



## **PPS Collaborative Goal Setting - Draft Goals**

*Draft 8/27/2019*

### **1. Third Grade Reading**

The percentage of 3rd grade students who can read at grade level, as measured by OSAS, will improve by 3% per year. All student groups with proficiency levels below the average will reduce the gap by a quarter between the overall performance and the lower performing student groups.

### **2. Fifth Grade Mathematics**

The percentage of 5th grade students who demonstrate proficiency in mathematics as measured by OSAS, will improve by 3% per year. All student groups with proficiency below the average will reduce the gap by a quarter between the overall performance and the lower performing student groups.

### **3. 8th Grade Graduate Portrait**

By 2022, 8th grade students will be prepared to navigate and adapt to high school's complex challenges, embracing discomfort and persisting through failure to success through adaptation and a growth mindset. They will demonstrate mastery of core academic knowledge and skills acquired through a middle school experience that includes interdisciplinary core classes and elective exploratory wheels inclusive of the arts, pre-CTE, technology, health and well-being. Students will demonstrate the ability to communicate effectively by organizing, writing, speaking and presenting, clear, logical, persuasive, compelling content in an 8th grade portfolio. Successful students will be assessed using a district wide rubric that measures core academic knowledge, personal reflection, critical thinking, reasoning and problem solving, civic & social responsibility, racial equity and social justice, self-directed inquiry, and self-awareness and self-advocacy.

### **4. Post-secondary readiness**

By 2022, graduates of Portland Public Schools will demonstrate their readiness to enter post-secondary environments via one or more measures that are reflective of the diverse skills and interests that our students have pursued through their high school career including but not limited to completion or



achievement of: (a) CTE pathways, (b) AP coursework, (c) bi-lingual certification, (d) dual-credit, (f) arts pathways or (e) college readiness as measured by the PSAT/SAT/ACT..



# Board Goals



**August 27, 2019**



# Principles for Effective Measurement and Goal Calibration

- Progressive Ladder of Skills and Experiences to achieve the Portrait of a Graduate
  - Goals should gauge student skills and experience at key transitions that reinforce learning and growth.
- Every school should see themselves in one or more of the goals
- Every student is expected to grow
  - Goals should emphasize opportunities to boost student growth rather than simply proficiency in a vacuum



# Principles for Effective Measurement and Goal Calibration

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





# PPS Graduate Portrait



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





# Recommended Ladder of Goals

## 1. Third Grade Reading

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## 2. Fifth Grade Mathematics

The percentage of 5th grade students who demonstrate proficiency in mathematics as measured by OSAS, will improve by 3% per year. All student groups with proficiency below the average will reduce the gap by a quarter between the overall performance and the lower performing student groups.



# Recommended Ladder of Goals

## 3. 8th Grade Graduate Portrait

By 2022, 8th grade students will be prepared to navigate and adapt to high school's complex challenges, embracing discomfort and persisting through failure to success through adaptation and a growth mindset. They will demonstrate mastery of core academic knowledge and skills acquired through a middle school experience that includes interdisciplinary core classes and elective exploratory wheels inclusive of the arts, pre-CTE, technology, health and well being. Students will demonstrate the ability to communicate effectively by organizing, writing, speaking and presenting, clear, logical, persuasive, compelling content in an 8th grade portfolio. Successful students will be assessed using a district wide rubric that measures core academic knowledge, personal reflection, critical thinking, reasoning and problem solving, civic & social responsibility, racial equity and social justice, self-directed inquiry, and self-awareness and self-advocacy.







