

Graduation Equity Fund

Senate Bill 183

Senate Education Committee

February 9, 2017



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150,000 Reasons that a Focus on Graduation Matters...

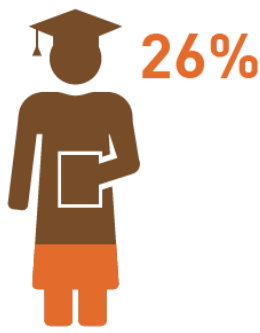


~12,000 students per grade level X 13 years = 156,000. The number of students currently in our schools who will not graduate on-time, cumulatively, if we collectively do nothing to change current trends.

13 Years

11,826 Number of students that did not graduate on time in 2015.

These 11,826 students are disproportionately students of color, male and/or in poverty.



Time our education system has to prepare students for graduation and next steps

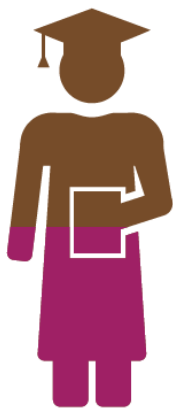


Students Who Did Not Graduate On Time in 2014-2015



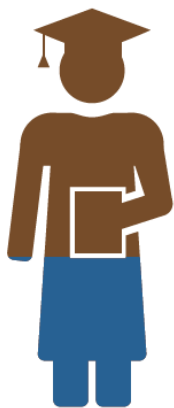
47%

Students with Disabilities



45%

American Indian/Alaska Native Students



37%

Black/African American Students



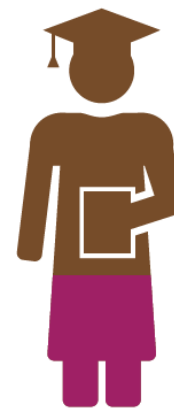
37%

Native Hawaiian/Pacific Islander Students



34%

Students in Poverty



33%

Hispanic/Latino Students



30%

Male Students



26%



A Call-to-Action

“People were made to be a community and hold up one another. You cannot make a company on your own – how are you supposed to graduate on your own?”

(Student, Medford)

Adrian Chavez

Medford, Oregon

Liliana Hernandez

Springfield, Oregon

Henry Lininger

Eugene, Oregon



Convening with students at the Malheur County Fair in August



Timeline of High School Graduation Efforts

2002: Credit for Proficiency

2007: Oregon Diploma and Essential Skills

2009: Cohort Graduation Rate Formula

2010: Adoption of Common Core State Standards

2011: SB253 – 40/40/20 Goal Articulated

2011: SB909 - Seamless System of Education Instituted

2011: Early Learning Council Established

2012: STEM Investment Council Formed

2013: Regional Achievement Collaboratives

2013: STEM Hubs Established

2013: Early Learning Hubs Established

2013: Oregon College & Career Readiness Definition

2013: Network for Quality Teaching and Learning

2015: Full-day Kindergarten Implemented

2015: SB81 - Oregon Promise Community College Tuition Waivers

2015: Doubled CTE Investment

2015: Equity Supports for ELs, AA/Black students, tribal students, and students navigating poverty

2016: Statewide Chronic Absenteeism Plan Designed

2016: Promise Preschool Implementation

2016: Council on Educator Advancement Formed

2016: Governor appoints Education Innovation Officer to Focus on Graduation Outcomes



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(Student, Medford)



Who did we talk to?

32 counties = over 1,000 Oregonians

Students, parents, educators, community members

What did we ask?

Barriers + supports to high school graduation

How did we collect data?

