

**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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	<del>2008-09 cohort 4-year rates</del>					2007-08 cohort 5-year rates				
Total	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)

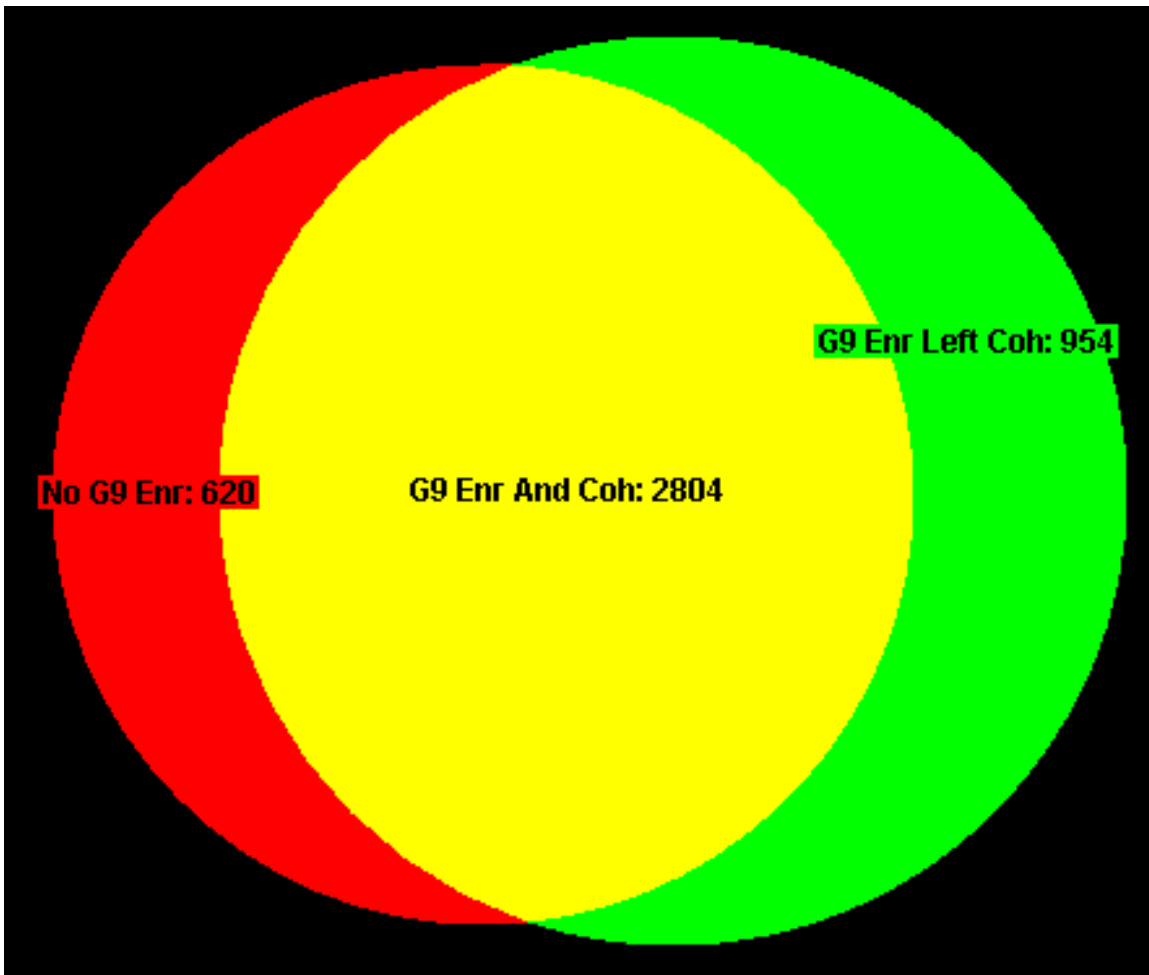
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## 2012-13 Graduating Cohort vs. 2009-10 Grade 9 Enrollment

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%

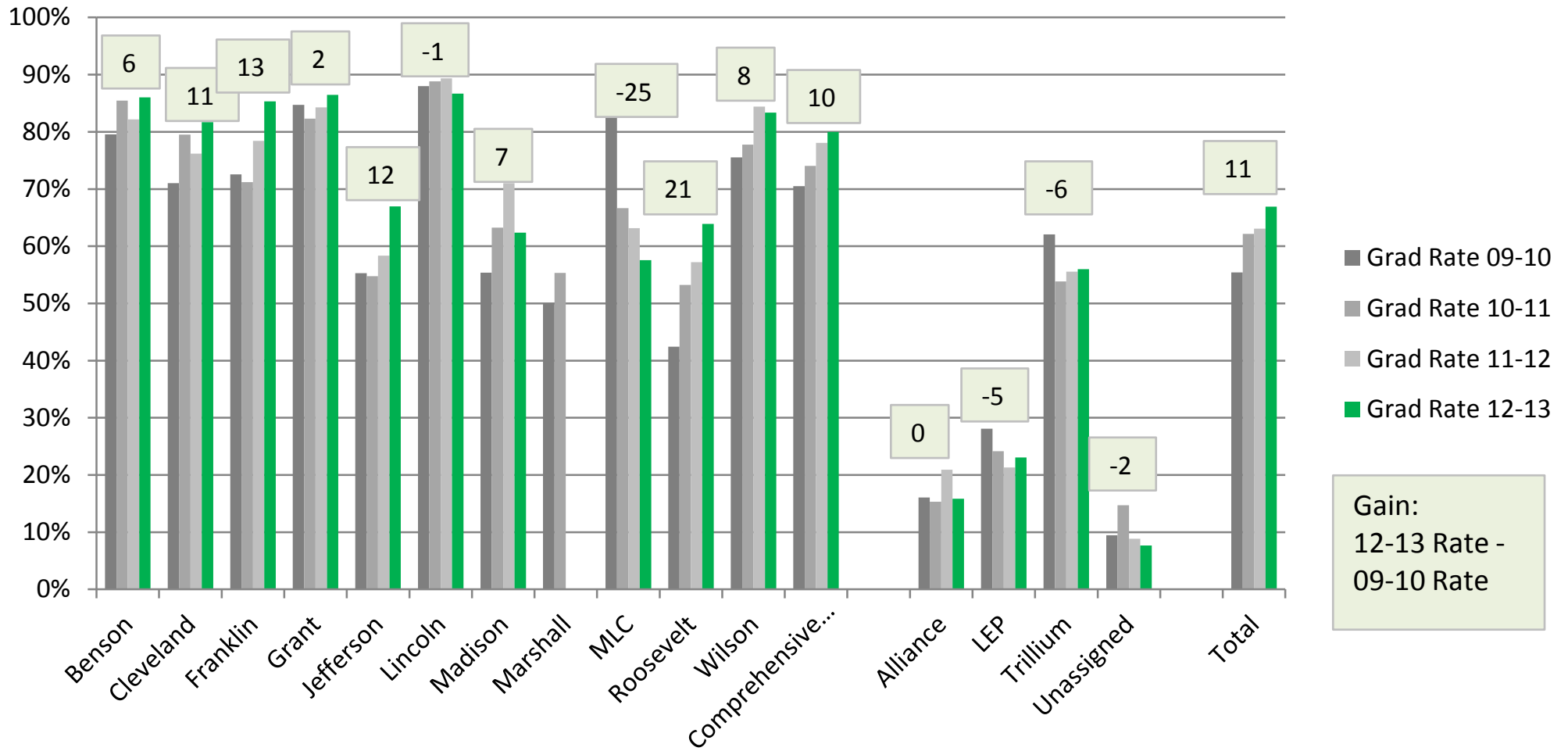
Transfers out of cohort: outcomes are not known  
Economically Disadvantaged: 56%  
White: 47%

Students with grade 9 enrollment who remained as cohort members:

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

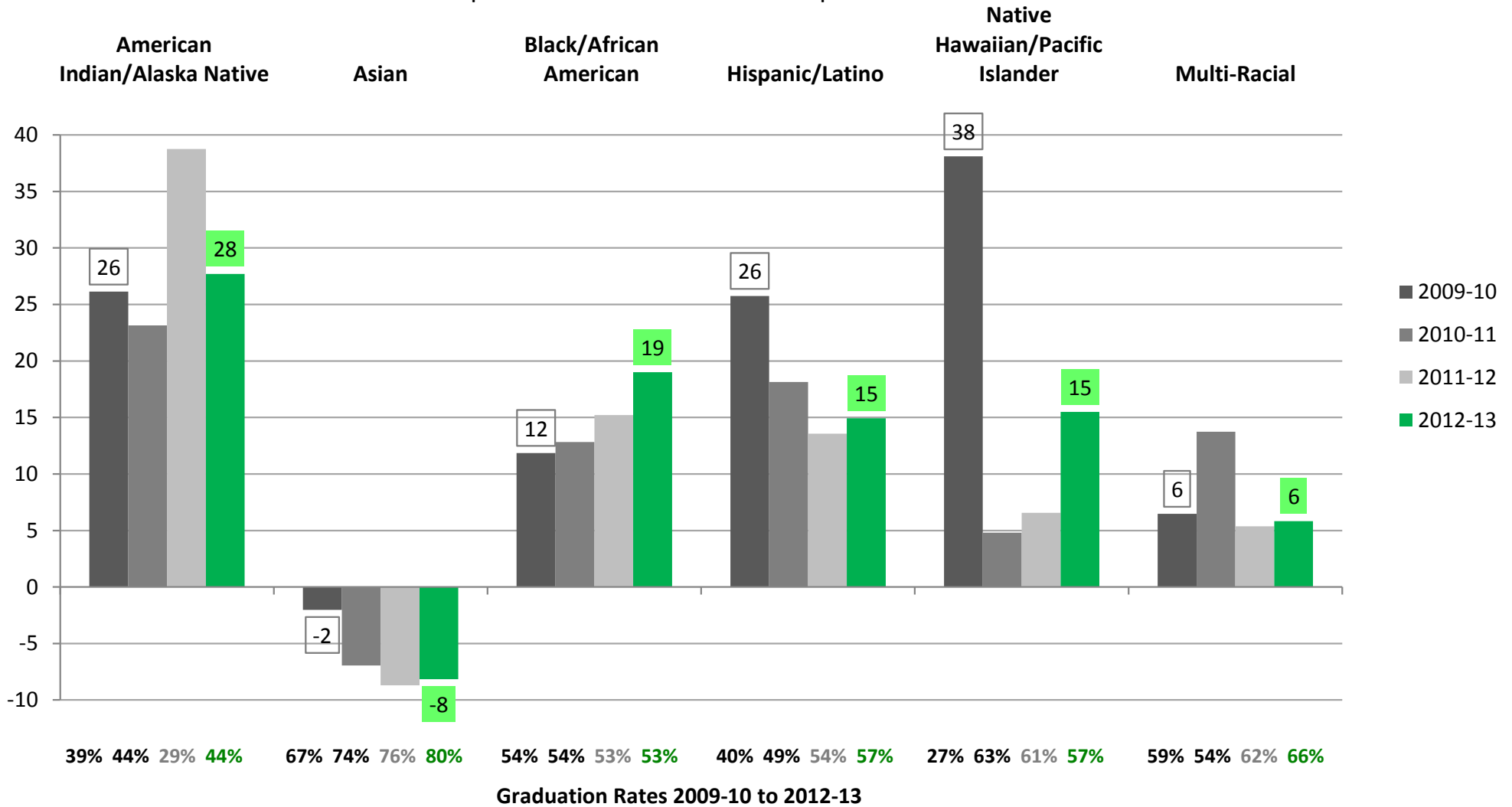


## Graduation Rates by School 2009-10 to 2012-13



# 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

2012-13 4-year cohort grad. rate at students and ethnic breakdown											
	4-2012	3-2011	2-2010	1-2009	0-2008	9-2007	8-2006	7-2005	6-2004	5-2003	4-2002
Male	100	100	100	100	100	100	100	100	100	100	100
Female	100	100	100	100	100	100	100	100	100	100	100
White	100	100	100	100	100	100	100	100	100	100	100
Black	100	100	100	100	100	100	100	100	100	100	100
Hispanic	100	100	100	100	100	100	100	100	100	100	100
Asian	100	100	100	100	100	100	100	100	100	100	100
Other	100	100	100	100	100	100	100	100	100	100	100

PPS 4-12 Student Information		PPS 2-12 Student Information	
Total Number of students	41,520	12,746	
Female Students	11.1%	15.7%	
Male	8.9%	8.3%	
White	61.7%	60.0%	
Black	1.8%	1.7%	
Hispanic	4.0%	3.7%	
Asian	18%	9.7%	
Other	15.6%	6.6%	
English Language Learners	1%	4.8%	
Special Education	14%	15.3%	

Final 4-year graduation rates, isolating race & economic status											
	4-2012	3-2011	2-2010	1-2009	0-2008	9-2007	8-2006	7-2005	6-2004	5-2003	4-2002
White	100	100	100	100	100	100	100	100	100	100	100
Black	100	100	100	100	100	100	100	100	100	100	100
Hispanic	100	100	100	100	100	100	100	100	100	100	100
Asian	100	100	100	100	100	100	100	100	100	100	100
Other	100	100	100	100	100	100	100	100	100	100	100

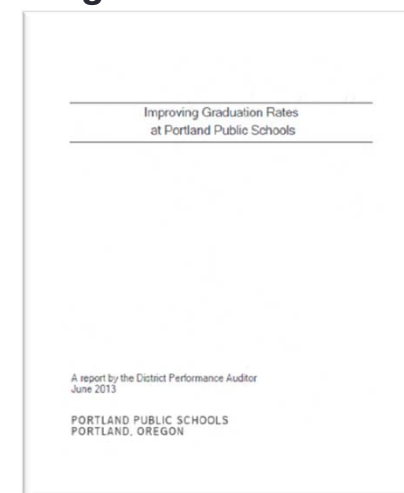
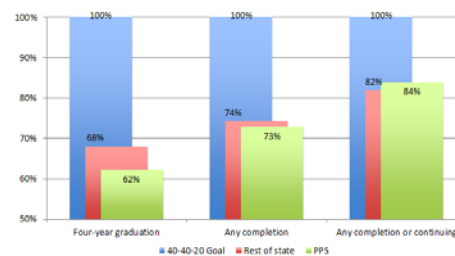
  

4-year Cohort Grad rate: Three Year Trend											
	4-2012	3-2011	2-2010	1-2009	0-2008	9-2007	8-2006	7-2005	6-2004	5-2003	4-2002
White	100	100	100	100	100	100	100	100	100	100	100
Black	100	100	100	100	100	100	100	100	100	100	100
Hispanic	100	100	100	100	100	100	100	100	100	100	100
Asian	100	100	100	100	100	100	100	100	100	100	100
Other	100	100	100	100	100	100	100	100	100	100	100

## 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**


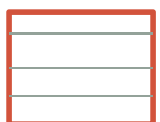
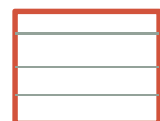
# Sample of research conducted

- **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

- Recommendations
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**



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**

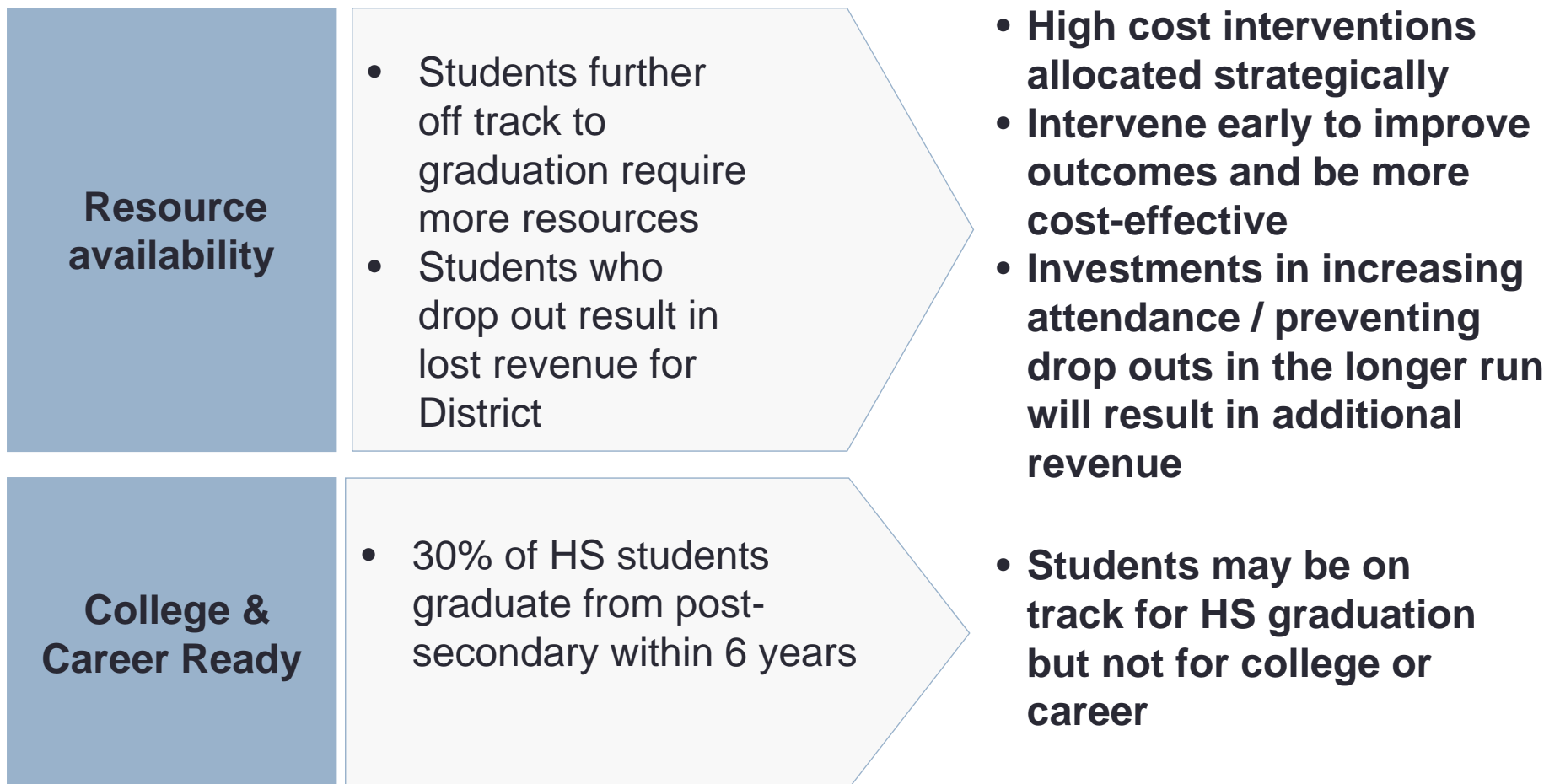


# Implications for Designing our System

Driver	Evidence	Implications
<p><b>Achievement gap</b></p>	<ul style="list-style-type: none"> <li>Persists across racial, SES, and ethnic groups</li> </ul>	<ul style="list-style-type: none"> <li>Interventions must specifically address race, ethnicity, and SES</li> </ul>
<p><b>Mobility</b></p>	<ul style="list-style-type: none"> <li>20% plus graduation gap based on mobility</li> <li>High level of mobility in comparison to other districts</li> </ul>	<ul style="list-style-type: none"> <li>Our system must account for high mobility</li> <li>Personalization critical – every student by name</li> </ul>
<p><b>System alignment</b></p>	<ul style="list-style-type: none"> <li>Significant 4-year graduation gap exists between comprehensive schools &amp; alternatives/CBOs</li> </ul>	<ul style="list-style-type: none"> <li>Interplay between alternative system and regular system critical to understanding graduation rate success</li> </ul>

# 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**

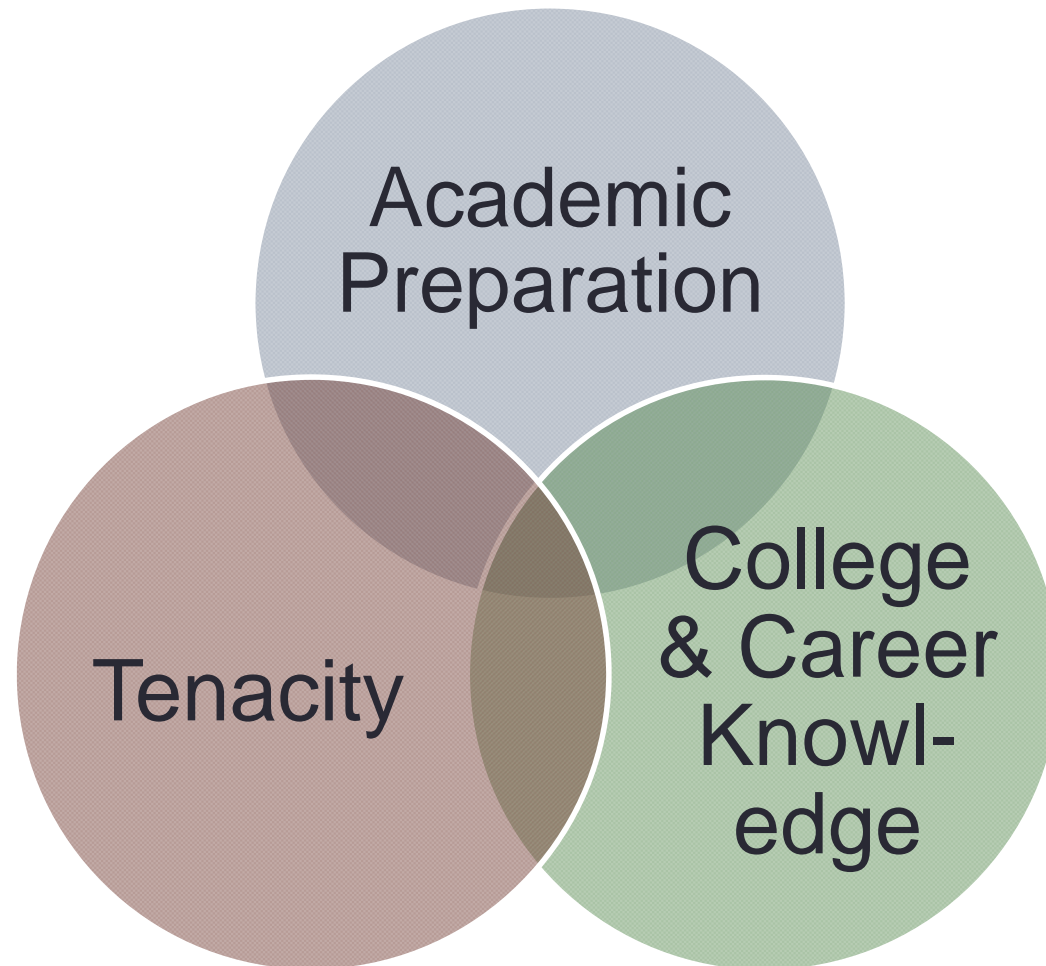


# Quality instruction is the foundation

## **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

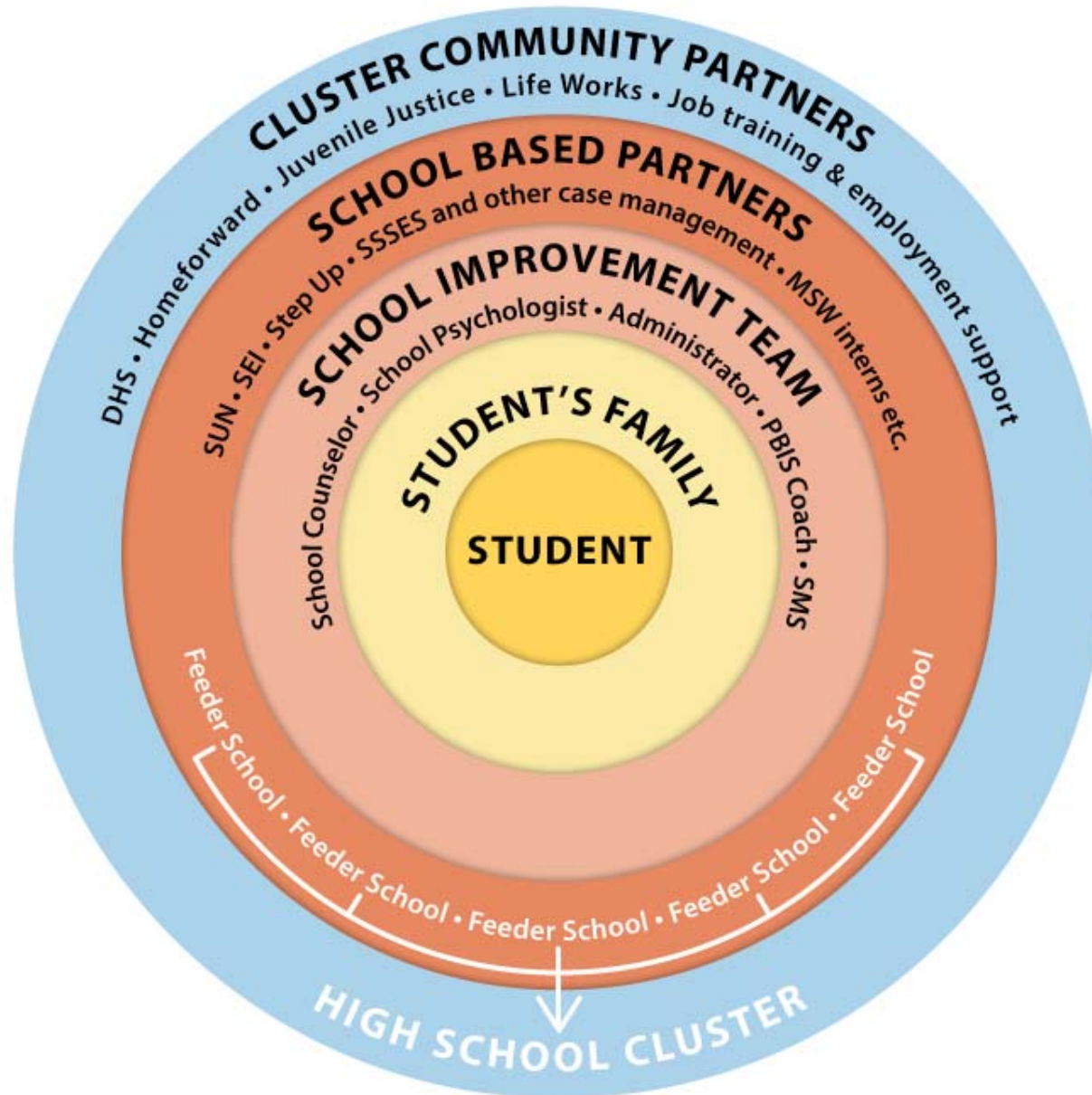
- **GOAL:**
  - support more students in remaining in the local middle & high schools
  - decrease the need for alternative options for our younger and on track students
  - But maintain appropriate capacity for dropped out and high risk students.
- **HOW:** Appropriately resource a fully implemented, 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.



