
ESEA Flexibility

Request



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Washington, DC 20202

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Paperwork Burden Statement

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department’s Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:
ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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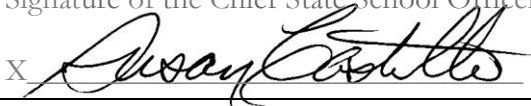
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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Oregon Department of Education	Requester's Mailing Address: 255 Capitol Street NE Salem, OR 97310
State Contact for the ESEA Flexibility Request	
Name: Tryna Luton	
Position and Office: Director, School Improvement and Accountability Office of Educational Improvement and Innovation	
Contact's Mailing Address: 255 Capitol Street NE Salem, OR 97310	
Telephone: 503-947-5922	
Fax: 503-378-5136	
Email address: tryna.luton@state.or.us	
Chief State School Officer (Printed Name): Susan Castillo	Telephone: 503-947-5740
Signature of the Chief State School Officer: X 	Date: 2/28/2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

As described in the following Overview, Oregon has embarked upon a period of significant and comprehensive reforms of its education system. Beginning in January 2011, Governor John Kitzhaber and Superintendent of Public Instruction Susan Castillo have led several significant processes to obtain input from educators, business leaders, advocacy and parent organizations, and the public. These efforts include:

- The Oregon Education Investment Team, a 13 member team created by executive order and chaired by the Governor, which met from February to September 2011
- The Early Learning Design Team, which met from March to July 2011
- The Education Budget Design Team, which met from April to August 2011
- The Senate Bill 909 Work Group, including the nominees to the Oregon Education Investment Board (OEIB), which met from September to December prior to confirmation
- The OEIB, a 13 member board created by statute which the Governor appointed in November 2011.

In addition to the Governor's efforts, in August 2011, the Oregon Business Council sponsored a visioning project known as LearnWorks to support the Governor, the Superintendent of Public Instruction, and the Oregon Department of Education (ODE) in efforts to implement the ambitious package of education reform legislation passed by the 2011 legislature. More than 30 leaders, including K-12, community college and university educators and administrators, regional service providers, business leaders, representatives from communities of color, parent advocates and staff from the Governor's office and ODE, spent over 3000 collective hours developing a vision for Oregon's education system. LearnWorks' recommendations on structuring an integrated, outcomes-focused education system and developing a stronger state system of accountability and supports inform both the work of the OEIB and this application.

In October, in response to the U.S. Secretary of Education's announcement of this opportunity to waive certain aspects of the Elementary and Secondary Education Act (ESEA) and mindful of the vision established by LearnWorks, the Governor's Office and ODE established four ESEA Flexibility Workgroups of approximately 25 members each to create the Next Generation of Accountability for Oregon. The ESEA Flexibility Workgroups included teachers and school leaders, district superintendents, district administrative staff, ODE and the Governor's staff, representatives of various stakeholder organizations statewide, and others interested in shaping the future of Oregon's education system. Attachment 12 details the membership of these workgroups and describes the charge to each.

From mid-November through mid-December 2011, ODE and the Governor's office conducted a survey on the measures, supports, and interventions that should play a primary role in the

state's accountability system. The survey, which was available in English and Spanish, was distributed through various education stakeholder organizations, on ODE's and the Governor's websites, and through direct mailing to stakeholder lists. More than 6,000 teachers, administrators, school staff, board members, parents and community responded, more than half of whom identified themselves as teachers or educators. The survey revealed strong support for revising Oregon's accountability system to include more diverse measures of college and career readiness; 78.3 percent identified assessments of higher-order thinking skills (such as problem-solving and critical thinking) and habits of effective learners (such as collaboration, timeliness, and persistence) as top priority; 64.8 percent indicated strong support for classroom-based assessments of proficiency. These responses shaped the thinking of the workgroups and ODE in crafting this application.

Once the ESEA Flexibility Workgroups completed their tasks, a review panel was established to test the efficacy and coherency of the proposed system. This panel consisted of two of Oregon's most respected superintendents with expertise in serving English language learners (ELLs), the vice-president of the Oregon Education Association (OEA), a member of the State Board of Education, two members of the OEIB, and the vice-president of the Chalkboard Project, the leading teacher effectiveness organization in Oregon.

Prior to and throughout the waiver process, ODE staff presented details around the process to school district staff and other educators. The ESEA Flexibility materials were shared with the Committee of Practitioners (COPs), a representative group of education stakeholders convened to advise the state on its implementation of ESEA Title I, at its fall 2011 meeting, and members were strongly encouraged to share their impressions of the proposed request with ODE.

On December 20, 2011, the initial draft of this waiver request was completed and made available for public comment. The draft and an accompanying online survey were made available on the ODE website and through a link posted on the Governor's website. This opportunity was prominently announced on the entry page to ODE's website and through an email message distributed broadly across the education community. Through a series of presentations, ODE engaged the public in the review of the planned response. Attachment 3 details the communication effort undertaken by ODE and the Governor's Office to ensure that a broad representation of the citizens of Oregon were included in this feedback opportunity.

The results of the online survey are detailed in Attachment 2 of this document. These results were carefully considered as revisions were made to the initial draft. Engaging teachers and their representatives has been critical in the development of Oregon's ESEA Flexibility request. Teachers and their representatives were recruited and actively participated in all four ESEA Flexibility Workgroups formed to address the waiver principles and design. Of the 6,072 respondents to the initial survey conducted to develop the basic principles of this waiver, 3,126 (52 percent) indicated that they were currently employed as a teacher or other educator in a school. The survey soliciting feedback on the draft document drew 1,142 responses. Thirty-six percent of those responding to a question indicating their relationship to schools chose teacher/educator in a school.

In response to individual and group outreach, surveys and public comments received from teachers and their representatives, ODE made the following revisions to the waiver application prior to submitting:

- Including more information regarding the state's commitment to increasing capacity to

- fully support the difficult and important work outlined in the waiver
- Revising Section 1 to include a more detailed timeline, and to include plans for ensuring that implementation of the Common Core State Standards (CCSS) is supported at the classroom level, through a robust plan for professional development
 - Including more detailed plans to ensure educators have the professional development they need to support all students, including students with disabilities and English language learners
 - Ensuring the timeline for implementation of locally developed teacher evaluation and support systems, and the technical assistance that will be provided to districts, are consistent with state legislation.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Representatives from the Governor's Office and ODE have spent months engaging numerous organizations and groups throughout the state. Outreach efforts have been aimed at providing information and receiving input about the ESEA Flexibility request, as well as building understanding and support for several related education reform initiatives. Governor Kitzhaber and Superintendent Castillo have worked diligently to ensure all efforts are transparent, aligned and focused on improving outcomes for all Oregon students.

In an effort to capture public input and to ensure participation in the process, ODE established a website (<http://www.ode.state.or.us/go/nextgen/>) on which it has published documents describing the request and its development. Presentations and opportunity for input have been provided by the Superintendent and ODE staff at or to the following:

- Government to Government Tribal Summit, representing state and tribal officials
- Oregon School Law Conference, jointly sponsored by the Confederation of School Administrators (COSA), the Oregon School Boards Association (OSBA) and the University of Oregon, to provide district officials with information on current legal issues
- Oregon School and District Improvement Network (OSDIN), school and district support coaches and others working with the Oregon Statewide System of Support (OSSS)
- Access to Student Assistance Programs In Reach of Everyone (ASPIRE), a mentoring program that helps middle and high school students access education and training beyond high school
- Oregon Public Engagement Steering Committee
- Oregon Commission for Women
- Business Education Compact, an organization supporting education in Oregon through programs and services connecting students with businesses
- Partnering for Student SUCCESS Symposium, a symposium sponsored by higher education representatives that brought together educators and other organizations representing early childhood, college success, student support, Science, Technology, Engineering and Mathematics (STEM), educator preparation, and equity and diversity
- Various legislators and other elected officials, community groups and organizations, and the media.

Meetings were held with specific groups representing special education students and English language learners. Surveys in both English and Spanish were made available to the public and

garnered input from more than 6000 Oregonians.

The Governor's Office has engaged the public through numerous opportunities, including:

- The OEIB
- The Oregon State Board of Education
- The Oregon University System
- The Oregon School Boards Association annual convention
- Community and Parents for Public Schools parent conference
- COSA superintendents and principals meetings and conferences
- OEA's community colleges council
- Statewide Chambers of Commerce convention
- Superintendent's Youth Advisory Team meeting
- Oregon Community College Association annual conference
- American Federation of Teachers state council
- Oregon Community Foundation regional leadership council meetings
- Cradle to Career Council, Portland Schools Foundation/All Hands Raised

The State Superintendent of Public Instruction and the Education Policy Advisor to the Governor jointly hosted two webinars on January 5 and 9, 2012, each scheduled in the early evening to maximize access among educators. The webinars included more than 200 participants each from across the education community. Staff involved in the development of the waiver request fielded text questions received during the webinars and responses have been collected and posted to the website supporting this outreach effort.

In response to the outreach, survey and public comment received from this diverse set of communities, ODE made the following revisions to the waiver application prior to submitting:

- Expanding upon plans to ensure that implementation of CCSS addresses the needs of students with disabilities and English language learners
- Including 10 percent (rather than five percent) of Title I schools in the model schools identification to ensure representation from among schools with the most severe poverty
- Ensuring the state's Achievement Compact includes multiple measures focused on closing the achievement gap
- Specifying that growth measures in the new Oregon Report Card will be sufficiently ambitious to ensure college and career readiness for all students
- Clarifying the process for determining intervention levels for focus and priority schools and ensuring that the state has the ability to use level 3, the most directed, intervention as soon as 2013
- Expanding the state's commitment to ensuring that tutoring and transfer options with reasonable transportation are considered where diagnosis reveals them to be an appropriate intervention for meeting students' needs in a focus or priority school.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an

interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

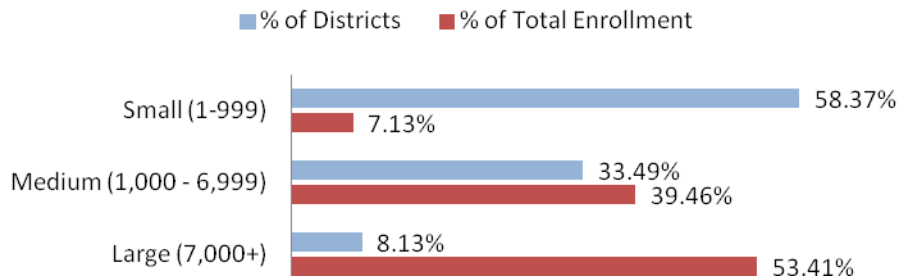
The path forward in this new century requires innovation, requires the willingness to challenge assumptions, requires the courage to change.

-- Governor John Kitzhaber, State of the Schools speech, Sept. 6, 2011

A Look at Oregon's K-12 Public Schools

There were 561,328 students enrolled in 1,270 Oregon public schools in 2010-11 (941 elementary/middle schools, and 329 high schools). 594 of Oregon's schools were designated as Title I schools: 544 elementary schools (57.8 percent of all elementary/middle schools) and 50 high schools (15.2 percent of all high schools). These schools are located in 197 school districts. A majority of the districts have fewer than one thousand students, as depicted in the chart below.

Percent of Oregon School Districts by Size of Student Enrollment 2010-11



The number of minority students in general, and Hispanic students in particular, has risen

significantly in Oregon schools in the last ten years. From 2006-07 to 2010-11, there was a 27.38 percent increase of Hispanic students. During the same time period, there was a 0.68 percent increase in Asian/Pacific islander students, a 13.16 percent decrease in black/African American students, and a 13.24 percent decrease in American Indian/Alaskan native students.

As economic conditions in Oregon have deteriorated, more and more Oregon families experience joblessness, homelessness, poverty and hunger. The state's per capita income continues to lag national averages, Oregon ranks 51st in the nation in steady employment (Pew Center on the States, *Quality Counts 2012: The Global Challenge—Education in a Competitive World*, retrieved from www.edweek.org/go/qc12, January 19, 2012), and the number of homeless students increased 25 percent from 2006-07 to 2010-11.

Detailed information on the performance of students in Oregon can be found in Section 2.D.i, as well as in the "Statewide Report Card: An Annual Report to the Legislature on Oregon Public Schools" (<http://www.ode.state.or.us/data/annreportcard/rptcard2011.pdf>). Some good news includes:

- Since 2008-09, the percentage of 7th graders meeting benchmark in reading has increased from 77 percent to 83 percent (with the performance for Hispanic students increasing nine percentage points).
- Since 2008-09, the percentage of high school students meeting benchmark in math has increased from 54 percent to 68 percent (with all subgroups increasing between nine-18 percentage points).

But issues remain:

- Since 2008-09, the percentage of 3rd graders meeting benchmark in reading has remained at 83% (with the performance of all subgroups decreasing or increasing only one to five percentage points), and will likely fall dramatically this year when Oregon Assessment of Knowledge and Skills (OAKS) cut scores for reading are increased.
- Oregon's 4-year cohort graduation rate remains stubbornly stuck around 66 percent;
- Fewer than half of Oregon's black, English language learners, or students with disabilities graduate in four years.
- Young adults today are less educated than their parent's generation – with fewer high school diplomas, fewer college certificates and degrees.

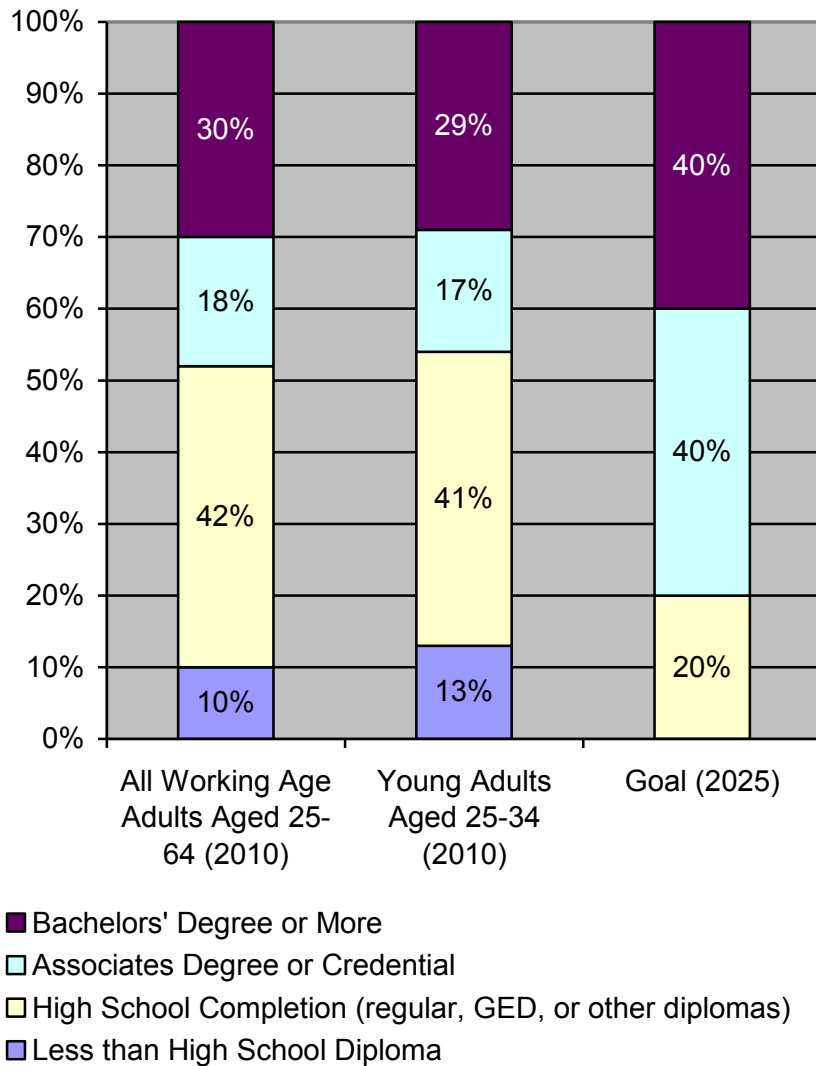
The Strategy for Reform

To turn around these potentially disastrous trends, the State of Oregon is advancing the most ambitious education reform agenda in decades. With leadership from Governor John Kitzhaber and Susan Castillo, the Superintendent of Public Instruction, the 2011 Oregon Legislature passed a series of bills aimed at creating a more innovative, outcomes-focused, seamless system of education, pre-kindergarten through higher education (PK-20).

Among those bills was Senate Bill 909, which creates the Oregon Education Investment Board (OEIB), chaired by the Governor, to oversee all levels of state education, improve coordination among educators, and pursue outcomes-based investment in education. The legislature also took the important step of passing Senate Bill 253, which establishes in law the goal that, by 2025, every Oregon student should earn a high school diploma – one that represents a high level of knowledge and skills. Eighty percent must continue their education beyond high school

with half of those earning associate's degrees or professional / technical certificates, and half achieving a bachelor's degree or higher. This goal, commonly referred to and referred to herein as the "40/40/20 Goal," gives Oregon the most ambitious high school and college completion targets of any state in the country.

The steep trajectories needed to meet the 40/40/20 Goal must begin at the earliest opportunity, and certainly no later than 2012-13. As illustrated in the chart below, there remains a significant disparity between Oregon's current status and the 40/40/20 goal. As noted in the OEIB's recent report to the legislature, "We have no time to lose. Every year between now and 2025 must be measured for success." The sense of urgency that motivated the Governor and legislature to act also drives this request from the Oregon Department of Education (ODE) to the U.S. Department of Education to support Oregon in establishing a more robust, more tailored and more effective system of accountability. Secretary Duncan's invitation to submit this application for a waiver from certain provisions of the Elementary and Secondary Education Act (ESEA, formerly No Child Left Behind or NCLB) presents an opportunity to truly align the state's strategies for education improvement.



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

Oregon's theory of action for full-system reform consists of three overarching strategies: a) creating an integrated and coordinated public education system PK-20; b) focusing state investment on education outcomes; and c) building statewide support systems, including a robust system of mutual accountability, to support achievement of the desired outcomes. Through development and application of these focused strategies, Oregon has made significant progress in advancing the four principles that the U.S. Department of Education has developed for obtaining ESEA Flexibility. Oregon will describe that progress and its plans for continuing to move forward on these principles.

Oregon's Strategy Clearly Aligns with U.S. Department of Education's Four Principles

As evidenced by the 40/40/20 Goal and development of an integrated PK-20 system of education, Oregon believes strongly in **Principle 1, College and Career Ready Expectations for All Students**. A new understanding of achievement at every stage of learning – what it takes to move successfully along the education pathway – must apply to all Oregonians, from toddlers to those working toward college degrees. Standards, curriculum, assessments, and entry and exit criteria should be built into learning from the earliest stages and aligned so that learners advance as efficiently as possible. Oregon is moving in the right direction with these recent efforts:

- **Early Learning Council** – Knowing that the best investment Oregon can make is in ensuring early success, Oregon's newly appointed Early Learning Council, under the leadership of the OEIB, are introducing legislation in 2012 to: a) streamline administration, policy, and planning of the state's early childhood services; b) promote collaboration, competition, and local creativity based on meaningful outcomes for children; c) preserve Head Start and early intervention/early childhood education for special needs students; d) improve screening and assessment so that kids receive support in order to thrive in kindergarten; and e) provide incentives for child care quality and a rating system to give parents useful information when choosing care.
- **Common Core State Standards (CCSS)** – Oregon is one of 45 states to adopt the national Common Core Standards for K-12, English/language arts and mathematics, and Oregon is collaborating with other states to define science standards. These evidence-based standards are designed to help ensure that all students have the essential concepts, knowledge, and skills they need to succeed in college and career.
- **The Oregon Diploma** — Oregon's State Board of Education adopted new high school graduation requirements in 2008 to better prepare students for success in college, work and citizenship. To earn a diploma, students need to complete higher credit requirements and demonstrate proficiency in essential skills. For example, this year's seniors must pass an assessment of reading skills in order to earn a diploma and graduate.
- **Easing Post-Secondary Transfers** — Oregon's community colleges and universities

have developed articulation agreements that spell out how credits from one institution can transfer with a student to another campus. This has greatly increased the number of students starting their college studies in the more accessible (and more affordable) community colleges, while transferring to Oregon's public universities to earn their bachelor's degrees.

In Section 1 of this waiver, Oregon provides detailed plans for implementing the CCSS, including alignment, transition, and articulation across levels, professional development for educators, and plans for ensuring students with disabilities and English language learners are provided support to succeed; as well as plans for guiding development and transition to improved assessments through Oregon's role as a governing state in the SMARTER Balanced Assessment Consortium.

In 2011, Governor Kitzhaber set Oregon down the path to developing an ambitious, integrated and systemic **State-Developed Differentiated Recognition, Accountability, and Support (Principle 2)** from pre-kindergarten through postsecondary education. Starting with an Executive Order creating an Education Investment Team charged with examining state governance, budgeting and accountability structures, to an ambitious package of school reform passed with bipartisan support by the 2011 legislature, to the current parallel efforts of the newly-appointed OEIB and the Oregon Department of Education (ODE), Oregon leaders are serious about raising the bar on accountability. The efforts that have occurred outside the context of this waiver application are:

- **Oregon Education Investment Board (OEIB)** — Senate Bill 909 established the 13-member OEIB, chaired and appointed by the Governor, and directed the OEIB to develop core outcomes to guide the state's efforts across the PK-20 education continuum. Senate Bill 909 also created the position of Chief Education Officer, and current legislation clarifies the officer's authority and charge in the development of an integrated state public education system.
- **Task Force on Accountable Schools** — House Bill 2289 establishes a legislative Task Force on Accountable Schools to examine issues of clear public reporting, college and career ready measures, and implementation of the Common Core State Standards.
- **Achievement Compacts** — The OEIB has recommended legislation that would require each school district to enter into a compact with the state to define key measurements and goals for student progress toward the state's 40/40/20 Goal, with two-way accountability between the state and educational institutions in setting and achieving those goals.

Section 2 of this waiver expands these actions and sets a course for creating a single, motivating and authentic system of accountability for K-12 schools and districts, including a plan to transition from the current Oregon Report Card in 2011-12 to a clearer, more robust Oregon Report Card in 2012-13, a description of the state's plan for developing annual measurable objectives through achievement compacts, and a process for identifying focus, priority and reward (model) schools. Section 2 also describes a process for providing a tiered system of diagnosis, intervention and support for priority and focus schools, and a Continuous Improvement Network that builds upon proven peer networks and initiatives that have shown success to date.

Understanding that no single factor impacts student achievement more than the effectiveness of the teacher in the classroom and the school's leader, Oregon is committed to **Principle 3, Supporting Effective Instruction and Leadership**. Current efforts include:

- **Core Teaching Standards** —The State Board of Education, in December 2011, adopted core teaching standards, administrator standards and rules for teacher and administrator evaluation – all to improve student academic growth and learning as required by Senate Bill 290 passed during the 2011 Legislative Session. The standards are designed to guide educators' professional development efforts and, in doing so, strengthen their knowledge, skills and practices.

Described in Section 3 of this application are Oregon's plans for developing guidance to implement Senate Bill 290, for ensuring technical assistance and support are provided to districts to implement systems of evaluation and support, and for aligning the work of educator evaluation with the development of a tiered system of supports and interventions described in Section 2.

Oregon's overarching strategy of reform is premised on the theory of "tight-loose" – that to motivate this kind of sweeping improvement, the state must be tight on the outcomes it expects from the system, but loose in allowing education institutions to determine the best way to achieve them. We believe that the 197 school districts that deliver K-12 education services need both a coordinated system of support and increased freedom to innovate and evolve in ways that lead to sustained improvement and student success, which requires Oregon to be serious about **Principle 4, Reducing Duplication and Unnecessary Burden**.

The opportunity to free Oregon from ESEA's one-size-fits-all, punitive approach to accountability presented by this waiver will undoubtedly move Oregon forward. Oregonians are more engaged and focused on improving student achievement than ever before. Islands of excellence, signs of innovation at work and hard-won student gains, exist across the state. But the incredibly ambitious 40/40/20 Goal requires nothing less than a culture of excellence across the system. Oregon is insisting upon a public education system where the exemplary achievement of today becomes the expected performance of tomorrow. By approving this waiver, the U.S. Department of Education would allow Oregon to move on to its Next Generation of Accountability, putting Oregon's students and communities on track to achieve these critical goals.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of</p>
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<p>part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Defining College and Career Readiness in Oregon

Over the past five years, Oregon has increased its policy focus on college and career readiness. Oregon joined with 35 other states to form the American Diploma Project Network (ADP) — a coalition of states committed to aligning high school standards, assessments, graduation requirements, and accountability systems with the demands of college and the workplace. The ADP (a partnership of Achieve, The Education Trust, and the Thomas B. Fordham Foundation) informed the revision of the Oregon Diploma, which brings student proficiency in core subject areas in greater alignment to basic college entrance requirements.

The Oregon Diploma identifies a set of essential skills that students must demonstrate to enter postsecondary education and the workforce. Beginning in 2010-11, each grade 9 student cohort must demonstrate mastery of literacy, writing, and applied mathematics (<http://assessment.oregonk-12.net/content/step-1-review-essential-skills-requirements>). The state will phase in proficiency requirements, learning progressions, and assessment strategies for six more essential skills sets:

- Demonstrate personal management and teamwork skills
- Think critically and analytically
- Listen actively and speak clearly and coherently

- Use technology to learn, live, and work
- Demonstrate civic and community engagement
- Demonstrate global literacy.

The revised Oregon Diploma illustrates the state's commitment to preparing each student for successful transition to his or her next steps following high school graduation. Personalized learning, learning beyond the classroom and connections to the adult world are critical for preparing each student, whatever path they take after graduation, for the challenges and opportunities of the 21st century. The Oregon Diploma articulates a definition of college and career readiness that moves beyond one cut score on one standardized test to a student-centered profile of knowledge, skills, experiences, and aspirations.

Two expectations of the Oregon Diploma, the Education Plan and Profile and Career-Related Learning Experiences (CRLEs), personalize the diploma for each student and create the plan for their post-high school education and career. These requirements, described more fully below, address the contextual skills and awareness students need to transition to postsecondary education and the workforce and provide students with an opportunity to examine personal, career, and education goals beginning in middle school and continuing through high school.

The Education Plan and Profile assists students in pursuing their personal, educational, and career interests and post-high school goals. The Education Plan serves as a road map to guide student learning through middle and high school and prepare for next steps. The Education Profile serves as a compass that documents student progress and achievement toward goals and helps them stay on course. The student is responsible to develop and manage his or her personal Education Plan and Profile. The school is responsible for providing a process and guidance to students. The process should begin no later than grade 7 and continue through graduation, with regular reviews and updates. The process is designed with flexibility to allow students to change their plans as their interests and goals evolve.

CRLEs are structured educational experiences in school, workplace and community that connect learning to the world beyond the classroom. CRLEs, which have gained significant support from communities, are included in the student's education plan in relation to his or her career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, technical knowledge and skills, which assist in clarification of career goals. Partnerships with local employers and community organizations provide a variety of opportunities, building upon the community's strengths and resources. Beyond the local community, regional opportunities help increase the school's capacity while technology offers expanding possibilities worldwide.

Adoption and Stewardship of the Common Core State Standards

The Oregon State Board of Education adopted the Common Core State Standards (CCSS) for English language arts (ELA) and mathematics on October 28, 2010 (<http://www.ode.state.or.us/superintendent/priorities/october-minutes---final.doc>). In response, ODE created a plan for statewide learning, transition, and implementation which has been in place since May 2011 (www.ode.state.or.us/wma/teachlearn/commoncore/ccssttransitionimplementationplan.pdf). A nine person steering committee leads the implementation and assessment work, guiding

efforts at the policy level and serving as the main point of contact between ODE and educators statewide.

Central to Oregon's CCSS implementation efforts is a group of committed individuals from all sectors of education working to ensure that every Oregonian graduates ready for college or career. This Stewardship Team consists of 41 stakeholders identified through a statewide nomination process. The Stewardship Team includes K-12 and postsecondary educators in ELA, mathematics, science, social science, and career and technical education, early childhood educators, regional Education Service District (ESD) staff, faculty from teacher preparation programs, special education and ELL directors, representatives from business, the Oregon Parent Teacher Association (OPTA), Oregon Education Association (OEA), and other professional educational organizations

(<http://www.ode.state.or.us/search/page/?id=3344>).

The Stewardship Team's tasks include:

- finalizing Oregon's transition timeline
- helping plan informational workshops
- identifying fund sources for implementation and transition work
- helping develop the state's blueprint for long-term implementation
- communicating and sharing information on the new standards
- collecting input from educators to inform the implementation work.

The Stewardship Team is accomplishing its work through four work groups focused on: a) teaching and learning, b) instructional materials, c) professional development, and d) communications.

ODE and the Stewardship Team developed state and district level implementation timelines and implementation planning resources that are available on the ODE CCSS website (<http://www.ode.state.or.us/search/page/?id=3254>). These timelines detail the actions necessary to support all teachers, parents, school and district administrators, and, most importantly, students to be prepared for successful implementation of the Common Core State Standards. Oregon's plan identifies a focus for each year, beginning with developing awareness and dissemination of information in 2010-11 to ensure that all education stakeholders have the knowledge to build readiness for the new standards. In 2011-12, the focus of CCSS implementation efforts is on transition to support thoughtful, strategic district planning for successful implementation. The focus in 2012-13 is on supporting the move toward putting the implementation plan into action to support full implementation of the CCSS into practice in classrooms by 2013-14. Subsequent years focus on monitoring and modifying to continually refine teaching and learning to support all students for success in college and careers. The CCSS Toolkit described in detail below provides a process, guidance, and resources to support education stakeholders as they move through these steps to full CCSS implementation.

In February 2012, ODE will partner with Education Northwest (EdNW), a regional nonprofit research and support organization, to facilitate a meeting of the Stewardship Team aimed at engaging all members in a statewide gap analysis of professional development (PD) and support for teaching and learning. That gap analysis will be used to refine and further develop the state level and district level implementation plans.

The table below provides a high level summary of the state level implementation timeline

(<http://www.ode.state.or.us/wma/teachlearn/commoncore/state-level-one-pager-timeline.pdf>).

Activity	Timeline	Responsible Parties	Resources	Obstacles
<ul style="list-style-type: none"> • Develop state level timeline, standards alignment resources, communication plan, and introductory PD modules • Collaborate with representatives from all educational sectors • Provide statewide focused presentations/ workshops/ webinars and monthly CCSS updates in all ODE and educational partner communications • Identify policy issues • Explore vetting Open Educational Resources • Participate in SMARTER Balanced Assessment Consortium (SBAC) 	2010-11 Focus: General Awareness and Dissemination	Stewardship Team/ODE	Staff time, travel and printing	None
<ul style="list-style-type: none"> • Develop and disseminate CCSS Implementation Toolkit of resources and guidance and focused PD modules • Collaborate with representatives from all educational sectors to provide regional support for transition and implementation planning • Provide statewide focused presentations/ workshops/ webinars, and monthly CCSS updates in all ODE and educational partner communications • Facilitate cross-district collaboration through web-based interactive map • Develop recommendations for policy issues and establish criteria for vetting, evaluating, and adopting "bridge" instructional materials • Participate in SBAC 	2011-12 Focus: Developing Deeper Understanding, and Transition and Implementation Planning	Stewardship Team/ODE/ ESDs/LEAs	Staff time, travel and printing	Funding and time for PD
<ul style="list-style-type: none"> • Enhance CCSS Toolkit, and focused PD modules • Collaborate with representatives from all educational sectors to provide regional support for implementation • Provide statewide focused presentations/ workshops/ webinars, and monthly CCSS updates in all ODE and educational partner communications 	2012-13 Focus: Transition and Implementation	Stewardship Team/ODE/ ESDs/LEAs	Staff time, travel and printing	Funding and time for PD

<ul style="list-style-type: none"> • Adopt "bridge" instructional materials and establish criteria for ELA materials • Participate in SBAC and pilot assessment items 				
<ul style="list-style-type: none"> • Enhance CCSS Toolkit, and focused PD modules • Collaborate with representatives from all educational sectors to provide regional support for implementation • Provide statewide focused presentations/ workshops/ webinars, and monthly CCSS updates in all ODE and educational partner communications • Adopt ELA materials and establish criteria for math materials • Participate in SBAC and field test assessment items and alternate items 	2013-14 Focus: Full Implementation	Stewardship Team/ODE/ ESDs/LEAs	Staff time, travel and printing	Funding and time for PD
<ul style="list-style-type: none"> • Enhance CCSS Toolkit, and focused PD modules • Collaborate with representatives from all educational sectors to provide regional support for monitoring and continuous improvement • Provide statewide focused presentations/ workshops/ webinars, and monthly CCSS updates in all ODE and educational partner communications • Adopt math materials • SBAC operational • Adopt Common Achievement Standards • Alternate assessment linked to CCSS. 	2014-15 Focus: Monitoring and Continuous Improvement	Stewardship Team/ODE/ ESDs/LEAs	Staff time, travel and printing	Funding and time for PD

Each school district has identified a CCSS contact person to ensure that administrators and teachers throughout the state are provided with up-to-date information and have a feedback loop allowing staff to communicate needs and concerns. These district CCSS contacts are posted on Oregon's CCSS website (<http://www.ode.state.or.us/search/page/?id=3452>).

Alignment to College and Career Ready Standards

ODE, in consultation with representatives from higher education, districts, and ESDs, conducted in-depth analyses to determine the alignment between the CCSS and Oregon's existing content standards in ELA (<http://www.ode.state.or.us/search/page/?id=3356>) and mathematics (<http://www.ode.state.or.us/search/page/?id=3211>). The findings of these analyses are summarized in state crosswalk documents, designed to:

- provide comparisons between new and existing standards
- identify gaps
- note differences in organization
- identify implications for implementation.

Additional grade level crosswalks identify similarities and differences between the standards with greater granularity. Specific links to state resources provide teachers with methods for selecting materials and implementing strategies that will support all students to grade level proficiency.

The CCSS, however, reach beyond English and math classrooms. The new standards integrate literacy and numeracy into sciences, social studies, and technical subjects to better prepare all students for college and career success in the rapidly changing workplace. Understanding that CCSS implementation is an interdisciplinary effort, crosswalks have been created to analyze the alignment between the CCSS for literacy in social studies, science and technical subjects and the existing Oregon content standards in social sciences and science. When these crosswalks have been finalized, they will be available on ODE's website (<http://www.ode.state.or.us/search/page/?id=3452>).

The crosswalk analyses are being used at the state level to inform development of other resources and tools to support CCSS implementation. District and school implementation teams are using the crosswalk analyses as they identify professional development needs and propose changes in classroom instruction and materials. Oregon's ESDs are also playing an important role in translating the technical crosswalk documents into more actionable transition resources. For example, Northwest Regional ESD has created Teacher Navigation Tools to describe in plain language the connections between Oregon State Standards and the CCSS. Taking alignment efforts one step further into curriculum planning, Clackamas ESD's Curriculum Mapping Tools offer a month by month format for teaching the CCSS and include space for connecting instructional resources and assessments. These and many other resources are available to districts on ODE's website (<http://www.ode.state.or.us/search/page/?id=3452>).

College and Career Ready Standards for English Language Learners

Oregon has engaged in a multi-year plan for transitioning to and implementing college and career ready standards and assessments for ELL. During this time, Oregon will conduct a gap analysis of English Language Proficiency (ELP) standards. This comparison to the adopted CCSS will serve as the basis for the transition plan in revising standards and assessments for ELLs. Following the gap analysis, Oregon will begin developing a plan for alignment of ELP standards to college and career ready standards.

ODE has formed a team consisting of staff and practitioners representing ELLs and has joined the State Collaborative on English Language Acquisition (SCELA), convened by the Council of Chief State School Officers (CCSSO), the Assessment and Accountability Comprehensive Center, and the Mid-Atlantic Comprehensive Center to undertake two critical tasks to support the learning and achievement of ELLs: a) The development of common language proficiency expectations that correspond to the CCSS; and b) the systematic examination of current state ELP/ELD standards to identify similarities and differences across these standards and to inform consideration for common or coordinated ELP/ELD standards.

ODE staff and ELL stakeholders, including district, school level, community members, and higher education, will be involved in the development and implementation of these revised ELP standards. These changes will be communicated to districts at the earliest opportunity, with a plan for implementation and supporting schools in 2013-14.

ELLs must have opportunities to learn rigorous, relevant, grade-level content in all academic areas, and teachers must be prepared to deliver necessary content to their ELL students. Through research and practice, Oregon districts have developed an improved understanding of the strengths and needs of English language learners. We know that language acquisition occurs over time and is heavily influenced by time and by the type and quality of the educational program that is designed to serve the unique needs of these learners. This knowledge creates implications for the capacity and skills that teacher and administrators need at all levels, from pre-k through post secondary.

Unfortunately, the rapid pace of growth in ELL populations and the fiscal constraints in Oregon have led to the state's capacity to support best practices in educating ELLs not keeping pace with the growing need in Oregon. Appropriate preparation of teachers and administrators, and continuing high-quality professional development opportunities to keep educators in Oregon abreast of current best-practices for ELLs is critical to the forward momentum of increasing student achievement, as well as implications to ensure equity and access so that all our students can graduate from school ready for college, productive careers and civic responsibility.

Since 2009, Oregon has partnered with multiple local school districts, facilitating collaborative work in developing and implementing promising practices for educators serving ELLs. This capacity-building process has led to the district-level leadership that appears in today's diverse programs implemented to serve the heterogeneous group that defines Oregon's ELL population. Allowing flexibility while demanding strong outcomes has become a winning formula for schools and districts, as well as the students served.

Agency partners, such as the Oregon Teachers Standards and Practices Commission (TSPC) have collaboratively researched the preparation programs that have shown to contain the highest capacity-building elements. Credential requirements and university preparation programs have been examined to ensure the highest standards possible for those who provide services to our ELL students to assist in overcoming the language barrier that an increasing number of our students face.

Work with university, agency and district partnerships will continue in Oregon, culminating in the development of a comprehensive plan to include teacher preparation programs targeting the skills and knowledge that educators serving this population of students require, with the flexibility to honor the needs of individual school ELL populations.

In 2011, Oregon instituted a Program Improvement Plan model for school districts failing to meet ELL subpopulation Annual Measureable Achievement Objectives (AMAO). By providing universal and on-going professional development for those most responsible for designing and tracking the instructional program designs for ELL students, Oregon has been able to show marked student improvement in some geographic areas. Individualized interventions and supports are offered to districts in the form of technical assistance, aimed at improving student outcomes for this population of students.

Additionally, ODE has planned webinar-based professional development opportunities for local school districts and regional support staff on an every-other-month timeframe, allowing for needed educator capacity-building on topics initiated by field input and reflected in assessment outcomes. Implementation of effective, research-based instructional programs aligned with CCSS that serve the ELL subpopulation is the target of this integrated professional development process.

College and Career Ready Standards for Students with Disabilities

Because students with special needs are first general education students, Oregon's statewide implementation activities for the Common Core are intended for and directed toward all educators for ALL students (which includes educators of students with special needs and the students themselves). Specific implementation activities related to the Common Core State Standards intersect with special education outcomes in five main ways:

1. **Statewide Trainings:** All Oregon educators are encouraged to access the trainings made available via national and local trainers of the Common Core. Ongoing local trainings have been made available for all educators, including specialists, via a double strand of regional trainings through the Confederation of School Administrators (COSA). Trainings under this series will continue through April 2012 with plans to continue these sessions through 2012-13.
2. **Ongoing Communication:** Special Education leaders have been receiving and will continue to receive updates and resource links provided through ODE's Office of Student Learning and Partnerships (OSLP) related to online tools, training opportunities, and video resources. They have also been encouraged to participate in any regional trainings on the CCSS offered by ODE and COSA.
3. **SMARTER Balanced Assessment Consortium:** Oregon is part of the SBAC working toward the development of a common assessment of the CCSS. The assessment development also includes the development of supporting resources, training, instructional modules, and interim and formative assessments designed in support of the CCSS to ensure accessibility to the broadest range of students possible. These resources and trainings will be available by fall of 2015. Oregon staff has leadership roles on a number of SBAC committees including chairing the committee dedicated to Accessibility and Accommodations.
4. **State Personnel Development Grant:** As a part of Oregon's State Personnel Development Grant, all state implementation providers who are currently serving the state's specialized educators (such as Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), and Effective Behavioral and Instructional Support Systems (EBISS) at the district level) will be trained on CCSS to ensure that educators providing interventions to specialized populations are trained on the critical components of the common core.

ODE has an ongoing process of evaluating accommodation factors necessary for students with disabilities based on the activities in instruction, the mode and format of the assessment, and student need (<http://www.ode.state.or.us/search/page/?id=487>). Oregon's Accommodation Panel meets quarterly to review, approve and define accommodation recommendations that are submitted by the field, and to ensure that specific student accessibility needs are considered during the implementation of any new state required activity. This practice will continue with the implementation of the CCSS.

Analysis of the learning accommodations necessary to ensure that students with disabilities have the opportunity to meet the CCSS will be conducted in four ways:

- First, over the course of 2011-12, Oregon's Accommodations Panel will be provided the breadth of information related to the CCSS to ensure working knowledge and current awareness of the changes in expectations associated with Oregon's adoption of the CCSS.
- Second, beginning in the last quarter of the 2011-12 school year and into 2012-13, Oregon's Accommodations Panel will review the content of CCSS and any supporting documents to analyze any fundamental changes (additions to allowable accommodations or removals from allowable accommodations) that will be necessary in light of the change in content standards and associated expectations. For example, use of calculators is currently an accommodation for all students in Oregon.
- Third, beginning in 2012-13, Oregon will conduct an analytical review and replacement of the existing accommodations and allowances in light of the CCSS and related supporting documents to determine which of the existing state's accommodations and accessibility options will remain applicable following the change in standards. These changes will be communicated to districts to ensure complete integration by 2013-14 so that students are prepared for the new assessments in 2014-15.
- Fourth, as a member of the SBAC, Oregon will be working collaboratively to ensure that any state allowable accommodations are consistent with those defined nationally for the purpose of the assessment and are consistent with the mode and format of the assessment. This work began in the 2011-12 academic year and will be ongoing through the 2014-15 implementation and beyond.

Development of this work will occur in conjunction with and along the same timelines as the development of supports for all students.

In addition, ODE secured a five year grant from the Office of Special Education Programs (OSEP) to scale up evidence based practices. Included in the grant are goals to fully address professional development for staff relative to students with disabilities and expectations under CCSS to support full implementation of the efforts. This professional development will include both general and special education staff.

Outreach and Dissemination of College and Career Ready Standards

Immediately following the adoption of the CCSS, ODE drafted a comprehensive communication plan to inform the state's diverse educational stakeholders of the purpose and promise of the CCSS. Outreach and awareness-building composed the primary set of activities during the first year of the CCSS blueprint for implementation. Those activities continue through a variety of channels: a state website dedicated to the CCSS, production of a webinar series, presentations at local meetings and state conferences, regional workshops designed for district and school level teams, monthly updates in all ODE and statewide educational partner communication networks, quarterly newsletters, and targeted stakeholder group outreach conducted by ODE staff, ESD staff, and the Stewardship Team.

Oregon's CCSS website (<http://www.ode.state.or.us/search/page/?id=2860>) was developed to provide information, resources, and tools to build a common understanding of the new standards and to support district, school, and classroom implementation. The website is

designed around stakeholder portals that provide targeted information for students, parents, teachers, administrators, school boards, businesses, and policymakers. One unique feature of the website is an Oregon resources page with an interactive map providing links to the CCSS contact and local CCSS websites for all districts and ESDs. This page is designed to function as a platform for peer-to-peer sharing and collaboration as districts develop and execute local implementation plans.

A CCSS webinar series shares information about three facets of CCSS implementation: CCSS Resources, Instructional Materials, and the SMARTER Balanced Assessment. The first three webinars in the series were provided in October 2011 and are now available on the CCSS communications web page (<http://www.ode.state.or.us/search/page/?id=3265>). A second set of webinars is scheduled for February 2012 and a third in May 2012.

ODE staff and CCSS Stewardship Team members continue to provide presentations and workshops throughout the state at local, regional, and statewide meetings and conferences to provide outreach and build awareness and understanding of the CCSS for stakeholders. For example, the Oregon 2011 Summer Assessment Institute included a CCSS keynote and a breakout session strand on the CCSS for the more than 550 participants of district/school teams, and the 2011 Oregon School Boards Association Convention provided a targeted CCSS keynote and breakout strand. Presentations have also been specifically targeted toward schools of education within the state's institutions of higher education, providing critical information to stakeholders in teacher preparation programs.

All ODE communication sources, including the website, multiple list serves, and the Superintendents Pipeline and Update, contain CCSS information and updates in each edition. In addition, ODE provides a CCSS Quarterly Update, a newsletter that compiles all of the CCSS information disseminated in the various communication venues into one document for easy access.

The Oregon CCSS Stewardship Team communications workgroup includes members from various stakeholder groups: educators, college faculty, special education and ELL directors, parents, business leaders, and administrators. The workgroup has produced flyers and notices targeted for each of the stakeholder groups. In their roles as CCSS ambassadors, the Stewardship Team members are developing 100-day plans for CCSS outreach and dissemination within their stakeholder groups, to be implemented and refined during the 2011-12 school year. The plans will be reviewed and refined throughout CCSS implementation over the next several years.

In summary, the CCSS outreach is intended to ensure that all Oregon education partners have access to the information they need to drive successful implementation. Over the course of the past year, since adoption of the CCSS, the conversation is changing from one of initial awareness of what the CCSS are, to a deeper conversation about how to move forward with transition planning and implementation action. As ODE continues to provide support for those in the initial awareness phase, we are now focusing on outreach efforts, tools, and resources to provide support for districts and educators moving into the transition and action implementation phases.

Professional Development Supports for Teachers and Principals

ODE is working with professional organizations, ESDs, Institutions of Higher Education,

EdNW, and districts to develop and provide professional development services, resources, and tools to prepare teachers and principals to implement the CCSS for all students. Much of this work will be delivered through the Continuous Improvement Network described in Section 2.F., as well as through ESDs, partnerships and other existing networks. CCSS implementation will incorporate ODE's efforts to develop a framework for professional learning known as Learning Forward, which uses standards to provide an integrated approach to supporting Oregon educators (<http://www.learningforward.org/standards/index.cfm>).

ODE is partnering with the Oregon Confederation of School Administrators (COSA), Oregon Association for Supervision and Curriculum Development (OASCD), Xerox, and McGraw Hill Education to provide a series of regional workshops for school and district teams composed of administrators, department chairs, instructional coaches, and teachers across the state (<https://netforum.avectra.com/eWeb/DynamicPage.aspx?Site=COSA&WebCode=CCSSRS>). The first series of workshops took place in fall 2011 and follow up workshops will be provided in spring 2012. The fall workshops featured spotlight sessions on the CCSS, sessions for ELA and math teachers to provide hands-on work with classroom strategies, time for team planning, an update on resources, and support from ODE Stewardship Team.

In addition, ODE is partnering with COSA to develop and deliver professional development targeted at principals, to ensure that all building and district leaders and principals are engaged in conversations about the classroom indicators of effective implementation given the context of the classroom, and are prepared to support effective instruction that addresses the needs of all learners.

ODE has launched an online suite of professional development supports through the CCSS Implementation Toolkit (<http://www.ode.state.or.us/search/page/?id=3430>). As part of the toolkit's development process, ODE recently hosted a two-day work session with members of the CCSS Stewardship Team as well as teacher leaders from across the state. Participants gave feedback on the structure and design of the site, identified useful professional development resources from other states, and designed resources to meet the unique implementation needs for Oregon classrooms. The toolkit is a process and resource guide to aid administrators in implementing the Common Core in their school or district, aid teachers in implementing the Common Core in their classrooms, and prepare parents and students for the increased expectations that the Common Core brings.

In addition to the resources provided in the CCSS Toolkit, Oregon has developed a K-12 Literacy Framework (<http://www.ode.state.or.us/search/page/?id=2568>) which includes supports for reading and writing aligned to the CCSS. The Literacy Framework provides a roadmap for districts and schools to ensure students meet or exceed the CCSS at each grade level in each content area during each school year and graduate with an Oregon Diploma prepared as readers and writers for college and career without need for remediation.

The Framework supports include state, district, and school self-assessment tools to support reading proficiency, and ensure students are reading grade-level text or above by end of first grade, developing grade-level or above reading skills K-12 across all classes, receiving intensified instruction to help them read at grade level, if they are not, and prepared to graduate with an Oregon Diploma, college and career ready (with no need of remediation), and be able to study and train for new jobs of the future. The three aligned self-assessment tools were recently updated to reflect Common Core requirements down to the standard level

as part of Oregon's new Literacy Plan. The additional Oregon Literacy Framework resources aligned to the CCSS are available on the ODE website (<http://www.ode.state.or.us/search/page/?id=3519>) and include an overview, K-5 Foundations, K-12 Comprehension, and a professional development portal.

Oregon is using an established job-embedded professional development approach that uses skilled educators from within ESDs and K-12 districts to provide training and follow-up support to ensure effective CCSS implementation. This job-embedded professional development is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. This collaborative, ongoing process provides a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work.

Oregon is committed to effectively and efficiently providing as much support as possible for administrators, schools and districts through its Continuous Improvement Network. Oregon will use the Networks to link teachers (including those serving students with disabilities and ELLs) to share best practices and materials in an effective way. Adoption of standards alone will not improve instructional practice. The professional learning communities of practice provided by the Continuous Improvement Network will promote continual development of effective teaching of the CCSS and build capacity and expertise across the state that is needed to drive successful CCSS implementation and preparation of all Oregon students for success in college and careers.

Because CCSS is the key to successful alignment of Oregon's PK-20 system, the OEIB will be engaged in examining the sufficiency of the state's investment in teachers, training, tools and materials necessary to create a strong system. Such investments will be necessary to: a) raise the awareness of all stakeholders related to CCSS; b) support an efficient and timely PK-20 transition to the college and career ready model that address the needs of all learners; c) develop instructional content expertise for teachers trained and licensed under the existing system so they are prepared to teach the CCSS; d) fully involve education professionals in the conversation about high expectations, post-secondary preparation and success; and e) implement CCSS as an integrated part of an engaging, high quality PK-20 instructional program.

Instructional Materials Aligned to College and Career Ready Standards

Oregon has adopted a state level process for establishing and adopting criteria for selecting high quality instructional materials, including digital and open content. In support of district implementation of CCSS, Oregon will conduct a full review of ELA materials in 2013-14 and mathematics in 2014-15. However, in 2012-13 an interim adoption (bridge year) review will take place to bridge Oregon's existing investment in instructional materials to support the implementation of CCSS. The instructional materials review process conducted in 2012-13 will allow existing contracted publishers and content providers to provide updated correlations, pacing guides and frameworks for existing materials that support CCSS.

In implementing CCSS, Oregon will affirm its commitment to ensuring that instructional

materials are culturally relevant and that broad interests participate in the evaluation process for adopting instructional materials. The evaluation criteria and review process will continue to assure materials are designed to assist in differentiating for students in designated subgroups such as ELLs, student with disabilities and low-achieving students.

Digital content and instructional materials will continue to be made available for purchase and disseminated through the Northwest Textbook Depository. Reviewed materials will be made available to the public through a viewing site at Western Oregon University and the state video caravan web page will continue to provide access to the vetted instructional materials made available for purchase by school districts. Further, Oregon will seek to review its processes around selection and adoption of materials to ensure the state can benefit from the cost-savings inherent in adopting national standards in a time when digital content and technology are becoming increasingly prevalent.

Alignment with Early Childhood

All Oregon Head Start pre-kindergarten programs are required to use the Head Start Child Development and Learning Framework for children ages three through five and are expected to implement a program that assures progress in the domains outlined in the framework. Domains in the framework include: literacy, language, mathematics, science knowledge and skills, creative arts expression, social studies knowledge and skills, physical development and health, social emotional development and English language development for children that are dual language learners. The Early Learning Council of the OEIB is recommending that Oregon adopt the Head Start Child Development and Early Learning Framework as the early learning guidelines for all early childhood programs in Oregon serving children ages three through five.

In its continuing efforts to promote school readiness, ODE, in cooperation with other state agencies and early learning partners, are exploring how CCSS and the Head Start Child Development and Early Learning Framework can be linked. In addition, an Early Childhood Toolkit has been developed which provides links to existing CCSS resources for the early learning community. Oregon's future plans include consolidation and expansion of early childhood data, integration of early childhood data into the Statewide Longitudinal Data System, and the adoption and implementation of a kindergarten entry assessment to track progress in reaching school readiness goals.

