



## OREGON EDUCATION INVESTMENT BOARD

October 14, 2014

1:00pm – 4:00pm

Portland Community College

Rock Creek Event Center, Building 9

17705 NW Springville Road, Portland OR 97229

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

*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 spokesperson will have 3 minutes.*

### AGENDA

- 1. Board Welcome and Roll Call**
- 2. September Meeting Minutes**  
ACTION ITEM
- 3. Outcomes and Investments Subcommittee Recommendations**  
SECOND READING / ACTION ITEM
- 4. Best Practices and Student Transitions Subcommittee Recommendations**  
SECOND READING / ACTION ITEM
- 5. Chief Education Officer Performance Evaluation**  
ACTION ITEM
- 6. Chief Education Officer Update**  
Dr. Nancy Golden, Chief Education Officer, OEIB
- 7. Key Transitions for Students in a Seamless System**
  - **Early Learning Division/Oregon Department of Education Shared Work: From Birth to Third Grade**
    - Rob Saxton, Deputy Superintendent of Public Instruction, Oregon Department of Education
    - Megan Irwin, Acting Early Learning System Director, Early Learning Division

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.

Version. 2, 10/6/14

- **A Snapshot of Work Underway to Align Grades 11-14**
  - Rob Saxton, Deputy Superintendent of Public Instruction, Oregon Department of Education
  - Ben Cannon, Executive Director, Higher Education Coordinating Commission

**8. Public testimony**

**9. Adjournment**

## OREGON EDUCATION INVESTMENT BOARD

September 9, 2014

1pm – 5pm

Oregon University System

Board Room, Suite 515

1800 SW 6<sup>th</sup> Ave., Portland, OR 97201

[LINK TO AUDIO](#)

[LINK TO MATERIALS](#)

### **OEIB Members Present**

Julia Brim-Edwards, Yvonne Curtis, Mathew Donegan, Samuel Henry, Nichole June Maher, Mark Mulvihill (Chair) David Rives, Ron Saxton, Johanna Vaandering, Dick Withnell

### **Advisors Present**

Megan Irwin, Ben Cannon; Rob Saxton;

### **Members/Advisors Excused:**

Governor John Kitzhaber, Mary Spilde, Kay Toran, Vicki Chamberlain, Iris Bell

### **Staff**

Nancy Golden - OEIB Chief Education Officer

Lindsey Capps – Chief of Staff, OEIB

Kristin Gimbel – OEIB

Mark Lewis – OEIB

Hilda Rosselli – OEIB

Serena Stoudamire Wesley – OEIB

Shadiin Garcia – OEIB

Peter Tromba – OEIB

Seth Allen – OEIB

### **1. Board Welcome and Roll Call**

Substitute Chair Mark Mulvihill calls the meeting to order at 1:05pm. Roll is called.

### **2. Chief Education Officer Update**

Dr. Nancy Golden, Chief Education Officer

### **3. Early Reading Initiative**

Kristin Gimbel presents.

### **4. Subcommittee Reports / Recommendations**

- **Best Practices and Student Transition**

#### **FIRST READING**

Dr. Yvonne Curtis, Chair

Dr. Hilda Rosselli, Staff, OEIB

- Equity & Partnerships Subcommittee

**SECOND READING/ACTION ITEM**

Nichole Maher, Chair

Shandiin Garcia, Staff, OEIB

**MOTION: Samuel Henry motions to adopt the policy framework “Youth Without High School Diplomas”. Mathew Donegan seconds the motions. It passes unanimously.**

**10 minute break**

- Outcomes and Investments Subcommittee

**FIRST READING**

Dick Withnell, Chair

Peter Tromba, Staff, OEIB

- Personnel Management Subcommittee

Julia Brim-Edwards, Chair

**5. Achievement Compact Recommendations –  
ACTION ITEM**

Peter Tromba, Staff, OEIB

***Do not have quorum for vote.***

**6. Consent Agenda Items – ACTION ITEMS**

June Meeting Minutes

2015-17 OEIB Agency Budget

Engineering & Technology Investment Council

***Do not have quorum for vote.***

**7. Agency Update**

Early Learning Division

Introduction: Megan Irwin, Acting Early Learning System Director

**8. Public Testimony**

**9. Adjournment**

Substitute Chair Mark Mulvihill adjourns the meeting at 4:55pm.

**OREGON EDUCATION INVESTMENT BOARD**

***Special Meeting***

September 18, 2014

8am

The board members will be meeting via conference call.

Call in Information:

Dial: (888) 204 - 5984

Code: 992939

[Link to meeting materials](#)

**OEIB Members Present**

Julia Brim-Edwards, Yvonne Curtis, Nichole June Maher, Mark Mulvihill, David Rives, Ron Saxton, Johanna Vaandering, Dick Withnell, Mary Spilde (Chair)

**Members/Advisors Excused:**

Governor John Kitzhaber, Mathew Donegan, Samuel Henry, Kay Toran, Vicki Chamberlain, Iris Bell, Megan Irwin, Ben Cannon; Rob Saxton;

**Staff**

Nancy Golden - OEIB Chief Education Officer

Lindsey Capps – Chief of Staff, OEIB

Mark Lewis – OEIB

Hilda Rosselli – OEIB

Seth Allen – OEIB

**1. Board Welcome and Roll Call**

Chair Mary Spilde calls the meeting to order at 8:05am. Roll is called.

This meeting was convened for the reconsideration and potential reinstatement of votes taken at September 9 Oregon Education Investment Board meeting to adopt the following:

**Achievement Compact Recommendations**

ACTION ITEM

**DISCUSSION:**

- Julia Brim-Edwards: Uncomfortable with shift to two goals. Prepared to either send back to subcommittee for further discussion or amend the recommendations, before adoption today, to add a complimentary goal to the two that have already been identified.
- Nancy wants to hear the different perspectives of the board members and get the board to a consensus.
- Julia Brim-Edwards motions that the board adds a third goal to the two proposed

achievement compact goals that the committee previously proposed. It is complimentary to the high school completion goal. That is that we will continue to maintain our focus on preparing students for graduation and success after high school. We would be adding the three college courses metrics that are currently in place. In addition, the motion would state that the OEIB is committed to continuing to work with school districts and communities to support building and enhancing the capacities for school districts to be able to offer the courses for students to be able to meet this goal.

- Mark Mulvihill: Need to pass the original recommendation because we deviated from the original intention and the people in the field don't value the achievement compact document anymore. It's an exercise in filling out paper. No trajectory for 40 40 20. Need to rejuvenate interest by going back to the original idea which was a handshake deal that OEIB would invest dollars in to outcomes. The only investments coming are a heavy investment in P-3, and an increase in the formula. We have not invested in the targets like the original intent. Holding tight to those two indicators will provide value and bring credibility back.

- Yvonne Curtis: We get hung up on trying to capture the data in the right way and report it by the right time that we lose track of what we are really trying to do. There is an opportunity to add indicators later when we get better at it.

- Nichole June Maher: Want to reflect on two things: 1) Process: At last meeting we didn't have opportunity to fully understand the issue and the different perspectives. Felt rushed. Thoughts have changed on this. Reasons for not including this goal really have to do with systems failure. OEIB should be providing leadership and being aspirational. 2) Concern that the achievement compact is only K-12 driven, and this creates a link to higher ed. Support this amendment. Will second the motion.

- Ron Saxton: Agree with what Nichole said. Disappointed that the achievement compacts have become watered down. Not ambitious. Supportive of Julia's motion.

- Julia Brim-Edwards restates the motion:

**MOTION: Add a third goal to the two proposed achievement compact goals that have been proposed by the committee. The third goal would be to add the three college level course metric that is currently in place in the achievement compact. In addition, the board will state that the OEIB is committed to continuing to work with school districts and districts and communities to support building and enhancing the capacities for school districts to be able to offer the courses for students to be able to meet this goal. Nichole June Maher seconds the motion.**

- Hanna Vaandering: Maybe we haven't had enough time to discuss this. We did this to ourselves. We adopted the compacts without any plan of how it was going to be successful. We should have piloted them. If we want to see something happen, then we as a board need to understand the implications of any of these documents that we move out. We have no plan to assist districts in doing the hard work that they are asked. We should have asked

the educators what they need and then supported them from the beginning. Won't support this motion. Need to go back to the drawing board and dig into, "What is a compact?" "What does it mean?" What is [OEIB's] responsibility in it?"

- David Rives: Achievement compacts aren't seen as goals handed down by the state as much as reporting requirements. We should be talking about how we set goals with the districts and the colleges, and how we work with them to achieve them.

- Julia Brim-Edwards: Wants to clarify. Instead of moving from ten goals to two, we are moving from ten goals to three. The third being complimentary to the high school diploma requirement. This is the impetus to have deeper conversations about how we support school districts and teachers to meet goals.

-Yvonne Curtis: Support the reduction of measures. Regarding data, feels like this third measure is putting all the pressure on the school district system.

- Mark Mulvihill: We have a Chief Education Officer that has brought forward a recommendation that came through a subcommittee for several years. We had a motion that passed without a quorum, and now we are adding to that recommendation and voting on it when it hasn't been vetted through the same process. Concerned with the process and how it has evolved. Will not support.

- David Rives: We have to look into what does a high school diploma mean?

**VOTE:**

Julia Brim-Edwards: Yes

Yvonne Curtis: No

Nichole June Maher: Yes

Mark Mulvihill: No

David Rives: No

Ron Saxton: Yes

Johanna Vaandering: No

Dick Withnell: No

Mary Spilde: No

**3 Yes / 6 No: Motion fails**

**MOTION: Mark Mulvihill motions to adopt the original achievement compact recommendations from the September 9 OEIB meeting. David Rives seconds the motion.**

- Julia Brim-Edwards: Will be opposing because I think it lowers the standards for our students.

- Nichole June Maher: Will be opposing because there was not a full conversation.

