Regular Meeting
Wednesday, November 6, 2024 6:00 PM

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

Agenda

1. 6:00 pm - Call to Order / Opening
2. 6:05 pm - National Native American Heritage Month (Resolution 6991) Vote- Public comment accepted
3. 6:15 pm - Superintendent's Report
4. 6:25 pm - Student Representative's Report
5. 6:30 pm - Student Comment
6. 6:45 pm - Adopting the 2025-2026 Budget Planning Calendar (Resolution 6992) Vote - Public comment accepted
7. 6:50 pm - Appointment of Community Budget Review Committee Members (Resolution 6994) Vote - Public comment accepted
8. 6:55 pm - Superintendent Evaluation Template (Resolution 6993) Vote - Public comment accepted
9. 7:10 pm - Public Comment
10. 7:25 pm - Comments from our Union Partners
11. 7:35 pm - Board Committee and Conference Reports
12. 7:45 pm - OSAS (Oregon Statewide Assessment System) Performance and Associated Board Goals
13. 8:15 pm - Consent Agenda: Resolutions 6995 through 6999 Vote- Public Comment Accepted
    13.(a) Resolution 6995 - Adoption of the Index to the Minutes
    13.(b) Resolution 6996 - Expenditure Contracts
    13.(c) Resolution 6997 - Revenue Contracts
    13.(d) Resolution 6998 - Approving Off-campus Activities
    13.(e) Resolution 6999 - Approving Board Member Conference Attendance
14. 8:20 pm - Other Business / Committee Referrals
15. 8:25 pm - Adjourn

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.

Superintendent's Report

Together, We Rise

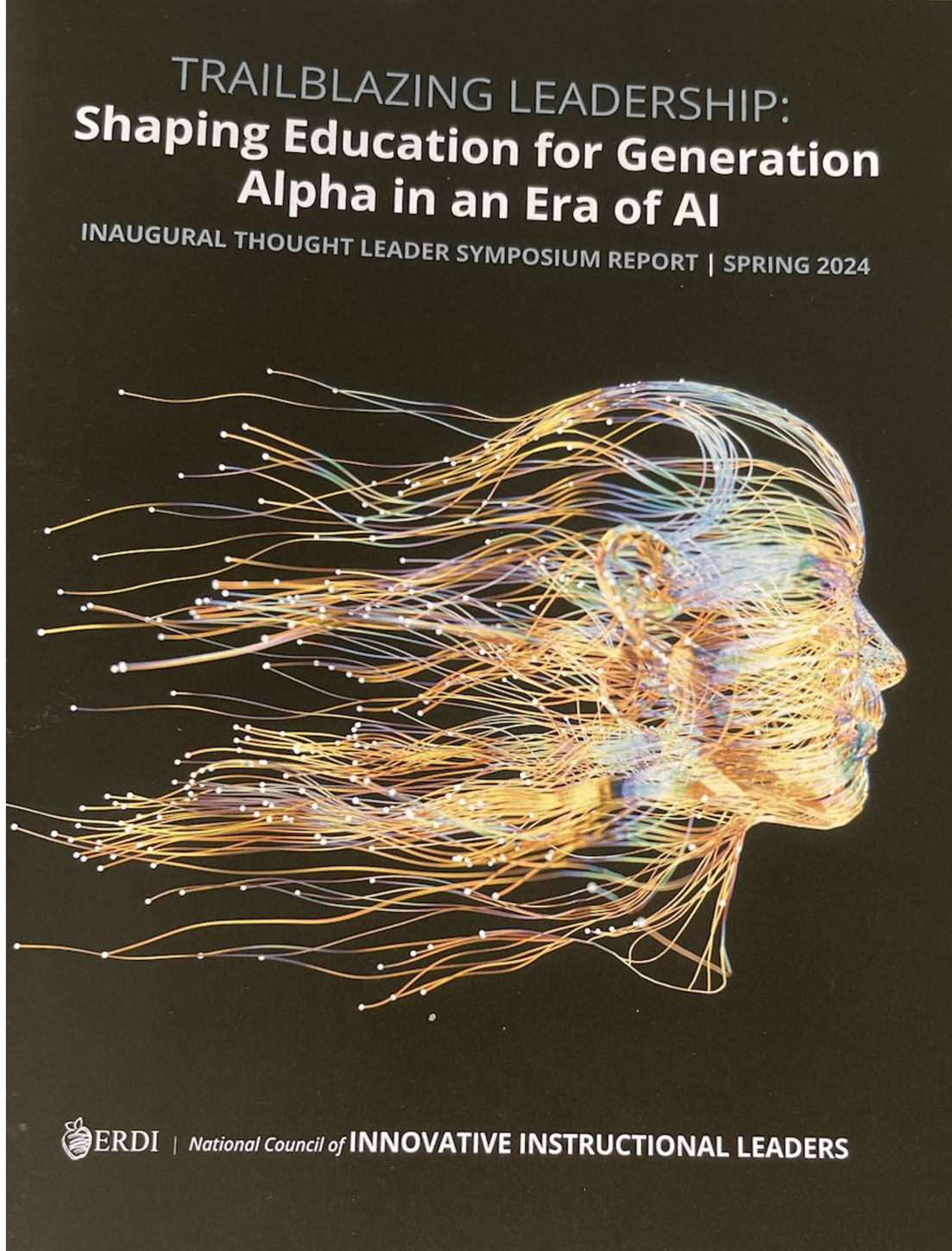
November 6, 2024



Leading & Learning

“Integrating Artificial Intelligence in education is not merely about adopting new tools; it represents a paradigm shift in how we approach teaching, learning, and educational administration.

(Link)



TOGETHER, WE RISE

First 100 days of school Plan



PORTLAND Public Schools



PRIORITY 1

Advance Literacy

Finalize the Lifting Literacy campaign strategy proposal to address the significant literacy challenges in Portland.

In November, we are focused on raising awareness about 43% of students not reading proficiently.

Emphasize the campaign's urgency to drive support and resources towards improving literacy rates for all students.



PRIORITY 2

Build Trust and Relationships Across Our City

Engage the community through the Community Priorities Budget Survey and targeted Budget Priority Engagement sessions with key groups, such as the Migrant Education program, Indian Education families, RESJ partners, and Special Education.

Elevate our legislative agenda to align with community-identified priorities and needs.



PRIORITY 3

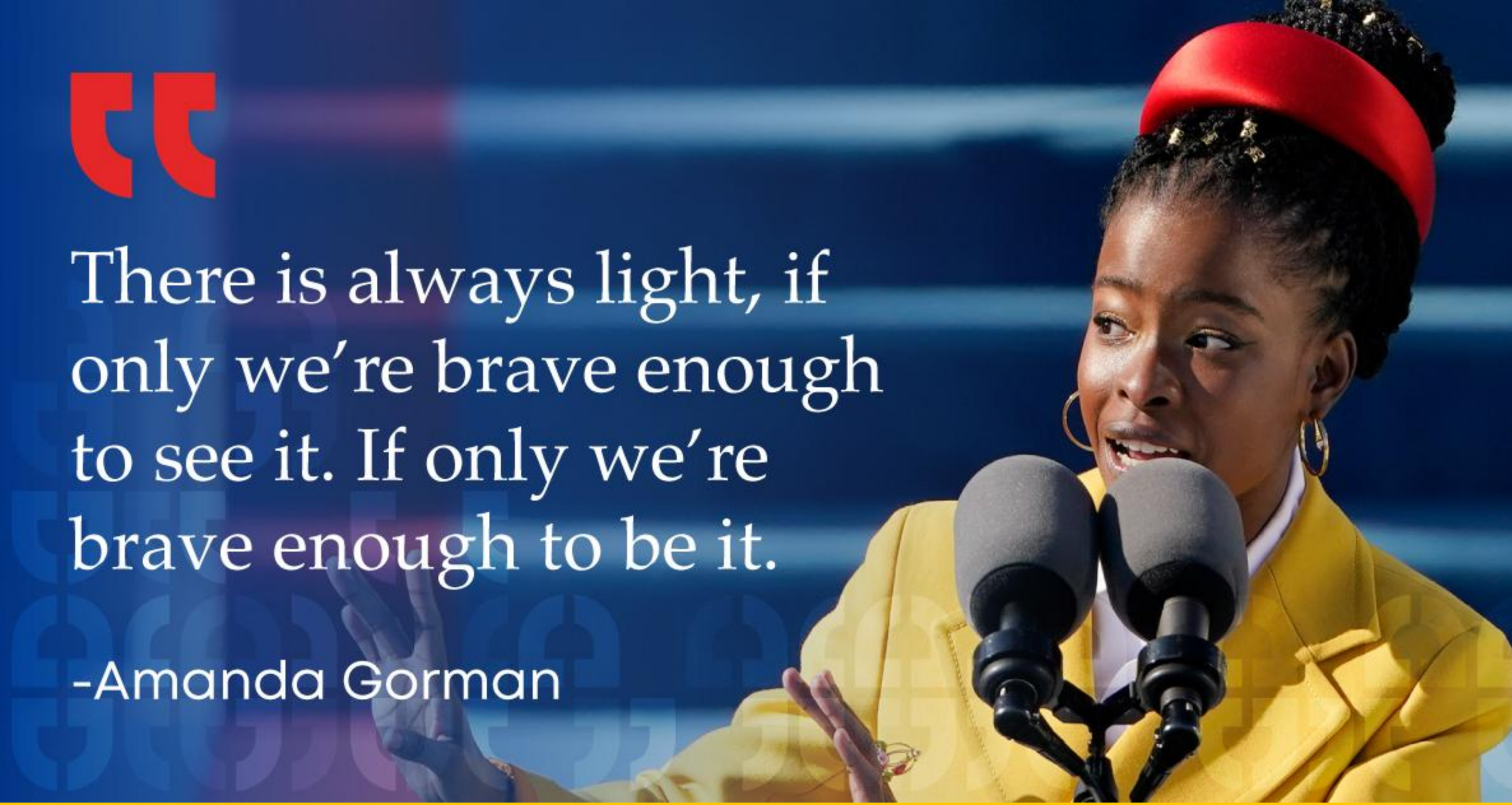
Strengthen Safe, Supportive and Well Maintained Schools

Ongoing discussions around Bond planning to support the enhancement and maintenance of safe and supportive learning environments across the district.

November is Native American Heritage Month

"Weaving together our past, present and future"

2068 Students
353 Staff


There is always light, if only we're brave enough to see it. If only we're brave enough to be it.
-Amanda Gorman


TOGETHER,
WE RISE
PPS
PORTLAND PUBLIC SCHOOLS

Myong Leigh
Interim Chief Financial Officer

Portland Public Schools
501 North Dixon Street • Portland, OR 97227
Phone: (503) 916-2000
www.pps.net

MEMORANDUM

DATE October 22, 2024

TO Portland Public Schools Board of Education

FROM Myong Leigh, Interim Chief Financial Officer

CC Dr. Kimberlee Armstrong

SUBJECT Adoption of the 2025-26 Budget Calendar

BACKGROUND

Staff is requesting that the Board resolve to adopt the 2025-26 budget calendar at the Board's November 6, 2024 meeting.

Staff shared the draft budget calendar at the October 8, 2024 meeting and received feedback from the Board. In response to the discussion, one edit has been made to the calendar to explicitly state that the Community Budget Review Committee (CBRC) will be included in one of the budget work sessions. Additionally, staff are committed to sharing the proposed budget document with the Board for their review approximately two weeks prior to the proposed budget message from the superintendent. This will give the Board nearly six weeks to review the budget before approval.

RELATED POLICIES/BEST PRACTICES

Action is being taken to:

- allow sufficient time to adopt the budget by June 30, as required by ORS 294.408,
- comply with Oregon Local Budget Law,
- leverage Government Finance Officers Association (GFOA) best budgeting practices,
- ensure the budget incorporates accurate data inputs, and
- meet Meritorious Budget Award (MBA) requirements.

ANALYSIS OF SITUATION

The Board may choose to adopt the budget calendar as presented, adopt it with revisions, or not adopt it. It includes steps of budget preparation and is built around mandated requirements to allow sufficient time to adopt the budget by June 30, as required by ORS 294.408.

FISCAL IMPACT

No further impacts beyond those identified in the Analysis of Situation section above.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The leadership of the CBRC have received the budget calendar. Community engagement will continue with the budget process.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If approved, staff will work on developing the budget for 2025-26 as scheduled.

BOARD OPTIONS WITH ANALYSIS

See Analysis of Situation section above.

CONNECTION TO BOARD GOALS

This budget calendar has been developed to ensure the alignment of resources to the Board Goals and *Forward Together*.

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to adopt the 2025-26 Budget Calendar.

As a member of the Superintendent's Cabinet, I have reviewed this staff report.
ML *(Initials)*

ATTACHMENT
Resolution to adopt the 2025-26 Budget Calendar

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*			

Portland Public Schools
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MEMORANDUM

DATE	October 11, 2024
TO	PPS Board of Directors
FROM	Alexandra Martin, Finance Program Manager/CBRC Staff Liaison
CC	Myong Leigh, Interim Chief Financial Officer
SUBJECT	Appointment of Community Budget Review Committee Members

BACKGROUND

Each year, the Board of Education (Board) appoints a Community Budget Review Committee (CBRC) to assist in the annual budget process. The CBRC reviews, evaluates, and makes recommendations regarding the Superintendent's Proposed Budget and other budgetary issues identified by the Board. The CBRC also monitors and advises the Board on the allocation and expenditure of Local Option Levy funds.

The CBRC is generally composed of eight to twelve volunteer members appointed by the Board and typically meets on a monthly basis during the course of the budget development season. There are also one or two student representatives.

The CBRC currently has one three-year position available and two one-year student positions available. Applications were accepted through September 20, 2024. Staff received fifty applications, eleven of which were students.

ANALYSIS OF SITUATION

The process involved pre-selection scoring of the fifty applicants based on objective and subjective criteria and subsequent interview of three adult applicants and five student applicants.

The pre-selection phase included objective scoring based on applicant demographics, prioritizing: Black, brown, and Indigenous applicants, gender-diverse applicants, and applicants associated with Title I, TSI, and CSI schools. The subjective criteria was based on applicant responses and was scored by a pre-selection panel consisting of: Tasz Ferguson, current CBRC co-chair, and Director Patte Sullivan, the Board representative to CBRC.

Factors for consideration during the interview phase included understanding of PPS's racial equity and social justice core values, relevant experience, ability to deliver on the charter of the CBRC, and ability to work collaboratively to provide advice to the Board regarding the investment of district resources to further support Board goals and district priorities. The CBRC interview panel members were: Tasz Ferguson, Alexandra Martin, and Director Patte Sullivan.

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FISCAL IMPACT

No fiscal impacts.

CONNECTION TO BOARD GOALS

A primary goal of the CBRC is to review the budget through the lens of making progress on the Board's goals.

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to appoint the following Community Budget Review Committee member for a three-year term: Minyana Bishop.

Staff recommends the passage of the board resolution to appoint the following Community Budget Review Committee student representatives for one-year terms: Caitlin Bice and Natan Hadgu.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

ML *(Initials)*

ATTACHMENT
Resolution to Appoint Community Budget Review Committee Members

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. 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

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 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

School Year 2025-2026

August

- Goals conference with Superintendent and the School Board

September

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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.	
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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?

PORTLAND PUBLIC SCHOOLS

Next Superintendent Criteria

The Portland Public Schools Board of Education seeks an exceptional Superintendent of Schools who embodies the following:

Experienced, Strategic, and Visionary Educational Leadership- *which includes:*

- A robust background in K-12 education, with experience at various levels, and a proven record of improving student achievement, particularly for historically marginalized learners
- 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

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.	

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students are already on track for this goal.		

Steps for evaluating Board Goals progress:

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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

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

- ~~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

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

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TOGETHER , WE RISE

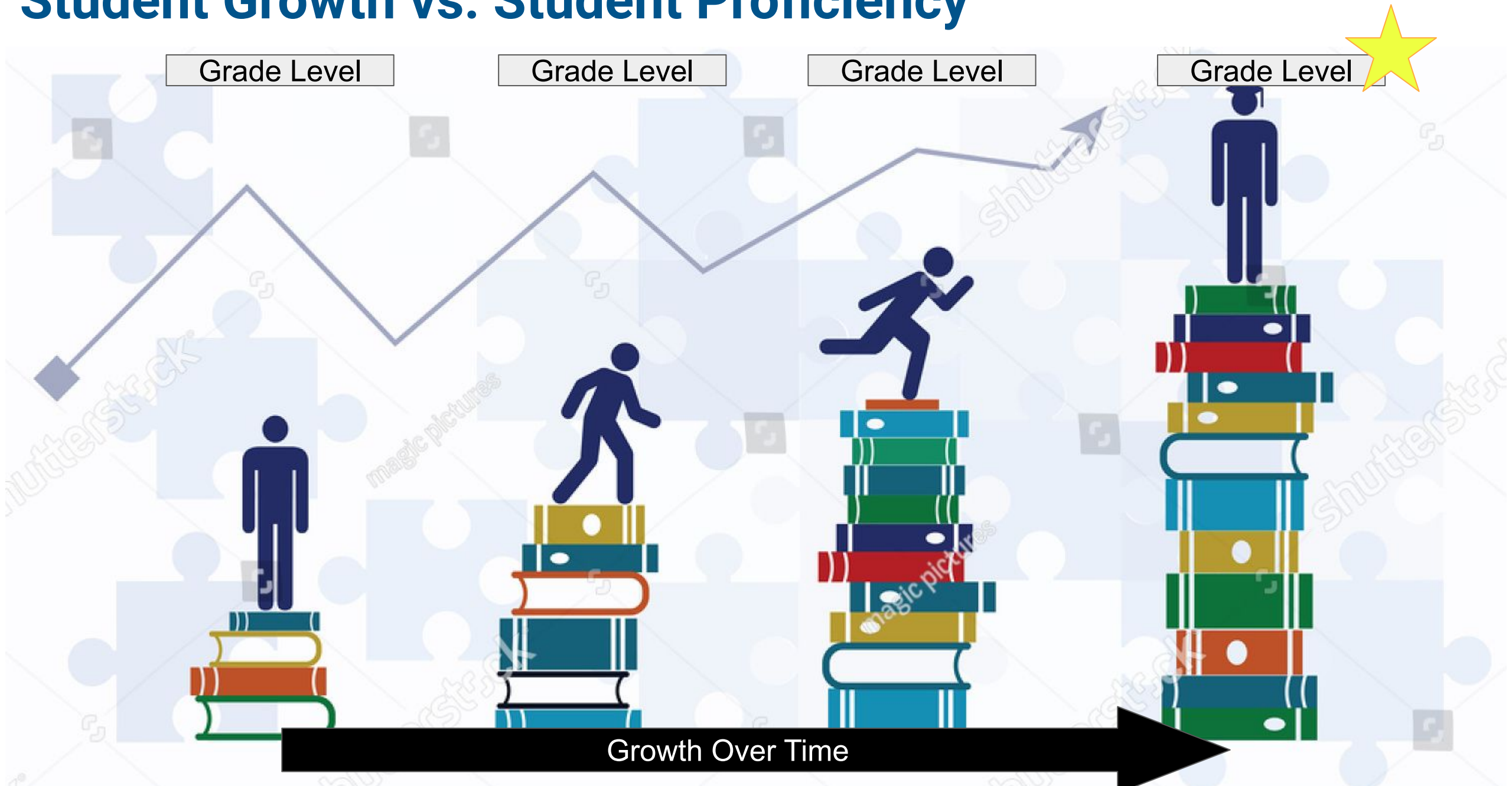
Data Dive Fall 2024: OSAS Performance and Board Goals Progress

Oregon State Assessment System

- Required by the Every Student Succeeds Act
- Annual assessment of proficiency in English Language Arts and Mathematics
- Grades 3-8 and 11
- Assessment answers the question: Did students meet the standard for grade level performance during the current school year?



Student Growth vs. Student Proficiency



Learning Interruptions in PPS



Portland teachers, administrators agree instructional hours lost during strike will be recovered

Portland Public Schools is set to fall below minimum instructional hours set by state law if district and union officials can't find a way to add to the school calendar.

