

**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>

	<b>January 25, 2016</b>	<b>April 25, 2016</b>	<b>June 27, 2016</b>
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**BOARD AND SUPERINTENDENT GOALS:**

**Increase Academic Achievement for All Students**

<p align="center">Reading <i>Increase Reading Scores (3<sup>rd</sup> grade reading scores increase 8%)</i></p>	DIBELS Benchmark			DIBELS Benchmark			DIBELS Benchmark			
	Grade	Fall 2014	Fall 2015	Gr.	Fall '15	Win. '16	Gr.	Fall '15	Win. '16	Spr. '16
	K	38%	37%	K	37%	46%	K	37%	46%	57%
	1	31%	42%	1	42%	55%	1	42%	55%	54%
	2	50%	50%	2	50%	52%	2	50%	52%	52%
	3	51%	51%	3	51%	43%	3	51%	43%	47%
	4	49%	55%	4	55%	57%	4	55%	57%	62%
	5	38%	45%	5	45%	51%	5	45%	51%	57%

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<p align="center"><b>Math</b>  <i>Increase Math Scores (8<sup>th</sup> 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> <p>Revised 4/27                      103/243 = 42%</p>	<p>Sem 2 = 37%</p> <p>2014-2015 50% of 8th graders got credit for Alg I</p> <p>As reported by Principal Sweeney: Last year we took our strongest math teacher, PLC leader and curriculum leader out of the teaching department at the middle school and put her into a coaching role. This was the absolutely the right move as a 6-12 secondary team to be able to focus on supporting our math teachers, improve 6-12 alignment and improve instruction. I believe in the long run this will have huge benefits for our district and we will see improvement over time in student achievement. I think right now though we are feeling and seeing the impact of losing a really strong teacher from the MS math department. Not only did we lose her work with a bulk of our Algebra 1 students, we split her support between two buildings. Again, completely the right thing to do when we look at the big picture and improving the quality of our math department overall.</p>

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<p align="center"><b>Out of Focus</b> <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.	Due to the new ESSA and the fact that state plans for implementation will not be approved until next year, Oregon schools will not be rated for 2015-2016.												
<p align="center"><b>Digital Access</b> <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 (more than 54 push in lessons so far!) Exploring LessonVue.	Tech survey results <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>4 or 5 score</td> <td>2015</td> <td>2016</td> </tr> <tr> <td>Level of Student Use</td> <td>37.6%</td> <td>46.1%</td> </tr> <tr> <td>Knowledge of Device Integration</td> <td>38.8%</td> <td>47.6%</td> </tr> </table>	4 or 5 score	2015	2016	Level of Student Use	37.6%	46.1%	Knowledge of Device Integration	38.8%	47.6%			
4 or 5 score	2015	2016													
Level of Student Use	37.6%	46.1%													
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<p align="center"><b>Grad Rate</b> <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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2015</th> <th>2014</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>4 yr</td> <td>71.5%</td> <td>74.2%</td> <td>60.3%</td> </tr> <tr> <td>5yr</td> <td>78.9%</td> <td>65.4%</td> <td>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	On 6/16 we graduated 166 students with regular diplomas, 6 students with modified, and 3 certifs of compl. We had 204 seniors. NCES Grad Rate 86%. Over the Summer thru credit recovery the number will go up.
	2015	2014	2013												
4 yr	71.5%	74.2%	60.3%												
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<b>Increase Credit Attainment</b>															
<p align="center"><b>On Track</b> <i>From 9<sup>th</sup> grade to 10<sup>th</sup> 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%	167/239 9th with >6 credits 70% <b>Will gain some over the summer</b> Last year 68.7% were on track												

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<b>Dual Credits</b> <i>Dual College Credits attained by graduation (10% increase)</i>	There are 758 kid/courses as of 1/11 that are <b>potential</b> dual credit. Last year there were 664 <b>earned</b> credits.	507 kid/courses received credit in dual credit classes for sem 1.	1118 kid/courses received credit in dual credit classes this year. Last year 664 credits were earned.
<b>Improve Culture in Parkrose School District</b>			
<i>Improve Student Comfort Level (survey students twice per year)</i>	All High School students were asked to complete <a href="#">the attached</a> 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.	654 students were surveyed this Spring regarding student comfort at school. 75% of the students felt physically safe most of the time, while 25% of the students did not feel physically safe most of the time. 60% of students felt emotionally safe at school most of the time, while 33% felt emotionally safe some of the time, 7 % never did. 76% of students never felt bullied at school, while 20% felt bullied some of the time. 28% of students have never seen bullying at school, while 54% sometimes did - this is disturbing.

