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**Date:** September 30, 2019  
**To:** Members of the Board of Education  
**From:** Russell Brown, Ph.D., Chief of System Performance  
**Subject:** Post-secondary Readiness Metric Components

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Executive Summary

During and following the Board work session on September 23, 2019, a number of questions arose regarding the underlying components of the post-secondary readiness metric. The following brief addresses these questions and provides additional context for the Board's consideration.

The following are some highlights:

- 43.7% of our graduates participated in Advanced Placement Courses (AP).
  - 42.8% of those who participated passed three or more courses with a “C” or above (19% of the whole).
  - These students enrolled, on average, in 10 semesters of AP courses and graduated with a cumulative GPA of 3.672.
- 26.9% of our graduates participated in International Baccalaureate Courses (IB).
  - 75.5% of those who participated in IB passed three or more courses with a “C” or above (20.3% of the whole).
  - These IB students, on average, enrolled in 17 semesters of IB courses and had a final cumulative GPA of 3.617.
- 61.2% of our graduates participated in Dual Credit Courses
  - Of those who enrolled in dual credit, 32.5% passed three or more courses with a “C” or above (19.9% of the whole) and these students subsequently graduated with an average cumulative GPA of 3.45.
- 66.4% of our graduates participated in Career and Technology Courses.
  - 27.1% of those who participated in CTE achieved completer status (18% of the whole).
  - Completers, on average, graduated with a 3.228 GPA.
- 5.1% of the graduating seniors met the criteria for the seal of bi-literacy and graduated with an average cumulative GPA of 3.546.
  
- ***60.4% of our graduates in 2018-2019 met one or more of the post-secondary readiness criteria, but only 50.3% of our graduates who are historically underserved students of color met one or more of these criteria.***

The supporting analyses on the following pages provide greater detail and a by school comparison for each of the post-secondary readiness criteria listed above.

## Introduction

While graduation is a necessary step for student success, many believe that it is not a sufficient indicator of post-secondary readiness in and of itself. The post-secondary readiness metric is intended to capture, and equally value, a variety of ways that a student can demonstrate that they are ready to enter a post-secondary environment.

As proposed, the indicator reflects whether a student has met any of the following criteria:

1. Successful completion (**C or better**) of 3 or more Advanced Placement courses,
2. Successful completion (**C or better**) of 3 or more International Baccalaureate courses,
3. Successful completion (**C or Better**) of 3 or more Dual Credit courses, or
4. Successful completion of Career and Technology Pathway (2 or more courses in the same path).

In addition, it was requested that staff explore the inclusion of the seal of bi-literacy as another means by which students could demonstrate post-secondary readiness.

This brief will examine each of these criteria and will provide the data for each of the criteria by building as well.

## Advance Placement

Overall, 43.7% of the 2018-2019 graduates had enrolled in one or more Advanced Placement courses during their high school career. Enrollment varied substantially by school.

Table 1. Enrollment in Advanced Placement.

School	Percent of 2018-2019 Graduates Enrolled in Advanced Placement	
	No	Yes
Benson H.S.	31.0%	69.0%
Cleveland H.S.	>95%	<5%
Franklin H.S.	23.9%	76.1%
Grant H.S.	23.1%	76.9%
Jefferson H.S.	>95%	<5%
Lincoln H.S.	>95%	<5%
Madison H.S.	28.2%	71.8%
Roosevelt H.S.	52.1%	47.9%
Wilson H.S.	19.9%	80.1%
Total*	56.3%	43.7%

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

While enrollment in Advanced Placement is a good first step, the board had additional questions and wished to add greater rigor to the threshold for post-secondary readiness:

1. What proportion of the students who enrolled passed 3 or more Advanced Placement courses?
2. How many AP classes did they pass?
3. What was their final cumulative Grade Point Average (GPA)?

