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, November 18, 2014
10:00 AM – 12:00 PM
Portland State University
Smith Memorial Union, Room 298
1825 SW Broadway, Portland, OR 97201

Call In Information:
Dial (888) 204 5984
Code 992939

AGENDA

1.0 Welcome and Roll Call

2.0 Approval of the Agenda

3.0 Approval of the October 14, 2014 Meeting Notes

4.0 Best Practices and Student Transitions Subcommittee Tracking Sheet

5.0 Follow up on SBAC Alignment Questions from last meeting

6.0 Chronic Absenteeism
Serena Stoudamire Wesley, Early Transitions, Equity and Community Director, OEIB
Isabel Barbour, Policy Specialist, Oregon Health Authority
Robin Shobe, Education Specialist, Oregon Dept. of Education

7.0 Digital Conversion Update from ODE and COSA
Chuck Bennett, Director of Governmental Relations, Coalition of Oregon School Administrators
Jim Carlisle, Assistant Superintendant for Instruction and Standards, Oregon Dept. of Education

8.0 English Learners Research Discussion on Most Appropriate Interventions Prior to 9th Grade
David Bautista, Office of Learning, Oregon Dept. of Education

Martha Martinez, Office of Learning, Dept. of Education

9.0 Role of BPST to Disseminate Research and Best Practices
Hilda Rosselli, College and Career Readiness Director, OEIB
Peter Tromba, Research and Policy Director, OEIB

10.0 Next Meeting
December 9th 10:00 to 12:00 PM

11.0 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.

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, October 14, 2014

Meeting Notes

1.0 Welcome and Roll Call

Members present: Yvonne Curtis, Mark Mulvihill, David Rives, Lynne Saxton, Kay Toran

2.0 Approval of the Agenda

Mark made a motion to approve the agenda. Lynne seconded. Agenda was approved.

3.0 Review of September 9, 2014 Meeting Notes

David made a motion to approve the notes. Mark seconded. Notes were approved.

4.0 Final Copy and Details on Recommendations and Presentation to OEIB

Chair Curtis reviewed the final list of recommendations for the full OEIB board and noted addition of new footnote and item on broadband access. She noted that this year the committee's great focus would be on matters related to Grades 11-14 transitions.

5.0 Accelerated Learning Committee Legislative Report

Hilda Rosselli summarized the ALC Legislative Report and provided a one-page fact sheet. She noted that language is being drafted for a legislative bill (LC 274) and that the Outcomes and Investments Subcommittee included aspects of the report in their recommendations for the Governor's budget.

Mark noted that this would be an investment that directly supports a student outcome that already has evidence of success and that will improve outcomes for first generation in college students.

David noted that this will help students perform better in high school. He noted that the paper is still vague on implementation details in some parts, e.g. who would be in charge, instructor qualifications, etc.

Nancy noted that one of OEIB's responsibilities related to student transitions is to coordinate with HECC and ODE aspects of legislation passed. Collaboration is at the core of this approach.

Kay asked about comparability of the courses—and Hilda noted that they should still fall under the same guidelines established by the Dual Credit Oversight Committee.

Lynne noted that potential for coursework that can be offered online, inquired about the costs and the impact of research on taking one more course.

These questions were addressed in the literature review and the fiscal model.

Chair Curtis asked for a motion to endorse the report and take it to the full OEIB. Mark made a motion and Kay seconded. The votes were unanimous in support of endorsing the report and sharing with the full OEIB at a future meeting.

6.0 Core to College Draft Recommendations-SBAC Alignment

Lisa Mentz presented a draft of a document recommending ways in which the Smarter Balanced assessment could be used for placement into college credit bearing courses for a more seamless transition between K-12 and postsecondary institutions. With support from a grant, Oregon is one of 10 states working on this. Students who meet the college and career readiness standards in 11th grade on the Smarter Balanced assessment should be able to retain their exemption from placement testing for one year after high school graduation provided they take additional math and English courses in twelfth grade.

She noted that as she has shared the draft document with groups like the Math Education Council, the Dual Credit Oversight Committee, the CCR Cross Sector group, the Council of Instructional Administrators, the Council of Student Admissions Directors, and the HECC Student Success Subcommittee, there has been support for the concept with questions mostly focused around implementation details including transcripts, subscore, and timelines. A subgroup is being formed to help guide direction on the policy questions outlined on the last page. Implementation would begin for students in 2015-16.

During discussion, several requests were made for follow up information at the next meeting including:

1. Provide more information on current placement tests in use and scores
2. Specifics on how other states are handling their policies
3. Indication of support from community college presidents and University provosts
4. More detail on validation process underway for SBAC
5. Development of a one page summary sheet
6. Status of other state policies on 12th grade retake of SBAC or PARC

Mark noted that this could be a way to consolidate the number of tests that students are required to take.

Nancy noted that this is another example of removal of barriers. Yvonne noted that that we might be able to use the funds that typically would support the placement test work in more effective ways.

Lisa will bring back answers to these questions by the next meeting.

7.0 Update on Network Portal and Strategic Investments Data Collection

Johnna Times provided an update on the fourteen projects funded by the Network for Quality Teaching and Learning and a timeline for the launch of the Oregon Educator Network. She was joined by Peter Tromba as they described the types of data that are being collected and shared a sample template for how data will be presented from each funded project. Mark Mulvihill asked if there was a way to report the number of educators impacted by the investments and how much saturation per region. Johnna will follow up to see how that might best be provided.

Yvonne suggested that the Oregon Educators Network could be used to link to other work underway, to communicate to educators what is being accomplished, to share resources across partnerships, and to link to the Digital Strategic Plan to provide professional development resources. She would like to see a one pager for each initiatives prepared and share. Mark noted that this would help message progress being made from the $75 M invested this biennium—sort of a score for the strategic investments with notes on Emerging, On Track, and Accelerated Implementation.

8.0 Role of BPST to Disseminate Research and Best Practices

Hilda shared that she, Peter Tromba, and Lynne Saxton had a phone discussion that helped advise ways in which the OEIB and ODE research units can best highlight best practices that we know work right now so that they can be exported to others. Lynne shared an example from early learning called VROOM and Peter referenced earlier related work conducted by the Quality Education Commission. Hilda and Peter will work on a draft document to bring back to the subcommittee for review.

Peter shared that the ODE and OEIB research teams are collaborating on a format that would be presented. He noted examples such as measuring effect of stORytime campaign, key impacts of the RACs, STEM hubs, etc.

Mark believes this work will help identify best leverage points, and return on investments. Would be helpful to school board members and to OEIB board members to see where the best investments are.

6.0 Public Testimony

Jim Anderson
Dr. Dapo Sobomehin

7.0 Adjournment
Meeting was adjourned at 12 noon.

Next meeting:
November 18, 2014
10:00am - 12:00pm
Location Portland

Ver 2.0
11/3/14

BEST PRACTICES AND STUDENT TRANSITIONS SCOPE OF WORK 2014-15

CHARGES: The Best Practices and Student is charged to recommend a research and policy agenda that supports student success, with particular focus on transition points such as entry into Kindergarten, K-12 transitions, and high school to post-secondary and career.

	K-12 Student Transitions	Student Transitions 11 - 14	Educator Quality	Digital Conversion	OEIB Policy/Program Updates
Charages	• Make recommendations regarding communication, best practices and evaluation of Kindergarten Readiness and EL Strategic Plan	• 11-14 policy agenda-recommendations that help remove barriers and support outcomes-based funding models • Improved alignment of standards, assessments and credentials across 11-14	• Identify and address issues and barriers that impact recruitment, preparation and retention of a quality educator workforce	• Development of a statewide strategic plan that leverages technology to create and grow engaging learning environments	• HB 3233/3232 and sharing of best practices • SB 755 Minority Teacher Rpt. • SB 222 Accelerated Learning • Best Practices Briefings
	• Ready for Kindergarten • Third Grade Reading proficiency & for English Learners •6th and 9tth Grade Not Chronically Absent * 9th grade on track	• 4 year high school grad rates • 5 year high school completion rates • Compleition of 3+ college level courses • Dual enrollment	• Increase in non-white, Hispanic or Non-Native English Educators • Educator satisfaction with professional support (TELL survey)	• Third grade reading proficiency • 6th and 9th grade not chronically absent * 4 year high school grad rates • 5 year high school completion rates	
MEETING DATES					
9/9/2014	Finalize Recommendations to OEIB and Review Scope of Action for 2014-15 (Updates for these are marked throughout the calendar in **BOLD.**)				Work with Rob and Ben's staff to move each recommendation forward. Schedule updates throughout the year (see items in bold)
10/14/14		• Review Accelerated Learning Committee legislative report and proposed legislation • **Review and provide feedback on Core to College Alignment Proposal (D1)**	•Discuss role of BPST related to Disseminating Research and Best Practices • Review of Network Portal and Data Collection process for HB 3233		
11/18/14	• **Update on English Learners transition research (1A1)** • Discussion of Chronic Absenteeism	• **Follow up and recommendations on SBAC Alignment with Placement Test Policies (2D1)**		• **Update from ODE on Digital Conversion staffing and strategic plan (4B1)**	• Review/approve draft format for Best Practices and Research Briefing
12/9/14	*** Review and approve recommendations or next steps English Learners transition (1A1)**	• **Appproval of CCR Action Agenda (2B1)** •Creating a College Going Culture/Educational and Career Planning for Students -Best Practices and next recommendations	• **TSPC update English Learners standards & Prof Dev for all candidates and next recommendations (3A2)**		• Best Practices Briefings

