OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee

SUBCOMMITTEE MEMBERS: Yvonne Curtis (Chair), Mark Mulvihill, David Rives, Lynne Saxton, Kay Toran, and Kim Williams

Thursday, October 31, 2013
8:00 AM – 10:00 AM
Portland Oregon University System Chancellor's Office
Suite 520 1800 SW 6th Avenue
Portland, Oregon 97201

Phone In Information: 1 888 204-5984
Participant Code: 992939

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Chief Education Officer
NANCY GOLDEN

AGENDA

1:0 Welcome & Roll Call

2.0 Approval of the Agenda and Notes

3.0 Follow up from October 8 meeting
- **3.1 Preliminary transition point areas for Regional Achievement Collaboratives**
- **3.2 Roles and relationships of OEIB subcommittees in relation to Oregon 40/40/20**
- **3.3 EL student transition to postsecondary education-ODE preliminary data**

4.0 Finalizing Year's Scope of Work (HO
Approval of the 2013-14 scope of work

5.0 Introductory discussion of the issues and barriers impacting support for rural student access and achievement of 40/40/20
- **5.1 NW RISE Network**
  Vicki Nishioka, Oregon State Coordinator, Education Northwest
- **5.2 Rural Education Network for Quality Teaching and Learning**
- **5.3 Action:** *Identify key questions, data, contacts, and resources needed*

Rev. 1: 10/24/13

All meetings of the Oregon Education Investment Board are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@das.state.or.us. Requests for accommodation should be made at least 48 hours in advance.

6.0 Teacher Preparation Audit: Follow Up

6.1 Strategic Investments related to Secretary of State Audit

6.2 Private Educator Preparation Program
Update-Mark Ankeny, Pacific University Dean and VP of Enrollment Management and Student Services

