5-year racial equity plan update

April 25, 2017

Lolenzo Poe
Chief Equity & Diversity Officer
Office of Equity & Partnerships

PORTLAND PUBLIC SCHOOLS

Racial equity @ PPS

"cultural transformation of the policies, people, practices & partnerships to build a more equitable, inclusive organization"

Racial equity plan

Jeanine Fukuda

Senior Director

Office of Equity & Partnerships

Racial educational equity policy

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Racial equity plan
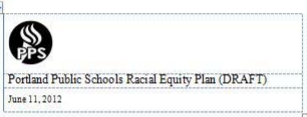

5-year equity plan

- Four areas of focus
  - Teaching & Learning
  - Workforce Development
  - Family & Community Engagement
  - Cultural & Organizational Transformation
- 18 priority strategies
- Ownership across the organization

Equity key performance indicators (KPIs)

Underrepresentation of students of color who **met benchmark or advanced at least one tier in K-3 reading**

Over representation of students of color in **Special Education**

Over representation of students of color experiencing **exclusionary discipline**

Under representation of students of color in **Talented & Gifted (TAG)**

Under representation of students of color in **AP, IB & dual credit courses**

Under representation of **teachers of color** compared to the student population

% of contract dollars paid to minority-owned businesses

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Summary of results: graduation rates

Graduation rates

- 4-year cohort graduation rate increased from 62% to 75% *(13 percentage points)*

	2010-2011	2015-2016	% point change
Asian	74%	85%	+11
Black	55%	68%	+13
Hispanic/Latino	49%	65%	+16
Multi-racial	54%	72%	+18
Native American	44%	47%	+3
Pacific Islander	63%	73%	+10
White	67%	80%	+13

Graduation rates

- Graduation rate for Males of Color increased from 45% to 60%
  (+15 percentage points)

- Jefferson HS Middle College of Advanced Studies had an 84% graduation rate *(+29 percentage points)*
  - Black students: 88% *(+29 percentage points)*
  - SEI participants: 98%

- Black/White gap closed at 3 schools
- Hispanic/Latino/White gap closed at 3 schools

Summary of results:
equity KPIs

% of 3rd graders who met DIBELS benchmark or improved a tier
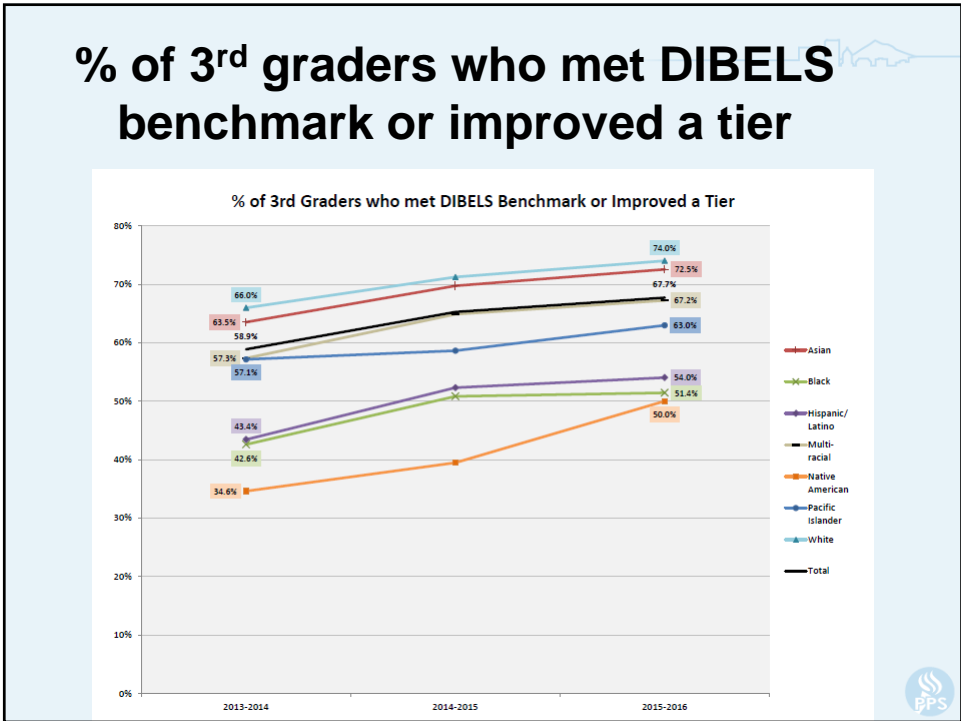
% of 3rd graders who met DIBELS benchmark or improved a tier

