BOARD OF EDUCATION

Portland Public Schools
Board Retreat
August 27, 2020

VIRTUAL MEETING

In light of current public health concerns related to
COVID-19, this meeting will take place virtually.*

Under the provision of ORS 192.670, the meeting will be streamed live:
https://www.youtube.com/user/ppscomms/live

To request to sign-up for public comment please send an email with your first and last name, and topic to PublicComment@pps.net, or call Kara Bradshaw at 503-916-3906. Requests for Public Comment will be processed in the order that they are received, and should be received by 12:00 pm on the day of the meeting. Once your spot is confirmed, instructions for addressing the board will be sent to you via email.

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

I.   Board Self Evalutation

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.

Portland Public Schools Goals for Our Students

Preamble

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

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

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

1. **Third Grade Reading**

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

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

2. **Fifth Grade Mathematics**

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

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

3. **Eighth Grade Graduate Portrait**

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

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

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

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

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

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

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

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

[3] The criteria are as follows:

   a) Successful completion *(C or better) of 3* or more Advanced Placement courses,

   b) Successful completion (*C or better) of 3* or more International Baccalaureate courses,

   c) Successful completion *(C or Better) of 3* or more Dual Credit courses, or

   d) Successful completion of Career and Technology Pathway (2 or more courses in the same path).

   e) Successful achievement of the seal of biliteracy-

      I.   AP foreign language: 3 or above

      II.   IB foreign language: 4 or above

      III.   SLIP: 6 or above in both Writing and Speaking

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

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

Appendix – Baseline data by Goal

1. Third Grade Reading

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

2. Fifth Grade Mathematics

Comparison Group	Average MAP Achievement Score	Average Smarter Balanced Achievement Score	Percent of Students at or Above Level 3 on Smarter Balanced	Met National Normative Growth Expectation on MAP
White and Asian	221	2515	54.0%	45.8%
Historically Underserved Students of Color	208	2427	25.0%	40.6%
National Average for MAP	217	NA	NA	50%
American Indian/Alaskan Native, Not Hispanic	203	2274	6.3%	45.5%
Asian, Not Hispanic	222	2511	52.5%	49.6%
Black/African American, Not Hispanic	199	2391	9.2%	35.4%
Hispanic/Latino	207	2409	21.1%	38.1%
Multi-Racial, Not Hispanic	218	2488	45.2%	42.0%
Native Hawaiian/Pacific Islander, Not Hispanic	201	2418	7.1%	36.2%
White, Not Hispanic	221	2515	54.2%	43.7%
Total	216	2482	43.2%	43.7%

3. **Eighth Grade Graduate Portrait**

Comparison Group	Average Reading Score	Average Math Score	Reading on track for Career and College Readiness	Mathematics on track for Career and College Readiness	Met the Threshold in Both Subjects
Total	2560	2542	59.1%	46.9%	43.9%
American Indian/Alaskan Native, Not Hispanic	2547	2512	42.9%	36.4%	38.1%
Asian, Not Hispanic	2566	2575	63.0%	59.5%	52.5%
Black/African American, Not Hispanic	2414	2361	16.7%	6.9%	5.9%
Hispanic/Latino	2496	2464	36.2%	25.0%	22.9%
Multi-Racial, Not Hispanic	2559	2545	62.2%	48.0%	46.2%
Native Hawaiian/Pacific Islander, Not Hispanic	2511	2463	30.0%	22.2%	19.2%
White, Not Hispanic	2599	2584	71.4%	57.5%	54.0%

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

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

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

Student Outcomes Focused Governance
A Continuous Improvement Framework

Overview
Student outcomes don't change until adult behaviors change. Or said differently when placed in the context of governing, patterns of behavior that are exhibited in the boardroom can reasonably be expected to be found paralleled in the classroom. This concept, which offers a summation of the current literature on board behaviors and their relationship to improving student outcomes, is as simple as it can be confounding. The intention of the Council of the Great City Schools' (CGCS) Student Outcomes Focused Governance framework is to translate existing research and the collective experience of dozens of CGCS board members and superintendents into a set of tools that boards can use to identify their strengths and weaknesses as well as to track progress along their journey toward improving student outcomes.

The framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes: Vision & Goals, Values & Guardrails, Monitoring & Accountability, Communication & Collaboration, Unity & Trust, and Continuous Improvement.

How To Use
This document is best used by the full board and superintendent with guidance from a facilitator specifically trained in its application. After receiving an orientation to the framework, each individual board member and the superintendent should fill out the Board Quarterly Self Evaluation. Using the self evaluation instrument will reveal a score between 0 and 100, where a 0 indicates that the Board is not at all focused (yet) on its goals for student outcomes and a 100 which indicates that the Board has mastered the behavior of focusing on its goals for student outcomes. Then the facilitator should lead the board through a process of collectively completing the self evaluation for the first time. This will create the Board's starting point data which, in addition to providing a measurable score, provides the board with clarity about its strengths and weaknesses relative to being focused on improving student outcomes.

Once a baseline has been set, the board should schedule time during a public meeting every three months to complete the self-evaluation again as a means of monitoring the board's progress over time. Ideally each quarter the board's focus on improving student outcomes meaningfully increases -- a process tracked for the first two years using the Board Continuous Improvement Evaluation.

VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt a vision & goals that are student outcomes focused.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (10)**	**Meeting Student Outcomes Focus (25)**	**Mastering Student Outcomes Focus (35)**
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted a **vision**.	The Board has adopted a vision. If there was a permanent Super-intendent at the time of adoption, that person was included in the vision-setting process.	The Board's goals all pertain to desired **student outcomes**.	The Board used a process that included students, parents, staff, and community members in a way that leads them to express ownership of the adopted vision, goals, and interim goals.
The Board has not adopted **goals**.		In addition to the goal/interim goal ending points and the ending dates, the Board has adopted goal/interim goal ending points for each year leading up to the ending dates.	
The Board has not consistently demonstrated the ability to distinguish between **inputs**, **outputs**, and **outcomes**.	The Board has adopted, in collaboration with the Superintendent, goals aligned with the vision.		All of the interim goals are predictive of their respective goals, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some
The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.	The Board has adopted only **SMART** goals that include a specific **measure, population**, **starting point**, an **ending point**, a **starting date,** and an **ending date**.	All interim goals pertain to **student outputs** or student outcomes.	evidence of a correlation between the interim goal and the goal. Influenceable suggests that the Superintendent -- and through them, the district staff -- has authority over roughly 80% of the inputs the interim goal is measuring.
	The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less.	The Board included students, parents, staff, and community members in the goal and interim goal development process.	
		All Board goals last from three to five years; all interim goals last from one to three years.	
	The Superintendent has adopted, in collaboration with the Board, one to three **interim goals** to progress monitor each goal, and each interim goal is SMART.	The goals and interim goals will challenge the organization and will require change in adult behaviors.	The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform identification of and prioritization of potential goals.
	The Board publicly posted the vision, goals, and interim goals for public comment prior to adoption.		

VALUES & GUARDRAILS: The Board will, in collaboration with the Superintendent, adopt guardrails aligned with the vision & goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (5)**	**Meeting Student Outcomes Focus (10)**	**Mastering Student Outcomes Focus (15)**
The Board is Not Student Outcomes Focused if any of the following are true: The Board has not adopted a vision. The Board has not adopted goals. The Board has not hosted opportunities to listen to the **values** of the community during the previous twenty-four month period.	*No items from the Not Student Outcomes Focused column, and:* The Board has adopted, in collaboration with the Superintendent, **guardrails** based on the community's values and that are aligned with the vision and goals. Each guardrail describes a single operational action or class of actions the Superintendent may not use or allow in pursuit of the goals. The Board has adopted no fewer than one and no more than five guardrails. Fewer guardrails allow for more focus; more allow for less. The Superintendent has adopted, in collaboration with the Board, one to three **interim guardrails** for each guardrail, and each interim guardrail is SMART. The Board publicly posted the guardrails and interim guardrails for public comment prior to adoption.	*All items from the Approaching Student Outcomes Focus column, and:* The Board's guardrails relate to the Board's goals. In addition to having ending points and ending dates for the interim guardrails, the Board has adopted interim guardrail ending points for each year leading up to the ending date. The Board included students, parents, staff, and community members in the guardrail and interim guardrail development process. The Board has adopted one or more **theories of action** to drive the district's overall strategic direction. If there is a permanent Superintendent, that person was included in the theory selection process. All Board guardrails last from three to five years; all interim guardrails last from one to three years. The guardrails, interim guardrails, and theories of action will challenge the organization and require change in adult behaviors.	*All items from the Meeting Student Outcomes Focus column, and:* The Board used a process that included students, parents, staff, and community members in a way that leads them to express ownership of the adopted guardrails, interim guardrails, and theories of action. All of the interim guardrails are predictive of their respective guardrails, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim guardrail and the guardrail. Influenceable suggests that the Superintendent -- and through them, the district staff -- has authority over roughly 80% of whatever the interim guardrail is measuring. In addition to the guardrails on the Superintendent's authority, the Board has adopted one to five guardrails on its own behavior and evaluates itself against at least one of them each month.

MONITORING & ACCOUNTABILITY: The Board will devote significant time monthly to monitoring progress toward the vision & goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (10)**	**Meeting Student Outcomes Focus (20)**	**Mastering Student Outcomes Focus (30)**
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted goals, interim goals, guardrails, or interim guardrails. The Board does not schedule each goal to be monitored at least four times per year. The Board does not schedule each guardrail to be monitored at least once per year. The Board has not adopted a **monitoring calendar**. The Board does not track its use of time in **Board-authorized public meetings**. The district has not achieved any of its annual ending points or ending date ending points for any of its interim goals during the previous twelve month period.	The Board invests no less than 10% of its total Board-authorized public meeting minutes **monitoring** its goals and interim goals. The Superintendent led the interim goals/guardrails and monitoring calendar development processes while working collaboratively with the Board. The Board has a Board-adopted monitoring calendar. The Board's monitoring calendar spans the length of the Board's goals. A longer span allows for more focus; shorter allows for less. The Board has received **monitoring reports** in accordance with its monitoring calendar. The Superintendent is evaluated only on performance regarding the Board's goals, guardrails, and interim goals/guardrails. The Board considers Superintendent performance to be indistinguishable from district performance.	The Board invests no less than 25% of its total Board-authorized public meeting minutes monitoring its goals and interim goals. No more than two goals are monitored per month. Every goal is monitored at least four times per year. Every guardrail is monitored at least once per year. The Board has been provided copies of -- but, unless required by law, did not vote to approve / disapprove -- the Superintendent's plan(s) for implementing the Board's goals and worked to ensure that the plan included both an implementation timeline and **implementation instruments**. The most recent annual Superintendent evaluation took place no more than twelve months ago.	The Board invests no less than 50% of its total Board-authorized public meeting minutes monitoring its goals and interim goals. Only **Board work** was discussed and/or acted on during Board-authorized public meetings. The Board modifies its goals, guardrails, interim goals/guardrails, and monitoring calendar no more than once during the span of the Board's adopted goals (unless they are met sooner). A longer period allows for more focus; shorter allows for less. The district has achieved the annual ending point or the ending date ending point for at least half of its interim goals during the previous twelve month period. If the Board approves an annual budget, it does so only after determining that the Board's goals are the first priority for resource allocation.

COMMUNICATION & COLLABORATION: The Board will lead transparently and include stakeholders in the pursuit of the vision & goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (1)**	**Meeting Student Outcomes Focus (5)**	**Mastering Student Outcomes Focus (10)**
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*

The Board has not adopted goals or interim goals.
 	
The Board did not receive the final version of materials to be voted on at least three calendar days before the Board-authorized public meeting during which the materials would be considered.
 	
There were more than six Board-authorized public meetings in a single month during the previous twelve month period (Board committees are counted in this total).
 	
Any meeting of the Board lasted more than eight hours during the previous twelve month period.
 	
The Board does not use a consent agenda.
 	
The Board has not hosted opportunities to listen to the vision and values of the community during the previous twenty-four month period.
	All **consent-eligible items** were placed on the consent agenda and all but a few were voted on using a consent agenda.
	
	The Board tracks its use of time in Board-authorized public meetings, categorizing every minute used as one of the following:
	  - **Goal Setting:** reviewing, discussing, and/or selecting goals
	  - **Goal Monitoring:** reviewing, discussing, and/or approving/not approving goal monitoring reports
	  - **Guardrail Setting:** reviewing, discussing, and/or selecting guardrails
	  - **Guardrail Monitoring:** reviewing, discussing, and/or approving/not approving guardrail monitoring reports
	  - **Leadership Evaluation:** Board self eval, Board time use eval, and Superintendent eval
	  - **Voting:** debating and voting on any item (these activities are never a form of goal/guardrail monitoring)
	  - **Community Engagement:** two-way communication between the Board and community members
	  - **Other**
		There are no more than four Board-authorized public meetings per month and none lasts more than three hours.
		
		The Board schedules no more than five topics for discussion during any one Board-authorized public meeting.
		
		The Board limits its adoption of Board policies regarding district operations to matters that are 1) required by law or 2) an appropriate exercise of the Board's oversight authority as defined by the Board's adopted goals and/or guardrails. Existing policies that do not meet one of these criteria have been removed from the Board's policy manual (though the Superintendent may retain them as administrative policy/regulation).
		