6.3 Public Educator Preparation Program
Update-Randy Hitz, Dean of the PSU Graduate School of Education

6.3 Overview of TeachOregon
Sue Hildick, President of The Chalkboard Project and Foundations for Better Oregon

7.0 Discussion

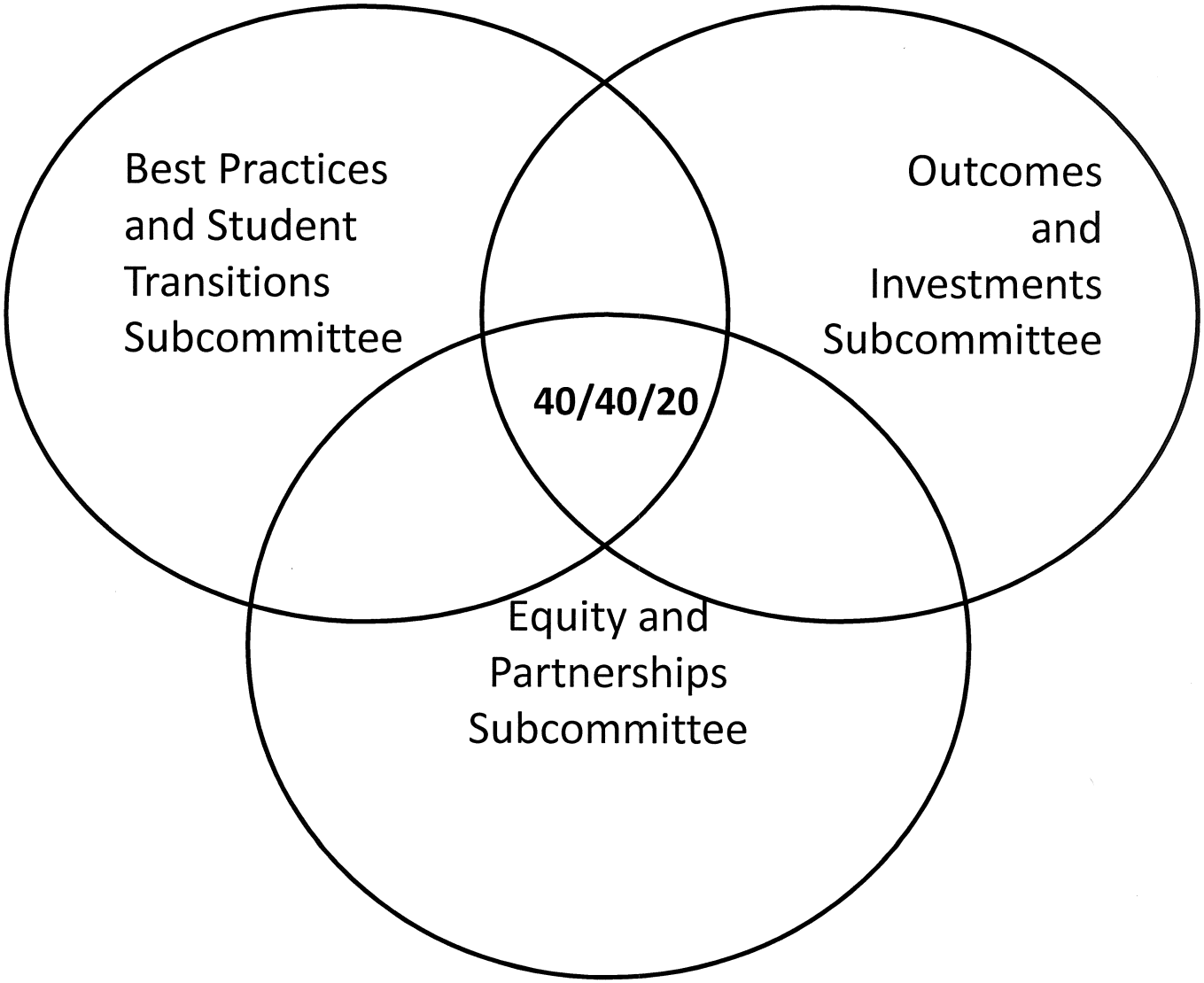
8.0 Public Testimony

9.0 Review of Tasks and Details on Next Meeting
Meeting adjourns

Regional Achievement Collaboratives (RACs) - Strategic Foci for 2013-14

	Foci by Stage in Student Lifecycle					
RAC	**Stage 1: Early Learning**	**Stage 2: Elementary**	**Stage 3: Middle & High School**	**Stage 4: High School Grad**	**Stage 5: Higher Education/Career**	**Comprehensive/Capacity Building/Other**
Better Together (Central Oregon/Cascades)	Defining key strategic initiatives for early learning		Strengthening 8th grade to HS bridge	Strengthening college Freshman bridge		Strengthening data systems: improving data for longitudinal tracking & evaluating success
Career & College Ready (Tillamook County)				To explore & implement additional pathways for Juniors to earn college credit		
Columbia Gorge Regional Center of Innovation			Advancing math achievement at middle & high schools			
Connected Lane County						Creation of longitudinal database that tracks individual students from pre-K thru college Initiatives that increase student achievement across all sectors & age groups Partnership expansion to businesses, foundations, community leaders Transition to non-profit entity with funding & support staff
Douglas County Partners for Student Success					Identification of opportunities for mentorships, apprenticeships, job shadows & internships	Development of strategies for communication
Eastern Oregon Collaborative (Umatilla, Morrow & Union Counties)	Early learning hub				Eastern Promise	Deliver key outcomes re: education, health & economic development along the P-20 continuum; aligned with wraparound services in addition to others noted
Klamath Promise				Aligning K-14 to create more opportunities for students to earn dual-credits, vocational certificates & AA degrees while in HS Raise community awareness re: need for united action to increase HS grad rates		
Mid-Valley Mid-Coast Collaborative (Lincoln, Linn & Benton Counties)					Share work more broadly with OSU student teachers	Begin implementing data management procedures Identify administrators who will serve as point on professional development in math instruction
Mid-Willamette Valley RAC (Yamhill, Marion & Polk Counties)		Transition from elementary to middle school	Transition from middle to HS	Transition from HS to college or career	Transition from college to career	
Poverty to Prosperity (Malheur, Harney & Baker Counties)				Creation of a CTE program to give students good job opportunities close to home; initial focus: welding program Increase availability of college credit in small frontier school districts		Creation of a collaborative P-20 professional development plan (offered to entire state w/the sponsoring counties the primary beneficiaries)
Southern Oregon Success (Jackson & Josephine Counties)	Early learning hub Increase % of children ready for Kindergarten thru expansion of P-3 parent & family involvement programs			Expansion of proven programs that support graduation, including STE(A)M, college-prep, project-based CTE programs		Increase support for successful programs aimed at Latino youth along the P-20 continuum
The All Hands Raised Partnership (Multnomah County)	Early learning hub			Increase student participation in research-based activities leading to more post-secondary options & family-wage careers, including dual credit pathways		Continue to implement effective strategies within four existing collaboratives Lay the groundwork for successful postsecondary transitions strategies

OEIB Subcommittees: Relationships



Draft: A Cohort Analysis of LEP Students

This analysis follows a cohort of students who were 5th graders in 2004-05. The focus of the analysis is to compare the academic performance and graduation rates of students in the cohort who were LEP in the 5th grade with those who were not LEP. The analysis uses data on students who were 5th graders in 2004-05, the earliest data currently available that allow us to follow the cohort of students through high school.

There were 41,482 5th graders in 2004-05, with 5,391 (13%) identified as LEP. Overall, 43% of students were economically disadvantaged, but among LEP students, the percentage was much higher at 68%. Table 1 shows basic information about the cohort of students. Students in this cohort would be expected to graduate from high school by the end of the 2011-12 school year.

Table 1: Cohort of 5th Graders in 2004-05

	LEP	Not LEP	Total
Economically Disadvantaged	3,678	14,248	17,926
Not Economically Disadvantaged	1,713	21,843	23,556
Total	5,391	36,091	41,482

Table 2 shows the outcomes for students in the cohort at the end of 2011-12. Over the 7-year period, 1,745 LEP students and 8,722 non-LEP students left the cohort by transferring to private schools in Oregon or to schools outside of Oregon. This left an "intact" cohort of 3,646 LEP and 27,369 non-LEP students at the end of the 2011-12 school year.

Table 2: High School Outcomes of Cohort of Students in 5th Grade in 2004-05

	LEP in 5th Grade		Not LEP in 5th Grade	
	Number	Percent	Number	Percent
Regular Diploma in 4 Years	2,942	80.7%	23,357	85.3%
GED	58	1.6%	1,054	3.9%
Other Credential	27	0.7%	181	0.7%
Still Enrolled	176	4.8%	667	2.4%
Dropped Out	388	10.6%	1,856	6.8%
Other	55	1.5%	254	0.9%
Total Intact Cohort	3,646		27,369	
Exited Cohort--Oregon Private High School	72		500	
Exited Cohort--High School Outside Oregon	256		963	
Exited Cohort--Exited Prior to High School	1,417		7,259	
Grand Total	5,391		36,091	

The table shows that the 4-year graduation rate for LEP students, at 80.7%, was 4.4 percentage points lower than that of non-LEP students and that the dropout rate for LEP students explains most of that difference.

Table 3 takes a more detailed look at the LEP students in the intact cohort. It shows that 66% of the students who were in LEP status as 5th graders in 2004-05 had exited LEP status by the time they started high school in 2008-09. Those that exited has a graduation rate of 87.7%, 2.4 percentage points higher than the rate for non-LEP students (Table 2). The dropout rate for exiting LEP students was also better than it was for non-LEP students.

Table 3: LEP Students by LEP Exit Status

	Exited LEP Before HS*		Did Not Exit LEP Before HS**	
	Number	Percent	Number	Percent
Regular Diploma in 4 Years	2,099	87.7%	843	67.3%
GED	38	1.6%	20	1.6%
Other Credential	10	0.4%	17	1.4%
Still Enrolled	77	3.2%	99	7.9%
Dropped Out	149	6.2%	239	19.1%
Other	20	0.8%	35	2.8%
Total Intact Cohort	2,393		1,253	

* Were LEP in 5th Grade but exited LEP status before high school
** Were LEP in 5th Grade and **did not** exit LEP status before high school.

Nearly all (98%) of the 1,253 students who did not exit LEP status before beginning high school had not exited by the end of high school either. The graduation rate for those students was 67.3% and the dropout rate was 19.1%, dramatically worse outcomes than for those student who had exited LEP status.

Together, the information in Tables 2 and 3 indicate that LEP students who achieve English proficiency prior to entering high school do as well or better than non-LEP students on the measures of graduation rates and dropout rates. On the other hand, students who are unable to become proficient in English prior to starting high school have much poorer outcomes on both measures.

Breaking down the data even further, Table 4 shows high school outcomes for LEP students broken down by economically disadvantaged status. Table 5 shows similar information for non-LEP students.

