



# Strategic Investments

*Progress Report to the Education  
Subcommittee of Ways and Means*

May 2015



## Summary: Strategic Initiatives Investments in 2013-15 and Proposed for 2015-17

HB 3232 - Includes Operations and Grant-in-aid	2013-15	2015-17
Oregon Reads for Focus and Priority Schools	\$4.0 million	-
Oregon Reads for Early Learning	\$1.8 million	-
Oregon Reads - Response to Intervention	\$2.0 million	-
Guidance and Support for Post-secondary	\$6.3 million	-
Eastern Promise Replication	\$4.4 million	-
Regional Promise	-	\$3.0 million
STEM – Regional, Hubs, Underserved	\$7.3 million	\$15.8 million
Tribes Attendance Pilot	-	\$1.5 million
Move TELL Tool to OEIB	-	(\$0.25 million)
GED Initiative (HECC Program)	-	\$2.0 million
Effective Teacher Preparation Program	-	\$1.0 million
Strengthening Professional Development for Assessments	-	\$2.8 million
School and District Turnaround	-	\$2.9 million
<b>TOTAL</b>	<b>\$25.8 million</b>	<b>\$28.75 million</b>



## Summary: Network Investments in 2013-15 and Proposed for 2015-17

HB 3233 – Includes Operations and Grant-in-aid	2013-15	2015-17
Educator Mentoring	\$9.6 million	\$10.0 million
School District Collaboration	\$12.3 million	\$14.0 million
Educator Effectiveness	\$5.0 million	-
Support Implementation of CCSS	\$5.0 million	\$1.5 million
Student Centered Learning	\$1.9 million	-
Closing the Achievement Gap	\$5.6 million	\$5.0 million
Educator Preparation	\$2.5 million	-
Aligning Prof Dev Plans to SI & Leadership Needs	\$2.7 million	-
Support for Low-performing Districts	-	\$4.0 million
Early Learning Prof Development	\$0.4 million	-
<b>TOTAL*</b>	<b>\$45 million</b>	<b>\$34.5 million</b>

\*Reduction from 2013-15 to 2015-17 reflects one-time \$12 million in funding in 2013-15.



- 2 Bills:
  - HB 3232 (2013) Strategic Initiatives for Student Success
  - HB 3233 (2013) Network of Quality Teaching and Learning
  
- 4 Focus Areas:
  - Early Reading Program
  - Connecting to the World of Work
  - Guidance and Support for Post-secondary Aspirations
  - Support for Teaching and Learning
  
- Over **33** investments
  
- **1,200** grant recipients



## Strategic Initiatives and Network of Quality Teaching & Learning

**\$70.8 Million\*** to award and administer

**33 strategic investments** involving

- ✓ **196 School Districts (SDs)**
- ✓ **19 Education Service Districts (ESDs)**
- ✓ **20 Post-secondary Institutions**
- ✓ **9 Tribes**
- ✓ **52 Community-based Organizations (CBOs) and Nonprofits**

\* ODE portion

## Strategic Initiatives for Student Success (HB 3232)

Support evidence-based strategies designed to rapidly improve student performance and close achievement gaps on several key measures of progress, including:

- ✓ Kindergarten readiness
- ✓ 3<sup>rd</sup> grade reading proficiency
- ✓ 9<sup>th</sup> grade progress toward graduation and high school completion
- ✓ College enrollment



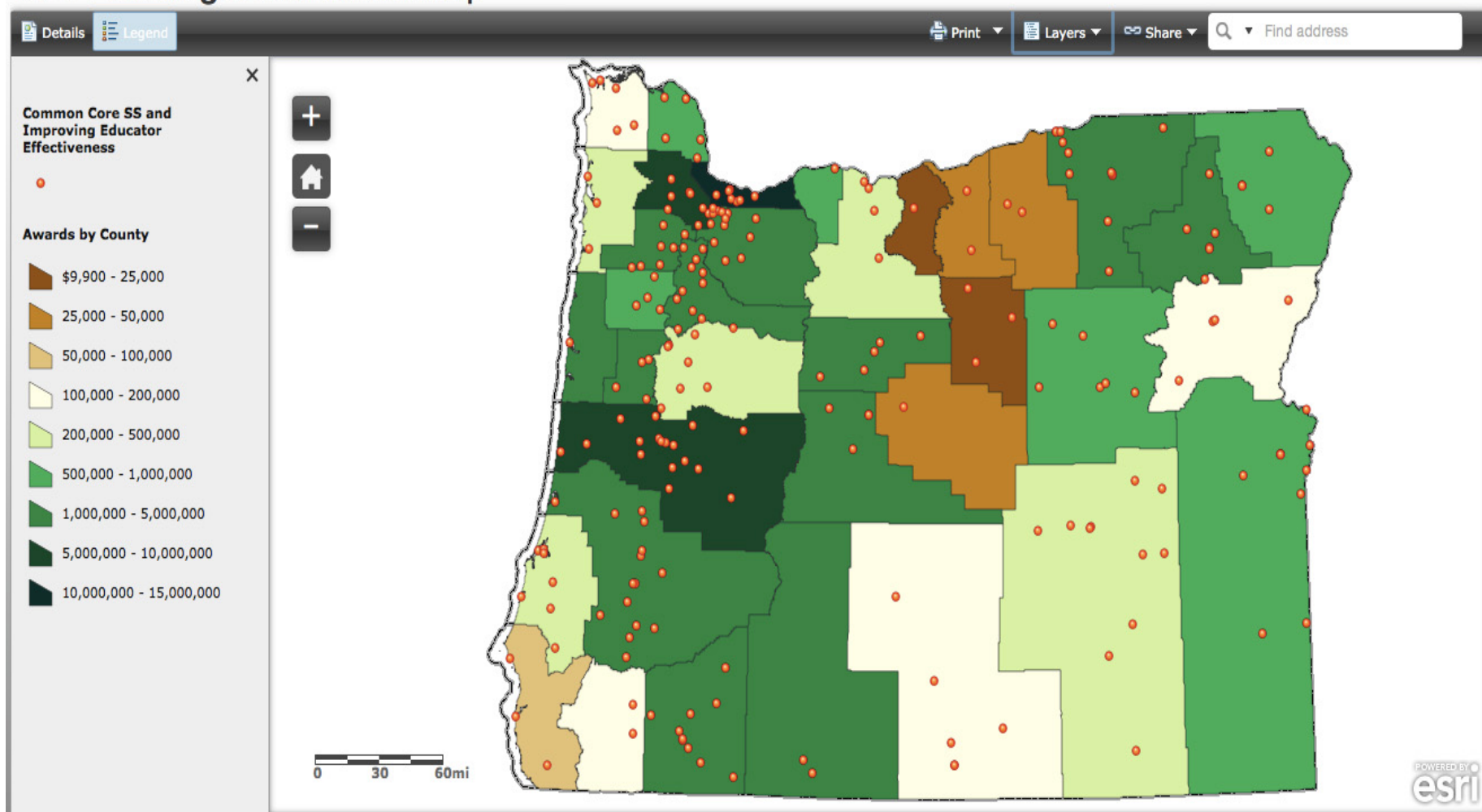
## Network of Quality Teaching & Learning (HB 3233)

The Network of Quality Teaching & Learning invests in educators by:

- providing resources to support professional growth;
- recruitment, retention, and mentoring; and
- development and advancement at each stage of the career continuum in order to improve student achievement.

# Where the Strategic Investments Went

## ODE Strategic Initiatives Map







## AWARD PROCESS

RFP developed by ODE staff

RFPs reviewed by the Equity Team and Government and Legal Affairs Team

RFPs released in 4 phases

Respondents allowed at least 4 weeks to respond to an RFP

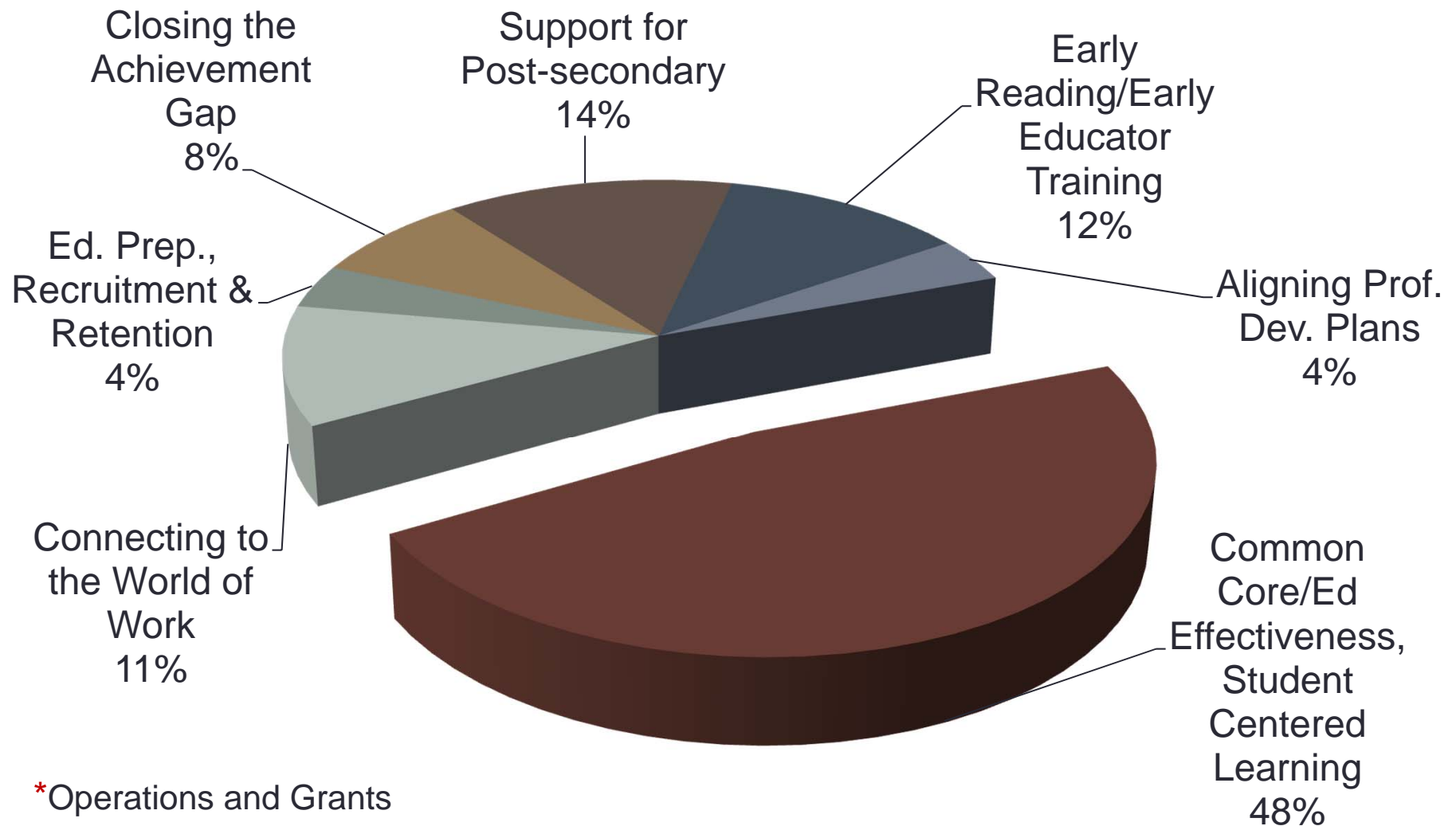
Grant review teams utilized a scoring rubric

Grant review teams had 25% or more participation from non-ODE staff

The Equity Lens followed for all funding decisions

Award announced within 15 days of the submitted proposals

## Distribution of Funds: \$70.8 Million\*



\*Operations and Grants

## Projects Funded in Four Phases

	RFP Released	Due	Funding
<b>Phase 1</b>	July-August 2013	August-September 2013	September-October 2013
<b>Phase 2</b>	September 2013	November-December 2013	January 2014
<b>Phase 3</b>	November 2013	February-March 2014	March-June 2014
<b>Phase 4</b>	May-June 2014	June 14-October 2014	August-December 2014



## High Impact, Longer Term Investments

- ✓ School District Collaboration Grant
- ✓ Beginning Teacher and Administrator Mentoring
- ✓ Oregon Response To Intervention (OrRTI)
- ✓ Eastern Promise

## School District Collaboration Grant

**\$12.3 Million** to award and administer Design and Implementation grants to **37 School Districts** serving **78,287 Students** in 2013-14

Mission Critical Elements  
CLASS/SDCF: Implementation

### ENGAGEMENT AND COMMUNICATIONS

**Desired Outcome**  
Educators have opportunities to participate in the design of the project and provide meaningful feedback.

**Desired Outcome**  
Educators understand what CLASS/SDCF is and the potential benefits to the district.

### PRINCIPAL/TEACHER EVALUATIONS

**Desired Outcome**  
Observations, artifacts, and student achievement measures lead toward improvement of practice.

### CAREER PATHS

**Desired Outcome**  
Educators are empowered to be leaders.

### COLLABORATIVE EDUCATOR-LED DESIGN

### PROFESSIONAL DEVELOPMENT

**Desired Outcome**  
The professional learning in the district improves professional practice.

### COMPENSATION

**Desired Outcome**  
Educators are recognized and rewarded for their professional contributions.

## Collaboration Grant Districts Compared to the Rest of the State (ROS) 2013-14 Oregon Assessment of Knowledge & Skills (OAKS)

	Reading	Math
<b>Group 1 - Sherwood and Tillamook</b>	<b>2013-14 Meet/Exceed <i>Relative to ROS</i></b>	<b>2013-14 Meet/Exceed <i>Relative to ROS</i></b>
All students	9.4%	12.8%
Economically disadvantaged	4.7%	10.1%
Not economically disadvantaged	3.6%	5.5%
American Indian/Alaska Native	9.1%	9.7%
Black	29.8%	23.0%
Hispanic	2.8%	8.8%
Limited English Proficiency	0.6%	4.7%
<b>Group 2 – Albany, Bend, Crook County, Redmond, Salem-Keizer, Sisters, Vernonia</b>	<b>2013-14 Meet/Exceed <i>Relative to ROS</i></b>	<b>2013-14 Meet/Exceed <i>Relative to ROS</i></b>
All students	-0.9%	1.3%
Economically disadvantaged	0.7%	9.9%
Not economically disadvantaged	2.1%	1.8%
American Indian/Alaska Native	7.1%	7.4%
Black	12.8%	10.6%
Hispanic	-0.7%	5.4%
Limited English Proficiency	1.0%	3.3%

## Collaboration Grant Districts Compared to the Rest of the State (ROS) 2013-14 Oregon Assessment of Knowledge & Skills (OAKS)

	Reading	Math
<b>Group 3 - Ashland and South Lane</b>	<b>2013-14 Meet/Exceed Relative to ROS</b>	<b>2013-14 Meet/Exceed Relative to ROS</b>
All students	8.7%	6.6%
Economically disadvantaged	14.0%	9.9%
Not economically disadvantaged	3.1%	2.6%
American Indian/Alaska Native	20.2%	0.3%
Black	19.5%	25.8%
Hispanic	11.7%	7.5%
Limited English Proficiency	6.2%	9.4%
<b>Group 4 - Bethel, Corvallis, David Douglas</b>	<b>2013-14 Meet/Exceed Relative to ROS</b>	<b>2013-14 Meet/Exceed Relative to ROS</b>
All students	-0.5%	0.6%
Economically disadvantaged	2.5%	4.1%
Not economically disadvantaged	1.5%	2.6%
American Indian/Alaska Native	6.6%	2.2%
Black	-1.9%	0.8%
Hispanic	4.1%	4.5%
Limited English Proficiency	2.3%	3.9%



## Governor/ODE/OEIB Funding Proposal School District Collaboration Grant Program

2013-15 Current GIA and Operations Funding	2015-17 Proposed Funding
<b>\$12.3 Million</b>	<b>\$14.0 Million</b>



## Beginning Teacher and Administrator Mentoring Program Goals

- INCREASE retention of beginning teachers and administrators
- IMPROVE instructional practices
- INCREASE student learning growth





## ODE Mentoring Program

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Projects	11	8	7	8	6	15	15
Districts Served	85	72	16	44	17	62	59
Beg. Teachers (BT)	975	622	425	323	408	983	1172
BT Mentors	222	108	46	33	80	286	299
Beg. Adm. (BA)	53	80	28	80	47	97	47
BA Mentors	22	34	19	35	24	50	22

These numbers are based on the pairing forms and funded BT/BA numbers submitted by projects in September.