Alignment with Institutions of Higher Education

Oregon is leading post-secondary alignment efforts through participation in the College Readiness Partnership, a collaborative effort between CCSSO, the American Association of State Colleges and Universities, and the State Higher Education Executive Officers. The Partnership promotes broad CCSS implementation with a focus on those issues at the intersection of K-12 and higher education systems, working directly on the following three objectives:

1. Identifying how the CCSS should be implemented in each participating state in order to truly improve college and career readiness for all students including students with challenging learning needs
2. Defining how leaders and faculty across K-12 and higher education will work together to improve teaching and learning in ways essential to achieving the goal of college and

career readiness

3. Delineating the specific steps that higher education and states must take together in order to make effective implementation a reality (e.g., making college and career readiness expectations more transparent, aligning curricula, assessing student performance more effectively, and improving teacher preparation and professional development).

Oregon's Partnership team is pursuing this work through the Placement Proficiency Aligning Standards (PPAS) Project funded through a grant from the Lumina Foundation. This project aims to establish a common benchmark of preparedness for entry-level college coursework by aligning college placement exams with CCSS and forthcoming SBAC assessments. The PPAS work also includes activities designed to deepen and expand current high school and college faculty collaboration to better understand CCSS, its assessments and the direct connection to being college ready. Frequent statewide workshops (in person and online) with higher education faculty in math, reading and writing, teacher education faculty, and secondary school teachers will be a key professional development deliverable.

Specialized workgroups will provide an additional venue for bringing together educators from across the state and across education levels to develop relationships and ensure all stakeholders are a vital part of implementing CCSS. Each workgroup will have a representative with knowledge and understanding of the needs of students with disabilities and students with second language needs. Furthermore, collaboration between postsecondary faculty and K-12 teachers and administrators around the CCSS will provide opportunity for reflection on the necessary and sufficient preparation (both content and pedagogy) teachers need to align their practice with the CCSS.

Increasing the Rigor of Statewide Assessments

To prepare students for the increased rigors of the new CCSS and the Oregon Diploma, the State Board recently completed an evaluation of its academic achievement standards in mathematics, reading, and science. New cut scores for the Oregon Assessment of Knowledge and Skills (OAKS) were established based on: a) an analysis of back-mapped college readiness requirements; b) external benchmarks, including standards established by the National Assessment of Educational Progress (NAEP), the Programme for International Student Assessment (PISA), and assessments in other states; and c) educator and stakeholder standard-setting panel deliberations. In both reading and mathematics, achievement standards were dramatically increased at the elementary level and significantly raised at the middle school level to ensure that students who meet the standards have a higher probability of being successful in later studies. More detail on the cut scores can be found in Section 2.A.i.

Implementation of the more rigorous cut scores began with mathematics in the 2010-11 school year followed by reading and science in 2011-12. The increased expectations will better prepare students for the transition to the achievement standards that will be established by SBAC.

Increasing Access to Accelerated Learning Opportunities

Accelerated learning opportunities include programs such as dual credit, expanded options, advanced placement (AP), international baccalaureate (IB), and locally developed options.

Participation in these programs in Oregon has increased markedly over the past ten years. Within Oregon several efforts are underway to further reduce barriers that limit student participation in these programs.

Dual credit courses are offered in high schools during regular school hours and are taught by approved instructors. 24,564 students participated in this program in 2010-11. Although accelerated college credit programs are implemented and governed by the policies of the local college/university and school districts, in 2009 the state has adopted standards for these programs. The standards ensure that high school students experience the same academic engagement, learning objectives, and content as those enrolled directly in the college.

Efforts at the state level include:

- Joint collaboration between ODE and Department of Community College and Workforce Development (CCWD)
 - Dual Credit Oversight Committee (DCOC), chaired by CCWD, has statewide representation from university, community college and secondary schools
 - DCOC meets three times annually and reviews the dual credit program standards and the dual credit program applications from the local community colleges
- The Expanded Options Program
 - All school districts in Oregon are required to offer access and opportunities for accelerated college credit programs to at risk students at no cost to the student
 - Of the students who participated in this program in 2010-11, 26 percent were low-income, 28 percent were from rural districts, 19 percent were minorities, and 11 percent were talented and gifted (TAG) students
- Senate Bill 254 The Accelerated College Credit Programs Grant Program (2011 Legislation)
 - Authorizes ODE to implement a grant program (\$250,000/biennium) to enhance and expand accelerated college credit programs
 - Requires the implementation of dual credit standards
 - Requires the reporting of dual credit participation and academic performance
- Oregon Career and Technical Education (CTE) Standards (Perkins)
 - CTE program of study within a given career area with specific requirements, including alignment and articulation between secondary and postsecondary partners
 - The results of the CTE program of study work has led to an increase in students pursuing both lower division transfer credit and CTE credit, thus streamlining transitions to post-secondary institutions
- Oregon College Access Network (ORCAN)
 - ORCAN has facilitated a conference in 2011 and has one planned for 2012
 - The 2012 Conference is titled "Uniting Oregon Education: Unifying Systems for Oregon Students' Success"
 - ORCAN is a grassroots effort to increase college access to students within Oregon's public educational system
- Test Fee Program (federal grants 2002-11)
 - Grants pay the AP and IB fees of low income students, which encourages enrollment in these courses, as well as the passing of related examinations for college credit
 - Oregon has seen continued growth in the number of low-income students who participate in the test fee program.

Test Fee Program--Oregon Examination Growth 2002-11

Year	Advanced Placement Examinations		International Baccalaureate Examinations		Total
		Base Year		Base Year	
2002-03	353		72		425
2003-04	729	+106%	141	+96%	870
2004-05	932	+21%	221	+56%	1153
2005-06	1,283	+37%	308	+39%	1,591
2006-07	1,702	+32%	353	+14%	2,055
2007-08	2,177	+27%	556	+57%	2,733
2008-09	2,860	+31%	591	+6%	3,451
2009-10	3,968	+38%	836	+41%	4,804
2010-11	4,664	+17%	965	+15%	5,629

The Oregon State Legislature approved funding to support all Oregon grade 10 students taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). The use of these nationally normed tests allows schools and districts to use the Advanced Placement Potential Program to identify students who show the potential to succeed in rigorous advanced placement courses. Districts use AP Potential, not to screen students out of courses, but to find additional students beyond those who would typically enroll. The use of AP Potential has led to increases in the number of students from underrepresented populations participating in advanced placement courses.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and</p>
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	<p>in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
<p>N/A</p>		

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2. A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Oregon's System of Differentiated Recognition, Accountability and Support

An Emphasis on Outcomes

Oregon's accountability system must begin with a clear understanding of the educational outcomes we seek to produce. Two laws passed in 2011 guide our efforts:

As described in the overview, Senate Bill 253 sets the ambitious 40/40/20 Goal for educational attainment in Oregon. By 2025, every Oregon student should earn a high school diploma or its equivalent. Eighty percent should continue their education beyond high school – with half of those earning associate's degrees or professional or technical certificates, and half achieving a bachelor's degree or beyond.

Senate Bill 909 established the Oregon Education Investment Board (OEIB) and directed it to develop core outcomes to guide the state's efforts across the PK-20 education continuum. These outcomes will form the backbone of the state's system of differentiated accountability for early learning providers, K-12 school districts, Education Service Districts (ESDs), community colleges, and universities. The high-level outcomes the OEIB has established for the entire PK-20 education system are listed here for reference. K-12 school districts will be focused primarily (but not exclusively) on the second, third, and fourth bullets:

- **Ready for school:** From birth through entering kindergarten, Oregon's youngest learners – at home, in childcare, or preschool – should gain the necessary cognitive, social, emotional, and behavioral skills to be ready for school.
- **Ready to apply math and reading skills:** By the end of grade 3, or about age 9, students should develop fluency in reading and understanding, and should have a solid foundation in numeracy.
- **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.
- **Ready for college and career training:** High school students should demonstrate career and college readiness through multiple measures. Beyond academic knowledge gained or number of credits earned, students should be able to demonstrate critical

thinking, communication, collaboration and creativity – all skills that prepare them for postsecondary education or employment.

- **Ready to contribute in career and community:** Graduates of Oregon's post-secondary institutions should be well prepared to be responsible and productive citizens in our communities.

This Elementary and Secondary Education Act (ESEA) Flexibility Request will describe a more detailed set of outcomes that we propose to measure at the elementary, middle, and high school level, including measures of student growth and additional information about subgroup performance. But these outcomes and their associated measures will be the basis for understanding the high-level outcomes and direction established by Senate Bill 253, Senate Bill 909, and the OEIB.

A Comprehensive Approach Grounded in Clear Principles

To raise student achievement to the level necessary to reach these outcome goals, the next generation of accountability for Oregon must be guided by the following principles:

- 1) Individual student growth: every child, every year moving to and beyond standard
- 2) Multiple measures of college and career readiness – Common Core State Standards plus focus on cognitive skills, academic behaviors, and transition skills
- 3) Continuous improvement through ambitious but achievable differentiated targets
- 4) Achievement Compacts, established between the state and each of its 197 school districts, that express the connection between funding and student outcomes
- 5) Clear, understandable, public information about school performance.

The major components of Oregon's differentiated recognition, accountability, and support system are described throughout the remainder of Section 2 of this flexibility request. These components include:

- The Oregon Report Card, an annual rating and report for all schools (the remainder of Section 2.A). This application seeks to raise graduation rate target in the current Oregon Report Card to replace Adequate Yearly Progress (AYP) in the 2011-12 school year, and then describes a process of developing a new Oregon Report Card for 2012-13, one that incorporates a robust model of growth to standard and provides more valuable information on college and career readiness.
- Achievement Compacts, annual partnership agreements between the state and each of the 197 school districts (Section 2.B). Pending legislation, Oregon seeks to require these agreements as Oregon's method of setting ambitious but achievable annual measurable objectives through a process aimed at focusing the state, districts and community on key outcomes.
- Identifying model (reward), priority, and focus schools (Sections 2.C, 2.D, and 2.E). This application describes a methodology for identifying what appear to be the highest and lowest performing schools that uses a growth model based on Colorado's model, but with more emphasis on graduation and subgroup graduation to ensure Oregon's 40/40/20 Goal can be met.
- Supports and interventions for priority and focus schools (Sections 2.D and 2.E). This application describes a process of deeper diagnosis by an external review team, followed by a process for developing and implementing a Comprehensive Achievement Plan.

- A cycle of continuous improvement for all schools (Sections 2.F and 2.G). This application describes Oregon's commitment to a Continuous Improvement Network, linking higher and lower performing schools and districts in a model that allows peer-to-peer support, as well as the sweeping infrastructure changes that the Governor is undertaking to support and build capacity for improvement across the PK-20 continuum.

The Current Oregon Report Card

Since 2000, Oregon has issued school and district performance reports known as the Oregon Report Card to differentiate and report on the performance of individual schools. Codified in Oregon Revised Statute (ORS) 329.105, the Oregon Report Card has become an integral part of the state's accountability system.

In 2012, the existing Oregon Report Card, with only the modest adjustments described below, will continue to provide differentiated recognition and accountability for all public schools in the state. The Oregon Report Card, a sample of which is included as Attachment 13a, is an annual snapshot of school quality. ODE requires that all statistics used in the report card be reliable and consistently reported across the state, and thus only uses data that are comparable from school to school.

An important element of the report cards is the Oregon school rating system. Oregon law requires ODE to assign a rating that identifies schools as Outstanding, Satisfactory, or In Need of Improvement. The rating must take into account: a) student performance in reading and math, as measured by the Oregon Assessment of Knowledge and Skills (OAKS), a statewide assessment administered in grades 3-8 and 11; b) improvement in student performance; c) participation rates on statewide assessments; and d) student attendance or graduation rates. The current rating formula has the following features:

- Schools receive a report card overall rating of Outstanding, Satisfactory, or In Need of Improvement
- An achievement index rewards schools for students who meet or exceed cut scores, or meet individual growth targets
- Improvement in student performance for elementary and middle school students is measured by the Student Centered Growth Model, evaluating individual student performance from year to year
- Improvement in student performance for high schools is based on year-to-year improvement in the performance of the school as a whole
- A school's rating may be lowered if it does not meet minimum targets for attendance, graduation, or participation.

Under the current report card, overall ratings are based on a number of data elements:

- Academic Achievement (for elementary and middle schools): The rating will be based on the average of the achievement index on the 2010-11 and 2011-12 statewide knowledge and skills assessments in reading and math
- Academic Achievement (for high schools): The rating will be based on the average of the achievement index on the 2010-11 and 2011-12 statewide knowledge and skills assessments in reading and math that may be affected by improvement (see below)
- Improvement (for high schools): The rating is based on the increase in the school's Performance Index from 2010-11 to 2011-12; schools that receive an Improved rating

and whose academic achievement rating would otherwise have been In Need of Improvement or Satisfactory will have their academic achievement rating increased by one category

- Attendance (for elementary and middle schools, and small or new high schools): The rating is based on the average of the student attendance rates in the 2010-11 and 2011-12 school years for grades 1-12
- Graduation (for high schools with sufficient graduation data): The rating is based on the average of the school four-year cohort graduation rates in 2009-10 and 2010-11, and on the average of the school five-year cohort graduation rates in 2009-10 and 2010-11
- Participation: The rating is based on the participation rate in reading, mathematics, writing, and science. The participation rate is defined as the number of participating tests in the four subjects among students enrolled on the first school day in May divided by the number of expected tests in the four subjects from students enrolled on the first school day in May.

The overall rating for a school is based on the ratings for each of the components. These ratings are based on the cut scores listed in the table below.

Category		In Need of Improvement*	Satisfactory*	Outstanding*
Academic Achievement	Elementary and Middle Schools	Less than 60.0	60.0 to 89.9	90.0 or greater
	High Schools**	Less than 55.0	55.0 to 84.9	85.0 or greater
Attendance		Less than 89.0	89.0 to 91.9	92.0 or greater
Graduation		Average 4-year rate of less than 67.0 or average 5-year rate of less than 72.0	Average 4-year rate of 67.0 <u>or</u> average 5-year rate of 72.0	Average 4-year rate of 72.0 <u>or</u> a five-year rate of 77.0
Participation		Less than 94.5		94.5 or greater
		Not Improved	Improved	
Improvement		Less than 7.0	7.0 or greater	

* These values are under review for 2011-12, due to changes in math cut scores, reading cut scores, and the year of high school accountability.

** High schools with an improvement rating of Improved will have their academic achievement rating increased by one rating category.

The overall rating for a school is generally equal to its achievement rating. However, if the attendance/graduation or participation rating is lower than the achievement rating, the overall school rating is the lower of the attendance/graduation and participation rating.

The Oregon Report Card issued by ODE in the fall of 2012 (for 2011-12) will be different in four respects from the report card issued in fall of 2011 (for 2010-11):

1. Pending the approval of this waiver request, the Report Card will not contain information on AYP
2. High school ratings will be calculated based on an annual measurable objective (AMO) for graduation rate that is two percent higher than 2011-12, as approved in Oregon's accountability workbook
3. Pending the approval of this waiver request, the Report Card will state whether the school has been designated as a priority, focus, or model school as described below
4. The achievement index will award the same number of points regardless of whether a student Met or Exceeded on OAKS testing, for reasons set forth below.

The OAKS is a leading web-based, adaptive summative test which provides valid and reliable data for purposes of accountability. For several years, Oregon districts have been allowed to offer this test to students up to three times within several long testing windows (from October through May) to allow for maximum flexibility in scheduling and test administration. ODE has used the highest score attained by each student for accountability calculations. Allowing districts to use the highest score of multiple attempts, coupled with an achievement index that awarded more points for students who Exceeded rather than Met, has resulted in a rapid increase in the number of districts who routinely test each student two to three times each year whether the student has met or exceeded benchmark.

In 2011, in response to concerns from teachers and parents about the amount of time dedicated to standardized testing in grades 3-8, the Oregon Legislature passed Senate Bill 801, which regulates district efforts to retest students who have met or exceeded an OAKS test by requiring parent permission to do so. To implement Senate Bill 801, ODE has issued guidance to the field describing the limited uses of summative OAKS tests and attempting to educate districts about formative and interim assessment tools that more effectively and appropriately should be used to guide classroom instruction. ODE will also revise the 2011-12 report card to award the same number of points for a student who Meets and one who Exceeds and will ensure the process for adopting a new Oregon Report Card includes consideration of appropriate use and amount of time dedicated to standardized summative testing.

Next Generation of Accountability – the New Oregon Report Card

Beginning in 2012-13, following a period of further study, engagement, and piloting, Oregon will significantly improve the Oregon Report Card. The new report card will serve several important purposes: a) aligning with the Achievement Compact, the accountability tool being developed by the Governor and the OEIB (described more fully in Section 2.B); b) more accurately reflecting growth to (and beyond) standard as an important and sought after outcome for Oregon's students, consistent with our proposal for selecting model (reward), priority, and focus schools; and c) incorporating important measures of college and career readiness necessary to move the state toward its ultimate 40/40/20 Goal.

Successfully redesigning Oregon's Report Card will not be possible without including a wide range of stakeholders in the process. The recommendations contained here reflect input from the ESEA Flexibility Workgroups, the Governor's Office, ODE and others. As this project moves forward, it will be critical to engage more educators, parents, legislators, and the public. In particular, ODE will need to be advised by the Task Force on Accountable Schools established by House Bill 2289 (2011), which is charged with considering changes to Oregon's report card but has not yet published a report or proposed legislation.

1. Process for Developing the New Oregon Report Card

Activity	Timeline	Responsible Party	Resources	Significant Obstacles
Develop recommendations and draft Report Card	By March 2012	ODE / Governor's Staff / Workgroups	Staff time; reimbursement for workgroups	None
Further outreach to field on proposal	By June 2012	ODE / Governor's Staff	Staff time; travel costs	None
Collect and validate additional data	2011-12	ODE	Staff time; district time	3 rd parties, vendors, out-of-state institutions
Data pilot and report card mock-up	2011-12	ODE	Staff time; consultant design costs	Validating data
Revise Report Card based on outreach and data runs	Summer 2012	ODE	Staff time	None
Present to OEIB	Summer 2012	Governor's Staff	Staff time	None
Adoption by State Board	Summer 2012	ODE / State Board	Staff time; reimbursement for board	None
Technical implementation	Summer 2012-Spring 2013	ODE	Staff time	Potential cost of implementing new user interface
PD, training and outreach	2012-13	ODE	Staff time; training costs	Cost of ensuring relevant and broad PD
Release of New Oregon Report Card	Fall 2013	ODE	Staff time; cost of PR and other materials	None

2. Revised Report Card Categories and Measures

The Governor, OEIB, ODE, and the ESEA Flexibility Workgroups have all recommended that Oregon quickly move toward a system that provides a more robust understanding of students' progress toward college and career readiness. Oregon is committed to adopting and further developing: a) measures to reflect the state's progress toward a more learner-centered, self-paced system; b) measures to assess the thinking and behavior skills, along with more rigorous content knowledge, necessary to succeed in college and career; c) measures to incent schools & districts in supporting students to graduation and beyond; and d) measures aimed at ensuring alignment across the continuum. The ESEA Flexibility Workgroup proposed the following sample set of measures. Those marked with an asterisk (*) represent measures that require

further consideration and/or are likely to be included in the statewide accountability system in 2013-14 or later.

2012-13 and beyond

Rating Area	ELEMENTARY: Ready to Apply Math and Reading Skills	MIDDLE: Ready to Think Strategically	HIGH: Ready for College and Career Training
Proficiency	OAKS reading and math at 3, 4, 5 (2014-SMARTER Balanced) *Classroom-based, state-normed measures of proficiency (2014)	OAKS reading and math at 6, 7, 8 (2014-SMARTER Balanced) *OAKS writing **Classroom-based, state-normed measures of proficiency (2014)	OAKS reading and math at 11 (2014-SMARTER Balanced) *OAKS writing *Demonstration of Proficiency in Reading, Writing and Math (State Board approved methods 2013)
Growth (Gain)	OAKS reading and math 3 to 4, 4 to 5 (2014-SMARTER Balanced) *Colorado-based growth model	OAKS reading & math 5 to 6, 6 to 7, 7 to 8 (2014-SMARTER Balanced) *Colorado-based growth model	*OAKS 8 -11 (2014-SMARTER Balanced) *PLAN to ACT or other test series (2013) *Gains based on evidence of achievement of proficiencies (2014?)
Subgroup Focus	Subgroup growth based on historically underachieving subgroups *Add catch-up subgroup	Subgroup growth based on historically underachieving subgroups *Add catch-up subgroup	Subgroup 4 and 5-year grad rate *Subgroup growth based on historically underachieving subgroups (considering adding catch-up subgroup)
College and Career Ready Indicators	*Evidence-based assessment of key academic behaviors (2014); survey of middle school teacher on incoming student readiness for middle school	*EXPLORE, Readistep or other; high school credits earned; student survey re: future aspirations; survey of high school teachers on incoming student readiness for high school	*PSAT/NMSQT or Plan; students receiving college credit (AP/ IB tests, dual enrollment or college attendance); College-readiness Performance Assessment System (C-PAS) (college and career ready profile in 2014)
Graduation and Beyond	None	None	4-year and 5-year grad rate; 4-year and 5-year subgroup grad rate *Graduation rate for at-risk students (based on

			scores and chronic absenteeism); 9 th grade on track (by credits or gateway course completion); post-secondary and military enrollment rates (within one year); college remediation rates; survey of employers and post-secondary on readiness
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Next Generation Accountability – Other Recommendations

Earlier Assessment of Foundational Reading

Oregon's newly appointed Early Learning Council (ELC), which reports to the OEIB, is currently working to select and pilot an assessment of kindergarten readiness in 2012-13 school year. This important assessment will be launched statewide in 2013-14. While Oregon does not propose to use the kindergarten readiness assessment for accountability at the K-12 level, the assessment will provide valuable information for teachers and incent collaboration and shared responsibility between early learning and K-12 providers. Oregon will continue to examine the feasibility of incorporating an appropriate classroom-based measure of grade 1 literacy to provide a baseline for measuring growth earlier than grade 4.

Valuing Student Growth

A significant focus of the continuing conversations around Next Generation Accountability in Oregon will be selecting a growth model that serves the purpose of informing students, parents and educators of progress and informing the state with respect to which schools and districts are growing students to and beyond proficiency. There is considerable support for using something similar to the Colorado growth model. For that reason, as described below, a modified version of Colorado's model is proposed for selecting priority, focus, and model schools.

The ESEA Flexibility Workgroups found the Colorado model's emphasis on median student growth, as balanced by the median required growth, served the purpose of identifying, recognizing and learning from those elementary and middle schools that are making, on average, better gains than other schools with students who are similarly situated academically. Prior to adopting a final growth model for the state, ODE will further evaluate the accuracy and predictive nature of using median student growth and adequate growth rather than mean for school-level determinations. Also, more consideration must be given to the long-term value of the growth model as applied to high schools, where testing currently is done only once in four years (grade 11). In addition, the growth model used by Oregon must align with the Achievement Compacts and ensure that Oregon will reach its ambitious 40/40/20 Goal.

College and Career Ready Assessments Supporting a Student-Centered Model

The thinking of educators in Oregon has begun to coalesce around a set of evidence-based, learner-centered practices and principles known by many terms (e.g., proficiency-based learning, competency-based learning, student-centered teaching and learning). These practices are marked by a commitment to allowing students to learn at their own best pace and to advance following the demonstration of mastery of standards rather than the passage of a certain amount of time. Essential to the success of a student-centered approach is allowing educators the necessary time and opportunity for continuous collaboration to broaden and deepen their understanding of instruction and assessment and to meet the learning needs of each student. Also essential to successful student-centered learning is the continual use of formative and interim classroom-based assessments to guide teaching.

In moving forward with student-centered teaching and learning, Oregon will evaluate and expand upon the work of several consortia of districts that are developing teaching rubrics, assessment models, and processes for calibrating those assessments to create a valid and reliable, evidence-based process for assessing proficiency (very similar to the process for assessment used by the International Baccalaureate program). These locally-developed but state-normed assessments will allow Oregon to greatly improve teaching and learning, and will complement standardized summative assessments to give much richer and more accurate pictures of student achievement.

As noted in our response to Section 1.A, the Oregon State Board of Education has adopted the New Oregon Diploma, which will require students to demonstrate the essential skills of reading, language arts, writing, speaking, thinking critically & analytically, and demonstrating collaboration and teamwork. The State Board will continue the work of approving different modes of demonstrating these proficiencies that are valid, reliable, and rigorous. Oregon is also committed to working with the Educational Policy Improvement Center (EPIC), the University of Oregon-based leader in college and career readiness research, to implement instruments such as the College-readiness Performance Assessment System (C-PAS) and to develop tools for assessing early college and career readiness skills in elementary and middle school.

Focus on Subgroups

The need to markedly improve instructional programs impacting achievement of Oregon's students in identified subgroups is clear. Our communities of color are the fastest growing in the state and those that have the greatest disparities in educational outcomes. Oregon's youngest children, the next generation entering our public schools, face greater challenges to their learning than in the past:

- Almost one in four (23 percent) of Oregonians under six years old live in poverty; among black/African American children, 46 percent live in poverty
- More than one in four (29 percent) live in households where no English is spoken.
- More than one in three of our youngest Oregonians (37 percent) are students of color.

Oregon has a four-year cohort graduation rate among Hispanics of only 55 percent. For black/African American students and English language learners (ELLs) the rate is approximately 50 percent. For students with disabilities, the four-year cohort graduation rate is only about 42 percent. To reach the 40/40/20 Goal in a way that is equitable and represents the citizenry of our state, which Oregon is committed to doing, we must make improving subgroup performance the state's top priority. Governor Kitzhaber and Superintendent Castillo are united in their strong commitment to investing in and improving achievement for historically underserved subgroups.

Oregon is committed to reporting on the performance of all previously reported subgroups, as well as to reporting the performance of mobile and migrant students, and comparisons by gender and economically disadvantaged status. While the model for incorporating subgroup performance into our overall accountability system is still to be discussed, the Colorado model for including subgroup growth as a significant measure is promising and is reflected in our proposal for designating model (reward), priority, and focus schools. Such a model would not only allow Oregon to include a larger number of students in the subgroup accountability calculation, but would also shine a spotlight on schools that are well-serving these populations. To strengthen that even further, Oregon's accountability system (through both the report card and Achievement Compacts) will put significant focus on the 4 and 5-year graduation rates for historically underserved subgroups.

To address the disparity in results and ensure services are being provided to ELL students, the ESEA/Next Generation Workgroup recommended further examination of the following:

- The renewal and extension from one year to two of the exemption allowed for ELL students on OAKS English/language arts, and the expansion of that exemption to other subjects (math, writing, and science)
- Implementing a growth model for ELL students that is based on alternate measures, such as the English Language Proficiency Assessment (ELPA)
- Potential expansion of subgroup accountability and reporting to those students who have been exited from ELL services.

This differentiated accountability system, designed to reward growth and identify areas of deficiency in instructional program planning and implementation, will work to illuminate the areas needing priority attention to better serve ELLs.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A

- The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

Option B

- If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:

- a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
- b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools

	accountable for ensuring all students achieve college- and career-ready standards.
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N/A

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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To ensure rapid movement toward Oregon's statutory 40/40/20 Goal, we are committed to developing our own system of determining Annual Measurable Objectives (AMOs) (Option C).

Achievement Compacts – District and Statewide AMOs

While the Oregon Report Card will provide comprehensive data on all schools, AMOs for key outcomes will be set through Achievement Compacts with each district. An achievement compact will be a partnership agreement between the state and the district, through which the state commits to the funding and support it will invest, and the district commits to the outcomes it will achieve (see Attachment 14).

The Oregon Education Investment Board (OEIB) has proposed legislation for passage in the short February 2012 legislative session that would require achievement compacts. Under the proposed legislation, beginning with the 2012-13 school year, all 197 Oregon school districts, 19 Education Service Districts (ESDs), 17 community colleges, and the Oregon University System will enter into Achievement Compacts with the OEIB, based on then current state appropriations.

Through achievement compacts, districts will report on the prior year's performance and set goals for the upcoming year, in the areas of:

1. proficiency and growth at key points (e.g., grades 3 and 7) in reading and math for all students and subgroups
2. on track for graduation at beginning of grade 10 for all students and subgroups
3. graduation rates for all students and subgroups.

Each district shall identify a target number and percentage of students for the fiscal year for achievement of the outcomes, measures of progress and goals listed in the achievement compact. Districts and states will also be able to agree to additional, district-specific goals, aligned specifically to ensuring equity and college readiness in the context of the 40/40/20 Goal. Such goals could include number of students enrolling in college immediately after high school, number of college credits earned while in high school, or goals for specific subgroups, such as improving graduation rates for English language learners (ELLs) or students with disabilities.

The district and state will establish the terms of the achievement compact, with the district's role being to engage its community in determining appropriate goals and the state's role being to examine data, performance history, comparable district data, and the trajectory to 40/40/20 Goal in order to ensure the goals are sufficiently ambitious and likely achievable. The state will look specifically at whether those districts who are farthest behind, either in all student performance or in the performance of any subgroup, have goals that will ensure they are making the greatest rates of improvement.

The proposed legislation also provides that the district must engage in a process of communication and collaboration with parents, students, teachers, faculty, employees and their exclusive bargaining representatives, and community representatives through which data is analyzed and the achievement compact goals and objectives are explained and discussed.

Oregon believes that the achievement compact process will:

- Engage districts and their communities in a process aimed at developing shared goals for the educational outcomes to be achieved
- Ensure that each district in the state is committed to achieving the levels of performance necessary to reach the 40/40/20 Goal by 2025
- Foster communication, intentionality and two-way accountability between the state and its educational institutions in setting, and achieving, ambitious educational goals
- Establish a mechanism aimed at furthering intentionality in budgeting at the local level, giving local boards clear outcome goals and incentives to truly connect budget with outcomes
- Provide a basis for comparisons of outcomes and progress within districts and between districts with comparable student populations
- Provide return on investment information that will allow the state to focus its existing investments, and ultimately increase investment, in public education.

With compacts in place next year, the 2012-13 school year will establish a baseline in which goals are set, data are collected, and results are compared to investments. Comparisons will be made both within districts and between districts with similar student populations, with particular attention to achievement gaps for racial/ethnic, ELLs, students with disabilities, and economically-disadvantaged subgroups. School districts that demonstrate success may be rewarded with increased flexibility in the form of freedom from state mandates and reporting requirements. But, for districts that fail to meet reasonable expectations of improvement and success, the tiered systems of diagnosis, interventions and supports described herein will be in place.

Oregon Report Card – School Level AMOs

Oregon's system of accountability will be focused primarily at the district level. Oregon has a long history of local control and, within this context, has learned time and again that the most effective and sustained change can only happen from the ground up. For that reason, Oregon will not attempt to set AMOs for all schools through the achievement compact. Rather, a district will set goals through the process described above, and then be held accountable for ensuring its schools are equitably contributing to the district's overall goals.

As noted in Section 2.D.iii, Oregon's 40/40/20 Goal requires a strong system of continuous improvement for all schools, not just underperforming schools. Focusing accountability and assistance at the district level is not only consistent with Oregon's system of local control and "tight loose" strategy, but also ensures that district capacity to support and guide improvement in all schools.

However, the state does not intend to ignore its obligation to ensure district accountability does flow down to the building level, and to ensure the lowest performing schools and subgroups get the support they need. For that reason, Oregon will use the Oregon Report Card system for differentiating the performance of all schools and will apply the system of interventions and supports described in Section 2.D.iii.

At the school level for 2011-12, the current Oregon Report Card will be calculated based on whether students meet rigorous cut scores on the Oregon Assessment of Knowledge and

Skills (OAKS), and for high schools will establish an AMO for graduation (four-year cohort or, alternately, higher five-year cohort rate) that is two percent higher than 2010-11. In the process for developing the new Oregon Report Card, a system with rigorous cut points, adequate attention to moving graduation rates to 100 percent by 2025 (the 40/40/20 Goal), and a strong focus on subgroups will be selected. Oregon will very likely select a modified version of Colorado's model, which uses adequate growth percentiles to ensure students are growing to standard. This type of model, coupled with Oregon's process of ensuring cut points, is rigorous and aligned with college and career ready standards and will result in ambitious but achievable objectives for all schools.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Reaching Oregon's 40/40/20 Goal will require substantially improving student success rates and performance at all levels. Achieving these high levels of improvement will require 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 Oregon's highest-performing schools and districts, as well as those that have demonstrated significant gains and progress for historically underachieving populations, is essential to Oregon's philosophy of a system of accountability that supports and motivates all participants.

To better describe the role that Oregon's reward schools will play in supporting continuous improvement (described below and in Section 2.G), we will designate our highest-performing and high-progress schools "model" schools. That terminology is used throughout this application.

Oregon has chosen to identify focus, priority, and model schools through the use of a single, integrated school rating system. This rating is based on:

- Student achievement in reading and mathematics
- Individual student growth in reading and mathematics
- Subgroup growth in reading and mathematics
- Graduation rates (for high schools)
- Subgroup graduation rates (for high schools)
- Participation rates in reading and mathematics statewide assessments.

Student achievement is based on the percent of students meeting or exceeding on the statewide assessments. The 2010-11 statewide assessment results are provided in Section 2.D.

Oregon's cut scores (the scores required to meet or exceed) in mathematics were raised in

2010-11 for grades 3 to 8. The reading cut scores were raised in grades 3 to 8 starting in 2011-12. These new cut scores show improved articulation from grade to grade, were designed to better indicate whether students were progressing toward college and career readiness and were set based on national and international benchmarks. For more information see: <http://www.ode.state.or.us/search/results/?id=223>.

Student growth means following individual students from year to year to evaluate their progress on the statewide assessments. We evaluate student growth using the Colorado Growth model, a model that evaluates the growth of all students, including students that are at or above standard. An individual student's progress in a subject is reported as a percentile. This percentile indicates how this student's growth compares to that of other students. For instance, a growth percentile of 65 would indicate the student showed at least as much or more progress than 65 percent of students at the same grade and with a similar test score history. For a more detailed description see Section 2.D. The model also determines the growth required in order for a student to be at standard within four years, expressed as an adequate growth percentile. Students whose actual growth percentile exceeded his or her adequate growth percentile would have shown growth that, if sustained, would mean the student would be at or above standard within four years.

It is important to note that the growth model evaluates student growth in a particular school year as compared to the growth of other students in that school year. This allows valid determinations of growth percentiles even when cut scores are changed. Subgroup growth is calculated in a similar way to student growth, and is described in detail in Section 2.D. below.

Graduation rates are based on four- and five-year cohort graduation rates. These rates are based on cohorts of first-time 9th graders in each high school and districts. We follow students in each cohort for four or five years and determine the percent of these students that earn a regular high school diploma. A cohort of students at a school is continually adjusted: students are added to cohorts as they transfer into a school and are removed from a cohort when they transfer out of a school. For example, in 2010-11 ODE reported the four-year graduation rate of students who entered 9th grade in the 2006-07 school year. These students formed the expected graduating class of 2010. The four-year cohort graduation rate is the percent of students earning a regular high school diploma in this expected grading class, adjusted for transfers into and out of the school or district. The most recently available cohort graduation rates are supplied in Section 2.D.

Subgroup graduation rate is also included in the model school calculation, with the specific description of methodology set out in Section 2.D.

Participation is based on the percent of students in tested grades who take a valid statewide assessment in reading or mathematics. Oregon assesses students in grades 3 to 8, and 11.

Each of these data elements is always based on at least two years of data from each school, subject to minimum group sizes, as outlined in Section 2.D. Schools that do not meet minimum group sizes shall be rated based on up to four years of data, where available. New schools are not rated until they have been in operation for two years.

The ESEA/Next Generation Workgroup addressing identification of priority, focus and model schools recommended an identification that looks separately at schools by grade band: elementary, middle and high school. The purpose of viewing performance by grade band was

to ensure equitable distribution of support across the continuum. They also recommended that we ensure that both regular and alternative high schools were represented among the focus and priority schools.

Schools will receive ratings in the categories listed in the table below. The ratings in each category are: exceeds, meets, nearly meets, and does not meet. The ratings are weighted and combined into an overall rating for each school according to the weights listed in the table below. Because Oregon will develop an official rating system within the process of refining a new Oregon School Report Card, only model, focus and priority schools will actually be given a rating through this process. However, because the model is based on five levels of performance, we will describe the two intermediate levels, for illustrative purposes only, as Satisfactory A and Satisfactory B.

School Ratings System Weights

Category	Weights for the Overall Rating		
	Elementary	Middle	High
Achievement	25%	25%	20%
Growth	50%	50%	20%
Subgroup Growth	25%	25%	10%
Graduation			35%
Subgroup Graduation			15%
Participation	Missing participation targets will reduce the school rating by one level		

The methodology for this rating system is described in detail in Section 2.D below. The identification of model elementary and middle schools differs slightly, and thus is described separately, from the identification of model high schools.

Identifying Model Elementary and Middle Schools

Model schools are those schools whose overall rating was Model, as described in Section 2.D. Oregon will compute the final list of model schools during the summer of 2012, and will base the final determinations on data that includes 2011-12 assessment data. The data listed here and in the following sections is based on preliminary designations that use assessment data from 2010-11 and earlier. Based on this data, 52 Title I elementary (ten percent) and five Title I middle schools (14 percent) were identified as model schools in Oregon's preliminary model school list.

For the purposes of the identification of model elementary and middle schools the state defines High Performance and High Progress as follows.

- Highest Performing:** schools that received an Exceeds on their achievement rating. Schools must also not demonstrate significant learning gaps, so these schools must also have strong growth, as indicated by a Meets or better on its growth and subgroup growth ratings. Ninety-one elementary and middle schools (10 percent) met this

definition. Twenty-one of these schools were Title I schools in 2010-11.

- **High Progress:** schools that received an Exceeds on their growth ratings. These schools must also be showing strong performance, as indicated by a Meets or better on achievement or Meets or better on subgroup growth. One hundred fifty-eight elementary and middle schools (17 percent) met this definition. Seventy-nine of these schools were Title I schools.

Together these two classifications would identify 202 elementary and middle schools (21 percent), 90 of which would be Title I schools, which represents 16 percent of all Title I elementary and middle schools. The state set a goal of identifying 10 percent of title one schools elementary and 10 percent of Title I middle schools as model schools each year. The integrated rating system described in Section 2.D combines growth and achievement into a single rating. We used this rating to determine which of the Highest Performing and High Progress schools would be rated as model schools. By doing so we are ensuring that only the most exceptional schools earn the model school rating. By using the overall rating system Oregon identified 144 elementary and middle schools as model schools, including 57 Title I schools, representing 10 percent of all Title I elementary and middle schools.

All of the Title I elementary and middle schools chosen for model status satisfy the definition of high performance or high progress. The distribution is shown in the table below. For the purposes of the table below, the high progress counts do not include schools that are also identified as high performance.

Title I Elementary and Middle Model Schools

School Type	Highest Performing	High Progress*	Total
Elementary	12	40	52
Middle	1	4	5

*Does not include schools also qualifying as highest performing

Identifying Model High Schools

As indicated above model schools are those schools whose overall rating is model. Four Title I high schools are classified as model schools in Oregon's preliminary list. For the purposes of the identification of model high schools the state defines High Performance and High Progress as follows. Note that overall and subgroup graduation rates play a strong role in the definitions of highest performing school.

- **Highest Performing:** schools that received an Exceeds on their graduation rating or an Exceeds on their achievement rating. Schools must also not demonstrate significant graduation or achievement gaps, so these schools must also have a Meets or better on subgroup graduation. Schools may also qualify as highest performing if they received an Exceeds on achievement as well as a Meets or better on student growth and subgroup growth. Fifty-six high schools (17 percent) met this definition. Ten of these schools were Title I schools in 2010-11, representing 20 percent of Title I high schools.

- **High Progress:** schools that received an Exceeds on their growth ratings. These schools must also be showing strong performance, as indicated by a "Meets" or better on achievement or "Meets" or better on subgroup growth. Twenty-one high schools (six percent) met this definition. One of these was a Title I schools, representing two percent of Title I high schools.

Together these two classifications would identify 68 high schools (22 percent), 10 of which would be Title I schools, which represents 22 percent of all Title IA high schools. The state set a goal of identifying 10 percent of Title IA high schools as model schools each year. The integrated rating system described in Section 2.D combines graduation, growth and achievement into a single rating. We used this rating to determine which of the Highest Performing and High Progress schools would be rated as model schools. By doing so we are ensuring that only the most exceptional schools earn the model school rating. By using the overall rating system Oregon identified 49 high schools as model schools, including four Title IA schools, representing 9 percent of all Title IA high schools.

All of the Title IA high schools chosen for model status were classified as high performing, as shown in the table below.

Model High Schools

School Type	High Performing	High Progress	Total
Title I	4	0	4

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

One of the primary distinctions for model schools will be their qualifications to serve as mentors within the focus areas in which they have demonstrated exemplary practices. Where possible, model schools will be matched with priority and focus schools within their region for efficiency sake. In many parts of Oregon, districts and schools are separated geographically by many miles, making it impossible to have a totally regionalized support system. These model schools will be offered the opportunity to serve as state-approved resources for priority and focus schools, thus benefiting from increased revenue that can, in turn, be used for continued professional development and other investments in excellence at these model schools. The results will be not only increased recognition for the model schools, but also the opportunity to examine their own best practices, build upon them, and expand the culture of professional learning for all educators and staff in those buildings.

In addition to calling upon model schools to contribute to the educators serving as peer mentors across the state, Oregon Department of Education (ODE) will call upon the leaders and educators at model schools as experts and presenters for professional development opportunities across the state. The state will also reach out to model schools for input on policy decisions. Local school boards will be encouraged to invite these model school leaders and educators to present best practices for district-wide improvements at board meetings and district professional development events. As the Oregon Education Investment Board (OEIB)

and legislature adopt strategic and innovative grant initiatives to disseminate and spread best practices in Oregon, districts with one or more model schools will be considered candidates.

The Governor's Office will offer special recognition to model schools in the potential forms of a recognition event, a press release, and/or a letter of acknowledgement and award. In addition, model schools will be candidates for the superintendent's closing the achievement gap awards. These awards have been given since 2005 to recognize and reward high poverty and high diversity schools that are showing strong progress in closing achievement gaps. Recipients of the award are chosen by an outside panel, which chooses one or more winners from each of six geographic regions in the state. In 2010-11, each award winner received a \$3,000 grant (privately funded), a trophy, and recognition in the *Oregonian* newspaper (the paper often writes pieces highlighting individual winners).

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

The state has developed an integrated system that will simultaneously identify priority, focus and model schools. This system will rank schools according to the criteria described below and will create five levels of performance. Schools in the lowest level will be designated priority schools, schools at the second lowest level will be designated focus schools, and schools at the highest level will be designated model schools (as described in Section 2.C). These ratings will apply to all of Oregon's schools regardless of their Title I status.

Assessment and Graduation Data Overview

Oregon annually assesses student in grade 3 to 8 and 11 in both reading and mathematics. Student achievement is based on the percent of students meeting or exceeding achievement standards on these assessments. The scores required to meet standard or to exceed standard are known as "cut scores." Oregon periodically reviews and revises its cut scores. Cut scores in mathematics were raised in 2010-11 for grades 3 to 8. Reading cut scores were raised in grades 3 to 8 starting with the 2011-12 school year. These new cut scores are based on national and international standard and better reflect student progress toward being college and career readiness. For more information see: <http://www.ode.state.or.us/search/results/?id=223>.

The 2010-11 statewide assessment results in reading and mathematics are included in the table below. Attachment 8 includes percent met by grade.

2010-11 Statewide Assessment Results

Subgroup	Reading	Mathematics
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	Students	Met	Students	Met
All Students	294,697	80.0%	294,161	62.5%
Economically Disadvantaged	152,552	71.4%	152,297	50.5%
Limited English Proficient	27,853	45.1%	27,868	30.8%
Students with Disabilities	45,025	43.2%	44,846	28.0%
American Indian/Alaskan native	5,519	70.5%	5,498	47.0%
Asian	11,226	85.7%	11,234	79.6%
Pacific Islander	1,795	70.3%	1,791	49.7%
Black/African American	7,503	64.3%	7,479	40.0%
Hispanic	59,919	66.3%	59,843	46.9%
White	195,483	84.6%	195,081	67.4%
Multi-Racial/Multi-Ethnic	13,252	83.1%	13,235	65.5%

Note that the 2010-11 data in mathematics is based on the revised cut scores. The 2011-12 reading assessment data will be based on the revised reading cut scores as well.

While student achievement is an important factor in determining the success of schools, it is also important to gauge the rate of student learning, which we call student growth. Growth is measured through year-to-year progress of individual students on the reading and math assessments. We evaluate student growth by using the Colorado Growth model, a model that evaluates the growth of all students, including students who are meeting or exceeding achievement standards. An individual student's progress in a subject is reported as a percentile. This percentile indicates how this student's growth compares to that of other students. For instance, a growth percentile of 35 would indicate the student showed at least as much or more progress than 35 percent of students at the same grade and with a similar test score history. Such a student could be considered to be showing below average growth. The model also determines the growth required in order for a student to be at standard within four years, expressed as an adequate growth percentile. Students whose actual growth percentile exceeded his or her adequate growth percentile would have shown growth that, if sustained, would mean the student would be at or above standard within four years. These growth percentiles, when aggregated to the school level, can provide a gauge of school effectiveness and hence Oregon includes student growth in its evaluation of schools.

Oregon also places a high value on using graduation rates to help determine the degree to which high schools are moving students toward college and career readiness. Graduation rates are based on four- and five-year cohort graduation rates. These rates are based on cohorts of first-time 9th graders in each high school and district. We follow students in each cohort for four or five years and determine the percent of these students that earn a regular high school diploma. A cohort of students at a school is continually adjusted: students are added to cohorts as they transfer into a school and are removed from a cohort when they transfer out of a school. For example, in 2010-11 ODE reported the four-year graduation rate of students who entered 9th grade in the 2006-07 school year. These students formed the expected graduating class of 2010. The four-year cohort graduation rate is the percent of students earning a regular high school diploma in this expected grading class, adjusted for transfers into and out of the school or district.

Oregon's first official cohort graduation rate was calculated for the cohort of students who entered 9th grade in 2005-06 (the expected class of 2009). The most recent cohort graduation

data is based on the four-year graduation rate of students who entered 9th grade in 2006-07 (the expected class of 2010) and the five-year graduation rate for students who entered 9th grade in 2005-06 (the expected class of 2009).

Graduation rates based on 2010-11 school year data will be released in March 2012 and will be included in the determination of the official lists of model, focus, and priority schools. With the addition of this data, Oregon will have three years of four-year cohort graduation rate data, and two years of five-year graduation rate data.

A summary of the most recent state cohort graduation rates, by subgroup, is included in the table below.

Statewide Cohort Graduation Rates

Subgroup	Four year graduation rate for students entering 9 th grade in 2006-07	Five-year graduation rate for students entering 9 th grade in 2005-06
All students	66.4%	69.1%
Economically disadvantaged	59.8%	62.6%
Students with disabilities	41.8%	46.7%
Limited english proficient	49.7%	57.2%
Asian/Pacific Islander	78.5%	80.7%
American Indian/AK native	50.3%	55.4%
Black/African American	49.8%	52.6%
Hispanic	55.2%	57.6%
White	69.9%	72.4%
Multi-racial/multi-ethnic	66.9%	66.1%

It is important to remember that these graduation rates include only students earning a regular high school diploma. Students who earn a GED or receive a modified, extended, or adult high school diploma are included in the rate as non-graduates.

School Ratings Overview

The following describes the methodology that will be used after the 2011-12 school year to establish Oregon's official designation of priority, focus, and model schools. The designations will be based on test scores from prior and up to 2011-12 and graduation rates prior and up to 2010-11. For illustrative and analytic purposes only, this Section describes the results we get when we apply this methodology using data that was available in December 2011. Therefore, the lists provided with this application have been redacted to remove school names and identifiers and are provided solely to help understand and evaluate the methodology that we have proposed.

It is important to note that the focus, priority and model school designations only account for about 25 percent of schools. The majority of schools will not receive one of these designations, but rather will be rated under Oregon's report card system as Outstanding,

Satisfactory or In Need of Improvement (as described in Section 2.A.i.).

The data incorporated into the rating system is:

- Reading statewide assessments in grades 3, 4, 5, 6, 7, 8, and high school
- Mathematics statewide assessments in grades 3, 4, 5, 6, 7, 8, and high school
- Cohort graduation rates
- Participation rates in reading and mathematics assessments.

The above data are use to provide ratings for schools in the following categories:

- **Achievement Rating:** achievement for the all students group
- **Growth Rating:** growth for the all students group
- **Subgroup Growth Rating:** growth for disadvantaged subgroups
- **Graduation Rating:** cohort graduation rates for the all students group
- **Subgroup Graduation Rating:** graduation rates for disadvantaged subgroups
- **Participation Rating:** percent of students in tested grade who take a valid statewide assessment.

In order to include information about the subgroup achievement, graduation and growth, Oregon will calculate ratings for the following four subgroups:

- Economically disadvantaged
- Students with disabilities
- Limited English proficient
- Historically underperforming races and ethnicity, a combined subgroup that includes:
 - ✓ American Indian/Alaskan native
 - ✓ Black/African American
 - ✓ Hispanic
 - ✓ Pacific islander.

Each of these rating categories is explained in detail below. Ratings in each area are combined into an overall rating according to the following weights:

Weights for School Ratings

Category	Weights for the Overall Rating		
	Elementary	Middle	High
Achievement	25%	25%	20%
Growth	50%	50%	20%
Subgroup Growth	25%	25%	10%
Graduation			35%
Subgroup Graduation			15%
Participation	Missing participation targets will reduce the school rating by one level		

These weightings ensure that schools are held accountable for:

- The performance of all students in the school
- The growth of all students toward college and career readiness
- The growth of typically underperforming subgroups, to focus on ensuring students in these subgroups are on track for college and career readiness.

In addition, high schools are held accountable for:

- Graduation rates, which are an essential measurement of the 40/40/20 Goal (requires all students earn a college and career ready diploma)
- Graduation rates for typically underperforming subgroups, to better measure the progress schools are making to ensure students in these subgroups are college and career ready.

Achievement Rating

The achievement rating is based on the two most recent years of statewide assessment data in reading and mathematics. These assessment results are used to determine an achievement rating. Schools are rated as one of: Exceeds, Meets, Nearly Meets, or Does Not Meet.

The inclusion rules for students will match those of previous adequate yearly progress (AYP) reports and Oregon's accountability workbook. This includes students with valid tests in the assessed grade who were enrolled on the first school day in May and that have also been enrolled at the school for a full academic year. Students who are first year limited English proficient are not included in accountability results. For more details on Oregon's inclusion rules see: <http://www.ode.state.or.us/data/reportcard/docs/asmtinclusionrules1011.pdf>.

The percent of students meeting or exceeding is computed for each school in both reading and in mathematics. The state then sets cut score for the ratings as follows:

For each subject we select those schools that had at least 42 tests over the last two years combined. This minimum n-size matches our currently approved minimum n. These schools are sorted by grade bands (elementary, middle, and high) are ordered by the percent meeting. The cut points for each of the four rating categories are determined as:

- **Exceeds:** schools at or above the 90th percentile
- **Meets:** schools between the 50th and 90th percentile
- **Nearly Meets:** schools between the 15th and 50th percentile
- **Does Not Meet:** schools below the 15th percentile

The cut points for reading and math based on the 2009-10 and 2010-11 assessments are given in the table below:

Achievement Cut Points by Subject

Rating	Elementary Schools		Middle Schools		High Schools	
	Reading	Math	Reading	Math	Reading	Math
Exceeds	94.8%	88.1%	89.1%	82.2%	89.2%	77.6%
Meets	85.2%	71.9%	77.7%	69.7%	79.4%	62.5%

Nearly Meets	74.5%	59.0%	68.7%	59.5%	68.3%	47.9%
Does Not Meet	<74.5%	<59.0%	<68.7%	<59.5%	<68.3%	<47.9%

Note: the AYP AMOs for reading and math were 70 percent in 2010-11 and were scheduled to be 80 percent for 2011-12.

