

Work Session - Board Goals
Tuesday, June 21, 2022 6:00 PM

Dr. Matthew Prophet Education Center -
Windows Cafeteria / Conference Room (Floor
2)
501 N. Dixon St.
Portland, OR 97227

Agenda

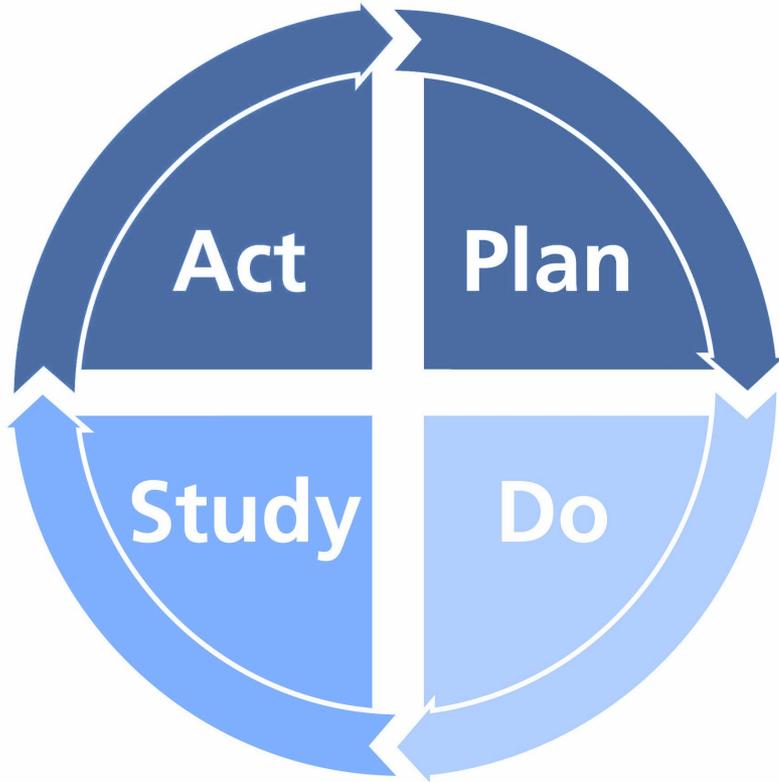
1. Board Goals



Proposed Board Goals: 2022-2027

June 14, 2022

Continuous Improvement



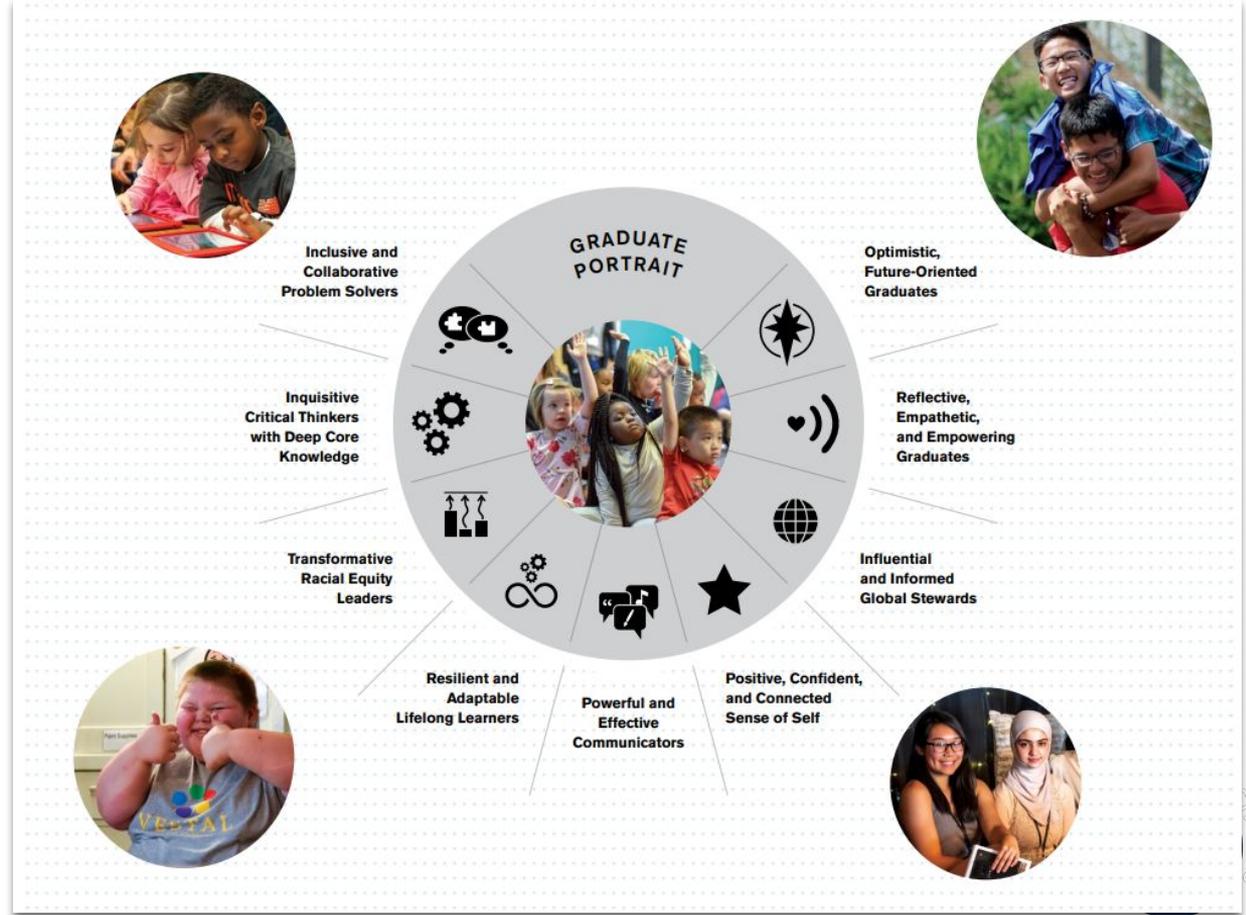
1. What is our current state?
2. What is our desired state?
3. How do we go about bridging the gap between the current and desired states?