## Retention Impact

**77%:** one-year Oregon Mentoring Program  
beginning teacher retention rate

compared to

**64%:** one-year statewide beginning teacher  
retention rate (2010-11 cohort)



# Governor/ODE/OEIB Funding Proposal Oregon Mentoring Program

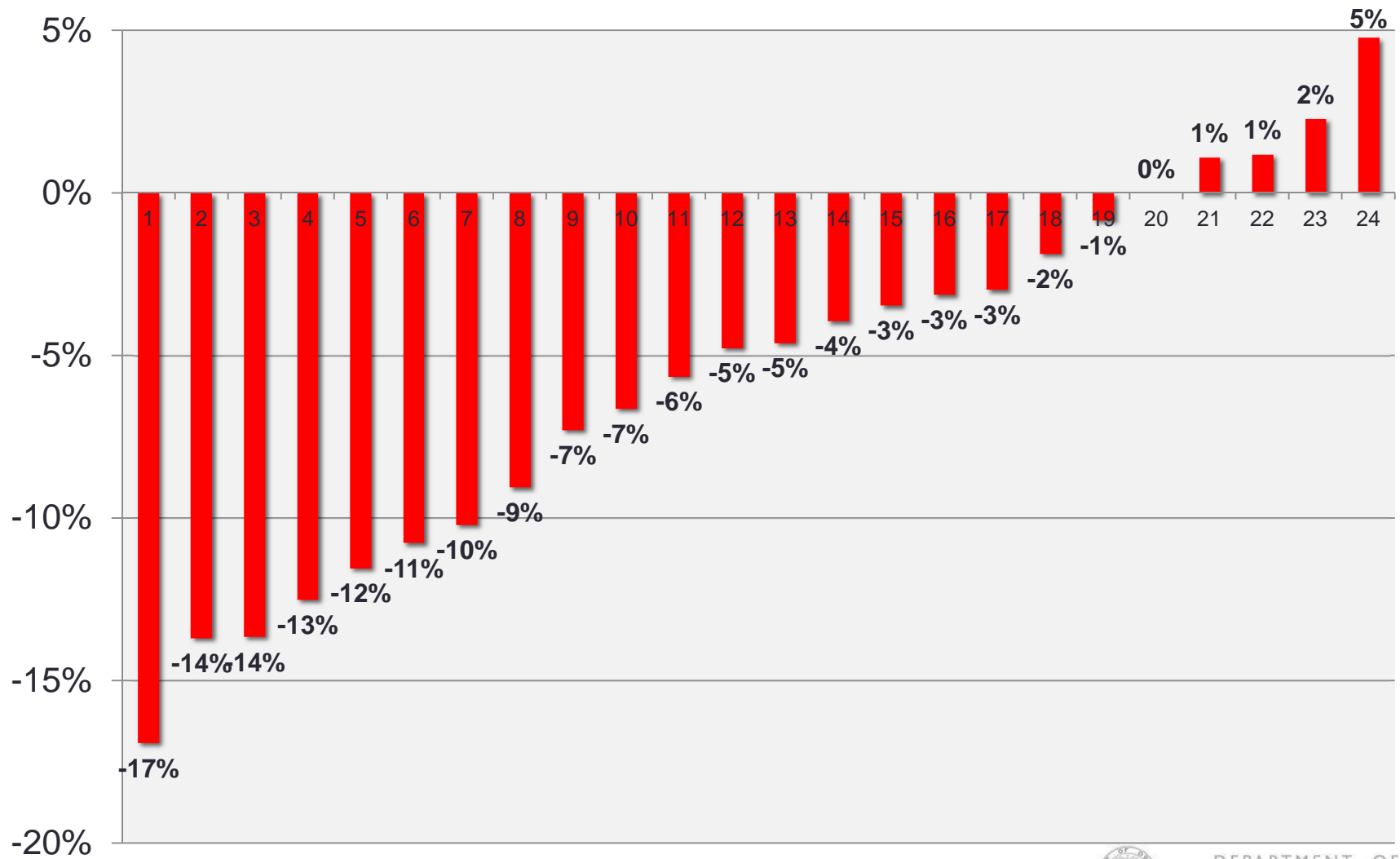
2013-15 Current GIA and Operations Funding	2015-17 Proposed Funding
<b>\$9.6 Million</b>	<b>\$10.0 Million</b>

## Progression of Oregon Response To Intervention (OrRTI)

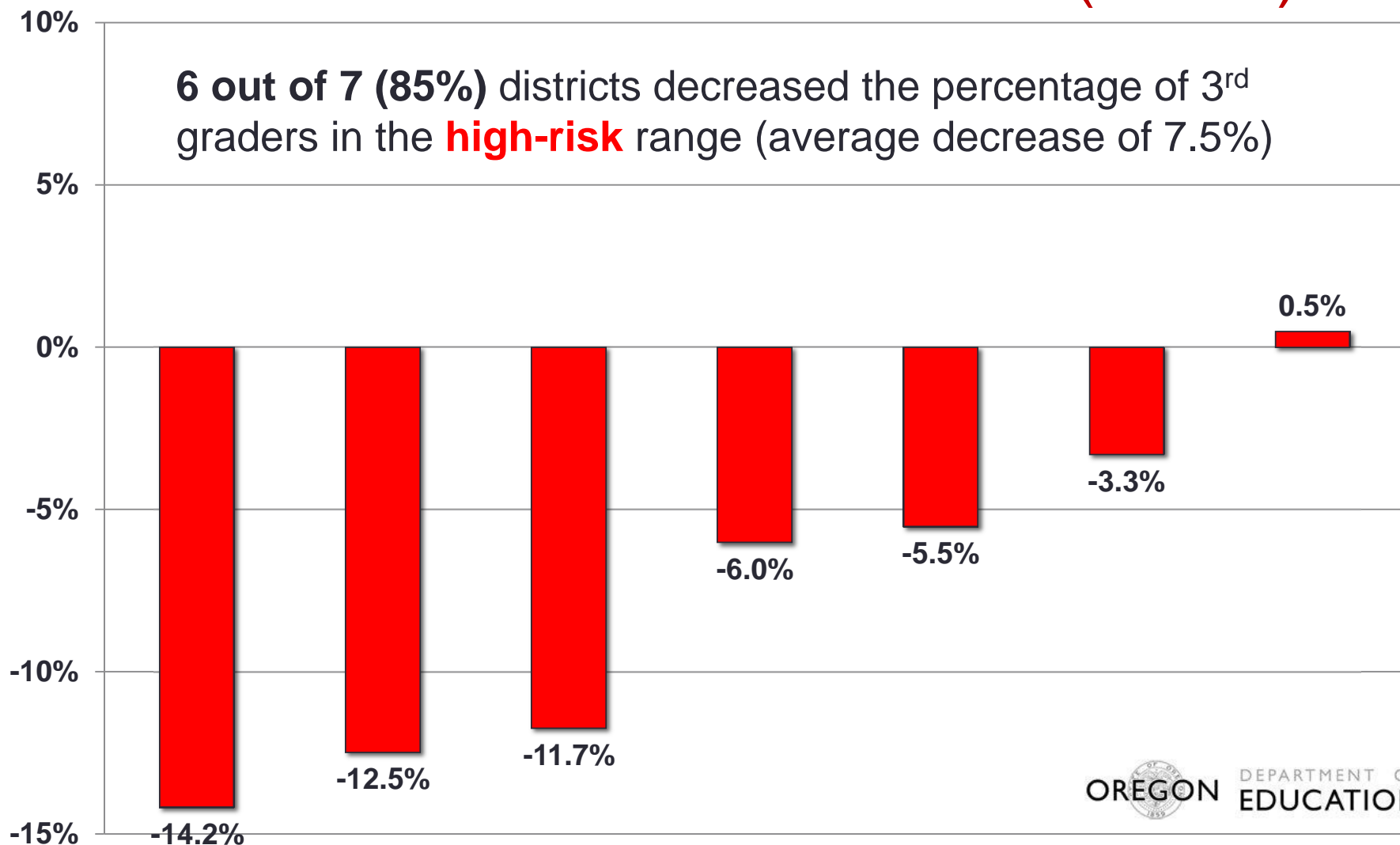
The following slides show a variety of data that indicate OrRTI supports these specific goal areas cited in HB 3232:

- Develop and disseminate evidenced-based models and best practices likely to improve student outcomes
- Support the use of high-quality reading programs
- Increase % of students at benchmark for reading by 3rd grade

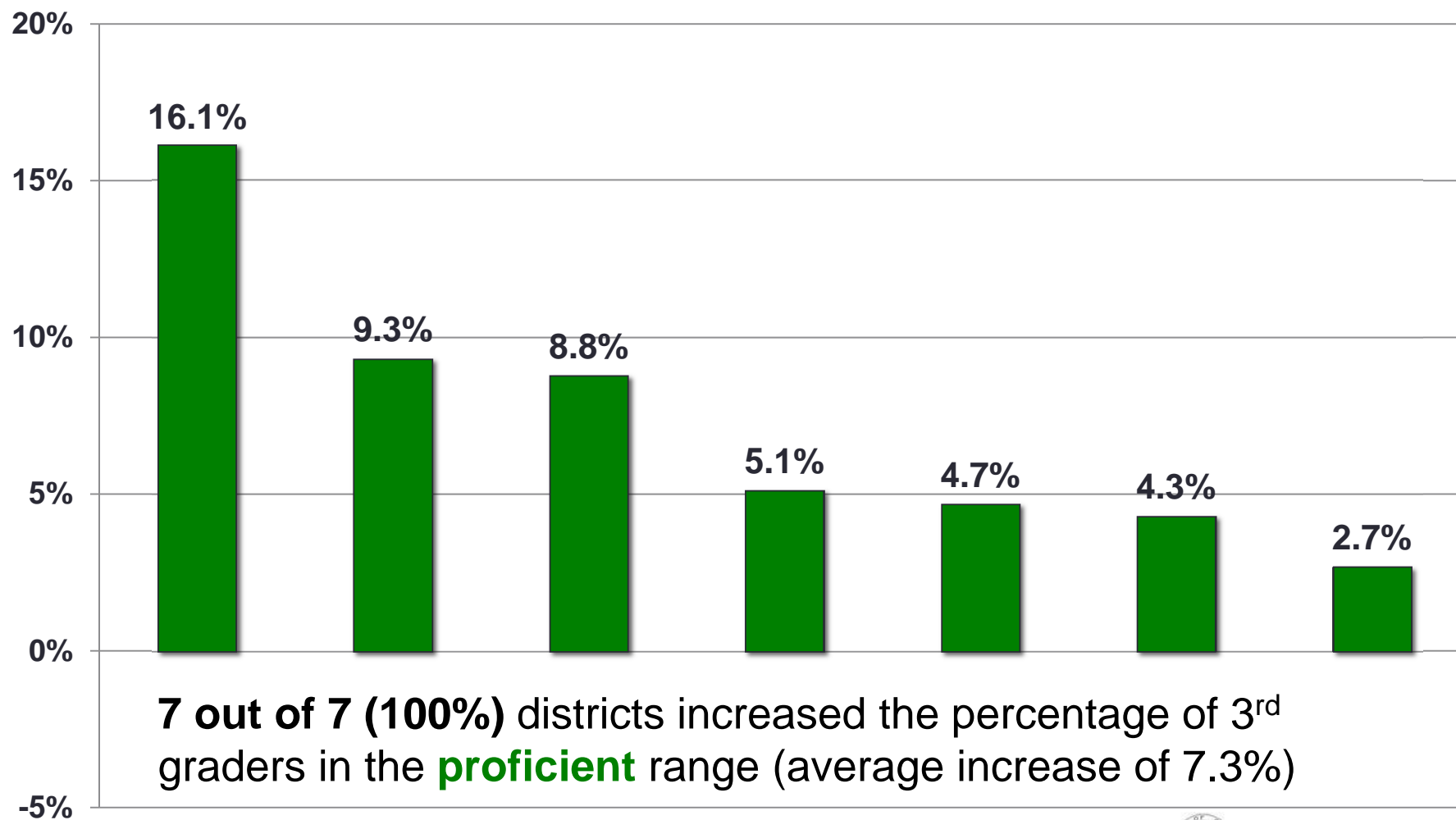
Reduction in Percentage of 3<sup>rd</sup> Grade Students in “High-risk” Zone - 79% of Districts Actively Participating for 2-5 Years Decreased the Percentage of 3<sup>rd</sup> Grade Students Identified as High-Risk from Fall 2013 to Spring 2014 (OrRTI)



## Change in Percentage of 3<sup>rd</sup> Graders at High Risk: 2013-14 Funded Districts (OrRTI)



## Change in Percentage of 3<sup>rd</sup> Graders at Proficient: 2013-14 Funded Districts (OrRTI)







## Evidence OrRTI Helps in Closing the Achievement Gap

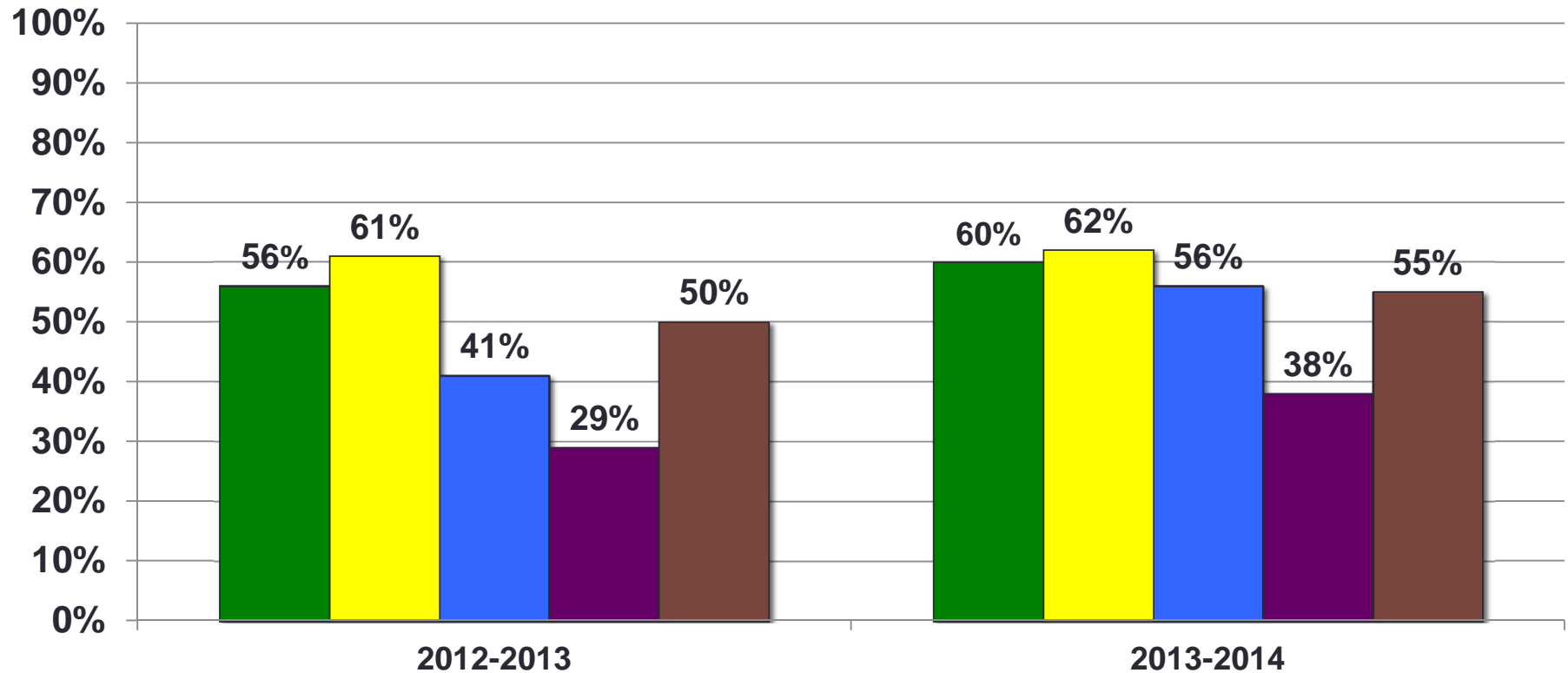
The following four slides show data for four new districts in 2013-14. These districts experienced a trend of increased performance by historically underserved subgroups. There was a decrease in the overall achievement gap between white students and various subgroups:

- Hispanic/Latino
- American Indian/Alaskan Native
- Multiracial
- Limited English Proficient students
- Economically Disadvantaged students

# Eagle Point

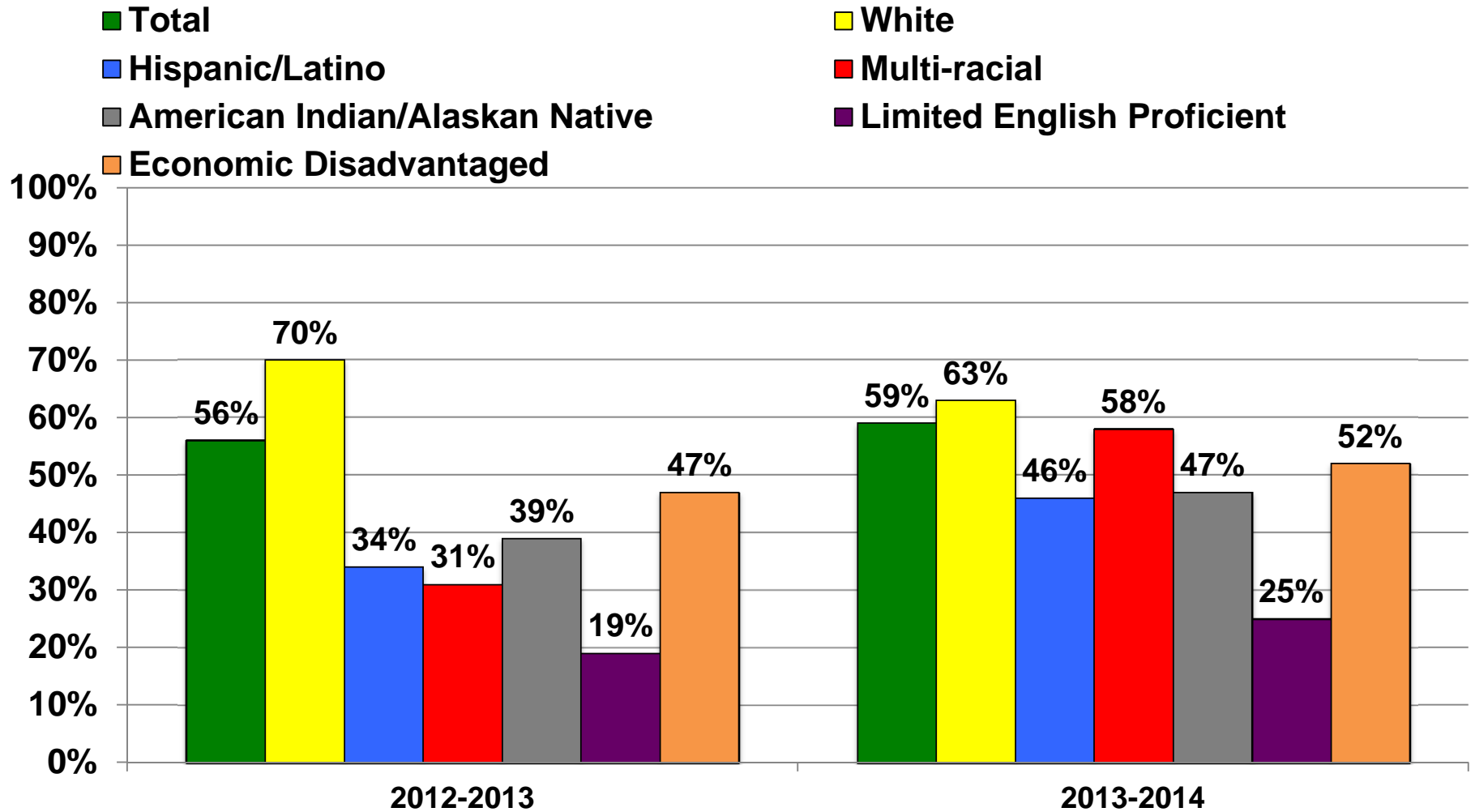
% of 3<sup>rd</sup> Grade Students Meeting or Exceeding on OAKS Reading

■ Total      ■ White      ■ Hispanic/Latino  
■ Limited English Proficient    ■ Economic Disadvantaged



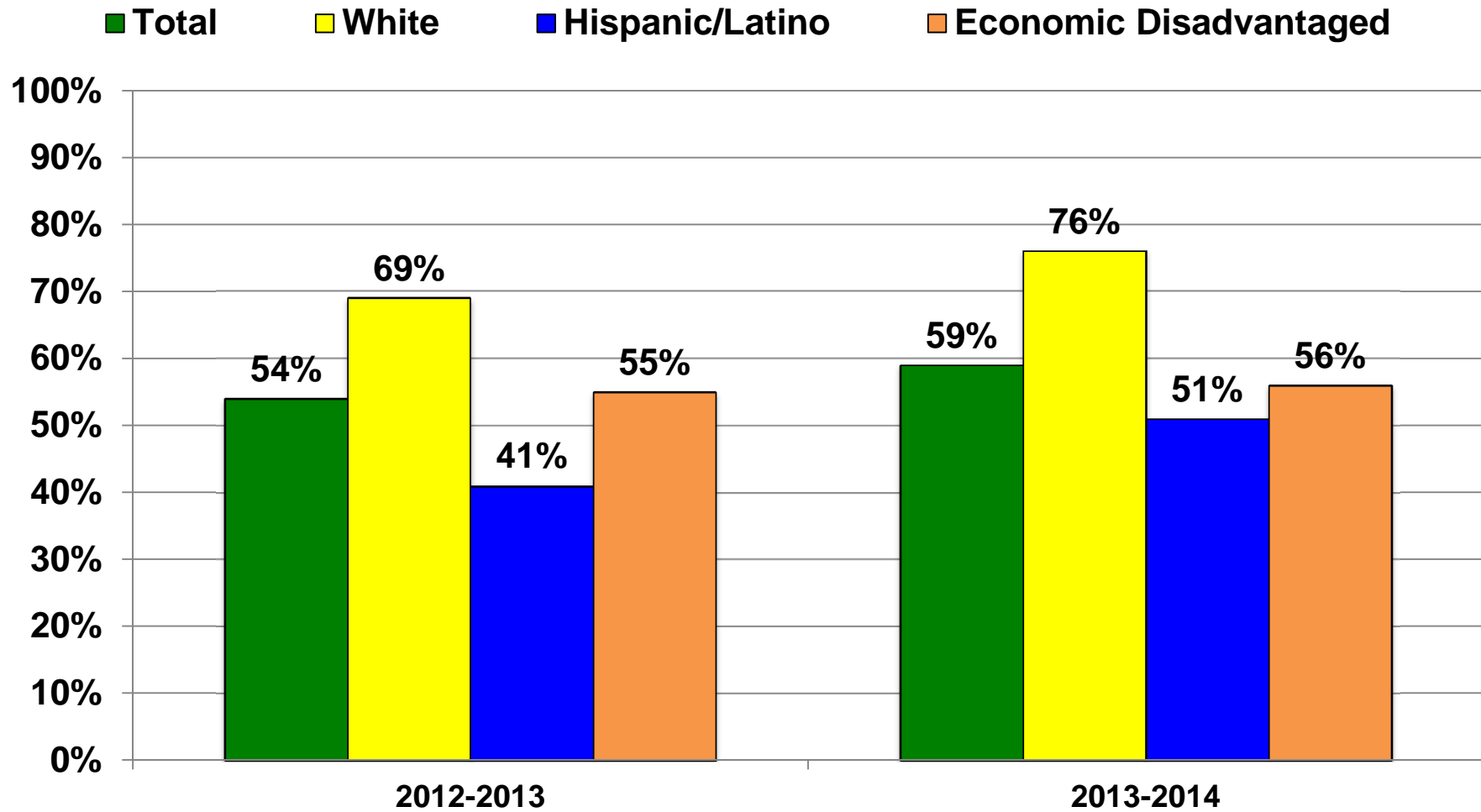
# Klamath Falls City

## % of 3<sup>rd</sup> Grade Students Meeting or Exceeding on OAKS Reading



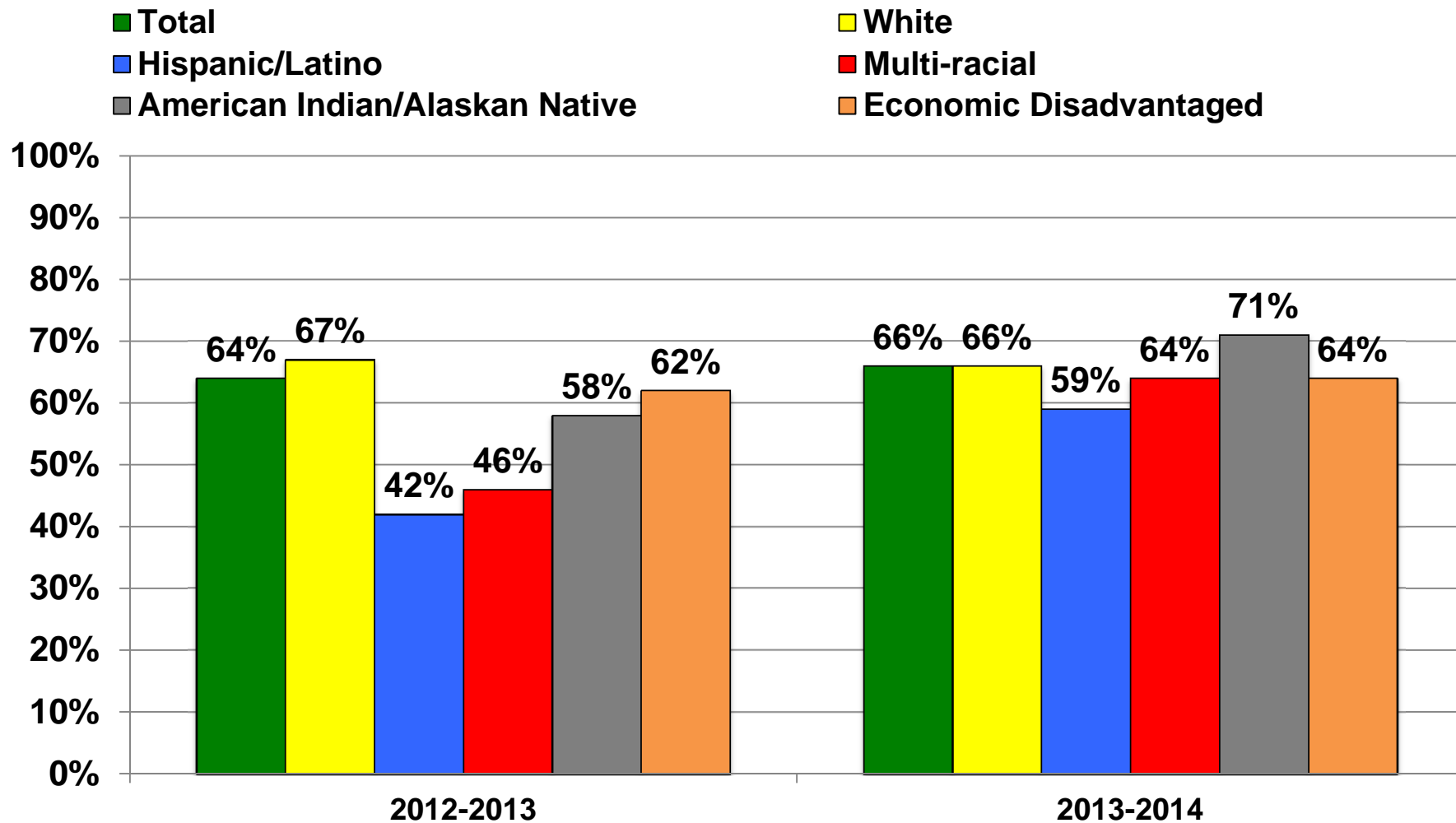
# Milton-Freewater

## % of 3<sup>rd</sup> Grade Students Meeting or Exceeding on OAKS Reading



# Three Rivers

% of 3<sup>rd</sup> Grade Students Meeting or Exceeding on OAKS Reading



## OrRTI Conclusions

The Strategic Initiatives funding has enhanced and expanded OrRTI in several ways:

- Increasing the number of new districts by **25**
- Expanding to include middle schools
- Imbedding culturally responsive pedagogy within the OrRTI system
- Expanding of regional RTI centers
- Promising results for student reading outcomes (as indicated by data)



# From the Awardee Perspective: How Strategic Investments Directly Impacted Students

Wendy Wilson, Principal  
John Wetten Elementary School  
Gladstone, OR  
Scale Up of Oregon RTI Grant Recipient



## Governor/ODE/OEIB Funding Proposal OrRTI

2013-15 Current GIA and Operations Funding	2015-17 Proposed Funding
<p><b>State Funding: \$2.0 Million</b></p>	<p><b>State Funding: \$0</b></p>
<p><b>ODE <i>has spent</i> \$1.305 million in federal IDEA funds.</b></p>	<p><b>ODE <i>will spend</i> \$1.585 million in federal IDEA funds.</b></p>





## Eastern Promise and Eastern Promise Replication Grant

**\$4.4 Million** to award and administer grant to **1 Post-secondary Institution** and **5 Consortiums** partnering with **60 SDs**, **15 Post-secondary Institutions**, **7 CBOs** and **5 ESDs**

### **2012-13 \$41,350 tuition charged @ \$10 per credit**

EOU @ \$138 per credit = 1068 credits X \$138 = \$147,384

Students saved \$136,704

BMCC @ \$90 per credit = 3067 credits X \$90 = \$276,030

Students saved \$245,360

### **2013-14 \$138,470 tuition charged @ \$10 per credit**

EOU @ \$138 per credit = 4934 credits X \$138 = \$680,892

Students saved \$631,552

BMCC @ \$90 per credit = 8491 credits X \$90 = \$764,190

Students saved \$679,280

TVCC @ \$94 per credit = 251 credits X \$94 = \$23,594

Students saved \$21,084

**Over \$1.7 million in savings!**



Pathways To College & Career Success

**GOAL #1** Increase access to early college credit for high school students throughout the region.



**Credit By Proficiency Model**  
(Fourth Pathway - EOU, BMCC and TVCC)

2012-13 (Pilot Year)



4,135 Student Credit Hours

2013-14



13,847 Student Credit Hours

**234% Increase**



**Dual Credit Classes**  
Steady increase in dual credit class participation over the last five years.

2012-13



16,002 Student Credit Hours

2013-14




15,766 Student Credit Hours\*

\*NOTE: This data is incomplete as we do not have all the 2013-14 registrations from TVCC for their 2+2 program. When complete, there will be a positive increase.

