

## Work Session

Tuesday, March 15, 2022 7:45 pm, or directly  
following the Regular Meeting

Dr. Matthew Prophet Education Center -  
Windows Cafeteria / Conference Room (Floor  
2)  
501 N. Dixon St.  
Portland, OR 97227

## **Agenda**

1. Reminder about achievement data and introduce the key components to the instructional framework
2. Discuss elements of the logic model with Board and CBRC

# Baseline Student Achievement: Fall 2021

# What is MAP?

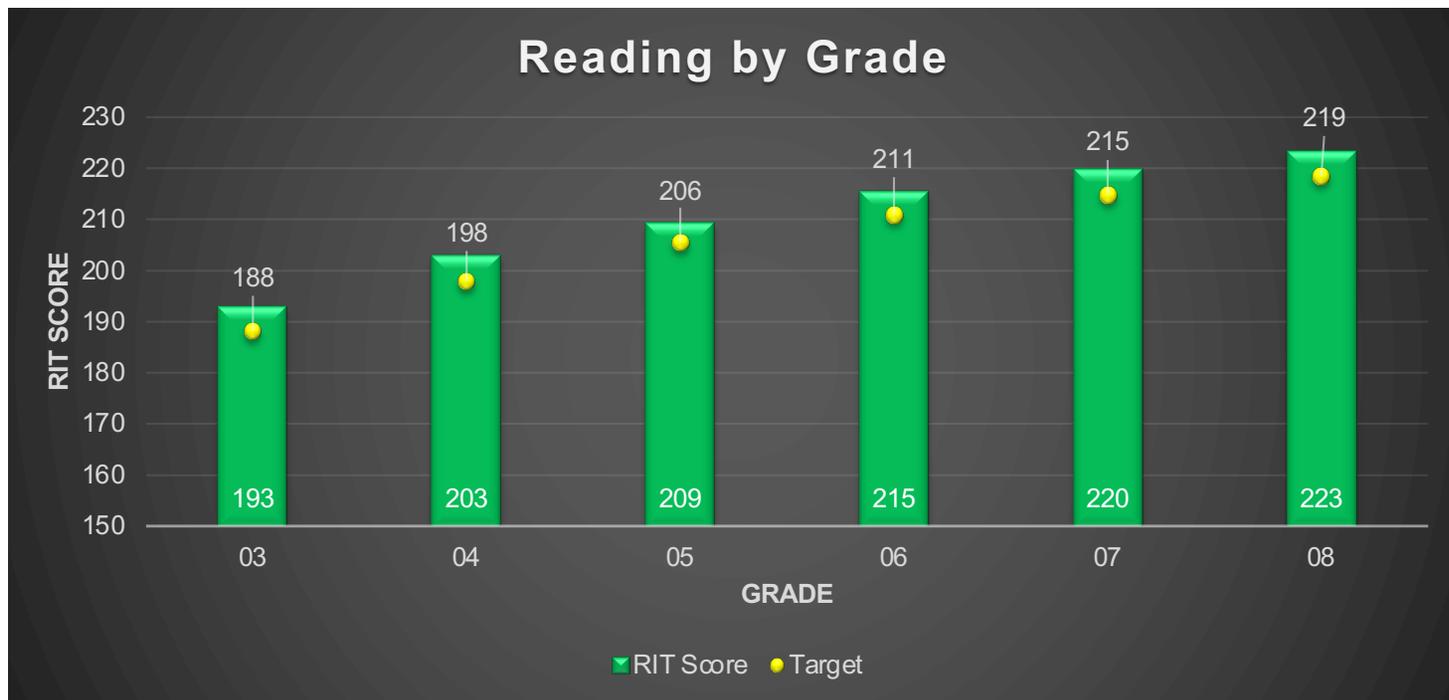
- Norm-referenced test in reading and mathematics
- Aligned to current educational standards
- Produces a scale score called a RIT score, which is an equal interval score
- Measures students' instructional readiness



