

to making deep meaning of text to which they are exposed.

Foundational reading skills unlock the pathways for all the learning in which students will engage for the rest of their lives. Disciplinary literacy—the ability to read, write and reason across a variety of content areas such as science and social studies—begins with the ability to independently and fluently read for information with great understanding.

Reading is a civil right and it is our responsibility to ensure that all students can read. The data on reading are clear: students who do not read proficiently by 3rd grade are four times more likely to leave high school without a diploma than are proficient readers. We must ensure that all students are reading on grade level by the end of their 3rd grade year.

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in fifth grade mathematics between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

- African - American Students by 4.4 percentage points per year
- Pacific Islanders by 4.1 percentage points per year
- Native American Students by 3.5 percentage points per year
- Latino Students by 3.2 percentage points per year
- Asian Students by 1.2 percentage points per year

Fifth grade mathematics is a critical touch point for a number of reasons. It is important for students to have a solid grasp on the foundations of mathematics established in elementary school in order to be effectively prepared for the

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Native - American Students by 1.1 percentage points per year
Latino Students by 2.6 percentage points per year
Asian Students by - percentage points per year. Asian students are already on track for this goal.

When students exit Grade 8 ready for the complexities and rigor of high school, a world of possibilities and coursework opens for them. Eighth grade students should be prepared to navigate and adapt to high school's complex challenges and reading, writing and performing mathematics on grade level is one of the key ways by which we can ensure that they are adequately prepared.

Entering high school with grade level proficiency in English language arts and mathematics positions students for more advanced coursework. That advanced coursework, in turn, creates and strengthens college and career readiness of students. Grade 8 readiness can be considered a gateway to postsecondary success.

Conversely, students who enter high school without mastery of core academic knowledge face barriers to a successful high school experience and experience lower-level coursework. If we want every student to have the opportunity to experience the full range of high school coursework – CTE, arts, AP, IB and more—we must commit to adequately preparing them for such by ensuring that students are proficient in English Language arts and mathematics by the end of Grade 8.

We must accelerate achievement for students of color by eliminating the graduation gaps. Our goal is to eliminate the opportunity and outcome gaps in graduation rates for our students of color while setting higher graduation requirements for all our students, by the metrics set forth, measured by the four-year cohort graduation rate.

African - American Students by 2.4 percentage points per year
Pacific Islanders by 3.0 percentage points per year
Native - American Students by 7.6 percentage points per year
Latino Students by 2.6 percentage points per year
Asian Students by - percentage points per year. Asian students are already on track for this goal.

There are persistent and predictable gaps in graduation rates among groups of students and while our graduation data certainly looks a fair bit better than our assessment data, there are still achievement gaps that demand our attention. Therefore, instead of halving the graduation gaps here in PPS, we are proposing that we eliminate them completely.

Successful completion of high school leaves students prepared for wherever their future might take them— college, military or career. We want our students to have infinite possibilities for their future based on following whatever dreams they might have. This often cannot happen without successfully completing high school with a diploma.

Failure to complete high school creates a future earnings gap that cannot be bridged later in life. What's more, in addition to the opportunity to earn a higher income, high school graduates also gain access to better living conditions, healthier foods, and better health care services. High school graduation unlocks endless possibilities for students. We must ensure that all students graduate from high school.

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