

Work Session
Tuesday, February 20, 2024 5:00 PM

Dr. Matthew Prophet Education Center
501 N. Dixon St.
Portland, OR 97227

Agenda

1. 2023 Graduation Rates
2. Equity Centered Principal Pipeline Initiative



PORTLAND PUBLIC SCHOOLS

Office of Research, Assessment, and Accountability (RAA)

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Memorandum

Date: January 24, 2024
To: Board of Education
From: Renard Adams, Ed.D., Chief of Research, Assessment, and Accountability
Subject: Annual Graduation Report: Class of 2023

This memo summarizes graduation rates for the class of 2023 and cohort graduation rate trends.

BACKGROUND

Oregon adopted a four-year cohort model for graduation in the spring of 2010. The cohort model considers students to be on-time graduates if they earn a regular or modified diploma within four years of entering high school. The cohort model is more rigorous than the prior models of graduation in that it requires that the individual progress of every student is accounted for throughout their high school career – both within and across individual schools and systems.

Since the implementation of the cohort model, there have been persistent gaps in graduation rates between and among student groups both across the State and within Portland Public Schools (PPS).

The following is a summary and school-by-school report of the graduation rates for the 2022-2023 academic year.

SUMMARY

In June of 2022, the Board of Education adopted graduation rate as a goal for our students. PPS remains committed to Racial Equity and Social Justice and our resulting Theory of Action, which centers Black and Native students. Examining these graduation data with an equity lens requires us to both celebrate our accomplishments and highlight areas where additional improvement is still needed

For 2022-2023, PPS students achieved an **84.5%** graduation rate. **This is a 1.2% decrease over last year.** The 2023 graduating class is the group of students who entered high school during the first year of the COVID pandemic and who received remote instruction for half of their freshman year and most of their sophomore year.

While one-year decrease in rates is present for most student groups, the overall graduation rate still represents a 17.5 percentage point increase over the last 10 years. The three-year change, while small, is still positive at 0.8 percentage points.

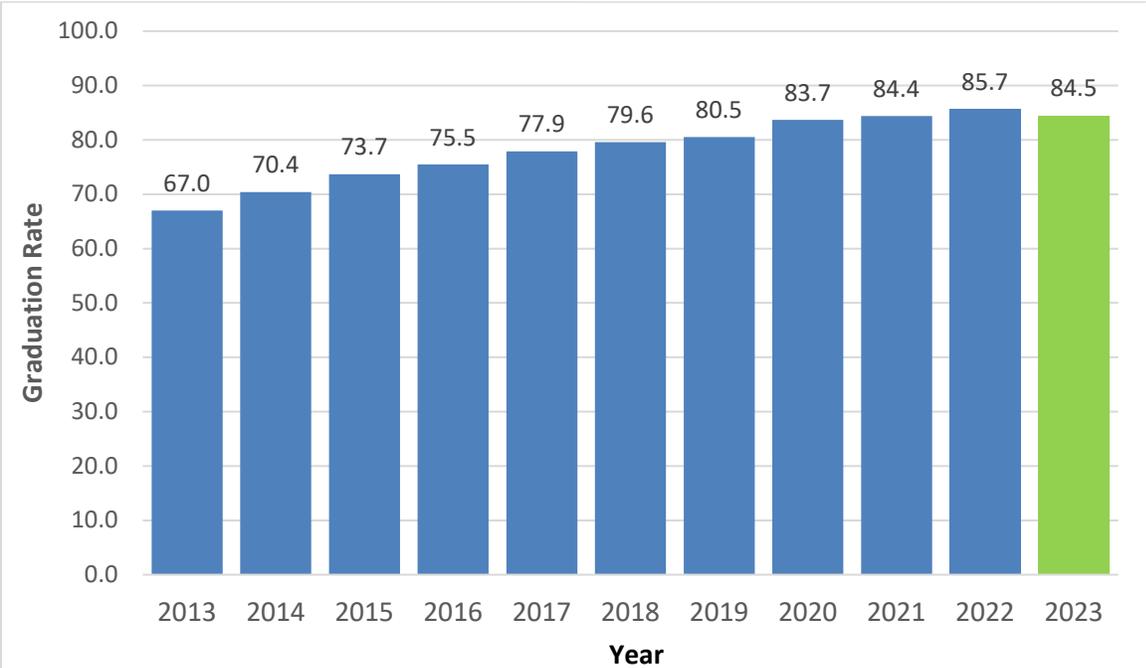
Selected graduation highlights include:

- PPS continues to outperform both the state and Multnomah County in graduation rate.
- Multi-racial (Other Ancestries) and Latino students posted small increases (0.2 percentage points and 0.3 percentage points respectively).
- While remaining racial/ethnic groups had small to moderate declines. Native American and Pacific Islander students had large declines from 2021-22 at 13.9 and 20.0 percentage points respectively.
- Multi-Racial (Asian/White Only) and Black/African American student groups had the next largest declines from 2021-22 at 4.8 and 3.5 percentage points respectively.
- The graduation rate for English learners increased by 7.1 percentage points from 2021-22.
- The graduation rate for students identified for special education services decreased by 1.9 percentage points from 2021-22.
- Talented and Gifted students show a 0.3 percentage point gain from 2021-22.

Additional analyses follow.

ANALYSIS OF THE SITUATION

Figure 1. Cohort Graduation Rates over Time



Portland Public Schools has seen a steady increase in the on-time graduation rate of its students every year since the adoption of the cohort model with the exception of 2023. The 2023 rate fell by 1.2 percentage points and represents a 17.5 point increase over the past 10 years.

Table 1. District, County and State 5-Year Comparison

	2018-19	2019-20	2020-21	2021-22	2022-23
PPS	80.5%	83.7%	84.4%	85.7%	84.5%
Mult. County	77.8%	80.6%	77.4%	79.1%	78.6%
Oregon	80.0%	82.6%	80.6%	81.3%	81.3%

While graduation rates for both PPS and Multnomah County declined slightly, the statewide rate remained the same at 81.3%. PPS continues to outperform both the state of Oregon and Multnomah County’s graduation rates.

Table 2. Portland Public Schools 4 Year Graduation Rates by Race/Ethnicity

Race/Ethnicity	2022-23 4-Year Cohort Grad and Completion Rates				
	Cohort	Grads	Grad Rate	Completers*	Completion Rate
American Indian/Alaska Native	21	10	47.6%	11	52.4%
Asian	228	208	91.2%	208	91.2%
Black/African American	299	227	76.3%	229	76.9%
Latinx	645	475	74.0%	483	75.2%
Multi-Racial (Asian/White Only)	157	145	91.7%	146	93.0%
Multi-Racial (Other Ancestries)	238	187	78.6%	194	81.5%
Native Hawaiian/Pacific Islander	30	19	63.3%	20	66.7%
White	1926	1720	89.3%	1754	91.1%
District Totals	3544	2990	84.5%	3045	86.0%

*Completion includes Regular, Modified, Adult, and Extended Diplomas, as well as GEDs.

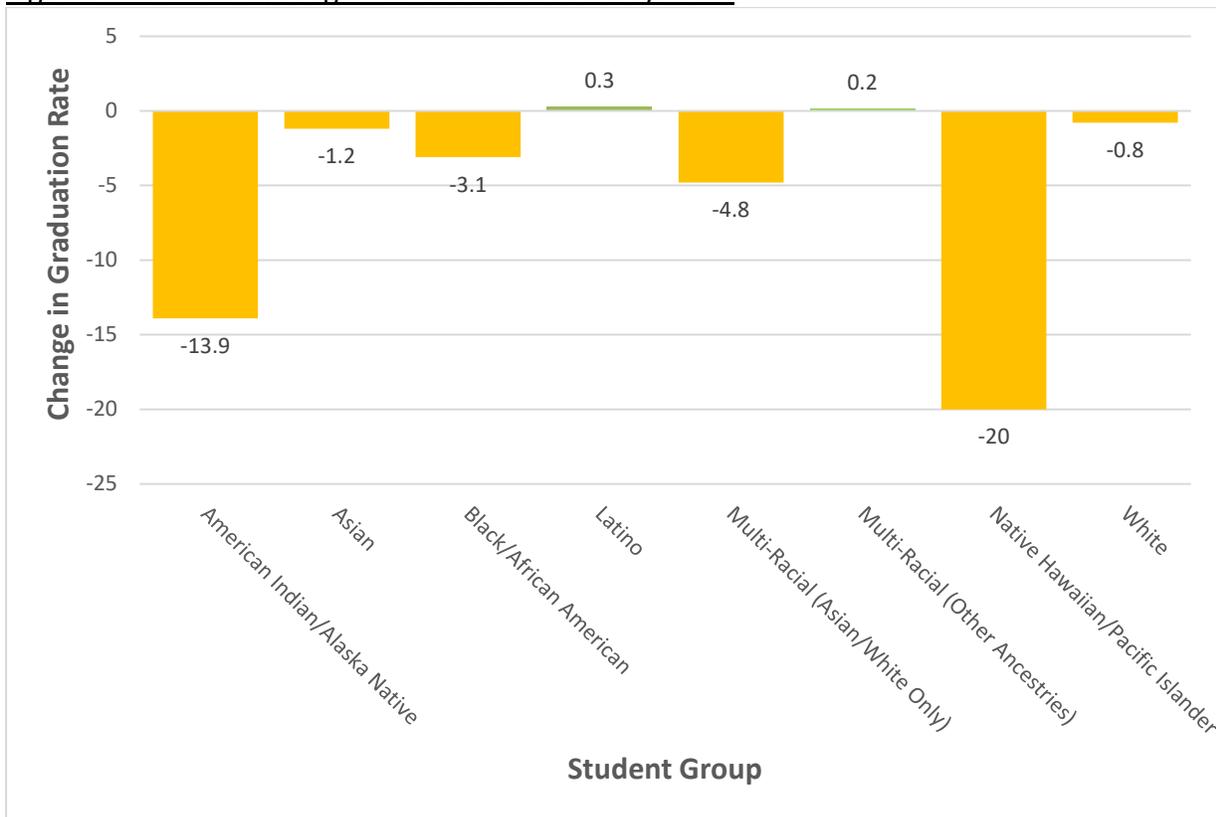
With the overall graduation rate decrease, persistent gaps between student groups continue and require focused attention. For example, the gap between Black/African American students and White students increased slightly from 11.2 to 13.0 percentage points. The gap between Latinx students and White students decreased slightly but still remains significant at 15.3 percentage points. Because the graduation rate for American Indian/Alaska Native students declined by 13.9 points, the largest racial/ethnic gap persists between American Indian/Alaska Native students and White students at 41.7 percentage points.

Table 3. Portland Public Schools 4 Year Graduation Rates by Service

Service Memberships	2022-23 4-Year Cohort Grad and Completion Rates				
	Cohort	Grads	Grad Rate	Completers*	Completion Rate
Economically Disadvantaged	3368	2906	86.3%	2939	87.4%
LEP	279	178	64.2%	179	64.5%
Special Ed	498	358	71.9%	372	74.7%
TAG	835	806	96.5%	810	97.0%

*Completion includes Regular, Modified, Adult, and Extended Diplomas, as well as GEDs.

