

# Council of Great City Schools Males of Color Pledge

## District Implementation Plan: Portland Public Schools

1. Whereas, some 32 percent of the nation’s African American males and some 39 percent of the nation’s Hispanic males attend school each day in one of the Great City School systems;
2. Whereas, the academic achievement of Males of Color in the nation’s urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers;
3. Whereas, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates;
4. Whereas, Males of Color disproportionately attend under-resourced schools and are taught by the least effective teachers;
5. Whereas, the nation’s Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation;

**BE IT THEREFORE RESOLVED THAT, Portland Public Schools, as a member of the Great City Schools, pledges to:**

Pledge	Challenges	Strategy for overcoming challenges	How will you track your progress?	How can the Council support your strategy?	Lead
<b>Engage in a broader discussion and examination of how issues of race, language and culture affect the work of our district. (Pledge #16)</b>	<p>Challenge: Transforming the culture of an organization our size (6,500 employees). Recognizing disequilibrium as a necessary ingredient for change.</p> <p>Challenge: Effectively engaging the community in this transformation.</p>	<ul style="list-style-type: none"> <li>Board passed a resolution approving the Council’s pledge on December 16, 2014.</li> <li>Board passed <b>Racial Educational Equity Policy</b> (2011). Five year plan for implementation. Annual plans and reports to the board.</li> <li>Continue partnership with <b>Pacific Educational Group</b>.</li> <li><b>Courageous Conversations about Race</b>: Beyond Diversity training and use of the protocol for all levels of the organization- Board, Executive Leadership, Building Leadership, Teachers, Classified Staff, Bus Drivers, Custodians. <b>Continue to include parents and partner organizations.</b></li> <li>Every School and Central Department has an <b>Equity Team</b> that is responsible for the ongoing equity professional development of their building/department.</li> </ul>	Reports to the Board on Equity Plan; Key Performance Indicators		Carole Smith Lorenzo Poe

	<p>Navigating the tensions and disequilibrium.</p>	<ul style="list-style-type: none"> <li>• <b>Expanded CARE teams</b> (Collaborative Action Research for Equity) <b>to all schools. Building and strengthening culturally responsive teaching practice.</b></li> <li>• <b>Equity Formula</b> for staffing; differentiating resource based on historically underserved student groups.</li> <li>• Utilizing <b>Racial Equity Lens tool</b> for decision making (Board and central departments).</li> <li>• Engage in central and building level leadership discussion and examination of how issues of race and language affect the work of the district.</li> <li>• Board passed <b>Equity in Public Purchasing and Contracting Policy</b> (2012) that includes a provision for contractors to engage students in internships, etc.</li> <li>• Board passed <b>Affirmative Action Policy</b> (2013). Affirmative Action plan involved all departments. Recruiting and hiring to intentionally build workforce that reflects composition of our student body.</li> <li>• <b>PPS will continue to host monthly films/lectures/panels/conversations event about race and culture that are open to staff, partners, community members.</b></li> <li>• <b>Partner with City Club to engage a broader audience in Courageous Conversations about Race .</b></li> </ul>			
<p><b>Keep data and establish protocols that will allow monitoring the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs. (Pledge #8)</b></p>	<p>Challenge: Utilizing the right data effectively at the right moment with the right people to drive change.</p>	<ul style="list-style-type: none"> <li>•</li> <li>• Compile data related to Superintendent’s 3 priorities disaggregated to show performance of males of color.</li> <li>• Identify schools with high African American achievement. Plan a case study of the schools.</li> <li>• Disaggregate school climate survey data by race and gender to ascertain differential experiences for males of color.</li> <li>• Created a database to track and monitor culturally relevant interventions that Black, Latino, Native American and Pacific Islander students receive from staff and contractors. The data is used by school staff to create better wrap around support for males of color.</li> <li>• Implement Early Warning System to identify students at risk and take appropriate action BY NAME (indicators include attendance, behavior, achievement data)</li> </ul>	<p>Data disaggregated by race, gender and language.</p> <p>Monitoring progress and evaluating effectiveness of interventions.</p>		<p>Sarah Singer</p> <p>Antonio Lopez</p>

