



# Staff Analysis and Report to the Board

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**Board Meeting/Work Session Date:** November 13, 2018  
**Senior Lead:** Dr. Yvonne Curtis, Deputy Superintendent, ISC  
**Department:** Office of School Performance and College & Career Readiness  
**Staff Lead:** Joe LaFountaine, Area Assistant Superintendent High Schools  
Aurora Terry, Senior Director of College & Career Readiness

<b>SUBJECT: Exemptions to OAR 581-022-2320 Required Instructional Time</b>
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## **I. BACKGROUND**

At the August 14, 2018 PPS Board meeting, staff recommended and the Board conducted a voice vote in support of the proposed OAR 581-022-2320 Required Instructional Time Exemptions to the State Board of Education. On September 26, 2018, the State Board amended OAR 581-022-2320 to include exemptions that local school boards could approve. See the attached Staff Analysis from Aug. 14 for additional information.

## **II. RELATED POLICIES/BEST PRACTICES**

OAR 581-022-2302 requires each school district to ensure that at least 92% of all students in the district and at least 80% of all students at each school receive the following minimum hours of instructional time:

- A) Grade 12 – 966 hours
- B) Grades 9-11 – 990 hours
- C) Grades K-8 – 900 hours

The exemptions to these are:

- A. Students who have fulfilled all state requirements for graduation under OAR 581-022-2000.
- B. Students who at the start of their Senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student.
- C. Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.
- D. A school district may request permission to exempt an alternative education program.

## **III. ANALYSIS OF SITUATION**

The data shows that students who are on track their senior year and/or in advanced coursework successfully graduate prepared for a post-secondary experience at high rates.

- 96% of students who were On Track at the start of senior year successfully graduated by the end of the year between 2015-2018.
- In 2017-18, students completing advanced coursework:
  - 94% of seniors completed graduation requirements
  - 85% of juniors were On Track by the end of the year
- Between 2013-2016, students who graduated from alternative schools added:
  - Two percentage points to the four-year graduation rate
  - Four percentage points to the district's four-year completion rate.

**IV. FISCAL IMPACT**

The exemptions themselves do not have a fiscal impact. Students scheduled half or less will be counted as half-a-student for revenue purposes. Students who are scheduled for more than half of the day are counted as a full student for revenue purposes.

**V. TIMELINE FOR IMPLEMENTATION/EVALUATION**

Exemptions would be allowed for the second semester of the 2018-19 school year and for the 2019-2020 school year. High schools will begin forecasting classes for 2019-20 so it is important to know whether we can apply the exemptions prior to forecasting and creating master schedules.

**VI. STAFF RECOMMENDATION**

Staff recommends that the Board approve all four exemptions. See the attached Staff Analysis from Aug. 14 for additional information.

**VII. I have reviewed this staff report and concur with the recommendation to the Board.**

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**Guadalupe Guerrero**  
**Superintendent**  
**Portland Public Schools**

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**Date**

**ATTACHMENTS**

- A. Staff Analysis to the Board of Education – Instructional Time – August 14, 2018
- B. Power point presentation
- C. Data Charts
- D. Resolutions to the exemptions

***PPS District Priorities FY 2018-19***

- 1. Set a clear Vision and Strategic Plan*
  - 2. Create equitable opportunities and outcomes for all students*
  - 3. Build management and accountability systems and structures*
  - 4. Allocate budget, funding and resources focused on improving outcomes for students*
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# Staff Analysis to the Board of Education

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Board Meeting Date: August 14, 2018  
Senior Lead: Kregg Cuellar  
Department: Office of School Performance  
Staff Lead: Joe La Fontaine/Courtney Westling

**SUBJECT: Instructional Time (OAR 581-022-2320) Projections and Implications.**

## I. BACKGROUND

*(Include information related to the history of the item and any relevant timing issues)*

In October 2013, the PPS Parent Coalition lodged a formal complaint that PPS enrollment violated state law.

In March 2014 – ODE found that only 51% of high school students were attending a full day of school. PPS was required to present a Corrective Action plan by June of 2014.

In January 2015, the State Board of Education revised the administrative rules governing instructional time and the awarding of credit. Under the revised standard, districts must now provide a minimum number of instructional hours and ensure that a certain percentage of students are scheduled to receive the minimum hours. The rule provides for a four-year phase-in of the new requirement:

Year	Requirement
2015-16	<b>80% of students in the district</b> must be scheduled to receive annually the minimum hours of instructional time
2016-17	<b>85% of students in the district</b> must be scheduled to receive annually the minimum hours of instructional time
2017-18	<b>90% of students in the district</b> must be scheduled to receive annually the minimum hours of instructional time
2018-19	<b>92% of students in the district and 80% of all students at each school operated by the district</b> must be scheduled to receive annually the minimum hours of instructional time

An October 2017 analysis showed that 70% of PPS high school students were receiving at least the minimum hours of instruction required by grade.

## **II. RELATED POLICIES/BEST PRACTICES**

*(Explain how the item relates to the District's policies, including the District's Racial Equity Policy. Also describe any best practice research used to lead staff to their recommendation)*

The Office of School Performance has made an initial draft of a policy which would require that all 9<sup>th</sup> through 11<sup>th</sup> grade students take a full schedule of courses (eight periods). This directive has been discussed with high school administration and they understand this practice should be in place for the 2018-19 school year. Students are allowed to use coursework taken at college or university to count towards this requirement. In addition, students who are working, participating in an internship, or volunteering can use that time as part of their course load if they are completing the required academic work outlined in the credit for proficiency packet. In rare situations based on documented need, families can petition for student to take less than a full load of courses. These requests must be approved by the students' parent and the school principal.

The State of Oregon has a postsecondary goal outlined as follows:

*"Oregon's postsecondary attainment goal for 2025, adopted in 2011, calls for 40 percent of Oregon adults to have a bachelor's degree or higher, 40 percent to have an associate's degree or postsecondary certificate, and the remaining 20 percent to have a high school diploma or equivalent (S. 253, Or. 2011). As in other states a central strategy for increasing postsecondary attainment in Oregon is to promote accelerated college credit options—such as Advanced Placement, International Baccalaureate, dual credit, and dual enrollment courses—that enable high school students to earn college credit." (Regional Educational Lab, 2017)*

PPS Administrative Directive 4.30.031-AD details the methods by which students are offered alternative educational settings. This 2002 Administrative Directive displays the length and depth of the commitment PPS leadership has made to sustaining alternative educational programs.

## **III. ANALYSIS OF SITUATION**

*(Use this section to provide analysis to the options of the action requested. This would include implications of the action if taken or not taken)*

The eight period day allows schools the opportunity to provide support classes for students who need additional support to be successful. High school principals attribute our rising graduation rates to the fact that we can provide these students additional support classes inside their school day. These opportunities are absolutely critical for special needs students (16% of most recent 4-year graduating cohort), second language learners (6% of cohort), and late joiners (17% of cohort). (Eight periods over four years creates 32 possible credits. 24 credits are required for graduation. A student must acquire six credits a year to stay on track to graduate.)

In a seven period day, these students would be compelled to choose between taking the support class they need to be successful and an elective. They can't take both. Seven periods over four years creates 28 possible credits, only four more than are required for graduation.

Below we discuss the exemptions under consideration by the State Board of Education, and how each would benefit PPS students.

### **1. 581-022-2320 (2) (a) Students who have fulfilled all state requirements for graduation**

As of end of June, approximately 40 2018-19 seniors had enough or more than enough credits to graduate. This number may increase as summer school credits are added to student transcripts. These students may choose to pursue opportunities outside school, such as part-time employment to help earn money for college; community engagement and volunteer work, or travel.

**2. 581-022-2320 (2) (b) Students who at the start of their senior year are on track to exceed all state requirements for graduation.**

As of end of June, approximately 2,200 2018-19 seniors were on track to graduate according to PPS’ definition (used to produce the Notice of Progress toward Graduation). PPS’ definition of On Track looks not solely at total credits, but the distribution of those credits by diploma subject requirements and is likely more stringent than a definition provided by ODE would be.

