

Teaching, Learning, and Enrollment
Committee Meeting
Thursday, June 11, 2026 4:30 PM

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

Agenda

1. Call to Order and Introductions
2. Public Comment (5 two-minute spots)
 - Three (3) for topics related to items on the meeting agenda
 - Two (2) for general topics related to Teaching, Learning, and Enrollment
3. To sign up for public comment email PublicComment@pps.net or call 503-916-3741.
4. District Continuous Improvement Plan Quarter 4 Report and Attendance Focus
5. Alternative & Focus School Overview
6. K-12 Health Curriculum Adoption
7. Other Business and Future Agenda Items
8. Adjourn



TOGETHER,

WE RISE

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DCIP Quarter 4 Report and Attendance Focus June 11, 2026

Setting the Direction and Vision for Continuous Improvement - Spring 2025-Present



2025-28 Ideal Student Learning Actions

Consensus Based Upon Engagements

Ideal Student Learning Action 1

Students know and understand the learning target, success criteria, and why the learning matters (*IF 1.7, 4.6*)

Ideal Student Learning Action 2

Students successfully engage in grade-level and standards-aligned tasks with persistence and ask questions to clarify their understanding (*IF 1.6, 1.8, 1.9, 3.7, 3.8, 3.10*)

Ideal Student Learning Action 3

Students self-assess their learning and explain and justify their thinking connected to the learning target and success criteria (*IF 4.7, 4.9*)

*Note: Other themes included a strong sense of belonging, making cultural connections, engaging in healthy relationships ([Instructional Framework 2.6-2.9, 3.9](#)) - these were incorporated into strategies and actions to create the conditions for this to be true (*Culture in the Classroom initiative integration*).*

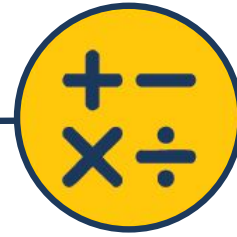
DCIP | Four Goal Areas



ATTENDANCE



LITERACY



MATH



9TH GRADE SUCCESS

By June 2028, the overall percentage of students with good or acceptable attendance rates will increase by 15%, from 64% to 79%.

In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance for all focal groups (Black & Native students, multilingual learners, students receiving special education services, and students experiencing poverty) will increase by 24%.

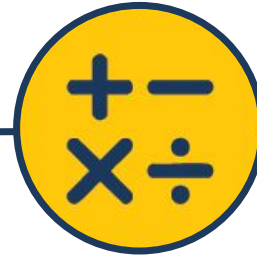
By June 2028, all students in 100% of PK-12+ Language Arts classrooms—with a particular focus on our district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty) - will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district-approved high-quality instructional materials and structures.

By June 2028, all students in 100% of PK-12+ Mathematics classrooms—with a particular focus on district focal students (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty)--will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district approved high-quality instructional materials and structures.

We will accelerate achievement and eliminate early high school opportunity gaps by ensuring all students finish 9th grade On Track. Our goal is to increase the percentage of all students finishing 9th grade On Track from 75% (June 2024) to 95% by June 2028, while closing the opportunity and outcome gap for focal students by increasing their On-Track rate from 53% to 95% over the same time period.



LITERACY



MATH



9TH GRADE SUCCESS

Year 1 Goal



ATTENDANCE

By June 2026, the overall percentage of PPS students with good or acceptable attendance rates will increase by 5 percentage points, from 64% to 69%.

In order to reduce the disproportionate gap, the percentage of PPS students with good or acceptable attendance will increase for all focal groups by 8 percentage points.

Attendance Update: Data & Promising Practices

PPS Attendance Groups	2024-25 End of Year (Baseline)	As of June 4th	Projected Growth
Overall	64.0%	65.4% (43,868)	+1.4%
Black	43.3%	44.3% (3,709 Students)	+1.0%
American Indian/Alaska Native	30.4%	37.1% (256 Students)	+6.7%
Multilingual Learners	51.0%	51.5% (4,485 Students)	+0.5%
Students Receiving Special Education	55.2%	56.4% (7,433 Students)	+1.2%
Student Experiencing Poverty	43.7%	45.1% (12,000)	+1.4%
Pacific Islander	34.7%	28.5% (389 Students)	-6.2%

Attendance Focus SY 2025 - 2026

Strategy 1: Strengthening Tier I Climate and Culture

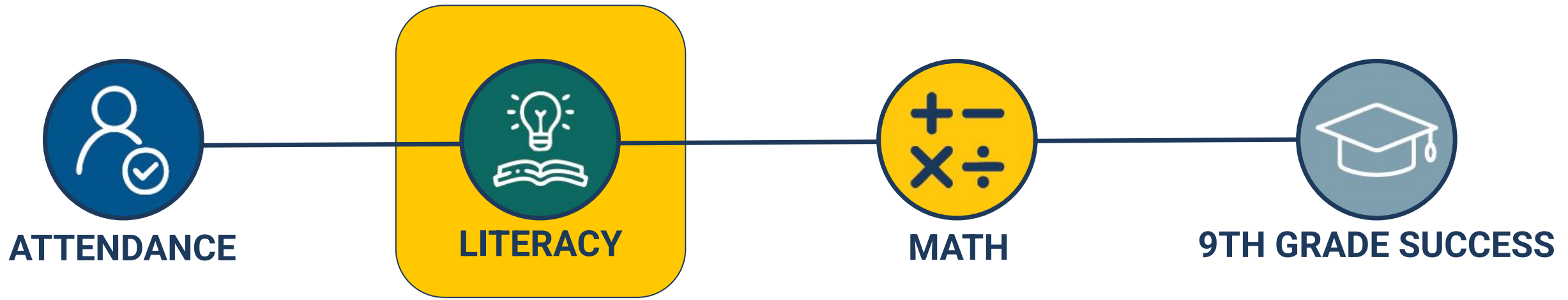
- Ongoing collaboration with the Teacher Professional Learning, Family & Community Engagement, and Racial Equity Social Justice teams to align Tier One Climate with instruction and culturally affirming practices—particular focus on *engagement*.
- Continued emphasis on Tier One Climate for all students

Strategy 2: Strengthening ASERT Practices

- Consistent data review—create data tools for attendance teams to use for easier monitoring.
- Root cause analysis
- Consistent use of research-backed interventions

Strategy 3: Family and Community Partnerships

- Regular and ongoing district and school development of partnerships with families, caregivers, and community



Year 1 Goal

By June 2026, all students in 60% of PK-12+ Language Arts classrooms, with a particular focus on our district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty), will:



LITERACY

- (1) know and understand the learning target and success criteria and
- (2) successfully engage in grade-level and standards-aligned tasks from district-approved high-quality instructional materials and structures.