MEETING DATES	K-12 Student Transitions	Student Transitions 11 - 14	Educator Quality	Digital Conversion	OEIB Program/Policy Updates
1/13/2015	• Follow up on Chronic Absenteeism next recommendations -	**• Update HECC Subcommittee Student Success & Interinstitutional Collaboration (C1, C2, C3)** •Developmental Education Workgroup Recommendations •Defining Proficiency and Personalized Learning (ILN Plan) *** 5th year proposed recommendations (2B1)**			• Best Practices Briefings
2/10/2015		**• Update on Eastern Promise and recommendations (2B1)** • Updates on 11-14 Strategic Investments and next recommendations	* Review Network Advisory Recommendations and Oregon Educators Network • State baseline TELL survey results and use by districts/schools		• Best Practices Briefings
3/10/2015	**• Early Learning Transitions and next recommendations (B1)**	* Review draft 11-14 BPST recommendations	**• Update on Educator Quaity Strategic Investments related to Cultrually Responsive Pedagogy and Pracitces and next recommendations (3A1-4)**		• Best Practices Briefings
4/14/2015	• Review of Closing the Achievement Gap Strategic Investment results and next recommendations	**Update from HECC (2A1, 2C1-3, 2D1) and refinement of next recommendations**			• Best Practices Briefings
5/12/2015	• Review of K-12 Strategic Investments	Review of 11-14 Strategic Investment Reports	*** Recommendations related to Educator Preparation Standards (3A1-4)**		* Review 2015 Min Teacher Report • Best Practices Briefings
6/9/9/15	* Early Learning transitions approve recommendaitons *** Update on EL Strategic Plan, Bi-literacy Seal and Spanish K,1,2 formative assessment (1C1, 1C2) and final recommendations**	* Update on CCR 11-14 Action Agenda and approval of final recommendations	• Review of Educator Quality Strategic Investment Reports • Approval of final recommendations related to Educator Quality	* Update on Power Up strategic Plan and approval of next recommendations	• Best Practices Briefings
7/14/2015	Propose 2015-16 Scope of Action	Propose 2015-16 Scope of Action	Propose 2015-16 Scope of Action	Propose 2015-16 Scope of Action	Propose 2015-16 Scope of Action

NOTE: BPST is planning to host a session at the COSA Seaside Summer Institute on June 18/19 focusing on recommended practices.

Best Practices and Student Transitions Subcommittee

Tracking Sheet

What transition issue or barrier are we working to fix?	How does this align with Subcommittee Charge? How is this work linked to one or more OEIB outcomes?	Point Person	Progress to date	Next Steps	Research or Best Practices Dissemination Recommendations to OEIB
			Action: Date:	What: Who:; Next time on agenda:	Focus of BPST Resource Date of approved document:

Use of Smarter Balanced for Placement in Oregon

Summary provided by Lisa Mentz, Director of Oregon Core to College Project

Oregon adopted the common core state standards in 2010. There has been a gradual implementation of these standards since then, with full implementation of the standards by the 2014-2015 year. In spring of 2014, Oregon participated in a large-scale field test of the common core aligned Smarter Balanced assessment, which will be replacing the current OAKS assessment in 2015. The 11th grade assessment is designed to identify a student's college and career readiness related to their knowledge of the common core state standards.

As a result of a year-long series of meetings involving numerous stakeholders, there is a proposed approach for Oregon postsecondary institutions to use the eleventh grade Smarter Balanced scores to exempt students from developmental education. By adopting the recommendations in this document, the following would happen:

1. High school students will have the opportunity to use their passing scores on the 11th grade Smarter Balanced assessment to take college level courses in their senior year. If they do so, then they will be exempt from placement testing upon entering postsecondary institutions in Oregon. This is aligned with other initiatives in the state, including expansion of accelerated options and an increased awareness that improvements must be made to existing twelfth grade schedules.

2. Students who are not college and career ready will receive additional supports in their senior year to become college and career ready. These supports might include existing courses such as senior year work sample preparation courses, new transition courses, dual credit courses such as Math 95, or the use of modularized learning to improve areas in which the student is not college ready. Currently, roughly 68% of students entering Oregon community colleges between 2005 and 2012 required some type of developmental education course in math and English (Hodara, forthcoming paper. Currently under review). Providing earlier support and helping students continue forward with appropriate coursework in their senior year are solutions believed to help reduce Oregon students' need for postsecondary remediation.

The following recommendations were developed using the ALD's (Achievement Level Descriptors) outlined by the Smarter Balanced Consortium. The ALD's were developed via input from a wide range of educators, including Oregon community college and four-year faculty and K-12 educators. A brief description is provided below.

ALD descriptions:

- Level 4: Student demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content- readiness.
- Level 3: Student demonstrates adequate understanding of and ability to apply the knowledge and skills associated with college content- readiness.
- Level 2: Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content-readiness.
- Level 1: Student demonstrates minimal understanding of ability to apply the knowledge and skills associated with college content-readiness.

NOTE: The agreements apply only to college readiness and placement considerations for high school students with Smarter Balanced 11th grade assessment scores admitted to and enrolling in the academic year immediately following high school graduation.

Recommendations for each level:

	Twelfth Grade options based on this level	Postsecondary Placement options based level and twelfth grade course-taking	Additional Comments
For students scoring at level 4 on the 11th grade assessment…	Based on college path, a student is advised to take prerequisite Math or English courses for college programs or for advanced college math credit in twelfth grade.	Students should enroll in courses either at a transfer level or program-specific college level class. *Item to discuss-do we need to add something for levels 3 and 4 that they need to enroll in English and Math during first year, like WA?	Note that some students may be looking at a degree that may only have a Math 95 or other requirement.
For students scoring at a level 3 on the 11th grade assessment	A student is advised to take college level Math or English in 12th grade. Students taking college level courses in high school may be required to earn at least a B in that course in order to go directly into the next course in postsecondary without taking a placement exam.	Students may enroll in either a transfer level or program-specific college level course based on meeting additional grade 12 expectations.	
For students scoring at a level 2 on the 11th grade assessment…	Students need to be given the opportunity to become college-ready through the use of English and/or Math transitional courses or modules that address claims that the student struggled with on Students may be reassessed at the end of twelfth grade using a variety of alternative assessments including: • Portfolios • Work-samples • Locally developed assessments • SAT/ACT • Twelfth grade statewide retest as available.	Students need to take a transitional course to develop skills. If a student does not reach the equivalent of a Smarter Balanced level 3 after taking a transition course, he or she will need to follow the institution's requirements for placement exams. If a student does meet college and career readiness standards by the end of 12th grade, he or she then follows the recommendations for level 3 scores.	Many schools have some sort of supplemental/support courses but we will need to see what courses are available and promote/expand (http://www.sreb.org/page/1508/sreb_readiness_courses.html)
For student scoring at a 1 on the 11th grade assessment…	Students will need extensive supports in 12th grade to raise their skills in English and Math, not limited to transitional courses and other tutoring/support. Students may need a fifth year or summer bridge program.	If a student does not reach the equivalent of a Smarter Balanced level 3 after taking a transition course, he or she will need to follow the institution's requirements for placement exams.	

A sampling of how several states are using Smarter Balanced and PARCC assessments for placement.

State	Current Policy on Use of Smarter Balanced Assessment for Placement	Assessment
California	The board of regents has expressed support for the standards by integrating them into their a-g requirements for admission. They already have an early college readiness indicator that they tack on to their state test if students want to take it. No information if Smarter Balance will eventually replace this. http://blogs.edweek.org/edweek/curriculum/2014/09/california_higher_education_sy.html?cmp=ENL-II-MOSTPOP	Smarter Balanced (Formerly PARCC)
Colorado	Colorado has incorporated SB into their placement policy (Page I-E-2) http://highered.colorado.gov/Publications/Policies/Current/i-parte.pdf	Smarter Balanced
Hawaii	Hawaii is currently beginning work on their placement policy. Hawaii is expecting that they system will system-wide and/or institution-level use of Smarter Balanced scores by January 2016.	Smarter Balanced
Maryland	Draft recommendation document can be found here: http://www.marylandpublicschools.org/NR/rdonlyres/BFEA29B2-D63D-4C52-8D8D-C43C5D20BAA3/35945/TabB3AssessmentRequirementsforHighSchool.pd	PARCC
Massachusetts		PARCC
Ohio	(from the OHIO PARCC site) The PARCC assessment measures real world skills that colleges value, like critical thinking and problem solving. That's why all of Ohio's public two- and four-year colleges and universities have committed to participate in PARCC. They helped develop the assessments to ensure that it measures college readiness. Ohio's college and universities will use those assessments as one of the indicators of a student's readiness for entry-level, credit-bearing college courses – and because these institutions educate every freshman entering public colleges and universities in Ohio, we're ensuring that our students succeed.	PARCC
Tennessee	Both governing boards signed a Memorandum of Understanding (MOU)	PARCC

	in 2009 stating that they will accept the 11th grade English III and Algebra II PARCC assessments to determine admission to entry-level, credit-bearing courses starting in 2014-2015. Additionally, we invited representatives from each governing board to attend the PARCC Postsecondary Convening in New Orleans July 2013. At this convening, we worked together to create a timeline for implementation of the use of the PARCC assessment for placement into entry-level, credit-bearing courses. This was a critical conversation because we began to set in place concrete, technical steps that will be required as we move forward and reengaged the high level stakeholders required to ensure success.	*Note-in May 2014- Tennessee Gov. Bill Haslam, Commissioner of Education Kevin Huffman and Fielding Rolston, the chair of the Tennessee State Board of Education, wrote a letter to PARCC CEO Laura Stover in May saying that they were withdrawing from PARCC due to a new law, HB 1549, that passed and was signed by Governor Haslam. This leaves PARCC with just 14 member states and the District of Columbia. The law requires Tennessee to use TCAP, the state's current assessment, in 2014-2015 and the Tennessee Department of Education issue new RFPs for a new test for the 2015-2016 school year. PARCC can still participate in the competitive bidding process.
Washington	Both public 4-year and community/technical colleges have agreed to use SB as exemption from developmental courses. Read more here: http://blogs.edweek.org/edweek/curriculum/2014/10/Washington_higher_ed_will_use_SBAC_scores_for_placement.html?cmp=ENL-EU-NEWS2	Smarter Balanced

A full list of participating PARCC post-secondary institutions who have agreed to use PARCC scores can be found here: http://www.parcconline.org/sites/parcc/files/PARCCParticipating_Postsecondary_Institutions.pdf

From Smarter Balanced: In 2014-15, after the Field Test is complete and preliminary performance standards have been set, colleges and universities in Smarter Balanced Governing States will be asked to agree to abide by this policy beginning with students who enter college in fall 2016. To help colleges and universities make this decision, Smarter Balanced will provide information on how scores on the grade 11 assessment compare to scores on commonly used admission and placement examinations and conduct a series of studies of predictive and consequential validity.

