

Sheridan School District 48J

“Oregon intends to develop one of the best-educated citizenries in the world.”

Known as 40/40/20

40% of adult Oregonians will have earned a bachelor’s degree or higher

40% of adult Oregonians will have earned an associate’s degree or postsecondary credential as their highest level of educational attainment

20% of all adult Oregonians will have earned at least a high school diploma, an extended or modified high school diploma, or the equivalent of a high school diploma as their highest level of educational attainment.

Followed by the 2011 Oregon Legislature enacting:

SB 253 – aggressive high school and college completion goals

SB 909 – P-20 unified, student-centered system of public education

SB 253 – 40/40/20 goal by 2025

SB 290 – adopting core Teacher and Administrator standards to improve teaching and learning, guide professional development and determining effectiveness of teacher and administrators

Oregon ESEA Flexibility Request

1. College and Career-Ready Standards
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 - a. Examples: Springfield SD & Beaverton SD
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5. Incorporating Student Growth
6. Focus on Closing the Achievement Gap
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Oregon’s ELA and Math Assessment Transition

“OAKS Today – to – SBAC in 2014-15

Sample of Teacher and Leader Evaluation that reflect SB 290

OREGON LEARNS: Executive Summary

Report to the Legislature from the Oregon Education Investment Board

Never has education been more important to the lives and fortunes of Oregonians and our communities. Yet Oregon is falling behind. Our current generation of young adults—ages 25-34—is less educated than their parents' generation, with fewer earning a certificate or degree beyond high school. And almost a third of our students are failing to graduate with a regular diploma after four or even five years in high school.

These are troubling trends, made all the more challenging by increasing rates of poverty among households with children and persistent achievement gaps for children of color.

But there are encouraging signs of progress in schools throughout the state. At every level of education in Oregon, leaders and teachers are pioneering new practices that have enabled students to achieve their potential as lifelong learners and contributors to our economic and civic life. We need to connect these examples of excellence to create a culture of excellence across the system.

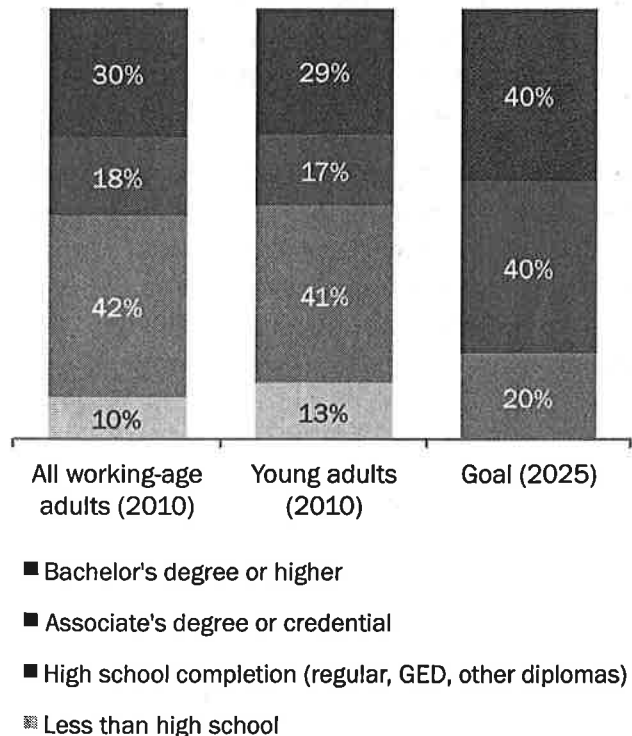
The 2011 Oregon Legislature addressed these challenges and opportunities head on, marshalling strong bipartisan majorities to enact:

- Senate Bill 253, which established the most aggressive high school and college completion goals of any state in the country; and,
- Senate Bill 909, which called for the creation of a unified, student-centered system of public education from preschool through graduate school (P-20) to achieve the state's educational outcomes.

SB 253 defines our goal: by 2025, we must ensure that 40 percent of adult Oregonians have earned a bachelor's degree or higher, that 40 percent have earned an associate's degree or post-secondary credential, and that the remaining 20 percent or less have earned a high school diploma or its equivalent. We refer to these targets as our "40/40/20" goal.

SB 909 created the Oregon Education Investment Board (OEIB) and charged us, its members, with the

Oregon's 40/40/20 Goal



Notes: Working-age adults are 25-64 years old; young adults are 25-34 years old. Only about two thirds of Oregon high school students now graduate within four or five years. These figures are higher for several reasons: they include other diplomas such as the GED, educated adults who have moved into the state, and adults who earn a diploma or GED in their 20s or later.

Source: ECONorthwest analysis of data from U.S. Census Bureau (American Community Survey), Oregon Department of Education, and National Student Clearinghouse.

responsibility of “ensuring that all public school students in this state reach the education outcomes established for the state.” It directed us to report to the legislature with recommendations for the February 2012 legislative session.

The reference to “all public school students” in SB 909 is central to our mission and essential to the achievement of our 40/40/20 goal. Children of color are the fastest growing demographic group in Oregon. We must address and overcome the barriers that too often deter students of color and those from economically disadvantaged backgrounds from achieving success in our education system. By doing so, we can accelerate progress to our goal. Indeed, we cannot get there otherwise.

This report summarizes where we are today and how much of a stretch it will be to reach the state’s educational goals. It identifies critical elements and strategies, and proposes decisions for the Legislature to consider in 2012. It describes excellent educational practices in place today and proposes new ideas for improving student success in the future. And it outlines the next steps that will allow the state to invest in better outcomes for learners.

The sense of urgency that motivated the passage of Senate Bill 909 animates this report as well. If we are to fulfill the promise of educational opportunity and keep pace with the world around us, we must find ways to improve the teaching and spark the learning of all students, now and every year hereafter.

Key Strategies

Our plan is founded on three key strategies.

1. Create a coordinated public education system, from preschool through college and career readiness, to enable all Oregon students to learn at their best pace and achieve their full potential. At the state level, this will require better integration of our capacities and smarter use of our resources to encourage and support successful teaching and learning across the education continuum.

2. Focus state investment on achieving student outcomes. We define the core educational outcomes that matter for students, their families, and our state:

- All Oregon children enter kindergarten ready for school
- All Oregonians move along the learning pathway at their best pace to success
- All Oregonians graduate from high school and are college and career ready
- All Oregonians who pursue education beyond high school complete their chosen programs of study, certificates, or degrees and are ready to contribute to Oregon’s economy

These will drive our investment strategies, as we ask ourselves how to achieve the best outcomes for students. In turn, we must provide educators with the flexibility, support, and encouragement they need to deliver results. That mutual partnership—tight on

Oregon’s public education investment: 2011-13 budgeted (in millions)

	General/ Lottery	Local Property Taxes	State and Local Subtotal	Tuition, Fees, Other	Federal	Total
Early Learning	\$316	-	\$316	\$55	\$456	\$827
K-12 Education	\$5,816	\$3,151	\$8,967	\$61	\$861	\$9,889
Post-Secondary	\$1,286	\$284	\$1,570	\$2,675	\$117	\$4,363
Total	\$7,418	\$3,435	\$10,853	\$2,791	\$1,435	\$15,079

Data from the State Budget and Management Division, Oregon Department of Education, community college websites and financial offices, and OHSU financial office.

expected outcomes at the state level, loose on how educators get there—will be codified in annual achievement compacts between the state and its educational entities.

3. Build statewide support systems. The state will continue to set standards, provide guidance, and conduct assessments, coordinated along the education pathway. To enhance these efforts, SB 909 commits the state to build a longitudinal data system—tracking important data on student progress and returns on statewide investments from preschool through college and into careers. These data will help guide investment decisions and spotlight programs that are working or failing. As this system is integrated with school-based systems, it will enable teachers to shape their practice and students and families to take charge of their education. Beyond data systems, we envision the state will expand on the successful local model of professional learning communities to increase support for collaboration among educational entities and their educators. And we look forward to new efforts that will bridge the gaps that now exist between classrooms and community service providers, as the state and local governments work to coordinate health and human services with the needs of students and their families.

Work Underway

Our plan to meet Oregon’s new education goals begins today. The remaining 18 months of this biennium will be the foundation-building period for improving teaching and learning across the education continuum.

We have developed a demanding job description for the state’s new Chief Education Officer. We have launched a national search to fill that position. And we will ask the 2012 Legislature to give the Chief Education Officer the authority that leader will need to draw on the resources and capacities of the state’s education agencies to organize a newly integrated state system of education from preschool to college and careers. (See “Legislation for 2012.”)

We will also ask the 2012 Legislature to authorize new initiatives to better organize, connect, and

upgrade a diversity of programs now serving infants and early learners, beginning in July 2012.

Every year about 45,000 children are born in Oregon. Roughly 40 percent of these children are exposed to a well-recognized set of socio-economic, physical, or relational risk factors that adversely impact their ability to develop the foundations of school success. These include poverty, unstable family backgrounds, substance abuse, criminal records, and negative peer associations. Moreover, Oregon’s history of delivering results for children of color is particularly disappointing, as exhibited in the well-known “achievement gap.”

SB 909 created the Early Learning Council under the OEIB to improve learning outcomes for children through the age of five. As part of this effort, the Council will inaugurate the use of kindergarten readiness assessments to better align early learning with the goal of having young children enter kindergarten ready for school, beginning with eight to 12 pilot projects in 2012-13.