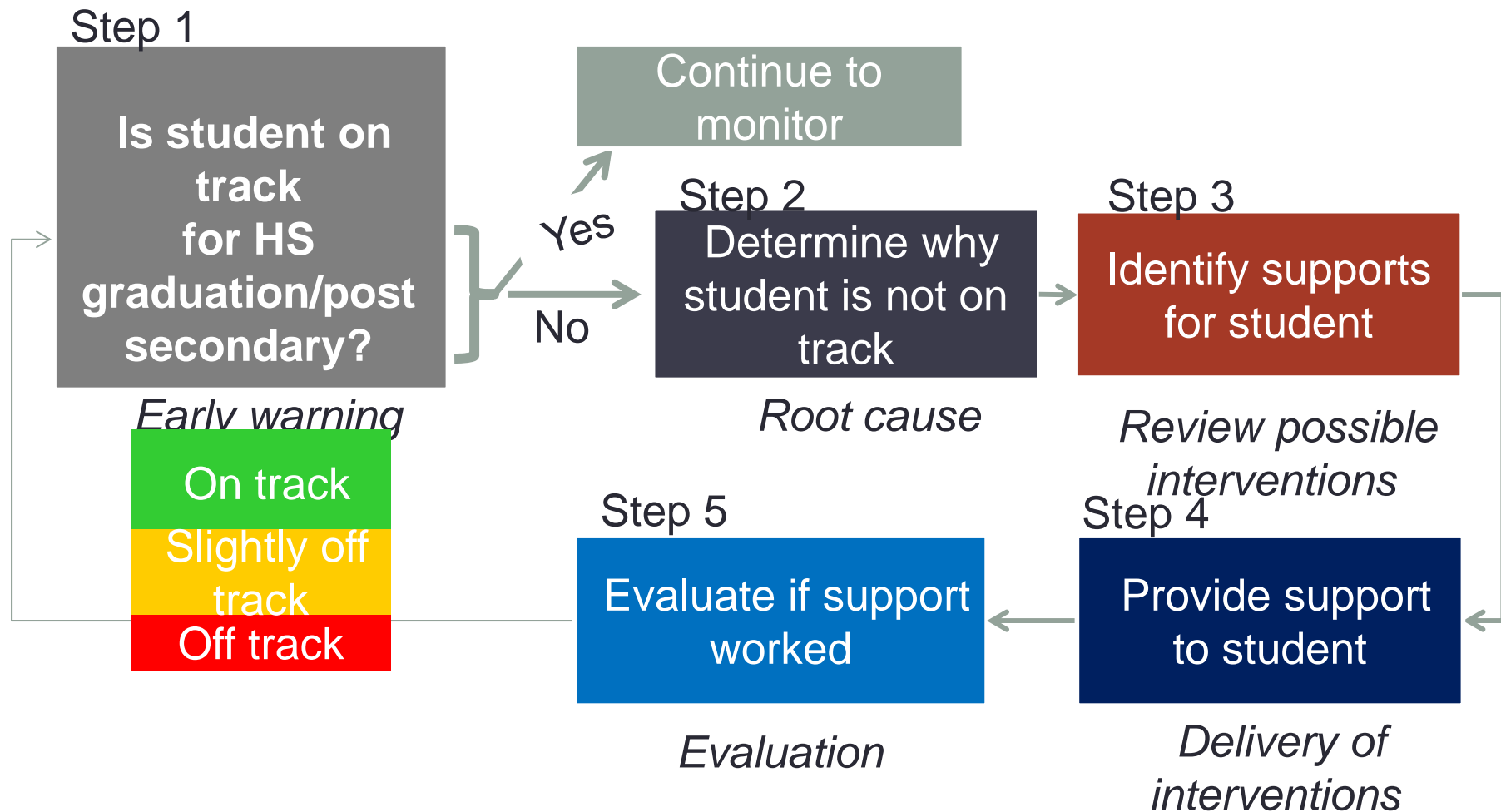
# Components of Early Response System

- 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

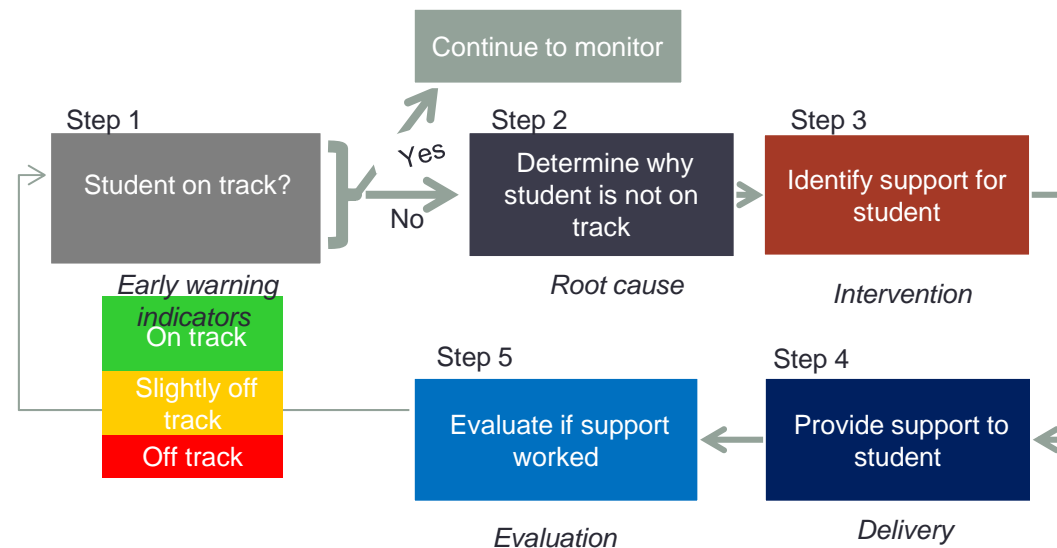
# Early Response System: Multi-layered



# Intervention Process

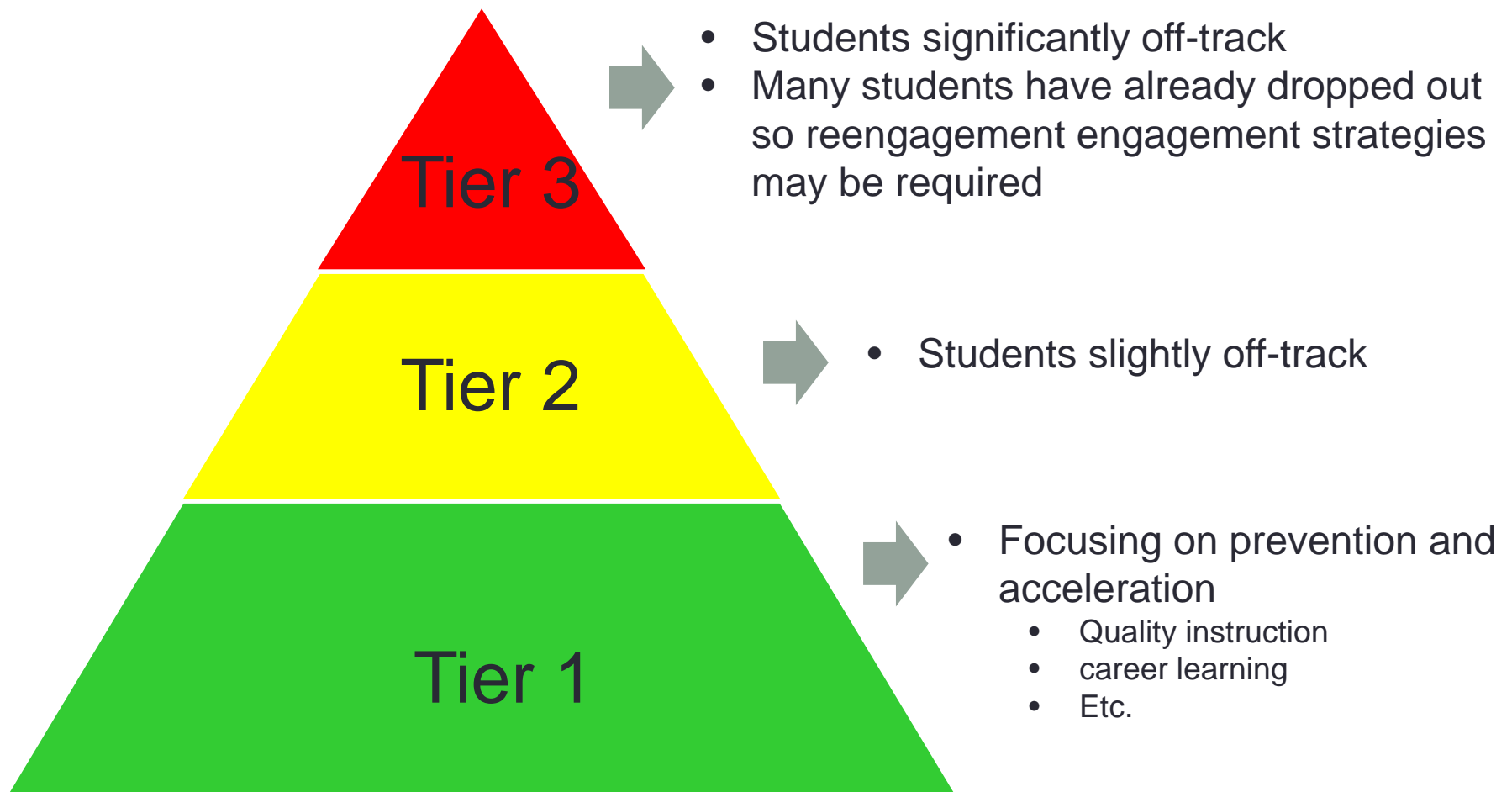


# Key questions

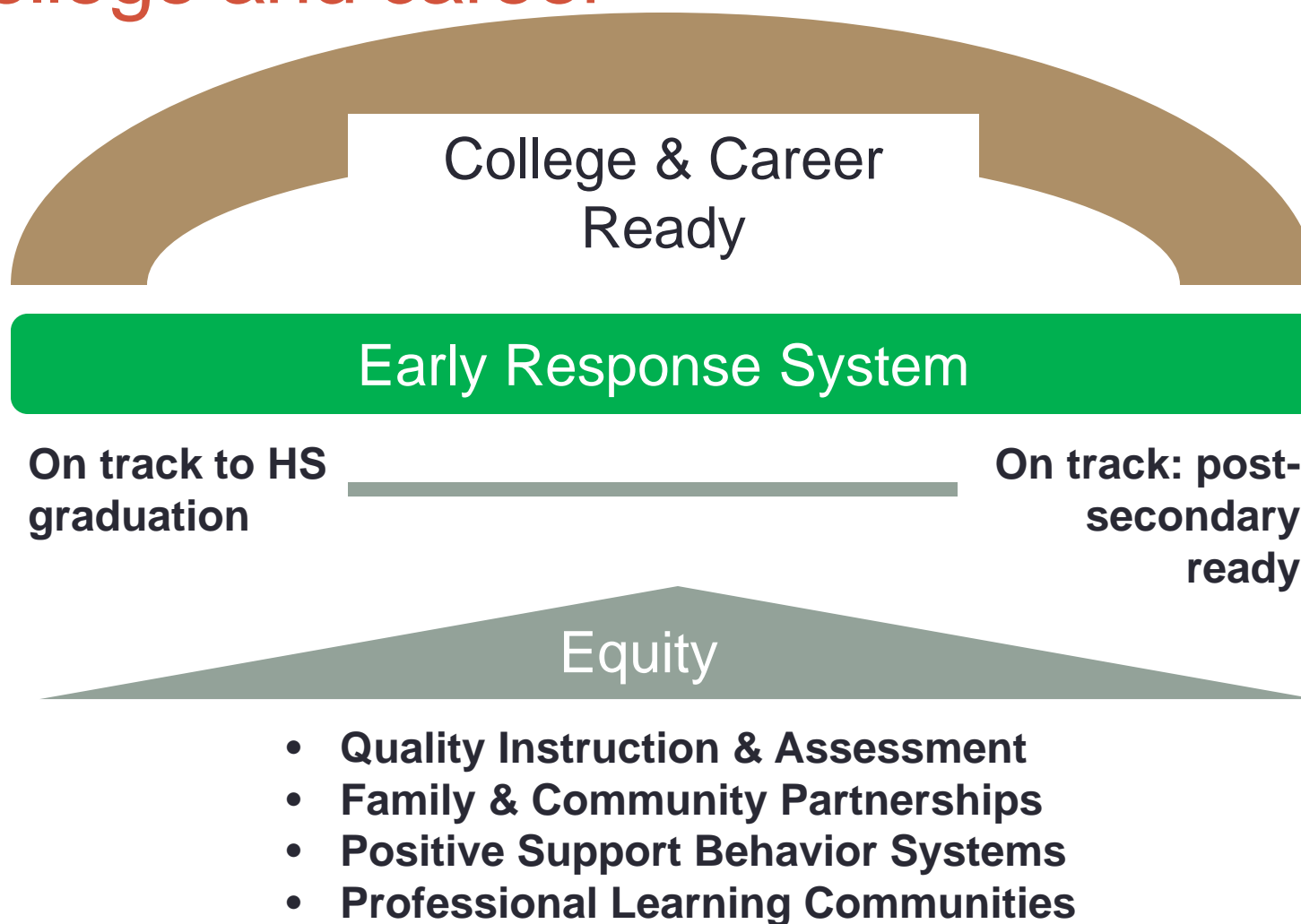


- *Who* does what step in this process? And at what level? (student level, school, cluster, region, etc.).
- How do they do it?
- What resource investments are required?

# 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>

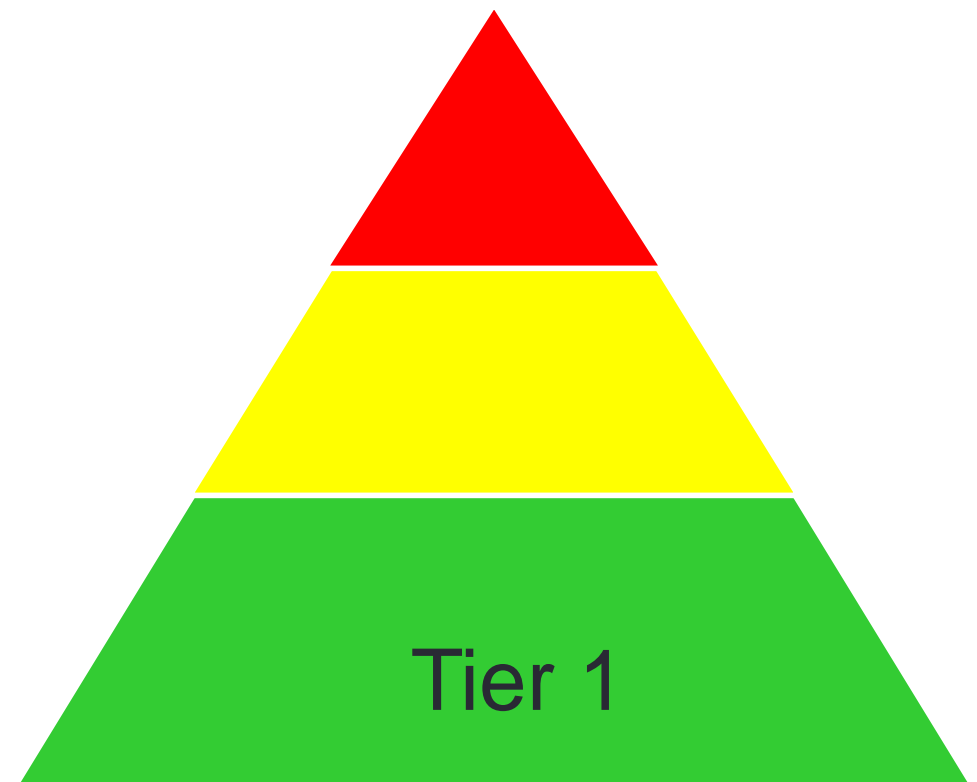
## Recommendation: Advanced Scholars “Like” Program at all high schools

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:**

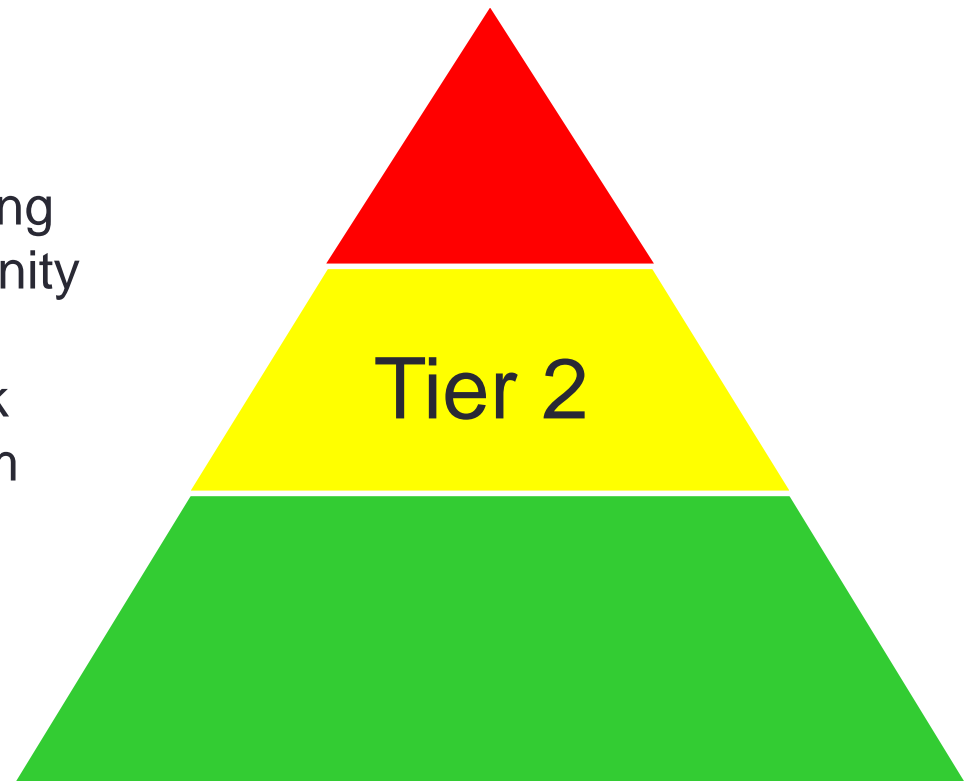
- Quality instruction
- Advisories, academies, and personalization
- Expanded career technical education & career exploration opportunities
- Deeper in-school support/after school support leveraging existing resources and stronger instruction
- School Social Workers to function as cluster level managers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



# Interventions

## **TIER 2 Students**

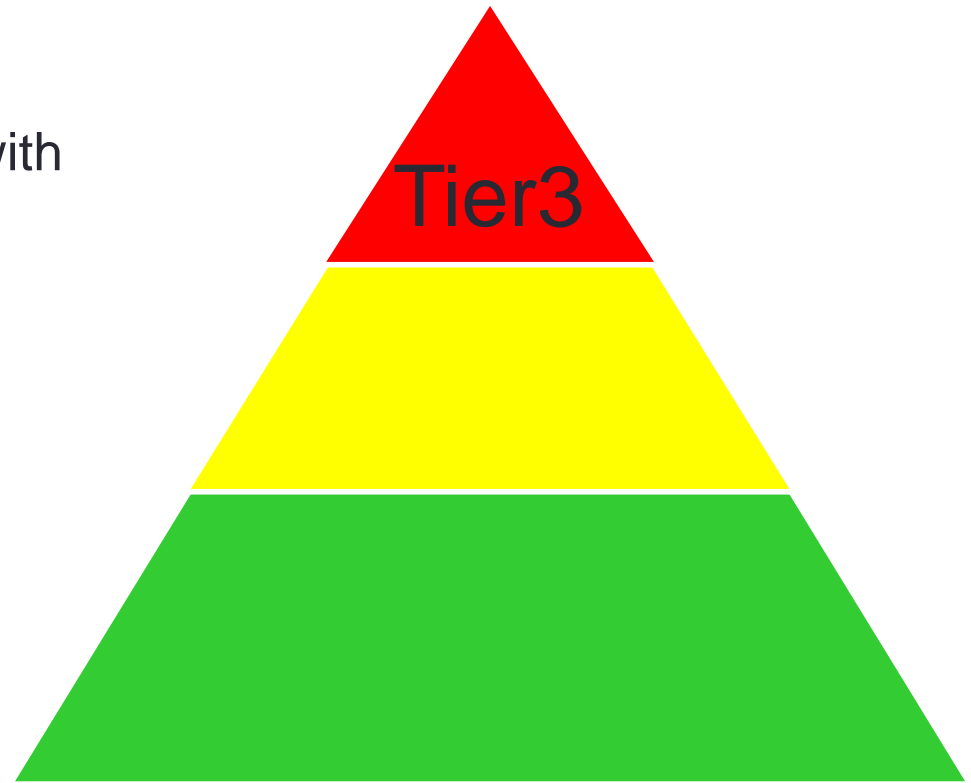
- Credit recovery
- Flexible scheduling
- Mentoring
- Attendance teams (using existing resources- counselors, community partners, campus monitors, administration but framing work around Early Response System and RTI)



# 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.



# A Segmented Analysis of High School Students in the Portland Public Schools

December 4, 2013

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**REVISED and UPDATED**

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## **Questions?**

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## **Acknowledgements**

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This analysis was drafted by Benjamin Chambers of Darn Write!, with significant guidance and contributions from Elise Christiansen, Robb Cowie, Carla Gay, Trip Goodall, Sue Ann Higgins, Sue Hiscox, Joe Suggs, and Korinna Wolfe. Tiel Jackson created the charts in Appendix K.

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# Executive Summary

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## Context and Rationale

Since 2008, the Portland Public School District (PPS) has been engaged in a comprehensive process to redesign its high school system to reduce dropouts, improve graduation rates, and improve post-graduate success.

Since PPS embarked on its high school redesign, its four-year graduation rate has increased 10 percent. According to the December 2012 report on the progress of Portland's high school redesign, [\*Portland's High School System: Update on High School System Design Implementation: Next Steps to Accelerate Progress\*](#), even though PPS's four-year rate is still lower than many districts around the state, the rates at which PPS students complete or continue are higher than the rest of Oregon. PPS also has a lower dropout rate.

That said, the graduation rate is still too low. As a result, PPS launched an analysis of its high school students, by segment, to evaluate the range of student needs in the high school system, and to determine whether its high school programs are (a) aligned with student needs and (b) located to serve them effectively. This report represents the first phase of that analysis.

## Goals

To help PPS lower the dropout rate and ensure that youth are served equitably across the system, several key strategic questions will need to be answered:

1. Which students are served, in which schools, and in what part of the district?
2. Are there gaps in the services provided to students?
3. If there are gaps, how can the school district address them?
4. If the district cannot address all gaps, how should the district set priorities for the greatest impact for its students?

This report begins to address the first two questions, and includes recommendations to address the remainder, along with the key decisions required to move forward.

## Methodology & Key Findings

The analysis used a different method to analyze the PPS student population than the four-year graduation cohort method used in the December 2012 report. The segmentation analysis draws primarily (though not exclusively) on a data snapshot of Portland students in grades 6-12 enrolled in Portland schools on October 1, 2011 for the 2011-2012 school year. Students were divided into segments based on age, grade level, and credit status.

Generally speaking, students who were fewer than six credits behind were categorized as “near,” and students who were a year or more behind in credits were “far.”<sup>1</sup> Since student age was a factor, they were also divided into “young” and “old” groups. (See the “Method of Analysis” in the full report on p. 21, for the criteria used to group students into segments.) The result was the following five segments:

<b>Students, Grades 9-12 – Oct. 1, 2011</b>				
<b>Segment</b>	<b>Total #</b>	<b>% of Total</b>	<b>Dropouts in 2011-12</b>	<b>Dropout Rate</b>
On Track	<b>8,246</b>	68.5%	159	1.9%
Off Track: Young and Near	2,261	18.8%	93	4.1%
Off Track: Old and Near	671	5.6%	88	13.1%
Off Track: Old and Far	549	4.6%	202	36.8%
Off Track: Young and Far	307	2.6%	60	19.5%
<b>Subtotal (Off Track)</b>	<b>3,788</b>	<b>31.5%</b>	<b>443</b>	<b>11.7%</b>
<b>Total</b>	<b>12,034</b>		<b>602</b>	<b>5.0%</b>

### A Note on Methodology: the Snapshot vs. Annual Enrollment

By its nature, a data snapshot taken at the beginning of the school year cannot capture changes in student enrollment as new students enter the district, old students are re-engaged, or students leave the district (to change schools, move away, or drop out). The count of students in grades 9-12 enrolled at any time in the 2011-2012 school year swelled from 12,034 students to 14,386 students—an increase of almost 20 percent. (Of course, since students enter and leave the district all year, not all were enrolled at the same time.) In addition, the relative size of the segments defined in the snapshot also changed—a fact that was likely due, at least in part, to the success

<sup>1</sup> Since most ninth-graders had not earned credits by October 1, 2011, when the data snapshot was taken, “Academic Priority” status was used as a proxy for identifying ninth-graders at-risk of dropout.

PPS and CBO alternative schools had at re-engaging off-track students. This may have implications for service planning as the district gets better at retaining or re-engaging students.

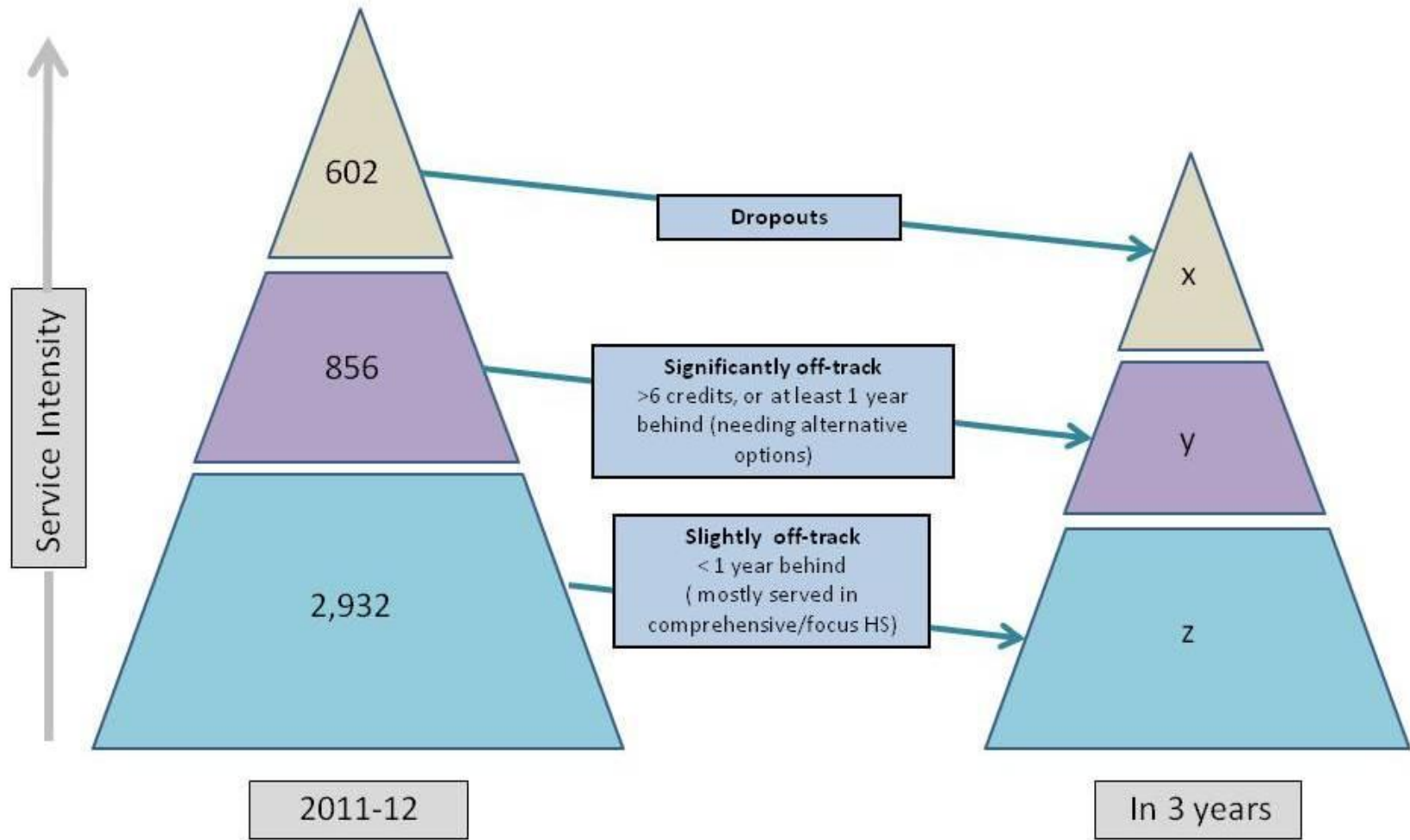
### **A Note on Terminology: What We Mean by “On Track” Students**

This analysis uses the term “on track” students to mean on track to graduate high school. (See p. 23 for the precise definition.) Nevertheless, readers should keep in mind that PPS’ overarching, broader goal is to ensure that all students are college and career-ready.

### **Conceptual Model**

To frame the analysis and recommendations, PPS used the following conceptual and planning models as a guide. (See next page.) Simply put, PPS’ goal is to reduce the size of all off-track segments, including dropouts. Each segment may require distinct strategies and services.