## GOAL #2 Build a college/post-secondary going culture


### Activity #1 – Academic Momentum

A curricular program that begins at 5th grade. Students complete a compact, and participate in a college week at school and visit Eastern Oregon University.

Result:  14 Districts participated with 34 Elementary schools for a total of 1,804 students

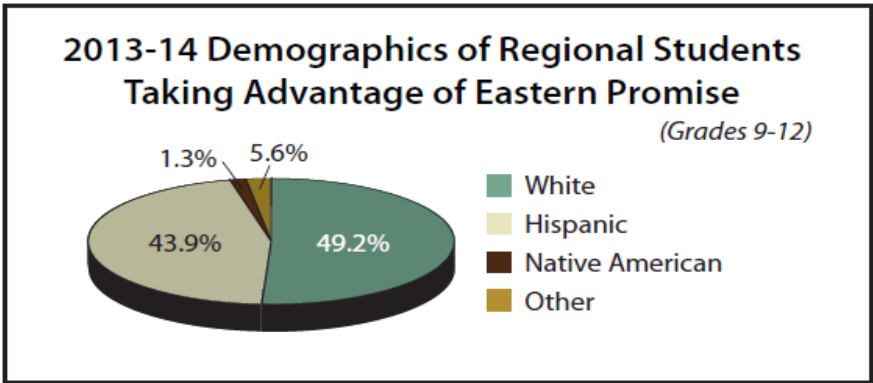
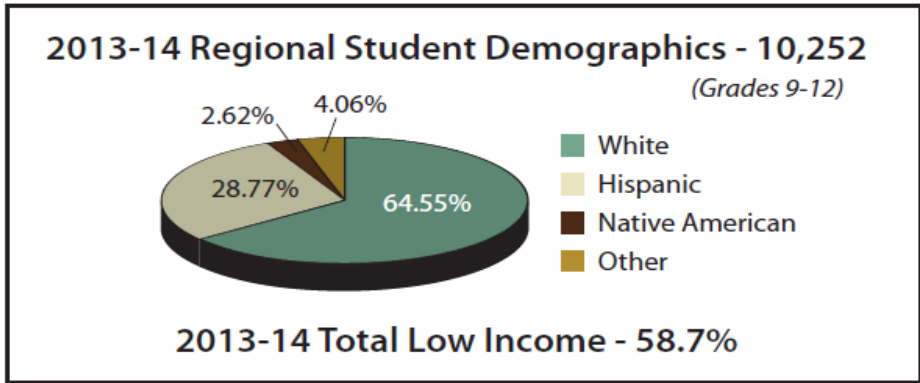
### Activity #2 – Success 101

A curriculum offered to 9th grade students (for 3 college credits) where they develop a 10-year-plan that impacts decisions they make while in high school about their future education/training goals.

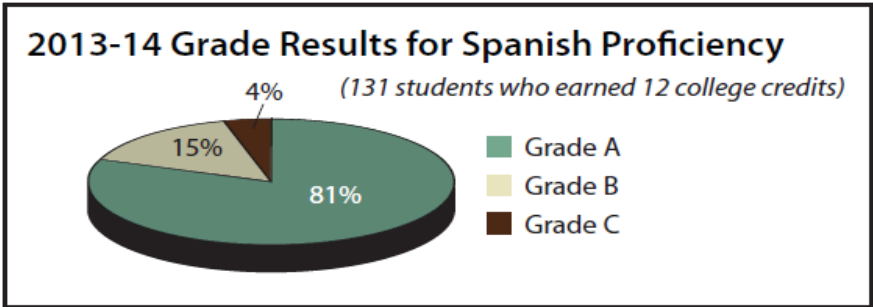
Result:  18 Districts participated with 18 High Schools for a total of 519 students earning 1,557 college credits

**GOAL #3** Reach Underserved, Underrepresented and Low Income Students

Result: 



Eastern Promise is planning to initiate a program to reach more of the underserved students in our region. This will involve a “navigator, mentor, protégé” process that will select underrepresented, underprepared and low-income students during their high school years and guide them through completion of a postsecondary degree, credential or certificate.

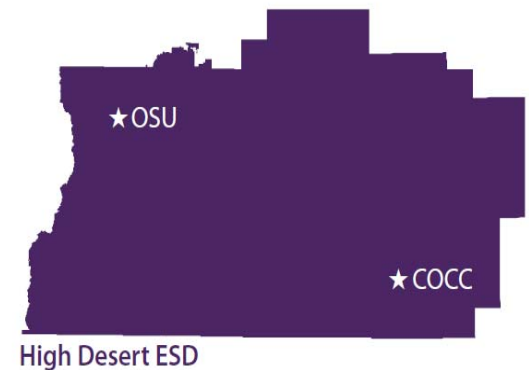


# Eastern Promise Replication Site Central Oregon Better Together

**Consortium model** To provide 6 new college credit courses

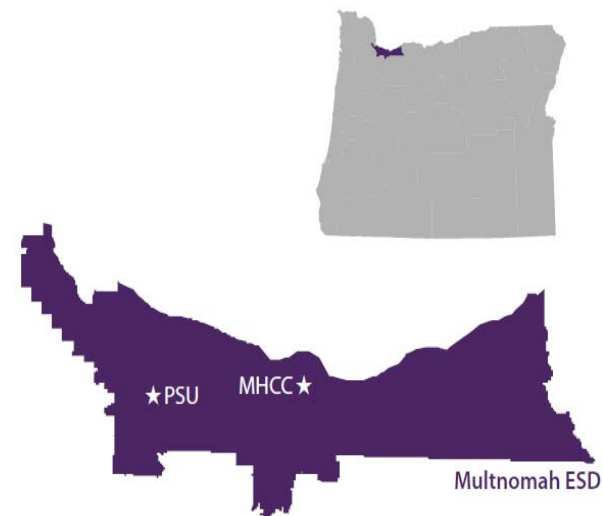
**Partners** High Desert Education Service District, 6 school districts, OSU (Cascades), Central Oregon Community College

**Students** Potential to reach more than 20,000 middle school students and more than 10,000 high school students. More than half are eligible for free or reduced-price lunch.



# Eastern Promise Replication Site Oregon Metro Connects

<b>Consortium model</b>	To increase high school and college completion
<b>Partners</b>	Multnomah Education Service District, 9 school districts, Mt. Hood Community College, Portland State University
<b>Students</b>	Potential to reach more than 110,000 middle school students and more than 45,000 high school students. More than half are eligible for free or reduced-price lunch.



# Eastern Promise Replication Site

## Southern Oregon Promise

### Consortium model

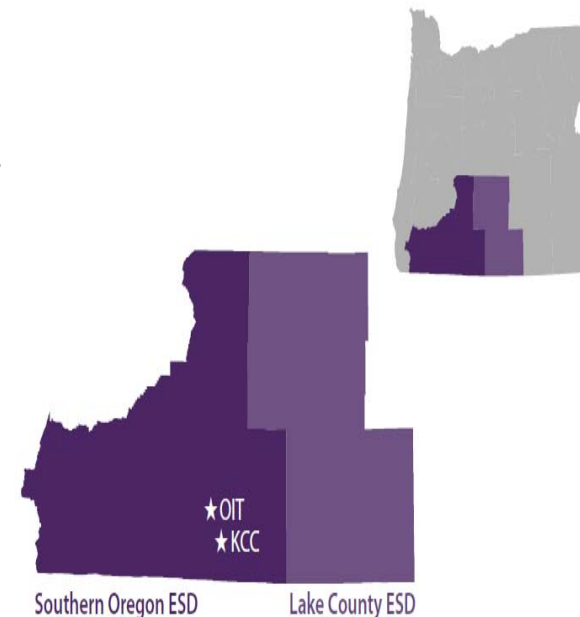
To increase the number of teachers able to teach dual credit courses and students to earn college credit

### Partners

Southern Oregon Education Service District, 10 school districts, OIT, Klamath Community College

### Students

Potential to reach more than 30,000 middle school students and more than 13,000 high school students. 65% are eligible for free or reduced-price lunch.



OREGON

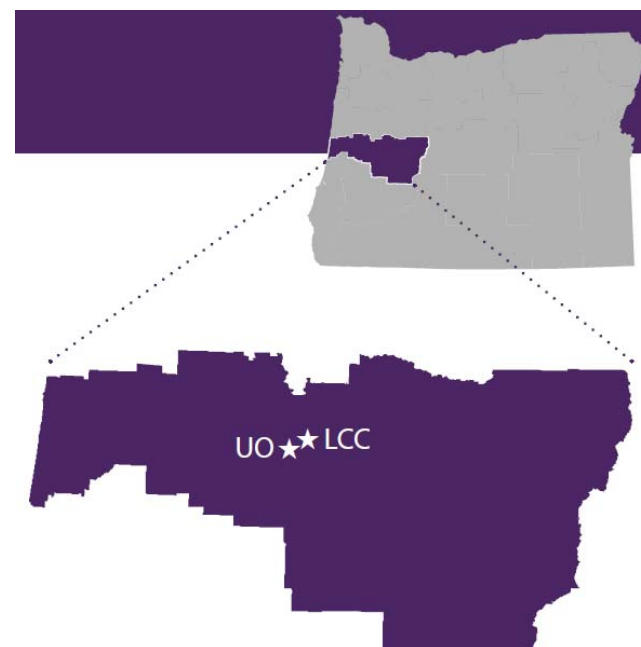
DEPARTMENT OF  
EDUCATION

# Eastern Promise Replication Site Connected Lane Pathways

**Consortium model** Strengthen institutional alignment through “bridge groups” that focus on the transitions between middle, and high school, and postsecondary education

**Partners** Lane Education Service District, 16 school districts, Lane Community College and the University of Oregon

**Students** Potential to reach more than 30,000 middle school students and more than 15,000 high school students. Nearly 55% are eligible for free or reduced-price lunch.





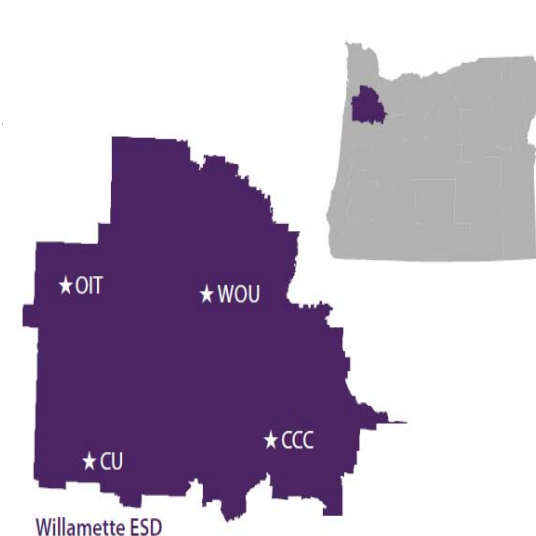
# Eastern Promise Replication Site

## Willamette Promise

**Consortium model** To ensure high school student have the opportunity to complete 45 credit hours within the Oregon Transfer Model before graduation

**Partners** Willamette Education Service District, 21 school districts, OIT, WOU, Corban University, Chemeketa Community College

**Students** Potential to reach more than 50,000 middle school students and more than 25,000 high school students. 60 % are eligible for free or reduced-price lunch.



DEPARTMENT OF  
EDUCATION

## Professional Learning Communities: Building Strong Grade 9-14 Alignment

PLCs partner college faculty with high school teachers in regular meetings to align content and assessment.

25 Professional Learning  
Communities (PLCs)  
Created

81 College Faculty  
Participated

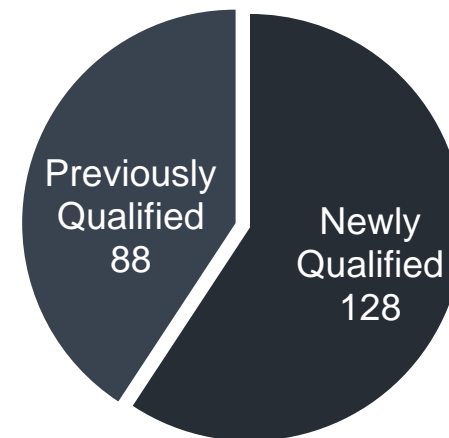
*“The most important benefit [of the PLC] is understanding the end goal...the target we are trying to achieve.”* – High School Teacher in Bend

# Professional Learning Communities: Increasing Rigor of Instruction

The opportunity for K-12 / college faculty partnerships improves instruction in high schools.



## High School Teachers Participating in PLCs



Students told visitors to a Regional Promise Site they felt regular high school courses were too easy.

# Building a Career and College Ready Culture

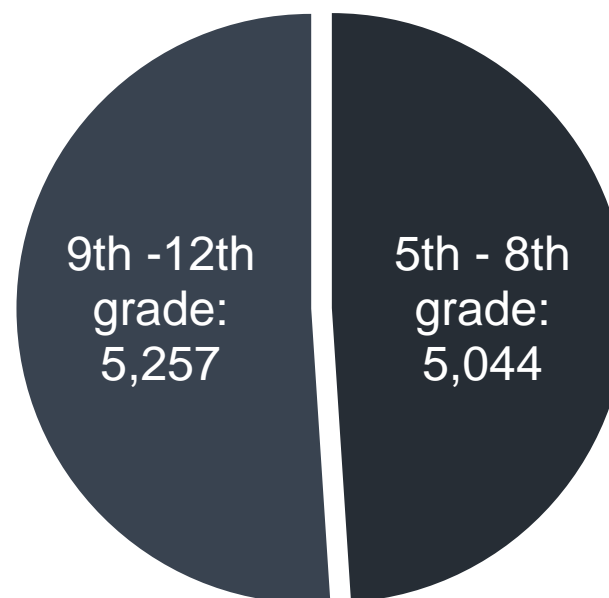
Career  
Exploration

Goal Setting

College  
Success  
Courses

College  
Visits

## Student Participants in College Culture Activities





# From the Awardee Perspective: How Strategic Investments Directly Impacted Students

Andrew Gardner, Superintendent  
North Santiam School District  
Eastern Promise Replication Grant Recipient



## Governor/ODE/OEIB Funding Proposal Eastern Promise & Five Replication Sites

2013-15 Current GIA and Operations Funding	2015-17 Proposed Funding
<b>\$4.4 Million</b> <b>(Eastern Promise and Replication Sites)</b>	<b>\$3.0 Million</b> <b>(Regional Promise)</b>



## Dual Language Grant



**\$1.3 Million** to award and administer grant to  
**7 School Districts and 1 state Charter School** impacting  
**969 Students and 84 Educators**

Example: Newberg School District is capitalizing on a partnership with the preschool offered by the Migrant Education Program to foster a solid foundation for students who enter the Dual Language (DL) program at Edwards Elementary School.