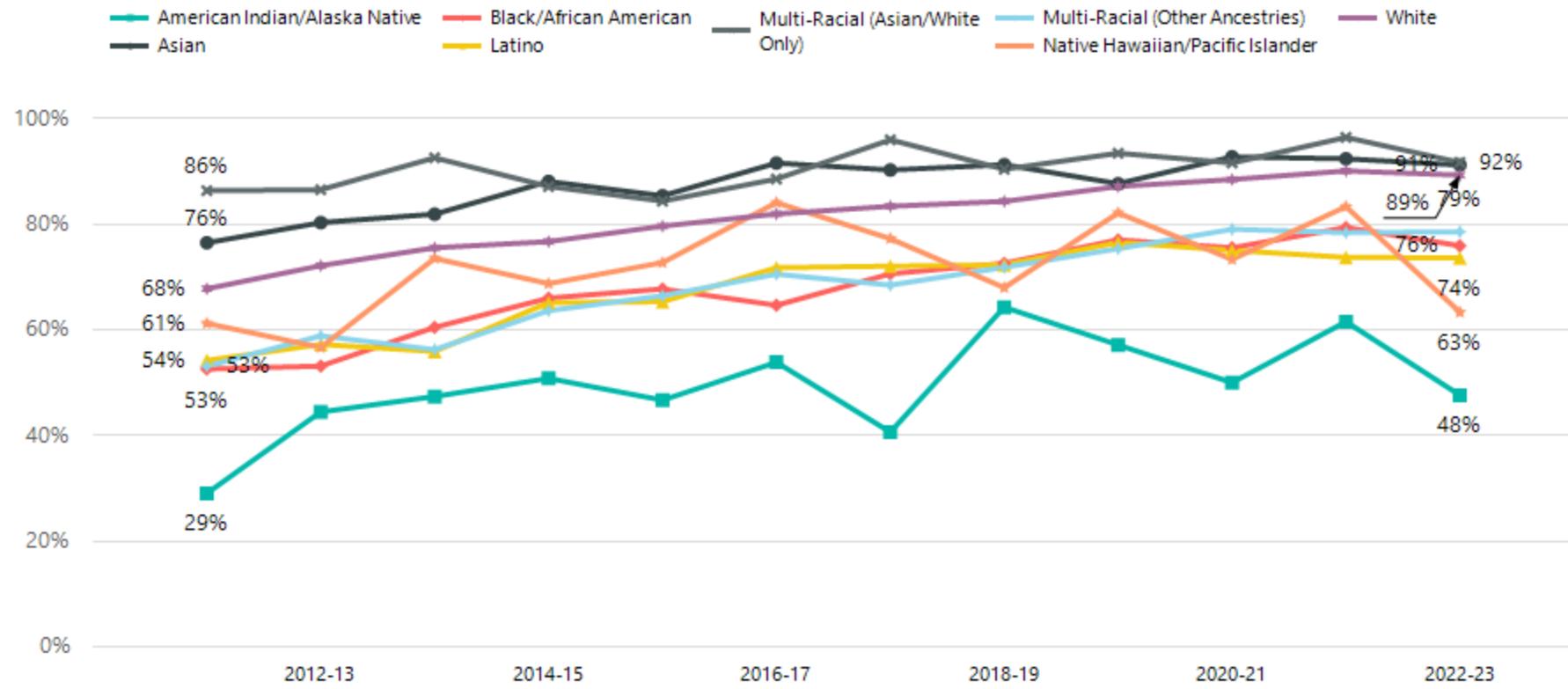
Figure 2. One Year Change in Graduation Rates by Race.



A 2022 to 2023 comparison shows small increases for Latino and Multi-Racial (Other Ancestries) at 0.3 and 0.2 percentage points respectively. All other racial/ethnic groups had declines. The largest declines being for American Indian/Alaska Native and Native Hawaiian/Pacific Islander student groups, although these large changes should be carefully and cautiously considered due to the small sizes of each cohort (21 and 30 students in each group, respectively).

The attached appendix contains graduation data trends by race/ethnicity and graduation rate trends by school.

4-Year Cohort Grad Rates: Trends by Subgroup Race



School Level Graduation Trends

School	2022-2023			Prior Years										Changes		
	Cohort	Grads	Graduation Rate	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	1 Year	3 Year	10 Year
Benson	234	215	91.9%	91.6%	93.3%	91.7%	92.4%	87.3%	87.4%	89.0%	88.0%	85.0%	86.0%	0.3%	0.2%	5.9%
Cleveland	385	363	94.3%	93.6%	88.5%	91.4%	86.8%	91.2%	87.9%	86.0%	85.0%	83.0%	82.0%	0.7%	2.9%	12.3%
Franklin	545	477	87.5%	88.1%	88.3%	85.6%	86.0%	83.4%	85.3%	85.0%	88.0%	86.0%	85.0%	-0.6%	1.9%	2.5%
Grant	539	502	93.1%	94.1%	95.5%	94.3%	94.3%	92.6%	92.0%	89.0%	89.0%	90.0%	86.0%	-1.0%	-1.2%	7.1%
Ida B. Wells-Barnett	358	331	92.5%	95.8%	92.2%	92.5%	87.5%	90.1%	88.3%	90.0%	91.0%	87.0%	83.0%	-3.3%	0.0%	9.5%
Jefferson	139	127	91.4%	87.3%	90.9%	83.6%	88.2%	84.0%	83.4%	84.0%	80.0%	66.0%	67.0%	4.1%	7.8%	24.4%
Leodis V. McDaniel	301	214	71.1%	83.7%	82.5%	83.2%	78.6%	82.8%	80.7%	74.0%	74.0%	75.0%	62.0%	-12.6%	-12.1%	9.1%
Lincoln	390	362	92.8%	94.2%	95.5%	94.8%	92.9%	94.3%	94.9%	94.0%	93.0%	91.0%	87.0%	-1.4%	-2.0%	5.8%
Roosevelt	396	305	77.0%	75.4%	77.2%	77.1%	73.0%	70.2%	72.6%	65.0%	62.0%	53.0%	64.0%	1.6%	-0.1%	13.0%
Total	3,287	2,896	88.1%	90.0%	89.6%	89.2%	87.2%	87.2%	86.7%	85.0%	85.0%	82.0%	80.0%	-1.9%	-1.1%	8.1%

Accountable Alternatives

Alliance	109	46	42.2%	34.4%	43.6%	61.0%	35.2%	29.3%	24.1%	23.0%	13.0%	21.0%	16.0%	7.8%	-18.8%	26.2%
MLC	18	14	77.8%	90.5%	70.8%	80.0%	57.1%	57.7%	66.7%	91.0%	72.0%	81.0%	58.0%	-12.7%	-2.2%	19.8%
Total	127	60	47.2%	44.7%	48.5%	64.9%	38.4%	34.5%	33.3%	39.0%	28.0%	35.0%	25.0%	2.5%	-17.7%	22.2%

Students not assigned to accountable school

Unassigned	130	37	28.5%	26.5%	24.2%	24.6%	21.3%	20.2%	15.6%	11.0%	11.0%	9.0%	8.0%	2.0%	3.9%	20.5%
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District Totals

Total	3,544	2,993	84.5%	85.7%	84.4%	83.7%	80.5%	79.6%	77.9%	75.0%	74.0%	70.0%	67.0%	-1.2%	0.8%	17.5%
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Note: Numbers in this table may vary slightly from other figures in this report due to differences in rounding.



FORWARD **TOGETHER**

Data Dive: Graduation Rate and Postsecondary Readiness for the Class of 2023

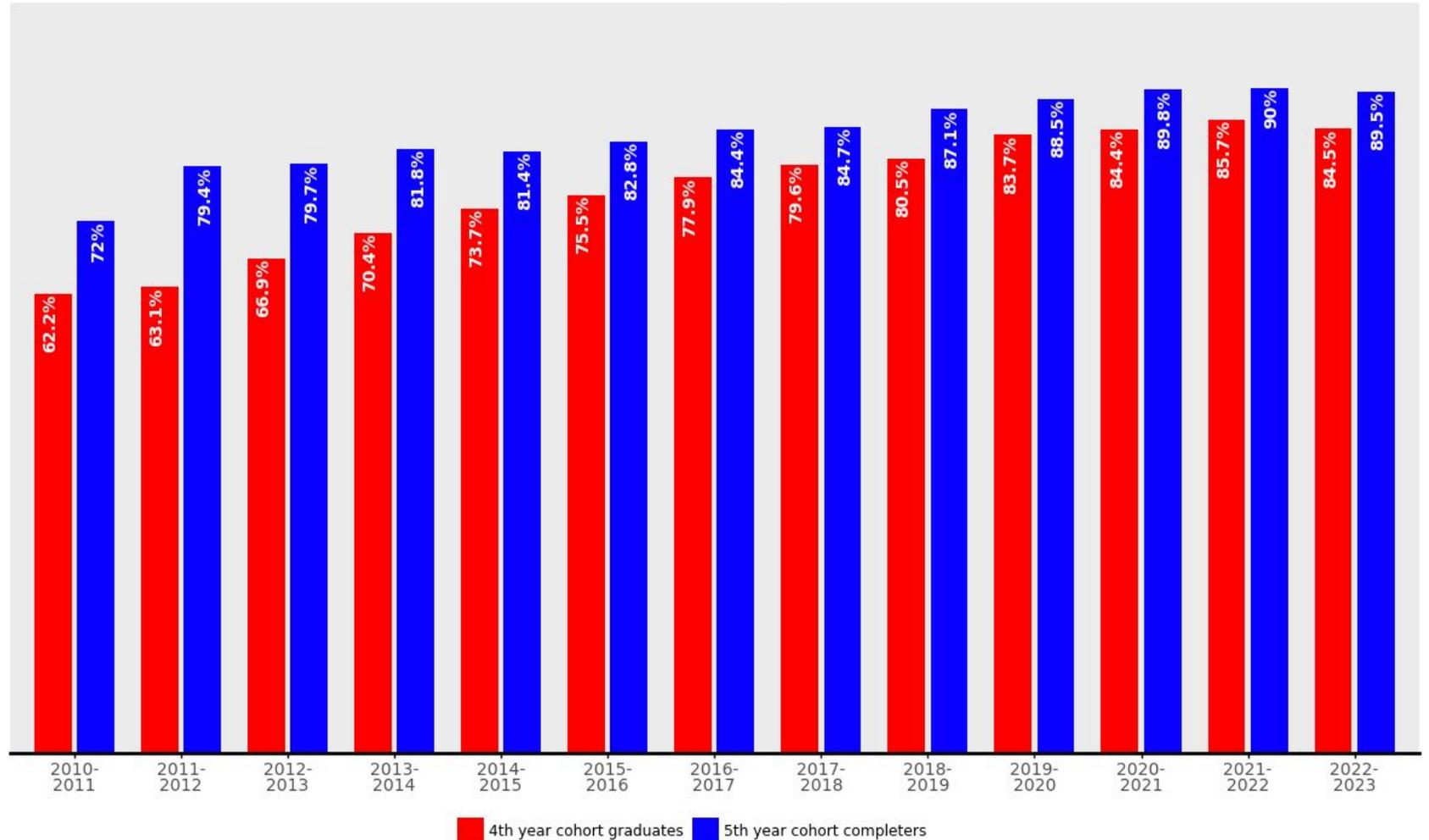
February 6, 2024

Guiding Questions

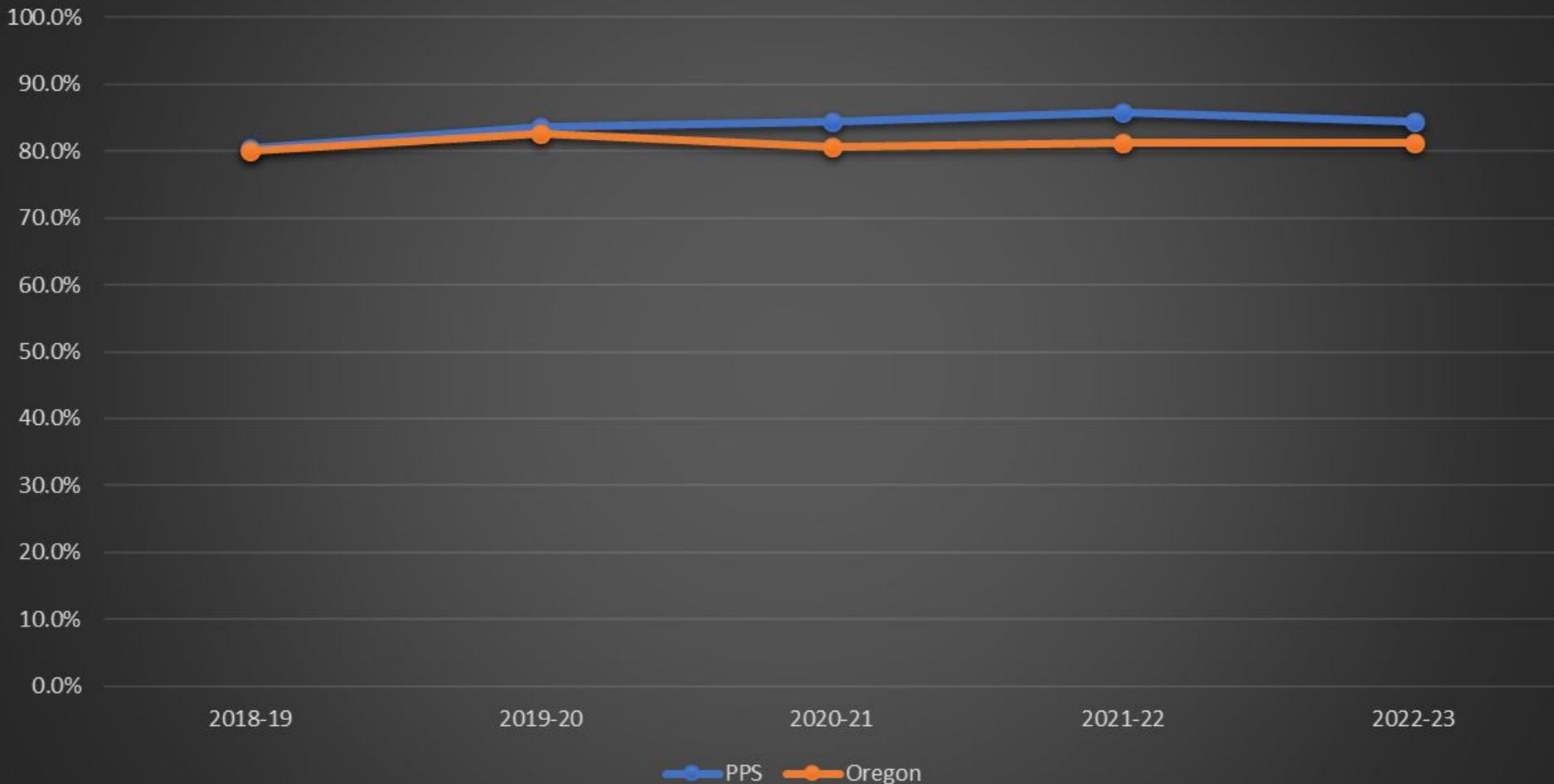
1. What is the graduation rate for the class of 2023 and how does that compare to the state of Oregon and over time?
2. What are our high school graduation rates?
3. How did the class of 2023 perform on indicators of postsecondary readiness?
4. What are the PPS reaction and action steps in response to these data?

