



# Proposed Board Goals



October 15, 2019



# Principles for Effective Measurement and Goal Calibration

- Progressive ladder of skills and experiences to achieve the Portrait of a Graduate
  - Goals should gauge student skills and experience at key transitions that reinforce learning and growth.
- Every school should see themselves in one or more of the goals - changes need to occur at all school levels.
- Every student is expected to grow
  - Goals should emphasize opportunities to boost student growth rather than simply proficiency in a vacuum
  - *Changes in achievement depend on accelerated growth*





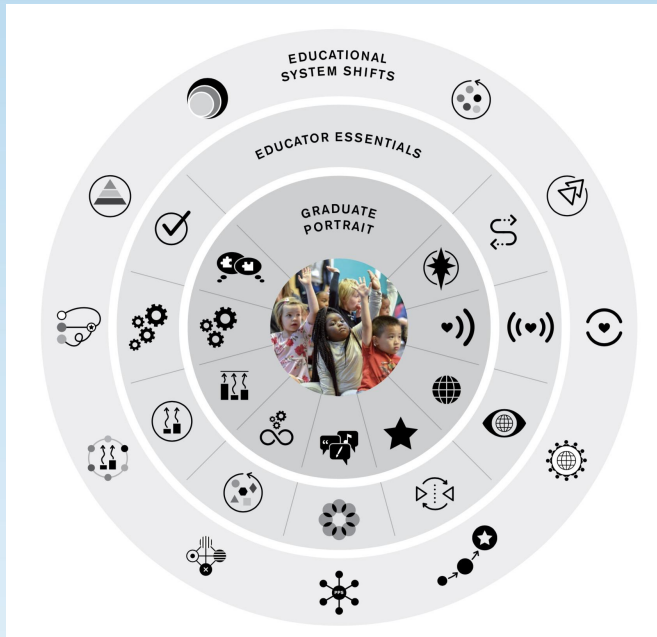
# Principles for Effective Measurement and Goal Calibration

- Targeted Universalism
  - Goals should provide catalytic effort to focus growth goals for ALL students
  - Closing gaps will require developing pathways to accelerate growth for our lagging student groups
- Continuous Improvement Cycle
  - This process will be iterative and we need to build in a feedback loop to make adjustments for improvement





# PPS Graduate Portrait



A graduate of Portland Public Schools will be a compassionate, critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.





# Third Grade Reading

The first step on the ladder to the Portrait of a graduate is achieved by preparing students to read to learn by the end of the third grade.

- Majority White and students grouped as Asian have been making consistent progress toward this goal.
- Only 44% of our underserved students of color (Black, Hispanic, Native American/Alaskan Native, and Pacific Islander) demonstrated expected growth.





# Third Grade Reading Goal

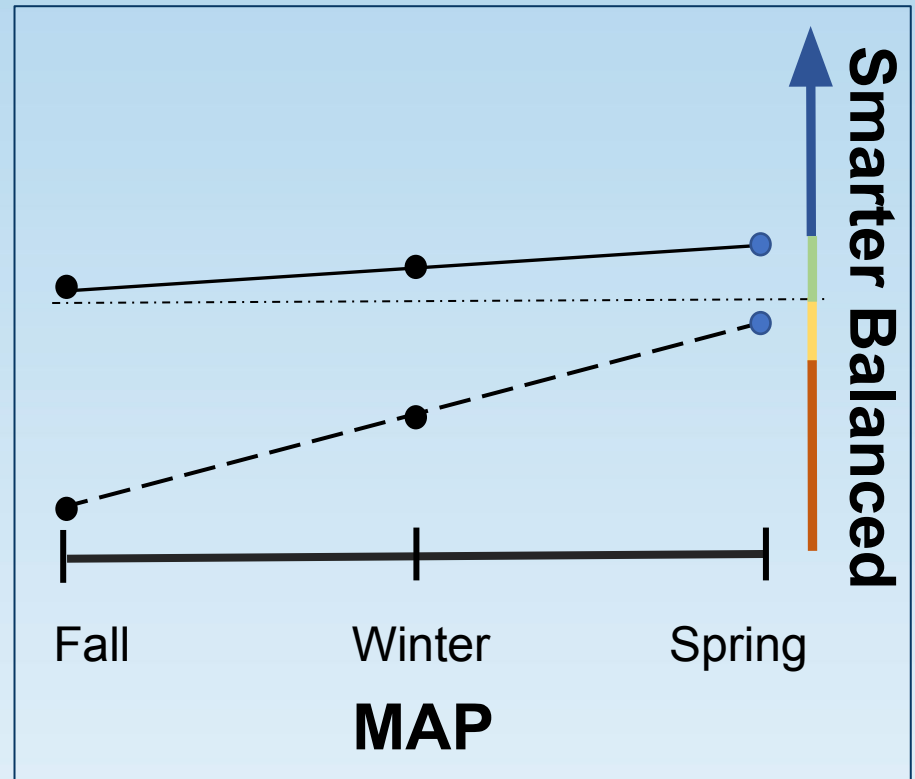
*To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by MAP) by the spring of 2022.*