Nov. 16, 2023

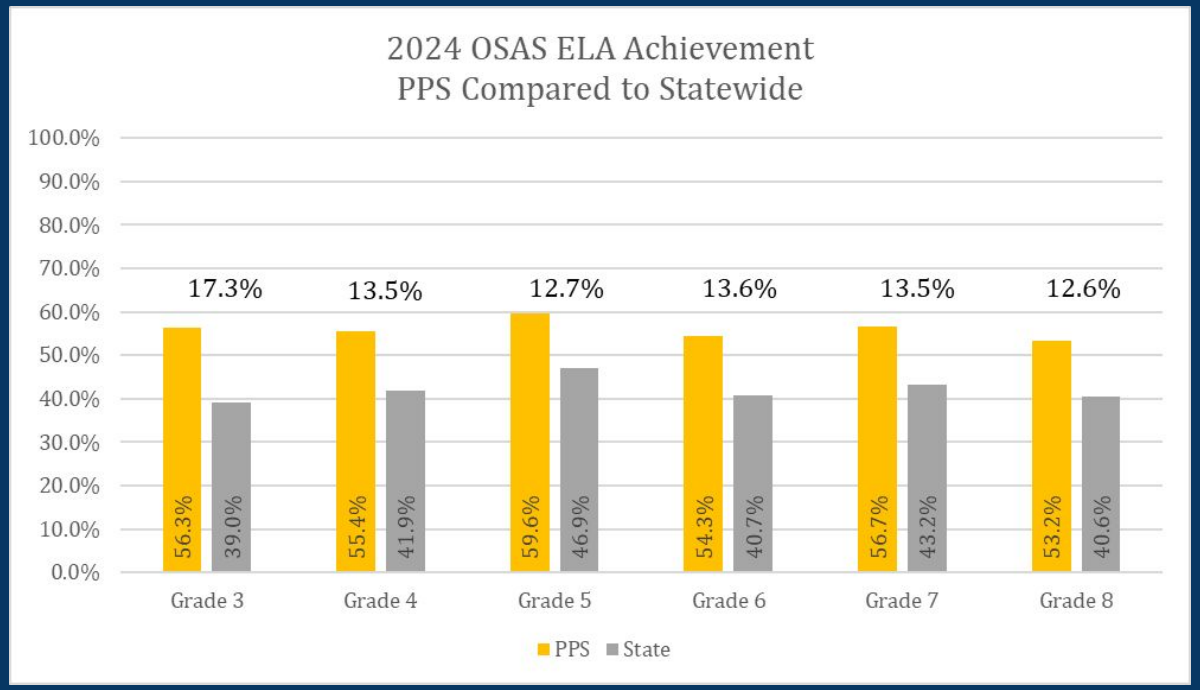


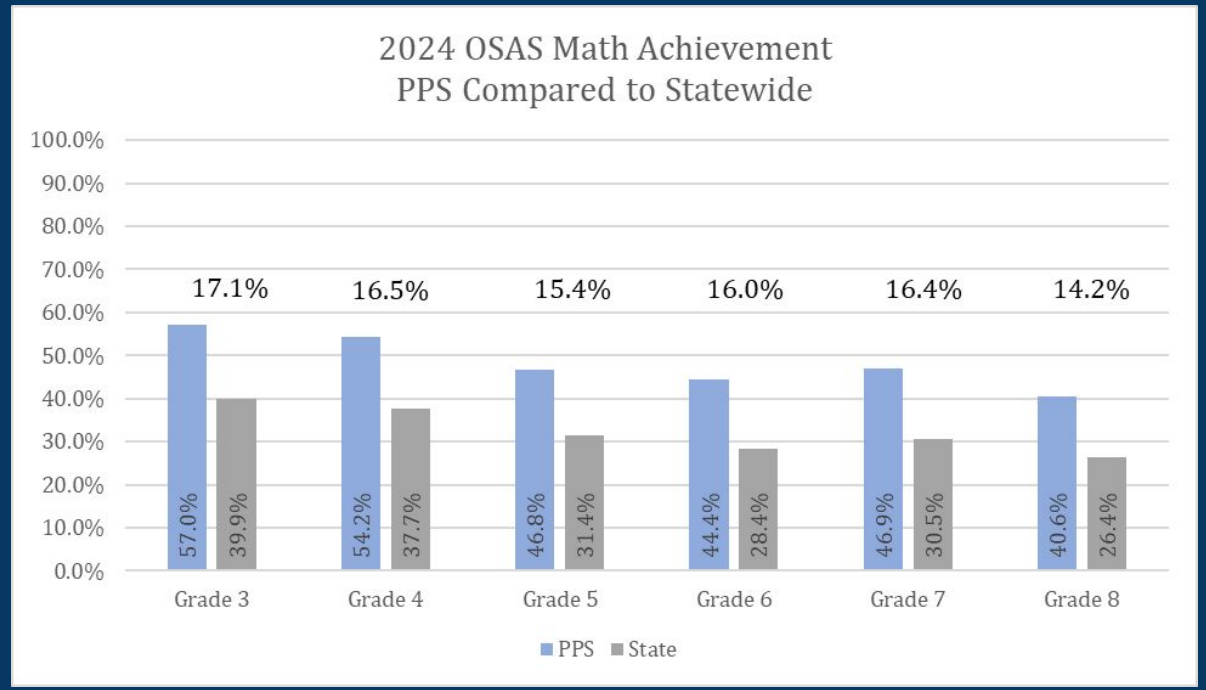
Oregon, Washington schools face continued repairs, damages in the wake of latest storms

Fallen trees, burst pipes and downed power lines have caused longer-term damage at some schools across the region. While many students returned Monday, some are still missing classes this week.

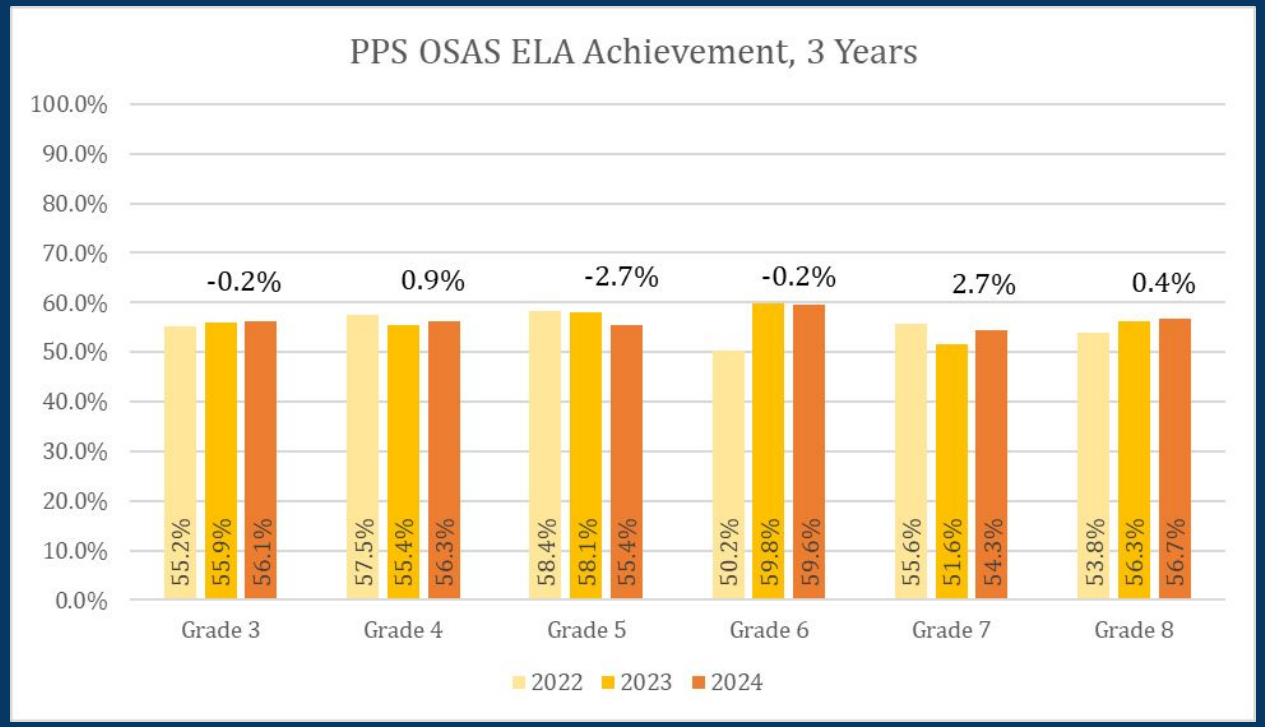
Jan. 22, 2024

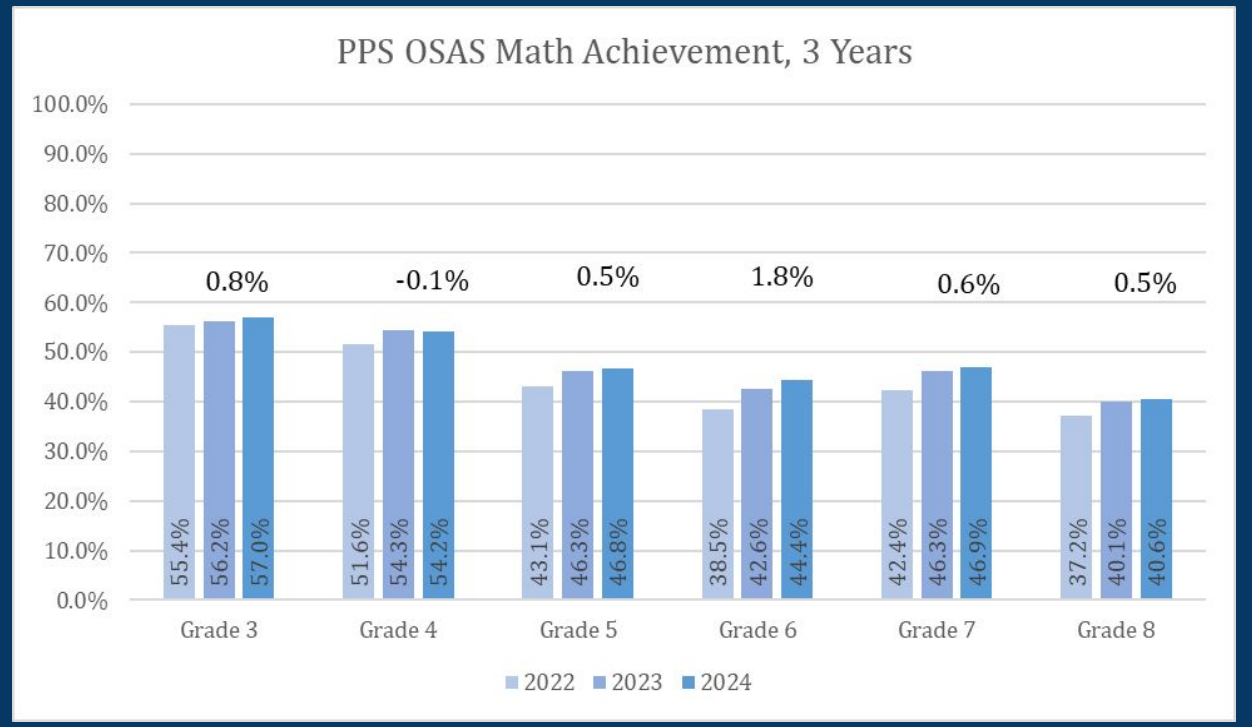
OSAS Results: Oregon Compared to PPS



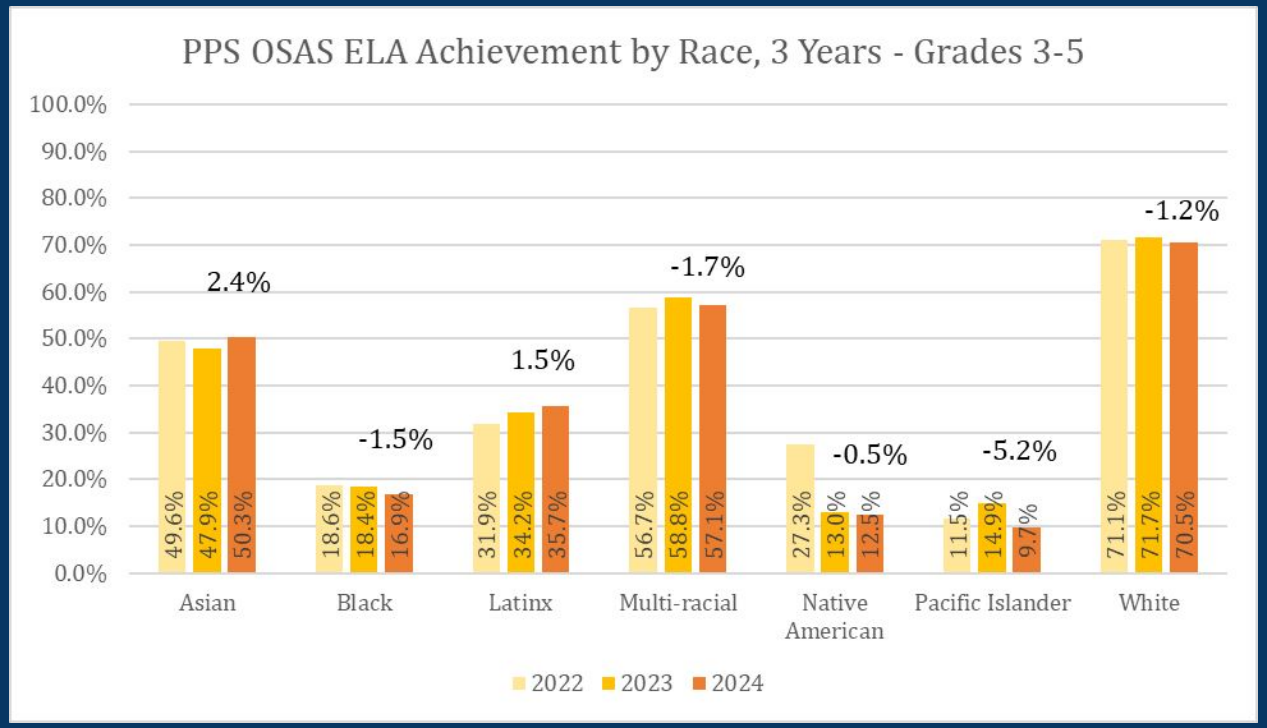


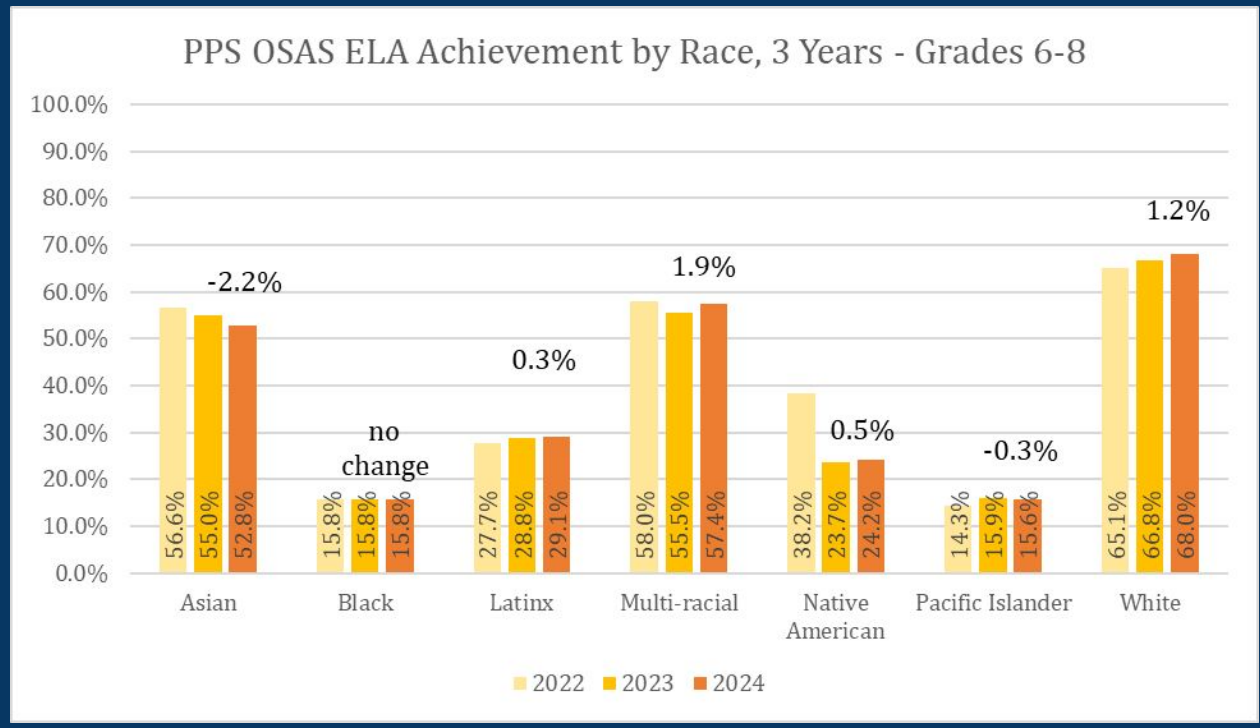
OSAS Results: ELA and Math in PPS, 3 years



