

Work Session - Superintendent's
Evaluation
Tuesday, October 12, 2021 5:00 PM

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

Agenda

1. Superintendent's Evaluation Template

Portland Public Schools Board of Education
Proposed Template for the
Superintendent's Annual Performance Evaluation
(July 2021-June 2022)

Format of the Superintendent Performance Evaluation

In 2019-2020, the Portland Public Schools Board of Education adopted an evaluation tool that acknowledged the complexity of the role of the superintendent while, at the same time, setting and maintaining performance expectations for students at all levels within the school district.

During the 2020-2021 academic year, the superintendent evaluation framework was based on five of eight prioritized Leadership Standards from the [superintendent evaluation workbook](#) published by the Oregon School Boards Association and the Coalition of Oregon School Administrators.

Given the exceptional circumstance of the COVID-19 pandemic, the unprecedented changes in education and instructional deliver model over the last year, and the inability to implement a complete balanced assessment system in the district, the Board agreed to evaluate the superintendent on evidence of his demonstration of leadership standards.

With the Board's commitment to return to full-time in-person school and the accompanying expectation that the full range of student assessments, interim and summative, be administered in the 2021-2022 school year, it will be important to establish refreshed baseline data on Student Performance Goals. Recognizing that student data will likely reveal unfinished learning, this new data will be used to set student outcome growth targets for the 2021-2022 academic year. Until we have an accurate sense of students' absolute performance levels, we need to consider a reasonable expectation for accelerated growth from wherever student performance levels reveal themselves after fall administration of assessments.

It is proposed that the superintendent's performance evaluation template for the 2021-2022 school year prioritize four of the OSBA/COSE leadership standards, instead of the full eight, as well as return to documenting student performance in the four Board Goals and Metrics areas. These standards and performance metrics will be equally weighted and scoring will be done using this scale provided by the Oregon School Boards Association:

To support the Board's assessment of the superintendent's performance during the 2021-2022 school year, Superintendent Guerrero will reflect on and prepare a self-evaluation, which has been the case annually, to provide the Board a brief synopsis of demonstrated evidence in each of the prioritized leadership standards.

In a time of unprecedented change and challenges, this template only begins to highlight a few key focus areas, which are also reflective of a great deal of collective organizational work. Any documented progress, or areas requiring further growth or attention, shall over the course of the school year, represent the efforts of a committed leadership team, dedicated school leaders, educators, staff and community partners, and our talented students, all across the Portland Public Schools.

In September 2020, the Board again adopted an evaluation tool that acknowledges the complexity of the role of the Superintendent while, at the same time, setting and maintaining performance expectations for students at all levels within Portland Public Schools.

School Board Statement on Student Performance Goals

*“The board wishes to reaffirm its commitment to the existing **Student Performance Goals**. While the board is affirming and expanding its commitment to the **Student Performance Goals**, we must also acknowledge that the system and the larger community are in the midst of a pandemic and unprecedented shifts in how we serve our students.”*

Given the pandemic and the unprecedented changes in education, staff will use the 2021-2022 school year to gather baseline data on the School Board’s **Student Performance Goals** that will be used to set both interim and summative growth targets. There will be reporting on this data to the Board as it becomes available during the course of the school year (a timeline is included here).

There are a total of eight **Leadership Performance Standards** in the superintendent evaluation workbook published by the Oregon School Board Association and the Coalition of Oregon School Administrators. In an effort to adopt an evaluation tool that is not overly cumbersome, four standards are being suggested to prioritize and focus on for 2021-2022, which are highlighted in **BOLD** here below.

- 1. Visionary Leadership**
2. Ethics and Professional Norms
- 3. Inclusive District Culture**
- 4. Culturally Responsive Instructional Leadership and Improvement**
5. Communications and Community Relations
- 6. Organizational Management**
7. Fiscal Management
8. Policy, Advocacy, and Governance

The four focal leadership performance standards are here below. Each standard includes an overall description, sub-standards, and a performance description.

Leadership Standard #1: Visionary Leadership

The Superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

<p>1.1 Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities</p> <p>1.2 Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision</p> <p>1.3 Implements the district’s continuous improvement plan and communicates its progress</p> <p>1.4 Makes progress on PPS’s Racial Equity and Social Justice strategy, with a focus on the professional development strategies in the RESJ framework by:</p> <ul style="list-style-type: none">a) Hiring and retaining teachers and principals of colorb) Taking a holistic approach across the District to the review of our building names, our cultural icons, including statuary, art and artifacts <p>1.5 Demonstrates a focus on improving student achievement for Black and Indigenous students</p>	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>
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Leadership Standard #3: Inclusive District Culture

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent ensures that equity is centered in all district planning and action.