**3. 581-022-2320 (2) (c) Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship or work experience opportunities, credits by proficiency.**

In 2017-18, 54% of PPS comprehensive HS students were enrolled in at least one AP, IB, or college credit course over the school year. See below.

School	Has None	Has At Least One	Grand Total	Percent Has At Least One
Benson	532	434	966	45%
Cleveland	660	904	1564	58%
Franklin	563	1089	1652	66%
Grant	663	814	1477	55%
Jefferson	348	271	619	44%
Lincoln	746	896	1642	55%
Madison	497	596	1093	55%
Roosevelt	465	357	822	43%
Wilson	691	746	1437	52%
<b>Total</b>	<b>5165</b>	<b>6107</b>	<b>11272</b>	<b>54%</b>

In terms of work experience, there is an important distinction between “work experience” and “work release.” Work release would support the needs of our families who need their children to work to provide for the family. This should be viewed separately than “work experience.”

**4. 581-022-2320 (3) A school district may request permission to exempt an alternative education program.**

These schools and programs of Portland Public Schools Multiple Pathways to Graduation, which include Alliance HS, Metropolitan Learning Center, and Community Based Organizations, serve students who have not experienced success in traditional educational environments. During the 2016-17 school year, the 33 schools and programs that constitute MPG:

- Served over **10,000** K-12 students,
- Served over **5,000** K-12 students in full day schools,
- Provided re-engagement and dropout recovery services to over **1,000** grade 6-12 students,
- Helped **448** students complete with a diploma or GED.
  - **84** Alliance HS students (28 Alliance at Meek, 56 Alliance at Benson)

- **26** Metropolitan Learning Center students
- **338** CBO contracted alternative school students (DePaul, Helensview, Mt Scott Learning Center, NAYA, Open School, PCC, Portland Youth Builders, Rosemary Anderson, SE Works, Youth Progress)

Many of these students would have remained disengaged from their education without the opportunity to return to an alternative setting. By providing a spectrum of alternative educational services to disengaged youth, MPG schools and programs have positively impacted the district’s graduation and completion rates. From 2013 to 2016, students who graduation from MPG schools added an average of:

- **Two** percentage points to the district’s four-year graduation rates,
- **Three** percentage points to the district’s five-year graduation rates,
- **Four** percentage points to the districts four-year completion rates,
- **Seven** percentage points to the five-year completion rates.

The outcomes described in the previous section are largely due to MPG alternative schools’ intentional evidence-based efforts to provide personalized and flexible learning environments for students who have struggled in traditional settings. The literature on dropout behavior suggests that students disengage from their education in response to a combination of individual and institutional factors that *push* and *pull* students out of school (Boylan & Renzulli, 2014; Orfield, 2004; Rumberger, 2011). In other words, some students may feel pushed out of school because of a poor sense of belonging, academic struggle, cultural incongruence, and/or discipline issues, while other students may feel pulled out of school in response to adverse life events, mental illness, and/or the need to work or parent.

In October 2017 (prior to the implementation of the new directive that 9<sup>th</sup>-11<sup>th</sup> graders be fully scheduled), an analysis of our 2017-18 school data showed 73% of students enrolled in full schedules, and only two schools meeting the impending 80% per school requirement. If we show last year’s 9<sup>th</sup> – 11<sup>th</sup> graders as if they were taking eight classes (as we are requiring for 2018-19), then we see that all comprehensive high schools could be over 80%.

School	% of 2017-18 Students that are Full-Time	% of 2017-18 Students Full-Time (if 9-11 graders all took 8 classes)
Benson	67%	85%
Cleveland	69%	83%
Franklin	79%	85%
Grant	72%	82%
Jefferson	72%	87%
Lincoln	68%	81%
Madison	82%	86%
Roosevelt	84%	87%
Wilson	67%	83%
<b>Summary</b>	<b>73%</b>	<b>84%</b>

#### IV. FISCAL IMPACT

We have budgeted for school staffing for fall, as well as PAT overage payment projections, to ensure there are a sufficient number of seats to accommodate at least 80% of students taking classes. This would align with the 2018-19 instructional time requirements and does not assume any exemptions are adopted.

Cleveland (83%), Grant (82%), Lincoln (81%) and Wilson (83%) are modeled as just being over the 80% threshold. PPS uses a racial equity lens and differentiates staffing. These four schools are more affluent and have better graduation rates and will not receive Equity FTE and are not subsidized for being enrolling fewer than 1000 students (this subsidy is to ensure course parity with larger schools).

School	% of 2017-18 Students Full-Time (if 9-11 graders all took 8 classes)	General Fund Equity FTE		Poverty (%DC)	2016-17 Four-year Grad Rates (most recent available to show)
		allocated for 2018-	Projected Enrollment		
Benson	85%	7.50	1061	31%	87%
Cleveland	83%		1664	14%	88%
Franklin	85%	11.00	1677	28%	85%
Grant	82%		1478	9%	92%
Jefferson	87%	7.00	633	40%	83%
Lincoln	81%		1742	4%	95%
Madison	86%	9.50	1108	39%	81%
Roosevelt	87%	8.50	897	48%	73%
Wilson	83%		1480	12%	88%

Without exemptions, it is possible that these four schools will appear to have less than 80% of students scheduled, and PPS will be obligated to disproportionately allocate both school staffing for the Fall as well as PAT overage payments to these four schools, rather than investing in higher leverage strategies to close the achievement/opportunity gap.

If we adopt the policy, that requires 9<sup>th</sup>-11<sup>th</sup> graders to take a full load, this will likely result in an even greater number of students who at the start of their senior year are on track to exceed all state requirements for graduation. Without this exemption, for 2019-20 and on additional FTE (or other solution) will be needed to cover 12<sup>th</sup> grade.

#### V. COMMUNITY ENGAGEMENT (IF APPLICABLE)

*(Review of all stakeholders, including students and union partners, involved in the development of the proposed policy or resolution)*

No formal dialogue has been held recently.

#### VI. TIMELINE FOR IMPLEMENTATION/EVALUATION

*(What is the timeline? How will progress be measured?)*

There is a public hearing on August 20, 2018, followed by a formal vote by the State Board of Education on September 20, 2018.

The PPS Board should decide whether to take a position in advance of the August 20 public hearing.

## **VII. BOARD OPTIONS WITH ANALYSIS**

*(What action is requested? Outline options and acknowledge other perspectives. Financial costs associated with specific options may be included.)*

### **Option A** Take a position against the proposed Exemptions.

- For 2018-19, this could result in an immediate financial impact of concentrating resources in four High Schools, rather than providing flexibility to target those resources where the highest needs are. School staffing set-aside for the Fall is to be responsive to student and schedule challenges but also for the ESSA-required development of district-managed supports and interventions to schools that get identified later this Fall per the Oregon State Plan. This may mean difficult decisions around trading off
  - concentrated at a few high schools a combination of high class size (and resulting PAT overage payments) as well as last minute FTE (late hires) with
  - having less resources to intervene at struggling schools.
- For 2019-20, without exemptions and with more seniors starting on track, mathematically, there will be additional challenges with keeping an eight period schedule and also having 80% of students fully scheduled. This will result in difficult decisions trading off
  - Continuing an 8 period schedule and maintaining current staffing levels/ distribution resulting in even greater PAT overage payments and high class sizes in a few high schools.
  - Switching to a 5 of 7 schedule (at some or all high schools) and maintaining current staffing levels/ distribution. This would reduce PAT overage concerns, with fewer overall students per teacher, but would result in higher class sizes, fewer course offerings and elective choices, fewer opportunities for ESL and SPED students to take electives, and less time to make up failed courses within the school day. This approach would contradict our stated aims in the High School Four Year Plan tied to Measure 98 funding.
  - Continuing an 8 period schedule and improve staffing at the schools closest to not meeting 80%. Through either
    - Less differentiation of staffing across the high schools, but the same overall amount to all high schools. This would result in transferring FTE away from the schools with the lowest graduation rates to schools with the highest.
    - Increasing staffing at high schools. 2019-20 is the year in which there will be additional PERS obligations, which means that this option will be difficult without reducing service levels in other parts of PPS.

