



INTRODUCTION




In conjunction with the new Board meeting structure, I will be providing a Superintendent's Report organized by the strategic priority areas providing a framework for our work. The intent is to provide Board members and the public with a consistent and formal look at the work being done in the District and how this aligns with our identified priorities, mission, and milestones. Each month, I will provide specific highlights of key work happening at schools, in our communities, and across our District. These highlights should give us a way to reflect on work that is accelerating our ability to increase achievement and learning for every one of our students.

Hitting Milestones targets

We adopted the Milestones – measures of achievement at key points in a student's education – because these measures are predictive of long-term success. The Milestones also help us focus our limited resources and invest in the strategies that are gaining the best results.

Last academic year, our schools focused on student growth at three of our Milestones: reading above grade level at 3rd grade; writing at or above grade-level at 7th grade; and incoming 10th-graders having passed the core classes they need to stay on track to graduate.

At each Milestone, we set one target to improve achievement for all students and a second to narrow the achievement gap. Here are our results:

Milestone	2009-10 Actual	2010-11 Target	2010-11 Actual
 Reading to Learn (Exceed benchmark by the end of 3rd grade)	46%	Keep up: +5	+5 (51%) ✓
	Largest gap: African-American v. white 43pts	Catch up: Close gap by 5	-5 (38 pts) ✓
 Ready for High School (Meet writing benchmark in 7th grade)	52%	Keep up: +5	+10 (62%) ✓
	Largest gap: African-American v. white 33pts	Catch up: Close gap by 5	-4 (29 pts)
 On Track to Graduate (Enter 10th grade with 6 credits)	54%	Keep up: +5	+5 (59%) ✓
	Largest gap: African-American v. white 33pts	Catch up: Close gap by 5	-5 (28 pts) ✓

These gains suggest that, together, we are on the right path.

Overall student achievement is improving at these Milestones, with accelerated gains for students of color that is narrowing the gap between student groups.

Our students, teachers, principals, families, nonprofit and business partners, volunteers and many others play essential roles in producing these gains.

In our classrooms, our teachers and our school district are focusing on literacy and on writing skills in elementary and middle grades; support for struggling students through after-school and summer programs; and freshman academies and other personalized support for students in ninth grade, when they need the most help to stay on-track to graduate.

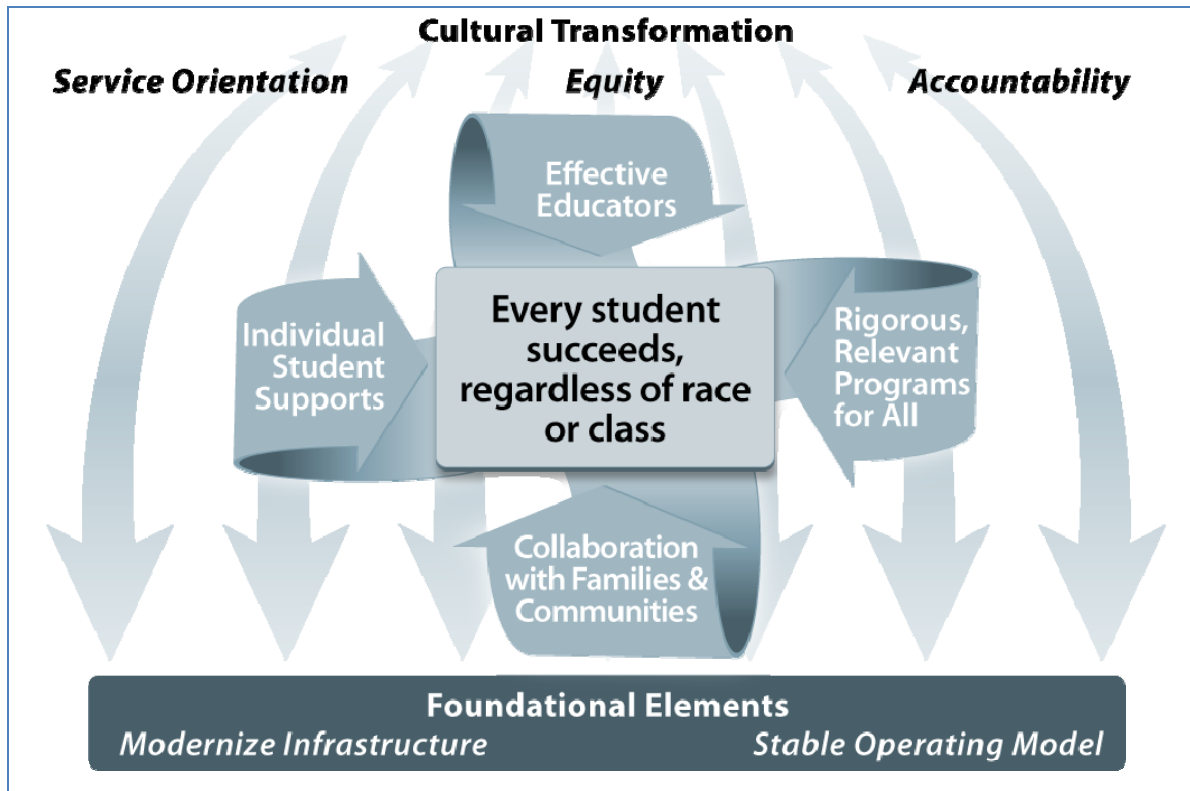
Going forward, schools will continue to help teachers plan together and use student learning data to respond to student needs. We will also keep improving individualized supports to students, especially those receiving special education and English as a second language services. And we will collaborate with families and community partners in this work.

