



**STATE BOARD OF EDUCATION**  
**June 20, 2013**  
**251-A/B Public Service Building**  
**255 Capitol St., Salem, OR 97310**

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**Members Present**

Artemio Paz	Board Chair	Miranda Summer	Board Member
Samuel Henry	Vice-Chair	Anthony Veliz	Board Member
Serilda Summers-McGee	Board Member	Kevin Furey	CC Faculty Advisor
Gerald Hamilton	Board Member		

**Members/Advisors Excused**

Angela Bowen	Board Member	Randy Schild	Advisor, K-12 Admin
Kate Brown	Ex Officio Member	Peter Angstadt	Advisor, Com College Pres.
Ted Wheeler	Ex Officio Board Member	Colleen Works	Advisor, K-12 Teacher

**Other Participants**

Camille Preus	Commissioner, CCWD	Greg Hamann	LBCC
Rob Saxton	Deputy Supt of Pub Inst.	Andrea Henderson	OCCA
Cindy Hunt	ODE	Shalee Hodgson	CCWD
Sarah Drinkwater	Asst. Supt., ODE	Jessica Howard	PCC
Margaret Bates	ODE	Carol Middleton	CESD
Ben Cannon	Governor's Ed Policy Advisor	Kate Pattison	Charter Schools/Acting Ex Officer
Nancy Carr	OAAE Board	Sarah Pope	ODE
Larry Cheyne	CCWD	Elizabeth Rhodes	AIA
Mickey Garrison	ODE	Laura Roach	ODE
Anne Gurnee	SWCS	Graham Slater	OED
Marque Haeg	CCWD	Jason Thompson	SEAO

Video Recording/Supporting Documents are posted online.

**Preliminary Business**

**Call to Order/Roll Call/Flag Salute**

Chair Paz called the meeting to order at 9:05 am. He called the roll and reviewed the agenda.

Excused were Directors Bowen, Brown and Wheeler and Advisors Angstadt and Furey.

**Public Comment**

Greg Burrill, Teacher - Sub PPS and MESD

Address you today as an individual.

Stressed the importance of involving teachers, parents, and students in the process.

Ask the people at the top to start telling people that education reform is vital; we have to get it right and it must be called for from professional educators.

**Commissioner Report**

Camille Preus, CCWD

Honor to be the commencement speaker at Tillamook Bay last night. Standing room only, families, grandparents. Preus reflected on her experience sitting in their same seats 40 years ago, the relief of accomplishment, and the anxiety of what comes next. Preus reflected on her early years in this role and feeling a similar sense of accomplishment and anxiety for the next steps. Preus discussed

some experiences supporting communities through the process of joining community college districts, all of the political and local pieces at play. Preus reflected on the work she supported early in 2000, specifically the Unity Pledge which was signed by all 17 community colleges, presented to the Governor, and helped secure millions of dollars through the legislature. All of this work led to the equalization that we see today.

Worked to become a strong leader, to translate executive and legislative dictates into what will work at the local level.

Hamilton reflected on being in the system when Preus was hired. Her leadership has been strong and she is to be congratulated.

Henry served on the Oregon Commission on Children and Families and reflected on positive interactions with Preus.

### Deputy Superintendent Report

Rob Saxton, ODE

Saxton thanked Preus for her great work.

Saxton reflected on his education career and the conversations around who can learn. Saxton reflected on the first time he heard someone say "all kids can learn." As a superintendent in a district, the district found that students would have a 7% likelihood of being ready for college in science if the students followed this strand. It was one of those moments when the district asked the obvious, but hard question, "why would we offer this?" There was another course set where 56% would succeed. The district focused on the courses that would support success, but recognized the district would have to put a few other supports in place. Saxton connected this to State Content Standards. If students do not have access to or are not taught the content that will help them be college and career ready, it does not help students succeed at the next step.

The Common Core State Standards focus on college and career readiness. Oregon has been involved in the Common Core State Standards. They are a hard set of standards. They are not a hard set of standards for some kids, they are a hard set of standards for all kids. There will be an ongoing debate about these standards over the next few years of rolling them out. We need to keep the discussion around what we want students to know (standards) and how we will evaluate what students will know (assessments) separate. We already know that all students can learn and all should be held to high standards.

Saxton discussed education investment bills 3231, 3232, 3233, 3234. The funding for 3232 and 3233 are currently on their way to be presented to the Ways and Means Committee tomorrow. It is currently being discussed at the \$60 million level, but we would like to see that at the \$90M million level. The pieces that will be lost if we don't get the \$90 million will be significant: Eastern promise, CCSS, educator effectiveness, early learning, and first generation learners is cut.