<p>3.1 Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture that actively recruits and retains teachers, administrators and central office staff of color</p> <p>3.2 Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student</p> <p>3.3 Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff</p>	<p>Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning.</p> <p>Data is regularly disaggregated in reporting and planning documents and extends beyond state and federal reporting requirements and includes (where appropriate and possible) disaggregation that supports understanding of intersectionality.</p> <p>Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.</p>
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Leadership Standard #4: Culturally responsive instructional leadership and improvement

This standard addresses the superintendent's skills in staying up to date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

4.1 Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership	Continuously stresses the importance of quality culturally sustaining teaching and learning as the organization's primary strategic objective.
4.2 Implements coordinated systems of support, including coaching and professional development for staff	Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves.
4.3 Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership	Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.
4.4 Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained	

Leadership Standard #6: Effective Organizational Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

6.1 Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success	Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe.
6.2 Establishes productive relationships with associations while managing labor relations and contract effectively	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.
6.3 Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning	
6.4 Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity	
6.5 Creates systems which track and improve the environmental sustainability of district practices	

Superintendent Annual Performance Evaluation Rubric

The superintendent’s overall performance rating will be the result of a combined assessment of demonstrated **Leadership Performance Standards** and progress towards **Student Performance Goals**.

The **Leadership Performance Standards** will be equally weighted and scoring will be done by each individual School Board member using the OSBA performance rubric for each standard.

Leadership Standard #1: Visionary Leadership	
The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.	
Ineffective	<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>
Developing	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>
Effective	<p>Articulates the vision of the district in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>The district vision is focused on student learning.</p>
Accomplished	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>
Summary Rating	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Leadership Standard #3: Inclusive District Culture	
The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent ensures that equity is centered in all district planning and action.	
Ineffective	<p>Planning is centered on the dominant culture.</p> <p>Data is presented in aggregate.</p> <p>Engagement activities are not differentiated to elevate the voices of underserved communities.</p>
Developing	<p>Planning remains centered on the dominant culture with differentiation for legally required student groups (e.g. special education or emergent bilingual students).</p> <p>Data reporting is primarily focused on aggregate performance with occasional disaggregation.</p> <p>Occasional or inconsistent efforts to engage underserved communities.</p>
Effective	<p>Consistent evidence of centering underserved students in planning activities.</p> <p>Data is regularly disaggregated in reporting and planning documents aligned to traditional state and federal reporting requirements.</p> <p>Consistent and intentional efforts to engage underserved communities.</p>
Accomplished	<p>Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning.</p> <p>Data is regularly disaggregated in reporting and planning documents and extends beyond state and federal reporting requirements and includes (where appropriate and possible) disaggregation that supports understanding of intersectionality.</p> <p>Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.</p>
Summary Rating	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Leadership Standard #4: Culturally responsive instructional leadership and improvement

This standard addresses the superintendent’s skills in staying up to date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Ineffective	<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p>
Developing	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic</p>
Effective	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p>
Accomplished	<p>Continuously stresses the importance of quality culturally sustaining teaching and learning as the organization’s primary strategic objective.</p> <p>Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves.</p> <p>Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.</p>
Summary Rating	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Leadership Standard #6: Effective Organizational Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

Ineffective	<p>Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students.</p> <p>Is antagonistic toward union leadership, doesn't work to improve relations.</p>
Developing	<p>Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students.</p> <p>Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.</p>
Effective	<p>Puts in place systems and staff so that environments are conducive to learning and are consistently safe.</p> <p>Is proactive in sharing information and purposely avoids conflict.</p>
Accomplished	<p>Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe.</p> <p>Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.</p>
Summary Rating	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Student Performance/ Board Goals

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](#).

Directors have identified a set of academic milestones 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 these Board 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.

The **Student Performance Goals** will be assigned a level of performance, depending on progress towards the School Board Goals.

Rubric Score	Progress Towards Student Performance (Board) Goal
1	Below Performance Target
2	Minimal Progress
3	Demonstrated Progress
4	Significant Progress

BOARD GOAL: Third Grade Reading

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 Measure of Academic Progress) by the spring of 2022.