Families support their students' progress at home and, whenever they can, through involvement in their schools. Nonprofits provide social supports to our students. Businesses give resources and expertise. Volunteers bring their energy and talents to fill in and expand what we do.

We will also be further exploring the nature of the persistently troubling graduation rate, through a study looking at which students graduate on time and which don't. By looking at the success rates of specific students in our system, we intend to be able to target our interventions, partnerships, and resources even more intentionally. I will be sharing this information with the Board and community as it becomes available, and plan to use this information in our priorities based budgeting process for 2012-13.

Our goal of preparing every one of our students to succeed is attainable. Reaching it is imperative—for our students and for our community. Together, we can get there.

STRATEGIC PRIORITY AREAS FOR 2011-12



OCTOBER HIGHLIGHTS

CULTURAL TRANSFORMATIONS – ACCOUNTABILITY, EQUITY, AND SERVICE ORIENTATION

Some highlights of current work include:

Courageous Conversations

PPS will continue to offer **Courageous Conversations professional development and training** working with Pacific Education Group, now entering our fourth year. This includes board, executive team, central departments, all schools (Beacon, Strand I or Strand 2), classified staff, and operations support staff. We are really beginning to feel the impact of this continued commitment to this work. Training and work includes:

- New capacity in principal coaching to support principals in leading the equity work in their buildings.
- Continuing to build our internal capacity to lead Courageous Conversations by training a cadre of associates.
- A Portland team has been asked to present at this year's Summit on Courageous Conversations in San Francisco, October 31 to November 2.
- Administrators who supervise principals or provide support to principals for instruction in general education, Special Education, or ESL in addition to the central office administrators and teachers on special assignment focused on coaching school equity teams are engaged with Pacific Educational Group in seminars to improve their capacity to coach for equity. Our work includes the co-creation of conditions for successful coaching partnerships and development of

the skill to self-asses personal, professional, and organizational development with an equity framework.

STRATEGIC PRIORITY #1) EFFECTIVE EDUCATORS

Effective PPS educators are culturally competent, have high expectations for all of their students, and place a high value on collaborating with other teachers, parents and administrators to ensure that students make meaningful progress each year. We will systematically cultivate excellent educators through rigorous recruitment, preparation, induction, continuous professional development and feedback.

Some highlights of current work include:

Outstanding Teacher of the Year

With great celebration and cheers from the Roosevelt student body, Elena Garcia Velasco accepted the Oregon Teacher of the Year recognition from the Oregon Department of Education on Thursday Oct. 13.