Smarter Balanced will be assembling their list of participating schools after the November 6 vote on cut level scores.

*Note that Oregon is a governing state,

Blue = reading; Pink = writing; Tan = mathematics

OREGON COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES
PLACEMENT TEST SCORING SUMMARY
December 2012

College	IPEDS Unit ID	Placement test required for:	Placement policies mandatory or voluntary?	Placement test	Score below which students are referred to a developmental course	Did institution use any criteria other than ACT/SAT placement tests?
Blue Mountain	208275	All reading, writing and math classes	Mandatory for students enrolling in reading classes	COMPASS: Reading	88	No other criteria used.
			Mandatory for students enrolling in writing classes	COMPASS: Writing	88	No other criteria used.
			Mandatory for students enrolling in math classes	COMPASS: College Algebra	33	No other criteria used.
Central Oregon Community College	208318	Reading, Writing, Math Required for all credit students.	Mandatory for students taking credit-bearing classes	ACCUPLACER: Reading	81	No other criteria used.
			Mandatory for students taking credit-bearing classes	ACCUPLACER: Writing	95	No other criteria used.
			Mandatory for students taking credit-bearing classes	ACCUPLACER: College Math	36	No other criteria used.
Chemeketa CC	208390	2-year Assoc of Science degree students Writing, Reading, and Math Recommended for students going into PT programs	Mandatory for students taking credit-bearing classes	ASSET: Reading COMPASS: Reading	40 80	No other criteria used.
			Mandatory for students taking credit-bearing classes	ASSET: Writing COMPASS: Writing	44 78	No other criteria used.

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			Mandatory for students taking credit-bearing classes	COMPASS: Algebra ASSET: College Algebra	71 32	No other criteria used.
Clackamas CC	208406	Writing and Math	Mandatory for students taking credit-bearing classes	ASSET: Reading COMPASS: Reading	42 81	No other criteria used.
			Mandatory for students taking credit-bearing classes	ASSET: Writing COMPASS: Writing	45 79	No other criteria used.
			Mandatory for students taking credit-bearing classes	COMPASS: Algebra ASSET: College Algebra COMPASS: College Algebra ASSET: Intermediate Algebra	83 37 41 46	No other criteria used.
Clatsop	208415	Math and Writing Nursing program requires reading	Mandatory for students taking credit-bearing classes	ASSET: Reading	47	No other criteria used.
			Mandatory for students taking credit-bearing classes	ASSET: Writing	45	No other criteria used.

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		placement test	Mandatory for students taking credit-bearing classes	ASSET: College Algebra ASSET: Intermediate Algebra	34 48	No other criteria used.
Columbia Gorge	420556	Writing and Math (New students taking 6 or more credits)	Mandatory for new students taking 6+ credits.	ASSET: Reading	42	No other criteria used.
			Mandatory for new students taking 6+ credits.	ASSET: Writing	45	No other criteria used.
			Mandatory for new students taking 6+ credits.	ASSET: College Algebra ASSET: Intermediate Algebra	37 46	No other criteria used.
Klamath Falls	428392	Reading, Writing, Math New students with a current or recent college transcript	Mandatory for students taking credit-bearing classes	COMPASS: Reading (Computer Version)	Combined Reading/Writing score: 85	No other criteria used.
			Mandatory for students taking credit-bearing classes	COMPASS: Writing (Computer Version)	Combined Reading/Writing score: 85	No other criteria used.
			Mandatory for students taking credit-bearing classes	COMPASS: College Algebra (Computer Version)	31	No other criteria used.
Lane	209038	Reading, Writing and Math And as a pre-req for Business English, Computing/Information Technology and College Level Placement for	Reading test mandatory for all new students.	ACCUPLACER: Reading Descriptive Tests of Language Skills: Reading	88 35	No other criteria used.
			Mandatory for students who want to enroll in a writing class but do	ACCUPLACER: Writing	96	No other criteria used.

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		Math	not have the prerequisite.			
			Mandatory for students who want to enroll in a math class but do not have the prerequisite.	Math: Department-developed	Test developed by LCC Math Department. Computer or paper and pencil. There are six parts in the test with seven questions in each section. Placement depends on how many correct answers student gets in each section.	Other (Department developed test)
Linn-Benton	209074	Reading, Writing, and Math If taking a reading, writing, or math class, unless student has a transcript showing successful completion of those courses.	Mandatory for students taking a reading class.	ACCUPLACER : Reading	84	No other criteria used.
			Mandatory for students taking a writing class.	ACCUPLACER: Writing	95	No other criteria used.
			Mandatory for students taking a math class.	ACCUPLACER: Algebra ACCUPLACER: College Math	77 36	No other criteria used.
Mt. Hood CC	209250	Reading, Writing, Math Anyone taking 6 or more credits or college level	Mandatory for new students taking 6+ credits or writing, reading, math, or chemistry courses.	ACCUPLACER: Reading	60	No other criteria used.
			Mandatory for new students taking 6+ credits or writing, reading, math, or chemistry	ACCUPLACER: Writing	94	No other criteria used.

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		reading, writing, math, or chemistry courses	courses.			
			Mandatory for new students taking 6+ credits or writing, reading, math, or chemistry courses.	ACCUPLACER: College Level Math	43	No other criteria used.
Oregon Coast CC	423652	Reading, Writing, Math Students taking reading, writing, or math and/or taking over 6 credits and/or seeking financial aid	Mandatory for students taking credit-bearing classes	ASSET: Reading	42	No other criteria used.
			Mandatory for students taking credit-bearing classes	ASSET: Writing	46	No other criteria used.
			Mandatory for students taking credit-bearing classes	ASSET: College Algebra ASSET: Intermediate Algebra	37 51	No other criteria used.
Portland Community College	209746	All reading, writing and math classes and any course with a prerequisite	Mandatory for writing classes/any course with a prerequisite.	ASSET: Writing COMPASS: Writing ACCUPLACER: Writing ACT: English SAT: Verbal	45 79 95 24 461	No other criteria used.
			Mandatory for reading classes/any course with a prerequisite.	ASSET: Reading COMPASS: Reading ACCUPLACER: Reading	43 82 84	No other criteria used.

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			Mandatory for math classes/any course with a prerequisite.	ASSET: Interm. Alg. ASSET: College Alg. COMPASS: College Algebra Accuplacer: College Algebra ACT: Math SAT: Math	46 37 41 36 25+: also need WR 121 placement 550+: also need WR 121 placement	No other criteria used.
Rogue CC	209940	Reading, Writing, Math All new students unless they have a degree or certificate, or get a placement test waiver	Mandatory for students taking credit-bearing classes	ASSET: Reading COMPASS: Reading	42 82	No other criteria used.
			Mandatory for students taking credit-bearing classes	ASSET: Writing COMPASS: Writing	50 90	No other criteria used.

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			Mandatory for students taking credit-bearing classes	ASSET: College Algebra COMPASS: College Algebra ASSET: Intermediate Algebra	25 16 25	No other criteria used.
Southwestern	210155	Reading, Writing, Math New students not transferring from another college	Mandatory for all new non-transfer students.	ASSET: Reading COMPASS: Reading ACT: Reading SAT: Reading	43 85 18 860	No other criteria used.
			Mandatory for all new non-transfer students.	ASSET: Writing COMPASS: Writing ACT: Writing SAT: Writing	44 78 18 900	No other criteria used.
			Mandatory for all new non-transfer students.	COMPASS: Algebra ASSET: College Algebra COMPASS: College Algebra ASSET: Intermediate Algebra	65 33 36 36	No other criteria used.
Tillamook Bay	420723	Reading, Writing,	Mandatory for students taking	ASSET: Reading	43	No other

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		Math All new degree-seeking students.	credit-bearing classes	COMPASS: Reading	82	criteria used.
			Mandatory for students taking credit-bearing classes	ASSET: Writing COMPASS: Writing ACT: English SAT: Verbal	45 79 24 461	No other criteria used.
			Mandatory for students taking credit-bearing classes	ASSET: College Algebra COMPASS: College Algebra ASSET: Intermediate Algebra ACT: Math SAT: Math	37 41 (also need placement into college-level writing) 46 25 (also need placement into college-level writing) 550 (also need placement into college-level writing)	No other criteria used.
Treasure Valley	210234	Reading, Writing, Math Students who haven't had equivalent courses	Mandatory for students taking credit-bearing classes	COMPASS: Reading	81	No other criteria used.
			Mandatory for students taking credit-bearing classes	COMPASS: Writing	75	No other criteria used.
			Mandatory for students taking credit-bearing classes	COMPASS: College Algebra	40	No other criteria used.

Blue = reading; Pink = writing; Tan = mathematics

Umpqua CC	210270	Reading, Writing, Math All newly admitted student and/or returning/transfer students who have not completed equivalent courses with a letter grade of "C" or higher	Mandatory for students taking credit-bearing classes	ASSET: Reading COMPASS: Reading	47 91	No other criteria used.
			Mandatory for students taking credit-bearing classes	ASSET: Writing COMPASS: Writing	46 – AND – Reading score of 85+ or RD 115 placement – OR – RD 90 completion with grade "C" or better 78 – AND – Reading score of 85+ or RD 115 placement – OR – RD 90 completion with grade "C" or better	No other criteria used.
			Mandatory for students taking credit-bearing classes	COMPASS: College Algebra SAT Score Placement ACT Score Placement	34 550 25	No other criteria used.
Eastern Oregon University	208646	Placement test in writing required for students with SAT-English scores lower than 500 or ACT-Writing scores less than 21. Placement test in	Mandatory for students below a certain SAT-English/ACT-Writing score (see prev column)	ACCUPLACER: Writing	86	No other criteria used.
			Mandatory for students below a certain SAT/ACT-Math score (see prev column)	ACCUPLACER: College Algebra SAT: Math	40 550	No other criteria used.