Measures of Academic Progress (MAP) Assessments: 3rd Grade Reading

Assessments were cancelled for spring 2020, fall 2020 and spring 2021 due to distance learning priorities related to COVID-19. Data in the tables below represent winter results from 2019 (baseline), 2020 and 2021. The 2021 winter assessments were conducted remotely and only about 60-70% of students districtwide participated (compared with around 90% for other years – note that math participation was lower than reading). While analysis of the winter 2021 results indicates that results for individual students are valid, some student groups may be more under-represented in the aggregate data.

Three views of MAP data are presented:

- Percent of students meeting growth targets
- Mean test scores (RIT scores)

3rd Grade READING: Met Expected Growth (Winter to Winter)

Student Group	# With Growth Results*			% Meeting Growth Targets			2-year change	1-year change
	2019 (baseline)	2020	2021	2019 (baseline)	2020	2021		
Historically Underserved Students of Color	(not avail)**	252	135	44.4%	38.1%	35.6%	-8.8%	-2.5%
Asian	(not avail)**	30	43	37.9%	43.3%	48.8%	+10.9%	+5.1%
Black	(not avail)**	88	63	43.3%	33.0%	27.0%	-16.3%	-6.0%
Latinx	(not avail)**	109	63	51.1%	38.5%	46.0%	-5.1%	+7.5%
Multi-racial (all)	(not avail)**	61	54	59.1%	44.3%	44.4%	-14.7%	+0.1%
Native American	(not avail)**	11	1	37.8%	45.5%	N<11	N<11	N<11
Pacific Islander	(not avail)**	8	8	45.8%	N<11	N<11	N<11	N<11
White	(not avail)**	188	196	51.6%	48.9%	51.5%	-0.1%	+2.6%
TOTAL	(not avail)**	495	428	47.7%	42.6%	45.3%	-2.4%	+2.7%

**Students must have valid growth scores in the target year and prior year. Because MAP Growth assessments were not required in grade 2, many third graders will not have growth results. In addition, reading was not required district-wide in 2018-19 reading results in 2019 may not be representative of the district. Assessing was done remotely and voluntarily (parents could opt-out) in winter 2021. While winter 2021 results are valid at the individual student level, they may not be representative of the district where participation numbers are significantly lower than in winter 2020.*

***Baseline numbers were taken from the initial Board goals packet and some cells were not included.*

Rubric Score	Progress Towards Student Performance (Board) Goal	Growth Change	Summary Rating
1	Below Performance Target	< 0%	<input type="checkbox"/>
2	Minimal Progress	0 – .99%	<input type="checkbox"/>
3	Demonstrated Progress	1.0 – 2.0%	<input type="checkbox"/>
4	Significant Progress	>2.0%	<input type="checkbox"/>

3rd Grade READING: Mean Test Scores (Winter)

Student Group	# Tested*			Mean Scores			2-year change	1-year change
	2019 (baseline)	2020	2021	2019 (baseline)	2020	2021		
Historically Underserved Students of Color	700	785	643	184.2	186.6	191.0	+6.8%	+4.4%
Asian	118	128	180	194.9	194.6	192.1	-2.8	-2.5
Black	197	185	163	181.0	182.6	184.9	+3.9	+2.3
Latinx	367	424	296	184.1	186.4	192.6	+8.5	+6.2
Multi-racial (all)	212	297	319	197.8	197.9	201.2	+3.4	+3.3
Native American	12	21	7	186.8	189.1	N<11	N<11	N<11
Pacific Islander	19	15	20	188.6	184.3	188.8	+0.2	+4.5
White	1079	1394	1433	202.6	204.7	206.2	+3.6	+1.5
TOTAL	2004	2464	2418	195.9	198.3	201.2	+5.3	+2.9

**Reading was not required district-wide in 2018-19 reading results in 2019 may not be representative of the district. Assessing was done remotely and voluntarily (parents could opt-out) in winter 2021. While winter 2021 results are valid at the individual student level, they may not be representative of the district where participation numbers are significantly lower than in winter 2020.*

BOARD GOAL: Fifth Grade Mathematics

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

Measures of Academic Progress (MAP) Assessments: 5th Grade Math

Assessments were cancelled for spring 2020, fall 2020 and spring 2021 due to distance learning priorities related to COVID-19. Data in the tables below represent winter results from 2019 (baseline), 2020 and 2021. The 2021 winter assessments were conducted remotely and only about 60-70% of students districtwide participated (compared with around 90% for other years – note that math participation was lower than reading). While analysis of the winter 2021 results indicates that results for individual students are valid, some student groups may be more under-represented in the aggregate data.