Principles for Effective Measurement and Goal Calibration

- Every school should see themselves in one or more of the Board Goals
 - Goals will drive continuous improvement in schools as progress is needed at all levels
- Every student is expected to demonstrate achievement aligned to grade level standards
 - We will also monitor student growth towards proficiency
- Goals should represent a progressively rigorous ladder of achievement in reading/English Language Arts and mathematics
- Goals should serve as a catalyst for improved outcomes for ALL students

The 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.



Recommended Focal Areas for Board Goals

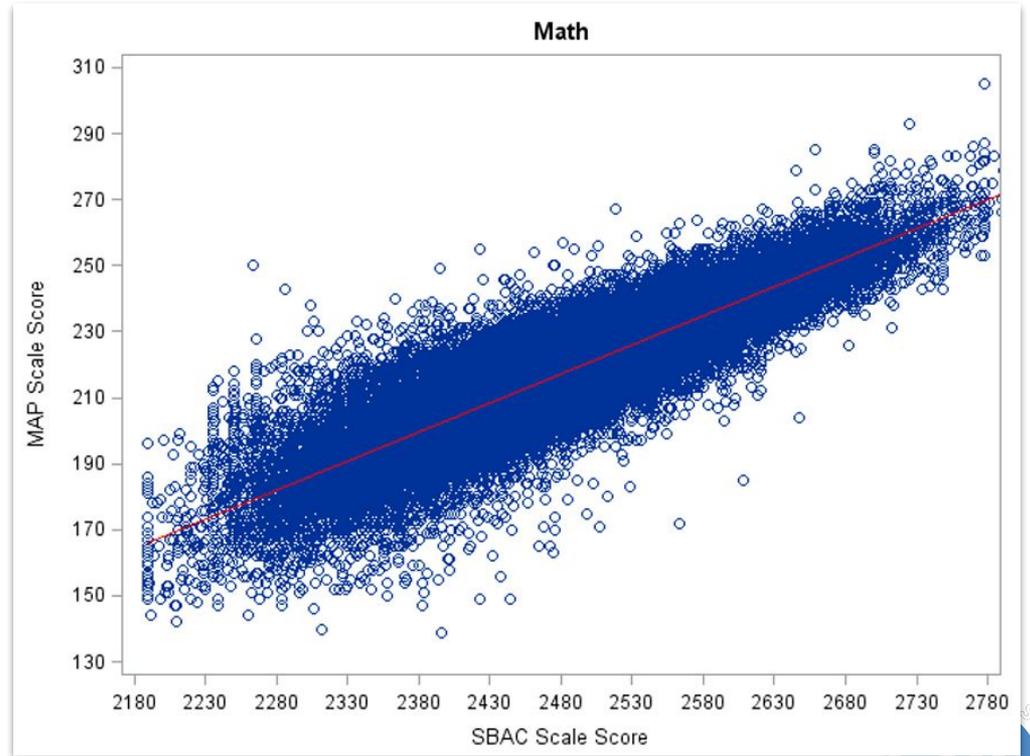
- Third Grade Reading
- Fifth Grade Mathematics
- Eighth Grade Readiness
- High School Graduation



Methodology

MAP-OSAS Relationship

- MAP correlations with OSAS:
 - ELA: .83 -.87
 - Math: .89 -.91
- Overall, MAP achievement correctly predicts OSAS scores 83-91% of the time.