Literacy - Work in Progress

Professional Learning

- PK-12 Science of Reading PD & coaching (w/TNTP support)
- SIOP/Integrated ELD
- Instructional Coach PD
- Library SoR PD
- Academic Interventionist PD
- Central Office & School Leader literacy PD (content-based feedback, TNTP site visits)
- Great Minds Unpacking Days
- Strategic School supports
- PLC & ILT support
- Neighborhood Schools PD

Resources

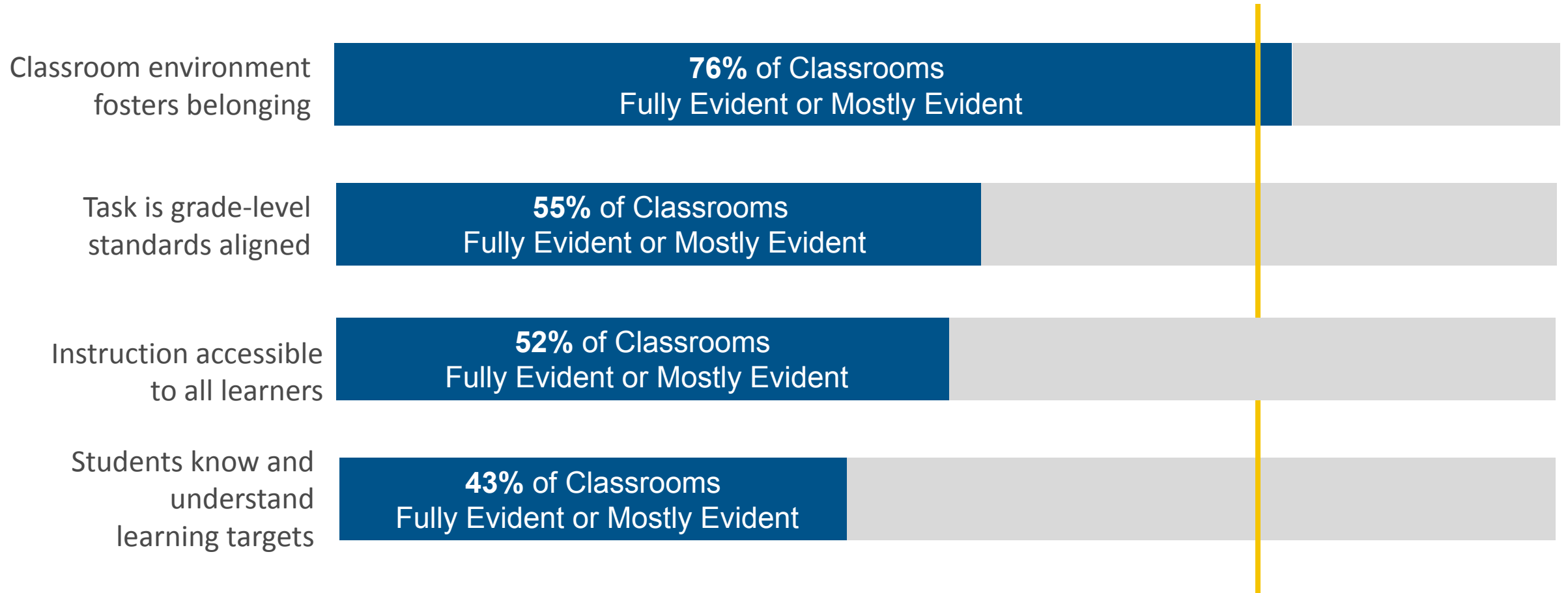
- Pre-observation tool
- 6-12 ELA Playbooks
- ELA scaffolds
- Scheduling & WIN guidance
- 6-12 Common Assessments
- Multigrade classrooms
- FACE toolkit

Student Supports

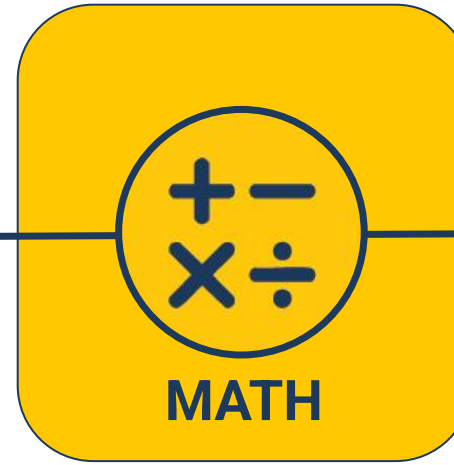
- High Impact Tutoring
- Tier 3 Intervention
- Summer Acceleration Academy

Literacy - What We Are Seeing in Classrooms

Classroom belonging is a strength, but learning targets remain our biggest gap



Q3 Instructional Walk Data | 123 classrooms observed | **Goal: 75% Fully or Mostly Evident**



Year 1 Goal

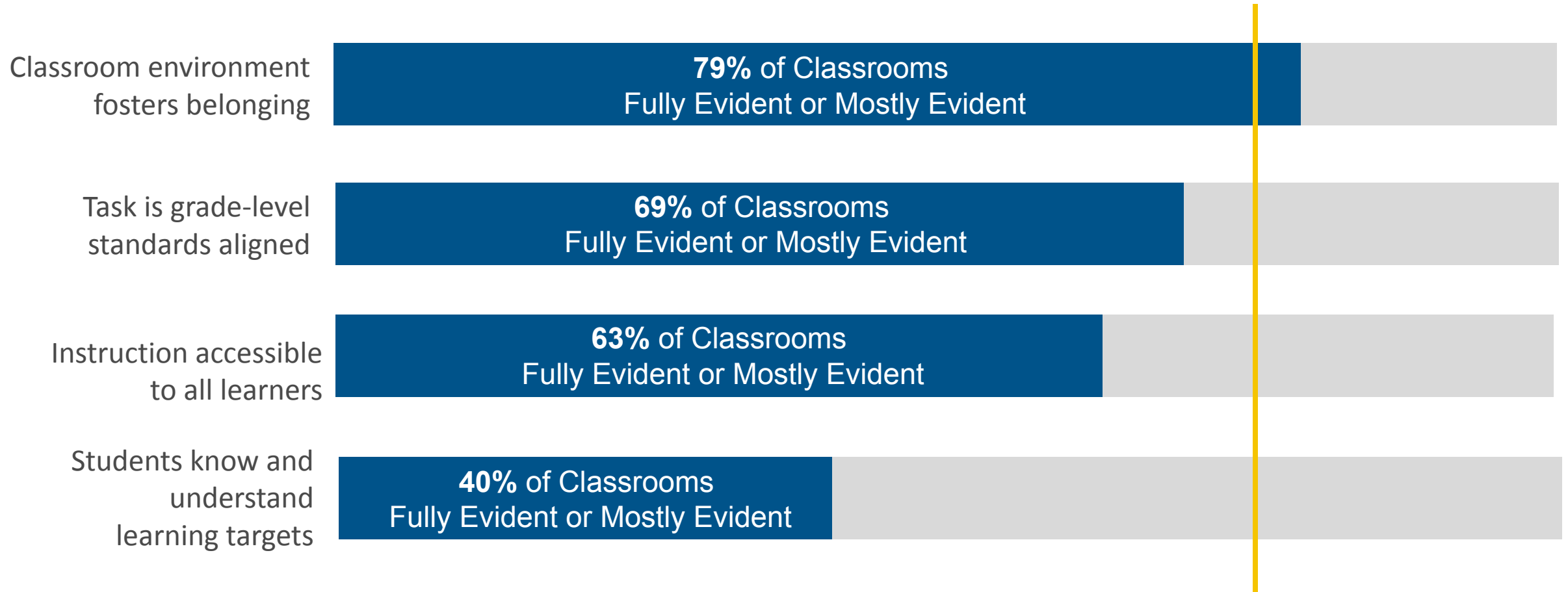


By June 2026, students in 75% of PK-12 Mathematics classrooms, with a particular focus on our district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty), will:

- (1) know and understand the learning target and success criteria and
- (2) successfully engage in grade-level and standards-aligned tasks from district-approved high-quality instructional materials and structures.

