Graduation Work Session

March 3, 2016
<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 PM</td>
<td>Welcome &amp; Introductions –Salam Noor &amp; Miranda Summer</td>
</tr>
<tr>
<td>1:10 PM</td>
<td>40-40-20 Educational Goals—Salam Noor</td>
</tr>
<tr>
<td>1:20 PM</td>
<td>Graduation Rates: National &amp; Oregon Specific Data—Chelsea Clinton</td>
</tr>
<tr>
<td>1:50 PM</td>
<td>National Graduation Research—Nettie Letgers</td>
</tr>
<tr>
<td>2:15 PM</td>
<td>Schools Beating the Odds—Woodburn SD, David Douglas SD, &amp; West Albany High School</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 PM</td>
<td>Oregon’s Graduation Requirements: How We Got Here—Michelle Hooper, Cindy Hunt, &amp; Cristen Mclean</td>
</tr>
<tr>
<td>3:45 PM</td>
<td>Oregon’s Graduation Requirements: Role of the State Board of Education—Salam Noor, Derek Brown &amp; Cindy Hunt</td>
</tr>
<tr>
<td>4:30 PM</td>
<td>Every Student Succeeds Act: What’s Possible—Salam Noor</td>
</tr>
<tr>
<td>4:50- 5:00 PM</td>
<td>Wrap-up &amp; End—Miranda Summer</td>
</tr>
</tbody>
</table>
Oregon Progress towards 40-40-20
Attainment by Adults Ages 25-64

Post-secondary attainment rose by 2% over the last three years.

Source: Chief Education Office analysis of the American Community Survey
The Education Pathway
Where the Oregon public high school class of 2006* went over the next nine years

* Sophomores in 2003–04

41,655 sophomores

76% graduate high school

63% enroll in postsecondary education

28% receive post-secondary credentials by age 25

28% enroll in 4-yr programs

22% 4-yr degree

5% 2-yr degree

1% certificate

35% enroll in 2-yr programs

48% HS diploma

20% H.S. diploma holders who do not go further

14–17% complete a GED

7–10% obtain no credential

24% do not hold an Oregon public high school diploma

Legend:
- 4-yr program/degree
- High school diploma
- 2-yr program/degree
- GED

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

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

<table>
<thead>
<tr>
<th>13,202</th>
</tr>
</thead>
<tbody>
<tr>
<td>sophomores</td>
</tr>
</tbody>
</table>

62.3% graduate high school

45.0% enroll in postsecondary education

11.6% enroll in 4-yr programs

33.4% enroll in 2-yr programs

26.3% H.S. diploma holders who do not go further

12.5% receive post-secondary credentials by age 25

8.1% 4-yr degree

4.3% 2-yr degree

0.1% certificate

51.1% HS diploma

36.4% GED or no credential

37.7% do not hold an Oregon public high school diploma

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

28,453
sophomores

79.6%
graduate high school

70.9%
enroll in postsecondary education

31.6%
enroll in 4-yr programs

39.3%
enroll in 2-yr programs

16.5%
H.S. diploma holders who do not go further

34.2%
receive post-secondary credentials by age 25

28.3%
4-yr degree

5.8%
2-yr degree

0.1%
certificate

46.8%
HS diploma

19.0%
GED or no credential

20.4%
do not hold an Oregon public high school diploma
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

[Bar chart showing graduation rates for different states, with values ranging from District of Columbia at 72.0% to New Hampshire at 90.5%]

Office of Research and Data Analysis
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

Graduation Rate

High School Entry Year


66.2% 66.4% 67.7% 68.4% 68.7% 68.0% 68.6%

69.1% 70.9% 72.4% 73.2% 73.8% 73.8% 73.8%

75.9% 76.5%

4 Year Prior Method

4 Year Current Method

5 Year Prior Method

5 Year Current Method

Office of Research and Data Analysis

Department of Oregon Education
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 Graduation and Completer Rates by Racial/Ethnic Student Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>4-Year Graduation Rate</th>
<th>4-Year Completer Rate</th>
<th>5-Year Graduation Rate</th>
<th>5-Year Completer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>77%</td>
<td>82%</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>55%</td>
<td>59%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Black</td>
<td>64%</td>
<td>67%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>63%</td>
<td>63%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>67%</td>
<td>71%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>73%</td>
<td>77%</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>White</td>
<td>79%</td>
<td>84%</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>Asian</td>
<td>88%</td>
<td>91%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>
Oregon’s Graduation and Completer Rates by Gender

- All Students:
  - 4-Year Graduation Rate: 77%
  - 4-Year Completer Rate: 74%
  - 5-Year Graduation Rate: 76%
  - 5-Year Completer Rate: 70%