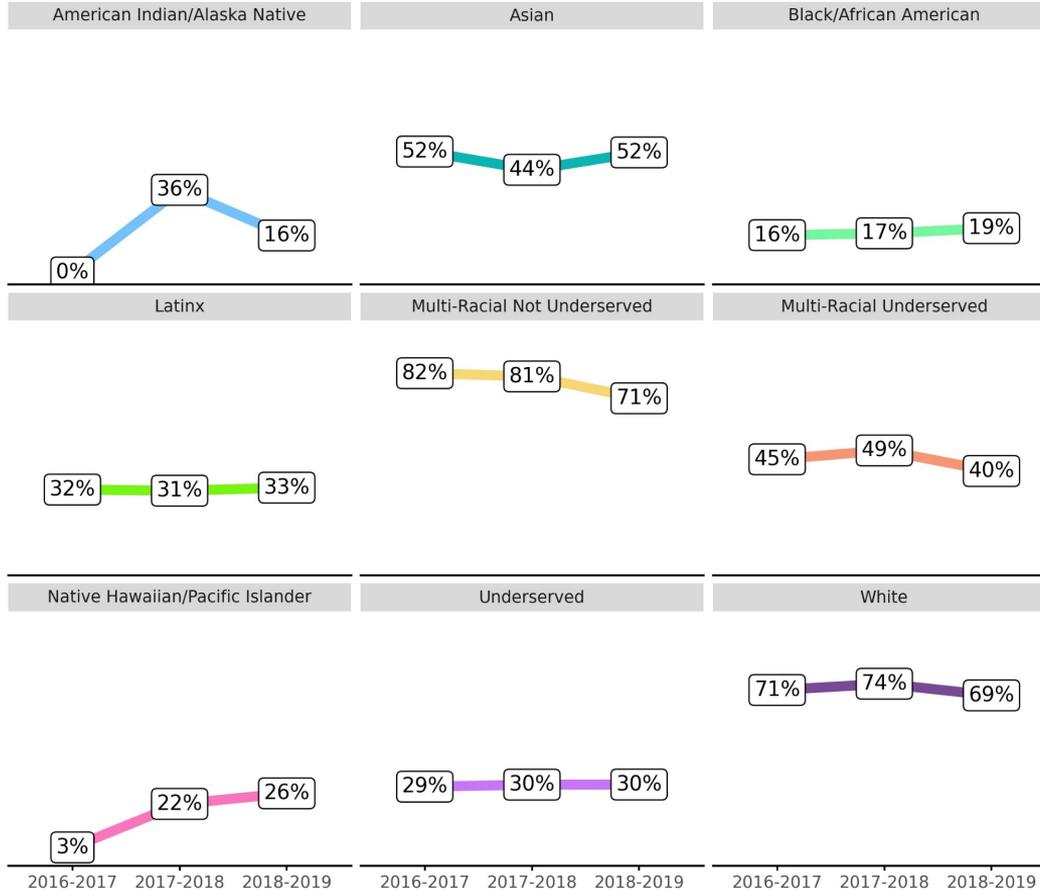


Third Grade Reading

- A first and critical step along the Graduate Portrait continuum is preparing all students to read to learn by the end of Grade 3.
- Foundational reading skills unlock the pathways for all the remaining learning that students will encounter for the rest of their lives.
- Reading is a civil right and it is our responsibility to ensure that all students can read.