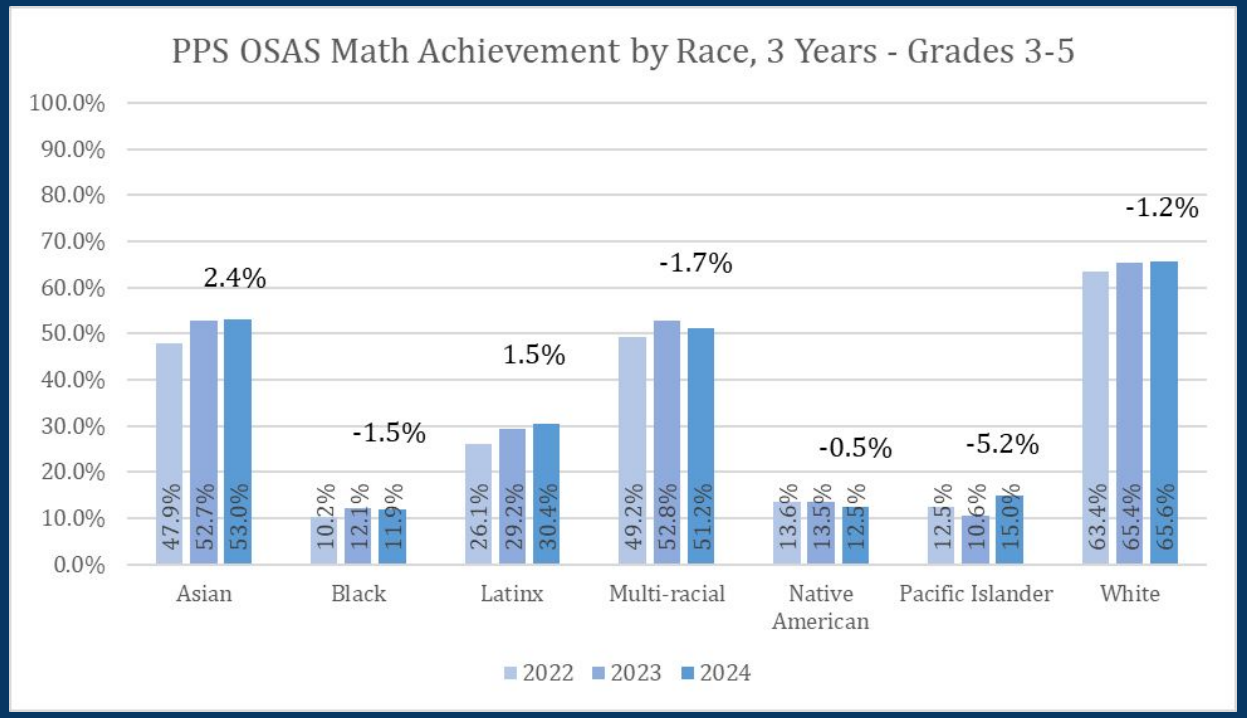


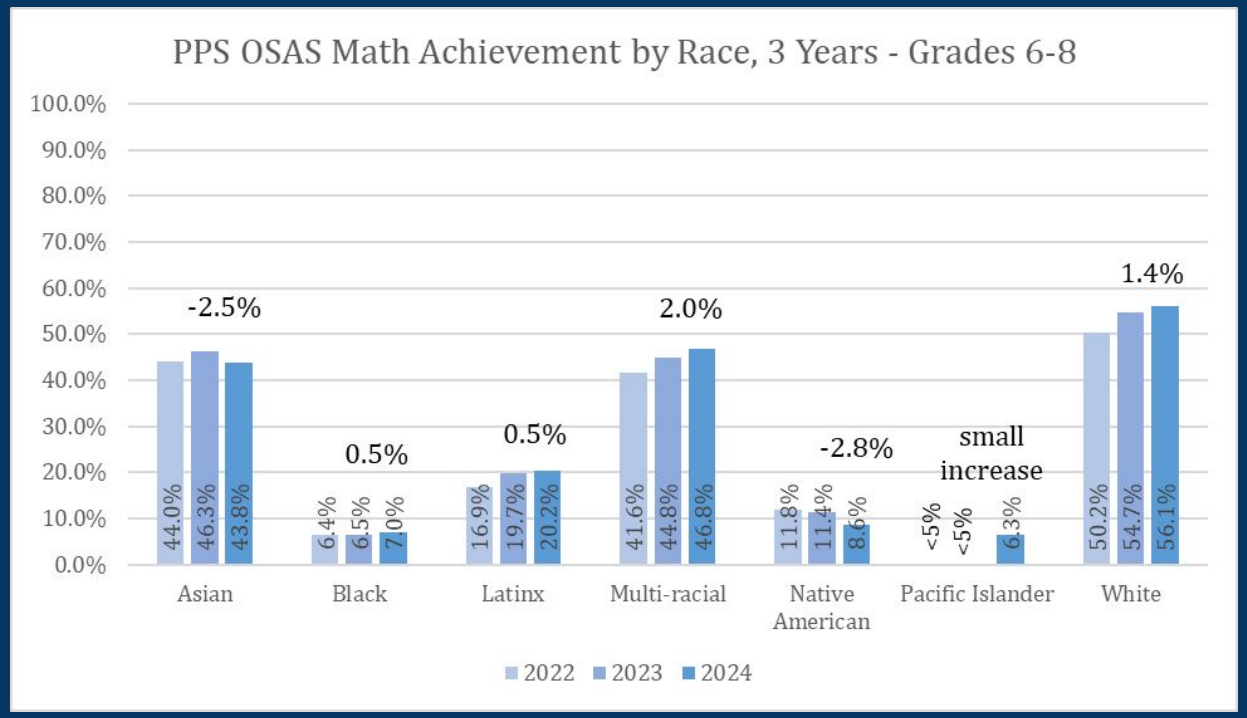
OSAS Results: ELA Achievement by Race





OSAS Results: Math Achievement by Race





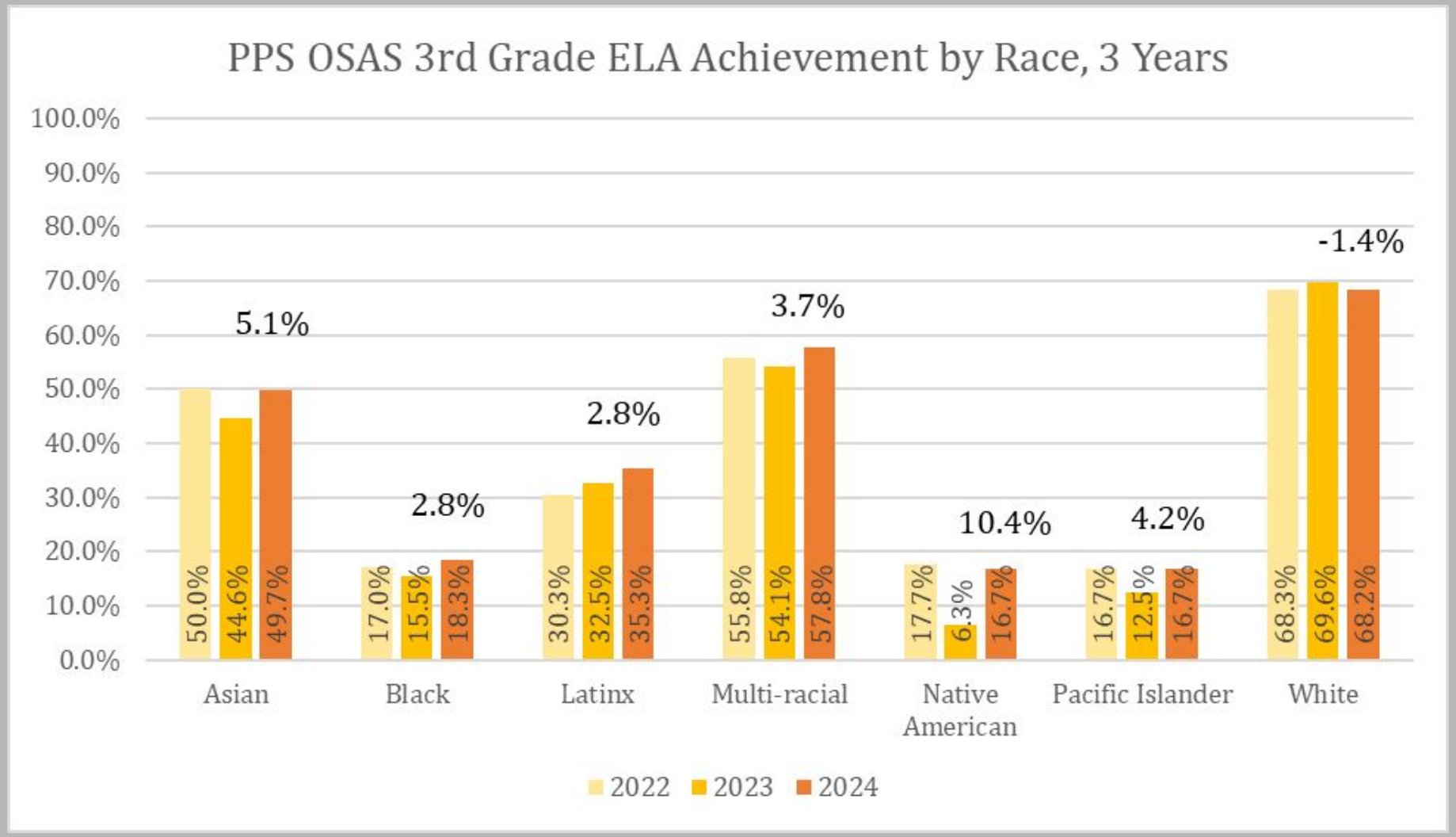
Progress on Board Goals

3rd Grade Reading

5th Grade Mathematics

8th Grade Readiness

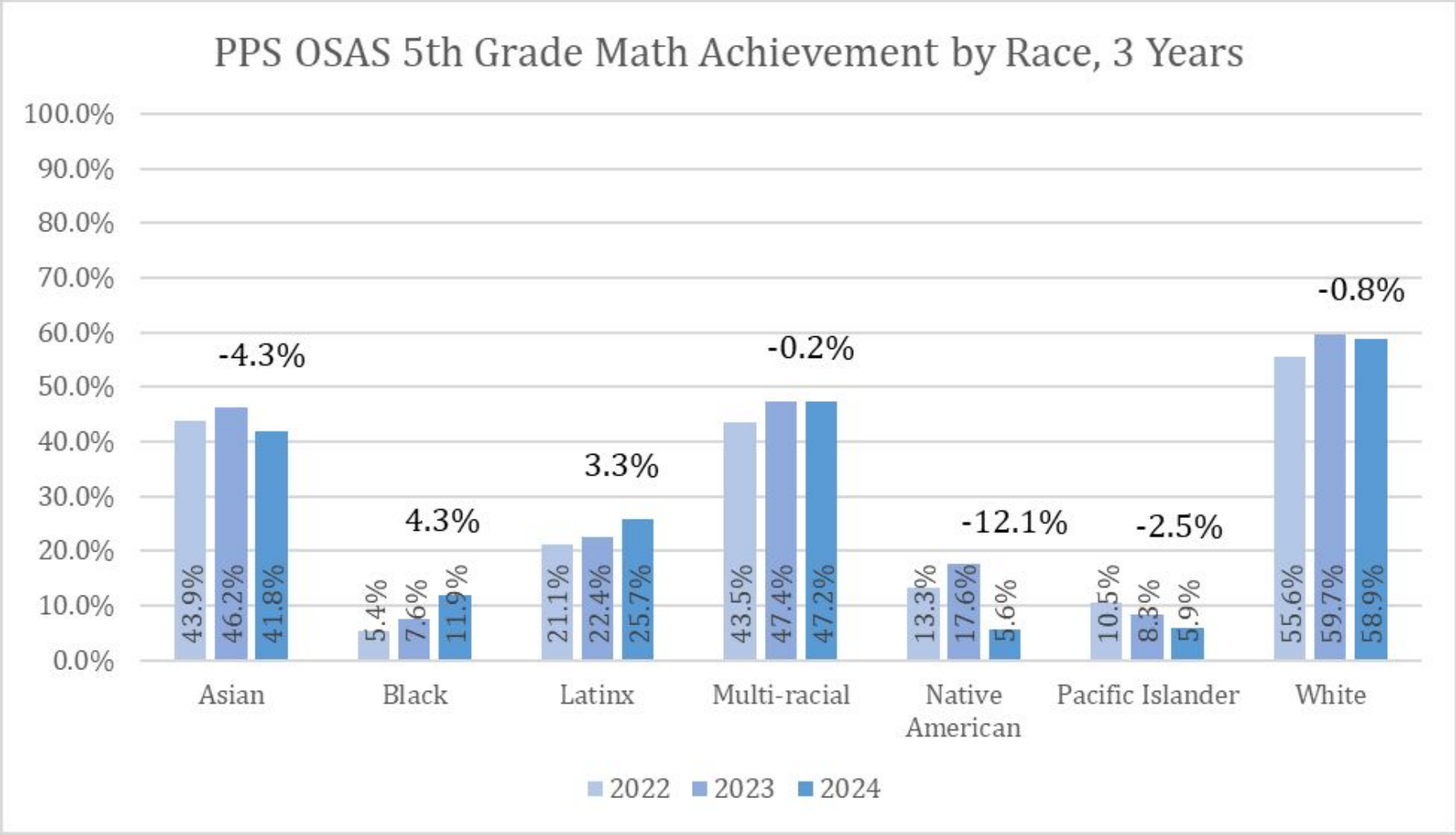
3rd Grade Reading



3rd Grade Reading

Student Group	Δ from 2023 to 2024	Board Target	2023-24 Status
Asian	5.1%	47.2%	Met
Black	2.8%	21.0%	Not Met
Latinx	2.8%	36.4%	Not Met
Multi-racial	3.7%	N/A	N/A
Native American	10.4%	12.4%	Not Met
Pacific Islander	4.2%	15.1%	Not Met
White	-1.4%	N/A	N/A

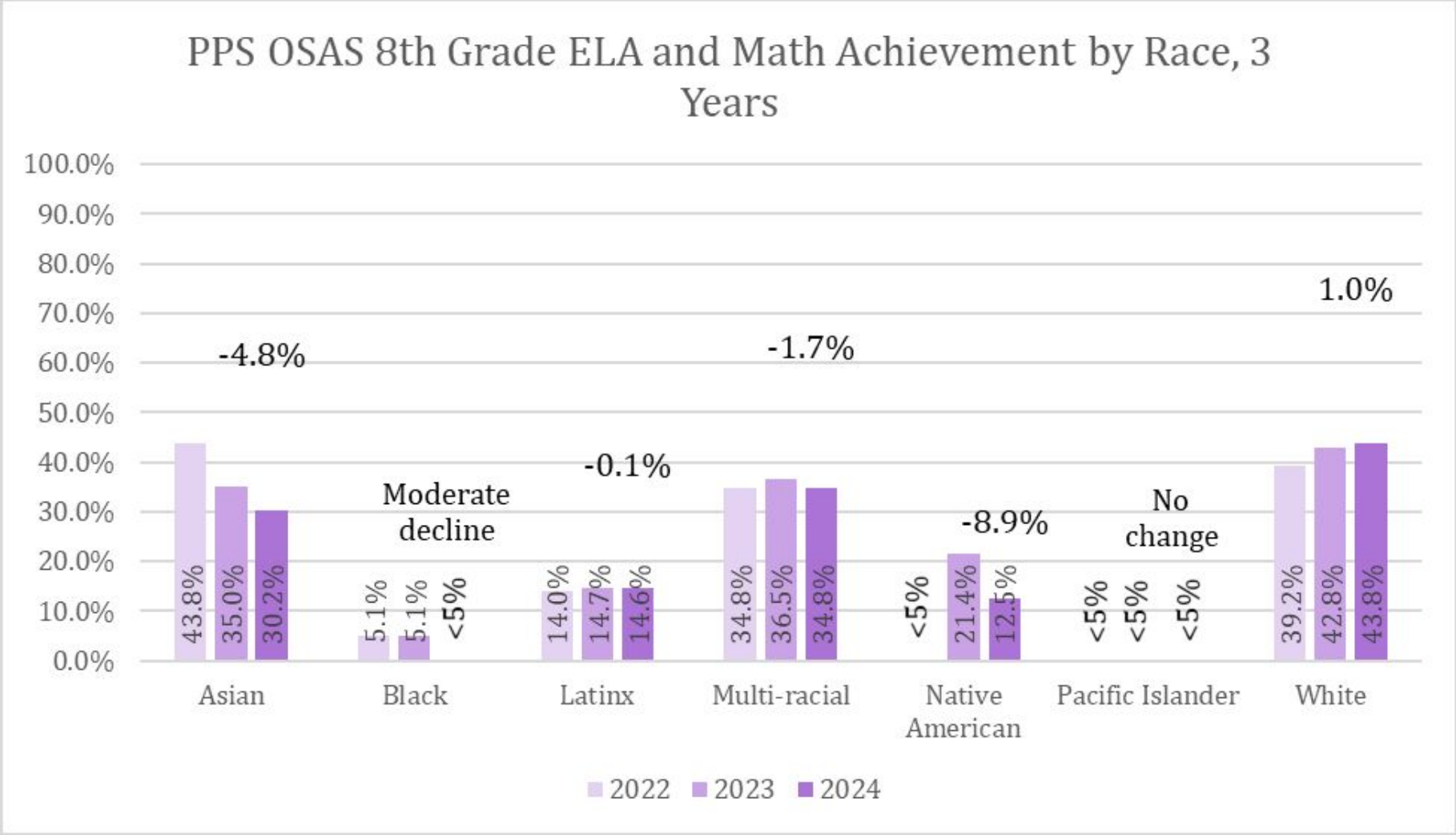
5th Grade Mathematics



5th Grade Mathematics

Student Group	Δ from 2023 to 2024	Board Target	2023-24 Status
Asian	-4.3%	47.4%	Not Met
Black	4.3%	12.0%	Not Met
Latinx	3.3%	25.6%	Met
Multi-racial	-0.2%	N/A	N/A
Native American	-12.1%	21.1%	Not Met
Pacific Islander	-2.5%	12.4%	Not Met
White	-0.8%	N/A	N/A

8th Grade Readiness



8th Grade Readiness

Student Group	Δ from 2023 to 2024	Board Target	2023-24 Status
Asian	-4.8%	N/A	N/A
Black	Moderate decline	8.3%	Not Met
Latinx	-0.1%	17.3%	Not Met
Multi-racial	-1.7%	N/A	N/A
Native American	-8.9%	22.5%	Not Met
Pacific Islander	No change	<5%	Not Met
White	1.0%	N/A	N/A

New and/or Ongoing Efforts

- Year 3 of 6-12 Math Curriculum Implementation and Year 4 of K-5 Math Curriculum Implementation
- Year 2 of ELA Curriculum Implementation
- Added instructional time this school year
- All schools have submitted SCIPs with alignment to school board goals and have been given feedback ensuring alignment
- Investment of Academic Interventionists
- Instructional Coaches investment continues
- Expectation of 3-5 observations per teacher with feedback
- Implementation of Classroom Mosaic platform to support implementation of evaluation process.
- More time dedicated for Professional Learning Communities
- Instructional Leadership Teams focused on leading the instructional program within the building.
- Calibrating on Educator Handbook for Professional Growth and Evaluation (Appendix A (Danielson Framework For Teaching, domains 2 and 3 specifically)).
- Adopted curriculum implementation, feedback and accountability.
- Collaborative Instructional Walks



TOGETHER, WE RISE

PORTLAND PUBLIC SCHOOLS
Office of Accountability and Equity
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
Mailing Address: P. O. Box 3107 / 97208-3107

Memorandum

To: PPS Board of Education
From: Renard Adams, EdD; Chief of Accountability and Equity
Date: October 22, 2024
Re: 2024 OSAS Results (Suppressed for Public Sharing)

This memo provides information PPS student achievement on the statewide summative assessments in English Language Arts and Mathematics.

Caution is needed when examining results for some student groups due to small numbers of students. This is especially true for Native American and Pacific Islander student groups.

Summary of Findings

- Statewide, ELA achievement declined in all grade levels from 2023 to 2024, although most declines were very small (less than 1%). Math achievement increased at all grade levels, although, again, increases were small (less than 1%).
- PPS one-year achievement changes were mixed. In ELA, the largest changes were a 2.7% decline in grade 4 and a 2.7% increase in grade 6. One-year changes in math were all positive except grade 4 with a very small decline. The largest math change was a 1.8% increase in grade 6.
- PPS achievement continues to be higher than statewide achievement in all grade levels (3-8) with differences always in double digits.
- Single year changes in PPS ELA Achievement by race are also mixed. In combined grades 3-5 only Asian and Latinx student groups showed growth with all other groups declining. Pacific Islander students showed the largest decline. In grades 6-8 Asian and Pacific Islander students posted declines with all other groups staying the same or improving.
- Trends by race/ethnicity were similar for math in grades 3-5 with Asian and Latinx students showing improvement and other groups posting declines. In grades 6-8 Asian and Native American students declined and all other groups showed modest improvements.
- Board Goals for OSAS achievement were not met for most student groups.
    - For the 3rd grade ELA board goal, all student groups except White students showed one-year growth, although only Asian students met the goal.

- Only Black and Latinx students showed one-year growth in 5th grade mathematics. Latinx was the only student group meeting the 5th grade goal.
- For the 8th grade goal, only the White student group showed improvement an no race/ethnic group met the board goals.

Oregon Statewide Assessment (OSAS) Requirement

The federal Every Student Succeeds Act (ESSA) requires that 95% of students in grades 3-8 and 11 participate in state summative assessments in ELA and math. In direct conflict with that requirement, Oregon passed a Student Assessment Bill of Rights that allows parents and adult children to opt out of state assessments. Since the first year of Smarter Balanced Assessments (SBA, rebranded as OSAS in Oregon), PPS has seen opt-out rates ranging from about 9% to 11% of eligible students being opted out of state tests. While opt-outs account for the largest number of non-participants, some students don't participate for other reasons (e.g., medical, extended absence, schools not engaging all students for various reasons).

Table 1. OSAS Participation Rates

Grade Level	ELA			Math		
	2021-22	2022-23	2024-25	2021-22	2022-23	2023-24
3-5	95.9%	96.0%	96.4%	95.4%	96.0%	96.0%
6-8	91.1%	90.7%	92.2%	90.3%	90.3%	91.8%
11	38.6%	57.3%	70.1%	30.1%	50.8%	56.8%

Following ODE's recommendation, data for groups where participation rates are below 90% should be treated with caution as they may not be representative of the whole group. Despite increases in high school participation rates, participation for grade 11 students remained well below the 90% threshold and grade 11 students will not be addressed in this memo.

PPS and Statewide Overall Achievement in 2024

Across Oregon, achievement remained relatively flat for English Language Arts (changes less than one percent) from 2023 to 2024 with the exception of achievement in grade 8 where the decrease was just over one percent. Math changes were positive in all grades, but below 1%. Despite the small one-year changes in both subjects it is notable that all grades showed declines in ELA and increases in math across the state.

Table 2. Statewide Achievement, 3 Years

Grade Level	ELA				Math			
	2022	2023	2024	1-year Δ	2022	2023	2024	1-year Δ
Grade 3	39.4%	39.4%	39.0%	-0.4%	39.4%	39.7%	39.9%	0.2%
Grade 4	42.5%	42.3%	41.9%	-0.4%	36.1%	37.6%	37.7%	0.1%
Grade 5	46.8%	47.0%	46.9%	-0.1%	30.0%	30.7%	31.4%	0.7%
Grade 6	40.5%	41.0%	40.7%	-0.3%	27.5%	28.1%	28.4%	0.3%
Grade 7	46.3%	43.8%	43.2%	-0.6%	29.5%	29.6%	30.5%	0.9%
Grade 8	43.9%	41.9%	40.6%	-1.3%	25.9%	25.5%	26.4%	0.9%

Achievement in PPS in 2024 was significantly higher than Oregon in both subjects and all grades. PPS achievement exceeded Oregon by double digits in all cases.