Math - What We Are Seeing in Classrooms

Classroom belonging is a strength, but learning targets remain our biggest gap



Q3 Instructional Walk Data | 62 classrooms observed | **Goal: 75% Fully or Mostly Evident**

Math - Work in Progress

- Engagement in Literacy across content areas/Science of Reading (SoR) work for grades 6-12 (train the trainer and district-wide)
- Content Lead SIOP training (Train the trainer)
- Socializing use of Common Digital Assessments for grades 6-12
- Standards-based grading for Middle Grades (across content areas)
- Writing and refining curriculum for Project-Based Math 8
- Building Thinking Classrooms PD
- Central Office Leader learning around calibration of high quality mathematics instruction

Resources

- Curriculum-based progression documents to support educators in implementing concept aligned scaffolds in order for students to access grade level instruction (for vertical alignment)
- High School & Middle Grades Mathematics Interim Assessment for Tier 3 support

Student Supports

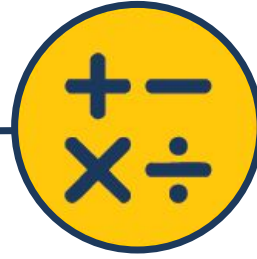
- Tier 3 Intervention i-Ready progress monitoring and resources (grades K-8)
- WIN Block (grade K-5)



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**9TH GRADE
SUCCESS**

Year 1 Goal



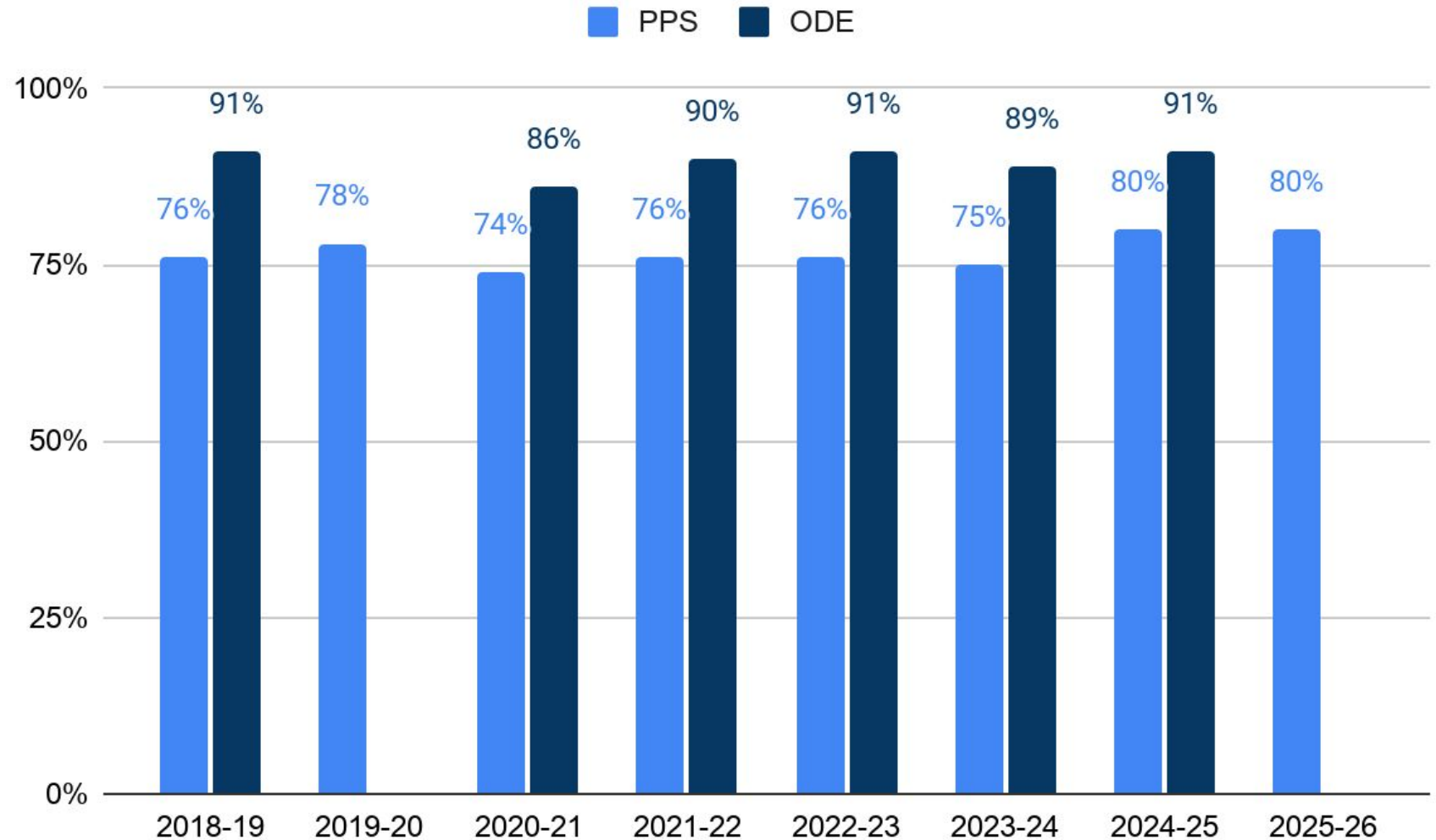
9th GRADE SUCCESS

Our goal is to increase the percentage of all students finishing 9th grade On Track from 75% to 80% by June 2028, while closing the opportunity and outcome gap for focal students by increasing their On-Track rate from 53% to 70%.

9th Grade On Track - ODE & PPS Def.

ODE Definition: 6 credits or more earned in 9th grade.

PPS Definition: 6 credits, including required core credits, earned in 9th grade.



9th Grade Success - Q3 Target & Goal Progress

Overall: 80%

Focal Students: 70%

Not yet met

	Overall	Combined Focal St	HU by race	MLL	SWD
Benson	84%	75%	78%	75%	73%
Cleveland	86%	59%	62%	35%	59%
Franklin	84%	71%	70%	72%	57%
Grant	90%	71%	71%	20%	59%
Ida B. Wells	87%	72%	77%	53%	62%
Jefferson	78%	71%	70%	78%	67%
Lincoln	89%	73%	78%	67%	58%
McDaniel	72%	58%	57%	44%	51%
Roosevelt	66%	52%	52%	37%	37%

9th Grade Success - Strategies & Actions

Credit Recovery

Develop & Implement [Credit Recovery Guidance](#) to ensure students have pathways to stay on track.

Professional Learning

Provide training for Vice Principals on identifying barrier courses and creating [in-house credit recovery systems](#).

Coaching & Support

Provide [Coaching](#), Support & Training for Student Success Team Leads and Student Success Teams.

Intervention Resources

Provide [Research-Based Intervention Resources](#) to support focal students.

Continuous Improvement and Family and Community Engagement (FACE)



FAMILY + COMMUNITY ENGAGEMENT PLANNING GUIDE

Portland Public Schools
The Office of Family & Community Engagement

Family and Community Engagement Opportunities Include:

- Village Table
- School Based Site Councils
- Student Voice Advisory Council, District Student Council
- Engagement Events
- School & Family Partnerships

Questions and Answers



Resources

- [PPS District Continuous Improvement Plan 2025-28](#)
- [District Continuous Improvement Plan Goals and Strategies](#)





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PPS Alternative & Focus School Overview

TLE Committee

June 2026

Agenda

- Board Policy
- Overview of schools & programs
- Q&A



Learning Target and Success Criteria

Learning Target



Success Criteria

- **I am learning** about the range of educational options available in PPS, including where focus & alternative programs are located, who they currently serve.
- **I am learning** about the annual lottery process.

- **I can** describe PPS educational options at a high level, identify key patterns in focus & alternative program location and student demographics.
- **I can** describe the basic mechanics and equity considerations of the lottery process.

Educational Options Policy (6.10.022-P)

“The Board is committed to providing a quality school near every student’s home and an appropriate learning environment for all students, including those with special needs, within their home cluster. The Board also is committed to providing other educational options. The Board believes that all of these educational options contribute to the health of the district and the community...”

