

Completion and Graduation Rates

High School Graduation

- Overview of graduation and completion data
- Update progress of EWS High School Action Team recommendations
- Defining Early Warning System (EWS)
- Next steps for development and Implementation of Early Warning System

4- Year Cohort Graduation Rate Changes

- Modified Diplomas now count as part of the 4-year cohort graduation rate
 - “To be eligible for a modified a student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or a documented history of a medical condition that creates a barrier to achievement” (per ODE).

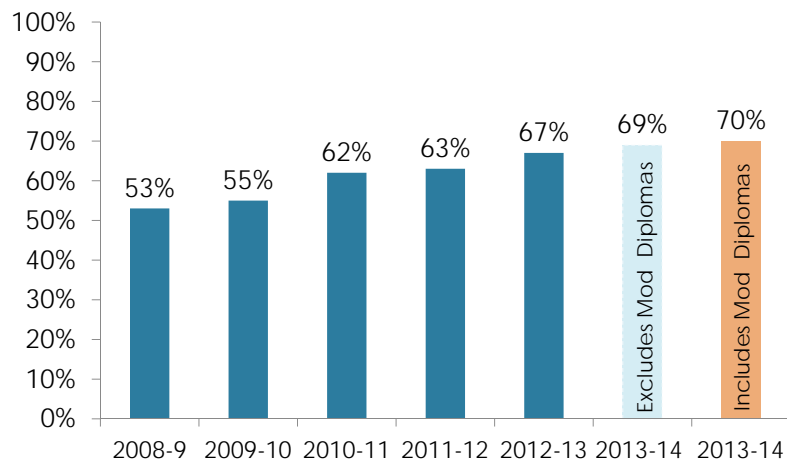
Definitions: 4 Year Completion

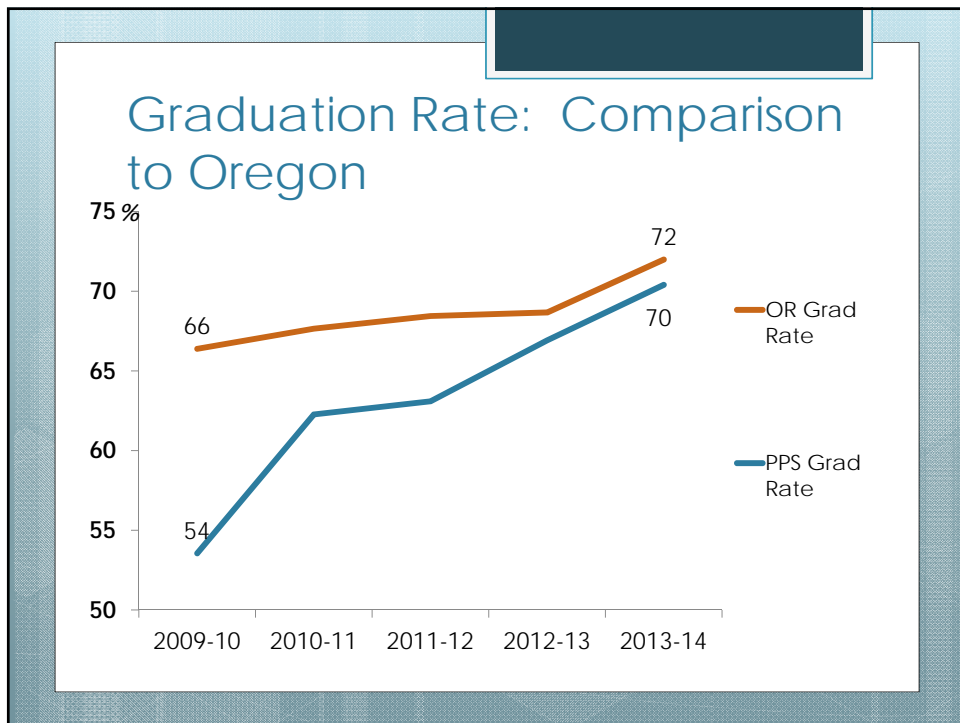
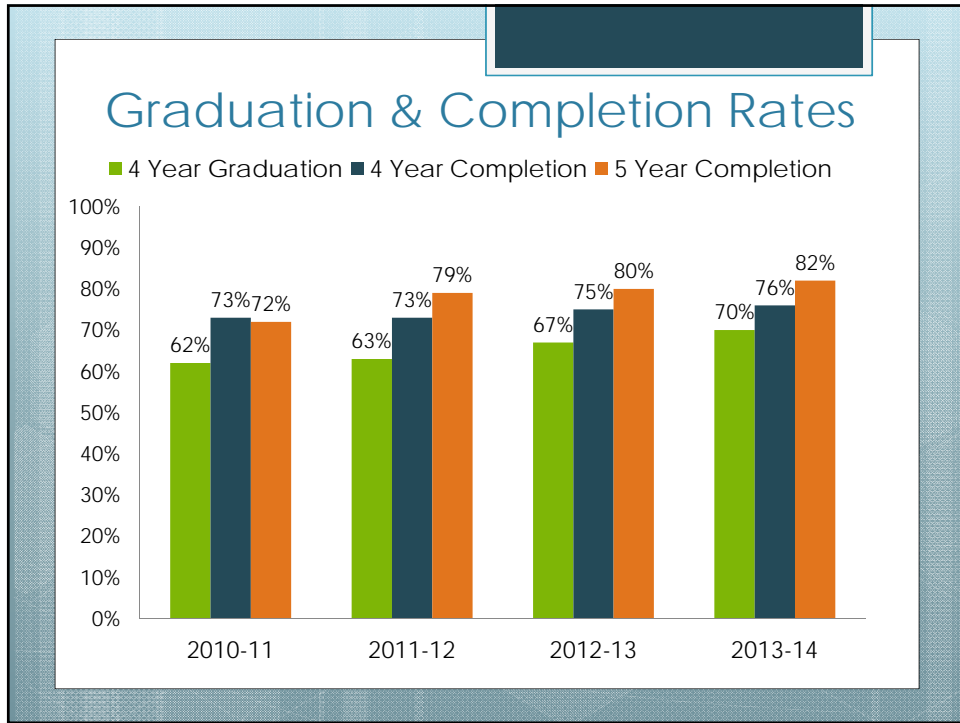
- Included in completer rate are students who...
 - graduated or
 - earned a GED or
 - Earned an extended or adult high school diploma
- In 2014, the GED revamped to be more rigorous and align with common core state standards

