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, October 14, 2014
10:00 AM – 12:00 PM
Portland Community College - Rock Creek
Event Center, Building 9
17705 NW Springville Road, Portland, OR 97227

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

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.

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

AGENDA

1.0 Welcome and Roll Call

2.0 Approval of the Agenda

3.0 Approval of the September 9, 2014 Meeting Notes

4.0 Final copy and details on Best Practices and Student Transitions Recommendations Presentation to the full OEIB

5.0 Accelerated Learning Committee Legislative Report
Hilda Rosselli, OEIB College and Career Readiness Director
Discussion: What questions do you have? What other information do you need?

6.0 Core to College Draft Recommendations-SBAC Alignment
Lisa Mentz, Core to College Project Director
Discussion: What questions do you have? What other information do you need?

7.0 Update on Network Portal and Strategic Investments Data Collection
Johnna Timmes, Oregon Department of Education
Peter Tromba, Policy and Research Director, OEIB
Discussion: What questions do you have? What other information do you need?

8.0 Role of BPST to Disseminate Research and Best Practices
Report from small group discussion-Hilda Rosselli and Peter Tromba
Discussion: What questions do you have? What other information do you need?

9.0 Updated 2014-15 Scope of Action for Best Practices and Student Transitions Subcommittee and Next Meeting-
November 18th 10:30 to 12:30 PM
Location TBA

10.0 Public Testimony

11.0 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@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

Ver.2 10/7/2014

OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee

Tuesday, September 9, 2014

Meeting Notes

DRAFT

1.0 Welcome and Roll Call

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

2.0 Approval of the Agenda

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

3.0 Review of August 25, 2014 Meeting Notes

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

4.0 Final Copy and Details on Recommendations and Presentation to OEIB

Chair Curtis reviewed the final list of recommendations with members and invited their comments during the presentation scheduled for later in the day.
Mark shared that superintendents in his region had questions regarding the definition of bi-literacy versus bi-lingualism and how they intend to assess for the seal. Hilda will follow up with David Bautista and Tim Blackburn provide follow-up to the subcommittee.

5.0 Discussion of 2014-15 Scope of Action for Best Practices and Student Transitions Subcommittee

Subcommittee members reviewed a draft Scope of Action, noting strong points, and suggested changes in topics and timeframes. Hilda will send out a revised copy.

Topics that rose to a high level of interest:

- Development Education Redesign Work Group—updates on their work
- HECC's Student Transition Subcommittee—meet with reps from their group
- Proficiency—need for a statewide definition, concrete examples, and discussion of political barriers between K-12 system and Higher Ed system
- Eastern Promise—What are the Professional Learning Teams accomplishing and learning about barriers and solutions
- Digital Conversion—access to high speed internet for all districts "If not enough fiber in McDermiit School District to handle both SBAC, ELPA, and other instructional uses, then we have a problem."

- Advising supports for high school students
- National picture on SBAC alignment with placement processes
- Third grade reading
- Early Learning Hubs
- Strategic Investments updates—Need to know
    - What are the best emerging practices?
    - What are the metrics that tell the story best and the timelines for collecting these data?
    - Where are the trends changing?
- Update from Equity and Partnership Subcommittee on Chronic Absenteeism

Discussed role of Best Practices and Student Transitions Subcommittee's role in developing a system of best practices and providing pragmatic and hands-on assistance to help others figure out:

- Who's getting results
- Who to contact
- How can these best practices be lifted in a more deliberate manner

Would like to meet with Peter Tromba (OEIB Research team) to discuss how to jumpstart known Best Practices—a simple template.
Hilda to coordinate phone meeting first with Peter, Lynne, and Mark.

Would like to have Best Practices and Student Transitions facilitate a session at the COSA Winter Conference. (Mark to follow up on this)

6.0 Public Testimony

Tamra Bush Johnson from Business Education Compact urged attention to continued funding for the proficiency demonstration sites that align with recommendations from the Oregon Education Roundtable's 2008 report.
Dr. Dapo Sobomehin from Operation Easy—Be solid, be reasonable, be together.

7.0 Adjournment

Meeting was adjourned at 11:30.

Next meeting:
October 14, 2014
10:00am - 12:00pm
Location TBA

DRAFT

Best Practices and Student Transitions Recommendations to the OEIB Board[1]

K-12 Student Transitions

POTENTIAL TASKS OR POLICY CHANGES

A. To Oregon Department of Education Equity Unit and OEIB Research and Policy Unit

1) Analyze practices and current strategic investments in districts (conditions, instruction, and programs) resulting in English Learner (EL) students making sufficient progress in language proficiency and exiting the EL program before high school and provide technical assistance to districts that have the lowest graduation rates and high populations of EL learners. (Task)

B. To Oregon Department of Education

1) Help insure that all students in Oregon have access to Full Day Kindergarten in 2015 and that schools leverage school calendar for needed Professional Development for Kindergarten teachers and address funding needs for personnel and resources. (Policy)

CURRENT WORK UNDERWAY THAT THE SUBCOMMITEE SUPPORTS AS BEST PRACTICE

1) Develop a High School diploma bi-literacy seal that views students' second language as an asset.

2) Provide a Spanish summative reading assessment for grades 3, 4, 5 aligned with state assessment.

Student Transitions 11-14

POTENTIAL TASKS OR POLICY CHANGES

A. To Oregon Education Investment Board Staff and Higher Education Coordinating Commission

1) 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. (Policy)

B. To Oregon Department of Education

1) Using results from Eastern Promise models and Accelerated Learning Committee's work, 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)

C. To Higher Education Coordinating Commission

1) Identify solutions to barriers faced by students accessing Oregon Opportunity Grants who lack citizenship or who have earned a modified diploma. (Task)

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[1] Recognizing the time urgency of these issues, the Best Practices and Student Transitions Subcommittee has incorporated these topics into their monthly meetings and will be requesting time markers from agencies that help us monitor progress.

2) Address barriers for districts falling short of eligibility for TRIO[2] program funding (e.g. Gear Up) but who need to provide students support to ensure transition to postsecondary education. (Task)

3) Examine solutions to "Summer Melt[3]" (handoff between high school and postsecondary institution) and share best practices with the Best Practices Student Transitions Subcommittee. (Task)

D. To Higher Education Coordinating Commission and State Board of Education--

1) Explore future use of Smarter Balanced Assessment Consortium (SBAC) results in lieu of placement tests for students articulating directly to postsecondary education and promote high school and postsecondary alignment work on course standards and tests. (Task)

Educator Quality

POTENTIAL TASKS OR POLICY CHANGES

A. To Teacher Standards and Practices Commission and Oregon Association of College for Teacher Education (OACTE)

1) Identify best practices for selecting, preparing and compensating Cooperating Teachers and embed these in program approval standards. (Policy)

2) Identify funding sources for educator preparation programs to implement Goal 7 of the EL State Strategic plan to include EL basic knowledge strategies into curriculum of all future educators. (Task)

3) Identify ways to align evaluation tools across educator preparation programs and with state framework for educator effectiveness. (Task)

4) Identify program content and experiences that could enhance future secondary level teachers' ability to support both College as well as Career and Technical Education success for students. (Task)

Digital Conversion

POTENTIAL TASKS OR POLICY CHANGES

A. To Legislators

1) Identify ways to help fund digital devices for students' use based on a distribution mechanism established by ODE that considers readiness and need. (Task)

2) Ensure that adequate broadband is available statewide so that schools are digitally connected. (NEW)

B. To Oregon Department of Education

1) Provide dedicated staff to develop and implement a strategic plan that address barriers identified in the Power UP Report developed by Confederation of School Administrators. (Task)

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[2] TRIO includes eight federally funded programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

[3] Summer Melt describes a situation where students pay a deposit to attend a particular college but do not matriculate at that college the following fall.

Senate Bill 222 Legislative Report

Accelerated Learning Committee

October 1, 2014

Senate Bill 222: Accelerated Learning Committee Legislative Report

Executive Summary October 1 2014

Passed during the 2013 Oregon legislative session, Section 1 of Senate Bill 222 (Appendix A) established an Accelerated Learning Committee to examine methods to encourage and enable students to obtain college credits while still in high school. In accordance, the following committee members were appointed:

Nancy Golden, Chief Education Officer (Chair)
Senator Mark Hass (D-Tigard)
Senator Bruce Starr (R-Hillsboro)
Representative Lew Frederick (D-Portland)
Representative John Huffman (R-The Dalles)
Peyton Chapman, Principal of Lincoln High School
Nori Juba, Managing Partner of Bend Capital Partners

The Committee met between October 2013 and October 2014 to address their charge and was supported by Oregon Education Investment Board staff. During their eight meetings, the committee focused on high school and postsecondary institutional alignment of funding, assessments and procedures to encourage efficiencies and ways to make post-secondary education more affordable for families.

The Committee has proposed recommendations, some of which will require legislation during the 2015-2017 session in order to 1) create more seamless and equitable pathways for every Oregon student and 2) support a sustainable collaborative culture engaging K-12 and postsecondary educators to create and offer college level coursework for high school students. An additional state appropriation of at least $15 million for the 2015-2017 biennium is recommended to implement the following:

- Provide access at every Oregon high school to at least three college credit courses at no cost to students and their families; increasing participation of students typically underrepresented in postsecondary education;
- Support alignment of curriculum with postsecondary expectations through clearly agreed upon learning outcomes and assessments coordinated across high schools and postsecondary institutions;
- Ensure that college credit courses offered to high school students not only meet the expected rigor of college credit but are accepted by an Oregon institution towards requirements for a postsecondary degree or technical education certificate;
- Support earlier college-going practices in schools and communities that effectively engage students and their families to obtain the information, tools, and perspective to enhance access to and success in postsecondary education;
- Address shortages and approval process limitations that impact the supply of

qualified high school instructors of dual credit courses in the high schools;

- Define an equitable funding model for both K-12 and postsecondary partners to be used for student support and advising, staffing, initial and ongoing assurances of course alignment, as well as program administration, outreach efforts, data collection, and evaluation;
- Identify outcome data that Oregon should be collecting, analyzing, and sharing on all programs offering college credit to high school students and that document progress towards Oregon's 40-40-20 goal; and
- Support further development of a K-12 and postsecondary collaborative engagement that continuously addresses course alignment, student success, and shared professional development.