At the same time, we will start receiving measures of the state’s return on investments in early childhood and K-12 from the implementation of a new longitudinal data system. This system will be built out over time to form the backbone of a coordinated information system to guide state investments and support all learners from preschool to graduate school.

Legislation for 2012

Our Board has approved and describes herein two packages of legislation for the February 2012 session.

1. Organize a High-Functioning and Well-Coordinated System of Early Childhood Programs

- Transfer programs operated by the state Commission on Children and Families (Healthy Start, Great Start, Relief Nurseries, and Home Visiting) and the Child Care Commission under the Early Learning Council.

- Establish a Youth Development Council under the OEIB and transfer all functions of the Juvenile Crime Prevention Advisory Committee and Juvenile Justice Advisory Committee.
- Remove all statutory requirements currently imposed on counties related to county Commissions on Children and Families, including requirements for establishment, operation, membership, and planning.
- Establish accountability hubs to serve as administrative agents for coordination of early learning services across Oregon, beginning July 1, 2012.

2. Organize a System of Accountability and Support to Ensure Student Success from Pre-K to College and Career Readiness

- Achievement Compacts: Beginning in the 2012-13 school year, we propose to have in place a system of achievement compacts that will engage all educational entities in the state in a coordinated effort to set goals and report results focused on common outcomes and measures of progress in all stages of learning and for all groups of learners. These achievement compacts will become new partnership agreements with our educational institutions, and living documents that will continue to evolve and improve over time. These achievement compacts will enable us to:
 - Foster communication and two-way accountability between the state and its educational institutions in setting and achieving educational goals;
 - Establish a mechanism to foster intentionality in budgeting at the local level, whereby governing boards would be encouraged to connect their budgets to goals and outcomes; and,
 - Provide a basis for comparisons of outcomes and progress within districts

and between districts with comparable student populations.

- Chief Education Officer: Give the Chief Education Officer the authority needed to organize the state's integrated P-20 education system from pre-K to college and careers.

Plans for 2013-15

During 2012 and in preparation for the 2013 Legislative Assembly, we will:

- Work with the Chief Education Officer to reorganize and focus state resources and management systems on the needs and priorities of the P-20 system, streamline governance and administration, arrive at one entity for the direction and coordination of the university system, develop legislation for independent boards for universities that opt to establish them, and free up resources to better support teaching and learning;
- Develop budget models for the 2013-15 biennium that provide sustainable baselines of funding for all educational entities and investment models that encourage innovation and reward success;
- Continue to reach more of our neediest children and prepare them to enter kindergarten ready for school; and,
- Develop agendas for student success by promoting the expansion of best practices and pursuing promising new ideas to motivate students and engage communities.

Our hope is that this new direction for Oregon offers to the student, a promise; to the educator, an invitation to lead; to the taxpayers, a return on investment; and to legislators, employers, community leaders, and educational organizations, a new partnership for educational achievement in Oregon.



Oregon ESEA Flexibility Request Draft

Executive Summary

January 23, 2012

Under the leadership of Governor John Kitzhaber and Superintendent of Public Instruction Susan Castillo, Oregon has applied to the U.S. Department of Education for waivers from certain provisions of the Elementary and Secondary Education Act (ESEA) (commonly referred to as No Child Left Behind).

The application proposes a framework for school accountability that is consistent with broader efforts, led by the Governor and the Oregon Education Investment Board (OEIB), to establish a seamless, outcomes-focused system of public education. Many of the details and recommendations advanced in the application were developed by four ESEA workgroups, which were convened by ODE and the Governor's Office during the months of October and November. The participants in this process, which included nearly 100 Oregon educators (superintendents, district administrators, teachers, representatives of various stakeholder organizations, ODE and Governor's office staff), contributed hundreds of hours engaging in research, discussion and debate around the four waiver principles. In addition, the application has been informed by the more than 6,000 responses received to an online survey conducted by ODE and the Governor's office from mid-November to mid-December, and public comment received in response to a draft that was published December 20, 2011.

The application proposes a major shift in school accountability in Oregon. It represents a clear departure from the punitive, one-size-fits-all dimensions of No Child Left Behind (NCLB), while maintaining NCLB's focus on the performance of groups of students that have historically been underserved. Core elements of the draft application are listed here and described in detail below:

1. Detailed plans for implementing college and career-ready standards
2. A proposal for a new Oregon Report Card, with measures that go beyond standardized testing to indicate whether schools are placing students on track to success in college and career
3. A proposal for Achievement Compacts – “partnership agreements” between the state and its 197 school districts – that will express the contributions each school district should make towards statewide goals for educational outcomes, as well as the resources, supports, and flexibility that the state commits to provide in return
4. Identification of higher and lower-performing schools and focus on continuous improvement for all schools
5. An emphasis on measuring student growth to determine whether schools are succeeding
6. Focusing on closing the achievement gap between all students and those historically underserved

7. Replacing NCLB's one-size-fits-all approach to school improvement with a customized system of supports and interventions
8. A statewide system of teacher and principal evaluations to promote and reward greater effectiveness

1. College and Career-Ready Standards (Section 1)

In 2010, the State Board of Education adopted the Common Core State Standards (CCSS) in reading/language arts and math. The application lays out detailed plans for communicating with stakeholders about CCSS implementation, ensuring instructional materials are aligned to the standards, aligning the CCSS with early learning objectives and post-secondary standards, and supporting teachers and educators in implementing CCSS. The application focuses specifically on plans for ensuring the needs of students receiving special education services and English Language Learners are adequately represented throughout Oregon's implementation efforts.

2. A New Oregon Report Card (Section 2.A)

Oregon proposes to use the existing Oregon Report Card to rate schools and districts in 2011-12. The report card would be largely unchanged from last year's report except for the notable absence of the Federal Adequate Yearly Progress (AYP) determinations.

Recognizing the need for a report card that conveys a more robust picture of how schools are doing at ensuring students achieve college and career readiness, Oregon proposes that a stakeholder workgroup process continue, with the end result being a new Report Card announced by June 2012. The new Report Card will serve a few important purposes: (1) creating a single system of accountability for the state that is both understandable to the public and aligned with state outcomes and the Governor's achievement compact proposal; (2) more accurately reflecting growth to (and beyond) standard as a desirable outcome for Oregon's students; and (3) looking beyond standardized test scores to measures that reflect complex thinking skills and characteristics critical to success in college and workplace. Some measures being considered are evidence-based assessments of proficiency, college readiness tests such as PSAT/SAT or Plan/ACT, college credits earned (through AP/IB/dual credit), and college, career training and military enrollment rates.

The new report card would be in effect in the 2013-14 school year.

3. Achievement Compacts (Overview, Section 2.B)

The Governor and the OEIB are proposing a new, district-level accountability tool to begin in 2012: the achievement compact. As described in the application, beginning with the 2012-13 school year, all 197 Oregon school districts will enter into an achievement compact with the OEIB. Achievement compacts will define the outcomes that each district commits to achieve in categories established by the OEIB in the areas of completion (e.g., awarding of diplomas and degrees), validation of knowledge and skills (e.g., demonstration of proficiency on standardized tests), and connections to the workforce and civic society (e.g., post-secondary enrollment or career pathways).

Through achievement compacts, the state and districts will agree upon the ambitious and achievable annual outcomes necessary to reach the state's education objectives. Achievement compacts will create a mechanism for intentionality in budget development at the local level and provide a basis for comparisons of outcomes and progress within districts and between districts with comparable student populations. With achievement compacts in place, Oregon will be better able to spotlight the "islands of excellence" and best practices that prove most effective, and to better diagnose and intervene to overcome obstacles that are impeding progress in others.

4. Focus on Continuous Improvement for All Schools (Sections 2.C.i, 2.C.ii, 2.C.iii, 2.F, 2.G)

Oregon is committed to substantially improving student success rates and performance at all levels. Achieving these high levels of improvement requires a complete system transformation, with the emphasis shifting from labeling students and schools as failures to spotlighting student and institutional success. Developing a system that recognizes, rewards, and learns from high-performing schools and districts and targets supports and interventions to low-performing schools and districts is essential to Oregon's philosophy of a system of accountability that results in continuous improvement for all schools.

To qualify for a waiver, a state must identify at least five percent of its highest-performing or highest-progress Title I schools as "Reward" schools, and 15 percent of its lowest-performing or lowest-progress Title I schools as "Priority" and "Focus" schools. To support its focus on continuous improvement for all schools, Oregon's application labels Reward schools as "Model Schools" and describes statewide Continuous Improvement Networks through which Model Schools will be networked with both higher and lower performing schools. To address challenges at Priority and Focus schools, the application proposes a system of tiered supports and interventions described below in #7. This system of continuous improvement will provide opportunities for teachers to learn from teachers, principals from principals, and district leaders from district leaders.

5. Incorporating Student Growth (Sections 2.A, 2.D.i)

Oregon's students, parents and educators have a pressing need to understand student performance not only in terms of cut scores and standards, but also in terms of individual growth, year by year. Under NCLB, schools have been rated according to the percentage of students within them who met or exceeded on the OAKS test, or whether they have met target cohort graduation rates. In showing school "progress," the scores of this year's fifth-graders have only been compared with last year's fifth graders. Oregon's draft

application shifts the emphasis to whether schools are helping individual students improve performance from one year to the next, and whether each student is on a trajectory towards eventual college and career readiness.