**Table 2. Advanced Placement Pass Rates, Semester Course Counts, and GPA**

School	Passed 3 or More AP Courses	Count of semesters of AP Courses Passed with a "C" or Better	Cumulative GPA
		Mean	Mean
Benson H.S.	25.5%	8	3.696
Cleveland H.S.	NA	NA	NA
Franklin H.S.	49.8%	11	3.647
Grant H.S.	39.4%	8	3.773
Jefferson H.S.	33.3%	10	3.905
Lincoln H.S.	15.4%	6	3.596
Madison H.S.	36.5%	8	3.750
Roosevelt H.S.	25.0%	9	3.716
Wilson H.S.	68.0%	12	3.573
<b>Total</b>	<b>42.8%</b>	<b>10</b>	<b>3.672</b>

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

Across the system, 42.8% of the students who enrolled in Advanced Placement classes passed three or more of the classes in which they enrolled. These students enrolled, on average, in 10 semesters of Advanced Placement classes and earned a final cumulative GPA of 3.672.

**International Baccalaureate**

Overall, 26.9% of the 2018-2019 graduates had enrolled in one or more International Baccalaureate (IB) courses during their high school career. These were concentrated in two schools: Cleveland and Lincoln.

Table 3. Enrollment in International Bacculaureate Courses

School	Enrolled in IB	
	No	Yes
Benson H.S.	>95%	<5%
Cleveland H.S.	<5%	>95%
Franklin H.S.	>95%	<5%
Grant H.S.	>95%	<5%
Jefferson H.S.	>95%	<5%
Lincoln H.S.	8.0%	92.0%
Madison H.S.	>95%	<5%
Roosevelt H.S.	>95%	<5%
Wilson H.S.	>95%	<5%
<b>Total*</b>	<b>73.1%</b>	<b>26.9%</b>

\*The total includes the performance of all graduates from 2018-2019 Including those served in alternative settings.

Table 4. International Bacculaureate Pass Rates, Semester Course Counts, and GPA

School	Passed 3 or More IBCourses	Count of Semesters of IB Courses Passed with a C or Better	Cumulative GPA
		Mean	Mean
Benson H.S.	NA	NA	NA
Cleveland H.S.	80.0%	17	3.631
Franklin H.S.	NA	NA	NA
Grant H.S.	NA	NA	NA
Jefferson H.S.	NA	NA	NA
Lincoln H.S.	76.8%	17	3.604
Madison H.S.	NA	NA	NA
Roosevelt H.S.	NA	NA	NA
Wilson H.S.	NA	NA	NA
<b>Total</b>	<b>75.5%</b>	<b>17</b>	<b>3.617</b>

\*The total includes the performance of all graduates from 2018-2019 Including those served in alternative settings.

Of the students who enrolled in IB courses, 75.5% passed three or more courses in which they had enrolled. Additionally, these IB students, on average, enrolled in 17 semesters of IB courses and had a final cumulative GPA of 3.617.

Dual Enrollment

Across the system, 61.2% of the 2018-2019 graduating seniors enrolled in one or more dual credit courses during their high school career.

Table 5. Enrollment in Dual Credit.

School	Enrolled in Dual Credit	
	No	Yes
Benson H.S.	7.9%	92.1%
Cleveland H.S.	>95%	<5%
Franklin H.S.	13.8%	86.2%
Grant H.S.	5.1%	94.9%
Jefferson H.S.	<5%	>95%
Lincoln H.S.	84.5%	15.5%
Madison H.S.	10.9%	89.1%
Roosevelt H.S.	26.0%	74.0%
Wilson H.S.	8.6%	91.4%
Total*	38.8%	61.2%

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

Of the students who enrolled in dual credit courses, 32.5% successfully completed three or more dual credit courses with a “C” or above, and these students subsequently graduated with an average cumulative GPA of 3.45.

Table 5. Rate of Credit Earned and GPA of Dual Credit Students.