This Legislative Report was received, accepted, and approved for submission to the legislature by October 1, 2014. It includes highlights from the research evidence, data, public testimony, lingering issues, recommended best practices, and potential solutions discussed by the members. As the Accelerated Learning Committee concludes its charge, it has also developed a draft Legislative Concept 274 to be introduced during the 2015-2017 legislative session.

An electronic copy of the full report and all meeting agendas, materials, notes, formal testimony, and reports are archived at: http://education.oregon.gov/Pages/Accelerated-Learning-Committee.aspx.

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Introduction and Charge

Oregon's 40-40-20 Goal has focused increased attention on access for Oregon students to college-bearing credits while still in high school. Although many Oregon districts and postsecondary institutions already collaborate on agreements to offer and honor Advanced Placement classes, International Baccalaureate coursework, dual credit/dual enrollment courses, and other options including Expanded Options and Career Technical Education, the offerings are still fragmented and often vary substantially by district and even by school within a district. Of grave concern is the potential for inequities across the state that limit access for students sometimes based on geographic locations, economic factors, or knowledge of how these offerings operate. To achieve the 40-40-20 Goal, it will be necessary to pursue significant improvements redefining the shared space of Oregon's education system for high school and the first two years of college (grades 9-14). Thus, the intent of the Accelerated Learning Committee's recommendations was fourfold:

1. Support attainment of Oregon's 40-40-20 goal by providing more financial support for high school students pursuing college courses
2. Create more equitable access and affordable postsecondary options for all eligible Oregon students, particularly those in the Opportunity Gap[1]
3. Encourage efficiencies for students and remove unintended barriers
4. Better align state funding, standards and assessments, and shared supports involving high schools and postsecondary institutions

Defining Terminology

The term "Accelerated Learning" in this paper refers to Oregon program offerings including:

- Dual credit awarding secondary and postsecondary credit for a course offered in a high school during regular school hours and taught by high school instructors (also called College Now in some areas of the state)
- Expanded Options which allow students to attend an eligible postsecondary institution either full- or part-time to complete their high school diplomas and earn college credits with costs paid for by the local school district (such as Expanded Options, Early and Middle College)
- Career Technical Education (CTE) programs sometimes referred to as "Two Plus Two" or Tech Preparation that offer career-focused pathways aligning curriculum and articulation of credit between high schools and postsecondary programs
- Online college courses specifically targeted for high school students
- Credit by proficiency courses that employ collaboratively developed learning outcome assessments to award college credit to high school students, such as Eastern Promise
- Advanced Placement programs using copyrighted curriculum, materials, and examinations from The College Board.

[1] Opportunity Gap is a term that refers to students for whom their race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment.

- International Baccalaureate pre-university course of study that using copyrighted curriculum, materials, and examinations.

What About Advanced Placement and International Baccalaureate Programs?

The Committee recognizes formalized programs like Advanced Placement (AP) and International Baccalaureate (IB) for which students receive college credit based on exam results once they have transferred to a postsecondary institution that accepts the credit. Although there is not the same level of collaboration expected between high schools and postsecondary institutions given that AP and IB curriculums are pre-determined, exams are externally scored, and postsecondary institutions do not approve or provide professional development to instructors., these programs provide a valuable opportunity for students to experience college rigor. As such, the Committee recommends funding help address the rising cost of IB and AP textbooks and instructional materials, and support for enrolling more students in the Opportunity Gap.

Committee Process

Members started by reaching agreement on philosophical parameters and a Big Idea or goal for the Committee to guide their work as well. Committee member read articles, reviewed research, state policies, and data related to accelerated learning. They brought in policy leaders from other states, as well as analysts from the Education Commission of the States and they reviewed legislation passed by Washington, Colorado, Ohio and Texas. Staff consulted with the Western Interstate Commission for Higher Education, Northwest Commission on Colleges and Universities and the National Alliance of Concurrent Enrollment Partnerships. In May 2014, a Concept Paper[2] was drafted, reviewed, and then vetted with dozens of individuals and stakeholder groups (Appendix D). In August, a draft Legislative Concept was drafted reviewed and vetted by various stakeholders.

Accelerated Learning Committee Goal

Early on in their deliberations, the Committee reached agreement on a common goal to guide their recommendations:

In order to meet the Oregon 40-40-20 Goal, students within Oregon's public education system are able to earn up to nine college credits at no cost while still in high school to help them seamlessly transition from K---12 to postsecondary options without incurring debt.

Compelling Research Evidence

Research results from local, state, regional, and national studies overwhelmingly support a variety of benefits resulting from increased access to college level coursework for high school students and, in particular, students in the Opportunity Gap. Benefits of dual enrollment

[2] The full Concept Paper can be accessed in the May Archives of the Accelerated Learning Committee website.

programs extend beyond simple performance differences. Researchers have found that students shift their conceptions of the role of college and develop a greater awareness of the requirements of college and skills conducive to college success[3].

The impact of dual enrollment on college degree attainment for low socio-economic students has been confirmed by a number of studies. In 2013, a study using the National Educational Longitudinal Study showed that students who earned six credits (i.e., two courses) and students who earned seven or more credits were significantly more likely to attain any college degree or a bachelor's degree than comparison student[4].

One pivotal 2012 study conducted by Rodríguez, Hughes, & Belfield[5] involved 3,000 underrepresented minority students (60% students of color, 40% living in non-English speaking households, and nearly 33% first in their families to attend college) who were participating in eight different dual enrollment efforts in California. The researchers found that underrepresented minority students who participated in dual enrollment had higher graduation rates, were less likely to take basic skills courses once they enrolled in college, were more likely to attend and persist in college once they completed high school, and were more likely to earn more college credits than their peers who did not participate in dual enrollment.

Research conducted by the American Institutes for Research[6] on ten Early College sites revealed that participants had significantly better outcomes than comparison groups: 86% of the students graduated from high school, 80% enrolled in college, and 22% graduated from college and graduated earlier. Eight of the ten Early Colleges were on located college campuses.

Studies conducted by the Oregon University System twice showed that Oregon students who participate in Dual Credit programs have higher college participation rates, higher retention rates, higher GPAs, and earn more college credits[7]. Additional research on accelerated learning programs is posted on the OEIB website[8].

Probably the most compelling evidence promoting earlier exposure to college credits for high school students is found in data on Oregon students' participation in postsecondary remedial

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[3] M. Karp, *Learning About the Role of College Students Through Dual Enrollment Participation*, Working paper 007 (New York City, NY: Community College Research Center, Teachers College, Columbia University, 2007).

[4] U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, December). WWC review of the report: The impact of dual enrollment on college degree attainment: Do low-SES students benefit? Retrieved from http://whatworks.ed.gov

[5] Rodríguez, O., Hughes, K. L., & Belfield, C. (2012). *Bridging college and careers: Using dual enrollment to enhance career and technical education pathways.* Retrieved from http://www.postsecondaryresearch.org/i/a/document/NCPRBrief_RodriguezHughesBelfield_DualEnrollment.pdf

[6] American Institutes for Research (2013). Early College High School Initiative Impact Study. Retrieved from http://www.air.org/sites/default/files/downloads/report/ECHSI_Impact_Study_Report_Final1_0.pdf

[7] Oregon University System. "2011 Legislative Issue Brief Higher Education." Retrieved from http://www.ous.edu/sites/default/files/dept/govrel/files/Day1C_IssueBriefDualCredit.pdf)

[8] http://education.oregon.gov/Documents/archive/Research%20Summary%20on%20Accelerated%20Learning.pdf.

education[9].

- Oregon student participation in remedial education has increased from 47% in 2005 to 67% in 2010 for recent Oregon high school graduates enrolled in community colleges in the past.
- Within two years of high school graduation, two out of three Oregon students who received federal aid participated in developmental education.
- Black, Hispanic, and American Indian students are much more likely than white students to be enrolled in developmental education classes in Oregon community colleges.
- Students' college persistence and completion decreases based on the level of math and English classes in which students are first enrolled

Oregon Statistics on Accelerated Program Course Offerings and Participation

Dual Credit

Data from the Division of Community Colleges and Workforce Development (CCWD) show that in 2012-13, Oregon high school students earned 157,731 community college credits in Dual Credit Programs, a 10.2% increase from the 143,157 dual credits earned from 2011-2012. Likewise, Career and Technical Education (CTE) course credits earned increased from 48,843 to 51,517 for the same time period (a 5.5% increase). A total of 27,367 students were enrolled in either Lower Division Collegiate or CTE courses in 2012-2013, an increase of 7.9% from the 2011-2012 year. Combined, these 209,248 credits earned represented a conservative estimated cost savings to Oregon students and their families of over $21 million, based on community college costs. However, when disaggregated by race and ethnicity, the data showed that only nine of the seventeen community colleges reported significant increases in the number of Hispanic students enrolled in dual credit courses during that same time period.

Recent high school graduates who took dual-credit math were 33 percentage points less likely to enroll in developmental math at community college than their peers who did not take dual-credit math, and students who took dual-credit English were 15 percentage points less likely to enroll in developmental reading and/or writing at community college than their peers who did not. These findings have a simple explanation: The most common dual-credit math and English courses are college-level algebra and English composition. Students who take college algebra in high school do not need to take developmental math in college, unless they did not pass the dual-credit college algebra course. Similarly, students who take college English composition in high school do not need to take developmental reading or writing in college, unless they did not pass the dual-credit college English composition course.

[9] Remedial education refers to development education classes (primarily in math, reading, and writing) required of students considered academically underprepared for college-level coursework. The courses are prerequisites to college-level courses and don't count toward all degree programs but cost students time and money/financial aid.

