



## CITATIONS

<sup>1</sup> Balfanz, Robert. "On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation." ([http://new.every1graduates.org/wp-content/uploads/2012/03/on\\_track\\_for\\_success.pdf](http://new.every1graduates.org/wp-content/uploads/2012/03/on_track_for_success.pdf))

<sup>2</sup> "Oregon Statewide Report Card 2012-2013." Oregon Department of Education. Page 34. (<http://www.ode.state.or.us/data/annreportcard/rptcard2013.pdf>)

<sup>3</sup> United States. Oregon Department of Education. [www.ode.state.or.us](http://www.ode.state.or.us). N.p., 26 Nov. 2013. Web. 22 Jan. 2014. (<http://www.ode.state.or.us/data/annreportcard/rptcard2013.pdf>)

<sup>4</sup> "A Graphic View of Poverty in Oregon." Oregon Center for Public Policy. N.p., n.d. Web. 22 Jan. 2014. (<http://www.ocpp.org/2013/09/19/graphic-view-poverty-oregon/>)

<sup>5</sup> "Minority Teacher Act Report." Office of Governor John Kitzhaber. 2013.

<sup>6</sup> "Kindergarten Assessment Data." Oregon Department of Education and the Early Learning System. Jan. 2014.

<sup>7</sup> Hernandez, Donald J. "Double Jeopardy Overview: How Third-Grade Reading Skills and Poverty Influence High School Graduation." (<http://www.aecf.org/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport030812forweb.pdf>)

<sup>8</sup> Lesnick, J., Goerge, R., Smithgall, C., & Gwynne J. (2010). *Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment?* Chicago: Chapin Hall at the University of Chicago.

<sup>9</sup> "Earnings and Education." U.S. Bureau of Labor Statistics. U.S. Bureau of Labor Statistics, n.d. Web. 23 Jan. 2014. (<http://www.bls.gov/spotlight/2013/statistics/home.htm>)

<sup>10</sup> Oregon University System. "2013 Legislative Issue Brief Higher Education." n.d. Web 23 Jan. 2014. ([http://www.ous.edu/sites/default/files/dept/govrel/files/Day1C\\_IssueBriefDualCredit.pdf](http://www.ous.edu/sites/default/files/dept/govrel/files/Day1C_IssueBriefDualCredit.pdf))



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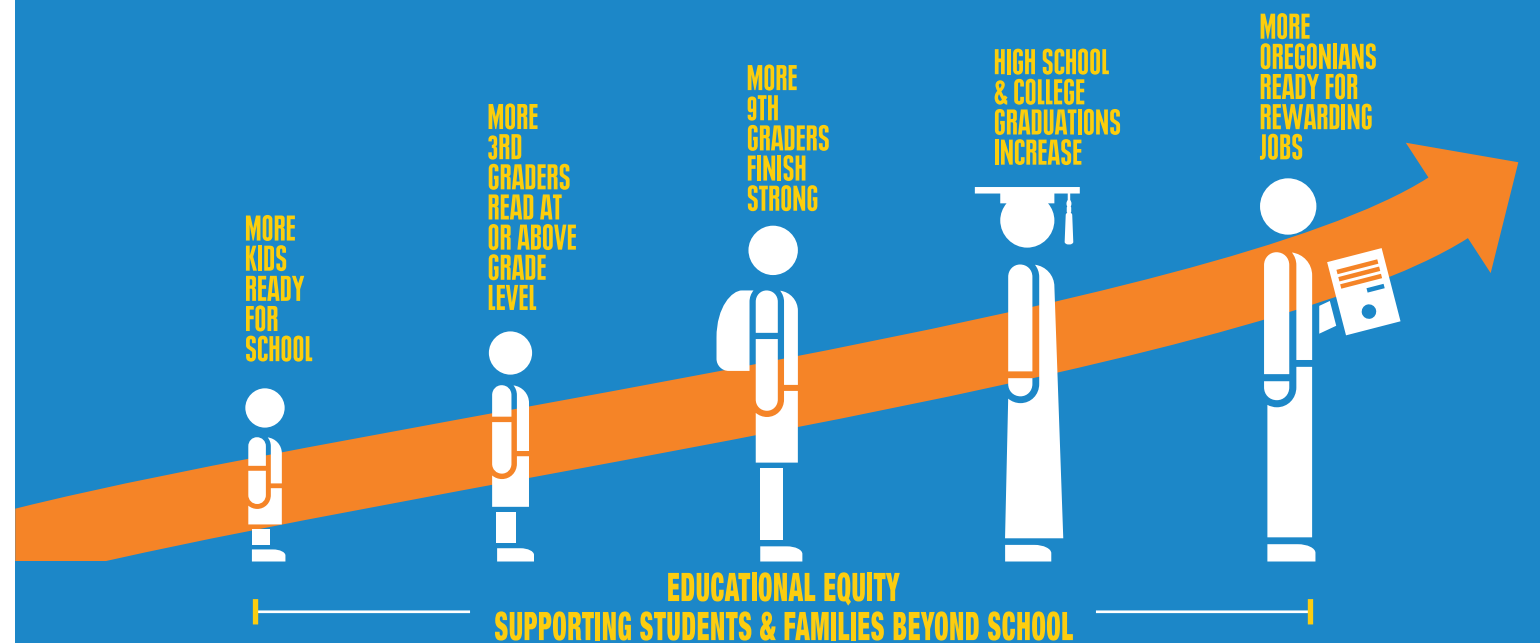


The Oregon Education Investment Board is dedicated to building a student-centric system that links all segments of the educational experience together to ensure each student is poised for a promising future.

The future prosperity of our state depends on our ability to build a system that focuses on supporting each student, early, and throughout their education.