To compute an achievement rating for the schools, points are assigned to the ratings for each subject as shown below:

Achievement Rating Points

Subject Rating	Achievement Points
Exceeds	4
Meets	3
Nearly Meets	2
Does Not Meet	1

Schools are then rated according to the percentage of points that they earn in reading and math combined. A school's achievement rating is based on:

Achievement Rating Determinations

School Rating	Percent of Achievement Points Earned
Exceeds	87.5% or higher
Meets	67.5%
Nearly Meets	37.5%
Does Not Meet	Less than 37.5%

For example, a school with an Exceeds in reading and a Nearly Meets in mathematics would have earned 75 percent of the possible achievement points (six of eight). This school would be rated as Meets on achievement. The distribution of the 2010-11 school achievement ratings is given below:

Distribution of Achievement Ratings

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Exceeds	98	25	35	158	12.3%
Meets	317	90	128	535	41.6%
Nearly Meets	225	63	85	373	29.0%
Does Not Meet	72	18	36	126	9.8%
Not Rated	42	0	52	94	7.3%

Totals	754	196	336	1286	
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Growth Rating

Oregon believes that rates of student learning are an important factor in determining those schools that need intervention and those schools that deserve to be celebrated. The growth model that Oregon used on its 2008-09 to 2010-11 school and district report cards was focused on setting growth goals for students who were below standard. The ESEA Flexibility Workgroups recommended that in order to establish a clear picture of priority, focus and model schools, this application should extend the growth model to measure the growth of all students. To measure growth for all students Oregon has computed student growth percentiles for students in 2009-10 and 2010-11. These growth percentiles are the basis for the growth rating.

Student growth percentiles are a measure of student learning from year to year. They describe how a student's current achievement relates to the achievement of students with a similar past assessment scores, which we call the student's academic peers. Students whose current score exceeds that of most students with the same or similar test scores in prior years would be showing above average growth. Students whose current test score is below that of most students with similar test score histories would be showing below average growth. For example, a student who has a growth percentile of 85 would have a score that is at or above the score of 85 percent of students with a similar test score history. A student with a growth percentile of 20 would have a current year score that is at or above only 20 percent of students with similar test histories.

Because students are being compared to their academic peers, this growth model provides a balanced assessment of student growth. When aggregated at the school level, the growth percentiles provide a measure of a school's impact on student learning as compared to other schools' impacts on learning for students with similar academic achievement.

Students are provided a student growth percentile if they meet the inclusion rules for accountability (provided in detail in the achievement rating section) and if they have a valid assessment from the prior tested grade. In particular, students are included in a school's growth model if they:

- have a valid regular OAKS assessment
- are resident at the school on the first school day in May
- have been at the school for at least half of the school year
- are in grades 4 through 8 and have a valid assessment from the prior tested grade, or if they are at the high school grade of accountability and have a valid grade 8 test.

The prior year test score serves as a baseline to measure growth. Extended assessments, which are provided to the most severely cognitively disabled students, are on a different scale and are not included in the growth model.

Because the growth model benefits from additional years of data, some grade 4 to grade 8 students have more than two years of assessments included:

- Students who have been full academic year at the same school for two years will have three years assessment data included, if available.

- Students who have been full academic year at the same school for three years will have four years of assessment data included, if available.

The additional years will help ensure the validity of the growth percentiles and adequate growth percentiles (discussed below).

Oregon has schools with a number of grade configurations. The most common configurations are K-5, 6-8, and high school. For students in schools with these grade configurations, the maximum number of years of data included in the growth model are shown below:

Years of Data included in the Growth Model for Typical Schools

Student Grade	School Configuration	Years of Assessment Data
3	K-5	--
4	K-5	2
5	K-5	3
6	6-8	2
7	6-8	3
8	6-8	4
11	High School	2

Growth percentiles are calculated for the two most recent schools years, 2009-10 and 2010-11. The growth percentiles and adequate growth percentiles from both school years are pooled for each school in which we determine a median growth. The median provides a measure of the growth of a typical student at a school. It is a more stable measure than the mean, which can be skewed by small populations of students with very high or very low growth. Also, by averaging two years of growth data we obtain an even more reliable and stable evaluation of school growth than can be obtained from one year of growth data alone.

Another important component of the student growth percentiles model is a measure of whether students are on track to meet or exceed the standard within four years. Each student in grades 4 to 8 with a growth percentile is also provided with an adequate growth percentile. This is the growth percentile the student would need to maintain in order to either move up to meet standard within four years (for those students who did not meet in the current year) or to still be meeting in four years (for those students who did meet standard in the current year).

Students whose growth percentile is at or above their adequate growth percentile are on track to meeting within four years. Students with growth percentiles below their adequate growth percentile are not on track to be meeting in four years and are at risk for not being college and career ready at the end of high school.

For example, a student who is below standard might have a growth percentile of 53 and an adequate growth percentile of 67. While this student has typical growth (about 50 percent), his or her growth is below the growth required for the student to move up to standard. If the student maintained his or her current growth for the next three years, he or she would not be

at standard at the end of that period.

To determine a school growth rating in a subject, a school had to have been rated on achievement and have at least 30 students with growth percentiles. This minimum n-size is lower than the minimum n-size for the achievement rating. This lower n-size was established to help ensure that schools with grade 3 and schools with mobile populations will still receive growth ratings. The first step is to determine whether a school has made adequate growth.

Determining if a school Made Adequate Growth

Made Adequate Growth Designation	Criteria for Elementary and Middle Schools
Yes	Median Growth Percentile is greater than or equal to the Median Adequate Growth Percentile
No	Median Growth Percentile is less than the Median Adequate Growth Percentile

Schools that have made adequate growth are schools where typical students are likely to have growth that shows they are on track to be college and career ready. If a school has not made adequate growth, a typical student is likely to have growth that does not put him or her on track for college and career readiness.

School growth ratings are then determined according to the table below. Cut points for the rating are based upon whether a school has made adequate growth. Schools have higher growth expectations when a typical student is not likely to be on track to be college and career ready. High school students do not receive adequate growth percentiles, so high school ratings are based upon whether the median growth percentile is low, above the median, or high.

Growth Rating Cut Points based on Median Growth Percentile

Growth Rating	Made Adequate Growth		High Schools
	Yes	No	
Exceeds	60	70	65
Meets	45	55	50
Nearly Meets	30	40	35
Does Not Meet	<30	<40	<35

Note that schools where the typical student is not showing adequate growth to standard (i.e., the school did not make adequate growth) will be required to meet higher growth expectations. To compute the growth rating for schools, points are assigned to the ratings for each subject as shown below:

Growth Rating Points

Subject Rating	Growth Points
Exceeds	4
Meets	3
Nearly Meets	2
Does Not Meet	1

Schools are then rated according to the percentage of points that they earn in reading and mathematics combined. A school's growth rating is based on:

Growth Rating Determinations

School Rating	Percent of Growth Points Earned
Exceeds	87.5% or higher
Meets	67.5%
Nearly Meets	37.5%
Does Not Meet	Less than 37.5%

For example, a school with growth in reading of Exceeds and whose growth in math was Meets would earn 87.5 percent (seven of eight) of the possible growth points, meaning this school's overall growth rating would be Exceeds. The distribution of the 2010-11 school growth ratings is given below:

Distribution of Growth Ratings

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Exceeds	134	20	21	175	13.6%
Meets	423	139	140	702	54.6%
Nearly Meets	126	36	108	270	21.0%
Does Not Meet	9	1	19	29	2.3%
Not Rated	62	0	48	110	8.6%
Totals	754	196	336	1286	

Subgroup Growth Rating

Oregon has a firm commitment to closing achievement gaps and improving performance for historically underperforming subgroups. To hold schools accountable for helping meet this goal, Oregon is looking at growth of typically underperforming subgroups. The four subgroups whose growth is evaluated are:

- Economically disadvantaged

- Students with disabilities
- Limited English proficient
- Historically underperforming races and ethnicities, which includes:
 - ✓ American Indian/Alaskan native
 - ✓ Black/African American
 - ✓ Hispanic
 - ✓ Pacific islander.

These are the AYP subgroups whose achievement has historically been below state averages. (See above for the 2010-11 statewide assessment data by subgroup.)

Oregon has a number of small schools, as is shown below:

Oregon School Sizes

School Size	Elementary	Middle	High	Total	Pct
Less than 225	208	30	147	385	30%
225 to 499	449	64	80	593	46%
500 to 799	96	80	34	210	16%
800 or More	1	22	75	98	8%
Totals	754	196	336	1286	

Oregon has four typically underperforming racial and ethnic groups: American Indian/Alaskan native, black/African American, Hispanic, and Pacific islander. Many small schools do not have sufficient numbers of these students to have the subgroup rated by AYP. By combining these subgroups into a larger historically underperforming race/ethnicity subgroup, Oregon will help ensure more schools are accountable for the performance and growth of these students. As noted above, the disaggregated data will be reported on the Oregon School Report Card.

Growth ratings are calculated for each subgroup that has at least 30 students with growth percentiles. The ratings calculation is identical to that of the all students subgroup.

Determining if a subgroup Made Adequate Growth

Made Adequate Growth Designation	Criteria for Elementary and Middle Schools
Yes	Median Growth Percentile is greater than or equal to the Median Adequate Growth Percentile
No	Median Growth Percentile is less than the Median Adequate Growth Percentile

Subgroups that have made adequate growth are schools where a typical student in that subgroup is likely to have growth that shows the student is on track to be college and career ready. If a subgroup has not made adequate growth a typical student in that subgroup is likely

to have growth that does not put him or her on track for college and career readiness.

Subgroup growth ratings are determined according to the table below. Cut points for the rating are based upon whether a subgroup has made adequate growth. Subgroups have higher growth expectations when a typical student is not likely to be on track to be college and career ready. This helps ensure that schools are held accountable for higher growth in underperforming subgroups and are accountable for closing achievement gaps. As with the All Students growth rating, because high school students do not receive adequate growth percentiles, the ratings are based upon whether the median growth percentile is low, above the median, or high.

Growth Rating Cut Points based on Median Growth Percentile

Growth Rating	Made Adequate Growth		High Schools
	Yes	No	
Exceeds	60	70	65
Meets	45	55	50
Nearly Meets	30	40	35
Does Not Meet	<30	<40	<35

To compute the subgroup growth rating, points are assigned each rated subgroup for each subject as shown at below:

Subgroup Growth Rating Points

Subject Rating	Growth Points
Exceeds	4
Meets	3
Nearly Meets	2
Does Not Meet	1

Schools are then rated according to the percentage of points that they earn in reading and math combined for all rated subgroups. A school's subgroup growth rating is based on:

Subgroup Growth Rating Determinations

Subgroup Growth Rating	Percent of Growth Points Earned
Exceeds	87.5% or higher
Meets	67.5%
Nearly Meets	37.5%
Does Not Meet	Less than 37.5%

For example, suppose a school had both economically disadvantaged and special education subgroups that met the minimum size requirements. If the economically disadvantaged subgroup were rated as Meets for growth in reading and math (three points each), while the special education subgroup received an Exceeds in reading growth (four points) and a Nearly Meets in math growth (two points), the school would have earned 75 percent (12 of 16 possible points) in subgroup growth. This school would be rated as Meets on subgroup growth.

The distribution of the 2010-11 school subgroup growth ratings is given below:

Distribution of Subgroup Growth Ratings

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Exceeds	46	5	10	61	4.7%
Meets	311	55	75	441	34.3%
Nearly Meets	247	108	129	484	37.6%
Does Not Meet	45	28	34	107	8.3%
Not Rated	105	0	88	193	15.0%
Totals	754	196	336	1286	

A comparison of the growth rating and subgroup growth illustrates the subgroup growth rating is sensitive to Oregon's achievement gap and will provide a measure of school progress in closing that gap.

Graduation Rating

Graduating every student with a college and career ready diploma is at the heart of the 40/40/20 Goal. As such, graduation rates are a major factor in determining a high school rating.

Oregon's school graduation ratings are based on four- and five-year cohort graduation rates. Oregon successfully submitted its four- and five-year cohort graduation rates for federal peer review in January 2009. Oregon began including the four-year cohort rate in AYP calculations for 2009-10 and the five-year cohort graduation rate in its AYP determinations for 2010-11.

The cohort graduation rate policy and technical manual can be found at:

<http://www.ode.state.or.us/wma/policy/accountability/cohortpolicytechnicalmanual.pdf>.

A summary of Oregon's 2009-10 cohort graduation rates, by subgroup, is included in the table below. Graduation rates based on 2010-11 school year data will be released in March 2012.

Statewide Cohort Graduation Rates

Subgroup	Four Year Graduation Rate for students entering 9 th grade in	Five-Year Graduation Rate for students entering 9 th grade in 2005-06
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	2006-07	
All Students	66.4%	69.1%
Economically disadvantaged	59.8%	62.6%
Students with disabilities	41.8%	46.7%
Limited English proficient	49.7%	57.2%
Asian/Pacific Islander	78.5%	80.7%
American Indian/AK Native	50.3%	55.4%
Black/African American	49.8%	52.6%
Hispanic	55.2%	57.6%
White	69.9%	72.4%
Multi-Racial/Multi-Ethnic	66.9%	66.1%

It is important to remember that these graduation rates include only students earning a regular high school diploma. Students who earn a GED or receive a modified, extended, or adult high school diploma are included in the rate as non-graduates.

As you can see above, Oregon applied for and received approval to use an extended-year graduation rate in AYP calculations. This decision is supported by multiple state initiatives, including:

- The new Oregon Diploma requirements adopted by the State Board of Education in 2008. This diploma has proficiency-based requirements and the State Board explicitly supported providing more than four years for students to meet these requirements. For more information on the Oregon Diploma see: <http://www.ode.state.or.us/wma/getready/decisionpaperfinal.pdf> and <http://www.ode.state.or.us/search/results/?id=368>.
- The 2007 Oregon legislature passed Senate Bill 300 that required the state to create a seamless education system for students enrolled in grades 11 and 12 to:
 - ✓ Have additional options to complete their education
 - ✓ Earn concurrent high school and college credits
 - ✓ Gain early entry into postsecondary education.

As a result many districts have created five-year high school programs whereby students graduate with a diploma and a postsecondary degree or credential. More information on this program can be found at:

<http://www.ode.state.or.us/search/results/?id=350>.

Because the five-year graduation rates provides a better measure of the success of Oregon's diploma and college and career readiness initiatives, Oregon will use the five-year rate in addition to the four-year cohort rate to determine priority, focus, and model schools.

Graduation ratings are determined for all high schools with at least 40 students, combined, in their two most recent four-year cohorts. These were the students who entered grade 9 in 2005-06 and 2006-07. The graduation rating will also use the five-year cohort graduation rate for students entering high school in 2005-06, so long as this cohort consisted of at least 20 students. It is important to note that Oregon's second official five-year cohort rate will be released in March 2012 and that we shall include the two most recent five-year cohort rates in the determinations of the priority, focus, and model schools for 2012-13.

Cut scores for the cohort graduation rates were based on both federal minimums and school percentiles. Schools that met the minimum n-size for a graduation rate were sorted according to their average four-year cohort rates. Cut scores for the graduation ratings were based on:

- **Exceeds:** schools at or above the 90th percentile
- **Meets:** schools between the 50th and 90th percentile
- **Nearly Meets:** schools between the 16th and 50th percentile
- **Does Not Meet:** schools with graduation rates below 60 percent. This is the 16th percentile.

This process determined the following cut points for graduation ratings:

Graduation Ratings Cut Points

Graduation Rating	Four-Year Cohort Rate	Five-Year Cohort Rate
Exceeds	87%	87%
Meets	73%	73%
Nearly Meets	60%	60%
Does Not Meet	< 60%	< 60%

To compute the graduation rating points are assigned as shown below:

Graduation Rating Points

Rating	Growth Points
Exceeds	4
Meets	3
Nearly Meets	2
Does Not Meet	1

Schools are then rated according to the percentage of points they earn in graduation. A school's graduation rating is based on:

Graduation Rating Determinations

Subgroup Growth Rating	Percent of Growth Points Earned
Exceeds	87.5% or higher
Meets	67.5%
Nearly Meets	37.5%

Does Not Meet	Less than 37.5%
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The distribution of the school graduation ratings is given below. Note that many of the high schools that are Not Rated are small high schools. These small high schools receive an overall rating based on achievement, growth, and subgroup growth. Many of these Not Rated schools also have a K-12 or 7-12 configuration.

Graduation Ratings

Rating	Regular High Schools	Alternative High Schools	Total	Pct
Exceeds	42	0	42	12.5%
Meets	103	2	105	31.3%
Nearly Meets	61	3	64	19.0%
Does Not Meet	37	20	57	17.0%
Not Rated*	64	4	68	20.2%
Totals	308	29	336	

Subgroup Graduation Rating

The four subgroups whose graduation is evaluated are:

- Economically disadvantaged
- Students with disabilities
- Limited English proficient
- Historically underperforming races and ethnicities, which includes:
 - ✓ American Indian/Alaskan native
 - ✓ Black/African American
 - ✓ Hispanic
 - ✓ Pacific islander.

These are the AYP subgroups whose graduation rate has historically been below state averages, as can be seen in the disaggregated graduation rate table above.

Subgroup graduation ratings are determined for all high schools with subgroups of at least 40 students, combined, in the two most recent four-year cohorts. The subgroup graduation rating will also use the five-year cohort graduation rate for students entering high school in 2005-06, so long as this subgroup cohort consisted of at least 20 students. It is important to note that Oregon's second official five-year cohort rate will be released in March 2012 and that we shall include the two most recent five-year cohort rates in the determinations of the priority, focus, and model schools for 2012-13.

Cut scores for the cohort graduation rates for subgroups were the same as those for the all students group.

Subgroup Graduation Ratings Cut Points

Graduation Rating	Four-Year Cohort Rate	Five-Year Cohort Rate
Exceeds	87%	87%
Meets	73%	73%
Nearly Meets	60%	60%
Does Not Meet	< 60%	< 60%

To compute the graduation rating points are assigned to each rated subgroup as shown at below:

Subgroup Graduation Rating Points

Rating	Growth Points
Exceeds	4
Meets	3
Nearly Meets	2
Does Not Meet	1

Schools are then rated according to the percentage of points that they earn for their rated subgroups. A school's subgroup graduation rating is based on:

Subgroup Graduation Rating Determinations

Subgroup Graduation Rating	Percent of Graduation Points Earned
Exceeds	87.5% or higher
Meets	67.5%
Nearly Meets	37.5%
Does Not Meet	Less than 37.5%

For example, suppose a high schools has three subgroups that meet minimum size requirements. If two of these subgroups receive a Meets, while one subgroup receives a Nearly Meets the school will have earned 66.7 percent (eight of 12) of the possible graduation points, meaning this school will be rated as Nearly Meets on graduation.

The distribution of the school subgroup graduation ratings is given below.

Subgroup Graduation Ratings

Rating	Regular High Schools	Alternative High Schools	Total	Pct
Exceeds	8	0	8	2.4%

Meets	55	1	56	16.7%
Nearly Meets	76	0	76	22.6%
Does Not Meet	64	19	83	24.7%
Not Rated	104	9	113	33.6%
Totals	307	29	336	

Comparing these ratings to the All Students graduation ratings shows how this measure is sensitive to graduation rate gaps within a school.

Participation

School designations must be made on reliable data. To help ensure that student achievement and growth designations are based on data from all students in a school and that no group is subject to systematic exclusion, we shall maintain the requirement that at least 95 percent of students are assessed in each subgroup and in each subject. Participation rates will be the combined participation rates over the last two years (four years for small schools). All subgroups with at least 40 students in assessed grades over two years combined, must meet the 95 percent target. These subgroups are:

- All Students
- Economically disadvantaged
- Students with disabilities
- Limited English proficient
- American Indian/Alaskan native
- Asian
- Pacific islander
- Hispanic
- Black/African American
- White
- Multi-racial/multi-ethnic.

Schools that do not meet participation targets for every subgroup will have their overall rating lowered by one category.

Overall Rating

The overall rating for a school is based on the achievement, growth, subgroup growth, and graduation ratings, according to the following percents.

Weights for School Ratings

Category	Weights for the Overall Rating		
	Elementary	Middle	High
Achievement	25%	25%	20%
Growth	50%	50%	20%
Subgroup Growth	25%	25%	10%

Graduation			35%
Subgroup Graduation			15%
Participation	Missing participation targets will reduce the school rating by one level		

*Includes high schools that are not rated on graduation.

The overall rating is determined by the following process:

1. For each rated category, multiply the percent of points earned by the weight for that category.
2. Add the values found in step 1. This is the total points earned by the school.
3. Add the weights for the categories the school is rated on. This is the total possible points that can be earned by the school.
4. Divide the total in step 2 by the total in step 3.
5. The result of step 4 gives the overall percent of points earned by the school.

Because of minimum n-size issues, some schools do not receive ratings in all categories. For a school to receive an overall rating they must be rated in categories that comprise at least 50 percent of the weighting for their grade band.

There are two exceptions to this rule. High schools that are not rated on graduation (due to their small cohort sizes) are rated according to the middle school weights and cut points. Schools whose highest grade is 3 are rated on achievement only. The result is that 94 percent of Oregon's schools receive a rating under this system. The remaining six percent of schools are either very small schools or schools with a highest grade of 2 or less (K-2 schools). When we produce our official priority, focus, and model school lists during the summer of 2012, we shall refine the rating system to include four years of data to rate the small schools and to use feeder-receiver relationships to rate K-2 schools. **This will result in 100 percent of Oregon schools receiving a school rating.**

To determine overall rating cut points, rated schools were sorted by grade band and overall percent. Cuts were determined according to:

- **Priority** – the 5th percentile, or the lowest percentile that contains at least five percent of Title I schools, whichever is higher.
- **Focus** – the 15th percentile, or the lowest percentile that contains at least 15 percent of Title I schools, whichever is higher.
- **Model** – the 90th percentile, or the highest percentile that will include at least ten percent of Title I schools in the category, whichever is lower.

In addition, Oregon has set an additional cut score that distinguishes among those schools that are not in the priority, model, or focus levels. The overall rating cut points are listed in the table below.

Overall Rating Cut Points

Growth Rating	Elementary	Middle	High
Model	80	76	75

Satisfactory A	67	66	64
Satisfactory B	51	51	47
Focus	41	38	36
Priority	< 41	< 38	< 36

These cut points result in the following distribution of school ratings:

Distribution of Overall Ratings

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	117	27	49	193	15.0%
Satisfactory A	216	59	76	351	27.3%
Satisfactory B	259	74	91	424	33.0%
Focus	78	26	41	145	11.3%
Priority	38	10	49	97	7.5%
Not Rated	46	0	30	76	5.9%
Total	754	196	336	1286	

The ratings distribution for Title I schools is:

Title I Schools Distribution of Overall Ratings

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	52	5	4	62	10.2%
Satisfactory A	126	8	13	140	24.6%
Satisfactory B	211	17	12	233	40.1%
Focus	70	3	8	80	13.5%
Priority	36	3	8	45	7.9%
Not Rated	17	0	5	38	3.7%
Total	512	36	50	598	

*Includes Title I high schools.

The ratings distribution for Title I and Title I-eligible schools is:

Title I Eligible Schools Distribution of Overall Ratings

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	56	10	19	85	9.3%
Satisfactory A	143	37	50	230	25.2%

Satisfactory B	226	60	68	354	38.7%
Focus	73	24	30	128	14.0%
Priority	36	10	39	85	9.3%
Not Rated	20	0	12	32	3.5%
Total	554	141	219	914	

Schools that fall within the various rating levels can be broadly characterized as follows:

- **Model** – schools with high achievement or graduation and high growth.
- **Satisfactory A**– schools with above average achievement or graduation and moderate or high growth.
- **Satisfactory B** – schools with average achievement or graduation and moderate growth
- **Focus** – schools with low achievement or graduation, low moderate growth, and below average subgroup growth.
- **Priority** – schools with very low achievement or graduation, low growth, and low subgroup growth.

Oregon believes that this stratification produces a system that is well aligned with the federal definitions of model, focus, and priority schools.

Identifying Priority Elementary and Middle Schools

Priority schools are those schools whose overall school rating was priority as described above. Based on a December 2011 run, 36 Title I elementary and three Title I middle schools were identified as priority schools. As shown above, these constitute seven percent of Title I elementary schools and eight percent of Title I middle schools. It is important to note the school rating system was designed to designate at least five percent of all schools as priority. This resulted in slightly more than five percent of Title I elementary and middle schools receiving this designation.

For the purposes of the identification of priority schools, the state defines lowest performing and lack of progress as follows:

- **Lowest Performing:** schools that received a Not Met on their achievement rating. Ninety elementary and middle schools (nine percent) received this rating, and 76 Title I elementary and middle schools (fourteen percent) received this achievement rating.
- **Lack of Progress:** schools that receive a Not Met on growth or subgroup growth. Seventy-three elementary and middle schools (eight percent) received a not met on subgroup growth or a not met on growth. Forty-five (eight percent) of Title I schools would be identified as lack of progress.

Together these two classifications would identify 135 elementary and middle schools (14 percent) and 98 Title I schools (18 percent). The state goal is to identify five percent of all elementary schools and five percent of all middle schools as priority schools. The integrated state rating system combines achievement and growth into a single rating. We used this

rating system to determine which of the Lowest Performing and Lack of Progress schools would be rated as priority schools. By using the overall rating system Oregon identified 48 elementary and middle schools (five percent) as priority schools. Thirty-nine of schools were Title I, representing seven percent of all Title I elementary and middle schools. Four schools that were just above the cutoffs for both low performing and for lack of progress had a combined rating that placed them in the priority schools list, and three of those were Title I funded.

Title I Elementary and Middle Priority Schools

School Type	Lowest Performing	Lack of Progress*	Low Performing and Low Progress**	Total
Elementary	26	7	3	36
Middle	2	1	0	3

* does not include schools already listed under "lowest performing"

** schools who did not qualify under lowest performing or lack of progress but whose combined performance and progress placed them in the priority schools list.

Identifying Priority High Schools

Priority high schools are those schools whose overall school rating was priority as described above. The preliminary list of priority schools contains eight Title I high schools and 31 Title I-eligible high schools. As shown above, these constitute 18 percent of Title I and Title I-eligible high schools in the state. The percentage of priority high schools is higher than the percentage of priority elementary and middle schools due to the added requirement that schools meet minimum graduation rates as well as the ESEA Flexibility Workgroups' recommendation that we ensure that at least five percent of regular (as opposed to alternative) high schools be chosen as priority schools.

For the purposes of the identification of priority high schools, the state used low graduation rates to define a priority high school:

- **Low Graduation:** a school that received a Not Met on graduation, meaning the school's graduation rates were below 60 percent, or a school that received a Not Met on their achievement. Fifty-three (16 percent) of all high schools meet this definition, among these are eight Title I and 33 Title I-eligible high schools.

The integrated state rating system combines achievement, growth and graduation into a single rating. Cut points for this overall rating were set so that high schools qualifying as having low graduation were identified as either focus or priority schools.

- Low graduation schools whose achievement and growth were both Nearly Meets or lower were placed in the priority school list. There were 44 such schools. Thirty-nine of which were either Title I or Title I-eligible, representing 18 percent of all Title I or Title I-eligible schools.
- Low graduation schools that were rated a Meets or higher in at least one of

achievement or growth were placed in the focus school list. There were eight such schools.

- There was one K-12 school with low graduation rates whose achievement, growth, and subgroup growth were all at Meets or higher. This school was excluded from the focus and priority schools list.

Priority High Schools by Type

School Type	Lowest Graduation	Low Performing*	Total
Title I	7	1	8
Title I Eligible	28	3	31

* schools with low overall ratings that had graduation rates of 60 percent or higher.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Shifting the Culture

Oregon is committed to moving away from the one size fits all sanctions required under the Elementary and Secondary Education Act (ESEA) and toward a differentiated system that can support districts of all kinds in better meeting the individual needs of students. To be effective, this system of support must tap the intrinsic motivation of students and educators. Oregon cannot rely on a system of sanctions, punishments, and threats to reach the 40/40/20 Goal. As has been noted, "The key to system-wide success is to situate the energy of educators and students as the central driving force. This means aligning the goals of reform and the intrinsic motivation of participants ... policies and strategies must generate the very conditions that make intrinsic motivation flourish." (Fullan, Michael, "Choosing the Wrong Drivers for Full System Reform," April 2011).

Oregon must insist on policies and systems that build capacity, enhance the collaborative professionalism of educators, promote the learner as individual, focus on ambitious but attainable outcomes, and change the culture of schools and districts across Oregon. Oregon's framework for support is designed to create systemic change based on the following premises:

1. Oregon's 40/40/20 Goal requires a strong system of continuous improvement for all schools, not just underperforming schools.
2. Accountability and assistance should be delivered through the district, not the school, and aimed at building district capacity to support and guide improvement in all schools.
3. Support and interventions must be developed in response to deeper diagnoses and tailored to the specific needs of the community.

The educators, parents, and stakeholders who collaborated on this waiver application identified important changes that must be implemented by the state to ensure that efforts to improve student outcomes across the state, but specifically in priority and focus schools, are successful:

- **Focus on support.** Over time, due to reductions in funding, the Oregon Department of Education (ODE) has been increasingly taxed with its role as a regulatory agency and less able to provide services and supports. In the first survey sent out by ODE and the Governor's Office to garner public input for the development of this application, 91 percent of the 6,072 respondents (teachers, principals, school board members, parents, and community members) indicated it was very important to shift to a focus of 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 revamping the existing statewide system of support and accountability for districts. As described in Section 2.G., this vision aligns well with the Governor's and Oregon Education Investment Board's (OEIB) shared vision of an integrated, supported, outcomes-focused system of PK-20 education.
- **Ensure that districts, educators and parents have a voice and role in improvement planning and implementation.** Outreach to the field revealed a strong desire for districts, including their leaders, educators and parents, to assist in choosing partners in school improvement efforts. The work of improving schools is demanding, time-consuming, and often deeply personal, so assigning an improvement coach or specialist who does not share the district's values and experiences, or who cannot earn their trust and respect, can compromise improvement efforts. Allowing districts a voice in who advises, leads, and partners with them builds strong relationships, increases trust, and improves results. Districts must have the primary responsibility for developing improvement plans and for implementing those plans. For focus and priority schools, ODE's role will expand to ensure appropriate selection of partners and service providers, and to approve, oversee and monitor implementation of Comprehensive Achievement Plans (CAPs).
- **Recruit the best educators to assist.** Oregon's current system of school improvement consists of support coaches who work on approximately a .2 FTE basis to deliver leadership coaching to schools in improvement status. Many incredible educators primarily retired from the classroom and administrative positions have served Oregon over the past ten years and are responsible for many successful improvement efforts. The field has identified a need to add to this mix highly successful practicing educators at all levels. ODE and the Governor will push for removal of local and other barriers and move forward to recruit School Appraisal Teams and School Support Teams consisting of the most accomplished and passionate educators from across the entire education community.

A Cycle of Improvement for Priority and Focus Schools

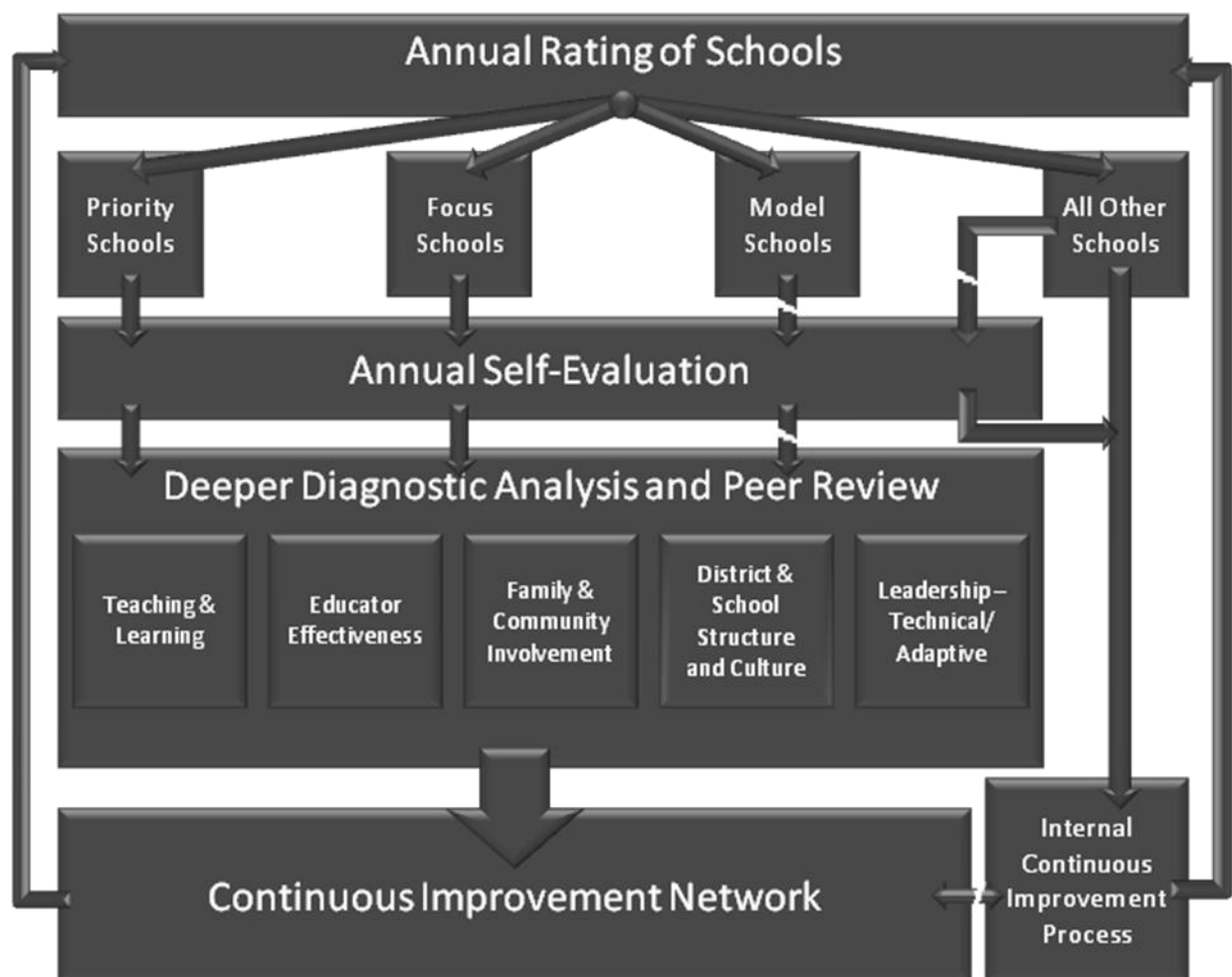
We do not intend to use the distinction between the priority and focus categories as the basis for our tiered approach to supports and interventions in those schools. Rather, within the 15 percent of Oregon schools identified as either priority or focus schools (which will include a minimum of 15 percent of Oregon's Title I schools), a deeper diagnosis of the district and school will reveal a spectrum of severity and persistence of challenges. This section describes the supports and focused interventions that will be applied, with greater or lesser applications of outside direction and energy, to those schools.

One of our core premises is that interventions must be targeted directly to the specific problems

of a struggling school. Following the timeline described in 2.D.iv, priority and focus schools will enter 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 supports and potential interventions
- based on persistence of poor performance, results of the deeper diagnosis, trends in achievement, and gaps in growth, an annual determination of the level of external interventions necessary to result in substantial improvements (described below as the intervention level)
- a Comprehensive Achievement Plan, developed together by the district and school, with educator and community input, and approved by ODE, to drive research-based interventions and set improvement goals
- implementation and monitoring of implementation.

This cycle, shown in the following diagram, is described in more detail in the sections that follow.



Annual Self-Evaluation

By summer 2012, ODE will designate a rigorous instrument, or set of instruments, designed to guide districts in examining progress in each of the five key areas of effectiveness: a) teaching & learning, b) educator effectiveness, c) family & community involvement, d) district & school structure and culture, and e) technical and adaptive leadership. Because this effort will be led at the district level, district leadership may discover that challenges thought to be building-specific are actually systemic, requiring changes such as district-wide curriculum review or changes to schedules, governance, staffing, or funding across the district. Especially for districts with priority or focus schools, the self-evaluation will allow resources and energy to be focused on addressing those conditions most directly linked to struggling student groups, and to target deeper diagnostics that could reveal underlying structural or cultural barriers to raising student achievement.

Deeper Diagnosis and Recommended Interventions

As indicated in the figure, districts with priority, focus, and model schools will use the results of their annual self-evaluations to guide a determination of the key areas in which a deeper diagnosis is necessary to examine weaknesses impacting student achievement and to learn more about areas of strength. Few districts will need deeper diagnostics in all areas, but many districts with priority or focus schools are expected to need deeper diagnostics in more than one of the five areas. For districts with priority or focus schools, a Regional Network Coordinator will provide support to the district in completing the self-evaluation, and will assist in the selection of a School Appraisal Team to conduct the indicated deeper diagnoses. The selection and oversight of the Regional Network Coordinator and the School Appraisal Team are described in Section 2.F, along with the composition of the School Appraisal Team. The School Appraisal Team will collect multiple measures of valid data that is descriptive of conditions within targeted schools and their districts. The School Appraisal Team will collect and analyze broad categories of data from many sources such as: student achievement and demographic data; interviews, surveys and focus groups; quality assurance reviews; and analyses of district and school policies and practices.

Oregon educators have identified a number of tools that can be used to gather descriptive data directly addressing each of the five key areas of effectiveness. The School Appraisal Team will use such tools to gather broad data on which to base appropriate research-based interventions. The following chart describes examples of tools that could be used to conduct deeper diagnostics in each of the key areas of effectiveness:

Area of Challenge Identified through the Self-Evaluation	Diagnostic Approach
Teaching & Learning	The Surveys of Enacted Curriculum: this tool allows reviewers to evaluate the extent to which the school has accomplished an alignment among state standards, designed curriculum, and classroom instruction in the school. Oregon Literacy Plan Framework: provides school and district-level reading self-assessment aligned to the Common Core State Standards (CCSS).

Educator Effectiveness	School Reviews: review of systems of support and evaluation consistent with Senate Bill 290 and adopted standards for teachers and leaders; review of effective instructional practices appropriate to the school's student population.
Family & Community Involvement	The Mid-Atlantic Equity Center (MAEC) Parent Involvement Survey: this survey measures family perceptions of the school, family access, and background on parents and guardians that can inform program changes to increase involvement.
District & School Structure & Culture	MAEC Equity Planning Tool: through this survey of all stakeholders, a picture of access and opportunity in the school can be developed. Information considered should include school leadership, parental and community involvement, school discipline rates, and teaching and learning. Massachusetts Teaching, Learning and Leading Survey (MassTELL): this instrument collects information from teachers and educators about critical teaching conditions.
Technical & Adaptive Leadership	Principal Effectiveness Measures: techniques described by Grissom and Loeb provide insight into school leadership by triangulating multiple perspectives both from within and outside the school. [Grissom, J. A. & Loeb, S. (2009). <i>Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills</i> . (School Leadership Research Report No. 09-1). Stanford, CA: Stanford University, Institute for Research on Education Policy & Practice]

Using these and similar tools appropriate to identified schools and districts, the School Appraisal Team will assist district and school staff in identifying priority interventions and planning for their implementation.

The table below shows an alignment among Oregon's five keys areas of effectiveness and the seven federal turnaround principles. Each entry shows possible interventions in that area.

Keys to School Effectiveness	Turnaround Principles	Examples of Interventions
Teaching & Learning	<ul style="list-style-type: none"> Strengthening the school's instructional program and ensuring it is research-based, rigorous and aligned with standards Using data to inform instruction and for continuous improvement 	District or school staff will engage in comprehensive alignment of standards, assessments, and instructional content. This alignment could be accompanied by a review and redesign of instructional methods and pedagogy to ensure that the needs of the full spectrum of students (including students with disabilities, English language learners, and students who are academically advanced) will be met. Where a diagnostic analysis indicates a need, the curriculum review and alignment might include instructional coaching, staff development to support

		<p>effective pedagogy, or implementation of instructional models, such as Dual Language or Primarily Language Literacy. The intervention might also include training in the use of effective formative and summative assessments. Another approach may be to offer tutoring of students outside the school day targeting areas of needed improvement.</p>
<p>Educator Effectiveness</p>	<ul style="list-style-type: none"> • Ensuring that teachers are effective and able to improve instruction • Using data to inform instruction and for continuous improvement • Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration 	<p>Recommendations could be made that district and/or school recruitment, selection, placement, and induction policies and practices reflect turnaround competencies aggregating research on effective teaching. An appropriate intervention might be for a district to redesign the school day to allow for creation of professional learning communities or, alternatively, data teams. A redesigned or extended school day or week might also be considered to give students additional learning time. These interventions, coupled with an effective educator evaluation system, will support collaborative conversations among participants about the nature of teaching and learning (see Sections 3.A and 3.B). Such interactions would lead to decisions and actions rooted in classroom experiences.</p>
<p>Family & Community Involvement</p>	<ul style="list-style-type: none"> • Providing ongoing mechanisms for family and community engagement 	<p>Schools and/or districts will assess culture and structures to ensure relationships with families lead to true collaboration around student achievement. Interventions might include a focus on building relationships, using afterschool and summer programs, linking engagement strategies to learning, addressing community and cultural differences, supporting student, family and teacher communication and, developing a system of shared power and decision-making. Districts could benefit from collaborative partnerships with community organizations, business and service groups, and other districts with successful efforts at engaging diverse communities. Oregon's Family Involvement Matters, a districtwide program for engaging families in school-</p>

		level planning for instruction and scheduling, and similar efforts may prove useful in these schools.
District & School Structure & Culture	<ul style="list-style-type: none"> • Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration • Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement 	Strong culture and supportive, effective structures within districts and schools form the basis on which teaching and learning must be built. Interventions are wide-ranging and may include: reexamining central office support, communications & human resources at the district level; professional development; strengthening leadership; staff development and support; creating a culture of success and high expectations; improving classroom management and using positive behavior support systems; examining discipline policies and their application, with particular attention to subgroups and at risk students; shifting resources to provide additional counseling or wraparound services; and ensuring buildings are safe and accessible.
Technical & Adaptive Leadership	<ul style="list-style-type: none"> • Providing strong leadership • Using data to inform instruction and for continuous improvement 	Recommended interventions might include: school leadership afforded greater flexibility and autonomy by the district over staffing, schedules, and curriculum; creating a strong system for identifying, recruiting, selecting, evaluating, and supporting school leaders who are likely to be successful; forming a leadership team with principal(s) and teachers to bring in multiple strengths; providing the principal with a mentor/coach; and replacing the principal with one who is better suited to the school's needs.

Supplemental Educational Services and School Choice

ESEA has required that schools identified as in improvement status must provide options of school choice (transfer to a school not in improvement status) and supplemental educational services (tutoring outside the school day by contracted service providers) for students attending these schools. With this waiver, Oregon will end the requirement of supplemental education services in favor of interventions more specifically suited to individual schools. After-school tutoring, after-school enrichment, in-school support, and extended learning time will be among the types of supports that a focus or priority school could be required to implement to ensure students are able to meet outcomes.

School choice will also remain as an intervention that a district could be directed to provide,

along with a reasonable plan for transportation and communication of options, in cases where the deeper diagnosis and community input identify choice as an appropriate intervention for ensuring the needs of students are met in a focus or priority school.

Developing a Comprehensive Achievement Plan

Starting in the 2012-13 school year, each district that has priority or focus schools will be required to develop one Comprehensive Achievement Plan (CAP) document which includes a plan for each school. As noted above, a School Appraisal Team will determine through deeper diagnosis a set of recommended supports and system level interventions necessary to improve student achievement in the priority or focus schools. These recommendations may include suggestions for redirecting funds toward improvement efforts. The Regional Network Coordinator will then assist the district in engaging district leadership and staff, school leadership and staff, school site council, parent organization(s), parents, students, and the community in a process to develop a CAP. The district-developed CAP must include:

- for each school identified as priority or focus, a unique action plan to implement the interventions recommended by the School Appraisal Team and other identified interventions (including assistance via partner providers, tools, templates, and other resources)
- the process for engaging approved coaches, networks, organizations, or experts that will help implement interventions
- annual measurable goals tailored to each school and based on empirical data for improvement in the identified areas
- a plan for monitoring and reporting progress.

The CAP must be submitted to ODE for approval. Approval will be based on fidelity to the federal turnaround principles, as well as sufficiency of the district's plan for an identified school, describing:

1. The approach to achieving rapid, systemic changes in its priority and/or focus school(s). For each identified building, based on an effective data analysis effort and addressing all aspects of the deeper diagnoses, this must include:
 - a theory of action
 - guiding strategies
 - school-level interventions
 - specific measurable goals
 - a detailed budget
 - a timeline indicating tasks and who is responsible for each task.
2. The district's redesign and planning process, including descriptions of teams, working groups, and stakeholder groups involved in the planning process for each priority or focus school.
3. How the district will recruit, screen, and select any external partners to provide expertise, support, and assistance to the district or to schools.
4. The district's systems and processes for planning, supporting, and monitoring the implementation of planned redesign efforts, such as the use of liaisons, coaches, or networks, that will be used to support and monitor implementation of school-level

redesign efforts.

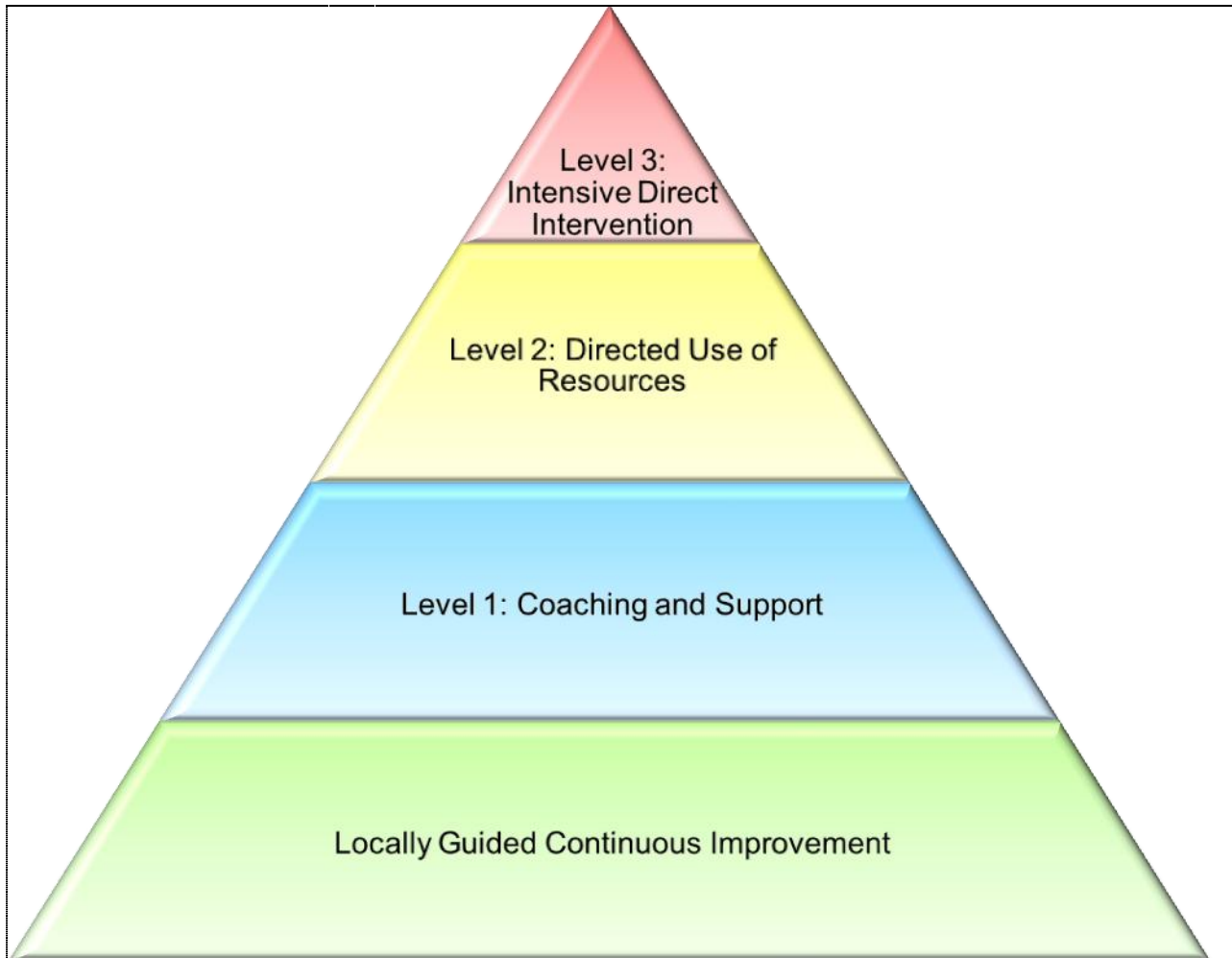
5. The sources and types of data that will be collected and analyzed to measure and document progress on interventions. These data should describe, among others, student performance on formative and summative measures, student attendance, and school discipline along with measures of fidelity and effectiveness of intervention efforts.
6. District policies and practices currently in existence that may promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to modify policies and practices to enable schools to implement the interventions fully and effectively.
7. How the district will ensure that the identified school(s) receive ongoing, intensive technical assistance and related support from the state, district, or designated external partner organizations.
8. How the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working.

Levels of Intervention

Oregon will deliver support and interventions to schools through a multi-leveled system based on the theory of increased flexibility and autonomy for districts and schools that are meeting the outcomes established by the state, and decreased flexibility, support and progressively more directed intervention for those that are not meeting those outcomes. Schools and districts will have the opportunity to benefit from a networked approach to supports, motivation, and incentives aimed at increasing student achievement in all buildings across the state. This Continuous Improvement Network is described more fully in Section 2.F.

Per the timeline described below, by January 2013, ODE will identify priority and focus schools for intervention levels 1, 2 or 3. The primary distinctions between the levels will be: a) the degree to which a district will be subject to external direction in the choice of interventions, and b) the amount of Title I resources that will be directed toward supporting those interventions.

Level 1 schools will engage in a robust process of diagnosis and develop a CAP with ODE support and approval while maintaining a high level of autonomy around interventions and supports. Level 1 schools will be required to use federal 1003a (school improvement) funds and likely a percentage of Title IA funds to support interventions. Districts with schools in level 2 will be provided more outside support and direction on interventions and will be required to set aside a percentage of both Title IA funds and school improvement funds to ensure that interventions and supports can be fully implemented in these schools. Districts with schools in level 3 will see significant restrictions on their use of Title funds and in the selection of interventions for priority and focus schools.



- **Locally Guided Continuous Improvement** – Reaching the state's 40/40/20 Goal requires continuous improvement by all schools and districts. To support this effort, all districts will have access to supports through the Continuous Improvement Network. The Network will serve to provide peer support, sharing of resources, best practices implementation support, and shared services in an effort to ensure continuous improvement for all districts.
- **Level 1: Coaching and Support** – Districts with level 1 schools will engage in a deeper diagnostic process guided by the School Appraisal Team. A CAP will be developed with a high degree of autonomy around the implementation of interventions recommended by the School Appraisal Team and choices for partners to support the work. Participating in the Continuous Improvement Network will provide the necessary continuous and systematic access to supports. To support and motivate change, districts will include a plan for selecting and using outside resources, such as mentors/coaches from comparable districts or schools with a record of success in the particular area of improvement or from other educational partners.
- **Level 2: Directed Use of Resources** – Districts with schools placed at level 2 will also engage in a deeper diagnostic process through a School Appraisal Team. A CAP will be developed with some autonomy around the implementation of interventions

recommended by the School Appraisal Team but with restrictions on the use of federal school improvement funds. Districts will also be required to set aside a portion of federal Title IA funds to ensure identified schools receive the supports they need. Districts will be supported by ODE and the Regional Network Coordinator to create clear plans for selecting and using outside resources, such as mentors/coaches from comparable districts or schools with a record of success in the particular area of improvement or from other educational partners.

- **Level 3: Intensive Direct Intervention** – Districts with schools in level 3 must rapidly address challenges and be highly accountable to the state and community for appropriately and effectively addressing the needs of students. Each district with a level 3 school will be assigned a Regional Network Coordinator and be required to engage in a deeper diagnostic process through a School Appraisal Team. Following the diagnosis, the district will work closely with a School Support Team and an onsite coach in support of interventions. Use of funds and selection of interventions will be largely directed by the state. These efforts will be closely monitored for efficacy and impact and will be adjusted as needed to minimize the duration of the turnaround effort. The School Support Team will communicate frequently with ODE and will have a more directive, rather than merely an advisory, role in their interactions with district and school leadership.

