

Graduation Equity Fund

Senate Bill 183

Educator Advancement Fund

SB 182

House Education Committee

May 8, 2017



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Governor
Kate Brown

Governor Brown's Vision:
*Every Oregon student
graduates with a plan
for their future.*

Graduation Equity Fund

Senate Bill 183



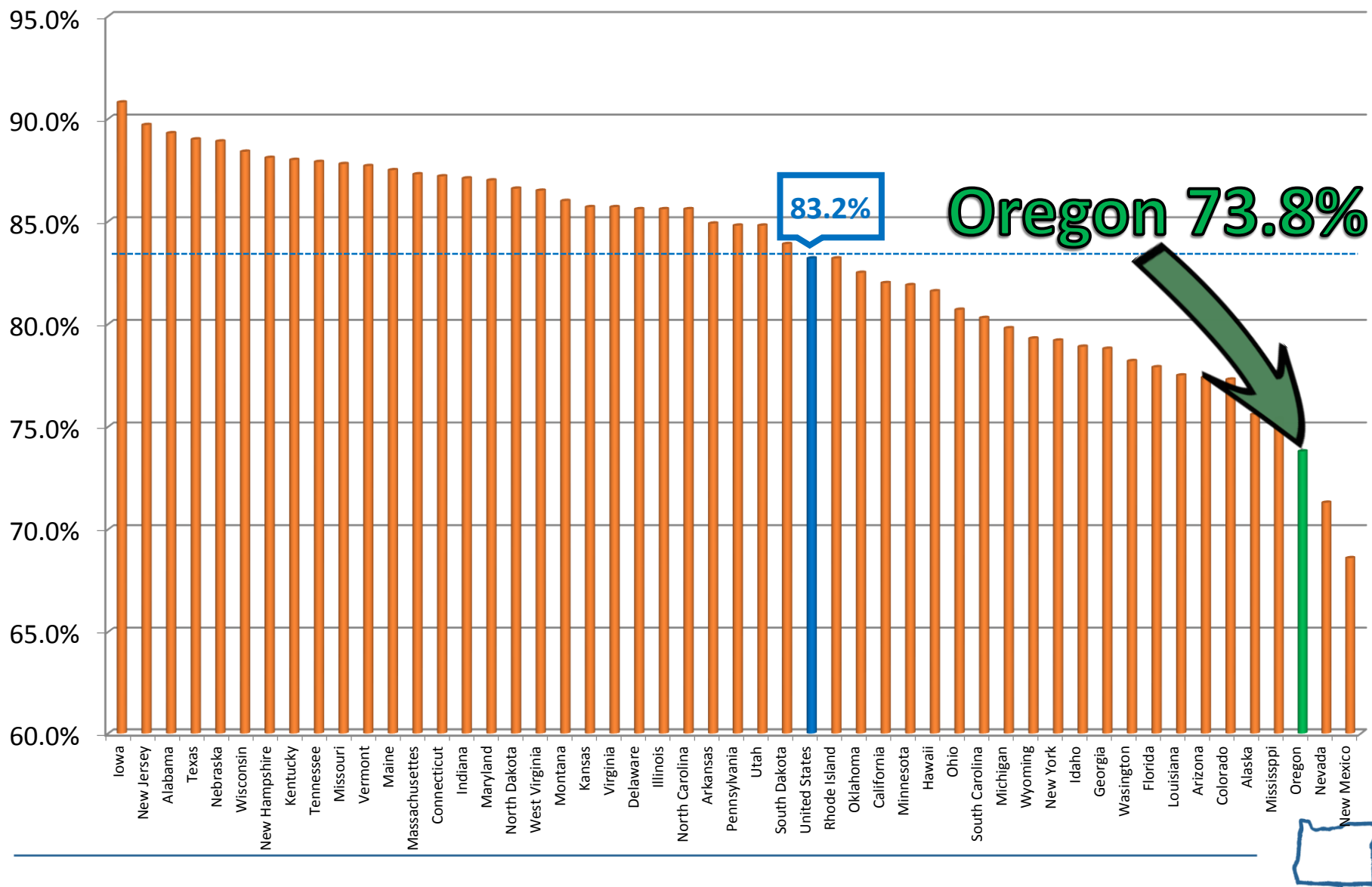
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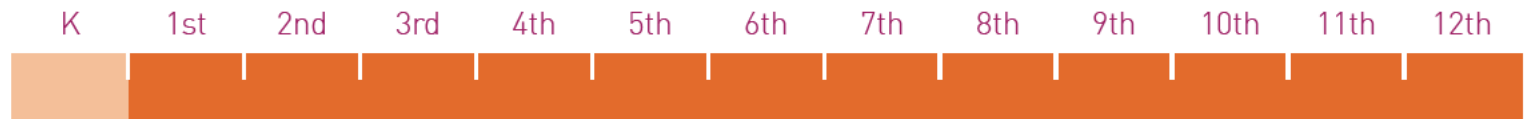
How Does Oregon Compare?