- Male:
  - 4-Year Graduation Rate: 79%
  - 4-Year Completer Rate: 73%
  - 5-Year Graduation Rate: 80%
  - 5-Year Completer Rate: 78%

- Female:
  - 4-Year Graduation Rate: 82%
  - 4-Year Completer Rate: 85%
  - 5-Year Graduation Rate: 80%
  - 5-Year Completer Rate: 80%

Legend:
- Green: 4-Year Graduation Rate
- Light Green: 4-Year Completer Rate
- Blue: 5-Year Graduation Rate
- Light Blue: 5-Year Completer Rate
Oregon’s Graduation and Completer Rates by Economically Disadvantaged Status

<table>
<thead>
<tr>
<th></th>
<th>4-Year Graduation Rate</th>
<th>4-Year Completer Rate</th>
<th>5-Year Graduation Rate</th>
<th>5-Year Completer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>77%</td>
<td>76%</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>70%</td>
<td>66%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Not Economically Disadvantaged</td>
<td>86%</td>
<td>83%</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Legend:
- Green: 4-Year Graduation Rate
- Light Green: 4-Year Completer Rate
- Blue: 5-Year Graduation Rate
- Light Blue: 5-Year Completer Rate
Oregon’s Graduation and Completer Rates for English Learners

<table>
<thead>
<tr>
<th>Category</th>
<th>4-Year Graduation Rate</th>
<th>4-Year Completer Rate</th>
<th>5-Year Graduation Rate</th>
<th>5-Year Completer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>74%</td>
<td>76%</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>English Learners</td>
<td>53%</td>
<td>62%</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>Ever English Learners</td>
<td>64%</td>
<td>69%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Non English Learners</td>
<td>73%</td>
<td>77%</td>
<td>83%</td>
<td>83%</td>
</tr>
</tbody>
</table>
Oregon’s Graduation and Completer Rates for Students with a Disability

<table>
<thead>
<tr>
<th>Category</th>
<th>4-Year Graduation Rate</th>
<th>4-Year Completer Rate</th>
<th>5-Year Graduation Rate</th>
<th>5-Year Completer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>77%</td>
<td>74%</td>
<td>82%</td>
<td>76%</td>
</tr>
<tr>
<td>Students with a Disability</td>
<td>56%</td>
<td>51%</td>
<td>63%</td>
<td>56%</td>
</tr>
<tr>
<td>Students Not Identified with a Disability</td>
<td>80%</td>
<td></td>
<td>85%</td>
<td></td>
</tr>
</tbody>
</table>
Questions
Keeping Students on the Graduation Path

Nettie Legters, Ph.D.
Oregon Board of Education Work Session
March 3, 2016
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

**Whole School is Organized and Supported to Enable**
- Effective instruction (including teacher professional development)
- Positive learning climate
- High student engagement (Attend, Behave, Try Hard)
- Collective efficacy and all graduate mission among staff

**Extra-Supports Provided**
- At first sign of student need
- To all students who need it (no triage)
- Diagnostic tools insure it's the right support (e.g. cognitive or socio-emotional)
- Moderate intensity but if needed continuously available

**Intensive One on One Supports**
- Driven by needs assessment
- Case managed
- Professionally provided when whole school and moderate intensity supports are not sufficient

**Intensity of interventions**
What Can We Do About It?

mindfulness

transition supports

ACTIVE learning

free college

competency-based LEARNING

blended learning

interdisciplinary LEARNING

MINDSETS

partnerships

SMALL learning communities

21st century SKILLS

early alert SYSTEMS

NO CLASSROOMS

CTE pathways

college knowledge

TIERED SOCIAL SUPPORTS

service learning

professional learning communities

work-based LEARNING

restorative JUSTICE

mentoring

TIERED ACADEMIC SUPPORTS
What are States Doing?

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

I THINK YOU SHOULD BE MORE SPECIFIC HERE IN STEP TWO
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!

