



ACTION PLANNING WORKSHEET

Oregon's Action Plan to Help More of its Young People Graduate High School, Ready for College, Work & Life

Name of Summit State or Community: Oregon

Date and Location of Summit: March 17, 2009

Geographical Area Covered by Action Plan: Statewide
(i.e. which county(ies), school district(s), etc.)

Date Submitted: May 18, 2009

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I. Building Knowledge: Understanding Your State's or Community's Dropout & College-Readiness Challenges

(See Part 2 of Grad Nation, pp. 22-41, for help with this area of planning.)

1. What is your state's or community's current graduation rate? (please cite the source and methodology)

Oregon 2007-08 statewide high school graduation rate for all students was 84%, an increase from 81.4% for 2006-07 with most of the gains coming from minority student sub-groups, especially Hispanic and Native American:

2007-08 Graduation Rates and (increase from prior year) by ethnicity:

- White 87.2% (+2.4)
- Asian 89.3% (+2.1)
- African American 68.5% (+0.4)
- Hispanic 70.5% (+6.1)
- Native American 75.5% (+3.8)

CURRENT GRADUATION RATE CALCULATION

The actual calculation is made by dividing the number of graduates in the school year by the number of students who dropped out from all grades in that year plus the number of graduates.

Oregon Graduation Rate Formula

For a given school year:

Number of Regular Diplomas (CIM and Non-CIM)

[Number of Regular Diplomas (CIM and Non-CIM)] + [Number of Dropouts in Grades 9, 10, 11, and 12*]

The decimal that results from this calculation is then multiplied by 100 to get the graduation rate.

*This is a one year approximation of 4 years of dropouts for one class, beginning in grade 9 and ending in grade 12. Oregon does not currently have the ability to produce graduation rates using cohort data, following the same class from 9th through 12 grades. However, cohort data will be available in 2009, once 4 years of student-level data has been collected. In early 2009, actual graduation rates will be calculated, using cohort data for each class.

Consistent with federal Title I requirements, starting with the 2009-2010 school year, ODE will be adopting a Cohort Graduation Rate which considers students with a GED as non-graduates. This change will reduce the graduation rate by about 3.5 points. Additional differences such as not counting graduates who need more than 4 years in high school could reduce the rate by another 6.5 points.

GRADUATION RATE CALCULATION BEGINNING IN 2009

ODE plans to use the National Governor's Association Compact Graduation Rate Formula, which is: National Governor's Association Compact Graduation Rate Formula

For a given school year:

On-Time Graduates in Year X

[First-Time Entering 9th Graders in Year X minus 4] + [Transfers IN minus Transfers OUT]

The decimal that results from this calculation is then multiplied by 100 to get the graduation rate.

OREGON DROPOUT RATE

Oregon's statewide dropout rate for the 2007-08 school year was 3.7%, down from 4.2% last year and the lowest since statewide reporting began in 1991. Oregon defines a high school dropout as a student in grades 9-12 who withdraws from school for example without receiving a high school diploma, GED, modified diploma, or transferring to another school.

2007-08 Dropout Rates and (decrease from prior year) by ethnicity:

- White 3.0% (-0.5)
- Asian 2.6% (-0.4)
- African American 7.0% (-0.1)
- Hispanic 6.4% (-1.2)
- Native American 5.8% (-0.7)

2. What does both national and local data indicate about your state's or community's graduation and college-going rates over the last few years (e.g. over the last 2, 5 and 10 years)? Have the schools' rates been improving or getting worse? How do your local statistics compare with your state and the nation as a whole?

Over the past few years, Oregon's graduation rate has increased and the dropout rate has decreased. http://www.oregonlive.com/education/index.ssf/2009/04/oregon_high_school_dropout_rat_1.html

3. Please describe what efforts have or will be taken to better understand the issues from key perspectives, such as parents and young people themselves. Explain what data analysis, surveys, interviews or other efforts have or will be implemented to build your knowledge base of who drops out, from which schools, when, and why. What is known, and what do you still seek to learn?

