



# Proposed Board Goals



September 23, 2019



# Principles for Effective Measurement and Goal Calibration

Progressive ladder of skills and experiences to achieve the Portrait of a Graduate

Goals should gauge student skills and experience at key transitions that reinforce learning and growth.

Every school should see themselves in one or more of the goals - changes need to occur at all school levels.

Every student is expected to grow

Goals should emphasize opportunities to boost student growth rather than simply proficiency in a vacuum



# Principles for Effective Measurement and Goal Calibration

## Targeted Universalism

Goals should provide catalytic effort to focus growth goals for ALL students

Closing gaps will require developing pathways to accelerate growth for our lagging student groups

## Continuous Improvement Cycle

This process will be iterative and we need to build in a feedback loop to make adjustments for improvement





# Third Grade Reading

In order to fulfill the promise of the Portrait of a graduate, students must be prepared to read to learn by the end of the third grade. While our White and Asian students have been making consistent progress toward this goal (with 50% of students in these groups meeting or exceeding growth expectations), we have not produced the same growth for other student groups. Only 44% of our underserved students of color (Black, Hispanic, Native American, and Pacific Islander/Alaskan Native) demonstrated demonstrated expected growth.

*To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations by the spring of 2022.*



# Third Grade Reading

Current Measures to Progress  
Monitor





# Principles in Action

- The first step on the ladder  
- foundational reading.
- Every elementary/K-8 is touched by this metric
- Growth expectations for all students - with greater growth expectations for those students who are further behind.
- Directly aligns to the necessary changes in instruction necessary to create change.



## Fifth Grade Math

In order to fulfill the promise of the Portrait of a graduate, students must acquire the core numeracy skills necessary to access and be successful in advanced mathematics by the end of the fifth grade. While our White and Asian students have been making consistent progress toward this goal (with near 50% of students in these groups meeting or exceeding growth expectations), we have not produced the same growth for other student groups. Only 41% of our underserved students of color demonstrated expected growth.

***To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of students of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations by the spring of 2022.***





# Fifth Grade Math



Current Measures to Progress Monitor

Measures: MAP Reading Fall to Spring Growth for students in grades 1 through 5

**C**ontinuous improvement

Fall report on growth and achievement expectations

Mid-year report on progress to growth and achievement expectations



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# 8th Grade: Aspirational High School Readiness Goal

By 2022, 8th grade students will be prepared to navigate and adapt to



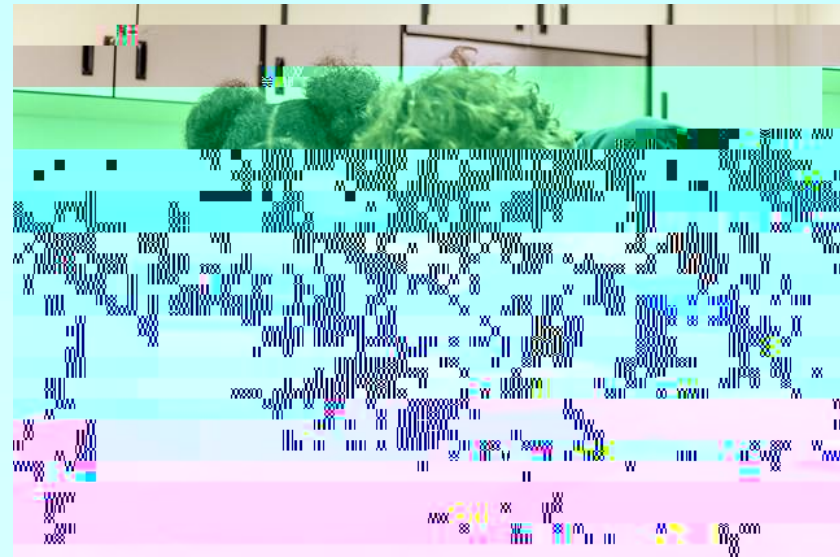


# High School Readiness Goal (8th Grade)

What part of the portfolio rubric can we use for a baseline right now?

Core academic knowledge and skills as measured by the Smarter Balanced Assessment Consortium.

In the 2018-2019 academic year, 44% of Portland Public School 8th grade students met proficiency in both English Language Arts and Mathematics.



***By the spring of 2022, 51% of Portland Public Schools 8th grade students will meet proficiency in both English Language Arts and Mathematics.***



## Current Measures to Progress Monitor

Lagging/Summative measure:  
Proficiency on Smarter  
Balanced for ELA and Math  
Leading/Formative measures:  
MAP Reading/Math





By 2022, graduates of Portland Public Schools will demonstrate their readiness to enter post-secondary environments via one or more measures that are reflective of the diverse skills and interests that our students have pursued through their high school career including but not limited to successful completion or achievement of: (a) AP coursework, (b) IB coursework, (c) dual-enrollment, (d) CTE pathways, (e) bilingual certification, (f) arts pathways or (g) college readiness as



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# Goal #4: Options for Measurement and Progress Monitoring



Current Measures to Progress Monitor

AP

IB

Dual enrollment

CTE

Continuous improvement



# Questions & Discussion

