

**BOARD OF EDUCATION**

Portland Public Schools  
**STUDY SESSION**  
February 12, 2014

**Board Auditorium**

Blanchard Education Service Center  
501 N. Dixon Street  
Portland, Oregon 97227

***Note:** Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

*Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.*

*This meeting may be taped and televised by the media.*

**AGENDA**

1. **PUBLIC COMMENT** 7:00 pm
2. **COLLECTIVE BARGAINING UPDATE** 7:20 pm
3. **HIGH SCHOOL GRADUATION RATE** 7:50 pm
4. **2014-2015 BUDGET: COLLEGE AND CAREER READINESS** 8:15 pm
5. **OREGON SCHOOL BOARDS ASSOCIATION: LEGISLATIVE POLICY COMMITTEE VOTE** 10:15 pm
6. **ADJOURN** 10:30 pm

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

**4-year cohort grad rate: gains by school, all students, 2012-13, 2011-12, 2010-11, 2009-10**

Comprehensive High Schools	2012-13 4-YEAR COHORT GRAD RATES			2011-12 4-YEAR COHORT GRAD RATES			2010-11 4-YEAR COHORT GRAD RATES			2009-10 4-YEAR COHORT GRAD RATES (recalc'ed)			Three Year Gain (2012-13 rate - 2009-10 rate)
	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	Cohort	Grads	Grad Rate	
Benson	229	197	86%	230	189	82%	275	235	85%	259	206	80%	6
Cleveland	404	330	82%	353	269	76%	430	342	80%	418	297	71%	11
Franklin	334	285	85%	338	265	78%	243	173	71%	244	177	73%	13
Grant	414	358	86%	394	332	84%	379	312	82%	379	321	85%	2
Jefferson	121	81	67%	108	63	58%	137	75	55%	161	89	55%	12
Lincoln	375	325	87%	338	302	89%	322	286	89%	358	315	88%	-1
Madison	287	179	62%	252	179	71%	215	136	63%	233	129	55%	7
Marshall							206	114	55%	244	122	50%	
MLC	33	19	58%	38	24	63%	27	18	67%	40	33	83%	-25
Roosevelt	180	115	64%	208	119	57%	246	131	53%	224	95	42%	21
Wilson	367	306	83%	340	287	84%	400	311	78%	409	309	76%	8
<b>Total</b>	<b>2744</b>	<b>2195</b>	<b>80%</b>	<b>2599</b>	<b>2029</b>	<b>78%</b>	<b>2880</b>	<b>2133</b>	<b>74%</b>	<b>2969</b>	<b>2093</b>	<b>70%</b>	<b>9</b>

*Accountable Alternatives: Alliance and Charter Schools*

Alliance	120	19	16%	110	23	21%	137	21	15%	199	32	16%	0
LEP	143	33	23%	155	33	21%	116	28	24%	114	32	28%	-5
Trillium	25	14	56%	27	15	56%	26	14	54%	29	18	62%	-6

*Students not assigned to an accountable school*

<b>Unassigned</b>	<b>392</b>	<b>30</b>	<b>8%</b>	<b>509</b>	<b>45</b>	<b>9%</b>	<b>490</b>	<b>72</b>	<b>15%</b>	<b>740</b>	<b>70</b>	<b>9%</b>	<b>-2</b>
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**District Totals**

<b>Total</b>	<b>3424</b>	<b>2291</b>	<b>67%</b>	<b>3400</b>	<b>2145</b>	<b>63%</b>	<b>3642</b>	<b>2268</b>	<b>62%</b>	<b>4051</b>	<b>2245</b>	<b>55%</b>	<b>11</b>
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## 2012-13 4- and 5-year grad and completion rates: All Students

Comprehensive High Schools	2009-10 4-Year Cohort Graduation and Completion Rates					2008-09 5-Year Cohort Graduation and Completion Rates				
	Cohort	Grads	Grad Rate	Completers	Completion Rate	Cohort	Grads	Grad Rate	Completers	Completion Rate
Benson	229	197	86%	206	90%	226	193	85%	204	90%
Cleveland	404	330	82%	348	86%	350	279	80%	308	88%
Franklin	334	285	85%	304	91%	342	275	80%	305	89%
Grant	414	358	86%	374	90%	390	340	87%	366	94%
Jefferson	121	81	67%	84	69%	107	66	62%	80	75%
Lincoln	375	325	87%	336	90%	333	307	92%	328	98%
Madison	287	179	62%	201	70%	246	188	76%	210	85%
MLC	33	19	58%	24	73%	35	24	69%	27	77%
Roosevelt	180	115	64%	125	69%	210	131	62%	150	71%
Wilson	367	306	83%	327	89%	334	291	87%	316	95%
<b>Total</b>	<b>2744</b>	<b>2195</b>	<b>80%</b>	<b>2329</b>	<b>85%</b>	<b>2573</b>	<b>2094</b>	<b>81%</b>	<b>2294</b>	<b>89%</b>

### Accountable Alternatives: Alliance and Charter Schools

Alliance	120	19	16%	33	28%	129	51	40%	69	53%
LEP	143	33	23%	49	34%	147	48	33%	83	56%
Trillium	25	14	56%	20	80%	26	18	69%	25	96%

Students not assigned to accountable school (including students whose last accountable enrollment was Marshall campus)

<b>Unassigned</b>	<b>392</b>	<b>30</b>	<b>8%</b>	<b>141</b>	<b>36%</b>	<b>572</b>	<b>63</b>	<b>11%</b>	<b>275</b>	<b>48%</b>
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### District Totals

<b>Total</b>	<b>3424</b>	<b>2291</b>	<b>67%</b>	<b>2572</b>	<b>75%</b>	<b>3447</b>	<b>2274</b>	<b>66%</b>	<b>2746</b>	<b>80%</b>
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Total	2008-09 cohort 4-year rates					2007-08 cohort 5-year rates				
	Cohort	Grads	Grad Rate	Completers	Completion Rate	Cohort	Grads	Grad Rate	Completers	Completion Rate
	3400	2145	63%	2497	73%	3658	2401	66%	2906	79%

Gain 11-12 to 12-13                                  4%                                  2%                                  0%                                  0%

1. Completion includes Modified, Extended and Adult Diplomas as well as GEDs.

[tjackso1@pps.net](mailto:tjackso1@pps.net)

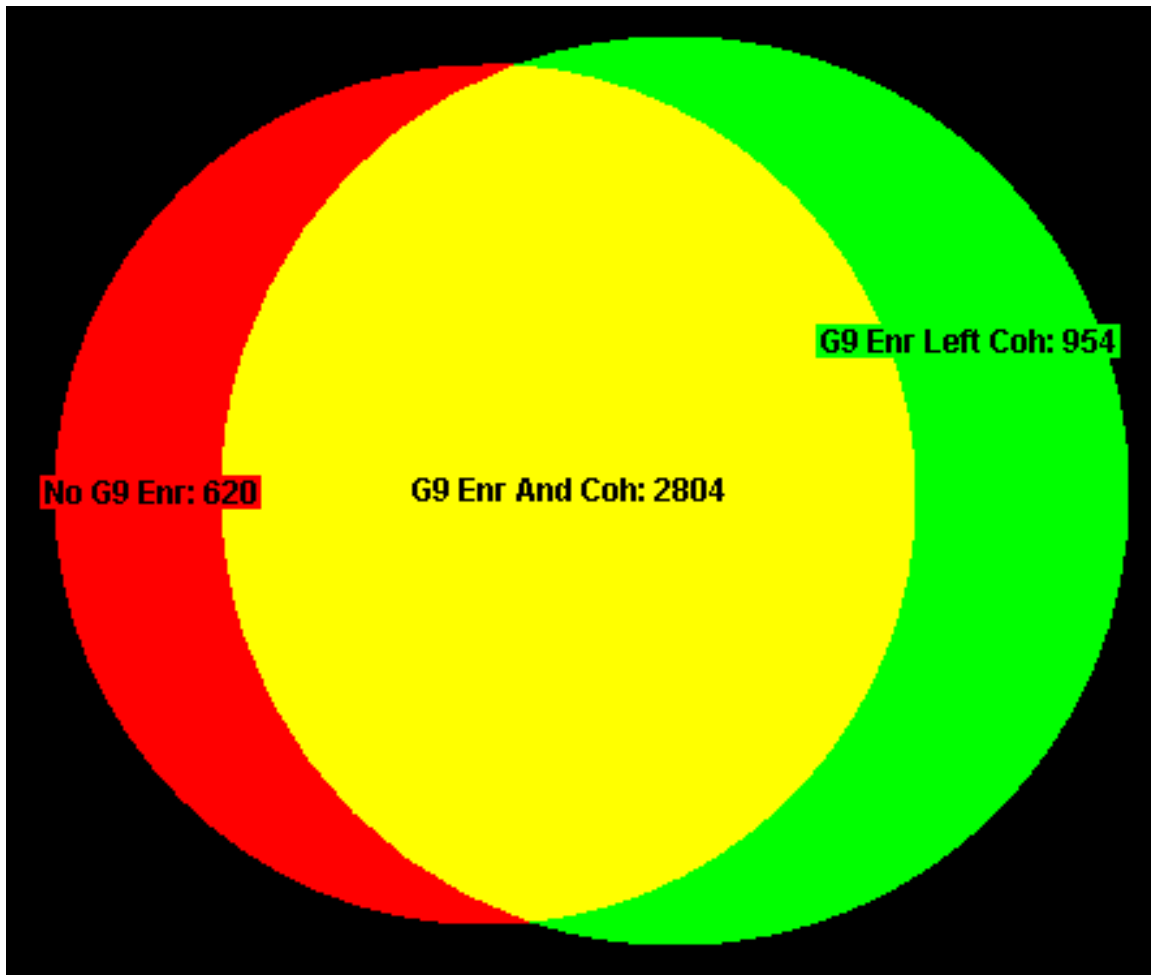
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## 2012-13 Graduating Cohort vs. 2009-10 Grade 9 Enrollment