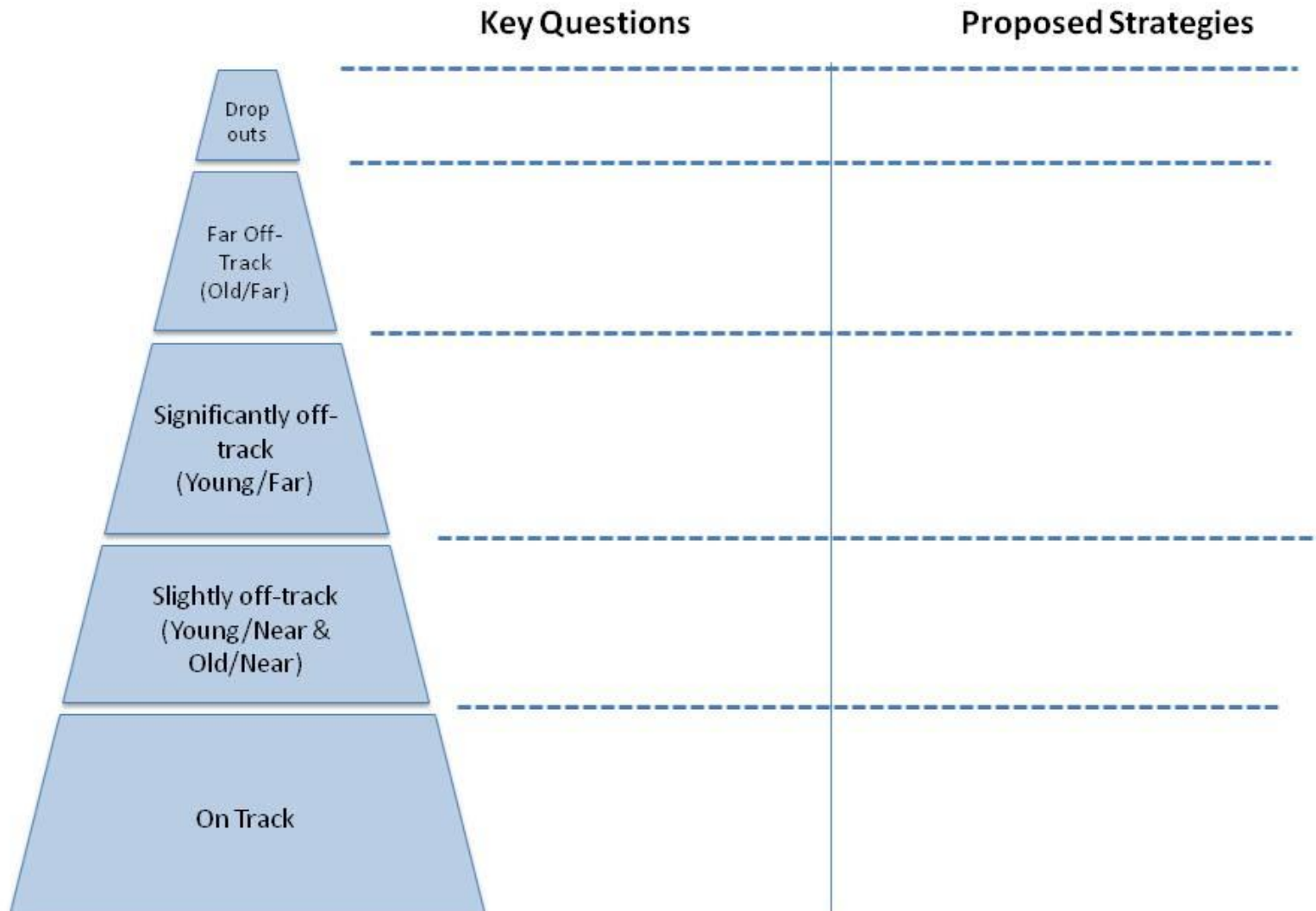
# Off-Track Students: a Conceptual Model



Note: "In 3 years" data assumes 20% improvement.



# High School Services: A Planning Model



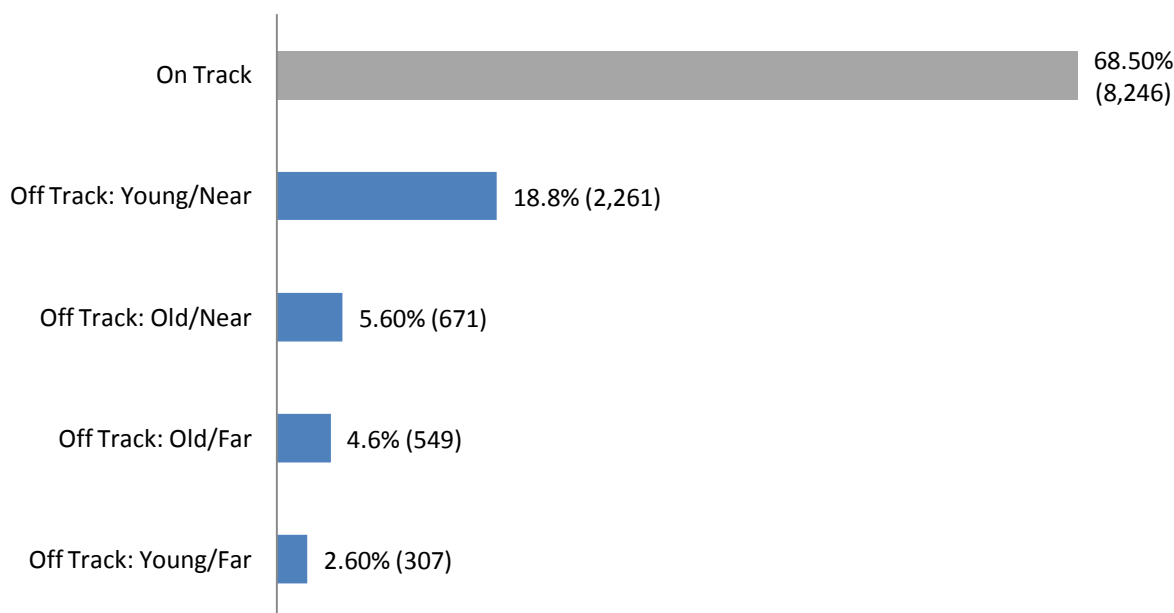
## Key Findings

By segmenting the snapshot data from October 1, 2011 and correlating it with total enrollment for the academic year, this analysis revealed some key facts.

### Size of Off-Track Population and Segments at Highest Risk for Dropout

- **More than two-thirds of the students (68.5 percent) in grades 9-12 were on track academically (based on total credits earned). However, nearly one in three (31.5 percent) were off track.**<sup>2</sup> This was also true of students in grades 6-8.

### On Track vs. Off-Track 2011-12, Gr. 9-12

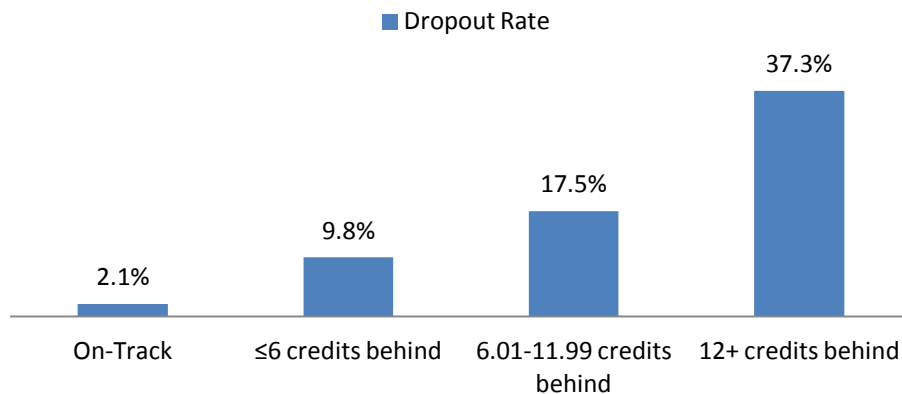


The number of “off-track” students is concerning because national research and PPS’ own data show that, as students fall behind in credits, their rate of dropout rises dramatically. We can see this in the graph below, which divides 10<sup>th</sup>-12<sup>th</sup> graders by credit status. (Because students don’t begin to earn credits until ninth grade, they are not included in the graph.)

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<sup>2</sup> The phrase “off track” refers in this report to all segments except “on track” – e.g., Young/Near, Young/Far, Old/Near, and Old/Far..

## Dropout Rate for Gr. 10-12 2011-12



- **Off-track students were significantly more likely to drop out, to be students of color, to be special education students, English Language Learners (ELL), and to participate in the Free and Reduced Meals program.** For example, about one in five off-track students were special education students, compared to about one in 10 among On Track students; and about twice as high a percentage of off-track students were ELL as On Track students (except for Old/Far students, where a much larger proportion were ELL). For more detail, see Table A, on p. 31.
- **The largest segment of off-track students was “Young and Near.”** Almost 1 in 5 of the high school student population (18.8 percent) fell into the Young/Near segment. The next closest segment, Old/Near, made up only 5.6 percent of the student population.<sup>3</sup>
- **Students in the Old/Far segment were most likely to drop out; the largest number and percentage of dropouts came from the Old/Far segment.** At 36.8 percent, the dropout rate among Old/Far students was nearly twice that of the next-closest cohort (Young/Far, 19.5 percent). That percentage represented 202 students, or 33.6 percent of all grade 9-12 PPS dropouts in the snapshot for the 2011-2012 school year.
  - **Old/Far students were more likely to be students of color than students in other segments, and much more likely to be English Language Learners.** Almost one in five Old/Far students was an English Language Learner, a rate that was five times that of on track students, and two-and-a-half-times greater than among the other off-track segments.

<sup>3</sup> Over half of the Young/Near students (1,242, or 54.9 percent) in the grade 9-12 snapshot were ninth graders classified as “Academic Priority.” As ninth-graders can be classified as “Academic Priority” solely because they are new to the district, this may warrant further examination.

- **On Track students made up the second-largest number of dropouts.** Although the dropout rate for On Track students was only two percent, 159 On Track students dropped out (26.4 percent of all dropouts) – a number and percentage second only to the Old/Far segment.

## What Types of Schools Were Students Enrolled In?

The table below shows what types of schools PPS students attended.

Students Gr. 9-12 by Type of School		
Type of School	# of Students	% of students
District-run comprehensive and focus	10,225	85.0%
CBO Alternative	1,181	9.8%
Other Alternative	134	1.1%
Charter	349	2.9%
DART <sup>4</sup>	90	0.7%
Special Ed	55	0.5%
<b>Total Students</b>	<b>12,034</b>	<b>100%</b>

NOTE: The CBO Alternative category includes students at Alliance; it does not include 109 PPS students enrolled at Helensview.

The majority of students attended district-run comprehensive and focus high schools and Community-Based Organization (CBO) alternative high schools.

- **Two out of three off-track students attended district-run comprehensive and focus high schools.** Two-thirds of all off-track students (2,521 out of (3,788) attended a district-run comprehensive and focus high school.
- **Nearly 1 in 5 students at district-run comprehensive and focus high schools were in the Young/Near off-track segment.** Most Young/Near students were enrolled in a district-run comprehensive and focus high school (18.3 percent of all students enrolled there). Still, 387 students in this segment attended other types of schools.
- **About one in three students who enrolled in a CBO alternative school in 2011-12 had not been enrolled in a PPS school the previous year.** A separate in-depth analysis of unsegmented students attending CBO alternative schools (see Appendix K, on p. 82) found that 825 out of 2,530 students (32.5 percent) who enrolled in a CBO school had not

<sup>4</sup> DART stands for schools located in “Day and Residential Treatment” centers such as Rosemont and Perry Center. Students in these facilities are placed there by the state Department of Human Services, the Oregon Youth Authority, and county probation departments for mental health or behavioral issues. Most are not originally from Portland. Although PPS provides instruction in these facilities, it has no control over the students’ length of stay or their graduation/completion of high school. As such, while these schools have been noted, they are not a focus of the segmentation analysis.

been enrolled at any PPS school the previous school year—they were either new students or were being re-engaged after a long hiatus.<sup>5</sup>

- **Old/Far students were more likely to attend a CBO alternative school (69.2 percent) than a district-run comprehensive or focus high school (23 percent).** A majority of all other segments attended a district-run comprehensive or focus high school. Given the role that CBOs are expected to play in engaging struggling and returning students, this anomaly implies they are engaging one of the hardest-to-reach segments of students.
- **Although most Young/Near students attended district comprehensive and focus high schools, 1 in 10 attended an alternative school.** More information is needed to determine whether these students were appropriately placed; this underscores the need to examine “fit” for all PPS students in district schools.

### Where Did Students Live?

- **One third of all off-track students lived in the Southeast, but significant percentages also lived in North and Northeast.** Southeast was home to 1,131, or 29.9 percent of all off-track students. North and Northeast both had two-thirds as many off-track students as Southeast (741 and 735, or 19.6 and 19.4 percent respectively). Among the main quadrants of the city, West had the lowest percentage of off-track students (16.1 percent).
- **Most students who dropped out lived in Southeast and Northeast Portland.** Southeast had the highest number of dropouts (140) and Northeast had the next-highest (83). However, the percentage of dropouts from Southeast (31.6 percent) was considerably larger than the next-highest regions, Northeast (18.7 percent) and North (16.5 percent).
- **The largest number and percentage of special education students—and of English Language Learners—lived in Southeast Portland.** Nearly one in three (29.4 percent, or 446) special education students lived in Southeast; an even greater percentage of English Language Learners (38.6 percent, or 261 students) lived there as well.
  - **High percentages of special education students and English Language Learners in every region were off-track.** At least 40 percent of all the special education students in every region were off-track. At least half of all English Language Learners were off-track in every region except Outer NE, where nearly half (46.5 percent) were off-track.

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<sup>5</sup> Note: this number and percentage includes some duplicated students. See Appendix K for more detail.

- **The vast majority of special education students and English Language Learners attended comprehensive or focus high schools, or CBO alternative schools.** About 76 percent of special education students and 82 percent of English Language Learners attend comprehensive high schools; an additional 14 percent in both categories attended CBO alternative schools.

### **Seat Capacity vs. Enrollment: an Opportunity and a Challenge**

By charting available seats—supply—versus students seeking services—demand, it is possible to get a rough idea of where need is greatest. In this instance, it did not make sense to use snapshot data since it did not represent all students who enrolled during 2011-12, and thus could not fully represent demand (see p. 27 for total enrollment figures compared to the snapshot data).

When supply was compared to total enrollment (see Appendix A, on p. 56), it was clear that in 2011-12, PPS had 617 more students than seats. When broken out by type of school however, it was apparent that the demand for alternative education options theoretically exceeded supply—alternative schools had approximately 620 more students than seats.

Alternative education providers were able to absorb these “extra” students in part by serving more students than contracted for. But they also saw significant turnover.

- **PPS faces an opportunity and a challenge:** All PPS schools, including contracted providers, must improve their ability to retain struggling students; as they do, however, the supply of classroom seats available will no longer meet the demand.

## Recommendations

Based on the analysis to date, the following appear to be priorities:

### 1. Refine and implement PPS' existing early warning system to deploy personalized services to at-risk students earlier and with greater accuracy.

PPS' early warning system, when refined, would help the district improve its ability to identify at-risk students earlier and more accurately. While no such system can be perfect, it's clear that the PPS system can be improved, given that one in four of all dropouts in the snapshot (26 percent, or 159 students) were in the "On Track" segment. Also, as noted above, approximately one out of three students attending CBO alternative schools in 2011-12 had not been enrolled in a PPS school the previous year—while some of these students may have been new to the district, others may have been out of school for over a year before they were re-engaged (see Appendix K, on p. 82).

- a. The early warning system should be refined to focus on a smaller proportion of high-needs youth and concentrate resources on the students who need the most assistance.

About half of the very large Young/Near segment—which, at 1,242 students, amounted to nearly one out of every 10 students enrolled in PPS high schools at the time of the snapshot—was made up of ninth-graders classified as "Academic Priority." However, some students are classified as "Academic Priority" solely because they are new to the district, and while attention should be paid to their transition, they are not necessarily off-track.

- b. Use a planning model like the one shown above (see p. 9), to develop a funding model to triage service intensity (and necessary funding) according to student need.

This will give the Superintendent and School Board concrete options to consider when making strategic decisions.

- c. Explore additional student needs that contribute to dropout and getting off-track.

Segmenting students by age and credit status is not sufficient to identify at-risk students and their needs. Additional factors that should be considered as they relate to students going off-track are mental health issues, homelessness, living in foster care, or involvement in the juvenile justice system.

**2. Expand the use of prevention and intervention programs that PPS has already piloted that are showing success with off-track populations.**

While not a comprehensive list, some examples of interventions already being piloted with off-track PPS high school students include:

- a. Credit recovery efforts. (Segments: Young/Near, Young/Far, Old/Near, Old/Far)
- b. Ninth-grade Academies. (Segments: On Track Dropouts, Young/Near, and Young/Far)
- c. The High School Graduation Initiative. (Segments: On Track Dropouts, Young/Near, and Young/Far) Intensive engagement strategies, such as small class sizes, double-dosing instruction, and employing teacher-advocates who connect frequently with students' families. (Segment: Old/Far, Young/Far)

Additional prevention programming for students in middle school is also warranted. Students in grades 6-8 show a risk of dropout identical to students in grades 9-12 (one in three are off-track), and could be an ideal target for prevention and intervention programs, since they are younger and school personnel should have more time to help them graduate or complete. Two examples of prevention programs for middle-school students already implemented by PPS are:

- d. The Step Up program. (Segments: Young/Near and Young/Far)
- e. Self Enhancement Inc. (SEI) Academy Public Charter School for Grades 6-8. (Segments: On Track middle school students)

See Appendix C on p. 60 for a fuller description of each intervention.

**3. Explore additional evidence-based or promising practices that PPS should consider implementing for off-track students.**

Certain segments of off-track students may benefit from programs used in comparable school districts elsewhere in the country.

**4. Improve the ability of district-run comprehensive, focus and alternative PPS schools, and CBO alternative schools, to serve off-track student segments.**

The vast majority of PPS students are served by district-run comprehensive and focus high schools and CBO alternative schools. As a result, most off-track students and at-risk categories of students are predominantly served there. A strategic effort to identify and serve these students in these high schools should pay off.



a. Review alignment to ensure students are served in the appropriate settings.

The only segment that was not predominantly served in district-run comprehensive and focus schools was the Old/Far segment, where about 70 percent were served by CBO schools. However, the CBOs also serve students in the On Track, Old/Near, Young/Far, and Young/Near segments. Should they be serving students in all those segments, or in their current proportions? A closer look may reveal ways to tighten referral policies from district-run comprehensive and focus high schools to help CBOs do what they do best.

Along the same lines, although the overwhelming majority of Young/Near students were enrolled in district-run comprehensive and focus high schools, over 240 Young/Near students were enrolled in alternative schools. Again, tighter referral policies may be in order.

Appendix K, on p. 82, can be used as a starting point to gain a deeper understanding of outcomes for re-engaged students at CBOs.

b. Improve services for special education students and English Language Learners attending comprehensive and focus schools and CBO alternative schools.

At least 46 percent of all special education students—and around half of English Language Learners— in all segments are off-track. Since the vast majority attend comprehensive and focus schools (76 percent of special education students and 82 percent of English Language Learners do so) or CBO alternative schools (about 14 percent in both cases), it seems logical to focus efforts to support these students primarily in comprehensive/focus schools and/or CBOs.

Special attention should be paid to English Language Learners who are in the Old/Far segment. These students show up in the Old/Far segment at about two-and-a-half times the rate they appear in other off-track segments. Methods should be identified to intervene earlier, to ensure they do not become Old/Far students.

c. Focus more resources and support services in Southeast Portland.

Fully one in three off-track students lived in Southeast, which was also home to the highest proportion, by a large margin, of special education students, and English Language Learners (about half of both categories were off-track) and dropouts. Adequate resources should be provided to the region for at-risk students.

d. Provide more interventions targeting Old/Far students.

Since the largest number and percentage of dropouts were in the Old/Far segment, further analysis of this population and the services they receive appears warranted. About one in four Old/Far students was in a district-run comprehensive and focus high school instead of a CBO or other alternative school; a deeper look at them would determine whether they would be better served in a CBO or alternative school, or whether more Old/Far students can be successfully served in comprehensive and focus high schools. (Note: a different definition of success may be needed for students who will not graduate with their fourth- or fifth-year cohorts, but who can still become college- or career-ready.)

e. Implement strategies to target On Track students at risk for dropout.

As noted above, almost one in four PPS dropouts in the snapshot were in the On Track segment. Implementing student support teams district-wide to assist when students exhibit warning signs in attendance, behavior, and classroom performance, for example, could identify On Track students at risk of dropout earlier and ensure they receive appropriate services to help them stay in school. (Note that the segmentation analysis did not distinguish between elective credits and credits required for graduation; it may be that students classified here as “On Track” who dropped out had a large number of elective credits, but not those needed to graduate.)

**5. Explore what the growth in the count of students who enroll in high school over the course of the academic year—and the concomitant changes in relative segment size—mean for service planning.**

PPS high school enrollment changes significantly over the course of the academic year as students enter and leave. As the district gets better at retaining and re-engaging students, this will have implications for school capacity and how services should be deployed.

**6. Address the grading gap.**

As the December 2012 report on Portland’s high school system redesign noted, PPS high schools display dramatic disparities in course failures by race and ethnicity. Research has shown that students are at most risk of dropping out when they fall behind and a diploma begins to seem out of reach. The report suggested several strategies to address the issue that would not compromise instructional or curricular rigor. Addressing the grading gap would help ensure that services are effective for all students.

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# Overview Report

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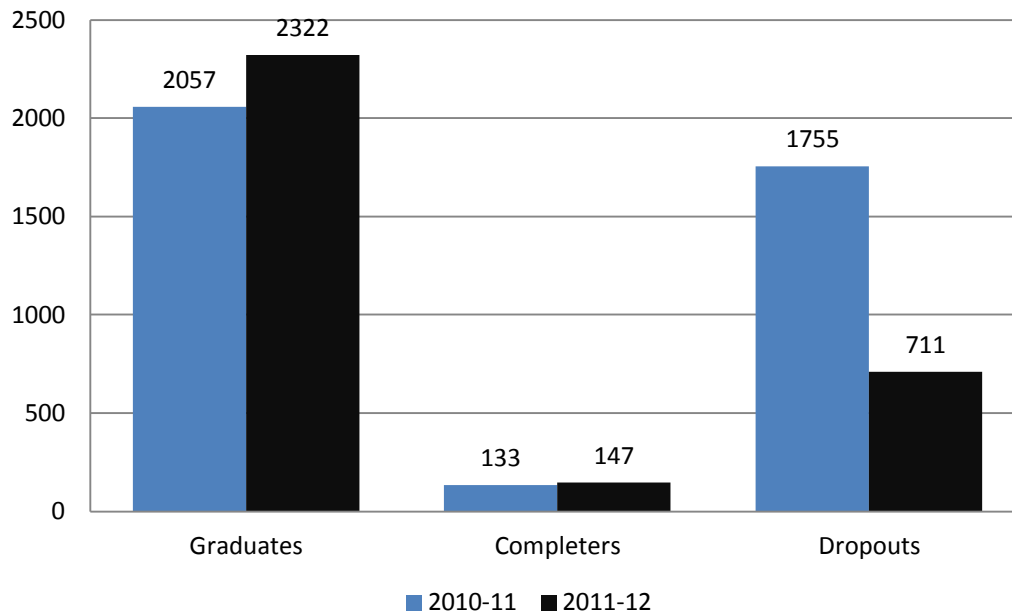
## Context and Rationale

The Portland Public Schools (PPS), as part of its effort to redesign its high school system, has undertaken a supplemental “segmentation” analysis of PPS’s high school student population to categorize students based on age and credit status and determine how PPS can meet the needs of students throughout the system. This report constitutes the first step in that analysis.

### Despite Significant Progress, Dropouts Remain a Priority

Portland Public Schools has increased its four-year graduation rate 10 percent since it embarked on its redesign, and—according to the December 2012 report on the progress of Portland’s high school redesign—[\*Portland’s High School System: Update on High School System Design Implementation; Next Steps to Accelerate Progress\*](#)—PPS’ dropout rate has improved significantly since 2008 and is lower than any other school district in Oregon. However, the dropout rate is still unacceptable. In 2011-2012—the first academic year in which the High School System Design changes implemented by the Portland School Board took effect—711 students in grades 7-12 dropped out (see Figure 1, below); of whom 602 students were in grades 9-12 (five percent of grade 9-12 students enrolled as of October 1, 2011).

**Figure 1**  
**PPS Graduates, Completers, Dropouts**  
**Grades 7-12**



- For the 2011-12 school year, 66.9 percent of 12<sup>th</sup>-graders graduated.
- In the same year, 711 students dropped out from grades 7-12, of whom 602 were in grades 9-12. **NOTE:** The dramatic decrease in dropouts between 2010-11 and 2011-12 was partly due to an effort to ensure that departing students who enrolled in a school outside of PPS are not counted as dropouts.

## Goals

To help PPS lower the dropout rate and ensure that youth are served equitably across the system, PPS launched this analysis of its high school students, by segment, to evaluate the range of student needs in the high school system, and to determine whether its high school programs are (a) aligned with student needs and (b) located to effectively serve them. It is the first step to answering several key strategic questions:

1. Which students are served, in which schools, and in what part of the district?
2. Are there gaps in the services provided to students?
3. If there are gaps, how can the school district address them?
4. If the district cannot address all gaps, how should the district set priorities for the greatest impact for its students?

This report begins to address the first two questions, and includes recommendations to address the remainder, along with key decisions required to move forward.

## Method of Analysis

The December 2012 report on the progress of Portland’s high school redesign -- [\*Portland’s High School System: Update on High School System Design Implementation; Next Steps to Accelerate Progress\*](#) – analyzed student data that was taken from an analysis of four-year cohorts. In contrast, this segmentation analysis draws on a data snapshot of Portland students in grades 6-12, enrolled on October 1, 2011 for the 2011-2012 school year. By delving into a single school year, this approach provides a useful look at whether students in the high school system are appropriately matched with services that meet their needs.

## Segmenting PPS Students

Since one goal of the high school redesign is to ensure that students are matched appropriately with services and do not drop out—and there is a strong correlation between being academically “off track” and dropping out—PPS staff analyzed the snapshot data to determine which students were On Track, and which were not.

To do this, PPS staff divided the students in the data snapshot into segments based on age, grade level, and credit status (i.e., proximity to being On Track for graduation). Generally speaking, students who were fewer than six credits behind were categorized as “near,” and students who

were a year or more behind in credits were “far.”<sup>6</sup> Since student age was a factor, they were also divided into “young” and “old” groups.

Below are the detailed rules:

<b>PPS Data Snapshot 2011-2012 – Criteria for Segmentation</b>					
<b>Grades 6-9</b>					
<b>Age Category</b>	<b>Grade Level</b>	<b>Age on September 1 of that AY</b>	<b>On Track (credits)</b>	<b>Near Off-Track (credits as of Oct 1)</b>	<b>Far Off-Track (credits as of Oct 1; one year or more behind)</b>
<b>Young</b>	6th-9th grade	15 and younger	Not AcP* (credits N/A)	AcP* (credits N/A)	AcP* and OAKS** Reading or Math "very low" (credits N/A)
<b>Old</b>	9th grade	16	12+	6-11.99	<6
		17 and older	18+	12-17.99	<12
<b>Grades 10-12</b>					
<b>Young</b>	10th-12th grade	14 and younger	6+	1-5.99	<1
		15	6+	1-5.99	<1
		16	12+	6-11.99	<6
<b>Old</b>	10th-12th grade	17 and older	18+	12-17.99	<12

\*AcP = "Academic Priority." For classification criteria see "Academic Priority" in the glossary (Appendix B, on p. 57). Note that some students are classified as AcP solely because they are new to the district.

\*\*OAKS (Oregon Assessment of Knowledge and Skills) is a state test given to students in Oregon public schools

**NOTE:** Students who were significantly younger or older than usual for their grade level were infrequent outliers.

<sup>6</sup> Since most ninth-graders had not earned credits by October 1, 2011, when the data snapshot was taken, “Academic Priority” status was used as a proxy for identifying ninth-graders at-risk of dropout.

Using these rules resulted in five segments, broken down the following ways:

<b>Students, Grades 9-12 – Oct. 1, 2011</b>				
<b>Segment</b>	<b>Total #</b>	<b>% of Total</b>	<b>Dropouts</b>	<b>Dropout Rate</b>
On Track	<b>8,246</b>	68.5%	159	1.9%
Off Track: Young and Near	2,261	18.8%	93	4.1%
Off Track: Old and Near	671	5.6%	88	13.1%
Off Track: Old and Far	549	4.6%	202	36.8%
Off Track: Young and Far	307	2.6%	60	19.5%
<b>Subtotal (Off Track)</b>	<b>3,788</b>	<b>31.5%</b>	<b>443</b>	<b>11.7%</b>
<b>Total</b>	<b>12,034</b>		<b>602</b>	<b>5.0%</b>

## The Segments - Defined

Below is a written explanation of the criteria for segmentation.

### **On Track**

Students in grades 10-12 who were up to date with their credits, based on their age and grade level, were considered “on track,” along with ninth-graders not classified as “Academic Priority.” Ninth graders 16 or older who had earned the appropriate number of credits were the only exception, as they were also classified as “on track.”

**Please Note:** “on track” students, as defined, are on track to graduate high school. Nevertheless, readers should keep in mind that PPS’ overarching, broader goal is to ensure that all students are college and career-ready.

### **Off Track**

The term “off track” in this report refers to any students in the four off-track segments listed below – i.e., any students who were not on track.

#### **Off Track: Young and Near**

These “young” students were “nearly” on track to graduate. They include students in grades 10-12 younger than 17 who were fewer than 6 credits behind, based on their age and grade level, as well as ninth-graders younger than 16 who were classified as “Academic Priority.”

### **Off Track: Old and Near**

“Old” students “nearly” on track to graduate included students in grades 10-12 who were 16 and older in ninth grade -- and those 17 and older in grades 10-12 -- who were fewer than 6 credits behind.

### **Off Track: Young and Far**

“Young” students “far” from being on track to graduate included students younger than 17 in grades 10-12 who were a year or more behind in credits. Ninth-graders younger than 16 who were classified as “Academic Priority” – and who scored “very low” on the statewide OAKS test in either reading or math -- also fell into this category.