Elena, who has been with PPS for 14 years, all of them at Roosevelt, teaches Spanish Language and the rigorous AP Spanish Literature course, a rare offering in Oregon and the only course of its kind in PPS. In this class, students read the work of Gabriel Garcia Marquez and other classic authors in Spanish.

Superintendent Castillo aptly captured the power of Elena's outlook, which now pervades Roosevelt: "Where others see adversity and obstacles, Ms. Garcia Velasco sees resilience and potential."

Elena, for her part, acknowledged the important adults who had come to see her receive her award but then focused her remarks entirely on the students: "Without you, we teachers are nothing," she said. "If I am the teacher of the year, you are the students of the year."

As part of her award, Elena receives \$5,000 plus a generous technology package from Smart Technologies and will have the opportunity to meet President Obama and Education Secretary Arne Duncan.

Teacher Evaluation Tool

The new Teacher Evaluation tool is the first change in Portland Public Schools teacher evaluation process in 30 years.

We piloted a new teacher evaluation tool in one school (Roosevelt HS using the SIG grant funds), then identified a joint PPS/PAT work group (team of principals and PAT identified teachers) to collaboratively build and refine an evaluation tool and process.

This summer a two-day training was delivered collaboratively by the principal/teacher work group to principal/teacher teams from every school (344 teachers and principals), preparing them to roll out the new tool and process in their schools this fall.

This evaluation tool changes the quality of the conversation about teaching between a principal and teacher, and allows us to talk about "effectiveness" with increased integrity and consistency across the system. The rubric, based on Charlotte Danielson's work, communicates expectations and differentiates developmentally a teacher's path toward proficiency and excellence.

The joint work group will continue their work this fall, focusing on how to include evidence of student growth as part of the process.

What is significant is the ***culture changing nature of this work*** for our organization; *teachers and principals working together on how we will talk about effective practice*. This was a frequent observation made by both principals and teachers during the evaluation training sessions this summer.

Portland Metropolitan Education Partnership

I serve as one of the co-chairs, along with Randy Hitz, Dean of the PSU School of Education, Scott Fletcher, Dean of the School of Education at Lewis and Clark College, for a newly formed (1 year) collaborative between regional college and university teacher preparation programs and local school districts. We are focusing on building more powerful alignment and intentional design of pre-service, clinical experience, and in-service training to meet the needs of districts being served by teacher preparation programs. The Leadership Council of the collaborative includes deans of ten schools of education (PSU, Lewis and Clark, Marylhurst, Concordia, Warner Pacific, etc.) and the superintendents of ten districts, including the Multnomah County districts as well as Beaverton and Hillsboro. The Advisory Council includes practitioners (teachers, principals, central support staff) from each of our institutions. We will be co-presenting on this partnership at Council of Great City Schools conference in Boston, MA, October 27 – 31.

Increasing the diversity & strength of our workforce

This past year, we have placed a direct focus on increasing the diversity of our workforce, in order to better reflect the diversity of our student population, now at 48% students of color. This was accomplished in the following ways:

- **Teachers:** Last year 15% of our new teachers hired were of color, and this year 31% of our teachers hired were of color. Examples of strategies that led to this difference include:
 - Early recruiting and hiring of diverse elementary candidates. Hired seven teachers of color who were interviewed, selected, and hired for at-large positions prior to the start of the hiring season. These candidates are high-demand candidates who may not have been available later in the hiring season had they not received early intent contracts.
 - Improving the substitute teacher hiring process by aggressively recruiting more culturally competent/diverse substitute teachers and expanding the diversity of our substitute teaching pool. Important because 40% of our teachers are hired from the substitute teacher ranks.
- **Administrators:**
 - 15 new **principals** were hired, and 5 principals moved to new assignments. 26% of our newly hired principals are of color.
 - 17 new **assistant/vice-principals** were hired, and 6 assistant/vice-principals moved to new assignments. 33% of our newly hired assistant principals/vice principals are of color.