Figure 1. ELA Achievement in 2023 for PPS and Statewide

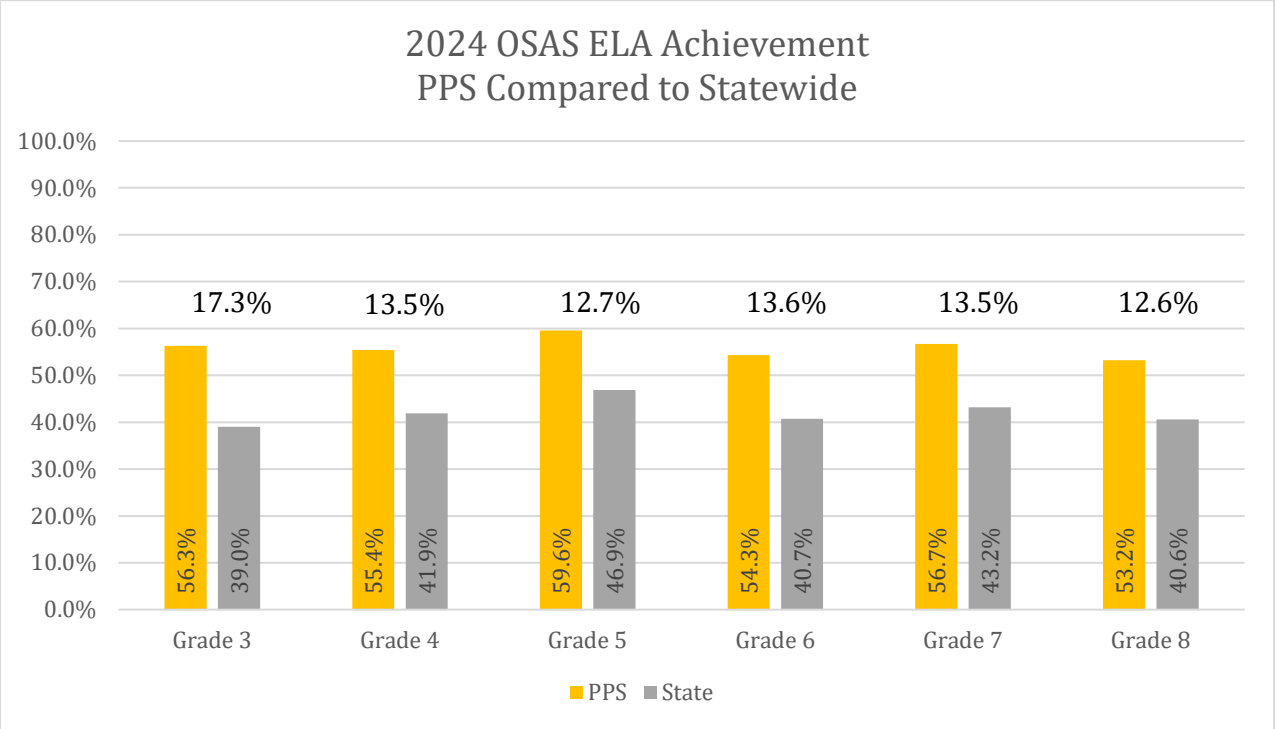


Figure 2. Math Achievement in 2023 for PPS and Statewide

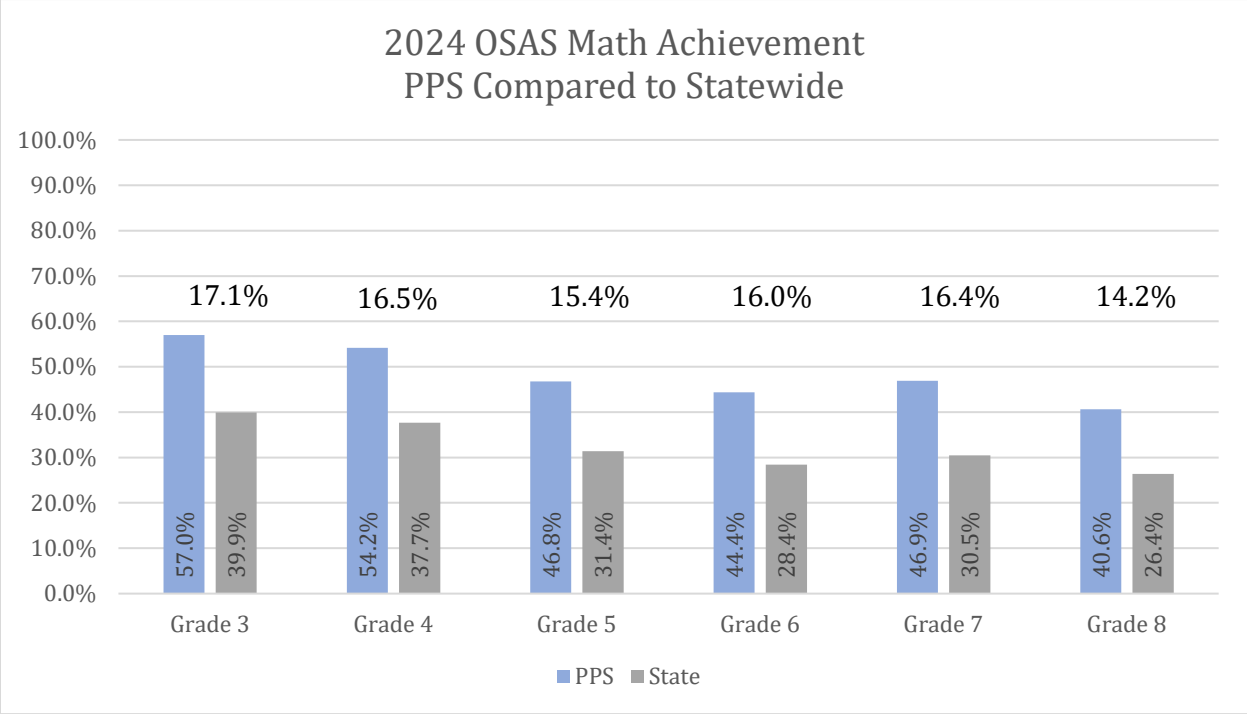


Table 3. 2023 ELA and Math Achievement for PPS and Statewide

Grade Level	English Language Arts (ELA)			Math		
	PPS	Oregon	Δ	PPS	Oregon	Δ
Grade 3	56.3%	39.0%	17.3%	57.0%	39.9%	17.4%
Grade 4	55.4%	41.9%	13.5%	54.2%	37.7%	16.5%
Grade 5	59.6%	46.9%	12.7%	46.8%	31.4%	15.4%
Grade 6	54.3%	40.7%	13.6%	44.4%	28.4%	16.0%
Grade 7	56.7%	43.2%	13.5%	46.9%	30.5%	16.4%
Grade 8	53.2%	40.6%	12.6%	40.6%	26.4%	14.2%

While one-year ELA declines at the state level occurred at all grade levels, changes were more mixed in PPS. The largest changes were a 2.7% decline in grade 4 and a 2.7% increase in grade 6. One-year changes in math were all positive except grade 4 with a very small decline. The largest math change was a 1.8% increase in grade 6.

Figure 3. PPS ELA Achievement by Grade

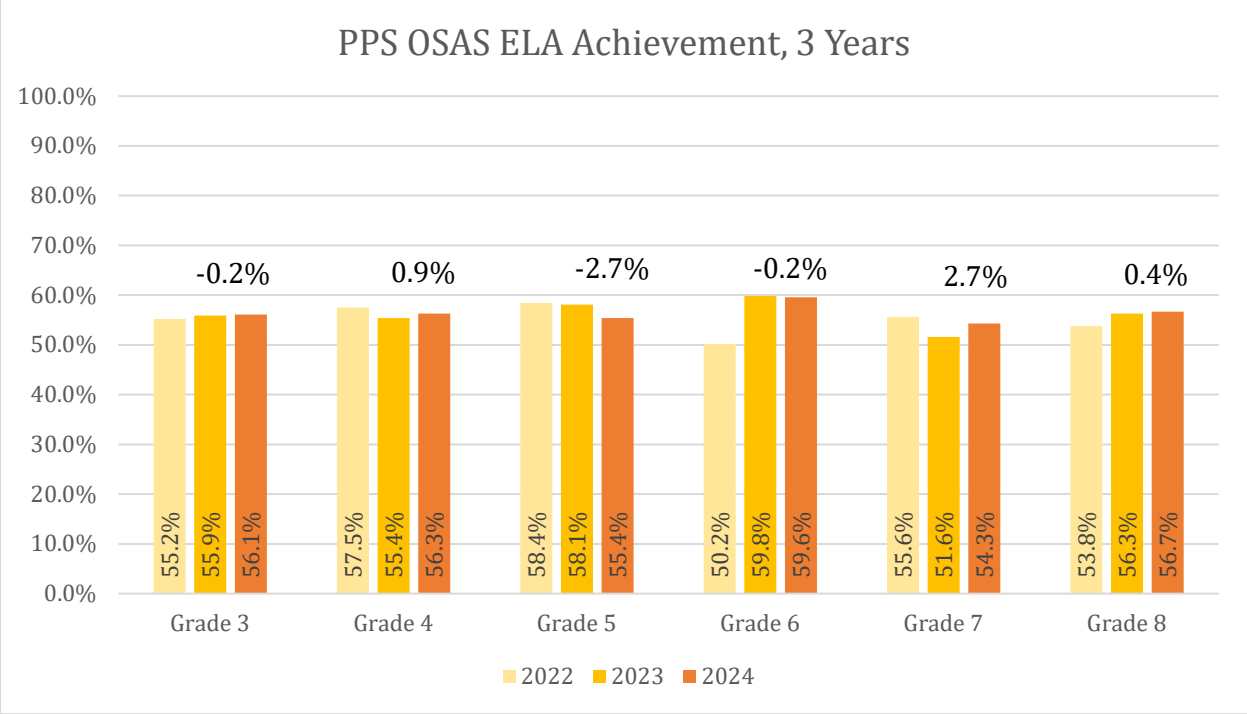


Figure 4. PPS Math Achievement by Grade

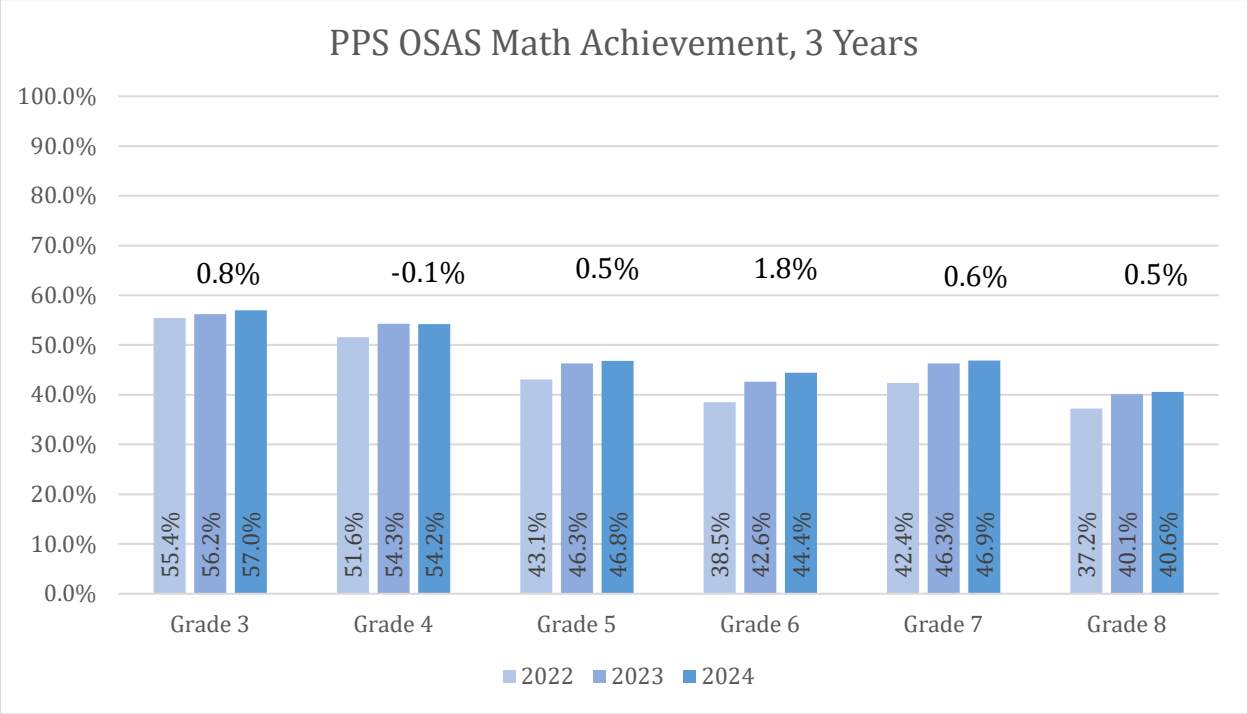


Table 4. PPS ELA Achievement by Grade, 3 Years

	English Language Arts (ELA)									
	2021-2022			2022-2023			2023-2024			Δ from 2023 to 2024
Grade Level	Proficient		# Tested	Proficient		# Tested	Proficient		# Tested	
	#	%		#	%		#	%		
All (3-8)	10598	55.2%	19206	10642	55.9%	19046	10404	56.0%	18585	0.1%
Grade 3	1829	55.2%	3314	1843	55.4%	3328	1767	56.3%	3138	0.9%
Grade 4	1849	57.5%	3213	1921	58.1%	3308	1812	55.4%	3270	-2.7%
Grade 5	1979	58.4%	3387	1910	59.8%	3195	1964	59.6%	3296	-0.2%
Grade 6	1559	50.2%	3106	1651	51.6%	3202	1618	54.3%	2980	2.7%
Grade 7	1695	55.6%	3050	1685	56.3%	2991	1720	56.7%	3036	0.4%
Grade 8	1687	53.8%	3136	1632	54.0%	3022	1523	53.2%	2865	-0.8%
Grades 3-5	5657	57.1%	9914	5674	57.7%	9831	5543	57.1%	9704	-0.6%
Grades 6-8	4941	53.2%	9292	4968	53.7%	9215	4861	54.7%	8881	1.0%

Table 5. PPS Math Achievement by Grade, 3 Years

	Math									
	2021-2022			2022-2023			2023-2024			Δ from 2023 to 2024
Grade Level	Proficient		# Tested	Proficient		# Tested	Proficient		# Tested	
	#	%		#	%		#	%		
All (3-8)	8553	44.9%	19067	9008	47.8%	18830	8982	49.1%	18528	1.3%
Grade 3	1828	55.4%	3297	1864	56.2%	3318	1778	57.0%	3122	0.8%
Grade 4	1653	51.6%	3201	1785	54.3%	3290	1769	54.2%	3263	-0.1%
Grade 5	1451	43.1%	3365	1471	46.3%	3175	1537	46.8%	3284	0.5%
Grade 6	1202	38.5%	3122	1334	42.6%	3132	1320	44.4%	2974	1.8%
Grade 7	1283	42.4%	3027	1364	46.3%	2946	1421	46.9%	3033	0.6%
Grade 8	1136	37.2%	3055	1190	40.1%	2969	1157	40.6%	2852	0.5%
Grades 3-5	4932	50.0%	9863	5120	52.3%	9783	5084	52.6%	9669	0.3%
Grades 6-8	3621	39.3%	9204	3888	43.0%	9047	3898	44.0%	8859	1.0%

PPS Achievement by Race/Ethnicity, Special Education and English Learners

Single year changes in ELA Achievement by race are mixed results. In combined grades 3-5 Asian and Latinx students showed growth with all other groups declining. Pacific Islander students showed the largest decline, keeping in mind the relatively small group size. In grades 6-8 Asian and Pacific Islander students posted declines with all other groups staying the same or improving.

