



High School System Design:
***Increasing student engagement,
achievement and graduation***

*January 12th 2009**

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**presentation has been slightly modified since it was given to the Board on January 12th*

High School System Design Community Engagement Process



Deliverables

- Current state of the high school system
 - Opportunity and challenge presented
 - “Essential elements”; building blocks of an effective high school system
- Approximately four to eight models presented to public
 - Models include program distribution and locations, types of schools, enrollment parameters
 - “Essential elements” used as criteria to evaluate models
- Refinement of the selected model
 - Long term implementation plan
 - Plan incorporated into long term capital improvement plan

Key Dates of Community Engagement

Deliverables

Engagement



December - March

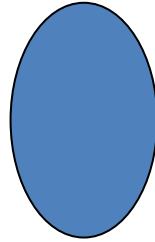
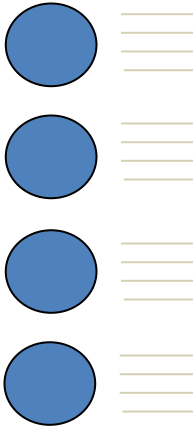
March - May

May →

Essential elements and story finalized

Roll out 4-8 draft models
March 2009

Final system model selected 2009



Use essential elements to evaluate models

Public Opinion Research

Initial community engagement (key partners)

Intense community engagement (parents, neighborhood and business leaders, elected officials, communities of color, etc...)

Teacher, principal and student engagement

The Story of the PPS High School System

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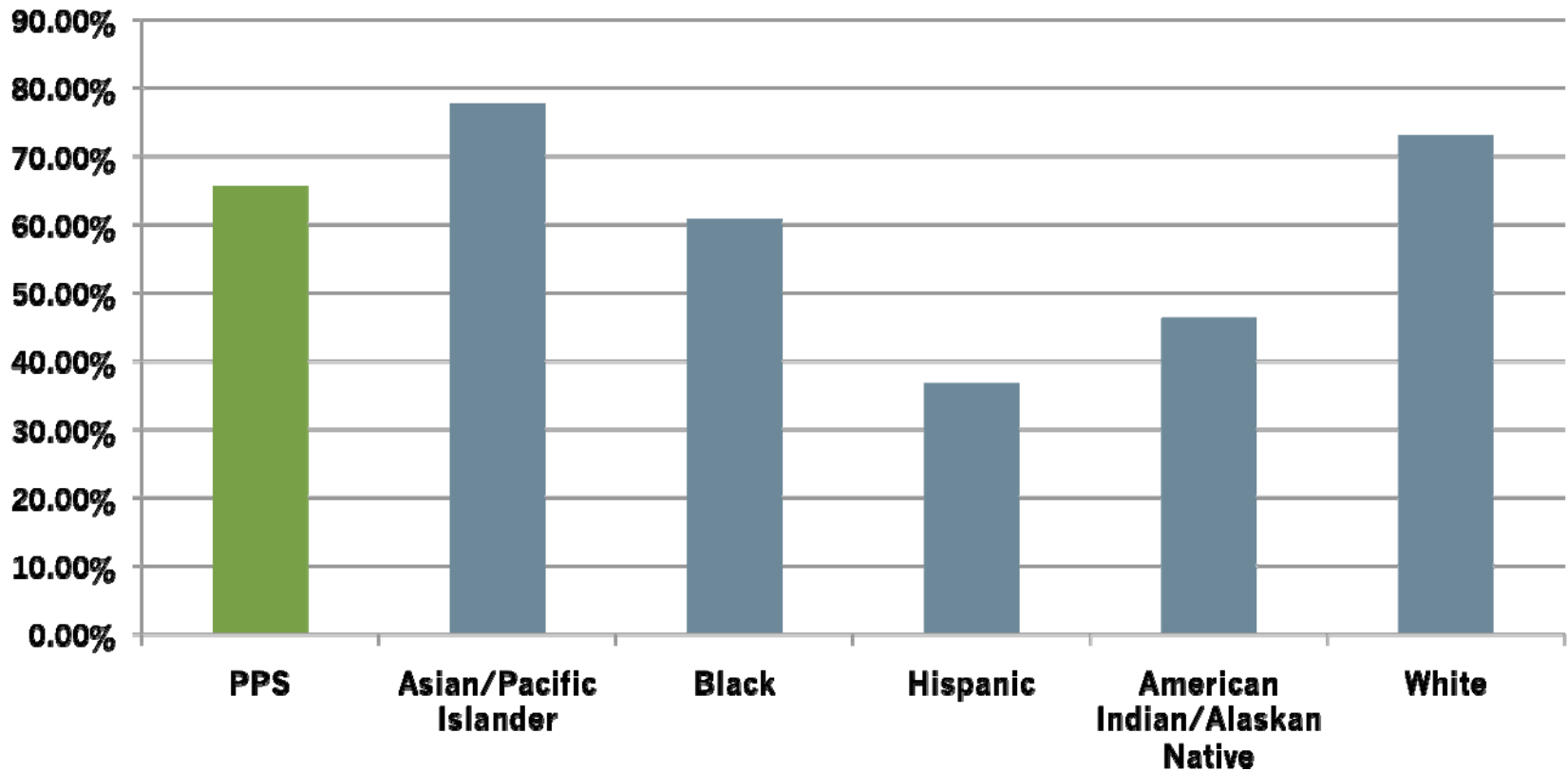
US urban school districts are suffering from low graduation rates and low achievement