TOGETHER  
**WE WILL**

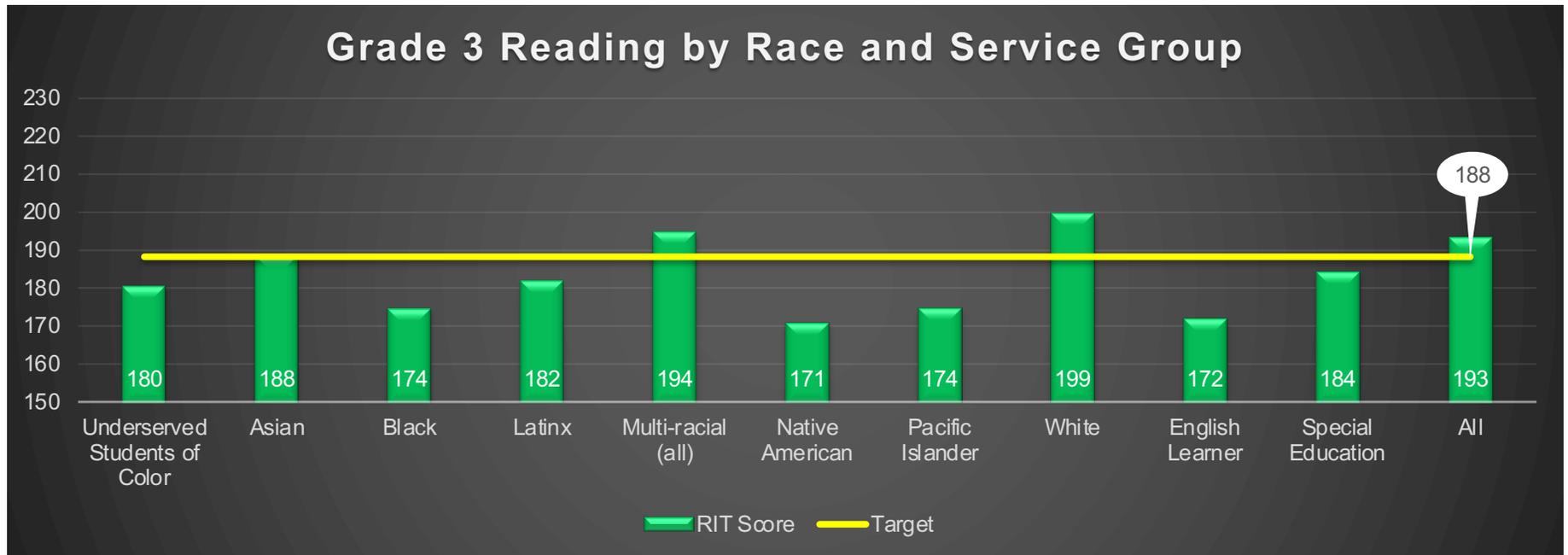
PORTLAND PUBLIC SCHOOLS

# Reading Grades 3-8



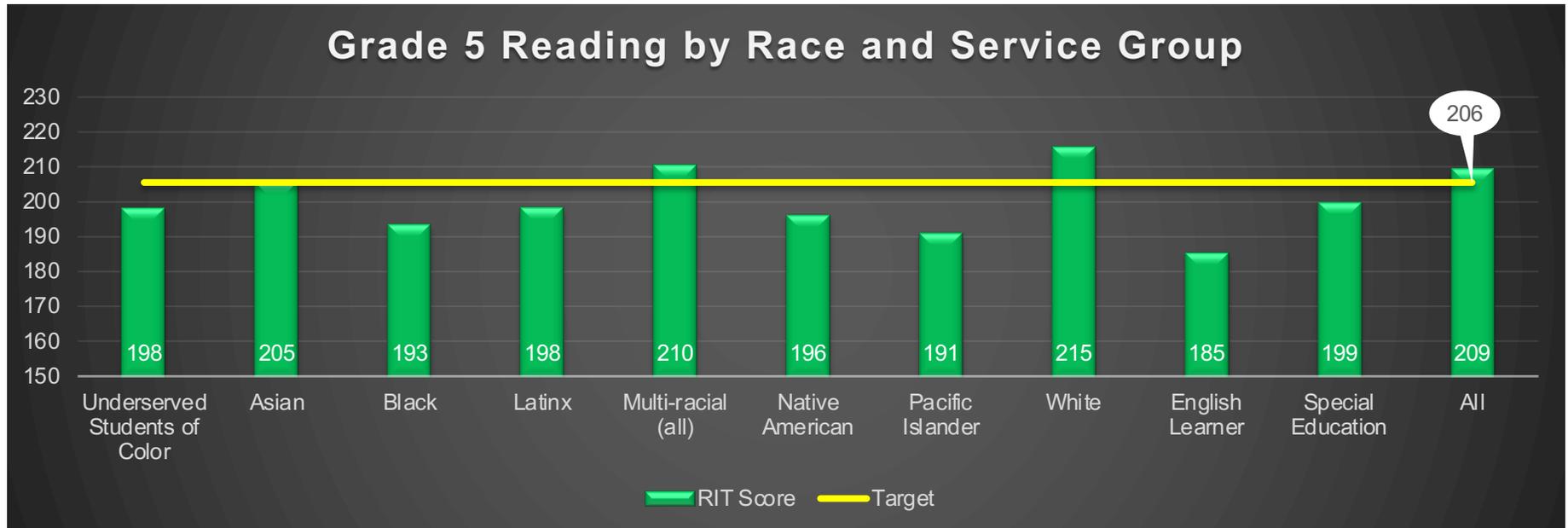
Overall, across Grades 3-8, reading performance as a whole exceeds expectations.

# Reading Grade 3 by Student Group



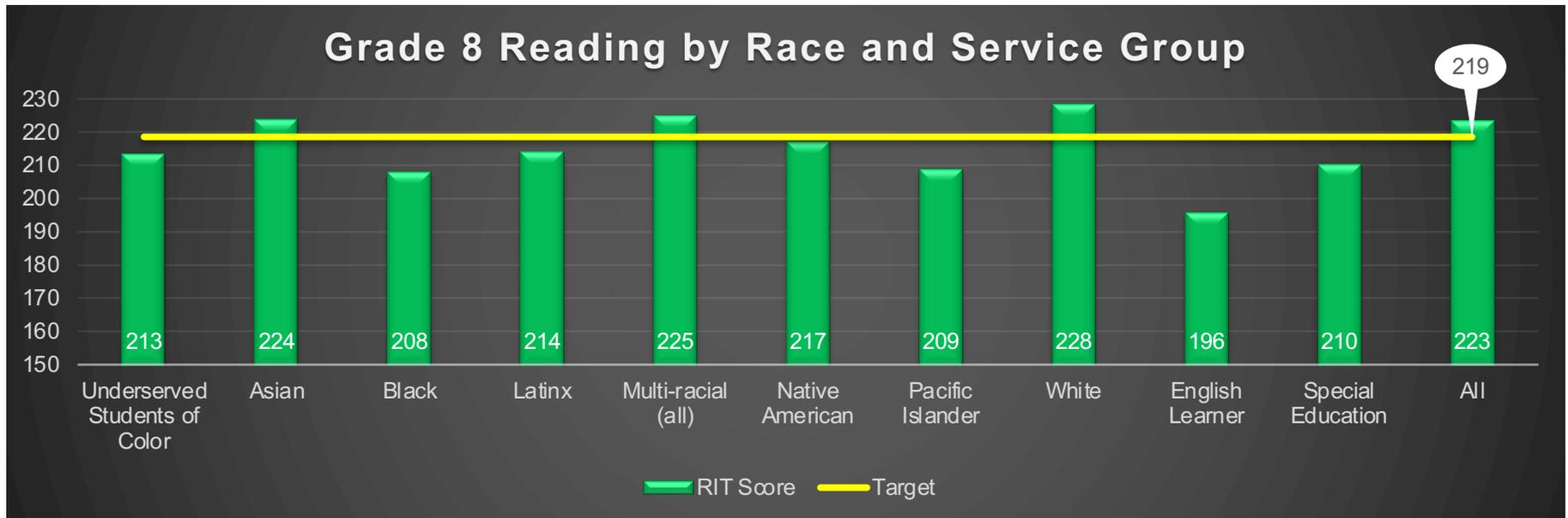
Black and Native students' achievement was similar to the expected achievement at the beginning of 2nd grade. Underserved students of color demonstrated performance that would typically be expected during the middle of 2nd grade.

