

Study Session
Tuesday, September 26, 2023 6:00 PM

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

Agenda

1. Review Successful Schools Survey Data
2. Review Draft Budget Calendar
3. Oregon Statewide Assessment System (OSAS) Performance and Associated Board Goals

22-23 Successful Schools Survey

Board Presentation
September 2023

 **PANORAMA**
EDUCATION








Christina Gillen (she/they)

*Professional Learning Director
Strategic Advising*

 Portland, OR

About Panorama Education

- **Our Mission:** Radically improve education for every student
- **Our Team:** Educators, software developers, designers, and researchers
- **Our Community:** 15 million students in 21,000 schools in 1500+ school districts across the country!

-  Context & background (5 min)
-  Data insights preview and discussion (20 min)
-  Reflections & Questions (5 min)

About the 2022-23 SSS

- Annual climate and culture survey
- **Timeline:** January 30th-February 28th
- **Topics:** School Climate, Belonging, Relationships, Engagement, Cultural Awareness, and more
- **Groups Surveyed:**
 - Students (grades 3-12)
 - Staff (all school FTE)
 - Families (K-12)

Participation Across Community Groups

	Student	Staff	Family	School Leaders
2022-23 SY	21,130 responses (grades 3-12)	2,743 responses	8,010 responses	179 responses
2021-22 SY	22,626 responses (grades 3-12)	2,761 responses	9,431 responses	126 responses
2020-21 SY	18,493 responses (grades 3-12)	2,870 responses	5,765 responses	128 responses
2019-20 SY	18,140 responses (grades 4, 5, 7, 8, 9, 10)	2,718 responses	9,611 responses	
2018-19 SY	9,440 responses (grades 5, 7, 10)	3,156 responses	14,196 responses	

Participation By Race and Ethnicity

Instructional Staff

Please select the race/ethnicity that you most identify with.

Subgroup with no data	77	4%
African American	48	3%
American Indian/Alaska Native	12	< 1%
Asian	103	6%
Hispanic/Latino/Latinx	106	6%
Middle Eastern/North African	9	< 1%
Pacific Islander	7	< 1%
White	1,366	75%
Multi-Racial	93	5%

Parent/Guardian

Please select the race/ethnicity that you most identify with.

Subgroup with no data	418	5%
African American	297	4%
American Indian / Alaska Native	56	< 1%
Asian	438	5%
Hispanic / Latino / Latinx	529	7%
Middle Eastern / North African	46	< 1%
Pacific Islander	34	< 1%
White	5,681	71%
Multi-Racial	511	6%

Grades 3-5

Please select the race/ethnicity that you most identify with.

Subgroup with no data	531	7%
African American	618	8%
American Indian / Alaska Native	116	2%
Asian	488	6%
Hispanic / Latino / Latinx	584	8%
Middle Eastern / North African	104	1%
Pacific Islander	89	1%
White	4,049	54%
Multi-Racial	987	13%

Grades 6-12

Please select the race/ethnicity that you most identify with.

Subgroup with no data	345	3%
African American	858	6%
American Indian / Alaska Native	182	1%
Asian	1,128	8%
Hispanic / Latino / Latinx	1,381	10%
Middle Eastern / North African	208	2%
Pacific Islander	125	< 1%
White	8,021	59%
Multi-Racial	1,316	10%

 Context & background (5 min)

 Data insights preview and discussion (20 min)

 Reflections & Questions (5 min)

How Can We See The Data?

Portland

8 Cohorts

School Safety 73% ▲ 14

Diversity and Inclusion

Teacher-Student Relationships

School Climate

Cultural Awareness and Action

Student Relationships

Sense of Belonging 38%

Student Engagement 37%

Engagement 23%

0th-19th

What is "Percent Favorable"?

A score of favorable for a question

Example

Not at all excited
Slightly excited
Somewhat excited
Quite excited
Very excited

Frequency ↑

Low

Favorable responses

0% 10% 20%

Most Frequent Scores

Group Name	Group Size	Cultural Awareness and Action	Diversity and Inclusion	Engagement	School Climate	School Safety	Sense of Belonging	Student Engagement	Teacher-Student Relationships	
All respondents	12,451	54%	70%	23%	56%	73%	38%	37%	41%	69%

African American

American Indian / Alaska

Native / Indigenous to Ca

Hispanic / Latino / La

Middle Eastern / North Af

Pacific Islan

W

Group Name	Group Size	Cultural Awareness and Action	Diversity and Inclusion	Engagement	School Climate	School Safety	Sense of Belonging	Student Engagement	Teacher-Student Relationships
Abernethy E.S.	511	68%	51%	68%	47%	69%	58%	74%	47%
Aimmed E.S.	58	74%	58%	74%	47%	63%	61%	73%	54%
Astoria K-8	61	73%	54%	67%	50%	69%	50%	76%	50%
Beverly Cleary K-8	50	64%	50%	64%	49%	67%	61%	72%	47%
Bridger K-8	49	67%	61%	72%	47%	65%	52%	67%	53%
Buckman E.S.	47	65%	52%	67%	53%	76%	53%	69%	47%
Capitol Hill E.S.	52	67%	53%	69%	47%	62%	50%	72%	50%
Cesar Chavez K-8	53	76%	53%	69%	47%	62%	50%	72%	50%
Chapman E.S.	53	69%	47%	62%	50%	72%	50%	72%	50%
Chief Joseph E.S.	47	62%	50%	72%	50%	72%	50%	72%	50%
Creative Science K-8	50	72%	50%	72%	50%	72%	50%	72%	50%

QUESTION

How well do people at your school understand you as a person?

38% responded favorably from 2019-20

QUESTION

How much support do the adults at your school give you?

65% responded favorably from 2019-20

QUESTION

How much respect do students at your school show you?

56% responded favorably from 2019-20

QUESTION

Overall, how much do you feel like you belong at your school?

67% responded favorably from 2019-20

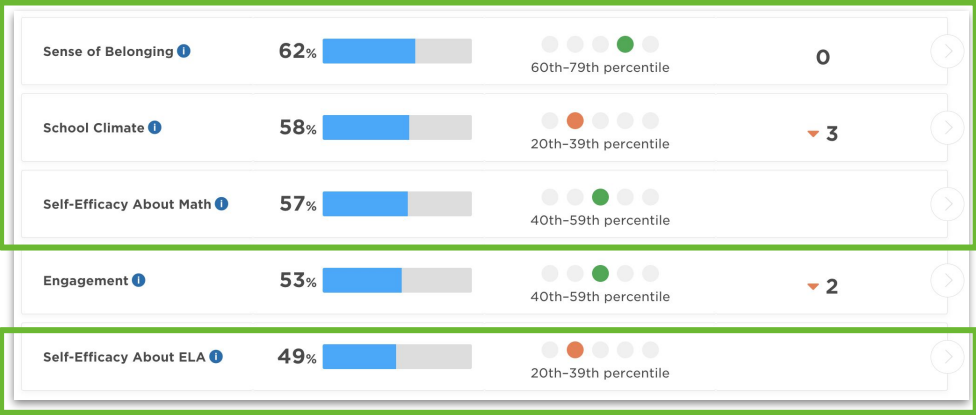
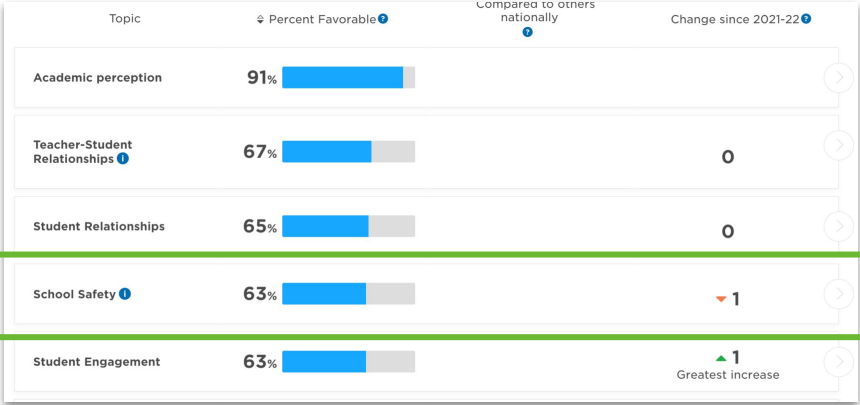
▼ 9

0

▲ 11

▲ 14

Elementary Student Survey Topic Results



Bright Spots in 3rd-5th data

School Safety



African American student
perception of safety
improved by 4%!

63%
favorable
for topic

Sense of Belonging



3rd grade student sense of
belonging improved by 4%

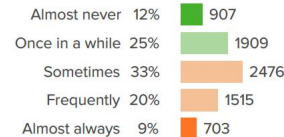
62%
favorable
for topic

Opportunities in 3rd-5th data

School Safety



Q.1: How often are people disrespectful to others at your school?



▼ 4 from last survey

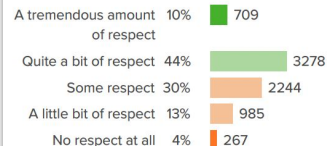
Favorable: **37%**

63%
favorable
for topic

Sense of Belonging



Q.3: How much respect do students at your school show you?



▼ 1 from last survey

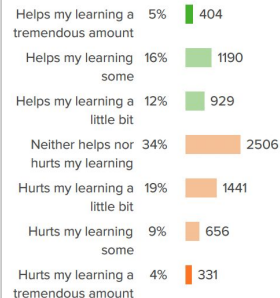
Favorable: **53%**

62%
favorable
for topic

School Climate



Q.3: At your school, how much does the behavior of other students hurt or help your learning?

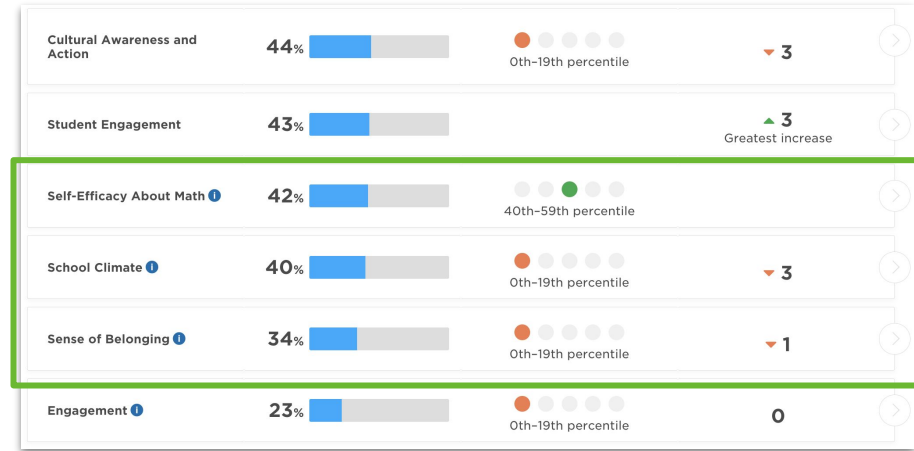
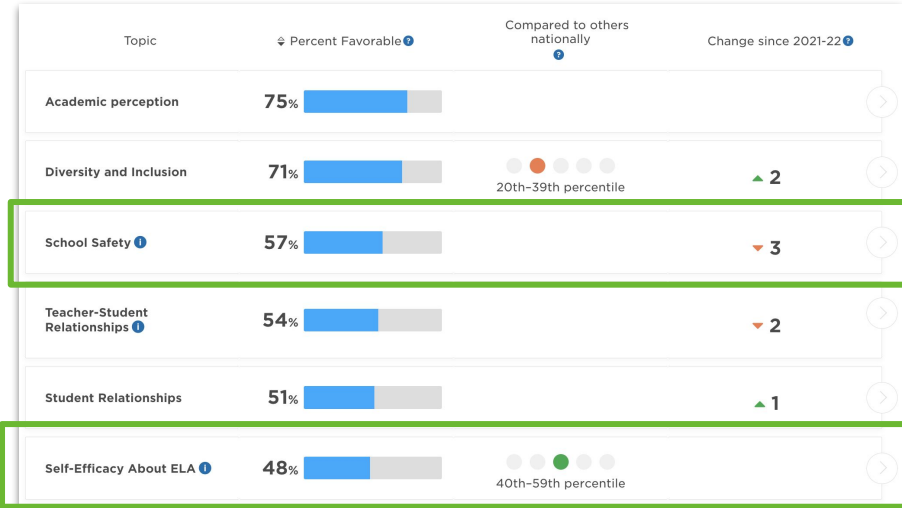


▼ 4 from last survey

Favorable: **34%**

58%
favorable
for topic

Secondary Student Survey Topic Results



Bright Spots in 6th-12th data

Sense of
Belonging



1% increase in favorable
responses!

34%
favorable
for topic

School Safety



3% increase in favorable
responses from
transgender students!

57%
favorable

All
Topics

6th grade showed an
average of 6% increases
across all topics

n=13,500

Opportunities in 6th-12th data

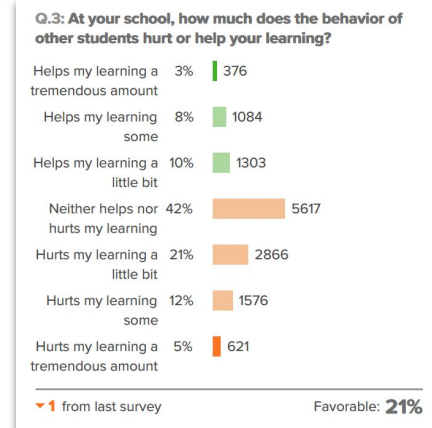
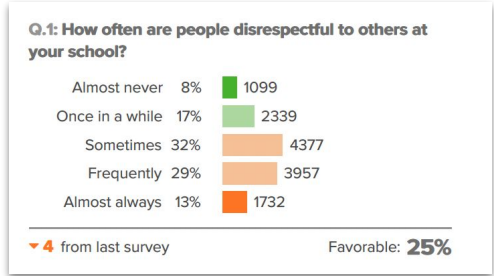
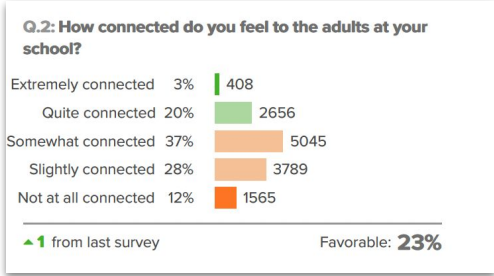
Sense of Belonging



School Safety



School Climate

34%
favorable
for topic

57%
favorable
for topic

40%
favorable
for topic

n=13,500

Family Survey Topic Results

Topic	Percent Favorable [?]	Compared to others nationally [?]	Change since 2021-22 [?]
Academic perception	94%		
Barriers to Engagement ⁱ	82%	20th-39th percentile	▲ 2 Greatest increase
School Safety ⁱ	74%	20th-39th percentile	▼ 5
School Climate ⁱ	70%	40th-59th percentile	▼ 2
Family-School Communication	69%		▼ 1
School Fit ⁱ	63%	15 20th-39th percentile	▼ 1

n=8,010

Bright Spots in Family Data

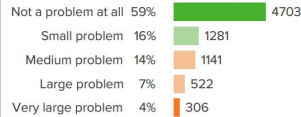
Barriers to Engagement



Overall Family Perception
about Barriers to
Engagement improved by
2%!

82%
favorable
for topic

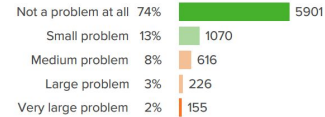
Q.1: How big of a problem is the following issue for becoming involved with your child's current school: Childcare needs?



▲1 from last survey

Favorable: **75%**

Q.2: How big of a problem is the following issue for becoming involved with your child's current school: Transportation-related challenges?



▲7 from last survey

Favorable: **87%**

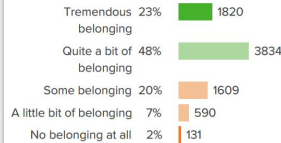
School Fit



Overall family perception
about their students'
belonging improved by **1%!**

63%
favorable
for topic

Q.1: How much of a sense of belonging does your child feel at their school?

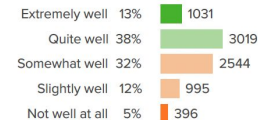


▲1 from last survey

16

Favorable: **71%**

Q.3: How well do the activities offered at your child's school match their interests?



▲2 from last survey

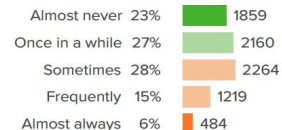
Favorable: **51%**

Opportunities in Family Data

School Safety



Q.1: How often do you worry about violence at your child's school?



▼ 15 from last survey

Favorable: **50%**

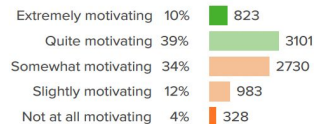
74%

favorable for
topic

School Climate



Q.2: How motivating are the classroom lessons at your child's school?



▼ 4 from last survey

Favorable: **49%**

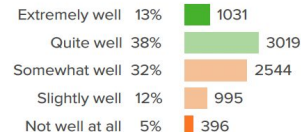
70%

favorable for
topic

School Fit



Q.3: How well do the activities offered at your child's school match their interests?



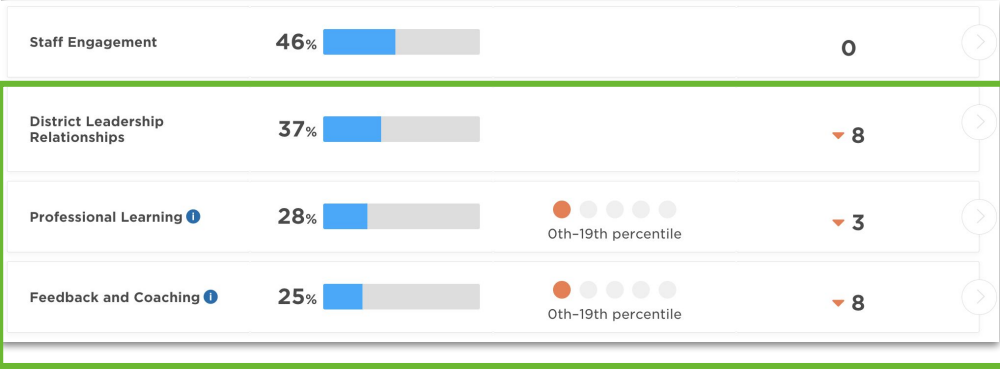
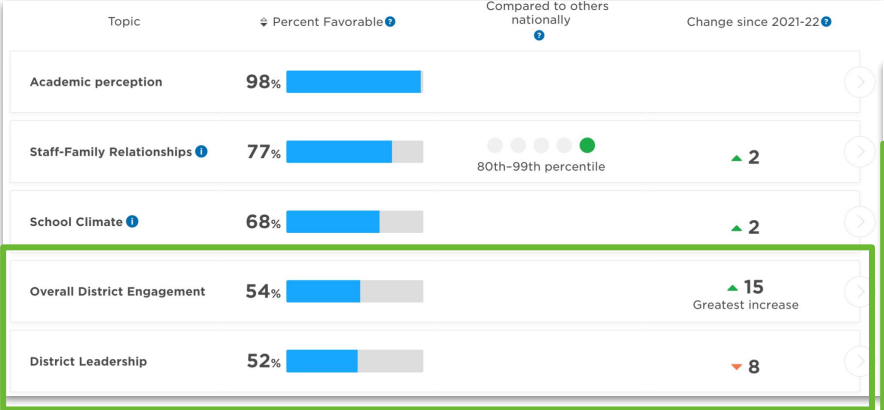
▲ 2 from last survey

Favorable: **51%**

63%

favorable for
topic

Instructional Staff Results



Bright Spots in Instructional Staff Data

Educating All
Students



1 percentage point increase in
staff positive perceptions about
their ability to educate all
students

76%
favorable for
topic

Focus on Adult
SEL



1 percentage point increase in
staff positive perceptions about
district focus on adult SEL

62%
favorable for
topic

Teacher Burnout and
Retention



3 percentage point increase in
staff positive perceptions about
teacher burnout and retention

53%
favorable for
topic

Staff Relationships



11 percentage point increase in
staff positive perceptions about
relationships with each other!

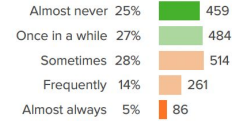
28%
favorable for
topic

Opportunities in Instructional Staff Data

School Safety



Q.2: How often do you worry about violence at your school?



▼ 12 from last survey

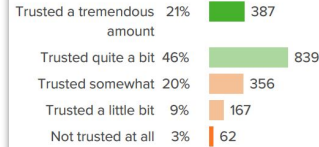
Favorable: **52%**

62%
favorable
for topic

School Climate



Q.5: To what extent are teachers trusted to teach in the way they think is best?



▼ 7 from last survey

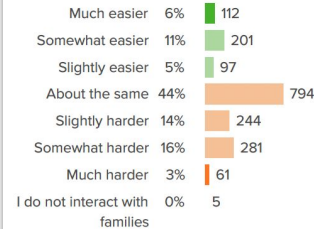
Favorable: **68%**

56%
favorable
for topic

Staff Relationships



Q.2: Compared to past years, how much harder or easier is it to connect with families right now?



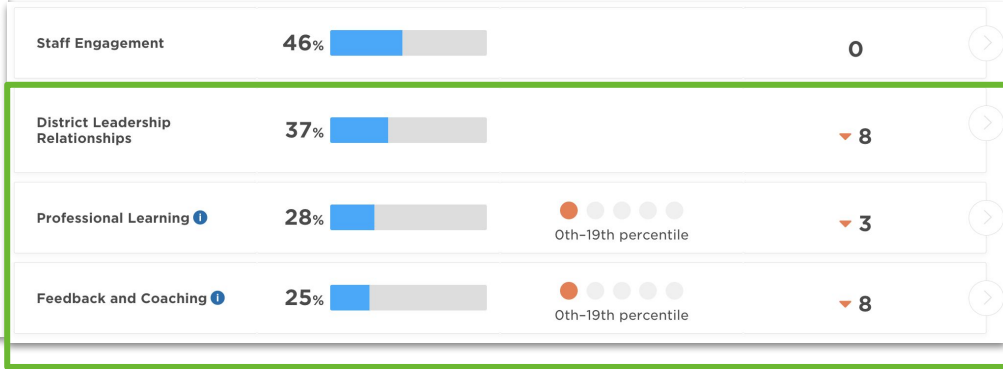
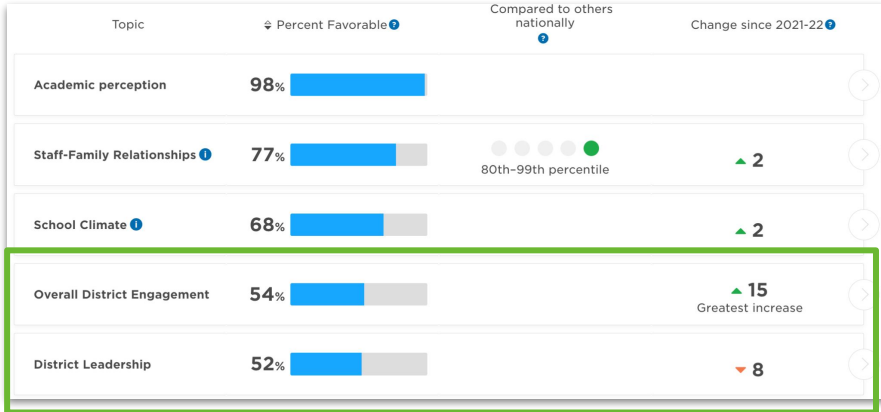
▲ 9 from last survey

Favorable: **23%**

28%
favorable
for topic

n=1,800

School Leader Results



Bright Spots in School Leader Data

Overall District
Engagement



Overall leader perception about
district engagement improved by
15%!

Clarity of Goals
and Priorities



Leader clarity about district goals
and priorities improved by **32%!**

Support for Goals



Leader perception of support for
district goals and priorities
improved by **17%!**

Follow Through with
Commitments



Leader perception of district
leaders likelihood to follow
through with program and priority
commitments improved by **6%!**

Additional Bright Spots in School Leader Data

Professional Learning



Leader perceptions about helpfulness of colleagues ideas for improving work increased by **9%**!

