



## Board of Education Informational Report

### MEMORANDUM

**Date:** April 25, 2017

**To:** Members of the Board of Education

**From:** Lorenzo Poe, Chief Equity & Diversity Officer and Partnership Director

**Subject:** 5-Year Racial Equity Plan Update

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This Memorandum provides an informational update on the 5-Year Racial Equity Plan. The Board presentation will provide an overview of the collective impact of the district-wide equity work, focusing on highlights of the data and changes in practice.

### **RACIAL EDUCATIONAL EQUITY POLICY & 5-YEAR EQUITY PLAN**

On June 13, 2011, Portland Public Schools Racial Educational Equity Policy (2.10.010-P) was adopted by Resolution No. 4459. This Policy directs the Superintendent to develop action plans with clear accountability and metrics, including prioritizing staffing and budget allocations, which would result in measurable results on a yearly basis towards achieving the policy's stated goals. The Superintendent was directed to present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent was to report progress towards these goals at least twice a year, and to provide the Board with updated action plans each year.

While the Superintendent and his Executive Leadership team are responsible for execution of the Equity Plan, the Office of Equity was tasked with leading the development and implementation of the Racial Equity Plan and monitoring District progress towards equity outcomes.

In order to successfully achieve the stated goals in its Racial Educational Equity Policy, Portland Public Schools developed a 5-year plan. The plan directly addresses the six stated goals in the policy with the ultimate goal of educational equity: raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

The 5-year plan outlines key strategies to achieve racial equity, along with intended outcomes and metrics to evaluate progress. ***See Attachments A & B for the 5-Year Racial Equity Plan in narrative and table format.***

## Equity Key Performance Indicators

Portland Public Schools has committed to significantly changing its practice in order to achieve and maintain racial equity in education. While progress towards racial equity is ultimately measured by the District's ability to eliminate the racial predictability in student achievement across the Milestones Framework, the PPS Equity Key Performance Indicators were developed to provide another system-level measure of progress towards racial equity in Portland Public Schools. The seven KPIs identify racial opportunity gaps in our system that we believe contribute to disparities in student achievement.

The seven indicators measure:

- 1) Overrepresentation of students of color who do not *advance at least one tier in K-3 reading*
- 2) Overrepresentation of students of color in *Special Education*
- 3) Overrepresentation of students of color experiencing *exclusionary discipline*
- 4) Underrepresentation of students of color in *Talented & Gifted (TAG)*
- 5) Underrepresentation of students of color in *AP, IB & dual credit courses*
- 6) Underrepresentation of *teachers of color* compared to the student population
- 7) *% of contract dollars* paid to minority-owned businesses\*

**See Attachment C for graphs and data tables for the first six indicators.** Progress is tracked from the baseline year of 2010-2011 through 2015-2016. \*Collection of data for Indicator #7 has just begun.

## **IMPACT OF RACIAL EDUCATIONAL EQUITY POLICY (2011-2016)**

### Data Highlights

- **4-year cohort graduation rates** increased for all students from 62% to 75% (+13% points). Significant increases were achieved with all racial groups except for our Native American students who experienced a slight increase.

	2010-2011	2015-2016	Increase (percentage points)
Asian	74%	85%	11
White	67%	80%	13
Pacific Islander	63%	73%	10
Black	55%	68%	13
Multi-Racial	54%	72%	18
Hispanic/Latino	49%	65%	16
Native American	44%	47%	3

- The graduation rate for Males of Color increased from 45% to 60%, a 15 percentage point gain.
- Jefferson HS Middle College of Advanced Studies saw a 29 percentage point increase with an 84% graduation rate. While Black students had a graduation rate of 88%, students participating in SEI programming had a 98% graduation rate.

- In 2016, Black/White gap closed at 3 high schools: Jefferson, Roosevelt, Wilson
  - In 2016, Hispanic/Latino/White gap closed at 3 high schools: Benson, Grant, Jefferson
- 3<sup>rd</sup> Graders meeting the **DIBELS Reading Benchmark** (2014-2016) increased for all students.
- For Black students, the percentage meeting benchmark increased from 5.9% to 6.7% (+.8% points or +55 students)
  - For Hispanic/Latino students, the percentage meeting benchmark increased from 11.6% to 12.4% (.8% points or +89 students)
- In Focus & Priority schools in 2015-2016, Males of Color saw a 3.1% increase in **ELA Smarter Balanced Achievement** results over the previous year (vs. 2.1% for all students).
- **Exclusionary discipline** decreased for all students with significant progress made towards closing opportunity gaps. The percent of students experiencing exclusionary discipline decreased from 5.7% to 2.6%.

	2010-2011	2015-2016	Decrease (Percentage points)	Decrease (# of students)
White	4%	2%	2	495
Hispanic/Latino	7%	3%	4	206
Pacific Islander	8%	2%	6	23
Native American	10%	6%	4	35
Black	15%	7%	8	502

- **Advanced course enrollment** (AP/IB/dual-credit courses) increased for all students with significant progress made towards closing opportunity gaps. The percent of students enrolled in advanced courses increased from 27.8% to 44.7%, an increase of 2,114 students.

	2010-2011	2015-2016	Increase (Percentage points)	Increase (# of students)
White	31%	47%	16	954
Hispanic/Latino	23%	40%	17	436
Pacific Islander	19%	50%	31	31
Black	17%	37%	20	240
Native American	15%	33%	18	10

- In three years (2013-2016), the **racial diversity of employees increased** from 17% to 24%, an increase of 7 percentage points or 335 employees.
- Teachers of color increased by 25.6% with an increase of 33 Asian, 5 Black, 102 Hispanic/Latino, and 34 Multi-racial teachers
  - Administrators of color increased by 29.8%
  - Counselors of color increased by 15.7%
  - Clerical/secretarial staff of color increased by 10.3%

## Changes in Practice

### Teaching & Learning

- **Early Kindergarten Transition Program.** Developed in partnership with SUN Community Schools and Multnomah County Library, the EKT program is a school-based, family-oriented summer program for incoming kindergarteners attending Title I schools. It is designed to increase family engagement in school, and improve children's attendance and success in school. Participation in the program results in higher attendance rates and a higher likelihood of meeting the DIBELS benchmark in reading. Due to its success, other Multnomah County school districts have replicated EKT with SUN Community Schools as the coordinating entity. This year, EKT is in the following schools: Boise-Eliot, Harrison Park, James John, Kelly, Lee, Marysville, Rigler, Rosa Parks, Scott, Sitton, Vestal, Whitman, and Woodmere.
- **Culturally responsive materials.** PPS applied a racial equity lens to the materials adoption process to ensure purchase of culturally rich instructional materials that reflect the increasingly diverse student population we serve. Changes were made to the materials adoption criteria for K-12 language arts to include positive representation of historically underrepresented students and communities. Supplemental funds were also used to purchase and distribute culturally and linguistically diverse books that provide both a mirror and a window for students. With access to mirror texts, students are able to see that their narrative matters, and with access to window texts, students learn to understand and appreciate the narratives of others.
- **Culturally responsive instruction: CARE (Collaborative Action Research for Equity).** CARE is the instruction-focused component of the systematic equity transformation process. CARE teachers participate in collaborative classroom research to discover, develop, document, and deliver culturally relevant learning and teaching practices. CARE was established in 2012 with 12 schools participating in 4 seminars and 6, 1/2 day CARE Team observations over 2 years. In subsequent years, CARE has been implemented district-wide through a gradual, intentional roll out with 35 additional schools in 2014-15 and the remaining 40 PPS schools initiating training in 2015-16. 500+ teachers have been trained in CARE. Our research shows that schools with higher levels of CARE implementation were less likely to utilize exclusionary discipline with students and maintained higher student attendance rates.
- **Inclusion model for professional development.** Developed and implemented equity-based professional development for teachers that features inclusive practices that support all learners. Strategies that support emerging bilingual students and students with disabilities, for example, are embedded in the professional development for all students.
- **K-5 Equity-Based Balanced Literacy Instructional Framework.** The Equity-based Balanced Literacy (EBBL) framework was developed as the core resource for establishing common language, understandings and instructional practices as PPS makes a pedagogical shift toward equity-based balanced literacy. This framework guides the work of the K-5 literacy adoption, including implementation of the curriculum and ongoing professional development for teachers, families and staff.

- **Native language instruction for emerging bilingual students.** Dual-language Immersion (DLI) programming was expanded across the district as a research-based strategy to improve student success with emerging bilingual students. With the addition of 5 programs, K-12 enrollment increased by 65%, from 2,939 to 4,861 students. Various strategies were used to recruit native language speakers into the program, including hiring language specific community agents, partnering with APANO and Head Start, and strategic recruitment through Head Start programs. As a result, the number of Native language speakers enrolled in DLI programs increased from 25.2% to 33.4% (+904 students). The enrollment of Black, Native American and Pacific Islander students in DLI also increased to 3%, 4% and 3% respectively. RAND research shows that ELL students in DLI that match their native language have a 14 point higher rate of becoming English proficient by 6th grade than those not enrolled in DLI.
- **K-2 Content-based English Language Development (CBELD).** Science CBELD was implemented in 20 schools, replacing ELD “pullout” in grades K-2. This model offers an opportunity for students to receive English language instruction that integrates the presentation of science topics or tasks from science subject matter. It carefully plans for ELD-focused instruction promoting language acquisition.
- **Newcomers’ Academy.** The Portland International Scholars Academy (PISA)--a newcomers' academy for students in grades 9-12—was successfully established in 2013 at Benson High School. It is a voluntary program designed to provide extensive language development and meaningful access to content classes for newly arrived emergent bilinguals at PPS.
- **International Youth Leadership Conference.** The International Youth Leadership Conference (IYLC) was established in March 2013 to provide emergent bilingual high school students with the opportunity to connect with fellow students across the District and opportunities to develop leadership and self-advocacy skills. The ESL Department established an IYLC Student Council made up of 30 emergent bilingual students from 9 Portland high schools who participate in a series of monthly trainings in leadership, communication and team-building. Student council members are encouraged to lead advocacy for improved social and academic opportunities at their respective high schools. Now in its fifth year, the IYLC conference gathered nearly 500 students at PSU this past February. The conference has served as a model for other student leadership conferences in the district.
- **Addressing over-identification of Black students in Special Education.** In collaboration with ESL, Special Education developed and implemented a new component of the identification process to help differentiate students with cultural and linguistic differences from those with a disability. Embedded in the SIT process, it is required before proceeding with a Special Education evaluation for any culturally or linguistically diverse student. A Cultural Lens Tool is also used by educators to better understand their own cultural biases when assessing a particular student’s behavior and developing culturally relevant Behavior Intervention Plans. As a result, identification of Black students in Special Education decreased from 16.23% in 2013-2014 to 13.9% in 2015-2016.