		The Board made no edits to the Board's regularly scheduled meeting agenda during the meeting and during the three business days before the meeting unless a state of emergency was declared.
			There are no more than two Board-authorized public meetings per month and none lasts more than two hours.
			
			The Board schedules no more than three topics for discussion during any Board-authorized public meeting.
			
			The Board has adopted few enough policies that the full Board as a whole is able to review every policy at least once during every length of time equal to a Board Member's term of office.
			
			The Board received the final version of materials to be voted on at least seven calendar days before the Board-authorized public meeting during which the materials would be considered.
			
			The Board used a process that included students, parents, staff, and community members in a way that led them to express ownership of the adopted goals, guardrails, interim goals/guardrails, and theories of action.

UNITY & TRUST: The Board will lead with one voice in its pursuit of the vision and goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (1)**	**Meeting Student Outcomes Focus (3)**	**Mastering Student Outcomes Focus (5)**
The Board is Not Student Outcomes Focused if any of the following are true: The Board has not adopted goals or interim goals. The Board has not adopted policies that establish Board operating procedures. Any Board Member voted on an item on which they had a conflict of interest, as defined by law, during the previous three month period. Board Members serve on committees formed by the Superintendent or staff without approval of the Superintendent and a majority of the Board.	*No items from the Not Student Outcomes Focused column, and:* Attendance at all regularly scheduled Board meetings was over 80% during the previous three month period. The Board has adopted a policy requiring that information provided by the Superintendent to one Board Member is provided to all Board Members. The Board reviews all policies governing Board operating procedures at least once during every length of time equal to a Board Member's term of office. The Board has adopted an Ethics & Conflicts of Interest Statement and all Board Members have signed the statement during their current term of office. All Board Members agree that if the Board has committees, their role is only to advise the Board, not to advise the staff.	*All items from the Approaching Student Outcomes Focus column, and:* The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members do not give operational advice or instructions to staff members. The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members are responsible for the outcomes of all students, not just students in their region of the district. The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members fully recuse themselves from matters involving individuals or organizations who made campaign contributions to them or who appointed them. The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members have honored the three aforementioned ethical boundaries during the previous three month period.	*All items from the Meeting Student Outcomes Focus column, and:* The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members adhered to all policies governing Board operating procedures during the previous three month period. All Board Members and the Superintendent agreed during the most recent quarterly self-evaluation that none of the Board Members have given operational advice or instructions to staff members. All Board Members have memorized all of the Board's goals and the current status of each. The Board conducted a quarterly self-evaluation during the previous three month period and unanimously voted to adopt the results.

CONTINUOUS IMPROVEMENT: The Board will invest time and resources toward improving its focus on the vision and goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (1)**	**Meeting Student Outcomes Focus (3)**	**Mastering Student Outcomes Focus (5)**
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted goals or interim goals. The Board has not conducted a self-evaluation during the previous twelve month period. The Board has conducted a self-evaluation during the previous twelve month period but did not vote to adopt the results. The Board has not participated in a **governance team** training or retreat where all members of the governance team were present, during the previous twelve month period.	The Board tracks its use of time and reports monthly the percentage of Board-authorized public meeting time invested in monitoring the Board's goals and interim goals. The Board tracks the average annual cost of staff time invested in governance during its annual self-evaluation. This includes the time of any staff members invested in preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings. The Board has provided time during regularly scheduled Board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress toward goals and interim goals. The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.	The most recent Board annual self-evaluation took place no more than 45 days before the most recent Superintendent evaluation. The Board has hosted and the Board Members have led or co-led at least one training session on Student Outcomes Focused Governance during the previous twelve month period. [Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes.] The Board has continuously updated the status and targets of all goals, guardrails, and interim goals/guardrails, and publicly displays them in the room in which the Board most frequently holds regularly scheduled Board meetings. The Board conducted the most recent quarterly self-evaluation and voted to adopt the results.	The Board included students as presenters in at least one of the Student Outcomes Focused Governance training sessions during the previous twelve months. Prior to being selected, all newly selected Board Members received training on Student Outcomes Focused Governance from fellow Board Members on their Board or from a certified Student Outcomes Focused Governance Coach. [Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes.] The Board conducted the most recent quarterly self-evaluation and unanimously voted to adopt the results.

DEFINITIONS

Adult Outcomes: A measure of school system results that are not student results; outcomes that are not student outcomes. [see Outcomes, Student Outcomes definitions]

Adult Outputs: The adult experiences resulting from a particular set of inputs that are usually knowable in the midst of a cycle and that are a measure of the adults' role in the implementation of the program or strategy. Outputs that are not student outputs. [see Outputs, Student Outputs definitions]

Board-Authorized Public Meeting: Any non-privileged meeting authorized by the Board or Board Chair including, but not limited to, Board workshops, Board hearings, and Board committees. Legally mandated hearings are exempted from this definition. Trainings led by a certified Student Outcomes Focused Governance Coach may be exempted from this definition. [see Board Work definition]

Board Work: Items that are discussed and/or acted on during Board-authorized public meetings because either state or federal law/rule requires the Board to do so or because the items directly pertain to the Board's adopted goals or guardrails. Items that are not legally required and that the Board has not designated as Board work through the Board's goals or guardrails are, by default, Superintendent work. [see Board-authorized Public Meeting definition]

Community Engagement: Time invested by the Board in two-way communication between the Board and community members.

Consent-Eligible Items: Matters on the Board agenda that include, but that are not limited to, personnel actions, contract renewals, previous meeting minutes, policy updates, construction amendments, non-monitoring administrative reports, committee reports, enrollment updates, and regular financial reports where financial activities remained within budgetary parameters. [see Board-authorized Public Meeting, Board Work definitions]

Ending Date: The month/year by when the goal will reach the ending point. In goal setting, the ending date can be no less than one and no more than five years away. The ending date is often represented by the 'Z' in sample goals: "the measure will move from W% on X to Y% by Z." [see Ending Point, Goal Setting, SMART definitions]

Ending Point: The goal's desired number/percentage at the time of the ending date. The ending point is often represented by the 'Y' in sample goals: "the measure will move from W% on X to Y% by Z." [see Ending Date, Goal Setting, SMART definitions]

Goals: Policy statements that are SMART, that are student outcomes focused, and that describe the Board's top priorities during the timeline for which they are adopted. The first priority for resource allocation in the district should be toward achieving the Board's goals. Once those allocations are complete, remaining resources may be allocated in a manner that addresses the additional needs and obligations of the district. Goals generally are set for a three to five year period.Goals generally take the form of "student outcome will increase from X to Y by Z." [see Goal Examples section; see SMART, Student Outcome definitions]

Goal Monitoring: Time invested by the Board in reviewing, discussing and/or accepting/not accepting goal monitoring reports. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. Debating and voting on Board items is never a form of goal monitoring. [see Board-authorized Public Meeting, Goal, Goal Setting, Interim Goal, Monitoring definitions]

Goal Setting: Time invested by the Board in reviewing, discussing, and/or selecting goals. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. [see Board-authorized Public Meeting, Goal, Goal Monitoring, Interim Goal, Monitoring definitions]

Governance Team: All Board Members and the Superintendent. The Superintendent is not a member of the Board, but is a member of the governing team.

Guardrail: An operational action or class of actions, usually strategic not tactical, the Superintendent may not use or allow in pursuit of the district's student outcome goals. Guardrails are based on the community's values and are aligned with the vision and goals. [see Examples section; see Guardrail Monitoring, Guardrail Setting, Interim Guardrail, Theory of Action definitions]

Guardrail Monitoring: Time invested by the Board in reviewing, discussing and/or accepting/not accepting guardrail monitoring reports. [see Guardrail, Interim Guardrail, Monitoring definitions]

Guardrail Setting: Time invested by the Board in reviewing, discussing, and/or selecting guardrails. [see Guardrail, Interim Guardrail, Theory of Action definitions]

Implementation Instruments: Measures that describe the quality of effort that goes into execution of inputs or outputs. This document is an example of an implementation instrument for the governing team's outputs.

Inputs: Resources and activities invested in a particular program or strategy that are usually knowable at the beginning of a cycle and that are a measure of effort applied. [see Outcomes, Outputs definitions]

Interim Goals: A measure of progress toward a defined goal that can be expressed as a number or percentage. [see Goal Examples section]

Interim Guardrail: A measure of progress toward a defined guardrail that can be expressed as a number or percentage. [see Guardrail Examples section]

Leadership Evaluation: The Board conducting routine self-evaluations and Superintendent evaluations. It is recommended to include months during which leadership evaluation will take place on the monitoring calendar.

Measure: The instrument, assessment, or other means used to quantify something. In the context of goals, this is often an evaluation of student performance such a district or state exam. [see Goal Setting, SMART definition]

Monitoring: A Board process that includes the Board receiving monitoring reports on the timeline indicated by the monitoring calendar, discussing them, and choosing to accept or not accept them. The intention of monitoring is to determine whether reality matches the Board's goals / guardrails.

Monitoring Calendar: A Board-adopted multi-year schedule that describes months during which goals, interim goals, guardrails, and interim guardrails are reported to the Board.

Monitoring Report: A report that provides evidence of progress to the Board regarding their adopted goals and guardrails. Each monitoring report must contain 1) the goal/guardrail being monitored, 2) the interim goals/guardrails showing the previous three reporting periods, the current reporting period, and the annual and ending point numbers/percentages, 3) the Superintendent's evaluation of performance ("red/yellow/green" or "on track/partially off/off track" or "compliant/partially compliant/non-compliant" or whatever other status labels the district uses for progress monitoring), and 4) supporting documentation that shows the evidence and describes any needed next steps.

Outcomes: The impact of the program or strategy that is usually knowable at the end of a cycle and that is a measure of the effect on the intended beneficiary. [see Adult Outcomes, Inputs, Outputs, Student Outcomes definitions]

Outputs: The result of a particular set of inputs that is usually knowable in the midst of a cycle and that is a measure of the implementation of the program or strategy. [see Inputs, Outcomes definitions]

Population: The group of students who will be impacted and/or who are being measured. [see Goal Setting, SMART definition]

SMART: An acronym for "specific, measurable, attainable, results-focused, time-bound." Goals and interim goals partially accomplish SMART-ness by having a specific measure, population, starting points, ending points, starting dates, and ending dates. [see Ending Date, Ending Point, Measure, Population, Starting Date, Starting Point definitions]

Starting Date: The month/year that the goal is set. The starting date is often represented by the 'X' in sample goals: "the measure will move from W% on X to Y% by Z." [see Goal Setting, SMART, Starting Point definitions]

Starting Point: The goal's current number/percentage at the time of adoption. The starting point is often represented by the 'W' in sample goals: "the measure will move from W% on X to Y% by Z." [see Goal Setting, SMART, Starting Date definitions]

Student Outcomes: A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do. Student outcomes are distinct from adult outcomes. [see Adult Outcomes, Goals, Outcomes definitions]

Student Outputs: The student experiences resulting from a particular set of inputs that are usually knowable in the midst of a cycle and that are a measure of the students' role in the implementation of the program or strategy. Student outputs are distinct from adult outputs. [see Adult Outputs, Outputs definition]

Theory of Action: A set of high level strategies to which all district inputs and outputs must be aligned. Unlike other guardrails, theories of action

do not have interim guardrails. [see Examples section; see Guardrail definition]

Values: The shared understanding of what the community considers important but that is not the vision. Where the vision describes what the community wants to see happen, values describe what the community does not want to see happen. Values describe protections the community wants to see put into place. It is not appropriate for the Board to allow the community's values to be violated, even if doing so would support the accomplishment of the vision. The values are most often expressed as a guardrail or a theory of action. Guardrails generally are set for a three to five year period; theories of action generally are set for a five to ten year period.

Vision: The shared understanding of what the community ultimately desires to accomplish for all students. Where values describe what the community does not want to see, vision describes what the community does want to see happen. Vision describes the direction the community wants to see the school system go. A vision is most often expressed as an aspirational policy statement that describes what the Board understands the community's desire for the future to be. Vision statements generally are set for a five to ten year period.

Voting: Time invested by the Board in debating and voting on any item. Unless indicated elsewhere in this document, these activities are never a form of goal monitoring or guardrail monitoring.

