JOHN A. KITZHABER, M.D.
GOVERNOR

Senate Bill 909 Work Group
MINUTES

Nov. 10, 2011
Columbia Room
Portland Marriott Waterfront Downtown, Portland, OR

Work Group Members Present
Nancy Golden, Chair Designee; Richard Alexander; Yvonne Curtis; Julia Brim Edwards; Samuel Henry; Nicole Maher; Mark Mulvihill; David Rives; Ron Saxton; Mary Spilde; Kay Toran; Hanna Vaandering

Advisors Present
Sona Andrews, Vice Chancellor, OUS; Susan Castillo, Supt of Public Instruction; Camille Preus, Commissioner of Community Colleges; Josette Green, Director, Oregon Student Assistance Commission

Members/Advisors Excused
Gov. John Kitzhaber, Chair; Matt Donegan

Staff/Other Participants

Tim Nesbitt	Mgr, Education Investment Proj	Sarah Ames	Communications, Ed Inv. Proj.
Ben Cannon	Gov's Education Policy Advisor	Jan McComb	Interim Work Group Admin.
Margie Lowe	Policy Ad., Ed Invest Proj.	Todd Jones	Policy Advisor, Ed Invest Project
Whitney Grubbs	Gov's Education Policy Advisor	Sue Hildick	Chalkboard Project
Dan Jamison	Chalkboard Project	Karen Stiner	CLASS Project, Bend-LaPine SD
William Becker	Portland State University	Carl Mead	Beaverton School District
Aubrey Clark	Intel	Nancy Hamilton	McKinstry
Deborah Barnes	Oregon Education Assn.	Jeff Matsamoto	Oregon Education Assn.
Lindsey Capps	Oregon Education Assn.		

Convening/Organizational Matters
Nancy Golden convened the SB 909 Work Group at 9:02 am and welcomed members and visitors. Governor Kitzhaber and members Spilde and Donegan are excused; Spilde would join later by phone. She directed those interested in making public comments to the sign up sheet. Today Chalkboard Project and Oregon Education Association will make presentations.

Minutes Adoption

MOTION: Henry moved adoption of the SB 909 Work Group minutes for the meeting of October 26, 2011.
VOTE: Hearing no objection, the motion passed unanimously.

Outcomes and Measures of K-12 Progress
Chalkboard Project

Sue Hildick, President, Chalkboard Project, introduced Dan Jamison, Vice-President of Education Policy, Chalkboard Project; and Karen Stiner, CLASS Project Co-Coordinator, Bend-LaPine School District and Amy Craig from Chalkboard.

Hildick explained Chalkboard is about 8 years old and works in two ways: moving good student practices into classrooms and operating a number of pilot projects, one of which is the CLASS. Chalkboard Project believes in education sector alignment and believes the OEIB can highlight the key leverage points for student success, which is why they supported SB 909.

Presenters reviewed their slides and distributed a brief description of the CLASS Project. Where are we now? NAEP results show that Oregon is not making the progress that other states are. We need to better support the teaching profession as a state. Chalkboard is concerned that resources are not aligned with the 40-40-20 vision. CLASS now has three years of data. CLASS districts gained more ground than comparative districts. Each CLASS district has a design team of teachers. The high school dropout rate for CLASS districts is also lower. Teacher attitudes in the Sherwood School District show significant change, and we believe this is due to teacher input in the process. Each CLASS Project integrates four areas: career paths, evaluation, professional development, and compensation. Alternate compensation is the most controversial, but districts have gotten very creative in how they've tackled that.

Stiner stated they looked at how they could transform their district; it is up to the district to design what works for the district. They have included teachers from all levels in their design team; they now have 68 members with five subcommittees. There is need for a stronger mentor program—we lose half our teachers. We have a new mentor program in Bend-Lapine. That's been powerful. We have a new evaluation system and new professional development. Evaluation is based on many observations—from six to eight times a year—not just one. The key is moving it from supervisory role to a collegial role. They want the teaching to be more effective. We are looking at career pathways for teachers and at traditional salary scales—they are considering different levels for master teachers. She added that she appreciates the collaborative experience. They won't do something that doesn't work. They make sure everyone is at the table. They are learning from other CLASS districts as well.