### **Option B** Take a position for the proposed Exemptions

With all of the Exemptions applied, all high schools will comply with 80% of their students being fully scheduled. See staff recommendation (VIII) below.

### **Option C** Take a position for some of the proposed Exemptions, but not others.

Below is a table summarizing the percentage of students, who were fully scheduled at Non-alternative High Schools in October of the 2017-18 school year, with and without the exemptions applied. The percentages in the middle include all of the Exemptions, except the one listed in the table header. For example, if 12<sup>th</sup> Grade On-Track was not an allowed exemption, then only Madison and Roosevelt would meet the 80% of students scheduled full-time. Whereas, if all of the exemptions were allowed except AP courses, then all of the High Schools, except Benson and Wilson would meet the 80% requirement.



School	2017-18 Percent of Students Scheduled Full-Time						All Exemptions
	All Exemptions EXCEPT						
	Without Any Exemptions	Completed Grad. Req.	12th Grade On-Track	College Courses	AP Courses	IB Courses	
Benson	67%	82%	70%	82%	77%	82%	82%
Cleveland	69%	97%	74%	97%	97%	80%	97%
Franklin	79%	93%	78%	93%	90%	93%	93%
Grant	72%	89%	69%	89%	86%	89%	89%
Jefferson	72%	84%	74%	80%	84%	84%	84%
Lincoln	68%	91%	68%	91%	91%	81%	91%
Madison	82%	94%	80%	94%	92%	94%	94%
Roosevelt	84%	94%	83%	94%	93%	94%	94%
Wilson	67%	86%	72%	86%	76%	86%	86%
<b>Total</b>	<b>73%</b>	<b>90%</b>	<b>74%</b>	<b>90%</b>	<b>87%</b>	<b>86%</b>	<b>90%</b>

The table below shows the percentage of Students, attending Non-alternative High Schools in October of the 2017-18 school year, who would qualify for an Exemption. Many students would qualify for more than one exemption, so the column on the end is the de-duplicated percent of students meeting any exemption. For example, a student could be a 12<sup>th</sup> grader On-Track to graduate and be taking an AP course, so this student would be included in the percentage under both 12<sup>th</sup> Grade On-Track and AP Courses.

School	2017-18 Percent of Students by Exemption					Any Exemption
	Completed Grad. Req.	12th Grade On-Track	College Courses	AP Courses	IB Courses	
Benson	0%	18%	0%	21%	0%	29%
Cleveland	0%	19%	0%	0%	58%	58%
Franklin	0%	17%	0%	36%	1%	42%
Grant	0%	21%	1%	35%	0%	48%
Jefferson	0%	15%	6%	0%	0%	20%
Lincoln	0%	20%	0%	0%	51%	55%
Madison	0%	20%	0%	31%	0%	42%
Roosevelt	0%	15%	0%	18%	0%	29%
Wilson	0%	16%	0%	32%	0%	37%
<b>Total</b>	<b>0%</b>	<b>18%</b>	<b>1%</b>	<b>20%</b>	<b>15%</b>	<b>43%</b>

### VIII. STAFF RECOMMENDATION

*(Convey the specific recommendation on any and all of the options listed or overall recommendation regarding the item.)*

#### There are four exemptions under consideration:

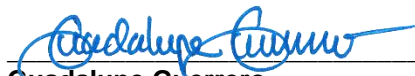
1. Students who have fulfilled all state requirements for graduation;
2. Students who at the start of their senior year are on track to exceed all state requirements for graduation;
3. Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship or work experience opportunities, credits by proficiency.

4. A school district may request permission to exempt an alternative education program.

**We recommend the board support all four of these exemptions.**

1. We have very few students who have fulfilled all state requirements, so this would have little impact. A few students may finish all grad requirements by the end of 11<sup>th</sup> grade but want to graduate with their cohort and continue to take classes. These students maybe put in a position where they must graduate early or take all eight courses.
2. For high school seniors on track to graduate. These students represent a large portion of students choosing not to take a full load. This portion of students will only increase as all 9<sup>th</sup> through 11<sup>th</sup> graders are to be fully scheduled, (which would not have been in previous years). Without this exemption there maybe fiscal and/or equity challenges that will be magnified starting 2019-20.
3. Our current system offers students opportunities to pursue AP, IB, dual credit, internship and work experience. These options help prepare our students for college and career. Our district has struggled to provide these types of opportunities throughout the range of our K-12 experience. Every one of our high schools offers this type of opportunity for our students. Our challenge is that these don't always fit snugly into an eight period day. Commonly there is travel time or the challenge of the course work demands a load lighter than eight full time classes. We recommend the school board support an exemption for any student willing to take on these challenges.
4. Without exempting our alternative programs, we will fail to meet Division 22 standards annually, or potentially be forced to close these schools.

**IX. I have reviewed this staff report and concur with the recommendation to the Board.**



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**Guadalupe Guerrero**  
**Superintendent**  
**Portland Public Schools**

August 9, 2018

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**Date**

**PPS District Priorities FY 2018-19**

1. *Set a clear Vision and Strategic Plan*
  2. *Create equitable opportunities and outcomes for all students*
  3. *Ensure systems and structures for performance*
  4. *Allocation of budget, funding and resources to achieve desired outcomes*
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PORTLAND PUBLIC SCHOOLS

# Required Instructional Time

Current Data, and Program  
Review for On Track Status and  
Advanced Coursework





# Context

- August Board Meeting
  - Recommended all exemptions to the state
- State Legislators approved all exemptions
- Revisiting current data and answering questions on our definitions and data on track to graduate and advanced coursework.





# State Proposed Exemptions

1. Seniors who have met graduation requirements
- 2. Seniors who are on track for graduation**
- 3. Students taking accelerated coursework (AP, IB, Dual Credit)**
4. Alternative Education Programs





# Current State of Fully Scheduled by School

School	2017-18 School Year	2018-19 School Year				Increase
		Full	Partial	Total	% Full	
Benson	63.31%	902	139	1,041	86.6%	13%
Cleveland	66.81%	1,317	345	1,662	79.2%	13%
Franklin	77.11%	1,457	410	1,867	78.0%	1%
Grant	71.77%	1,346	294	1,640	82.1%	11%
Jefferson	67.21%	615	42	657	93.6%	26%
Lincoln	67.47%	1,354	348	1,702	79.6%	13%
Madison	72.03%	960	200	1,160	82.8%	10%
Roosevelt	83.87%	866	148	1,014	85.4%	2%
Wilson	62.62%	1,230	308	1,538	80.0%	19%
Grand Total	70.00%	10,047	2,234	12,281	81.8%	12%





# 2017-18 to 18-19 Comparison

2017-18, # of classes enrolled in as of 10-2-2017									Avg
	1	2	3	4	5	6	7	8	
<b>Overall</b>									
9	0%	0%	0%	0%	0%	0%	1%	99%	8.0
10	0%		0%	0%	0%	1%	4%	96%	7.9
11	0%	0%	0%	0%	2%	9%	28%	60%	7.5
12	0%	0%	1%	4%	10%	28%	28%	30%	6.7
<b>Overall</b>	0%	0%	0%	1%	3%	9%	14%	72%	7.5

2018-19, # of classes enrolled in as of 10-1-2018								Avg	Change	
1	2	3	4	5	6	7	8			
			0%		0%	0%	100%	8.0	9	0.0
			0%	0%	0%	1%	99%	8.0	10	0.0
0%			0%	0%	3%	9%	88%	7.8	11	0.4
0%	0%	0%	2%	8%	28%	27%	34%	6.8	12	0.1
0%	0%	0%	1%	2%	7%	9%	81%	7.7	<b>Overall</b>	0.1





PORTLAND PUBLIC SCHOOLS

# 2018-19 by Subgroup

- Provided, but not powerpoint







# State Proposed Exemptions

1. Seniors who have met graduation requirements
- 2. Seniors who are on track for graduation**
3. Students taking accelerated coursework (AP, IB, Dual Credit)
4. Alternative Schools





# On Track to Graduation

Student is enrolled in the **grade level required classes** specific to the school *and* projected to earn a minimum of the following credits by the end of the school year:

- 6 credits for 9th grade
- 12 credits for 10th grade
- 18 credits for 11th grade
- 24 credits for 12th grade

PPS On Track criteria includes the minimum state requirement and also requires specific content credit.