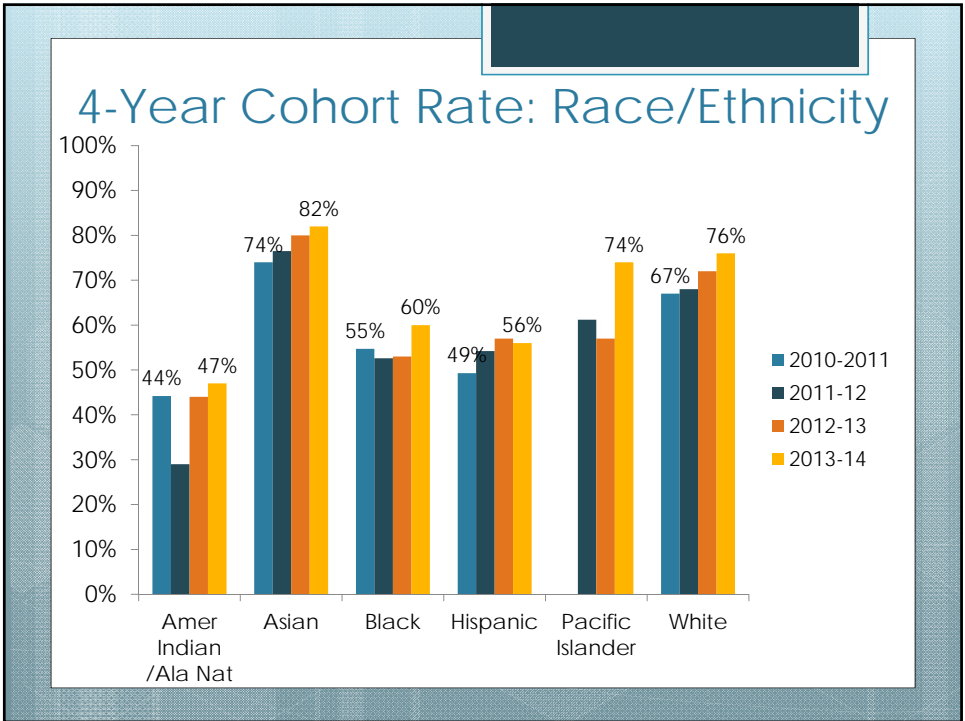
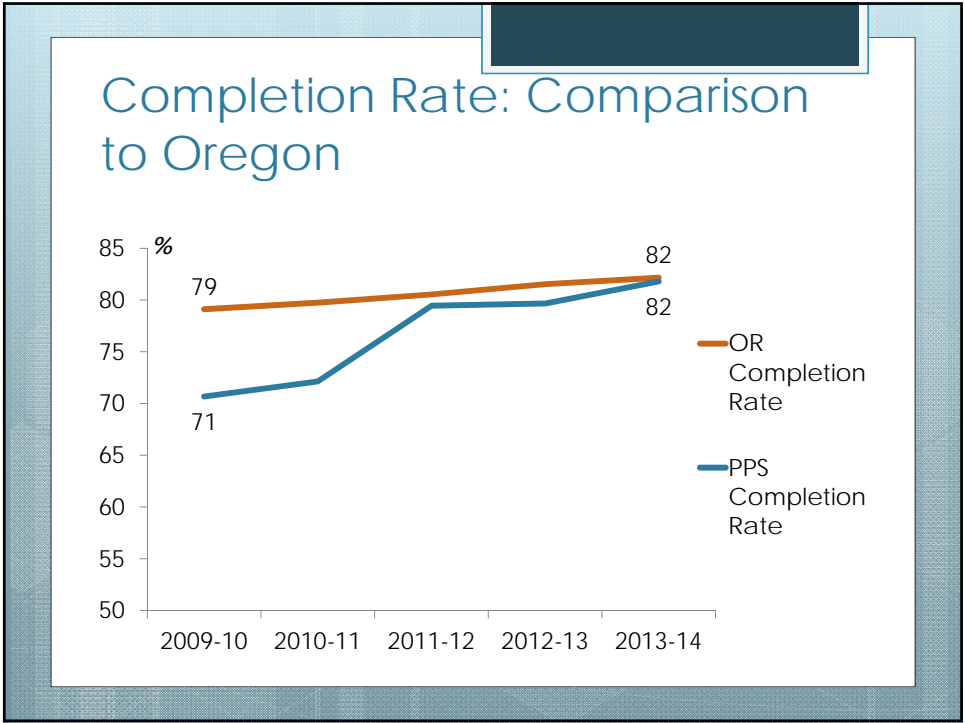
Other changes

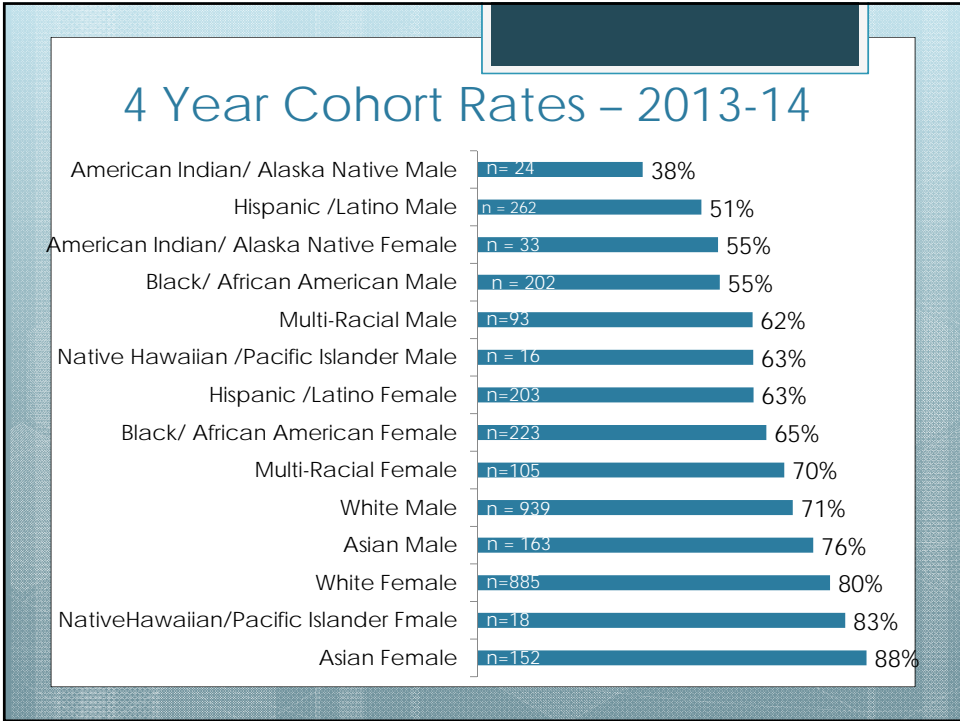
- Included as graduates are students who met the requirements to graduate but decided to stay a fifth year