Figure 5. ELA Achievement by Race/Ethnicity, 3 Years, Grades 3-5

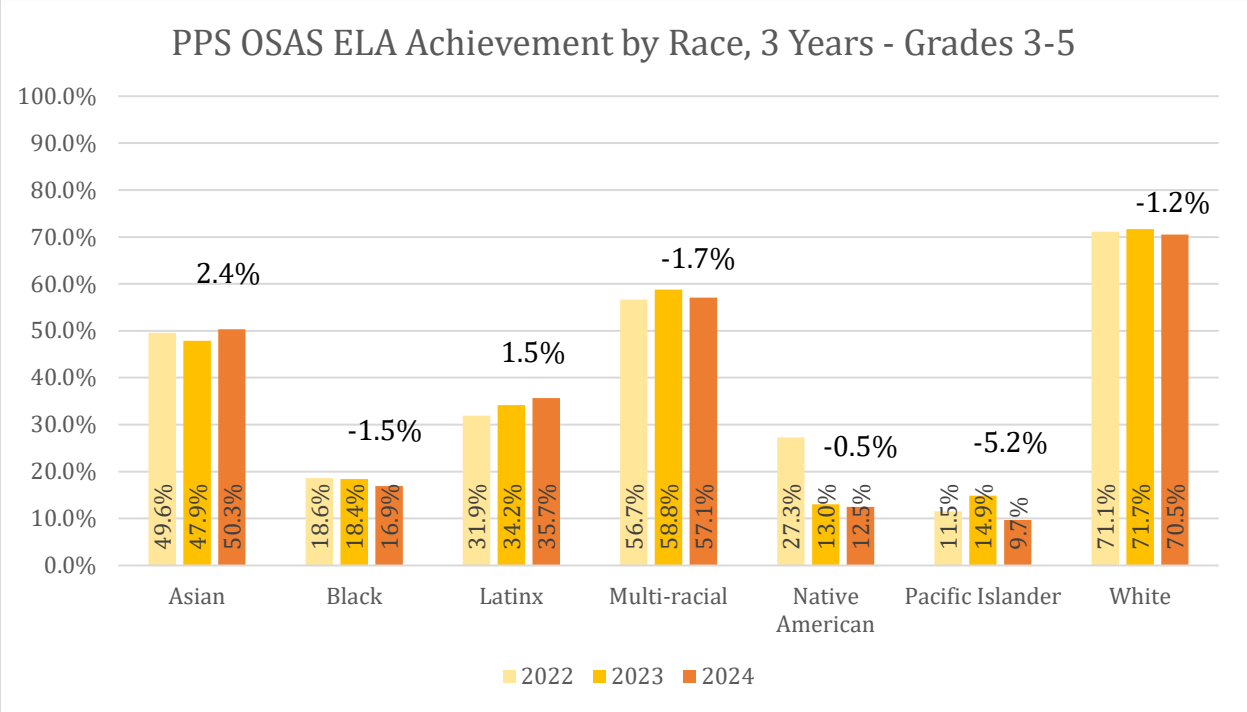


Figure 6. ELA Achievement by Race/Ethnicity, 3 Years, Grades 6-8

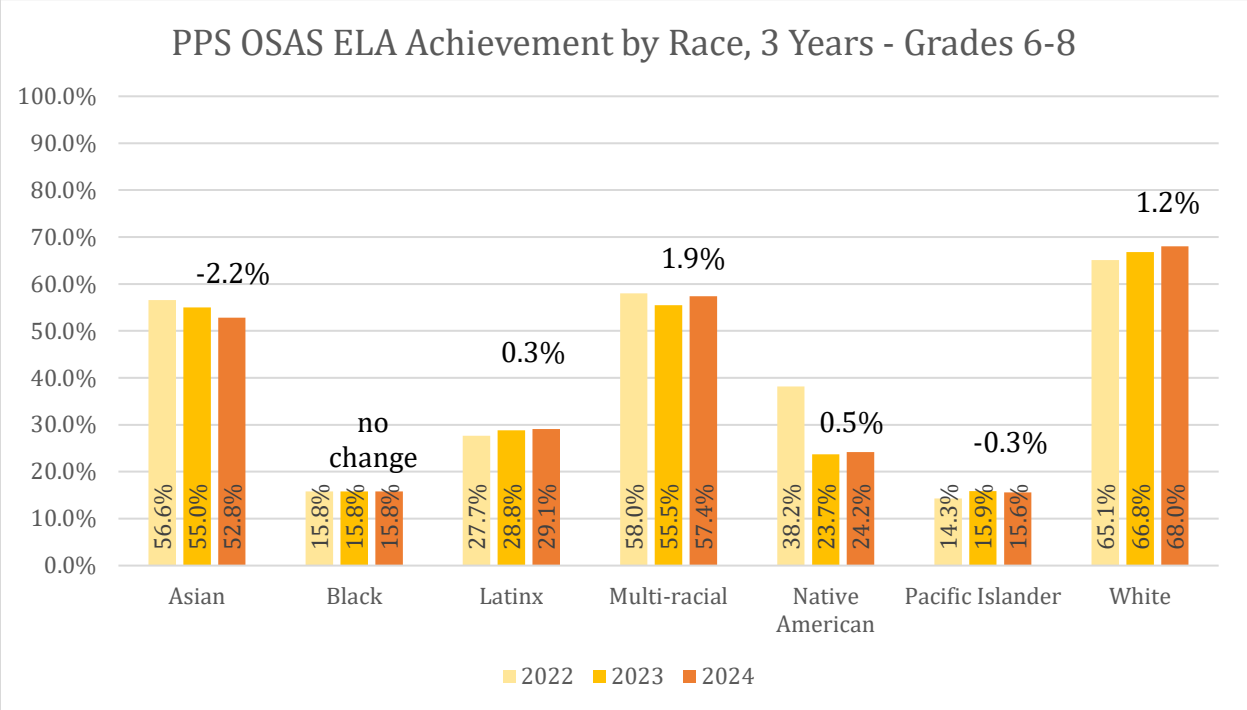


Table 6. ELA Achievement by Race/Ethnicity

	English Language Arts (ELA)									
	2021-2022			2022-2023			2023-2024			Δ from 2023 to 2024
Student Group	Proficient		# Tested	Proficient		# Tested	Proficient		# Tested	
	#	%		#	%		#	%		
Grades 3-5 Asian	**	49.6%	>49	**	47.9%	>49	**	50.3%	>49	2.4%
Grades 3-5 Black	**	18.6%	>49	**	18.4%	>49	**	16.9%	>49	-1.5%
Grades 3-5 Latinx	**	31.9%	>49	**	34.2%	>49	**	35.7%	>49	1.5%
Grades 3-5 Multi-racial	**	56.7%	>49	**	58.8%	>49	**	57.1%	>49	-1.7%
Grades 3-5 Native American	**	27.3%	<50	**	13.0%	>49	**	12.5%	<50	-0.5%
Grades 3-5 Pacific Islander	**	11.5%	>49	**	14.9%	>49	**	9.7%	>49	-5.2%
Grades 3-5 White	**	71.1%	>49	**	71.7%	>49	**	70.5%	>49	-1.2%
Grades 6-8 Asian	**	56.6%	>49	**	55.0%	>49	**	52.8%	>49	-2.2%
Grades 6-8 Black	**	15.8%	>49	**	15.8%	>49	**	15.8%	>49	No change
Grades 6-8 Latinx	**	27.7%	>49	**	28.8%	>49	**	29.1%	>49	0.3%
Grades 6-8 Multi-racial	**	58.0%	>49	**	55.5%	>49	**	57.4%	>49	1.9%
Grades 6-8 Native American	**	38.2%	<50	**	23.7%	<50	**	24.2%	<50	0.5%
Grades 6-8 Pacific Islander	**	14.3%	>49	**	15.9%	>49	**	15.6%	>49	-0.3%
Grades 6-8 White	**	65.1%	>49	**	66.8%	>49	**	68.0%	>49	1.2%

Trends were similar for math in grades 3-5 with Asian and Latinx students showing improvement and other groups posting declines. In grades 6-8 Asian and Native American students declined and all other groups showed modest improvements.

Figure 7. Math Achievement by Race/Ethnicity, 3 Years, Grades 3-5

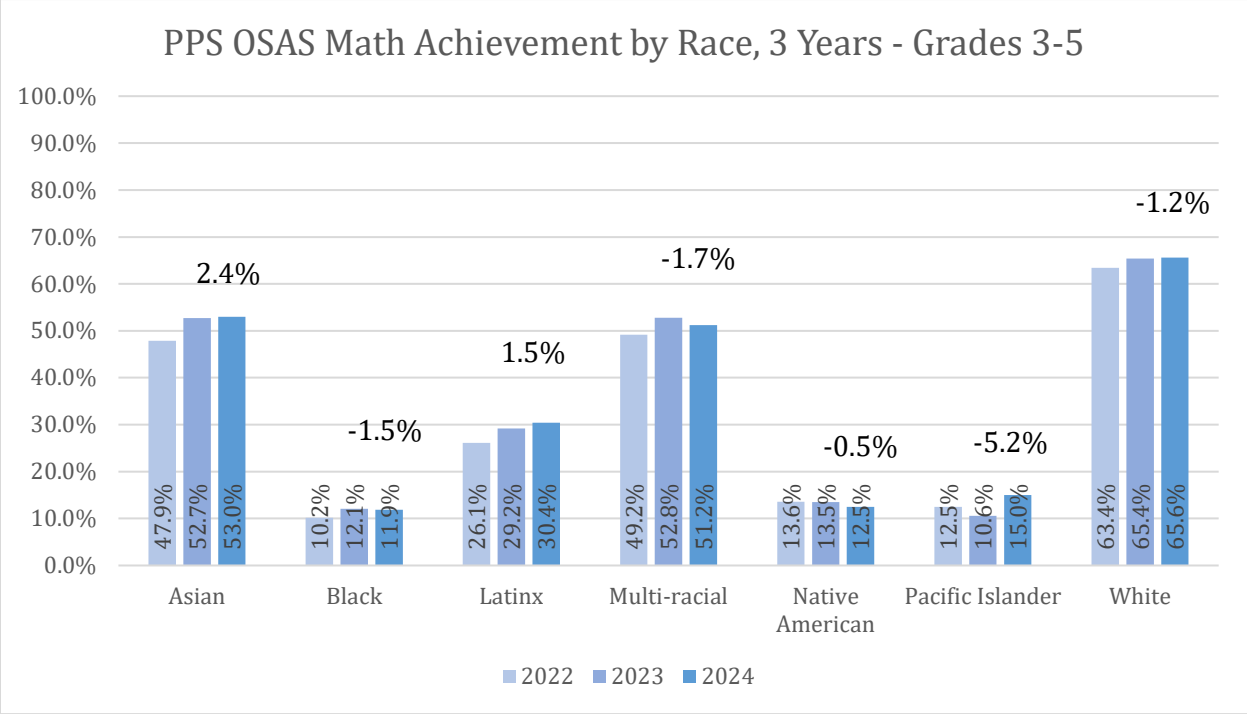


Figure 8. Math Achievement by Race/Ethnicity, 3 Years, Grades 6-8

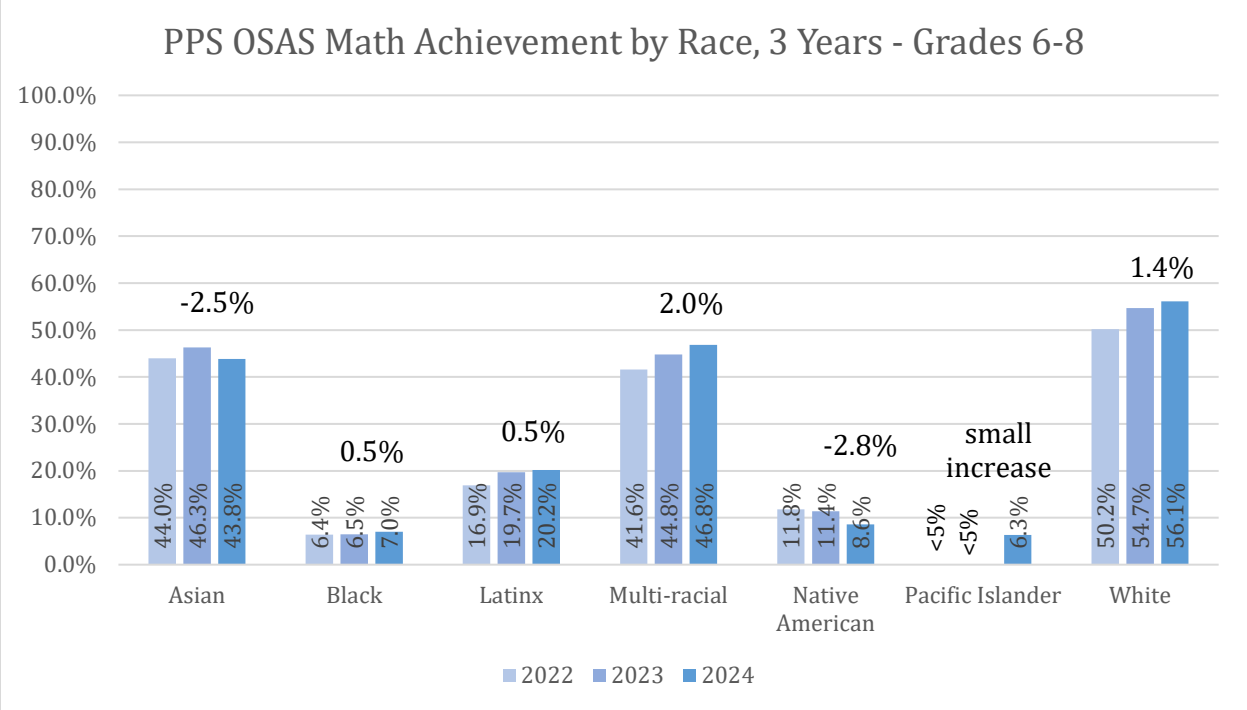


Table 7. Math Achievement by Race/Ethnicity

Student Group	English Language Arts (ELA)									
	2021-2022			2022-2023			2023-2024			Δ from 2023 to 2024
	Proficient		# Tested	Proficient		# Tested	Proficient		# Tested	
	#	%		#	%		#	%		
Grades 3-5 Asian	**	47.9%	>49	**	52.7%	>49	**	53.0%	>49	0.3%
Grades 3-5 Black	**	10.2%	>49	**	12.1%	>49	**	11.9%	>49	-0.2%
Grades 3-5 Latinx	**	26.1%	>49	**	29.2%	>49	**	30.4%	>49	1.2%
Grades 3-5 Multi-racial	**	49.2%	>49	**	52.8%	>49	**	51.2%	>49	-0.4%
Grades 3-5 Native American	**	13.6%	<50	**	13.5%	<50	**	12.5%	<50	-1.0%
Grades 3-5 Pacific Islander	**	12.5%	>49	**	10.6%	>49	**	15.0%	>49	4.4%
Grades 3-5 White	**	63.4%	>49	**	65.4%	>49	**	65.6%	>49	0.2%
Grades 6-8 Asian	**	44.0%	>49	**	46.3%	>49	**	43.8%	>49	-2.5%
Grades 6-8 Black	**	6.4%	>49	**	6.5%	>49	**	7.0%	>49	0.5%
Grades 6-8 Latinx	**	16.9%	>49	**	19.7%	>49	**	20.2%	>49	0.5%
Grades 6-8 Multi-racial	**	41.6%	>49	**	44.8%	>49	**	46.8%	>49	2.0%
Grades 6-8 Native American	**	11.8%	<50	**	11.4%	<50	**	8.6%	<50	-2.8%
Grades 6-8 Pacific Islander	**	<5%	>49	**	<5%	>49	**	6.3%	>49	Small increase
Grades 6-8 White	**	50.2%	>49	**	54.7%	>49	**	56.1%	>49	1.4%

Achievement for students eligible for special education services within 3-5 and 6-8 grade bands showed improvement in both ELA and math. Improvement was higher for grades 3-5 than 6-8 in ELA and in math was higher for grades 6-8.

Figure 9. ELA Achievement for Students Eligible for Special Education Services, 3 Years

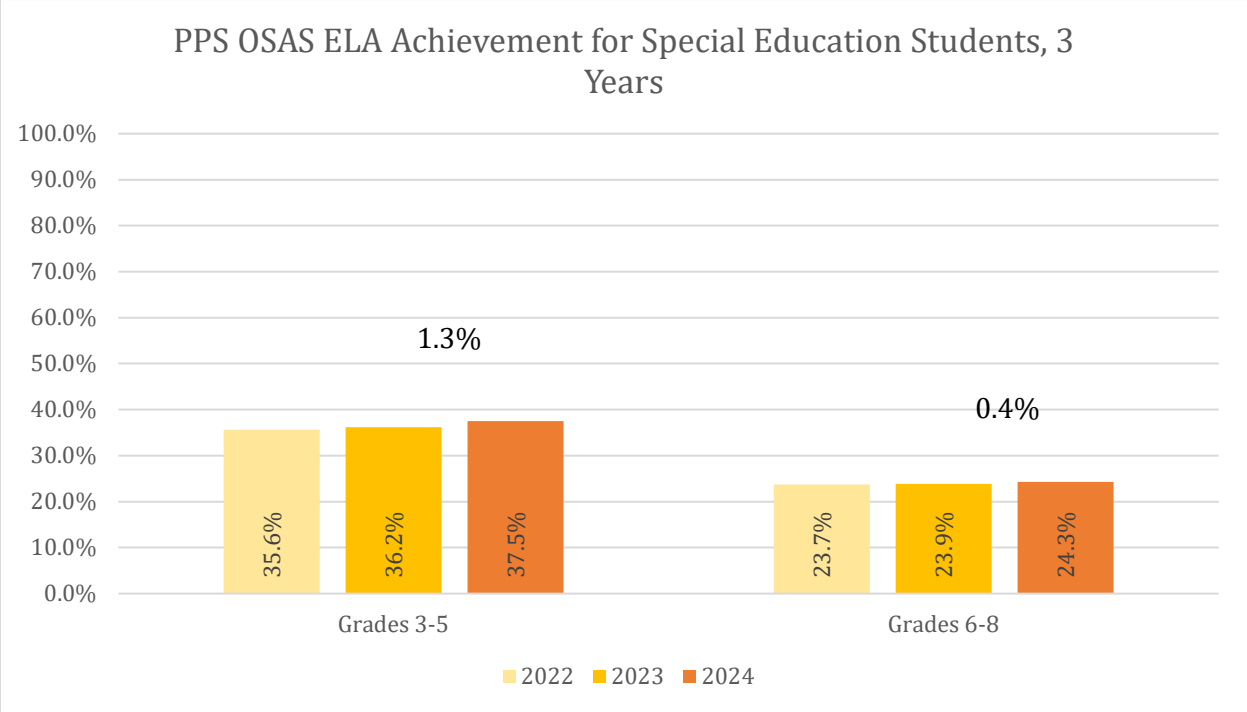
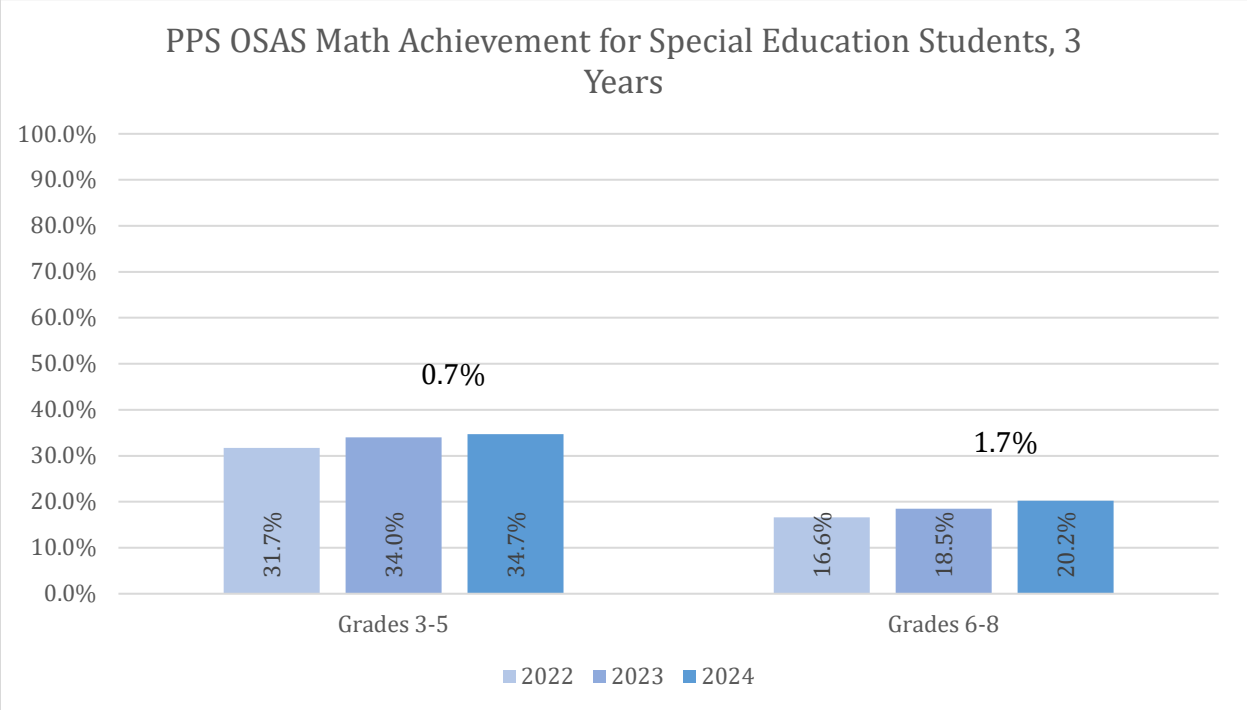


Figure 10. Math Achievement for Students Eligible for Special Education Services, 3 Years



Achievement for English Language Learner student remained about the same (very small increases) except for math achievement in grades 3-5 where the growth was a little higher (1.6%). Proficiency for both subjects and grade bands is very low.

Figure 11. ELA Achievement for English Learner Students, 3 Years

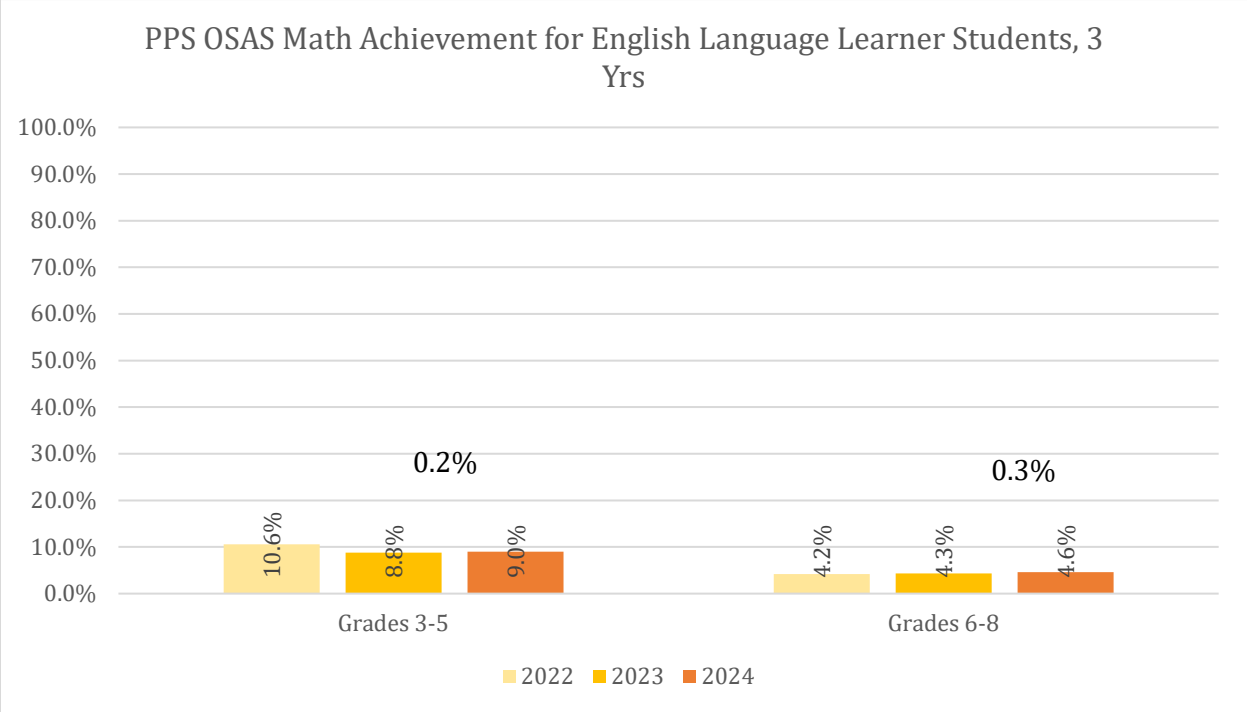
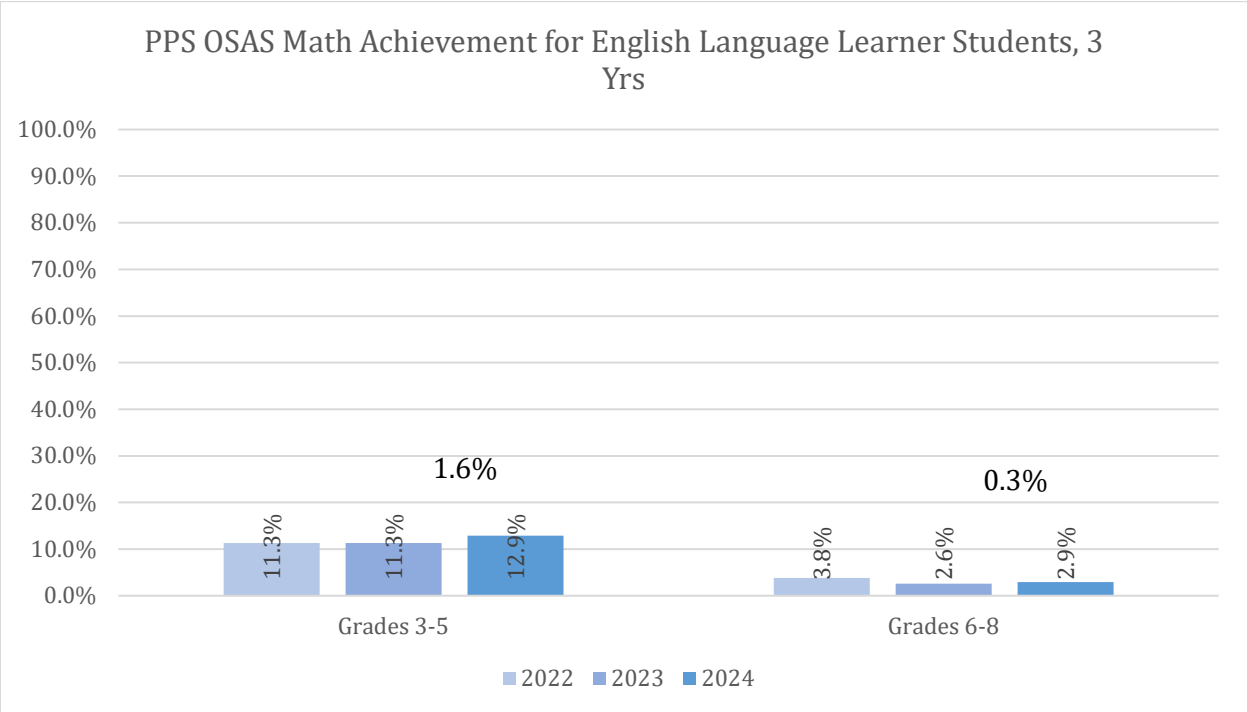


