

OREGON EDUCATION INVESTMENT BOARD

Equity and Partnerships Subcommittee

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Julia Brim-Edwards, Mathew Donegan, Samuel Henry, Harriett Adair, Janet Dougherty-Smith



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VAANDERING

DICK WHITNELL

Chief Education Officer
DR. NANCY GOLDEN

Nov. 5, 2014

8:30am – 10:30am

NorthWest Health Foundation

221 NW 2nd Ave., #300

Portland, OR 97209

Call-In Number (888) 204-5984

Participant Code: 992939

AGENDA

- 1.0 Welcome & Review of Agenda**
Nichole Maher, Chair, Equity and Partnerships Subcommittee
- 2.0 Report on GED Proposal Progress**
Shadiin Garcia, Deputy Director of Research and Policy, OEIB
Scott Salesses, GED State Relationship Manager
- 3.0 Oregon Special Education Data – Race/Ethnicity and Identification**
Peter Tromba, Director of Research and Policy, OEIB
- 4.0 Special Education Research Workgroup**
Shadiin Garcia, Deputy Director of Research and Policy, OEIB
- 5.0 2014 – 2015 Work Plan**
Peter Tromba, Director of Research and Policy, OEIB
- 6.0 Public Testimony**

All meetings of the Oregon Education Investment Board and its subcommittees are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact board staff 24 hours prior to the meeting. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

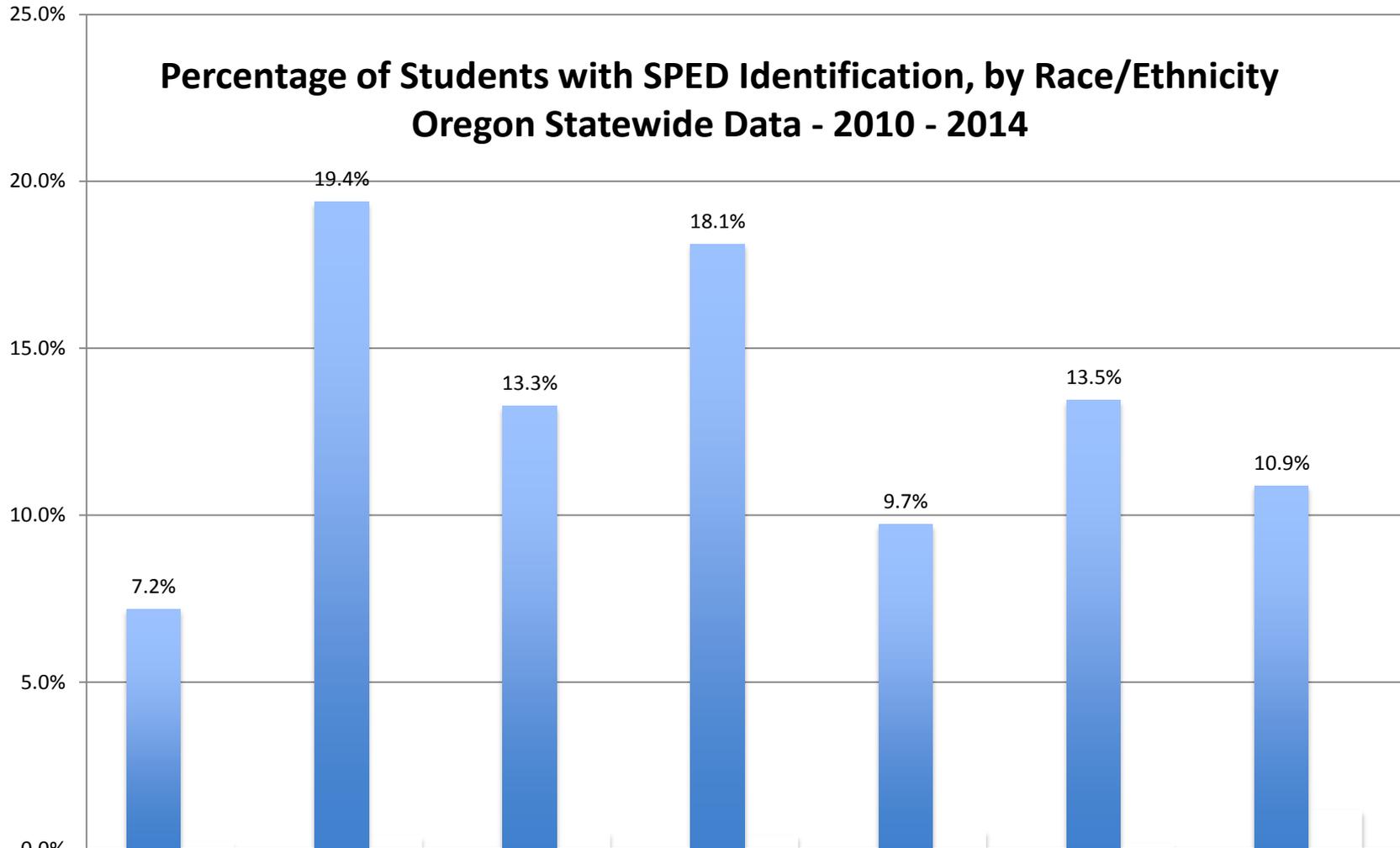
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Version. 1: 10/29/14

Equity in Special Education. Race and Ethnicity Represented in Each Disability Type

Oregon Statewide Data 2010 – 2014
Equity and Partnerships Subcommittee
Oregon Education Investment Board
November 5, 2014

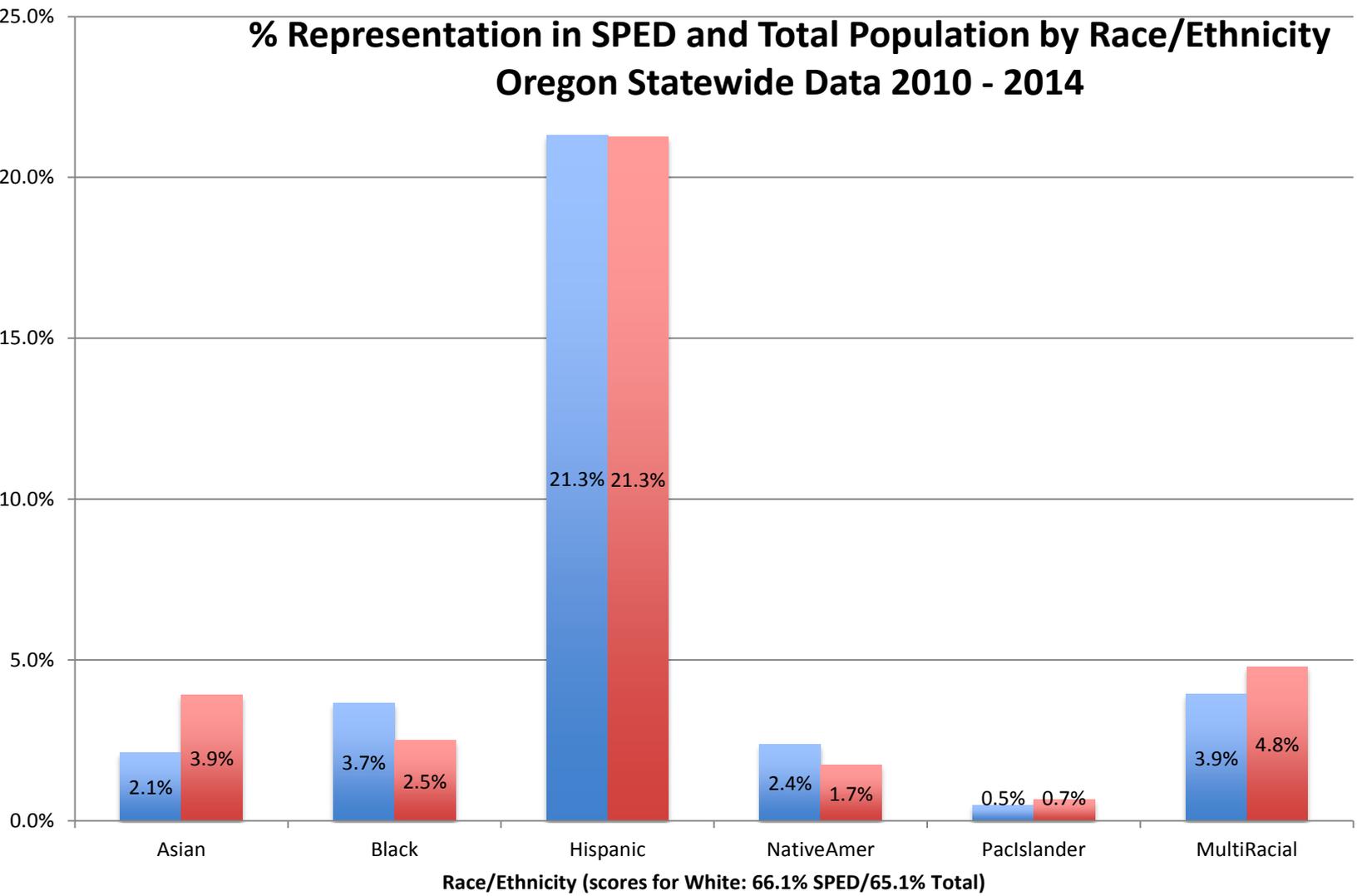
Percentage of Students with SPED Identification, by Race/Ethnicity Oregon Statewide Data - 2010 - 2014



% of population in SPED	7.2%	19.4%	13.3%	18.1%	9.7%	13.5%	10.9%
StdDev	0.2%	0.4%	0.5%	0.4%	0.6%	0.2%	1.2%

% Representation in SPED and Total Population by Race/Ethnicity Oregon Statewide Data 2010 - 2014