# Example: Franklin HS On Track

- Standard Diploma

Subject	9	10	11	12
LA - Language Arts	1	2	3	4
MA - Mathematics	1	2	3	3
SC - Science	1	2	3	3
GS - Global Studies		1	1	1
US - US History			1	1
EC - Economics				0.5
GV - Government				0.5
PE - Physical Education			1	1
HE - Health			1	1
PE or HE	1	1		
FA - Fine Arts		1	1	1
WL - World Language (2 yrs in the same language)	1	1	2	2
EL - Elective	1	2	2	6
<b>TOTAL</b>	<b>6</b>	<b>12</b>	<b>18</b>	<b>24</b>





# Notice of Progress Toward Graduation

PORTLAND PUBLIC SCHOOLS  
Notice of Progress Toward Graduation  
March 08, 2018

**ON TRACK**

STUDENT: [Redacted]  
SCHOOL: Franklin H.S.  
STUDENT ID #: [Redacted] GRADE: 09 GPA: 3.60

SUBJECT AREA	REQUIRED CREDITS	CREDITS COMPLETED
LA-Language Arts	4.0	0.50 credits
MA-Mathematics	3.0	0.50 credits
SC-Science	3.0	0.50 credits
GS-Modern World History	1.0	0.00 credits
US-US History	1.0	0.00 credits
EC-Economics	0.5	0.00 credits
GV-Government	0.5	0.00 credits
PE-Physical Education	1.0	0.50 credits
HE-Health	1.0	0.00 credits
FA-CTE/Arts/World Language	1.0	0.50 credits
WL-World Language	2.0	1.50 credits
EL-Elective	6.0	1.00 credits

**ADDITIONAL STATE GRADUATION REQUIREMENTS**

Personalized Learning Requirements

Essential Skills	CRLE #1	My Plan
Reading	CRLE #2	Resume
Writing		
Math		

Questions? Career Coordinator (Personalized Learning):  
Raguel Laiz, 503-916-5140 x81315

School Counselor: Alice Headley, 503-916-5140 x84356, aheadley@pps.net

KEY: NOT YET REQUIRED OFF TRACK

PORTLAND PUBLIC SCHOOLS  
Notice of Progress Toward Graduation  
March 08, 2018

**ALMOST ON TRACK**

STUDENT: [Redacted]  
SCHOOL: Franklin H.S.  
STUDENT ID #: [Redacted] GRADE: 12 GPA: 1.96

SUBJECT AREA	REQUIRED CREDITS	CREDITS COMPLETED
LA-Language Arts	4.0	3.50 credits
MA-Mathematics	3.0	2.50 credits
SC-Science	3.0	3.00 credits
GS-Modern World History	1.0	1.00 credits
US-US History	1.0	1.00 credits
EC-Economics	1.0	1.00 credits
GV-Government	0.5	0.00 credits
PE-Physical Education	0.5	0.00 credits
HE-Health	1.0	1.00 credits
FA-CTE/Arts/World Language	1.0	0.50 credits
WL-World Language	1.0	1.00 credits
EL-Elective	2.0	2.00 credits
	6.0	7.50 credits

**ADDITIONAL STATE GRADUATION REQUIREMENTS**

Personalized Learning Requirements

Essential Skills	CRLE #1	My Plan
Reading	CRLE #2	Resume
Writing		
Math		

Questions? Career Coordinator (Personalized Learning):  
Raguel Laiz, 503-916-5140 x81315

School Counselor: Alice Headley, 503-916-5140 x84356, aheadley@pps.net

KEY: NOT YET REQUIRED OFF TRACK



# Seniors On Track Exemption

*Waive the requirement for seniors who at the start of senior year are “on track” to graduate.*

96%\* of who were on track at the start of senior year successfully graduated by the end of the year

\*School Years 2015-16, 2016-17, 2017-18





## Anecdotal Examples of Impact on Students

- First generation college student wants to have fewer classes so they can use the extra time to work on scholarship applications, college essays and balance a part time job to support their family.
- Student has a 504 accommodation that requires them to go home early in order to support his/her treatment.
- Student is taking 3 AP and dual credit classes and is working. Student would like an open period each day in order to complete school work and go to their job in the evening.





# Data on Seniors On Track

2018-19 School Year			
School	Seniors On Track	Total Students	Percent of Students Eligible for Exempt
Benson	190	1037	18%
Cleveland	322	1645	20%
Franklin	324	1854	17%
Grant	330	1633	20%
Jefferson	115	653	18%
Lincoln	374	1698	22%
Madison	216	1152	19%
Roosevelt	135	991	14%
Wilson	246	1534	16%
Grand Total	2253	12197	18%





# State Proposed Exemptions

1. Seniors who have met graduation requirements
2. Seniors who are on track for graduation
- 3. Students taking accelerated coursework (AP, IB, Dual Credit)**
4. Alternative Education Programs







# Advanced Coursework Exemption

*Students earning credits in accelerated learning classes (AP, IB, DC)*

- Advanced coursework requires a recommended 2-3 hours of studying per class per week
- 2017-18 data of students completing advanced coursework:
  - 94% of 2017-18 Seniors graduated on time
  - 85% of 2017-18 Juniors were on track to graduate by the end of the school year
  - Had a 3.26 average GPA, compared to 2.89





## Anecdotal Examples of Impact on Students

- Student taking 6 IB classes and has an intensive dance program 6 days a week and 3-4 hour practices.
- Student taking 5 AP and dual credit classes, in addition to taking a rigorous elective. Student is struggling to keep up with the all of the course work and playing on the Timbers Youth Development Team.





# Current Data of Advanced Coursework

School	2018-19 School Year			% of student eligible
	College Course Enrollment	AP Course Enrollment	IB Enrollment	
Benson	315	237	0	38%
Cleveland	0	0	959	59%
Franklin	874	751	0	65%
Grant	485	667	0	53%
Jefferson	288	0	0	44%
Lincoln	108	0	927	58%
Madison	519	350	0	56%
Roosevelt	226	188	0	37%
Wilson	452	627	0	52%
Grand Total	3267	2820	1866	54%





# Advanced Coursework in PPS

	AP	IB DP	Dual Credit
<b>How to earn college credit?</b>	Credit received depends on exam score and individual college policy. (typically 3+)	Credit received depends on exam score and individual college policy. (typically 5+)	Enroll in college course and earn passing grade
<b>Who teaches this course?</b>	PPS HS teacher with an approved AP Audit and Syllabus. Training is strongly recommended.	PPS HS teacher who has been to IB DP training	PPS teacher who has a master's degree in subject area or college agreement
<b>How many of these courses do we offer?</b>	31 of 38 AP courses at 6 schools	44 courses at Lincoln and 41 courses at Cleveland	Over 100 unique college courses (including CTE) articulated at 10 schools
<b>How much does this cost students?</b>	Exam Fee: \$68, State pays for F&R, PPS pays fee if needed	Exam Fee: \$119, State pays for F&R, PPS pays fee if needed, \$172 registration fee	Credit Fee: No charge for most courses, varies for a few
<b>Unique Features</b>	College Board approves individual teacher syllabi	IB Diploma earned for passing 6 course exams, TOK, Extended Essay	College partners include PCC, PSU, MHCC, CCC and OIT and credits can go toward degree or certificate program



# Advanced Course Offerings

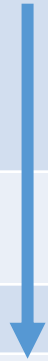
School	AP	Dual Credit	IB	Middle College	Senior Inquiry
Alliance		✓			
Benson	✓	✓			
Cleveland*			✓		
Franklin	✓	✓			
Jefferson		✓		✓	✓
Grant	✓	✓			
Lincoln		✓	✓		
Madison	✓	✓			✓
MLC		✓			
Roosevelt	✓	✓			✓
Wilson	✓	✓			