2015 Data





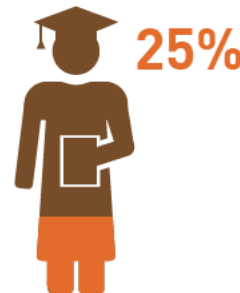
150,000 Reasons that a Focus on Graduation Matters...



~12,000 students per grade level X 13 years = 156,000. The number of students currently in our schools who will not graduate on-time, cumulatively, if we collectively do nothing to change current trends.

13 Years

11,665 Number of students that did not graduate on time in 2015.



These 11,826 students are disproportionately students of color, male and/or in poverty.

Time our education system has to prepare students for graduation and next steps



Students Who Did Not Graduate On Time in 2015-2016



46%

of Students
with
Disabilities



44%

of American
Indian/Alaska
Native Students



34%

of Black/African
American
Students



30%

of Native
Hawaiian/Pacific
Islander Students



30%

of Hispanic/
Latino
Students



32%

of Students
in Poverty



29%

of Male
Students



ESSA Graduation Targets

Four-Year Cohort Graduation Rate Interim Progress Targets										
Graduation Year										
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Accountability Year										
	2016					2021				
All Students	74					82				
Economically Disadvantaged	66					79				
English Learners	51					73				
Students with Disabilities	53					74				
American Indian/Alaska Native	55					74				
Black/African American	63					78				
Hispanic/Latino	67					80				
Native Hawaiian/Pacific Islander	63					78				
Asian	87					89				
White	76					84				
Multi-racial	73					82				

**The accountability year reflects interim progress targets from the previous year.*



Seamless System of Education from Cradle to Career: Coordination, Policy and Programs Impacting High School Graduation

2002: Credit for Proficiency

2007: Oregon Diploma and Essential Skills

2009: Cohort Graduation Rate Formula

2010: Adoption of Common Core State Standards

2011: SB253 – 40/40/20 Goal Articulated

2011: SB909 - Seamless System of Education Instituted

2011: Early Learning Council Established

2012: STEM Investment Council Formed

2013: Regional Achievement Collaboratives

2013: STEM Hubs Established

2013: Early Learning Hubs Established

2013: Oregon College & Career Readiness Definition

2013: Network for Quality Teaching and Learning

2015: Full-day Kindergarten Implemented

2015: SB81 - Oregon Promise Community College Tuition Waivers

2015: Doubled CTE Investment

2015: Equity Supports for ELs, AA/Black students, tribal students, and students navigating poverty

2016: Statewide Chronic Absenteeism Plan Designed

2016: Promise Preschool Implementation

2016: Council on Educator Advancement Formed

2016: Governor appoints Education Innovation Officer to Focus on Graduation Outcomes



A Call-to-Action

"People were made to be a community and hold up one another. You cannot make a company on your own – how are you supposed to graduate on your own?"

(Student, Medford)



Who did we talk to?

32 counties = over 1,000 Oregonians

Students, parents, educators, community members

What did we ask?