Table 4: LEP Students by Economically Disadvantaged Status*

	Ec. Disadvantaged		Not Ec. Disadvantaged	
	Number	Percent	Number	Percent
Regular Diploma in 4 Years	2,040	80.1%	902	82.0%
GED	40	1.6%	18	1.6%
Other Credential	20	0.8%	7	0.6%
Still Enrolled	122	4.8%	54	4.9%
Dropped Out	281	11.0%	107	9.7%
Other	43	1.7%	12	1.1%
	2,546		1,100	

* Status in 5th Grade

Table 5: Non-LEP Students by Economically Disadvantaged Status*

	Ec. Disadvantaged		Not Ec. Disadvantaged	
	Number	Percent	Number	Percent
Regular Diploma in 4 Years	7,245	73.5%	16,112	92.0%
GED	593	6.0%	461	2.6%
Other Credential	111	1.1%	70	0.4%
Still Enrolled	450	4.6%	217	1.2%
Dropped Out	1,292	13.1%	564	3.2%
Other	165	1.7%	89	0.5%
	9,856		17,513	

* Status in 5th Grade

For LEP students, economically disadvantaged students perform only slightly worse than students who are not economically disadvantaged for both the graduation rate and dropout rate. For non-LEP students, the differences are much larger, with economically disadvantaged students performing well below those that are not economically disadvantaged.

OEIB Best Practices & Student Transitions Subcommittee

(Formerly Best Practices & Innovation)

Purpose: To recommend a research and policy agenda that supports student success, with particular focus on transition points such as entry into Kindergarten, K-12 transitions, and high school to post-secondary and career.

- **Suggested Foci:**
  - Make recommendations regarding communication, best practices and evaluation of Kindergarten Readiness ~~assessment~~ data and the Oregon EL Strategic Plan
  - Transform learning through digital conversion
  - Support development of focused, prioritized plan for alignment of standards, assessments and credentials across P-20
  - Identify and address issues and barriers unique to rural and remote communities that impact their role in supporting student access and achievement of 40/40/20
  - Identify and address issues and barriers that impact recruitment, preparation and retention of a quality educator workforce
  - Create an 11-14 policy agenda, including recommendations that help remove barriers and support outcomes-based funding models
  - Participate in development of an OEIB research agenda
- **Membership:**
  Chair: Yvonne Curtis
  Mark Mulvihill
  Kay Toran
  David Rives
  Kim Williams (ELC)
  Lynne Saxton (ELC)

  OEIB Staff Liaison: Hilda Rosselli

  Rev: 10/2/13
  Rev: 10/29/13

Rev: 2.0 10/31/13

OEIB Best Practices and Student Transitions Subcommittee 2013-14 Scope of Work

Purpose: To recommend a research and policy agenda that supports student success, with particular focus on transition points such as entry into Kindergarten, K-12 transitions, and high school to post-secondary and career.

Mthly Mtgs	Committee Logistics and OEIB Research/Policy Agenda	K -12 Student Transitions	Student Transitions 11 - 14	Educator Quality	Transforming Learning through Digital Conversion	Rural & Remote Communities
	• Participate in development of an OEIB research agenda	**• Make recommendations regarding communication, best practices and evaluation of Kindergarten Readiness and EL Strategic Plan**	**• Create an 11-14 policy agenda, including recommendations that help remove barriers and support outcomes-based funding models • Support development of focused, prioritized plan for alignment of standards, assessments and credentials across P-20**	**• Identify and address issues and barriers that impact recruitment, preparation and retention of a quality educator workforce**	**• Participate in development of a statewide strategic plan that leverages technology to create and grow engaging learning environments**	**• Identify and address issues and barriers unique to rural and remote communities that impact their role in supporting student access and achievement of 40/40/20**
8-Oct-13	Review/approve charge Discuss/refine 2013-14 scope of work	EL Plan-Review and refine draft outline for EL plan update-Bautista		Review recent Secretary of State Teacher Prep Audit-Blackmer		
31-Oct	Approve 2013-14 scope of work		Student Transitions in Oregon: Defining what we want to know (EL students, Accel Options, access/affordability)	Further discussion on Ed Prep initiatives addressing recruitment, prep and retention-Ankeny, Hitz, Hildick		Initial discusion on rural community needs, barriers,best practices-REL
10-Dec		Overview of Kindergarten Readiness-Review and discussion-Rupley	Postsecondary Transitons for EL students-CCC, PSU, UO Alignment of standards, assessments and credentials across P-20 SBAC workplan-CCWD, ODE, OUS Pillars of the 11-14 design-Mulvihill, Grubbs	TSPC Update-Chamberlain Update on OEIB educator recruitment and retention initiative-Smith, Rosselli		
14-Jan	Requests and recommendations for OEIB Research Agenda Review/update 2013-14 scope of work Relevant legislative updates	Kindergarten Readiness-Discussion of any proposed recommendations	College & Career Readiness Oregon definition and cross sector update-Rosselli Discussion on 11-14 policy agenda-HECC Rep, others		Update on Strategic Plan on Digital Conversion	Rural community needs/barriers-OSSA Update on Rural Network--ODE Role of technology-barriers and potentials-Lewis, others

11-Feb	Receive update from OEIB Research and Policy Relevant legislative updates		Update on College & Career Readiness Action Plan and SBAC Alignment	Update on Perf Indicators in Ed Prep, Minority Teacher Rpt, Supply/Demand Results from study of licensed unemployed minority educators	Discussion of proposed strategic plan related to digital conversion	Additional discussion on rural community needs/barriers
11-Mar	Review relevant legislative updates	**Approval of recommendations related to Kindergarten Readiness to forward to OEIB**	HS 5th year and redesign-Saxton, Hamilton	Discussion of recommendations needed to support quality educator workforce	Approval of recommendations related to Digital Conversion to forward to OEIB	Discussion of proposed recommendations relative to rural communities
8-Apr	Requests and recommendations for OEIB Research and Policy Relevant legislative updates Review/refine2013-14 scope of		Discussion of recommendations needed to improve 11-14 transitions	**Approval of recommendations related to Ed Prep to forward to OEIB**		
13-May	Discussion of 2015-17 strategic investment to submit to OEIB	2013-14 EL report-Bautista Discussion of recommendations related to EL strategic plan		Overview of current School/District Admin Recruitment/Prep/Retention-best practices and Oregon initiatives-Coalition, Others		**Approval of recommendations relative to rural communities to forward to OEIB**
10-Jun	Update and discussion on OEIB research agenda—David Edwards Finalization of 2015-17 strategic investment to submit to OEIB	**Approval of recommendations related to EL strategic plan to forward to OEIB**	**Approval of recommendations related to 11-14 transitions to forward to OEIB**	Further discussion on School/District Admin proposed recommendations Update on TeachOregon Project-Cadez		
8-Jul	Completion of unfinished tasks Review scope of work for 2013-14 Develop draft 2014-15 scope of w Identify items for OEIB Retreat			**Approval of recommendations related to School/District Admin to forward to OEIB**		

Oregon Secretary of State Audit on Teacher Prep and Professional Development Alignment with the Network for Quality Teaching & Learning and Student Success Investments