3-year trend *(2014-2016)*

- Increased from 59% to 68%

  (+ 9 percentage points; 604 students)

	2013-2014	2015-2016	% point change
Asian	64%	73%	+9
Black	43%	51%	+8
Hispanic/Latino	43%	54%	+11
Multi-racial	57%	67%	+10
Native American	35%	50%	+15
Pacific Islander	57%	63%	+6
White	66%	74%	+8

% of students enrolled in special education
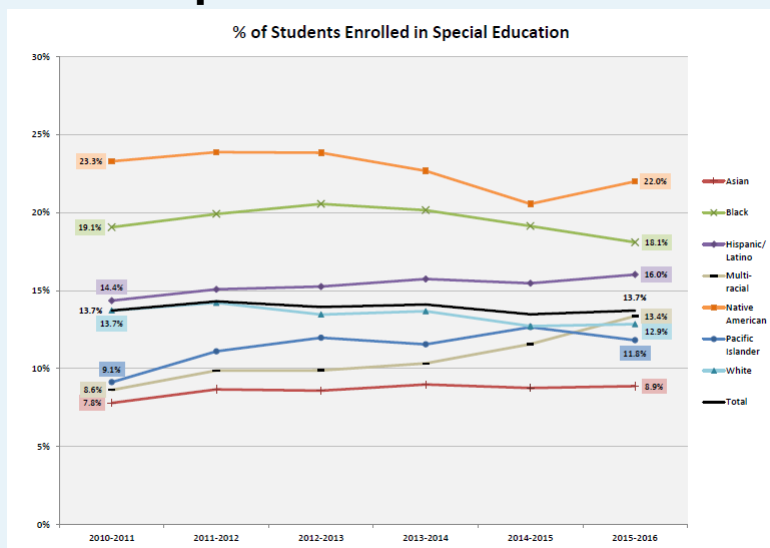
% of students enrolled in special education

5-year trend *(2011-2016)*

- Remained flat at 14%

	2011-2016	2015-2016	% point change
Asian	8%	9%	+1
Black	19%	18%	-1
Hispanic/Latino	14%	16%	+2
Multi-racial	9%	13%	+4
Native American	23%	22%	-1
Pacific Islander	9%	12%	+3
White	14%	13%	-1

% of students who experienced exclusionary discipline
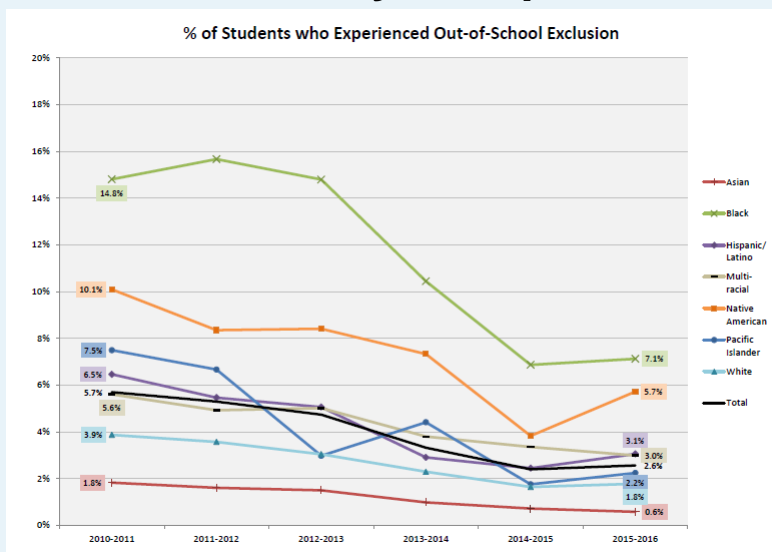
% of students who experienced exclusionary discipline

