OEIB Report to the Legislature (12/9/11)

Issues and Concerns to be Addressed at 12-12-11 Special Meeting – Draft 4

Issue/Concern	Report Ref.	Discussion/Proposed Resolution
1. Scope of 40/40/20 goals • Focus on "pipeline" students is too narrow, but inclusion of all working age adults may be too broad. Need to define the appropriate scope for goal-setting and planning purposes • Need to address dropouts and in-migrants • Goals for adults might distinguish between younger ("emergent adult population") and older adults • Goals for adults might focus first on those who are unemployed and underemployed • Display of 40/40/20 goals should compare to where we are now, incl. non-HS (30/18/42/10), and where we intend to end up (40/40/20/0)	12-6 draft: Ch. 1 pp. 8-9 12-9 draft: p.13	Staff recommends: Include students in the pipeline now and through 2025 and beyond, plus the emergent adult population, dropouts (see #6), and adults who are unemployed, underemployed and motivated to seek education and retraining. Note that further development of focus and priorities will emerge as the Board develops its detailed 40/40/20 plan in 2012. Mary Spilde recommends incorporating the above language in What It Takes section (see below). Nichole Maher emphasizes the importance of reaching school-age and young adults whom traditional educational institutions haven't been able to engage. *New version: See below.* Can address by modifying chart on p. 8.
2. Outcomes • Fourth outcome is too limited if it recognizes only those who complete post-secondary certificates and degrees. This may be accurate for the 40/40 components of 40/40/20, but the state's outcomes should recognize the value of students who may complete only a single course but accomplish their career goals by doing so.	12-6 draft: Ch. 1 p. 12 12-9 draft: p.17	Mary Spilde:"All Oregonians who pursue education beyond high school complete their chosen programs of study, certificates or degrees and are ready to contribute to Oregon's economy." *Done.*

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3. There is a lack of content on workforce issues. See also Item #1 above.	12-9 draft: p. 26	Staff recommends: Address in Chapter 2 under Strategy 1. *Edit second full paragraph to read: "A new understanding of achievement at every stage of learning — what it takes to move successfully along the education pathway — should apply to all Oregonians, from toddlers to those working toward college degrees <u>and those seeking to acquire the skills they need to succeed in Oregon's economy</u>".*
4. We should give more prominence to the need to find, incentivize, promote greater efficiencies in education delivery, e.g. via shared services (as highlighted by the ESDs)	12-9 draft: p. 30 p. 36 p. 35	Staff recommends: Address in Chapter 2, Strategy 2 under "new budgeting paradigm" and Strategy 3 under the return-on-investment component of the longitudinal data base. *New language added.* *Text box added to highlight success of shared services on the South Coast.* May deserve a reference to the diagnostic phase of the Achievement Compacts section. *Staff recommends inserting language as follows:* *"For such districts, therefore, there will be systems of diagnosis, interventions and supports to be applied by the state and, potentially, more state direction over a district's budget. <u>Diagnosis may reveal the need to share services with other districts to free up more resources for the classroom</u>. Supports could include help implementing best practices, peer-to-peer mentoring, leadership and professional development and capacity building."*

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5. Teacher quality • Chalkboard suggests adding to Achievement Compacts "baseline data around the professional climate in which educators are working". Without statewide standards and expectations in this area (e.g. SB 290), "the unevenness of professional climate across our school districts will stifle Oregon's ability to move to a top performing state."	12-9 draft: p.22 New 2nd bullet	Note the importance of teaching quality in Chapter 1 under Principles (pp. 14-15). Staff recommends: • *Supporting high-quality teaching.* Of all the in-school factors of a student's success, effective teaching is the most significant. Our education investment should support teachers, professors and all educators in doing their best work, at every stage of their careers. These efforts should be aligned, including: educator training and licensing or credentialing; recruiting, training and mentoring new teachers; and ongoing, meaningful performance evaluations and professional development opportunities for all educators. *DONE* Add as a feature of state supports under Strategy 3 of Chapter 2 in the "Guidance and Support" subsection (pp. 12-14).
6. We should give more specific attention to the need to address the problem of dropouts in minority communities and the best means to do so. It is not feasible to try to lure many of these students back into the traditional institutions.	12-9 draft: p. 35	Nichole Maher will provide examples of effective practices. *DONE – See 3rd paragraph, page 35.* Samuel Henry suggests looking at programs developed by county commissions on children and families in Hood River and Tillamook.

