




PORTLAND PUBLIC SCHOOLS

Systems Planning and Performance

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Date: February 21, 2020
To: Superintendent Guerrero
From: Russell Brown, Ph.D. 
Subject: Mid-Year Progress Measures for Board Goals

EXECUTIVE SUMMARY

The board adopted student achievement and growth outcome goals in October of 2019. This is the first mid-year report on the progress measures toward these goals. ***These are mid-year comparisons and, as such, are not final.***

Third grade reading:

- Portland Public Schools (PPS) students' achievement exceeded the national normative sample by 2.6 points, and growth expectations were exceeded as well.
- 47.3% of historically underserved students of color met or exceeded the fall to winter growth target exceeding the mid-year progress expectation (45%) by 2.3 percentage points.

Fifth grade mathematics:

- 42.8% of fifth grade participants met or exceeded the fall to winter growth target. This performance was effectively comparable to baseline and progress expectation (43%).

Eighth grade SBAC (passing English Language Arts and Mathematics):

- Overall, 61.2% of current 8th grade students are expected to score at or above proficient on SBAC (in English Language Arts) in the spring. This exceeded baseline and mid-year progress expectation of 59% which was adopted by the board.
- Overall, 42.1% of current 8th grade students are expected to score at or above proficient on SBAC (in Mathematics) in the spring. This performance was consistent with the baseline and mid-year progress expectation of 42% which was adopted by the board.
- While both the reading and mathematics progress measures met or exceeded their baseline and target, the proportion of students who were on track to score at or above 47.3% proficient on the SBAC in both subjects (39.3%) was slightly lower than the progress measure of 40%.

Post-secondary readiness:

- The proportion of students who were on-track to meet post-secondary readiness (59.4%) was up from last year (57.8%). At mid-year, 44.1% of our historically underserved students of color, who were on-track to graduate, were also on track to meet one or more of our post-secondary readiness criteria down from 46% last year.

BACKGROUND

In October of 2019, The Portland Public Schools Board of Education adopted four board goals anchored to student achievement and growth outcomes. The adopted goals act as rungs on a ladder as students make progress toward the vision of the portrait of a graduate.

In November, the board, in the process of formalizing the superintendent evaluation, also identified mid-year progress measures for the goals. This is the first report on these mid-year progress measures. The measures with disaggregated outcomes are provided in the following analyses.

ANALYSES

Board Goal Progress Measure for 3rd Grade Reading

The first board goal was anchored to growth in reading as measured by MAP.

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 (as measured by Measures of Academic Progress) by the spring of 2022.

Third grade participation in MAP assessments continued to climb. Overall, PPS 3rd grade students' achievement on MAP exceeded the national normative sample by 2.6 points. More importantly, over half (51.6%) of PPS students, who participated in MAP, met or exceeded the fall to winter growth target.

Table 1. Third Grade Achievement and Participation.

Reading				
Grade	Participation Rate	RIT Score		Percent Meeting Growth
		PPS	Norm	
03	62.6%	198.2	195.6	51.6%

At this time last year, 45% of our historically underserved students of color were meeting or exceeding the mid-year growth expectation on MAP. On December 5, 2019, this baseline performance was adopted as the target for the 2020 mid-year progress measure for the first goal.

At the conclusion of the winter MAP window, 47.3% of historically underserved students of color met or exceeded the fall to winter growth target exceeding the mid-year progress expectation by 2.3 percentage points.

Table 2. Third Grade Progress Measure.

Reading Grade 3			
	Mean Achievement	Achievement Difference from National Norm	Percent Meeting Growth
Asian	194.4	-1.2	46.9%
Black	182.5	-13.1	44.3%
Hispanic	186.5	-9.1	43.5%
Multiple	197.6	2.0	56.1%
Native American	189.1	-6.5	33.3%
Pacific Islander	184.3	-11.3	35.7%
White	204.6	9.0	55.0%
Economically Disadvantaged	186.7	-8.9	45.6%
Special Education	190.1	-5.5	45.3%
Emerging Bilingual	174.4	-21.2	43.3%
Historically Underserved	189.3	-6.3	47.3%
Total	198.2	2.6	51.6%

Board Goal Progress Measure for 5th Grade Mathematics

The second board goal was anchored to growth in mathematics as measured by MAP.

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, as measured by Measures of Academic Progress (MAP), by the spring of 2022.

Fifth grade participation in MAP assessments remained strong (90.1%) Overall, PPS 5th grade students' achievement on MAP was below the national normative sample by 2.7 points, and overall growth was below the 50% expectation.

