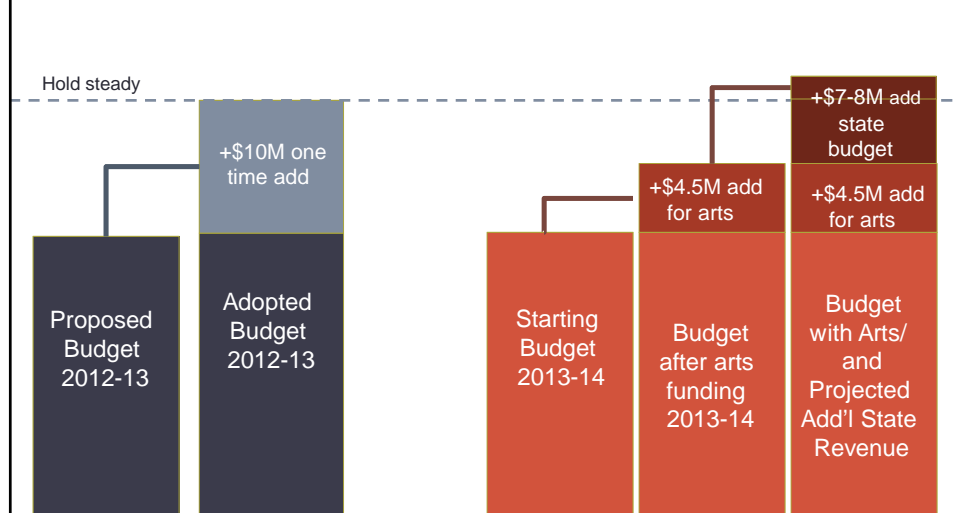
Members of DST

- Co-chairs
 - Principal Ben Keefer
 - Chief Academic Officer
- Principals
 - 2 principals from every level (8)
- Leadership from PPS central office supports
 - Office of Teaching and Learning
 - Office of School Operations and Support
 - Regional Administrators
 - Special Education
 - English as a Second Language
 - Finance
 - Budget
 - Human Resources
 - Enrollment and Transfer

Budget situation

Stability in General

School Staffing General Fund Budget – slightly better off in the General Fund



Significant reductions in other funding sources

- Title I (\$1.4m)
- Title II, III, VII, X (\$.5m)
- Special Education (\$2.2m to \$4.7m)
- Grants sun-setting (i.e. Voluntary Public School Choice, Foreign Language Assistance Program, School Improvement Grant)



Complexity of school staffing

Allocating resources toward equity in student achievement

Guiding Principle : make strategic investments and scaffold future new investments to close racial achievement gap and raise achievement of all students.

Action #1

Invest some resources by school type and achievement needs and not solely by school size.



Result

Target achievement gap closure and support Focus, Priority and other schools most in need of improvement

Allocating resources toward equity in student achievement

Allocating resources toward equity in student achievement

Guiding Principle : make strategic investments and scaffold future new investments to close racial achievement gap and raise achievement of all students.

Action #3

Provide enough time for resources to shift culture and build capacity



Result

Shift culture and build capacity within schools so that results can be sustained in the longer term.