Since 2005, Oregon has worked to increase the state's graduation requirements. The Oregon Diploma requirements were adopted by the State Board in 2008 that increase the rigor and relevance of the high school diploma. Rather than a focus on dropout prevention, Oregon has focused on K-12 Oregon Diploma implementation to prepare all students for college and work. Background on the Oregon Diploma can be found in this State Board document <http://www.ode.state.or.us/gradelevel/hs/decision-paper-final.pdf>

II. Rallying Your State or Community: Getting Buy-In to Address the Crisis

(See Part 1 of Grad Nation, pp. 8-21, for help with this area of planning.)

1. What key data and message points have you developed around the issue to secure commitment from your community's and state's leaders and to mobilize the general public? What's the impact of the dropout challenge on your economy, state or city budget, social services, employers, post-secondary institutions, etc? If you don't yet have these data and message points, what are your plans to obtain them?

As indicated in the previous question, Oregon's focus has been on promoting the Oregon Diploma and preparing students for graduation and post-high school goals. In that effort, the state has engaged a variety of stakeholders. See background information for diploma on the Oregon Department of Education website <http://www.getreadyoregon.org/background.aspx>

2. Who is serving or can serve as your state's or community's champion and chief spokesperson around the high school dropout issue? If multiple spokespeople are needed, which leaders – elected officials, business leaders, other local influentials – will be recruited?

State Superintendent Susan Castillo has been a leading advocate for the Oregon Diploma and it is a high priority for the Oregon Department of Education and for the State Board of Education. The Superintendent's advisory committees are engaged in Oregon Diploma efforts including, The Youth Advisory Team (YAT), the Professional Educators Advisory Team (PEAT), the Business Advisory Team (BAT), the Oregon State Council for Special Education (SACSE).

Educational partners including the Oregon Confederation of School Administrators (COSA), the Oregon Educators Association (OEA), the Oregon School Board's Association (OSBA) have been engaged in Oregon Diploma implementation efforts.

The Diploma Implementation Advisory Task Force is made up of a key stakeholders <http://www.ode.state.or.us/teachlearn/real/documents/confirmed-nominations-to-advisory-tf.pdf>

3. What is your state's or community's vision statement for your young people, related to their successful completion of high school and preparation for college and/or work? What is your quantifiable long-term goal (e.g. 10-year) for your dropout and college-readiness challenges? *(Example from Detroit: "Vision- All children and youth in southeastern Michigan graduate from high school prepared for life, work and postsecondary education. Goal- The 30 high schools in the region with dropout rates of 40% or higher will be transformed into small schools or learning communities graduating 80% of youth with an average ACT score of 18 within four years after entering 9th grade.")*

Vision for Oregon's PK-16 Enterprise: The Education Enterprise works to ensure that Oregonians possess the knowledge and skills necessary to succeed in learning, work, and citizenship to create prosperity and opportunity for Oregon in the global economy.

<http://www.ode.state.or.us/stateboard/psqec-quality-ed-goal-try-2.doc>

Goal for the Oregon Diploma: Each student demonstrates the knowledge and skills necessary to transition successfully to his or her next steps: advanced learning, work and citizenship.

Oregon is a member of the American Diploma Project sponsored by Achieve, Inc., promoting college- and work-ready graduation requirements <http://www.achieve.org/ADPNetwork>

III. Identifying Solutions: Considering and Prioritizing Potential Solutions to Comprehensively Address Your Local Dropout Challenge

The Alliance advocates four focus areas that we believe to be key in addressing the dropout issue at the state and local levels: **transforming schools** including through increasing curricular rigor and relevance, **supporting young people** holistically with wraparound services, **developing effective policies**, and **employing data systems** as a dropout prevention tool.

(See Part 3 of Grad Nation, pp. 42-75, for help with this area of planning.)

1. Please identify your highest-priority strategies and/or reforms consistent with *Grad Nation* that your state or community will pursue in order to **transform the schools** that the majority of your local dropouts attend. For each priority, what would you need to do in the next 6-12 months to advance it? Is anything already underway locally to support it? What support or information would help you make better progress?