- The US is the only industrialized nation where today's young people are less likely than their parents to have earned a high school diploma ⁽¹⁾
- American students rank **25th in math** and **21st in science** compared to students in 30 industrialized countries ⁽²⁾
- In a study of urban districts serving the nation's 50 largest cities, PPS ranks 28th in graduation rates ⁽³⁾

1. Ed Trust <http://www2.edtrust.org/NR/rdonlyres/6CA84103-BB12-4754-8675-17B18A8582AC/0/CountingonGraduation1008.pdf>
2. Strong American Schools analysis of data from the Organization for Economic Cooperation and Development. Based on data from Volume 2, table 6.2a (p. 227). Rank is based on students performing at Level 6 in each country on the 2006 PISA math assessment
3. America's Promise Report. "Cities in Crisis." April 2008

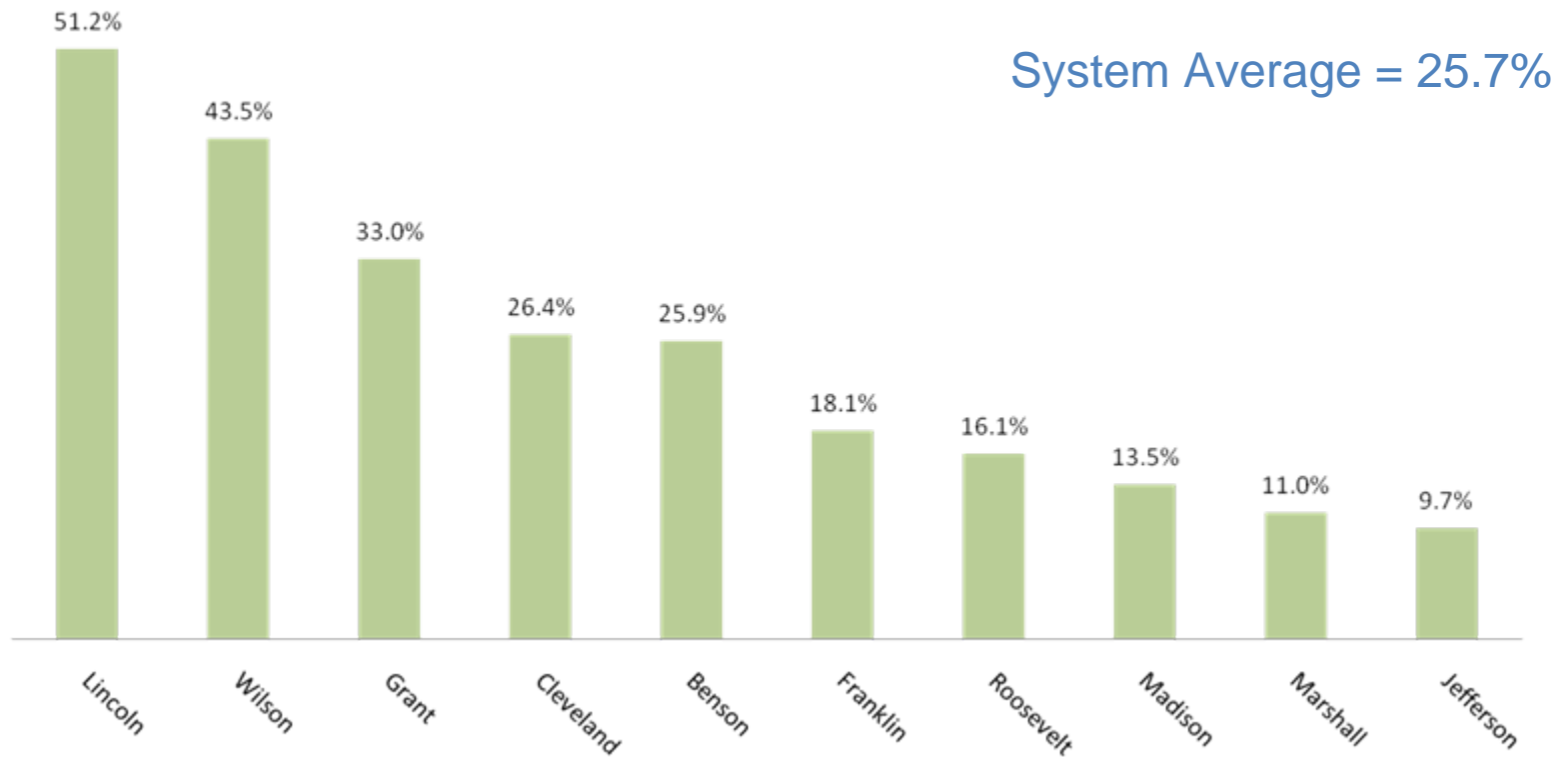
There is a significant gap in high school graduation rates across race, ethnicity and socio-economic status ⁽¹⁾

