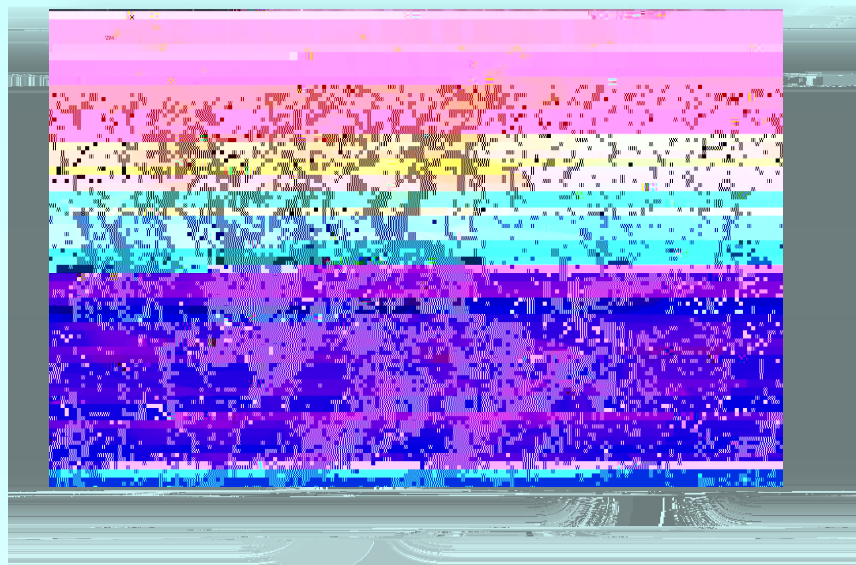




Board Goals

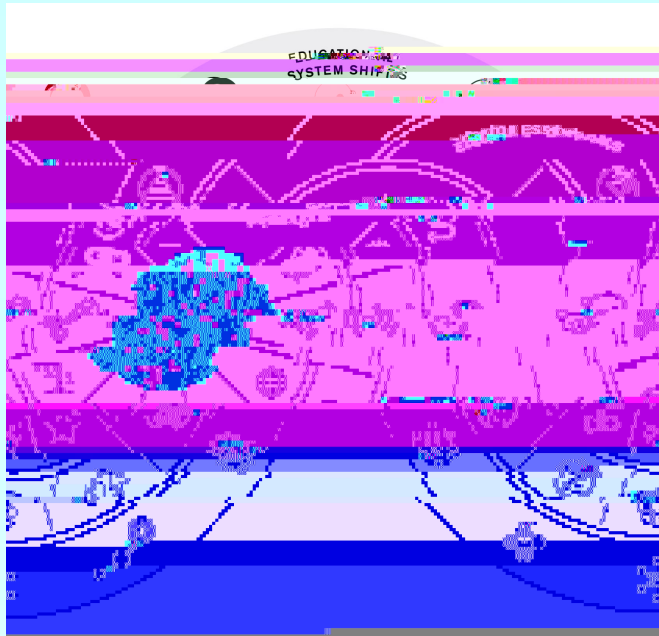


DRAFT

August 13, 2019



PPS Graduate Portrait



A graduate of Portland Public Schools will be a compassionate, critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.



Revised Goals

1. Third Grade Reading

The percentage of 3rd grade students who can read at grade level, as measured by OSAS (SBAC), will improve from 59% in 2018 to 67% in 2022. All student groups with proficiency levels below the average will reduce the gap by a quarter between the highest performing and the lowest performing student groups.

2. Fifth Grade Mathematics

The percentage of 5th grade students who demonstrate proficiency in mathematics as measured by OSAS, will improve from 48% in 2018 to 57% in 2022. All student groups with proficiency below the average will reduce the gap by a quarter between the highest performing and the lowest performing student groups.