Strategies for Student Achievement



Leader perception about learning new strategies for improving student achievement increased by **3%**!

Support for Goals



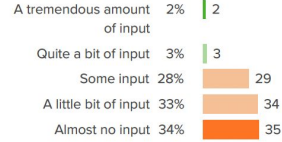
Leader perception about relevance of professional learning to student achievement improved by **1%**!

Opportunities School Leader Data

District Leadership



Q.8: When the district makes important decisions, how much input do you have?



▼ 3 from last survey

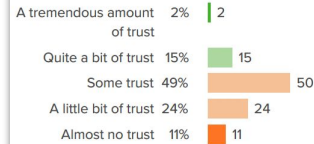
Favorable: **5%**

52%
favorable
for topic

District-Leadership Relationships



Q.3: How much trust exists between district leaders and school leaders?



▼ 13 from last survey

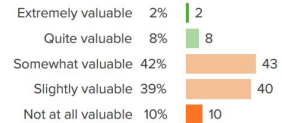
Favorable: **17%**

37%
favorable
for topic

Professional Learning



Q.1: In your district, how valuable are the available professional development opportunities?



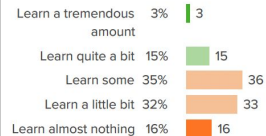
▼ 9 from last survey

Favorable: **10%**

28%
favorable
for topic

Feedback and Coaching

Q.5: How much do you learn from the evaluation processes at your school?



▼ 10 from last survey

Favorable: **17%**

25%
favorable
for topic

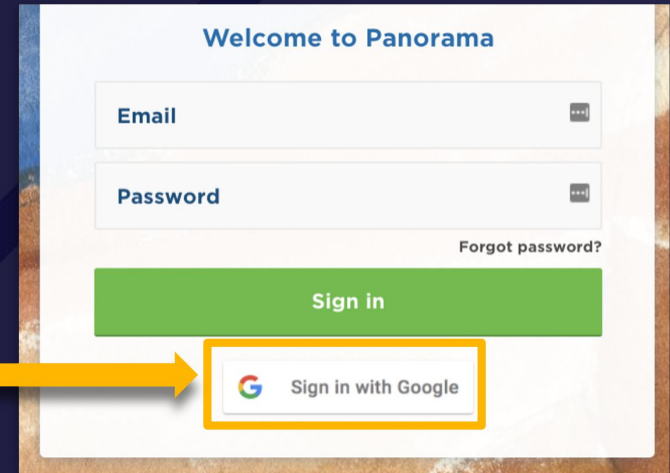
n=103




Access SSS Data Reports

Step 1: Open a web browser and go to

<https://secure.panoramaed.com>

Step 2: Click “Sign in with Google”



-  Context & background (5 min)
-  Data insights preview and discussion (20 min)
-  Reflections & Questions (5 min)

- What clarifying questions can we answer?
- What data connects to existing district priorities and practices?



Portland Public Schools Calendar to Adopt the 2024-25 Budget

Draft for review September 26, 2023

			Board Inform / Review	Board Action	
BUDGET PLANNING	September 26, 2023	School Board Meeting Board reviews draft 2024-25 Budget Calendar	✓		PEC
	October 10, 2023	School Board Meeting Board adopts 2024-25 Budget Calendar		✓	PEC
	November 7, 2023	School Board Meeting Board appoints Community Budget Review Committee (CBRC) members		✓	PEC
	February 20, 2024	School Board Budget Work Session	✓		PEC
	March 19, 2024	School Board Budget Work Session with CBRC	✓		PEC
BUDGET BUILDING	April 6, 2024	<i>Publish 1st Notice of Budget Committee Meeting (5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 13, 2024	<i>Publish 2nd Notice of Budget Committee Meeting (5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 23, 2024	School Board Meeting <i>CBRC in attendance</i> Proposed Budget: Superintendent delivers 2024-25 Proposed Budget message and presentation	✓		TBD
	Week of April 29, 2023	School Board Budget Hearing Board receives public comment on the Proposed Budget		✓	TBD
	May 7, 2024	School Board Meeting CBRC presents 2024-25 Proposed Budget Report to the Board	✓		PEC
	May 21, 2024	School Board Meeting Approved Budget: Board as Budget Committee approves 2024-25 Proposed Budget		✓	PEC
	June 2, 2024	<i>Publish Notice of Budget Hearing and Budget Summary</i>			The Oregonian Web Site
	June 11, 2024	TSCC Hearing (prior to School Board Meeting, pending TSCC confirmation) TSCC certifies 2024-25 Approved Budget School Board Meeting Adopted Budget: Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓	✓	PEC
	July 15, 2024	<i>Submit Tax Certification documentations</i> <i>File budget information with County Recorder and Designated Agencies</i>			



FORWARD
TOGETHER

**Data Dive Fall 2023:
OSAS Performance**

September 26, 2023

Guiding Questions

What is the status of student participation in the OSAS?

What is PPS' overall performance? Compared to the State? Over time?

What is PPS' performance in reading and mathematics compared to pre-pandemic levels?

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

What are levels of performance on Board goals?

Which PPS schools are meeting with success?

What are examples of the leadership moves principals are making to ensure student success?

Participation Rates for ELA and Mathematics

Table 1. OSAS Participation Rates

Grade Level	ELA			Math		
	2018-19	2021-22	2022-23	2018-19	2021-22	2022-23
3-5	94.4%	95.9%	96.0%	94.0%	95.4%	96.0%
6-8	94.2%	91.1%	90.7%	92.5%	90.3%	90.3%
11	66.4%	38.6%	57.3%	58.9%	30.1%	50.8%

National Trends in Student Achievement

Test scores for 13-year-olds drop several points since the start of pandemic, building on decade-long decline, report says

By Kristina Sgueglia and Laura Dolan, CNN
Published 10:49 AM EDT, Wed June 21, 2023

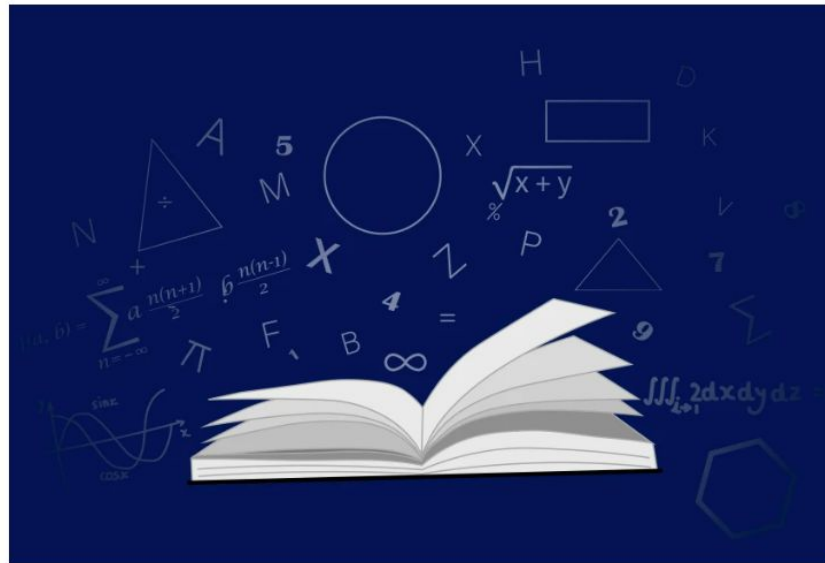


Evert Nelson/The Capital-Journal/USA Today Network

Reading and Math Achievement Is Getting Worse, Nation's Report Card Shows



By Sarah Schwartz — June 21, 2023 | Corrected: June 21, 2023 ⌚ 5 min read



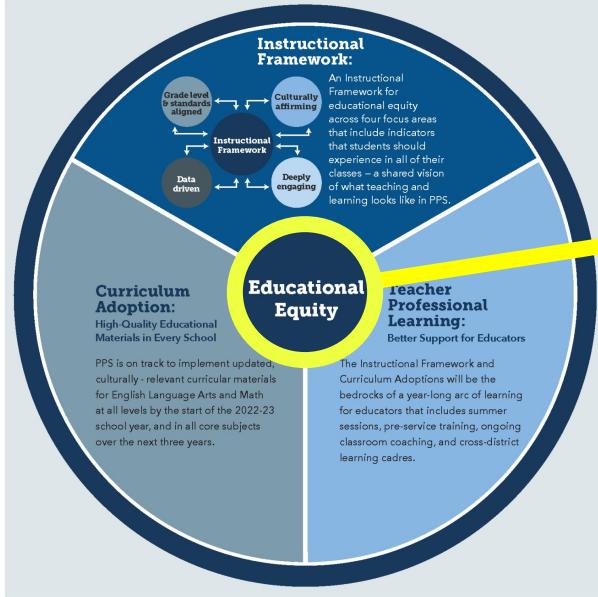
The PPS Plan



Our Roadmap Toward Educational Equity for All PK-12 Students

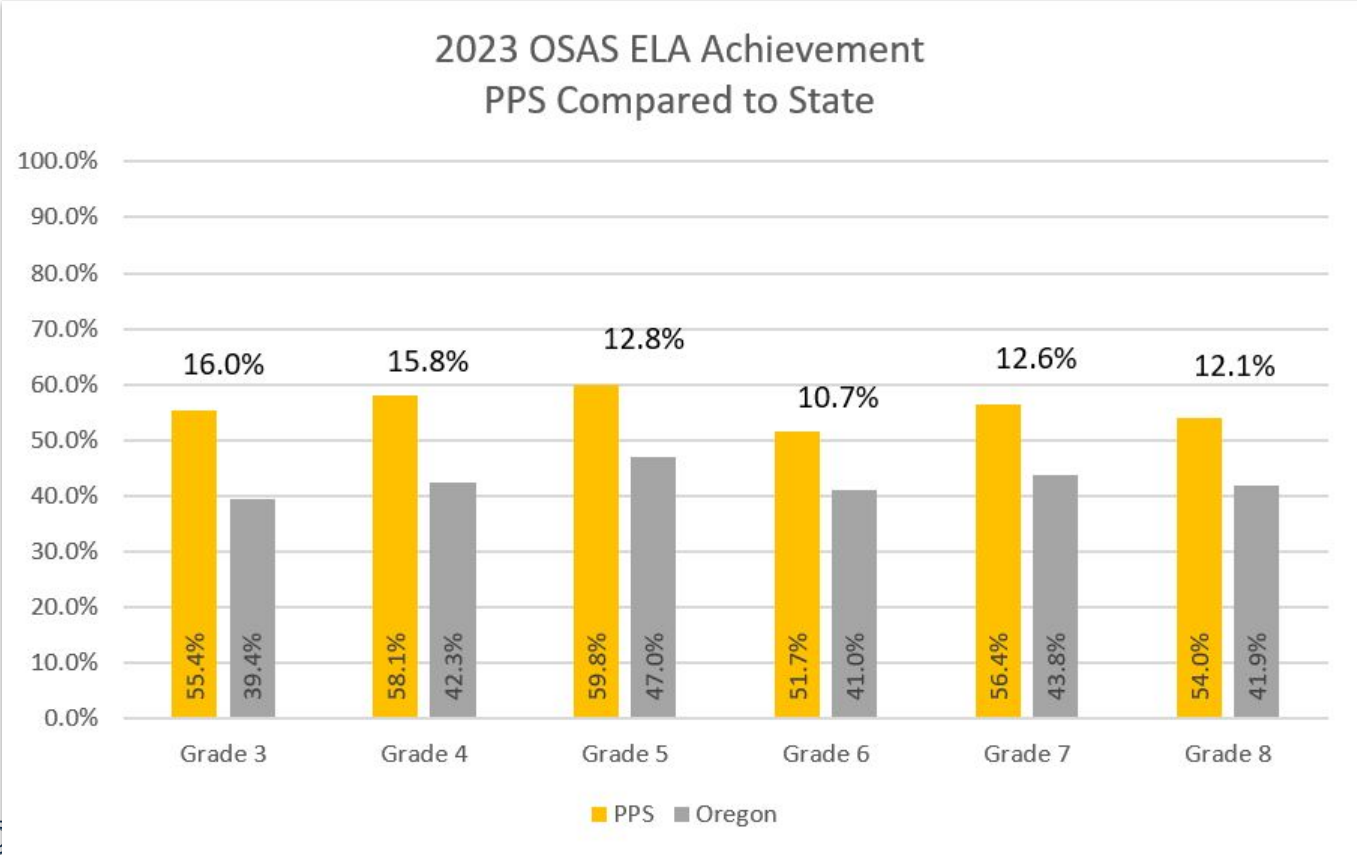
PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.

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.

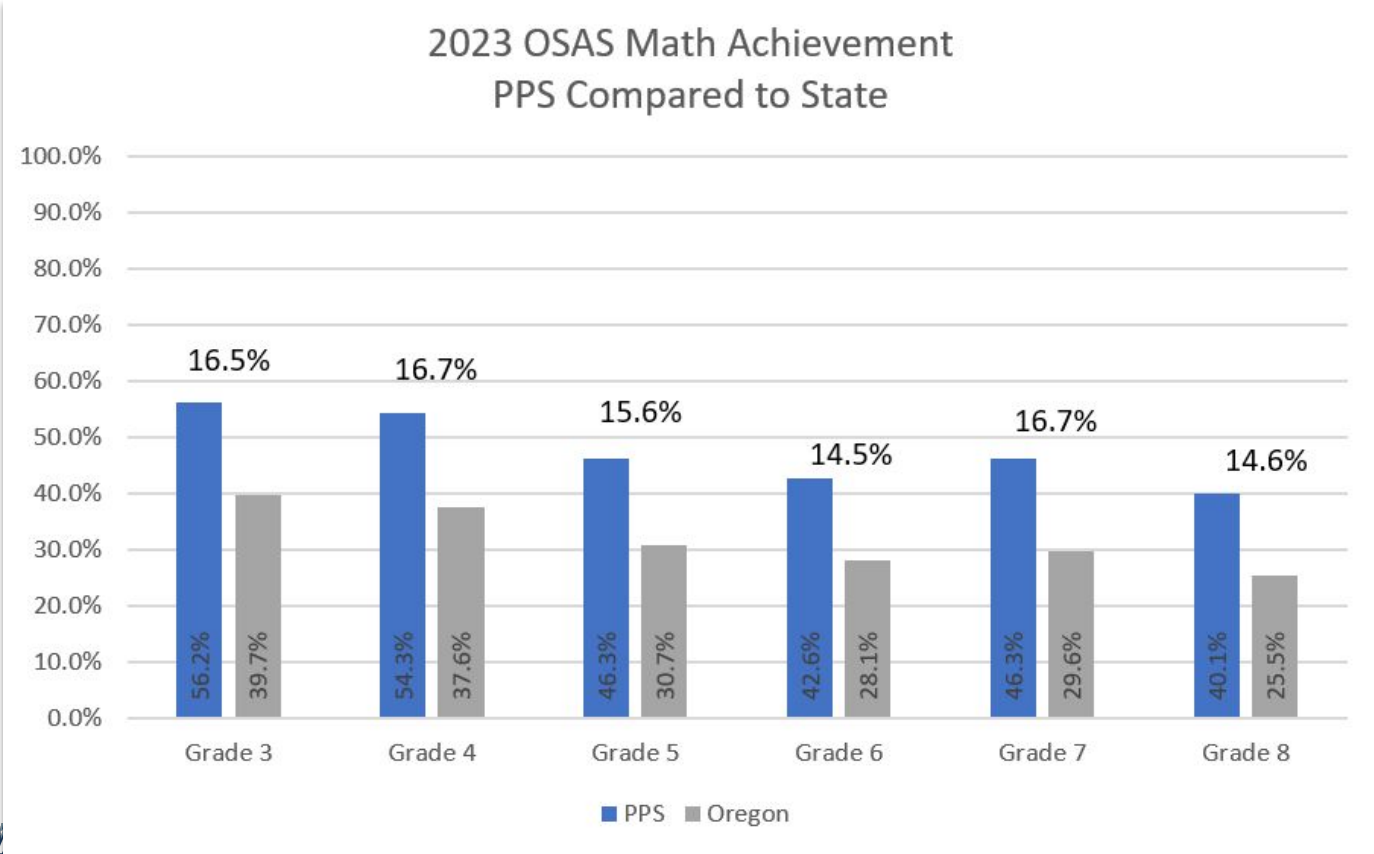


Educational Equity

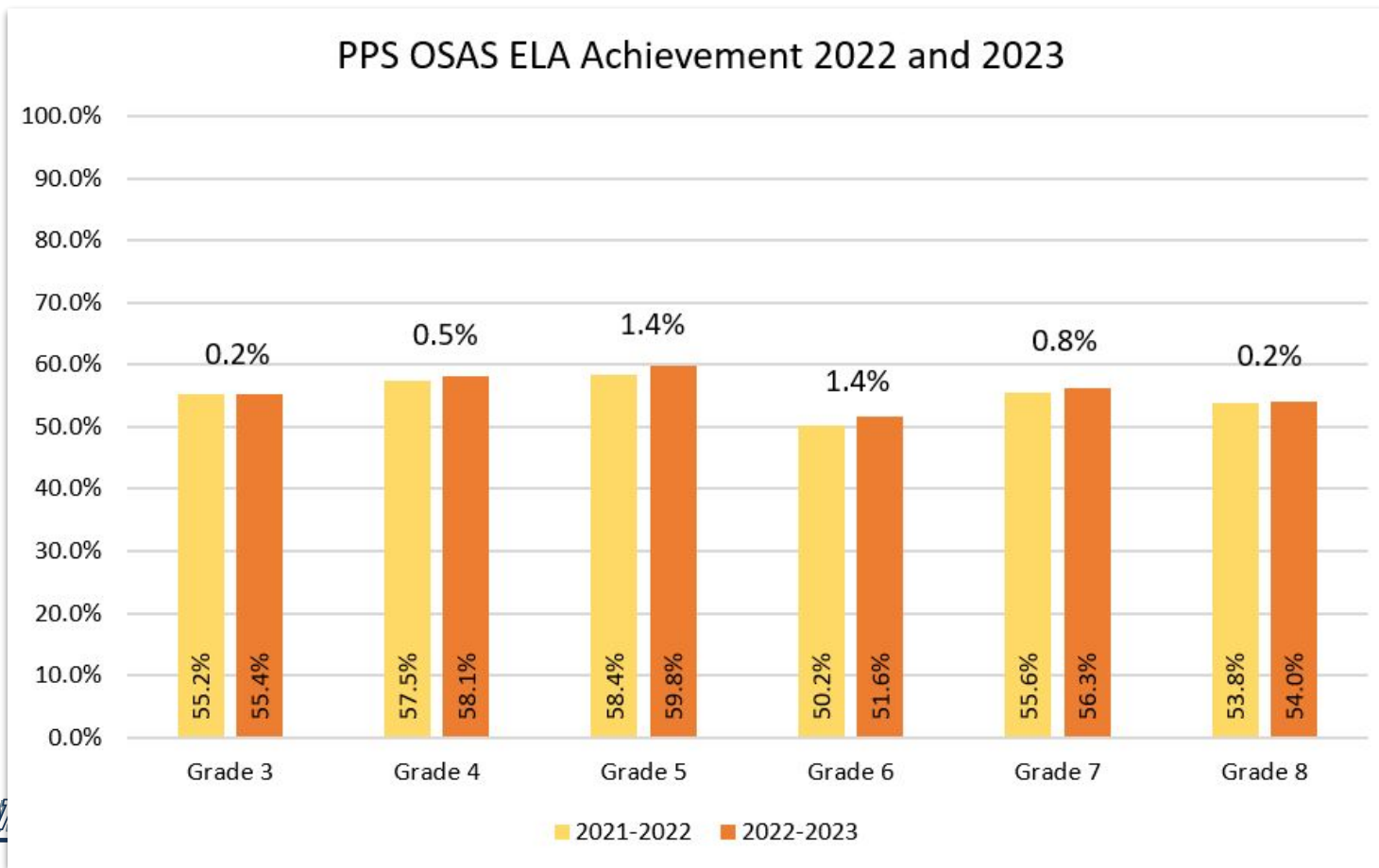
OSAS ELA Results: PPS compared to Oregon



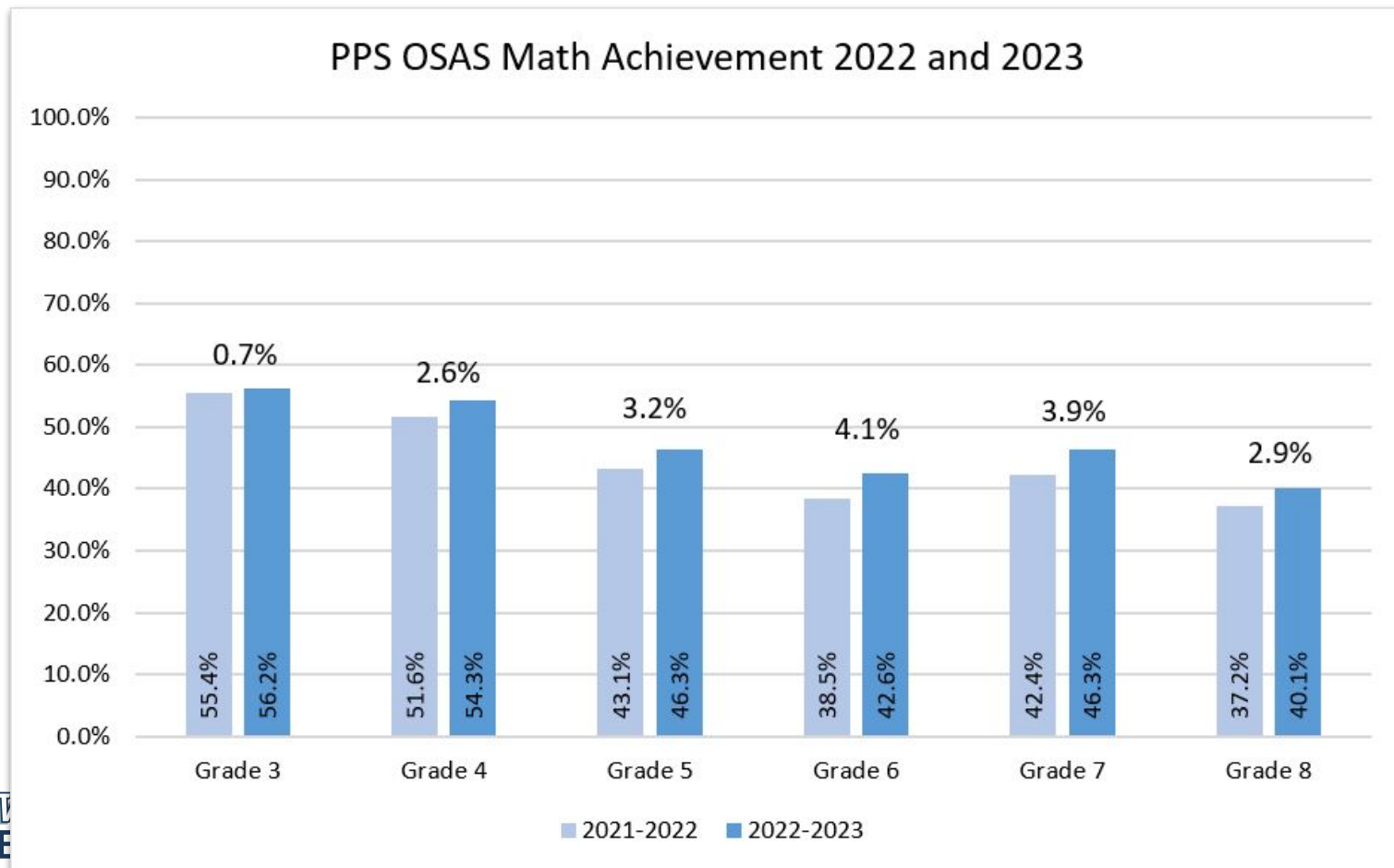
OSAS Math Results: PPS compared to Oregon