GOAL EXAMPLES

Sample Goals:
- *Many of these examples are drawn from current or proposed goals from CGCS member districts (or adaptations of their policy that meet the goal definition).*
- The percentage of kindergarten students who will enter kindergarten school-ready on a multidimensional assessment will increase from W% on X date to Y% by Z date
- The percentage of graduates who are persisting in the second year of their post-secondary program will increase from W% on X to Y% by Z
- The percentage of free and reduced lunch-eligible students in kindergarten through 2nd grade who are reading/writing on or above grade level on the district's summative assessment will increase from W% on X to Y% by Z
- The percentage of students at underperforming schools who meet or exceed the state standard will increase from W% on X to Y% by Z
- The percentage of males of color who graduate with an associate's degree will increase from W% on X to Y% by Z

Sample Interim Goals:
- *Many of these examples are drawn from CGCS' "Academic KPIs" work.*
- The percentage of students successfully passing Algebra I by the end of ninth grade will increase from W% on X to Y% by Z
- The percentage of students showing growth from one district formative assessment to the next will increase from W% on X to Y% by Z
- The percentage of students earning at least three IB, AP, or college credits each semester will increase from W% on X to Y% by Z

GUARDRAIL EXAMPLES

Sample Guardrails:
- *Many of these examples are drawn from current or proposed guardrails from CGCS member districts (or adaptations of their policy that meet the guardrail definition).*
- The Superintendent will not allow underperforming campuses to have principals or teachers who rank in the bottom two quartiles of principal or teacher district-wide performance
- The Superintendent will not propose major decisions to the Board without first having engaged students, parents, community, and staff
- The Superintendent will not allow the number or percentage of students at underperforming campuses to remain the same or increase
- The Superintendent will not allow the inequitable treatment of students

Sample Interim Guardrails:
- *Many of these examples are drawn from CGCS' "Managing for Results" work.*
- The percentage of People Incidents per 1,000 Students at underperforming schools will decline from W% on X to Y% by Z
- The Employee Separation Rate for principals and teachers in the top quartile of district-wide performance will decline from W% on X to Y% by Z

THEORY OF ACTION EXAMPLES

Sample Theories of Action:
- *Some of these examples are drawn from current or proposed Theories of Action from CGCS member districts (or adaptations of their policy that meet the Theories of Action definition).*

- **Managed Instruction:**
  - If instructional materials and methods are directed by the central office to ensure that students experience consistency and quality of instructional delivery across a system of campuses;
  - Then central office will be responsible for accomplishing the Board's goals while operating within the Board's other guardrails.

- **Earned Autonomy:**
  - If the central office directly operates some schools and grants varying levels of autonomy to other schools; and
  - If the central office clearly defines operational thresholds that deserve higher levels of autonomy, and the specific autonomies earned, consistent with Board goals and guardrails;
  - Then responsibility for accomplishing the Board's goals while operating within the Board's guardrails will vary between central office and school leaders based on school-level operational capacity and student outcomes.

- **Performance Empowerment:**

- If the central office devolves autonomy to schools; and
- If the central office empowers parents to make choices among schools operated by differing partners; and
- If the central office creates performance contracts with schools, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high performing schools and addressing low performers;
- Then school performance contracts will require the school to accomplish the Board's goals while operating within the Board's other guardrails.

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BOARD QUARTERLY SELF-EVALUATION

Current Date	/	/		Votes For/Against	/

	January -March	April -June	July -September	October -December	January -March	Total Possible
Vision & Goals						**35**
Values & Guardrails						**15**
Monitoring & Accountability						**30**
Communication & Collaboration						**10**
Unity & Trust						**5**
Continuous Improvement						**5**
Total						**100**

Directions

1. You will enter five sets of evaluation results: three previous quarters, most recently completed quarter, and the next quarter estimate.
2. **Enter** the self-evaluation results for the previous three completed quarterly self-evaluations. (For example, if it is currently January then enter the self-evaluation results for Jan-Mar, Apr-Jun, and Jul-Sep.)
3. **Conduct** the quarterly self-evaluation for the most recently completed quarter and vote to adopt the results. (Continuing the example, conduct the quarterly self-evaluation for Oct-Dec.)
4. **Compare** the quarterly self-evaluation results with the estimated self-evaluation results from the previously completed self-evaluation (Continuing the example, compare the self-evaluation results for Oct-Dec with the estimated Oct-Dec self-evaluation results that were entered during the Jul-Sep self-evaluation.)
5. **Enter** the self-evaluation results. (Continuing the example, enter the self-evaluation results for Oct-Dec.)
6. **Estimate** the self-evaluation results the Board can achieve during the next quarter. (Continuing the example, estimate the self-evaluation results for Jan-Mar.)
7. **Enter** the estimated self-evaluation results for the next quarter. (Continuing the example, enter the estimated self-evaluation results for Jan-Mar.)

8. **Update** the Board Continuous Improvement Evaluation to ensure meaningful progress toward focusing on improving student outcomes.

BOARD MONTHLY TIME USE EVALUATION					
Framework	Activity	Mins Used	% of Total Mins Used	Description	Notes
Vision & Goals	Goal Setting			Reviewing, discussing, and/or selecting goals	
	Goal Monitoring			Reviewing, discussing, and/or approving/not approving goal monitoring reports in accordance with the monitoring calendar	
Values & Guardrails	Guardrail Setting			Reviewing, discussing, and/or selecting guardrails	
	Guardrail Monitoring			Reviewing, discussing, and/or approving/not approving guardrail monitoring reports in accordance with the monitoring calendar	
Monitoring & Accountability	Superintendent Evaluation			Annual evaluation of Superintendent/district performance	
	Voting			The Board debating and/or voting on any item (voting on goal/guardrail adoption and/or scheduled monitoring reports & evals are counted elsewhere, not here; all other incidents of debating/voting are never a form of goals/guardrails "monitoring")	
Communication & Collaboration	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members	
	Student / Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and family members	
Continuous Improvement	Board Self Evaluation			Quarterly and/or annual Board self-evaluation using the Student Outcomes Focused Governance instrument	
	Board Time Use Evaluation			Meeting evaluation using this time use instrument	
	Board Training			Training for the Board on Student Outcomes Focused Governance and related topics	

	Board-led Community Training			Board-hosted and Board Member-led or co-led training on Student Outcomes Focused Governance and related topics
Other	Closed Session		NA	Time spent in non-public meetings, consistent with open meetings laws; this time is not calculated
	Other			Any time spent on an activity that is not one of the above
Total Student Outcomes-focused Mins			Goal Setting & Goal Monitoring combined	
Total Public Meeting Minutes			All minutes in Board-authorized public meetings combined	

BOARD CONTINUOUS IMPROVEMENT EVALUATION

Quarter 0
The first time a Board uses the Board Quarterly Self-Evaluation; the Board's 'starting point' for their two year continuous improvement process.

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter

Quarter 1 Board's 2nd Quarterly Self-Evaluation			Quarter 2 Board's 3rd Quarterly Self-Evaluation			Quarter 3 Board's 4th Quarterly Self-Evaluation			Quarter 4 Board's 5th Quarterly Self-Evaluation		
Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 30?	Growth at least 25?		Total at least 45?	Growth at least 15?		Total at least 60?	Growth at least 15?		Total at least 70?	Growth at least 15?
If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐

Quarter 5 Board's 6th Quarterly Self-Evaluation			Quarter 6 Board's 7th Quarterly Self-Evaluation			Quarter 7 Board's 8th Quarterly Self-Evaluation			Quarter 8 Board's 9th Quarterly Self-Evaluation		

Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 75?	Growth at least 5?		Total at least 80?	Growth at least 5?		Total at least 85?	Growth at least 5?		Total at least 90?	Growth at least 5?
If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met ☐	Did Not Meet ☐

SUPERINTENDENT ANNUAL EVALUATION

A Goal or Guardrail's performance is **Met Standard** if:
- The Actual SY17/18 Ending Point >= Desired SY17/18 Ending Point
  OR
- At least two thirds of the Interim Goals'/Guardrails' Actual SY17/18 Ending Points >= their respective Desired SY17/18 Ending Points

Otherwise the Board must consider growth and performance and vote to determine whether or not a Goal or Guardrail's performance **Met Standard** or **Did Not Meet Standard**.

Overall District/Superintendent performance is **Met Standard** if:
- At least two thirds of the Goals are **Met Standard**

    AND

- At least half of the Guardrails are **Met Standard**

Otherwise the Board must consider growth and performance and vote to determine whether or not overall District/Superintendent performance **Met Standard** or **Did Not Meet Standard**.

Goal 1: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022		
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:
Interim Goal 1.1:		**Management Comments**
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:

Interim Goal 1.2:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Goal 1.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

Goal 2: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022			
Baseline Ending Point:		Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:
Interim Goal 2.1:			**Management Comments**
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Goal 2.2:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Goal 2.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

Goal 3: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022			
Baseline Ending Point:		Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:
Interim Goal 3.1:			**Management Comments**
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	

Interim Goal 3.2:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Goal 3.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

Guardrail 1: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same			
Interim Guardrail 1.1:			Management Comments
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Guardrail 1.2:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Guardrail 1.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

Guardrail 2: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same			
Interim Guardrail 2.1:			Management Comments
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Guardrail 2.2:			

Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Guardrail 2.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

Guardrail 3: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same			
Interim Guardrail 3.1:			**Management Comments**
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Guardrail 3.2:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
Interim Guardrail 3.3:			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
SY17/18 Evaluation			
Met Standard: ☐		Did Not Meet Standard: ☐	

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Portland Public Schools reImagined

Preparing Our Students to Lead Change
and Improve the World

PROSPECT
STUDIO

+

PPS
PORTLAND
PUBLIC
SCHOOLS

We are honored to serve our students and this community as members of the Board of Education of Portland Public Schools (PPS). It is our responsibility to provide our students with the educational opportunities they need to prepare them to thrive in the future—whatever it may look like.

We started the visioning process in the fall of 2018 because we wanted to tap into the wisdom of our students, our educators, and our community, to help us reimagine Portland Public Schools for a rapidly changing world.

It has been truly gratifying to see how this visioning process has captured the imagination of our community. Thousands of people representing the full diversity of our community, generously gave their time to share their experiences, express their hopes, and contribute their ideas in scores of meetings big and small. The work was often intense, but we were buoyed throughout by the energy and passion of participants and their dreams for Portland's children.

It is a powerful thing to unleash the imagination. The vision you will see in these pages is inspiring and courageous. To get there, all of us had to break away from short-term thinking and expand our belief in what is possible, sometimes past comfort levels and historical contexts. Eventually, we were comfortable responding to even the most aspirational answers to the question, "what do we do to get there?" Over the next six months, a three-year strategic plan will be developed to bring this transformational vision to fruition.

This process has been as ambitious as the vision it produced. We are grateful for the assistance of Prospect Studio, which embraced the Board's ideas for an expansive, community-driven process. And we thank the district staff members, school leaders, students, parents, and volunteers, who worked many hours—often giving up their evenings and weekends—to make the scores of community engagement events meaningful and productive.

Most of all, we are grateful to the people of Portland, who continue to demonstrate their belief in the importance of public education and their support for PPS. This community-based vision will guide PPS' work to best serve every student, in every school, every day. We look forward to working together to make these inspiring graduate portraits a reality.

Board of Education of Portland Public Schools

High quality, free public education has historically been the foundation of this nation's political, social, and economic dynamism. And it will continue to be in the future.

———

**Board of Education
of Portland Public Schools**

In every public school system in America, it is vital that the broader community be clear in defining what it believes to be a whole and complete education and in what it desires as traits in its graduates. Now, in 2019, we can already see that preparing students to provide leadership, creativity, and ingenuity in an increasingly global world is more critical than ever. This articulated vision for a reimagined school system, developed by the broader Portland community, is one that focuses on developing our children and youth to be critical thinkers and collaborators, who are caring and compassionate individuals equipped to solve our real-world problems. This important north star serves to provide us with a direction for the future of our school district.

Our next steps will be to begin orienting Portland Public Schools to make this vision a reality. It means that, over time, our work will focus on ensuring support for the educator essentials and for the system shifts required to be in place to produce students who exemplify the graduate portrait. This vision goes beyond traditional understandings of the typical PreK-12 experience; the resulting vision is a reimagination of the educational experience in Portland Public Schools to ensure that our students develop and thrive to become the capable and empathetic leaders of tomorrow. Join us; together we will reimagine Portland Public Schools.

Guadalupe Guerrero
Superintendent

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Introduction

What Is a Vision?

A Vision is a bold leap into the future that paints a vivid picture of the world we want to create. It identifies a destination—a "north star"—that inspires collective action, guides strategies, and drives growth. A Vision helps us step outside the present and imagine what is possible. It liberates our imaginations to think differently about our path forward.

A Vision is not a strategy. While the Vision identifies the what and the why, the strategy that follows from the Vision defines the how. Before we decide how we want to move forward, we need to know where we are going.

The Vision for Portland Public Schools focuses on what we want to be true for our graduates. The Vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration.

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.

Why This Vision Now?

The Guiding Coalition

Our school system exists in a rapidly changing world. The future of work and learning are also evolving swiftly. Jobs and careers exist now that did not exist five years ago, and this trend is likely to continue. Moreover, environmental pressures that we cannot predict will have impacts everywhere. We want our students to be adaptable and able to thrive when they graduate. We want our graduates to discover their passions, be proactive about their learning and life paths, and adapt to change, while maintaining their hopes, plans, and values. Graduates will be able to work with others who have had life experiences that are very different from their own. We want to prepare our graduates for a world in which various kinds of discrimination may still exist, and give them the tools they need to become change agents and leaders who are ready to address these issues to help bring about a better world. In meeting the future by anticipating change, developing adaptivity and resilience, and addressing injustice, this Vision aims to create an educational system that will prepare PPS graduates for their best possible futures.

Like those of many other cities, Portland's past and present have been plagued by systemic marginalization of native peoples, people of color, those with various abilities and disabilities, women, and the LGBTQ+ community. Portland also has a uniquely innovative spirit, including a history of early environmental stewardship and activism. The Vision builds upon that spirit of innovation, using it to address past and current inequities and prepare our young people for success.