2006-07 Graduation Rate



1. Oregon Department of Education

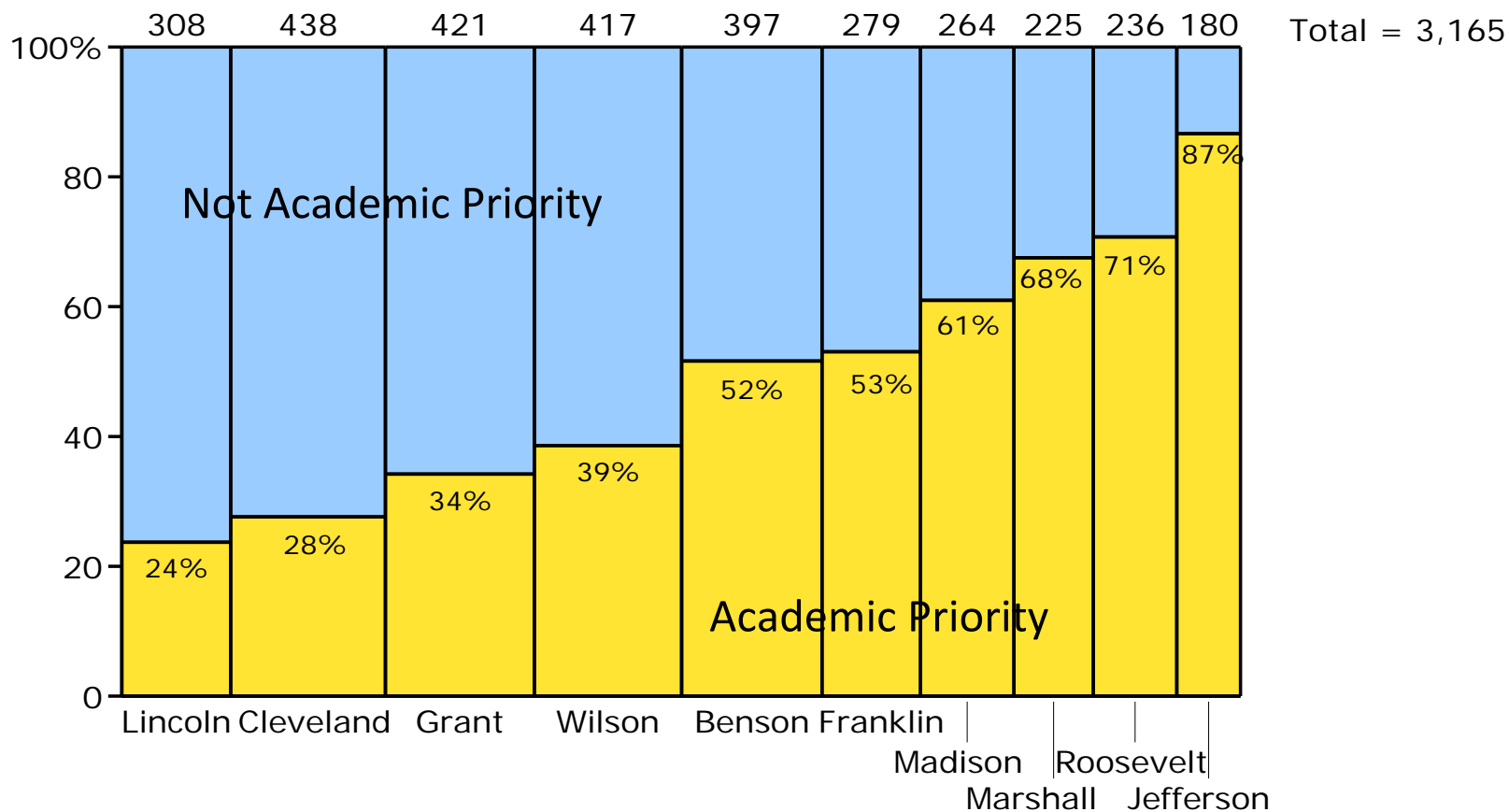
At PPS, a minority of high school graduates successfully complete college within six years (1)