# Reading Grade 5 by Student Group



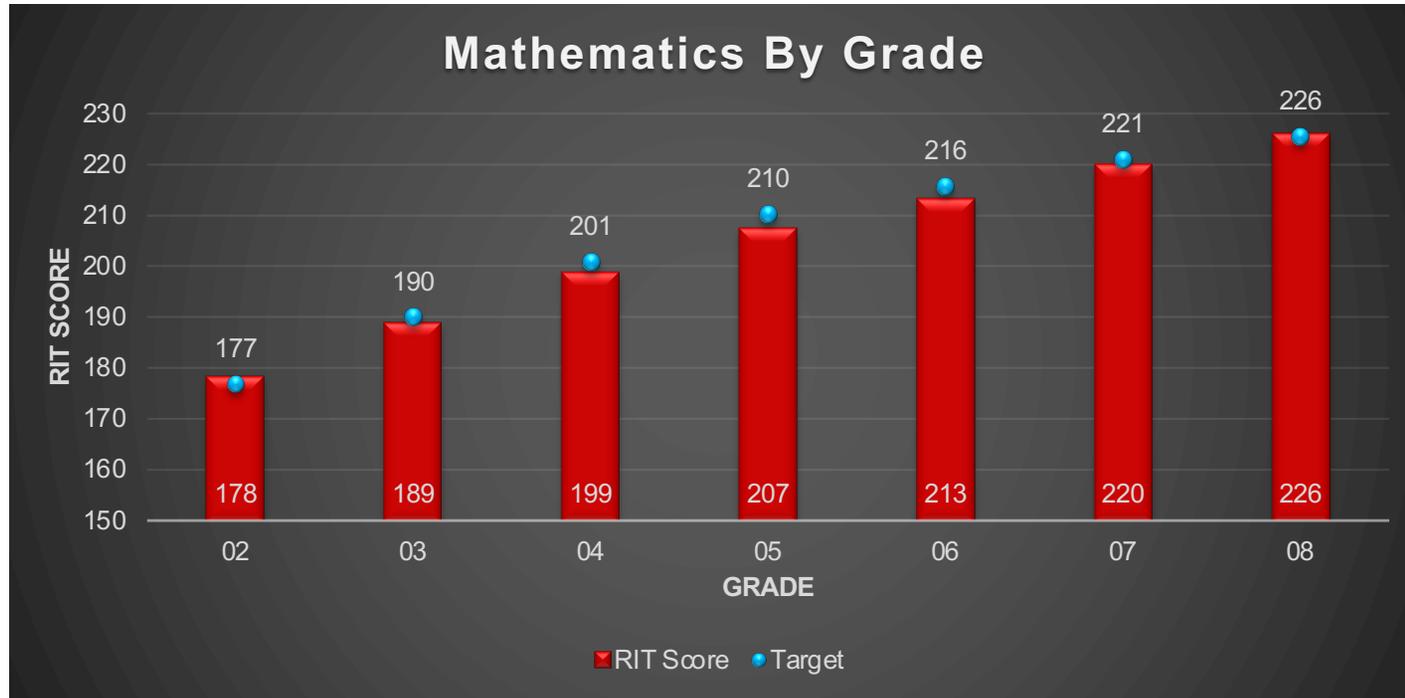
Underserved students of color demonstrated performance similar to the Fall of the 4<sup>th</sup> grade, while Black, Latinx, and Native students' performance was similar to what we would expect during the winter of the 3<sup>rd</sup> grade year.

# Reading Grade 8 by Student Group



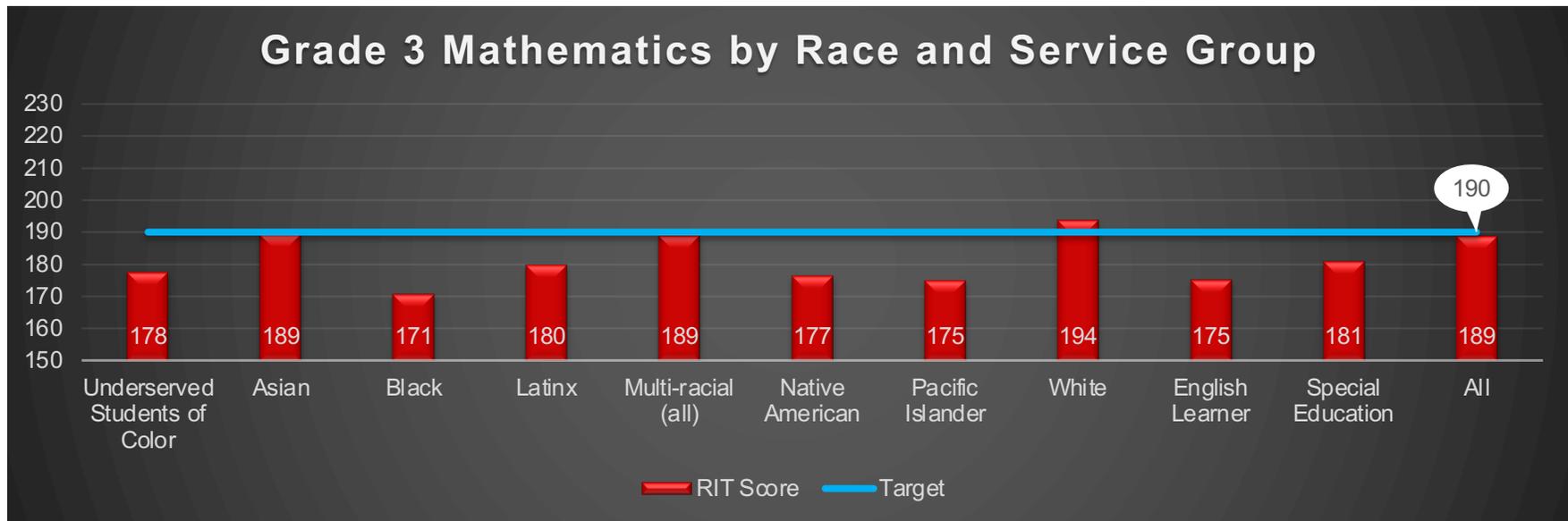
In Grade 8, Black students had the lowest achievement levels with an average RIT score that would typically be seen in the Winter of 5<sup>th</sup> grade, while Underserved, Native and Latinx students' achievement was in line with the expectations of the winter of Grade 6.