Students in the preschool are taught by a licensed preschool teacher and native Spanish-speaking assistant. This year, the students have access to the same curriculum for PreK that the DL program at Edwards uses. This early connection will help recruit native Spanish-speaking students into the DL program and prepare them for a successful transition to kindergarten.

## Dual Language Grant Recipients

**\$120,000** awarded to the following School Districts:

- Bend La-Pine (A)
- Hood River Co. (B)
- Jackson Co. (Central Point) (C)
- Newberg (D)
- Portland (G)
- Springfield (H)



**\$160,000** awarded to:

- Nyssa School District (E)  
in partnership with Four Rivers Community School (F)



## From the Awardee Perspective: How Strategic Investments Directly Impacted Students

Debora Armendariz  
Senior Director of Dual  
Language Immersion  
Portland Public Schools





## Culturally Responsive Pedagogy & Practices Grant

**\$2.0 Million** to award and administer to

**4 Post-secondary Institutions, 2 SDs and 2 CBOs**

partnering with **4 additional SDs** impacting

**51,368 Students and 3,741 Educators**

### Creme Project- PPS

- Explicitly supports “**the mission of developing a culturally responsive teacher work force in Oregon**”
- Provides year-long professional development for **11 elementary teachers** at two schools: **Rosa Parks and Trillium, Portland Public Schools**.
- Culminating activities include a conference in which the teacher and students will **showcase the pedagogical practices and curricular development** done during the year and **students’ work**.



# English Language Proficiency Standards Professional Development Grant

**\$0.7 Million** to award and administer to **34 SDs** for **157 teacher leaders** to collaborate on the **ELP Standards Professional Learning Teams**

## Professional Learning Teams (PLTs)

Educator Effectiveness

Common Core State Standards

### District PLTs

PLT Team Depends on District Size

PLT Team Depends on District Discretion

### ELP Standards Team

Curriculum/  
Instruction leader

Title III director

ELD teacher

Classroom teacher

# Massive Open Online Course (MOOC) Construct



## Standards

- Deepen understanding of the shifts inherent in the ELP Standards
- Classroom level look at the ELP Standards in action

## Practices

- Formative focus on argumentation
- Virtual connection supported by school/district-based collaboration

## Action

- Build tasks aligned to ELP Standards to share with others
- Connection to practice across time and space

# MOOC on the new ELP standards is a collaborative effort among the following partners:



Understanding Language



## The instructors for the course

- 8-week online course held Fall 2014
- Target audience: Teachers of ELs
- Instructional Focus: Constructing Claims with Evidence



**Karen Thompson**  
Assistant Professor  
College of Education  
Oregon State University



**Kenji Hakuta**  
Professor  
Graduate School of Education  
Stanford University

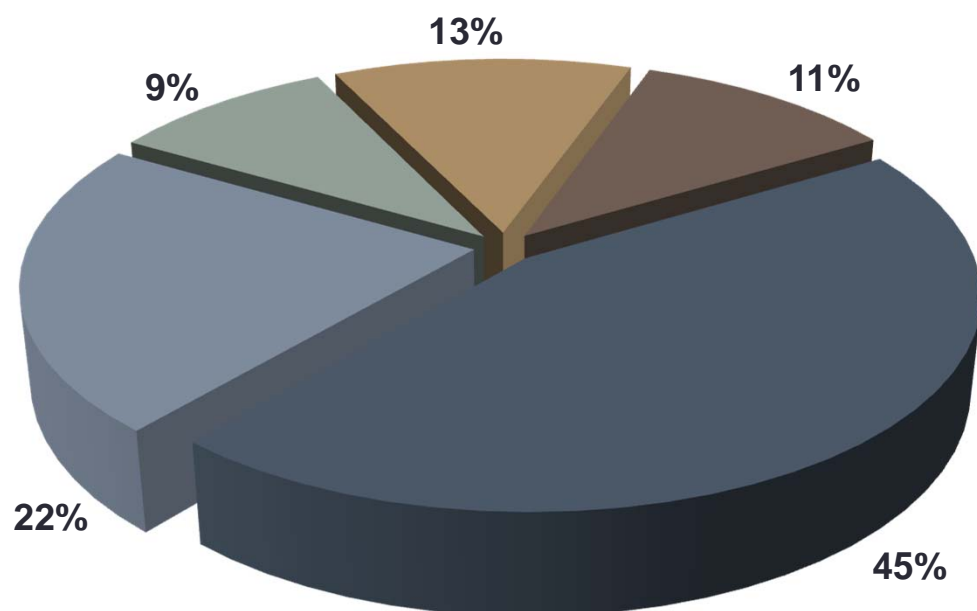


**Sara Rutherford-Quach**  
Lecturer  
Graduate School of Education  
Stanford University



## American Indian/Alaska Native Culturally Relevant Teaching, Learning & Pedagogy Grant

**\$0.85 Million** to award and administer to  
**7 SDs and 1 CBO** partnering with all  
**9 federally recognized tribes** impacting  
**254 Students and 216 Educators**



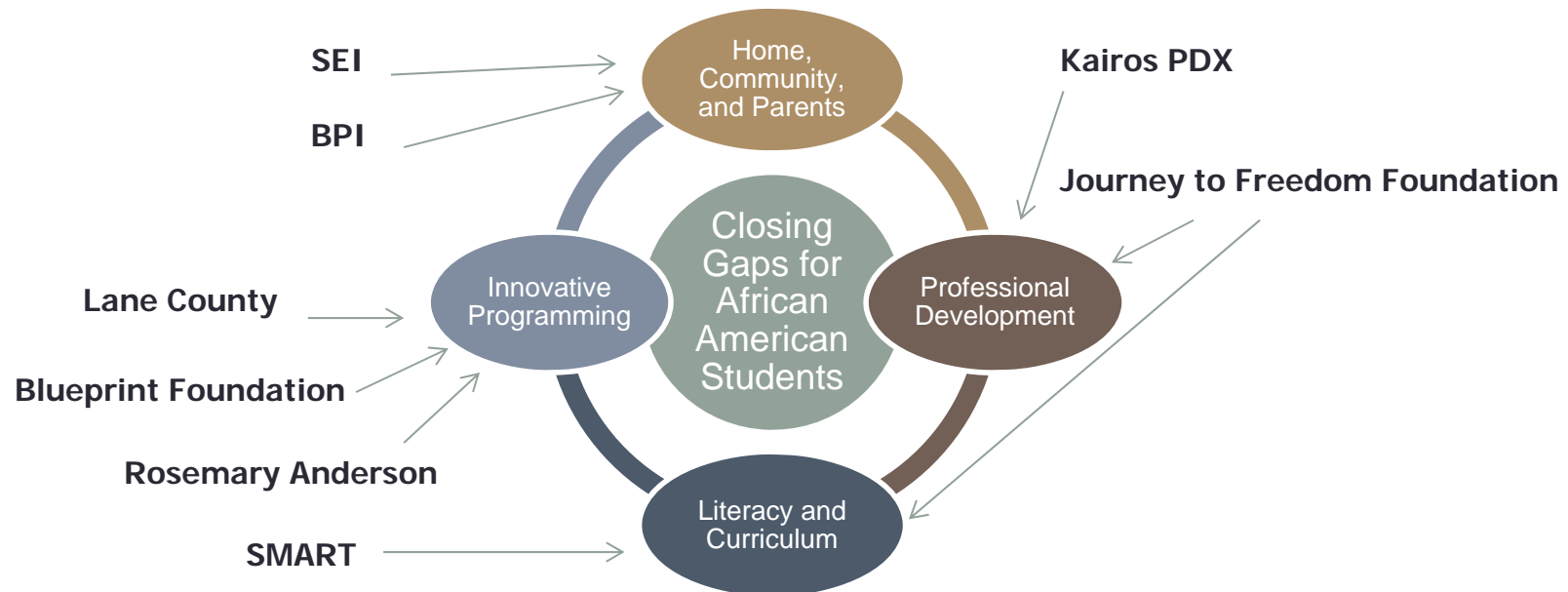
### Students Accessing....

- College & Career Readiness Support
- High School Credit Recovery
- On Track Graduation
- Accurate AI/AN Instruction
- Indigenous Language Instruction

## Closing the Achievement Gap for African-American Students

**\$0.8 Million** to award and administer to **8 CBOs** partnering with **6 SDs, 1 ESD and 1 Post-secondary Institution** impacting **1,361 students** across Benton, Multnomah & Lane counties

Each grant project focuses on one or more of the following research-based best practice strategies:

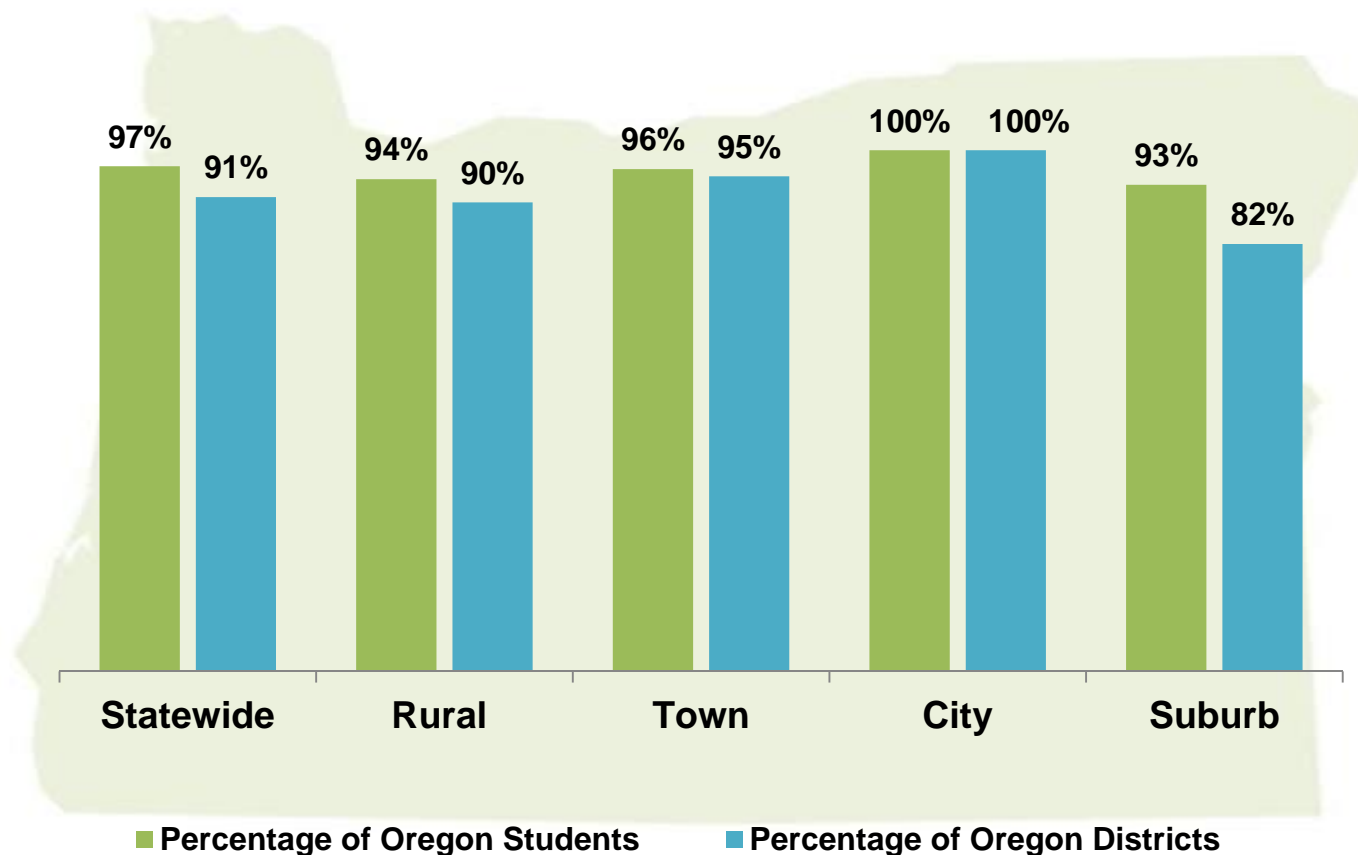


## Delivering Common Core State Standards and Educator Effectiveness Funds





## EE/CCSS Implementation Grants provide resources to . . .



...**ninety-seven** percent of Oregon districts serving 548,223 students.

## What are District PLTs?

Collaborative teams of teacher leaders and administrators who support implementation of the CCSS and the Oregon Educator Evaluation Framework

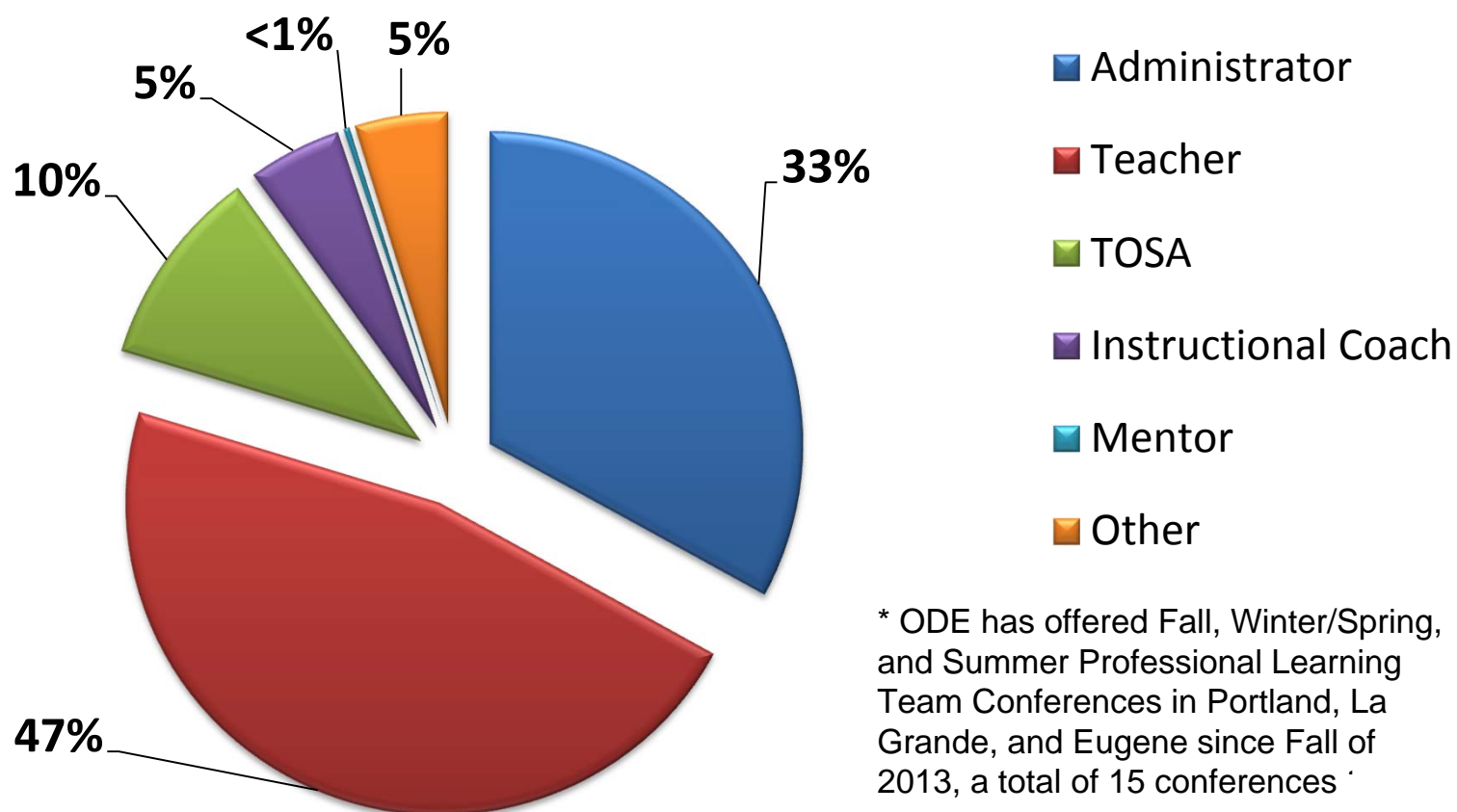
**Identify**  
EE/CCSS  
implementation  
needs

**Plan**  
targeted professional  
learning and resource  
development activities

**Communicate**  
back to schools in  
their district new  
learnings and best  
practices

## 2,011 Educators Have Attended ODE Professional Learning Team Conferences\*

### Professional Learning Team Conference Attendees by Role



## What are participants saying about PLTs?

“The opportunity to attempt to write together as a small and large group. This is very helpful as I am mentoring new teachers in a variety of content areas, and it is good practice to do this outside of my own level of expertise.”