Graduation Rate

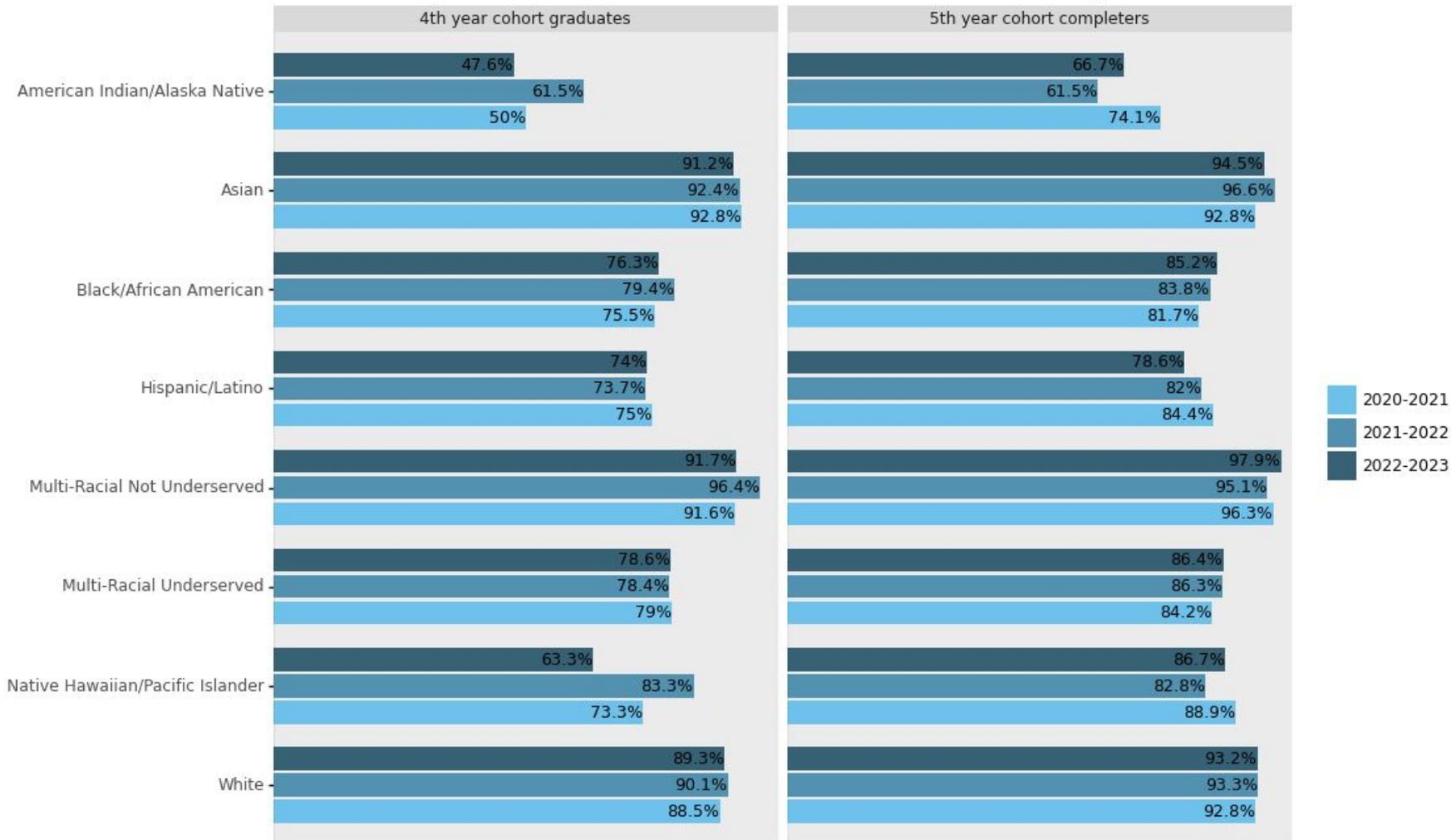
Cohort Graduation/Completion Rate



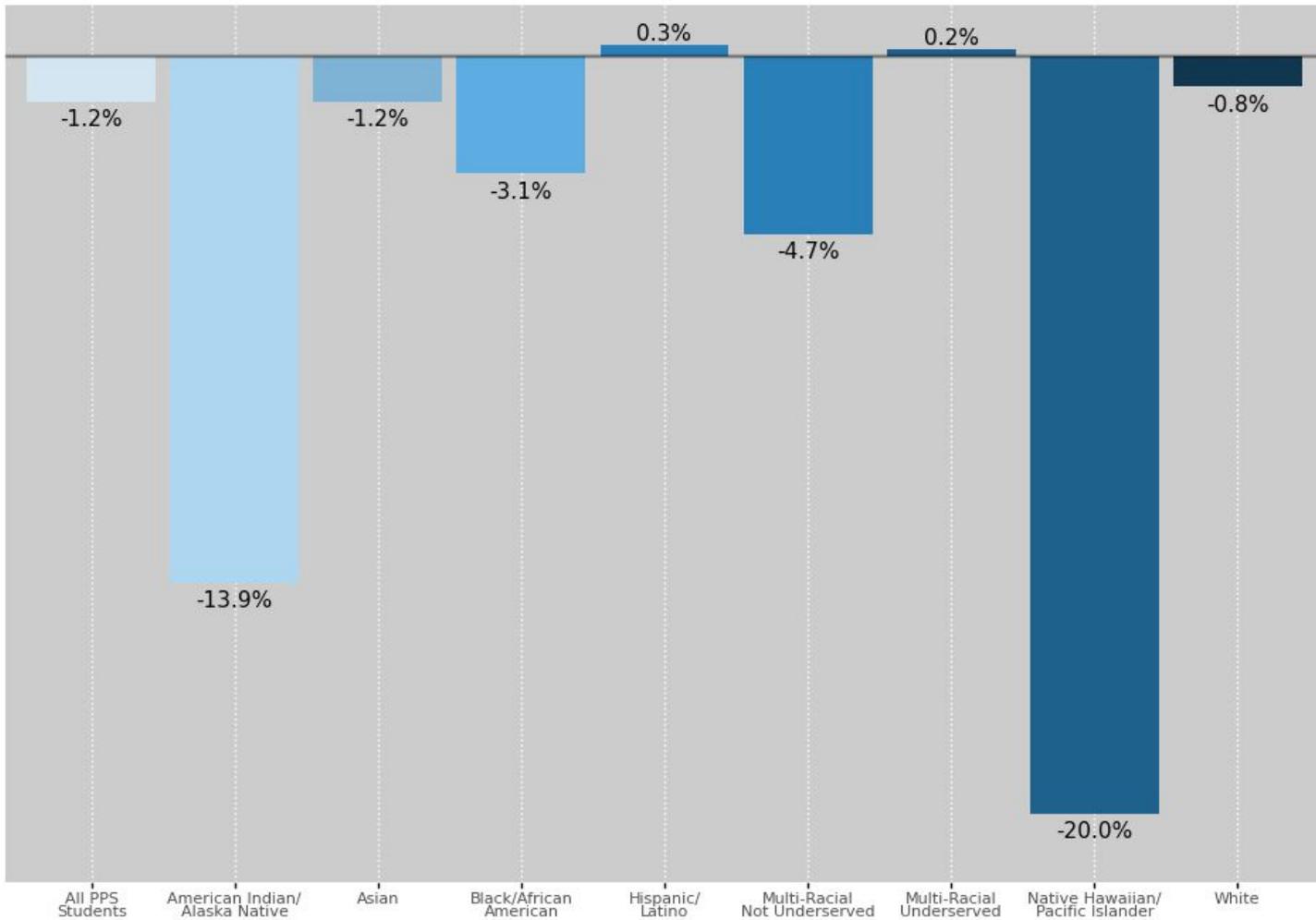
Cohort Graduation Rate Comparison: PPS and Oregon



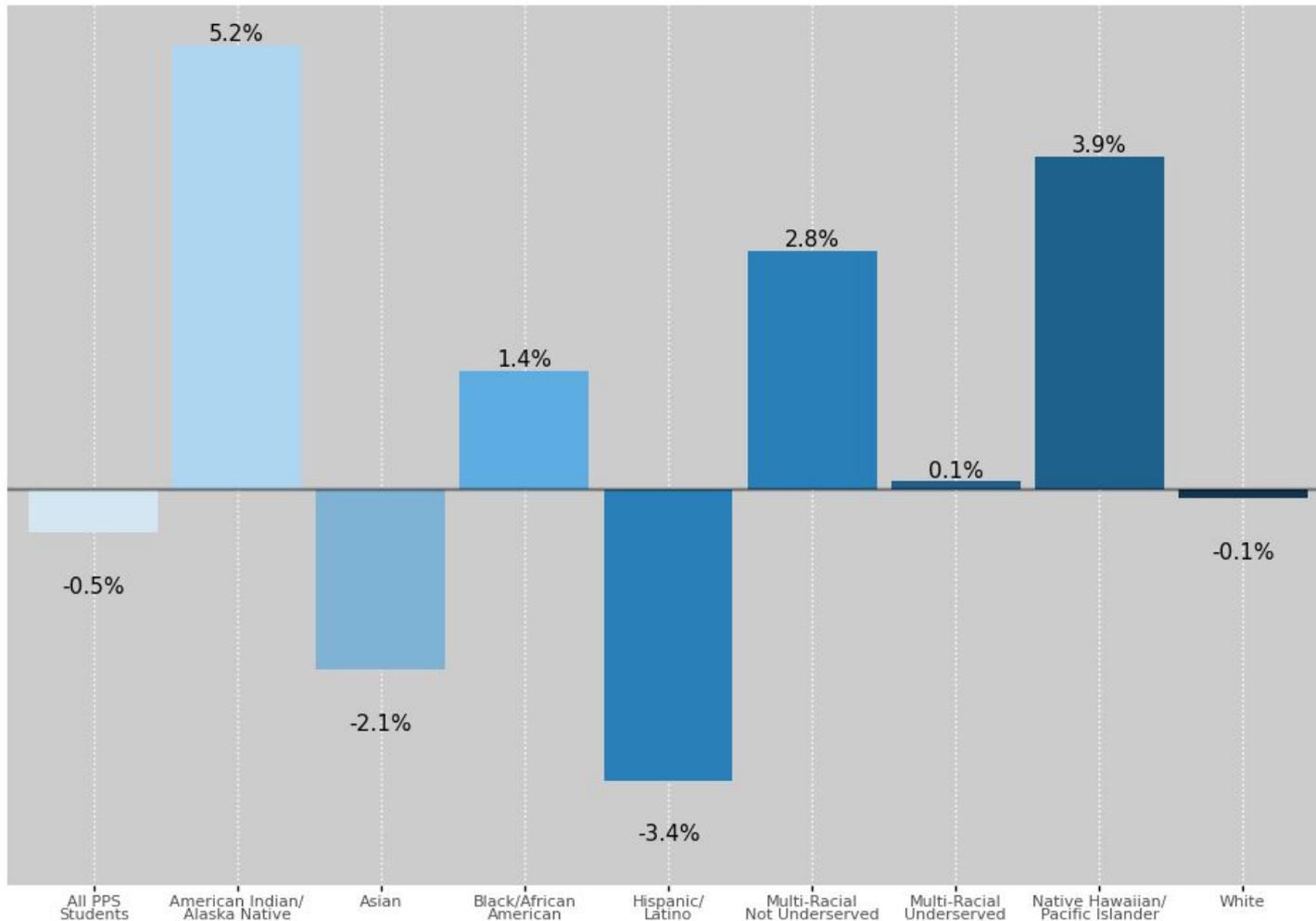
4 Year Cohort Graduation Rate & 5 Year Cohort Completion Rate