Saxton discussed ODE's strategic plan and the first reporting on the six month metrics. There will be a report at the August meeting. One piece is the reorganization and the integration of Early Learning Council and youth Development Council. ODE will also have a Native American Education Specialist in the new Office of Educational Equity.

Henry acknowledged and recognized Saxton for his good work.

Summers-McGee asked how we making recommendations about what should stay and what should go with the \$60M vs. \$90M?

Saxton explained how ODE has provided some input and prioritization in funding for the legislature. The legislature does not always follow these recommendations.

Saxton explained the funding and details related to SBAC formative and interim assessments.

Paz stressed the importance of students having 21<sup>st</sup> century skills to be competitive in a global market. Education needs to understand community well-being before we make global impacts.

### **Adoption**

#### Consent Agenda

Henry thanked Commissioner Preus for the work around the new program approvals.

Paz called for a motion.

MOTION: Henry moved, Summers-McGee Seconded.

Discussion:

ACTION: Passed unanimously (Summer, Veliz, Summers-McGee, Paz, Henry, Hamilton)

### **Stakeholder Update**

#### Oregon Community College Association

Andrea Henderson, OCCA

Henderson provided an update on legislative work including the budget and funding. Capital construction will likely be decided on at the end of the session and colleges are pushing for full funding.

Henderson discussed the bill that moves CCWD to HECC is still active. The community colleges like being under the State board of Education and the relationship that has been developed. The association has decided to be involved in the legislation since it seems to have some traction and support. If this will go forward the goal is to make it a clean transition.

Furey shared a handout related to state support and tuition/fees. The handout specifically highlighted Chemeketa Community college. What are community colleges going to do if there is a significant drop in enrollment?

Henderson explained state: student ratio in funding and the current shift to students paying a higher portion of the costs related to education.

### **Information/First Reading**

#### ODE Legislative Update

Camille Preus, CCWD

Preus reviewed the bills and funding for community colleges.

### **Information/First Reading**

#### Career Pathways Update

Laura Roach, Director ODE

Shalee Hodgson, CCWD

Hodgson provided an overview of career pathways and their relationship to community colleges. Hodgson explained the technical assistance grant received from the US Department of Education to bridge the work into 9-14 programs. A large team was convened to begin this project. The state is working with the other state teams. Project goals include program alignment, expansion and acceleration, and sustain reforms.

Roach stated the importance of helping make this an option for all students, not just limited to CTE students.

Henry asked if there will be an update in the fall.

Roach confirmed there will be an update in the fall with the final version of the plan.

Paz asked how many people will be affected and about the business/school integration and professional development?

Roach explained there will be at least about 40,000 students through CTE. There is work to integrate this work into the other work related to graduation. The professional development has been identified by the state team as a priority.

Art requested that information presented about participation be disaggregated by subpopulation.

### **Information/First Reading**

#### National Coalition of Core Arts Standards

Nancy Carr, OAAE Board

Carr worked for 25 years at the California State Department of Education, has worked nationally, and now works in Oregon. Many arts standards were out of date and did not include any digital arts. Carr provided overview of the process to inform, review, and adopt arts standards. Discussed connection to career skills and importance of the link to college.

### **Adoption**

#### GED OAR – Temporary Rule Change

Marque Haeg, CCWD

Haeg provided overview of the GED fees and test changes. Haeg explained the timeline and process for posting notice and receiving comments.

Discussion:

MOTION: Hamilton moved, Henry Seconded.

ACTION: Passed unanimously (Summer, Veliz, Summers-McGee, Paz, Henry, Hamilton)

### **Adoption**

#### Dual Credit – Changes to OAR

Larry Cheyne, CCWD

Cheyne provided an overview of the dual credit changes.

Discussion:

Furey referred to previous statements at the prior board meeting related to an influx in course offerings.

Cheyne explained what the new language would allow. It gives community colleges a broader policy on what qualifies for master's degree to offer dual credit.

Hamilton explained that each individual community college board to craft policy that allows the quality and student outcomes are prioritized of teacher degrees.

MOTION: Henry moved, Summer seconded.

