



JOHN KITZHABER
Governor of Oregon
OEIB Chair

JULIA BRIM-
EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE JUNE
MAHER

MARK MULVIHILL

DAVID RIVES

RON SAXTON

MARY SPILDE
Chair-Designee

KAY TORAN

JOHANNA
VAANDERING

DICK WITHNELL

Chief Education Officer
NANCY GOLDEN

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

Monday, August 25, 2014

2:00PM – 4:00 PM

Portland Community College

Rock Creek Event Center, Building 9, Section A
17705 NW Springville Road, Portland OR 97229

Phone In Information: 888-204-5984

Participant Code: 992939

AGENDA

- 1.0 Welcome and Roll Call**
- 2.0 Approval of the Agenda**
- 3.0 Review of the July 8, 2014 Phone Meeting**
- 4.0 Review of Outcomes and Investments Subcommittee Presentation and OEIB Retreat**
- 5.0 Best Practices and Student Transitions Recommendations and Call Outs**
 - 5.1 Action Item Confirm recommendations for action steps or rule changes for the September OEIB Board meeting
- 6.0 Public Testimony**

*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 spokesman will have three (3) minutes.*
- 7.0 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.

Ver.1 8/18/2014

**OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee**

**Tuesday, July 8, 2014
9:00 -- 10:00 AM**

Meeting Notes

1.0 Welcome and Roll Call

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

2.0 Approval of the Minutes from May 13, 2014

Kay Toran made a motion to approve the May notes, David Rives seconded the motion and the notes were approved.

3.0 Approval of Minutes from June 9, 2014

Lynne Saxton made a motion to approve the June notes, Kay Toran seconded the motion and the notes were approved.

4.0 Best Practices and Student Transitions Recommendations

4.1 Action Item Identify and approve top 2-3 Strategic Investments to forward to July 24th Outcomes & Investments

Chair Curtis reviewed three questions to guide the discussion on the top 2-3 Strategic Investments that would be forwarded to OEIB Outcomes and Investment:

- Which investments make the most impact on key outcomes on the Achievement Compacts and underserved populations?
- Which Strategic Investments are most transformational?
- Which Strategic Investments have the potential for the most return on investment?

Lynne Saxton noted that it is difficult to prioritize without timelines and dollars.

The Committee had five Strategic Investment recommendations to review and priorities. The Chair tabulated support by member with three recommendations garnering the most support:

1A. Oregon Department of Education (ODE) should contract with a provider to develop appropriate Spanish benchmarking and progress monitoring tools for students who are receiving literacy instruction in Spanish in both transitional bilingual programs and Dual Language programs.

2D. OEIB should advocate for continued funding in 2015-17 to recruit and retain more culturally and linguistically diverse teachers via a strategic investment with specific attention to the workforce needs of “frontier” and rural districts

3A. Oregon state legislators should support congressional revisions to E Rates that further support its use for broadband connectivity to support more access statewide for schools.

Kim Williams made a motion to recommend 1A and 2D as the top recommendations, Kay Toran seconded the motion and a vote was taken.

Support for the motion: Mark Mulvihill, David Rives, Kay Toran, Yvonne Curtis

Abstained: Lynne Saxton

4.2 Meeting Action Item Confirm recommendations for action steps or rule changes for the August 12th OEIB Board Retreat

Members provided feedback on how to present the final report to the OEIB that included:

- Add best practice for lower student to teacher ratio for FD kindergarten
- Focus on EL students
- Use more inclusive language in the best practices
- Insure that minority populations are defined where there are known disparities
- Include a preamble
- Try to include numbers on students served when possible
- Don't use a spreadsheet to share the recommendations with the OEIB Board.

5.0 Public Testimony

None

6.0 Adjournment

It was determined that a face-to-face meeting would be scheduled for August to refine the rest of the recommendations and call outs. Meeting was adjourned.

Rev:

3.0

4/4/14 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
<ul style="list-style-type: none">• 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

Policy Recommendations and Best Practices

OEIB Best Practices and Student
Transitions Subcommittee

September 2014

2013-14 Scope of Action

- K-12 Student Transitions
- Student Transitions 11-14
- Educator Quality
- Transforming Learning Through Digital Conversion

Types of Recommendations

- Strategic Investments (SI)—one-time transformational investments (top 2 priorities forwarded to Outcomes and Investments)
- Policy Changes(PC)—rules or policies to influence needed change
- Best Practices (BP)—best practices in progress worthy of note and continued focus
- Tasks (T)—suggested action for future consideration

K-12 Student Transitions

- For Oregon Department of Education (ODE) -- Contract with a provider to develop appropriate Spanish benchmarking and progress monitoring tools for students for Spanish Dual language programs and transitional bilingual programs order to enable schools to participate in the RTI process (Strategic Investment)

A blue starburst graphic with a white outline, containing the number #1.