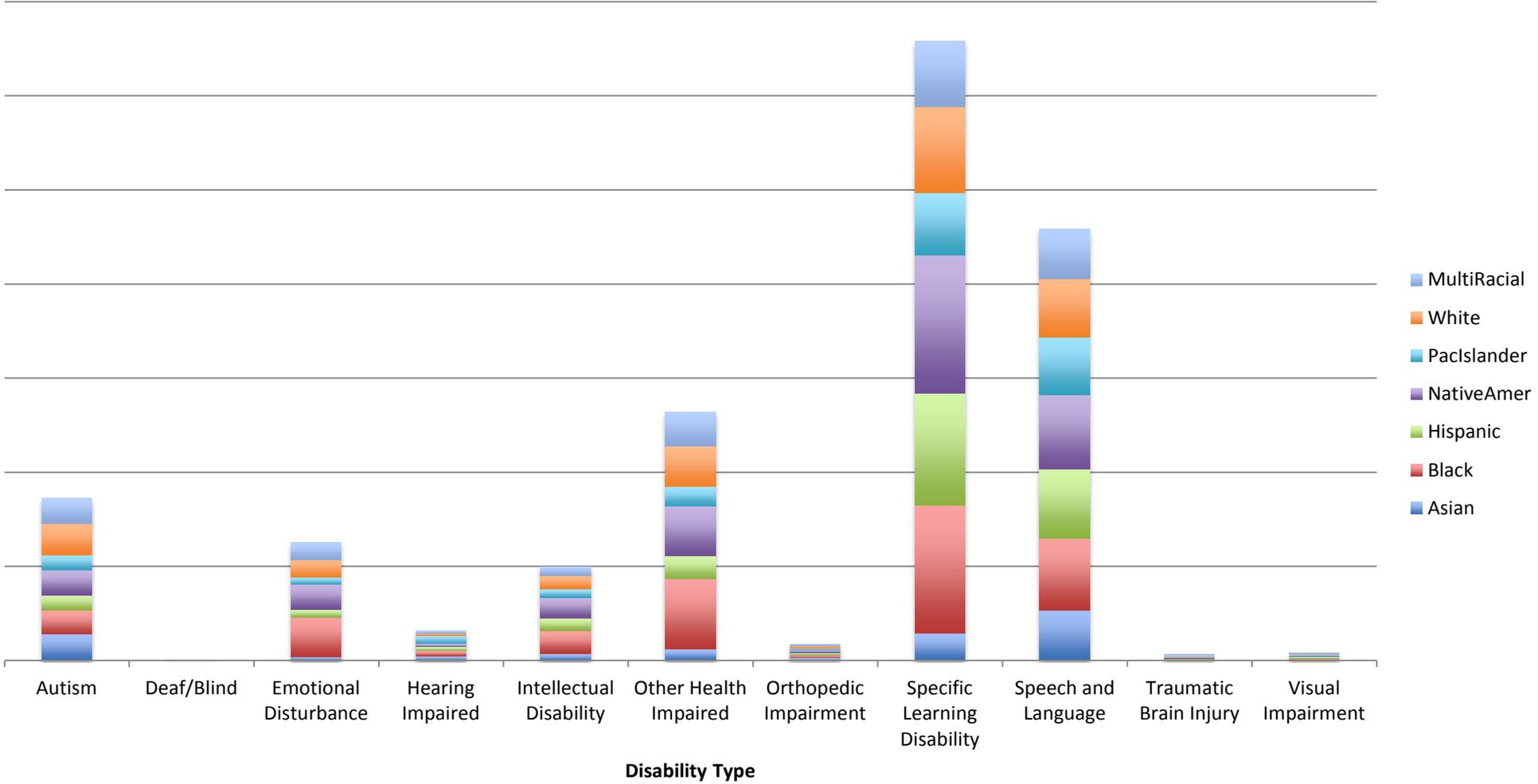
■ % of the SPED Pop
■ % of the Total Pop



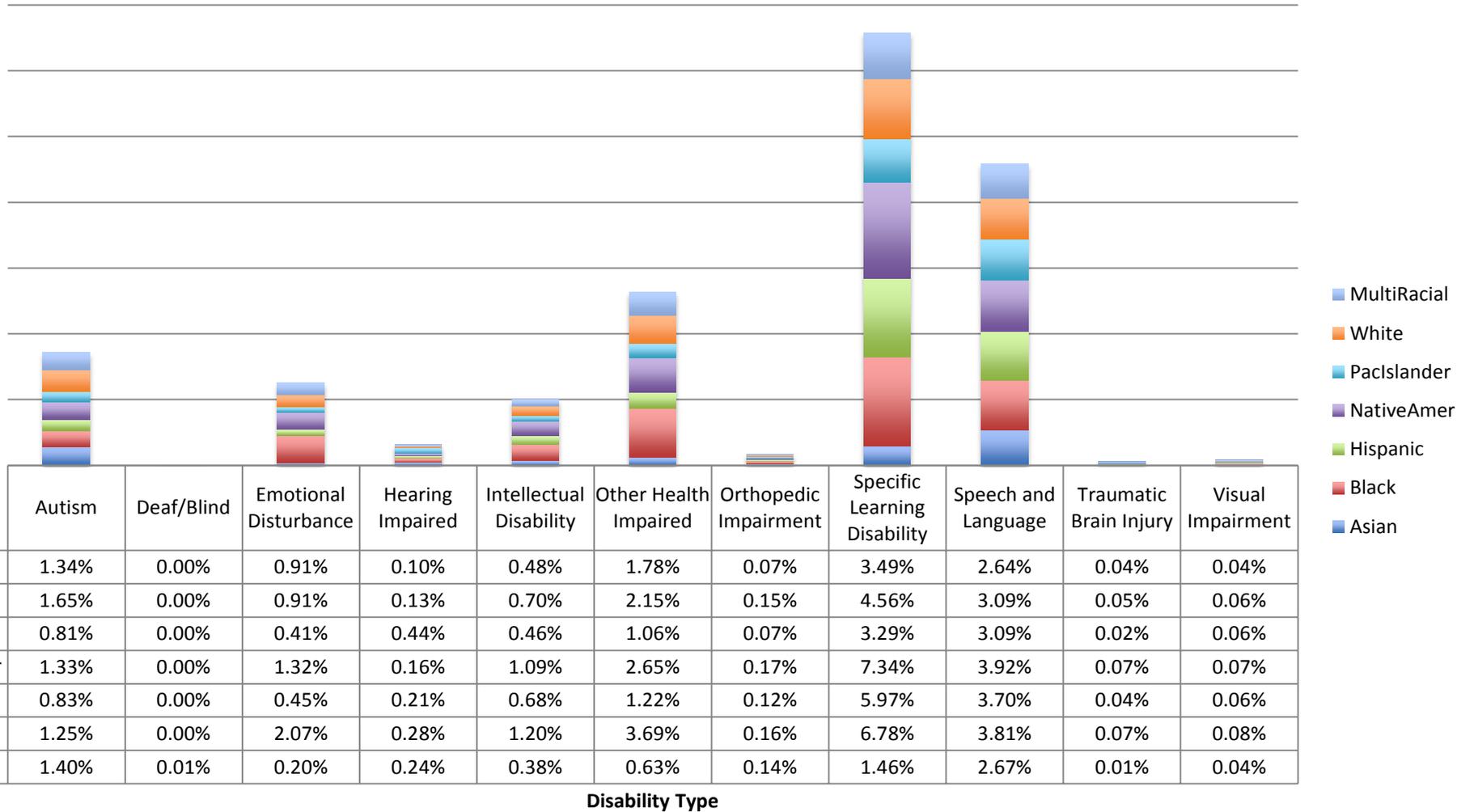
Special Identification Disability Codes and Descriptions

- **OAR 581-015-2120 through 581-015-2180**
 - Autism Spectrum Disorder (Autism)
 - Deafblindness (D/B)
 - Emotional Disturbance (ED)
 - Hearing Impairment (HI)
 - Intellectual Disability (ID)
 - Other Health Impaired (OHI)
 - Orthopedic Impairment (OI)
 - Specific Learning Disability (SLD)
 - Speech/Language or Communication Disorder (SLP)
 - Traumatic Brain Injury (TBI)
 - Visual Impairment (VI)

Incidence of SPED Identification for each race/ethnicity, by Disability Type. Oregon Statewide Data 2010 - 2014

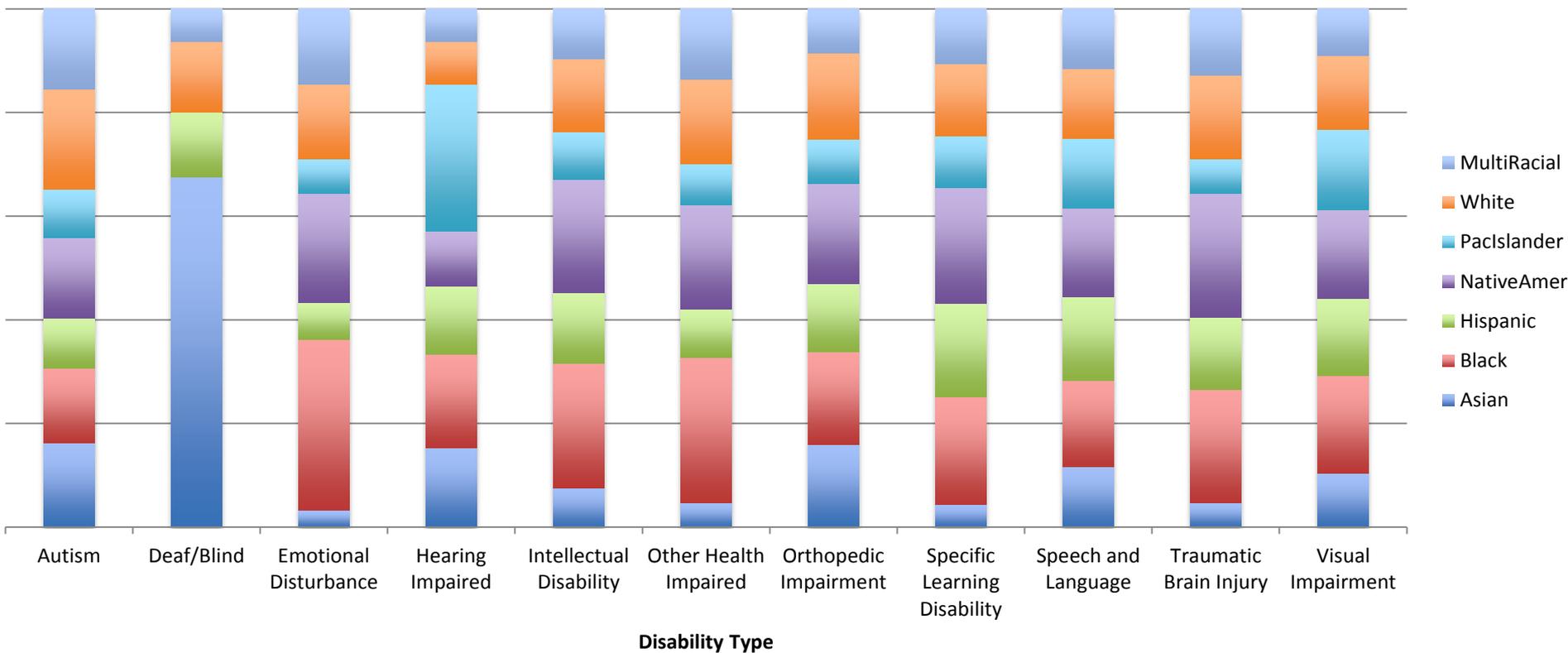


Incidence of SPED Identification for each race/ethnicity, by Disability Type. Oregon Statewide Data 2010 - 2014