Students with no grade 9 enrollment

Students enrolled in grade 9 who transferred out of cohort

Students with 9<sup>th</sup> grade enrollment who remained in cohort (including dropouts)



Graduating Cohort (red + yellow):  
3424  
Economically Disadvantaged: 52%  
White: 55%

9<sup>th</sup> Grade Enrollment (yellow + green):  
3758  
Economically Disadvantaged: 52%  
White: 54%

**620/3424 = 18% of the graduating cohort had no grade 9 PPS enrollment**

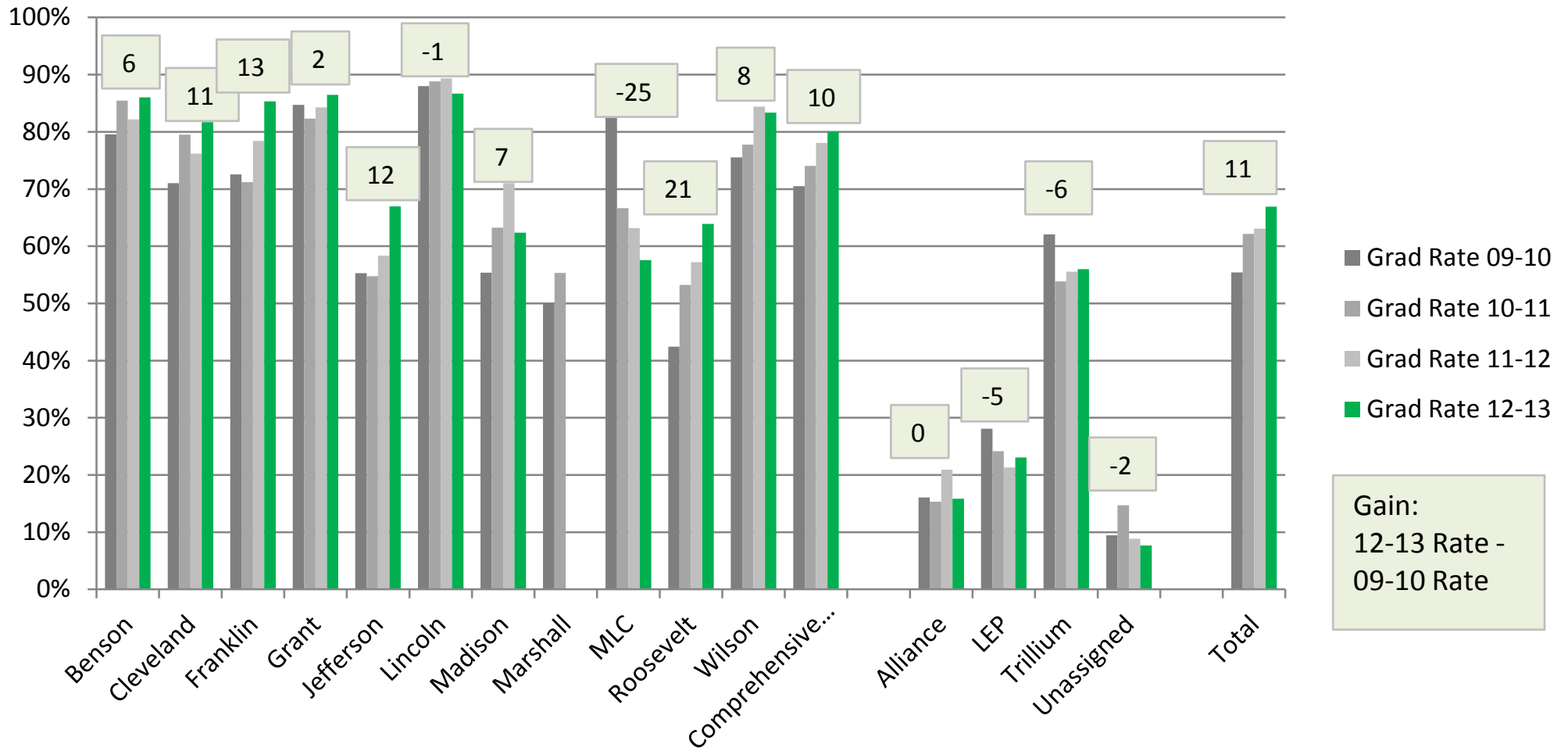
**Students with no grade 9 enrollment:**  
**Grads: 214, Grad Rate: 35%**  
Economically Disadvantaged: 61%  
White: 50%

**Transfers out of cohort: outcomes are not known**  
Economically Disadvantaged: 56%  
White: 47%

**Students with grade 9 enrollment who remained as cohort members:**

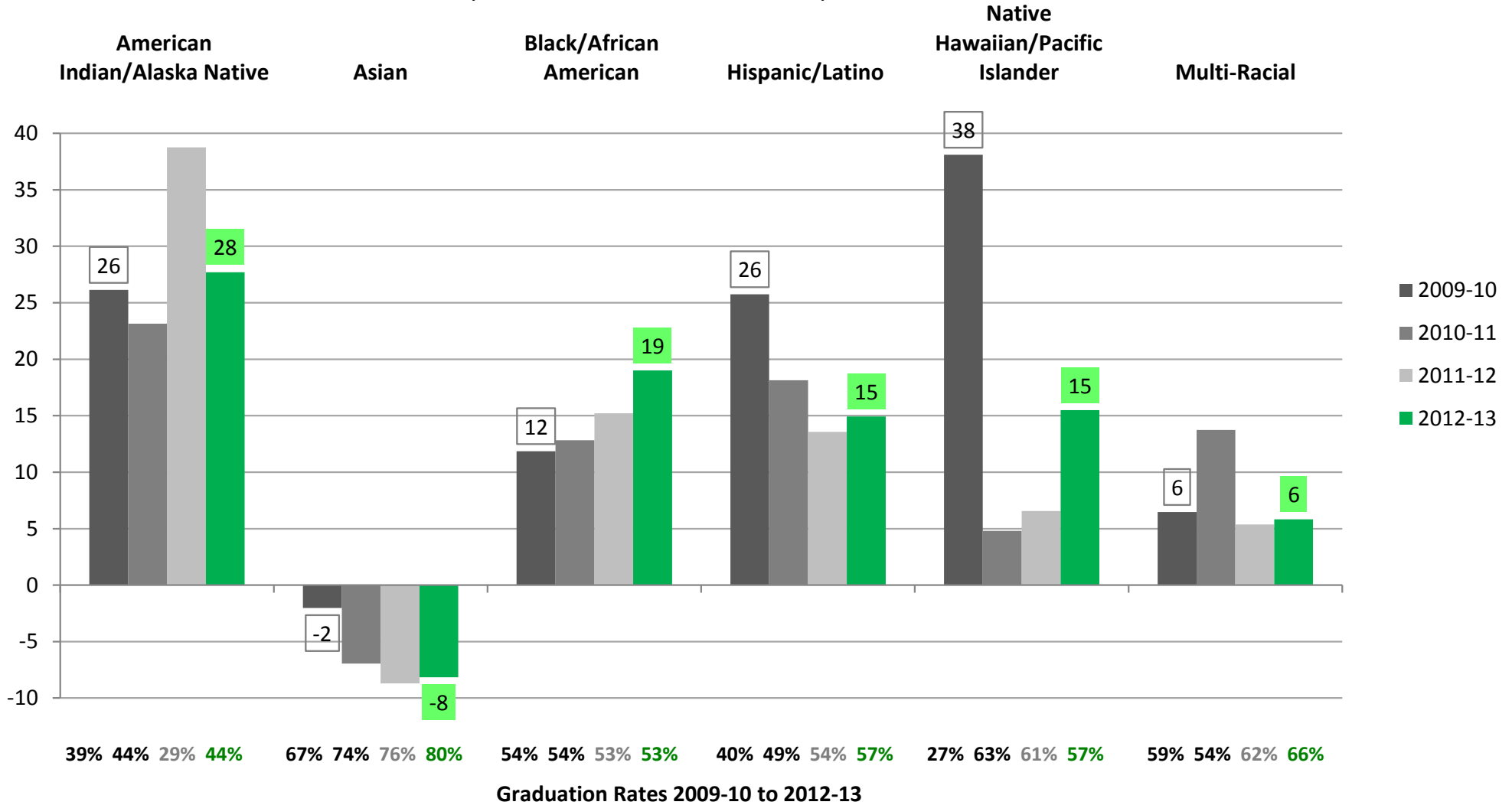
**Grads: 2077, Grad Rate: 74%**  
Economically Disadvantaged: 50%  
White: 56%

## Graduation Rates by School 2009-10 to 2012-13



# Racial Achievement Gaps 2009-10 to 2012-13

Gap = White Rate - Rate for Group



# HIGH SCHOOL ACTION TEAM

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2/7/14

# High School Action Team Purpose

- Develop recommendations to accelerate student achievement & graduation success within the framework of High School System Design
- Multi-stakeholder Advisory group convened by the CAO
- Recommendations to focus on making systemic changes that reduce barriers to post-secondary success for all students, but particularly students of color



