

## Achievement Compact Advisory Committee Report

This document is serving two purposes. The first are recommendations we request that the school board considers in your communications with OEIB. The second is an opportunity for members of the PSD staff to voice ideas and opportunities to the school board.

To OEIB:

- We are underfunded. It will be essential to maintain or grow K-12 funding in supporting the vision of reaching 40-40-20. Please come to visit smaller districts and understand the pieces and parts of larger systems that we are missing, and the way that adds to the complexity of meeting our goals.
- Too many barriers to dual enrollment exist. Presidential waivers exist and should be encouraged in order to achieve the seamless Pre-K 20 vision of Governor Kitzhaber. If Mt. Hood Community College continues to present barriers that do not match those of other consortia, allow school districts choice in their dual enrollment partnerships.
- Fund ACT Plan test during the school week instead of or in addition to PSAT. ACT Plan is a more useful tool for post-secondary planning. This is a matter of equity!

To the School Board:

- Our indicators potentially miss a huge at-risk group of kids. This group is made up of students who are not in Algebra 1 in 8th grade, who have not passed their state assessment and who are not in AVID. This group is our most likely group of dropouts and we need a plan to follow their progress. It is recommended that within the 9th grade on track indicator we look at mid-year credit accrual for these students and intervene early if off track. Likewise, students who are dropped from programs (AVID, PACE, Elevate Oregon) need a predictably successful exit strategy and must be monitored and supported.
- We need a sustainable, cohesive and predictive data system which provides early warning flags along with a match to instructional approaches and interventions both for classroom teachers and specialist. Diagnostics should be included within the system. We need to strengthen our core instruction so that fewer students need intervention as we improve. This effort should be included in rather than separate from our continuous improvement of K-12 RTI.
- Allow for flexibility in supporting transitions. For instance, could some of the district allotted time at the beginning of the school year go toward a structured meeting between teachers of different levels? These could be vertical PLCs where teachers who know the students will help the receiving teacher understand the needs of the students. Consider creating bridge classes between levels. Consider more in-year vertical alignment and cohorting opportunities.
- Consider policy that allows students to test out of coursework and either enter into proficiency-based internships (perhaps CTE articulated) or early college entrance.
- Fund additional EA hours at the very least for training and professional development.
- Please recognize that even if and when all of these systemic improvements are made that increased class size will continue to add challenge and complexity toward meeting our goals.