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7. Use of OAKS scores in Achievement Compacts is problematic	12-9 draft: p. 38	Staff recommends: Note that OAKS is a starting point for the essential component of "validation of knowledge and skills" and will be improved in the development of the Smarter Balanced system. Note that our surveys showed the importance of critical thinking. *DONE.*
8. Need recent samples of Achievement Compacts, perhaps as appendices	12-9 draft: App. 8	We plan to add an Appendix for this purpose. We have samples from K-12 (COSA), Community Colleges (OCCA) and OUS (Chancellor's Office). *DONE* We are awaiting a sample from the ESDs. OHSU will provide a sample by early January. *Samples received 12-9. Will include.*
9. Emphasize the impact of poverty on learning outcomes		Hanna Vaandering will provide language. *See Hanna's suggested edits 12-8-11.*
10. Be consistent in use of "student" and "learner" throughout		"Learners" is broader than students in that it includes non-classroom settings. *Both terms used with distinction above in mind.* *"Participating learners" will not be used where "students" better describes.*
11. Clarify source and scope of study that is the basis for the "five fundamentals" for school effectiveness	12-6 draft: Ch. 1 p.10 12-9 draft: p. 15	Staff recommends: Delete this reference. There are many "top 5" and "top 10" lists, informed by a diversity of opinion. We cover enough of the ideas in the remaining language. *DONE.*
12. Add an Executive Summary, Table of Contents, Glossary and Appendices	12-9 draft: App. 6	Being done. *DONE.*

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13. Recognize the unique mission of community colleges in the post-secondary world in that their mission is to serve all, not just those who pass entry requirements	12-9 draft: p. 16	See Mary Spilde's recommended language below: *Insert between 2nd and 3rd full paragraphs on p. 16.* *May need more or a description of university system to balance this addition.*
14. Include community colleges in the section describing challenges faces by universities.	12-6 draft: Ch. 1 p. 11 12-9 draft: p. 16	Will do. *DONE.*
15. Take another look at wording of the five learning stages; language could be improved. Outcome statements (Issue #2) are more understandable.	12-6 draft: Ch. 2, pp. 7-8 12-9 draft: p. 32	*Staff recommends leave as is.*
16. Need to compile and review achievement compacts for inclusion.	12-9 draft App. 8	Will be included in Appendix. *DONE.*
17. Should attempt to find better measures than OAKS for use in Achievement Compacts.	12-6 draft: Ch. 2, p. 11	*Addressed in Point 7 above.*
18. Need to change tone and solutions regarding the achievement gap and students of color. Intentional culturally specific strategies are an opportunity to increase our overall state education goals.	12-9 draft: pp. 12-15, 34, 35, 40	*See additional language (below). These suggestions have been to the 12-9 draft or will be added to the final draft, as noted below.*
19. Figure 3 chart showing educational attainment of working-age Oregonians is misleading because it is based on self-reported survey data and includes in-migrants. The 5-year high school graduation rate is more telling.	12-6 draft: Ch, 1, p. 8 12-9 draft: p. 12	Chart is being updated and clarified. *DONE.*

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20. Description of 40-40-20 goals is hard to follow.	12-6 draft: Ch. 1, p. 9 12-9 draft: Exec Summary & p. 9	See language below. *Staff recommends: "SB 253 defines our goal: By 2025, we must ensure that 40 percent of adult Oregonians have earned a bachelor's degree or higher, that 40 percent have earned an associate's degree or post-secondary credential and that the remaining 20 percent or less have earned a high school diploma or its equivalent. We refer to these targets as our '40/40/20' goal."*

Re: #1

Mary Spilde recommends:

What It Will Take

According to the language of Senate Bill 253, by 2025 all adult Oregonians should hold degrees, certificates, and diplomas in the proportions stated. A rigid interpretation of this goal would imply a massive effort all along the education continuum. Attention to working age adults, especially those who need retraining to find work and progress in their jobs, must be part of our educational goals. Our focus must be on the educational success of our students in the pipeline now and through 2025 and beyond, plus the emergent adult population, dropouts and adults who are unemployed, underemployed and motivated to seek education and retraining. Note that further development of focus and priorities will emerge as the Board develops its detailed 40/40/20 plan in 2012.