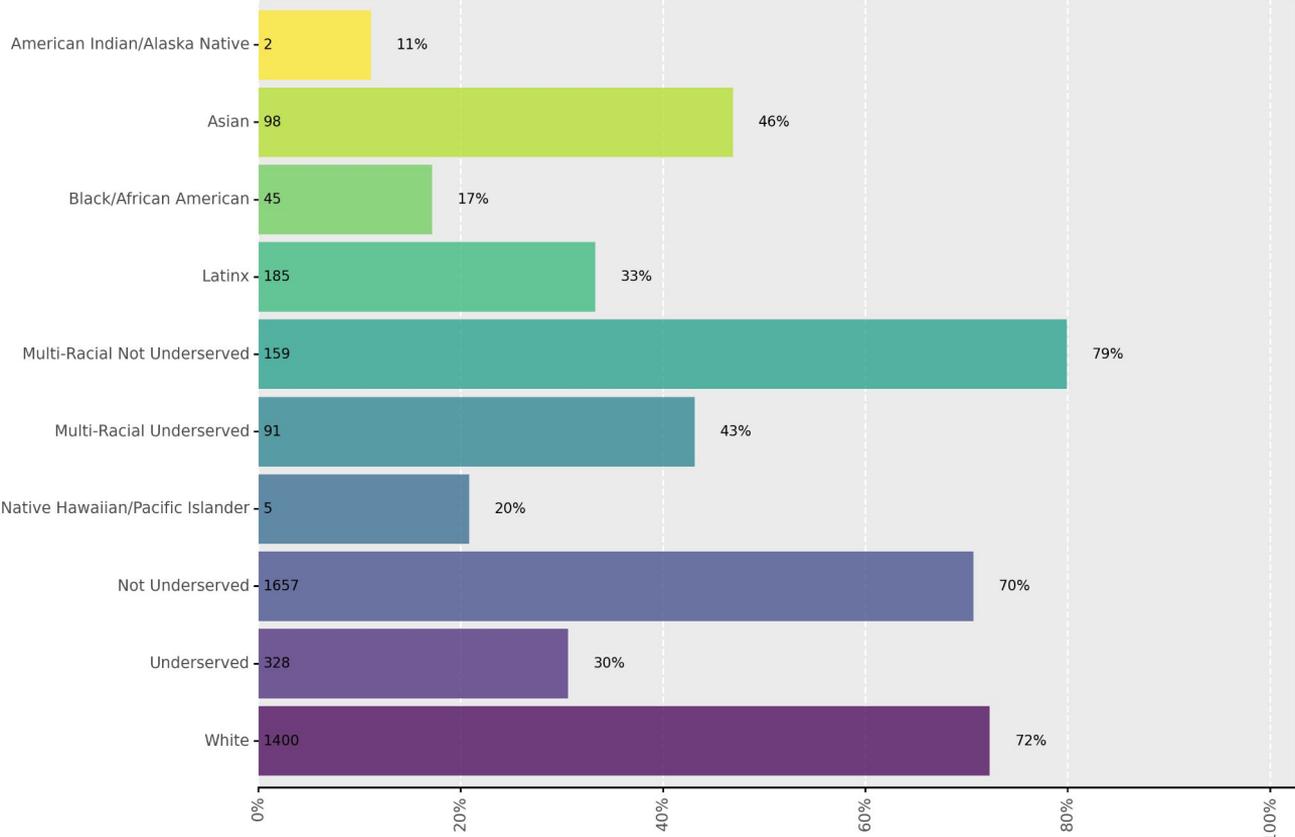
Trends: Third Grade Reading

OSAS Grade 03 ELA
Level 3/4 Achievement Rate



Projections: Third Grade Reading

Grade 03 Students Predicted to Achieve ELA OSAS Level 3/4 Based on 2021-2022 MAP Data



Proposed Goal: Third Grade Reading

We must accelerate achievement for students of color **by narrowing by half the opportunity and outcome gaps in third grade reading** between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).

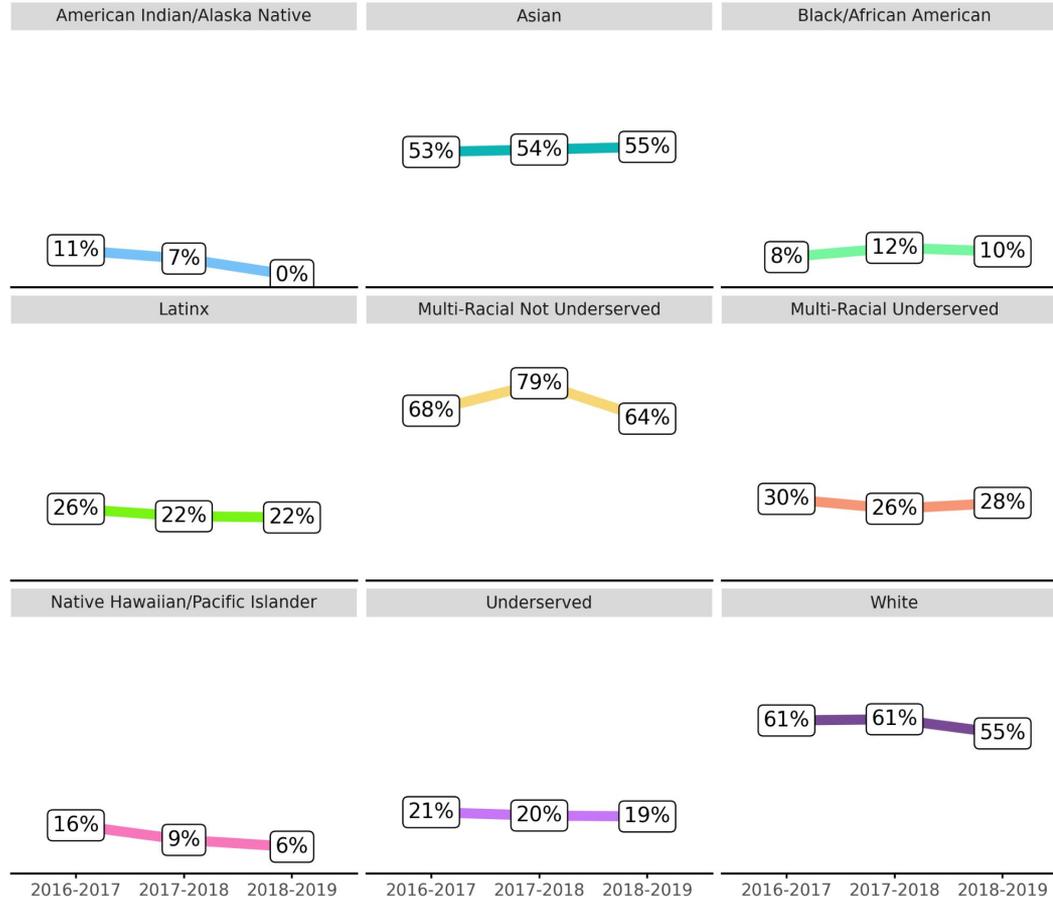


Fifth Grade Mathematics

- A solid grasp of the foundations of mathematics is needed in order to be effectively prepared for the rigor of middle school mathematics
- In middle school, the connections between mathematical areas of conceptual understanding becomes more complex, indicating a necessity for procedural fluency built in elementary school.
- We are sending far too many students of color to the rigors of middle school without the necessary mathematical foundation.

