

# Graduation Equity Fund

## Senate Bill 183

Joint Committee On Ways and Means  
SubCommittee On Education

*May 24, 2017*



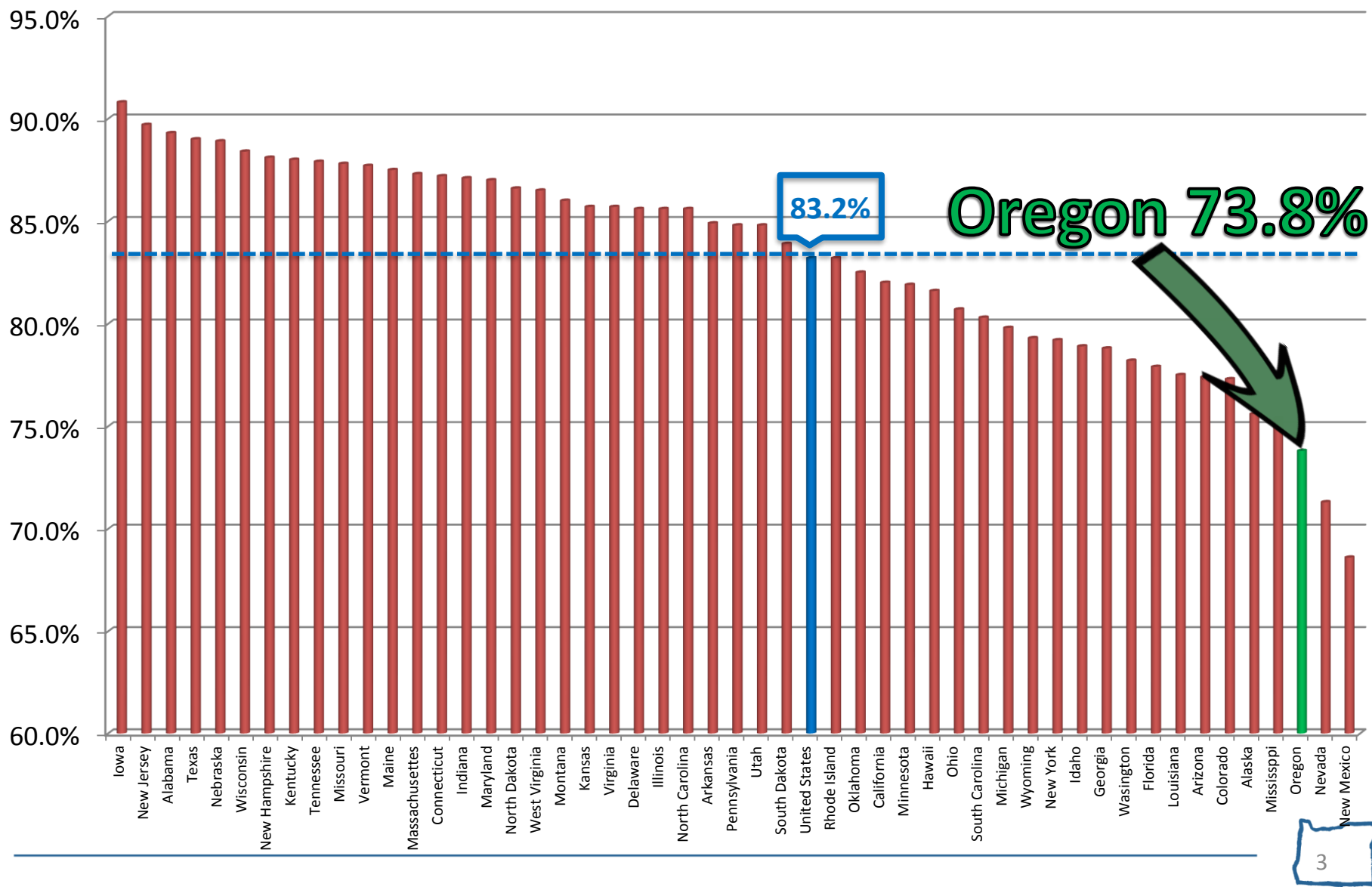
# Graduation Equity Fund

## Senate Bill 183



# How Does Oregon Compare?

2015 Data



# Students who did not graduate on time in 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

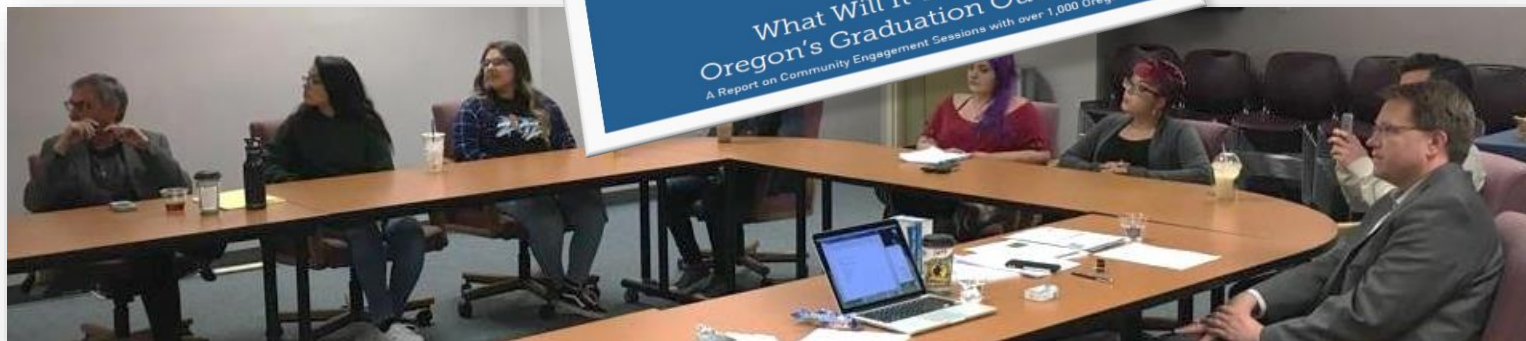
	Four-Year Cohort Graduation Rate Interim Progress Targets									
	Graduation Year									
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
	Accountability Year									
	2016					2021				
All Students	74					82				
Economically Disadvantaged	66					79				
English Learners	51					73				
Students 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.*

# 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]



<http://education.oregon.gov/portfolio/2017-graduation-report/>

## 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)



- Access to an **Early Indicator and Intervention System**
- Implementation of the **Statewide Chronic Absenteeism Plan**
- Scale-up **Trauma Informed Practices** to support students on their path to graduation
- **Accountability, evaluation, local engagement, and innovation**

## Filters:

1. Potential to Improve Graduation Outcomes
2. Addresses Equity
3. Provides Local Engagement and Flexibility in Implementation
4. Integrates with Current Efforts/Legislation
5. Leverages State and Local Resources