5-year trend *(2011-2016)*

- Decreased from 6% to 3%
  (- 3 percentage points; -1313 students)

	2010-2011	2015-2016	% point change
Asian	2%	1%	-1
Black	15%	7%	-8
Hispanic/Latino	7%	3%	-4
Multi-racial	6%	3%	-3
Native American	10%	6%	-4
Pacific Islander	8%	2%	-6
White	4%	2%	-2

% of students enrolled in talented & gifted (TAG)
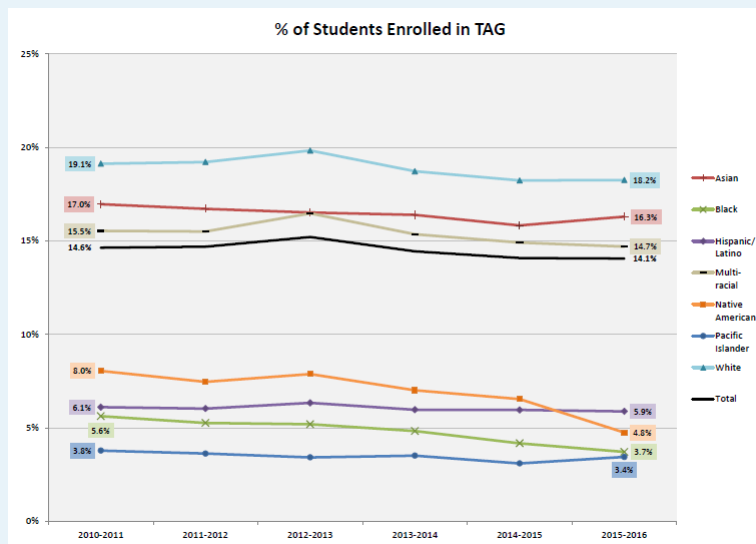
% of students enrolled in talented & gifted (TAG)

5-year trend *(2011-2016)*

- Decreased from 15% to 14%
  (- 1 percentage point)

	2010-2011	2015-2016	% point change
Asian	17%	16%	-1
Black	6%	4%	-2
Hispanic/Latino	6%	6%	0
Multi-racial	16%	15%	-1
Native American	8%	5%	-3
Pacific Islander	4%	3%	-1
White	19%	18%	-1

% of students enrolled in AP/IB or dual credit courses

% of H.S. Students Enrolled in AP, IB, and/or Dual Credit Courses
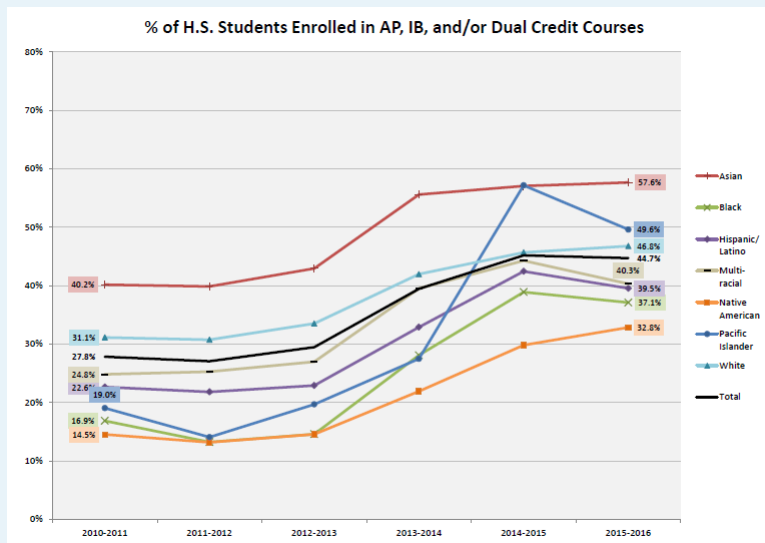
% of students enrolled in AP/IB or dual credit courses

5-year trend *(2011-2016)*

- Increased from 28% to 45%
  (+17 percentage points; +2114 students)