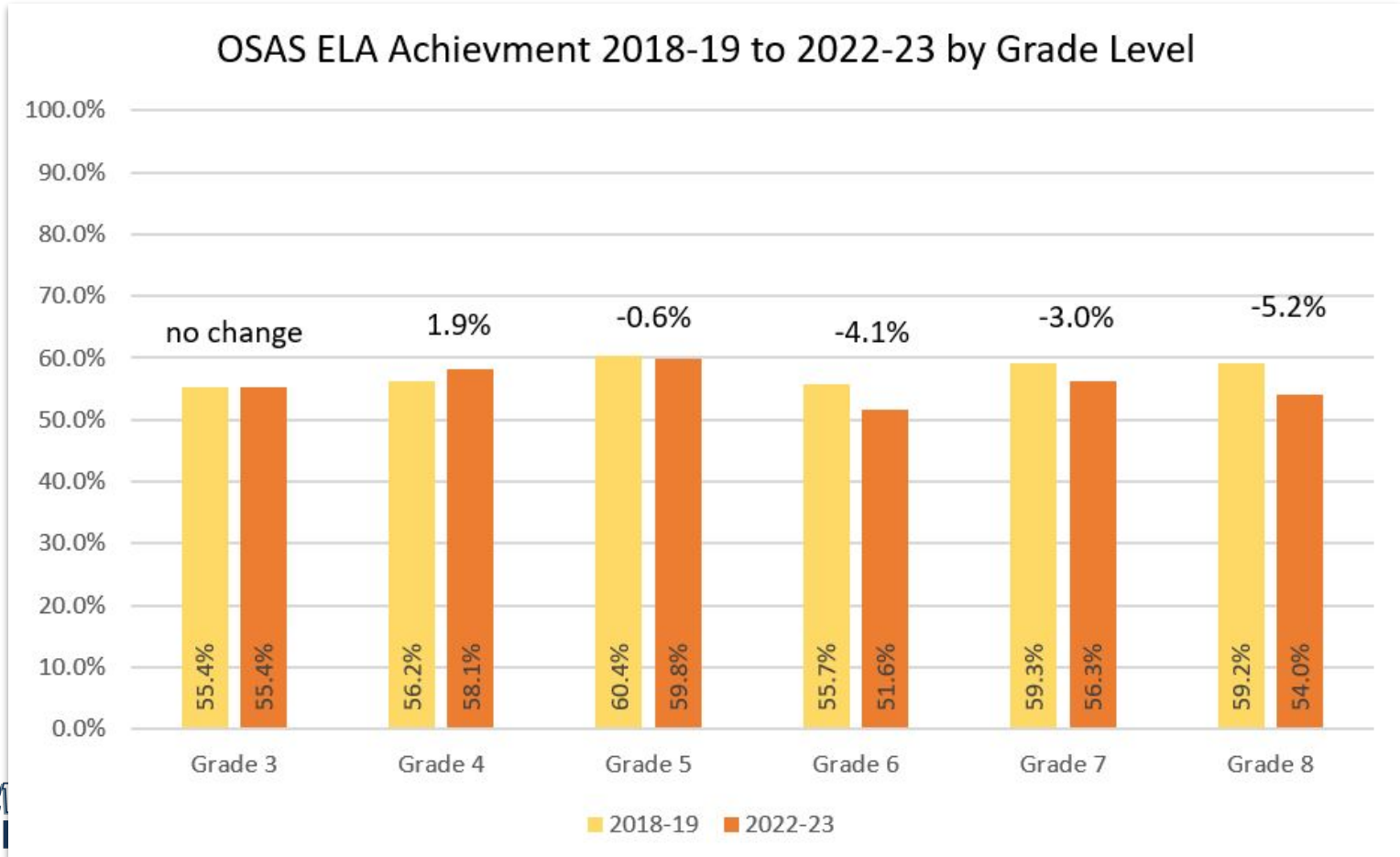
PPS ELA Results: 2022 compared to 2023



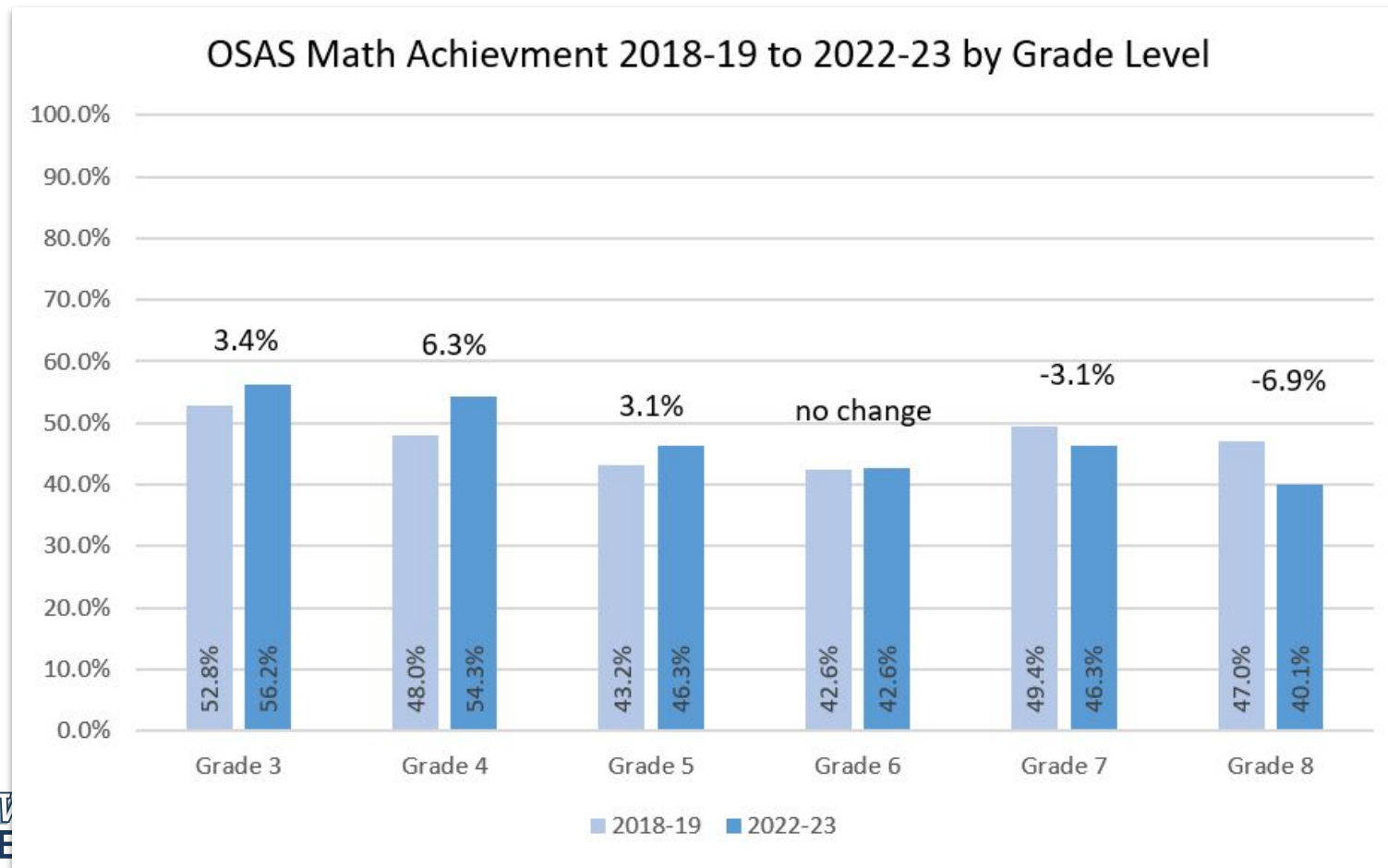
PPS Math Results: 2022 compared to 2023



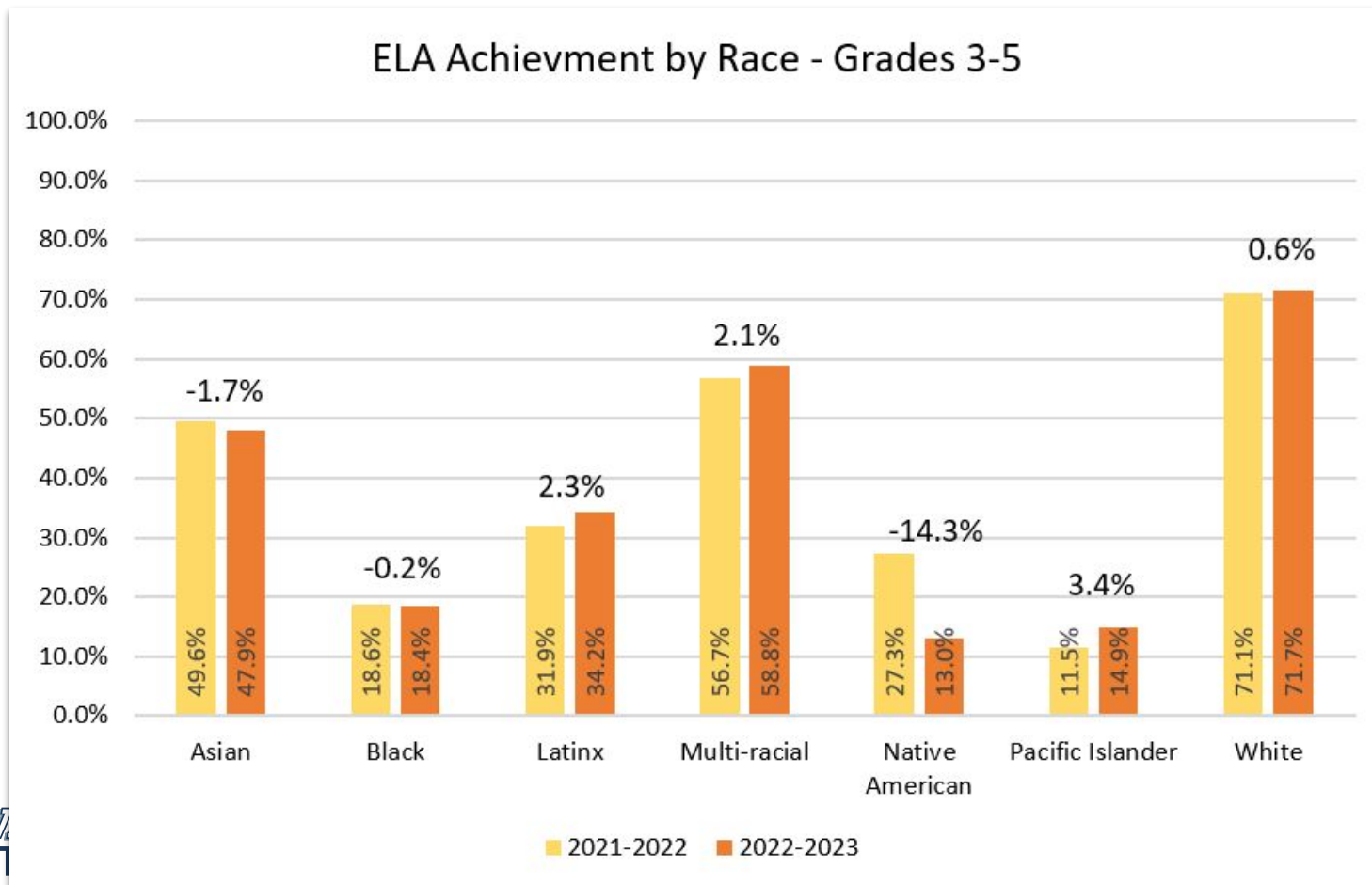
PSS Pandemic Recovery in ELA: 2019 and 2023



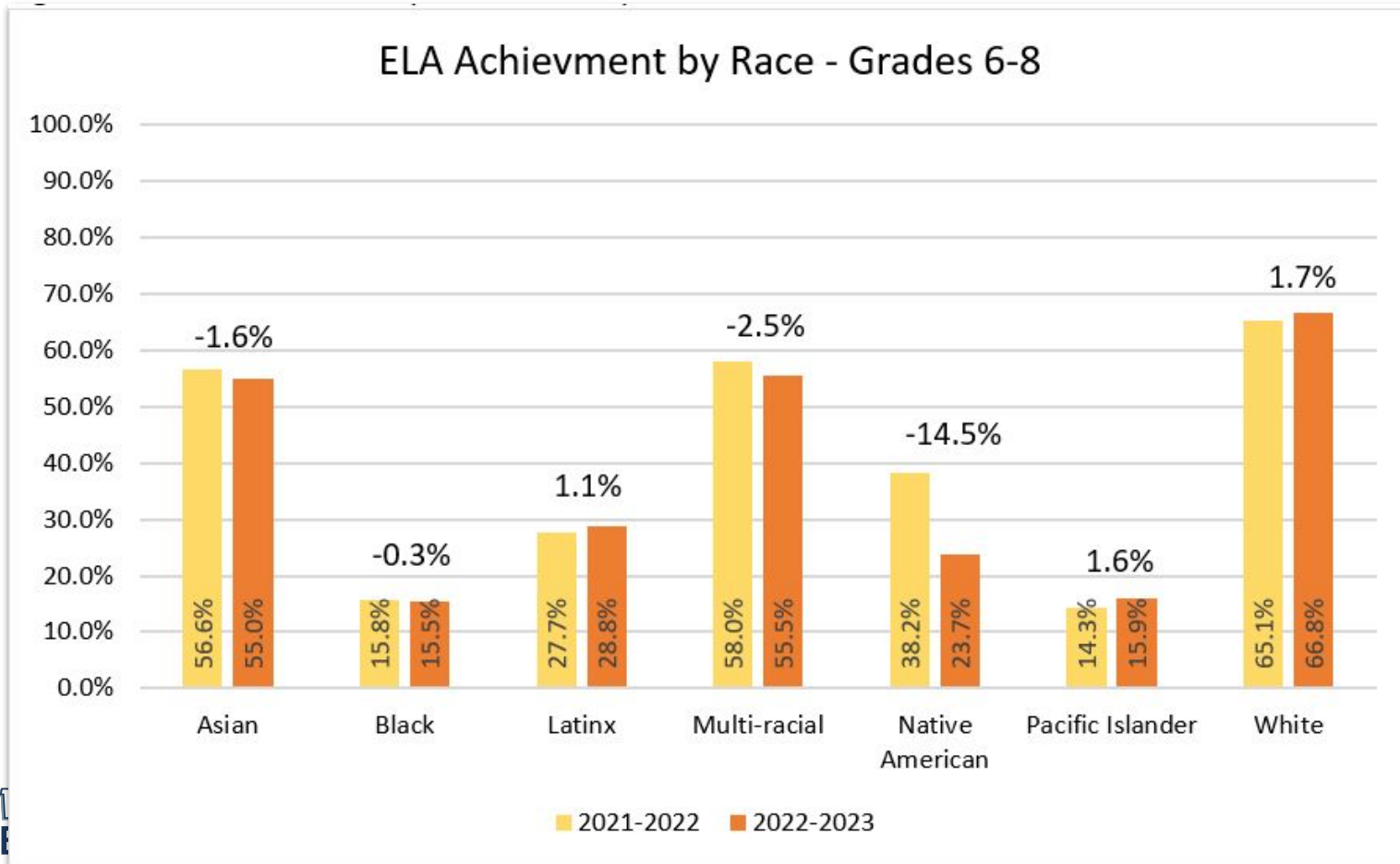
PSS Pandemic Recovery in Mathematics: 2019 to 2023



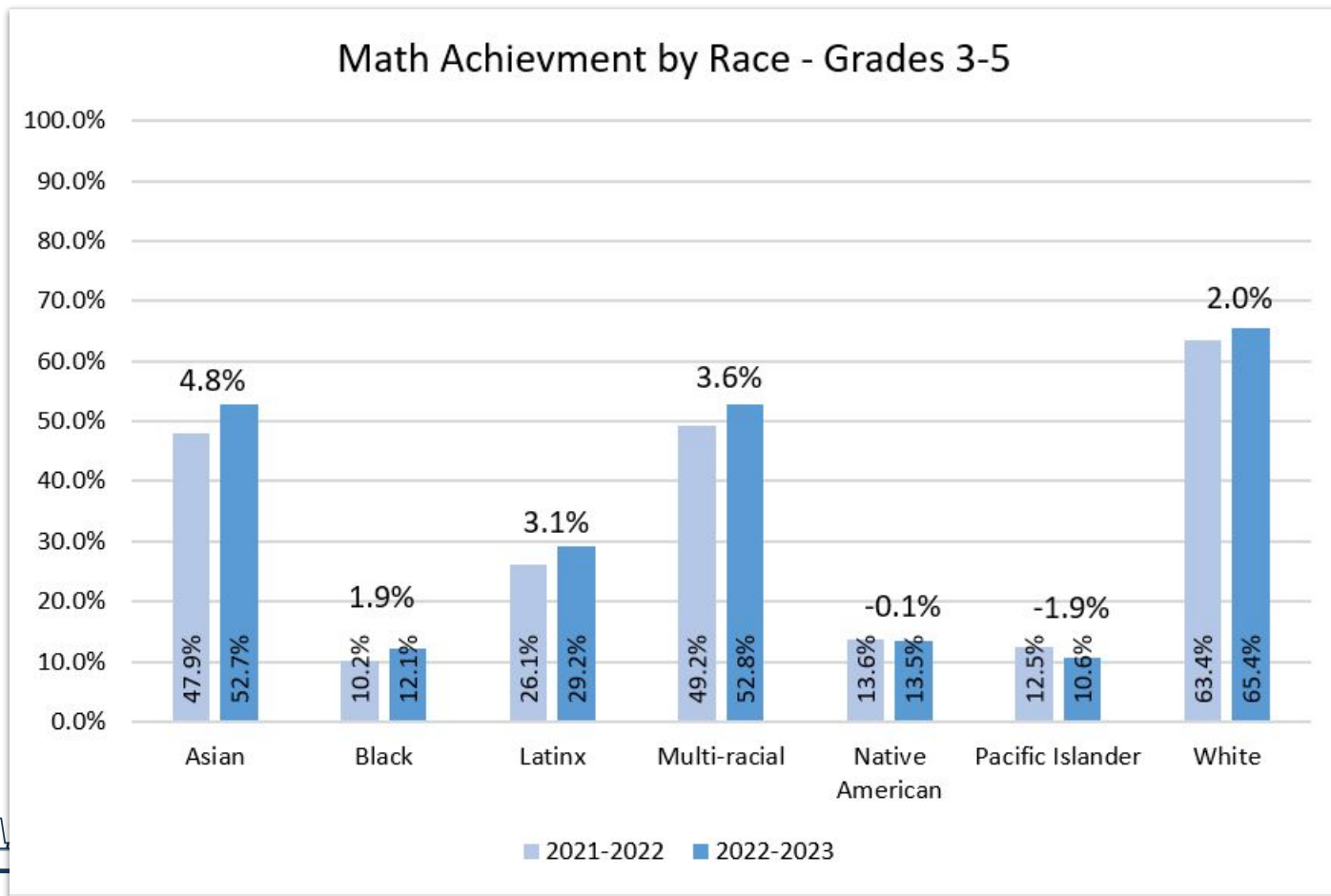
ES ELA Performance by Race: 2022 to 2023



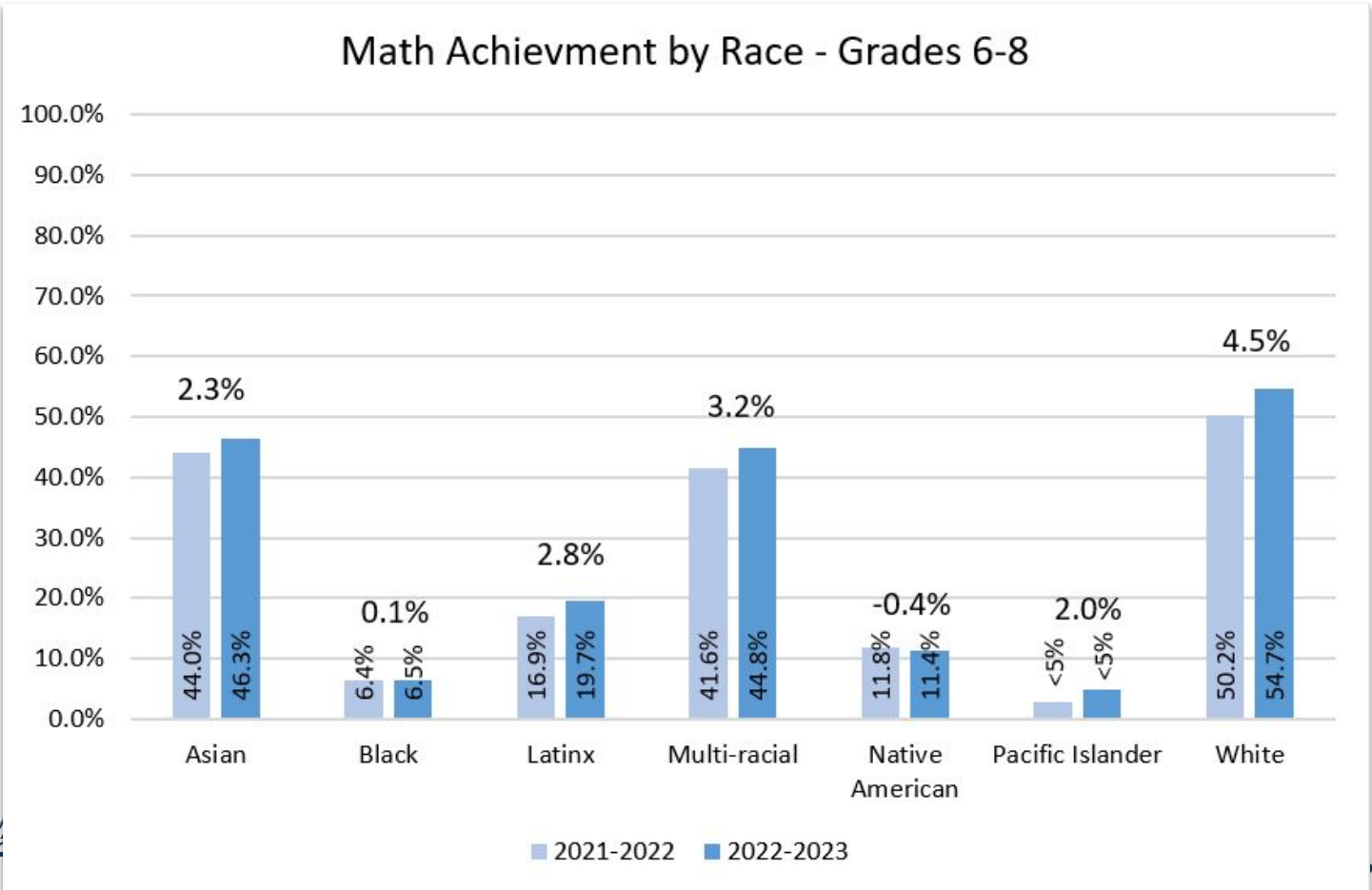
ES ELA Performance by Race: 2022 to 2023



