

Work Session - Oregon Statewide
Assessment System (OSAS) data
Tuesday, October 11, 2022 7:30 or directly
following the Regular meeting.

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

Agenda

1. Oregon State Assessment System (OSAS) Data

Data Dive Fall 2022: OSAS Performance

Board of Education Work Session

October 11, 2022

Guiding Questions

How many students took the OSAS and what percentage of students opted-out of the assessments?

What is PPS' overall performance and how does that performance compare to the last OSAS administration?

What is PPS' performance in reading and mathematics by grade band?

- How does that performance compare to the last OSAS administration?

What is PPS' performance in reading and mathematics by race?

- What are the baseline levels of performance for the recently adopted Board goals?

What is the PPS response to these data?

Participation Rates for ELA and Mathematics

Table 1. ELA OSAS Participation Rates

Grades	2018-19			2021-22			Change
	# Tested	% Tested	Total Students	# Tested	% Tested	Total Students	
3-5	11400	94.4%	12070	9967	95.9%	10394	+1.5%
6-8	10238	94.2%	10865	9333	91.1%	10242	-3.1%
11	2094	66.4%	3154	1254	38.6%	3249	-27.8%
3-8 & 11	23732	91.0%	26089	20554	86.1%	23885	-4.9%

Table 2. Math OSAS Participation Rates

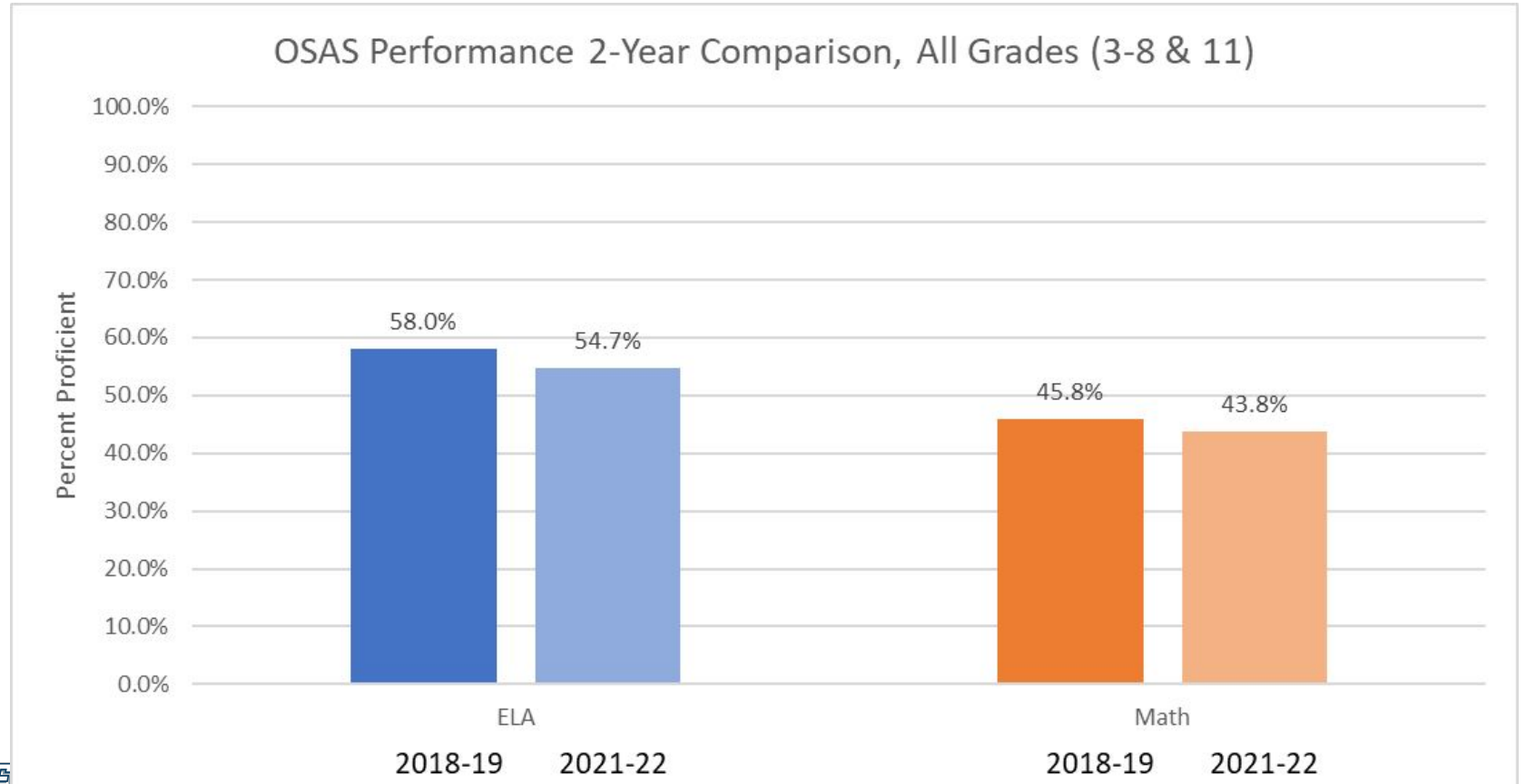
Grades	2018-19			2021-22			Change
	# Tested	% Tested	Total Students	# Tested	% Tested	Total Students	
3-5	11343	94.0%	12070	9914	95.4%	10394	+1.4%
6-8	10050	92.5%	10865	9243	90.3%	10241	-2.2%
11	1857	58.9%	3152	978	30.1%	3253	-28.8%
3-8 & 11	23250	89.1%	26087	20135	84.3%	23888	-4.8%

