



PORTLAND PUBLIC SCHOOLS

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To: Portland Public Schools Board of Directors

From: Leslie O'Dell, Sr. Director of Funded Programs

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Date:

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 third and final year (2022-2023) of our Student Investment Account (SIA) plan.

Student Investment Account (SIA) Background

In 2019, the Oregon legislature passed House Bill 3427, which created the Student Success Act (SSA). The Student Success Act invests approximately \$1 billion a year in Oregon education. Of those funds, 50%, or about \$500 million a year is allocated to districts through the Student Investment Account (SIA).

In March 2020, PPS submitted a three-year plan directly informed by PPS Reimagined, a unified vision for optimal teaching and learning with five system shifts prioritized for 2020-2021. Investments were prioritized based on an extensive needs assessment, including community-wide engagement with students, families, teachers, staff, and community-based stakeholders.

PPS has led transformational change through the past three years with rapidly fluctuating budgets, inflation, staffing, the pandemic, and socio-political events. We've adjusted and refined our approaches to support the well-being of our staff and families while sustaining deeper investments in high-quality instruction and comprehensive wrap-around supports. While our landscape has evolved, the overarching priorities for the 3-year SIA plan endured. Those priorities are:

- Racial equity and social justice
- Closing the achievement and opportunity gaps for our historically underserved students
- Social, emotional, and mental health supports.

Please see the [PPS Student Investment Account site](#) for the plans and additional background.

2022-2023 PPS Plan and Priorities

In the third and final year of the original SIA plan, PPS continued to prioritize high-quality systemic improvements for educational equity.

While SIA as a funding source represents about 2% of the total budget, the funds have been leveraged to support deepened and accelerated investment in strategic priorities, especially for our focal student groups.

SIA invested in professional learning, site-based staff, and responsive resources to implement the PPS Instructional Framework, Multi-Tiered Systems of Support (MTSS), Master Arts Education Plan, school counseling core curriculum, and the RESJ Partnership Strategy. These frameworks and strategies have been central to improving the quality and coherence of student learning across our schools.

Core investments:

- Site-based instructional supports, including instructional specialists, staffing for reduced class sizes, expanded visual and performing arts programming, special education staffing and resources, and expanded middle school electives. (43% of investments)
- Partnerships and contracts with RESJ partners, alternative education providers, and charters to provide responsive and differentiated enrichment and learning opportunities. (17% of investments)
- Social, emotional, mental, and behavioral health investments in contracted services and staff to deepen programs, improve safety, and expand direct services. This includes multi-tiered systems of support, substance abuse, and suicide prevention. (27% of investments)
- Professional development and support for core curriculum implementation (8%)

Additional differentiated investments:

- BIPOC student-led affinity opportunities and events at middle schools and high schools
- Staffing and community partnerships to provide culturally responsive programming and supports for Native students.
- College and Career Coordinators for Multiple Pathways to Graduation to promote student re-engagement and to connect them with district-wide services and education options.
- Translation services, supplies, and childcare for community engagement events

2023-2024 New Statewide Evaluation Framework

Going forward, the statewide evaluation and reporting requirements for SIA are changing significantly under [ODE's Integrated Grant Guidance](#). (Additional details on the PPS Integrated Grant plan are [here](#).)

ODE required districts to co-develop Longitudinal Performance Growth Targets (LPGTs) with them. The LPGTs are a statutory requirement based on the “5 common metrics,” which are published on the [ODE Data Dashboard](#). (Note: The LPGTs are public, but not tracked on the dashboard.) The 5 Common Metrics are as follows:

- Third-grade reading proficiency rates
- Ninth-grade on-track rates
- Regular attendance rates
- Four-year or on-time graduation rates
- Five-year completion rates

The district's co-developed LPGTs fulfill the statewide evaluation requirements. They do not replace the Board Goals. Our Board Goals for our students continue to drive systemic improvement and serve as target outcomes for our students.

We bring our three-year SIA plan to a close with this annual report. As we transition to a new integrated SIA plan and evaluation framework, we want to take a moment to recognize and thank the Board as well as the many educators, community members, students, and families who helped shape and implement this work and look forward to the continued partnership.

SIA Annual Report

SIA Annual Report includes the following

1. [SIA Report Journal](#)
2. [Annual Report Slides](#),
3. [Financial Report](#)