### **Off Track: Old and Far**

“Old” students “far” from being On Track to graduate included students 17 and older in grades 10-12 (and ninth-graders 16 and older) who were a year or more behind in credits.

## **Other Variables**

Data on all students in the snapshot were also pulled for their race and ethnicity; economic status; special education status; whether they were English Language Learners; type of school attended; and, if they had dropped out, whether they re-enrolled or moved to another school the following year. (See Table A, on p. 31 for the results.)

In addition, home addresses of off-track youth were organized by zip code into regions – West, North, Northeast, Southeast, Outer Northeast, and Outer Southeast – and then mapped onto the PPS school district by segment, to show student needs and PPS services by region. (See Tables C and D, on p. 40.) For a list of zip codes by region, see Appendix E, p. 64); for detailed information about each segment by region see Appendix G, p. 66; and for segments mapped by region, see Appendix L, p. 84.)

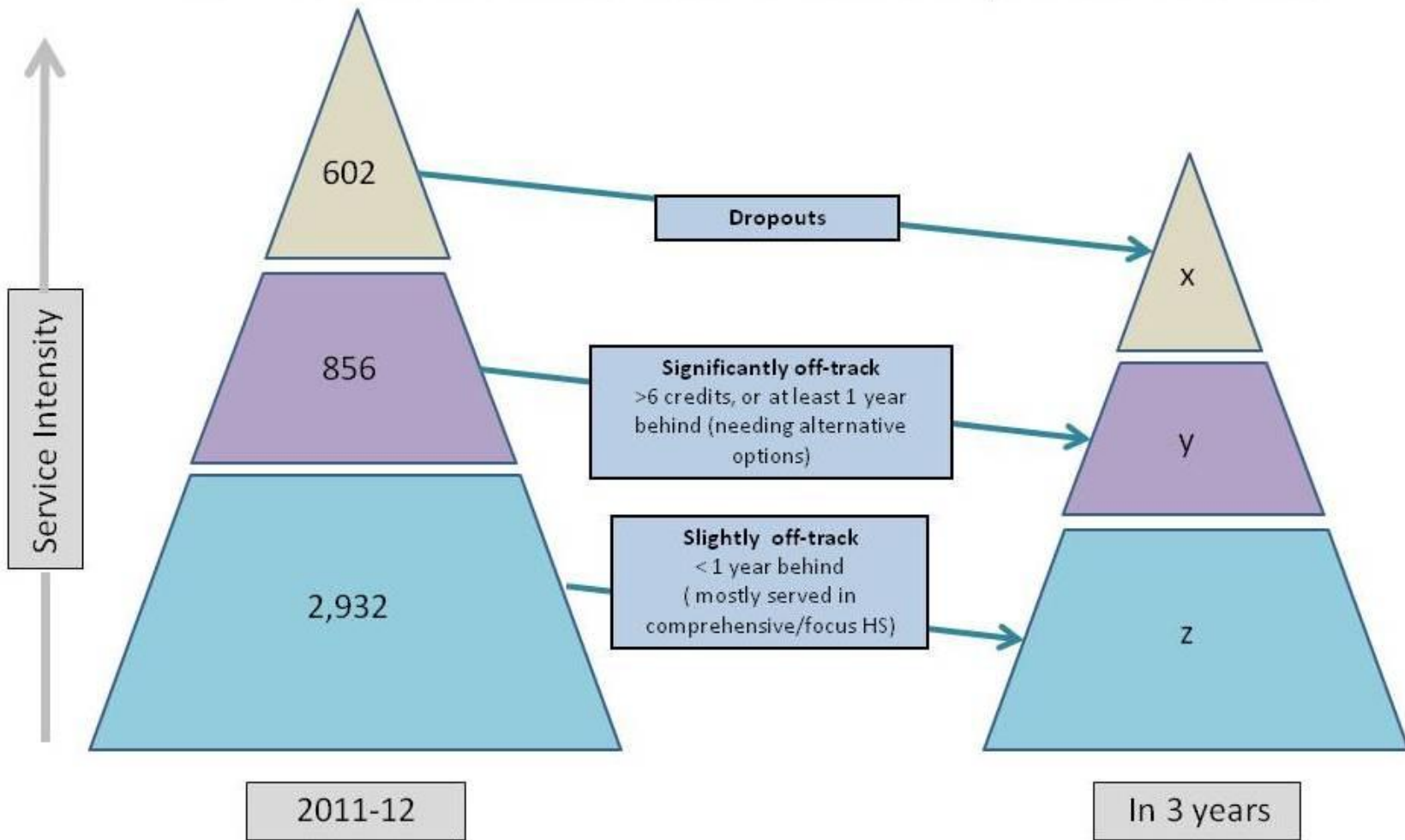
## **Conceptual Model**

To frame the analysis and the development of recommendations that arise out of it, PPS proposes the following conceptual and planning models as a guide. (See Figures 2 and 3, below.) Simply put, PPS’ goal is to reduce the size of all off-track segments, including dropouts. Each segment may require distinct strategies and services.



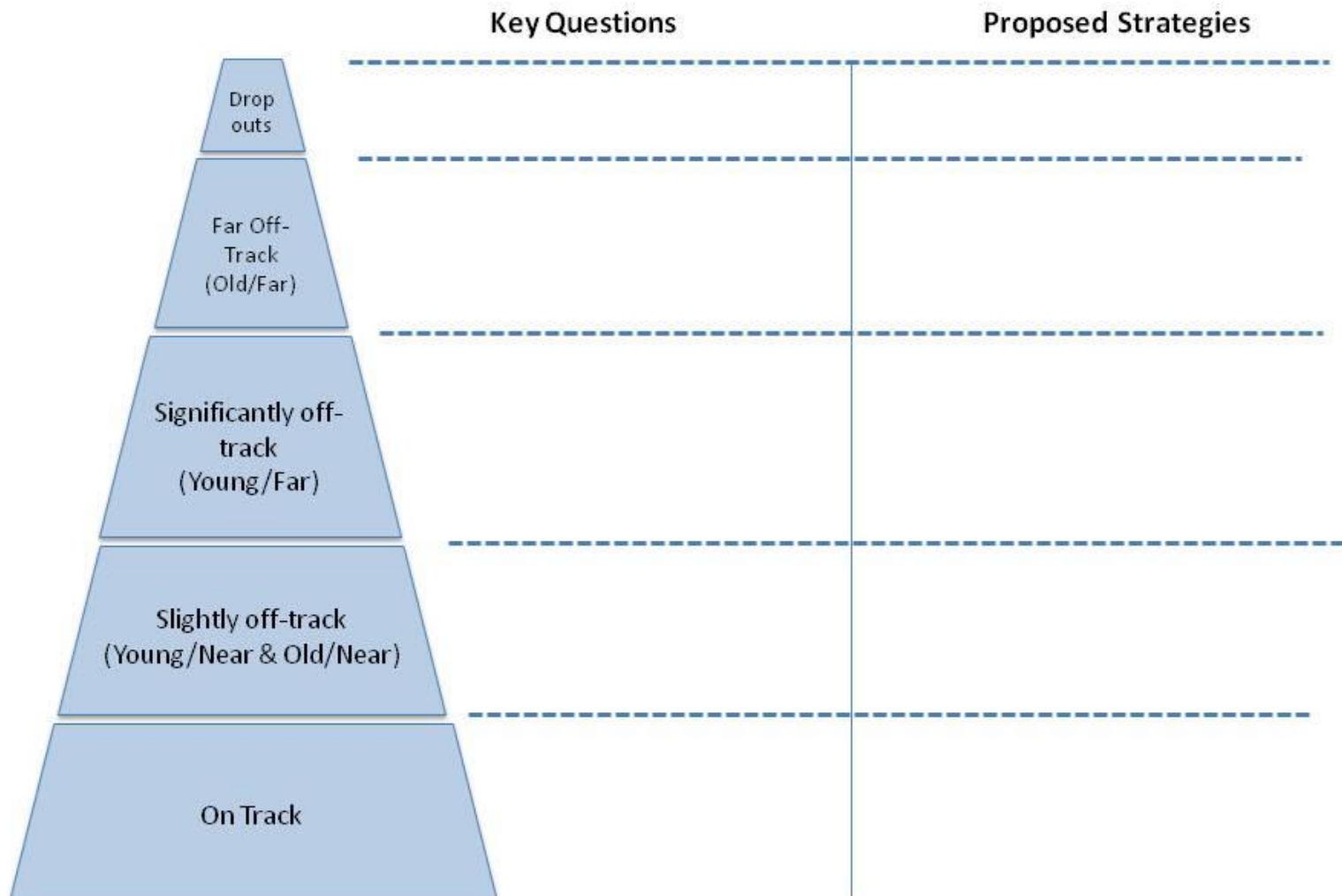
# Figure 2

## Off-Track Students: a Conceptual Model



Note: "In 3 years" data assumes 20% improvement.

# Figure 3 High School Services: A Planning Model



## A Note on Methodology: the Snapshot vs. Annual Enrollment

By its nature, a data snapshot taken at the beginning of the school year cannot capture changes in student enrollment as new students enter the district, old students are re-engaged, or students leave the district (to change schools, move away, or drop out). While the snapshot provides a useful way to delve into student needs, it cannot fully describe demand for services—especially students “far” from graduation who tend not to re-engage in school until later in the year.

The chart below illustrates this:

<b>Change in PPS Gr. 9-12 Enrollment During 2011-2012</b>						
Segment	Enrolled Oct. 1 2011 (Snapshot)		Enrolled anytime 2011-2012		# Growth	% Change
	On Track	8,246	68.5%	8,839		
Young and Near	2,261	18.8%	2,842	19.8%	581	25.7%
Old and Near	671	5.6%	877	6.1%	206	30.7%
Old and Far	549	4.6%	1,142	7.9%	593	108.0%
Young and Far	307	2.6%	686	4.8%	379	123.5%
<b>Total</b>	<b>12,034</b>	<b>100.0%</b>	<b>14,386</b>	<b>100.0%</b>	<b>2,352</b>	<b>19.5%</b>

During the 2011-12 academic year, the count of students enrolled at any time swelled 19.5 percent, to 14,386 students. (Because students enter and leave the district all year for various reasons, not all were enrolled at the same time.) Although all segments grew in raw numbers, the “On Track” segment grew by the smallest percentage, and the Old/Far and Young/Far segments grew most dramatically in terms of percentage. Given that Old/Far and Young/Far students are least likely to be engaged in school for various reasons, it should not be surprising to see significant “growth” in these segments over the course of the year. Nevertheless, the significant shifts in enrollment across segments throughout the academic year should have implications for service planning.

For example, comprehensive and focus high schools began the year with 10,225 enrolled students, but by the end of the year, 10,715 had enrolled there at some point during the year—a net gain of 490 enrolled students, though again, not all were enrolled at the same time. (To see these figures, compare the table on p. 46 with Appendix A on p. 56). But the biggest fluctuations in enrollment, by far, were experienced by the CBO alternative schools. Only about half of the roughly 2,500 CBO students continued from the previous year or began the year enrolled there; the remainder enrolled later in the year (see Appendix K, on p. 82).

## **PPS Students Enrolled in Other Districts**

It should also be noted that 343 students whose home addresses were in Portland in the 2011-2012 school year were enrolled in an external school/program for some period of time. On Oct. 1, 2011, 109 of these students were enrolled at Helensview; the remainder were at (in order), the Donald E. Long School, Inc Youth Program-MCDC, and FLS-Pathways Community School; the remainder were spread out among 35 other programs. (Although not part of the PPS district, programs like those named here are considered a vital part of its alternative education system.)

Students enrolled in other districts were not part of the analysis unless they were enrolled in a PPS school or program sometime during the 2011-12 school year.

## Student Services: Demand

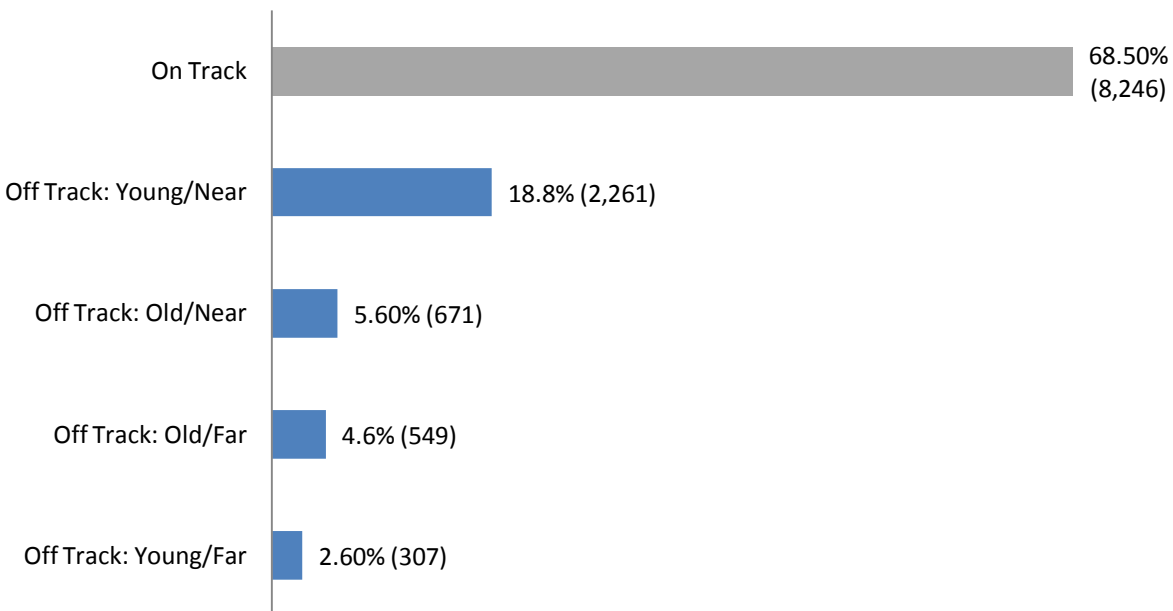
The analysis is divided broadly into two perspectives: examining the students who represent demand for PPS’ educational services, and the supply and distribution of educational services currently available. This section examines the student demand.

### Findings

#### Size of Off-Track Population and Segments at Highest Risk for Dropout

- **More than two-thirds of the students (68.5 percent) in grades 9-12 were on track academically. However, almost one in three (31.5 percent) were off track.<sup>7</sup> See the graph below.**

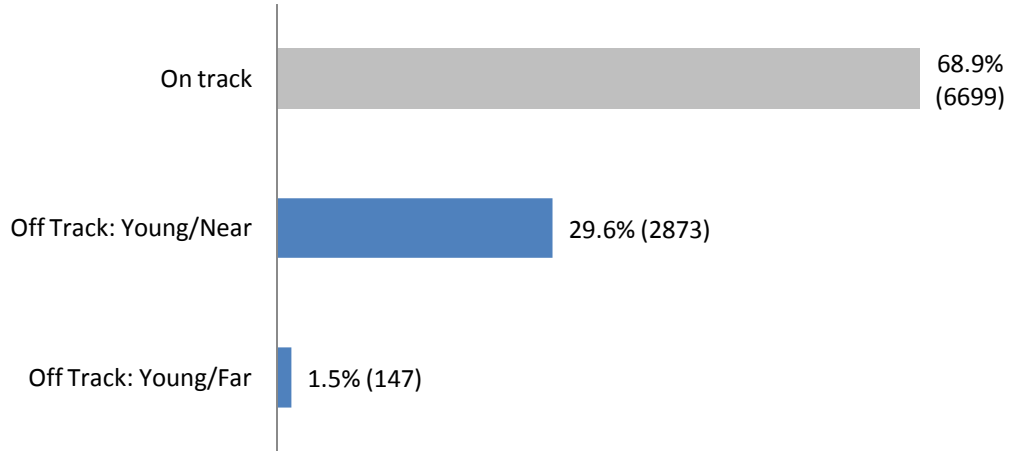
#### On Track vs. Off-Track 2011-12, Gr. 9-12



<sup>7</sup> The phrase “off track” refers in this report to all segments except “on track” – e.g., Young/Near, Young/Far, Old/Near, and Old/Far.

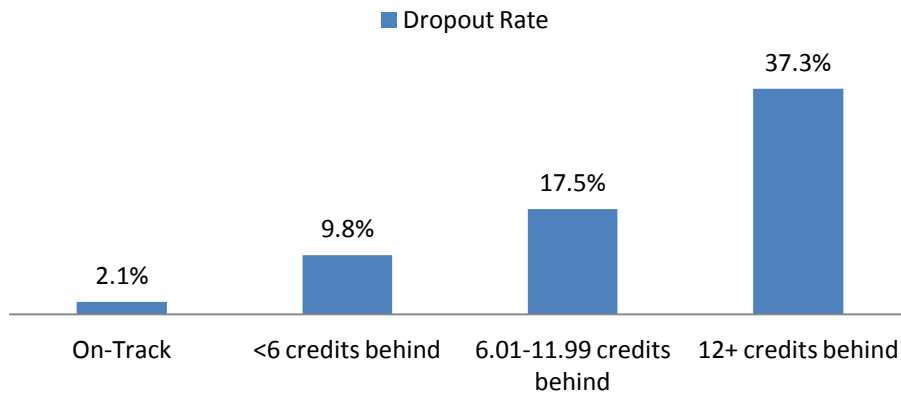
The same divide is clear in grades 6-8, as well:

### On Track vs. Off Track Students 2011-12, Gr. 6-8



The number of “off-track” students is concerning because national research and PPS’ own data show that, as students fall behind in credits, their rate of dropout rises dramatically. We can see this in the graph below, which divides 10<sup>th</sup>-12<sup>th</sup> graders by credit status. (Because students don’t begin to earn credits until ninth grade, they are not included in the graph.)

### Dropout Rate for Gr. 10-12 2011-12



**Table A: 2011-12 Gr. 9-12 Students, Oct. 1 Snapshot - Segments**

Segment	Total # in 2011-2012 / % of total		Annual Dropout Rate	# of dropouts in 2011-12 / % of total		Students of Color <sup>§</sup>		Special Education (SPED)		English Language Learner (ELL)		Free and Reduced Meals (FARM)		Male Students	
On Track*	8,246	68.5%	1.9%	159	26.4%	3,312	40.2%	780	9.5%	324	3.9%	3,102	37.6%	4,033	48.9%
Young and Near	2,261	18.8%	4.1%	93	15.4%	1,195	52.9%	461	20.4%	173	7.7%	1,466	64.8%	1,242	54.9%
Old and Near	671	5.6%	13.1%	88	14.6%	354	52.8%	123	18.3%	50	7.5%	374	55.7%	383	57.1%
Old and Far	549	4.6%	36.8%	202	33.6%	322	58.7%	94	17.1%	105	19.1%	240	43.7%	313	57.0%
Young and Far	307	2.6%	19.5%	60	10.0%	167	54.4%	58	18.9%	24	7.8%	184	59.9%	191	62.2%

\*Includes non-ACP ninth-graders.

§On average, students of color constituted 44.5 percent of PPS student population in the October 1, 2011 snapshot of grades 9-12.

**Table B: 2011-12 Gr. 9-12 Students – Segments by Race/Ethnicity**

Race/Ethnicity	On Track		Young and Near		Old and Near		Old and Far		Young and Far	
Asian	847	10.3%	127	5.6%	42	6.3%	55	10.0%	16	5.2%
Black/ African-American	885	10.7%	409	18.1%	133	19.8%	106	19.3%	59	19.2%
Hispanic/Latino <sup>8</sup>	969	11.8%	445	19.7%	114	17.0%	108	19.7%	70	22.8%
Multiple Races (non-Hispanic)	427	5.2%	124	5.5%	41	6.1%	26	4.7%	15	4.9%
Native American or Alaska Native	104	1.3%	67	3.0%	10	1.5%	18	3.3%	6	2.0%
Native Hawaiian or Other Pacific Islander	80	1.0%	23	1.0%	14	2.1%	9	1.6%	1	0.3%
White	4,934	59.8%	1,066	47.1%	317	47.2%	227	41.3%	140	45.6%

<sup>8</sup> Some White students may be counted as Hispanic.



Based on Table A, we see that:

- **The largest segment of off-track students was “Young and Near.”** Almost 1 in 5 of the high school student population (18.8 percent) fell into the Young/Near segment. The next closest segment, Old/Near, made up only 5.6 percent of the student population.
  - The Young/Near segment displayed the lowest percentage of drop-outs among the off-track segments (4.1 percent)—about one-third the rate of the next-lowest segment, Old/Near (13.1 percent).
  - Though the Young/Near segment in this snapshot had the highest percentage (20.4 percent) of students in special education, the other segments were relatively similar (18.9 percent of Young/Far students, 18.3 percent of Old/Near, and 17.1 percent of Old/Far).
  - Over half of the Young/Near students (1,242, or 54.9 percent) were ninth graders classified as “Academic Priority” (or AcP). Since ninth-graders can be classified as “Academic Priority” solely because they are new to the district, this may warrant further examination
- **Students in the Old/Far segment were most likely to drop out.** The largest number (202 students) and percentage of dropouts (33.6 percent) came from the Old/Far students. In fact, the dropout *rate* among Old/Far students (36.8 percent) was nearly double that of the next-closest cohort (Young/Far, 19.5 percent).
  - Old/Far students were more likely to be students of color than were students in other segments.
  - English Language Learners were over-represented in the Old/Far segment. In general, English Language Learners represented eight percent or fewer of all segments of students (including On Track students) -- with the notable exception of Old/Far, where almost one in five (19.1 percent) were English Language Learners, a rate that was five times that of On Track students, and two-and-a-half-times greater than among the other off-track segments
- **The second largest number and percentage of dropouts was in the On Track segment.** Although only two percent of On Track students dropped out, that translated to 159 dropouts—26.4 percent of all dropouts.

Table B shows how each segment is broken down by race and ethnicity. From this breakdown, it is clear that:

- **Students of color were generally over-represented in the off-track segments.** Youth of color generally (though not universally) made up a larger percentage of each segment

than they did in the On Track segment; conversely, White and Asian students appeared in smaller percentages, proportionally, than they did in the On Track segments.

- **For some groups of youth of color, nearly as many youth were off-track as were On Track.**
  - Just about as many Native American/Alaska Native youth were off-track (101 students) as On Track (104).
  - For Hispanic/Latino youth, 43 percent were off-track (737), compared to On Track (969). For Black/African-American youth, 44 percent were off-track (707), compared to On Track (885).

For other groups, there proportion of off-track to on-track students was smaller.

- When it came to Asian youth, 22 percent were off-track (240) compared to On Track (847); while 32.5 percent of multi-racial (non-Hispanic) students (206) were off-track, compared to On Track (427).
- Only 26 percent of White youth were off-track (1,750), compared to On Track (4,934).
- **Though Asian students were generally under-represented in off-track segments, they made up 10 percent of Old and Far students.** Although Asian students made up between five and six percent of students in other off-track segments, that percentage jumped to 10 percent of Old and Far students. This may be because three quarters of Hispanic/Latino students and almost half of the Asian students in the Old/Far category list Spanish and Vietnamese, respectively as their primary languages (see Appendix J, on p. 76), but this may bear further investigation.

## Dropouts

According to the data snapshot, students dropped out in greater numbers toward the end of high school, as can be seen in the table below.

<b>PPS Dropouts by Grade (7-12)</b>		
Grade	#	%
7	48	6.8%
8	61	8.6%
9	56	7.9%
10	106	14.9%
11	154	21.7%
12	286	40.2%
<b>Total</b>	<b>711</b>	<b>100.0%</b>

- **Forty percent of all dropouts left school in their senior year.** While much attention is deservedly paid to the transition from junior high school to high school, many students leave when they either should be graduating or completing – perhaps because they see no hope that they can finish high school. This appears to underscore the importance of early identification and intervention.

The table below summarizes the demographics of 2011-12 dropouts in grades 7-12.

<b>PPS Dropouts Grades 7-12 Enrolled Oct 2011 Key Demographics</b>			
	<b>District population, Gr. 7-12 (n=18,426)</b>	<b>PPS Dropouts, Gr. 7-12, enrolled Oct. 2011 (n=711)</b>	
<b>Demographic Category</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
Male	51%	387	54.4%
Spec. Ed	13.5%	88	12.4%
English Language Learners	5.5%	67	9.4%
Free and Reduced Price Meals (FARM)	46.0%	362	50.9%
Students of Color <sup>9</sup>	44.5%	368	51.8%
Suspensions/Expulsions	6.7%	50	7.0%

- **English Language Learners were overrepresented among dropouts.** While they represented only 5.5 percent of students in the district, they made up almost twice as high a percentage—9.4 percent—among dropouts. Dropouts were also more likely to be male, participate in the Free and Reduced Price Meals program, and to be students of color when compared to the district population as a whole.

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<sup>9</sup> Some White students may be counted as Hispanic.

The following table looks more closely at the racial/ethnic breakdown of students who dropped out, compared to district-wide statistics.

<b>2011-2012 Dropouts by Race/Ethnicity</b>				
Race/Ethnicity	District Population Gr. 7-12 (n=18,426)		PPS Dropouts, Gr. 7-12, enrolled Oct. 2011 (n=711)	
	Number	Percent	Number	Percent
Asian	1,586	8.6%	32	4.5%
Black/ African-American	2,419	13.1%	111	15.6%
Hispanic/Latino <sup>10</sup>	2,712	14.7%	151	21.2%
Multiple Races (non-Hispanic)	1,012	5.5%	47	6.6%
Native American or Alaska Native	283	1.5%	19	2.7%
Native Hawaiian or Other Pacific Islander	188	1.0%	8	1.1%
White	10,226	55.5%	343	48.2%

Looking at the chart above, it's clear where there is over and under-representation. Asian and White students were under-represented among students who dropped out, compared to their numbers enrolled in the district; all other categories were over-represented. Most notably:

- While only 1.5 percent of grade 7-12 students in the district were Native American/Alaska Native youth, they appeared among the students who dropped out at nearly twice that percentage (2.7 percent).
- Hispanic/Latino youth accounted for 14.7 percent of students in the grade 7-12 population, but made up 21.2 percent of students who dropped out (a proportional difference of 44 percent); Black/African-American youth made up 13.1 percent of the student population and 15.6 percent of students who dropped out (a proportional difference of nearly 20 percent).
- Although White students (55.5 percent of students district-wide) made up only 48.2 percent of the students who dropped out, they comprised the largest *number* of dropouts (343), followed by Hispanic/Latino youth (151) and Black/African-American students (111).

Given that off-track students are at higher risk of dropping out, PPS next examined how dropouts broke out by segment. The excerpt below, drawn from Table A on p. 31, shows the dropout rate by segment, along with the number and percentage of dropouts by segment.

<sup>10</sup> Some White students may be counted as Hispanic.

2011-12 Gr. 9-12 Students Who Dropped Out by Segment					
Segment	Total # in 2011-2012 / % of total		Annual Dropout Rate	# of Dropouts in 2011-12 / % of total	
On Track	8,246	68.5%	1.9%	159	26.4%
Young and Near	2,261	18.8%	4.1%	93	15.4%
Old and Near	671	5.6%	13.1%	88	14.6%
Old and Far	549	4.6%	36.8%	202	33.6%
Young and Far	307	2.6%	19.5%	60	10.0%

Looking at the chart, it is clear that:

- The largest number and percentage of dropouts, by far, were in the Old/Far segment.** At 36.8 percent, the dropout *rate* of Old/Far students was nearly double that of the next-closest cohort (Young/Far, 19.5 percent). That percentage represented 202 students, or 33.6 percent of all grade 9-12 PPS dropouts in the snapshot for the 2011-2012 school year.
- On Track students made up the second-largest number of dropouts.** Although the dropout rate for On Track students was only two percent, 159 On Track students dropped out—a number second only to the Old/Far segment (202 students), and far larger than the next-largest segment of dropouts (Young/Near, 93 students).
- Despite its size, the Young/Near segment had the lowest drop-out rate among all off-track students.** Although the Young/Near segment was significantly larger than all other off-track segments combined, and its dropout rate was twice that of the On Track segment, its dropout rate was significantly lower than that of any of the other three off-track segments.

## A Closer Look: Dropouts from the “On Track” Segment

The table below breaks out the On Track dropouts by school type and several other variables. In general, On Track dropouts were more likely to be male; less than half participated in Free and Reduced Meals (45 percent); 12.6 percent were special education students, and about 5 percent were English Language Learners. Only 3.7 percent had been suspended or expelled.

<b>"On Track" Dropouts - Gr. 9-12, 2011-12</b>									
<b>By School Type</b>									
	Dropouts		Gender		Spec. Ed.	ELL*	FARM <sup>§</sup>	Susp/Exp	Students of Color
	#	%	M	F					
District-run Comprehensive & Focus	110	69.2%	59	51	14	5	51	6	40.9%
CBO Alternative	33	20.8%	17	16	2	3	14	0	57.6%
Other Alternative	1	0.6%	0	1	0	0	0	0	0.0%
Charter	9	5.7%	5	4	1	0	2	0	44.4%
Special Ed.	1	0.6%	1	0	1	0	1	0	0.0%
DART	5	3.1%	2	3	2	0	4	0	40.0%
<b>Total</b>	<b>159</b>	<b>100.0%</b>	<b>84</b>	<b>75</b>	<b>20</b>	<b>8</b>	<b>72</b>	<b>6</b>	<b>N/A</b>

\*ELL = English Language Learners

<sup>§</sup>Free and Reduced Price Meals (FARM)

NOTE: The CBO Alternative category includes students at Alliance; it does not include 109 PPS students enrolled at Helensview.