Nike School Innovation Fund – Portland Leadership Collaborative Year 5

As of this year, all of our schools serving grades K-8 will have had an opportunity to participate in the **Portland Leadership Collaborative**, in partnership with the **Nike School Innovation Fund**. A leadership team (principal and teacher leaders) from each school goes through the intensive off-site experience and subsequent follow up sessions using the Data-Wise process to work on a school-based problem of practice that they are then leading back in their schools. Each school is paired with a Nike executive leader. The year culminates in an event on the Nike campus, showcasing the progress made.

STRATEGIC PRIORITY #2) EQUITABLE ACCESS TO RIGOROUS, RELEVANT PROGRAMS

All schools will offer a common program that is organized around 1) clearly defined, higher standards, 2) aligned curriculum that builds higher order thinking skills, 3) frequent assessment and feedback, and 4) flexibility to deliver instruction in ways that meet the needs of individual students.

Some highlights of current work include:

High School Program

I am excited that we are able to offer a core high school program across our comprehensive high schools. I wanted to provide you with a few updates about what this work looks like across our system. Highlights include:

- We have prepared the seven campuses that were named as **Community Comprehensive High Schools** to offer **equitable access to a common core program**, with both challenge and support, for this year's incoming freshmen.
 - The reduced number of community comprehensive high schools will all have student enrollment numbers to support implementation of a common core program this fall.
 - Our high school principals established common agreements to ensure that each of the seven community comprehensive high schools would be able to offer a comparable program, including courses that are rigorous and challenging, dual college/high school credit bearing, support courses and services specific to meet the needs of academic priority students in each school, career support services (with the addition of a .5 career focused staff member, world languages to advanced levels, and visual and performing arts.
 - It is important to point out that last year **Franklin High School**, the one PPS high school whose program most closely resembled the core program that will be offered at each community comprehensive high school, **significantly increased their overall graduation rate as well as significantly reducing the gap for students of color.**

- We have also supported the campuses that were named as **Focus Option High Schools** (available to students district-wide, designed to offer the depth of a concentrated focus, rather than the breadth of a comprehensive program) to make necessary changes this year:
 - At **Benson High School**, we selected a new principal in Carol Campbell, and the Site Council is continuing to focus on how best to align the Career Technical Education programs available with partnering employers and industry experts from the Portland community.
 - Changes at **Jefferson: Middle College program for Advanced Studies** include:
 - Selection of Margaret Calvert as the new principal for Jefferson.
 - Finalizing the Middle College program plan by expanding and strengthening the partnership with **Portland Community College.**
 - Successful recruitment of a robust 9th grade class. Jefferson's freshman enrollment is the strongest we have had in years.
 - Development of a new partnership with the **University of Oregon** to offer every graduate of Jefferson Middle College with at least one year of transferable credit from PCC under their belt, a guarantee of the difference between their federal aid and full tuition paid for up to three years.

- Continuing to work with Self Enhancement, Inc., to identify additional grant resources to support their wrap-around services partnership for students participating in the Middle College program at Jefferson. SEI has been working closely with Jefferson staff and PCC on the development of the program.

- Implementation of a closure of a comprehensive high school for the first time in 30 years.
 - Marshall student and staff assignments were completed.
 - Receiving high schools (Franklin and Madison) developed and implemented orientation events for the new students.
 - Student outreach and support processes were developed to ensure students get the support they need to make the transition.
 - Marshall final celebrations were successfully held and closure process goals met.
 - Support programs (SUN, Health Clinic, Early Head Start child care program) were re-located.

- Completion of the first year of Roosevelt High School's School Improvement Grant (SIG) implementation. Roosevelt is undergoing a transformation with the strong leadership of an amazing principal, and the additional resources provided by the federal school improvement grant. We are utilizing the SIG, as well as other grants, to pilot potential district-wide change initiatives at Roosevelt.
 - Piloted the initial development of the teacher evaluation tool that has now been expanded on by a team of teachers and principals (including Roosevelt Principal and Teacher/Dean) and is rolling out district-wide.
 - The SIG grant, plus a grant from Mount Hood Cable Regulatory Commission will provide teachers with iPads this year, and students with shared access to iPads. In 2012, all students will be provided with iPads and 24/7 access to filtered, educational content through "cloud based" access to the internet. Students have access to e-books, digital curriculum, and other tools to keep them engaged in school and help them gain information and skills they need to compete in a technology driven, global economy.