“Love collaboration with peers and hearing what's happening other places in Oregon.”

“Very, very helpful information. I walked away with all my questions answered and feel prepared to embrace the changes.”

“This session was VERY organized and appropriate! It definitely made it worth the time.”

“I really do appreciate ODE efforts toward making these changes meaningful. I know it's tough for our teachers given the lack of support nationwide and in Oregon for public education, but I always appreciate that the education community in this state keeps moving forward.”



## PLTs: Distribution of Non-competitive Funds to School Districts and ESDs

Total direct District/ESD allocation based on ADM: **\$6,976,420**

Total reimbursement to District/ESDs for teams to attend PLTs: **\$801,642**

Fall 2013 - Winter 2015

Includes substitute teachers, travel and lodging

Total cost to host **187 School Districts** and **17 ESDs** at PLTs: **\$877,033**

Includes event space, content expert presenters, materials, with projected cost for June 2015 PLTs



## Support in Accessing Network Resources to Small/Rural Districts Grant

**\$1.0 Million** to award and administer to  
**127 School Districts** supporting  
**4,244 Educators** and **69,837 Students**

Wallowa, Lake and Harney counties each combined their EE/CCSS and Small/Rural funds to form county-wide consortiums. As an example, Lake County's combined total of \$46,177 allowed the districts in the county to purchase part-time math and literacy coaches, purchase online tools to support implementation of SB 290, and provide professional development in implementing Common Core State Standards.

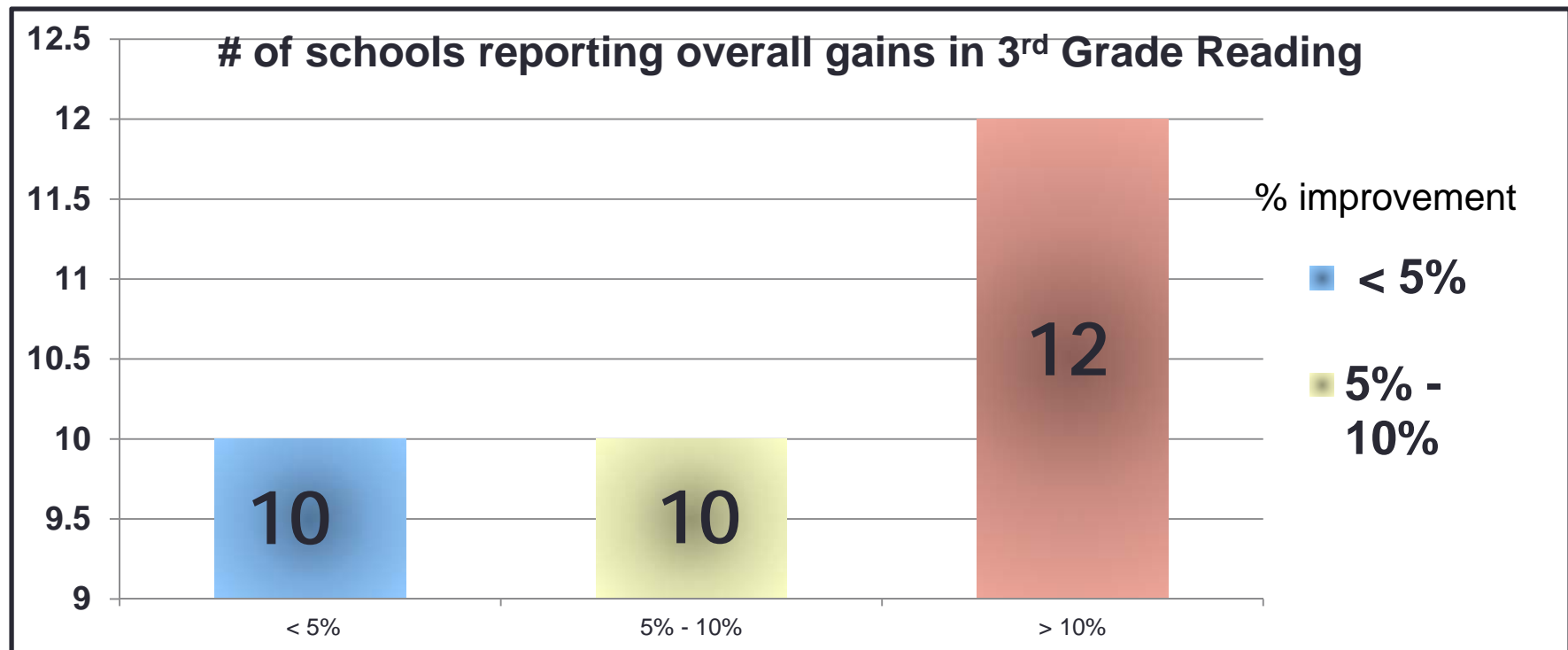
## Expanded Reading Grant

**\$4.0 Million** to award and administer to

**36 School Districts** serving

**68 eligible Focus and Priority Schools** providing

**approximately 7,000 students** additional reading support





## Governor/ODE/OEIB Funding Proposal Focus and Priority Schools

	2013-15 Current GIA and Operations Funding	2015-17 Proposed Funding
<b>Expanded Reading</b>	<b>\$4.0 Million</b>	<b>\$0</b>
<b>Focus and Priority Schools</b>		<b>\$4.0 Million*</b>

\*In addition, ODE will spend \$6 million in federal funds for Focus and Priority Schools in 2015-17.



# Regional STEM Hub Grant

**\$2.86 Million** to award and administer with more than  
**2,000 educators** served, impacting more than  
**40,000 students** across the state

## STEM Education, done well

- Improves student engagement, excitement, achievement, aspirations
- Breaks down silos: theory vs. practice; learning vs. applying; school vs. real life; Science vs. Technology vs. Engineering vs. Math

## STEM Hubs unite regions

- Increase the quality and accessibility of STEM education experiences for each student
- Common goals, measures
- Shared knowledge, resources
- Improved practices, capacity

## Better community outcomes

- Students' education
- Middle and high-skill workforce needs met for high-wage, high-demand careers
- Local economic prosperity

## Underserved STEM/STEAM/CTE Grant

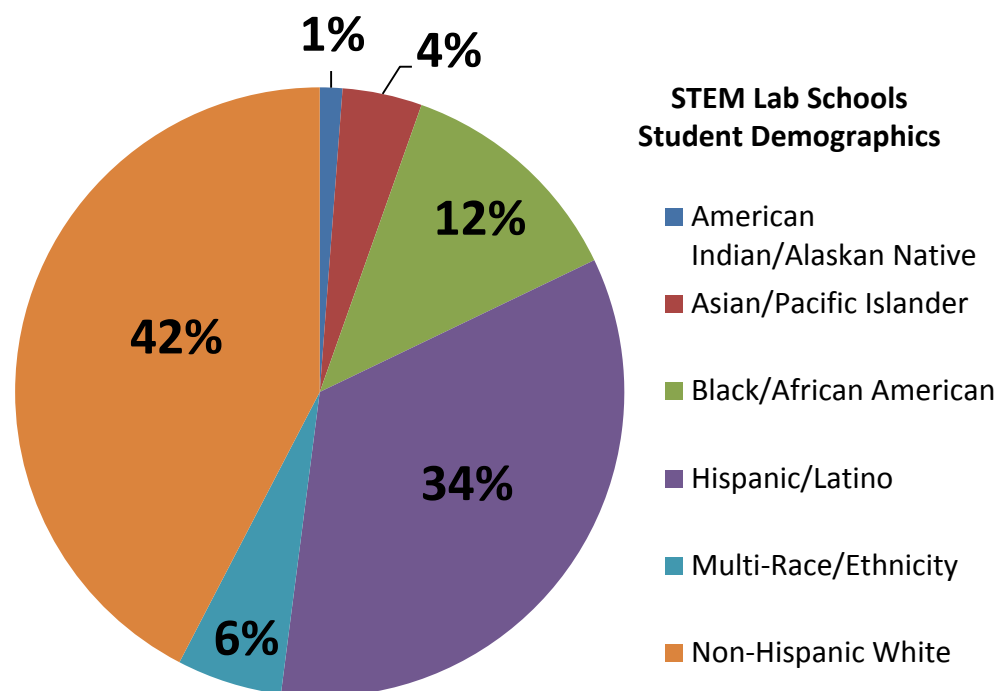
**\$2.45 Million** to award and administer to  
**8 SDs, 5 CBO and 2 Post-secondary  
Institutions** impacting  
**5,000 Students and 206 Educators**

- Build on local assets, best practices
- Improve local partnerships
- Narrow the Opportunity Gap to Close the Achievement Gap
  - More student engagement, excitement, achievement as seen here at Benson Polytechnic's Tech Geometry class, where geometry lays the foundation of construction as students build a homeless shelter.
  - Grantees also do natural resources, computer technology, healthcare, green energy, welding, engineering, STEM for elementary and middle school students and more ....



# STEM Lab Schools Grant

**\$2.0 Million** to award and administer to transform  
**7 Schools** within **3 School Districts** to fully engage  
**2,506 Students** and **106 Educators** in **STEM Education**



*“STEM is enriching my classroom and my CCSS scope and sequence. It is also deepening the learning for both myself and my students. What more could a teacher ask for?” – STEM Lab School Educator*



## Early Literacy Grant

**\$1.8 Million** awarded to

**26 organizations** comprised of

**12 Early Learning Hubs, 7 CBOs, 2 Libraries, 2 Head Starts, 1 ESD,  
1 School District, and 1 Post-secondary Institution**

potentially impacting **85,000 children ages 0-6**

Key deliverables to date:

- **1,095** child care providers, home visitors, and Pre-K teachers have been trained to deliver research-based early literacy programs.
- **1,120** parents or primary caregivers of children ages 0-6 have been trained in research-based early literacy approaches.
- **3,555** parents or primary caregivers and **10,243** children ages 0-6 have participated in structured story time activities.
- **12,179** early literacy consultations have been provided by children's primary care physicians through the Reach Out and Read program.
- **38,211** books have been distributed to children ages 0-6 years.