Table 3. Fifth Grade Achievement and Participation: Mathematics.

Mathematics				
Grade	Participation Rate	RIT Score		Percent Meeting Growth
		PPS	Norm	
05	90.1%	214.5	217.2	44.2%

At this time last year, 43% of our historically underserved students of color were meeting or exceeding the mid-year growth expectation on MAP. On December 5, 2019, this baseline performance was adopted as the target for the 2020 mid-year progress measure for the first goal.

At the conclusion of the winter MAP window, 42.8% of fifth grade participants met or exceeded the fall to winter growth target. This performance was effectively comparable to baseline and progress expectation.

Table 4. Fifth Grade Progress Measure.

Mathematics Grade 5			
	Mean Achievement	Difference from National Norm	Percent Meeting Growth
Asian	218.1	0.9	51.5%
Black	198.0	-19.2	40.7%
Hispanic	204.1	-13.1	44.3%
Multiple	216.4	-0.8	42.1%
Native American	200.7	-16.5	57.1%
Pacific Islander	199.9	-17.3	40.0%
White	219.8	2.6	44.3%
Economically Disadvantaged	202.5	-14.7	40.3%
Special Education	200.7	-16.5	41.4%
Emerging Bilingual	193.8	-23.4	53.5%
Historically Underserved	205.7	-11.5	42.8%
Total	214.5	-2.7	44.2%

Board Goal Progress Measure for 8th Grade

The third board goal was anchored to performance on the Smarter Balanced Assessments in both reading and mathematics.

By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC).

Given that these are end of year measures, it was necessary to use MAP and prior SBAC performance data to project end of year proficiency rates for both reading and mathematics. Students' performance on the MAP assessment has been demonstrated, as previously presented to the board (September 15, 2019 "NWEA Growth and Achievement Monitoring"), to be:

- highly related to their subsequent score on Smarter Balanced Assessments, and
- a strong predictor of students' subsequent proficiency (with a 85% accuracy rate) using fall MAP results. The accuracy increases with the winter administration (86-87%).

Participation in the MAP reading assessment has increased and the participation rate in the MAP mathematics assessment remained high (86.7%).

In both subjects, PPS students exceeded achievement expectation of the national normative sample; and, in both subjects, PPS students met or exceeded growth expectations.

Table 5. 8th Grade Achievement and Participation: Reading.

Reading				
Grade	Participation Rate	RIT Score		Percent Meeting Growth
		PPS	Norm	
08	51.5%	223.6	219.1	57.8%

MAP participants exceeded the national normative expectation for achievement by 4.5 points and 57.8% met or exceeded their growth expectations.

Overall, 61.2% of current 8th grade students were expected to score at or above proficient on SBAC (in English Language Arts) in the spring. This exceeded the baseline and mid-year progress expectation of 59% which was adopted by the board.

Table 6. Projected Proficiency for 8th Grade Reading.

Eighth Graders on track to be Proficient in Reading	
Comparison Group	Percent Expected to be Proficient
Asian	66.8%
Black	22.4%
Hispanic	38.0%
Multiple	59.1%
Native American	23.3%
Pacific Islander	46.2%
White	74.4%
Economically Disadvantaged	22.5%
Special Education	3.3%
Emerging Bilingual	38.5%
Historically Underserved	40.5%
Total	61.2%

While 5th grade students performed below the national normative sample in mathematics, their 8th grade counterparts exceeded the national normative sample by 4.1 points, and they met or exceeded growth targets 57% of the time.

Overall, 42.1% of current 8th grade students were expected to score at or above proficient on SBAC (in Mathematics) in the spring. This was consistent with the baseline and mid-year progress expectation of 42% which was adopted by the board.

Table 7. 8th Grade Achievement and Participation: Mathematics.

Mathematics				
Grade	Participation Rate	RIT Score		Percent Meeting Growth
		PPS	Norm	
08	86.7%	233.2	229.1	57.0%

Table 8. Projected Proficiency for 8th Grade Mathematics.

Eighth Graders on track to be Proficient in Mathematics	
Comparison Group	Percent Expected to be Proficient
Asian	45.5%
Black	6.7%
Hispanic	17.7%
Multiple	39.7%
Native American	18.5%
Pacific Islander	19.2%
White	55.5%
Economically Disadvantaged	12.6%
Special Education	2.4%
Emerging Bilingual	15.2%
Historically Underserved	21.7%
Total	42.1%

While both the reading and mathematics progress measures met or exceeded their baseline and target, the proportion of students who were on track score at or above proficient on the SBAC in both reading and mathematics (39.3%) was slightly lower than the baseline and progress measure of 40%.

