



1. **The allocation of the use of the Multnomah County Income Tax for 2005-2006.**
Please use the attached Excel spreadsheet. It is based on the state chart of accounts. Please insert your general fund information in column B and the allocation of the MCIT in column D. The spreadsheet should automatically calculate the totals and percentages. Some districts used slightly different program descriptions in some of the rows in column A. Please feel free to modify these rows to deal with your districts' circumstances.

See attached.

2. **The use of the MCIT:** Please provide a summary of what the local tax is being used for in 2005-2006. Please use the bullet format on pages 16-19 in the attached 2004-2005 Report.

FULL SCHOOL YEAR

19.6 FTE ADDED STAFF DURING 2003-04 SUSTAINED FOR 2004-05 AND CURRENT YEAR 2005-06

REDUCED CLASS SIZE AT ELEMENTARY LEVEL TO 26:1 AND SECONDARY LEVEL 27:1

PROVIDED OUTDOOR SCHOOL FOR 300 6TH GRADE STUDENTS

REPLACED SOCIAL STUDIES, AP CLASSES AND ADDITIONAL ELECTIVE CLASS TEXTBOOKS

CONTINUED REPLACEMENT OF OUTDATED COMPUTERS AND TECHNOLOGY

RESTORED COMMUNITY USE OF ELEMENTARY BUILDINGS DURING EVENING HOURS

COMMITMENT OF STAFF SUPPORT FOR IMPROVEMENT OF MATH INSTRUCTION K-12

3. **Impacts of expiration of the local tax:** The Multnomah County Income Tax is scheduled to expire at the end of the current school year. Please provide any information on the impacts in your district in 2006-2007 and 2007-2008 when the Multnomah County Income Tax expires. We would also appreciate any information about options that you are considering for future funding.

The Multnomah County Income Tax is 13% of our current budget. The expiration of this tax will leave a gap of adequate funding for our school district. Reserve funds will be



used for 2006-07 to replace ITAX funding. The District received City of Portland funding late in 2003-04 after cuts had been made.

Previous to the passage of ITAX, Parkrose School District had a ten year history of cuts that had eroded every program. The stability of funding from City of Portland and Multnomah County ITAX allowed planning and implementation of instructional improvement. Gains have been made district wide during the three years of the funding support.

Either in 2006-07 or 2007-08 class sizes will increase as teachers will not be replaced, contracts not continued. The loss of the ITAX is the equivalent of approximately 40 teachers. Not all the cuts to be made will be classroom teachers, but there will be an impact to students. At some point, continued support of 6th grade outdoor school will be decided.

There has not been a formal discussion by the Parkrose Board of Education about future funding. However, board members have been active participants with regional discussion about an education tax. If there is no regional or county support for another ITAX funding program, it would be likely that Parkrose School District would ask the voters to support a Local Option Tax Levy. A ballot was submitted to voters in November 2003 for \$.75/\$1000 which failed. Passage of this levy would have added approximately \$2,000,000 funding.

4. **District performance and achievement plan:** Please provide your district's current practices and action plan for school performance and achievement that address the criteria described in the resolution above.

Curriculum:

- Ongoing professional development in curriculum mapping, assessment for learning and differentiated instruction ties the three key elements for promoting learning together.
- Advanced Placement Vertical Teaming is providing curriculum articulation grades six through twelve, and creating an opportunity to build middle to high school transition systems.
- The use of ATLAS curriculum mapping software provides a tool for aligning curriculum at the classroom level with state standards.
- A district-wide team carried out an extensive process to select elementary mathematics curriculum materials, and have implemented the adoption of these materials.

Instruction:

- Extensive staff development is being carried out in: Differentiated Instruction, GLAD and SIOP to increase capacity to meet diverse needs of students.
- Increased use of local assessment data guides instruction. (DIBELS, DRA, Orchard Math, Lexiles).
- District-wide use of TESA provides more timely feedback on state assessment results.