# Math Grades 2-8



Grades 2 and 8 meet their expected achievement targets. All other grade levels— Grades 3 through 7 --demonstrated lower achievement than would be typically expected.

# Math Grade 3 by Student Group



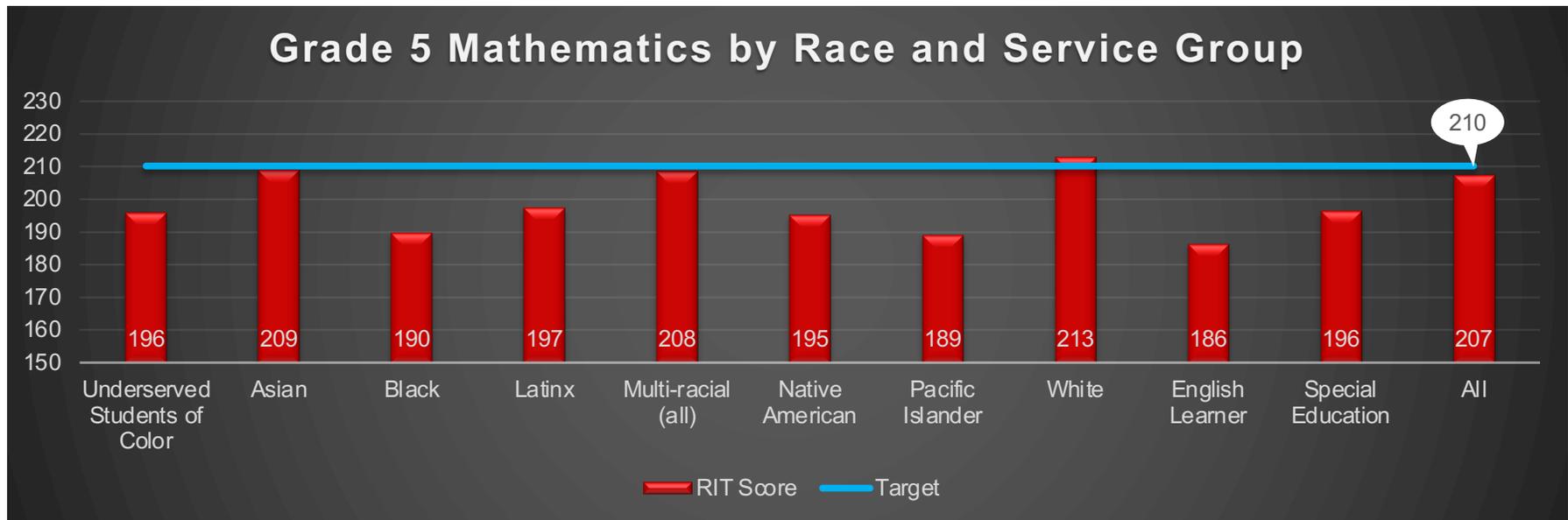
In grade 3 mathematics only our White students met and exceeded the. Underserved students of color and Native students showed performance similar to what would be expected in the Fall of Grade 2 and Black students demonstrated performance that would be expected in the Winter of 1<sup>st</sup> grade, or almost two years below expectations.



TOGETHER  
WE WILL

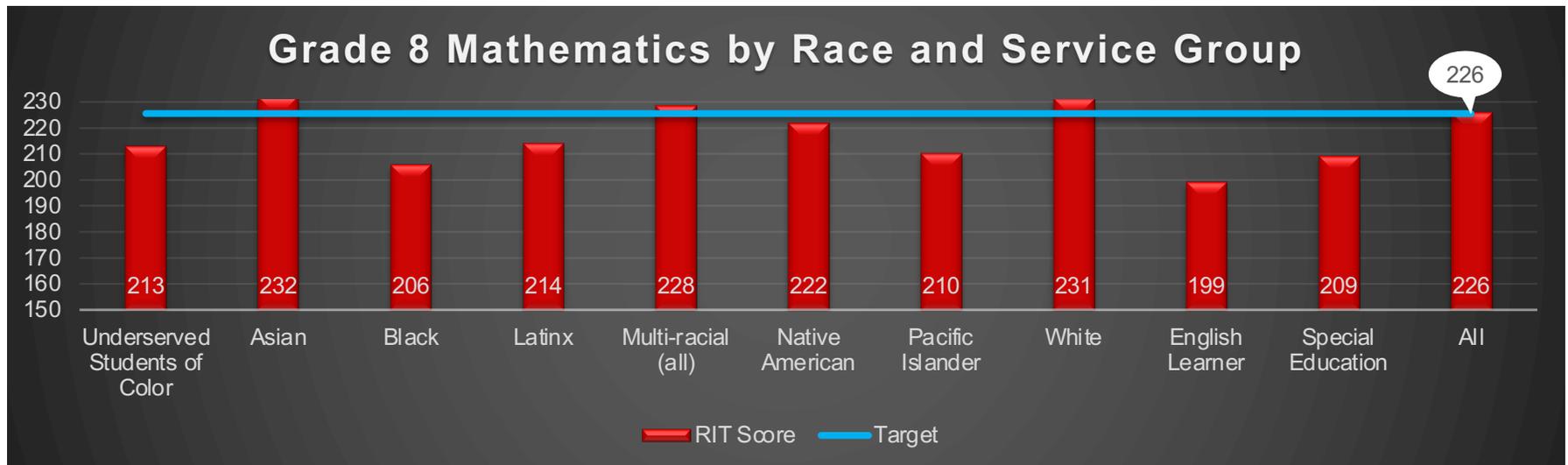
PORTLAND PUBLIC SCHOOLS

# Math Grade 5 by Student Group



Latinx students and Underserved students of color both demonstrated achievement that is expected during the Winter of Grade 3. Black, Native and Pacific Islander students' performance was similar to what would typically be expected in the Fall of Grade 3.

# Math Grade 8 by Student Group



Here, Native students showed higher levels of achievement with achievement typically seen in the Fall of 7<sup>th</sup> Grade. Latinx and Underserved students of color demonstrated performance typically seen in the Winter of Grade 5 and Black students demonstrated the lowest achievement with a RIT of 206, which would be expected during the Winter of 4<sup>th</sup> grade, nearly four grade levels below expectations.