#1

K-12 Student Transitions

- For ODE Education Equity Unit-- Identify practices in districts (conditions, instruction, and programs) resulting in EL students making sufficient progress in language proficiency by 8th grade and thus, exiting the EL program before high school. Fund additional replication sites in districts that have the lowest graduation rates and high populations of EL learners. (Strategic Investment)

K-12 Student Transitions

- For Oregon Department of Education--Help insure that all students in Oregon access to FD Kindergarten in 2015 and that schools leverage school calendar for needed PD for Kindergarten teachers and address funding needs for personnel and resources (Best Practice)

K-12 Student Transitions

- For Oregon Department of Education--
Provide a Spanish summative reading
assessment for grades 3, 4, 5 that aligns with
SBAC (Best Practice)

K-12 Student Transitions

- For Oregon Department of Education—
Continue development of a bi-literacy seal on the HS diploma that views students' second language as an asset. (Best Practice)

K-12 Student Transitions

- For Oregon Department of Education– Direct the Educational Equity Unit to analyze available data on ELLs reaching language proficiency, identify practices that result in more EL students exiting, share these practices with districts, and provide leadership/technical assistance to districts to support expansion and replication in other districts where students are not exiting in a timeframe supported by research. (Task)

Student Transitions 11-14

- For OEIB--Consider how participation and completion rates in remedial education as well as persistence rates for students enrolled in postsecondary education can be incorporated into future metrics monitored by college and university Achievement Compacts (Policy Change)

Student Transitions 11-14

- CCWD's implementation of the Developmental Education Work Group's recommendations (Best Practices)

Student Transitions 11-14

- To Oregon Department of Education--
Establish a statewide taskforce to revamp and maximize use of the required Individual Profile and Career Plan in grades 7 – 12 to support students progress towards College and Career readiness and ensure that all students in Oregon high schools have access to tools such as Career Information System (CIS) and Naviance to support postsecondary planning.
(Task)

Student Transitions 11-14

- To HECC and State Board of Education--
Encourage future use of SBAC results in lieu of placement tests for students articulating directly to postsecondary education and address policy issues (Task)

Student Transitions 11-14

- To Oregon Department of Education--
Develop a statewide plan for fully maximizing the senior year that includes access to writing and math classes that support college readiness and a course that emphasizes college going skills known to be critical for success, particularly for first generation college students.(Task)

Student Transitions 11-14

- To HECC: Direct the Student Success and Institutional Collaboration Subcommittee to examine research on the impact of “summer drift” on student articulation to postsecondary education and share recommended best practices with the Best Practices Student Transitions Subcommittee (Task)

Student Transitions 11-14

- To HECC: Direct the Financial Aid Work Group to identify solutions to the barriers faced by students, who due to lack of citizenship are not eligible for PELL grants or work study opportunities (Task)

Student Transitions 11-14

- To HECC: Direct the Students Success and Institutional Collaboration Subcommittee to address barriers for districts who fall short of eligibility for Bridge program funding but who still need to provide supports for students to ensure their successful transition to postsecondary education (Task)

Educator Quality

- Support educator preparation programs to fully implement Goal 7 of the English Learners (EL) State Strategic plan to include EL basic knowledge strategies into the curriculum for all future educators (Strategic Investment)

Educator Quality

- Continue funding for the Minority Educator Pipeline and Recruitment strategic investment with a designated amount for rural recruitment and retention projects (Strategic Investment)

Educator Quality

- To Teacher Standards and Practices Commission—Identify best practices in clinical experiences (e.g. co-teaching, partner sites, selecting, preparing and compensating cooperating teachers) and embed these in program approval standards (Policy Change)

Educator Quality

- To Teacher Standards and Practices Commission—Revise annual report requirements for educator preparation programs to include annual documentation of common institutional profiles of programs easily accessible to potential students/future teachers (Policy Change)

Educator Quality

- To Teacher Standards and Practices Commission—Align evaluation tools used in educator preparation programs with the state framework for educator effectiveness (Best Practice)

Educator Quality

- To Teacher Standards and Practices Commission—Align evaluation tools used in educator preparation programs with the state framework for educator effectiveness (Best Practice)

Digital Conversion

- To Legislators—Explore the use of future kicker dollars to help fund digital devices for students' use based on a distribution mechanism established by ODE that considers readiness and need (Best Practice)

Digital Conversion

- To Legislators—Support congressional revisions to E Rates that further support its use for broadband connectivity to support more access statewide for schools (Best Practice)

Digital Conversion

- To Oregon Department of Education—Add additional dedicated staff (up to 2.0 FTE) to specifically develop and implement a strategic plan that address barriers identified in the Power UP Report developed by COSA (Best Practice)

Digital Conversion

- To Oregon Department of Education—
Prioritize and provide high quality digital curriculum and digital assessments in lieu of the previous textbook adoption cycle. (Best Practice)