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JOINT COMMITTEE ON STUDENT SUCCESS

College and Career Ready Work Group

POLICY RECOMMENDATIONS

Problem 1: Students throughout Oregon do not have access to sufficient opportunities for career learning.

GOAL: Support and promote career-connected learning by leveraging the assets of the community. Career connected learning may occur through career and technical education (CTE) or career and technical student organizations (CTSOs). Community assets include (but are not limited to) businesses, local community colleges, and universities.

POLICY RECOMMENDATIONS

1. Fully fund Ballot Measure 98

Ballot Measure 98 was approved by the voters in 2016 and allocates funding to school districts to increase high school graduation rates. It identifies three specific areas for funding:

- career and technical education programs in high schools;
- college-level educational opportunities for students in high schools; and
- dropout-prevention strategies in high schools.

Ballot Measure 98 is funded at \$170 million for the 2017-2019 biennium, representing approximately 60 percent of the amount the state would spend if it adhered to the \$800 per high school student listed in the ballot measure itself.

- ##### 2. Support Career Technical Student Organizations (CTSO), incentivizing districts to create and continue chapters of these organizations. Use the list of organizations currently approved by the State Board of Education and add a method by which districts can ask to have additional CTOS recognized by the state.

Career and Technical Student Organizations (CTSOs) provide career-connected learning and leadership opportunities for students at the local, state, and national levels. Each organization sponsors events such as state and national skill competitions and leadership training. The current list of organizations recognized by the State Board of Education includes:

- Distributive Education Clubs of America (DECA);
- Educators Rising;
- Future Business Leaders of America (FBLA);
- Family, Career and Community Leaders of America (FCCLA);
- Future Farmers of America (FFA);
- Health Occupations Students of America (HOSA);
- SkillsUSA; and
- Technology Student Association (TSA).

Problem 2: Oregon does not meet its own 40-40-20 goal and is not on track to meet that goal.

GOAL: Meet the statewide 40-40-20 goal by 2025 for those 25 and under in that year and every subsequent year.

POLICY RECOMMENDATIONS

- 1. Establish or continue culturally, linguistically, and disability responsive college and career navigation programs in every middle and high school, to include programs such as ASPIRE, AVID, and/or career counselors.**

The goal of college and career readiness programs and services is to assure that high school students have the knowledge, skills, and behaviors to succeed in the workplace, career training or college courses leading to certificates and degrees. School districts currently fund these programs through their operating budgets.

- 2. Require every school district to adopt an intervention strategy and equip every district with an early warning system for students at risk of dropping out, including students who are chronically absent.**

Identifying students who are at risk of dropping out is a key component for improving graduation rates. Schools that have a strong culture of using data to inform instruction and programming can help foster relationships and supports needed for student success. Early Warning Systems use longitudinal, student level data to identify students with academic problems, chronic absenteeism, and behavior problems; and collect and document accurate information on student withdrawals. ODE estimates that it will cost approximately \$6 million to provide early warning systems to all Oregon school districts.

3. Require every school district to have an intervention program for 8th graders at risk, such as a summer bridge program.

Intervention programs that support students and families during the transition between middle and high school assures that more students stay on track to graduate. Summer Bridge programs are one of the strategies to help build freshman success by building strong relationships and student support structures before high school begins. High school summer bridge programs may:

- use student data to identify students for the program;
- acclimate students to the high school environment;
- focus on foundational skills such as organization, study habits, goal-setting, self-regulation, improved sense of belonging, college and career planning, and building supports within the high school;
- embed social and emotional development into the learning experience;
- engage both students and families into the orientation program; and
- build relationships between students and the adults who will support them during high school.

4. Create a statewide network of students, supported by Education Service Districts, to advise policymakers.

Currently two high school students serve as official advisors to the State Board of Education. In addition, non-profits, such as Oregon Student Voice, Oregon Association of Student Councils, and other K-12 student organizations have shared their perspectives on education issues. A statewide network of student advisors, supported through the state's Education Service Districts, would provide a structure for wider student participation.

5. Direct ODE to work with OHA to combine current student surveys into a valid, reliable statewide student and school climate survey.

The Oregon Healthy Teens (OHT) survey is administered by the Oregon Health Authority (OHA) to 8th and 11th graders throughout the state in odd-numbered years. OHT focuses on tobacco, alcohol, and drug use; physical health; sexual risk behaviors; mental health; risky behaviors; access to health care; and basic demographics. OHA also oversees the Oregon Student Wellness Survey, given to 6th, 8th, and 11th graders, which asks students about physical and mental health, gambling, substance abuse, and school climate. ODE's Safe and Effective Schools for All Advisory Committee recommended addition of another survey, designed by students.

6. As resources are available, support nonprofit community organizations at work on improving student achievement through literacy programs. Direct the State Board of Education to create a list of recommended programs for districts to engage as partners.