**VOTE:**

Julia Brim-Edwards: No

Yvonne Curtis: Yes

Nichole June Maher: No

Mark Mulvihill: Yes

David Rives: Yes

Ron Saxton: No

Johanna Vaandering: No

Dick Withnell: Yes

Mary Spilde: Yes

**5 Yes / 4 No: Motion fails**

Nancy Golden: Suggests putting extra emphasis on these other metrics.

**Consent Agenda Items – ACTION ITEMS**

- a) June Meeting Minutes
- b) 2015-17 OEIB Agency Budget
- c) Engineering & Technology Investment Council

**MOTION: Hanna Vaandering moves to adopt the items from the consent agenda from the September 9 2014 OEIB meeting. Nichole June Maher seconds the motion. The motion passes unanimously.**

- Peter Tromba: Districts are expecting for this year that they will stay on the current achievement compact cycle. They are completing their Oct. 15 compact using the old system, regardless of today's vote. They were expecting to be able to set more strategic goals.
- Mary Spilde: Further discussion needs to take place at the board level. There is not consensus about this. They need more discussion.
- Nancy Golden: Let's have a committee made up of board members with both perspectives and work to find something that everybody feels comfortable doing.
- Yvonne Curtis: There is a lot of information shared at the subcommittee level and it is really important that we trust the recommendations that come out of other subcommittees have been fully vetted.
- Julia Brim-Edwards: If a substantive issue is raised after a first reading at a board meeting, that is a signal that a deeper conversation is needed. We need to have broader board discussions on the substantive board actions that we are asked to vote on, because we all have many different perspectives.
- Nancy Golden: All action items will be put at the beginning of the agendas. We need to hear

from all the board members.

- Peter Tromba: This recommendation did not come out of a board member subcommittee.

This came from directions given to David Edwards to do research on the achievement compacts. His earlier report led to a discussion with the board a couple months ago. There was one ad-hoc meeting with OEA, COSA and OSBA.

- Nancy Golden: We need to gather board members with different perspectives to create a solid proposal.

-Mary Spilde: Nancy. You have heard that there are interested board members. Work with them to get this work done. I believe we can deal with this off-line.

**Mary Spilde adjourns the meeting at 8:55am.**

DRAFT



### **AGENDA ITEM 3**

## **Summary of Recommended Board Action**

### **ACTION:**

Board Adoption of the Outcomes and Investments Subcommittee Report

### **ISSUE:**

Pursuant to the statutory charge of the Oregon Education Investment Board (OEIB) to recommend strategic investments for P-20 public education, the Outcomes and Investments Subcommittee Report contains recommended outcomes-based policy and investment concepts for inclusion in the Governor's Recommended Budget and the Legislatively Adopted Budget for the 2015-2017 Biennium.

### **BACKGROUND:**

The Outcomes and Investments Subcommittee Report contains targeted outcomes-based strategies leveraging critical transitions to achieve the state's 40-40-20 goal. Specific policy and investment concepts are organized within three aligned, integrated strategies or pathways:

- Pathway to Kindergarten Readiness and 3<sup>rd</sup> Grade Reading Proficiency
- Pathway to High School and Postsecondary Completion
- Pathway Connecting Education to Career

P-20 education agencies, boards and commissions, and OEIB subcommittees brought investment and policy proposals to the Outcomes and Investments Subcommittee. OEIB staff built a comparative analytical matrix of all the proposals based on research, evidence-based practice and a detailed equity analysis. Further analysis of the proposals included two additional criteria: 1) Alignment (how a given proposal fit with successful strategies within P-20 education and proposed new ones); and 2) Leverage (how a given proposal builds on existing efforts to maximize the use of existing resources). This analysis aided the Outcomes and Investments Subcommittee in refining the total number of proposals and their grouping into the three, integrated outcomes-based strategies now before the Board for adoption.

A graphic and summaries of the three integrated strategies -- and the policy and investment concepts within each strategy -- are enclosed.

### **ACTION PRECEDING RECOMMENDED BOARD ADOPTION:**

This is the Second Reading of the Outcomes and Investment Subcommittee Report, which was presented for First Reading and discussion before the Oregon Education Investment Board on September 9, 2014.

The Outcomes and Investments Subcommittee met to develop its recommendations on June 12, July 24, August 21, and September 2, 2014. The Outcomes and Investments Subcommittee met jointly with the Equity and Partnerships Subcommittee August 6, 2014.

### **BOARD MEMBER PRESENTING REPORT FOR ADOPTION:**

Hon. John A. Kitzhaber, Governor and Chair, Oregon Education Investment Board

**CONTACT:** Dr. Nancy Golden, Chief Education Officer



## **OUTCOMES & INVESTMENTS SUBCOMMITTEE**

### **2015-17 OUTCOMES-BASED STRATEGY RECOMMENDATIONS**

#### **Introduction**

The Outcomes and Investments Subcommittee recommends three outcomes-based strategies, which contain an aligned set of policy and investment proposals developed to help Oregon reach 40-40-20. These aligned strategies will:

- Deliver a significant increase in the levels of 3<sup>rd</sup> grade reading proficiency
- Increase the number and rate of students completing high school and postsecondary degrees and certificates.
- Increase the number of graduates employed, increase the number of students in Career Technical Education, and Increase the number of completion in STEM fields.

During deliberations, the Outcomes and Investments Subcommittee developed a recommendation for three outcome-based budget and policy requests that contained a set of aligned proposals: Pathway to Kindergarten Readiness and Third Grade Reading; Pathway to High School and Postsecondary Completion; and Pathways Connecting Education to Careers.

Each recommendation is represented in a one-page summary with its elements described in narrative form. In addition, a P-20 continuum showing each element is also included.



# Outcomes-Based Strategies to Meet 40-40-20

Personal Achievement Record

Personal Achievement Record

## PATHWAY TO KINDERGARTEN & 3<sup>RD</sup> GRADE READING

## PATHWAY TO HIGH SCHOOL & POSTSECONDARY COMPLETION

Postsecondary Completion & Career ▶

### Kindergarten Readiness ▶

#### Early Years to Kindergarten

- Support for students and families through investment and coordination of Early Learning Hubs

#### Culturally Responsive Teaching

#### Support for English Language Learners

#### Birth to Age 3

- Investment in early screening for student health & wellness

#### Quality Childcare

- Investment in provider quality and implementation of Quality Rating and Improvement System (QRIS)

### 3<sup>rd</sup> Grade Proficiency ▶

#### 3<sup>rd</sup> Grade Reading

- Full Day Kindergarten
- Quality curriculum & K-3 alignment
- Student interventions (e.g. After School and Summer School for students in the opportunity gap)

### High School Graduation ▶

#### 9<sup>th</sup> Grade on-Track

#### Accelerated Learning

#### Blended Advising

#### Math Alignment

#### Higher Education Affordability

#### Higher Education Productivity

#### Support for Low Performing Schools

#### Mentoring for Teachers & School Leaders

#### School District Collaboration Grants

#### Dual Language Progress Monitoring

## PATHWAY CONNECTING EDUCATION TO CAREERS

#### High School Equivalency

#### Postsecondary Talent Development

#### Youth & Community Investment

#### Career Technical Education (CTE) Revitalization

#### STEM Hubs

# Pathway to Kindergarten Readiness and 3rd Grade Reading

- Too many students, especially students of color, are not reading proficiently by 3rd grade.
- Students ready for kindergarten are much more likely to reach 3rd grade reading proficiency.
- Students who achieve reading proficiency in 3rd grade are 4 times less likely to drop out. School districts that do not need to spend as much on reading remediation can offer a more diverse program, which includes the electives that help keep many students engaged in school.
- Improvements in professional practice and more engaging learning environments will increase achievement and help eliminate opportunity gaps.
- Interventions in low performing K-12 districts, especially ones that focus on improving instructional leadership, will increase the number of students reading proficiently.

Outcome Measures	Percentage of students ready for Kindergarten	Percentage of students reading proficiently by 3rd grade
Current		68% all students
2-year		88% all students 80% disadvantaged students
4-year		95% all students 95% disadvantaged students

## Key Strategies

	Scope	P-20 Essential Skills	Educator Effectiveness	Quality Learning Env	Type(s)
1. Birth to 3	Focus: 66,000 children			✓	System Redesign
2. Quality Early Childcare	Focus: 85,000 children		✓	✓	Scale-up
3. Early Years to Kindergarten	All: 190,000 children	✓			Collective Impact
4. 3rd Grade Reading	All: 180,000 children	✓	✓		Scale-up/Collective Impact
5. Dual Language Progress Monitoring	All: 6,000 children	✓			System Redesign
6. Full Access to K-12 Mentoring	All: 3,500 educators		✓		Scale-up
7. Culturally Responsive Teaching Practices	All: 65,000 K-12 staff		✓	✓	Scale-up
8. Support for Low Performing Schools/Districts	Focus: 143 schools	✓			Scale-up
9. Expansion of School District Collaboration	All students	✓	✓		System Redesign

**Scope - All:** Strategy affects all students or staff. **Focused:** Strategy focused on particular students or staff.

**P-20 Essential Skills:** Relevant curriculum and instruction that ensures every student achieves high standards.

**Educator Effectiveness:** Improving educators ability to serve all students especially those most affected by opportunity gaps.

**Quality Learning Environments:** Creating culturally responsive conditions that achieve high attendance and student engagement.

**System Redesign:** Changing existing structures and programs within and between agencies to remove barriers and opportunity gaps.