- **Reducing disproportionality in exclusionary discipline.** In order to reduce exclusionary discipline practices and increase instructional time for students of color, multiple strategies were implemented.
  - Expulsion hearings process was centralized with checks and balances added to better calibrate decision-making across the system.
  - In 2014, as part of the Superintendent's Priority, PPS committed to expanding and deepening implementation of CR-PBIS (Culturally Responsive Positive Behavioral Interventions & Support) and CARE (Collaborative Action Research for Equity), and beginning implementation of restorative justice practices in partnership with Resolutions Northwest.
  - Expanded the work of Student Assistance Coordinators who provide culturally responsive advocacy, services and support in order to help students build positive relationships with teachers, staff and the broader school community.
  - Expanded the work of culturally specific partners in the areas of leadership development, mentoring, empowerment, and counseling to address disproportionality for our students experiencing the greatest discipline challenges.
  - Improved data input, collection, monitoring and reporting processes.
  - In collaboration with PAT, all schools were required to develop a School Climate Plan with input from families, community members, students and staff that reflects the unique cultures, beliefs and expectations of each school community. A Rapid Response Team was also created to provide support to schools with urgent needs.
  
- **Addressing chronic absenteeism.** PPS committed to building a systematic approach to reducing chronic and severe absenteeism through both universal and preventative programs. As a part of this work, PPS joined the Communities Supporting Youth Collaborative led by All Hands Raised and Multnomah County's SUN Service System. PPS was selected to participate in President Obama's *My Brother's Keeper Success Mentors* Initiative which aims to reduce chronic absenteeism by connecting over one million students who are at risk of becoming chronically absent with trained school-linked caring adults and near-peers over the next 3-5 years.
  
- **Increased enrollment in advanced courses.** Targeted efforts were made to increase enrollment of students of color in Advanced Placement, International Baccalaureate and dual-credit high school courses. (1) Advanced Scholars is a program designed to recruit historically underserved students to participate in advanced coursework combined with mentoring and additional academic supports. The program was expanded with increased funding support at Franklin, Grant, Madison and Roosevelt high schools. (2) Whole grade level efforts were pursued such as Jefferson's Senior Inquiry dual-credit course for all 12<sup>th</sup> graders and Cleveland's English IB course for all 11<sup>th</sup> grade students. Dual-credit course offerings were increased each year. 2016-17 dual-credit courses are almost comparable in credits and number of teachers to AP & IB courses.
  
- **Career Technical Education (CTE) expansion.** In 2011-12, PPS had 19 state-approved CTE programs of study, with 5 high schools offering no CTE programs. Over the past five years, PPS has expanded CTE programming to all high schools and currently offers 57 state-approved CTE programs of study. Providing culturally

relevant CTE curricula, exposure to a variety of career areas, and connections to industry professionals engages our historically underserved students, and helps them to make informed choices for post high school options. Students of color who participate in CTE programming (CTE Concentrators) graduate at higher rates than their non-CTE participating counterparts. In 2015-16, the graduation rate for CTE participants: District—88%; Native American—100%; Asian—97%; Black— 93%; Hispanic/Latino—85%; White 81%.

- ***Culturally-specific community partners.*** Partnerships with culturally-specific partners were expanded to provide targeted supports for students and families of color in over 15 schools. These strategic partnerships build relationships with students, families and school staff, offer valuable perspectives to schools, and provide culturally specific services for historically underserved students. Two of the flagship partnerships, Step Up and SEI Whole School, focus on increasing high school graduation rates and serve 327 and 421 students respectively. 91% of students regularly participating in Step Up are on track to graduate and 98% of students who participate in the SEI Whole School model graduated.
- ***The Ethnic Studies Resolution.*** The PPS Board of Education adopted the Ethnic Studies Resolution in May 2016 in direct response to advocacy from APANO's student group ALLY (API Leaders for the Liberation of Youth) who did not see their own cultural experiences reflected in the curriculum. The resolution directs the Superintendent to develop an implementation plan to offer Ethnic Studies courses in all PPS high schools by fall of 2018 and establishes an Oversight Committee and Student Advisory Council.

## **Workforce Development**

- ***Affirmative Action Policy & Plan.*** In June 2013, PPS adopted the Affirmative Action Policy which directs the Superintendent to create an Affirmative Action/Equal Employment Opportunity Plan (AA/EEO Plan), and establishes the goal that the District will come into compliance with the Oregon Minority Teachers' Act which states that "the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state." The 2014-2016 Affirmative Action Plan was created which listed specific strategies each department would employ with a goal of diversifying its workforce. All hiring managers received Affirmative Action training.
- In 2013, Senate Bill 755 amended the **Oregon Minority Teachers Act** and established the goal that districts should increase the percentage of culturally and linguistically diverse teachers and administrators by 10% on July 1, 2015 as compared to July 1, 2012. While the state was just shy of meeting its goal, Portland Public Schools exceeded its goal. PPS increased the number of culturally and linguistically diverse teachers by 25.6% (554 to 696) and the number of culturally and linguistically diverse administrators by 29.8% (47 to 61).
- ***Courageous Conversation™.*** Since 2006, Portland Public Schools has invested in professional development, coaching and consulting services with Pacific Educational Group, for the purpose of developing and accelerating the district's capacity to engage in systemic equity transformation. Beyond Diversity is the foundational two-day seminar designed to help teachers, staff and administrators understand the impact of

race on student learning. Participants engage in thoughtful exploration of race and racism and practice using the tools of Courageous Conversation to engage in inter-racial conversations about race, with the ultimate goal of improving success for students of color. 4100+ employees have received this foundational training. Every school and every central office department has an equity team that leads monthly professional development sessions. The Office of Equity & Partnerships provides ongoing professional development and coaching support to building and central office employees as well as parents and families wanting to engage in the use of the Courageous Conversations protocols at their school.

- **Revised hiring process.** Human Resources revised the director, principal and teacher hiring processes to include cultural competence and experience working with historically underserved communities as key competencies. Equity-based questions were developed for inclusion in the hiring process for non-represented central office and other staff positions. The Recruitment and Interview Guide was revised to (1) include cultural responsiveness in the interview & selection process and (2) provide bias awareness training to all interviewers as part of the interview process. Principal and teacher evaluations were also revised to reflect these changes.
- **Strategic recruiting.** (1) Developed early “Letter of Intent” process that enabled early recruitment and outreach to racially and linguistically diverse candidates for high need endorsement areas such as elementary education, dual language, special education and world languages. (2) Expanded and deepened partnerships with graduate student programs at PSU and PCC in order to diversity candidate pool. Partners include Portland Teacher Program, Teacher Pathways Program, Bilingual Teacher Pathways and American Indian Teacher Pathways. (3) Academic Recruiter position was created to focus on locating, recruiting and hiring racially and linguistically diverse professional educators. (4) Out-of-area recruitment was expanded to 8 new locations (Georgia, Puerto Rico, California, Arkansas, Spain, Texas, Louisiana and Mexico). (3) CTE Program of Study for Future Teacher classes were established at Roosevelt, Wilson and Franklin high schools.
- **Retaining staff of color.** (1) Exit Surveys were created and implemented with a focus on soliciting feedback from teachers of color who were leaving the District. (2) Employee onboarding process was revamped in response to feedback from exit surveys. (3) Through on ODE Educator Equity Grant, we created an Educators of Color Retention Advisory Committee and conducted focus groups to learn how to better recruit and retain educators of color at PPS.
- **Job classification review.** Reviewed job descriptions to ensure they (a) accurately reflect work being performed (b) do not include minimum qualifications that unnecessarily exclude underrepresented groups and (c) reflect both traditional and nontraditional/alternative paths into the PPS workforce and (d) include language which identifies cultural responsiveness to meet the needs of traditionally underserved student populations as an essential element of PPS employment.