Oregon has many community-based literacy programs that partner with families, pre-school programs and K-12 schools to support children to become proficient readers.

Examples of these programs include: Black Parent Initiative, the Children’s Book Bank, Metropolitan Family Service, Oregon Public Libraries, Reach Out and Read Oregon, Reading Results, the Shadow Project and Start Making a Reader Today (SMART).

- 7. Require and incentivize districts to establish district- and school-level attendance teams to work with the ODE technical assistance staff and resources outlined in the state’s Chronic Absenteeism Statewide Plan. Require and incentivize ESDs to establish ESD-level attendance teams to support districts.**

HB 4002 (2016) directed the Oregon Department of Education (ODE) and the Chief Education Office to develop a statewide plan to address chronic absenteeism. HB 4002 appropriated \$25,000 to ODE to develop the plan and \$500,000 to the Chief Education Office to distribute to school districts for pilot programs. The legislation neither required nor provided statewide funding for districts themselves to take any action.

- 8. Require districts to create and implement family engagement plans. Direct ODE to establish a list of recommended practices for districts.**

Although the U.S. Department of Education requires schools receiving Title I funding to have a family engagement plan in place, Oregon does not currently have state requirements regarding family engagement programs, nor does it track existing programs and practices.

Problem 3: Too many Oregon students never finish high school.

GOAL: Establish a statewide reengagement plan for youth who have left high school.

POLICY RECOMMENDATIONS

- 1. Direct the Youth Development Division to develop and administer a statewide reengagement system for youth between the ages of 16 and 21 who have either left school or are not making sufficient progress toward meeting the requirements for a high school diploma. Under this system, school districts or community college districts can provide youth reengagement programs. Programs must offer academic instruction either for credit toward a diploma or to help prepare for the General Educational Development (GED) test, as well as services such as academic and career counseling or coaching, and assistance with accessing services or resources that support at-risk youth. Funding will be provided via the State School Fund. The State Board of Education will be authorized to establish, by rule, criteria for participating districts or community colleges to receive funding. Establish policies within Oregon’s accountability system that will not penalize school districts for attempts to reengage students.**

This recommendation is based on Washington’s Open Doors program, which allows school districts to partner with community colleges or community-based organizations to reengage youth between the ages of 16 and 21 who are no longer in school. Currently, Oregon has no statewide program to reengage youth who are no longer in school.

Problem 4: Oregon does not have sufficient career and technical education teachers to meet the growing demand for these courses.

GOAL: Establish a certification program for Career and Technical Education (CTE) teachers that is standardized and transferable across districts.

POLICY RECOMMENDATIONS

- 1. Establish a task force, led by the Oregon Association for Career and Technical Education (CTE), that will examine the barriers to CTE licensure and make recommendations to the legislature.**

Currently, Oregon’s CTE licensure process depends on partnerships among the Department of Education, the Teacher Standards and Practices Commission, and local instructor appraisal committees (IACs). IACs are committees of business, industry, and education professionals convened by the school district and the regional coordinator to evaluate the education and work experience of a CTE applicant. The work group would like to establish a task force to identify areas where the CTE licensure process may be streamlined and improved for prospective CTE teachers.

Problem 5: Current statewide assessments do not provide teachers or students with information about students’ progress in a timely manner.

GOAL: Evaluate the effectiveness of assessments for informing teacher practices in real time and for giving students information about their progress in a timely manner.

POLICY RECOMMENDATIONS

- 1. Require districts to share scores with teachers immediately upon receipt.**

School districts receive Smarter Balanced Assessment Consortium (SBAC) scores approximately two weeks after testing is completed, but many districts do not share these results with teachers until the following school year, after a quality control process conducted by ODE.

- 2. Encourage the use of formative assessments.**

Formative assessments monitor student learning during the school year. Teachers use formative assessments to identify any learning gaps and modify instruction, as needed. The purpose of a formative assessment is to inform real-time teaching and learning, rather than to evaluate end-of-the-year student achievement.

- 3. Fund resources to mitigate the disruption to schools caused by testing, such as additional computers and test proctors to speed the process.**

Schools report that administering SBAC can cause weeks of disruption to the regular classroom and learning schedule. The SBAC is a computer-based test, yet many schools have limited access to computers. Often, schools are cycling students through one computer lab causing the adjoining school library to be inaccessible for weeks. In addition, regular classroom teachers are often assigned as exam proctors, increasing the impact of these tests on instruction time.

4. Include growth information (past years' scores) on individual student reports in order to give context for current scores.

At present, individual student SBAC reports only include the most recent SBAC scores. In the past, ODE has provided the current and past scores on the reports. Having several years of scores allowed teachers and parents to identify trends in the child's performance. Recently, ODE modified the individual reports to provide only the current year score.