

**Parkrose School District
2015-16 District Goals Board Report**

2015-2016 Goals : <https://v3.boardbook.org/Public/PublicItemDownload.aspx?smk=50221>
2014-2015 Board Report : <https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=37205817>

	January 25, 2016	April 25, 2016	June 27, 2016
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<u>BOARD AND SUPERINTENDENT GOALS:</u>																																														
Increase Academic Achievement for All Students																																														
<p align="center">Reading <i>Increase Reading Scores (3rd grade reading scores increase 8%)</i></p>	<p align="center">DIBELS Benchmark</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall 2014</th> <th>Fall 2015</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>38%</td> <td>37%</td> </tr> <tr> <td>1</td> <td>31%</td> <td>42%</td> </tr> <tr> <td>2</td> <td>50%</td> <td>52%</td> </tr> <tr> <td>3</td> <td>51%</td> <td>51%</td> </tr> <tr> <td>4</td> <td>49%</td> <td>55%</td> </tr> <tr> <td>5</td> <td>38%</td> <td>45%</td> </tr> </tbody> </table>		Grade	Fall 2014	Fall 2015	K	38%	37%	1	31%	42%	2	50%	52%	3	51%	51%	4	49%	55%	5	38%	45%	<p align="center">DIBELS Benchmark</p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>Fall '15</th> <th>Win. '16</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>37%</td> <td>46%</td> </tr> <tr> <td>1</td> <td>42%</td> <td>55%</td> </tr> <tr> <td>2</td> <td>50%</td> <td>52%</td> </tr> <tr> <td>3</td> <td>51%</td> <td>43%</td> </tr> <tr> <td>4</td> <td>55%</td> <td>57%</td> </tr> <tr> <td>5</td> <td>38%</td> <td>51%</td> </tr> </tbody> </table>		Gr.	Fall '15	Win. '16	K	37%	46%	1	42%	55%	2	50%	52%	3	51%	43%	4	55%	57%	5	38%	51%
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<p align="center">Math <i>Increase Math Scores (8th grade Algebra I passed - semester two 2014-2015 increase by 5% semester two 2015-2016)</i></p>	<p>I can provide sem 1 pass rates in early Feb. Nothing now. -Christine</p>		<p>Sem 1 96/246 = 39%</p>																																											

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<p align="center">Out of Focus <i>100% of schools out of Focus Status (Level 3+ by June 2016)</i></p>	Currently 3 of 4 elementary schools are at a Level 3 or higher. Two are Level 3 and one is Level 4, and 1 is Level 1.	Currently 3 of 4 elementary schools are at a Level 3 or higher. Two are Level 3 and one is Level 4, and 1 is Level 1.													
<p align="center">Digital Access <i>Increase access K-12 to Digital Curriculum (Compare Teacher Technology Survey Spring 2015 to Spring 2016)</i></p>	We have added Nearpod subscriptions, more Lightsail, and Google Classroom	Added StudentVue and AssessmentVue, continued push-in tech lessons. Exploring LessonVue.													
<p align="center">Grad Rate <i>Increase Graduation 4-Year Cohort Rate (3% of state reported 4-year cohort rate for 2014-2015 compared to 2015-2016)</i></p>	<table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2014</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>4 yr</td> <td align="center">71.5%</td> <td align="center">74.2%</td> <td align="center">60.3%</td> </tr> <tr> <td>5yr</td> <td align="center">78.9%</td> <td align="center">65.4%</td> <td align="center">67.5%</td> </tr> </tbody> </table>		2015	2014	2013	4 yr	71.5%	74.2%	60.3%	5yr	78.9%	65.4%	67.5%	Nothing new	
	2015	2014	2013												
4 yr	71.5%	74.2%	60.3%												
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Increase Credit Attainment															
<p align="center">On Track <i>From 9th grade to 10th grade (On Track increased 10%)</i></p>	187/257 phs 10th graders started 2015 with 6 or more hs credits.72.8% Last year 174/253=68.7%	168/245 phs 9th have 3 or more credits. 68.57%													
<p align="center">Dual Credits <i>Dual College Credits attained by graduation (10% increase)</i></p>	There are 758 kid/courses as of 1/11 that are potential dual credit. Last year there were 664 earned credits.	507 kid/courses received credit in dual credit classes for sem 1.													