Common Core Standards

PPS staff are currently participating on the **Oregon Common Core State Standards Stewardship Committee**, a steering committee with a focus on how to support district implementation of the Common Core Standards.

Over the next four years, the **implementation of the Common Core State Standards (CCSS)** and the associated professional development they will require will be a central function of the CAO's work with her departments.

PPS has a multiple-year plan to **align instruction in math to the Common Core Standards** with grades K, 1, 2, and 8 engaged in this work during the 2011-12 school year. To date, over 900 K5 teachers have received professional development around our new K5 math curriculum and alignment to the Common Core, including 40 special education teachers.

An Example of Exemplar Teaching and Learning

Jennifer Kelley, a teacher at Jackson Middle School was recently highlighted in a NASA national publication for participating in a successful national model involving students in NASA projects. The second half of the article focuses on Jennifer's initiative stemming from her work at Jackson Middle School this past year. You may remember Jennifer reported to the Board last year on this project, introducing teams of students and a project that actually went up and was conducted on the last space shuttle mission. The grant project in this article focuses on her work putting a team of teachers and principals together to use their new resources and plan hands-on curriculum. The article includes two photos of our folks.

This is very exciting work and visibility for this project. Jennifer is an amazing teacher and the district is incredibly lucky to have her in the classroom.

For more info visit: <http://www.nasa.gov/audience/foreducators/inspiring-wonder-weightlessness.html>

STRATEGIC PRIORITY #3) SUPPORTS FOR INDIVIDUAL STUDENT NEEDS

Our results show that students of color, those with disabilities, and those that do not speak English as their first language are not universally well served by our core programs. These students must receive incremental resources & support in order to ensure that all can meet our high standards. Deep partnerships with community will accelerate our ability to meet the needs of specific racial and ethnic populations.

Some highlights of current work include:

Response to Intervention

As part of our strategy to close the achievement gap and turn-around low-performing schools, we are providing intensive instructional supports to Academic Priority Zone schools (schools that are in improvement status and schools with the highest percentages of low-income students) through the **Response to Intervention (Rti)** model. Building on the pilot Rti sites from last year, we budgeted to expand the rollout of Rti in more schools this academic year, including universal screening, formative assessments, appropriate interventions, progress monitoring systems.

- We are in our first full-year of RTI implementation at 19 school sites, after having completed intensive professional development with staff in assessment, core curriculum, and intervention curricula at these schools during the 2010-11 school year.
- Each of these sites is supported this year by a School Improvement Specialist (SIS) who provides collegial coaching in RTI implementation, including effective facilitation of PLC's when utilizing student data to inform targeted instruction and flexible student grouping.
- SIS staff and building principals participated in professional development in August, and will continue throughout the school year, at least twice monthly.

GEAR UP – Portland awarded a \$9.2 Million, 7 Year Grant to support college readiness in low-income school communities

Portland Public Schools was one of only 10 school districts and 37 higher education applicants to receive 47 GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) partnership awards announced by the US Department of Education in late September.

Portland's *College Ahead Program (CAP)* is a seven-year program and was fully funded by the US Department of Education at \$1,322,080 per year for a total award of \$9,254,560. The district's proposal received the highest rating in the nation.

Portland's College Ahead Program (CAP) serves a Cohort of 850 6th grade students and 850 7th grade students beginning at 14 low-income schools across Portland Public Schools and ending up in three neighborhood high schools as well as colleges and postsecondary institutions across the country seven years later.

CAP is structured around four goals: (1) increase the academic performance and preparation for postsecondary education for GEAR UP students, (2) increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students, (3) increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing, and (4) increase the rate of disadvantaged students who earn college credits prior to high school graduation and graduate from high school.