Rewrite and add to 12-9 draft language (p. 13) as follows:

That is not to say that working-age adults do not deserve attention. Particularly in these economic times, we must support and encourage additional education among those who wish to progress in their careers and those who need retraining to find work. We must also reach out to youth and young adults who have given up on education through our traditional educational institutions. Our institutions must continue to embrace those learners and find more flexible ways to meet their needs.

But our starting point to fulfill Oregon's goals in Senate Bill 253 should be the educational success of Oregon's current students—those in the education "pipeline." Rather than aspiring to reach the entire working age population, a more realistic and modest, but still substantially ambitious, approach is to ensure that the educational system is graduating young adults at the stated levels by 2025.

We will further develop our focus and priorities to reach Senate Bill 253's goals as part of a 40/40/20 plan to be undertaken by the Board in 2012.

Re: #13

Mary Spilde recommends:

Created on the notion of social justice, access to higher education for all and service to community, community colleges have a comprehensive mission that includes preparing students for transfer to four-year schools, serving as a resource for the regional and state economy by providing career and technical education to prepare people for high wage/high demand jobs, offering classes and programs to upgrade the skills of the incumbent workforce, teaching foundational skills that prepare students for college-level work and serving the lifelong learning needs of communities.

Community colleges provide open door, universal access to higher education based on where ever students are academically and serve the majority of under-represented, under-prepared students, immigrants, first generation and poorest students in this country. In addition to educating the majority of the most marginalized citizens in our state, hundreds of thousands of lifelong learners pass through our doors giving us huge reach to impact communities.

Community colleges students are typically older, the majority work full or part time, and are parents.

Re: #~~20~~18, staff recommends the following language based on conversations with Nichole Maher. Page references are to 12-6 draft.

Chapter 1, Long-Term Goal Section *(pp. 12, 13)*

Work with our communities of color will play a key role in meeting our education goals. They are the fastest growing communities in the state, and the communities which have experienced the greatest educational disparities in outcomes. Intentional investment around student achievement for these populations is necessary if we are to achieve 40-40-20.

To be substituted for sentence beginning "We must work closely…" at the top of page 13. Also reflected in the sixth paragraph of the Executive Summary.

Chapter 2, Achievement Compacts Section *(pp. 34, 35)*
Achievement compacts will include outcomes that speak directly to closing achievement gaps.

Incorporated in third paragraph under Achievement Compacts, p. 34.

As we move forward with Achievement Compacts we must recognize that some students are not subject to them because they no longer are in the education system. These disconnected youth are not in school and they are not working. Some in their late teens and early twenties reach a point where they are unable or unwilling to return to high school, yet are unprepared for community college. Strategies are needed to identify these students and get them in school or provide them viable education alternatives. In communities like Minneapolis, Boston and Seattle these students are receiving workforce training, earning high school diplomas and finding success.

Incorporated as last paragraph under Achievement Compacts, p. 35.

Chapter 1, "What It Will Take" Section (Page ~~9~~*14, 15*~~)~~
But we cannot focus solely on reducing dropout rates because some of our youth are not reflected in dropout rates, which are calculated at and beyond ninth grade. Oregon has a particular challenge with Native American, Latino, Slavic and impoverished rural students dropping out of our school system in seventh and eighth grades. These students cannot simply be coaxed or dragged back to public school. These students may require alternative strategies that meet them where they are and support them in charting education pathways that lead them to career and community fulfillment.

Incorporated in last paragraph under What It Takes, p.14.

Schools and organizations around the U.S. have experienced success with these students through culturally-specific parent engagement, tailored attendance initiatives developed in community partnerships, and robust tracking systems that identify challenges and embrace a wraparound mindset in matching public and private services to diverse student needs.

To be added to last paragraph under What it Takes. P. 15.

Chapter 2, Guidance and Support Section *(p. 40)*
"…Teachers need reliable and vetted resources proven to be effective with the learners in their classrooms, particularly those that are at risk for low achievement. *This will require support for initiatives that meet students where they are and chart education pathways to address their unique needs.*

Incorporated in first full paragraph of p. 40.