

## 6.10.010-P Student Achievement

A central component of the mission of Portland Public Schools is to “*support all students in achieving their very highest educational and personal potential. ...*” The district’s Strategic Plan presents a framework of core values, strategic objectives and strategies to guide the district’s efforts in fulfilling its mission.

Research shows that schools succeed when they combine a safe and orderly environment with a climate of high expectations. Components of school success also include a clear and focused mission, strong instructional leadership, ongoing attention to teaching quality, frequent monitoring of student progress, and strong connections between school and home.

The Board commits to adopt this statement of policy principles; to evaluate the effectiveness of this policy and the superintendent’s implementation of it; and to provide the means and opportunity necessary for students, parents, district staff and community members to participate in ensuring every child is learning and achieving at high levels.

Therefore, the Board sets out the following principles and directs the Superintendent to develop detailed strategies and directives that align with and accomplish these principles:

- (1) Achievement shall be raised for all students.
- (2) Equal access to educational opportunities shall be provided for all students in the district to adequately prepare them for future educational and career choices.
- (3) The implementation of the student achievement policy shall include a focus on reducing and eventually eliminating inequitable achievement outcomes for students based on ethnicity, family income levels, and home language.
- (4) All schools use curricula, instructional techniques, materials and assessment tools that are aligned with high, district-wide standards and are effective in raising student achievement.
- (5) Student progress shall be assessed frequently. Assessment results for program data shall be reported to the Board, students, parents and community. Assessment results for individual students shall be reported to principals, teachers, parents and the student and shall be reported in a manner that describes both progress in relation to standards and performance expectations, and individual student growth. Assessment results shall be used to inform and assist in classroom, school and district planning.
- (6) Resources shall be allocated in a manner that takes into consideration the unique needs and challenges facing schools and programs with high-need

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- populations affected by poverty, limited English proficiency and disabilities.
- (7) The support necessary for staff to succeed in meeting the educational goals of all students in the district shall be provided.
  - (8) The district shall recruit and retain an effective, culturally responsive professional staff to implement these strategies.
  - (9) Professional development opportunities shall be provided to teachers and other staff to enhance their professional practice.
  - (10) All schools shall create a welcoming, inclusive, safe and respectful environment where positive relationships among students, staff and parents are valued as important components in academic success and positive citizenship.
  - (11) All schools and programs shall engage in intensive and continuous school improvement planning and shall adopt improvement strategies that demonstrate success in raising student achievement.
  - (12) All schools and programs shall actively engage the communities they serve by providing opportunities to participate in the school improvement planning process and to support their schools.
  - (13) The superintendent shall develop and implement procedures for monitoring student, school and program progress. The superintendent shall report annually to the Board and to the public on the progress of schools and programs in improving student achievement.
  - (14) The superintendent shall develop and implement procedures for monitoring the effectiveness of central programs and support services in assisting schools to improve student achievement, and to reflect the core values and objectives in the district's Strategic Plan.
  - (15) In the event that a school or program is not making adequate yearly progress, the Board authorizes the superintendent to develop and implement, in collaboration with the school or program, a progressive plan of assistance based upon a needs assessment of the individual school or program.
  - (16) Performance indicators used to assess adequate yearly progress shall be developed by the superintendent, approved by the Board and included in the plan submitted to the Oregon Department of Education in accordance with requirements of the U.S. Department of Education.

Legal References: ORS 329.095; ORS 332.107; ORS 336.067

History: Adpt 6/71; Amd 7/71; Amd 6/9/75; Amd 5/14/79; Amd 11/9/81; Amd 4/12/90; Amd 03/11/02;