
STATE BOARD OF
EDUCATION



Graduation Work Session

March 3, 2016

Time

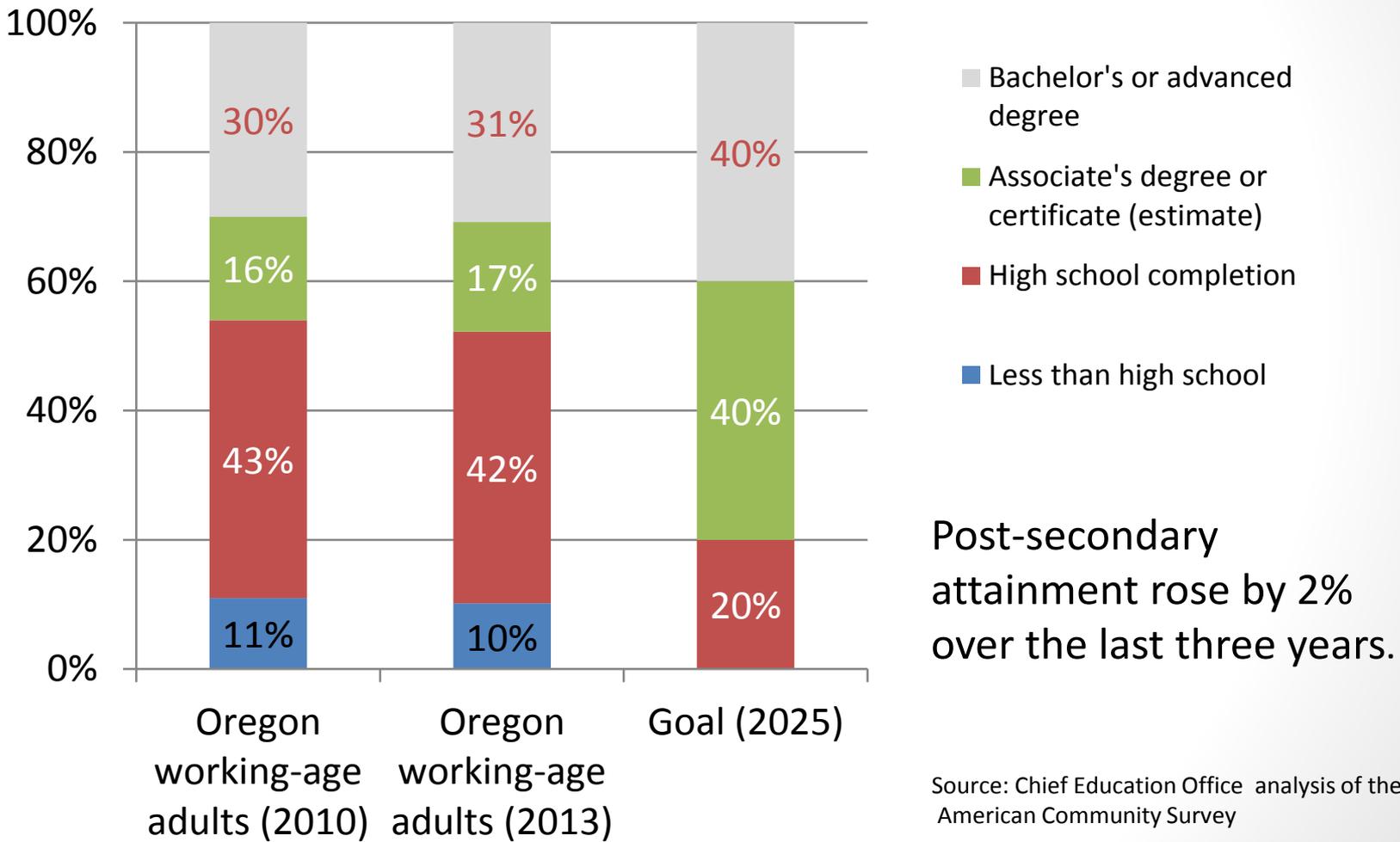
Agenda

1:00 PM	Welcome & Introductions –Salam Noor & Miranda Summer
1:10 PM	40-40-20 Educational Goals—Salam Noor
1:20 PM	Graduation Rates: National & Oregon Specific Data—Chelsea Clinton
1:50 PM	National Graduation Research—Nettie Letgers
2:15 PM	Schools Beating the Odds—Woodburn SD, David Douglas SD, & West Albany High School
3:00 PM	Break
3:15 PM	Oregon's Graduation Requirements: How We Got Here—Michelle Hooper, Cindy Hunt, & Cristen Mclean
3:45 PM	Oregon's Graduation Requirements: Role of the State Board of Education—Salam Noor, Derek Brown & Cindy Hunt
4:30 PM	Every Student Succeeds Act: What's Possible—Salam Noor
4:50- 5:00 PM	Wrap-up & End—Miranda Summer



