Special Meeting and Work Session
Tuesday, November 19, 2024 6:00 PM

Dr. Matthew Prophet Education Center - Board Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Consent Agenda - Resolutions 7000 through 7003 Vote - Public comment accepted
   2.(a) Resolution 7000 - Expenditure Contracts
   2.(b) Resolution 7001 - Authorizing Off-campus Activities
   2.(c) Resolution 7002 - Settlement Agreement
   2.(d) Resolution 7003 - Adoption of the Index to the Minutes
3. 6:10 pm - Expenditure Contract (Resolution 7004) Vote - Public comment accepted
4. 6:15 pm - Expenditure Contract (Resolution 7005) Vote - Public comment accepted
5. 6:20 pm - Expenditure Contract (Resolution 7006) Vote - Public comment accepted
6. 6:25 pm - Discussion: Process for Filling Upcoming Zone 1 Board Vacancy
7. 6:55 pm - Integrated Programs Annual Report for 2023-24 Public comment accepted
8. 7:15 pm - October Enrollment Update
9. 7:45 pm - Board Work Plan Review
10. 8:15 pm - Adjourn

RESOLUTION No. 7000

Expenditure Contracts that Exceed $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 the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Portland Basketball Officials Association	11/20/24 through 3/1/25	Personal Services PS 95860	Basketball officials for the 24-25 basketball season. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	$171,982	J. Franco Fund 101 Dept. 5423	NA - nonprofit
McDonald Wholesale Co.	12/1/24 through 11/30/25 Option to renew for up to four additional one-year terms through 11/30/29	Materials Requirement MR 95874	Provide groceries for Child Nutrition Program on an as-needed basis. Request for Proposals 2023-049	Original Term: $5,300,000 Not to Exceed Through All Renewals: $26,500,000	D. Jung Fund 202 Dept. 5570	No
Miller Nash LLC	11/15/24 through 6/30/26	Legal Services LS 95903	New and On-going legal services, as needed Direct Negotiation – Legal Services PPS-46-0525(13)	$400,000	D. Kafoury Fund 101 Dept. 5460	No
Office of General Counsel Network LLC	11/20/24 through 6/30/25	Legal Services LS 95893	Provide legal services. Direct Negotiation – Legal Services PPS-46-0525(13)	$180,000	D. Kafoury Fund 101 Dept. 5460	WBE

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source
Organization for Educational & Curriculum/OETC	11/20/24 through 12/31/26	Region 14 Education Service Center / NCPA Omnia Partners COA 95804	Purchase of network software for district-wide use.	$1,000,000	D. Brown Fund 101 Dept. 5581

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Oregon City School District	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95881	Columbia Regional Inclusive Services and Oregon City SD will partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	$185,000	J. Buno Fund 205 Dept. 5430 Grant G2308

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Standard Insurance Company	11/20/24 through 12/31/25	Personal Services PS 92986 Amendment 1	Equivalent plan administration for Paid Leave Oregon. This amendment adds funds and extends the end date. Direct Negotiation – Ongoing Long-Term Relationship PPS-46-0525(3)	$8,300,000 $14,800,000	S. Reese Fund 101 Dept. 5441	No

RESOLUTION No. 7001

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, & Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
11/22-11/25/24	LHS Band, 1	Rehearse & perform under collegiate conductors	Seattle, WA	$450	N/A
11/22-11/25/24	FHS Band, 15	Practice, present, & perform	Seattle, WA	$450	N/A

RESOLUTION No. 7002

Settlement Agreement

The authority is granted to pay a total of $450,000.00 to resolve a disputed claim. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 7003

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- 11/06/2024 – Regular Meeting

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Regular Meeting

November 06, 2024

This document is a record of the actions taken by the Board of Education. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://youtu.be/IPXDU4mLkCs

This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: https://www.youtube.com/@ppsboardofeducation/live

Board Member Attendance

Present: Chair Eddie Wang; Vice-Chair Michelle DePass; Directors Julia Brim-Edwards, Herman Greene, Gary Hollands, Andrew Scott, and Patte Sullivan; Student Representative JJ Kunsevi

Absent: None

INDEX

Agenda 02
Public Comment 02
Statements for the Record ..... NA
Actions Taken 02

Resolutions Adopted

6991 Resolution Proclaiming the Celebration of National Native American Indian Heritage Month in Portland Public Schools 04
6992 Resolution to adopt the Budget Calendar for 2025-26 06
6993 Resolution to Adopt the Superintendent's Performance Evaluation Template for the 2024-2025 and the 2025-2026 School Years 07
6994 Appointment of Community Budget Review Committee Members 18
6995 Adoption of the Index to the Minutes 19
6996 Expenditure Contracts 20
6997 Revenue Contracts 22
6998 Authorizing Off-Campus Travel 23
6999 Approving Board Member Conference Attendance 24

Agenda

Time Started	*Agenda Title*
6:18 pm	Call to Order by Vice-Chair Michelle DePass
6:19 pm	National Native American Heritage Month (Resolution 6991)
6:41 pm	Superintendent's Report
6:47 pm	Student Representative's Report
6:50 pm	Student Comment
7:09 pm	Adopting the 2025-2026 Budget Planning Calendar (Resolution 6992)
7:12 pm	Appointment of Community Budget Review Committee Members (Resolution 6994)
7:18 pm	Superintendent Evaluation Template (Resolution 6993)
7:48 pm	Public Comment
8:03 pm	Board Committee and Conference Reports
8:08 pm	OSAS (Oregon Statewide Assessment System) Performance and Associated Board Goals
8:52 pm	Consent Agenda: Resolutions 6995 through 6999
9:05 pm	Other Business / Committee Referrals
9:08 pm	Adjourn by Vice-Chair Michelle DePass

Student and Public Comment

General Student Comment

- Steven Rogosin
- Conor Quesnell
- Ronnie Nees (statement read by Waverly Brooks)
- Teresa Leavitt
- Taliya McKelvey

General Public Comment

- Elizabeth Super
- Scott Alperin
- Jan Watt
- Karanja Crews

Public Comments on Resolution 6991

- *Katherine Hubbard*
- Oalch'ema Friedlander

Action Items

- **Consent Agenda – Resolutions 6995 through 6999**

  Director Brim-Edwards moved and Director Hollands & Greene seconded the motion to approve Resolution 6995 through 6999. The motion was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Yes (Unofficial)

- **Resolution 6991 - Resolution Proclaiming the Celebration of National Native American Indian Heritage Month in Portland Public Schools**

  Director Brim-Edwards moved and Director Sullivan seconded the motion to approve Resolution Number 6991. The motion was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Yes (Unofficial)

- **Resolution 6992 - Resolution to adopt the Budget Calendar for 2025-26**

  Director Hollands moved and Director Greene seconded the motion to approve Resolution 6992. The motion was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Yes (Unofficial)

- **Resolution 6993 – Resolution to Adopt the Superintendent's Performance Evaluation Template for the 2024-2025 and the 2025-2026 School Years**

  Director Hollands moved and Director Greene seconded the motion to approve Resolution 6993. The motion to adopt Resolution 6993 as amended was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Yes (Unofficial)

  Subsidiary Motion

  Director Brim-Edwards moved and Director Greene seconded the motion to include the edits proposed in the Recommended Edits Document in Resolution 6993. The motion was put to voice vote and passed.

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Yes (Unofficial)

- **Resolution 6994 - Appointment of Community Budget Review Committee Members**

  Director Sullivan moved and Director Brim-Edwards seconded the motion to approve Resolution Number 6994. The motion was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Yes (Unofficial)

RESOLUTION No. 6991

Resolution Proclaiming the Celebration of National Native American Indian Heritage Month in Portland Public Schools

RECITALS

A. Native American Indians are descendants of the original, indigenous inhabitants of what is now the United States;

B. The Portland Metro region rests on the traditional lands of the Bands of the Chinook, Multnomah, Clackamas, Tualatin, Molalla, Kalapuya, Wasco, Cowlitz and Kathlamet tribes. These tribes established their communities in a resource rich area where they traded and fished along the rivers and harvested those natural resources that fed and maintained their families. In the 1950's, under Federal Relocation Policy a large segment of the Native population in the US was forced to relocate to several major cities of which Portland was one. This has added to the diversity of tribal representation in the region; Portland boasts one of the largest, and most diverse urban Native American populations in the US;

C. The history of Native American Indians; is rich with those who positively influence and enrich our nation, our society, our region, our state, and our schools through their entrepreneurship, commitment to community service, deep value of justice and liberty, and social and cultural life;

D. On August 3, 1990, President of the United States George H. W. Bush declared the month of November as National American Indian Heritage Month, thereafter commonly referred to as Native American Heritage Month;

E. Native American Indians have made profound contributions and continue to make advances in education, medicine, art, culture, and public service and been a consistent and vital influence in our nation's growth and prosperity;

F. The Portland Metro's Native American Indian Community is diverse and growing with the population estimated to be nearly 70,000. As Portland is a relocation site, PPS students represent more than 150 tribal nations. As such, we are humbled by Native American Indian employees, families and community's contribution to the accomplishment of PPS's mission;

G. Understanding Native American Indian history is an important part of celebrating Native American Heritage Month;

H. The Oregon Indian Education Association introduced and Oregon Governor Brown signed into law Senate Bill 13, Tribal History/Shared History in the 2017 legislative session. This Bill called upon the Oregon Department of Education (ODE) to develop a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events.

Tribal History/Shared History is one of 11 objectives identified in ODE's American Indian/Alaska Native State Plan, in which "Every school district in Oregon implements historically accurate, culturally embedded, place-based, contemporary, and developmentally-appropriate American Indian curriculum…" Oregon is one of several states adopting similar efforts to reaffirm the state's commitment in preserving tribal cultural integrity and the education of our citizens.

In May 2018, ODE facilitated coordination of the creation of Essential Understandings of Oregon's American Indians, which has been used to develop American Indian curriculum and assessment tools for 4th, 8th, and 10th grades aligning with state standards in the following content areas: English Language Arts, Science, Math, Social Science, and Physical Education/Health. Portland Public Schools Office of Indian Education, Office of Teaching and Learning and Office of Schools are engaged in this vital statewide work.

As of January 2020 the State of Oregon requires implementation of Tribal History/Shared History within all K-12 school districts throughout the state. The Office of Schools and Office of Teaching and Learning is working together to support the implementation of this curriculum K-12, as a foundational and fundamental element of our culturally responsive teaching and learning for the students in Portland Public Schools.

I. Portland Public Schools has a Racial Education Equity Policy that states our commitment to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for Black and Native students and to give each student the opportunity and support to meet his or her highest potential;

K. The Portland Public Schools Board of Education believes each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community.

RESOLVED

The Portland Public Schools Board of Education hereby promotes November 1 through November 30th as Native American Indian Heritage Month and encourages staff, students, and community to observe, recognize, and celebrate the culture, heritage, and economic contributions of Native Americans to our Oregon and the United States through culturally relevant activity, and to learn from the past and understand the experiences that have shaped the United States.

Resolution No. 6992

Resolution to adopt the Budget Calendar for 2025-26

The Portland Public Schools Board of Education adopts the following Budget Calendar for the 2025-26 school year:

Portland Public Schools
Calendar to Adopt the 2025-26 Budget
Adopted

			Board Inform / Review	Board Action	
BUDGET PLANNING	**October 8, 2024**	***School Board Meeting*** Board reviews draft 2025-26 Budget Calendar	✔		PEC
	October 2024	***Budget Community Engagement***			TBD
	November 6, 2024	***School Board Meeting*** Board adopts 2025-26 Budget Calendar Board appoints Community Budget Review Committee (CBRC) members		✔	PEC
	December 17, 2024	***School Board Budget Work Session*** Establish priorities, budget principles, and policies	✔		PEC
	January - March 2025	***School Board Budget Work Sessions*** Inclusive of the ODE Integrated Guidance application, CBRC work session engagement, and school staffing	✔		PEC
BUDGET BUILDING	**April 2025**	***Publish 1st Notice of Budget Committee Meeting*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	April 2025	***Publish 2nd Notice of Budget Committee Meeting*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	April 22, 2025	***School Board Meeting*** *CBRC in attendance* **Proposed Budget:** Superintendent delivers 2025-26 Proposed Budget message and presentation *Present and approve 2025-2027 ODE Integrated Grant Application*	✔	✔	PEC
	May 1, 2025 Tentative Date	***School Board Budget Public Comment Session and Budget Work Session*** Board receives public comment on the Proposed Budget		✔	TBD
	May 6, 2025	***School Board Meeting*** CBRC presents 2025-26 Proposed Budget Report to the Board Board discussion and feedback focused on the budget	✔		PEC
	May 20, 2025	***School Board Meeting*** **Approved Budget**: Board as Budget Committee approves 2025-26 Proposed Budget		✔	PEC
	June 2025	***Publish Notice of Budget Hearing and Budget Summary*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	June 10, 2025	***TSCC Hearing (prior to School Board Meeting, pending TSCC confirmation)*** TSCC certifies 2025-26 Approved Budget ***School Board Meeting*** **Adopted Budget:** Board conducts a public hearing, adopts budget, makes appropriations, and imposes taxes	✔	✔	PEC
	July 15, 2025	***Submit Tax Certification documentations*** *File budget information with County Recorder and Designated Agencies*			

Resolution No. 6993

Resolution to Adopt the Superintendent's Performance Evaluation Template
for the 2024-2025 and the 2025-2026 School Years

RESOLUTION

The Portland Public Schools adopts the attached Superintendent's Performance Evaluation Template for the 2024-2025 and the 2025-2026 School Years.

SUPERINTENDENT EVALUATION INSTRUMENT

Superintendent Name	Dr. Kimberlee Armstrong
Board of Directors (list members)	Julia Brim-Edwards, Michele DePass, Herman Greene, Gary Hollands, Andrew Scott, Patte Sullivan, Eddie Wang, JJ Kunsevi
Review Period	July 1, 2024 to June 30, 2025
Date of Review	
Reviewed by	Self [ ] Board of Directors [ ]

SECTION I. ACHIEVING GOALS

Directions: *Identify your overall goals and corresponding results.*

Goals	Result(s)	Rating **M:** ***Meets expectations*** **P:** ***Progress towards expectations*** **D:** ***Did not meet expectations***
Priority 1: 3rd Grade Reading We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in third grade reading between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS) ● African - American Students by 5.5 percentage points per year ● Pacific Islanders by 5.0 percentage points per year ● Native - American Students by 6.1 percentage points per year ● Latino Students by 3.9 percentage points per year ● Asian Students by 2.6 percentage points per year	OSAS and Graduation data to be entered in February 2025.	

Priority 2: 5th Grade Mathematics We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in fifth grade mathematics between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS) ● African - American Students by 4.4 percentage points per year ● Pacific Islanders by 4.1 percentage points per year ● Native American Students by 3.5 percentage points per year ● Latino Students by 3.2 percentage points per year ● Asian Students by 1.2 percentage points per year	OSAS and Graduation data to be entered in February 2025.	
Priority 3: 8th Grade Readiness We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in eighth grade readiness between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS) ● African - American Students by 3.2 percentage points per year ● Pacific Islanders by 2.7 percentage points per year ● Native - American Students by 1.1 percentage points per year ● Latino Students by 2.6 percentage points per year ● Asian Students by - percentage points per year. Asian students are already on track for this goal	OSAS and Graduation data to be entered in February 2025.	
Priority 4: High School Graduation We must accelerate achievement for students of color by eliminating the graduation gaps. Our goal is to eliminate the opportunity and outcome gaps in graduation rates for our students of color while setting higher graduation requirements for all our students, by the metrics set forth, measured by the four-year cohort graduation rate. ● African - American Students by 2.4 percentage points per year ● Pacific Islanders by 3.0 percentage points per year ● Native - American Students by 7.6 percentage points per year ● Latino Students by 2.6 percentage points per year ● Asian Students by - percentage points per year. Asian students are already on track for this goal.	OSAS and Graduation data to be entered in February 2025.	

Steps for evaluating Board Goals progress:

1. Each board goal is worth 15 points. Each student group's progress for each goal is worth 3 points. This creates a possible grand total of 60 points for all four board goals.
2. If the board goal is met for the student group, award 3 points. If not, award no points (0).
3. For each board goal, note the number of student groups that made progress and rate the goal according to the below scale:
    a. 3 student groups (or more) meet out of 5 student groups total = Meets expectations (60-100% of goals met)
    b. 2 student groups meet out of 5 student groups total = Progress made towards expectations (40% of goals met)
    c. Fewer than 2 student groups meet out of 5 student groups total = Did not meet expectations (0-20% of goals met)

Comments: To what extent did you/the Superintendent achieve the goals for the position this past period? To what extent did you/the Superintendent do everything possible to reach the goals?

SECTION II. DEMONSTRATING COMPETENCIES ***Directions:*** *Reflect on your demonstration of the organizational core values and the competencies required in your role. The core competencies outlined below come directly from the criteria that community proposed for the superintendent.*		
Core Competencies and Descriptions	**To what degree did you/this person demonstrate proficiency in the core competencies?**	**M: *Meets competency*** **P: *Progress towards competency*** **D: *Did not meet competency***
Experienced, Strategic, and Visionary Educational Leadership- *which includes:* ● The demonstrated ability to articulate and act upon a future-focused strategic vision that prepares each PPS graduate for a post-secondary pathway of their choosing and creates environments where all students succeed ● Effectively designing and implementing support and accountability systems, which embrace continuous improvement and multiple measures of student, school, and district success		
Authentic and Inclusive Leadership- *which includes:* ● Exhibiting a commitment to Oregon, demonstrating a love of the diversity that Portland represents, and a willingness to invest in the city's welfare ● Building, sustaining, and retaining high-quality and effective teams ● Prioritizing visibility in classrooms, schools, and at community events that reflects genuine interest in students, teachers and staff, and community members		

● Prioritizing building relationships and fostering a sense of shared purpose through the demonstration of practices that heal, restore, and build trust.		
Transparent, Ethical, and Courageous Leadership- *characterized by:* ● Holding oneself to the highest levels of integrity, honesty, and ethical conduct ● Effectively inviting input, authentically engaging constituents, actively listening, and providing timely, two-way, and communication regarding district decision-making ● The demonstrated ability to make tough decisions, even in the face of adversity, which are in the best interest of students		
Fiscal Stewardship and Advocacy Leadership- *evidenced by:* ● Proven fiscal management during challenging times that prioritizes investments which directly advance the district's vision and Board goals around student success. ● Acumen with capital projects, school construction, and bond programs. ● A transparent		

approach to budget development that engages constituents, fosters community trust, and nurtures continued local support of the district ● Experience in policy development and advocacy at the local, state, and national level		
Equity and Cultural Competency Leadership- *revealed as:* ● A profound commitment to racial equity demonstrated by leading efforts to reduce systemic disparities and advancing anti-racist solutions in classrooms and the workplace. ● Demonstrated cultural competency, advocacy for historically underrepresented groups, and promotion of policies and practices that honor, respect, protect, and celebrate difference		

Steps for evaluating the Core Competencies:

1. Each core competency is worth 8 points. This creates a possible grand total of 40 points for all five competencies.
2. If the superintendent meets the competency, award 8 points.
3. If the superintendent made progress towards the competency, award 4 points.
4. If the superintendent did not meet the competency, award zero points.

SECTION III. SUMMARY ASSESSMENT, NEXT STEPS, AND PROFESSIONAL DEVELOPMENT

Directions: *Please complete the prompts below.*

Overall performance rating:

[ ] Meets Expectations
[ ] Progress Towards Expectations [ ] Does Not Meet Expectations

Qualitative Comments:

How are you/the Superintendent performing overall?

What are the 1-3 most notable areas of strength?

What are the 1-3 areas for growth or improvement?