\*IB for all





Cluster	Alliance	Benson	Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Roosevelt	Wilson
Natural Resources	Nat Resources (1- PCC) (1 - MHCC)							Sustain Ag (2 - CCC)		
Architecture / Construction		Architecture (2 - PCC)  Construction (1 - PCC)		Construction (2 - PCC)						Construction (2 - PCC)
Arts/AV/Comm	Digital Media (4 - PCC)	Design App Arts (1 - LBCC)  Digital Media (1 - PCC)  Radio (3 - MHCC)	Mass Comm (2 - PCC)		Design App Arts (1 - LBCC) (1 - AP)  Multi Media Theatre (1 - PCC)				Multi Media Theatre (4 - PCC)	
Bus & Mgmt				Bus Mgmt (4 - PCC)				Bus Mgmt (2 - PSU) (2 - IB - PSU)		
Education / Training				Education (1 - PCC)				Education (1 - PCC)		Education (2 - PCC)
Health Services							Health Sci (1 - PCC)			Health Sci (1 - PCC)
Information Tech		Computer Sci (2 - PCC)	Computer Sci (2 - PCC) (1 - IB)	Computer Sci (2 - PCC)				Computer Sci (1 - AP)		Computer Sci (1 - PCC)
Manufacturing		Manufacturing (2 - PCC)		Manufacturing (2 - PCC)						
STEM								Engineering (1 - PCC)	Engineering (1 - PCC)	
Transportation		Auto (1 - PCC)								



**CTE Dual Credit**  
(58 courses)

**CTE AP**  
(2 courses)

**CTE IB**  
(3 courses)





# Research Key Findings

- Research shows that students who take AP courses and exams are more likely than their peers to complete a college degree on time, which means they avoid paying for, for example, a fifth year of tuition. (The College Board, 2008)
- 78% IB Diploma Programme (DP) candidates enrolled in postsecondary institutions immediately after high school compared to the US average of 69% of high school graduates (IB, 2015) 61% of Oregon graduates in 2011 enrolled in postsecondary institutions.
- Dual credit enrollment has positive effects on college completion, access and enrollment, credit accumulation, completing high school, and general academic achievement in high school. (IES, Feb 2017)

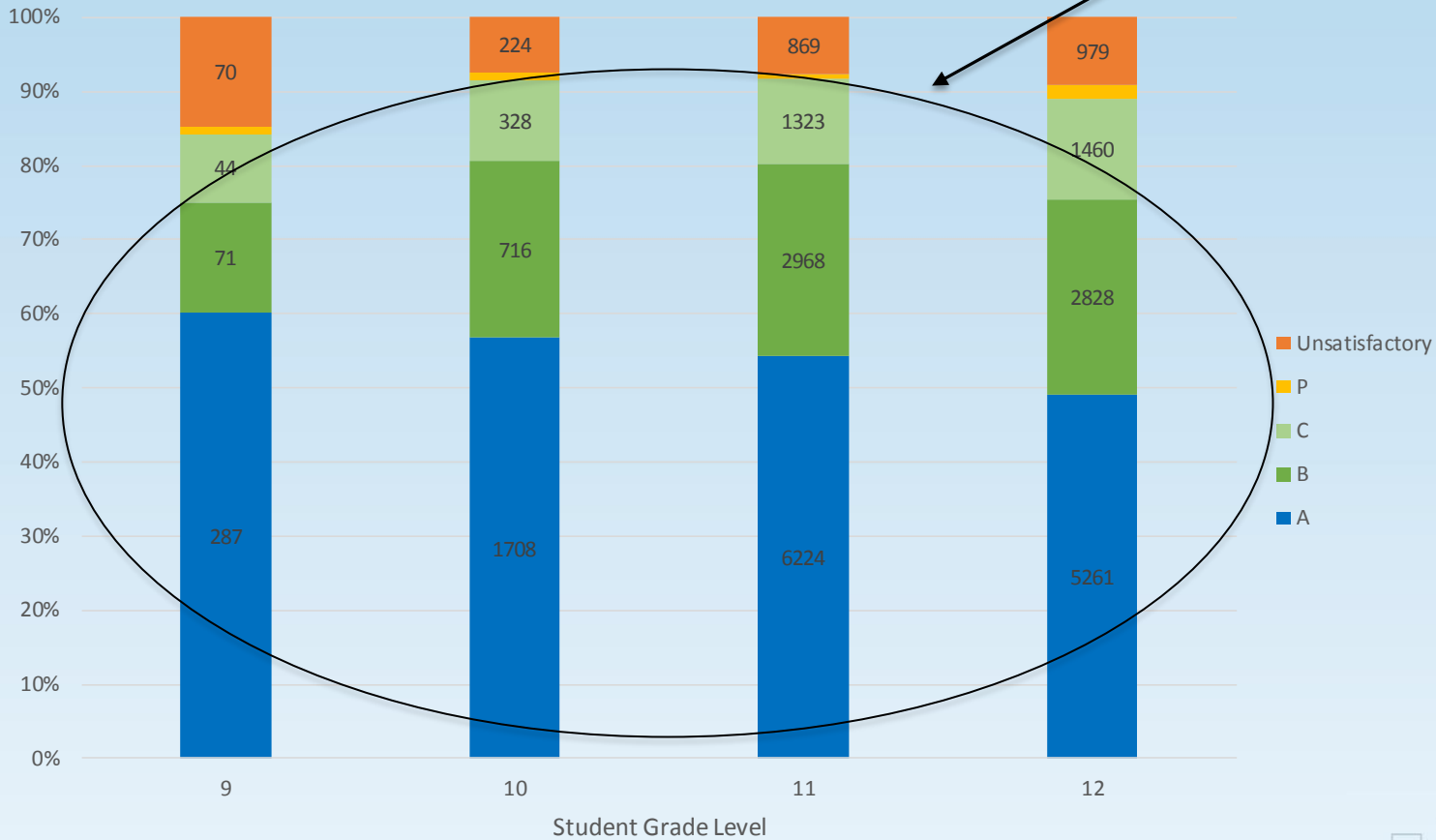




# Satisfactory Marks 2017-18

- By Grade Level

Most students are receiving satisfactory marks/grades in AP, dual credit & IB.