Level 3 represents the maximum level of intervention in the state. At level 3, state interventions may include:

- immediately restructure the school schedule to provide for teacher professional development and collaboration
- require a new principal to be placed in the building who brings a proven record of success in turnaround efforts
- changes in teaching and/or leadership staff.

The State Superintendent and the Governor believe that the framework described here will promote a cycle of continuous improvement that will lift student achievement across Oregon. But Oregon's students must always come first. If the interventions described in Levels 1, 2 and 3 are not sufficient to address seriously deficient conditions in a particular school or district, the Governor and State Superintendent will examine whether to seek additional authority from the legislature to engage in other interventions, such as governance changes, district mergers, or school closures.

Principles for Improvement

The federal turnaround principles described in the waiver guidance are, in fact, a good statement of the best practices that Oregon will apply comprehensively and faithfully to address those issues identified in deeper diagnostic reviews. 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 but not limited to strong school leadership, effective instruction and supports for educators, and authentic and culturally appropriate family/community partnerships in a safe educational environment. Oregon will insist that districts engage in a rapid diagnosis of district and school 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.

Led by ODE, Regional Network Coordinators, and School Appraisal and Support Teams, district and school leaders, instructional staff, parents, and other key stakeholders will work together to use the self-evaluation, deeper diagnoses, and other sources of information to prioritize those conditions requiring the most urgent attention and identify appropriate interventions. Given the incredibly strained resource environment that exists in Oregon, ODE, in partnership with other state officials, will consider the scale of interventions based on the need and availability of funds, and will continue to push to invest existing resources, as well as additional state funds, in this crucially important work.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Creating an effective system of differentiated supports and interventions is essential to the success of Oregon's efforts to improve student achievement and reach the 40/40/20 Goal. We feel an urgent need to move forward quickly to set a course for improvement in all of Oregon's priority and focus schools – the future of the children and families served by these schools, and of our state, depend upon it. However, that urgency must be balanced by the reality of what is necessary to create real and lasting change. Data well beyond standardized test scores must be collected to identify interventions appropriate to local conditions, as well as which are succeeding. Students, parents, educators and communities must be engaged. District leadership and local boards must be open to examining issues beyond the walls of any one building and committed to carrying out broad plans for improvement. The timeline below reflects the balance of these important interests.

Timeline for Priority and Focus School Improvement

Implement Self-Evaluations	
By summer 2012	The Oregon Department of Education (ODE) will select appropriate self-survey tools that meet the needs described in this application and are compatible with the statewide longitudinal data system described in Section 2.G.
During fall 2012	ODE will engage Regional Network Coordinators and School Appraisal Teams to assist in the process of completing self-evaluations. Districts with priority and focus schools will complete a self-evaluation and submit results to ODE.
Engage in Deeper Diagnoses	
By June 2012	ODE will select diagnostic tools that meet the needs described in this application and are compatible with the statewide longitudinal data system.
By December	The School Appraisal Team will conduct deeper diagnostics in the areas identified by ODE, the Regional Network Coordinator, and

2012	School Appraisal Teams in priority and focus schools.
Select Intervention Levels	
By January 2013	ODE will place all priority and focus schools in intervention level 1, 2 or 3.
Develop Comprehensive Achievement Plans (CAP)	
By March 2013	Districts must submit CAPs to ODE for approval. Regional Network Coordinators, coaches, and School Support Teams will support each district with a priority or focus school in developing a CAP. The CAP will be developed in partnership with district leadership, school leadership and staff, parents and community stakeholders.
Implementation of Comprehensive Achievement Plans	
During spring 2013	Districts will begin implementing improvement plans.
During summer 2013	Districts will receive Oregon Report Cards for 2012-13. Based on this data, districts may choose to make revisions to CAPs. Any revisions must be approved by ODE.
During 2013-14 school year	Districts will engage in full implementation, supported by the Continuous Improvement Network, the Regional Network Coordinator, coaches, and any district and school support providers approved in the CAP.
Level Adjustment	
During summer 2014	Districts will receive Oregon Report Cards for 2013-14. Based on achievement data and monitoring of implementation, ODE will identify any districts to move among levels of intervention.
By November 2014	ODE will require those districts with schools recommended for a level adjustment to submit a revised CAP.
Continued Implementation of Comprehensive Achievement Plans	
During 2014-15 school year	Districts will engage in full implementation, supported by the Continuous Improvement Network, the Regional Network Coordinator, coaches, and any district and school support providers approved in the CAP.
Second Level Adjustment	
During Summer 2015	Districts will receive Oregon Report Cards for 2014-15. Based on achievement data and monitoring of implementation, ODE will identify any priority and focus schools who have met the criteria for exit or level

	adjustment.
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2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

ODE will make the initial placement into the levels of intervention during fall and winter of the 2012-13 school year. ODE will place each priority and focus school into either level 1, 2 or 3. To allow adequate time for implementation of plans within schools, the next decision point will occur in summer 2014, when ODE will review progress of priority and focus schools for potential placement in a different level of intervention. To ensure improvement efforts are lasting, decisions to exit schools from priority or focus status will be made no earlier than summer 2015.

To facilitate initial placement in intervention levels, ODE will evaluate each school in four categories:

- persistence in not making adequate academic progress
- trends in student achievement for the all students group
- trends in student achievement for subgroups
- gaps in growth between the all student group and subgroups.

The following rubric will serve as guidance to the Superintendent of Public Instruction and ODE in determining the appropriate level:

Category	Score Point	Criteria
Persistence	1	not making adequate academic progress for a single year
	2	not making adequate academic progress for 2 years
	3	not making adequate academic progress for 3 years
All students group trend	1	improvement in student achievement over 3 years
	2	no change in student achievement over 3 years
	3	prevailing decline in student achievement over 3 years
Subgroup trend	1	improvement in subgroup achievement over 3 years
	2	no change in subgroup achievement over 3 years
	3	prevailing decline in subgroup achievement over 3 years
Growth gap	1	no noticeable gap in growth between students in the all students group and those in subgroups

	2	noticeable gap in growth between students in the all students group and those in subgroups
	3	significant gap in growth between students in the all students group and those in subgroups

Schools with scores of 10 or above would be candidates for level 3 placement, and schools with a score of eight or above a candidate for level 2 placement. Results of the deeper diagnosis would then be examined to make an appropriate final determination.

During summer 2014 the progress of each school will be evaluated to determine placement into levels of intervention as appropriate. ODE will again score each school (using then current data) and evaluate the results along with a) non-academic or formative student success indicators; and b) level of change in adult behavior to indicate success in implementing planned interventions. These measures will not reflect student achievement already present in the calculation but will, instead, target changes in educator behavior intended to affect growth in student achievement.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

The methodology for the identification of the focus schools was included in Section 2.D. The school rating system used for this identification contains measures of both performance and subgroup progress. Identification of elementary and middle schools as focus schools is addressed followed by identification of high schools.

Identifying Elementary and Middle Focus Schools

Focus schools are those schools whose overall school rating was focus as described in Section 2.D. Seventy Title I elementary and three Title I middle schools were identified as focus schools. As shown above, these constitute 14 percent of Title I elementary schools and eight percent of Title I middle schools. Note that a total of 17 percent of all Title I middle schools are identified as either focus or priority schools, and that the school rating system was designed to identify at least ten percent of all schools as focus schools.

For the purposes of the identification of focus elementary and middle schools, the state defines a focus school as a school with low subgroup achievement. While not an explicit component of the school rating system, the rating system for achievement was applied to subgroups in the school to determine an overall subgroup achievement rating.

- **Lowest Subgroup Achievement:** A school that would receive a Not Met on subgroup achievement and whose subgroup growth was Nearly Meets or lower. Among elementary and middle schools, 288 (30 percent) meet this definition with 275 Title I schools meeting this definition. This is 50 percent of the state's Title I elementary and middle schools.

This data emphasizes the widespread nature of the achievement gap in Oregon. The goal of the waiver is to identify 10 percent of schools as focus schools. To do this Oregon will use the overall school rating system to identify which of these schools with low subgroup achievement are to be listed as focus schools. Note that schools already identified as a priority school are not eligible for the focus school rating. The rating system designates 104 (11 percent) of elementary and middle schools as focus schools in the preliminary school list. Of these 73 are Title I schools, representing 13 percent of state's Title I elementary and middle schools.

Of the 73 Title I schools on the focus list, 55 satisfied the definition of low subgroup achievement. Because the rating system relies on achievement and growth, Oregon classified an additional 18 schools as focus schools because their achievement, subgroup achievement, growth, and subgroup growth were all at Nearly Meets or lower.

The Title I schools that were identified as focus schools can be classified as follows:

Title I Elementary and Middle Focus Schools

School Type	Lowest Subgroup Achievement	Low Growth and Achievement	Total
Elementary	52	18	70
Middle	3	0	3

It is important to note that all of the schools identified in the focus schools list had low subgroup performance or low subgroup progress.

Identifying Focus High Schools

Section 2.D contains the methodology for identifying focus schools. This methodology identified 41 focus high schools, seven of which were Title I schools. One of these Title I schools was a school with a graduation rate below 60 percent that was not already identified as a priority school and did not otherwise qualify as a focus school.

For the purposes of identifying focus high schools, the state defines a focus high school as one with low subgroup graduation rates and/or low subgroup achievement.

- **Lowest Subgroup Performance:** a school that would receive a Not Met on subgroup graduation or on subgroup performance. One hundred and fifty-one high schools (45 percent) meet this definition. Sixteen Title I high schools meet this definition, which is 32 percent of the state's Title I high schools.
- **Lowest Graduation:** Schools (in this run of data just one) with a graduation rate of less than 60 percent that is not identified as a priority school.

The state's goal is to identify 10 percent of all high schools as focus schools, and to include at least 10 percent of Title I high schools in this category. To determine which of the Lowest

Subgroup Performance high schools are included in the draft focus school list we used the overall school rating outlined in Section 2.D.

The state rating system designated 41 high schools as focus schools, which included eight Title I high schools. Cutoffs were chosen so that the focus school lists contained a number of schools designated as Lowest Subgroup Performance that constituted at least 10 percent of all Title I high schools. These cutoffs resulted in Lowest Subgroup Performance Schools being rated as focus schools. While these constitute only six percent of Title I high schools, this percentage was deemed acceptable because more than 24 percent of all Title I high schools were designated as either focus or priority schools. In addition to those three schools there were five small high schools that were not rated on graduation, but were included in the focus list due to low combined growth and achievement.

Focus High Schools by Type

School Type	Low Subgroup Performance	Small high Schools with low performance	Total
Title I	3	5	8

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

See Section 2.D.iii and 2.D.iv. above

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

See Section 2.D.v above

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Ex. Washington</i>	<i>Oak HS</i>	<i>111111100001</i>		<i>C</i>	
	<i>Maple ES</i>	<i>111111100002</i>			<i>H</i>
<i>Adams</i>	<i>Willow MS</i>	<i>222222200001</i>	<i>A</i>		
	<i>Cedar HS</i>	<i>222222200002</i>			<i>F</i>
	<i>Elm HS</i>	<i>222222200003</i>			<i>G</i>
<i>See Attachment #9 for list of identified schools</i>					
TOTAL # of Schools:					

Total # of Title I schools in the State: _____

Total # of Title I-participating high schools in the State with graduation rates less than 60%: _____

Key	
<p>Reward School Criteria:</p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p>Priority School Criteria:</p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model 	<p>Focus School Criteria:</p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Designated Roles in Delivery of Continuous Improvement Efforts

Over the next six months, ODE will work to engage with the field, the Governor's Office, and the Oregon Education Investment Board (OEIB) to develop new roles and structures necessary to implement and operate a leveled system of interventions and supports. During spring 2012, ODE will create job descriptions, and oversee recruiting, placing, and training Regional Network Coordinators, School Appraisal Teams, and School Support Teams.

The various roles and responsibilities are set forth below:

The OEIB and its Chief Education Officer will:

1. create an integrated PK-20 system of governance, budget, and supports
2. enter into achievement compacts with districts (pending legislative approval)
3. seek legislative approval, through the Governor's recommended budget, to strategically invest state funds in systems and services directly linked to improved student outcomes.

ODE under the leadership of the Superintendent of Public Instruction will:

1. provide information to and advise the OEIB and Chief Education Officer in performance of their duties
2. develop the framework for state support
3. provide technical assistance to districts and educators
4. produce and distribute school and district report cards
5. identify and place focus and priority schools in intervention levels
6. select and implement a set of tools and processes for conducting district self-evaluation, focused on the five key areas of effectiveness, and to complete deeper diagnoses
7. allocate and disburse school improvement funds
8. oversee the recruitment, training, assignment, and management of Regional Network Coordinators, School Appraisal Teams, and the coaches, mentors and/or consultants who will serve on School Support Teams
9. approve district CAPs for priority and focus schools
10. provide oversight and monitoring of district CAPs.

The Regional Network Coordinators will:

1. provide technical assistance, professional development and support to priority and focus schools in completing a self-evaluation
2. facilitate priority and focus schools in selecting School Appraisal and Support Teams
3. assist ODE, priority and focus schools, and School Appraisal Teams with deeper diagnoses

4. assist districts and School Appraisal Teams in selecting and describing appropriate interventions based on the level of intervention
5. assist in selection of School Support Teams, including coaches, mentors and/or consultants
6. assist School Support Teams in working with the district to develop a CAP
7. assist ODE in oversight and monitoring of district CAPs and evaluating the quality of implementation
8. facilitate and support district participation in the Continuous Improvement Network.

The School Appraisal Teams will:

1. participate in training needed to prepare for their role
2. review and analyze the results of self-evaluations
3. select from among approved diagnostic tools those appropriate for each school and engage in deeper diagnoses of areas indicated for improvement
4. create and submit a report of the results of the deeper diagnoses and recommended interventions
5. assist ODE in continued diagnoses as needed.

The School Support Teams will:

1. participate in training needed to prepare for their role
2. assist districts in the development of CAPs
3. support districts in a variety of roles to ensure swift and effective implementation of CAPs
4. assist ODE in oversight and monitoring of district CAPs and evaluating the quality of implementation
5. facilitate and support district participation in the Continuous Improvement Network.

Composition of Schools Appraisal and Support Teams

School Appraisal Teams and School Support Teams will:

- be carefully screened to ensure needed skills
- broadly represent educators at all levels, classroom through superintendent
- have experience in successful school turnaround efforts
- represent schools/districts with similar demographic characteristics
- include members of diverse populations.

Continuous Improvement Network

Oregon's most successful school improvement efforts have been built upon a network approach which has included coaching and mentoring to help educators learn from each other in an environment of trust, professionalism and shared best practices. Oregon will build on this approach by strengthening existing networks to include early learning service providers, K-12 districts and schools, institutions of higher education, the business community, and other educational organizations. This network, organized principally along regional lines, will be known as the Continuous Improvement Network. To offer maximum improvement for priority and focus schools, the Network will match higher and lower-performing schools which have comparable demographics and community values.

ODE will work with Regional Network Coordinators, schools and districts, and other partners to create this statewide system of support to:

- provide oversight, planning, and logistics
- support implementation of interventions
- address the needs of schools and districts
- develop and deliver professional development
- facilitate coaching sessions
- evaluate and improve the system.

Through the Continuous Improvement Network, ODE will be able to involve more educators, allow peer-to-peer coaching to support improvement, and broker successful practices, supports, and improvements.

Programs and initiatives already underway in Oregon will be utilized to help schools in their efforts. Some examples include:

- Response to Intervention (RTI) Network, a multi-tiered approach to the early identification and support of students with learning and behavior needs
- Positive Behavior Interventions and Supports (PBIS), a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students
- Effective Behavioral and Instructional Support Systems (EBISS), an Oregon tailored combination of RTI with PBIS
- The Direct Access to Achievement (DATA) Project, a series of trainings and materials provided on effective use of educational data
- Oregon School Boards Association Lighthouse Project, professional development for school boards and leadership teams that focuses on student achievement
- Science, Technology, Engineering and Math (STEM), a statewide network focusing on increasing investments in programs that encourage students to pursue careers in STEM and STEM education.

Postsecondary institutions will be an integral partner in the Network to ensure: early college and dual credit opportunities for all students; career preparation and pathways for all students; research and evaluation of instructional programs and practices; best practice dissemination; effective and aligned teacher pre-service and in-service professional development; and alignment of standards, exit and entry requirements, and outcomes across the PK-20 continuum.

By including a broad array of partner organizations, the Network will support districts in self-evaluation and planning, provide opportunities to learn about and share effective practices; and train, model, and facilitate the use of educational resources and tools. The Network will be an appealing partner for districts by providing efficiency, additional needed capacity, customized professional development, and other supports. These resources will be particularly invaluable to districts as Oregon embarks on a period of significant change – adoption of Common Core State Standards, transition to SMARTER Balanced Assessment Consortium, implementation of educator and leader effectiveness systems, and application of the state's new accountability system. The relationships and networking opportunities built through the Continuous

Improvement Network will be collaborative and will foster collegiality and healthy competition in an atmosphere of support, trust, and shared values.

Prevention, Support, and Continuous Improvement

A goal of Oregon's Continuous Improvement Network is to shift the focus from intervention to prevention. The annual self-evaluation described above will help identify and encourage early action in areas of weakness, as well as dissemination and study around areas of strength. Submission of the results of the self-survey will be required for priority, focus and for model schools that choose to participate in network activities, and will be encouraged for all other schools and districts. The results will be used to create a best practices database in which districts can identify comparable or neighboring districts that are excelling in an area where they need support. Title IA and other professional development dollars from one district can then be used to engage another district in the role of coach/mentor. As noted in the description of model schools, this engagement allows the coaching district to invest those additional resources in continued professional development within their school.

Networking districts by a regional model, to the greatest extent possible, will be an important option to ensure that even the smallest districts are able to build capacity to improve. Cataloging the results of the self-evaluation by focus area will ensure that even a district that is not a leader in all areas can share expertise where it is present. This shift in culture to acknowledging that each district has areas in which they can improve and areas in which they can lead will have a profound impact on the system.

As the OEIB and legislature fund strategic and innovation grants, regional portions of the Network may apply to scale up or explore an innovative practice to further accelerate achievement. This will help connect lower performing schools with relevant and proven models for improving results.

Scaling Up

Oregon is currently engaged in Scaling Up work with several school districts within three of Oregon's largest Educational Service Districts (ESDs), which comprise the vast majority of K-12 students in Oregon. The intent of the Scaling Up framework is to create sustainable implementation of evidence-based learning supports that will provide for the academic and behavioral needs of all students. Current active participant districts fall below state averages in a majority of the federal accountability indicators including: adequate yearly progress (AYP), on-time graduation rates, and schools designated in Title I school improvement status. Additional areas of concern for the participant districts are the achievement scores of the identified subgroups: students with disabilities, English language learners, and economically disadvantaged students.

Research has demonstrated that levels of achievement cannot be raised unless research-based instruction is delivered with fidelity and students are in a safe and orderly learning environment where they can learn to the best of their ability (Ialongo, Poduska, Werthamer, & Kellam, 2001). Alternately, students are more likely to meet the behavioral expectations of the school if they are proficient readers (McIntosh, Horner, Chard, Boland, & Good, 2006).

Scaling Up practices intend to support capacity building of evidence-based practices by building leadership and problem solving capacity, extending system capacity for implementation and

evaluating the effectiveness of implementation supports, and creating regional support teams. These regional teams are made up of local district educators with expertise in the evidence based or promising practices selected by the district and provide continued support to assure the practices are implemented as intended which in turn will ensure high quality sustainable implementation within the region. Implementation activities in Oregon to date, under consultation with State Implementation and Scaling Up Evidence-based Practices (SISEP) at the University of North Carolina, have generated several outcome measures that will be incorporated into this work to measure success of implementation activities. One measure is a capacity assessment for districts. The results of the assessment components which are known to support successful, sustainable practices are analyzed to ensure an integrated system for district infrastructure building and sustainability.

Oregon was awarded a five year, \$1 million annual grant from the Office of Special Education Programs (OSEP) to expand the knowledge of Scaling Up statewide. The intent is to increase the number of districts engaged in implementation activities in the use of three-tiered models of behavior and academic support by employing the principles of Scaling Up. Oregon intends to expand the current Scaling Up efforts by targeting personnel development to both general and special educators and administrators. Scaling Up stands to become an integral component of Oregon's educational system as it aligns to the tight-loose efforts by providing a set of critical core components for the selected classroom practices and infrastructure development but not directing the pathway to secure results or student outcomes. In addition, it builds on peer-to-peer support and strength building. In other words, the district will be free to select classroom practices which they will apply to a framework which guides them toward full implementation of sustainable practices.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

As noted in the overview, Oregon's theory of action for full system reform consists of three overarching strategies: a) creating an integrated and coordinated public education system from pre-kindergarten through postsecondary; b) focusing state investment on education

outcomes; and c) building statewide support systems, including a robust system of mutual accountability to support achievement of the desired outcomes. The strategy is premised on the theory of tight-loose, i.e., the state must be tight on the outcomes it expects from the system, but loose in allowing education institutions to determine the best way to achieve them. Oregon believes that the 197 school districts that deliver PK-12 education services need both a coordinated system of support and increased freedom to innovate and evolve in ways that lead to sustained improvement and student success.

All three of these strategies, as well as the tight-loose paradigm in which they will be implemented, will build the ODE, district, and school capacity to improve student learning in all schools, particularly priority and focus schools. The state must build upon, and not ignore, successful efforts currently underway in many Oregon classrooms, but must focus accountability, supports, interventions, and monitoring at the district level.

Integrated and Coordinated Public Education System – PK-20

Oregon Education Investment Board (OEIB) and Chief Education Officer

In passing Senate Bill 909, the Oregon Legislature committed to creating and sustaining a coordinated and integrated public education system. That legislation established the OEIB, appointed and chaired by the Governor, to oversee all levels of state education, improve coordination among educators, and to pursue outcomes-based investment in education.

As directed by the legislation, OEIB is moving forward to recruit and appoint a Chief Education Officer, who will lead the transformation of Oregon's public education system from preschool through high school and college. The Chief Education Officer will serve as the board's chief executive in the creation, implementation, and management of an integrated and aligned public education system. This work will require visionary leadership, skillful collaboration with legislators, educators, parents, and education stakeholders at the state and local level and the effective engagement of community members to build and implement the education system.

Robust Early Learning System

Senate Bill 909 also created the Early Learning Council, a 12-member council serving under the OEIB, to streamline, oversee, hold accountable, and improve the outcomes achieved by the variety of programs and agencies that currently provided services to our youngest learners.

Decades of research widely confirm that the seeds of adult success are planted early. Young children are at a critical point in brain development, one in which readiness to learn is optimal. A strong start in learning well before formal schooling pays off long term in educational attainment, job stability and lower dependence on social services or involvement in the criminal justice system. Some of the best returns on investment at any level of learning come early, and Oregon is highly unlikely to raise achievement levels without more systematic investment in and monitoring of early learners. Using an outcomes and data driven approach, the state can position itself to know where to invest for the largest, most enduring outcomes, smoothing out an abrupt, even awkward transition for learners moving from prekindergarten to kindergarten and beyond.

To make progress, the state will invest in core infrastructure: standard assessments to measure kindergarten readiness and grade one reading, professional development for the early childhood workforce, and a longitudinal, learner level database that tracks the learner experience and outcomes starting from birth. With the new infrastructure in place, a significantly enhanced accountability system will focus the system on kindergarten readiness and grade one reading.

Significant streamlining and consolidation of boards, commissions, and functions will start the integration of a coordinated early childhood system. But more important, the Early Learning Council will provide policy direction, planning, and alignment of early learning programs in ODE, the Employment Department, and the Department of Human Resources around readiness for school. Those programs and budgets will remain in the various departments, but for the first time they will all be aligned to achieve an outcome for students.

Through the work of the Early Learning Council and key education partners, Oregon is aligning statewide early learning and development standards to promote school readiness and to ensure a seamless transition to public schools. The state will promote standard screening practices with referrals to ensure families are connected to community services; educate families about how they can support young children in the home; and teach families how to access services. Oregon is in the process of adopting standard early childhood assessment tools and a universal statewide kindergarten readiness assessment to ensure all children are on track and prepared for school. These assessments will identify children who need additional support early and will make sure that support is effectively targeted to meet individual needs. As noted in Section 1.B, the new kindergarten readiness tool will be piloted in eight to 12 districts in 2012-13 with statewide implementation the following year.

K-12 Extended Learning Opportunities

An Oregon priority for students is a continuum of educational opportunities and supports. Extended learning opportunities are critical to students, their families, and the community. The vision for Oregon 21st Century Learning Centers (CCLC) funding recognizes the value of school-community relations that broadens and helps transform the school day. Oregon understands that learning is an accumulation of new knowledge, skills, values, and behaviors – a vital process resulting from all experiences within and outside school. Oregon will utilize 21st CCLC funds in order to expand ideas about where, when, and how learning occurs.

Using the freedom granted under this waiver, Oregon will enhance opportunities to unify all stakeholders, youth development programs, non-profits, and business, to provide schools with additional technical expertise, human capital and funding to support and enhance student achievement.

We will bring stakeholders together to create a plan for a seamless learning environment that strengthens school success through programs which a) include and incorporate youth development principles, b) are based on research focused on early warning indicators and interventions, and c) create opportunities for learning that leverage partnerships for the efficient use of funds. During spring 2012, ODE will convene stakeholders to provide guidance and a framework for implementation of the new opportunities afforded by this waiver. Following this planning process, current grantees will have the opportunity to revise their proposed activities and budgets.

Alignment with Post-Secondary and Workforce

As noted above, Oregon has been a leader in ensuring that Common Core State Standards (CCSS) are aligned to postsecondary and, through the College Readiness Partnership and the SMARTER Balanced Assessment Consortium, will ensure continued focus on implementation focused on those issues at the intersection of K-12 and higher education systems. Oregon is moving quickly to understand and incorporate more robust measures of college and career readiness, including working with the University of Oregon's Education Policy Improvement Center (EPIC) around processes and tools to measure the skills, behaviors, and aptitudes necessary for success in college and career.

Focusing State Investment on Education Outcomes

The Governor is directing executive agencies to approach the budget differently for the next biennium, 2013-15. Instead of presenting a current service level with add and cut packages, he is challenging each of the seven areas of state government to focus on outcomes and to create cohesive investment plans with a ten-year horizon. What kind of state do we want to live in? How can we use the state's investment to get there?

OEIB is engaging in this dialogue in education alongside other policy areas. The OEIB will work to define and achieve a stable and sustainable baseline of funding to maintain the capacity of our schools in 2013-15 and thereafter. Low performance would not mean that base formula funding would be removed, but it could mean greater state direction over how it is spent. Higher performance would bring greater flexibility and fewer mandates. As early as the Governor's 2013-15 budget proposal to the Legislature, OEIB will consider increasing funding above the baseline formula funding to support innovation, achievement, and adoption of research-based best practices through districts, partners, or the Continuous Improvement Network. Over time, Oregon may also consider strategic grants to focus on particular learning stages or outcomes. Oregon may also consider performance grants, perhaps offering funding based on rates or numbers of students earning certificates or degrees. Alternatively, we may adjust funding based on the number of students who achieve English proficiency and exit from English as a second language (ESL) programs. These powerful budgeting tools will support the statewide system of support by providing incentives for behaviors that lead to systemic improvement.

While revamping the overall budget design, OEIB does not want to lose sight of the potential for more efficient and effective education service delivery. Board members continue to see opportunities for shared services at the regional level – with school districts sharing central functions such as human resources, information technology, purchasing, or other vital business operations.

Building Statewide Support for Education

As noted in Section 1 of this application, Oregon has adopted the CCSS and is committed to building systems to support implementation and to ensure alignment with early learning, postsecondary, and workforce. In addition to these elements of a statewide system, and others already described, Oregon has committed to further developing its longitudinal data system and to exploring better ways of delivering wraparound and other services to students.

The Longitudinal Data System

Senate Bill 909 directs the OEIB to provide an integrated, statewide, student-based data system. The first phase is to allow the state to monitor expenditures and outcomes to determine the return on statewide education investments. The value goes beyond that macro-level accountability and investment function. As the system develops, the second phase should provide powerful new tools and data to support teaching and learning and will provide information to students and parents.

ODE's Advancing Longitudinal Data for Educational Reform (Project ALDER), funded by the U.S. Department of Education, will help meet the requirements for this new, comprehensive data system. Project ALDER envisions the creation of a prekindergarten through postsecondary education (PK-20) data system and research function that will compile anonymous longitudinal student data from every level of education. This will allow the state to chart the progress of students with varying backgrounds and learning experiences as they enroll and complete programs. Student inputs and funding effects can be measured against student outcomes delivering information describing the return on investment called for in the legislation.

For example, in the initial phase to be launched by July 2012, the return on education investment for K-12 schools will be calculated based on two primary data elements: state assessment score outcomes and district expenditures. The method accounts for differences in family incomes, the local cost of living, and enrollments in special education and identification of English language learners (ELL). These factors affect the challenges students face and the levels of support a district must offer to maximize achievement. Variations in student population thus become an important factor in the return on investment calculation. Districts with greater rates of student progress will have higher net return on investment. The most outstanding districts will have both delivered strong student progress and contained costs. This data will be measured annually allowing school districts to monitor and improve their specific student gains and spending patterns.

The goal of the return on investment calculations is to provide a useful diagnostic tool that allows educators and the state to better identify the investments that are both cost effective and achievement effective for replication or expansion.

The early childhood data system, required by Senate Bill 909, will give service providers and policy makers the information needed to improve outcomes for children by sharing key data related to each child's specific needs and progress. Programs will also gain insights that can help improve overall program delivery by identifying developmental areas that lagged the performance of students served by like programs.

The longitudinal data system will help inform educators across each learning stage about the paths that lead to student success and help identify emerging trends, gaps and opportunities that must be addressed by state and local education policy makers and educators. Future phases of the longitudinal data system will add tools that provide key information to classroom and program educators to help identify specific student needs, to spot trends, and to improve instruction and individual learner outcomes.

Wraparound Services, Guidance and Support

Strong correlations between poverty and student achievement over a number of years demands that Oregon not ignore the need to substantially increase wraparound services to students. Numerous state-provided social and health services (e.g., Department of Human Services, the courts, foster care, food stamps, welfare, child protection, and behavioral health treatment) serve Oregon children. These impact a student's ability to learn.

In some cases, situations addressed by these related services become convenient explanations for educational failure. They should instead become bridges that reinforce learning in a seamless way, especially for children and families facing poverty, unstable family backgrounds, substance abuse, criminal records, and negative peer associations. Roughly 40 percent of Oregon's youngest children face such risk factors, are far less likely to arrive in school ready to learn, and even less likely to continue on to high school graduation and college. Providing the wraparound support should start early. Family resource managers could act as service brokers in areas organized around elementary school boundaries.

For school-aged children, the challenge is to ensure coordination of social and health services linked to schools to promote continued educational success. For example, Oregon Healthy Kids has partnered with schools across the state to reach out to families to greatly expand health coverage. Programs such as these will challenge us not only to reach across educational silos, but to connect our educational system to larger systems of community supports.

Tight-Loose System of Improvement

Achievement Compacts: Tight on Expected Outcomes

Oregon's plan for support, accountability, and technical assistance will focus at the district level to create alignment with the framework emerging from the OEIB and to maximize effectiveness of supports and interventions. Focusing accountability on districts rather than schools will align the state's K-12 system of accountability with the OEIB's primary tool for accountability throughout the PK-20 system, the achievement compact. Pending legislative approval in February, the state will require each Oregon school district to enter into an achievement compact, which will focus districts on the outcomes expected in exchange for the state's investment of public dollars. Focusing expectations, supports, and investments at the district level is consistent with the tight-loose principle of allowing local governing boards more flexibility and freedom in how they achieve prescribed outcomes. Districts not making progress in achieving outcomes for students will face a decrease in flexibility and increases in state control.

Decreased Mandates and Reporting: Loose on How Outcomes Are Achieved

As Oregon proceeds to establish Achievement Compacts in 2012-13, it will be reasonable to provide greater flexibility and relief from unnecessary regulatory burdens for our educational institutions. This is consistent with the tight-loose model of oversight.

The Education Enterprise Steering Committee (EESC), comprised of representative school administrators, Educational Service District (ESD) superintendents, and staff from ODE and the Governor's Office are working together on mandate relief. The EESC developed a list of mandates recommended for repeal or amendment. This list formed the basis of Senate Bill 800. The Legislature in 2011 passed Senate Bill 800, making significant progress in reducing

outdated and redundant regulations affecting our K-12 school districts.

As part of the state's mandate relief efforts, ODE is also conducting a comprehensive review of the state's mandates for K-12 education (referred to as Division 22). This year ODE suspended the reporting requirements of a host of rules collected in Division 22. While school districts still must comply with the underlying rules, eliminating the reporting relieved administrators of the burdensome chore of paperwork, freeing significant time.

Over the past eighteen months, ODE has led a revision of our district continuous improvement planning tool. This review targeted removal of significant redundancies resulting from several years of modification and consolidated federal and state planning requirements. Additionally, there has been an effort to eliminate portions of the tool that, while potentially useful, were not integral to the planning needs of districts.

As a by-product of this effort, the tool has been expanded to provide school-level planning. This provides a consistent interface across all levels so that both school and district staff use a familiar interface as they work through multilevel planning.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Oregon selected Option A to submit a plan and assurances to adopt guidelines for local teacher and principal evaluation and support systems by June 2012. This section of the waiver outlines Oregon’s plan to develop the state guidelines. Work has been underway and will continue over the next six months to develop guidelines aligned with the ESEA criteria and state requirements, involving teachers, principals and other stakeholders across the state.

Background on Educator Effectiveness

An effective educator workforce is essential for improving student learning and achieving the state’s 40/40/20 Goal. The state will not meet the demanding requirements for improving student achievement without effective teachers and leaders.

For the past year, ODE has been working collaboratively with key stakeholders and organizations to create a supportive state policy infrastructure focused on educator effectiveness that leads to improved student learning. Oregon’s goal is to develop a

comprehensive educator effectiveness system that spans the career continuum of teachers and leaders, including preparation, licensing, induction, mentoring, professional learning, and performance evaluation.

Among the organizations that have played key roles in the educator effectiveness and evaluation work are:

- Oregon Legislature
- Office of the Governor
- Oregon Department of Education (ODE)
- Oregon Education Association (OEA; Oregon's teacher union)
- Confederation of Oregon School Administrators (COSA)
- Oregon School Boards Association (OSBA)
- Teacher Standards and Practices Commission (TSPC; licensing agency)
- Oregon School Personnel Association (OSPA; school district human resources)
- Oregon School Districts
- Title I Committee of Practitioners (COPs) (advisory committee)
- Oregon University System (OUS)
- Oregon Coalition for Quality Teaching and Learning (OCQTL)
- Oregon Association of Colleges for Teacher Education (OACTE; all public & private)
- Stand for Children (nonprofit)
- Chalkboard Project (non-profit)
- Northwest Regional Comprehensive Center
- Oregon Leadership Network (OLN)
- State Consortium on Educator Effectiveness (SCEE)

Three significant bills passed during Oregon's 2011 Legislative session have provided a solid policy platform to build an evaluation and support system that is consistent with the ESEA flexibility waiver criteria. This legislation is highlighted below:

Senate Bill 290

- State Board of Education, in consultation with the TSPC, will adopt core teaching standards and administrator standards that improve student academic growth and learning by:
 - a. Assisting school districts in determining the effectiveness of teachers and administrators
 - b. Improving the professional development and classroom practices of teachers and administrators
- Core teaching standards and administrator standards take into consideration:
 - a. Multiple measures of teacher and administrator effectiveness
 - b. Evidence of student academic growth and learning based on multiple measures
- By July 1, 2013, school boards must adopt core teaching standards and administrator standards for all evaluations of teachers and administrators. The standards will be customized based on the collaboration of teachers and administrators and the exclusive bargaining representative of the employees of the school district.

House Bill 3474

- Implements House Bill 3619 Task Force on Education Career Preparation and Development recommendations for:

- a. Teacher preparation and professional development
- b. Administrator preparation and professional development
- c. Licensure
- Requires creation of a comprehensive leadership development system for administrators
- Directs preparation of a plan to encourage national board certification for teachers and administrators
- Creates the Educator Preparation Improvement Fund to improve preparation of teachers and administrators; allocates funds for incentive grants
- Directs the preparation of guidelines for uniform set of performance evaluation methods for teachers.

Senate Bill 252

- Senate Bill 252 provides funding for school districts to improve student learning through the voluntary collaboration of teachers and administrators to design and implement the integration of performance evaluation systems with new career pathways, research-based professional development, and new compensation models
- Provides the opportunity to support piloting the development of local evaluation systems following the state guidelines during the 2012-13 school year
- District applications must be approved by school district superintendent, chair of the school district board, and the exclusive teacher bargaining representative.

Oregon's state guidelines for local evaluation and support systems are being developed on a strong foundation of legislative action and collaborative support, resulting in a coherent and comprehensive system of educator effectiveness. The table below highlights key legislation and events in Oregon's journey to-date.

Year	Legislation	Action
2007	House Bill 2574	Legislation established the Oregon Mentoring Grant to support new teachers and new administrators; funding has been allocated in school years 2008-09, 2009-10, 2010-11, and 2011-12.
2007		The Oregon Leadership Network (OLN) was formed to strengthen educational leadership to increase equitable outcomes and improve student achievement and success, so that all students will meet or exceed state standards in reading and math. The vision of OLN is that there will be no performance gap between different ethnic or socioeconomic groups. OLN supports a comprehensive leadership network with equity at its core. (The work of OLN began in 2000 as the State Action for Education Leadership Project).
2007		The Chalkboard Project, a non-profit organization, launched the Creative Leadership Achieves Student Success (CLASS) project to support districts in the design and implementation of new models for career paths, professional development, evaluation, and compensation. Nearly 130,000 students and 7,000 teachers in 17 Oregon school districts have participated in the CLASS project.

2008		The National Commission on Teaching and America's Future (NCTAF) Forum on Teacher Quality was convened and engaged key stakeholders in setting goals to improve teaching practice.
2008		The Oregon Coalition for Quality Teaching and Learning (OCQTL) was established. The primary focus of OCQTL is to ensure that all educators and education leaders in Oregon have the skills and support needed to ensure that every student can be successful. The Coalition has been instrumental in advocating for key legislation including House Bill 3619, Senate Bill 290, and House Bill 3474.
2009		Advancing Longitudinal Data for Educational Reform (Project ALDER) funded to develop a statewide longitudinal data system; including K-12 teacher-student linkage components to support instructional decision-making and analysis of teacher-level variables that may impact student achievement.
2010	House Bill 3619	Legislation established a taskforce on Education Career Preparation and Development to "develop a proposal for a seamless system of professional development that begins with career preparation and continues through employment as an educational professional." Taskforce recommendations were instrumental in the development of Senate Bill 290 and House Bill 3474.
2010		Oregon is part of the National Council for Accreditation of Teacher Education (NCATE) Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. The panel recommends strategies for transforming teacher education through clinical practice and partnerships.
2010		The Chalkboard Project received federal funding through the Teacher Incentive Fund (TIF) grant to support districts to develop new models for performance-based compensation.
2010		Oregon joined the State Consortium on Educator Effectiveness (SCEE) , sponsored by the Council of Chief State School Officers organized to engage cross-state action on key education workforce issues.
2011	Senate Bill 290	Legislation requires the State Board of Education to adopt core teaching standards and educational leadership/administrator standards for evaluation of teachers and administrators that include consideration of (a) multiple measures of teacher and administrator effectiveness and (b) evidence of student academic growth and learning based on multiple measures.
2011	OAR 581-022-1723; 1724; 1725	Core teaching standards and educational leadership/administrator standards were adopted by the State Board of Education on December 2, 2011.
2011	Senate Bill	Legislation established the District Collaboration Grant to

	252	support funding for school districts to improve student achievement through the voluntary collaboration of teachers and administrators to design and implement new approaches to a) career pathways, b) evaluation processes, c) compensation models, and d) enhanced professional development opportunities.
2011		Oregon is participating in the Teacher Performance Assessment Consortium (TPAC), a consortium of 22 states involving 100 teacher preparation programs to field test a teaching performance assessment system. The Teacher Performance Assessment will create a body of teaching competence, providing a vehicle to improve teacher preparation programs, provide professional development to practicing teachers, and inform decisions about tenure of individual teachers. Oregon universities will be working on a statewide rubric for teacher work sample assessment.
2011	House Bill 3474	Legislation established the Educator Preparation Improvement Fund to create a comprehensive leadership development system for licensed administrators, directs the preparation of a plan to encourage national board certification for teachers and administrators, and the use of teaching and administrator standards in educator evaluations.
2012		Teacher Standards and Practices Commission will be adopting the <i>Learning Forward Standards</i> for professional development; educators' continuing professional development for license renewal must be aligned to the standards.

Goal of Developing Effective Educator Evaluation and Support Systems

Evaluation matters because good teaching and good leadership matter more than any other single factor contributing to a student's learning and success. By conducting meaningful evaluations, a district sends a clear message that it believes in the crucial role educators play in meeting outcomes, and that it expects and supports continual professional growth and improvement. Teachers and administrators have a challenging task in meeting the needs of an educationally diverse student population, and meaningful evaluations are necessary to provide educators with the support, recognition, and guidance needed to sustain and improve their efforts. Undertaking the work of designing, implementing, and monitoring an effective support and evaluation system for educators is both complex and time consuming; however, based on the powerful correlation between teacher and principal effectiveness to student learning and growth, this work is imperative and of the utmost importance to the state in meeting its 40/40/20 Goal.

The goal of strengthening teacher and leader evaluation systems in Oregon is to ensure that all students are college and career ready by guaranteeing:

- improved student learning at all schools and for all students
- effective teachers in every classroom

- effective leaders in every school and district
- elimination of the achievement gaps between the highest and lowest performing student groups, while increasing achievement and success for every student
- continuous professional growth for teachers and leaders throughout their careers.

Overview of Oregon's Proposed Guidelines for Educator Evaluation and Support Systems

The Educator Effectiveness Workgroup, established through the ESEA Flexibility Waiver process, is developing state guidelines for local evaluation and support systems. The guidelines will incorporate the requirements found in Senate Bill 290 and House Bill 3474 (described earlier), the state-adopted core teaching and educational leadership/administrator standards, and the criteria set forth in this application. Oregon has school districts already leading the way in developing strong and meaningful evaluation systems. ODE will draw on this work to provide substantial guidance, technical assistance, and effective models to school districts.

Using guidance from "A Practical Guide to Designing Comprehensive Teacher Evaluation Systems" by the National Comprehensive Center for Teacher Quality (NCCTQ), the workgroup has proposed an elective state-level evaluation system which specifies certain aspects of the evaluation model but allow local flexibility in others. This model is consistent with the tight-loose principle described throughout this waiver application. The state will ensure that certain components are part of the district models but allow for local flexibility in other aspects of the system.

In addition to the guidelines, the state will provide model evaluation processes that align with the state guidelines. Districts may elect to use the models provided or develop/re-design their own local evaluation and support systems that meet or exceed the state guidelines. The state guidelines will ensure that local systems are rigorous and designed to support professional growth, accountability, and student achievement.

Oregon's guidelines will address criteria for teacher evaluations and criteria for administrator evaluations (principals, superintendents and other administrative staff).

Oregon's state guidelines are currently under development. The table below provides a brief summary of state guidelines proposed by the Educator Effectiveness Workgroup. The workgroup, with input from stakeholders, will continue to develop these guidelines for adoption by the State Board of Education in June 2012.

The proposed state guidelines for local evaluation and support systems are consistent with the ESEA Flexibility criteria in Principle 3. The table below aligns Oregon's adopted statute and rules and proposed guidelines with the ESEA Waiver criteria. The column on the right provides a summary of the adopted statute and rules followed by a description of "proposed" guidelines under discussion. ODE will continue to work with stakeholders over the next six months to produce detailed guidelines.

ESEA Flexibility Waiver Criteria	Oregon's Adopted Statute/Rules and Proposed State Guidelines Under Development
a. Used for continual	Statute & Rule:

<p>improvement of instruction</p>	<p>Senate Bill 290 and OAR 581-022-1723; 1724; 1725:</p> <ul style="list-style-type: none"> ▪ Requires districts to use core teaching standards from The Interstate Teacher Assessment and Support Consortium (InTASC) and administrator standards adopted by the State Board of Education in all teacher and leader evaluations. Both sets of standards emphasize continuous improvement of teaching and learning. ▪ Requires districts to use evaluations to strengthen the knowledge, skills, disposition and practices of teachers and administrators. <p>Proposed State Guidelines:</p> <ul style="list-style-type: none"> ▪ Oregon's local evaluation and support systems will be designed to help all educators improve their practice. The system will inform educators of individual areas of strength and weakness and provide opportunities to make informed decisions based on individual growth plans. The overall intent is to identify areas of need for all educators.
<p>b. Meaningfully differentiated performance using at least three performance levels</p>	<p>Proposed State Guidelines:</p> <ul style="list-style-type: none"> ▪ Oregon's local evaluation and support systems will be designed with four performance level ratings of effectiveness: <ul style="list-style-type: none"> ➢ Level 1 - does not meet or demonstrate progress toward meeting performance standards ➢ Level 2 - does not meet performance standards but is making progress toward meeting standards ➢ Level 3 – meets performance standards (proficient) ➢ Level 4 – exceeds performance standards.
<p>c. Use multiple, valid measures in determining performance levels, including as a significant factor, student growth for all students (including English language learners and students with disabilities), and other measures of professional practice</p>	<p>Statute & Rule: Senate Bill 290 and OAR 581-022-1723:</p> <ul style="list-style-type: none"> ▪ The teaching and leadership standards take into consideration multiple measures of teacher effectiveness, based on widely accepted standards of teaching that encompass a range of appropriate teaching behaviors and that use multiple evaluation methods. ▪ The measures will take into consideration evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, schools and school districts. ▪ A school district board shall include core teaching and administrator standards adopted by the State Board of Education for all evaluations of teachers and administrators of their school districts on or after July 1, 2013. The standards shall be customized based on the collaborative efforts of teachers and administrators of the school district and the exclusive bargaining representative of the

	<p>employees of the school district.</p> <p>OAR 581-022-1724 Core Teaching Standards (InTASC):</p> <ul style="list-style-type: none"> (1) The Learner and Learning <ul style="list-style-type: none"> a. Learner Development b. Learning Differences c. Learning Environments (2) Content <ul style="list-style-type: none"> a. Content Knowledge b. Application of Content (3) Instructional Practice <ul style="list-style-type: none"> a. Assessment b. Planning for Instruction c. Instructional Strategies (4) Professional Responsibility <ul style="list-style-type: none"> a. Professional Learning and Ethical Practice b. Leadership and Collaboration. <p>OAR 581-022-1725 Educational Leadership/Administrator Standards:</p> <p>Oregon's standards align with the Educational Leadership Constituents Council (ELCC) and the Interstate School Leaders Licensure Consortium (ISLLC) standards. They are unique in the nation due to the state's policy focus on equitable practice. Each of the six educational leadership/administrator standards includes specific language that highlights the need for equitable practice.</p> <p>a) Visionary Leadership: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders. [ISLLC Standard 1]</p> <p>b) Instructional Improvement: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth. [ISLLC Standard 2]</p> <p>c) Effective Management: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. [ISLLC Standard 3]</p> <p>d) Inclusive Practice: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and</p>
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community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups. [ISLLC Standard 4]

e) Ethical Leadership: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner. [ISLLC Standard 5]

f) Socio-Political Context: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. [ISLLC Standard 6]

Proposed State Guidelines:

1. Multiple Measures

- Oregon's local evaluation and support systems will use multiple measures to evaluate performance toward the teaching and administrator standards. Measures may include, but not limited to: standardized tests, student performance, classroom-based assessments, common formative assessments, observations, lesson plans/ assignments/student work, student/parent/staff surveys, portfolio of evidence, supervisor reports, self-reflection and assessments.
- Develop rubrics or performance indicators to clarify performance expectations for each standard. The state will provide examples from districts and national resources.
- OLN is currently developing and will soon be piloting the Educational Leadership for Equity and Assessment Tool to assist in the evaluation and reflection of educational leaders in implementing the equity context of the Educational Leadership/Administrator standards. The pilot version will be available as a web-based tool in April 2012 for use by the July 1, 2013 implementation target.

2. Student Achievement and Growth

- As with the state's accountability system, Oregon's guidelines for educator evaluation and support systems build on the belief that student growth data is significant to the work that teachers and leaders undertake. Oregon is committed to looking at student growth data in ways that a) motivates and provides clear goals for students and families;

	<p>b) supports Oregon's goal of learner-centered approaches to demonstrating proficiency in common core standards; c) promotes higher level thinking skills and college and career ready behaviors; and d) recognizes students, educators and systems for demonstrating higher than average gains with those students who have the furthest to go (outlined in Principle 2).</p> <ul style="list-style-type: none"> ▪ Student growth and achievement and local evaluation of teachers and administrators will include Oregon's college and career-ready standards (adopted Common Core State Standards). Systems will support teachers and leaders to become highly effective in helping students achieve at high levels to meet these rigorous standards (outlined in Principle 1). ▪ Local evaluation and support systems must incorporate a robust set of measures of student growth for all students as a significant contributor to the overall performance rating of teachers and administrators. Student learning and growth is evidenced by state and local assessments, benchmark data, as well as classroom assessments and collections of student work. ▪ Significant student achievement/growth for purposes of educator evaluation will be defined locally. As local school districts design their evaluation and support systems based on the state guidelines, they must demonstrate how student achievement/growth, using multiple measures, will be included in the evaluation of teachers and administrators. ▪ Student achievement/growth for teacher evaluations may include but is not limited to: <ul style="list-style-type: none"> ○ Building-level student achievement/growth data from standardized assessments. ○ Common formative and summative assessments (facilitate a clearinghouse of approved common formative assessments that meet criteria). ○ Classroom-level student achievement/growth goals established collaboratively between teachers and principals. • Student achievement/growth data for administrator evaluations may include but is not limited to: <ul style="list-style-type: none"> ○ Building-level/district-level student achievement/growth data from statewide standardized assessments. ○ Data from building and district adopted formative and summative assessments. ○ Student achievement/growth for all students,
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	<p>including English language learners and students with disabilities.</p> <ul style="list-style-type: none"> ○ District choice of data based on local school improvement strategies. ○ Parent and community involvement (a measure of public relations). ○ Graduation rate, attendance rate, drop-out rate, staff retention. ○ Principal responsibilities include a full range educational experience/curriculum that meets the needs of all students.
<p>d. Evaluate teachers and principals on a regular basis</p>	<p>Statute & Rule: Senate Bill 290 and OAR 581-022-1723:</p> <ul style="list-style-type: none"> ● A school district board must include the core teaching standards adopted under this section for all evaluations of teachers and administrators of the school district. <p>Proposed State Guidelines:</p> <ul style="list-style-type: none"> ● Oregon's local evaluation and support systems will evaluate teachers and administrators on an established cycle: <ul style="list-style-type: none"> ○ Probationary teachers - annually ○ Contract teachers to be determined ○ Administrators to be determined ● Minimum of four observations per cycle (classroom and non-classroom) ● Combination of formal and informal.
<p>e. Provide clear, timely, and useful feedback to guide professional development</p>	<p>Statute & Rule: Senate Bill 290 and OAR 581-022-1723:</p> <ul style="list-style-type: none"> ● Adopt teaching and administrator standards to improve student academic growth and achievement by improving the professional development and the classroom and administrative practices of teachers and administrators. ● Establish a formative growth process for teachers and administrators that support professional learning and collaboration with other teachers and administrators. ● Use evaluation methods and professional development, support and other activities that are based on curricular standards and that are targeted to the needs of each teacher and administrator. <p>Proposed State Guidelines:</p> <ul style="list-style-type: none"> ▪ Oregon's local evaluation and support systems will align teacher and administrator evaluation with professional development. The evaluation process will align professional development opportunities with educator self-reflection, assessment, and goal setting.