# Principles in Action

- The first step on the ladder - foundational reading.
- Every elementary/K-8 is touched by this metric
- Growth expectations for all students - with greater growth expectations for those students who are further behind.
- Directly aligns to the necessary changes in instruction necessary to create change.





## Fifth Grade Math

In order to fulfill the promise of the Portrait of a graduate, students must acquire the core numeracy skills necessary to access and be successful in advanced mathematics by the end of the fifth grade.

- Majority White and students grouped as Asian have been making consistent progress toward this goal (with near 50% of students in these groups meeting or exceeding growth expectations),
- Only 41% of our underserved students of color demonstrated expected growth.







## Fifth Grade Math Goal

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





# 8th Grade: Aspirational High School Readiness Goal

By 2022, 8th grade students will be prepared to navigate and adapt to high school's complex challenges, embracing discomfort and 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, health and well-being. Students will demonstrate the ability to communicate effectively by organizing, writing, speaking and presenting, clear, logical, persuasive, compelling content in an 8th grade portfolio. Successful students will be assessed using a district wide rubric that measures core academic knowledge, personal reflection, critical thinking, reasoning and problem solving, civic & social responsibility, leadership, racial equity and social justice, self-directed inquiry, and self-awareness and self-advocacy.





# High School Readiness

What part of the portfolio rubric can we use for a baseline right now?

Core academic knowledge and skills as measured by the Smarter Balanced Assessment Consortium.

In the 2018-2019 academic year, 43.9% of Portland Public School 8th grade students met proficiency in both English Language Arts and Mathematics.





# High School Readiness Goal (8th Grade)

*By the spring of 2022, Portland Public Schools 8th grade students will move from 43.9% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by SBAC.*



\*As part of the middle school redesign, a more comprehensive district rubric will be created to be more reflective of the intent of the goal.



# Post-secondary readiness

By 2022, graduates of Portland Public Schools will demonstrate their readiness to enter post-secondary environments via one or more measures that are reflective of the diverse skills and interests that our students have pursued through their high school career including but not limited to successful completion or achievement of: (a) AP coursework, (b) IB coursework, (c) dual-credit, (d) CTE pathways, (e) seal of biliteracy, (f) arts pathways or (g) college readiness as measured by the PSAT/SAT/ACT.





# Post-secondary readiness

What can we use as a baseline right now?

- Successful completion (earning a "C" or above) of *THREE* or more Advanced Placement courses, *OR*
- Successful completion (earning a "C" or above) *THREE* or more International Baccalaureate courses, *OR*
- Completing a Career and Technical Education pathway (TWO or more courses in a CTE sequence), *OR*
- Successful completion (earning a "C" or above) in *THREE* or more a Dual Credit courses, *OR*
- Meeting the requirements for the seal of biliteracy.