3. 8th Grade Graduate Portrait

By 2022, all 8th grade students will be prepared to navigate and adapt to high school's complex challenges, embracing discomfort and persisting through failure to success through adaptation and a growth mindset. They will demonstrate mastery of core academic knowledge and skills acquired through a middle school experience that includes interdisciplinary core classes and elective exploratory wheels inclusive of the arts, preCTE, technology, health and wellbeing. Students will demonstrate the ability to communicate effectively by organizing, writing, speaking and presenting, clear, logical, persuasive, compelling content in an 8th grade portfolio. Successful students will be assessed using a district wide rubric that measures core academic knowledge, personal reflection, critical thinking, reasoning and problem solving, civic & social responsibility, racial equity and social justice, self directed inquiry, and self awareness and self advocacy.



Goal #1: 3rd Grade Reading

<p>Vision - Alignment to Graduate Portrait</p>	<p><i>Inquisitive Critical Thinkers with Deep Core Knowledge</i> - Students demonstrate mastery of core academic knowledge and skills. through exploration of a range of disciplines (sciences, social studies, math,</p>





PORTLAND PUBLIC SCHOOLS





Goal #1: Target Scenarios

Student Group	2022 Target # Proficient*	2022 Target % Proficient*	# Additional students Proficient needed to meet Target	Adjusted Gap % Proficient
All Students	2,465	68%	327	--
Asian	145	63.0%	35	19.3%
Black	150	42%	81	41%
Latino	292	53%	104	30%
Multi Racial	275	74%	44	8%
Native American	--	54%	--	28%
Pacific Islander	--	43%	--	40%
White	1718	83%	188	--
SpEd	282	56%	91	27%
ELL	204%	42%	110	41%
F/R Meal	704	51%	276	32%
Migrant	---	42%	---	41%

*Assuming t



Goal #2: 5th Grade Mathematics

<p>Vision - Alignment to Graduate Portrait</p>	<p><i>Inquisitive Critical Thinkers with Deep Core Knowledge</i> - Students demonstrate mastery of core academic knowledge and skills. through exploration of a range of disciplines (sciences, social studies, math, literature, arts, athletics and music) students emerge with fundamental skills in literacy (reading, writing, speaking and listening). mathematics and critical thinking. They can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence.</p>
<p>Goal #2</p>	<p>The percentage of 5th grade students who demonstrate proficiency in mathematics as measured by OSAS, will improve from 48% in 2018 to 57% in 2022. All student groups with proficiency below the average will reduce the gap by a quarter between the highest performing and the lowest performing student groups.</p>



Goal #2 Metrics to Measure

Baseline Data

48.2% Proficiency in SBA
Mathematics for all Grade 5
students
12% Black/African American
23% Hispanic/Latino
18.5% Native Hawaiian/Pacific
Islander
17% ELL
29% Students with Disabilities

Interim Measures to **Progress Monitor**

**Proficiency on Smarter Balanced
Growth on MAP**

Data that Supports Growth Trends

2018 - 48.2% Grades K-5 SBA Math
Proficiency Level 3-5
2017 - 47.3% Grades K-5 SBA Math
Proficiency Level 3-5
2016 - 50.4% Level 3/4 Grades 3-5 Math

Student Demographic Groups Impacted

All 5th Grade Students
American Indian/Alaska Natives
Black/African American
Hispanic Latino
Native Hawaiian/Pacific Islander
ELL
Students with Disabilities



Goal #2: Baseline Data

Student Group	# Proficient	% Proficient	# Tested	Baseline Gap % Proficient
All Students	1,739	48%	3,610	--
Asian	140	55%	256	6%
Black	39	12%	325	49%
Latino	133	23%	578	38%
Multi Racial	187	50%	372	10%
Native American	---	17%	18	44%
Pacific Islander	---	19%	27	42%
White	1,232	61%	2,034	--
SpEd	151	29%	526	32%
ELL	88	17%	514	44%
F/R Meal	297	21%	1,443	40%
Migrant	N<11*	N<11*	---	N<11*

*Results are not shown for groups with fewer than 11 students.