The purpose of educational options is to offer students and their families meaningful choices that meet the different learning needs and educational interests of all students.”

History: Adpt 3/26/90; Amd 12/12/91; Amd 1/27/94; Amd 8/31/95; Amd 8/26/02, BA 2390; Amd 5/12/03, BA 2647.

Definitions: Educational Options Policy

Neighborhood School

A school serving a designated attendance area. As a center for many community activities, neighborhood schools are also important to the neighborhood as a whole.

Program

An educational component of a school offering specialized instruction, a focus on a particular theme or instructional approach or other ways to meet student needs.

Focus Option

A separate Board-recognized school or program structured around a unique curriculum or particular theme. Focus options may be part of or co-located in the same facility as a neighborhood school or other focus option.

Alternative Educational Option

A school or separate or individualized program designed to meet the academic, social, and behavioral needs of an identified group of students.



Focus Option

Buckman K5 (s)
Creative Science K8 (s)
Odyssey K8 (p)
Sunnyside Environmental K8 (s)
Winterhaven K8 (s)
DaVinci MS (s)
Benson HS (s)
Jefferson HS (s)



Dual Language Immersion

Chinese 3 pathways
Japanese 1 pathway
Russian 1 pathway
Spanish 9 pathways
Vietnamese 1 pathway



Alternative

ACCESS Academy (p)
Alliance High School (s)
Metropolitan Learning Center K12 (s)

KEY
(p): program
(s): school



Dual Language Immersion

Chinese - Mandarin

Jefferson HS

Cleveland HS

Harriet Tubman MS

Harrison Park MS

Dr. Martin Luther King,
Jr. K5

Clark K5
Woodstock K5



Dual Language Immersion

Japanese

Grant HS

Mt. Tabor MS

Richmond K5

Russian

Franklin HS

Lane MS

Kelly K5

Vietnamese

McDaniel HS

Roseway Heights
MS

Rose City Park
K5



Dual Language Immersion

Spanish

Roosevelt HS

Lincoln HS

McDaniel HS

Franklin HS

Ockley Green MS
George MS

West Sylan MS

Beaumont MS
Roseway
Heights MS

Kellogg MS

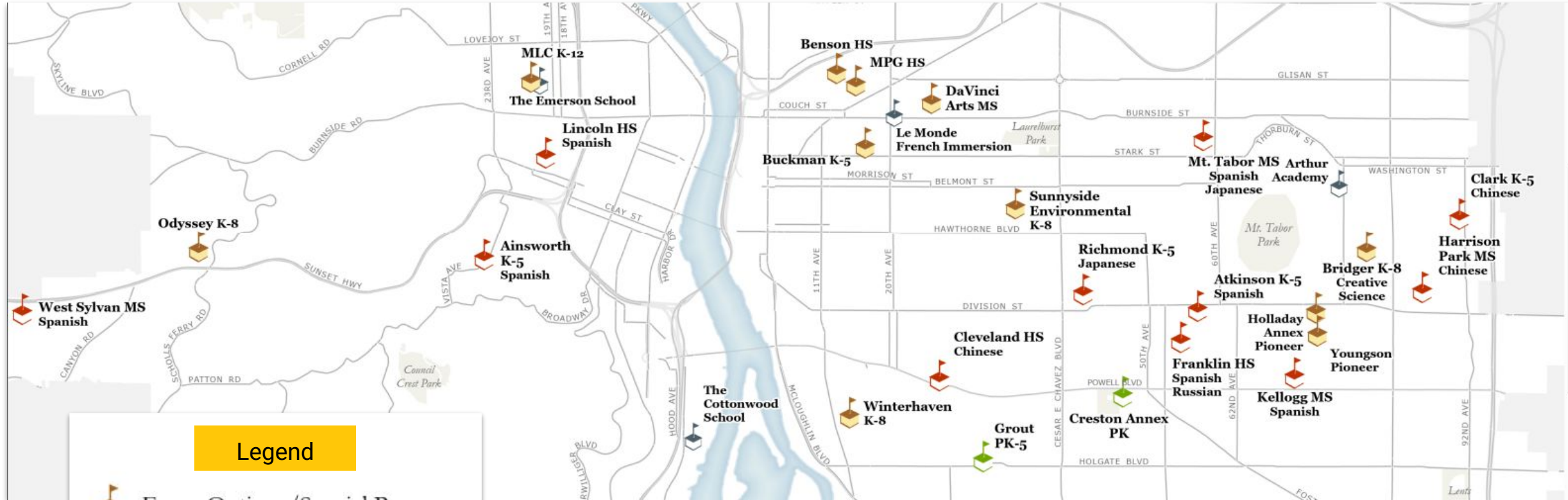
Beach K5
Chavez K8
James John K5
Sitton K5

Ainsworth K5

Rigler K5
Scott K5

Atkinson K5
Lent K5

Map of Current Schools & Programs

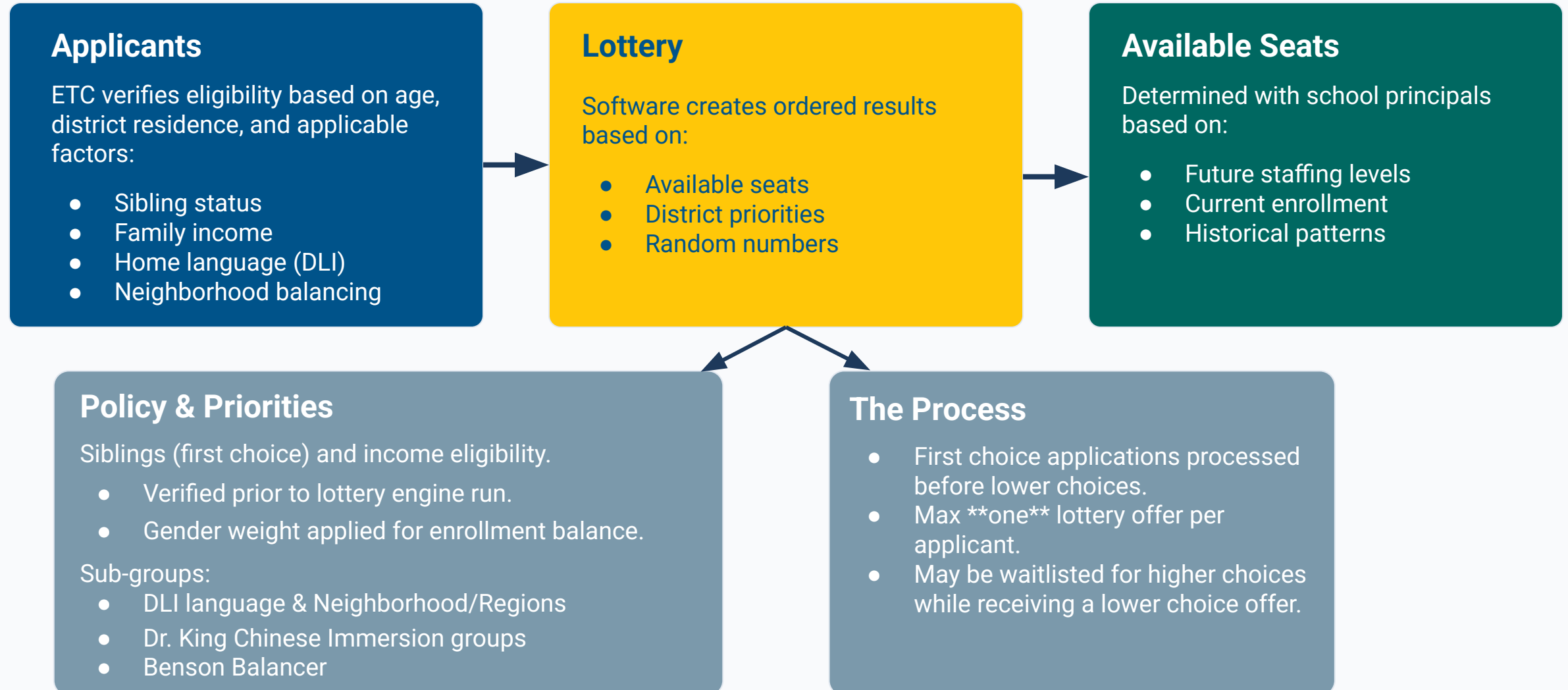


Legend

- Focus Options/Special Programs
- Language Immersion
- Pre-K
- Charter Schools
- Parks