Group + individual responses

In person visits

Social media

Qualitative methods



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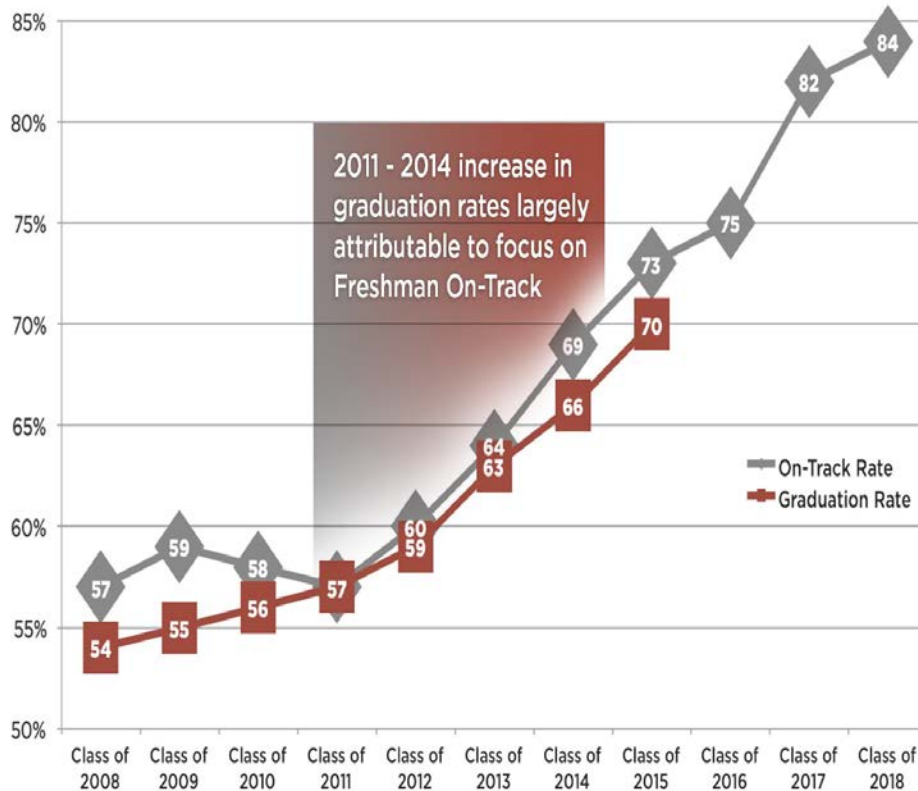
- Create statewide early identification and intervention system
- Scale-up trauma informed practices to support students on their path to graduation
- Implementation of statewide Chronic Absenteeism Plan



EIS– What is it?

“We need to bring back the idea of measuring for improvement, not just judging.”
–Dave Conley

See How Chicago is Solving its Dropout Crisis by Focusing on Ninth Grade



An Early Indicator and Intervention System (EIS) is a collaborative approach among educators, parents, and communities using data effectively to keep students on the pathway to graduation.

- Rapid identification of students;
- Rapid interventions that are targeted to students' immediate and longer-term need for support;
- Frequent monitoring of the success of interventions; and
- Rapid modification of interventions that are not working.



Children and Trauma

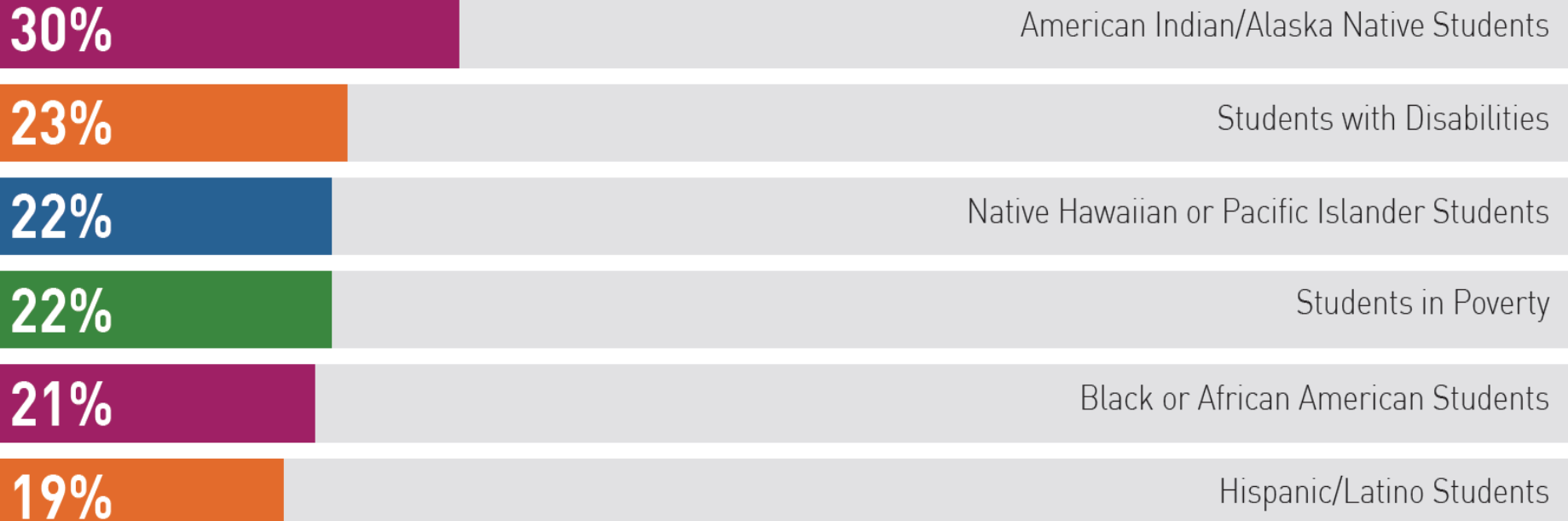
- Early experiences shape brain architecture.
- Even more so between early caregiver and child interactions.
- Adverse childhood experiences (ACEs) or toxic stress can derail brain development.