**Collective Impact:** Communities coming together to mutually achieve student success.

**Scale-up:** Expand a existing research/evidence based strategy to affect more students or staff.

**Note:** Each strategy, by number, is described and analyzed in a companion document entitled "OEIB Strategy Analysis Tool 2014"

## **PATHWAY TO KINDERGARTEN READINESS AND 3RD GRADE READING**

### **1. Birth to Three (focus: 66,000 children; universe of all Oregonian children ages 0-3 = 141,000)**

*Summary:* Early screening during pre-natal and early childhood periods identifies risks to social and emotional development while connecting families to resources. This strategy will require a mix of reallocation and effective coordination of current funds, using screening tools to identify risks of not reaching kindergarten ready to learn and to provide innovation funds to the Early Learning Hubs for evidence based programs that support building social and emotional development for at-risk infants and toddler in their communities. It also expands the capacity of local communities to support the social and emotional development of young children in culturally relevant ways which contributes to Early Learning Hub goals, long-term educational outcomes and a reduction in the opportunity gap. The clearest opportunities for cross-over, leverage, and braiding of funds between education and the CCO's structure is in birth to three.

### **2. Quality Early Childcare (focus: 85,000 children; universe of all children in licensed care age birth through 12 = 123,860)**

*Summary:* Many Oregon students arrive at Kindergarten inadequately prepared. This includes academic background and behavioral/social readiness in a context of large class sizes and rigorous academic curriculum. Increased availability to high quality early childcare will help close this gap for preschool students. This proposal recommends continued implementation of the Quality Rating and Improvement System (QRIS) and funding to support increased provider quality in underserved and rural communities. Supporting improvements in provider quality and connecting that with a rating system for parents will drive continuous improvement; providers will improve programs to achieve a better rating that will be public for parents to use in their selection process.

### **3. Early Years to Kindergarten (All: 190,000 pre-kindergarten children at risk)**

*Summary:* Many underserved students require a set of services that includes early education, health, and human services. Early Learning Hubs have been created across Oregon to organize and galvanize these services around children and families using a model called Collective Impact. To create a hub, providers agree on a common agenda, shared measures, mutually reinforcing activities, and continuous communication. The state investment provides backbone support. Evidence across the country, and in Oregon (Coordinated Care Organizations and Regional Achievement Collaboratives), show that collective impact approaches achieve better returns on investments. This proposal will increase funding through Early Learning Hub (ELH) systems to improve outcomes for at-risk children from birth to age six.

### **4. 3<sup>rd</sup> Grade Reading (All: 180,000 children)**

*Summary:* Students must be reading fluently by third grade to be able to access curriculum; they must learn to read so they can read to learn. This is a key summative metric that has been adopted in both Early Learning and in K-12, but the lack of adequate resources and lack of consistent implementation of best practices has resulted in only 68% of students meeting this benchmark. This proposal funds K-12 districts to implement programs from a set of state-identified best practices and to use aligned practices across all schools and grades. The ODE would provide technical assistance in these implementations. It would also support community based and culturally specific programs that have a demonstrated ability to increase student reading achievement. Finally, it connects the implementation of full day Kindergarten to improved reading instruction at that grade level.

### **5. Dual Language Progress Monitoring (All: 6,000 children in dual transitional bilingual and dual language programs)**

*Summary:* With a goal to increase third grade reading, provide Spanish benchmarking and progress monitoring tools for students in K, 1<sup>st</sup>, and 2<sup>nd</sup> grades who are receiving literacy instruction in Spanish in both transitional bilingual programs and Dual Language programs to yield accurate student progress. This will allow schools to assess current levels of literacy and design interventions accordingly. Schools that teach bilingualism succeed in both English acquisition and Native language retention, but we cannot measure student progress if assessments are only offered in one language.

## **6. Full Access to K-12 Educator Mentoring (All: 3,500 new educators)**

*Summary:* Scale up mentoring to reach 100% of all new teachers and administrators employed in Oregon. Increasing investments in Oregon's Mentoring program can reduce the cost of teacher turnover, sometimes estimated as high as \$40 million a year in Oregon. Teachers who receive high quality induction programs stay in the profession at significantly higher rates, accelerate new teachers' professional growth, and improve student learning. In 2015-2017, with projections from ODE, COSA, and Oregon School Personnel Association, use an increase in funding and the creation of more cost-effective model to enable all remaining unfunded districts to be able to mentor newly hired teachers and administrators.

## **7. Culturally Responsive Teaching Practices (All: 65,000 public K-12 staff members)**

*Summary:* Expand and replicate culturally responsive teaching practices to improve student achievement and combat the impact of poverty on students' success in school. We continue to fail those students who are in the opportunity gap. Investments in the 2015-2017 biennium need to focus on identifying specific culturally responsive practices that have shown improvement in student outcomes. Inherent in any best practice is the involvement of all educational staff. We then make these the guiding criteria for supporting other schools to improve practice and be eligible for additional funding to turn around their outcomes.

## **8. Support for Low Performing Schools/Districts (Focus: 143 total schools; universe of all schools needing intervention = 358)**

*Summary:* Provide support to additional struggling schools that do not have the federal focus and priority schools designation and create a new support structure for struggling districts. This funding would enable us to discretely diagnose the need in the schools, districts, and communities, and effectively implement tailored strategies, interventions, supports, and accountability. This would reach 112 schools and the lowest performing districts.

## **9. Expansion of School District Collaboration (All students)**

*Summary:* Schools are learning the power of collaboration to transform student learning. Funding the School District Collaboration Fund (SDCF) grants would expand proven practices to new, interested districts. This would allow them to align and integrate the many elements of building a next generation career model, leveraging funds to create a systemic and sustainable process of shared leadership. If the Collaboration Grants were scaled statewide current student results would support Oregon reaching 40-40-20 almost three years earlier than the current goal. The Collaboration districts move students to proficiency on state tests faster than the statewide average.

# Pathway to High School and Post-Secondary Completion

- Systemic barriers prevent many students, especially students of color, from completing high school, earning a professional/technical certificate, or completing a post-secondary degree.
- Improvements in the programs for English Language Learners and first-year high school students will significantly raise high school completion rates.
- Improvements in professional practice and more engaging learning environments will increase achievement and help eliminate opportunity gaps.
- Alignment of high school and post-secondary curriculum and practice will create a seamless system and decrease the number of post-secondary students in developmental education.
- Reducing cost and creating new pathways will increase the number and diversity of students completing certificates and degrees.

## Outcome Measures

	5-year completion rate	Post-secondary completion rate
Current		
2-year		
4-year		

## Key Strategies

	Scope	P-20 Essential Skills	Educator Effectiveness	Quality Learning Env	Type(s)
1. ELL Funding Formula Change	All: 58,000 students	✓			System Redesign
2. 9th Grade On-Track	Focus: 27,450 students			✓	Scale-up
3. Higher Education Affordability	Focus: 63,000 students			✓	System Redesign
4. Higher Education Productivity	All: 200,000 students		✓	✓	System Redesign
5. Full Access to K-12 Mentoring	All: 3,500 educators		✓		Scale-up
6. Culturally Responsive Teaching Practices	All: 65,000 K-12 staff		✓	✓	Scale-up
7. Support for Low Performing Schools/Districts	Focus: 143 schools	✓			Scale-up
8. Expansion of School District Collaboration	All students	✓	✓		Scale-up
9. STEM Hubs	Focus: 150,000 students	✓		✓	Collective Impact
10. Dual Credit	Focus: 40,000	✓		✓	Scale-up
11. Blended Advising	All students			✓	Scale-up
12. Math Alignment and Instructional Redesign	All students	✓		✓	System Redesign/Collective Impact
13. Personal Achievement Record	All students			✓	System Redesign

**Scope - All:** Strategy affects all students or staff. **Focused:** Strategy focused on particular students or staff.

**P-20 Essential Skills:** Relevant curriculum and instruction that ensures every student achieves high standards.

**Educator Effectiveness:** Improving educators ability to serve all students especially those most affected by opportunity gaps.

**Quality Learning Environments:** Creating culturally responsive conditions that achieve high attendance and student engagement.

**System Redesign:** Changing existing structures and programs within and between agencies to remove barriers and opportunity gaps.

**Collective Impact:** Communities coming together to mutually achieve student success.

**Scale-up:** Expand a existing research/evidence based strategy to affect more students or staff.

**Note:** Each strategy, by number, is described and analyzed in a companion document entitled "OEIB Strategy Analysis Tool 2014"

## PATHWAY TO HIGH SCHOOL AND POSTSECONDARY COMPLETION

### **1. ELL Funding Formula Change (All: 58,000 students who are English Language Learners)**

*Summary:* Providing a modest adjustment to an already weighted formula reflects Oregon's commitment to students who are English Language Learners (ELLs). Oregon longitudinal research shows that ELLs who reach English proficiency before they enter high school graduate at higher levels than native English speakers. The ELL Funding Formula Change proposal provides guidelines and incentives to schools and districts to maximize the number of ELLs who attain this goal. This proposal does not require increased investment; rather, it reallocates formula-based resources to give more support to districts and schools with high numbers of ELL students, and it rewards programs that help students attain proficiency more rapidly.

### **2. 9th Grade On-Track (Focus: 27,450; universe of all 9<sup>th</sup> graders = 45,000)**

*Summary:* A student is "on-track" in 9th grade if they earn  $\frac{1}{4}$  credits for graduation and are not chronically absent. This Achievement Compact measure is highly predictive of high school and postsecondary completion. In Oregon, certain groups of students (students of color, students eligible for free or reduced lunch, students eligible for special education and students with limited English language proficiency) are less likely to be on track in 9th grade. The 9th Grade On-Track proposal provides incentives to make sure these students most affected by the achievement gap are on-track. It does not require increased investment; rather, it reallocates existing formula-based resources and rewards programs that help students meet this goal. This high-level policy change will incentivize many different local models to help 9th grade students that best fit with the local conditions and context. Districts will be encouraged to partner in this work with local community based organizations; current strategic investments have raised the capacity of these organizations to partner with schools to increase these 9th grade outcomes.