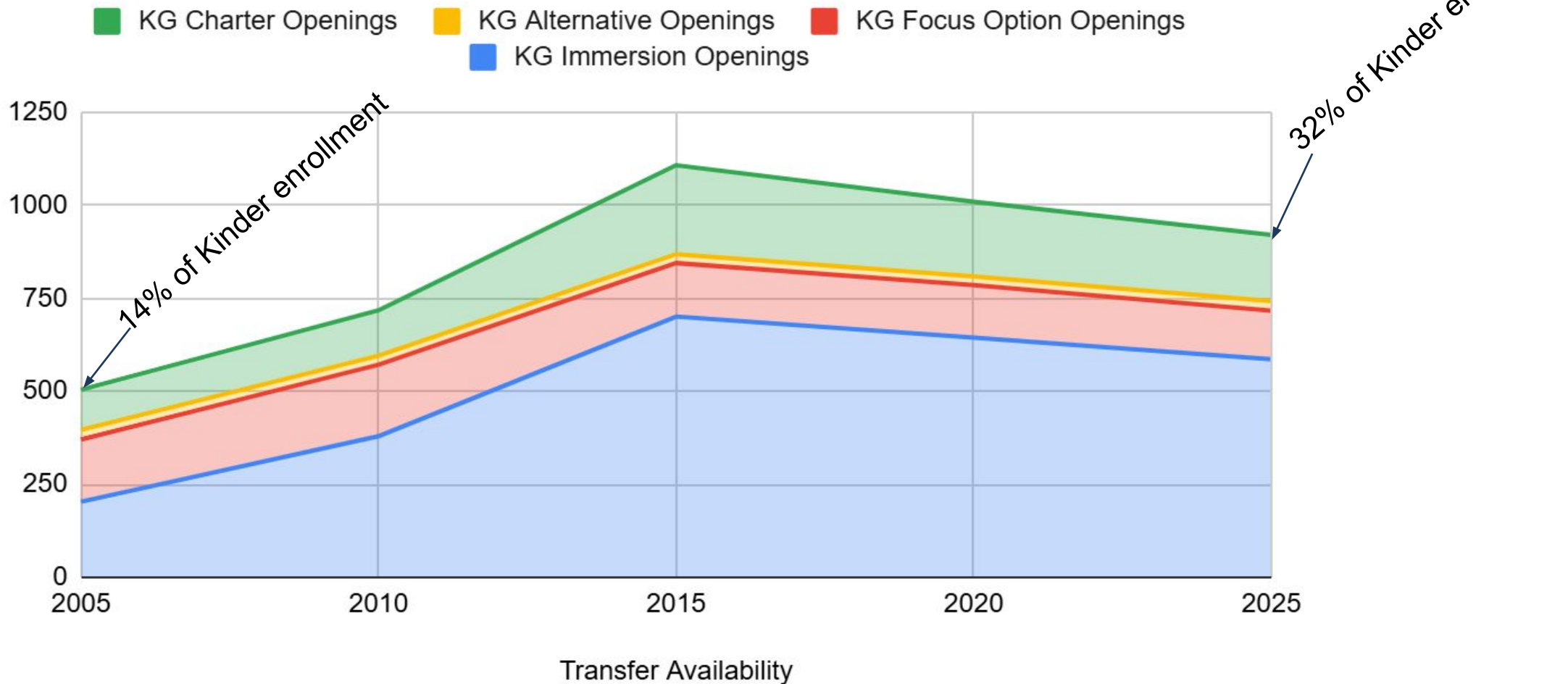
[Link to full map](#)

How Does The Lottery Work?



How Has Transfer Availability Changed Over Time?

Kinder Transfer Availability 2005-2025



Dual Language Enrollment

DLI Program	Enrollment (K) 2025-26	Lottery Slots (K) 2025-26
Chinese	104	127
Japanese	89	104
Russian	25	25
Spanish	306	278
Vietnamese	36	52

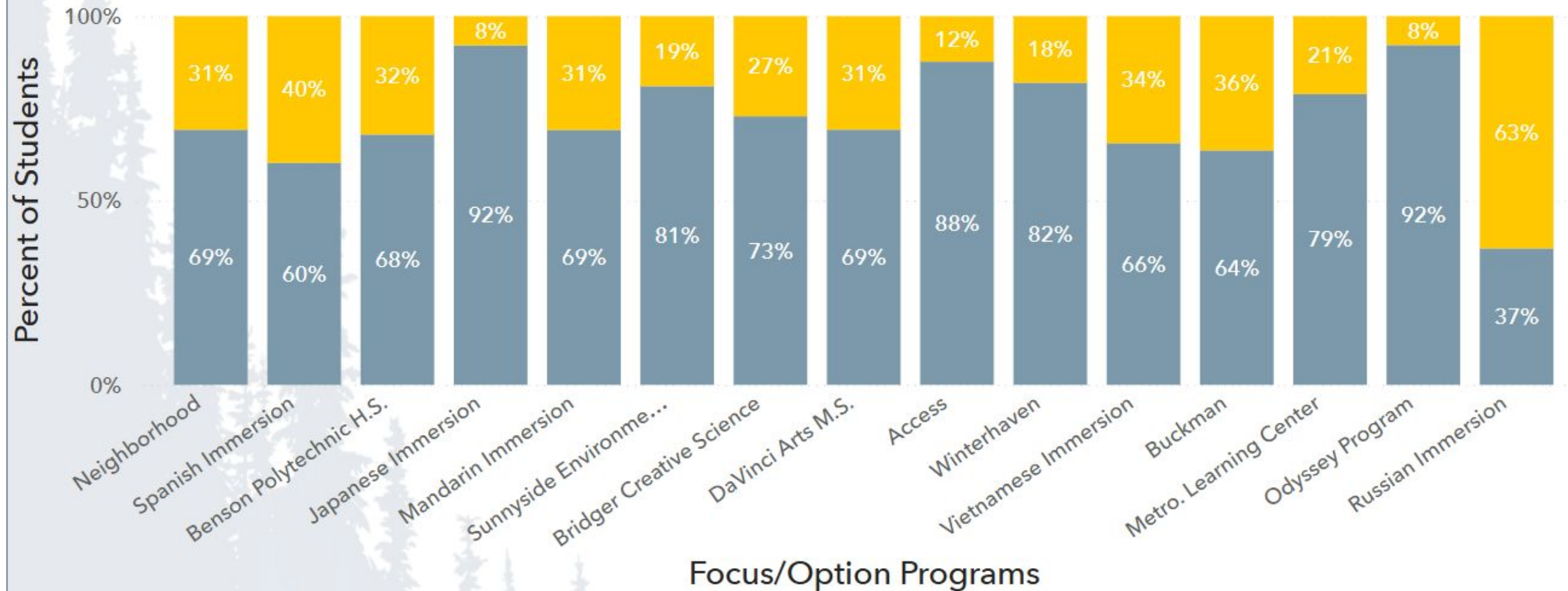
Goal: To ensure bilingualism and biliteracy, grade-level academic achievement, and social-cultural competency for every student we serve, particularly for our students of color and Emergent Bilinguals.

