Deputy Superintendent’s Advisory Council

Friday, December 1, 2017
Education Northwest, Portland
Welcome and Good Morning!

Thank you for being here!
# Today’s Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00 am</td>
<td>Networking Breakfast</td>
</tr>
<tr>
<td>9:00 – 9:45 am</td>
<td>Welcome and Q/A with Colt Gill</td>
</tr>
<tr>
<td>9:45 – 10:15 am</td>
<td>Teacher Leadership in Oregon</td>
</tr>
<tr>
<td>10:15 – 10:30 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 – 11:45 am</td>
<td>Discourse II Continued - Equity</td>
</tr>
<tr>
<td>11:45 am – 12:30 pm</td>
<td>Lunch and Networking</td>
</tr>
<tr>
<td>12:30 – 1:00 pm</td>
<td>Measure 98: High School Success</td>
</tr>
<tr>
<td>1:10 – 2:50 pm</td>
<td>Breakout Sessions: Measure 98, Equity Lens, Chronic Absenteeism, Teacher Leadership</td>
</tr>
<tr>
<td>2:50 – 3:00 pm</td>
<td>Next Steps and Adjourn</td>
</tr>
</tbody>
</table>
## Meeting Dates for 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, February 9, 2018</td>
<td>Portland</td>
</tr>
<tr>
<td>Friday, April 27, 2018</td>
<td>Salem</td>
</tr>
</tbody>
</table>
Tweet our meeting!

Be sure to tag our meeting as #DSAC17

Please follow us on Twitter!
@ORDepEd
Acting Deputy Superintendent
Colt Gill
Governor’s Education Directives:

1. Establish a Unified Education Budget
2. Develop a New Statewide Early Learning Plan
3. Achieve Aggressive High School Graduation Goals
4. Expand Career Connected Learning Aligned to Workforce Needs
Strengthening Teacher Leadership in Oregon
Intro Activity

1. Take 60 seconds to write what you think of when you hear the words, “Teacher Leadership”
2. Share your thoughts with your neighbors
3. Prepare to share!
Teacher Leadership

IN THE PAST

Teachers have had limited opportunities to lead in their schools, districts or states without leaving their classrooms.

TODAY

Research shows that a majority of all teachers want new roles, which allow them to lead without giving up the teaching they love.
The Acronym Soup of **Teacher Leadership** Terms and Partner Organizations:

**TL**: Teacher Leadership

**DSAC**: Deputy Superintendent’s Advisory Council

**OEA**: Oregon Education Association

**NEA**: National Education Association

**Chalkboard**: Oregon Educational Partner

**NNSTOY**: National Network of State Teachers of the Year

**OSTOY**: Oregon State Teachers of the Year

**ESD**: Educational Service Districts (19 ESD’s in Oregon)

**Education Northwest**: Oregon Educational Partner

**CCSSO**: The Council of Chief State School Officers
The Overall Working Components of Teacher Leadership

- Involves Districts and Principals
- Supports pathways for leadership
- Focuses on improving: Instruction/Advocacy/Local Leadership
- Incentives: Time & Money
- Leading and speaking in local, State, and National settings
DSAC Teacher Leadership: Next Steps

- **ODE Team:**
  - Collect team/group visuals from Teacher Leadership share out
  - Synthesize group input

- **DSAC Members:**
  - Investigate in your districts and evaluate if there are pathways for Teacher Leadership (Please describe TL Pathways if they exist or propose ideas) to bring to the February meeting
Let’s take a break

Please return by 10:30 am
Please enjoy lunch!

Take time to network
High School Success (M98)
What does this mean for me?

Jennell Ives & Jan McCoy
Oregon Department of Education
High School Success (Measure 98) is intended to “improve students’ progress toward graduation beginning with grade 9, increase the graduation rates of high schools and improve high school graduates’ readiness for college or career.”
What is Measure 98?

Ballot measure from November 8, 2016
65% voter support
Establish or expand programs 9-12

- Dropout prevention strategies in all high schools
- Career and technical education
- College level educational opportunities
2015-2016: 75% of Oregon students graduated in 4 years.