Barriers + supports to high school graduation

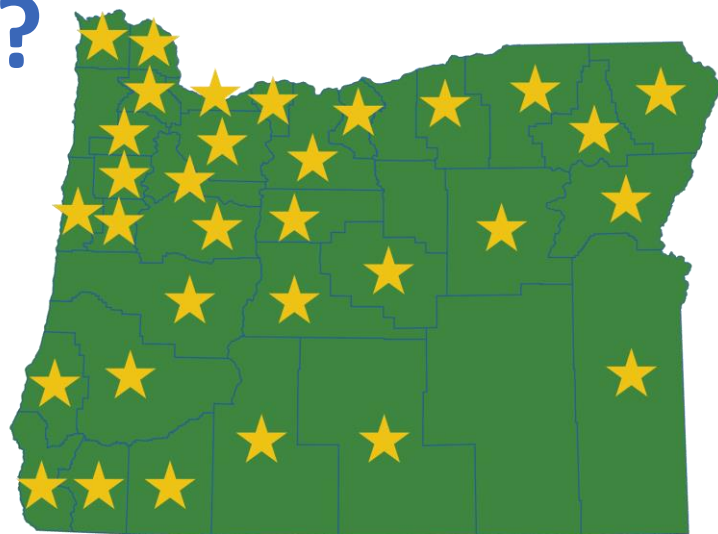
How did we collect data?

Group + individual responses

In person visits

Social media

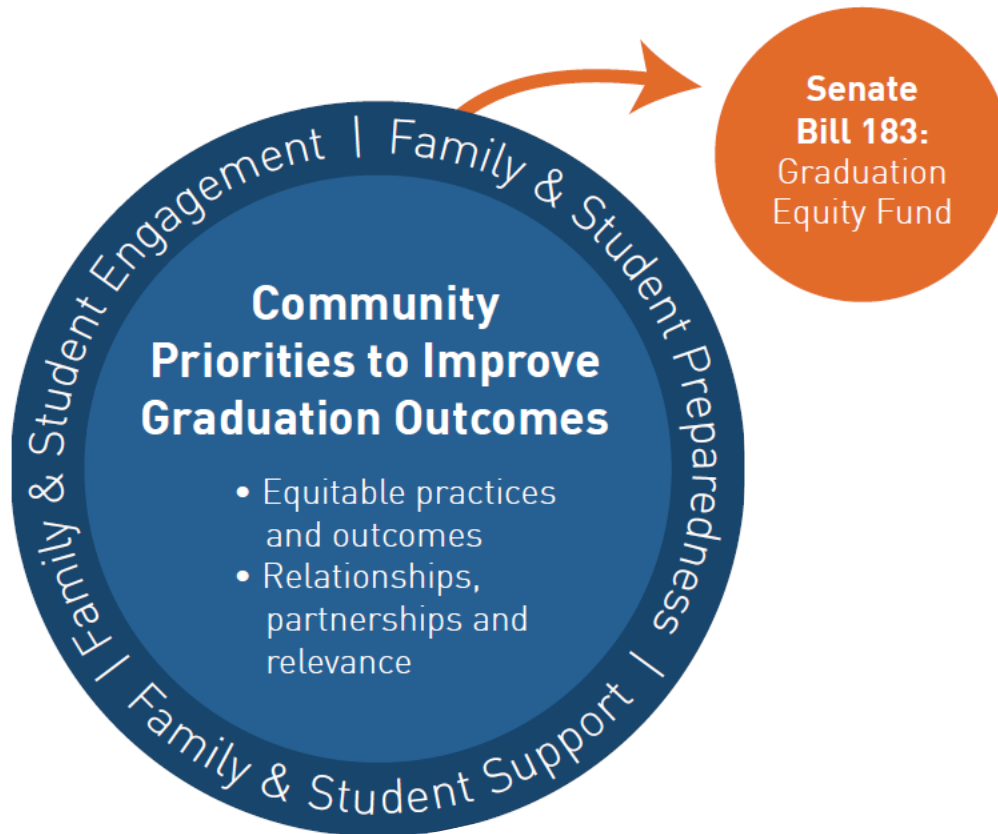
Qualitative methods



A Call-to-Action

“People were made to be a community and hold up one another. You cannot make a company on your own – how are you supposed to graduate on your own?”

(Student, Medford)



- Create statewide early identification and intervention system
- Scale-up trauma informed practices to support students on their path to graduation
- Implementation of statewide Chronic Absenteeism Plan





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Oregon's Graduation Blueprint



Graduation Equity – Every Student Counts

“I believe that the single student-centric factor contributing to student graduation rates is that students don’t feel as though they matter. Their culture, interests, dreams, and goals don’t matter – students perceive this from educators, administrators, parents and others. **Individuals in poverty, minorities, and others are repeatedly told by society that they don’t matter and unfortunately in many ways our educational system compounds this. After all, when you don’t have much, everything you do have is magnified.”** (Community Member, Redmond)



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The quality of a student's educational experience is directly related to the quality of our educators.