1. National Student Clearinghouse Database 2008 (cohort 2000)

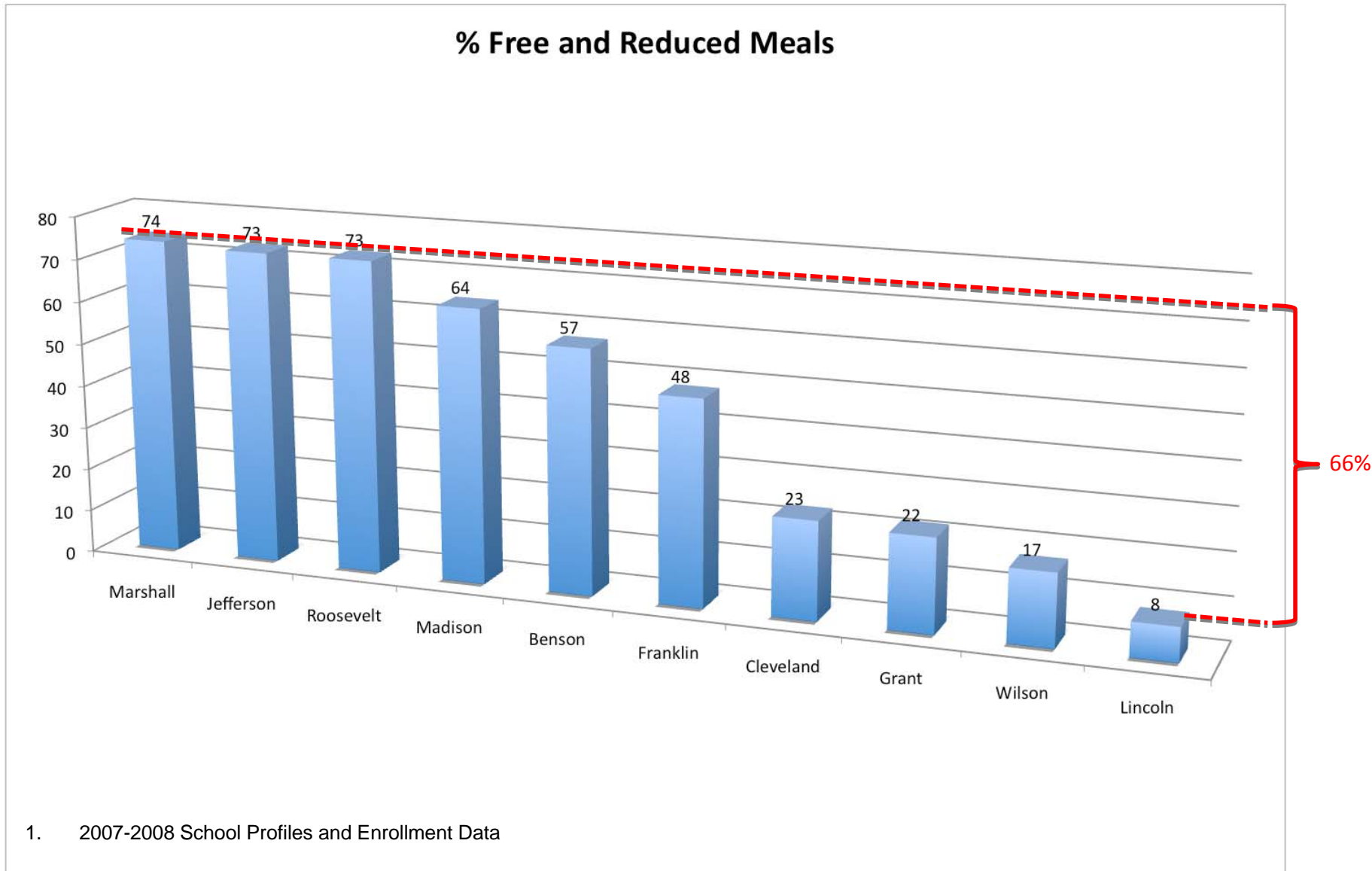
Some schools receive significantly greater numbers of students at risk to not graduate (1)(2)