ACTION: Passed unanimously (Summer, Veliz, Summers-McGee, Paz, Henry, Hamilton)

### **Adoption**

#### Southwest Charter School Contract

Margaret Bates, ODE

Cindy Hunt, ODE

Anne Gurnee, SWCS

Hunt provided an overview of the process to date and how the discussion on achievement compacts and student performance accountability has progressed. ODE presented ideas and SWCS presented ideas.

Gurnee described the SWCS board discussion and how each level is committed to student growth.

Hunt explained the tension between the aspirational goals and the progressive supports and accountability that may lead to termination. Section 14 was discussed and example scenarios were explained.

Discussion:

Furey asked what happens if the school reaches 100% meets/exceeds, will the school have to enter improvement?

Hunt explained that ODE will monitor and address that situation if it arises.

Hamilton stated that a 1% increment may not be as sophisticated. At some point it may be more appropriate to have higher targets.

Summers-McGee stated this has been a good process. Summers-McGee stated that she thinks the benchmark is too low. Our charter schools are supposed to be the best.

Hunt explained how in some cases the state averages are lower, so we didn't want to use those. It's not just PPS, it's also based on their own performance. There was a lot of negotiation around the actual percentage.

Summers-McGee asked why PPS? Why not the best district in the state?

Hunt explained that the goal is for the school to grow in their achievement year after year. The goal is not to draft a contract that closes the school. The school will still set aspirational goals.

Summer asked how the school is located in Portland.

Gurnee indicated that most of the students come from PPS, live in Portland. And the concern of a scenario that may lead to termination when the school is just below targets but far above PPS. Does the board want to terminate a school out-performing the district.

Summers-McGee highlighted that the purpose of the charter school is not to sustain the status quo of the local schools.

Henry discussed the value of discussion and dialogue that will move the school forward and drive some change. Henry wants to have a future conversation with all the charter schools to discuss what a state charter school should be about, different than a district sponsored charter school.

Paz stated that the board needs to identify the standards of excellence. Stressed the importance of adding the private and non-profit sector training and supports to ensure success.

Saxton explained why he has an interest in this conversation, specifically around innovation in policy and school improvement. There may be a concern that this contract may be precedent setting. Should the board proceed and agree with this, the board may be interested in acknowledging there will be additional work around how to keep moving forward toward the best contract.

Veliz asked why year three improvement is no earlier.

Bates indicated the board may address some of the zero year and other targets in the annual reports.

Furey asked about unintended consequences. Can the school pre-screen students?

Gurnee & Hunt explained the school cannot screen incoming students.

Hamilton asked about the timelines.

Gurnee explained that the school is planning to grow beyond these expectations, but even with minimal growth stated in this contract, the school will be demonstrating consistent growth and success.

MOTION: Hamilton moved to approve with the acknowledgement of what Rob Saxton stated earlier and potentially something that Cindy can help the board draft related to policy. Henry Seconded.

Discussion:

Bates acknowledged the school is in its infancy where other district schools may have been open for 100 years and have much more institutional knowledge and memory.

ACTION: Passed unanimously (Summer, Veliz, Summers-McGee, Paz, Henry, Hamilton)

### **Information/First Reading**

#### Implementation of the Common Core State Standards

Sarah Drinkwater, ODE

Mickey Garrison, ODE

Carol Middleton, CESD

Garrison provided an overview of the information in the packet, specifically focused on the regional implementation. Garrison explained the sample plan.

Middleton shared a story from recent training and teacher feedback.

Garrison explained the ongoing training and support for educators. There will be a rubric available in August that will help districts assess where they are in the implementation process and identify next steps.

Middleton discussed how CESD provides support to schools around standards and curriculum.

Garrison explained how this will roll-out state-wide.

Discussion:

Henry asked how this PD gets to rural school districts.

Garrison explained that Data Project training will ensure there is training within an hour and a half.

Paz asked for the presenters to report back on the progress.

### **Information/First Reading**

#### Job Vacancy Report

Camille Preus, CCWD

Graham Slater, OED

Slater provided overview of the current state of the recession and workforce trends. Slater provided information on sectors from health care, construction, government, and technical industry. Oregon Employment Department is speaking nationally as an early adopting state in engaging information in the report "Oregon's Falling Labor Force Participants: A Story of Baby Boomers, Youth, and the Great Recession." The most significant drop is in the 16-19 age bracket. Some are going back to school or staying in school longer (page 7, slide 2). Jobs where 16-19 were being employed are now employing much older people.

The number of teenagers employed in Oregon right now is 50% of what it was 4 years ago.

Oregon Employment Department publishes a number of documents on the subject related to education.