	2010-2011	2015-2016	% point change
Asian	40%	58%	+18
Black	17%	37%	+20
Hispanic/Latino	23%	40%	+17
Multi-racial	25%	40%	+15
Native American	15%	33%	+18
Pacific Islander	19%	50%	+31
White	31%	47%	+16

Teacher population by race

Teacher Population by Race

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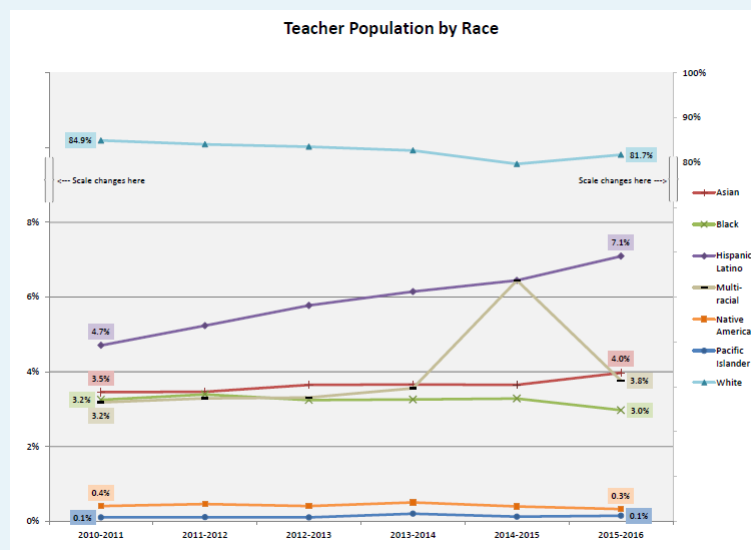
Teacher population by race

5-year trend data *(2011-2016)*

- Teachers of color increased from 15% to 18%
  (+3 percentage points; +175 teachers)

	2010-2011	2015-2016	% point change
Asian	3.5%	4.0%	+.5
Black	3.2%	3.0%	-.2
Hispanic/Latino	4.7%	7.1%	+2.4
Multi-racial	3.2%	3.8%	+.6
Native American	.4%	.3%	-.1
Pacific Islander	.1%	.1%	0
White	84.9%	81.7%	-3.2

KPI highlights

- Strong progress with exclusionary discipline & advanced course enrollment
- Progress made with teacher diversity, particularly with Hispanic/Latino teachers, but continued effort needed
- While progress was made with 3rd grade literacy, there is significant opportunity for growth
- While progress was made to reduce % of Black and Native American students in Special Education, significant disproportionality still exists with Black and Hispanic/Latino students
- Disproportionality in TAG enrollment continues for our Black, Hispanic/Latino, Native American & Pacific Islander students

Equity in teaching & learning

Chris Russo
Assistant Superintendent
Office of Teaching & Learning

Dual language programming for ELLs

Priority Strategy #4:
Provide instruction for emerging bilingual students in their native language through dual language programs where we have a critical mass of native speakers.

Measure of Success:
(1) Increase in the percentage of emerging bilingual students that have access to dual language programs. (2) Evidence of increased student achievement growth for ELLs who are enrolled in dual language programs.

Dual language programming for ELLs

% of ELLs in DLI has increased every year

School Year	Percentage of ELLs K-12 in DLI	Percentage of ELLs at K in DLI
2011-12	16.9	25.2
2012-13	21.4	24.3
2013-14	24.6	34.1
2014-15	26.7	45.0
2015-16	30.5	49.8

Dual language programming for ELLs

- RAND research shows ELL students in DLI that match their native language have a 14 point higher rate of becoming English proficient by 6th grade than those not in DLI

Culturally responsive instruction

Priority Strategy #5:
Define, identify and build capacity for culturally relevant instruction.

Measure of Success:
(1) Established collection of exemplars of culturally relevant teaching & learning practices. (2) Evidence that teachers are implementing culturally relevant instructional strategies in classrooms. (3) Evidence of improved student engagement and success for students of color.