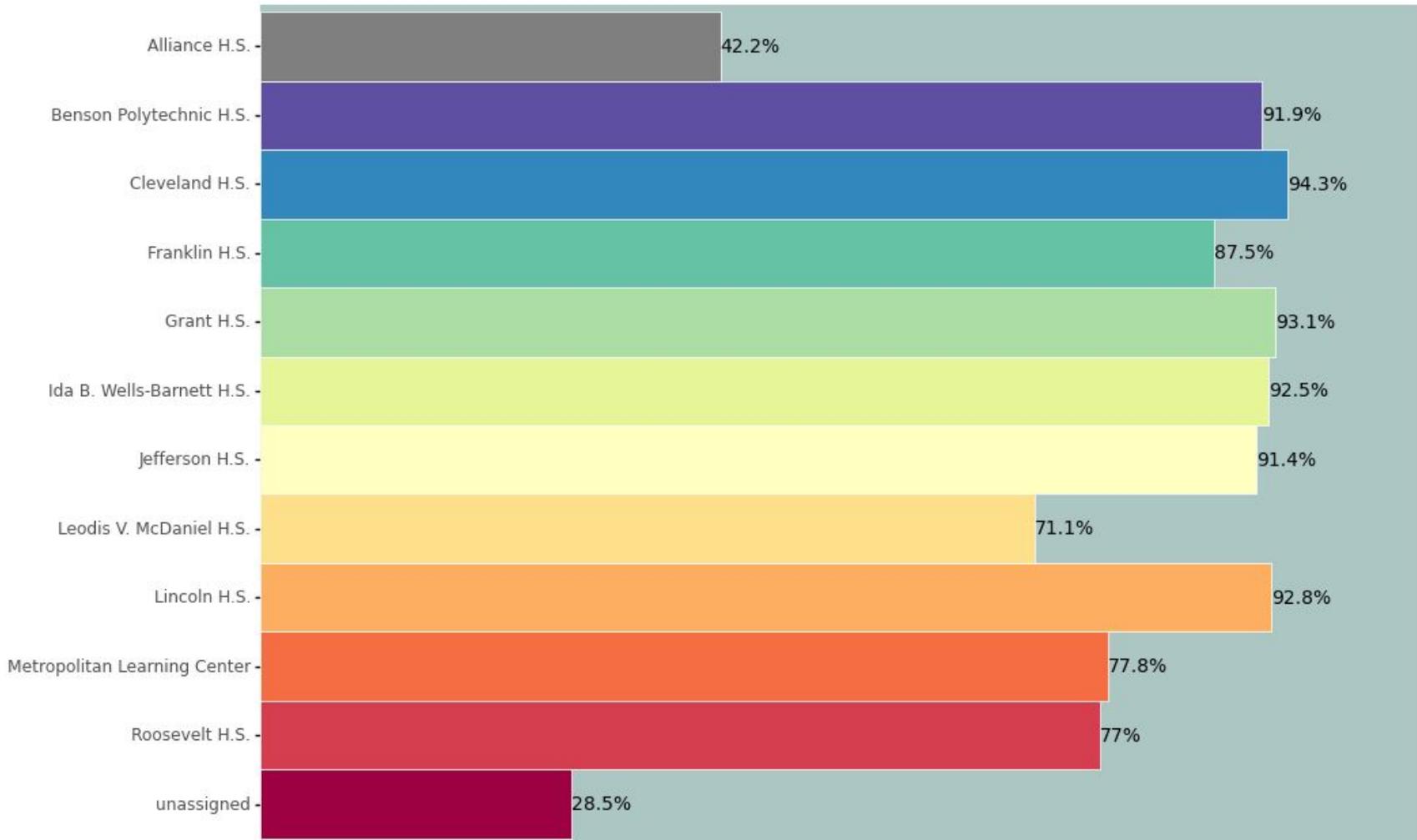
4 Year Cohort Graduation Rate Change 2021-2022 to 2022-2023



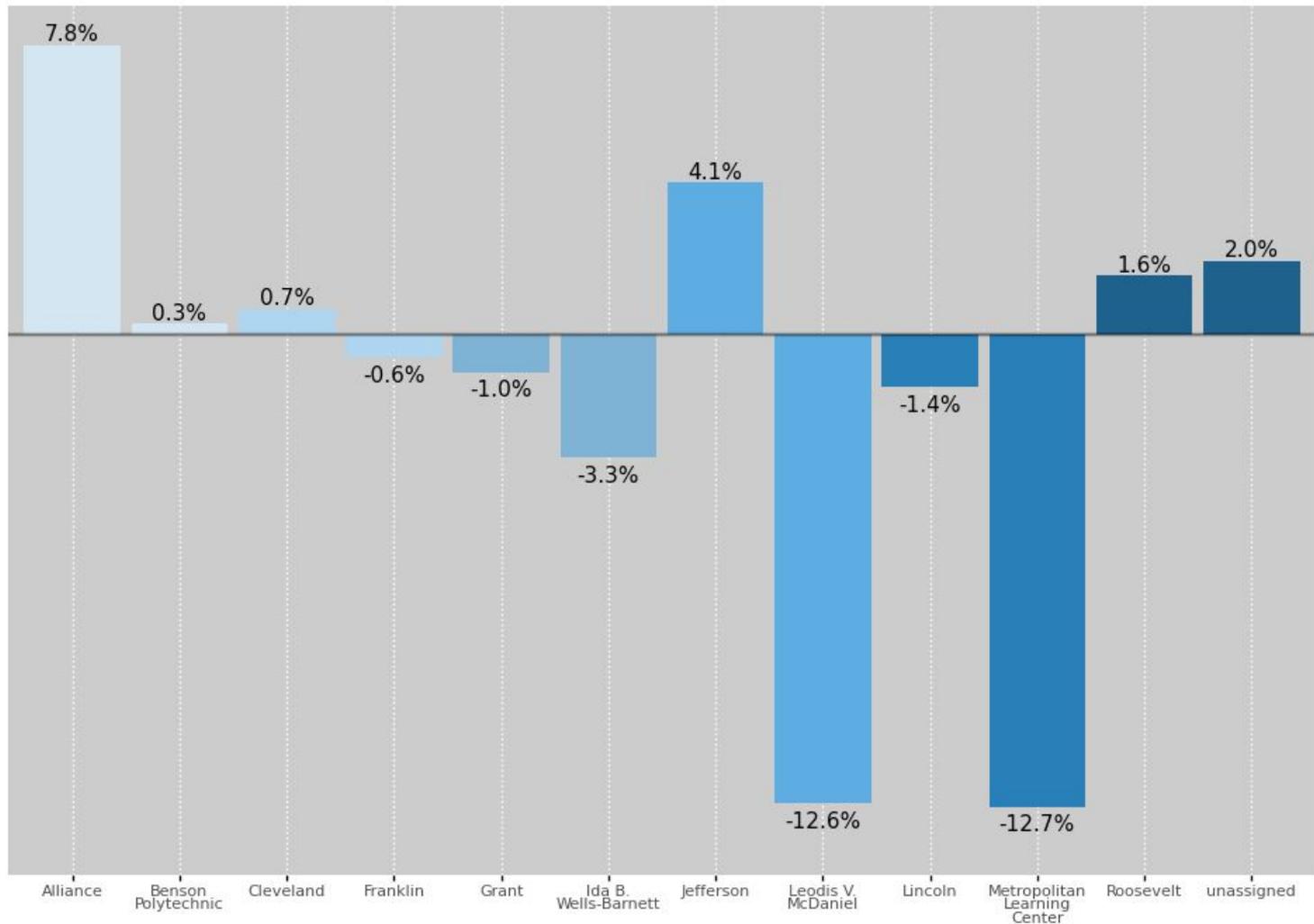
5 Year Cohort Completion Rate Change 2021-2022 to 2022-2023



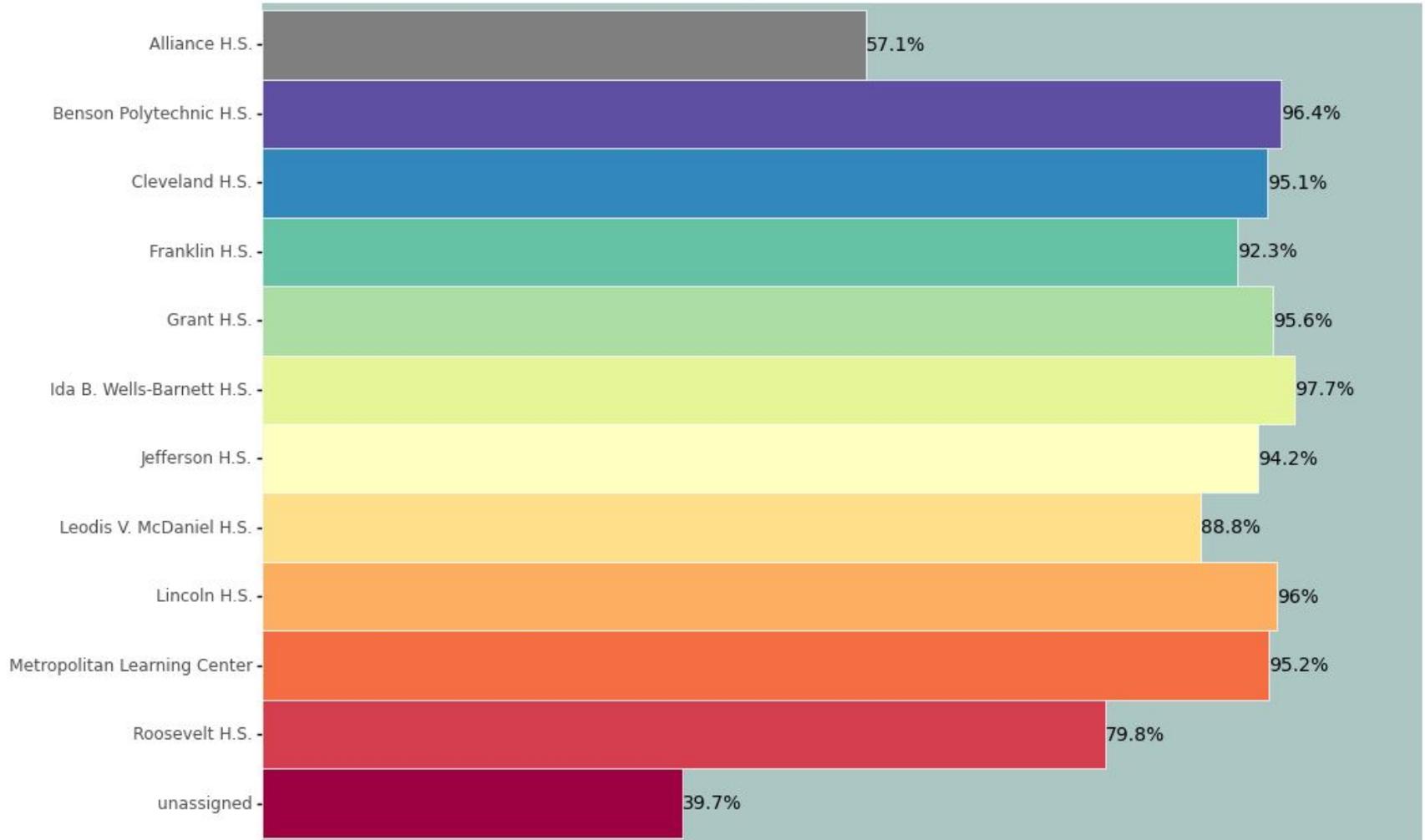
4 Year Cohort Graduation Rate for 2022-2023