### **Information/First Reading**

#### Community College Support Fund Overview

Camille Preus, CCWD

Greg Hamann, LBCC

Jessica Howard, PCC

Preus provided an overview of the distribution formula. The funding directives are both statute and rule, focused on access, equity, service, and stability. Equity is defined as every college having the same total public resources (TPR) per FTE. It took six years to reach equalization across all community colleges. Preus reviewed the base, deferred payment, and calculation of funding available per FTE.

Preus transitioned into the policy questions related to student outcomes and introduced Hamann and Howard.

Hamann shared programs that are evolving and developing with the input of industry partners to respond to their needs. The industry wants employees who can do more than a technical skill, they want employees who can think critically and communicate across platforms. Hamann explained how the funding works at LBCC.

Saxton stated a few scenarios.

Hamann stated the difference between paying for something versus incent behavior.

Summers-McGee asked if the community colleges have the capacity to develop the student services to drive success for these outcomes.

Hamann explained that the current model does not require LBCC to look at if the students are successful. This shifts a little bit of the money to ensure that we shift the resources to invest in student's success.

Summers-McGee asked if it is fair to say you will assess where you get the most ROI, which group? Will you then increase the enrollment of students who are more likely to complete?

Howard provided handout on Portland Community College and described demographics and efforts to support students to success. Howard also acknowledged Summers-McGee's concerns and explained how PCC is planning to protect against this.

Paz made comments on the handout.

Veliz made comments on community colleges focusing on the diversity in the leaders to support success.

Howard clarified the handout is not a student-view, it is some institutional structures at various points in the process.

Furey asked about how part-time instructors have disproportionately higher grade distributions than full-time instructors. What will happen when outcome based funding is hanging over them?

Hamilton referenced the charter school discussion in how this is similar in asking the community colleges to put in a set of metrics that focus on student success.

Summers-McGee agrees with Hamilton. We must do the due diligence to avoid hurting those students who are most vulnerable to those gaming the system. Are we considering checks and balances like those in K-12? And will there be funding for completing those non-credit courses like ABE and ESOL?

Preus asked the board for a direction around developing a more fully articulated policy for October.

### **Information/First Reading**

Community College Support Fund – Strategic Fund  
Camille Preus, CCWD

Many of these pieces were mentioned in the topic above.

Preus highlighted the component on health care and research.

### **Information/First Reading**

Recognition of Service  
Art Paz, Board Chair

Paz made statements about Preus' service and presented her with a commendation of service.

### **Adoption**

Commissioner of Community College Services Hiring Procedure and Nomination for Interim Commissioner  
Cindy Hunt, ODE

Ben Cannon, Governor's Office

Cannon stated the Governor's support of candidate Hamilton and his qualifications. Cannon explained some of the legislative changes possible on the horizon.

Hunt explained that Gerald Hamilton as the candidate, his qualifications have been provided to the board. He is not sitting with the board due to a conflict of interest and he will not be participating in this vote.

Hamilton shared his passion for the mission of community colleges. He shared his experience as a high school administrator where there was no local access to a community college. That was really concerning and he joined the committee to start a community college, where he ended up serving on the board and serving as president of the community college.

Discussion:

MOTION: Henry moved to approve Gerald Hamilton as Interim Commissioner of Community College Services, Summers-McGee seconded.

Discussion:

Paz acknowledged that both Preus and Hamilton could act as consultants or advisors to the newly appointed commissioner in 2014.

ACTION: Passed (Summer, Veliz, Summers-McGee, Paz, Henry)

Hamilton recused himself from this vote.

### **Adoption**

District Report Card Prototype

Sarah Pope, ODE

Pope provided overview and description of the new district report card. The funding section will not include all items since the information is not being collected.

Pope explained the process for public comment and involvement in the design.

Paz asked how many schools the equity in educators will affect?

Henry asked if the report card will factor in ACT data.

Furey asked about the class size data.

Pope explained that data is currently on the number of adults to total students in the high school buildings. What was desired was the actual ratio in core classes, but ODE does not collect that at this time.

Paz asked if there will be a SchoolView type portion in the future.

Pope described Colorado's <http://www.schoolview.com/> and reports ODE is working with the Chalkboard Project to produce.

Henry acknowledged the importance and his support of this type of report.

Veliz discussed the parent engagement and communities of color that were engaged.

Hamilton asked if there will be a glossary or definitions of some words like "expulsion."

Henry referred to the Equity Lens to support the definitions.

