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OREGON EDUCATION INVESTMENT BOARD

Best Practices and Student Transition Subcommittee

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

Tuesday, April 8, 2014

10:00 AM – 12:30 PM

Oregon State Capitol, Hearing Room F
900 Court St NE, Salem, OR 97301

Live streamed [HERE](#)

(Click Hearing Room F)

Phone In Information: 888-204-5984

Participant Code: 992939

*Members of the public wanting to give public testimony must sign in.
There will only be one speaker from each group.
Each individual speaker or group spokesperson will have 3 minutes.*

AGENDA

- 1.0 Welcome and Roll Call**
- 2.0 Approval of the Agenda**
- 3.0 Approval of the Minutes from February 5, 2014**
- 4.0 Follow up from last meeting:**
 - 4.1 Draft template feedback received
 - 4.2 College and Career Readiness Definition edit
 - 4.3 Reimagining Grades 9-14
- 5.0 Two minute updates**
 - 5.1 Early Learning Council-Lynne Saxton and Kim Williams
 - 5.2 Higher Education Coordinating Commission-David Rives
- 6.0 Developmental Education Participation Rates and Outcomes of Oregon Public High School Graduates at Oregon Community Colleges**

Subcommittee members will have reviewed the slides provided at last month's meeting

Discussion with:

 - Michelle Hodara, Research Analyst, Regional Educational Laboratory at Education Northwest

- Elizabeth Cox-Brand, Research and Communication Director,
Oregon Dept. of Community Colleges and Workforce Development

7.0 Perceptions of Parents of Elementary Level EL Students on EL Program Progress

Follow up Discussion with David Bautista, Assistant Superintendent,
Oregon Department of Education

8.0 Update on Oregon ELL Strategic Plan

David Bautista, Assistant Superintendent, Oregon Department of Education

9.0 Group work time

9.1 Review of Subcommittee Scope of Work Chart

9.2 Review of group task for today

9.3 Group work time

9.4 Group report outs

9.5 Next steps

10.0 Public Testimony

11.0 Review of Tasks and Details on Next Meeting

Tuesday, May 13, 2014 10:30am – 12:30pm

12.0 Adjournment

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.

OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee

Tuesday, March 11, 2014
10:30 AM – 12:30 PM

Meeting Notes

1.0 Welcome & Roll Call

Members in attendance: Yvonne Curtis, Lynne Saxton, David Rives, Kim Williams, Mark Mulvihill, Kay Toran

2.0 Review and approval of the agenda

Mark Mulvihill made a motion to approve the agenda, Lynne Saxton seconded the motion and the agenda was approved.

3.0 Approval of the February 5th meeting notes

Mark Mulvihill made a motion to approve the notes, Lynne Saxton seconded the motion and the notes were approved as presented.

Chair Curtis acknowledged receipt of a letter from Julie Smith regarding Chalkboard's recommendations supporting rural schools. Members were encouraged to review and let Chair Curtis know if there are any questions. Mark Mulvihill suggested adding the dearth of teachers and administrators of color that continues to persist in rural areas of the state.

Subcommittee members were asked to review the draft template for Subcommittee Recommendations and to provide any suggestions on the format to Hilda before the April meeting.

Lynne Saxton suggested that the Subcommittee Scope of Action also be visible for members at every meeting.

Chair Curtis noted the driving questions provided to the members to help guide discussion and processing of Subcommittee topics and presentations.

4.0 Two minute updates

Lynne Saxton provided a brief update on the Early Learning Hubs and Quality Rating System that is being operationalized this year through the Early Learning Council.

David Rives shared the Higher Education Coordinating Commission's list of tasks underway including Credit for Prior Learning, Pay It Forward report, State Authorization Reciprocity Agreement, defining of the Middle 40, and performance funding.

5.0 Early Learning Division Update on Kindergarten Assessment

Brett Walker and Kara Williams provided an update on the Kindergarten Assessment. The results from the section of the Assessment administered in Spanish will not be release statewide but the process for this will continue to be refined. They shared examples of how districts like Gladstone McMinnville, Lane, and Grant/Harney are already using the results of the assessment. Steps are being taken to improve the administration of the assessment and data submission process for next year

Recommendations include more shared professional development for Pre K and K-3 educators to help build adult capacity.

In response to questions about indicators related to health and safety, it was noted that Hubs will have access to child welfare data that can help link needed services for students. It was noted that messaging is needed to clarify differences between intent of the Kindergarten Assessment and relationship with Hubs. Mark Mulvihill noted the need to eventually correlate results with 3rd grade reading levels and Chair Curtis suggested that the state take advantage of the electronic tool EasyCBM (provider of the reading and math measures in the KA) that enables interventions to be linked to students' data. Thus, all data could be in the same place to do correlations and link them to interventions.

6.0 Full Day Kindergarten: Policy Development Proposal from the Oregon Association of School Executives

Superintendent MaryAlice Russell from McMinnville School District reviewed a report drafted by a group of Superintendents on the implementation of Full Day Kindergarten in Oregon. Key discussion focused on recommendations and survey results from 137 districts related to estimates related to facilities, curriculum, and personnel needed to implement in 2015-16.

Discussion included inquired about:

- What consideration is being given to leveraging of existing resources?
- Is ther an option short of full implementation in Fall 2015?
- Can districts partner with other community organizations?
- What resources do educators need to implement interventions based on the KA results?,
- What role can paraprofessionals play?
- How will professional development be provided?
- Can other state owned facilities be used as kindergarten centers?

As each of these areas can pose unique challenges, members recommended exploration of creative approaches that go beyond past practices, including use of technology where

appropriate, and looking at a different framework that goes beyond traditional funding streams

7.0 Re-Imagining Grades 9 – 14: Policy Development Proposal from the Oregon Association of School Executives

Shelley Berman and Craig Hawkins provided an overview of seven barriers and proposed solutions highlighted in a paper drafted by a group of superintendents. The shortage of qualified instructors for dual credit courses will need to be approached with solutions that insure course quality. Subcommittee members are interested in engaging further around suggestions on how various groups within the state can align various efforts that are all trying to make progress providing more students access and smoother pathways towards postsecondary educational options. Lynne Saxton suggested that this work requires re-engineering our current systems and she suggested an executive summary organized around goals, measures, and timelines. Mark Mulvihill, David Rives, Hilda Rosselli, and Shelley will follow up with more discussion on the paper with prioritized recommendations including where the work would be accomplished, role for legislation, HECC, OEIB, etc.

8.0 Developmental Education Participation Rates and Outcomes of Oregon Public High School Graduates at Oregon Community Colleges

Due to time restraints, Chair Curtis requested that Michelle Hodara, research analyst from Education Northwest be invited back to the April meeting to answer questions and recommendations specific to the slides that were shared with the subcommittee members on participation rates and outcomes for high school students in Postsecondary Remedial Education courses. Subcommittee members were asked to come prepared for discussion at the April 8th meeting.

9.0 Status on Accelerated Learning Committee

Hilda Rosselli provided a written summary on the status of the work underway in the Accelerated Learning Committee. It was suggested that a visual be developed to consolidate the work underway. Hilda will provide this at the next meeting.

10.0 Perceptions of Parents of Elementary Level EL Students on EL Program Progress

Jennifer Covarrubias, Researcher, and Mirna Cibrian, Organizer, both from Stand for Children shared highlights of a recent report on Perceptions of Parents of Elementary Level EL Students on EL Program Progress developed by Stand for Children. The report included recommendations on steps that could be taken at the school, district, or state levels that we will be following up on at our next meeting in April. Although schools are meeting all of the legal aspects related to providing services, there are gaps in practice across school districts and room for improvement in how parents are informed on their child's progress; e.g. better orientations, inclusion of ELD progress on the district report card. Follow up on the report will occur at the April meeting with a focus on the role of

ODE's new Education Equity Unit in highlighting and assisting districts to act upon recommendations.

11.0 Public Testimony

Carmen Ellis from the Visible Teaching Project testified regarding the importance of play based early educational strategies, relationship based approaches and continued focus on developmentally appropriate practices.

12.0 Review of Tasks and Next Meeting

NEW TIME: Tuesday, April 8, 2014 **10:00 – 12:30**

NEW LOCATION: **Oregon State Capitol, Hearing Room F**

Topics to include:

- Discussion of findings and recommendations: Developmental Education Participation Rates
- Response to the Stand for Children Report and potential recommendations
- Review of Scope of Action and status on recommended actions for OEIB
- Follow up on Grades 9 -14 report

Meeting was adjourned at 12:41 PM.

Rev: 3.0 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 Kindergarten, K-12 transitions, and high school to post-secondary and career.

Mthly Mtgs	K -12 Student Transitions	Student Transitions 11 - 14	Educator Quality	Transforming Learning through Digital Conversion
	<ul style="list-style-type: none"> Make recommendations regarding communication, best practices and evaluation of Kindergarten Readiness and EL Strategic Plan 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identify and address issues and barriers that impact recruitment, preparation and retention of a quality educator workforce 	<ul style="list-style-type: none"> Participate in development of a statewide strategic plan that leverages technology to create and grow engaging learning environments
8-Oct-13	ODE EL Plan-Review EL plan update-Bautista		Review recent Secretary of State Teacher Prep Audit-Blackmer	
31-Oct	ODE ELL Student Cohort data	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, TeachOregon report	
10-Dec	Overview of Kindergarten Readiness-	Postsecondary Transitions for EL students-CCC, PSU, UO Grades 11-14 map of issues and state efforts	TSPC Update-Chamberlain Update on OEIB educator recruitment and retention initiative-Smith, Rosselli	
14-Jan	Kindergarten Readiness-Discussion of any proposed recommendations ODE LEP Student Outcome Data	1st reading College & Career Readiness Oregon definition and cross sector update-Rosselli Discussion on 11-14 Eastern Promise pillars	Review of TSPC ELL general education candidate standards and Dual Language program standards	
15-Feb	OEIB Early Literacy Update		Update on Perf Indicators in Ed Prep, Draft items for Cooperating Teacher Survey	

Mthly Mtgs	K -12 Student Transitions	Student Transitions 11 - 14	Educator Quality	Transforming Learning through Digital Conversion
11-Mar	Review of Kindergarten Assessment results and recommended changes FD Kindergarten COSA report Review of Stand report on ELL communication	Grades 9-14 COSA proposal		
8-Apr	Discussion of recommendations related to Early Learning Discussion of recommendations related to EL student transitions	Discussion of Dev Ed research Discussion of recommendations related to Student Transitions Grades 11-14	Discussion of recommendations related to Educator Quality	
13-May	Approval of recommendations related to Kindergarten Readiness to forward to OEIB	Approval of recommendations related to Student Transitions 11-14	Approval of recommendations related to Educator Quality to forward to OEIB	Update on Strategic Plan on Digital Conversion Approval of recommendations to forward to OEIB
10-Jun	OEIB TO HEAR RECOMMENDATIONS FROM SUBCOMMITTEE	OEIB TO HEAR RECOMMENDATIONS FROM SUBCOMMITTEE	OEIB TO HEAR RECOMMENDATIONS FROM SUBCOMMITTEE	OEIB TO HEAR RECOMMENDATIONS FROM SUBCOMMITTEE
8-Jul	TBD	TBD	TBD	TBD
August	Propose 2014-15 Scope of Action from Retreat	Propose 2014-15 Scope of Action from Retreat	Propose 2014-15 Scope of Action from Retreat	Propose 2014-15 Scope of Action from Retreat

such as entry into

Rural & Remote Communities
• 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
Initial discussion on rural community needs, barriers,best practices-REL and ODE Strategic Initiatives
NW Rural Innovation Network plan
Rural community needs/barriers-CLASS Project

Rural & Remote Communities
Discussion of recommendations related to rural communities
Approval of recommendation related to rural communities to forward to OEIB
OEIB TO HEAR RECOMMENDATIONS FROM SUBCOMMITTEE
TBD
Propose 2014-15 Scope of Action from Retreat

OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee

TASK FOR PRIORITIZING RECOMMENDATIONS

As this year progresses, the work of the Subcommittee is becoming more and more focused on the important task of formulating recommendations that will then be forwarded to the full OEIB by May. These recommendations may:

- Identify and bring needed attention to best practices that should be expanded and implemented to better serve students and meet Achievement Compacts targets;
- Suggest practical and/or innovative solutions to address barriers faced by students and systems as we improve student outcomes, particularly at transition points;
- Identify needed policy development or possible legislation that lead to improve outcomes for students; and
- In limited cases, pinpoint essential strategic investments that can result in transformational change and marked improvement on Achievement Compact metrics.

