Off-the-Record Small Group Brainstorm

OEIB Outcomes and Indicators

October 14, 2011

Legend

+ of Outcome Indicators

^ Changes/Additions/Suggestions/Questions

* Ideas to Reach Outcomes/Indicators

Overview Outcomes

1. Ready to Learn (4-5)
2. Numeracy and Literacy Fluency (6-7)
3. Ready for Rigor (8-9)
4. Ready for College or Career Entry (10-11)
5. Locally and Globally Competitive (12-13)

1

+ By about age 5 learners have the cognitive, social, emotional and behavioral skills necessary for kindergarten
^ Add physical
+ Child Health
^ Insert physical and mental
+ Child Language
^ Insert "age appropriate in any language"
^ Literacy and learning split 1-2
What is "literacy" at this level?
* Training for parents in developmentally appropriate practices
* Use developmental screening tools annually
Daycare licenses tied to teaching
* Books in every home
* Preschool + childcare standards/curriculum
+ Family involvement
Look at whole child
Good indicators
^ Expand to include community
How do we involve those kids not yet in established groups, i.e., child find, work w/health clinics
Define & strengthen K-3 measures of success to help inform 0-5
Ask for kinder teacher input
Define indicators in specifics
Capture exposure to life experience
Keep it simple
Ready to Succeed in School (instead of ready to learn – kids are sponges)

Best Practices
Extended day kinder/full day
Ready for kindergarten (WA) program to help assess readiness
Early Learning center
Ben Canada – Baby College – Engaging Families
Teen Parent Support/Training
Summer School – pre K course
Reading Foundation (WA)
Pre school/Pre kinder on school site/collaborate with kinder teacher
Prof. develop. For preschool staff w/school staff

+ We could have a common set of indicators
^ How do we support children w/delayed skills
^ Can we add gross/fine motor skills
^ Flesh out/explore indicators & add depth
^ What is the entering K indicator (e.g., Lane Co., PDX, Gladstone, promise neighborhood projects)
^ How do we provide a pre K experience for ALL children
^ Can we align vocabulary use (e.g., literacy AND numeracy)
* Promise Neighborhoods
* Baby University
* Pre schools @ remote schools
* Coordinate/cooperate from/with Early Ed support (e.g., Head Start, Early Head Start)
* Expand Family Resource Centers and outreach opportunities
* Use decommissioned schools for early ed programs
* Parent-to-Parent mentors (e.g., pre K, 6, 9, other transitions)
* Connect w/pediatricians to share data

+ * Change age 6 to end of first grade and age 9 to end of third
  * OK with 3rd grade OAKS but need end of 1st grade measure
+ Universal screening m/r device for kindergarten by subgroups
  * Track cohorts longitudinally against a defined achievement gap
^ Use more measureable lang (6)
^ Too flowery (6) clarify context
^ What is proficient (6)
+ Worthy goal
+ Survey concept has merit
+ * Easy to read & understand
  * These are the right two: literacy AND numeracy
  * Aligned with common core standards
  * Like ability to use formative assessments
  * Values teacher/student voice
^ * Flexible for ELL/ESL & SpEd
  Surveys – like teachers @ next level
  like students @ next level
  * Ensure surveys truly representative of parent voice
  * ? Dependent on earlier stage
* Native language testing/translation & adaptations for other challenges
  Multi-subject content in literacy
  Use this as focal point for budget & for partners
  System to identify those behind coming out of early years & focus intervention

3

+ Self directed students can access more learning resources
  3 indicators do demonstrate rigor
  Ready for rigor statement
^ How do you measure behavior – what are you looking for? District or state commonality
  What are the strategies and how do you measure?
  Who determines?
  Tools – where will technical support come from to develop valid measurements
  Need PD that will support the initiative
  Linkage to teacher prep programs
  Need technical support to develop measures

Overall

How do we ensure that this direction will be constant, not at the mercy of changing leaders, legislature, Governor, education leaders, changes in funding? How do we stay off the roller coaster?