What are the next steps for growth or improvement in terms of your/the Superintendent's professional development?

What do you see as your/the Superintendent's future in the organization? Where do you see yourself/the Superintendent in the next 3-5 years (inside or outside of the organization)?

SECTION IV. BOARD OF DIRECTORS FEEDBACK
Directions: *Superintendents: please share feedback for the Board of Directors on their work with you this year.*
What is the Board of Directors doing well in their support of your work? How could the Board of Directors support your work more effectively? To what extent has the Board of Directors tailored their management approach to your leadership philosophy and background? How could the Board of Directors improve in this area to better personalize their approach to developing you as a leader?

Board-Superintendent Progress Monitoring Cycle & Timeline of Activities

School Year 2024-2025

September

- Office of Research, Assessment, and Accountability prepares disaggregated OSAS Spring 2024 student performance outcomes

November

- Superintendent's performance evaluation template is developed and approved by the Board
- Office of Research, Assessment, and Accountability presents OSAS Spring 2024 student performance outcomes
- Office of Research, Assessment, and Accountability presents OSAS Spring 2024 student performance outcomes

December

- School Board has a quarterly check in with the Superintendent regarding progress on Board Goals and district work.

February

- Board must notify the Superintendent on contract extension by February 15
- Office of Research, Assessment, and Accountability presents graduation data for SY 2023-2024 and reports out on Post-Secondary Readiness indicators

March

- Superintendent provides a self-reflection on the progress towards the Board Goals and the competencies
- School Board has a quarterly check in with the Superintendent regarding progress on Board Goals and district work

April

- Office of Research, Assessment, and Accountability presents MAP achievement data

June

- Superintendent's qualitative progress and evaluation is completed by the Board and shared with the Superintendent no later than the first meeting in June and the School Board votes on the evaluation at that meeting.

School Year 2025-2026

August

- Goals conference with Superintendent and the School Board

September
- Office of Research, Assessment, and Accountability prepares disaggregated OSAS Spring 2025 student performance outcomes

November
- Superintendent's performance evaluation template is developed and approved by the Board
- Office of Research, Assessment, and Accountability presents OSAS Spring 2025 student performance outcomes

February
- Board must notify the Superintendent on contract extension by February 15
- Office of Research, Assessment, and Accountability presents graduation data for SY 2024-2025 and reports out on Post-Secondary Readiness indicators

March
- Superintendent provides a self-reflection on the Board Goals and the competencies

April
- Superintendent's qualitative progress is completed by the Board and shared with the Superintendent no later than May 1.
- School Board votes on the Superintendent's evaluation
- Office of Research, Assessment, and Accountability presents MAP achievement data

RESOLUTION No. 6994

Appointment of Community Budget Review Committee Members

RECITALS

A. The mission of the Community Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC receives its charge from the Board.

B. On November 5, 2019, the voters of the Portland Public School (PPS) District passed a renewal Local Option Levy, Measure 26-207, which became effective in 2020, which mandated independent community oversight to ensure tax dollars are used for purposes approved by local voters, and the CBRC serves that function for PPS.

C. The CBRC is composed of eight to twelve volunteer members. The Board appoints members to three-year terms with one or two student members appointed to one-year terms.

D. The Board recognizes that District employees and community members bring specialized knowledge and expertise to the CBRC and budgetary review process. The Board instructs all CBRC members to employ discretion, avoid conflicts of interest or appearance of impropriety, and exercise care in performing their duties.

E. In fall 2022, eight members were appointed to three-year terms through June 30, 2025: Karanja Crews, Mariah Hudson, Dashiell Elliott, Tasz Ferguson, Paul Freese, Grace Groom, Sonya Harvey, and Stephen Lidner. In fall 2023, three members were appointed to three-year terms through June 30, 2026: Aaron Cronan, Jen Gray-O'Connor, and Adriel Person. In fall 2021, Roger Kirchner was appointed to serve and his term concluded June 30, 2024.

F. Recruitment of one additional three-year term member yielded 39 applications to fill a maximum of one position. Eleven student applications were received for two available one-year positions.

G. The CBRC pre-selection panel members were: CBRC co-chair Tasz Ferguson and Board Director Patte Sullivan. The CBRC interview panel members were: CBRC co-chair Tasz Ferguson, Alexandra Martin, Finance Program Manager, and Board Director Patte Sullivan.

H. Applications were reviewed. Three adult candidates and five student candidates were interviewed. The CBRC Selection Committee recommends the Board appoint Minyana Bishop to a three-year term and Caitlin Bice and Natan Hadgu to one-year terms.

RESOLVED

1. Minyana Bishop is hereby appointed as a member of the Community Budget Review Committee for a three-year term through June 30, 2027.

2. Caitlin Bice and Natan Hadgu are hereby appointed as student representatives of the Community Budget Review Committee for one-year terms ending June 30, 2025.

RESOLUTION No. 6995

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- October 08, 2024 – Regular Meeting
- October 22, 2024 – Special Meeting

RESOLUTION No. 6996

Expenditure Contracts that Exceed $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 the following agreements.

NEW CONTRACTS

No New Contracts

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Robert Half International, Inc. dba Robert Half Technology	11/7/24 through 11/6/25 Option to renew for two additional years through 11/6/27	Personal Services PS 95833	Temporary project management staff for the ERP software modernization project. Direct Negotiation – Interim or Temporary Staffing PPS-46-0525(11)	Original Term: $275,000 Total through all renewals: $825,000	D. Brown Fund 191 Dept. 5581 Grant H0314	No
Amergis Educational Staffing	11/7/24 through 6/13/25	Personal Services PS 95859	Provide up to 8 Itinerant Para Educators. Direct Negotiation – Interim or Temporary Staffing PPS-46-0525(14)	$496,320	J. Buno Fund 101 Dept,. 5414	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
North Clackamas School District	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95809	Columbia Regional Inclusive Services and NCSD will partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	$433,000	J. Buno Fund 205 Dept. 5433 Grant G2308

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Texthelp, Inc.	11/16/24 through 11/15/25	Digital Resource DR 94504 Amendment 1	Co-Writer and Snap & Read licenses for District-wide use. This amendment extends the contract and adds funds for one additional year. Special Class Procurement – Copyrighted Materials & Creative Works/Sole Source PPS-47-0288(4)	$88,112 $172,028	K. Howard Fund 205 Dept. 5445 Grant G2347	No

RESOLUTION No. 6997

Revenue Contracts that Exceed $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, except as otherwise expressly authorized. Contracts exceeding $150,000 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 the following agreements.

NEW REVENUE CONTRACTS

No new Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Admin, Funding Source
Communities in Schools, Inc.	11/7/24 through 12/31/26	Revenue R 94733 Amendment 1	Grant funding to support the Community School Model in PPS. This amendment adds grant funds to the contract.	$997,235 $4,775,631	J. Buno

RESOLUTION No. 6998

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, & Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
11/14-11/17/24	Franklin HS Cross Country, 32	Nike Cross Regionals	Boise, ID	$60	N/A
11/15-11/16/24	Grant HS Cross Country, 50	Nike Cross Regionals	Boise, ID	$180	N/A
11/22-11/25/24	Cleveland HS Band, 25	Rehearse & perform under collegiate conductors, attend concerts, workshops	Seattle, WA	$450	N/A
12/17-12/21/24	Roosevelt HS M Basketball, 10	Competition	Las Vegas, NV	$719	N/A

RESOLUTION No. 6999

Approving Board Member Conference Attendance

RECITALS

A. Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.

B. Director Hollands and Director Greene will attend the National Association of Black School Educators Annual Conference in Atlanta, Georgia.

C. Board Chair Eddie Wang has approved the reimbursement for Director Greene and Director Hollands.

RESOLUTION

The Board affirms Director Greene and Director Hollands to attend the National Association of Black School Educators Annual Conference in Atlanta, Georgia from November 20-24, 2024.

RESOLUTION No. 7004

Expenditure Contracts that Exceed $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 the following agreements.

NEW CONTRACTS

No New Contracts

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
A & C School Business Consulting	11/20/24 through 4/30/25	Personal Services PS 94561 Amendment 4	Provide managerial support to PPS Finance Department. This amendment adds time and funds to the contract. Direct Negotiation –Interim or Temporary Staffing PPS-46-0525(11)	$90,000 $239,000	M. Leigh Fund 101 Dept. 5520	No

RESOLUTION No. 7005

Expenditure Contracts that Exceed $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 the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Office of General Counsel Network LLC	11/20/24 through 6/30/25	Legal Services LS 95893	Provide legal services. Direct Negotiation – Legal Services PPS-46-0525(13)	$180,000	D. Kafoury Fund 101 Dept. 5460	WBE

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 7006

Expenditure Contracts that Exceed $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 the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Miller Nash LLC	11/15/24 through 6/30/26	Legal Services LS 95903	New and On-going legal services, as needed Direct Negotiation – Legal Services PPS-46-0525(13)	$400,000	D. Kafoury Fund 101 Dept. 5460	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Process and Timeline for Filling Upcoming Zone 1 Vacancy



PORTLAND Public Schools

August 11, 2023

Process Overview

The Board member so designated shall meet the eligibility requirements of ORS 332.018 and reside in the zone in which the vacancy occurs.

The Board shall advertise for a 20-day period in an attempt to find an eligible resident from the same zone to fill the vacancy.

If no eligible zone resident declares interest in the vacant position, the Board shall appoint an eligible resident from the district at large.

2

Process Overview

The Board member appointed shall serve until June 30 following the next regular district election, at which time his/her successor shall be elected to fill the remainder, if any, of the unexpired term.

The person who is appointed will be eligible to run for the position during the May Special Election.

3

Proposed Timeline

Nov 19

- Officially announce appointment process
- Review and discuss application questions and possible additions
- **Board Action:** Deadline for ranking application questions DUE to Rosanne Powell on Nov 21. Star voting - each board member has 20 stars
- **Board Action:** Decide due date for application (must be after Dec 12 with current calendar proposal dates)

Nov 22

- Advertised in Oregonian

Nov 25

- Application posted

4

Proposed Timeline

Dec 13

- Application closes

Dec 17

- Review applications.
- TBD: Depending on the number of applicants, may require further action to select finalists

Jan 7

- **Board Action:** Decide on interview question

Jan 21

- **Special Session:** Interview and vote on finalists

5

PORTLAND PUBLIC SCHOOLS

To: Portland Public Schools Board of Directors

From: Dr. Camedra Jefferson, Interim-Senior Director of Funded Programs

CC: Dr. Kimberly Armstrong, Superintendent, Deborah Kafoury, Chief of Staff, Dr. Renard Adams, Chief of Accountability and Equity, Kristina Howard, Chief Academic Officer, Jey Buno, Chief of Student Support Services

Date: November 18/19, 2024

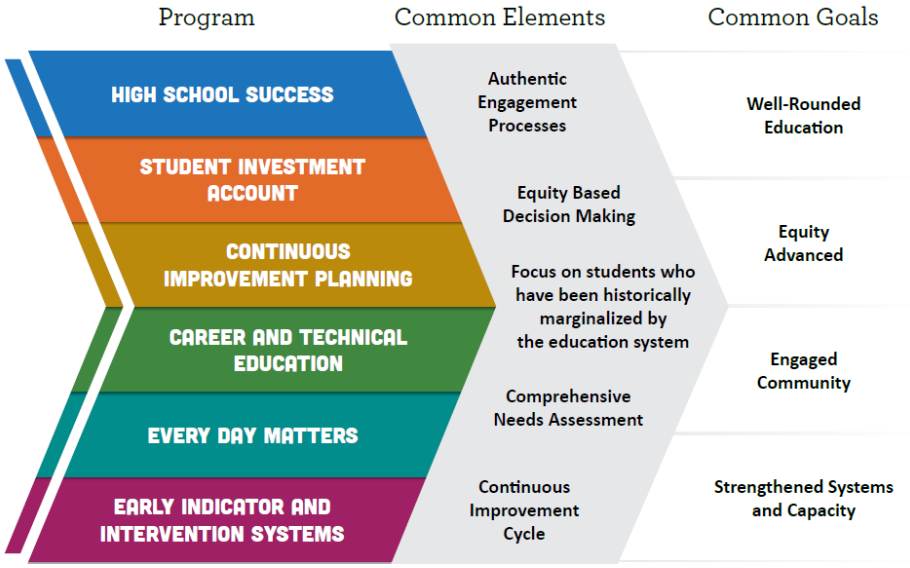
Subject: **ODE's Aligning for Student Success: Integrated Guidance for Six ODE Initiatives**

The purpose of this memo is to highlight investments and progress for the first year (2023-2024) of our 2023-2025 plan for ODE's Integrated Guidance supporting six ODE grants and programs. This report is required to be presented to our PPS Board of Education annually each November.

Overview and Background

In 2022, the Oregon Department of Education (ODE) released Aligning for Student Success: Integrated Guidance for Six ODE Initiatives (ODE's Integrated Guidance), which brings together six programs focused on improving outcomes and learning conditions for students and educators. ODE developed this framework to meet the core purposes of each program with a focus on integrating the planning, funding, progress monitoring, and evaluation.

For PPS, these six programs have common goals and elements that are strongly aligned with *Forward Together*



In 2023-2024, the Integrated Guidance programs collectively represented $57.4M in state and federal grant funding for PPS.

Program	PPS Allocations	
	2023-24	2024-25
High School Success (HSS)	$12,264,031	$11,531,951
Student Investment Account (SIA)	$43,052,703	$45,309,123
Continuous Improvement Planning (CIP)	$1,507,230	$928,884
Career Technical Education - Perkins V (CTE)	$471,245	$470,328
Every Day Matters (EDM)	$0*	$0*
Early Indicators & Intervention Systems (EIIS)	$129,685	$125,172
Total Allocation	**$57,424,894**	**$58,365,459**

* EDM is an unfunded program. Requirements are embedded in the five other programs.

Please find additional information on the PPS 2023-2025 Integrated Guidance Plan posted on the PPS "Overview of ODE's Integrated Guidance" webpage.

2023-2024 PPS Priorities and Key Investments

Grant investments continued to deepen and expand our work to disrupt inequities, foster inclusive partnerships and collaboration, and provide inclusive and differentiated learning opportunities. Our plan aligned investments, activities, and specific strategies from our Strategic Plan. These investments are highly interrelated and together, they advance PPS's commitment to rigorous, high-quality, and inclusive academic learning that disrupts racial inequities.

This integrated plan invested in focal student groups and schools based on need, with an emphasis on improving culturally-responsive, site-based learning experiences. Our investments aligned with key priorities identified in our needs assessment – priorities also expressed by our community.

- Improved classroom experience
- Stronger multi-tiered systems of supports, including wrap-around social, emotional, mental, and behavioral health services
- Racial equity and social justice (RESJ) partnerships with local nonprofit organizations to support Students of Color
- Restorative justice advocates, who build and strengthen community, and to repair harm, as part of our work to reorient discipline
- Professional learning, to complement and deepen our bond and general fund investments in new core curricula and instructional framework
- Personalized learning, with differentiated and flexible experiences that increase access to arts, interest-based electives, self-directed learning, and engagement
- Career-related programming that emphasizes real-world, hands-on learning
- Data-driven continuous improvement

These investments are part of our larger, district-wide strategy and directly reflect our core values and priorities.

Annual Report for ODE's Integrated Guidance Grant Programs

The Integrated Guidance Annual Report includes the following:

1. Annual Report Narrative Responses
2. Annual Report Presentation to the Board
3. Assurance that the district has reviewed progress toward meeting the Longitudinal Performance Growth Targets (LPGTs)[1]

[1] PPS reviewed progress towards the Longtudinal Performance Growth Targets (LPGTs) as part of the process for reviewing the Board Goals. Information was presented to the Board on November 6, 2024.

LPGTS are required by the Student Success Act and were implemented for 2023-2024 school year. Per requirements, the targets were co-developed with ODE and they focus efforts on a super-group of students ("combined focal"). They are also part of a statewide standardized evaluation framework.

While there is some overlap between the LPGTs and the PPS Board goals, there are key differences. The PPS Board Goals for our students are rigorous targets set with Board direction. They focus efforts for success on student racial groups most in need of academic acceleration to close predictable and persistent gaps in student outcomes. They are also aligned with our Strategic Plan

TOGETHER, WE RISE

ODE Integrated Guidance Plan for Six ODE Initiatives

Annual Report for 2023-2024



November 19, 2024



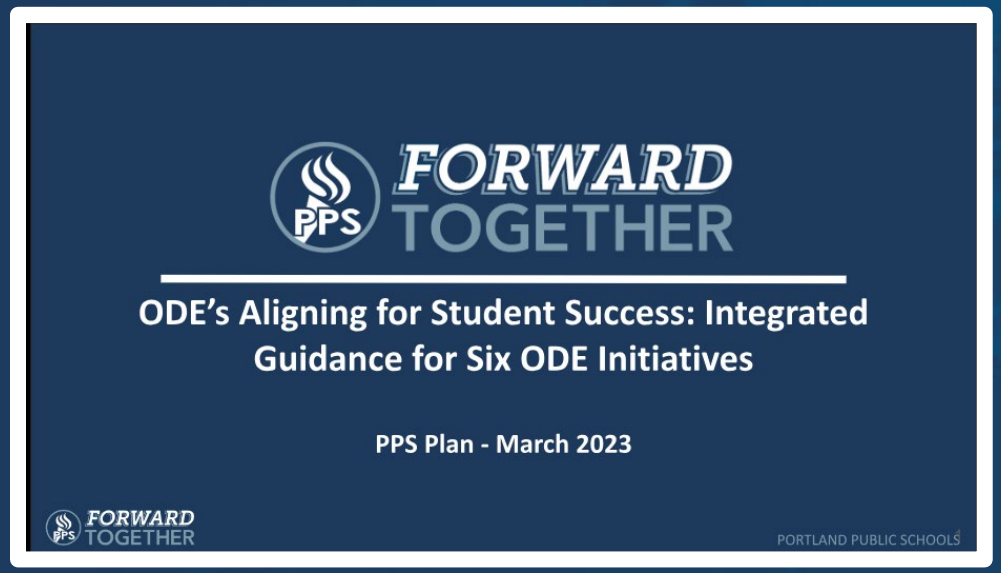
TOGETHER, WE RISE

Content

- Overview of ODE's Integrated Guidance and Grants
- Key Investments
- Annual Report Narrative



2023-2025 PPS Integrate Grant Plan



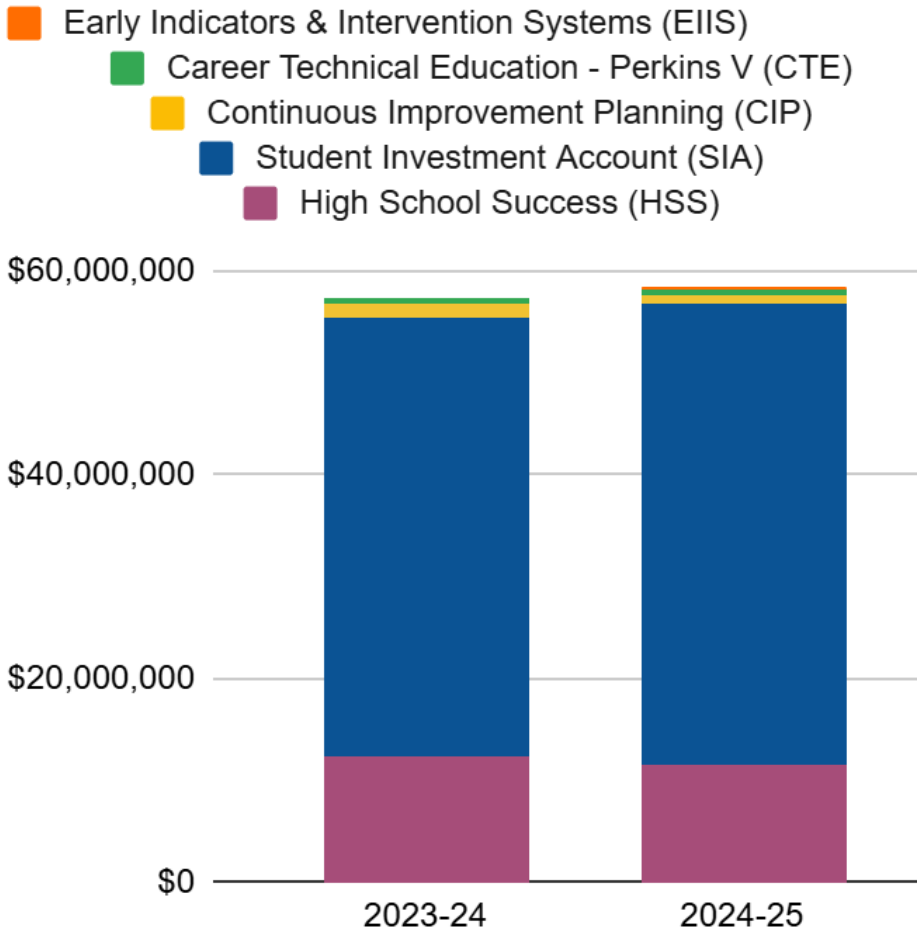
https://www.pps.net/Page/20662

- ODE integrated six programs focused on improving outcomes and learning conditions into a common framework
- The Board approved PPS Integrated Plan in March 2023
- Part of the Special Revenue Funds
- Restricted grant dollars
- $57.4M in state and federal funds in 2023-24 and $58.4M in 2024-25 ($115.8M for the biennium)

ODE Allocation by Program

Program	2023-24	2024-25
High School Success (HSS/Measure 98)	$12,264,031	$11,531,951
Student Investment Account (SIA)	$43,052,703	$45,309,123
Continuous Improvement Planning (CIP/ESSA)	$1,507,230	$928,884
Career Technical Education - Perkins V (CTE)	$471,245	$470,328
Every Day Matters (EDM)*	$0*	$0*
Early Indicators & Intervention Systems (EIIS)	$129,685	$125,172
Total Allocation	**$57,424,894**	**$58,365,459**

* EDM is unfunded and requirements are embedded in the five other grant programs.