Two views of MAP data are presented:

- Percent of students meeting growth targets
- Mean test scores (RIT scores)

5th Grade Math: Met Expected Growth (Winter to Winter)

Student Group	# With Growth Results*			% Meeting Growth Targets			2-year change	1-year change
	2019 (baseline)	2020	2021	2019 (baseline)	2020	2021		
Historically Underserved Students of Color	N/A**	646	515	N/A**	47.1%	45.8%	N/A	-1.3%
Asian	N/A**	101	131	N/A**	54.5%	50.4%	N/A**	-4.1%
Black	N/A**	209	127	N/A**	41.2%	50.4%	N/A**	+9.2%
Latinx	N/A**	323	288	N/A**	48.6%	47.2%	N/A**	-1.4%
Multi-racial (all)	N/A**	179	209	N/A**	53.6%	44.5%	N/A**	-9.1%
Native American	N/A**	6	6	N/A**	N<11	N<11	N/A**	N<11
Pacific Islander	7	9	N/A**	N<11	N<11	N/A**	N<11	7
White	905	981	N/A**	53.4%	52.0%	N/A**	-1.4%	905
TOTAL	N/A**	1730	1751	N/A**	51.0%	50.0%	N/A**	-1.0%

**Students must have valid growth scores in the target year and prior year. Because MAP Growth assessments were not required in grade 2, many third graders will not have growth results. In addition, reading was not required district-wide in 2018-19 reading results in 2019 may not be representative of the district. Assessing was done remotely and voluntarily (parents could opt-out) in winter 2021. While winter 2021 results are valid at the individual student level, they may not be representative of the district where participation numbers are significantly lower than in winter 2020.*

***N/A= Not Available; Baseline numbers were taken from the initial Board goals packet and some cells were not included.*

Rubric Score	Progress Towards Student Performance (Board) Goal	Growth Change	Summary Rating
1	Below Performance Target	< 0%	<input type="checkbox"/>
2	Minimal Progress	0 – .99%	<input type="checkbox"/>
3	Demonstrated Progress	1.0 – 2.0%	<input type="checkbox"/>
4	Significant Progress	>2.0%	<input type="checkbox"/>

5th Grade MATH: Mean Test Scores (Winter)

Student Group	# Tested*			Mean Scores			2-year change	1-year change
	2019 (baseline)	2020	2021	2019 (baseline)	2020	2021		
Historically Underserved Students of Color	1154	1128	801	204.3	203.1	203.1	-1.2	--
Asian	239	213	197	220.4	217.9	216.2	-4.2	-1.7
Black	234	340	205	198.5	197.9	198.5	--	+0.6
Latinx	572	567	420	205.8	204.5	204.5	-1.3	--
Multi-racial (all)	390	351	311	216.1	216.3	214.1	-2.0	-2.2
Native American	15	14	7	204.1	200.7	N<11	N<11	N<11
Pacific Islander	27	23	17	201.1	199.9	199.9	-1.2	--
White	1969	1988	1509	219.7	219.7	218.0	-1.7	-1.7
TOTAL	3536	3496	2666	214.9	214.5	213.6	-1.3	-0.9

**Assessing was done remotely and voluntarily (parents could opt-out) in winter 2021. While winter 2021 results are valid at the individual student level, they may not be representative of the district where participation numbers are significantly lower than in winter 2020.*

BOARD GOAL: Eight Grade Graduate Portrait

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).

8th Grade Smarter Balanced Assessment

Subject:	SBA Spring 2019	SBA Spring 2020	SBA Spring 2021	SBA Spring 2022
ELA	59.1%	CANCELED	CANCELED	
Math	46.9%	CANCELED	CANCELED	
Both ELA & Math	43.9%	CANCELED	CANCELED	Board Goal 51%

Rubric Score	Progress Towards Student Performance (Board) Goal	Growth Change	Summary Rating
1	Below Performance Target	< 0%	<input type="checkbox"/>
2	Minimal Progress	0 – .99%	<input type="checkbox"/>
3	Demonstrated Progress	1.0 – 2.0%	<input type="checkbox"/>
4	Significant Progress	>2.0%	<input type="checkbox"/>

The board goal is written as the percent of students scoring proficient (on track for career and college readiness) in both subjects. Baseline achievement for each subject independently is provided for context and because it was included in the original board metrics.

