



African American/Black Student Success Plan Advisory Group Meeting

Oregon Department of Education
January 8, 2016 | 9:00 a.m. – 2:00 p.m.



DEPARTMENT OF
EDUCATION





Welcome

Co-chair Joyce Harris

Co-chair Charles McGee



Old Business

- Review 11/17 Meeting Minutes
- Review 12/4 Meeting Minutes
- Progress Report



Resource Team Meetings

Early Childhood to Kindergarten

Kindergarten to 3rd Grade

4th Grade to Middle School Transitions

9th to 12th Grade

Higher Education




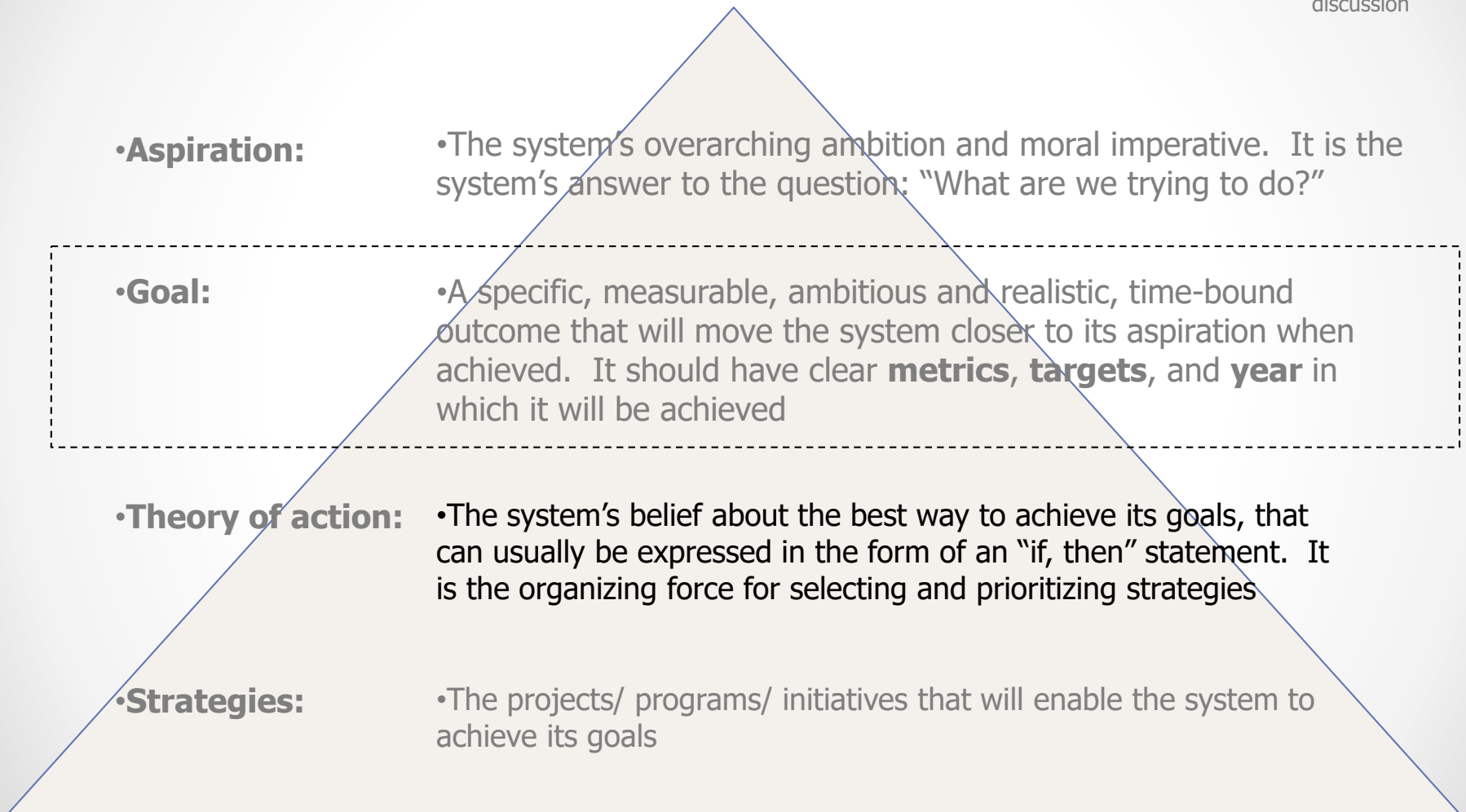


Delivery Planning Resources




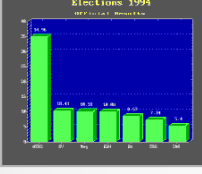

1. Define the goal and metrics

Goals support the overall aspiration

 •Focus of today's discussion



Goals must be “SMART”

	Specific	<ul style="list-style-type: none">• Does it have a clear definition?• Is it straightforward to understand?• Can it be easily generated without complex calculations?
	Measurable	<ul style="list-style-type: none">• Is it easy to measure? Do people agree on measurement?• Do we have or can we collect the data required?• Can it be benchmarked against outside data?
	Ambitious	<ul style="list-style-type: none">• Does the target feel like a “stretch” from the current level of performance?• Will it inspire your system to rise to a new challenge?
	Realistic	<ul style="list-style-type: none">• Is it connected to the strategy?• Are there benchmarks that suggest a target like this has been achieved elsewhere?
	Timely	<ul style="list-style-type: none">• Does it have a clear deadline?• Can it be measured at a frequency that will allow us to solve problems and track success?