PPS Integrated Plan Key Investments Priorities

- **Improved classroom experience**
- Stronger **multi-tiered systems of supports**, including wrap-around emotional, mental, and behavioral health services
- **Racial equity and social justice (RESJ) partnerships** with local nonprofit organizations to support Students of Color
- **Restorative justice advocates** to strengthen community and repair harm to reorient discipline
- **Professional learning** to implement new **core curriculum and instructional framework**
- **Personalized learning**, with differentiated and flexible experiences
- **Career-related programming** to emphasize real-world, hands-on learning
- **Data-driven continuous improvement**

2023-24 ODE Annual Report Narrative

Question 1: **How do you see your progress contributing to the Outcomes and Strategies** in your plan and your Longitudinal Performance Growth Targets (LPGT)? **Discuss at least one Outcome where you have seen progress in implementation.**

3+ Years of Steady Growth in ELA and Math

- Improvements in academic achievement with students with disabilities
- Black and Latina/o/x students in 3rd-grade reading and 5th-grade math

Improvements demonstrate:

- Resilient students
- Dedicated educators creating robust learning environments
- A commitment to educator training and support
- Key investments in targeted support for students
- Focus on student physical and emotional safety and wellbeing

ODE Annual Report Narrative Response

Question 2A. Discuss at least one Outcome where you have seen **challenges or barriers to implementation.**

PPS still faces a crisis

- **Must accelerate learning** for focal students
- **All students can succeed** and we must do better
- Persistent gaps in student outcomes need **sustained rigorous work and targeted action**

Question 2B. Where have you experienced barriers, challenges, or impediments to progress toward your **Outcomes and Strategies in your plan that you could use support with?**

A $40M deficit, following a $30M budget reduction

- Rising workforce costs; expired ESSER funds
- Retooling budget process for deeper analysis and stronger community engagement
- Targeting resources for students who need them most

Additional state support in 2025 -2027 biennium would help sustain:

- Educator PD and PPS Instructional Framework
- Literacy enhancement
- MTSS interventions
- Supports for student and family well-being

ODE LPGT Requirements vs PPS Board Goals

Assurance that LPGTs were reviewed

PPS Board Goals For Our Students

- Rigorous targets set with Board direction
- Focus efforts for success on student racial groups most in need of academic acceleration to close predictable and persistent gaps
- Aligned with PPS Strategic Plan

ODE Required Longitudinal Performance Growth Targets (LPGTs)*

- Required by the Student Success Act
- Implemented in 2023-2024
- Co-developed with ODE
- Focuses efforts on a super-group of students (“combined focal”)
- Part of a statewide standardized evaluation framework

* PPS reviewed progress towards the LPGTs as part of our process for reviewing the Board Goals. Information was presented to the Board on November 6, 2024.

PPS Annual Report for ODE's Integrated Guidance

ODE Integrated Guidance Annual Report Approval Requirements

- ✓ Posted on the PPS website
- ✓ Presented at an open meeting with an opportunity for public comment
- ✓ PPS reviewed progress towards meeting the LPGTs

Key annual report links:

- Annual Report on PPS Website
- Annual Report Narrative Response

Thank you!



Contact us

PPS.NET pubinfo@pps.net (503) 916-2000 501 N Dixon, Portland, OR 97227



PORTLAND
Public Schools

Annual Report for ODE Integrated Guidance 2023–2024
November 2024

About the Report

- The annual report for 2023-2024 Integrated Guidance is due to ODE on November 30, 2024.
- The outcomes and strategies in our 2023-2024 Integrated Guidance Plan were pulled directly from the priorities in *Forward Together.*
- This response was written based on PPS strategies and outcomes overall and not just the Integrated Guidance Plan, which represents about 2-3% of the PPS budget.
- The annual report must be posted on our website, presented at an open Board meeting, and approved by the Board.

Annual Report Questions

1. As you review your 2023-24 progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.

Steady Growth in ELA and Math: For three straight years, the district has seen steady growth in both English Language Arts (ELA) and Math, with students across grades 3-8 maintaining progress in ELA and showing growth in Math. This reflects the resilience of students and the dedication of educators in creating robust learning environments. Students with disabilities also showed improvement in academic achievement, as did Black and Latinx students in 3rd-grade reading and 5th-grade math. While this progress is encouraging, we are still facing a crisis and must accelerate learning for focal students, including Black, Brown, and Native students. Beaumont Middle School and Sitton Elementary School, in particular, have seen double-digit gains in both Math and ELA, highlighting pockets of success. These gains reflect the district's commitment to improving student outcomes, supporting educators, and allocating resources where they are needed most.

Commitment to Educator Training and Support: For the past three years, the district has been onboarding and training educators to use high-quality instructional materials. We adopted robust math and ELA curriculums. The district has also remained focused on the science of literacy, ensuring curriculum fidelity and using data to drive improvement. We also made a significant investment to have an instructional coach in every building to offer embedded support for teachers.

Targeted Support for Students: The district has continued to prioritize resources for students who are struggling and in need of additional support. This includes intensive resource investments like academic interventionists, high-dosage tutoring, summer school programs, curricular materials, and the "WIN" (What I Need Now) protocols.

Focus on Student Physical and Emotional Safety and Wellbeing: Beyond academic support, the district has also focused on ensuring our students, especially those who have experienced harm and trauma, have access to safe environments and wrap-around supports. We continue to engage students and families in redesigning spaces, deepening wellness supports, and engaging the community for broader supports for emotional and physical safety.

2A. Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Despite some encouraging progress, too many students are still not where they need to be. We must accelerate the learning of focal student groups, particularly for our Black, Brown, and Native students. Persistent achievement gaps remain across race, ethnicity, special education, and English learner status. These gaps are generational and unacceptable, conflicting with our belief that all students can succeed. We are committed to educational equity and must do better for our students.

To address these challenges, we are examining underlying patterns and unpacking root causes. Facing a $40 million budget deficit, following $30 million in prior cuts, we are retooling our budget process, digging deeper into data, analyzing school-specific improvement plans, and strengthening community engagement across the district. Our data-driven, equity-centered approach is designed to ensure investments target high-leverage strategies and resources reach the students who need them most.

2B. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Two significant barriers over the past year were the teacher work stoppage and the sunsetting of ESSER III funds. Despite these challenges, PPS remains committed to achieving the outcomes and strategies outlined in the PPS Strategic Plan, which align with the IGG plan. However, we are facing a $40 million deficit, following a $30 million budget reduction in the prior year, totaling a combined reduction of $70 million over two years. We are conducting a comprehensive needs assessment and making difficult decisions to adapt to rising costs and reduced funding. Our strategies and improvements are essential to continue addressing persistent gaps among our focal student groups, and our plan is being significantly constrained due to declining funding and increased costs.

It is essential for all of us to engage in conversations at the state and city levels to secure funding and resources to sustain our growth. We must take every possible step to reduce the deficit next year and invest in our students and educators.

Additional state funding would provide crucial support to sustain key investments, such as educator professional development, implementing the PPS Instructional Framework, enhancing literacy, and providing targeted interventions informed by Multi-Tiered Systems of Support (MTSS). We also must improve our wraparound supports for the physical and emotional safety and well-being of our students and families affected by trauma and harm in our community.

Documents Linked in the Integrated Grant Annual Update Memo

- PPS “Overview of ODE’s Integrated Guidance” webpage*
- Strategic Plan
- Annual Report Narrative Responses*
- Annual Report Presentation to the Board

*Also linked in the presentation

- Overview of ODE’s Integrated Guidance is also linked as Annual Report on PPS Website and https://www.pps.net/Page/20662

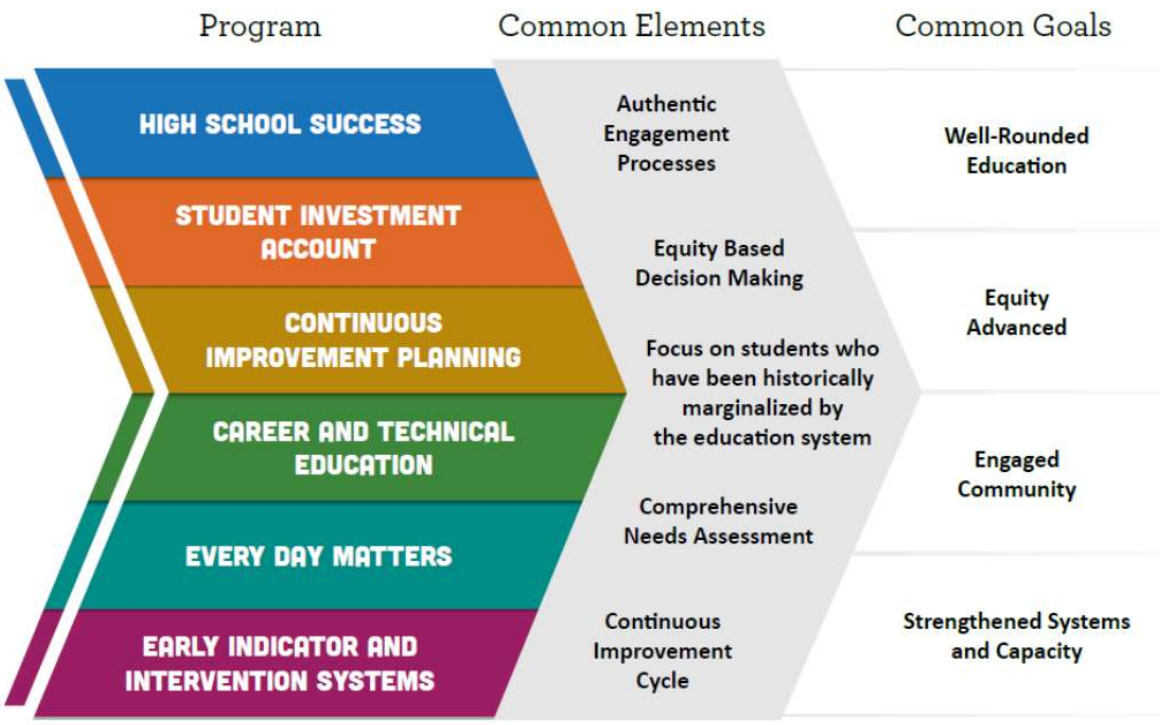
DE's Aligning for Student Success: Integrated Guidance for Six ODE Initiatives (IGG)

Overview of ODE's Integrated Guidance

In 2022, the Oregon Department of Education (ODE) released ***Aligning for Student Success: Integrated Guidance for Six ODE Initiatives*** (ODE's Integrated Guidance), which brings together six programs focused on improving outcomes and learning conditions for students and educators. ODE developed this framework to meet the core purposes of each program with a focus on integrating planning, funding, progress monitoring, and evaluation.

For PPS, these six programs have common goals and elements that are strongly aligned with ***Forward Together*** and collectively represent $51.6M in state and federal funding for PPS.

ODE Integrated Grant Program Overview



ODE's Integrated Guidance encompasses six ODE programs, which are High School Success, Student Investment Account, Continuous Improvement Planning, Career Technical Education, Every Day Matters, and Early Indicators and Interventions Systems. The programs have five common elements, which are authentic engagement processes, equity-based decision making, focus on students who have been historically marginalized by the education system, comprehensive needs assessment, and continuous improvement cycle. They also have four common goals of well-rounded education, equity advanced, engaged community, and strengthened systems and capacity.

PPS Plan and Priorities

The grant investments deepen and expand our work to disrupt inequities, foster inclusive partnerships and collaboration, and provide inclusive and differentiated learning opportunities. Our plan aligns investments, activities, and specific strategies from our Strategic Plan. These investments are highly interrelated and advance PPS's commitment to rigorous, high-quality, and inclusive academic learning that disrupts racial inequities.

This integrated plan invests in focal student groups and schools based on need, emphasizing improving culturally-responsive, site-based learning experiences. Our investments align with key priorities identified in our needs assessment – priorities also expressed by our community.

Download the presentation as a PDF

Links to the translated application narrative

Español | Spanish - (503) 916-3582
Tiếng Việt | Vietnamese - (503) 916-3584
中文 | Chinese - (503) 916-3585
Soomaali | Somali - (503) 916-3586
Русский | Russian - (503) 916-3583

Annual Report for 2023-2024

ODE Integrated Guidance Plan for Six ODE Initiatives

Forward Together

2021–2025 Strategic Plan for
Racial Equity, Inclusion, and Excellence







PORTLAND PUBLIC SCHOOLS

Realizing Our Vision, Together

In May 2019, PPS adopted our community-informed vision, *Portland Public Schools reImagined*. This vision, which serves as a map toward a shared "north star," knits together our community's long-term aspirations for our graduates, educators*, and the overall school system. It is also our promise to students, their families, and our community about the future of public education in our city.

Forward Together: PPS's 2021–2025 Strategic Plan for Racial Equity, Inclusion and Excellence is the first of a series of multi-year strategic plans for the district, outlining this important step toward realizing our vision. In the following pages, you will see a set of collective and coherent actions and goals that together represent the changes we believe will get us closer to bringing our vision to life. This strategic plan is a high-level description; further implementation steps will be articulated in detailed action plans.

***PPS reImagined* (our vision) serves as our compass; *Forward Together* (our strategic plan) is our roadmap.**

Forward Together marks the start of an accelerated journey of significant improvement and growth for our school system, one that leaves us with a far stronger culture to serve and support our schools, students, families, and educators to thrive and achieve excellence.

In *Forward Together*, you will see four major themes that we have identified as areas of focus, aimed at producing meaningful outcomes. We believe that the most innovative ideas and productive actions to help us achieve our strategic goals are not yet identified and will be developed in deep collaboration with educators, students, culturally specific partners, and support teams that make up the PPS ecosystem. *Forward Together* will direct our energy and resources where they are most needed. Our plan is also intended to be iterative, and thus leaves room for adjustment and recalibration based on future insights and new learning, fresh evidence, continuing community input, and further exploration of the issues we are committed to addressing.

*** Educators**

A school district is a community of adults that supports student learning in various ways. For this reason, everyone working at PPS is an educator in the context of our Vision and Strategic Plan. The district pledges to create the conditions to support and cultivate the necessary attributes, which we refer to as the Educator Essentials, in every supportive adult in the system who works to ensure student success.

Our strategic plan, now merely words, will become reality in PPS, when:

- Every student, regardless of background, has access to the essential supports and resources necessary to engage successfully in a more personalized learning experience. This will be especially true when our students, with their broad range of talents and abilities, including those from diverse cultural and linguistic backgrounds, are provided more opportunities to develop, and ultimately exhibit, the elements of our Graduate Portrait. Our vision's Graduate Portrait represents a clear description of what skills and dispositions our community wants our students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers and "be prepared to lead change in a more socially just world."
- Our community of school-based educators, and the central office educators who support them, all fully embrace change and actively participate in a culture of continuous improvement. The sharing of ideas, inspirations and best practices is ingrained in the PPS culture so we grow our knowledge and build meaningful connections across hallways, schools and neighborhoods—all in a shared effort to effectively serve every student in the school system.

This plan is a reflection of the collective time, energy, and insights of the talented legion of dedicated people on Team PPS. I am grateful for their and your continued partnership.

Thank you, in advance, for your support and engagement as we roll up our sleeves to make our audacious strategic plan widely understood, relevant, and real, in order to ensure the success of everyone at Portland Public Schools.

Forward Together,



Guadalupe Guerrero, Superintendent

Table of Contents

Overview
2

Summary of Strategic Plan Themes and Outcomes
10

Strategic Plan Objectives
16

Theme 1: Racial Equity and Social Justice
18

Theme 2: Inclusive and Differentiated Learning for Every Child
26

Theme 3: Professional Excellence and Support
34

Theme 4: Embracing Change
38

Overview




EXIT
EXIT

What is a Strategic Plan?

A vision describes our destination: what we want to be true for our school district by 2030. A strategic plan describes how we will reach our destination. This plan covers the years 2021 to 2025 and outlines the first stage of our journey toward our vision. It describes a set of collective and coherent actions and goals that, taken together, will set in motion the changes needed to bring our vision to fruition. This is still a high-level description; the implementation details are in the site level and department plans. As the vision is long-term, we will need several strategic plans to chart our course.



Vision

The vision describes the change we want to see in the world. Our vision document describes our hopes for students (the Graduate Portrait) and for all of the educators who work at Portland Public Schools (the Educator Essentials), and articulates how the system needs to change to support the educators to support the students (the System Shifts).