The Vision is informed by Portland's history and its future aspirations. It makes a bold statement about committing to racial equity and ties that equity to one of the most significant challenges facing our world: global climate change. Portland may very well become a place to which climate refugees will migrate in the coming decades. Now is the time to bring environmental stewardship, foresight, and an objective, informed view of the world to create a bright, sustainable future for our young people.
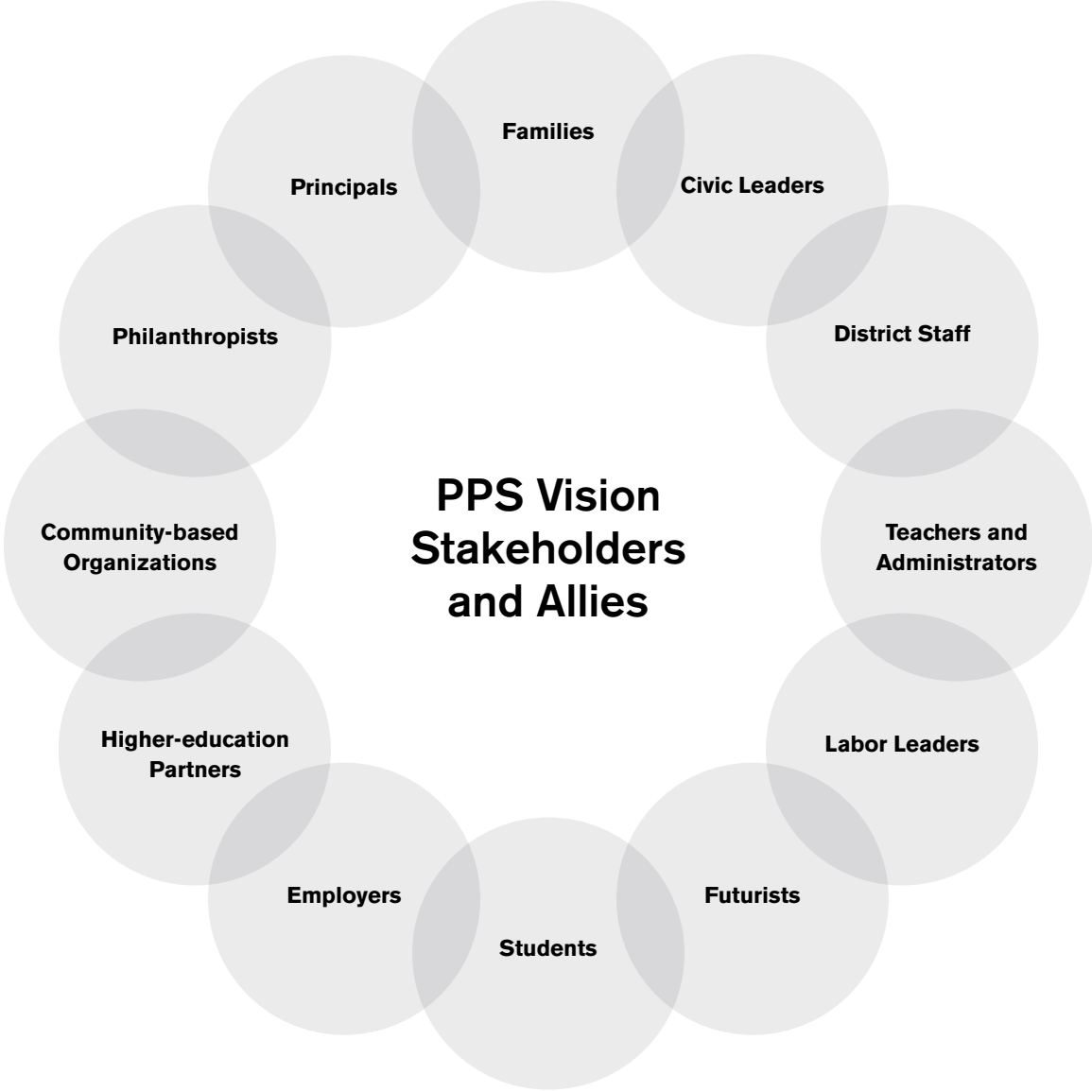
As a school system, we play a critical role in preparing our graduates to both thrive in and improve our world, and yet the task of preparing our young people for the future is a shared one. This Vision for our students will succeed only if we all work together. The Vision is an ambitious call-to-action to the city and community to support the students of PPS.

Process

In fall 2018, the Board of Education and the Superintendent of PPS launched a community-wide process to develop a long-term Vision for public education in Portland. This Vision describes our goals for the graduating class of 2030, and the educational experience that will increasingly be the reality for each of our graduates from 2019 onward.

The elements of the Vision were co-developed by our Guiding Coalition—a group of approximately 90 people from across Portland, representing diverse communities and viewpoints—and from input shared by the broader community, over the course of more than 35 community meetings and two community surveys (see the Journey Map for more detail). The work included an exploration of future trends that are likely to impact education in Portland; learning journeys to schools and organizations already engaged in ideas that PPS might be interested in adopting; and design exercises that considered the needs of students, educators, families, and community members.

The process engaged thousands of stakeholders—including students, families, educators, district staff, and civic, business, community, and philanthropic leaders—and produced nearly 16,000 data points which became the basis for the various elements of the Vision.

PPS Vision Stakeholders and Allies

- Families
- Civic Leaders
- District Staff
- Teachers and Administrators
- Labor Leaders
- Futurists
- Students
- Employers
- Higher-education Partners
- Community-based Organizations
- Philanthropists
- Principals

Journey Map

This journey map depicts the timeline and sequence of community engagement activities from fall 2018, leading up to a community exhibition at the Oregon Museum of Science and Industry (OMSI) in May 2019. These activities included a Student Summit, three Guiding Coalition sessions, many city-wide and targeted community engagement sessions, two community-wide surveys, Learning Journeys, and work sessions with the Board of Education. All community-wide sessions and surveys were accessible in the six languages supported by PPS (English, Spanish, Mandarin Chinese, Russian, Vietnamese, and Somali).

Student Summit
DECEMBER 1

What skills, knowledge, dispositions, and mindsets will future graduates need to thrive? Student leaders from across PPS high schools shared their insights and discussed the attributes adults will need to develop to support student learning.

Guiding Coalition #1
Strategic Foresight and Empathic Design
DECEMBER 7 – 8

Guiding Coalition members explored the future of work and learning, heard from a panel of futurists, and explored scenarios for Portland's future. These scenarios are shared in the Appendix. Members also engaged in empathic design by discussing how these changes might impact students, educators, and families in Portland, using personas.* The coalition identified initial draft ideas about what students will need when they graduate and what educators will need to support students.

Personas are fictional future characters who represent the needs, experiences, and behaviors of, for example, future students, family members, and educators, and are used in design work to help the group ground its understanding of who the Vision is for.

Community Engagement Series #1
JANUARY 15 – 26

Twenty-five targeted community engagement sessions, one all-PPS community session, and an online survey were conducted, with more than 1,700 stakeholders providing input. More than 9,000 data points were collected, reflecting the community's concerns in the present, the desired future for PPS, and the seeds that need to be planted to reach that desired future state. Also discussed were priorities for the knowledge, skills, dispositions, and mindsets our graduates will need to thrive as adults.

Learning Journeys
JANUARY

PPS staff and Guiding Coalition members visited innovative schools and learning organizations in the San Francisco Bay Area and the Pacific Northwest. A virtual learning journey website was created, showcasing 70 examples of future trends in the economy, the environment, food, identity, institutions, leisure, technology, transportation, and work, along with innovations in learning.

Pacific Northwest
JANUARY 23

- Seattle Public Schools Early Learning
- Raisbeck Aviation High School
- University of Washington College of Education and Professional Programs

San Francisco Bay Area
JANUARY 28 – 29

- Katherine R. Smith Elementary
- Bulldog Tech Middle School
- Exploratorium
- Samaschool
- General Assembly
- 826 Valencia Tenderloin Center
- Willie L. Brown Jr. Middle School
- San Francisco Unified School District's African American Achievement Leadership Initiative
- UniteSF

Virtual Learning Journey
PPS.net/learningjourney

2018   **2019**

Guiding Coalition Convening #2

Shaping the Graduate Portrait, Adult Portrait, and Systems Shifts

FEBRUARY 1 – 2

After reviewing community inputs and sharing insights from the learning journeys, Guiding Coalition members defined essential Graduate Portrait elements and identified systems shifts required to attain the Graduate Portrait. A student panel discussed influential adults—especially educators—in their lives and identified the behaviors and qualities these adults displayed that made the students feel supported. After listening to the students, the Guiding Coalition members identified key knowledge, skills, dispositions, and mindsets needed from adults to support students to grow and thrive.

Community Engagement Series #2

FEBRUARY 20 – MARCH 2

Additional targeted engagements and two district-wide community sessions were conducted to gather feedback on priorities for the Graduate Portrait and Systems Shifts, along with general inputs regarding adult knowledge, skills, dispositions, and mindsets needed to support students.

Guiding Coalition Convening #3

Prioritizing Key Elements and Developing Core Values

MARCH 15 –16

Guiding Coalition members reviewed the community inputs and listed critical descriptors for the Graduate Portrait, Adult Portrait, and Systems Shifts. The members also identified core values needed to support the Vision.

Board and Senior Leadership Team Work Session

APRIL 2

At this work session, Board of Education members and the district's senior leadership team went through the synthesized materials from Guiding Coalition Convening #3. In small teams comprising a mix of Board members and the senior leadership team, district leaders reviewed narratives of the three main areas of the vision, as well as the core values, to confirm the concepts reflected the community inputs.

Community Installation

MAY 11

At this final community session, nearly final draft narratives of the Graduate Portrait, Educator Essentials (renamed from "Adult Portrait"), and Systems Shifts were presented to the community for one final opportunity to give feedback. Exit surveys were conducted regarding levels of agreement on the narratives.

PPS Vision

Final Vision

JUNE 2019

The Vision for Portland Public Schools focuses on what we want to be true for our graduates. The Vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration. 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.

Vision Areas

The Vision comprises four main areas: a Graduate Portrait; a set of Educator Essentials; a set of Educational System Shifts; and a set of Core Values. The Graduate Portrait focuses on student outcomes, including what they will know, who they will be, and what they will be able to do by the time they graduate. If we want certain things to be true for PPS graduates, the adults who support them—particularly the educators—will also need to develop and model a certain set of knowledge, skills, mindsets, and dispositions. And if we want graduates to attain the portrait attributes—and educators to be supported in developing and emphasizing these attributes—the entire school district needs to shift to ensure that this happens.

The Educator Essentials focus on fundamental "ways of being" for educators that will enable them to promote each student's development and attainment of the Graduate Portrait. The Educator Essentials will also become part of the school system's evolution to support students through the Educational System Shifts, which focus on creating conditions that will enable PPS students and adults to grow and thrive.

The Core Values are the ethical principles that guide the district's actions in making the Vision a reality. The Vision is written in the present tense, as if it has already happened, to give us a sense of what the future it describes might be like.

Integrated Diagram

This diagram integrates the Graduate Portrait elements with the Educator Essentials and Educational System Shifts. It shows the Graduate Portrait elements at the center, at the heart of everything the school district does. Supporting the Graduate Portrait are the Educator Essentials. Some of these elements align directly with those in the Graduate Portrait, for example, around Empathy with Caring, Empathetic, and Relational educators supporting Reflective, Empathetic, and Empowering Graduates. Others cover the less direct, but equally powerful ways in which Educators create an ecosystem in which students can thrive. Around the outer layer are the Educational System Shifts, which further develop this ecosystem and provide the supports for both educators and students as they develop the knowledge, skills, and dispositions that will take them into the future.

EDUCATIONAL
SYSTEM SHIFTS

EDUCATOR ESSENTIALS

GRADUATE
PORTRAIT

PPS Core Values

Core values are an organization's enduring beliefs that remain constant over time. By making these values explicit through value statements and tethering them to a vision, an organization can articulate the ethical principles that guide action toward its vision.

These ten statements are new, and describe the core values we need to achieve our Vision. Some of these core values are lived values and some are aspirational; either way, we believe in making them explicit and persistent throughout our work over time.

Students at the Center

We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

Racial Equity and Social Justice

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Honesty and Integrity

We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision making in service of our students, families, staff, and community.

Excellence

We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

Respect

We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

Relationships

We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

Creativity and Innovation

We believe in the power of effective problem solving, supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

Partnerships and Collaboration

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Grounded in the Spirit of Portland

We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all.

Joyful Learning and Leadership

We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.

The Graduate Portrait

Why Is the Graduate Portrait Important?

The heart of a community's educational vision is the Graduate Portrait. It is our promise to our students and families … a promise that the adults make to all students every day. As a result, every adult action and every system change is driven by decisions that move student outcomes toward this Graduate Portrait.

What Is the Graduate Portrait?

The Graduate Portrait is a clear and ambitious description of what the community wants its students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers. Our graduate portrait includes attributes needed to prepare students to understand, confront, and change a global social environment that includes racial injustice and systems that perpetuate oppression. The Graduate Portrait inspires and emboldens educators and district staff to adopt innovations that are stimulated by signals about the future and to achieve results by meeting the needs of every student. It enables leaders to align leadership, management, teaching and learning, and resources so that the learning system produces results that deliver on the promise of the Vision. The following nine Graduate Portrait elements are based on community inputs.