STEPS

1. Review each recommendation for clarity and make suggested edits and additions.
2. Determine if the recommendation is correctly identified as an **Investment**, a **Policy**, or an **Action or Best Practice**.
3. Determine if the recommendation is correctly matched to the Achievement Compact metric. Edit as needed.
4. Complete rating on columns D and E to determine the extent to which attention to this recommendation will improve **student outcomes** and **close equity gap**.

WORK TEAMS

<i>Team 1</i>	Yvonne Curtis, Lynn Saxton and affiliated staff
Early Learning (3)	
English Language Learners (5) Educator Quality (10)	
<i>Team 2</i>	Mark Mulvihill, David Rives, Kay Toran and affiliated staff
Rural & Remote Community (4) Student Transitions 11 – 14 (12)	

REFERENCE LIST

Compiled from Presentations and Documents Shared with the OEIB Best Practices and Student Transitions Subcommittee

Overarching Recommendations:

- Derive a set of best practices and ideas that we can share with schools, colleges, and universities to increase student success

Kindergarten Readiness Assessment-

What we've learned:

Students are asked (in Spanish) to name the letters and their sounds in ENGLISH. They are also assessed in syllable recognition and can answer in Spanish, but the letter sound portion, the kids are asked to answer in English, even after hearing the directions in Spanish.

Potential recommendations:

- Invest in developing the rest of the Spanish measures in EasyCBM grades 3-8 partnering with Dr. Alonzo at U of O. This would enable us to test both Spanish and English with aligned tests.
- Support any additional work needed to ensure easyCBM is aligned and correlated with SBAC because this assessment is in Spanish and English and has 20 parallel measures we can use for progress monitoring in both languages.
- Create assessments past 2nd grade in Spanish, (ideally through 6th, but minimally through 4th)
- Include comprehension and vocabulary assessment in Spanish starting at 2nd grade like in English.
- Have the fluency assessed with actual passages. Right now in 2nd grade Spanish the kids read a list of random sentences. Should be an actual passage.

English Language Learners—graduation outcomes

What we've learned:

- Based on the 2005 cohort examined, LEP students who achieved English proficiency prior to entering high school did as well or better than non-LEP students on the measures of graduation rates and dropout rates.
- Students who were unable to become proficient in English prior to finishing high school had much poorer outcomes for graduation and dropout rates.
 - For the cohort examined, LEP students who were able to exist LEP services by the time they started high school had a graduation rate of 75.8%, 2.7 percentage points **higher** than the rate for non-LEP students
 - For students who exited LEP status during high school, the graduation rate was 66.7% and the dropout rate was 11.8%. For students who did

not exit LEP status within 4 years of starting high school, the graduation rate was only 52.2% and the dropout rate was 26.9%.

- Language proficiency attainment, not economic disadvantage, appears to be the primary challenge for LEP students. 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 having a graduation rate that is 17 percentage points below that of students who are not economically disadvantaged, and a dropout rate that is nearly twice as high.
- A 5th year in high school had benefits for both LEP and non-LEP students in terms of increasing the number of students receiving a regular diploma. However, a large number of LEP students who returned for a 5th year ended up dropping out, nearly 18% (74 of 416) ended up dropping out. For non-LEP students, only 1.4% dropped out.
- Students who spend less time in LEP status—that is, those who become proficient at English relatively more quickly, generally graduated from high school in 4 years. In stark contrast, students who spend 8 or more years in LEP status but still do not exit graduate from high school at dramatically lower rates.

Potential recommendations:

- Determine at what levels do LEP students stay longer than best practice research shows they should. Determine why this is the case and address ways to enhance students' successful transition.
- Study the data on students who enter the LEP program in early grades to determine if they have better graduation rates than students who enter the program later in school.
- Determine how many years seems optimal for a student to be in the LEP program.
- Disseminate the findings of the cohort analyses at appropriate meetings and engage school leaders in discussion on implications.

English Language Learners, immigrants, and refuge students-- transitions to postsecondary education

What we've learned works:

- Early identification of students when they are entering postsecondary systems to provide supports and services
- Early and sustained career and guidance orientation (offered in Spanish as well as English) at no cost to LEP students can help students transition into postsecondary education
- Cosponsor bilingual events for students and their families in local high schools

- Use of culturally appropriate messaging (radio, TV, etc) regarding rationale and resources related to 40-40-20
- Cost effective or cost neutral childcare for post-secondary is needed
- Mandatory first year experience for all students
- Use of federal programs (CAMP, TRIO, HEP) when possible to connect to students
- Engagement of students outside of classes (evening events for those working, tuition waivers in return for students involvement in college leadership initiatives and parenting supports)
- Bilingual college success classes (these should begin at the high school level)
- Bilingual assistance in navigating financial aid

Potential recommendations:

- Consider targeted use of Oregon Opportunity Grant funds for those not able to apply for PELL grants or work study due to lack of US citizenship (happening in other states)
- ODE Equity Unit-Share prototypes for successful bilingual awareness nights that would work at both the middle and high school levels
- High schools need to be familiar with the career and guidance orientations that community colleges can offer (in Spanish as well as English) at no cost
- ODE—Consider ways to encourage high school nursery programs to include more focus on college readiness
- Find a way that programs who achieve success with programs like TRIO can continue to access needed services when they are no longer eligible to apply for federal funding
- ODE Ed Equity Unit—Work with postsecondary programs to develop bilingual college success classes that can be offered in high school settings
- ODE Ed Equity Unit-- Work with programs like ASPIRE and Gear Up to develop bilingual assistance in navigating financial aid available at the high school level
- Although students are no longer eligible for LEP services after graduating from high school, ensure that postsecondary staff are aware of previously eligible LEP students who are pursuing post secondary education options to ensure they do not fall through the cracks and provide transition services
- Recommend that HECC consider asking post-secondary institutions to develop transition plans for EL students moving from high school to post-secondary institutions
- Request that the design team for the Longitudinal Data System consider how students who graduated from high school as active ELL students could be coded.
- Ask the HECC Student Success Committee to work with postsecondary institutions to define the elements of a carefully articulated transition program that would better support EL students as they move forward on their educational journey.

Grades 11 – 14 Student Transitions to Post Secondary education

What we've learned:

- Nationally, as well as in Oregon, students who, by virtue of their placement test scores, are enrolled in Developmental (Remedial) Education courses, often fail to persist in college and frequently never complete even a two year degree.
- High school students are often unaware that they are not ready for college-level courses until they fail college placement tests and are assigned to remedial courses.
- Given that Oregon does not require a 4th year of Math, many students have rusty math skills when they take their college placement tests.
- Many students take placement tests under less than ideal situations (first week in college), without sufficient focus and preparation, and without knowing they can retake the test. Some community colleges allow students to take and retake placement tests at their local high schools
- Within two years of high school graduation, 67 percent of students who graduated in 2010 enrolled in developmental education.
- Students with the same demographic and high school academic background, high school graduation and college entrance years, and high school and college of attendance have a different likelihood of enrolling in developmental education based on their gender, race/ethnicity, and socio-economic status.
- Enrolling in dual credit courses in math, English, science, history, social science, and languages in high school has strong, positive association with starting college in college coursework.

Potential recommendations:

- Use the 11th grade results of SBAC or other College Readiness measures to:
 - Automatically enroll seniors scoring college and career ready in the next level of advanced coursework and/or college bearing credit courses and waive the placement test requirement if they pass the courses during their senior year.
 - Connect students ready for postsecondary coursework with Oregon colleges and better fund them to concurrently enroll in college bear credits while in high school
 - Automatically enroll seniors who score less than college or career ready in remedial classes during the senior year or summer that are taken in lieu of electives (would mean that more students would take a 4th year of Math and would require additional funding for high schools)
- Encourage the redesign of developmental classes for both high school students and college students that are truly engaging and tap into the interests of students rather than require additional drill and practice courses
- Limit the number of placement tests used in the state and revisit the practices around when students take these tests, language supports, how often they can retake, etc. Consider brush up course and supports before students take the test as well as alternative forms of assessments like HS work samples
- Align the highest level of high school math classes with math placement tests

- Ensure that students qualifying for developmental education classes can also take classes that keep them engaged and moving forward in college.
- Strategically invest in those programs able to redesign developmental education (co-requisites, student success components, module approaches, etc)
- Work with the union to incent the most successful faculty (both approved high school instructors and college level instructors) to teach remedial courses at the high school level
- Require all seniors to take a College Access and Success Course (would require additional HS funding) and determine what tool (CIS or NAVIANCE or both) should be used to engage students in career and college planning.
- Revitalize attention on the Student Education Plan and Profile required for an Oregon Diploma to maximize students' attention to annual progress updates and goal setting and understanding their level of College and Career Readiness.
- Hire HS counselors to keep contact with graduating seniors during the summer following graduation (predicted by some to recapture up to 10% of those who are admitted but don't enroll in the fall) and help with transition of LEP students.
- Encourage high schools to restrict senior "lockouts" to those taking college classes, parenting students, working over 18 hours a week, or other extenuating circumstances.
- Place an all out press on maximizing the comprehensive guidance and counseling program (CGC) that each school district in Oregon is expected to have to support students' transitions throughout school, achievement of the diploma requirements, and preparation for post-high school next steps and consider funding needs to make this happen
- Consider requiring that all seniors be automatically enrolled in the next level of Math and science for which they qualify as a default
- TSPC--Ensure that all preparation programs for secondary level teachers, counselors, and educational administrators include key content that prepares educators for their roles in supporting post-secondary and career success for students
- Include indicators on the post-secondary Achievement Compacts that track:
 - How many first-time college students enroll in remedial courses
 - How many remedial students successfully complete/pass their remedial courses
 - How many of those students complete college-level courses
 - How many of those students persist year to year
 - How many of those students earn a degree
- Make sure that the Oregon Transfer Module is honored to its fullest potential level to save students time and money

Educator Preparation—

What we've learned:

- The supply of "masterful" and willing cooperating teachers is limited

- We need to better understand the motivations and incentives most likely to attract the best teachers to serve as cooperating teachers for future educators during their clinical experiences
- New national accreditation guidelines will impact some of Oregon’s educator preparation programs that pursue national accreditation
- Educator preparation programs are identifying elements of a common institutional profile that will provide candidates, partners, and employers with information about programs

Potential recommendations:

- TSPC—Include expectations for co-teaching models in program approval standards to improve clinical experiences and help attract the most effective cooperating teachers who want to retain their instructional roles with students
- Use the lessons from TeachOregon and the CAEP Alliance to identify best practices for selecting, preparing, and incenting teachers to serve as cooperating teachers
- Conduct study in Fall 2014 on motivations, experiences and incentives for teachers serving as cooperating teachers
- Revisit the impact of restrictions from Government Ethics about direct remuneration as it impacts motivation of cooperating teachers and identify other incentives
- Support TSPC ELL rules requiring candidates and educator preparation faculty to demonstrate knowledge of ELL student needs and appropriate teaching strategies
- Encourage institutions to adopt common institutional profiles
- TSPC—Seek alignment across forms and instruments used in clinical practice used by various institutions to promote a common understanding of the attributes of effective clinical practice
- Seek ways to promote national accreditation status for educator preparation programs as an added value

Rural education outcomes—

What we’ve learned:

- Achievement and graduation rates are average
- Post secondary transition data is less promising
- People, systems, and resources are often at a high premium in rural districts
- Communities struggle to replenish local capacity when teachers and leaders are recruited away due to higher pay and reduce commuting time
- Some rural districts have limited capacity in terms of technology infrastructure and staff to implement state technology initiatives and participate in professional development

- Some communities struggle to recruit and retain principals for high poverty rural schools due to lack of desirable housing and other amenities (in some cases, 80% of principals and teachers lived in neighboring county)
- Some rural districts have limited capacity to develop instructional classroom materials, train teachers, monitor implementation, or evaluate results (e.g. no dedicated district personnel for instruction and assessment or content specialists)

Potential recommendations:

- Need a Depository of Best Practices (could be part of the Portal) that include videos of teachers modeling effective strategies
- Document existing aligned initiatives, many of which are well underway
- Note existing professional development events aligned with the foci of the Strategic Investments on the ODE website
- Simplify RFP processes, use screening processes to determine level of readiness and commitment; provide support in the RFP process.
- Streamline reporting expectations that do not result in specific improvements for students
- Reframe assumptions about time that district administrators in rural communities often lack due to their multiple responsibilities
- Create incentives for rural districts to become leaders in their regions
- Link school improvement with community development
- Highlight the cultural assets and challenges in rural regions
- OTHER

1st Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential impact on student outcomes?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or practice?	To whom is this directed?
Early Learning	Invest in further development of easy CBM Spanish measures	Y		X	1,2	X			X	ODE
	Further develop the Spanish version of the KRA to enable more accurate assessment	Y		X	1,2				X	ODE
	Ensure that all students in Oregon have access to FD Kindergarten in 2015, leverage school calendar for needed PD for Kinderg, make this a priority within state facility grants, and address funding needs for personnel and resources	Y		X	1,2		X?	Leg, SBE,		
English Learners	Analyze available data on ELLs reaching language proficiency, share with districts, and implement best practices that result in more EL students exiting	N		X	3				X	ODE
	Include Ever EL status in Longitudinal Data System (LDS), study interventions that impact results, and communicate with schools & postsecondary partners	Y		X	3		X	SBE, HECC, OEIB	X	OEIB, ODE, HECC
	Develop P-20 communication blueprint to ensure ELs and their families are kept informed and supported across each stage of students' education	N		X	1				X	ELC, ODE, HECC
	Identify and pilot specific EL interventions for students not making sufficient progress in language proficiency by 8th grade that help students be successful in regular course of study and still take other electives	N		X	2		X		X	ODE
	Ensure that one student identifier links student through their educational journey (LDS?)	N			3		X?	ALL	X	OEIB

1st Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential impact on student outcomes?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or practice?	To whom is this directed?
Rural & Remote Districts	Identify existing practices in small and rural districts that result in improved student outcomes	N		X	3				X	ODE
	Develop guidance on priorities and phased-in timelines for new state requirements that support realistic implementation in small districts	N			3		X?	SBE	X	ODE
	Review and streamline state required reporting to better leverage limited personnel	N			3				X	ODE
	Simplify future RFP processes for strategic investments	N			3				X	ODE, ELC
Educator Quality	Form a task force to identify key content for secondary level teacher preparation to support postsecondary and career success for students	N			3				X	TSPC, ODE, OEIB
	Review/analyze impact of government ethics regarding direct remuneration on Cooperating Teachers, change policy	N			1,3		X?	State Leg	X	TSPC
	Support new TSPC ELL rules requiring EPP faculty to be able to infuse ELL knowledge and strategies for all educator candidates	N		X	1,3	X				
	Communicate expectations & benefits of Educator Preparation Programs that are nationally accredited to districts & public	N			3				X	TSPC
	Require that teacher candidate evaluation forms align with Oregon Framework for Educator Effectiveness	N			3		X	TSPC	X	ODE, TSPC
	Establish and disseminate common institutional profiles of Ed Prep programs to facilitate student choice and public awareness	N			3				X	TSPC

1st Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential impact on student outcomes?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or practice?	To whom is this directed?
Educator Quality	Use the Network for Quality and Teaching and Learning Portal to provide easily accessible examples of quality teaching videos to enhance practice	N			3				X	ODE
	Identify best practices in clinical experiences (e.g. co-teaching, partner sites, selecting, preparing and compensating cooperating teachers) and embed in program approval standards	N			3		X	TSPC	X	TSPC
	Study and recommend policy and practice that address educator workforce shortages in rural areas	N		X	3				X	OEIB, TSPC
	Identify strategies that support recruitment and retention of culturally and linguistically diverse administrators in small and rural districts	N		X	3				X	OEIB, TSPC
Student Transition 11-14	Seek ways to identify and incent faculty most successful w/students to teach remedial classes in HS & beyond	N		X	1,3				X	OEIB
	Develop redesign postsecondary remediation courses that engage and accelerate the attainment of necessary CCR skills	N			1,2	X				
	Use 11th grade SBAC results to automatically enroll students in the next course needed to get students college and career ready	N		X	1,3		X	SBE, HECC		
	Require college success course prior to or during first term of postsecondary (offer in 1st lang)	N			1,2	X			X	ODE, HECC
	Ensure that every HS uses tools (CIS or Naviance) for all students to engage in career and college planning	N			1,2	X	X	SBE	X	ODE

1st Draft Recommendations

AREA OF FOCUS	Which of these potential recommendations warrant further consideration to forward to OEIB?	Linked to Achievement Compact metric?	Potential impact on student outcomes?	Potential Equity Impact?	Which Budget Strategy?	Is it an Investment Strategy?	Is Legislat. or Policy Needed?	State Leg, SBE, HECC, OEIB, ELC, YDC, TSPC, Other	Is it an action or practice?	To whom is this directed?
Student Transition 11-14	Revitalize attention on student Education Plan & Profile to maximize students' access to annual progress updates and goal setting and understanding levels of CCR	N			1,3		X	SBE	X	ODE
	Pilot and study post senior summer intervention to ensure transition to college	Y			1,2	X			X	ODE
	Fully maximize students' Jr and Sr year in high school to increase HS graduation and successful transition	Y			2	X	X	SBE		
	Include participation and completion rates in remedial education, persistence rates on Achievement Compacts	N			3		X	State Leg, OEIB	X	OEIB
	Ensure that Oregon Transfer Module is honored to its fullest potential to save students' time and money	Y		X	1,3				X	HECC
	Consider targeted OOG \$ for those not able to apply for PELL grants or work student due to lack of citizenship	N		X	1,2	X	X	State Leg, HECC	X	HECC
	Develop bridge programs that provide support for students no longer qualifying for federal programs (TRIO, CAMP, etc.)	N			1,2	X				



Context

While the total number of EL students in Oregon continues to rise, so does the percentage of EL students within the total student population. Although achievement for EL students in Oregon reflects isolated pockets of success and promise in schools and classrooms across the state, overall achievement for this subgroup continues to lag behind their peers. We continue to see a significant gap between achievement, graduation rates and college completion, specifically as related to EL students. As we transition to Common Core State Standards (CCSS), it's critical to support English Learners as they access and demonstrate understanding of rigorous course content. A sense of urgency is heightened as we reflect on these statistics and hear our communities calling for action to address these disparities.

Significant research exists that defines the most effective practices and models for serving our EL students. We now have strong leadership aligned from the Governor through the Oregon Education Investment Board (OEIB) and Oregon Department of Education (ODE) that is calling for all stakeholders to work collaboratively to meet the needs of our EL students. As we transition to Common Core State Standards (CCSS) and focus on a world-class education we have a perfect opportunity to consider how we position ourselves as a state to ensure that EL student success is represented equitably when we achieve our 40-40-20 goal.

Current Data & Overview

Current English Learners in Oregon	56,770
Former English Learners	67,672
ELs in Elementary School	42,522
ELs in Middle School	7,371
ELs in High School	6,877

One in five students in Oregon is a current or former English Learner.

EL Strategic Plan

Goal #1: Develop tools and resources in order to support implementation, benchmarking and continuous improvement of instructional programs for English Learners.

Narrative: Goal 1 lies at the heart of many of the Education Equity Team's projects; it's critical that our colleagues throughout Oregon have the tools and resources to do their jobs effectively. To this end, we have developed projects like the Dual Language Grant, ELP Standards Professional Learning Grant, Instructional Materials for ELD, Massive Open Online Course, and the Education Equity Unit E-Newsletter. These projects are described and discussed in other sections of this document with the exception of the Education Equity Unit Newsletter.

The [Education Equity Unit E-Newsletter](#) was designed to broadly share tools and resources to support our colleagues in their Equity Work. We offer updates from our team and ODE, resources from all over the world, and finally, we highlight a promising practice of equity work in action. So far, this tool has been widely consumed, with over 450 subscribers and over 979 web hits in the last 6 weeks. One of the most encouraging aspects of this project is its collaborative component; colleagues from throughout Oregon have submitted content to post as promising practices. The last three issues feature content submitted by district colleagues. The next three promising practices sections are scheduled to present content provided by teachers from Central SD, Oregon Leadership Network, and the PPS ESL team.

Objectives	Status
Students have access to quality programs that promote English Language Development, dual language development and mastery of core subject areas.	<ul style="list-style-type: none"> • Dual Language Grant • Program Models Revision • ELP Standards Professional Learning Grant • New instructional materials aligned to new ELP



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	<p>Standards</p> <ul style="list-style-type: none"> • Massive Open Online Course • ELP Standards Professional Learning Supports
Leaders have the tools required to support and monitor the implementation of quality programs designed for English Learners.	<ul style="list-style-type: none"> • Dual Language Grant • Program Models Revision • ELP Standards Professional Learning Supports • Education Equity Unit E-Newsletter

Goal #2: Systemic approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for English Learners.

Narrative: Several ODE initiatives and activities support this goal and are identified in the table below. Instead of discussing all of these, this narrative focuses on ODE’s work to support the effective implementation of new ELP Standards. Over 30 districts with the highest numbers and concentrations of ELs in the state were offered an ELP Standards Professional Learning Grant. Participating districts agreed to identify a team of instructional leaders with expertise in English Language Development and academic subjects to attend several trainings over the next year and a half, produce an instructional unit aligned to the new standards, and train other instructional staff in their districts on the new standards. To supplement the on-site trainings for participating districts as well as to engage staff at non-participating districts, ODE collaborated with university faculty at OSU’s School of Education and Stanford University’s Understanding Language Initiative to offer a Massive Online Open Classroom (MOOC) on the new ELP Standards. ODE is also pursuing a potential collaboration with the Center for Applied Linguistics and the University of Oregon on a web-based network portal where the instructional resources created as a result of the professional development on the new ELP Standards can be stored and shared with educators across the country. (For a discussion of the Dual Language Grant, see Goals 4 and 5; also see Goal 5 for a discussion of Program Models Revision; and, see Goal 6 for a discussion of Annual Measurable Achievement Objectives and the State Seal of Biliteracy.)