Current State: K-12 Allocation

↗
Calculation of
SES = 5% of
non-Admin
Support FTE

DST is exploring increasing the SES Allocation

Current State

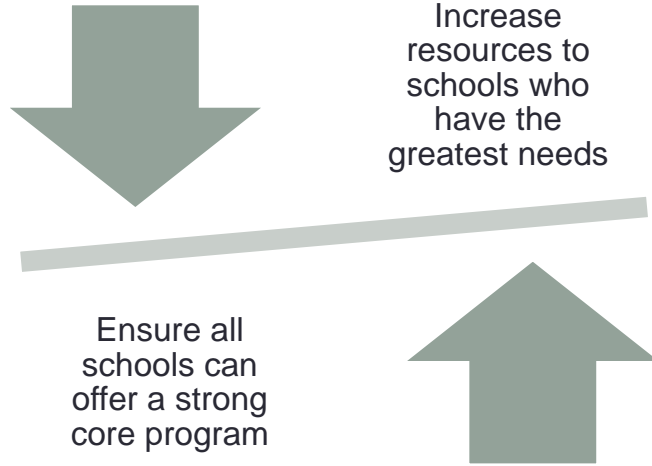
———— Possible Future State

SES = 5% of
Non-Admin
GF FTE

SES = 8% of
Non-Admin
GF FTE

SES = 10% of
Non-Admin
GF FTE

Current tension point



DST's priorities for strategic investments

Focus & Priority Schools

- Instructional



Alignment of resource allocation is critical



Title Sub-Committee

Title Fiscal challenges: Double hit

Reduction in overall funding

- Change in the Federal formula that identifies eligible students
- Oregon has fewer eligible students compared to other states, resulting in a reduction in funding
- Reduction of 5-6.4%

Sequestration

- July 1 scheduled reduction in Federal program funding
- Percent reduction still unclear



Key considerations

-



Currently funded in Title I

Creative Arts Sub-Committee

Creative Arts Funding Basics

- Both K-5 and K-8 programs will benefit from this funding
- Funded at K-5 ratio of 500 students to 1 teacher
- Funding ensures equity in a stable floor of arts programming
- Professional development support will be provided through partnership with Regional Arts and Culture Council
- Schools and clusters are working to determine areas of investment where additional staff will be hired

Special Education Sub-Committee

Special Education **-\$2.2 to -\$4.7 M**

- Forces service delivery changes; some considerations include:
 - Closing of two classrooms – one behavior; one intensive skills fragile
 - Reconsideration of service models, including Pioneer Annex, shifting service delivery model to less restrictive environment
 - Potential reductions in mental health services
 - Continued set-aside FTE for fall balancing and arrivals through the year

English as a Second Language (ESL) Sub-Committee

ESL -\$700K - \$1M

- Forces service delivery changes; some considerations include:
 - Reconsideration of school staffing ratios
 - Improve service delivery model for secondary students needing accelerated English language and academic instruction
 - Differentiated resources for upper grades newcomer students

Next Steps

- Recommendation in process
- What we know:
 - Must align with theory of action
 - Take positive steps toward differentiating resources toward opportunity gap
 - Focus and Priority schools should receive additional and guidance to improve achievement

REPORT – March 18, 2013

Expenditure Contracts Exceeding \$25,000 and through \$150,000

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200(6) (Authority to Approve District Contracts; Delegation of Authority to Superintendent) requires the Superintendent to submit to the Board of Education (“Board”) at the “Board's monthly business meeting a list of all contracts in amounts exceeding \$25,000 and through \$150,000 approved by the Superintendent or designees within the preceding 30-day period under the Superintendent's delegated authority.” Contracts meeting this criterion are listed below.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Latino Network	01/01/13 through 06/30/13	Personal Services PS 59678	Chavez, Rigler & Scott K-8: “Core program” literacy services to 75 Latino children ages 3-5 and 60 parents.	\$40,000	L. Poe Fund 101 Dept. 5431
Imagine Learning	03/02/13 through 07/31/13	Personal Services PS 59682	SUN schools: 200 licenses for Imagine Learning English, including servers, implementation, training & headsets.	\$33,500	M. Goff Fund 205 Dept. 5408 Grant G1187
Education Reform Enterprises	04/15/13 through 06/01/13	Personal Services PS 59699			
Service District Multnomah Education					

AMENDMENTS TO EXISTING INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Portland State University	03/31/13 through 06/30/13	Intergovernmental Agreement IGA 59337 Amendment 3	Scott and Woodmere: Provide ESL Endorsement Off Campus coursework for spring Cohort.	\$26,000 \$64,960	M. Goff Fund 205 Dept. 5408 Grant G1186

N. Sullivan

Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4738 through 4741

RESOLUTION No. 4738

Election of Second Year Probationary Teacher

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teacher listed below be elected as Second Year Probationary Teacher.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as a Second Year Probationary teacher for the school year 2013-2014 the following person, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

) L U V W	/ D V W	, '
John	Eisemann	021268

S. Murray

RESOLUTION No. 4739

RESOLUTION No. 4740

Appointment of Temporary Teachers and Notice of Non-renewal

RESOLUTION

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

First

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4742