4-Year Cohort Graduation rates over time









4 Yr. Cohort Graduation Rates by School

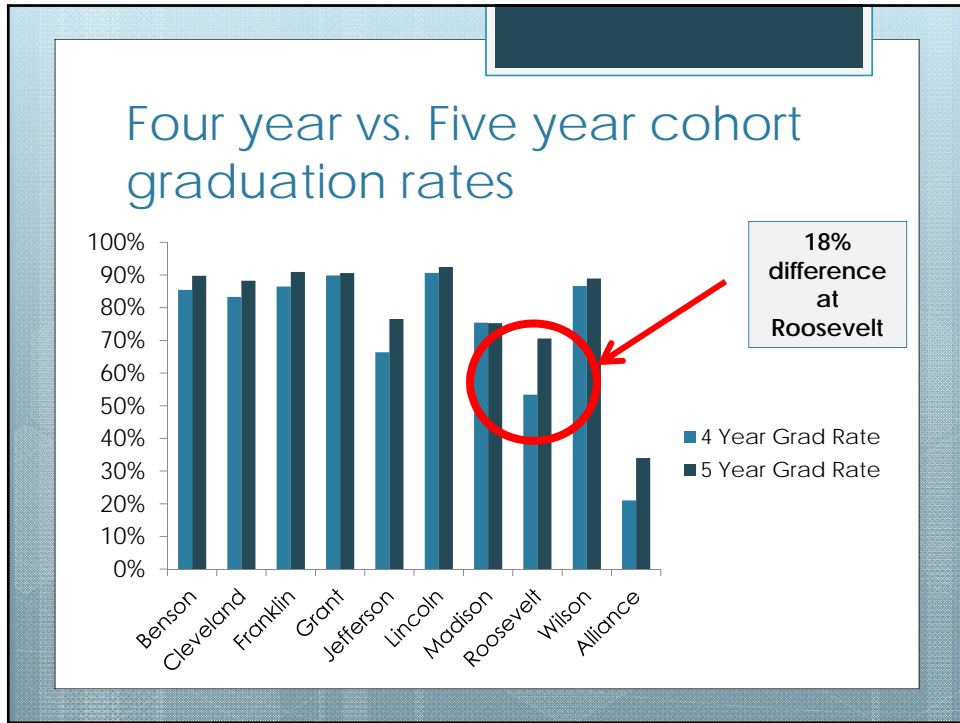
School	2013-14 Graduation rate	4 Year Trend (growth since 2009-10)
Benson	85%	+5%
Cleveland	83%	+12%
Franklin	86%	+14%
Grant	90%	+5%
Jefferson	66%	+11%
Lincoln	91%	+3%
Madison	75%	+20%
Roosevelt	53%	+11%
Wilson	87%	+11%
Total	82%	+12%

Other Highlights

- MLC increased graduation rate by 23 percentage points from the previous year.
- Summer Scholars graduated 37 students, increasing our graduation rate by 1%.
- Black/white achievement closed at Jefferson, Franklin, Roosevelt.
- Black/white achievement gap nearly closed at Benson and Madison (within 2 percentage points).

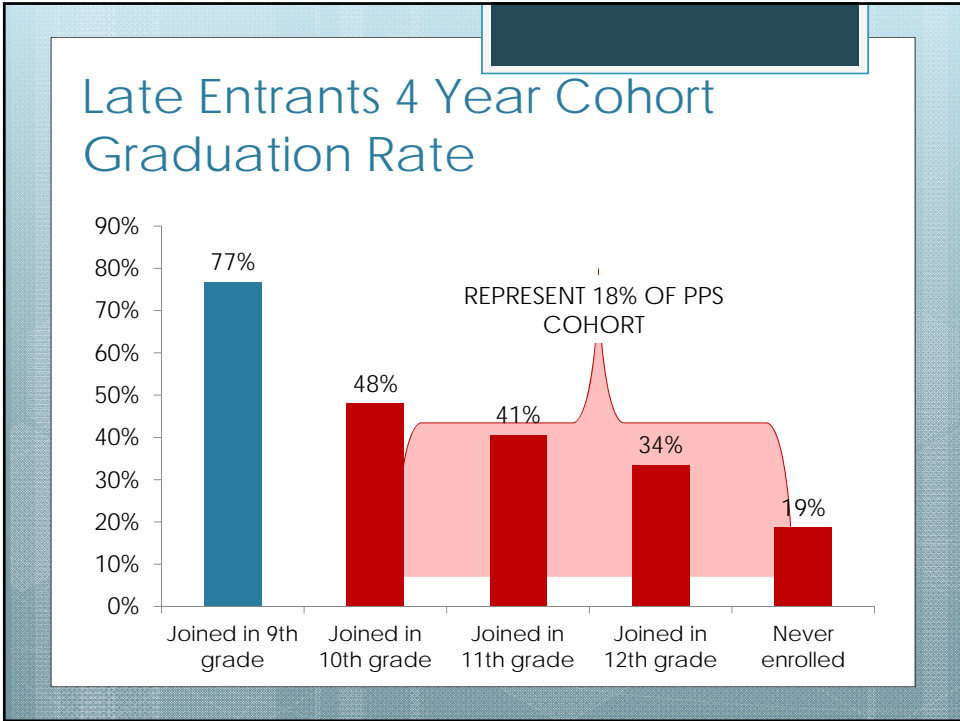
Roosevelt HS

- Roosevelt High School's graduation rate fell 11 points from 53%.
- The rate remains up 11 points over five years.
- Roosevelt's five year graduation rate at 71%, is 18 percentage points higher than its 4-year graduation rate.



Graduation rates: other groups

2013-14	Graduation Rate	4 Year Trend
Economically Disadvantaged	61%	+6%
Limited English Proficiency (Emerging Bi-lingual)	49%	+11%
Special Education	50%	+18%
TAG	91%	+2%
Females	75%	+11%
Males	66%	+12%



Early Warning Systems Update

Previous Work

- High School Action Team Recommendation
 - Create an Early Warning System (EWS)
 - Systemic Early Warning approach that:
 - Sounds the alarm sooner
 - Consistent elements of intervention
 - Personalization
 - Aligns between middle school and high school
- High School Graduation Initiative Grant Project
 - Federal drop out prevention grant
 - Sun setting September, 2015

Early Warning Systems

- Early Warning Systems (EWS) is a system that:
 - Identifies, monitors and strategizes systems for students who are at risk of dropping out
 - Supports students in remaining at their local middle & high schools
 - Decreases the need for alternative options for our younger and on track students
 - Maintains appropriate capacity for dropped out and high risk students.