## Family & Community Engagement

- **Application of Racial Equity Lens on community engagement.** Recognizing the need to seek out missing perspectives, PPS began intentionally soliciting community feedback from historically underserved communities. Instead of relying on traditional methods of community engagement and public comment, community based organizations were engaged to gain access to communities that were historically not represented in community feedback processes. PPS also strengthened its commitment to having all major communications available in our 6 major languages. As a result, engagement and feedback for both the 2012 School Building Improvement Bond and the 2014-2015 Successful Schools Survey had strong representation from historically underrepresented communities.
- **Application of Racial Equity Lens on communications.** While many low-income families do not have access to a computer, most do have access to a mobile device. In order to improve the reach and responsiveness of PPS communications, the Communications office, in partnership with the Information Technology department, made a strategic shift towards delivering content on mobile devices. School Messenger, a comprehensive school communications solution, was adopted to allow schools to improve their responsiveness to and reach with historically underserved families.
- **Student leadership and recognition events.** PPS established a full schedule of leadership conferences and student recognition events, focusing on students from historically underserved communities. Leadership conferences include African Youth Leadership Conference, Asian American Youth Leadership Conference, Cesar E. Chavez Leadership Conference, and Russian Speaking Youth Leadership Conference. Student recognition events include Golden Minds, Young, Gifted and Black, and Si Se Puede.
- **Parent Academy.** The Office of School-Family Partnerships established Parent Academies. Parent Academy is a collaborative effort of Portland Public Schools and community-based partners to acknowledge, honor, support and promote family involvement in student achievement. The year-long program features workshops and family learning events with the goal of connecting parents and families with the training, information and support needed to become full partners in their children's education.
- **Culturally-specific community partners.** PPS partnered with Black Parent Initiative, IRCO, Latino Network, Native American Youth and Family Center (NAYA), and Self Enhancement, Inc. to provide culturally-specific family engagement services to 900+ historically underserved families of color. Partners provide workshops and programming that help families better navigate the school system and advocate for their children, and encourage families to read with their children, help with their homework and monitor their progress in school. They also connect families and students to needed services and support.

## Cultural Transformation

- **Racial Equity Lens Tool.** In 2011, a racial equity lens tool was developed based on the work of the Annie Casey Foundation and the Multnomah County Health Department in order to systematically consider the impact of race when evaluating policies, programs, practices and decisions. Board members and central office staff received training and the Lens was used with many key district decisions including: (1) Use with the staffing formula which resulted in increasing the weighted allocation for historically underserved students from 4% to 8% (2) Use in the budget process to prioritize funding. (3) Use in the Jefferson cluster boundary discussions which resulted in shifting to a district-wide boundary review vs. a cluster by cluster or piecemeal approach. (4) Use in aligning enrollment & transfer policies to the Racial Educational Equity Policy which resulted in implementation of equity –based recommendations from SACET, limiting transfers and changing the lottery formula for focus option programs. (5) Application to the volunteer background check process to eliminate barriers for families and parents of color.
- **Adoption of Equity in Purchasing & Public Contracting (EPPC) Policy.** An EPPC policy was adopted in July 2012 with a goal of (a) providing purchasing and contracting opportunities to businesses that have been underutilized, including those owned by people of color (b) ensure apprenticeship opportunities in the construction trades and promote construction employment for people of color and women and (c) ensure PPS continues to provide career learning opportunities for students, providing exposure to various potential career paths including, architecture, engineering and related services, legal and accounting services, building trades and construction work.
- **Culturally responsive research and evaluation.** PPS has taken many steps to build capacity for culturally responsive research and evaluation. All student achievement goals and targets are disaggregated by race. In 2014, a new race/ethnicity section of the Student Registration form was developed and implemented in collaboration with culturally specific community partners. The optional form captures more detailed race/ethnicity data than that required by the federal government, and allows PPS to conduct more sophisticated analyses. The USDOE’s *Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups* highlighted our work as a leader in the field.
- **District-wide Equity Survey.** The district-wide PPS Equity Survey (school staff, school administrator, central district staff, and central district administrator versions) was developed in 2011 and has been implemented annually since then for all employees. The purpose of the survey was to better understand the extent to which schools employ equitable and inclusive practices and to measure implementation of the District’s equity plan. In 2014, new surveys were developed in partnership with Portland State University to more explicitly measure changes in behavior and to reflect our current work. Over time, survey trends indicate an increase in awareness of and ability to discuss racial issues in the workplace as well as an increase in awareness of and use of more equitable practices. Survey data also indicates the need for increased materials, resources and training to support culturally responsive practices with students, families, and colleagues.



Portland Public Schools Racial Equity Plan

2011 - 2016



## **WHY RACIAL EQUITY?**

### **PPS Racial Educational Equity Policy**

On June 13, 2011 the Portland School Board unanimously approved the Portland Public Schools Racial Educational Equity Policy (2.10.010-P). The policy calls out race-based disparities in schools, identifies the district's role in erasing them and holds up high expectations to ensure that all students reach their academic potential.

“The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools’ historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.<sup>1</sup>

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all children can achieve.

The responsibilities for the disparities among our young people rest with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

Portland Public Schools will significantly change its practice in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.<sup>2</sup> The concept of educational equity goes beyond



formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.”

The policy establishes six goals to achieve racial equity for our students:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees’ knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.
- F. The District shall welcome and empower families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

In the policy, the Portland School Board commits to holding the Superintendent and all central and school leadership staff accountable for making measurable annual progress towards meeting these goals. The Board directs the Superintendent to develop action plans with clear accountability—including prioritizing staffing and budget allocations—to achieve these goals. The Superintendent will report on progress towards these goals twice a year, and will provide the Board with updated action plans each subsequent year.



## **5-YEAR RACIAL EQUITY PLAN**

In order to successfully achieve the stated goals in its Racial Educational Equity Policy, Portland Public Schools has developed a 5-year plan. This plan directly addresses the six stated goals in the policy with the ultimate goal of educational equity: raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

The 5-year plan outlines key strategies to achieve racial equity, along with metrics to evaluate progress. These key strategies will drive annual action plans which outline more detailed department-level work.

### **Racial Equity Strategies**

Portland Public Schools identified the following four key areas that require significant investment and attention in order to achieve racial equity in the district.

#### **1. Culturally Responsive Teaching & Learning**

In order for the district to achieve educational equity, we must provide students of color with rigorous, culturally responsive, and engaging learning environments which accelerate their academic achievement and personal growth.

***We believe:***

If we provide students of color with equitable access to common core courses and high quality teachers who demonstrate culturally responsive instructional practices, they will achieve academic and personal success.

If we enroll emerging bilingual students in effective dual language programs, they will experience increased academic and personal success while preserving their native language, cultural identity and cultural heritage.

If we provide school and central leadership with professional development on culturally responsive positive behavior support systems, then referral rates for exclusionary discipline and special programs will decrease markedly for students of color.

If we partner with culturally-specific community organizations to provide personalized supports for students and families of color, then students of color will experience more inclusive and culturally relevant learning environments and ultimately, increased success.



## 2. Culturally Responsive Workforce

In order for the district to achieve educational equity, we must recruit, hire, promote and retain racially conscious and culturally responsive employees at every level across the organization.

By “cultural responsiveness” Portland Public Schools means “the knowledge, beliefs, skills, attitudes and practices that allow individuals to form relationships and create learning environments that support academic achievement and personal development of learners from diverse racial and cultural groups.”<sup>3</sup>

### *We believe:*

If every employee is racially conscious and culturally responsive, then every staff member will exhibit the knowledge, attitudes, skills and practice to interrupt institutionalized racism and better meet the unique needs of students, families and staff of color.

If our workforce mirrors the student & family population we serve, then our organization will be better able to provide role models for students of color, better understand the needs of our students and families of color, and make better decisions for our families and students of color. Increasing the racial, ethnic, and linguistic diversity of our organization increases the cultural responsiveness of our organization.

## 3. Culturally Responsive Family & Community Engagement

In order for the district to achieve educational equity, we must empower both families and communities of color to advocate for their children and give them meaningful access to both school- and district-level decision-making.

### *We believe:*

Because of the District’s focus on majority culture communication style and pathways, families of color experience an information gap. If we provide families of color with equitable access to school and district information and practices, they will be empowered to better navigate the system, advocate for their children and support their academic and personal success.

If every PPS school develops a parent engagement plan which focuses on connecting families of color to the instructional goals of their school, there will be an increase in the number of culturally-specific family engagement opportunities at each school and ultimately, increased engagement with families of color.

Historically there was no established protocol for district stakeholder engagement, and the voice of students, families and communities of color was often marginalized. If we develop and implement a framework for equitable, transparent and consistent stakeholder



engagement—which clarifies roles and responsibilities and reduces barriers to participation for underserved communities—then we will see increased participation from students, families and communities of color.

#### **4. Cultural & Organizational Transformation**

In order for the district to achieve educational equity, we must undergo a cultural and organizational transformation to build a culture of inclusion and acceptance—one that actively challenges institutional racism. The Board and District leadership must actively examine and dismantle systemic policies, programs and practices that serve to perpetuate racial achievement disparities.

*We believe:*

If goals at every level in the district are based on data disaggregated by race and ethnicity, there will be increased accountability for meeting the needs of specific communities of color.

If we adopt culturally relevant data and research practices, we will be able to more accurately represent, assess and evaluate the needs and behaviors of students and families of color.

If we apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas—with an intentional focus on “equal outcomes” rather than “equal inputs”—students and families of color will experience more equitable outcomes.

If we establish an Equity in Public Purchasing & Contracting (EPPC) policy and implement an EPPC program, we will demonstrate annual growth in the number of contracts secured with minority-owned, women-owned and emerging small businesses, promoting diversity and equal-opportunity.