Objectives	Status
Student performance measures indicate English Learner student success.	<ul style="list-style-type: none"> • Annual Measurable Achievement Objectives (AMAO) revision to growth model • New language proficiency assessment (ELPA 21) • State Seal of Biliteracy in development
Stakeholders understand and support the purpose, objectives and elements of the program models.	<ul style="list-style-type: none"> • Program Models Revision • Dual Language Grant
At the classroom level effective practices are evident including methods for delivery of instruction and cultural awareness.	<ul style="list-style-type: none"> • ELP Standards Professional Learning Grant • ELP Standards Professional Learning Supports • Massive Open Online Course (MOOC) • Instructional materials revision
At the school site/building level there are support systems in place that promote professional development and student learning.	<ul style="list-style-type: none"> • PD offered in person and virtually <ul style="list-style-type: none"> • ELP Standards Professional Learning Grant/Supports • MOOC • Equity Team published list of PD topics
At the Board and Community level there is strong commitment to the district vision for English Learners and there is a system in place to build capacity within the community to encourage advocacy and active and meaningful participation in programs.	<ul style="list-style-type: none"> • Best practices shared through bi-monthly Education Equity Unit E-Newsletter • Community Advocacy Group led by Rudyane Rivera Lindstrom • Family engagement as best practice
At the school site/building level there are support systems in place that promote professional development and	<ul style="list-style-type: none"> • Equity Unit Professional Learning Supports • ELP Standards Professional Learning



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student learning.	Grant/Supports
At the State and Policy level there is understanding of and support for program models, effective practices and cultural competence.	<ul style="list-style-type: none"> • Culturally Responsive Pedagogy Grant • Minority Teacher Retention/Pipeline Grant • Program Model Revisions
Institutions of Higher Education provide comprehensive educational preparation programs for teachers of English Learners that are aligned to research based program models and help to “drive” policy.	<ul style="list-style-type: none"> • Bilingual competencies – outreach to PSU’s Bilingual Pathways Program • MOOC
Current state networks (i.e. COSA, OSBA, ODE, OEIB) will coordinate efforts in order to maximize resources and not duplicate efforts.	<ul style="list-style-type: none"> • COSA EL Alliance • OEIB Reporting • Strategic Investments

Goal #3: School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners.

Narrative:

The Oregon Department of Education recognizes the importance of engaging and involving families and communities as equal partners in order to support and enhance the programs for our English Learners. Over the past 7 months, the Equity Unit has worked to build partnerships with our historically underserved students and families through our collaboration with the new Early Learning Hubs, the creation of family engagement workshops, and the addition of a Promising Practices section in our Education Equity Newsletter. In our effort to provide districts with practical applications of ideas and culturally responsive strategies to better serve their students and families, the Equity Unit has also included through our newsletter resources for culturally responsive materials and has taken the lead on issuing and managing a Culturally Responsive Pedagogy and Practices Grant through the Oregon’s Strategic Investments.

In order to best evaluate the success of the EL Strategic Plan, the Equity Unit will be developing a Parent Survey that will help guide our work and assure not only that our goals are focused and realistic, but attainable. Further work has been done in the collaboration of various Districts, stakeholders and the Early Learning Hubs to discuss the various RFP opportunities that have come out particularly around culturally responsive wrap around services for our families. In order to bring authentic voices and representation into policy level discussions, the Equity Unit has created a Community Advisory Group whose members include parents and key representatives of the communities we are seeking to reach. Through the Migrant Education Program, the Equity Unit has also been able to provide excellent models for school districts to emulate.

Objectives	Status
Districts build partnerships with families and communities of historically underserved students.	<ul style="list-style-type: none"> • Early Learning Hubs • Family Engagement Workshops • Promising Practices section of the Education Equity E-Newsletter
Districts provide practical ideas in multiple languages and using culturally responsive methods to assist families in learning about how they can help their children be successful in school.	<ul style="list-style-type: none"> • Culturally responsive materials – Promising Practices section of the Education Equity E-Newsletter • Culturally Responsive Pedagogy Grant
Collect and utilize culturally specific input from parents and the community about how they can best contribute to the success of the English Learner Strategic Plan.	<ul style="list-style-type: none"> • Parent survey in development
Districts increase their number of partnerships with private, public and community groups/agencies to collaboratively develop parent and community engagement strategies.	<ul style="list-style-type: none"> • Early Learning Hubs • RFP opportunities – especially those that offer wrap-around services



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Through collective efficacy stakeholders, inclusive of parents and community members can help support and enhance programs designed for English Learners.	<ul style="list-style-type: none"> Community Advisory Group
Build trust and capital with parents and community.	<ul style="list-style-type: none"> Migrant Education Program provides excellent model for SDs to emulate Community Advisory Group Promote family engagement with school districts
Parents know what to do to help their child(ren) be successful in school.	<ul style="list-style-type: none"> Migrant Education Program provides excellent model for SDs to emulate
The community understands how best to contribute to the success of the plan.	<ul style="list-style-type: none"> Community Advisory Group

Goal #4: Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices.

Narrative: Without the sustained and expert input from seasoned researchers and practitioners, the work of supporting best practice models in English Learner programs would be impossible. In our efforts to show consistency and set the example for the field, the ODE Title III program receives guidance and expectations from the US Department of Education in addition to other experts. In the fall of 2013 the ODE Title III program was monitored. Because of the diligence to align the work we do with what the plan expectations require, the ODE Title III program received only 1 finding and 1 recommendation from that monitoring visit. The Equity Unit has also worked to secure English Learner experts for the Dual Language grant; Dr. Katherine Lindholm-Leary is working closely with the Dual Language grant recipients to refine their current programs and provide ODE with the necessary data needed to justify additional funding in this area. Additionally, the work happening in select districts on the new ELP Standards includes not only expert technical assistance from within the Equity Unit, but also the highly respected input from Kenji Hakuta from Standard University and Karen Thompson from Oregon State University. The Equity Unit has also made a concerted effort to include the voices of faculty teaching and researching in Oregon colleges and universities to better understand the focus needed to provide targeted services for English Learners. In March of this year, ODE in collaboration with COSA, hosted the 2nd Annual English Language Learner Alliance Conference in Eugene, Oregon. This event was a platform for experts across the state, as well as across the country, to share knowledge and best practices for English Learners. Participants were engaged in authentic, relevant dialogue about improving the development of English Learners from Pre-K-higher education.

Objectives	Status
Identified experts in the area of English Learner best practices guide the development of models, practices, and programs for English Learners across the P-20 system.	<ul style="list-style-type: none"> ODE Title III program received only 1 program finding and 1 recommendation from the recent federal monitoring visit. Dual Language Grant – expert consultants guide projects in 8 sites throughout Oregon Program Models revision Technical support where requested ELP Standards Professional Learning Grant/Supports Webinar with university faculty with expertise in English Learners and Dual Language Programs ELL Alliance Conference, March 2014
Experts guide the development of professional development delivery networks and identification of exemplary models.	
Experts guide the process for improving English Learner programming and the supports required.	
Experts guide the development of the accountability process for English Learner programming.	<ul style="list-style-type: none"> Cross office work with Assessment & Accountability



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	<ul style="list-style-type: none"> • New AMAO Improvement Plans • AMAO growth targets • Dialogue with faculty researchers from area university and colleges
Experts in Oregon work with experts across the country to continually improve teaching and learning for English Learners.	<ul style="list-style-type: none"> • Dual Language Grant expert consultants • Massive Open Online Course • Collaboration with CAL, WestEd, CCSSO, ELPA 21 consortium. • ELL Alliance Conference, March 2014

Goal #5: Develop a process for replicating exemplar programs across the state.

Narrative: The Oregon Department of Education (ODE) is actively engaged in several efforts to identify, strengthen and replicate exemplary EL programs and practices. The Dual Language grant was specifically designed to improve and expand one of the most effective instructional programs for English Learners, dual language/two-way immersion programs. The eight sites participating in this grant project are benefitting from expert technical assistance, families in some of the participating districts are benefitting from the creation of the first dual language programs to be offered in their communities and from the first Vietnamese dual language program to be offered in the state, and ODE will be better positioned to strengthen and replicate these types of programs across the state as a result of this important project. To identify and cultivate other exemplary EL programs, ODE has also begun to improve the accuracy of the data collected on EL program models and is collaborating with university partners to research promising EL programs, particularly for long-term ELs. To ensure that instructional practices for ELs are aligned with the demands of the CCSS, (a) new ELP Standards that correspond to the CCSS English Language Arts and Math standards as well as the Next Generation Science Standards were developed in partnership with leading EL experts across the country, (b) professional development on the new ELP Standards is drawing on the EL expertise of Stanford University and OSU faculty; and (c) ODE staff has been providing on-demand technical assistance and professional development to help districts understand and implement the new ELP Standards. Moreover, ODE has identified a team of instructional leaders from across the state to help lead the state’s training on the new ELP standards to their peers in over 30 districts in the state, and district teams receiving this training are in turn expected to serve as trainers in their respective school districts and surrounding communities.

Objectives	Status
All districts have opportunities to learn about and replicate effective models and practices, thereby providing access to exemplar programs to all English Learner students across the state.	<ul style="list-style-type: none"> • Equity Unit Technical Assistance • Dual Language Grant • Program Models Revision • ELP Standards Professional Learning Grant • ELP Standards Work Group • New instructional materials aligned to new ELP Standards • Massive Open Online Course • ELP Standards Professional Learning Supports
Provide all districts with resources and tools to replicate these exemplars.	
Intellectual capital is identified and multiplied across the state providing the state with a continual pool of experts.	
Experts about English Learner practices guide the development of models, practices and programs.	
Provide a benefit for districts to serve as model sites and mentors.	

Goal #6: Create and align assessment systems to support all English Learner Program Models that include the performance of both current and former English Learners.

Narrative: Title III programs must meet Annual Measurable Achievement Objectives (AMAOs) relating to English



proficiency and academic achievement of English Learners. Since the passage of NCLB, these targets have, like AYP targets, been based on cross-sectional data. Although Oregon has begun to use growth models to monitor academic performance for Title I purposes, the state has yet to transition to a growth model approach for Title I accountability. After consulting with key stakeholders from across the state, ODE submitted a proposal to revise the manner in which it calculates AMAO 1 and 3 from a cross-sectional analysis of student performance to the use of a growth model. Moving to a growth model for Title III accountability will provide the state with more meaningful data on EL student achievement and the effectiveness of a district’s instructional approach. Along with more meaningful achievement objectives, ODE is pursuing more meaningful assessments for ELs. A new English language proficiency assessment – ELPA21 – that is aligned to the new ELP standards is currently slated to become operational in 2016-17. If additional federal funding becomes available in the next month, ELPA21 may become operational a year earlier. Fostering biliteracy is also a priority of ODE, and in support of this effort, ODE is working on (a) identifying appropriate Spanish language assessments that will help schools and families monitor emerging bilinguals’ progress in Spanish and (b) developing and securing approval for a State Seal of Biliteracy for high school students.