Culturally responsive instruction

Equity Based Balanced Literacy Framework has been adopted:
- Materials have been identified
- Year 1 of implementation is currently under way in 10 schools
- Baseline Evaluation Report completed

Culturally responsive instruction

Equity Based Balanced Literacy Framework
- Culturally relevant texts
- Choice and agency
- Collaborative work space

Language
Race
Heritage
Academics
Community
Sexual Orientation

Culture
Economics
Emotional
Social
Gender
Religion

Culturally responsive instruction

At the beginning of the year…

- 55.5% of K-2 teachers indicated they were confident in their ability to provide culturally responsive literacy instruction.

- 61.3% of 3-5 teachers indicated they were confident in their ability to provide culturally responsive literacy instruction

- 41.5% of K-2 teachers indicated they were very successful or extremely successful in providing equitable, culturally relevant literacy instruction for students of color during the 2015-16 school year

- 36.5% of 3-5 teachers indicated they were very successful or extremely successful in providing equitable, culturally relevant literacy instruction for students of color during the 2015-16 school year

Equity in schools

Antonio Lopez
Assistant Superintendent
Office of School Performance

Madison High School

Petra Callin
Principal

Equity in Human Resources

Sean Murray

Chief Human Resources Officer

Recruiting, hiring & retention

- CTE Program of Study for Future Teacher classes established in 3 high schools: Roosevelt, Wilson and Franklin.

- Focused support for diverse graduate student programs at PSU and PCC. Partner programs include Portland Teacher Program, Teacher Pathways Program, Bilingual Teacher Pathways, & American Indian Teacher Pathways.

- Student teacher equity-focused seminars: support all PPS student teachers having a foundation of racial equity in our schools.

- Revised student teacher contract to ensure university student teacher placements are aware of and follow the PPS anti-discrimination policy.

- New Academic Recruiter position: focused capacity to locate, recruit and hire linguistically and racially diverse professional educators.

Recruiting, hiring & retention

- Increased our out-of-area recruitment by 8 new locations (Georgia, Puerto Rico, California, Arkansas, Spain, Texas, Louisiana, Mexico) & partnered with administrators of color as recruiters.

- Developed Relocation Resources Guide that supports out-of-state employees of color (hair care, restaurants, community groups, worship centers, etc.).

- Partners in Diversity: introduces newly hired and relocated educators and administrators of color to the Portland business community.

- ODE Minority Educator Retention Grant: created an *Educators of Color Retention Advisory Committee* to gather information about how to recruit and retain educators of color within PPS. Held social mixers for educators of color to address social isolation.

Job classification & compensation

- Review of job descriptions to ensure commitment to District Racial Educational Equity Policy.

Training

- Classified employee development: ongoing training opportunities on PPS equity strategies addressing our equity priority.

- Cultures Connecting: Partnered with organization to focus on eliminating implicit bias in hiring practices. Gained foundational understanding on how implicit bias impacts professional and personal actions.

- Bias Awareness Training: Developed and implemented for all PPS hiring supervisors. Community members and supervisors trained on how to recognize bias during hiring and interview panels.

Training

- Employee Assistance Program (EAP) network: reviewed and referred racially, culturally & linguistically diverse independent consultant counselors to the provider network *Behavioral Health Services*

- Hiring interviews: developed bank of equity & cultural competency interview questions for district vacancies

- Training: developed a required online training on prevention of harassment, discrimination, bullying & retaliation

Equity in business and operations (B&O)