# Post-secondary readiness

In the 2018-2019 academic year, 60.4% of Portland Public School graduates successfully met one or more of these post-secondary readiness criteria:

- 19% passed THREE or more AP courses with a "C" or above,
- 20.3% passed THREE or more IB courses with a "C" or above,
- 19.9% passed THREE or more Dual Credit courses with a "C" or above,
- 18% completed a CTE pathway, and
- 5.1% met the criteria for the seal of biliteracy.

Students who met one or more of these post-secondary readiness indicators had, on average, a cumulative GPA of 3.45.

*However, only 50.3% of our graduates who are underserved students of color met one or more of these Post-Secondary readiness indicators.*





# Post-secondary readiness Goal

*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.*



Future additions: Arts pathways (2020 graduates) and PSAT/SAT/ACT college readiness (2021 graduates).







# Questions & Discussion





# 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%





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**Date:** September 30, 2019  
**To:** Members of the Board of Education  
**From:** Russell Brown, Ph.D., Chief of System Performance  
**Subject:** Post-secondary Readiness Metric Components

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Executive Summary

During and following the Board work session on September 23, 2019, a number of questions arose regarding the underlying components of the post-secondary readiness metric. The following brief addresses these questions and provides additional context for the Board's consideration.

The following are some highlights:

- 43.7% of our graduates participated in Advanced Placement Courses (AP).
  - 42.8% of those who participated passed three or more courses with a “C” or above (19% of the whole).
  - These students enrolled, on average, in 10 semesters of AP courses and graduated with a cumulative GPA of 3.672.
- 26.9% of our graduates participated in International Baccalaureate Courses (IB).
  - 75.5% of those who participated in IB passed three or more courses with a “C” or above (20.3% of the whole).
  - These IB students, on average, enrolled in 17 semesters of IB courses and had a final cumulative GPA of 3.617.
- 61.2% of our graduates participated in Dual Credit Courses
  - Of those who enrolled in dual credit, 32.5% passed three or more courses with a “C” or above (19.9% of the whole) and these students subsequently graduated with an average cumulative GPA of 3.45.
- 66.4% of our graduates participated in Career and Technology Courses.
  - 27.1% of those who participated in CTE achieved completer status (18% of the whole).
  - Completers, on average, graduated with a 3.228 GPA.
- 5.1% of the graduating seniors met the criteria for the seal of bi-literacy and graduated with an average cumulative GPA of 3.546.
  
- ***60.4% of our graduates in 2018-2019 met one or more of the post-secondary readiness criteria, but only 50.3% of our graduates who are historically underserved students of color met one or more of these criteria.***

The supporting analyses on the following pages provide greater detail and a by school comparison for each of the post-secondary readiness criteria listed above.

## Introduction

While graduation is a necessary step for student success, many believe that it is not a sufficient indicator of post-secondary readiness in and of itself. The post-secondary readiness metric is intended to capture, and equally value, a variety of ways that a student can demonstrate that they are ready to enter a post-secondary environment.

As proposed, the indicator reflects whether a student has met any of the following criteria:

1. Successful completion (**C or better**) of 3 or more Advanced Placement courses,
2. Successful completion (**C or better**) of 3 or more International Baccalaureate courses,
3. Successful completion (**C or Better**) of 3 or more Dual Credit courses, or
4. Successful completion of Career and Technology Pathway (2 or more courses in the same path).

In addition, it was requested that staff explore the inclusion of the seal of bi-literacy as another means by which students could demonstrate post-secondary readiness.

This brief will examine each of these criteria and will provide the data for each of the criteria by building as well.

## Advance Placement

Overall, 43.7% of the 2018-2019 graduates had enrolled in one or more Advanced Placement courses during their high school career. Enrollment varied substantially by school.

Table 1. Enrollment in Advanced Placement.