The ESEA Flexibility guidelines require states to identify at least 15 percent of their lowest-performing Title I (or Title I eligible) schools as “Focus” and “Priority” schools. The methodology recommended for Oregon, especially for elementary and middle schools, assigns significant weight to overall student growth as expressed by year-over-year improvement on OAKS. The result is that some schools that have good overall performance but low growth will receive a lower ranking, while schools where overall performance is low but students are growing quickly will receive a higher ranking. At the high school level, the model shifts more emphasis on 4- and 5-year cohort graduation rates.

6. Focus on Closing the Achievement Gap (Sections 2.A, 2.D.i, 2.D.iii, 2.E.i, 2.E.ii)

One of the achievements of NCLB was its focus on all students, and Governor Kitzhaber and Superintendent Castillo share a strong commitment to focusing on and improving achievement for historically underserved subgroups. Currently, Oregon is one of only two states with an achievement gap between white and African-American students that is consistently widening. Oregon has a 4-year cohort graduation rate for African American students of less than 50 percent. For Hispanic students and English Language Learners, the 4-year cohort graduation rate is only about 42 percent. To achieve educational outcomes in a way that is equitable and represents the citizenry of our state, Oregon must make improving subgroup performance the top priority.

To sharpen this focus, Oregon’s draft application proposes continuing the practice of reporting on the performance of all previously-reported subgroups, as well as including the performance of mobile and migrant students, and comparisons by gender and economically disadvantaged status. Further, in the model for identifying its Focus and Priority schools, Oregon used a significant additional weighting on the growth (for middle and elementary schools) and graduation rate (for high schools) of students classified as belonging to a subgroup with historically lower performance (economically disadvantaged, students with disabilities, limited English proficiency, American Indian/Alaska Native, Black, Hispanic, and Pacific Islander).

7. Customized System of Supports and Interventions (Sections 2.D.iii, 2.D.iv, 2.D.v, 2.F)

Oregon is committed to moving away from the “one size fits all” sanctions required under NCLB and toward a differentiated system that supports districts of all kinds in better meeting the individual needs of students. Oregon firmly believes that real and sustained school and district improvement will only occur through the redesign of school and district systems and supports, including (1) strong school leadership, (2) effective instruction and supports for educators, and (3) authentic and culturally appropriate family and community partnerships. Oregon will insist that districts engage in a rapid diagnosis of student needs, support districts in developing systems of instruction tailored to the needs of each student, and advance a statewide culture of high expectations for students, parents, and families.

Oregon will also shift the culture at the state level. ODE has spent much of the last decade ensuring that districts understand and comply with the complex and high stakes provisions of NCLB. Over time, ODE has

been increasingly taxed with its role as a regulatory agency and less able to provide services and supports. In the survey sent out by ODE and the Governor's office to gauge public support for this application, 91 percent of the 6,072 respondents (teachers, principals, school board, parents & community members) indicated it was "Very Important" to shift the state role from a focus on compliance to a focus on support and improvement. The plan described in this application proposes a different role for ODE, one in which the primary focus of the agency is to promote the achievement of outcomes for Oregon students by implementing a statewide system of support and accountability for districts.

For Priority and Focus schools, Oregon's application proposes a cycle of improvement that contains the following elements:

- Annual self-evaluation to identify areas of challenge
- Within challenge areas, an externally-guided "deeper diagnosis" to determine the primary causes of these challenges and to identify potential interventions
- Based on the persistence of poor performance and the results of the deeper diagnosis, an annual determination of the level of outside direction necessary to result in substantial improvement
- A Comprehensive Achievement Plan, developed with educator and community input and approved by ODE, to drive interventions and set improvement goals. A partial list of potential options for Achievement Plans includes: redesigning instructional materials and/or methods, redesigning the school day to create professional learning communities, extending the school day or week to create additional learning time for students, improving student/family/teacher communication to promote family and community engagement, shifting resources to provide additional counseling to students, leadership changes at the building and/or district level, making leadership changes at the school and/or district level, providing transfer options to students, and making tutoring or other individual services available to students.
- Title IA set-asides to support the implementation and monitoring of Comprehensive Achievement Plans

8. A Statewide System for Teacher and Leader Effectiveness (Section 3)

For over a year, ODE has been working collaboratively with key stakeholders and organizations to create a supportive state policy infrastructure focused on educator effectiveness from pre-service through in-service that leads to improved student learning. The draft application advances a detailed plan for creating, by June 2012, guidelines for implementing the requirements of legislation passed in 2011, including adopting core teacher and administrator standards to improve teaching and learning, guide professional development, and assist school districts in determining effectiveness of teachers and administrators.

Comparing NCLB with Oregon's ESEA Flexibility Request

	Under No Child Left Behind	Under Oregon's ESEA Flexibility Request
Annual Targets	Schools and districts are subject to federal proficiency targets for standardized tests in English Language arts and math and 4 and 5-year cohort graduation rates. The AYP targets increase by a set interval each year until requiring all students to achieve 100% proficiency in 2014.	Achievement compacts between the OEIB and the district will contain annual goals (targets) in key areas (such as reading & math proficiency, 9 th grade on-track, and graduation rates). Districts will be responsible for ensuring their schools contribute to the district's achievement of targets.
Subgroup Performance	Schools and districts required to meet AYP for each of 10 subgroups (students with disabilities, Limited English Proficient, economically disadvantaged, white, black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and multi-racial/multi-ethnic).	For each school and district, Oregon will continue to report disaggregated data on the performance of all 10 subgroups. To determine focus & priority schools, Oregon will use a methodology that considers the growth and graduation rates for the following 4 subgroups combined: (1) historically underserved racial/ethnic groups (black, Hispanic, American Indian/Alaska Native, and multi-racial/multi-ethnic; (2) students with disabilities; (3) Limited English Proficient; and (4) economically disadvantaged.
School Ratings - Federal	For schools to meet AYP all students as a whole group, and all demographic subgroups must meet participation and performance targets in each content area, as well as targets for attendance (elementary/middle) or graduation (high). If any one group misses a single target in any one category, this results in a designation of not meeting AYP.	About 15-20% of the lowest performing schools will be identified as "priority schools" or "focus schools," based on proficiency, growth, subgroup growth, graduation rate and subgroup graduation rate. About 10% of the highest performing schools will be identified as "model schools" based on the same methodology.
School Ratings – Oregon Report Card	Currently, schools are rated as "Outstanding", "In Need of Improvement" and "Satisfactory" based on an achievement index and, to a lesser extent, AYP performance.	In 2011-12, the current Oregon report card will rate schools in the same way, except that the graduation rate target will increase by 2% and AYP will not be used. In 2012-13 and beyond, Oregon will develop an improved report card that will (1) look at individual student growth; (2) put substantial weight on graduation and subgroup graduation, to ensure the 40/40/20 Goal can be met; and (3) use measures beyond standardized testing in math and reading.

Comparing NCLB with Oregon's ESEA Flexibility Request

<p>Identifying Schools in Need of Support</p>	<p>Title I schools that fail to meet AYP for 2 or more years are put in federal "Improvement Status." More than 250 of Oregon's 594 Title I schools (42%) are projected to be in Improvement Status in 2012-13 under NCLB.</p>	<p>Oregon will use a methodology that considers proficiency, growth, subgroup growth, graduation & subgroup graduation to identify the lowest-performing approximately 15-20 % of Title I schools (priority and focus schools).</p>
<p>Supports and Interventions</p>	<p>For schools in Improvement Status, NCLB requires that all students in that school be provided the opportunity to transfer to a school that is not in improvement status, and requires the district to provide student in that school with supplemental education services, which are out-of-school tutoring services provided by a private entity approved by the state.</p>	<p>For priority and focus schools, ODE and the district will jointly undertake a deeper diagnosis to determine the areas in which the school and district are struggling. Based on the results of the deeper diagnosis – and in collaboration with the school and district leadership and staff, parents, and community – the district will develop a Comprehensive Achievement Plan that specifically addresses plans for improvement and support at each priority and focus school.</p>
<p>Required Financial Set-Asides</p>	<p>All districts with schools in improvement status are required to set-aside 20% of their Title IA funds for school choice transportation (giving students the right to transfer to another school not in improvement status) and supplemental education services (provided to individual students by a list of non-district, private providers). Districts in improvement are also required to set aside 10% of the total district Title IA allocation for staff development.</p> <p>ODE estimates that if NCLB remains in effect during 2012-13, districts would be required to set aside \$35-45 million for transportation and supplemental education services.</p>	<p>The amounts of Title IA funds that a district is asked to set-aside will vary based on the Intervention Level; and be directly related to implementation of the supports and interventions identified in the Comprehensive Achievement Plan.</p>

Achievement Compacts: Questions and Answers

Oregon Education Investment Board, January 18, 2012

What is an achievement compact?

An achievement compact is a partnership agreement between the state and a school district or other institution of public education that defines key measures of student success and sets targets for achievement, as defined by the district or institution..

Why does Oregon need achievement compacts?

Starting in 2012-13, school districts and other institutions of public education would enter into achievement compacts, which would would:

- Define key measurements and set goals for student progress, with two-way accountability in setting and achieving those goals.
- Allow comparisons of outcomes among educational institutions – spotlighting best practices to share and expand, and allowing diagnosis and intervention to overcome obstacles.
- Encourage local boards and educational leaders to connect their budgets and improvement plans to shared goals of high school and college completion and career readiness.
- Help state and local leaders determine how much progress they can make with the best use of state and local funds – and how they might invest funds in ways that deliver better results for students.
- Provide parents and students with clear information about how educational entities are performing, allowing comparisons based on the most significant outcomes.
- Allow Oregon to replace provisions of No Child Left Behind with more supportive and flexible state K-12 accountability system.