- Ongoing training in Guided Language Acquisition Design is providing pervasive evidence in elementary and middle school classrooms of varied instructional strategies, specially designed to assist the learning of English Language Learners.
- Mastery in Motion, online assessment tracking software, is providing a means for teachers and administrators to track academic progress, both at the school level and the individual student level. While the use of this software primarily began at the High School, its use across the District is expanding. Mastery in Motion is also expanding in its capability to track assessment information beyond the state assessments and work samples.

District and School Culture and Norms:

- Parkrose schools have increased the inclusion of all students in the regular curriculum and classrooms. To facilitate this inclusion, support Teams have grown in their capacity to analyze student needs and problem-solve to remove barriers to students learning. STAR (elementary), Coach (middle), and PACE (high) programs are examples at all levels of efforts to serve students with a variety of unique needs. Out of district placements have decreased steadily.
- Building-wide systems for teaching social skills and increasing positive behavior (Positive Behavior Support, Second Steps, Russell Standards, Love & Logic) are decreasing behavior disruptions and disciplinary actions.
- Support teams at building level are providing wrap-around services to children.
- The installation of security cameras and keyless entry systems are increasing safety and security.

Family and Community Engagement:

- The past three years have seen a dramatic increase in the number of after school programs and services for students. A 21st Century Learning Center grant provides after school programs through Boys and Girls Club in each of the elementary schools. The School Uniting Neighborhoods (SUN) program, funded through Multnomah County, has full-time centers operating in both Shaver Elementary and Parkrose High School, bringing a variety of programs and services to student sand their families.
- A district-wide focus on cultural awareness has brought speakers and professional development to the district increasing sensitivity to the diversity represented by students. Recognizing differences between cultures within the Asian communities and understanding poverty as having a culture of its own, are two examples of awareness efforts ongoing in the district.
- Each Title I school in the Parkrose School District provides a classroom for an Integrated Pre-School. These pre-school classrooms are staffed by the Multnomah Education Service District, and serve four-year old children with disabilities and non-disabled peers. Title I funds are also set aside to provide for educational materials for the Integrated Pre-school.
- Back to School Nights, Family Pride Nights, ELL Nights, Prescott Garden Project, Parenting Classes, and Language Classes for families.
- School newsletters, list serves, websites, and auto-call phone systems for parent notifications.



- Summer reading programs utilizing facilities and volunteers from local churches.
- Increased translation of published and verbal communication.

Leadership:

- There is an increased articulation of focus on high quality instruction at all levels of the organization, as evidenced through individual school improvement plans, administrative focus and goals, and Board of Education goals and objectives.
- District use of site-based governance with empowered Site Councils.
- Empowerment of district ELL, Climate and Technology Committees provides for shared leadership and decision-making.
- Professional development for administrators in effective observation, supervision and evaluation.
- Financial management has maintained stable and sustainable programs over the last three years. This management has allowed a projected stability for the district one year past the conclusion of the Multnomah County Income Tax.
- Administrators have increased their capacity to utilize technology such as ATLAS, Mastery in Motion, eSIS and eSchool Mall to provide instructional and managerial leadership.

Integrated Systems and Structures:

- Technology, while still an area for growth focus, has made significant gains as a tool for student learning, data management and administrative support. The district website has grown in capacity and in use, and is currently undergoing a transition to make the webpage more accessible from both the user and the producer sides.
- As of fall 2005, all district schools now have the capacity to use and have implemented the use of Technology Enhanced State Assessments (TESA). Increased student motivation, multiple testing opportunities and timely feed back are all positive results of TESA use.
- (Local Efficiencies) In a small district such as Parkrose, coordination of programs is simplified given that the administration of those programs is limited to a few people. Except for required set-asides, funds are considered as a whole to support the goals and needs of the District. Once the goals, needs and resulting activities are identified, the funds are considered for their categorical requirements. For example, a need is identified for teachers to have continuing professional development in meeting the needs of English Language Learners. Funding this professional development then falls within the framework for expending Title III funding.

5. **Progress in implementing the plan:** Please provide your district's progress in implementing your school performance and achievement plan.

