



Oregon

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Senate Bill 182 and Senate Bill 183

Senate Education Committee

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Chair Roblan, Vice-Chair Linthicum and members of the Senate Education Committee, for the record, I am Lindsey Capps, Chief Education Officer. The Chief Education Office has introduced Senate Bill 182 and Senate Bill 183 in coordination with state education agencies, communities and stakeholders in keeping with the call under Oregon's Equity Lens for "explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment."

These legislative proposals before you today will advance our shared efforts across Oregon communities to improve graduation outcomes and make ongoing progress toward achieving the Governor's vision that every Oregon student graduate high school with a plan for his or her future. Senate Bill 182 and Senate Bill 183 work in tandem to support communities and educators in having a greater impact serving our underserved children and by developing coherent systems and practice that – strengthened by innovative partnerships and collaboration – will achieve and sustain long-term solutions to persistent gaps in achievement and opportunity.

Senate Bill 182 | Educator Advancement Council

In stating that "an equitable education system requires providing teachers with the tools and support to meet the needs of each student," Oregon's Equity Lens articulates the need for a long-term focus on supporting excellent teaching, from prekindergarten through Grade 12. Research consistently demonstrates that teachers are the most important in-school factor impacting student achievement. As Oregon's children and student population becomes more racially, culturally and linguistically diverse, the state must support and cultivate a culturally responsive education workforce. Expanding opportunities across all Oregon communities to support early learning providers, equitable access to mentoring for K-12 teachers new to the profession, coaching and support for novice school administrators, and other professional learning and leadership supports for educators is critical.

Senate Bill 182 builds upon the recommendations of the [Governor's Council on Educator Advancement](#), a diverse advisory body representing accomplished teachers, school principals, community leaders and school district superintendents focused on equity and fostering educator leadership that improves practice and ultimately student learning. SB 182 would enact the Council's proposal for an equitable and sustainable model to extend support to educators across

rural and urban school districts, leveraging resources through a new partnership between public education agencies, institutions and non-profit partners. Senate Bill 182 transitions the existing state Network for Quality Teaching and Learning to this partnership as well as the existing Network Fund and authorizes planning and development of educator networks across the state to bring together educator leadership and collaboration to strengthen teaching and learning and equitable outcomes for students. Senate Bill 182 establishes a new scholarship fund to support pathways for culturally or linguistically diverse teacher candidates into the educator profession in support of the Oregon Educator Equity Act.

Senate Bill 183 | Graduation Equity Fund

Oregon’s Education Innovation Officer, charged with identifying and replicating high-leverage practices proven to support student success, is working to help communities and school districts to improve graduation outcomes. The Chief Education Office recently released a [Report on Community Convenings](#) focused on improving graduation outcomes, providing findings from conversations between Education Innovation Officer Colt Gill and over 1,000 Oregonians across 32 of Oregon’s 36 counties. These Community Listening Sessions reflect Oregon’s commitment through the Equity Lens to engage communities, families, teachers, and community-based organizations and their “unique and important solutions to improving outcomes for our students and educational systems” reflected in their work and perspectives. A major theme expressed across communities and participants was the need to focus resources on equitable outcomes for students through the development and implementation of culturally specific, responsive, and sustaining practices.

Senate Bill 183 establishes the Graduation Equity Fund to provide \$20 million in targeted resources for communities to replicate and scale up high-leverage practices to improve graduation outcomes for historically underserved students. These students are represented disproportionately among the approximately 12,000 Oregon students who are not graduating high school on-time each year. These include students with disabilities, students of color, students in poverty, students experiencing homelessness, and students in tribal communities.

- **Early Indicator and Intervention Systems**

Utilizing data across a broad set of indicators beyond test scores, Early Indicator and Intervention Systems allow educators, students, and families to work together to support learning and achievement. As a tool that can predict a student’s on-track status, these systems guide supports and interventions to ensure an individual student continues on a path to high school graduation. Early Indicator and Intervention Systems provide timely access to indicators to help educators set appropriate goals, track progress, provide specific interventions, and better communicate progress to students and their families. Students and their families can see and understand individual student trajectories with respect to attendance, coursework, and behavior and the impact of those elements on graduation. States and school districts which have utilized these systems, have demonstrated gains of 3-to-4 percent in year-over-year gains in graduation rates. The Graduation Equity Fund

establishes funding for the Education Innovation Officer, the Oregon Department of Education and Chief Education Office to support targeted communities and school districts with a level of readiness to implement Early Indicator Intervention and Systems.

- **Trauma Informed Practices**

Trauma informed practices recognize that some students and families have endured adverse childhood experiences or are part of a community that has endured historical trauma, which can impact an individual's behavior, attention and learning. Schools with trauma-informed practices understand how trauma impacts an individual student, to adjust instructional practices, design and deliver behavioral supports, and build the resiliency of the student, removing barriers to a student's learning and achievement. The Graduation Equity Fund establishes funding for the Education Innovation Officer, Oregon Department of Education and Chief Education Office to support partnerships between school districts, community organizations, and health providers to pilot trauma informed practices across a cohort of school districts and develop a scale-up model for trauma-informed practices to be implemented over time in schools across the state.

- **Student Attendance**

In 2015-16, nearly 102,000 students in Oregon – or more than 1-in-6 children – were chronically absent from school. Chronic absenteeism rates are indicators of on-time graduation and drop-out rates, second only to grade point average. The causes of chronic absenteeism are varied and complex as described in the Chief Education Office [Chronic Absenteeism Report](#) but can be addressed through a combination of strategies that center on building positive relationships between schools and families, providing engaging curriculum, culturally responsive and sustaining practices, and partnerships between schools and community organizations that can help provide holistic supports to students and families. The Graduation Equity Fund establishes funding for the Education Innovation Officer, Oregon Department of Education and Chief Education Office to support regional partnerships to implement the [Chronic Absenteeism Statewide Plan](#).

We are grateful for the opportunity to present these legislative proposals to you today in tandem with students, educators, education and community leaders from across Oregon and state education agency partners. We appreciate your consideration of these critical initiatives, which we believe demonstrate our state's priorities, values, and commitment to equity.