GRADUATE PORTRAIT

Inclusive and Collaborative Problem Solvers

Inquisitive Critical Thinkers with Deep Core Knowledge

Transformative Racial Equity Leaders

Resilient and Adaptable Lifelong Learners

Powerful and Effective Communicators

Positive, Confident, and Connected Sense of Self

Influential and Informed Global Stewards

Reflective, Empathetic, and Empowering Graduates

Optimistic, Future-Oriented Graduates

Inclusive and Collaborative Problem Solvers
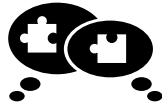
Students are skilled, creative problem solvers who collaborate effectively. They know how to solve complex problems, including understanding problems from multiple perspectives and developing solutions that consider the needs of people. They seek innovative ways to approach problems by challenging traditional assumptions and identifying creative solutions. Through experiences solving problems with people from various cultures, with those who speak multiple languages, have different abilities, or different cognitive strengths, students become skilled at expressing their own points of view, drawing out multiple perspectives, and solving problems collaboratively, both in person and virtually. Students are also adept at using knowledge across disciplines to solve problems with innovative tools and skills.

Inquisitive Critical Thinkers with Deep Core Knowledge

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. They use strong number skills in real-world mathematics applications, including finance. They are also strong scientific investigators, able to explore the natural world by developing relevant questions, conducting research, constructing hypotheses, designing experiments, collecting and analyzing data, and drawing conclusions.

They also have a deep appreciation for and experience with the arts, creativity, and self-expression both individually and in groups. They apply good physical and mental health habits to maintain a high quality of life. They can investigate history from multiple perspectives and understand how, traditionally, historical stories have been shaped by dominant cultures, and how these narratives have shaped current events. They are also effective users of digital technology and the growing abundance artificial intelligence tools, technology-based devices that simulate human processes such as speech and pattern recognition, seeing, speaking, learning, and analyzing, to enhance human abilities to solve problems.

Transformative Racial Equity Leaders

As racial equity leaders, students take part in making our society more just and equitable for people of color. They understand how our communities have been impacted by racial injustice, and they can recognize and interrupt the conditions that enable it. They develop agency and advocacy skills to challenge injustice and change oppressive systems in their communities. They understand that the dominant historical narrative can minimize the perspectives of people of color and contribute to institutional racism. They can deconstruct the dominant narrative and change it to a more balanced and inclusive one. Students respect the perspectives of all cultures. As racial equity-driven problem solvers, they engage in community conversations about social justice issues and help develop and implement solutions that respect and include the perspectives of other cultures.

Resilient and Adaptable Lifelong Learners

Students are prepared to navigate, adapt to and meet life's complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it. They have a growth mindset, knowing that new knowledge and skills are always possible, and they see mistakes and failures as learning opportunities. As informed and resourceful self-directed lifelong learners, they advocate with pride for their rights and for themselves. They make use of community and cultural assets to develop networks of allies to help them persevere through challenges and embrace continuous learning for professional growth and personal fulfillment.

Powerful and Effective Communicators

Students communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content. They understand the importance of culture, time, place, and context in developing appropriate methods of communication and can adapt the ways they communicate to various situations. They are confident communicators who are mindful of the need to eliminate personal bias when developing content and are curious about other perspectives. They use effective listening skills to understand different points of view to develop material that is authentic, empathetic, and relevant to various audiences. They understand the power of information and how it can influence people's beliefs. They can select and use multiple communication tools to convey ideas and information in writing and through video and audio recordings, digital technology, augmented reality, storytelling, debate, and other forms of expression such as individual and group performing arts and artistic compositions.

Positive, Confident, and Connected Sense of Self

Students have positive feelings about their personal and cultural identities and a healthy sense of confidence and self-worth. They are connected to networks of allies who serve as role models and advocates, strengthening their self-esteem by nurturing their personal and cultural assets and strengths. Students can identify sources of happiness and fulfillment and seek out activities that relate to their interests. Students can identify and regulate their own emotions and interact with others skillfully and with self-awareness and social-awareness. They have strong self-advocacy and relationship-management skills that enable them to set healthy boundaries, express their views, and manage disagreements with diplomacy and care.

Influential and Informed Global Stewards

Students are prepared to live and work in a global environment, through strong multilingual and multicultural learning opportunities and experiences that begin in early education/pre-kindergarten. They understand world history from multiple perspectives. They are fluent in more than one language, and they value cultural and linguistic diversity. As global change agents, they are responsible stewards of the environment and knowledgeable about climate justice issues. Students know how to use technology to collaborate on project teams with diverse peers locally, nationally, and globally. Through these experiences, they learn how local challenges become part of larger national and global issues and understand how decisions we make impact our global neighbors and vice versa. They can also evaluate current events critically and understand how media and other sources of information influence perceptions.

Reflective, Empathetic, and Empowering Graduates

Students are self-aware, reflective, and able to recognize personal bias toward people, cultures, and situations. They operate from a strengths-based perspective and demonstrate empathy, curiosity, respect, and interest in other points of view. They seek to empower others and are accepting, appreciative, compassionate, and kind toward others, especially those with disabilities and mental-health challenges.

Optimistic, Future-Oriented Graduates

Students graduate feeling optimistic about their futures, inspired by their real-world experiences, aware of their career interests, and earning practical credentials that have immediate value in the adult world. Students' personal ambitions and interests evolve into future career aspirations through technical education, internships, work experience and simulations, and mentorships.

Students graduate with credentials and real-world experience that employers value. Graduates are also prepared with post-graduation plans that include action steps to pursue their careers. Every high school student in PPS has the opportunity to experience real-world work, including in business and entrepreneurship, by learning from career exploration activities such as paid internships, job shadows, and virtual simulations.

Implications that Impact Every Student

**Design Implications–
Same Vision, Different Designs**

PPS is committed to advancing the Graduate Portrait elements for every student. The PPS community wants to be very intentional and proactive about increasing options for each and every student. The most significant implication of this commitment is the need to integrate design thinking that considers the full range of human diversity with respect to ability, language, culture, gender, age, and other differences.

Currently, PPS is deepening and refining its work with Universal Design for Learning (UDL), an educational framework that guides the development of flexible learning environments to accommodate individual learning differences. Our future work will extend this practice to more fully integrate the full range of human differences. This way of working and thinking is known as "Inclusive Design for Learning" (IDL). According to the Inclusive Design Research Centre (IDRC) at the Ontario College of Art and Design, IDL is an expanded and extended version of the better known approach, UDL. Beyond designing to give students equal opportunities to succeed no matter how they learn, IDL strives to address the needs of individuals for whom the design is intended, so that the design is informed by the primary lived experiences of the beneficiary. Design also extends beyond traditional inclusion of language, physical and learning differences to include cultural, gender and age differences. Inclusive design also takes advantage of the flexibility (and luxury) of digital tools provided to develop a one-size-fits-one personalized design approach to inclusion. Inclusive designers are also responsible for being aware of the broader systems impact their work will have and striving to effect a favorable impact beyond the intended beneficiary of the design. Inclusive design should trigger a virtuous cycle of inclusion and recognize the interconnectedness of users and systems.

Historically, learning has been designed to meet the needs of diverse learners through specialized programs. The needs of special education, talented and gifted students, English learners, and culturally specific groups have often been addressed by separate programs, specialized staff, or strategies that address the challenges facing some students. Designers of inclusive learning experiences recognize that every learner is different. Differences are the norm; therefore, the notion of accessibility expands dynamically to meet needs across the range of human diversity.

The goal of inclusive design for learning is to take advantage of human diversity in the design process, to build learning experiences that adapt to, and empower, each learner to contribute to the design of their own learning. IDL focuses on enabling and promoting learners' self-knowledge and self-determination so that they can recognize their own learning-experience needs and make use of available choices. Ensuring that the design process and tools used are inclusive are key attributes of inclusive design. Good design caters not just to learners in the middle of the target group, but also to users at the margins. Inclusive design teams must be diverse and, whenever possible, include individuals who have life experiences similar to those of "extreme users" in the group the designs are intended for. This requires learning designers to have deep awareness of the context and broader impact of what they create.

Implications for Developing a Graduate Portrait Continuum

The Graduate Portrait—the knowledge, skills, dispositions, and mindsets that all PPS graduates will gain from their learning experiences—is the goal, but the Portrait needs to be broken down into snapshots of a learner on a successful path. What would a "racial equity leader" in development look like in fourth grade? What does "awareness of personal bias" look like in a kindergartner? And what does "building a strong sense of self" mean in a freshman about to start high school with all the challenges of being a teen? These are some of the questions that we will address to identify guideposts for learners and the adults who support them on their journeys.

The Educator Essentials

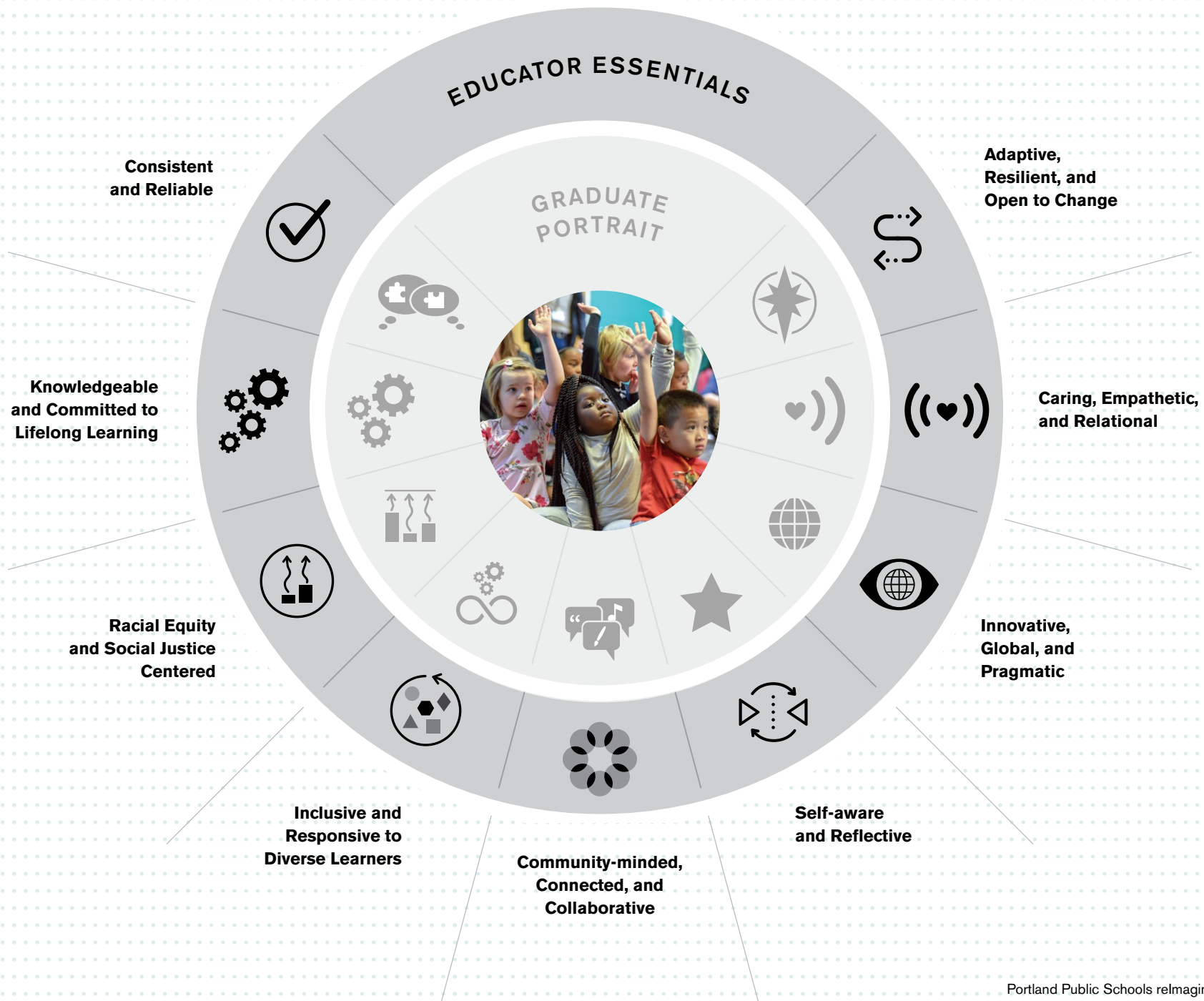# Why Are the Educator Essentials Important?

The Graduate Portrait cannot be achieved without a supportive community of adults who intentionally model, teach, and create the conditions students need to succeed. What are the attributes—knowledge, skills, dispositions, and mindsets—that adults in the school district need to be able to help students attain the Graduate Portrait? How will these translate to supporting activities and direct instructional work with students?

A school district is a community of adults that supports student learning in various ways. For this reason, everyone working at PPS is an educator in the context of this Vision. The district can support and cultivate the adult attributes in everyone who works in the system. Ideally, other adults who are involved with students' education—families (a child's first educators), or partner organization staff, for example—will also find these attributes useful as they support students and can partner with the district to create relevant ways to encourage this development.

What Are the Educator Essentials?

The Educator Essentials are distilled from community-wide input regarding the knowledge, skills, mindsets, and dispositions needed from adults to support the Graduate Portrait. The Educator Essentials include content and practice knowledge, along with the human-connectedness aspects of collaborating, supporting, and teaching and learning. Beyond excelling in their own practice, PPS educators recognize the collective effort required for the success of every student and take responsibility for their roles in bringing about the Educational System Shifts.