Objectives	Status
Ensure valid use of assessment data that provide accurate and understandable reports to a variety of users.	<ul style="list-style-type: none"> • Annual Measurable Achievement Objectives (AMAO) revision to growth model • New language proficiency assessment (ELPA 21) – field test 2014-2015 SY • New AMAO Improvement Plans • State Seal of Biliteracy in development • Spanish language assessments for emerging bilinguals, especially those enrolled in bilingual programs
Expand access to valid and reliable assessment tools that are appropriate to each program model.	

Goal #7: Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners.

Narrative: Research suggests that educators who are culturally and/or linguistically diverse are uniquely positioned to serve students of color (Ingersoll & May, 2011). This is particularly relevant when considering the changing demographics in Oregon. With a primarily White, middle class, female teaching force, which mirrors much of the teaching force across the country, the challenge becomes not only recruiting and retaining a diverse teaching force, but to also better prepare current teachers and administrators in providing English Learners with the highest quality of education and services. To this end, Goal #7 of the English Learner Strategic Plan focuses on how the Oregon Department of Education, in collaboration with the Teaching Standards and Practicing Commission, can create policy and provide support to Pre-K-20 systems in the knowledge and skills educators need to address the academic, social, and emotional needs of English Learners. The five objectives below specifically address changes in policy that affect both licensed and unlicensed, pre-service educators and administrators. While much of the work to prepare educators in teacher preparation programs is moving forward, there is still major work to do in reaching current, practicing teachers and administrators in basic knowledge of English Learners and language acquisition, culturally responsive pedagogy and practice, and the increased value and importance of dual language programs support and participation. The Equity Unit is committed to highlighting best practice, collaborating with stakeholders in K-12 and post-secondary institutions, as well as providing professional development to school districts on focused, research-based strategies to close achievement and opportunity gaps for English Learners.

Objectives	Status
All new initial licensed teachers prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.	<ul style="list-style-type: none"> • Minority Teacher Retention/Pipeline Grant • Bilingual competencies – outreach to PSU’s Bilingual Pathways Program • (1a)New ELL Standards referred to public hearing. Suggested rules will be considered
All new initial licensed administrators prepared in Oregon	



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<p>acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.</p>	<p>for adoption in July 2014. Programs will submit to TSPC proposals to commission on implementation and systematic assessment of data by December 31, 2015. Assessments and data will be reviewed as part of program review reauthorization process.</p> <p>(1b) New ELL Standards referred to public hearing. Suggested rules will be considered for adoption in July 2014. Programs will submit to TSPC proposals to commission on implementation and systemic assessment of data by December 31, 2015. Assessments and data will be reviewed as part of program review reauthorization process.</p> <ul style="list-style-type: none"> • MOOC • Education Equity Unit Professional Learning Opportunities
<p>All existing teachers and administrators employed in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students.</p>	<ul style="list-style-type: none"> • ELP Standards – Page 5 <ul style="list-style-type: none"> • Mutual, shared responsibility for language development and access to content • Shift from “your students” to “our students” • Minority Education Advisory Group formed and meeting monthly. There is a subgroup of the coalition that is moving on this work specifically related to clinical practice and preparation programs. • Suggestion to identify one or two large districts to lead this work. • Culturally Responsive Pedagogy and Practices Grant awarded to 8 institutions including post-secondary and K-12.
<p>Oregon increases the number of licensed bilingual teachers available to work in schools.</p>	<ul style="list-style-type: none"> • Culturally Responsive Pedagogy Grant • Minority Teacher Retention/Pipeline Grant • Bilingual competencies – outreach to various bilingual pathways programs offered by Oregon colleges and universities • Collaboration with Visiting Teachers Program from Spanish Consulate
<p>Oregon offers TSPC approved preparation for prospective and current educators focused on Dual Language education.</p>	<ul style="list-style-type: none"> • Program standards adopted at March 5-7, 2014 commission meeting. Anticipation of several programs will seek commission approval to begin implementation

Goal #8: The Universal Preschool Program will ensure that English Learners receive a quality early learning experience



that provides a powerful foundation for their education.

Narrative: Research has revealed the most effective way to reduce the number of children who will drop-out of school is to expose them to comprehensive quality early learning experiences. Essential to a comprehensive learning experience is the need to design and implement culturally relevant pedagogy and practices. The Equity Unit has collaborated with the Oregon Learning Division, Oregon Learning Council, Early Learning HUBs, and Kindergarten Readiness teams. This cross-collaborative effort has raised the level of urgency and awareness as it relates to improving learning environments for English Learners. In addition, the Equity Unit has engaged with a variety of internal and external experts in the field of English Learning assessment development, implementation, and evaluation. The Equity Unit is committed to engaging Oregon’s Early Learning Division, Early Learning HUBS, Kindergarten Assessment Team, English Learner families, and other stakeholders to ensure the youngest English Learners receive a quality and culturally relevant early learning experience that prepares them to move forward socially, emotionally, and academically.

Objectives	Status
Ensure access to and enrollment in universal preschool services for English Learner children by actively recruiting families and being responsive to their cultural and social needs.	<ul style="list-style-type: none"> • Migrant Education Program as an exemplary model for family engagement and community outreach
Perform increased and targeted family engagement across the state, building the message that parents are Oregon’s first teachers use culturally relevant approaches.	<ul style="list-style-type: none"> • Collaboration on family engagement with ethnically and linguistically diverse families with the Oregon Early Learning Division • Advising Early Learning Hubs in planning/application process
English Learner assessments used for EL children and families to help children succeed. Data system developed through parallel track as roadmap for success.	<ul style="list-style-type: none"> • Cross office collaboration on advisory panel for the new Kinder Assessment • Expert consultant Sandra Barrueco to advise
English Learner workforce development provides teachers and service providers the tools they need to be successful in preparing Oregon’s English Learner children for Kindergarten.	<ul style="list-style-type: none"> • Migrant Education Program as an exemplary model for workforce preparation • Family engagement workshops for professionals at OACE, OABE, EL Alliance • Several districts and ESDs have requested specific PD on this topic
Integrate English Learner and bilingual services and efforts statewide between preschool and K-12, building consistency across curriculums, programs, and services.	<ul style="list-style-type: none"> • Cross office collaboration on advisory panel for the new Kinder Assessment • Expert consultant Sandra Barrueco to advise



[Education Equity Unit](#)

Assistant Superintendent	David Bautista, Ed. S
Executive Support Specialist	Victoria García
Indian Education Specialist	April Campbell
Equity & EL Education Specialist	Rudyane Rivera-Lindstrom



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Equity & EL Education Specialist	Tim Blackburn
Equity Education Specialist	Markisha Smith, Ed.D
Civil Rights Specialist	Winston Cornwall
Civil Rights Specialist	Karin Moscon
Title III/IC Support Specialist	Leslie Casebeer
EL Education Specialist	Martha Martinez, Ph.D.
Title III Education Specialist	Kim Miller
Title IC Migrant Education	Jonathan Fernow

OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee

TASK FOR PRIORITIZING RECOMMENDATIONS

As this year progresses, the work of the Subcommittee is becoming more and more focused on the important task of formulating recommendations that will then be forwarded to the full OEIB by May. These recommendations may:

- Identify and bring needed attention to best practices that should be expanded and implemented to better serve students and meet Achievement Compacts targets;
- Suggest practical and/or innovative solutions to address barriers faced by students and systems as we improve student outcomes, particularly at transition points;
- Identify needed policy development or possible legislation that lead to improve outcomes for students; and
- In limited cases, pinpoint essential strategic investments that can result in transformational change and marked improvement on Achievement Compact metrics.

STEPS

1. Review each recommendation for clarity and make suggested edits and additions.
2. Determine if the recommendation is correctly identified as an **Investment**, a **Policy**, or an **Action or Best Practice**.
3. Determine if the recommendation is correctly matched to the Achievement Compact metric. Edit as needed.
4. Complete rating on columns D and E to determine the extent to which attention to this recommendation will improve **student outcomes** and **close equity gap**.

WORK TEAMS

<i>Team 1</i>	Yvonne Curtis, Lynn Saxton and affiliated staff
Early Learning (3)	
English Language Learners (5) Educator Quality (10)	
<i>Team 2</i>	Mark Mulvihill, David Rives, Kay Toran and affiliated staff
Rural & Remote Community (4) Student Transitions 11 – 14 (12)	



Oregon HS Graduates at Community College: Developmental Education Participation & Postsecondary Outcomes

**Michelle Hodara
Education Northwest**

Best Practices & Student Transitions
March 11, 2014

Presentation Outline

- Rationale for study
- Questions, Data, & Sample
- Results
 - Developmental Education Participation
 - Predictors of Developmental Education Participation
 - Postsecondary Outcomes
- Key Findings
- Policy Implications

OR CCR Research Alliance

Goal:

Increase Oregon students'
college and career
readiness and success



Developmental Education Study Questions

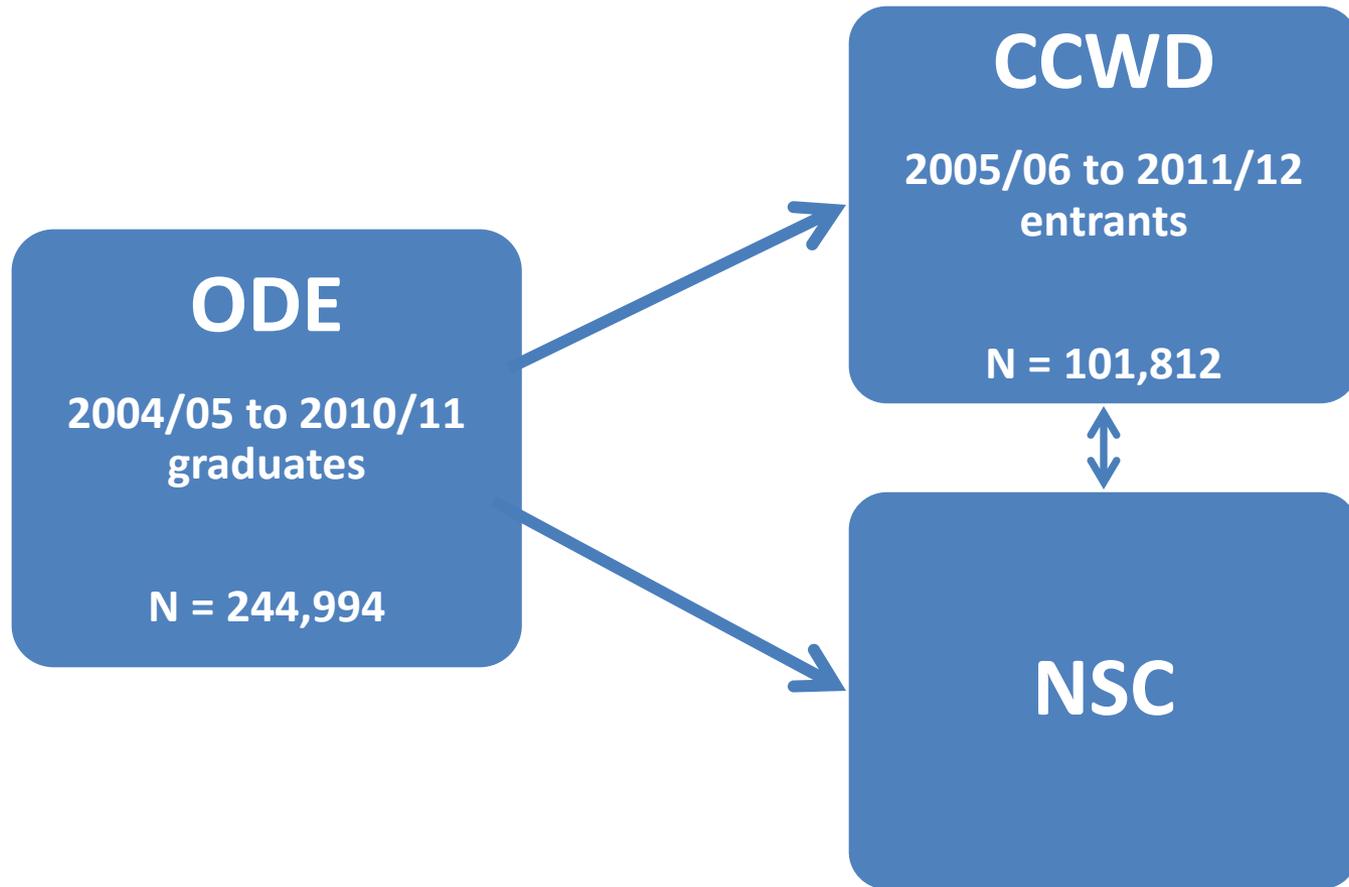
1. Participation
rates

2. Predictors of
participation

3. Progression,
persistence, &
degree
attainment



Data Sources and Sample



42% of OR public high school graduates (101,812) enrolled at an OR community college after graduation