Schools included in the proposal are Franklin, Madison and Roosevelt High Schools; George and Lane Middle Schools; and Astor, Peninsula, Cesar Chavez, Harrison Park, Lee, Scott, Vestal, Arleta, Bridger, Creston, Lent, and Marysville Elementary Schools.

STRATEGIC PRIORITY AREA #4: COLLABORATION WITH FAMILIES AND COMMUNITIES

If families are honored as equal partners, acknowledged as their child's first teacher, engaged in student learning, and have a voice in their school and school district, student achievement will improve.

Some highlights of current work include:

Cradle to Career

On Friday, September 9, more than 200 leaders from throughout our community joined together at NW Natural for a special meeting of the Cradle to Career Council where **Governor John Kitzhaber outlined his vision for education improvement in Oregon and spoke to the alignment of his goals with those of the local Cradle to Career partnership.** The Governor spoke to our local efforts and the growing momentum that was apparent in the room that morning: "Together, through Cradle to Career, you are demonstrating the power that a framework informed by credible and agreed-upon data and focused on student results can have in galvanizing a community to support all students ... The fact that so many of you are here today and involved in this work is a testament to our shared determination to deliver the right kind of support for our students -- so that every one of them succeeds."

Building on this momentum, **our local C2C partnership hosted the national Cradle to Career Network Convening in Portland** September 14-16. More than 300 educators, business and community leaders, elected officials, and others from more than 80 communities and 29 states across the country attended the two-day event. Portland is one of seven cities formally partnering to advance this work nationally. Local elected officials, superintendents, Council and Steering Committee members, and funders participated in the conference as panelists and speakers illustrating the depth of the local engagement in C2C. Jeff Edmondson, CEO of the national Strive Network said, "There was incredible buzz about the leadership role Portland is taking and how the community is embracing the systemic change - from how to engage a broad set of stakeholders from multiple sectors and backgrounds to purposefully using data to inform decisions about what to do and how to do it – Portland's approach stood out to all."

Multnomah County Library Summer Reading Partnership

For the past two years, PPS has partnered with Multnomah County Library to provide all PPS students with the library's Summer Reading game before the end of the school year. By signing up students through school, we accomplish two objectives:

- We reach all students, regardless of economic or family situation, encouraging them to read over the summer and letting them know about the free resources available through their libraries.
- Because it comes from the school, we reinforce the message that reading for pleasure over summer break is critically important for success in school.

Studies suggest that nearly 80% of the achievement difference between high-income and low-income students may be attributable to summer reading loss (Hayes & Grether, 1983). Multnomah County Library's Summer Reading program works to close this achievement gap by encouraging students to read during the summer, and by providing them with books and magazines on any and all topics of interest – from fairy tales to tarantula scientists.

Ed Box – Better, more real time information for parents and students

The EdBox Viewer is a tool to help families stay informed about their middle or high school student's progress. It is one of the many benefits available through the EdBox Gradebook, which is being used by all middle and high school teachers this year.

The Viewer gives families the ability to:

- View their student's current course grades
- See upcoming assignments and due dates
- Send an email to the teacher
- Set up alerts if their student's progress changes

A letter has been mailed home with a unique parent password and student password for students at all middle and high schools. I look forward to hearing from families about this new tool and what type of student information is most helpful. Our intent is to continue to offer better information for families so they can actively support our students' success.

Foundational Element Areas

In order for our academic initiatives to be successful, we need to build foundational, supportive systems, structures and tools across the district. Each of the three priorities below represents an ongoing area of focus, which needs to align and connect to the academic strategies laid out above.

FOUNDATIONAL ELEMENT #1 – STABLE OPERATING MODEL

Stable and dedicated PK-12 educational funding and an organization adaptive to changing environments will provide a strong foundation for student success.

Some highlights of current work include:

Government Relations Update

There were two political issues of note that PPS was tracking this month, one federal and one state. The first was the release of the American Jobs Act by the White House. President Obama, earlier this month, outlined his plan for continuing to push the country's economy back up from its current state. The Act contains many provisions to try to stimulate the economy, help put people back to work and ease some of the pain for those who continue to be out of work. However, notable for education are two provisions that would funnel significant resources, albeit on a one-time basis, to K-12 districts (see addendum for summary). We continue to work with our federal delegation and the Council of the Great City Schools as this moves forward in Congress.