The assumption here is not that adults will automatically have all of these attributes. They will be supported to develop the essentials or be hired if they are committed to cultivating them. This is a long-term Vision; developing and prioritizing these attributes will be part of the school district's strategy for professional learning. Educators' ability to model and develop these attributes will be critical in helping students. The attributes will also help educators support each other and create beneficial relationships with the community that support students' learning and skills-building. Their inclusion in the Educator Essentials emphasizes PPS' focus on social-emotional resilience and equity, and also recognizes the critical contribution and central role that educators have in students' healthy development.

EDUCATOR ESSENTIALS

GRADUATE PORTRAIT

Consistent and Reliable

Adaptive, Resilient, and Open to Change

Knowledgeable and Committed to Lifelong Learning

Caring, Empathetic, and Relational

Racial Equity and Social Justice Centered

Innovative, Global, and Pragmatic

Inclusive and Responsive to Diverse Learners

Self-aware and Reflective

Community-minded, Connected, and Collaborative

Consistent and Reliable

PPS adults are trustworthy, reliable, and courageous allies. Each adult is approachable and is someone whom every student, family member, and colleague can count on because they follow through with their responsibilities consistently and hold themselves and others accountable. They have consistently high expectations and levels of preparedness so they can best respond to the needs of the students in front of them.

Knowledgeable and Committed to Lifelong Learning

PPS adults are highly competent in their areas of practice. Those engaged in instruction are also skilled in a variety of evidence-based, engaging teaching approaches, including strategies for social-emotional, culturally-responsive academic learning. Adults are proactive about keeping their professional knowledge up-to-date and even anticipating future trends in their fields, and contributing to innovations and best practices in their schools and departments. They are committed to using a range of tools, including current and emerging technologies and data to inform continuous improvement of practice, collaborate with colleagues throughout the system, and support diverse learners.

Racial Equity and Social Justice Centered
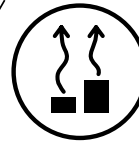
PPS adults are courageous change agents who actively promote and ensure racial equity and social justice. They understand that the perceived reality, based on the dominant culture, has often excluded the perspectives of people of color. They understand that they can replace the narrative with a more inclusive and objective multi-cultural approach that contributes to the positive identity development of adults and students of color. They ensure equitable access to learning for every student, and their diverse learning styles, through clearly defined racial equity and social justice-based practices, and culturally and linguistically responsive teaching and curricula and materials. They create safe learning communities that value diversity in their departments, schools, and classrooms. They develop strategies that disrupt predictable patterns of performance based on race. They are aware of their own biases and work to eliminate them.
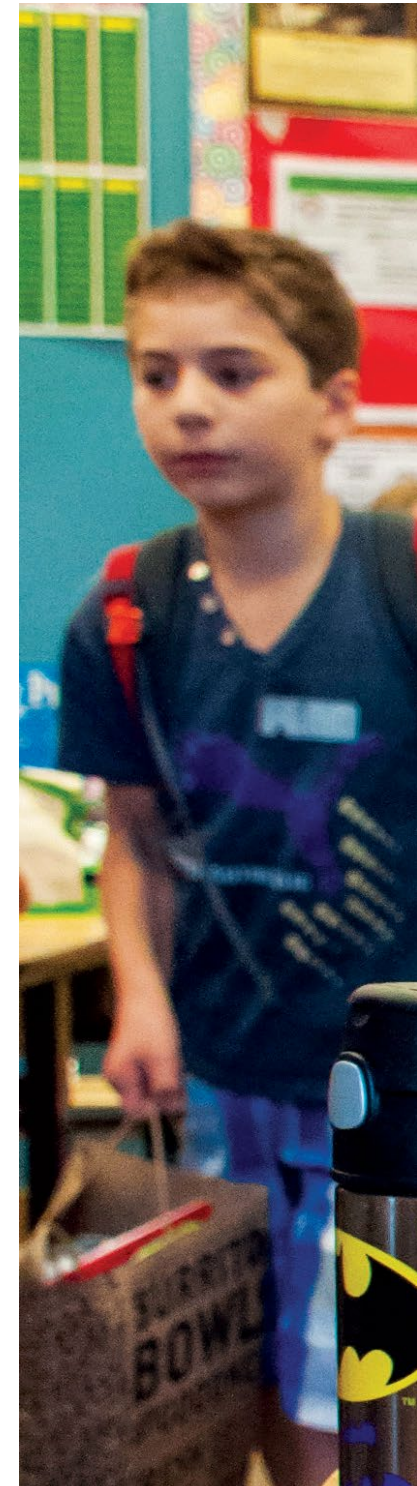
Inclusive and Responsive to Diverse Learners

PPS adults respect, understand, and adapt to the unique cultural, linguistic, and special needs of our diverse learners. The adults are mindful of who our students are and are aware of students' unique needs as they design and conduct their daily work. They adopt a growth mindset—seeing all students' capacities as growing and developing, not fixed. They are deeply familiar with a variety of inclusive practices, along with culturally and linguistically responsive teaching strategies. Adults see their own diversity and that of our students and families as assets that support learning and as gifts that enrich both the school district's culture and the community.

Community-minded, Connected, and Collaborative

PPS adults understand, respect, and appreciate the communities they serve. They cultivate deep relationships with students, families, and community members. They are eager collaborators, willing to reach beyond school-based resources and connect community members with students and each other. They are team players who are both leaders and followers, sensitive to and willing to rise to the needs of the moment. They are constantly looking for allies and partners to help create positive outcomes for students. They live the belief that "none of us knows everything, but together we know a lot."[1]

Self-aware and Reflective
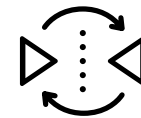
PPS adults are self-aware and knowledgeable as to their own strengths and biases, and they have a positive sense of their own identity. They are reflective about their own areas of growth, enabling them to practice continuous improvement and lifelong learning. They recognize vulnerability as a strength, are open to feedback from peers and mentors, and have high social-emotional intelligence, enabling them to create emotionally safe spaces for students, families, and peers.

Innovative, Global, and Pragmatic

PPS adults are curious and future-focused leaders. They understand a variety of leadership models from various cultures and can "lead from any seat." They are committed, creative problem-solvers who develop and implement solutions that are assessed thoughtfully and that balance risk and results. They are capable of being both locally minded and globally oriented to collaborate with others in addressing challenges. Along with these collaborations, they model a global orientation for their students by speaking more than one language and being knowledgeable about other cultures.

Caring, Empathetic, and Relational

PPS adults demonstrate care for students and families and are enthusiastic about building personal relationships. They hold a strengths-based view (recognizing and encouraging strengths rather than focusing solely on deficits) of every person at PPS and are particularly attentive to the needs of our most vulnerable students. They are dedicated to implementing strategies to develop and/or support each student's skills and talents. They inspire learning and are willing and able to facilitate difficult conversations that show empathy across wide-ranging student and family experiences.

Adaptive, Resilient, and Open to Change

PPS adults honor culture and traditions while being open to change. Each person supports this openness by understanding that failure, multiple attempts, and iteration are necessary, if not critical, parts of continuous learning. They demonstrate a commitment to continuous improvement by developing the skills and persistence to shift the system and structures around them when necessary and build their own resilience through self-care, and collaboration with students, educators, and others.

Implications

The Educator Essentials apply to every adult working at PPS. They underscore how every adult's contribution impacts students—directly or indirectly—and, therefore, impacts students' success. In order to develop a community of adults with these shared attributes, the school district is committed to helping every PPS adult understand their role in student learning, so that each person can translate the Educator Essentials to their own work and behaviors.

Collaborative work can also be done with parents and families to help them embrace their roles as children's first teachers. For example, what do the Educator Essentials look like when applied to parenting? How might the district and other community partners support families to explore this application, with innovative educational workshops or a revised parent/family handbook, for example?

# The Educational
System Shifts

What Are the Educational System Shifts?

The Educational System Shifts are changes in the organization's priorities and how it operates. They apply across the organization, from individual schools to central-office departments. They create conditions that support and encourage adults to model the Educator Essentials and the students to achieve the Graduate Portrait.

As part of the long-term Vision for the district, these changes will not all happen at once. In terms of scope, sequence, and syncopation (how much we do, in what order, and which changes might work together or play off each other) part of the strategic-planning work will determine priorities and dependencies. For example, developing racial-equity-aligned systems and structures will support the recruitment of a more diverse workforce. That shift, in turn, will support the further development of racial equity. Changes in the use of time and space to foster more personalized learning will invite the development of flexible spaces, and these will support the flexible use of time.

Reimagining the school system itself will provide improved experiences for students and adults that lead to better outcomes and options for PPS students.

EDUCATIONAL SYSTEM SHIFTS

EDUCATOR ESSENTIALS

GRADUATE PORTRAIT
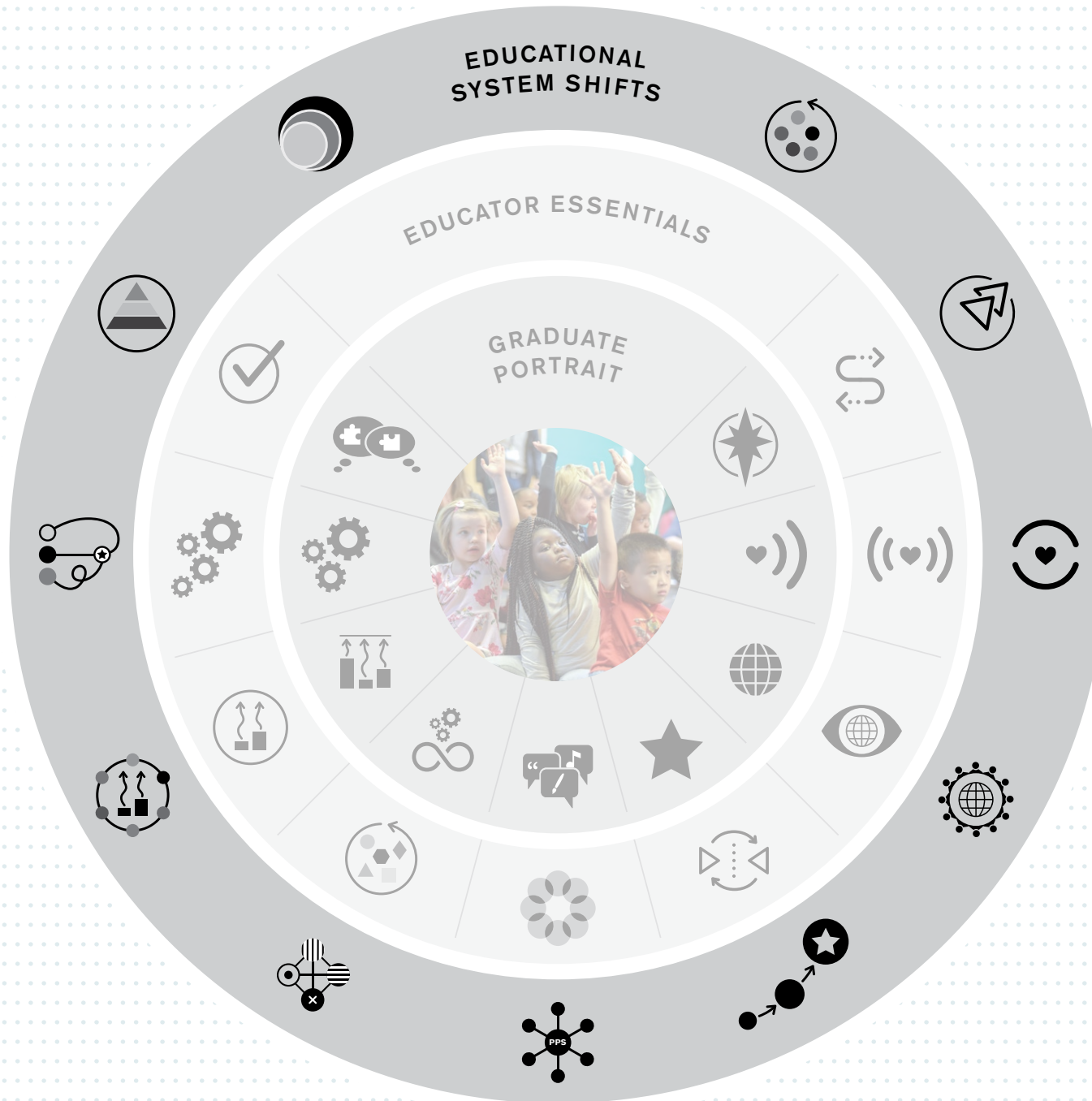
The 11 Shifts

(Counter-clockwise)

A Connected and Transformative School District

Mindful, Inclusive Practices that Support the Continuum of Students with Disabilities

Redefining Time and Place for Personalized Learning

Racial-equity Aligned Systems and Structures

Cultivating System-wide Learning and a Diverse Workforce

Schools as Community Hubs

Transformative Curriculum and Pedagogy

Support for Global Stewards and Ambassadors

A Culture of Physical and Emotional Safety

Equity-centered, Inclusive Learning for Students and Adults

Flexible, Future-focused Environments

A Connected and Transformative School District

PPS is an equitable school district that is student-focused, responsive to student needs, and proactive about continuous improvement. It has a clearly articulated vision, with corresponding strategic plans that renew every few years. The school district's culture of continuous improvement has allowed it to anticipate and adapt to change. It uses a combination of restorative justice practices to support healing and innovation to develop solutions and maintain action plans. Staff are empowered to fulfill the school district's mission and goals and collaborate across departments to support responsiveness, reliability, and innovation. School district staff work to develop mutually empowering partnerships with peers, families, and Portland's diverse communities.