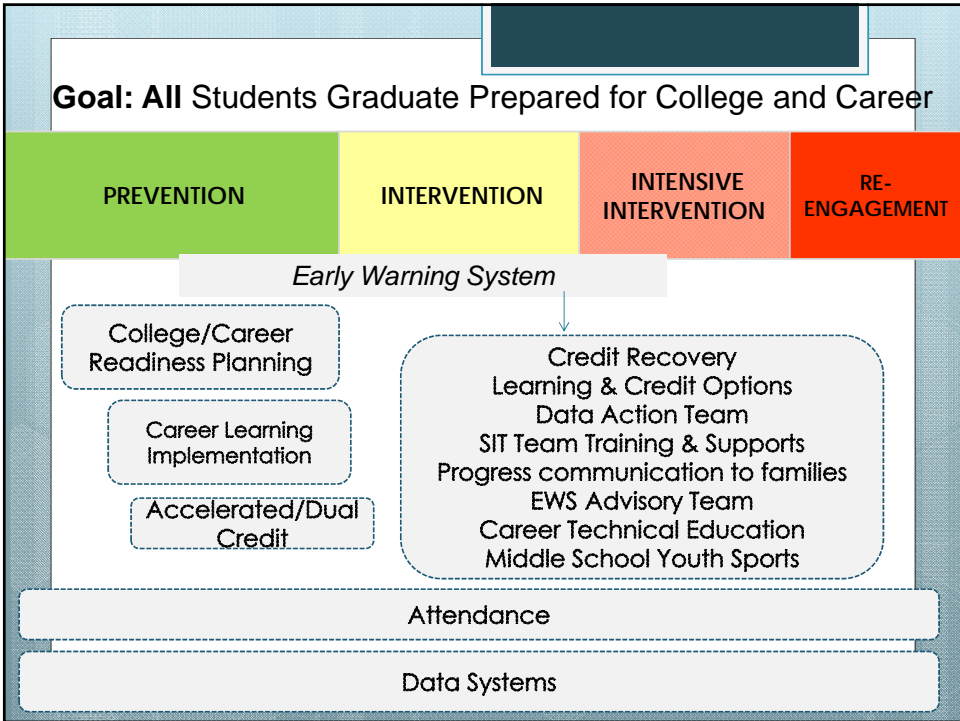
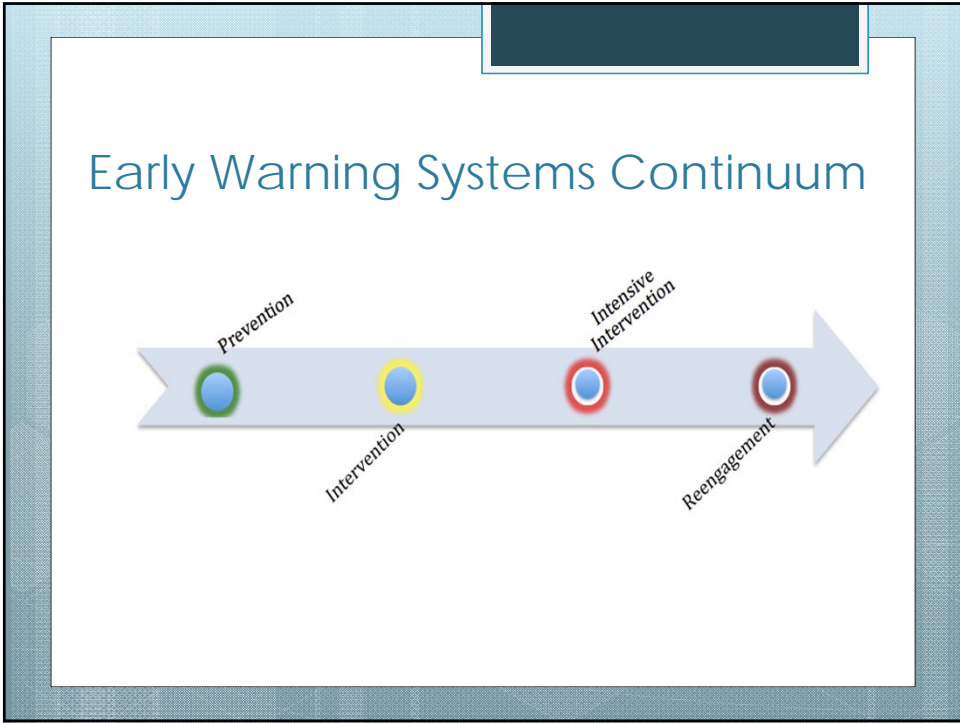
High School Graduation Initiative project (HSGI)

- External Evaluation Findings
 - 3 years of external evaluations found **750 hours over a year** of after school participation that it takes to improve grades & attendance

High School Graduation Initiative Project (HSGI) **Impact**

- Staffing team strategy
- Academic priority report
- 8th – 9th grade transition
- Credit recovery efforts

	2011-12	2012-13
Seniors behind in credits engaged in HSGI services	331	321
% of these seniors who graduated in 4 years	21%	88%



PORTLAND PUBLIC SCHOOLS
Notice of Progress Toward Graduation

As of Month: 01/2015

STUDENT: [Redacted]
 SCHOOL: [Redacted]
 GRADE LEVEL: [Redacted] STUDENT ID #: [Redacted]

OFF TRACK

GRADUATION REQUIREMENTS - CREDIT SUMMARY

SUBJECT AREA	REQUIRED CREDITS	CREDITS COMPLETED
U.S. Language Arts	4.0	4.0
U.S. Mathematics	3.0	2.0
U.S. Science	3.0	2.0
U.S. Modern World History	1.0	0.0
U.S. US History	1.0	0.0
U.S. Economics	0.5	0.0
U.S. Government	0.5	0.0
PE/Physical Education	1.0	0.0
PE Health	1.0	0.0
ESL/ESOL/World Language 2nd year	1.0	1.0
WS World Language	2.0	2.0
ES Elective	6.0	4.0
ES Subject	1.0	0.0

LEGEND: COMPLETED, ON TRACK, NOT YET REQUIRED, OFF TRACK

ADDITIONAL STATE GRADUATION REQUIREMENTS

Requirement	Status
Essential Skills Reading	COMPLETED
Essential Skills Writing	COMPLETED
Essential Skills Math	NOT YET REQUIRED
Personalized Learning	OFF TRACK

PLEASE CONTACT US

Students who are "off track" are not necessarily unable to graduate. It may mean that they will need to work with their teachers, either within their regular schedule, or through credit recovery or other programs, to complete missing credits, or attend school. There are also additional support programs available within schools to support students with study skills, organizational skills, and more. To discuss your student's situation and the options available to support them, please contact your student's school counselor.

Annotations: "Clearly Indicates Student Status" points to the OFF TRACK banner. "Subject" points to the table header. "Required Credits" points to the 'REQUIRED CREDITS' column. "Credits Earned" points to the 'CREDITS COMPLETED' column. "Essential Skills Information" points to the bottom section.

For Administrators: New Dashboard Reports Supporting Early Warning System

Click the plus sign to see absence dates for a student

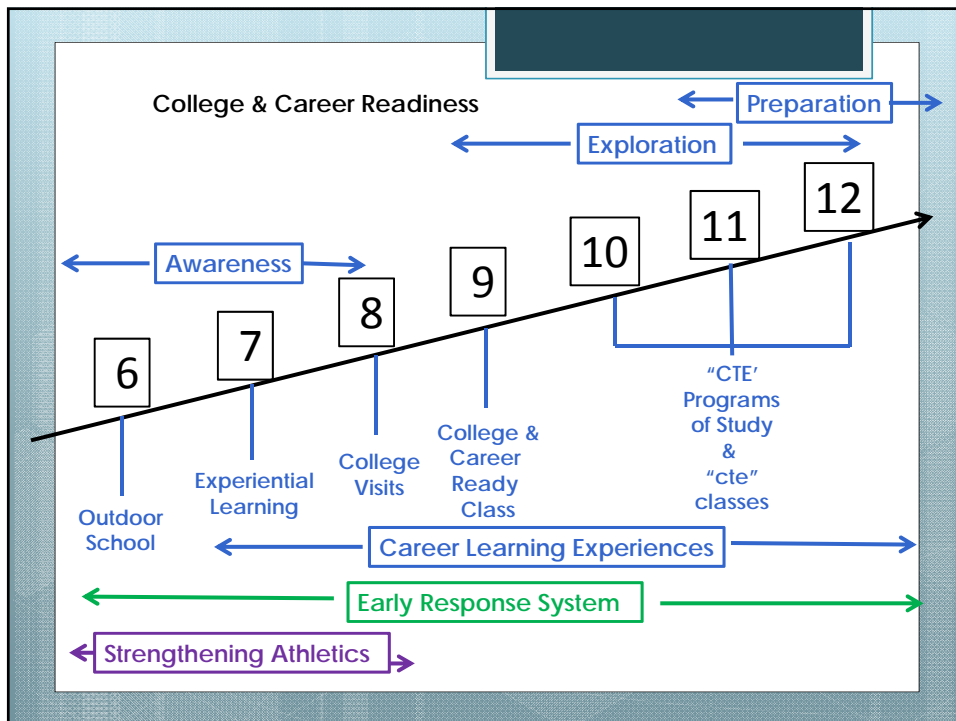
Name	Grd	Prior Yr ADA	Curr Yr ADA	Period 1				
				Course	Teacher	Tardy	Exc Abs	UnExc Abs
student 1	09	93.0%	89.3%	Eng 1	teacher 1		2	2
student 2	09	98.0%	98.2%	MWH 1	teacher 2	1		
student 3	09	89.8%	95.2%	PE 1	teacher 3	1		1
student 4	09	92.7%	98.2%	Algebra 1	teacher 4	5		1
student 5	09	92.2%	97.0%	MWH 1	teacher 2			
student 6	09	97.7%	94.9%	Study Hall	teacher 5			
student 7	09	100.0%						
student 8	09	98.8%					1	
student 9	09	95.1%					2	1
student 10	09	96.5%						

Annotation: "Tracks attendance and tardies by each period for every student" points to the Teacher and Tardy columns.

