Time to Get it Right

PAT Proposal
Staffing Crisis

- **84%** of staff report their **workload is more or far more** than a normal year

- **89%** of staff report their **stress is more or far more** than a normal year

- **98%** of staff report **working beyond their normal work day** and/or **working weekends**

- More than **2,000 unfilled requests for a substitute educator**
Staffing Crisis

- As of October 25th, over 1,400 educators reported they were considering taking a leave of absence or quitting the teaching profession entirely.

- It’s Not just PPS...
  Nationwide, 30,000 teachers resigned in September alone (Labor Department).

Immediate supports for educators and students are needed to avoid school closures!
Too Many Students Lack Support

Current State of PPS Comprehensive/Focus High Schools
Quarter 1 Grades 2021-22

All Schools
- ELA D and F % = 14.3%
- Math D and F% = 18.6%
- Science D and F% = 13.9%
- Social Sci. D and F% = 14.3%

High SES
- ELA D and F % = 11.8%
- Math D and F% = 14.7%
- Science D and F% = 11.8%
- Social Sci. D and F% = 11.3%

Low SES
- ELA D and F % = 18.0%
- Math D and F% = 25.0%
- Science D and F% = 16.7%
- Social Sci. D and F% = 16.4%
Our Historically Underserved Students are Disproportionately Impacted

Current State of High Schools - 2021-22 Q 1, D’s and F’s

<table>
<thead>
<tr>
<th>Course</th>
<th>Bl/Lat/NA</th>
<th>White</th>
<th>ELL</th>
<th>SPED</th>
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<tbody>
<tr>
<td>ELA</td>
<td>22.1%</td>
<td>10.7%</td>
<td>19.6%</td>
<td>22.6%</td>
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<tr>
<td>Math</td>
<td>28.7%</td>
<td>13.5%</td>
<td>31.8%</td>
<td>26.6%</td>
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<tr>
<td>Science</td>
<td>23.0%</td>
<td>10.2%</td>
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<td>Social St</td>
<td>22.6%</td>
<td>10.8%</td>
<td>23.1%</td>
<td>25.1%</td>
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High Need for Social, Emotional and Behavioral Supports

- Increase in Fighting
- Increase in Drugs and Alcohol
- Increase in weapons on campus
- Increase in Title IX Sexual Harassment
- Chronic lack of subs, especially in low SES schools
- A greater than 250% increase in suicide screenings for the first quarter compared with first quarter of 2019-20
What is Best Practice?

COVID and CDL have flipped the support triangle upside down. MORE students need MORE help than ever before.

Tier 1
Core
Provides all students access to essential grade-level curriculum and effective initial teaching.

Tier 2
Core + More
Additional time and interventions to master specific skills, knowledge, and behaviors.

Tier 3
Core + More + Remediation
Provide students with significant gaps in foundational skills with intensive remediation.
PPS believes we need to:

- Build in SEL time for students
- Provide Office Hours for intervention, support, enrichment in all classes
- Provide PLC and PD time for teachers to plan and assess student growth
- Build in time for staff and students to have grace with each other on their work and accountability to complete assignments, collaborations, PLCS, etc.
PAT agrees! We need:

- Time for social emotional supports
- Time for planning
- Time for targeted interventions

We need time to get it right!
Sample STUDENT 9-12 Schedule under PAT Proposal

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
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<tr>
<td>A Block</td>
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<td>In Person OR Async</td>
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<td>B Block</td>
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<td>AM Tutorial (Math, Science, Health)/ Independent work/ Stu Supports</td>
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<td>3 hours in AM</td>
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<td>3 hours in PM</td>
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<td>PM Tutorial (LA, Soc. St., AP/IB)/ Independent work/ Stu Supports</td>
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No Change: Meals, Transportation, After School activities
Sample EDUCATOR 9–12 Schedule under PAT Proposal

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<tr>
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<td>AM Tutorial (Math, Science, Health)/</td>
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<td>Independent work/ Stu Supports</td>
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Educator Directed Planning Time for 50% of Faculty

No Change: Meals, Transportation, After School activities
### Sample EDUCATOR 9-12 Schedule under PAT Proposal

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<td>Educator Directed Planning Time for 50% of Faculty</td>
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- **3 hours in AM**
  - A Block

