

Joint Interim Committee on Student Success

Meeting Summary – Washington County Field Trips

July 11, 2018

Tour Group 1

Forest Grove HS, 1401 Nichols Ln, Forest Grove, OR 97116

Witch Hazel Elementary, 4950 SE Davis Rd, Hillsboro OR 97123

Vose Elementary, 11350 SW Denney Rd, Beaverton, OR 97008

Members Present: Sen. Roblan, Sen. Knopp, Sen. Taylor, Sen. Thatcher, Rep. Hernandez

Non-Members Present: Rep. Sollman, Rep. McLain

At Forest Grove High School in the Forest Grove School District, members toured classrooms used by the Freshman Success, Original Credit and Credit Recovery summer school programs. Principal Karen O'Neill and Assistant Principal Colleen Lord greeted the tour group and explained the three options. The goal of Freshman Success is to help strengthen the literacy, math, and study skills of at-risk students. Each year between 80 & 110 students are identified for the mandatory summer skills program. One goal of the program is to build relationships between teachers and at-risk incoming freshmen. Those students are then placed with the same teachers when they enter high school in the fall. The Original Credit Summer School helps students achieve elective credits so they can fit all required credits into their school-year schedules. Health and PE classes are the most popular original credit options. The Credit Recovery Summer School is a 5-week, 4 days a week program open to all students in grades 9-12. Students pay \$150 (or \$80 for students on free or reduced lunch) to complete as many courses as they can. They receive classroom, small group, and individual instruction as well as utilizing OdysseyWare Online Curriculum aligned with Forest Grove High School's essential standards. Since the high school utilizes a standards-based grading policy, students do not need to repeat sections in which they have already demonstrated proficiency. Students who cannot afford summer school are offered scholarships and/or work experience. Title funds are utilized for migrant students.

Next, the tour group visited a portion of the Hillsboro School District's migrant education program hosted by Witch Hazel Elementary. District officials and program teachers including Martha Lopez, Brent Saxton, Olga Acuña, and Sindy Avila offered opening remarks. The focus of the program is literacy and kindergarten readiness. Across the district, the program serves approximately 1,000 students of an eligible migrant population of 1,500. Wellness services are offered in partnership with Western Oregon University, Portland State University and Pacific University. ESOL services are offered by a cohort from University of Portland. Staff at Witch Hazel Elementary include four bi-national teachers who offer instruction in arts, culture, and leadership. Following the remarks, the group observed a preschool classroom where four-year-old students were learning a bingo-type vocabulary game and visited the gymnasium where a teacher was setting up an obstacle course. Finally, members observed several upper primary classrooms. Staff spoke about the difficulty of running an essentially year-round school,

the fact that when students move it creates gaps in their education, and the challenge of finding bilingual teachers to staff their program.

The final site visit was to Vose Elementary in the Beaverton School District. Vose has 650 students with approximately 80% on free or reduced lunch. It features a popular dual-immersion program and offers one year of preschool. Principal Veronica Galvan and Assistant Principal Melissa Holz took the group on a tour of the school and its summer English Language Learners program including the music room, kindergarten wing, a flexible space which can be used for small group instruction, and the cafeteria where the school provides a summer meal program to 300 summer school participants and an additional 40 community members. Discussion covered the low frequency of behavior problems present in the summer program, the availability of mental health supports, and the methods for identifying students who could benefit from extra support services. Also, Vose's building is one of four new elementary schools in the district with the same design. District officials selected a prototype school in order to save money on design and construction.