Secondly, we are closely monitoring the formation of the Oregon Education Investment Board (OEIB), Governor John Kitzhaber's plan for changing much about the way we do business for K-12 in Oregon. The Governor announced his appointees for the board and they currently await Senate approval (see addendum for list of appointees). There was a slight delay in the appointments, but the Governor is committed to an aggressive timeline for presenting recommendations to the February 2012 legislative session. We will be working with the Governor and the OEIB as it forms and begins its work in the next few months. Four PPS Staff have been nominated to participate in OEIB Workgroups – Amanda Whalen, Charlene Williams, Sascha Perrins and Jenni Villano.

FOUNDATIONAL ELEMENT #2 – MODERNIZE INFRASTRUCTURE

Safe and healthy physical environments contribute to student and staff success.

Some highlights of current work across our support services departments include:

Facilities & Asset Management and School Modernization

Bond Listening Sessions

Over the last several months, members of the Board and I have held listening sessions to hear feedback about the last bond proposal, which was narrowly defeated last May. Board members and I have met with business leaders, community members, professional organization members, architects, parents, employees, construction professionals, including individuals who publicly

opposed the bond. The conversations have been frank and helpful in determining where we go next. Here is some of what we have heard:

- Everyone we have met with believes that our schools need to be upgraded, whether they supported the last bond or not.
- There are many different views on why the bond did not pass. Many people attributed the result to the state of the economy.
- Everyone we have met with wants to see the next bond enjoy deeper buy-in and broader support. People shared many suggestions for the focus of the next bond, but the discussions to date have not reflected any consensus on what the next proposal should include.

Our next steps are to update and refine a long-range facilities plan – with public input – so that there is a broader understanding of the framework that articulates how future bond proposals will tackle our facilities needs over time.

In recent years, Portland Public Schools has conducted a comprehensive review of the conditions of our school buildings, as well as substantial public engagement that has informed the principles and priorities for our capital program. The school board considered this input in approving a resolution that outlined school upgrade criteria, which was later used in developing the last bond proposal. However, in 2008 staff and board recognized the need to address enrollment imbalances and program inequity in PPS high schools, which along with difficult budget challenges in recent years, became the focus of public conversations. As a result, there was a gap in broad community engagement focused on our school buildings, immediately prior to the last bond.

At the November 14th work session, staff will share with the Board the steps we will be taking to update the long-range facilities plan. Updating the long-range planning effort does not mean that we are going to stop listening – instead, it means we are going to work to broaden our listening and to focus on collecting questions, comments and suggestions that we will incorporate into our long-range plans.

Boiler Financing Analysis

Tony Magliano and David Wynde have begun assessing the current cost benefit of replacing the remaining oil-fuelled burners in school furnaces with burners fuelled by natural gas. This is the boiler/furnace work that was part of the recent capital bond request and concerns 43 schools.

The preliminary analysis (based upon current fuel prices) is that the District would save \$1.7 million/year in fuel costs. The approximate cost of this work is \$6.8 million. With reasonable assumptions about financing costs it appears that this work pays for itself in less than five years and it might make sense to borrow the money to complete the work as soon as possible. There are also benefits in terms of reduced repairs and maintenance – and freeing-up custodian time.

Staff is proceeding to a more in-depth analysis to include:

- A detailed timeline on when the work could be accomplished and the related cash out-flows
- Deeper analysis of fuel prices and cost savings to include some sensitivity analysis of potential changes from current price levels; and how quickly we begin to realize the cost savings

- Determining availability, structure, cost and conditions for primary debt financing
- Exploring other funding opportunities that might reduce total funding cost and improve the cost-benefit analysis.