TOGETHER  
WE WILL

PORTLAND PUBLIC SCHOOLS

# Conclusions/Take-aways

In the aggregate, Reading achievement exceeds grade level expectations, although **persistent gaps exist among student groups.**

In the aggregate, Math achievement was lower than grade level expectations in all grades save Grades 2 and 8.

**Students of color** show greater levels of unfinished and interrupted learning in reading and mathematics, often demonstrating achievement levels far below grade level expectations.



# Portland Public Schools Goals for Our Students

## Preamble

It is the core mission and responsibility of our school system to ensure that every student has the opportunities to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS. We are committed to making the system shifts required to better support our students, educators, and leaders to improve student performance. This will include a focus on building our organizational capacity, placing a focus on: the professional learning of our educators, conditions in our classrooms and schools, partnerships with our families and community partners, and a persistent attention to continuous improvement.

We understand that this work will require us to take a differentiated approach to how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate both the proficiency in their knowledge base and in the skills and dispositions described in our vision's [Graduate Portrait](#).

Here we outline a set of **academic milestones** that we intend to progress monitor and hold ourselves accountable to achieving. We also know that this will require us to prioritize the work and resources necessary to support students who are most underserved. Since students of color currently demonstrate the greatest opportunity gaps, most of our goals call-out an explicit expectation of accelerated growth with these student groups in order to narrow overall proficiency gaps. Given that our identified interim assessments are strongly correlated with summative assessment proficiency, and because they help to inform instruction, supports and interventions, we are focusing our milestone targets on these set of indicators in the elementary grades.

## 1. Third Grade Reading

We believe that every student must be prepared to read to learn and should know how to read proficiently by the end of the third grade. While our majority White and students grouped as Asian have been making consistent progress toward this goal, we have not produced the same growth for other student groups. We will regularly monitor the growth and development of our students' reading skills throughout each school year to ensure our efforts are having a positive impact towards the desired goal of third grade reading proficiency.

**To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by Measures of Academic Progress) by the spring of 2022.<sup>1, 2</sup>**

## 2. Fifth Grade Mathematics

We know that our students need a strong foundation in mathematics in order to access higher levels of learning in both the middle and high school grades. This includes a proficient ability in numeracy and problem-solving skill areas. We are committed to tracking the progress of our students on a regular basis to ensure our efforts are producing accelerated growth from our most underserved students.

**To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of students of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations, as measured by Measures of Academic Progress (MAP), by the spring of 2022.<sup>1, 2</sup>**

## 3. Eighth Grade Graduate Portrait

Students being promoted from the eighth grade will be prepared to navigate and adapt to high school's complex challenges, persisting through failure to success through adaptation and a growth mindset. They will demonstrate mastery of core academic knowledge and skills acquired through a middle school experience that includes interdisciplinary core classes and elective exploratory wheels inclusive of the arts, pre-CTE, technology, world-languages, health and well-being. Students will demonstrate the ability to communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content as demonstrated in an Eighth Grade Portfolio or Capstone.

PPS has identified Middle School (MS) Redesign as an important initiative intended to transform the school experience for every student. This effort will place an emphasis on expanding access to a more well-rounded education and exploration of elective pathways, a particular focus on students' socio-emotional development and health, and emphasis on youth leadership development. PPS is committed to: embarking on this multi-year effort, articulating a clear definition of this experience, identifying the necessary changes in school programming, and the development of an alternative performance-based student portfolio or capstone; this portfolio or capstone, which will be developed as part of MS Redesign work, would contain the accompanying expectations and rubrics, intended to measure this more holistic view and personal reflection of overall student learning and ability development, including: core academic knowledge, leadership, racial equity and social justice, self-directed inquiry, self-awareness, and self-advocacy.

**By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC).<sup>1</sup>**

#### 4. Post-Secondary Readiness/ Ready for College & Career

Our community-driven vision development process resulted in [reImagined Portland Public Schools](#). It identifies those skills and dispositions that we collectively believe every PPS student graduate should possess. We also believe that every student needs to have the core academic knowledge and opportunity of experience that will prepare them for post-secondary success via one or more measures that are reflective of the diverse skills and interest that our students have pursued through their high school career, including but not limited to, successful completion or achievement of: (a) Advanced Placement, (b) International Baccalaureate, (c) Dual-Credit coursework, (d) Career Technical Education (e) Seal of Biliteracy, (f) Visual & Performing Arts pathways or (g) college readiness as measured by the PSAT/ SAT/ ACT.<sup>3</sup>

**By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.<sup>4</sup>**

<sup>1</sup> The data for achievement and growth (grades 3 and 5 indicators) will be reported to the board both in aggregate and disaggregate. The disaggregates would mirror the board goal as well as those used for state and federal accountability.

<sup>2</sup> MAP results are highly correlated to SBAC achievement. Changes in achievement will depend on first changing the rate of within year student growth.

<sup>3</sup> The criteria are as follows:

- a) Successful completion (**C or better**) of 3 or more Advanced Placement courses,
- b) Successful completion (**C or better**) of 3 or more International Baccalaureate courses,
- c) Successful completion (**C or Better**) of 3 or more Dual Credit courses, or
- d) Successful completion of Career and Technology Pathway (2 or more courses in the same path).
- e) Successful achievement of the seal of biliteracy-
  - I. AP foreign language: 3 or above
  - II. IB foreign language: 4 or above
  - III. SLIP: 6 or above in both Writing and Speaking
  - IV. STAMP: 6 or above in all of Reading, Writing, Listening, Speaking

<sup>4</sup> The data for the post-secondary indicators will be reported in composite and separately for each of the post-secondary indicators. In addition, the data will be provided in aggregate and disaggregate for student groups in a manner consistent with state and federal accountability (race and service)