ES Math Performance by Race: 2022 to 2023

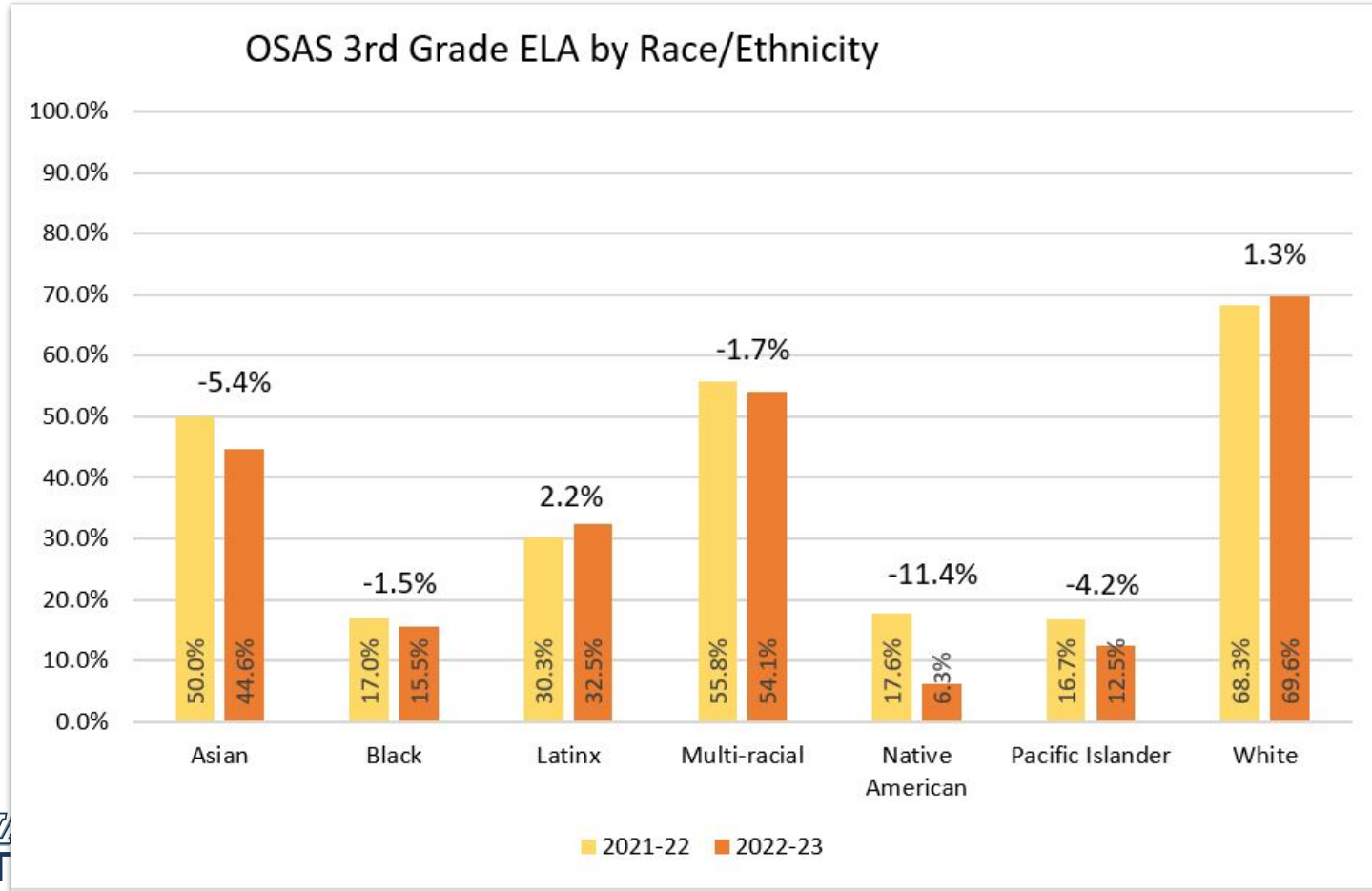


MS Math Performance by Race: 2022 to 2023



Board Goals

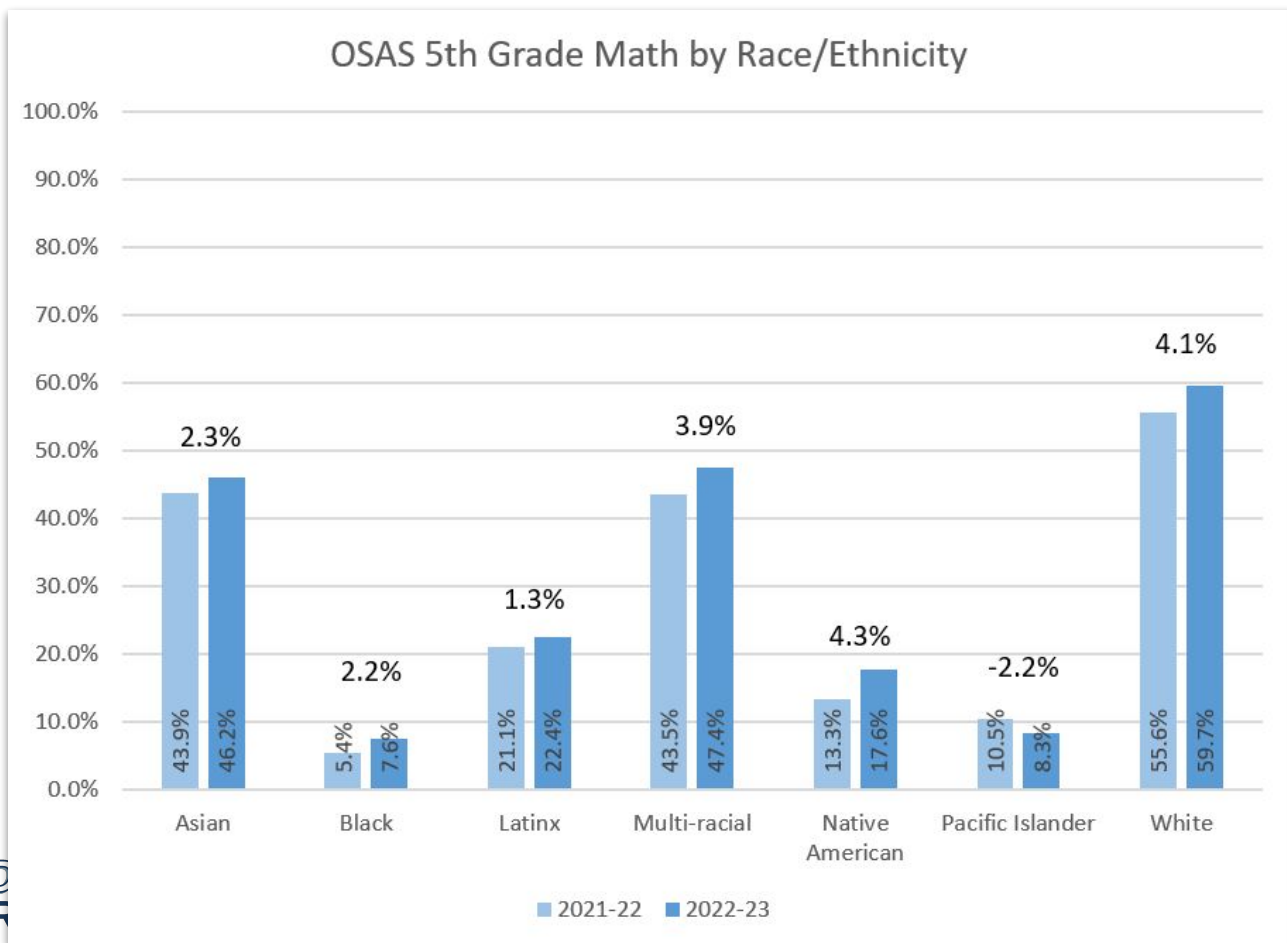
3rd Grade Reading: 2022 to 2023



3rd Grade Reading: Status of Board Goal

Student Group	2021-22			2022-23			Δ from 2022 to 2023	Board Target	Status
	Proficient		# Tested	Proficient		# Tested			
	#	%		#	%				
Asian	**	50.0%	>49	**	44.6%	>49	-5.4%	52.6%	Not met
Black	**	17.0%	>49	**	15.5%	>49	-1.5%	22.5%	Not met
Latinx	**	30.3%	>49	**	32.5%	>49	2.2%	34.2%	Not met
Multi-racial	**	55.8%	>49	**	54.1%	>49	-1.7%	N/A	N/A
Native Amer.	**	17.7%	<50	**	6.3%	<50	-11.4%	23.7%	Not met
Pacific Isl.	**	16.7%	<50	**	12.5%	<50	-4.2%	21.7%	Not met
White	**	68.3%	>49	**	69.6%	>49	1.3%	N/A	N/A

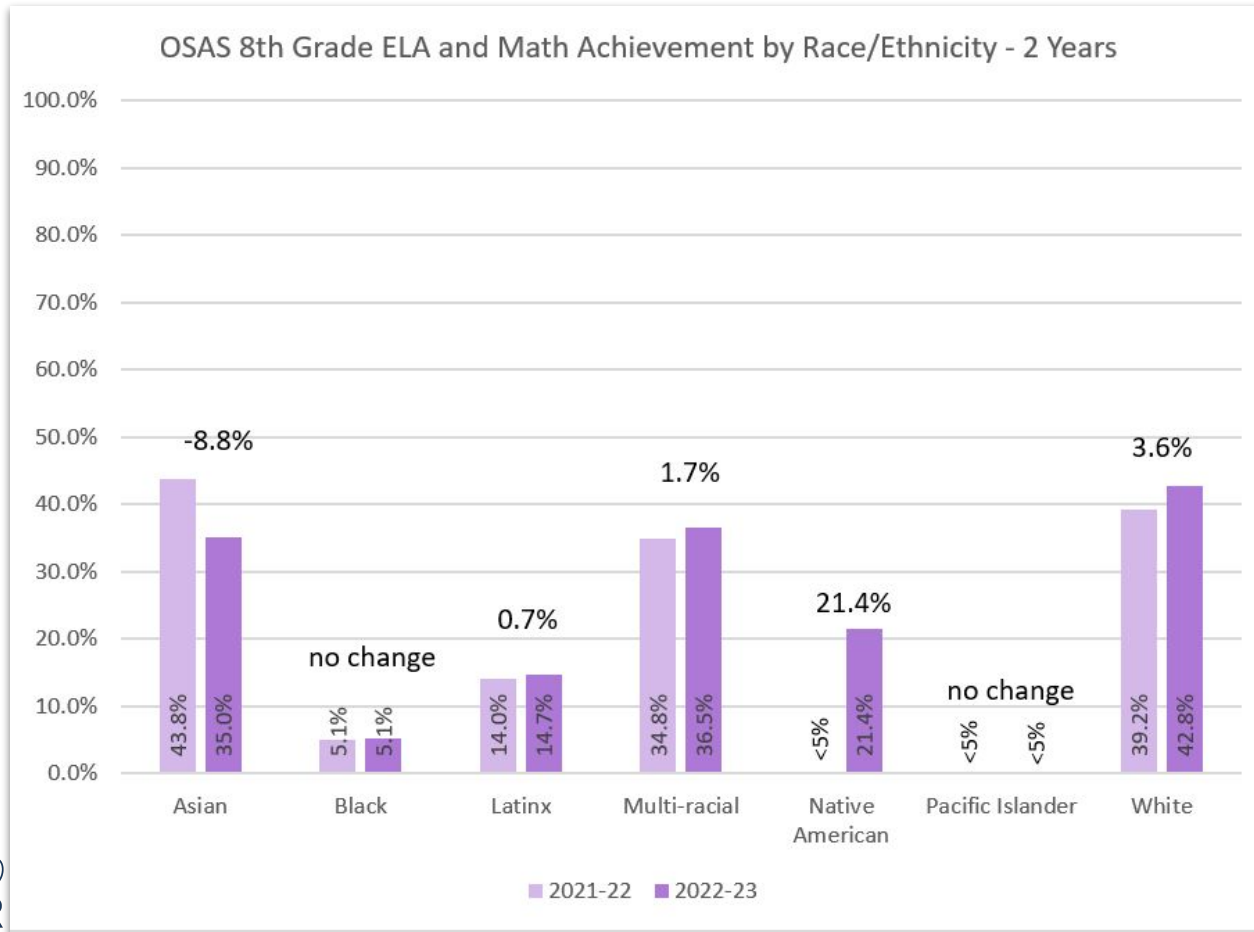
5th Grade Mathematics: 2022 to 2023



5th Grade Mathematics: Status of Board Goal

Student Group	2021-22			2022-23			Δ from 2022 to 2023	Board Target	Status
	Proficient		# Tested	Proficient		# Tested			
	#	%		#	%				
Asian	**	43.9%	>49	**	46.2%	>49	2.3%	45.1%	Met
Black	**	5.4%	>49	**	7.6%	>49	2.2%	9.8%	Not met
Latinx	**	21.1%	>49	**	22.4%	>49	1.3%	24.3%	Not met
Multi-racial	**	43.5%	>49	**	47.4%	>49	3.9%	N/A	N/A
Native Amer	**	13.3%	<50	**	17.6%	<50	4.3%	16.8%	Met
Pacific Isl.	**	10.5%	<50	**	8.3%	<50	-2.2%	14.6%	Not met
White	**	55.6%	>49	**	59.7%	>49	4.1%	N/A	N/A

8th Grade Readiness: 2022 to 2023



8th Grade Readiness: Status of Board Goal

Student Group	2021-22			2022-23			Δ from 2022 to 2023	Board Target	Status
	Proficient		# Tested	Proficient		# Tested			
	#	%		#	%				
Asian	**	43.8%	>49	**	35.0%	>49	-8.8%	N/A	N/A
Black	**	5.1%	>49	**	5.1%	>49	no change	7.8%	Not met
Latinx	**	14.0%	>49	**	14.7%	>49	0.7%	15.2%	Not met
Multi-racial	**	34.8%	>49	**	36.5%	>49	1.7%	N/A	N/A
Native Amer	**	<5%	<50	**	21.4%	<50	21.4%	1.1%	Met
Pacific Isl.	**	<5%	<50	**	<5%	<50	no change	2.7%	Not met
White	**	39.2%	>49	**	42.8%	>49	3.6%	N/A	N/A

Conclusions/Takeaways

1. PPS is bucking national trends in student achievement. While nationally students are seeing declines in ELA and Mathematics, PPS students are seeing growth, particularly in mathematics.
2. Student achievement in PPS is approaching and, in some cases, exceeding pre-pandemic levels. For student groups that are still below pre-pandemic levels, most groups are demonstrating growth.
3. PPS achievement levels significantly exceed statewide achievement in all grades (3-8) and both subjects.
 - a. Overall ELA achievement in PPS is about the same or slightly higher by grade level in 2023 than 2022.
 - b. Overall math achievement is notably higher at all grade levels in 2023 compared to 2022.
4. When data are disaggregated by race and ethnicity, performance gaps between student groups are pronounced. For most student groups, the Board Goals were not met.

Schools Meeting with Success

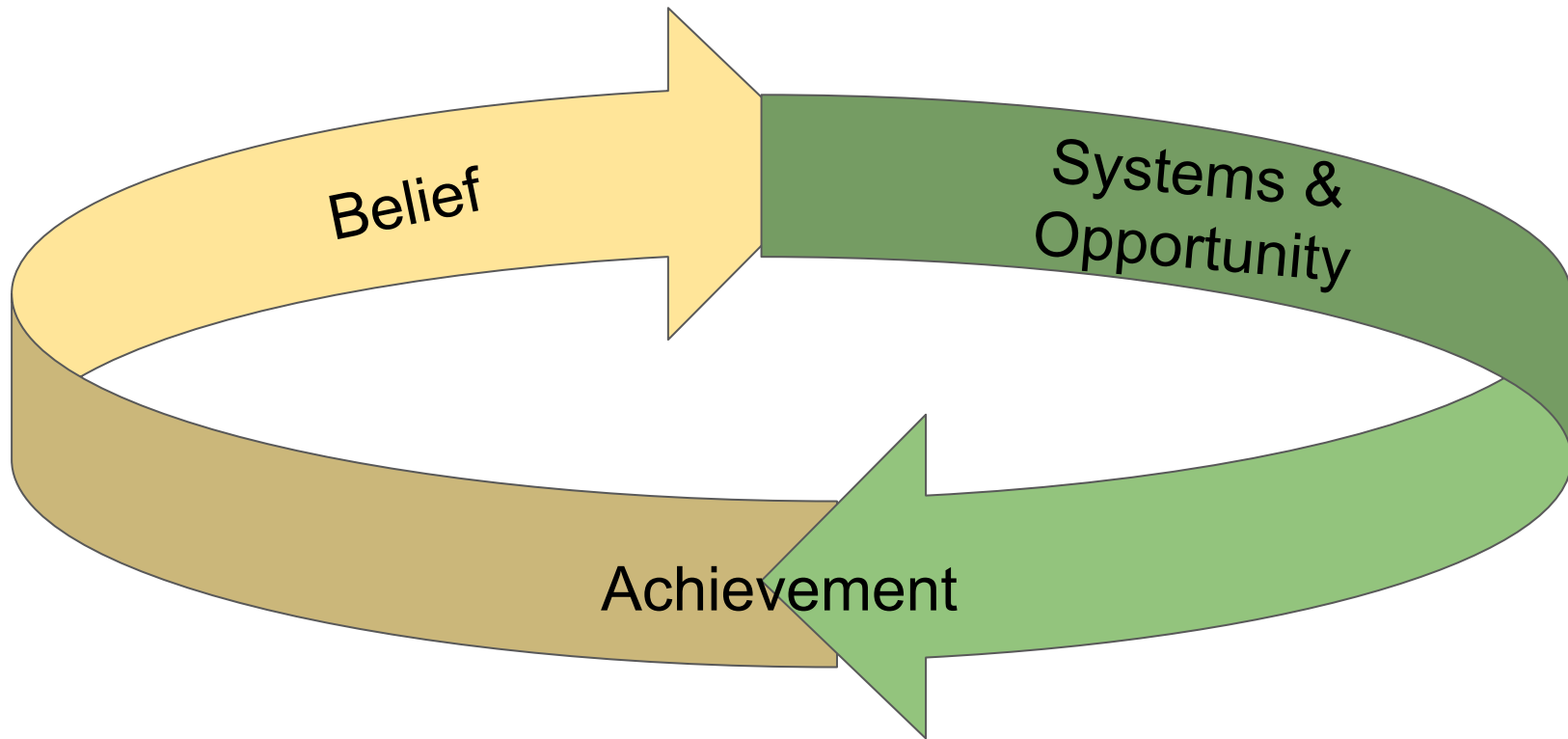
School	Δ ELA	Δ Math
Sitton	+13.3	+12.8
Whitman	+11.6	+5.4
Rigler	+9.8	+6.3
Lent	+8.9	+10.5
Arleta	+8.8	+9.2
Creston	+8.7	+5.2
Lee	+7.8	+4.7
Irvington	+7.4	+5.1
Markham	+6.3	+7.2

School	Δ ELA	Δ Math
Kellogg	+9.9	+2.9
Tubman	+7.4	+4.1
Beaumont	+2.5	+10.9
Jackson	+2.1	+7.0

Spotlight: **Sitton ES**

Principal: Becky Berry
Assistant Principal: David Martinez

Sitton	Δ ELA	Δ Math
All Students	+13.3	+12.8
African American	+7.8	+13.2



True North:

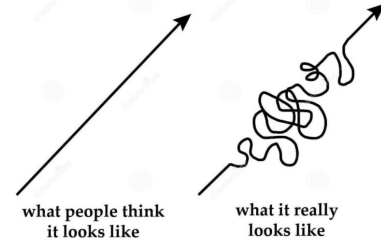
At Sitton Elementary School, we take full and collective responsibility for the academic outcomes of our learners. We are committed to building joyful and inclusive classroom communities that foster independence, curiosity, rich academic discourse and superlative outcomes for our Black, Native American, Latino and neurodiverse students. To achieve this we are developing a courageous learning organization that is data-driven, accountable and understands that through reflection and embracing change, student demographics will no longer be a predictor of academic outcomes.

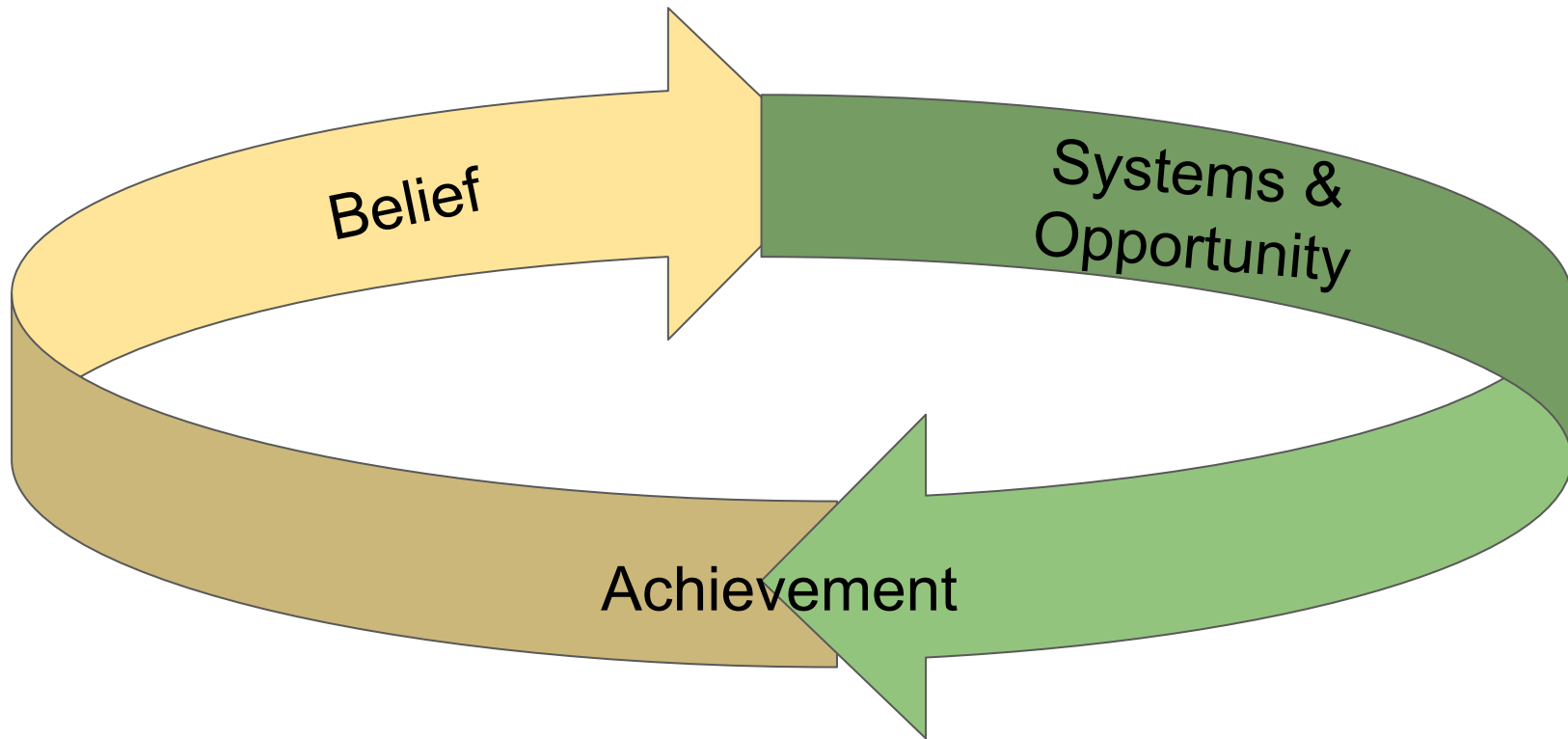


Mindsets and Beliefs

1. Unconditional Positive Regard for students and families
2. I create the weather in my classroom
3. I choose my frame- my thoughts become my words, my words become my actions, my actions become habits, my habits become student outcomes
4. All kids want to learn. Student success is a direct result of what the adults do!
5. All kids are general education students first.
6. Special Education is a spectrum of services. Not a person or a place.
7. Transformational change comes from focusing on what is in our locus of control.
8. My students are 7 and do not hold power in the world. I am responsible for creating a safe and engaged learning environment.
9. Success is not a straight line
10. I am going to mess up, and I can welcome the feedback as an opportunity for learning and doing better when I know better
11. No curriculum is culturally responsive. That is the job of the teacher.
12. My learning will continue forever
13. I am responsible for how I show up in the learning space.
14. Productive Struggle is where the learning is- it's supposed to be hard.
15. Geography matters. Students belong in the classroom.
16. This work is hard enough. I will not create, feed or participate in adult drama that distracts from our goals.