CTE is a strong predictor for boys staying in high school

“Earning three or more CTE credits within a focused sequence of courses was second only to 9th grade students’ grade point average as the strongest variable affecting high school survival for boys”

National Research Center
of Career & Technical Education



2014-15 Summary

Goal	2014- 15 Actions
Increase graduation rates this year	<ul style="list-style-type: none"> • Focus on <i>Early Warning Systems</i> • Develop <i>data systems</i> • Improve <i>attendance</i> • <i>Alternative</i> Learning Opportunities


2014-15 Summary

Goal	2014- 15 Actions
College & Career preparation	<ul style="list-style-type: none"> • Align <i>3-5 year strategic roadmap</i> • Expand <i>accelerated/dual credit</i> opportunities • Build on the existing <i>career related learning/CTE</i> plans • Standardize yearly <i>guidance & curriculum plan</i>


2014-15 Summary

Goal	2014- 15 Actions
Align existing High School system work	<ul style="list-style-type: none">• Create an Office of College and Career Readiness to oversee:<ul style="list-style-type: none">• College/career readiness strategic roadmap• Dual credit• Credit recovery• Career Learning• AVID/Gear Up

**BOARD UPDATE: TALENTED
AND GIFTED EDUCATION**
TAG Advisory Council Recommendations &
District Actions, February 3, 2015




- *PPS Data and Guiding Policy Review*
- *Talented and Gifted Parent Advisory Committee (TAGAC) introduction and recommendations*
- *PPS alignment, action, and next steps*
- *Q & A*






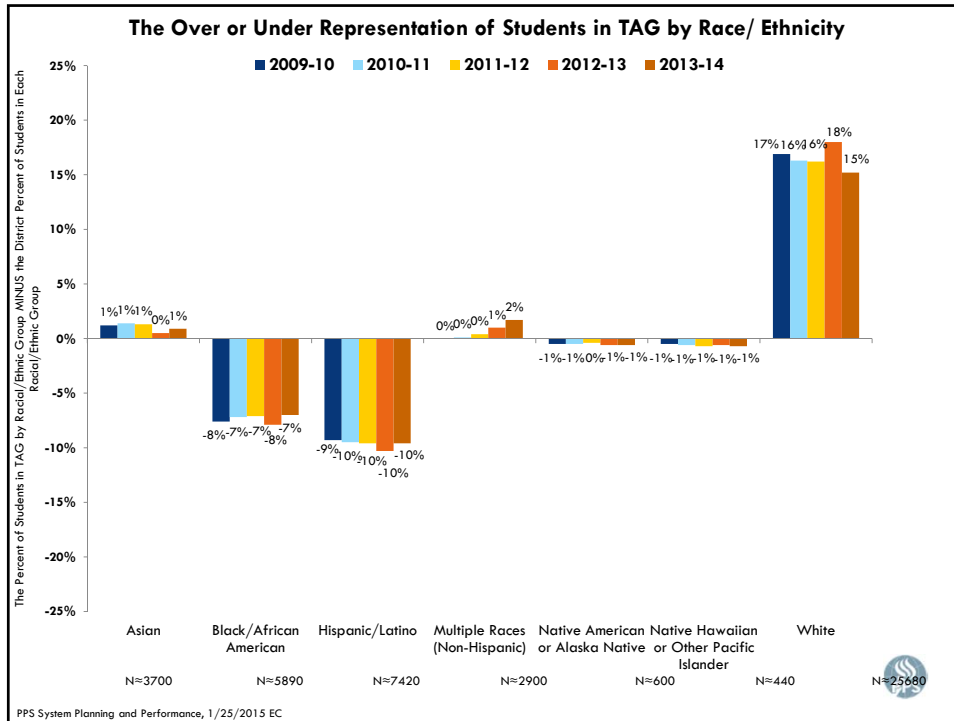
Background Information



“The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.”