Table 9. Students (8th Grade) Expected to be Proficient in both Reading and Mathematics.

Eighth Graders on track to be Proficient in both Reading and Mathematics	
Comparison Group	Percent Expected to be Proficient
Asian	42.2%
Black	5.7%
Hispanic	15.0%
Multiple	35.8%
Native American	18.5%
Pacific Islander	19.2%
White	52.5%
Economically Disadvantaged	13.6%
Special Education	11.2%
Emerging Bilingual	0.5%
Historically Underserved	19.2%
Total	39.3%

Board Goal Progress Measure for Post-Secondary Readiness

The final board goal is based on the proportion of historically underserved graduates of color who demonstrate post-secondary readiness.

By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.

At this time, the pathways to post-secondary readiness include:

- a) Successful completion (**C or better**) of 3 or more Advanced Placement courses,
- b) Successful completion (**C or better**) of 3 or more International Baccalaureate courses,
- c) Successful completion (**C or Better**) of 3 or more Dual Credit courses, or
- d) Successful completion of Career and Technology Pathway (2 or more courses in the same path), or
- e) Successful achievement of the seal of bi-literacy.

Developing a mid-year progress measure for this goal is very different from prior measures. Each of the prior measures is based on a complete grade level of students. Graduates, on the other hand, represent the majority, but not all, of the senior class.

In order to develop a mid-year progress measure, it was necessary first to identify those seniors who are on-track to graduate. Having that, it was then necessary to identify which of those students were on-track to meet one or more of the post-secondary readiness criteria.

Based on last year’s data, 57.8% of the students who were on-track to graduate, at this point last year, were also on-track to meet one or more of the post-secondary readiness criteria. For our historically underserved students of color 46% were on-track to meet one or more of the post-secondary readiness criteria. At the conclusion of the academic year, 50.3% of our historically underserved students of color met one or more of the criteria.

At the mid-point of this year, 59.4% of those students who were on-track to graduate were also on-track to meet one or more of the post-secondary readiness criteria. At mid-year, 44.1% of our historically underserved students of color, who were on-track to graduate, were also on track to meet one or more of our post-secondary readiness criteria. This was below the baseline performance of 46% from 2018-2019.

Table 10. Post-Secondary Readiness.

Current Seniors on Track to Meet One or More Post-Secondary Readiness Indicators	
Comparison Group	Percent on Track
Asian	71.4%
Black	38.9%
Hispanic	42.2%
Multiple	52.5%
Native American	29.4%
Pacific Islander	40.9%
White	67.0%
Economically Disadvantaged	44.2%
Special Education	18.0%
Emerging Bilingual	13.3%
Historically Underserved	44.1%
Total	59.4%

STAFF RECOMMENDATION

This is an information item.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

 (Initials)