SUCCESS SUCCESS

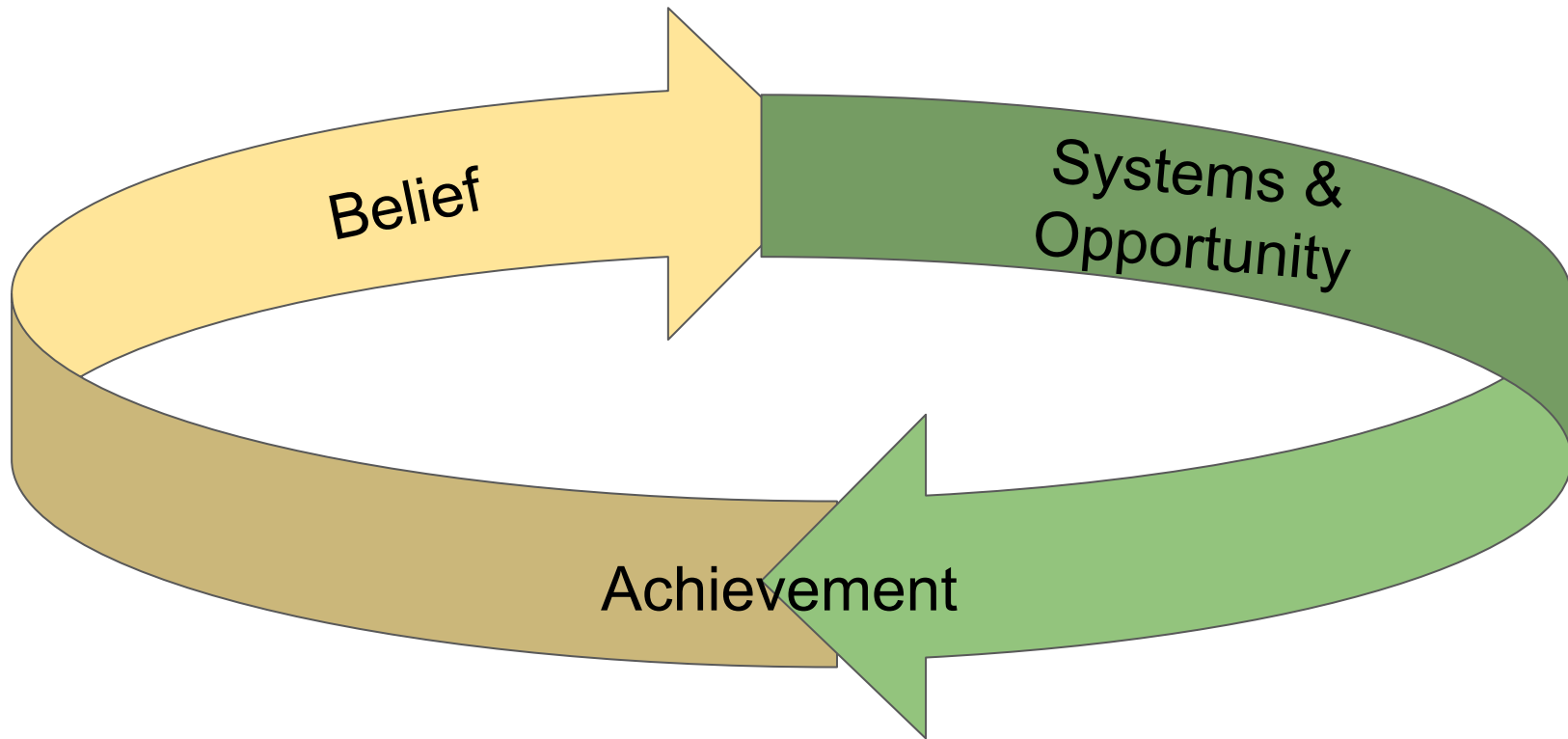




Systems & Opportunity:

“Relationships don’t create culture, systems create culture”

- Stable and Adequate Staffing
- Sitton Leadership Team
- Consult & Pre-Referral
- PLC Friday
- 8-Week Data Cycle and Flood Model of Intervention
- Weekly Collaboration Time
- Reciprocal Accountability



Spotlight: **Sitton ES**

ELA	18-19	21-22	22-23
All Students	21%	28%	43%
SWD	13%	< 5%	28%
Black	< 5%	20%	31%
Multiple	20%	35%	53%
Latino	14%	17%	31%
Native American	<10 students	<10 students	<10 students
White	43%	49%	64%

MATH	18-19	21-22	22-23
All Students	15%	27%	43%
SWD	13%	< 5%	24%
Black	< 5%	13%	25%
Multiple	5%	29%	47%
Latino	13%	17%	33%
Native American	<10 students	<10 students	<10 students
White	30%	52%	61%

Thank you!!





Memorandum

To: PPS Board of Education
From: Renard Adams, EdD; Chief of Research, Assessment, and Accountability
Date: September 20, 2023
Re: 2023 OSAS Results

This memo provides information on PPS student achievement on the statewide summative assessments in English Language Arts and Mathematics.

Summary of Findings

- Despite national and state trends that continue to demonstrate significant declines in student achievement since pre-pandemic years, PPS students overall have demonstrated growth, particularly in mathematics.
- Student achievement in PPS is approaching and, in some cases, exceeding pre-pandemic levels. For student groups that are still below pre-pandemic levels, most groups are demonstrating growth.
- PPS achievement levels significantly exceed statewide achievement in all grades (3-8) and both subjects.
 - Overall ELA achievement in PPS is about the same or slightly higher by grade level in 2023 than 2022.
 - Overall math achievement is notably higher at all grade levels in 2023 compared to 2022.
- Student achievement by race shows a mix of growth and decline in ELA. In math, achievement shows mostly positive growth for all racial groups, with exceptions being for groups with small numbers of students (e.g., Native American and Pacific Islander students).
- Board Goals for OSAS achievement were not met for most student groups, although some student groups are showing positive growth in proficiency.
 - For the 3rd grade ELA board goal, Latinx students grew by 2.2% and White students by 1.3%. All other racial groups had declines in achievement.
 - In 5th grade math, all racial groups demonstrated strong positive growth with the exception of the Pacific Islander student group which declined by 2.2%.
 - For the 8th grade readiness metric, most racial groups showed small to moderate positive growth with the exception of the Asian student group which declined by 3.6% and the Pacific Islander student group that showed no change.
- Despite generally positive trends on these metrics, many racial groups continue to have low overall levels of proficiency and the achievement gap, compared with White students, persists.

Background

The COVID pandemic created a myriad of significant learning disruptions in education systems throughout the United States and the world. While learning is measured in many ways, examining changes in student performance on various standardized assessments has helped with understanding the effect of these learning disruptions. In the United States and Oregon, the National Assessment of Educational Progress (NAEP), Measures of Academic Progress (MAP) and the Oregon Statewide



Assessment System (OSAS) provide some methods of quantifying student learning progress. While this memorandum focuses primarily on OSAS results, there are many ways of measuring student learning, both qualitative and quantitative, and standardized assessment results should be considered alongside additional indicators of progress.

Context

To provide context for the 2022-23 OSAS achievement results, the following is a brief review of high-level trends in student learning through the lens of NAEP, NWEA MAP and OSAS assessments pre- and post-pandemic.

NAEP. Much of the research on learning loss due to the pandemic looks at NAEP trends. Nationally, students in grade 4 and 8 showed statistically significant declines after the pandemic with declines in mathematics being the largest in the history of the NAEP Assessment.¹ In addition, achievement gaps between student racial groups also grew larger.^{1,2} It is worth noting that national declines in achievement on the NAEP assessment began in years prior to the pandemic, but clearly accelerated once the pandemic began.³

In Oregon, the drop in achievement was greater than the national decline in 8th grade reading and Oregon students went from being above the national average pre-pandemic to below the national average post-pandemic.⁵ Trends are similar for 8th grade math but with Oregon performance being a little closer to the national averages most years.

In 4th grade, Oregon has historically been below the national average in both reading and math most years and that gap widened significantly post-pandemic.^{5,6}

MAP. National trends on the NWEA MAP assessment are similar to trends seen in NAEP. MAP achievement in 2022-23 nationally, was significantly lower than pre-pandemic and racial achievement gaps widened.⁷

OSAS. Specific to Oregon and Portland Public Schools (PPS), student achievement, as measured by the OSAS English Language Arts (ELA) and mathematics tests, also declined significantly between 2019 and 2022.⁹ ELA achievement declined by about 10% statewide and math by about 9%. Declines over the same period were less pronounced in PPS with 3.3% in ELA and 2% in math.

OSAS Participation

Federal and state regulations require that 95% of students in grades 3-8 and 11 participate in state summative assessments in ELA and math. In direct conflict with that requirement, Oregon passed a Student Assessment Bill of Rights that allows parents and adult children to opt out of state assessments. Since the first year of Smarter Balanced Assessments (SBA, rebranded as OSAS in Oregon), PPS has seen opt-out rates ranging from about 9% to 11% of eligible students being opted out of state tests. While opt-outs account for the largest number of non-participants, some students don't participate for other reasons (e.g., medical, extended absence, schools not engaging all students for various reasons).



Table 1. OSAS Participation Rates

Grade Level	ELA			Math		
	2018-19	2021-22	2022-23	2018-19	2021-22	2022-23
3-5	94.4%	95.9%	96.0%	94.0%	95.4%	96.0%
6-8	94.2%	91.1%	90.7%	92.5%	90.3%	90.3%
11	66.4%	38.6%	57.3%	58.9%	30.1%	50.8%

Following ODE’s recommendation, data for groups where participation rates are below 90% should be treated with caution as they may not be representative of the whole group. Because participation rates for high school students are far below that threshold, achievement for grade 11 students will not be addressed in this memo.

PPS and Statewide Overall Achievement in 2023

Across Oregon, achievement remained relatively flat (changes less than one percent) from 2022 to 2023 with a few exceptions. ELA achievement decreased in grades 7-8 by two to two-and-a-half percent and math achievement increased by one-and-a-half percent in grade 4.

Table 2. Statewide Achievement 2022 to 2023

Grade Level	ELA			Math		
	2022	2023	Δ	2022	2023	Δ
Grade 3	39.4%	39.4%	no change	39.4%	39.7%	0.3%
Grade 4	42.5%	42.3%	-0.2%	36.1%	37.6%	1.5%
Grade 5	46.8%	47.0%	0.2%	30.0%	30.7%	0.7%
Grade 6	40.5%	41.0%	0.5%	27.5%	28.1%	0.6%
Grade 7	46.3%	43.8%	-2.5%	29.5%	29.6%	0.1%
Grade 8	43.9%	41.9%	-2.0%	25.9%	25.5%	-0.4%

Achievement in PPS in 2023 was significantly higher than Oregon in both subjects and all grades. PPS achievement exceeded Oregon by double digits in all cases.

Figure 1. ELA Achievement in 2023 for PPS and Statewide

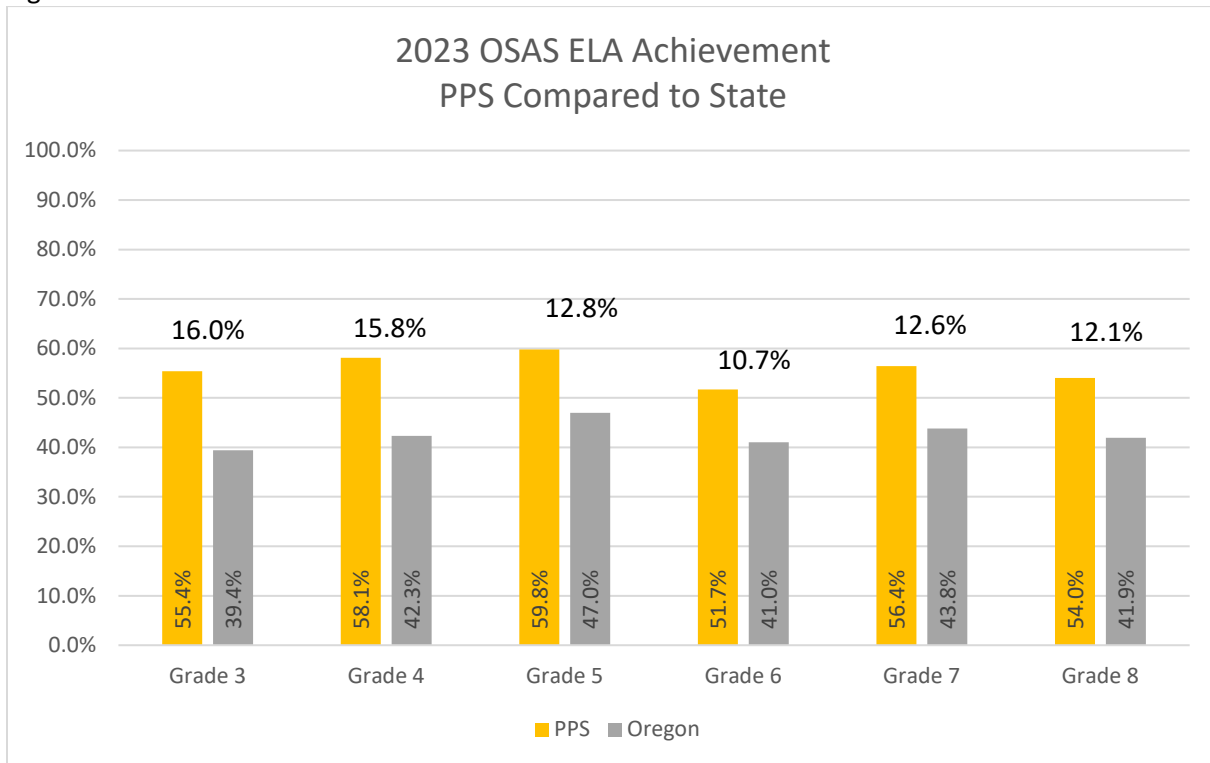


Figure 2. Math Achievement in 2023 for PPS and Statewide

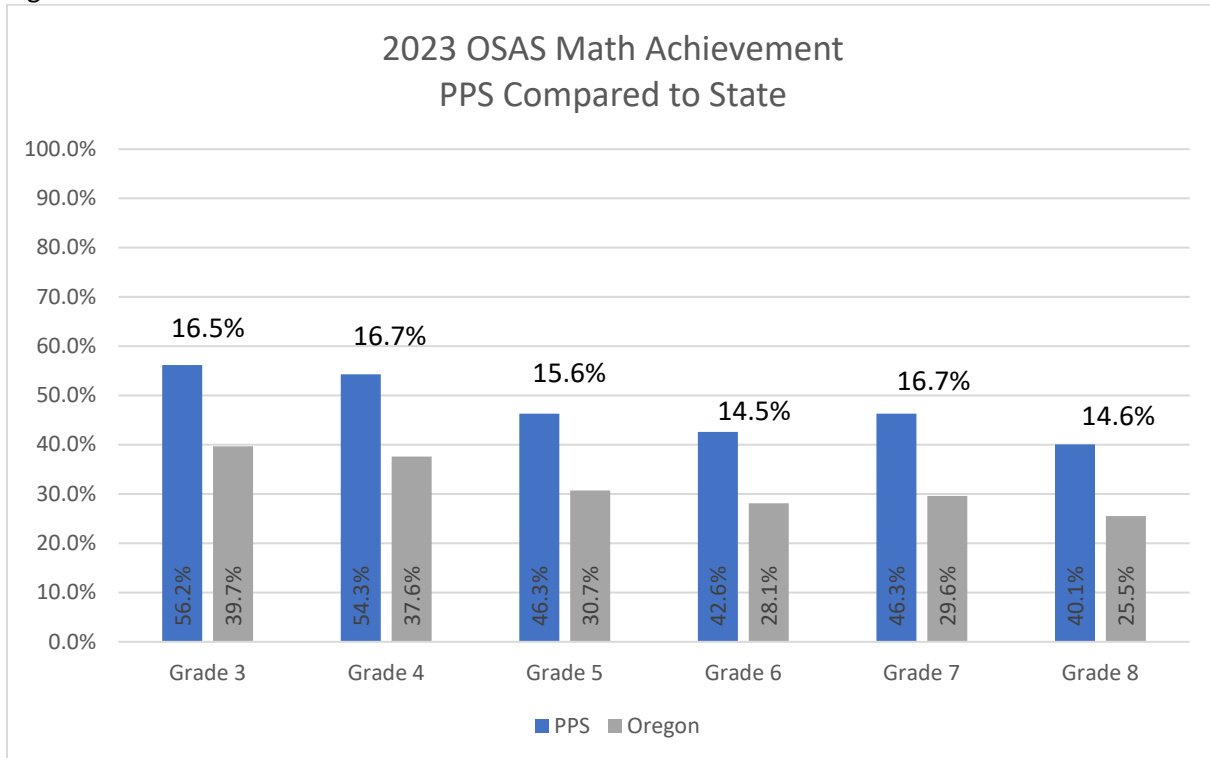


Table 3. 2023 ELA and Math Achievement for PPS and Statewide

Grade Level	English Language Arts (ELA)			Mathematics		
	PPS	Oregon	Δ	PPS	Oregon	Δ
Grade 3	55.4%	39.4%	16.0%	56.2%	39.7%	16.5%
Grade 4	58.1%	42.3%	15.8%	54.3%	37.6%	16.7%
Grade 5	59.8%	47.0%	12.8%	46.3%	30.7%	15.6%
Grade 6	51.6%	41.0%	10.6%	42.6%	28.1%	14.5%
Grade 7	56.3%	43.8%	12.5%	46.3%	29.6%	16.7%
Grade 8	54.0%	41.9%	12.1%	40.1%	25.5%	14.6%

Within PPS, students demonstrated slight improvement in ELA for all grades 3-8. Math achievement grew slightly in grade 3 with solid improvement in grades 4-8.

Figure 3. PPS ELA Achievement by Grade

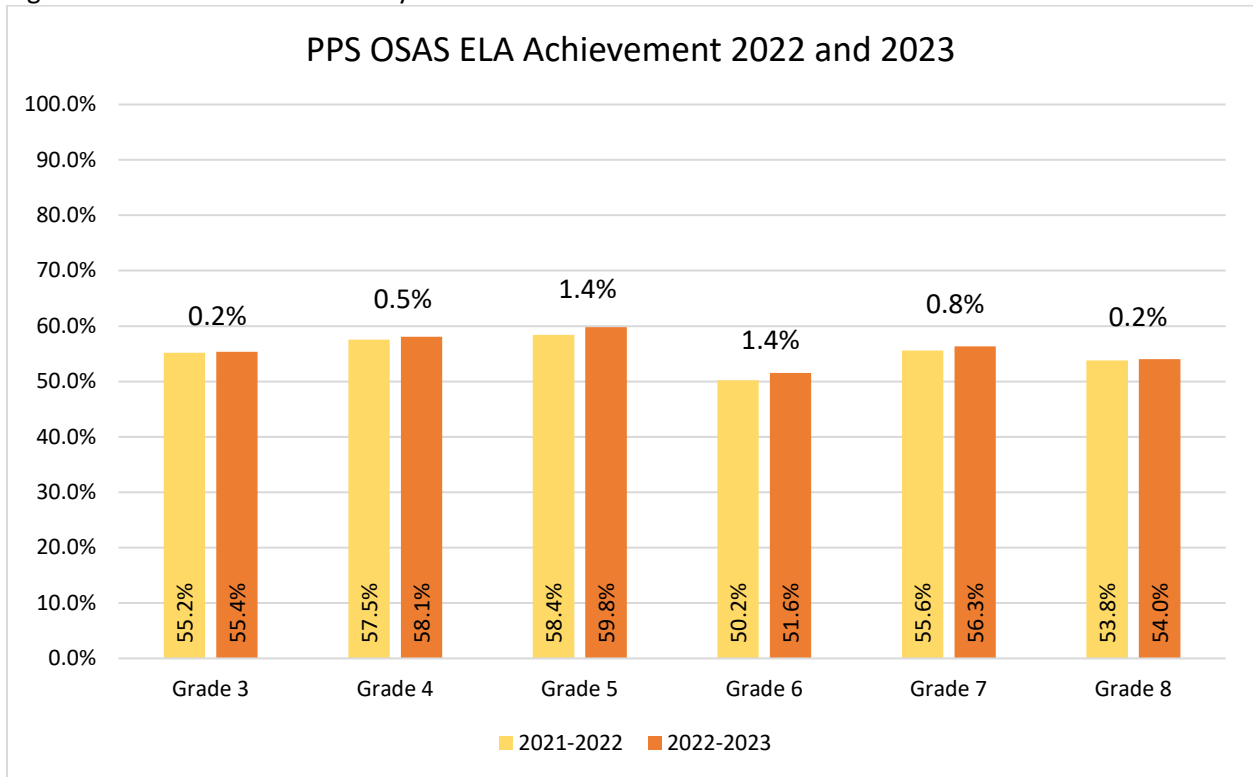


Figure 4. PPS Math Achievement by Grade

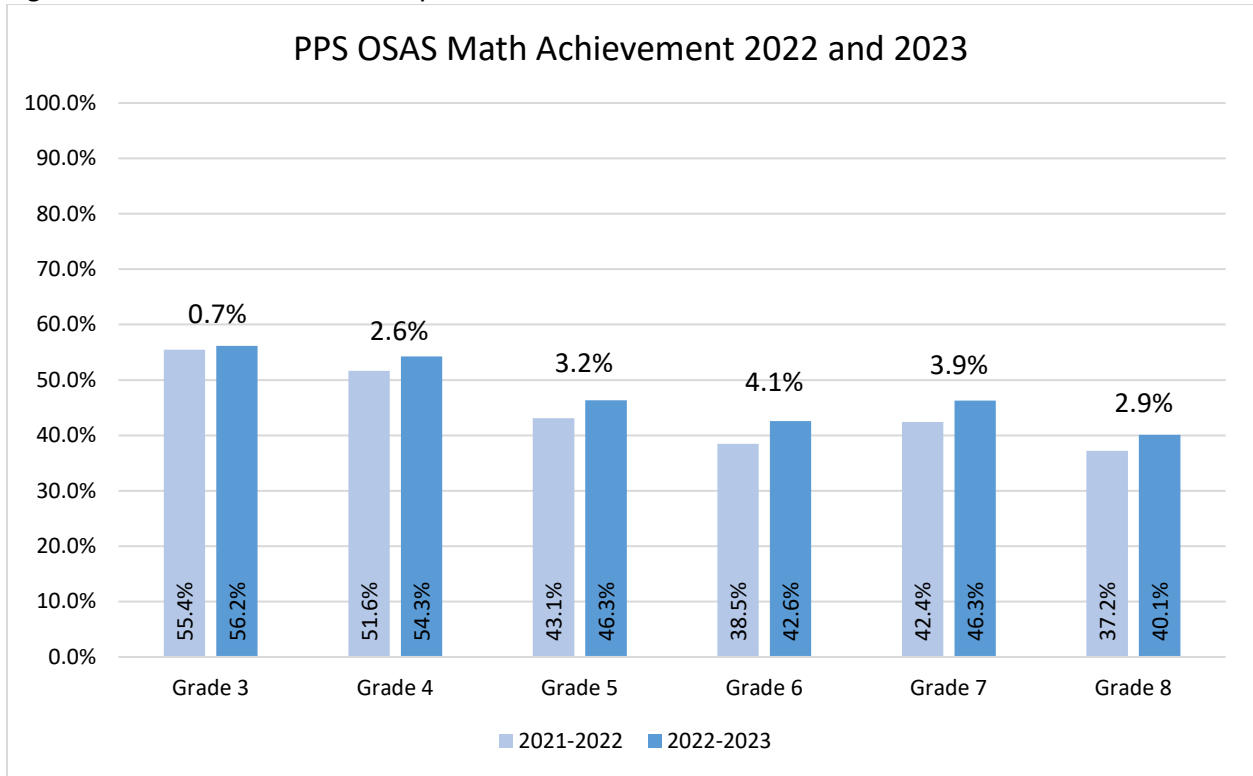


Table 4. PPS ELA Achievement by Grade

Grade Level	English Language Arts (ELA)						Δ from 2022 to 2023
	2021-2022			2022-2023			
	Proficient		# Tested	Proficient		# Tested	
	#	%		#	%		
All Students (3-8)	10598	55.2%	19206	10642	55.9%	19046	0.7%
Grade 3	1829	55.2%	3314	1843	55.4%	3328	0.2%
Grade 4	1849	57.5%	3213	1921	58.1%	3308	0.5%
Grade 5	1979	58.4%	3387	1910	59.8%	3195	1.4%
Grade 6	1559	50.2%	3106	1651	51.6%	3202	1.4%
Grade 7	1695	55.6%	3050	1685	56.3%	2991	0.8%
Grade 8	1687	53.8%	3136	1632	54.0%	3022	0.2%
Grades 3-5	5657	57.1%	9914	5674	57.7%	9831	0.6%
Grades 6-8	4941	53.2%	9292	4968	53.7%	9215	0.6%

Table 5. PPS Math Achievement by Grade

Grade Level	Mathematics						Δ from 2022 to 2023
	2021-2022			2022-2023			
	Proficient		# Tested	Proficient		# Tested	
	#	%		#	%		
All Students (3-8)	8553	44.9%	19067	9008	47.8%	18830	3.0
Grade 3	1828	55.4%	3297	1864	56.2%	3318	0.7%
Grade 4	1653	51.6%	3201	1785	54.3%	3290	2.6%
Grade 5	1451	43.1%	3365	1471	46.3%	3175	3.2%
Grade 6	1202	38.5%	3122	1334	42.6%	3132	4.1%
Grade 7	1283	42.4%	3027	1364	46.3%	2946	3.9%
Grade 8	1136	37.2%	3055	1190	40.1%	2969	2.9%
Grades 3-5	4932	50.0%	9863	5120	52.3%	9783	2.3%
Grades 6-8	3621	39.3%	9204	3888	43.0%	9047	3.6%

Looking back to pre-pandemic achievement (2018-19) compared to 2022-23 results, students in grades 3-4 have returned to pre-pandemic achievement levels or exceeded those levels. Students in grades 5-8 are still performing lower than pre-pandemic levels in ELA. In math, students in grades 3-5 are exceeding pre-pandemic level and students in grade 6 have returned to pre-pandemic levels. Math achievement in grades 7 and 8 remains lower than pre-pandemic levels.