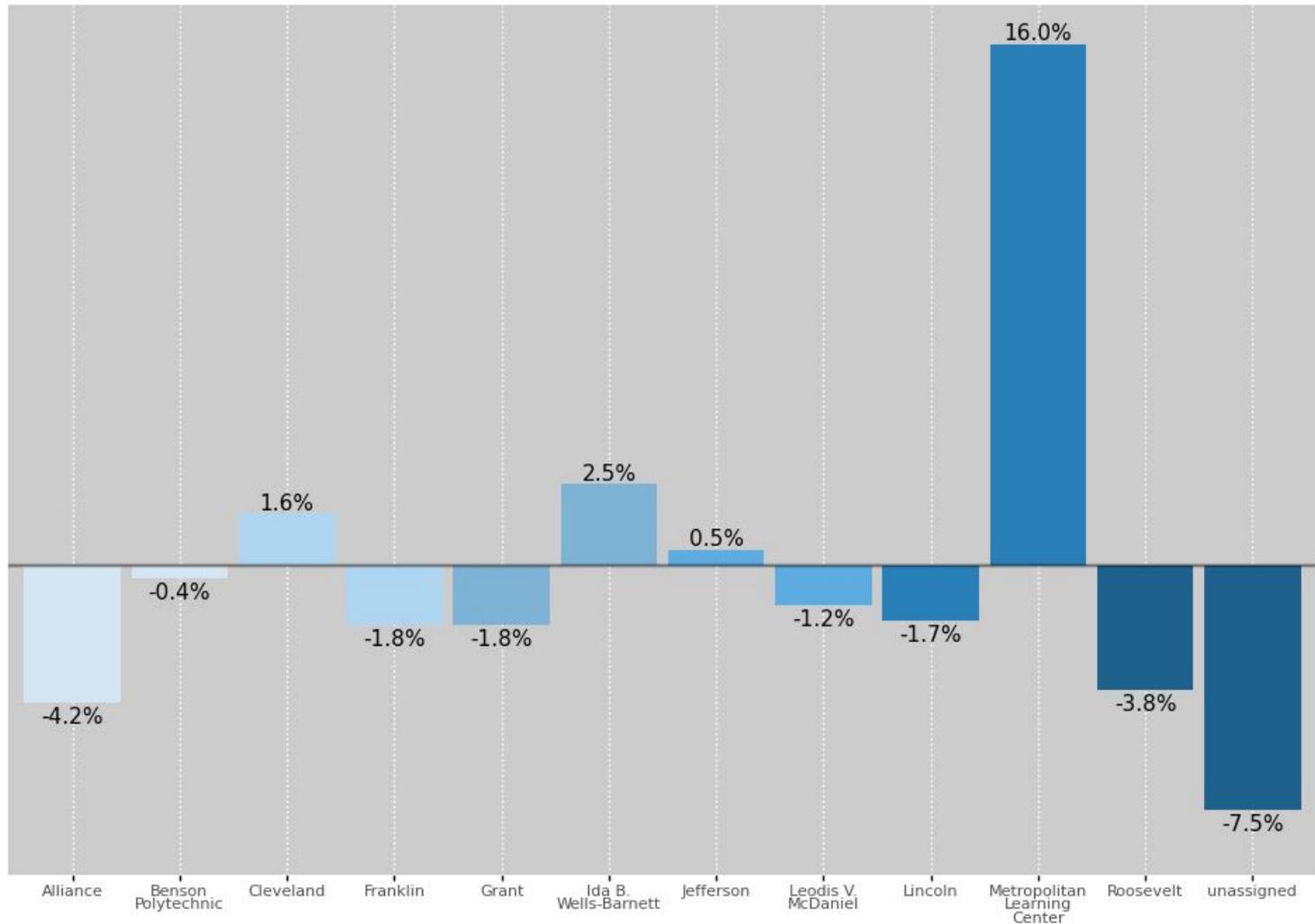
4 Year Cohort Graduation Rate Change 2021-2022 to 2022-2023



5 Year Cohort Completion Rate for 2022-2023



5 Year Cohort Completion Rate Change 2021-2022 to 2022-2023

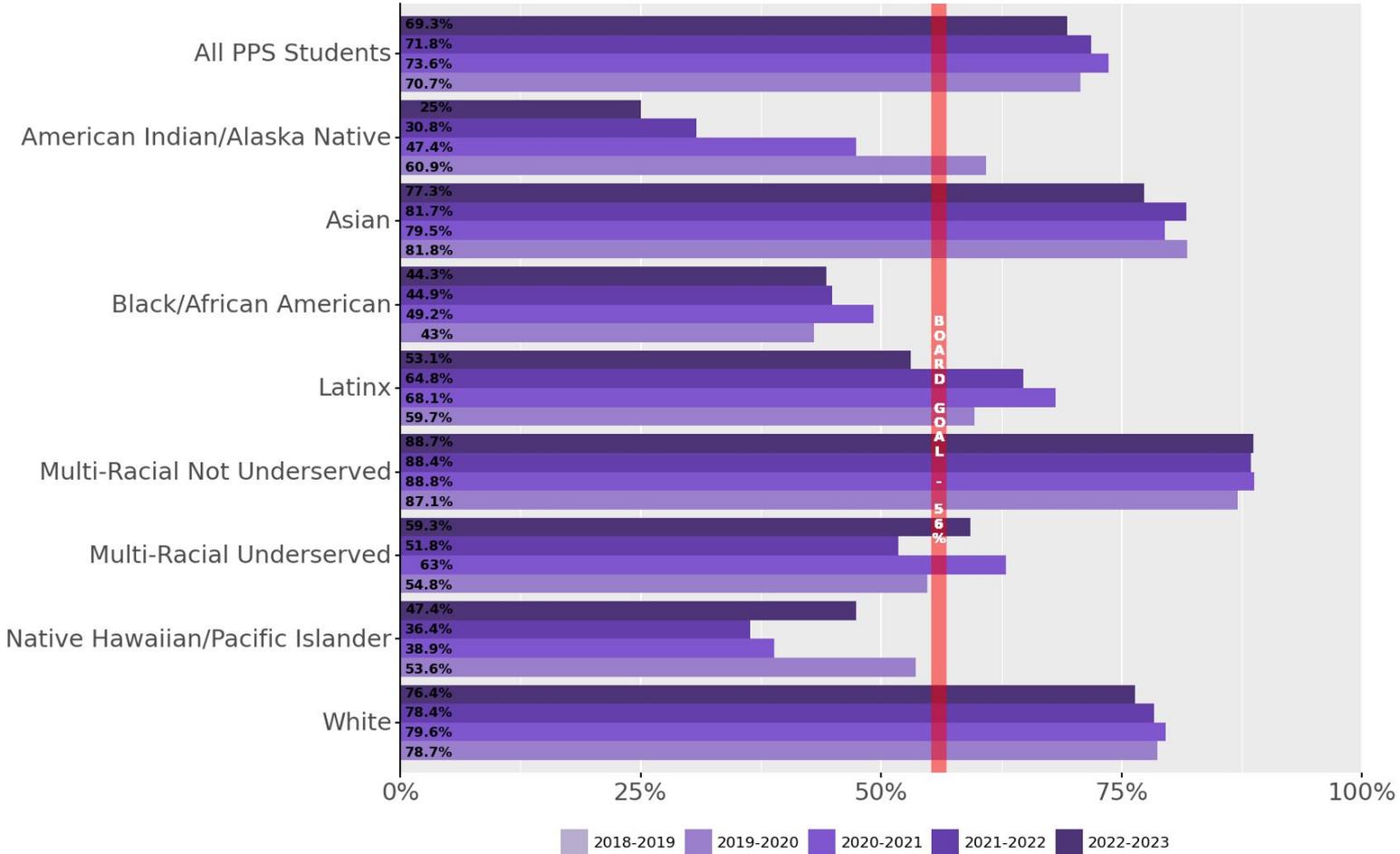


Postsecondary Readiness

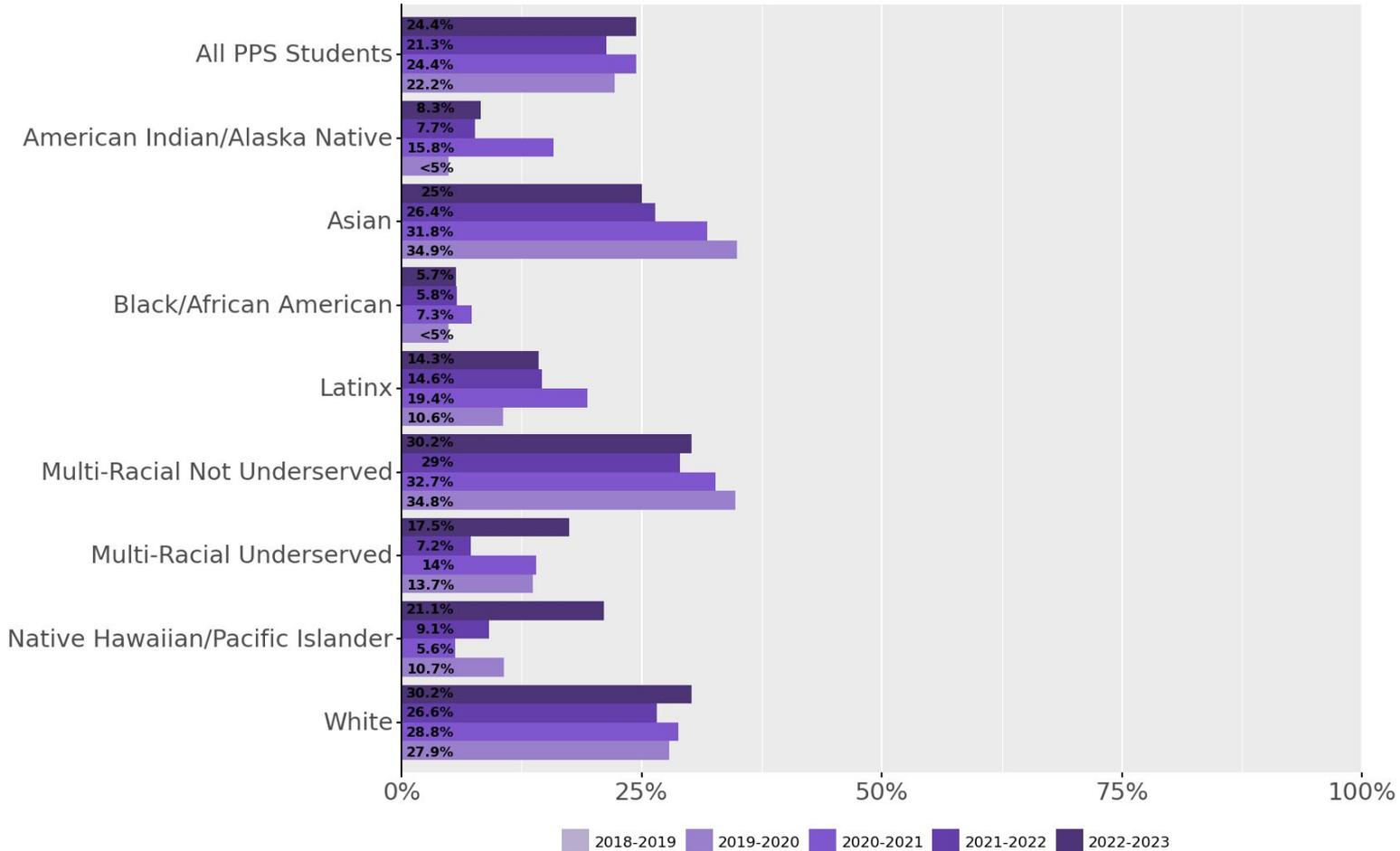
Postsecondary Readiness Indicators

1. Successful completion (C or better) of 3 or more **Advanced Placement** courses,
2. Successful completion (C or better) of 3 or more **International Baccalaureate** courses,
3. Successful completion (C or Better) of 3 or more **Dual Credit** courses,
4. Successful completion of a **Career and Technical Pathway** (3 or more courses in the same path), or
5. Successful achievement of the **Seal of Biliteracy**.
6. Successful attainment of a postsecondary readiness score on the **PSAT, SAT, or ACT**.

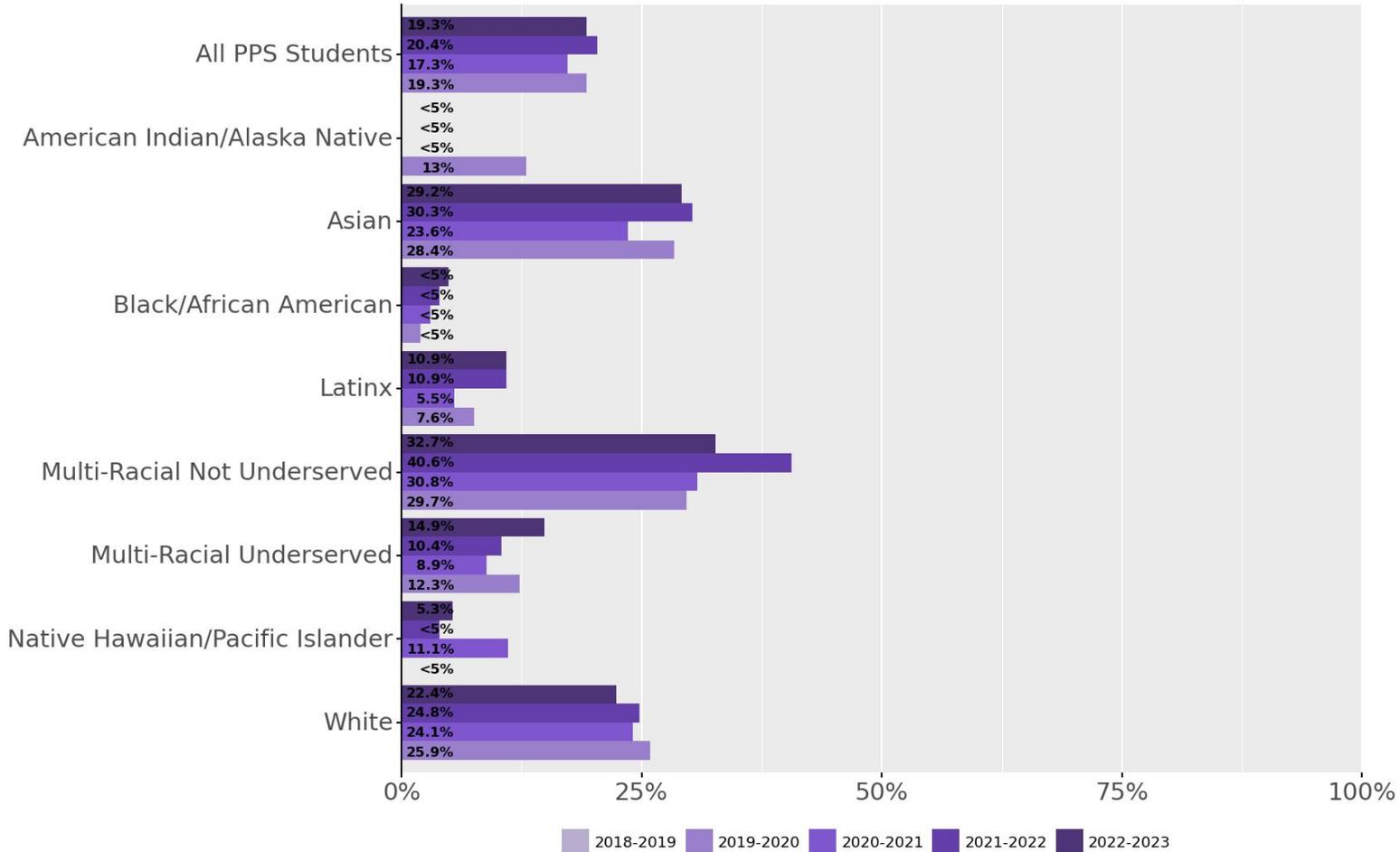
Post Secondary Readiness (Overall) Rates