Opt-out and Not-Tested Rates

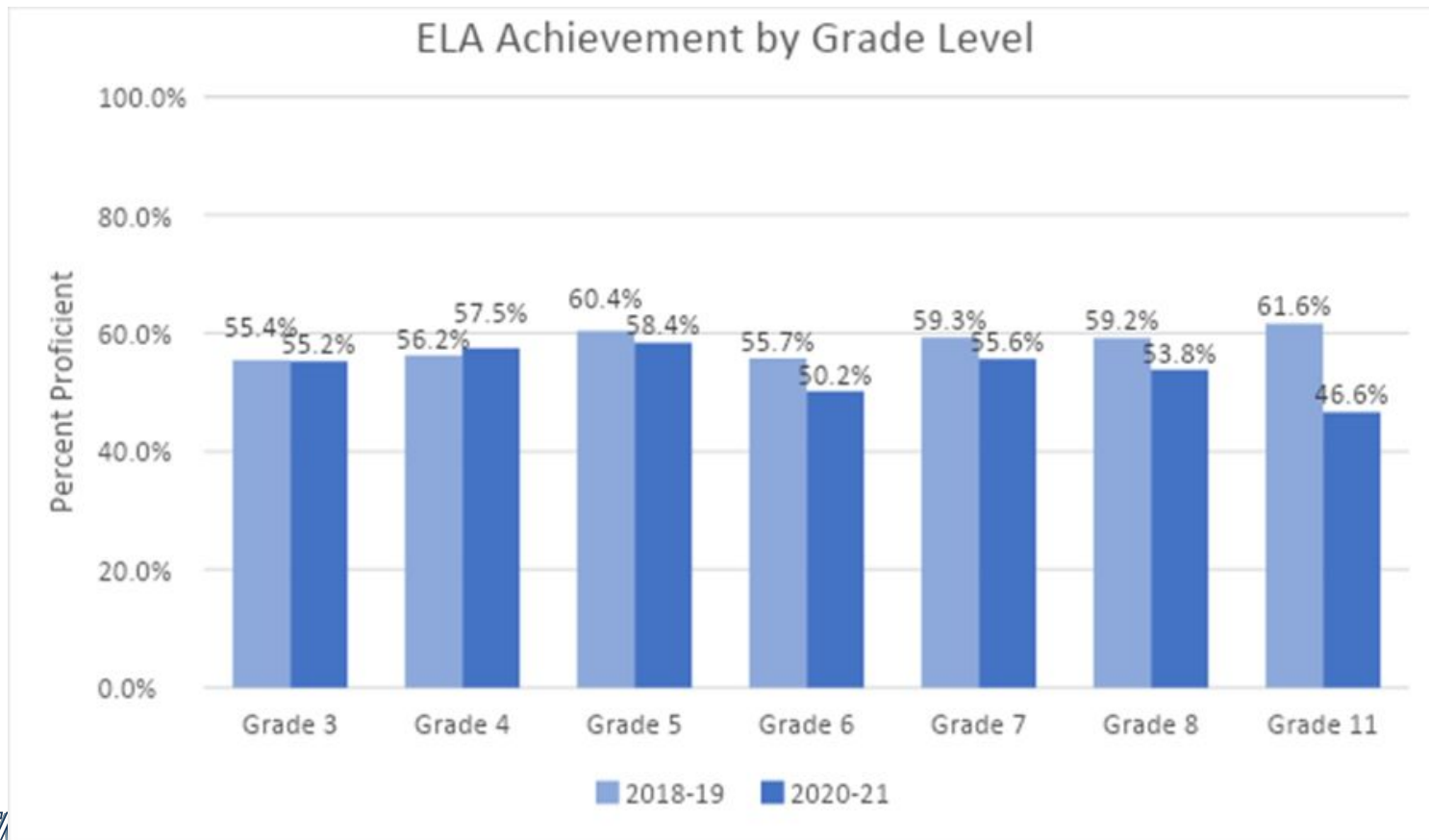
Table 3. 2021-22 Opt-out Rates

Grades	ELA		Math	
	% Opt-out	% Not Tested	% Opt-out	% Not Tested
3-5	2.6%	4.2%	2.5%	4.7%
6-8	5.7%	9.0%	5.7%	9.9%
11	40.6%	61.5%	41.1%	70.0%
3-8 & 11	9.1%	14.1%	9.2%	15.8%