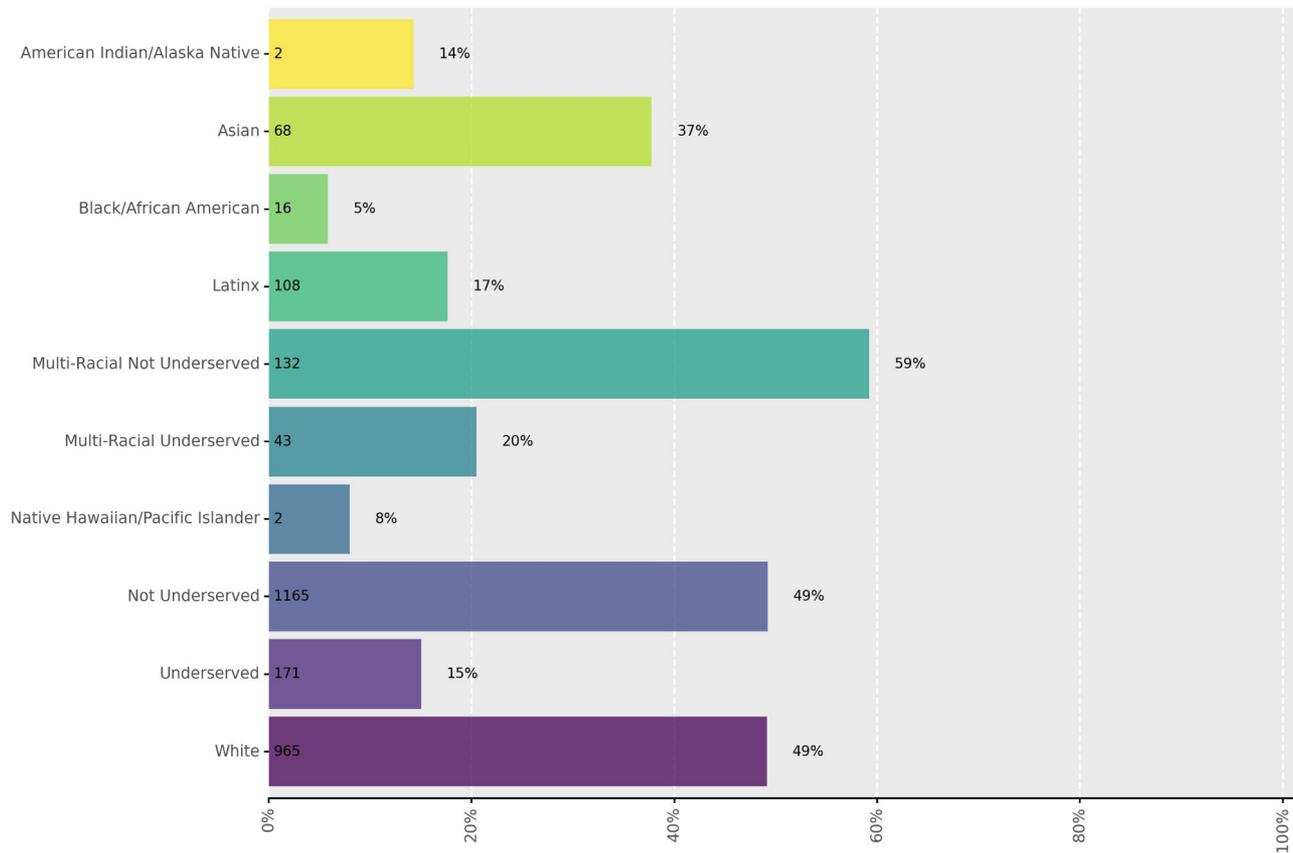
Trends: Fifth Grade Mathematics

OSAS Grade 05 Mathematics
Level 3/4 Achievement Rate



Projections: Fifth Grade Mathematics

Grade 05 Students Predicted to Achieve Math OSAS Level 3/4 Based on 2021-2022 MAP Data



Proposed Goal: Fifth Grade Mathematics

We must accelerate achievement for students of color by **narrowing by half the opportunity and outcome gaps in fifth grade mathematics** between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).