		<ul style="list-style-type: none"> <li>○ Meet with principals at three clusters (Roosevelt, Madison and Wilson) to take inventory and identify prevention and intervention strategies for males of color.</li> <li>○ Identify and establish protocols for monitoring data and intervening with students not on track</li> <li>○ Recommend and outline a district wide early warning system plan.</li> </ul>			
<p><b>Ensure that pre-school efforts better serve Males of Color and their academic and social development. (Pledge #6)</b></p>	<p>Pre-school services on-site at some schools.</p> <p>Barriers to providing pre-school services at each school site include:</p> <ul style="list-style-type: none"> <li>• Expense</li> <li>• Limited capacity of our buildings</li> </ul>	<p>Creating early learning hubs in targeted communities that combine services provided by the district as well partner agencies, <b>including key culturally specific partner agencies.</b></p> <p>Partners include: Albina Head Start, Multnomah County Library, Latino Network Neighborhood House, Oregon Community Foundation, Concordia University, Multnomah Education Service District, Native American Youth and Family Center, Home Forward and Oregon Solutions.</p> <p>Expanded the number of children participating in high-quality full day PK Programs</p> <p>District currently offers universal Kindergarten for every five year old at no cost to families—was mostly grant funded in previous years.</p> <p>Researched best practices in promoting academic at Preschool through 3 grade level, gathered input around best practices from a variety of sources including but not limited to community based PK providers and PK teachers/Head Start teachers.</p> <p>Offered enhanced professional development for PK teachers/ Kindergarten teachers and community based providers</p> <p>Expanded early Kindergarten transition, for all students in academic priority/focus schools who were unable to access PK/ Head Start program prior to entering Kindergarten.</p> <p>Continue to work with state and city officials to expand the availability of PK opportunities</p>	<p>Kindergarten readiness assessment disaggregated by race, gender and language.</p>	<p>Continue to advocate for funding for pre-K and Head Start federal funding.</p>	<p>Harriet Adair</p>

<p><b>Adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban high schools and who are on track to succeed in high school. (Pledge #7)</b></p>	<p>Third grade reading benchmark, reading to learn, critical foundation for student success throughout elementary, middle and high school. Highly predictive of future success.</p> <p>Challenge: Not enough students, including Males of Color, meeting benchmark.</p>	<p>Have set a goal to have 100% of our students reading to learn/meeting or exceeding the reading benchmarks by the end of third grade.</p> <ul style="list-style-type: none"> <li>• Identify culturally responsive teaching and learning strategies, practices and materials that addresses high rigor, underserved population including males of color and personalized learning.</li> <li>• All academic priority/focus schools will formatively assess in K-3 reading literacy attainment and identify intervention and instruction specific to underserved populations including males of color. <ul style="list-style-type: none"> <li>○ Convening PLCs for academic priority/focus schools with teachers and principals in six week cycles to inform instruction and intervention.</li> </ul> </li> <li>• 3<sup>rd</sup> grade reading campaign engaging partners including, Children’s Book Bank, Black Parent Initiative, Multnomah County Library, <b>Trail Blazers</b>, Timbers, OSU, Shadow Project, Start Making a Reader Today (SMART), Reading First. Engaging families, specifically families of color, in reading events that support reading to your children. Timbers and Children’s Book Bank donating cultural and language specific books to contribute to building home libraries.</li> <li>• Mustang Reader’s brings George Middle School seventh and eighth grade student volunteers to Sitton Elementary School twice a week to read to kindergarteners, first and second graders.</li> </ul>	<p>Third grade benchmark on Smarter Balance Reading Assessment, disaggregated by race, gender and language.</p>	<p>Reinforce NBA partnership. (Trail Blazers have been a great partner in our 3<sup>rd</sup> grade reading campaign.)</p>	<p>Chris Russo</p>
<p><b>Adopt and implement promising and proven approaches to improving absenteeism, especially absenteeism in Males of Color. (Pledge #9)</b></p>	<p>Currently piloting model that is proving to be successful.</p> <p>Challenge: scaling to make the change systemic.</p>	<p>Participating in <b>Attendance Matters</b> with Cradle to Career (All Hands Raised) partners –</p> <ul style="list-style-type: none"> <li>• Partnership with SUN and Department of Human Services (full time Social Worker placed on site; 50% paid by district, 50% by County).</li> <li>• Established district-wide attendance protocols</li> <li>• Training staff on the use of attendance protocols (i.e. secretary and counselors)</li> </ul>	<p>Attendance data, disaggregated by race , gender and language.</p>		<p>Lorenzo Poe</p>