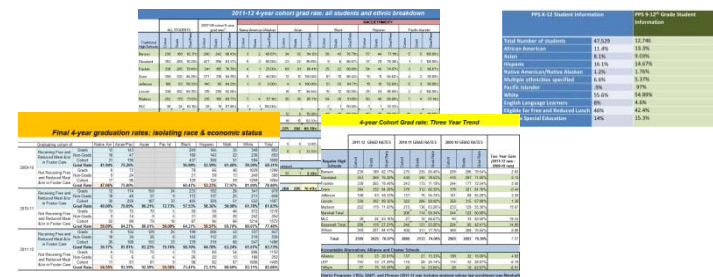
# Members of HS Action Team

- **Teachers (3)**
  - **Students (3)**
  - **Administrators (Principals/VP's/AP's) (4)**
  - **CBO instructional leaders (3)**
  - **PCC Dean of Instruction (1)**
  - **Board members (3)**
  - **Parents (3)**
  - **Portland Workforce Alliance (1)**
  - **Work Systems (1)**
  - **All Hands Raised (1)**
  - **District staff (9)**
- TOTAL: 33**

# Where we started

- Reviewed
  - PPS demographic data
  - Graduation rate data
  - EconNW study
  - Dick Tracy audit on improving graduation rates
- Discussed
  - Graduation rate calculation cohort methodology
  - Academic priority identification
  - Student segments

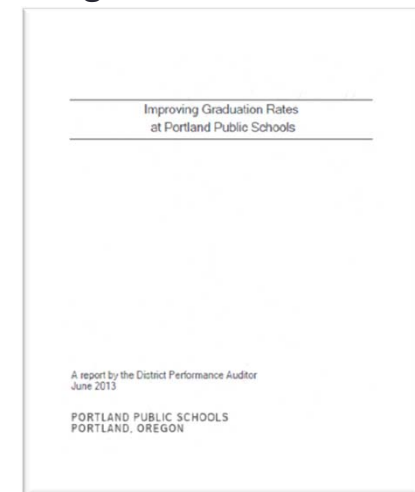
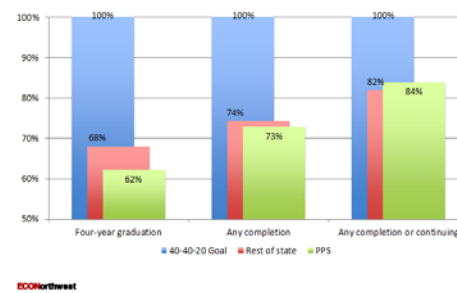
## Demographic & Graduation Rate Data



## Dick Tracy audit on graduation rates

## ECONorthwest Study

PPS graduation rate is relatively low, but so is the four-year dropout rate



## Sub-committees

- 1. Increasing attendance**
- 2. Developing robust mentoring programs to support our students**
- 3. Boosting ninth grade student outcomes**
- 4. Ensuring all students graduate with a college and career readiness plan**
- 5. Aligning high school services to student needs**

# Sample of research conducted

- **Site visits & observations**

- CARE team at Century High School (Hillsboro)
- Alliance at Meek, Alliance at Benson, Reconnection Center
- Site visits at Franklin, Benson, Grant, and Madison
- Advanced Scholars Program at Franklin (visit and presentation)
- Roosevelt cluster model

- **Interviews**

- Students at Mt. Scott Learning Center
- Focus group and survey regarding students about attendance
- A meeting with the Education Northwest director for Early Warning support

- **Literature & Data Review**

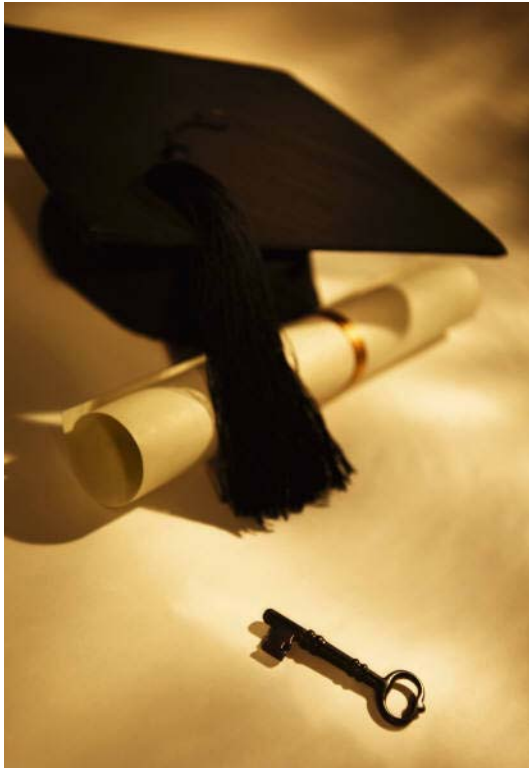
- Segmentation analysis
- A review of Early Warning System literature
- Review of previous studies/ reports completed (Blue Ribbon Task Force, 2008 CTE Task force, District Pathways Advisory Council, High School System Design report)
- Oregon Mentors
- 90/90/90 Case Studies
- PPS course failure data

# This Report

1. **Focus on increasing attendance**
2. **Developing robust mentoring programs to support our students**
3. **Boosting ninth grade student outcomes**
4. **Ensuring all students graduate with a college and career readiness plan**
5. **Aligning hs services to student needs**
- Recommendations



Consolidated version  
of all  
recommendations



## FACT OR FICTION?

PPS' graduation rate has been steadily improving since 2008.

FACT



based on 2011-12 data

# FACT OR FICTION?

PPS students who enter the alternative system on average:

- *are 17 years old*
- *have earned 7 credits*

which means they are two years behind.



FACT



# FACT OR FICTION?

The African American graduation rate has significantly improved over the past 3 years.

FICTION



based on 2011-12 data

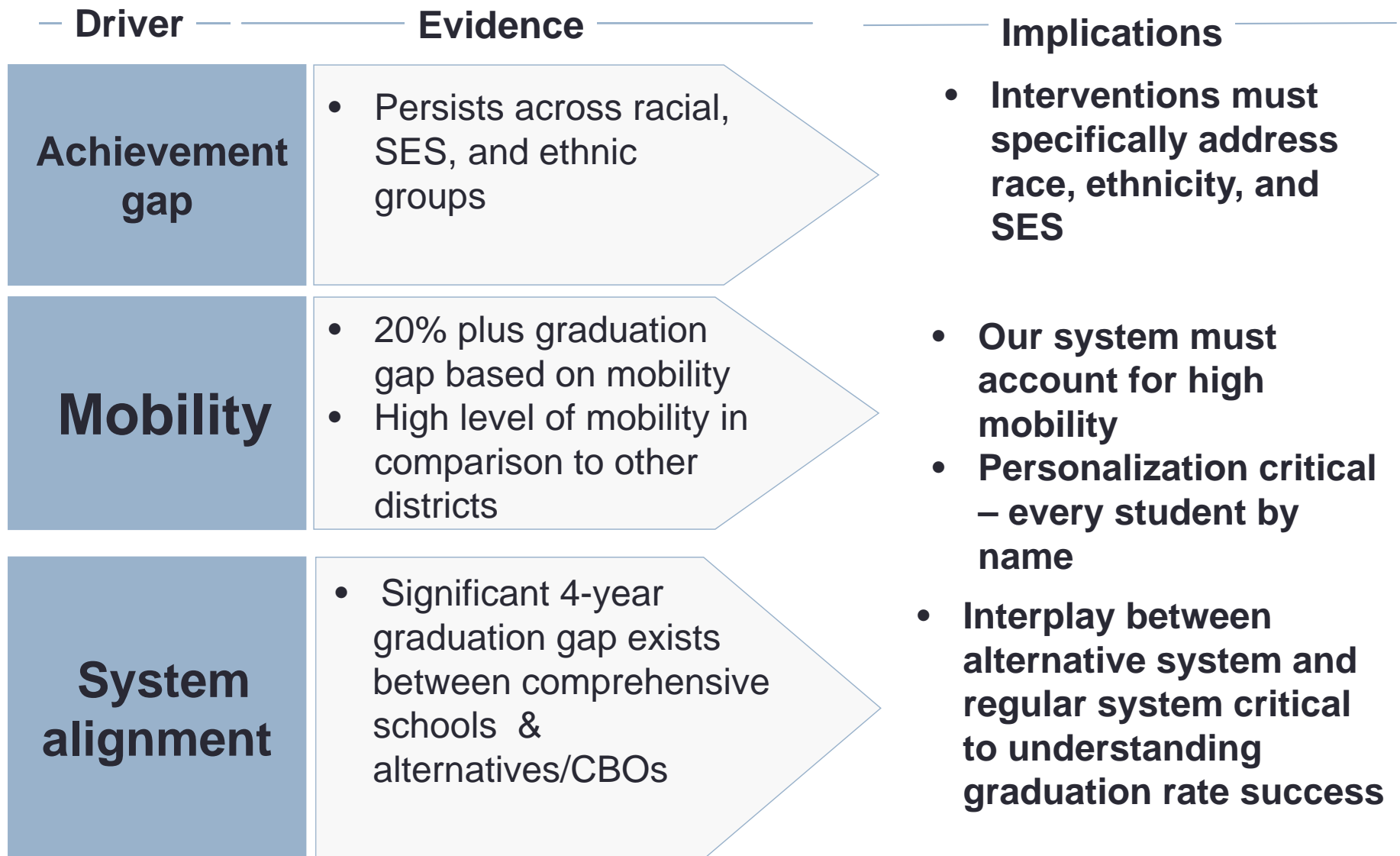
# FACT OR FICTION?

There is a 15 point gap in graduation rates between students who stay in one comprehensive school for four years vs. students who transfer to at least once.