Blue = reading; Pink = writing; Tan = mathematics

		mathematics required for students with SAT-Math scores lower than 549 or ACT-Math scores lower than 24		ACT: Math	24	
Oregon Institute of Technology	209506	All students take placement exams unless: 1. (Math) Transcript shows C or better in Calculus 2. (Writing) Transfer transcript shows a C or better in introductory college writing 3. (Writing) Students meet the ACT/SAT cutoff score 4. (Writing) AP Language & Comp or AP Comp and Lit score of 4	Required for all students with the exception (see #5) in previous column	ACCUPLACER: Reading	82	No other criteria used.
			Required for all students with the exceptions (see #2, 3, 4) in previous column	ACCUPLACER: Writing SAT/ACT	80 Cutoff not reported	No other criteria used.
			Required for all students with the exception (see #1) in previous column	ACCUPLACER: College Algebra SAT/ACT	57 Cutoff not reported	No other criteria used.

Blue = reading; Pink = writing; Tan = mathematics

		or better 5. (Reading) Transfer students with 36+ college credits				
Oregon State University	209542	All new and transfer students with no college level coursework in mathematics are required to take the mathematics placement exam. Writing placement exam is not required.	Voluntary	ACCUPLACER: Writing	Not required; recommended as diagnostic.	No other criteria used.
			Mandatory for students enrolling in Math for Elementary Teachers or Business Calculus.	Math: Department-developed	Uses a department developed placement test.	Other (Department developed test)
Portland State University	209807	All students who taking a mathematics or statistics class must either meet the prerequisite for the class or take the mathematics placement exam. Writing placement exam is not required.	Voluntary	Writing: Department-developed	Uses a department developed placement test.	Other (Department developed test)
			Mandatory for all students who want to take a mathematics or statistics class and have not met the prerequisite.	Math: ALEKS	35%	No other criteria used.

Blue = reading; Pink = writing; Tan = mathematics

Southern Oregon University	210146	All students with no college level coursework in mathematics or whose SAT/ACT scores are more than 2 years old must take the mathematics placement exam. Also accepts test scores (< 2 years old) from other institutions. Writing placement exam is not required.	N/A	Writing:	No test	No other criteria used.
			Mandatory for students who want to enroll in college credit bearing mathematics classes with no prior college level mathematics coursework or SAT/ACT scores older than 2 years.	ACCUPLACER: College Algebra SAT: Math ACT: Math	30 500 20	No other criteria used.
University of Oregon	209551	Placement test in mathematics required for all students who want to take a mathematics course with no college level mathematics course with a grade of C- or better or students with SAT-math scores below 550 or ACT-Math scores below 25. Writing placement	N/A	Writing:	No test	No other criteria used.
			Voluntary (that is, although the placement exam is required, students are not prevented from registering for college-credit bearing mathematics courses)	SAT: Math ACT: Math Math Exam: Department developed	550 25 Uses a department developed placement test.	Other (Department developed test)

Blue = reading; Pink = writing; Tan = mathematics

		exam is not required.				
Western Oregon University	210429	SAT and ACT scores used to make placement recommendations. Students may take a placement exam to place higher than what the SAT/ACT score recommends.	Voluntary	SAT: Writing or Critical Reading ACT: Writing	450 17	No other criteria used.
			Voluntary	SAT: Math ACT: Math COMPASS	550 25 See cut scores document	No other criteria used.

Agreement on the use of the Smarter Balanced 11th grade career and college readiness assessment for placement in Washington community & technical colleges

1. As part of the Washington implementation of the new Common Core State Standards for college- and career-readiness, the agreement described on the following page has been endorsed by all 34 colleges in the Washington community and technical college system.

2. Washington public baccalaureate institutions have endorsed a similar but separate agreement. Washington independent colleges and universities have also been invited to participate in the baccalaureate agreement.

3. The agreements offer high school students the opportunity to use their scores on the 11th grade Smarter Balanced assessment to establish their readiness for college-level coursework when entering higher education institutions in Washington.

4. The agreements represent the commitment of Washington's higher education institutions to improve student college readiness by supporting the implementation of the Common Core State Standards in the state. Over time the goal is to increase the number of students enrolling directly into college courses without remediation by

   a) offering students an early opportunity to know whether they are ready for college-level academic work;
   b) providing an incentive for achieving the Common Core standards as reflected in the Smarter Balanced assessment; and
   c) creating alternatives for students, if necessary, to use their senior year more effectively in getting ready for college-level work.

5. The agreements will be in effect for the high school graduating classes of 2016 through 2018. It will be reconsidered formally in winter 2018 based on student performance data.

6. The agreements apply **only** to college readiness and placement considerations for high school students with Smarter Balanced 11th grade assessment scores admitted to and enrolling in the academic year immediately following high school graduation.

7. The role the transition courses play in placement for students who score below college-ready on the 11th grade assessment is contingent on higher education faculty approval of the course material addressing college readiness. This endorsement is expected by summer 2015.

Please contact Bill Moore (360-704-4346, bmoore@sbctc.edu) if you have any questions.

Agreement on the use of the Smarter Balanced 11th grade career and college readiness assessment for placement in Washington community and technical colleges

SBAC 11th grade assessment Score Level:	Mathematics Placement Options Available Based on Score	English Placement Options Available Based on Score
4	**Any entry college-level** math course through pre-calculus I	An **entry college-level** English course (including but not limited to English Composition or its equivalent)
3	➢ **An entry college-level** terminal math course not on the calculus pathway ➢ **An entry-level calculus** pathway math course, contingent on a B or better in a calculus pathway class in the senior year of high school	An **entry college-level** English course (including but not limited to English Composition or its equivalent)
2	**An entry college-level** terminal math course not on the calculus pathway, contingent on a B or better in the statewide math college readiness/transition course[1] or through local institutional processes (transcript, high school GPA, additional testing, etc.)	An **entry college-level** English course (including but not limited to English Composition or its equivalent), contingent on a B or better in a statewide English senior year college readiness/transition course[2] or through local institutional processes (transcript, high school GPA, additional testing, etc.)
1	Additional placement information, determined by local institutional processes (transcript, high school GPA, additional testing, etc.), needed for all entry-level courses	Additional placement information, determined by local institutional processes (transcript, high school GPA, additional testing, etc.), needed for all entry-level courses

NOTES:

1. For all levels in math, placement into more advanced courses than designated in the agreement will depend on additional local institutional placement processes (transcript, high school GPA, additional testing, etc.).
2. **For math**, colleges may require additional placement information for initial entry into college-level math courses beginning in the winter term of the entry year following high school graduation.
3. For English, colleges may require additional placement information for initial entry into college-level courses beginning in the summer term following the first academic year after high school graduation.
4. For both math and English individual colleges may also extend the time period for honoring the scores for placement.
5. The transition courses will need to be approved by higher education institutions before placement can be guaranteed.

[1] College readiness/transition course for students heading toward college math not on the calculus pathway currently being designed collaboratively by higher education faculty and high school teachers (to be offered at pilot site districts in 2014-15, available at scale in 2015-16)

[2] Year 12 English college readiness/transition course currently being designed collaboratively by higher education faculty and high school teachers (to be offered at pilot site districts in 2014-15, available at scale in 2015-16)

WASHINGTON STATE
Council of Presidents
REPRESENTING WASHINGTON'S PUBLIC BACCALAUREATE INSTITUTIONS

SMARTER BALANCED ASSESSMENT AGREEMENT

MATHEMATICS

In recognition of the achievements of high school students who have demonstrated their readiness for college-level course work, the undersigned universities agree to exempt from remedial coursework in mathematics, without further placement testing, students who:

1. Earn a Level 3 or 4 on the 11th grade Smarter Balanced Assessment in Mathematics, and
2. Complete the minimum admissions requirement of a quantitative course in the 12th grade, and
3. Enroll in a college-level course that fulfills a quantitative requirement (also known as QSR) as specified by each university, excluding pre-calculus and calculus level college courses, during the first year following high school graduation.

Students who achieve Level 3 or Level 4 may enroll in more advanced mathematics courses through university placement testing.

ENGLISH

Similarly, the undersigned universities agree to exempt from remedial coursework in English composition, without further placement testing, students who:

1. Earn a Level 3 or Level 4 on the 11th grade Smarter Balanced Assessment in English Language Arts,
2. Complete the fourth-year of the minimum admission requirement in English, and
3. Enroll in a college-level English composition course during the first year following high school graduation.

At each university, students achieving at Level 3 or 4 will be eligible to enroll directly in an English 101, or equivalent, course that meets a general education English/writing requirement.

This agreement will apply to the high school graduating classes of 2016 through 2018. It will be reviewed and renewed or revised formally in winter 2018 based on relevant data gathered on the Smarter Balanced assessment, including a) correlations with SAT/ACT scores, b) grade 12 student performance, and c) student performance on placement tests into and success in more advanced courses, especially pre-calculus, calculus, and other math courses.

Marilyn Levine, Provost Date Central Washington University	Rex Fuller, Provost Date Eastern Washington University
Michael Zimmerman, Provost Date The Evergreen State College*	Ana Marie Cauce, Provost Date University of Washington
Daniel Bernardo, Provost Date Washington State University	Brent Carbajal, Provost Date Western Washington University

**The Evergreen State College does not require placement testing or remedial classes for admitted students.*

Best Practices for English Learners (ELs): Ensuring ELs are On Track by 9th Grade

Background Information for Presentation by ODE's Education Equity Unit

A Brief Note about EL Program Models and Research

It is important to recognize that EL programs are not labeled and implemented consistently. For the purposes of this brief, EL program models are briefly defined as:

- English only: Programs that DO NOT PROVIDE native language instruction to ELs.
- Transitional Bilingual: Programs that offer LIMITED native language instruction in the early elementary years (usually K-2) to ELs.
- Development Bilingual: Programs that offer SUBSTANTIAL native language instruction at least through elementary school to ELs.
- Two-way Immersion: Programs that offer SUBSTANTIAL bilingual instruction at least through elementary school to ELs and native English speakers.