Jamison discussed the concept of "tight and loose." That has been the approach of CLASS. The most important voices are the teachers and leaders. The new evaluation system has been a game changer—they've seen a big improvement. Mentorship works and we need to make that commitment if we want to hold on to our best and brightest. We do need to put most effective teachers in front of the neediest kids. There are additional leverage points they have identified: meaningful professional development; time for educator collaboration; principal leadership training; better linkages between teacher preparation and district needs; ensure educators are trained in specific strategies to meet the needs of English Language Learners, special needs, and underperforming students. It is important for principals to be instructional leaders. It is not fair that a teacher in Burns does not have the same assistance as a teacher in Beaverton. The idea of achievement compacts is to target state resources toward educator supports to meet aligned educator outcomes (for example, an educator compact) so all teachers have access to support. Describes what an educator compact could look like (slide). Our current mentorship program does not reach enough teachers; it should reach all new educators. Losing teachers is a great loss of state investment and a great loss for kids. We need to do a better job as a state. Key themes for student outcomes: identify and expand multiple measures to provide a more accurate picture of student achievement; balance benchmark attainment with proficiency demonstration and growth measures; reference Oregon to objective, external measures and other states and nations; establish concrete, transparent public goals and accountability for schools, districts, and the state in closing the achievement gap; advance 21st century learning and skills to include the traditional "3 Rs" and add

the "4 Cs": critical thinking and problem solving, communication, collaboration, and creativity/innovation. These are things that have been brought up by the field. We need explicit goals and targets for improvement. Gives example of achievement compact and the most pivotal points, such as percentage of students who successfully complete 8th grade algebra. There's great work around the state with earning college credit in high school—we need an aspirational target of at least 12 credit hours. Gives Maryland example of 15 strategic policy goals

Hildick concluded with saying the state needed an effective teacher leader strategy.

Discussion:

- What kind of feedback do they get from parents?
- Districts speak highly of the program
- Plans for administrator training
- Whether there will be incentives for quality teachers to teach at high poverty schools.
- Whether 8th grade algebra commonly available.
- CLASS work done in Forest Grove; difficulty in holding on to time for mentoring, time collaboration, professional development in times of budget cuts.
- Importance of administrator mentoring.

Public Testimony

Eduardo Angulo, Chair and Executive Director, Salem/Keizer Coalition for Equality testified that he worked on behalf of the immigrant community in Oregon. He worked to build the capacity of Spanish-speaking parents to be part of the solution. He has worked on education reform for 15 years. He has participated in Wallace Foundation work, Race to the Top, LearnWorks, and the federal waiver application. Oregon will continue to see an increase in English Language Learners. Sometimes the students are born here, but are still ELLs. The achievement gap is elephant in the room—the state is not addressing it. We have community organizations that are working—like Self Enhancement Inc., for example—who are doing the heavy lifting in getting parents involved in schools. School boards need to move resources to students that need it the most. Teachers need to be proficient in teaching ELLs from around the world. Parents of the most needy children and the community all around Oregon need to be involved.

Deb Mayer, Oregon Save Our Schools, testified that she didn't come prepared to speak because the notification she received did not include that information. She is concerned that this group is making plans for the future of education without input from the public. We need to know what is going on. To have meetings on work days means they are not much of a public meeting. There should be, at least, the media here, or access to the materials. The board should slow down its process. Plans do not address poverty issues; that's about 22% of children and we all know that poverty effects learning. Some feel that what is going on here is a distraction from real education reform. Chalkboard Project is funded by millionaires. In other states where reform is going on, like New York, California, and Florida, there are real problems and she sees this committee going in the same direction. The board should look at those other states and better inform the public what it is doing. There are a lot of unknowns. Maryland's example looks a lot like No Child Left Behind. We want to improve our schools, but top-down rigor is not the way to do it. It puts too much stress on kids and educators. Applying for the federal waiver is costing California millions; we should first look at how much it is going to cost us and tell the public. We don't need to do a lot more testing with kids. We should not use kids' test scores to evaluate teachers; they weren't designed to do that. Look at the research. To create a seamless system from early childhood to college—where will the money come from? Or are we just going to use the same dollars and stretch them further?