(Example from Tulsa: Provide comprehensive social supports at schools to deal with the issues of poverty and the generational dropout crisis. Move to a Community School model for middle and high schools which is currently done in elementary schools.)

In Oregon, our focus on closing the achievement gap has seen results, and in two of the past three years we have seen a closing of the gap. However, the achievement gap still exists and there is still a great deal of work to be done. Minority and low income students still lag behind in state and national tests and are still over represented in dropout numbers.

<http://www.ode.state.or.us/search/results/?id=187>

The Oregon Diploma personalized learning requirements require that each student develop an education plan and profile that guides their learning and documents academic achievement and progress toward their future goals <http://www.ode.state.or.us/teachlearn/certificates/diploma/ed-plan-and-profile.pdf>

The Oregon Diploma increases the mathematics standards which may be challenging for some students. In Oregon, over 40% of our current ninth graders are falling short of grade-level benchmarks in math. Not surprisingly, Oregon community colleges report that over 40% of the 18-20 year old students who first enroll in college require remediation in mathematics. The new graduation requirements and core standards for mathematics designed to improve student achievement. To assist schools, the Department of Education is facilitating a professional development opportunity tailored for Oregon's K-12 math teachers and other math educators. This professional development opportunity will assist Oregon's K-12 and other math educators in the implementation of the new state math standards and Oregon's new diploma requirements. Key features of the ODE-sponsored math professional development include:

- The latest research-based instructional strategies to increase student achievement
- Information for teachers at every grade level regarding their role in helping students meet the new diploma requirements through standards-based instruction

- Clear explanation of the new core math standards, the transitions between grade levels in these math standards, and specific strategies for preparing students for Algebra I and above course work
- Effective assessment practices and instruction of essential skills
- Connections to K-12 math teachers' own classroom experiences through specific content and activities that promote sustainability and transferability of information

Efforts are also underway to assist school with guidance for applied academics to provide more options for students to meet the requirements. Oregon is engaged in a Math-in-CTE research project with the National Research Center for Career and Technical Education

<http://www.ode.state.or.us/pubs/eii/appliedacademicsbrief.pdf>

Oregon Diploma credit for proficiency provides students an opportunity to earn credits through demonstration of proficiency. Efforts are underway to provide implementation guidance, examples, and professional development opportunities for schools

<http://www.ode.state.or.us/pubs/eii/creditforproficiency.pdf>

To prepare the middle grade levels for preparation for high school graduation requirements, the state is working with partners to develop an Oregon Diploma Middle Level Toolkit targeting strategies for transitions from middle school to high school (in progress).

2. Please identify your highest-priority strategies, programs, policies, and/or reforms consistent with *Grad Nation* that your state or community will pursue in order to **support young people**. How will more young people, particularly those most in need, receive wraparound supports in and out of school, such as tutoring, afterschool programs, mentors, social services, health care and others? For each priority, what would you need to do in the next 6-12 months to advance it? Is anything already underway locally to support it? What support or information would help you make better progress? (Example from New York State: “1. Ensure that each student is connected to one caring adult in school, by structuring mentoring programs that can be implemented with limited resources. 2. Engage the community in the mentoring process, especially during afterschool hours. 3. Provide quality afterschool programs that can increase student voice and provide social, emotional, physical and intellectual support to youth. 4. Identify and enhance mechanisms of improving student engagement in the educational process.”)