Who will participate in these achievement compacts?

All K-12 school districts, education service districts, community colleges, the university system and Oregon Health and Science University will participate in these compacts. The Oregon Education Investment Board (OEIB) will enter into these compacts for the state. The 2012-13 school year will provide baseline information in the first year of the compacts.

What are you measuring, and who sets the targets?

Oregon's school boards, teachers and college and university leaders are not new to the idea of setting performance indicators or identifying key measurements in their school improvement or strategic plans. The Oregon Education Investment Board (OEIB) incorporated their suggestions and best thinking into draft templates for achievement compacts for K-12 school districts, community colleges and the university system (see attached). Each one-page compact contains a limited number of outcome measures, including: measures of completion (e.g. diplomas and degrees), validation of knowledge and skills along the education pathway (e.g. middle school reading and math proficiency) and ultimately, connections to the economy and community (e.g. job placements). The compacts will track these measures not only for all students, but also for groups of students who historically have not been well served by Oregon's public education system: English language learners, students from lower-income homes, those with disabilities and students of color. The OEIB will define the key outcomes, while the boards of each of the state's educational partners will set targets for those outcomes for the coming year. Local boards may also suggest additional measures of student success, tailoring their compacts to their student populations and district programs.

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What about No Child Left Behind?

Oregon is applying for a waiver from the punitive provisions of the federal No Child Left Behind (NCLB) Act. That waiver application relies on K-12 achievement compacts to replace NCLB's system of measurements and sanctions with a new, Oregon-designed accountability model. A customized system of school supports and interventions will replace the arbitrary and ineffective mandates of NCLB, with emphasis on an individual students' growth in learning.

Will this just mean more high-stakes testing, or something different?

The achievement compacts take stock of other measures of student success – such as students earning college credit before graduation. They also measure the individual growth of all students, challenging schools to meet the needs of all learners, not just helping them over a benchmark hurdle. Local classroom-based assessments (validated against statewide norms) will complement the state assessments, which themselves will evolve. The achievement compacts will be adjusted and refined over time.

Is the state taking more control over school district and college decisions?

No. The Oregon Education Investment Board will hold school districts and other educational institutions accountable to the goals contained in achievement compacts – but will allow flexibility and creativity in how to reach those goals. The compacts will highlight successful school districts and colleges, and encourage others to adopt their effective practices. So while many might agree on some key strategies (professional development and evaluation for educators, parent engagement in their children's education, cultivating a college-going culture from a young age, to name just a few), the compact will measure only student achievement outcomes, not the inputs themselves.

How will students, parents, educators and the public be involved?

The OEIB proposes that school districts and other education institutions hold communicate with students, teachers, faculty, other staff and their employee unions, community partners and representatives as they define their achievement compact targets, much as they are required to do while developing their K-12 school improvement plans or while setting their budgets.

What does this mean for funding for school districts, colleges and universities?

Achievement compacts can work with any level of funding, however structured. Funding levels and funding formulas will continue to be determined by the legislature. But setting targets for statewide goals and reporting on the progress made in meeting those targets will provide valuable information to shape future discussions about funding levels and funding formulas.

What about the Quality Education Model?

At both the K-12 and post-secondary levels, we expect the results of the achievement compacts to provide tangible evidence of cost-effective strategies that produce strong student outcomes. This data will help inform the QEM process, providing data on costs and results that help define how much it would cost to meet the state's goals at the K-12 and college levels.

More information: www.education.oregon.gov, education.investment@state.or.us or 503-378-0206.

EDUCATION ACHIEVEMENT COMPACT

This Achievement Compact is entered into by the State of Oregon, acting through the Oregon Educational Investment Board, and _____, a provider of educational services ("education entity"), for school year 2012-13.

1. Oregon intends to develop one of the best-educated citizenries in the world. The State of Oregon, has established an educational policy that by 2025, 100% of Oregon students will have successfully earned an education degree, which represents achievement of a quality education. Specifically, the state will achieve the following (known as 40/40/20) for Oregonians aged 25-34 in 2025: 40 percent of adult Oregonians will have earned a bachelor's degree or higher; 40 percent of adult Oregonians will have earned an associate's degree or postsecondary credential as their highest level of educational attainment; and 20 percent of all adult Oregonians will have earned at least a high school diploma, an extended or modified high school diploma, or the equivalent of a high school diploma as their highest level of educational attainment.
2. Each party acknowledges that the 40/40/20 goal is a statewide goal, requiring all to succeed.
3. Absent a significant change in policy and investment, Oregon is headed for 30/18/42 (and 10 percent dropouts) rather than 40/40/20. To achieve 40-40-20 by 2025, it is essential to create a trajectory for all education entities that is consistent with that goal.
4. Education resources are currently not aligned with the 40-40-20 vision. To achieve the goal, it is necessary to (1) build a learning continuum, rather than a collection of disconnected institutional silos, (2) invest in learners and learning outcomes instead of head counts and grade levels, and (3) ensure that students are learning at their best pace and achieving their full potential.
5. The State will use Achievement Compacts as partnership agreements to define the roles and commitments of the State and its educational entities. This Compact, together with all other such compacts, represents the State's commitment to learners, and the commitment of each educational entity to help achieve that commitment and the commitment of the educational entity to achieve the goals specified below and to work with the State and OEIB.
6. All educational entities that receive state funds are required to enter into Achievement Compacts in 2012-13, and subsequent years. The purpose of the Compact is to specify the desired outcomes and measures of progress to be quantified by the educational entity, and the State's commitment to provide funding, support and accountability measures. The results measured and data collected from education entities will enable the comparison of outcomes and progress within each entity and between like entities (those with similar student populations by demographic and socio-economic criteria) over time, as well as progress toward the 2025 goal.
7. It is the parties' goal to maximize the flexibility of the education service provider in achieving the desired outcomes, so long as acceptable progress is demonstrated. To that end, K-12 school districts that are parties to Compacts in 2012-13 will not be required to file the state's Division 22 reports for that school year.
8. If the state is forced to reduce its capacity funding during the school year, the education entity shall have the option to amend its Compact.

Draft K-12 Achievement Compact Measures – Year One

Outcome	2010-11 Actual	2011-12 Projection	2012-13 Target
Required:			
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets in reading and math in grades 3-5 A. All students B. Historically underserved student groups*	A XX% Proficient XX% Growth B XX% Proficient XX% Growth	A XX% Proficient XX% Growth B XX% Proficient XX% Growth	A XX% Proficient XX% Growth B XX% Proficient XX% Growth
Percent of students demonstrating proficiency, and percent of students meeting academic growth targets in reading and math in grades 6-8 A. All students B. Historically underserved student groups	A XX% Proficient XX% Growth B XX% Proficient XX% Growth	A XX% Proficient XX% Growth B XX% Proficient XX% Growth	A XX% Proficient XX% Growth B XX% Proficient XX% Growth
Percent of students on track for graduation at the end of their freshman year. A. All students B. Historically underserved student groups	A XX% B XX%	A XX% B XX%	A XX% B XX%
High School Graduation -- Students who earn a high school diploma, an extended or modified diploma or the equivalent by Year 4 and Year 5. A. All students B. Historically underserved student groups	A Year 4 Students/XX% Year 5 Students/XX% B Year 4 Students/XX% Year 5 Students/XX%	A Year 4 Students/XX% Year 5 Students/XX% B Year 4 Students/XX% Year 5 Students/XX%	A Year 4 Students/XX% Year 5 Students/XX% B Year 4 Students/XX% Year 5 Students/XX%
District Selected Year One Optional Targets:			
Percent of students ready to learn by the start of Kindergarten A. All students B. Historically underserved student groups	A X% B X%	A X% B X%	A X% B X%
Percent of students successfully exiting ELL services.	XX%	XX%	XX%
Percent of students enrolled in, and percent of students earning college credit, in advanced, AP, or IB courses A. All students B. Historically underserved student groups	A XX% Enrolled XX% Credit B XX% Enrolled XX% Credit	A XX% Enrolled XX% Credit B XX% Enrolled XX% Credit	A XX% Enrolled XX% Credit B XX% Enrolled XX% Credit
Other: Include measure description			

*In alignment with the ESEA flexibility waiver, these groups include English language learners, students in special education, economically disadvantaged students, and students from underserved minorities or Hispanic heritage.



Collaborative Process to Implementing the Achievement Compact

*Draft Version 2
January 16, 2012*

Judy Svoboda, SEA President
Nancy Golden, Superintendent
Matt Coleman, Director of Secondary Education

Key Assumptions in SPS Plan

1. Our system is built upon a high level of collaboration and shared process between the Association and the District.
2. Our system employs a shared framework for College and Career Readiness (CCR).