PORTLAND PUBLIC SCHOOLS

Progress Measures for Board Goals

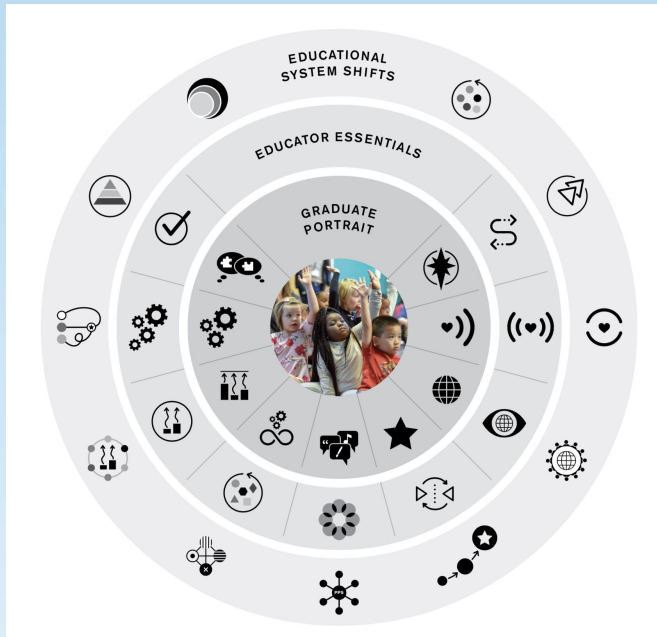


March 3, 2020





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 Goal

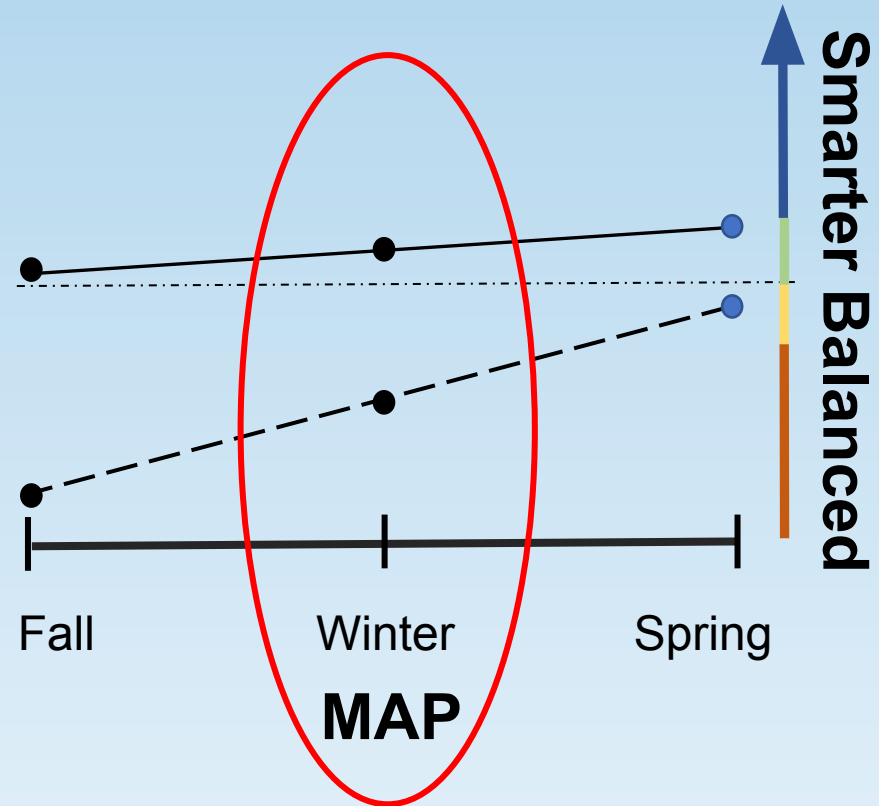
To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by MAP) by the spring of 2022.





Third Grade Reading - Mid-Year

- Winter MAP growth was set as the mid-year progress measure.
- The expectation for 2020 was for 45% of our historically underserved students of color to meet or exceed their growth expectation.
- This progress measure is on-track with 47.3% having met or exceeded the growth expectation.





Fifth Grade Math Goal

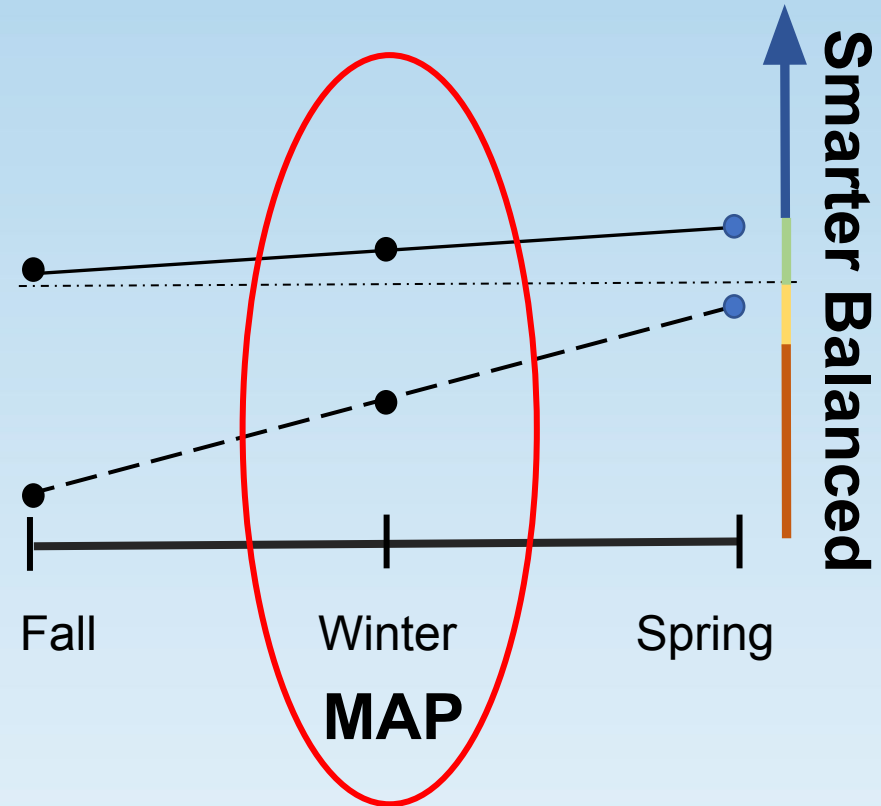
To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations, as measured by MAP, by the spring of 2022.