Which Students Are Accessing Focus/Altern. Programs/Schools?

PPS Overall: 31.5%

Percent of Students who Qualify for Direct Certification by Program

Qualifies for Direct Certification? ● No ● Yes

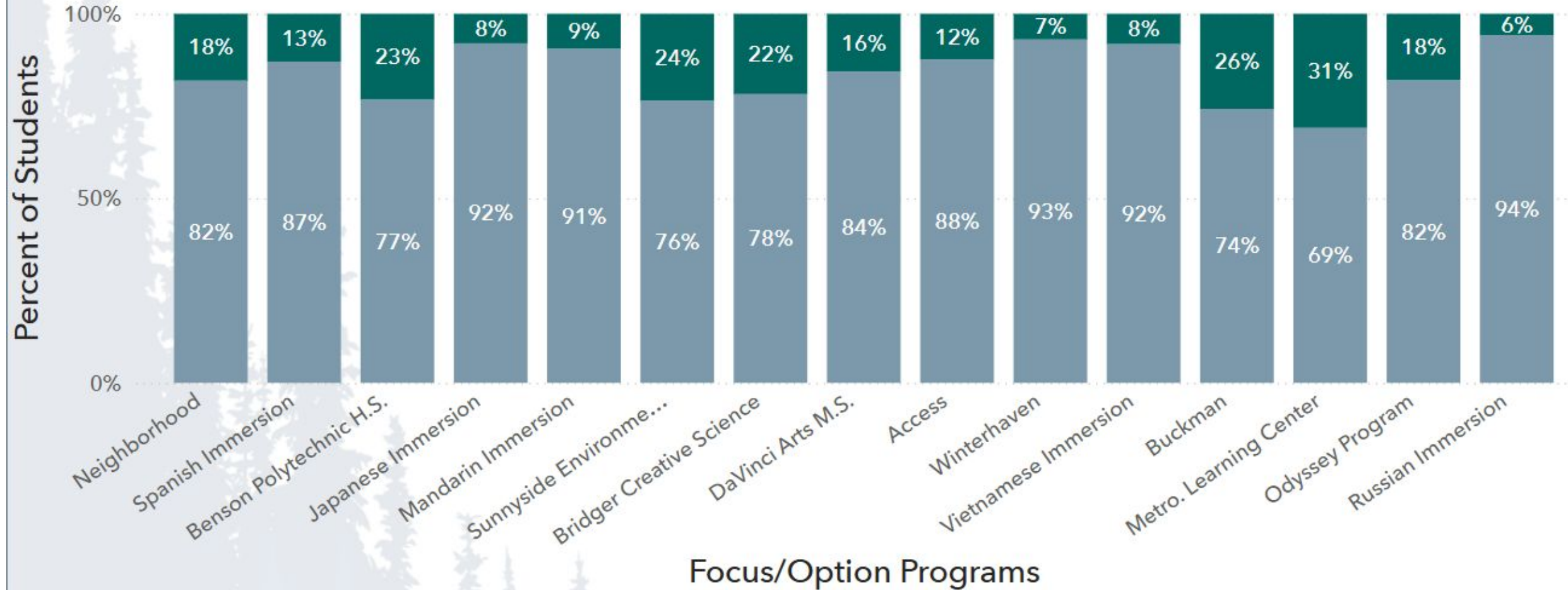


Which Students Are Accessing Focus/Altern. Programs/Schools?

PPS Overall: 17.1%

Percent of Students Who Receive Special Education Services by Program

SpEd ● No ● Yes

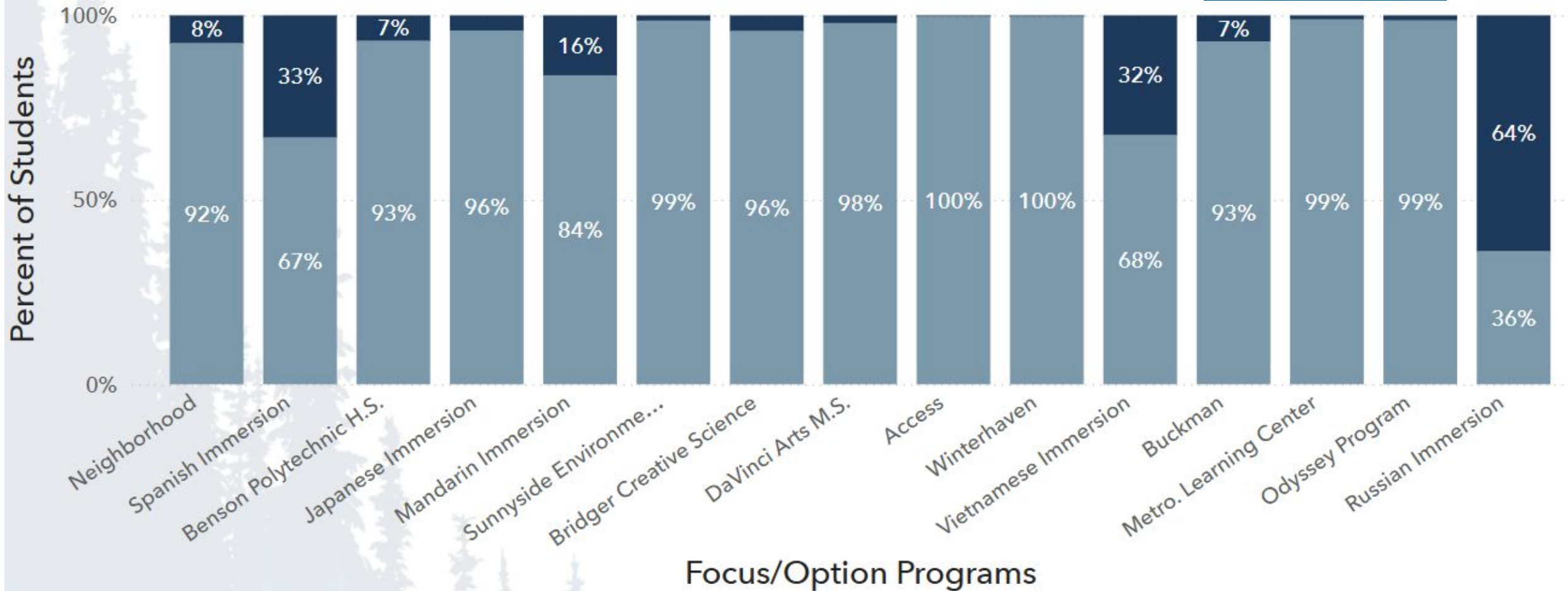


Which Students Are Accessing Focus/Altern. Programs/Schools?