	<ul style="list-style-type: none"> ▪ The focus of local evaluation and support systems is to help educators improve their practice to improve student learning. Collaborative teams should determine what kind of support a teacher or administrator can expect if they are not proficient on all standards. Sample models include, but are not limited to: peer-assisted review, peer coaching, mentors, directed goals, plans of assistance, and programs of assistance for improvement. The process of improvement should be clear, easily understood, and result in educator and student success. ▪ Professional learning will be guided by the Learning Forward standards; be job-embedded, collaborative, and customized to individual educator needs.
f. Will be used to inform personnel decisions	<p>Statute & Rule: Senate Bill 290 and OAR 581-022-1723:</p> <ul style="list-style-type: none"> ▪ Adopt teaching and administrator standards to improve student academic growth and achievement by assisting school districts in determining the effectiveness of teachers and administrators and in making human resource decisions. <p>Proposed State Guidelines:</p> <ul style="list-style-type: none"> ▪ School districts must describe in policy how their educator evaluation and support system is used to inform personnel decisions (e.g. contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.).

Development of State Guidelines for Local Evaluation and Support Systems

Phase 1 – Draft Guidelines

In October 2011, the Educator Effectiveness Workgroup was established through the ESEA Flexibility Waiver process. The purpose of the workgroup, in collaboration with ODE and the Governor's office, is to create state guidelines that establish the parameters for local educator evaluation and support systems that comply with Senate Bill 290 and Oregon Administrative Rules 581-022-1723; 1724; and 1725.

The workgroup is comprised of 24 stakeholders with representatives from ODE, Teacher Standards and Practices Commission (TSPC), Oregon Education Association (OEA), K-12 teachers and administrators, human resource offices, public and independent university teacher preparation programs, local school boards, and non-profit education advocacy organizations.

Teachers, administrators, and other key stakeholders were involved in the development of Senate Bill 290 and the review of Oregon Administrative Rules, which provide the foundation

for this work.

Phase 1 in the development of the guidelines involved a review of current education practices, research, other state models, and consultation with national experts. The workgroup met from October through November in large group meetings, WebEx meetings, and small subgroup meetings to recommend, discuss, and reach consensus on the proposed guidelines.

Phase 2 – Targeted Stakeholder Feedback

From January through June 2012, ODE and key partners, including OEA, TSPC, COSA, OSBA, OCQTL, OACTE, OSPa, ESDs, OLN, and others will engage teachers, principals, and other stakeholders across the state in a review of the guidelines to inform and elicit feedback.

ODE will conduct work sessions for the Oregon State Board of Education to discuss policy and implementation of the state guidelines for evaluation and support systems. Pilot districts will be called upon to present information about their design and implementation.

ODE and key partners will conduct outreach to their constituent groups and convene forums around the state targeted to teachers and administrators. The purposes of the outreach and forums are to develop a common vision for educator effectiveness and to solicit feedback on the proposed state guidelines for local evaluation and support systems.

Following the gathering and synthesis of feedback, the Educator Effectiveness Workgroup will make final recommendations on the state guidelines to ODE in May 2012 for adoption by the State Board in June 2012. At that time, a revision to the OARs for teacher and administrator evaluation and other policies will be considered to reinforce the adopted state guidelines as needed.

Oregon will submit to the US Department of Education for peer review and approval a copy of the state guidelines that will be adopted by the State Board of Education by the end of the 2011-12 school year.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Piloting State Guidelines for Evaluation and Support Systems in Districts

Oregon's plan to pilot the state guidelines will include both a) leveraging existing educator evaluation initiatives in the state as pilot sites and b) providing support for non-pilot districts

by linking them with pilot districts through the Continuous Improvement Network, or through other established networks or initiatives.

Currently there are several initiatives in Oregon that are supporting design and implementation of local evaluation and support systems in school districts. These include the Creative Leadership Achieves Student Success (CLASS) Project and the U.S. Department of Education's Teacher Incentive Fund (TIF) grants, sponsored by the Chalkboard Project; and the School Improvement Grants (SIG) and District Collaborative Grant program (Senate Bill 252), administered by ODE. In addition, other school districts, including the state's largest, Portland Public Schools, have developed and begun to launch their own evaluations systems. ODE will engage a cohort of districts from these sites, as well as from all districts with priority and focus schools, to participate in the pilot. The pilot cohort will represent districts of various sizes, student demographics, and geographic differences across the state.

Pilot districts will be required to develop or align existing local evaluation systems with the state guidelines. These sites will provide valuable information on the process for aligning existing evaluation systems with the state adopted guidelines.

Pilot districts will receive guidance and technical assistance on the state guidelines. ODE will leverage existing coaching and technical assistance support for the school districts that are currently involved in educator evaluation pilot programs (i.e. CLASS, TIF, SIG sites, SB252 grants). As grant sites, these districts already receive on-site coaching and assistance from experts assigned to the school district. ODE will collaborate with these coaching networks as they work with their sites to align their current programs with the new state guidelines.

ODE will also provide guidance and opportunities for technical assistance to non-pilot districts through the Continuous Improvement Network. Under current legislation (SB290), all school districts must begin implementing the requirements for evaluation systems outlined in statute and rule in the 2013-14 school year. During the 2012-13 school year, ODE will collaborate with partners to provide opportunities for non-pilot districts to learn alongside pilot districts and provide access to expertise and resources as districts prepare to implement new local evaluation systems in 2013-14.

ODE will collect and analyze data to evaluate the effectiveness of the guidelines, to make improvements in the guidelines, and to inform revisions to state policy and rules. A detailed plan for piloting will be developed, including timelines, data collection expectations and reporting requirements.

ODE Process for Reviewing and Approving District Systems

Adoption of the guidelines by the State Board of Education will require that all school districts implement a teacher and administrator evaluation and support system compliant with those guidelines. Using the state guidelines as the basis for all local evaluation systems will ensure that local systems are rigorous and designed to support professional growth, accountability, and student achievement.

ODE, again in collaboration with the Educator Effectiveness Workgroup and national and state organizations (CCSSO, TSPC, OEA, COSA, OSBA, OCQTL, Chalkboard, Stand for Children, ESD, and OLN), will develop criteria and processes to determine if locally developed evaluation and support systems meet state guidelines. These criteria will be used by school districts to self-assess progress toward implementing the state guidelines and to

determine technical assistance needed to support local system development.

Initially, each district will provide assurances to ODE through the state's annual Division 22 Standards for Elementary and Secondary Education District Assurance process. These assurances will indicate that the district's local evaluation and support system is matched to state guidelines, signed by the District Superintendent, implemented district-wide, and publicly reported to the local school board. ODE will also work closely with the OSBA to ensure local school board policy guidance reflect the adopted state guidelines for local evaluation and support systems.

Oregon will move to develop a more robust process for ensuring high quality local systems are in place across the state. The Educator Effectiveness Workgroup discussed the option of establishing a Peer Review Council that would approve local district evaluation and support systems on an established cycle.

The educator evaluation system will be integrated with Oregon's school and district accountability and support system, including a connection to student growth/achievement, priority and focus schools, supports and interventions, and cycle of continuous improvement through Continuous Improvement Network. Oregon's 40/40/20 Goal requires a strong commitment to improve teaching and leadership practices for all schools and districts.

For some priority and focus schools, the self-survey and initial diagnosis will suggest deficiencies in the key areas of educator effectiveness and/or teaching and learning. In those cases, the team conducting the deeper diagnosis will review the districts' evaluation tools and processes for compliance with law. Comprehensive Achievement Plans for those schools where these tools or processes are deficient would direct a process and timeline for development or revisions. Even more significantly, the focus and priority schools with work to be done in the areas of educator effectiveness will be given significant support, and in some cases direct intervention, in supporting educators to do their best work. This could include revising a school's schedule to include collaboration time, development of professional learning communities, training on the use of data, or significantly redesign systems of support around best practices for English language learners.

Involvement of Teachers and Principals

School districts are required to develop or modify local evaluation processes in collaboration with teachers and administrators. Senate Bill 290 and OAR 581-022-1723 requires the collaborative efforts of teachers with their exclusive bargaining representatives and administrators. Building on lessons learned, a collaborative process among teachers and administrators is more likely to result in meaningful evaluations as demonstrated in the CLASS project and TIF grants.

Timeline for Development, Adoption, and Implementation

2011 Legislative Session	The Oregon Legislature passes Senate Bill 290, Senate Bill 252, and House Bill 3474 which provide the foundation for Oregon's evaluation system and support for effective educators.
November 2011	ODE releases a request for applications for District Collaboration Grant (Senate Bill 252) to assist districts in development of local evaluation

	processes.
October-December 2011	ODE and the Governor's Office convene an Educator Effectiveness Workgroup to draft state guidelines for LEA evaluation and support systems.
December 2011	The State Board of Education adopts Core Teaching Standards and Educational Leadership/Administrator Standards—the state's standards for measuring teacher and administrator effectiveness.
February 2012-June 2013	Selected districts are awarded District Collaboration Grants and begin designing/implementing local evaluation processes aligned to Senate Bill 290 and state guidelines.
January – March 2012	ODE, TSPC, OEA, COSA, OSBA, OCQTL, OACTE, ESDs and other partners conduct a statewide review of the draft guidelines to inform constituents and gather feedback.
January-March 2012	Conduct a work session with the State Board of Education on policy and implementation of evaluation and support systems.
April-May 2012	ODE and Educator Effectiveness Workgroup revise state guidelines based on statewide feedback and develop an implementation plan for dissemination and technical assistance.
June 2012	The State Board of Education adopts state guidelines for Oregon's evaluation and support systems; revise OARs for Senate Bill 290 as needed to reinforce implementation of state guidelines.
June 2012	ODE submits adopted state guidelines to the US Department of Education in compliance with ESEA Flexibility Assurance 14.
Summer 2012	ODE disseminates the state guidelines to school districts for alignment/development of local evaluation systems.
2011-12	ODE selects a cohort of districts to pilot state guidelines for local evaluation and support systems.
2012-13	<p>Pilot districts receive guidance and technical assistance on the state guidelines. ODE will leverage existing coaching and technical assistance support for the school districts that are currently involved in educator evaluation pilot programs (i.e. CLASS, TIF, SIG sites, Senate Bill 252 grants).</p> <p>ODE and partners provide opportunities for non-pilot districts to participate in regional networking and conferences with pilot districts and provide access to expertise and resources as districts prepare to implement new local evaluation systems in 2013-14.</p>
2013-14	All school districts implement local evaluation and support systems.

	ODE provides technical assistance to districts and collects and analyzes data.
2014-15	School districts continue implementation and improvement of educator evaluation and support systems; ODE provides support and dissemination of best practices.

Guidance and Technical Assistance

ODE will work with the Educator Effectiveness Workgroup and partners to develop a comprehensive and coordinated implementation plan that will support statewide guidance, technical assistance, and professional development to ensure that all districts are implementing successful evaluation and support systems for their teachers and administrators, consistent with the state guidelines.

Capacity to implement educator evaluation and support systems at both the state and district levels will be informed by Oregon's partnership with State Implementation and Scaling-Up of Evidence-based Practices (SISEP). *The role of the SISEP Center is to build the capacity of state education systems to implement and scale up effective educational innovations statewide so that students can benefit from the outcomes.*

Support for statewide technical assistance and professional development will build on existing support structures and the Continuous Improvement Network. ODE will work with ESDs, institutions of higher education, other partners and providers to develop and provide professional development services, resources, and tools to prepare teachers and administrators to develop and implement local evaluation and support systems consistent with the state guidelines.

During the 2013-14 school year and beyond, ODE will collaborate with partners to provide statewide professional development available to all school districts through a variety of venues.

Strategies may include but are not limited to:

- Training and supports provided to, and through, Regional Network Coordinators, School Appraisal Teams, School Support Teams, and the coaches, consultants and mentors who will form the backbone of Oregon's efforts to improve performance in priority and focus schools.
- Coordinating with Oregon's Continuous Improvement Network.
- Leveraging existing or establishing networks and communities of practice among school districts through which practitioners can share professional practice and review other models.
- Hosting a statewide conference available to teams of educators (including teachers, principals, and district administrators).
- Coordinating with the Instructional Leadership Council (ILC) to provide delivery through the state's ESDs.
- Coordinating with the Oregon Induction Leadership Network, which provides leadership for Oregon's Mentoring Program for new teachers and administrators.
- Infusing educator evaluation system information and training into existing professional

learning venues (e.g. COSA Leadership Academy, OSBA annual conference, OEA conferences, etc.).

- Oregon's DATA Project has developed a framework for professional learning resulting in a collaborative statewide network supporting a variety of implementation efforts. The model uses Learning Forward professional development standards and focuses on increasing student achievement for all students by providing tools, processes, and supports to implement and link effective school practices, supported through coaching and job-embedded professional learning. This professional learning system provides an integrated approach to supporting educators, allowing them to make connections between initiatives and how each supports the other. This approach will help to make a strong link between college and career ready standards implementation and educator effectiveness to improve the quality of teaching and school leadership.

ODE will identify the staff, time, and resources to develop, pilot, implement, evaluate, and maintain a highly effective evaluation and support system at the state and local levels, and will likely seek to engage the OEIB in recommending strategic investment (either in ODE or through grants directly to Continuous Improvement Network, partners or districts) to support this important work. ODE and other agencies and institutions will continue to review current statutes, rules, and policies that govern preparation, induction, mentoring, and licensure of Oregon teachers and administrators to ensure support for and alignment to the guidelines for evaluation and supports, and to ensure all processes affecting educators along their career continuum are aligned with the definition and goals of educator effectiveness in Oregon.

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles

Attachment 1 First Survey Announcement

The First Survey Announcement was broadly distributed by ODE via a number of listservs and through distributed communication systems statewide.



OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

Friday, December 23, 2011

Oregon Educators:

Governor Kitzhaber and Superintendent Castillo would like to hear from you...

Oregon's first draft of its application for an ESEA Flexibility request, including waivers from key provisions of No Child Left Behind, is ready for your review. The waiver provides a first-hand look at a new accountability and reporting system for our state.

Oregon's draft waiver proposal is the product of months of work by over 100 educators, business and community leaders, and government staff. Some of the issues addressed in the waivers include:

- A process for revising and improving the Oregon Report Card,
- Recommendations for including measures beyond standardized testing to provide a more accurate picture of whether students are on track to college and career success,
- A process for identifying schools and districts with greatest need for support,
- A customized system of supports and interventions based on diagnosis,
- Changes to Title IA funding and opportunities for schools and districts identified for improvement
- Guidelines for teacher and principal evaluation, and
- Plans for implementation of college and career ready standards and assessments

Your feedback is important to us and will help guide us as we create a new accountability and reporting system for Oregon. Please take a few minutes from now until January 10, 2012 to review the first draft of Oregon's ESEA Flexibility Waiver Request.

You can find the ESEA Flexibility Waiver Request, survey and you're welcome to leave your comments by clicking here: <http://www.ode.state.or.us/search/page/?id=3475>

Attachment 2 Initial Survey Summary and Document Review Survey Summary

The Initial Survey solicited input from the education community and from stakeholders statewide prior to creation of the first draft of Oregon's waiver request. This survey was available from November 17, 2011 through December 14, 2011 and collected 6,072 responses.

The Document Review Survey allowed interested Oregonians to review and respond to the initial draft of Oregon's waiver request. It was open from December 22, 2011 through January 11, 2012 and collected 1,142 responses.

**1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon’s school and district accountability system?
Please rate each of these: Very Important, Less Important, Not Important**

	Very Important	Less Important	Not Important	Response Count
Measures of first grade literacy	60.2% (3,576)	31.1% (1,847)	8.7% (515)	5,938
Statewide assessments in reading and math	49.3% (2,945)	42.3% (2,526)	8.4% (499)	5,970
Statewide assessments in science and writing	37.4% (2,231)	52.6% (3,135)	10.0% (598)	5,964
Individual students’ academic growth, as measured on statewide assessments	60.6% (3,595)	32.1% (1,905)	7.3% (436)	5,936
Classroom based assessments that rely on teacher judgments of proficiency	64.8% (3,858)	29.0% (1,727)	6.2% (370)	5,955
Rates at which student exit English as a Second Language (ESL) programs	30.2% (1,789)	55.2% (3,270)	14.6% (868)	5,927
Student attendance rates	56.6% (3,369)	35.3% (2,100)	8.1% (484)	5,953
Graduation rates: Standard four-year cohorts	58.3% (3,458)	34.2% (2,029)	7.5% (442)	5,929
Graduation rates: Students graduating by age 21	45.4% (2,679)	43.5% (2,566)	11.2% (659)	5,904
Alternative measures of high school completion, such as modified diplomas or GEDs	47.5% (2,822)	44.2% (2,625)	8.2% (489)	5,936
ACT / SAT scores	23.6% (1,399)	57.2% (3,398)	19.2% (1,139)	5,936
College credits earned before high school graduation (through AP/IB/dual credit /college)	34.2% (2,027)	48.0% (2,844)	17.8% (1,054)	5,925
Assessments of higher-order				

thinking skills (such as problem-solving and critical thinking) and habits of effective learners (such as collaboration, timeliness, and persistence)	78.3% (4,693)	18.2% (1,089)	3.5% (208)	5,990
College-going rates after high school	34.2% (2,033)	51.5% (3,059)	14.3% (847)	5,939
Surveys of parents, students, and next-level educators on whether students were prepared for the next step in their education	52.7% (3,117)	37.3% (2,203)	10.0% (594)	5,914
Other (this is optional)	86.7% (1,019)	5.2% (61)	8.1% (95)	1,175

If you selected "Other," please specify: 1,052

answered question	6,046
skipped question	26

2. COMMENTS?

	Response Count
	1,058
answered question	1,058
skipped question	5,014

3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?

Please rate each of these: Very Important, Less Important, Not Important

	Very Important	Less Important	Not Important	Response Count
Intensive professional development for staff	60.4% (3,551)	34.7% (2,040)	4.9% (291)	5,882
After-school tutoring and mentoring for students	80.5% (4,756)	17.8% (1,054)	1.7% (98)	5,908
Peer-to-peer coaching and mentoring by educators from a similar – but more successful -- school or district	51.9% (3,052)	38.8% (2,285)	9.3% (549)	5,886
Allowing students to transfer to another school	17.3% (1,022)	45.1% (2,664)	37.5% (2,216)	5,902
Providing administrators with additional tools to ensure those schools have the most effective teachers	58.8% (3,455)	31.4% (1,845)	9.8% (576)	5,876
Extending the school year for all students at the school	42.5% (2,515)	39.2% (2,317)	18.3% (1,079)	5,911
Converting the school into a charter	6.2% (363)	26.2% (1,541)	67.6% (3,980)	5,884
Requiring parents to be more involved	58.4% (3,438)	32.0% (1,884)	9.7% (570)	5,892
Replacing the principal and leadership team	15.4% (904)	51.2% (2,999)	33.4% (1,956)	5,859
Hiring instructional coaches to support better teaching practice	46.4% (2,731)	36.2% (2,127)	17.4% (1,025)	5,883
Allowing districts to develop their own improvement plan	59.1% (3,457)	33.7% (1,973)	7.2% (424)	5,854
Other (this is optional)	91.2% (1,006)	3.5% (39)	5.3% (58)	1,103

If you selected "Other," please specify: 1,086

	answered question	5,980
	skipped question	92

4. COMMENTS?

	Response Count
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940

	answered question	940
	skipped question	5,132

5.

FEDERAL WAIVER: Which of the following are most important to your local school district as Oregon seeks to waive elements of the current No Child Left Behind accountability system? Please rate each of these: Very Important, Less Important, Not Important

	Very Important	Less Important	Not Important	Response Count
Modifying the requirement that 100 percent of students meet achievement benchmarks and the deadline of 2014	74.5% (4,370)	18.6% (1,089)	7.0% (409)	5,868
Providing more flexibility in how federal Title I funds may be used for school improvement	75.8% (4,427)	21.2% (1,236)	3.1% (179)	5,842
Conducting a school-specific diagnosis before mandating a specific intervention strategy	82.2% (4,828)	15.7% (922)	2.1% (125)	5,875
Shifting the state role from a focus on compliance to a focus on support and improvement	91.3% (5,384)	7.3% (433)	1.4% (83)	5,900
Eliminating the transfer option and transportation funding for students to transfer out of schools receiving federal anti-poverty dollars that are not making adequate progress	41.5% (2,409)	44.2% (2,563)	14.3% (828)	5,800
Reducing public confusion that results from separate reporting of federal Adequate Yearly Progress ratings and state report card data	54.0% (3,145)	36.6% (2,132)	9.5% (552)	5,829
Creating an accountability system that encompasses all schools, regardless of Title funding	58.0% (3,385)	32.8% (1,915)	9.2% (534)	5,834
Eliminating the placing entire school districts in "improvement status" and requiring them to set aside funding for district-wide professional development of staff	52.2% (3,008)	38.8% (2,233)	9.0% (520)	5,761
None. The required supports and				

sanctions under NCLB are a good system that does not need modifying	3.3% (157)	13.8% (654)	82.9% (3,939)	4,750
Other (this is optional)	70.1% (432)	4.1% (25)	25.8% (159)	616

If you selected "Other," please specify: 505

answered question	5,971
skipped question	101

6. COMMENTS?

	Response Count
	622
answered question	622
skipped question	5,450

7.

INVESTING IN PUBLIC EDUCATION: Within Oregon’s limited resources, where might you focus the state’s investment in public education, to improve better outcomes for students? Rank in order of your priority, with 1 the highest priority.

	1	2	3	4	5	6	7	Rating Average	Response Count
Early childhood programs and preschool so students arrive in kindergarten ready for school	37.9% (2,016)	21.4% (1,135)	11.5% (610)	8.5% (453)	7.8% (412)	8.7% (463)	4.2% (225)	2.70	5,31
Improving reading skills in early elementary grades	34.3% (1,825)	37.4% (1,991)	12.4% (660)	6.8% (362)	5.4% (289)	2.5% (132)	1.1% (61)	2.24	5,32
Helping middle school students prepare for rigorous high school work	6.0% (319)	16.4% (867)	37.1% (1,960)	19.7% (1,039)	11.9% (629)	7.1% (373)	1.7% (90)	3.43	5,27
Increasing high school graduation rates, particularly for students of color and the economically disadvantaged	6.3% (337)	10.2% (539)	18.9% (1,001)	31.7% (1,685)	17.7% (940)	11.2% (596)	4.0% (212)	3.94	5,30
Graduating more students from high school ready and able to go on to community college and university, including options to earn college credit before graduation	8.0% (427)	9.9% (530)	13.9% (741)	21.1% (1,123)	33.5% (1,783)	11.4% (606)	2.3% (120)	4.05	5,32
Increasing the number of community college and Oregon university system students who enter college prepared and continue on to earn their certificate, associate’s or bachelor’s degree	6.5% (367)	7.1% (403)	7.2% (407)	9.7% (549)	15.8% (895)	45.4% (2,571)	8.4% (476)	4.91	5,66
Other? (this is optional)	37.3% (467)	6.3% (79)	7.3% (92)	5.7% (71)	4.4% (55)	3.6% (45)	35.4% (444)	3.86	1,25

If you selected "Other," please specify: 94

answered question	5,97
skipped question	9

8. COMMENTS?

**Response
Count**

726

answered question

726

skipped question

5,346

9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?

**Response
Count**

1,389

answered question

1,389

skipped question

4,683








10.

THANK YOU for participating. Your answers are confidential, but it would help us to have some basic information about who is participating in this survey.

Please check all of the descriptors that apply to you.

		Response Percent	Response Count
Current student in Oregon	<input type="checkbox"/>	3.9%	235
Parent of a current student	<input type="checkbox"/>	40.8%	2,450
School board member	<input type="checkbox"/>	3.8%	230
Volunteer in schools	<input type="checkbox"/>	21.9%	1,318
Teacher/educator in a school	<input type="checkbox"/>	52.0%	3,126
School/district administrator	<input type="checkbox"/>	12.7%	764
Post-secondary educator	<input type="checkbox"/>	7.5%	451
Employee of a community organization supporting students	<input type="checkbox"/>	5.2%	314
Member of education advocacy/student support organization	<input type="checkbox"/>	14.3%	858
Other (please specify)	<input type="checkbox"/>	9.9%	596
		answered question	6,010
		skipped question	62

11. Where do you live?

		Response Percent	Response Count
Oregon Coast		3.2%	193
Portland metro area		49.8%	2,988
Willamette Valley		28.3%	1,698
Southern Oregon		8.8%	526
Columbia Gorge		1.6%	93
Central Oregon		4.8%	290
Eastern Oregon		4.1%	246
		answered question	5,995
		skipped question	77

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
 Please rate each of these: Very Important, Less Important, Not Important**

1	Determination if education is meeting student needs. High school students need more integration in the community so their education is relevant to their life. Many students aren't well suited to so much desk learning. They need shop, and other learning experiences.	Dec 13, 2011 11:56 AM
2	Maintaining programs that help students gain critical thinking skills, programs such as music (critical), art, professional/technical programs (critical). Also of critical importance is maintaining reasonable class sizes and allowing schools to remove to alternative programs students keeping others from learning and for the state to adequately fund special education students with severe learning issues.	Dec 12, 2011 9:43 AM
3	Providing charter and online learning opportunities and choice for children and families	Dec 11, 2011 10:23 PM
4	TEacher mentoring and evaluation for classroom effectiveness	Dec 11, 2011 11:33 AM
5	Go into the schools and observe the programs.	Dec 9, 2011 7:41 PM
6	Special Education students should not be expected to reach 100% proficiency along with the regular student populations.	Dec 9, 2011 4:13 PM
7	NOt all kids are going to college. We still need electricians, plumbers and trades people. Lets have some trade school options for kids too,	Dec 9, 2011 1:52 PM
8	State standardized testing for specific areas of Math, Reading & Writing; SPED specific areas with less implication of not meeting "improvement" criteria.	Dec 9, 2011 1:16 PM
9	Reports at each (or every other) grade level of students who have met reading, math, science, social studies benchmarks.	Dec 8, 2011 7:51 AM
10	Just quietly test them to see how much better they are year to year. Test them several years out to see just how low their retention levels are no matter how high their grades or scores are.	Dec 7, 2011 10:56 PM
11	measuring success could differ from schools or areas	Dec 7, 2011 9:10 PM
12	We need to be sure that the assessments drive the instruction and are not meaningless or given too early or too late with regards to when the curriculum areas are taught. The data we use needs to be timely and make sense so that we can measure student growth before and after instruction to see the efficacy of the instruction.	Dec 7, 2011 4:54 PM
13	Assessment and tracking of Individual Students growth (not necessarily absolute skill level obtained) is important --and not just acedemic skills but also social, coping and executive function skills iwill help to understand the needs of the individual student, classroom, teacher and community--starting in early learning and continuing through high school. Assessment of non academic skill sets in late elementary school or middle school is important to success in high school and later on.	Dec 6, 2011 9:25 PM
14	while I would love to think that alll our students would go to college...I truly	Dec 6, 2011 3:42 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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believe that many will not and don't want to because they have other ways of making a legal living in the blue collar world. Many of who will make more than a teacher like me who has her masters. So I would have a section on occupational readiness with everyday math skills, taxation skills, banking and insurance skills, plus employee readiness skills assessed. This way We test them on skills appropriate for their occupational desires.

15	In a proficiency-based system -- which I strongly support -- it's critical to include valid above grade-level achievement measures. This could include adaptive testing, whereby students continue to answer more difficult questions until they top out. It could include reports on the percentage of students showing above-level proficiencies (e.g., percent of 5th graders proficient at 7th/8th grade algebra...). These data should be included in assessing school & district performance. We now have schools where 80+ percent of the students exceed standards, where TAG students show little or no annual growth (or even DECREMENTS on some OAKS measures!), but which are portrayed glowingly because, by nature of their advantaged population, such a high percentage of students exceed benchmarks. We need to measure what is learned, by high achievers as well, and to reward schools for above grade-level performance. (vs. the second-grade teacher who told my daughter that because she exceeded benchmarks, she (the teacher) had fulfilled her mandate).	Dec 6, 2011 3:40 PM
16	Citizenship standards	Dec 6, 2011 1:56 PM
17	Teacher assessment of student performance must be the biggest factor.	Dec 6, 2011 1:04 PM
18	Somehow, a measure for parent involvement and support of their child's education. The amount of support that is given to schools and teachers in relation to school success. LESS reliant on high stakes testing, as this doesn't provide a good measure of true student learning.	Dec 6, 2011 7:18 AM
19	The Arts/Music is a Core Class. Our children need more Music & the Arts.	Dec 5, 2011 4:04 PM
20	Students' ability to set clear, measurable, and achievable goals. And, of course, the ability to achieve these.	Dec 5, 2011 3:54 PM
21	I think a more accurate assessment of student growth would be a beginning of year assessment of core skills and then an end of year assessment. In this way students, and teachers, would be able to see growth year to year. It would also allow teachers to see how their students come to them and the areas of strengths and weakness. I think this would be a far more valuable tool for guiding instruction and also able to see how teachers are doing in instruction.	Dec 5, 2011 3:22 PM
22	I think portfolio work is the most important of all. Instead of a statewide test after each grade that measures the trajectory of a student based off of an average, we need to take into consideration those students who make a full year's growth each year, but still are not on grade level.	Dec 5, 2011 2:15 PM
23	classroom based assessments that rely on teacher assessment according to a statewide rubric	Dec 5, 2011 2:15 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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24	We need measures of achievement that focus on individual students. We need to do away with low-ceiling achievement testing that encourages our schools to ignore all those who "exceed" and focus on the low achieving students.	Dec 5, 2011 11:31 AM
25	Rate of assistance to students below grade level, yet not falling into "special needs" or English language learners.	Dec 5, 2011 11:08 AM
26	All accountability measures should be used to measure individual schools and districts and be used to guide where extra help is needed. No accountability measure should have "high stakes" consequences for the student or teacher because they are both bound by district curriculum choices	Dec 5, 2011 11:06 AM
27	Students need more time to express their talents/knowledge through Art, Music and Movement (PE). They have little (or no) specials and are asked to "learn to the test" this does not allow for deductive reasoning or self thought -we are creating a generation of dense individuals who are obese and entitled. We need to change this and change now before an entire generation becomes dependent on the generations before them.	Dec 5, 2011 10:03 AM
28	Stop teaching the test and allowing students to retake the test until they pass... that's not TRUE test results and shows the students aren't learning.	Dec 5, 2011 9:56 AM
29	A system which values "growth" as much as achievement.	Dec 5, 2011 7:43 AM
30	Two areas continue to provide constant and ongoing problems: 1. A lack of sensitive and trained counselors to deal with student fears, pre-suicide ideation, lack of social skills 2. An unwillingness by administrators to acknowledge to parents that their child has serious on-going problems, not testing adequately for those problems and speaking gobbledegook/education speak to parents so that they don't understand the problem that MAY have been identified	Dec 5, 2011 7:21 AM
31	Measurements of critical thinking skills, higher order thinking skills, and college readiness (time management, cooperative interpersonal skills). These are difficult to measure, and I believe that teacher generated assessments are prone to subjectivity and would not provide a clear and consistent picture. This is the challenge...to create accurate and useful assessment tools to measure these kinds of skills. Until we have these, all we can use to measure growth are the state tests, and they leave out a large part of the picture.	Dec 5, 2011 7:21 AM
32	There is a need for an accountability system is based on an individual student's progress by ability level.	Dec 4, 2011 9:28 PM
33	Rethinking education in general.	Dec 4, 2011 9:13 PM
34	When considering graduation requirements, it should be taken into consideration that no all students are college bound. Even at that students graduating from college are not finding jobs. Maybe the state should be looking at alternative types of diplomas such as more career based.	Dec 4, 2011 8:44 PM
35	More money should go to teachers and teaching and less should go to improving buildings that are already in good standing. Too much money is wasted on	Dec 4, 2011 8:32 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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"improving" perfectly good structures.

36	Special education students should be assisted through the standards to be successful adults and given a chance to reach for college. Be it 4 year, 2 year or even mentoring to move forward as successful adults. I believe we have let the world of vocations fall by the wayside. We need to continue to look beyond the computer world and look at people that need to work in a variety of work places. As I look at the special ed. children that I work with; my dream is for these children to be the BEST that they can BE. Realize that knowledge is a GIFT!	Dec 4, 2011 8:06 PM
37	student readiness for life/self sufficiency...can they balance a checkbook? cook a meal? drive?	Dec 4, 2011 7:04 PM
38	Second or third grade literacy -- students who don't read well by the end of third grade are disadvantaged throughout their educations.	Dec 4, 2011 6:05 PM
39	Some way/method to measure student progress each year. Since kindergarten when my son entered knowing how to read (he taught himself) I have been told every year that he already met benchmarks and so he wasn't taught any new material. For years he hasn't had the public school experience of learning how to learn, knowing what work feels like, or to experience that a little bit of struggle should be part of every learning situation. Not only hasn't be grown but he has lost skills. I have been extremely disappointed in my neighborhood public school despite its 'outstanding' grade. We have found it to be quite the opposite.	Dec 4, 2011 5:41 PM
40	Genuine academic support for high-achieving talented and gifted students.	Dec 4, 2011 4:45 PM
41	Students completion of homework and assignments	Dec 4, 2011 2:42 PM
42	Students are often given tests which do not reflect their learning-only their ability to read the test. some schools have people available to read- say a Science test-aloud to a student. This measures the knowledge rather than providing a score based on reading ability. However, all schools do not have the personnel to provide equitable access to reliable testing.	Dec 4, 2011 1:03 PM
43	Performing and visual arts...and other highly challenging, yet deeply engaging projects and processes. I speak a sa former Oregon public school principal.	Dec 4, 2011 9:36 AM
44	stress parental influence / responsibility for monitoring / instructing their own children, including reading to them daily before age 8, daily interaction re school work, advocating importance of education and personal responsibility / discipline; eliminate teacher unions immediately!!!!	Dec 3, 2011 6:33 PM
45	Some type of teacher evaluation. It's time to get rid of teachers who can't teach or are just waiting to retire. Time to get rid of tenure for all staff members.	Dec 3, 2011 6:32 AM
46	There needs to be more performance based assessments like the writing test and the old math problem solving test. Not every student excels in multiple choice testing. We need to offer alternative testing to build on student strengths instead of "tricking" them with tests that are not well thought out. The Oaks test changes too frequently. Standards are too high for non-native language learners	Dec 3, 2011 6:21 AM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
 Please rate each of these: Very Important, Less Important, Not Important**

	and the testing system in Oregon is set-up to force marginalized students to fail. Is this what we want?	
47	Successful completion rates for the next educational stage -- first high school, then college, trade school, or an apprenticeship.	Dec 2, 2011 10:07 PM
48	Systematic methods for peer evaluation without judgement (that's the tricky part).	Dec 2, 2011 8:12 PM
49	4 yr college or program graduation (not college-going) rates	Dec 2, 2011 5:25 PM
50	The ability for the teacher to work on, for example, a particular section of math that some children are having a hard time grasping, rather than having to move on knowing that there are children who don't understand the material and are thus going to become further and further behind everyone else because the teacher has to "teach to the test" and doesn't have the time to make sure every child truly understands. What is more important--assessment scores (which are lowered by the children who didn't understand because the teacher had to move along) or giving the teacher some breathing room to make sure everyone understands what they are doing?	Dec 2, 2011 5:10 PM
51	'I imagine a school system that recognizes learning is natural, that a love of learning is normal, and that real learning is passionate learning. A school curriculum that values questions above answers...creativity above fact regurgitation...individuality above conformity...and excellence above standardized performance..... And we must reject all notions of 'reform' that serve up more of the same: more testing, more 'standards', more uniformity, more conformity, more bureaucracy. by [REDACTED]'	Dec 2, 2011 4:20 PM
52	I don't know what "statewide assessments" include. If it means the OAKS test, then we need supplemental assessments such as work samples to be included in the assessments.	Dec 2, 2011 3:44 PM
53	Please remember that there are students who need specially designed instruction to reach their full potential and college bound may not be that full potential.	Dec 2, 2011 2:49 PM
54	Science education is really lacking -	Dec 2, 2011 2:49 PM
55	Growth of cohort groups....students who have been in our system over a long period of time, and not those who just move in prior to testing.	Dec 2, 2011 2:37 PM
56	Stable funding to support goals.	Dec 2, 2011 2:23 PM
57	readiness for college courses in math a d foreign languages	Dec 2, 2011 1:30 PM
58	Measures of a well rounded education: In addition to the basics, this should include Art, PE and Music as well as 21st Century Skills like Innovation, Creativity, Collaboration, Tech & Media Literacy, and High level Independent .	Dec 2, 2011 12:55 PM
59	Passing a required financial literacy class before graduation.	Dec 2, 2011 12:00 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
 Please rate each of these: Very Important, Less Important, Not Important**

60	Survey a representative sample vs. all students, each year	Dec 2, 2011 11:11 AM
61	Employability skills, CTE goals assessments	Dec 2, 2011 11:11 AM
62	No matter how you assess students, don't compare apples to oranges. If you are looking at growth don't compare this years kids to last years. They are different kids. Follow individual students growth from grade 1-5 or 1-8 and 9-12, but only if they stayed in the same school system.	Dec 2, 2011 10:37 AM
63	measures of growth and skill based assessments for completion	Dec 2, 2011 10:13 AM
64	Measures which include critical thinking and problem solving skills are much more important for student success in higher education and the real world than being able to learn how to take multiple choice tests.	Dec 2, 2011 10:12 AM
65	Individual student growth year to year based on individualized learning plans.	Dec 2, 2011 10:11 AM
66	Stop trying to make the teachers accountable and make the universities and principals accountable who are letting bad teachers slip through the cracks without helping them become better teachers.	Dec 2, 2011 10:07 AM
67	Open ended assessments, problem solving or other types wherein students actually so something rather than select a response.	Dec 2, 2011 9:53 AM
68	I believe standards should be based on where the individual student shows success. There should be more tracks at the middle and high school level, such as less academic push and more push for where the student shows success-be that in shop, mechanical, technical areas.	Dec 2, 2011 9:40 AM
69	Do not social promote any student. If a student does not pass the reading, writing or math benchmarks for their grade do not pass that student to the next grade until the student passes those benchmarks.	Dec 2, 2011 9:31 AM
70	There needs to be a better way to test ESL and SPED students that having them take the OAKS assessments. Why are we torturing our students who do not read English to take these tests?	Dec 2, 2011 9:31 AM
71	I feel standardized tests for students are a waste of valuable classroom time because the ability to answer a multiple choice question does NOT make you a critical thinker. We should start testing the teachers again each year (like we used to) to make sure that they are proficient in the subject(s) they are teaching. 'No child left behind' is a BIG lie designed to take money out of the schools and every school system in the country should be doing all it can to educated the pubic to this fact before the dumbing down of America is irreversible.	Dec 2, 2011 9:26 AM
72	I checked NOT IMPORTANT on alternative measures of high school completion because I believe the success of our education system if being able to develop learning skills to graduate from high school. Our failure is measured by modified diplomas.	Dec 2, 2011 9:05 AM
73	Information Literacy Skills as taught by a Licensed School Librarian	Dec 2, 2011 8:59 AM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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74	Include all kids in assessments and measurements, ensuring there are high expectations for students with disabilities and English language learners. No Oregon student should be exempt from high expectations, or from measurement of progress. Student growth model is a great way to go!	Dec 2, 2011 8:45 AM
75	Tracking Early Intervention/Early Childhood Special Education progress on IFSP goals and services. Early Childhood Education at neighborhood schools.	Dec 2, 2011 8:42 AM
76	the way in which a district/staff offer alternative approaches as well as traditional options to keep children and families engaged in the process of learning with the ultimate goal of children reaching the highest level of success-college, jobs, vocation schools etc.	Dec 2, 2011 8:34 AM
77	Focused assistance programs for academic skills AND coordinated social work programs with families to assist families in providing home environments which help their children study and learn.	Dec 2, 2011 8:34 AM
78	Intervention/Response to Intervention	Dec 2, 2011 7:35 AM
79	Let teachers come up with a system and then use whatever they come up with	Dec 2, 2011 7:27 AM
80	Arts education throughout the K-12 system.	Dec 2, 2011 7:07 AM
81	Portfolios. Success in non-college track programs - breaking the false assumption that every citizen in the United States will attend college.	Dec 2, 2011 5:30 AM
82	Leadership in school, career and technical education proficiency, Computer technology proficiency.	Dec 2, 2011 12:15 AM
83	Create alternative job/real world training in high school for all students who are not college bound. High schools should let students choose the "track" that works best for them. I may have a Masters plus 45 hours, but I know that has not been the story for my all siblings and two out of three of my sons.	Dec 1, 2011 11:57 PM
84	Stop state assessments for all Special Education students unless the school feels it will be useful	Dec 1, 2011 11:43 PM
85	Require districts to increase teacher salaries by eliminating district personnel.	Dec 1, 2011 10:49 PM
86	Teachers should have maximum autonomy, including control over curriculum, instruction, and assessment for learning in their classrooms.	Dec 1, 2011 10:42 PM
87	Students are able to identify their individual learning styles and can match appropriate study skills with their specific learning type.	Dec 1, 2011 10:37 PM
88	Access to a well-rounded education including the arts, physical education, financial literacy, and the technical fields. (opportunity to learn metrics)	Dec 1, 2011 10:19 PM
89	These questions have a level of gotcha behind them. I am a career educator and some of the questions are not clear to their meaning. Poorly designed survey.	Dec 1, 2011 9:48 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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90	As an educator and a parent I strongly urge our state to take the lead in authentic assessment over standardized testing. The NCLB Act has such an emphasis on testing that it is missing the learning. Children are being pigeon-holed into a one size fits all education which focuses on test taking skills over true learning. Students are having to take remedial classes once they get to college because they don't know how to learn, but they do know how to take a test, or beat a test. Portfolio assessments and project based learning are proven to excite the learner and keep kids in school as well as create an educated citizen. Let's have faith in our children and the drive of the human spirit to wonder, create, and be inspired. Why is this only seeming possible in charter and private schools? We also need to get away from a system which punishes and rewards as a means to motivation, both as discipline for students and for schools and teachers. Punishment and rewards are also proven to only extrinsically motivate people and do not lead to innate qualities which help people do the right thing when no one is looking. Thank you for the chance to answer this survey. I urge you to look beyond NCLB for the sake of our children and education. [REDACTED]	Dec 1, 2011 9:32 PM
91	Physical fitness standards I would rate very important and easily measured. Measures of social competence matter as much as literacy and are measurable, suspension rates, ability to work collaboratively, comply with reasonable rules and regulations..	Dec 1, 2011 9:18 PM
92	Portfolios of student work	Dec 1, 2011 9:15 PM
93	The amount of options tailored to different kinds of students needs. Not every student needs to excel at formal subject-driven classes to be "educated." School districts have an obligation to prepare students for a variety of tasks. What are the service-learning options available and how rich are those. What are the skills they offer ... applied skills? How about measuring the options themselves? How about measuring what students learn by the climate in which they reside, like how often are collaborative and cooperative teaching strategies used and what do students learn when they work together? These skills are ultimately more useful than basic achievement". Those skills, in the systemic sense, create a democracy that can dialogue rather than argue....	Dec 1, 2011 9:13 PM
94	Emphasis on individualized student learning in a mutual respectful environment. Montessori Methods and Positive Discipline in the classroom.	Dec 1, 2011 8:40 PM
95	Some curriculum is too complicated for students to access	Dec 1, 2011 8:38 PM
96	Providing more funding to the payroll for educators who are encouraging and educating the future doctors, lawyers, accountants, architects, professors, and engineers of tomorrow, and not linking it to a standardized test.	Dec 1, 2011 8:16 PM
97	Longitudinal study of the development of each child, by name, from their entrance to their exit of the school district. Measure the effectiveness by the "value added" or demonstrated learning gains and not by the ability to bring each child to a mediocre level of achievement.	Dec 1, 2011 8:12 PM
98	Third grade reading levels are more predictive of future success in school than	Dec 1, 2011 8:01 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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first grade. By the end of their grade it is reasonable to expect that most of the students are confident and comprehending readers. Those who are not can and should receive extra literacy supports during the summer so they enter fourth grade confident and competent. Ninth grade credit accrual is a more important predictor of graduation than anything on the list above. It is also actionable. If a student drops a credit or earns less than Cs in ninth grade- there can be an immediate intervention over the summer to be sure they have full credit when they start 10th grade. The healthy youth survey (used in Washington) has actionable indicators and provides good contextual data for making decisions. Regardless of what the data points are, I think you should follow Washington and monitor how teachers use the data. Student thinking data is the most powerful data for instructional improvement. If you want your system to be more than a data reporting system- It could be a dynamic improvement system if you focus on collecting actionable data that helps the professionals know what to do to get better learning outcomes for students- in real time. Statewide assessments are important for testing how the state system of education is doing, They are not good for improving student learning

99	Please offer job training in the trades.	Dec 1, 2011 8:01 PM
100	I don't think we need state-wide assessments. We can have state standards, but let teachers evaluate if students can meet them. Much money is wasted on state tests and evaluation procedures that could simply be left to a student's teacher. Portfolio work and individual growth is more important. I abhor the state test. A teacher can assess those things in class in authentic assignments. Look at what Finland does, they don't test until they are graduating to go on to post-secondary education. I prefer project based learning and the reader/writer workshop model.	Dec 1, 2011 7:15 PM
101	We constantly base college entrance as a measure of a successful high school program, but we should rethink this, because many students are simply not able to afford college as an option.	Dec 1, 2011 7:14 PM
102	Mandate, fund, and phase in the standard's based assessment using rubric score ratings for required standards as a measure of student success.	Dec 1, 2011 7:14 PM
103	Peer assessments.	Dec 1, 2011 6:58 PM
104	Creative problem solving and transference	Dec 1, 2011 6:38 PM
105	Writing assessments are important but science is less so.	Dec 1, 2011 6:34 PM
106	We continue to focus on graduation rates and college preparedness for all, without acknowledging that there are many, many factors that may prevent our students from ALL reaching this standard. This continues to make us favor the top 25% of students without creating a realistic plan for the majority of them. We neglect personal finance skills, non-literary writing skills such as letters, resumes, and job applications, and real-world skills that would be provided by vocational training...all at a time when the cost and value of a college education seem to make it even farther out of reach. I think our system needs a serious reality check on the abilities and goals of the children that we serve. I also think	Dec 1, 2011 6:31 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
 Please rate each of these: Very Important, Less Important, Not Important**

	serious attention needs to be focused on the community college system, which is the second run for many, many students when they become more mature.	
107	3rd grade reading literacy, not 1st.	Dec 1, 2011 6:22 PM
108	How much students enjoy learning	Dec 1, 2011 6:14 PM
109	Individual student growth	Dec 1, 2011 6:10 PM
110	A portfolio of student work that students "defend" (share, explain, reflect upon) to parents, teachers and community volunteers	Dec 1, 2011 5:58 PM
111	Informed student self assessment	Dec 1, 2011 5:44 PM
112	Student success can be measured in many ways. State assessments should have alternative ways of showing they have the knowledge and skill. Some students do not do well on state tests, but are successful learners. Schools do not get to choose which students they serve, which students attend school consistently, which students have family concerns that influence student learning, students who come to school with many special learning demands, class size, etc. All students can be successful. Districts and schools have high expectations and want all students to succeed to their full potential..	Dec 1, 2011 5:38 PM
113	Portfolio development and presentations demonstrating competencies and academic assets of the student.	Dec 1, 2011 5:30 PM
114	Movement toward elimination of achievement gaps by race/ethnicity	Dec 1, 2011 5:24 PM
115	A portfolio of students' own work across subject areas and their verbal and written defense of the academic progress they made through accomplishing that work.	Dec 1, 2011 5:23 PM
116	Increased revenues to K-12 or we're screwed! After 33 years teaching HS History and Economics, I have 'never' had more teens per class with the fewest Adults in the building ever! . The rebellion is clear, as they get fewer adults to encounter each day. It's like we are actually making our children less competitive on purpose? You need More professional educators, more opportunities, period!	Dec 1, 2011 5:19 PM
117	Student GROWTH in proficiency (not just a standard benchmark for all students)	Dec 1, 2011 5:12 PM
118	Self evaluation Pursuits of professional growth and continuing education	Dec 1, 2011 5:08 PM
119	Assessments of higher-order thinking skills: These skills the most important skills that we can help our children gain...by an order of magnitude.	Dec 1, 2011 5:06 PM
120	I feel that none of these measurement standards take into account those students with disabilities, especially those severely impacted. I feel that progress monitoring of special education goals, based to some degree (if applicable) on common core standards, is more important than how a student performs on a statewide assessment. My thoughts reflect how I answered the 5th question; teacher judgement that is based on IEP goals; what they feel are appropriate academic gains and goals based on their current level of academic	Dec 1, 2011 5:05 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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	performance in all content areas.	
121	More time for children to eat lunches in High School..lines are very long.,	Dec 1, 2011 5:03 PM
122	Using student success to assessing schools and districts is flawed. In many districts student's basic needs are not being met by their families. Are schools and school districts to blame?? High expectations for students and staff ARE needed, but so are healthy buildings, needed teaching materials, competitive compensation.	Dec 1, 2011 5:03 PM
123	More emphasis on the whole child which include strengths in art, music, dance, physical activity. Less stress on state test scores.	Dec 1, 2011 4:55 PM
124	Measures of extracurricular involvement, community supports, family involvement in education	Dec 1, 2011 4:54 PM
125	Data is needed for 10 years out from graduation to determine true "success".	Dec 1, 2011 4:49 PM
126	History/Social Studies Assessment based on the CCSS Literacy in Social Studies standards.	Dec 1, 2011 4:49 PM
127	How Oregon education system stack up against other states ib the US?	Dec 1, 2011 4:47 PM
128	Creative, artistic, multicultural, and cooperative ways of being lifelong learners.	Dec 1, 2011 4:45 PM
129	Race equity and budget equity among schools in the same districts	Dec 1, 2011 4:28 PM
130	Using state assessments and measuring growth rather than percentage of students meeting benchmark are more accurate. Students come to school behind before we begin teaching them. We are responsible to make sure they make asequite progress each year.	Dec 1, 2011 4:27 PM
131	Students should be assessed on their own progress, much like students in Special Education and in Gifted programs.	Dec 1, 2011 4:26 PM
132	Proficiency based system transfers ownership of student success back to the student.	Dec 1, 2011 4:24 PM
133	It's important that lawmakers consider students with special needs. These students need to be held to high standards, yet the statewide assessments (even the alternate versions) aren't always a good reflection of their knowledge. (Just as statewide assessments are rarely an accurate reflection for any student.	Dec 1, 2011 4:21 PM
134	Surveys of parents about student preparedness need to address attendance and home support, do teachers get to survey and rank parenting skills? The class size is the only factor that makes any difference and additionally students need access to home computers and internet to keep up with the global approach to education.	Dec 1, 2011 4:17 PM
135	DON'T DO THIS UNLESS YOU FUND IT!!!! Our current system is a JOKE because there is very little funding for pre-K - 12 - public college education, and yet students and their teachers have their feet held to the fire to reach certain	Dec 1, 2011 4:14 PM

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	standards. I teach "to the standards" every day because I believe in them but REALLY, you're not proposing something new with no assurance of \$\$ for it, are you? I think you are well enough educated to know that won't work.	
136	measure of students reading ability at end of third grade	Dec 1, 2011 4:12 PM
137	adequate interventions for struggling students and the staff to support what is needed.	Dec 1, 2011 4:04 PM
138	Rate GROWTH throughout one year for individual students based on mastery of concepts assessed through Robert Marzano's methods within each class.	Dec 1, 2011 4:04 PM
139	Portfolio opportunities to demonstrate proficiency in reading, writing, math, and science.	Dec 1, 2011 4:03 PM
140	I think it is imperative that we get away from cookie cutter - one size fits all assessment and be able to teach the kids from where they start to as far as they can go.	Dec 1, 2011 4:03 PM
141	Students should be assessed on what learning and teaching has been taking place in their classroom. It is not fair or useful to test students on things they have not been taught. Teachers should prepare the assessments that their students will be taking. Teachers know their students and know what they taught and in what format it was taught. What does the state want to assess or find out?	Dec 1, 2011 3:54 PM
142	culturally relevant alternative pathways to showing proficiency (very important)	Dec 1, 2011 3:50 PM
143	Alternative forms of public education such as assessing environmental literacy, and allowing students to attend state-supported charter school programs.	Dec 1, 2011 3:42 PM
144	While teachers and staff need to be held accountable for enabling students to progress in their education, a better method needs to be devised than the current "high stakes" tests currently in place.	Dec 1, 2011 3:39 PM
145	Cultural competency of students and teachers.	Dec 1, 2011 3:33 PM
146	Teachers need to have more say in students test scores. for instant what happens when a student is having a bad day on the day of the "State Testing" there is way more than just state scores	Dec 1, 2011 3:21 PM
147	The new Education Investment Board should be held accountable for greatly increasing school funding in Oregon. The state is well below the national average in spending per student, and this in and expensive West Coast State. It is important that the politicians be held accountable for improving our schools.	Dec 1, 2011 3:02 PM
148	Opportunities for artistic and musical expression, and other outlets for creativity.	Dec 1, 2011 2:59 PM
149	na	Dec 1, 2011 2:58 PM
150	I think you also need to include principals and teachers in the survey process. They are a key data point, and would provide valuable insights into what is going	Dec 1, 2011 2:34 PM

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well and what needs improvement.