Oregon Progress towards 40-40-20

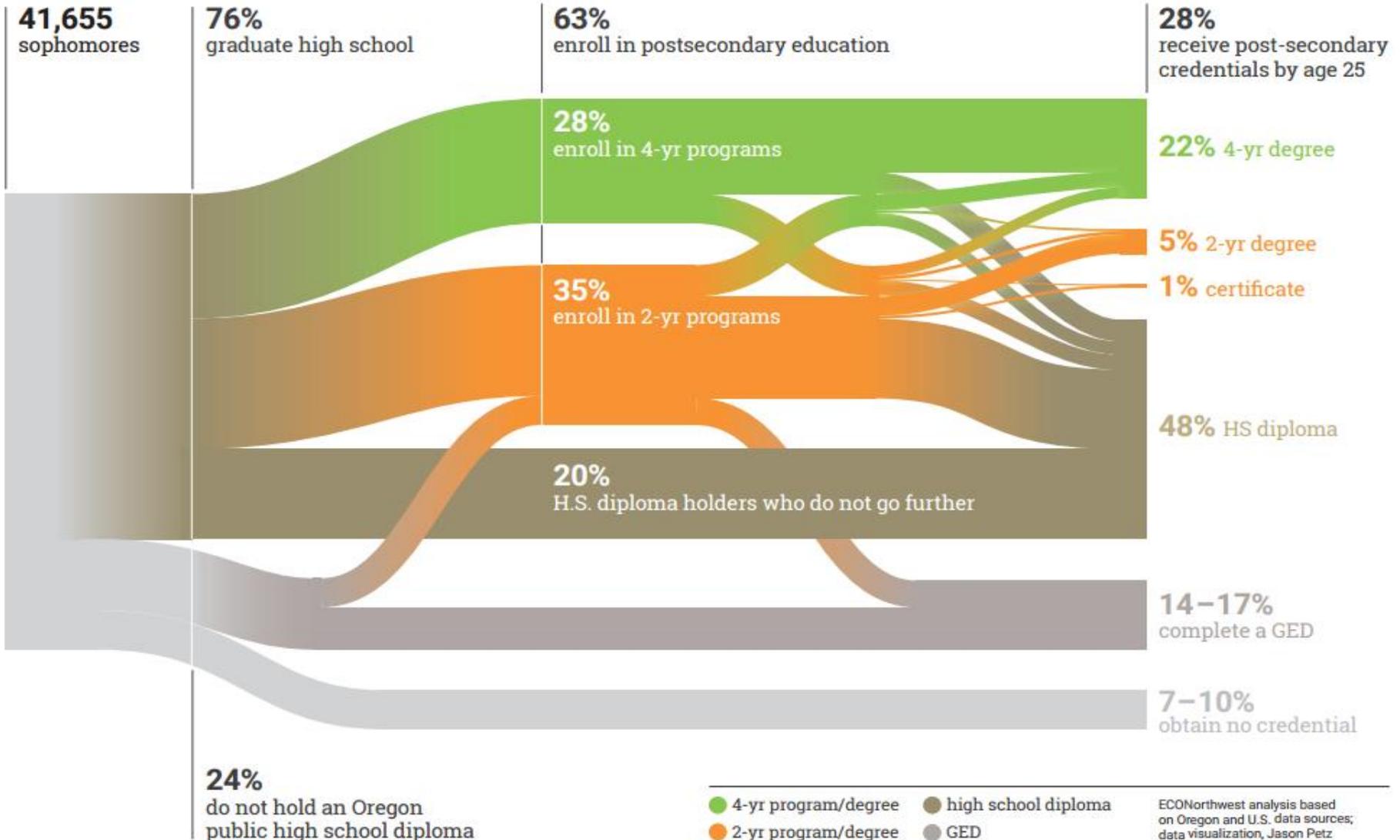
Attainment by Adults Ages 25-64



The Education Pathway

Where the Oregon public high school class of 2006* went over the next nine years

*sophomores in 2003-04

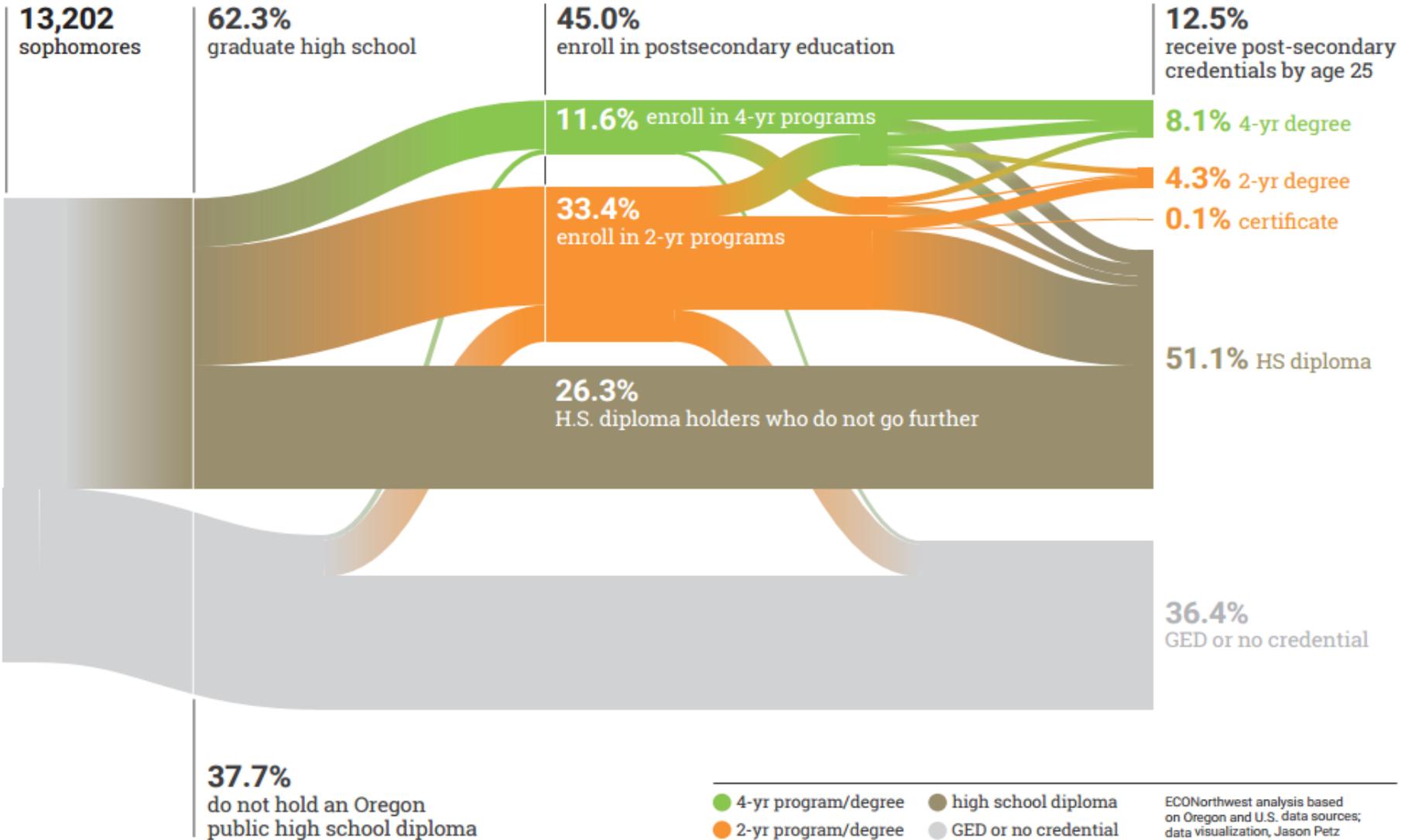


ECONorthwest analysis based on Oregon and U.S. data sources; data visualization, Jason Petz
 To learn more: oregonlearns.org

The Education Pathway

FREE OR REDUCED LUNCH (FRL) STUDENTS

Where the Oregon public high school class of 2006* went over the next nine years
 *sophomores in 2003-04



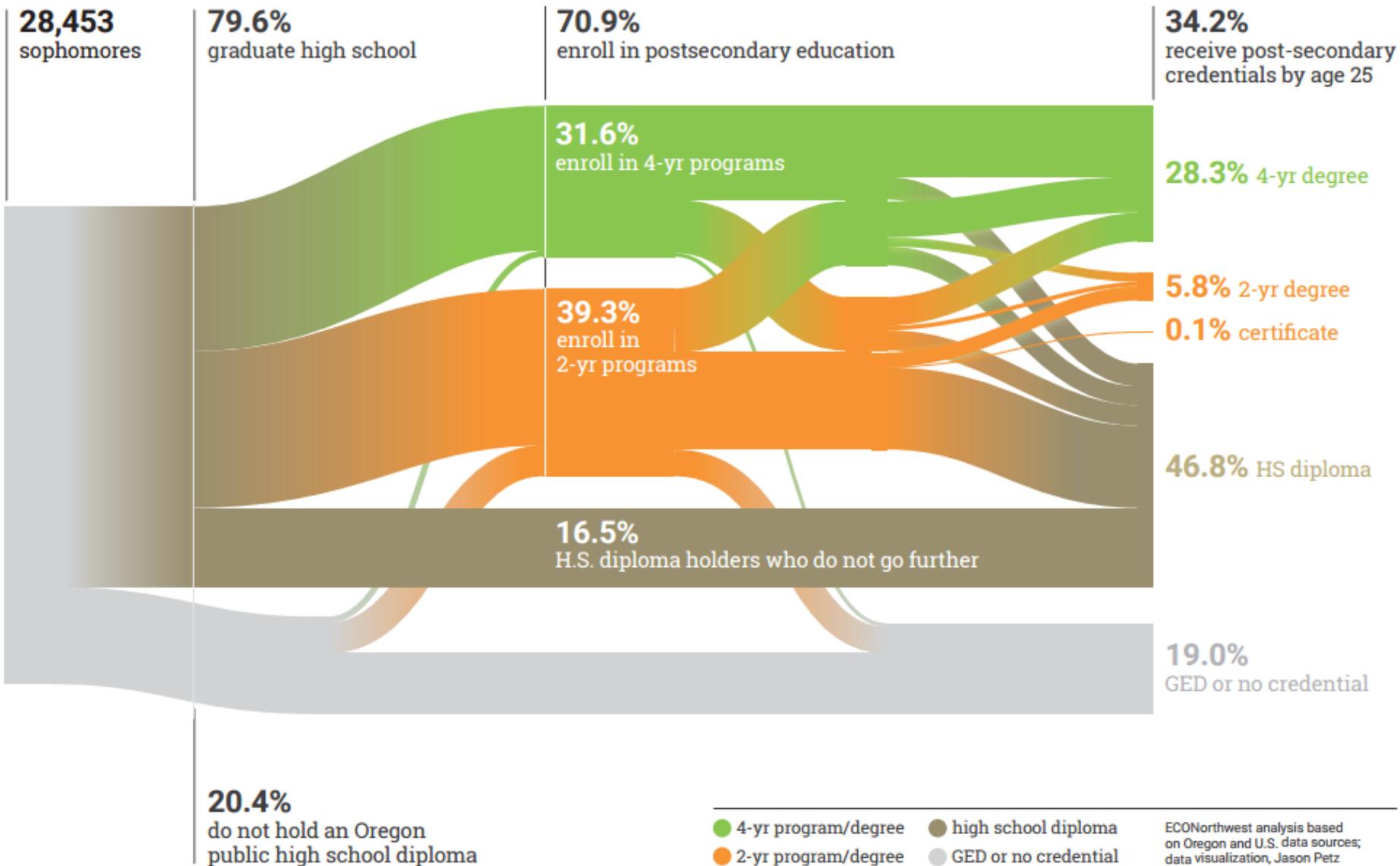
ECONorthwest analysis based on Oregon and U.S. data sources; data visualization, Jason Petz
 To learn more: oregonlearns.org

The Education Pathway

NON FREE OR REDUCED LUNCH (NON-FRL) STUDENTS

Where the Oregon public high school class of 2006* went over the next nine years

*sophomores in 2003-04



ECONorthwest analysis based on Oregon and U.S. data sources; data visualization, Jason Petz
To learn more: oregonlearns.org

Oregon's Graduation Rates

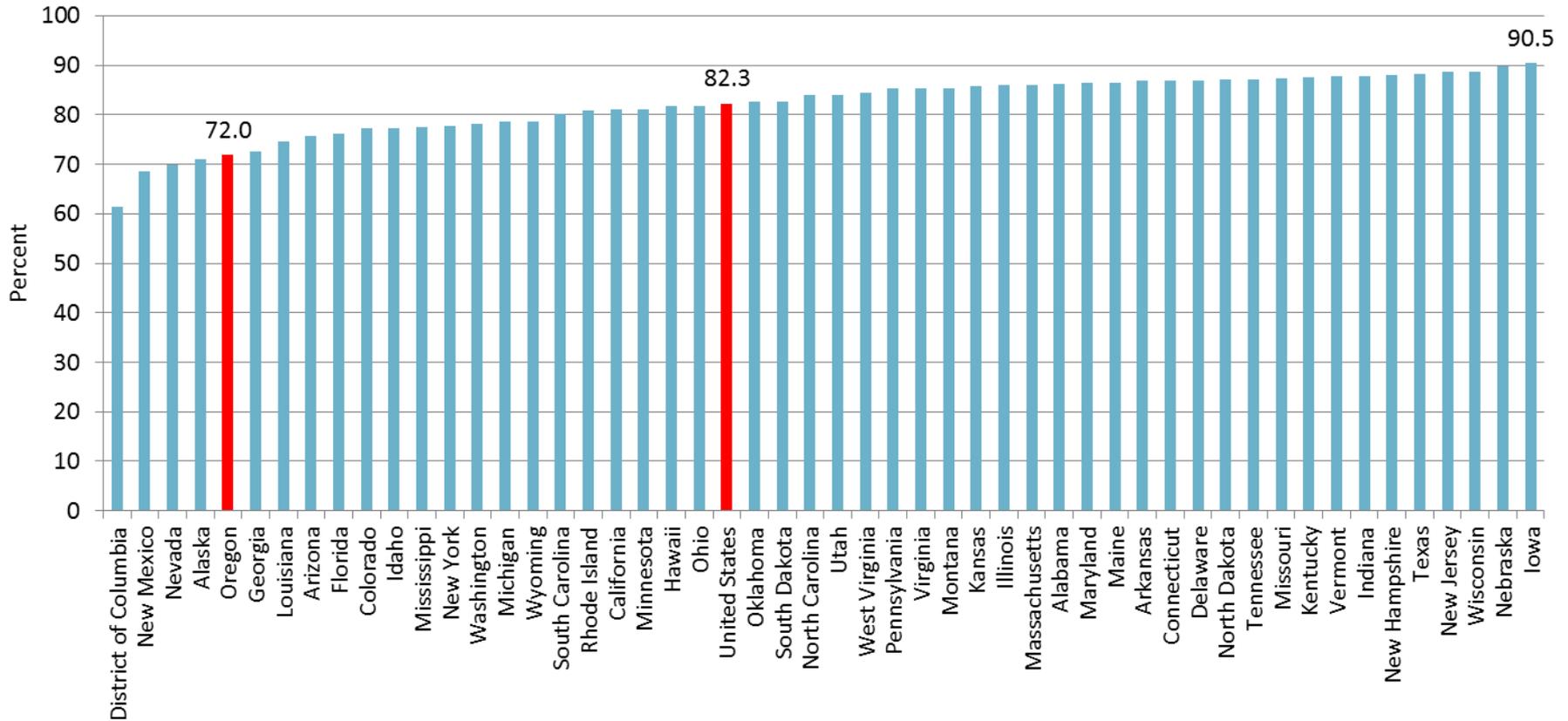
National Context and Statewide Trends

Chelsea Clinton

NATIONAL CONTEXT

OREGON'S GRADUATION RATES

4-Year Adjusted Cohort Graduation Rate, 2013-14



4-Year ACGR Calculation for the 2013-14 SY

*Number of students in the adjusted cohort who earn
standard diplomas by August 2014*