Percent of Students Receiving Multilingual Services by Program

PPS Overall: 9.8%

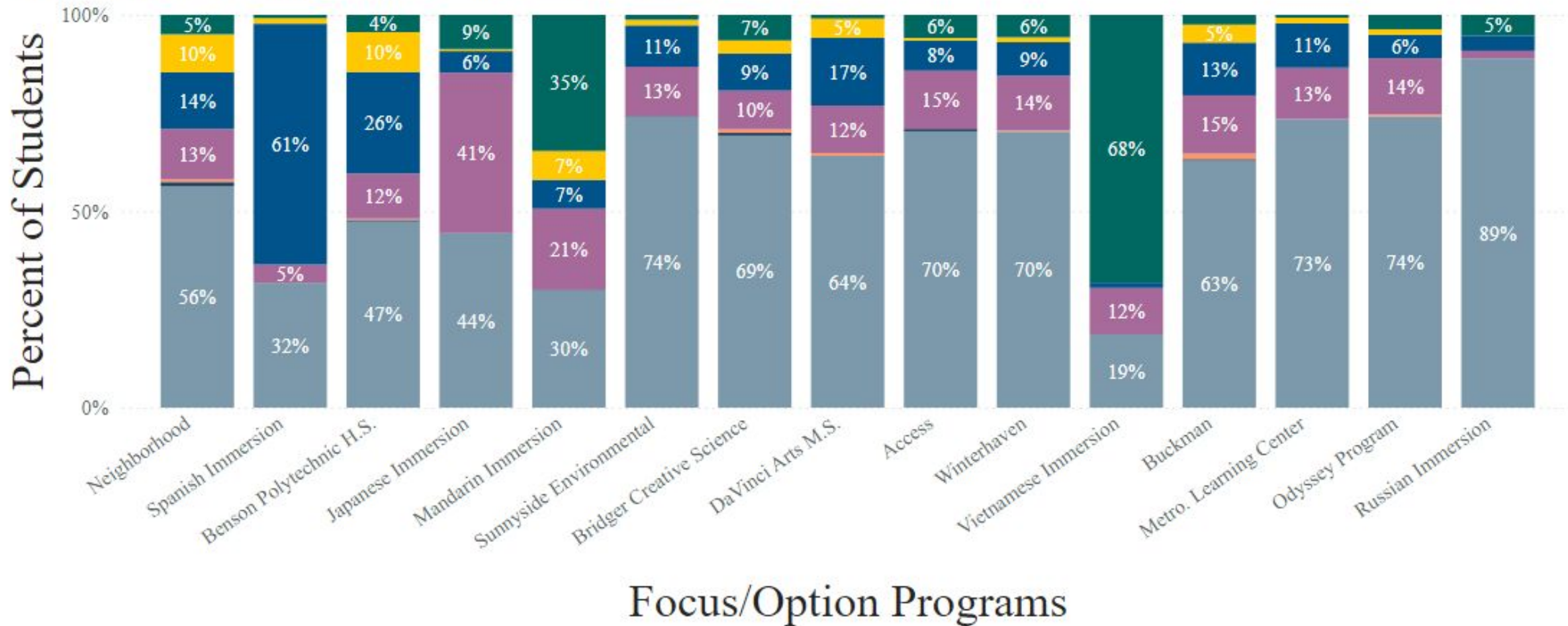
MLL ● No ● Yes



Which Students Are Accessing Focus/Altern. Programs/Schools?

Percent of Students by Race by Program

Race ● Asian ● Black ● Latino ● Multiple ● Native ● Pacific Islander ● White



Where Are Students Who Attend Focus/Altern. Programs/Schools From?

Focus/Option	Enrollment	Top 5 Schools Where They Come From
Benson	1025	Cleveland (225), Franklin (173), McDaniel (143), Jefferson/Roosevelt (143), Jefferson/Grant (78)
da Vinci	429	Ockley Green (60), Tubman (56), Roseway Heights (40), Hosford (36), Lane (35)
MLC	275	Ockley Green (33), West Sylvan (22), George (18), Chapman (16), Tubman (14)
ACCESS	324	Hosford (19), Gray (18), Laurelhurst (17), Tubman (15), Ockley Green (12)
Winterhaven	316	Hosford (45), Grout (32), Sellwood (26), Lane (18), Out of District (15)
Sunnyside	485	Sunnyside (219), Hosford (31), Glencoe (16), Abernethy (15), Lane (15)
Odyssey	217	Jackson (35), Hayhurst (26), Bridlemile (24), Markham (24), Gray (19)
Bridger CSS	446	Bridger CSS (143), Harrison Park (47), Clark (44), Atkinson (32), Arleta (25)
Buckman	283	Buckman (133), Scott (12), Vestal (9), Boise-Eliot, (8), Grout/Rigler (8)

Discussion and Questions





To: Board of Directors
From: Kristina Howard, Senior Chief; Dr. Jenny Withycombe, Assistant Dir Health & PE
RE: K-12 Health Curriculum Adoption
Date: May, 2026

ITEM FOR INFORMATION

Date of Meeting: May 26, 2026

Title: K-12 Health Curriculum Adoption

Background:

The Health & Physical Education team has completed a rigorous, four-year Comprehensive K-12 Health Education Instructional Materials Adoption. This extended timeline was a deliberate choice, not a circumstantial one. Health education is uniquely dynamic: the science of youth and adolescent health, evolving community needs, and the health behaviors of young people do not stand still, and neither did we. By taking the time necessary to engage deeply with staff, students, families, and community stakeholders, we are confident that the materials we are bringing forward represent the best available resources to support the whole health of Portland Public Schools students.

The recommended curricula align with the latest Oregon Health Education Standards, meet the requirements of Division 22 – the Oregon Department of Education's framework ensuring districts provide quality education in compliance with state law – and reflect Portland Public Schools' instructional priority to adopt High-Quality Instructional Materials across all core subject areas.

This curriculum adoption process is unique in that we have field-tested and are recommending the adoption of instructional materials across five sub-content Health topics:

- Mental and Emotional Health
- Food and Nutrition
- Substance Use Prevention
- Comprehensive Sexuality Education
- Violence Prevention

Unlike other core subject areas, we do not have a comprehensive health textbook to recommend at any grade band. While our AIR committees did meet with vendors such as Goodheart-Wilcox, they did not



recommend them for field testing. Typically, health textbooks do not meet our state's health standards and laws, nor are they flexible enough for us to respond to student data (such as data from the Youth Risk Behavior Survey or the School Health Survey). Instead, we field-tested standards-aligned instructional materials designed and written by various public health organizations (e.g., Advocates for Youth, Stanford's REACH Lab, and Cairn Guidance) that specialize in curriculum for the sub-content areas listed above.

Related Laws, Mandates, and Policies:

In addition to following the PPS Comprehensive Health Education policy (Board Policy 6.40.013-P), as well as aligning curriculum with the latest Oregon Health Education standards (2025), we are responsible for providing instructional materials that support several laws, mandates, and policies, including:

Comprehensive Sexuality Education: OAR 581-022-2050, ORS 336.455

Oregon **requires** medically accurate, age-appropriate sexuality education as part of the health curriculum. Students must receive instruction on human sexuality, healthy relationships, consent, STI/HIV prevention, and responsible decision-making.

Substance Use & Drug Prevention: OAR 581-022-2045

All high school students must receive annual instruction on the effects of alcohol, tobacco, and drugs as part of a comprehensive health education program.

Synthetic Opioid (Fentanyl) Prevention: SB 238

Oregon requires districts to teach synthetic opioid prevention lessons in grades 6–8 and at least once in high school.

Teen Dating Violence Prevention: Healthy Teens Relationship Act ORS 339.366, HB 4077

Schools must provide instruction on teen dating violence, domestic violence prevention, consent, and healthy relationships for students in grades 7-12.

Suicide Prevention Education: Adi's Act OAR 581-022-2510, ORS 339.343, SB 52

School districts must implement a comprehensive suicide prevention plan that includes mental health education, prevention strategies, and intervention supports for students K-12.