Sample Characteristics

Demographics

- 47% male, 53% female
- Avg. age at entry = 20 years old
- 37% received free-reduced price lunch

Dual enrollment

- 45% enrolled during HS, then returned after graduation



Declared course of study

- Arts, Humanities, English (57%)
 - Leisure & Recreation (12%)
 - Business/Marketing (5%)
 - Allied Health & Nursing (4%)
 - Adult Basic Ed (3%)
 - Undecided (3%)
- *Most popular “majors” are the same, regardless of course starting level*



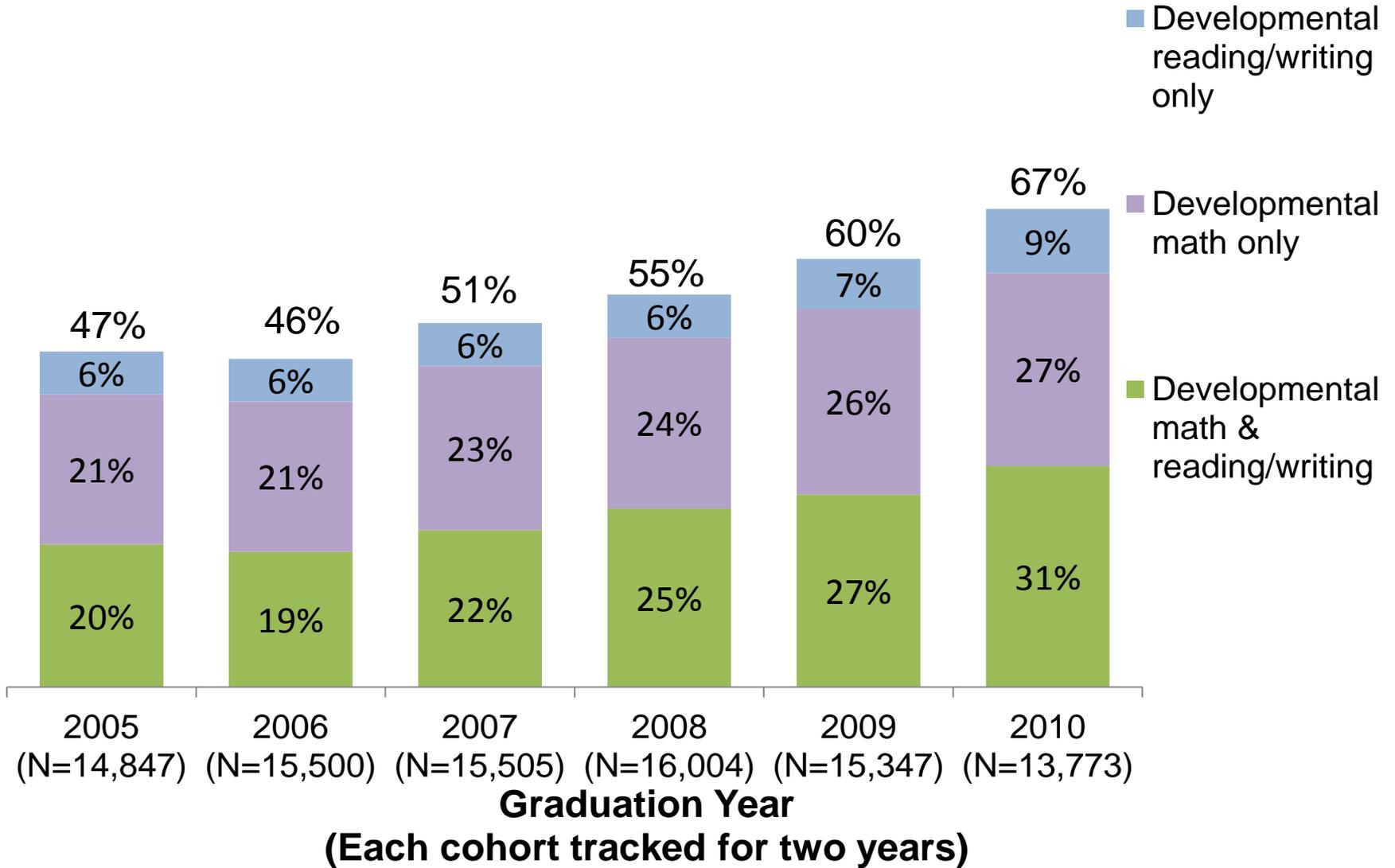
1. Among HS grads,
what are rates of
developmental
education participation
at the Oregon
community colleges?



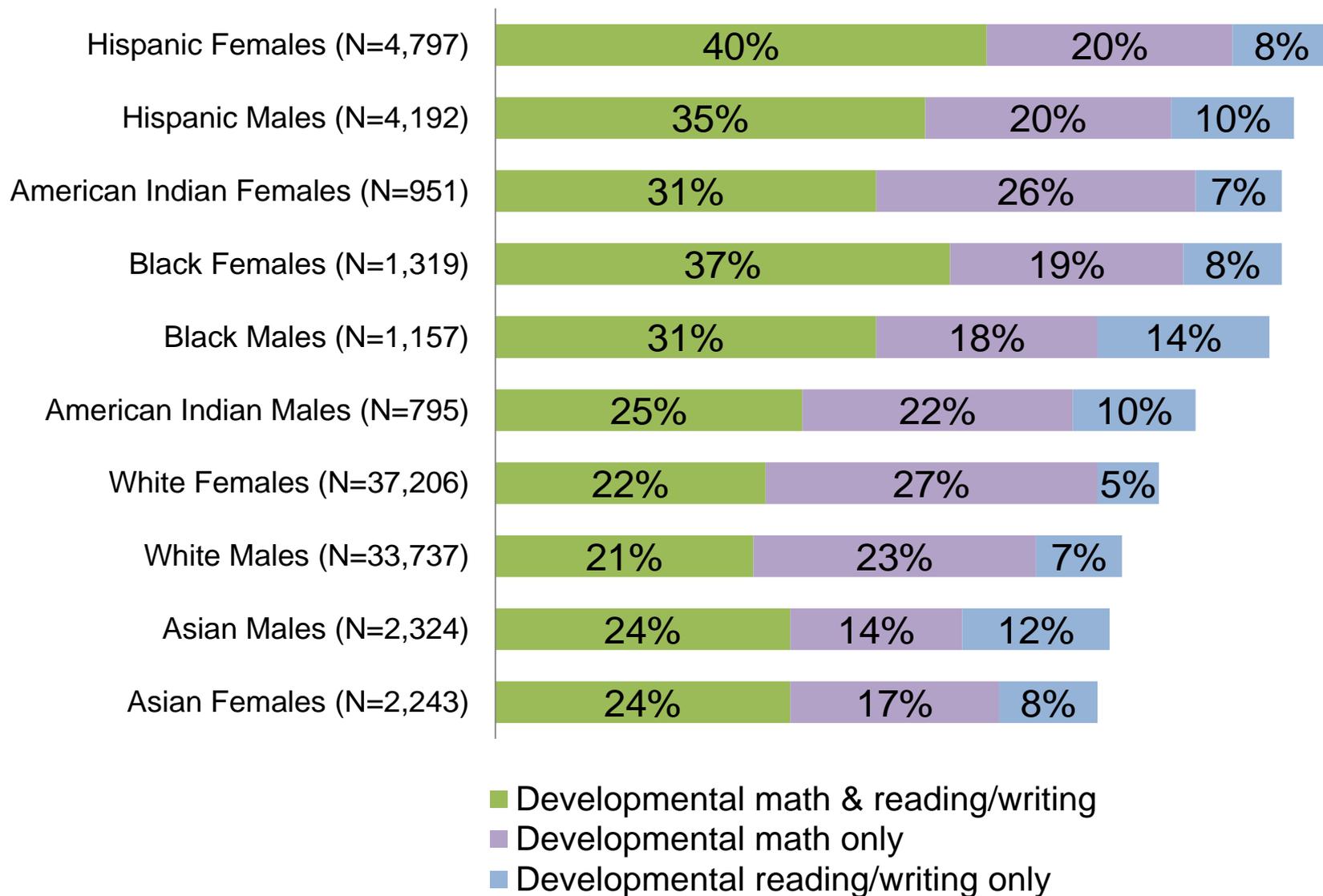
How many students took a developmental education course?

Out of 101,812 OR high school graduates who attended community college, 67,174 students (66%) enrolled in developmental education at some point in their college career.