Dual-credit participation in other subject areas was also associated with enrolling in college-level math and English. Recent high school graduates who took a dual-credit course in college English, social science, history, world languages, science, and three career technical education (CTE) areas were 2 to 8 percentage points less likely to enroll in developmental math than their peers who did not. Recent high school graduates who took a dual-credit course in college math, social science, history, world languages, and the CTE area, business and management, were 2 to 7 percentage points less likely to enroll in developmental reading and writing than their peers who did not.[10]

Advanced Placement

In 2013, Oregon high school students took a total of 26,158 Advanced Placement (AP) exams that resulted in scores of three or higher. Based on most students' opportunity to earn at least three college credits for each AP exam score of three or higher, this represents an estimated 48,168 college credits, or a potential cost savings to Oregon students and families of over well over $5 million.

According to a 2014 College Board Report[11], over 8,300 Oregon students (24% of the 2013 graduating class) took at least one AP course during high school. However, the state still lags behind the national average. Although College Board reported that more public school students in Oregon took Advanced Placement exams in 2013-14 than the previous year (5.18%), only a third of students in the 2013 graduating class with demonstrated potential for Advanced Placement took an AP exam, with lower rates for Native American, African American, and Hispanic students. While the number of white students taking AP exams increased by 7.81% from 2012 to 2013, the number of black students taking AP exams only grew 1.2% and there was no positive gain for Mexican American students[12].

Early College

A number of other promising programs exist in some areas of the state that are part of Expanded Options. In about a dozen Oregon communities, the Early and Middle College model combines high school and college, most often situated on college campuses, in a rigorous, supportive environment that enables struggling

NAYA Early College Academy

Serving Portland, Douglas, and Centennial school districts, the Native American Youth and Family Center (NAYA) Early College Academy offers a blended high school and postsecondary curriculum for 9th to 12th graders aged 14 to 20. Students can earn a high school diploma and earn college credit. Academic programming integrates local Native culture, family and community outreach, and partnerships with Portland Community College and other postsecondary institutions.

[10] Hodara, M. (2014). *What predicts developmental education participation? Lessons from Oregon.* (REL 2014). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from http://ies.ed.gov/ncee/edlabs.

[11] College Board (2014). The 10th Annual AP Report to the Nation. Retrieved from http://apreport.collegeboard.org.

[12] College Board (2013). AP Program Participation and Performance Data 2013. Retrieved from http://research.collegeboard.org/programs/ap/data/participation/2013

students to graduate with college credit and tools for postsecondary success.

However, there are still high schools in Oregon where students have little to no opportunity to enroll in and earn college credits while still in high school. A report provided by Education Northwest using Oregon Department of Education data showed that over 200 schools serving high school age students in 2011-12 offered fewer than three dual credit courses taught by approved high school instructors affiliated with an Oregon community college (M. Hodara, personal communication, August 12, 2014).

Furthermore, 13 high schools and 15 charter schools serving high school aged students had absolutely no dual credit courses offered at local high schools during regular school hours and taught by approved high school instructors affiliated with an Oregon community college. Although the state still does not have the ability to aggregate data for all accelerated learning program data, an informal analysis indicated that most of these same schools also lacked offerings in AP, IB, CTE, and Expanded Options.

Review of Recent Legislative Action

Compared to other states in the nation, Oregon has been forward thinking in terms of accelerated college credit opportunities as is shown in the Chronology of Related Legislation in Appendix B. The early versions of SB 222 during the 2013 legislative session included appropriations: a) $3.0 million for assistance with accelerated college credit programs; and b) $5.0 million for consortiums of school districts and post-secondary institutions for flexible and innovative ways of providing accelerated credits and developmental education. These were removed because HB 3232 had $3 million for dual or accelerated learning credits.

Although HB 3232 originally included approximately $3 million to create a scholarship fund aimed at increasing access for underserved students to postsecondary institutions by paying for first year college courses or accelerated college credit programs, a legislative budget note within SB 5518 stipulated that the entire amount be awarded as grants to pay Advanced Placement and International Baccalaureate exam fees for students.

HB 3232 also included $4 million to scale up and replicate the Eastern Promise model that has was been accruing sizable benefits for Oregon students and their families.

Eastern Promise Model

In 2010, high schools and their partnering postsecondary institutions in Eastern Oregon launched the Eastern Promise initiative and began collaborating in new ways to:

1) Increase cross sector collaboration
2) Provide students with a variety of accelerated learning opportunities,
3) Build a college-going culture,
4) Develop cross-sector professional learning involved in establishing appropriate curriculum and shared assessment.

Unique to the Eastern Promise model is a proficiency-based approach that helps students demonstrate achievement of the course credits. Between dual credit and proficiency based classes, the number of early college credits earned in Eastern Promise increased from 14,000+ in 2012-13 to over 27,000 in 2013-14 involving 45 high schools, two community colleges, and one university.

HB 3232 specifically directed the Oregon Department of Education to distribute monies to consortiums to design and deliver individualized, innovative and flexible ways of delivering content, awarding high school and college credit and providing developmental education for students in high school or in the first two years of postsecondary education. As of April of 2014, all but 18 counties in Oregon have at least one high school replicating four pillars of the Eastern Promise model.

Lingering Barriers

Despite the efforts described, Oregon still ranks among the states with the lowest high school graduation rates and falls short in closing equity and opportunity gaps for students typically underrepresented in postsecondary programs. As was noted in testimony provided by the Confederation of School Administrators,

> *"The traditional high school experience—in which the senior year is a less than challenging year for many students and a high school's responsibilities toward students end at the annual graduation ceremony—be reimagined as part of a larger and more flexible continuum of formal education designed to ensure students with differing aspirations and abilities are prepared to continue their learning after high school."*

As such, the Accelerated Learning Committee is seeking to address the following issues:

- Uneven college course offerings in high school settings and participation by all student groups across the state
- More opportunities for students who may not be view themselves as "college-going" to try out college level coursework and become college and career ready either in their home schools or on college campuses
- Uneven and unsustainable funding models for accelerated learning models that shortchange supports and quality assurances
- Inadequate numbers of qualified instructors able to teach college courses in high schools

- Need for clear alignment of high school curriculum and new state standards with college expectations to improve statewide transfer of college credits earned by students while in high school.

Instructor Qualifications

A persistent barrier to providing sustainable access to dual credit courses in all high schools lies in the dearth of qualified instructors. The Northwest Commission on Colleges and Universities which accredits institutions in our region has three standards related to this issue:

- Standard 2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.
- Standard 2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

- Standard 2.B.4Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

However, at least one other regional accreditor provides more latitude as seen in this excerpt from the North Central Association of the Higher Learning Commission:

> "Instructors must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established."

Currently, the majority of community colleges in Oregon require:

- A Master's degree in the content area, or
- Graduate quarter credit hours (24 to 30) along with a Master's degree in a related field

The Committee heard and reviewed testimony from both K-12 and postsecondary institutions on issues surrounding instructor qualifications which are summarized in the table below:

K-12 Issues
Impact of approval process timeline on scheduling classes

Consistency of approvals—varies across institutions, no reciprocity, and can be inconsistent at the same institution or across departments
Overemphasis on degree qualifications and graduate coursework in content - Currently no consideration of teacher's proficiency in teaching the course (IB/AP test results, co-teaching experience, proficiency)
More online graduate coursework in content area needed for high school teachers
Community College Issues
OARS related to faculty qualifications for community colleges are not consistent with requirements for those who teach at the universities- universities don't have to require a Master's degree in the content area.
Approval of faculty is part of faculty governance control and part of union contracts
Regional accreditation requires the same qualifications for full-time/part-time faculty or high school instructors
Colleges can't give instructors approval to teach courses at another college
The postsecondary institution requirements for high school instructors of dual credit courses exceeds licensure requirement from Oregon Teacher Standards and Practices Commission for high school teachers. Graduate programs that prepare teachers to teach in high schools should include sufficient graduate subject area coursework to meet postsecondary teaching qualifications.
Certification issues and contract language limit part-time faculty interested in teaching at the high school level

The Committee reaffirmed the role of postsecondary institutions to approve instructors but recommended:

- Consideration of other qualifications that could be considered equivalent to the Master's degree in the content area and that include demonstrated proficiency in addition to degree qualifications (Appendix E)
- A more streamlined application process, consideration of timelines for course scheduling, and more consistency in approval decisions across campuses
- A predictable schedule and offering of summer online graduate courses for high school teachers seeking to enhance their degree qualifications for teaching dual credit courses

Funding Issues

Considerable time was spent examining how different kinds of accelerated learning programs are funded. It became clear that some accelerated learning options require more extensive collaboration than others between both high schools and a partnering postsecondary institution. Unlike Advanced Placement and International Baccalaureate programs where the curriculum is developed, teachers are trained, and exams are scored by the parent company, dual credit courses involve costs for both the high school and the postsecondary institution.

Currently, there are many approaches used by community colleges to charge for dual credits:

- Six of the colleges do not charge anything for dual credit
- Three charge a one-time transcription fee ($25 to $35)
- Ones charges an annual $25 fee
- Some charge per credit ($10 to $40)
- Others charge per course ($30 to $45) and may or may not also charge a transcription fee.

Although sometimes viewed by universities as a recruitment pipeline, the charges and tuition rates do not reflect costs for faculty time for collaboration with high school instructors on course outcomes and assessment alignments. When a high school teacher teaches a course, college faculty time is still required to approve instructors, provide course and institutional orientation, and ongoing professional development. In addition, costs affiliated with program planning, course development, textbooks, student advising, instructional supports, and transcription add to actual costs per course.

Furthermore, there are salient differences between high school and community college funding formulas, as summarized below by Jim Middleton, a former community college president:

- School districts receive revenue through State funding equalized based on varied local property taxes. Thus, fundamentally, more students means more income; fewer students, less income.
- Community colleges receive revenue both through tuition (approximately 50% on a statewide basis) and State funding equalized based on varied local property taxes. Thus, more students do not necessarily mean more State funding for the community college.
- The current enrollment based funding distribution system calculates College X's percentage of the total state Full Time Equivalent (FTE) enrollment and the college receives that percentage of allocated CCWD Support Fund (increases or decreases are rolled in over three years – 40/30/30%).
- However, should all 17 community college increase (or decrease) enrollment by exactly 10% through Accelerated Learning or some other mechanism, no college would realize any change in State funding.
- Additionally, over the past several years, CCWD has had a State Board-approved enrollment management system that caps the number of funded FTE. This was intended to recognize the decline in revenue per FTE and was designed to diminish the competitive enrollment "race." Under this system, additional enrollment expansion for many colleges has been irrelevant.