- More kids ready for school
- More 3rd graders reading at or above grade level
- More 9th graders on track
- More students earn college credit in high school
- High school & college graduations increase
- College is affordable & accessible to more students
- More Oregonians ready for rewarding careers
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
David Douglas High School
A Place Where Connections are Made
# Graduation Rate

## Recent Graduation Rates vs. Target Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Recent Graduation Rates</th>
<th>Target Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>67%</td>
<td>70%</td>
</tr>
<tr>
<td>2011</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>2012</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>2013</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td>76%</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Actual Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>72%</td>
</tr>
<tr>
<td>2011</td>
<td>73%</td>
</tr>
<tr>
<td>2012</td>
<td>75%</td>
</tr>
<tr>
<td>2013</td>
<td>75%</td>
</tr>
</tbody>
</table>

## 5-Year Completion

<table>
<thead>
<tr>
<th>Year</th>
<th>5-Year Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>76%</td>
</tr>
<tr>
<td>2011</td>
<td>81%</td>
</tr>
<tr>
<td>2012</td>
<td>86%</td>
</tr>
<tr>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
</tr>
</tbody>
</table>
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
Oregon’s Diploma Requirements
How We Got Here

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

<table>
<thead>
<tr>
<th>Michelle Hooper</th>
<th>Cindy Hunt</th>
<th>Cristen McLean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief of Staff</td>
<td>Government &amp; Legislative Affairs Manager</td>
<td>Policy Analyst</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>Oregon Department of Education</td>
<td>Oregon Department of Education</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADUATING CLASS OF 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math*</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Arts/Second Language/Career &amp; Technical Ed</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>Cristen McLean</th>
<th>Derek Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Analyst</td>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>Oregon Department of Education</td>
</tr>
</tbody>
</table>
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 2010-201 (4 year graduate, 2013-14).
## OARs

<table>
<thead>
<tr>
<th>OAR</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment of Essential Skills (581-22-0615)</strong></td>
<td>Establishes:</td>
</tr>
<tr>
<td><strong>Adopted June 2008</strong></td>
<td>• Essential Skills graduation requirements (timeline for applying Reading, Writing, and Mathematics to both regular and modified diploma);</td>
</tr>
<tr>
<td></td>
<td>• Local assessment option requirements; and</td>
</tr>
<tr>
<td></td>
<td>• Process for determining assessment options and adding Essential Skill graduation requirements (Assessment of Essential Skills Review Panel and State Board of Education roles).</td>
</tr>
<tr>
<td><strong>Essential Skills for English Language Learners (581-22-0617)</strong></td>
<td>Allows students who qualify to demonstrate required Essential Skills in their language of origin.</td>
</tr>
<tr>
<td><strong>Adopted December 2010, revised January 2016</strong></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Statewide assessment</th>
<th>Oregon’s statewide summative assessment in ELA and math—Smarter Balanced.</th>
</tr>
</thead>
</table>
| Work samples  
(two required)  | 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. |
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.
<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide assessment</td>
<td>92.0%</td>
<td>67.4%</td>
<td>81.2%</td>
</tr>
<tr>
<td>Work Samples</td>
<td>6.2%</td>
<td>29.0%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Other standardized assessment</td>
<td>1.6%</td>
<td>2.9%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Local assessment option</td>
<td>0.2%</td>
<td>0.6%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>
# LANGUAGE OF ORIGIN SUPPORTS

<table>
<thead>
<tr>
<th>Criteria for Accessing Supports</th>
<th>Math</th>
<th>Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must meet the following criteria by the end of high school.</td>
<td>1. Be on track to meet all other graduation requirements</td>
<td>1. Be on track to meet all other graduation requirements</td>
</tr>
<tr>
<td></td>
<td>2. Unable to demonstrate proficiency in the Essential Skills in English</td>
<td>2. Unable to demonstrate proficiency in the Essential Skills in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Have been enrolled in a U.S. schools for five years or less</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Received at least a 3 or greater on the ELPA (does not apply to students pursuing a diploma in 2015-16 school year)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supports available to students who meet the criteria.</th>
<th>• Write his or her response in his or her language of origin</th>
<th>• Receive reading material in his or her language of origin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Write his or her response in his or her language of origin</td>
</tr>
</tbody>
</table>
WHO IS RESPONSIBLE FOR ESSENTIAL SKILL DECISIONS?
<table>
<thead>
<tr>
<th>Role</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Education Agencies</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Assessment of Essential Skills Review Panel</strong></td>
<td>Recommend Essential Skill assessment options, achievement standards, and timeline for phasing in other Essential Skills.</td>
</tr>
<tr>
<td><strong>State Board of Education</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

**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
  • 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
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 the 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*

<table>
<thead>
<tr>
<th>Graduating Classes</th>
<th>Historically Underserved</th>
<th>Economically Disadvantaged</th>
<th>English Language Learner</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2010 and 2012</td>
<td>32%</td>
<td>20%</td>
<td>25%</td>
<td>19%</td>
</tr>
<tr>
<td>2014 and 2015</td>
<td>29%</td>
<td>13%</td>
<td>22%</td>
<td>13%</td>
</tr>
</tbody>
</table>
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!