School	Percent of 2018-2019 Graduates Enrolled in Advanced Placement	
	No	Yes
Benson H.S.	31.0%	69.0%
Cleveland H.S.	>95%	<5%
Franklin H.S.	23.9%	76.1%
Grant H.S.	23.1%	76.9%
Jefferson H.S.	>95%	<5%
Lincoln H.S.	>95%	<5%
Madison H.S.	28.2%	71.8%
Roosevelt H.S.	52.1%	47.9%
Wilson H.S.	19.9%	80.1%
Total*	56.3%	43.7%

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

While enrollment in Advanced Placement is a good first step, the board had additional questions and wished to add greater rigor to the threshold for post-secondary readiness:

1. What proportion of the students who enrolled passed 3 or more Advanced Placement courses?
2. How many AP classes did they pass?
3. What was their final cumulative Grade Point Average (GPA)?

**Table 2. Advanced Placement Pass Rates, Semester Course Counts, and GPA**

School	Passed 3 or More AP Courses	Count of semesters of AP Courses Passed with a "C" or Better	Cumulative GPA
		Mean	Mean
Benson H.S.	25.5%	8	3.696
Cleveland H.S.	NA	NA	NA
Franklin H.S.	49.8%	11	3.647
Grant H.S.	39.4%	8	3.773
Jefferson H.S.	33.3%	10	3.905
Lincoln H.S.	15.4%	6	3.596
Madison H.S.	36.5%	8	3.750
Roosevelt H.S.	25.0%	9	3.716
Wilson H.S.	68.0%	12	3.573
<b>Total</b>	<b>42.8%</b>	<b>10</b>	<b>3.672</b>

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

Across the system, 42.8% of the students who enrolled in Advanced Placement classes passed three or more of the classes in which they enrolled. These students enrolled, on average, in 10 semesters of Advanced Placement classes and earned a final cumulative GPA of 3.672.

**International Baccalaureate**

Overall, 26.9% of the 2018-2019 graduates had enrolled in one or more International Baccalaureate (IB) courses during their high school career. These were concentrated in two schools: Cleveland and Lincoln.

Table 3. Enrollment in International Bacculaureate Courses

School	Enrolled in IB	
	No	Yes
Benson H.S.	>95%	<5%
Cleveland H.S.	<5%	>95%
Franklin H.S.	>95%	<5%
Grant H.S.	>95%	<5%
Jefferson H.S.	>95%	<5%
Lincoln H.S.	8.0%	92.0%
Madison H.S.	>95%	<5%
Roosevelt H.S.	>95%	<5%
Wilson H.S.	>95%	<5%
<b>Total*</b>	<b>73.1%</b>	<b>26.9%</b>

\*The total includes the performance of all graduates from 2018-2019 Including those served in alternative settings.

Table 4. International Bacculaureate Pass Rates, Semester Course Counts, and GPA

School	Passed 3 or More IBCourses	Count of Semesters of IB Courses Passed with a C or Better	Cumulative GPA
		Mean	Mean
Benson H.S.	NA	NA	NA
Cleveland H.S.	80.0%	17	3.631
Franklin H.S.	NA	NA	NA
Grant H.S.	NA	NA	NA
Jefferson H.S.	NA	NA	NA
Lincoln H.S.	76.8%	17	3.604
Madison H.S.	NA	NA	NA
Roosevelt H.S.	NA	NA	NA
Wilson H.S.	NA	NA	NA
<b>Total</b>	<b>75.5%</b>	<b>17</b>	<b>3.617</b>

\*The total includes the performance of all graduates from 2018-2019 Including those served in alternative settings.

Of the students who enrolled in IB courses, 75.5% passed three or more courses in which they had enrolled. Additionally, these IB students, on average, enrolled in 17 semesters of IB courses and had a final cumulative GPA of 3.617.

Dual Enrollment

Across the system, 61.2% of the 2018-2019 graduating seniors enrolled in one or more dual credit courses during their high school career.

Table 5. Enrollment in Dual Credit.

School	Enrolled in Dual Credit	
	No	Yes
Benson H.S.	7.9%	92.1%
Cleveland H.S.	>95%	<5%
Franklin H.S.	13.8%	86.2%
Grant H.S.	5.1%	94.9%
Jefferson H.S.	<5%	>95%
Lincoln H.S.	84.5%	15.5%
Madison H.S.	10.9%	89.1%
Roosevelt H.S.	26.0%	74.0%
Wilson H.S.	8.6%	91.4%
Total*	38.8%	61.2%

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

Of the students who enrolled in dual credit courses, 32.5% successfully completed three or more dual credit courses with a “C” or above, and these students subsequently graduated with an average cumulative GPA of 3.45.

