Education Outcome Team

I Want All Children in Multnomah County to Succeed in School

Outcome Team Members:

Marian Creamer, Ching Hay, Vailey Oehlke, Satish Nath,
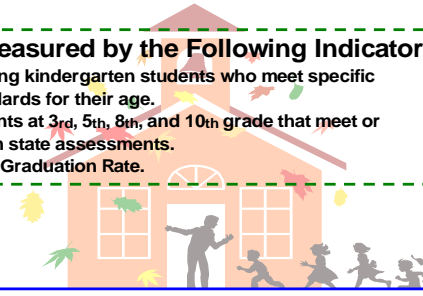*Larry Randall, Peggy Samolinski, Mike Waddell*

Education Map

As Measured by the Following Indicators:

1. Percentage of entering kindergarten students who meet specific developmental standards for their age.
2. Percentage of students at 3rd, 5th, 8th, and 10th grade that meet or exceed standards on state assessments.
3. Synthetic Four-Year Graduation Rate.

+ Ensuring & Developing Success in School Completion (4th Factor)

High
*Broad range of learning opportunities (i.e. journalism, art, drama, sports, **vocational and technical training**)
*Caring, committed staff
***Student commitment** (responsible and motivated)

Medium
*Community involvement (Business, Non-profits, Government, Faith Communities)
*Advanced learning opportunities
*Extracurricular activities
*Schools that allow for parental input, involvement and investment

Low *Access to information

+ Basic Education "The Three R's" (3rd Factor)

High
*Leadership/Principal
*Competent Teachers
*Diverse classrooms

Medium
*Rigorous and relevant curriculum
*Buildings, books, and teaching materials
*Safe school environment

Low
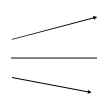*Reasonable classroom size
*Teachers reflective of population

- Gaps and Barriers (2nd Factor)

High
*Student and Family Mobility
*Addictions
*Disability
*Presence of Criminal Activity at home

Medium
*Parental Literacy
*Teen Parenting
*Students who have dropped out

Low
*Transportation
*Poor Coordination Between Schools & Social Service Systems
***Poor Tracking & Analysis of Students Between School Districts**

+ Prepared to Learn at All Ages (1st Factor)

High

Ready Parents / Caregivers

*Basic Needs
  *Food, stable housing, clothing
  ***Physical Health**
  ***Mental Health** (social & emotional well being)
*Language & Literacy
*Cognition & Learning Approach

High

Low

Education - Indicators

- Percentage of entering kindergarten students who meet specific developmental standards for their age

- Percentage of students at 3rd, 5th, 8th and 10th grade that meet or exceed standards on state assessments (reading and math)

- Synthetic Four-Year Graduation Rate

Education – Key Changes for FY 07

- ❑ Greater awareness of and attention to mitigating student mobility as a negative factor

- ❑ Add emphasis on the later academic years based on research and best practices and targeting those students who are performing below standards.

- ❑ Ensure services are culturally appropriate and meet the needs of English Language Learning youth (and parents/caregivers)

Education - Strategies & RFO's

The Education Outcome Team is looking for program offers that:

1. Ensure the basic needs of children are met as they relate to school success
2. Prepare children to learn either directly or by assisting parents & caregivers

   In particular, offers that:

   - Ensure the basic needs of children are met as they relate to food, housing, clothing and physical & mental health
   - Support parents and caregivers in preparing their children to learn
   - Educate parents and caregivers about what students need to succeed in school
   - Are culturally appropriate and meet the school-related needs of ELL youth (or their parents/caregivers)

3. Promote reading at grade level by third grade. *In particular, offers that*:

   - Promote early reading by providing reading materials to youth who are at risk of not reading at grade level by third grade
   - Provide opportunities for children to participate in developmentally appropriate activities that promote early reading
   - Promote parent literacy

Education - Strategies & RFO's

4. Promote student performance beyond the fifth grade targeting students who are performing below standards.

   In *particular, offers that:*

   - Foster supportive relationships that enhance the student's resilience and engagement in school
   - Provide a broad range of additional learning opportunities & extracurricular activities that support academic success

5. Bridge the gaps and breakdown the barriers to help all youth attend, engage in and succeed in school.

   In particular, offers that:

   - Mitigate the negative effects of mobility on student achievement
   - Keep students in a productive & positive learning environment beyond the school day for the purpose of improving student academic success