ACEs Category	OHT Survey <small>2014</small>
Parental Separation or Divorce	44.3%
Household Substance Abuse <small>(OHT- problem drinker)</small>	39.1%
Household Mental Illness <small>(OHT- depression)</small>	35.7%
Not Enough to Eat	23.7%
No One to Protect Them	14.9%



Chronic Absenteeism

2014-2015 Chronically Absent Rates



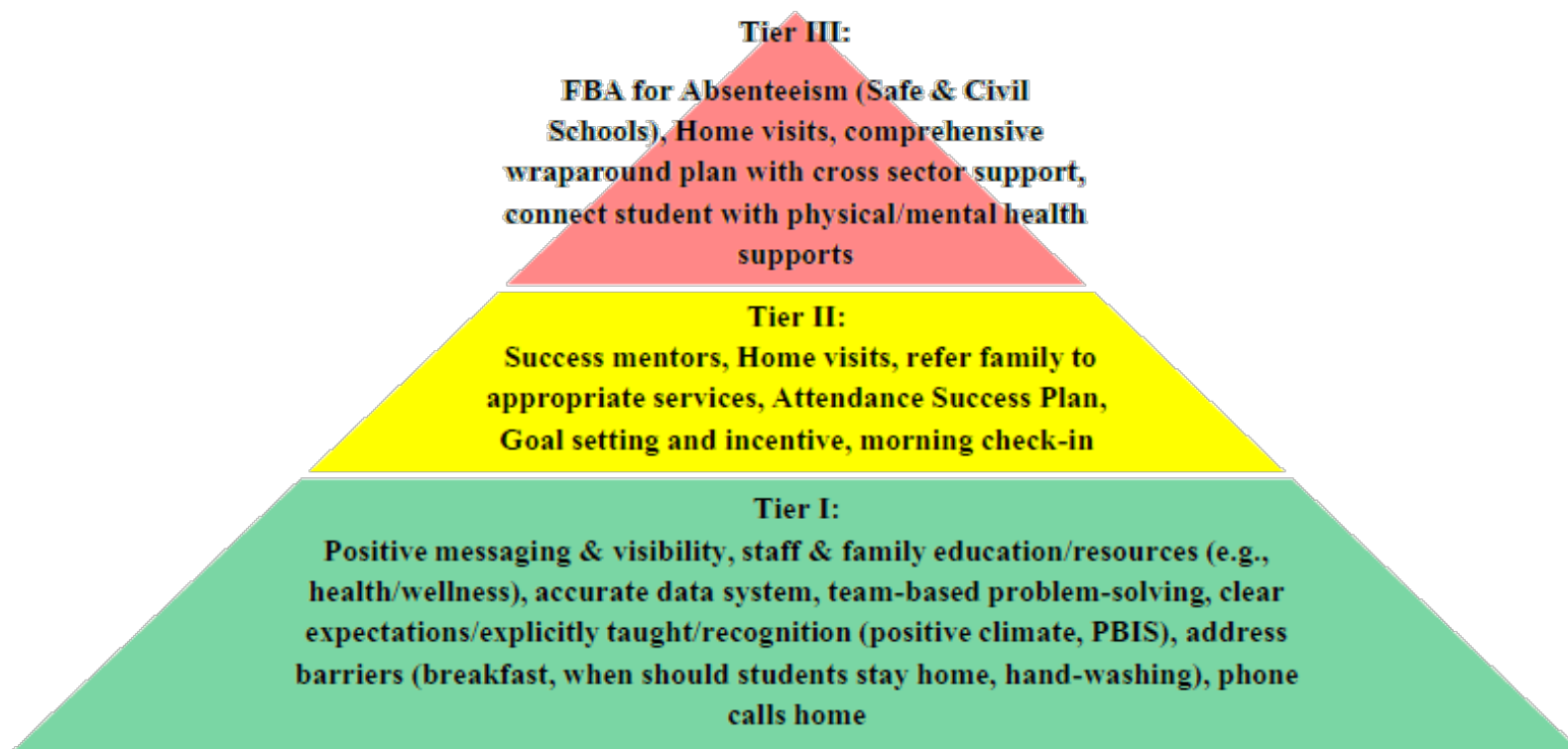
Despite the data above, when these **same student groups** are appropriately supported, and provided access and opportunities to pursue an educational path meaningful to them, they graduate at much higher rates.