Percent of total 8th graders by incoming H.S. (fall 2007)



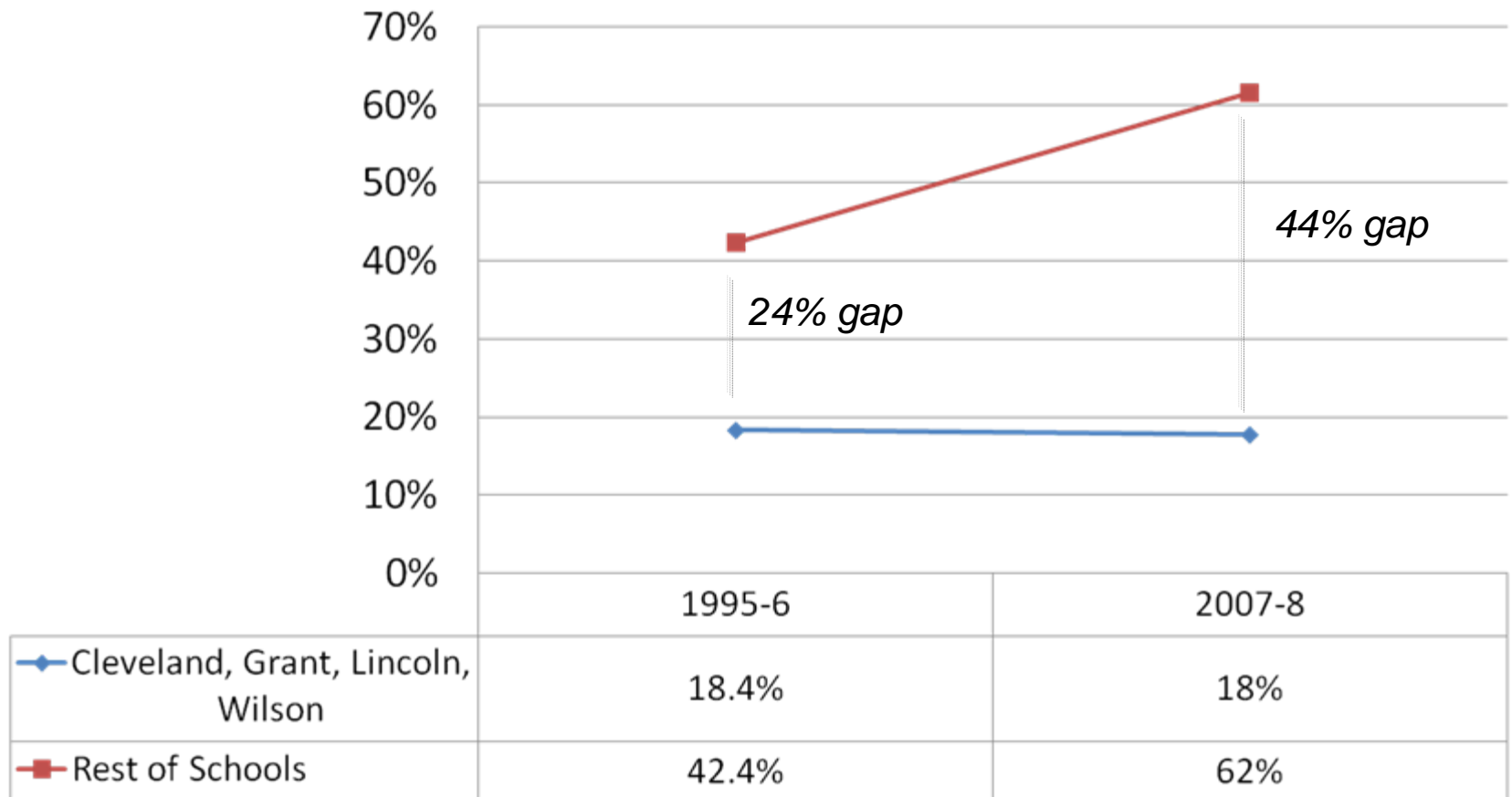
1. Academic Priority students fail to meet 8th grade proficiency in at least 2 (out of 3) standards AND/OR fail a core course in the 9th grade. Since these students had not yet entered 9th grade, 9th grade core course failures are not depicted on this chart.
2. Size of 9th grade classes by school was pulled from eSIS on June 18th, 2007; excludes 144 students at high schools classified as Other or N/A. Comprehensives average includes Franklin. Source: Portland Public Schools Research and Evaluation, Bridgespan analysis