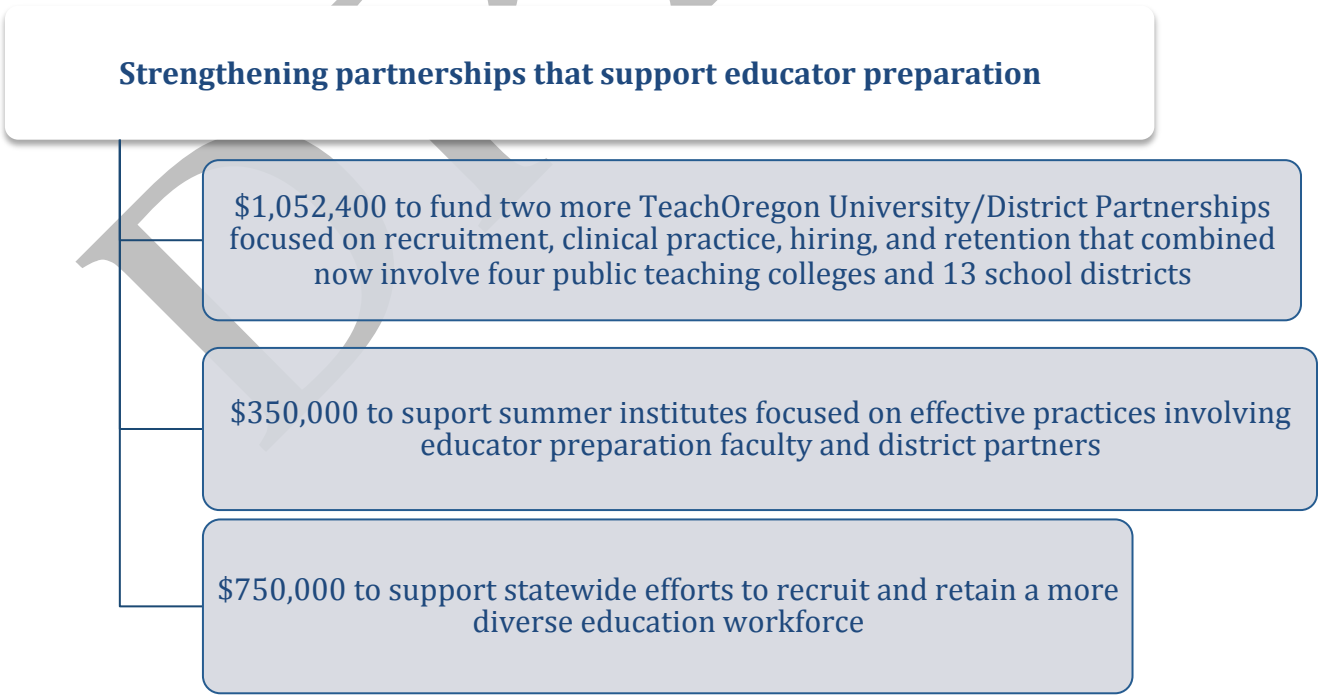
Prepared for the OEIB Subcommittee on Best Practices and Student Transitions

This document illustrates specific ways in which Oregon's strategic investments in students and educators (HB 3232 and HB 3233) are aligned with the four specific recommendations from the 2013 Secretary of State's Audit entitled: **Additional Efforts and Resources Needed to Improve Teacher Preparation and Professional Development.**

1. Additional State Support Needed to Strengthen Student Teaching

Recommendation: The Oregon Education Investment Board work with the Teacher Standards and Practices Commission, the Oregon University System, public teaching colleges, and public school districts to:

- Continue implementing leading practices in partnerships between public teaching colleges and placement school districts,
- Continue to improve training, support, and incentives for coaching teachers,
- Continue to strengthen partnerships between public teaching colleges and placement school districts that result in stronger clinical practices for candidates,
- Develop and implement strategies to address the challenges rural public teaching colleges and school districts face, and
- Document current costs and additional funding needed for public teaching colleges and partnering school districts to implement strategies that help strengthen student teaching.



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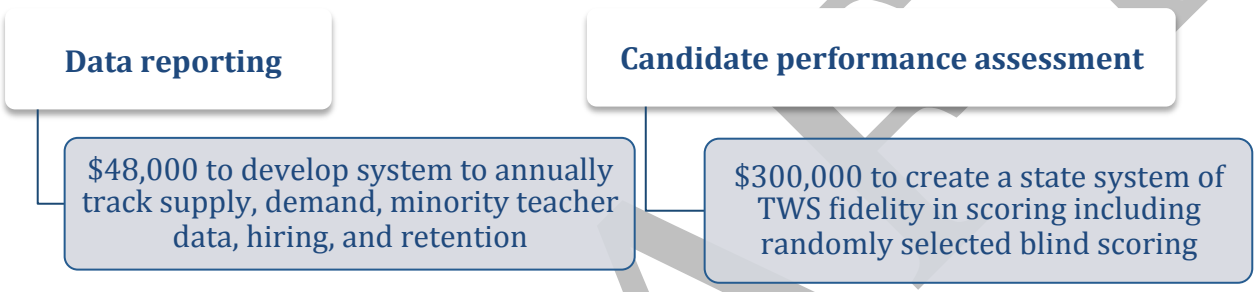
2. Performance Indicators Can Help Inform Decision Making

Recommendation: We recommend the Oregon Education Investment Board identify a state entity, such as the Oregon University System or the Teacher Standards and Practices Commission, to gather, analyze, and report on the effectiveness of graduates to provide performance indicators for Oregon's public teaching colleges.

3. Stronger Teacher Licensing Requirements for Teacher Preparedness

Recommendation: We recommend the Teacher Standards and Practices Commission consider:

- Requiring an independent performance assessment of teacher candidates TWS and
- Adding a video component to the work sample requirements to observe teacher candidates' classroom skills



4. Expand Professional Development and Support for Beginning Teachers

We recommend the Oregon Education Investment Board:

- Work with the Oregon State Board of Education and the Oregon Department of Education to develop standards and guidelines for professional development that school districts should provide to beginning K-12 teachers.