BOTH ELA & MATH: 8th Grade Smarter Balanced Assessment

Student Group:	SBA Spring 2019	SBA Spring 2020	SBA Spring 2021	SBA Spring 2022
Asian	52.5%	CANCELED	CANCELED	
Black	5.9%			
Latinx	22.9%			
Multi-racial (all)	46.2%			
Native American	38.1%			
Pacific Islander	19.2%			
White	54.0%			
TOTAL	43.9%			

ELA: 8th Grade Smarter Balanced Assessment

Student Group:	SBA Spring 2019	SBA Spring 2020	SBA Spring 2021	SBA Spring 2022
Asian	63.0%	CANCELLED	CANCELLED	
Black	16.7%			
Latinx	36.2%			
Multi-racial (all)	62.2%			
Native American	42.9%			
Pacific Islander	30.0%			
White	71.4%			
TOTAL	59.1%			

MATH: 8th Grade Smarter Balanced Assessment

Student Group:	SBA Spring 2019	SBA Spring 2020	SBA Spring 2021	SBA Spring 2022
Asian	59.5%	CANCELLED	CANCELLED	
Black	6.9%			
Latinx	25.0%			
Multi-racial (all)	48.0%			
Native American	36.4%			
Pacific Islander	22.2%			
White	57.5%			
TOTAL	46.9%			

The Board Goal is written as the percent of students scoring proficient (on track for career and college readiness) in both subjects. Baseline achievement for each subject independently is provided for context and because it was included in the original board metrics.

SBA assessments were suspended by the ODE in spring 2020 and by the PPS School Board in Spring 2021. MAP results are provided to give some context for student achievement those years.

INTERIM MEASURE: Measures of Academic Progress (MAP) Assessments

Assessments were cancelled for spring 2020, fall 2020 and spring 2021 due to distance learning priorities related to COVID-19. Data in the tables below represent winter results from 2019 (baseline), 2020 and 2021. The 2021 winter assessments were conducted remotely and only about 60-70% of students districtwide participated (compared with around 90% for other years – note that math participation was lower than reading). While analysis of the winter 2021 results indicates that results for individual students are valid, some student groups may be more under-represented in the aggregate data.

Two views of MAP data are presented:

- Percent of students meeting growth targets
- Mean test scores (RIT scores)

8th Grade READING: Met Expected Growth (Winter to Winter)

Student Group	# With Growth Results*			% Meeting Growth Targets			2-year change	1-year change
	2019 (baseline)	2020	2021	2019 (baseline)	2020	2021		
Historically Underserved Students of Color	N/A**	447	324	N/A**	48.8%	46.0%	N/A**	-2.8%
Asian	N/A**	63	87	N/A**	50.8%	64.4%	N/A**	+13.6%
Black	N/A**	116	70	N/A**	45.7%	28.6%	N/A**	-17.1%
Latinx	N/A**	218	191	N/A**	50.0%	50.8%	N/A**	+0.8%
Multi-racial (all)	N/A**	133	120	N/A**	58.7%	49.2%	N/A**	-9.5%
Native American	N/A**	10	0	N/A**	N<11	N<11	N/A**	N<11
Pacific Islander	N/A**	10	5	N/A**	N<11	N<11	N/A**	N<11
White	N/A**	560	633	N/A**	55.7%	47.4%	N/A**	-8.3%
TOTAL	N/A**	1110	1106	N/A**	53.5%	48.2%	N/A**	-5.3%

8th Grade READING: Mean Test Scores (Winter)

Student Group	# Tested*			Mean Scores			2-year change	1-year change
	2019 (baseline)	2020	2021	2019 (baseline)	2020	2021		
Historically Underserved Students of Color	510	658	537	212.2	213.0	217.4	+5.2	+4.4
Asian	72	132	157	224.2	222.0	228.9	+4.7	+6.9
Black	128	174	112	208.8	208.5	209.6	+0.8	+1.1
Latinx	269	336	312	211.2	212.3	218.4	+7.2	+6.1
Multi-racial (all)	117	192	243	224.7	226.6	228.8	+4.1	+2.2
Native American	13	12	2	211.5	211.3	N<11	N<11	N<11
Pacific Islander	16	17	8	211.6	215.0	N<11	N<11	N<11
White	568	962	1303	230.9	230.2	231.1	+0.2	+0.9
TOTAL	1183	1825	2137	222.5	223.6	227.6	+5.1	+4.0