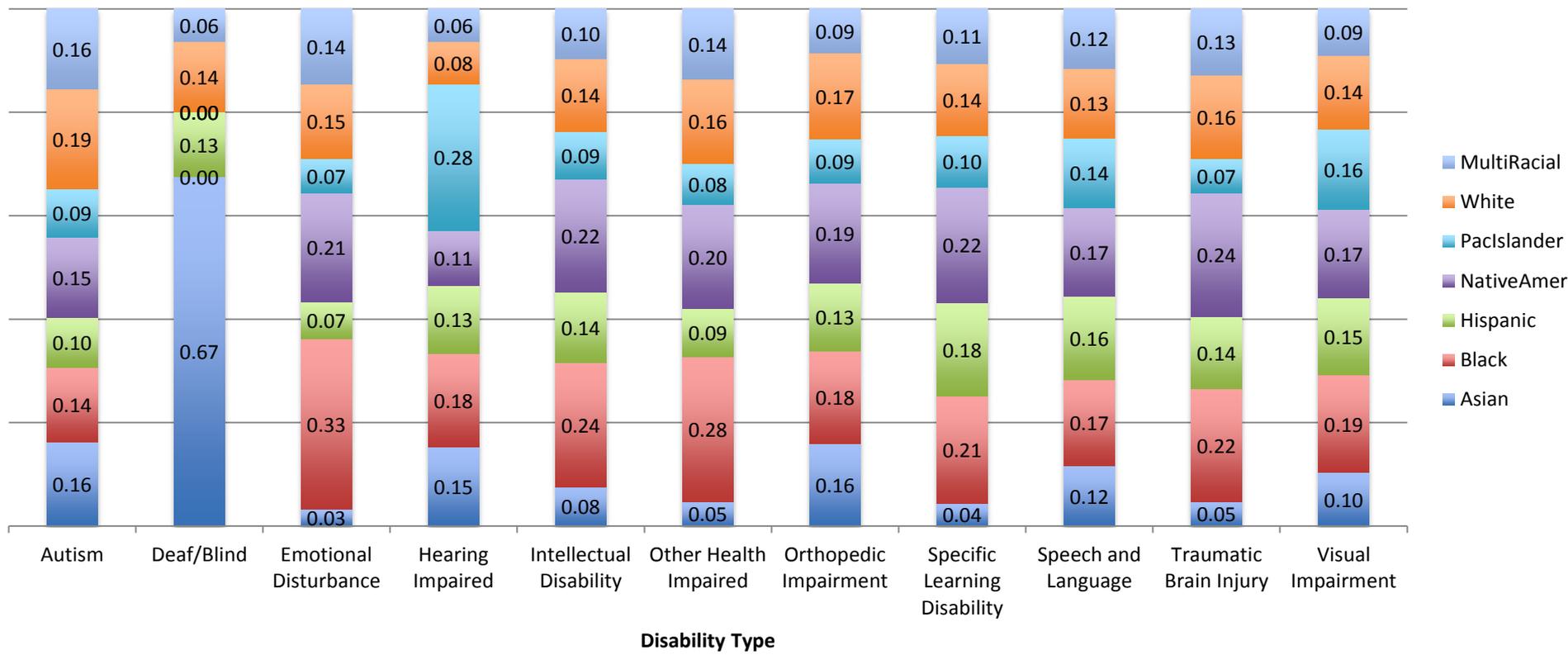
Normalized Comparison of SPED Identification for each Race/Ethnicity, by Disability Type.

Oregon Statewide Data 2010 - 2014



Normalized Comparison of SPED Identification for each Race/Ethnicity, by Disability Type.

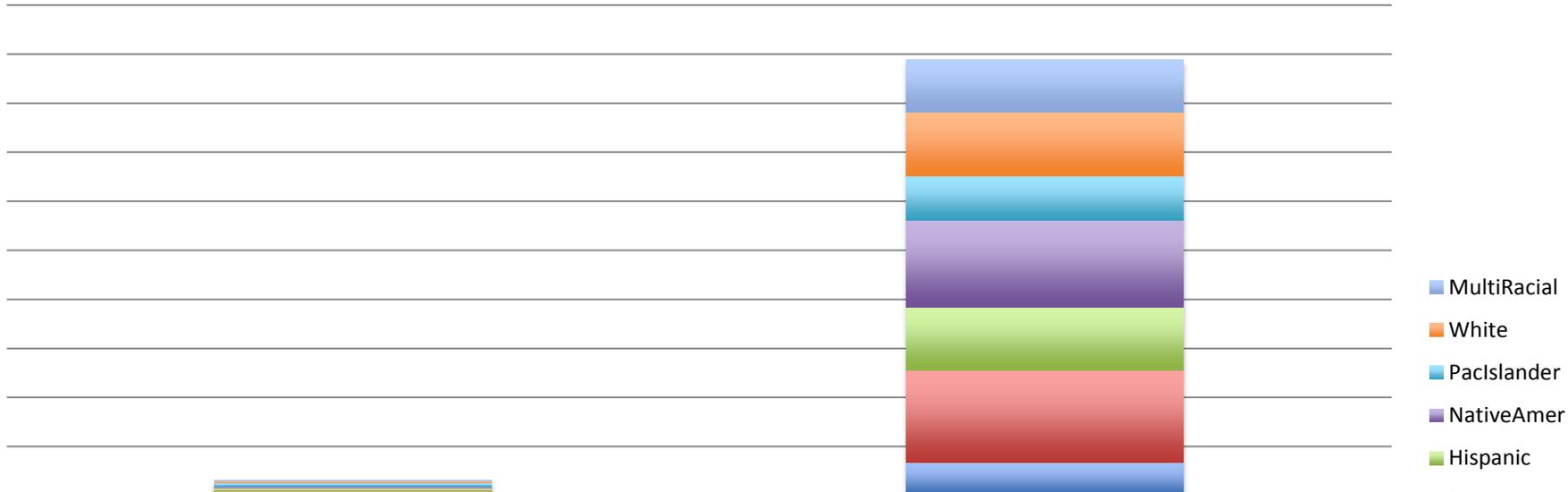
Oregon Statewide Data 2010 - 2014



Different Groupings of SPED Identifications

- Medical or School, version 1
 - Medical: D/B, HI, OI, TBI, VI
 - School: Autism, ED, ID, OHI, SLD, SLP
- Medical or School, version 2
 - Medical: D/B, HI, OI, TBI, VI, OHI
 - School: Autism, ED, ID, SLD, SLP
- Medical, Mixed, or School
 - Medical: D/B, OI, TBI
 - Mixed: Autism, HI, OHI, VI
 - School: ED, ID, SLD, SLP

Incidence of SPED Identification for each race/ethnicity, by Disability Groups (medical/school) - Version 1 Oregon Statewide Data 2010 - 2014

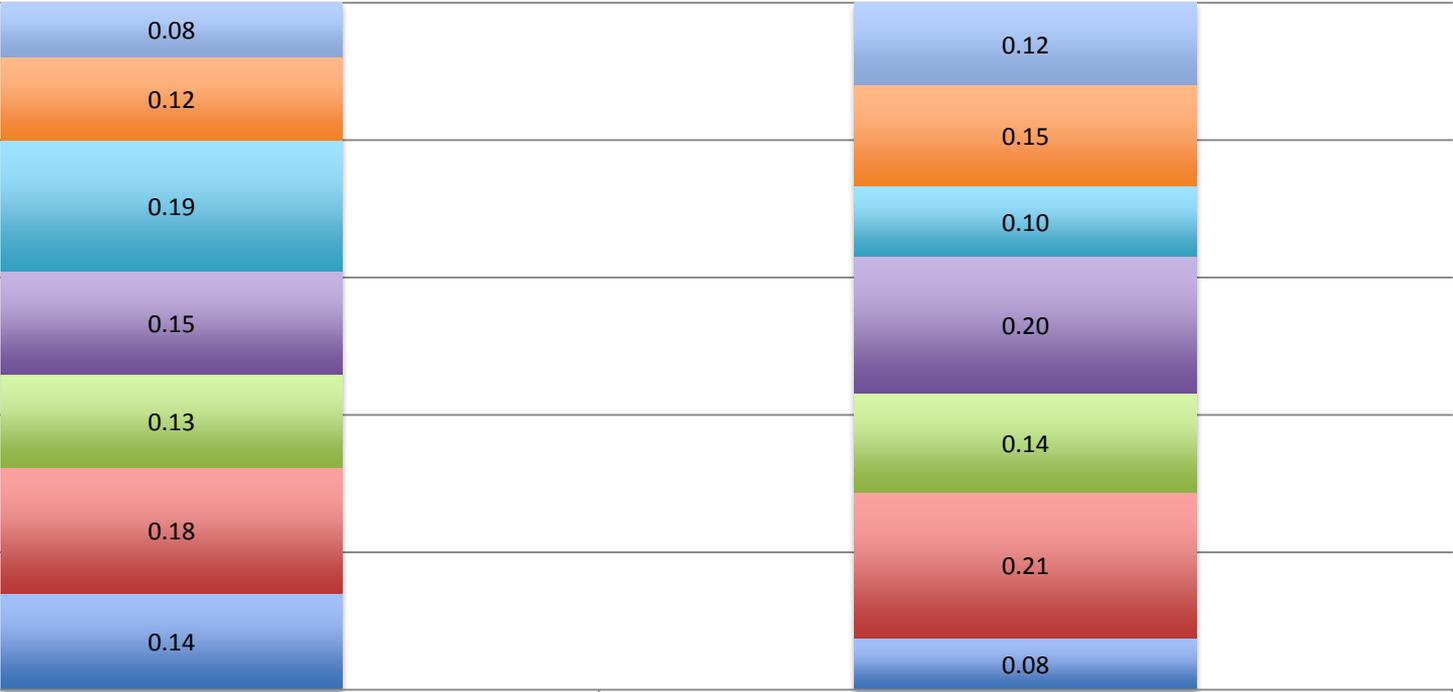


	Medical - D/B, HI, OI, TBI, VI	School - Aut, ED, OHI, ID, SLD, SLP
MultiRacial	0.25%	10.63%
White	0.38%	13.07%
Paclslander	0.60%	9.12%
NativeAmer	0.48%	17.64%
Hispanic	0.43%	12.85%
Black	0.58%	18.80%
Asian	0.44%	6.74%

Disability Type

Normalized Comparison of SPED Identification for each race/ethnicity, by disability groups (medical/school) - Version 1