### **3. Higher Education Affordability (Focus: 63,000 students; universe of public post-secondary resident students = 200,000)**

*Summary:* The cost of post-secondary tuition is one of the major barriers to reaching 40/40/20. Continued erosion of state financial support for higher education continues to put pressure on campuses to raise tuition. This proposal requests an incremental increase in the Oregon Opportunity Grant (OOG) over time and a focus on the highest need students. A barrier that currently exists with respect to deadlines would be changed to a rolling application deadline. Finally, because the first years are so critical to student completion, the available funds would be focused on the first two years of a certificate or degree program.

### **4. Higher Education Productivity (All: 200,000 public post-secondary resident students)**

*Summary:* Currently, community colleges and public universities receive state funding based on enrollment. This proposal will change the formula to one that is based on completion and it will contain an increased weight for historically underserved students in order to incentivize community colleges and universities to change practices to ensure these students' success. Funding will also be increased to give institutions the resources to create new student support programs. The greatest opportunity to make progress towards 40/40/20 is with students most affected by opportunity gaps. In addition as programs are created or modified to better focus on supports for completion, all students will benefit.

### **5. Full Access to K-12 Educator Mentoring (All: 3,500 educators)**

*Summary:* Scale up mentoring to reach 100% of all new teachers and administrators employed in Oregon. Increasing investments in Oregon's Mentoring program can reduce the cost of teacher turnover, sometimes estimated as high as \$40 million a year in Oregon. Teachers who receive high quality induction programs stay in the profession at significantly higher rates, accelerate new teachers' professional growth, and improve student learning. In 2015-2017, using projections from ODE, COSA, and Oregon School Personnel Association, an increase in funding and create a more cost-effective model that would enable all remaining unfunded districts to be able to mentor newly hired teachers and administrators.

## **6. Culturally Responsive Teaching Practices (All: 65,000 public K-12 staff members)**

*Summary:* Expand and replicate culturally responsive teaching practices to improve student achievement and combat the impact of poverty on students' success in school. We continue to fail those students who are in the opportunity gap. Investments in the 2015-2017 biennium need to focus on identifying specific culturally responsive practices that have shown improvement in student outcomes. Inherent in any best practice is the involvement of all educational staff. We then make these the guiding criteria for supporting other schools to improve practice and be eligible for additional funding to turn around their outcomes.

## **7. Support for Low Performing Schools/Districts (Focus: 143 total schools; universe of all schools needing intervention = 358)**

*Summary:* Provide support to additional struggling schools that do not have the federal focus and priority schools designation and create a new support structure for struggling districts. This funding would enable us to discretely diagnose the need in the schools, districts, and communities, and effectively implement tailored strategies, interventions, supports, and accountability. This would reach 112 schools and the lowest performing districts.

## **8. Expansion of School District Collaboration (All students)**

*Summary:* Schools are learning the power of collaboration to transform student learning. Funding the School District Collaboration Fund (SDCF) grants would expand proven practices to new, interested districts. This would allow them to align and integrate the many elements of building a next generation career model, leveraging funds to create a systemic and sustainable process of shared leadership. If the Collaboration Grants were scaled statewide current student results would support Oregon reaching 40-40-20 almost three years earlier than the current goal. The Collaboration districts move students to proficiency on state tests faster than the statewide average.

## **9. STEM Hubs (Focus: 150,000 students; universe of K-14 students = 600,000)**

*Summary:* Provide on-going support to the existing Six Regional STEM Hubs and expand the strategy into another six regions to cover the majority of the state. STEM Hubs provide a foundation for a statewide network of consortiums of K-12 districts, post-secondary, private industry and/or nonprofit organizations that will regionalize existing work around STEM and Career and Technical Education (CTE) such as internships, apprenticeships, teacher professional development, aligning out of school programming, youth employment, and more. This statewide network of regional STEM partnerships will catalyze economic, workforce, education, and community development by enacting local solutions to local needs.

## **10. Accelerated Learning Opportunities (Focus: 40,000; universe of high school students = 170,000)**

*Summary:* The Accelerated Learning Committee is currently considering a legislative concept to increase the number of high school students who earn 3 or more college level courses in high school. Success in these accelerated learning programs can increase the rate of high school and postsecondary completion because: (1) dual credit classes are another pathway to college and an option for high schools to provide a more comprehensive and college ready program of study; (2) these classes engage students at a level of learned expected of students who are college ready; (3) the experiences help acclimate students to the college experience and encourage them to continue past high school. The legislative concept calls for a comprehensive approach to this outcome, including new funding allocations that better accounts for implementation of best practices, real institutional costs, and elimination of barriers for students.

## **11. Blended Advising (All students)**

*Summary:* Fund a high school and postsecondary workgroup charged with developing a blended advising model. This modest investment can be the key driver in helping families navigate the career and college ready pathways. This workgroup would leverage both sectors' expertise to support a college-going culture in secondary schools, create a high school template for a dual credit College Success course, fully maximize the potential of Oregon's required Individual profile and Career Plan, and provide clear information for students and their families on available resource. A useful model already exists in the Southern Oregon Success Collaborative and at Eastern Promise.

## **12. Math Alignment and Instructional Re-design (All students)**

*Summary:* This proposal provides for curricular alignment of high school and post-secondary standards, curriculum, and assessment in mathematics. In addition, it includes instructional redesign and new uses of technology to increase student engagement and achievement. Lack of student achievement in math is a significant barrier to high school and college completion; whereas success in math provides opportunities for students in many fields of study and careers.

### **13. Personal Achievement Record (All students)**

*Summary:* This proposal is contained within the OEIB State Longitudinal Data System. The Personal Achievement Record (PAR) will give students access to their own achievement data along with reflection tools, goal setting tools, and applications that allow them to plan their next steps based on their academic and career interests. Students who are active agents in their own education are more empowered and successful.

# Pathways Connecting Education to Careers

- Too many jobs are going unfilled in Oregon because of skills shortages. The shortages are particularly acute in degrees relating to science, engineering, math and technical education (STEM) and the population with the most opportunity for growth are students of color.
- New funding formulas that account for the higher cost of these programs will produce more degrees and certifications in STEM and for a more diverse population.
- When students see the connection between their future interests and what they are learning or might choose to learn, they are more successful learners.
- Schools and employers must work more closely together to match curriculum with actual needs.
- When opportunity gaps are eliminated, students of color will become career ready.

## Outcome Measures

	Number of graduates employed	Number of graduates employed in STEM fields
Current		
2-year		
4-year		

## Key Strategies

	Scope	P-20 Essential Skills	Educator Effectiveness	Quality Learning Env	Type(s)
1. Youth and Community Investment	Focus: 10,000 students			✓	System Redesign
2. Culturally Responsive Teaching Practices	All: 65,000 K-12 staff		✓	✓	Scale-up
3. High School Equivalency	Focus: 50,000 students	✓		✓	System Redesign
4. STEM Hubs	Focus: 150,000 students	✓		✓	Collective Impact
5. Post-secondary Talent Development	Focus: 16,000 students		✓		Scale-up
6. CTE Revitalization	All students	✓		✓	System Redesign
7. Personal Achievement Record	All students			✓	System Redesign

**Scope - All:** Strategy affects all students or staff. **Focused:** Strategy focused on particular students or staff.

**P-20 Essential Skills:** Relevant curriculum and instruction that ensures every student achieves high standards.

**Educator Effectiveness:** Improving educators ability to serve all students especially those most affected by opportunity gaps.

**Quality Learning Environments:** Creating culturally responsive conditions that achieve high attendance and student engagement.

**System Redesign:** Changing existing structures and programs within and between agencies to remove barriers and opportunity gaps.

**Collective Impact:** Communities coming together to mutually achieve student success.

**Scale-up:** Expand an existing research/evidence based strategy to affect more students or staff.

**Note:** Each strategy, by number, is described and analyzed in a companion document entitled "OEIB Strategy Analysis Tool 2014"

## PATHWAY TO CONNECTING EDUCATION TO CAREERS

### **1. Youth and Community Investment (Focus: 10,000 students; universe of Opportunity Youth in Oregon = 135,000)**

*Summary:* The Youth Development Division (YDD) of the Oregon Department of Education awards grants to existing providers who serve Opportunity Youth to support their academic and career success. YDD receives more qualifying grant applications than their available funding and this proposal would allow more supports and services to be offered. These services actively connect youth ages 15 -25 to school and work.

### **2. Culturally Responsive Teaching Practices (All: 65,000 public K-12 staff members)**

*Summary:* Expand and replicate culturally responsive teaching practices to improve student achievement and combat the impact of poverty on students' success in school. We continue to fail those students who are in the opportunity gap. Investments in the 2015-2017 biennium need to focus on identifying specific culturally responsive practices that have shown improvement in student outcomes. Inherent in any best practice is the involvement of all educational staff. We then make these the guiding criteria for supporting other schools to improve practice and be eligible for additional funding to turn around their outcomes.

### **3. High School Equivalency (Focus: 50,000 students; universe of all Oregonians 17-25 without high school credential = 100,000)**

*Summary:* This proposal provides underserved students additional opportunities to achieve a high school equivalency (HSE) credential. It will create system alignment of the GED; place HSE preparation in community based and culturally specific programs; and defray GED test costs. It is recognition that even though students have left the traditional system, they can still access advanced educational and career avenues.

### **4. STEM Hubs (Focus: 150,000 students; universe of K-14 students = 600,000)**

*Summary:* Provide on-going support to the existing Six Regional STEM Hubs and expand the strategy into another six regions to cover the majority of the state. STEM Hubs provide a foundation for a statewide network of consortiums of K-12 districts, post-secondary, private industry and/or nonprofit organizations that will regionalize existing work around STEM and Career and Technical Education (CTE) such as internships, apprenticeships, teacher professional development, aligning out of school programming, youth employment, and more. This statewide network of regional STEM partnerships will catalyze economic, workforce, education, and community development by enacting local solutions to local needs.