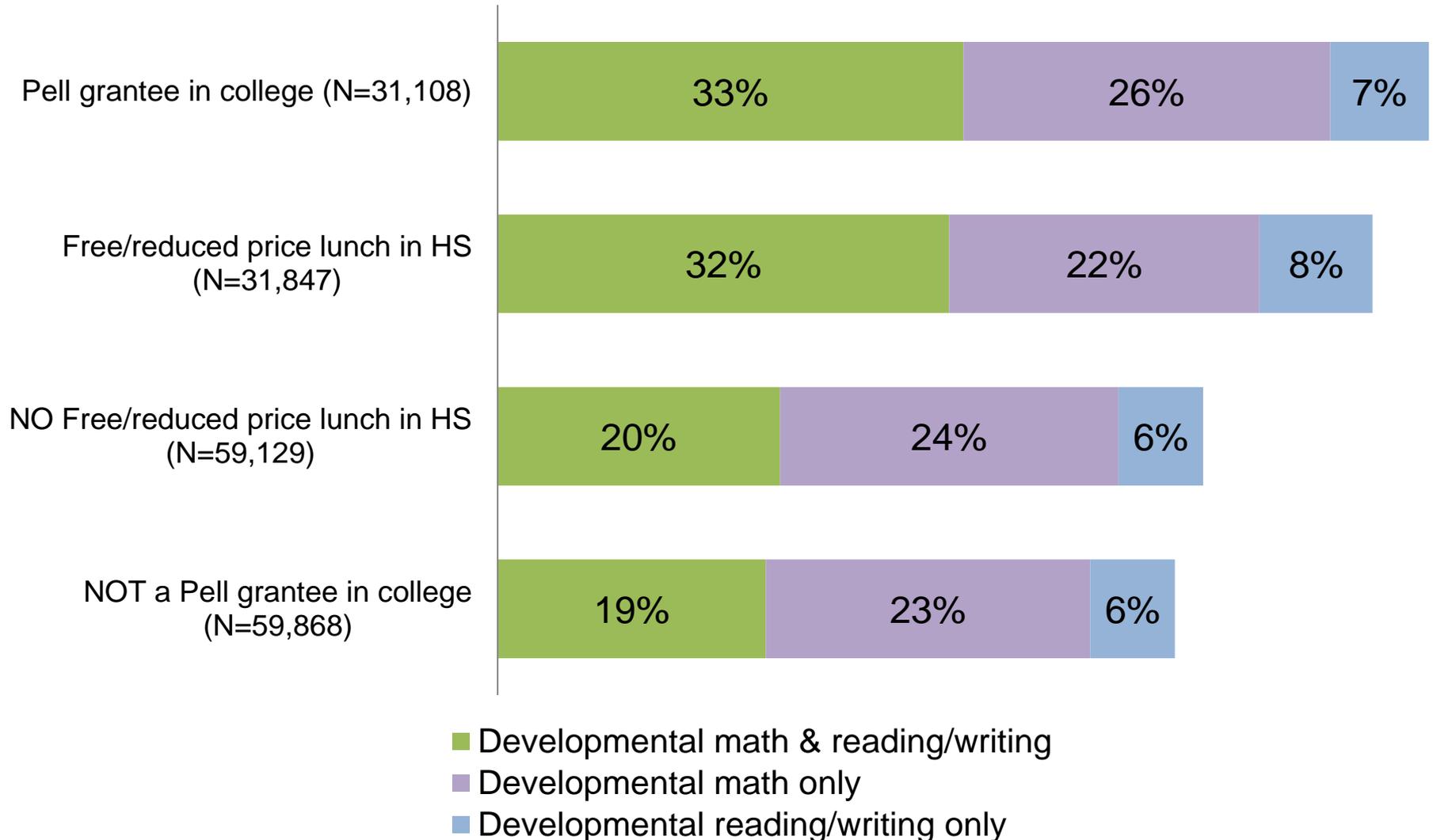
Participation in developmental education (within 2 years of HS graduation) has increased from 47% to 67% for recent high school graduates.



Within 2 yrs of HS graduation, almost 70% of Hispanic females participated in developmental education while half of Asian females did.



Within 2 yrs of HS graduation, around 2 in 3 students who received FRPL/Pell participated in developmental education compared to half of students who did not.



2. What predicts
developmental
education
participation?



Which socio-demographic indicators predict developmental education enrollment?

	Likelihood of enrolling in...	
	Developmental math	Developmental reading/writing
Females compared to males	More likely	Less likely
American Indians compared to Whites	More likely	More likely
Blacks compared to Whites	Equally likely	More likely
Latinos compared to Whites	More likely	More likely
Asians compared to Whites	Less likely	More likely
Receive FRPL/Pell, compared to do not receive FRPL/Pell	More likely	More likely

Which HS academic experiences predict developmental education enrollment?

	Likelihood of enrolling in...	
	Developmental math	Developmental reading/writing
IEP in HS	More likely	More likely
LEP status in HS	Less likely	More likely
Repeated a grade	More likely	Equally likely
Any OAKS rating, compared to Exceeds	More likely	More likely

Which academic experiences predict starting in college coursework?

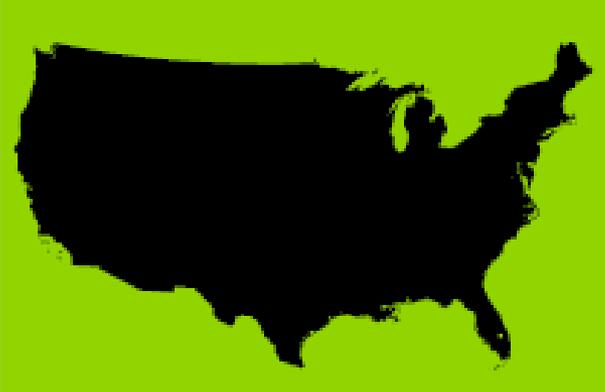
	College math	College English
School's avg OAKS reading	✓	✓*
School's avg OAKS math	✓	✓
School's avg OAKS science	✓	
Dual credit math	✓	✓
Dual credit English	✓	✓
Dual credit science	✓	
Dual credit history	✓	✓
Dual credit social science	✓	✓
Dual credit languages		✓

3. What are long-term progression, persistence, and degree attainment outcomes?

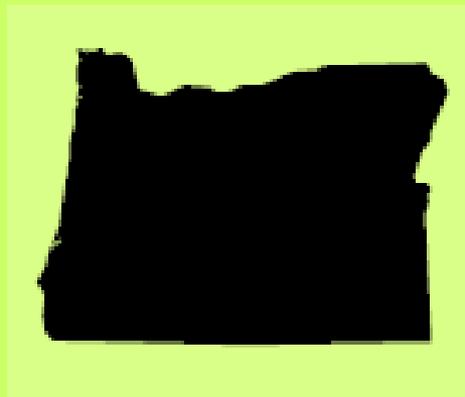


Developmental education participation in Oregon for '05-'07 entrants slightly lower than national community college avg. for '03 entrants.

68%



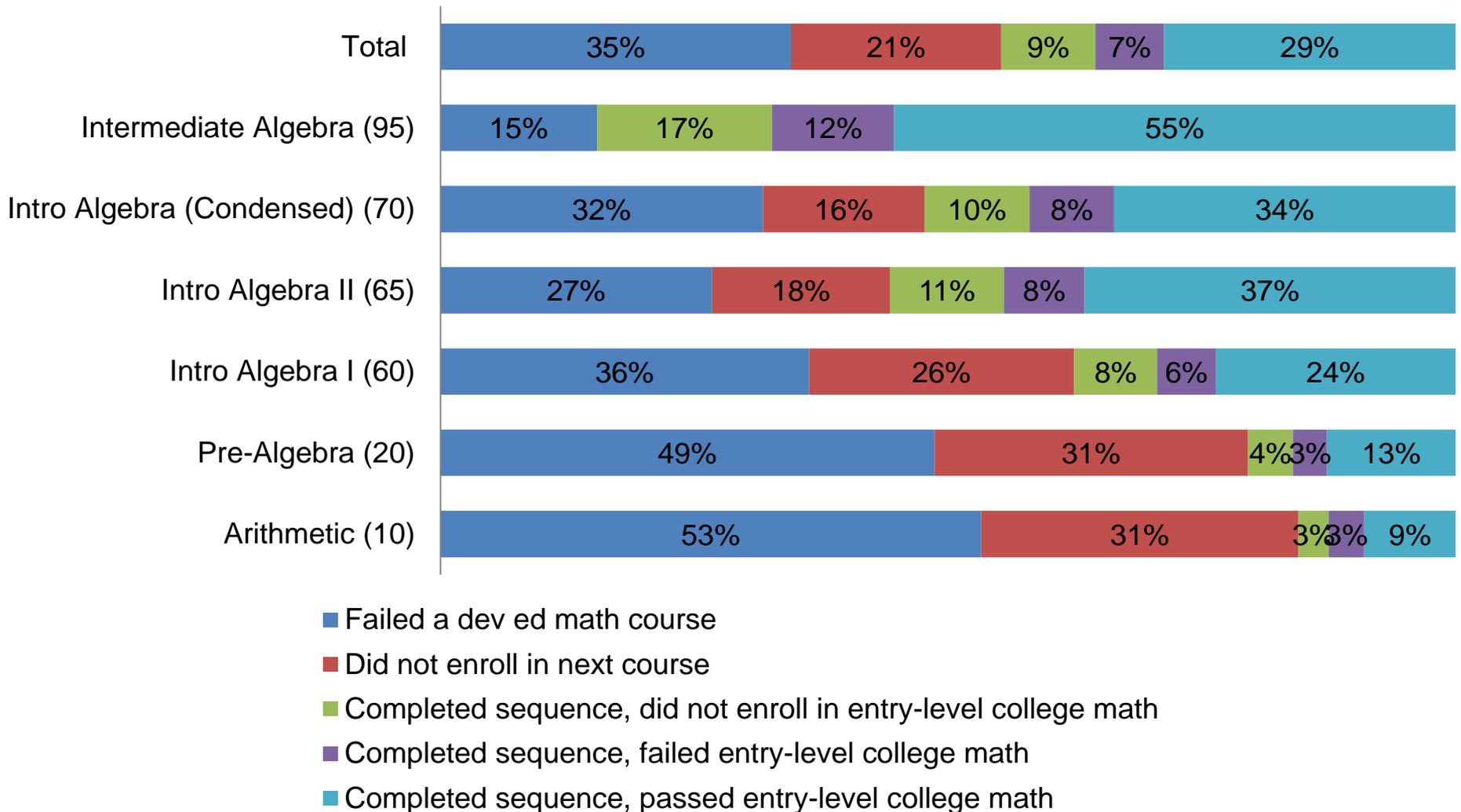
65%



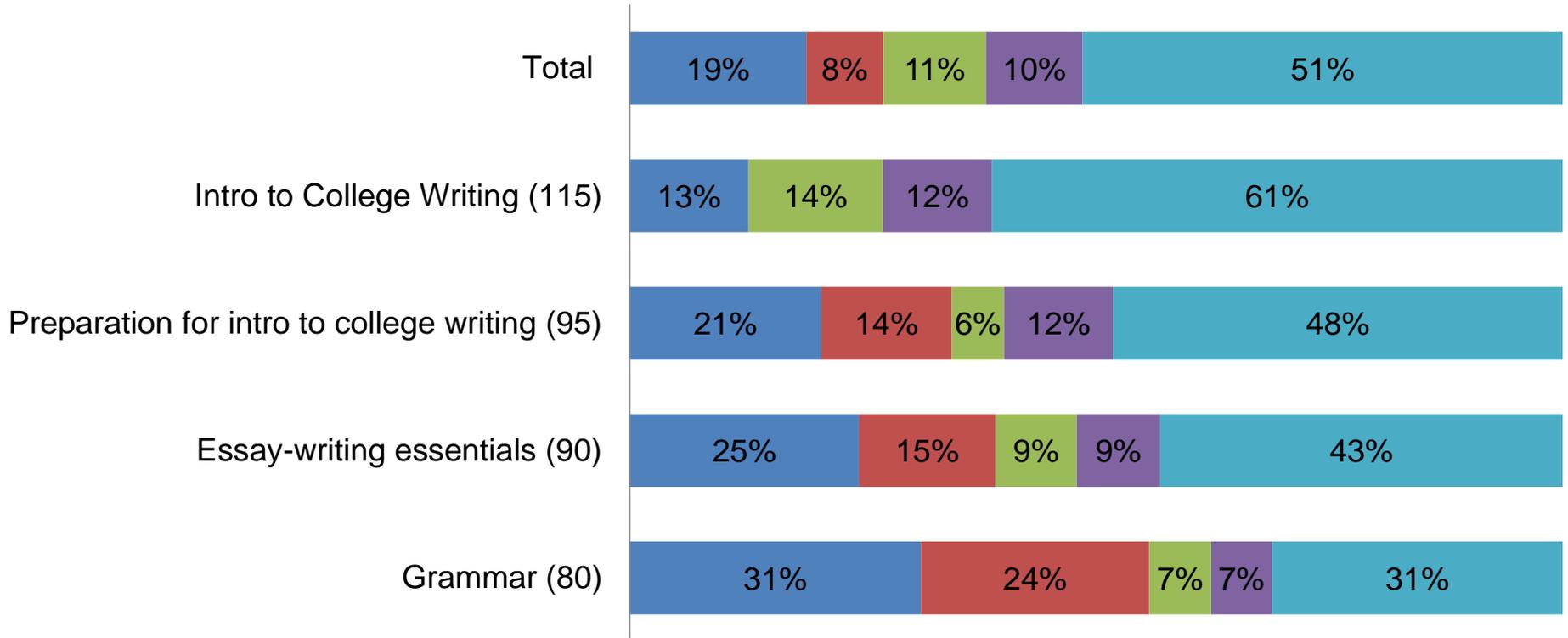
Math course starting level	Course #	Number of students who started at this level	% of students who started at this level
College math	Mth 105+	11,653	20.0%
Intermediate algebra	Mth 95	5,906	10.1%
Intro algebra (Condensed)	Mth 70	3,274	5.6%
Intro algebra II	Mth 65	3,947	6.8%
Intro algebra I	Mth 60	10,830	18.5%
Pre-algebra	Mth 20	7,114	12.2%
Arithmetic	Mth 10	1,776	3.0%
Applied/technical math	Various	670	1.2%
No Math		13,230	22.7%
Total		58,400	100%