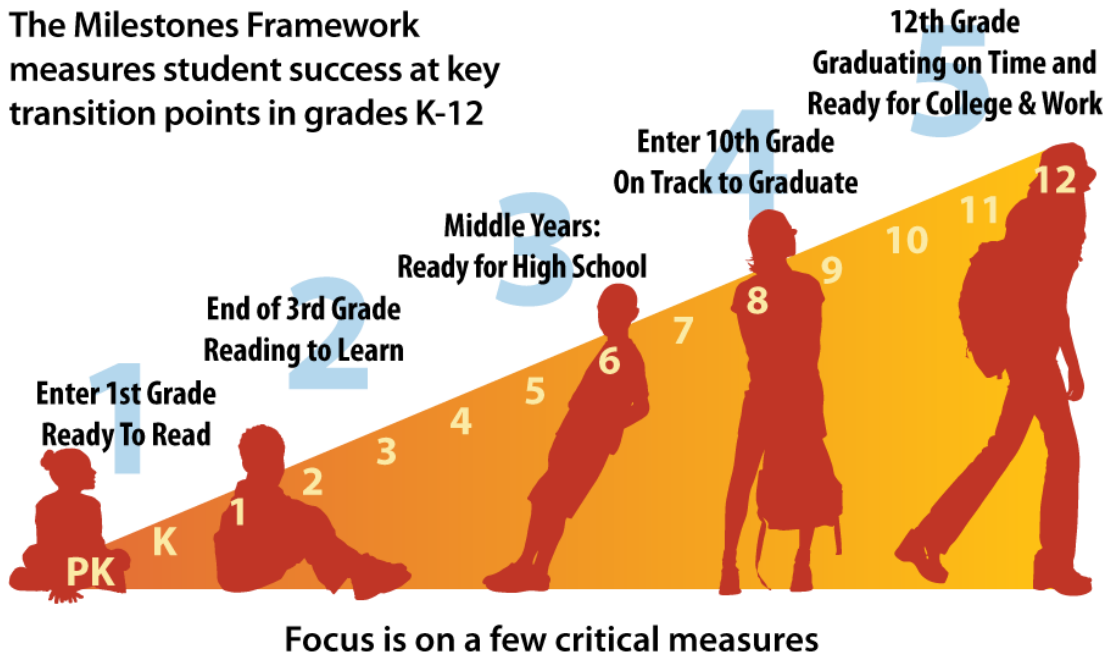
Currently student enrollment is not balanced across the district, resulting in uneven distribution of students across schools and ultimately, an inability to provide students of color with equitable access to a strong core program. If we balance enrollment through boundary changes, policy changes, grade reconfigurations and/or other strategies using a Racial Equity Lens, every PPS school will have enrollment within the target range and every student will have access to a strong core program.





## MEASURES OF SUCCESS

As a result of implementing these key strategies, Portland Public Schools will significantly improve achievement outcomes for students of color as measured by the Milestones Framework.



## ENDNOTES

- 1 For the purpose of this policy, “race” is defined as “A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups.” Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors (2007). *Teaching for Diversity and Social Justice: A Sourcebook*.
- 2 Singleton, Glenn & Linton, Curtis (2006). *Courageous Conversations About Race*.
- 3 Adapted from Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell (Corwin Press, 1999, 2003). *Cultural Proficiency*.

# Racial Equity KPIs

## Data Notes and Limitations

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- All data is accurate as of April 2017.
- Students population counts are based on October 1st enrollment, unless otherwise noted.
- Does not include students who have a cross-enrollment at PPS, but are primarily enrolled in another district.
- Does not include students for which race data is missing or incomplete.

### For KPIs related to DIBELS Benchmark:

- DIBELS exams are administered in three windows during the school year (Fall, Winter, Spring).
- If a student meets the Spring Benchmark during the Fall or Winter periods, the student may opt out of future DIBELS testing for the school year.

### For KPIs related to Discipline:

- Some schools and special programs do not report discipline data and are not included in the student population. Therefore, the enrollment counts shown are lower than in other KPIs.

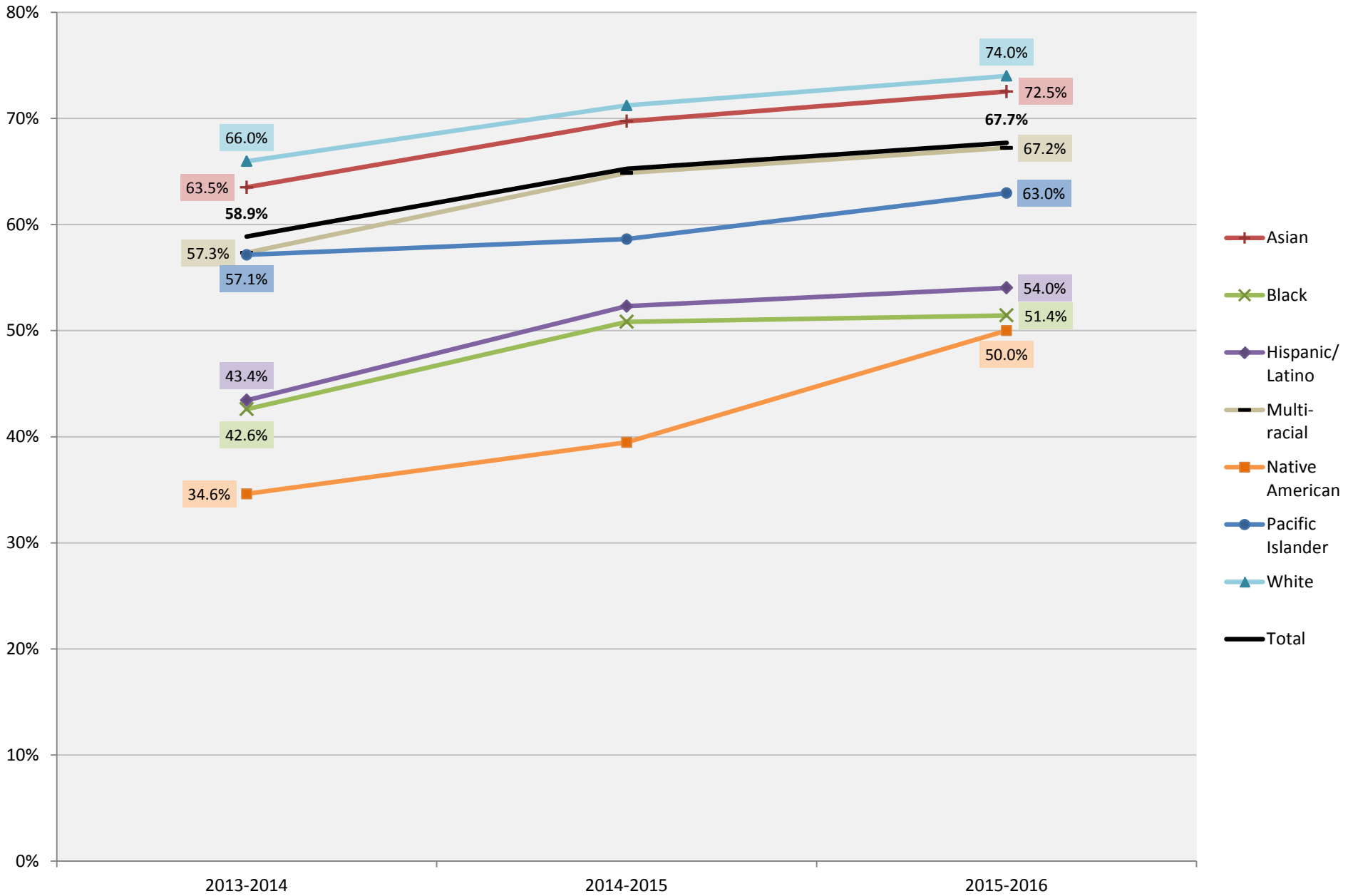
### For KPIs related to Advanced Coursework (AP, IB, Dual Credit):

- "Course Enrollment" means a course in which the student was scheduled for or enrolled in. This can include students who enrolled in the course but later dropped the course before a final grade was given.
- AP exams can only be taken by students who were enrolled in an AP course.

### For KPIs related to Teacher Representation:

- Teacher population counts are provided by Human Resources. The majority of positions included are classroom teachers, but also included are Counselors, Speech Language Pathologists, School Psychologists, and various Specialists.

# % of 3rd Graders who met DIBELS Benchmark or Improved a Tier



**Indicator: % of 3rd Graders who met DIBELS Benchmark or Improved a Tier**

3rd Grade Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2013-2014	263	331	640	389	26	35	2,159	3,843
2014-2015	294	362	631	441	38	29	2,241	4,036
2015-2016	273	385	694	424	22	27	2,408	4,233

