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Chief Education Officer  
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## OREGON EDUCATION INVESTMENT BOARD

### Best Practices and Student Transition Subcommittee

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

September 9, 2014

10:00 AM – 12:00 PM

Oregon University System

Board Room, Suite 515

1800 SW 6th Avenue, Portland, Oregon 97201

### AGENDA

- 1.0 Welcome and Roll Call**
- 2.0 Approval of the Agenda**
- 3.0 Approval of the August 25, 2014 Meeting Notes**
- 4.0 Final copy and details on Best Practices and Student Transitions Recommendations Presentation to the full OEIB**
- 5.0 Discussion of 2014-15 Scope of Action for Best Practices and Student Transitions Subcommittee**
- 6.0 Public Testimony**  
*Members of the public wanting to give public testimony must sign in.  
There will only be one speaker from each group.  
Each individual speaker or group spokesman will have three (3) minutes.*
- 7.0 Adjournment**

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



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

**Tuesday, August 25, 2014  
2:00 -- 4:00 PM**

**Meeting Notes**

**1.0 Welcome and Roll Call**

Members present: Yvonne Curtis, David Rives, Kay Toran, Mark Mulvihill, Kim Williams

**2.0 Approval of the Agenda**

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

**3.0 Review of the July 8, 2014 Phone Meeting Notes**

David make a motion to approve the notes. Kim seconded. Notes were approved.

**4.0 Review of Outcomes and Investments Subcommittee Presentation and OEIB Retreat**

Subcommittee discussed the coming year's work. Would like to see follow up on any work that was recommended to move forward.

**5.0 Best Practices and Student Transitions Recommendations and Call Outs**

Subcommittee believes they should stay focused on the same topics this coming year with particular emphasis on transitions from Early Learning to Elementary and from High School to Postsecondary.

Yvonne recommended that David Bautista meet with Stand for Children to see how recommendations from their report have been addressed and share back with the Subcommittee.

Need to make sure that Outcomes and Investments Subcommittee has the correct numbers for the Spanish assessment recommended as the top Strategic Investment. Although there are not accurate counts on students served in the Transitional programs, there are more in this model than in the Dual Language model.

Regarding the 2<sup>nd</sup> Strategic Investment on strategies that help EL students exit prior to 9<sup>th</sup> grade, OEIB Staff needs to take this topic to the ODE and OEIB research team to see how they can help identify best practices.

Need to emphasize supporting ongoing Strategic investments and ongoing monitoring of results of these projects. Hilda confirmed that ODE is collecting outcome data on each of these. Kay suggested that trend lines for these projects will be important. Yvonne suggested that the Subcommittee needs to call out best practices identified as working.

Need to strengthen the common bridges between Accelerated Learning Committee's work and Eastern Promise.

Kay inquired about the ability of students on Modified Diploma to access PELL grants. Hilda to follow up at next meeting.

Subcommittee reviewed a draft document to summarize recommendations and made edits. A final copy will be sent to members following this meeting.

Specific reports for next year's agendas include:

- Follow up on all recommendations being made by Subcommittee
- Follow up on all Strategic Investments related to Subcommittee's charge, particularly transitions
- Research on best practices related to EL transition prior to high schools
- Report on use of the Individual Profile and Career Plan
- Coordinate a presentation from HECC Financial Aid group on OOG
- Presentation from Core To College on SBAC alignment with placement tests
- Update from Developmental Education Workgroup
- Update from OACTE and TSPC on Institutional Profiles
- Update on the Network Portal and recruitment website
- Update from ODE on technology strategic plan

#### **6.0 Public Testimony**

*John Niebergall* from Sherwood High School provided testimony and shared part of a video on Fab Labs.

*Tamra Bush Johnson* reported on the \$415,000 invested this biennium in Proficiency Based Demo Sites.

#### **7.0 Adjournment**

Meeting was adjourned at 3:30.

Next meeting:

September 9<sup>th</sup> 10:30 – 12:00 Noon

Oregon University System, Board Room, Suite 515, 1800 SW 6th Avenue, Portland, Oregon 97201

## **Best Practices and Student Transitions Recommendations to the OEIB Board**

### **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 SUBCOMMITTEE 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)

- 2) Address barriers for districts falling short of eligibility for TRIO<sup>1</sup> 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<sup>2</sup>” (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)

#### **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)

<sup>1</sup> 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.

<sup>2</sup> 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.

**Oregon Education Investment Board**  
**Best Practices and Student Transition Subcommittee**  
**Public Testimony – August 25, 2014**

Thank you for your time and consideration of my testimony. In reading the minutes of this subcommittee from July 8, 2014; it was very evident to me that my testimony is critical to the three questions Chair Curtis introduced to guide the discussion in choosing which investments would be forwarded to the OEIB Outcomes and Investment committee.

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

I have been an educator for more than 35 years. I have seen good programs come and go. Education still has not moved the needle. Without transformational systemic and cultural changes in our schools, we will never reach Oregon's 40/40/20 goals and have each student experience a high quality education.