What Does the Research Say?

- Initial literacy/academic preparedness is highly predictive of long-term school outcomes.
- Learning to read in an EL's home language promotes reading achievement in English.
- Students' linguistic and literacy skills tend to transfer from one language to another. However, not all skills transfer easily and the process and reasons for cross-linguistic transfer are not well understood.
- Typically, short term results (by 2nd grade) tend to reflect more favorable reading and math scores on tests given in English for programs that provide limited or no bilingual instruction.
- By late elementary or middle school, students in two-way immersion (TWI) programs achieve at levels comparable to or higher than their peers in English only programs. This result has been replicated in TWI programs that:
    - Use Spanish, Chinese, Korean or French as the partner language.
    - Are located in different geographic areas of the US.
    - Enroll students of diverse socioeconomic, racial/ethnic, and linguistic backgrounds.
- For long-term bilingual programs (developmental and two-way immersion), the separation of the languages of instruction is important and teachers of the partner language must be highly literate in that language.
- Programs that provide English only instruction can provide positive academic outcomes for ELs, and programs that provide bilingual instruction can provide negative academic outcomes for ELs. Program quality is more important than language of instruction.
- Regardless of program type and language of instruction, teacher expertise is critical and the needed expertise is multi-dimensional (e.g., content knowledge, effective pedagogy for diverse learners and for diverse purposes, cultural competence, academic English language development (ELD) for ELs of various backgrounds, and human development.)

What is ODE Doing?

- Supporting the expansion and improvement of two-way immersion programs with grant funds and with coaching and research assistance from national TWI experts.
- Providing high quality professional development (PD) that builds on the new English Language Proficiency Standards, which emphasize academic ELD. Consistent with research on effective PD, this is being done in professional learning teams as a series of trainings over an extended time.
- Securing a Spanish assessment to assess the Spanish literacy outcomes of 3rd graders in two-way immersion programs.
- Working to revise teacher licensing requirements to ensure that we are able to hire the highly qualified bilingual teachers we need in Oregon.
- Providing equity training and developing expertise in the state on culturally responsive pedagogy.
- Developing a research foundation to rigorously and more accurately examine EL outcomes in the near future with improved data systems, TA to the field on EL Program Models and Best Practices, and partnerships with expert researchers from higher education and education non-profits.

Chronic Absenteeism: Next Steps in Oregon

The Basics

- Chronic absenteeism is generally defined as a student missing 10% or more of school in a school year for any reason.
- Chronic absenteeism is a strong indicator of future dropout.
- As a population, high school non-completers live shorter, sicker lives than high school graduates.

The Causes of Chronic Absenteeism

Barriers

- Lack of access to health care, Lack of use of care
- Poor transportation
- No safe path to school, Bullying
- Chronic illness

Aversion

- Child struggling academically
- Lack of engaging instruction
- Poor school climate and ineffective school discipline
- Parents had negative school experience

Myths

- Absences are only a problem if they are unexcused
- Sporadic versus consecutive absences are not a problem
- Attendance only matters in the older grades

From: Balfanz & Byrnes, 2012 As cited by: Henderson, Hill, and Norton, 2014

Partnership Opportunities

- All Hands Raised
- Children's Institute
- Oregon Department of Education (ODE) and Public Health Division (PHD) Partnership
- Oregon Tribes
- Southern Oregon Educational Service District
- Upstream Public Health

A look at Oregon Data

Solutions to this issue…

- . . . will be found at the state and local level

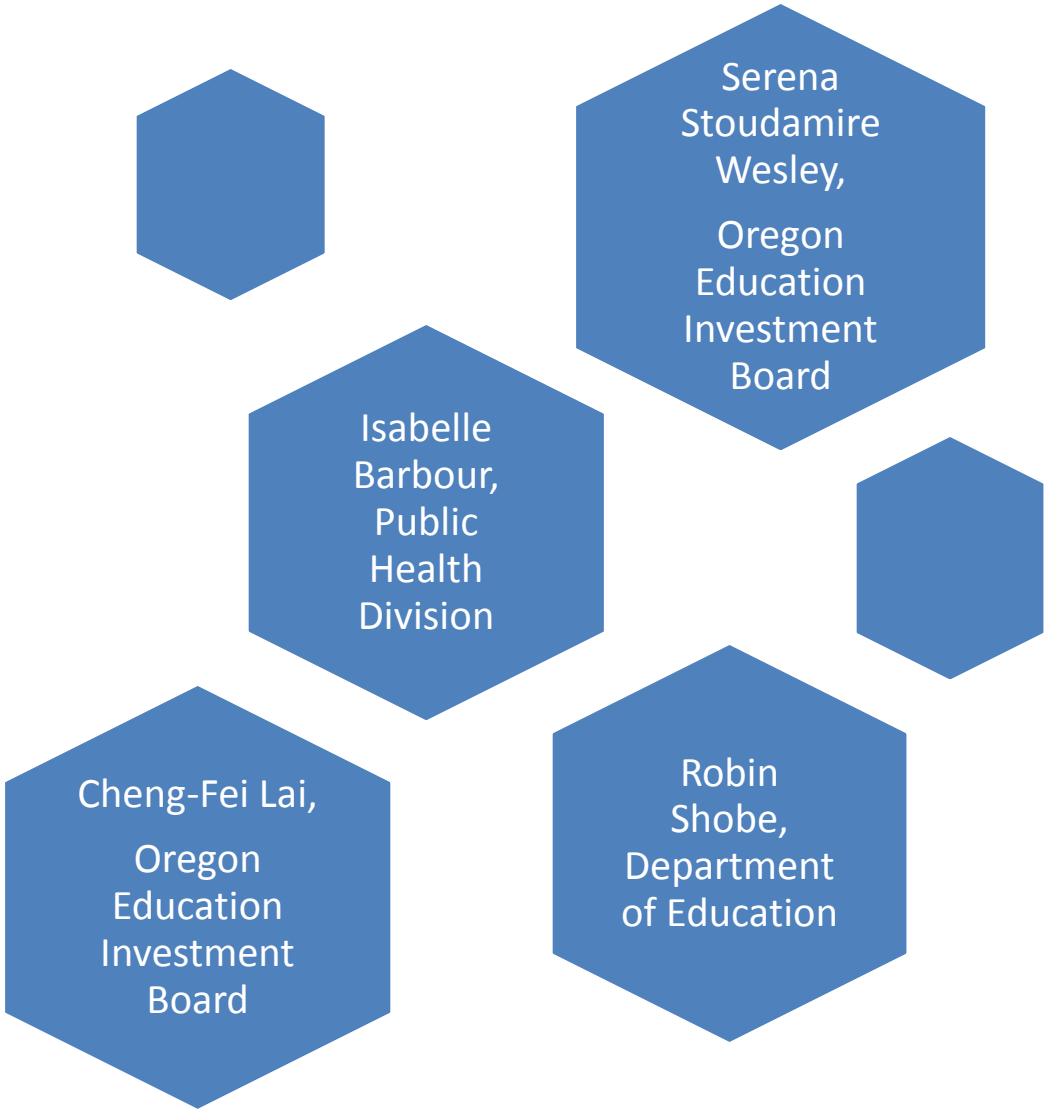
Examples:

  - School-based health and social service supports
  - Referral to Special Education
  - Response to Intervention
  - Positive Behavior Interventions and Supports
  - Breakfast after the Bell
  - Alternatives to Suspension and Expulsion
  - Community collaborations

What's Next?

- Chronic Absenteeism Study (RFP)
- Policy Recommendations

Questions?


Serena Stoudamire Wesley,
Oregon Education Investment Board
Isabelle Barbour, Public Health Division
Cheng-Fei Lai,
Oregon Education Investment Board
Robin Shobe, Department of Education

Overview of Attendance Reporting in Oregon with Opportunities for Collaboration

Summary:

- Attendance in Oregon is regulated by state and federal law. Procedures for data reporting by the school districts are provided by ODE on a yearly basis. Anecdotal evidence suggests that there is work in some schools and school districts to address absenteeism. This work does not appear to be connected to or supported by state efforts.
- All individuals that we spoke with about the topic of attendance/absenteeism (communications from 2012) stressed that while the concept of attendance is simple, the measuring and reporting of attendance is very complicated.
- The complexity of this topic, coupled with its relevance to both health and academic achievement goals merits a combined effort by state level education and public health leaders to better understand and address school absenteeism.

Relevant Oregon Laws and Rules:

- The Oregon revised statutes ORS 339-010 to 339-110 require mandatory school attendance for children 7 to 18 years old that have not completed the 12th grade. It also requires regular attendance for 5 and 6 year olds who have been enrolled in public school.
- The law specifies exemptions for student attendance and requires school boards to adopt an attendance notification policy.[1]
- Oregon Administrative Rule 581-023-0006 provides attendance reporting requirements for school districts, Educational Service Districts and the Department of Education.[2]

Data Collection:

- ODE collects attendance data from schools four times a year.
- The data is cumulative in that each of the four data submissions contains attendance data for a section of the school year. For example one submission would provide data from the first day of school to the first day of October. The second submission reports student-level attendance from the first day of school through December 31st. [3]
- Reasons for school absenteeism are not reported to ODE although they seem to be recorded by a number of school districts.
- ODE does not prescribe a coding system for attendance data. Each school district can define their own absence reasons within the categories of Excused, Unexcused and Authorized.
- Districts do not report these three absence reasons unless unexcused absences reach a threshold of 8 per four-week period. This then is reported to ODE as a "truancy event".[4]
- Sources at ODE believe that they do not collect data on overall attendance rates and chronic absenteeism.[5] However, ECONorthwest calculated rates of chronic absenteeism for Oregon

[1] ORS 339-010 to 339-110 Available here: https://www.oregonlegislature.gov/bills_laws/lawsstatutes/2013ors339.html
[2] OAR 581-023-0006 Available here: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_023.html
[3] Research Analyst ODE e-mail 6/25/12
[4] PPS e-mail 10-9-12
[5] Research Analyst ODE e-mail 7/25/12

students using data sets from ODE.[6] This suggests that the data exists but is not currently analyzed by ODE staff.