		<ul style="list-style-type: none"> <li>Expanding attendance efforts to entire Roosevelt Cluster and Madison Cluster. Hired attendance analysts for both clusters. <ul style="list-style-type: none"> <li>Identified and created Student Attendance Response Teams which consist of school staff and community partners; whose role is to identify and support students who attend less than 90% of time. (Madison and Roosevelt cluster)</li> </ul> </li> </ul> <p>Intend to continue to expand this strategy to other clusters in next budget cycle.</p>			
<p><b>Develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates. (Pledge #10)</b></p>	<p>Over past 5 years, 50% reduction in exclusionary discipline overall, and 63% reduction in exclusionary discipline of special education students. There has been reduction in exclusion for all racial groups.</p> <p>HOWEVER:</p> <p>Challenge: Reduction has been more significant for white students and significant disproportionality remains.</p>	<p>Named as one of three district priorities: Reduce disproportionality in exclusionary discipline by 50% in 12 pilot schools by June 2015 and district wide by June 2016. Reduce exclusionary discipline by 50% overall by June 2016.</p> <p>Continuing the pilot to provide culturally specific Student Assistance Coordinators which support males of color focusing on increasing school connectedness and decreasing behavioral incidents.</p> <p>Partner with culturally specific community providers whose role is to provide mentorship, leadership development , academic supports, and to reduce disparities for males of color in particular.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>Revision of Student Code of Conduct</li> <li>Culturally Responsive PBIS</li> <li>Expanding # schools and partners trained in Restorative Justice, restorative practices</li> <li>CARE teams (Collaborative Action Research for Equity) to Improve climate and increase culturally responsive practice in the classroom; expanding from pilot to system-wide</li> <li>Parent College: to inform Latino parents on how to advocate for their students through the disciplinary process</li> <li>Partnering with Parent Union on restorative practice and healing circles.</li> <li>Working with Portland Parent Union and Community Education Partners to identify areas for a moratorium (PK-2 or subjective offenses).</li> <li>Restructuring expulsion hearing process</li> <li>Pilot “blind hearings” concept for disciplinary hearings</li> </ul>	<p>Tracking discipline data, disaggregated by race, gender and language.</p>		<p>Lorenzo Poe</p>

<b>Reduce as appropriate the disproportionate numbers of Males of Color in special education. (Pledge #14)</b>	Challenge: Despite intentional efforts to reduce identification of Males of Color for Special Education, the numbers identified are still disproportionate.	<ul style="list-style-type: none"> <li>Changing service delivery model for School Psychologists to be in alignment with the National Association of School Psychologists 10 domains of practice. This shifts the focus toward prevention and culturally responsive intervention <b>prior to</b> special education.</li> <li>Pilot “blind panel” for special education eligibility screenings.</li> </ul>	Track # students newly identified as special education, disaggregated by race, gender and language.	14. Reduce as appropriate the disproportionate numbers of Males of Color in special education.	Mary Pearson
<b>Work to transform high schools with persistently low graduation rates among Males of Color and others to provide literacy and engagement initiatives with parents. (Pledge #15)</b>	Challenge:	<ul style="list-style-type: none"> <li>PPS Office of School and Family Partnerships support schools in offering family learning events for their school community.</li> <li>PPS is partnering with Black Parent Initiative and eight other community partners on our 3<sup>rd</sup> grade reading initiative offering families events that encourage reading with their children and build home libraries. (Began this initiative last year)</li> <li>Black Parent Initiative offers “Parent University” classes that focus on strategies and tools for parents to enhance their child’s learning at home and help create a literacy rich environment.</li> <li>District is expanding career and technical offerings at career centers and neighborhood schools, apprenticeships and internships (and in middle schools)</li> <li>Expanding opportunities for grades 6-12 academic engagement through Athletics</li> </ul>			Harriet Adair Antonio Lopez
<b>Develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement</b>	Currently piloting models that are proving to be successful.  Challenge: scaling to make the change systemic.	<ul style="list-style-type: none"> <li>Advanced Scholars at Franklin, Madison and Roosevelt targeting students of color to take at least 4 AP classes; has increased grad rate and college going rate. Budgeted to replicate at one other high school this year. Will continue to replicate/expand to other schools in next budget cycle.</li> <li>Jefferson Middle College (historically black high school), partnering with Portland Community College and Self Enhancement Inc. Dual college/HS credit. Increased grad rate and college going rate. Partnering with Uof O, OSU, PSU for scholarships beyond community college.</li> </ul>	Tracking data on students taking and passing/earning college credit in AP/IB/Dual Credit and those receiving TAG services disaggregated by race, gender and language.		Antonio Lopez Chris Russo Bonnie Hopson