- Parkrose Schools have improved key indicators in many areas. All Parkrose Schools are now rated Satisfactory or above on the State Report Card. Two school s are rated Exceptional. Five of the six schools received a higher rating in 2005 than in 2004. Student performance trends at elementary and high school demonstrate a trend to more

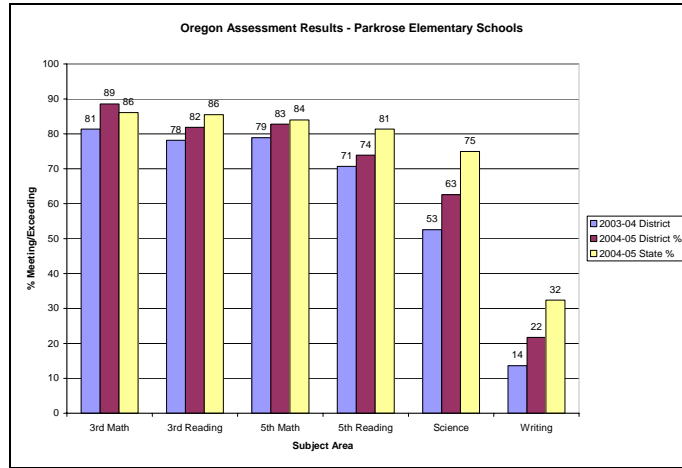


closely approach and, in some cases, exceed the State Average. Overall, the number of “Met” categories within Adequate Yearly Progress is increasing.

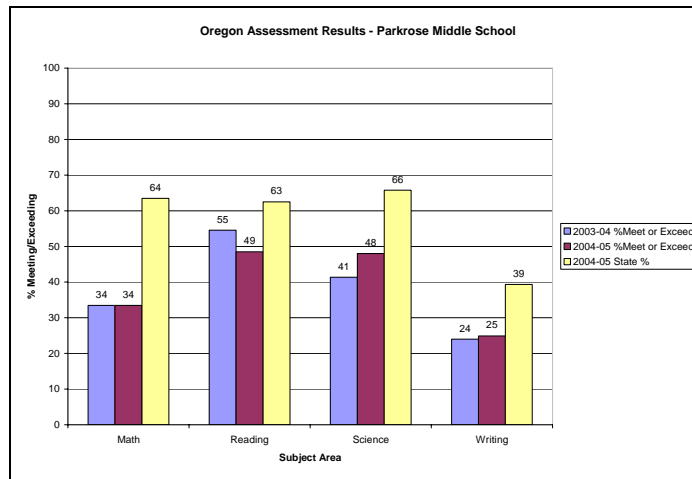
- Comparing 2004 and 2005 percentages of students meeting or exceeding the benchmark in Reading/Literature and Mathematics Tests at each benchmark, found increases in nearly every subject at Grades 3, 5 and 10. Grade 8 had one gain, one loss and two areas remained about the same from 2004 to 2005.
- 2005 Oregon State Assessment result show Parkrose scores closing the gap with the State Average. Scores are closest to the state average at Grade 3, followed by Grade 5, Grade 10 and Grade 8. The gap between Parkrose and the State average is widest for Grade 8 mathematics. Grade 10 still lags behind the State Average, however did pick up ground from 2004 to 2005. See graphs next page.



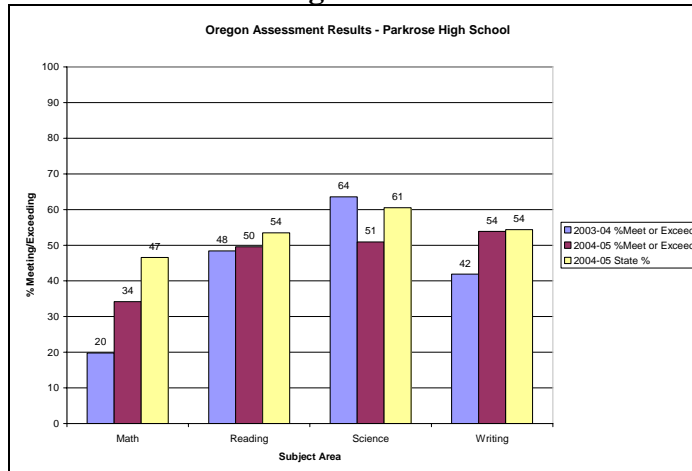
Comparison 2005 to 2004 and to State Average Elementary