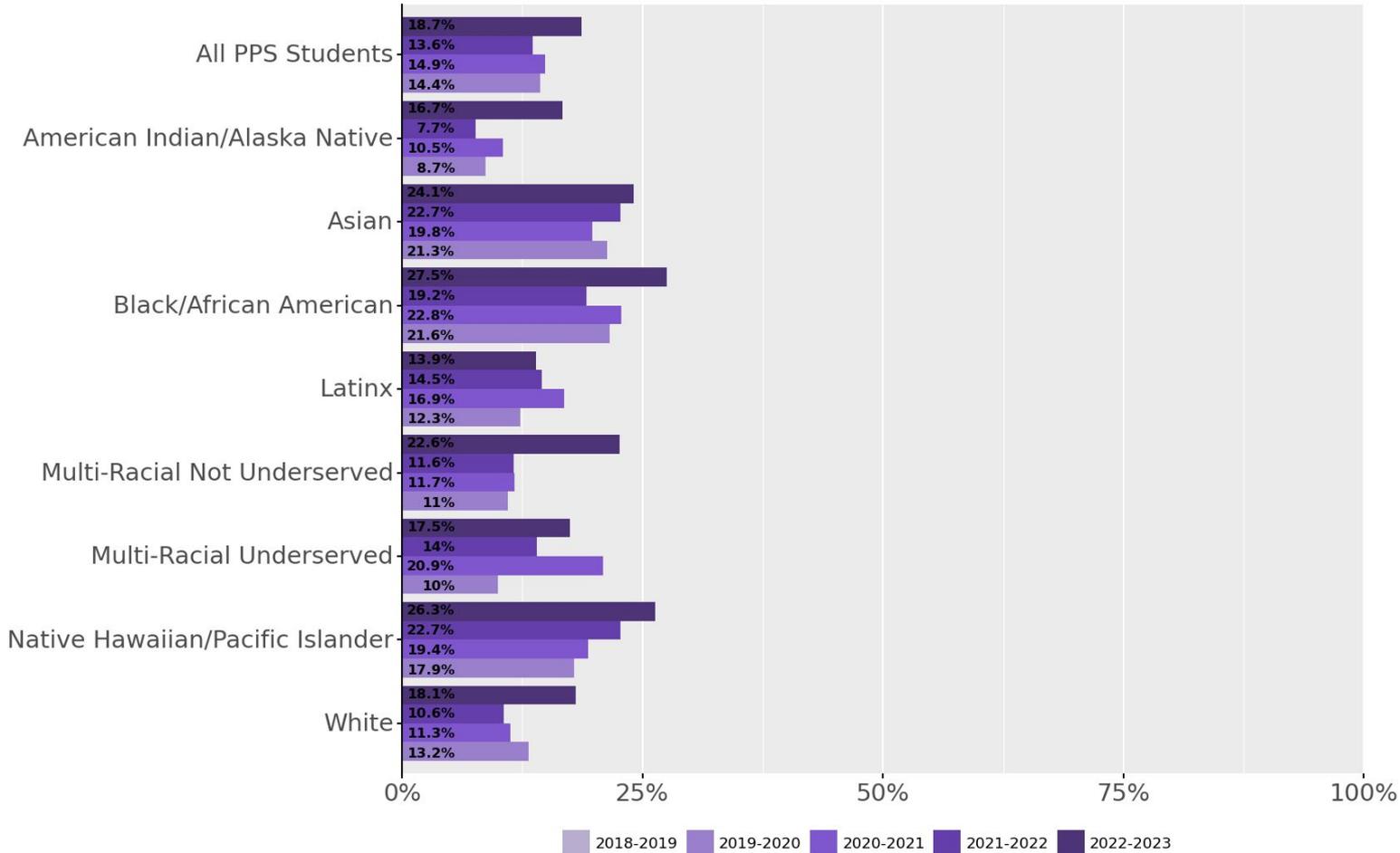
Post Secondary Readiness (AP) Rates



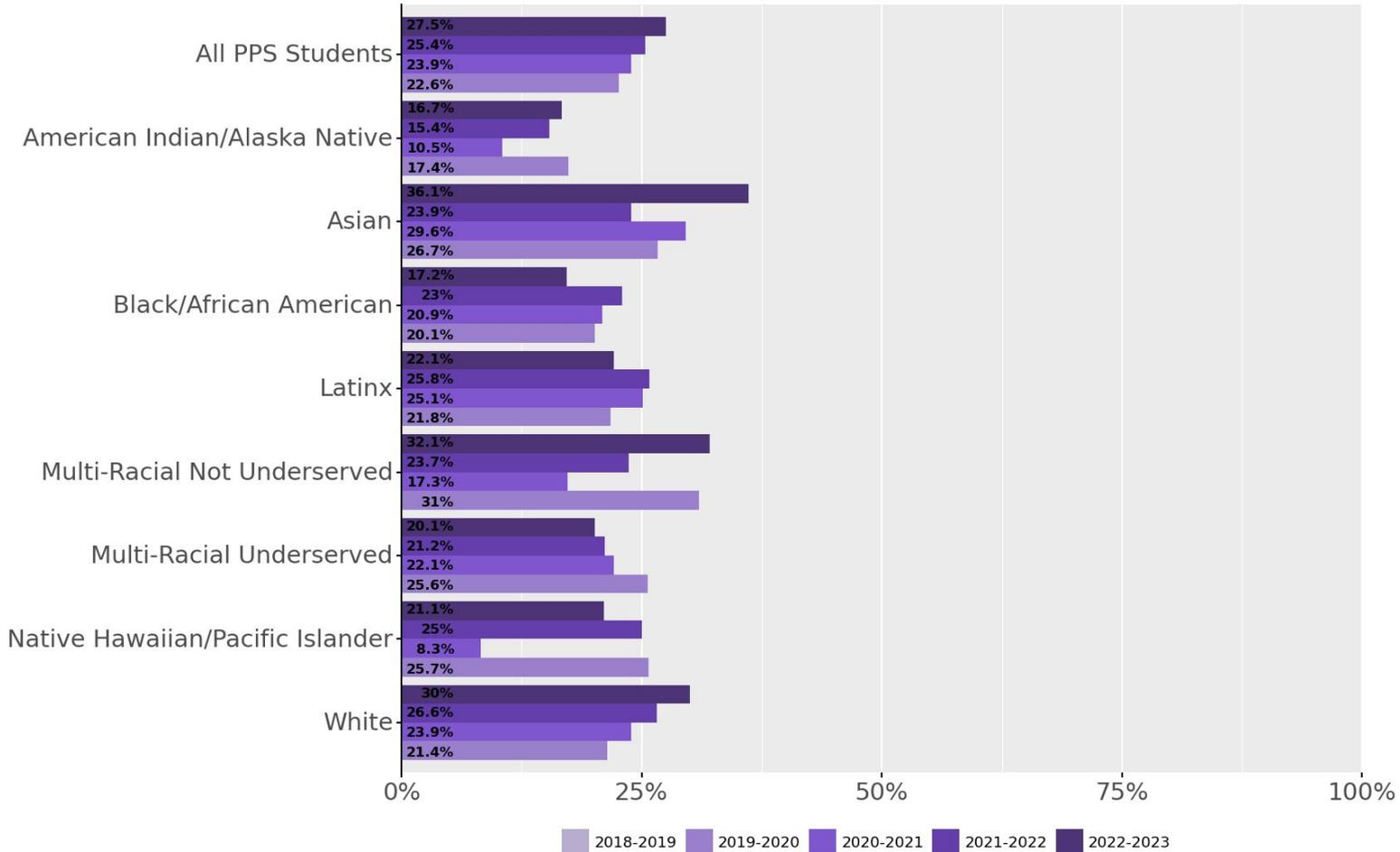
Post Secondary Readiness (IB) Rates



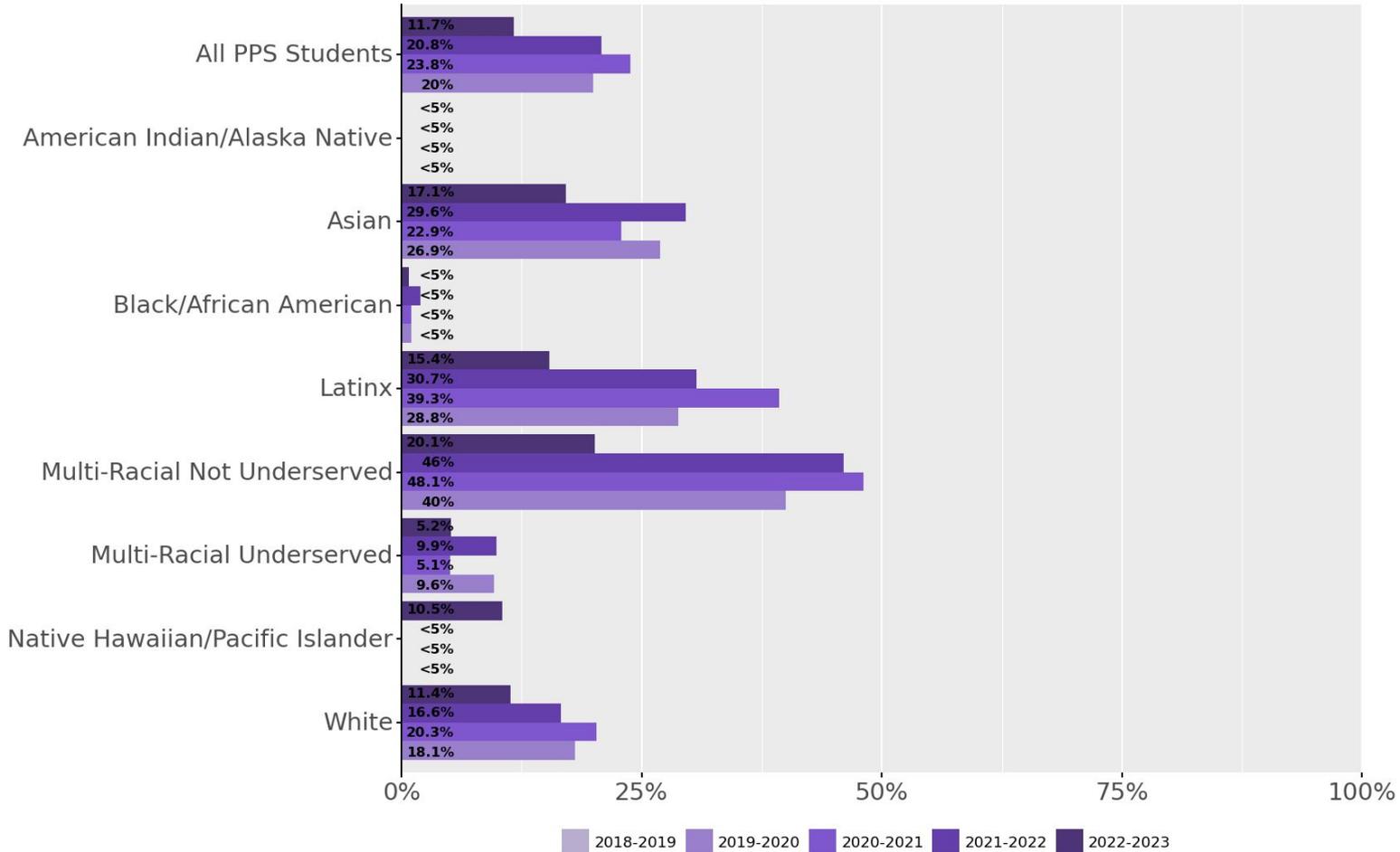
Post Secondary Readiness (Dual Credit) Rates