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<b>Achieve District Wide Equity Goals</b>			
<p align="center"><b>Hiring Diverse Staff</b> <i>Hiring and Retaining Staff of Color (Increase by 3% toward a match to district demographics)</i></p>	<p>51 New Hires since 7/1/15 4 Admn - all white 32 Licensed - 2 Hispanic, 1 Asian, 29 white 15 Classified - 1 Hispanic &amp; Asian, 3 African American &amp; 11 white Of 51 New hires - 13.7% are staff of color</p>	<p>59 New Hires since 7/1/15 <b>4 Admn</b> - all white <b>33 Licensed</b> - 2 Hispanic, 1 Asian, 30 white <b>20 Classified</b> - 1 Hispanic &amp; 1 Asian, 4 African American &amp; 14 white Of 59 New hires - 15.3% are staff of color</p>	<p>59 New Hires since 7/1/15 <b>4 Admn</b> - all white <b>33 Licensed</b> - 2 Hispanic, 1 Asian, 30 white <b>20 Classified</b> - 1 Hispanic &amp; 1 Asian, 4 African American &amp; 14 white Of 59 New hires - 15.3% are staff of color</p>
<p align="center"><b>Discipline Disparities</b> <i>Eliminating Racial Disparities in Discipline (Relative Rate Index of 1:1 K-12)</i></p>	<p>White = 1 Asian = .3 Black = 2.53 Hisp = .76 Multi = 1.67 NatAm = .49 Paclsl = 1.3</p>	<p>White = 1 Asian = .19 Black = 2.27 Hisp = .91 Multi = .98 NatAm = .28 Paclsl = 1.2</p>	<p>White = 1 Asian = .25 Black = 2.38 Hisp = .96 Multi = .98 NatAm = .41 Paclsl = 1.33</p> <p>The fact that black students in Parkrose School District are excluded from school at twice the rate of all of their counterparts requires our attention. As reported by Principal Sweeney: This year we made the decision to take out a step on our discipline ladder, which created a situation where students were getting to the point of exclusion much faster than they had in the past at the middle school. This decision impacted our exclusion rates across the board. We are already talking about our plan for next year with discipline and ways we</p>

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			<p>can incorporate restorative practices directly into the ladder as a 6-12 discipline system. In terms of addressing the issue with our black students, this is the reason we need to focus on culturally relevant teaching practices combined with RJ. We have seen success with our Hispanic students in the area of achievement, attendance and behavior. I believe we can see the same success with our black students as we combine CRT and restorative practices into classrooms.</p> <p>As reported by Principal Ouche: Last year hundreds of referrals went unprocessed so we can't really compare last year's discipline with no real system to this year where we are really in the first steps of implementation and collecting baseline data, it's like comparing apples to broccoli. That being said we are looking at our data as a 6-12 team and have already agreed on some changes to incorporate more explicit restorative processes early on.</p>