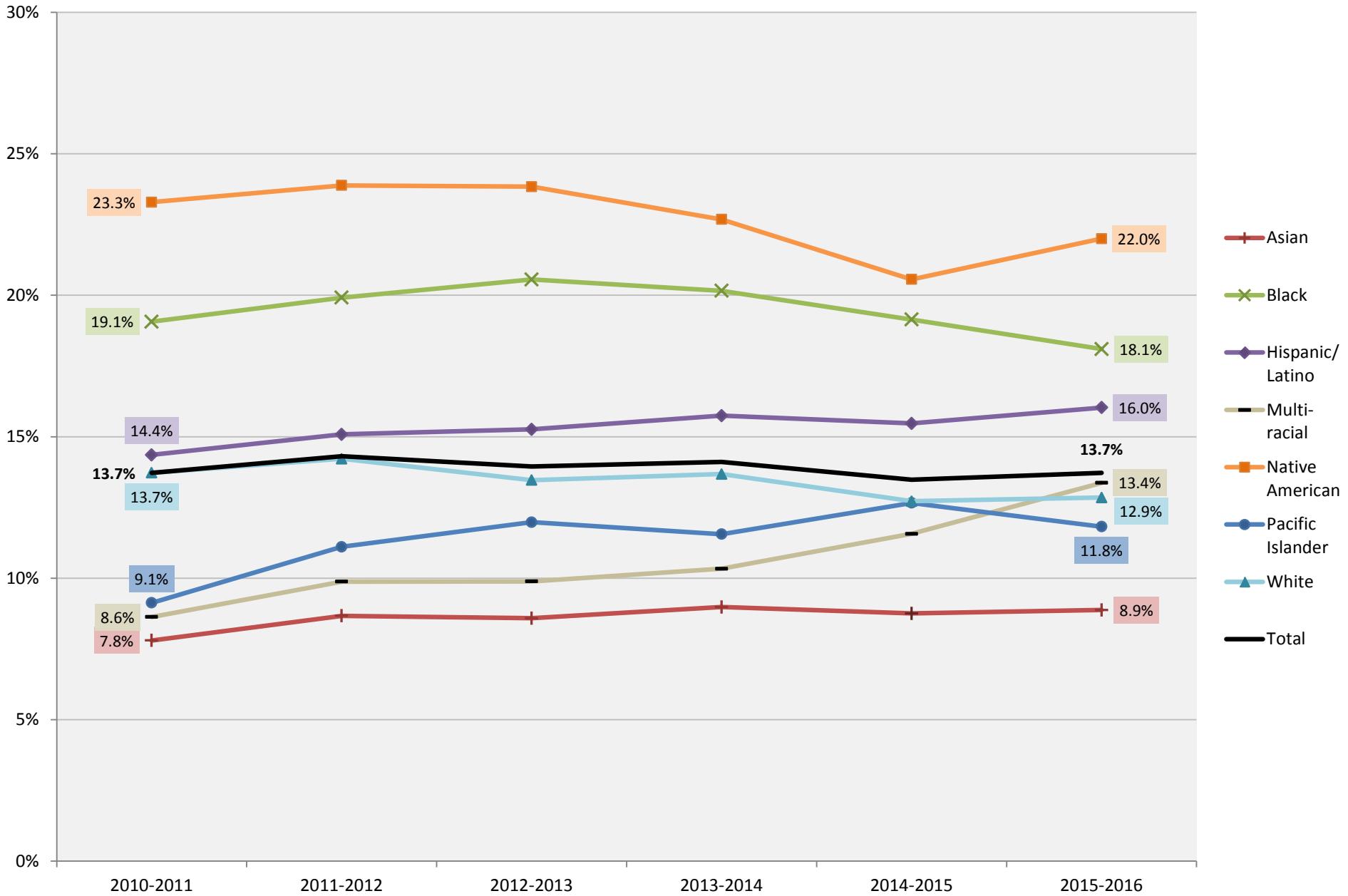
Students who met DIBELS Benchmark or Improved a Tier

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2013-2014	167	141	278	223	9	20	1,424	2,262
2014-2015	205	184	330	286	15	17	1,596	2,633
2015-2016	198	198	375	285	11	17	1,782	2,866

Percent of Students who met DIBELS Benchmark or Improved a Tier

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2013-2014	63.5%	42.6%	43.4%	57.3%	34.6%	57.1%	66.0%	58.9%
2014-2015	69.7%	50.8%	52.3%	64.9%	39.5%	58.6%	71.2%	65.2%
2015-2016	72.5%	51.4%	54.0%	67.2%	50.0%	63.0%	74.0%	67.7%

# % of Students Enrolled in Special Education



**Indicator: % of Students Enrolled in Special Education**

Total Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	3,704	5,759	7,613	3,407	584	449	25,366	46,882
2011-2012	3,783	5,433	7,711	3,704	536	441	25,614	47,222
2012-2013	3,797	5,195	7,733	3,893	495	409	25,761	47,283
2013-2014	3,741	4,946	7,888	4,170	485	398	25,942	47,570
2014-2015	3,723	4,885	7,951	4,313	428	387	26,614	48,301
2015-2016	3,549	4,923	8,091	4,555	400	406	27,257	49,181

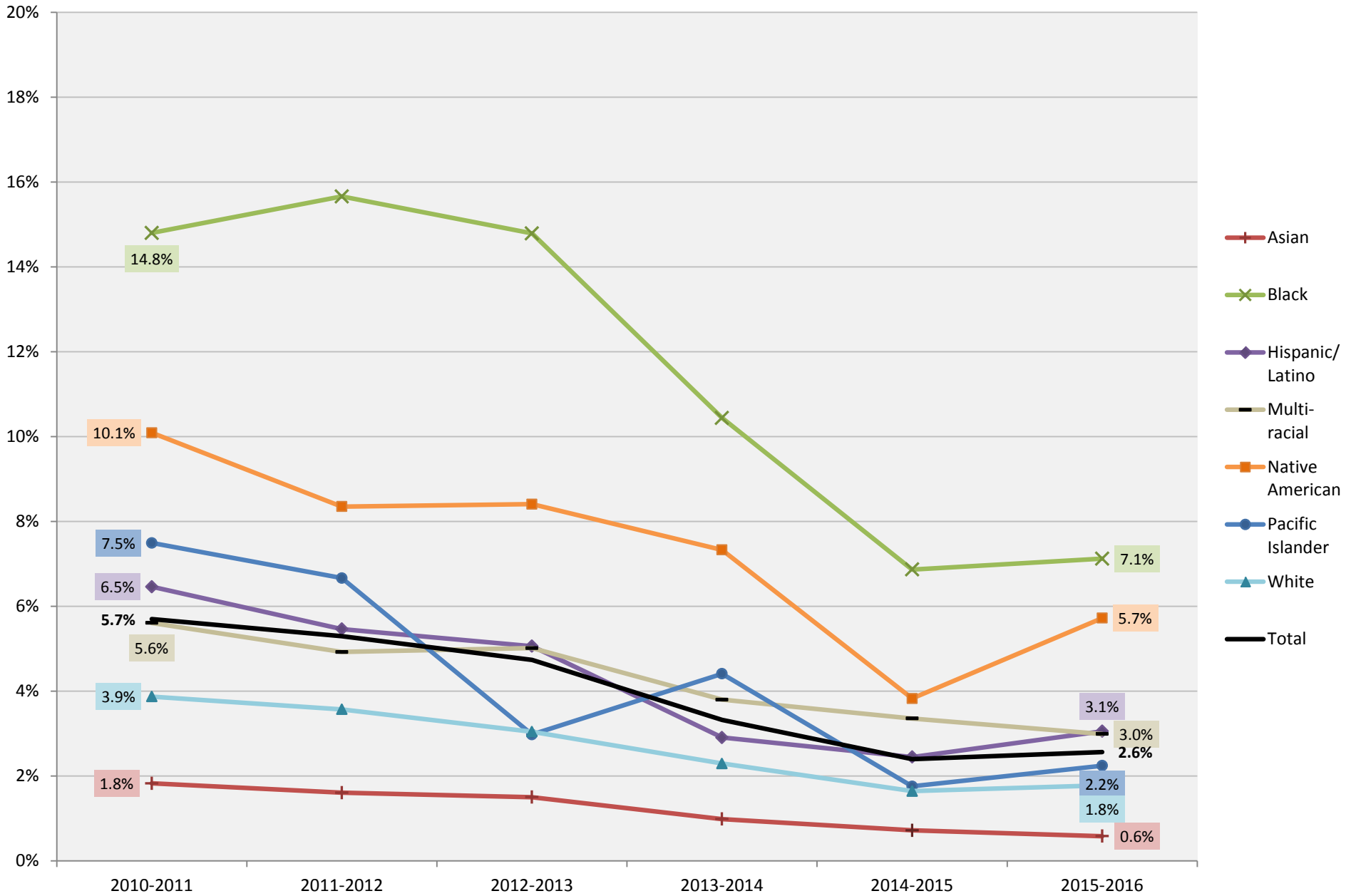
Students Enrolled in Special Education

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	289	1,098	1,093	294	136	41	3,481	6,432
2011-2012	328	1,082	1,163	366	128	49	3,643	6,759
2012-2013	326	1,068	1,180	385	118	49	3,469	6,595
2013-2014	336	997	1,242	431	110	46	3,549	6,711
2014-2015	326	935	1,230	499	88	49	3,386	6,513
2015-2016	315	891	1,297	609	88	48	3,503	6,751

% of Students Enrolled in Special Education

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	7.8%	19.1%	14.4%	8.6%	23.3%	9.1%	13.7%	13.7%
2011-2012	8.7%	19.9%	15.1%	9.9%	23.9%	11.1%	14.2%	14.3%
2012-2013	8.6%	20.6%	15.3%	9.9%	23.8%	12.0%	13.5%	13.9%
2013-2014	9.0%	20.2%	15.7%	10.3%	22.7%	11.6%	13.7%	14.1%
2014-2015	8.8%	19.1%	15.5%	11.6%	20.6%	12.7%	12.7%	13.5%
2015-2016	8.9%	18.1%	16.0%	13.4%	22.0%	11.8%	12.9%	13.7%

# % of Students who Experienced Out-of-School Exclusion



**Indicator: % of Students who Experienced Out-of-school Exclusion**

Total Population (for which Discipline rates were recorded)

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	3,559	5,663	6,748	2,407	555	427	25,176	44,535
2011-2012	3,673	5,320	6,973	2,783	503	435	25,454	45,141
2012-2013	3,664	5,065	7,112	3,031	452	403	25,574	45,301
2013-2014	3,647	4,847	7,187	3,420	423	408	26,064	45,996
2014-2015	3,607	4,850	7,431	3,814	418	398	26,559	47,077
2015-2016	3,430	4,717	7,529	4,278	367	401	26,954	47,676