## Appendix – Baseline data by Goal

### 1. Third Grade Reading

Comparison Group	Average MAP Achievement Score	Average Smarter Balanced Achievement Score	Percent of Students at or Above Level 3 on Smarter Balanced	Met National Normative Growth Expectation on MAP
White and Asian	202	2454	66.5%	50.1%
Historically Underserved Students of Color	188	2373	36.1%	44.4%
National Average for MAP	196	NA	NA	50.0%
American Indian/Alaskan Native, Not Hispanic	188	2404	31.8%	37.8%
Asian, Not Hispanic	196	2427	52.5%	37.9%
Black/African American, Not Hispanic	182	2299	16.9%	43.3%
Hispanic/Latino	185	2371	33.8%	51.1%
Multi-Racial, Not Hispanic	198	2431	55.6%	59.1%
Native Hawaiian/Pacific Islander, Not Hispanic	188	2381	24.1%	45.8%
White, Not Hispanic	203	2457	68.1%	51.6%
Total	196	2424	55.4%	47.7%

## 2. Fifth Grade Mathematics

Comparison Group	Average MAP Achievement Score	Average Smarter Balanced Achievement Score	Percent of Students at or Above Level 3 on Smarter Balanced	Met National Normative Growth Expectation on MAP
White and Asian	221	2515	54.0%	45.8%
Historically Underserved Students of Color	208	2427	25.0%	40.6%
National Average for MAP	217	NA	NA	50%

American Indian/Alaskan Native, Not Hispanic	203	2274	6.3%	45.5%
Asian, Not Hispanic	222	2511	52.5%	49.6%
Black/African American, Not Hispanic	199	2391	9.2%	35.4%
Hispanic/Latino	207	2409	21.1%	38.1%
Multi-Racial, Not Hispanic	218	2488	45.2%	42.0%
Native Hawaiian/Pacific Islander, Not Hispanic	201	2418	7.1%	36.2%
White, Not Hispanic	221	2515	54.2%	43.7%
Total	216	2482	43.2%	43.7%

### 3. Eighth Grade Graduate Portrait

Comparison Group	Average Reading Score	Average Math Score	Reading on track for Career and College Readiness	Mathematics on track for Career and College Readiness	Met the Threshold in Both Subjects
Total	2560	2542	59.1%	46.9%	43.9%

American Indian/Alaskan Native, Not Hispanic	2547	2512	42.9%	36.4%	38.1%
Asian, Not Hispanic	2566	2575	63.0%	59.5%	52.5%
Black/African American, Not Hispanic	2414	2361	16.7%	6.9%	5.9%
Hispanic/Latino	2496	2464	36.2%	25.0%	22.9%
Multi-Racial, Not Hispanic	2559	2545	62.2%	48.0%	46.2%
Native Hawaiian/Pacific Islander, Not Hispanic	2511	2463	30.0%	22.2%	19.2%
White, Not Hispanic	2599	2584	71.4%	57.5%	54.0%

**4. Post-Secondary Readiness/ Ready for College & Career**

Comparison Group	Passed 3 or More AP Courses with a "C" or Above	Passed 3 or More IB Courses with a "C" or Above	Completed a CTE Pathway	Passed 3 or More Dual Credit Courses with a "C" or Above	Achieved the Seal of Biliteracy	Met One or More of the Criteria
White and Asian	23.6%	26.6%	18.6%	18.6%	<5%	66.3%
Historically Underserved Students of Color	11.2%	9.6%	17.0%	22.1%	7.2%	50.3%
<b>Total</b>	<b>19.0%</b>	<b>20.3%</b>	<b>18.0%</b>	<b>19.9%</b>	<b>5.1%</b>	<b>60.4%</b>

American Indian/Alaskan Native, Not Hispanic	18.2%	<5%	13.6%	40.9%	<5%	50.0%
Asian, Not Hispanic	22.9%	26.4%	21.3%	26.5%	10.5%	70.4%
Black/African American, Not Hispanic	6.0%	<5%	14.8%	26.2%	<5%	43.6%
Hispanic/Latino	12.7%	10.0%	17.3%	18.8%	12.7%	50.2%
Multi-Racial, Not Hispanic	15.1%	17.4%	20.0%	21.9%	<5%	59.1%
Native Hawaiian/Pacific Islander, Not Hispanic	<5%	<5%	<5%	33.3%	<5%	38.1%
White, Not Hispanic	23.9%	26.8%	18.3%	17.5%	<5%	65.7%



**Board of Education &  
Community Budget Review Committee (CBRC)  
Work Session**

**March 15, 2022**

# Agenda

- 1) **Share high level overview of instructional framework**
- 2) **Discussion with Board and CBRC**

**Our strategic plan, *Forward Together*, describes a set of collective and coherent actions and goals that, taken together, will set in motion the changes needed to bring our vision to fruition.**



**Students of color show greater levels of unfinished and interrupted learning in reading and mathematics, often demonstrating achievement levels far below grade level expectations.**