Table 5. Rate of Credit Earned and GPA of Dual Credit Students.

School	Student Successfully Completed at least 3 Dual Credit Courses		Cumulative GPA
	No	Yes	Mean
Benson H.S.	80.4%	19.6%	3.573
Cleveland H.S.	NA	NA	NA
Franklin H.S.	66.4%	33.6%	3.515
Grant H.S.	68.1%	31.9%	3.661
Jefferson H.S.	6.0%	94.0%	3.103
Lincoln H.S.	NA	NA	NA
Madison H.S.	58.8%	41.2%	3.581
Roosevelt H.S.	59.9%	40.1%	3.426
Wilson H.S.	84.7%	15.3%	3.482
<b>Total*</b>	<b>67.5%</b>	<b>32.5%</b>	<b>3.450</b>

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

### Career and Technical Education (CTE)

Of the graduating seniors in the 2018-2019 class, 66.4% had enrolled in one or more CTE courses.

Table 6. Proportion of Students Enrolling in CTE Courses.

School	CTE Participant	
	No	Yes
Benson H.S.	>5%	>95%
Cleveland H.S.	39.8%	60.2%
Franklin H.S.	25.5%	74.5%
Grant H.S.	23.1%	76.9%
Jefferson H.S.	>95%	<5%
Lincoln H.S.	35.4%	64.6%
Madison H.S.	15.3%	84.7%
Roosevelt H.S.	40.6%	59.4%
Wilson H.S.	16.9%	83.1%
Total*	33.6%	66.4%

The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

While two out of three graduating seniors had enrolled in one or more CTE courses, far fewer completed two or more courses in a CTE sequences (completer status) with only 27.1% of enrollees subsequently meeting completer status. There was substantial variability between the individual schools regarding completers with Benson (not surprisingly) having the highest completer rate (91.2%) and Cleveland having the lowest rate (13.5%).

The average graduating senior who completed a CTE pathway graduated with a 3.228 grade point average.

Table 7. Career and Technology Completer Rates and GPA.

School	CTE Completer		Cumulative GPA
	No	Yes	Mean
Benson H.S.	8.8%	91.2%	3.052
Cleveland H.S.	86.5%	13.5%	3.348
Franklin H.S.	74.6%	25.4%	3.075
Grant H.S.	86.4%	13.6%	3.441
Jefferson H.S.	66.7%	33.3%	2.561
Lincoln H.S.	87.0%	13.0%	3.433
Madison H.S.	73.8%	26.2%	3.161
Roosevelt H.S.	83.3%	16.7%	3.020
Wilson H.S.	68.0%	32.0%	3.321
Total*	72.9%	27.1%	3.228

\*The total includes the performance of all graduates from 2018-2019  
Including those served in alternative settings.

Seal of Bi-literacy

Last year was the first year that the State formally collected information on the students who met the criteria to receive the seal of bi-literacy. In order to qualify, a student must have achieved a threshold score in any of several qualifying assessments including AP (either Language or Literacy), IB, SLIP (Second Language Inventory Protocol), or STAMP (STAndards-based Measurement of Proficiency).

Required scores are:

AP foreign language: 3 or above

IB foreign language: 4 or above

SLIP: 6 or above in both Writing and Speaking

STAMP: 6 or above in all of Reading, Writing, Listening, Speaking

Across the system, 5.1% of our graduating seniors met the criteria for the seal of bi-literacy. These students graduated with an average cumulative GPA of 3.546.