**FICTION – IT'S A 30  
POINT GAP**

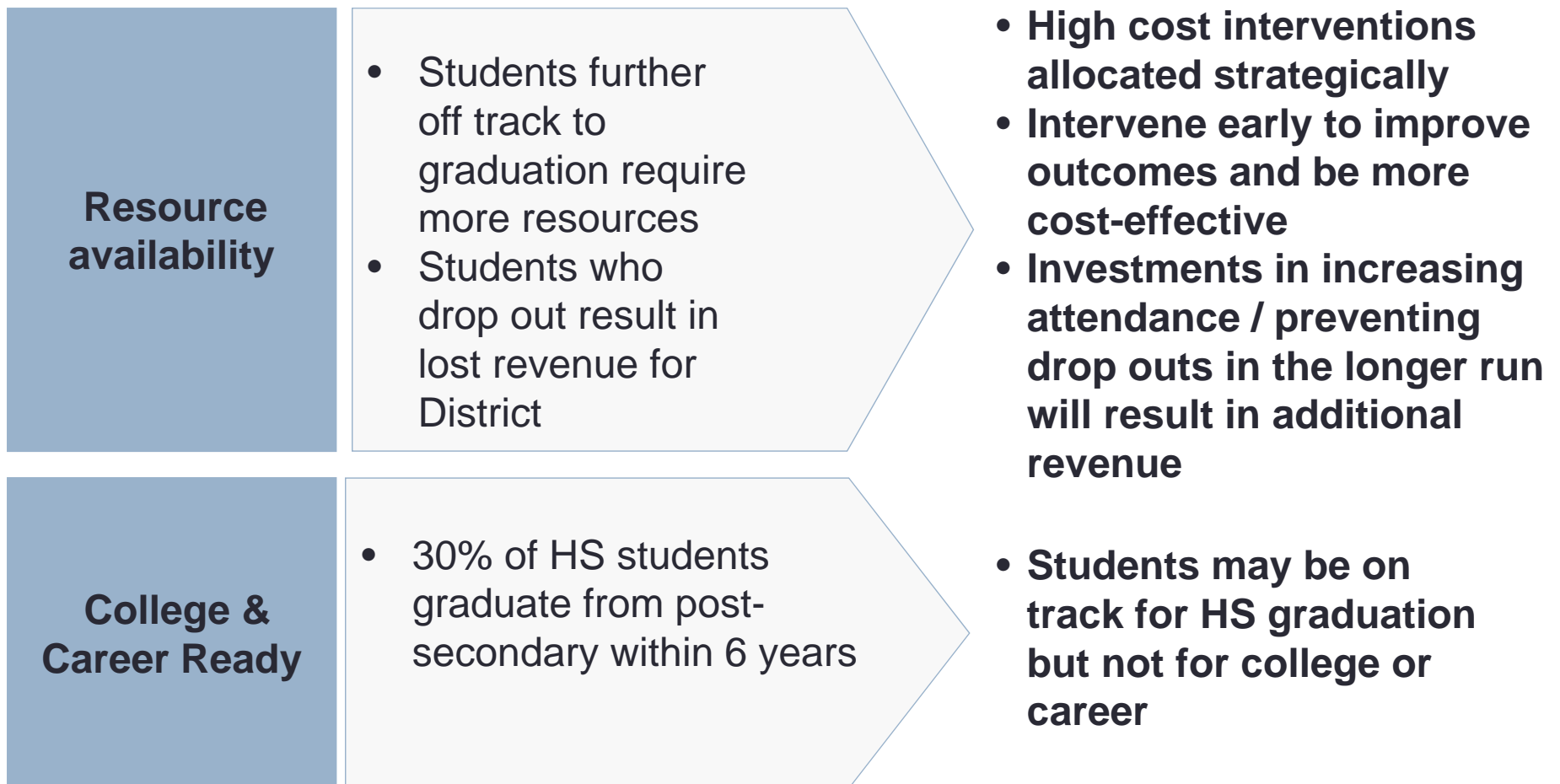


# Implications for Designing our System



# Implications for Designing our System

— Driver — Evidence — Implications —



## All recommendations grouped into two main ideas

1. **Design a system that prepares students for college and career readiness** as the goal, as opposed to the high school diploma.
2. **Implement an early response system** that sounds the alarm sooner for students at risk of dropping out and not being ready for post-secondary success; accompany this with concrete interventions to support these students.

**DESIGN A SYSTEM THAT  
PREPARES STUDENTS FOR  
COLLEGE AND CAREER  
READINESS**

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## Why design a system that prepares students for college and career readiness

**Without post-secondary credentials or degrees:**

- **Unemployment rate higher**
- **Life time earnings significantly lower**

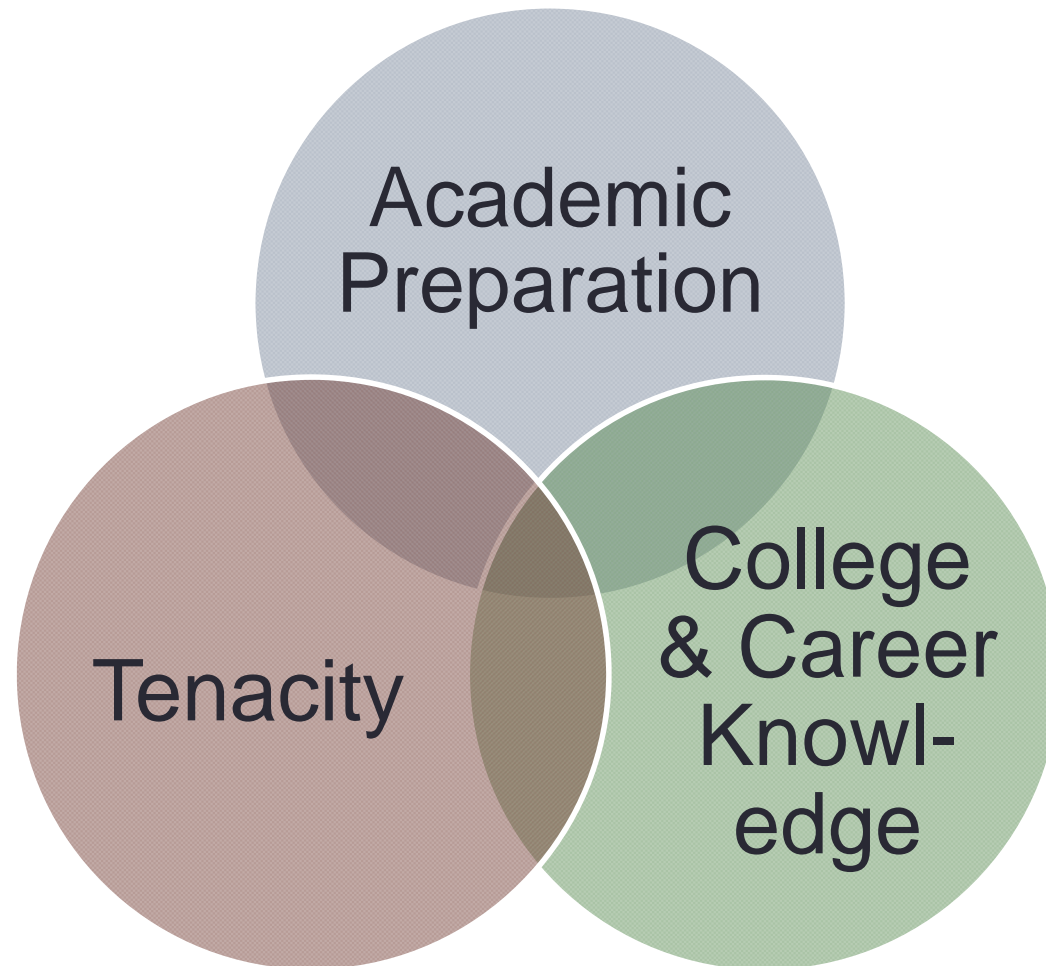


# Quality instruction is the foundation

## **Classroom Instruction**

- High expectations and high support
- Personalization
- Teacher collaboration
- Data influenced decision making
- Culturally & linguistically responsive practices
- Rigorous & relevant learning

But also need to focus on other dimensions to prepare students for college and Career





# College and Career System at PPS – existing challenges

## District Level

- Definition and measurement of college /career ready is in development
- Meeting 40-40-20 will require significant shift

## School Level

- College & Career Readiness (CCR): better access at some schools than others
- Integration between college and career readiness in development

## Student Level

- Not a common place for college/career knowledge related activities to “live” in our high schools
- More opportunities for career exploration and preparation needed for students
- Students not all graduating with a “beyond HS plan”

# College and Career Readiness (CCR) Recommendations

1. Standardized, yearly guidance plan & curriculum
2. Career preparation, including CTE available in every school
3. College and career curriculum is an explicit part of all students' experiences in high school
4. Define college/career readiness integration points in curriculum
5. Dedicated computer equipment & space to support college/career readiness
6. Replicate acceleration strategies (such as Dual Credit, IB or Advanced Scholars)
7. Data systems to support college/career readiness