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Improve Culture in Parkrose School District			
<i>Improve Student Comfort Level (survey students twice per year)</i>	All High School students were asked to complete the attached Student Comfort Survey. 62 students participated.	Vice Principal Goodlow has a plan to get many more students to participate the second time around. Results will be ready in June.	
Achieve District Wide Equity Goals			
Hiring Diverse Staff <i>Hiring and Retaining Staff of Color (Increase by 3% toward a match to district demographics)</i>	51 New Hires since 7/1/15 4 Admn - all white 32 Licensed - 2 Hispanic, 1 Asian, 29 white 15 Classified - 1 Hispanic & Asian, 3 African American & 11 white Of 51 New hires - 13.7% are staff of color	59 New Hires since 7/1/15 4 Admn - all white 33 Licensed - 2 Hispanic, 1 Asian, 30 white 20 Classified - 1 Hispanic & 1 Asian, 4 African American & 14 white Of 59 New hires - 15.3% are staff of color	
Discipline Disparities <i>Eliminating Racial Disparities in Discipline (Relative Rate Index of 1:1 K-12)</i>	White = 1 Asian = .3 Black = 2.53 Hisp = .76 Multi = 1.67 NatAm = .49 Paclsl = 1.3	White = 1 Asian = .19 Black = 2.27 Hisp = .91 Multi = .98 NatAm = .28 Paclsl = 1.2	

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<p align="center">Equity Lens <i>Implement Racial Equity Lens (Supt. Report June 2016)</i></p>	<p>The district's Data and Equity Team have been working on how our new Equity Lens (passed 5/2015) will be implemented, what the barriers are and our goal in using the Lens. We will begin using the Equity Lens guiding questions this spring.</p>	<p>The HR department created a brand new document to go along with Board Policy GE regarding hiring employees of color to match our district student demographics. This Hiring Guide was used at the April 5 Job Fair. Also created was a Hiring for Equity Screening Grid. In addition, the Equity Lens, Policy AAA, was used in the recent Budget Committee Training April 4 and is incorporated into the final Budget document. The Equity Team was a presenter at the Oregon Leadership Network conference in Eugene on April 13.</p>																									
<p align="center">Attendance <i>Improve Attendance (Above 90% at all schools)</i></p>	<p>2633/3315 = 79.42% overall phs = 697/950 = 73.4% pms = 589/735 = 80.1% pes = 315/381 = 82.7% res = 382/455 = 84% sac = 315/373 = 84.5% ses = 291/335 = 86.9%</p>	<table border="1"> <thead> <tr> <th></th> <th align="center">15-16</th> <th align="center">14-15</th> </tr> </thead> <tbody> <tr> <td>PSD</td> <td align="center">75.45%</td> <td align="center">79.95%</td> </tr> <tr> <td>PHS</td> <td align="center">68.97%</td> <td align="center">70.26%</td> </tr> <tr> <td>PMS</td> <td align="center">78.20%</td> <td align="center">82.20%</td> </tr> <tr> <td>PES</td> <td align="center">79.06%</td> <td align="center">81.27%</td> </tr> <tr> <td>RES</td> <td align="center">83.08%</td> <td align="center">86.68%</td> </tr> <tr> <td>SAC</td> <td align="center">84.15%</td> <td align="center">85.06%</td> </tr> <tr> <td>SES</td> <td align="center">81.90%</td> <td align="center">85.28%</td> </tr> </tbody> </table>		15-16	14-15	PSD	75.45%	79.95%	PHS	68.97%	70.26%	PMS	78.20%	82.20%	PES	79.06%	81.27%	RES	83.08%	86.68%	SAC	84.15%	85.06%	SES	81.90%	85.28%	
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<p align="center">Reduce Exclusionary Discipline 6-12 <i>Reduce Exclusionary Discipline (Reduce overall suspensions & expulsions by 10% grades 6-12)</i></p>	<p>200 excl as of 1/11/16 202 excl as of 1/11/15</p>	<p>344 excl as of 4/11/16 329 excl as of 4/10/15</p>	
<u>BOARD OF EDUCATION GOAL:</u>			
<p align="center">Create and Develop Legislative Agenda and Action Plan <i>(Outreach Plan for legislators. Board Members meet twice per year with assigned legislators and report back each time to the Board and Community.)</i></p>	<p><u>2015-2016 Board Legislative Assignments</u> <i>Baetkey – Back surgery has made this difficult. Waiting for doctor release in February. I have had conversations with Margaret Doherty this year.</i> <i>Flores – Monitoring Diego/Gloria's campaigns. No new updates until Spring, 2016. Jessica Vega continues to be only candidate for Multnomah County- District # 3.</i> (see also, meeting minutes 1.25.16 "Legislative Update")</p>	<p>See meeting minutes 4.25.16 "Legislative Update"</p>	