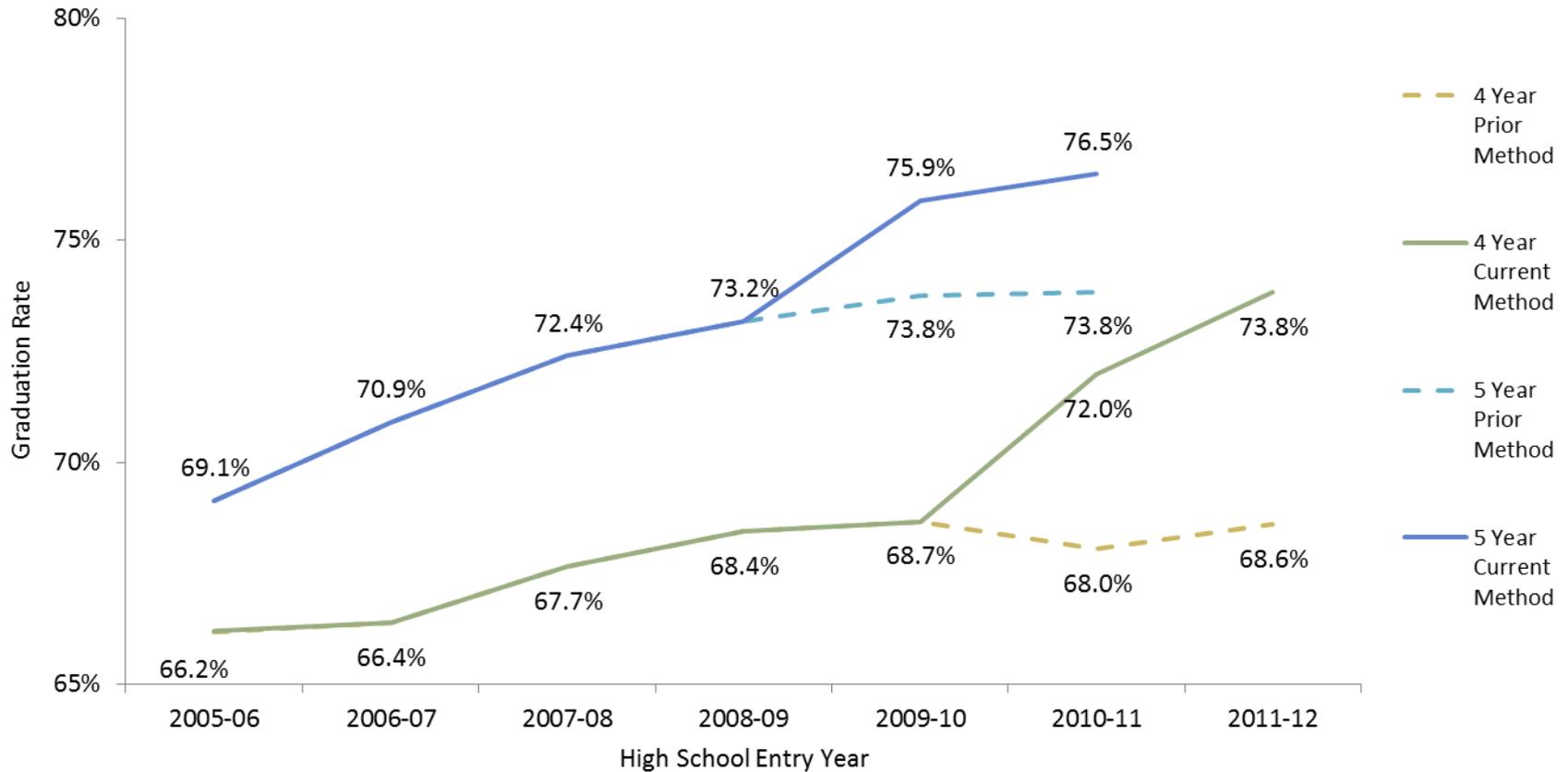
*Number of students who were first enrolled in high school in 2010 – 11
+ Students who transferred into the cohort
– Students who transferred out of the cohort*

Calculating the Adjusted Cohort Graduation Rate: Different states use different methods

- Oregon strictly follows the official USDoE Guidance
- Examples of sources of variation
 - Strong circumstantial evidence of significant misclassifying of students into the “transferred-out” category that is excluded from the adjusted cohort graduation rate calculation
 - Some states start the four-year graduation “clock” for students based on the first year the student transfers into the state. Cohort years in Oregon are based on documented evidence of the student’s first high school enrollment anywhere
 - Inclusion of non-standard diplomas