Oregon Statewide Data 2010 - 2014



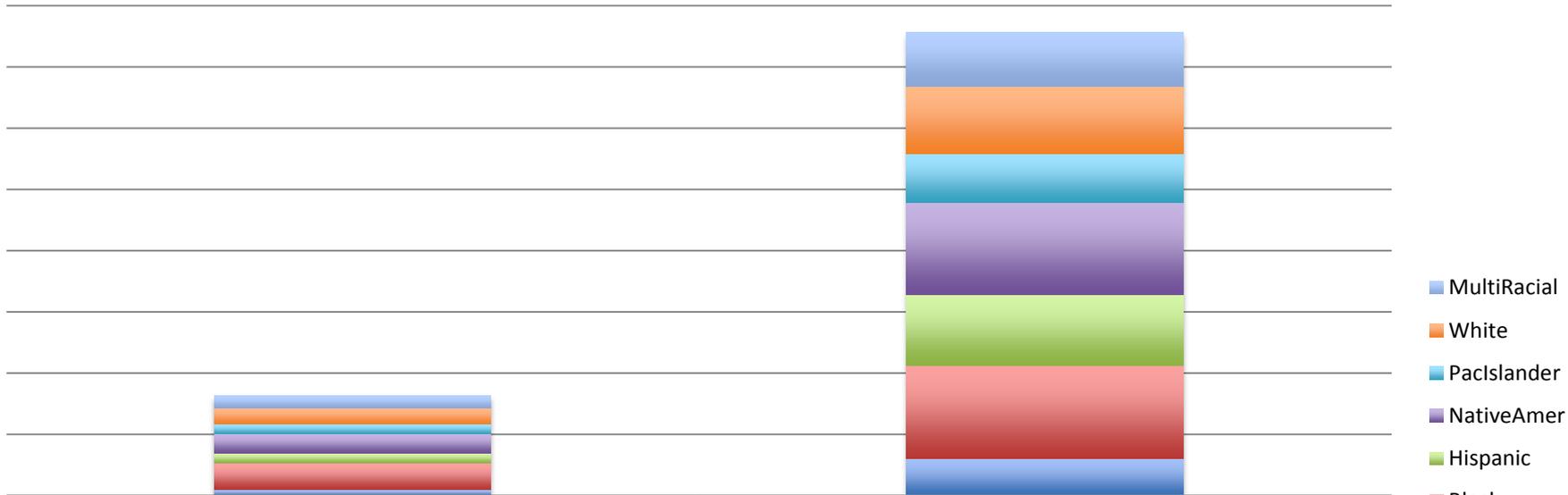
- MultiRacial
- White
- PacificIslander
- NativeAmer
- Hispanic
- Black
- Asian

Medical - D/B, HI, OI, TBI, VI

School - Aut, ED, OHI, ID, SLD, SLP

Disability Type

Incidence of SPED Identification for each race/ethnicity, by disability groups (medical/school) - Version 2 Oregon Statewide Data 2010 - 2014

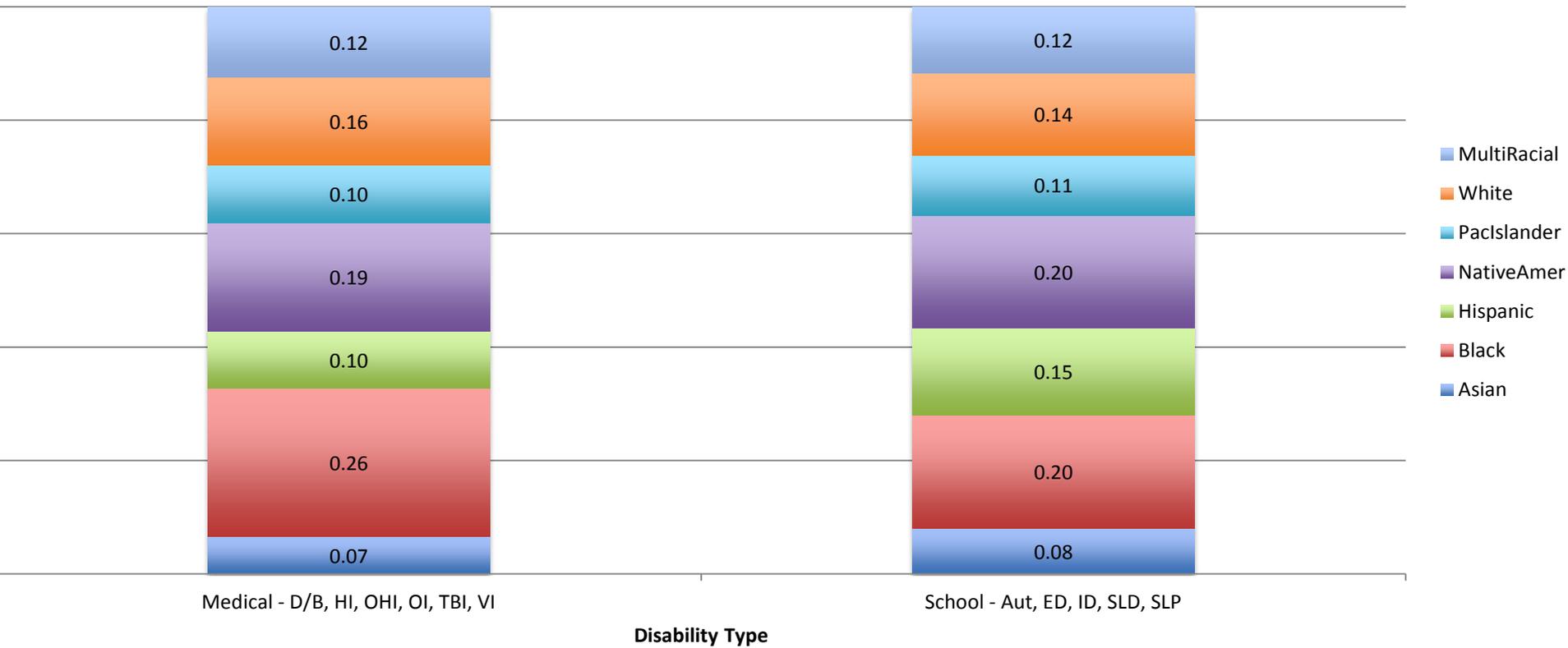


	Medical - D/B, HI, OHI, OI, TBI, VI	School - Aut, ED, ID, SLD, SLP
MultiRacial	2.03%	8.85%
White	2.54%	10.92%
Paclslander	1.66%	8.07%
NativeAmer	3.13%	14.99%
Hispanic	1.65%	11.63%
Black	4.27%	15.11%
Asian	1.07%	6.11%

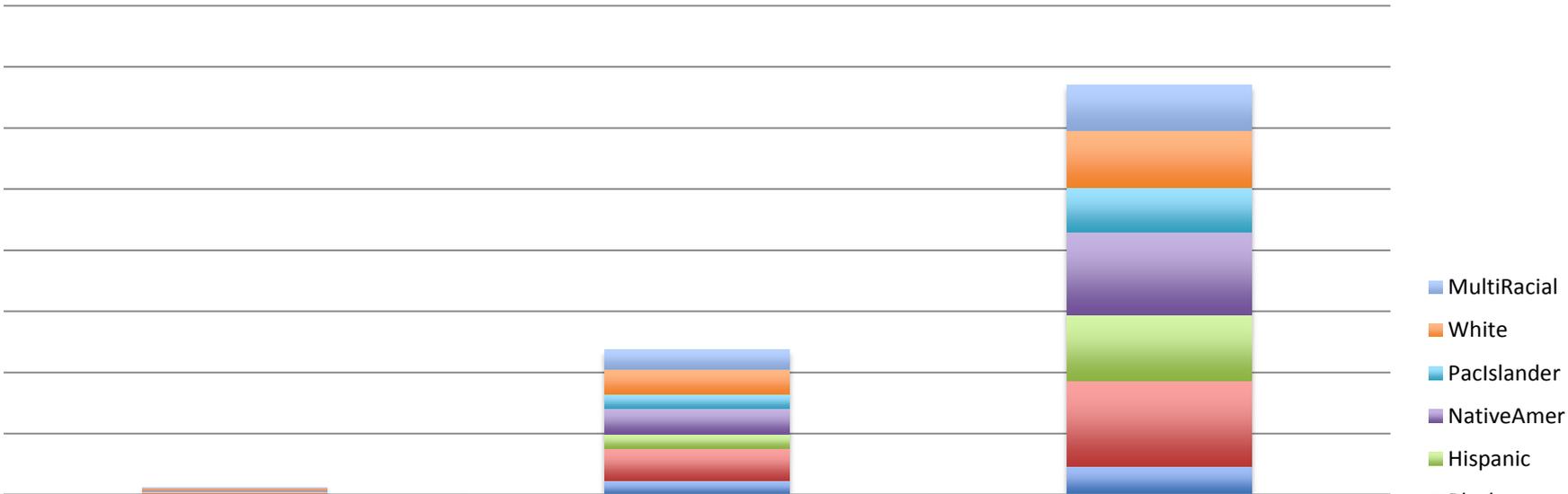
Disability Type

Normalized Comparison of SPED Identification for each race/ethnicity, by disability groups (medical/school) - Version 2

Oregon Statewide Data 2010 - 2014



Incidence of SPED Identification for each race/ethnicity, by disability groups (medical/mixed/school) Oregon Statewide Data 2010 - 2014