The CCR framework we will adopt is the framework developed by Dr. David Conley of the University of Oregon and the Educational Policy Improvement Center. The framework consists of four “keys” to college and career readiness. The four keys include the following:

Key Cognitive Strategies – include five strategies that cut across all content areas. The five strategies include problem formulation, research, interpretation, communication and precision/accuracy. **Think**

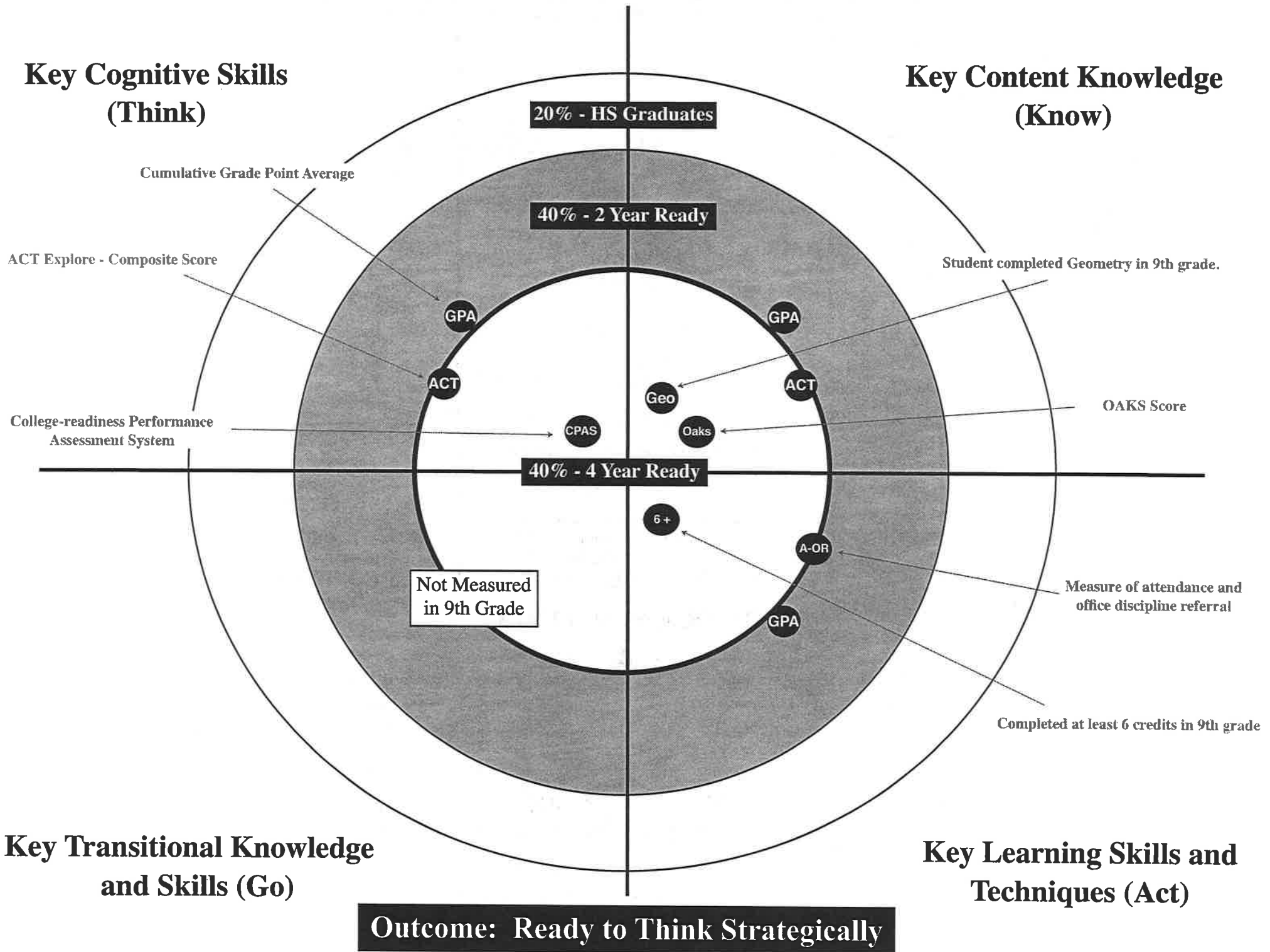
Key Content Knowledge – includes the structure of knowledge within content areas to include key terms and terminology, factual information, linking ideas and organizing concepts. Reading, writing and numeracy all fit within this particular area. **Know**

Key Learning Skills and Techniques – include ownership of learning and learning techniques. Ownership of learning includes goal setting, persistence, self-awareness, motivation, help seeking, progress monitoring and self-efficacy. Learning techniques include time management, test taking skills, note taking skills, memorization, strategic reading, collaborative learning, and technology proficiency. **Act**

Key Transition Knowledge and Skills – include post secondary awareness aspirations and norms/culture; postsecondary costs - tuition and financial aid; matriculation - eligibility, admissions, program; career awareness - requirements, readiness; role and identity - role models; and self-advocacy - resource acquisition and institutional advocacy. **Go**
3. Our system is designed from the individual to the whole. One system/model provides evidence to drive decision making at the student, classroom, team, school, district, and the achievement compact levels.
4. Our shared framework informs our selection of multiple measures. It is our intention to identify measures across the four domains included in our CCR framework.
5. Our measurement model is designed to be compensatory - incorporating multiple measures to inform decisions at the student, classroom, team, school, district and compact levels.

Key Cognitive Skills (Think)

Key Content Knowledge (Know)



SPS - OEIB Goal: 40/40/20 by 2025

	<u>2010/11</u>	<u>2012/13</u>	<u>2015/16</u>	<u>2018/19</u>	<u>2021/22</u>	<u>2024/25</u>
4 - Year	17%	21%	27%	32%	32%	40%
2 - Year	17%	23%	27%	40 %	40%	40%
HS Grad	36%	36%	32%	17%	17%	15%
Other	12%	10%	8%	8%	7%	5%
Non Grad	18%	12%	6%	3%	2%	0%

Placement data provided by the National Clearinghouse

SPS-OEIB Strategic Outcomes

Ready to Apply Math and Reading Skills

Ready to apply math and reading skills: By the end of third grade, or about age 9, students should develop fluency in reading and understanding, and should have a solid foundation in numeracy.

On-Track Indicators (3rd Grade)

Ready to Think Strategically

By the early high school years, or roughly age 14, students should be ready to tackle a rigorous and more diversified curriculum.

On-Track Indicators (9th Grade)

Ready for College and Career Training

Beyond the academic knowledge or courses taken, they should demonstrate critical thinking, communication, collaboration, and creativity — all skills that prepare them for post-secondary education or employment.

On-Track Indicators (12th Grade)

Think	Report Card Smarter-Balanced**	GPA CPAS* ACT Explore Smarter Balanced**	GPA CPAS ACT Smarter-Balanced**
Know	OAKS / Smarter-Balanced** Easy-CBM	GPA OAKS / Smarter-Balanced** ACT Explore Algebra Complete	GPA OAKS / Smarter-Balanced** Accuplacer* ACT
Act	Attendance-ODRs	6+ Credits Attained Attendance-ODRs GPA	Dual Enrollment Participation Attendance-ODRs GPA
Go	NA	NA	Transition Activities - Naviance ACT - Career Inventory Co/Extra Curricular Participation

* CPAS is not currently being used across SPS. * SPS does not assess all students with Accuplacer - but could in partnership with LCC.

** OAKS will be replaced by Smarter Balanced (SB). SB may provide assessments for both key content knowledge and key cognitive skills.

Ready to Think Strategically (9th Grade)

Think

Know

	2010-11	2011-12 T	2012-13T	2013-14T	2014-15T
GPA (% of students with a 2.50 GPA at the end of 9th grade)					
All	50%	53%	55%	58%	61%
Subgroups	46%	49%	51%	55%	61%
ACT Explore (% meeting college ready benchmark set by ACT)					
Math - All	31%	32%	40%	45%	50%
Subgroups	25%	27%	35%	41%	47%
Reading - All	47%	49%	56%	62%	70%
Subgroups	40%	43%	51%	58%	67%

	2010-11	2011-12 T	2012-13 T	2013-14T	2014-15T
Oaks - Math (OEIB Required)					
All	65.7%	70.0%	74.0%	78.0%	81.0%
Subgroups	55.7%	61.5%	67.0%	73.0%	77.0%
Oaks - Reading (OEIB Required)					
All	79.7%	83.0%	86.0%	89.0%	90.0%
Subgroups	69.0%	74.0%	78.0%	83.0%	86.0%
Algebra - + (% of kids completing Algebra or above in 9th grade)					
All	70%	73%	77%	81%	85%
Subgroups	59%	63%	68%	73%	78%

Not Measurement in 9th Grade

	2010-11	2011-12 T	2012-13 T	2013-14T	2014-15T
6 + Credits (OEIB Required)					
All	75%	83%	86%	89%	92%
Subgroups	70%	80%	84%	88%	92%
Attendance-ODR (% of students with a .90 attendance-discipline ratio)					
All	79%	82%	84%	86%	88%
Subgroups	76%	79%	82%	85%	88%

Go

Act

(1) Provide an overview of your analysis of the data above. Identify positive trends, trends that are interesting, and trends that need attention.

(2) Evaluate your current actions against your intended growth targets and the strategic actions you have employed.

(3) Identify and build an argument to maintain, discontinue, or engage in new strategic actions. The decisions should be supported by evidence - to include both input and output data.

(4) Strategic actions should inform your district action plan. Your action plan should inform your district budget development. Your action plan and budget would inform your Achievement Compact.