- When a student arrives or departs from school can trigger an absence for that student. A student needs to be present at least half the morning to be counted as present for the morning and present half the afternoon to be counted present for the afternoon. A student who is late may be counted as half-day absent. A student must be withdrawn from the active roll (list of students) on the day following the tenth consecutive full school day of absence. A student must be present for at least one-half day in order to restart the count of consecutive days' absence.[7]

Data Systems:

- School districts use a variety of different data platforms to record student attendance. Many districts have switched, in the last several years, from a Student Information System by Pearson called eSIS to a system by Edupoint called Synergy. It is not known how many districts have made the switch from eSiS to a system other than Synergy.

Potential Opportunities:

1. ODE's data system is currently set-up to meet basic state and federal law. Within the larger policy context of the Governor's 40-40-20 educational goal[8] and the implementation of the Achievement Compacts, addressing student absenteeism at the state-level makes sense. Modifying data collection practices related to attendance at ODE could be a first step in allowing for state-level surveillance of this issue.

2. Attendance data sharing between ODE and PHD could support analysis of the data and yield information about the prevalence and causes of chronic absenteeism. These findings could be utilized to inform interventions that support both school attendance and healthy child and adolescent development.

3. Portland Public Schools has used chronic absence as an at-risk indicator at the student level. They are interested in determining how to support student attendance and health.[9] Other districts are no doubt using chronic absence data too. Increasing understanding of these local efforts could allow for promising and evidence-based local approaches to be shared and potentially implemented state-wide.

4. Capturing how school health services such as school nurses and School-Based Health Centers support student attendance, while addressing student health needs, could foster partnerships between schools and health systems.

5. Encouraging and providing support for schools to include a student attendance related objective within School Improvement Plans (SIPs) could support coordinated, proactive efforts to boost attendance.

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[6] Buehler, Melanie H., Tapogna, John, and Chang, Hedy N., *Why Being In School Matters: Chronic Absenteeism in Oregon Public Schools,* Attendance Works, June 2012. Accessed here 10-22-12 http://www.econw.com/media/ap_files/ECONorthwest_Publication_Absenteeism-Oregon-Research-Brief_2012.pdf

[7] Research Analyst ODE e-mail 7/25/12

[8] SB 253 passed in 2011 and put the 40-40-20 education goal in statute. 100% of students graduate high school, 40% earn an associate's degree or post-secondary credential, and 40% earn at least a bachelor's degree.

[9] PPS e-mail 10-9-12

HEALTHY PEOPLE 2020

CRITICAL INDICATORS FOR ADOLESCENTS AND YOUNG ADULTS

Absenteeism and proportion of students who graduate high school in four years

Overview

Nothing will improve Oregonians' health more than being well-educated and employed. Higher levels of education are associated with better health outcomes and longer, more productive lives.[1] This profound interconnection brings education to the forefront of the public health agenda as a means to improve community health. High school graduation has been identified as a leading health indicator in Healthy People 2020 (HP2020). Oregon's 2011-2020 Health Improvement Plan lists educational attainment as the indicator of success in achieving health equity and population health.[2]

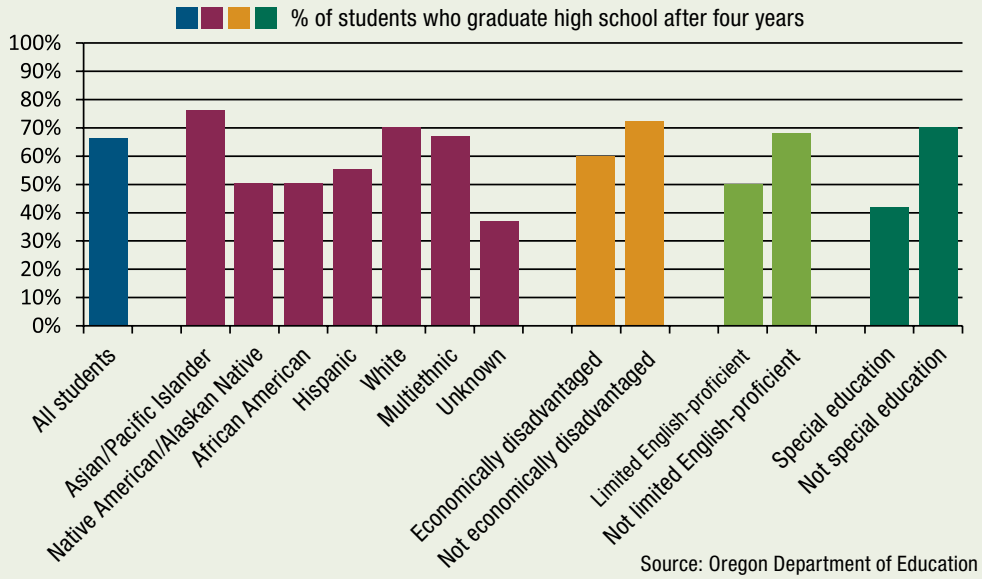
> If medical researchers were to discover an elixir that could increase life expectancy, reduce the burden of illness, delay consequences of aging, decrease risky health behavior, and shrink disparities in health, we would celebrate such a remarkable discovery … evidence suggests that education is such an elixir.[3]

Healthy Kids Learn Better

Adolescents with poorer general health are less likely to graduate from high school on time than are healthier students.[4] Nationally, the key health-related reasons youth drop out of high school include pregnancy, substance use and mental health disorders.[3] Gaps in both health and academic achievement are most apparent among racial minorities, English language learners, and those living in poverty (Figure 1).[5]

Graduating from high school also has broad social and economic benefits. Graduates are more likely to be employed and earn higher wages than non-high school graduates.[6] High school graduates are less likely to become involved in crime[7] and to use substances such as tobacco, alcohol,

Four-year cohort (2008–2011) graduation rate Figure 1



Source: Oregon Department of Education

marijuana and other illicit drugs.[8] An analysis done in Oregon found that male high school dropouts were twice as likely to be incarcerated as male high school graduates, and African American male dropouts were five times more likely to be incarcerated than African American males who graduated from high school.[9] In addition, high school graduates' children are more likely to graduate high school and to experience positive health outcomes as compared to children of non-graduates.[10]

Improving graduation by reducing chronic absenteeism

Attendance is one measure of a student's likelihood of graduating. Of special note is the concept of chronic absenteeism. Chronic absenteeism is generally defined as missing 10 percent or more of school in an academic year for any reason — excused or unexcused.[11] As shown in Figure 2, the rate of chronic absenteeism is higher at both ends of the K–12 span. Younger students' reasons for missing school are likely different from older students' reasons. HP2020 has identified addressing health-related causes of absenteeism as a way to increase academic achievement and high school graduation rates.

Health affects a student's ability to attend school.

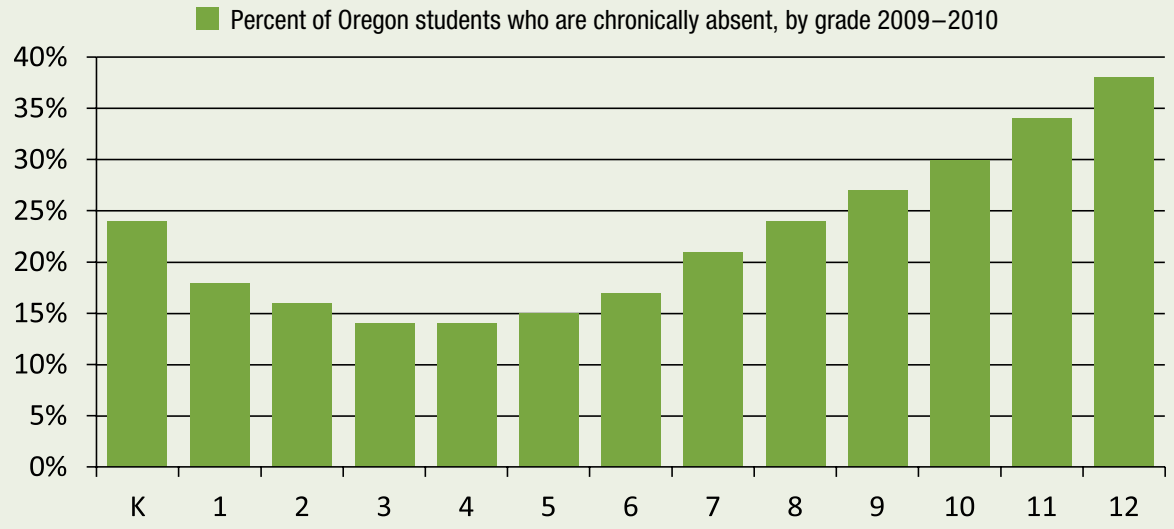
- Nationally, 6 percent of children missed 11 or more days of school in the past 12 months due to illness or injury.
- There are disparities around attendance. White children (25 percent) were less likely to have missed school days in the past 12 months due to illness or injury than Asian children (39 percent) or black children (35 percent).[12]
- Health issues associated with absenteeism include alcohol, tobacco and other drugs,[13] asthma,[14] oral health problems,[15] mental health challenges, pregnancy, food insecurity, and obesity.[16] Children without health insurance have an increased risk of disease and school absence.[17]

Studies show that chronic absence in sixth grade is a strong indicator of future dropout.[18] However, we do not yet know enough about the specific health issues that most affect sixth-graders. The state does not currently document why some students are chronically absent.

Figure 2

Percent of Oregon students who are chronically absent, by grade 2009–2010

23% of K–12 students in Oregon were chronically absent in 2009–10.