Typical anatomy of a goal

•Definition

•Illustrative Example

• Goal:	•Clear, concise statement of what you are trying to do	•Increase the number of students who graduate college-ready
• Metric(s):	•Measure(s) by which you will determine success	•% of system graduates who require remediation in college for Math
• Target(s):	••The number you are aiming for – one for each metric	•10%
• Year:	•When the goal will be accomplished/ target reached	•Fall 2016

In Louisiana, they aligned their goals with specific goals spanning from early childhood to college and career readiness

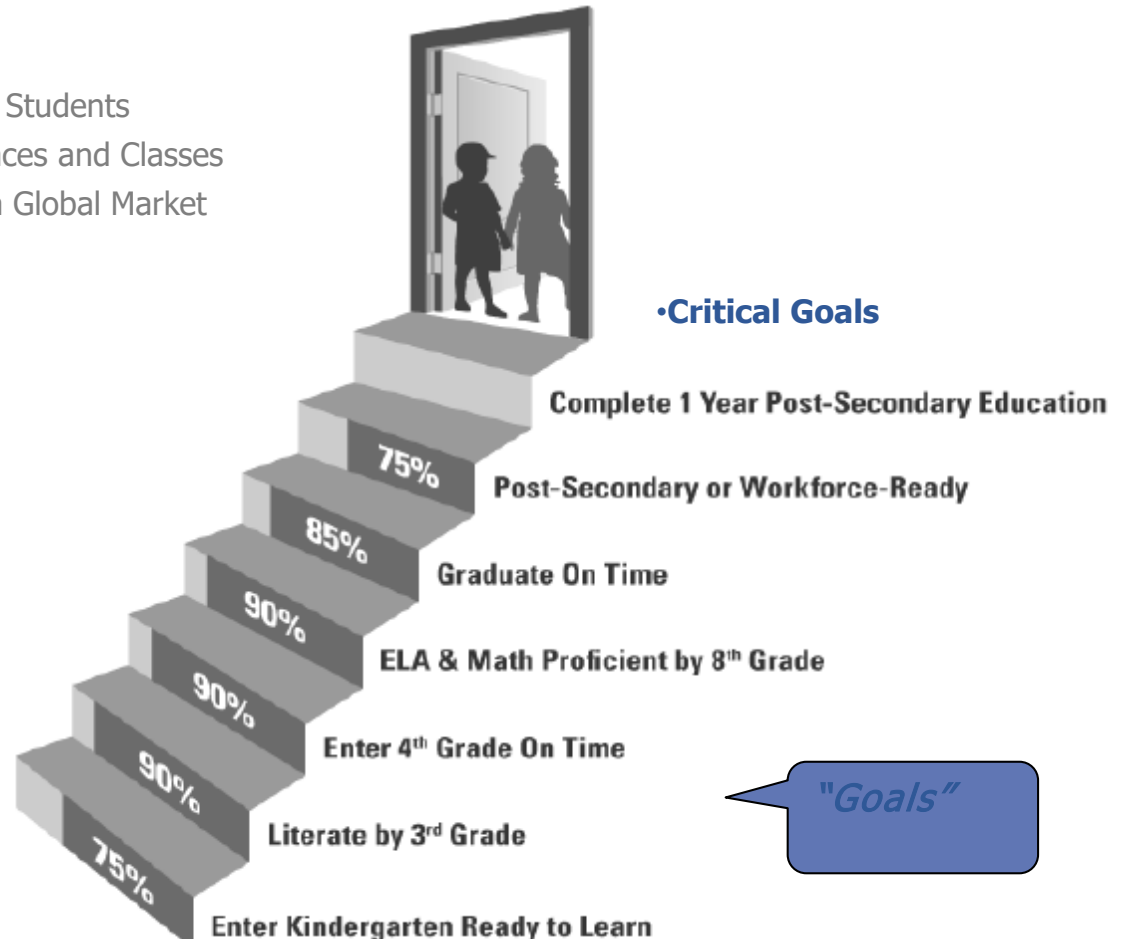
•Vision

- Create a World-Class Education System for All Students in Louisiana

•Mission

- Ensure Higher Academic Achievement for All Students
- Eliminate the Achievement Gaps Between Races and Classes
- Prepare Students to be Effective Citizens in a Global Market

"Aspiration"



Massachusetts has a guiding aspiration, 6 priority goals, and....

•Aspiration:

•Strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps.

