

6.10.010-P Student Achievement

A central component of the mission of Portland Public Schools is to “*support all students in achieving their very highest educational and personal potential. ...*” The district’s Strategic Plan presents a framework of core values, strategic objectives and strategies to guide the district’s efforts in fulfilling its mission.

Research shows that schools succeed when they combine a safe and orderly environment with a climate of high expectations. Components of school success also include a clear and focused mission, strong instructional leadership, ongoing attention to teaching quality, frequent monitoring of student progress, and strong connections between school and home.

The Board commits to adopt this statement of policy principles; to evaluate the effectiveness of this policy and the superintendent’s implementation of it; and to provide the means and opportunity necessary for students, parents, district staff and community members to participate in ensuring every child is learning and achieving at high levels.

Therefore, the Board sets out the following principles and directs the Superintendent to develop detailed strategies and directives that align with and accomplish these principles:

- (1) Achievement shall be raised for all students.
- (2) Equal access to educational opportunities shall be provided for all students in the district to adequately prepare them for future educational and career choices.
- (3) The implementation of the student achievement policy shall include a focus on reducing and eventually eliminating inequitable achievement outcomes for students based on ethnicity, family income levels, and home language.
- (4) All schools use curricula, instructional techniques, materials and assessment tools that are aligned with high, district-wide standards and are effective in raising student achievement.
- (5) Student progress shall be assessed frequently. Assessment results for program data shall be reported to the Board, students, parents and community. Assessment results for individual students shall be reported to principals, teachers, parents and the student and shall be reported in a manner that describes both progress in relation to standards and performance expectations, and individual student growth. Assessment results shall be used to inform and assist in classroom, school and district planning.
- (6) Resources shall be allocated in a manner that takes into consideration the unique needs and challenges facing schools and programs with high-need

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