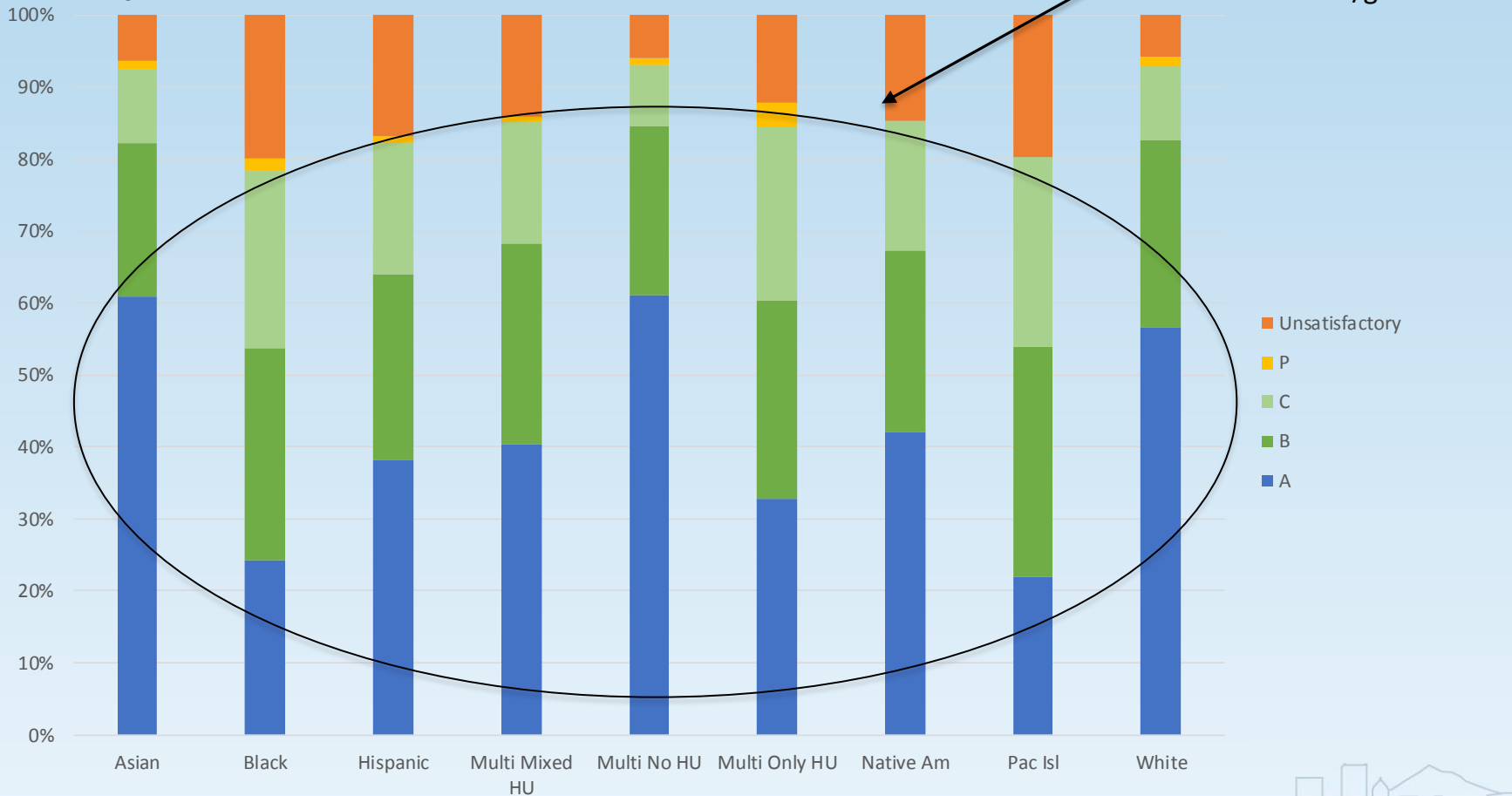






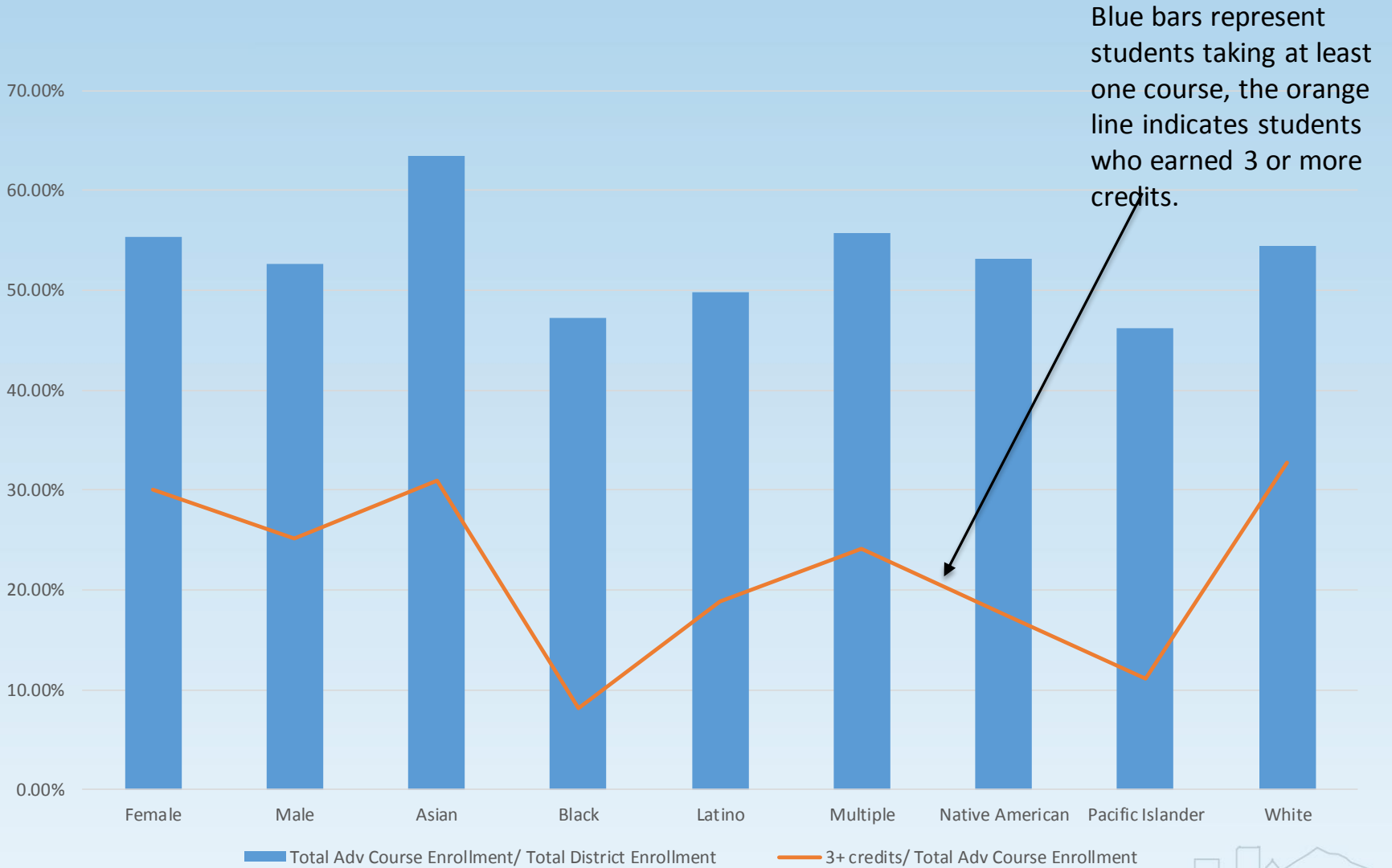
# Satisfactory Marks 2017-18

- By Race





# 3+ Credits Earned 2017-18





# AP Exams & Marks 2017-18

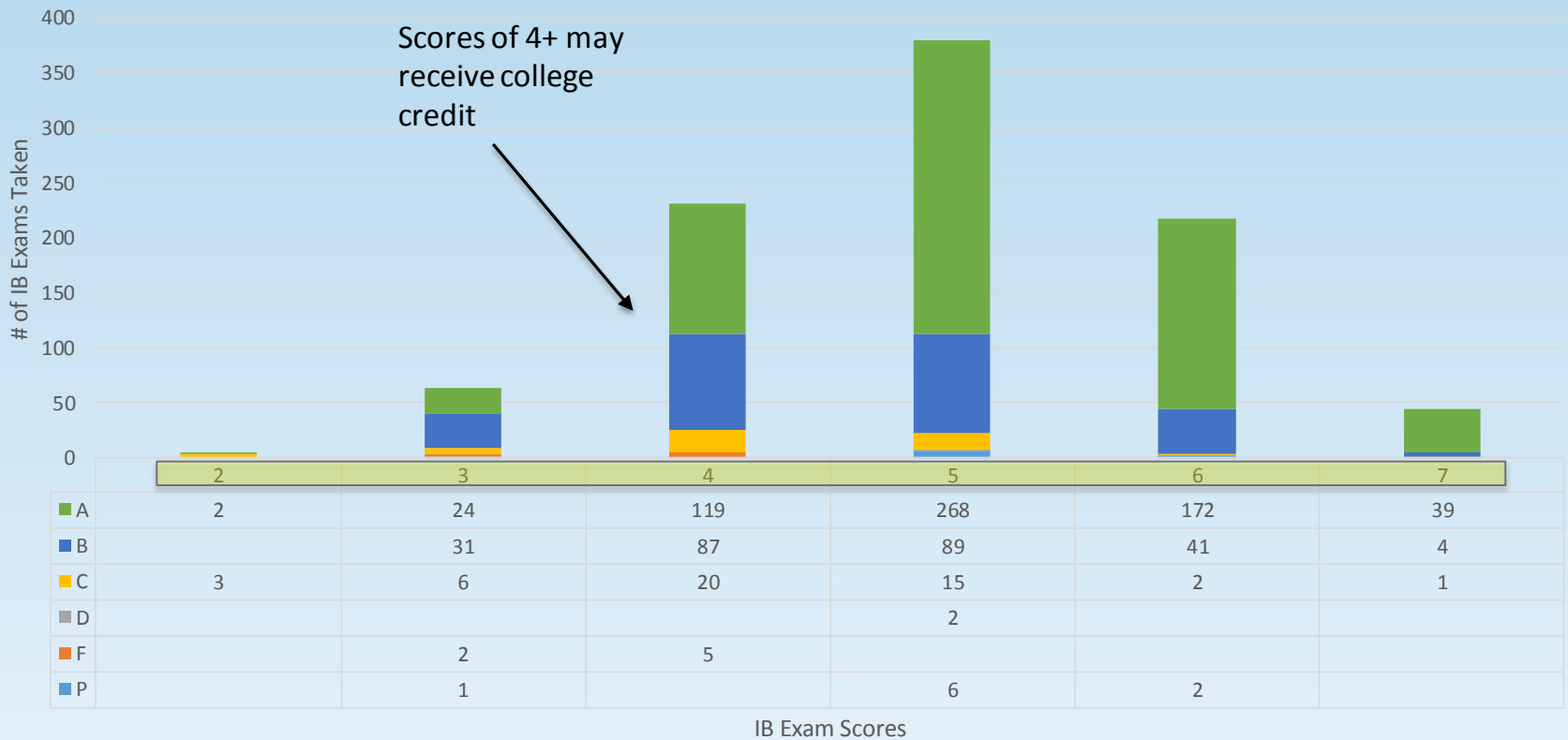
AP Exam Scores and Marks/Grades Earned  
2017-18 Semester 2





# IB Exams & Marks 2017-18

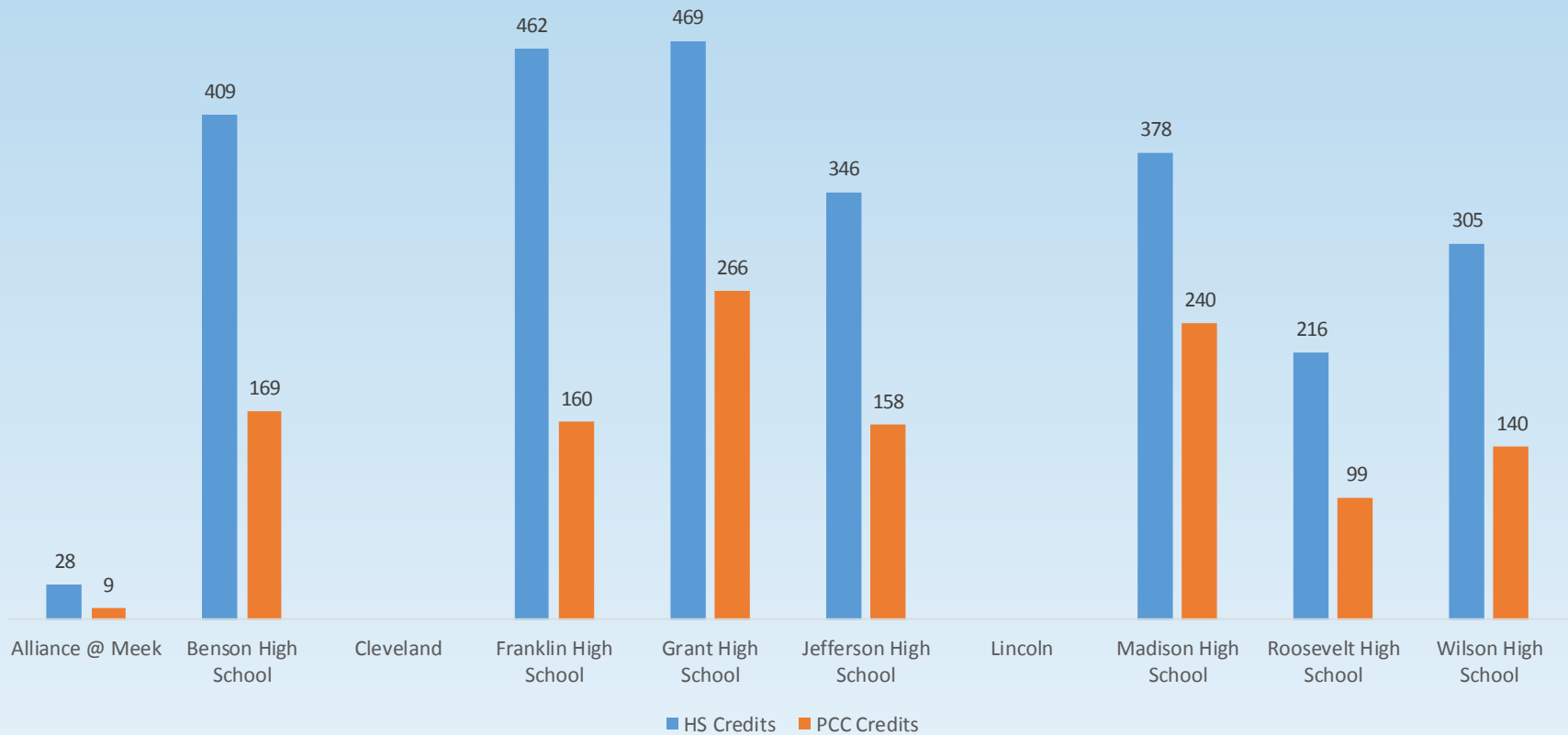
IB Exam Scores and Marks/Grades Earned  
2017-18 Semester 2





# Dual Credit: PCC & HS Credit 2017-18

## Credits Earned by Students





# Advanced Course Drop Rate

- 2017-18: 4% of all advanced courses dropped by students (between 15 day drop deadline and 2 weeks prior to the end of the semester)





# State Proposed Exemptions

1. Seniors who have met graduation requirements
2. Seniors who are on track for graduation
3. Students taking accelerated coursework (AP, IB, Dual Credit)
4. Alternative Education Programs





# Summary

School	Without any exemptions	All exemptions but....			With all exemptions
		Completed Seniors	12 <sup>th</sup> Graders on track	Advanced Coursework	
Benson	87%	99%	85%	98%	99%
Cleveland	79%	99%	72%	95%	99%
Franklin	78%	94%	72%	89%	94%