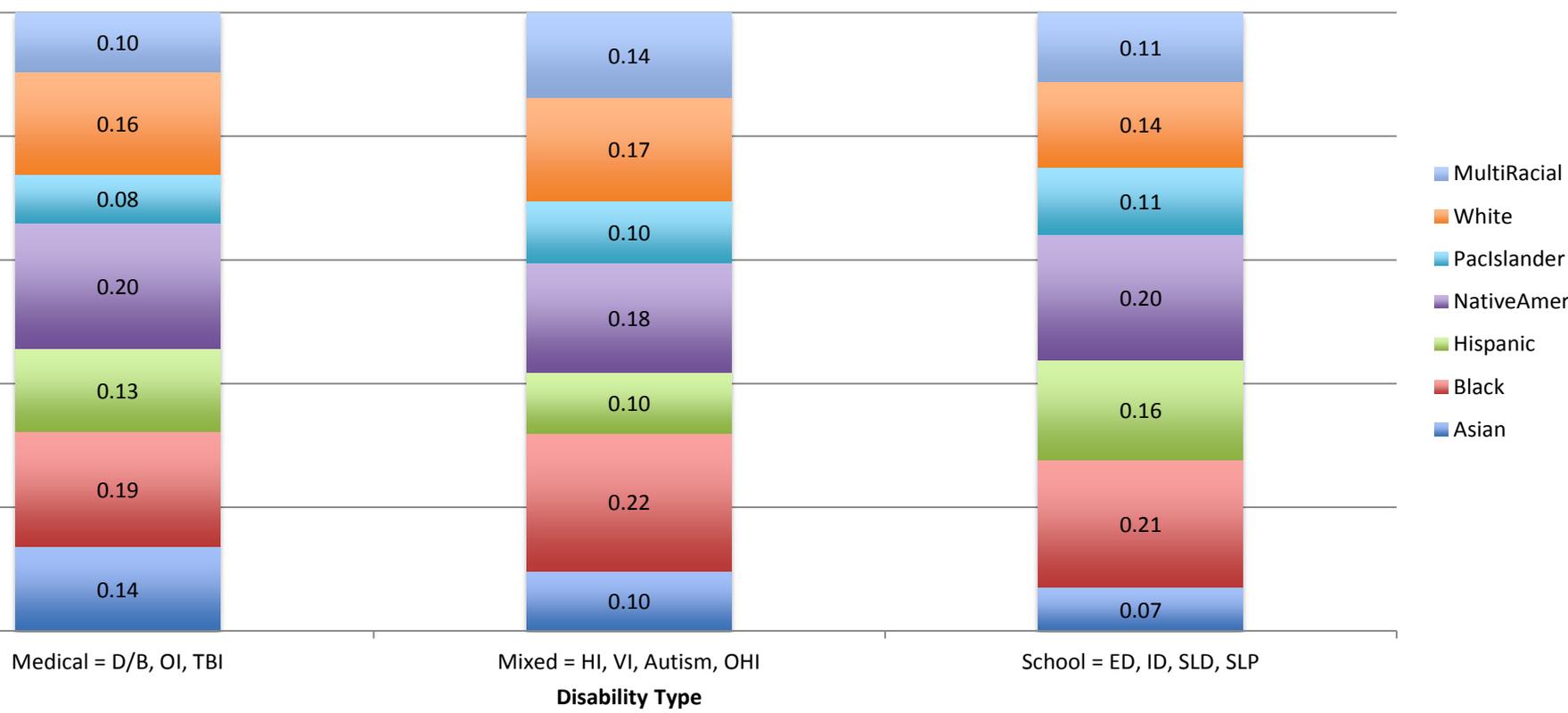


	Medical = D/B, OI, TBI	Mixed = HI, VI, Autism, OHI	School = ED, ID, SLD, SLP
MultiRacial	0.12%	3.25%	7.51%
White	0.20%	3.99%	9.26%
Paclslander	0.10%	2.38%	7.26%
NativeAmer	0.24%	4.21%	13.66%
Hispanic	0.16%	2.32%	10.80%
Black	0.22%	5.30%	13.86%
Asian	0.16%	2.31%	4.71%

Disability Type

Normalized Comparison of SPED Identification for each race/ethnicity, by disability groups (medical/mixed, school)

Oregon Statewide Data 2010 - 2014





2014 GED[®] Program Update: Oregon Education Investment Board

November 5, 2014

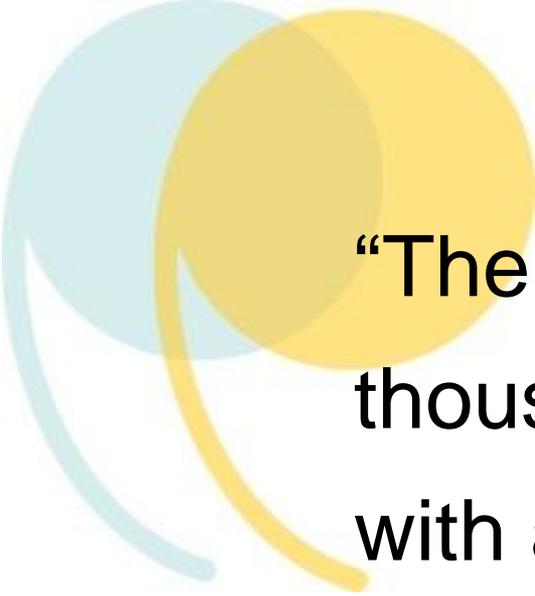
Contact Information

Scott Saleses

State Relationship Manager

scott.saleses@gedtestingservice.com

(202) 471-2224



“The journey of a
thousand miles begins
with a single step.”

— Lao Tzu

GED[®] Program Results

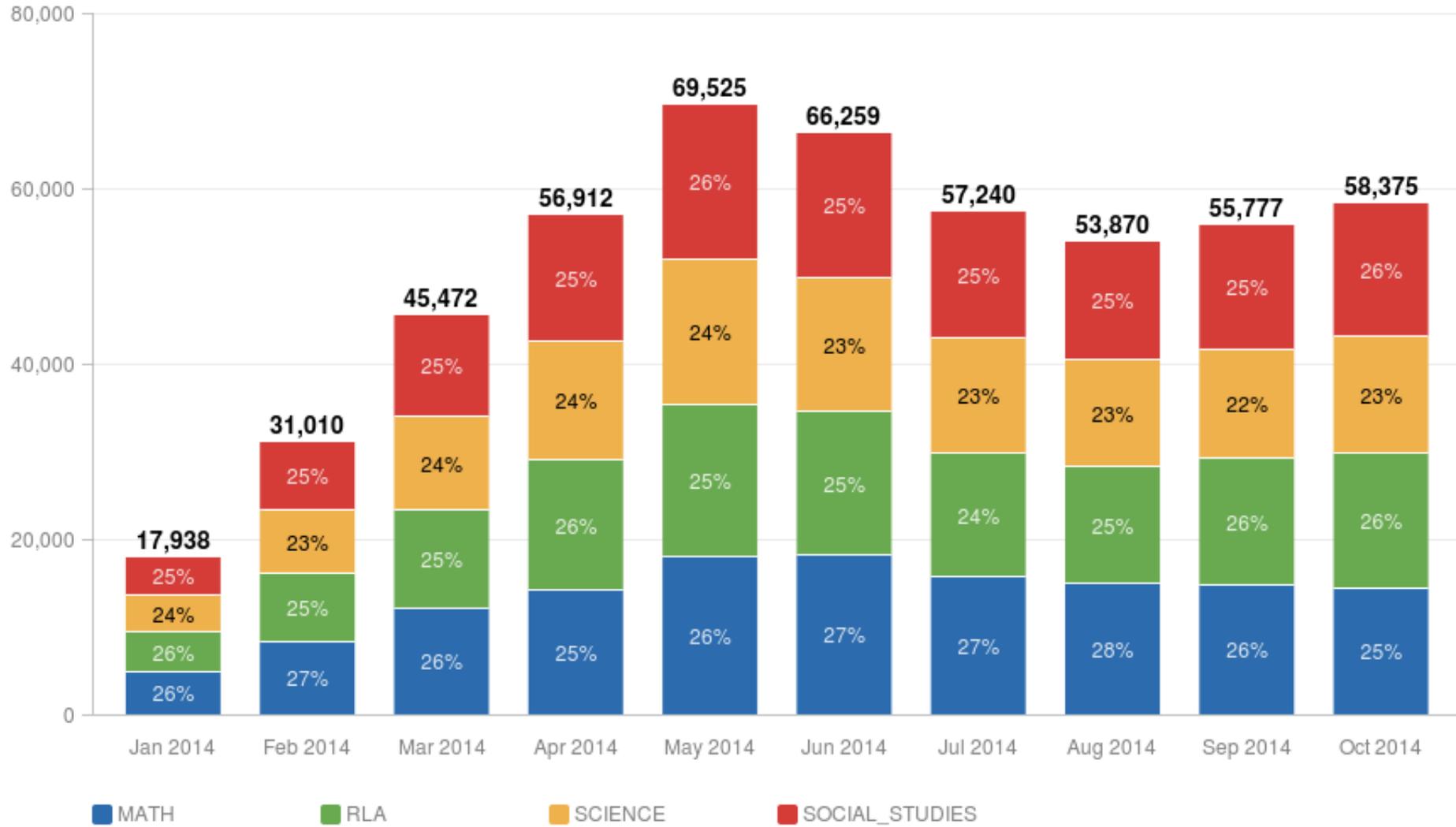
A National Look at 2014 GED[®] Test Results