Middle School



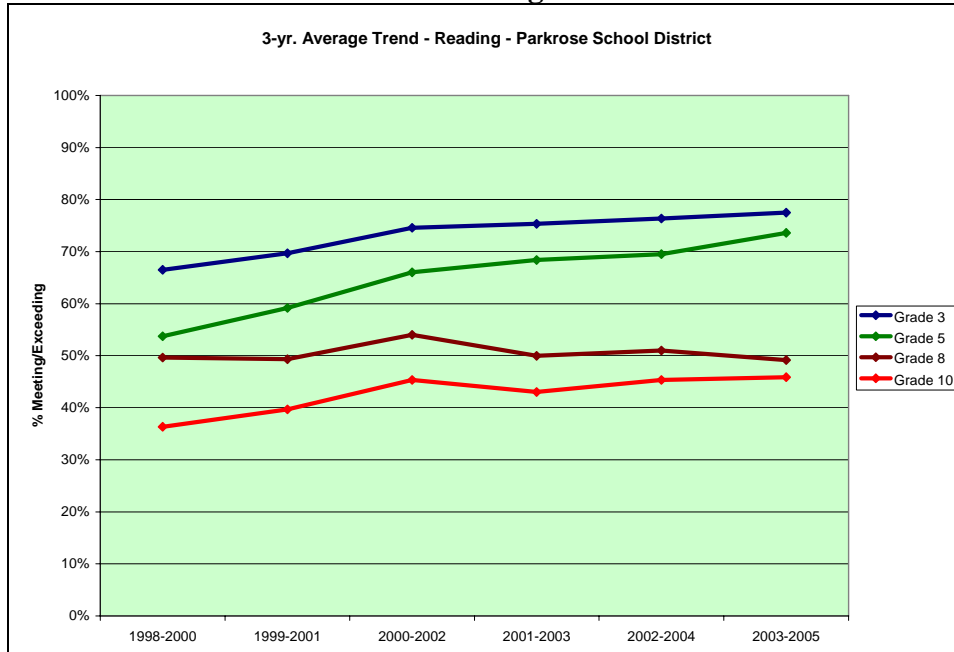
High School



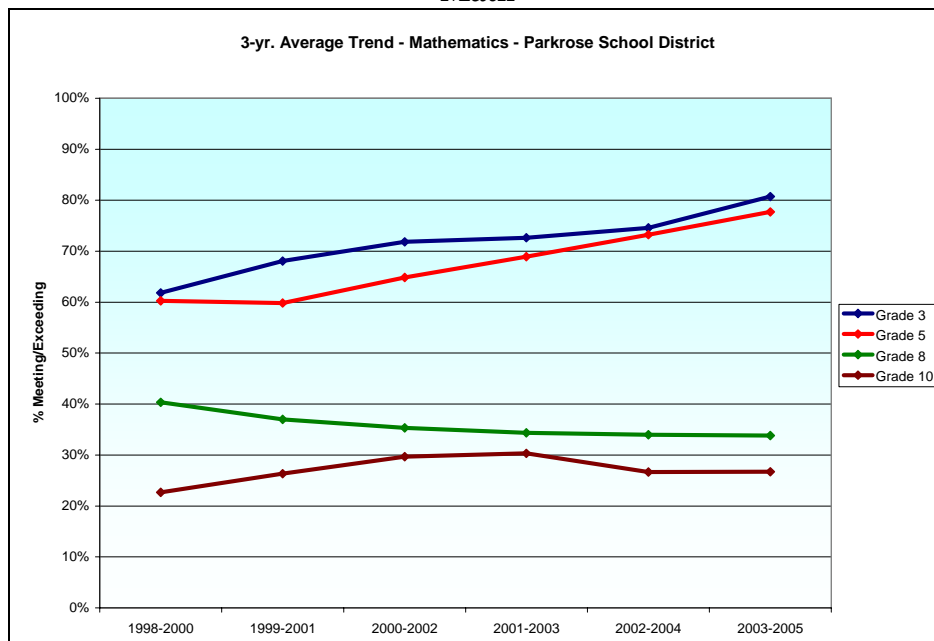


- The graphs of three-year averages below demonstrate the consistent upward achievement of Parkrose students at Grades 3 and 5 for both Mathematics and Reading/Literature. Grade 8 averages tend to decrease slightly in both Reading and Mathematics, while Grade 10 averages increase somewhat. These three-year averages are calculated to “smooth” any peaks and valleys that might skew the data when looking at only one year trends.