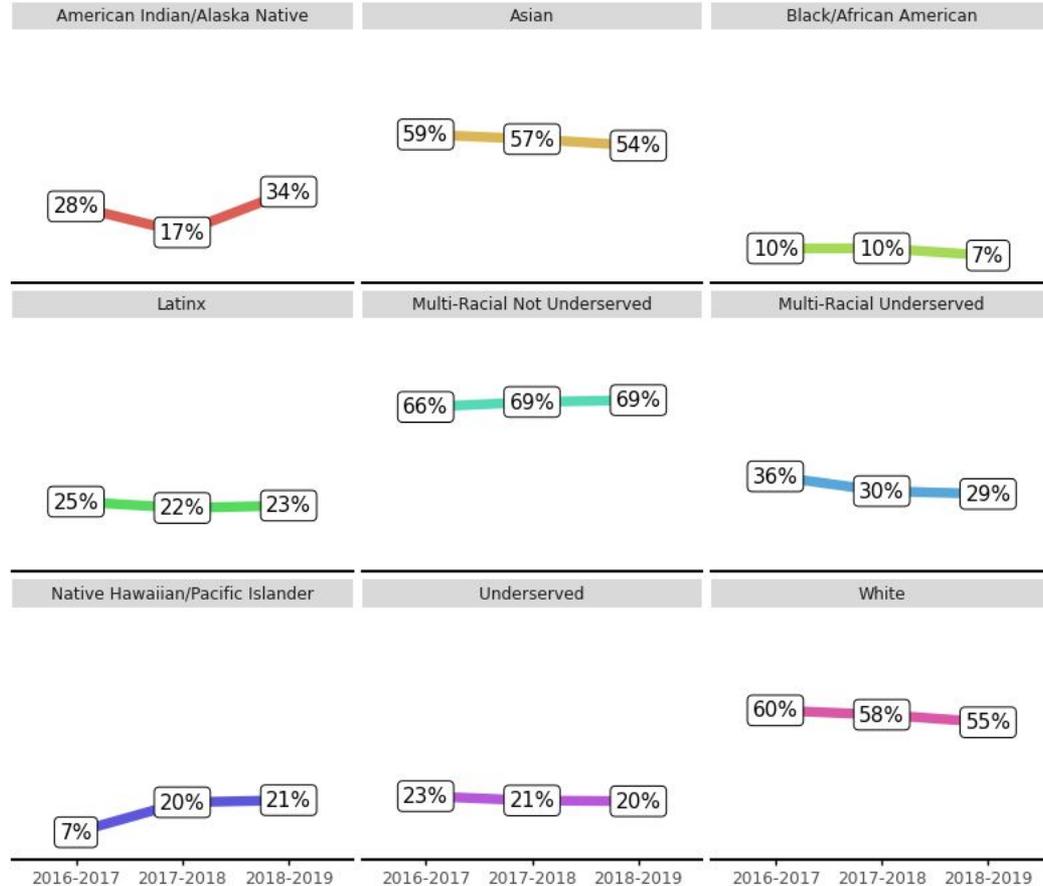


Eighth Grade Readiness

- 8th grade students should be prepared to navigate and adapt to high school's complex challenges
- Entering high school with grade level proficiency in English language arts and mathematics positions students for more advanced coursework
- Students who enter high school without mastery of core academic knowledge face barriers to a successful high school experience and experience lower-level coursework