Outcomes and Measures of K-12 Progress

Oregon Education Association
Deborah Barnes, OEA Local President, Teacher, North Clackamas School District
Jeff Matsamoto, OEA Local President, Teacher, Forest Grove School District
Lindsey Capps, Manager, OEA Center for Teaching and Learning

Capps introduced the group and stated they appreciated the opportunity to talk today and reviewed their slide show. OEA represents 47,000 Oregon public school teachers, education support professionals, and community college faculty. Our values include lifelong learning; respect for diversity; democracy; social justice; and professionalism. OEA shares LearnWorks commitment to equity and educational best practices and the core vision. For sake of children, we need to move away from standardized assessments which don't really measure what we value and what works, and toward the success of individual teachers. We need to look at student growth if we use test scores at all in teacher evaluation. We need to look at more meaningful measures in a more sophisticated system. The Quality Education Model has been a compass and a living process that routinely identifies best practice. It remains a critical piece of education; we should not abandon the QEM. How do we drive evidence-based change? Provide equitable funding and address poverty. Decades of research shows us that learning depends on variables both in and out of the school. Engaged parents are important. Four factors are critical to school improvement: teacher quality; effective school leadership; resources and wrap around services; and strong community involvement. How are we including these aspects in this work? Teachers cite a lack of time to plan, meet student needs, and collaborate with others. Teachers face large class sizes, and have more demands placed on them. Teaching is complex; every student is unique; how do we meet those needs? There is a growing lack of control by teachers where they work. They increasingly feel they have less time than they need and schools have limited their input and autonomy and professional development, which is the opposite of high performing countries. SB 290 sets up a process to design the evaluation system, based on well-recognized practices. He hopes it will support professional growth opportunities and focuses more on good school leadership. How do we measure the kind of instructional leadership we need in schools? We need to support the whole school; the whole child needs to be addressed, such as social services and health services. We are falling behind. Our students don't get a second chance at a quality education. How do you develop a strategy to fund those best practices we know works? We need to consider the needs on the ground. We need to look at a more comprehensive approach to increase learning outcomes.

Matsamoto stated that at Forest Grove, as they moved forward on credit for proficiency, they engaged teachers in the development. It is that collaborative relationship that allowed them to do the great work they did with CLASS. It was valuable to continue implementation conversations on an ongoing basis. The model was written in chalk and could be adjusted as conversations occurred. Their middle school has started to implement a proficiency model, following a collaboration process between the high and middle school teachers, high school had already done it. It doesn't work for everyone and it is not a silver bullet. Conversations have to take place so it works for educators.

Barnes stated that she has been teaching for 18 years, leaving a broadcasting career for teaching. She now teaches broadcasting and teaches in the best district in the state and is working to expand career and technical education (CTE). North Clackamas has the Sabin-Schellenberg career and technical education program. Students there graduate with 15 college credits. It is based on rigor, relevance, and relationships. Of the enrolled students, 97% graduate; most take CTE classes. The 2011 Legislature recently funded CTE programs. The number of teachers in her district has been cut. Teachers are getting bladder infections because there's no time to take breaks. Kids want to come to school early because it's warm there and there is food. Our PE teachers are moving around from building to building. Our teachers are helping with clothing students. Each teacher spends between $200-$500 to help students. Schedules have been cut that don't allow baking times in home economics classes. Reserves in North Clackamas are down to $3 million, but it can't raise more. North Clackamas students graduate at one of the highest levels. Students enjoy PE and music. Teachers spend seven days a week working on lesson plans. We do this with more furlough days. We do this while listening on the radio about how awful teachers are. When will it end? A 4th grade class with 40 students? Without adequate funding, when is enough, enough?

Discussion:
- How do we keep our best teachers?
- What are the conversations about working with other social services?
- Scaling up CTE programs statewide
- Importance of teacher input

Golden recessed at 10:50 for a 15-minute break and reconvened at 11:00 am.

Work Team Reports

Early Learning Council

Dick Alexander, Iris Bell (Commission on Children & Families), and Samuel Henry updated the work group on the progress made by the Early Learning Council and the Commission on Children & Families. SB 909 directs the Early Learning Council to analyze the merger, redesign or coordination of early childhood services, include programs of the Commission on Children and Families and then submit its analysis to the OEIB for inclusion in the OEIB's December report

The Commission on Children and Families met last week and finalized its recommendations regarding what duties should be shifted to what entities and other considerations. The commission has submitted four reports: Youth Services; Healthy Start-Healthy Families; Relief Nurseries; and the OEIB/ELC. Bell reviewed the high points of the work group recommendations.