STATEWIDE TRENDS OREGON'S GRADUATION RATE

Oregon's Graduation Rate

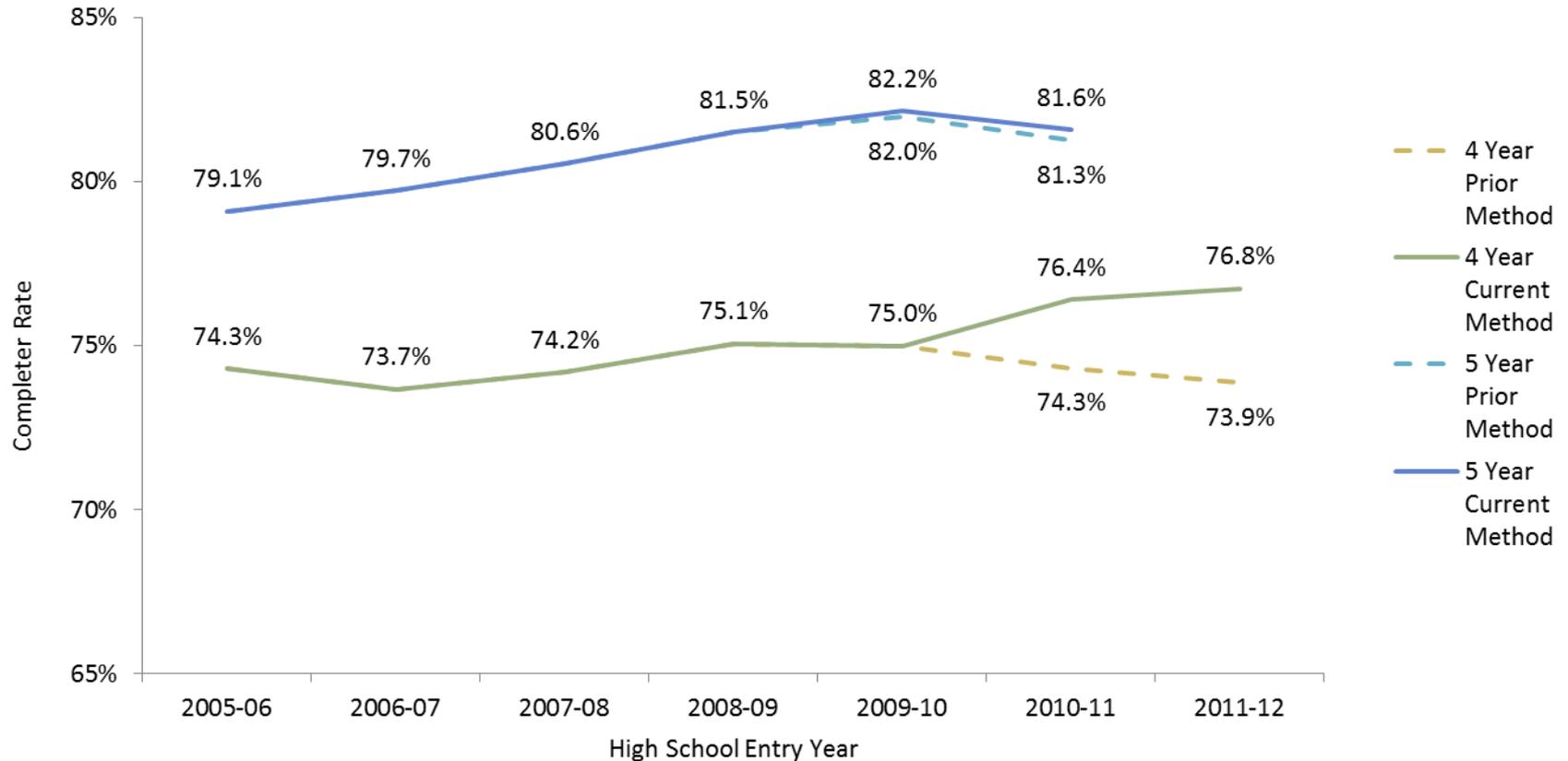


4-Year Cohort Completer Rate, 2014-15 SY

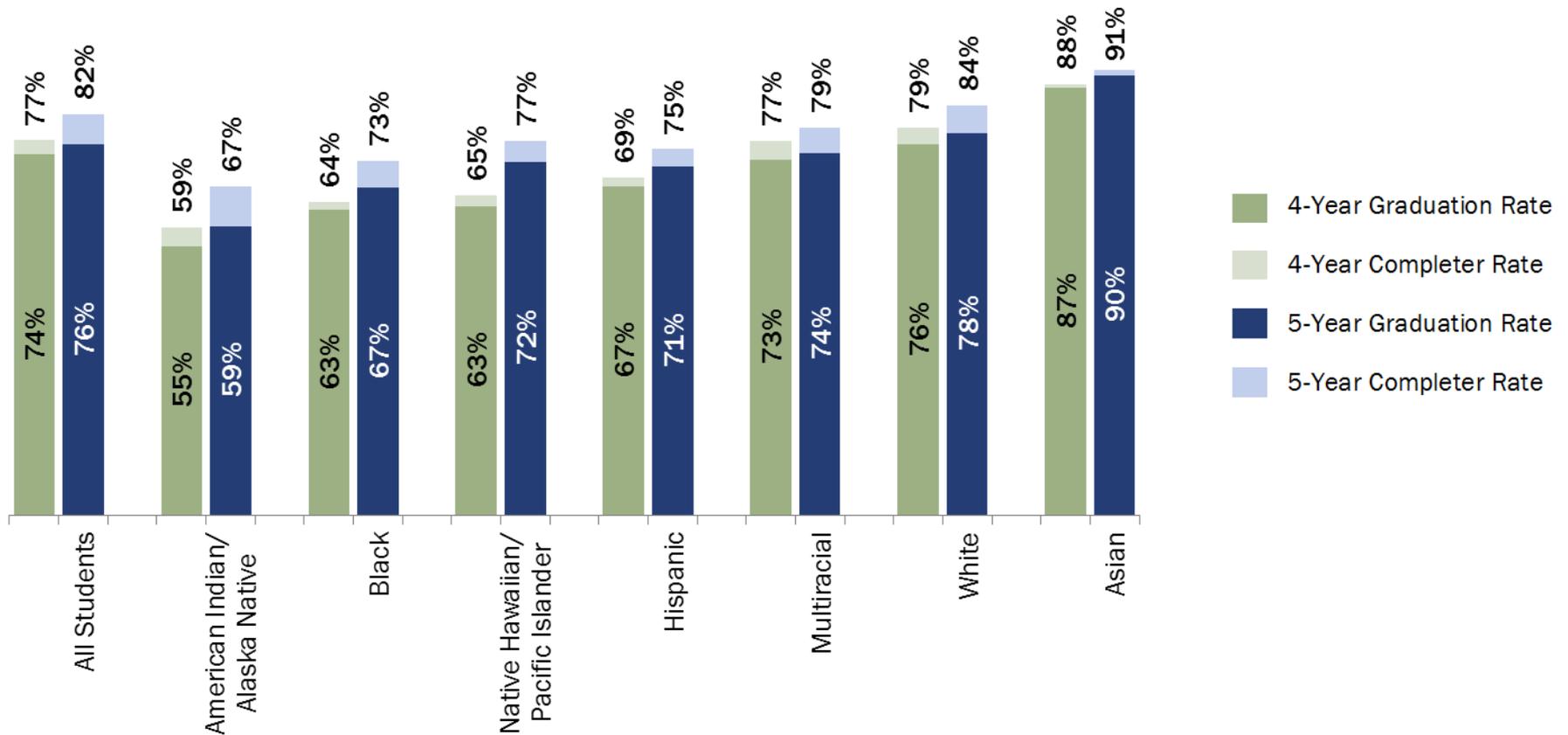
*Number of students in the adjusted cohort who earn
standard diplomas, extended diplomas, adult high school diplomas, or GEDs
by August 2015*

*Number of students who were first enrolled in high school in 2011 – 12
+Students who transferred into the cohort
–Students who transferred out of the cohort*

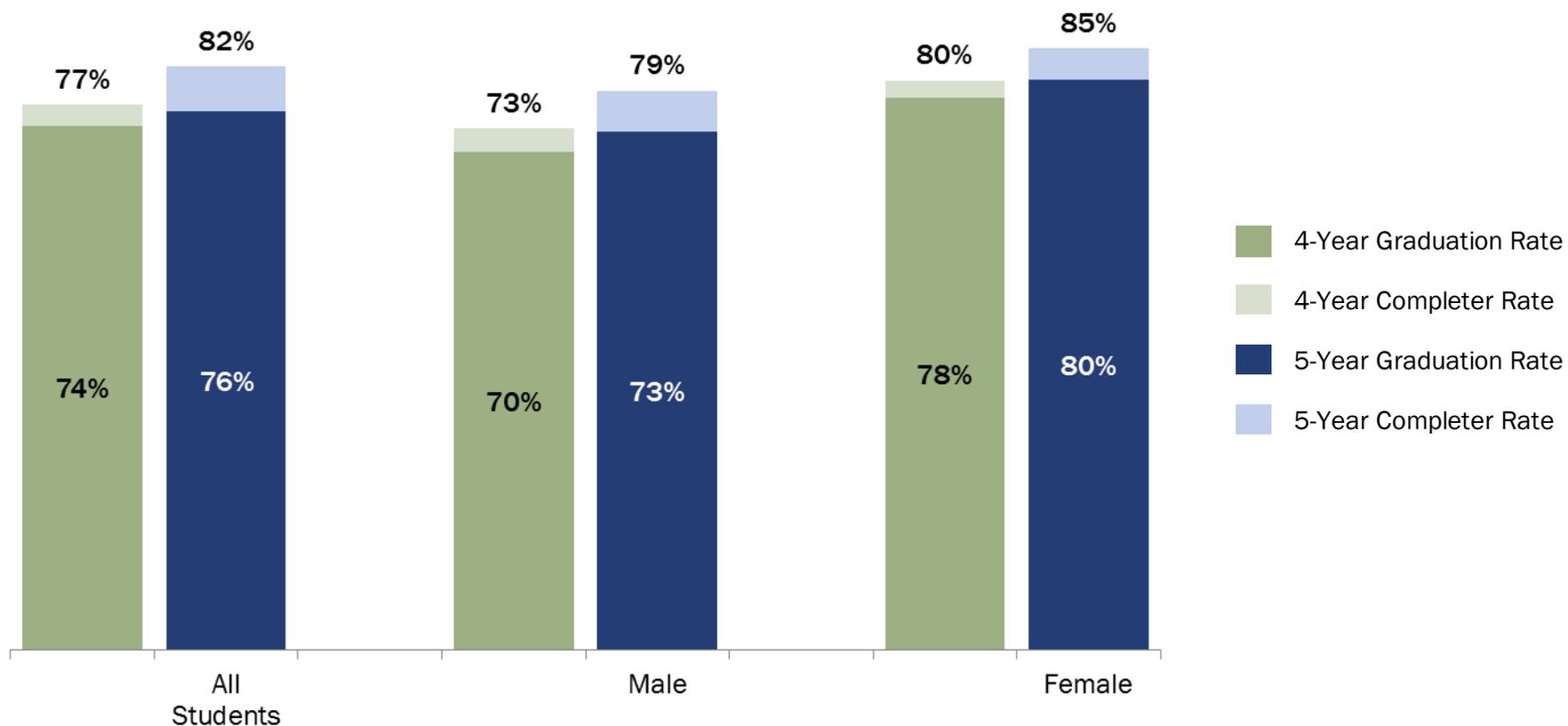
Oregon's High School Completer Rate



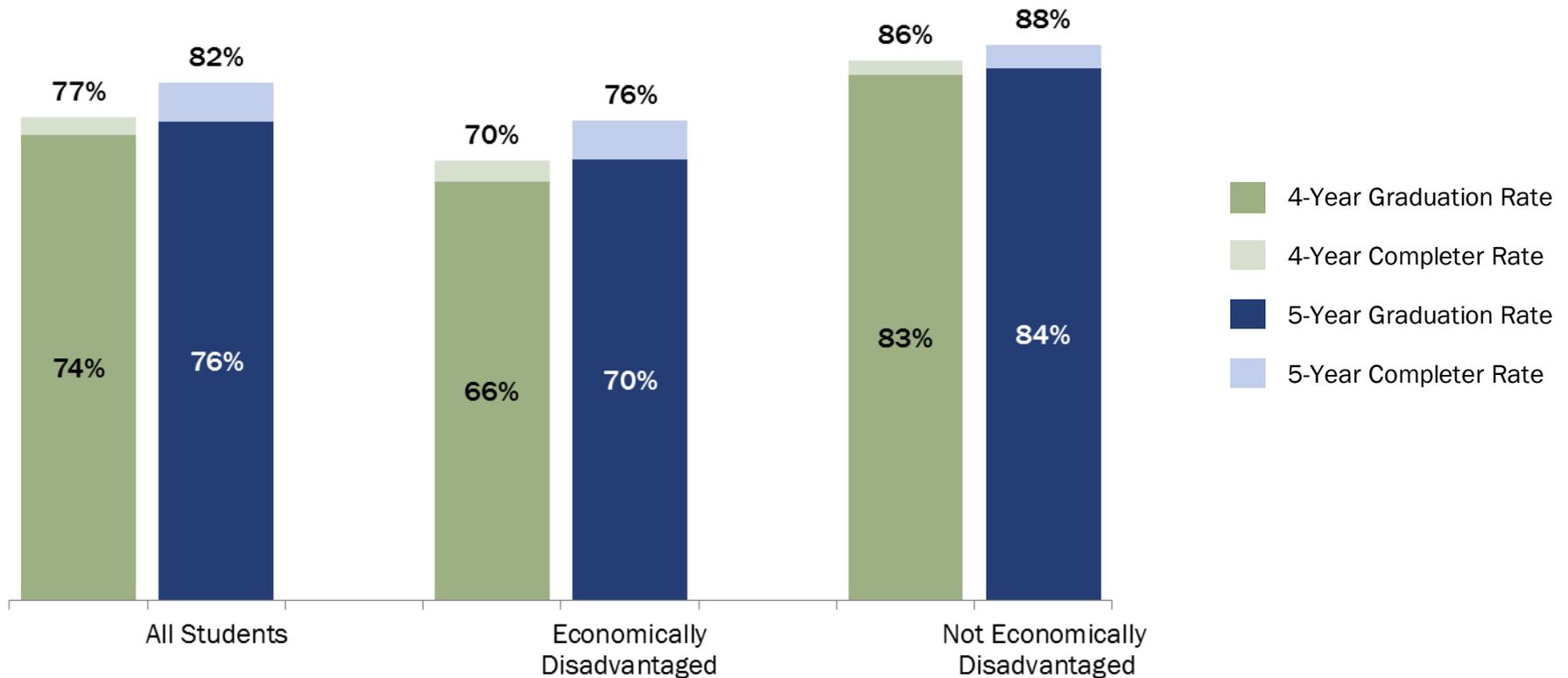
Oregon's Graduation and Completer Rates by Racial/Ethnic Student Groups