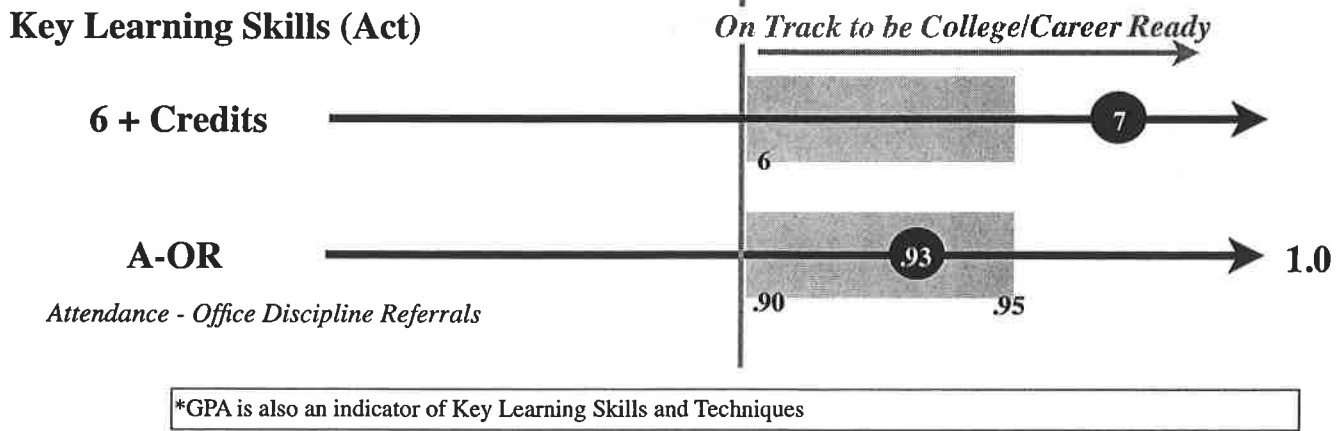
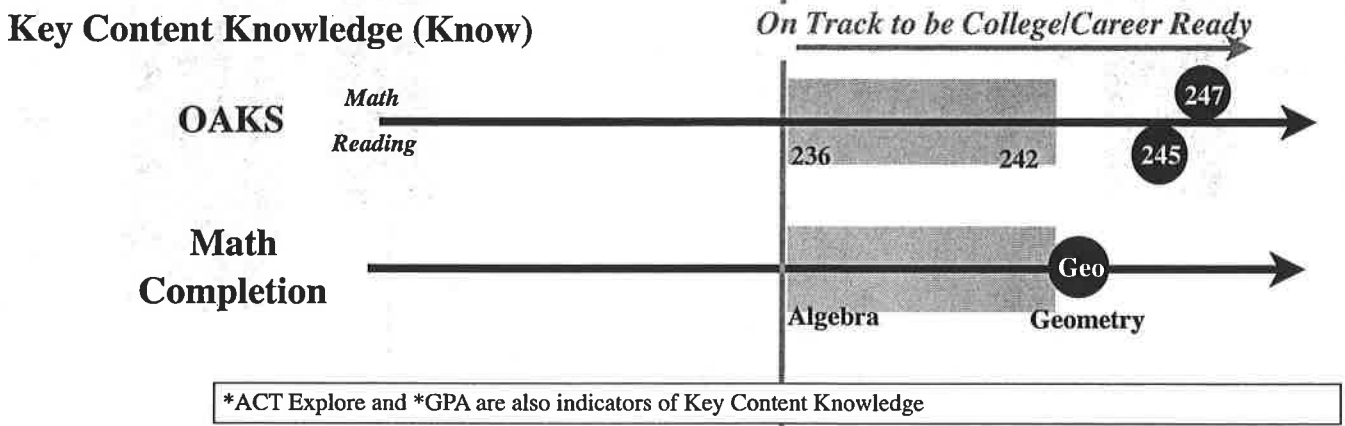
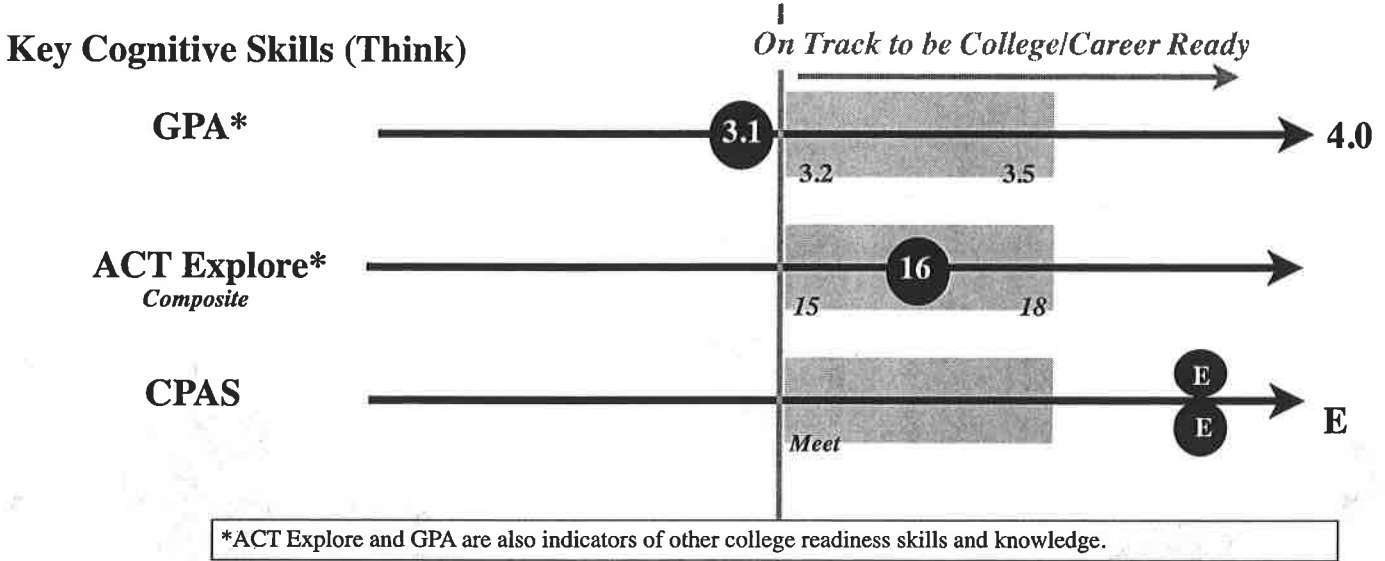
College and Career Readiness Progress Report

Springfield Public Schools

Student: **Griffin Coleman**

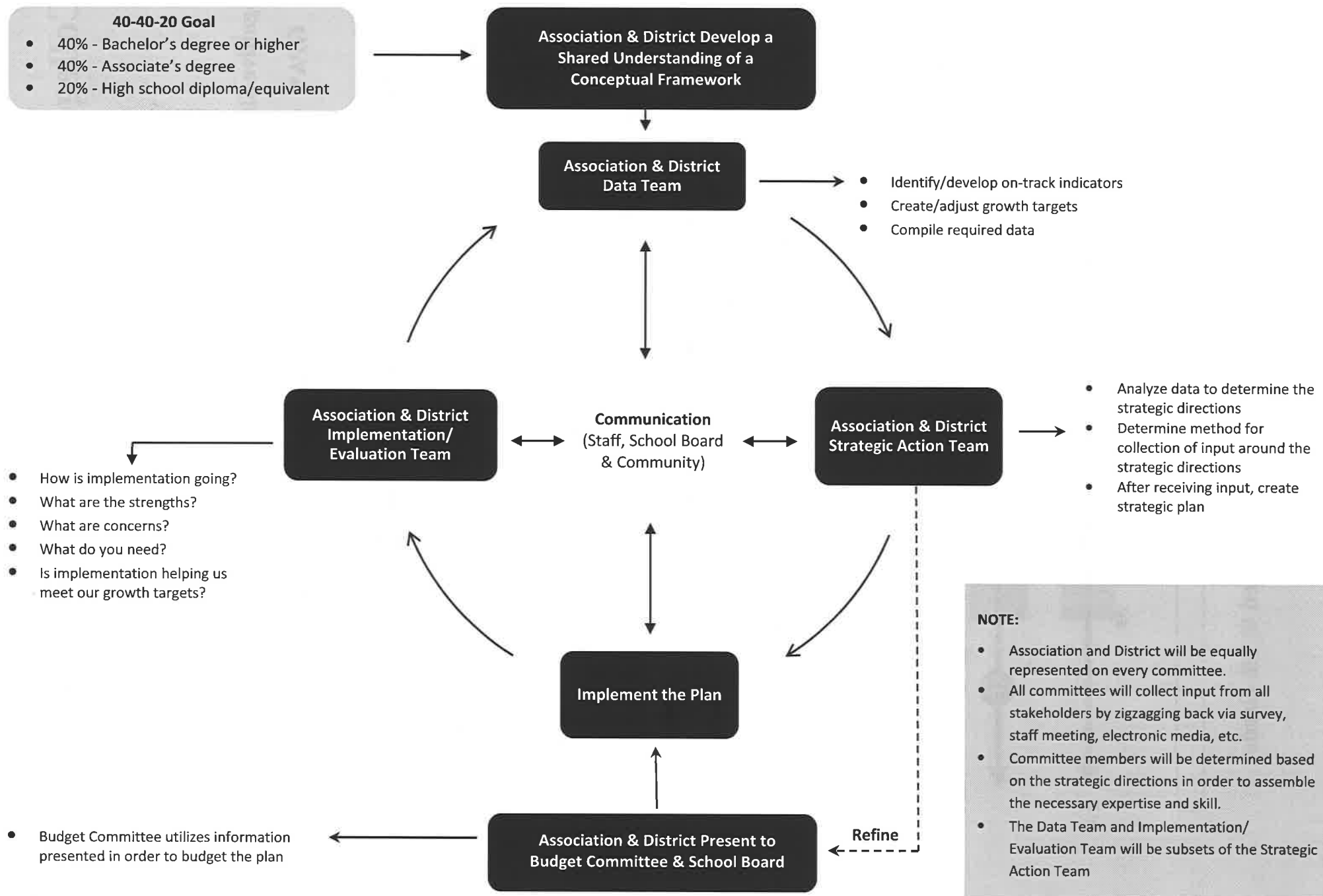
School: **SHS**

Grade: **9th**



Key Transitional Knowledge and Skills (Go) - Not Measured @ 9th Grade

Collaborative Process to Implementing the Achievement Compact



College & Career Readiness: *The acquisition of the knowledge, skills and behaviors a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution (such as a two-or four-year college, trade school, or technical school) without the need for remediation.*