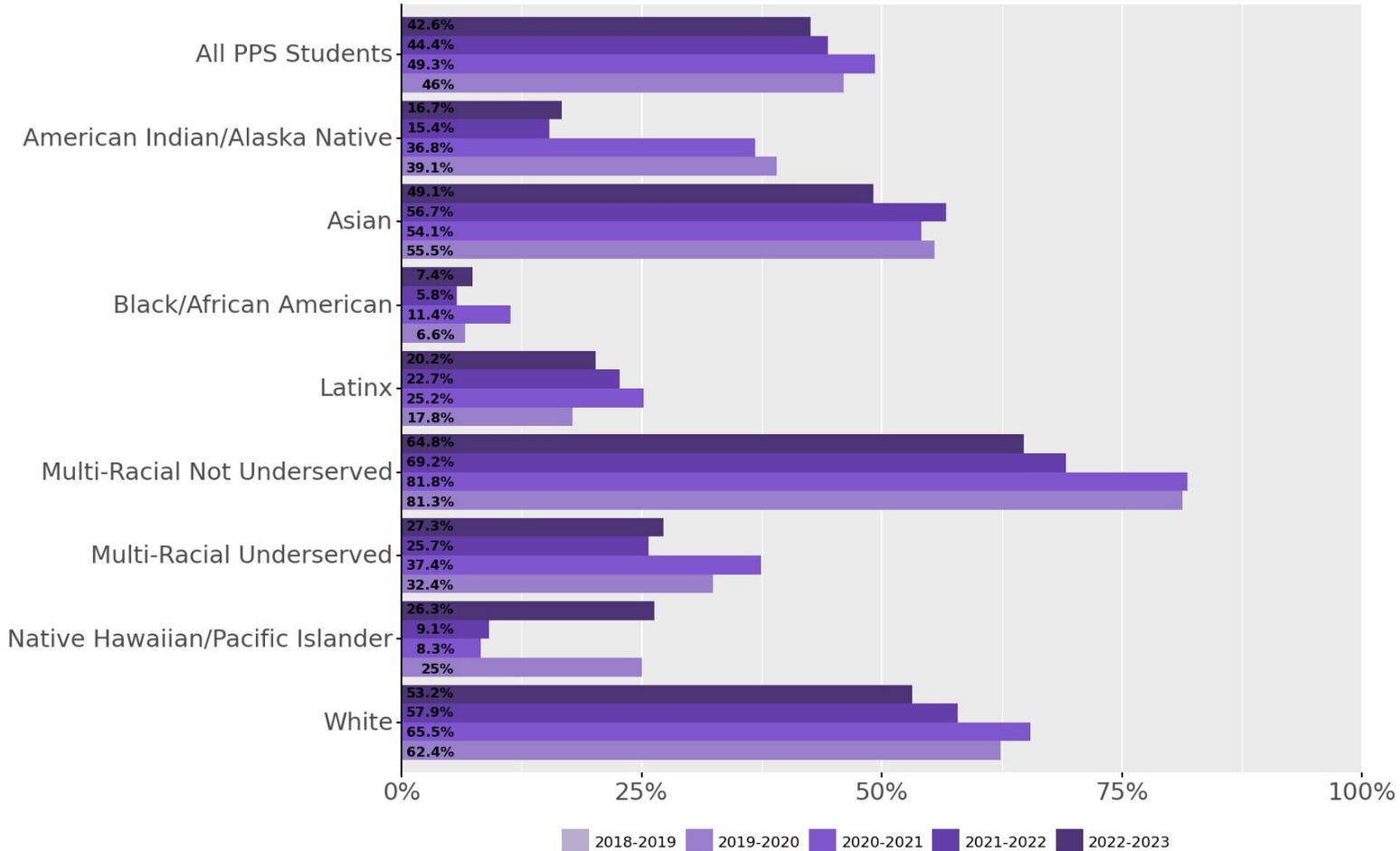
Post Secondary Readiness (CTE) Rates



Post Secondary Readiness (Seal of Biliteracy) Rates



Post Secondary Readiness (PSAT SAT ACT Test Scores) Rates



Conclusions

1. Both the PPS 4 year cohort graduation rate and 5th year completion rate showed slight declines for the Class of 2023.
2. There are still persistent gaps in graduation and completion rate by race.
3. Overall postsecondary readiness rates declined between 2022 and 2023, with persistent gaps and differences along the lines of race prevalent across the various measures.

PPS Response and Action Steps

Graduation Rate Reaction/Action Steps

Theory of Action

If we:

- Ground our work in racial equity
- Improve instruction and align assessment
- Engage students through meaningful relationships
- Prepare students for postsecondary success



While targeting efforts toward focal students to ensure that all levels of impediments for these students are addressed along the way removing barriers for everyone.



THEN all students will...

graduate as compassionate critical thinkers, able to collaborate and solve problems, and prepared to lead a more socially just world, and we will eliminate opportunity gaps for focal students.

1. Align work across [High School Success Plan](#) & our instructional priorities.
 - a. Improve relational trust and belonging (e.g. social workers)
 - b. Improve instruction and align assessment
 - c. Prepare for postsecondary success
2. Create a seamless system MPG and High Schools:
 - a. 676 graduates earned credit through Evening Summer Scholars
 - b. 566 graduates earned credit through Virtual Scholars

Postsecondary Readiness Reaction/Action Steps

1. Tangible actions to increase college readiness for our focal students:
 - a. Deliberate supports for focal student groups in freshman/sophomore years to prepare them for advanced coursework (e.g. Freshmen Inquiry)
 - b. Expand advanced course work for all - example AP Human Geography, IB Language Arts, along with support
2. Expanded dual credit opportunities, led to increased performance for Black and Native American students. 27% for Black students 16.7% for Native American students
3. Continue to accelerate during freshmen and sophomore and support during enrollment in junior and senior year (e.g. seminar courses)



Thank You!

Appendices

Four and Five-year Cohort Graduation and Completion Rates

All Students by School

School Name	2022-23 4-Year Cohort Grad and Completion					2022-23 5-Year Cohort Grad and Completion				
	Cohort	Grads	Grad Rate	Completers	Completion Rate	Cohort	Grads	Grad Rate	Completers	Completion Rate
Benson	234	215	91.9%	216	92.3%	248	232	93.5%	239	96.4%
Cleveland	385	363	94.3%	366	95.1%	451	428	94.9%	429	95.1%
Franklin	545	477	87.5%	482	88.4%	518	472	91.1%	478	92.3%
Grant	539	502	93.1%	508	94.2%	478	453	94.8%	457	95.6%
Ida B. Wells-Barnett	358	331	92.5%	337	94.1%	399	383	96.0%	390	97.7%
Jefferson	139	127	91.4%	128	92.1%	155	142	91.6%	146	94.2%
Leodis V. McDaniel	301	214	71.1%	217	72.1%	331	291	87.9%	294	88.8%
Lincoln	390	362	92.8%	364	93.3%	401	383	95.5%	385	96.0%
Roosevelt	396	305	77.0%	311	78.5%	302	238	78.8%	241	79.8%
Total	3,287	2,896	88.1%	2,929	89.1%	3,283	3,022	92.0%	3,059	93.2%
<i>Accountable Alternatives</i>										
Alliance	109	46	42.2%	51	46.8%	105	53	50.5%	60	57.1%
MLC	18	14	77.8%	15	83.3%	21	19	90.5%	20	95.2%
Total	127	60	47.2%	66	52.0%	126	72	57.1%	80	63.5%
<i>Students not assigned to accountable school</i>										
Unassigned	130	37	28.5%	53	40.8%	174	57	32.8%	69	39.7%
<i>District Totals</i>										
Total	3,544	2,993	84.5%	3,048	86.0%	3,583	3,151	87.9%	3,208	89.5%

Beginning in the 2013-14 reporting year, Graduation includes both Modified and Regular Diplomas. Prior to 2013-14, only Regular Diplomas were included in Graduation.

Completion includes Regular, Modified, Adult, and Extended Diplomas, as well as GEDs.

Four and Five-year Cohort Graduation and Completion Rates

All Students by Subgroup

Race	2022-23 4-Year Cohort Grad and Completion					2022-23 5-Year Cohort Grad and Completion				
	Cohort	Grads	Grad Rate	Completers	Completion Rate	Cohort	Grads	Grad Rate	Completers	Completion Rate
American Indian/Alaska Native	21	10	47.6%	11	52.4%	12	8	66.7%	8	66.7%
Asian	228	208	91.2%	208	91.2%	238	224	94.1%	225	94.5%
Black/African American	299	228	76.3%	230	76.9%	290	245	84.5%	247	85.2%
Latino	645	477	74.0%	485	75.2%	673	518	77.0%	529	78.6%
Multi-Racial (Asian/White Only)	157	144	91.7%	146	93.0%	142	137	96.5%	139	97.9%
Multi-Racial (Other Ancestries)	238	187	78.6%	194	81.5%	221	184	83.3%	191	86.4%
Native Hawaiian/Pacific Islander	30	19	63.3%	20	66.7%	30	26	86.7%	26	86.7%
White	1,926	1,720	89.3%	1,754	91.1%	1,977	1,809	91.5%	1,843	93.2%
District Totals	3,544	2,993	84.5%	3,048	86.0%	3,583	3,151	87.9%	3,208	89.5%
<i>Gender</i>										
Female	1,634	1,392	85.2%	1,411	86.4%	1,698	1,528	90.0%	1,548	91.2%
Male	1,845	1,550	84.0%	1,584	85.9%	1,830	1,573	86.0%	1,610	88.0%
Non-Binary	65	51	78.5%	53	81.5%	55	50	90.9%	50	90.9%
<i>Program Memberships</i>										
Economically Disadvantaged	3,368	2,906	86.3%	2,942	87.4%	3,323	3,000	90.3%	3,034	91.3%
Homeless	171	101	59.1%	104	60.8%	130	87	66.9%	90	69.2%
Indian Ed	52	38	73.1%	39	75.0%	44	36	81.8%	36	81.8%
LEP	279	179	64.2%	180	64.5%	245	151	61.6%	152	62.0%
Migrant	23	13	56.5%	13	56.5%	35	24	68.6%	24	68.6%
Section 504	361	310	85.9%	316	87.5%	354	322	91.0%	331	93.5%
SIFE	17	5	29.4%	5	29.4%	31	10	32.3%	11	35.5%
Special Ed	498	358	71.9%	372	74.7%	519	408	78.6%	417	80.3%
TAG	835	806	96.5%	810	97.0%	714	695	97.3%	702	98.3%
<i>Historically Underserved Groups</i>										
Combined Disadvantaged	3,440	2,934	85.3%	2,973	86.4%	3,423	3,045	89.0%	3,084	90.1%
Historically Underserved Races	995	734	73.8%	746	75.0%	1,005	797	79.3%	810	80.6%
HU By Ancestry	1,233	921	74.7%	940	76.2%	1,226	981	80.0%	1,001	81.6%
Late Joiners	429	268	62.5%	285	66.4%	455	310	68.1%	324	71.2%



Aligning and Focusing Effort High School Success

Theory of Action

If we:

- Ground our work in racial equity
- Improve instruction and align assessment
- Engage students through meaningful relationships
- Prepare students for postsecondary success



While targeting efforts toward focal students to ensure that all levels of impediments for these students are addressed along the way removing barriers for everyone.



THEN all students will...

graduate as compassionate critical thinkers, able to collaborate and solve problems, and prepared to lead a more socially just world, and we will eliminate opportunity gaps for focal students.

Outcome Goals

Postsecondary Readiness

By 2025-2026, PPS will accelerate postsecondary achievement for focal students, while narrowing gaps in comparison to other subgroups. PPS will annually report - in a disaggregated form - the high school students who successfully complete postsecondary readiness goals, as defined by the PPS Board.*

Graduation Rates

PPS will improve 4-year cohort grad rates in accordance with Board Goals, focusing on focal student groups. This means by 2025-2026:
 African American Students will improve from 76% to 85.6%
 Pacific Islanders from 73% to 85%
 Native American Students from 50% to 80.4%
 Latino Students from 75% to 85.4%.