Paz discussed schools as a community shelters and

MOTION: Henry moved to adopt, Summers-McGee seconded.

Discussion:

ACTION: Passed unanimously (Summer, Veliz, Summers-McGee, Paz, Henry, Hamilton)

### **Information/First Reading**

#### School Seismic Resilience

Jason Thompson, SEAO

Elizabeth Rhodes, AIA

Thompson introduced himself and the presentation's timeliness in light of recent earthquakes around the world in the recent years.

Thompson presented information on Oregon's seismic history and physical factors. The presentation included information on architectural codes and implications for Oregon schools.

Paz adjourned the meeting at 4:58 pm.

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**Other Participants**

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Rob Saxton	Deputy Supt of Pub Inst.	Jan McComb	ODE
David Bautista	ODE	Kate Pattison	Charter Schools/Acting Ex. Officer
Jim Carlile	ODE	Laura Roach	ODE
Dave Cook	ODE	Tom Thompson	ODE
Sarah Drinkwater	ODE	Carla Wade	ODE
Drew Hinds	ODE		

Video Recording/Supporting Documents are posted online.

**Preliminary Business**

**Call to Order/Roll Call/Flag Salute**

**Public Comment**

Jim Mannenbach, Teacher and local school board member  
Expressed concerns about school and district accountability and class-size. Requested the board to ensure investigations include interviewing witnesses, improve funding for TSPC, review class-size regulations, and the recommendations from the Quality Education Commission.

**Board Member Reports**

Henry discussed recent legislative works and various briefs produced related to school discipline. Henry discussed the work ODE is pursuing around technical assistance instead of compliance and the upcoming integration of the Early Learning Council.

Summer shared reflections on a recent visit to Saben-Shallenburg School in North Clackamas. It was surprising that there is only one school like this in the state.

Summers-McGee discussed challenges with recruiting students of color and other minority groups. Helping students in college understand what one degree will get versus another. Many college administrators and instructors do not have a clear idea of what employers want. Helped lead the search for the new NASBE executive director.

Angstadt informed the board this is his last meeting. Patty Scott, president at Southwestern Oregon Community College, will be the new advisor.

Paz shared his experience recently attending IB ceremonies at 4J SD. Then attended the local school board meeting to express support of the IB. There was a sixth grade student from a language immersion who presented in English and Spanish. Paz also urged the board to consider asking the state sponsored charter schools to connect and prepare presentations at various conferences to disseminate innovations.

Paz adjusted the agenda to move the Board leadership item to be first.

### **Adoption**

#### Board Leadership

Art Paz, Board Chair

Gerald Hamilton, Board Member

Hamilton shared his discussion with the nominating committee about the selection of Henry and Summers-McGee as Board Chair and Vice Chair.

MOTION: Hamilton moved to adopt the recommendation, Summer seconded.

Discussion:

ACTION: Motion passed (Summer, Veliz, Paz, Hamilton).

Henry and Summers-McGee Abstained.

### **Information/First Reading**

#### ODE Legislative Update

Jan McComb, ODE

Full Ways and Means in session right now. State School Fund was initially voted on and failed. It is scheduled again for this week, but may be moved to next week. The mascot bills are still alive.

Charter bills do not restructure major pieces, but adjust some of the processes around appeals and sponsorship. The PPS bill that allows districts with more than 3% of students enrolled in a charter school to set priorities and educational goals for applications.

There are a number of bills still moving forward like Oregon Studies curriculum and immunization opt-out. The other two bills that did pass have to do with school safety threats and HB 2506 which creates a 25 member task force on school fund distribution.

Hamilton left the meeting.

### **Information/First Reading**

#### One-year postponement of ELP/D Instructional Materials

David Bautista, ODE

Drew Hinds, ODE

Bautista introduced the topic and gave a brief review of the ELP/D Standards process.

Hinds explained the process and timeline for the instructional material adoption across content areas. Hinds also reviewed the differentiation between content standards and instructional materials. Hinds indicated this delay is linked to the delay in the publication of these standards.

Discussion:

Henry congratulated Dr. Hinds on the completion of his doctoral work.

Hinds explained that Oregon is not a line-item state, we are a per-pupil funding that allows the local districts to make determinations about how to spend resources on curriculum and instructional materials.

Bautista discussed how this related to the ELPA 21 and the consortium's role in technical assistance.

Paz indicated it may be helpful to clarify a vision statement and statement around professional development to ensure the field has a clear understanding of how the plan is laid out.

Bautista explained the process of aligning standards and proficiency levels across the consortium.