- PPS Racial Educational Equity Policy





TAG Identification Data by Race

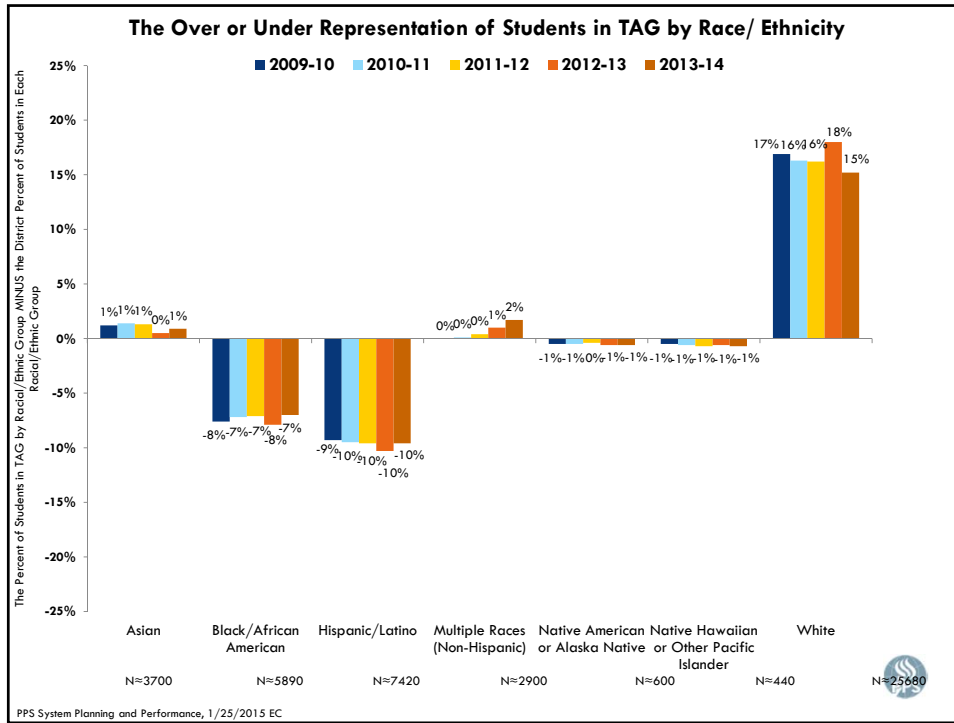
71% of TAG students identify as White

56% of PPS students identify as White

$$71\% - 56\% = 15\%$$

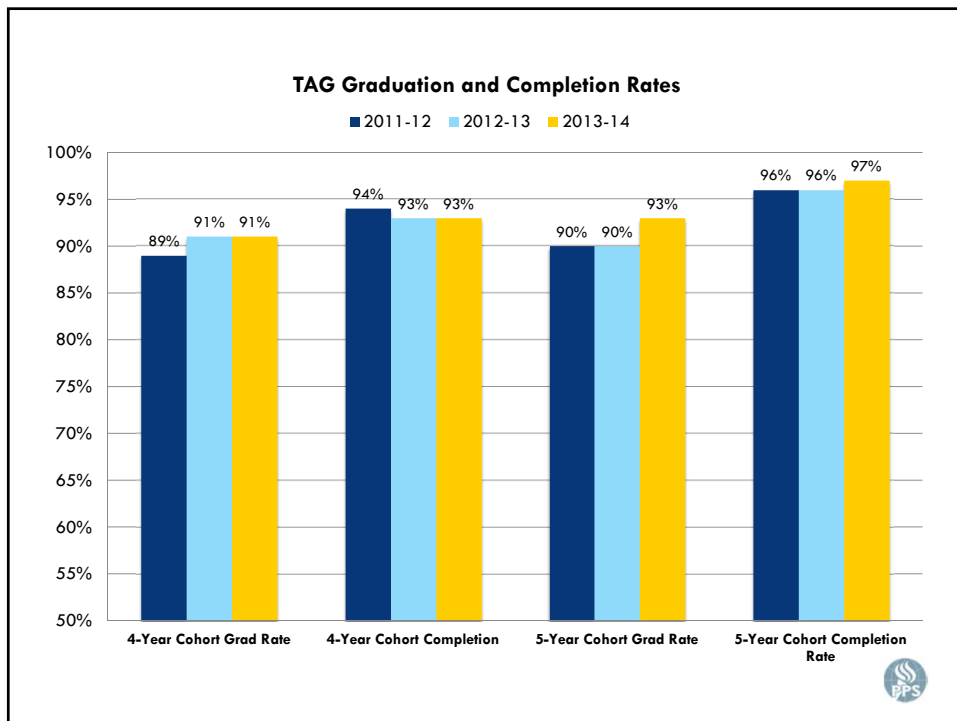
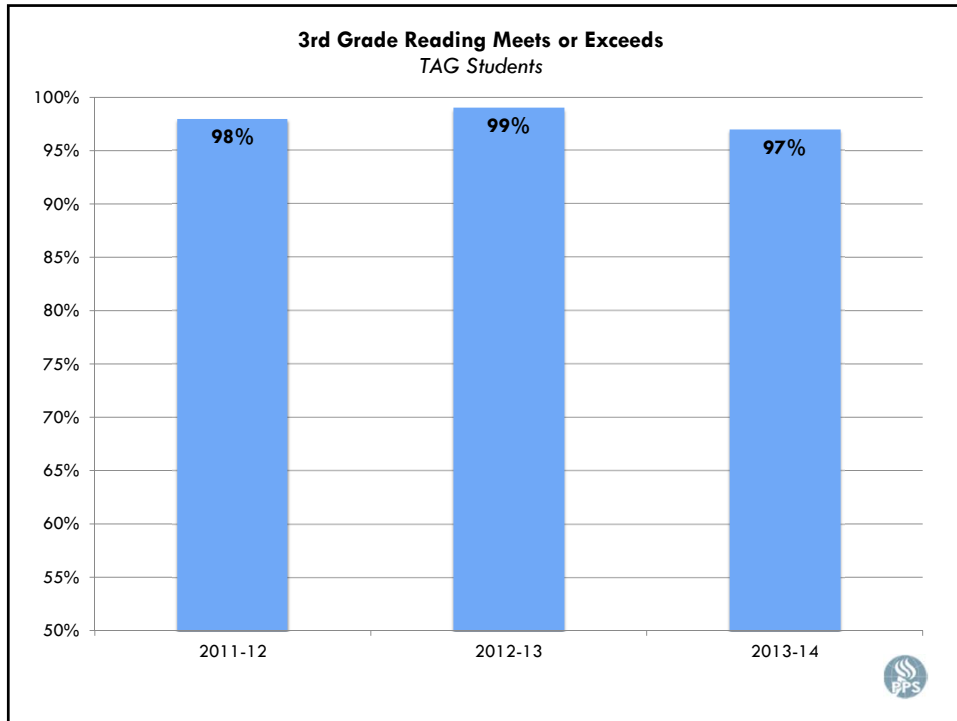
15% = % over representation of White students in TAG-identified student total





“The district is committed to an educational program that recognizes the unique value, needs and talents of the individual student. Curriculum and instruction designed to meet the level and rate of learning of talented and gifted students is an integral part of this commitment.”

- PPS Talented and Gifted Education Policy







TAGAC: Talented and Gifted Parent Advisory Council



TAGAC Committee Members



- Terese Bushnell (Differentiation Committee Chair)
- Johanna Colgrove
- Nicole Iroz-Elardo (Communication Committee Co-Chair)
- **Mark Feldman (TAGAC Chair)**
- Deborah F.
- Callie Love
- Michael Marsden
- Scholle Sawyer McFarland (Communication Committee Co-Chair)
- Diana Ortiz-Garcia (Equity Committee Chair)
- Amy Rueda
- Miriam Zellnik



TAG parent Advisory Council (TAGAC)

Charge (TAGAC Bylaws)

- Review aspects of the Portland Public Schools Talented and Gifted program
- Make recommendations to TAG Administrator, Superintendent and School Board

Makeup

- Members: 11 parent members (1 open seat)
 - 6 additional seats available to facilitate recruiting member diversity
- Active Committees: Differentiation, Equity, Communications
- Monthly Tuesday meetings, lively discussions with PPS representatives and parent guests



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Our Values

All students deserve a challenging education

- Let students reach full potential
- Meet all students' rate and level of learning
- Every student should make academic gains during the school year

Equity

- Requires district-wide consistency and transparency
- TAG Services should be provided regardless of race or socioeconomic status
- TAG services shouldn't require heroic parental effort

Strong Neighborhood schools...

- ...Require Strong TAG Services
- Neighborhood schools should meet educational needs of 99% of students
- It shouldn't be necessary to leave neighborhood school to "search" for TAG services



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Our Goal

See Oregon Law and PPS Policy be realized consistently, with equity, district-wide

- Oregon TAG law, OAR 581-022-1330(4)
 - “The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.”
- Board Policy 6.10.015 P - Talented and Gifted Education
 - “Curriculum and instruction designed to meet the level and rate of learning of talented and gifted students is an integral part of this [district’s] commitment.”
- Board Policy 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. ...”
- Board Policy 2.10.010 P - Racial Educational Equity Policy
 - “...remedy practices ... that lead to ... the under-representation in programs such as talented and gifted and Advanced Placement.”
- Board Resolution #4718 - Jefferson PK-8 Cluster Enrollment Balancing
 - “...promote strong capture rates and academic programs at every grade level.””



TAG Services Not Meeting Needs...