Fifth Grade Mathematics - Mid-Year

- Winter MAP growth was set as the mid-year progress measure.
- The expectation for 2020 was for 43% of our historically underserved students of color to meet or exceed their growth expectation.
- 42.8% met or exceeded the growth expectation. Comparable to baseline and target expectation.





High School Readiness Goal (8th Grade)*

By the spring of 2022, Portland Public Schools 8th grade students will move from 43.9% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by SBAC.



*As part of the middle school redesign, a more comprehensive district rubric will be created to be more reflective of the intent of the goal.



Eighth Grade High School Readiness - Mid-Year

- Projected SBAC performance in ELA and Mathematics was chosen as the mid-year progress monitoring tool for this goal.
- PPS students out-performed the national normative sample in Reading by 4.5 points. The average score for 8th grade MAP participants was equal to or higher than 73% of the normative sample.
- The mid-year expectation for ELA was that 59% of 8th graders would be on track to meet or exceed proficiency.
 - This progress measure is on track with 61.2% meeting.



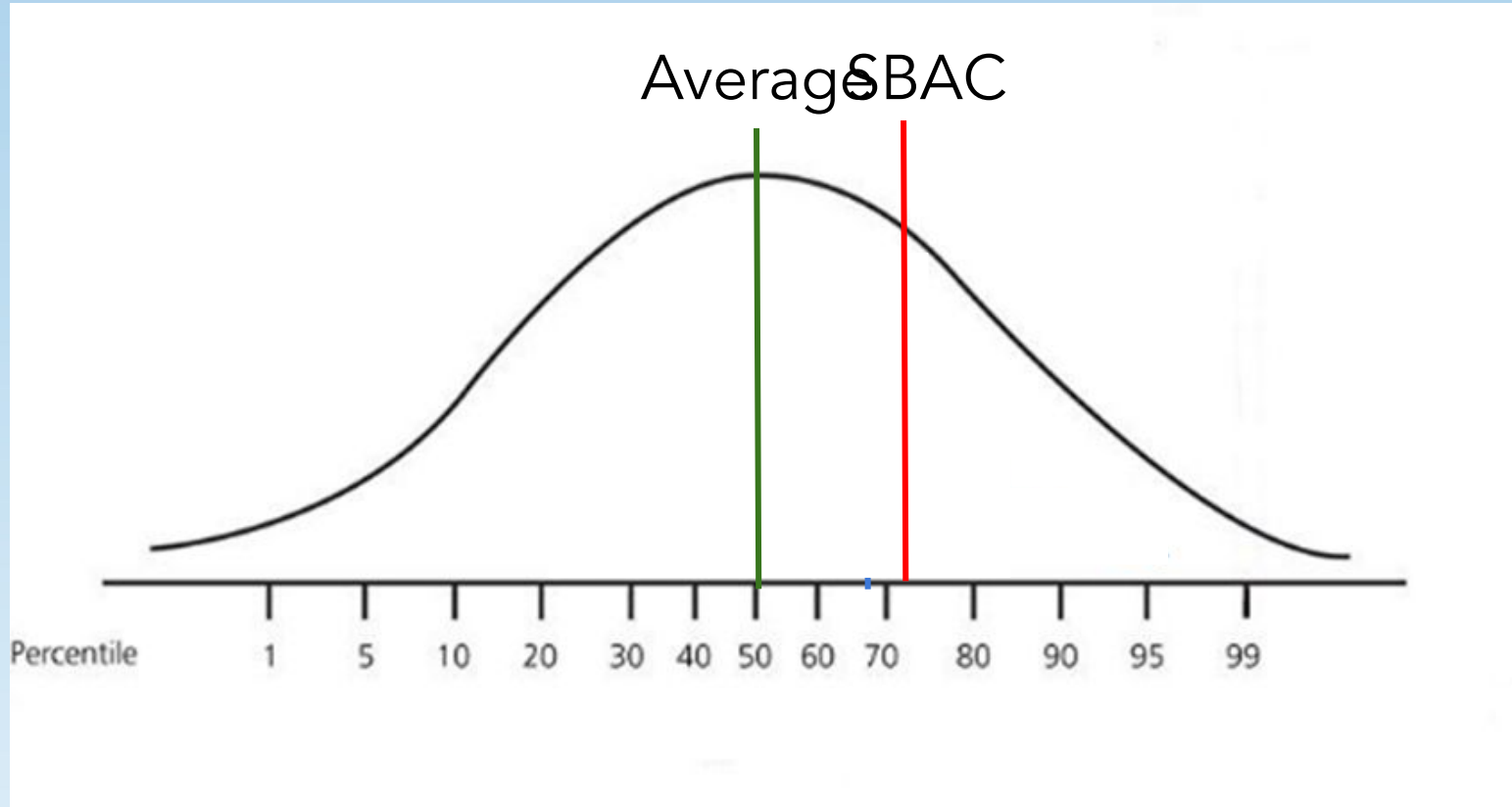
Eighth Grade High School Readiness - Mid-Year