We recommend the Oregon Education Investment Board:

- Continue to work with the Oregon Legislature and individual school districts to address funding needs for professional development opportunities including securing consistent funding for districts to offer high quality mentoring for beginning teachers

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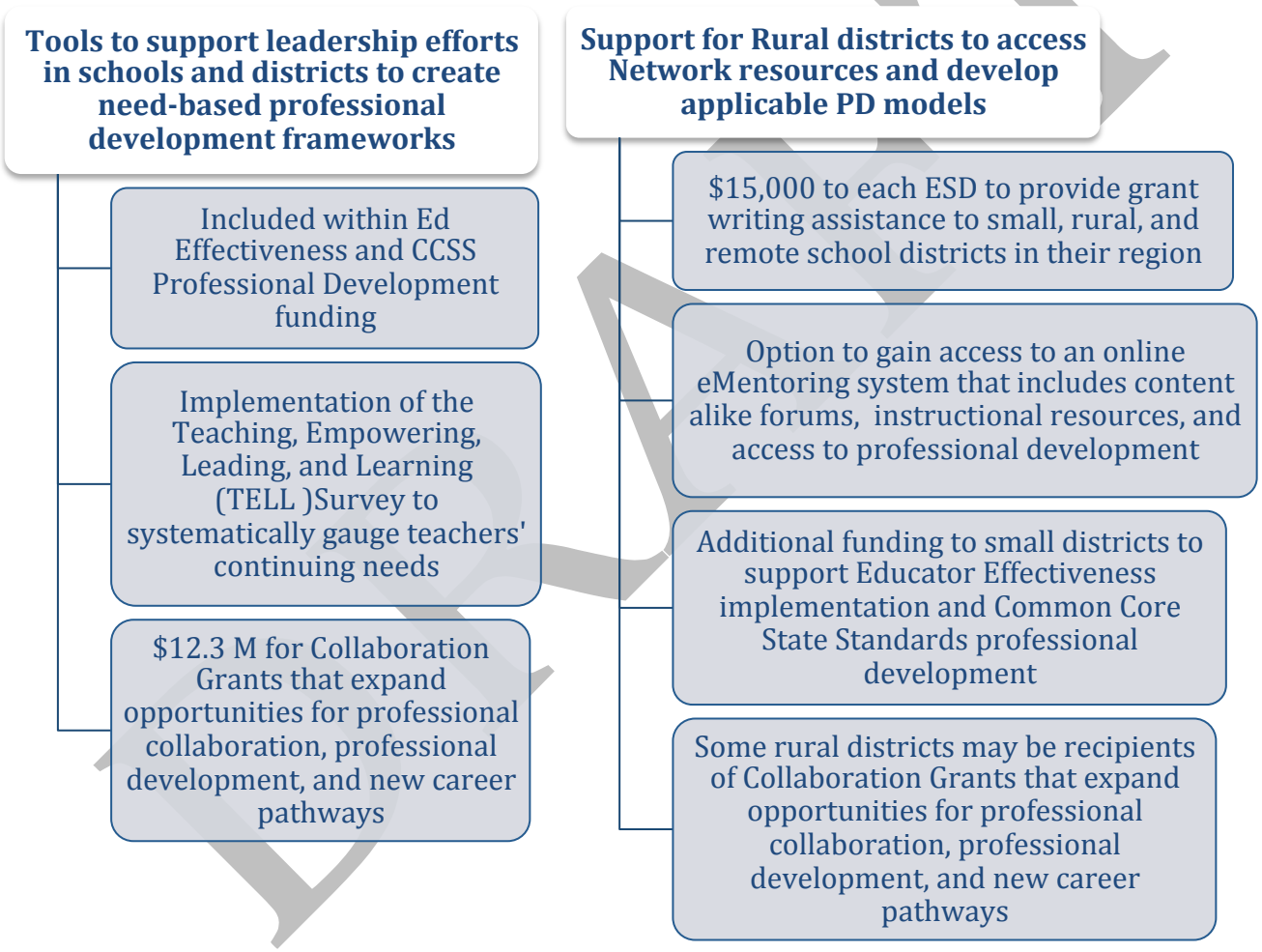
We recommend the Oregon Education Investment Board:

- Continue to work with the Oregon Legislature and individual school districts to address funding needs for professional development opportunities including securing consistent funding for:
    - Districts to develop sustainable long-term plans for identifying and offering needed professional development opportunities in line with federal, state, higher education, school district, and individual goals, and
    - More regional professional development opportunities for local school districts in geographically remote areas.



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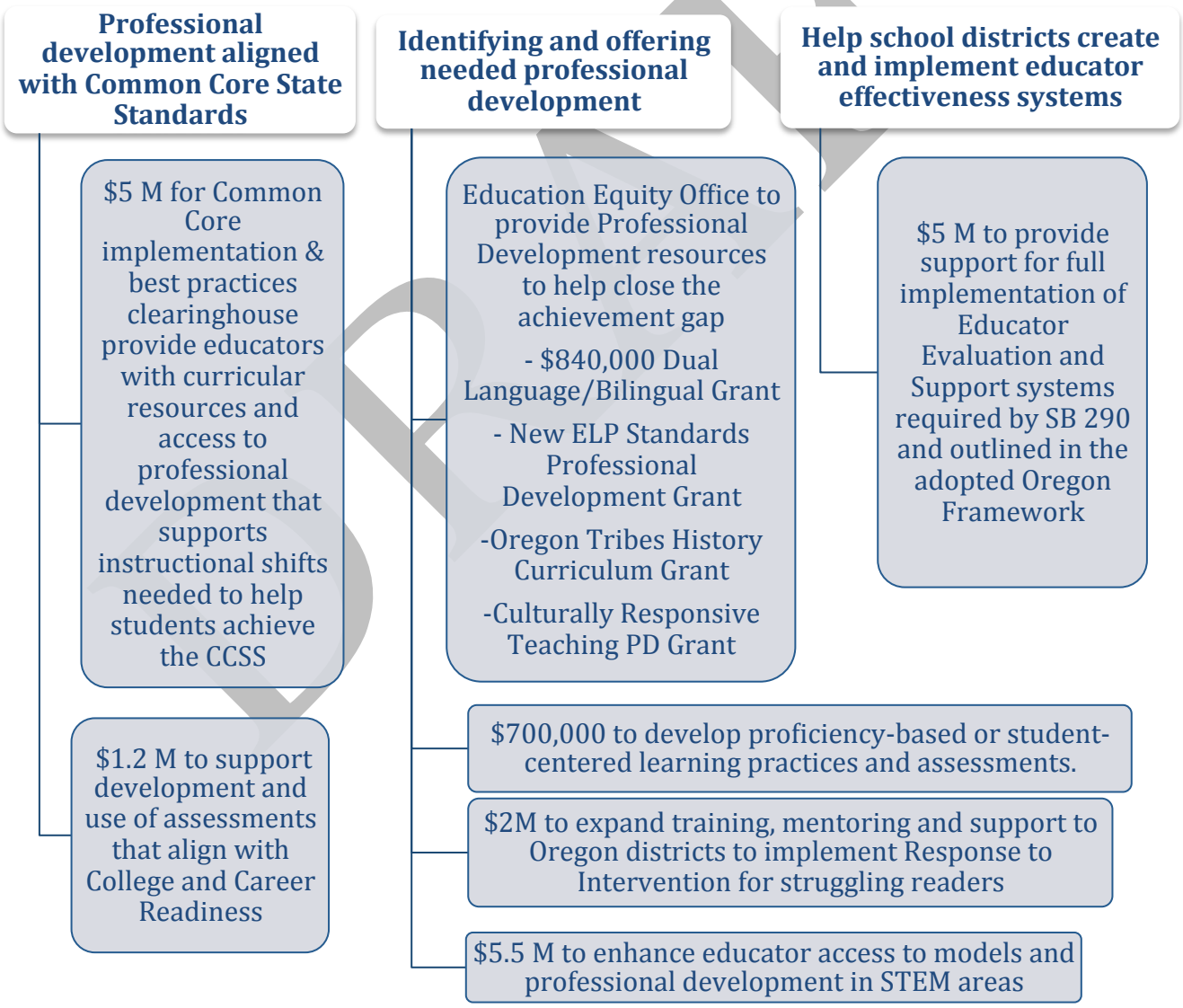
In addition, we recommend the Oregon Department of Education:

- Create a method for guiding and supporting local school districts to offer meaningful professional development aligned with Oregon's Model Core Teaching Standards. Methods could include:
    - Researching standards and best practices on mentoring, and professional learning opportunities,
    - Sharing in-state models from local school districts in line with those standards, and
    - Encouraging the alignment of federal, state, higher education, school district, and individual goals for professional development.
- Coordinate with local school districts to develop district-specific strategies that address the necessary elements of an effective professional development system while still meeting individual district's needs.
- Continue to work with local school districts to help them create teacher evaluation systems that are in line with state and federal requirements and deadlines.



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Northwest Rural School Improvement Network Project

THE NORTHWEST COMPREHENSIVE CENTER (NWCC) at Education Northwest is partnering with Boston College (Drs. Andy Hargreaves and Dennis Shirley) and state education agencies (SEAs) in the Northwest to initiate and grow a network of rural schools that share common problems of practice and desire to significantly improve outcomes for students. Starting in fall 2013, Network members will participate in a series of face-to-face and virtual meetings over the course of several years to share innovative, research-based, and promising practices derived from purposeful efforts to improve teaching and learning.

What participants will gain

As a result of participating in this project, **school leadership teams** will learn to lead collective, disciplined inquiry among teachers and focused, school improvement efforts tied directly to student outcomes. **Schools and districts** will benefit from:

- Increased capacity to implement initiatives and practices that significantly improve student learning outcomes for rural students
- Increased professional capital (encompassing human, social, and decisional capital) among teachers in schools
- Increased leadership capital among administrators and staff in schools and districts

"The challenge is: **How in the uniquely American environment of small school districts of three levels of control (district, state, and federal) can we create a new architecture where schools can help schools, professionals can work with professionals, and the strong can help the weak?** I believe this project has the passion, the commitment, the resources, and the time scale to lead the country in terms of how that might be done."

—Dr. Andy Hargreaves

(see an interview video at nwcc.educationnorthwest.org)

SEAs will learn how to develop infrastructure to help grow statewide, school improvement networks and to support local education agencies in disseminating and scaling up effective practices. By participating, SEAs will gain:

- Increased capacity to support and sustain networked communities as a strategy for supporting school improvement (a sustainable networked community architecture)
- Improved ability to identify school improvement practices and tools to disseminate more broadly to other schools in the state

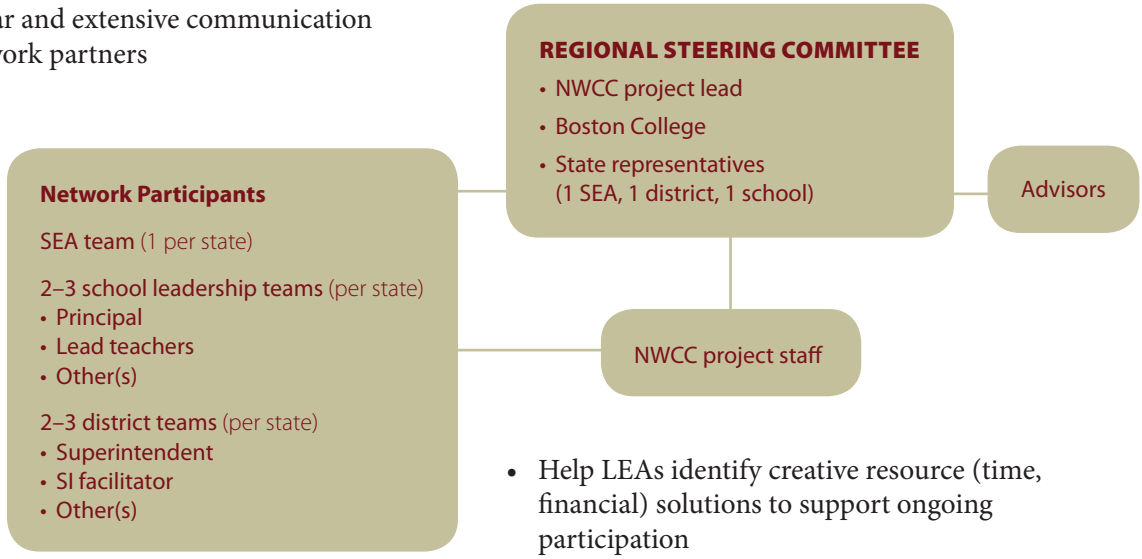
Membership and leadership

The NWCC, in partnership with Boston College, will serve as the lead organizer for the Network. In this role, NWCC/Boston College will provide facilitation, capacity-building technical assistance, and other resources to help support network activities.