Mindful Inclusive Practices that Support the Continuum of Students with Disabilities

PPS' culture and practice of inclusivity ensures that students with disabilities and the educators who support them get what they need to achieve the Graduate Portrait and Educator Essentials. Inclusivity is everyone's responsibility, and families and school district staff work together to learn, advocate for, and support students with cognitive and physical challenges. Every teacher is given the professional training and resources needed to optimize opportunities for students with disabilities to succeed. PPS students are familiar with disabilities from an early age, which leads to increased awareness and reduction of bias and discrimination that can in turn lead to decreased harassment and bullying.

The instructional supports demonstrate a true multi-tiered system of supports (MTSS), an alignment of systems necessary for all students' academic, behavioral, and social success. Special education as a system of integrated supports leads and models the development of personalized learning for all, which includes home-language integration, assistive technology, and social and emotional support.

Redefining Time and Place for Personalized Learning
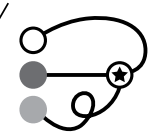
In 2019, the PPS community set a goal to reimagine the old model in which time and place are constants and learning outcomes vary. The purpose of this shift is to re-examine assumptions about time and place, and to use a variety of approaches and tools to give students greater flexibility as to when and where they learn. Now, learning has become the constant, and time and place are the variables. This opens up a world of possibilities as assumptions about what makes up the school day—length of periods, number of periods in a day, or a year—have been challenged.

Time flexibility gives students more options to meet the Graduate Portrait requirements. PPS students identify personal learning goals, and they have time to pursue individual interests and work on individual projects, thereby gaining the experience of multiple ways of learning. For example, students work as individuals and in teams, both within their grades and across grade levels. They also work on project-based learning, both inside and outside the classroom, collaborating with community and global partners. Guided learning is available to students outside regular school hours, using a variety of formats and media. Sound, physical models, text, video, dance, and augmented reality, for example, allow students to express themselves online, locally or globally. Through these experiences, students develop agency as learners. They discover which strategies and formats work best for them, and this supports their lifelong learning.

Racial Equity Aligned Systems and Structures
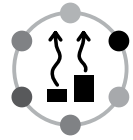
PPS holds racial equity and social justice as central tenets for all decisions and actions, and works to eliminate racial disparities in access to opportunities. The major goal in the school district's Vision is to eliminate race as a predictor of student outcomes. Several related shifts support this goal. Aligning systems and structures to support racial equity calls for developing culturally responsive practices, including equitable budgeting, to ensure that supports are tailored to individual schools and, ultimately, to students. This shift is supported by accountability practices that assess impact and intent.

While this shift leads with race, the resulting system and structure improvements will support additional diversities such as the identities and experiences, histories, and perspectives that each of us hold, including disabilities, class, gender and sexual orientation.

Cultivating System-wide Learning and a Diverse Workforce
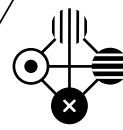
PPS maintains a high-quality workforce that reflects the diversity of the broader community and inspires a culture of learning, growth, and development. Our staff and educators are culturally responsive. Culturally affirming language has been adopted throughout the district, to promote a welcoming environment. The school district also models equity in hiring and has set up pipeline programs for marginalized and previously uncultivated talent.

We support our people in meeting the Educator Essentials through professional development that is thoughtfully developed, system-wide in reach and opportunity, and differentiated in content and form. This includes self-guided, virtual, always-accessible options. It is meaningful, actionable, and focused on supporting or enhancing instruction and support services. Every action or learning opportunity for every adult in the system can demonstrate a clear throughline to student success. PPS is a rewarding workplace that provides the resources to support personal and professional wellbeing and success.

Schools as Community Hubs
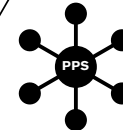
Schools have become community hubs that integrate support services for families—including health care, housing support, clothing, and food—that are intuitive, easy to navigate, and driven by community need. These support services are also used to help students at critical transitions—kindergarten, sixth grade, ninth grade, and twelfth grade/transition to post-secondary, and when students arrive as newcomers or move between schools—creating a foundation for specific needs that allows students to engage fully in their education.

Learning draws upon families' backgrounds and cultural assets to build school community and help students achieve their highest academic potential. The school district builds connections, and district spaces also support interactions and collaborations with community partners.

Transformative Curriculum and Pedagogy
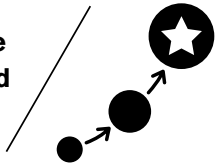
PPS' pedagogy and curriculum integrates the respectful consideration of culture, disability, race, gender, and language. The curriculum is standards-based, and culturally and linguistically responsive. With equitable learning supports and opportunities, every student can develop the foundational requirements of a high-quality education. Every student has access to multiple tiers of support and acceleration as needed.

Students are given opportunities for personalized learning and developing problem-solving skills by being actively engaged. Lifelong learning skills and strategies, such as the seven C's (collaboration, critical thinking, creativity, communication, character, citizenship, and computational thinking) are highlighted over easily accessible content. Teaching and learning have become "transdisciplinary"— students and adults can collaborate across subject areas, making connections and bringing multiple perspectives to bear on problems. In addition to foundational literacy and knowledge, critical understandings of race and activism around climate change have become system-wide areas of learning. Career-related learning is mandatory for graduation and emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.

Support for Global Stewards and Ambassadors
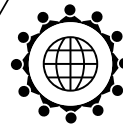
PPS supports graduates in becoming global stewards and ambassadors by ensuring a diverse body of globally oriented educators who reflect student demographics and appreciate cultural and linguistic diversity. These educators model global appreciation and awareness; teach history from multiple perspectives, with an emphasis on global history and ethnic studies; are fluent in more than one language; are knowledgeable about climate justice issues; and are responsible stewards of the environment.

A Culture of Physical and Emotional Safety

PPS has created a culture of safety and respect for students and adults. Social, emotional, and physical well-being are crucial to academic and professional success. Every student knows that there is a caring adult they can talk to and a system-wide capacity for emotional intelligence that they can rely on. All adults in the school district are given professional training and guidance that fosters emotional regulation. In this way, adults can support themselves and each other and demonstrate the importance of physical and emotional safety, becoming valued role models for students.

In cultivating these conditions, the school district has shifted from a reactive posture to a proactive one. Students and adults have developed a clear definition of how physical and emotional safety manifests and identified ways to measure it. There is a Pre-K-12 curriculum that every school site follows, and all adults in the system have professional development that helps them understand social emotional development and strategies relevant to their roles. This focus teaches students how to cope with stress and trauma and gives adults the tools to support students and themselves. The school district has also developed an "early-warning system" to help everyone understand risk factors, identify students in distress, and intervene proactively.

Implications

Systems are difficult to change. They are complex, with many interconnecting parts, and beliefs tend to become entrenched as structures and processes evolve. Those who benefit from a given system usually have power within it and actively thwart changes. Therefore, creating shifts requires persistence, widespread buy-in, continuous improvement processes, and a demonstrated commitment to serve every individual student in the school system.

The district's continued commitment to the Vision, articulated regularly and used to prioritize plans and actions and support for innovative efforts, will help to signal the importance of reaching this collective aspiration.

Frequent and transparent communication, along with opportunities for collaboration with all PPS departments and sites, families, and the community, supports buy-in and shared ownership as the changes become everyone's concern and responsibility.

Swift, widespread change can often provoke a backlash when disrupting the status quo in a way that does not serve all students. However, using iterative processes that include pauses for reflection, such as prototyping and continuous improvement, helps create wins through a series of smaller shifts and, therefore, smaller reactions, creating the space and time to learn from the process.

Flexible, Future-Focused Environments

Plans and decisions about physical environments are informed by two key perspectives: equity and a focus on the future. Together, these perspectives promote the development of healthy, flexible, inclusive places of learning.

Equity considerations drive decisions about the use of space and distribution of resources. This ensures equitable access to digital tools and assistive technology, for example. Focusing on the future supports plans that anticipate what is coming instead of trying to catch up later. A robust, long-term, and strategic system of maintenance and modernization has replaced a "wait-for-the-bond" mindset. Flexible, but not short-term, spaces have replaced piecemeal usage of available learning space and can change to match best educational practices.

Equity-centered Inclusive Learning for Students and Adults
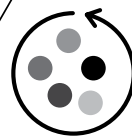
The idea of a growth mindset—that a person's knowledge and talents are not fixed, but can be continually developed, has taken root in PPS. Students get individualized support as described in the Education System Shift "Mindful Inclusive Practices." Educators get the support they need to help ensure student success and are held accountable for that success. In addition to instruction, accountability extends to the student-teacher relationship and is demonstrated by a comprehensive survey that includes input from students, family, and administration.

Adults share and reflect PPS' core values. They bring a strengths-based approach to all students and their cultural backgrounds, especially students from historically underserved communities. Educators are encouraged to support, not dominate, and to model and help students differentiate the person from any ideas they might express.

The Future of PPS

This is a long-term Vision. The work of bringing it to fruition begins immediately, but results will take time and a series of strategic plans. Ultimately, this Vision will prepare PPS graduates for a rapidly changing world—including careers that have not yet been invented—and equip them to become skilled and practiced agents of change. Making the educational system shifts required will take thoughtful strategic planning, and modeling the educator essentials means that support and professional learning opportunities will need to be created.

PPS graduates will be able to compete with a global workforce—whether at home or abroad—because they have strong fundamental knowledge and skills, including a range of problem-solving and lifelong-learning skills. They will also bring well-honed collaboration skills and the ability to engage with others through an appreciation of diversity.

The vignettes below are just a few examples of the ways in which reimagining Portland Schools might manifest itself. Other ideas are contained in the Website of the Future that was shared at the installation and can be accessed here on the Visioning page of our website: www.pps.net/visioning, and in the Scenarios of the Future (see Appendix). In the early years of working toward a vision, when seeds are still sprouting and it's hard to see progress being made, it can be very helpful to create stories and artifacts of the future to maintain focus on what is coming and what can be created. These will be important moments, milestones, and sample student snapshots of the graduate portrait we are seeking to refine.

Let's foreshadow a few snapshots in the year 2030 …

Taaliah

Taaliah is getting ready for senior year. Between online blended learning opportunities, credit-earning coursework last year, and a global studies project over the summer—which involved travel to her family's place of origin—Taaliah is looking forward to a manageable academic load. This, combined with the flexible learning options at PPS, will give Taaliah the opportunity to pursue an internship and keep up with an AI-based music project while maintaining academic progress.

Toni

Toni is about to enter high school. They have been a beta tester of various assistive technologies for Portland State University since fourth grade. This experience has allowed them to help designers find the best possible combination of tools to support their learning and quality of life. It has also enabled them to complete their requirements for the Inclusive and Collaborative Problem Solvers element of the Graduate Portrait.

Victor

Victor is a veteran teacher, just starting his 20th year, and he loves the classroom as much as ever. He has been asked to earn his administrator's credential many times, but he always refuses. As a new teacher in 2010, he was tech savvy and ready to try new ideas. Wanting to keep that edge and not get into a teaching rut, he has challenged himself over the years; Victor uses his discretionary professional development time and all of the free resources at his disposal to keep up with technology and learn from new teachers about the things they have learned in their teaching programs. He is now working with a group of teachers, families, and students to create augmented reality worlds to help students understand different historical periods from various perspectives.
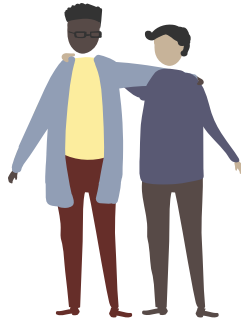
Demarcus and Alejandro

Demarcus and Alejandro have been friends since their early childhood educational program, when they were first introduced to the Graduate Portrait. Now seventh graders, they have known since they were four-years-old that this is what they have been working toward, and that clarity has helped them develop a sense of ownership of their own learning process. As students of different racial backgrounds and with family experiences of oppression, they have worked on a series of projects that explore the impact of race and come up with ways of addressing the impacts. These projects have contributed to their Transformative Racial Equity Leaders and Inclusive and Collaborative Problem Solvers elements.

Chen

Chen is in the budget department at the central office. She used to keep to herself and focus on her work, but five years ago, along with several of her younger colleagues, she took a professional development course that opened her eyes to the connections between equity, budgeting, and resource allocation. She has since become a dedicated advocate of equitable resource allocation and has been invited often to speak to both community groups involved in supporting equity and groups of finance professionals seeking to understand how they can address social justice through their work.

Call to Action— Individual Effort, Collective Impact

While the educational system and its people are critical drivers of our Vision, PPS cannot do it alone. If we want all of our graduates to attain the Graduate Portrait, we have a collective social responsibility to make this happen. We need to coordinate and align our efforts to clearly define and share our goals throughout our "village." Achieving sustainable progress requires that we engage meaningfully with families, community leaders, other youth advocates, and mentors, and create partnerships with business and philanthropic leaders.