### **5. Post-secondary Talent Development (Focus: 16,000 students; universe of public post-secondary resident students = 200,000)**

*Summary:* Seed funding for 2-year and 4-year institutions to create degree and certificate programs aligned with industry needs. This investment tightly couples educational outcomes to economic, social, and workforce needs by providing program start-up funds to community colleges and universities to align certificate and degree programs with changing workforce needs in high-demand STEM/CTE fields. It will also provide critical support programs to increase recruitment, retention, and completion of women and students of color.

### **6. Career and Technical Education Revitalization (All students)**

*Summary:* Create strong partnerships between high schools, community colleges, public universities and local industries to align with the workforce, economic, and educational needs of the communities. This proposal will fund the following: increase the number of CTE courses that qualify for graduation and count for college credit; increase number of CTE licensed instructors with industry experience; expansion of current CTE Revitalization grants to reach more areas of the state and also expand into middle schools; and appropriately support the differentiated needs of CTE courses including equipment, curriculum, instructors, and assessment.

### **7. Personal Achievement Record: (All students)**

*Summary:* This proposal is contained within the OEIB State Longitudinal Data System. The Personal Achievement Record (PAR) will give students access to their own achievement data along with reflection tools, goal setting tools, and applications that allow them to plan their next steps based on their academic and career interests. Students who are active agents in their own education are more empowered and successful.



## **AGENDA ITEM 4**

### **Summary of Recommended Board Action**

#### **ACTION:**

Board Adoption of the Best Practices and Student Transitions Subcommittee Report

#### **ISSUE:**

The Best Practices and Student Transitions Subcommittee was charged with recommending research and policy development to support student success with particular focus on transition points, such as entry into Kindergarten, K-12 transitions, and high school to post-secondary and career.

#### **BACKGROUND:**

The recommendations of the Best Practices and Student Transitions Subcommittee were developed using the following scope of action:

- 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
- Identify and address issues and barriers unique to rural and remote communities that impact their role in supporting student access and achievement of 40/40/20

The Best Practices and Student Transitions Recommendations developed recommendations organized into four key areas: 1) K-12 Student Transitions; 2) Student Transitions 11-14; 3) Educator Quality; and 4) Digital Conversion. The Subcommittee recommendations are enclosed.

#### **ACTION PRECEDING RECOMMENDED BOARD ADOPTION:**

This is the Second Reading of the Best Practices and Student Transitions Subcommittee Recommendations, which were presented for First Reading and discussion before the Oregon Education Investment Board on September 9, 2014.

The Best Practices and Student Transitions Subcommittee met to develop its recommendations on April 6, May 13, and June 10, 2014.

#### **BOARD MEMBER PRESENTING REPORT FOR ADOPTION:**

Dr. Yvonne Curtis, Chair, Best Practices and Student Transitions Subcommittee

**CONTACT:** Dr. Hilda Rosselli, Director, College and Career Readiness, OEIB

## **Best Practices and Student Transitions Recommendations to the OEIB Board<sup>1</sup>**

### **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)

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<sup>1</sup> 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<sup>2</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>3</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)
- 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)

<sup>2</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>3</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.



## **AGENDA ITEM 5**

### **Summary of Recommended Board Action**

**ACTION:**

Board Adoption of the Personnel Management Subcommittee Report

**ISSUE:**

The Personnel Management Subcommittee has conducted the annual Performance Evaluation of Chief Education Officer Nancy Golden. The Subcommittee will be presenting its findings and recommendations for adoption by the Board at the October 14<sup>th</sup> meeting.

**ACTION PRECEDING RECOMMENDED BOARD ACTION:**

This is the First Reading of the Personnel Management Subcommittee Report on the Performance Evaluation of Chief Education Officer Nancy Golden, which was conducted by the Subcommittee on September 24, 2014.

**BOARD MEMBER PRESENTING REPORT FOR ADOPTION:**

Julia Brim-Edwards, Chair, Personnel Management Subcommittee

**CONTACT:** Lindsey Capps, Chief of Staff, OEIB



## **AGENDA ITEM 7**

### **Presentation**

#### **Key Transitions for Students in a Seamless System**

- **Shared Work: From Birth to Third Grade**
  - Rob Saxton  
Deputy Superintendent of Public Instruction, Oregon Department of Education
  - Megan Irwin  
Acting Early Learning System Director, Early Learning Division
  
- **A Snapshot of Work Underway to Align Grades 11-14**
  - Rob Saxton,  
Deputy Superintendent of Public Instruction, Oregon Department of Education
  - Ben Cannon  
Executive Director, Higher Education Coordinating Commission

**Early Learning Division/Oregon Department of Education Shared Work: From Birth to Third Grade**

**Shared vision: Children ready for school and succeeding by third grade.**

- More children “on track” at school entry and reading on grade level by third grade.
- Fewer children with untreated developmental delays or chronic absenteeism.
- More children in schools where race and income based reading gaps are eliminated by third grade.

**1. Alignment of early childhood standards across early childhood and K-3.**

What	Why	Who	Progress	Remaining work	Barriers
Align early childhood standards with K-3 standards.	Child development is a continuous process and aligned standards allow consistency in instruction through age 8, and allow for continuous gains from pre-K through third grade.	ODE/ELD	Adoption of statewide standards for 0-3  Adoption of statewide standards for 3 – 5 year olds.  Early childhood standards for each developmental stage aligned.	Alignment crosswalk/analysis between ECE standards and K-3.	Once articulation/alignment work is completed, to make the standards meaningful educators will need time and resources to ensure adequate training and adjusted instructional practices across both systems.
Statewide implementation of the kindergarten assessment based on early childhood standards.	Allows the state to see a snapshot of school readiness and to drive early childhood investments toward populations and school catchment areas that need more support.	ODE/ELD	Implemented	Assessment is implemented, with more work to do to improve how data is used to inform decision making.	Need for continued support to school districts in implementation.  Need for timely turnaround of information from state, to schools, to educators.

**2. Early screening and identification of developmental delay, paired with intervention and supports for children and families.**

What	Why	Who	Progress	Remaining work	Barriers
Implementation of statewide developmental screening tool.	<p>Early identification/diagnosis of a delay makes a tremendous difference in supporting a child’s developmental progress.</p> <p>Even when a delay is not identified, the screening process allows parents time to engage with their child and learn about how to support on track health and development.</p>	ELD/OHA	<p>Universal developmental screening tool adopted by ELC and OHA.</p> <p>Shared accountability across the health and early learning system for universal developmental screening.</p> <p>Training for providers (both medical and early childhood) in progress.</p>	Complete statewide provider training and implementation of online tool.	Lack of a coordinated way to share information across health/early learning systems and providers.
Ensure families are connected to services that meet developmental needs of children based on results of screening.	Once a need or risk factor is identified, it’s critical children receive early intervention to address their needs and support family health/child health and school readiness. The sooner an intervention occurs in a child’s development, the more effective it can be.	<p>ODE: Early Intervention/Early Childhood Special Education</p> <p>ELD: Home visiting and respite services.</p> <p>OHA: Home visiting and public health services.</p>	Services exist to support intervention, coordination efforts have begun at both state and local level. Common outcomes identified for home based services.	Increase coordination at the state and local level, including the adoption of a common intake form and referral protocol.	<p>Lack of a coordinated/consistent way to conduct service referral and follow up.</p> <p>Need for interventions and supports far outstrips funding available for service.</p>
Connect early childhood positive behavior supports with response to intervention.	Early positive behavior support implementation improves kindergarten readiness for both social/emotional health and approaches to learning – two components of our state early learning framework.	ODE/ELD	Piloting this approach in Multnomah County through the Kindergarten Partnership and Innovation Fund. Age 3 to grade 3 literacy initiative work.	Determine if this is a strategy that ODE/ELD have a real interest in and capacity to take state wide.	Funding and capacity to implement with fidelity.

	Early Response to Intervention will increase identification accuracy and early support for children with learning challenges.				
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**3. Aligned practices and approaches to support children and families through the transition to kindergarten.**

What	Why	Who	Progress	Remaining work	Barriers
Coordinated/aligned approach to summer transition activities between the two systems including: identification of children who would benefit, stronger connection between ECE providers and summer-school/Kindergarten teachers, and supports for parent engagement.	Children who need and get additional support in the summer before kindergarten/for the first weeks after kindergarten start do better in the early grades of elementary school than similar peers who do not. Additionally, programming that engages families in how to support their children through the transition into formal schooling have shown positive impacts on school readiness and third grade reading.	ODE/ELD	Piloting all of these strategies on a small scale across the state through Kindergarten Partnership and Innovation Fund. A key component of the age 3 to grade 3 literacy initiative.	Capture early lessons learned from the pilot and tie together more seamlessly with the larger reading initiative under way.	Coordination across ECE and K-3 takes time; there are financial and time barriers child care workers that are hard to overcome; there are time barriers for kindergarten teachers that are hard to overcome; lack of cohesive data base to use to identify kids and track progress.
Shared professional development and alignment of instructional practices across K-3 and early learning.	Similar to aligned standards, aligned instructional practices create a smoother educational experience for young children – critical during the early years of development.	ODE/ELD	Some shared professional development currently being piloted and tested through Kindergarten Partnership and Innovation Fund. Key component of age 3 to	Connect this work more cohesively to school improvement plans/early literacy initiative.  Learn from districts and ESDs piloting this	Similar barriers re: time for child care/other ECE providers and elementary teachers to meet and connect.

			grade 3 literacy initiative.	work to see what is scale-able.	
Develop and pilot a mixed delivery model for Pre-K that includes elementary schools, family and center based child care providers, community based organizations and existing OPK/Head Start grantees.	Children who have access to high quality pre-K do better in the early grades of elementary school and later in life, however, in Oregon only about 10% of our three and four year olds are in state funded pre-K programs. Expanding the model to include more children, in a wider variety of settings could increase the number of children ready for school at kindergarten entry.	ELD	Competing for a federal grant that would fund this mixed delivery model at \$15mm a year.	If successful and receive grant, pilot approach in four communities and adjust to ensure it's a good fit for Oregon.	Have to get the grant first.  Sustainable state funding/ a state level commitment to funding pre-K for more 4-year-olds through a mixed system is unclear.