Yousef Awwad, CPA
Deputy Chief Executive Officer

PORTLAND PUBLIC SCHOOLS

Equity efforts for B&O

- Business Equity: Current Certified Business Utilization Tracking report
  - FY15/16 reached 16%
  - Current Cumulative = 13.6%
  - Division 48 = 20.1%
  - Division 49 = 12.6%
- Workforce Equity: Current Cumulative Total Project Hours = 1,040,632
  - % Apprenticeship Hours = above goal (26%)
  - % Minority Hours = (25%)
  - % Female Hours = (4%)
- Career Learning: Since inception, contractors contributed over 7,088 hours of Career Learning opportunities to over 19,287 students.
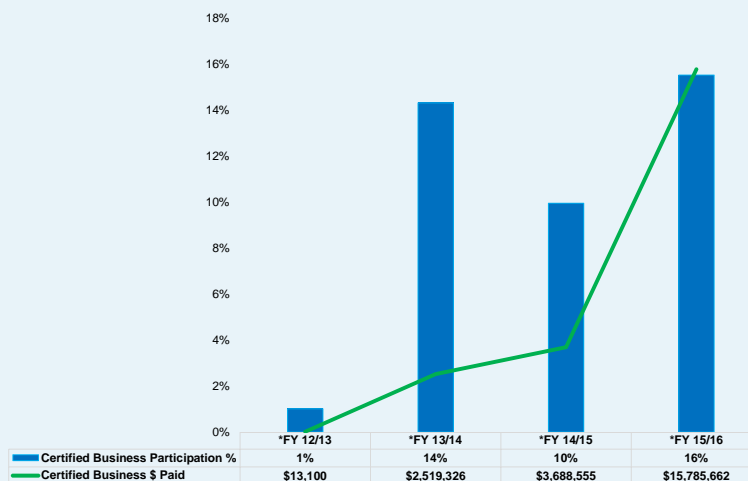
Equity efforts for B&O

- Allocated additional funding using an equity formula based on Socio-Economic Status and Combined Historically Underserved Students: 8% for high schools and 7% for K-5, middle and K-8 schools.
- Using "Combined Underserved Students" as the criteria to determine priority in deploying technology
- Outreach and Partnerships
  - OAME (April 28th), NAMC-O
  - Equity in Contracting Advisory Committee
  - Outreach efforts including a bi monthly Meet and Greet with project managers

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PPS Certified Business Progress Tracking

	*FY 12/13	*FY 13/14	*FY 14/15	*FY 15/16
Certified Business Participation %	1%	14%	10%	16%
Certified Business $ Paid	$13,100	$2,519,326	$3,688,555	$15,785,662

- Prior to April 1, 2015, data were tracked manually by OSM and it does not include subcontractor data. Breakout by year was estimated based on these data.
- After April 1, 2015, data tracked electronically including subcontractor data.

Racial equity @ PPS

"cultural transformation of the policies, people, practices & partnerships to build a more equitable, inclusive organization"

Anti-Harassment Policy Revisions

April 25, 2017

Current Relevant Policies and ADs

- **Section 1 – Board Policies**
  - Nondiscrimination Policy (1.80.020-P)

- **Section 4 - Students**
  - Anti-Harassment Policy (4.30.060-P)

- **Section 5 – Personnel**
  - Sexual Harassment Policy (5.10.060-P)
  - Sexual Harassment Complaint Procedure (5.10.061-AD)
  - Sexual Harassment – Staff to Student (5.10.062-P)

Recommended Revisions

- Revise Anti-Harassment Policy, create new Anti-Harassment Policy for Personnel Section and Revise Non-Discrimination Policy.

- Revise Non-Discrimination Policy to include reference to Office of Civil Rights and Title IX Coordinator.

Recommended Revisions

- Revise Anti-Harassment Policy to:

  A. Expand definition of Sexual Harassment,
  B. Detail response to student-on-student Sexual Harassment and Sexual Violence,
  C. Define Title IX Coordinator duties,
  D. Assure Complainant, Survivor Rights.

A. Expand Definition of Sexual Harassment

- Include Sexual Violence, Sexual Assault.

- Include violation of appropriate Student-Adult Boundaries (includes grooming, romantic relationships).

B. Student-on-Student Sexual Harassment and Sexual Violence

- Add more detail to District response to student-on-student incidents.

- Create new AD in Student Section regarding District response to and prevention of Sexual Harassment and Sexual Violence.

- Ensure Title IX Coordinator contact information and role are widely distributed.

C. Title IX Coordinator Duties

- Track all complaints of Sexual Harassment and Sexual Violence.

- Assist Building Administrators in investigating complaints and providing support to Complainants, Survivors.

- Develop a District-wide sexual harassment and sexual violence education and prevention program.

D. Survivor, Complainant Rights

- Building Administrators and/or Human Resources in conjunction with the Title IX Coordinator will develop options for the safety and support of Survivors, Complainants.

- Prompt investigation and updates on investigation.

- Notification of outcomes of investigation to the extent allowable by law.