School	Student Successfully Completed at least 3 Dual Credit Courses		Cumulative GPA
	No	Yes	Mean
Benson H.S.	80.4%	19.6%	3.573
Cleveland H.S.	NA	NA	NA
Franklin H.S.	66.4%	33.6%	3.515
Grant H.S.	68.1%	31.9%	3.661
Jefferson H.S.	6.0%	94.0%	3.103
Lincoln H.S.	NA	NA	NA
Madison H.S.	58.8%	41.2%	3.581
Roosevelt H.S.	59.9%	40.1%	3.426
Wilson H.S.	84.7%	15.3%	3.482
<b>Total*</b>	<b>67.5%</b>	<b>32.5%</b>	<b>3.450</b>

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

### Career and Technical Education (CTE)

Of the graduating seniors in the 2018-2019 class, 66.4% had enrolled in one or more CTE courses.

Table 6. Proportion of Students Enrolling in CTE Courses.

School	CTE Participant	
	No	Yes
Benson H.S.	>5%	>95%
Cleveland H.S.	39.8%	60.2%
Franklin H.S.	25.5%	74.5%
Grant H.S.	23.1%	76.9%
Jefferson H.S.	>95%	<5%
Lincoln H.S.	35.4%	64.6%
Madison H.S.	15.3%	84.7%
Roosevelt H.S.	40.6%	59.4%
Wilson H.S.	16.9%	83.1%
Total*	33.6%	66.4%

The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

While two out of three graduating seniors had enrolled in one or more CTE courses, far fewer completed two or more courses in a CTE sequences (completer status) with only 27.1% of enrollees subsequently meeting completer status. There was substantial variability between the individual schools regarding completers with Benson (not surprisingly) having the highest completer rate (91.2%) and Cleveland having the lowest rate (13.5%).

The average graduating senior who completed a CTE pathway graduated with a 3.228 grade point average.

Table 7. Career and Technology Completer Rates and GPA.

School	CTE Completer		Cumulative GPA
	No	Yes	Mean
Benson H.S.	8.8%	91.2%	3.052
Cleveland H.S.	86.5%	13.5%	3.348
Franklin H.S.	74.6%	25.4%	3.075
Grant H.S.	86.4%	13.6%	3.441
Jefferson H.S.	66.7%	33.3%	2.561
Lincoln H.S.	87.0%	13.0%	3.433
Madison H.S.	73.8%	26.2%	3.161
Roosevelt H.S.	83.3%	16.7%	3.020
Wilson H.S.	68.0%	32.0%	3.321
Total*	72.9%	27.1%	3.228

\*The total includes the performance of all graduates from 2018-2019  
Including those served in alternative settings.

Seal of Bi-literacy

Last year was the first year that the State formally collected information on the students who met the criteria to receive the seal of bi-literacy. In order to qualify, a student must have achieved a threshold score in any of several qualifying assessments including AP (either Language or Literacy), IB, SLIP (Second Language Inventory Protocol), or STAMP (STAndards-based Measurement of Proficiency).

Required scores are:

AP foreign language: 3 or above

IB foreign language: 4 or above

SLIP: 6 or above in both Writing and Speaking

STAMP: 6 or above in all of Reading, Writing, Listening, Speaking

Across the system, 5.1% of our graduating seniors met the criteria for the seal of bi-literacy. These students graduated with an average cumulative GPA of 3.546.



Table 8. Seal of Bi-Literacy

School	Earned Seal of Bi-literacy		
	No	Yes	GPA of Students who Earned the Seal
Benson H.S.	>95%	<5%	3.279
Cleveland H.S.	93.1%	6.9%	3.831
Franklin H.S.	93.7%	6.3%	3.392
Grant H.S.	>95%	<5%	3.675
Jefferson H.S.	>95%	<5%	2.644
Lincoln H.S.	91.1%	8.9%	3.646
Madison H.S.	>95%	<5%	3.080
Roosevelt H.S.	88.9%	11.1%	3.229
Wilson H.S.	>95%	<5%	3.751
<b>Total*</b>	<b>94.9%</b>	<b>5.1%</b>	<b>3.546</b>

\*The total includes the performance of all graduates from 2018-2019 Including those served in alternative settings.