The student's education plan and profile must be guided by an adult and supported by a comprehensive guidance and counseling program

<http://www.ode.state.or.us/pubs/eii/counselingbrief.pdf>

Effective Behavioral and Instructional Support Systems (EBISS)

The goal of the EBISS Project is to increase student outcomes by assisting school districts and early childhood programs to implement a continuum of effective and sustainable school-wide academic and behavioral support systems. Through the application of a blended model of response to intervention (RTI) and positive behavior support (PBS), districts and programs will be able to meet the academic and behavioral needs of every student in their schools and programs. To support districts in meeting this lofty goal, the Oregon Department of Education and their contractual partners (called EBISS Coordinators) provide on-going professional development and technical assistance to EBISS District Leadership Teams on literacy, behavior, and RTI in the form of individualized technical assistance and training opportunities. EBISS is part a 5-year federal grant from the Office of Special Education Programs (OSEP) called the State Personnel Development Grant (SPDG). The purpose of the SPDG is to assist states in reforming and improving their systems for personnel preparation and professional

development in order to improve results for infants, toddlers, children and youth with disabilities. ODE is entering the third year of the five year grant. <http://www.ode.state.or.us/search/page/?=1389>

3. Please identify your highest-priority policies or reforms consistent with *Grad Nation* that your state or community will pursue in order to **develop effective policies** at the local or state level that encourage high school completion and college readiness. For each, what would you need to do in the next 6-12 months to advance this priority? Is anything already underway locally to support it? What support or information would help you make better progress?

(Select examples from New York state: "1. Encourage the Board of Regents to include service learning in the revised learning standards. 2. Provide a minimum of 5 hours of service learning training to all staff and administrators as part of the professional development plan to effectively implement revisions made to the learning standards to include service learning. 3. Provide universal health care, including mental health. 4. Short of that, ensure that 90% of all children without health care are enrolled in Child Health Plus. 5. Provide full-day Pre-K with transportation. 6. Develop Regents policies and regulations for meaningful student involvement in decision making in schools. 7. End out of school suspension in the next year." Other example drawn from Grad Nation: "We will work with our state legislature to raise our maximum compulsory school age from 16 to 18 years old.")

The Oregon Diploma college- and work-ready requirements were adopted in 2008 and are being phased in through 2014.

4. Please identify your highest-priority strategies, programs, policies, and/or reforms consistent with *Grad Nation* that your state or community will pursue in order to **employ data systems** that identify those young people most at-risk for dropping out and drive appropriate supports and services. For each, what would you need to do in the next 6-12 months to advance this priority? Is anything already underway locally to support it? What support or information would help you make better progress?

(Example from Iowa state: "Access multiple state agencies' data, complete analysis and establish state level baseline and targets. State Team will provide relevant local data to Community Teams to assist in their planning and ongoing monitoring of progress." Other example drawn from Grad Nation: "We will develop an early-warning system that tracks individual students starting in elementary school along key indicators, like attendance, behavior, and course completion, to help us identify and direct supports and services to young people most at-risk of dropping out.")

The following four Oregon initiatives are working closely together to ensure the success of a statewide data system. Collectively, the projects provide the direction and professional development necessary to develop a system that meets the needs of all educational stakeholders.

K-12 Integrated Data System (KIDS) is a statewide system that is integrating different student information systems from across the state into a common data warehouse. KIDS will provide the Oregon Department of Education and districts with a single, accurate, and authoritative student data system for the entire state, allowing seamless storage, access, and data transfer between districts and the state <http://www.ode.state.or.us/search/page/?=1489>

The Oregon DATA Project is a statewide initiative designed to improve student achievement through informed use of data. The DATA Project is launching a multi-tiered program of professional development focused on teaching educators how to collect, analyze and use appropriate data. The three main training strands designed for the project will provide statewide training and support for data-driven decision-making.

http://www.dataqualitycampaign.org/files/OR_Training_Strands.pdf

The Longitudinal Growth Model is an initiative to develop a system to track the learning progress and growth of individual students over time. The Growth Model provides a multi-dimensional view of student achievement: it measures and reports on individual student's growth across grades. It will also analyze what has happened in the past in order to anticipate student performance in the future.

The Teaching Learning Connection provides a statewide framework of tools, processes, and support that help districts and schools implement effective school practices. The Data- Driven Decision- Making training developed and offered through TLC forms the foundation of the professional development training offered through the DATA Project.