**Reading was not required district-wide in 2018-19 reading results in 2019 may not be representative of the district. Assessing was done remotely and voluntarily (parents could opt-out) in winter 2021. While winter 2021 results are valid at the individual student level, they may not be representative of the district where participation numbers are significantly lower than in winter 2020.*

***N/A = Scores not available*

8th Grade MATH: Met Expected Growth (Winter to Winter)

Student Group	# With Growth Results*			% Meeting Growth Targets			2-year change	1-year change
	2019 (baseline)	2020	2021	2019 (baseline)	2020	2021		
Historically Underserved Students of Color	N/A**	825	446	(not avail)**	50.7%	53.4%	N/A	+2.7%
Asian	N/A**	209	134	N/A**	61.7%	65.7%	N/A	+4.0%
Black	N/A**	186	94	N/A**	51.6%	52.1%	N/A	+0.5%
Latinx	N/A**	448	251	N/A**	48.7%	55.8%	N/A	+7.1%
Multi-racial (all)	N/A**	287	217	N/A**	58.9%	54.4%	N/A	+4.5%
Native American	N/A**	15	3	N/A**	60.0%	N<11	N/A	N<11
Pacific Islander	N/A**	21	8	N/A**	42.9%	N<11	N/A	N<11
White	N/A**	1539	1114	N/A**	59.0%	51.1%	N/A	+7.9%
TOTAL	N/A**	2705	1821	N/A**	56.9%	53.2%	N/A	-3.7%

**Students must have valid growth scores in the target year and prior year. Because MAP Growth assessments were not required in grade 2, many third graders will not have growth results. In addition, reading was not required district-wide in 2018-19 reading results in 2019 may not be representative of the district. Assessing was done remotely and voluntarily (parents could opt-out) in winter 2021. While winter 2021 results are valid at the individual student level they may not be representative of the district where participation numbers are significantly lower than in winter 2020.*

***Baseline numbers were taken from the initial Board goals packet and some cells were not included or scores not available.*

8th Grade MATH: Mean Test Scores (Winter)

Student Group	# Tested*			Mean Scores			2-year change	1-year change
	2019 (baseline)	2020	2021	2019 (baseline)	2020	2021		
Historically Underserved Students of Color	977	988	494	220.6	219.2	222.8	+2.2	+3.6
Asian	217	228	145	237.2	237.3	243.3	+6.1	+6.0
Black	243	262	107	212.7	211.6	215.4	+2.7	+3.8
Latinx	502	503	276	221.6	220.8	224.6	+3.0	+3.8
Multi-racial (all)	303	324	234	234.2	232.7	237.6	+3.4	+4.9
Native American	21	18	3	226.5	220.7	N<11	N<11	N<11
Pacific Islander	28	23	9	222.1	219.7	N<11	N<11	N<11
White	1660	1700	1199	239.8	240.3	239.0	-0.8	-1.3
TOTAL	2974	3058	1973	233.5	233.3	235.8	+2.3	+2.5

**Assessing was done remotely and voluntarily (parents could opt-out) in winter 2021. While winter 2021 results are valid at the individual student level they may not be representative of the district where participation numbers are significantly lower than in winter 2020.*

BOARD GOAL: Post-Secondary Readiness/ Ready for College & Career

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

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

¹The 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.

³The 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).

Overall Post-Secondary Readiness by Student Group Year-over-Year

Overall Readiness is defined as meeting one or more criteria: passing 3 or more AP courses with C or better; passing 3 or more IB courses with a C or better; completing a CTE pathway; passing 3 or more dual credit courses with a C or better; earning seal of biliteracy.

Student Group	# of Graduates			% Meeting One or More Criteria			2 Year Change	1 Year Change
	2018-2019 (baseline)	2019-2020	2020-2021	2018-2019 (baseline)	2019-2020	2020-2021		
Historically Underserved Students of Color	(not avail.)*	1157	1321	50.3%	48.8%	62.8%	+12.5%	+14%
Asian	(not avail.)*	338	311	70.4%	80.8%	77.5%	+7.1%	-3.3%
Black	(not avail.)*	286	271	43.6%	32.2%	41.0%	-2.6%	+8.8%
Latinx	(not avail.)*	633	794	50.2%	56.2%	70.2%	+20.0%	+14.0%
Multi-racial (all)	(not avail.)*	358	421	59.1%	68.4%	76.7%	+17.6%	+8.3%
Native American	(not avail.)*	20	17	50.0%	50.0%	76.5%	+26.5%	+26.5%
Pacific Islander	(not avail.)*	23	25	38.1%	34.8%	48.0%	+9.9%	+13.2%
White	(not avail.)*	2139	2224	65.7%	80.3%	82.4%	+16.7%	+2.1%
TOTAL	(not avail.)*	3797	4063	60.4%	71.1%	76.1%	+15.7%	+5.0%