Goal #2: Target Scenarios

Student Group	2022 Target # Proficient*	2022 Target% Proficient*	# Additional students Proficient needed to meet Target	Adjusted Gap % Proficient
All Students	2,065	57%	326	--
Asian	167	65%	27	4%
Black	108	33%	69	37%
Latino	239	41%	106	28%
Multi Racial	230	62%	43	8%
Native American	---	37%	---	33%
Pacific Islander	---	38%	---	32%
White	1,416	70%	184	—
SpEd	240	46%	89	24%
ELL	190	37%	102	33%
F/R Meal	571	40%	274	30%
Migrant	N<11*	N<11*	N<11*	





Goal #3: 8th Grade Graduate Portrait

<p>Vision -Alignment to Graduate Portrait</p>	<p><i>Inquisitive Critical Thinkers with Deep Core Knowledge</i></p>



Goal #3: Sample Rubrics

<https://www.ashland.k12.or.us/SIB/files/Middle%20School%20Portfolio%20Handbook.pdf>



Goal #4: College and Career Ready

Vision - Alignment to Graduate Portrait	<i>Resilient and Adaptable Lifelong Learners</i> - Students are prepared to navigate and adapt to life's complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it.
Goal #4	The number of all high school students on track for college and career readiness as measured by the PSAT will improve from 48% in fall 2018 to 57% in fall 2022. All student groups with proficiency below the average will reduce the gap by a quarter between the highest performing and the lowest performing student groups.



Goal #4: Metrics to Measure

Data that supports Baseline

- PSAT College Readiness Benchmark
 - All Students - 48%
 - Native American - 38%
 - Black/African American - 12%
 - Hispanic/Latino - 21%
 - Pacific Islander - 5%
 - ELL - 1.3%
 - Students with disabilities - 13%
- On Time Graduation
 - All Students - 80%
 - Native American - 41%
 - Black African American - 71%
 - Hispanic Latino - 72%
 - Students with disabilities - 59%
 - Pacific Islander - 77%
- 11th Grade Math
 - All Students** 31.4% (44% participation rate)
 - Native American - 9.1%
 - Black/African American 7.9%
 - Hispanic Latino - 17.7%
 - Students with disabilities - 4.8%
 - Pacific Islander - <5%
 - Migrant - N < 11

Interim Measure to Progress Monitor

- SBAC
- MAP
- CTE
- AP
- Arts Pathways
- Biliteracy

Data that supports Growth Trends

On-Time Graduation Rates

Student Demographic Groups Impacted

African American
Native American
Latino
Students with disabilities
Pacific Islander
English Language Learners



PSAT College and Career Readiness Benchmarks

UCV"Eqmngig"cpf"Ectggt"Tgc fkpquu

Students are considered college- and career-ready when their SAT section scores meet both the Math and the Evidence-Based Reading and Writing benchmarks. It is important to note that college readiness is a continuum — students scoring below the SAT benchmarks can still be successful in college, especially with additional preparation and perseverance.

RUCV"Eqmngig"cpf"Ectggt"Tgc fkpquu

Students who take PSAT/NMSQT see grade-level benchmarks on their score reports. Grade-level benchmarks indicate whether students are on track for college and career readiness. They are based on expected student growth toward SAT benchmarks at each grade.

Math

Students with an SAT Math section score that meet or exceed the benchmark have a 75 percent chance of earning at least a C in first semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus.

Evidence-Based Reading and Writing

Students with an SAT Evidence-Based Reading and Writing section score that meet or exceed the benchmark have a 75 percent chance of earning at least a C in first semester, credit-bearing college courses in history, literature, social sciences, or writing classes.

From The College Board website:

<https://collegereadiness.collegeboard.org/about/scores/benchmarks>



Goal: ELL

<p>Vision - Alignment to Graduate Portrait</p>	<p><i>Resilient and Adaptable Lifelong Learners</i> - Students are prepared to navigate and adapt to life's complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it.</p> <p><i>Inquisitive Critical Thinkers with Deep Core Knowledge</i> - Students demonstrate mastery of core academic knowledge and skills. through</p>



Questions & Discussion