Students who Experienced Out-of-school Exclusion

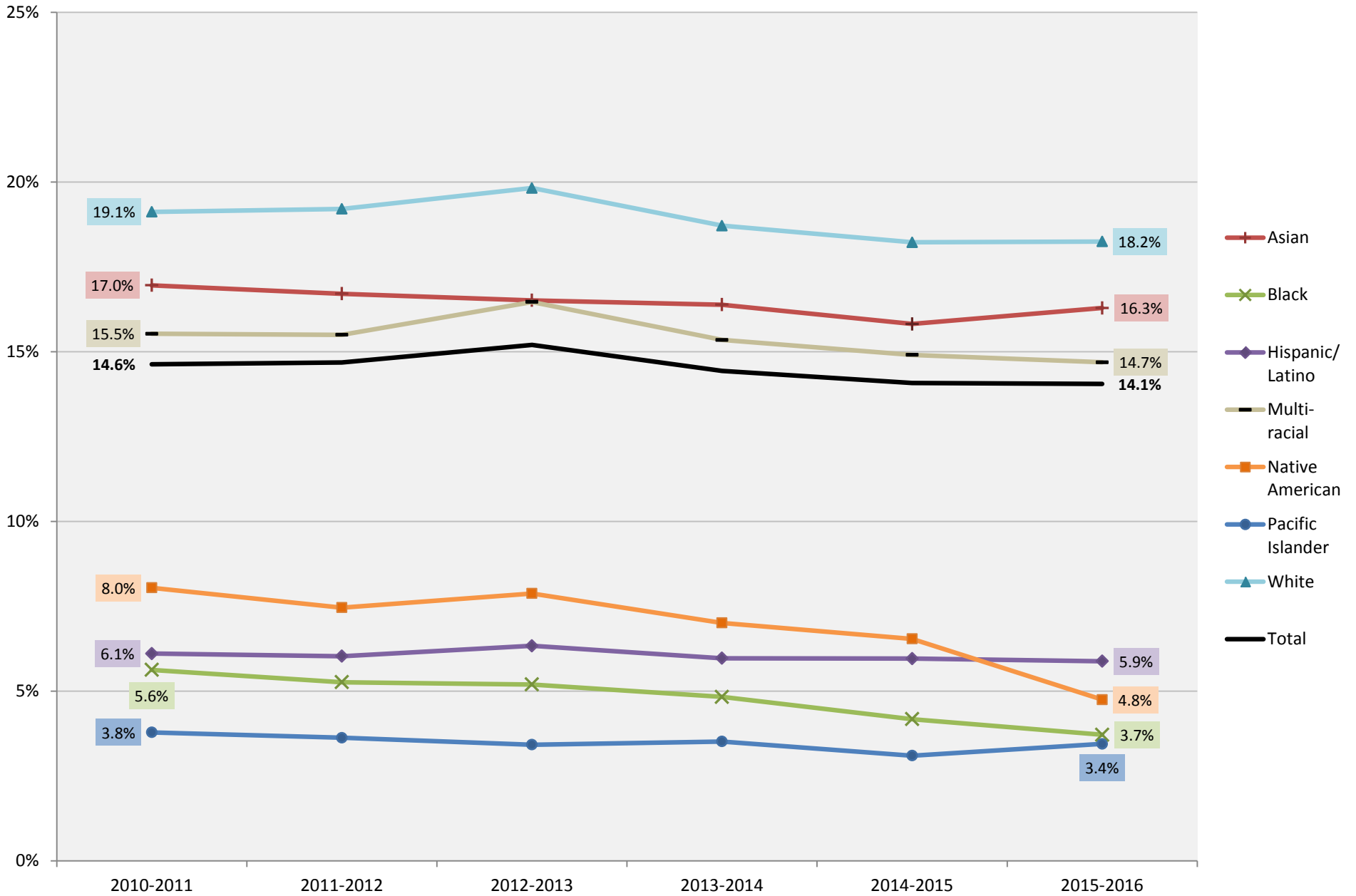
School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	65	838	436	135	56	32	975	2,537
2011-2012	59	833	381	137	42	29	909	2,390
2012-2013	55	749	360	152	38	12	779	2,145
2013-2014	36	506	209	130	31	18	598	1,528
2014-2015	26	333	182	128	16	7	437	1,129
2015-2016	20	336	230	128	21	9	480	1,224

Percent of Students who Experienced Out-of-school Exclusion

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	1.8%	14.8%	6.5%	5.6%	10.1%	7.5%	3.9%	5.7%
2011-2012	1.6%	15.7%	5.5%	4.9%	8.3%	6.7%	3.6%	5.3%
2012-2013	1.5%	14.8%	5.1%	5.0%	8.4%	3.0%	3.0%	4.7%
2013-2014	1.0%	10.4%	2.9%	3.8%	7.3%	4.4%	2.3%	3.3%
2014-2015	0.7%	6.9%	2.4%	3.4%	3.8%	1.8%	1.6%	2.4%
2015-2016	0.6%	7.1%	3.1%	3.0%	5.7%	2.2%	1.8%	2.6%



# % of Students Enrolled in TAG



**Indicator: % of Students Enrolled in TAG**

Total Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	3,704	5,759	7,613	3,407	584	449	25,366	46,882
2011-2012	3,783	5,433	7,711	3,704	536	441	25,614	47,222
2012-2013	3,797	5,195	7,733	3,893	495	409	25,761	47,283
2013-2014	3,741	4,946	7,888	4,170	485	398	25,942	47,570
2014-2015	3,723	4,885	7,951	4,313	428	387	26,614	48,301
2015-2016	3,549	4,923	8,091	4,555	400	406	27,257	49,181

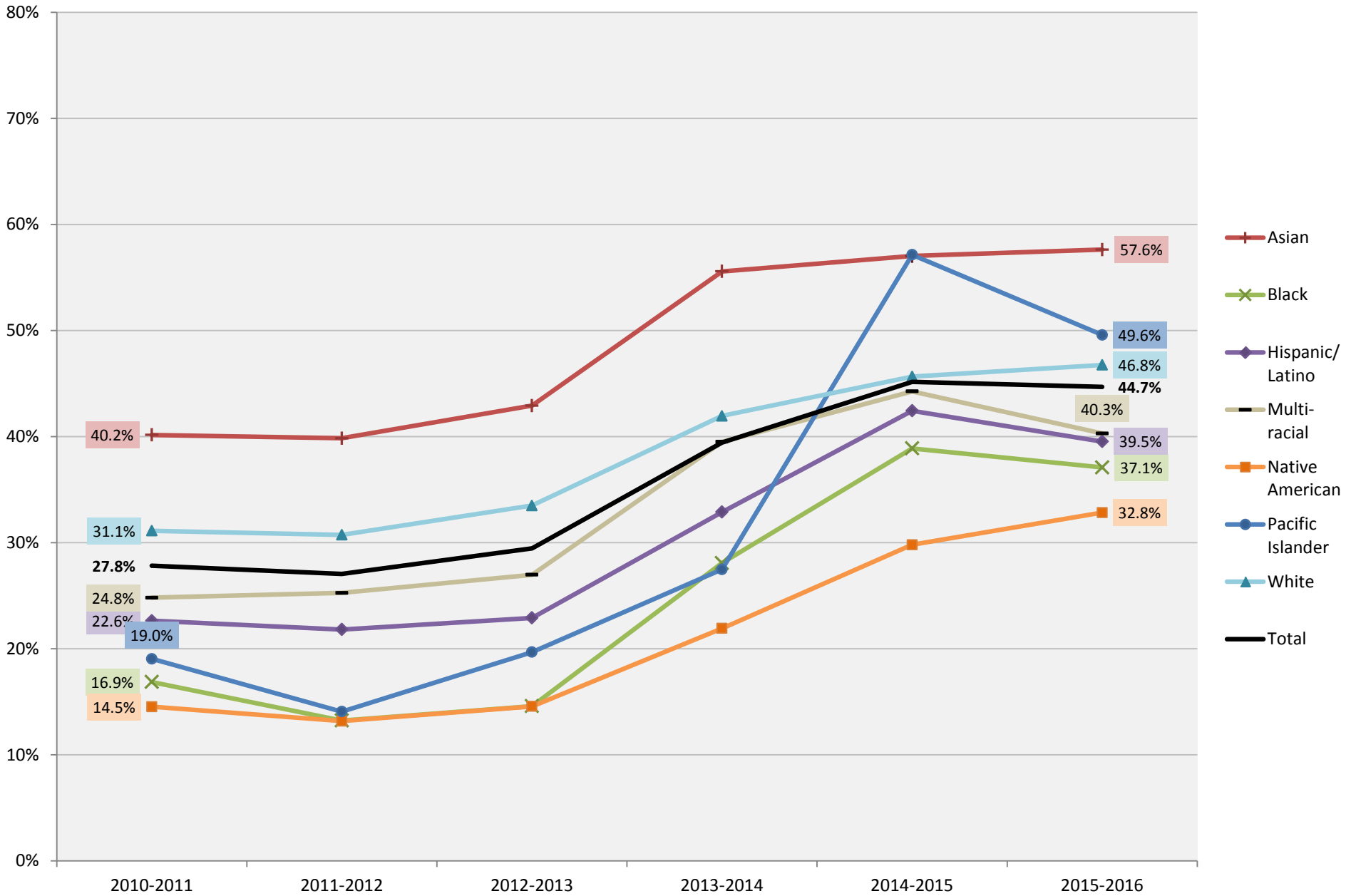
TAG Students

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	628	324	465	529	47	17	4,850	6,860
2011-2012	632	286	465	574	40	16	4,920	6,933
2012-2013	627	270	490	641	39	14	5,106	7,187
2013-2014	613	239	471	640	34	14	4,855	6,866
2014-2015	589	204	474	643	28	12	4,850	6,800
2015-2016	578	183	476	669	19	14	4,973	6,912