IV. Organizing for Long-Term Success: Getting the Right People on Board, Committing to Action, Ensuring Accountability, Securing Resources, and Tracking Progress over Time

(See Part 4 of Grad Nation, pp. 76-90, for help with this area of planning.)

1. What group or committee will coordinate and sustain the work outlined in this action plan? What leaders does it have from various sectors – business, education, nonprofit, government, faith, etc.? (Please submit group's roster along with this plan.) Who else is needed? Who convenes the group, how often, and what sub-groups or committees does your effort need?

Oregon Diploma implementation is a priority of the Oregon Department of Education (ODE). An ODE Coordination Team is comprised of representatives from each office across the agency working together to coordinate implementation efforts. Stakeholder groups such as COSA, OEA, OSBA collaborate on professional development efforts such as the Superintendent's Summer Institute focused on Oregon Diploma implementation strategies. ODE collaborates with the regional Education Service Districts on various professional development efforts such as the math instructional strategies and the DATA Project mentioned in section III.

2. What financial, human, and other resources are needed in order to begin acting on this plan? What resources are currently available, what will potentially need to be blended, and what new resources will need to be sought to do this work? Who might help secure additional resources to fill the gaps, and/or what funders (or others) may be approached? Will your state or community set a resource goal along with the outcome goal?

Funding from the Gates Foundation has been used extensively to support Oregon Diploma implementation efforts. Additional Gates funding is being sought as well as the federal stimulus funds to support implementation efforts.

3. How will your community or state evaluate its dropout prevention efforts to ensure it is making a difference? What is the plan to monitor and track the progress being made on its developed goals? How will you maintain visibility around the local dropout prevention issue by reporting to the public on the progress being made?

Oregon reports dropout data annually. Our efforts will continue to be focused on communicating the Oregon Diploma and the urgency for all students to complete high school prepared for college and work. Regular communications from ODE keep the Oregon Diploma visible

Superintendent's Pipeline

<http://www.ode.state.or.us/search/page/?id=684>

Superintendent's Update

<http://www.ode.state.or.us/search/results/?id=364>

OregonGetReady website

<http://www.getreadyoregon.org/>

Oregon Diploma website

<http://www.ode.state.or.us/search/results/?id=368>

V. Staying Connected to the America's Promise Alliance: Identifying Long-term Interests, Priorities, and Points of Alignment

1. As part of our Alliance's goal to reach 15 million young people with more supports (i.e the Five Promises) by 2012, America's Promise has committed to resourcing and advocating for certain strategic priorities. Together, we are always looking for states and communities that share similar interests and that may provide effective models for policy and practice, investment opportunities and other points of alignment, including possible technical assistance from our Alliance partners. Please describe if your action plan has strategies specific to:
 - a. Focusing on the middle school years, especially providing service-learning and career exploration opportunities in and out of school. Oregon's Middle Level Diploma Toolkit will address this area of focus.
 - b. Improving young people's access to quality health care, including promotion of SCHIP and Medicaid public health insurance programs
 - c. Creating community hubs (e.g. schools, afterschool programs, community centers) where coordinated wraparound supports are available to young people and their families
 - d. Engaging parents and caregivers to increase graduation and college readiness rates
 - e. Supporting young people in foster care so they graduate from high school prepared for college, work and life
 - f. Developing young people's financial literacy. Oregon is addressing financial literacy in the revision of the social sciences state content standards.

If your plan does not include any of the above but your state or community has strong interest in developing one or more of these strategies, please note accordingly.

2. How can the America's Promise Alliance best support your state or community with the implementation of this dropout prevention plan? The Alliance is interested in hearing how we can best assist you in your dropout prevention efforts, including resources we can provide, relationships we can facilitate, and any other needs your community may have. *Please be as expansive and forthright as you can. We will use your feedback to ensure that the most useful resources are provided to our Dropout Summit states and communities through our website, training and technical assistance, and other means.*

Thank you for your support. We will continue to use the resources provided on the America's Promise website, particularly in the area of engaging business and nonprofit stakeholders.