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<p><b>Equity Lens</b> <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 <a href="#">Equity Lens</a> 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>Policy AA: Racial Equity Policy: A Roadmap for Closing the Gap was revised by the Equity Team. The Equity Team drafted it's work plan for 16-17 which will include a review of all student handbooks for exclusionary language and replace that with restorative language. On April 15, 2016 Parkrose School District hosted a Statewide Education Equity Summit which included Governor Brown and Deputy Superintendent Salam Noor.</p>																																																
<p><b>Attendance</b> <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%	<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">76.3%</td> <td align="center">78%</td> </tr> <tr> <td>PHS</td> <td align="center">67.3%</td> <td align="center">68.8%</td> </tr> <tr> <td>PMS</td> <td align="center">76.6%</td> <td align="center">81%</td> </tr> <tr> <td>PES</td> <td align="center">77.1%</td> <td align="center">77.2%</td> </tr> <tr> <td>RES</td> <td align="center">83.1%</td> <td align="center">84.7%</td> </tr> <tr> <td>SAC</td> <td align="center">82.3%</td> <td align="center">81.8%</td> </tr> <tr> <td>SES</td> <td align="center">83.2%</td> <td align="center">84%</td> </tr> </tbody> </table>		15-16	14-15	PSD	76.3%	78%	PHS	67.3%	68.8%	PMS	76.6%	81%	PES	77.1%	77.2%	RES	83.1%	84.7%	SAC	82.3%	81.8%	SES	83.2%	84%
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<p align="center">Reduce Exclusionary Discipline 6-12 <i>Reduce Exclusionary Discipline (Reduce overall suspensions &amp; 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>	<p>634 excl as of 6/16/16 477 excl as of 6/11/15</p> <p>See explanation under "Discipline Disparities"</p>
<b><u>BOARD OF EDUCATION GOAL:</u></b>			
<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><a href="#">2015-2016 Board Legislative Assignments</a></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>	<p>See meeting minutes 6.27.16 "Legislative Update"</p>



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<b><u>SUPERINTENDENT GOALS:</u></b>			
<b>Improve District Communication</b>			
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.	For the 16-17 school year, the Superintendent and the Board of Education are launching Appreciative Inquiry. This is a methodology and process for collecting district wide community input which is asset based. The Superintendent proactively and in a timely manner reported to the board and community our water testing results and corrective action plan. June 2nd a playground selection event was held at Prescott elementary school.
<i>District Newsletters (twice per year)</i>	<a href="#">January 2016 District Newsletter</a> focusing on Technology mailed to 12,000 Parkrose homes.	The Community Communication Committee is meeting April 28 <sup>th</sup> 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.	2nd annual Salute to Parkrose Students Ad will run in the July Mid County Memo. We have collected district wide video footage to produce a new Parkrose video this summer for launch in the fall. New District wide webpage look and presence launches Fall 2016 K-12.
<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	In the 16-17 school year the Superintendent will attend monthly the secondary PTO meeting, additionally each month, the Superintendent will

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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.	attend an elementary school PTO meeting. Twice annually, the superintendent will host a k-12 PTO meeting for coordination purposes. Finally, beginning in the fall Parkrose High School will host Black Family Engagement Nights as part of our equity strategy.
<b>Support Principals Effectively</b>			
<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.	Still working with ODE on effective scaling up of key instructional strategies and developing leadership capacity in PSD. Dr Jeff Sprague, the nations leading expert of PBIS and Trauma Informed Practice, will be our district keynote speaker August 30. He will be working with the admin team and student managers. The district has a 3 year PD plan for all staff to be trained in Restorative Justice practice. I don't think we will be participants in the EBISS grant next year.

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<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.	PSD will partner with the University of Oregon, NWRESD and GBSD in a special Leadership Development project next year. This is brand new and focuses on specific problems of practice we share. We will not be in the second cohort of the Center for Educational Leadership work.
<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.	Next year, our focus for the once per month A Team PLC meetings will be to focus on individual Problems of Practice/Inquiry for each school and district wide. Student engagement with relevant culturally responsive curriculum will be our focus. The June 13th work session gallery rotation school by school with the board members was a big success.
<i>New Educator Effectiveness Observation &amp; 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	Mid Year Evaluations have been completed in all schools and for all admin. Deep conversations regarding effective educational practice have happened with	End of the Year Evaluations have been completed in all schools and for all admin. Deep conversations regarding effective educational practice have happened with principals and teachers

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	<p>increasing student learning.</p>	<p>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.</p>	<p>and the superintendent and principals. 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. Summative Evaluations have been completed and feedback provided.</p>