Writing course starting level	Course #	Number of students who started at this level	% of students who started at this level
College writing	WR 121+	23,251	39.8%
Intro to college writing	WR 115	7,477	12.8%
Preparation for intro to college writing	WR 95	1,694	2.9%
Essay-writing essentials	WR 90	4,299	7.4%
Grammar	WR 80	1,544	2.6%
Below grammar	Below 80	5731	9.8%
No dev writing/dev reading only		2,618	4.5%
No writing, reading, English		11,786	20.2%
Total		58,400	100%

Less than 1 in 3 developmental math students complete a college math course.

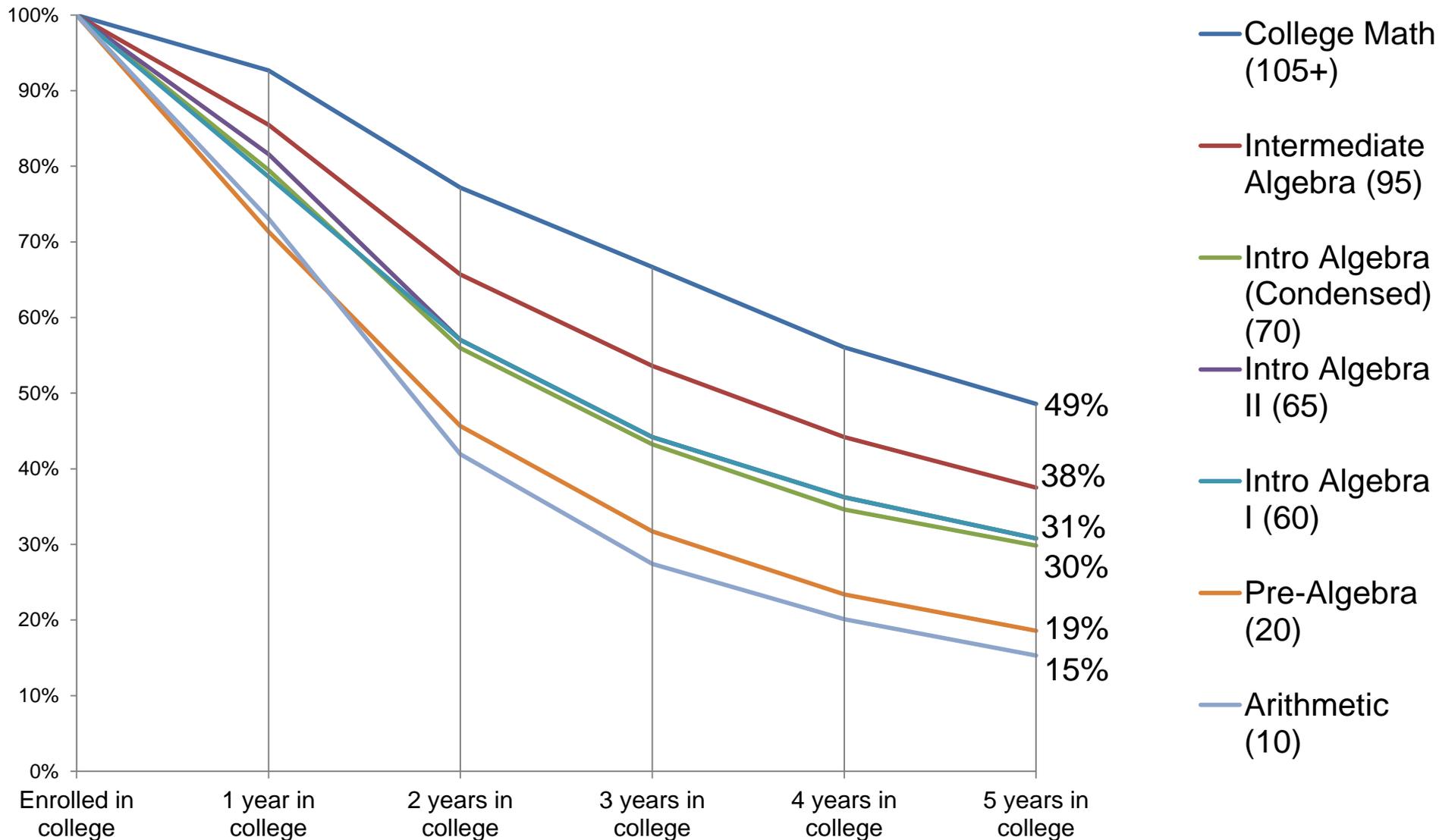


About half of developmental writing students complete a college English course.

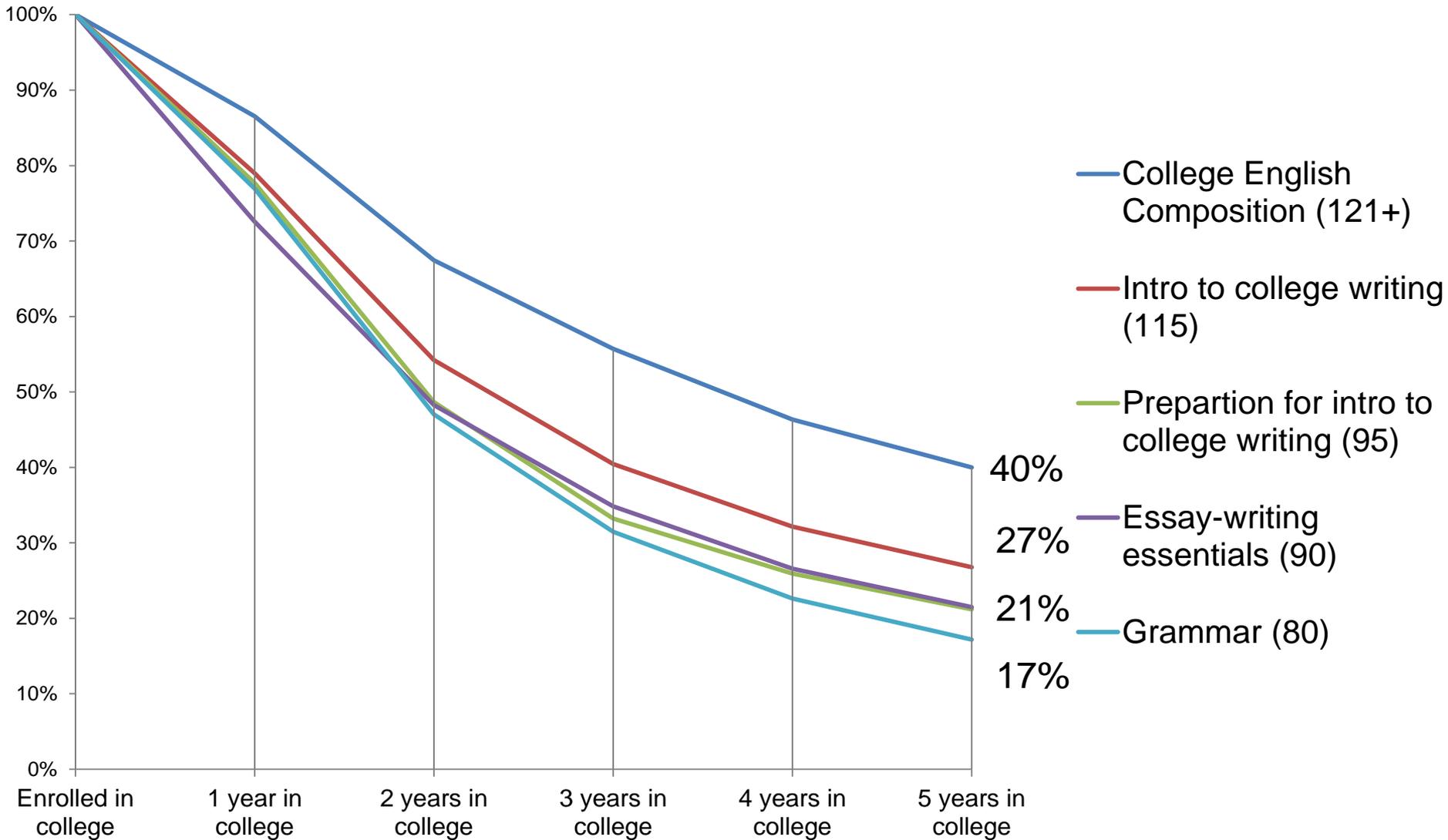


- Failed a dev ed writing course
- Did not enroll in next course
- Completed sequence, did not enroll in entry-level college English
- Completed sequence, failed entry-level college English
- Completed sequence, passed entry-level college

College persistence decreases the lower students start in math.



College persistence decreases the lower students start in English.



AA/BA attainment decreases the lower students start in math.

	Earned a certificate	Earned a 2-year degree	Transferred to a 4-year college	Earned a 4-year degree	Any cred.
College math (105+)	1.9%	20.8%	69.7%	35.6%	42.8%
Intermediate algebra (95)	2.8%	20.7%	47.2%	21.6%	31.3%
Accelerated intro algebra (70)	2.6%	17.5%	33.4%	14.6%	24.3%
Intro algebra II (65)	3.7%	17.6%	35.9%	14.6%	25.4%
Intro algebra I (60)	2.8%	14.7%	27.9%	11.0%	20.9%
Pre-algebra (20)	2.9%	8.4%	19.4%	6.7%	13.7%
Arithmetic (10)	2.6%	6.6%	14.5%	4.6%	11.1%

AA/BA attainment decreases the lower students start in English.

	Earned a certificate	Earned a 2-year degree	Transferred to a 4-year college	Earned a 4-year degree	Any cred.
College English Composition (121)	2.3%	18.2%	54.1%	25.9%	33.9%
Intro to writing (115)	3.0%	14.5%	28.9%	11.3%	21.4%
Preparation for intro to writing (95)	3.1%	11.0%	22.7%	8.2%	16.9%
Essay-writing essentials (90)	2.8%	9.8%	20.6%	7.8%	15.5%
Grammar (80)	1.9%	8.6%	15.3%	5.6%	11.7%

Key Findings

- Developmental education participation is increasing
- Socio-demographic characteristics predict developmental education participation.
- Certain dual credit coursework has a positive association with starting college in college coursework

Supporting the high school to college transition

Early assessments in HS

Transition curricula & Accelerated College Credit

Summer bridge programs

Supports through first year



Contact with questions or feedback:

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