- Students with Disabilities: 35.1%
- American Indian/Alaska Native: 33.3%
- Black/African American: 27.8%
- Students Living in Poverty: 23.2%
- Hispanic/Latino: 26.2%
- Native Hawaiian/Pacific Islander: 23.5%
- Male: 26.4%

11,665 non-graduates
Something needs to change
• Equity Lens will be applied in establishing eligibility
• Improvement efforts should be data based
• Improved outcomes must extend to those for whom the current system is not working
• Outcomes should reform current system; may require reenvisioning the system
• Welcoming, inclusive culture necessary, not sufficient
• Need for services for traditionally underserved students identified through self-assessment
Nuts and Bolts
Funds distributed in 2017-18

284 districts, charter schools, ESDs and other programs have received funds

- These funds can be used 2017-2019
- Focus on becoming eligible for 2018-2019
- No data submissions
- No final report
- ODE will collect anecdotal information from some districts to support a collective report
What is needed for 2018-19

• Complete self-assessment (Nov 30-Jan 31)
  • Establish eligibility status
  • Determine first steps
  • Direction in funds use dictated by eligibility status
• Create plan based on need (Jan-Mar 31)
  • Peer review of plans to provide feedback
• Rolling submissions
All Recipients Need:

Teacher Collaboration Time around Data
Provision of sufficient time for teachers and staff of students in grade 9 to review data on students’ grades, absences and discipline by school and by course and to develop strategies to ensure at-risk students stay on track to graduate

Practices to Reduce Chronic Absenteeism
Implement district-wide evidence-based practices for reducing chronic absenteeism in grades 9-12

Course Assignment
Assign high school students to advanced and college level courses based on multiple academic qualifications in order to avoid bias in course assignments

Systems Ensuring On-time Graduation
Implement systems to ensure that high school students, including English Language Learners, are taking courses required for on-time graduation.

Partnerships
The extent appropriate to local contexts, partnerships with others, nonprofit, community organizations, federally recognized Tribes
Why Focus on Data?

Four-Year Graduation Rates by Freshman Absence Rates

<table>
<thead>
<tr>
<th>Days Absent per Semester</th>
<th>Percentage that Graduated in Four Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>87%</td>
</tr>
<tr>
<td>5-9</td>
<td>63%</td>
</tr>
<tr>
<td>10-14</td>
<td>41%</td>
</tr>
<tr>
<td>15-19</td>
<td>21%</td>
</tr>
<tr>
<td>20-24</td>
<td>9%</td>
</tr>
<tr>
<td>25-29</td>
<td>5%</td>
</tr>
<tr>
<td>30-34</td>
<td>2%</td>
</tr>
<tr>
<td>35-39</td>
<td>1%</td>
</tr>
<tr>
<td>40+</td>
<td>0%</td>
</tr>
</tbody>
</table>

Course cutting counted as partial days

Four-Year Graduation Rates by Freshman Course Failures

<table>
<thead>
<tr>
<th>Semester Course Failures</th>
<th>Percentage that Graduated in Four Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>85%</td>
</tr>
<tr>
<td>1</td>
<td>70%</td>
</tr>
<tr>
<td>2</td>
<td>55%</td>
</tr>
<tr>
<td>3</td>
<td>42%</td>
</tr>
<tr>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td>9+</td>
<td>2%</td>
</tr>
</tbody>
</table>

Four ideas that change everything

- The transition to high school is the most critical time for high school graduation
- Who will graduate can be predicted accurately based on course grades in the first year of high school
- The primary driver of course failure is course absence, not weak skills
- Monitoring and support from adults can prevent failure

From: UCHICAGO Consortium
With data tools focused on the right indicators, 9th grade on-track rates improved dramatically.

Ninth Grade On-Track Rates in Chicago

On-track indicator included in CPS accountability system since 2003.

Data reports introduced, some schools receive staff or partners to help use new data.
What does this mean for you?

MAY THE DATA
BE EVER IN YOUR FAVOR
To get up-to-date information online anytime search oregon.gov/ode for High School Success.

To receive push information, contact ODE to subscribe to the High School Success Listserv.
Break-Out Sessions
Thank You!
See you February 9