Putting it all together: Combined successful completion

System-wide, 60.4% of students met one or more of the post-secondary readiness indicators. Over 1 in 6 (18.4%) of the graduates met 2 or more of these criteria, and 3.9% met 3 or more of the post-secondary readiness criteria. The students who met one or more of the post-secondary readiness criteria graduated with an average cumulative grade point average of 3.45.

Table 9. All students: Combined Post-Secondary Readiness Criteria.

Overall Proportion of Graduates who met One or More Post-Secondary Readiness Indicators						
School	Participated and Passed 3 or more Advanced Placement Courses	Participated and Passed 3 or more International Baccalaureate	Participated and Completed a CTE Pathway	Successfully Completed 3 or more Dual Credit Classes	Earned the Seal of Bi-Literacy	Met any one of these Post-Secondary Readiness Criteria
Benson H.S.	17.6%	NA	91.2%	18.1%	<5%	91.7%
Cleveland H.S.	NA	77.5%	8.1%	<5%	6.9%	79.4%
Franklin H.S.	37.9%	NA	19.0%	29.0%	6.3%	59.1%
Grant H.S.	30.3%	NA	10.5%	30.3%	<5%	53.9%
Jefferson H.S.	6.8%	NA	<5%	94.0%	<5%	94.7%
Lincoln H.S.	<5%	70.7%	8.4%	<5%	8.9%	72.5%
Madison H.S.	26.2%	NA	22.2%	36.8%	<5%	48.2%
Roosevelt H.S.	12.0%	NA	9.9%	29.7%	11.1%	43.4%
Wilson H.S.	54.5%	NA	26.6%	14.0%	<5%	66.8%
<b>Total*</b>	<b>19.0%</b>	<b>20.3%</b>	<b>18.0%</b>	<b>19.9%</b>	<b>5.1%</b>	<b>60.4%</b>

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

While the majority of graduates achieved one or more of these post-secondary readiness indicators, there remain gaps between the performance of all students and our underserved students of color (Black, Hispanic, Native American, Pacific Islander, and Multi-racial).

Only 50.3%, of our underserved students of color achieved one or more of the post-secondary readiness criteria, and the cumulative grade point average of the underserved students of color who met one or more of the post-secondary readiness criteria was 3.0 (3.223).

Table 10. Underserved Students of Color Post-Secondary Readiness

Proportion of Graduates, who were Members of Underserved Groups of Color, who met One or More Post-Secondary Readiness Indicators						
School	Participated and Passed Advanced Placement	Participated and Passed International Baccalaureate	Participated and Completed a CTE Pathway	Successfully Completed a Dual Credit Class	Earned the Seal of Bi-Literacy	Met any one of these Post-Secondary Readiness Criteria
Benson H.S.	9.1%	<5%	88.2%	15.5%	<5%	88.2%
Cleveland H.S.	<5%	59.7%	9.1%	<5%	<5%	63.2%
Franklin H.S.	20.7%	<5%	15.2%	18.9%	11.8%	43.4%
Grant H.S.	17.6%	<5%	12.0%	24.1%	9.3%	43.9%
Jefferson H.S.	<5%	<5%	<5%	93.0%	<5%	94.0%
Lincoln H.S.	<5%	64.8%	5.5%	<5%	17.6%	68.1%
Madison H.S.	16.2%	<5%	14.5%	25.6%	5.1%	36.8%
Roosevelt H.S.	10.6%	<5%	6.1%	31.1%	16.0%	43.5%
Wilson H.S.	38.8%	<5%	22.4%	7.5%	7.6%	51.5%
Total*	11.2%	9.6%	17.0%	22.1%	7.2%	50.3%

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.