CONTEXTUAL SKILLS & AWARENESS

- Students possess the required knowledge to understand how college and the workplace operate as systems and cultures.
- Students have the knowledge necessary to make sound financial decisions.
- Students know how to successfully transition to independent and healthy living.
- Students possess the civic and social skills to successfully navigate within, and contribute to, our society and culture both locally and globally.
- Students are able to use technology to learn, live and work.

ACADEMIC BEHAVIORS

- Students are able to actively monitor, regulate, evaluate, and direct their own thinking.
- Students possess the necessary study, personal management, and teamwork skills to be successful in a college and work environment.



KEY CONTENT

- **Writing:** Students are able to present arguments clearly, substantiate each point, and utilize the basics of a style manual when constructing a paper. Students demonstrate proficiency in variety of writing modes.
- **Research:** Students are able to evaluate the appropriateness of a variety of source material and synthesize and incorporate the material into a paper or report.
- Students will demonstrate proficiency in learning targets in the following courses: English, Math, Science, Social Studies, Health and Wellness, and the Arts.
- Students will demonstrate global literacy and proficiency in a World Language as defined by the OUS freshmen admissions requirements.

KEY COGNITIVE STRATEGIES

Students will demonstrate proficiency in course-imbedded learning targets in the following strategies:

- **Analysis:** Students are able to identify and evaluate data, material, and sources for quality of content, validity, credibility, and relevance.
- **Reasoning:** Students are able to construct a well reasoned argument and defend a point of view utilizing recognized forms of reasoning.
- **Interpretation:** Students are able to analyze competing and conflicting descriptions of events and present orally or in writing a summary or evaluation of varied perspectives.
- **Precision and Accuracy:** Students are able to recognize what type of precision is appropriate to specific tasks and subject areas.
- **Problem solving:** Students are able to develop and apply multiple strategies to solve routine and complex problems.

Strategic Objectives	Description	District Reports
T echnology Employ 21st Century Technology to support innovation and excellence.	Technology will be integrated in a manner that furthers a learning community where students are actively engaged in relevant, rigorous learning experiences that provide immediate feedback for growth. Students, staff, parents and community members are connected to student learning through a seamless technology system that provides real time communication and collaboration.	> Technology Report - November
H igh Quality Empowered Staff Hire, develop and retain qualified, committed and diverse staff throughout the District.	Hiring, developing and retaining a highly qualified, committed and diverse staff is at the heart of student success. Support and development is critical to retaining employees and to becoming a culturally competent organization that reflects the needs of our changing community.	> Human Resources Report - November
R esponsible and Sustainable Stewardship of Resources Ensure a safe and sustainable learning environment for all students and staff.	The District embraces its stewardship responsibilities for our environment and community, and manages its activities with future generations in mind. The District will strive for continuous improvement in long range facilities planning and construction, procurement and materials management, energy and water management, buildings and grounds, nutrition services, transportation and education for sustainability.	> Operations & Support Services Report - May/June
I ndividual Student Growth Strengthen student learning experiences through teacher collaboration, student proficiency, differentiation and common assessment.	In a standards-based learning system, clear learning targets represent the breadth and depth of knowledge and skills indicating if a student is on track to college and career readiness. Students receive clear feedback on their progress toward mastery of learning targets. Teachers use a range of effective instructional and assessment practices to identify and address the needs of individual learners. Ongoing, job-embedded teacher collaboration (in professional learning communities) strengthens the instructional core.	> CCR & Individual Student Growth - November > Academic Learning Targets - January > Professional Learning Communities - February > Extensions & Interventions to meet Individual Needs - April > Innovative Instructional Practices - May > Assessment - June
V olunteerism & Engagement Service Learning Directly connect parents and the community to student learning and students to community life.	Parent/family and community engagement are essential elements in a learning system that prepares all students to be college and career ready. Volunteer and engagement programs will engage all sectors of the community and reflect the diversity of students in schools. Students K-12 will have multiple, age-appropriate opportunities to learn about, and engage in meaningful service to community, culminating in a capstone experience as part of the District's graduation requirements. These experiences may be recorded in the student Plan & Profile.	> Volunteerism & Engagement Report - September > Service Learning Report - September
E quity in Student Outcomes Develop a culturally responsive organization to ensure all students regardless of background will graduate college and career ready.	The District will develop a culturally responsive organization to ensure equity in student outcomes by providing professional development to staff in culturally competent practices and creating a supportive, inclusive learning environment.	> Annual Equity Report - October

Updated annually in August

Draft 10/19/11

BSD Achievement Compact Measures 2012-2014 DRAFT January 2012

	Baseline 2009-10	Target 2010-11	Result 2010-11	Target 2011-12	Result 2011-12	Target 2012/ 13	Target 2013-14
Ready for college and career training (high school)							
Percentage of students graduating within five years: Students earning regular, modified, extended, or the equivalent of a high school diploma.						Achievement Compact	
	77.2%		79.6%				
Percentage of College and Career Ready (CCR) graduates: Students who meet ACT college and career readiness benchmarks in English, reading, math, and science and/or have completed AP, IB, or college credit courses in each area.							
	27.3%	28.7%	27.0%	30.1%			
Academic success cannot be predicted by traditional demographic analysis (race, ethnicity, income, mobility, disability or initial proficiencies): The percentage point gap between the performance of all students and the performance of these demographic groups. (CCR graduates)							
			20.9%				
Percentage of students in grade 10 who are on track to graduate with a regular diploma: Students earning 12 credits and demonstrating the essential skills of reading, writing/English, and mathematics.							
	46.9%		50.5%				
Percentage of 10th and 11th grade students meeting individual growth targets for college readiness in reading, math, English, and science. Growth from 8th grade EXPLORE to 10th grade PLAN and to 11th grade ACT							
			46.5%				
Ready to think strategically (middle school)							
Percentage of students in grade 8 on track to college and career readiness: Students who met college and career readiness benchmarks in reading, writing, mathematics, and science on EXPLORE and/or OAKS.							
			28.2%				
Academic success cannot be predicted by traditional demographic analysis (race, ethnicity, income, mobility, disability or initial proficiencies): The percentage point gap between the performance of all students and the performance of these demographic groups.							
			19.1%				
Percentage of middle school students meeting individual growth targets. Growth on OAKS Reading and Math							
			42.9%				
Ready to apply math and reading skills (elementary)							
Percentage of students in grade 5 on track to college and career readiness: Students who met college and career readiness benchmarks in reading, writing, and mathematics on OAKS.							
			36.5%				
Academic success cannot be predicted by traditional demographic analysis (race, ethnicity, income, mobility, disability or initial proficiencies): The percentage point gap between the performance of all students and the performance of these demographic groups.							
			23.6%				
Percentage of students in grades 4 and 5 meeting individual growth targets. Growth on OAKS Reading and Math							
			39.2%				
Percentage of students who are reading on grade level at the end of second grade. (DRA or equivalent)							
			68.4%				
Met target			Improved, target not met			No improvement	

Oregon's ELA and Math Assessment Transition

OAKS Today – to – SBAC in 2014-15

The Change:

- Oregon's current statewide assessment system is the Oregon Assessment of Knowledge and Skills (OAKS). OAKS is used for a variety of purposes in Oregon, including school accountability, one measure of attainment of Oregon Diploma Essential Skills, and to inform policy and instructional decisions.
- In the 2014-15 school year Oregon will change its reading and mathematics assessments to measure student knowledge of the Common Core State Standards (adopted by the Oregon State Board of Education in October 2010). The new assessment is likely to be based on the SMARTER Balanced Assessment Consortium (SBAC) assessment. The design of the SBAC assessment is the collaborative effort of 28 states, including Oregon. The development effort is funded through a Federal grant.

The Transition:

2010-11

OAKS

- Standard Administration

2011-12

OAKS

- *Confirmed change:* Administration altered by Senate Bill 801 and the subsequent Best Practices Guide (adopted the Oregon State Board of Education in January 2012). Restricting the retesting of students in grades 3-8 who have already met or exceeded the achievement standard.