> *"Thus, while on face value, there may seem to be a State funding incentive/reward for community colleges to expand Accelerated Learning; in fact, there may be little or no fiscal benefit. In fact, added expense for curriculum alignment, faculty mentoring and other college expenses may exceed any revenue realized."*
>
> Jim Middleton, former president
> Central Oregon Community College

According to the Education Commission on the States, the national trend in accelerated college programs is for the state to provide dual funding to both participating districts and their higher education partners. Although some are concerned that the state is paying twice for dual credit, the undergirding rationale is that rather than paying twice, the state is actually paying early if the course is transferable to the postsecondary institution. For example, when a high school student is enrolled in a Calculus 101 course, the state may be reducing its costs on remedial education costs if taking the college course while in high school helps avoid placement into remedial education later in college. Given that participation in remedial education has increased from 47% to 67% for recent Oregon high school graduates enrolled in community colleges and that students' college persistence and completion decreases based on the level of math and English classes in which students are first enrolled[13], there are compelling reasons for reversing course.

Funding Design: A Supposal

A new model of funding is proposed by the Accelerated Learning Committee to address uneven and unsustainable funding models for accelerated learning models that are shortchanging supports and quality assurances. The model applies to the first three (3) college credit-bearing courses that high school students take and is designed to fund a more equitable model of access to college coursework in every Oregon high school, particularly for students in the Opportunity Gap. For AP and IB programs, only feature 8 applies.

1) Districts continue to receive ADM for all students in accelerated learning courses.

2) Postsecondary institutions continue to receive FTE as defined by their current respective budget model for accelerated options in which they partner.

3) For partnering districts and post-secondary providers providing dual credit opportunities a fee agreement is negotiated:
    a. Floor (minimum per-credit charge for any negotiated agreement): Districts directly pay 15% of the per-credit cost to the post-secondary institution when the instructor is provided by the high school.

[13] Hodara (2014) "Oregon HS Graduates at Community College: Developmental Education Participation & Postsecondary Outcomes" Retrieved from http://education.oregon.gov/Documents/OEIBsubs/BP4_8_14matsV2.pdf

b. Ceiling (maximum per-credit charge for any negotiated agreement): Districts directly pay 90% of the per-credit cost to the post-secondary institution when the postsecondary partner provides the instructor.

4) No high school students are charged any tuition or fee for textbooks or materials for the first three courses in which they enroll. Districts and their postsecondary partners can negotiate the students' shared responsibilities beyond the first three courses in which they enroll.

5) For the first 3 college courses that a student completes in an accelerated learning program (excluding IB and AP), additional funding per credit earned is paid by the state to each school district and postsecondary partnership annually. The funding is to be divided evenly between the high school and the postsecondary partners to help fund expenses related to:
    a. Student advising/instructional supports and outreach
    b. Faculty engagement in course and assessment development
    c. Textbooks
    d. State reporting
    e. Teacher tuition for graduate coursework in the content area that qualifies them as dual credit instructors
    f. Periodic calibration of student performance to ensure college rigor of thecoursework

6) Two weighting factors apply:
    a. An additional amount is paid annually to the school district for the first three accelerated learning credits earned by Opportunity Gap students that is used to:
        i. Develop and offer instructional skill supports for students
        ii. Fund a course that provides an orientation to college
        iii. Expand earlier exposure and advising for students and their families to make choices among available accelerated learning options and create plans for future post-secondary training and life goals
    b. An additional amount is paid annually to the school district for the first CTE dual credits earned by students that is used to:
        i. Provide for additional costs of CTE instructional costs
        ii. Pay teacher tuition for coursework that results in CTE licensure

7) Current models of funding still apply to any credits earned beyond the first three courses.

8) Advanced Placement and International Baccalaureate programs would earn an additional amount per student per AP or IB course offered that is to be used for class sets of textbooks and other materials.

9) When adopted for use in Oregon's postsecondary funding models, performance-based elements linked to course completion should apply to the FTE payment to institutions for students in accelerated learning programs.

10) In addition to considering how to create a sustainable funding model, the Accelerated Learning Committee considered three areas of one-time investments that they recommended to the OEIB Outcomes and Investments Subcommittee in June 2014:
    a. One-time seed funds to convene professional learning communities of college faculty, high school instructors and administrators to assess local needs and operationalize offerings for high schools where students have fewer than three college credit-bearing courses available at the high school level. These funds could also be used to develop high quality online courses, supported at the school site, for students in rural and remote areas.
    b. Seed funding to university faculty teams to collaborate on development of online graduate course sequences in Math, Writing and Speech available during the summer for high school instructors seeking to teach dual credit courses in their respective high schools.
    c. Support for OEIB to facilitate a K-12 and postsecondary workgroup to refine and scale up an advising continuum model that helps students make choices among available accelerated learning options and create plans for future post-secondary training and life goals.

Estimated Fiscal Costs

Item Explanation	Amounts
Cost factor $20 per dual credit paid by the state to each high school and postsecondary partnership in addition to existing ADM and FTE	$5,400,000
Additional Weighting Factor of $15 for each dual credit earned assuming 10,000 students (1/3) participating in program represent Opportunity Gap and take a full 9 hours	900,000
Additional Weighting Factor of $10 for each AP/IB credit earned assuming 5,000 students (16%) participating in program represent Opportunity Gap and take a full 9 hours	450,000
Additional Weighting Factor of $10 for each CTE dual credit earned assuming 1/3 of the courses offered will be CTE and 1/3 of the participating 30,000 students participating in the program take an average of one CTE course	300,000
Cost factor of $20 per AP/IB student for textbook costs assuming approximately 20,000 students participating	200,000
Per year additional costs	$7,250,000
Per Biennium	$14,500,000
Strategic Investments	500,000
Total Package	$15,000,000

Scenario Assumptions

$300	Average Oregon Community College tuition cost per three credit course (in state rate for fulltime student based on full carrying load of 45 credits annually) and does not include fees. Tuition rates for universities are higher.
$170	Average Negotiated Price for Accelerated Learning—cost per 3 credit class assuming $60 is the floor and $270 is the ceiling
30,000	Estimated number of students participating in Dual Credit and assuming similar gains based on incremental Dual Credit growth over the last several years
10,000	Estimated number of students participating in AP/IB with some anticipated growth

Program Recommendations from the Accelerated Learning Committee

In addition to the funding models proposed, the Committee offered recommendations that may be included in legislation or interpreted through Oregon Administrative Rules to enhance how Accelerated Learning options are provided in Oregon. These are summarized below:

- Every public high school in Oregon should provide students with the opportunity to:
  - Determine their individual level of College and Career Readiness
  - Access supports that help close College and Career Readiness gaps
- While still in high school, every eligible Oregon student should be able to enroll, at no cost, in at least three transferable college credit bearing classes.
- Priority for additional course offerings should be for core subject areas that an Oregon-based, generally accredited, public institution of higher education accepts towards the requirements of a post-secondary degree or the prerequisites for career and technical education.
- Models of accelerated learning should complement the Common Core State Standards movement with its goals of strengthening rigor and raising expectations.
- Districts should identify and work with postsecondary partners to best meet the needs of the students they are serving.
- Districts should intensify efforts to expand existing AP and IB offerings and enroll more students, particularly those in the Opportunity Gap.
- A statewide equivalency table should be developed to help provide guidance and consistency for approval of high school instructors to teach dual credit courses that also considers demonstrated proficiency in addition to degree qualifications.
- Ongoing professional development that engages high school instructors and postsecondary faculty should not only address course expectations and levels of rigor but engage both partners in understanding more about students' performance as it relates to college course expectations and the new expectations of new state standards.
- Districts and public post-secondary providers should negotiate a per credit rate depending on local conditions, the delivery models, who teaches the course, and other consideration that encompass additional costs of sustainable rigorous implementation.

- A portion of K-12 funding for dual enrollment courses should be directed to the post-secondary partners to support faculty involvement in assuring college rigor even when they are not the instructors of record.
- Partners in accelerated learning programs need to adopt cost saving measures that help address the rising costs of textbooks, including increased use of open source materials. (Higher Education Coordinating Commission 2012 Textbook Affordability Report.)
- Districts need to develop and offer more specific interventions for high school juniors and seniors who are assessed as under-prepared for entry-level, credit-bearing college courses per SAT, ACT or SBAC before they graduate from high school.
- Students who may not see themselves as "college-going" should have access to a college course option that can be taken during the senior year, or earlier, that helps them learn about college rigor, benefits and expectations and supports their navigation of college applications and financial aid procedures.
- Counselors, teachers, and support staff/volunteers should provide early communication and advising that:
    - Helps students learn about options for their future, careers, the education required and how to make plans for future postsecondary training and life goals
    - Conveys the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education
    - Ensures all students get the same message of high expectations for their future
- ODE and HECC should submit a report every two years to the OEIB, the governor's office, legislative leaders and the State Board of Education on program participation by high school and postsecondary partners, disaggregated by student demographics and by course type (academic, remedial/developmental education, career and technical).

Next Steps

Senate Bill 222 tasked the Accelerated Learning Committee with examining methods to encourage and enable students to obtain college credits while still in high school.

- A number of specific tasks outlined in Appendix F need to be addressed. Some of these will require additional FTE for personnel to oversee and provide coordination.
- An initial draft of Legislative Concept 274, intended to capture the intent of the Accelerated Learning Committee's recommendations, needs to be further refined and vetted prior to the start of the 2015 legislative session.
- Regular collection and analysis of data across all accelerated learning options will be essential to gain a complete picture of student enrollment patterns across the state.
- To the greatest extent possible, the State Longitudinal Data System needs to incorporate aspects of the data referenced in Appendix G.
- Like any good idea, effective communication is key and will be needed to reach students, parents, instructors, administrators, and potential partners.