HB 4002:

Chronic Absenteeism Statewide Plan

Figure 5 Continuum of Support for all Students and Families [18]



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Research Brief: Graduation Rates January 2017

Oregon Students Continue to Improve On-Time Graduation Rate

Oregon's on-time graduation rate reached 75% in 2015-16, an increase of about 1% from the previous school year.¹ The increase equates to more than 1,300 additional students earning their diplomas compared to last year. Nearly all student groups saw an increase in their graduation rate, with Native Hawaiian/Pacific Islander, African American/Black, and Hispanic students. Ever English Learners (students who are now or ever have been classified as English Language Learners) and Students with Disabilities showing the largest gains. Career and Technical Education (CTE) concentrators, an additional group reported this year, show an increase to 85% and 90% respectively.

Exhibit 1: Change in Graduation Rates by Student Groups

Student Groups	2014-15	2015-16	Change*
All Students	73.8	74.8	1.0
Male	70.1	71.4	1.3
Female	77.8	78.4	0.7
Am. Indian/Alaska Native	55.0	56.4	1.5
Asian	87.5	88.0	0.5
Native Hawaiian/Pacific Islander	63.2	70.1	6.9
African American/Black	62.6	66.2	3.6
Hispanic	67.4	69.4	2.1
White	76.0	76.6	0.6
Multi-Ethnic	72.7	74.4	1.8
Econ. Disadvantaged	66.4	68.1	1.6
Not Econ. Disadvantaged	83.3	83.8	0.5
Current English Learner	51.2	52.9	1.7
Not an English Learner	66.9	71.1	4.2
Ever English Learner	75.0	75.8	0.8
Students w/o Disabilities	52.7	55.0	2.3
Talented and Gifted	77.3	77.3	0.0
Not Talented and Gifted	93.2	93.2	0.0
CTE Participants	71.9	71.9	0.0
CTE Concentrators	85.0	90.0	5.0

*The change does not exactly equal the difference between the two years due to rounding.

¹ On-time graduation is defined as students who graduate within four years of entering high school.

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Oregon's Graduation Blueprint



Graduation Equity – Every Student Counts

“I believe that the single student-centric factor contributing to student graduation rates is that students don’t feel as though they matter. Their culture, interests, dreams, and goals don’t matter – students perceive this from educators, administrators, parents and others. **Individuals in poverty, minorities, and others are repeatedly told by society that they don’t matter and unfortunately in many ways our educational system compounds this. After all, when you don’t have much, everything you do have is magnified.” (Community Member, Redmond)**