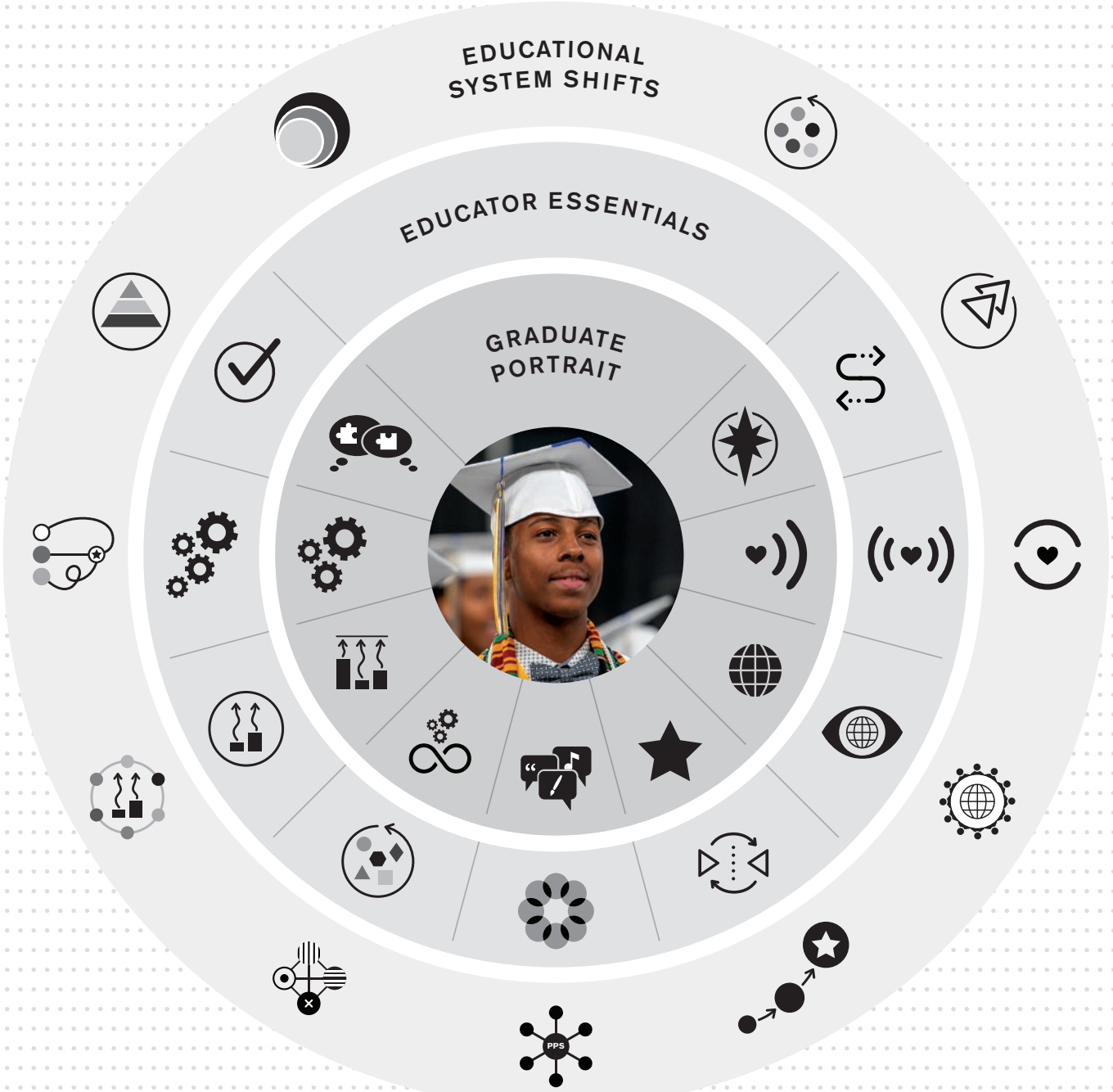
Ultimately, everything in the vision document supports the following:

A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Mission

Our mission describes what we as an organization will do to realize the vision:

We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.



Integrated Diagram

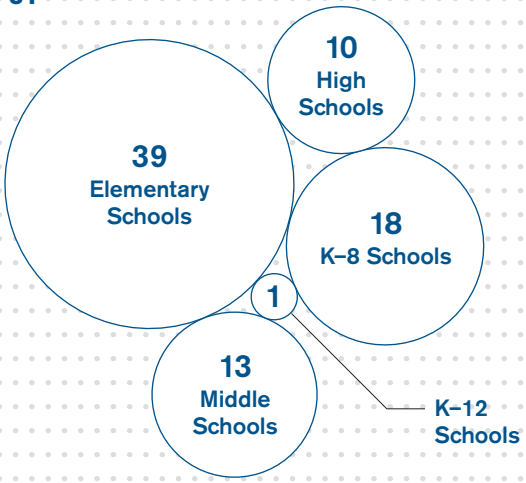
This diagram integrates the Graduate Portrait elements with the Educator Essentials and Educational System Shifts. It shows the Graduate Portrait elements at the center, at the heart of everything the school district does. Supporting the Graduate Portrait are the Educator Essentials. Some of these elements align directly with those in the Graduate Portrait, for example, around Empathy with Caring, Empathetic, and Relational educators supporting Reflective, Empathetic, and Empowering Graduates. Others cover the less direct, but equally powerful ways Educators create an ecosystem in which students can thrive. Around the outer layer are the Educational System Shifts, which further develop this ecosystem and provide the supports for both educators and students as they develop the knowledge, skills, and dispositions that will take them into the future.

PPS Profile

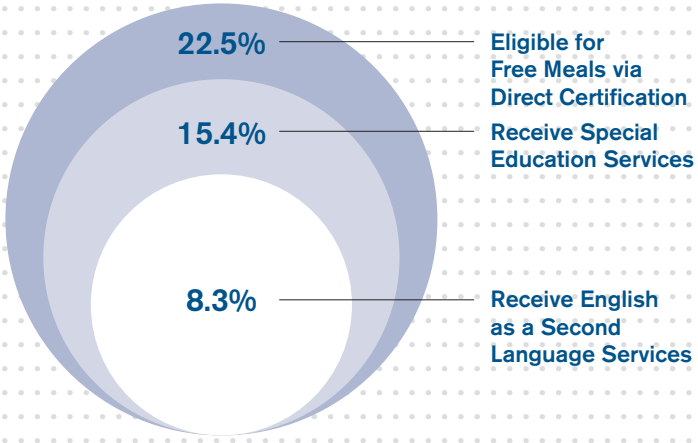
Portland Public Schools, founded in 1851, is Oregon's largest PK–12 school district, preparing students to "lead change, and improve the world." With more than 47,000 students in 81 schools, PPS strives to ensure academic excellence and personal success for every student, especially our Black, Native American, students of color and/or with disabilities. Central to this goal is affirming and operationalizing our deeply held community value of racial equity, social justice and inclusion.

Total Schools

81

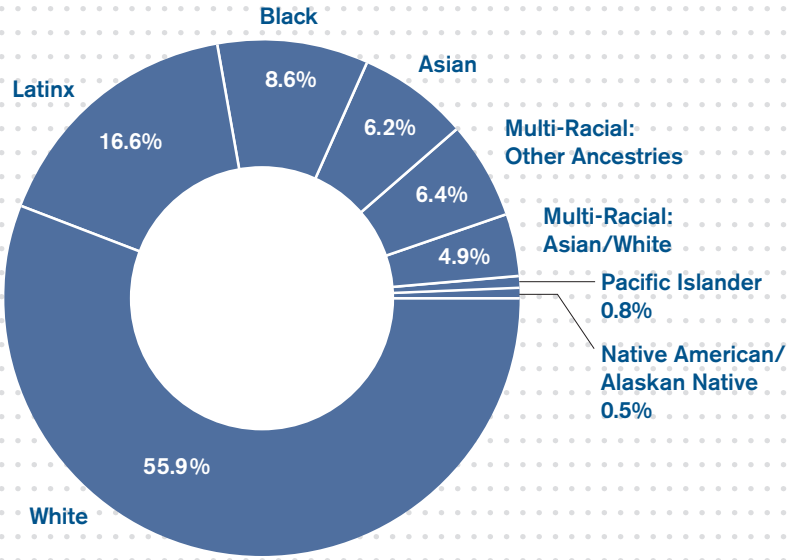


Additional Student Services



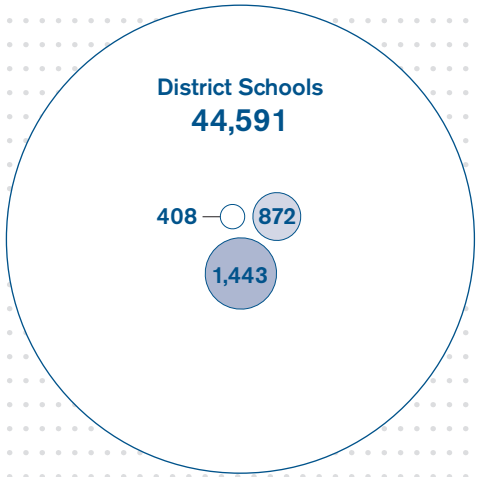
Data from the 2020–2021 school year. Our schools include the Head Start Early Childhood Education program, seven community-based programs, six charter schools, two alternative programs, and seven special services programs

Student Demographics



Total Student Enrollment

47,314



Employees



- Special Services Programs
- Community Based Programs
- Public Charter Schools

Core Values

Students at the Center
We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

Racial Equity and Social Justice
We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Honesty and Integrity
We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision-making in service of our students, families, staff, and community.

Excellence
We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

Respect
We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

Relationships
We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

Creativity and Innovation
We believe in the power of effective problem solving, supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

Partnerships and Collaboration
We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Grounded in the Spirit of Portland
We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all.

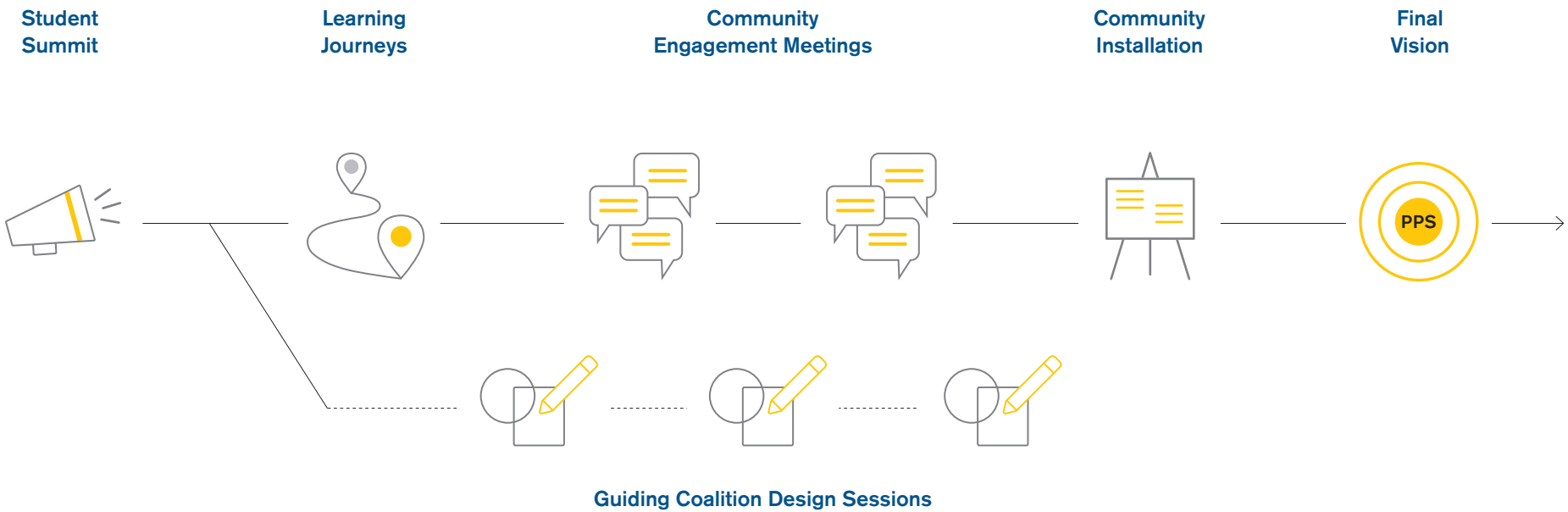
Joyful Learning and Leadership
We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.

How did we get here?

In fall 2018, the Board of Education and the Superintendent of PPS launched a community-wide process to develop a long-term Vision for public education in Portland. This Vision describes our goals for our PPS Graduates, and the educational experience that will increasingly be the reality for each one of them from 2019 onward.

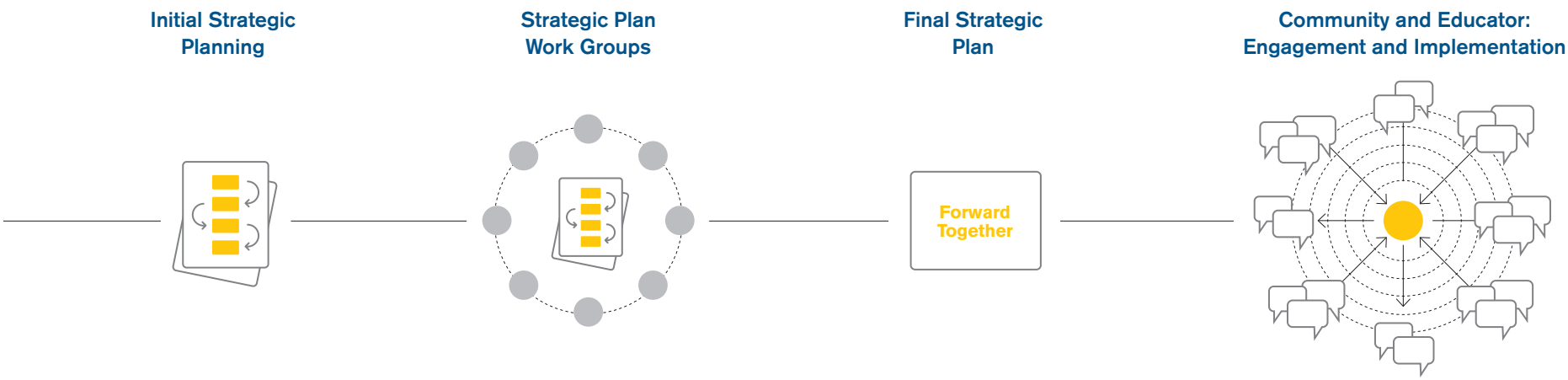
The elements of the Vision were co-developed by our Guiding Coalition—a group of approximately 90 people from across Portland, representing diverse communities and viewpoints—and from input shared by the broader community, over the course of more than 35 community meetings and two community surveys. The work included an exploration of future trends that are likely to impact education in Portland; learning journeys to schools and organizations already engaged in ideas that PPS might be interested in adopting; and design exercises that considered the needs of students, educators, families, and community members.

The process engaged thousands of stakeholders—including students, families, educators, district staff, and civic, business, community, and philanthropic leaders—and produced nearly 16,000 data points which became the basis for the various elements of the Vision.



Strategic Plan Process

Following the community-formed vision process, we identified five of the System Shifts to create an initial Strategic Plan for the school year 2020–21. Building on that plan, we have now created a four-year plan, which continues the work of the initial plan and adds several key areas of work. Despite the constraints brought by the COVID-19 pandemic, integrating diverse perspectives from students and educators representing different parts of the organization was central to the development of this plan. We conducted a student survey and held student focus groups and we conducted a series of educator focus groups, including three in which more than two dozen school-based educators of color from across PPS came together for sessions with senior staff. Three student interns joined a 148 person Advisory Committee to provide input on priorities for the plan. Advisory Committee members also took part in System-Shift-specific work groups to develop the details of strategic outcomes and goals. Each work area follows the guidance provided by the community during the vision process, and we will continue to have significant community engagement throughout the implementation of the strategic plan.




BLM
NO HATE SPEECH
PS Jackie
BLACK LIVES MATTER

Summary of Strategic Plan Themes and Outcomes

The focus areas of the plan, described as strategic outcomes (i.e., what will be true once they are achieved) are organized under four main themes:

Theme 1: Racial Equity and Social Justice

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students. We have to attack racism and longstanding, structural inequities in our system. We have to remove barriers to teaching and learning. We have to create a sense of belonging for everyone. And we will establish a Center for Black Student Excellence, a constellation of built environments and a designated set of culturally responsive strategies that celebrate and advance Black student achievement at PPS. The issues of race, racism and racial equity are important to the strategic plan as a whole—and they suffuse other themes and action areas throughout. It is important that all stakeholders see opportunities to confront racism and promote equity in every element of our plan.

Strategic Outcomes

Transform Structures for Racial Equity

We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.

Cultivate a Culture of Racial Equity and Care

We are cultivating the conditions for an organizational culture of racial equity and affirmation to collectively bring about meaningful change.

Reimagine Relationships and a Sense of Belonging

Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments.

Plan the Center for Black Student Excellence

A comprehensive, co-constructed, community plan for the Center for Black Student Excellence.

Ensure Equitable Access to Facility Resources

We reimagine the use of space to provide more equitable access to facilities and supporting resources, enabling greater options for student success.

Theme 2: Inclusive and Differentiated Learning for Every Child

We celebrate the diversity of our students, and are working to provide differentiated learning experiences and supports that meet every child where they are, work with their interests, and enable them to thrive at PPS. We have a significant population who have varying abilities that require special attention and programs. Many students with disabilities, and those with complex learning needs, were not well-served by COVID-19 virtual learning. We need to strengthen educational offerings for every student, including those with disabilities, and expand resources for their physical and emotional safety. And we must make learning relatable and relevant for real-world contexts—for jobs, technology, and challenges of the future—for every student.

Strategic Outcomes

Develop an Integrated Instructional Framework

Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.

Design Learning Experiences that Promote Self-Directed, Future-Ready Learning

Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK–12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.

Implement Multi-Tiered System of Supports

Our strongly aligned system of tiered supports provides progressively targeted and individualized supports for students, based on student data, decision criteria, educator collaboration, and using evidenced-based academic, social-emotional, and behavioral interventions that are culturally responsive and eliminate barriers to learning.

Establish Systems and Structures for Inclusion

All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities.

Promote an Inclusive Mindset

We all share the mindset that students with disabilities are everyone's students.

Build the Advocacy Power of Students and Families of Students with Disabilities

We ensure that all families and students, especially those historically underserved, have the knowledge, information and support they need to fully engage in, and contribute to, the special education process.





Theme 3: Professional Excellence and Support

To become a world-class school district, we must hire talented people from diverse backgrounds and experiences. We also know that our world-class staff needs ongoing professional support and resources. This will require action across many forms, including better communication and coordination; career pathways for educators, building our educators' capacity in social and emotional support to students; and a culture of adult learning to accelerate student achievement.

Strategic Outcomes

Develop a Diverse, High-Quality, and Thriving Workforce

We have a diverse, high-quality, and thriving workforce that is supported in personal and professional well-being and success.

Advance Our Organizational Learning Culture and Practice

Our coherent, system-wide, culture of adult learning provides systems and supports that spur growth, innovation, and collaboration.



Theme 4: Embracing Change

We need to create and support a culture open to positive change—as a system. The way we solve problems systematically, the way we build a culture and approach to successfully manage our work, the way we build trust and promote empathy, the way we communicate within our system and to our stakeholders—all of these are actions that require constant refinement and improvement.

Strategic Outcomes

Socialize Our Vision and Strategic Plan

We socialize our vision, *PPS reImagined*, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and make meaning together.

Build a Collective Sense of Trust and Belonging

Our educators and community collectively foster an environment of belonging, trust, and shared ownership for the success of our students, educators, and school district.

Establish a System-Wide Project Management Culture and Practice

Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.

Embed System-Wide Data-Driven Continuous Improvement Practices

We effectively and consistently use data to drive cycles of continuous improvement that lead to decisions and actions that improve student outcomes.

Establish Exceptional Service Culture and Standards

We deliver exceptional central services to our schools, students, and families.