<p><b>and honors courses and gifted and talented programs. (Pledge #11)</b></p>		<ul style="list-style-type: none"> <li>• Expanding opportunities for dual credit, AP, IB at all high schools. Asking each HS to set targets for recruiting Black and Latino males to take advantage of opportunity.</li> <li>• Have expanded AVID to more high schools and their feeder middle schools. Secured private partnership to support expansion system-wide. Partner with University Partners to expand pool of AVID tutors.</li> <li>• For non-AVID students, we created a college and career exploration course required at 9<sup>th</sup> grade in which students create a targeted five year plan.</li> <li>• Collaborate with higher education partners to develop college preparatory credit bearing classes focusing on underserved student population with a focus on African American, Latino and Indigenous cultures</li> <li>• Explore funding for PLCs of AP, IB and AVID coordinators with a focus on increasing enrollment, retention, and success of males of color in advanced courses.</li> <li>• Through PLC's for academic/priority schools will identify 20% males of color for TAG.</li> </ul>			
<p><b>Develop initiatives and regularly report on progress in increasing the numbers of Males of Color and other students who complete the FAFSA. (Pledge #13)</b></p>	<p>Challenge: FAFSA support happens consistently in some specific programs, (Gear Up/ AVID) but doesn't consistently reach all Males of Color across all High Schools.</p>	<ul style="list-style-type: none"> <li>• GEAR UP and AVID participants complete the FAFSA.</li> <li>• Plan for Counselors at schools that are not participating in GEAR UP grant or AVID to provide needed support for Black and Latino males in particular to complete the FAFSA.</li> <li>• Data is collected monthly on numbers of Males of Color who have completed FAFSA form (through All Hands Raised)</li> </ul>	<p>Track FAFSA completion, disaggregated by race, gender and language.</p>		<p>Tammy Jackson Harriet Adair</p>
<p><b>Strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color and maintain data on how these teachers</b></p>	<p>Challenge: Long history of siloed institutions; long standing disconnect between teacher preparation and training and the needs of schools and the needs of students.</p>	<p>Portland Teacher Program partners with PPS, Beaverton School District, Portland Community College, and Portland State University designed to recruit and prepare culturally responsive teachers with a focus on increasing diversity in the teacher pipeline. This program offers seminars and colloquia related to the impact racism and classism in education. PPS offers early letters of intent to hire many of these graduates.</p> <ul style="list-style-type: none"> <li>• Further explore our partnership with Portland Metro Education Partnership which includes 10 university teacher preparation programs and 10 area school districts who are collaborating to</li> </ul>			<p>Sue Ann Higgins</p>

<p><b>do with our Males of Color. (Pledge #12)</b></p>		<p>improve teacher preparation pre-service, student teacher clinical experience, and in-service training around the Males of Color Pledge. Equity is a focus in this partnership. Intentional selection of Master Teachers (strong culturally responsive practice) to co-teach with student teachers. Cohort of student-teachers is placed in a school and partnered with a University to maximize impact for the student-teachers, the school and the culture of the university teacher prep program.</p>			
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**NEXT STEPS:**

**Vet plan with key stakeholders and partners**

**Include strategies in Annual Equity Implementation Plan and annual report to the Board**

**Insure strategies are included in upcoming budget process**