The Network's focus, design, and activities will be guided by a **Regional Steering Committee** comprising at least two members from each of the five participating Northwest states (Alaska, Idaho, Montana, Oregon, and Washington). Each state will designate one SEA staff member, one district staff member, and one school staff member to serve on the Steering Committee from March 2013 to September 2017. Examples of Steering Committee responsibilities include:

- Actively participate in regularly scheduled meetings (full-day, in-person meetings three times per year; shorter virtual meetings six times per year)
- Identify common purpose and shared improvement focus for the Network

- Help recruit and retain Network members and communicate the benefits of collaboration to potential partners
- Determine desired level of formalized membership commitment
- Monitor Network progress and provide input to inform ongoing design and development
- Problem solve
- Share responsibility for planning Network activities and engage network partners in planning efforts
- Develop a sense of collective responsibility among partners for making improvements
- Help develop trusting relationships among participating partners
- Support clear and extensive communication among network partners



The primary participants in the Network are school leadership teams (consisting, at a minimum, of principals and several teacher leaders). School participation in the Network is voluntary. We expect to recruit a total of 10–15 schools (and corresponding districts) for the initial launch of the Network. NWCC, SEA Leadership Teams, and Regional Steering Committee members will nominate schools to participate in the Network. Schools will also be required to secure the commitment of a district team to participate. Examples of school and district Network team responsibilities include:

- As teams, actively participate in virtual and in-person collaborative network sessions
- Take purposeful action to improve student outcomes by planning and leading iterative cycles of inquiry and action
- Engage in ongoing assessment and review of Network-sponsored activities

Finally, each participating state will designate an SEA Network Project Team to participate in the Network and to lead capacity building activities to support Network efforts. Examples of SEA Network team responsibilities include:

- Help recruit and retain Network members; communicate the benefits of collaboration to potential partners
- Help LEAs identify creative resource (time, financial) solutions to support ongoing participation
- Work with NWCC/Boston College to create a state infrastructure for maintaining and scaling school improvement networks
- Conduct school site visits with NWCC staff
- Work with NWCC to identify and disseminate promising and innovative practices, success stories, and lessons learned throughout the state

For more information about this exciting opportunity, contact NWCC Director Danette Parsley (Danette.Parsley@educationnorthwest.org), 503.275.9633, and visit nwcc.educationnorthwest.org.

WHITE PAPER

Dropout Prevention: Challenges and Opportunities in Rural Settings

By Allan Porowski, Fellow, and Dr. Caitlin Howley, Senior Manager, ICF International

Dropout Prevention in Rural Context

Despite our nation's overall pattern of urbanization, nearly one-quarter (24%) of public elementary and secondary students attend school in a rural locale.[1]

According to the Rural School and Community Trust (2012), rural students graduate from high school at a slightly higher rate than their peers nationally. The graduation rate among rural students in 2011 was 77.5%,[2] compared to the national average of 74.7%.[3]

Nonetheless, 22.5% of rural students fail to complete their high school education,[4] a rate that is especially troubling in an era of declining rural community fortunes and diminishing numbers of stable, moderate- wage jobs not requiring high school diplomas.

Rural Education Challenges

Schools and students in rural communities face numerous location-related challenges.[5] These include:

- **Limited funding to support education.** The per-pupil expenditure rate is lower in rural communities than in urban centers.[5] With few businesses, community organizations, and residences to support funding of public education, the tax base in rural communities can be limited—even when localities tax themselves at the highest rates possible. Moreover, state funding is not enough to make up for the low levels of funding rural schools receive from local sources.[6]
- **Declining student populations.** With limited economic opportunities in rural areas, students who opt to graduate and pursue higher education may have to move out of their communities. This contributes to a generational decline in school populations, which raises the possibility of school consolidation or further losses of per-pupil funding from states.[2] Moreover, given that jobs requiring advanced degrees can be scarce in rural communities, it is not surprising that student aspirations for postsecondary education tend to be lower in rural places than in other settings.[7]
- **Transportation issues.** Rural students face very long bus rides to school.[8] More than 85% of rural elementary schools have one-way bus rides that average more than 30 minutes (the standard recommended limit).[9] Moreover, rural areas rarely have access to public transportation, and high gas prices can further limit transportation options.

1 National Center for Education Statistics. (2013). The Status of Rural Education. Retrieved from http://nces.ed.gov/programs/coe/indicator_tla.asp

2 Strange, M., Johnson, J., Showalter, D., & Klein, R. (2012). Why Rural Matters 2011-12: The Condition of Rural Education in the 50 States. Washington, DC: The Rural School and Community Trust. Retrieved from http://files.ruraledu.org/wrm2011-12/WRM2011-12. pdf

3 Education Week. (2013, May 31). As Graduation Rates Rise, Focus Shifts to Dropouts. Retrieved from http://www.edweek.org/ew/articles/2013/06/06/34execsum.h32.html

4 Strange, M., Johnson, J., Showalter, D., & Klein, R. (2012). Why Rural Matters 2011-12: The Condition of Rural Education in the 50 States. Washington, DC: The Rural School and Community Trust. Retrieved from http://files.ruraledu.org/wrm2011-12/WRM2011-12. pdf

5 Smink, J., & Reimer, M. (2009) Rural School Dropout Issues: Implications for Dropout Prevention. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from http://www.dropoutprevention.org/sites/default/files/13_Rural_School_Dropout_Issues_Report.pdf

6 Johnson, J., Strange, M., & Madden, K. (2010). The Rural Dropout Problem: An Invisible Achievement Gap. Washington, DC: The Rural School and Community Trust. Retrieved from http://www.ruraledu.org/user_uploads/file/Rural_Dropout_Problem_2010.pdf

7 Tompkins, R., & Deloney, P. (1995). Rural Students At Risk in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Austin, TX: SEDL. Retrieved from http://www.sedl.org/rural/atrisk/welcome.html

8 The Rural School and Community Trust. (2012, February 23). Rural Trust's Williams Joins Work on Dropout Prevention and Recovery. Washington, DC: Author. Retrieved from http://www.ruraledu.org/articles.php?id=2843

9 Schwartzbeck, T. D. (2009). Declining Counties, Declining School Enrollments. Arlington, VA: American Association of School Administrators. Retrieved from http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/DecliningCountiesandEnrollment.pdf

- **Qualified professional staff.** With a limited employment pool, many rural communities may hire teachers who do not have advanced degrees or other certifications. Limited staffing also requires teachers in rural areas to provide instruction outside their core area of expertise, which may limit the quality of a student's educational experience.[10]

Rural Education Strengths: Levers for Dropout Prevention

Research suggests a variety of practices can improve school persistence and completion.[11] These include assigning adult advocates to students at risk of leaving school; providing academic support; personalizing instructional environments; strengthening school-community connections and family engagement; offering active learning opportunities; and enhancing career and technical education programming.

Unlike practices or programs requiring substantial training, staff, or funding, many of these practices are not only feasible in rural schools, they leverage the unique assets of rural communities and rural social dynamics. Some of these assets include strong school-community relationships, robust parent involvement, and intergenerational relationships among community members. Rural schools and districts may also possess a variety of advantages that can support dropout prevention efforts, including less bureaucracy and organizational complexity, lower student-teacher ratios, and a capacity to respond creatively to challenges by virtue of necessity.

In this section, we describe several practices shown by research to have a positive effect on students' high school persistence and completion—and highlight ways in which such practices could engage the strengths of rural communities.