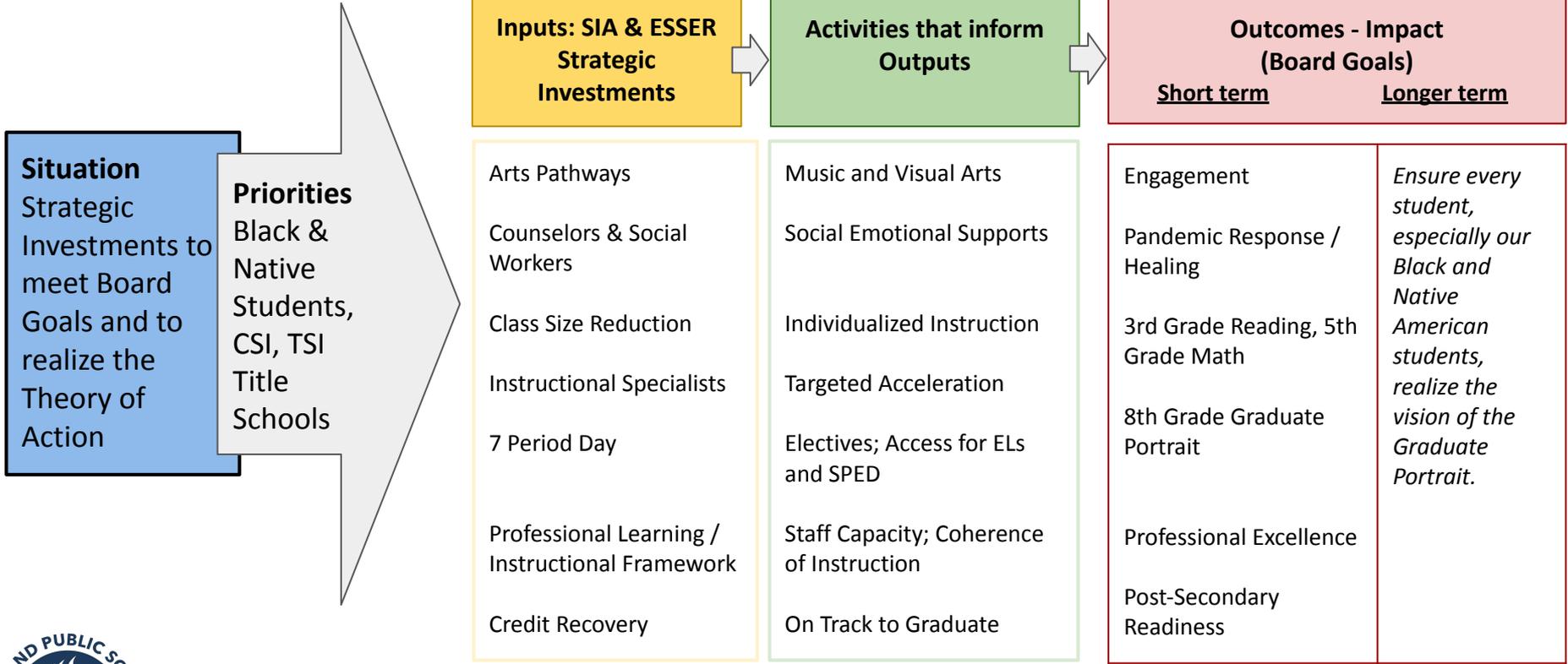
**Given these realities,  
PPS will target  
investments to  
advance student  
outcomes.**



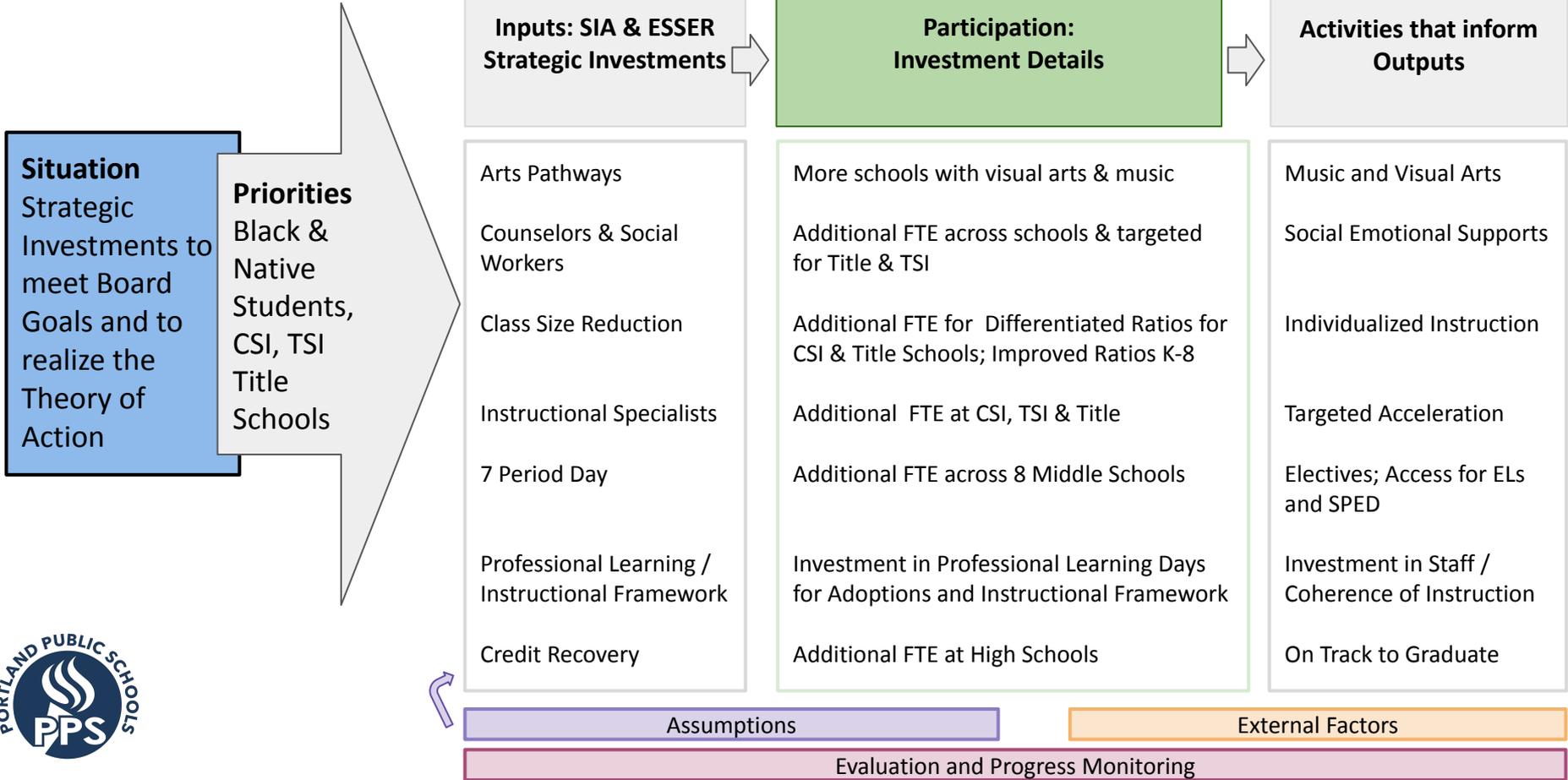
**At PPS, our theory of  
action and logic model  
for results inform our  
strategic investments  
with an equity lens.**