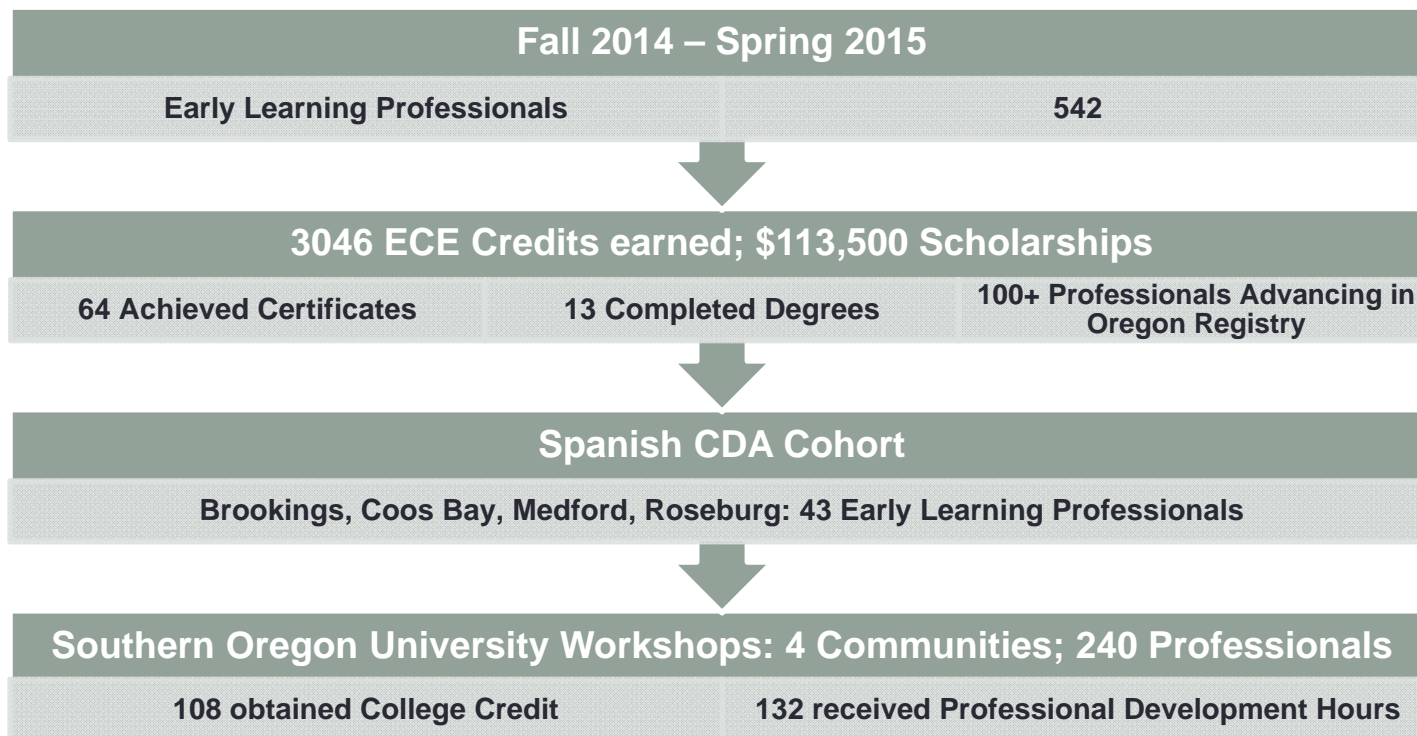


# Early Learning Professional Development Consortium Grant

**\$0.4 Million** awarded to

**8 Post-secondary Institutions** partnering with

**12 CBOs, 4 ESDs, 3 EL Hubs, 1 RAC and 1 Tribe** impacting  
**542 Students** in Early Childhood Education





## Advanced Placement/Internat'l Baccalaureate Grant

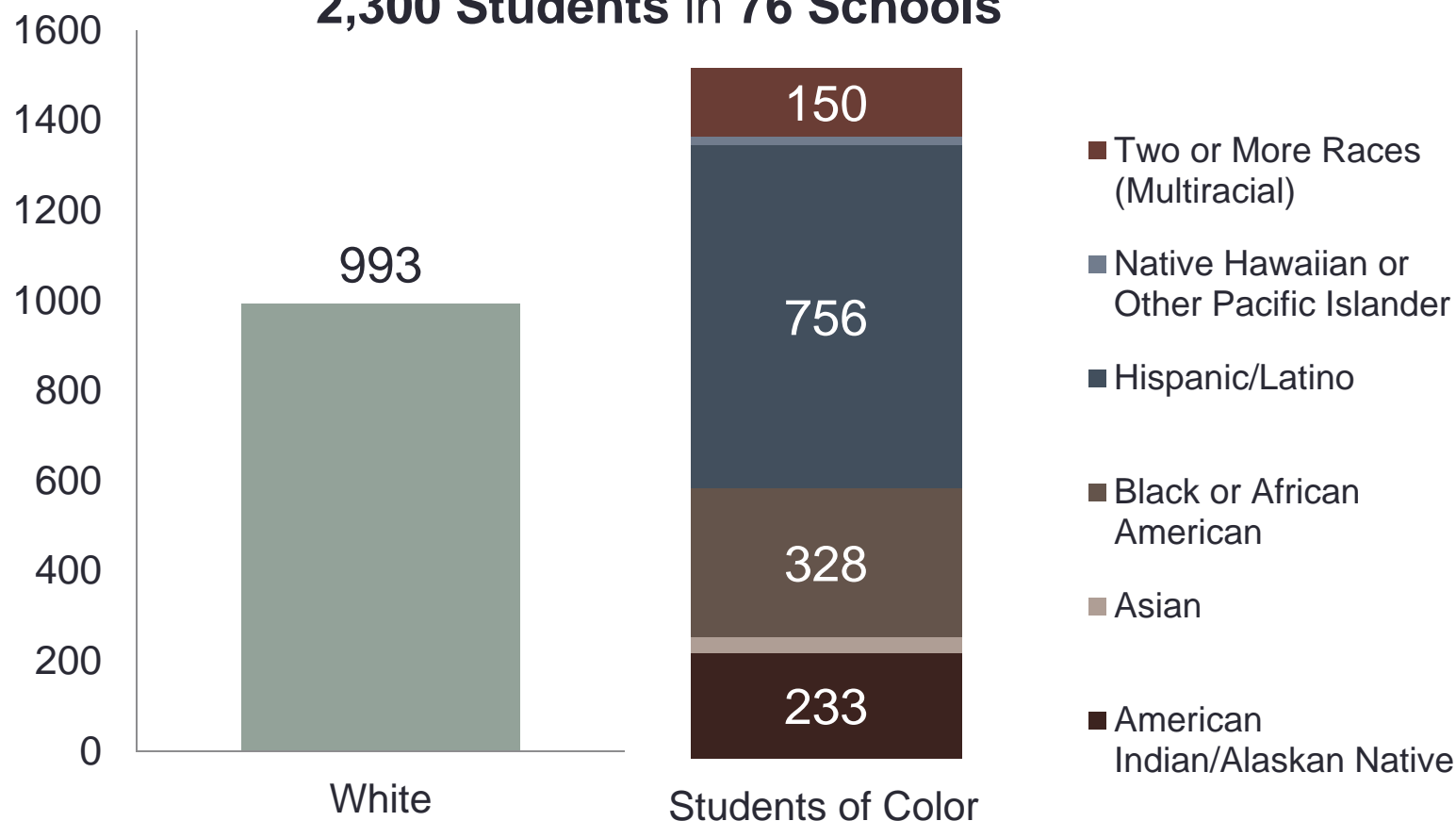
**\$3 Million** to award and administer to  
**96 School Districts** impacting **153 Schools** to pay for  
**22,233 Student AP Fees** and **5,624 IB Fees**

Growth from 2002-03 thru 2013-14: Increasing Opportunities for **Low-Income Students**

	AP Examinations		IB Examinations		Total Exams
2002-03	353	-	72	-	425
2003-04	729	+106%	141	+96%	870
2004-05	932	+21%	221	+56%	1,153
2005-06	1,283	+37%	308	+39%	1,591
2006-07	1,702	+32%	353	+14%	2,055
2007-08	2,177	+27%	556	+57%	2,733
2008-09	2,860	+31.3%	591	+6.2%	3,451
2009-10	3,968	38.7%	836	41.4%	4,804
2010-11	4,664	+17.5%	965	+15.4%	5,629
2011-12	4,797	+2.8%	1,159	+16.7%	5,956
2012-13	4,891	+1.9%	1,119	-3.4%	6,010
2013-14	5,106	+4.3%	1,023	-8.5%	6,129
2014-15	Data not available until June 2015 (exams taken in May 2015)				

## Student Mentoring, Monitoring, & Acceleration

**\$3.3 Million** to award and administer to  
**12 SDs, 8 CBOs and 1 ESD** impacting  
**2,300 Students** in **76 Schools**



## Implementing the Student Mentoring, Monitoring, and Acceleration Award: The Black Student Success Summit







# BLACK STUDENT SUCCESS SUMMIT 2015



WORKSHOPS



PROFESSIONAL MENTORS



EMPLOYERS & COLLEGES

## 302 STUDENT PARTICIPANTS

## STUDENT CAREER INTERESTS



## ASSESSMENT RESULTS



“...so many Black professionals, engineers, biologists, lawyers and politicians and I felt like, sitting in that room... I BELONG HERE”

AN EVENT SPONSORED BY OREGON DEPARTMENT OF EDUCATION

## Student Mentoring: One Story of Success, McMinnville\*

Summer academy (8<sup>th</sup> graders below proficiency in math)



Algebra 1 failure rate was 3.2% (over a 10% reduction in 1 year)

9<sup>th</sup> Grade Smaller Learning Communities



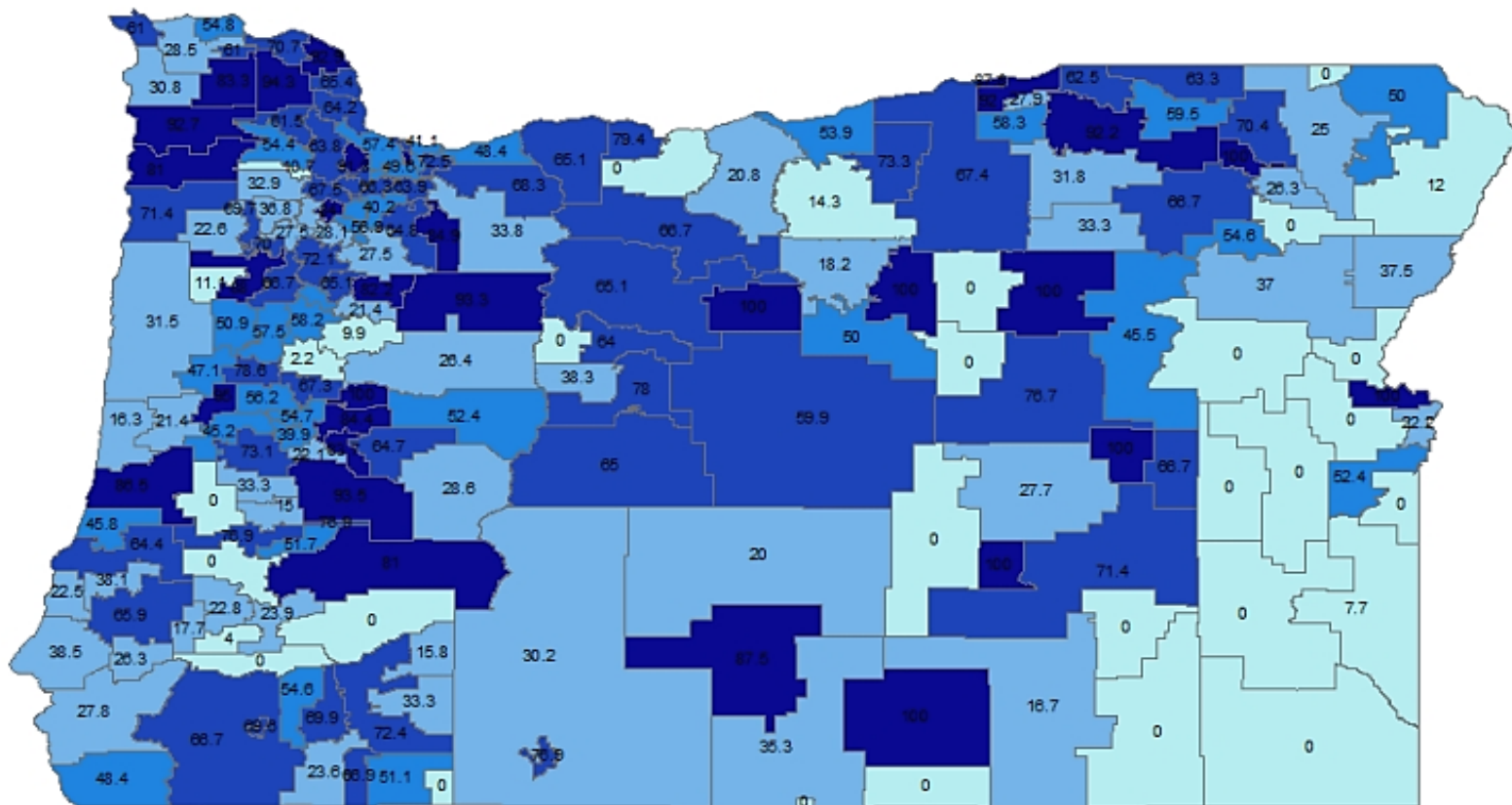
- Lowest 9th grade failure rates since school began monitoring data in 2006
- Attendance rate of 93.9%
- 90% of students on-track for graduation

\*Results after 1 semester



- **19,373 OR educators (59.4%) responded**
  - 17,418 teachers
  - 588 principals
  - 236 assistant principals
  - 1,131 other education professionals (school counselors, school psychologists, social workers, etc.)
  
- **784 of 1,265 schools (62%) met or exceeded the 50% participation threshold**

## TELL Oregon Response Rate



**Response Rate**

0.0 - 14.3
14.4 - 38.5
38.6 - 59.5
59.6 - 79.4
79.5 - 100.0



\*\* These data are as of 4.08.2014 at 1100.

# Governor/ODE/OEIB Funding Proposal TELL Survey 2016

TELL funds to support New Teacher Center administration of the next TELL survey will be transferred to OEIB.

Funds transferred: \$250,000





## Minority Teacher Pipeline Model Grant

**\$0.6 Million** awarded to

**1 Post-secondary Institution, 1 ESD and 2 SDs** partnering with

**9 Schools** impacting **335 Students** and **45 Teachers**

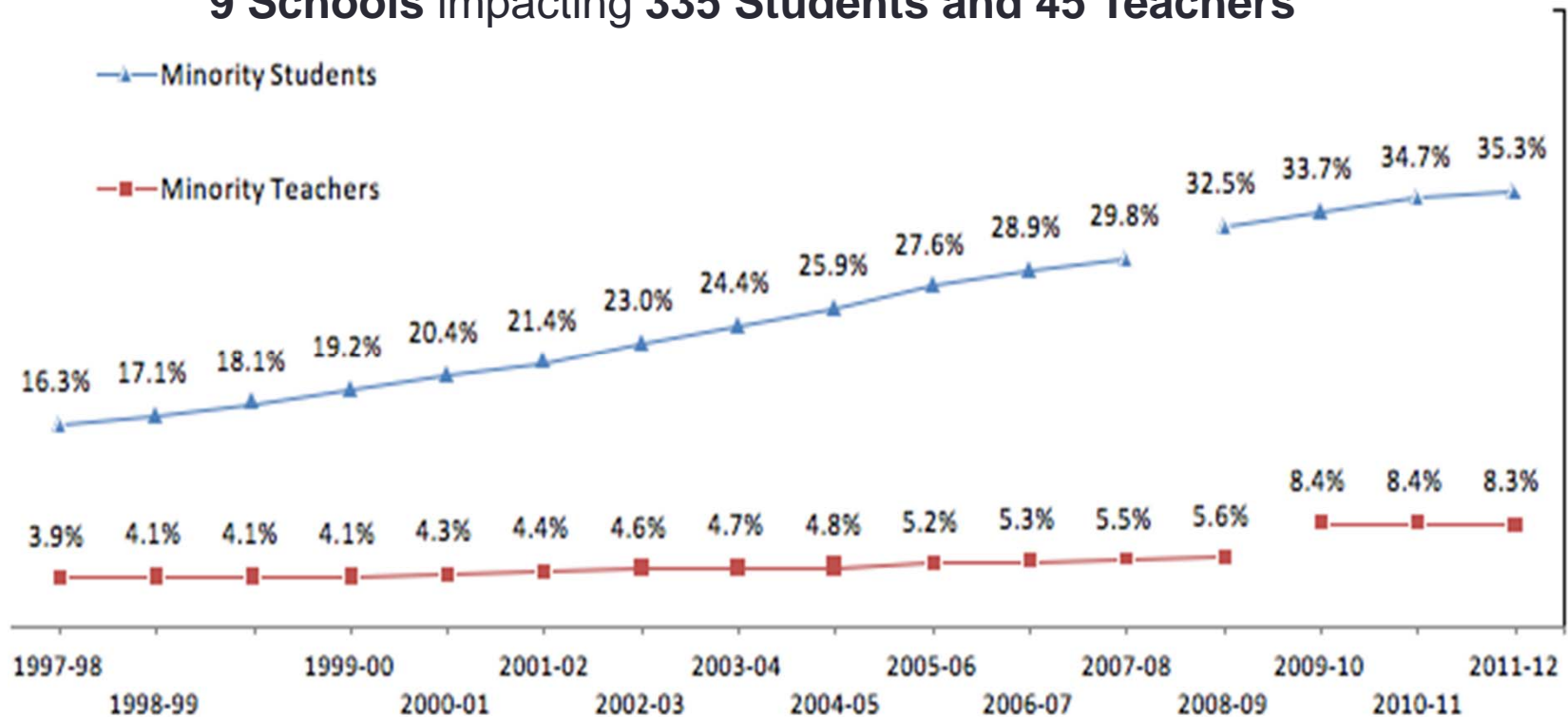


Figure 1: Oregon Minority Students and Teachers Comparison 1997-2012

## College and Career Ready Assessments

**\$1 Million** to award and administer grants, including:

**\$400,000** awarded to

**4 SDs** to build assessment literacy that can be replicated statewide

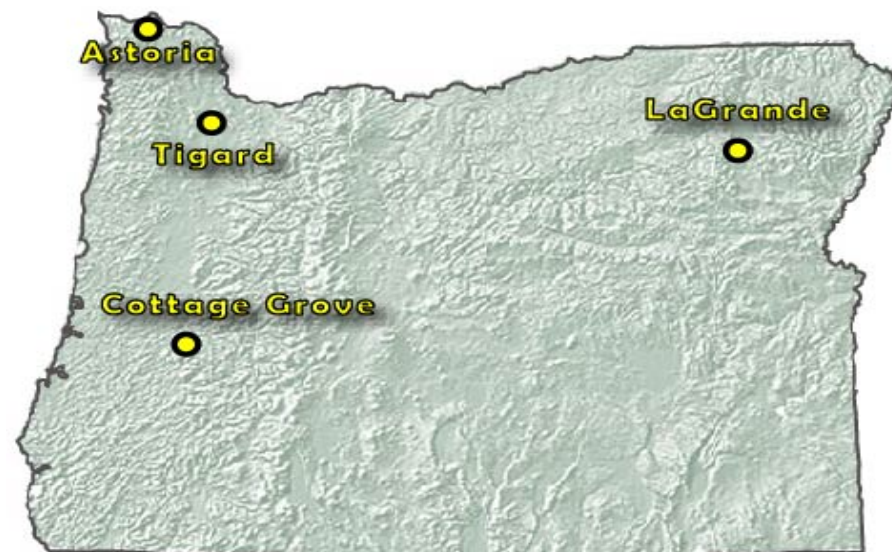
**\$100,000** awarded to expert

Oregon educators to

create **90 work samples** in

each Essential Skill area

(Reading, Writing, Math)