Students in poverty are more heavily concentrated in specific schools (1)



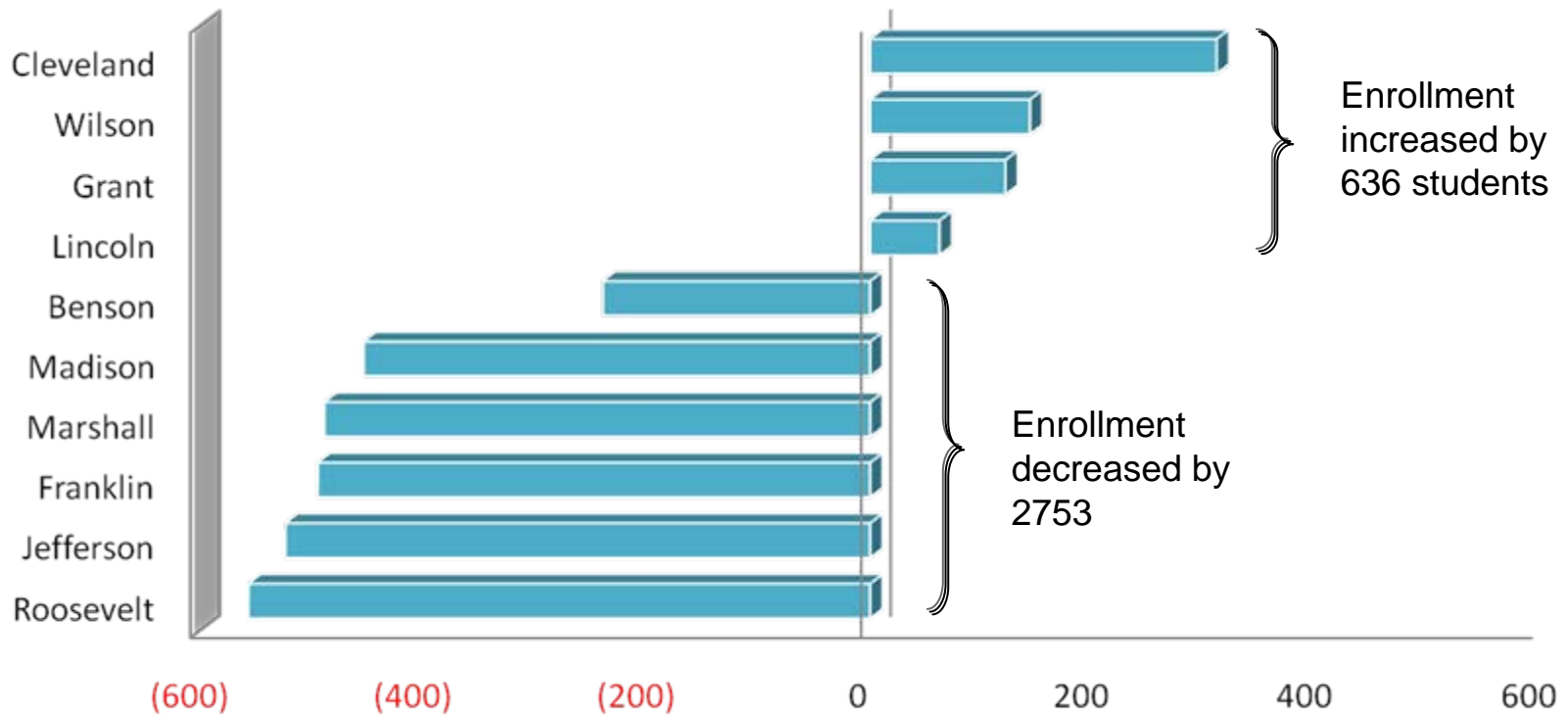
This situation has worsened over the past 12 years ⁽¹⁾