•Goals:

•Improve **Grade 3** student achievement in **literacy** to prepare students for all further academic study from grade 4 onward and ultimately to improve college and career readiness.

•Improve **Grade 8 Mathematics** student achievement to prepare students for further academic study and success in high school mathematics and ultimately to improve students' readiness for college and careers.

•Prepare students to succeed in entry level **college** credit-bearing courses and for entry level jobs with **career** opportunities.

• Improve the **effectiveness of administrators and teachers** across the state, particularly in the 61 Level 3 and 4 districts.

•**Turn around** underperforming schools and districts so that all students have access to high-quality learning opportunities that prepare them for successful futures.

•Provide tools along with a technical and cultural environment that informs policies and decisions to support effective **data use** towards improving student achievement.

...2 to 3 metrics with targets and target year for each goal

•Grade 3 Literacy Example

- Goal:**
 - Improve **Grade 3** student achievement in **literacy** to prepare students for all further academic study from grade 4 onward and ultimately to improve college and career readiness.

•**Metrics:**

•Overall 3rd grade Reading Composite Performance Index (CPI)

•CPI for any student identified as high-needs

•% scoring *Advanced* on the grade 3 MCAS reading comprehension test

•**Targets:**

•88.8
•*(from 85.8 in 2010)*

•80.1
•*(from 76.1)*

•18
•*(from 14.3)*

•**Year:**

•2013-14

•2013-14

•2013-14

Example: Massachusetts' approach to connecting it's aspiration to clear goals, target metrics, and strategies

•Aspiration: •The mission of the Massachusetts Board of Elementary and Secondary Education is to strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps.

•Goal: •Improve Grade 3 student achievement in literacy to prepare students for all further academic study from grade 4 onward and ultimately to improve college and career readiness.

MA has 6 priority goals that support the aspiration

▪ Metric	•Overall 3rd grade Reading Composite Performance Index (CPI)	•CPI for any student identified as high-needs	•% scoring <i>Advanced</i> on the grade 3 MCAS reading comprehension test
▪ Target	•88.8 (from 85.8 in 2010)	•80.1 (from 76.1)	•18 (from 14.3)
▪ Year	•2013-14	•2013-14	•2013-14

- Strategies**
- Creating and Implementing Model Curricula and Assessments
 - Establishing a Tiered System of Support
 - Providing research-based PD
 - Expand literacy networks
 - Targeting grants

Objective for today is for you to agree on:

•Goal: *Clearly defined goal*

▪ Metric *With 1-3 key metrics*

▪ Target *A target for each metric*

▪ Year *And a target year*

Determine metrics and targets

What	How	Materials	Time
<ul style="list-style-type: none"> ▪ Clarify language for goal 	<ul style="list-style-type: none"> ▪ Group discussion 		<ul style="list-style-type: none"> ▪ 10 minutes
<ul style="list-style-type: none"> ▪ Confirm target year 	<ul style="list-style-type: none"> ▪ Group discussion 		<ul style="list-style-type: none"> ▪ 5 minutes
<ul style="list-style-type: none"> ▪ Brainstorm potential metrics for each goal 	<ul style="list-style-type: none"> ▪ Group discussion 		<ul style="list-style-type: none"> ▪ 10 minutes
<ul style="list-style-type: none"> ▪ For each goal, identify: <ul style="list-style-type: none"> — 1-3 metrics, — Targets, and/or — Specific next steps to refine/ determine targets (e.g., benchmarking) 	<ul style="list-style-type: none"> ▪ Small groups 	<ul style="list-style-type: none"> ▪ Benchmarks from other states ▪ Oklahoma data ▪ Cards ▪ Markers 	<ul style="list-style-type: none"> ▪ 25 minutes
<ul style="list-style-type: none"> ▪ Refine/ agree as a group 	<ul style="list-style-type: none"> ▪ Group discussion 		<ul style="list-style-type: none"> ▪ 20 minutes

Brown paper

•Goal:



▪ Metric



▪ Target



▪ Year





Lunch

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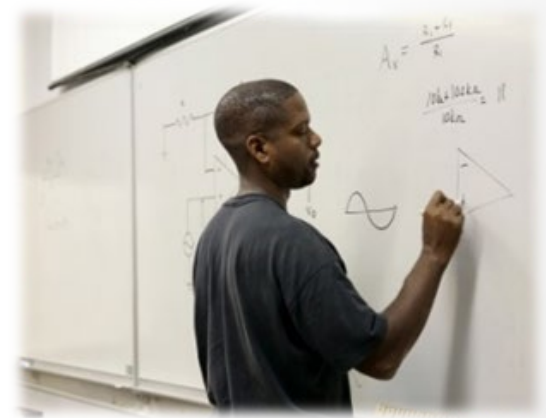
Higher Education



Public Testimony

Wrap-up and Next Steps

- Next meeting: Friday, February 5, 2016 from 9-2 at ODE, Room 251A/B
- Community Engagement Meetings
- Teacher Equity Report
- Meet in Resource Teams
continue discussion about metrics



Thank you.