Figure 12. Math Achievement for English Learner Students, 3 Years



Board Goals

3rd Grade Reading. The board goal for third grade reading "is to close the opportunity and outcome gaps in third grade reading between students of color and their white peers", by increasing achievement for:

- 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

One-year changes in student performance on the grade 3 ELA assessment improved for all groups except White students, which showed a 1.4% decline. Improvements for Asian and Pacific Islander students and the White student decline returned students to about the same level as in 2022. Student groups showing improvement from 2022 to 2024 include Black students (1.3%), Latinx students (5.0%), and Multi-racial students (2.0%).

Figure 13. OSAS 3rd Grade ELA Achievement by Race/Ethnicity, 3 Years

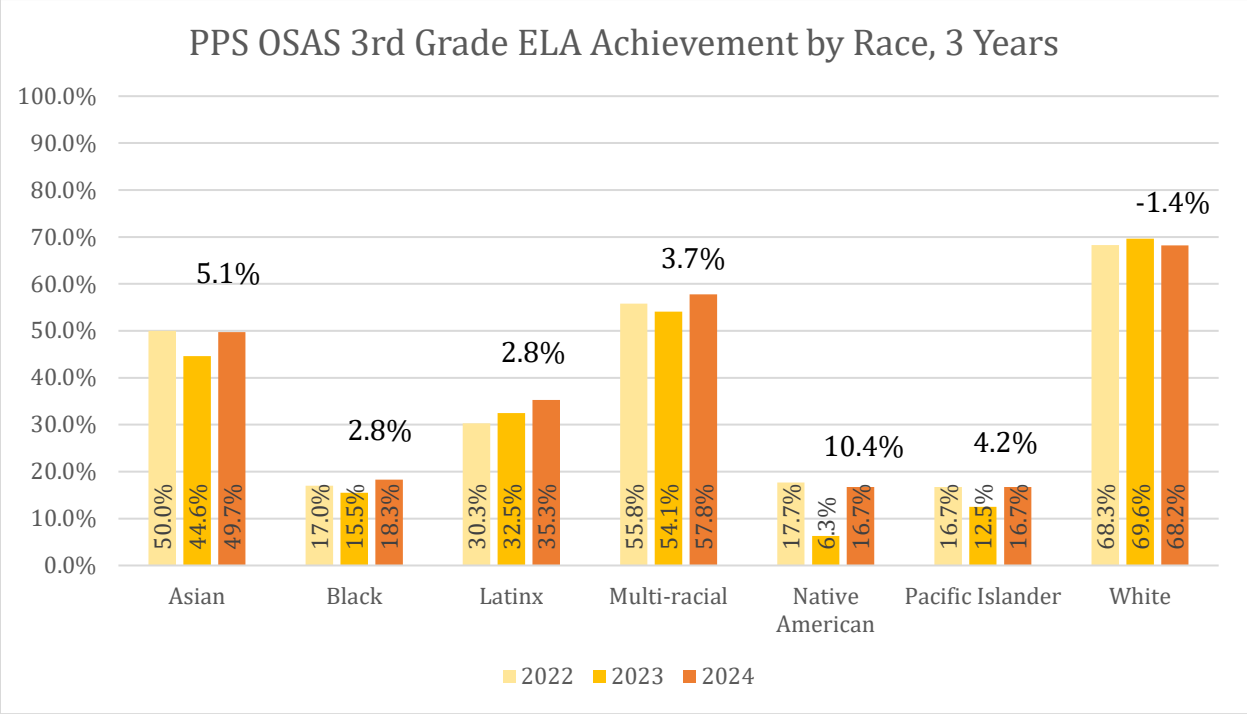


Table 8. OSAS 3rd Grade ELA Achievement by Race/Ethnicity, 3 Years

	2021-22			2022-23			2023-24		
Student Group	Proficient		# Tested	Proficient		# Tested	Proficient		# Tested
	#	%		#	%		#	%	
Asian	**	50.0%	>49	**	44.6%	>49	**	49.7%	>49
Black	**	17.0%	>49	**	15.5%	>49	**	18.3%	>49
Latinx	**	30.3%	>49	**	32.5%	>49	**	35.3%	>49
Multi-racial	**	55.8%	>49	**	54.1%	>49	**	57.8%	>49
Native American	**	17.7%	<50	**	6.3%	<50	**	16.7%	<50
Pacific Islander	**	16.7%	<50	**	12.5%	<50	**	16.7%	<50
White	**	68.3%	>49	**	69.6%	>49	**	68.2%	>49

Table 9. OSAS 3rd Grade ELA Achievement by Race/Ethnicity, Trend and Board Target

Student Group	Δ from 2023 to 2024	Board Target	2023-24 Status
Asian	5.1%	47.2%	Met
Black	2.8%	21.0%	Not Met
Latinx	2.8%	36.4%	Not Met
Multi-racial	3.7%	N/A	N/A
Native American	10.4%	12.4%	Not Met
Pacific Islander	4.2%	15.1%	Not Met
White	-1.4%	N/A	N/A

Table 10 lists overall 3rd grade ELA achievement by school. This table is sorted in descending order by growth from 2023 to 2024.

Table 10. OSAS 3rd Grade ELA Achievement by School

	English Language Arts Grade 3						
	% Proficient				# Tested		
School	2021-22	2022-23	2023-24	Δ	2021-22	2022-23	2023-24
Bridger Creative Science			42.1%	N/A			>49
Clark			12.7%	N/A			>49
Portland Village	51.1%	25.6%	54.9%	29.3%	<50	<50	>49
Peninsula	43.6%	44.8%	70.4%	25.6%	<50	<50	<50
Scott	44.6%	29.8%	51.6%	21.8%	>49	>49	>49
Richmond	75.3%	66.3%	87.4%	21.1%	>49	>49	>49
Vestal	43.8%	24.2%	43.8%	19.6%	<50	<50	<50
Woodmere	20.5%	18.4%	37.5%	19.1%	<50	<50	<50
Woodlawn	51.9%	39.0%	57.4%	18.4%	>49	<50	<50
Skyline	62.5%	59.1%	76.0%	16.9%	<50	<50	<50
Laurelhurst	68.0%	59.7%	76.5%	16.8%	>49	>49	>49
Emerson	70.8%	45.8%	61.9%	16.1%	<50	<50	<50
Rosa Parks	7.3%	3.6%	17.1%	13.5%	<50	<50	<50
Whitman	18.5%	30.8%	42.9%	12.1%	<50	<50	<50
Lent	8.3%	24.2%	36.2%	12.0%	<50	<50	>49
Faubion	25.0%	24.2%	35.7%	11.5%	>49	>49	>49
Capitol Hill	63.2%	57.4%	67.3%	9.9%	>49	>49	>49
Beach	60.6%	41.5%	51.0%	9.5%	>49	>49	<50
Forest Park	82.4%	68.9%	77.8%	8.9%	>49	>49	>49
Irvington	55.3%	67.5%	75.7%	8.2%	<50	<50	<50
César Chávez	20.0%	15.2%	22.5%	7.3%	>49	<50	<50
Bridlemile	69.6%	71.0%	77.8%	6.8%	>49	>49	>49
Beverly Cleary	72.2%	71.7%	78.0%	6.3%	>49	>49	>49
Rigler	20.7%	30.8%	36.7%	5.9%	<50	<50	<50
Lewis	71.2%	73.2%	78.3%	5.1%	>49	<50	<50
Dr. Martin Luther King Jr.	44.0%	42.0%	46.6%	4.6%	>49	>49	>49
Winterhaven	89.5%	82.1%	86.4%	4.3%	<50	<50	<50
Vernon	62.3%	62.1%	66.1%	4.0%	>49	>49	>49
Buckman	65.6%	55.6%	58.6%	3.0%	>49	>49	>49
Arleta	46.3%	45.5%	46.8%	1.3%	>49	<50	<50
Woodstock	67.8%	66.3%	67.6%	1.3%	>49	>49	>49
Chief Joseph	47.4%	69.8%	71.1%	1.3%	<50	>49	<50
James John	51.1%	27.6%	28.3%	0.7%	<50	>49	>49
Kelly	21.1%	25.8%	26.3%	0.5%	>49	>49	>49
Abernethy	73.6%	79.4%	78.6%	-0.8%	>49	>49	>49
Glencoe	65.0%	72.3%	71.0%	-1.3%	>49	>49	>49
Alameda	75.3%	78.2%	76.7%	-1.5%	>49	>49	>49
Rieke	86.0%	82.4%	80.4%	-2.0%	>49	>49	>49

	English Language Arts Grade 3						
	% Proficient				# Tested		
School	2021-22	2022-23	2023-24	Δ	2021-22	2022-23	2023-24
Marysville	30.0%	28.3%	25.8%	-2.5%	<50	<50	>49
Maplewood	54.0%	62.0%	59.5%	-2.5%	>49	>49	<50
Rose City Park	69.9%	51.2%	48.6%	-2.6%	>49	>49	>49
Sunnyside	45.0%	73.0%	68.6%	-4.4%	<50	<50	>49
Le Monde	79.5%	76.7%	72.1%	-4.6%	<50	<50	<50
Metropolitan Learning Ctr	65.0%	61.9%	56.5%	-5.4%	<50	<50	<50
Chapman	61.0%	51.9%	45.7%	-6.2%	<50	>49	<50
Boise-Eliot	25.5%	32.3%	25.5%	-6.8%	<50	>49	>49
Astor	63.6%	61.8%	54.5%	-7.3%	<50	<50	<50
Ainsworth	68.9%	75.7%	68.3%	-7.4%	>49	>49	>49
Creston	68.8%	67.5%	60.0%	-7.5%	<50	<50	<50
Kairos PDX	48.4%	36.1%	28.6%	-7.5%	<50	<50	<50
Sitton	26.4%	40.4%	32.7%	-7.7%	>49	<50	<50
Duniway	58.8%	63.5%	55.4%	-8.1%	>49	>49	>49
Llewellyn	84.4%	89.2%	78.9%	-10.3%	>49	>49	>49
Markham	51.7%	60.3%	48.4%	-11.9%	>49	>49	>49
Sabin	65.6%	72.2%	57.4%	-14.8%	>49	>49	>49
Lee	31.3%	52.4%	37.5%	-14.9%	<50	<50	<50
Stephenson	74.6%	90.9%	75.5%	-15.4%	>49	<50	>49
Hayhurst	66.2%	70.8%	54.5%	-16.3%	>49	>49	>49
Portland Arthur Academy	61.5%	78.3%	59.1%	-19.2%	<50	<50	<50
Grout	46.9%	69.8%	50.0%	-19.8%	<50	<50	>49
Atkinson	63.5%	68.6%	42.9%	-25.7%	>49	>49	>49

5th Grade Mathematics

The board goal for fifth grade mathematics "is to close the opportunity and outcome gaps in fifth grade mathematics between students of color and their white peers", by increasing achievement for:

- 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

Only Black (4.3%) and Latinx (3.3%) students showed one-year growth in achievement. All other groups showed moderate to large declines. The number of students in the Native American and Pacific Islander groups is small, making the data more volatile year-to-year.

Figure 14. OSAS 5th Grade Math Achievement by Race/Ethnicity, 3 Years

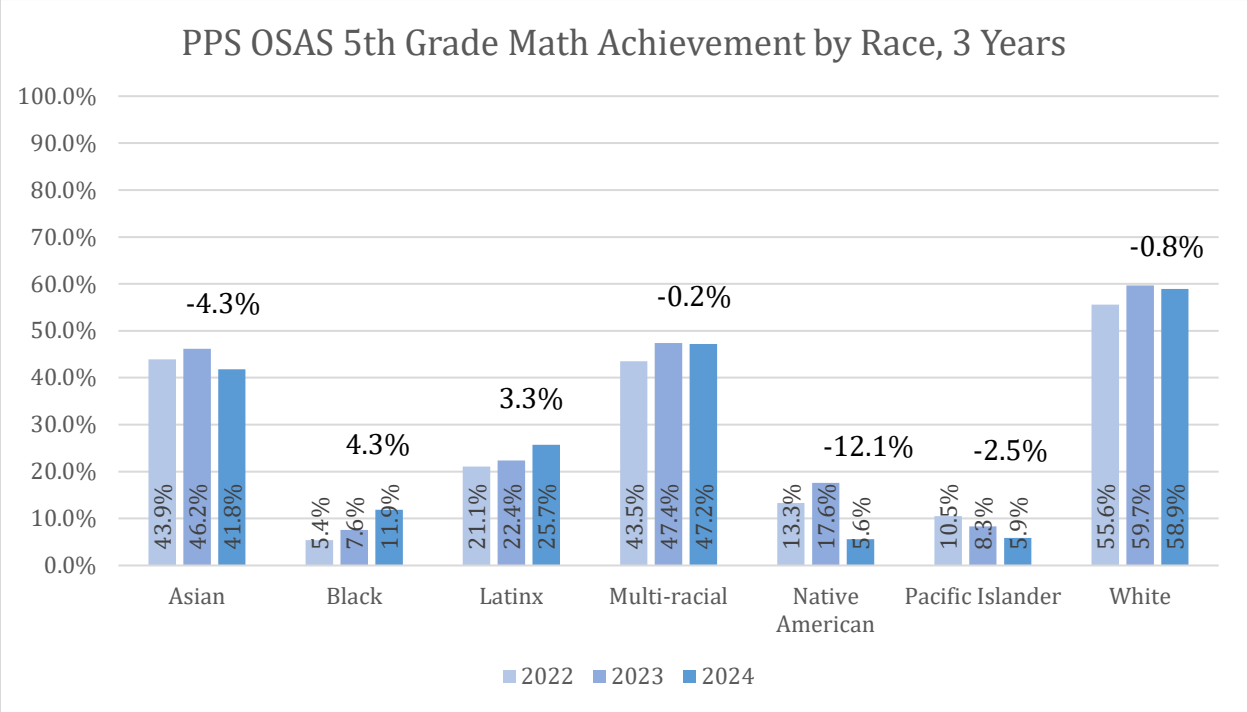


Table 10. OSAS 5th Grade Math Achievement by Race/Ethnicity, 3 Years

	2021-22			2022-23			2023-24		
Student Group	Proficient		# Tested	Proficient		# Tested	Proficient		# Tested
	#	%		#	%		#	%	
Asian	**	43.9%	>49	**	46.2%	>49	**	41.8%	>49
Black	**	5.4%	>49	**	7.6%	>49	**	11.9%	>49
Latinx	**	21.1%	>49	**	22.4%	>49	**	25.7%	>49
Multi-racial	**	43.5%	>49	**	47.4%	>49	**	47.2%	>49
Native American	**	13.3%	<50	**	17.6%	<50	**	5.6%	<50
Pacific Islander	**	10.5%	<50	**	8.3%	<50	**	5.9%	<50
White	**	55.6%	>49	**	59.7%	>49	**	58.9%	>49

Table 11. OSAS 5th Grade Math Achievement by Race/Ethnicity, Trend and Board Target

Student Group	Δ from 2023 to 2024	Board Target	2023-24 Status
Asian	-4.3%	47.4%	Not Met
Black	4.3%	12.0%	Not Met
Latinx	3.3%	25.6%	Met
Multi-racial	-0.2%	N/A	N/A
Native American	-12.1%	21.1%	Not Met
Pacific Islander	-2.5%	12.4%	Not Met
White	-0.8%	N/A	N/A

Table 13 lists overall 5th grade math achievement by school. This table is sorted in descending order by growth from 2023 to 2024.