Tour Group 2

Echo Shaw Elementary School, 914 S Linden St, Cornelius, OR 97113

South Meadows Middle School, 4690 SE Davis Rd, Hillsboro, OR 97123

Sunset High School, 13840 NW Cornell Rd, Portland, OR 97229

Members Present: Rep. Smith Warner, Sen. DeBoer, Rep. Clem, Rep. Fahey

Non-Members Present: Rep. Alonso Leon

At Echo Shaw Elementary School in the Forest Grove School District, the group toured a program for migrant students. Acting principal Laura Martinez welcomed the tour group, who then met with her and district officials responsible for the program: Leonard Terrible, Gwen Torson, and John O'Neill. The program serves over 250 students from five schools as well as other school districts and migrant camps. Students attend Monday through Thursday for the month of July. Funding comes from a mixture of sources: Title 1-C (summer), Title 1-C (regular), and Title 3. The program's capacity is limited by its funding. District officials spoke about the program's impact in eliminating students' summer slide, improving academic outcomes, and assisting students in skill development. They described the program's efforts to meet the needs of academically accelerated students and how the structure of the program facilitates data sharing between this program and students' home schools. The group then toured several classrooms.

Next, the tour group visited South Meadows Middle School in the Hillsboro School District to tour a summer dual language immersion program. The group was welcomed by Raquel Lemus, director of the program, and Travis Reiman, Assistant Superintendent. Ms. Lemus and Mr. Reiman spoke about the program's goals, the students it serves, its funding, and the need in Hillsboro for multi-lingual employees in all industries. They described the structure of the program, which has students signing up for clubs based on an area of interest. Clubs have instructional time in the morning and hands-on activities in the afternoon, and cover topics such as cooking, robotics, coding, and more. Ms. Lemus and Mr. Reiman described the application process, which is open to any student who already participates in the district's dual language immersion program, and the funding of scholarships for students in need. They stated

that the program draws its club leaders from Western Oregon University's education preparation program, as well as volunteers from local high schools.

The group then visited Sunset High School in the Beaverton School District. Principal John Huelskamp greeted the group, described the school's summer 8.5 program, and showed a short video about the school made by students. Mr. Huelskamp spoke about the school's International Baccalaureate for all program, the school's successes, and its challenges. He described the summer program for at-risk youth that assists in the transition to 9th grades in order to help students feel more comfortable in the building and in high school classes at the beginning of 9th grade. He shared the mental health challenges faced by his students, described the need for an increased number of school counselors, and how industry and schools can work together to provide educational experiences that are more relevant to students' needs. He recommended that in order to fix Oregon's education system, the state should focus on relationships inside schools, the relevance of educational experiences, and academic rigor. The group toured classrooms of the 8.5 program, which operates from 9:00 AM to 1:00 PM for five weeks and focuses on science, social studies, English language arts, and mathematics.

Work Group Meetings, 12:00 PM
Clackamas High School Library
14486 SE 122nd Ave
Clackamas, OR 97015

The committee split into three work groups:

Students Ready and Able to Learn

Rep. Smith Warner, Rep. Smith, Sen. DeBoer, Sen. Hass, Rep. Fahey

Career and College Readiness

Sen. Roblan, Sen. Frederick, Sen. Thatcher, Rep. Clem, Rep. Wilson

High Quality Classrooms

Sen. Knopp, Sen. Taylor, Rep. Hernandez, Rep. Sprenger

The co-chairs assigned the following deadlines for each work group:

By August 1, decide on 3-5 policy goals or objectives.

By September 30, describe the policies or programs currently in place and the best practices the committee has seen on its road trips.

By November 8, decide how to utilize those policies or programs or other interventions, to achieve the work group's stated goals.

Work Group 1: Students Ready and Able to Learn

Members Present: Sen. Knopp, Sen. Taylor, Rep. Hernandez

Members Excused: Rep. Sprenger

The workgroup did not specifically come up with goals to meet the workgroup's charge, but the discussion provided the basis for the following potential goals.

1. Families should have access to prenatal care, early mental health, and physical health services that foster healthy family relationships so a child is ready to learn when entering school.
2. All children should have access to quality preschool programs.
3. There should be sufficient behavioral and health related services readily available in schools to enhance a student's potential to learn.
4. Students and their families must have access to supports such as stable housing and sufficient nutrition so when they come to school each day they are ready to learn.
5. Schools are not able to provide all the supports that students require to be ready to learn so they must foster relationships with other entities (e.g., CCOs) to provide services and supports to students and their families.