## Oregon Educator Network (OEN)

**\$300,000 for 197 Districts to have access to an on-line system that connects educators for sharing and discovery of practices, resources, model programs and professional development linked to CCSS implementation**







## Proficiency Based Teaching and Learning Grant

\$0.7 Million, which includes **\$501,110** awarded to:

Business Education Compact

**\$415,000 awarded**

**4 demonstration sites**

**850 educators and 2,272 students**

Springfield School District

**\$86,110 awarded**

**1 demonstration site:**

**The Academy of Arts and Academics**

**50 educators and 500 students**

Improving Student Learning through Proficiency

### BEC-ODE grant partnership



#### *Demonstration Sites*

**Madison MS**

**Madras HS**

**Sunset School**

**Talmadge MS**

#### *ESD Partners*

**InterMountain ESD**

**South Coast ESD**

**Southern Oregon ESD**

## Organizational Assessments

**\$300,000** awarded to support external reviews of districts in areas such as **Leadership, Strategic Planning, Accountability, Curriculum & Teaching** with **742 Teachers, Administrators and External Stakeholders** in **4 School Districts** with **306 Students** participating in the process

Beaverton SD  
Gresham-Barlow SD

The OA process has been a gift to our District, in that we have the opportunity to learn each year, what our strengths and opportunities for improvement are.  
-Superintendent

Sherwood School District  
Rainier SD

OA is instrumental in helping my District Leadership examine how we should focus work to support schools so that we can provide better service to our students.  
-Teacher



# TeachOregon: Redesigning Teacher Preparation Programs

**\$500,000/yr.** awarded to

**2** consortiums consisting of:

**7** School Districts

**1** ESD

**6** Post-secondary Institutions

## Teach Oregon PAC

Tillamook SD, Newberg SD,  
Sherwood SD, Woodburn SD,  
George Fox U, Pacific U,  
Chemeketa CC, Tillamook Bay CC

## Teach Central Oregon

Bend-LaPine SD, Crook County SD,  
Sisters SD, High Desert ESD, OSU  
Cascades, Central Oregon CC

# Other Governor/ODE/OEIB Funding Proposals



## GED Initiative

**\$2.0 Million** to be awarded to **community-based organizations** to help **underserved students** obtain a **high school equivalency credential**

Targeted Population: The 100,000 Oregonians ages 17-25 without a high school diploma

Estimated Number Served: 50,000

### Implementation:

- Begins in July 2015
- Includes creating pilot GED preparation programs administered by community-based organizations
- Includes grants to students “in need” for training and testing
- Requires three (3.0 FTE) new positions to implement and maintain

## GED Initiative

### Outcomes:

- A more coordinated approach in serving students interested in obtaining a GED through unification of programs in one agency
- Increased capacity of community-based organizations to serve this population
- An increased number of students taking and passing GED tests
- Program to be administered by the Higher Education Coordinating Commission (HECC)



## Effective Teacher Preparation Program

**\$1.0 Million** to help **support innovative models for educator preparation that address hiring needs identified by districts**

Targeted Population: Districts and teachers, specifically 1200 teacher candidates

Estimated Number Served: 780 (65% of candidates prepared in Oregon educator preparation programs)

Implementation:

- Begins in July 2015
- Funds two to five partnership projects involving districts, community colleges and universities' educator prep programs
- Continues effort started in 2013-15

## Effective Teacher Preparation Program

### Outcomes:

- Trained clinical educators working with student teachers, which leads to better prepared beginning teachers
- New teachers graduating with skills needed for local teaching positions
- Improved district practices involving recruitment and hiring of educators
- A 5% increase in diverse teachers in the educator pipeline by July 1, 2017



## Professional Development on Assessments

**\$2.8 Million to increase educator ability to use assessments to improve student learning and establish a pilot program for a more balance assessment system that maximizes time for learning**

Targeted Population: Oregon teachers, administrators, students, board members, families and communities

Estimated Number Served: 45,000 teachers

## Professional Development on Assessments

### Implementation:

- Begins in July 2015
- Convenes representative group of stakeholders; establish assessment literacy standards and curriculum; identify districts that will receive comprehensive intervention; implement interventions; and track progress
- Pilot - targets districts willing to participate and from across Oregon

## Professional Development on Assessments

### Outcomes:

- Increased and better quality communication among stakeholders about assessments
- Increased quality of collaboration within a district and with its communities
- Increased in educators' abilities to use assessments to improve student learning
- Increased student performance on Achievement Compact metrics

## School and District Turnaround

**\$2.9 Million to improve the educational outcomes for students who attend chronically underperforming school districts**

Targeted Population: All students attending these districts

Estimated Number Served: 3,000

### Implementation:

- Begins in July 2015
- Identifies schools and districts through the district rating system
- Focuses on the three lowest-performing school districts
- Supports districts with data review, planning, coaching, instructional and programmatic improvements, and monitoring routines
- Requires one new position (1.0 FTE) to support districts and approximately 15 additional schools

## Support for Low-performing Districts

**\$4.0 Million to 1) recruit and create district turnaround leaders (\$1.2 Million) and 2) provide support to districts so they exit out of low-performing status (\$2.8 Million)**

Targeted Population: 1) Educational leaders who demonstrate a willingness and capacity for turnaround leadership and 2) schools in low-performing status

Estimated Number Served: 93 schools affecting about 38,000 students

Implementation:

- Begins in July 2015
- Uses proven leadership development approach
- Supports districts with data review, planning, coaching, instructional and programmatic improvements, and monitoring routines

## School and District Turnaround/Support for Low-performing Districts

### Outcomes:

- Retention of Oregon's federal ESEA waiver
- Better growth in student performance in reading and math
- Increased graduation rate
- Movement of schools out of low-performing status
- Prepared cadre of leaders





## Tribal Pilot Project

**\$1.5 Million to increase the school attendance of Native American students**

Targeted Population: Native American students

Estimated Number Served: 3,000

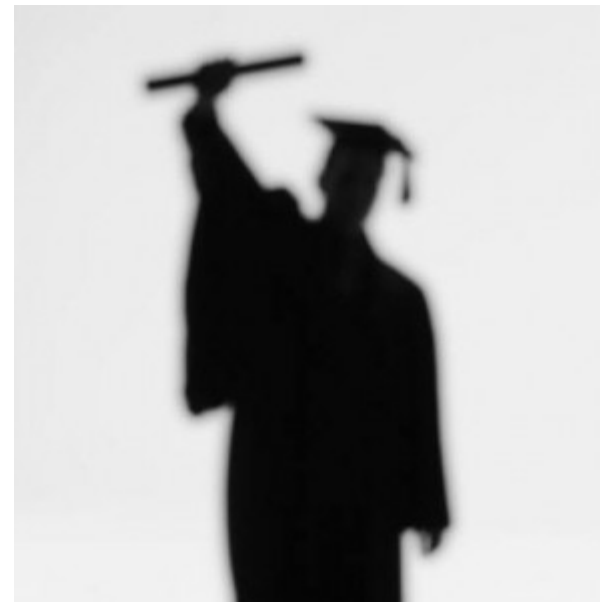
Implementation:

- Begins in July 2015
- Creates partnerships between nine federally recognized tribes and school districts to provide support programs to students to reduce chronic absenteeism
- Uses staff requested in POP 108 (Native American Education Specialist)

## Tribal Pilot Project

### Outcomes:

- Reduction in the percent of students who are absent more than 10 days per year
- Decreased drop-out rate
- Increased graduation rate







## Science, Technology, Engineering and Math (STEM) Initiative

**\$7.9 Million to expand the geographic reach and effectiveness of the statewide network of regional STEM hubs**

Targeted Population: All K-20 students, with an emphasis on underserved students

Estimated Number Served: 100,000 students (and 5,000 teachers)

### Implementation:

- Begins in July 2015
- Continues support for currently funded Hubs
- Funds an additional 4-6 regions depending on local readiness to benefit

## STEM Initiative

### Implementation, cont.:

- Increases technical assistance and support to share promising practices throughout the Hub network
- Provides funding for post-secondary wrap-around services that increase attainment by students of color and women of degrees and certificates aligned with high-wage, high-demand STEM careers
- **Enhances \$7.9 Million in ODE 2015-17 current service level budget**



## STEM Initiative

### Outcomes:

- Increased student participation in STEM
- Increased teacher effectiveness
- Increased in student scores in math and science
- Increased graduation rates
- Increased early college credits
- Increase in college-going rates
- Decreased need for remedial math
- Increase in degrees and certificates – particularly for women and persons of color - in high-wage, high-demand fields
- Increased employability of Oregon students



## Summary: Strategic Initiatives Investments in 2013-15 and Proposed for 2015-17

HB 3232 - Includes Operations and Grant-in-aid	2013-15	2015-17
Oregon Reads for Focus and Priority Schools	\$4.0 million	-
Oregon Reads for Early Learning	\$1.8 million	-
Oregon Reads - Response to Intervention	\$2.0 million	-
Guidance and Support for Post-secondary	\$6.3 million	-
Eastern Promise Replication	\$4.4 million	-
Regional Promise	-	\$3.0 million
STEM – Regional, Hubs, Underserved	\$7.3 million	\$15.8 million
Tribes Attendance Pilot	-	\$1.5 million
Move TELL Tool to OEIB	-	(\$0.25 million)
GED Initiative (HECC Program)	-	\$2.0 million
Effective Teacher Preparation Program	-	\$1.0 million
Strengthening Professional Development for Assessments	-	\$2.8 million
School and District Turnaround	-	\$2.9 million
<b>TOTAL</b>	<b>\$25.8 million</b>	<b>\$28.75 million</b>



## Summary: Network Investments in 2013-15 and Proposed for 2015-17

HB 3233 – Includes Operations and Grant-in-aid	2013-15	2015-17
Educator Mentoring	\$9.6 million	\$10.0 million
School District Collaboration	\$12.3 million	\$14.0 million
Educator Effectiveness	\$5.0 million	-
Support Implementation of CCSS	\$5.0 million	\$1.5 million
Student Centered Learning	\$1.9 million	-
Closing the Achievement Gap	\$5.6 million	\$5.0 million
Educator Preparation	\$2.5 million	-
Aligning Prof Dev Plans to SI & Leadership Needs	\$2.7 million	-
Support for Low-performing Districts	-	\$4.0 million
Early Learning Prof Development	\$0.4 million	-
<b>TOTAL*</b>	<b>\$45 million</b>	<b>\$34.5 million</b>

\*Reduction from 2013-15 to 2015-17 reflects one-time \$12 million in funding in 2013-15.

## CTE Investment

CTE provides high school and community college students with career- focused, industry-aligned academic and technical knowledge and skills, personalized career development, and structured pathways for seamless transitions to postsecondary education and/or employment.

Learning in a career context creates relevance for students.

## Benefits of CTE

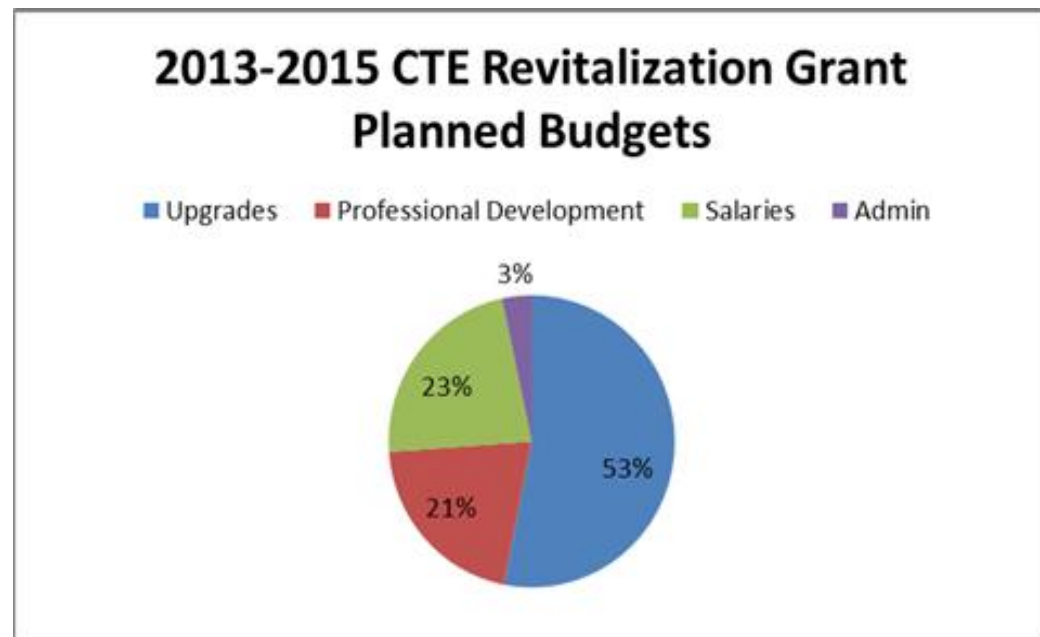
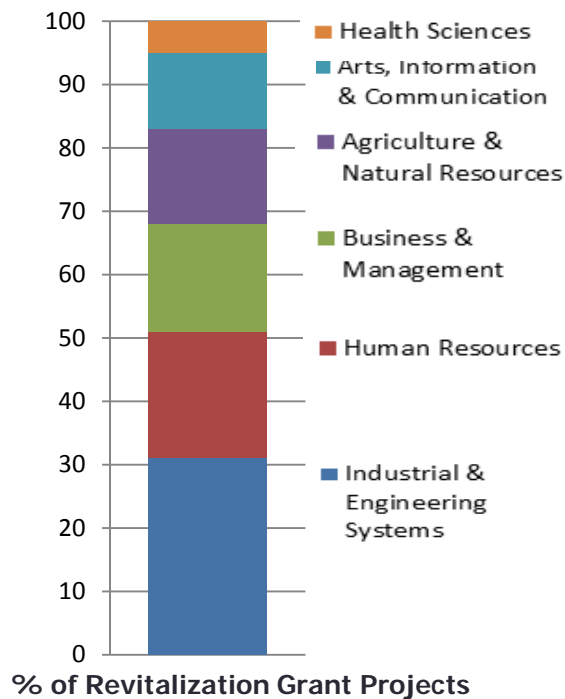
**CTE (Career and Technical Education)** prepares students for further education and the workforce needs of the 21st century, including STEM. Engaging programs focused on careers keep students in school.

### Graduation Rates (4-Year Cohort)

Population	CTE Concentrators (One or more CTE credits)	All Students (Including CTE Concentrators)
<b>All Students</b>	<b>85.7%</b>	<b>68.7%</b>
American Indian	82%	51.7%
African American	86%	57.1%
Hispanic	84.7%	60.8%
Economically Disadvantaged	80.8%	60.4%
Limited English Proficiency	64.4%	49.1%

# 2013-2015 CTE Revitalization Grant

**\$11.1 Million** awarded for  
**32 projects** involving  
**60 high schools** across the state and some participation of  
**94 middle and elementary schools** and  
**338 business, industry, and labor partners**





## Governor/ODE/OEIB Funding Proposal CTE

	2013-15 Current GIA	2015-17 Proposed Funding
<b>CTE</b>	<b>\$11.1 Million</b>	<b>\$9.3 Million</b>
<b>CTSO and Student Leadership Centers</b>	<b>\$0.75 Million</b>	<b>\$0.75 Million</b>