Percent of Students Enrolled in the TAG program

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	17.0%	5.6%	6.1%	15.5%	8.0%	3.8%	19.1%	14.6%
2011-2012	16.7%	5.3%	6.0%	15.5%	7.5%	3.6%	19.2%	14.7%
2012-2013	16.5%	5.2%	6.3%	16.5%	7.9%	3.4%	19.8%	15.2%
2013-2014	16.4%	4.8%	6.0%	15.3%	7.0%	3.5%	18.7%	14.4%
2014-2015	15.8%	4.2%	6.0%	14.9%	6.5%	3.1%	18.2%	14.1%
2015-2016	16.3%	3.7%	5.9%	14.7%	4.8%	3.4%	18.2%	14.1%

# % of H.S. Students Enrolled in AP, IB, and/or Dual Credit Courses



**Indicator: % of H.S. Students Enrolled in AP, IB, and/or Dual Credit Courses**

High School Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	1,061	1,891	1,837	661	234	147	7,113	12,944
2011-2012	1,127	1,731	1,843	744	220	135	6,884	12,684
2012-2013	1,158	1,645	1,881	797	206	127	6,801	12,615
2013-2014	1,121	1,528	1,879	820	187	131	6,479	12,145
2014-2015	1,147	1,520	2,083	906	151	119	6,607	12,533
2015-2016	1,076	1,507	2,155	1,025	134	119	6,775	12,791

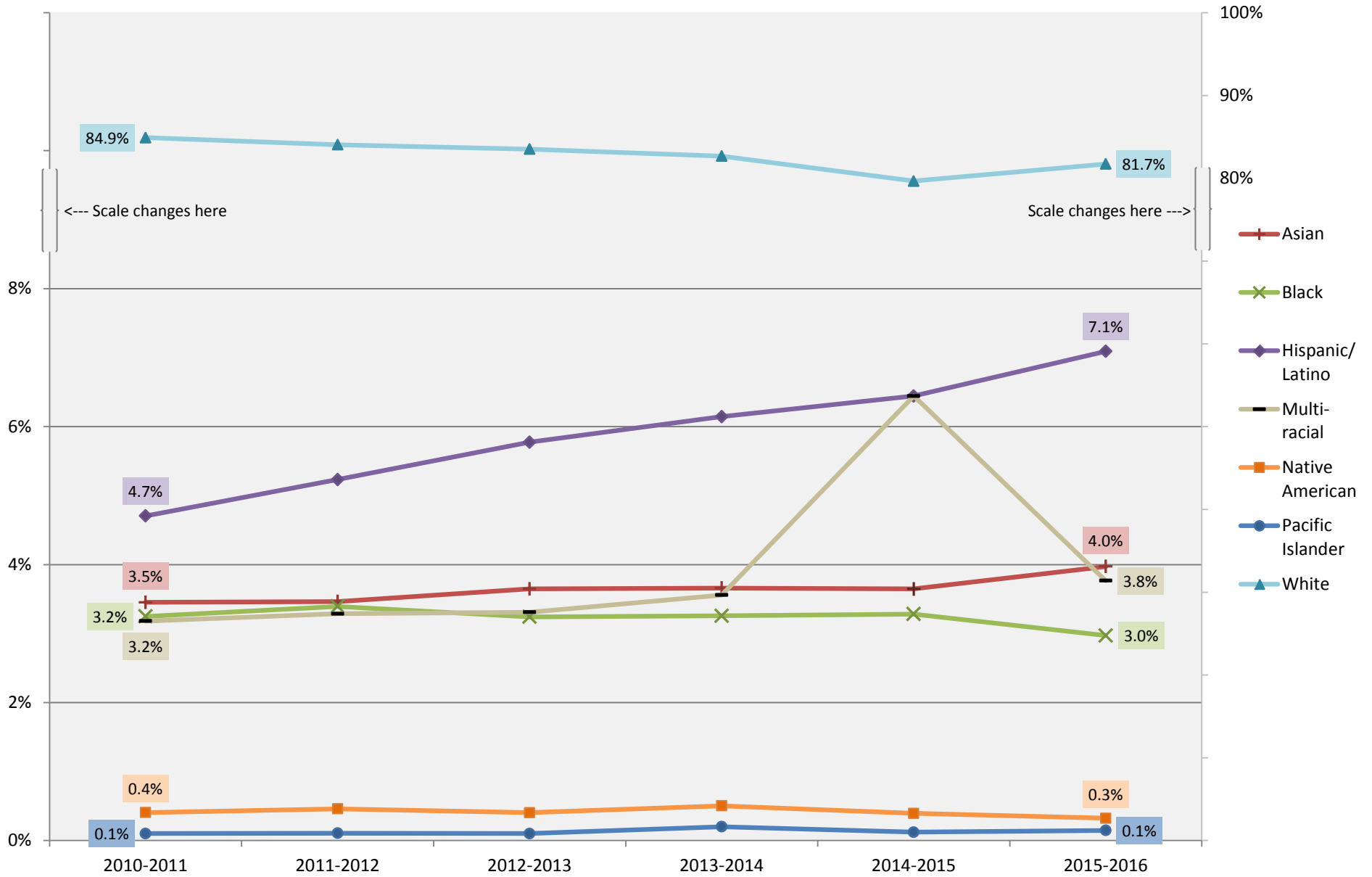
AP, IB, Dual Credit Course Enrollment

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	426	319	416	164	34	28	2,214	3,601
2011-2012	449	229	402	188	29	19	2,116	3,432
2012-2013	497	240	431	215	30	25	2,278	3,716
2013-2014	623	429	618	324	41	36	2,718	4,789
2014-2015	654	591	884	401	45	68	3,017	5,660
2015-2016	620	559	852	413	44	59	3,168	5,715

Percent of High School Students enrolled in AP, IB, Dual Credit Course Enrollment

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	40.2%	16.9%	22.6%	24.8%	14.5%	19.0%	31.1%	27.8%
2011-2012	39.8%	13.2%	21.8%	25.3%	13.2%	14.1%	30.7%	27.1%
2012-2013	42.9%	14.6%	22.9%	27.0%	14.6%	19.7%	33.5%	29.5%
2013-2014	55.6%	28.1%	32.9%	39.5%	21.9%	27.5%	42.0%	39.4%
2014-2015	57.0%	38.9%	42.4%	44.3%	29.8%	57.1%	45.7%	45.2%
2015-2016	57.6%	37.1%	39.5%	40.3%	32.8%	49.6%	46.8%	44.7%

# Teacher Population by Race



**Indicator: Teacher Population by Race**

Student Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	3,704	5,759	7,613	3,407	584	449	25,366	46,882
2011-2012	3,783	5,433	7,711	3,704	536	441	25,614	47,222
2012-2013	3,797	5,195	7,733	3,893	495	409	25,761	47,283
2013-2014	3,741	4,946	7,888	4,170	485	398	25,942	47,570
2014-2015	3,723	4,885	7,951	4,313	428	387	26,614	48,301
2015-2016	3,549	4,923	8,091	4,555	400	406	27,257	49,181

Student Population (Percent)

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White
2010-2011	7.9%	12.3%	16.2%	7.3%	1.2%	1.0%	54.1%
2011-2012	8.0%	11.5%	16.3%	7.8%	1.1%	0.9%	54.2%
2012-2013	8.0%	11.0%	16.4%	8.2%	1.0%	0.9%	54.5%
2013-2014	7.9%	10.4%	16.6%	8.8%	1.0%	0.8%	54.5%
2014-2015	7.7%	10.1%	16.5%	8.9%	0.9%	0.8%	55.1%
2015-2016	7.2%	10.0%	16.5%	9.3%	0.8%	0.8%	55.4%

Teacher Population

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White	Total
2010-2011	102	96	139	94	12	3	2,508	2,954
2011-2012	98	96	148	93	13	3	2,377	2,828
2012-2013	108	96	171	98	12	3	2,473	2,961
2013-2014	109	97	183	106	15	6	2,462	2,978
2014-2015	120	108	212	212	13	4	2,621	3,290
2015-2016	135	101	241	128	11	5	2,777	3,398

Teacher Population (Percent)

School Yr.	Asian	Black	Hispanic/ Latino	Multi- racial	Native American	Pacific Islander	White
2010-2011	3.5%	3.2%	4.7%	3.2%	0.4%	0.1%	84.9%
2011-2012	3.5%	3.4%	5.2%	3.3%	0.5%	0.1%	84.1%
2012-2013	3.6%	3.2%	5.8%	3.3%	0.4%	0.1%	83.5%
2013-2014	3.7%	3.3%	6.1%	3.6%	0.5%	0.2%	82.7%
2014-2015	3.6%	3.3%	6.4%	6.4%	0.4%	0.1%	79.7%
2015-2016	4.0%	3.0%	7.1%	3.8%	0.3%	0.1%	81.7%

PPS Racial Equity Plan  
5-Year Plan (2011-2016)