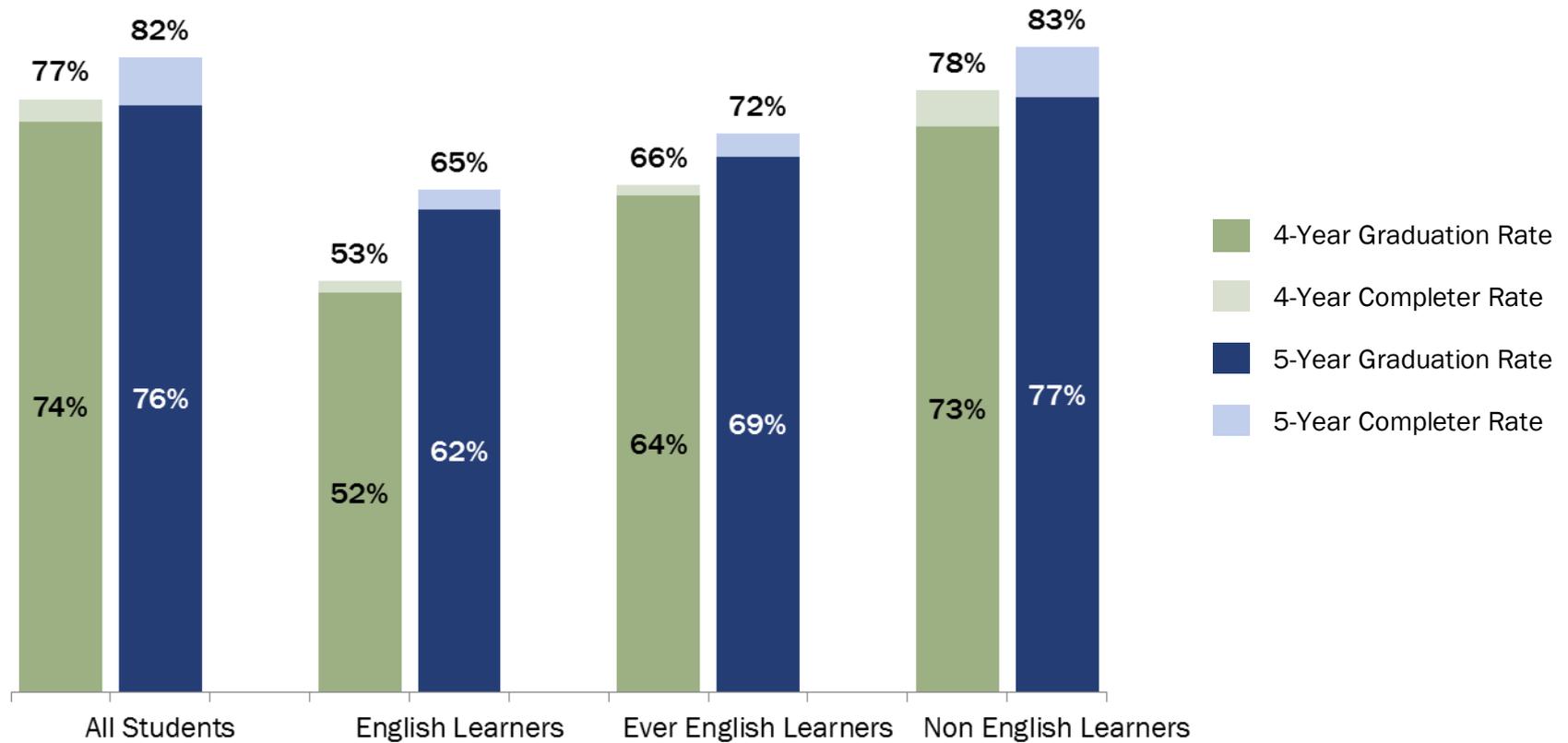
Oregon's Graduation and Completer Rates by Gender



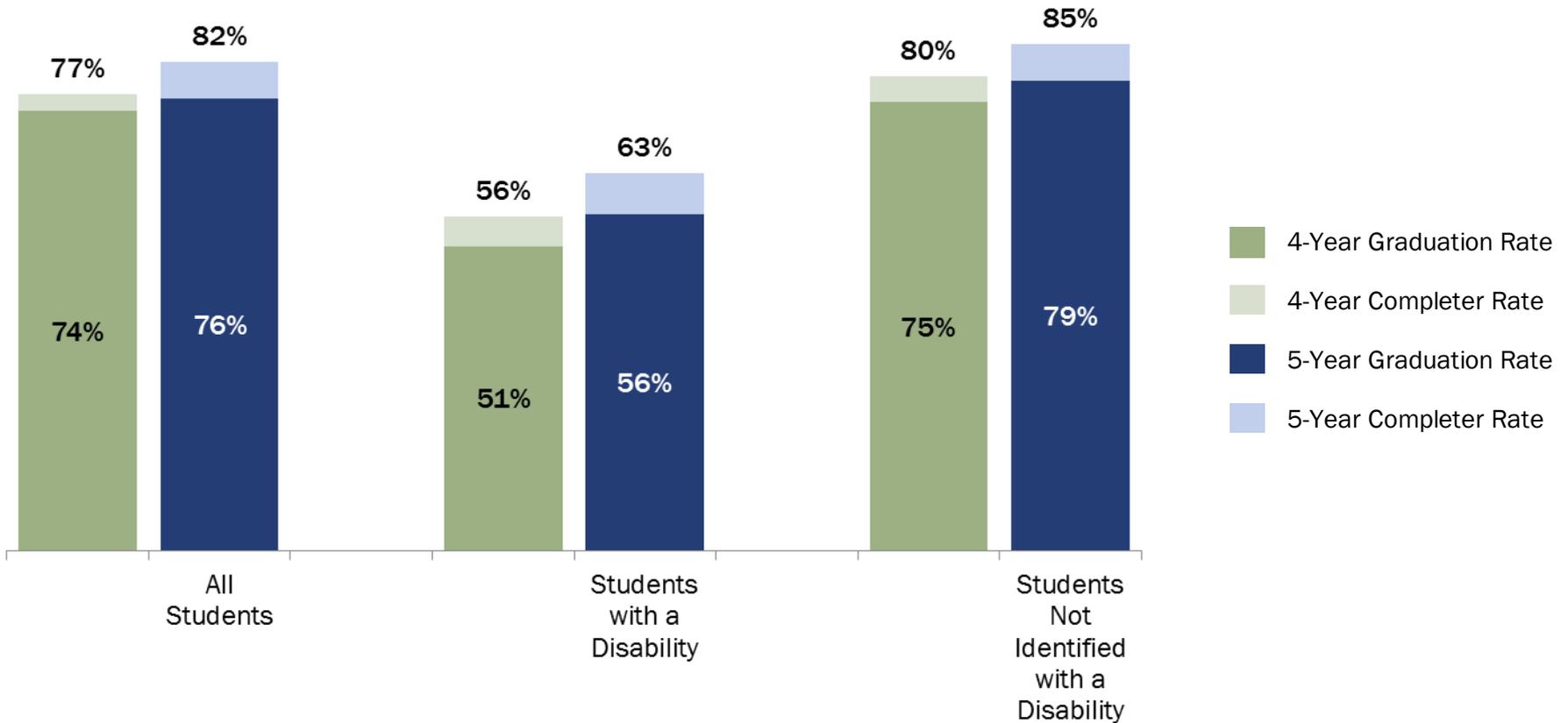
Oregon's Graduation and Completer Rates by Economically Disadvantaged Status



Oregon's Graduation and Completer Rates for English Learners



Oregon's Graduation and Completer Rates for Students with a Disability



Questions

Keeping Students on the Graduation Path

Nettie Legters, Ph.D.

Oregon Board of Education Work Session

March 3, 2016



Metrics



Solutions



Why do students drop out?



- Fade Out
- Pushed Out

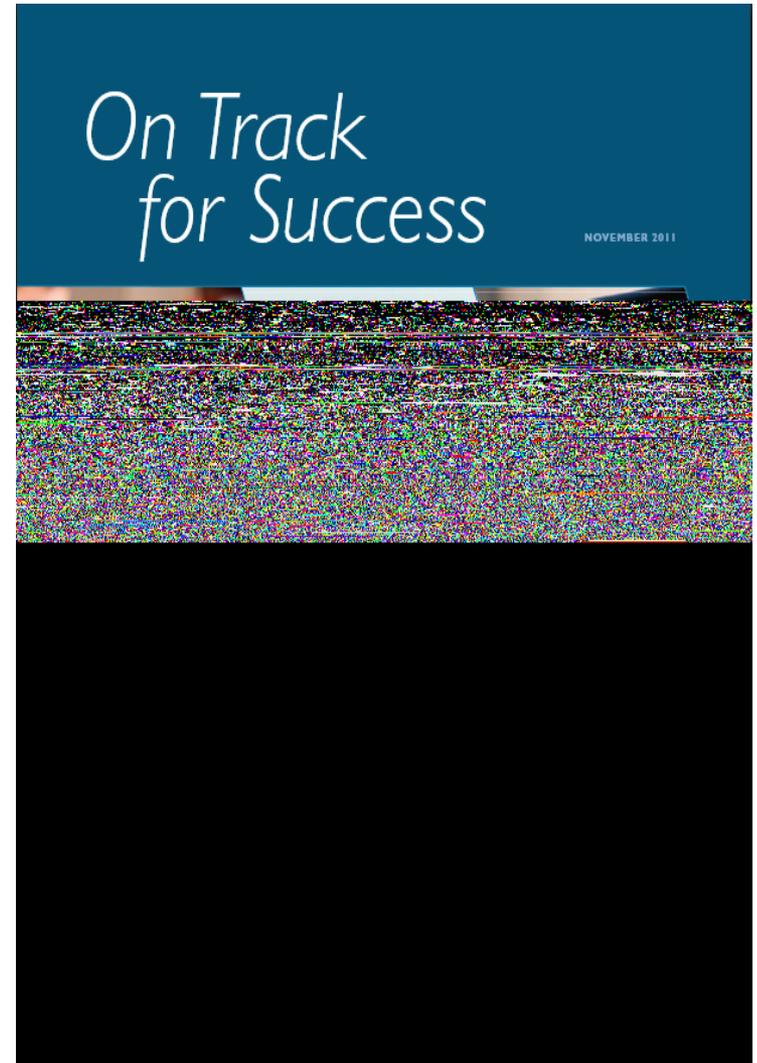
Disconnecting from School

- A Confluence of Factors and Adverse Experiences
- Multi-year Process of Disengagement
- Most Have High Aspirations and Regret Dropping Out
- Relationships Matter Big Time