151	Individual students' academic and behavioral growth based on in class work and assessment.	Dec 1, 2011 2:14 PM
152	Stop holding students back who are capable of learning faster. Gifted education NEEDS should be considered the same as IEP students. Oregon is one of the few states that does not give an IEP for gifted or accelerated learners. Think of all the time and money saved if these kids could be allowed to excel and finish earlier, go to college earlier!	Dec 1, 2011 1:54 PM
153	Benchmarks at 1st, 5th, and 8th grade where students MUST pass the benchmark in order to move on to the next stage. Of course some exceptions must be made for IEP students. However, there is a huge issue of students failing middle school because "it doesn't count" and then they reach high school with a reduced skill set.	Dec 1, 2011 1:52 PM
154	Individual students self-assessment of class and school contributing to their desire to learn. Also. Opportunities for education individualized for student strengths and interests.	Dec 1, 2011 1:32 PM
155	An upgrade on teacher competency. Cultural sensitive not base on Western European norms. Engagement of student as a wholistic human, which wil entail interrfacing with guardian or parent . Not from a top down or condescending relationship but as equal partners in a child development.	Dec 1, 2011 1:30 PM
156	A well-rounded critical thinker with good work and study habits ready to enter the university or work force.	Dec 1, 2011 1:27 PM
157	Time for teachers to teach what students actually need. Teaching students as a whole person: mental/physical health, academic and non academic strenghts, self-discovery	Dec 1, 2011 1:03 PM
158	Grade level tests each year to progress to the next year/grade level.	Dec 1, 2011 12:29 PM
159	Trust teachers, but provide real accountability in terms of observation and parent/student surveys.	Dec 1, 2011 12:29 PM
160	Differences in SES when comparing schools to each other.	Dec 1, 2011 12:26 PM
161	Classroom-based formative assessments are far more likely to increase learning.	Dec 1, 2011 12:18 PM
162	Need many more options for vocational training and alternatives to college and mainstream diplomas. For example, a vocational diploma.	Dec 1, 2011 11:49 AM
163	Weighted assessment of teachers by parents and students that is part of an overall program tied to new teacher support, corrective action, and pay for performance.	Dec 1, 2011 11:40 AM
164	Assessment committee visitation/accreditation: observations, interviews, surveys of students, parents and staff.	Dec 1, 2011 11:37 AM

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165	The teacher's experience of the child's ability. Often, the parents are not involved in their child's education AT ALL. And college is not a good indicator because kids can't afford it even if they are smart enough to go. TEACHERS know the kids. They know who is achieving and who is not; who should have been promoted to the next grade and should not have been. State assessments are useless when you are trying to compare an autistic child, a bright kid that hasn't eaten much in 3 days and a child that comes from a supportive, middle class family.	Dec 1, 2011 11:23 AM
166	How students measure up on an impartial, national test system that is not created by our state. There is no way to compare educational systems if each state has its own testing system.	Dec 1, 2011 11:21 AM
167	Testing requirements that are time consuming and use valuable teaching time.	Dec 1, 2011 11:18 AM
168	"Assessments of higher-order thinking skills (such as problem-solving and critical thinking) and habits of effective learners (such as collaboration, timeliness, and persistence)" cannot be measured on machine scorable tests. Some machine scorable tests place a premium on reading the questions very carefully (be very careful about a question containing the words always or never) rather than on content knowledge. Our memorable senior English semester final was college-worthy: "analyze the works we have read this semester " according to a famous quotation. Does any test still contain "show your work" math problems? Has the essay question gone out of style? Sure they take a long time to grade, but asking students to analyze, compare and contrast, evaluate, predict what would happen if ____ etc. show not only writing ability but thinking process.	Dec 1, 2011 11:14 AM
169	Student self assessments at say 5th 8th and 10th grade	Dec 1, 2011 11:08 AM
170	Mentor programs and summer programs should be supported at the community level, but should be coordinated with schools. Parenting agreements (kids turn in homework, checked by parents) should also be something discussed at the beginning of each school year.	Dec 1, 2011 11:07 AM
171	have specialized teams of master teacher observers from different districts to be responsible for classroom assessment every two years for tenured staff. The assessment cadre would be charge with accurately measuring teacher competency. This would remove principal or district bias/favoritism, have highly trained observers doing the evaluations, and be able to give constructive assistance/criticism from a much broader perspective. It would stimulate new ideas, fresh teaching strategies, and promote excellence.	Dec 1, 2011 10:37 AM
172	Grade level assessments to determine readiness of next levels	Dec 1, 2011 10:31 AM
173	i believe that most students can achieve more than our schools expect of them. somehow our teachers and administrators must prioritize high level learning rather than the middle ground. allow easier leveling according to student capacity and measure schools, teachers, and administrators according to achievements in assigned class level.	Dec 1, 2011 10:30 AM
174	Teacher classroom assessments and work studies	Dec 1, 2011 10:24 AM

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175	Require teachers in high schools to be responsive to parent inquiries about improving and tracking of their child's performance. Most 98% do not respond to emails, calls or messages from parents until their direct supervisor orders them to respond.	Dec 1, 2011 10:02 AM
176	Longitudinal study on students' ability to hold a job after high school; would have to factor for the availability of jobs (or lack thereof) due to a poor economy	Dec 1, 2011 9:52 AM
177	We need more focus in Music and the Arts, they are a CORE CLASS and need to be treated as such. Our students need a "Well-Rounded" Education. All this focus on assessments is killing our children's education. Everyone thinks that the ONLY way to improve test scores is to beat our children over their heads with more books. Because administrators, politicians, and some teachers think this way, they believe the only way to accomplish this is to take time away from The Arts & P.E. and give it to English & Math. Because of this mentality, our kids (& our future) are suffering. The Arts is a core class that is just as important as Math or Science!	Dec 1, 2011 9:43 AM
178	parent participation	Dec 1, 2011 9:19 AM
179	Students' demonstrated proficiency according to the common core standards.	Dec 1, 2011 9:14 AM
180	Use statistical sampling to measure student achievement not assessment of every student every year.	Dec 1, 2011 9:05 AM
181	Measuring if an individual student is making improvement from year to year instead of looking at grade level statewide assessment groups.	Dec 1, 2011 8:59 AM
182	A well rounded education, not just test taking. Alternatives for kids who do not wish to go to college. So, in plan speaking. What happened. shop class, home economics, drama, music, arts, FFA, etc. The biggest complaint from my high school children, is that there are few electives, and what is being offered is not interesting to them. Also, measuring first grade literacy, should read - Kindergarten, first,second, and third grade literacy, should be important.	Dec 1, 2011 8:56 AM
183	We need more money for our schools, less for the government; congress, senate, past government such as retirees. WE need to change legislation to bring the school education budget UP~!	Dec 1, 2011 8:52 AM
184	All Assessment Testinging	Dec 1, 2011 8:52 AM
185	Student assesments of teachers in addition to administrative or other teacher assesments in order to promote better teaching.	Dec 1, 2011 8:47 AM
186	Student driven digital portfolios	Dec 1, 2011 8:46 AM
187	Revision of teacher and admin evaluation and support systems	Dec 1, 2011 8:40 AM
188	Is the student involved in extracurricular activities, both at school and away from school ie, club sports, scouting, volunteer work etc.	Dec 1, 2011 8:35 AM
189	Statewide tests are not an accurate measure of student proficiency and they	Dec 1, 2011 8:06 AM

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never will be. Test scores can be an indicator, but should never stand alone in assessing student preparedness. Instead, look at the overall trend. Look at classroom performance. Gauge student preparation for post-secondary life based on feedback from students and parents. Student assessment needs to be holistic and broad in focus, not narrow and dependent upon one factor.

190	I feel writing is important whereas science is less important. grouping them together does not give you an adequate result.	Dec 1, 2011 7:33 AM
191	Do a survey that asks which questions you should be asking.	Dec 1, 2011 7:20 AM
192	Person must be viewed as a whole, not composites of numbers and scores. Use any combination of Formative in-class assessments, portfolios, performances, volunteerism, internships, etc. to evaluate performances and successes. Life applicable classes! Reinstate and make mandatory HomeEc classes, auto shop, woodshop, drama, music, art, dance, multiple foreign languages beyond Spanish, PE & Health every day, etc. The core classes are extra tutoring in an area en route toward the means to the end, Application classes that have you apply various skills towards true accomplishment, participation and progress in life and community. There is nothing scary than to think that most students today do not have a cooking class, nor a health class (despite state requirements not every school actually teaches this, no accountability controls) but can read at a collegiate level, obtain their Masters but know nothing more than to grocery shop at an AM/PM and microwave a cup of noodles. But at least they can read, despite the fact they do not know how to maintain their basic living needs and healthcare... Welcome to Generation Idiocracy and we created them! This is the direction of our human legacy so far.	Nov 30, 2011 11:03 PM
193	Rates of students that take 4 years of math, science and worl language	Nov 30, 2011 10:57 PM
194	Being Scientifically Literate is a critical skill: Being trained to rely on DATA to make RATIONAL decisions, and determination of the UNCERTAINTY LEVEL of the DATA are skills needed for many real life situations, not just to do specific science.	Nov 30, 2011 10:55 PM
195	Person must be viewed as a whole, not composites of numbers and scores. Use any combination of Formative in-class assessments, portfolios, performances, volunteerism, internships, etc. to evaluate performances and successes. Life applicable classes! Reinstate and make mandatory HomeEc classes, auto shop, woodshop, drama, music, art, dance, multiple foreign languages beyond Spanish, PE & Health every day, etc. The core classes are extra tutoring in an area en route toward the means to the end, Application classes that have you apply various skills towards true accomplishment, participation and progress in life and community. There is nothing scary than to think that most students today do not have a cooking class, nor a health class (despite state requirements not every school actually teaches this, no accountability controls) but can read at a collegiate level, obtain their Masters but know nothing more than to grocery shop at an AM/PM and microwave a cup of noodles. But at least they can read, despite the fact they do not know how to maintain their basic living needs and healthcare... Welcome to Generation Idiocracy and we created them! This is the direction of our human legacy so far.	Nov 30, 2011 10:50 PM

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196	Members of the Investment Board	Nov 30, 2011 10:41 PM
197	Competency in creative Problem-Solving taught in The Arts...developing a Visual Language in this age is very important. Our world is Visual, to be proficient in Sate Standards for The Arts is imperative for effectively and efficiently interpreting and competing in the current world in which we are educating our youth.	Nov 30, 2011 10:37 PM
198	Progress on IEP goals for studens in Special Ed (from year to year)	Nov 30, 2011 10:16 PM
199	If one assumes that schools exist to serve the children in it, then one could make the argument that a school's success could be measured by the level of satisfaction of the student at the end of the process. Just ask her.	Nov 30, 2011 10:10 PM
200	Going back to the BASICS - making sure students know their reading , writing, math (addition, subtraction, multiplication, division). They have a hard time getting the next step when they haven't accomplished the one they are on. Too many missed steps - cramming in too many things for them to absorb what is being taught. Too much too early - it's like their brains aren't ready for those steps quite yet.	Nov 30, 2011 10:07 PM
201	class size	Nov 30, 2011 9:35 PM
202	National standers using state wide testing (to minimize testing). There will need to be some tests that are standardized for state and national use.	Nov 30, 2011 9:19 PM
203	Rates at which students get jobs at various levels from entry level to professional, go to college, military, or are arrested or go to prison.	Nov 30, 2011 8:49 PM
204	Holistic assessments that focus on BOTH academic and emotional intelligences. For an individual to be highly effective and contributory in the workplace, he/she needs both!	Nov 30, 2011 7:30 PM
205	Looking at individual growth year to year	Nov 30, 2011 7:28 PM
206	non-standardized assessments that truly reflect student learning	Nov 30, 2011 6:37 PM
207	Take into consideration if the student has a learn diability, is an average intellect or even high entellect. A state assessment where all students are expected to preform with the same expectations without taking into considerations their gifts and struggles does leave students behind.	Nov 30, 2011 6:27 PM
208	Success of students during internships, apprenticeships, community service, volunteer service, and employment.	Nov 30, 2011 6:18 PM
209	I think it is critical that each student has mastered a grade level before they are moved on. I often hear the focus is to keep middle school children with peers as the social factor is so important. However, if they are unable to achieve academically, they aren't really successful and so are, essentially LEFT BEHIND.	Nov 30, 2011 6:12 PM
210	Learning at each students level and rate Options/training for students who are	Nov 30, 2011 5:19 PM

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	not college bound Special ed students focus on their IEP goals not state test	
211	I wish you would have put writing and science separate. I think most educators would agree that writing is a critical piece. Science is as well, but not as high as writing.	Nov 30, 2011 4:46 PM
212	Proficiency at the upper elementary level demonstrated via higher cognitive/real world connected activities/projects	Nov 30, 2011 4:41 PM
213	multilingualism and business skills to compete in a global economy.	Nov 30, 2011 4:36 PM
214	Oregon's current system of three opportunities to take OAKS is excellent. Having one test at the end of the year is a really bad idea because teachers won't dare to move advanced students on beyond the tested materials until after they have passed the test. The test should be no more than 90 minutes for an average student - remember that some students take at least three times the average. The suggested CCSS single two-day test would be a nightmare. What about students who are absent/ill etc on the scheduled testing days? There won't be any way to schedule make up tests.	Nov 30, 2011 4:28 PM
215	Doing random testing - it isn't necessary to test every kid, every year, multiple time to measure how schools are doing!	Nov 30, 2011 4:27 PM
216	Individual assessment and measure of improvement year to year.	Nov 30, 2011 4:22 PM
217	Time, money and effort in assessment is already excessive and takes away from instructional time and focus on learning	Nov 30, 2011 4:19 PM
218	In elementary schools, students should be tested using a normed test, NOT OAKS.	Nov 30, 2011 4:05 PM
219	Drop out rates	Nov 30, 2011 3:50 PM
220	The children in preschool, K-5, 6-12, and post secondary learn based upon what they were prepared for. Rewarding or punishing for an individual year's achievement is not effective. What is effective is regarding a systems performance. The skill of cultural literacy is also undervalued. It is hard to measure progress, but fairly easy to add elements to each years curriculum.	Nov 30, 2011 3:29 PM
221	Too much of our school budget is spent on a smaller % of students that are deemed special ed, while students that are not special ed but having difficulty are falling through the cracks. We need to have resources for the "average" student that will go on to be a working member of society.	Nov 30, 2011 3:17 PM
222	Establishing and measuring consistant growth goals for all kids based on each child's needs and abilities.	Nov 30, 2011 3:17 PM
223	Disciplinary actions and the effect they have on students of all ages.	Nov 30, 2011 3:03 PM
224	Need to look at the "whole child" and provide assessment of learning and evaluation of instruction for all subjects, including the arts which are in the process of having common core standards written, to be made public by March	Nov 30, 2011 2:51 PM

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2013...to view the whole child .

225	Parent accountability on helping their student to learn. Making time for studying or a place in their home where a student could do work or read	Nov 30, 2011 2:48 PM
226	Survey students directly regarding engagement, motivation, etc.	Nov 30, 2011 2:43 PM
227	Adequate funding to enable achievement to occur	Nov 30, 2011 2:39 PM
228	Student growth over time with targets set accordingly to each students history of performance	Nov 30, 2011 2:36 PM
229	Less focus on the statewide test.	Nov 30, 2011 1:14 PM
230	Availaibility of technical schools other than college for students who want to go into a trade right from high school	Nov 30, 2011 1:06 PM
231	At the high school level, we need an emphasis on education beyond high school, whether its college or some specialized training. Not all students need or should go to college. All need additional education. Also, at the high school level, we need to get away from the lecture model and move to a variety of assessments: tests, projects, state tests, quizzes, etc. to measure student growth. State assessments are a mere snapshot. Also, as a former high school teacher, it is past time to get rid of incompetent teachers and any vestiges of "tenure." Most teachers are dedicated and hard working but it's time to get rid of those who are not. Everyone in every building knows who they are. Why are they still teaching?	Nov 30, 2011 12:52 PM
232	Standardized testing has created an unproductive learning environment for students. We need a generation of critical thinkers capable of problem-solving the diverse issues they will face. A basic core curriculum with an emphasis on teacher and classroom based evaluations of students achievements, areas of strength, and areas that need improvement would be a better assessment tool than weeks of standardized testing.	Nov 30, 2011 12:40 PM
233	Provide training for students that need to be work ready instead of higher education bound	Nov 30, 2011 12:26 PM
234	Measure student growth through curriculum's built in assessments, work samples, everyday work.	Nov 30, 2011 12:16 PM
235	How can assess the things employers want the most--tenacity, determination, integrity, ability to work in teams, responsibility, leadership, creativity, thoughtfulness	Nov 30, 2011 12:09 PM
236	Early grades (3rd) literacy measures AND Providing a continuum of educational opportunities for ALL learners, that includes stable programs for alternative/at-risk children and young adults.	Nov 30, 2011 11:58 AM
237	Formative assessment system for teachers that provides data to the teacher whether an individual student is "on track" for meeting end of year expectations is a must!	Nov 30, 2011 11:50 AM

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238	college-going rates would not be as important as college completion rates for those that began college	Nov 30, 2011 11:38 AM
239	Physical education/fitness/activity needs to be part of the assessments.	Nov 30, 2011 11:26 AM
240	Broader options for post secondary success - not just college	Nov 30, 2011 11:03 AM
241	Teacher formative assessments	Nov 30, 2011 10:58 AM
242	District asset management	Nov 30, 2011 10:47 AM
243	I think we need to focus on the basics of reading, writing and math more at the elementary level. Technology instruction takes time away from this, and by the time they reach middle school what they learned could be outdated anyway.	Nov 30, 2011 10:44 AM
244	Alternative school settings for students who do not do well in the general ed. setting. This would include and alt. ed. school at each district with hands on learning, learning a trade, modified curriculum, technology and modified schedule as needed.	Nov 30, 2011 10:44 AM
245	financial literacy should be a requirement to graduate high school - this is a life skill requirement, not an elective	Nov 30, 2011 10:39 AM
246	GED attainment should be considered a successful completion, just like a diploma. They both virtually unlock the same doors for a student to go on with furthering their education.	Nov 30, 2011 10:35 AM
247	Number of students dropping out or leaving highschool early. Demographics of those students and reason for leaving.	Nov 30, 2011 10:34 AM
248	Parent contribution to their childs education ie reading to them, helping with homework, accountability	Nov 30, 2011 10:31 AM
249	Hands on assessments: Do students really understand How to make decisions, apply the "stuff" of learning into real life applications. Are they more caught up in technology or are they an integral part of the human race. Can they survive AND can they thrive on their own. How do they handle challenges - panic?, give up? or greet obstacles as challenges to be solved with enthusiasm. Do they feel they are entitled? Blessed or a victim? I believe our public education system needs much more hands-on work vs. teaching to the test or memorizing facts without really understanding how those facts fit into the big picture.	Nov 30, 2011 10:03 AM
250	Are students prepared to be employable (responsible, punctual, honest, work ethic)	Nov 30, 2011 10:01 AM
251	The abilitiy to self teach and to teach their peers is really the greatest indicator of learning and proficiency and is one of the biggest skills lacking in public education	Nov 30, 2011 9:52 AM
252	I believe that continued emphasis on the college bound track is a huge mistake. We need to prepare ALL students and many should not attend college right after high school. Literacy, as measured in classrooms is key. NOT statewide tests-	Nov 30, 2011 9:50 AM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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many, many students will be drop outs due to their inability to perform on a test, especially high stakes.

253	Creativity is an essential skill and attitude for our students as they go through their lives in and out of school, and afterwards. Since school curricula and funding are generally aimed toward whatever is being assessed, then we must rank creativity high on this list of measures of student success -- instead of not including it at all.	Nov 30, 2011 9:37 AM
254	Student engagement at all levels, school engagement with community, teacher innovation and creativity, schools that are ready & willing to teach all children, valuing effort and persistence as well as achievement	Nov 30, 2011 9:35 AM
255	Raise the expectations in the classroom but without fear of failure as long as the teacher is teaching to success.	Nov 30, 2011 9:29 AM
256	Placement system like Europe and Japan that accurately moves kids into vocational training vs. college-prep training	Nov 30, 2011 9:15 AM
257	Portfolio style assessment. Assessment for understanding that goes beyond the A-F system. Narrative assessment.	Nov 30, 2011 9:13 AM
258	Rather than "college-going rates after high school", I would advocate for "post high school educational plans" as wording. Many students go into the military, go abroad, etc. which are still educational opportunities.	Nov 30, 2011 9:03 AM
259	Keeping the smartest children challenged	Nov 30, 2011 9:00 AM
260	Classroom sizes are crucial and impact student learning, especially at the elementary level Title I Schools. These students are already at a disadvantage economically and background knowledge-wise. Now, they are not able to receive crucial small-group instruction at their level which enormously impacts their academic advancement. Please keep class sizes small	Nov 30, 2011 8:59 AM
261	I realize we need to be accountable to report student progress and measure where we are in educating our youth. That being said...A Standards-Based Learning System (SBL) of Proficiency based on targeted learning skills is ideal to measure where a student's level of education lies. If we still have final state assessments (OAKS), I think they should only be one small piece of what a student is assessed on. Some students are just good test takers, others are not! This is not a true measure of achievement all by itself. Documentation in a system that includes Standards-Based Learning Targets based on teacher judgment on a proficiency scale should take a priority over state assessments. Making it clear and concise to inform the student and the parent exactly where the student is strong and where more work is needed. Not just a state standards test or any test (ACT/SAT) as a sole measurement of where our students' education is. Take a look at Whitford Middle School and Beaverton School District using the model of proficiency as a key success to great gains in student achievement! It narrows the focus and gives great clarity to students, parents, and teachers on what is needed to make gains for our classrooms. It is a huge mindset change and has had its many bumps along the path. However, the	Nov 30, 2011 8:58 AM

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	successes are out weighing the hard work invested over years. It is an equity issue as well. The SBLS contribute to equity among all for education! I support this!!!	
262	A better measure of intellectual and academic progress. (Students with a D in Algebra and a D in Geometry will most likely get an F in Algebra II). I like question 4 but NOT "as measured by the statewide assessments"	Nov 30, 2011 8:57 AM
263	Alternative education and opportunities for ALL students to succeed - even if outside traditional higher education institutional learning. Thinking outside the box	Nov 30, 2011 8:56 AM
264	Individual's academic growth based on teacher judgements of proficiency	Nov 30, 2011 8:54 AM
265	Since some students experience test anxiety and/or have other circumstances that affect their test scores I believe it is important to have an alternative way for them to show their proficiency in a subject other than one type of assessment.	Nov 30, 2011 8:53 AM
266	A wide variety of options, including performance-based assessments and portfolios, with a move away from standardized tests. Recognition that success looks different for some students than for others; that people are not parts produced on a factory assembly line that all come out the same.	Nov 30, 2011 8:46 AM
267	Classroom lessons, curriculum, lessons aligned to learning targets (district aligned to state).	Nov 30, 2011 8:44 AM
268	Reintroduction of vocational education.	Nov 30, 2011 8:38 AM
269	classroom size and uptodate technology is important.	Nov 30, 2011 8:36 AM
270	It is extremely important to look at the whole learning process when assessing students rather than a standardized test. Students being able to answer a multiple choice question does not reflect real world skills necessary to be successful. Statewide assessments should assess this--are students thoughtful learners and become productive citizens? Assessment is a process that starts with the introduction of a skill/concept and finishes with demonstration of proficiency in that skill/concept. It is a means to an end, not just and end point. Without assessing the entire learning process, all assessments will provide an inaccurate view of student achievement and learning.	Nov 30, 2011 8:36 AM
271	Ensuring that students receive a comprehensive educational experience, including arts, music, and vocational courses.	Nov 30, 2011 8:20 AM
272	Alternate paths to graduation such as IB Diploma	Nov 30, 2011 8:18 AM
273	parent involvement is the most important aspect. Measure that and get the word out to the public.	Nov 30, 2011 8:15 AM
274	Parents need to be just as accountable as students and teachers. I believe there should be some sort of accountability measuring parental effectiveness.	Nov 30, 2011 8:15 AM
275	portfolio assessment	Nov 30, 2011 8:14 AM

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276	Individual growth versus standards based assessment.	Nov 30, 2011 8:14 AM
277	Developing innovation, creativity and independent thinking skills. Student intrinsic desire to learn, be inquisitive while developing self confidence.	Nov 30, 2011 8:11 AM
278	Keep the arts!!!!	Nov 30, 2011 8:09 AM
279	Portfolios to demonstrate learning.	Nov 30, 2011 8:01 AM
280	Students should be able to prove by portfolio that they are college ready. Some students cannot test well, but prove that they can write and think in a classroom situation. Who is better to judge a student's writing: the test reader who looks at an essay for five minutes, or the Language, Science, or Social Studies teacher who works with the student all year?	Nov 30, 2011 7:03 AM
281	Governor Kitzhaber and Superintendent Castillo. The bottom line is that if you want better, higher education you need it funded. Please bring Oregon out of its infancy and create a reasonable state sales tax that goes only to education. 2% or 3% on goods and services or certain items would put the responsibility on everyone for bettering their society. Educating our society affects everyone. There's a direct correlation on education and crime rate so everyone needs to pay. This survey is progressive but it would be irresponsible to add more on to the educators overloaded to do list without funding it. Oregonians need to put their future first and start paying for it. I have lived in six states in our country, all with sales taxes, and this is the most backward system I have ever experienced. It's time to grow up Oregon and take some responsibility instead of expecting everything handed out. A small sales tax exclusively to education is a viable answer to our failing system. Our education system is half full with so many budget cuts, teacher layoffs, and student program cuts. You two have any opportunity to make this right. There are three kinds of people in this world; those who think about things, those who talk about things, and those who make things happen. Ghandi said " be the change you wish to see in the world". it's your move. Sincerely, [REDACTED].	Nov 30, 2011 6:22 AM
282	Fall-spring standardized state assessments showing growth over the course of a school year.	Nov 30, 2011 12:24 AM
283	A transparent standard statewide "Tag" program in place that all school districts have to follow, including 1. recognition of Gifted and Talented Students from early stages, 2. implementation of the same special needs option available to all students (like the wonderful Summa program in Beaverton school district and literally no plan in many of other school districts)	Nov 29, 2011 10:53 PM
284	My biggest concern with the modified diploma is that a student may be eligible for that who is in self-contained resource room all day because of a moderate to severe disability, and a student may be eligible for it if they can't pass Algebra 2. That's a HUGE population. That doesn't mean the rigor isn't right, but that does mean modified diploma has the potential to become very monolithic.	Nov 29, 2011 10:47 PM
285	Education system in Finland would be a great model for Oregon to work from. Standardized assessments are next to worthless.	Nov 29, 2011 10:43 PM

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286	Let's begin by decreasing the salary of the Superintendent, and cutting back from the top of this upside down triangle and treat the children as the most valuable resource for our future instead of fattening the wallets of the 1%!!!!!!	Nov 29, 2011 10:37 PM
287	Behavior with other students, aggressive, cooperative or withdrawn	Nov 29, 2011 10:31 PM
288	No mandatory tests or exams	Nov 29, 2011 10:24 PM
289	There needs to be a way to include students rating of teaching skills. They are the best judge of what is really going on in the classrooms.	Nov 29, 2011 10:12 PM
290	Why can't we justify creating a society of thinkers and innovators that were educated about the importance of thinking, taking chances, solving problems, and creativity? Measuring doesn't make them taller.....	Nov 29, 2011 9:58 PM
291	There is no yardstick for "good school" Education is an art. You know it's good when you see it.	Nov 29, 2011 9:47 PM
292	Class room size - need to not keep increasing class sizes.	Nov 29, 2011 9:39 PM
293	We need much less focus on testing, and I believe it's an incredibly bad idea to tie teacher salaries and school success rates to test scores. Our schools need to be focusing on problem-solving, critical thinking, and conflict resolution/social skills to develop a new generation of adults who will be better able to solve our world's huge problems. We need to give an equal focus to vocational training as we do to college preparation, so that we don't have a large population of youth who have no jobs, no practical skills, no training (i.e. anarchists??). We need to stop focusing on set ages for students to achieve goals, such as measuring success by every child being literate by first grade. Children develop at different rates, and this needs to be taken into consideration. Instead of always blaming teachers and schools for students not achieving high test scores (etc), we need to take a wholistic view and approach--what is happening in these students' families for instance? In my experience, our most at-risk kids are those who are living in families where parents are abusing drugs, have significant mental health issues, or are otherwise neglectful or providing chaotic environments for their children. We need to be providing supports in many areas for these children (including childcare and preschool for children 0-5) and not just expecting schools to fix these kids so they can pass state/federal tests. We need to be requiring preschool teachers to have the same rigorous training required of K12 teachers, and we need to provide training and intervention programs for teachers that will help them to be the best they can possibly be. Please take a deep look at and revise your thinking about the emphasis on testing to measure teacher/school success--it is way too superficial! Please consider providing our most at-risk and least successful students and families access to much-needed services outside of the school system to help boost student success rates!	Nov 29, 2011 9:23 PM
294	You cannot expect all schools to compete in the same environment. You should not expect all students to be able to or even WANT to move on to post-secondary education. Their home life, their home budgets, are the major determining factors for post-secondary education, stop putting it on schools.Schools can and should prepare them with life skills. Bring back	Nov 29, 2011 9:21 PM

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vocational education, art, music, and forget the emphasis on so much math just because it is more easily able to be assessed.

295	How important is any of this when the most recent information presented by ODE at a meeting I sat through said 6 How important is any of this information when at a recent meeting ODE officials rattled off data which included 6% of all college graduates are unemployed. Is educating our present students doing our state economy any good? I have three college graduate children and only one is employed and not even in the field from which he graduated. Our state needs to bring businesses here or figure out some way to jump start the economy. Maybe including a sales tax on products would help especially if we are a destination for vacationers.	Nov 29, 2011 9:13 PM
296	Academic growth of the very best students, the academic champions, the science fair winners, those who reach for greatness.	Nov 29, 2011 9:08 PM
297	Authentic Growth Model Assessments (not based on standardized testing) measuring individual growth based on student work, portfolios, and proficiencies.	Nov 29, 2011 9:03 PM
298	More importance needs to be placed on early childhood special education, behavior classrooms in rural communities for preschool age children through the fifth grade, parenting classes and accountability for parents to help educate their children. Parents who are low income, living on government assistance while having child after child need to attend parenting classes, volunteer in their children's classrooms and become productive members of society to set a good example for their children. This is a must!	Nov 29, 2011 9:01 PM
299	Number of meaningful outreach AND contacts with parent, guardian, advocate or other consistent, responsible adult in the child's life (e.g., number of verbal and written qualitative reports, skill-building workshops delivered to parents, I.E.Ps developed, or special school events, field trips participated in, etc) ; to increase student and parent feelings of "connectedness" to school.	Nov 29, 2011 8:56 PM
300	resources provided to classrooms, ratio of teacher to students (less than 25:1!!), involvement of students in extracurric clubs/ath./extension programs, community based supports	Nov 29, 2011 8:45 PM
301	Quarterly assessments for primary (based on district-wide standardized assessment tools) on literacy (reading, writing, spelling) ,math, and critical thinking / problem solving.	Nov 29, 2011 8:40 PM
302	Child interview process. Verbal Students should be evaluated verbally on their achievements and goals and how valuable their education is /was to them	Nov 29, 2011 8:39 PM
303	Evaluations of teachers' effectiveness; teachers' effectiveness trends; teachers' continuing education; evaluations of school environments (quality of space, crowding, pupil/teacher ratio, incidence of violence or disciplinary actions, etc.); all indicators of student performance by grade, school, ethnicity; collect data on family income and other factors, and monitor family, income and other performance correlates (schools are not the sole cause of student performance); also, need to monitor adequate recreation time, particularly for boys.	Nov 29, 2011 8:35 PM

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304	Statistics showing accurate post-secondary student status (employed? where? salary? in college? completed college?), at one-year and five-year intervals	Nov 29, 2011 8:31 PM
305	Performance, not "assessment" based methods of assessing student development	Nov 29, 2011 8:30 PM
306	Teacher effectiveness and evaluation	Nov 29, 2011 8:20 PM
307	Each child is different and they should be taught with this in mind. This is not a new concept.	Nov 29, 2011 7:58 PM
308	Easy to use and accessible electronic and/or paper - pencil assessments aligned with new core standards and assessments that allow teachers to gage and measure progress between standardized assessments. This will allow for individualized as well as classroom curriculum decisions.	Nov 29, 2011 7:55 PM
309	Pre-Kindergarten readiness assessments- measure what our families and preschools are teaching our children. Oregon needs a statewide assessment system for measuring kindergarten readiness- the AFT has a model used by many east coast states and it seems to be effective and well supported by educators and families!	Nov 29, 2011 7:54 PM
310	Student involvement in additional social, sport, religious, educational, etc. programs offered in or outside of school.	Nov 29, 2011 7:48 PM
311	Preparing students to be Lifelong learners through Media Education! Things like encouraging a love of reading, Internet Literacy, ability to evaluate information for validity!!!! Preparing students and parents to be safe cyber-citizens through internet safety and cybersmart curriculum!!! Bring back Certified Teacher Librarians so that they can truly teach these skills early!!! K-College!!!	Nov 29, 2011 7:43 PM
312	Withdrawal or alternative to mandatory passing of OAKS to receive a high school diploma.	Nov 29, 2011 7:39 PM
313	Accountability begins with society and parenting.	Nov 29, 2011 7:39 PM
314	environmental literacy	Nov 29, 2011 7:37 PM
315	individual progreess of students assessed against individual student learning behaviors, i.e. attendance, HW completion, #s of passed courses, family status and issues	Nov 29, 2011 7:35 PM
316	Students readiness when they enter Kindergarten is essential. We need to challenge revenue streams to support the opportunities for every kid in Oregon to receive pre-K services, education, and family supports that emphasis being read to from birth to three. Every kid in Oregon should receive pre-K education. The data clearly reflects to impact of pre-K on future success, so fund it.	Nov 29, 2011 7:35 PM
317	Students who graduate with a modified diploma or certificate of completion should be counted in the graduation rate. In most cases, these are students with definite disabilities that greatly impact their ability to meet state standards. To not include these students in a district's graduation rates is discriminatory. If the	Nov 29, 2011 7:24 PM

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students know they don't count, then why continue going to school at all?

318	Test student health and nutrition.	Nov 29, 2011 7:19 PM
319	With the variety of students that we now have in all our schools, their progress shouldn't be measured on standardized tests. The growth model is a more accurate measure of their progress. They should be assessed by how much they grow during the year of schooling by being measured against themselves. We have a large number of students living in poverty and ones that are homeless. These students are not as prepared for school as most middle and upper class students. It takes them longer to acquire background knowledge needed to be successful in most academic settings. They are just as intelligent as other students but don't have the experiences that are needed to be successful in the academic setting. We need more enrichment and more time for these students to acquire the necessary background knowledge and experience to be successful.	Nov 29, 2011 7:19 PM
320	Why aren't we measuring growth in achievement. If I started at a certain baseline in first grade my progress should be measured against that. Steady progress rather than an arbitrary goal that sends a message of failure to the lower achieving students.	Nov 29, 2011 6:57 PM
321	Literacy skills taught by licensed librarian.	Nov 29, 2011 6:43 PM
322	Measures that monitor student growth rather than benchmarks. Many students enter school with less academic skills than their peers, but continue to make yearly progress. Not all kids learn at the same rate.	Nov 29, 2011 6:36 PM
323	Classroom-based work samples and assessments demonstrating individual student's growth over time.	Nov 29, 2011 6:23 PM
324	Are students job-ready? Do they have a skill that will put food on the table before they go to college? Are the skills they have appropriate for the current job market in their area?	Nov 29, 2011 6:05 PM
325	I feel it is very important that students achievements be measured, and the growth that the individual student made be looked at. I don't think having the same # score for each student is a fair assessment. Looking at the growth each child makes is a better indicator.	Nov 29, 2011 6:01 PM
326	Third grade reading proficiency evaluated using a standardized test; making sure schools that have low first grade literacy have an intensive intervention program to make sure students pass the third grade benchmark	Nov 29, 2011 5:53 PM
327	Oregon is really missing an opportunity by minimizing/marginalizing its 'trade schools'. As the baby boomers retire from plumbing, welding, electrical, auto repair there will be a great societal need for these skills....we over emphasize college education and unfortunately minimize tech schools. I am not biased because I have my BSN from the Univ. of Minn and my master's from Univ. of Southern Calif. There is only so many positions for RNs, lawyers, MDs, teachers, social workers---my children were not 'eager or bright' readers and	Nov 29, 2011 5:48 PM

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writers but were advanced in 'use of their hands'. They were excellent in spatial orientation and building things from childhood and I had all I could do to keep them in high school because of the over emphasis on reading and writing. If it had not been for Sabin-Schellenberg tech school in North Clackamas school district my now 20-year old son would never have graduated from HS and would not be earning the good wage and paying taxes that his is doing today! Interesting that their college bound friends have huge loans and very little job opportunity ---h-m-m-m.

328	Virtual Portfolio of HS student's work to show proficiency in outcomes based on projects, papers, student accomplishments, artwork, performances, etc.	Nov 29, 2011 5:46 PM
329	Assessing whether students have their basic needs met: food, clothing, shelter, after-school care, health & dental care. If they don't schools need funding for that, delivered through schools. Children cannot learn until these basic needs are met.	Nov 29, 2011 5:46 PM
330	How well the child is able to negotiate their life and choices.	Nov 29, 2011 5:40 PM
331	Is there a need for more career (trades) training instead of thinking most everyone will be going to college?	Nov 29, 2011 5:27 PM
332	This is a complex issue. Yes, schools and teachers need to be accountable. In our experience with PPS we have had some dud teachers to put it bluntly. I also strongly believe that the schools and teachers can not be solely accountable. Families themselves also play a crucial role to the success of students. As of late, I believe we put too much burden on teachers. How can they really teach effectively in a classroom of 30 plus students. This does everyone a disservice. The kids loose out, as well as the teachers. What is it that we are measuring under such circumstances.	Nov 29, 2011 5:25 PM
333	Aligned elementary standards in all subject areas. Elementary class size-- especially in grades k - 3!!	Nov 29, 2011 5:21 PM
334	students and teachers need to fall in love with learning and families need to become life-long learners	Nov 29, 2011 5:20 PM
335	Having a pre school intervention to have students at grade level when entering Kindergarten so students have a chance to always be on grade level or above instead of always trying to catch up. The tons of money that is spent on non productive interventions can be put there for prevention!!!	Nov 29, 2011 5:17 PM
336	Measuring affective changes in students attitudes about learning through surveys.	Nov 29, 2011 5:08 PM
337	Trade schools should be included somewhere in this formula. They are a good alternative to college for some students.	Nov 29, 2011 5:08 PM
338	Smaller class sizes. Find the \$\$ to fund schools.	Nov 29, 2011 5:07 PM
339	Keeping good teachers in Oregon and rewarding them for theri service to public education, ie. PERS, Health Insurance, Retirement Health Insurance and apy	Nov 29, 2011 5:05 PM

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	scales that reflect the education and experience teachers and staff have put into their careers.	
340	Art appreciation, music and ability to see multiple points of view. Health and safety education including drivers education. Vocational skills.	Nov 29, 2011 5:04 PM
341	school climate, as measured by students, parents AND teachers, and including teacher and administrator turnover, parent satisfaction with teacher/administrator accessibility, etc	Nov 29, 2011 4:58 PM
342	Proficiency based assessments that are based on evidence instead of teacher judgement.	Nov 29, 2011 4:51 PM
343	Student growth, growth, growth based upon instruction using research-based best practices	Nov 29, 2011 4:47 PM
344	Is it reasonable to test students who are performing well below grade level at grade level. My HS students are performing at or below Kindergarten level but are tested at grade level. Fortunately most of them aren't aware of what they don't know, but for those that do, it is very difficult to ask question after question that they have no idea of how to answer.	Nov 29, 2011 4:42 PM
345	Assessing growth for individuals through work samples and projects,not using standardized tests	Nov 29, 2011 4:41 PM
346	As the child of a former public school teacher (and a proud product of public education), I've always been suspicious of assessments that rely too heavily on standardized testing. Too many factors (parent's income, home life, over-crowding, etc) unrelated to teacher performance make up a child's score on standarized tests. The best measure of how effective our educators are is through experienced peer review and mentoring opportunities.	Nov 29, 2011 4:41 PM
347	student to teacher ratio. The classrooms are too large to effectively teach. This needs to be addressed. There should be no more then 20 students to each classroom. This is the sole reason that my own children are going to a private school.	Nov 29, 2011 4:40 PM
348	Involvement in comprehensive programs! Not just math and reading!	Nov 29, 2011 4:36 PM
349	Because our students and, as a parent, my children, come in to school with differing abilities and challenges, I think the best system of assessment needs to measure their individual growth. The focus on keeping children grouped with other kids their exact same age is ridiculous. Only in the school setting do we separate so specifically ... and it's a huge barrier for some of them (like my daughter who was is a second language learner, didn't start school at all in her native country until she was 9 years old and has significant disabilities that impact her learning). Our system doesn't work for a large number of our students ... and all we've done is say they MUST pass those tests in a given number of years. Some could ... if we gave them more time and didn't keep them locked into an age-based grouping.	Nov 29, 2011 4:33 PM

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350	Please be careful to NOT become so test-focused that students lose the JOY of learning and the importance of curiosity and creativity. A severe focus on standardized testing is not the answer . . . witness the Atlanta school district and the massive cheating that occurred from the ADULTS! Also, the last item about surveys would be a total waste of time and money. It's much too subjective. Many educators "gripe" about the teachers who taught students before them. Realistically, if one pushes it far enough, it's gonna be 'blaming' parents for not having better pre-natal care. It tends, in this era of not accepting responsibility, to be common for people to point the finger at those who went before. Please DON'T waste important tax dollars on that type of subjective 'survey.'	Nov 29, 2011 4:32 PM
351	Surveys that measure parent participation & that identify how people participated, how many hours & for how long & whether the child/ren graduated & what their academic performance was	Nov 29, 2011 4:25 PM
352	You are missing the point and no one wants to admit that we must link the success of students to parent involvement. Plain and Simple! There are many uncomfortable truths about the current state of American education and demands to be heard. Students spend 1350 hours in school and 7410 hours with parents each year approximately. Success ultimately should be the goal we want for all children-to become productive content citizens who have an opportunity to pursue their happiness -college/or advanced training, a job and not in prison or dead.	Nov 29, 2011 4:24 PM
353	Percent of TAG kids who fail to graduate in 4 years or less & didn't jump to college	Nov 29, 2011 4:19 PM
354	I feel that all school should have a standard curriculum taught be all teachers for all grade levels. Instead of each teacher choosing what he or she wants to teach.	Nov 29, 2011 4:18 PM
355	Assessments of social and communication skills for college and career readiness.	Nov 29, 2011 4:10 PM
356	Students should be compared to themselves as well as summative assessments. Student growth, or lack of, should be used to indicate need of special services, interventions, etc...Classes with high numbers of ELL students should be given flexibility in the areas of summative assessment. 1 year is not enough time to become a fluent reader or writer of another language, yet students have just one year to be exempt from taking the state reading and writing test in English. This needs to be realistic; otherwise, it's just punitive to the student, the teacher, the school and the district.	Nov 29, 2011 4:06 PM
357	Where are the consistent physical activity opportunities in schools? It is just as important to take care of the only body we will every get as it is to take care of our only brain.	Nov 29, 2011 4:06 PM
358	Basic financial literacy	Nov 29, 2011 4:04 PM
359	I think we need to compare apples to apples. If we are trying to see if a school or district is doing a good job they need to follow the cohorts up in the grades and measure their improvements, rather than just look at a particular grade level	Nov 29, 2011 4:02 PM

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year after year. Example : Compare what a child knows at the end of 3rd grade to the end of 4th grade. See what gains they have made- this would be able to show that the school is in fact helping each child grow, as opposed to measuring the ability of one group of 4th graders to the following group of 4th graders.

360	Alternatives to standardized testing: portfolios, project-based learning, etc.	Nov 29, 2011 3:54 PM
361	Student self-assessment on efficacy of their own education experience. (High School) and how well it prepared them for a career or higher education.	Nov 29, 2011 3:51 PM
362	Academic performance and graduation rate of students after exit from an ESL program. Academic performance and graduation rate of students while still in an ESL program.	Nov 29, 2011 3:40 PM
363	If promotion to next level was based on passing a prerequisite level (rather than blanket promotion to the next grade), individual and school progress could be measured by the percent of students who were promoted in each subject area.	Nov 29, 2011 3:40 PM
364	assessments extending beyond standardized testing, for example science inquiry	Nov 29, 2011 3:36 PM
365	evaluating basic skills and proficiency within other courses. e.g. trigonometry within Viking House	Nov 29, 2011 3:34 PM
366	Algorithmic results on a per-student basis.	Nov 29, 2011 3:32 PM
367	The most important thing to do is to get away from the measurement of apples and oranges. We need to accurately track individual growth and place much much less reliance on how one class does one year compared to the class before it.	Nov 29, 2011 3:27 PM
368	I have a master's degree in nursing and I believe that a schools performance should be based on an individual child's improvements each year, not on standardized tests that don't take into account a child's individual differences and intelligence level that may interfere with their ability to learn.	Nov 29, 2011 3:17 PM
369	Developing community partnerships so students can experience real work before graduation--internships with mentors; give credit for manual work learning-ie auto shop; cooking, electronics, building houses (pre-apprenticeships)	Nov 29, 2011 3:17 PM
370	Pledge of the elegance and school start	Nov 29, 2011 3:14 PM
371	Surveys of employers about career/work readiness. Feedback from community leaders (government, nonprofit) about readiness for graduates to engage in the community in a meaningful way - pay taxes, vote, volunteer, make donations, etc.	Nov 29, 2011 3:13 PM
372	Better intervention techniques for children grades 3-6 that are not reading proficiently or understanding basic math. This is an important transition time and if they get behind during these years, they may never catch up. I teach preschool and many parents that have older children complain that the teacher puts the responsibility of catching the children up and them and they are not equipped to	Nov 29, 2011 3:10 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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do this. These children need professionals that can pinpoint the problem and bring them up to speed. For example, if they do not have phonetic skills, they cannot continue to learn to read new words independently. They may have been able to get along memorizing small words as they are taught.

373	See comments	Nov 29, 2011 2:58 PM
374	College retention and graduation rates. Employment rates and income data for non-college going high school graduates.	Nov 29, 2011 2:57 PM
375	Student satisfaction surveys	Nov 29, 2011 2:54 PM
376	The ability of each student to be able to define an area of competence and demonstrate significant capabilities, including literacy and problem solving abilities in that domain of competence. These areas of competence would be defined in an-going way across a students career; each would be defined by the students themselves in consultation with teachers, parents and school administrators.	Nov 29, 2011 2:46 PM
377	IEPs being followed with accountability.	Nov 29, 2011 2:44 PM
378	Learning to write creatively, competently, and with confidence.	Nov 29, 2011 2:37 PM
379	I would like to see some measure of vocational educational outcomes, we make no mention of it here. Where do these students fit the our educational equation?	Nov 29, 2011 2:31 PM
380	Secure financing that can be depended on being there year after year.	Nov 29, 2011 2:25 PM
381	I think children need to be tested at random without the teacher knowing about the test before hand. Teachers should not have to teach at the lowest level due to no child left behind. More teacher aids need to be hired to help with disruptive children so the teacher can focus on all of her children instead of just one or two. We need to go back to letter grades. If a teacher tells me my child is getting a S in class I want to know more details as to why.	Nov 29, 2011 2:16 PM
382	I do not believe accountability should be tied to a standardized test that is administered to all students because there are so many factors that determine the average scores that we have no control over.	Nov 29, 2011 2:15 PM
383	Accountability must be shared. It isn't only schools, teachers, administrators. It isn't only students. It isn't only parents. It all of those people plus Oregon taxpayers and Oregon legislators who are accountable for the success or failure of education in this state.	Nov 29, 2011 2:08 PM
384	I think we need to spend less time and money trying to test students and more time and money evaluating, getting to know, and understanding EVERY student's abilities and needs. Standardized tests don't do this and standardized tests are not the future of education. www.zesproject.org Check out this website for what education should look like.	Nov 29, 2011 2:07 PM
385	The art that is given to students must be improved, by giving children more art programs they can explore the artistic side of themselves and our world.	Nov 29, 2011 1:57 PM

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386	Measurement of how many students have moved to "other" post secondary training. Military, Trades, etc.	Nov 29, 2011 1:51 PM
387	Portfolios of individual student performance (can be collected in a digital format)	Nov 29, 2011 1:50 PM
388	Full day kindergarten	Nov 29, 2011 1:40 PM
389	A self-assessment by students of their own effort and capacity as a key inputs; demographics (especially poverty, race, parent education attainment), and degree to which state has met or approached the QEM-level of funding (legislator accountability) as a critical performance input and mitigator.	Nov 29, 2011 1:40 PM
390	Second grade literacy, while there is still time to do something before it becomes critical at grade 3, as the switch is made from learning to read to reading to learn.	Nov 29, 2011 1:22 PM
391	What is needed is early identification of reading/writing/math issues. Neuroscience is now able to detect which children will have reading difficulties soon after birth. Ideally, pediatricians and educators will join forces to intervene in preschool years with these children. Short of that, there are scientifically proven intervention programs for children with reading difficulties that can be used in elementary, middle school and high school levels. Obviously, the sooner the intervention the better for the student's academic performance, sustained motivation and enhanced self-esteem.	Nov 29, 2011 1:19 PM
392	Introducing Science at early age (3rd and 4th graders)	Nov 29, 2011 1:16 PM
393	We need to expand our ideas of achievement - vocational skills and abilities and rate of improvement. Tests are not the best measurement of success - what about children with special talents not reflected in the narrow bands of achievement measured by the tests? Were their skills developed? What about children who exceed the test -- were they challenged?	Nov 29, 2011 12:43 PM
394	Individual students' academic growth, as measured through surveys of parents, students, and teachers on whether class instruction matched the student's academic needs and expectations.	Nov 29, 2011 12:40 PM
395	I would like to see more qualified teachers.	Nov 29, 2011 12:39 PM
396	Goals for pre-K and K.	Nov 29, 2011 12:15 PM
397	Tracking individual student success from grade to grade - not comparing grade 3 in 2011 with grade 3 in 2012 - these are different groups of kids!! Also, how creative are kids? Standard tests look for one right answer. Let's ensure kids have skills to enable them to find innovative answers to tomorrow's yet unknown questions.	Nov 29, 2011 12:13 PM
398	A student who completes an alternate terminal set of criteria such as GED, high school completion, modified diploma, etc should be counted as successfully achieving Oregon's goal. Assessment should involve both timed and untimed measures of achievement to determine what a student knows versus what he/she can produce in a timely way	Nov 29, 2011 12:11 PM

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399	portfolio of student work	Nov 29, 2011 12:05 PM
400	Whether Teachers are teaching the state standards. Standardized testing is not an adequate measure as students currently have no incentive to do well on the tests, and a student's standard of living is a bigger predictor of their success than anything else. However, through review of curriculum maps and lesson plans it can be determined whether teachers are actually teaching the state standards.	Nov 29, 2011 12:04 PM
401	Retention of students in college after first year (do they stay in college or drop out during or after their first year of college).	Nov 29, 2011 12:01 PM
402	There are students who cannot pass tests; they are not "stupid." We must provide internships, apprenticeships, and real-world education for those who plan to enter the trades and service industries. It is ludicrous, discriminatory, and disrespectful to assume that all students will go to college.	Nov 29, 2011 11:58 AM
403	I think their needs to be more focus on helping kids with disabilities. Offering social skills programs more, and having all teachers have the accomidations the child has used before and making it accesable.	Nov 29, 2011 11:52 AM
404	High school level readiness before entering high school	Nov 29, 2011 11:46 AM
405	Criteria on arts education, overview of school curriculum to give the students a currifculum that includes arts, diversity.	Nov 29, 2011 11:38 AM
406	A lower student - teacher ratio is the most important aspect of any school - our kindergarten class was 1:30. We had to withdraw our child because this ratio is beyond the ability of even the most highly skilled teacher.	Nov 29, 2011 11:30 AM
407	Why not teach the english speaking children another language when we spend so much time and money teaching non-english speaking children english.	Nov 29, 2011 11:23 AM
408	Stop grade promotion in the elementary years for math & reading skills below grade level by a full year. Serve the students-not your statistics!	Nov 29, 2011 11:17 AM
409	Provision of programs that meet the needs of children with learning disabilities who do not do not function well in 7-12 grade atmosphere of self-motivated learning.	Nov 29, 2011 11:16 AM
410	Independent evaluation of ELL students and IEP students so that school scores are not "pulled down." Schools provide a wonderful service to these deserving students and they should not be "punished" by it.	Nov 29, 2011 11:13 AM
411	I am very concerned about what we lose when we focus too much on standardized test. For instance I've heard teachers say that because ability to read aloud is not tested, they spend less time on reading aloud programs in which older kids read to younger kids. We make the ability to quickly read a random passage and then quickly fill in the correct bubbles all important and thereby lose this other valuable educational experience (kids reading to kids) which benefits both the younger and the older kids in reading and socializing. That's just one example.	Nov 29, 2011 11:09 AM

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412	I like the idea of accountability being based on individual student growth. I don't like the idea of that being measured by a standardized test.	Nov 29, 2011 11:09 AM
413	I think what's missing is a complete statewide assessment, such as the Wechsler individual achievement test which gives a true look at a student's achievement and ability.	Nov 29, 2011 10:53 AM
414	Individual student learning and growth. Not sure how to measure this - I think there are limits to statewide assessments. But each child should show solid, positive gains.	Nov 29, 2011 10:32 AM
415	Make Talented and Gifted education meaningful. It is a total joke in Oregon. There is no differentiation whatsoever in elementary school. Do pull out classes as other states do.	Nov 29, 2011 10:21 AM
416	Students are not standardized commodities, focusing on any form of standardized tests is the wrong approach to education.	Nov 29, 2011 10:09 AM
417	measure individuals mastering milemarks, and control for home situation and parental support. don't punish teachers for not being able to work miracles in difficult situations	Nov 29, 2011 10:08 AM
418	TAG identification.	Nov 29, 2011 9:59 AM
419	Emphasis needs to be placed on students' habits, students' values, students' goals. The main failure in education is the failure of a large portion of our society to value it.	Nov 29, 2011 9:58 AM
420	Teacher accountability through bi-yearly feed back from parents (K-8) and student input in high school.	Nov 29, 2011 9:55 AM
421	There needs to be less emphasis on the college bound and more efforts to respect high school educated workers with better pay. Everyone should not go to college but everyone deserves a way to make a decent living.	Nov 29, 2011 9:49 AM
422	Measuring parent involvement	Nov 29, 2011 9:46 AM
423	Assess how many Oregon kids are taking part in and succeeding in National events such as Math Counts, Chess, Science Bowl, Geo Bee and Spelling Bee. Oregon has a very very small representation currently in national competitions.	Nov 29, 2011 9:41 AM
424	Consideration of individual progress based on past individual progress, and each child's feeling of involvement in his/her educational choices.	Nov 29, 2011 9:40 AM
425	Assessment for reading, math, writing and science should be separated on this ballot.	Nov 29, 2011 9:39 AM
426	Preparation for a variety of vocational options as well as college for those who are capable and ready.	Nov 29, 2011 9:37 AM
427	I feel like Oregon's assessment & teaching of TAG students is in desperate need for attention. Just because these kids exceed the benchmarks does not mean	Nov 29, 2011 9:35 AM

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that they aren't special needs kids. In the Bend La Pine school district they get minimal attention and no real academic challenges are presented until high school.