Appendix A: Senate Bill 222

77th OREGON LEGISLATIVE ASSEMBLY--2013 Regular Session

Enrolled

Senate Bill 222

Sponsored by Senator HASS, Representatives DEMBROW, READ, Senator BATES; Senators BEYER, STARR, STEINER HAYWARD, Representatives BENTZ, GELSER, JOHNSON (Presession filed.)

AN ACT

Relating to accelerated college credit programs; creating new provisions; amending ORS 329.451 and 341.450; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) The Accelerated Learning Committee is established.

(2) The committee consists of the following seven members:
(a) The Chief Education Officer.
(b) Six members appointed as follows:
(A) The President of the Senate shall appoint two members from among members of the Senate.
(B) The Speaker of the House of Representatives shall appoint two members from among members of the House of Representatives.
(C) The Governor shall appoint two members.

(3) The committee shall examine methods to encourage and enable students to obtain college credits while still in high school. The committee shall emphasize the alignment of funding, assessments and procedures between high schools and post-secondary institutions of higher education to encourage efficiencies and to make post-secondary education more affordable for families.

(4) A majority of the members of the committee constitutes a quorum for the trans- action of business.

(5) Official action by the committee requires the approval of a majority of the members of the committee.

(6) The committee shall elect one of its members to serve as chairperson.

(7) If there is a vacancy for any cause, the appointing authority shall make an appointment to become immediately effective.

(8) The committee shall meet at times and places specified by the call of the chairperson or of a majority of the members of the committee.

(9) The committee may adopt rules necessary for the operation of the committee.

(10) The committee shall submit a report, and may include recommendations for legislation, to the interim legislative committees on education no later than October 1, 2014.

(11) The Oregon Education Investment Board shall provide staff support to the committee.

(12) Notwithstanding ORS 171.072, members of the committee who are members of the Legislative Assembly are not entitled to mileage expenses or a per diem and serve as volunteers on the committee. Other members of the committee are not entitled to compensation or reimbursement for expenses and serve as volunteers on the committee.

(13) All agencies of state government, as defined in ORS 174.111, are directed to assist the committee in the performance of its duties and, to the extent permitted by laws relating to confidentiality, to furnish such information and advice as the members of the committee consider necessary to perform their duties.

SECTION 2. Section 1 of this 2013 Act is repealed on the date of the convening of the 2015 regular session of the Legislative Assembly as specified in ORS 171.010.

SECTION 3. ORS 329.451 is amended to read:

329.451. (1)(a) At or before grade 12, a school district or public charter school shall award a high school diploma to a student who completes the requirements established by subsection (2) of this section.

(b) A school district or public charter school shall award a modified diploma to a student who satisfies the requirements established by subsection (6) of this section, an extended diploma to a student who satisfies the requirements established by subsection (7) of this section or an alternative certificate to a student who satisfies the requirements established by subsection (8) of this section.

(c) A school district or public charter school may not deny a student who has the documented history described in subsection (6)(b) or (7)(b) and (c) of this section the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has the documented history.

(d) A school district or public charter school may award a modified diploma or extended diploma to a student only upon receiving consent as provided by subsection (5) of this section.

(2)**(a)** In order to receive a high school diploma from a school district or public charter school, a student must satisfy the requirements established by the State Board of Education and the school district or public charter school and, while in grades 9 through 12, must complete at least:

[(a)] **(A)** Twenty-four total credits; [(b)] **(B)** Three credits of mathematics; and [(c)] **(C)** Four credits of English. **(b) If a school district or public charter school requires a student to complete more than 24 total credits, as provided by paragraph (a)(A) of this subsection, the school district or public charter school may only require the student to complete additional credits for:**

(A) Subjects for which the State Board of Education has established academic content standards under ORS 329.045;

(B) Courses provided as part of a career and technical education program; or

(C) Courses that provide, or qualify to provide, credit at post-secondary institutions of education.

(3) A student may satisfy the requirements of subsection (2) of this section in less than four years. If a student satisfies the requirements of subsection (2) of this section and a school district or public charter

school has received consent as provided by subsection (5) of this section, the school district or public charter school shall award a high school diploma to the student.

(4) If a school district or public charter school has received consent as provided by subsection (5) of this section, the school district or public charter school may advance the student to the next grade level if the student has satisfied the requirements for the student's current grade level.

(5)(a) For the purpose of receiving consent as provided by subsections (1)(d), (3) and (4) of this section, consent shall be provided by:

(A) The parent or guardian of the student, if the student: (i) Is under 18 years of age and is not emancipated pursuant to ORS 419B.550 to 419B.558; or (ii) Has been determined not to have the ability to give informed consent regarding the student's education pursuant to a protective proceeding under ORS chapter 125; or

(B) The student, if the student is 18 years of age or older or is emancipated pursuant to ORS 419B.550 to 419B.558.

(b) For the purpose of awarding a modified diploma or extended diploma as provided by sub- section (1)(d) of this section or of awarding a high school diploma as provided by subsection (3) of this section, consent must be received during the school year for which the diploma will be awarded.

(6) A school district or public charter school shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. To be eligible for a modified diploma, a student must:

(a) Satisfy the requirements for a modified diploma established by the State Board of Education; and

(b) Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement.

(7) A school district or public charter school shall award an extended diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

(a) While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

(A) Two credits of mathematics; (B) Two credits of English; (C) Two credits of science; (D) Three credits of history, geography, economics or civics; (E) One credit of health;

(F) One credit of physical education; and (G) One credit of the arts or a second language; (b) Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement; and

(c)(A) Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

(B) Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.

(8) A school district or public charter school shall award an alternative certificate to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma if the student meets requirements established by the board of the school district or public charter school.

(9) A student shall have the opportunity to satisfy the requirements of subsection (6), (7) or (8) of this section by the later of:

(a) Four years after starting grade nine; or

(b) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(10)(a) A student may satisfy the requirements described in subsection (6), (7) or (8) of this section in less than four years if consent is provided in the manner described in subsection (5)(a) of this section.

(b) The consent provided under this subsection must be written and must clearly state that the parent, guardian or student is waiving the time allowed under subsection (9) of this section. A con- sent may not be used to allow a student to satisfy the requirements of subsection (6), (7) or (8) of this section in less than three years.

(c) A copy of all consents provided under this subsection for students in a school district must be forwarded to the district superintendent.

(d) Each school district must provide to the Superintendent of Public Instruction information about the number of consents provided during a school year.

(11)(a) A student who receives a modified diploma, an extended diploma or an alternative certificate shall:

(A) Have the option of participating in a high school graduation ceremony with the class of the student; and

(B) Have access to instructional hours, hours of transition services and hours of other services that are designed to:

(i) Meet the unique needs of the student; and

(ii) When added together, provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

(b)(A) The number of instructional hours, hours of transition services and hours of other services that are appropriate for a student shall be determined by the student's individualized education program team. Based on the student's needs and performance level, the student's individualized education program team may decide that the student will not access the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection.

(B) A school district may not unilaterally decrease the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection, regardless of the age of the student.

(c) If a student's individualized education program team decides that the student will not access the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection, the school district shall annually:

(A) Provide the following information in writing to the parent or guardian of the student:

(i) The school district's duty to comply with the requirements of paragraph (a)(B) of this sub- section; and

(ii) The prohibition against a school district's unilaterally decreasing the total number of hours of instruction and services to which the student has access.

(B) Obtain a signed acknowledgment from the parent or guardian of the student that the parent or guardian received the information described in subparagraph (A) of this paragraph.

(C) Include in the individualized education program for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection.

(d) For purposes of paragraph (a)(B) of this subsection, transition services and other services designed to meet the unique needs of the student may be provided to the student through an inter- agency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. A school district that enters into an interagency agreement as allowed under this paragraph retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student under this subsection. An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement as provided by this paragraph.

(12) A school district or public charter school shall:

(a) Ensure that students have on-site access to the appropriate resources to achieve a high school diploma, a modified diploma, an extended diploma or an alternative certificate at each high school in the school district or at the public charter school.

(b) Provide literacy instruction to all students until graduation.

(c) Beginning in grade five, annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of a modified diploma, an extended diploma and an alternative certificate and the requirements for the diplomas and certificate.

SECTION 4. (1) The amendments to ORS 329.451 by section 3 of this 2013 Act become operative July 1, 2015.

(2) The amendments to ORS 329.451 by section 3 of this 2013 Act first apply to students graduating on or after July 1, 2015.

SECTION 5. ORS 341.450 is amended to read:

341.450. Every community college district shall encourage high school students to start early on a college education by**:**

(1) Implementing two-plus-two programs and other related programs[. Each community college district shall make] **and making** at least one such program available to each interested school district that is within

the boundaries of the community college district.

(2) Collaborating with interested school districts that are within the boundaries of the community college district to facilitate the delivery of two-plus-two programs and other related programs.

SECTION 6. ORS 341.450, as amended by section 5, chapter 639, Oregon Laws 2011, is amended to read:

341.450. Every community college district shall encourage high school students to start early on a college education by**:**

(1) Implementing a dual credit program, a two-plus-two program or another accelerated college credit program[. Each community college district shall make] **and making** at least one such program available to each interested school district that is within the boundaries of the community college district.

(2) Collaborating with interested school districts that are within the boundaries of the community college district to facilitate the delivery of a dual credit program, a two-plus-two program or other accelerated college credit program.

SECTION 7. This 2013 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2013 Act takes effect on its passage.

Appendix B: Chronology of Related Legislation

In 1997, Oregon Revised Statute 341.450 stated every community college district must make at least one such program available to each interested school district that is within the boundaries of the community college district.