# IMPLEMENT AN EARLY RESPONSE SYSTEM

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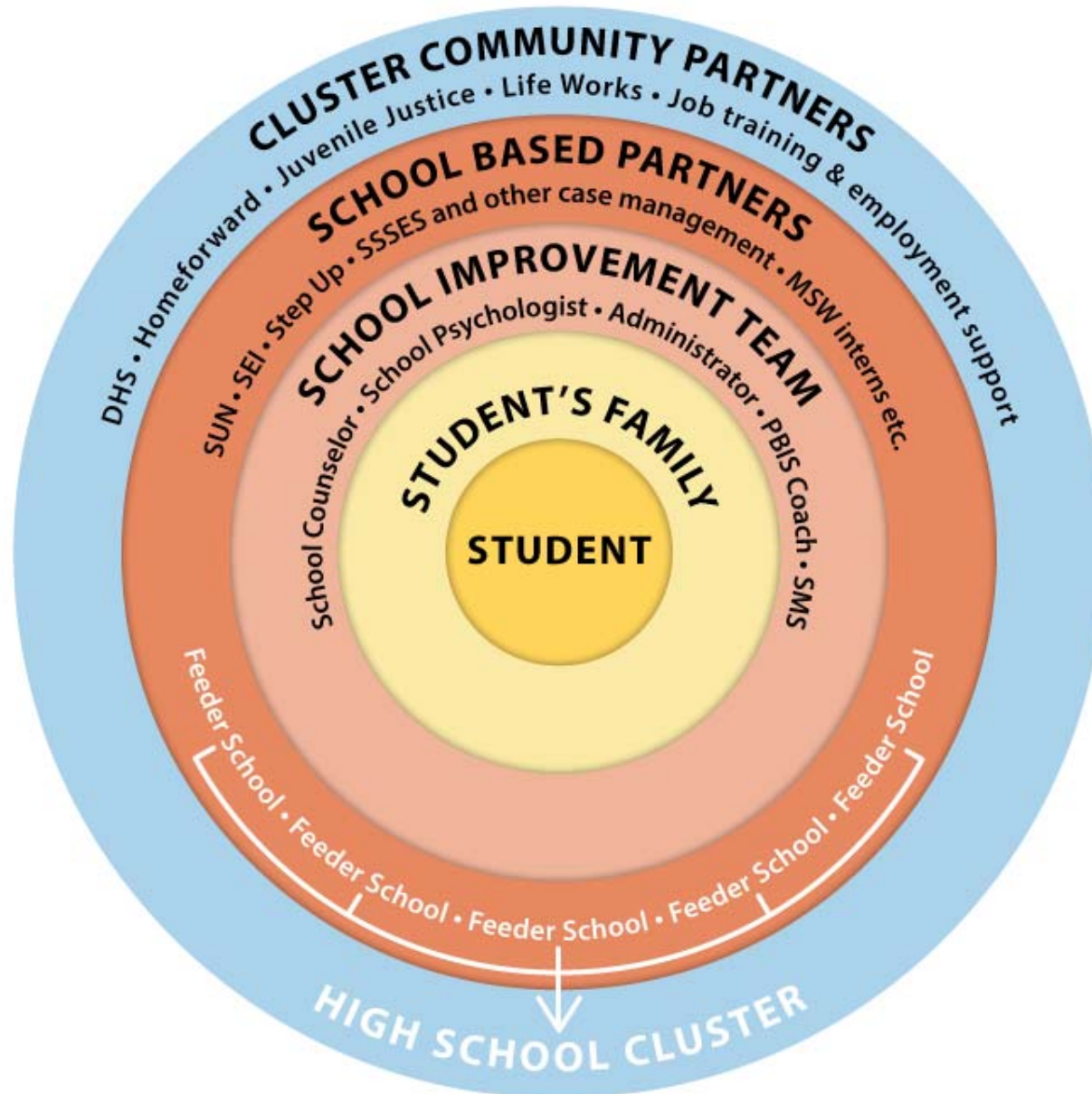
# Implement an Early Response System

- **GOAL:**
  - support more students in remaining in the local middle & high schools
  - decrease the need for alternative options for our younger and on track students
  - But maintain appropriate capacity for dropped out and high risk students.
- **HOW:** Appropriately resource a fully implemented, district wide **Early Response System**, that allows the district to identify appropriate indicators for risk and target interventions at the school level, the cluster level, and the district as a whole.

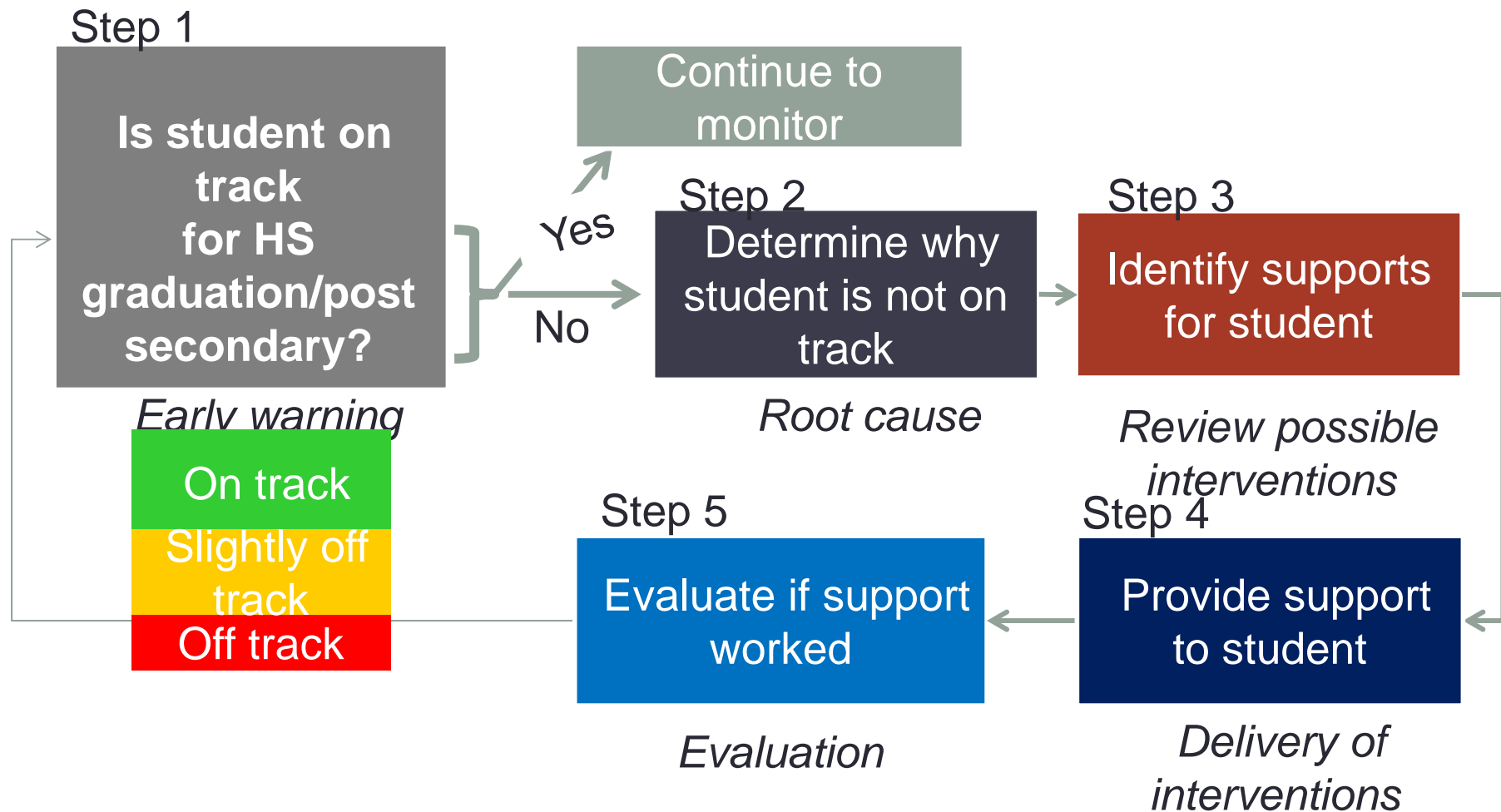
# Components of Early Response System

- A **systematic** school approach to using early response indicators (such as Academic Priority designation) for interventions
- **Prioritize interventions**
- Consistent **elements of intervention** and supports across the district or within cluster
- **Personalization** - comprehensive, tiered intervention model that takes ownership of every student
- Wide **variety of supports**, such as family therapists, other mental health supports and access to SROs
- **Alignment between MS & HS** within our clusters and across system
- **Evaluate effectiveness** of interventions