Table 13. OSAS 5th Grade Math Achievement by School

	Mathematics Grade 5						
	% Proficient				# Tested		
School	2021-22	2022-23	2023-24	Δ	2021-22	2022-23	2023-24
Bridger Creative Science			40.9%	N/A			>49
Clark			30.4%	N/A			>49
Chapman	40.4%	38.5%	61.7%	23.2%	>49	>49	<50
Portland Arthur Academy	33.3%	13.3%	34.8%	21.5%	<50	<50	<50
Lent	11.1%	25.0%	46.0%	21.0%	<50	<50	>49
Rigler	9.5%	8.8%	27.8%	19.0%	<50	<50	<50
Rose City Park	24.6%	38.1%	52.0%	13.9%	>49	>49	>49
Glencoe	63.5%	50.0%	63.2%	13.2%	>49	>49	>49
Scott	27.9%	19.4%	29.7%	10.3%	>49	>49	>49
Vernon	50.0%	24.6%	34.4%	9.8%	>49	>49	>49
Marysville	16.7%	23.9%	33.3%	9.4%	<50	<50	>49
Buckman	23.3%	38.1%	46.3%	8.2%	>49	>49	>49
Beach	57.6%	42.0%	50.0%	8.0%	>49	>49	>49
Llewellyn	55.9%	59.3%	67.2%	7.9%	>49	>49	>49
Forest Park	74.0%	66.7%	74.5%	7.8%	>49	<50	>49
Winterhaven	88.9%	76.9%	84.6%	7.7%	<50	<50	<50
Rieke	79.4%	73.7%	81.1%	7.4%	>49	>49	>49
Rosa Parks	0.0%	9.1%	15.2%	6.1%	<50	<50	<50
Grout	55.3%	36.5%	42.6%	6.1%	<50	>49	<50
Boise-Eliot	12.5%	13.0%	18.6%	5.6%	<50	<50	<50
Skyline	54.5%	53.8%	59.3%	5.5%	<50	<50	<50
Lewis	36.7%	50.8%	56.3%	5.5%	>49	>49	>49
Kelly	24.5%	14.0%	19.4%	5.4%	>49	>49	>49
Emerson	45.5%	52.6%	57.1%	4.5%	<50	<50	<50
Woodlawn	16.7%	38.6%	42.9%	4.3%	<50	<50	>49
Abernethy	60.3%	74.6%	78.7%	4.1%	>49	>49	>49
Woodstock	51.3%	40.3%	44.2%	3.9%	>49	>49	>49
Whitman	16.0%	25.8%	29.6%	3.8%	<50	<50	<50
Chief Joseph	41.0%	20.0%	23.5%	3.5%	<50	<50	<50
César Chávez	8.9%	5.5%	8.9%	3.4%	<50	>49	>49
Irvington	34.8%	43.8%	47.2%	3.4%	<50	<50	<50
Maplewood	51.6%	56.0%	58.5%	2.5%	>49	>49	>49
Markham	31.3%	37.7%	40.0%	2.3%	>49	>49	>49
James John	28.6%	20.0%	22.2%	2.2%	<50	>49	>49
Atkinson	44.9%	48.1%	50.0%	1.9%	<50	>49	<50
Hayhurst	51.7%	58.9%	60.2%	1.3%	>49	>49	>49

	Mathematics Grade 5						
	% Proficient				# Tested		
School	2021-22	2022-23	2023-24	Δ	2021-22	2022-23	2023-24
Metropolitan Learning Ctr	60.0%	42.3%	43.5%	1.2%	<50	<50	<50
Sitton Elementary School	16.7%	29.7%	30.6%	0.9%	<50	<50	<50
Ainsworth	60.8%	68.3%	69.0%	0.7%	>49	>49	>49
Peninsula	37.0%	21.2%	21.7%	0.5%	<50	<50	<50
Astor	35.0%	53.3%	52.6%	-0.7%	>49	<50	<50
Capitol Hill	55.2%	53.7%	52.2%	-1.5%	>49	<50	>49
Dr. Martin Luther King Jr.	32.6%	33.3%	31.1%	-2.2%	<50	<50	<50
Sunnyside Environmental	46.3%	58.5%	55.1%	-3.4%	>49	>49	<50
Duniway	68.4%	68.5%	64.6%	-3.9%	>49	>49	>49
Beverly Cleary	69.4%	70.9%	66.7%	-4.2%	>49	>49	>49
Faubion	19.0%	15.1%	10.5%	-4.6%	>49	>49	>49
Vestal	14.8%	21.4%	16.2%	-5.2%	<50	<50	<50
Sabin	75.5%	63.0%	56.4%	-6.6%	<50	<50	>49
Kairos PDX	5.3%	31.4%	24.1%	-7.3%	<50	<50	<50
Woodmere	16.3%	23.7%	15.8%	-7.9%	<50	<50	<50
Alameda	70.5%	74.4%	65.2%	-9.2%	>49	>49	>49
Richmond	34.4%	71.4%	62.2%	-9.2%	>49	>49	>49
Arleta	41.9%	52.6%	42.1%	-10.5%	<50	<50	>49
Lee	8.3%	29.3%	18.4%	-10.9%	<50	<50	<50
Creston	38.2%	59.5%	45.9%	-13.6%	<50	<50	<50
Laurelhurst	45.6%	68.4%	54.2%	-14.2%	>49	>49	>49
Le Monde	84.4%	88.6%	74.4%	-14.2%	<50	<50	<50
Bridlemile	60.0%	73.6%	59.1%	-14.5%	>49	>49	>49
Stephenson	61.1%	75.5%	57.4%	-18.1%	>49	<50	>49
Portland Village	26.7%	52.8%	30.8%	-22.0%	<50	>49	>49

<u>8th Grade Readiness (ELA and Math Achievement)</u>

The board goal for eighth grade "is to close the opportunity and outcome gaps in eighth grade readiness between students of color and their white peers", by increasing the percent of students proficient in both ELA and mathematics for:

- 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

Only the White student group showed a small rate of growth on the 8th grade metric. Pacific Islander students stayed the same but the group size is very small and the proficient rate on this metric is extremely low for that group. All other race/ethnic groups showed various rates of decline.

Figure 15. OSAS 8th Grade ELA and Math Achievement by Race/Ethnicity, 3 Years

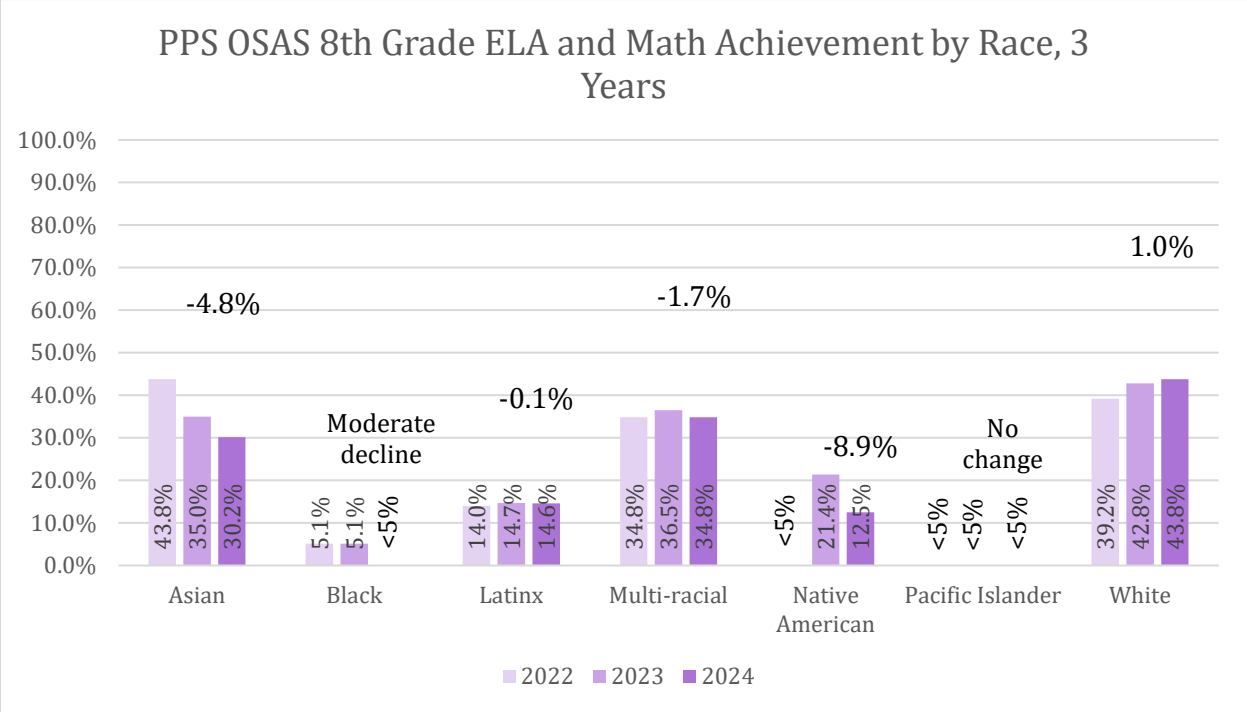


Table 12. OSAS 5th Grade Math Achievement by Race/Ethnicity, 3 Years

	2021-22			2022-23			2023-24		
Student Group	Proficient		# Tested	Proficient		# Tested	Proficient		# Tested
	#	%		#	%		#	%	
Asian	**	43.8%	>49	**	35.0%	>49	**	30.2%	>49
Black	**	5.1%	>49	**	5.1%	>49	**	<5%	>49
Latinx	**	14.0%	>49	**	14.7%	>49	**	14.6%	>49
Multi-racial	**	34.8%	>49	**	36.5%	>49	**	34.8%	>49
Native American	**	<5%	<50	**	21.4%	<50	**	12.5%	<50
Pacific Islander	**	<5%	<50	**	<5%	<50	**	<5%	<50
White	**	39.2%	>49	**	42.8%	>49	**	43.8%	>49

Table 13. OSAS 5th Grade Math Achievement by Race/Ethnicity, Trend and Board Target

Student Group	Δ from 2023 to 2024	Board Target	2023-24 Status
Asian	-4.8%	N/A	N/A
Black	Moderate decline	8.3%	Not Met
Latinx	-0.1%	17.3%	Not Met
Multi-racial	-1.7%	N/A	N/A
Native American	-8.9%	22.5%	Not Met
Pacific Islander	No change	<5%	Not Met
White	1.0%	N/A	N/A

Table 14 lists overall 8th grade achievement (students scoring proficient in both ELA and math) by school. This table is sorted in descending order by ELA growth from 2023 to 2024.

Table 14. OSAS 8th Grade ELA and Math Achievement by School

	ELA and Math Grade 8						
	% Proficient both Subjects				# Tested		
School	2021-22	2022-23	2023-24	Δ	2021-22	2022-23	2023-24
Bridger Creative Science			20.9%	N/A			43
Hayhurst	61.9%	56.0%	76.9%	20.9%	21	25	26
Portland Village	35.4%	26.2%	44.7%	18.5%	48	42	38
Metropolitan Learning Ctr	38.6%	17.8%	30.6%	12.8%	44	45	49
Jackson	23.1%	37.3%	48.9%	11.6%	225	252	235
César Chávez	11.1%	4.1%	14.1%	10.0%	63	49	64
Astor	18.8%	16.7%	25.0%	8.3%	64	42	44
Gray	44.3%	39.1%	45.7%	6.6%	149	151	151
Le Monde	71.4%	61.8%	68.3%	6.5%	28	34	41
Vernon	24.5%	21.2%	27.0%	5.8%	49	52	63
Beaumont	30.9%	41.4%	45.1%	3.7%	165	152	142
Harrison Park	16.9%	21.2%	24.7%	3.5%	71	66	93
da Vinci	30.5%	29.7%	32.5%	2.8%	128	128	117
Beverly Cleary	52.6%	53.5%	55.7%	2.2%	97	86	79
Laurelhurst	59.0%	65.7%	65.8%	0.1%	78	70	73
West Sylvan	55.9%	50.8%	49.6%	-1.2%	245	240	226
Winterhaven	78.4%	69.6%	67.3%	-2.3%	51	46	49
Mt Tabor	32.7%	45.6%	42.9%	-2.7%	226	193	175
George	11.8%	9.0%	6.2%	-2.8%	119	111	129
Sellwood	39.4%	44.2%	41.4%	-2.8%	165	156	186
Sunnyside Environmental	35.0%	24.6%	21.7%	-2.9%	60	65	46
Kellogg	22.2%	21.9%	18.9%	-3.0%	207	201	243
Faubion	5.7%	5.1%	2.0%	-3.1%	70	78	50
Harriet Tubman	11.5%	21.9%	18.8%	-3.1%	87	114	101
Roseway Heights	11.8%	18.9%	15.2%	-3.7%	136	169	145
Ockley Green	14.4%	23.9%	19.6%	-4.3%	153	159	158
Lane	6.3%	13.8%	7.7%	-6.1%	128	94	104
Hosford	28.3%	33.7%	23.3%	-10.4%	240	181	163
Skyline	44.0%	78.9%	56.0%	-22.9%	25	19	25

Overall Achievement Change by School

One-year achievement changes are identified by school below. The tables are grouped by K-5/K-8 and then middle school and are sorted in descending order by amount of ELA growth.

Table 15. K-5/K-8 Schools with 2-Year OSAS Achievement

School	English Language Arts							Math						
	% Proficient				# Tested			% Proficient				# Tested		
	2021-22	2022-23	2023-24	1-year Δ	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	1-year Δ	2021-22	2022-23	2023-24
Bridger Creative Science			52.9%	N/A			310			37.4%	N/A			329
Clark			25.5%	N/A			165			26.8%	N/A			164
Peninsula	46.8%	41.3%	57.1%	15.8%	94	104	105	39.8%	33.7%	36.2%	2.5%	93	104	105
Lent	20.2%	29.1%	44.7%	15.6%	124	110	150	13.8%	24.3%	39.3%	15.0%	123	111	150
Scott	37.5%	32.9%	40.9%	8.0%	192	222	232	31.6%	32.7%	38.8%	6.1%	190	217	227
Portland Village School	54.9%	48.9%	55.4%	6.5%	273	262	280	42.5%	41.5%	46.1%	4.6%	268	260	280
Kelly	26.0%	23.2%	28.6%	5.4%	169	185	182	26.2%	23.5%	19.9%	-3.6%	168	183	181
Woodlawn	43.3%	43.2%	48.6%	5.4%	127	139	148	37.3%	44.6%	47.3%	2.7%	126	139	148
Rosa Parks	10.7%	12.1%	17.0%	4.9%	121	99	94	5.9%	9.4%	13.8%	4.4%	119	96	94
Vestal	34.1%	30.2%	35.0%	4.8%	85	96	100	31.3%	27.2%	34.0%	6.8%	83	92	100
Forest Park	83.7%	75.1%	79.5%	4.4%	172	169	176	76.7%	79.8%	78.4%	-1.4%	172	168	176
Woodmere	24.6%	24.8%	28.9%	4.1%	122	117	114	20.8%	17.1%	25.9%	8.8%	120	117	112
Abernethy	75.7%	77.6%	81.4%	3.8%	210	205	199	73.1%	77.8%	79.5%	1.7%	212	203	195
Metropolitan Learning Ctr	68.7%	59.6%	62.2%	2.6%	195	208	209	46.8%	44.0%	42.9%	-1.1%	201	200	205
Chief Joseph	58.7%	59.5%	61.8%	2.3%	121	116	131	49.2%	50.0%	55.1%	5.1%	120	118	127
Rose City Park	52.8%	55.4%	57.6%	2.2%	216	224	229	49.5%	57.0%	59.5%	2.5%	214	221	227
Ainsworth	76.4%	78.1%	79.8%	1.7%	292	292	292	71.0%	69.4%	72.3%	2.9%	290	291	292
Laurelhurst	79.8%	76.5%	77.9%	1.4%	440	464	493	62.5%	69.7%	71.3%	1.6%	440	458	491
Lewis	67.2%	72.3%	73.7%	1.4%	174	159	152	55.2%	61.6%	57.0%	-4.6%	174	159	151
Le Monde	83.3%	82.1%	83.3%	1.2%	234	229	234	75.0%	80.3%	75.4%	-4.9%	232	229	232
Vernon	55.5%	51.3%	52.4%	1.1%	330	335	372	47.1%	43.9%	45.1%	1.2%	329	342	375
Beach	62.2%	54.2%	55.2%	1.0%	172	179	174	62.9%	53.2%	50.3%	-2.9%	170	173	173
Astor	49.4%	51.9%	52.8%	0.9%	265	241	248	37.4%	47.1%	47.5%	0.4%	262	238	242
Irvington	54.5%	61.9%	62.8%	0.9%	121	105	113	46.3%	51.4%	55.3%	3.9%	121	105	114

School	English Language Arts							Math						
	% Proficient				# Tested			% Proficient				# Tested		
	2021-22	2022-23	2023-24	1-year Δ	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	1-year Δ	2021-22	2022-23	2023-24
Sunnyside Environmental	57.7%	59.0%	59.8%	0.8%	319	295	296	50.0%	49.7%	51.3%	1.6%	310	292	298
Sitton	27.7%	41.0%	41.4%	0.4%	137	139	145	27.7%	40.6%	39.3%	-1.3%	137	138	145
Rieke	83.2%	83.0%	83.3%	0.3%	167	159	156	77.8%	76.7%	81.4%	4.7%	167	159	156
Bridlemile	78.0%	76.2%	76.4%	0.2%	209	206	208	69.1%	73.4%	71.2%	-2.2%	207	207	208
Glencoe	71.6%	68.3%	67.9%	-0.4%	183	183	184	61.2%	64.6%	65.2%	0.6%	183	181	184
Skyline	66.7%	72.1%	71.7%	-0.4%	138	136	145	61.6%	64.0%	62.0%	-2.0%	138	136	142
Beverly Cleary	75.1%	75.6%	74.9%	-0.7%	473	430	410	67.0%	65.6%	71.5%	5.9%	467	430	407
Rigler	20.0%	29.8%	29.1%	-0.7%	105	104	103	16.0%	22.3%	30.6%	8.3%	106	103	108
Markham	46.2%	52.4%	51.4%	-1.0%	182	185	181	39.9%	47.1%	50.3%	3.2%	178	187	181
Winterhaven	84.9%	82.6%	81.5%	-1.1%	218	236	222	82.9%	79.9%	83.5%	3.6%	217	229	224
Capitol Hill	66.7%	65.3%	64.0%	-1.3%	159	167	178	62.2%	58.7%	60.2%	1.5%	156	167	176
César Chávez	17.9%	22.5%	21.0%	-1.5%	330	315	329	11.6%	10.5%	11.2%	0.7%	329	313	329
Whitman	30.4%	42.0%	40.4%	-1.6%	79	81	89	20.3%	25.6%	29.9%	4.3%	79	82	87
Portland Arthur Academy	68.6%	71.4%	69.7%	-1.7%	70	63	66	35.7%	42.9%	50.0%	7.1%	70	63	66
Buckman	58.3%	57.1%	54.9%	-2.2%	192	191	195	36.1%	47.4%	46.4%	-1.0%	194	194	194
James John	37.6%	29.6%	27.4%	-2.2%	149	152	175	31.5%	31.1%	27.7%	-3.4%	149	151	173
Llewellyn	80.9%	82.9%	80.6%	-2.3%	178	193	201	71.3%	71.9%	71.0%	-0.9%	178	192	200
Woodstock	61.4%	64.3%	61.9%	-2.4%	241	235	231	60.6%	54.5%	55.6%	1.1%	241	235	232
Hayhurst	71.2%	72.0%	69.2%	-2.8%	306	322	328	62.6%	63.0%	63.2%	0.2%	302	324	329
Chapman	51.9%	52.7%	49.3%	-3.4%	154	169	148	42.8%	37.9%	40.0%	2.1%	152	169	150
Creston	59.4%	68.1%	64.5%	-3.6%	106	116	124	50.9%	56.1%	54.8%	-1.3%	106	114	124
Emerson	62.7%	65.1%	61.5%	-3.6%	67	63	65	52.2%	42.9%	56.9%	14.0%	67	63	65
Grout	46.4%	53.6%	50.0%	-3.6%	151	138	156	45.6%	47.4%	50.6%	3.2%	149	137	156
Duniway	74.7%	72.9%	69.1%	-3.8%	225	218	204	72.0%	71.3%	67.6%	-3.7%	225	216	204
Alameda	84.2%	82.8%	78.8%	-4.0%	278	261	259	81.7%	78.1%	78.2%	0.1%	278	256	257
Richmond	73.8%	78.1%	74.0%	-4.1%	271	260	254	55.2%	71.5%	68.9%	-2.6%	270	260	254
Maplewood	69.8%	66.7%	62.5%	-4.2%	159	150	152	61.6%	65.1%	63.6%	-1.5%	159	149	151
Marysville	36.3%	32.6%	28.4%	-4.2%	113	138	176	26.1%	29.9%	28.0%	-1.9%	111	137	175

School	English Language Arts							Math						
	% Proficient				# Tested			% Proficient				# Tested		
	2021-22	2022-23	2023-24	1-year Δ	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	1-year Δ	2021-22	2022-23	2023-24
Lee	34.0%	41.8%	37.4%	-4.4%	103	122	123	33.0%	37.7%	31.7%	-6.0%	103	122	123
Atkinson	69.0%	64.6%	60.1%	-4.5%	155	147	168	51.6%	55.8%	59.4%	3.6%	153	147	165
Stephenson	79.3%	85.1%	80.0%	-5.1%	164	154	160	74.4%	78.4%	73.1%	-5.3%	164	153	160
Kairos PDX	34.9%	40.7%	35.4%	-5.3%	83	108	99	32.5%	42.5%	23.2%	-19.3%	80	106	99
Faubion	26.3%	26.2%	20.8%	-5.4%	414	409	375	14.5%	15.8%	16.4%	0.6%	406	405	377
Dr. Martin Luther King Jr.	43.3%	46.2%	40.6%	-5.6%	134	132	155	35.1%	37.9%	34.4%	-3.5%	131	132	154
Sabin	71.7%	72.7%	65.6%	-7.1%	159	150	160	65.8%	61.7%	59.1%	-2.6%	158	149	159
Arleta	51.1%	59.9%	51.0%	-8.9%	137	137	151	45.6%	54.7%	42.6%	-12.1%	136	137	148
Boise-Eliot	29.5%	33.3%	23.6%	-9.7%	129	147	148	17.1%	21.1%	21.6%	0.5%	129	147	148

Table 16. Middle Schools with 2-Year OSAS Achievement

School	English Language Arts							Math						
	% Proficient				# Tested			% Proficient				# Tested		
	2021-22	2022-23	2023-24	1-year Δ	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	1-year Δ	2021-22	2022-23	2023-24
Harrison Park			50.9%	N/A			293			33.2%	N/A			295
Beaumont	48.0%	50.5%	60.0%	9.5%	425	424	423	44.8%	55.7%	53.9%	-1.8%	426	422	421
Lane	22.8%	22.8%	32.3%	9.5%	333	290	334	9.8%	11.8%	17.9%	6.1%	327	279	329
Mt Tabor	61.9%	62.3%	71.2%	8.9%	612	568	496	43.9%	49.4%	60.7%	11.3%	606	571	494
Robert Gray	69.9%	68.1%	71.7%	3.6%	439	457	453	46.9%	55.8%	55.2%	-0.6%	437	448	451
da Vinci	59.3%	55.0%	57.1%	2.1%	349	371	340	42.0%	39.6%	37.6%	-2.0%	352	359	356
Sellwood	67.5%	66.6%	67.6%	1.0%	530	518	515	49.0%	58.5%	61.6%	3.1%	527	494	515
Jackson	61.1%	63.2%	63.5%	0.3%	679	726	668	47.0%	54.1%	57.8%	3.7%	644	703	663
West Sylvan	70.6%	69.2%	69.1%	-0.1%	686	705	692	59.5%	62.3%	56.3%	-6.0%	669	689	688
Ockley Green	39.3%	41.2%	39.8%	-1.4%	448	430	412	22.6%	26.9%	28.7%	1.8%	451	424	411
Kellogg	33.7%	42.8%	41.3%	-1.5%	587	614	623	24.4%	27.3%	29.2%	1.9%	619	616	617
Roseway Heights	33.7%	34.1%	31.8%	-2.3%	448	405	371	24.9%	24.6%	22.7%	-1.9%	442	391	374
George	22.9%	22.4%	19.2%	-3.2%	350	379	364	8.5%	8.8%	10.9%	2.1%	352	339	357
Harriet Tubman	34.1%	41.5%	37.2%	-4.3%	273	229	285	22.7%	26.8%	32.4%	5.6%	260	246	275
Hosford	62.5%	59.8%	54.3%	-5.5%	568	517	505	44.7%	48.2%	44.0%	-4.2%	557	508	493

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

PORTLAND PUBLIC SCHOOLS
BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Regular Meeting
October 8, 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://www.youtube.com/watch?v=4mP9mlwh-7c&t=2574s.