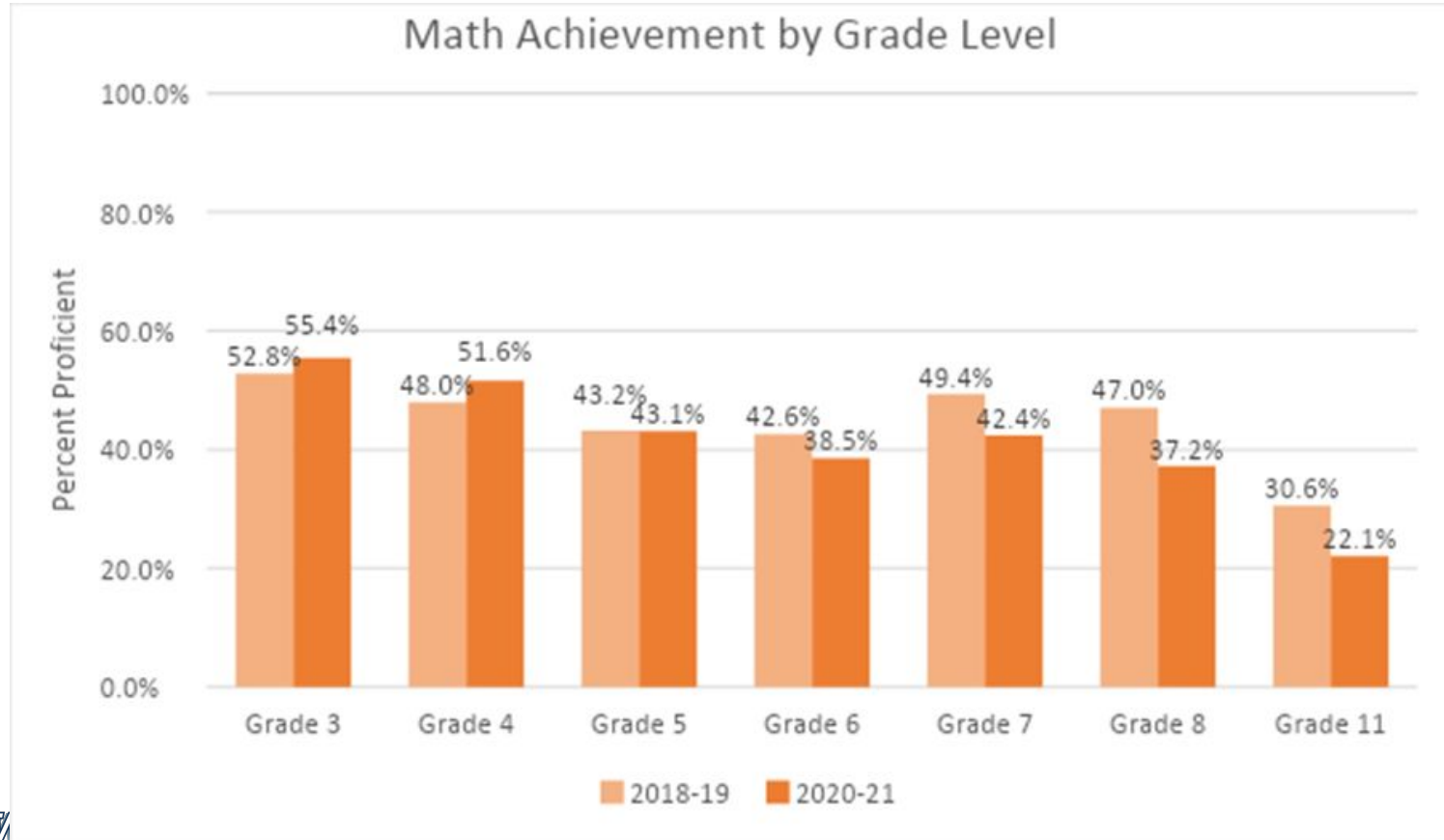
PPS OSAS Performance Over Time



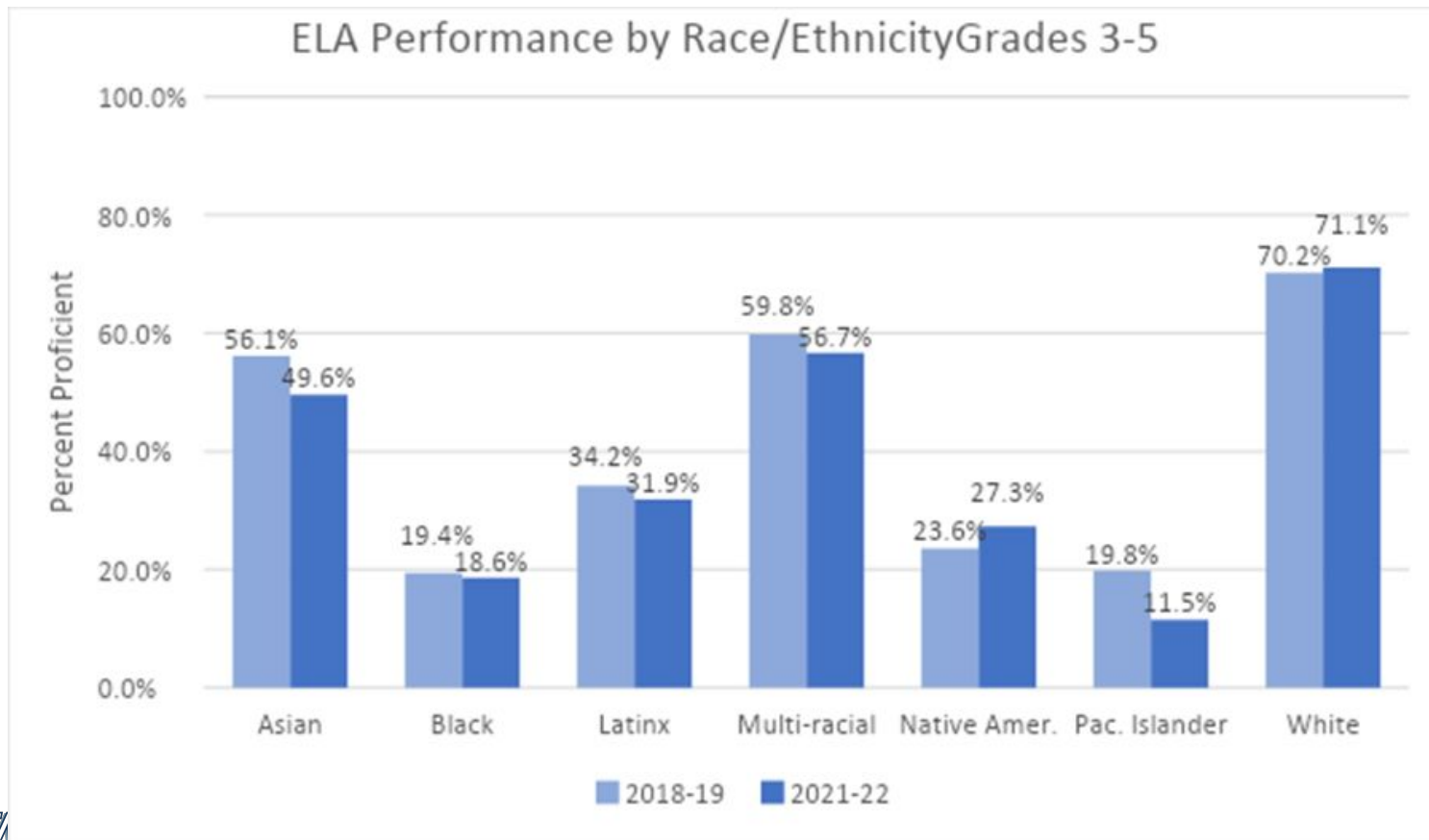
Grade Level ELA Performance



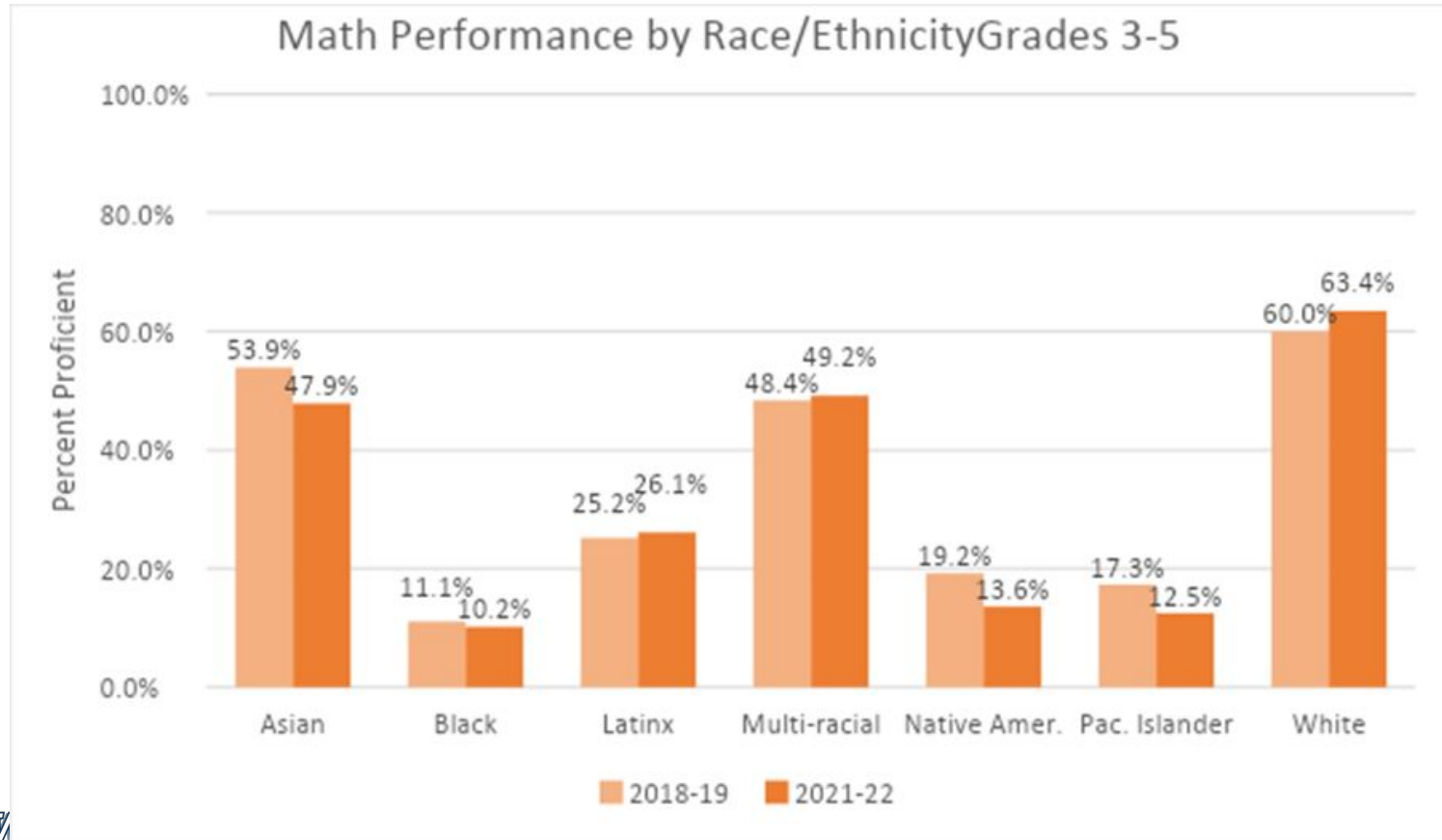
Grade Level Math Performance



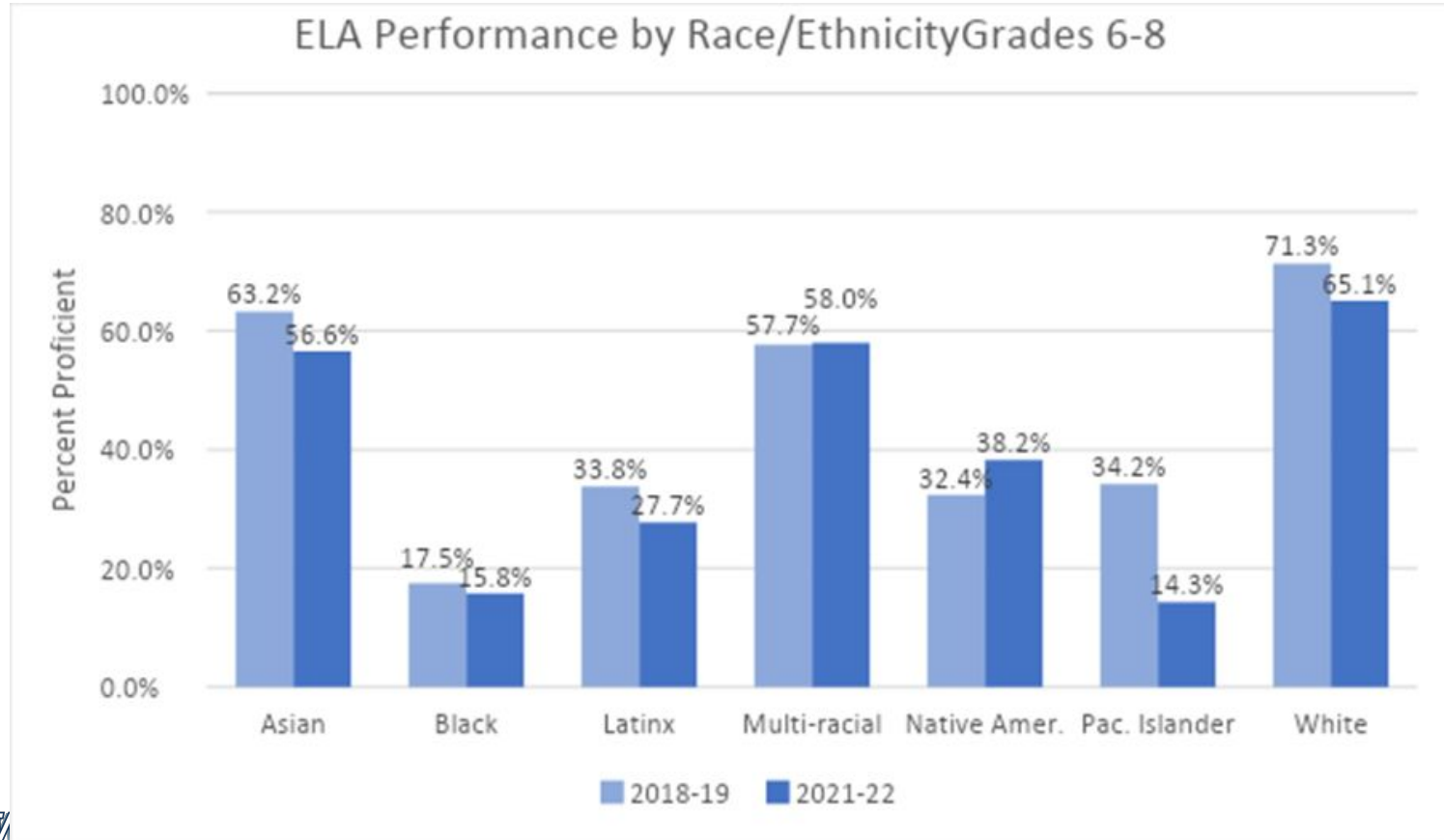
Elementary ELA Performance by Race



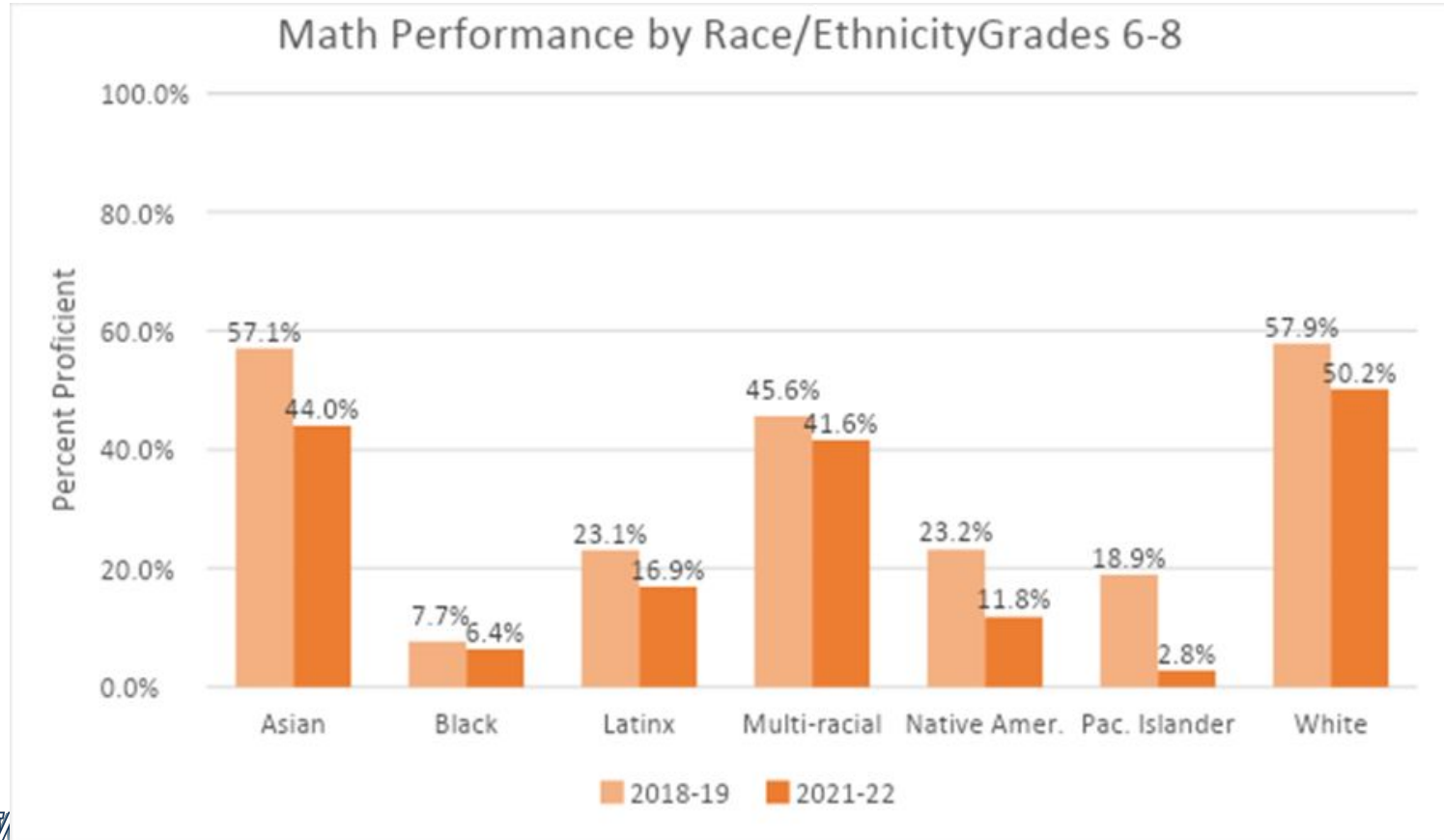
Elementary Math Performance by Race



Middle School ELA Performance by Race

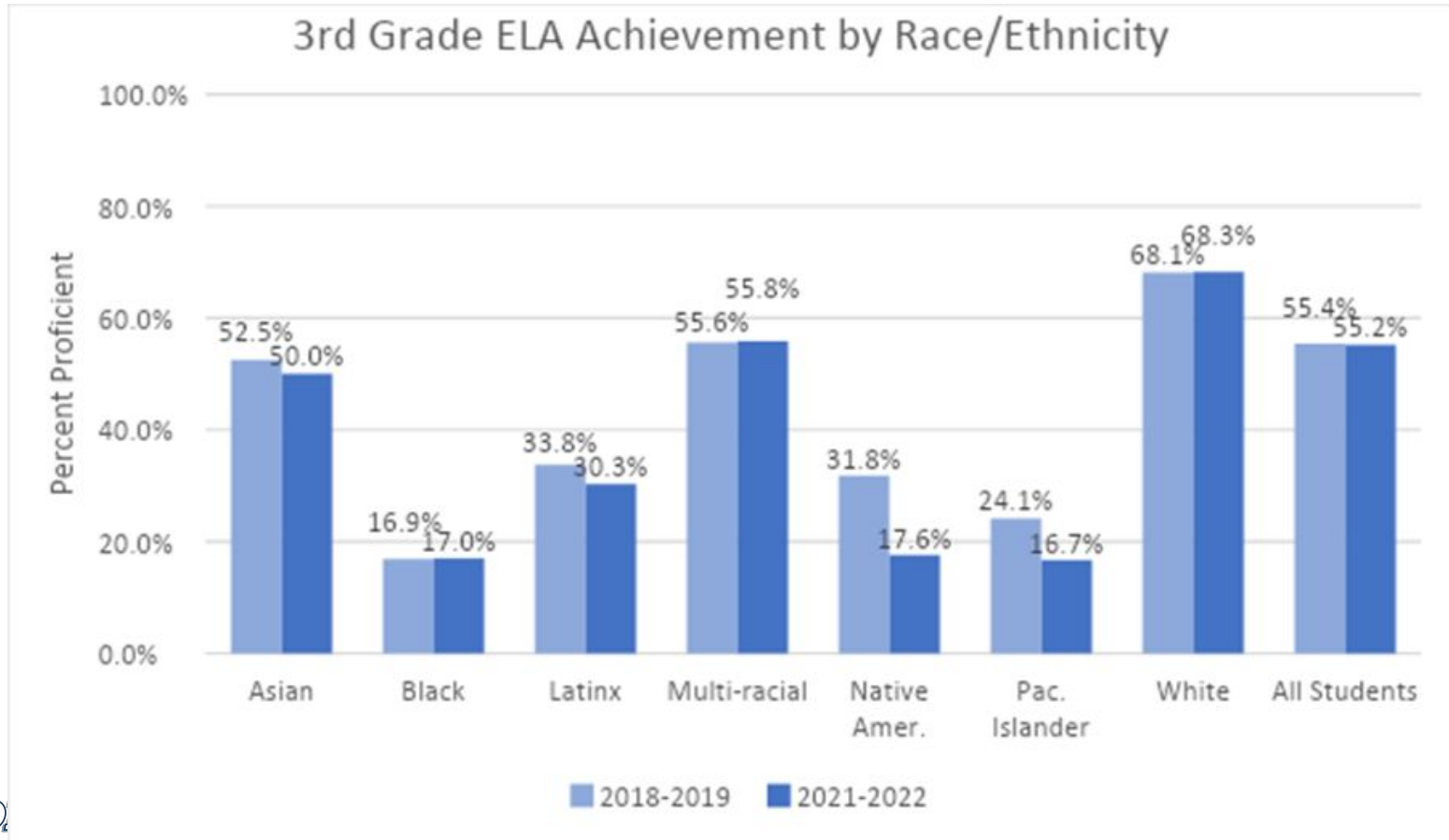


Middle School Math Performance by Race

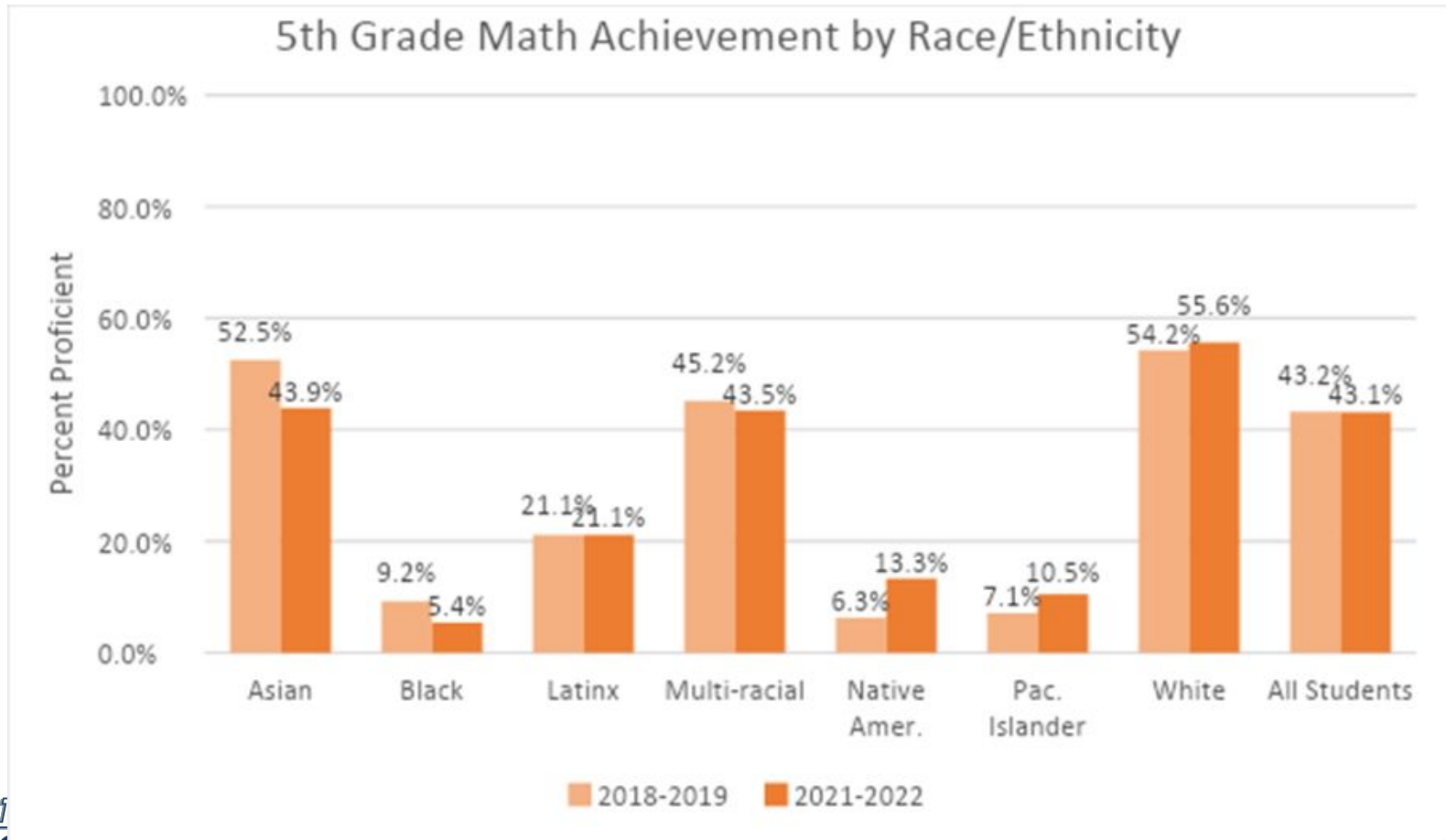


Board Goals

3rd Grade Reading

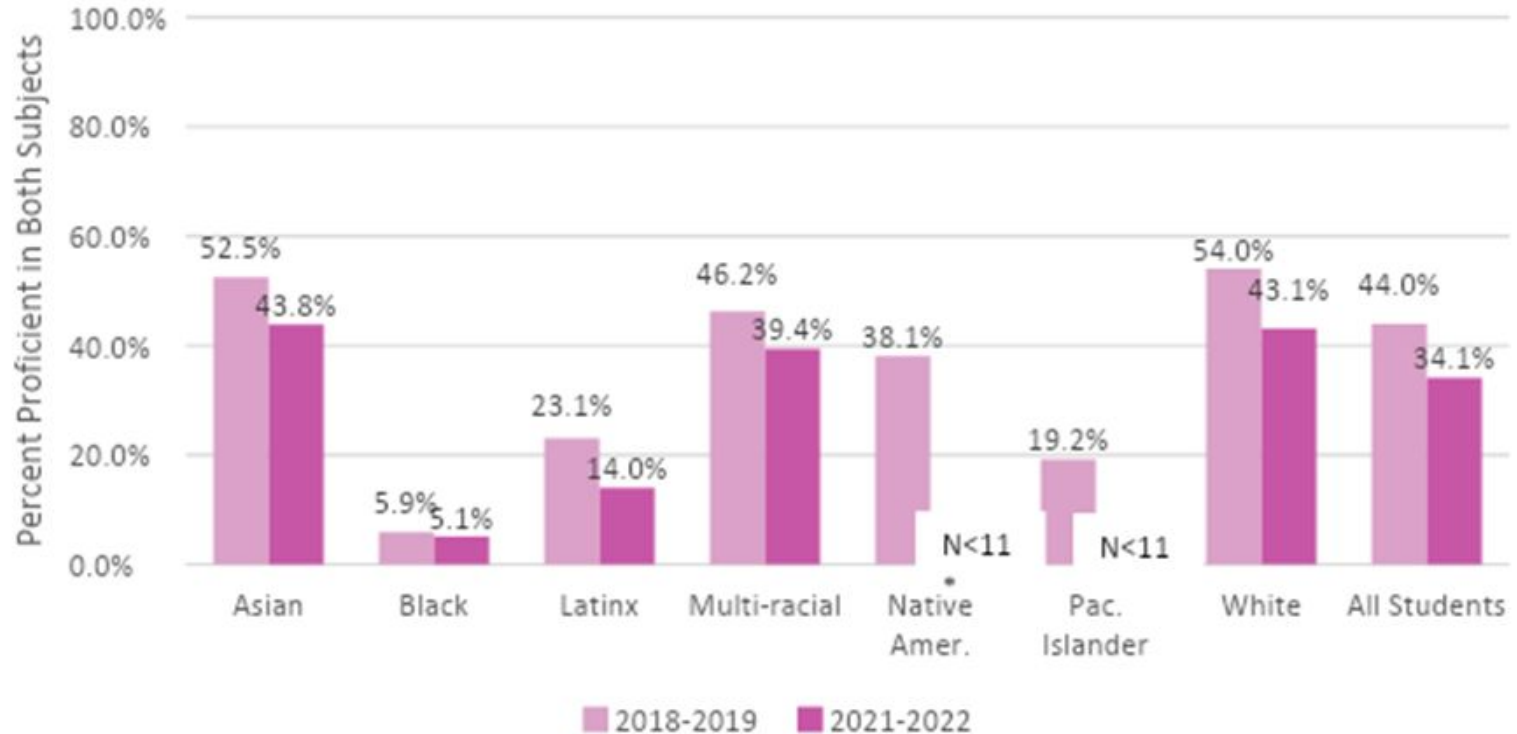


5th Grade Mathematics



8th Grade Readiness

8th Grade Proficiency in both ELA and Math by Race/Ethnicity



Conclusions/Takeaways