Figure 5. OSAS ELA Achievement 2018-19 to 2022-23 by Grade Level.

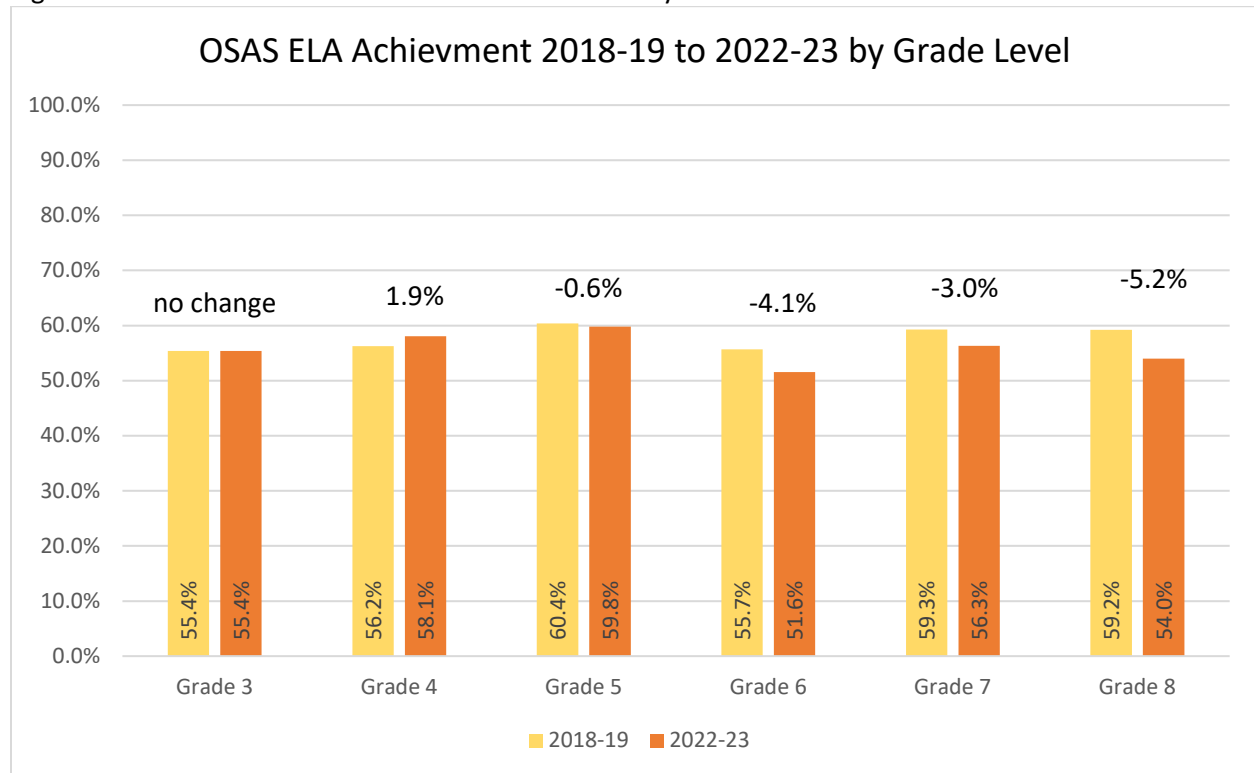
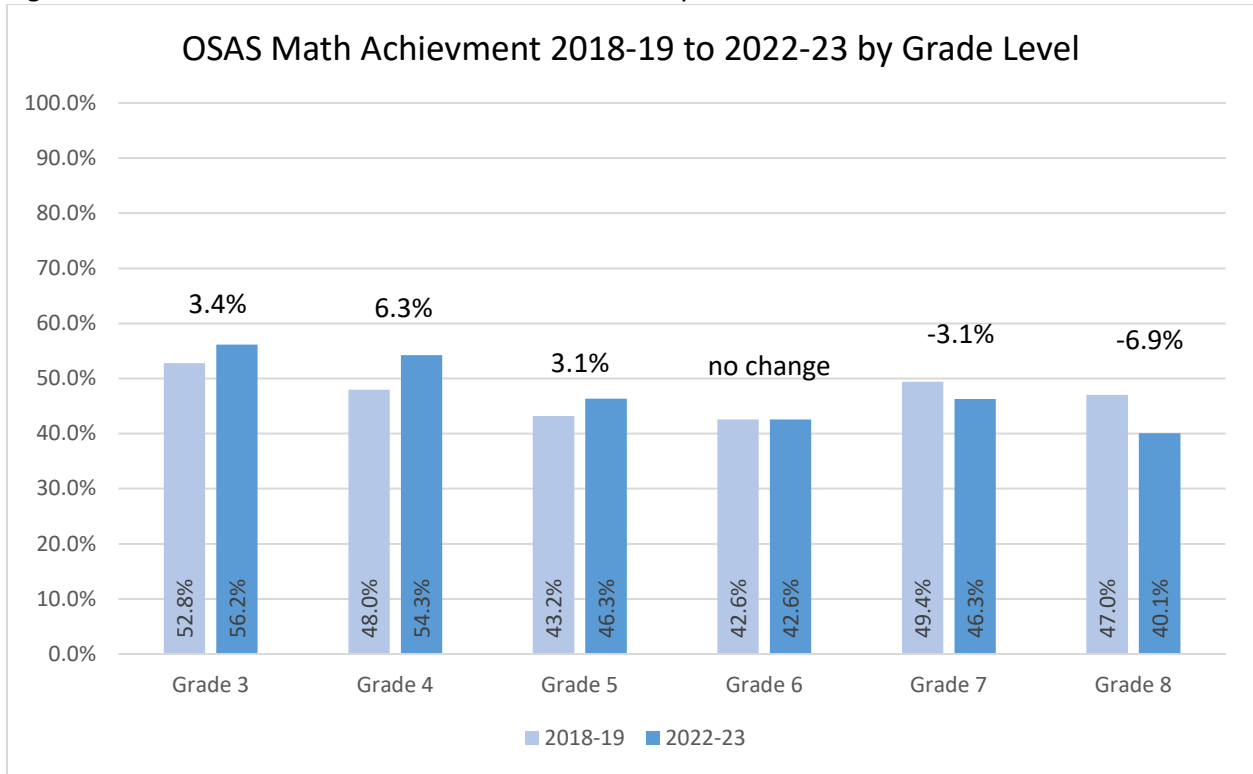


Figure 6. OSAS Math Achievement 2018-19 to 2022-23 by Grade Level.



PPS Achievement by Race/Ethnicity, Special Education and English Learners

ELA Achievement by race shows a little more variation from 2022 to 2023, including some growth and some decline. Asian students showed moderate decline in both grade bands, 3-5 and 6-8. Black students showed a small decline. Latinx, Multi-racial and Pacific Islander students showed the highest growth in grades 3-5. White students showed small to moderate growth. Achievement for Native American students dropped significantly in both grade bands. The number of students in the Native American and Pacific Islander groups is relatively small and large shifts in numbers may be due to the small group sizes.

Figure 7. ELA Achievement by Race/Ethnicity Grades 3-5

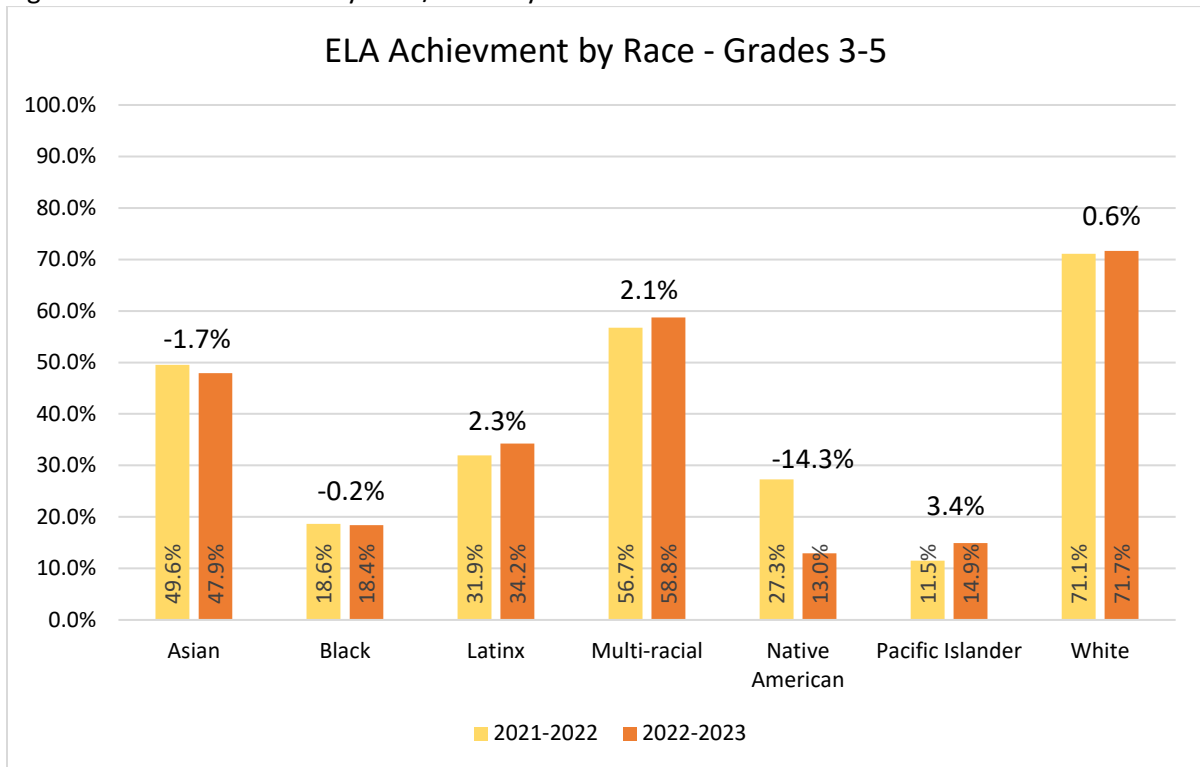


Figure 8. ELA Achievement by Race/Ethnicity Grades 6-8

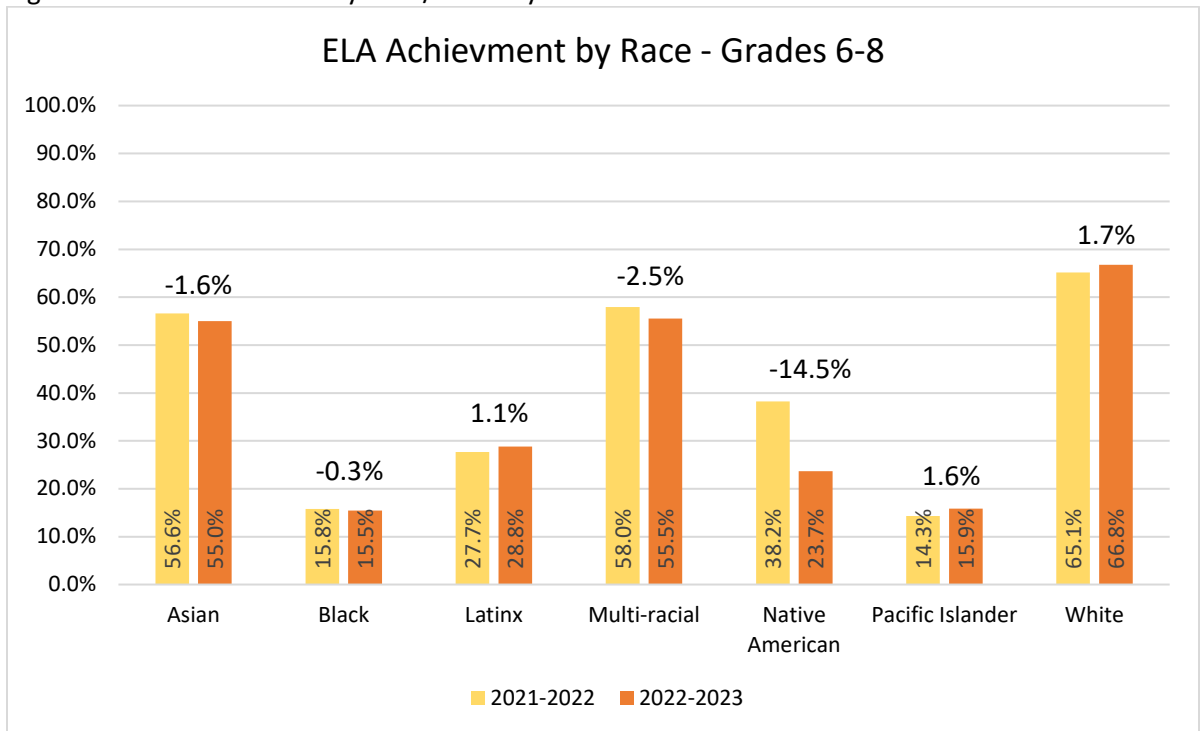


Table 6. ELA Achievement by Race/Ethnicity

Student Group	English Language Arts (ELA)						Δ from 2022 to 2023
	2021-2022			2022-2023			
	Proficient		# Tested	Proficient		# Tested	
	#	%		#	%		
Grades 3-5 Asian	**	49.6%	>49	**	47.9%	>49	-1.7%
Grades 3-5 Black	**	18.6%	>49	**	18.4%	>49	-0.2%
Grades 3-5 Latinx	**	31.9%	>49	**	34.2%	>49	2.3%
Grades 3-5 Multi-racial	**	56.7%	>49	**	58.8%	>49	2.1%
Grades 3-5 Native American	**	27.3%	<50	**	13.0%	>49	-14.3%
Grades 3-5 Pacific Islander	**	11.5%	>49	**	14.9%	>49	3.4%
Grades 3-5 White	**	71.1%	>49	**	71.7%	>49	0.6%
Grades 6-8 Asian	**	56.6%	>49	**	55.0%	>49	-1.6%
Grades 6-8 Black	**	15.8%	>49	**	15.8%	>49	-0.3%
Grades 6-8 Latinx	**	27.7%	>49	**	28.8%	>49	1.1%
Grades 6-8 Multi-racial	**	58.0%	>49	**	55.5%	>49	-2.5%
Grades 6-8 Native American	**	38.2%	<50	**	23.7%	<50	-14.5%
Grades 6-8 Pacific Islander	**	14.3%	>49	**	15.9%	>49	1.6%
Grades 6-8 White	**	65.1%	>49	**	66.8%	>49	1.7%

In mathematics, student achievement was more consistently strong across most racial groups. Asian, Latinx and Multi-racial students showed the strongest growth in grades 3-5. In grades 6-8, Multi-racial and White students grew the most. Native American students showed a slight decrease in both grade bands and Pacific Islander students declined nearly 2% in grades 3-5.

Figure 9. Math Achievement by Race/Ethnicity Grades 3-5

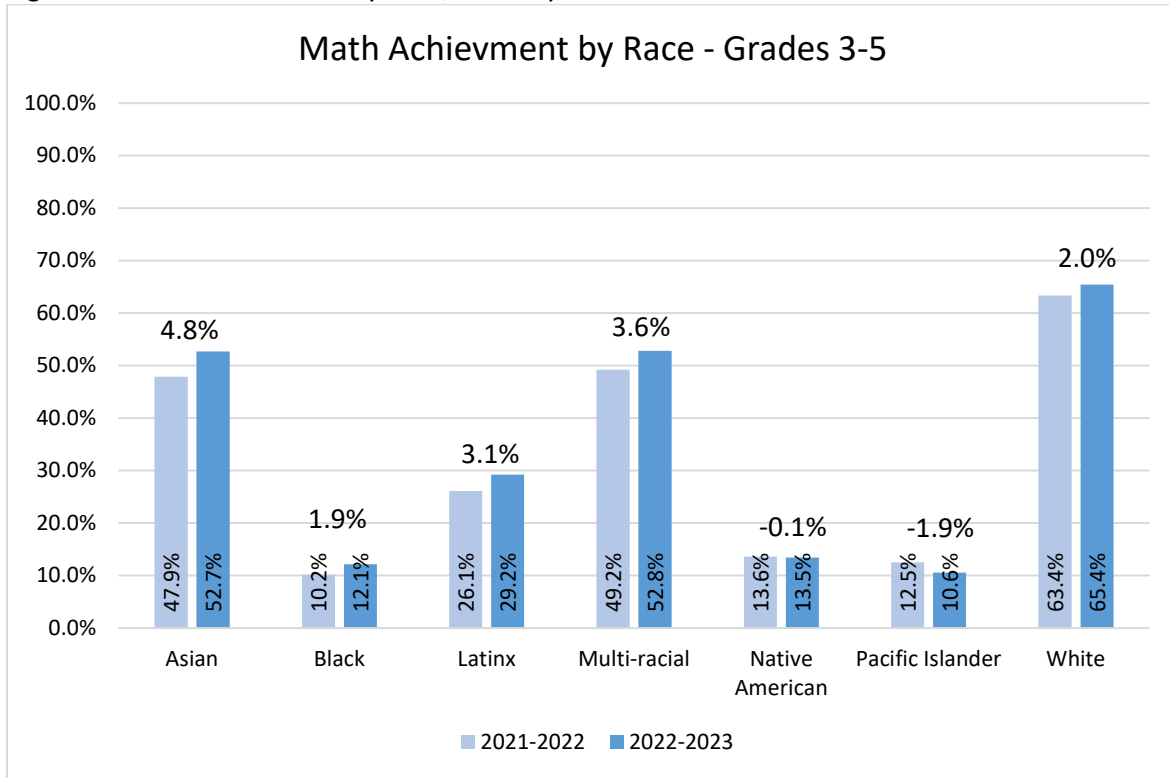


Figure 10. Math Achievement by Race/Ethnicity Grades 6-8

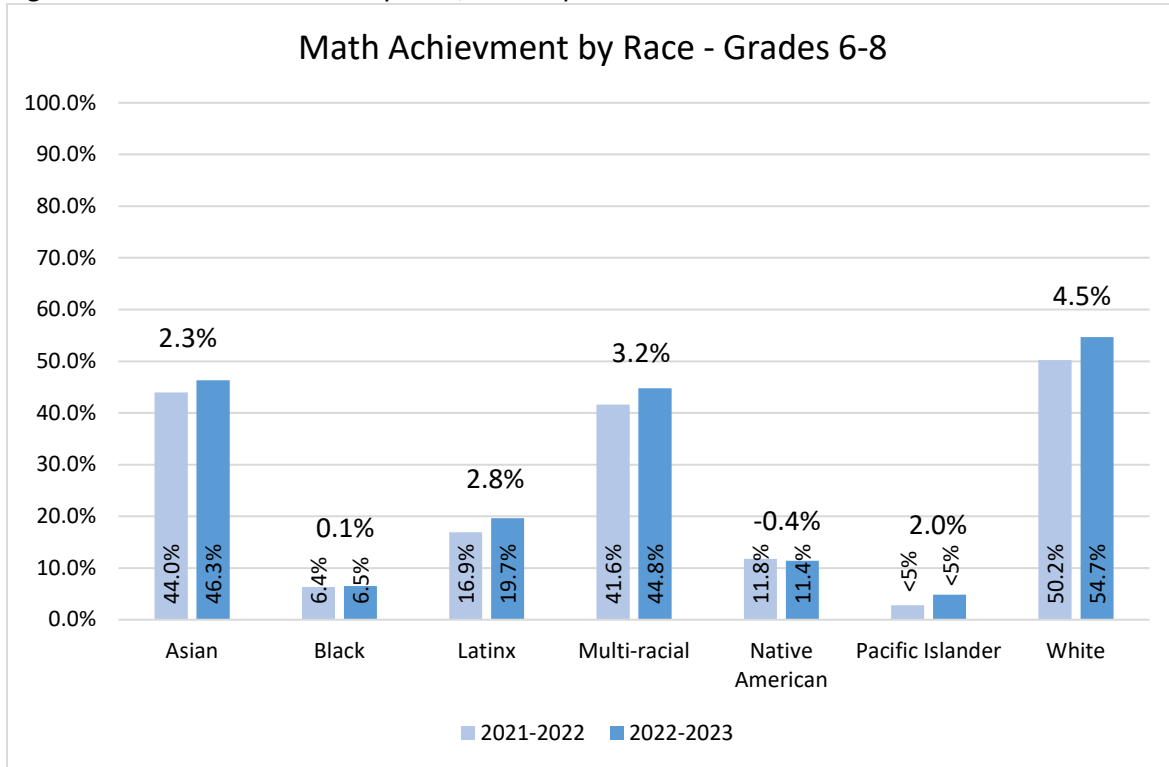


Table 7. Math Achievement by Race/Ethnicity

Student Group	Mathematics						Δ from 2022 to 2023
	2021-2022			2022-2023			
	Proficient		# Tested	Proficient		# Tested	
	#	%		#	%		
Grades 3-5 Asian	**	47.9%	>49	**	52.7%	>49	4.8%
Grades 3-5 Black	**	10.2%	>49	**	12.1%	>49	1.9%
Grades 3-5 Latinx	**	26.1%	>49	**	29.2%	>49	3.1%
Grades 3-5 Multi-racial	**	49.2%	>49	**	52.8%	>49	3.6%
Grades 3-5 Native American	**	13.6%	<50	**	13.5%	<49	-0.1%
Grades 3-5 Pacific Islander	**	12.5%	>49	**	10.6%	>49	-1.9%
Grades 3-5 White	**	63.4%	>49	**	65.4%	>49	2.0%
Grades 6-8 Asian	**	44.0%	>49	**	46.3%	>49	2.3%
Grades 6-8 Black	**	6.4%	>49	**	6.5%	>49	0.1%
Grades 6-8 Latinx	**	16.9%	>49	**	19.7%	>49	2.8%
Grades 6-8 Multi-racial	**	41.6%	>49	**	44.8%	>49	3.2%
Grades 6-8 Native American	**	11.8%	<50	**	11.4%	<50	-0.4%
Grades 6-8 Pacific Islander	**	<5%	>49	**	<5%	>49	2.0%
Grades 6-8 White	**	50.2%	>49	**	54.7%	>49	4.5%

Achievement for Students with Disabilities increased very slightly in ELA but growth in mathematics was 2.3% for Grades 3-5 and 1.9% for grades 6-8.