*Baseline numbers were taken from the initial Board goals packet and some cells were not included.

Rubric Score	Progress Towards Student Performance (Board) Goal	Growth Change	Summary Rating
1	Below Performance Target	< 0%	<input type="checkbox"/>
2	Minimal Progress	0 – .99%	<input type="checkbox"/>
3	Demonstrated Progress	1.0 – 2.0%	<input type="checkbox"/>
4	Significant Progress	>2.0%	<input type="checkbox"/>

AP Course Passing Rates

Student Group	% Passing 3 or More AP Courses with a C or Above			2 Year Change	1 Year Change
	2018-2019 (baseline)	2019-2020	2020-2021		
Historically Underserved Students of Color	11.2%	11.1%	21.4%	+10.2%	+10.3%
Asian	22.9%	33.4%	28.0%	+5.1%	-5.4%
Black	6.0%	4.6%	7.8%	+1.8%	+3.2%
Latinx	12.7%	12.8%	28.5%	+15.8%	+15.7%
Multi-racial (all)	15.1%	24.0%	24.7%	+9.6%	+0.7%
Native American	18.2%	5.0%	11.8%	-6.4%	+6.8%
Pacific Islander	<5%	13.0%	8.0%	+>3%	-8.0%
White	23.9%	31.0%	32.4%	+8.5%	+1.4%
TOTAL	19.0%	25.3%	28.6%	+9.6%	+3.3%

IB Course Passing Rates

Student Group	% Passing 3 or More IB Courses with a C or Above			2 Year Change	1 Year Change
	2018-2019 (baseline)	2019-2020	2020-2021		
Historically Underserved Students of Color	9.6%	7.3%	7.1%	-2.5%	-0.2%
Asian	26.4%	30.8%	27.7%	+1.3%	-3.1%
Black	<5%	1.4%	2.6%	-<5%	+1.2%
Latinx	10.0%	8.9%	7.4%	-2.6%	-1.5%
Multi-racial (all)	17.4%	17.9%	20.0%	+2.6%	+2.1%
Native American	<5%	10.0%	0%	<5%	-10.0%
Pacific Islander	<5%	0%	16.0%	<5%	+16.0%
White	26.8%	24.2%	22.9%	-3.9%	-1.3%
TOTAL	20.3%	19.7%	18.5%	-1.8%	-1.2%

Completed a CTE Pathway

Student Group	% Completing a CTE Pathway			2 Year Change	1 Year Change
	2018-2019 (baseline)	2019-2020	2020-2021		
Historically Underserved Students of Color	17.0%	12.5%	20.9%	+3.9%	+8.4%
Asian	21.3%	19.8%	23.8%	+2.5%	+4.0%
Black	14.8%	6.3%	8.9%	-5.9%	+2.6%
Latinx	17.3%	16.0%	25.4%	+8.1%	+9.4%
Multi-racial (all)	20.0%	16.8%	22.6%	+2.6%	+5.8%
Native American	13.6%	15.0%	29.4%	+15.8%	+14.4%
Pacific Islander	<5%	8.7%	12.0%	+~7-11%	+3.3%
White	18.3%	26.2%	29.2%	+10.9%	+3.0%
TOTAL	18.0%	21.4%	25.9%	+7.9%	+4.5%

Dual Credit Course Passing Rates

Student Group	% Passing 3 or More Dual Credit Courses with a C or Above			2 Year Change	1 Year Change
	2018-2019 (baseline)	2019-2020	2020-2021		
Historically Underserved Students of Color	22.1%	14.3%	18.6%	-3.5%	+4.3%
Asian	26.5%	19.5%	12.2%	-14.3%	-7.3%
Black	26.2%	22.0%	23.3%	-2.9%	+1.3%
Latinx	18.8%	11.7%	17.5%	-1.3%	+5.8%
Multi-racial (all)	21.9%	10.3%	15.4%	-6.5%	+5.1%
Native American	40.9%	15.0%	5.9%	-35.0%	-9.1%
Pacific Islander	33.3%	13.0%	16.0%	-17.3%	+3.0%
White	17.5%	13.8%	11.0%	-6.5%	-2.8%
TOTAL	19.9%	14.3%	13.7%	-6.2%	-0.6%