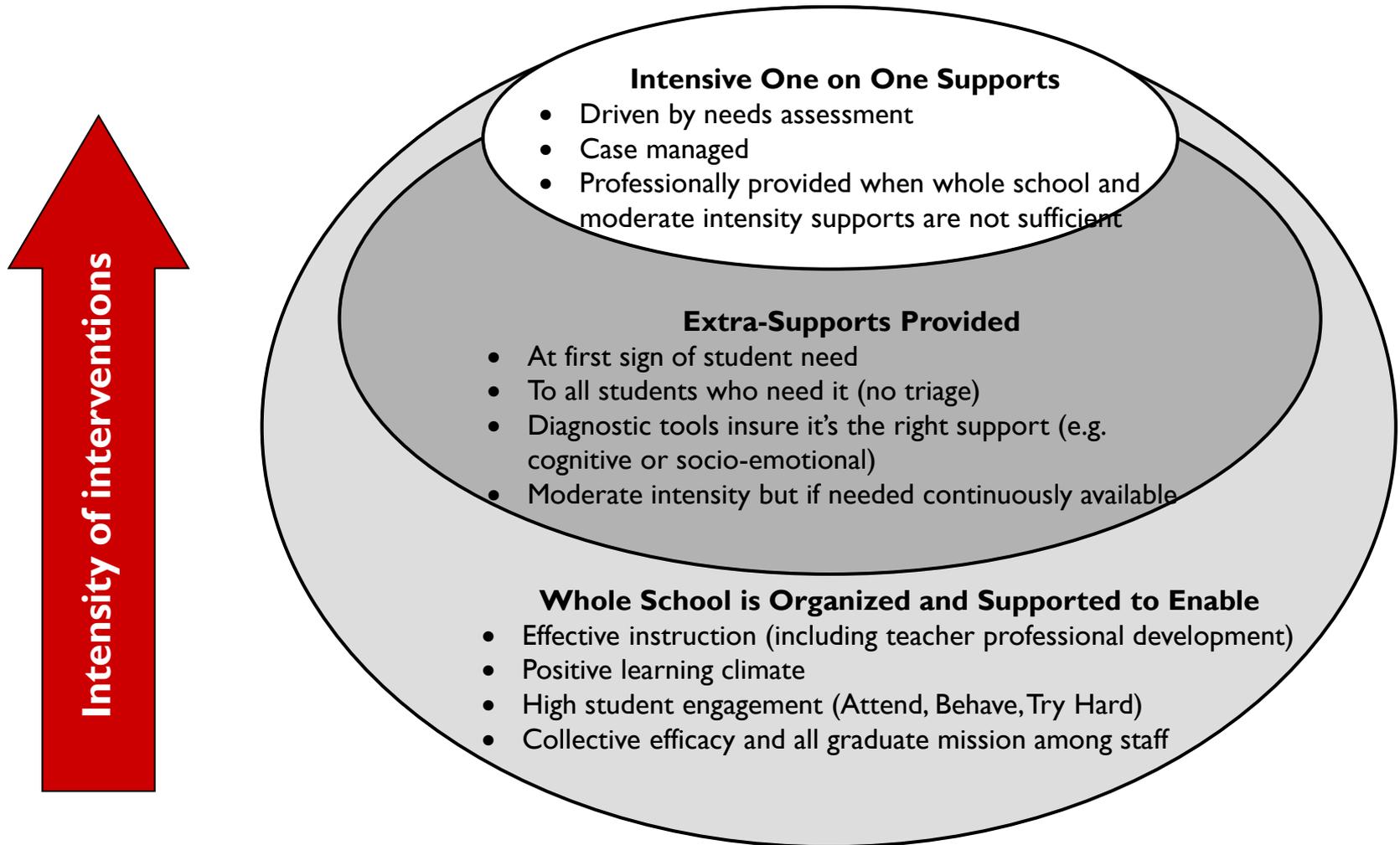
Read: The Silent Epidemic
 Dropouts in America
 Don't Call Them Dropouts
 Don't Quit on Me

Early Alert Systems

- ABC's of Dropout Prevention
 - Attendance
 - Behavior
 - Course Performance
- Identify 50% future dropouts by 6th grade, 75% by 9th



Multi-Tier System of Supports



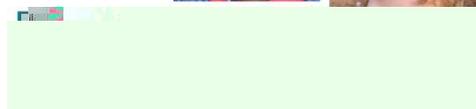
What Can We Do About It?



What are States Doing?

- SLEDS
- Core Standards
- CCR Defined
- Personalized Learning Plans
- College Promise
- Collaboratives
- Counseling Standards
- CTE Focus

IMPLEMENTATION MATTERS



What's Prompting Success?

- While success varies, **common characteristics:**
 - Strong leadership with clear graduation rate goals
 - Multi-sector collaboration
 - Innovation and continuous improvement
 - Technical assistance for evidence-based solutions
 - Raising expectations and increasing student supports

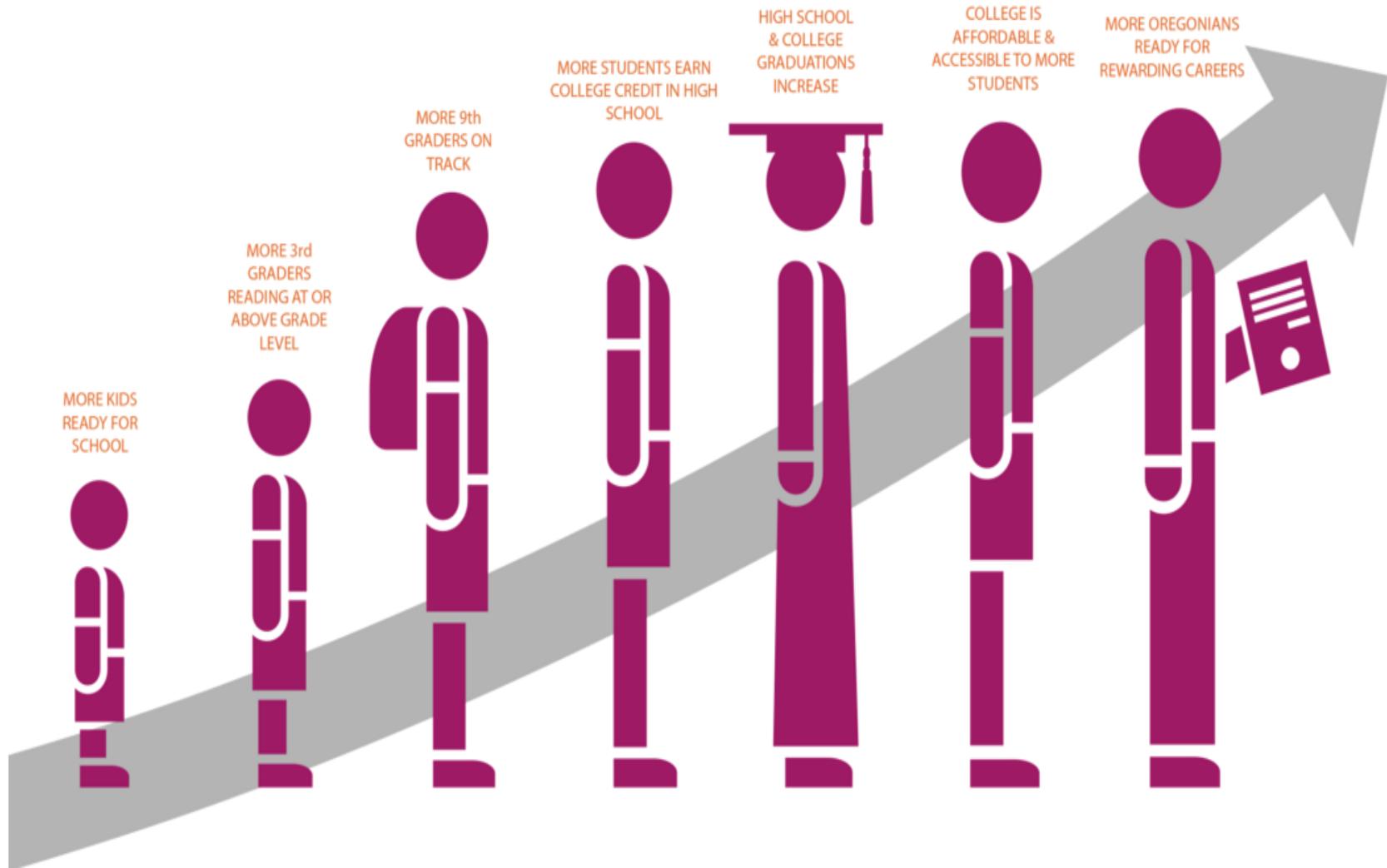


CONTACT

nettie.legters@educationnorthwest.org



Schools Beating The Odds!