# Graduation Equity Fund

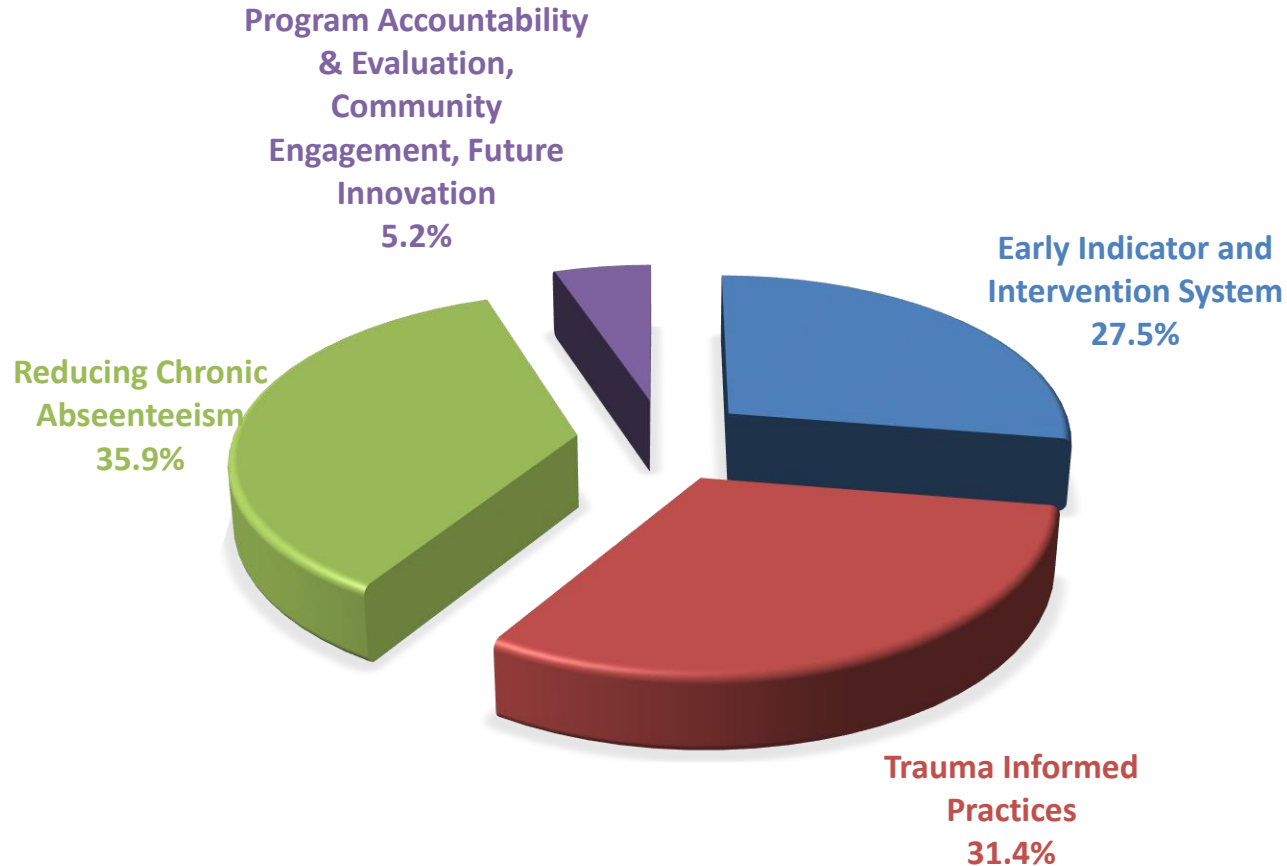
## *2017-19 CSL Fiscal Impact*

2017-19 Budget Impact (in millions)	GF	OF	FTE
<u>State School Fund</u>			
General Purpose Grant Distribution	(\$20.0)	-	0.00
Transfers to Graduation Equity Fund	\$20.0	-	0.00
Total State School Fund	\$0.0	\$0.0	0.00
<u>Graduation Equity Fund</u>			
Early Indicator Intervention System	-	\$5.5	1.88
Trauma Informed Practices	-	\$6.3	1.00
Reducing Chronic Absenteeism	-	\$7.2	3.83
Program Accountability, Evaluation, Engagement, & Innovation	-	\$1.0	2.92
Total Graduation Equity Fund	\$0.00	\$20.0	9.63



# Graduation Equity Fund

## *2017-19 Budget Allocation*



**GRADUATION EQUITY FUND - \$20.0M**

# Graduation Equity Fund

## *2017-19 ODE & CEdO Budget Impacts*

2017-19 Agency Budget Impact (in millions)	Early Intervention System	Trauma Informed Practices	Reducing Chronic Absenteeism	Acct, Eval, Engagement, & Innovation	Total
<u>Oregon Department of Education</u>					
Business Operations & Accountability	\$0.00	\$0.00	\$0.00	\$0.45	\$0.45
Program Operations	\$0.56	\$0.27	\$1.36	\$0.00	\$2.19
Grant-In-Aid	\$4.95	\$6.00	\$5.81	\$0.00	\$16.76
Total ODE	\$5.51	\$6.27	\$7.17	\$0.45	\$19.40
<u>Chief Education Office (CEdO)</u>					
Program Evaluation, Community Engagement, and Future Innovation	\$0.00	\$0.00	\$0.00	\$0.60	\$0.60
Total CEdO	\$0.00	\$0.00	\$0.00	\$0.60	\$0.60
	-				
Total Graduation Equity Fund	\$5.51	\$6.27	\$7.17	\$1.05	\$20.00

# Graduation Equity Fund

## *EIIS*

- Leverages current work of consortium of school districts and ESDs in creating a system accessible to all districts, based on a single data standard.
- Includes a \$4.95 million Grant-In-Aid investment that provides for:
  - Development of a Centralized Operational Data Store (ODS);
  - Development of Early Identification and Intervention Data Analytics Systems;
  - Development of integration points for various student information systems to communicate with the centralized system; and
  - Program management and oversight.
- Investment allows a build out of system, piloting, and then share out of technology to all Oregon ESDs and districts.
- Investment requires one limited-duration ODE project manager to provide state oversight and coordination with the consortium and one permanent position to provide ongoing grant management and ongoing system coordination and development.

# Graduation Equity Fund

## *Implementing Statewide Chronic Absenteeism Plan*

- Provides \$7.2 million to curb chronic absenteeism throughout the state.
- Investment provides support for the following outcomes:
  - Professional development for implementing the EIS in school districts;
  - Improving access to Tiered Systems of Support, including comprehensive counseling services, instructional strategies, trauma-informed practices, and supports that are culturally responsive;
  - Implementing school district and regional consortia programs with local community partners that improve student attendance.
- Within this investment, \$2.8 million will be provided for 12-16 regional consortia grants per year to meet the outcomes within partner school districts.
- An additional \$3.0 million in Grant-In-Aid will be allocated to support 20 coaches for schools with the highest rates of chronic absenteeism in Oregon.
- Investment requires four permanent ODE positions to provide ongoing technical assistance, data management, training, research and monitoring of outcomes.