Paz asked about the timeline for standards, instructional materials, and assessments.

Hinds explained that it takes about two years for the full development cycle. Next October Hinds will present ELA and October 2014 with the Mathematics and ELP/D instructional materials criteria.

### **Adoption**

#### 2014 Meeting Schedule

Kate Pattison, Acting Executive Officer

Henry discussed the interest of the board and Deputy Superintendent Saxton

MOTION: Henry moved to adopt the schedule, Summers-McGee

VOTE: Unanimously passed. (Summer, Veliz, Summers-McGee, Paz, Henry)

Discussion:

Chair Paz left the meeting and asked Vice Chair Henry to lead the remainder of the meeting.

### **Information/First Reading**

#### Priority and Focus School Update

Jim Carlile, ODE

Carlilie stressed that the focus and priority schools is one of the highest priorities for the department. The Focus and Priority Schools is part of the ESEA Waiver. The priority schools are high poverty schools ranked in the bottom 5% of Title I schools.

Carlile discussed some experiences visiting schools including a school offering pre-kindergarten classes for all students.

Discussion:

Henry asked about what types of policy pieces can be put in place or considered to support this work?

Carlile urged the board to hold ODE accountable to share the successes and watch as the agency transitions to being more proactive in helping schools improve in a much different way.

Henry stated it may be helpful to include future discussions on the agendas going forward to elevate the effective practices and reflect on those practices that are not successful.

Carlile suggested having a school district present where successes are evident.

Veliz requested to see the long-term gains in data instead of short-term. There are frequently peaks and valleys in the data.

Carlile explained that this group of focus and priority schools will be on this list for at least four years.

### **Information/First Reading**

#### CTE Revitalization Grant – Proposed Rule Change Division 44

Laura Roach, ODE

Tom Thompson, ODE

Roach provided the background on the CTE Revitalization Grant and the work done since the 2011 legislative session.

Thompson explained the changes around developing the RFP and the partnerships that will be part of the grant. There are additional changes around language and titles to align with the statute and Deputy Superintendent versus Superintendent.

Discussion:

Henry asked if they will be meeting with the advisory group before the next meeting.

Thompson explained that the advisory group will be forming with the hope of naming participants and meeting in late July.

Veliz stressed the importance of long-term partnerships to support sustained efforts.

Roach stated that one of the goals with the legislature is the partnerships between secondary and post-secondary. There has been a regional approach to CTE and leveraging the resources in various communities.

### **Information/First Reading**

#### Review of OR Alternative Assessment Options

Brad Lenhardt, ODE

Lenhardt explained that this assessment would be to assess the Common Core State Standards in ELA and Math for students with significant cognitive disabilities. This work is done parallel to the Office of Assessment and a Request for Information has been posted. There are various consortia and other options that we are looking at and will be presenting to the board.

Discussion:

Henry asked how a teacher would engage with this process.

Lenhardt explained the work that has been done to involve and connect teachers in the process, both CCSS and Alternative Assessment. There is information posted online and the office has a process for dissemination and communication.

### **Information/First Reading**

#### Participation in Alternative Assessment Pilot Test

Sarah Drinkwater, ODE

Brad Lenhardt, ODE

Discussion:

**Information/First Reading**

New Version of Continuous Improvement Planning

Dave Cook, ODE  
Carla Wade, ODE

Cook introduced himself and explained his role in relationship to the School District Comprehensive Improvement Plans.

Wade introduced herself and explained her work with Indistar to support district improvement plans. The goal is to work with districts to use Indistar to address as many federal planning indicators as possible. In the past the plans have been required to be submitted every two years. This tool and proposed schedule is to be used every three years for submission, giving ODE 60-65 plans to review annually and then provide feedback and technical assistance accordingly.

Wade discussed the cross-office team in the agency that will look at the indicators around CTE, TAG, SPED, IDEA, Title I, School Improvement, Indian Education, and Alternative Education. The team will also have representation from the assessment office.

Discussion:

Veliz asked if the cycle is staggered.

Wade confirmed that the cycle will be staggered.

Henry asked if this encourages school districts to work together, specifically asking about rural districts.

Wade confirmed that it does support regional support.

**Information/First Reading**

Revision to OAR 581-22-0606

Dave Cook, ODE  
Carla Wade, ODE

Cook and Wade presented the rules as a first read. The rules will be before the board again for a vote in the fall.

Discussion:

Henry adjourned the meeting at 10:48 am.