Earned the Seal of Biliteracy

Student Group	% Earning the Seal of Biliteracy			2 Year Change	1 Year Change
	2018-2019 (baseline)	2019-2020	2020-2021		
Historically Underserved Students of Color	7.2%	17.5%	27.3%	+20.1%	+9.8%
Asian	10.5%	32.3%	24.1%	+13.6%	-8.2%
Black	<5%	0.7%	0.7%	<5%	--
Latinx	12.7%	28.9%	43.5%	+30.8%	+14.6%
Multi-racial (all)	<5%	22.4%	25.4%	+20-25%	+3.0%
Native American	<5%	0%	0%	<5%	--
Pacific Islander	<5%	0%	0%	<5%	--
White	<5%	17.6%	19.9%	+~12-17%	+2.3%
TOTAL	5.1%	19.8%	23.9%	+18.8%	+4.1%

Overall Performance Rating

An Overall Performance Rating will be determined by the average scores of school board Directors for the four prioritized leadership standards and then the student performance outcome data will be double-weighted and factored-in to determine an overall score and rating.

	OSBA Standards				Board Goals and Metrics			
	Standard 1 Visionary District Leadership	Standard 3 Inclusive District Culture	Standard 4 Culturally Responsive Instructional Leadership and Improvement	Standard 6 Effective Fiscal Management	Goal 1 3 rd Grade Reading	Goal 2 5 th Grade Math	Goal 3 8th Grade	Goal 4 Post- secondary Readiness
Total								
Average								
2x weight for Metrics								
Average on OSBA Standards: _____ Average on Metrics: _____								
Overall Average Score: _____ Overall Performance Rating: _____								

OVERALL AVERAGE SCORE BETWEEN:	OVERALL PERFORMANCE LEVEL RATING:
3.5 - 4.0	Accomplished*
2.5 - 3.4	Effective
1.5 – 2.4	Developing
0.0 - 1.4	Ineffective

**It should be noted that “accomplished” refers to the level of skills, focus, and outcomes exhibited by a superintendent’s performance on the criteria within each standard. It does not necessarily mean that the desired state for the standard has been achieved.*

Board-Superintendent Progress Monitoring Cycle & Timeline of Activities

School Year 2021-2022

September

- Board designees collaborate with superintendent on a proposed template
- Directors consider draft performance evaluation tool and process
- Board approves performance evaluation template in a regular meeting

October

- Beginning-of-Year MAP assessments are administered to students
- Board designees have a scheduled first quarterly conference meeting with the superintendent

November

- Office of Research, Assessment, & Accountability presents disaggregated student performance outcomes and baseline data
- Performance growth targets for the school year are discussed

January

- Mid-Year MAP assessments are administered to students
- Office of Research, Assessment, & Accountability presents graduation data for SY2020-2021
- Board designees have a scheduled second quarterly conference meeting with the superintendent

February

- Office of Research, Assessment, & Accountability presents disaggregated student performance outcomes

March

- Board designees have a scheduled third quarterly conference meeting with the superintendent

April

- SBAC summative assessments are administered to students

May

- End-of-Year MAP assessments are administered to students
- Board designees have a scheduled fourth quarterly conference meeting with the superintendent
- Superintendent prepares and submits a self-evaluation to the Board for SY2021-2022

June

- Office of Research, Assessment, & Accountability presents disaggregated student performance outcomes for End-of-Year MAP assessments
- Board develops and shares performance evaluation with superintendent

School Year 2022-2023

August 2022

- Board designees collaborate with superintendent on a proposed template
- Directors consider draft performance evaluation tool and process
- Board approves performance evaluation template in a regular meeting

September 2022

- Office of Research, Assessment, & Accountability presents disaggregated SBAC Spring 2021 student performance outcomes

October 2022

- Office of Research, Assessment, & Accountability presents disaggregated graduation data for 2021-2022 school year
- Beginning-of-Year MAP assessments are administered to students
- Board designees have a scheduled first quarterly conference meeting with the superintendent



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%