# Graduation Equity Fund

## *Scaling-up Trauma Informed Practices*

- Provides \$6.0 million in Grant-In-Aid to school districts and/or ESDs to provide programming to scale-up the Trauma Informed Pilot administered through the Chief Education Office.
- Ensures resources for an estimated ten new district grants to implement trauma-informed practices in their schools each year.
- Resources will ensure school districts receive district-wide professional development and training necessary to implement trauma informed practices and assist students in graduating from high school.
- In addition, school districts will increase partnerships and engagement with other sectors and community organizations to provide students with the additional support and resources needed to graduate.
- Investment requires one permanent CEEdO program analyst to provide ongoing grant monitoring to ensure progress towards the identified outcomes of the grant which translate to improving graduation outcomes.

# Graduation Equity Fund

*Program Evaluation, Community Engagement, and Future Innovation*

**An investment of \$1.05 million is necessary to provide ongoing evaluation and accountability for all Graduation Equity Fund activities as well as support for local engagement and future locally-driven innovation.**

- *The Chief Education Office will receive a \$600K transfer from the Graduation Equity Fund for the purposes of strategic direction and program coordination:*
  - Community and school grants to fund local collaboration on innovative programs designed to improve graduation outcomes, statewide mechanism for evaluating and sharing promising practices.
  - Utilize the CEdO research unit to conduct ongoing program monitoring and evaluation.
  - Continued local community engagement to inform and foster local and state level community-based, cross-sector partnerships focused on graduation improvement efforts.
- *The Oregon Department of Education will budget \$450K from the Graduation Equity Fund for the purposes of administrative support:*
  - A permanent position is necessary for support for communication, legal, and policy teams to be strategic in ensuring alignment with new federal ESSA rules.
  - A permanent position is necessary for providing support to financial systems for expending and monitoring the additional grant and/or procurement work.