Percent Free and Reduced Lunch



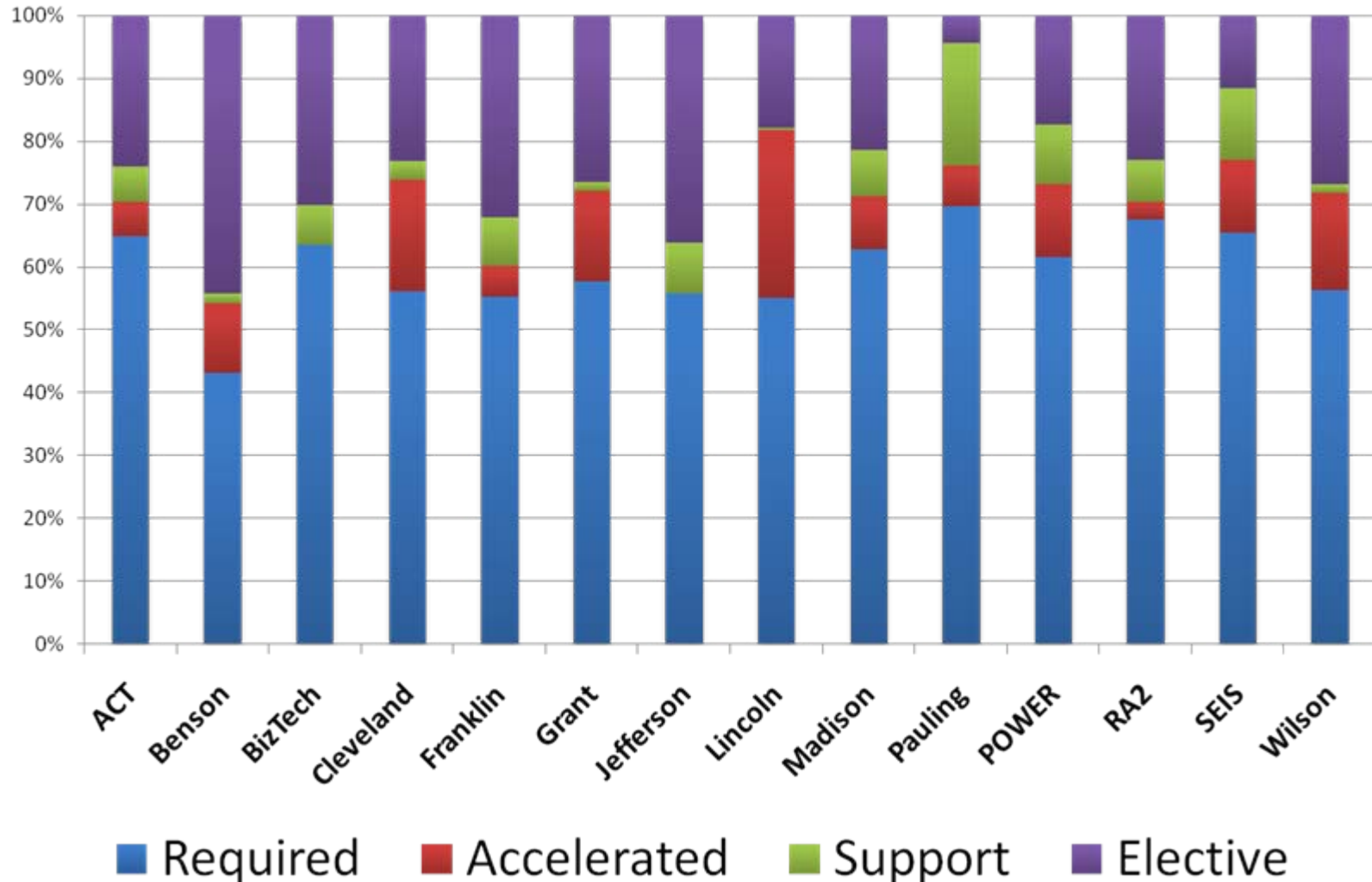
Declining enrollment has been coupled with these demographic shifts ⁽¹⁾

Enrollment Change Over 12 years (1995-2007)



Having higher concentrations of high needs students within a school impacts course offerings