Implement a Proactive, Effective, and Creative Communication Practice

Our communications practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

Launch an Innovation Practice that Reimagines System Problem Solving

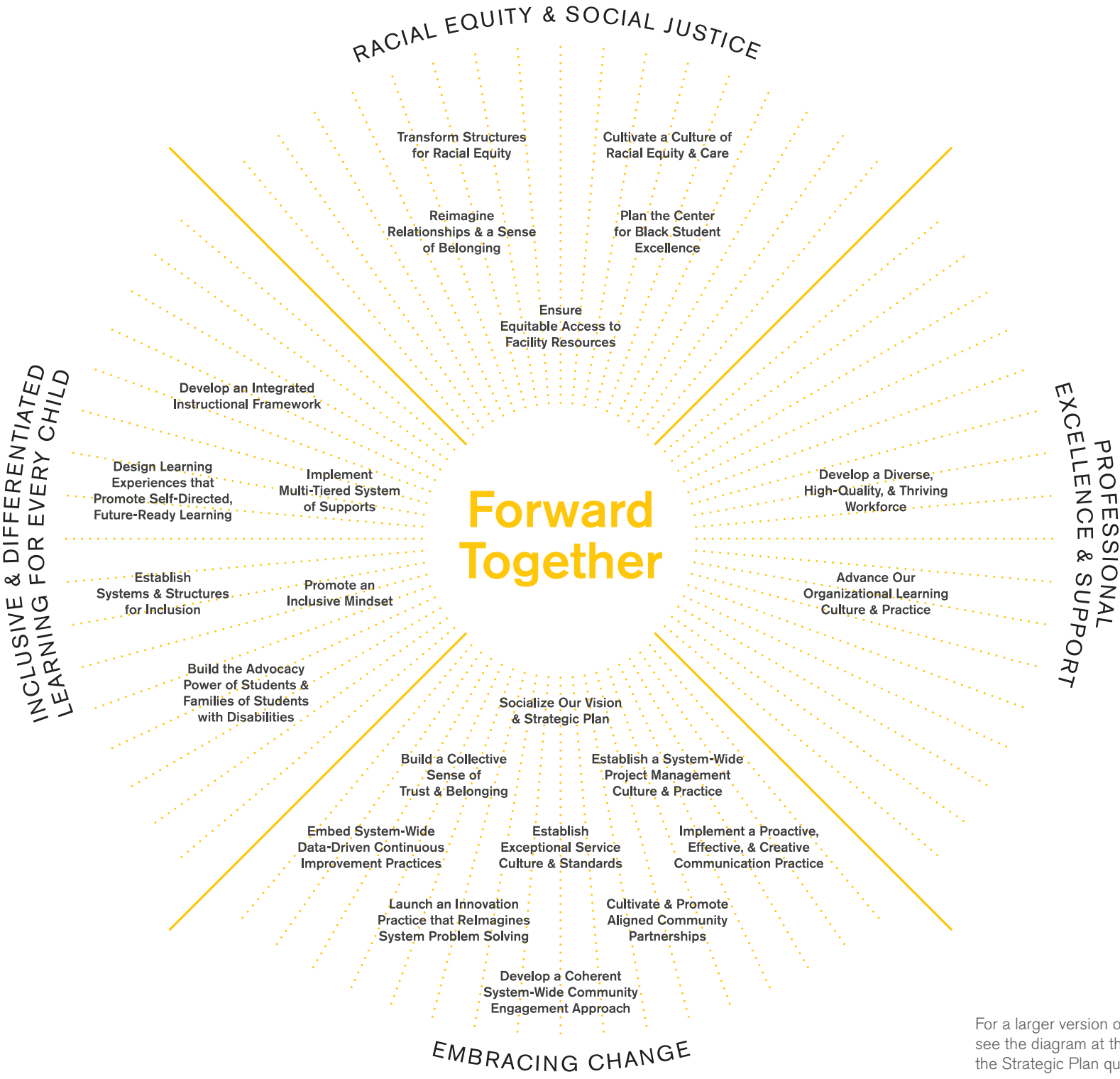
Our system-wide innovation practice addresses challenges in the system by generating creative solutions and moving promising practices to implementation at scale.

Cultivate and Promote Aligned Community Partnerships

Our partnerships equitably support our students to achieve the Graduate Portrait.

Develop a Coherent System-Wide Community Engagement Approach

Stakeholder engagement is a core competency through which the perspectives and voice of educators, students, families, and community are authentically integrated.



For a larger version of this diagram see the diagram at the center of the Strategic Plan quickguide.

Strategic Plan Objectives

These Strategic Plan Objectives describe the high-level indicators of success for our strategic plan. What does success look like at the end of the strategic planning period?

Student-Centered Indicators

> Black and Native students will narrow opportunity gaps in learning shown by increasing numbers of students prepared for 1st grade as measured by an appropriate set of early learning indicators.

> Narrowing the opportunity gaps for our Black and Native students: (These are aligned to Board Goals)

- By 3rd Grade, our Black and Native students will narrow opportunity gaps in reading shown by more growth than other subgroups as measured by the NWEA Measures of Academic Progress (MAP) assessments
- By 5th Grade, our Black and Native students will narrow opportunity gaps in math by showing more growth than other subgroups as measured by the NWEA Measures of Academic Progress (MAP) assessments
- By 8th Grade, our Black and Native students will narrow opportunity gaps in both reading and math shown by increasing numbers of students who meet or exceed proficiency in both English Language Arts and Mathematics as measured by Smarter Balanced Assessment Consortium (SBAC) assessments
- By graduation, our Black and Native students will narrow postsecondary opportunity gaps shown by greater increases of students, as compared to other subgroups, who meet at least one of the following postsecondary readiness indicators as stated in the current board goals:
  - Successful completion (C or better) of 3 or more Advanced Placement courses,
  - Successful completion (C or better) of 3 or more International Baccalaureate courses,
  - Successful completion (C or better) of 3 or more Dual Credit courses,
  - Successful completion of Career and Technology Pathway (2 or more courses in the same path),
  - Successful achievement of the seal of biliteracy (AP foreign language: 3 or above).

> Students report increasing sense of belonging as measured by the Successful Schools Survey

> Students report learning is more engaging and relevant for their future

> Reduce disproportionate identification of students in Special Education, especially our Black, Native, and English Learner students

> Reduce disproportionality in exclusionary discipline measures for our Black and Native students

> Students are able to self-assess growth on the Graduate Portrait, including an adapted Graduate Portrait for students with disabilities, using a developmentally appropriate continuum

> Growth in number of students on track for the Graduate Portrait milestones as expressed by the Graduate Portrait continuum

> Students report their learning experiences support their understanding and attainment of the Graduate Portrait

Other Success Indicators Related to Educator Essentials and Implementation of Key Strategies

> Increase in number of educators of color who are hired and retained

> Increase in educators of color reporting feeling a sense of belonging

> Educators use the Educator Essentials to self-assess professional growth

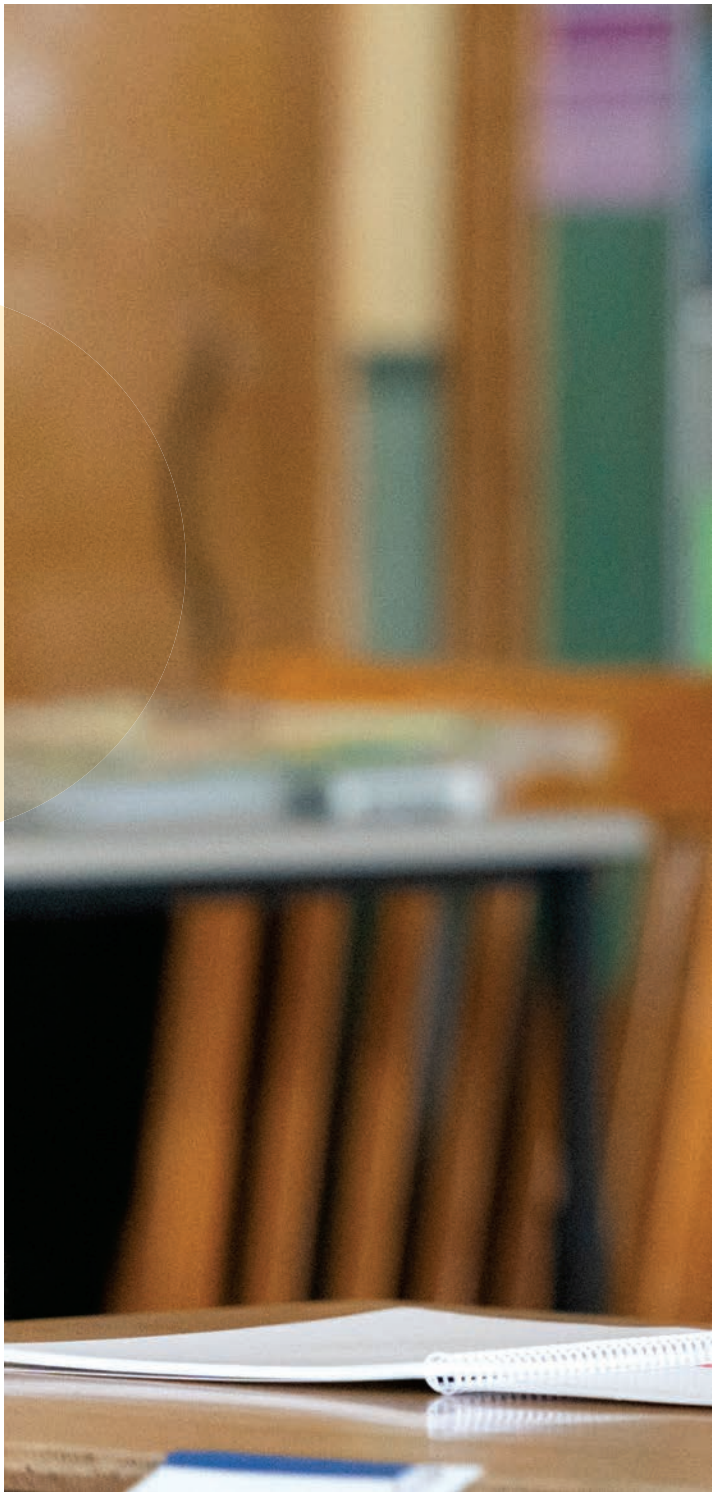
> Data driven, continuous improvement practices evident at grade level, schools, departments, and district as a whole

> Evidence that educators are aligning their work and professional learning to the Vision



Theme 1

Racial Equity and Social Justice





NOVEMBER 3, 2020

Portland voters approve historic $1.2 billion PPS Bond, including $60 million to launch the Center for Black Student Excellence.

Racial Equity and Social Justice

Transform Structures for Racial Equity

Strategic Outcome

We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.

Description

We are disrupting entrenched institutional and cultural racism by integrating the PPS RESJ Lens into critical district structures and processes and continuously examining and changing beliefs, mindsets, policies, actions, and decision-making to eliminate disparities in access to opportunities and outcomes for students of color.

Goal #1

Disrupt racial inequities by applying the PPS RESJ Lens to analyze and interrogate high-leverage system change opportunities, including policies, processes, and resource allocation.

Goal #2

Every educator can articulate their role and responsibility within the RESJ Framework and Plan and understand how it fits within their work as reflected in their professional goals, published teamwork plans, and quarterly reviews.

Goal #3

In service of board goals, the RESJ Advisory Council supports the implementation of the RESJ Framework and Plan to ensure that the district measures, monitors, evaluates, and acts to track progress toward equitable student outcomes.

The vignettes in the bubbles show some of the progress already made, either through district work or the results of student advocacy, that support the direction of this plan, and show that while our plan is bold, it is also achievable.



Cultivate a Culture of Racial Equity and Care

Strategic Outcome

We are cultivating the conditions for an organizational culture of racial equity and care to collectively bring about meaningful change.

Description

We are creating an organizational culture of racial equity that is characterized by respect, care, affirmation, and interconnectedness. This culture results from widespread use of the PPS RESJ Lens and from educators developing our individual capacity to understand oppression in education. This enables us to successfully collaborate with others to bring about meaningful change that increases student success, resilience, and empowerment.

Goal #1

Develop and implement RESJ professional learning and school site supports aligned to the RESJ PD Framework and the Professional Learning Master Plan. This is done in collaboration with school teams, departments, and external partners so the entire system is engaged in continuous RESJ learning and improvement.

Goal #2

Engage meaningfully with students, families, and community leaders through intentional and inclusive partnership and collaboration with culturally specific, multiracial partners and community, and in coordination with our Community Engagement team. Implement RESJ strategies in every school and department to meet the needs of students and families.

Reimagine Relationships and a Sense of Belonging

Strategic Outcome

Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments.

Description

Our "design principles for belonging," based on collaborative work with students, student groups, families and communities, and external research, build capacity throughout the system to reimagine relationships, foster community and belonging, and reimagine discipline. The design process identifies needed resources and creates the conditions for greater physical and emotional safety for students and educators.

Goal #1

Complete a process of exploratory learning and gathering input on what is needed to build a sense of belonging and supportive relationships.

Goal #2

Based on the results of goal #1, prototype a set of "design principles for belonging" that create the conditions for educators to foster emotional regulation and healthy environments for every student.

Goal #3

Develop and implement a comprehensive plan, building on goals #1 and #2, that increases access to, and representation of, student-led activities that support cultural and social identity, enhancing a sense of safety and belonging at every school site.



Plan the Center for Black Student Excellence

Strategic Outcome

A comprehensive, co-constructed, community plan for the Center for Black Student Excellence.

Description

In partnership with Black community leaders, education and youth development experts, and educators, our community launches a racial equity centered design and planning process that informs both the educational programming and the physical design and implementation of the Center for Black Student Excellence in schools and facilities in the heart of the historic Albina neighborhood around Jefferson High School. Drawing from local, national, and international expertise as well as student, family, and community engagement, the collective sets the framework and design for implementation of the Center.

Goal #1

A robust and detailed community, student, and stakeholder engagement plan, developed in coordination with our Community Engagement team, is reviewed, vetted, and approved.

Goal #2

Our community- and student-focused engagement process produces a vision and mission, and a comprehensive plan that outlines educational outcomes, partnership needs/development, physical space needs, oversight, and responsibility.

Goal #3

Create and implement a plan to hire, train, and promote educators, and others, who reflect the cultural and racial diversity of our student demographics.




THE VELT
FOR
BLACK
LIVES
MATTER
THE VELT
FOR
BLACK
LIVES
MATTER
THE VELT
FOR
BLACK

JANUARY 26, 2021

The PPS Board of Education unanimously approves changing the name of Woodrow Wilson High School to Ida B. Wells-Barnett High School, making it the first time in 170-year history that a PPS High School will be named after a Black person.

Ensure Equitable Access to Facility Resources

Strategic Outcome

We reimagine the use of space to provide more equitable access to facilities and supporting resources, thereby enabling greater options for student success.

Description

Our response to the question, "How might we change enrollment, budgeting, and partnership policies and practices to create an equitable allocation of resources and more flexible and future-focused schools, including non-comprehensives, such as CBO alternative schools?" results in a reimagined use of space. Student needs are the driver, and the Graduate Portrait is the frame that guides access to spaces and allocation of resources, supporting multiple pathways to graduation.

Goal #1

Develop and implement guidelines and plans for intentional and equitable upgrading of every inaccessible and aging facility in the school district.

Goal #2

Regular, two-way, engagement informs facilities planning and resource allocation developed in coordination with our Community Engagement team.

Goal #3

Develop and implement administrative policies and processes that allow students to flexibly access multiple educational programs and offerings, virtually or physically, and in conjunction with ongoing career learning academy development work.

Theme 2

Inclusive and Differentiated Learning for Every Child





Inclusive and Differentiated Learning for Every Child

MAY 21, 2021
Governor Kate Brown signs into law House Bill 2052, requiring all Oregon school districts to allow students to wear Native American regalia during graduations and other ceremonies.

Develop an Integrated Instructional Framework

Strategic Outcome
Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.

Description
The framework describes an interrelated set of tools, practices, and expectations that guide how we support inquiry-based, disciplinary, and interdisciplinary learning. It also describes teaching that is inclusive, culturally responsive, learner-centered, interactive, engaging, and intellectually rigorous.

Goal #1
Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.

Goal #2
Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.

Goal #3
Develop and implement a comprehensive professional learning plan, in alignment with the Professional Learning Master Plan, to support adult learning related to effective implementation of the Instructional Framework.

Goal #4
Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.

Design Learning Experiences that Promote Self-Directed, Future-Ready Learning

Strategic Outcome

Every student has access to flexible, personalized, differentiated learning experiences throughout their PK–12 journey. These experiences are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.

Description

Educators and diverse groups of students collaborate, in coordination with our Community Engagement team, to design and implement flexible, personalized learning experiences and environments. These experiences and environments build upon student interests and needs; use space and time creatively, in ways that expand the learning environment beyond the traditional "bell" structure; and are aligned to the Graduate Portrait. This collaborative design process intentionally develops self-directed learning skills for students.

Our initial work identifies key principles for designing flexible, interest-based learning experiences that can be applied across the system. The principles can be adopted by other students and educators to make learning more engaging, relevant, and self-directed for all students. The design principles also inform and influence the redesign of multiple interest-based learning experiences PK–12. Examples include the PK–3 alignment and design work, Middle School redesign efforts, college and career pathways to graduation or a certificate of completion, and alternative pathways for students PK–12. The design principles are integrated into the district's instructional framework.

Goal #1

Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a "design guide" that is incorporated into the Integrated Instructional Framework.

Goal #2

Support schools at all levels to redesign master schedules centered on learner needs and student access to equitable learning experiences, and support the implementation of flexible learning experiences PK–12.

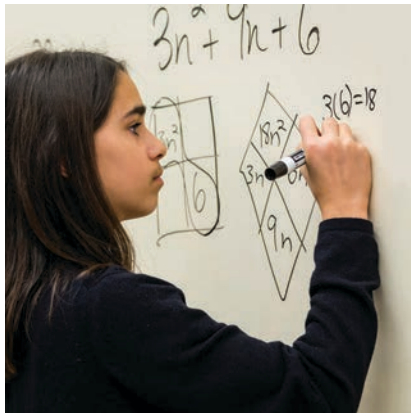
Goal #3

Provide students opportunities for personalized learning that centers around differentiated and flexible learning experiences that are developmentally appropriate and focused on the personalized interests and needs of each student.

Goal #4

Develop a comprehensive plan, and prototype external and internal career-related learning with students that emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.





Implement Multi-Tiered System of Supports (MTSS)

Strategic Outcome

Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.

Description

Multi-tiered System of Support (MTSS) is a framework focused on prevention and problem solving for all students, using data-based decision making. This framework promotes educational systems that provide equitable outcomes for all students. MTSS uses evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and ensure equitable outcomes. MTSS integrates Racial Equity, Social Emotional Learning, and Restorative Justice practices to promote a culture of emotional safety and respect for students and educators.

Goal #1

Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.

Goal #2

All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.

Goal #3

All of our PK–12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.





Establish Systems and Structures for Inclusion

Strategic Outcome

All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities.

Description

Our system-wide capacity for inclusion of students is supported by the consideration of special education needs in planning for professional development, curriculum adoption, budget, MTSS, Career and Technical Education (CTE), and staffing. This ensures that every student can attain the Graduate Portrait, and every educator can develop their capacity to be inclusive and responsive to all diverse learners, as reflected in the Educator Essentials.

Goal #1

District-wide planning for professional development, curriculum adoption, budget, MTSS, CTE, and staffing is inclusive of special education.

Goal #2

Develop and fund an inclusion team that focuses on coaching support and mentoring for general education teachers around the inclusion of students with complex needs.



Promote an Inclusive Mindset

Strategic Outcome

We all share the mindset that students with disabilities are everyone's students.

Description

We understand and implement inclusionary practices for students with disabilities, including full implementation of MTSS, Universal Design for Learning (UDL), comprehensive professional development, and tiered academic supports, aligned to the Graduate Portrait and Educator Essentials.

Goal #1

Every educator receives professional training and resources to optimize opportunities for students with disabilities to succeed. The professional development is aligned with the Professional Learning Master Plan and includes a full implementation of UDL practices in special education and general education, and tiered academic supports, including culturally responsive pedagogy. This supports our belief that students with disabilities are everyone's students and expands our understanding of the importance of inclusion.