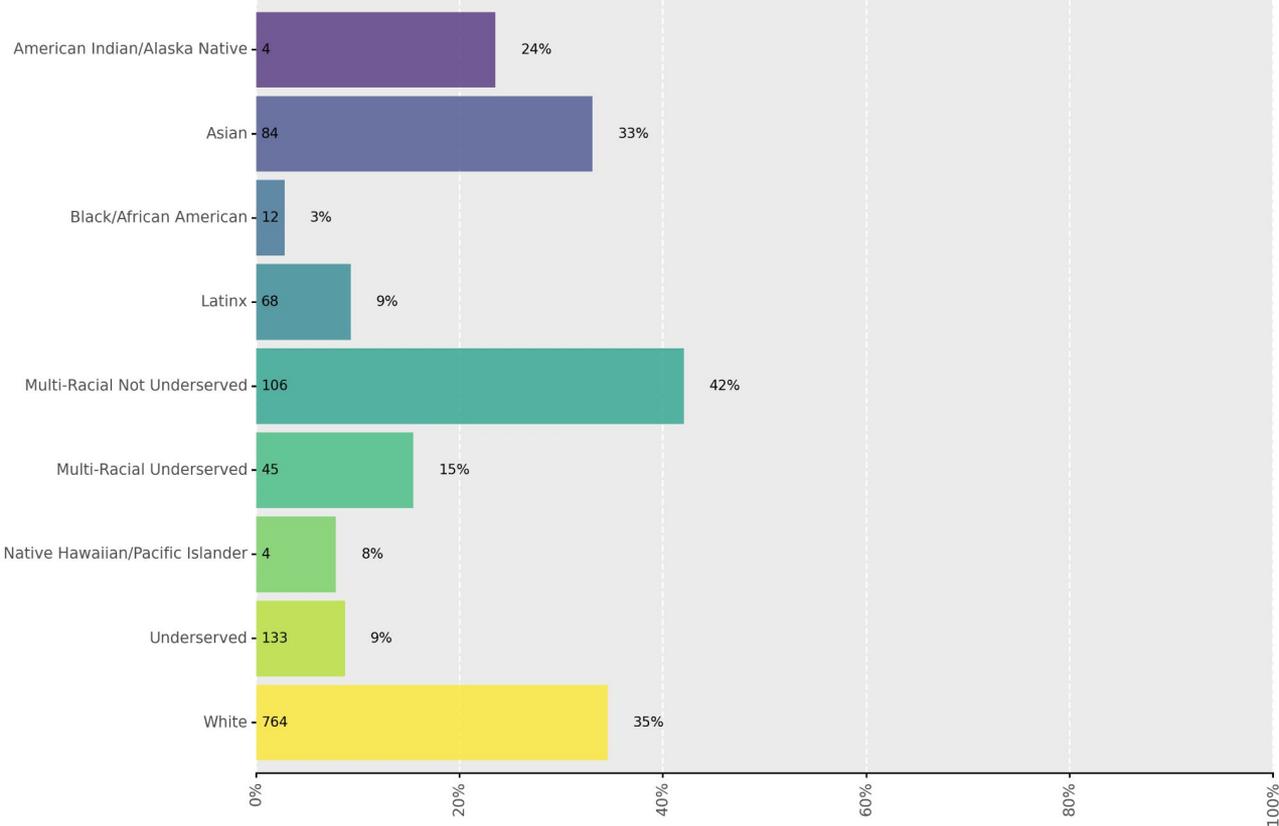
Trends: Eighth Grade Readiness

8th Graders Achieving Level 3/4 in both ELA and Mathematics



Projections: Eighth Grade Readiness

Grade 08 Students Predicted to Achieve OSAS Level 3/4 in Both ELA and Mathematics
Based on 2021-2022 MAP Data



Proposed Goal: Eighth Grade Readiness

We must accelerate achievement for students of color **by narrowing by half the opportunity and outcome gaps in eighth grade readiness** between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).

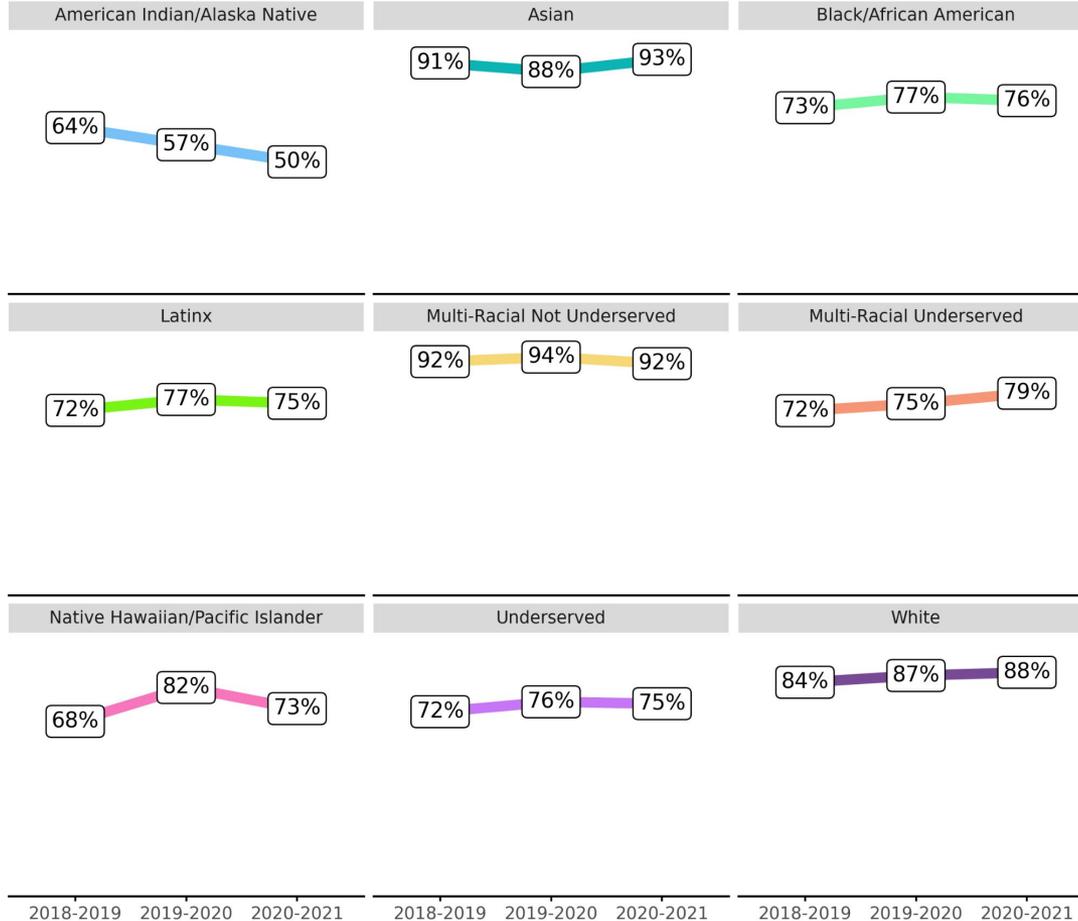


High School Graduation

- Successful completion of high school leaves students prepared for wherever their future might take them—college, military or career.
- Failure to complete high school creates a future earnings and opportunity gap that cannot be bridged later in life.
- In addition to the opportunity to earn a higher income, high school graduates also gain access to better living conditions and better health care services.

Trends: High School Graduation

Graduation Rate by Race/Ethnicity



Proposed Goal: High School Graduation

We must accelerate achievement for students of color **by eliminating the graduation gaps** between students of color and their White peers by fall of 2027, as measured by the four-year cohort graduation rate.



Narrowing or Eliminating the Gaps: Percentage Point Gains to Achieve Goals

Student Group	G3 Reading	G5 Math	G8 Readiness	Graduation
African American	5.5	4.4	3.2	2.4
Asian	2.6	1.2	—	—
Latino	3.9	3.2	2.6	2.6
Multi Underserved	2.9	3.9	2.0	1.8
Native American	6.1	3.5	1.1	7.6
Pacific Islander	5.0	4.1	2.7	3.0
Underserved	4.2	3.4	2.6	2.6

Note: Gaps in Grades 3, 5, and 8 are based on achievement projections.



