Colt Gill
Director of the Oregon Department of Education
& Deputy Superintendent of Public Instruction

In Oregon
October 23, 2019
580,690 Students

More than 40 languages

197 Districts
1,334 Schools
127 Charter Schools
19 Education Service Districts

31,409 Teachers

Staff of Color
- 10.4% Teachers
- 11.4% Administrators
- 15.3% Counselors
- 19.7% Educational Assistants

Rapidly Diversifying Population
- Economically Disadvantaged: 52.1%
- Ever English Learners: 18.3%
- Homeless: 3.8%
- Lesbian/Gay (11th grade): 9.1%
- Mobile Students: 12.0%
- Students with Disabilities: 13.6%

580,690 Students

More than 40 languages
ODE Equity Lens:


ODE Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes.

This means the dismantling and restructuring of systems and institutions that create a dichotomy of beneficiaries over oppressed & marginalized peoples.
5 Districts Implement EWSs
2013

Governor Appoints Education Innovation Officer
May 2016

What Will It Take to Improve Oregon’s Graduation Outcomes
2010

Innovation Officer Engages Students, Community, and Educators

Introduce Senate Bill 183
February 2017

SB 183 Fails
June 2017

The Student Success Act Passes
May 2019

Joint Committee on Student Success Tour
2018-2019

Continued Advocacy and Reports
2017-2019
Employ Equitable Practices and Outcomes

Implement Culturally Specific, Responsive, & Sustaining Practices

Diversify the Workforce

Create Relationships, Partnerships, & Relevance

Family & Student Preparedness

Start Early - Increase Access to Quality Early Learning

Streamline Transitions Across the P-20 Cradle-to-Career System

Initialize Family Outreach and Engagement

Improve College and Career Readiness

Provide Comprehensive Counseling and Wellness Services

Increase Wrap-Around Services, Trauma-Informed Practices, and Restorative Justice Models

Implement Early Indicator and Intervention Systems

Family & Student Supports

Introduce Relevant Content, Curriculum, and Instruction

Expand Access to CTE & CTE-Like Programming

Extend Programming and Add Extra-curricular Opportunities

Family & Student Engagement
Student Success Act (SSA) Fast Facts

$2 Billion Investment

12 New Programs

16 Expanded & Enhanced Programs

Accountability

Oregon achieves... together!
State School Fund and Additional Accounts

- Early Learning Account: 20%
- Student Investment Account: 50%
- Statewide Education Initiatives Account: 30%
2017’s SB 183 finds its way into 2019’s HB 3427

- Grants **funds to all school districts** to implement an Early Indicator and Intervention System.
- Designed to “…enable school districts, students, students’ families, educators, school counselors and community organizations to take necessary corrective actions to assist students in graduating from high school.”
- Relies on attendance, behavior, and academic and any other data identified by the State Board of Education.
Student Success Act

2017’s SB 183 finds its way into 2019’s HB 3427

The Department shall:

• Provide technical assistance to **understand the goals and objectives**;
• Assist school districts in **developing a culture and practices** that encourage and assist students in graduating from high school;
• Identify **meaningful predictive indicators** of high school graduation;
• **Develop local communication systems** among students, students’ families, educators and community organizations to assist students in graduating;
• **Identify and develop interventions** at school, at home and in the community to meet students’ needs; and
• Review existing policies and practices to:
  • **Expand policies** and practices that encourage high school graduation; and
  • **Eliminate or modify policies** and practices that may provide a disincentive to graduate from high school.
Challenges to Implementation

• Ensuring this small investment does not negatively the **potential impact** in an act with many components
• Achieving **implementation fidelity** in a local control state
• Accomplishing an **equity approach** vs. deficit framework
• Overcoming a lack of resources for **high quality technical assistance** and communication
Hopes Ahead

• **Every Oregon district** will have access to a valuable tool in supporting pathways to adult success for all students
• Districts will **implement with an equity lens**
• **Community partners will be engaged in** efforts to support all students
• **Graduation rates** and future options improve