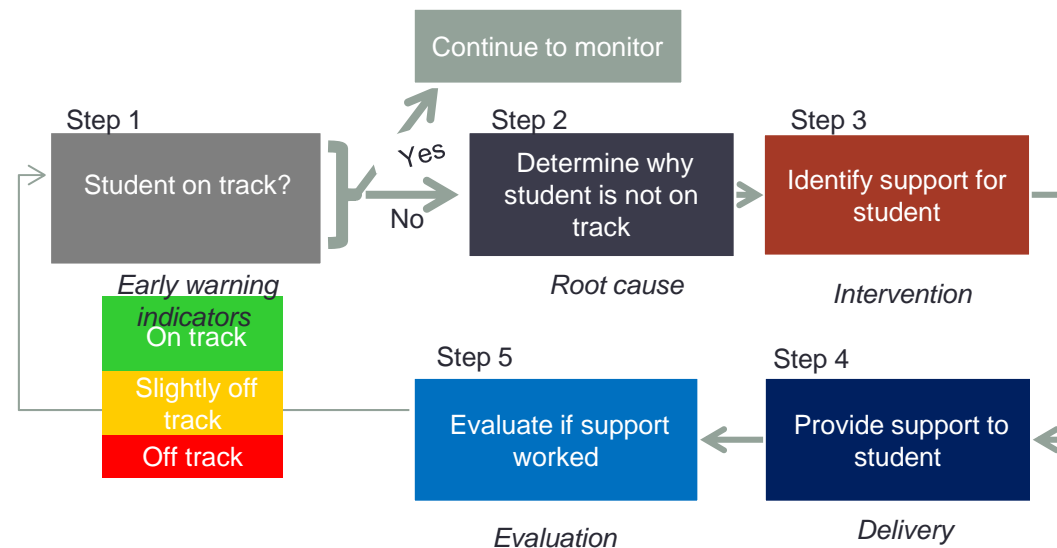
# Early Response System: Multi-layered



# Intervention Process



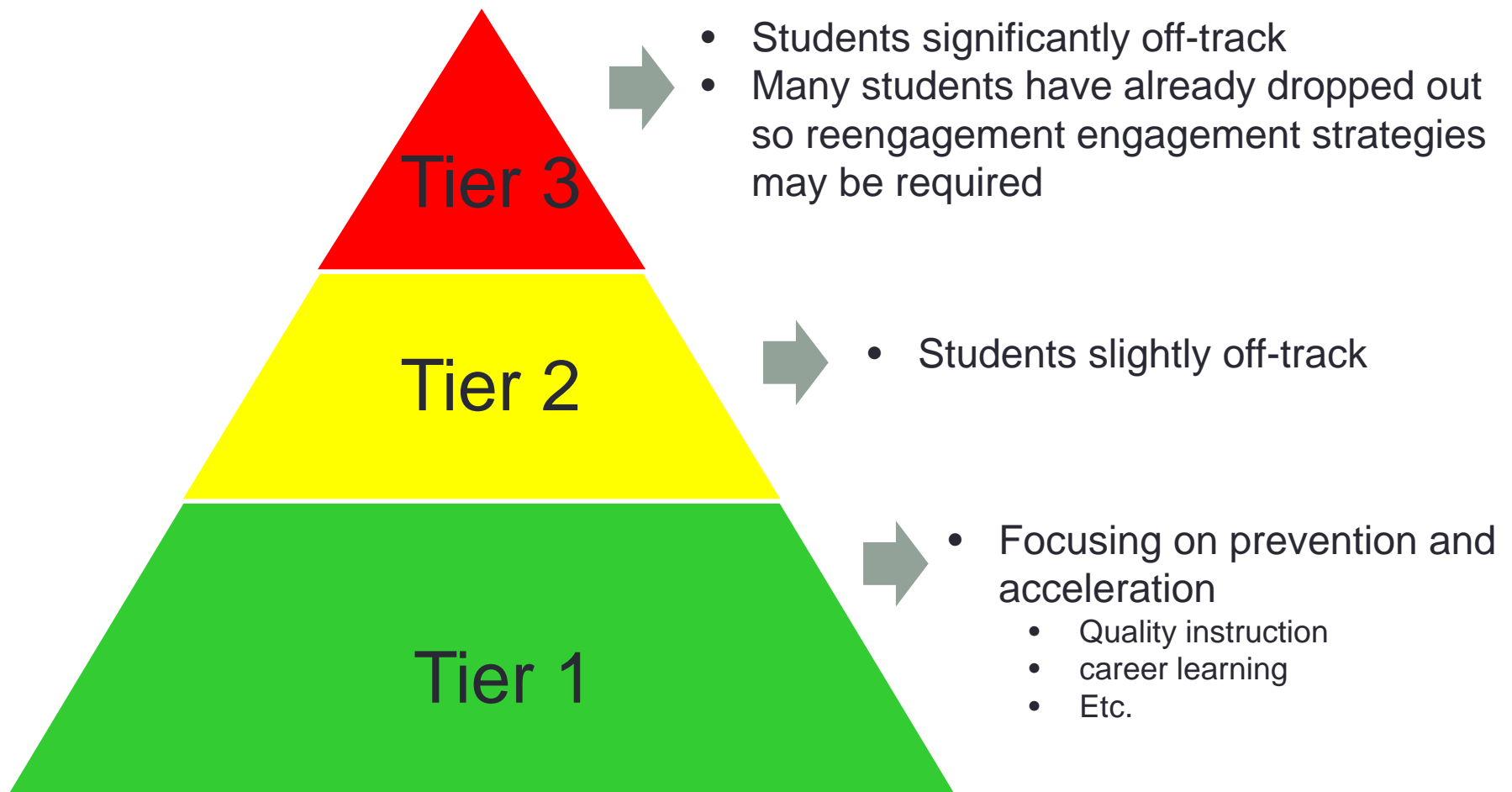
# Key questions



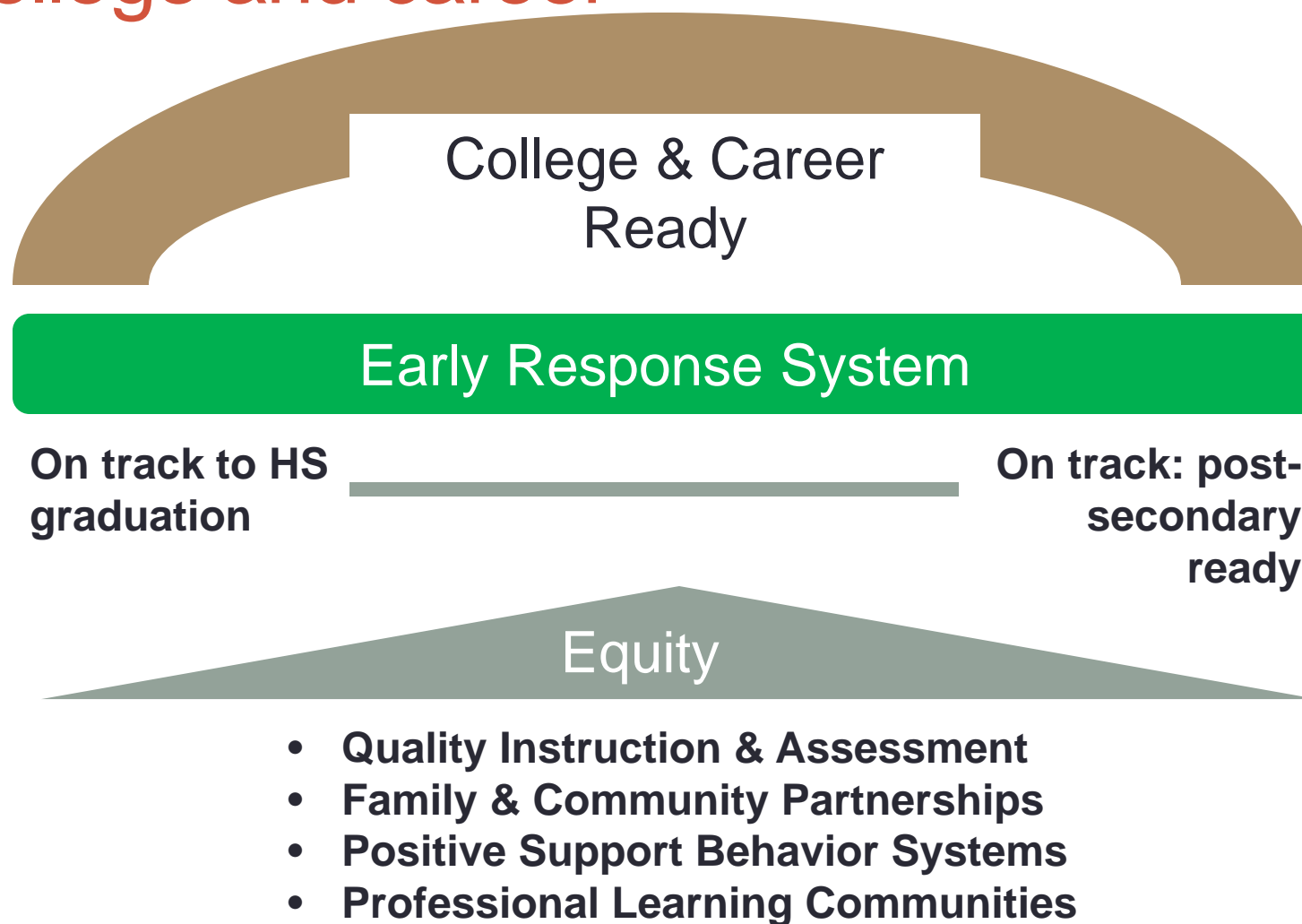
- *Who* does what step in this process? And at what level? (student level, school, cluster, region, etc.).
- How do they do it?
- What resource investments are required?



# Interventions are tiered according to need



# Aligning an early response system to college and career



# BUDGET IMPLICATIONS

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*High School Action Team*  
*Diploma + College/Career*  
*Industry partners collaboration*

# College/Career Readiness Budget Implications

- **Counseling capacity to support post-secondary readiness:** *Budget item: improve counseling ratio*
- **Development of indicators to determine how we know if students are college/career ready:** *Will use grant funds to support.*
- **Fund acceleration strategies—** *includes funding for Advanced Scholars and replication of acceleration programs at other schools. Budget item: = teacher planning time, materials, professional development*

# College/Career Readiness Resource Implications

- **College/career exploration pilot:** *career exploration & college readiness semester courses at 1-2 schools. Dollars to support the curriculum for this course are grant funded. **Budget item: Additional teaching FTE may be needed or may be shifted.***
- **Expanded career preparation offerings @ all high schools:** ***Budget item = support additional teachers, CTE/career preparation supplies, equipment and materials.***

# Early Response system resource implications

- **Pilot an Early Response System in 2-3 high schools:**
  - *Cluster-wide social workers*
  - *Schools receive FTE to fund from a menu that supports ongoing development of early response system.*
  - ***Budget item: additional FTE***
- **Management support**
  - Manage college and career readiness and develop an Early Response System. Would also seek co-funding opportunities with other jurisdictions.
  - ***Budget item: additional FTE***

# APPENDIX

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## Recommendation: Standardized, yearly CCR guidance plan & curriculum

Recommendations	Considerations
<ul style="list-style-type: none"> <li>• Map out college and career guidance plan i.e. what happens each year.</li> <li>• Provide standardized curriculum, scope and sequence</li> <li>• <i>Consider online options (webinars, etc.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Counselor/teacher /administrator time during the summer to build scope/sequence and curriculum</li> <li>• Identify pilot site and rollout plan</li> <li>• Needs multiple buyoffs (i.e. where teachers will be impacted)</li> <li>• Naviance or other tools; RFP required</li> </ul>
Time	Investment Options
<ul style="list-style-type: none"> <li>• Operational September 2014</li> <li>• <i>Without additional \$\$, recommendations would not be operational by Sept 2014; timelines would need to be extended</i></li> </ul>	<ul style="list-style-type: none"> <li>• Funding for summer work (<i>high</i>)</li> <li>• Naviance and/or other tools (<i>medium</i>)</li> <li>• Professional development (<i>high</i>)</li> </ul>