Four workgroups:
Youth Services Work Groups: Recommend formation of a Youth Development Council within the OEIB.
Healthy Start-Healthy Families: Scheduled to move to Early Learning Council. Recommend that the ELC maintain fidelity and accreditation of the model.
Relief Nursery: Scheduled to move to Early Learning Council. Recommend that a multi-system, multi-entry system and multi-site level be maintained. Keep on track to become evidence-based.
Remaining Programs: Many of the remaining programs could be transferred to the Youth Development Council.

Alexander stated that there might be other state programs that could be moved to the YDC. He described meeting with stakeholders regarding the plan; the consensus was that it seemed reasonable to follow the plan. There were many conversations. Stakeholders are comfortable with it; it can be implemented. One issue is where county commissions fit. That is one issue that needs to be addressed. They want to make sure needs of children in counties are met.

Henry agreed that local county commissions are an issue that still needs resolution. The mission of the CCF is to have a statewide presence; there's a real question about what happens to the social capital that has been built. Local CCFs are adept at building social capital.

In response to questions, Bell stated that local county commissions are talking with one another about continuing some of the work, with the understanding that the governor is looking for outcomes and results.

Discussion:
- With whom they talked.
- Whether they talked to county commissions.
- The Governor is looking for results and outcomes; if local commissioners think they can do the work they can bid on it.
- Recommendations will be folded into the ELC report of the OEIB report for the December report. Staff anticipates two bills: one for early childhood and one for the OEIB.
- Different streams of funding.
- Removal of CASA; another legislative committee is working on that.

Chief Education Officer Selection Process
Julia Brim-Edwards stated that her team met Oct. 31. They had asked DAS and external employment firms for proposals. No decisions have been made on that process. They are also working on the job description. They are circulating a draft for input and have synthesized the initial feedback. It is important to align with the expectations of SB 909. They will hold meetings over the next several weeks. The current document will be posted online at the OEIB website. They are adding a short survey for comments. They would like to bring the semi-final draft on Nov. 21, for a board discussion and will take public comment at that time. They hope to finalize the position description at the following meeting.

Discussion:
- Target date for hire is March 30.

No Child Left Behind Waiver
Ben Cannon updated the work group members on the efforts of Oregon to secure a waiver from the federal Elementary and Secondary Education Act (aka No Child Left Behind act). There are four work groups focusing on different aspects of the application, and total about 100 different people. Six tasks: establishing priority and reward schools; outcomes indicators and measures; implementing the Common Core State Standards; teacher and leader evaluation; tiered interventions; evaluation of accountability system improvement. They are working with stakeholders to ensure they are doing the appropriate outreach to various groups. He thanked the ODE for their assistance in pulling together the groups.

Discussion:
- All the variety of work that is going on and possible conflicts and need to communicate.
- The goal of greater flexibility in spending Title 1 funds.
- Oregon is already implementing the Common Core State Standards.
- How to align the federal waiver work with the OEIB.

Oregon Student Access Commission Overview
Josette Green, Executive Director, Oregon Student Assistance Commission

Green reviewed the work and mission of the commission, formerly the Oregon Student Assistance Commission. The mission is to create a college-going culture for all Oregonians by providing access through information, mentoring, and financial support.

OSAC continues to provide innovate programs to thousands of Oregon students and families to ensure access to postsecondary education. Each year, OSAC awards grants and scholarships of more than $15 million to thousands of Oregon students in their quest to achieve a college education in 2010-11.

The Oregon Opportunity Grant is the state's primary need-based grant. More than $95 million in OOG grants were awarded to more than 56,000 students in 2009-11, and allocated based on the Shared Responsibility model. Another important program is ASPIRE, a mentoring program for middle and high school students that began in 1998. Today ASPIRE serves students in 125 sites. Every student receives one-on-one mentoring. OSAC writes the training and the school initiates the program. A site coordinator is hired, paid from grants and the coordinator recruits volunteers. ASPIRE volunteers help students research schools, complete the financial aid process and help with scholarship searches—it has had a big impact. For example, at Chiloquin High School, before ASPIRE only 20% of students attended college, now it is 65%. Crow High School went from 38% to 96%. Ashland went from 65% to 94%. The presence of an ASPRE program increases the college-going rate of students.