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

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Resolutions Adopted

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Agenda

Time Started	Agenda Title
6:04 pm	Call to Order / Opening
6:06 pm	Superintendent's Report
6:12 pm	Student Comment
6:22 pm	Approval of the Legislative Agenda (Resolutions 6973 and 6974)
6:55 pm	Resolution to Approve Required Instructional Time Exemption (4) and (6) (Resolution 6972)
7:19 pm	Public Comment
7:35 pm	Comments from our Union Partners
7:38 pm	Division 22 Report to the Board
8:04 pm	2025-2026 Budget Planning Calendar Review
8:16 pm	2025 General Obligation Bond Discussion
8:53 pm	Board Committee and Conference Reports
8:57 pm	Consent Agenda: Resolutions 6975 through 6978
9:00 pm	Resolution 6979 - Expenditure Contract
9:02 pm	Other Business / Committee Referrals
9:05 pm	Adjourn

Student and Public Comment

General Student Comment

- Naomi Basaca
- Jorge Bautista

General Public Comment

- Garret Hillyer
- Alison Tarka
- Derek Ranta

Public Comments on Resolution 6974 Resolution to Adopt the 2025 Advocacy Agenda

- Christy Splitt

Action Items

- **Consent Agenda – Resolutions 6975 through 6978**

  Director Greene moved and Director Hollands seconded the motion to approve the Consent Agenda, including Resolutions 6975 through 7978. 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 6972: Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption (4) and (6): A school district may request permission to exempt an alternative education program**

  Director Greene moved and Director Hollands seconded the motion to approve Resolution 6972. The motion was put to a voice vote and passed (6 yes – 1no).

  Director Julia Brim-Edwards: No, 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 6973: Resolution to Adopt the 2025 Portland Public Schools Local and Federal Priorities Advocacy Agenda**

  Director DePass moved and Director Greene seconded the motion to approve Resolution 6973. The motion was put to a voice vote and passed (6 yes – 0 no – 1 Abstain).

  Director Julia Brim-Edwards: Abstain, 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 6974: Resolution to Adopt the 2025 Advocacy Agenda**

  Director Brim-Edwards moved and Director Greene seconded the motion to approve Resolution 6973 as amended to replace “$12.705 billion” with “$13,526,900 billion, which represents QEM” in Recital D. 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 6979: Expenditure Contracts that Exceed $150,000 for Delegation of Authority**

  Director Greene moved and Director DePass seconded the motion to approve Resolution 6973. The motion was put to a voice vote and passed (6 yes – 0 no – 1 abstain).

  Director Julia Brim-Edwards: Abstain, 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. 6972

Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption (4) and (6): A school district may request permission to exempt an alternative education program.

RECITALS

A. OAR 581-022-2320 Required Instructional Time requires all school districts to ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive the minimum hours of instructional time annually:

   a. Grade 12 - 966 hours;
   b. Grades 9-11 - 990 hours; and
   c. Grades K-8 - 900 hours.

B. Instructional Time in PPS alternative education programs in the Department of Multiple Pathways to Graduation is designed to meet the needs of alternative students. Programs will need the Board to approve exemption 4 yearly to ensure compliance with Division 22.

C. Instructional time in PPS to meet the instructional hours for schools impacted most by the winter storm in January of 2024.

RESOLUTION

The Board of Education hereby approves OAR 581-022-2320:

Required Instructional Time Exemption: (4) A school district may request permission to exempt an alternative education program. The Board directs staff to request permission to exempt PPS alternative education programs under the PPS Department of Multiple Pathways to Graduation.

(a) This request is made with the approval of the school district's governing school board;
(b) The school district is using an evidence-based strategy that includes flexible time options.
(c) The school district has implemented a plan and a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

Exemption 6 - Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

(a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;
(d) Up to 30 hours for staff professional development

This Resolution is approved for the 2023-24 school year. This approval will ensure PPS is in compliance with OAR 581-022-2320 Required Instructional Time, Division 22.

RESOLUTION No. 6973

Resolution to Adopt the 2025 Portland Public Schools Local and Federal Priorities Advocacy Agenda

RECITALS

A. The Portland Public Schools Board recognizes that political and legislative advocacy is essential for the District's ability to affect education public policy in the state of Oregon and improve student outcomes in our region.

B. The Portland Public Schools local and federal priorities are aligned with the District's mission and strategic plan, and the Board goals to eliminate student gaps in opportunities and outcomes.

C. Portland Public Schools will advocate for greater partnerships between the school district, city, and county to advance PPS's literacy campaign and support and enroll school-aged children who are not enrolled or attending school, including disadvantaged populations such as homeless, foster, and newcomer students. The district will support efforts to reduce gun violence, combat the synthetic opioid crisis, increase community safety in Portland, and increase resources for safe routes to and from schools. The district will support Multnomah County in expanding early learning programs and work with the County to provide consistent behavioral health services for schools and communities in high-need areas.

D. In partnership with districts across the country, Portland Public Schools will call on the federal government to fully fund IDEA to increase spending for special education to the full 40 percent financial commitment, increase connectivity funding to provide students and teachers access to devices and internet services for off-campus use and support changes to the E-Rate program to use funds to strengthen IT security infrastructure, protect and increase appropriations for Title I, Title II, Title III, English Language Acquisition Grants, Title IV, and other education funding programs, provide funding for school districts and ESDs to address substance abuse and recovery support services for students, protect and support immigrant students and families, including support for permanent legal protections and a pathway to citizenship for undocumented youth, continue offering funding and flexibilities for school nutrition programs to enable continued free, nutritious meals for all children, invest in school infrastructure to increase financial support for school facilities and greening projects, and funding to meet the mental health needs of our students, school staff, and teachers by increasing the number of school-based counselors, psychologists, social workers, and other mental health professionals.

E. The local and federal priorities were developed through consultation with district staff, board members, and other state-wide associations and partners.

RESOLUTION

The Board adopts the Local and Federal Priorities as the formal position of the Board of Education.

RESOLUTION No. 6974

Resolution to Adopt the 2025 Advocacy Agenda

RECITALS

A. The Oregon Legislature will convene for the 2025 Legislative Session from January 21, 2025 - June 28, 2025.

B. The Portland Public Schools Board recognizes that political and legislative advocacy is essential for the District's ability to affect education public policy in the state of Oregon and to access the necessary resources to support our students.

C. The Portland Public Schools Legislative Priorities are aligned with the District's mission and strategic plan, and the Board goals to eliminate student gaps in opportunities and outcomes.

D. Portland Public Schools calls on the Legislature to take bold steps to modernize the Quality Education Model (QEM) and fully fund the QEM with a State School Fund (SSF) investment of $13,526,900 billion, which represents the current QEM. Ensuring that all Oregon schools and school districts are adequately and equitably funded will no doubt be a difficult political and technical task. But if our legislators do not undertake this work, generations of students will not have access to the high quality education they need and deserve. Our students cannot wait. The Legislature must invest in high quality education now.

E. Portland Public Schools supports the Governor's recommended changes to the Current Service Level budget, but this must be the floor not the ceiling. PPS also supports investments in extended learning opportunities statewide including after school care and summer learning, fully funding Special Education services, investments in climate resilient school facilities, funding to modernize curriculum, and investments in green school yards and electric school bus fleets across the state.

F. The District will support policies that promote a 21st century Statewide Accountability System that centers student success, improve student engagement and attendance, strengthen teacher and school leader pipelines, and advance technical fixes to recently passed legislation as needed.

G. The Legislative Agenda was developed through consultation with district staff, board members, and other state-wide associations and partners.

RESOLUTION

The Board adopts the 2025 Legislative Agenda as the formal position of the Board of Education for the 2025 Regular Legislative Session.

RESOLUTION No. 6975

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- September 24, 2024 – Special Meeting

RESOLUTION No. 6976

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
Center for Social Dynamics, LLC	10/9/24 through 1/31/25	Personal Services PS 95639	Provide educational and behavioral support for PPS student. Direct Negotiation – Therapeutic Placement PPS-46-0525(12)	$246,813	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
Reynolds School District	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95641	Columbia Regional Inclusive Services will partner with Reynolds SD to provide regional services for eligible students with Autism Spectrum Disorder.	$286,000	J. Buno Fund 205 Dept. 5430 Grant G2308
Portland Community College	8/15/24 through 8/31/25	Intergovernmental Agreement IGA 95651	Outlines grant funds available to contracted alternative school serving PPS students.	$438,895	J. Franco Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business

Kone, Inc.	10/9/24 through 11/30/29	Cooperative Contract COA 67768 Amendment 1	Provide elevator repair on an as-needed basis. This amendment adds funds and extends the contract for five additional years.	$1,200,000 Not to Exceed $2,062,500	D. Jung Funding Source Varies	No
Snell & Wilmer, LLP	10/9/24 through 6/30/26	Legal Services LS 89213 Amendment 4	Assist with real estate legal matters. This amendment adds funds and extends the contract through 6/30/26.	$250,000 $400,000	L. Large Fund 101 Dept. 5460	No
JTM Food Group	10/9/24 through 6/30/25	Cooperative Contract COA 94254 Amendment 1	USDA Beef Processing. This amendment adds funds and extends the contract for one additional school year.	$90,000 $160,000	D. Jung Fund 202 Dept. 5570	No
Peterson Farms Fresh, Inc.	10/9/24 through 6/30/25	Cooperative Contract COA 93759 Amendment 1	USDA processed apples into applesauce. This amendment adds funds and extends the contract for one additional school year.	$130,000 $190,000	D. Jung Fund 202 Dept. 5570	No
Yangs Fifth Taste	10/9/24 through 6/30/25	Cooperative Contract COA 90021 Amendment 3	USDA Chicken Processing. This amendment adds funds and extends the contract for one additional school year.	$120,000 .$340,000	D. Jung Fund 202 Dept. 5570	No
Roadrunner Home Bake, Inc.	10/9/24 through 6/30/25	Cooperative Contract COA 90028 Amendment 3	USDA Cheese Processing. This amendment adds funds and extends the contract for one additional school year.	$310,000 $1,860,000	D. Jung Fund 202 Dept. 5570	No

RESOLUTION No. 6977

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")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin
Reynolds School District	8/21/24 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 95617	Columbia Regional Inclusive Services will provide Reynolds School District school age classroom services for deaf/hard of hearing students.	$422,450	J. Buno

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Admin
State of Oregon	7/1/23 through 9/30/25	Intergovernmental Agreement / Revenue IGA/R 94451 Amendment 1	Student Investment Account agreement with Oregon Dept. of Education. This amendment adds funds for Grant Year 2 and Grant Year 3 Quarter 1 and extends the end date of the grant.	$56,830,366 $99,883,069	J. Buno

RESOLUTION No. 6978

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. Portland Public Schools is a member of the Council of the Great City Schools, and as such Vice Chair DePass, Director Hollands and Director Sullivan, will attend the Council of the Great City Schools Fall Conference in Dallas, Texas.

C. The Board Chair has approved the reimbursement for costs associated with attendance at the Council of the Great City Schools Fall Conference for Vice Chair DePass, Director Hollands and Director Sullivan.

RESOLUTION

The Board affirms Vice Chair DePass, Director Hollands and Director Sullivan to attend the Council of the Great City Schools Fall Conference in Dallas, Texas from October 16-19, 2024.

RESOLUTION No. 6979

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 INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah County	9/1/23 through 6/30/28	Intergovernmental Agreement IGA 94976	Provision of School Based Mental Health services.	$177,000	J. Buno Fund 251 Dept. 5424 Grant W0303

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

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(Draft for Approval)

Special Meeting
October 22, 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/zHpmNwJxVJc

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

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Resolutions Adopted

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6981 Resolution to Adopt Revised High School Credit Earned Prior to Ninth Grade Policy 6.10.110-P 04
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Agenda

Time Started	Agenda Title
6:00 pm	Consent Agenda

Student and Public Comment

None

Action Items

- **Resolution 6980: Resolution to Adopt Revised Diploma Requirements Policy 4.20.042-P** Director DePass moved and Director Greene seconded the motion to approve Resolution 6980. 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 6981 – Resolution to Adopt Revised High School Credit Earned Prior to Ninth Grade Policy 6.10.110-P**
  Director DePass moved and Director Greene seconded the motion to approve Resolution 6981. 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)

- **Motion to Amend the Consent Agenda to Include Resolution 6989.**
  Director Greene moved and Director Brim-Edwards seconded the motion to approve Resolution 6989. 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)

- **Consent Agenda – Resolutions 6982 through 6987 and 6989**
  Director Scott moved and Director Sullivan seconded the motion to approve the Consent Agenda, including Resolutions 6982 through 6987 and 6989. 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 6990 – Revenue Contract that Exceeds Delegation of Authority**
  Director Scott moved and Director DePass seconded the motion to approve Resolution 6990. 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. 6980

Resolution to Adopt Revised Diploma Requirements Policy 4.20.042-P

RECITALS

A. On August 28, 2024, the Board Policy Committee reviewed and considered proposed revisions of the Diploma Requirements Policy 4.20.042-P.

B. On September 24, 2024, the Board presented the first reading of the revised Diploma Requirements Policy.

C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Diploma Requirements Policy 4.20.042-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6981

Resolution to Adopt Revised High School Credit Earned Prior to Ninth Grade Policy 6.10.110-P

RECITALS

A. On May 20, 2024, June 25, 2024, and August 28, 2024, the Board Policy Committee reviewed and considered proposed revisions of the High School Credit Earned Prior to Ninth Grade Policy 6.10.110-P.

B. On September 24, 2024, the Board presented the first reading of the revised High School Credit Earned Prior to Ninth Grade Policy.

C. On October 7, 2024, the Board Policy Committee approved a non-substantive revision to the Policy.

D. Pursuant to District policy, the public comment was open for at least 21 days, and there was public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised High School Credit Earned Prior to Ninth Grade Policy 6.10.110-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6982

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
AVID Center	10/23/24 through 6/30/25	Personal Services PS 95731	AVID membership and training for the 24-25 school year. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	$201,510	K. Howard Fund 101 Dept. 5468	No
Oracle America, Inc.	10/23/24	Purchase Order PO 170423	Annual support for Peoplesoft. Special Class Procurement – Software and Hardware Maintenance and Licenses PPS-47-0288(11)	$658,186	D. Wolff Fund 101 Dept. 5582	No
Perfektion Music, Inc.	10/23/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Materials Requirement MR 95781	Purchase of K-5 musical instruments and equipment for the Visual & Performing Arts Pathways Implementation Project. Request for Proposals 2025-001	Original Term: $220,000 Option through all renewals: $500,000	K. Howard Funding Source Varies	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
Portland Community College	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95754	Partnership with PCC to provide Jefferson's Middle College for Advanced Studies.	$560,000	J. Buno Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Powerling, Inc.	10/28/24 through 10/27/25	Personal Services PS 90817 Amendment 4	Translation of bond funded curriculum materials. This amendment adds funds to the contract and extends the end date. Request for Proposals 2021-3005	$150,000 $900,000	K. Howard Funding Source Varies	No

RESOLUTION No. 6983

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")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
Portland Public Schools	10/1/24 through 6/11/25	Intergovernmental Agreement / Revenue IGA/R 95747	Columbia Regional staff will provide consultation, training, and coaching to PPS staff serving students with orthopedic impairment eligibility.	$159,017	J. Buno
Oregon Commission for the Blind	7/1/24 through 9/30/25	Intergovernmental Agreement / Revenue IGA/R 95768	Columbia Regional staff will provide pre-employment transition services and vocational rehabilitation services to students with vision loss.	$280,000	J. Buno

AMENDMENTS TO EXISTING CONTRACTS

RESOLUTION No. 6984

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; %
11/6-11/9/24	Lincoln HS, Brothers of Color, 6	Empower, engage, & enact students to better understand nuclear weapons threat	Winnapeg, Canada	$715	N/A

RESOLUTION No. 6985

Resolution to Appoint Three Members to the 2024-2025 Climate Crisis Response Committee

RECITALS

A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .

B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.

C. The Charter for the Climate Crisis Response Committee indicates that members will initially be appointed to staggered terms of one and two years with all subsequent terms being two years. Each member may serve up to four years total on the Committee.

D. The Charter for the Climate Crisis Response Committee indicates that two positions of the committee will be specifically for student members with terms of one year.

E. Three Committee members who have served one two-year term at initiation of the CCRC and would like to serve an additional term are: Angela Long, Jane Commeault, and Barbara Alexander. One Committee member chose not to serve an additional term, leaving one spot available for the adult CCRC member appointment.

RESOLUTION

1. The Board re-appoints Angela Long, Jane Commeault, and Barbara Alexander to a new two year term at the end of their initial one year term, August 31, 2024.

2. The Board of Education appoints Tess Nestel (student) and Alma Valls (student) to the Climate Crisis Response Committee. The term of these appointments is one year.

3. The Board of Education appoints Alyssa Koomas to the Climate Crisis Response Committee as an adult representative. The term of this appointment is two years.

RESOLUTION No. 6986

Approval of Head Start Policy Council Recommendation

RECITALS

A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. Portland Public Schools Parent Policy Council recommends the approval of an updated ERSEA Eligibility policy to align with Head Start Performance Standard §1302.12(d)(1)(ii). This policy reflects updates to income eligibility as directed by the Head Start Final Rule in August 2024.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

RESOLUTION No. 6987

Approval of Head Start Policy Council Bylaws

RECITALS

A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. In accordance with the Head Start Act, every Head Start agency shall have a Policy Council responsible for the direction of the Head Start Program, including design and operation, and long- and short-term planning goals and objectives, taking into account the annual community-wide strategic planning and needs assessment and self-assessment. We have updated our council bylaws to reflect department structure for this school year.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

RESOLUTION No. 6988

Withdrawn

RESOLUTION No. 6989

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 Council of Urban Boards of Education Annual Conference in Las Vegas, Nevada.

C. Former Board Chair, Gary Hollands, had approved the reimbursement for Director Greene and Director Hollands.

RESOLUTION

The Board affirms Director Greene and Director Hollands to attend the Council of Urban Boards of Education Annual Conference in Las Vegas, Nevada from October 28-30, 2024.

RESOLUTION No. 6990

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
Multnomah County	10/23/24 through 12/31/26	Intergovernmental Agreement / Revenue IGA/R 92200 Amendment 3	Preschool for All grant. This amendment provides funding for the 24/25 school year.	$2,067,000 $5,621,650	K. Howard

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.