428	Many educators in my district feel there is too much importance places on state testing scores yet there is absolutely no other system in place for parents to know how their child is doing in school a satisfactory/non satisfactory or a number from 1-6 means very little! I am given no other definitive measure of how my child is doing other than the state testing scores	Nov 29, 2011 9:35 AM
429	Rather than adding more to the plate, the State should streamline accountability and monitoring. Rather than 4 or 5 district reports, we should have 1 useful, meaningful and comprehensive data-gathering/reporting system. I worked at ODE and sat on a monitoring team; I also run programs at the district level and have to develop monitoring reports. These are huge and labor-intensive--and the same data are gathered for multiple projects--and ODE (and federal) staff spend very little time actually observing, digging deeper or making sense of the results. If you only look closely at 3-4 monitoring items, then only ask for 3-4 key pieces of data. That would eliminate huge fiscal waste, freeing admin staff up for proactive and nimble response to data-driven needs.	Nov 29, 2011 9:33 AM
430	Statewide assessments in drawing/painting, music, and the arts	Nov 29, 2011 9:33 AM
431	Basic life skills mastered.	Nov 29, 2011 9:31 AM
432	Accomplishment in the arts (visual, music, movement) and media. Shows perseverance, self evaluation and abilities to achieve goals.	Nov 29, 2011 9:29 AM
433	application of knowledge lookig for project based outcomes	Nov 29, 2011 9:28 AM
434	Class size for primary is critical to keep at 25 and never over 30	Nov 29, 2011 9:28 AM
435	could there be some assessment of life skills? example: How to apply for a job, write a check, etc. as a small business owner I have been appalled at the lack of certain basic skills of applicants (young & older). Filling out a job application should be a fairly simple task but you would be surprised!! Basic math and spelling skills are also lacking.	Nov 29, 2011 9:25 AM
436	Educational gains / academic growth for high achieving students who score "at the top" of tests. Attending school should also challenge these students and give them opportunities to grow and learn.	Nov 29, 2011 9:24 AM
437	Of utmost importance is the student's enjoyment of learning, the desire to initiate learning and engage in new discovery, stimulate curiosity. I would like us to emphasize creativity, ingenuity instead of gearing curriculum towards uniform exams. Students should be evaluated on their individual progress and learning needs. More electives, arts and teachers who are inspiring!	Nov 29, 2011 9:23 AM
438	Make sure that kids who don't meet the standards are held back a year instead of shuffling them through to the next year. I've seen several kids who were moved ahead who can't read or write proficiently. Or if they are way behind, offer	Nov 29, 2011 9:22 AM

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them enough one-on-one training to get them up to par.

439	looking at "success" not just from test scores but from school demographics - schools in areas that are wealthier/more educated parents/more present parents/better equipped school buildings, percentage of other languages (and how they are supported) and percentage of kids on IEPs and how much para/spec ed teacher support those schools have. You can NOT judge any of this from test scores. Need more subjective assessments that incorporate parent and teacher input, not just what the kids can do on tests that only are accurate for a percentage of kids.	Nov 29, 2011 9:20 AM
440	Foreign language should be taught at elementary school age. This should be mandatory and it is shameful we are not offering Spanish, at a minimum.	Nov 29, 2011 9:20 AM
441	More self directed learning. More project work. More "whole" learning.	Nov 29, 2011 9:15 AM
442	Testing starts too young. I believe that a statewide assessment should be done in fifth, eighth, and twice in high school.	Nov 29, 2011 9:10 AM
443	Educating teachers needs to require higher standards and more rigor to ensure that they are well educated and highly qualified to teach writing and computation skills. Moreover, they need to be able to develop students who can reason analytically and creatively. Grade inflation in Colleges of Education is the norm around the nation. It need to stop and the bar needs to be set higher if we want graduating high school seniors to be well prepared for higher education and a work environment that requires higher order skills.	Nov 29, 2011 9:00 AM
444	Music and arts programs--many studies show that students who have these available and participate in them do much better in all other areas of school	Nov 29, 2011 9:00 AM
445	High schools need technical programs for students that will not continue on to college. Workforce skills are needed and students are left feeling that if they do not continue on to college, they have failed under the current system. It is more important to keep all students in high school. By offering technical programs that appeal to students that are not academically motivated, this may keep the graduation rate at a higher level.	Nov 29, 2011 8:59 AM
446	Preparedness for trade school, employment, military and life skills just as vital as college.	Nov 29, 2011 8:57 AM
447	I believe class size is critical to helping kids succeed. The over-sized classrooms need to be address along with the considerations outlined above.	Nov 29, 2011 8:54 AM
448	Involvement in arts education (music, dance, theatre, and art)	Nov 29, 2011 8:53 AM
449	looking at all areas of education not just reading, math and science	Nov 29, 2011 8:52 AM
450	Assessments of teacher proficiency	Nov 29, 2011 8:49 AM
451	Omit the need for teachers to "teach" only to statewide assessments in reading, writing, science and writing. We need teacher to have more flexibility and creativity of teaching in our classrooms.	Nov 29, 2011 8:48 AM

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452	Assessments of effective teachers & a mechanism to remove non-effective teachers immediately.	Nov 29, 2011 8:45 AM
453	Measures of student achievement should not be reduced to a score on a standardized test. As a result of poor curriculum decisions, both our children, who excelled in elementary school, have sought education choices outside PPS. One left for PCC and the other is taking on-line classes through PSU.	Nov 29, 2011 8:43 AM
454	Make teachers accountable for what they teach. Raises based on performance. Get rid of teachers union and hire all new teachers if necessary.	Nov 29, 2011 8:42 AM
455	Creating a proficiency-based system and eradicating social promotion	Nov 29, 2011 8:40 AM
456	I like the proficiency-based grading system that has been in use in some PPS schools since 1999, Does your child meet:	Nov 29, 2011 8:33 AM
457	Student continued support after school hours, i.e. tutoring, parent teacher conferences, parent support.	Nov 29, 2011 8:32 AM
458	Use OAKES and assessments already in place. Teachers are trained and systems are set up for it. Bring back the Writing assessment to lower grades.	Nov 29, 2011 8:29 AM
459	Accountability of educational system to achieve standard benchmarks with regards to high school graduation	Nov 29, 2011 8:28 AM
460	There is no way that Oregon can achieve any decent educational goals without kids bein in the classroom. The school year is too short.	Nov 29, 2011 8:27 AM
461	Allowing students to retest a number of times on state tests if this is a criteria for graduation. Allow students to test in their native language if they have not been in the country for more than three years	Nov 29, 2011 8:24 AM
462	More time into instruction and less time on testing. My kids are losing months of learning in order for testing. In addition, average to higher learners are being left out as teachers spend more time with those needing to pass the tests.	Nov 29, 2011 8:24 AM
463	parent accountability	Nov 29, 2011 8:22 AM
464	The "No Child Left Behind" law has been a detriment to our children. We are spending too much time on state assessments and not enough time letting teachers actually teach children in the classroom. I am a native Oregonian and grew up in the Public School System in Bend and have had both my children educated in the Portland Public School System. I am also a realtor, and alot of our housing success has to do with good public schools.	Nov 29, 2011 8:19 AM
465	less classroom time on testing more making sure teachers teach to benchmarks and equitable additional help for kids not meeting benchmarks. early intervention for grade 1 and 2 for struggling kids	Nov 29, 2011 8:14 AM
466	More local control & accountability. Public schools should be responsive to their communities' needs.	Nov 29, 2011 8:10 AM

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467	Move away from high-stakes standardized tests for student and teacher evaluation. Other states have had significant issues with fairness and honesty.	Nov 29, 2011 8:10 AM
468	Physically educated student	Nov 29, 2011 8:07 AM
469	Urgent need to include Career Technical in addition to focus on higher ed	Nov 29, 2011 8:06 AM
470	Some way of assessing that takes into account special Ed and Second language learners.	Nov 29, 2011 7:59 AM
471	Parental requirement to be engaged in their childs education. Hold parents accountable for being a deadbeat parent when it comes to their childs education. Bullying should be apart of this as well. There is not enough swift action.	Nov 29, 2011 7:57 AM
472	1. Measures of the ability of a student to "learn how to learn" rather than to memorize facts. 2. Measures of information literacy including the use of technology.	Nov 29, 2011 7:57 AM
473	A method to account for student and family responsibility in the educational process	Nov 29, 2011 7:55 AM
474	An all around curriculum for students that includes PE and music every day.	Nov 29, 2011 7:49 AM
475	We need to focus on full spectrum learning. We are not giving kids anything to be interested in or excited about; theres no science or social studies anymore? Just the 3 R's.	Nov 29, 2011 7:48 AM
476	Children receiving actual number or letter grades for their work throughout the year (not check marks). Grades being reviewed or received by the parents at least 4 times per year. This is standard in most other states and I have been disappointed in this lack of practice in Oregon.	Nov 29, 2011 7:46 AM
477	No class time wasted on standardized test preparation. One accurate, short assessment at the beginning of the school year (and possibly one at the end to get a accurate measure without the loss of knowledge over the summer) should do it.	Nov 29, 2011 7:41 AM
478	ASCD Whole Child Initiative tenets will help create life long learners, those that feel comfortable, challenged, safe, in an environment will achieve test scores that show their desire to want to learn.	Nov 29, 2011 7:39 AM
479	Professional Learning Communities and sharing results of common assessments among educators is the real key to school improvement and performance.	Nov 29, 2011 7:37 AM
480	Growth of students based on teacher assessment showing where students started at the beginning of the year and where they ended up at the end of the year with the specific teacher.	Nov 29, 2011 7:33 AM
481	Smaller class sizes	Nov 29, 2011 7:26 AM
482	National proficiency standards so comparison is accurate and appropriate, and	Nov 29, 2011 7:25 AM

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students not being advanced to next grade if they don't pass proficiency standards due to attendance or effort, not disability

483	More education and less testing. I realize the need for measurement, but the time it takes and the rigidity with which it has been applied has been detrimental to actual education.	Nov 29, 2011 7:20 AM
484	The difference between incoming and outgoing scores or achievements is what really tells you if you have a good teacher. A smart student can always get A's. But can a teacher motivate them to excel? A poor student can remain low. But did they make significant gains even if they don't yet score a specific measure?	Nov 29, 2011 7:20 AM
485	school day too short more school days needed financial planning in high schools	Nov 29, 2011 7:16 AM
486	Streaming students according to their level of academic readiness. ie. Advanced math & language curriculum and/or additional computer/ social skill building	Nov 29, 2011 7:09 AM
487	I would love to see nationwide yearly proficiency exams. We have a mobile society, and coming to Oregon from another state, our kids' education level dropped significantly moving here. Our children have to compete nationally if not globally for jobs, not just in Oregon.	Nov 29, 2011 7:03 AM
488	Teaching to the child's natural talents and letting them excel in the areas that interest them the most. Of course the basics should be required.	Nov 29, 2011 6:44 AM
489	I would delay all TAG testing until 4th grade. I feel to it is a bad use of resources as research has shown no correlation between early TAG identification and later school success. Also, state assessment scores should not be given to the students in elementary school. Those assessments are used only to evaluate the school and I know from personal experience that giving children their scores can be extremely detrimental to a child's confidence and self-esteem.	Nov 29, 2011 6:41 AM
490	School Choice, includes charter schools. Let the successful schools run and the unsuccessful wither on the vine.	Nov 29, 2011 6:32 AM
491	oregon schools are dismal and we are thinking of moving to another state due to the poor quality	Nov 29, 2011 5:51 AM
492	Less testing overall. It is ridiculous how much time is currently spent preparing for statewide tests and taking these tests. My children are high achievers but I can tell you this actually makes them dislike subjects they are good at and normally enjoy. We need to reduce the statewide testing.	Nov 29, 2011 5:46 AM
493	Individualized education for all high school students. The students need to meet basic requirements, however be able to take courses within their career interests. However, with budgets being cut there are fewer "non-college" track classes.	Nov 29, 2011 5:41 AM
494	mastery-based advancements instead of seat time - a true system of public education must support the individualized needs of students to learn efficiently at their own pace.	Nov 29, 2011 4:46 AM

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495	Tests of first grade literacy should be coupled with a dyslexia screening to identify struggling readers so that later reading tests will accurately reflect the problem. College going rates after high school only if it measures college going within 2-3 years. Students should be able to take a year to two off without it impacting the numbers at their high school. Otherwise, counselors and teachers may push students into the college process who aren't otherwise ready.	Nov 29, 2011 4:35 AM
496	Assessments that measure only those skills and knowledge that are critical to the American students' success in problem solving to improve ones' worth and those that surround them. Remove the superflous items.	Nov 29, 2011 2:07 AM
497	I am not an educator, and am not qualified to answer most of these questions --- nor are most parents, I assume. I do wonder, however, whether in the US we have over-emphasized traditional academics (reading/writing/maths) from an early age, to the detriment of education outside the classroom (i.e., experiential learning), where reading and writing can be applied to other life lessons.	Nov 29, 2011 1:01 AM
498	Sampling of students by non-biased, 3rd party evaluators	Nov 29, 2011 12:39 AM
499	Foreign language competence as measured by assessments of spoken and written language skills	Nov 29, 2011 12:05 AM
500	students ability to hold a job after high school or college	Nov 28, 2011 11:59 PM
501	We need to measure student success in a person-centered and strength based way vs. relying on one size fits all tests. We need to value graduating and moving on to vocational training just as much as going to college. We need students with disabilities to be measured to the same high standards as peers without disabilities and to have the same expectations for them of vocational or college education.	Nov 28, 2011 11:53 PM
502	Family participation in child's life. Family resources adequate for child to learn.	Nov 28, 2011 11:52 PM
503	we need more trades categories in high school curriculums. we need to make sure that kids are supported with guidance counselors for intervention who know what they are talking about teachers can be too subjective in their opinions and do not always measure fairly, this needs to be documented and accountability for teaching needs to be measured	Nov 28, 2011 11:51 PM
504	Assessments should be allowed in Spanish at the elementary level so that TWI and bilingual programs can measure success of their programs as well.	Nov 28, 2011 10:26 PM
505	reduce truency, work to re-engage drop outs,	Nov 28, 2011 9:54 PM
506	Student self-assessments and student assessments of their educational experience and personal progress toward goals	Nov 28, 2011 9:43 PM
507	Portfolio assessments for visual arts. Performance reviews and juries for performing arts.	Nov 28, 2011 9:29 PM
508	Tracking of children against an objective measure of their potential.	Nov 28, 2011 8:53 PM

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509	trends if test results are mor importantan tan absolute measure. student body makeup can skew test results and college attendence rates.	Nov 28, 2011 8:30 PM
510	Tracking individual performance from year to year to help see gains in all students, including high achieving ones. Seamless transition to post-high school life, including vocational, pre-professional training. Not all students need to/should attend a liberal arts college.	Nov 28, 2011 8:12 PM
511	Provision of instruction materials requested by teacher as primary based on academic needs of students.	Nov 28, 2011 7:18 PM
512	Measure student achievement by the individual student's growth, adjusted for ability, year to year.	Nov 28, 2011 7:17 PM
513	Graduation requirements: see comments	Nov 28, 2011 7:03 PM
514	I think it is critical to consider the improvement of individual students from year to year. Under the current system, schools appear to be penalized for using any resources on students who are more than slightly above average. These students will pass the "minimum standards," so whether they learn or not, the metrics are positive. By looking at whether students gain knowledge, schools are held accountable for teaching all of their students.	Nov 28, 2011 6:55 PM
515	I believe students knew more about their language when they were taking Latin as a required subject at least by their first two years in High School' After all. 67% of our English language is from Latin. Why should we ignore such an important root language?	Nov 28, 2011 6:54 PM
516	r.e. Measure of first grade literacy (item #1) - "Oral reading fluency growth scores in grades K - 3" could be a more specific term for people to consider here.	Nov 28, 2011 6:15 PM
517	Student self-assessment.	Nov 28, 2011 5:33 PM
518	Student attendance should be required from when they are age eligible for enrollment, not at age 7. Too many students are missing critical learning years because they are not legally required to be in school. If a child is age eligible and the parent holds them out for home school or delayed enrollment (parent holds them out an extra year) because of a summer birthday, they should register with the state somehow at the time they are age eligible, again - not at age 7.	Nov 28, 2011 4:56 PM
519	Ability to meet student's individual potential for achievement - growth over time of each student.	Nov 28, 2011 4:53 PM
520	Surveys of parents and students may also reflect on involvement in the child's education; whether or not the school welcomes and engages families	Nov 28, 2011 4:52 PM
521	Evaluations of teachers should include how much their students progressed in their classroom.	Nov 28, 2011 4:42 PM
522	Parent Committees are important. They know what the childs needs are better	Nov 28, 2011 4:41 PM

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	than the Teachers Sometimes. And the Parents input is just as important as the Education System.	
523	For grades 1-6, DIBELS Next Reading Assessment Data https://dibels.uoregon.edu/	Nov 28, 2011 4:27 PM
524	We need to recognized that students from abject poverty have much more in their lives to concern themselves with than school. Many of them are worried about daily survival. These kids begin school with a deficit from those who are most advantaged. Individual growth should be recognized. It should also be noted students with severe special needs can never compete with the most advantaged students. The system for measuring achievement is different from those of poverty and those most advantaged. Remember some of the students family value systems do not include a value for education. Some believe H.S graduation or GED is there greatest accomplishment. A child may be the only one in his or her family that is not in Prison or on Drugs. Many youth are drug affected and find it difficult to compete academically with those most advantaged students. It is not the schools fault if the parents do not send their children to school. The parent themselves need to be held accountable.	Nov 28, 2011 4:22 PM
525	Until we have equal access to funding for all schools in the district please work to maintain a school year focused on teaching and learning and not waste time preparing to take tests	Nov 28, 2011 4:20 PM
526	Job skills training, not necessarily college	Nov 28, 2011 4:16 PM
527	Socio-economic status of the student and other risk factors? VERY IMPORTANT - What kind of pre-kindergarten education did they have? Head start or did their family send them to pre-school?	Nov 28, 2011 4:05 PM
528	Assessing students is appropriate. How we assess is the BIG question. Should Statewide Assessments, which seem to constantly be in a state of change be the tool? We, as teachers, are aiming for a moving target. Let's assess individual student growth, and let's use tools that are appropriate measures of student learning, bearing in mind students' cognitive development.	Nov 28, 2011 4:05 PM
529	This may be done at the wish of the current school board or post-secondary institutions but not at the cost of the state. This is 2ndary information that would be of local use.	Nov 28, 2011 4:00 PM
530	Measures of teachers' best practices.	Nov 28, 2011 3:57 PM
531	Placement into appropriate internships, jobs or college after graduation. Are the student's satisfied with their education? Did it help their life?	Nov 28, 2011 3:56 PM
532	Statewide assessments in Social Studies and Physical Education.	Nov 28, 2011 3:49 PM
533	Adequate funding from the state.	Nov 28, 2011 3:35 PM
534	Success in life after graduation, measured as an exit survey taken ten years after graduation from high school.	Nov 28, 2011 3:33 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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535	I think the best and most valid measurement would be to track individual student progress. However, to truly be valid it must also reflect changes in a students home environment i.e, if Johnny suddenly stops progressing in reading due to his parent's divorce, then that home factor needs to be accounted for as it has nothing to do with my instruction and yet is very important and directly affects his performance. In order to do this, we would need to track classroom performance, statewide assessment performance and periodical surveys concerning home life.	Nov 28, 2011 3:27 PM
536	Homework accountability. Too many teachers don't give homework because kids don't do it and it penalizes the teacher	Nov 28, 2011 3:25 PM
537	Rates at which ELL students move from one language proficiency level to the next. Develop assessments based on content knowledge; ie Science-testing for content knowledge, not how well they can speak or write in English. Save that for Language Arts.	Nov 28, 2011 3:21 PM
538	Resources available for schools	Nov 28, 2011 3:18 PM
539	giving consideration to special education students, for instance allowing them to take lower grade level assessments to measure their progress	Nov 28, 2011 3:01 PM
540	5th grade literacy (reading grade level) and level of math obtained.	Nov 28, 2011 3:01 PM
541	Other factors should be considered when assessing students. These factors should include poverty rates, parent literacy, community crime and drug abuse rates, child abuse and neglect data, mass media and entertainment effects on society, effects of electronic media on society, quality of teacher training, etc.	Nov 28, 2011 2:57 PM
542	When will we hold parents accountable for sending us students prepared for learning and homework completion!!!!	Nov 28, 2011 2:57 PM
543	It is vital that students are assessed multiple levels before they get to high school so that students are identified at below grade level far BEFORE reaching high school. The state assessment at the high school level, required for graduation, is a measure of what the student has learned throughout their education k-12, yet the high school is punished for low scores, and the student does not graduate. Had that student been identified earlier, there would have been more time for remediation.	Nov 28, 2011 2:49 PM
544	One nation-wide test taken once at the end of the year. Why not just use the SAT? It's already in place well developed.	Nov 28, 2011 2:40 PM
545	a system to measure the amount a child has learned from when they arrive to when they leave, not based on any state mandated requirements	Nov 28, 2011 2:39 PM
546	I find the use of workshops such as those used by the Forest Grove School District are misleading and are capable of being skewed. I know from those who work in the office of this district that the emphasis is all on numbers and not on students. I also know that people who work in the office say that children who fail tests a couple of times in Forest Grove are placed in a special school in the system which isn't included in the testing.	Nov 28, 2011 2:35 PM

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547	ACT scores rather than SAT scores	Nov 28, 2011 2:31 PM
548	Programs to help learners with ADHD and ADD. These students need to learn through differentiated instruction. They often learn through movement and hands-on learning. It is very difficult for them to do seat work all day and stay focused.	Nov 28, 2011 2:29 PM
549	On-going, grade level spanning, portfolio that follows them from grade to grade. This would allow me to pick right up where another teacher left off on say sight words, math facts, and reading levels/goals. I feel this would eliminate alot of unnecessary whole class reteaching.	Nov 28, 2011 2:22 PM
550	Student achievement should be measured by each individual student's growth, like doing your "personal best." State testing does not take into account the fact that different people learn at different rates, that many students are new at learning the English language, and that test taking is a skill unto itself. Tests cannot tell you if a student has motivation, has overcome challenges, can think creatively to solve real-world problems, or is just good at taking tests. Adult life in the real world work place is not a series of standardized tests. Our greatest concern should be to make every effort to make sure our students are (and KNOW they are) capable of working hard to find solutions to problems that are cross-curricular and full of real-world situations.	Nov 28, 2011 2:16 PM
551	Economic and familial issues must be accounted for.	Nov 28, 2011 2:14 PM
552	Assessment MUST be based on the progress of individual students, not groups.	Nov 28, 2011 2:11 PM
553	reading ayt grade level through out the 12 grades is very important, along with reading maps blueprints etc. because all school work involves reading and vocabulary meaning or definitions.	Nov 28, 2011 2:03 PM
554	Classroom assessments	Nov 28, 2011 2:00 PM
555	Measures of physical fitness and healthy lifestyle knowledge.	Nov 28, 2011 1:56 PM
556	Assessment of the readiness of students to become contributing citizens. The purpose of public schools is to develop not only job skills but also citizenship.	Nov 28, 2011 1:56 PM
557	There are many things that we need to look at to measure school success. Like: 1) are we go ing all students the help they need, do all students feel as though they.fit in to the school community? Have we tried more than one approach with struggling students? Is the student making growth in their academics, interests and social skills? Do they feel safe and trust the staff. What do parents think? Can they openly and honestly communicate with school staff? Are they treated like a part of the students educational team. More student and parent input is needed to measure school success.	Nov 28, 2011 1:52 PM
558	I think it is imperative to allow students to move on in academic levels only after they have shown efficiency in the previous steps. This does not mean they cannot advance in grade levels, but it's ridiculous to push them forward in class work without having adequately met their achievement level. Math for instance,	Nov 28, 2011 1:51 PM

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should be done by steps not by grading year and course materials i.e. receiving a passing grade in one year shouldn't qualify them to move on if they cannot do all the coursework adequately but sets them up for failure in following classes. Also, as I have seen we need to allow more alternative classes (P.E., autoshop, woodshop, music, etc.) then just academics and testing. In regards to Title Programs, allow more cultural relevancy and less academic, so the child can become stronger identified and increase their self-worth with themselves.

559	It is a flaw of the public school system to just pass kids on regardless of skill set or true learning. Our fear of course is "that we will have kids who can drive in middle school". Although this is the extreme, it is wrong to pass kids on who have shown no real effort or desire to improve. When kids who read at the first grade level show up in high school and middle school classes, they inevitably drop-out. When having held them back just one or two years max in a reading class for instance, might have had huge impacts on their overall success. We need to be creative in how we design our elementary schools to shape students for our secondary schools down the road. It is also wrong to base school success on reading and math assessments only. When we discuss basing teacher's pay on a no-stakes student test, we have a huge flaw in our system as well. When do you get to take the SAT or MCAT or BAR exam three times in society without some sort of large consequence in between. We are trying to test our way to achievement and avoid any accountability on our students. If we could give tax-incentives to families whose children show academic success and larger taxation on those who don't, we could not only generate more school income, but would challenge parents to be more involved. Of course, SES is a much larger indicator of student success and achievement than we are willing to admit.	Nov 28, 2011 1:51 PM
560	Effectiveness of MTI/RTI process in advancing learning for struggling students.	Nov 28, 2011 1:31 PM
561	School Climate should be a consideration. Some schools take extra time and effort to improve and work on their school climate so students feel comfortable learning. Schools where children do not feel safe have a bigger problem then low achievement and should be supported in improving their system to make it a more sound educational environment.	Nov 28, 2011 1:20 PM
562	If using classroom based assessments that rely on teacher judgments there needs to be a consistency of the quality and type of the assessments within the school district.	Nov 28, 2011 1:20 PM
563	Number of Students who Exit special education services before high school completion.	Nov 28, 2011 1:12 PM
564	Statewide assessment in social sciences	Nov 28, 2011 1:07 PM
565	Build in flexibility and/or alternative measurements for Special Ed students. Many cannot graduate in 4 yrs. Many need alternative assessments. A GED is alternative, but is much more difficult to obtain than a modified diploma.	Nov 28, 2011 1:07 PM
566	TAG students need to have more opportunities for meaningful learning. These students are paying the highest price for what is happening with larger and larger	Nov 28, 2011 1:02 PM

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	class sizes in public schools. Teachers cannot possibly meet the needs of TAG students or "faster paced learners" without more professional time allotted for this underserved population.	
567	Ability to take learning and apply that learning in a real world situation. Ability to take challenging classes in order to increase knowledge base without the grade interfering with grade point. Ability to communicate knowledge to others.	Nov 28, 2011 12:47 PM
568	Too many state and district tests take up teaching time.	Nov 28, 2011 12:31 PM
569	1-Portfolio-based graduation standards: if we are going to hold students accountable for skills, they need to demonstrate both growth and proficiency OVER TIME, not only on a single "snapshot" test. 2-Students should not progress to the next grade, in high school, until they are "credit" ready--a college model of academic standing that would motivate students to maintain grades in order to stay in classes with their age-mates AND that would more accurately reflect their demonstrated learning (credits earned=academic standing).	Nov 28, 2011 12:31 PM
570	Tests should measure an individual's academic growth not this year's students vs last years. Too many students move in and out.	Nov 28, 2011 12:27 PM
571	This survey is really not reliable nor does it ask questions in ways that one can provide usable and relevant responses. The elements of any evaluations needed at pre-high school are so very different from those needed at the upper levels. There is not consideration or description of how the evaluations would be given. The current requirements that ALL students pass certain benchmarks for HS graduation are not well thought out though well intended. The entire process needs to start from the beginning - kudos for recognizing this - but not with a survey such as this one.	Nov 28, 2011 12:20 PM
572	Assessments of students entering kindergarten...attention, response, listening, name, etc.	Nov 28, 2011 12:16 PM
573	More vocational and job related skills are needed. There are many more ways to success and gain employment and we should not be pushing all kids toward traditional 4 year college programs, but rather look at any form of post secondary program. This would include accelerated certificate programs and apprentice programs. Check out this article: http://www.foxnews.com/us/2011/11/26/help-wanted-in-unexpected-twist-some-skilled-jobs-go-unfilled/?test=latestnews	Nov 28, 2011 12:16 PM
574	I don't think 'college' should be the only option we measure... I think trade and vocational schools are viable alternatives for some students and going on to that type of school after HS should be considered 'successful' as well.	Nov 28, 2011 12:09 PM
575	Matching graduating students with postgraduation vocational programs, not just traditional college degree programs.	Nov 28, 2011 12:05 PM
576	Rate of improvement and success based on each student's capabilities.	Nov 28, 2011 12:05 PM
577	I think for some students some sort of portfolio assessment of their learning is in order. Not all students test well, for a wide variety of reasons. It would be nice	Nov 28, 2011 11:53 AM

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to see their best work be considered when determining if they should graduate.

578	Parental involvement. Opportunity to learn measures such as class size, guidance services, access to talented and gifted curricula. Note: Higher order thinking skills are important but difficult to assess in a mass testing environment.	Nov 28, 2011 11:53 AM
579	A combination of skill assessments, mostly based on classroom performance, but with some (limited) statewide/standardized tests.	Nov 28, 2011 11:47 AM
580	High school - Provide additional classes in 'life skills' which include more personal finance, owning your own home, credit cards, bill paying and the circumstances of personal finance. These seem to be lost in the world of unlimited credit and as educators it is now important to teach our students how to utilize credit and the importance of good credit and building blocks for future financial success for themselves and future family.	Nov 28, 2011 11:46 AM
581	A balanced model where tests, tasks, and grades weigh equally in the "passing" criterion	Nov 28, 2011 11:41 AM
582	Parent Accountability,	Nov 28, 2011 11:40 AM
583	Lower Class size	Nov 28, 2011 11:38 AM
584	The arts, in particular, proficiency in music, has been squeezed out by intense testing focus, yet it has been scientifically proven that music education dramatically increases both verbal and math SAT scores. If you are going to test, please test all core subjects because our students are not getting a solid core (including music) education. They are being educated to score well on math and reading tests.	Nov 28, 2011 11:35 AM
585	State wide assessments should monitor special education students growth but perhaps modify the criteria.	Nov 28, 2011 11:32 AM
586	Competence and quality of teachers, should be assessed and monitored in college before graduates hit the classroom. Why is it so easy to get into teacher programs at the college level and relatively easy to get out with a degree in education?	Nov 28, 2011 11:30 AM
587	We need standards that are more age appropriate. Many students are not ready to learn at the current rates and levels we have presently.	Nov 28, 2011 11:27 AM
588	I think it is Very Important for us to rethink how we assess students. Our students should be assessed using systems created locally or state-wide, rather than relying on the current standardized assessments that cannot reliably track whether students are ready for their next year of schooling, college, or future employment.	Nov 28, 2011 11:16 AM
589	Provision for students identified as eligible for Special Education to be "graded" on a state test as such, and not held to the same standards as their non-disabled peers. Expecting and requiring students with disabilities that affect their ability to perform in school as if they were not disabled is WRONG! Putting a school in danger of sanctions because the special ed population cannot pass the state	Nov 28, 2011 11:10 AM

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tests says loads about the intelligence (or lack thereof) of the law-makers, while providing no useful data on student progress.

590	Inclusion of Arts and Music in the overall education of the student.	Nov 28, 2011 11:09 AM
591	Higher Parent Engagement (Home Visits, After School Activities, Community Projects, Family Nights at school, etc...)	Nov 28, 2011 11:08 AM
592	Foreign (Non-English) Language Proficiency Breadth of Academic preparation (beyond core math & reading areas), including languages, creative arts and health/physical education	Nov 28, 2011 11:01 AM
593	Evidence that the student had participated in a comprehensive education. Wide variety of electives on high school transcript. Students should sample art, music foreign language, technology, and the HUMANITIES. Too much emphasis on math and science makes for a lack of balance, and prevents society from benefitting from the unique talents of every citizen.	Nov 28, 2011 10:52 AM
594	Out of School time is important to supporting additional needs of students. I would suggest putting in some reflection about how this helps student overall achievement in making critical gains in academics. I would also encourage a questions deal with teacher effectiveness in the classroom if students aren't learning when does that become a larger institutional issues that is addressed higher up. Curriculum is another piece that needs to be engaged more thoroughly, if teaching and learning is a priority of all schools and there isn't any harmony between the teaching (competency in ability to teach the curriculum) and the ability to teach students.	Nov 28, 2011 10:47 AM
595	Since there is not a state test for socail studies, at what point will we quit cutting curriculum to focus on testing areas. Shouldn't students at least have a fundamental understanding of U.S. history and government?	Nov 28, 2011 10:46 AM
596	curriculum-based assessment. springfield public schools has an excellent system for reading that provides immediate, useful data for interventions on a formative basis. we are preparing to use the same data-collection system for math but money isn't available for interventions to support it.	Nov 28, 2011 10:39 AM
597	Providing a rich and meaningful curriculum for all students especially fine arts and application courses.	Nov 28, 2011 10:32 AM
598	Two points: 1. Students need to be assessed individually and continually throughout their education. 2. Students need to be assessed on their needs, talents, skills and their desires be the major influences in their educational direction.	Nov 28, 2011 10:23 AM
599	Assessments of "citizenship literacy," measuring ability for students to become engaged citizens, especially including environmental literacy.	Nov 28, 2011 10:22 AM
600	State assessments would be fine if they were appropriate. The state math test is as much a reading test as it is a math test, and as such is really assessing both topics.	Nov 28, 2011 10:20 AM

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601	The level of autonomy classroom teachers have to make assessments different from those of statewide standards	Nov 28, 2011 10:19 AM
602	A vastly increased level of CTE learning opportunities where students can come to learn that all learning is important to their future in a relevant way!	Nov 28, 2011 10:15 AM
603	comparing the readiness of our students to that of non-natives for the job market. The US is experiencing a major immigration wave of young, highly educated and motivated professionals who will beat out our own graduates. No one's talking about this	Nov 28, 2011 10:14 AM
604	not to add more standardized tests, but still have clear standards for students.	Nov 28, 2011 10:06 AM
605	Giving consideration of the idea of "fairness". What is fair for one is not fair for others. Keeping the realities that students with disabilities face in assessments, growth rates, credits, etc.	Nov 28, 2011 10:04 AM
606	Measures of student success and district accountability should include more than Language Arts, Math, and Science. There is no doubt these are important, but many students "endure" the requirements so they can access the other things schools offer like electives and extra-curriculars. In terms of predicting "success" at college, the only indicator shown through research to have a bearing is involvement in extra-curricular activities. Unfortunately, because of budget restraints and the focus primarily on Language Arts and Math, many schools have reduced or cut extra-curricular activities. Perhaps a measure of the percentage of students working, involved in sports, and/or involved in other school/community activities could help indicate the success of students, schools, and districts.	Nov 28, 2011 10:03 AM
607	SHould only measure individual student growth which means they should take the age/grade level assessment WHERE THEY ARE FUNCTIONING!	Nov 28, 2011 9:56 AM
608	There has to be better, more accurate ways to measure student success and achievement. The state wide testing process is a hammer beating the heads of our children, and blaming teachers for the results.	Nov 28, 2011 9:53 AM
609	I think that it is vitally important that school systems find the money not simply to test our students with multiple guess, bubble filling, but by assessing what a student knows in multiple ways--and this means access to arts integrated lesson plans, lesson plans that might take longer and not simply teach children to manage to game a test (I was really good at that, so I know it is all too easy to be taught to take a test and little else), and allowing teachers the flexibility to teach lessons that inspire. High stakes testing multiple times a year is not a good methodology. Assessment and accountability are important; kill and drill is not.	Nov 28, 2011 9:52 AM
610	college is not the only course after high school. Did students get employed after leaving high school?	Nov 28, 2011 9:46 AM
611	Tracking individual student growth over time, especially special needs students.	Nov 28, 2011 9:45 AM
612	Less testing more time to teach other important skills: social-emotional	Nov 28, 2011 9:42 AM

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613	Measures of parental involvement. Measures of community support for education.	Nov 28, 2011 9:41 AM
614	Grade retention for students who choose to not do the work but who are more then capable.	Nov 28, 2011 9:39 AM
615	"Assessments of higher order thinking skills" should not include "timeliness;" persistence toward proficiency naturally moves growth along. To heck with timelines and homework and tick tocking the school day away. Get students to proficiency and further mastery through authentic, classroom assessments however it can be suited for the individual student and the school community and culture. Help the kids be happy about and willing to learn! It should be their idea. Help teachers to help the state set the standards by which they judge proficiency. This work was started in the 90s at what was the Chancellor's Office.	Nov 28, 2011 9:29 AM
616	Rather than surveying next-level educators, track the numbers of students that enroll in remediated courses when entering college.	Nov 28, 2011 9:29 AM
617	Modified School Statistics, How many tutors, home schools, request to transfer, Abuse reports, Intensity and number of medically fragile students.	Nov 28, 2011 9:24 AM
618	Accountability I assume means teacher accountability too. I believe principals, like bosses everywhere else, should be able to rate teachers on a scale. The principals know who the best and worst teachers are. Teachers sometimes need incentive to do excellent work.	Nov 28, 2011 9:23 AM
619	Importance of EI/ECSE (birth-8year) special education services and outcomes for children as they transition to kindergarten.	Nov 28, 2011 9:18 AM
620	Career training and guidance/ Vocational training	Nov 28, 2011 9:06 AM
621	Statewide math and reading assessments are good--but they should not be so high stakes--a growth model should be looked at.	Nov 28, 2011 9:03 AM
622	Assessments considered in context of influencing socio-economic factors	Nov 28, 2011 8:59 AM
623	Teachers should be held accountable for teaching their students, but somewhere parents need to be held accountable as well. Teachers are only one component in a child's education; parents should be responsible for supporting their child's education by assisting them when necessary, supplementing their education through various activities... The difference between low-achieving and high-achieving schools has less to do with the quality of the teachers than it does with the level of preparedness of the students.	Nov 28, 2011 8:56 AM
624	1. Class size should be a number one priority in the academic areas. Take the money being wasted on tests and hire more teachers. 2. Quit adopting unfunded mandates. 3. Quit adopting changes for the sole reason of furthering the careers of superintendents and administrators. We KNOW that more teachers, small class sizes, more technology, more BOOKS, more high interest learning will improve learning. Quite ignoring the elephant in the room. Spend less money on wars, more money on children.	Nov 28, 2011 8:53 AM

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625	Class size and support services!!!!!!!!!!!!!! Teachers cannot continue to pull the load without support.	Nov 28, 2011 8:51 AM
626	We need to stop teaching our students to pass tests and teach them to apply themselves and how to function in society. We put so much pressure on these tests that it is not effective and the only thing they have learned is how to cram for a test and then they don't retain the knowledge.	Nov 28, 2011 8:47 AM
627	SPED kids taking the same state assessments as regular education students.	Nov 28, 2011 8:42 AM
628	Small classes and time for teachers to prepare - LESS time looking at data and time spent actually doing something about it..	Nov 28, 2011 8:34 AM
629	Before holding students and teachers accountable, students must take the test in a language they comprehend	Nov 28, 2011 8:33 AM
630	I feel getting back to Education and away from testing and making kids make the mark has got to slow down. Our students are losing their social skills that they so desperately need.	Nov 28, 2011 8:23 AM
631	Much less focus on traditional 'college' degree and more focus on multiple modes of career preparation.	Nov 28, 2011 8:19 AM
632	I think assessing writing is important and should not be lumped with science in terms of importance.	Nov 28, 2011 8:08 AM
633	Reinstatement of some standardized testing measurement by which Oregon students (and Oregon schools) can compare their progress with that of students nationwide.	Nov 28, 2011 7:38 AM
634	Not all students can afford college after high school. Individual student growth from one year to the next year is the real indicator. You have to understand the students. A lot of students blow off the test!!!! They randomly punch in answers as it makes no difference to them currently as a student. Adults are concerned about it, but in too many cases the test taker asks the question "What difference does this make to me now?" and the answer is zero so they randomly guess their way through the test!!!! If such high reliance is made on the test you need to monitor this unexpected behaviour. Parents should be required to sit behind their student without speaking during the test so that parents can see what their student is doing!!!! Think outside the current box.	Nov 28, 2011 2:24 AM
635	Rates of students showing capable skill in non-academic fields for students who show strength in trade skills if showing weakness in academic abilities.	Nov 28, 2011 12:01 AM
636	informal nationally normed assessments such as AIMS web, quick, easy, reliable. Students cannot really be accurately measured based on state tests alone.	Nov 27, 2011 10:33 PM
637	Offering a broad variety of classes in music, art or dance so students have a real exposure to things that are creative outlets for them - not simply academic rigor, the creative process is important to teaching the whole student.	Nov 27, 2011 10:00 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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638	If looking at attendance, providing support for schools, other than DHS, in accountability of families to get child to school.	Nov 27, 2011 9:52 PM
639	Student / parent accountability is a missing component. Perhaps their should be student incentives to hit the mark.	Nov 27, 2011 9:14 PM
640	Assess high achieving students to assure they are progressing as much as low achievers.	Nov 27, 2011 8:19 PM
641	Assessment should be based more on individual improvement by gathering a baseline when a student enters school so his/her improvement can be tracked. Smaller class sizes and more individualized instruction are important. since so many schools are teaching to the test, it is difficult to discern what those tests really mean.	Nov 27, 2011 6:58 PM
642	The next generation of assessments should focus on the continued educational growth of each individual child. My son's growth should be monitored and reviewed every year, even if he is excelling in every test. Test scores should follow students and reward educators for the growth of all their students, not simply reward them for getting their students to pass a test.	Nov 27, 2011 5:19 PM
643	Parent accountability.	Nov 27, 2011 4:48 PM
644	Common assessments are important in collecting data, but this is all assuming that student success is based on data...and not their intrinsic motivation (or passion) for learning. If we could somehow measure this...that would be a highest priority. This may get addressed with the last question in this section related to surveys of parents, students and next-level educators.	Nov 27, 2011 4:39 PM
645	Any "research-based" measure that seeks to find how to best prepare students at the regional level special education level, for life. I think we need to make sure that our focus in some of our more expensive special education programs is preparing those students for success out of an academic setting.	Nov 27, 2011 4:37 PM
646	Students need an alternative educational choice other than college. How about meeting the needs of all students- college track, trade school, etc.	Nov 27, 2011 4:23 PM
647	College placement tests. Survey of next-level educators is important.	Nov 27, 2011 4:11 PM
648	Community-based surveys on what's important for a student of the 21st century to learn.	Nov 27, 2011 3:47 PM
649	"Statewide Assessments" should not be 1 score annually per area- it should be more frequent and less time intensive to draw a clearer picture of student trajectory.	Nov 27, 2011 3:18 PM
650	Parent assessments of teacher quality.	Nov 27, 2011 1:15 PM
651	I believe if we're measuring #s going off to college, we should measure #s going off to trade programs for electrician, plumber, and the like. We need these skilled professionals and it feels if it's not labeled "college" we're missing our successes with these students.	Nov 27, 2011 1:05 PM

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652	College credits earned while in high school.	Nov 27, 2011 12:44 PM
653	Ensuring high quality curriculum; offerings of art, music, pe; access to school based health clinics; access to school counselors; programs to help students plan for post high school	Nov 27, 2011 10:10 AM
654	I feel it is very important to measure those who *complete* college or trade school.	Nov 27, 2011 9:05 AM
655	Analysis of the effects of SES and parent support on student achievement	Nov 27, 2011 7:59 AM
656	You can do surveys, but the percentages cannot hold children accountable. Someone elses perception would not make that fair.	Nov 27, 2011 6:37 AM
657	I think it is imperative to look at children's percentage of growth from year to year rather than whether or not they hit the benchmark score.	Nov 26, 2011 9:41 PM
658	First educator- the responsibility of the child and the parents Well-rounded education providing for the education of the whole child - music, arts, physical education for life-long learners.	Nov 26, 2011 9:28 PM
659	Teachers need support. We need financial stability in our schools, access to current technology in every classroom, textbooks that are not over a decade old. We need to stop moving students on to the next grade when they have not learned what they need to learn.	Nov 26, 2011 8:13 PM
660	Individualized assessments of students relative to where they started out for the year (semester, month etc.) and what reasonable, individualized goals were set for them by themselves, parents, teachers and other involved professionals. VERY IMPORTANT. Certainly passing college courses should be the job of colleges, not high schools.	Nov 26, 2011 6:50 PM
661	Percentage of students attended/completed Magnet programs.	Nov 26, 2011 5:28 PM
662	Above comments relate specifically to Special Education. Special Ed should has a different curriculum and should have alternate assessments using alternate means reliant less on paper/pencil format and more on verbal or signed communication.	Nov 26, 2011 5:22 PM
663	Individual students' academic growth, as measured in various ways, in addition to statewide assessments	Nov 26, 2011 4:37 PM
664	Measures of GROWTH -- measures that take into account the skills a student has upon entry at a given grade and the skills s/he has at the end of the academic year.	Nov 26, 2011 4:19 PM
665	Those who are in leadership need to be evaluated as rigorously as teachers. It is also imparative that parents be a part of both teacher and admin evaluation processes.	Nov 26, 2011 4:16 PM
666	We need to measure an individual student's progress over their education--find ways of sharing information through the internet with other states/districts, so	Nov 26, 2011 4:03 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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	that each individual is assessed for basics based on their individual potential, and individual gains.	
667	Measure opportunities(Music, PE, Arts, etc...) students have and do not have against achievement gaps.	Nov 26, 2011 2:49 PM
668	If we stay with statewide testing I would prefer to see a growth model used. This would ensure all learners are held accountable to make growth from where they are at the beginning of a school year.	Nov 26, 2011 2:39 PM
669	Beginning year and end of year assessments that can show growth in knowledge and higher-order thinking skills.	Nov 26, 2011 2:20 PM
670	Assessment should be authentic, formative, and teacher driven. It should also provide feedback to instructors to help shape the curriculum to meet individual student needs. If this is what you mean by "measures of first grade literacy", then yes. If it means high stakes testing, then, NO. Teachers working collaboratively within disciplines and across disciplines to meet the needs of our children by designing assessments that indicate growth and competence to ascertain additional instructional needs, both for remediation and higher level challenges, is what we need. Attendance rates can be manipulated and inaccurate. Schools can't force, and shouldn't bribe students to attend. That is the parent's responsibility; larger issues impact school attendance and should be supported by social services in conjunction with school services. Graduation rates are also reflective of our communities - poverty, home problems, homelessness, etc... These are issues, once again, that need to be addressed and supported by social services, in conjunction with our schools. Whole school, district and state support to meet the diverse needs of all our children and families is critical to educational success. See comments below for graduation rates. College going rates???? Will it be FREE?? When all our students can afford to go to college or continuing education, then you can use it as an assessment. Surveys are a subjective measure that are often misleading. Students reflecting on their educational readiness throughout the year would be valuable for teacher assessment. If students are unable to demonstrate -given ample methods - their understanding of a critical skill, then they shouldn't move on in that area. Ungraded and blended classrooms, at certain levels, would be more beneficial, however, students also need to take responsibility for their learning.	Nov 26, 2011 1:37 PM
671	Support systems for teachers that is not evaluative but supportive so you can freely exchange ideas without worry of judgement.	Nov 26, 2011 1:08 PM
672	adequate performing teachrs who teach compentently in their fields, if not either they improve or they are fired.	Nov 26, 2011 12:50 PM
673	Formative assessment measures that communicate a student's growth should be weighed heavier that than the state's OAKS test.	Nov 26, 2011 11:33 AM
674	Statistics on poverty, single parent homes, drug/alcohol abuse in families, other abuses of children especially including neglect.	Nov 26, 2011 11:20 AM

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675	Numerical Data Analysis	Nov 26, 2011 11:03 AM
676	Reading on grade level, math at grade level, career and college ready	Nov 26, 2011 10:26 AM
677	We spend too much time on low end students who are Special Ed. These students are not the future doctors, accountants and environmental engineers of our society. If we continue to not nurture the academic students and push them with honors classes, we will continue to fall as a country academically. Problem solving comes from hands on activities not paper and pencil contrived word problems. Bring back the classes like wood shop, metal shop, cooking and sewing, and auto shop. Where are the drafting classes. We do not have enough hands on academic classes.	Nov 26, 2011 9:50 AM
678	Parent involvement in the classroom is very important - there needs to be a connection at some level.	Nov 26, 2011 9:49 AM
679	less emphasis on standardized tests	Nov 26, 2011 9:47 AM
680	1) tracking of individual teacher's ability to improve or maintain average growth on cohort test data.	Nov 26, 2011 9:44 AM
681	Physical activity/fitness and high quality experiences with music have a large effect on how the brain learns. These components should be included in every student's school schedule to optimize their learning.	Nov 26, 2011 9:37 AM
682	"Achievement" should not be defined by test scores, and college attendance should not be the sole measure of "success." These assumptions are profoundly disrespectful for those with careers that don't require college attendance (e.g., plumbers, electricians, construction workers, etc.).	Nov 26, 2011 8:48 AM
683	I believe that authentic assessments are essential. It is also essential that teachers are treated as professionals and that our evaluations are an important part of assessments. One normed test per year is acceptable, (the continuous testing that students are subjected to now is at best a huge waste of valuable instruction time) but alone should not be a basis for judgment- no one measure should. There is a critical need for alternatives in education- again, one size does not fit all, particularly in secondary ed. Higher-order thinking skills and habits of effective learners are also essential in evaluating success and therefore need to be supported and taught. That being said, until we eliminate class inequality, poverty, and privilege, these goals are often very, very difficult, and often impossible. We need support in our schools in the form of teachers and support staff and funds to develop programs for all learners. Education for all must go hand in hand with housing, medical care, work, and food for all.	Nov 26, 2011 7:24 AM
684	You need to measure what programs and resources are in the school and make sure those without get them. It doesn't make sense to measure first grade literacy and not whether kids have access to books and a decent library and librarian. Standardized tests should end. A NAEP on occasion - OK, but not the intense focus we have now on standardized tests. All this focus on measuring achievement without talking about the resources to get REAL student achievement is disappointing.	Nov 26, 2011 3:02 AM

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685	Data on their SES level and on their mother's education level... which have been found through research to be the only true way to predict a student's scores on standardized tests, throughout their school career. Data on how affectively the school board has chosen to spend it's money and on whether there was teacher input/agreement on decisions concerning materials etc... Data on the administrator's affectiveness.	Nov 26, 2011 2:44 AM
686	These do not rethink assessment. Lets truly rethink assessment to be student based. A true relationship between the student and their learning, the student and their goals and passions, the students and their teachers, and the students and their community. Lets also not base assessment on an fragmented idea of learning, we do not learn only in subject area or live or create in subject areas. We live in a holistic world and we should be helping children live in it now. Assessment should to help them learn and be accountable to them along with the community not just state government. A survey will not provide you with the info you need. We need true grassroots visioning sessions and full engagement of teachers, parents and students.	Nov 26, 2011 12:39 AM
687	Real world preparation: skills to read technical information, manage mathematics, communicate in meaningful ways, use technology in current meaningful ways, to locate and use resources to solve problems. Make these standards meaningful for districts to require students to achieve and provide true guidance on how to achieve them, provide TRUE accountability for all districts in meeting them.	Nov 25, 2011 9:38 PM
688	Socialization, Moral Foundation, Visual Communication	Nov 25, 2011 9:26 PM
689	In light of current childhood obesity concerns, physical education taught by certified P.E. specialists is very important.	Nov 25, 2011 7:37 PM
690	Student growth is the essential factor. The push to have all students reach the same benchmarks on the same schedule has resulted in disaster. Children are individuals and must be treated as such.	Nov 25, 2011 6:59 PM
691	The new standards do not make sense. Some of the skills that are taught and accessed at certain ages are not age appropriate. We went from developmentally appropriate to higher, and I feel not developmentally appriate almost overnight. I feel because of these inflated objectives, the kids at higher levels are missing some of their basic skills. I feel they are missing some of the basic computational skills especially in math.	Nov 25, 2011 6:09 PM
692	Work Samples; cut scores on statewide tests and mandatory English and Math requirements to receive a standard diploma are a COLOSSAL JOKE! It's time we started looking at 8th grade as the year we decide on which kids will take a vocational track (electrician, automotive, other trades, etc.), and which kids will take a more traditional, adademically heavy track (for doctors, lawyers, scientists, engineers, etc). Both tracks would be honored, and both tracks would lead to well-trained students ready for college or the work force...lets stop forcing high stakes math and English down all kids' throats, but play to their strengths, not some STUPID, forced one-size-fits-all program for a standard diploma. Was there even one teacher on the group that made the Math requirement? A	Nov 25, 2011 6:05 PM

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principal? Naturally, when a group of non-educators meet in Salem and force education mandates, it pisses me off and only underscores the incompetence in non educators making education law and policy.