We have declining K-12 funding, a reduction in the number of guidance counselors, and increased class sizes. High school graduates lose courage in the summer and don't start their plan of choice. In 2008, only 46.5% of high school graduates went to college. Oregon has one counselor for every 540 students, yet we have an extraordinary goal, 40-40-20 by 2025.

The vision is that every middle and high school student gets pre-college mentoring and every student graduates with a plan for long term success. It takes a small investment to produce a significant contribution to 40-40-20. We can inspire the community to rise up and be part of the education solution for our state. Oregon could be a national leader in finding a solution to a common national problem. They would like to expand ASPIRE to 600 sites over a four-year period. It would cost $5 million in Year 4 and thereafter.

Discussion:

- Importance of regular guidance counselors v. volunteer counselors.

Oregon Science Technology Engineering and Mathematics (STEM) Education Partnership
William Becker, Director, Portland State University Center for Science Education
Carl Mead, Deputy Superintendent, Beaverton School District
Aubrey Clark, Education Relations Manager for the Northwest Region, Intel
Nancy Hamilton, Director of Business Development, Portland Office, McKinstry
Carla Wade, Education Specialist, Oregon Dept. of Education

Hamilton introduced herself and the panel and noted that while there is a lot of education reform, she thought there needed to be a focus on what the private sector needs. We have a 40-40-20 goal, but if students graduate in programs that the workforce doesn't need, then the effort is for naught. The private sector is desperately looking for more trades people and engineers. STEM wants to do something similar to what Washington is doing. The group reviewed their slides.

Becker talked about STEM achievement in Oregon. Oregon is at, or a little below, average in national rankings. Minorities are underrepresented. STEM is a driver of economic development and the creation of jobs. If Oregon is to be home to a high concentration of STEM industries, Oregon will need to graduate more STEM professionals. The mission of the Portland Metro STEM Education Partnership is to measurably increase the college and career readiness of K-12 students by engaging teachers and whole schools in collective impact partnerships that transform the learning and teaching of science, technology, engineering, and math for all students in support of Oregon's 40-40-20 goal.

They have five conditions for success:

1. Shared agenda: To transform K-12 schools so that all students experience STEM programming that keeps them on a pathway for college and career readiness.
2. Shared measurement: Employ a shared system for measuring student achievement, program performance and partnership engagement.
3. Mutually reinforcing activities: Utilize an improvement process that aligns the research and development assets of the core and collaborating partners and targets the specific needs of individual schools.
4. Continuous Communication: The STEM Center for College and Career Readiness will serve as a communications and programming hub for our collective impact partnership.
5. Backbone organizations: The partnering school districts, colleges & universities, business & industry, non-profit organizations, community volunteers and government agencies form the core and collaborating partners that is the backbone of our collective impact initiative.

Mead stated that there must be common measures of student achievement, teacher effectiveness, and program performance. Clark discussed school transformations by increasing school capacity to teach the STEM subjects, using assessment data to improve teaching practice. Mead described the

STEM Center, where teachers are on special assignment and work to design, implement, and assess professional development programming for teachers and lead professional learning communities to implement strategic investment plans for schools. They also partner with university faculty and community members. Becker stated that the STEM center for college and career readiness opened this year. Those teachers on special assignment give them the opportunity to effect teaching and learning at the classroom level. There are no public sector dollars invested yet.

Hamilton closed. From a private sector perspective, Oregon needs more job-ready graduates. We can't find enough engineers and scientists. McKinstry is successful at scaling up practices. We are looking for more partnerships and more people who are technically trained. They needed a $20 million biennial budget total, from both private and public sectors. They need to be the recognized state entity to have these conversations.

Wade reviewed the efforts of the Oregon Dept. of Education to expand STEM graduates.

Discussion:

- Whether there's time to teach science in schools; what are our priorities.

Upcoming Meetings

Tim Nesbitt noted that the new, additional meeting would be the afternoon of Dec. 1 in Salem; the Governor can make part of that. Mulvihill requested more time as a work session to discuss the work team progress. He suggested that all the workgroups meet in the morning of November 21st prior to the full board meeting.

He stated that the group would be the official Oregon Education Investment Board at its next meeting on Nov. 21, when the OEIB will meet at Tigard High School in the library. The work teams will meet 9:30 – 11:30 that morning, then have a presentation, and then meet officially.

Nominees will not have to appear before the Rules committee again.

Golden adjourned the meeting at 12:40 pm.