- **Nearly all On Track dropouts attended district-run comprehensive and focus high schools, and CBO alternative schools.** See Appendix E on p. 64 for a list of CBO schools the On Track students attended.
- **On Track dropouts were more likely to be White than students of color.** In the On Track segment, 40.9 percent of dropouts were youth of color; the majority was White. Since students in the off-track segments were more likely to be youth of color—and dropout rates were much higher for those segments than in the On Track segment—it’s not surprising that youth of color would not make up the majority of On Track students who dropped out.

## Where Did the Off-Track Students Live?

Student home addresses were taken from the October 1<sup>st</sup> snapshot and mapped onto the district (see Appendix L, on p. 84). Looking at Tables C and D, below, we see that:

1. **The largest off-track segment in all regions was the Young/Near segment.** This was consistent with the relative size of the Young/Near segment compared to other off-track segments.
2. **Almost one in three off-track students lived in Southeast.** Southeast was home to 1,131 off-track students, or 29.9 percent of all off-track students. The bulk of the remaining off-track students were relatively evenly divided among the other most populous regions—North, Northeast, and West—though about one in six off-track students lived either in Outer Northeast, Outer Southeast, or outside of Portland.<sup>11</sup>
3. **Nearly one in three students who dropped out lived in Southeast.** Southeast had the highest number of dropouts (140). As with off-track students generally, dropouts were relatively evenly divided among the most populous remaining regions—North, Northeast, and West—though about one in five students who dropped out lived either in Outer Northeast, Outer Southeast, or outside of Portland.

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<sup>11</sup> Students who live outside of the city attend Portland Public Schools as a result of inter-departmental transfers.

Table C 2011-12 Gr. 9-12 Students - Segments by Region														
	Live in Portland											Live Outside Portland		
	West		North		NE		SE		Outer NE		Outer SE			
On track	2,155	78.0%	976	56.8%	1,460	66.5%	2545	69.2%	764	68.2%	200	59.5%	146	64.3%
Young and Near	378	13.7%	463	27.0%	445	20.3%	655	17.8%	199	17.8%	73	21.7%	48	21.1%
Old and Near	106	3.8%	114	6.6%	124	5.6%	212	5.8%	72	6.4%	24	7.1%	19	8.4%
Old and Far	86	3.1%	101	5.9%	97	4.4%	174	4.7%	62	5.5%	26	7.7%	3	1.3%
Young and Far	38	1.4%	63	3.7%	69	3.1%	90	2.4%	23	2.1%	13	3.9%	11	4.8%
<b>TOTAL</b>	<b>2,763</b>	<b>100%</b>	<b>1,717</b>	<b>100%</b>	<b>2,195</b>	<b>100%</b>	<b>3,676</b>	<b>100%</b>	<b>1,120</b>	<b>100%</b>	<b>336</b>	<b>100%</b>	<b>227</b>	<b>100%</b>

Table D Gr. 9-12 Students Off-Track Students by Region				
	Off-Track Students		Dropouts	
West	608	16.1%	63	14.2%
North	741	19.6%	73	16.5%
Northeast (NE)	735	19.4%	83	18.7%
Southeast (SE)	1,131	29.9%	140	31.6%
Outer NE	356	9.4%	51	11.5%
Outer SE	136	3.6%	23	5.2%
Outside of PDX <sup>§</sup>	81	2.1%	10	2.3%
<b>Total</b>	<b>3,788</b>	<b>100.0%</b>	<b>443</b>	<b>100.0%</b>

<sup>§</sup>See appendix for a list of where students from outside Portland live.



## Where Did the Special Education Students and English Language Learners Live?

Given the potential need for alternative schools that special education students and English Language Learners might have—and anticipating the impact this might have on service planning—it seems useful to review where these two student populations from the data snapshot lived. As above, student home addresses were taken from the October 1<sup>st</sup> snapshot and mapped onto the district.

Table E								
Special Education & English Language Learners by Region (Gr. 9-12)								
Region	All Students		Special Education			English Language Learners		
	Number	% of total	Number	% of Spec. Ed students	% of students in region	Number	% of ELL students	% of students in region
West	2,763	23.0%	246	16.2%	8.9%	57	8.4%	2.1%
North	1,717	14.3%	281	18.5%	16.4%	138	20.4%	8.0%
Northeast	2,195	18.2%	308	20.3%	14.0%	93	13.8%	4.2%
Southeast	3,676	30.5%	446	29.4%	12.1%	261	38.6%	7.1%
Outer NE	1,120	9.3%	165	10.9%	14.7%	74	10.9%	6.6%
Outer SE	336	2.8%	35	2.3%	10.4%	47	7.0%	14.0%
Live Outside of Portland	227	1.9%	35	2.3%	15.4%	6	0.9%	2.6%
<b>Total</b>	<b>12,034</b>	<b>100.0%</b>	<b>1,516</b>	<b>100.0%</b>	<b>N/A</b>	<b>676</b>	<b>100.0%</b>	<b>N/A</b>

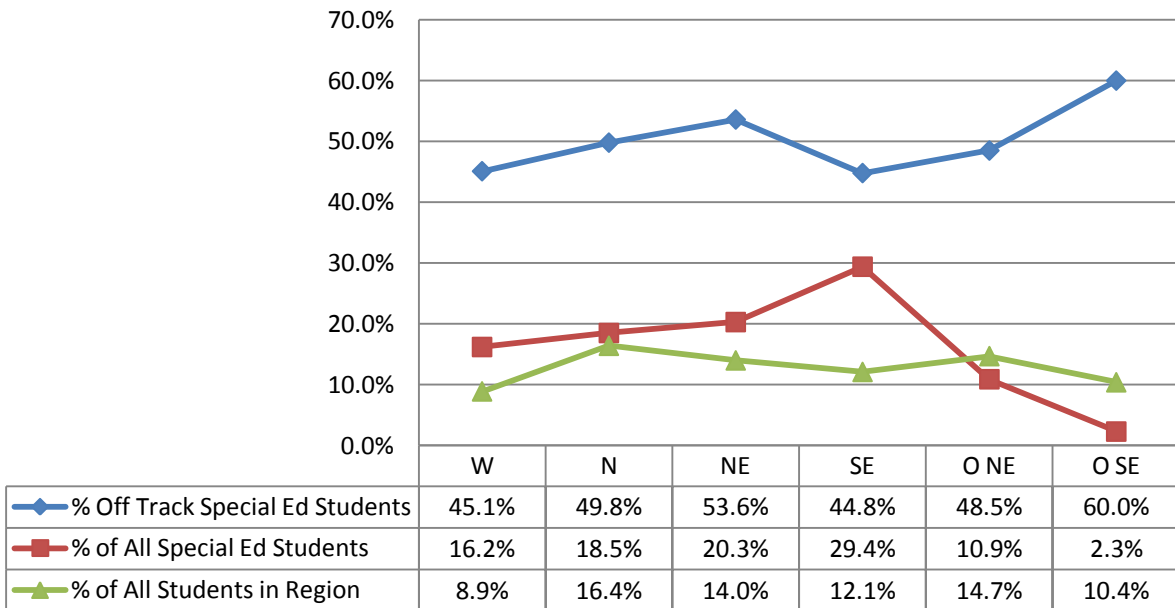
### Special Education Students

Looking at Table E above, we see that:

- The largest number and percentage of special education students lived in Southeast Portland, but significant numbers lived in nearly every region.** Nearly one in three (29.4 percent) special education students lived in Southeast; about one in five lived in Northeast and North, respectively. Outer Northeast and Outer Southeast differed considerably: whereas 10.9 percent lived in Outer Northeast, only 2.3 percent lived in Outer Southeast.

The graph below makes clear that an unusually large percentage of special education students live in Southeast Portland.

## Special Education Students Gr. 9-12, by Region (Portland Only)



- **At least 45 percent of special education students in all regions are off track.** Of the four most-populous regions (shown in the graph above), North had the highest percentage of off-track special education students (53.6 percent).

In what type of schools were special education students served?

- **Three out of four special education students were served in district-run comprehensive and focus high schools; almost one in six were served by CBO alternative schools—about 90 percent were served by one or the other (see chart below).** This should not be surprising, since most special education students fell into the On Track and Young/Near segments (see Table A, on p. 31), and, as in shown in the table below, most On Track and Young/Near students were served by district-run comprehensive and focus high schools and CBO alternative schools.

<b>Special Education Students by School Type (Gr. 9-12)</b>		
<b>Type of School</b>	<b># of Students</b>	<b>% of students</b>
Comprehensive/Focus	1,144	75.5%
CBO Alternative	214	14.1%
Other Alternative	23	1.5%
Charter	51	3.4%
Special Education	51	3.4%
DART	33	2.2%
<b>Total</b>	<b>1,516</b>	<b>100.0%</b>

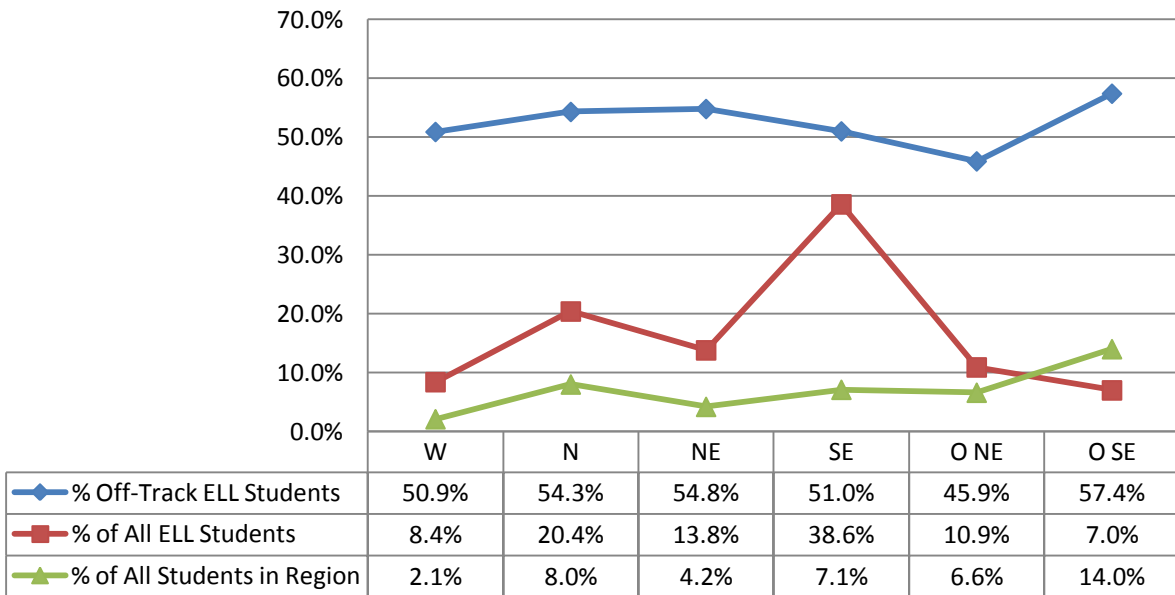
NOTE: The CBO Alternative category includes students at Alliance; it does not include 109 PPS students enrolled at Helensview.

### **English Language Learners**

Looking back at Table E, on p. 41, we see that:

- 1. The vast majority of English Language Learners lived in Southeast and North Portland.** Southeast was home to 261, or 36.8 percent of all English Language Learners. The next-largest cohort was approximately half the size: the 138 students, or 20.4 percent, who lived in North Portland. Taken together, they accounted for 399 of the district’s 676 (or 59 percent) English Language Learners. The proportionate anomaly is clearer in the graph below, where percentage of off-track English Language Learners is relatively flat across all regions (except Outer Southeast, where there are relatively few students (336) compared to other segments, and small changes in population can cause big shifts in percentages), yet the preponderance of English Language Learners enrolled in PPS district schools is significantly greater in Southeast, and, to a lesser degree, North Portland.

## English Language Learners, Gr. 9-12, by Region (Portland Only)



The graph also makes it clear that:

- **At least half of all English Language Learners in nearly every region were off-track.** The only exception was Outer Northeast, where 45.9 percent—close to half—were off-track.
2. **In Table E and the graph above, it's clear that the smallest percentage of English Language Learners in Portland, by a significant margin, lived in West Portland and Outer Southeast.** Only 57 English Language Learners (8.4 percent) lived in West Portland; and 47 (7.0 percent) in Outer Southeast.
  3. **Relative to the student population in each region, the greatest percentage of English Language Learners lived in Outer Southeast; the smallest proportion lived in the West and the Northeast.** Nearly one in 6 (14 percent) of all PPS students in Outer Southeast were English Language Learners. This percentage could vary considerably from year to year, however, given the relatively small number of PPS students (336) in Outer Southeast.

In what types of schools were English Language Learners served? The chart below gives the breakout:

<b>English Language Learners by School Type (Gr. 9-12)</b>		
<b>Type of School</b>	<b># of Students</b>	<b>% of students</b>
Comprehensive/Focus	557	82.4%
CBO Alternative	98	14.5%
Other Alternative	3	0.4%
Charter	16	2.4%
Special Education	2	0.3%
<b>Total</b>	<b>676</b>	<b>100.0%</b>

NOTE: The CBO Alternative category includes students at Alliance; it does not include 109 PPS students enrolled at Helensview.

- **Nearly all English Language Learners (ELL) attended district-run comprehensive and focus high schools or CBO alternative schools.** Eight out of 10 (82.4 percent) attended district-run comprehensive and focus schools, while nearly one in six (14.5 percent) attended CBO alternative schools. As with special education students, the largest numbers of English Language Learners were in the On Track and Young and Near segments (see Table A, on p. 31). As noted above, most On Track and Young/Near students as a whole were served by district-run comprehensive and focus high schools and CBO alternative schools.

### *Language and Off-Track Students*

If we also segment students by primary language endorsed at registration (see Appendix I, p. 73), we see that the segment with the smallest percentage of students whose first language is English is the Old and Far segment, where nearly 34 percent have a primary language other than English, and the Young and Far segment, where about 28 percent do. In addition, over 10 percent of each off-track category is made up of students whose primary language is Spanish.

<b>Students Whose Primary Language is English or Spanish, by Segment</b>										
<b>Gr. 9-12 Students Enrolled Oct. 1, 2011</b>										
	<b>On Track</b>		<b>Young and Near</b>		<b>Young and Far</b>		<b>Old and Near</b>		<b>Old and Far</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
English	6,808	82.60%	1,776	78.50%	220	71.70%	522	77.80%	364	66.30%
Spanish	545	6.60%	274	12.10%	41	13.40%	73	10.90%	79	14.40%

## PPS Educational Services: Supply

In the previous section, we examined the demand for PPS’s educational services. Here, we will examine the supply – the array of services PPS currently offers.

As of October 1, 2011, PPS high schools were serving about 12,000 students in grades 9-12. The largest percentage of those students were served in district-run comprehensive and focus high schools and in the Community-Based Organization (CBO) alternative schools—14 private and public nonprofit, community-based alternative schools PPS contracts with to serve students who have either left a PPS district-run comprehensive or focus high school, or who have not been engaged in school due to non-attendance, academic failure, or behavioral issues (including multiple suspensions and expulsions.)

<b>Students Gr. 9-12 by Type of School October 1, 2011</b>		
<b>Type of School</b>	<b># of Students</b>	<b>% of students</b>
District-run comprehensive and focus	10,225	85.0%
CBO Alternative	1,181	9.8%
Other Alternative	134	1.1%
Charter	349	2.9%
DART <sup>12</sup>	90	0.7%
Special Ed	55	0.5%
<b>Total Students</b>	<b>12,034</b>	<b>100%</b>

NOTE: The CBO Alternative category includes students at Alliance; it does not include 109 PPS students enrolled at Helensview.

## Seat Capacity vs. Enrollment: an Opportunity and a Challenge

By charting available seats—supply—versus students seeking services—demand, it is possible to get a rough idea of where need is greatest. In this instance, it does not make sense to use snapshot data since, as noted above (see p. 27), that does not represent all students enrolled at during 2011-12. When we compare supply to total enrollment (see Appendix A, on p. 56), we find that PPS had 617 more students than seats. When broken out by type of school however, a

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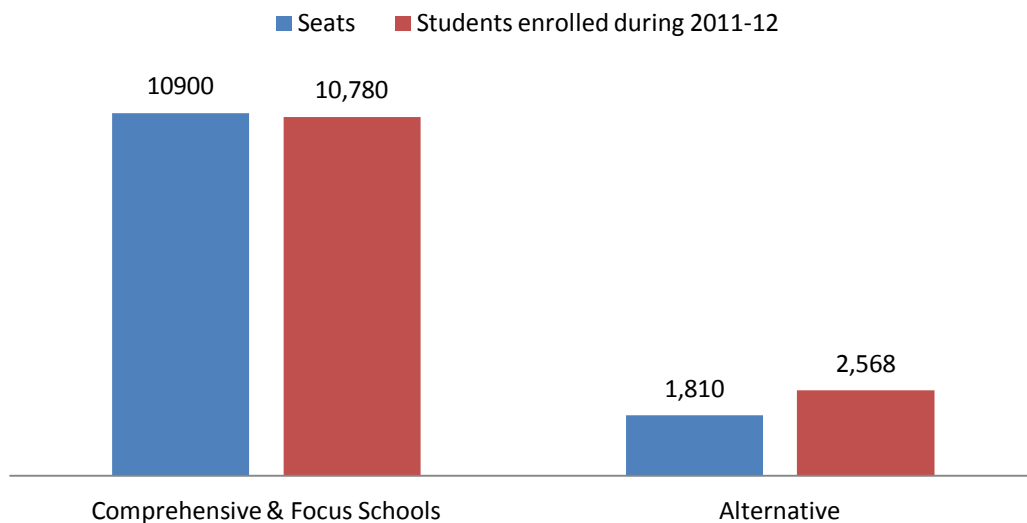
<sup>12</sup> DART stands for schools located in “Day and Residential Treatment” centers such as Rosemont and Perry Center. Students in these facilities are placed there by the state Department of Human Services, the Oregon Youth Authority, and county probation departments for mental health or behavioral issues. Most are not originally from Portland. Although PPS provides instruction in these facilities, it has no control over the students’ length of stay or their graduation/completion of high school. As such, while these schools have been noted, they are not a focus of the segmentation analysis.

more nuanced picture emerged. Comprehensive and focus schools as a whole had 122 more seats than students, but four of the schools (Cleveland, Franklin, Grant, and Lincoln) had at least 100 more students than seats.

Furthermore, it is apparent that the supply of alternative education options was exceeded by demand (see graph below)—in fact, alternative schools had 624 more students than seats. Alternative education providers have been able to absorb these “extra” students in part by serving more students than contracted for. But they also saw significant turnover, as the chart in Appendix K— a separate in-depth analysis of unsegmented students attending CBO alternative schools (see p. 82)—shows. In fact, about one in three students who enrolled in a CBO alternative school in 2011-12 had not been enrolled in PPS schools the previous year—they were either new students or were being re-engaged after a long hiatus<sup>13</sup>

This provides both an opportunity and a challenge: all PPS schools, including contracted providers, must improve their ability to retain struggling students; as they do, however, the supply of classroom seats available will no longer meet the demand.

### Supply vs. Demand 2011-12 Gr. 9-12 (Charter, DART, and Special Ed. schools not included)



<sup>13</sup> Note: this number and percentage includes some duplicated students. See Appendix K for more detail.

## Segments by Type of School

Once we break the students into the segments we've used elsewhere in this analysis, we see that in most segments, the majority of students attended district-run comprehensive and focus high schools and CBO alternative schools.

<b>Gr. 9-12 Segments by Type of School</b>						
	<b>District-Run Comprehensive and Focus</b>	<b>CBO Alternative</b>	<b>Charter</b>	<b>DART</b>	<b>Other Alternative</b>	<b>Special Ed.</b>
On Track	93.40%	3.3%	2.0%	0.4%	0.7%	0.2%
Young and Near	82.9%	8.1%	4.2%	1.1%	2.7%	1.1%
Old and Near	53.2%	37.3%	5.5%	0.9%	1.8%	1.3%
Old and Far	23.0%	69.2%	4.9%	2.0%	0.7%	0.2%
Young and Far	53.4%	30.0%	9.8%	4.6%	0.7%	1.6%

NOTE: The CBO Alternative category includes students at Alliance; it does not include 109 PPS students enrolled at Helensview.

Looking at the chart above, we see that:

- The majority of students in all but one off-track segment attended a district-run comprehensive and focus high school in 2011-12.
- Once again, the “Old and Far” segment was anomalous, with more than two out of three students (69.2 percent) in this segment attending a CBO alternative school. Given the role that CBOs are expected to play in engaging struggling and returning students, this anomaly implies they are engaging one of the hardest-to-engage segments of students.
- A significant percentage (9.8 percent) of Young/Far students attended charter schools — about twice as large a percentage as any other segment.

Since most students attended either a district-run comprehensive or focus school, or a CBO alternative high school, how were off-track student segments distributed between those two types of schools? The chart below shows the answer:



<b>Students Gr. 9-12 Attending District-Run Comprehensive and Focus and CBO Alternative High Schools 2011-12, by Segment</b>				
	<b>District-Run Comprehensive/Focus</b>		<b>CBO Alternative</b>	
On Track	7,704	75.3%	276	23.4%
Young and Near	1,874	18.3%	183	15.5%
Old and Near	357	3.5%	250	21.2%
Old and Far	126	1.2%	380	32.2%
Young and Far	164	1.6%	92	7.8%
<b>Total</b>	<b>10,225</b>	<b>100.0%</b>	<b>1,181</b>	<b>100.0%</b>

NOTE: The CBO Alternative category includes students at Alliance; it does not include 109 PPS students enrolled at Helensview.

By looking at this subset of students, it is evident that:

- District-run comprehensive and focus high schools served more students in the Young/Near segment (18.3 percent) than in any other off-track segment. Yet 183 Young/Near students attended CBO alternative schools and an additional 60 attended other alternative schools (243 students, total). More information is needed to understand the needs of these Young/Near students to ensure they are being served appropriately.
- The Old/Far segment had the largest number (380 students) and percentage (32.2 percent) of any segment of students attending CBO alternative schools. The Young/Far segment had the smallest percentage attending CBO schools (by a significant margin)—only 7.8 percent attended CBO schools. Again, more information about this subpopulation may be illuminating.
- About one in four (23.4 percent) students in CBOs, or 276, was in the On Track segment. More detail would be helpful to understand why so many “On Track” students were attending CBO alternative schools, rather than district-run comprehensive and focus schools. As a first step, the chart below breaks these students down further:

On Track Students Gr. 9-12 Attending CBO Alternative Schools				
Enrolled	119	Female	123	44.6%
Graduates	116	Male	153	55.4%
Completers	8	Spec. Ed.	57	20.7%
Dropouts	33	English Language Learners	17	6.2%
<b>Total</b>	<b>276</b>	FARM	169	61.2%
		Susp/Exp	6	2.2%
		Youth of Color	141	51.1%

**NOTES:** (1) "Graduates," "completers," and "dropouts" are defined in the glossary in Appendix B. Also, students may appear in more than one category on the right, so percentages are not intended to be cumulative. (2) As above, the CBO Alternative category includes students at Alliance; it does not include 109 PPS students enrolled at Helensview.

It may be significant that one in five (20.7 percent) of the On Track students attending CBO Alternative schools were special education students, 6.2 percent were English Language Learners, and over half (51.1 percent) were youth of color or participating in the FARM program (61.2 percent.)

## Recommendations

Based on the analysis to date, the following appear to be priorities:

### 1. Refine and implement PPS' existing early warning system to deploy personalized services to at-risk students earlier and with greater accuracy.

PPS' early warning system, when refined, would help the district improve its ability to identify at-risk students earlier and more accurately. While no such system can be perfect, it's clear that the PPS system can be improved, given that one in four of all dropouts in the snapshot (26 percent, or 159 students) were in the "On Track" segment. Also, as noted above, approximately one out of three students attending CBO alternative schools in 2011-12 had not been enrolled in a PPS school the previous year—while some of these students may have been new to the district, others may have been out of school for over a year before they were re-engaged (see Appendix K, on p. 82).

- a. The early warning system should be refined to focus on a smaller proportion of high-needs youth and concentrate resources on the students who need the most assistance.

About half of the very large Young/Near segment—which, at 1,242 students, amounted to nearly one out of every 10 students enrolled in PPS high schools at the time of the snapshot—was made up of ninth-graders classified as "Academic Priority." However, some students are classified as "Academic Priority" solely because they are new to the district, and while attention should be paid to their transition, they are not necessarily off-track.

- b. Use a planning model like the one on p. 26 to develop a funding model to triage service intensity (and necessary funding) according to student need.

This will give the Superintendent and School Board concrete options to consider when making strategic decisions.

- c. Explore additional student needs that contribute to dropout and getting off-track.

Segmenting students by age and credit status is not sufficient to identify at-risk students and their needs. Additional factors that should be considered as they relate to students going off-track are mental health issues, homelessness, living in foster care, or involvement in the juvenile justice system.

**2. Expand the use of prevention and intervention programs that PPS has already piloted that are showing success with off-track populations.**

While not a comprehensive list, some examples of interventions already being piloted with off-track PPS high school students include:

- a. Credit recovery efforts. (Segments: Young/Near, Young/Far, Old/Near, Old/Far)
- b. Ninth-grade Academies. (Segments: On Track Dropouts, Young/Near, and Young/Far)
- c. The High School Graduation Initiative. (Segments: On Track Dropouts, Young/Near, and Young/Far)
- d. Intensive engagement strategies, such as small class sizes, double-dosing instruction, and employing teacher-advocates who connect frequently with students' families. (Segment: Old/Far, Young/Far)

Additional prevention programming for students in middle school is also warranted. Students in grades 6-8 show a risk of dropout identical to students in grades 9-12 (one in three are off-track), and could be an ideal target for prevention and intervention programs, since they are younger and school personnel should have more time to help them graduate or complete. Two examples of prevention programs for middle-school students already implemented by PPS are:

- e. The Step Up program. (Segments: Young/Near and Young/Far)
- f. Self Enhancement Inc. (SEI) Academy Public Charter School for Grades 6-8. (Segments: On Track middle school students)

See Appendix C on p. 60 for a fuller description of each intervention.

**3. Explore additional evidence-based or promising practices that PPS should consider implementing for off-track students.**

Certain segments of off-track students may benefit from programs used in comparable school districts elsewhere in the country.

**4. Improve the ability of district-run comprehensive and focus PPS schools, and CBO alternative schools, to serve off-track student segments.**

The vast majority of PPS students are served by district-run comprehensive and focus high schools and CBO alternative schools. As a result, most off-track students and at-risk

categories of students are predominantly served there. A strategic effort to identify and serve these students in these high schools should pay off.

a. Review alignment to ensure students are served in the appropriate settings.

The only segment that was not predominantly served in district-run comprehensive and focus schools was the Old/Far segment, where about 70 percent were served by CBO schools. However, the CBOs also serve students in the On Track, Old/Near, Young/Far, and Young/Near segments. Should they be serving students in all those segments, or in their current proportions? A closer look may reveal ways to tighten referral policies from district-run comprehensive and focus high schools to help CBOs do what they do best.

Along the same lines, although the overwhelming majority of Young/Near students were enrolled in district-run comprehensive and focus high schools, over 240 Young/Near students were enrolled in alternative schools. Again, tighter referral policies may be in order.

Appendix K, on p. 82, can be used as a starting point to gain a deeper understanding of outcomes for re-engaged students at CBOs.

b. Improve services for special education students and English Language Learners attending comprehensive and focus schools and CBO alternative schools.

At least 46 percent of all special education students—and around half of English Language Learners—in all segments are off-track. Since the vast majority attend comprehensive and focus schools (76 percent of special education students and 82 percent of English Language Learners do so) or CBO alternative schools (about 14 percent in both cases), it seems logical to focus efforts to support these students primarily in comprehensive/focus schools and/or CBOs.

Special attention should be paid to English Language Learners who are in the Old/Far segment. These students show up in the Old/Far segment at about two-and-a-half times the rate they appear in other off-track segments. Methods should be identified to intervene earlier, to ensure they do not become Old/Far students.

c. Focus more resources and support services in Southeast Portland.

Fully one in three off-track students lived in Southeast, which was also home to the highest proportion, by a large margin, of special education students, and English Language Learners (about half of both categories were off-track) and dropouts. Adequate resources should be provided to the region for at-risk students.

d. Provide more interventions targeting Old/Far students.