2012 PPS Survey of parents showed high dissatisfaction with TAG services

- Some differences among schools but nothing stood out
- Comments pointed and negative – “There are no TAG services?”
- Survey showed ACCESS Academy effective and appreciated
 - Alternative Education program not TAG program
 - Limited capacity and growth plan
 - Admittance criteria appears vague and opaque
- PPS has de-facto SSA which rarely serves students well
 - Documentation hidden from parents without informed networks
 - Often denied by Principals & discouraged by math TOSA’s
 - Inefficient – staff & parent intensive, evaluation may take a year
 - National 99th percentile level of mastery too high - Lake Oswego: 80%



...So Families Keep Searching

TAG Parents using lottery system to find better options

- SACET suggests only 11% vs. 13% district TAG (June 2, 2014 Recommendations)
- District-wide TAG testing: 2nd grade
- Elementary School lottery: Kindergarten (vast majority)
- Middle School data: 22% lottery applicants are TAG identified

- “Data show that TAG students transfer through the hardship process more than the “choice” lottery process.” (SACET Recommendations, March 3, 2010, p.8)

Huge wait list for ACCESS – close to 2X for last 3 years

- 2012-13: 113 applicants for 38 slots (75 waitlisted)
- 2013-14: 190 applicants for 80 slots (110 waitlisted)
- 2014-15: 282 applicants for 100 slots (182 waitlisted)



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“Differentiation Doesn’t Work”

-Education Week, January 7, 2015

PPS Instructional Philosophy

- All teachers should differentiate for all students in all subjects

TAGAC Conclusion

- The wide range of abilities in classrooms mean it is not possible for all teachers to differentiate for all students in all subjects.
- Narrowing classroom ability range will help make it possible

Evidence

- Parent anecdotes, in person, in survey
- Ongoing educational debate - See References
- Studies: 2008 (teachers), 2010 (ed-school professors):
8 in 10 believe that differentiation is “very” or “somewhat” difficult to implement.



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Equity Concerns

Equity Committee investigating

- Under identification of TAG students by race and SES
- Information dissemination about TAG services

Heroic parent effort often required

- Single Subject Acceleration evaluation and later driving to school every day
- Solving behavior problems related to student being bored in class

ACCESS Academy lack of growth to admit all qualified students

From 2016-17, 22% openings in 1st grade – before district TAG testing

TAG student achievement gains lower for underserved student groups who Exceed



Themes for Improvements

Offer concrete and effective TAG services at all neighborhood schools

- Adopt best practices from ACCESS Academy and elsewhere
- Offer services consistently and transparently across district
- Teach students at their level

Try to make differentiation feasible

- Narrow range of achievement levels in classrooms.
- Keep classrooms heterogeneous -- different levels, but fewer levels
- Find non-tracking solutions

Improve equity

- Clearly and transparently document TAG services
- Schools and teachers should initiate services to reduce need for parent advocacy
- Encourage teacher discretion to recommend non-identified students for TAG services
- Gather data for further investigation of equity issues

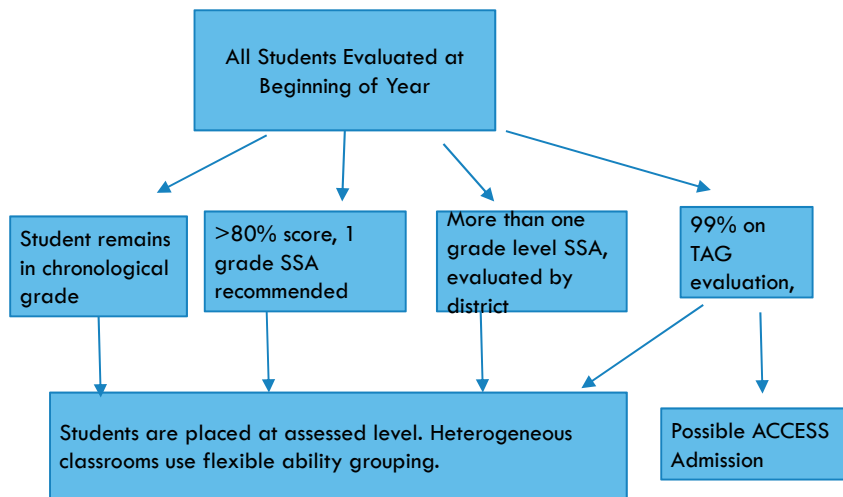


2013 TAGAC Recommendations

1. Place Elementary and Middle School Students in Appropriate Level Math and Reading Classes
2. Reform Screening for Single Subject Advancement.
3. Use Flexible Grouping to Narrow Range of Achievement Levels per Teacher.
4. Eliminate and Repurpose School TAG Budgets.
5. Expand ACCESS Academy.
6. Post Additional TAG Statistics on the PPS Website.



TAGAC Proposed Model



Students Study at Their Level

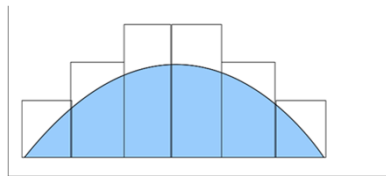
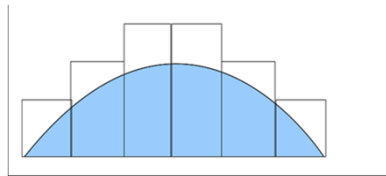
Benefits of Acceleration Well Documented – See “A Nation Deceived”

- One grade level advancement available at each school
 - 80% content mastery level starting bar
 - Decided at school by teachers and principal
- More than one grade level, follow District Single Subject Acceleration Policy
 - Evaluate students until level of mastery is reached
 - Done quickly
- Student at 99th percentile achievement may qualify for ACCESS Academy
- Successful Examples
 - Lake Oswego School District -10% students accelerated
 - Odyssey Program accelerated school-wide in math until stopped by district
 - ACCESS Academy evaluates all and accelerates many in math

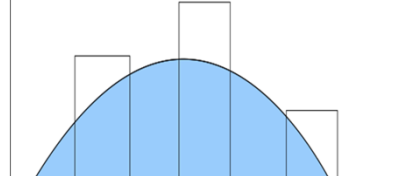
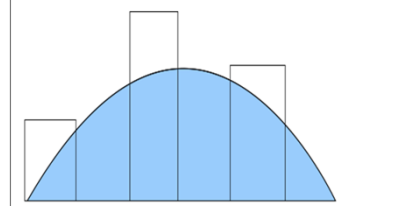


Example of Flexible Ability Grouping

Current PPS Classroom
6 small ability groups per room



Ability Grouped Classrooms
3 large ability groups per room



Requests

1. Work with TAGAC to define and adopt SSA Board Policy for 2015-16, as per:
 - ODE TAG Corrective Action #7, June 2010 (for PPS resolution of TAG complaint)
 - SSA Framework for Mathematics, signed by CAO Carla Randall, October 2010
 - Draft Administrative Directive 4.20.XXX AD, October 1, 2010
 - TAG Dept memo on SSA Math Timelines, Pat Thompson, February 16, 2012
 - Single Subject Acceleration Pathway, September 9, 2013
2. Provide data requested by Measure 6 for 2014-15 (work with TAGAC to refine)
3. DBRAC considers expanding ACCESS to admit all qualified students starting 2017-18
 - o Different from the current limited expansion plan
4. PPS continue conversation with TAGAC about implementing Recommendations
5. Include TAGAC in broader SACET and DBRAC district discussions on enrollment and transfer, boundary redefinition, and strengthening neighborhood schools