Table 8. Seal of Bi-Literacy

School	Earned Seal of Bi-literacy		
	No	Yes	GPA of Students who Earned the Seal
Benson H.S.	>95%	<5%	3.279
Cleveland H.S.	93.1%	6.9%	3.831
Franklin H.S.	93.7%	6.3%	3.392
Grant H.S.	>95%	<5%	3.675
Jefferson H.S.	>95%	<5%	2.644
Lincoln H.S.	91.1%	8.9%	3.646
Madison H.S.	>95%	<5%	3.080
Roosevelt H.S.	88.9%	11.1%	3.229
Wilson H.S.	>95%	<5%	3.751
<b>Total*</b>	<b>94.9%</b>	<b>5.1%</b>	<b>3.546</b>

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

Putting it all together: Combined successful completion

System-wide, 60.4% of students met one or more of the post-secondary readiness indicators. Over 1 in 6 (18.4%) of the graduates met 2 or more of these criteria, and 3.9% met 3 or more of the post-secondary readiness criteria. The students who met one or more of the post-secondary readiness criteria graduated with an average cumulative grade point average of 3.45.

Table 9. All students: Combined Post-Secondary Readiness Criteria.

Overall Proportion of Graduates who met One or More Post-Secondary Readiness Indicators						
School	Participated and Passed 3 or more Advanced Placement Courses	Participated and Passed 3 or more International Baccalaureate	Participated and Completed a CTE Pathway	Successfully Completed 3 or more Dual Credit Classes	Earned the Seal of Bi-Literacy	Met any one of these Post-Secondary Readiness Criteria
Benson H.S.	17.6%	NA	91.2%	18.1%	<5%	91.7%
Cleveland H.S.	NA	77.5%	8.1%	<5%	6.9%	79.4%
Franklin H.S.	37.9%	NA	19.0%	29.0%	6.3%	59.1%
Grant H.S.	30.3%	NA	10.5%	30.3%	<5%	53.9%
Jefferson H.S.	6.8%	NA	<5%	94.0%	<5%	94.7%
Lincoln H.S.	<5%	70.7%	8.4%	<5%	8.9%	72.5%
Madison H.S.	26.2%	NA	22.2%	36.8%	<5%	48.2%
Roosevelt H.S.	12.0%	NA	9.9%	29.7%	11.1%	43.4%
Wilson H.S.	54.5%	NA	26.6%	14.0%	<5%	66.8%
<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>

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.

While the majority of graduates achieved one or more of these post-secondary readiness indicators, there remain gaps between the performance of all students and our underserved students of color (Black, Hispanic, Native American, Pacific Islander, and Multi-racial).

Only 50.3%, of our underserved students of color achieved one or more of the post-secondary readiness criteria, and the cumulative grade point average of the underserved students of color who met one or more of the post-secondary readiness criteria was 3.0 (3.223).

Table 10. Underserved Students of Color Post-Secondary Readiness

Proportion of Graduates, who were Members of Underserved Groups of Color, who met One or More Post-Secondary Readiness Indicators						
School	Participated and Passed Advanced Placement	Participated and Passed International Baccalaureate	Participated and Completed a CTE Pathway	Successfully Completed a Dual Credit Class	Earned the Seal of Bi-Literacy	Met any one of these Post-Secondary Readiness Criteria
Benson H.S.	9.1%	<5%	88.2%	15.5%	<5%	88.2%
Cleveland H.S.	<5%	59.7%	9.1%	<5%	<5%	63.2%
Franklin H.S.	20.7%	<5%	15.2%	18.9%	11.8%	43.4%
Grant H.S.	17.6%	<5%	12.0%	24.1%	9.3%	43.9%
Jefferson H.S.	<5%	<5%	<5%	93.0%	<5%	94.0%
Lincoln H.S.	<5%	64.8%	5.5%	<5%	17.6%	68.1%
Madison H.S.	16.2%	<5%	14.5%	25.6%	5.1%	36.8%
Roosevelt H.S.	10.6%	<5%	6.1%	31.1%	16.0%	43.5%
Wilson H.S.	38.8%	<5%	22.4%	7.5%	7.6%	51.5%
Total*	11.2%	9.6%	17.0%	22.1%	7.2%	50.3%

\*The total includes the performance of all graduates from 2018-2019 including those served in alternative settings.