Since the largest number and percentage of dropouts were in the Old/Far segment, further analysis of this population and the services they receive appears warranted. About one in four Old/Far students was in a district-run comprehensive and focus high school instead of a CBO or other alternative school; a deeper look at them would determine whether they would be better served in a CBO or alternative school, or whether more Old/Far students can be successfully served in comprehensive and focus high schools. (Note: a different definition of success may be needed for students who will not graduate with their fourth- or fifth-year cohorts, but who can still become college- or career-ready.)

e. Implement strategies to target On Track students at risk for dropout.

As noted above, almost one in four PPS dropouts in the snapshot were in the On Track segment. Implementing student support teams district-wide to assist when students exhibit warning signs in attendance, behavior, and classroom performance, for example, could identify On Track students at risk of dropout earlier and ensure they receive appropriate services to help them stay in school. (Note that the segmentation analysis did not distinguish between elective credits and credits required for graduation; it may be that students classified here as “On Track” who dropped out had a large number of elective credits, but not those needed to graduate.)

**5. Explore what the growth in the count of students who enroll in high school over the course of the academic year—and the concomitant changes in relative segment size—mean for service planning.**

PPS high school enrollment changes significantly over the course of the academic year as students enter and leave. As the district gets better at retaining and re-engaging students, this will have implications for school capacity and how services should be deployed.

**6. Address the grading gap.**

As the December 2012 report on Portland’s high school system redesign noted, PPS high schools display dramatic disparities in course failures by race and ethnicity. Research has shown that students are at most risk of dropping out when they fall behind and a diploma begins to seem out of reach. The report suggested several strategies to address the issue that would not compromise instructional or curricular rigor. Addressing the grading gap would help ensure that services are effective for all students.

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# Appendices

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**APPENDIX A: Portland Public Schools Comparison of Seats Vs. All Students Enrolled 2011-12**

	Seats	Students enrolled during 2011-12	Gaps	Program focus & target students	common credential	Segment population ( <i>italicized indicates they will serve them but their target is the non-italicized</i> )	Geographic area
<b>Comprehensive &amp; Focus Schools</b>							
Benson Polytechnic H.S.	850	860	10	career and technical education	HS Diploma	On Track, Young/Close, Old/Close	N/NE/SE/W
Cleveland H.S.	1,350	1,535	185	neighborhood high school	HS Diploma	On Track, Young/Close, Old/Close	SE
Franklin H.S.	1,350	1,488	138	neighborhood high school	HS Diploma	On Track, Young/Close, Old/Close	SE
Grant H.S.	1,350	1,556	206	neighborhood high school	HS Diploma	On Track, Young/Close, Old/Close	NE
Jefferson H.S. (incl. Young Women's Academ	500	473	27	middle college high school	HS Diploma	On Track, Young/Close, Old/Close	N/NE
Lincoln H.S.	1,350	1,486	136	neighborhood high school	HS Diploma	On Track, Young/Close, Old/Close	W/SW
Madison H.S.	1,350	1,199	151	neighborhood high school	HS Diploma	On Track, Young/Close, Old/Close	NE
Other <sup>†</sup>	N/A	2	N/A	N/A	N/A	N/A	N/A
Roosevelt	1,350	776	574	neighborhood high school	HS Diploma	On Track, Young/Close, Old/Close	N
Wilson H.S.	1,450	1,405	45	neighborhood high school	HS Diploma	On Track, Young/Close, Old/Close	W/SW
<b>Subtotal, Comprehensive/Focus</b>	<b>10,900</b>	<b>10,780</b>	<b>122</b>				
<b>CBO Alternative</b>							
Alliance High School	400	361	39	career technical ed/ Alt learner / proficiency	HS Diploma	old/near, young/far, young/near, on track	N/NE/SE/W
Helensview <sup>‡</sup>	160	138	22	preg/ parenting/ gang impacted/alt learner	HS Diploma	young and near, young and far, old and near, (old and near)	N/NE
Mt Scott Park HS Learning Ctr	130	149	19	4 Rs* / proficiency/ Alt learner	HS Diploma	young and near, young and far, (old and near)	SE
NAYA Early College Academy	110	119	9	Native approach/4 Rs*/ Alt learner	HS Diploma	young and near, young and far, old and near	NE
New Avenues	24	40	16	homeless youth	GED	old and far	DT/W
Open Meadow High School	196	148	48	4 Rs* /proficiency/ Alt learner	HS Diploma	young and near, young and far, (old and near)	N
- Open Meadow M.S.	60	65	5	Alt learner / behavior	N/A	young and near, young and far	N/NE
Outside In	15	42	27	homeless youth	GED	old and far	DT/W
Pathfinder Academy	32	35	3	pregnant/parenting	GED	old and far	N
PCC							
- P.C.C. GED	140	383	243	HS @ college	HSD/ GED	old and far	N/NE/SE/W
- P.C.C. H.S. Completion	180	287	107	HS @ college	HSD/ GED	old and far (old and near)	N/NE/SE/W
- P.C.C. MAP	50	116	66	HS @ college / English language literacy	HSD/ GED	old and far	N/NE/SE/W
Portland Youth Builders	40	75	35	postsecondary/workforce/mature	GED (HSD)	old and far	SE
Rosemary Anderson							
- Rosemary Anderson GED	35	39	4	4 Rs* / proficiency/ gang impacted/ Alt learner	GED (HSD)	old and far	N/NE
- Rosemary Anderson H.S.	145	214	69	4 Rs* / proficiency/ gang impacted/ Alt learner	HSD (GED)	young and near, young and far, old and near	N/NE
SE Works	18	53	35	postsecondary/workforce	GED	old and far	SE
Youth Employment Institute	75	170	95	parenting & completion/ gang impacted	GED	old and far	N/NE/SE
<b>Subtotal, CBO Alternative Schools</b>	<b>1,810</b>	<b>2,434</b>	<b>624</b>				
<b>Other Alternative</b>							
Metropolitan Learning Ctr HS	138	134	4	project-based learning	HS Diploma	on track, young/near, old/near	N/NE/SE/W
<b>Subtotal, Other Alternatives</b>	<b>138</b>	<b>134</b>	<b>4</b>				
<b>Charter</b>							
LEP Charter H.S.	320	428	108	HS students looking for a smaller setting with workforce connections	HS Diploma	On Track, Young/Close, Old/Close	SE
Trillium Public Charter HS	90	88	2	HS students looking for a smaller setting with creative focus	HS Diploma	On Track, Young/Close, Old/Close	N
<b>Subtotal, Charter Schools</b>	<b>410</b>	<b>516</b>	<b>106</b>				
<b>Special Education</b>							
Pioneer 9-12 graders**	56	69	13	high-need special ed students	HSD (modified)	all segments	N/NE/SE/W
<b>Subtotal, Special Education</b>	<b>56</b>	<b>69</b>	<b>13</b>				
<b>Total Gap Between Seats/Slots &amp; Enrolled Students</b>			<b>617</b>				

\*DART Schools are not included in this table, as PPS has no control over enrollment. De Paul, Rosemont, and Youth Progress Association have also been removed for the same reason.

\*\* The state monitors Pioneer to keep enrollment down. Students are usually temporary placements (1-2 years max) with the goal of getting students back in a regular classroom.

<sup>†</sup>The two students in the "Other" category attended the Renaissance Arts Academy (closed) and the Robert Gray Middle School, and are likely the result of a data entry error.

<sup>‡</sup>While 196 students were enrolled at Helensview during 2011-12, 58 of these students were also enrolled in other schools and are accounted for elsewhere in this analysis.

NOTES: (1) The ESL Newcomer site, Reconnection Center, Evening Scholars, and Teen Parent Services support programs are not reflected here because all but 39 students enrolled in them were accounted for in other school data.

(2) Excluding Helensview students, an additional 64 PPS students were enrolled sometime during 2011-2012 at a school/program outside of the district and were not enrolled in any PPS school or program during 2011-12.



## Appendix B - Glossary

### Academic Priority-Criteria for 2012-13<sup>14</sup>

#### Grades 6-8

One of the following:

- Scored low or very low on 2 or 3 OAKS (math, reading, science)
- Received a failing grade in math, English, science OR social studies final course grade (S2/T3)
- Had 16 or more absences (excused or unexcused) in 2011-12

#### Grades 6-8 - Quarterly Additions

- 12+ unauthorized absences during a rolling year in grades 7-8; 10+ days in grade 6

#### Grade 9 (Freshmen)

One of the following:

- Scored low or very low on 2 or 3 of the 8th grade OAKS (math, reading, science)
- Received a failing grade in math, English, science OR social studies final course grade (S2/T3)
- Had 16 or more absences (excused or unexcused) in 2011-12
- New to the district after 8th grade.

#### Grades 9-12 - Quarterly Additions

One of the following:

- New to the district
- At least one F as a core subject semester grade
- GPA below 1.29
- 15+ unauthorized absences during a rolling year

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<sup>14</sup> The 2012-13 criteria for “Academic Priority” (AcP) status came into effect during the second quarter of the 2011-2012 school year (students can be added quarterly during their high school years). Students were segmented as “AcP” if he or she became AcP anytime during the school year. When students are flagged after 8th grade for High School, that flag stays with them for their entire career.

## Completers

- **Completed Non Diploma-Track Program and Received Certificate**

Students completed a program of study that did not address state diploma requirements and received a certificate of achievement or attendance [e.g., special education students in Individualized Educational Programs (IEP)] This code is only used for students who received an Alternative Certificate as defined in OAR 581-022-1135 and ORS 329.451.

- **Completed Vocational Program and Received Certificate**

Students completed a vocational education program and earned a certificate recognized by the state or district. This code is used for other district certificates not meeting the definition of Alternative Certificate.

- **Received high school diploma equivalency certificate (i.e. GED)**

Students passed an equivalency examination through an approved program, such as the GED, and met other state or district requirements for a high school equivalency certificate or diploma.

## Dropouts

- **Withdrew for Personal or Academic Reasons**

- **Exceeded Age Requirements**

- **Removed for Reasons Other Than Health**

Students were removed from the education system for reasons other than health, and they are not expected to return. This includes students removed by court order or placed in facilities where educational services are not provided. Permanently expelled students are included in this category.

- **Enrolled in Adult Education**

Students enrolled in adult education, or some type of education program that does not lead to a diploma or other credential recognized by the state. Students have not completed an approved program of study, and the district no longer funds, monitors, and takes responsibility for students' education.

- **Not Enrolled – Status Unknown**

Students are not enrolled and their status is unknown (including students dropped from the rolls for excessive truancy).

- **Did Not Re-enroll as of October 1**

Students who did not re-enroll on October 1 as expected after completing prior school year.

- **Completed Diploma-Track Program and Did Not Meet Requirements for a High School Diploma**

Students completed an approved program of study for high school completion (in contrast to simply being enrolled at the end of the 12th grade year), but did not meet all state or district requirements for a diploma. Note: this code was not considered a dropout in 2010-2011

- **Withdrawn and Under Compulsory Attendance Age**

Students are under the age for compulsory school attendance and withdrawn from school (usually for reasons of immaturity), but are eligible to return.

## Graduates

- **Completed Diploma-Track Program and Met Requirements for High School Diploma**

Includes:

- Regular High School Diploma: A regular high school diploma that meets all the district and state requirements.
- Modified High School Diploma: A modified high school diploma that meets all of the district and state requirements.
- Adult High School Diploma: An adult high school diploma issued by a community college.
- Extended High School Diploma: An extended high school diploma that meets all of the district and state requirements.

## Appendix C – PPS Interventions for Off-Track Students

### Segments: On Track Dropouts, Young/Near, and Young/Far

- i. ***Ninth-grade academies.*** Ninth-grade academies have been used to good effect in all PPS district-run comprehensive and focus high schools to prevent students from falling through the cracks in their first year of high school. Teachers identify struggling students early and use study hall to develop learning skills. However, it may be worth examining which segments take part in them, and whether other segments could benefit from them with additional outreach or wraparound services.
- ii. ***The High School Graduation Initiative.*** This federally-funded program provides intensive support for students in classified as “Academic Priority” in two high schools and their feeder school clusters. The initiative’s goals are to increase student attendance, the number of credits earned, retention rates, and graduation rates. PPS may want to consider expanding this program to all district-run comprehensive and focus high schools.
- iii. ***Self Enhancement Inc. Academy Public Charter School, Grades 6-8.*** This prevention program is for middle-school youth. Along with an intense academic focus on math, science, and language arts, the academy offers a concentrated character education curriculum emphasizing sound decision making. Teachers use data to modify instruction, differentiate, and apply an instructional framework that incorporates project-based learning, cooperative learning, service learning and direct and indirect instruction. The After School Program on Tuesdays and Thursdays provides students with a tutorial session and a rotation of classes under four strands: academics; social and life; recreation; sports; health and wellness; and arts and performance. Teachers are held accountable for using the "relationship model" and demonstrating SEI standards consistently.

### Segments: Young/Near, Young/Far, Old/Near, and Old/Far

- i. ***Credit Recovery.*** Various PPS programs seek to assist students in recovering academic credits, including the Summer Scholars program, Evening Scholars program, the Reconnection Center, and online classes.

### Segments: Young/Near and Young/Far

- i. ***The Step Up Program.*** This program through Open Meadow Alternative Schools partners with Franklin, Madison, and Roosevelt high schools to facilitate the transition of 8th graders into ninth grade. By providing intensive mentoring and tutoring, it has resulted in a decreased dropout rate, and significant academic improvement, particularly among students of color. PPS should explore whether it

makes sense to expand this intervention to serve more youth – especially in geographic regions that are underserved.

Segment: Old/Far

- i. The data indicate that CBO alternative schools are effective at reconnecting and engaging disconnected students in this segment. They do this using a variety of strategies, including maintaining small class sizes, double-dosing instruction, and employing teacher-advocates who call home every day and make regular phone calls to dropouts to break down barriers (e.g., obtain bus passes), challenge excuses, and keep parents informed.

## Appendix D - Special Education and English Language Learners by Segment and Region

Table F: Segmented Special Education & English Language Learners by Region (Gr. 9-12) 2011-12														
SPECIAL EDUCATION STUDENTS														
Segment	Live in Portland												Live Outside Portland	
	West		North		Northeast		Southeast		Outer NE		Outer SE		Count	% of segment in region
Count	% of segment in region	Count	% of segment in region	Count	% of segment in region	Count	% of segment in region	Count	% of segment in region	Count	% of segment in region	Count		
On Track	135	6.3%	141	14.4%	143	9.8%	246	9.7%	85	11.1%	14	7.0%	16	11.0%
Young / Near	68	18.0%	95	20.5%	102	22.9%	126	19.2%	47	23.6%	10	13.7%	13	27.1%
Old and Near	22	20.8%	22	19.3%	27	21.8%	30	14.2%	14	19.4%	5	20.8%	3	15.8%
Old and Far	15	17.4%	14	13.9%	22	22.7%	24	13.8%	13	21.0%	4	15.4%	2	66.7%
Young and Far	6	15.8%	9	14.3%	14	20.3%	20	22.2%	6	26.1%	2	15.4%	1	9.1%
<b>TOTAL</b>	<b>246</b>	<b>N/A</b>	<b>281</b>	<b>N/A</b>	<b>308</b>	<b>N/A</b>	<b>446</b>	<b>N/A</b>	<b>165</b>	<b>N/A</b>	<b>35</b>	<b>N/A</b>	<b>35</b>	<b>N/A</b>

**Note:** Percentages express proportion of special education students in each segment in each region. Columns do not total 100%.

ENGLISH LANGUAGE LEARNERS														
Segment	Live in Portland												Live Outside Portland	
	West		North		Northeast		Southeast		Outer NE		Outer SE		Count	% of segment in region
	Count	% of segment in region	Count	% of segment in region	Count	% of segment in region	Count	% of segment in region	Count	% of segment in region	Count	% of segment in region		
On Track	28	1.3%	63	6.5%	42	2.9%	128	5.0%	40	5.2%	20	10.0%	3	2.1%
Young / Near	15	4.0%	38	8.2%	26	5.8%	68	10.4%	11	5.5%	13	17.8%	2	4.2%
Old and Near	3	2.8%	14	12.3%	7	5.6%	17	8.0%	6	8.3%	2	8.3%	1	5.3%
Old and Far	10	11.6%	15	14.9%	14	14.4%	42	24.1%	15	24.2%	9	34.6%	0	0.0%
Young and Far	1	2.6%	8	12.7%	4	5.8%	6	6.7%	2	8.7%	3	23.1%	0	0.0%
<b>TOTAL</b>	<b>57</b>	<b>N/A</b>	<b>138</b>	<b>N/A</b>	<b>93</b>	<b>N/A</b>	<b>261</b>	<b>N/A</b>	<b>74</b>	<b>N/A</b>	<b>47</b>	<b>N/A</b>	<b>6</b>	<b>11.6%</b>

**Note:** Percentages express proportion of English Language learners in each segment in each region. Columns do not total 100%.

## Appendix E - Portland Regions Defined

Portland Regions - Divided by Zip Code						
	West	North	Northeast	Southeast	Outer NE	Outer SE
	97201	97203	97211	97202	97213	97216
	97204	97217	97212	97206	97220	97233
	97205	97227	97218	97214	97230	97236
	97209		97232	97215		
	97210			97266		
	97219					
	97221					
	97225					
	97229					
	97231					
	97239					
<b>Students (#)</b>	<b>2,763</b>	<b>1,717</b>	<b>2,195</b>	<b>3,676</b>	<b>1,120</b>	<b>336</b>

Where PPS Students From Outside Portland Live		
	Number	Percent
Beaverton	12	5.3%
Clackamas	10	4.4%
Gresham	32	14.1%
Happy Valley	16	7.0%
Lake Oswego	43	18.9%
Milwaukie	36	15.9%
Oregon City	8	3.5%
Tigard	7	3.1%
Troutdale	6	2.6%
Vancouver	5	2.2%
Various Locations*	52	22.9%
<b>Total</b>	<b>227</b>	<b>100.0</b>

\*"Various Locations" includes 33 students from towns and cities where there were fewer than five PPS students, and 19 students whose city was listed as "Portland," but whose zip codes were outside Portland.



## Appendix F – On Track Gr. 9-12 Students Attending CBO Alternative School

CBO Alternative School	Enrolled October 1, 2011	
	Number	Percentage
Alliance H.S. @ Benson Campus	27	9.8%
Alliance H.S. @ Meek Campus	37	13.4%
Alliance HS @ Madison (Closed)	12	4.3%
De Paul Alternative School	1	0.4%
Mt Scott Park HS Learning Ctr	42	15.2%
NAYA Early College Academy	21	7.6%
New Avenues	2	0.7%
Open Meadow High School	35	12.7%
Open Meadow M.S.	3	1.1%
P.C.C. GEd	4	1.4%
P.C.C. H.S. Completion	34	12.3%
P.C.C. MAP	8	2.9%
Portland Youth Builders	2	0.7%
Rosemary Anderson H.S.	34	12.3%
SE Works	3	1.1%
Youth Employment Institute	2	0.7%
Youth Progress Association	9	3.3%
<b>Total</b>	<b>276</b>	<b>100.0%</b>

NOTE: The CBO Alternative category does not include 109 PPS students enrolled at Helensview.

## Appendix G - Segments by Region - Detail

**On Track  
9-12 Grade, Enrolled Oct 1 2011**

		Portland Area											Does not live in Portland		
		W		N		NE		SE		O NE		O SE			
		Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %
<b>SpecED</b>	No	2,020	93.7%	835	85.6%	1,317	90.2%	2,299	90.3%	679	88.9%	186	93.0%	130	89.0%
	Yes	135	6.3%	141	14.4%	143	9.8%	246	9.7%	85	11.1%	14	7.0%	16	11.0%
<b>ESL</b>	No	2,127	98.7%	913	93.5%	1,418	97.1%	2,417	95.0%	724	94.8%	180	90.0%	143	97.9%
	Yes	28	1.3%	63	6.5%	42	2.9%	128	5.0%	40	5.2%	20	10.0%	3	2.1%
<b>Gender</b>	Female	1,114	51.7%	462	47.3%	762	52.2%	1,324	52.0%	372	48.7%	96	48.0%	83	56.8%
	Male	1,041	48.3%	514	52.7%	698	47.8%	1,221	48.0%	392	51.3%	104	52.0%	63	43.2%
<b>FARM</b>	No	1,852	85.9%	349	35.8%	906	62.1%	1,435	56.4%	447	58.5%	75	37.5%	80	54.8%
	Yes	303	14.1%	627	64.2%	554	37.9%	1,110	43.6%	317	41.5%	125	62.5%	66	45.2%
<b>Race</b>	Asian	143	6.6%	64	6.6%	62	4.2%	421	16.5%	112	14.7%	33	16.5%	12	8.2%
	Black/Afr.-Am.	56	2.6%	216	22.1%	368	25.2%	118	4.6%	82	10.7%	31	15.5%	14	9.6%
	Hispanic/Latino	138	6.4%	234	24.0%	177	12.1%	306	12.0%	67	8.8%	29	14.5%	18	12.3%
	Multiple Races (non-Hispanic)	114	5.3%	39	4.0%	73	5.0%	136	5.3%	46	6.0%	14	7.0%	5	3.4%
	Native. Am/ Alaska Native	13	0.6%	22	2.3%	16	1.1%	36	1.4%	13	1.7%	2	1.0%	2	1.4%
	Nat. Hawaiian/ Pac. Islander	9	0.4%	27	2.8%	7	0.5%	21	0.8%	11	1.4%	4	2.0%	1	0.7%
	White	1,682	78.1%	374	38.3%	757	51.8%	1,507	59.2%	433	56.7%	87	43.5%	94	64.4%

## Segments by Region - Detail

### Off Track: Young and Near 9-12 Grade, Enrolled Oct 1 2011

		Portland Area											Does not live in Portland		
		W		N		NE		SE		O NE		O SE		Count	Column Valid N %
		Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %		
<b>SpecED</b>	No	310	82.0%	368	79.5%	343	77.1%	529	80.8%	152	76.4%	63	86.3%	35	72.9%
	Yes	68	18.0%	95	20.5%	102	22.9%	126	19.2%	47	23.6%	10	13.7%	13	27.1%
<b>ESL</b>	No	363	96.0%	425	91.8%	419	94.2%	587	89.6%	188	94.5%	60	82.2%	46	95.8%
	Yes	15	4.0%	38	8.2%	26	5.8%	68	10.4%	11	5.5%	13	17.8%	2	4.2%
<b>Gender</b>	Female	164	43.4%	202	43.6%	204	45.8%	305	46.6%	81	40.7%	39	53.4%	24	50.0%
	Male	214	56.6%	261	56.4%	241	54.2%	350	53.4%	118	59.3%	34	46.6%	24	50.0%
<b>FARM</b>	No	225	59.5%	114	24.6%	126	28.3%	218	33.3%	76	38.2%	19	26.0%	17	35.4%
	Yes	153	40.5%	349	75.4%	319	71.7%	437	66.7%	123	61.8%	54	74.0%	31	64.6%
<b>Race</b>	Asian	12	3.2%	14	3.0%	13	2.9%	67	10.2%	15	7.5%	5	6.8%	1	2.1%
	Black/Afr.-Am.	25	6.6%	111	24.0%	145	32.6%	70	10.7%	29	14.6%	25	34.2%	4	8.3%
	Hispanic/Latino	41	10.8%	134	28.9%	114	25.6%	109	16.6%	23	11.6%	16	21.9%	8	16.7%
	Multiple Races (non-Hispanic)	27	7.1%	27	5.8%	16	3.6%	30	4.6%	15	7.5%	5	6.8%	4	8.3%
	Native Am/ Alaska Native	8	2.1%	17	3.7%	12	2.7%	19	2.9%	8	4.0%	2	2.7%	1	2.1%
	Nat. Hawaiian/ Pac Isl	2	0.5%	8	1.7%	6	1.3%	5	0.8%	2	1.0%	0	0.0%	0	0.0%
	White	263	69.6%	152	32.8%	139	31.2%	355	54.2%	107	53.8%	20	27.4%	30	62.5%

## Segments by Region - Detail

### Off-Track: Young and Far 9-12 Grade, Enrolled Oct 1 2011

		Portland Area											Does not live in Portland		
		W		N		NE		SE		O NE		O SE			
		Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %
<b>SpecED</b>	No	32	84.2%	54	85.7%	55	79.7%	70	77.8%	17	73.9%	11	84.6%	10	90.9%
	Yes	6	15.8%	9	14.3%	14	20.3%	20	22.2%	6	26.1%	2	15.4%	1	9.1%
<b>ESL</b>	No	37	97.4%	55	87.3%	65	94.2%	84	93.3%	21	91.3%	10	76.9%	11	100.0%
	Yes	1	2.6%	8	12.7%	4	5.8%	6	6.7%	2	8.7%	3	23.1%	0	0.0%
<b>Gender</b>	Female	16	42.1%	23	36.5%	23	33.3%	39	43.3%	6	26.1%	5	38.5%	4	36.4%
	Male	22	57.9%	40	63.5%	46	66.7%	51	56.7%	17	73.9%	8	61.5%	7	63.6%
<b>FARM</b>	No	24	63.2%	17	27.0%	26	37.7%	39	43.3%	10	43.5%	3	23.1%	4	36.4%
	Yes	14	36.8%	46	73.0%	43	62.3%	51	56.7%	13	56.5%	10	76.9%	7	63.6%
<b>Race</b>	Asian	2	5.3%	3	4.8%	3	4.3%	6	6.7%	0	0.0%	1	7.7%	1	9.1%
	Black/Afr.-Am.	5	13.2%	15	23.8%	22	31.9%	12	13.3%	1	4.3%	3	23.1%	1	9.1%
	Hispanic/Latino	3	7.9%	21	33.3%	18	26.1%	18	20.0%	3	13.0%	3	23.1%	4	36.4%
	Multiple Races (non-Hispanic)	2	5.3%	3	4.8%	4	5.8%	4	4.4%	1	4.3%	1	7.7%	0	0.0%
	Native. Am/ Alaska Native	0	0.0%	1	1.6%	0	0.0%	2	2.2%	3	13.0%	0	0.0%	0	0.0%
	Nat. Hawaiian/ Pac Isl	0	0.0%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	White	26	68.4%	20	31.7%	21	30.4%	48	53.3%	15	65.2%	5	38.5%	5	45.5%

## Segments by Region - Detail

### Off Track: Old and Near 9-12 Grade, Enrolled Oct 1 2011

		Portland Area											Does not live in Portland		
		W		N		NE		SE		O NE		O SE		Count	Column Valid N %
		Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %		
<b>SpecED</b>	No	84	79.2%	92	80.7%	97	78.2%	182	85.8%	58	80.6%	19	79.2%	16	84.2%
	Yes	22	20.8%	22	19.3%	27	21.8%	30	14.2%	14	19.4%	5	20.8%	3	15.8%
<b>ESL</b>	No	103	97.2%	100	87.7%	117	94.4%	195	92.0%	66	91.7%	22	91.7%	18	94.7%
	Yes	3	2.8%	14	12.3%	7	5.6%	17	8.0%	6	8.3%	2	8.3%	1	5.3%
<b>Gender</b>	Female	33	31.1%	51	44.7%	50	40.3%	93	43.9%	38	52.8%	14	58.3%	9	47.4%
	Male	73	68.9%	63	55.3%	74	59.7%	119	56.1%	34	47.2%	10	41.7%	10	52.6%
<b>FARM</b>	No	69	65.1%	34	29.8%	43	34.7%	95	44.8%	36	50.0%	8	33.3%	12	63.2%
	Yes	37	34.9%	80	70.2%	81	65.3%	117	55.2%	36	50.0%	16	66.7%	7	36.8%
<b>Race</b>	Asian	3	2.8%	3	2.6%	3	2.4%	22	10.4%	8	11.1%	3	12.5%	0	0.0%
	Black/Afr.-Am.	9	8.5%	40	35.1%	43	34.7%	19	9.0%	15	20.8%	3	12.5%	4	21.1%
	Hispanic/Latino	9	8.5%	26	22.8%	31	25.0%	36	17.0%	6	8.3%	3	12.5%	3	15.8%
	Multiple Races (non-Hispanic)	5	4.7%	4	3.5%	7	5.6%	16	7.5%	6	8.3%	2	8.3%	1	5.3%
	Native. Am/ Alaska Native	0	0.0%	3	2.6%	1	0.8%	3	1.4%	3	4.2%	0	0.0%	0	0.0%
	Nat. Hawaiian/ Pac Isl	2	1.9%	3	2.6%	3	2.4%	4	1.9%	0	0.0%	1	4.2%	1	5.3%
	White	78	73.6%	35	30.7%	36	29.0%	112	52.8%	34	47.2%	12	50.0%	10	52.6%

## Segments by Region - Detail

### Off Track: Old and Far 9-12 Grade, Enrolled Oct 1 2011

		Portland Area												Does not live in Portland	
		W		N		NE		SE		O NE		O SE			
		Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %	Count	Column Valid N %
<b>SpecED</b>	No	71	82.6%	87	86.1%	75	77.3%	150	86.2%	49	79.0%	22	84.6%	1	33.3%
	Yes	15	17.4%	14	13.9%	22	22.7%	24	13.8%	13	21.0%	4	15.4%	2	66.7%
<b>ESL</b>	No	76	88.4%	86	85.1%	83	85.6%	132	75.9%	47	75.8%	17	65.4%	3	100.0%
	Yes	10	11.6%	15	14.9%	14	14.4%	42	24.1%	15	24.2%	9	34.6%	0	0.0%
<b>Gender</b>	Female	42	48.8%	42	41.6%	45	46.4%	73	42.0%	21	33.9%	12	46.2%	1	33.3%
	Male	44	51.2%	59	58.4%	52	53.6%	101	58.0%	41	66.1%	14	53.8%	2	66.7%
<b>FARM</b>	No	45	52.3%	41	40.6%	62	63.9%	107	61.5%	37	59.7%	15	57.7%	2	66.7%
	Yes	41	47.7%	60	59.4%	35	36.1%	67	38.5%	25	40.3%	11	42.3%	1	33.3%
<b>Race</b>	Asian	7	8.1%	2	2.0%	0	0.0%	33	19.0%	11	17.7%	2	7.7%	0	0.0%
	Black/Afr.-Am.	13	15.1%	32	31.7%	28	28.9%	19	10.9%	9	14.5%	5	19.2%	0	0.0%
	Hispanic/Latino	9	10.5%	29	28.7%	26	26.8%	29	16.7%	7	11.3%	7	26.9%	1	33.3%
	Multiple Races (non-Hispanic)	4	4.7%	6	5.9%	7	7.2%	6	3.4%	1	1.6%	1	3.8%	1	33.3%
	Native. Am/ Alaska Native	1	1.2%	5	5.0%	2	2.1%	4	2.3%	5	8.1%	1	3.8%	0	0.0%
	Nat. Hawaiian/ Pac Isl	0	0.0%	1	1.0%	1	1.0%	6	3.4%	1	1.6%	0	0.0%	0	0.0%
	White	52	60.5%	26	25.7%	33	34.0%	77	44.3%	28	45.2%	10	38.5%	1	33.3%

## Appendix H - PPS High Schools, Grouped by Type

Enrolled Oct 1 2011, 9-12 grade		
Comprehensive and Focus	Number	Percentage
ACT HS (Closed)*	199	1.9%
Benson Polytechnic H.S.	845	8.3%
Cleveland H.S.	1,453	14.2%
Franklin H.S.	1,401	13.7%
Grant H.S.	1,519	14.9%
Jefferson H.S.	364	3.6%
Jefferson Young Womens(Closed)	70	0.7%
Lincoln H.S.	1,449	14.2%
Madison H.S.	1,097	10.7%
P.O.W.E.R. Academy (Closed)*	220	2.2%
SEIS HS (Closed)*	236	2.3%
Wilson H.S.	1,372	13.4%
<b>Total</b>	<b>10,225</b>	<b>100.1%</b>

\*During 2011-12, Roosevelt High School was comprised of the ACT, P.O.W.E.R. Academy, and SEIS high schools.  
NOTE: These totals do not include one student from the Renaissance Arts Academy, now closed, and one enrolled at Robert Gray Middle School.