Goal #2

We are reducing exclusions from general education by increasing awareness, reducing bias and discriminatory practices, and increasing inclusionary practices by educators in the general education setting.

Goal #3

We have increased training, education, and support for educators, aligned with the Professional Learning Master Plan, in the use of the Multilingual SpEd Family Toolkit.

Build the Advocacy Power of Students and Families of Students with Disabilities

Strategic Outcome

We ensure that all families and students, especially those who have been underserved historically, have the knowledge, information, and support they need to fully engage in, and contribute to, the special education process.

Description

We work with families and students to identify information needs and expand resources about all aspects of the special education process, including evaluation, eligibility, and Individual Education Plan (IEP) processes. We empower students to lead their own IEPs. Educators have the training and support to be fully inclusive of all families and students and help create connections between special education supports and the Graduate Portrait.

Goal #1

We ensure that students with disabilities and their families understand the Graduate Portrait elements to help students realize them. We also explore those elements in an adapted Graduate Portrait for students with complex needs, in collaboration with students and families, to ensure that every student sees themselves in our Graduate Portrait.

Goal #2

Expand our Multilingual SpEd Family Toolkit to increase education and awareness for families and guardians, especially our historically underserved families, regarding special education processes and practices.

Goal #3

Use our expanded Multilingual SpEd Family Toolkit to increase student awareness and engagement in special education processes so that students can learn to lead their own IEPs and understand how special supports connect to meeting Graduate Portrait goals, especially for our historically underserved students.



Theme 3

Professional Excellence and Support



LEARNING & LEADING
TOGETHER



Professional Excellence and Support

Develop a Diverse, High-Quality, Thriving Workforce

Strategic Outcome

We have a diverse, high-quality, thriving workforce that is supported in personal and professional well-being and success.

Description

We have a diverse workforce that reflects student demographics through intentional recruitment, hiring, retention, and development of educators of color. We have a high-quality, thriving workforce that is supported by professional experiences throughout the entire employee lifecycle, to ensure each educator's personal and professional well-being, growth, and success.

Goal #1

Implement inclusive and equitable processes, practices, and accountability systems to decrease racial disproportionality of recruitment, hiring, retention, and promotion, prioritizing the growth and development of educators of color in their careers.

Goal #2

Increase the health and well-being of every educator by implementing social, emotional, and wellness best practices and supports, including identifying culturally affirming supports for educators of color.

JUNE 4, 2020

With new investments in direct student supports (social workers, counselors, culturally-specific partnerships and more), PPS Superintendent Guadalupe Guerrero announces the discontinued regular presence of School Resource Officers in PPS Schools.

Advance Our Organizational Learning Culture and Practice

Strategic Outcome

Our coherent, system-wide culture of adult learning provides systems and supports that spur growth, innovation, and collaboration.



Description

We are a learning organization that facilitates individual growth for educators at all levels, through pathways that are aligned to the Educator Essentials, differentiated supports, and professional learning choices. Our supportive adult learning culture and professional learning system encourages innovation and increases collaboration and knowledge sharing system-wide, resulting in stronger professional practice across the district.

Goal #1

Create a Professional Learning Master Plan that identifies system-wide learning requirements, options, and guidance on developing individual and site-specific learning plans that integrate system-wide learning needs, individual needs, and interests.

Goal #2

Identify and implement culturally affirming and differentiated supports and resources to support employee growth, including individualized professional growth plans.

Goal #3

Develop and implement professional learning that is aligned across sites and departments and integrates a continuum toward mastery for a prioritized set of Educator Essentials aligned to the Graduate Portrait.

Goal #4

Design and develop a Knowledge and Learning Management System that supports knowledge building, sharing, and learning for all educators.

Theme 4

Embracing Change




I believe in the
protection of our
Earth.



Embracing Change

FEBRUARY 23, 2021

The Board approved the renaming of Madison High School to Leodis V. McDaniel High School, honoring a Black Portlander and educator who led the former Madison school through cultural shifts in his community with his own racial equity and social justice lens.

Socialize Our Vision and Strategic Plan

Strategic Outcome

We socialize our vision, *PPS reImagined*, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and create meaning together.

Description

Our socialization process invites our educators, students, and community stakeholders to explore the ideas, ask questions, and think through the implications of both our vision and our strategic plan. Through a variety of ongoing opportunities, our community develops a shared understanding and commitment to our vision and our strategic plan, and each stakeholder can see that they play an important role in reaching our shared aspirations.

Goal #1

Develop and implement a plan to create opportunities for internal and external stakeholders, especially our students, to make meaning of the vision and the strategic plan, and to understand how they can proactively support, lead, and help us collectively achieve our goals.



Build a Collective Sense of Trust and Belonging

Strategic Outcome

Our educators and community collectively foster an environment of belonging, trust, and shared ownership for the success of our students, educators, and school district.

Description

In collaboration with our community, we have identified the actions that build relational trust and those that dismantle it. With this understanding, we nurture trusting relationships through meaningful collaboration and investment in understanding each other's backgrounds, perspectives, and motivations (our why). We continually realign to our shared purpose, building a collective sense of belonging, to create a system that powers our students' success.

Goal #1

Establish shared definitions of relational trust and belonging, based on an understanding of the actions that build or dismantle them.

Goal #2

Use the understanding and definitions developed through goal #1 to develop and implement a plan to strengthen our capacity to build relational trust and a collective sense of belonging.

Establish a System-Wide Project Management Culture and Practice

Strategic Outcome

Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.

Description

The successful execution of the strategic plan is brought about through the establishment of a system-wide Project Management Office. This ensures consistent, sustainable, and synchronized implementation of plans, including site and department action plans, through common project management standards practiced throughout the organization. System-wide coordination of these efforts increases visibility, effective communication, and organizational alignment.

Goal #1

Create and implement a shared project management framework with common standards, processes, and tools to monitor and execute the strategic plan.

Goal #2

Establish an Enterprise Project Management Office, based on professional industry practice and the unique needs of our environment.

The office provides ongoing organizational leadership and staffing toward a consistent, effective project management experience for all educators.

Goal #3

Support sites and departments to create action plans aligned with the strategic plan, and develop processes for ongoing coordination of implementation efforts.

Embed System-Wide Data-Driven Continuous Improvement Practices

Strategic Outcome

We use data effectively and consistently to drive cycles of continuous improvement that leads to decisions and actions that improve student outcomes.

Description

Effective data-driven continuous improvement practices are evident throughout the district, especially at the classroom, grade-level, school, and central office department levels. Educators have the capacity to set measurable goals, collect outcome and implementation data from multiple sources, analyze data, adjust actions, and monitor progress toward goals. Diverse stakeholders are involved in data analysis to strengthen interpretation, and this informs decisions and actions, especially resource allocations, that lead to improved outcomes.

Goal #1

Strategic plan priorities are being monitored quarterly and publicly reported annually to ensure progress toward our equitable metrics and indicators.

Goal #2

A shared model of data-driven continuous improvement cycles has been adopted by schools and departments, and supports for effective implementation are in place.

Goal #3

The Board of Education, the district, central office departments, schools, and grade-level teams will establish regular cycles of review as part of their continuous improvement process.

Goal #4

Strengthen capacity to provide effective instruction that leads to closure of our significant gaps in student outcomes through access to real-time student progress monitoring data, such as formative assessments and other measures.

Goal #5

Develop an integrated data-management infrastructure that is responsive and accurate so that effective data-driven continuous improvement practice is supported throughout the district.



Establish Exceptional Service Culture and Standards

Strategic Outcome

We deliver exceptional central services to our schools, students, and families.

Description

Our central office is transforming to better serve our schools for the benefit of students and families. We have a performance management system that supports educators to improve services continuously, using a meaningful set of multiple measures, grounded in a customer service culture and a research-based framework. This reflects our belief that student achievement can be accelerated when schools are supported by central services that are performed reliably and accurately, convey trust and confidence through knowledge of products and services, communicate caring and individualized attention, and provide help willingly and promptly.

Goal #1

Develop and implement a district-wide performance management system that is grounded in a research-based Customer Service Excellence model.

Goal #2

Establish Professional Learning Communities, aligned with our Professional Learning Master Plan, across service departments to support cross-departmental collaboration on challenging problems of practice. Identify actions to improve service performance.



Implement a Proactive, Effective, and Creative Communication Practice

Strategic Outcome

Our communication practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

Description

Internal and external communication is consistent and accurate, and it informs stakeholders in a timely fashion. Attention to accessibility has made methods and content responsive to audience needs. By using a variety of data and media, we "show the system to itself" through stories of growth and accomplishment, keeping our community proactively informed as to progress across the district.

Goal #1

Develop and implement our guidelines for clear, accessible, inclusive, and meaningful communications created in collaboration with students, families, site educators and the central office so that we can target our messages to diverse stakeholders.

Goal #2

Identify and implement creative methods to proactively develop and share, both internally and externally, stories that celebrate and share the progress we are collectively making toward realizing our vision.



Launch an Innovation Practice that Reimagines System Problem Solving

Strategic Outcome

Our system-wide innovation practice addresses challenges in the system by generating creative solutions and moving promising practices to implementation at scale.

Description

Our innovation practice enables all educators and students to address challenges in the system and puts a supportive structure in place to enable them to do so. This structure is the Innovation Studio, which includes training, resources, and incentives that promote a culture of creativity, iterative design improvements, and managed risk-taking.

Innovation approaches are described in a PPS Innovation Framework, and regularly applied to ensure that solutions meet the needs of intended stakeholders and are resilient to potential future forces. Innovation is non-linear and often includes ideating broadly to tackle problems that are ill-defined and for which effective solutions are unknown. An innovation practice involves design research and human-centered design to learn insights from those for whom the solution is designed. Then, through exercises that harness creativity, through design thinking and prototyping, new and innovative solutions to challenges are developed.

Goal #1

Establish the PPS Innovation Studio and train the initial diverse team of innovation process facilitators for projects, in alignment with the Professional Learning Master Plan.

Goal #2

Complete the development of a PPS Innovation Framework to provide a clear definition of innovation in PPS with written guidelines and expectations on the innovation practice in the district.

Goal 3

Establish a robust plan to continue building our innovation practice, including ongoing support systems and additional trained facilitators, including students.

Cultivate and Promote Aligned Community Partnerships

Strategic Outcome

Our partnerships equitably support our students to achieve the Graduate Portrait.

Description

Internal and external stakeholders are active partners supporting our vision, *PPS reImagined*, and have clear options and opportunities to align their efforts with our vision. We cultivate, foster, and sustain partnerships so that our collective efforts to support our students to achieve the Graduate Portrait are maximized.

Goal #1

Collaboratively develop a partnership framework, in coordination with our Community Engagement team, that defines types and elements of effective partnerships, outlines RESJ-focused criteria for partnerships, and provides guidelines on fostering and sustaining effective partnerships.

Goal #2

Redefine and develop our culture of giving that grows sustainable partnerships with stakeholders, and build multiple meaningful and aligned opportunities for all community members to take action in support of our vision.

Goal #3

Establish a citywide campaign of partners that collectively aligns a shared set of priorities to achieve the Graduate Portrait.



Develop a Coherent System-Wide Community Engagement Approach

Strategic Outcome

Stakeholder engagement is a core competency through which the perspectives and voice of educators, students, and families are authentically integrated.

Description

Our coherent, system-wide approach to internal and external community engagement uses consistent guidelines for departments and sites on the design of engagement activities to ensure that they are meaningful and transparent. Guidelines clarify expectations as to the purpose and outcomes of engagement, including expectations for collaboration and feedback loops, and help stakeholders feel that their participation is valued by understanding how their input, feedback, and collaborative design efforts will be used.

Goal #1

Develop and iteratively improve engagement guidelines and tools to support sites and departments to authentically engage stakeholders. This includes protocols and expectations for participation and communication, and feedback loops so that participants understand the purpose, methods, and outcomes to engagement initiatives in which they have participated.

Goal #2

Map engagement efforts of all strategic plan efforts, and collaborate proactively with strategic plan project leads to ensure that all engagement efforts follow the guidelines.

Goal #3

Establish district-wide principles for creating meaningful and actionable feedback loops with clear expectations so that educators, families, and students feel heard and appreciated, and understand how their feedback will be used.



Thank you to the staff and students who worked on our strategic plan.

Allison Adams
Louna Agoro
Ari Alberg
Aimee Alexander-Shea
Lauraine Allen
Jennifer Anderson
Nicole Bassen
Michelle Batten
Loretta Benjamin-Samuels
Shawn Bird
Angela Bonilla
Kristen Brayson
Brandon Breeden
Judy Brennan
Russell Brown
Jill Bryant
Alexis Burnett
Chris Burns
Margaret Calvert
Oscar Campos
Isaac Cardona
Junho Chang
Shanice Clarke
Daniel Cogan
Kevin Crotchett
Kregg Cuellar
Tricia Curley
Robbie Davis
Sarah Davis
Nolberto Delgadillo
Yeng Dhabolt
Kathleen Ellwood
Molly Emmons
Nicole Enyeart
Guadalupe Guerrero
Robyn Faraone
Lorna Fast Buffalo Horse
William Fernandez
Sarah Fitch
Christopher Frazier
Jonathan Garcia
Debra Giles
Emily Glasgow
Matt Goldstein
Natasha Grannis
Antonye Harris
Marshall Haskins
Shawn Helm
Jennifer Hernandez
Claire Hertz
Casey Hoffman
Aisha Hollands
Sarah Holm
Filip Hristic
Katherine Hu
Charnetta Hutson
Aurora Hymel
Camille Idedevbo
Elizabeth Israel-Davis
Tiel Jackson
Stetson James
Dan Jung
Stacey Jung
Paulina Larenas
Liz Large
Frank Leavitt
Dani Ledezma
Melissa Lim
Jeremy Lo
Deon Logan
Karl Logan
Lidia Lopez Gamboa
John Lyons
David Marienburg
Lori Martin
Brenda Martinek
David Martinez
Kimberly Matier
Megan McCarter
Lisa McConachie
Tania McKey
Naomi Montelongo
Sage Morgillo
Angela Morrill
Zulema Naegele
Giselle Naranjo-Nelson
Dana Nerenberg
Meanroth Ny
Leslie O'Dell
Ambar Olivas
Esther Omogbehin
Juniper Painton
Margarett Peoples
Lana Perice
Christie Petersen
Christine Pitts
Meisha Plotzke
Lydia Poole
Rosanne Powell
Aaron Presberg
Lori Preston
Belinda Reagan
Sharon Reese
Dana Riemer
Nailah Roque
Genevieve Rough
David Roy
Amy Ruona
Yian Saechao
Marifer Sager
Megan Salvador
Carlos Sanchez Huizar
Keyla Santiago De Vasquez
Elisa Schorr
Claire Skelly
Keeley Simpson
Noelle Sisk
Tullan Spitz
Steven Stapleton
Erica Stavis
Nathan Swoverland
Elizabeth Thiel
Carmella Thomas
Lindsay Trapp
Robert Unzueta
Luis Valentino
Alma Velazquez
Jill Vogt
Emily Walsh
Karen Werstein
Courtney Westling
Kristyn Westphal
Dana White
Chris Williams
Karmin Williams
Reiko Williams
Curtis Wilson III
Curtis Wilson
Chandra Wilson-Cooper
Hannah Witt
Korinna Wolfe
Don Wolff
Patrice Woods

Strategic Plan support by Prospect Studio | www.prospectstudiosf.com

Forward Together

PORTLAND
PUBLIC
SCHOOLS

Annual Report for ODE Integrated Guidance 2023–2024
November 2024

About the Report

- The annual report for 2023-2024 Integrated Guidance is due to ODE on November 30, 2024.
- The outcomes and strategies in our 2023-2024 Integrated Guidance Plan were pulled directly from the priorities in *Forward Together.*
- This response was written based on PPS strategies and outcomes overall and not just the Integrated Guidance Plan, which represents about 2-3% of the PPS budget.
- The annual report must be posted on our website, presented at an open Board meeting, and approved by the Board.

Annual Report Questions

1. As you review your 2023-24 progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.

Steady Growth in ELA and Math: For three straight years, the district has seen steady growth in both English Language Arts (ELA) and Math, with students across grades 3-8 maintaining progress in ELA and showing growth in Math. This reflects the resilience of students and the dedication of educators in creating robust learning environments. Students with disabilities also showed improvement in academic achievement, as did Black and Latinx students in 3rd-grade reading and 5th-grade math. While this progress is encouraging, we are still facing a crisis and must accelerate learning for focal students, including Black, Brown, and Native students. Beaumont Middle School and Sitton Elementary School, in particular, have seen double-digit gains in both Math and ELA, highlighting pockets of success. These gains reflect the district's commitment to improving student outcomes, supporting educators, and allocating resources where they are needed most.

Commitment to Educator Training and Support: For the past three years, the district has been onboarding and training educators to use high-quality instructional materials. We adopted robust math and ELA curriculums. The district has also remained focused on the science of literacy, ensuring curriculum fidelity and using data to drive improvement. We also made a significant investment to have an instructional coach in every building to offer embedded support for teachers.

Targeted Support for Students: The district has continued to prioritize resources for students who are struggling and in need of additional support. This includes intensive resource investments like academic interventionists, high-dosage tutoring, summer school programs, curricular materials, and the "WIN" (What I Need Now) protocols.

Focus on Student Physical and Emotional Safety and Wellbeing: Beyond academic support, the district has also focused on ensuring our students, especially those who have experienced harm and trauma, have access to safe environments and wrap-around supports. We continue to engage students and families in redesigning spaces, deepening wellness supports, and engaging the community for broader supports for emotional and physical safety.

2A. Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Despite some encouraging progress, too many students are still not where they need to be. We must accelerate the learning of focal student groups, particularly for our Black, Brown, and Native students. Persistent achievement gaps remain across race, ethnicity, special education, and English learner status. These gaps are generational and unacceptable, conflicting with our belief that all students can succeed. We are committed to educational equity and must do better for our students.

To address these challenges, we are examining underlying patterns and unpacking root causes. Facing a $40 million budget deficit, following $30 million in prior cuts, we are retooling our budget process, digging deeper into data, analyzing school-specific improvement plans, and strengthening community engagement across the district. Our data-driven, equity-centered approach is designed to ensure investments target high-leverage strategies and resources reach the students who need them most.

2B. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Two significant barriers over the past year were the teacher work stoppage and the sunsetting of ESSER III funds. Despite these challenges, PPS remains committed to achieving the outcomes and strategies outlined in the PPS Strategic Plan, which align with the IGG plan. However, we are facing a $40 million deficit, following a $30 million budget reduction in the prior year, totaling a combined reduction of $70 million over two years. We are conducting a comprehensive needs assessment and making difficult decisions to adapt to rising costs and reduced funding. Our strategies and improvements are essential to continue addressing persistent gaps among our focal student groups, and our plan is being significantly constrained due to declining funding and increased costs.

It is essential for all of us to engage in conversations at the state and city levels to secure funding and resources to sustain our growth. We must take every possible step to reduce the deficit next year and invest in our students and educators.

Additional state funding would provide crucial support to sustain key investments, such as educator professional development, implementing the PPS Instructional Framework, enhancing literacy, and providing targeted interventions informed by Multi-Tiered Systems of Support (MTSS). We also must improve our wraparound supports for the physical and emotional safety and well-being of our students and families affected by trauma and harm in our community.