Work Group 2: College and Career Readiness

Members Present:

Non-Members Present:

Sen. Roblan reviewed goals of the work group. He asked the work group to consider:

- What it can do in the college and career readiness area to make the biggest difference
- What information is needed to identify an action plan.

Per the chairs' instruction, the work group was asked to identify its 3-5 most important goals/priorities. These goals are due to committee leaders by August 1.

Roblan mentioned there would be separate work group tracks for reviewing revenue needs and costs.

He also invited members to attend the Coastal Caucus Economic Summit, August 22-23 in Lincoln City.

The summit will focus on education issues on August 23.

Though not a final list, discussion pointed to the following possible top goals and priorities:

1. Identify barriers to delivering Career Technical Education - Consider a college level certification program for CTE teachers
2. Fund CTE / STEM programs permanently, ensure they continue to be fully operational
3. Improve parent/family engagement – Gain an understanding of how those programs contribute to student success

Work Group 3: High Quality Classrooms

Members Present:

Non-Members Present:

The work group discussed issues related to Oregon teachers, school buildings, and the Quality Education Model. Members agreed on the following four preliminary goals/vision statements:

1. Make the teaching profession more appealing and have a qualified teacher in every classroom.
2. Make every school a safe, secure building.
3. Implement the Quality Education Model.
4. Teachers should be prepared to teach a changing demographic; Oregon needs a teaching workforce that is reflective of local communities.

Additional meetings for this work group are to be held:

July 16 at 1:00 PM

August 22 at 10:00 AM

September 5 at 10:00 AM

Roundtable with Local Business Leaders, 2:30 PM

Beaverton City Council Chamber

12725 SW Millikan Way

Beaverton, OR 97005

Members Present: Sen. Roblan, Rep. Smith Warner, Sen. Knopp, Sen. DeBoer, Sen. Hass, Sen. Taylor, Sen. Thatcher, Rep. Clem, Rep. Fahey, Rep. Hernandez

Members Excused: Rep. Smith, Sen. Frederick, Rep. Wilson, Rep. Sprenger

Non-Members Present: Rep. Doherty, Rep. Sollman, Rep. Alonso Leon

The committee met with 10 local business leaders. Senator Roblan welcomed the committee members and business leaders. The group discussed career and technical education; financial literacy; science, technology, engineering and mathematics education; pre-natal to career services; strategic, evidence-based investments; students' business skills; lack of educational resources; workforce development; essential skills; adaptable skills; and community collaborative conversations taking place in Beaverton among businesses, labor leaders, and the school board. Legislators asked participants how businesses, K-12, and education can make better connections; how important good schools are for economic development; how prepared students are for international business; and what career counseling or mentoring programs are available to students.

Roundtable with Local Education Stakeholders, 4:00 PM
Arts and Communications Magnet Academy
11375 SW Center St.
Beaverton, OR 97005

Members Present: Sen. Roblan, Rep. Smith Warner, Sen. Knopp, Sen. DeBoer, Sen. Hass, Sen. Taylor, Sen. Thatcher, Rep. Clem, Rep. Fahey, Rep. Hernandez,

Members Excused: Rep. Smith, Sen. Frederick, Rep. Wilson, Rep. Sprenger

Non-Members Present: Rep. Doherty, Rep. Sollman, Rep. Alonso Leon, Rep. McLain

The committee met with approximately 45 invited stakeholders. Senator Roblan invited the committee and those invited to participate. The stakeholders introduced themselves and shared their concerns about revenue and funding, class size, family engagement, mental health supports, early learning, career and technical education, equity, workforce development, and the educator workforce. Legislators asked stakeholders if school district budgets increased, what districts would spend additional resources on. Responses ranged from family engagement, to a longer school year to early learning to CTE and more. The group discussed the meaning of the term “student success” as well as accountability measures.