## Recommendation: Required Freshman Class

Recommendations	Considerations
<p>Required semester freshman year class to address</p> <ul style="list-style-type: none"> <li>• Career awareness &amp; exploration</li> <li>• Goal setting (6-yr plus plan, HS courses &amp; activities, CRLEs)</li> <li>• Self awareness</li> <li>• High school success &amp; diploma requirements</li> <li>• Technology literacy</li> </ul> <p><i>Alternative options to required 9<sup>th</sup> grade class:</i></p> <ul style="list-style-type: none"> <li>• Offer in 8<sup>th</sup> grade due to limited electives in 9<sup>th</sup> grade year – OR -</li> <li>• Embed in 10<sup>th</sup> grade Health class – OR -</li> <li>• Standardize Homeroom/9<sup>th</sup> Grade Advisory</li> </ul>	<ul style="list-style-type: none"> <li>• Identify teachers</li> <li>• Build curriculum</li> <li>• Engage counselors &amp; career coordinators</li> <li>• Engage parents</li> <li>• Engage industry and community partners</li> <li>• Engage postsecondary partners</li> <li>• Engage students</li> </ul>
Time	Investment Options
<ul style="list-style-type: none"> <li>• Operational September 2014</li> <li>• <i>Without additional \$\$, recommendations would not be operational by Sept 2014; timelines would need to be extended</i></li> </ul>	<ul style="list-style-type: none"> <li>• Funding for summer work (<i>high</i>)</li> <li>• Naviance and/or other tools (<i>medium</i>)</li> <li>• Professional development (<i>high</i>)</li> </ul>

## Recommendation: Required Senior Year Class

Recommendations	Considerations
<ul style="list-style-type: none"> <li>Required semester senior year class similar to a capstone course; <i>Senior Survey</i></li> <li>Individualized post-high school plan</li> <li>Career related diploma requirements</li> <li>Financial literacy</li> <li>Health and well being</li> </ul> <p><i>New ideas:</i></p> <ul style="list-style-type: none"> <li><i>Tie this class to “College Success” course at PCC or PSU so all students could earn dual credits. See PCC course description: <a href="http://www.pcc.edu/ccog/default.cfm?fa=ccog&amp;subject=CG&amp;course=100">http://www.pcc.edu/ccog/default.cfm?fa=ccog&amp;subject=CG&amp;course=100</a></i></li> <li><i>PCC course is one quarter; PPS semester –long course could focus on PCC content for half a semester and career focus – resume; apps, mock interviews, CRLEs for remaining half of semester</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify teachers</li> <li>Build curriculum</li> <li>Engage counselors &amp; career coordinators</li> <li>Engage parents</li> <li>Engage industry and community partners</li> <li>Engage postsecondary partners</li> <li>Engage students</li> </ul>
Time	Investment Options
<ul style="list-style-type: none"> <li>Operational September 2014</li> <li><i>Without \$\$, would not be operational by Sept 2014; need to push timelines out</i></li> </ul>	<ul style="list-style-type: none"> <li>Funding for summer work (<i>high</i>)</li> <li>Naviance and/or other tool (<i>medium</i>)</li> <li>Professional development (<i>high</i>)</li> <li><i>Would need to review/revise counselor to student ratio</i></li> </ul>

## Recommendation: Infrastructure for Common CCR Activities & Tools

Recommendations	Considerations
<p>FTE(s) to support the following district-wide activities:</p> <ul style="list-style-type: none"> <li>• Managing &amp; communicating scholarship opportunities + <i>(currently doing to some degree)</i></li> <li>• College visits +</li> <li>• Managing web, marketing – <i>(not in place)</i></li> <li>• Naviance, BizConnect &amp; other tools + <i>(currently doing to some degree)</i></li> <li>• Coordination of district-wide CRLEs + <i>(currently doing to some degree)</i></li> <li>• Updating 9<sup>th</sup> &amp; 12<sup>th</sup> grade CCR curriculum <i>(requires \$\$)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Hiring staff</li> <li>• Training for staff</li> <li>• Identification of what would be held at the district &amp; what would be held at the schools</li> <li>• Engage counselors &amp; career coordinators</li> <li>• Engage parents and other volunteers</li> <li>• Engage industry and community partners</li> <li>• Engage postsecondary partners</li> </ul>
Time	Investment Options
<ul style="list-style-type: none"> <li>• Operational September 2014</li> <li>• Fully engaging all partners by September 2015</li> <li>• <i>Without \$\$, current practice would continue but updating, web, marketing and full engagement of stakeholders would not be possible and prohibit redistribution of CCs &amp; Counselors work; Timelines would need to be extended.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Hire FTE(s) <i>(high)</i></li> <li>• Training <i>(high)</i></li> <li>• Naviance and/or other tools <i>(medium)</i></li> <li>• Professional development <i>(high)</i></li> </ul>

## Recommendation: Define CCR Integration Points in Curriculum

Recommendations	Considerations
<ul style="list-style-type: none"> <li>Each discipline will identify CCR integration points (math, science, CTE, other electives, etc.)</li> <li>Each discipline builds lessons/curriculum to support CCR</li> </ul>	<ul style="list-style-type: none"> <li>District level coordination and curriculum development</li> <li>Professional development</li> </ul>
Time	Investment Options
<ul style="list-style-type: none"> <li>Operational by September 2015</li> <li><i>Requires teacher input; Without additional \$\$, recommendations would not be operational by Sept 2015; timelines would need to be extended</i></li> </ul>	<ul style="list-style-type: none"> <li>Teacher compensation – subs and/or extended hours (<i>high</i>)</li> </ul>

## Recommendation: Dedicated CCR computer equipment & space

Recommendations	Considerations
<ul style="list-style-type: none"> <li>• Each school has a minimum of 30 dedicated computers to support CCR</li> <li>• Each school identifies dedicated space (can be shared space) for CCR</li> </ul>	<ul style="list-style-type: none"> <li>• Space limitations at schools</li> <li>• Student access to technology and space</li> <li>• Student technology literacy</li> <li>• Staff technology literacy</li> </ul>
Time	Investment Options
<ul style="list-style-type: none"> <li>• Operational by September 2015</li> <li>• Requires investment in computers and connectivity; Without \$\$, would not be possible to move the work forward; would need to push timelines out</li> <li>• May be able to reallocate computers, but cannot be relied upon</li> </ul>	<ul style="list-style-type: none"> <li>• Computers and connectivity (<i>medium</i>)</li> <li>• Technology Professional Development (<i>high</i>)</li> <li>• Staff (<i>high</i>)</li> <li>• Space issues (<i>low</i>)</li> </ul>

## Recommendation: CTE & Dual Credit Available in Every School

Recommendations	Considerations
<ul style="list-style-type: none"> <li>• Survey high wage, high demand career opportunities &amp; the skills needed to support them</li> <li>• Invest in areas where we have eager industry and postsecondary partners who are willing to be generous with time, expertise and money to help our students</li> <li>• Ensure that career programming supports a <u>full range</u> of postsecondary learning and industry recognized credentials &amp; certifications</li> <li>• Identify district-wide versus school choice offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Supply and demand; matching emerging career needs with current teacher skill sets</li> <li>• Identifying industry and postsecondary partners</li> <li>• Identifying required versus school choice offerings</li> </ul>
Time	Investment Options
<ul style="list-style-type: none"> <li>• Operational by September 2015</li> <li>• Teacher engagement required. Without additional \$\$, recommendations would not be operational by Sept 2015; timelines would need to be extended</li> </ul>	<ul style="list-style-type: none"> <li>• Staff (<i>high</i>)</li> <li>• Professional development (<i>high</i>)</li> <li>• Training (<i>high</i>)</li> <li>• Equipment (<i>medium-high</i>)</li> </ul>

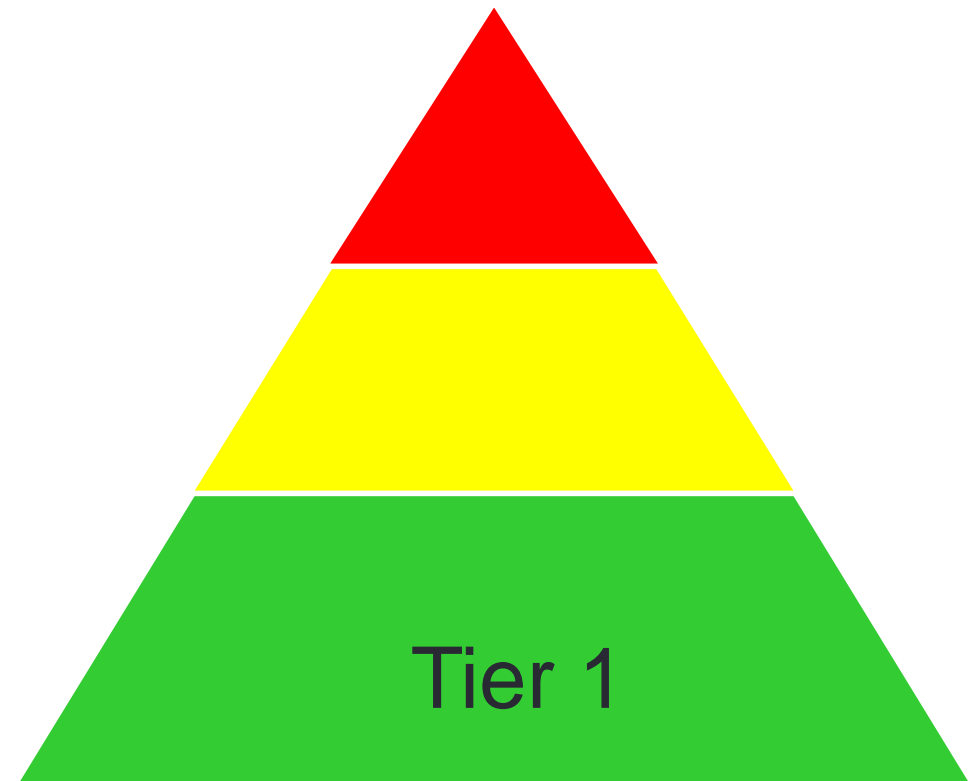
## Recommendation: Advanced Scholars “Like” Program at all high schools