We already know high-quality preparation and ongoing, effective professional learning and supports for educators are critical variables that translate into better student learning and higher achievement.



Governor Brown issued Executive Order 16-08, creating the Council on Educator Advancement to foster teaching excellence in Oregon.

Core Themes Deemed Essential to Council Recommendations



- Equity Focused



- A Seamless System



- Empowering Teacher Voice and Leadership
- Time to Support Professional Learning



Elevating Teacher Voice and Leadership

Ensure that the voices of classroom teachers are included on a regular basis in decision-making regarding professional learning priorities, educator supports, and policies impacting teachers at the school, district, region, and state levels.

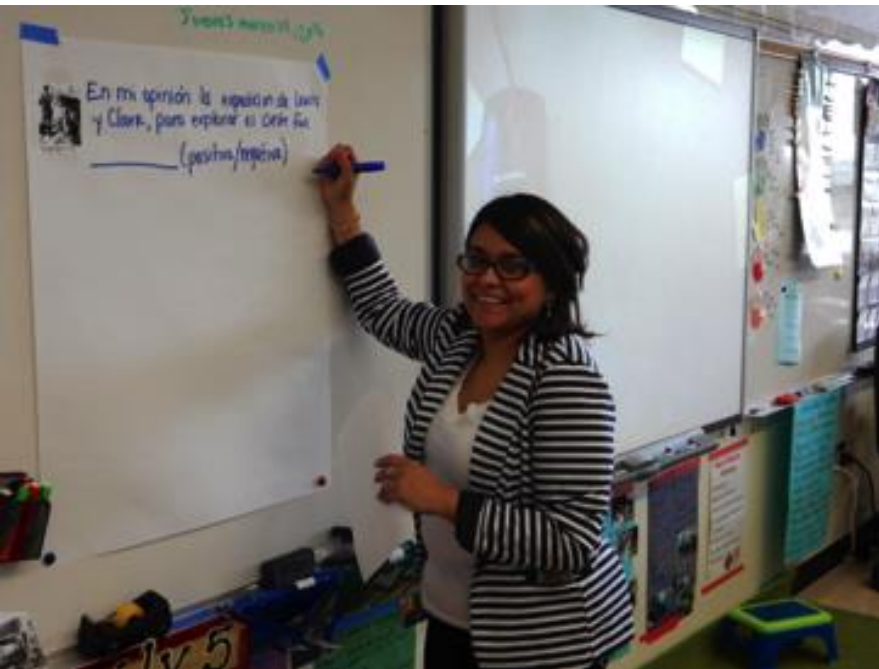


Career Pathways Into Teaching

Streamline career pathways into teaching and provide financial resources and supports to achieve an educator workforce in Oregon that is equity-driven and more reflective of Pre- Kindergarten-12 student demographics.



Equity Driven High Quality Professional Learning



Require state and federally funded professional learning to be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning.

Induction and Mentoring

Support all novice teachers and administrators with induction and mentoring supports during their first two years.



Collaboratively Designed and Delivered Professional Learning

Expand models statewide that engage teachers and administrators working together to design and implement professional learning to improve student outcomes.



Seamless Systems



Support a seamless system of professional learning linking Early Learning providers, including Early Learning Hubs, Head Start, Pre-Kindergarten programs, child-care providers, home visitors and other early education services providers with the K-3 public school systems.

Enhanced District and Educator Preparation Partnerships

Create and deepen partnerships between Pre-Kindergarten services, districts, community colleges and universities to promote interest in the teaching profession, coordinate teacher and administrator preparation efforts, and share data sets needed to achieve a high-quality pool of licensed professionals.



How would it work?

Coordinate and connect educator networks in support of professional learning priorities, blending of funding sources and management of innovation funds.



What does SB 182 do?

- Establishes Educator Advancement Council to coordinate equitable distribution of professional learning resources (formerly Network Fund)
- Defines Council responsibilities to:
 - Create system to regularly identify and addresses local professional learning needs prioritized by educators
 - Collaborate with partners to help with specific needs, resources and supports that span an educator's professional learning needs

What does SB 182 do?

- Establishes scholarships for culturally or linguistically diverse teacher candidates (HECC)
- Defines supporting roles for Chief Education Office and Oregon Department of Education
- Supports ELC policies and practices to achieve a more comprehensive early childhood professional development systems



Thank you for your time.