Work Samples

- For students using work samples to demonstrate proficiency in the Essential Skill of Writing, currently three writing work samples are required. The work samples must include one each of expository, persuasive, and narrative (personal or fictional).
- *Proposed change:* Reduce the number of writing work samples to two, at least one must be expository or persuasive; the second may be expository, persuasive, or narrative (personal or fictional). The Oregon State Board of Education will likely rule on this proposed change at the March meeting.

2012-13

OAKS

- Maintain changes described in the Best Practice Guide.
- *Proposed change:* Reduce the total number of test opportunities in grades 3-8 from three possible attempts to two. Three opportunities will be maintained for 11th grade as OAKS is used for an Essential skills Assessment option.
- *Proposed change:* Provide a district option for a shorter or longer administration of OAKS in grades 3-8. Current longer administration would remain in place for 11th grade as OAKS is used for an Essential skills Assessment option.

2013-14

OAKS

- Maintain changes described above and begin field testing SBAC questions in OAKS.

2014-15


New Common Assessment

- OAKS Reading, Writing, and Mathematics as we know them are discontinued; the common assessments based on SBAC are used as the summative student achievement measure in Oregon.
- The SBAC assessment window is proposed to be a single 12-week window in the spring, although this decision has *not* yet been finalized. Students in grades 3-8 will likely have one opportunity to fully participate in the assessment.
- Optional Interim and Formative Assessments will be available for use by districts. *- may be a cost.*

Resources:

- Best Practice Guide for Districts: <http://www.ode.state.or.us/go/tam>
- Oregon Diploma: <http://www.ode.state.or.us/search/results/?id=368>
- Oregon Common Core State Standards: <http://www.ode.state.or.us/search/page/?id=2860>
- SMARTER Balanced Assessment Consortium: <http://www.k12.wa.us/SMARTER/>
- OAKS Proposed Changes: <http://www.ode.state.or.us/superintendent/priorities/2012-january-19-upcoming-changes-to-oregons-assessment-system.doc>
- Writing Work Sample Proposed Changes: <http://www.ode.state.or.us/superintendent/priorities/2012-january-19-writing-essential-skill---local-work-samples.doc>

Understanding Value Added Models (VAM)



A different way at looking at school performance

Which number should you believe?

- AYP Report
- Oregon Report Card
- Meets and Exceeds Reports
- Online School Ratings
- School-wide VAM Measures

Which school is performing best?

Which school is performing best?

Oregon's Current System

- Schools and Districts are compared based on their percentage of students "meeting" and or "exceeding" state standards for each grade tested
- Results are also differentiated for sub-groups such as economically disadvantaged, SPED, ELL, etc.
- Oregon's "growth" formula is based on increasing the percentages of students in various sub-groups "meeting" or "exceeding" standards, added weighting for gains

Oregon's Current System

- School rankings (Outstanding, Satisfactory, In Need of Improvement) are based on multiple factors
- National Adequate Yearly Progress (AYP) ratings for schools and Districts are based on federal guidelines and progress toward reaching 100% of students meeting state standards for each sub-group by 2014
- Neither Oregon's Report Card or the federal AYP rating consider "predicted growth" based on individual student characteristics
- Both encourage the "bubble game"

VAM attempts to level the playing field - compares growth of each individual student to what other students like him/her in Oregon gain in a year!

The theory around VAM is to level the playing field →

VAM percentile rankings provide another lens to view achievement results for a school or team.

Value Added Models

- Primary goal of Value Added (VAM) calculation is to provide a more informative measure of student academic performance than simply "meets" or "exceeds" standards
- VAM measures compare actual academic growth to the predicted growth for each student
- Predictions of growth are designed to account for factors outside of the teacher/school's control (previous scores, socio-economic differences, SPED, TAG, ELL, etc)

can use mobility as one of our measures

BEND LA PINE SCHOOLS EDUCATING THRIVING CITIZENS

Value Added Models

- The VAM attempts to show the "value" a teacher or school team adds to student learning
- There is no one way to create a VAM and each TIF district is working with national technical experts provided by USOE to determine how the model will apply in their district
- Different factors provide more or less differentiation - SES provides the highest predicted difference

There are many ways to construct a VAM

Biggest predictor is child's previous test score -

BEND LA PINE SCHOOLS EDUCATING THRIVING CITIZENS

"Oak Tree Analogy"

How much difference did the gardener make?

VARE - tutorial -

BEND LA PINE SCHOOLS EDUCATING THRIVING CITIZENS

Value Added Models

- The data analyst calculates the predicted growth for Oregon students by comparing statewide the average growth of students with a particular characteristic
- Must have pre and post test data, generally from one school year to the next, to measure student growth
- OAKS testing is the only source of comparative data between all schools in Oregon that also provides consistent pre and post testing




BEND LA PINE SCHOOLS EDUCATING THRIVING CITIZENS

Value Added Models

- OAKS testing is limited to grades 3,4,5,6,7, 8, and high school, thus does not consider growth that occurs between Kindergarten and Grade 3
- Our technical experts recommend using rolling average, multiple year results in order to minimize measurement and statistical differences
- Bend-La Pine chose a VAM formula that also accounted for growth from Kindergarten through 3rd grade (proxy VAM)

use 3 yrs of scores + maybe averages.

for 3rd -

Calculating Value Added

Value added = Actual test score growth of our student
- predicted growth, based on growth of similar students

End of year test scores




Value added = 5

Our student: 240

Similar students: 235

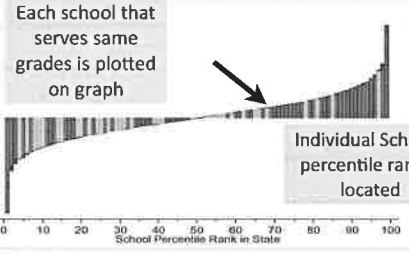
Calculated student by student, then averaged for school

Beginning of year test scores








Finding Percentile Rank

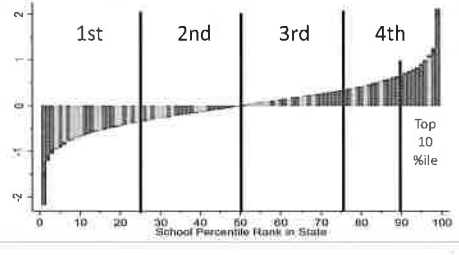
Each school that serves same grades is plotted on graph






Individual School's percentile rank is located

Sorting by Quartile Results



Sample Results - Elementary

Reading - Value Added Growth Percentile Ranking Compared to all Schools in Oregon - Sorted by Combined Rank

	Statewide Primary Rank	Statewide Intermediate Rank	Statewide Combined Rank for Reading
School A	83 4th Quartile	78 2nd Quartile	85 3rd Quartile
School B	67 3rd Quartile	70 3rd Quartile	68 2nd Quartile

Math - Value Added Growth Percentile Ranking Compared to all Schools in Oregon - Sorted by Combined Rank

	Statewide Primary Rank	Statewide Intermediate Rank	Statewide Combined Rank for Math
School A	58 3rd Quartile	64 4th Quartile	60 3rd Quartile
School B	85 4th Quartile	40 2nd Quartile	67 3rd Quartile

** Top 10 %ile = 90 %ile or higher
 4th Quartile = 75-89 %ile
 3rd Quartile = 51-75 %ile
 2nd Quartile = 26-50 %ile
 1st Quartile = 1-25 %ile

Other Comparisons - Elementary

	Combined VAM Reading	Combined VAM Math	AYP Meets & Exceeds Reading	AYP Meets & Exceeds Math	Report Card Ranking
School A	69th %ile	68th %ile	92%	80%	Outstanding
School B	89th %ile	78th %ile	90%	74%	Outstanding

Sample Results - MS & HS
Value Added Growth Percentile Ranking Compared to all Schools in Oregon - Sorted by Combined Rank

Middle Schools - Reading and Math				
	Percentile Ranking	State Reading Rank	Percentile Ranking	State Math Rank
School A	80	4th Quartile	53	2nd Quartile
School B	55	3rd Quartile	31	2nd Quartile

High Schools - Reading and Math				
	Percentile Ranking	State Reading Rank	Percentile Ranking	State Math Rank
School A	80	4th Quartile	89	Top 10 %ile
School B	56	3rd Quartile	32	2nd Quartile

** Top 10 %ile = 90 %ile or higher
4th Quartile = 76-89 %ile
3rd Quartile = 51-75 %ile
2nd Quartile = 26-50 %ile
1st Quartile = 1-25 %ile

Other Comparisons - Middle Schools

	Combined VAM Reading	Combined VAM Math	AYP Meets & Exceeds Reading	AYP Meets & Exceeds Math	Report Card Ranking
School A	55th %ile	32nd %ile	93%	86%	Outstanding
School B	76th %ile	47th %ile	79%	68%	Satisfactory

Other Comparisons - High Schools

	Combined VAM Reading	Combined VAM Math	AYP Meets & Exceeds Reading	AYP Meets & Exceeds Math	Report Card Ranking	ACT College Readiness Reading	ACT College Readiness Math
School A	35th %ile	90th %ile	88%	85%	Outstanding	43%	52%
School B	85th %ile	92nd %ile	81%	64%	Satisfactory	22%	28%



Observations

- VAM is not a precise science, it is a different way at looking at student achievement results
- Trying to narrow VAM results down to a teacher level appears very premature at this time - school-wide or grade level VAMs are as close as we should go now
- VAM is not the "new answer", but provides a great added lens when analyzing school performance