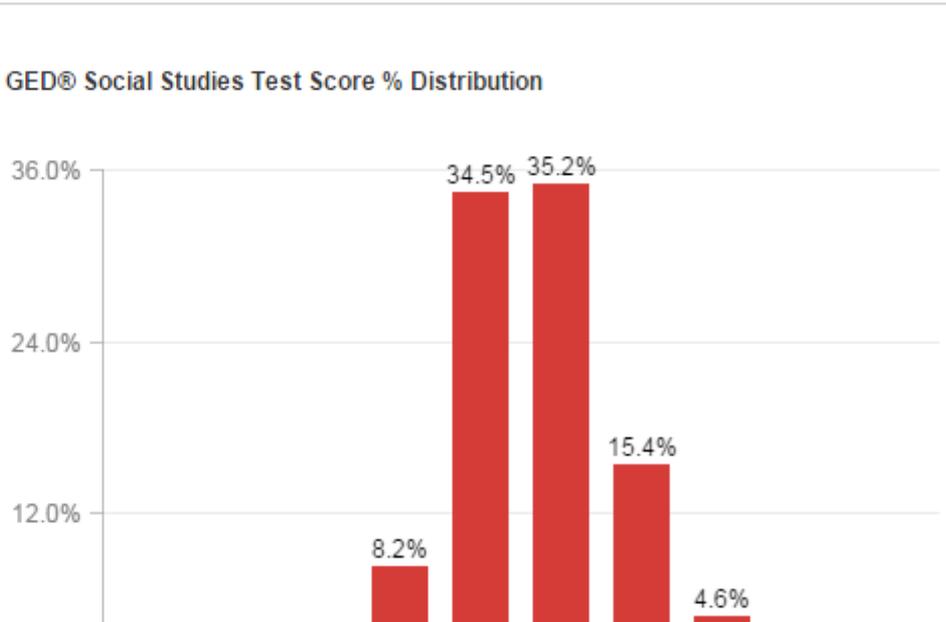
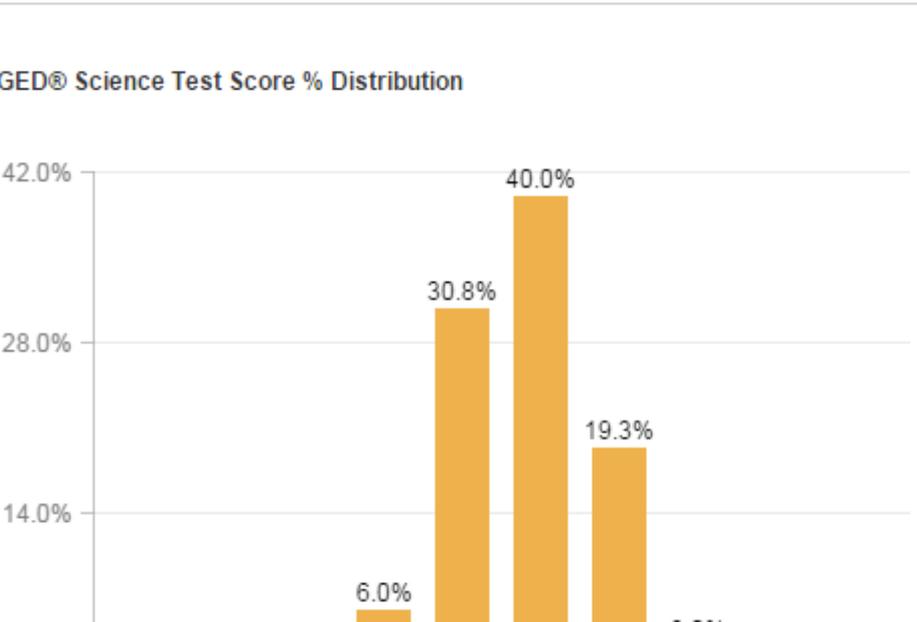
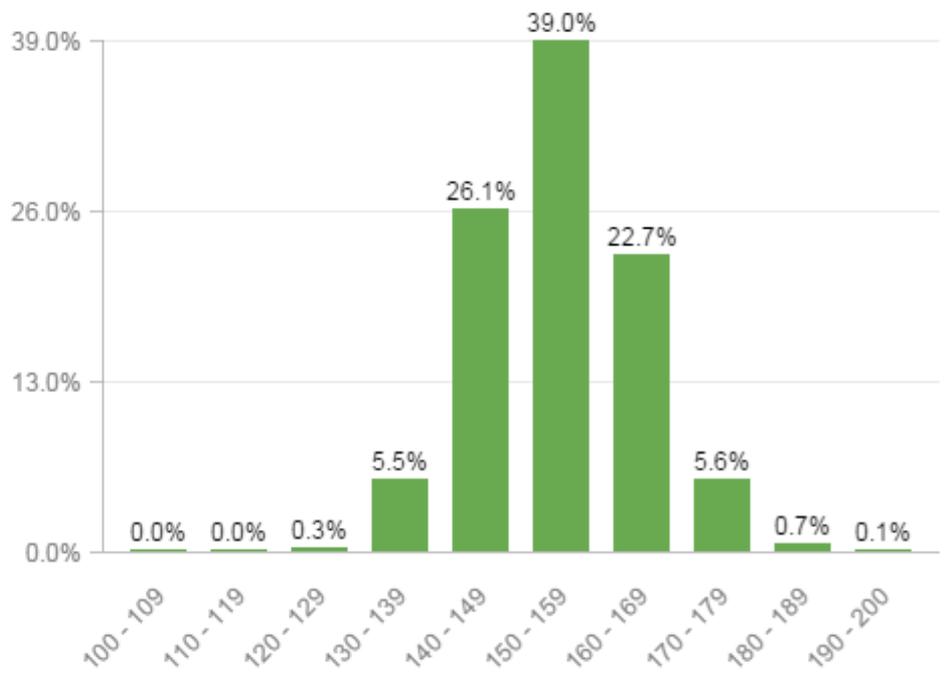
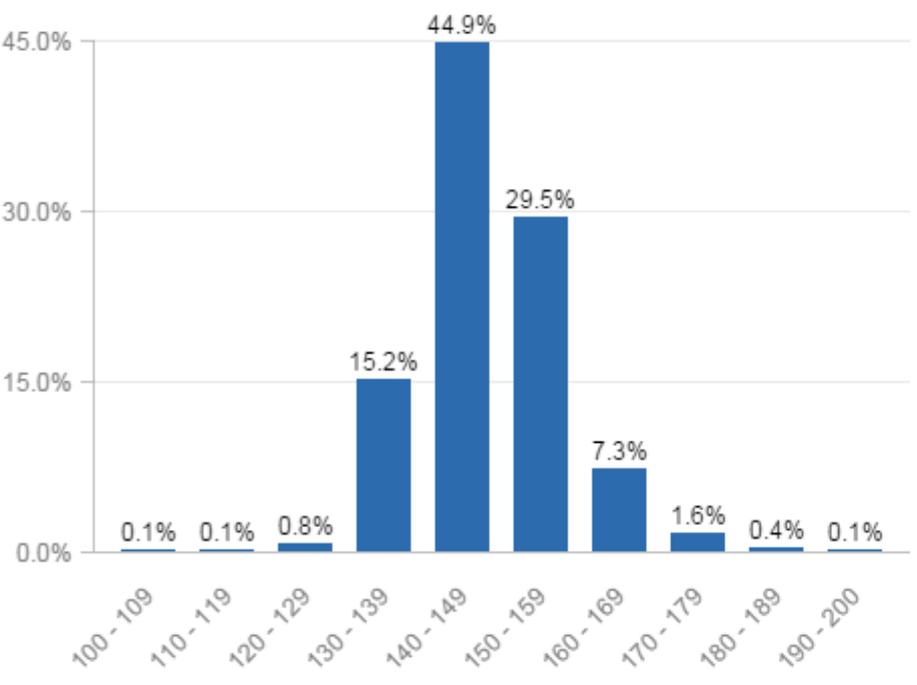
The Big Picture – National Data

January 1, 2014-October 29, 2014

- 767,000 accounts created
- 141,000 test-takers
- 78,500 Completers
- 44,500 Passers
- Pass Rate: 57%

GED® Tests Taken by Content Area and Month





Oregon GED[®] Program Results

Oregon 2014 GED® Test Data

January 1, 2014-October 29, 2014

- 14,500 accounts created
- 3,400 test-takers
- 1,825 Completers
- 1,350 Passers
- Pass Rate: 74% (30% higher than the national average)

Oregon 2014 Pass Rate by Quarter

- End of Q1 – 60%
- End of Q2 – 70%
- End of Q3 – 73%
- Today – 74%

Oregon Pass Rate by Subject Area

- Reasoning Through Language Arts – 87%
- Science – 85%
- Social Studies – 81%
- Math – 69%
- Pass Rate: 74%

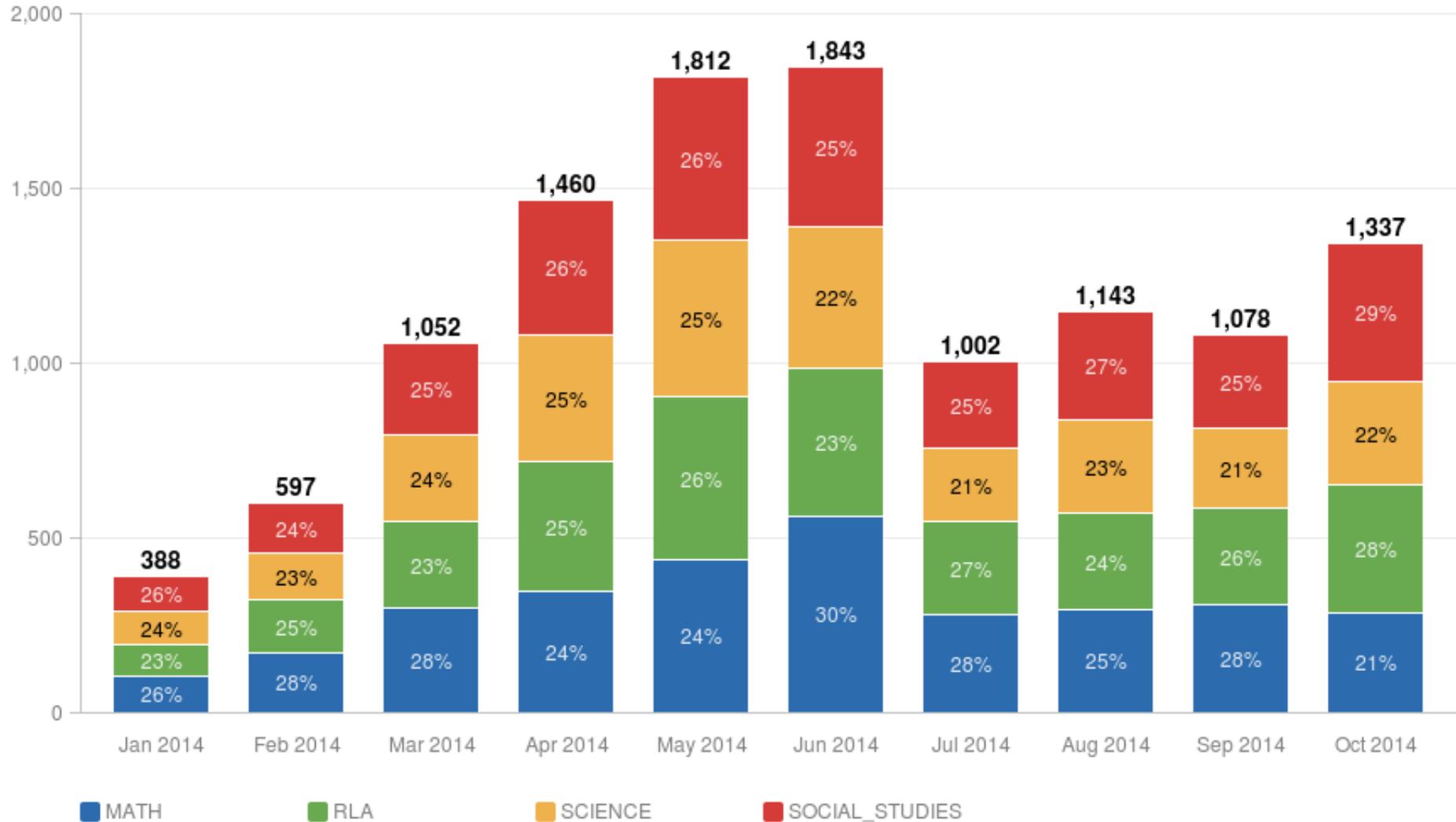
Oregon Pass Rate by Subject Area

- RLA – 87% (*National – 76%*)
- Science – 85% (*National – 72%*)
- Social Studies – 81% (*National – 68%*)
- Math – 69% (*National – 54%*)
- Pass Rate: 74% (*National – 57%*)