2008-9 Section Distribution



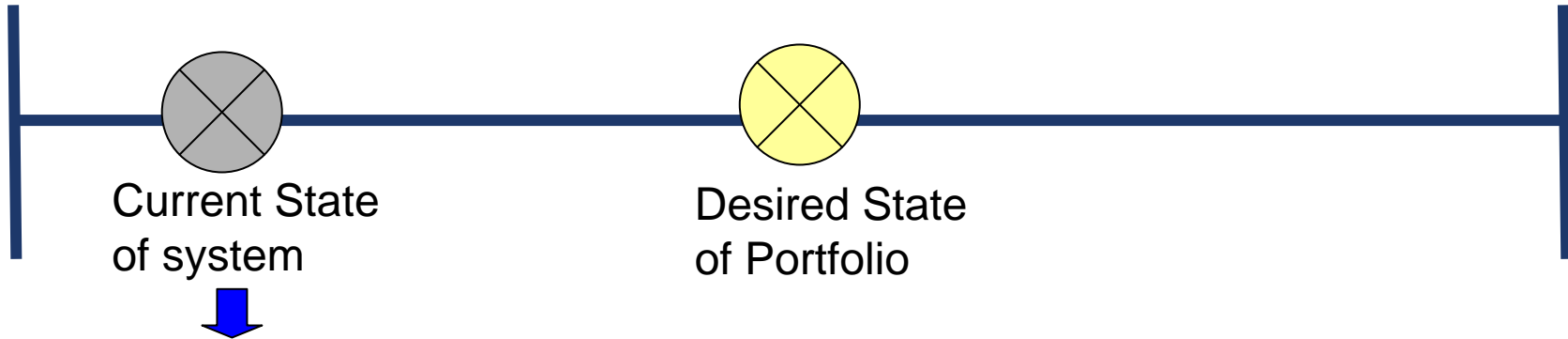
Note; Accelerated sections are comprised of all IB, AP, Honors, Advanced, PSU or Senior Inquiry. They do not include CTE dual credit. Support sections are comprised of all AVID, PLATO, Cognitive Tutor, Bridges to Algebra, etc.

Moreover, our extreme decentralization has contributed to programmatic inequities

*Complete
Decentralization*

PPS High School System

*Complete
Centralization*



Decisions are made on a school by school basis. There are many unintended consequences resulting in.....

- **Equity concerns** – some schools and/or regions offer learning opportunities others do not (i.e. IB, AP, Calculus, Art, Pathways) coupled with limited central oversight to balance this situation.
- **Less wealthy and non-majority populations more adversely affected** – greater allocation of resources needed to bring high needs students up to grade level.

Overall, the high school system faces significant challenges

- Declining enrollment and resource challenges
- Failure of certain schools to attract students
- Low graduation rates
- Inequitable access to programs
- A large achievement gap across race, ethnicity and poverty
- Low college entry and persistence rates
- Increasing amounts of higher needs students concentrated in fewer schools
- Frequent low student engagement

These elements will help create a high school system that is more engaging and effective for students and families

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1 Access to high quality, essential courses

- Access to art, music, upper level language, calculus, statistics
- Ability to earn college credit

2 A strong focus on involving families

- Teachers, principals expected to connect families to schools
- Policies support them in meeting this expectation

3 Different options for different student needs

- Variety of high schools
- Students choose schools that best fit their needs/interests

4 A focus on really knowing our students

- Policies and facilities encourage strong relationships between faculty and students, especially for those students at risk of dropping out.

We will continue to solicit feedback on essential elements throughout the community engagement process

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5 Effective exploration of careers

- High quality “career pathways” program at every school

6 Connections to the community

- Partnerships with employers, community organizations, and cultural and educational groups

7 Better reflection of community diversity

- Students of varying socio-economic backgrounds and educational status more equitably enrolled across campuses

8 Every school and program in high demand

- Students want to attend every school
- Professionals want to work at every school

Reminder of Process Going Forward

Draft Essential Elements

Access to high quality,
essential courses

Better reflection of
community diversity

Different options for different
student needs

Focus on really knowing our
students

Connections to the community

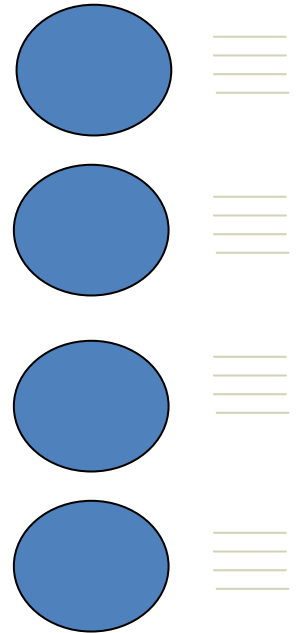
Focus on involving families

Effective exploration of careers

Every school and program is
in high demand



*Use
essential
elements to
evaluate
system
models*



*Continue to refine through community and internal
engagement*