However, during the last 10 years significant new research in teaching and learning has emerged and has led to promising best practices. Schools and districts are implementing these best practices all over the U.S., including Oregon. It's called proficiency-based teaching and learning (PBTL). These best practices in teaching and learning have the following elements:

- Competencies include explicit, measurable, transferable learning objectives that empower students to own their learning.
- Students advance upon demonstrated mastery of the learning standards instead of arbitrary points on a calendar or seat time requirements.
- Assessment practices are meaningful and positive learning experiences, providing students with information that helps them make academic progress.
- Students receive just-in-time support or enrichment to meet or exceed proficiency in the learning standards.
- Learning outcomes emphasize reaching a proficient or higher level of knowledge and skill. This includes the application and creation of knowledge, as well as the development of important skills and dispositions.

Research is beginning to show that schools that have changed to these promising practices experience the following:

- Higher student attendance rate
- Greatly reduced discipline referrals

- Higher student achievement, especially for the under-represented and struggling students
- Fewer students on IEP's
- Higher number of students going on to college and not needing remediation

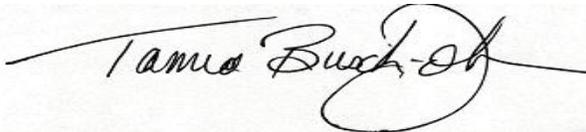
As a result of HB 3233 and the Teacher Quality Network, a small amount of money was awarded to implement PBTL demonstration sites at four Oregon schools in the following districts: (Jefferson County School District, Eugene School District, Coos Bay School District and Central School District)

**By the time the grant was awarded, it was near the end of the school year (2013-2014). The work with teachers will begin this fall. There was not enough time to implement the investment and to provide a report on the independent evaluation. To realize the most return on initial investment and to truly make a difference in the quality of education for all Oregon students, I urge you to re-invest in these promising best practices as part of the Teacher Quality Network funding and help us reach 40/40/20!**

I also ask that you specifically prioritize and identify PBTL in your recommendation as it is not a "program"; it's transformational in teaching and in learning.

Thank you for being strong for our students and for making the decision that will most impact student learning: investing in quality teachers.

Tamra Busch-Johnsen

A handwritten signature in black ink that reads "Tamra Busch-Johnsen". The signature is written in a cursive style with a large, circular flourish at the end of the name.

<b>DRAFT 1.0 9/2/14</b>	<b>OEIB Best Practices and Student Transitions Subcommittee 2013-14 Scope of Work</b>			
<b>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.</b>				
<b>Mthly Mtgs</b>	<b>K -12 Student Transitions</b>	<b>Student Transitions 11 - 14</b>	<b>Educator Quality</b>	<b>Transforming Learning through Digital Conversion</b>
	<ul style="list-style-type: none"> <li>• Make recommendations regarding communication, best practices and evaluation of Kindergarten Readiness and EL Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Create an 11-14 policy agenda, including recommendations that help remove barriers and support outcomes-based funding models</li> <li>• Support development of focused, prioritized plan for alignment of standards, assessments and credentials across P-20</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and address issues and barriers that impact recruitment, preparation and retention of a quality educator workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in development of a statewide strategic plan that leverages technology to create and grow engaging learning environments</li> </ul>
9/9/14	Finalize Recommendations to OEIB and Address Scope of Action for 2014-15			
10/14/2014		Update and proposed legislation from Accelerated Learning Core to College Alignment Proposal		Update from ODE on Digital Conversion staffing and strategic plan
11/11/14		Best Practices for Educational and Career Planning for Students	Review of Network Portal	
12/9/14	English Learners transition research		TSPC update English Learners standards & Prof Dev for all candidates	
1/13/15		Development Education Workgroup Update Joint meeting with HECC Subcommittee Chairs--Financial Aid, Student Assistance		
2/10/2015	Updates on Strategic Investments	Update on Eastern Promise Updates on Strategic Investments	Updates on Strategic Investments	Updates on Strategic Investments
3/10/2014	Early Learning Transitions Update			

Hilda Y  
Lisa ?

Johnna ?

Keith Y

Elizabeth Y

Mark Y

Meghan ?

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4/14/2014	TBA	TBA	TBA	TBA
5/12/2015	Draft of Recommendations to OEIB	Draft of Recommendations to OEIB	Update from OACTE & TSPC Draft of Recommendations to OEIB	Draft of Recommendations to OEIB
6/9/2015	ODE English Learners Update Refinement of Recommendations to OEIB	Refinement of Recommendations to OEIB	Refinement of Recommendations to OEIB	Refinement of Recommendations to OEIB
7/14/2015	Updates on Strategic Investments	Updates on Strategic Investments	Updates on Strategic Investments	
8/11/2015	Final Review of Recommendations to OEIB	Final Review of Recommendations to OEIB	Final Review of Recommendations to OEIB	Final Review of Recommendations to OEIB

Keith Y  
David ?  
ODE ?  
Meghan ?