In 2005, the Oregon Legislature passed Senate Bill 342 with the express intent of improving student progress through postsecondary education by encouraging cooperation among the postsecondary education sectors on articulation and transfer alignment statewide to ensure that postsecondary education needs of students are met without unnecessary duplication of courses. Reports on the progress made by education sectors related to SB 342 included:

- AAOT revisions,
- Degree pathways,
- Course transfers for 100 and 200 level courses,
- Use of a statewide online degree audit program (ATLAS),
- Adoption of statewide standards for awarding credit for AP and IB exam scores,
- Use of the National Alliance of Concurrent Enrollment Partnerships accreditations standards for Oregon's Dual Credit programs, and
- Expansion of Early College Programs.

Oregon Revised Statutes 340.005 to 340.090 spelled out details intended to:

(1) Create a seamless education system for students enrolled in grades 11 and 12 to:
   (a) Have additional options to continue or complete their education;
   (b) Earn concurrent high school and college credits; and
   (c) Gain early entry into post-secondary education
(2) Promote and support existing accelerated college credit programs, and support the development of new programs that are unique to a community's secondary and post-secondary relationships and resources.
(3) Allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution.
(4) Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program.
(5) Increase the number of at-risk students earning college credits or preparing to enroll in post-secondary institutions. [2005 c.674 §2; 2011 c.456 §1]

In 2007, SB 23 was passed creating new provisions related to the Expanded Options Program and amending ORS 340.005, 340.015, 340.025, 340.030, 340.037, 340.045 and 340.065 to support high school students' early entry into postsecondary studies for dual credit by providing public funding to the postsecondary institutions to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the program. Postsecondary institutions receiving state funds for participating students were not permitted to charge students any tuition or fees, and the postsecondary and secondary institutions were to negotiate a financial agreement to cover the actual instructional costs. The law required that all high school students and their parents

were to be informed of the program, and outreach to dropouts was emphasized. The law also sets some limits on the amount of time students may participate and on the number of credit hours awarded to students at any one high school (330 for a school of 1000 students). The Oregon Department of Education was asked provide an annual report on the Expanded Options Program to the Joint Boards of Education and the House and Senate committees relating to education. House Bill 3160 required districts to apply for waivers if they were not offering this option based on financial hardship or other program offerings.

In 2011, SB 254 was passed to promote additional accelerated learning opportunities and create an Accelerated College Credit Account in the state Treasury seeded with $250,000 biennially administered by the Oregon Department of Education to award grants to school districts, community colleges, and four-year institutions supporting:

- Education or training for teachers to provide instruction in accelerated college credit programs,
- Assisting students in costs for books, materials and other costs and fees, and
- Paying for classroom materials.

The bill also allowed for waivers from school districts that could document adverse financial impact or that could document that at-risk students participating in accelerated college credit programs were not required to make any payments and that there was a process for participation that allowed all eligible at-risk students to participate.

Of particular interest, SB 254 specified that starting in 2014-2015, every school district is to:

a. Provide students in grades 9 through 12 with accelerated college credit programs including, but not limited to, accelerated college credit programs related to English, mathematics and science; or
b. Ensure that students in grades 9 through 12 have online access to accelerated college credit programs including, but not limited to, accelerated college credit programs related to English, mathematics and science.

Also in the 2014-2015 year, all community colleges are to implement at least one accelerated college credit program available to each school district within its boundaries (ORS 341.450). The Superintendent of Public Instruction is charged with ensuring that each high school that provides access to accelerated learning options in <u>three or fewer subjects</u> is contacted annually by the department and provided with information about ways they can offer or provide access to accelerated learning options (ORS 340.305).

Appendix C: Invited and Public Testimony

Accelerated Learning Committee Meetings October 2013-September 2014

- Randy Spaulding, Director of Academic Affairs and Policy,
  - Washington Student Achievement Council
- Jim West, Associate Director, Academic Affairs and Policy
  - Washington Student Achievement Council
- Noreen Light, Associate Director, Academic Affairs and Policy,
  - Washington Student Achievement Council
- Matt Gianneschi, Vice President of Policy and Programs
  - Education Commission of the States
- Margaret DeLacey
  - Oregon Association for Talented and Gifted
- Sally Hudson, Director
  - Portland State University Challenge Program
- Craig Hawkins, Executive Director
  - Confederation of School Administrators
- Shelley Berman, Superintendent
  - Eugene School District
- Gerald Hamilton, Interim Executive Director
  - Oregon Department of Community Colleges and Workforce Development
- Marla Edge, Committee Chair of Dual Credit Oversight Committee
  - Director of Academic Agreements and Articulations, Oregon Institute of Technology
- Andrea Henderson, Executive Director
  - Oregon Community College Association
- Mark Mulvihill, Superintendent
  - InterMountain Education Service District
- Don Domes, Dual Credit High School Instructor in Engineering and Technology
  - Hillsboro High School
- Traci Hodgson, President - Faculty Association
  - Chemeketa Community College
- Shay James, Principal
  - Franklin High School
- Richard Donavan, Committee Administrator
  - Oregon State Legislature
- Elizabeth Cox-Brand, Research and Communication Director
  - Oregon Department of Community Colleges and Workforce Development
- David Edwards, Director of Policy
  - Oregon Education Investment Board
- Laura Paxton Kluthe, Social Studies teacher
  - Lake Oswego High School

Appendix D: Summary of Feedback on Accelerated Learning Committee Concepts

Confederation of School Administrators Summer Institute- June 20, 2014

a. Pluses—

- Time & tuition savings for students,
- Increases likelihood in graduating from High School & on to college
- Needs to be available statewide
- Like that there is a plan for funding and structure for implementation
- Begins good discussion on rigor, gaps, assessment, etc.
- Helps close achievement gap

b. Concerns/Questions

- Needs to include CTE focus
- Need to make sure students can succeed
- Need equity of resources statewide
- What will happen for students not ready for college courses
- Need clearer curriculum articulation between High School & beyond
- Will this dilute K-12 ADM
- Make sure there are enough qualified instructors
- Need to make sure that courses transfer
- Does this nullify existing agreements between K-12 & postsecondary

OEIB Outcomes and Investments Subcommittee presentation June 12, 2014

- Interest in what courses make the most sense
- Why not just offer the courses online
- What about technical colleges and courses
- Would like to see Return on Investment
- What will be different in 10 years?

OEA and AFT faculty meeting -- July 23, 2014

- Focus on faculty leadership/input with a focus area specifically on ALC
- Agreement on two key issues: Transfer issue and quality of courses
- Concern that there are many college instructors who are not fully employed who would be willing to teach—TSPC licensure issue
- Additional work load issue for faculty
- Need for a minimum and maximum set of criteria for instructor qualifications for courses offered to high school students
- Questions about Eastern Promise instructor approval model
- Four members will be working with OEIB on draft of chart to bring back to next meeting.
- Frank Goulard is surveying current instructor qualifications for Biology 101,102,103, Math 111, 112, Speech 111, Wr121
- Majority approved to move forward with this discussion

Appendix E: Sample Equivalency Chart for High School Instructor Approval Process

This chart proposes sample equivalencies, some of which are already used by community college in Oregon, to determine a high school instructor's qualifications for teaching a dual credit course.

Bachelor's	**plus**	Masters in subject area	**plus**	College approval		
Bachelor's	**plus**	XX graduate credit hours in subject area	**plus**	College approval		
Bachelor's	**plus**	An education related Masters	**plus**	XX sem. Hrs./XX qtr. Hrs. in content area	**plus**	College approval
Bachelor's in Subject Area	**plus**	An education related Masters	**plus**	Successful teaching experience teaching at college level.	**plus**	College approval
Bachelor's	**plus**	An education related Masters	**plus**	XX sem hrs/XX qtr hrs earned through professional development offered by IHE related to content being taught	**plus**	College approval
Bachelor's	**plus**	Master of Arts in Teaching	**plus**	High score on Praxis or NES content test AND One term of successful co-teaching of the course	**plus**	College approval

Appendix F: Key Tasks

The following key tasks are necessary to develop the Accelerated Learning Options as conceived. It is expected that agencies will involve engagement from both high school and postsecondary communities to ensure input on these tasks.

Category/Task	Collaborating Agencies
Program Basics	
Create job---embedded, targeted professional development opportunities for districts and postsecondary institutions on course outcomes and assessments and which help qualify more high school teachers for dual credit instruction	CCWD, ODE, HECC, OEIB
Develop a policy that specifies under which conditions remedial or developmental education courses qualify for both high school and post---secondary credit and when they do not	ODE, CCWD, SBE, HECC
Urge Oregon's congressional delegation to revise qualifications for E---Rate program funding to allow post---secondary institutions working directly with districts on the delivery of dual credit courses to benefit from the program's discounted Internet and telecommunications infrastructure options	Governor's office, OEIB, HECC
Access	
Develop and share a statewide equivalency chart of acceptable qualifications and waivers for qualifying high school instructors	ODE, CCWD, HECC, SBE
Create a concordance table to show placement test cut---score equivalencies	CCWD, SBE, HECC, CIA
Develop print and online program guides for students and their families and incorporate information into students' individual plans	ODE, CCWD, HECC
Create a student counseling model that ensures students and families receive the most appropriate advice re: program participation, transferability, etc.	ODE, DCOC, CSSA, CCWD
Establish funding guidelines and oversee appropriation distribution	HECC, SBE, ODE, CCWD
Program Quality	
Assure course quality using recognized guidelines such as those established by NACEP, the Dual Credit Oversight Committee, and the Revised Oregon Dual Credit Standards	ODE, CCWD, HECC, SBE, College and HS faculty, CIA
Transferability	
Update and maintain a first year transfer guide and communicate to students and families which key academic dual credit course sequences and regionally appropriate (CTE) courses transfer to which postsecondary institutions.	ODE, CCWD, HECC, OED, JBAC
Institutional Reporting Requirements	
Develop biennial state reports on student progress outcomes across options.	HECC, SBE, OEIB
Strategic Investments	
Draft strategic investment guidelines for scaling up a blended advising model, developing accessible statewide online dual credit course materials, and creation of more professional development opportunities for high school teachers seeking dual credit qualifications (either through PLC work or online graduate coursework).	OEIB w/partners from state agencies, K-12, IHEs, and community partners