Reading



Math





6. **Closing the achievement gap:** The Council would also appreciate any specific information regarding your district’s plans to close the achievement gap, the progress in implementing these plans, and the results of these efforts.

- A review of disaggregated data from 2003 show gaps in the achievement of African American, Hispanic, ELL, and Special Education groups. 2005 data shows that the Parkrose School District has made gains in closing the achievement gap in many areas. The largest gains have been seen in the achievement for the Special Education group. Significant gains have also been made in the achievement of the ELL group. Gains have also been seen for the Hispanic group in some grades and subject areas.

Achievement Gap Comparisons – 2003 to 2005

Group	Grade 3	Grade 5	Grade 8	Grade 10
African American	Met AYP in both areas. From 2003-2005, gaps about the same in both Reading & Math.	Met AYP in both areas. From 2003-2005, gaps about the same in both Reading & Math.	Did not meet AYP in either area. Gains in closing the gap in both Reading & Math.	Met AYP in both areas. From 2003-2005, gaps about the same in both Reading & Math.
Hispanic	Met AYP in both areas. Significant gains in closing the gap in both Reading & Math (gap closed in Math).	Met AYP in both areas. From 2003-2005, gaps about the same in both Reading & Math.	Did not meet AYP in either area. Gains in closing the gap in both Reading & Math.	Did not meet AYP in either area. Gains in closing the gap in both Reading & Math.
English Language Learners	Met AYP in both areas. Significant gains in closing the gap in both Reading & Math.	Met AYP in both areas. Gains in closing the gap in both Reading & Math.	Did not meet AYP in either area. Significant gains in closing the gap in both Reading & Math.	Did not meet AYP in either area. Gains in closing the gap in Reading, gap about the same in Math.
Special Education	Met AYP in both areas. Significant gains in closing the gap in both Reading & Math.	Met AYP in both areas. Significant gains in closing the gap in both Reading & Math.	Did not meet AYP in either area. Gains in closing the gap in Math, gap about the same in Reading.	Did not meet AYP in either area. Gains in closing the gap in Reading, gap about the same in Math.



- Parkrose School District has a District ELL Committee comprised of the ELL Teacher from each building and facilitated by two District principals. The ELL Committee coordinates ELL services across the District. During the 2004-2005 school year, the ELL Committee wrote the District ELL (Lau) Plan.
- The ELL Committee has also been instrumental in the implementation of professional development activities designed to increase instructional strategies found to be most effective for English Language Learners. Guided Language Acquisition Design (GLAD) and Sheltered Instruction Observation Protocols (SIOP) have been the two primary models of professional development. The District has utilized a train the trainer model and is now able to provide professional development using the GLAD model with our own staff.
- The table below shows that ELL students are meeting AYP targets in most areas. Areas for improvement are in English Language Arts achievement at the middle school and high school.

Performance and AYP Status for English Language Learners

School	% Meeting or Exceeding in Reading/Literature	% Meeting or Exceeding in Mathematics	AYP Targets?
Prescott Elementary	65%	68%	Met Academic, Attendance & Participation
Russell Academy	88%	93%	Met Academic, Attendance & Participation
Sacramento Elementary	67%	89%	Met Academic & Attendance, but not Participation
Shaver Elementary	60%	70%	Met Academic, Attendance & Participation
Parkrose Middle School	23%	17%	Met Participation & Attendance, but not Academic targets
Parkrose High School	20%	23%	Met Participation & Graduation & Math Academic targets, but not Academic in English Language Arts
District Wide	49%	57%	



- Parkrose High School meets the target graduation rate (68.1%) and has steadily increased the graduation rate over the past three years, with a total increase of nearly 8% over the period. Further, the number of groups meeting the target graduation rate has increased from three of six groups in 2003 to five of six groups in 2005. The graduation rate for Hispanic students remains a concern and focus for improvement at Parkrose High School.