## A Snapshot of Work Underway to Align Grades 11-14

Our vision: The transition to college or career is seamless and supported to advance 40/40/20.

### 1. Ensure HS students are college and career-ready

What	Why	Who	Progress	Remaining work	Barriers
Implement college and career-ready (CCR) standards in 197 school districts	66% of Oregon HS graduates who enroll in community college take remedial classes in math and/or English	Oregon Department of Education (ODE)	State Board adopted CCR standards in 2010; all districts received state training; 80% of teachers surveyed say their curriculum aligns; aligned assessment will be taken by students this academic year	Help districts that are further behind implement new standards	Implementation is uneven across the state; local control; politicization of new standards and aligned assessment
Essential Skills requirement within the Oregon Diploma	To ensure Oregon's HS graduates can demonstrate reading and comprehension of a variety of tasks, writing clearly and accurately, and applying mathematics in a variety of settings.	ODE	State Board adopted the Essential Skills in 2008; Essential Skills requirements in math, writing, and English are now in place for HS students.	Review of diploma requirements with stakeholders for recommendation to the State Board.	Some argue that 40/40/20 will be harder to achieve with Essential Skills. However, Oregon's HS graduation rates have increased as Essential Skills were phased in.
Ensure more access to high quality college and career planning		ODE, HECC	More schools are deploying Naviance and Oregon Career Information System (CIS). ASPIRE, GEAR-UP.		Inconsistent access to and use of resources.

### 2. Increase rates of student participation in Grades 11-14

What	Why	Who	Progress	Remaining work	Barriers
Ensure more meaningful schedules for HS students, especially during their senior year	Students who take a full, rigorous schedule in HS are more likely to succeed in college and career	Oregon Department of Education (ODE)	Concept for technical changes to State School Fund (SSF) funding formula	Additional vetting; ODE adoption of changes to technical manual	Likely some concern from school districts, administrators, school boards, and parents of elementary and middle school aged students

## A Snapshot of Work Underway to Align Grades 11-14

Our vision: The transition to college or career is seamless and supported to advance 40/40/20.

Promote higher rates of full-time college enrollment directly from high school	Full-time students who enroll more quickly from HS are more likely to complete post-secondary education.	Higher Education Coordinating Commission (HECC)	Proposals for more need-based aid; lower tuition; potential financial aid incentives for swifter and/or full-time enrollment, projects to expand ASPIRE and Free Application for Federal Student Aid (FAFSA) completion outreach	Additional vetting; HECC adoption of financial aid allocation changes; legislative adoption of affordability budget	Funding for affordability; concern from students and institutions about proposals to focus aid on younger students, full-time students
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### 3. Increase accelerated learning opportunities and improve outcomes

What	Why	Who	Progress	Remaining work	Barriers
Ensure ample dual credit opportunities for Oregon high school students; provide targeted state funding for dual credit / accelerated learning	Students who earn college credits in high school are more likely to enroll in and complete post-secondary degrees.	Oregon Education Investment Board (OEIB), HECC, ODE, institutions  Accelerated Learning Committee	Accelerated Learning Report finished Oct. 1; legislative concept drafted	Adopt legislative concept and related funding model	Funding, student advising, qualified instructors, student readiness
Create more opportunities for HS teachers to teach courses for college credit	Expanding dual credit opportunities requires more HS teachers who are able to provide college-level instruction	OEIB, HECC, institutions  Accelerated Learning Committee	Accelerated Learning Report finished Oct. 1; legislative concept drafted	Adopt legislative concept and related funding	Higher education concern about lower standards, reduced control, accreditation issues

### 4. Align curricular pathways between K-12 and post-secondary

What	Why	Who	Progress	Remaining work	Barriers
Encourage alternative measures for college placement—specifically students who	Reduce unnecessary remediation in college, incent the postsecondary “value-add” of the SB	HECC, institutions  Core to College Workgroup,	A rubric has been developed that provides for use of SB in lieu of college	Promote the adoption and use of rubric at colleges, universities	Current state policies and authorities would not compel colleges and universities to

## A Snapshot of Work Underway to Align Grades 11-14

Our vision: The transition to college or career is seamless and supported to advance 40/40/20.

demonstrate college and career readiness on the 11 <sup>th</sup> grade Smarter Balance (SB) assessment	score.	Development Education (DevEd)workgroup	placement exams for writing, math		adopt this policy and make it the default; traditional placement measures are still necessary for returning adults; technical issues.
Develop alignment processes and tools to provide support for writing alignment between K-12 and postsecondary	Professional development of instructors at all levels	HECC, institutions  Education Northwest, Core to College Workgroup, Oregon Writing and English Advisory Committee (OWEAC), pilot institutions and partnering high schools  Eastern Promise replication grants	Pilot conducted with two institutions and their partners	Recruitment of additional sites to test and refine tools.  Too much variation across regions could jeopardize course transferability for students.	Funding, time
Align math course outcomes from HS to college	Reduce unnecessary remediation in college; ensure student preparation for college-level courses	ODE, HECC, institutions  Core to College Workgroup  Eastern Promise replication grants	Currently examining the relationship between Algebra II (HS) and Math 95/111 (College)	Potential adjustment of HS diploma requirements to more accurately nest HS math sequence with college level math  Too much variation across regions could jeopardize course transferability for students.	Political will; funding; capacity (staff and time).
Create new math pathway for non-STEM (Science, Technology,	Reduce unnecessary remediation; focus general math	HECC, institutions  Jt. Boards Articulation	Some colleges are piloting newly-developed Math 98	Revise Associate of Arts Oregon Transfer degree (AAOT) requirements	Current state policies and authorities would not compel colleges

## A Snapshot of Work Underway to Align Grades 11-14

Our vision: The transition to college or career is seamless and supported to advance 40/40/20.

Engineering & Math) majors	requirements on actual needs for non-STEM majors	Commission (JBAC), DevEd Workgroup	courses. Working with math faculty from four-year and two-year institutions to clarify consistent outcomes for Math 105.		and universities to adopt this policy and make it the default
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### 5. Improve developmental education outcomes

What	Why	Who	Progress	Remaining work	Barriers
Create a common statewide approach to how students are placed in development education	High-stakes placement tests are likely misclassifying some students; a better, coordinated approach should be used	HECC, institutions DevEd workgroup	DevEd Phase 2 starts in October 2014	Implementation plans developed in November 2014	Current state policies and authorities would not compel colleges to implement these interventions, funding for implementation is limited
Create accelerated DevEd options (eg combining courses, using co-requisite model)	Reduces exit points, supports students' entry into college courses.	HECC, institutions DevEd workgroup	Phase 2 of the DevEd work is starting in October 2014. Institutions will be making decisions on interventions they will be implementing and plans to move the work forward on their campuses	Institutional teams are being developed, will start meeting in November 2014 to develop implementation plans for the interventions each campus chooses to implement	Current state policies and authorities would not compel colleges to implement these interventions, funding for implementation is limited
Strengthen college advising both before HS graduation and in college, orientation, foundational student support, first-year experience	Non-academic supports play key role in promoting success in developmental education	HECC, institutions, ODE DevEd workgroup	DevEd Phase 2 starts in October 2014	Implementation plans developed in November 2014	Current state policies and authorities would not compel colleges to implement these interventions, funding for implementation is limited

# CHIEF EDUCATION OFFICER PERFORMANCE REVIEW, 2013-2014

As the subcommittee charged with the annual performance evaluation of Oregon's Chief Education Officer, we submit to the Oregon Education Investment Board our findings and recommendations.

## Overview

The position of Chief Education Officer is a relatively new and evolving position in Oregon. Dr. Golden met or exceeded expectations for her first year in that role and accomplished a major reset of the position with the public and the Oregon Education Investment Board.

In order for the OEIB to carry out its legislative charter and build a student-focused agency and culture within the P-20 system, Dr. Golden needed to restore trust, credibility, and connection to diverse stakeholders and educators. And, she did that. She built foundational systems for the office, her staff team, and the State, and led the efforts to build administrative and staff structures, set operational norms, and implement the first round of strategic investments and the equity policy.

Dr. Golden also oversaw system change to improve student opportunities and outcomes, including:

- **Strengthening the Higher Education System.** Dr. Golden and the OEIB supported the realignment of Oregon's higher education system, facilitating campus-level innovation and more nimble leadership with the opportunity for Oregon's public universities to generate greater financial support from their communities and to support more students completing their postsecondary education.
- **Statewide Equity Lens Adopted to Close the Opportunity Gap.** Dr. Golden's support for the development of the equity lens and her focus on community-based initiatives demonstrated progress in more equitable statewide policy and investment. She is focusing P-20 strategies to accelerate educational improvement for historically underserved students and is working to knit together critical student supports.

Dr. Golden has a student-focused vision that is informed by her years as an educational leader. She fostered greater trust and support from leadership and diverse communities throughout the state, across the state agencies she leads, and among OEIB Board Members. This is critical to Dr. Golden in leading Oregon's public education system, and in moving forward critical action to support improved outcomes for students.

Dr. Golden is the leader and coordinator of Oregon's P-20 efforts and to achieve the goals that have been set will require additional support and action by the OEIB and Legislature. She will need agency leaders (Early Learning, ODE, and HECC) to drive the shared vision of 40-40-20 goals by 2025 deeper into their organizations, as there is still institutional rigidity about responsibilities and capturing financial resources.