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Teaching & Learning	A	Rigorous, relevant programs for all	1 Ensure students of color have both access to and success in the core program: eliminate over-identification of students of color for special education and remedial classes, and under-identification of students of color for talented and gifted services and college credit bearing courses.	When students are not given access to rigorous, relevant courses, they cannot succeed.	Students of color experience equitable access to, enrollment and success in common core courses in grades K-12.	(1) Decrease in the percentage of students of color identified for special education behavior classes. (2) Decrease in the percentage of students of color identified as Academic Priority. (3) Increase in the percentage of students of color identified for and succeeding in talented and gifted services and college credit bearing courses. (4) Increase in the percentage of students of color showing progress via the Rtl model.	Antonio Lopez Chris Russo	
	F	Individual student supports	2 Partner with culturally-specific community organizations to provide culturally-responsive supports for students and families of color.	Culturally-specific community partners have established relationships with students and families of color. They can both effectively provide personalized services to students and families of color and help the District build the internal capacity to do so.	More inclusive and culturally relevant learning experiences--and ultimately increased success--for students of color.	(1) Evidence that PPS is embedding culturally relevant strategies in classrooms and schools learned from culturally-specific community partners.	Lorenzo Poe & Antonio Lopez	Dunya Mino & Vadim Riskin
	A	Rigorous, relevant programs for all	3 Implement high leverage ESL instructional strategies district-wide in all K-12 core content classrooms.	ESL students require sheltered instruction in core content classes in order to have meaningful access to core content and to improve language acquisition.	Increased percentage of ESL students meeting Milestone benchmarks and AMAOs.	(1) Increase in the percentage of ESL students advancing one or more levels on ELPA. (2) Increase in the percentage of ESL students exited from the ESL program annually.	Chris Russo	Veronica Magallanes
	B	Rigorous, relevant programs for all	4 Provide instruction for emerging bilingual students in their native language through dual language programs where we have a critical mass of native speakers.	Access to programs for emerging bilingual students in their native language will result in student achievement growth for English Language Learners.	Emerging bilingual students meet or exceed levels of achievement experienced by their native English-speaking peers.	(1) Increase in the percentage of emerging bilingual students that have access to dual language programs. (2) Evidence of increased student achievement growth for ELLs who are enrolled in dual language programs.	Chris Russo	Debbie Armendariz

**PPS Racial Equity Plan  
5-Year Plan (2011-2016)**

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Teaching & Learning	A	Rigorous, relevant programs for all	5 Define, identify and build capacity for culturally relevant instruction.	Current instructional practices create a barrier to learning for students of color.	More inclusive and culturally relevant learning experiences--and ultimately increased success--for students of color.	(1) Established collection of exemplars of culturally relevant teaching & learning practices. (2) Evidence that teachers are implementing culturally relevant instructional strategies in classrooms. (3) Evidence of improved student engagement and success for students of color.	Lorenzo Poe & Chris Russo	Cynthia Macleod & Van Truong
	D	Individual student supports	6 Provide school leaders and central support staff with school-based professional development on implementing culturally responsive positive behavior support systems.	Positive behavior supports professional development will provide teachers with culturally responsive classroom management skills.	Referral rates for exclusionary discipline and special programs will not be predictable by race.	(1) Decrease in the percentage of students of color experiencing exclusionary discipline. (2) Decrease in the relative rate of exclusionary discipline for students of color.	Lorenzo Poe	Richard Kirschmann
Workforce Development	C	Effective educators	7 Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	If our workforce mirrors the student & family population we serve, PPS will be better able to understand the needs of our customers and make better decisions for our students and families of color.	In accordance with the Oregon Minority Teacher Act, our entire workforce will reflect the racial and linguistic diversity of the students and families we serve.	(1) Increase in the percentage of staff of color and bi-lingual staff for every employee group.	Sean Murray	Loretta Benjamin-Samuels
	C	Effective educators	8 Redesign hiring processes to include cultural responsiveness as a criterion for staff positions at every level in the organization.	Cultural responsiveness is a set of knowledge, attitudes, skills and practices that is required from every employee if Portland Public Schools is to become a more inclusive and culturally responsive organization.	Increased cultural responsiveness of our organization and an increased ability to meet the needs of all students and families we serve.	(1) Increase in the percentage of culturally responsive staff for every employee group.	Sean Murray	Loretta Benjamin-Samuels
	C	Effective educators	9 Facilitate development, adoption and implementation of an affirmative action policy.	If our workforce mirrors the student & family population we serve, PPS will be better able to understand the needs of our customers and make better decisions for our students and families of color.	Achieving the goals of the Oregon Minority Teachers Act whereby our workforce reflects the racial and linguistic diversity of the students and families we serve.	(1) Increase in the percentage of staff of color for every employee group.	Lorenzo Poe & (General Counsel)	Jeanine Fukuda



**PPS Racial Equity Plan  
5-Year Plan (2011-2016)**

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Workforce Development	E	Effective educators	10 Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	Educators and leaders need to continue their personal and collective journey toward racial consciousness in order to disrupt institutional and structural racism.	Teachers, school-based administrators and central office leaders develop the capacity and confidence to engage in <i>Courageous Conversations About Race</i> , and the will and skill to interrupt institutional racism.	(1) Evidence that every school and central-office department has an established e-team that is engaging in monthly Courageous Conversations exercises. (2) Increased confidence of school-based and central office-based staff to engage in Courageous Conversations About Race (as self-reported through Equity Survey).	Antonio Lopez & Lorenzo Poe	Cynthia Macleod, Phu Dao & Matti Girardi
Family & Community Engagement	F	Collaboration with families & communities	11 Develop and implement a framework for equitable, transparent & consistent stakeholder engagement which clarifies roles & responsibilities and reduces barriers to participation for underserved communities of color.	Historically there was no established protocol for stakeholder engagement, and the voice of students, families and communities of color was often marginalized. Creating a standard protocol--with a focus on reducing barriers to participation for underserved communities--will result in increased input from these stakeholders.	Improved communication with clarity of stakeholder roles & responsibilities along with increased participation of stakeholders from underserved communities, including language minority communities.	(1) Evidence that Stakeholder Engagement framework tool is utilized for key policy, program and practice decisions. (2) Feedback from agencies that represent underserved communities of color indicates reduced barriers to participation and increased participation of stakeholders from underserved communities of color.	(Chief Communications Officer)	
	F	Collaboration with families & communities	12 All schools will develop and execute a family engagement plan as part of their School Improvement Plan (SIP Plan), focused on connecting parents of color to the instructional goals of their school.	Current practice often does not include culturally responsive opportunities for families of color to engage with schools. Introduction of culturally-specific strategies and intended outcomes will improve outreach attempts by schools.	Increase in the number of culturally-specific family engagement opportunities offered at each school.	(1) Every SIP plan includes a family engagement plan that is linked to student achievement. (2) Evidence of increased culturally specific family engagement activities occurring at each school.	Antonio Lopez	Vadim Riskin
	F	Collaboration with families & communities	13 Facilitate parent/family trainings with targeted outreach to underserved families of color.	Because of the District's focus on majority culture communication style and pathways, parents/families of color experience an information gap. Leadership trainings empower underserved families of color with knowledge and information needed to navigate the system and advocate for their children.	Increased parent opportunities to support student achievement.	(1) Feedback from participants indicates increased knowledge and confidence to support student achievement.	Antonio Lopez & Lorenzo Poe	Vadim Riskin & Dunya Minoo

PPS Racial Equity Plan  
5-Year Plan (2011-2016)

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Cultural & Organizational Transformation	A	All	14 Apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas with a focus on differentiating resources to better support students of color.	Current process results in policies, programs, practices and decisions that have a disproportionately negative impact on students and families of color. An intentional focus on "equal outcomes" vs. "equal inputs" will result in more equitable outcomes for students and families of color.	Purposeful consideration of racial equity in policies, programs, practices and decisions which result in more equitable outcomes for students and families of color.	(1) Evidence that the Racial Equity Lens tool is utilized for key policy, program and practice decisions. (2) Racial Equity Lens tool documentation indicates changes in organizational behavior that lead to more equitable outcomes for students and families of color.	Lorenzo Poe	Jeanine Fukuda
	A	All	15 Outcomes at every level in the organization are disaggregated by race and ethnicity	Consistent identification of racial opportunity gaps will result in increased urgency and organizational responsiveness.	Increased accountability for meeting the needs of students of specific communities of color.	(1) Evidence that all outcomes in the organization are based on data disaggregated by race and ethnicity.	Yousef Awwad	Laura Parker
	A	All	16 Adopt culturally relevant data and research practices.	Culturally relevant data and research practices will provide a more accurate representation of the needs and behaviors of students and families of color.	Culturally relevant representation of students and families of color in data reporting and evaluation	(1) Evidence of improved ability to accurately identify--both racially and ethnically--students and staff of color. (2) Evidence of intentionally using the Racial Equity Lens tool in research design.	Yousef Awwad	Laura Parker
	A	All	17 Balance enrollment through boundary changes, grade reconfigurations, policy updates, etc. to ensure that every student of color has access to a strong core program.	Currently student enrollment is not balanced across the District, resulting in uneven distribution of students across schools and ultimately, an inability to provide students of color with equitable access to a strong core program.	All schools have enrollment within the target range and every student has access to a strong core program.	(1) Decrease in the percentage of students of color that are enrolled in schools not meeting target enrollment.	Yousef Awwad	Judy Brennan
	A	All	18 Establish and implement an Equity in Public Purchasing & Contracting (EPPC) policy.	There is currently an inequity in public purchasing and contracting activities in the Portland metropolitan area.	A more equitable public purchasing and contracting process throughout the District.	(1) Growth in the number of contracts secured with women-owned, minority-owned and emerging small businesses.	Yousef Awwad	Emily Courtage