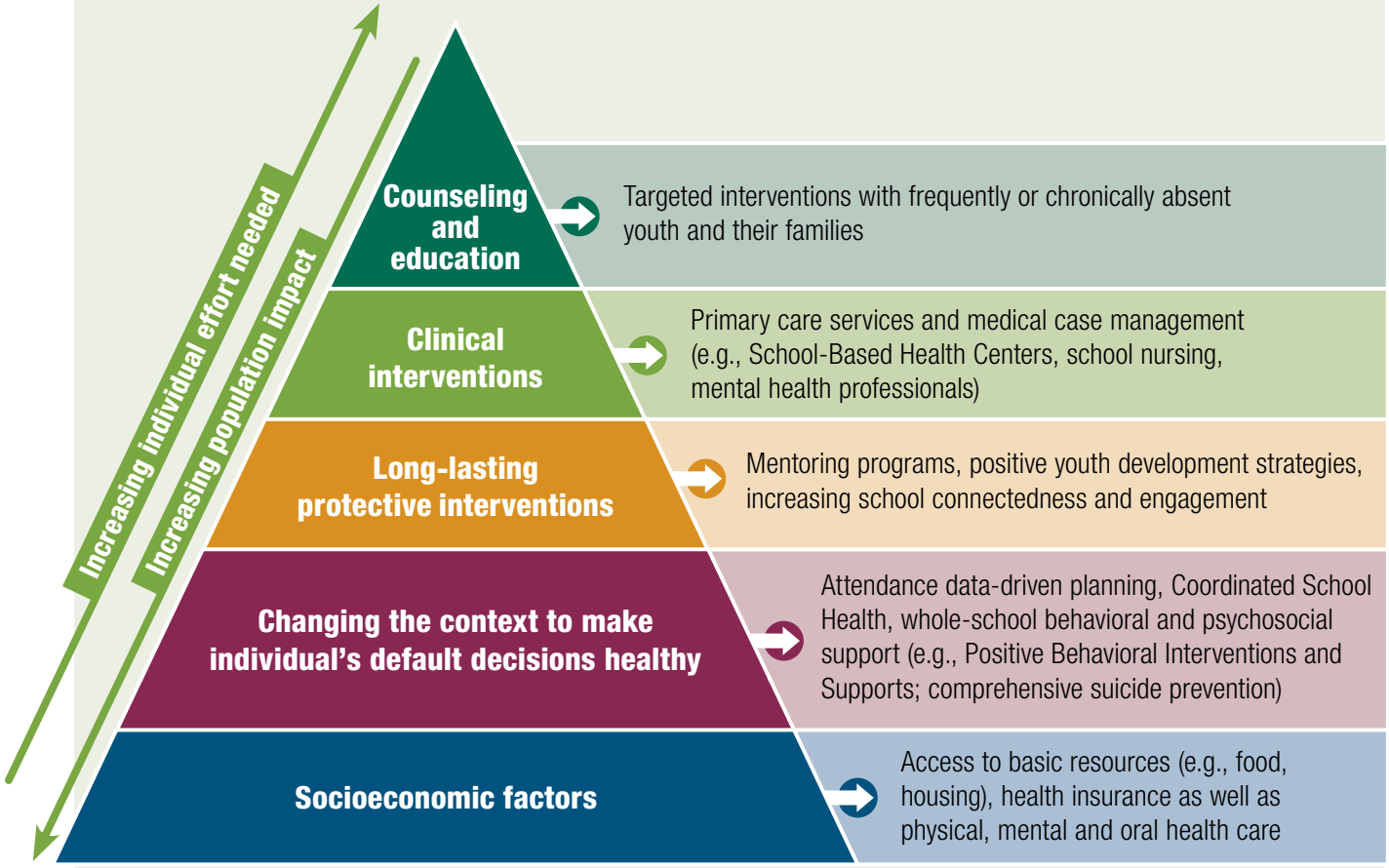
Source: ECONorthwest analysis of ODE data, 2009-10. Available at www.attendanceworks.org/state-reports/oregon/.

Moving the needle: Education and health partnerships can make a difference.

In Oregon, sweeping changes to the education sector have resulted in new reporting metrics for school districts, educational service districts and higher education. Education and health stakeholders have identified reducing absenteeism as a means to improve academic and health outcomes.

It will take a coordinated approach to understand and address the barriers youth and families face in consistently attending school. Engaging families and students in school is a repeatedly recommended evidence-based strategy to increase attendance rates from kindergarten to high school.[19] Many evidence-based and promising strategies have been found to foster a positive school climate and address health-related attendance barriers. Examples of prevention and intervention strategies to support student attendance and academic success are illustrated below using Frieden's Health Impact Pyramid[20] as an organizing framework. Public health can play a key role in these efforts through data collection, policy and program development, and evaluation.

The Health Impact Pyramid with aligned strategies to support K–12 attendance [21, 22, 23, 24, 25]



Resources for providers, parents and youth

The Healthy Kids Learn Better Partnership (HKLB) works at the state level to foster partnerships between health and education stakeholders to reduce physical, social and emotional barriers to learning. For more information, visit the HKLB website, www.hklb.org.

Attendance Works is a national and state initiative that promotes better policy and practice to promote school attendance. For more information, visit www.attendanceworks.org/.

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3 Freudenberg, N., & Ruglis, J. (2007). Reframing school dropout as a public health issue. Preventing Chronic Disease, 4, (4), 1-9.

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5 Oregon Department of Education. (2012). Summary of 2010-2011 cohort graduation rates. Retrieved from www.ode.state.or.us/search/page/?id=2644.

6 Hauser, R.M., & Anderson Koenig, J. (Eds). (2011). High school dropout, graduation, and completion rates: Better data, better measures, better decisions. Committee for Improved Measurement of High School Dropout and Completion Rates: Expert Guidance on Next Steps for Research and Policy Workshop; National Research Council and National Academy of Education. Retrieved from www.nap.edu/catalog.php?record_id=13035.

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12 Bloom B., Cohen R.A., & Freemand, G. (2011). Summary health statistics for U.S. children: National Health Interview Survey, 2010 National Center for Health Statistics. Retrieved from www.ncbi.nlm.nih.gov/pubmed/22338334.

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Oregon Health Authority

PUBLIC HEALTH DIVISION
Adolescent Health Program

This document can be provided upon request in alternate formats for individuals with disabilities or in a language other than English for people with limited English skills. To request this form in another format or language, contact the Adolescent Health Program at 971-673-0249 or 971-673-0372 for TTY.

OHA 9625 (09/2012)

High School to College Credit

Every year high school students in Oregon make the transition into higher education and the workforce, but some are more prepared than others. National, state, and local research indicates that there are many benefits for students who experience college-level coursework before leaving high school, including improvements in confidence and attitudes that lead to college success[1,2]. Taking college-level coursework in high school gives students time acclimate to a challenging academic setting while in a secure and familiar environment[1].

Research has shown that high school students who take college-level coursework are[2,3]:

- More likely to graduate from high school
- More likely to earn a college degree
- More aware of career options
- Better prepared for the demands of college and the workplace

What types of students have been shown to benefit from college-level coursework?

Benefits have been shown for not only students who already see themselves as college-going, but also for those who often struggle the most in transitioning from high school to the college and career worlds. *Students from rural communities and those from culturally and linguistically diverse backgrounds who take college-level courses in high school are more likely to graduate from high school and earn a college degree[4].*

Does taking college-level coursework in high school make sense economically?

College-level coursework in high school is a cost-effective way to improve educational opportunities for students. There are little or no fees associated with many course options in Oregon high schools, and fees are often waived for low-income students. Earning college credits in high school means that students pay for fewer credits in college and graduate faster. In fact, *in the 2012/2013 school year, Oregon high school students earned 209,248 college-course credits resulting in a total savings of over $21million for Oregon families[3].*

What types of college-level high school courses are offered in Oregon?

Oregon high schools offer a variety of different types of college-level courses (aka Accelerated Learning Opportunities), making it challenging to understand which options might be best for students. The Oregon Department of Education has a guide here. Common course types are:

Dual Credit -
Approved college-level courses offered at a high school, taught by an approved high school instructor. Students earn both high school and college credits from local colleges and universities simultaneously if they pass the course.

Career Technical Education -
Courses are sometimes titled “dual-credit” or “tech prep”, and are designed to be aligned to college courses and career fields. Credit is earned by passing the course and/or upon demonstrating necessary skills.

Advanced Placement (AP) –
Programs use rigorous college preparatory curriculum and exam from The College Board. Credit is only received if student scores high enough on the AP exam – credits may or may not be accepted by local colleges/universities for credit.

International Baccalaureate (IB) -
widely recognized international curriculum that prepares students for global citizenship. Curriculum focuses on critical thinking skills and understanding of diverse perspectives. Students must pass exam for credit and school must be approved to offer courses.

What can parents/students do?

The following are some helpful ways to work with students to give them a head start.

- Start planning early – when students enters 8th or 9th grade.
- Ask about college-level coursework offered at your school
- Be aware of perquisite courses needed before-hand.
- Work with students, school counselors, and teachers to help support and prepare students for more academically rigorous curriculum.
- If options are limited at your school, advocate with your local officials for more opportunities in your school/district.

The following are officials you could consider talking with about expanding college-level course offerings:….

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OEIB The Continuum Classroom

High School to College Credit

Every year high school students in Oregon make the transition into higher education and the workforce, but some are more prepared than others. National, state, and local research indicates that there are many benefits for students who experience college-level coursework before leaving high school, including improvements in confidence and attitudes that lead to college success

Taking college-level coursework in high school gives students time acclimate to a challenging academic setting while in a familiar environment.

Key Benefits:

Referenced research can be found at education.oregon.edu/Research Center

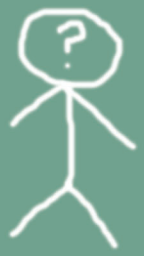
- more likely to earn a college degree
- more likely to graduate high school
- more aware of career options
- better prepared for college and workplace demands
- more likely to place well in college

College-level coursework in high school is a

COST EFFECTIVE

way to improve educational opportunities for students. There are little or no fees associated with many course options and fees are often waived for low-income students. Earning college credits in high school means that students pay for fewer credits in college and graduate faster. In fact, in 2012/13, Oregon high school students earned 209,248 college credits resulting in a total savings of over $21 million for Oregon families.

Who Benefits?