# Recommended Ladder of Goals

## 4. **Post-secondary readiness**

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





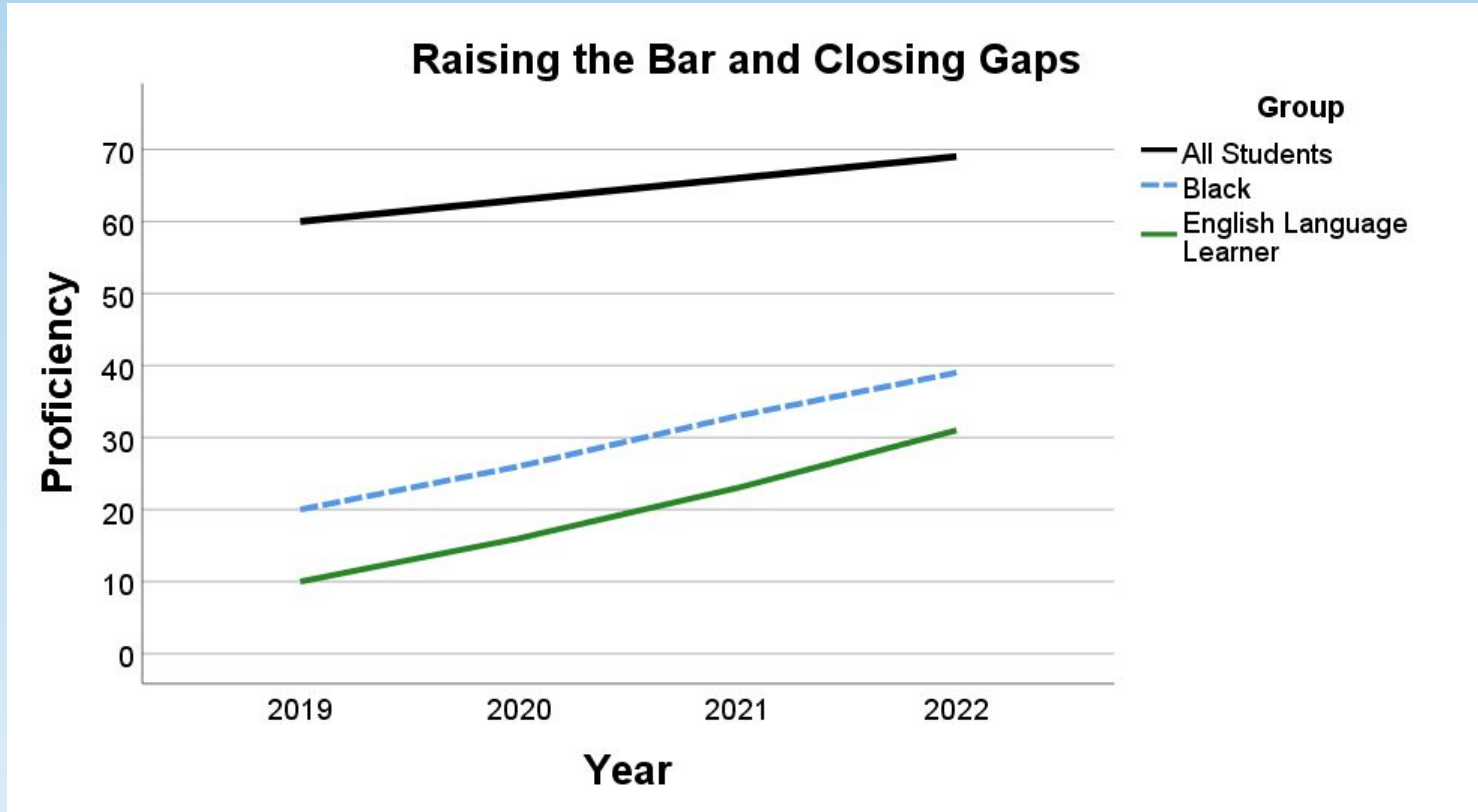
# Goal #1: 3rd Grade Reading

<p>Vision - Alignment to Graduate Portrait</p>	<p><i>Inquisitive Critical Thinkers with Deep Core Knowledge</i> - Students demonstrate mastery of core academic knowledge and skills. through exploration of a range of disciplines (sciences, social studies, math, literature, arts, athletics and music) students emerge with fundamental skills in literacy (reading, writing, speaking and listening). mathematics and critical thinking. They can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence.</p>
<p><b>Goal #1</b></p>	<p>The percentage of 3rd grade students who can read at grade level, as measured by OSAS, will improve by 3% per year. All student groups with proficiency levels below the average will reduce the gap by a quarter between the overall performance and the lower performing student groups.</p>





# Principles in Action



- The first step on the ladder - foundational reading.
- Every elementary/K-8 is touched by this metric
- Growth expectations for all students - with greater growth expectations for those students who are further behind.