+ Like focus on self directed
  Like focus on "ready for high school"
  Like emphasis on mid-school rigor
^ What happens if students don't demonstrate the indicators?
  Measures don't reflect self-direction
  What happens if district doesn't meet compact goals?
  "Key cognitive strategies" are disconnected from measures
  A.C.T. EXPLORE is a good measure
  Added instructional time
* Proficiency-based grading
  Standardized formative assessment based on a common core
^ Indicators/tools fine, application a concern
  Need Rx for mid school rigor
  Why wait till mid school for rigor?
  8th-9th graders are not "mid teens"

^ What is a full option diploma? (AP, College Now, expanded options)
+ College credits earned per graduate (equity & access issues must be addressed)
^ Course audit of 9th grade by subgroup
^ "Ready for rigor?" Really? Not until 8th grade?
^ We need more info about "readiness report/surveys"
SAMPLES… This is an expectation instruction problem sometimes
* % of students involved in extra curricular activities (Wagner Research)
+ World Languages exposure & mastery (grad req?)
* Work Samples (writing – demonstrations of proficiency)
* A meaningful education plan for education beyond high school (CIS program)
+ % of students on pace to earn full option diploma measured at established intervals early childhood to late teens
Like: plan explore ACT
^ Small # indicators PK-12
Key transition points
Measures should be predictive of success @ next level
Set annual targets: measure overall success (all students) AND narrow/close achievement gap
Use broader measures than just scale tests & formative assessments
Consider ontime grade & 5th yr grad
Invest resources
Align partnerships
Target interventions & supports @ these indicator points
Match w/C2C
+ % of students, employers, higher ed faculty who report students ready for college & career
^ Mutual agreement re: college readiness & work readiness
^ Track reduce remediation needed after K-12 in college, cc, workplace
^ Feedback loop: writing, math, communication, problem solving, etc.

Colleges – simple survey
College students – sample: employer, employee

5

Invest in embedding tech in teaching & learning
    Stay current
Open up education beyond bricks & mortar – more options – international
Use tech to reach outcome
Student engagement – total – all kids all the time!
Lifelong learning because the world changes so fast

+ We want to be globally competitive
  Economic impetus
  Better work force
  Good consequences: i.e., less crime, less poverty
  Less remediation – align better 9-20
  Proficiency-based models
  Do 1st yr of college in high school
  Outcomes help us share staff P-20, HS, college
^ + rigor → grad?
  Start early setting kids ready – control
  Work w/human services, social services
  Global competition will give us a world perspective – embrace diversity
  Breakdown stereotypes
  Change our point of view
  If 1st 4 steps happen 5 will happen! Ultimate outcome!
- B-20 statewide/agency software to accurately track
- Employment & income data tied to degree/certificate programs/income data
- Specifically → how many are employed in area related to the obtained degree or license?
- New employee survey/satisfaction – how well was I prepared? (also post hs survey re: preparation)
⌖ Collect accurate/real data regarding financial barriers to seeking post secondary ed – outcome – increase financially able post secondary education enrollees → increase attendance & retention
⌖ Immigration and poverty status reduced → eliminated as a barrier to accessing post-secondary ed.
- Collect data about whether jobs are available in degree – certificate/chosen career area
⌖ Should college experience/curriculum provide increased diversity in skill w/in experience

- Both in K-12 & post secondary → how do we validate non traditional learning experiences
- Collect reentry (to job market) data and apply significance to post-secondary findings

* ?? is narrowing of student's 9-12 academic focus incongruent to a global vision??

⌖ We need a broader selection of jobs available statewide

\+ Not just college → workforce certification (CTE efforts)
Promote overall implications to comm. & economy
Consistent end-goal regardless of community
Provide schools w/data → to impact practice
Shares accountability beyond (K-12) – higher ed

^ Data collected & reported → How will they be reposted… → District or state? Is re-measurement missing military? – w/degree/cert.
Statement – specific that would promote <u>outcomes</u> that are more specific
Idea → spcc to tracking degree completion
Measuring the stud./individual <u>or</u> the impact on community → by product?

* Consider measuring the community impact of the efforts w/the student
Tie community – co/labor to the outcomes vs. only the correlation to student (K-12) + beyond outcomes