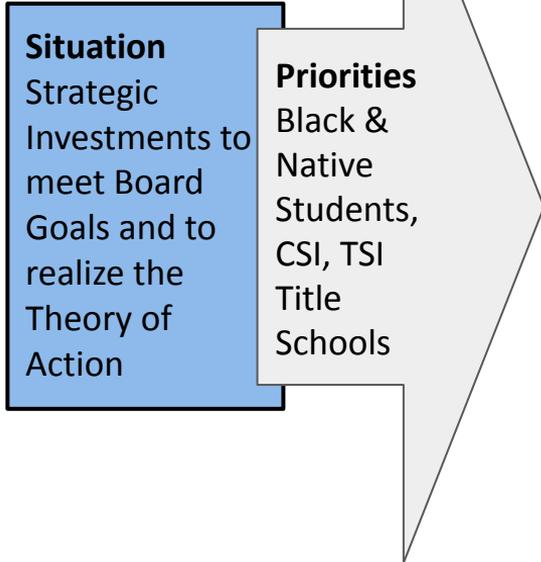
# Equity Investments - Logic Model



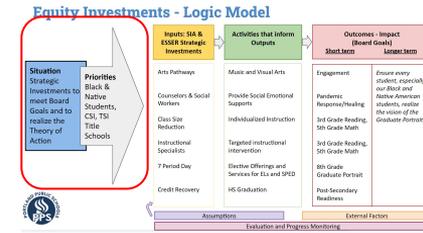
# Equity Investments - Logic Model



# Equity Investments - Logic Model



**Strategic Investments are targeted to meet Board Goals and realize our theory of action with a focus on schools identified for improvement.**

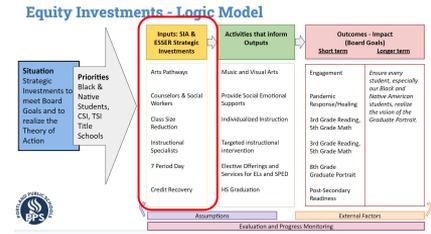


# Equity Investments - Logic Model

**Inputs: SIA & ESSER Strategic Investments**

- Arts Pathways
- Counselors & Social Workers
- Class Size Reduction
- Instructional Specialists
- 7 Period Day
- Professional Learning / Instructional Framework
- Credit Recovery

Each of these investments is aligned to the strategic plan to target improved outcomes for Black and Native American children.

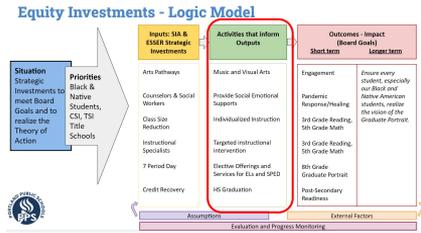


# Equity Investments - Logic Model

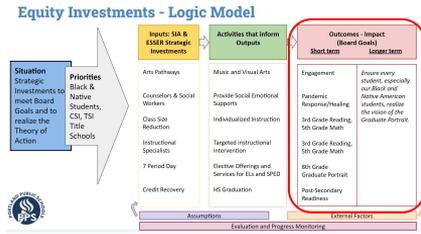
## Activities that inform Outputs

Music and Visual Arts  
 Social Emotional Supports  
 Individualized Instruction  
 Targeted Acceleration  
 Electives; Access for ELs and SPED  
 Investment in Staff / Coherence of Instruction  
 On Track to Graduate

**Our investments will mean students and staff will have the tools, supports, and opportunities they need**



# Equity Investments - Logic Model



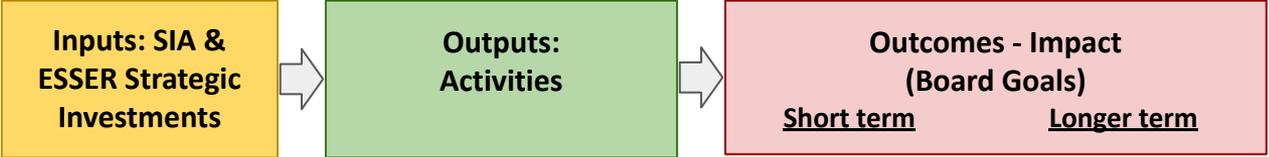
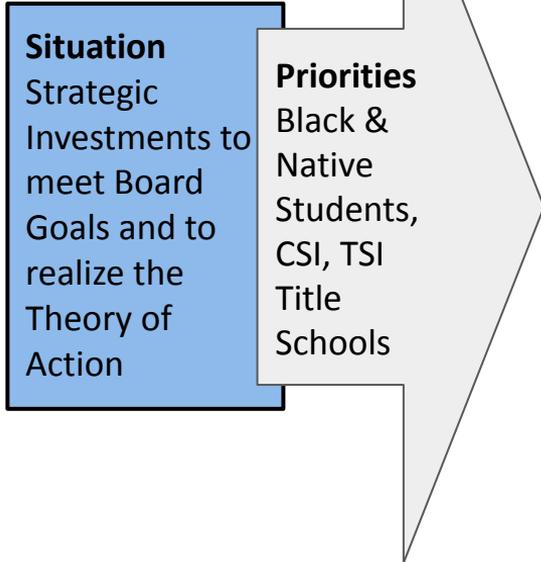
## Outcomes - Impact (Board Goals)

<u>Short term</u>	<u>Longer term</u>
-------------------	--------------------

Engagement	<i>Ensure every student, especially our Black and Native American students, realize the vision of the Graduate Portrait.</i>
Pandemic Response/Healing	
3rd Grade Reading, 5th Grade Math	
8th Grade Graduate Portrait	
Professional Excellence	
Post-Secondary Readiness	

These targeted investments in the short term help us to realize the Board Goals and the vision of the Graduate Portrait.

# Equity Investments - Logic Model



**Assumptions:**

- Targeted Investments are critical to realize Theory of Action and Graduate Portrait
- Investing sufficient amount to class size reduction in K-8 (47 FTE)

**External Factors:**

- COVID-19 Pandemic
- State Funding Environment
- Local Politics and Teachers Union

**Evaluation and Progress Monitoring:**

- MAP
- SBAC
- Successful School Survey
- Board Goals



**Collective discussion  
through three questions.**

**We will spend 20 minutes  
on each question...**

**Question 1: What elements of this framework and its relationship to our student achievement data are most compelling to you & why?**

**Question 2: What elements of this framework and its relationship to our student achievement data give you pause & why?**

**Question 3: What elements of this framework and its relationship to our student achievement data would you be interested to know more about?**