Graduation Rate and AYP Graduation Rate Status – Parkrose High School

School Year	Combined Graduation Rate	Group AYP Status for Graduation Rate
2002-2003	72.2%	All: Met Special Ed.: Not Met Asian: Met Black: Not Met Hispanic: Not Met White: Met
2003-2004	73.3%	All: Met Special Ed.: Not Met Asian: Met Black: Met Hispanic: Not Met White: Met
2004-2005	79.9%	All: Met Special Ed.: Met Asian: Met Black: Met Hispanic: Not Met White: Met

7. **Efficiency plans:** Please provide your plans for resource management, cost containment, and organizational structure to ensure that every tax dollar is used most effectively. Specific examples would be helpful.

Use of ORCAP for comparison bids of large purchase items

Investigation of transportation fleet purchases for greater fuel economy

Continued review and investigation of financial/human resources software system

Reduction of T-1 data lines with implementation of VoIP system

PARKROSE SCHOOL DISTRICT #3
Portland, OR

SCHEDULE OF BUDGET AND OTHER FINANCING USE -

YEAR ENDED JUNE 30, 2006

	General Fund	% of Total MCIT	Funding	Allocation of MCIT	TOTAL Funding	MCIT % of TOTAL
School Based Services						
Instruction:						
Primary programs	3,899,909		765,000		4,664,909	
Intermediate programs	1,878,255		695,000		2,573,255	
Elementary extracurricular	13,233				13,233	
Technology	11,168				11,168	
Middle school programs	3,199,710		775,453		3,975,163	
Middle school extracurricular	84,339				84,339	
High school programs	3,834,720		781,770		4,616,490	
High school extracurricular	440,142				440,142	
Talented and gifted programs	39,005				39,005	
Students with disabilities - restrictive programs	2,833,076				2,833,076	
Students with disabilities - less restrictive programs	10,044				10,044	
Remediation	10,000				10,000	
Alternative education	135,931				135,931	
English second language programs	757,908		30,000		787,908	
Subtotal	17,147,440	2%	3,047,223	92%	20,194,663	10%
School Based Support:						
Attendance and social work services	132,430				132,430	
Guidance services	994,408				994,408	
Health services	15,500				15,500	
Psychological services	118,278		50,000		168,278	
Speech pathology and audiology services	279,125				279,125	
Other student treatment services					-	
Service direction, special education	416,407				416,407	
Educational media services (Library)	384,548				384,548	
Instructional staff development	88,285				88,285	
Office of the principal services	1,614,375				1,614,375	
Subtotal	4,043,356	13%	50,000	2%	4,093,356	0%
Total School Based Services	21,190,796	68%	3,097,223	94%	24,288,019	10%
Support Programs:						
<i>Transportation / Building Support</i>						
Operation and maintenance of plant	2,683,047				2,683,047	
Student transportation services	1,416,222				1,416,222	
Warehouse	-				-	
Subtotal	4,099,269	13%	0	0%	4,099,269	0%
<i>Central Services:</i>						
Curriculum / Improvement of instruction services	105,541		200,000		305,541	
Board of education services	72,700				72,700	
Executive administration services	295,920				295,920	
Direction of business support services					-	
Fiscal services	610,302				610,302	
Printing / Information services	109,701				109,701	
Human Resources	174,855				174,855	
Technology services	373,147				373,147	
Other central support services / switchboard, etc.					-	
Subtotal	1,742,166	6%	200,000	6%	1,942,166	1%
<i>Enterprise and community services:</i>						
Community services / Swim Pool Operations					-	
Childcare Center					-	
Subtotal	-	0%	0	0%	-	0%
Total support programs	5,841,435	19%	200,000	6%	6,041,435	1%
Interfund Transfers	989,445	3%		0%	989,445	0%
Total Expenditures	28,021,676	89%	3,297,223	100%	31,318,899	11%