Sexual Abuse Prevention Education: Erin's Law OAR 581-022-2050, ORS 336.059, SB 856



Schools must provide at least four instructional sessions per year on sexual abuse prevention for students in Kindergarten through grade 12.

Bullying & Harassment Prevention: OAR 581-022-2310, ORS 339

Districts must educate students on preventing harassment, intimidation, bullying, and cyberbullying and provide guidance on responding to unsafe behavior.

You can find a complete list of laws, policies, and mandates on our [PPS Health & PE Website](#).

Connection to Board Goals:

Health education supports young people to gain age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being. [Research](#) shows that when health education is comprehensive, inclusive, skills-based, and scaffolded across grades, it leads to improved school climate, reduced violence, increased individual academic achievement, and long-lasting intergenerational benefits.¹

The Health and Physical Education (HPE) Team plays a crucial role in supporting the whole child, ensuring that every student in our district has the opportunity to succeed academically, socially, and physically. Aligned with our District Continuous Improvement Plan (DCIP) priorities—increasing attendance, improving literacy, improving math, and supporting 9th-grade success—our curriculum adoption also reflects our district’s Health objectives to foster inclusive practices, standards-based teaching, and student well-being. Health Education offers unique opportunities to foster a sense of belonging, agency, and enjoyment in learning, which directly contribute to improved attendance.

Community Engagement:

Over the course of the adoption we have engaged with the community in a variety of ways. One of these initiatives, as an example, was to gather feedback from the community, including students, on ways in which we could create a more culturally-affirming, trauma-informed nutrition curriculum for our students. In addition to incorporating feedback from the 207 students we heard from, we also engaged with community-based organizations to inform the development of new instructional materials.

During the development of our latest Comprehensive Sex Ed materials we surveyed high school students about their experiences with the previous iteration of materials to see ways in which we could

¹Oregon Health Education Standards, ODE (2023)

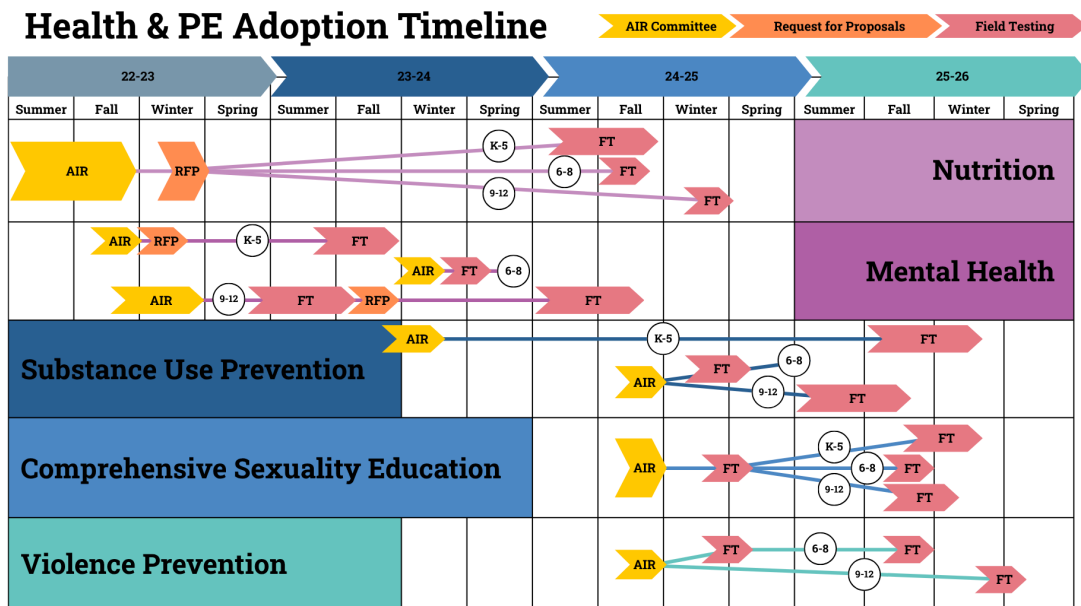


be more trauma-informed. We also worked with a small group of youth to review drafts of the new high school CSE lessons and provide feedback. The information we received from both the survey and our youth panel was shared with the curriculum developers to support standards-aligned, trauma-informed revisions to the materials.

This year, the Health & PE Team engaged with community stakeholders in two additional ways: first, we hosted an all-day open house at the Dr. Matthew Prophet Education Center (PEC) that included an evening presentation and listening session. Our team staffed the PEC lobby to provide access to instructional materials, answer questions, and hold space for conversation. Secondly, our team met with members of the Village Table (formerly F.A.C.E.) to provide an update on our adoption process, create space for conversations, answer questions, and share instructional materials to gather community feedback.

Timeline for Implementation & Evaluation:

Our sub-content adoptions were conducted across four years:



Note: We received grant funding to support the procurement of the Mental Health and Nutrition curricula. Our staff supporting this work on AIR committees could not recommend existing curricula, so Cairn Guidance wrote each set of instructional materials for both sub-content areas and piloted them with teachers. This is why there is an extended timeline for those sub-content areas.



Staff Recommendations:

Sub-Content Area	K-5	6-8	9-12
Mental & Emotional Health	Cairn Guidance	Cairn Guidance Signs of Suicide	Cairn Guidance Signs of Suicide
Food, Nutrition, & Physical Activity	Cairn Guidance	Cairn Guidance Let's Eat!	Cairn Guidance
Substance Use Prevention	5th Grade: Stanford REACH	Project ALERT HealthSmart	Stanford REACH: Safety First
Comprehensive Sexuality Education	Advocates for Youth: <i>Rights, Respect, Responsibility</i>	ODHS: <i>My Future-My Choice</i>	Advocates for Youth: <i>Rights, Respect, Responsibility</i>
Violence Prevention	Second Step Adopted in 2023	ODHS: <i>My Future-My Choice</i>	Nest Foundation: <i>You Belong Here</i>

Recommended for Adoption: Participants approved these instructional materials.

K-5 Substance Use Prevention:

Our 5th-grade field testers recommended Stanford REACH Lab's *You and Me Together*, *Vape Free*, and *Smart Talk* (related to cannabis-use prevention). Our field testers in grades K-4 implemented lessons from several vendors (e.g., Generation Rx, Ask.Listen.Learn, Operation Prevention) but were concerned about gaps in standards alignment and inconsistencies in language and pedagogical approach from one lesson to the next.

This team [recommends](#) issuing a Request for Proposals to solicit vendors to design lessons specifically for this sub-content area.

Note: Please see the link under "Resources" to access the Adoption Decision Forms, which provide more information about the selection and approval process and rationale for each sub-content area.

Fiscal Impact:

Many of the materials we are recommending are available to us at no cost. Please refer to the table below for a cost breakdown of this adoption:



Grade Band	Unit/topic	Vendor / Contract	Estimated Cost
HS	Violence Prevention	NEST	\$350,000 (5-year)
MS	Substance Use	ETR	\$410,891.78 (5-year)
Subtotal			\$760,891.78
Anticipated Design and Development Costs			
MS	Sex Ed and Violence Prevention	ODHS (<i>My Future-My Choice</i>)	\$175,000 for curriculum development
ES	Comprehensive Sex Ed	Advocates for Youth	\$11,700 for Graphic Design to align all K-5 lesson plans to the most recent layout
Subtotal			\$186,700.00
Anticipated Professional Learning Costs			
ES	Comprehensive Sex Ed	Advocates for Youth	\$59,450.00: Curriculum-aligned grade level learning modules (see proposal)
Subtotal			\$59,450.00
TOTAL COST			\$1,007,041.78

Resources:

- [Village Table Presentation](#)