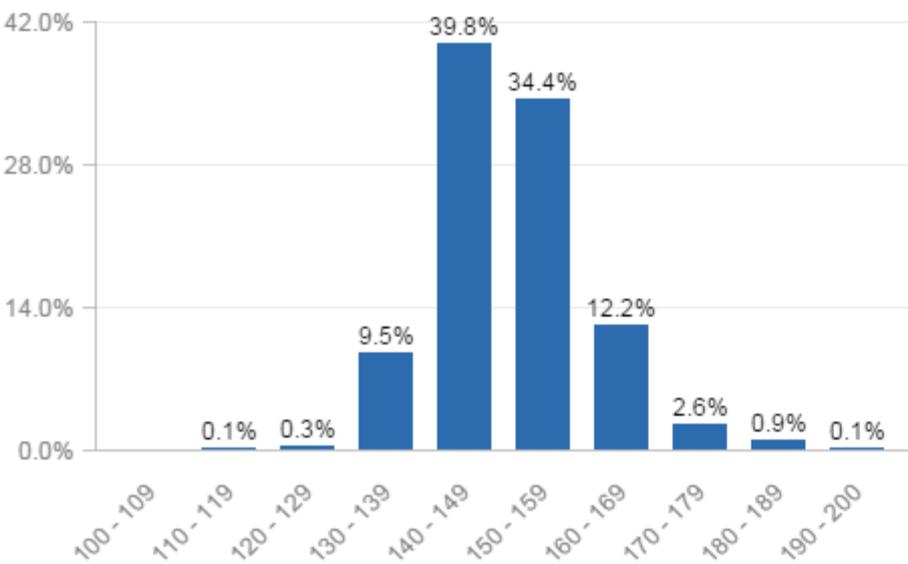
GED® Test with Honors - YTD

	RLA	Science	Social Studies	Math
National	7%	4%	7%	3%
Oregon	13%	7%	13%	5%

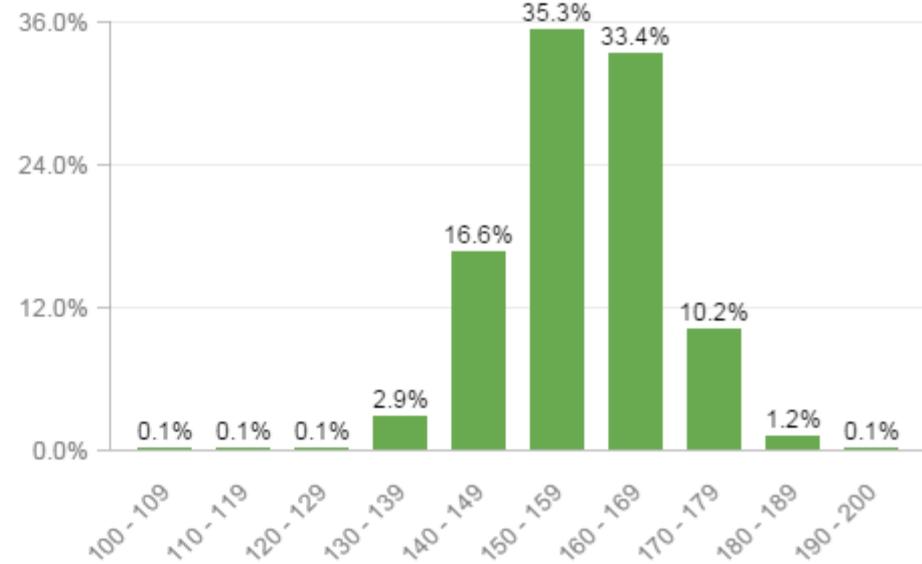
GED® Tests Taken by Content Area and Month



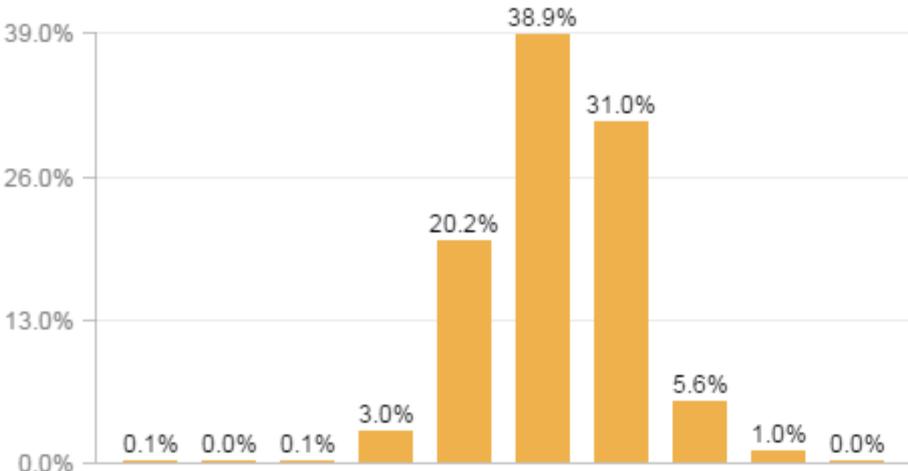
GED® Math Test Score % Distribution



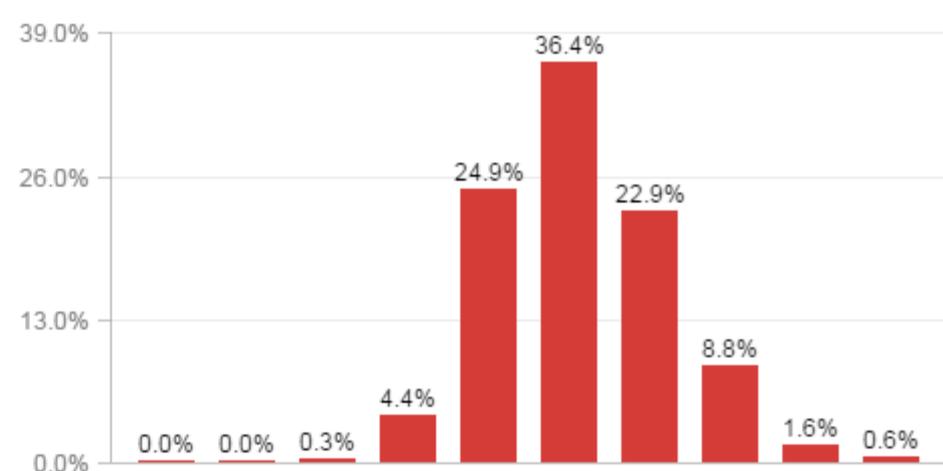
GED® RLA Test Score % Distribution



GED® Science Test Score % Distribution



GED® Social Studies Test Score % Distribution



Let's go behind the results...

And talk about what the results mean for:

- Volume
- Pass Rates
- Overall perception of the new test's rigor

As well as sharing some additional insights
GEDTS has uncovered through its
analyses...

What happened to volume?

- Cannibalized the 2014 pipeline by the successful close out the 2002 Series
- 2013 test volume increased by 21% over 2012 test volume (Oregon increased by 16%)
- 2013 saw a test-taker increase of over 146,000 individuals

What happened to volume?

- Instruction focused on the closeout, not on preparing for 2014
- Unprepared test-takers tested early on and told their peers that the test was hard
- Teachers advised students against testing...yet

Pass Rates

- 2014 is no different from previous test series
- Historically, there is **always** a dip in pass rates as students and teachers re-calibrate
- Pass rates are increasing month over month—the trend and direction is as expected

What about the rigor?

- A number of test-takers are concentrated in the 10-point range below the passing score (140-149)
- Close analysis revealed that this is one to four more questions answered correctly or coupled with earning a few more score points on constructed response (RLA or Social Studies)

What about the rigor?

- 75-80% of the test-takers who aren't passing Math are within 1-4 questions of passing

Brief Final Updates

2014 GED® Testing Program

See For Free (Sept. 22 – Oct. 3)



Dery, 2014 graduate

Welcome new students to your center with a

FREE GED Ready™

September 22 - October 3

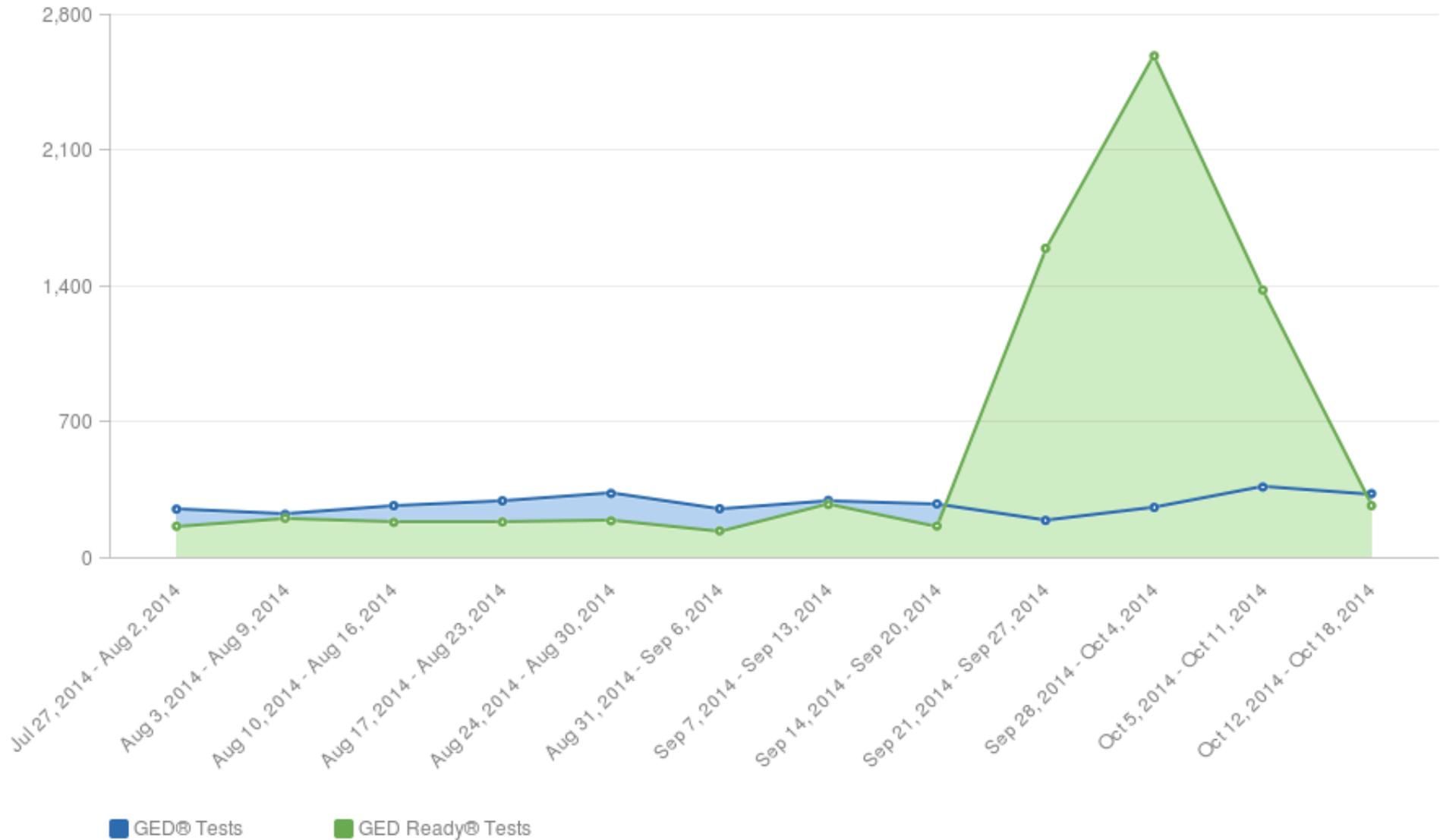
[Find out how](#)

See For Free is a 2-week promotion where students can take the GED Ready™ practice test for free in adult education centers