The 2014-15 school year presents itself as an opportunity for continued focus on **implementation** of the strategies and tactics that map to 40-40-20 by the 2025 goal. Dr. Golden should clearly outline expectations from the educational leads (Director of the Early Learning Division, Deputy Superintendent of Public Instruction, HECC Executive Director) in terms of timelines, deliverables, and alignment and support for stronger transitions throughout the P-20 system.

The State will also benefit from her ongoing engagement with educators and parents in the development of policies and initiatives.

Dr. Golden has identified student transitions as a unique leverage point for the OEIB and her office; in the upcoming year, she should continue to prioritize financial investments, Board meeting time, and policies related to student transitions and greater educational attainment (diplomas, certificates, and degrees). "Barrier busting" and support for clean and successful transitions across the spectrum are priorities for 2014-15.

Below are specific findings and recommendations related to the primary responsibilities of the Chief Education Officer.

#### **IMPLEMENT AND LEAD P-20 SYSTEM**

- **Governance & Agency Structure Supports Seamless "Birth to College & Career" System**
- **Functional P-20W Longitudinal Data System Developed**

Dr. Golden met expectations implementing and leading a P-20 system.

Dr. Golden has set the right direction for the P-20 public education system. The Board recognizes that this work requires a significant shift and is still in its early stages.

The Personnel Management and Oversight Subcommittee recommends that Dr. Golden should prioritize and continue to:

- Provide leadership for the state to meet the 40-40-20 goal by continuing to break down barriers within the P-20 education system, ensuring strong alignment to the 40-40-20 goal and achieving critical student outcomes across state P-20 education agencies, and building support for key outcomes-based strategies and investments among the public and within the Legislature.

- Demonstrate the connection between the OEIB’s outcomes-based strategies and investments and the state’s trajectory for meeting 40-40-20.
- Focus on creating the right learning environment for students and educators.
- Ensure accountability for timely implementation of the State Longitudinal Data System with strong student privacy protections across P-20 education agencies.
- Place greater focus on the transition from k-12 to community colleges and universities and the barriers to degree and certificate completion.

**DEVELOP & ADOPT STRONG POLICY FRAMEWORK**

- **Implement policies to support student success**
- **Provide “Tight-Loose” Direction & Accountability**

Dr. Golden met expectations in developing and adopting a strong policy framework.

Dr. Golden clearly focuses on student success. The capacity and quality of the OEIB’s policy-making improved as Dr. Golden fostered broader awareness of the OEIB’s mission and strategic goals, engaged in ongoing public dialogue within diverse communities around the state, stabilized staff positions, and improved knowledge of critical transitions in student learning and strategies to help students be successful.

The Personnel Management and Oversight Subcommittee recommends Dr. Golden:

- Provide deeper engagement, coaching, and state resources to support school districts, community colleges, and universities on Achievement Compact goals and strategies, especially in cases where institutions are struggling to remain on a clear trajectory to ensure improved student outcomes.
- Set clear expectations, direction, and accountability for districts in tight-loose framework through consultation, coaching, and ongoing feedback. Establish clear “direction and accountability” for districts in the tight or loose framework.
- Further tighten the policy development process and provide enhanced qualitative and quantitative metrics that define success and supports needed.
- Effectively utilize the diverse expertise, experience, and perspectives of Board Members and education and community stakeholders.

**CREATE OUTCOMES-BASED BUDGET, ALIGNED TO INITIATIVES**

- **Create framework for investing in key student outcomes**
- **Strong strategic plan with outcomes and metrics**

Dr. Golden met the Board’s expectations in developing recommendations for an outcomes-based budget aligned to P-20 education initiatives, and is continuing to evolve the process to better pinpoint resources on improving student achievement.

The OEIB's strategic framework, created with indicators and a scorecard, and strategic investments implemented to date are demonstrating promising results (e.g., Early Learning, STEM HUBs, and Regional Achievement Collaboratives [RACs]). Investments are linked to key strategies and tactics in the OEIB strategic plan.

The Personnel Management and Oversight Subcommittee recommends enhancing the strategic investment process with the following steps:

- Refine outcomes-based strategy and investment recommendations in consultation with the Board and Legislature.
- Monitor and refine roles and responsibilities of P-20 education agencies in meeting the 40-40-20 goal, and ensure implementation of strategic investments.
- Clearly articulate investment strategies and student-based outcomes for community colleges and universities.
- Provide quantitative and qualitative metrics for student outcomes.
- Map recommended outcomes-based strategies and investments to long-term attainment of 40-40-20.

## **BUILD AN ENGAGED AND MOTIVATED PUBLIC**

- **Create channels of 2-way communication with stakeholders**
- **Build excitement, understanding of strategies, & opportunities for engagement**

Dr. Golden's efforts to build an engaged and motivated public exceeded the Board's expectations.

Dr. Golden has a strong vision, is a tireless leader and a great listener, and is visible and engaged in communities across Oregon. She travels extensively across the state, and pays special attention to regions and communities that have not historically felt they were part of the conversation.

She earns the respect of many important players in education and the community and leverages her influence for students. She demonstrates on a daily basis that she is a public education champion.

Through a variety of mediums (public appearances, newsletters and brochures, meetings) she communicates the mission and goals of the OEIB and actively learns about the concerns and status of what is happening in the field.

Dr. Golden uses her voice for kids in poverty and historically underserved students. She should continue to be a strong voice for closing the opportunity gap for students across Oregon.

The Personnel Management and Oversight Subcommittee recommends Dr. Golden:

- Build upon efforts in the past year to further engage, involve, and create public support for strategies across the education system to ensure that

every student is college or career ready. This is a long-term initiative that will require sustained effort.

- Continue to articulate clear ways civic leaders and diverse communities across Oregon can engage with and support students meeting high standards and attaining key outcomes.
- Strengthen engagement with educators/practitioners to inform policy development and deepen her engagement with postsecondary institutions and communities.

#### **PERSONNEL & AGENCY MANAGEMENT**

- **Board & staff receive appropriate training & support**
- **Fiscal stability for agency**
- **Compliance with policies & laws**

Dr. Golden exceeded the Board's expectations in personnel and agency management.

Dr. Golden restored confidence and support for the position of Chief Education Officer. She has mastered the fundamentals, ensuring that she and her staff had required ethics and administrative training, and that tools and protocols are in place related to sound use of taxpayer dollars. Dr. Golden clearly focused her work on Oregon and its students and built trust and an agency structure and staff team to support and deliver on her vision and goals.

The Personnel Management and Oversight Subcommittee recommends Dr. Golden:

- Continue to build and retain an effective OEIB staff team, creating and monitoring plans for individuals, including on-boarding in order to reduce staff turnover.
- Set clear expectations for and ensure the accountability of agency leaders (ODE, HECC, and Early Learning Division) who report to the Chief Education Officer.

#### **Subcommittee Engagement**

Dr. Golden and/or the Chief of Staff have formal regular meetings/calls with the chair of the Personnel Management and Oversight Subcommittee as well as ongoing consultation on an informal basis. This evaluation is not a one-and-done exercise. There have been ongoing discussions about staff, direction, and agency operations with Dr. Golden and the subcommittee and that will continue into this year.

Following the Board's discussion of and acceptance of a 2013-14 evaluation, the subcommittee will meet with Dr. Golden to establish the final workplan and metrics for the current year.



# **Taxpayers pay \$78,000 to graduate a student in Forest Grove...**

***Why can't a third of them read?  
They are not learning with  
(explicit) phonics.***

## **The Orton Whitmore Phonics Alphabet (after the 26 letters of the alphabet) *In the order of their frequency in English***

<b>er</b>	The	<b>ow</b>	<b>-ng/-nk</b>	<b>-ei-</b>	<b>-tch</b>
<b>ir</b>	five	<b>ou</b>	<b>-ea-</b>	<b>-eigh-</b>	<b>-ti-</b>
<b>ur</b>	sounds	<b>aw</b>	<b>-ar-</b>	<b>-igh</b>	<b>-si-</b>
<b>wor</b>	of	<b>-au-</b>	<b>-ck-</b>	<b>-ie-</b>	<b>-ci-</b>
<b>ear</b>	'er'	<b>-ew</b>	<b>-ed</b> <small>past tense ending</small>	<b>kn-</b>	<b>-ough</b>
<b>-sh-</b>		<b>-eu-</b>	<b>-or-</b>	<b>-gn-</b>	
<b>-ee-</b>		<b>-oy</b>	<b>wh-</b>	<b>wr-</b>	
<b>-th-</b>		<b>-oi-</b>	<b>-ui</b>	<b>-ph-</b>	
<b>-ay</b>		<b>-oo-</b>	<b>-oa-</b>	<b>-dge</b>	
<b>-ai-</b>		<b>-ch-</b>	<b>-ey</b>	<b>-oe</b>	

**For your own cards, contact [riggsinst.org](http://riggsinst.org).**

***See Youtube.com***

***"Explicit Phonics by Mary 1,2,3 ,etc—Learn English fast!"***

**(over)**

## AMERICA'S DOOM

America is 23<sup>rd</sup> in world literacy. (USA Today, 2012) We incarcerate a larger percentage of our citizens than any other developed country. In the 30's, the US Dept. of Ed "adopted" sight reading as a national reading instruction policy (memorizing common words), augmented by "whole language" (literature connection, also endorsed by explicit phonics [EP] methods.) At some point, USDE was prohibited by the Supreme Court or Congress from influencing curriculum ("states' rights.) Bill Gates and friends have circumvented this prohibition by promoting CCSS/SB for about 40 states..

Publishers made trillions over the decades selling reading programs that did not work. "Society," "parents," "teachers," "lack of money," cycle around, taking the blame for illiteracy. Universities researched different sight-reading approaches, including UO's Dibbels. **Modern teacher training DOES NOT TEACH HOW TO TEACH READING.**

Citizen participation has become almost non-existent, from the broken electoral system, to a mere shadow of representation and inability of voters to separate truth from hype and make decisions in their own best interests.