KEY: OEIB---Oregon Education Investment Board, ODE---Oregon Department of Education, CCWD---Division of Community Colleges and Workforce Development, HECC---Higher Education Coordinating Council, SBE---State Board of Education, JBAC---Joint Board Articulation Committee, DCOC---Dual Credit Oversight Committee, SBHE---State Board of Higher Education, CIA-Council of Instructional Administrators, CSSA---Council of Student Services Administrators, OED---Oregon Employment Division

Appendix G: Proposed Reporting Requirements

Each biennium, the Oregon Department of Education and the Higher Education Coordinating Commission would submit a report to the governor's office, legislative leaders, State Board of Education and Higher Education Coordinating Commission that includes:

- The number and names of districts and post-secondary institutions that have entered into cooperative service agreements for accelerated college offerings;
- The number of accelerated college instructors by content area and type, e.g., qualified high school teacher or college faculty;
- The number of students who participated in an accelerated college program, including subtotals for each district and postsecondary institution, along with their course grades and grade point average (GPA) to date;
- The total number of accelerated college students in the aggregate and disaggregated by student demographics and by course type;
- The total number of credit hours in which students enroll and in which programs (including IB and AP);
- Enrollment to completion ratios by district and postsecondary institution, course type (academic, remedial/developmental education, career and technical), instructor type (qualified high school instructor vs. adjunct faculty) and delivery method (in-person vs. online);
- A general narrative on the types of courses or programs in which students were enrolled, with particular attention to online offerings;
- Any new or revised courses introduced into the Oregon Transfer Model; and
- Program costs in the aggregate and disaggregated by district and postsecondary institution, course type and delivery method.
- Summaries of course and instructor evaluations

Program accountability at the state level would also include biennial studies of outcomes including:

- Impact of options on high school completion
- Academic achievement and performance of participating students
- Impact of options on subsequent enrollment in postsecondary education
- Academic achievement/performance of students who continue in postsecondary programs with comparisons to non-accelerated students
- Impact of options on completion of college certificates or degrees

Agreement on the use of the Smarter Balanced 11th grade assessment as an indicator of College and Career Readiness for placement into credit-bearing courses

Background

In 2010, the Common Core State Standards were adopted in Oregon. In 2013, Smarter Balanced was formally selected as the primary assessment to be used to evaluate a student's mastery of these standards. In 2011, Oregon was one of several states to receive a Core to College grant through a consortium of funders including Lumina and Gates. One of the key goals of the Core to College grant is to look at ways in which the Smarter Balanced assessment can be used for placement into college credit bearing courses for a more seamless transition between K-12 and postsecondary institutions. In October of 2013, a group of educators that include math and English faculty from community colleges and four year and private institutions, Oregon Department of Education assessment specialists, school district representatives, and the director of college and career readiness for the Oregon Education Investment Board, began meeting to discuss the use of the Smarter Balanced assessment as an alternative to current placement policy for high school students. Additionally, the group was charged with creating recommendations for pathways to postsecondary education for students who did not meet college readiness standards on the eleventh grade assessment.

From October 2013 to May 2014, the Smarter Balanced Policy Workgroup met monthly for at least three hours to develop a detailed recommendation. The members engaged with the lead psychometrician for Smarter Balanced and researchers at Education Northwest, and examined relevant state policies, both in Oregon and in other states. This group followed the work of Washington, since they are a few months ahead of Oregon on the adoption timeline. Several other states including Idaho, California, and Colorado have included Smarter Balanced into their placement policies.

One of the challenges of being a state that is looking at early adoption of the Smarter Balanced exam for placement and exemption from developmental education is the lack of availability of validity data on the Smarter Balanced test, as students will be taking the first exam in Spring of 2015. Currently, Smarter Balanced and the Oregon Department of Education have plans in place to conduct validation of the scores students receive. Going forward, there will also be alignment with national scores, which will be familiar to many campuses (SAT, ACT, NAEP). By working on recommendations early on, we can identify further work that needs to be done (development of courses, changes in advising structures, etc.) before students start taking the exam, as well as ensuring that students who do not score at college and career ready are given pathways to success and not penalized for scores on the Smarter Balanced exam.

The recommendations presented in this document will be disseminated to various key stakeholders throughout summer of 2014 for feedback. The group will reconvene for a web conference September 29, 2014 to outline next steps for approval of the recommendations. Members will review the incorporated feedback and create a final recommendation. The final version of the recommendations will be presented to the appropriate groups for adoption by the end of 2014. Students taking the Smarter Balanced assessment in Spring of 2015 will be able to take advantage of this policy during their senior year and entering into postsecondary education in Fall of 2016.

Helping Students Succeed

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Agreement on the use of the Smarter Balanced 11th grade assessment as an indicator of College and Career Readiness for placement into credit-bearing courses

The Need for Aligned Placement

In Oregon, placement policies (including cut score levels used for placement) vary greatly across the state and between institutions. Some rely on a single standard placement test, such as those developed by College Board or ACT (Accuplacer or Compass), while others use multiple measures for placement and consider other factors such as GPA and SAT scores, for example. What we know so far is that placement exams in and of themselves may not be the best ways to measure student readiness. Recently, a report on placement found that in one urban community college, 36% of students assigned to developmental education based on their Compass scores could have earned a B or better in college-level English and 24% could have scored a B or better on college level math (Scott-Clayton, 2012). Based on research from Michelle Hodara at Education Northwest, we know that in Oregon, of the students who graduated between 2005 and 2011 and went directly into community colleges from high school, 64% enrolled in developmental math and 47% enrolled in developmental reading/writing (Hodara, forthcoming report currently under review). We also know from the research, both in Oregon and nationally, that placement into developmental education decreases the likelihood of successfully completing a postsecondary education.

The Need for More Rigorous Academic Preparation

Research has continued to confirm what we already know: taking rigorous coursework is vital to success in postsecondary education. One of the benefits in considering potential use of the Smarter Balanced results as a placement alternative is that guidance can be provided to students on course-taking patterns for 12th graders that may include accelerated options, as well as transitional courses that help target areas in need of strengthening; thus, helping more students stay on track for being college ready by the time they graduate.

A recent report by the Center for Public Education at the National School Boards Association (2012) found three major activities that contribute to academic success: high-level mathematics, AP/IB courses, and academic advising (http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/High-school-rigor-and-good-advice-Setting-up-students-to-succeed/High-school-rigor-and-good-advice-Setting-up-students-to-succeed-Full-Report.pdf). The Smarter Balanced placement recommendations address the areas listed in this research, such as proposing a rigorous senior year, including college-level mathematics for those scoring as college ready on the Smarter Balanced assessment. There are also plans under development to provide additional information to high school guidance counselors to emphasize the impact of twelfth grade course-taking on a student's subsequent college or career plan.

In addition, the developmental education study by Hodara found that Oregon high school students who took dual credit math (e.g., college algebra) were 15 percentage points less likely to enroll in developmental math and students who took dual credit English (English composition) were 9 percentage points less likely to enroll in developmental reading/writing. Overall, participation in dual credit courses

in certain subject areas in Oregon is associated with a decreased likelihood of subsequent enrollment in developmental education at community college.

Recommendations:
These recommendations represent Oregon's commitment to improving student college readiness by supporting the implementation of the Common Core State Standards in the state. The goal is to increase the number of students enrolling directly into college courses without remediation and creating alternatives for students if necessary to use their senior year more effectively in getting ready for college-level work. Note that all of the recommendations provide for use of the Smarter Balanced assessment if the student takes additional coursework in his or her senior year.

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. Students who do not enter postsecondary within a year of graduating will still need to follow the placement policy (including taking placement exams) of the institution to which they are applying.

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 o f educators. A brief description is provided below. For more detailed information about content expectations for these levels, please visit (http://www.smarterbalanced.org/achievement-level-descriptors-and-college-readiness/).

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.

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Agreement on the use of the Smarter Balanced 11th grade assessment as an indicator of College and Career Readiness for placement into credit-bearing courses

	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. *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 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 level 3 after taking a transition course, he or she will need to follow the institution's requirements for placement exams.	

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Agreement on the use of the Smarter Balanced 11th grade assessment as an indicator of College and Career Readiness for placement into credit-bearing courses

Considerations:

The group identified a number of items that require further investigation or decisions. An implementation sub-group will be formed to work on some of the implementation issues:

Policy must be established as a benefit for students who score highly while avoiding the unintended consequence of penalizing and/or tracking students who do not score at a level "3" or "4."

For students who are College Ready (ALD 3 or 4):

- Dual credit has increased considerably over the past few years. Will the recommendation that students take dual credit increase the need for dual credit courses? Has this been accounted for already with the work being done with dual credit? What work is going on related to accelerated options? If there funding to expand these options?
- Alternatives should be developed for any student who takes accelerated courses prior to grade 12.
- Do these recommendations need to include provisions about whether or not students scoring a "4" on the Smarter Balanced assessment have priority over students who score a "3" if access to accelerated credit programs is limited (by resources, etc.)? Is this handled at a district level?

For students who are not College ready (ALD 1 or 2)

- Some states include other factors for support (family history, etc.) in addition to academic supports. How are the supports (cohort, advisor, college access and support course, etc.) that the student needs systematically identified?
- How do we ensure that these supports are available for students?
- What mechanism is in place to ensure that students continue to receive additional supports in postsecondary?
- Schools currently have a mechanism in place for additional high school time in order to graduate. How will this policy impact those programs?

General considerations for the system:

- Smarter Balanced will achievement standards may change as Smarter Balanced continues to validate the achievement standards for all levels through 2016-17. Validation will include evaluating how well students perform in college and comparing the achievement standards with PARCC, NAEP, ACT, SAT. How will changes in these scores affect policy as they evolve?
- How are students impacted by the fact that there currently aren't any re-test options? In 2014-15, at least, students will only have one opportunity to complete the assessment at each grade level.
- In 2014-15, at least, Oregon districts will not be purchasing the Smarter Balanced Formative and Interim Assessments in 2014-2015 to prepare and monitor student performance on the the assessment. How does this impact scheduling and interventions we may recommend for students?