# Rob Saxton

Superintendent, NW Regional ESD



# Career & College Readiness

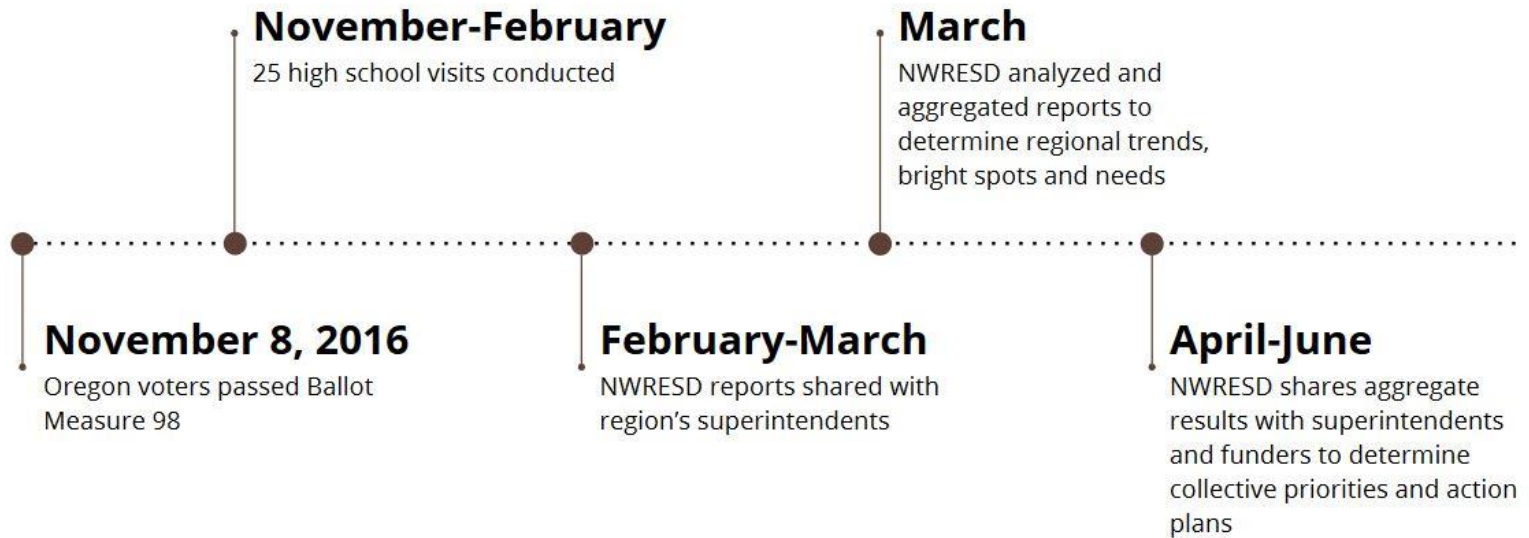




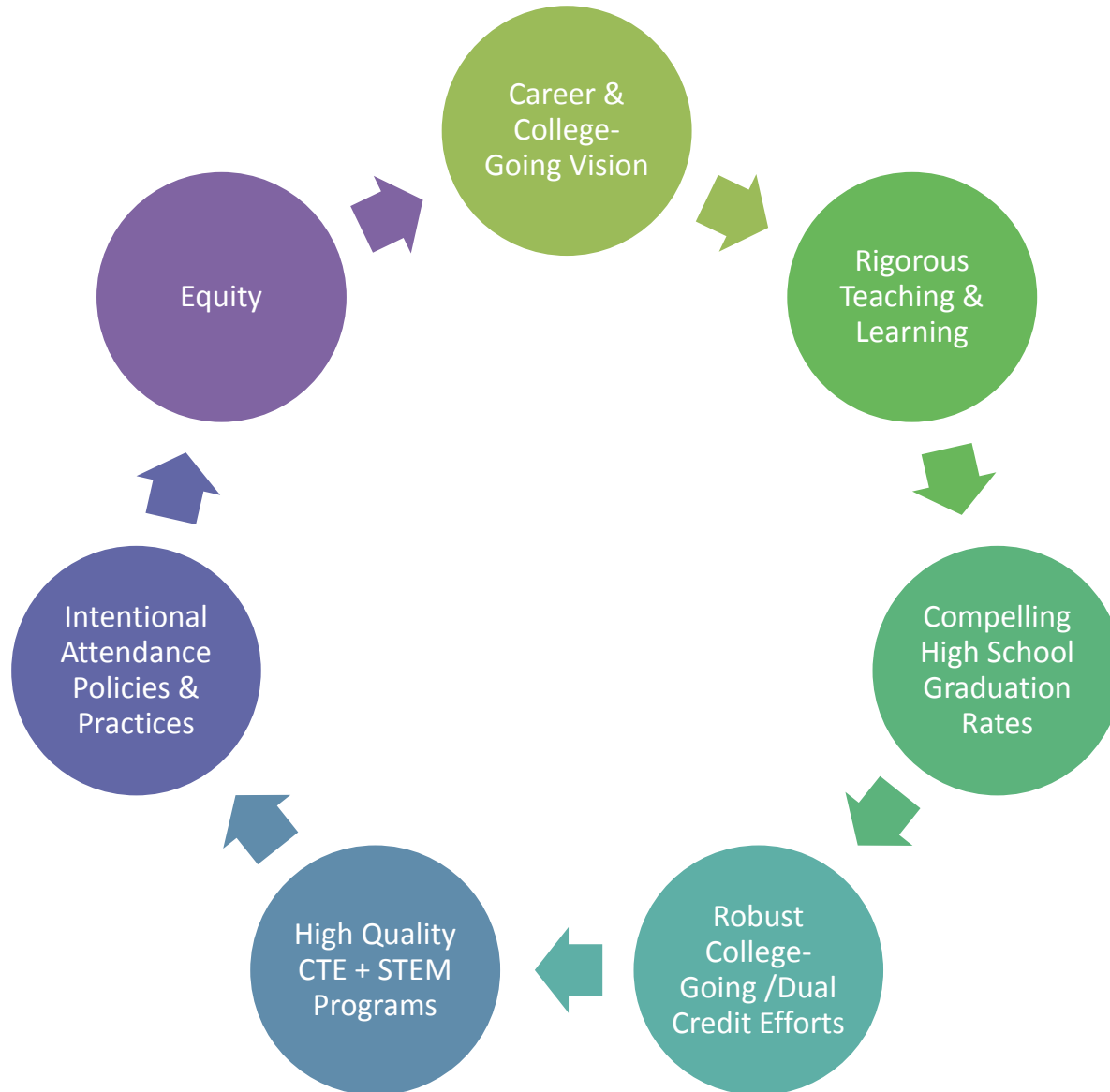
# 2015-16 Graduation Rates



# College & Career Readiness Inventory Timeline



# College & Career Spheres



- 93% Daily Attendance
- 76% Regular Attenders



*Questions?*