Figure 11. OSAS ELA Achievement for Special Education Students

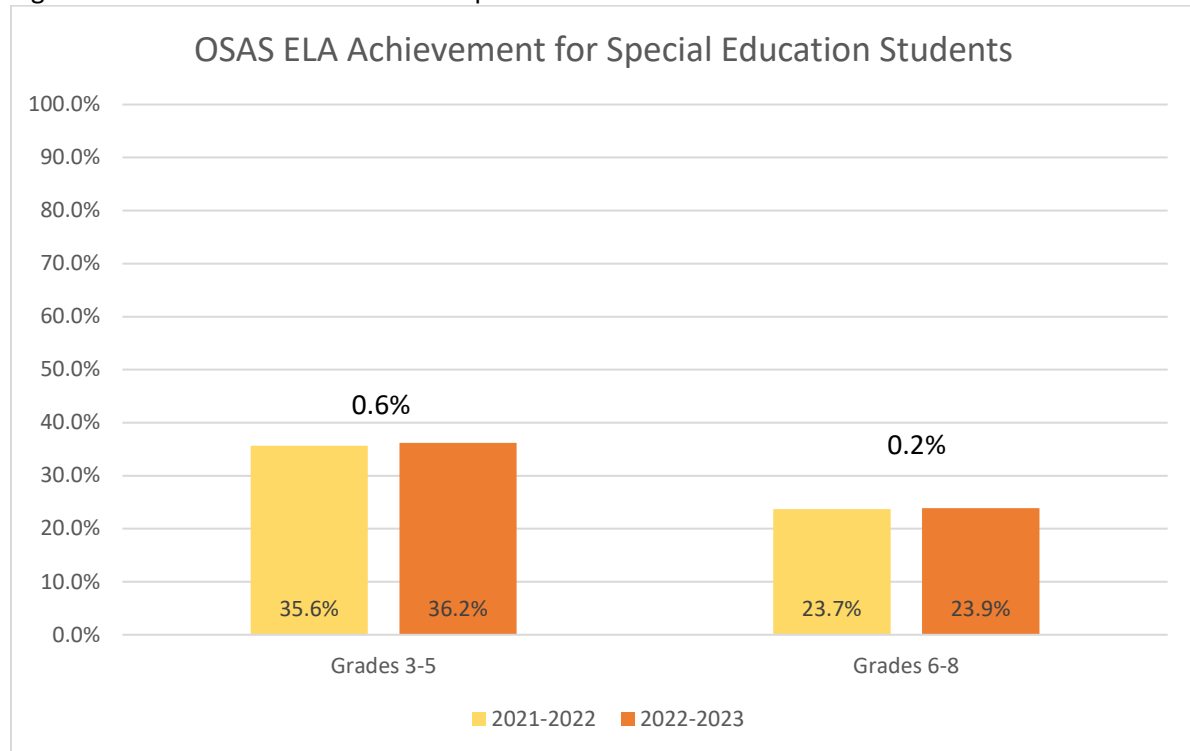
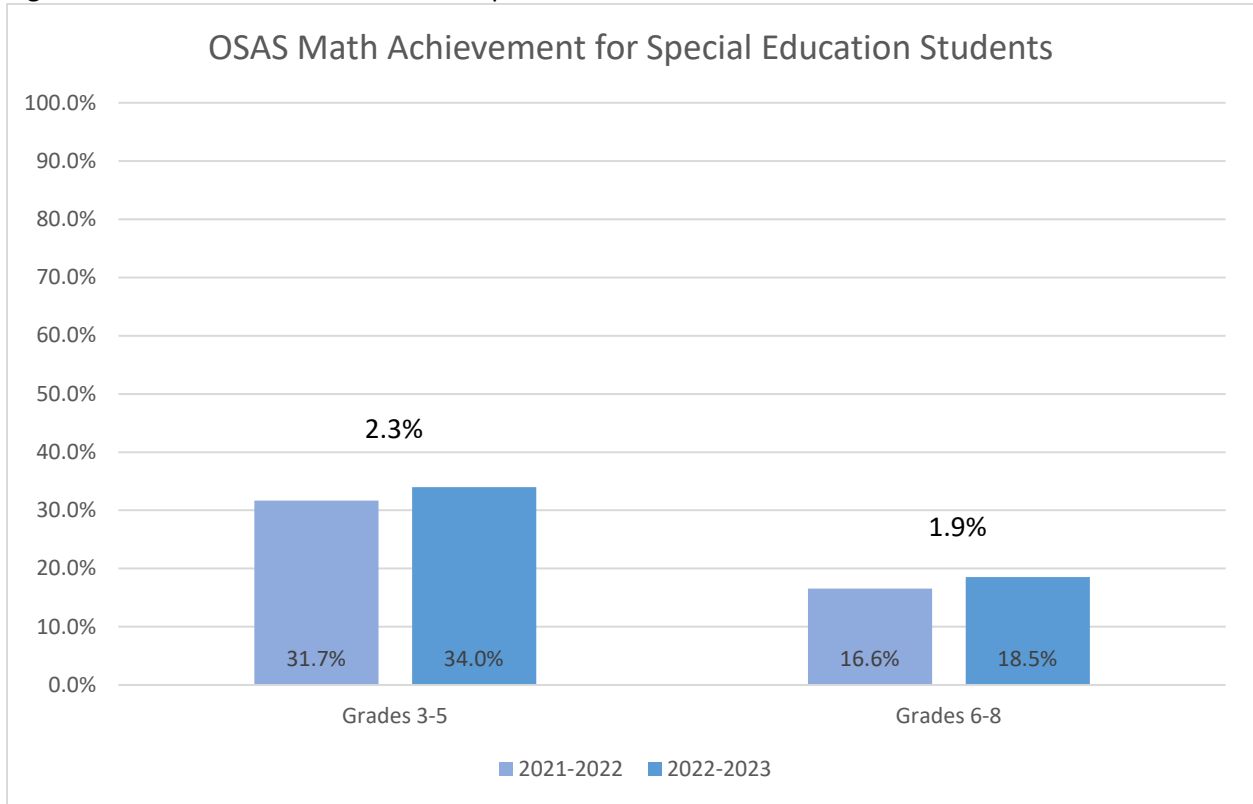


Figure 12. OSAS Math Achievement for Special Education Students



For English Learner students, achievement remained about the same or declined for both subjects and both grade bands. Proficiency for English Learner students is very low for both subjects and grade bands.

Figure 13. OSAS ELA Achievement for English Learner Students

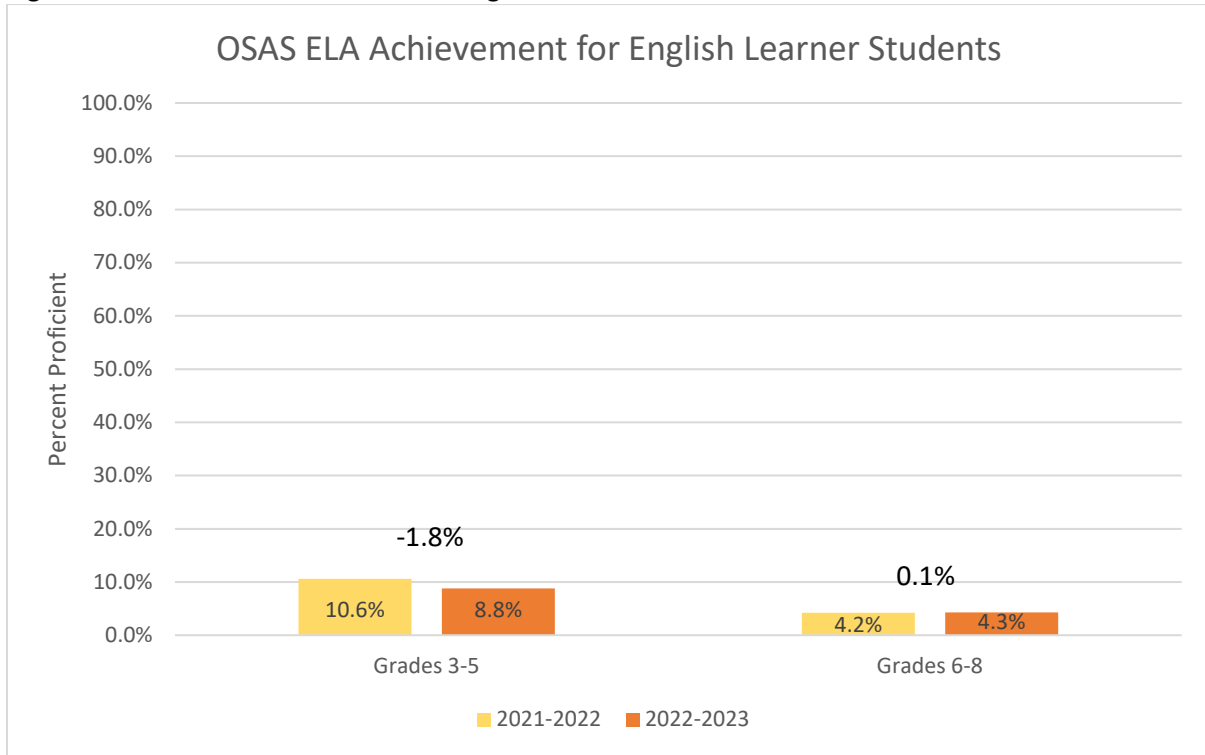
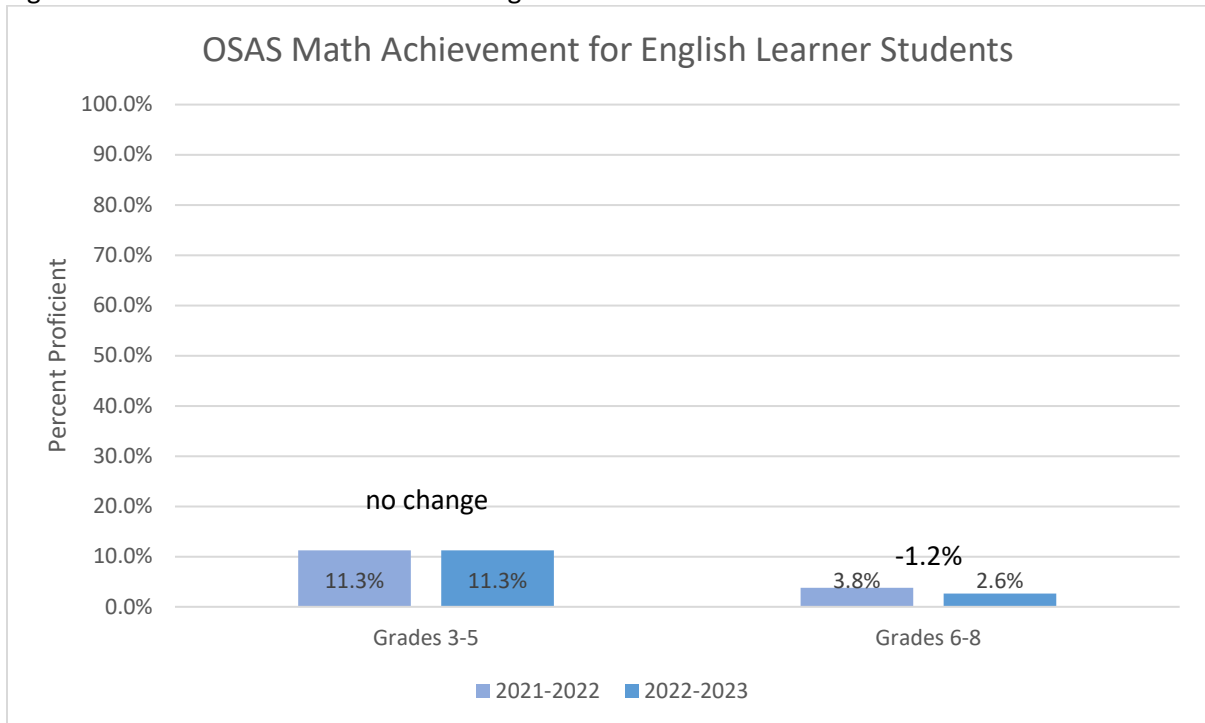


Figure 14. OSAS Math Achievement for English Learner Students



Board Goals

3rd Grade Reading. The board goal for third grade reading “is to close the opportunity and outcome gaps in third grade reading between students of color and their white peers”, by increasing achievement for:

- African American students by 5.5 percentage points per year
- Pacific Islanders by 5.0 percentage points per year
- Native American students by 6.1 percentage points per year
- Latino students by 3.9 percentage points per year
- Asian students by 2.6 percentage points per year

Student performance on the grade 3 ELA assessment has mostly declined from 2022 to 2023. The exceptions are for Latinx students where achievement grew by 2.2. White student achievement grew by 1.3% from 2022 to 2023.

Figure 15. OSAS 3rd Grade ELA Achievement by Race/Ethnicity

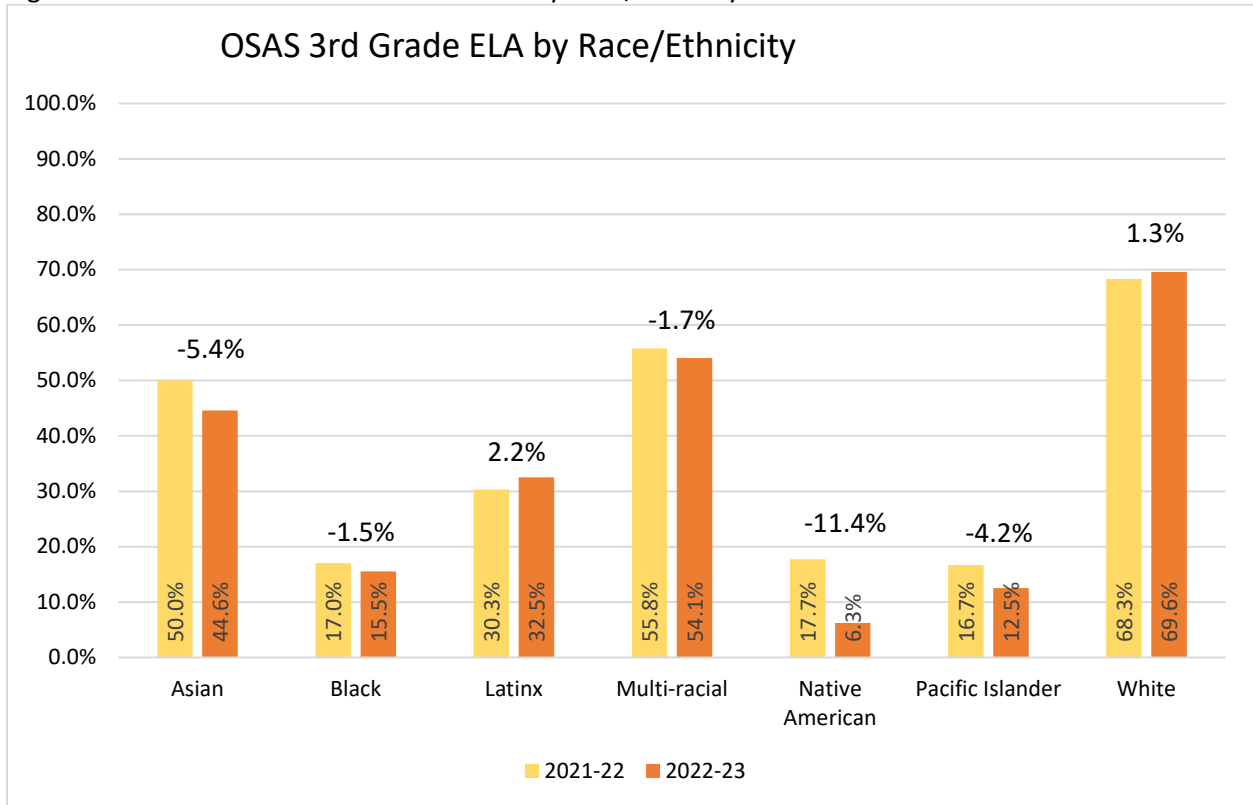


Table 8. OSAS 3rd Grade ELA Achievement by Race/Ethnicity

Student Group	2021-22			2022-23			Δ from 2022 to 2023	Board Target	Status
	Proficient		# Tested	Proficient		# Tested			
	#	%		#	%				
Asian	**	50.0%	>49	**	44.6%	>49	-5.4%	52.6%	Not met
Black	**	17.0%	>49	**	15.5%	>49	-1.5%	22.5%	Not met
Latinx	**	30.3%	>49	**	32.5%	>49	2.2%	34.2%	Not met
Multi-racial	**	55.8%	>49	**	54.1%	>49	-1.7%	N/A	N/A
Native Amer.	**	17.7%	<50	**	6.3%	<50	-11.4%	23.7%	Not met
Pacific Isl.	**	16.7%	<50	**	12.5%	<50	-4.2%	21.7%	Not met
White	**	68.3%	>49	**	69.6%	>49	1.3%	N/A	N/A

Table 9 lists overall 3rd grade ELA achievement by school. This table is sorted in descending order by growth from 2022 to 2023.

Table 9. OSAS 3rd Grade ELA Achievement by School

School	English Language Arts Grade 3				
	% Proficient			# Tested	
	2021-22	2022-23	Δ	2021-22	2022-23
Sunnyside Environmental	45.0%	73.0%	28.0%	<50	<50
Grout	46.9%	69.8%	22.8%	<50	<50
Chief Joseph	47.4%	69.8%	22.4%	<50	>49
Lee	31.3%	52.4%	21.1%	<50	<50
Portland Arthur Academy	61.5%	78.3%	16.7%	<50	<50
Stephenson	74.6%	90.9%	16.3%	>49	<50
Lent	8.3%	24.2%	15.9%	<50	<50
Creative Science	42.1%	57.1%	15.0%	<50	<50
Sitton	26.4%	40.4%	14.0%	>49	<50
Whitman	18.5%	30.8%	12.3%	<50	<50
Irvington	55.3%	67.5%	12.2%	<50	<50
Rigler	20.7%	30.8%	10.1%	<50	<50
Markham	51.7%	60.3%	8.6%	>49	>49
Maplewood	54.0%	62.0%	8.0%	>49	>49
Glencoe	65.0%	72.3%	7.3%	>49	>49
Ainsworth	68.9%	75.7%	6.8%	>49	>49
Boise-Eliot Humboldt	25.5%	32.3%	6.7%	<50	>49
Sabin	65.6%	72.2%	6.6%	>49	>49
Abernethy	73.6%	79.4%	5.8%	>49	>49
Atkinson	63.5%	68.6%	5.2%	>49	>49

School	English Language Arts Grade 3				
	% Proficient			# Tested	
	2021-22	2022-23	Δ	2021-22	2022-23
Llewellyn	84.4%	89.2%	4.8%	>49	>49
Duniway	58.8%	63.5%	4.7%	>49	>49
Kelly	21.1%	25.8%	4.6%	>49	>49
Hayhurst (includes Odyssey)	66.2%	70.8%	4.6%	>49	>49
Alameda	75.3%	78.2%	2.9%	>49	>49
Lewis	71.2%	73.2%	2.0%	>49	<50
Bridlemile	69.6%	71.0%	1.4%	>49	>49
Peninsula	43.6%	44.8%	1.2%	<50	<50
Vernon	62.3%	62.1%	-0.2%	>49	>49
Beverly Cleary	72.2%	71.7%	-0.5%	>49	>49
Faubion	25.0%	24.2%	-0.8%	>49	>49
Arleta	46.3%	45.5%	-0.8%	>49	<50
Creston	68.8%	67.5%	-1.3%	<50	<50
Woodstock	67.8%	66.3%	-1.6%	>49	>49
Marysville	30.0%	28.3%	-1.7%	<50	<50
Astor	63.6%	61.8%	-1.9%	<50	<50
Dr. Martin Luther King Jr.	44.0%	42.0%	-2.0%	>49	>49
Woodmere	20.5%	18.4%	-2.1%	<50	<50
Le Monde	79.5%	76.7%	-2.8%	<50	<50
Metropolitan Learning Center	65.0%	61.9%	-3.1%	<50	<50
Skyline	62.5%	59.1%	-3.4%	<50	<50
Rieke	86.0%	82.4%	-3.6%	>49	>49
Rosa Parks	7.3%	<5%	<5%	<50	<50
César Chávez	20.0%	15.2%	-4.8%	>49	<50
Capitol Hill	63.2%	57.4%	-5.8%	>49	>49
Bridger	44.8%	38.8%	-6.1%	>49	<50
Winterhaven	89.5%	82.1%	-7.3%	<50	<50
Laurelhurst	68.0%	59.7%	-8.3%	>49	>49
Richmond	75.3%	66.3%	-9.0%	>49	>49
Chapman	61.0%	51.9%	-9.1%	<50	>49
Buckman	65.6%	55.6%	-10.1%	>49	>49
Kairos PDX	48.4%	36.1%	-12.3%	<50	<50
Woodlawn	51.9%	39.0%	-12.9%	>49	<50
Forest Park	82.4%	68.9%	-13.4%	>49	>49
Harrison Park	32.2%	18.0%	-14.2%	>49	>49
Scott	44.6%	29.8%	-14.9%	>49	>49

School	English Language Arts Grade 3				
	% Proficient			# Tested	
	2021-22	2022-23	Δ	2021-22	2022-23
Rose City Park	69.9%	51.2%	-18.7%	>49	>49
Beach	60.6%	41.5%	-19.1%	>49	>49
Vestal	43.8%	24.2%	-19.5%	<50	<50
James John	51.1%	27.6%	-23.5%	<50	>49
Emerson	70.8%	45.8%	-25.0%	<50	<50
Portland Village School	51.1%	25.6%	-25.5%	<50	<50

5th Grade Mathematics

The board goal for fifth grade mathematics “is to close the opportunity and outcome gaps in fifth grade mathematics between students of color and their white peers”, by increasing achievement for:

- African American students by 4.4 percentage points per year
- Pacific Islanders by 4.1 percentage points per year
- Native American students by 3.5 percentage points per year
- Latino students by 3.2 percentage points per year
- Asian students by 1.2 percentage points per year

All student groups except Pacific Islanders had achievement growth above 1% with Multi-racial, White and Native American students showing the most growth (3.7%, 4.1% and 4.3% respectively).

Achievement for Pacific Islander students declined by 2.2%. The number of students in the Native American and Pacific Islander groups is small, making the data more volatile year-to-year.