Grant	81%	97%	75%	96%	97%
Jefferson	94%	99%	93%	99%	99%
Lincoln	80%	98%	73%	95%	98%
Madison	83%	99%	78%	96%	99%
Roosevelt	85%	96%	83%	95%	96%
Wilson	80%	95%	81%	87%	95%
<b>Grand Total</b>	<b>82%</b>	<b>97%</b>	<b>78%</b>	<b>94%</b>	<b>97%</b>







# Questions?

Aurora Terry  
Senior Director, College & Career Readiness

Tina Acker  
Director, AP and AVID

Yeng Dhabolt  
Director, Postsecondary Transitions

Linda Smith  
Director, TAG and IB

Joe LaFontaine  
Area Assistant Superintendent of HS

Elisa Schorr  
Director, High Schools



## **RESOLUTION No.**

Resolution to approve OAR 581-022-2320 Required Instructional Time Exemption (A):  
Students who have fulfilled all state requirements for graduation under OAR 581-022-2000.

### **RECITALS**

- A. OAR 581-022-2320 requires all school districts to ensure that at least 92% of all students in the District and at least 80% of all students at each school operated by the District are scheduled to receive annually the minimum hours of Required Instructional Time:
  - a. Grade 12 - 966 hours;
  - b. Grades 9-11 - 990 hours; and
  - c. Grades K-8 - 900 hours.
  