See for Free Usage

- 85,000 individuals across the nation took 1 or more GED Ready[®] subject areas for free resulting in a total of 230,000 GED Ready[®] tests being taken during this promotion
- Approximately 1,900 individuals in Oregon took 1 or more GED Ready[®] subjects for free resulting in a total of 5,100 GED Ready[®] tests being taken during this promotion

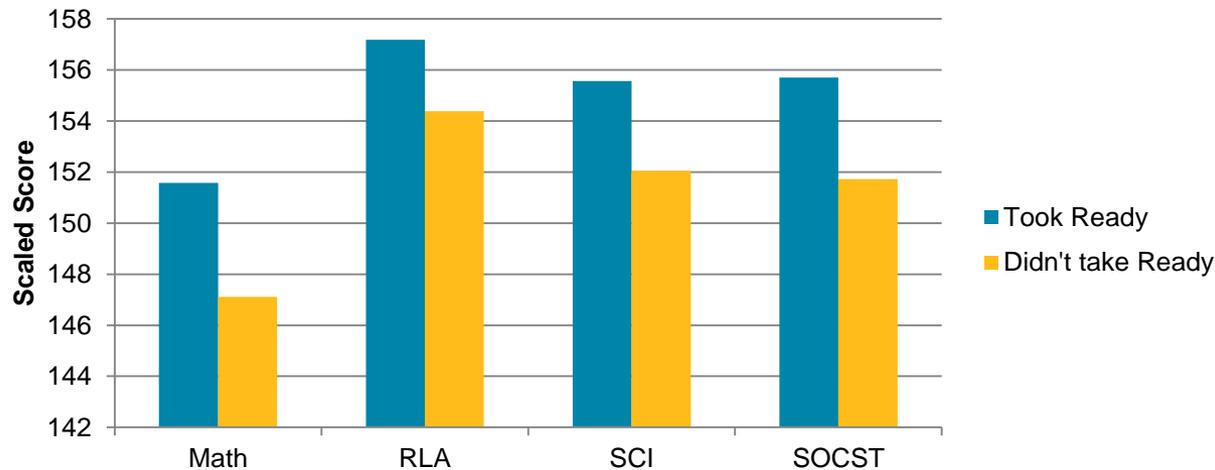
Weekly GED Test Volumes



GED Ready™ may improve test-taker's score on GED® test

- Those who take the GED Ready™ have an average 5-point advantage in score on the actual test

Average GED® test Scaled Score for those who took GED Ready™ Vs. those who didn't*



*Based on the test performance of more than 30,000 GED® test-takers per subject area and 8,000 – 9,000 GED Ready™ test takers per subject area, 7/25/2014

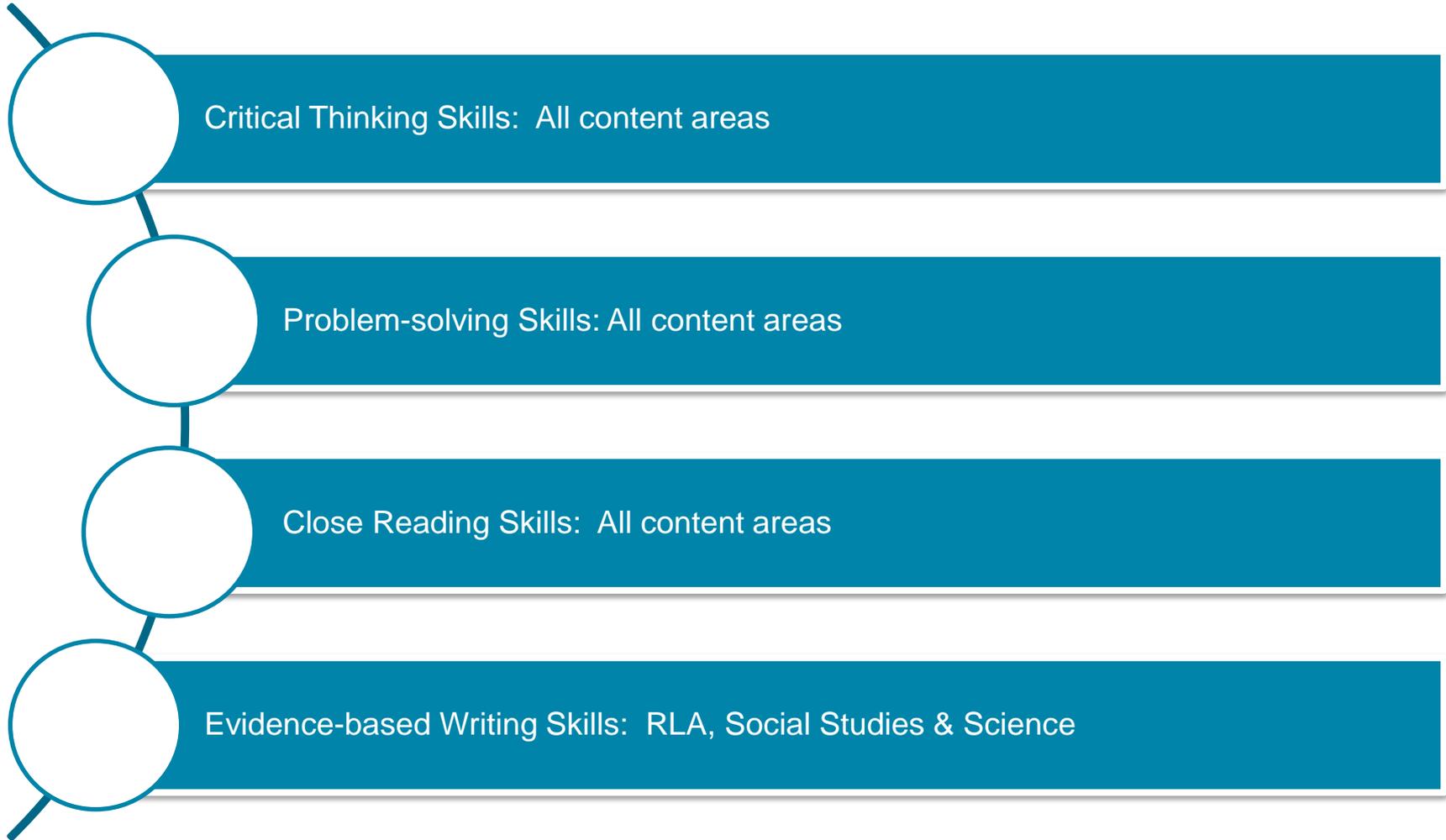
Oregon

- Total number of GED[®] test modules taken this year in Oregon: 11,712
- Total number of GED Ready[®] test modules taken this year in Oregon: 13,666
- Higher number of GED Ready[®] test modules indicates preparation is being taken seriously

Test Results for the GED® Test

- 85% of test-takers receive their scores within 1 hour of testing
- 95% of test-takers receive their scores within 24 hours of testing

A New Paradigm



From Goal to Reality 40-40-20

- By 2025 all adult Oregonians will hold a high school diploma/equivalent
- 40% of adults will have a bachelor's degree
- 40% of adults will have an associate's degree or meaningful postsecondary certificate
- 20% high school diploma/equivalent

The 2014 GED® program-- Focused on outcomes

- Ensures adults are better prepared for postsecondary education and career training programs
- Incorporates digital skills for today's digital world
- Awards a credential respected by employers and colleges

Thank you!

Contact Information

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Follow GEDTS on Twitter: @GEDTesting

11/5/14, OEIB Equity Subcommittee, Portland
Mary Whitmore

- 11-5-14 1. I consider myself an ex-officio member of OEIB by virtue of my 10 years of research on reading instruction, my passion for reading and my OEIB meeting attendance.
- 11-5-14 2. The Governor's 2025 goal cannot be realized without a literacy rate of 95%, the highest achievable under OAKS. We are currently at a 70% literacy rate, a difference of 25% or a **2.5% increase in each of the coming 10 years**. (Over the last ten years we have averaged a 56% literacy rate.)
- 11-5-14 3. These percentages stand with our new "yardstick," Smarter Balanced (SB.) Create a graph that charts annual summative assessment growth (and attendant costs), print it on the back of each OEIB agenda so everyone is aware of our progress.
- 11-5-14 4. I recommend **Explicit Phonics Summer Camps (EPSC)** for every district, developed and implemented by PSU and HECC. I will be presenting a resolution 12/11/14 at the PSU Board of Trustees meeting by proxy. Explicit phonics will be used, as described in **Sen. Bruce Starr's 2015 LC384**. Attendance will be **required** for those not meeting or exceeding standards (for 13-14, that figure is **171,800 students**) and open to all Oregonians in the spirit of lifelong learning. Graduates of EPSC come back to volunteer in future camps, minimizing instruction costs.
- 11-5-14 5. I recommend the following advisors for **EPSC**: MITCH Charter School, Cascade Heights Public Charter School, Emmaus Christian School, Archbishop Howard School, Silver Falls Elementary and Sand Ridge Charter School, the Intl. Dyslexia Association and its Oregon branch, Orton-gillingham.org, spalding.org and riggsinst.org. Last, but not least, please welcome the input of the administrators of the **Riggs Reading and Spelling Camp** in Richland, WA, in its 19th year.
- 11-5-14 6. If **EPSC** goes as well as it should, a statewide paradigm shift will be necessary to teach reading effectively with the explicit phonics model. **The Orton Whitmore Phonics Alphabet** can be used in Pre-K or K. EP training costs about \$1 per student and then more experienced teachers can teach new teachers. Currently Oregon teacher accreditation programs do not teach teachers how to teach English. Our universities should be **LEADING** PK-12 curriculum, starting with English literacy.

- 11-5-15 7. I have received no response:
- a. From **TSPC** regarding my complaint against Dr. Curtis,
 - b. From **ODE** regarding my challenge to all superintendents to show compliance with ORS 337.275 from 1999 to 2012.
 - c. From **ODE** regarding seeing state-wide easyCBM results,
 - d. From **OEIB** regarding mediation between myself and Dr. Curtis,
 - e. From anyone regarding the costs of SB and the 2014 initial statewide assessments.
- 11-5-14 8. If the taxpayer support in Oregon is \$9,000 on average per year per student, we spend \$117,000 to graduate a student. We have 500,000 students, so every 13 years, K-12 schools cycle through \$58.5 billion dollars. **How can we spend \$59 billion dollars and have 30% illiteracy?**
- 11-5-14 9. OEIB's initializing KRA was a good idea—but it's a meaningless pre-assessment without a post-assessment in June to show learning gains. EasyCBM in first grade is a good substitute for assessing kindergarten learning gains, but it is not required for schools to participate. **You need to either have a kindergarten post-assessment OR require all districts to use EasyCBM. These reports need to be on the ODE website.**

Signed,

Mary Whitmore
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marywhitmore@hotmail.com