We need civic leaders to influence policy, legislation, and community efforts to ensure that youth and families are supported in pursuing these goals. When we commit to a set of shared outcomes, then work within our own organizations and circles of influence to determine how best to achieve these goals, each thread of our community fabric sets changes into motion. This collective impact greatly increases our chances of supporting our young people successfully.

We want to hear your ideas. What can you do to support the Graduate Portrait, Educator Essentials, and Educational System Shifts? How can you influence the efforts of your organizations, families, and community groups in working toward these goals? Please contribute your ideas for yourself and for other individuals and community organizations.

Thank you for your support.

**Appendix
Scenarios of the Future**

Disintermediation or
Evolution of Public Education?

This is a world in which the lines between virtual/real, local/global, and robots/humans blur. Integration of ubiquitous technology that increases speed, convenience, and "optimizing" one's life through partnering with machines, continues through the proliferation of robotics and artificial intelligence in "things." With increased automation, there is a strong demand for human workers that can adapt to new roles to complement machines. This has led to an ever-present need to "up-skill" and "re-skill" in order to thrive as a worker in the future. Local and online learning hubs that respond to this rapid learning evolution cater to adults wanting to learn new discrete skills and knowledge quickly to make themselves more successful in this ever-shifting work environment.

The young families of 2030 grew up with the Internet and with a deep culture of social networking where information was at their fingertips for everything. Increasingly, people are making purchasing decisions that align with their social or political values and, in the same way, families are seeking educational approaches that align with their values, ethics, and the individual interests of their kids. Because they network about everything, parents are continuously seeking the best ways and places to help their kids learn. This has led to families looking at both traditional "in-school" options and other opportunities for learning at innovative centers around the city. These families have turned to their networks more and more to develop a customized portfolio of personal learning experiences for their kids.

These generational shifts about where and how learning takes place, along with deep concerns about the disruptive potential of rapid technological advances, have led to long overdue reforms in public education. Educators are working in collaboration with families, students, and other local and global entities to guide the development of customized pathways for each child, further blurring the lines between schools being the primary place for learning to leveraging anytime/anywhere learning. Also, the rapid pace of change has contributed to feelings of disconnection. Realizing that students still need places to congregate, socialize, and connect to cultivate feelings of local belonging, schools have

maintained their role of providing a safe place for kids to gather. Educators still provide the human interaction, guidance, and direction that are needed even while some of the "curriculum" is experienced outside of school. Inequities widen for most public-learning institutions, except for a few that planned for this shift. These future-looking institutions, such as Portland Public Schools, have developed partnerships that extend learning opportunities outside of the brick-and-mortar confines of school buildings in innovative ways. By putting equity and access at the forefront of their redesign, PPS has pioneered partnerships with local businesses and the city. These include providing students in need access to the district's self-driving "learning transporters" and redistributing free and reduced lunch budgets to fund meal cards that are accepted at most Portland eateries—most of whom provide "student pricing" with use of the meal cards.

Throughout the city, there are symbols on buildings that indicate the location of a "PPS Learning Hub"—a place where PPS has partnered with local learning institutions to provide an array of learning options available to students throughout the day. For example, Portland Public Libraries have partnered with PPS to invest in and provide access to 3D printers for younger students to learn how to design and print out toys with 'raw' ingredients made of recycled plastic. PPS educators work onsite at libraries to provide this learning experience and partner with the engineering

library staff. For families looking to discover and curate what library learning resources are most accessed by others around the world, the "Unstacked Billboard" technology allows users to search for learning resources that are most popularly searched for around the globe. These clickable icons are updated in real time, stacking the most popular resources up top with details available at the touch of a fingertip. Even libraries have branched outside of their brick and mortar buildings and have partnered with educators and sustainable food programs to create their food literacy library and program outside on a working urban farm.

PPS has also established similar partnerships with other entities. One such collaboration with the prison system extends parent engagement and social-emotional support through a free holographic service where students can connect with parents who are incarcerated in Oregon prisons to read a story together or do parent-student learning activities developed by PPS educators.

Families with young toddlers have been accessing commercially available learning options early, further driving the desire for customized learning pathway experiences for school-aged children. Adventure Me, the hugely popular toddler YouTube channel (curated by families!) enables families to customize learning adventures by modifying the main character to take on the image, personality and specific interests of their own child. Adventure

Me is branching into school-aged children content and has begun collaborating with Portland Public Schools to prototype their open source content for older kids.

At yet another school-based learning hub, design thinking and engineering come together at a local school building where educators facilitate the design and development of smartphone apps that are designed to support specific needs of the special education community. Engineering students work together with special needs students to understand their "users needs" and to collaboratively design apps to support them in their learning and everyday facets of life.

Other local adult Learning Hubs are organized as pop-ups where professional development trainers and local entities come together for short periods of time to create integrated learning experiences for adults providing an array of options for re-skilling and up-skilling. Virtual Learning Systems pioneered this effort using holographic simulation technology to teach advanced firefighting management skills and further expanded augmented and virtual reality technology to cover an array of re-skill and up-skill options for adults as an alternative to community and technical colleges.

Portland 2030:
# Does a Rising Tide Lift All Boats?

This is a world in which Portland has built on its leading-edge work in sustainability, urban resilience, and outdoor activity. This history has given Portland an advantage in the newer industries that are emerging to fill the pressing needs of a country trying to maintain a standard of living while everything changes. Thriving industries setting the terms of sustainable living are renowned globally and have put Portland on the map. The food and beverage scene has been exported authentically through an innovative combination of strict licensing, 3D-printed foodstuffs, and drone-delivered raw ingredients straight from Portland. PDX food-truck courts can be found in select cities worldwide, but Portland values still prevail and a license request from Dubai was refused recently.

Young Gen Z'ers who are looking for ways to cope with an otherwise bleak future—climate change, an aging population to care for, and rapid geopolitical changes among other things—and who want to settle down and raise families, are attracted to Portland for climate, jobs, and a like-minded community. The city is booming, but the combination of a hot job market attracting people from across the globe, climate mitigation efforts that have banned building along the Willamette and Columbia rivers, and local resistance to the speed of expansion have put great pressure on housing stocks. In order to avoid traveling longer distances, Portlanders have begun to organically develop a number of micro-centers, scattered from the far south to the far north of the city.

Around 2023, as the climate was beginning to make Oregon's famed outdoor activities less attractive, the major outdoor apparel brands that Portland had been known for were on the point of relocating. However, a collaborative problem-solving exercise by Portland city government, Multnomah County commissioners, and the companies themselves resulted in aggressive innovation in new forms of activity (in response to climate effects), and a new shift into equipment and clothing for climate mitigation/rescue work. High-tech materials have led to the development of lightweight fire-fighting uniforms, and the integrated bike helmet with mask and respirator has been a global best seller.

The greater Portland/Vancouver area is on track to become one of the West Coast's largest metropolitan areas. Over the past 20 years, the exurbs, ranging from Clackamas, Yamhill, and Washington counties in the south, to Clark County, WA, in the north, have begun to join into one long ribbon development. Portland/Vancouver was officially declared a multi-polar city in 2027, followed by several attempts to rename the area—all unsuccessful due to widespread protests from both Portland and Vancouver. The outer metro area has also expanded considerably as revised floodplain maps have limited new developments along the rivers, and there is an ongoing battle over where to relocate Portland International Airport. High-density housing is increasingly the norm, despite the feeling that it is not "Portland." People are torn between understanding the value of creating affordable housing and more of it, and keeping the character of the city. After a series of protests that created a stalemate, and a significant growth in tent city encampments in Washington Park, the city developed an architecture prize with a stringent brief—to develop high-density, environmentally friendly housing that expressed the character of Portland and included market-rate
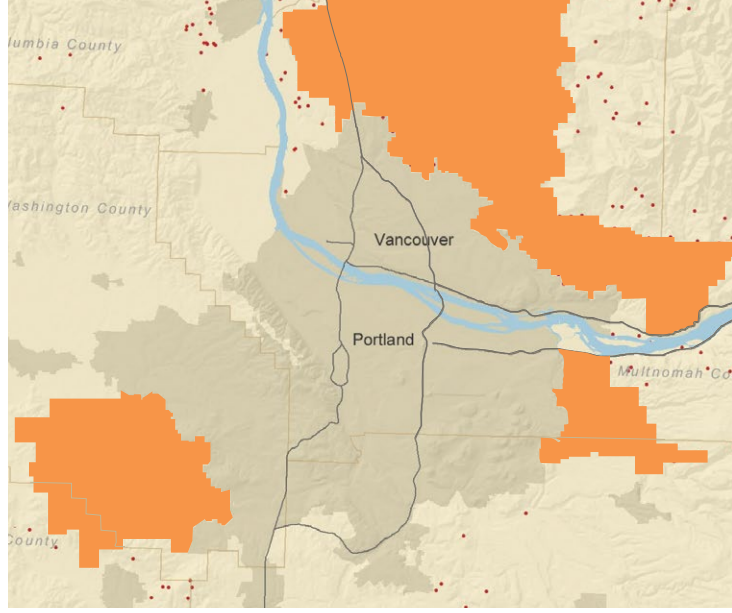
and affordable units. The first prize was issued in 2029, to a Hong Kong/Icelandic firm, and there is considerable excitement about seeing the final development.

In order to keep people moving around the metropolis, the original light rail and bike paths have been extended and revamped with more frequent services on the rail, and solar lighting and sustainable bioluminescent paint on the paths. Designated autonomous vehicle routes also ferry large numbers of Portlanders to work and school every day. However, even with careful planning and AI-driven routing apps, the traffic issues have remained a problem for more than a decade. Ironically, new solutions just make commuting from cheaper housing farther out from the core feel more doable.

Concern about income inequality has also led to a variety of measures being passed throughout the metro area, including new city taxes and key worker incentives for educators, medical personnel, police, and firefighters. Rent control has also finally been introduced for families, including families of choice, earning less than a certain amount, with young children, including seniors or family members with chronic health conditions.

The Grass is Greener
on the Portland Side

This is a world in which Portland has ramped up its environmental stewardship and is an international leader in climate change action in the face of lagged progress nationally. The landmark 2018 United Nations report on climate change guided Portland's progress in achieving its goal of cutting carbon emissions to 45 percent of 2010 levels by 2030. On December 1, 2030, Portland's mayor announced that the city had surpassed that goal, cutting emissions by 60 percent, well on its way to the 100 percent by 2050 goal. As climate change effects become more pronounced, the city is increasingly attractive to those seeking to escape worse conditions elsewhere. By investing heavily in green infrastructure and other such policies throughout the city, Portland and surrounding areas have become a haven for sustainability.

The Portland Water Bureau credits this success to its partnership with LucidEnergy. By ratcheting up the scope of their 20-year contract, now renewed past the original 2038 date to 2050, Portland has nearly completed laying down LucidPipes throughout the city, offering citizens an energy portfolio of nearly 50 percent hydropower.

Other sectors and companies are reinventing or establishing themselves as sustainability leaders. The forestry, fishing, and agriculture sectors are flourishing, with new advances in sustainable practices for repopulation and diversification of species. Burgeoning companies in climate-change mitigation management, disaster relief housing, and portable personalized health care are also taking root. These sectors are quickly changing job opportunities in Portland.

Many of the new jobs are in alternative energy, resource reduction in food production and lab grown meats, reuse and recycling of materials, green infrastructure, and agriculture. This last category includes the wine and beer industry, which has seen a rise in profits as other regions face decreases in product due to drought and wildfires. This has meant that employers are attracting and incentivizing those who can work in the sustainability-focused industries, and young people from across the world are applying for these jobs.

Environmental activists, researchers, and other city-government officials are visiting Portland to gain sustainability know-how, on both individual and city levels, to bring these learnings back to other regions. On an individual level, these visitors are impressed by the commitment to sustainability by individual citizens. The vast majority commute using hydrogen-fueled autonomous buses, shared solar e-bicycles, and lightspeed rail. Also, the citizenry organize community workshops to develop

and advocate for ever progressive waste management and water conservation actions for their homes and businesses. At the city level, Portland's elected officials are championed for their ability to successfully enact local policies despite national agendas that circumvented progress toward climate change goals elsewhere in the nation.

With a lag in the national response, many other U.S. cities are unprepared for their own residents, let alone the climate refugees from the most devastated regions of Alaska, Louisiana, Florida, and Puerto Rico who need relocation. Portland has welcomed hundreds of climate change refugees, but Portlanders feel the urgency to help the nation get on track so as to not continue to inundate their own resources.

The lack of progress nationally and internationally continues to underscore the real impacts of climate change. Portland's previous reputation for outdoor activities, and the apparel and

equipment companies connected to them, are declining. While Oregon is experiencing higher temperatures, the main culprits are the ongoing disastrous wildfires in California and British Columbia, which are affecting Portland's air quality and impacting outdoor recreation for long periods of time. Many companies are relocating to find more suitable location and talent, and to avoid rising rents from the influx of other industries.

Portland Public Schools has retooled much of its CTE curriculum to focus on green infrastructure skills, working closely with companies to provide hands-on experience for students. The influx of students from climate-change affected areas has meant that teachers are leveraging accelerated personalized learning modules to support students who are playing catch up from missing school during natural disasters and migration.

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The Portland Public Schools Board of Education

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Endnote

1. AORTA, Anti-Oppression Resource and Training Alliance aorta.coop/