Students who see themselves as college-going, but also students who struggle the most transitioning from high school to college and career.

Students from rural communities and culturally and linguistically diverse backgrounds

who take college-level coursesin high school are more likely to graduate from high school and earn a college degree.

What Courses Count?

Dual Credit

Approved college-level courses offered at a high school,taught by an approved high school instructor. Students earn both high school and college credits if they pass.

Career Technical Education

Courses sometimes called “tech prep”, designed to be aligned to college courses and career fields. Credit is earned by passing or demostrating necessary skills.

Advanced Placement (AP)

Rigorous college preparatory curriculum and exam from the College Board. Credit is only received if student scores high enough on AP exam.

International Baccalaureate (IB)

International curriculum that focuses on critical thinking skills and understanding of global perspectives. Students receive credit on passing the approved course.

Take Action!

- **Start Planning Early** when a student enters 8th or 9th grade
- **Ask** about College - level coursework at your school
- **Be Aware** of requirements for students to enter the program
- **Interact** with students, teachers, councelors to prepare and support
- **Advocate** with local officials at your school for more class choices

OEIB

The Continuum Classroom

High School to College Credit

Key benefits for students who take college-level coursework in high school

More likely to place in credit classes in college

Approx. 5% more likely to graduate high school

More likely to earn a college degree

Students Pay For Fewer College Credits

209,248 credits earned

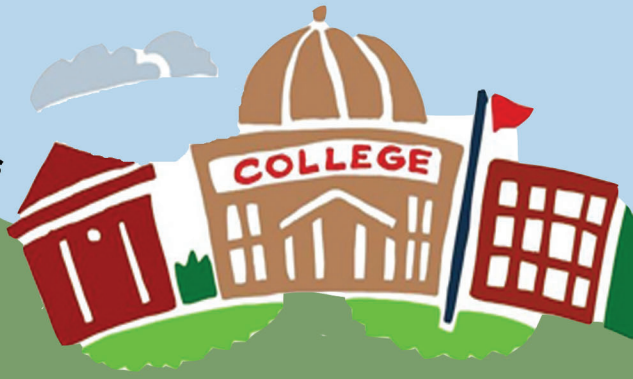
2012/13

$21 million saved

Students from rural communities and culturally and liquistically diverse backgrounds benefit

Take Action

Advocate
for more college-level coursework with local officials



Plan Early
when a student enters 8th or 9th grade

Interact
with students, teachers, councelors to prepare and support

Find Referenced Research at education.oregon.gov/Research Center

Denver teachers learning to reach English language learners

Updated: 10/26/2014 12:16:35 AM MDT

DenverPost.com

- Oct 26:
- Three decades after order, Denver schools still struggle to teach English

In a basement classroom, once a week after school, about 50 teachers gather to switch roles and sit in the seats their students occupied earlier in the day.

As students, the teachers form into groups of four or five to share "culture wheels," describing themselves as the district trainer guides them to think about challenges in discussing culture.

Teachers who already are sharing something similar in classes with students told fellow teachers that it helps students open up.

"They paid a lot of attention to it, more than I thought," one teacher shared. "It's been an icebreaker because everyone thinks we live here under our desks."

Although many of the teachers in that class have been teaching for years, Denver Public Schools now requires all teachers to get certified to teach "English-language learner" students.

It's one of the changes made to the consent decree approved in April 2013. The document controls how DPS runs its English Language Acquisition, or ELA, program for the education of students who don't speak English.

About 3,500 Denver teachers are in the process of earning their "ELA designation," with approximately 1,800 going through the district's training throughout this school year.

Two weeks ago, the Denver Classroom Teachers Association was in court against the district arguing that DPS should be paying teachers a stipend for their time spent in training.

A jury agreed when it came to any teacher training between 2005 and 2008 but said that after 2008, only teachers who don't participate in ProComp, the district's performance-pay system, were entitled to have a designated pay for time in training.

DPS was not able to provide The Denver Post a figure for how much the training is costing the district. Teachers continue to take the courses, and many must complete them by May.

There is flexibility in what courses teachers need to take from the curriculum DPS created with the University of Colorado Denver, but school principals decide what level of certification their teachers need to get.

Courses range from a single hour online to eight weeks with classroom face-to-face time, and teach basics about the district's program, reading strategies and culture competency.

Some schools have elected to have all teachers earn an English Language Acquisition-English certification. ELA-E classrooms are taught in English, so teachers don't have to become bilingual.

These teachers are trained to use strategies — depending on the students' proficiency level — to help kids make connections between their native language and English. Teachers might learn to use specific vocabulary, such as words that have similar meaning in two languages, and learn to show students to look

for root words as one way to break down the meaning of bigger words.

And learning how to talk about culture is meant to give teachers different ways to connect with students.

"It's important for all students, but it becomes critical with English-language learners," said Tami Taylor, one of the designers and instructors for the teacher training. "We need to make these connections so we can start with them in a powerful place."

Supporting Best Practices for English Learners

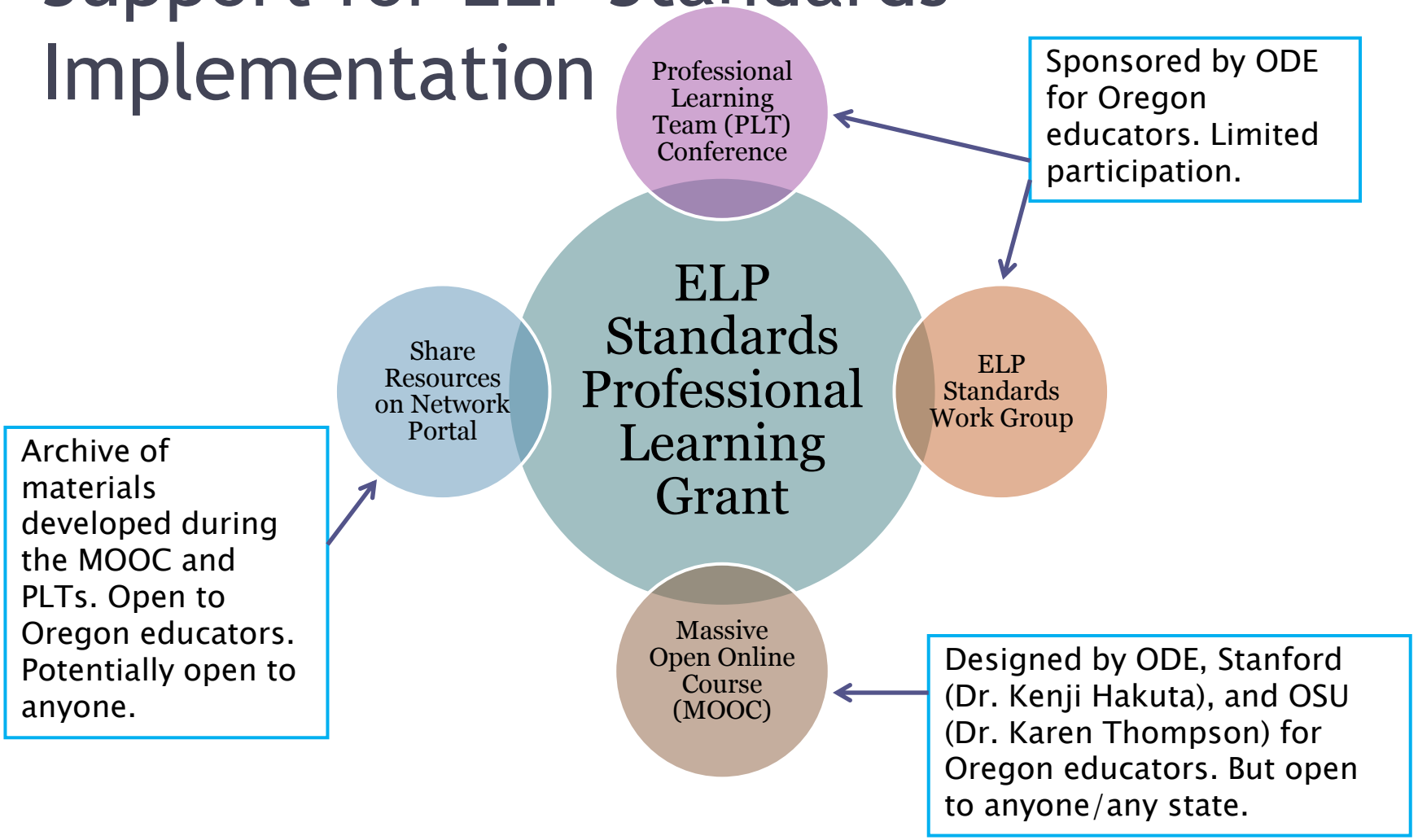
ODE Presentation to the OEIB Subcommittee on Best Practices & Student Transitions

November 18, 2014

Oregon's Dual Language/Two-Way Bilingual Grant

- To support the creation, expansion and improvement of Dual Language/Two-Way programs in Oregon.
- 3-year grants to 8 sites (7 districts and 1 charter school) http://batchgeo.com/map/af2ef17d1d64009f2d41d6458b62261a
- Grant consultants are national experts on DL program design/implementation and research: Rosa Molina and Dr. Kathryn Lindholm-Leary
- Spanish assessment to monitor Spanish language development of both language groups in Spanish/English programs.

Support for ELP Standards Implementation



Cultivating Teacher Expertise

- ELP Standards Professional Development
  - PLT conferences
  - PLT Workgroup
  - MOOC
  - Archive
- Culturally responsive pedagogy grants
- Equity training
- Bilingual teachers
  - Improve Visiting Teacher hiring process
  - Survey districts re: demand and challenges
  - Work with TSPC to ensure highly qualified bilingual candidates can become certified

Improving Research on EL Best Practices

- Data collection system improvements: EL Program Models
- Title III Accountability Based on Growth Models
- National DL researcher, Dr. Lindholm-Leary, assisting with DL grant project.
- University of Oregon researchers examining parent involvement in DL grant sites.
- Dr. Karen Thompson (OSU) awarded an IES grant to examine EL outcomes in Oregon.

Questions?

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