- PPS students outperformed the national normative sample in Mathematics by 4.1 points. The average score for 8th grade MAP participants was equal to or higher than 67% of the normative sample.
- The mid-year expectation for Mathematics was that 42% of 8th graders would be on track to meet or exceed proficiency.
 - 42.1% are on track - which is comparable to baseline and target expectation.
- How can our students exceed the national normative sample, but have projected proficiency rates less than 50%?





SBAC is a very high bar!



- The average score for 8th Mathematics is 229.1 (50th percentile)
- PPS students' average was 233.2 (67th percentile)
- The minimum score for proficiency is around the 72nd percentile





Eighth Grade High School Readiness - Mid-Year

- The progress measure for the combined expectation of being on track to score at or above proficient in both ELA and Mathematics was established at 40% which was the baseline performance from 2018-2019.
 - 39.3% are on track to meet this combined measure - which is slightly lower than the baseline and target expectation.





Post-Secondary Readiness Goal

By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.



Future additions: Arts pathways (2020 graduates) and PSAT/SAT/ACT college readiness (2021 graduates).



Post-secondary readiness

What were the readiness criteria?

- Successful completion (earning a "C" or above) of *THREE* or more Advanced Placement courses, *OR*
- Successful completion (earning a "C" or above) *THREE* or more International Baccalaureate courses, *OR*
- Completing a Career and Technical Education pathway (TWO or more courses in a CTE sequence), *OR*
- Successful completion (earning a "C" or above) in *THREE* or more a Dual Credit courses, *OR*
- Meeting the requirements for the seal of biliteracy.





Post-Secondary Readiness - Mid-Year

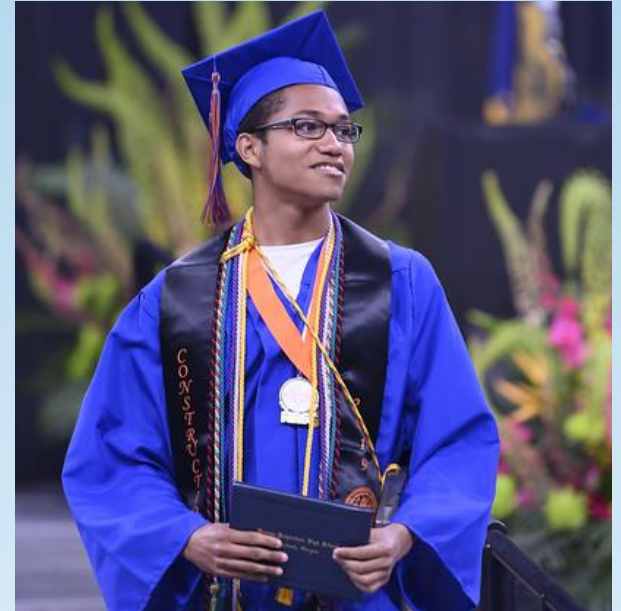
- At this time last year, 57.8% of our students, who were on track to graduate, were also on track to meet one or more post-secondary readiness pathways.
- At mid-year, 59.4% of our current seniors, who are on track to graduate, were also on track to meet one or more post-secondary readiness pathway criteria.





Post-Secondary Readiness - Mid-Year

- At this time last year, 46% of historically underserved seniors of color, who were on track to graduate, were also on track to meet one or more post-secondary readiness pathways.
- At mid-year, 44.1% of our historically underserved seniors of color, who were on track to graduate, were also on track to meet one or more post-secondary readiness pathway criteria.





Questions & Discussion