- **3 hours in PM**
  - B Block

**Providing In Person OR Async**
- PM Tutorial (LA, Soc. St., AP/IB)/ Independent work/ Stu Supports

**No Change:** Meals, Transportation, After School activities
### Student 1:
- On Grade level
- No missing HW
- Works independently during tutorial periods or goes to school clubs
- Engaged in CDL and did async work most of last year
- Current attendance is “acceptable”
- Receives ELD services

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- Advisory time
- Async work at school; Some days may work from home

No Change: Meals, Transportation, After School activities
Sample 9-12 **Student** Schedule under PAT Proposal

**Student 2:**
- Just below Grade level
- Some missing HW and tests
- Attends tutorial occasionally, meets with counselor
- Engaged in CDL often, but not consistently
- Current attendance is “Chronic”
- Receives SpEd Services

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<td></td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

**Wednesday**
- Scheduled, in person intervention group for math
- Take make up lab in Science
- Advisory period
- Checks in at the Learning Center

**Thursday**
- Scheduled in person affinity group
- Checks in with S.S. teacher about Cornell Notes
- Continues working on assignments on campus or at home

No Change: Meals, Transportation, After School activities
**Student 3:**
- Far below grade level
- Missing homework and tests, naps during class
- Attends tutorial whenever possible to make up work
- Sporadic CDL attendance, supported younger siblings during CDL
- Works closely with school SW
- Attendance is “Severe”

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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>A</td>
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</tbody>
</table>

- Scheduled Affinity group/Club meeting
- Scheduled Intervention groups for Science and Math
- Retakes test missed in Math

- Scheduled Tutorial for LA, S.S.
- Checks in with trusted adult/SW
- Meets w/ other students in a study group

No Change: Meals, Transportation, After School activities
Sample **STUDENT ES/MS Schedule under PAT Proposal**

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<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Regular schedule</td>
<td>Regular schedule</td>
<td>2 Hour Early Dismissal</td>
<td>Regular Schedule</td>
<td>Regular Schedule</td>
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</tbody>
</table>

No Change: Meals. PPS could use COVID Relief $ to fund more SUN/After school programs to start earlier, or pay staff to support an extra recess + “homework/reading club” for those 2 hours.
Sample EDUCATOR ES/MS Schedule under PAT Proposal

**Monday**
- Regular schedule

**Tuesday**
- Regular Schedule

**Wednesday**
- 2 hours of planning
  - Preparing materials for students who are behind
  - Contacting families
  - Preparing SEL resources

**Thursday**
- Regular Schedule

**Friday**
- Regular Schedule

**No Change: Meals. PPS could use COVID Relief $ to fund more SUN/After school programs to start earlier, or pay staff to support an extra recess + “homework/reading club” for those 2 hours**
A note about instructional time

<table>
<thead>
<tr>
<th></th>
<th>Hours Required by ODE</th>
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<tbody>
<tr>
<td>Seniors</td>
<td>966</td>
</tr>
<tr>
<td>9-11</td>
<td>990</td>
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<tr>
<td>K-8</td>
<td>900</td>
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</tbody>
</table>

The PAT proposal allows students to exceed the required number of instructional hours at all levels.
How do the proposals stack up to our needs? For 9–12 grade...

- PD for climate work
- Tutorial Flex Days for intervention, support, and enrichment

- Planning time at end and start of quarters. PLCs are Educator directed. Non-essential committee work postponed.

- Tutorial Flex Days. Planning days to collaborate

- Build in SEL time for students
- Provide Office Hours for intervention, support, enrichment in all classes
- Provide PLC and PD time for teachers to plan and assess student growth
- Build in time for staff and students to have grace with each other on their work and accountability to complete assignments, collaborations, PLCS, etc.
Support Portland Students Deserve

In order to make theory reality, educators need the TIME to plan, prepare, and produce the type of instruction our students deserve. PAT’s Proposal puts students first by providing educators time to prepare the supports each student needs. Without workload relief and the TIME to Get It Right, we will continue to lose educators. Without educators, we cannot keep schools safe and open for in-person instruction.

From PPS’ presentation:

Theory of Action
If we allow space for students to develop relationships and SEL skills while also receiving support for academics, teachers will be able to provide support and intervention for students so that attendance, grades, and student connection to schools improve.