**PREPARED STUDENTS = PROSPEROUS OREGON**

**WE'RE FOCUSED ON REACHING 40-40-20 BY DRIVING COLLECTIVE RESPONSIBILITY TO ACHIEVE THE FOLLOWING:**







# OUR PRIORITIES

These focal areas are key leverage points in the student experience that span multiple agencies making the OEIB uniquely positioned to drive the vision to collectively achieve them.



## IMPORTANT THROUGHOUT EDUCATION

## KEY TRANSITION POINTS

### Poverty to Prosperity

*Collectively Supporting Students & Families Beyond School*

Poverty and other risk factors present significant barriers to students ready to learn and ultimately succeeding throughout their education. As Oregon struggles to address high rates of poverty, homelessness and hunger, we know that classroom education must be coupled with comprehensive support services in order to improve student outcomes and curb chronic absenteeism.

From urban to rural Oregon, positioning students for success requires our collective focus on building strong, healthy families. Doing this effectively will require a joint commitment from: parents; families; schools; community and culturally specific organizations; health and social services providers; businesses; and local governments to innovatively leverage ideas and resources. Achieving optimal student results requires all partners working in tandem to achieve shared goals for student success.

#### We're Committed to:

Supporting collective responsibility through the Regional Achievement Collaboratives and Early Learning Hubs, and aligning with the Governor's regional transformation efforts; challenging educators, policy-makers and partners to focus on key outcomes and leverage resources to maximize impact opportunities; and participating in cross-sector conversations at the state level aimed at efforts to build strong communities.

*For the 12-13 school year, more than half of Oregon students qualified for free and reduced lunch.<sup>3</sup>*

*In Oregon, nearly 1 out of 4 children live in poverty.<sup>4</sup>*

*More than 3% of Oregon's students under the age of 18 are homeless.<sup>2</sup>*

### Educational Equity

*Prioritizing Students in the Opportunity Gap*

Our current system of education is not designed to effectively support all students. Our one-size fits all approach has led to us leaving behind an increasing proportion of our students. As the gap widens between the opportunities available from one student to the next, it is incumbent on us to build the capacity in our system to prepare each student to start school ready and remain on track throughout their education. This begins with a belief that each and every student has the ability to learn.

Together, we must address the inequities that exist for students from communities of color, Immigrants and English Language Learners to ensure that each student has an optimal learning environment that prepares them for their future.

#### We're Committed to:

Ensuring that a much higher percentage of educators and school staff reflect Oregon students; modeling the importance of having all voices at the table to demonstrate our expectations throughout the state; and working closely with culturally specific and community organizations, and families to ensure English Language Learners and students from communities of color benefit from programs proven to be effective.

*Graduation rate for Oregon is 68.5% and for students of color it is less than 60%.<sup>3</sup>*

*As of 2011, just 6.53 % of staff employed at Oregon public schools were minorities while 35% of our students are from communities of color or English Language Learners.<sup>5</sup>*

*As of 2012, there were 58,580 English Language Learners in Oregon schools.<sup>9</sup> 19% of currently enrolled Kindergarteners have limited language proficiency.<sup>2</sup>*

### Reading Changes the Game

*Early Literacy*

The learning that happens during the window of time between the early years of a child's life and third grade is one of the single most significant predictors of life-long success.

Literacy, including numeracy and digital literacy, is a fundamental skill that follows students throughout their education. Reading proficiently by third grade determines how successful students are likely to be at all future levels of education. Preparing students to be on track for reading by third grade begins early when critical letter and numeracy skills are developed. Collectively, we have to deepen the connections between early learning programs and our K-12 system and support both educators and families in helping students' master essential skills before reaching third grade.

#### We're Committed to:

Providing support to educators, families, and caregivers to help build early literacy skills and foster a love of reading; increasing access to high-quality, affordable childcare with safe, stimulating, and interactive environments; supporting the transition to full-day Kindergarten for all students; and to and building systems of support and intervention in schools to get all students on track by the end of 3rd grade.

*33% of entering Oregon kindergarteners could name five or few letters and 14% couldn't name a single letter.<sup>6</sup>*

*Students reading proficiently by 3rd grade are four times more likely to graduate high school.<sup>7</sup>*

*85-90% of poor readers receiving intervention before 3rd grade can increase reading skills to average levels; 75% of those receiving intervention post nine years old will continue to have difficulties throughout their life.<sup>8</sup>*

### Paving Pathways to the Future

*Bridging High School & Post-Secondary to Foster Student Success*

There are critical junctures in high school that dictate long-term success and preparedness for the future. Overwhelming evidence tells us that if a student is on track with credits by the end of 9th grade, and has consistent attendance, odds of graduating improve dramatically long-term. Student outcomes improve when there are: defined pathways to higher education; options for college credit in high school; career exploration opportunities; and engagement with families about options for their student's future.

The level of educational attainment directly corresponds with lifelong earning potential and prosperity. Putting more students on the path to college and career readiness benefits all Oregonians. We must ensure that higher education and career are both accessible and affordable to each and every Oregon student.

#### We're Committed to:

Working collaboratively to develop seamless pathways from high school to college & career; supporting legislative efforts to pilot programs aimed at making higher education affordable for more students; and working with families and communities around Oregon to create a college going culture.

*Ninth graders who earn at least five full-year course credits are 3.5 times more likely to graduate from high school than their peers who do not. There is a strong link between attendance and course passing.<sup>1</sup>*

*Dual credit students have a 10% higher college participation rate than high school graduates overall.<sup>10</sup>*

*An Oregonian with a Bachelor's degree is twice as likely to be employed and makes a median income that is double that of an individual who has less than a high school diploma.<sup>9</sup>*