West Albany High School

"GRADUATION IS NOT AN OPTION"



Over Arching Goal: 100% graduation Rate

School improvement Goal: We will improve our graduation completion rate for students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school to over 98%.

Counselors / Administration Partnership / Accountability (weekly/monthly meetings, connections to others, F-lists, attendance, letters and phone calls home)

FACT (Linn County Juvenile Department, Linn County Mental Health, Benton County Trillium, housing, transportation, food, etc.)

Attendance Callers (parent volunteers)

8th Grade transition summer school

Academy Program (self-contained classroom for frosh/soph)

FLASH (Freshmen Learning and Seniors Helping)

Dog Teams (Advisory Program all four years)

Study skills classes (frosh/soph and junior/senior)

Proficiency Labs (Math, Social Studies, Foreign Language, and Science, 7th & 8th Period)

Summer School (incompletes and credit recovery)

Odyssey classes during the school day (credit recovery)

Math/Reading/Writing Essentials Skills (intervention classes)

Connections / Activities, Athletics, and Clubs (something for everyone)

AVID (1st year 2 frosh/2 soph)

Bottom line ... It only takes ONE kind caring adult.... To connect them to a web of others....

"GRADUATION IS NOT AN OPTION"



Our job is to teach the students we have.
Not the ones we would like to have.
Not the ones we used to have.
Those we have right now.
All of them.

Dr. Kevin Maxwell



WE *are* TEACHERS

David Douglas High School

A Place Where Connections are Made



**DAVID DOUGLAS
SCHOOL DISTRICT**

Graduation Rate

Recent Graduation Rates		Target Graduation rates			
2010	2011	2012	2013	2014	2015
67%	70%	70%	72%	74%	76%
Actual Graduation Rates		72%	73%	75%	75%
5-Year Completion		76%	81%	86%	-----





A sense of urgency...

How did our graduation rate increase?

- Looked at our data and developed a plan:
 - Created a sense of urgency with our Division Chairs and our staff.
 - Assigned an Assistant Principal to oversee seniors.
 - Targeted the poor attenders – used phone calls, home visits, check-ins and tracked the data.
 - Continued with Credit Retrieval and Night School programs but added Day School.
 - Offered Essential Skills classes for seniors and continued to train teachers to offer Essential Skills opportunities 9 – 12.
 - Required PSAT 9 – 11.
 - Created the Scots Center – full-time staff member, peer tutors and on-duty teachers. Coaches require their athletes to attend Monday, Tuesday, Wednesday.
 - Increased the number of Career Pathway Programs and college credit opportunities.
 - PLT's.
 - Focused a school-wide effort on *Constructing Meaning* strategies (academic language program).
 - Instituted a SUN program and were awarded the 21st Century Grant for after school programming.

The ultimate factor: CONNECTIONS!





Next Steps:

- On-track data
- Keep increasing college credit opportunities
- Attendance, Attendance, and Attendance!

David Douglas High School

1001 SE 135th Avenue

Portland, OR 97233

hs.ddouglas.k12.or.us



John Bier, Principal

(503) 261-8334

College & Career Center

Sarah Dorn, School to Career Coordinator

(503) 261-8339

Counseling Office

Denise Riesenman, Counseling Chair

(503) 261-8370

Contact Information

Oregon's Diploma Requirements

How We Got Here



Successfully complete the **credit requirements**
Demonstrate proficiency in the **Essential Skills**
Meet the **personalized learning requirements**

Michelle Hooper	Cindy Hunt	Cristen McLean
Chief of Staff	Government & Legislative Affairs Manager	Policy Analyst
Oregon Department of Education	Oregon Department of Education	Oregon Department of Education

Diploma Requirements

Adopted in 2007

Credit Requirements

- Increased the number of credits required to 24
- Added credit requirements for Language Arts, mathematics, science, CTE/arts/second language.

Personalized Learning Requirements

- Education Plan and Profile
- Extended Application
- Career-Related Learning Experiences

Essential Skills

- Designed to ensure students are better prepared for college, work, and citizenship.

Implementation:

- Staggered, based on high school entry year.
 - All credit requirements were implemented for Class of 2012.
 - Essential Skills of reading, writing, and math required for Class of 2014.
 - First class having to meet all the new requirements currently in sophomore year in college.

Credit Requirements

SUBJECT	GRADUATING CLASS OF 2012
Math*	3
Science	3
English	4
Arts/Second Language/Career & Technical Ed	3
Social Sciences	3
Physical Education	1
Health	1
Electives	6
Total Credits	24

* Algebra 1 and above.

Personalized Learning Requirements

Education Plan and Profile: Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.

Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

Career-related Learning Experiences: Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.

Essential Skills Requirements

Nine process skills embedded in the academic standards and applied across content areas.

- **Three implemented as graduation requirements** (applied to regular and modified diplomas):
 - Reading, Writing, and Math
- **Six not currently approved for implementation:**
 - Speaking and Listening, Technology Use, Critical Thinking, Civic and Community Engagement, Personal Management and Teamwork, and Global Literacy

Essential Skills Requirements

Nine process skills embedded in the academic standards and applied across content areas.

- **Three implemented as graduation requirements** (applied to regular and modified diplomas):
 - Reading, Writing, and Math
- **Six not currently approved for implementation:**
 - Speaking and Listening, Technology Use, Critical Thinking, Civic and Community Engagement, Personal Management and Teamwork, and Global Literacy

Essential Skills

Cristen McLean	Derek Brown
Policy Analyst	Assistant Superintendent
Oregon Department of Education	Oregon Department of Education

Agenda



- What are the Essential Skills?
- How do students demonstrate proficiency in the required Essential Skills?
- Who is responsible for decision making on the Essential Skills?



What Are the Essential Skills?

Essential Skills

Essential Skills are:

- Process skills that enable students to learn content and apply their knowledge across disciplines; skills that are deemed critical for future success.
- Not new or additional skills; they are embedded in content standards.

ESSENTIAL SKILLS

- Read and comprehend a variety of texts
- Write clearly and accurately
- Apply mathematics in a variety of settings
- Listen actively and speak clearly and coherently
- Use technology to learn, live, and work
- Think critically and analytically
- Demonstrate civic and community engagement
- Demonstrate personal management, and teamwork skills
- Demonstrate global literacy

REQUIRED ESSENTIAL SKILLS

- Read and comprehend a variety of texts
- Write clearly and accurately
- Apply mathematics in a variety of settings

Students are required to demonstrate proficiency in these Essential Skills before they are awarded a regular or modified diploma.

These three have been required since students enrolled in grade 9 in 2010-2011 (4 year graduate, 2013-14).

OAR	Summary
<p>Assessment of Essential Skills (581-22-0615)</p> <p>Adopted June 2008</p>	<p>Establishes:</p> <ul style="list-style-type: none">• Essential Skills graduation requirements (timeline for applying Reading, Writing, and Mathematics to both regular and modified diploma);• Local assessment option requirements; and• Process for determining assessment options and adding Essential Skill graduation requirements (Assessment of Essential Skills Review Panel and State Board of Education roles).
<p>Essential Skills for English Language Learners (581-22-0617)</p> <p>Adopted December 2010, revised January 2016</p>	<p>Allows students who qualify to demonstrate required Essential Skills in their language of origin.</p>



HOW DO STUDENTS DEMONSTRATE PROFICIENCY?

ASSESSMENT CATEGORIES

Students have multiple assessment options (and opportunities) to demonstrate proficiency in the Essential Skills.

Across all assessment categories, the achievement standards represent comparable level of rigor.

Statewide
assessment

Work Samples

Other
standardized
assessment

ASSESSMENT CATEGORY DESCRIPTION

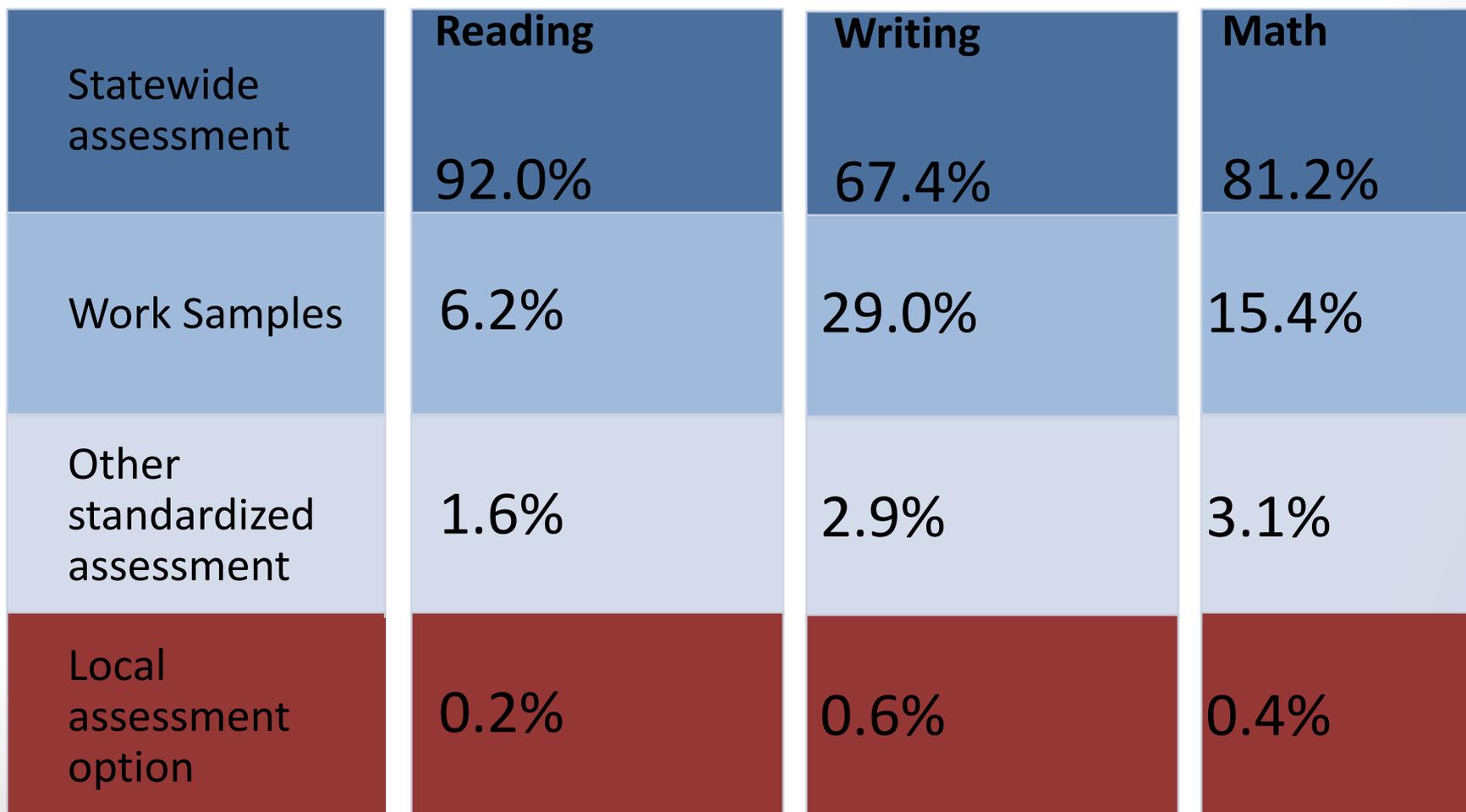
Statewide assessment	Oregon's statewide summative assessment in ELA and math--Smarter Balanced.
Work samples <i>(two required)</i>	Locally administered prompts that students respond to; student work produced in response to the prompt, is scored against the official state scoring guides.
Other standardized assessment	Nationally available standardized assessments, including ACT, PSAT, WorkKeys, some AP and IB exams.
Local assessment option	Districts may develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills, using established professional and technical standards.