The Recovery Zone Bond Program emphasizing energy and water conservation projects that will potentially save the District more than \$1,000,000 in energy savings annually. Through this program PPS has:

- Replaced steam heat valves in 41 schools,
- Upgraded Energy Management Systems at 32 schools to date,
- Designed and built four field irrigation systems to replace aged and leaky systems,
- Upgraded plumbing fixtures at 83 Schools,
- Replaced 30 walk-in coolers or reach-in freezer and refrigerators with efficient energy star models,
- Replaced 15 kitchen ovens with efficient energy star models,
- Replaced 67 food warmers with efficient energy star models, and,
- Replaced 2,640 incandescent exit lights with LED retrofits.

Relating to the **closure of the Marshall High School Campus**, our Facilities, Assets, & Maintenance Department has:

- Planned and implemented a Professional Development Center at Marshall High School. Will allow us to reduce rental of meeting spaces for training purposes.
- Relocated the DART Program to Benson High School providing program space for 40 students and eight staff members
- Managed the projects to accommodate Marshall students transitioning to Franklin HS including: a new flex/chemistry lab, a Multnomah County Student Health Center, and cafeteria capacity upgrades.
- Managed the projects to accommodate Marshall students transitioning to Madison HS, including: a new science room/flex lab, a Teen Childcare Center, improvements to the ceramics art room, a new MAC computer lab, and necessary classroom conversions.

Additionally, a number of **critical facilities projects** were completed this summer including:

- Replacement of 47 skylights at six schools with energy efficient models to save District thousands of dollars annually in utility bills,
- Prioritizing and managing roof repairs at 34 schools, and,
- Replacement of fire alarm systems at Benson, Franklin & Tubman.

We have been able to complete **improved athletic fields throughout the district**, often based on strong, grassroots efforts of local school community members. These include:

- Partnering with Nike and Roosevelt TRAC partners, the **Roosevelt Field** was completed this fall.
- PPS has partnered with Portland Parks and Recreation, St. Mary's Academy, Nike and Portland City United to complete a \$2.7 million dollar multi-field project at **Benson High School/ Buckman Field**.
- Nike, Portland State University and other community members have partnered with PPS to replace the aging and unsafe turf field at **Lincoln High School**.
- Additional partners have made commitments at **Grant, Madison, Franklin and Wilson High Schools**, as well as developing interest in enhancing wellness by providing playing areas in high free and reduced lunch K-8 schools.

Information Technology, Nutrition Services, and Security Services

Every school now has centralized language support for non-English speaking parents and community members. Every school offers automated call transfers to our Language Line, where interpreters in our 5 major languages can talk directly with non-English speakers in their native language and forward information to the school or pass information back to the parent.

PPS has been selected through a partnership with **Panasonic as a national beta testing** district. Educators can sample new teaching and learning technology currently in place at Chief Joseph School.

Through another partnership with **Multnomah County Library**, students will have free access to over 25,000 ebooks in English and Spanish.

Outlook Live was deployed as the district's new email system. This free-for-education service provided by Microsoft reduces district costs by \$100k/year and will be made available to PPS students beginning in late fall.

PPS partnered with Portland Parks and Recreation and Multnomah County SUN Schools to expand the successful **Summer Food Service Program** which served over 200,000 summer meals to Portland children this summer.

Nutrition Services led the district's wellness partnership with Multnomah County to implement county-wide *Healthy Active Schools* goals including **adding new water dispensers in 38 schools** and replacing 29 drinking fountains. Multnomah County Chairman Jeff Cogen will be hosting a community leader luncheon celebrating the Healthy Active Schools program on Wednesday, September 28 at the McMenemy's Kennedy School.

PPS has deployed a **standardized Public Address system using the district's VOIP phones**. The new system makes it easy for principals to make building-wide broadcasts and enhances the security of schools by enabling users to activate lock-in, lock-out and evacuation procedures with just the press of a button.

As you may remember, PPS was granted a federally funded **Readiness and Emergency Management for Schools grant** which we are currently implementing across the district. The grant team has completed vulnerability assessments for approximately 39% of schools. The development of the district emergency operations plan is approximately 30% complete. We presented to the principals at the back-to-school leadership academy and have scheduled dates for training of principals and their designees in emergency preparedness. This fall, we will develop site-based emergency plans and train administrators.