Figure 16. OSAS 5th Grade Math Achievement by Race/Ethnicity

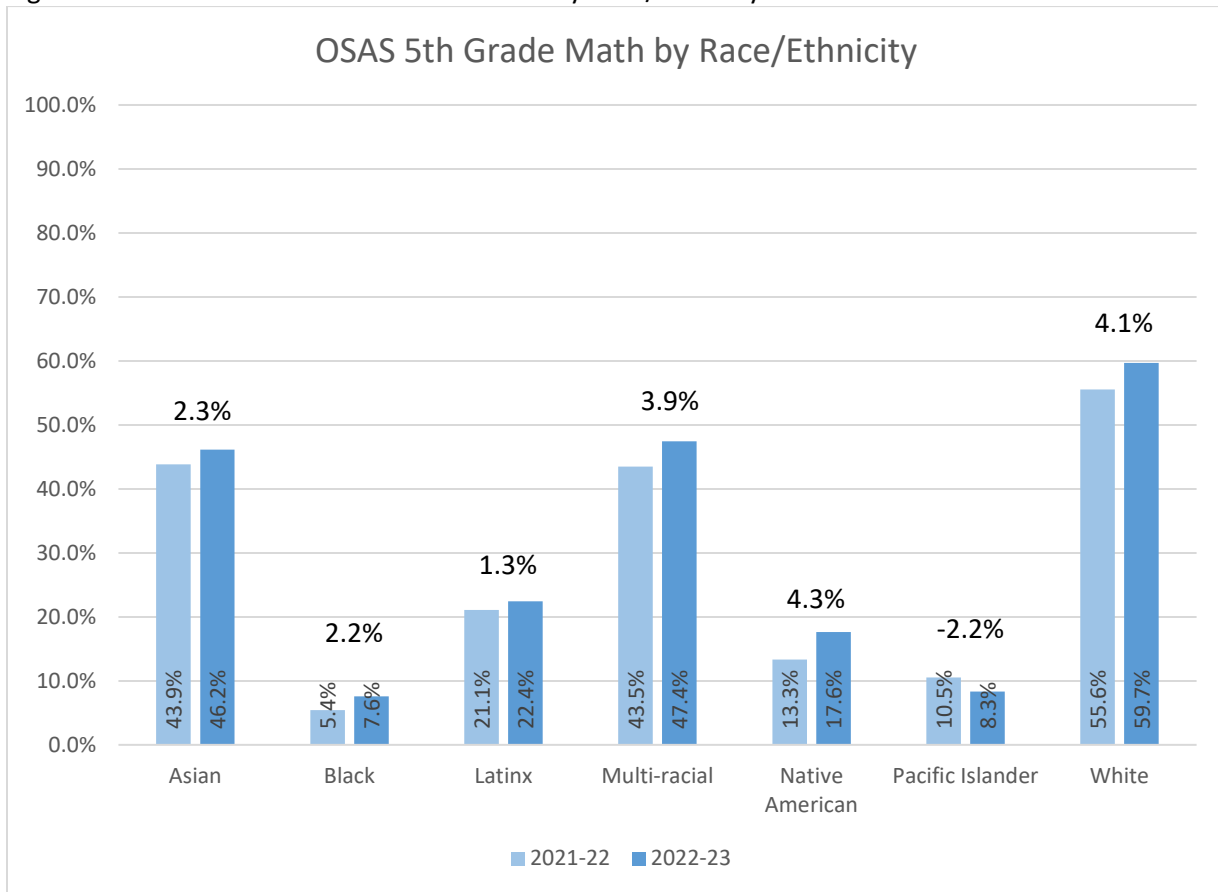


Table 10. OSAS 5th Grade Math Achievement by Race/Ethnicity

Student Group	2021-22			2022-23			Δ from 2022 to 2023	Board Target	Status
	Proficient		# Tested	Proficient		# Tested			
	#	%		#	%				
Asian	**	43.9%	>49	**	46.2%	>49	2.3%	45.1%	Met
Black	**	5.4%	>49	**	7.6%	>49	2.2%	9.8%	Not met
Latinx	**	21.1%	>49	**	22.4%	>49	1.3%	24.3%	Not met
Multi-racial	**	43.5%	>49	**	47.4%	>49	3.9%	N/A	N/A
Native Amer	**	13.3%	<50	**	17.6%	<50	4.3%	16.8%	Met
Pacific Isl.	**	10.5%	<50	**	8.3%	<50	-2.2%	14.6%	Not met
White	**	55.6%	>49	**	59.7%	>49	4.1%	N/A	N/A

Table 11 lists overall 5th grade math achievement by school. This table is sorted in descending order by growth from 2022 to 2023

Table 11. OSAS 5th Grade Math Achievement by School

School	Mathematics Grade 5				
	% Proficient			# Tested	
	2021-22	2022-23	Δ	2021-22	2022-23
Richmond	34.4%	72.5%	38.1%	>49	>49
Kairos PDX	5.3%	31.4%	26.2%	<50	<50
Portland Village School	26.7%	52.8%	26.2%	<50	>49
Laurelhurst	45.6%	68.4%	22.8%	>49	>49
Woodlawn	16.7%	38.6%	22.0%	<50	<50
Creston	38.2%	59.5%	21.3%	<50	<50
Harrison Park	12.2%	33.3%	21.1%	<50	<50
Lee	8.3%	29.3%	20.9%	<50	<50
Astor	35.0%	53.3%	18.3%	>49	<50
Bridlemile	60.0%	75.0%	15.0%	>49	>49
Buckman	23.3%	38.1%	14.8%	>49	>49
Stephenson	61.1%	75.5%	14.4%	>49	<50
Abernethy	60.3%	74.6%	14.3%	>49	>49
Lewis	36.7%	50.8%	14.2%	>49	>49
Lent	11.1%	25.0%	13.9%	<50	<50
Creative Science	36.2%	50.0%	13.8%	<50	<50
Rose City Park	24.6%	38.1%	13.5%	>49	>49
Sitton	16.7%	29.7%	13.1%	<50	<50
Sunnyside Environmental	46.3%	58.5%	12.2%	>49	>49
Arleta	41.9%	52.6%	10.8%	<50	<50
Whitman	16.0%	25.8%	9.8%	<50	<50
Rosa Parks	<5%	9.1%	>5%	<50	<50
Irvington	34.8%	43.8%	9.0%	<50	<50
Ainsworth	60.8%	68.3%	7.5%	>49	>49
Woodmere	16.3%	23.7%	7.4%	<50	<50
Marysville	16.7%	23.9%	7.2%	<50	<50
Hayhurst (including Odyssey)	51.7%	58.9%	7.2%	>49	>49
Emerson	45.5%	52.6%	7.2%	<50	<50
Vestal	14.8%	21.4%	6.6%	<50	<50
Markham	31.3%	37.7%	6.5%	>49	>49
Alameda	70.5%	75.0%	4.5%	>49	>49
Maplewood	51.6%	56.0%	4.4%	>49	>49
Le Monde	84.4%	88.6%	4.1%	<50	<50
Bridger	35.0%	38.9%	3.9%	>49	>49
Llewellyn	55.9%	59.3%	3.3%	>49	>49

School	Mathematics Grade 5				
	% Proficient			# Tested	
	2021-22	2022-23	Δ	2021-22	2022-23
Atkinson	44.9%	48.1%	3.2%	<50	>49
Beverly Cleary	69.4%	70.9%	1.5%	>49	>49
Dr. Martin Luther King Jr.	32.6%	33.3%	0.8%	<50	<50
Boise-Eliot Humboldt	12.5%	13.0%	0.5%	<50	<50
Duniway	68.4%	68.5%	0.1%	>49	>49
Chapman	40.4%	40.0%	-0.4%	>49	>49
Skyline	54.5%	53.8%	-0.7%	<50	<50
Rigler	9.5%	8.8%	-0.7%	<50	<50
Capitol Hill	55.2%	53.7%	-1.5%	>49	<50
César Chávez	8.2%	5.5%	-2.7%	<50	>49
Faubion	19.0%	15.1%	-4.0%	>49	>49
Rieke	79.4%	73.7%	-5.7%	>49	>49
Forest Park	74.0%	66.7%	-7.3%	>49	<50
Scott	27.9%	19.4%	-8.5%	>49	>49
James John	28.6%	20.0%	-8.6%	<50	>49
Sabin	75.5%	65.2%	-10.3%	<50	<50
Kelly	24.5%	14.0%	-10.5%	>49	>49
Woodstock	51.3%	40.3%	-11.0%	>49	>49
Winterhaven	88.9%	76.9%	-12.0%	<50	<50
Glencoe	63.5%	50.0%	-13.5%	>49	>49
Beach	57.6%	42.0%	-15.6%	>49	>49
Peninsula	37.0%	21.2%	-15.8%	<50	<50
Metropolitan Learning Center	60.0%	42.3%	-17.7%	<50	<50
Grout	55.3%	36.5%	-18.8%	<50	>49
Portland Arthur Academy	33.3%	13.3%	-20.0%	<50	<50
Chief Joseph	41.0%	20.0%	-21.0%	<50	<50
Vernon	50.0%	24.6%	-25.4%	>49	>49

8th Grade Readiness (ELA and Math Achievement)

The board goal for eighth grade “is to close the opportunity and outcome gaps in eighth grade readiness between students of color and their white peers”, by increasing the percent of students proficient in both ELA and mathematics for:

- African American students by 3.2 percentage points per year
- Pacific Islanders by 2.7 percentage points per year
- Native American students by 1.1 percentage points per year
- Latino students by 2.6 percentage points per year

Achievement changes are mostly positive. Achievement for White students grew by 3.3% and for Latinx students by 2.1%. Achievement for Native American students moved from 0% to 20% but the number of students in that group (and in the Pacific Islander group) is small, making wide fluctuations in achievement more likely. Achievement for Asian students declined by 3.6%. Achievement for Black students and Pacific Islander students remained about the same.

Figure 17. OSAS 8th Grade ELA and Math Achievement by Race/Ethnicity

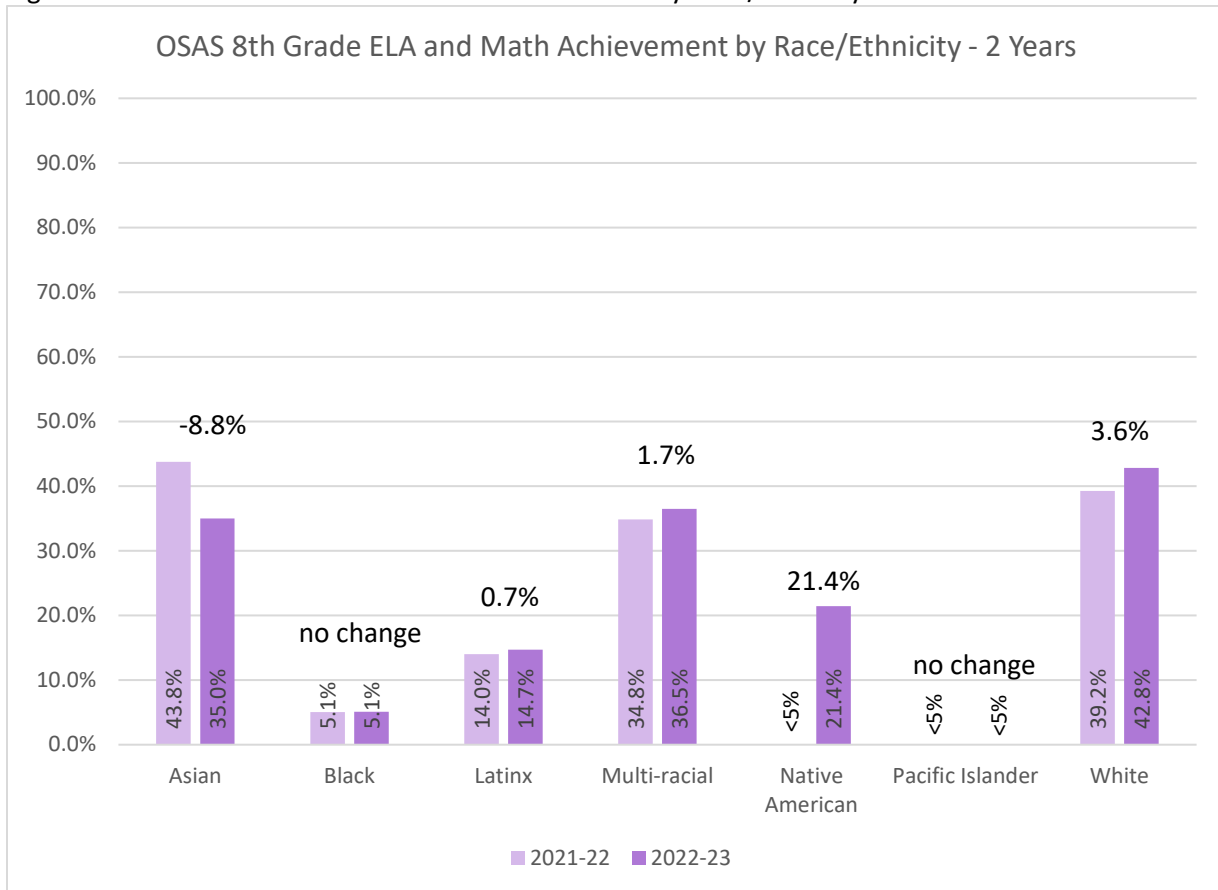


Table 12. OSAS 8th Grade ELA and Math Achievement by Race/Ethnicity

Student Group	2021-22			2022-23			Δ from 2022 to 2023	Board Target	Status
	Proficient		# Tested	Proficient		# Tested			
	#	%		#	%				
Asian	**	43.8%	>49	**	35.0%	>49	-8.8%	N/A	N/A
Black	**	5.1%	>49	**	5.1%	>49	no change	7.8%	Not met
Latinx	**	14.0%	>49	**	14.7%	>49	0.7%	15.2%	Not met
Multi-racial	**	34.8%	>49	**	36.5%	>49	1.7%	N/A	N/A
Native Amer	**	<5%	<50	**	21.4%	<50	21.4%	1.1%	Met
Pacific Isl.	**	<5%	<50	**	<5%	<50	no change	2.7%	Not met
White	**	39.2%	>49	**	42.8%	>49	3.6%	N/A	N/A

Table 13 lists overall 8th grade achievement (students scoring proficient in both ELA and math) by school. This table is sorted in descending order by growth from 2022 to 2023

Table 13. OSAS 8th Grade ELA and Math Achievement by School

School	ELA and Mathematics Grade 8				
	% Proficient both Subjects			# Tested	
	2021-22	2022-23	Δ	2021-22	2022-23
Skyline	44.0%	78.9%	34.9%	<50	<50
Jackson	23.0%	37.0%	14.0%	>49	>49
Mt Tabor	32.3%	44.9%	12.6%	>49	>49
Beaumont	29.8%	40.4%	10.6%	>49	>49
Harriet Tubman	11.5%	21.4%	9.9%	>49	>49
Ockley Green	14.3%	23.6%	9.3%	>49	>49
Roseway Heights	11.8%	19.4%	7.6%	>49	>49
Lane	6.1%	13.7%	7.6%	>49	>49
Laurelhurst	59.0%	65.7%	6.7%	>49	>49
Hosford	28.2%	34.1%	5.9%	>49	>49
Sellwood	39.4%	44.2%	4.8%	>49	>49
Harrison Park	16.9%	21.2%	4.3%	>49	>49
Beverly Cleary	50.0%	52.3%	2.3%	>49	>49
Kellogg	22.1%	21.8%	-0.3%	>49	>49
Faubion	5.7%	5.1%	-0.7%	>49	>49
da Vinci	30.5%	29.7%	-0.8%	>49	>49
Astor	18.8%	16.7%	-2.1%	>49	<50
George	11.6%	8.5%	-3.1%	>49	>49
Vernon	24.5%	21.2%	-3.3%	<50	>49
Creative Science	32.7%	29.2%	-3.5%	<50	<50
Robert Gray	44.3%	40.1%	-4.2%	>49	>49
West Sylvan	55.7%	50.6%	-5.1%	>49	>49
Hayhurst (including Odyssey)	61.9%	56.0%	-5.9%	<50	<50
Le Monde	71.4%	64.7%	-6.7%	<50	<50
César Chávez	11.1%	4.1%	-7.0%	>49	<50
Winterhaven	78.4%	69.6%	-8.9%	>49	<50
Portland Village School	35.4%	26.2%	-9.2%	<50	<50
Sunnyside Environmental	35.0%	24.2%	-10.8%	>49	>49
Metropolitan Learning Center	38.6%	17.8%	-20.9%	<50	<50

Overall Achievement Change by School

One-year achievement changes are identified by school below. The tables are grouped by K-5/K-8 and then middle school and are sorted in descending order by amount of growth.

Table 14. K-5/K-8 Schools with 2-Year OSAS Achievement

School	English Language Arts (ELA)					Mathematics				
	% Proficient			# Tested		% Proficient			# Tested	
	2021-22	2022-23	Δ	2021-22	2022-23	2021-22	2022-23	Δ	2021-22	2022-23
Sitton	27.7%	41.0%	13.3%	137	139	27.7%	40.6%	12.8%	137	138
Whitman	30.4%	42.0%	11.6%	79	81	20.3%	25.6%	5.4%	79	82
Rigler	20.0%	29.8%	9.8%	105	104	16.0%	22.3%	6.3%	106	103
Lent	20.2%	29.1%	8.9%	124	110	13.8%	24.3%	10.5%	123	111
Arleta	51.1%	59.9%	8.8%	137	137	45.6%	54.7%	9.2%	136	137
Creston	59.4%	68.1%	8.7%	106	116	50.9%	56.1%	5.2%	106	114
Creative Science	57.9%	65.8%	7.9%	266	269	41.6%	42.5%	0.9%	267	266
Lee	34.0%	41.8%	7.8%	103	122	33.0%	37.7%	4.7%	103	122
Irvington	54.5%	61.9%	7.4%	121	105	46.3%	51.4%	5.1%	121	105
Grout	46.4%	53.6%	7.3%	151	138	45.6%	47.4%	1.8%	149	137
Markham	46.2%	52.4%	6.3%	182	185	39.9%	47.1%	7.2%	178	187
KairosPDX	34.9%	40.7%	5.8%	83	108	32.5%	42.5%	10.0%	80	106
Stephenson	79.3%	85.1%	5.8%	164	154	74.4%	78.4%	4.0%	164	153
Skyline	66.7%	72.1%	5.4%	138	136	61.6%	64.0%	2.4%	138	136
Lewis	67.2%	72.3%	5.1%	174	159	55.2%	61.6%	6.5%	174	159
César Chávez	17.9%	22.5%	4.7%	330	315	11.6%	10.5%	-1.0%	329	313
Richmond	73.8%	78.1%	4.3%	271	260	55.2%	71.9%	16.7%	270	260
Boise-Eliot Humboldt	29.5%	33.3%	3.9%	129	147	17.1%	21.1%	4.0%	129	147
Dr. Martin Luther King Jr.	43.3%	46.2%	2.9%	134	132	35.1%	37.9%	2.8%	131	132
Portland Arthur Academy	68.6%	71.4%	2.9%	70	63	35.7%	42.9%	7.1%	70	63
Woodstock	61.4%	64.3%	2.8%	241	235	60.6%	54.5%	-6.1%	241	235
Rose City Park	52.8%	55.4%	2.6%	216	224	49.5%	57.0%	7.5%	214	221
Astor	49.4%	51.9%	2.4%	265	241	37.4%	47.1%	9.7%	262	238
Emerson	62.7%	65.1%	2.4%	67	63	52.2%	42.9%	-9.4%	67	63

School	English Language Arts (ELA)					Mathematics				
	% Proficient			# Tested		% Proficient			# Tested	
	2021-22	2022-23	Δ	2021-22	2022-23	2021-22	2022-23	Δ	2021-22	2022-23
Ainsworth	76.4%	78.4%	2.1%	292	292	71.0%	69.4%	-1.6%	290	291
Llewellyn	80.9%	82.9%	2.0%	178	193	71.3%	71.9%	0.5%	178	192
Abernethy	75.7%	77.6%	1.8%	210	205	73.1%	77.8%	4.7%	212	203
Sunnyside Environmental	57.7%	59.3%	1.6%	319	295	50.0%	49.7%	-0.3%	310	292
Rosa Parks	10.7%	12.1%	1.4%	121	99	5.9%	9.4%	3.5%	119	96
Bridger	44.8%	46.1%	1.3%	172	154	32.6%	41.6%	9.0%	172	154
Hayhurst (incl. Odyssey)	71.2%	72.4%	1.1%	306	322	62.6%	63.0%	0.4%	302	324
Sabin	71.7%	72.7%	1.0%	159	150	65.8%	62.4%	-3.4%	158	149
Harrison Park	31.7%	32.6%	1.0%	357	365	20.9%	23.5%	2.6%	359	362
Chief Joseph	58.7%	59.5%	0.8%	121	116	49.2%	50.0%	0.8%	120	118
Chapman	51.9%	52.7%	0.7%	154	169	42.8%	38.5%	-4.3%	152	169
Beverly Cleary	75.1%	75.6%	0.5%	473	430	67.0%	65.6%	-1.4%	467	430
Rieke	83.2%	83.6%	0.4%	167	159	77.8%	76.7%	-1.1%	167	159
Roseway Heights	33.7%	34.1%	0.4%	448	405	24.9%	24.6%	-0.3%	442	391
Woodmere	24.6%	24.8%	0.2%	122	117	20.8%	17.1%	-3.7%	120	117
Le Monde	83.3%	83.4%	0.1%	234	229	75.0%	80.3%	5.3%	232	229
Woodlawn	43.3%	43.2%	-0.1%	127	139	37.3%	44.6%	7.3%	126	139
Faubion	26.3%	26.2%	-0.2%	414	409	14.5%	15.8%	1.3%	406	405
Buckman	58.3%	57.1%	-1.3%	192	191	36.1%	47.4%	11.3%	194	194
Capitol Hill	66.7%	65.3%	-1.4%	159	167	62.2%	58.7%	-3.5%	156	167
Alameda	84.2%	82.7%	-1.4%	278	255	81.7%	78.3%	-3.3%	278	254
Duniway	74.7%	72.9%	-1.7%	225	218	72.0%	71.3%	-0.7%	225	216
Bridlemile	78.0%	76.2%	-1.8%	209	206	69.1%	73.9%	4.8%	207	207

School	English Language Arts (ELA)					Mathematics				
	% Proficient			# Tested		% Proficient			# Tested	
	2021-22	2022-23	Δ	2021-22	2022-23	2021-22	2022-23	Δ	2021-22	2022-23
Maplewood	69.8%	67.3%	-2.5%	159	150	61.6%	65.1%	3.5%	159	149
Winterhaven	84.9%	82.3%	-2.6%	218	231	82.9%	79.7%	-3.2%	217	227
Kelly	26.0%	23.2%	-2.8%	169	185	26.2%	23.5%	-2.7%	168	183
Laurelhurst	79.8%	76.7%	-3.0%	440	464	62.5%	69.7%	7.2%	440	458
Glencoe	71.6%	68.3%	-3.3%	183	183	61.2%	64.6%	3.4%	183	181
Marysville	36.3%	32.6%	-3.7%	113	138	26.1%	29.9%	3.8%	111	137
Vestal	34.1%	30.2%	-3.9%	85	96	31.3%	27.2%	-4.2%	83	92
Vernon	55.5%	51.3%	-4.1%	330	335	47.1%	43.9%	-3.3%	329	342
Atkinson	69.0%	64.6%	-4.4%	155	147	51.6%	55.8%	4.1%	153	147
Scott	37.5%	32.9%	-4.6%	192	222	31.6%	32.7%	1.1%	190	217
Peninsula	46.8%	41.3%	-5.5%	94	104	39.8%	33.7%	-6.1%	93	104
Portland Village	54.9%	48.9%	-6.1%	273	262	42.5%	41.5%	-1.0%	268	260
James John	37.6%	29.6%	-8.0%	149	152	31.5%	31.1%	-0.4%	149	151
Beach	62.2%	54.2%	-8.0%	172	179	62.9%	53.2%	-9.8%	170	173
Forest Park	83.7%	75.1%	-8.6%	172	169	76.7%	79.8%	3.0%	172	168
Metropolitan Learning Center	68.7%	59.6%	-9.1%	195	208	46.8%	44.3%	-2.5%	201	201

Table 15. Middle Schools with 2-Year OSAS Achievement

School	% Proficient			# Tested		% Proficient			# Tested	
	2021-22	2022-23	Δ	2021-22	2022-23	2021-22	2022-23	Δ	2021-22	2022-23
Kellogg	33.7%	43.6%	9.9%	587	614	24.4%	27.3%	2.9%	619	616
Harriet Tubman	34.1%	41.5%	7.4%	273	229	22.7%	26.8%	4.1%	260	246
Beaumont	48.0%	50.5%	2.5%	425	424	44.8%	55.7%	10.9%	426	422
Jackson	61.1%	63.2%	2.1%	679	726	47.0%	54.1%	7.0%	644	703
Ockley Green	39.3%	41.2%	1.9%	448	430	22.6%	26.9%	4.3%	451	424
Mt Tabor	61.9%	62.3%	0.4%	612	568	43.9%	49.4%	5.5%	606	571
Lane	22.8%	22.8%	-0.1%	333	290	9.8%	11.8%	2.0%	327	279
George	22.9%	22.8%	-0.1%	350	373	8.5%	8.8%	0.3%	352	339
Sellwood	67.5%	67.2%	-0.4%	530	518	49.0%	58.5%	9.5%	527	494
West Sylvan	70.6%	69.2%	-1.3%	686	705	59.5%	62.3%	2.8%	669	689
Robert Gray	69.9%	68.5%	-1.4%	439	457	46.9%	55.8%	8.9%	437	448
Hosford	62.5%	59.8%	-2.7%	568	517	44.7%	48.2%	3.5%	557	508
da Vinci	59.3%	55.0%	-4.3%	349	371	42.0%	39.6%	-2.5%	352	359

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State and PPS OSAS results are taken from the ODE Public Group Reports data sets.