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<u>SUPERINTENDENT GOALS:</u>			
Improve District Communication			
Improve Community Communication by:			
<i>Proactive Communicating effectively and proactively</i>	PEP evening 1/14/16 & 3/31/16 and effective district wide communication on snow days	The Superintendent sent out the new District Start Times document for all Parkrose School District families via email and by post to every home. She also assisted Prescott Elementary School with a playground grant that resulted in discussion around a new district playground repair and replacement protocol and process that will be developed for the district. A new playground plan for Prescott was communicated to parents.	
<i>District Newsletters (twice per year)</i>	January 2016 District Newsletter focusing on Technology mailed to 12,000 Parkrose homes.	The Community Communication Committee is meeting April 28 th to discuss the Mid County Memo article/ad we are going to place for the June edition celebrating all things Parkrose. We are also collecting video footage for a new PSD video.	
<i>Parent Advisory Council (monthly Oct.-May)</i>	PAC meets monthly & includes presentations from district staff to parents about the work we are doing and answering parent questions.	This has not been as successful as it could be this year. The purpose behind it needs renewal and revision, as does the way in which	

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		we outreach families in our district to participate. The first ever PHS Black Family Night will take place at the end of May. Parkrose is collaborating with Renee Peterson, a retired math teacher and advocate from PPS, regarding this event, which we hope will be successful, engaging and on going.	
Support Principals Effectively			
<i>Effective Behavior Intervention Support and Systems (EBISS) Results (pre and post surveys)</i>	Still working with ODE on effective scaling up of key instructional strategies and developing leadership capacity in PSD.	Still working with ODE on effective scaling up of key instructional strategies and developing leadership capacity in PSD.	
<i>“Leadership for Learning” Statewide Cohort 2015-2016</i>	3 district admin working closely with 3 district principals using these methods (U of Washington, Seattle, Center for Educational Leadership) Meet every other month.	The Superintendent, Directors of School Improvement and Student Services are involved. This is a yearlong training in which we work with three principals to take a deeper dive into instructional strategies and administrative effectiveness. Sacramento Principal Karen Justice graciously allowed the Metro team to come to her school and observe and provide feedback into her particular Theory of Action and Problems of Practice as part of this work. Thank you Principal Justice.	

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<i>Administrative Team Professional Learning Meetings (monthly)</i>	A Team PLC - Meet monthly and lead by Lopes. Using our Walk Through data to improve teacher practice. Key strategy: student engagement. District Data/PLC Team also meets to do the same with principal effectiveness data.	Same as January plus as an admin team we have been collecting principal walk through data and analyzing it for instructional effectiveness and increased student achievement. All schools have demonstrated academic increases as will be showcased at the June Board Work Session. Our Key Strategy continues to be Meaningful Student Engagement in all classes.	
<i>New Educator Effectiveness Observation & Feedback System</i>	Leadership for Learning - Ed Effectiveness - getting ready for Mid Year Evaluations of admin and staff. Specific feedback given to staff about performance improvements for increasing student learning.	Mid Year Evaluations have been completed in all schools and for all admin. Deep conversations regarding effective educational practice have happened with principals and teachers and the superintendent and principals. The final or Summative Evaluations occur soon throughout the district. These final evaluations will help to design the professional development needed for the district over the summer and in the 2016-17 school year. The SB 290 district team continues to meet as needed. While the new ESSA ended the required educator evaluation system, Oregon's SB290 is still law and requires it.	