Summary

The proposed Board Goals represent a rigorous set of benchmarks along the Pre-K to 12 academic continuum that, if adopted, will allow us to gauge student progress towards realizing the promise of the Graduate Portrait.





Portland Public Schools Goals for Our Students

Proposed Board Goals

June 14, 2022

Introduction

It remains the core mission and responsibility of our school system to ensure that every student has opportunities to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance. This will include a focus on building our individual and organizational capacity through ongoing professional learning and differentiated support for teachers, leaders, and central office staff.

We understand that this work will require focus and intentionality to interrogate how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate both grade-level proficiency and the skills and dispositions described in our Graduate Portrait.

Included here are a set of academic milestones along the pre-K to 12 continuum that we intend to progress monitor and hold ourselves accountable to achieving. Since students of color currently demonstrate the greatest gaps in achievement and performance, our goals reinforce an explicit expectation of accelerated growth and gap closure for students of color.

Third Grade Reading

*We must accelerate achievement for students of color **by narrowing by half the opportunity and outcome gaps in third grade reading** between all students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).*

Reading is arguably the most important and critical skill we teach in school. Therefore, a first and critical step along the Graduate Portrait continuum is preparing all students to read to learn by the end of Grade 3. During the early elementary years, students transition from learning to read to reading to learn. They move from learning alphabetic principles and decoding site words to making deep meaning of text to which they are exposed.

Foundational reading skills unlock the pathways for all the learning in which students will engage for the rest of their lives. Disciplinary literacy—the ability to read, write and reason across a variety of content areas such as science and social studies—begins with the ability to independently and fluently read for information with great understanding.

Reading is a civil right and it is our responsibility to ensure that all students can read. The data on reading are clear: students who do not read proficiently by 3rd grade are four times more likely to leave high school without a diploma than are proficient readers. We must ensure that all students are reading on grade level by the end of their 3rd grade year.

Fifth Grade Mathematics

*We must accelerate achievement for students of color **by narrowing by half the opportunity and outcome gaps in fifth grade mathematics** between all students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).*

Fifth grade mathematics is a critical touch point for a number of reasons. It is important for students to have a solid grasp on the foundations of mathematics established in elementary school in order to be effectively prepared for the rigor of middle school mathematics. As students enter middle school, the connections between mathematical areas of conceptual understanding becomes more complex, indicating a necessity for procedural fluency. Procedural fluency builds from an initial exploration and discussion of number concepts to using informal reasoning strategies and the properties of operations to develop general methods for solving problems.

Without a solid foundation in mathematics, students are at risk of falling into a mathematics gap of conceptual understanding as they may experience greater challenges as they grapple to understand concepts through middle school mathematics and beyond. Successful completion of advanced high school coursework in mathematics is predicated on having a solid foundation established in elementary school. It is imperative that students receive grade-level high quality instruction every year in mathematics in order to realize the characteristics of the Graduate portrait, specifically as critically thinking problem solvers.

Eighth Grade Readiness

*We must accelerate achievement for students of color **by narrowing by half the opportunity and outcome gaps in eighth grade readiness** between all students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).*

When students exit Grade 8 ready for the complexities and rigor of high school, a world of possibilities and coursework opens for them. Eighth grade students should be prepared to navigate and adapt to high school's complex challenges and reading, writing and performing mathematics on grade level is one of the key ways by which we can ensure that they are adequately prepared.

Entering high school with grade level proficiency in English language arts and mathematics positions students for more advanced coursework. That advanced coursework, in turn, creates and strengthens college and career readiness of students. Grade 8 readiness can be considered a gateway to postsecondary success.

Conversely, students who enter high school without mastery of core academic knowledge face barriers to a successful high school experience and experience lower-level coursework. If we want every student to have the opportunity to experience the full range of high school coursework – CTE, arts, AP, IB and more—we must commit to adequately preparing them for such by ensuring that students are proficient in English Language arts and mathematics by the end of Grade 8.

High School Graduation

*We must accelerate achievement for students of color **by eliminating the graduation gaps** between students of color and their White peers by fall of 2027, as measured by the four-year cohort graduation rate.*

There are persistent and predictable gaps in graduation rates among groups of students and while our graduation data certainly looks a fair bit better than our assessment data, there are still achievement gaps that demand our attention. Therefore, instead of halving the graduation gaps here in PPS, we are proposing that we eliminate them completely.

Successful completion of high school leaves students prepared for wherever their future might take them— college, military or career. We want our students to have infinite possibilities for their future based on following whatever dreams they might have. This often cannot happen without successfully completing high school with a diploma.

Failure to complete high school creates a future earnings gap that cannot be bridged later in life. What's more, in addition to the opportunity to earn a higher income, high school graduates also gain access to better living conditions, healthier foods, and better health care services. High school graduation unlocks endless possibilities for students. We must ensure that all students graduate from high school.