Agreement on the use of the Smarter Balanced 11th grade assessment as an indicator of College and Career Readiness for placement into credit-bearing courses

- The primary recommendation from the group for how to minimize risk included establishing guidelines for how a student who did not score a "3" or a "4" could use additional evidence to be considered College and Career Ready. The guidance requires planning the coordinated use of additional sources of evidence, such as portfolios and other assessment results alongside Smarter Balanced scores. How will this be coordinated?
- Are there alternative ways to demonstrate college readiness prior to the 11th grade assessment? For example, if dual credit requirements are changed to allow for ninth graders to take dual credit, how will students demonstrate readiness if there is no ninth grade exam?
- If there is a difference between other measurements used in high school (such as ACT, proficiency-based grading, etc.) how will that be reconciled?
- Are there separate considerations/interventions depending on where the student falls on the ALD continuum (low-meets versus high-meets) when cut scores are established?
- Will there be a type of early warning system at grade 3 and 8 to identify needs before grade 11?
- If the Smarter Balanced assessment is not available for a twelfth grade retake, what other measure will be used to evaluate progress towards college and career readiness for those who did not meet the 11th grade assessment readiness benchmark and have subsequently done some type of intervention?
- Would a portfolio/other assessment be acceptable alternative to SBAC?
- What other alignment of scores (besides SAT, ACT, and NAEP) will then need to take place between SBAC and other assessments?
- What are the FERPA/student consent issues related to releasing SB scores?

Related Work

The recommendations in this report are tied to many initiatives across the state, including accelerated options and the developmental education redesign. In October 2014, SREB will present to the OR Cross-sector group run by the OEIB to begin discussions about availability of SREB courses. Additionally, work is underway to connect to current research that EdNW and Oregon Department of Education are conducting to look at the Eastern Promise grants. We have discussed adding Smarter Balanced scores to the data being collected, as well as twelfth grade courses that students might be taking as part of accelerated college options through Eastern Promise and the replication sites. This will begin to give us a picture of how students perform on the Smarter Balanced scores and their subsequent performance in courses in twelfth grade.

Citations

Hodara,M. forthcoming paper. Currently under review.

Scott-Clayton, J. (2012). *Do high-stakes placement exams predict college success?* (CCRC Working Paper No. 41). New York, NY: Columbia University, Teachers College, Community College Research Center

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Intro

The Expanded Reading Strategic Investment aimed to improve reading for students by:

- Expanding opportunities for reading instruction and / or support (before / after school)
- Increasing adult support to students
- Increasing student access to technology

Schools receiving funds for 2013-14 submitted data to help track the use of funds. Below are some of the highlights and emerging considerations as determined by information self-reported by schools.

By the numbers

- 31(of 62) schools reported **gains in 3rd Grade Reading**
  - The average gain was an increase of 9.5% of students reading at grade level
  - 10 schools reported low gains (less than 5%)
  - 10 schools reported moderate gains (between 5% and 10%)
  - 11 schools reported high gains (greater than 10%)
- 22 schools who reported gains identified *Expanded Reading Time* as one area of focus
- 26 schools who reported gains identified *Adult Support To Students* as one area of focus
- 20 schools who reported gains identified *Increased Access to Technology* as one area of focus
- **8 of the 14 schools who reported the highest gains (average of 11.5%) focused on combining *Expanded Reading Time* with *Adult Support to Students, only***
- 7 schools focused solely on increasing access to technology with mixed results:
  - One school reported gains of 10%
  - One school reported no change
  - Five schools reported declines of between 7% and 18% (average decline of 9.5%)
- 6753 students received additional interventions as a result of the funds
  - The 31 schools reporting gains provided additional interventions to 3903 students (60%)

Preliminary conclusions

Implementation is still key. For any claim about gains, an equal claim can be made about declines. For example, 13 schools combined expanded reading and increased adult support (only). In that group, 6 schools showed significant gains, 2 schools showed low gains, 4 schools showed moderate declines and 1 school showed significant declines. The strongest conclusion would be that focusing solely on increased access to technology has the lowest return (6 of 7 schools showed no gain or moderate to significant declines).

Barriers & Challenges

Timing has been a major barrier. Because funds for the 2013-14 school year were pushed out to schools after the start of the year, it was difficult for districts and principals to hire and mobilize programs. Despite the barrier, schools still demonstrated positive impacts on 3rd grade reading.

Questions remain as to the validity / reliability of the school-reported data, but this barrier falls outside of the scope of the Expanded Reading initiative. The School Improvement team continues to work with schools and districts on improving comprehensive assessment systems that better report student achievement.

Closing The Gap

The Expanded Reading Strategic Investment has increased reading support to students in Oregon's lowest performing, high poverty schools. Priority and Focus schools encompass less than 10% of the schools in the state, but house nearly 1/3 of the state's underrepresented ethnicities. It is too early to definitively state that the Expanded Reading investment has significantly improved opportunities for our underrepresented populations.

Next Steps

In July, schools receiving Expanded Reading funds were asked to reflect on the successes and opportunities for improvement as they reapplied for funds for the 2014-15 school year. In technical assist visits, the School Improvement team will continue to assist schools in making more strategic decisions with how the funds are allocated.

The Network is made up of many projects

Initiative	$ Investment	# of Teachers
Collaboration Grants	$12,300,000	10,500
Educator Effectiveness/Common Core State Standards	$10,000,000	1,000
Teacher and Administrator Mentoring	$9,600,000	1,400
Culturally Responsive Pedagogy and Practices	$1,989,054	3500
Dual Language/Bilingual Education Grant	$1,326,000	100
Closing the Opportunity Gap for American Indian/Alaska Native Students	$850,000	300
College and Career Readiness Assessments	$750,000	300
English Language Proficiency Standards	$725,000	3,100
Proficiency Based Teaching and Learning Models	$600,000	300
Closing the Achievement Gap of African American Students	$500,000	1,000
Support for Small/Rural Districts	$715,000	5,000
Minority Educator Recruitment and Retention	$650,000	750
Early Educator Training and Support	$400,000	100
Organizational Assessments	$300,000	100

Network Quality for Teaching and Learning

Data collection

Reports will include:

- Quantitative data- teachers impacted, students impacted, demographics, etc.
- Qualitative data- anecdotal stories, perception surveys, participant interviews
- Barriers and Challenges
- Efforts made to close the Achievement/Opportunity Gap
- Preliminary conclusions from reporting period

Oregon Educator Network Roadmap

Our Goal:

Provide a welcoming, useful website for Oregon Educators that:

- Provides information about the Strategic Initiatives
- Allows educators from across the state to connect around common interests

2015

Ongoing
Modifications based on feedback
Upgrades
Branding
Marketing
Communications

Early 2015
OFFICIAL LAUNCH

Technical Staff
Manage site development
Meet with IGA Team
Revise site as feedback is received

November →

Content Staff
Work with staff to develop SI pages
Work with field to review and refine
Work with potential partner districts/ ESD's/vendors

Early November
Demo site up for testing/feedback

Mid October
IGA Signed

Staff hired:
Technical—**June**
Content—**August**

2014

2013

Initial conversations with internal stakeholders to determine conceptual design

Ver 2.0 9/17/14	**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 such as entry into 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**	
	• Make recommendations regarding communication, best practices and evaluation of Kindergarten Readiness and EL Strategic Plan	**• Create an 11-14 policy agenda, including recommendations that help remove barriers and support outcomes-based funding models • Support development of focused, prioritized plan for alignment of standards, assessments and credentials across P-20**	**• Identify and address issues and barriers that impact recruitment, preparation and retention of a quality educator workforce**	**• Participate in development of a statewide strategic plan that leverages technology to create and grow engaging learning environments**	
9/9/14	Finalize Recommendations to OEIB Address Scope of Action for 2014-15				
#########		• Update and proposed legislation from Accelerated Learning 20 min • Core to College Alignment Proposal (one pager) Send full document 15 MIn	•Role of BPST Related to Disseminating Research and Best Practices 10 min • Review of Network Portal and Data Collection 30 min		Hilda Y Lisa Y Johnna ? Peter ? Brian & Staff
11/18/14	• English Learners transition research • Chronic Absenteeism			• Update from ODE on Digital Conversion staffing and strategic plan	Serena ? David & staffY Jim C.Y Craig Y Nichole M??
12/9/14		•Best Practices Creating a College Going Culture/Educational and Career Planning for Students *Role of Counselor, Teachers, Mentors	• TSPC update English Learners standards & Prof Dev for all candidates		Keith Y Suzanne Geary? Gene Eakins Y

1/13/15		•Development Education Workgroup Update • Joint meeting with HECC Subcommittee Chairs-Student Assistance •Proficiency and Personalized Learning * 5th year			Shalee? Elizabeth Y Tamra Y Nicole Y Carmen/Neil?

Mthly Mtgs	K -12 Student Transitions	Student Transitions 11 - 14	Educator Quality	Transforming Learning through Digital Conversion	
2/10/2015	• Updates on Strategic Investments	• Update on Eastern Promise • Updates on Strategic Investments			Mark Y Sarah and staff
3/10/2015	• Update on Early Learning Transitions		• Update on Educator Quaity Strategic Investments		Meghan Y Lynne S Y MarkishaY Theres/Tanya Y
4/14/2015	Review of Best Practices Dissemination Process				
5/12/2015	• Update on Strategic Investments	• Update on Strategic Investments	• Update from OACTE & TSPC	• Update on Digital Conversion	Keith Y
6/9/2015	• ODE English Learners Update • Draft of OEIB Recommendations	• Draft of OEIB Recommendations	• Draft of OEIB Recommendations	• Draft of OEIB Recommendations	David ? ODE ?
June 18 or 19 at COSA	Finalization of OEIB Recommendations to OEIB and a Session at COSA on Best Practices and Student Transitions Work This Year				