- **School-community collaboration.** Many rural schools are the epicenter of the community, serving as an employment hub for local residents, a gathering place for civic activities, and of course, a place to educate students. Because of the school's central role in the community, rural schools are often open well before and after school hours, offering a place for credit recovery, tutoring, and adult education. This provides a central and ideal setting to ensure that at-risk students' needs are supported.
- **Family engagement.** Various factors facilitate family engagement in rural schools (e.g., rural families often attended the same school, they may work/volunteer at the school, or they have friends or neighbors who work at the school).[12] Rural schools can leverage these strong school-family and school-community connections to engage families of students who are likely to drop out of school.
- **Adult mentors/advocates**. One of the most consistent findings regarding "what works" in dropout prevention is the importance of a positive adult role model in a child's life. These adult role models can serve as mentors, tutors, or advocates for students. Intergenerational relationships are common in rural places; and because students lack anonymity in closely-knit communities, it is more difficult for them to "fall through the cracks."

10 Hammer, P. C., Hughes, G., McClure, C., Reeves, C., & Salgado, D. (2005). Rural Teacher Recruitment and Retention Practices: A Review of the Research Literature, National Survey of Rural Superintendents, and Case Studies of Programs in Virginia. Charleston, WV: Appalachia Educational Laboratory. Retrieved from http://files.eric.ed.gov/fulltext/ED489143.pdf

11 ICF International and the National Dropout Prevention Center/Network. (2008). Best Practices in Dropout Prevention. Fairfax, VA: Author. Retrieved from http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6792&libID=6804; http://ies.ed.gov/ ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf

12 Herzog, M. J., & Pittman, R. (1995). Home, family, and community: Ingredients in the rural education equation. Phi Delta Kappan, 77(2), 13–18. Retrieved from http://files.eric.ed.gov/fulltext/ED388463.pdf

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- **Active learning**. The term "active learning" refers to teaching and learning strategies that engage and involve students in the learning process, as opposed to the traditional "stand and deliver" model of classroom teaching. Rural schools are in ideal locations for active, place-based learning, such as environmental and outdoor education, local history projects, or community service efforts.[13]
- **Career, technical, and accelerated education.** Rural businesses, civic organizations, and postsecondary institutions often maintain close relationships with community schools. School-community partnerships can facilitate cooperative relationships with businesses and institutions of higher education to support internships, apprenticeships, and accelerated learning (e.g., early college high school or dual credit programs).

Evidence-based Programs to Support Dropout Prevention Efforts in Rural Areas

Perhaps because high school dropout is stereotyped as an urban issue, or perhaps due to logistical challenges in obtaining a large enough sample to study, research on dropout prevention in rural areas is scarce.[14] None of the dropout prevention programs reviewed by the What Works Clearinghouse were studied in an exclusively rural setting.[15] And, although there are several large, branded dropout prevention programs operating in rural areas (e.g., Communities In Schools, Career Academies, National Guard Youth ChalleNGe Corps), research on these programs tends to focus on urban centers. More research is needed to understand whether the evidence base underlying extant interventions will apply to rural contexts and what specific elements of dropout prevention programming could be viewed as universal or context-specific.

Looking Forward

For students in many rural areas, the choice to complete high school and attend college is also a choice to move away from home permanently. With limited opportunities available to students with advanced degrees, rural communities can easily lose young talent, which in turn can hinder local economic viability.

Dropping out of school may be a rational decision for students who want to remain in their tightly-knit communities. However, completion of high school at least allows students the ability to make their own life choices, whereas dropping out is likely to constrain them immediately as stable, well-paying jobs for unskilled workers continue to disappear.

Rural schools may confront many challenges associated with their locale, but rural communities also can leverage their numerous strengths to prevent students from dropping out of school. By mobilizing the tightly-knit social fabric and abundant opportunities for active learning in rural communities to engage and retain students, it is possible for rural schools to prevent dropout even in resource-poor environments.

13 Gruenewald, D. A., & Smith, G. (Eds.). (2008). Place-based education in the global age: Local diversity. New York, NY: Lawrence Erlbaum Associates; Loveland, E. (2003). Achieving academic goals through place-based learning: Students in five states show how to do it. Washington, DC: Rural School and Community Trust; Shamah, D., & MacTavish, K. A. (2009). Making room for place-based knowledge in rural classrooms. Rural Educator, 30: 2, 1–4.

14 Texas Education Agency. (2009, January 13). News. Austin, TX: Author. Retrieved from http://www.tea.state.tx.us/news_release.aspx?id=3551

15 What Works Clearinghouse. (2013). Dropout Prevention: Publications and Reviews. Retrieved from http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=3

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Allan Porowski is an expert in the design and conduct of comprehensive mixed-method evaluations. He is the Co-Principal Investigator of the Drug Free Communities National Evaluation, which involves an assessment of efforts by more than 650 community coalitions to prevent substance use. He also leads ICF's subcontract on the What Works Clearinghouse and is Principal Investigator for the Accelerating Connections to Employment (ACE) National Evaluation, funded by the U.S. Department of Labor.

He has served as Technical Director for the national evaluation of Communities In Schools (CIS), the nation's largest dropout prevention program. He has led technical aspects of other dropout prevention evaluations, including the Collaborative Dropout Reduction Pilot Program in Texas, Performance Learning Centers in Georgia, and CIS of Texas.

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Secretary of State Report on Teacher Preparation

Progress Report to the OEIB
October 31, 2013
By
Randy Hitz and Mark Ankeny

Reporting performance indicators on teaching colleges' graduates

- TSPC database is improving so we can begin to follow our graduates over time.
- OACTE and TSPC are preparing graduate and employer surveys that will enable statewide comparisons and improve response rates.
- Measures of student growth attributed to teacher college graduates is a new requirement of CAEP.

Independent performance assessments of teacher candidates' performance prior to licensure (edTPA)

- Under consideration by TSPC
- Also considering strengthening Oregon's work sample.
  - Common rubrics for the state to allow comparison among universities
  - Better than edTPA for formative assessment.

Improve professional development opportunities for beginning K-12 teachers

- HB 3232 and HB 3233 address teacher professional development.
- The profession needs a seamless system for preparation and professional development and this requires closer partnerships among universities and school districts
  - Teach Oregon
  - Specific university initiatives

Related Issues that the Secretary of State's Report Did Not Address

- Creating a seamless system of preparation and professional development requires considerable time and energy.
- Mutually beneficial partnerships with focus on K12 student achievement.
  - Purposeful placement of student teachers
  - Co-teaching
- Raising admission requirements to teacher education.
- Recruitment and retention of minority candidates.
- Continuous Improvement.
- National accreditation.