TOGETHER, WE RISE

ODE Integrated Guidance Plan for Six ODE Initiatives

Annual Report for 2023-2024



November 19, 2024



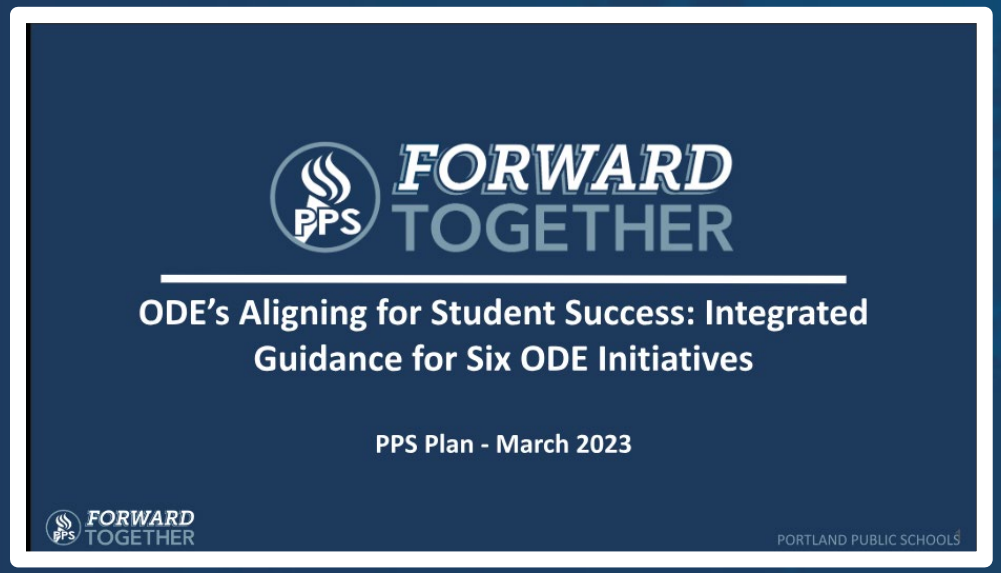
TOGETHER, WE RISE

Content

- Overview of ODE's Integrated Guidance and Grants
- Key Investments
- Annual Report Narrative



2023-2025 PPS Integrate Grant Plan



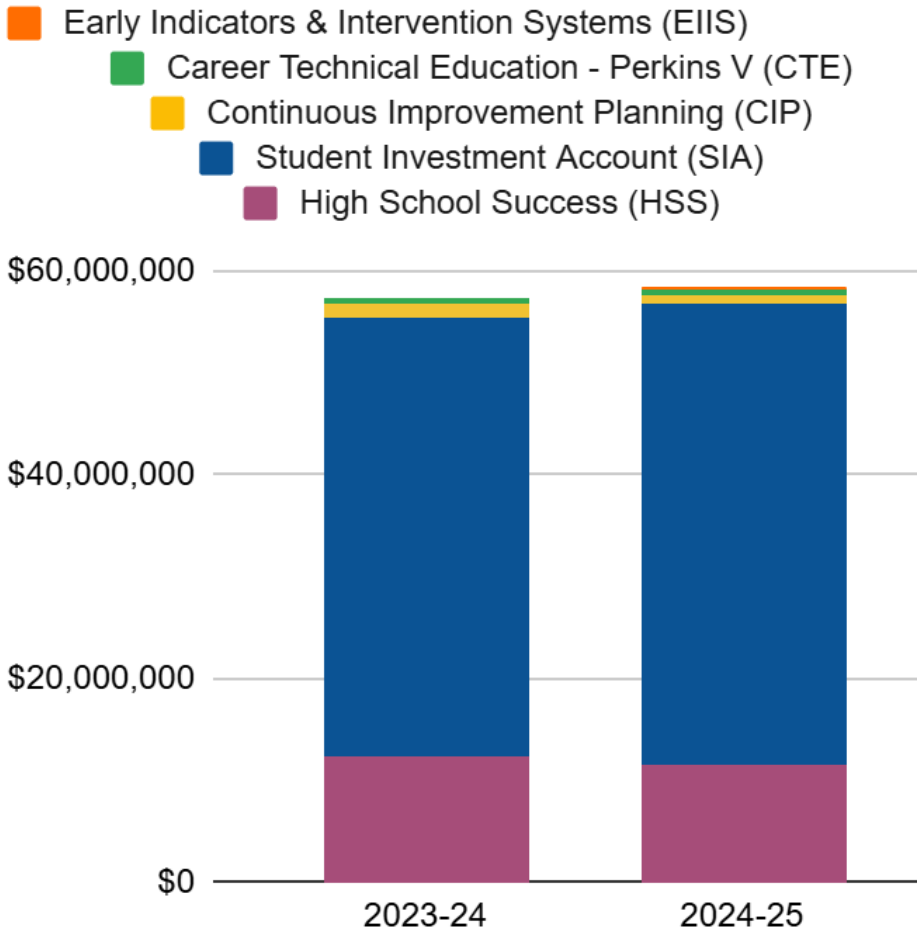
https://www.pps.net/Page/20662

- ODE integrated six programs focused on improving outcomes and learning conditions into a common framework
- The Board approved PPS Integrated Plan in March 2023
- Part of the Special Revenue Funds
- Restricted grant dollars
- $57.4M in state and federal funds in 2023-24 and $58.4M in 2024-25 ($115.8M for the biennium)

ODE Allocation by Program

Program	2023-24	2024-25
High School Success (HSS/Measure 98)	$12,264,031	$11,531,951
Student Investment Account (SIA)	$43,052,703	$45,309,123
Continuous Improvement Planning (CIP/ESSA)	$1,507,230	$928,884
Career Technical Education - Perkins V (CTE)	$471,245	$470,328
Every Day Matters (EDM)*	$0*	$0*
Early Indicators & Intervention Systems (EIIS)	$129,685	$125,172
Total Allocation	**$57,424,894**	**$58,365,459**

* EDM is unfunded and requirements are embedded in the five other grant programs.



PPS Integrated Plan Key Investments Priorities

- **Improved classroom experience**
- Stronger **multi-tiered systems of supports**, including wrap-around emotional, mental, and behavioral health services
- **Racial equity and social justice (RESJ) partnerships** with local nonprofit organizations to support Students of Color
- **Restorative justice advocates** to strengthen community and repair harm to reorient discipline
- **Professional learning** to implement new **core curriculum and instructional framework**
- **Personalized learning**, with differentiated and flexible experiences
- **Career-related programming** to emphasize real-world, hands-on learning
- **Data-driven continuous improvement**

2023-24 ODE Annual Report Narrative

Question 1: **How do you see your progress contributing to the Outcomes and Strategies** in your plan and your Longitudinal Performance Growth Targets (LPGT)? **Discuss at least one Outcome where you have seen progress in implementation.**

3+ Years of Steady Growth in ELA and Math

- Improvements in academic achievement with students with disabilities
- Black and Latina/o/x students in 3rd-grade reading and 5th-grade math

Improvements demonstrate:

- Resilient students
- Dedicated educators creating robust learning environments
- A commitment to educator training and support
- Key investments in targeted support for students
- Focus on student physical and emotional safety and wellbeing

ODE Annual Report Narrative Response

Question 2A. Discuss at least one Outcome where you have seen **challenges or barriers to implementation.**

PPS still faces a crisis

- **Must accelerate learning** for focal students
- **All students can succeed** and we must do better
- Persistent gaps in student outcomes need **sustained rigorous work and targeted action**

Question 2B. Where have you experienced barriers, challenges, or impediments to progress toward your **Outcomes and Strategies in your plan that you could use support with?**

A $40M deficit, following a $30M budget reduction

- Rising workforce costs; expired ESSER funds
- Retooling budget process for deeper analysis and stronger community engagement
- Targeting resources for students who need them most

Additional state support in 2025 -2027 biennium would help sustain:

- Educator PD and PPS Instructional Framework
- Literacy enhancement
- MTSS interventions
- Supports for student and family well-being

ODE LPGT Requirements vs PPS Board Goals

Assurance that LPGTs were reviewed

PPS Board Goals For Our Students

- Rigorous targets set with Board direction
- Focus efforts for success on student racial groups most in need of academic acceleration to close predictable and persistent gaps
- Aligned with PPS Strategic Plan

ODE Required Longitudinal Performance Growth Targets (LPGTs)*

- Required by the Student Success Act
- Implemented in 2023-2024
- Co-developed with ODE
- Focuses efforts on a super-group of students (“combined focal”)
- Part of a statewide standardized evaluation framework

* PPS reviewed progress towards the LPGTs as part of our process for reviewing the Board Goals. Information was presented to the Board on November 6, 2024.

PPS Annual Report for ODE's Integrated Guidance

ODE Integrated Guidance Annual Report Approval Requirements

- ✓ Posted on the PPS website
- ✓ Presented at an open meeting with an opportunity for public comment
- ✓ PPS reviewed progress towards meeting the LPGTs

Key annual report links:

- Annual Report on PPS Website
- Annual Report Narrative Response

Thank you!



Contact us

PPS.NET pubinfo@pps.net (503) 916-2000 501 N Dixon, Portland, OR 97227



PORTLAND
Public Schools

PORTLAND PUBLIC SCHOOLS

OFFICE OF EQUITY AND ACCOUNTABILITY

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3200
Mailing Address: P. O. Box 3107 / 97208-3107

Date: November 8, 2024

To: Board of Education Directors

CC: Dr. Kimberlee Armstrong, Superintendent

From: Renard Adams, Ed.D., Chief Accountability and Equity Officer

Subject: Enrollment and Class Size Update for November 2024

This memorandum includes data on enrollment, school staffing, and class sizes based on school enrollment. Enrollment data are as of October 1, 2024. Class size and school staffing data are as of October 16, 2024.

Each year, Portland Public Schools (PPS) monitors the count of actual students attending on October 1st. The October 1st enrollment data is shared with the Portland State University Population Research Center to update future enrollment forecasts and projections, which are used to forecast enrollment and staff schools for the next school year.

Highlights of enrollment and class size data include the following:

- PPS' overall October 1st enrollment for the 2024-2025 school year is 40,718, which represents a decrease of 628 students (1.5%) from the 2023-2024 school year.
- Decreases in student enrollment are seen in all grades except grades 3, 6, 8 and 11 where enrollment increases are noted.
- 48 schools are under their projection and 33 schools are over their projection.
- Class sizes across PPS range from 10 students to 33 students.
- The average elementary class size is 22.4 students.

Below are the PPS class size maximums that can be used when examining class size information:

	KG	01	02	03	04	05
CSI	24	26	29	30	33	33
Title not CSI	28	30	30	30	33	33
Other	29	31	32	33	34	34

Below are several enrollment and class size graphics to support your understanding of the current state of enrollment and class size in PPS.

2024-25 Enrollment Comparison by Grade

As of October 1, 2024

	Actual				Projected		
Grade	2023-24 Students	2024-25 Students	Change from 2023-24 to 2024-25	Percent change	2024-25 Enrollment Projection	Difference from 2024-25 Projection to Actual	Percent Difference
KG	2,802	**2,647**	-155	-5.5%	2,897	-250	-8.6%
01	3,012	**2,874**	-138	-4.6%	2,946	-72	-2.4%
02	3,145	**3,008**	-137	-4.4%	2,994	14	0.5%
03	3,126	**3,159**	33	1.1%	3,149	10	0.3%
04	3,272	**3,112**	-160	-4.9%	3,113	-1	0.0%
05	3,278	**3,224**	-54	-1.6%	3,258	-34	-1.0%
06	3,100	**3,178**	78	2.5%	3,250	-72	-2.2%
07	3,222	**3,094**	-128	-4.0%	3,055	39	1.3%
08	3,177	**3,229**	52	1.6%	3,175	54	1.7%
09	3,366	**3,352**	-14	-0.4%	3,248	104	3.2%
10	3,445	**3,313**	-132	-3.8%	3,305	8	0.2%
11	3,311	**3,289**	-22	-0.7%	3,274	15	0.5%
12	3,090	**3,239**	149	4.8%	3,249	-10	-0.3%
District Total	**41,346**	**40,718**	**-628**	**-1.5%**	**40,913**	**-195**	**-0.5%**

All Actual Enrollment Data are as of the first weekday in October.

Alliance, Charters, CBO's, Headstarts, special programs, and PCC students are excluded from all of the data shown above, including Projections.

The Enrollment Projections are provided by the PSU demographer, based on 2023-24 October 1st Enrollment, and adjusted for other factors affecting the population.

2024-25 Enrollment Comparison by School and Grade

As of October 1, 2024

					Enrollment (Actual)			Enrollment (Projected)	
Title/ESSA School	Grade Span	School / Program	2024-25 % Free Meals by Direct Certification	2024-25 % Historically Underserved Race	2023-24 Students	2024-25 Students	Change from 2023-24	2024-25 Enrollment Projection	Change from 2024-25 Projection to Actual
	K-5	Abernethy	10%	11%	330	284	-46	304	-20
	K-5	Ainsworth	10%	33%	585	584	-1	602	-18
	K-5	Alameda	5%	14%	521	496	-25	515	-19
Title I	K-5	Arleta	34%	30%	274	252	-22	278	-26
	K-5	Atkinson	34%	45%	366	373	7	386	-13
Title I	K-5	Beach	32%	46%	325	295	-30	310	-15
Title I / TSI	K-5	Boise-Eliot/Humboldt	65%	75%	308	315	7	313	2
	K-5	Bridlemile	14%	16%	446	419	-27	451	-32
	K-5	Buckman	35%	32%	371	308	-63	343	-35
	K-5	Capitol Hill	17%	21%	361	318	-43	349	-31
Title I	K-5	Chapman	50%	36%	344	349	5	338	11
Title I	K-5	Clark	65%	52%	341	331	-10	340	-9
	K-5	Chief Joseph	21%	23%	265	275	10	264	11
	K-5	Creston	28%	24%	238	241	3	232	9
	K-5	Duniway	9%	9%	409	387	-22	384	3
	K-5	Forest Park	5%	12%	321	303	-18	310	-7
	K-5	Glencoe	14%	20%	372	356	-16	364	-8
Title I	K-5	Grout	47%	35%	302	294	-8	286	8
	K-5	Hayhurst	31%	27%	335	314	-21	328	-14
	K-5	Irvington	18%	28%	235	249	14	236	13
Title I	K-5	James John	55%	64%	348	367	19	349	18
Title I / TSI	K-5	Kelly	67%	43%	376	385	9	353	32
Title I	K-5	Lee	47%	43%	288	257	-31	296	-39
Title I	K-5	Lent	49%	72%	273	256	-17	261	-5
	K-5	Lewis	22%	21%	298	264	-34	265	-1
	K-5	Llewellyn	13%	16%	393	373	-20	397	-24
	K-5	Maplewood	22%	19%	301	295	-6	304	-9
	K-5	Markham	33%	39%	402	341	-61	396	-55
Title I / TSI	K-5	Marysville	60%	45%	359	320	-39	354	-34
Title I	K-5	MLK Jr	51%	62%	307	312	5	306	6
Title I	K-5	Peninsula	35%	45%	234	235	1	232	3
	K-5	Richmond	10%	11%	537	530	-7	542	-12
	K-5	Rieke	17%	18%	288	278	-10	278	0
Title I	K-5	Rigler	52%	68%	255	301	46	258	43
Title I / CSI	K-5	Rosa Parks	84%	84%	177	172	-5	172	0
	K-5	Rose City Park	32%	16%	464	446	-18	472	-26
TSI	K-5	Sabin	30%	33%	302	293	-9	289	4
Title I	K-5	Scott	54%	58%	500	494	-6	491	3
Title I	K-5	Sitton	62%	66%	335	339	4	332	7
	K-5	Stephenson	9%	15%	310	285	-25	298	-13
Title I	K-5	Vestal	44%	42%	228	257	29	241	16
Title I	K-5	Whitman	64%	55%	180	198	18	214	-16
Title I / TSI	K-5	Woodlawn	49%	60%	299	306	7	280	26
Title I / CSI	K-5	Woodmere	62%	50%	248	242	-6	235	7
	K-5	Woodstock	22%	13%	451	394	-57	433	-39
		K-5 Schools Total			**15,202**	**14,683**	**-519**	**14,981**	**-298**

2024-25 Enrollment Comparison by School and Grade

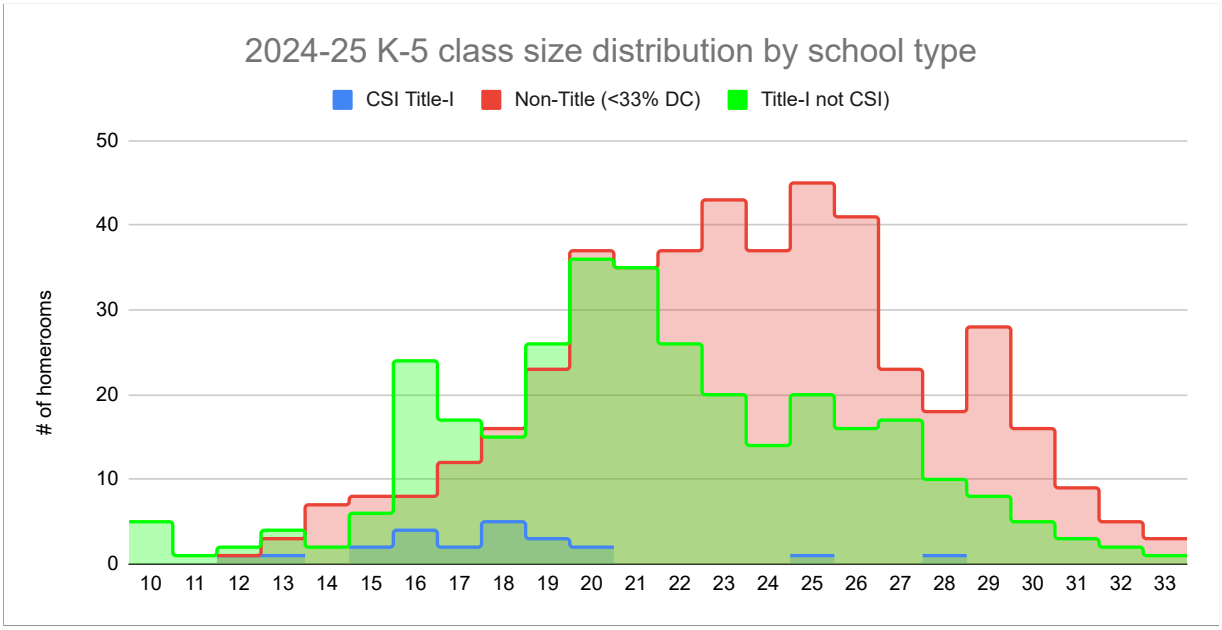
As of October 1, 2024

					Enrollment (Actual)			Enrollment (Projected)	
Title/ESSA School	Grade Span	School / Program	2024-25 % Free Meals by Direct Certification	2024-25 % Historically Underserved Race	2023-24 Students	2024-25 Students	Change from 2023-24	2024-25 Enrollment Projection	Change from 2024-25 Projection to Actual
	1-8	Access	10%	10%	329	323	-6	324	-1
Title I	K-8	Astor	28%	36%	375	408	33	358	50
	K-8	Beverly Cleary	10%	16%	560	535	-25	522	13
	K-8	Bridger Creative Science	27%	19%	515	474	-41	508	-34
Title I / TSI	K-8	César Chávez	66%	80%	481	454	-27	472	-18
Title I / TSI	K-8	Faubion	55%	70%	571	589	18	571	18
	K-8	Laurelhurst	13%	15%	659	656	-3	653	3
	K-8	Odyssey	4%	11%	227	211	-16	233	-22
	K-8	Skyline	12%	19%	218	226	8	219	7
	K-8	Sunnyside Environmental	22%	20%	447	461	14	447	14
	K-8	Vernon	30%	40%	578	563	-15	599	-36
	K-8	Winterhaven	15%	12%	316	322	6	318	4
		K-8 Schools Total			**5,276**	**5,222**	**-54**	**5,224**	**-2**
TSI	6-8	Beaumont	23%	32%	434	435	1	420	15
	6-8	da Vinci	30%	29%	407	427	20	416	11
Title I / CSI	6-8	George	70%	74%	367	404	37	359	45
	6-8	Gray	20%	19%	472	438	-34	449	-11
Title I / TSI	6-8	Harriet Tubman	40%	50%	320	328	8	302	26
Title I / TSI	6-8	Harrison Park	52%	38%	321	372	51	400	-28
	6-8	Hosford	26%	21%	517	537	20	541	-4
	6-8	Jackson	22%	24%	711	715	4	706	9
Title I	6-8	Kellogg	46%	47%	677	594	-83	650	-56
Title I / TSI	6-8	Lane	59%	45%	391	418	27	453	-35
	6-8	Mt Tabor	15%	14%	503	467	-36	451	16
Title I / TSI	6-8	Ockley Green	34%	46%	428	410	-18	434	-24
Title I / TSI	6-8	Roseway Heights	49%	46%	551	565	14	528	37
	6-8	Sellwood	13%	14%	567	576	9	545	31
	6-8	West Sylvan	15%	21%	722	670	-52	714	-44
		Middle School Total			**7,388**	**7,356**	**-32**	**7,368**	**-12**
	9-12	Benson	36%	45%	818	896	78	917	-21
	9-12	Cleveland	15%	16%	1,474	1,422	-52	1,330	92
TSI	9-12	Franklin	33%	32%	1,811	1,809	-2	1,753	56
	9-12	Grant	13%	19%	2,178	2,149	-29	2,215	-66
	9-12	Ida B. Wells-Barnett	16%	19%	1,652	1,650	-2	1,611	39
Title I / TSI	9-12	Jefferson	56%	81%	525	459	-66	481	-22
	9-12	Lincoln	12%	20%	1,579	1,615	36	1,600	15
TSI	9-12	McDaniel	44%	48%	1,650	1,686	36	1,658	28
Title I / TSI	9-12	Roosevelt	47%	60%	1,457	1,452	-5	1,445	7
		District High School Total			**13,144**	**13,138**	**-6**	**13,010**	**128**
	K-12	Metro. Learning Center	18%	20%	336	319	-17	330	-11
		Alternative Schools Total			**336**	**319**	**-17**	**330**	**-11**
		District Total			**41,346**	**40,718**	**-628**	**40,913**	**-195**

The Enrollment Data is as of the October 1, 2024 and excludes PK students.