American school boards were originally elected by the people to hire a supt. and listen to the people. They evolved into a "yes body" expected to support petty tyrants. PTOs mainly raise money.

## HOW COGNITION WORKS AND DOES NOT WORK

The 8,000 member International Dyslexia Association estimates about **23%** of children cannot learn with sight-reading. They are "dyslexic." Hal Malchow, 2014 president, stated, "*Explicit phonics is the best way to teach all children to read.*" IDA's local branch is ORBIDA (orbida.org.) Go to a meeting.

**Dr. Samuel T. Orton**, a neurologist, and his wife, developed EP to help dyslexics in the 1920's. EP is learning the sound/symbol association without pictures, key words or word families with multi-sensory instruction. They identified the 71 phonograms for the 42 English sounds, **in the order of frequency that they are used.** Google riggsinst.org, spalding.org, ortongillingham.org. The main methodologies that have evolved are Orton-Gillingham, Spalding and Riggs.

**The Gow School** was founded in 1923 on his principles, and continues to produce successful graduates. **SCHOOLS USING EP:** Contact MW for starter list of 40+ schools. Many Catholic schools use it because it's free.

### **EP IS FREE AFTER TEACHER TRAINING.**

Tour an EP school: Contact Melissa Meyer, MITCH Charter School in Tigard or Holly Denman, Cascade Heights Public Charter School in Clackamas or Emmaus Christian School in Cornelius.

## WE ARE FAILING OREGON STUDENTS

2014 OAKS scores show 29% of our K-12 children cannot read. (ode.state.or.us) Look at the 10-year trend. In Forest Grove, taxpayers pay \$78,000 to graduate a student: **36% OF THEM CAN'T READ**--if the schools are not teaching reading, *what are they teaching??* .

From 1999-2012, ORS 337.275 required EP materials be available to K-2 teachers. In 2011 Gov. K created OEIB to "transform PK-20 into a seamless career path." Their goal: **40% 4-year college or better, 40% 2-year college or tech school, 20% high school diploma or equiv.** Go to their meetings.

## HOPE FOR OREGON AND THE USA

LC834, sponsored by Sen. Bruce Starr for 2015 session, basically reinstates ORS 337.275. This legislation **will not make a difference unless the State Board of Ed or OEIB**

### **ORDER SUPERINTENDENTS TO USE EP FIRST.**

Call Dr. Nancy Golden, Skype 503-373-1283. See you 10/14 at PCC. Mary Whitmore

**FMI: [marywhitmore@hotmail.com](mailto:marywhitmore@hotmail.com)**



Asian Pacific American Network of Oregon

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October 14, 2014

Oregon Education Investment Board  
% Seth Allen, Board Administrator  
775 Court Street NE, Salem, OR 97301  
[seth.allen@state.or.us](mailto:seth.allen@state.or.us) | 503-373-1283

Dear Members of the Oregon Education Investment Board:

An increasing number of Oregon's students are Asian and Pacific Islander, many of whom are English Learners (EL). As Oregon's oldest and largest advocacy and policy organization working to ensure equity for 220,000 Asian and Pacific Islanders statewide, we ask OEIB to support the Oregon Department of Education (ODE) recommendations concerning EL education. These recommendations place an appropriate level of urgency and focus on EL educational outcomes which provide critical tools for our youth, parents, and educators to ensure that our children receive a quality education.

Currently there are over 4.7 million EL students enrolled in public schools nationally. [1] From 2003 to 2011 there was a 14% growth in EL enrollment nationwide, and the growth continues to rise.[2] Over 63,000 of Oregon's children are enrolled in an English language learning program,[3] and EL students account for over 10% of Oregon's public school student population.[4] However, current State education policies under-serve and overlook this burgeoning population.

EL achievement in Oregon is unacceptably poor, both absolutely and relative to ELs in other states.[5] Last year, Oregon school districts received additional funding weight per EL amounting to \$160 million in EL funds statewide. Despite this sizeable budgetary expenditure, less than 50% of EL students graduate high school on-time as compared to their non-EL counterparts who graduate at over 70% on-time.[6] Further, schools receive the additional funding irrespective of EL student success, advancement, or graduation, with little to no ability for intervention or correction. These disparities require our immediate attention.

Our education policies have clearly not adapted to meet the needs of Oregon's changing EL demographics. Current state education funding policies lack accountability to ensure EL students make appropriate progress towards exiting English Language Proficiency Assessment (ELPA) programs. ODE has proposed policy changes that would place limitations on the amount of time districts receive additional funding, and places a strong emphasis on EL student outcomes. ODE recommends that districts receive additional EL funding for seven years for students who begin at levels one and two (out of five on the ELPA), and that districts receive funding for four years for students who begin at levels three and four. The key incentive is that districts may claim the extra weight even if the student becomes proficient in English and exits the program in fewer than the seven or four years.

In addition to the aforementioned funding limitations, ODE has also proposed a tracking mechanism concerning said funds. Currently, State policies do not require tracking of the additional weighted EL funds schools receive. ODE recommends that 90% of the additional funds be spent specifically on EL programs, ensuring that the funds reach our children and advance their EL educational opportunities and outcomes. APANO supports both policy recommendations as proffered by ODE.



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APANO supports strong, diverse, and engaged families. The simple fact is that many EL students are the first in their family to attend an American educational institution. However, their chance for success is greatly diminished if they are not afforded appropriate language-based education. Additionally, the family unit suffers as a whole when the doors of education are closed due to language barriers. This severs opportunities not only for the student, but likely the entire family unit as well. Thusly, APANO supports the ODE recommendations, which not only promote equal educational opportunities for EL students, but also promote higher family involvement and engagement as well.

We support the ODE recommendations being forwarded to Governor Kitzhaber, and look forward to seeing them in his Governor's Recommended Budget for 2015-2017. We look forward to engaging during the legislative session on this critical issue. We encourage the Oregon Education Investment Board to advance these recommendations so we may continue to have this important conversation, and move toward an Oregon where all students have an equal opportunity to thrive.

Sincerely,

Rev. Joseph Santos-Lyons

[1] Source: National Center for Education Statistics, *Digest of Education Statistics 2012, 2013*, Table 47, <http://nces.ed.gov/programs/digest/d12/>.

[2] *Ibid.*

[3] SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2002-03 through 2011-12. (This table was prepared September 2013).

[4] SOURCE: U.S. Department of Education, National Center for Education Statistics. (2014). *The Condition of Education 2014* (NCES 2014-083), English Language Learners.

[5] Source: 2011 NAEP data; Oregon Statewide Annual Report Card 2011-2012.

[6] *Ibid.*

Testimony for OEIB Meeting  
October 14, 2014  
Pat Muller [zettybobo@mac.com](mailto:zettybobo@mac.com)  
Oregon Save Our Schools/Educator

I see one word missing from all of the proposed actions: **funding**  
This makes this whole thing a pie in the sky joke, an election year tactic for a corporate "education" reform candidate.

The laws of physics would say that if you take away from one thing to give to another, then the thing you took away from is no longer the same. Excuse me if this is too simplistic, but why should the OEIB pat themselves on the back when they have accomplished nothing? The best thing to do would be to disband the whole dysfunctional bureaucracy immediately and re-invest the money in classroom instruction.

I see the following things missing from all of the proposals: **educator feedback and research.**

## OEIB Double-speak

**Leverage:** How a given proposal builds on existing efforts to maximize the use of existing resources.

In Other Words: Unfunded mandate

**System Redesign:** Changing existing structures and programs within and between agencies to remove barriers and opportunity gaps

In Other Words: Spend large amount of money on plans that no one has yet to achieve. The only system that needs redesign is OEIB itself that would be best served by an on-schedule or better yet early sunset.

**Scale-up:** Expand an existing research/evidence-based strategy to affect more students or staff.

In Other Words: Unproven theory with no examples of success available.

**Collective Impact:** Communities coming together to mutually achieve student success

In Other Words: Already strained infrastructures shuffling the deck chairs on the Titanic.

Do we really want the Oregon Business Association, Stand for Children, and Chalkboard to be in charge of our education system?

Despite unanswered questions about funding and the refusal to provide asked for research, the entire "package" is being brought forward. Then, it is personalized by making it a support the Governor issue. How did we get so far away from what is best for children? How did we allow the ODE to be taken over by former Stand employees? How did we stand idly while an elected State Superintendent was made into an appointed political position?

Pathway to 3<sup>rd</sup> grade reading:

- Full day kinder (unfunded mandate which will take away from other programs, which ones will suffer?)
- Support for English Language Learners (more shuffling with strings attached)

Outcome Measure:

**Reading by 3<sup>rd</sup> Grade**

- In 2 years 88% of all students and 80% of disadvantaged students will be reading proficiently by 3<sup>rd</sup> grade
- In 4 years 95% of all students (this sounds like NCLB, so what's the point of a waiver?)

Keep in mind, I am an unfunded volunteer that teaches full-time. But yes, I did go through the recently released district report cards to see if ANY school had gotten a Level 5 rating for reading instruction of the ELL subgroup. I was unable to find a single school. (If I missed somebody, please let me know so I can go visit that school.) I did find 4 schools that had achieved a Level 5 rating on math instruction for ELLs (my school being one of them). My door is open if you want to see how we did it.

**Let me see if we have this right. In two years we will be achieving what has never been achieved without any additional resources. Hallelujah!!!!**

ELL Funding Formula Change

The State School Funding Subcommittee on ELL saw through this change that will harm kids. Yet, it is moved forward as-is and it will most likely be passed out of this committee, as it is part of the package. I will do my part to make sure this dies its natural death in the Legislature.

The EL State Strategic Plan lists as one of its priorities to find the schools that are doing well. I'm hoping this doesn't mean just growth, where we can celebrate being a model school while the entire ELL population has been left behind.

All in all, a most discouraging process with few or no results.