Recommendations	Considerations
<ul style="list-style-type: none"> <li>Advanced Scholars “Like” Program at every high school</li> <li>Advanced Scholars program should have both a college AND a career component</li> <li>The program may look slightly different at each school, but the main tenet should be the same</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator</li> <li>Identifying faculty mentors</li> <li>Build out marketing to students/parents</li> <li>More intentional connections to postsecondary partners</li> <li>Determine the phasing in of the program at each school</li> </ul>
Time	Investment Options
<ul style="list-style-type: none"> <li>Phase 1 by September 2014 (coordinator in each school)</li> <li>Operational by September 2015</li> <li>Teacher engagement required; Without additional \$\$, recommendations would not be operational by Sept 2014; timelines would need to be extended</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator (<i>medium</i>)</li> <li>Mentor compensation (<i>low</i>)</li> <li>Professional development (<i>high</i>)</li> <li>Training (<i>high</i>)</li> <li>Marketing swag (<i>low</i>)</li> </ul>

# Interventions

## **TIER 1 students ideally have:**

- Quality instruction
- Advisories, academies, and personalization
- Expanded career technical education & career exploration opportunities
- Deeper in-school support/after school support leveraging existing resources and stronger instruction
- School Social Workers to function as cluster level managers
- District level support and coordination for an Early Response System

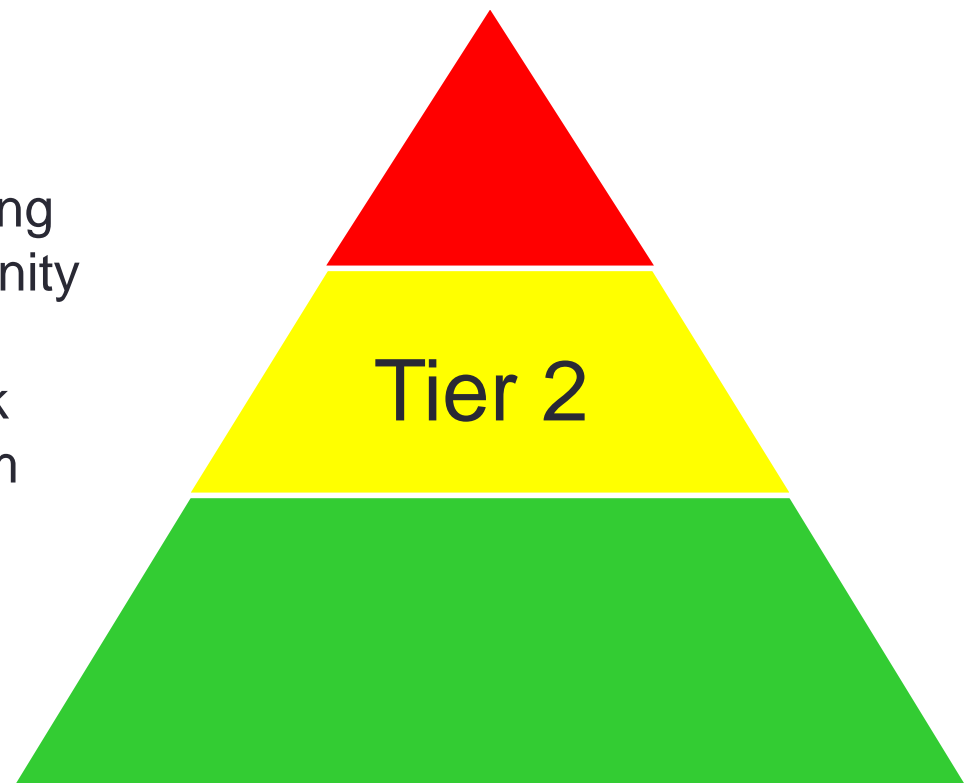




# Interventions

## **TIER 2 Students**

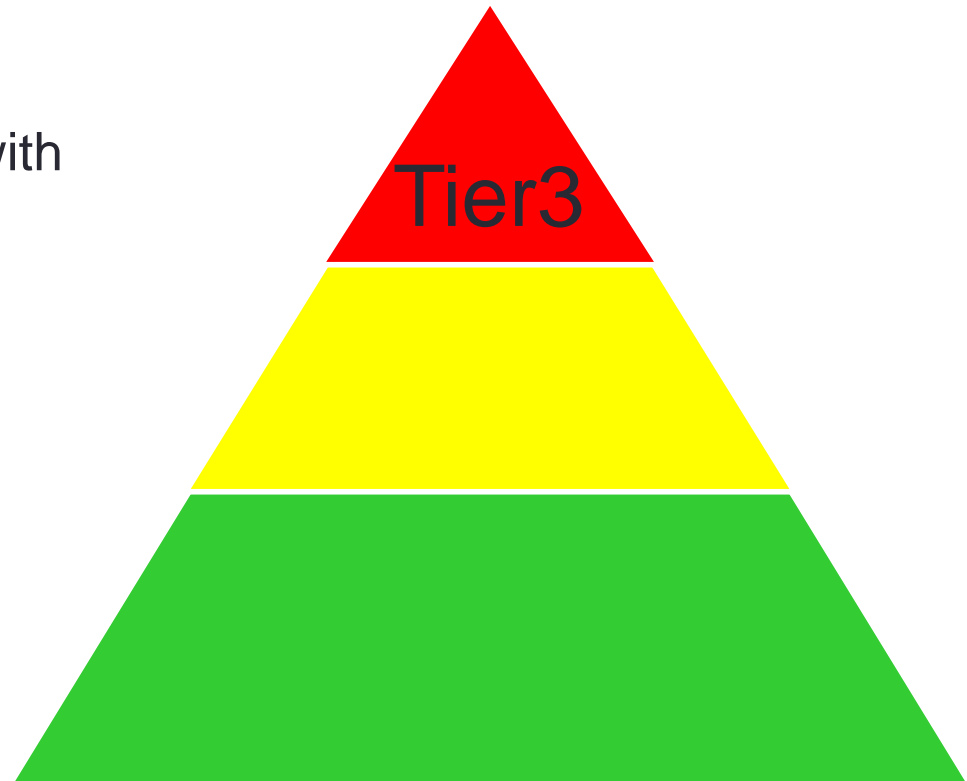
- Credit recovery
- Flexible scheduling
- Mentoring
- Attendance teams (using existing resources- counselors, community partners, campus monitors, administration but framing work around Early Response System and RTI)



# Interventions

## **TIER 3 students will have:**

- CARE teams that collaborate with outside agencies including:
  - Drug & Alcohol counseling
  - Mental Health supports
  - Juvenile Justice system
  - Foster Care/ Homeless youth agencies
- In district options to include facility which can support expelled students
- Weighted funding for referrals



## Diploma+College/Career Update

Preparing all students for graduation and success beyond high school is our goal. At both school and district levels, a significant amount of work is under way to support students, teachers, and counselors in reaching that goal.

PPS, in partnership with the citywide Parents Coalition, is working to design a districtwide college-readiness and career-focused system and implementation plan, *Diploma + College/Career*. The plan will provide common supports, resources, and tools for students and their families as well as high school teachers and counselors in all PPS high schools, as well as a district-wide system of supports.

As part of this work, we have begun to research and curate best practices and model systems in PPS, in the region and around the country. With the assistance of Parents Coalition members we have also built snapshots of current college-readiness and career focused supports at each high school and at the District level.

Teachers, parent volunteers, counselors, and career coordinators have already created many strong individual school-based initiatives. There is a lot of outstanding work under way -- whether it is the Advanced Scholar Program at Franklin or the College and Career Centers at Benson and Lincoln – and we intend to build on that.

Over the next five months, PPS staff and Parents Coalition representatives will be reaching out to consult with you and other key school community stakeholders to share a framework, consult on design principles, and identify priorities on this work and gather feedback on additional elements. The work ahead consists of:

- Identification of metrics to assess current readiness at PPS as a system and at the school level
- Completion of a gap assessment between best practice and current practice at the district and individual high school levels
- Development of recommendations on supports, programs, resources for individual schools and PPS as a system
- Implementation of the plan in a phased approach

To support this work, we were recently awarded a grant by the Nike School Innovation Fund (NSIF). The Fund has awarded grants to Portland, Beaverton and Hillsboro school districts to “create high school system innovations to support student transitions to high school, through graduation and student success at the next stage.” Among other items, this \$260,000 grant will assist us with the following:

- Direct grants from NSIF of \$10,000 per PPS high school for foundational college and career materials to directly support students
- Creation of a system framework so that students in every high school have access to a foundational level of supports to access college, technical school, or community college and to support their career-readiness.
- Improved communication to students and their families about what it means to be post-secondary ready and the process for how to navigate post-secondary options. This information will be available in district-support languages.
- Strategic planning, and evaluation support

Meanwhile, the High School Action Team will play a critical role in working with the Diploma + College/Career Project Team, along with other groups who are also addressing aspects of college/career readiness (i.e. CTE Committee , STEAM etc.) to ensure that we have one coherent picture and plan that guides our work.