1. In 2022, PPS saw slight performance declines for both English Language Arts (ELA) and Mathematics; PPS performance declines were smaller than for the state and other large districts.
2. Compared to the 2018-2019 results, PPS saw declines in all grades in ELA save Grade 4; in mathematics, PPS saw increased performance in Grades 3 and 4, flat performance in Grade 5, and declines in all other grade levels.
3. When data are disaggregated by race and ethnicity, performance gaps between student groups are pronounced.

PPS Action Steps

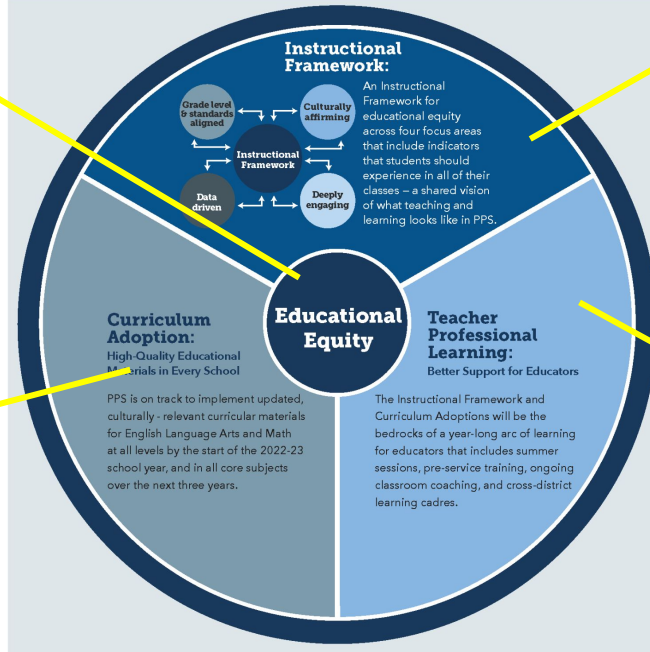
PPS Roadmap to Educational Equity



Our Roadmap Toward Educational Equity for All PK-12 Students

PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.