- B. On August 14, 2018, Board of Education voted to support the proposed Required Instructional Time exemptions to the State Board of Education.
  
- C. On September 26, 2018, the Oregon Department of Education (ODE) amended OAR 581-022-2320 to include exemptions that local school boards, after a public hearing, could approve; including Exemption A: Students who have fulfilled all state requirements for graduation under OAR 581-022-2000
  
- D. On November 13, 2018, the Portland Public School Board conducted a public hearing on Exemption A.

### **RESOLUTION**

The Board of Education hereby approves for the 2018-19 school year OAR 581-022-2320 Required Instructional Time Exemption (A): Students who have fulfilled all state requirements for graduation under OAR 581-022-2000.

## **RESOLUTION No.**

Resolution to approve OAR 581-022-2320 Required Instructional Time Exemption (A):  
Students who have fulfilled all state requirements for graduation under OAR 581-022-2000.

### **RECITALS**

- A. OAR 581-022-2320 requires all school districts to ensure that at least 92% of all students in the District and at least 80% of all students at each school operated by the District are scheduled to receive annually the minimum hours of Required Instructional Time:
  - a. Grade 12 - 966 hours;
  - b. Grades 9-11 - 990 hours; and
  - c. Grades K-8 - 900 hours.
- B. On August 14, 2018, Board of Education voted to support the proposed Required Instructional Time exemptions to the State Board of Education.
- C. On September 26, 2018, the Oregon Department of Education (ODE) amended OAR 581-022-2320 to include exemptions that local school boards, after a public hearing, could approve; including Exemption A: Students who have fulfilled all state requirements for graduation under OAR 581-022-2000
- D. On November 13, 2018, the Portland Public School Board conducted a public hearing on Exemption A.

### **RESOLUTION**

The Board of Education hereby approves for the 2019-20 school year OAR 581-022-2320 Required Instructional Time Exemption (A): Students who have fulfilled all state requirements for graduation under OAR 581-022-2000.

## **RESOLUTION No.**

Resolution to approve OAR 581-022-2320 Required Instructional Time Exemption (B): Students who at the start of their Senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student.

### **RECITALS**

- A. OAR 581-022-2320 requires all school districts to ensure that at least 92% of all students in the District and at least 80% of all students at each school operated by the District are scheduled to receive annually the minimum hours of Required Instructional Time:
  - a. Grade 12 - 966 hours;
  - b. Grades 9-11 - 990 hours; and
  - c. Grades K-8 - 900 hours.
- B. On August 14, 2018, Board of Education voted to support the proposed Required Instructional Time exemptions to the State Board of Education.
- C. On September 26, 2018, the Oregon Department of Education (ODE) amended OAR 581-022-2320 to include exemptions that local school boards, after a public hearing, could approve; including Exemption (B): Students who at the start of their Senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student.
- D. On November 13, 2018, the Portland Public School Board conducted a public hearing on Exemption B.

### **RESOLUTION**

The Board of Education hereby approves for the 2018-19 school year OAR 581-022-2320 Required Instructional Time Exemption (B): Students who at the start of their Senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student.

## **RESOLUTION No.**

Resolution to approve OAR 581-022-2320 Required Instructional Time Exemption (B): Students who at the start of their Senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student.

### **RECITALS**

- A. OAR 581-022-2320 requires all school districts to ensure that at least 92% of all students in the District and at least 80% of all students at each school operated by the District are scheduled to receive annually the minimum hours of Required Instructional Time:
  - a. Grade 12 - 966 hours;
  - b. Grades 9-11 - 990 hours; and
  - c. Grades K-8 - 900 hours.
- B. On August 14, 2018, Board of Education voted to support the proposed Required Instructional Time exemptions to the State Board of Education.
- C. On September 26, 2018, the Oregon Department of Education (ODE) amended OAR 581-022-2320 to include exemptions that local school boards, after a public hearing, could approve; including Exemption (B): Students who at the start of their Senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student.
- D. On November 13, 2018, the Portland Public School Board conducted a public hearing on Exemption B.

### **RESOLUTION**

The Board of Education hereby approves for the 2019-20 school year OAR 581-022-2320 Required Instructional Time Exemption (B): Students who at the start of their Senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student.

## **RESOLUTION No.**

Resolution to approve OAR 581-022-2320 Required Instructional Time Exemption (C): Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

### **RECITALS**

- A. OAR 581-022-2320 requires all school districts to ensure that at least 92% of all students in the District and at least 80% of all students at each school operated by the District are scheduled to receive annually the minimum hours of Required Instructional Time:
  - a. Grade 12 - 966 hours;
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- C. On September 26, 2018, the Oregon Department of Education (ODE) amended OAR 581-022-2320 to include exemptions that local school boards, after a public hearing, could approve; including Exemption (C): Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.
- D. On November 13, 2018, the Portland Public School Board conducted a public hearing on Exemption C

### **RESOLUTION**

The Board of Education hereby approves for the 2018-19 school year OAR 581-022-2320 Required Instructional Time Exemption (C): Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

## **RESOLUTION No.**

Resolution to approve OAR 581-022-2320 Required Instructional Time Exemption (C): Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

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  - a. Grade 12 - 966 hours;
  - b. Grades 9-11 - 990 hours; and
  - c. Grades K-8 - 900 hours.
- B. On August 14, 2018, Board of Education voted to support the proposed Required Instructional Time exemptions to the State Board of Education.
- C. On September 26, 2018, the Oregon Department of Education (ODE) amended OAR 581-022-2320 to include exemptions that local school boards, after a public hearing, could approve; including Exemption (C): Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.
- D. On November 13, 2018, the Portland Public School Board conducted a public hearing on Exemption C.

### **RESOLUTION**

The Board of Education hereby approves for the 2019-20 school year OAR 581-022-2320 Required Instructional Time Exemption (C): Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

## **RESOLUTION No.**

Resolution to approve OAR 581-022-2320 Required Instructional Time Exemption (D): A school district may request permission to exempt and alternative education program.

### **RECITALS**

- A. OAR 581-022-2320 requires all school districts to ensure that at least 92% of all students in the District and at least 80% of all students at each school operated by the District are scheduled to receive annually the minimum hours of Required Instructional Time:
  - a. Grade 12 - 966 hours;
  - b. Grades 9-11 - 990 hours; and
  - c. Grades K-8 - 900 hours.
- B. On August 14, 2018, Board of Education voted to support the proposed Required Instructional Time exemptions to the State Board of Education.
- C. On September 26, 2018, the Oregon Department of Education (ODE) amended OAR 581-022-2320 to include exemptions that local school boards, after a public hearing, could approve; including Exemption (D): A school district may request permission to exempt and alternative education program.
- D. On November 13, 2018, the Portland Public School Board conducted a public hearing on Exemption D.

### **RESOLUTION**

The Board of Education hereby approves for the 2018-19 school year OAR 581-022-2320 Required Instructional Time Exemption (D): A school district may request permission to exempt and alternative education program. The Board instructs the Superintendent to request from the State the exemption to PPS alternative education programs in the Department of Multiple Pathways to Graduation. These programs are: Alliance High School, DART Schools, Metropolitan Learning Center, and Community Based Organizations (CBOs) .



## **RESOLUTION No.**

Resolution to approve OAR 581-022-2320 Required Instructional Time Exemption (D): A school district may request permission to exempt and alternative education program.

### **RECITALS**

- A. OAR 581-022-2320 requires all school districts to ensure that at least 92% of all students in the District and at least 80% of all students at each school operated by the District are scheduled to receive annually the minimum hours of Required Instructional Time:
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- D. On November 13, 2018, the Portland Public School Board conducted a public hearing on Exemption D.

### **RESOLUTION**

The Board of Education hereby approves for the 2019-20 school year OAR 581-022-2320 Required Instructional Time Exemption (D): A school district may request permission to exempt and alternative education program. The Board instructs the Superintendent to request from the State the exemption to PPS alternative education programs in the Department of Multiple Pathways to Graduation. These programs are: Alliance High School, DART Schools, Metropolitan Learning Center, and Community Based Organizations (CBOs) .