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References

Differentiation Doesn't work

Delisle, James, "Differentiation Doesn't Work", Education Week, January 7, 2014.
<http://www.edweek.org/ew/articles/2015/01/07/differentiation-doesnt-work.html>

Petrilli, Michael J, "All Together Now? Educating high and low achievers in the same classroom," Education Next, Winter 2011, Vol 11, No 1, <http://educationnext.org/all-together-now/>

Equity Concerns

DeLacy, Margaret, 2013-14 Math and Reading Gains for Low and Exceeds Students by Income and Ethnicity, http://www.tagpdx.org/portland_student_achievement_dat.htm

Acceleration is effective

Colangelo, N., S. Assouline, and M. Gross. 2004. "A nation deceived: how schools hold back America's brightest students. Iowa City, Iowa: Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, University of Iowa.
http://www.accelerationinstitute.org/nation_deceived/

Flexible Grouping


Winebrenner, Susan and Dina Brulles, "Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use," 3rd Edition, Free Spirit Publishing, Inc, Minneapolis, MN, 2012. [See especially chapter 7.]

Oregon TAG Kids Graduate at Lower Rates


2014 Quality Education Model Report Vol. 1, Oregon Dept of Education,
[http://www.ode.state.or.us/superintendent/priorities/final-2014-qem-report-volume-i-\(2\).pdf](http://www.ode.state.or.us/superintendent/priorities/final-2014-qem-report-volume-i-(2).pdf)

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PPS Alignment, Action & Next Steps



System Improvements



- Full-time TAG Program Manager
 - Andrew Johnson
- TAG Teachers on Special Assignment supporting professional development
- TAG budgets centralized
- Rigor and relevance embedded across content area professional developments
- Review of identification system through the equity lens



English/Language Arts

- Literacy assessment committee
- PK-12 Literacy Adoption process underway
- Development of literacy reporting improvements for teacher use
- Professional development in flexible grouping



Mathematics

- Budgeting for purchase of extension materials aligned to elementary standards and Bridges curriculum
- Compacted math pathways create multiple entry points for accelerated rate of learning



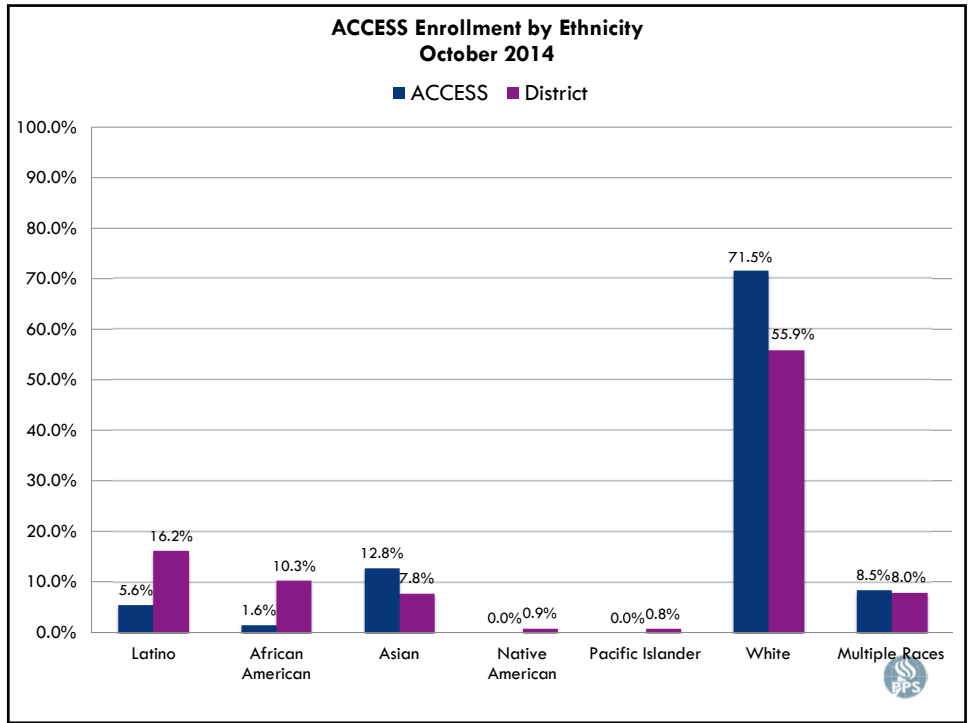
Next Steps

- Review TAG identification and acceleration Board policies and administrative directives through an equity lens
- Review and procure digital learning resources to support differences in rate and level of learning
- Review with Systems Planning and Performance current reporting of TAG data and potential improvements



Questions?





COLLABORATIVE ACTION RESEARCH FOR EQUITY

Culturally Relevant Instruction

CARE



What is Collaborative Action Research for Equity (CARE)?

CARE is the essential, instruction-focused component of the systematic equity transformation process. The CARE teachers participate in collaborative classroom research to: **discover, develop, document, deliver and disseminate** culturally relevant learning and teaching practices

What Is Culturally Relevant Instruction?



CARE in the Schools

2014-15

- * 11 schools expanding CARE **school wide**
- * 24 schools with CARE teams in 2nd year of seminars
- * 53 schools with CARE teams in 1st year of seminars

CARE Team Selection Criteria

- * **Teachers who are:**
- * open to and interested in equity/anti-racism work in the school
- * open to learning how to use culturally relevant teaching practices to improve achievement of students of color
- * willing to share what they have learned with their colleagues
- * a mix of veteran and newer teacher; grade levels and content area; teachers of color and white teachers

CARE Seminar Major Themes

- * **Building Racial/Cultural Proficiency**-what it means to be a culturally proficient person and teacher
- * **Action Research of Our Culturally Relevant Pedagogy**-using standards based assessment and curriculum to eliminate racial achievement disparities
- * **Developing and Sharing Culturally Relevant Pedagogy**-documenting lesson plans and collecting evidence of student growth

CARE Professional Development Model

- * **CARE Team** 2 teachers and building Administrator
- * **4 Seminar Modules over 2 years**
- * **Full day seminar twice during the year** (sub paid)
- * **Half day site visit after each seminar before observation** Equity TOSA and CARE team anchor learning (sub paid)
- * **2 site observations per teacher**, one after each debrief/seminar (1/2 day sub paid)

Protocol for CARE Observation

- * **Pre-Observation** (30 mins. for 2 teachers)
 - * Grounding: how will we be fully present
 - * Teachers share information about focal students & what to look for in lesson
- * **Observation** (20 mins. per classroom)
 - * “What I saw... what it made me wonder...”
- * **Post Observation** (40 mins.)
 - * Grounding: staying in the productive area of disequilibrium
 - * Observed teacher shares: how did it go with my focal students
 - * Observers offer feedback: affirm & challenge
 - * Dialogue: teachers share what resonated most from feedback

District Equity/CARE Professional Development Team

Equity TOSAs

- ◇ Paula Dennis
 - ◇ Tai Said-Hall
 - ◇ Jody Rutherford
 - ◇ Todd Stewart-Rinier*
 - ◇ Julie Palmer*
 - ◇ Lillian Green*
-
- ◇ Regina Sackrider, Program Director CARE
 - ◇ Cynthia MacLeod, Asst. Director Equity PD