In partnership with teachers, school leaders, and staff from across the district, we're taking several important steps to make this vision a reality for all students: calibrating around a new instructional framework that articulates a shared vision of highly effective teaching and learning, adopting new curricula to support that instruction, and offering improved professional learning experiences for teachers aligned to both.



Our Why:
Educational Equity

Our What:
Instructional Framework

Our How:
Curriculum Adoption

Our How:
Teacher Professional Learning

We Are Adopting New Curricular Materials

Adopting new Language Arts materials for grades K-12 and Math for grades 6-12

- K-5 Math was adopted in 2021-22
- [Table of adoption details](#) that includes all subject areas

Status of materials

- All materials that can be available electronically, are available electronically
- Physical materials are continuing to be delivered:
 - K-5 core texts for Wit & Wisdom have been shipped to all schools (additional texts that are backordered will continue to be shipped as they arrive).
 - 6-12 novel sets have been ordered based on teacher selection.

Site visits occurring to monitor implementation of the adopted curriculum materials.

2022-23 is the first year of implementation of our Instructional Framework

- **Professional learning and calibration** opportunities within existing PD for building leaders, teachers, and central office leaders
- **Quarterly learning walks and step backs** to learn how instruction is evolving and calibrate around what Grade Level and Standards Aligned instruction looks like
 - First Learning Walks are 10/11 and 10/12 across eight schools
- **Advisory Group** of school-based staff to provide feedback and compile resources

Teacher Professional Learning

Educator Professional Learning Attendance:

- Approximately 1,500 educators attended June and August Summer Institutes
- Approximately 200 educators attended New Educator Orientation in August
- Approximately 1,200 educators attended the New Curriculum Adoption Professional Learning on August 25
- Approximately 1,400 educators attended the Professional Learning on 9/23 including around 150 substitute educators

Professional Cadres during Staff Meeting Time:

- 12 opportunities will be provided throughout the school year for all teachers and instructional staff to come together with others in like grade alike and content alike roles - focused on curriculum adoptions

1:1 Comprehensive Coaching for New Educators

- Approximately 300 new educators will receive an instructional coach who will provide comprehensive coaching through ongoing observation and feedback cycles

Targeted Core: Learning Acceleration Instructional Specialists

Who?

A team of centrally located and highly specialized educators who are deployed to schools serving the largest numbers of students who identify as Black and Native American.

What?

Provide [Focused Core Opportunities](#) for Black and Native American students to access grade level materials in service of PPS Board Goals.

Why?

Address immediate need for our most persistently underserved students to access grade level material and reach grade level proficiency.

Questions and Discussion