CBO Alternative		
	Number	Percentage
Alliance H.S. @ Benson Campus	52	4.4%
Alliance H.S. @ Meek Campus	122	10.3%
Alliance HS @ Madison (Closed)	18	1.5%
De Paul Alternative School	26	2.2%
Mt Scott Park HS Learning Ctr	110	9.3%
NAYA Early College Academy	76	6.4%
New Avenues	22	1.9%
Open Meadow High School	110	9.3%
Open Meadow M.S.	17	1.4%
Outside In	10	0.8%
P.C.C. Ged	125	10.6%
P.C.C. H.S. Completion	184	15.6%
P.C.C. MAP	70	5.9%
Pathfinder Academy	12	1.0%
Portland Youth Builders	14	1.2%

Rosemary Anderson GED	13	1.1%
Rosemary Anderson H.S.	110	9.3%
SE Works	21	1.8%
Youth Employment Institute	41	3.5%
Youth Progress Association	28	2.4%
<b>Total</b>	<b>1,181</b>	<b>99.9%</b>

NOTE: The CBO Alternative category does not include 109 PPS students enrolled at Helensview.

<b>Other Alternative</b>		
	Number	Percentage
Ed Options Reconnection Center	3	2.2%
Metropolitan Learning Ctr HS	123	91.8%
Portland Evening Scholars	3	2.2%
Teen Parent Services	5	3.7%
<b>Total</b>	<b>134</b>	<b>99.9%</b>
<b>Charter</b>		
	Number	Percentage
LEP Charter H.S.	265	75.9%
Trillium Public Charter HS	84	24.1%
<b>Total</b>	<b>349</b>	<b>100.0%</b>
<b>DART</b>		
	Number	Percentage
Breakthrough	8	8.9%
Clinton School	15	16.7%
Johns Landing School	8	8.9%
Nickerson Adt	5	5.6%
Parry Center	15	16.7%
Parry Center SCIP	1	1.1%
Rosemont	23	25.6%
White Shield	9	10.0%
Wildflowers	6	6.7%
<b>Total</b>	<b>90</b>	<b>100.2%</b>
<b>Special Education</b>		
	Number	Percentage
Pioneer 5-8 @ Youngson	3	5.5%
Pioneer 9-12@Columbia (Closed)	11	20.0%
Pioneer Annex 9-12	41	74.5%
<b>Total</b>	<b>55</b>	<b>100.0%</b>



## Appendix I - PPS Students by Segment and Language

	On Track		Young/Near		Young/Far		Old/Far		Old/Near	
	Count	%	Count	%	Count	%	Count	%	Count	%
Albanian	5	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Sign Language	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	0.1%
Amharic	13	0.2%	7	0.3%	1	0.3%	0	0.0%	1	0.1%
Arabic	14	0.2%	6	0.3%	0	0.0%	7	1.3%	1	0.1%
Armenian	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Bengali	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bosnian	1	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.1%
Burmese	6	0.1%	1	0.0%	0	0.0%	2	0.4%	0	0.0%
Cambodian	13	0.2%	6	0.3%	1	0.3%	2	0.4%	0	0.0%
Cebuano	1	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Chinese - Cantonese	110	1.3%	15	0.7%	3	1.0%	6	1.1%	11	1.6%
Chinese - Mandarin	24	0.3%	3	0.1%	0	0.0%	1	0.2%	1	0.1%
Chinese - Other	3	0.0%	1	0.0%	3	1.0%	5	0.9%	0	0.0%
Chuukese	7	0.1%	3	0.1%	0	0.0%	2	0.4%	2	0.3%
Creole	7	0.1%	0	0.0%	0	0.0%	1	0.2%	1	0.1%
Czech	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Danish	0	0.0%	0	0.0%	1	0.3%	1	0.2%	0	0.0%
English	6,808	82.6%	1,776	78.5%	220	71.7%	364	66.3%	522	77.8%
Farsi	2	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%
Filipino	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Finnish	1	0.0%	0	0.0%	1	0.3%	1	0.2%	0	0.0%
French	6	0.1%	3	0.1%	3	1.0%	1	0.2%	1	0.1%
German	6	0.1%	1	0.0%	9	2.9%	1	0.2%	0	0.0%
Greek	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Guatemalan	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Gujarati	2	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Haitian	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	On Track		Young/Near		Young/Far		Old/Far		Old/Near	
	Count	%	Count	%	Count	%	Count	%	Count	%
Haitian Creole	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hebrew	3	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hindi	11	0.1%	3	0.1%	0	0.0%	0	0.0%	0	0.0%
Hmong	36	0.4%	7	0.3%	3	1.0%	1	0.2%	1	0.1%
Hungarian	0	0.0%	0	0.0%	0	0.0%	3	0.5%	0	0.0%
Igbo	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Indonesian	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%
Italian	4	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%
Japanese	14	0.2%	1	0.0%	0	0.0%	1	0.2%	2	0.3%
Karen	3	0.0%	4	0.2%	1	0.3%	2	0.4%	1	0.1%
Kazakh	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Khmer	0	0.0%	0	0.0%	1	0.3%	0	0.0%	0	0.0%
Kirundi	2	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Korean	11	0.1%	1	0.0%	0	0.0%	2	0.4%	0	0.0%
Kurdish	8	0.1%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Lao	18	0.2%	2	0.1%	0	0.0%	0	0.0%	1	0.1%
Lithuanian	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%
Maay-Maay	16	0.2%	6	0.3%	0	0.0%	2	0.4%	2	0.3%
Malay	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Mandingo	1	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Mayan	1	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Mien	2	0.0%	3	0.1%	0	0.0%	0	0.0%	0	0.0%
Mina	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%
Nepali	8	0.1%	0	0.0%	0	0.0%	3	0.5%	0	0.0%
Norwegian	0	0.0%	0	0.0%	0	0.0%	1	0.2%	0	0.0%
Oromo	11	0.1%	2	0.1%	0	0.0%	3	0.5%	4	0.6%
Other	12	0.1%	8	0.4%	0	0.0%	3	0.5%	7	1.0%
Palauan	4	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Panjabi, Western	0	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.1%
Persian	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Pohnpeian	0	0.0%	1	0.0%	0	0.0%	1	0.2%	0	0.0%
Portuguese	3	0.0%	0	0.0%	1	0.3%	2	0.4%	0	0.0%

	On Track		Young/Near		Young/Far		Old/Far		Old/Near	
	Count	%	Count	%	Count	%	Count	%	Count	%
Rohingya	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Romanian	9	0.1%	0	0.0%	0	0.0%	0	0.0%	2	0.3%
Russian	63	0.8%	25	1.1%	2	0.7%	5	0.9%	2	0.3%
Samoan	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Serbian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%
Serbo-Croatian	1	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.1%
Somali	47	0.6%	18	0.8%	7	2.3%	10	1.8%	10	1.5%
Spanish	545	6.6%	274	12.1%	41	13.4%	79	14.4%	73	10.9%
Swahili	7	0.1%	4	0.2%	1	0.3%	0	0.0%	2	0.3%
Swedish	2	0.0%	0	0.0%	1	0.3%	0	0.0%	0	0.0%
Tagalog	14	0.2%	3	0.1%	0	0.0%	0	0.0%	0	0.0%
Thai	4	0.0%	2	0.1%	1	0.3%	1	0.2%	1	0.1%
Tibetan	4	0.0%	2	0.1%	0	0.0%	0	0.0%	0	0.0%
Tigrinya	6	0.1%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Tonga	9	0.1%	3	0.1%	1	0.3%	0	0.0%	0	0.0%
Trukese	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Turkish	3	0.0%	0	0.0%	2	0.7%	1	0.2%	1	0.1%
Ukrainian	18	0.2%	5	0.2%	0	0.0%	0	0.0%	3	0.4%
Unspecified	11	0.1%	3	0.1%	0	0.0%	6	1.1%	1	0.1%
Urdu	2	0.0%	1	0.0%	1	0.3%	0	0.0%	0	0.0%
Vietnamese	292	3.5%	48	2.1%	2	0.7%	23	4.2%	13	1.9%

## Appendix J – Language by Race/Ethnicity and Segment

		On Track		Young/ Near		Young/ Far		Old/ Far		Old/Near	
		Count	%	Count	%	Count	%	Count	%	Count	%
Asian	Arabic	1	0.10%	0	0.00%	0	0.00%	2	3.60%	0	0.00%
	Bengali	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Burmese	6	0.70%	1	0.80%	0	0.00%	2	3.60%	0	0.00%
	Cambodian	12	1.40%	6	4.70%	1	6.20%	2	3.60%	0	0.00%
	Cebuano	1	0.10%	1	0.80%	0	0.00%	0	0.00%	0	0.00%
	Chinese - Cantonese	108	12.80%	15	11.80%	3	18.80%	6	10.90%	11	26.20%
	Chinese - Mandarin	23	2.70%	3	2.40%	0	0.00%	1	1.80%	1	2.40%
	Chinese - Other	3	0.40%	1	0.80%	3	18.80%	5	9.10%	0	0.00%
	Chuukese	1	0.10%	1	0.80%	0	0.00%	0	0.00%	0	0.00%
	English	295	34.80%	27	21.30%	0	0.00%	3	5.50%	11	26.20%
	Filipino	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Gujarati	2	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Hindi	3	0.40%	1	0.80%	0	0.00%	0	0.00%	0	0.00%
	Hmong	35	4.10%	7	5.50%	3	18.80%	1	1.80%	1	2.40%
	Indonesian	0	0.00%	0	0.00%	0	0.00%	1	1.80%	0	0.00%
	Japanese	7	0.80%	0	0.00%	0	0.00%	1	1.80%	1	2.40%
	Karen	2	0.20%	3	2.40%	1	6.20%	2	3.60%	1	2.40%
	Kazakh	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Khmer	0	0.00%	0	0.00%	1	6.20%	0	0.00%	0	0.00%
	Korean	11	1.30%	1	0.80%	0	0.00%	2	3.60%	0	0.00%
Lao	16	1.90%	2	1.60%	0	0.00%	0	0.00%	0	0.00%	
Malay	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	

		On Track		Young/ Near		Young/ Far		Old/ Far		Old/Near	
		Count	%	Count	%	Count	%	Count	%	Count	%
	Mien	1	0.10%	3	2.40%	0	0.00%	0	0.00%	0	0.00%
	Nepali	5	0.60%	0	0.00%	0	0.00%	3	5.50%	0	0.00%
	Other	2	0.20%	1	0.80%	0	0.00%	0	0.00%	1	2.40%
	Panjabi, Western	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.40%
	Rohingya	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Spanish	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Tagalog	14	1.70%	2	1.60%	0	0.00%	0	0.00%	0	0.00%
	Thai	4	0.50%	2	1.60%	1	6.20%	1	1.80%	1	2.40%
	Tibetan	3	0.40%	2	1.60%	0	0.00%	0	0.00%	0	0.00%
	Tonga	2	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Unspecified	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Urdu	0	0.00%	1	0.80%	1	6.20%	0	0.00%	0	0.00%
	Vietnamese	283	33.40%	47	37.00%	2	12.50%	23	41.80%	13	31.00%
Black/ Arican-American	Amharic	13	1.50%	7	1.70%	1	1.70%	0	0.00%	1	0.80%
	Arabic	4	0.50%	3	0.70%	0	0.00%	2	1.90%	0	0.00%
	Creole	7	0.80%	0	0.00%	0	0.00%	1	0.90%	1	0.80%
	English	759	85.80%	363	88.80%	50	84.70%	83	78.30%	108	81.20%
	French	1	0.10%	3	0.70%	0	0.00%	1	0.90%	1	0.80%
	Haitian	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Haitian Creole	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Igbo	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Kirundi	2	0.20%	1	0.20%	0	0.00%	0	0.00%	0	0.00%
	Maay-Maay	16	1.80%	6	1.50%	0	0.00%	2	1.90%	2	1.50%
	Mandingo	1	0.10%	1	0.20%	0	0.00%	0	0.00%	0	0.00%
	Mina	0	0.00%	0	0.00%	0	0.00%	1	0.90%	0	0.00%

		On Track		Young/ Near		Young/ Far		Old/ Far		Old/Near	
		Count	%	Count	%	Count	%	Count	%	Count	%
	Nepali	2	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Oromo	11	1.20%	2	0.50%	0	0.00%	3	2.80%	4	3.00%
	Other	2	0.20%	0	0.00%	0	0.00%	3	2.80%	5	3.80%
	Portuguese	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Somali	47	5.30%	18	4.40%	7	11.90%	10	9.40%	9	6.80%
	Swahili	7	0.80%	4	1.00%	1	1.70%	0	0.00%	2	1.50%
	Tigrinya	6	0.70%	1	0.20%	0	0.00%	0	0.00%	0	0.00%
	Unspecified	3	0.30%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic / Latino	American Sign Language	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.90%
	Arabic	0	0.00%	0	0.00%	0	0.00%	1	0.90%	0	0.00%
	English	422	43.60%	165	37.10%	28	40.00%	28	25.90%	39	34.20%
	Guatemala n	0	0.00%	1	0.20%	0	0.00%	0	0.00%	0	0.00%
	Japanese	1	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Mayan	1	0.10%	1	0.20%	0	0.00%	0	0.00%	0	0.00%
	Other	1	0.10%	4	0.90%	0	0.00%	0	0.00%	1	0.90%
	Portuguese	1	0.10%	0	0.00%	1	1.40%	0	0.00%	0	0.00%
	Spanish	543	56.00%	273	61.30%	41	58.60%	79	73.10%	73	64.00%
	Unspecified	0	0.00%	1	0.20%	0	0.00%	0	0.00%	0	0.00%
Multiple	Arabic	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.40%
	Cambodian	1	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Chinese - Cantonese	2	0.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Chinese - Mandarin	1	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	English	404	94.60%	121	97.60%	15	100.00%	26	100.00%	37	90.20%

		On Track		Young/ Near		Young/ Far		Old/ Far		Old/Near	
		Count	%	Count	%	Count	%	Count	%	Count	%
							%		%		
	French	1	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Japanese	5	1.20%	0	0.00%	0	0.00%	0	0.00%	1	2.40%
	Karen	1	0.20%	1	0.80%	0	0.00%	0	0.00%	0	0.00%
	Lao	2	0.50%	0	0.00%	0	0.00%	0	0.00%	1	2.40%
	Other	1	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Tagalog	0	0.00%	1	0.80%	0	0.00%	0	0.00%	0	0.00%
	Tonga	1	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Unspecified	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.40%
Vietnamese	8	1.90%	1	0.80%	0	0.00%	0	0.00%	0	0.00%	
Native Am	English	103	99.00%	67	100.00%	6	100.00%	18	100.00%	10	100.00%
	Unspecified	1	1.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Pac Isl	Chuukese	5	6.20%	2	8.70%	0	0.00%	2	22.20%	2	14.30%
	English	46	57.50%	11	47.80%	0	0.00%	6	66.70%	11	78.60%
	Hindi	8	10.00%	2	8.70%	0	0.00%	0	0.00%	0	0.00%
	Hmong	1	1.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Mien	1	1.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Nepali	1	1.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Other	2	2.50%	2	8.70%	0	0.00%	0	0.00%	0	0.00%
	Palauan	4	5.00%	1	4.30%	0	0.00%	0	0.00%	0	0.00%
	Pohnpeian	0	0.00%	1	4.30%	0	0.00%	1	11.10%	0	0.00%
	Samoan	0	0.00%	1	4.30%	0	0.00%	0	0.00%	0	0.00%
	Somali	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	7.10%

		On Track		Young/ Near		Young/ Far		Old/ Far		Old/Near	
		Count	%	Count	%	Count	%	Count	%	Count	%
	Tibetan	1	1.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Tonga	6	7.50%	3	13.00%	1	100.00%	0	0.00%	0	0.00%
	Trukese	1	1.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Unspecified	1	1.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Urdu	2	2.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Vietnamese	1	1.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	Albanian	5	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	American Sign Language	0	0.00%	0	0.00%	0	0.00%	1	0.40%	0	0.00%
	Arabic	9	0.20%	3	0.30%	0	0.00%	2	0.90%	0	0.00%
	Armenian	0	0.00%	1	0.10%	0	0.00%	0	0.00%	0	0.00%
	Bosnian	1	0.00%	1	0.10%	0	0.00%	0	0.00%	1	0.30%
	Chuukese	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Czech	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Danish	0	0.00%	0	0.00%	1	0.70%	1	0.40%	0	0.00%
	English	4779	96.90%	1022	95.90%	121	86.40%	200	88.10%	306	96.50%
	Farsi	2	0.00%	0	0.00%	0	0.00%	1	0.40%	0	0.00%
	Finnish	1	0.00%	0	0.00%	1	0.70%	1	0.40%	0	0.00%
	French	4	0.10%	0	0.00%	3	2.10%	0	0.00%	0	0.00%
	German	6	0.10%	1	0.10%	9	6.40%	1	0.40%	0	0.00%
	Greek	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Hebrew	3	0.10%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Hungarian	0	0.00%	0	0.00%	0	0.00%	3	1.30%	0	0.00%
	Italian	4	0.10%	0	0.00%	0	0.00%	1	0.40%	0	0.00%
	Japanese	1	0.00%	1	0.10%	0	0.00%	0	0.00%	0	0.00%
Kurdish	8	0.20%	1	0.10%	0	0.00%	0	0.00%	0	0.00%	



		On Track		Young/ Near		Young/ Far		Old/ Far		Old/Near	
		Count	%	Count	%	Count	%	Count	%	Count	%
	Lithuanian	0	0.00%	0	0.00%	0	0.00%	1	0.40%	0	0.00%
	Norwegian	0	0.00%	0	0.00%	0	0.00%	1	0.40%	0	0.00%
	Other	4	0.10%	1	0.10%	0	0.00%	0	0.00%	0	0.00%
	Panjabi, Western	0	0.00%	1	0.10%	0	0.00%	0	0.00%	0	0.00%
	Persian	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Portuguese	1	0.00%	0	0.00%	0	0.00%	2	0.90%	0	0.00%
	Romanian	9	0.20%	0	0.00%	0	0.00%	0	0.00%	2	0.60%
	Russian	63	1.30%	25	2.30%	2	1.40%	5	2.20%	2	0.60%
	Serbian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.30%
	Serbo- Croatian	1	0.00%	1	0.10%	0	0.00%	0	0.00%	1	0.30%
	Spanish	1	0.00%	1	0.10%	0	0.00%	0	0.00%	0	0.00%
	Swedish	2	0.00%	0	0.00%	1	0.70%	0	0.00%	0	0.00%
	Turkish	3	0.10%	0	0.00%	2	1.40%	1	0.40%	1	0.30%
	Ukrainian	18	0.40%	5	0.50%	0	0.00%	0	0.00%	3	0.90%
	Unspecified	5	0.10%	2	0.20%	0	0.00%	6	2.60%	0	0.00%

# Appendix K - CBO Alternative Schools' Completion, Retention/Re-engagement and Dropout Data - 2011-12

Portland Public Schools Community-Based Organization Programs												
2011-12 Completion, Retention/Re-engagement and Dropout Data												
<b>ENTRY CATEGORIES</b>												
<b>"Retained"</b> Moved from regular HS to CBO without 6-week enrollment gap		<b>"Re-engaged"</b> Moved from regular HS to CBO or CBO to CBO with at least 6-week enrollment gap		<b>"Returned"</b> Enrolled in regular HS in 2010-11 and end of 2011-12; intervening enrollment at CBO/RC with or without gap		<b>"Continuing"</b> Enrolled in CBO end of year 2010-11, continued at a CBO in 2011-12		<b>"New"</b> Entered PPS as a CBO student in 2011-12 with no 2010-11 enrollment		2011-12	2010-11	
217		892		49		547		825		<b>Row Totals</b>		
<b>Total 2011-12 Enrollment (unduplicated)</b>												
<b>2496</b>										2530	2770	
										Undup	Undup	
										2496	2677	
<b>OUTCOMES</b>	<b>Completers incl.</b> std, mod, GED, AHS		<b>Completers incl.</b> std, mod, GED, AHS		<b>Completers incl.</b> std, mod, GED, AHS		<b>Completers incl.</b> std, mod, GED, AHS		<b>Completers incl.</b> std, mod, GED, AHS		<b>Completers</b>	
	37 17%		178 20%		4 8%		168 31%		141 17%		528 21%    947 35%	
	<b>Enrolled Oct 2012</b>		<b>Enrolled Oct 2012</b>		<b>Enrolled Oct 2012</b>		<b>Enrolled Oct 2012</b>		<b>Enrolled Oct 2012</b>		<b>Continuing</b>	
	123 57%		421 47%		24 49%		209 38%		240 29%		1017 41%    981 37%	
<b>Dropouts</b>		<b>Dropouts</b>		<b>Dropouts</b>		<b>Dropouts</b>		<b>Dropouts</b>		<b>Dropouts</b>		
48 22%		247 28%		17 35%		115 21%		340 41%		767 31%    981 37%		

See Definition Matrices for more detail on students designated retained, re-engaged, returned.

Students are reported in more than one category if they changed enrollment types after Oct 1 2011.

<b>Definition Matrices</b>		
	<b>First 2011-12 enrollment</b>	
<b>Last 2010-11 enrollment</b>	RC/CBO by Oct 1	RC/CBO after Oct 1
None	New	New
Regular HS, finished year	Retained	Re-engaged
Regular HS, didn't finish year	Re-engaged	Re-engaged
RC/CBO, finished year	Continuing	Re-engaged
RC/CBO, didn't finish year	Re-engaged	Re-engaged
	<b>Last 2011-12 enrollment</b>	
<b>First 2011-12 enrollment</b>	Regular HS	RC/CBO
Regular HS	Returned	Retained or re-engaged
Continuing	Returned	Continuing or re-engaged
New	Returned	New or re-engaged
Retained	Returned	Retained or re-engaged
Re-engaged	Returned	Re-engaged
<b>Re-engaged students:</b>		
failed to finish the 2010-11 year at either a CBO or a regular HS, re-enrolled at a CBO any time during 2011-12 OR finished the 2010-11 year at either a CBO or a regular HS, did not re-enroll by Oct 1, later re-enrolled at a CBO OR experienced a 6-week enrollment gap any time during 2011-12 (inclusive of holidays)		
<b>Retained students:</b>		
finished the 2010-11 year at a regular HS and enrolled in a CBO by Oct 1 OR finished the 2010-11 year at a regular HS, enrolled in a regular HS by Oct 1, later enrolled in a CBO without a 6-week enrollment gap		
<b>Returned students:</b>		
Last enrollment of 2011-12 was at a regular HS, and had attended a CBO during 2011-12.		
<b>New students:</b>		
Had no 2010-11 PPS		
<b>Continuing students:</b>		
Finished the 2010-11 year at a CBO and enrolled in a CBO by Oct 1.		
<b>Dropouts:</b>		
Withdrawn during 2011-12 for 10-day absence or personal/academic reasons, did not return by Oct 1 2011 OR was enrolled through end of 2011-12 and did not return by Oct 1 2011		
Students who move from a regular HS to the RC/CBO system may do so:		
<b>Direct:</b> No intervening enrollment		
<b>Via RC:</b> Enrolled at the Reconnection Center (RC), then at a CBO		
<b>Other:</b> Intervening enrollment out of district or other type of school/program, e.g. Pioneer		

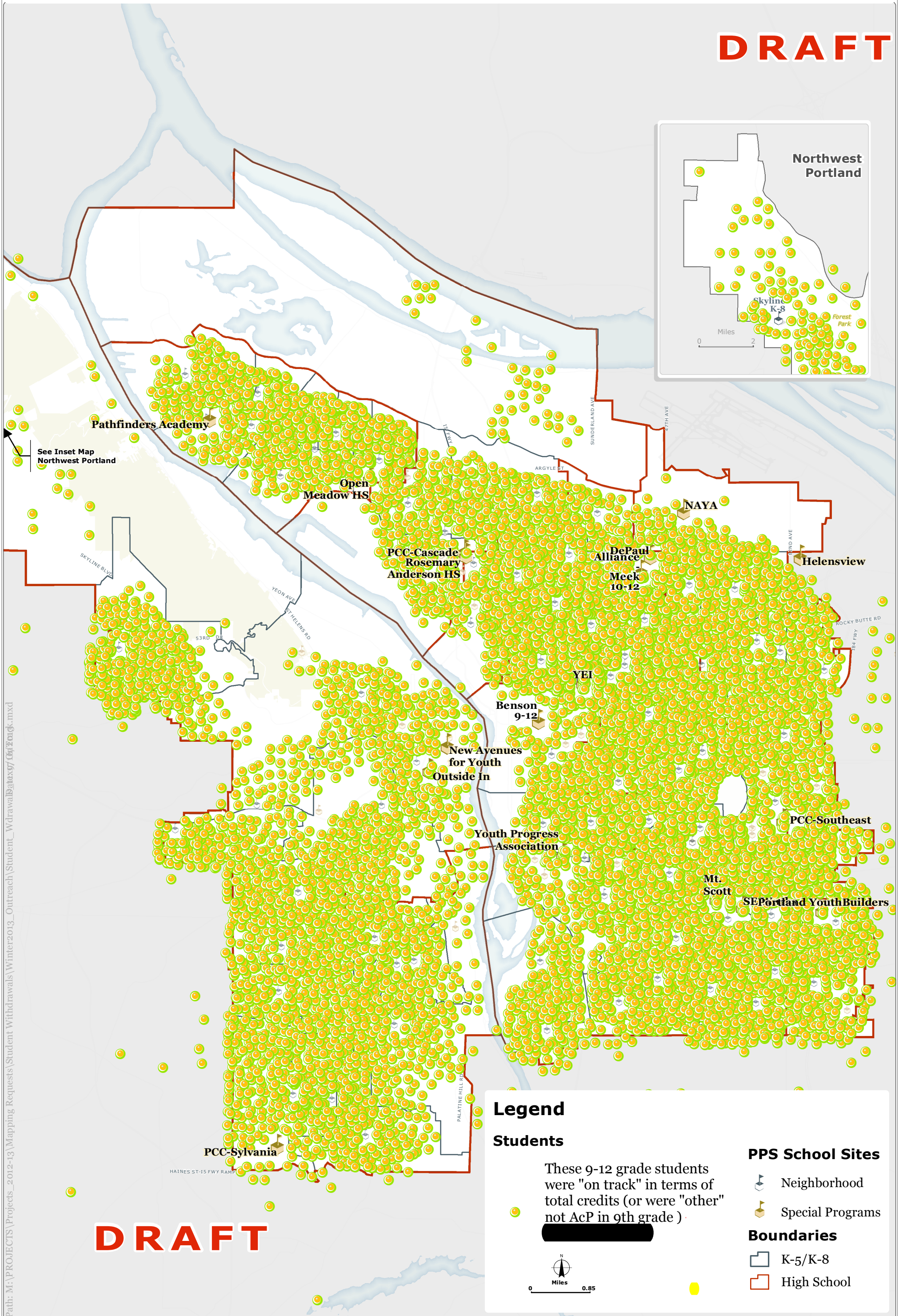
## **Appendix L - Off-Track Student Segments, Mapped**

Scroll down to see the segments mapped. [Only available in PDF version of this document.]