LOCAL ASSESSMENT OPTION

Districts that choose this option are required to publish:

- (a) A communication strategy to ensure stakeholders are notified of the district's approach to the local assessment option; and
- (b) Materials written in plain language that contain descriptions of the
 - (A) Purpose of the assessment;
 - (B) Scoring methodology;
 - (C) Method by which students and parents will receive results from the assessment;
 - (D) Criteria for determining student proficiency using the assessment; and
 - (E) Criteria for determining which students will have access to the assessment.

% OF STUDENTS USING ASSESSMENT CATEGORIES



LANGUAGE OF ORIGIN SUPPORTS

	Math	Reading and Writing
<p>Criteria for Accessing Supports</p> <p>Students must meet the following criteria by the end of high school.</p>	<ol style="list-style-type: none"> 1. Be on track to meet all other graduation requirements 2. Unable to demonstrate proficiency in the Essential Skills in English 	<ol style="list-style-type: none"> 1. Be on track to meet all other graduation requirements 2. Unable to demonstrate proficiency in the Essential Skills in English 3. Have been enrolled in a U.S. schools for five years or less 4. Received at least a 3 or greater on the ELPA (does not apply to students pursuing a diploma in 2015-16 school year)
<p>Supports available to students who meet the criteria.</p>	<ul style="list-style-type: none"> • Write his or her response in his or her language of origin 	<ul style="list-style-type: none"> • Receive reading material in his or her language of origin • Write his or her response in his or her language of origin

WHO IS RESPONSIBLE FOR ESSENTIAL SKILL DECISIONS?

Role Engagement

Local Education Agencies	Adopt and determine how to implement Essential Skills policies, including work sample administration and scoring, language of origin supports, record keeping and reporting for student scores.
Assessment of Essential Skills Review Panel	Recommend Essential Skill assessment options, achievement standards, and timeline for phasing in other Essential Skills.
State Board of Education	Review AESRP's recommendation and public comment and adopt Essential Skills assessment options, achievement standards, and timeline for phasing in Essential Skills for the purpose of conferring a regular or modified diploma.

Oregon Department of Education • Facilitate AESRP and State Board engagement. • Develop implementation guidance. • Report on use of assessment categories. • Evaluate policy implementation and impact.

ASSESSMENT OF ESSENTIAL SKILLS REVIEW PANEL (AESRP)

- Appointed by the Superintendent of Public Education
- Meet 3 to 4 times a year
- Includes 20 members across range of roles
 - School and district administration
 - ESD staff
 - Teachers and teacher leaders
 - Business partner
 - Post-secondary instructor

Contact Information

Derek Brown

Assistant Superintendent
derek.brown@state.or.us
503-947-5841

Cristen McLean

Policy Analyst
cristen.mclean@state.or.us
503-947-5842



Oregon Graduation Requirements

Role of The State Board of Education

Salam Noor, Cindy Hunt, & Derek Brown

Exploring the Relationship Between High School Diploma Requirements in Mathematics and College Remediation Rates

by

Derek J. Brown

March 3, 2016

Overview

- Introduction
- Research Questions
- Methods
- Literature
- Results
- Discussion and Conclusions
- Implications

Introduction

- The purpose of this study was to investigate the relationship between the essential skill of math graduation requirement and college remediation
- College readiness is a national phenomenon
 - Approximately 1 in 3 college students require remediation (Skomsvold, 2014)
 - The nation loses \$3.7 billion annually as a result of remediation: \$1.4 billion to provide services, \$2.3 billion in lost earnings (Amos, 2011)
- Oregon graduation requirements – Essential Skills
 - Current diploma requirements adopted in 2007
 - Multiple sources of evidence

Research Questions

- Did the essential skill of math graduation requirement improve remediation rates at Oregon public 4-year postsecondary institutions?
- What is the association between the essential skill of math sources of evidence (OAKS and work samples) and remediation rates at Oregon public 4-year postsecondary institutions?
- What is the impact of the essential skill of math on Oregon public 4-year postsecondary institution remediation rates for students from various demographic backgrounds, including male, female, historically underserved, students with disabilities, English language learners, and economically disadvantaged?

Literature Review

- Defining and measuring college readiness
 - Standardized tests
 - High school course taking and diploma requirements
 - High school GPA
 - Multiple indicators
- Academically prepared for credit-bearing college coursework (Conley, 2008)

Literature Review

- Defining and measuring college remediation
 - Placement tests
 - Variance in policy and practice
 - Core function
- Effects of college remediation
 - Mixed effects relative to persistence, achievement, and degree completion
 - Growing need

Methods

- Logistic regression model
 - Dependent variable: remediation (yes or no)
 - Independent variables: High school class, high school GPA, SAT math score, OAKS math score, essential skill of math source of evidence, demographics
 - Reveals the probability of remediation as independent variables increase/decrease
- Data
 - Higher Education Coordinating Commission
 - Oregon Department of Education

Results

- Data linking
 - 16 comprehensive high schools
 - Four graduating classes (2010, 2012, 2014, 2015)
 - Successfully merged 3,736 cases, 99% match rate
 - Excluded 1,876
 - Final sample: 1,858
- Sample
 - 51% female; 49% male
 - 19% historically underserved
 - 36% economically disadvantaged
 - 1% English language learners
 - 2% students with disabilities

Results

- The logistic regression model identified four significant predictors of the likelihood of remedial enrollment
 - High school class
 - High school GPA
 - SAT math score
 - Gender
- Odds ratios under 1 indicate a negative relationship with dependent variable
- The model explains 31% of the information in the dependent variable
- The model accurately predicts the likelihood of remediation 83% of the time

Results

- Research question #1
 - Membership in classes required to demonstrate proficiency in the essential skill of math was a significant predictor of the likelihood of remediation (OR = .567, $p < .001$)
 - Students in the classes of 2014 and 2015 were 43% *less* likely to be placed in remedial math courses

Results

Remediation Rate Comparison by Membership Group

Graduating Classes	Historically Underserved		Economically Disadvantaged		English Language Learner		Students with Disabilities	
	Yes	No	Yes	No	Yes	No	Yes	No
2010 and 2012	32%	20%	25%	19%	23%	21%	33%	21%
2014 and 2015	29%	13%	22%	13%	18%	16%	28%	16%

Results

- Research question #2
 - Among students in the classes required to demonstrate proficiency in the essential skill of math, only 17 were reported as having met the requirement using work samples
 - The limited number of work samples (1.8%) was not sufficient to create the necessary combinations with other independent variables, and was therefore removed
 - Of note, 9 out of the 17 (53%) enrolled in remedial math courses

Results

- Research question #3
 - Gender was the only demographic variable found to be statistically significant in predicting the likelihood of enrollment in remedial math courses
 - Females were 29% *less* likely (OR = .714, $p = .036$)

Discussion and Conclusions

- Evidence from this study supports the experimental hypothesis, indicating a relationship between the independent variable and the outcome
- Reject the null hypothesis? Not so fast! Beware of Type I errors
- In this case, a significant result does not mean the null hypothesis is incorrect; rather the null hypothesis is highly unlikely (Field, 2013)
- Additional variables may be contributing to improved remediation rates

Discussion and Conclusions

- Among students included in this sample, 1.8% used work samples to meet the essential skill of math requirement
- The state average was 14% in 2014, and 15% in 2015
- Students attending 4-year institutions appear far less likely to have met the requirement using work samples
- Remediation rates have improved for all students, although some appear to benefit more than others

Implications

- Implications for practitioners
 - Adequate opportunity to learn
 - Alignment of instruction, standards, and assessments
 - Culturally responsive supports
- Implications for policymakers
 - Deeper examination of policy implementation and additional supports
 - State level assessment literacy program
 - High school GPA as a source of evidence

Other Considerations

- Limitations
 - Convenience sample
 - Inconsistent opportunity to learn (Common Core)
 - Inconsistent implementation (graduation requirements)
 - Variance in remediation policies and practices
- Suggestions for future study
 - Include 2-year institutions
 - Consider regional element
 - Examine districts with higher work sample utilization

Every Student Succeeds Act

What's Possible

Salam Noor

Wrap- UP

Thank you!