PPS will improve 5-year cohort grad rates, for every focal group while narrowing any gaps that presently exist between focal groups and non-focal groups.

Student Engagement

By 2025-2026, PPS will also narrow gaps for focal students, as compared to other subgroups, for regular attendance. By spring 2026, PPS will improve the regular attender rate to pre-pandemic levels (2018-19). This means regular attendance rate will improve with all focal groups achieving at least a 66% rate.

Postsecondary Readiness

Measure of College and Career Readiness							
Race	Overall	Test	Seal of Biliteracy	CTE	AP	Dual Credit	IB
Overall	69.30%	42.80%	11.70%	27.50%	24.40%	18.70%	19.30%
Am I/NA	25.00%	16.70%	*	15.70%	8.30%	16.70%	*
Asian	77.30%	49.10%	17.10%	36.10%	25.00%	24.10%	29.20%
Black/AfAm	44.30%	7.40%	*	17.20%	5.70%	27.50%	*
Latinx	53.10%	20.20%	15.40%	22.10%	14.30%	13.90%	10.90%
Mult Racial NU	88.70%	64.80%	20.10%	32.10%	30.20%	22.60%	32.70%
Mult Racial Un	59.30%	27.30%	5.20%	20.10%	17.50%	17.50%	14.90%
Nat HI/PI	47.40%	26.30%	10.50%	21.10%	21.10%	26.30%	5.30%
White	76.40%	53.20%	11.40%	30.00%	30.20%	18.10%	22.40%

Purple are year to year decrease and orange year to year increase

Portland Public Schools District Racial Equity Pipeline Initiative/Self- Study



Jon Franco and Loretta Benjamin-Samuels
Portland Public Schools | School Board Meeting February 20, 2024

The Portland Public Schools Core Team



Loretta Benjamin-Samuels
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Professional Learning & Leadership
RECPI Project Director



Dr. Emily Donaldson Walsh
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Dr. Jon Franco
Chief of Schools
RECPI Exec.
Sponsor

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Ann
Clark



Dr. Rob
Larson



Sheila Smith-
Anderson

The Equity-Centered Pipeline Initiative (ECPI)

What made us apply?

Opinion: A historic opportunity to invest in principals – and boost equity – in Portland’s schools

Published: Jul. 10, 2022, 6:15 a.m.



Principals set the tone for a student's experience and are vital to ensuring that students can reach their potential, the author writes. A new grant will help Portland Public Schools better recruit, train and support principals for all its schools. Beth Nakamura/Staff The Oregonian

Portland Public Schools receives \$8.2M grant to promote diversity among principals

The grant will help the district put a focus on developing diverse leadership candidates who prioritize racial equity and social justice.

Our RECPI Vision:

An opportunity to put our racial equity policies, commitments, and values into practice

Our Interrogation:

Given that comprehensive, aligned principal pipelines have been demonstrated to benefit student achievement, and given the key role of principals in advancing equity, this initiative seeks to learn

Whether and how districts can develop and implement comprehensive, aligned principal pipelines that produce equity-centered leaders who can help bring a district's vision of equity to fruition?

We envision a district with schools led by innovative, courageous, and equity-centered leaders who possess a steadfast belief in the potential of their students and learns ways to promote practices that influence the success and belonging of every student, especially Black, Indigenous, and other historically marginalized students.

Our career lattice design will create a sustainable, high-quality, and diverse leadership corps that is equity-focused, perceptive, and looks ahead to their future in PPS.

What we know

Research indicates that:

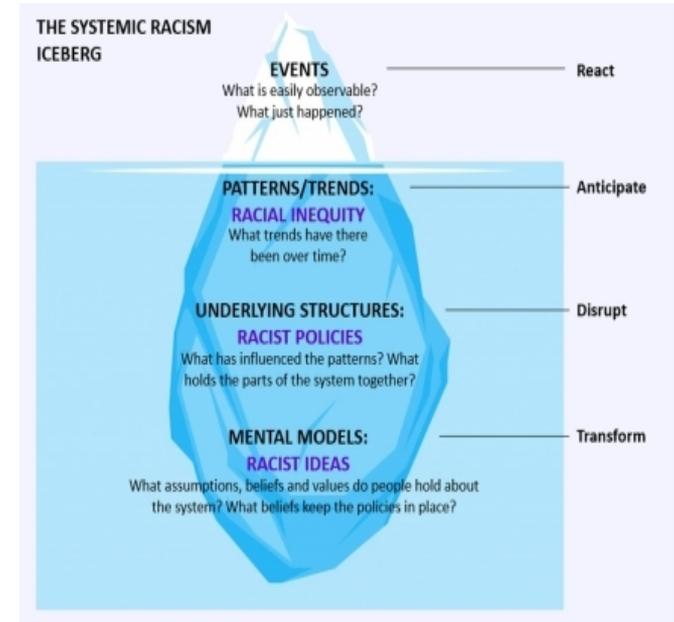
1. Leadership is second most school-based factor in student achievement

(Leithwood, Louis, Anderson, & Wahlstrom, 2004)

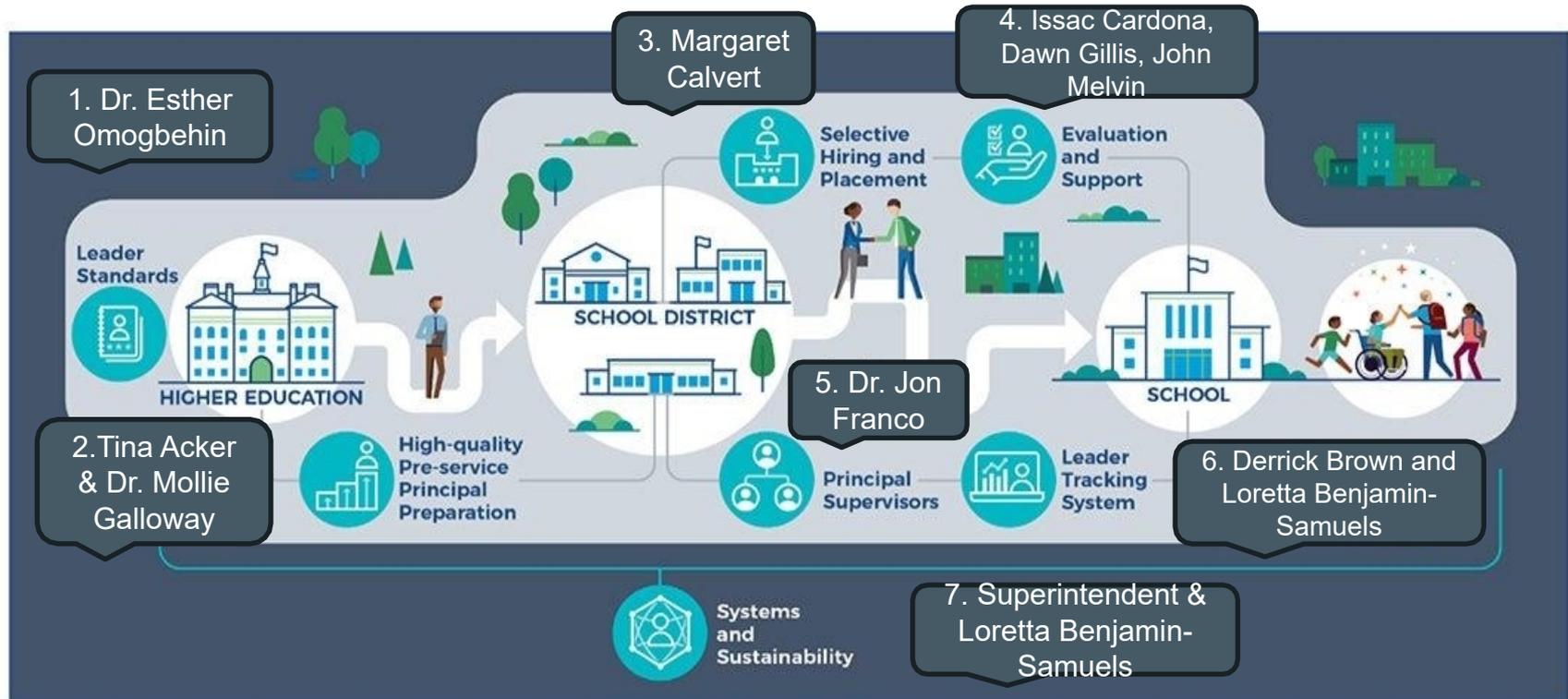
2. Leadership is second only to classroom instruction as an influence on student learning

(Louis, Leithwood, Wahlstrom, & Anderson, 2010, p. 9).

So, we knew we had to disrupt some things



Seven Domains of a Comprehensive, Aligned Principal Pipeline



From *A Culturally Responsive School Leadership Approach to Developing Equity-Centered Principals: Considerations for Principal Pipelines* (2023), p. 4, available for free at www.wallacefoundation.org

Strengthening Our Ecosystem

District Culture Shifts



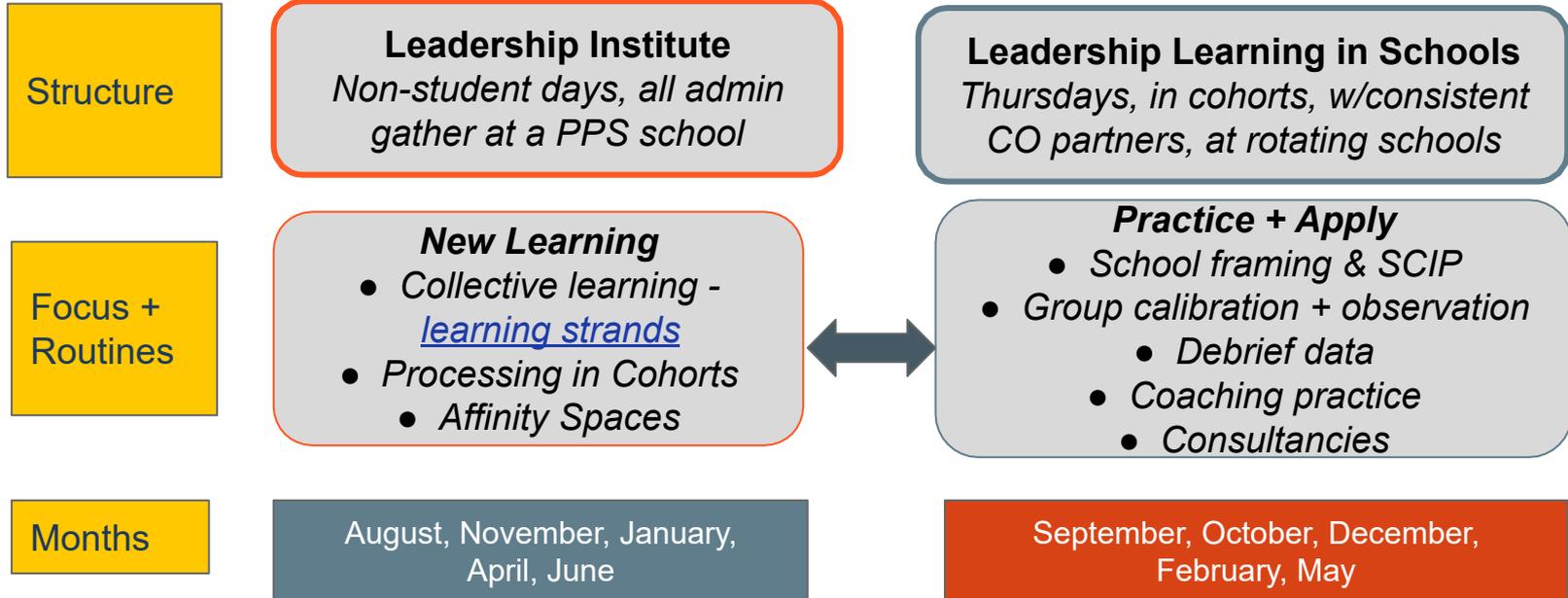
District Culture Shifts: Principal Learning

What's
Different?



2023-2024: New Learning Routines

MONTHLY LEADERSHIP INSTITUTE



Racial Equity Learning

Leader Learning Strand

- Everyone learning **together**
- **Focus:** infusing intersectional identity reflection into all aspects of leadership
 - i.e. how does my racial and cultural identity affect how I show up to lead my ILT?



Racial Affinity Spaces

- **Focus:** not on new learning but on healing and processing
- Facilitated externally
- “Micro-affinity,”
 - Separate spaces for Black, Native, Latinx, Asian, Multiracial, White leaders
 - Groups of <25

Targeted
And
Intentional
Support

Support

Principal
Supervisor

Principal Coach

Affinity Spaces

External
Professional
Learning
Opportunities

Induction

New Principals-
3yrs

Assistant/Vice
Principals-3yrs

Pipeline

Educator Grow
Your Own
Program

Aspiring Leaders
Program

Future Principal
Program