



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





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.





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

- Measures: MAP Reading Fall to Spring Growth for students in grades 2 and 3.

Continuous improvement

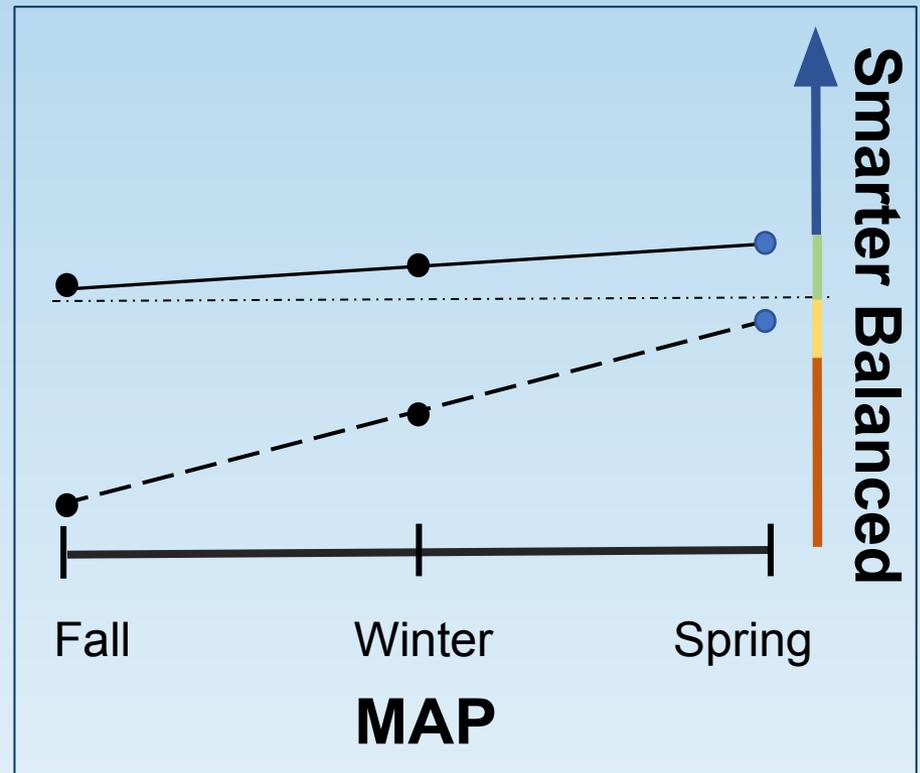
- Kindergarten to grade 3 cohort growth to achievement monitoring
- Fall report on growth and achievement expectations
- Mid-year report on progress to growth and achievement expectations





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

Continuous improvement

- Fall report on growth and achievement expectations
- Mid-year report on progress to growth and achievement expectations





8th Grade: Aspirational High School Readiness Goal

By 2022, 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, pre-CTE, technology, health and well-being. 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, leadership, racial equity and social justice, self-directed inquiry, and self-awareness and self-advocacy.





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.





High School Readiness Goal (8th Grade)



Current Measures to Progress Monitor

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

Continuous improvement

- Remaining portfolio components
- Engagement/Agency





Post-secondary readiness

What can we use as a baseline right now?

Successful participation in Advanced Placement, International Baccalaureate, Career and Technical Education or Dual Credit Enrollment.

In the 2018-2019 academic year, 89% of Portland Public School graduates successfully participated in AP, IB, CTE or Dual-Enrollment courses or pathways.

However, only 85% of students in underserved student groups met one or more of these Post-Secondary readiness indicators. By the spring of 2022, 90% of Portland Public Schools graduates in each student racial groups will successfully participate in AP, IB, CTE or Dual Enrollment.





Goal #4: Options for Measurement and Progress Monitoring



Current Measures to Progress Monitor

- AP
- IB
- Dual enrollment
- CTE

Continuous improvement

- PSAT
- Arts Pathways
- Bi-literacy





Questions & Discussion