# DRAFT



See Inset Map Northwest Portland

### Legend

#### Students

These 9-12 grade students were "on track" in terms of total credits (or were "other" not AcP in 9th grade)



#### PPS School Sites

- Neighborhood
- Special Programs

#### Boundaries

- K-5/K-8
- High School



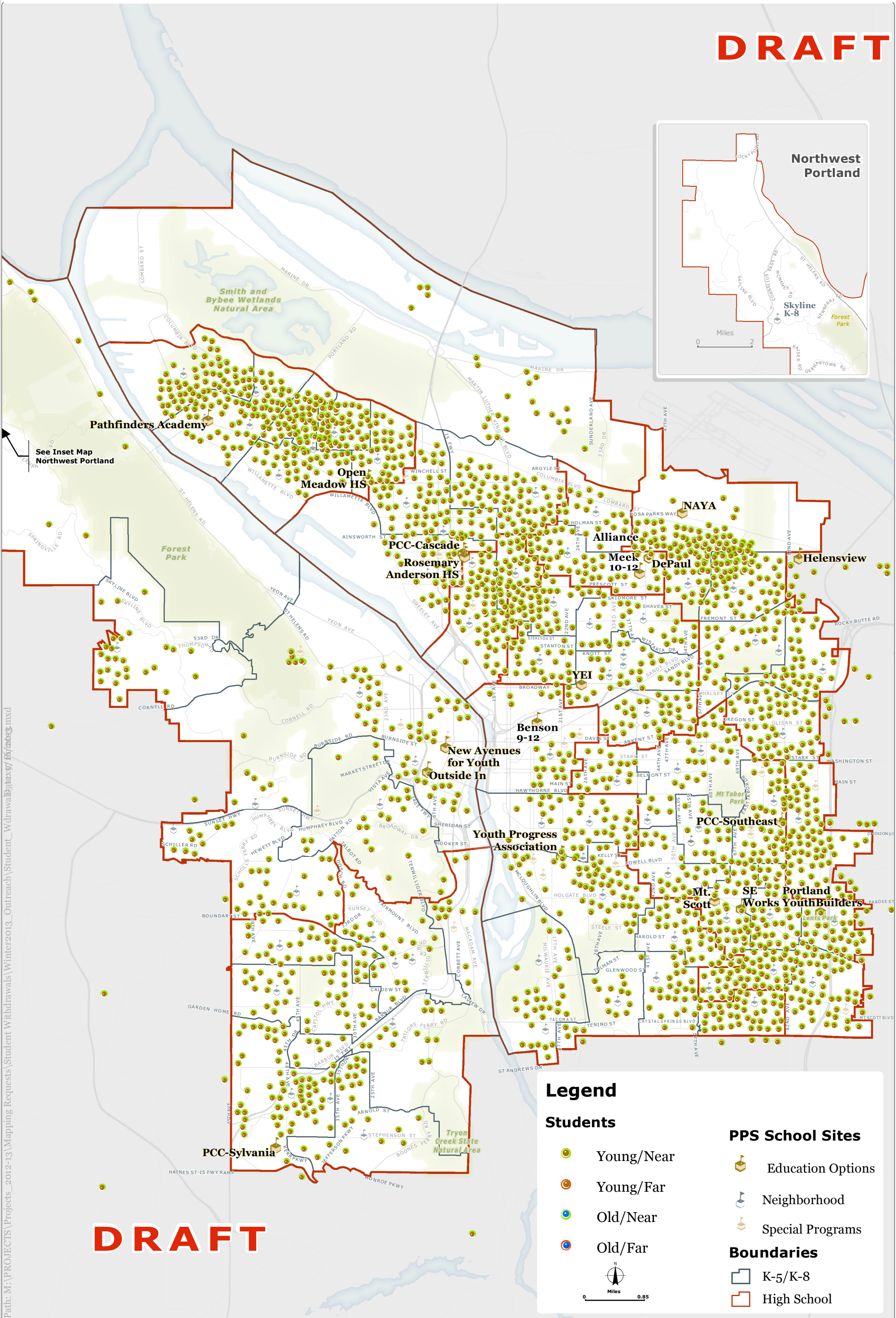
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# DRAFT





# DRAFT



### Legend

#### Students

- Young/Near
- Young/Far
- Old/Near
- Old/Far

#### PPS School Sites

- Education Options
- Neighborhood
- Special Programs

#### Boundaries

- K-5/K-8
- High School

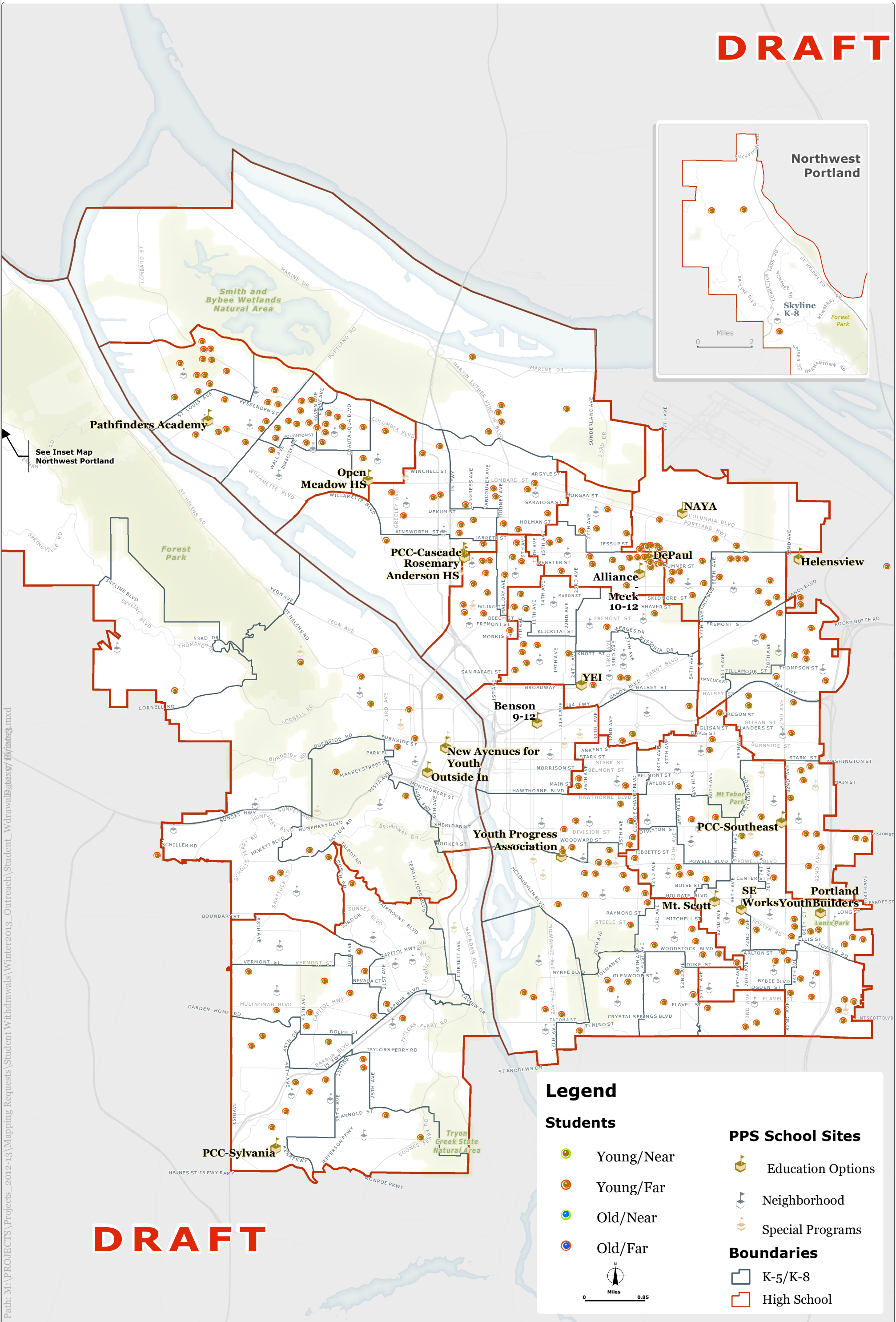


# DRAFT





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DRAFT

Legend

Students

- Young/Near
- Young/Far
- Old/Near
- Old/Far

PPS School Sites

- Education Options
- Neighborhood
- Special Programs

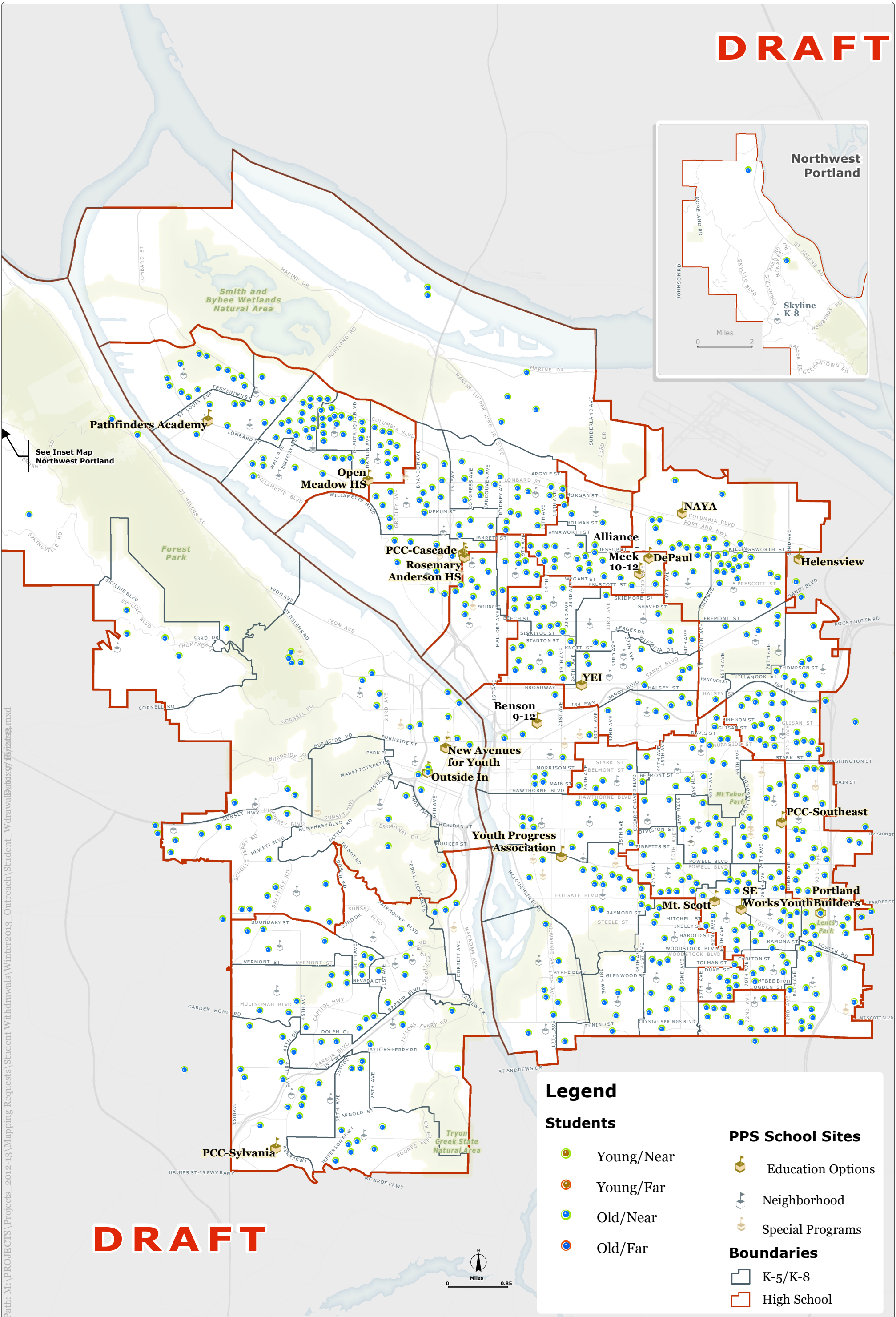
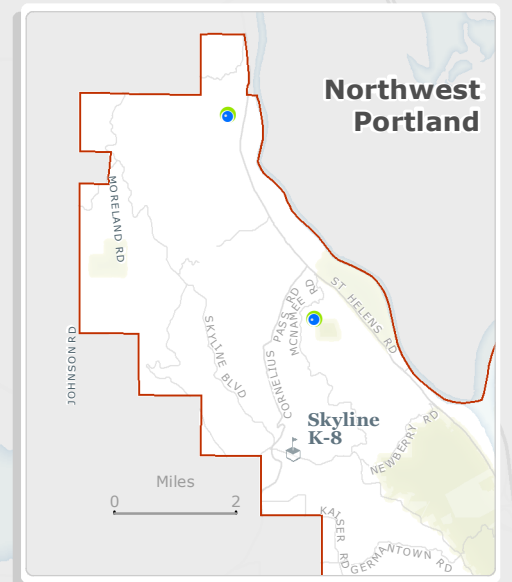
Boundaries

- K-5/K-8
- High School





# DRAFT

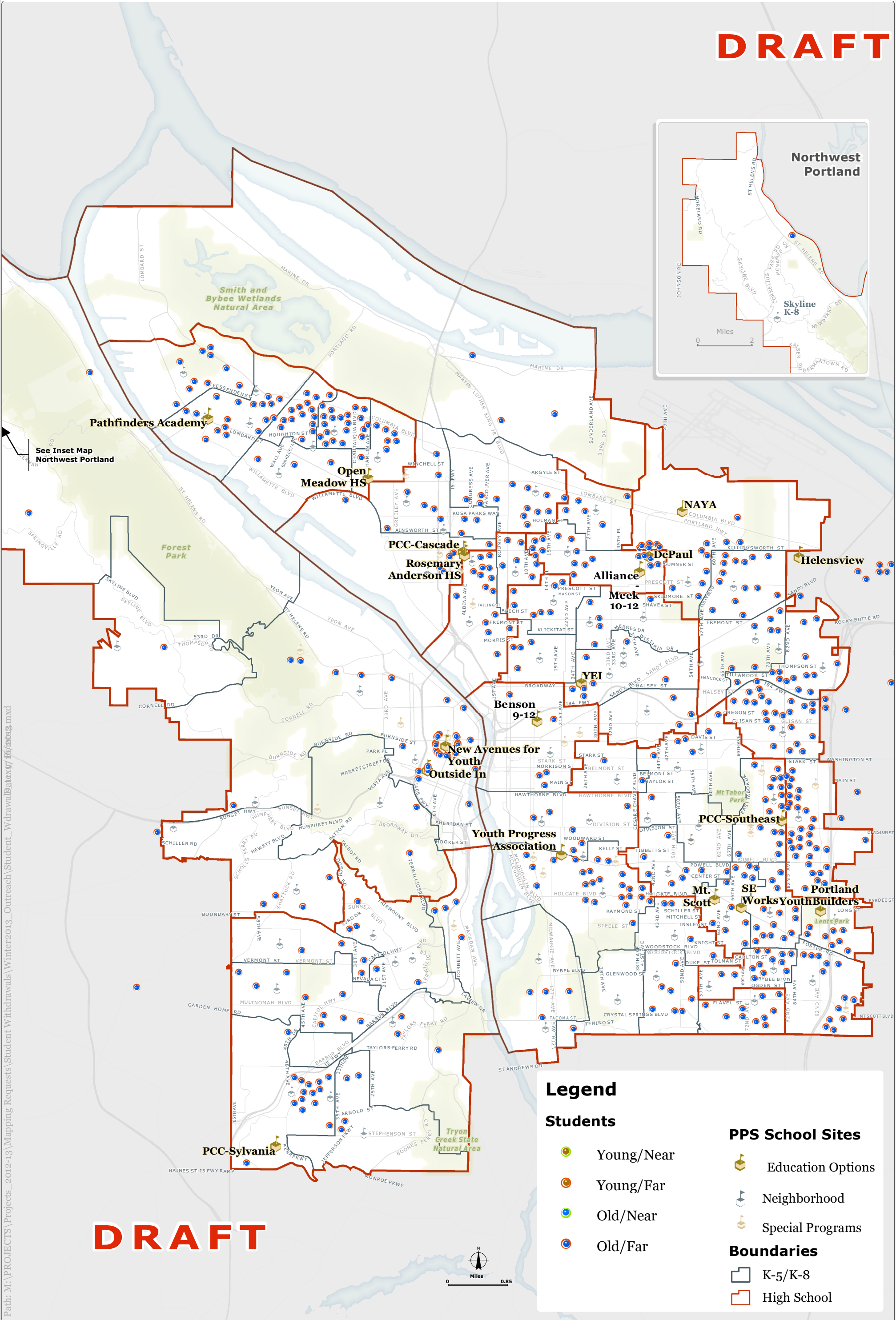
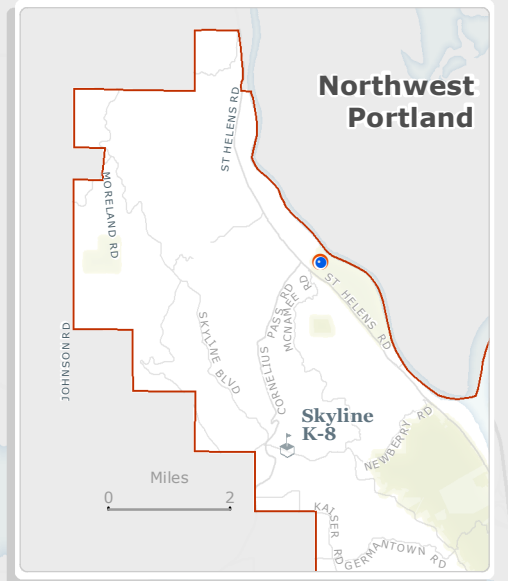


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Legend

Students

- Young/Near
- Young/Far
- Old/Near
- Old/Far

PPS School Sites

- Education Options
- Neighborhood
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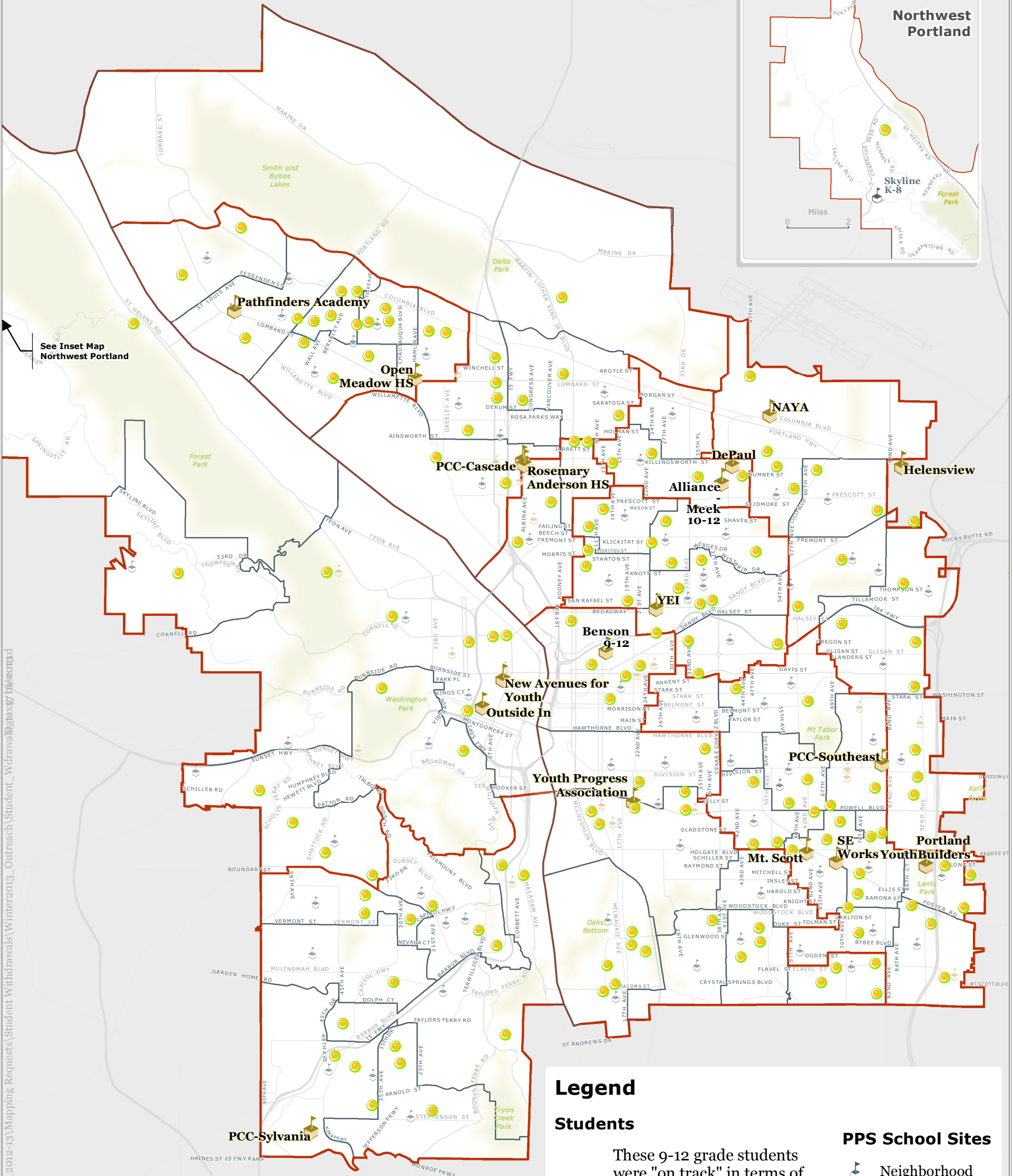
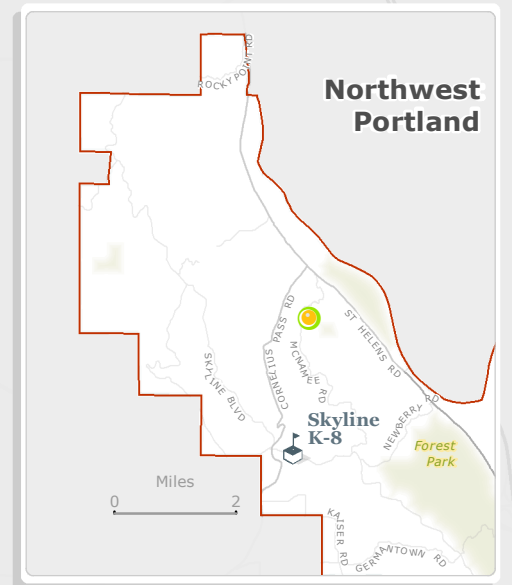
Boundaries

- K-5/K-8
- High School





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See Inset Map Northwest Portland

Legend

Students

These 9-12 grade students were "on track" in terms of total credits (or were "other" not AcP in 9th grade) but dropped out.

PPS School Sites

- Neighborhood
- Special Programs

Boundaries

- K-5/K-8
- High School

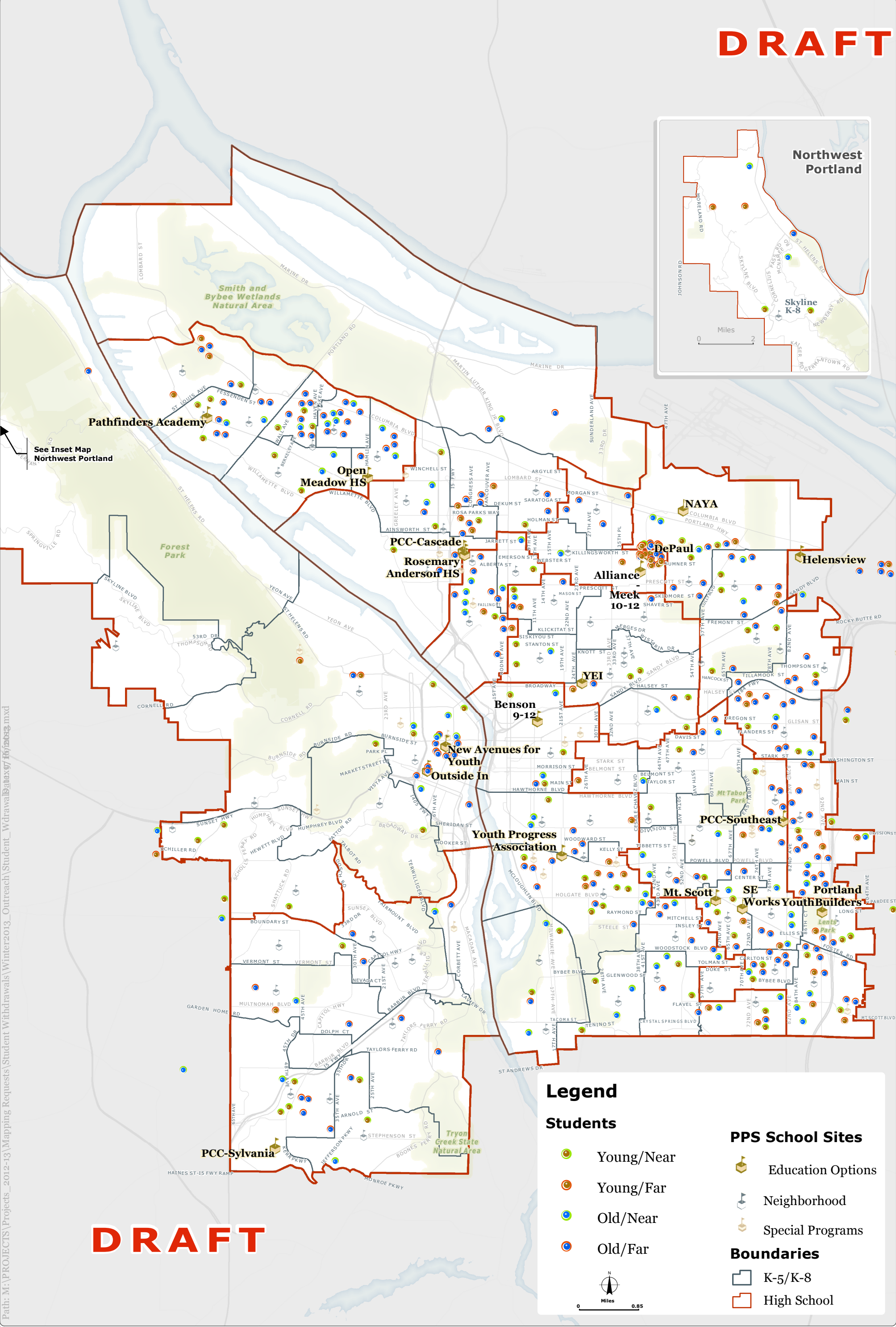
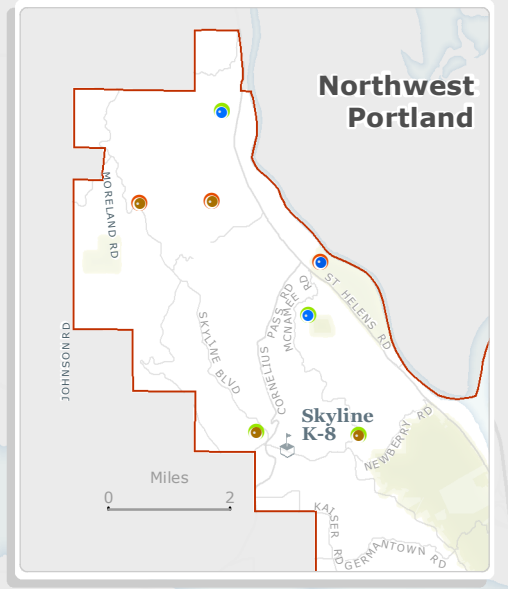


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# DRAFT



See Inset Map Northwest Portland

# DRAFT

### Legend

#### Students

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- Old/Far

#### PPS School Sites

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