PPS' current definition of Historically Underserved Race includes Students with any of the following races, ethnicities, or ancestry:
Black, Latino/Hispanic, Native American, Pacific Islander

The Enrollment Projections are provided by the PSU demographer, based on 2023-24 October 1st Enrollment, and adjusted for other factors affecting population.



grade and type	MIN of Class Size	COUNTA of type	MEDIAN of Class Size	MAX of Class Size	STDEV of Class Size
Non-Title (<33% DC) 1st	16.0	12.0	25.0	29.0	4.2
Non-Title (<33% DC) 2nd	19.0	11.0	25.0	31.0	3.7
Non-Title (<33% DC) 3rd	20.0	11.0	25.0	30.0	3.5
Non-Title (<33% DC) 4th	17.0	12.0	26.0	31.0	4.1
Non-Title (<33% DC) 5th	24.0	11.0	28.0	32.0	2.7
Non-Title (<33% DC) KG	17.0	12.0	20.5	25.0	3.1
Title-I not CSI) 1st	19.0	5.0	20.0	27.0	3.4
Title-I not CSI) 2nd	19.0	6.0	21.0	24.0	
Title-I not CSI) 3rd	16.0	7.0	19.0	27.0	4.6
Title-I not CSI) 4th	12.0	8.0	24.5	27.0	
Title-I not CSI) 5th	27.0	4.0	29.5	31.0	2.1
Title-I not CSI) KG	13.0	6.0	19.5	26.0	5.0
Grand Total	**12.0**	**105.0**	**24.0**	**32.0**	**4.5**

Class sizes are actual, based on Synergy SIS extract with an effective date of 10-16-2024.

Standard deviation only calculated when there are more than one classroom per grade.

K-5 Class Size Distribution, as of October 16, 2024



grade	MIN of Class Size	MEDIAN of Class Size	AVERAGE of Class Size	MAX of Class Size	STDEV of Class Size
1st	10	22	21.6	31	4.0
2nd	10	22	22.3	31	3.8
3rd	10	23	23.2	33	4.2
4th	10	25	23.8	33	4.6
5th	10	25	24.1	33	4.6
KG	11	20	19.8	28	4.1
Grand Total	**10**	**22**	**22.4**	**33**	**4.4**

Class sizes are actual, based on Synergy SIS extract with an effective date of 10-16-2024.

Class size summary 2024-25 -- As of Oct 16, Actual Enrollment with Fall Balancing

AVERAGE of Class Size								
type	*SchoolName*	*SubgroupCd*	KG	1st	2nd	3rd	4th	5th
CSI Title-I	Rosa Parks	Program	16.5:1	15.0:1	25.0:1	28.0:1	17.0:1	12.5:1
CSI Title-I	Woodmere	Program	18.5:1	17.0:1	19.5:1	19.0:1	18.5:1	16.5:1
Non-Title (<33% DC)	Abernethy	Program	19.0:1	19.5:1	21.5:1	22.5:1	28.5:1	31.0:1
Non-Title (<33% DC)	ACCESS	Program			19.0:1	21.5:1	23.5:1	25.0:1
Non-Title (<33% DC)	Ainsworth	Co-located	23.5:1	26.0:1	24.0:1	25.5:1	25.0:1	25.0:1
Non-Title (<33% DC)	Ainsworth	Program	19.5:1	28.0:1	20.0:1	21.0:1	26.0:1	28.5:1
Non-Title (<33% DC)	Alameda	Program	24.7:1	24.3:1	26.3:1	29.0:1	28.3:1	26.0:1
Non-Title (<33% DC)	Atkinson	Co-located	17.0:1	26.0:1	31.0:1	29.0:1	31.0:1	32.0:1
Non-Title (<33% DC)	Atkinson	Program	20.0:1	16.5:1	29.0:1	23.0:1	18.5:1	30.0:1
Non-Title (<33% DC)	Beverly Cleary	Program	23.5:1	18.0:1	24.5:1	27.5:1	25.0:1	30.0:1
Non-Title (<33% DC)	Bridger Creative	Program	21.0:1	21.5:1	21.7:1	23.3:1	27.5:1	27.0:1
Non-Title (<33% DC)	Bridlemile	Program	15.0:1	23.7:1	24.3:1	22.3:1	24.0:1	22.3:1
Non-Title (<33% DC)	Buckman	Program	17.0:1	21.0:1	19.0:1	27.0:1	21.7:1	28.0:1
Non-Title (<33% DC)	Capitol Hill	Program	12.7:1	24.0:1	21.7:1	29.0:1	26.0:1	28.5:1
Non-Title (<33% DC)	Chief Joseph	Program	25.5:1	24.5:1	22.0:1	18.0:1	20.0:1	26.5:1
Non-Title (<33% DC)	Creston	Program	15.0:1	16.5:1	18.5:1	17.5:1	20.0:1	21.5:1
Non-Title (<33% DC)	Duniway	Program	25.5:1	30.5:1	29.0:1	27.7:1	30.0:1	24.7:1
Non-Title (<33% DC)	Forest Park	Program	22.5:1	21.0:1	26.0:1	21.0:1	26.0:1	23.0:1
Non-Title (<33% DC)	Glencoe	Program	21.5:1	22.5:1	24.0:1	23.0:1	31.5:1	33.0:1
Non-Title (<33% DC)	Hayhurst	Program	20.0:1	25.5:1	24.0:1	24.5:1	24.0:1	22.7:1
Non-Title (<33% DC)	Irvington	Program	21.5:1	21.5:1	20.5:1	21.0:1	20.0:1	20.0:1
Non-Title (<33% DC)	Laurelhurst	Program	27.0:1	19.3:1	23.7:1	31.0:1	28.0:1	26.0:1
Non-Title (<33% DC)	Lewis	Program	15.5:1	29.0:1	26.0:1	27.5:1	24.5:1	20.0:1
Non-Title (<33% DC)	Llewellyn	Program	22.0:1	21.5:1	21.0:1	24.0:1	31.0:1	25.0:1
Non-Title (<33% DC)	Maplewood	Program	18.0:1	23.0:1	27.0:1	25.5:1	21.5:1	31.0:1
Non-Title (<33% DC)	Markham	Program	15.7:1	17.7:1	21.5:1	22.3:1	22.0:1	20.0:1
Non-Title (<33% DC)	Metro. Learning	Program	18.0:1	15.0:1	15.0:1	23.0:1	25.0:1	25.0:1
Non-Title (<33% DC)	Odyssey	Program	18.0:1	22.0:1	20.0:1	24.0:1	28.0:1	25.0:1
Non-Title (<33% DC)	Richmond	Co-located	25.3:1	22.5:1	29.3:1	29.0:1	28.0:1	26.3:1
Non-Title (<33% DC)	Rieke	Program	18.5:1	24.5:1	20.0:1	23.0:1	27.5:1	25.0:1
Non-Title (<33% DC)	Rose City Park	Co-located	14.5:1	21.5:1	20.0:1	33.0:1	18.0:1	29.0:1
Non-Title (<33% DC)	Rose City Park	Program	18.0:1	23.0:1	24.5:1	19.0:1	20.0:1	26.0:1
Non-Title (<33% DC)	Sabin	Program	24.0:1	22.0:1	15.0:1	27.0:1	24.5:1	24.5:1
Non-Title (<33% DC)	Skyline	Program	23.0:1	27.5:1	27.5:1	28.5:1	28.5:1	22.0:1
Non-Title (<33% DC)	Stephenson	Program	14.0:1	25.0:1	24.0:1	20.5:1	28.5:1	25.0:1
Non-Title (<33% DC)	Sunnyside Envir	Program	24.0:1	19.0:1	25.0:1	19.0:1	25.5:1	22.0:1
Non-Title (<33% DC)	Vernon	Program	25.0:1	28.0:1	20.7:1	24.0:1	31.0:1	29.5:1
Non-Title (<33% DC)	Winterhaven	Program	26.0:1	28.0:1	27.0:1	30.0:1	28.0:1	30.0:1
Non-Title (<33% DC)	Woodstock	Co-located	14.5:1	21.0:1	30.0:1	18.0:1	29.0:1	20.0:1
Non-Title (<33% DC)	Woodstock	Program	21.0:1	24.0:1	15.0:1	20.5:1	18.0:1	18.5:1
Title-I not CSI)	Arleta	Program	14.0:1	21.5:1	20.0:1	17.5:1	24.5:1	27.5:1

Class size summary 2024-25 -- As of Oct 16, Actual Enrollment with Fall Balancing

AVERAGE of Class Size								
type	*SchoolName*	*SubgroupCd*	KG	1st	2nd	3rd	4th	5th
Title-I not CSI)	Astor	Program	25.0:1	20.0:1	21.0:1	27.0:1	26.7:1	26.7:1
Title-I not CSI)	Beach	Co-located	19.0:1	27.0:1	22.0:1	19.5:1	19.0:1	31.0:1
Title-I not CSI)	Beach	Program	20.0:1	20.0:1	24.0:1	16.0:1	12.0:1	31.0:1
Title-I not CSI)	Boise-Eliot/Humb	Program	27.5:1	24.0:1	19.5:1	25.5:1	26.5:1	25.5:1
Title-I not CSI)	César Chávez	Co-located	16.5:1	21.5:1	24.0:1	29.0:1	23.0:1	16.0:1
Title-I not CSI)	César Chávez	Program	12.0:1	10.0:1	10.0:1	17.0:1	14.0:1	17.0:1
Title-I not CSI)	Chapman	Program	20.3:1	18.0:1	27.5:1	23.0:1	25.5:1	29.0:1
Title-I not CSI)	Clark	Co-located	11.0:1	14.0:1	18.0:1	10.0:1	10.0:1	10.0:1
Title-I not CSI)	Clark	Program	21.0:1	16.5:1	22.5:1	26.0:1	24.0:1	25.0:1
Title-I not CSI)	Faubion	Program	18.0:1	23.3:1	21.7:1	32.0:1	27.5:1	25.0:1
Title-I not CSI)	Grout	Program	20.5:1	23.5:1	27.0:1	20.5:1	27.0:1	22.5:1
Title-I not CSI)	James John	Co-located	26.0:1	23.0:1	23.0:1	22.0:1	25.0:1	24.0:1
Title-I not CSI)	James John	Program	21.5:1	15.5:1	18.5:1	20.0:1	23.5:1	23.0:1
Title-I not CSI)	Kelly	Co-located	21.0:1	18.0:1	30.0:1	30.0:1	21.0:1	22.0:1
Title-I not CSI)	Kelly	Program	24.5:1	22.0:1	17.0:1	22.0:1	18.5:1	18.0:1
Title-I not CSI)	Lee	Program	15.0:1	25.5:1	20.0:1	22.5:1	19.5:1	26.5:1
Title-I not CSI)	Lent	Co-located	16.0:1	21.0:1	19.0:1	23.0:1	27.5:1	22.0:1
Title-I not CSI)	Marysville	Program	21.5:1	20.5:1	18.3:1	19.0:1	20.7:1	20.7:1
Title-I not CSI)	MLK Jr	Co-located	15.0:1	17.0:1	21.0:1	21.0:1	30.0:1	21.0:1
Title-I not CSI)	MLK Jr	Program	16.0:1	21.0:1	19.0:1	17.0:1	27.0:1	29.0:1
Title-I not CSI)	Peninsula	Program	21.0:1	21.0:1	19.0:1	18.0:1	33.0:1	17.5:1
Title-I not CSI)	Rigler	Co-located	19.7:1	30.5:1	20.5:1	28.0:1	22.0:1	21.0:1
Title-I not CSI)	Scott	Co-located	19.0:1	25.5:1	22.0:1	16.0:1	17.0:1	20.0:1
Title-I not CSI)	Scott	Program	18.0:1	16.5:1	25.0:1	17.5:1	17.0:1	28.5:1
Title-I not CSI)	Sitton	Co-located	22.0:1	24.0:1	27.0:1	25.0:1	19.0:1	19.0:1
Title-I not CSI)	Sitton	Program	13.0:1	14.0:1	21.5:1	21.5:1	18.0:1	29.0:1
Title-I not CSI)	Vestal	Program	22.0:1	19.5:1	22.0:1	21.5:1	16.5:1	30.0:1
Title-I not CSI)	Whitman	Program	19.0:1	21.0:1	29.0:1	27.0:1	29.0:1	16.5:1
Title-I not CSI)	Woodlawn	Program	26.5:1	20.0:1	16.5:1	21.3:1	25.0:1	23.0:1

Blended grade classes shown with the lower grade, this explains why data maybe empty in some places.
Class sizes are actual, based on Synergy SIS extract with an effective date of 10-16-2024.

Board Work Plan

DRAFT

	July	August	September	October	November	December	January	February	March	April	May	June
Monitor Board Goals					Office of Research, Assessment, and Accountability presents OSAS Spring 2024 student performance outcomes	Office of Research, Assessment, and Accountability presents MAP achievement data		Office of Research, Assessment, and Accountability presents graduation data for SY 2023-2024 and reports out on Post-Secondary Readiness indicators		Office of Research, Assessment, and Accountability presents MAP achievement data		
Appointment of New Board Member					Board develop/approve process for Appointment	Board Appointment Process	Orientation for new Board member	Orientation for new Board member	Orientation for new Board member			
Policy Deveopment & Approval	Ongoing Policy Review	Ongoing Policy Review	Ongoing Policy Review	Ongoing Policy Review	Ongoing Policy Review	Ongoing Policy Review	Ongoing Policy Review	Ongoing Policy Review	Ongoing Policy Review	Ongoing Policy Review	Ongoing Policy Review	Ongoing Policy Review
Evaluate the Superintendent			Office of Research, Assessment, and Accountability prepares disaggregated OSAS Spring 2024 student performance outcomes	Draft a Performance Evaluation Template	Apopt a Performance Evaluation Template; Superintendent's performance evaluation template is developed and approved by the Board; Office of Research, Assessment, and Accountability presents OSAS Spring 2024 student performance outcomes	School Board has a quarterly check in with the Superintendent regarding progress on Board Goals and district work		Office of Research, Assessment, and Accountability presents graduation data for SY 2023-2024 and reports out on Post-Secondary Readiness indicators; Superintendent Renewal Deadline	Superintendent provides a self-reflection on the progress towards the Board Goals and the competencies; School Board has a quarterly check in with the Superintendent regarding progress on Board Goals and district work	Office of Research, Assessment, and Accountability presents MAP achievement data		Superintendent's qualitative progress is completed by the Board and shared with the Superintendent. School Board votes on the Superintendent evaluation
Approve and Adopt the Budget; Financial Oversight	Annual Financial Resolutions: Banks, Depositories, Deptuy Clerks and Financial Auditors; Add: Quarterly Financial Reports,			Review 25-26 Budget Calendar. Budget Work Session	Adopt 25-26 Budget Calendar; Appoint CBRC Members; Integrated Programs Annual Report for 2023-24	Work Session to establish budget priorities; Annual Comprehensive Financial Report	Board Budget Engagement	Board Budget Engagement; Staffing Presentation	Board Budget Engagement and Public; Hearing on the Proposed Budget	Superintendent presents proposed 2025-26 Budget; Present and approve 2025-27 ODE Integrated Grant Application; Board Office and Superintendent Budget Developed	Board receives CBRC report; Board approves the 2025-26 Budget	Adoption of the 2025-26 Budget; TSCC Hearing
2025 General Obligation Bond				2025 General Obligation Bond Staff Recommendation	SFIOC meets to determine bond package; one meeting isn't adequate	Review draft 2025 General Obligation Bond; Draft Bond Referral Language reviewed/amended/approved	Board votes to refer a 2025 General Obligation Bond; Reviews PPS Information Plan	Board Work on Bond	Board Work on Bond	Board Work on Bond	Board Work on Bond	
Legislative Advocacy				Board approves Legislative Priorities			Leigislative Advocacy Plan; Meet with Leg/Gov on legislative priorities	Legislative Advocacy	Legislative Advocacy	Legislative Advocacy	Legislative Advocacy	
Bond Implementation and Oversight		Report to Board: Projects on Track for the Start of School Opening		OSM Update + BAC Update		Review the FY23 Bond Audit; Review Scope of FY24 Bond Audit	OSM Update + BAC Update; Staff response on the implementation of the Audit			OSM Update + BAC Update	Annual Bond Performance Audit Review	
District Performance Audit; Financial Audit (add the other major audit actions by Board)				District Performance Auditing Annual Report; Approve Annual Audit Workplan	Board participation in hiring the financial auditor							Evaluation of PPS Performance Auditor
Curriculum Approval	Add any curriculum approvals											
Labor Agreements/Non-Represented Employees	Any Labor related actions?										Board vote on resolution for non-represented employees COLA	
Board Operations; Actions or Reports Required by Policy or needed for Board oversight	Add: a. Quarterly Legal Reports (not sure which months) b. Professional Conduct Policy Training and Other Required Training	Annual Complaint Report; Required Ethics and Public Meeting & Records Training		Approve members of the Climate Crisis Advisory Committee; Complaint Policy Annual Report		Approve the Charter for the Parent Advisory Committee (PAC) on Distribution of Donations for Staffing; Review and Approve the Operating Agreement for the Fund for PPS	Approve members of Parent Advisory Committee (PAC) on Distribution of Donations for Staffing		Parent Advisory Committee (PAC) makes recommendation to the School Board	When are board ethics reports due?		Climate Crisis Committee Annual Report