# Goal #1: Options for Measurement and Progress Monitoring



## Current Measures to Progress Monitor

- Lagging/Summative measure: Proficiency on Smarter Balanced
- Leading/Formative measures: MAP Reading

## Continuous improvement

- Kindergarten to grade 3 cohort monitoring





# Goal #2: 5th Grade Mathematics

<p>Vision - Alignment to Graduate Portrait</p>	<p><i>Inquisitive Critical Thinkers with Deep Core Knowledge</i> - Students demonstrate mastery of core academic knowledge and skills. through exploration of a range of disciplines (sciences, social studies, math, literature, arts, athletics and music) students emerge with fundamental skills in literacy (reading, writing, speaking and listening). mathematics and critical thinking. They can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence.</p>
<p><b>Goal #2</b></p>	<p>The percentage of 5th grade students who demonstrate proficiency in mathematics as measured by OSAS, will improve by 3% per year. All student groups with proficiency below the average will reduce the gap by a quarter between the overall performance and the lower performing student groups.</p>





# Goal #3: 8th Grade Graduate Portrait

<p>Vision -Alignment to Graduate Portrait</p>	<ul style="list-style-type: none"><li>● <i>Inquisitive Critical Thinkers with Deep Core Knowledge</i></li><li>● <i>Inclusive and Collaborative Problem Solvers</i></li><li>● <i>Transformative Racial Equity Leaders</i></li><li>● <i>Resilient and Adaptable Lifelong</i></li><li>● <i>Powerful and Effective Communicators</i></li><li>● <i>Positive, Confident and Connected Sense of Self</i></li><li>● <i>Reflective, Empathetic and Empowering Graduates</i></li></ul>
<p><b>Goal #3</b></p>	<p>By 2022, 8th grade students will be prepared to navigate and adapt to high school’s complex challenges, embracing discomfort and persisting through failure to success through adaptation and a growth mindset. They will demonstrate mastery of core academic knowledge and skills acquired through a middle school experience that includes interdisciplinary core classes and elective exploratory wheels inclusive of the arts, pre-CTE, technology, health and well being. Students will demonstrate the ability to communicate effectively by organizing, writing, speaking and presenting, clear, logical, persuasive, compelling content in an 8th grade portfolio. Successful students will be assessed using a district wide rubric that measures core academic knowledge, personal reflection, critical thinking, reasoning and problem solving, civic &amp; social responsibility, racial equity and social justice, self-directed inquiry, and self-awareness and self-advocacy.</p>





# Goal #3: Options for Measurement and Progress Monitoring



## Current Measures to Progress Monitor

- Lagging/Summative measure: Proficiency on Smarter Balanced for ELA and Math
- Leading/Formative measures: MAP Reading/Math
- Measures of Social Emotional Learning

## Continuous improvement

- Portfolio
- Engagement/Agency





# Goal #4: College and Career Ready

Vision - Alignment to Graduate Portrait	<i>Resilient and Adaptable Lifelong Learners</i> - Students are prepared to navigate and adapt to life's complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it.
<b>Goal #4</b>	By 2022, graduates of Portland Public Schools will demonstrate their readiness to enter post-secondary environments via one or more measures that are reflective of the diverse skills and interests that our students have pursued through their high school career including but not limited to completion or achievement of: (a) CTE pathways, (b) AP coursework, (c) bilingual certification, (d) dual-credit, (f) arts pathways or (e) college readiness as measured by the PSAT/SAT/ACT.







# Goal #4: Options for Measurement and Progress Monitoring



## Current Measures to Progress Monitor

- PSAT
- Dual Credit
- CTE
- AP/IB
- Arts Pathways
- Bi-literacy





# Questions & Discussion