693	Need to look at different learning styles when assessing achievement. The standard timed test is not a good indication for many students. It seems like now it is "one shoe fits all" and that is not a fair way to judge learning.	Nov 25, 2011 5:21 PM
694	The old PASS system that [REDACTED] and his group was supported by practical research and training. Many of us included in the training developed solid performance tasks calibrated by our peers. We trained our colleagues in our schools and strengthened our programs because of it. NCLB nor any statewide assessments have had the power of PASS.	Nov 25, 2011 4:35 PM
695	Student achievement is linked to the development of social capital, in a sense it should not just be about what happens on a high stakes test but moreover an index of our attempts to build social capital that enable the development of human capital.	Nov 25, 2011 3:04 PM
696	1. Instead of college-going, make it post-secondary-going rates after high school. This will accommodate more kids and give a better picture of readiness for future success...college, trade schools, etc, 2. Exit interviews on high school drop outs requesting reasons for dropping out and immediate plans for the future. 3. I would also track progress of those identified as gifted.	Nov 25, 2011 2:40 PM
697	.Relevancy to the lives of students.	Nov 25, 2011 2:00 PM
698	Along with academic success, students with disabilities should be given the opportunity to show functional growth and given credit for it!	Nov 25, 2011 11:29 AM
699	Attendance, work habits, people skills!	Nov 25, 2011 11:23 AM
700	Attitude--I value education. Education will help me find a good career--not just a job. It is important for me to do well in school. I need to attend every day. I need to do my homework and reading. I need to be prepared to ask or answer questions. I should arrive clean, neat, already fed, with my work done for the classes of the day.	Nov 25, 2011 10:38 AM
701	We don't really need an accountability system. We need to evaluate whether we are offering a high quality education to every student.	Nov 25, 2011 10:15 AM
702	I believe that the self esteem of students is critical in their persistence in taking their share of the responsibility for their own growth...	Nov 25, 2011 7:58 AM
703	Assessments that measure student growth and creativity.	Nov 25, 2011 7:18 AM
704	After 34 years of teaching, statewide testing is not the answer. If you want accountability, we need competent administrators to evaluate a teacher's effectiveness. That means actually going into the classroom more than once a year for an evaluation. You can expect all students to pass the statewide assessment tests every year, but despite a good teacher's efforts, it won't always happen.	Nov 25, 2011 6:52 AM

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705	We need to have clear and high standards across Oregon that will hold teachers and administrators responsible for teacher learning. We need to have proficiency based assessment with clear learning targets. We also need to have clear laws on parents' responsibilities of supporting their children with attendance and support.	Nov 24, 2011 9:00 PM
706	Any assessment based on student performance must allow for deviations based on SES, population dynamics (# and frequency of student transfers), and community's violent crime/DUI/felon rate.	Nov 24, 2011 7:08 PM
707	Measures of student growth using formative assessments	Nov 24, 2011 2:46 PM
708	College retention rates after one and two years of college. Kids get in but do they stay in? Do they have necessary skills?	Nov 24, 2011 2:12 PM
709	Curriculum based assessments that reflect developmental progress at the K-5 level as opposed to high stakes group testing.	Nov 24, 2011 12:58 PM
710	Measures for success for students with significant disabilities: ADL's, functional routines, communication by alternate means.	Nov 24, 2011 12:38 PM
711	Statewide assessments given once every three years and not started until third grade.	Nov 24, 2011 11:46 AM
712	Eliminate poor performing teachers. Fire bad teachers and reward the good ones. This is by far the most important thing.	Nov 24, 2011 11:27 AM
713	Please put less emphasis on state testing and more on project based learning, alternative learning styles and individual learning models in the classroom. The cookie cutter approach is not working in our schools. There are simply too many students and not enough time in class to meet individual student's needs. The upside down approach where teachers present information in short videos online and then use class time to work with students one-on-one may be an alternative we should look into.	Nov 24, 2011 11:00 AM
714	A lot of the out-come depends on class size and support.	Nov 24, 2011 10:26 AM
715	It is "very important" to come up with an authentic measure of ability in all subject, not just what legislators and business people think are "core" subjects, that does not involve high stakes testing. Research shows that students with access to the arts do far better in all subject areas.	Nov 24, 2011 9:50 AM
716	Have to have excellent teachers who know their curriculum and what is proficient for classroom assessments. Also, some students don't test well but are proficient so statewide assessment scores don't tell the whole story.	Nov 24, 2011 8:44 AM
717	If we believe in Howard Gardner's eight intelligences, then we should take them seriously and assess the student in their domain. Also, all students need the reading, writing, and calculation skills, but there is a disconnect between the entrance exams of the community colleges and what students achieve- again Gardner's eight intelligences. There are students that cannot pass the threshold of the entrance exams, the Compass Test, yet they can rebuild an engine, weld	Nov 24, 2011 8:39 AM

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up a storm, or intuitively produce at a high level. The test, it appears, is creating an educational caste system and we have a large segment of the population falling through the cracks. There needs to be REAL coordination between the K-12 program and the community colleges. That is not to discount reading, writing, and calculation- they are vital for the students to be successful in post high school life. What it means is, if a student struggles in those areas, allow the student to shine in their own type of intelligence to grasp the concepts of reading, writing, and calculation via real life problem solving- bidding a job for a roof; using carpentry for math skills and yes use a calculator; reading instructions from manuals instead of literature. I am a teacher of AP classes, and English and Social Studies, along with the student publications. We are leaving a lot of kids behind by emphasizing the types of tests we use today for the final determination of success or completion of their education.

718	I think the full option high school diploma is critical. The diploma must mean something to students, parents and employers.	Nov 24, 2011 8:24 AM
719	Instruction for handwriting is neglected in elementary school. For students at risk, this impacts their ability to express their ideas in writing. Technology is not available equally for all. Reading and math emphasis has created a crisis of content coverage for teaching students to convey their comprehension of instructional material in writing.	Nov 24, 2011 8:19 AM
720	Education should be assessing the growth of the individual student, not if they meet some mythical standard.	Nov 24, 2011 8:09 AM
721	Parent teacher conferences (the real kind where you sit in a private room with your teacher to talk about their classroom work 3, not 1, times a year) are the best way to deeply talk about my kids' progress. Also, communication from my kids' teachers when they are not turning in homework or appear to not be working to their potential--both of these seem to be going out the way side with exploding class sizes.	Nov 24, 2011 8:06 AM
722	Career Readiness Pathways to colleges and careers.	Nov 24, 2011 8:03 AM
723	Creating high school vocational programs for students who aren't college bound	Nov 24, 2011 7:49 AM
724	Preparation for career, understanding of career objectives, application of theory to practice, proficiency in a career and technical course	Nov 24, 2011 7:29 AM
725	ALL of the items listed above are important! My school has cut programs and staff every year for the past 3 years. Put more class offerings, as well as much needed electives, back into our schools and enhance rather than cut.	Nov 24, 2011 7:26 AM
726	We should measure the success of our schools by the quality of people they produce. If Oregon is serious about succeeding in a future where sustainability is a key policy driver, students should be expected to develop a degree of environmental literacy and familiarity with local natural systems during primary and secondary education.	Nov 23, 2011 10:42 PM
727	Assessment of 1st, 2nd, 3rd, and 4th grade reading--and measures taken toward	Nov 23, 2011 10:10 PM

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intervention and remediation by the middle of first grade--sooner rather than later as this affects all other learning and all other subjects and students' future success.

728	We really need an evaluation tool that accurately compares Oregon with other states and is based on a nationwide standard.	Nov 23, 2011 9:46 PM
729	Local control & determination of needs & outcomes	Nov 23, 2011 8:33 PM
730	Assessment of parent ability and/or willingness to support learning at home.	Nov 23, 2011 8:28 PM
731	Progress of subgroups: ethnic minority, language minority, disabled	Nov 23, 2011 8:23 PM
732	Utilize assessments that other states are using and/or use national assessments and standards.	Nov 23, 2011 7:15 PM
733	meeting minimum standards in reading, writing, science and math proficiency upon high school gradation	Nov 23, 2011 6:46 PM
734	Measures of "class" impacts: do wealthy districts' students fair better?	Nov 23, 2011 6:27 PM
735	Many of these are very important, but you are asking the wrong questions. Students need to be assessed, but as education professionals, we know that not all students learn the same way, so it follows that not all students can be assessed in the same way. If Oregon were to offer multiple styles of assessment that correlate to student learning styles, then student assessment in all subjects would be more valid. A single multiple choice assessment works for many students, but it does not accurately assess those learners for whom it is difficult to sit in front of a computer screen for several hours.	Nov 23, 2011 6:21 PM
736	Studetns should be measured by where they start and what growth they show. We need to get away from "grade level" distinctions and move to skill levels. A studetn could read at a 5th grade level and do math at a 1st grade level. they should be challenged from where they are.	Nov 23, 2011 5:08 PM
737	Measures of literacy by end of second grade	Nov 23, 2011 4:22 PM
738	Alternative assessment opportunities completed in the classroom but evaluated by a cohort of teachers, not just the classroom teacher.	Nov 23, 2011 4:14 PM
739	Schools and districts should be accountable for what they can control. Student attendance and effort are beyond schools' control.	Nov 23, 2011 4:04 PM
740	Please adopt a "growth model" in looking at student achievement. Every cohort is different and it isn't always effective to judge progress from year to year by the results of cohorts. Instead, let's look at growth made over time within each cohort.	Nov 23, 2011 3:53 PM
741	Longitudinal studies of selected outcomes which assess student's life-long learning passion, practice, and how well Oregon students become fired up by topics, approaches, and self-motivation to continue the learning process.	Nov 23, 2011 3:47 PM

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742	Alternative assessment with clear data collection and progress monitoring is important. Teacher pre=service and in-service for reliability.	Nov 23, 2011 2:31 PM
743	Higher order thinking skills are also developed in partaking of all the arts, dance, Music, drama and art. The SAT score people had a grant study in the arts, (Year 1999), and issued a declaration and graph in the year 2000 that showed students who participated in the arts every year, K-12th grade, consistently scored 50 points higher, in reading and math, than those students who did not partake in the arts, and those scores dropped 50 points for every year that that student missed of partaking in the arts.	Nov 23, 2011 2:22 PM
744	Teacher assessments --- using the same state assessments that high school students take, find out how ready teachers are to teach concepts. If a middle school teacher does not do well on a high school assessment test, then that teacher is not prepared to teach for the next level. Teachers MUST have gone BEYOND the level that they are teaching -- and be CURRENT on that NEXT LEVEL. As a specific example, it's sheer lunacy to expect that an Algebra 2 teacher will adequately prepare students for what lies beyond Algebra 2 if that teacher cannot demonstrate proficiency in Trig / Pre-cal. They are two different subjects. But there is a natural progression from one to the other. And ONLY those teachers who understand what lies beyond can prepare students adequately for that next step so that the upper level teacher can start from where students OUGHT to be when entering his/her classroom instead of spending valuable time on remediation.	Nov 23, 2011 1:35 PM
745	portfolio based, where the student and teacher put forth the students best work as proof of mastery/porficiency	Nov 23, 2011 1:31 PM
746	Redesign of System	Nov 23, 2011 1:29 PM
747	Measurement of vocational school--going rates after high school. Measurement of creativity and innovation skills.	Nov 23, 2011 1:25 PM
748	formative and authentic assessment provided by PROFESSIONALS in the classroom (we call them teachers!)	Nov 23, 2011 1:16 PM
749	Assessment of individual student growth based on other than narrow standardized tests	Nov 23, 2011 1:10 PM
750	Students should be assessed as they are now and not by some test arrived at by the state. How are you assessed everyday? That's how we should assess kids.	Nov 23, 2011 12:49 PM
751	a better student to teacher ratio in k-6 at least to give our kids a solid basis to go on is very important in my opinion.	Nov 23, 2011 12:39 PM
752	Quality of teachers needs to be evaluated. In rural school districts in particular, the quality of teachers in often quite poor.	Nov 23, 2011 12:36 PM
753	Health-related absences *(healthy children learn better)	Nov 23, 2011 12:36 PM
754	State wide assessments and ongoing programming in health and physical education.	Nov 23, 2011 12:25 PM

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755	At the rate of technological change is happening, the dimensions of the digital revolution need to be considered. The Khan Academy approach needs to be studied and introduced into the learning cycle of the individual and this will focus on the teacher who can extend learning rather than dealing with remedial processes. Also the attention of the student can be assessed through the information feedback process which is generated as a result of the completion of the exercises. The parent has an active roll to assure the child is engaged in the completion of the required work. If the parent is not, then the study hall approach could be used. The need for testing would be reduced as the responsibilities are fixed to child, parent, and teacher.	Nov 23, 2011 12:22 PM
756	External accountability is the key. Growth should be celebrated as well as meeting/exceeding.	Nov 23, 2011 12:19 PM
757	ask students how much time their parents help them with homework, projects attend school events	Nov 23, 2011 12:10 PM
758	votec assessments for those going into a votec career	Nov 23, 2011 12:03 PM
759	Assessing the effects of poverty and racism on student achievement outcomes.	Nov 23, 2011 11:53 AM
760	It is important to remember that students start at differencnt places and measuring their growth is critical to knowing whether or not they are learning.	Nov 23, 2011 11:50 AM
761	Measuring our students' love for (or interest in) learning?	Nov 23, 2011 11:49 AM
762	Documentation of student achievement and improvement through student work samples in writing, math, and science as evidence by work samples evaluated using instructor and local school district developed learning goals by grade level.	Nov 23, 2011 11:47 AM
763	Work samples in science inquiry and engineering design, using state-developed rubric	Nov 23, 2011 11:43 AM
764	employment rate 1 year post graduation	Nov 23, 2011 11:32 AM
765	Do not expect Spec Ed students to perform well on any assessment tests, and do not include their scorers in overall school scores.	Nov 23, 2011 11:27 AM
766	Work to include Essential Skill #7. Demonstrate civic and community engagement This skill includes all of the following: Apply knowledge of local, state, and U.S. history and government to explain current social and political issues. Perform the civic and community responsibilities essential to living in a representative democracy. Given our current social and political issues this area needs to be assessed and thus taught in a more deliberate way.	Nov 23, 2011 11:26 AM
767	Proficiency based achievement should be the system - with standardized tests being only a piece of the whole picture. A score on a standardized test is not the only way to measure proficiency!	Nov 23, 2011 11:17 AM
768	Stop demanding that teachers teach to a test instead of teaching toward practical everyday thinking skills. Students no longer know how to think through a math problem because the quick fix answer isn't given. Students have trouble	Nov 23, 2011 11:17 AM

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following directions and we are supposed to be building the fundamental skills and foundation for the next generation of leaders and workers. What we are creating is students dependent on being given step by step directions to complete a problem. What happened to the basic mastery of skills such as reading, writing, and math? What happened to the voice of common sense? Stop catering to the big test companies and return to what is important: the children we are educating.

769	Although the assessment in the core classes are very important; it has become a game to teach to the testing and retesting and retesting. I think twice a year is sufficient (beginning of the year for baseline status and then before spring break - so there is still time within the school year to work w/student on their weak area's) and the pre-testing should not be allowed; in order to get accurate data of the students functioning level - instead of learning to pass the testing for a higher school rating or teacher rating!!! As not all students learn at the same rate, different comprehension levels, different styles of learning/testing and also the students motivation to learn materials.	Nov 23, 2011 11:15 AM
770	Local assessments - get out of the national and state standards business and let teachers do their jobs	Nov 23, 2011 11:14 AM
771	Accountability measures must take into account socioeconomic status as well as first language preferences, otherwise it will always be an unfair measure.	Nov 23, 2011 10:56 AM
772	I would like the assessments to focus on improvement. Also, the amount of times a child is moving from district to district.	Nov 23, 2011 10:52 AM
773	Parents must be a part of the process throughout. Having educators go into the home and guide parents to be a partner with education	Nov 23, 2011 10:52 AM
774	Emphasis on preparing teachers adequately to improvements in student literacy. Also, development of techniques to get children reading out of class, especially in using books from the school library.	Nov 23, 2011 10:52 AM
775	Students need to know how to write an essay BEFORE entering the university system.	Nov 23, 2011 10:51 AM
776	smaller class sizes	Nov 23, 2011 10:37 AM
777	Assessment of opportunities for students at all levels (preK-12) to experience learning in art, drama, music, foreign languages, social studies, etc. In addition to reading and math, these are the areas most needed to prepare our students to solve the problems facing our world today: global warming, failed political states, economic imbalances between the poor and the rich, health disparities, population growth, and the continuance of civil society.	Nov 23, 2011 10:27 AM
778	Drop EFL (English as a Foreign Language)! Having ESL, as you call it, is relegating English as a Second class Language. Students should already have English as their primary language since all other courses (except foreign languages) are taught in English. Students should always use English while on the school campus. English is the language of the United States of America. It	Nov 23, 2011 10:22 AM

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	was established using that language and should continue in that vein. The Constitution of the United States was written in English as are our laws.	
779	Many students are falling behind in reading/math my son is one of them and the special ed teacher wants to put him on a behavioral plan and refuses to put him on a IEP and he doesnt have behavioral issues he has ADD	Nov 23, 2011 10:19 AM
780	Data on principal effectiveness in regards to time spent monitoring classrooms and being available to teachers and EA's versus time secluded away from the classroom/teaching environment.	Nov 23, 2011 10:09 AM
781	portfolio of work	Nov 23, 2011 10:08 AM
782	Proficiency based assessments, rather than standardized testing.	Nov 23, 2011 10:05 AM
783	Rates of successful participation and completion of post secondary training, whether college, university, community college, or technical school	Nov 23, 2011 9:59 AM
784	Examples of student progress in all subject areas...	Nov 23, 2011 9:53 AM
785	It would be good to encourage social responsibility, and have a way to assess it.	Nov 23, 2011 9:31 AM
786	THird grade reading assessmnet. Developmentally, not all kids are ready to read by first grade but most that are ready later then catch up to reading level bythe end of grade 3 or 4.	Nov 23, 2011 9:29 AM
787	First grade assessments should be based on individual progress and portfolios, not standardized tests.	Nov 23, 2011 9:23 AM
788	Progress reports that refleckt the grade level content and if that student has acheived those core competencies. Make the teacher assessment meaningful, with grades actually reflecting a competency.	Nov 23, 2011 9:21 AM
789	The measurements of identified ESL and Special Education students along with low SES need to be evaluated separately from the rest of the student population as their needs and performance are profoundly affected by their situations warrant differentiation from the overall group in examination, approach and resources.	Nov 23, 2011 9:17 AM
790	teaching real life imperatives: counting money for change, balancing a checkbook, how credit cards work, including interest, budgeting. It doesn't matter if one goes to college or not, everyone needs these skills to manage their life.	Nov 23, 2011 9:16 AM
791	There are too many restrictions on federal dollars. Maintenance of effort for special education and Title programs is becoming more difficult as resources dwindle. Reverse discrimination to students who are NOT disabled is occurring.	Nov 23, 2011 9:13 AM
792	Students' level of income and parent level of education -- For example, if a student succeeds despite challenges, the school and student should be recognized.	Nov 23, 2011 9:10 AM
793	Where is preparing for citizenship in this mix? It's wonderful when students read,	Nov 23, 2011 9:07 AM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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write, and do math and science well but without understanding their role as citizens in our democracy, to what end? The standoff in Congress is a good example of why students need to be well-informed, active citizens and that means providing an education measured in both content and skills.

794	Declare a moratorium on all standardized, and standards-based testing	Nov 23, 2011 9:06 AM
795	Tech school, other employment learning opportunities are just as important as college and should be monitored. Many professions such as plumber, electrician, heating/air require tech school and apprenticeships. These are necessary professions which provide good income and benefits for qualified employees.	Nov 23, 2011 9:05 AM
796	A holistic and varied assessment by teacher (or team) of the student's achievement, growth and readiness for the next step.	Nov 23, 2011 9:02 AM
797	Free & reduced lunch rates or some other measure of schools' SES is very important as is the racial/ethnic composition of schools and the percent of students in special education programs.	Nov 23, 2011 9:02 AM
798	Criterion-referenced curriculum-based assessments directly linked to changes in instruction and benchmarks for success.	Nov 23, 2011 9:01 AM
799	portfolios of in-class subject testing, individual projects, essays and other writings, daily assignments and exams. Much more comprehensive measure of proficiency than artificial testing.	Nov 23, 2011 9:00 AM
800	Transition for students from high school to work, training or college programs to further their success after high school.	Nov 23, 2011 8:58 AM
801	High-stakes accountability assessments must have at least 50% of their questions extended and constructive response items.	Nov 23, 2011 8:55 AM
802	Student growth based on all possible assessments should be most important	Nov 23, 2011 8:50 AM
803	Taking into account student and family behaviors before judging the teacher. Merit pay is an AWFUL concept	Nov 23, 2011 8:31 AM
804	Cognitive ability	Nov 23, 2011 8:30 AM
805	Education of the whole child (social-emotional, spiritual, physical, intellectual, etc.)--not just a brain on a stick.	Nov 23, 2011 8:16 AM
806	?	Nov 23, 2011 8:15 AM
807	Students more involved in community .. An honest history of their country, Peace studies in every grade an understanding of our capitalistic system ..its cruelty and corruption .. not sure we need textbooks ... with information available students can write their own	Nov 23, 2011 8:07 AM
808	The Oaks system of testing high school students is a very poor way of assessing the knowledge that the students have gained through their high school	Nov 23, 2011 7:51 AM

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experience. It is a more accurate measure of the socio-economic status of the students. A better measure and one that would hold both teachers and students accountable for their learning would be state wide assessment tests to be completed at the end of each high school course. The student would have to pass the test to earn credit for the course. By doing this you would be assessing proficiency in the subject. The subjects that are required for graduation would then lead to prepared students with the necessary skills to succeed in today's society.

809	IEP students and how we measure their growth. Drug effected children are not able to perform on State Assessments equal to their peers.	Nov 23, 2011 7:48 AM
810	Student growth during a given year is much more important than all students being at the same spot at the same time.	Nov 23, 2011 7:23 AM
811	More vocational training for students age 16 and older who are not as academically oriented, but who want to find a good career that requires specific training.	Nov 23, 2011 6:50 AM
812	Poverty. It is vitally important to assess our students' level of poverty. This is the single largest indicator of academic achievement and attainment Education can only impact true poverty when the effects of poverty are mitigated by government and society. Are our students successful at whatever level in our society they achieve. We do not fund education with either enough money or with a system that endures adequate funding.	Nov 23, 2011 6:25 AM
813	Community and socio-economic variables that may have affected scores.	Nov 23, 2011 6:23 AM
814	Required district compliance with the Oregon Safe Schools Act so that all students can have at least the opportunity to achieve academic excellence in an environment where they feel safe and respected. This is particularly true for students who do not conform to gender stereotypes.	Nov 23, 2011 6:22 AM
815	Smaller class size.	Nov 23, 2011 6:10 AM
816	1) measure kindergarten readiness, access to preschool, access to full day kindergarten 2) measure employment rates and wage rates after high school as well! 3) measure family literacy rates	Nov 23, 2011 5:41 AM
817	Integration of college level courses options for high school students to support attainment of freshman level college liberal arts credits for high achieving students. Incentives to engage with local community colleges in curriculum design and implementation.	Nov 23, 2011 4:11 AM
818	Must have other ways of measuring student success than standard testing as not all students master test taking and it is not a true measure of their knowledge, skills, and understanding.	Nov 23, 2011 1:18 AM
819	Arts education	Nov 22, 2011 11:01 PM
820	Student engagement, student reports of safety, student's opinions about the level of commitment their teachers have for their education	Nov 22, 2011 10:58 PM

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821	Vocational, music and art skills/appreciation	Nov 22, 2011 10:50 PM
822	How administrators perform as a support system for teachers. Do parents have a child discipline system involving responsibility at home? do the parents have the economic resources to provide clothing, shelter, shoes and food that follow the food pyramid? how are instructional assistants used? What time do students on average go to bed? Do parents provide time for kids to study? Does the district listen and respond to educator concerns regarding working conditions? Are staff development opportunities educator driven? how much teacher directed preparation time is given? Is there a strong local teacher association? How many hours do parents volunteer in the school?	Nov 22, 2011 10:19 PM
823	Are teachers, administration, and parents working together to improve known weaknesses in the program? Is that same group talking about how racism affects the program? Are community groups making an effort to make the program better? Has a consensus in identifying areas of weakness been established among the teachers, admin., parents, and community?	Nov 22, 2011 10:14 PM
824	It is really important for students who are not college bound to exit schools with the skills necessary to succeed in the workplace: ability to solve problems, ability to complete a task on time, ability to follow instructions. I know these were covered under another option but I think its important enough to select twice.	Nov 22, 2011 10:10 PM
825	Statewide bargaining contract, take a lot of paperwork out of teachers and management, put more trust in teachers, reduce class size	Nov 22, 2011 10:09 PM
826	SMART goals, Student alternative proficiency Projects/portfolios	Nov 22, 2011 10:00 PM
827	More accountability should be placed on attendance....especially at the early level of school. If a student misses the foundation of their education, they are a good candidate for dropping out. I have seen many students with a drop out attitude by 3rd grade because of lack of attendance. Parents need stricter requirements if their student is continually tardy or absent. Maybe welfare payments should be attached to school attendance....etc. There is no good reason why young children should not be in school learning instead of at the store or mall with mom. I see this all the time.....every day.	Nov 22, 2011 10:00 PM
828	It is hard to answer these questions without knowing the specifics of the details. For example, 4 years graduation rates are important, but not if we aren't going to count all types of diplomas (modified, certificates of completion). Math scores are important, but what about those students who are made to take algebra tests when they aren't able to add? A better measurement, especially in the upper grades, is growth.	Nov 22, 2011 9:59 PM
829	Work with Oregon DATA teams - focus on collaboration.	Nov 22, 2011 9:58 PM
830	I think that progress of individual students is very important to measure. It is important to see what learning is present when a student enters a program and then what level of achievement is present when they exit.	Nov 22, 2011 9:52 PM
831	Measures of literacy at 3rd or 4th grade - not first.	Nov 22, 2011 9:48 PM

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832	Post high school preparedness: e.g. entrance into the military, apprenticeship, technical program, or college	Nov 22, 2011 9:48 PM
833	Get rid of the DIBELS test, which has limited validity and reliability.	Nov 22, 2011 9:46 PM
834	Financial Literacy Standards and Measure of competence against standards.	Nov 22, 2011 9:35 PM
835	Assessments that measure problem solving skill, higher order thinking on cognitively challenging tasks. AND the professional development that goes along with teaching in this manner.	Nov 22, 2011 9:17 PM
836	Confident, capable adults.	Nov 22, 2011 9:17 PM
837	If First grade literacy is an indicator of how well the students will do in school there has to be a consequence for chronic tardies or patterns of tardies (Ex. every Monday]]) Our student population has families that really don't value education	Nov 22, 2011 9:00 PM
838	More Arts education!	Nov 22, 2011 8:44 PM
839	Individual goals set for elementary students in reading and math and based on normed national data. Expect teachers to progress monitor students in order to show progress or to adjust programming.	Nov 22, 2011 8:42 PM
840	How about using evidenced based progress monitoring tools to judge student achievement? http://rti4success.org/screeningTools/ These tools are not based on teacher judgement, but on norm references. This tool is more sensitive to student growth and can actually guide instruction, as compared to statewide assessment which is just a snapshot in time. Why isn't this an option on this survey?	Nov 22, 2011 8:23 PM
841	There need to be a range of measures for proficiency. Students learn differently and there should be workable alternatives if students don't pass the OAKS test for example. A school also should not be "dinged" when they have a student that moves in and out and has poor attendance. These students should be assessed, but a school should be able to note that they just moved in or had absence days exceeding a certain number. Schools should be expected to work with these families to improve attendance, but not be considered failing when the family doesn't get the student to school.	Nov 22, 2011 7:59 PM
842	Statewide Assessments in health (includes problem solving and critical thinking and establishing healthy habits) and physical education	Nov 22, 2011 7:55 PM
843	I would like to see schools and teachers held accountable for factors over which they have control. The "outcomes" listed have too many contributing factors to identify whether schools and teachers are truly responsible for them. Have schools document their efforts at involving parents and community members in the educational process. Require teachers to document their use of instructional best practices. Gather district information about pre-school education, class sizes, and student support interventions provided. Have teachers document the observations and accommodations used for every student, just as they are trained and required to do for licensure. Require districts to document their	Nov 22, 2011 7:54 PM

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efforts to prevent truancy, failure to graduate, bullying and drug abuse - all of which contribute to students' lack of success. Those are factors for which teachers and schools are entirely responsible and should be held accountable. Unless the state has an algorithm for taking into account the infinite possibilities for student challenges that are not the responsibility of the teachers and schools (poverty, lack of parental education, migration of families, domestic violence, lack of pre-school education, early traumas, abuse, drug abuse, etc.), holding teachers and schools accountable for "outcomes" is akin to refusing to pay a physician because he failed to cure a patient's cancer.

844	Students are tested about 2 months out of the year, a lot of the testing does not help the teacher know what skills they lack so they can move forward in their learning.	Nov 22, 2011 7:43 PM
845	Badges-Mozilla initiative, Bring back CAM programs, CTE, 21st Century Skills, EdTech focus	Nov 22, 2011 7:36 PM
846	The Arts, especially theatre, and its affect on high school attendance and overall performance in academic areas.	Nov 22, 2011 7:35 PM
847	Before you hold schools accountable, there needs to be adequate funding provided. Before you hold schools accountable hold parents accountable. If you are going to hold schools accountable all across the state using the same state-wide standards then ALL schools should be provided with the same level of funding and opportunities. Remember, though safety and education are suppose to be the two top things schools provide, education does not make the top 10 list of what schools actually do. They are bus providers, foo services, drug counselors, divorce counselors, medical services, mental health specialists, etc. If we are going to be held accountable for educating kids, then we need all the other services listed above first without taking away the education funding to cover these.	Nov 22, 2011 7:32 PM
848	Students' self-assessment of developmental assets: http://www.search-institute.org/developmental-assets/lists	Nov 22, 2011 7:23 PM
849	Peer/Mentor study groups	Nov 22, 2011 7:16 PM
850	It would be wonderful to have: * surveys of teachers, principals, support staff on whether they feel they're impacting student learning in their building * measures of access to elective content (arts, physical activity, etc.) at the high school level	Nov 22, 2011 7:06 PM
851	The most important thing should be how much does each individual student learn over time. Comparing cohorts is meaningless, the question should be how much does each individual student learn or gain over time.	Nov 22, 2011 6:56 PM
852	English should be the "first" language...to much money being spend on immigrants that "refuse" to learn the language of this county...if we spend less class time and money enabling immigrants we will just go backwards..as seen with many public schools.	Nov 22, 2011 6:54 PM
853	Portfolio assesments, transient students should be considered in the mix of	Nov 22, 2011 6:22 PM

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	whether a school or teacher meets AYP. And what happened to developmentally appropriate instruction?,	
854	Assessment and evaluation are losing their specificity and nuance. Assess how both these terms are being used at the cost of losing support and sympathy of parents.	Nov 22, 2011 6:17 PM
855	statewide consistent measurement of kindergarten readiness	Nov 22, 2011 6:13 PM
856	More time for teacher collaboration to work together for student successes.	Nov 22, 2011 6:07 PM
857	Individual student growth not judged solely by a test. Also first grade literacy is important, but not by testing. Really it shouldn't be until third grade when we test but we should be monitoring and providing interventions at the lower grades.	Nov 22, 2011 6:06 PM
858	Measure of third grade education/literacy	Nov 22, 2011 6:05 PM
859	State and district assessment only determine how well agencies and local education agencies are doing against comparative data. Practically NO high stakes assessments determine what students know and can do, or what they have learned.	Nov 22, 2011 6:04 PM
860	kindergarten readiness assessment for early literacy skills with data available at least by county, better if by school district, best available by school.	Nov 22, 2011 5:47 PM
861	Teachers should concentrate on skill building and critical thinking, and not teach to standardized tests.	Nov 22, 2011 5:46 PM
862	ESL students' success rates should be based upon accomplishment and personal success rates, motivationally, and should NOT have a minimal expectation for exiting. Too many students are being forced to exit, based on State and National expectations, and they are NOT ready. Research seems to be forgotten.	Nov 22, 2011 5:38 PM
863	teacher proficiency tests in their subjects--not degrees	Nov 22, 2011 5:36 PM
864	1) Individual students' academic growth, as measured by computer-based adaptive programs that provide immediate detailed feedback to teachers 2) Individual student assessments that do not have a ceiling and provide a snapshot of student's actual level, regardless of age or assigned grade of student	Nov 22, 2011 5:28 PM
865	Allow those who can excell the opportunity to do so. Not everyone learns at the same rate but let's not hold back the students who can do good to try to graduate the students who will never excell.	Nov 22, 2011 5:21 PM
866	Clear measures of proficiency based on observable performance, portfolios, project work with clear criteria, presentations to reviewers at senior level, etc.	Nov 22, 2011 5:20 PM
867	I think that the state legislature and the governor's office ought to run all school districts, from Salem, They have been doing a good job of trying to micromanage them now. Why not full management and total control.	Nov 22, 2011 5:16 PM

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868	Performance on high school assessments (not SAT/ACT) that measure college and career readiness, as measured by forthcoming assessments from the state assessment consortia	Nov 22, 2011 5:15 PM
869	Portfolio based assessments, assessment based on projects and student work.	Nov 22, 2011 5:01 PM
870	Civics education... the reason public school education was established in the first place!!	Nov 22, 2011 5:01 PM
871	Preparedness for employment	Nov 22, 2011 5:01 PM
872	Individual students' growth as measured by a variety of means including state test scores AND proficiency-based assessments AND performance assessments AND student work portfolios, etc.	Nov 22, 2011 4:58 PM
873	Statewide assessments in civics and geography	Nov 22, 2011 4:57 PM
874	College retention rates	Nov 22, 2011 4:48 PM
875	We need to measure GROWTH as opposed to benchmarks, to truly measure the effectiveness of our educational services.	Nov 22, 2011 4:47 PM
876	Reading proficiency measured at each grade level	Nov 22, 2011 4:45 PM
877	We need a good, standardized way to measure students' readiness to learn in kindergarten. This isn't to assess the effectiveness of the schools, but the effectiveness of the community in preparing children for school.	Nov 22, 2011 4:34 PM
878	Student progress in comparison to their own specific time frames	Nov 22, 2011 4:32 PM
879	Some measure of a student's participation or appreciation of either the arts or physical activity (individual activity or team sport)...to be a choice, but to encourage "well-roundedness."	Nov 22, 2011 4:30 PM
880	Outstanding and experienced district teachers should be given time and pay to create assessments that measure proficiency in the classroom.	Nov 22, 2011 4:30 PM
881	Intact cohort group progress between the following grades 3-5, 5-8, 8-10	Nov 22, 2011 4:25 PM
882	Are students making a year's growth in a year's time? Because all students come in at different levels, to expect them all to be at the same level (on a test) later in the year is unrealistic. But if they improve a year's amount in a year's time, this is the progress you want. Whether this is best measured by a test or some other method remains to be seen.	Nov 22, 2011 4:17 PM
883	Assessments should always be based on more than a statewide assessment.	Nov 22, 2011 4:14 PM
884	Collections of Evidence that demonstrate a student's mastery of clear learning targets.	Nov 22, 2011 4:13 PM
885	Participation/success in applied learning, including career and technical education and other hands-on learning opportunities, which is a better indicator	Nov 22, 2011 4:13 PM

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of future success across the board than other measures described above.

886	Teacher's knowledge of basic psychology and early childhood education.	Nov 22, 2011 4:13 PM
887	I think many of your benchmarks are fairly arbitrary, why not really look at if the kids are learning, not just spitting back answers	Nov 22, 2011 4:02 PM
888	Fund the Quality Education Model. That's the standard set by voters. None of this side-stepping and finger-pointing is going to get us there.	Nov 22, 2011 4:01 PM
889	Special education cohort improvement.	Nov 22, 2011 4:00 PM
890	Special classes for kids not meeting assessment goals. Kids may need alternate learning methods.	Nov 22, 2011 3:59 PM
891	Proficiency in math for college level courses.	Nov 22, 2011 3:55 PM
892	Do not rush to move ELD students out of the program. Give them the support they need to gain foundational skills prior to moving them out of Eld classrooms.	Nov 22, 2011 3:54 PM
893	staff schools efficiently so students get the help they really need when they don't understand, we test several times a year and the odds of passing the tests are in the students favor, but do they really know the material or is it multiple choice luck. Our at risk students get so far behind they can't see the light at the end of the tunnel so they give up and that is sad. Educators have their hands full with the diverse group of learners they teach and the class sizes. It is a shame!!!	Nov 22, 2011 3:50 PM
894	If only about one-third of our students go on to college, then WHY do we keep trying force 100% of them into college-track education? This is the root of WHY we have such enormous drop out rates compared to other countries. We need more programs in our K-12 education that recognizes that only a slight majority of students DO go on to colleges & universities. The main reason other countries far outperform the U.S., is that they recognize this fact. When will America wake up? Why not CELEBRATE artists, plumbers, contractors, carpenters, electricians, etc. etc.?	Nov 22, 2011 3:39 PM
895	Varied assessments. We know from the literature that there are different learning styles, different ways of sending and receiving information, and multiple intelligences, so why then would a standardized assessment be used?	Nov 22, 2011 3:30 PM
896	Benchmarks for special needs and learning different students that measure their advancement not their 'scores' on tests. IEP's are important documents what can help with the assessment information if the IEPs are well thought out. One of your questions was re college-going rates. What about 'trade' school and other post high school-going rates. The better measurement is post high school which takes in all additional education, and it includes college-going of course.	Nov 22, 2011 3:29 PM
897	I take this one step further. Those who aren't meeting standards need extra work, as well as those who do need to be kept challenged. TAG kids are totally lost in today's system. No one cares or makes sure their needs are met, rather than letting them sit idly and them losing interest out of sheer boredom.	Nov 22, 2011 3:29 PM

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898	The end outcome should be gainful employment, so all measures should feed into preparing students to be college and career ready.	Nov 22, 2011 3:26 PM
899	Every student measured under a reasonable expectations model. All students can and will learn. SOME students will learn differently and demonstrate achievement in much smaller, yet more meaningful increments. Success in life rather than "college" should be considered. NOT every student is college material, but EVERY student who desires that should have the option to go that direction.	Nov 22, 2011 3:25 PM
900	Provide more help to ESL students in their first language.	Nov 22, 2011 3:24 PM
901	Keeping Individual Education Plans (IEPs) individualized and not tied to "standards" that negate the individualized aspect of instruction for students with disabilities.	Nov 22, 2011 3:07 PM
902	Students must be given a rigorous education with expectations of minimum growth. That being said, a student's individual growth should be the measuring stick - especially in elementary school. As students gain access to learning a gradual comparison to norms should occur. To place highly impacted special education students in the same measuring pool as average and above average students who work at their grade level is unfair to the student, the classroom, the teachers and the district. It is also unfair to expect newcomer English Language Learners to take standardized tests in the second language. Finally, the testing schedule and windows remove precious teaching time from students and teachers. A minimum of one weeks learning is lost to expensive unbalanced assessments. Given that school districts are having to cut days to balance budgets it is a waste of resources. Students should make growth - teachers need to know their weaknesses and teach to those weaknesses while building further learning expectations. Assessments have their place and the data they provide should inform further student education on an individual basis.	Nov 22, 2011 3:01 PM
903	Salem needs to get away from the politics of education and start caring for kids. The entire system is grossly underfunded- quit blaming teachers who are doing the best they can with the ridiculous lack of resources coming to them and start working on a long term, stable funding solution.	Nov 22, 2011 3:00 PM
904	Return control of education to the local community. National and State directed programs are inefficient.	Nov 22, 2011 2:58 PM
905	Reading performance.	Nov 22, 2011 2:55 PM
906	It isn't popular to say, but it is a fact. The socio-economic population a school works with must be taken into account. Comparing a success rates between schools with different socio-economic situations is not a realistic way to measure the quality of instruction at each school.	Nov 22, 2011 2:54 PM
907	there needs to be matching materials/curriculum and test at the end of chapters of materials being used; instead of having one test in the mid-end of the school year.	Nov 22, 2011 2:52 PM

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908	See note below	Nov 22, 2011 2:51 PM
909	Our effectiveness should be determined by what our students are able to DO after they graduate--and this is not always a test.	Nov 22, 2011 2:49 PM
910	Student growth	Nov 22, 2011 2:49 PM
911	Exit interview with students and parents to find out if they recieved a well rounded education. Did they have enough electives, classes that taught them to problem solve, classes that taught them real world skills (balancing a check book, changing a tire, creating a budget). Did they participate in activities that taught them teamwork and how to work in a group to solve a problem.	Nov 22, 2011 2:48 PM
912	English class is so important. Students are required to learn a foreign language and they are struggling in their own language, ENGLISH!	Nov 22, 2011 2:48 PM
913	We need to develop better measures of "work readiness" as much as we measure college, or next level education readiness. College may not be the goal, nior should it be, for all students, however, all will need additional technical education and training. We need to better prepare those students.	Nov 22, 2011 2:48 PM
914	More emphasis on writing.	Nov 22, 2011 2:47 PM
915	Measurement of student involvement in create problem solving and creative disciplines including music, art, dance, drama, creative writing and elements of design.	Nov 22, 2011 2:46 PM
916	I am concerned that our students are not eligible for freshman level college courses upon completion of high school. Also problematic, there is no provision for preparing for the work force if not headed to college. I realize there are contradictions in my answers, but I understand the funding does not exist to cover everything we would like to set as goals. Good luck!	Nov 22, 2011 2:44 PM
917	Schools need to help many students develop career paths that do not include university level training.	Nov 22, 2011 2:40 PM
918	Parent outreach and parental involvement in the school should be another measure of success. If parents are involved (actively pursued might be necessary in some schools), student success should increase.	Nov 22, 2011 2:40 PM
919	BACKGROUND CHECKS AND RELOCATING TEACHERS THAT HAVE HAD IMPROPER RUN-INS WITH STUDENTS THAT LED TO THE POLICE TO BE INVOLVED	Nov 22, 2011 2:39 PM
920	Smaller classroom size	Nov 22, 2011 2:26 PM
921	People skills, ability to work and function in groups. Citizenship and qualities to be engaged in our society.	Nov 22, 2011 2:24 PM
922	Opportunities for connecting students to their communities through contextual learning experiences	Nov 22, 2011 2:24 PM

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923	sufficient funding at individual schools to support teaching and student learning.	Nov 22, 2011 2:22 PM
924	Students on an IEP or 504 may need to be assessed in a different manner. Currently they are required to take grade level test but often are more than 1 grade level below in learning. It set the students up for failure. Is is possible to assess these students with a years growth through testing fall and spring? It would make more sense than testing out of current grade level work. As a middle school resource teacher I have students reading at a 3 grade level and 3 grade math but are required to take 8th grade level reading and math test. It is frustarting and makes our student fail. I would rather see a different system.	Nov 22, 2011 2:20 PM
925	Skills for employ-ability as assessed by the National Career Readiness Certificate	Nov 22, 2011 2:18 PM
926	Focus in reading, writing and math. The basics and their effective use	Nov 22, 2011 2:17 PM
927	National standardized tests would be greatly valued.	Nov 22, 2011 2:15 PM
928	Assessment Model based Growth	Nov 22, 2011 2:13 PM
929	Letter grades only. Drop the other forms. I was a teacher for almost five years. All we have done by changing the system is confuse parents. Parents understand the letters.	Nov 22, 2011 2:11 PM
930	Growth based on district level assessments that adapt to the performance of students so the data is accurate for each child.	Nov 22, 2011 2:05 PM
931	We should track the number of students that are expelled or suspended from school for long-periods of time. Schools should be proactive in identifying not only students that need academic interventions, but also behavioral to keep students out of the juvenile justice system and the adult prisons.	Nov 22, 2011 2:05 PM
932	Arts based learning, and teaching fine arts is very important to creative thinking and problem solving. We must include these in our children's education.	Nov 22, 2011 2:05 PM
933	student portfolios which provide a representational overview of their work over time - a way to see growth, problem solving/critical thinking skills, looks at their work in multiple subject areas and through multiple media (writing, working out problems, projects, etc) -- provides a more holistic approach to seeing student achievement than tests/statewide assessments.	Nov 22, 2011 2:02 PM
934	Overall academic success for children of color and institutional racism.	Nov 22, 2011 2:02 PM
935	under the current economic situation, must look at the cost at the district level of assessments and how they will be implemented. No more unfunded mandates	Nov 22, 2011 2:01 PM
936	Should track the teachers attendance during the school year	Nov 22, 2011 1:57 PM
937	Evaluation of competencies by national standards, such as those by the NSTC	Nov 22, 2011 1:54 PM
938	parental surveys that can be used to analyze graduation rates by class/poverty level vs not poverty level, and if there are substantial differences by class then	Nov 22, 2011 1:54 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
 Please rate each of these: Very Important, Less Important, Not Important**

	there will be data to support grant requests for additional support for low-income students.	
939	district assessments rated by panels of teachers using established core standards	Nov 22, 2011 1:54 PM
940	In order for any increase in achievement, class size MUST be addressed. All of this is a waste of time if class size is not a factor in educational change.	Nov 22, 2011 1:52 PM
941	In regards to ELL's, increase in English Language Proficiency levels ie. A move from beginning to early intermediate proficiency level. Measured by a formative language assessment as apposed to a one shot ELPA test.	Nov 22, 2011 11:47 AM
942	Academic achievement can also be tracked by bullying and student discipline rates.	Nov 22, 2011 10:25 AM
943	It is important to understand that students in poverty will not have the same access to college participation as their middle class peers. Minority students will also have challenges to apply and understand the higher education enrollment procedures, not to mention some of our Oregon students who lack the documentation to enroll. How do we account for English language learners at the high school level? What will be our strategy?	Nov 22, 2011 9:29 AM
944	kindergarten readiness data	Nov 22, 2011 7:03 AM
945	Plz see my comments below in "comments."	Nov 21, 2011 9:34 PM
946	Options for overachieving and advanced students	Nov 21, 2011 9:15 PM
947	Do all students have access to enrichment programs such as music, art, P.E, field trips. and a full-time librarian? Do students living in poverty have access to free breakfasts and lunches at school and wrap-around services before and after school? Do all students have access to a full-time counselor and school nurse? Are class sizes the appropriate number of kids per adult: pre-school (1 - 5 students/adult); Kindergarten (20 or less), 1st - 3rd grade (24 or less), 4th - 8th (26 or less), 9th - 12th (30 or less)?	Nov 21, 2011 9:15 PM
948	Progress Special Ed students make towards meeting standards in reading, math and writing.	Nov 21, 2011 8:47 PM
949	Individual and group projects (e.g. capstone projects, senior projects, etc)	Nov 21, 2011 8:25 PM
950	a measure of student engagement and citizenship	Nov 21, 2011 8:20 PM
951	Racial Achievement Gap	Nov 21, 2011 7:01 PM
952	It is fraudulent to project onto students and parents that all children will be able to go to college; world-wide less than 30% of any cohort are able to muster sufficient academic skills past 8th grade to be able to handle any college	Nov 21, 2011 6:56 PM
953	some way to recognize that a significant number of students will enter careers that require training but not necessarily college, ie apprenticeship, small	Nov 21, 2011 5:58 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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	businesses, etc.	
954	State not developing its own assessments. This is redundant, costly, and time consuming. Formative assessments such as Easy CBMs or the Star Renaissance Reading and Math give fairly clear pictures.	Nov 21, 2011 5:10 PM
955	There should be some special consideration givin to blk male in the education field	Nov 21, 2011 4:56 PM
956	proficiency based grading and assessments ongoing and measured against oneself, not standardized.	Nov 21, 2011 4:19 PM
957	Pre readiness assessment for entering kindergarten	Nov 21, 2011 4:05 PM
958	Keep it simple, short and clear. Do not over-invest in accountability systems that take time and energy away from student learning and teaching. Invest money and time in creating the conditions that support teaching and learning at the classroom level.	Nov 21, 2011 3:58 PM
959	Teacher proficiency, assessment and evaluation	Nov 21, 2011 3:57 PM
960	google "teacher evaluation" find: www.teacherevaluation.net	Nov 21, 2011 3:52 PM
961	There has to some accountability for the student. A student or a parent may claim that they were not prepared for the next step, but how do we know how much effort they put into it. I would be interested compare student success at the higher level with their GPA's or SAT scores in high school.	Nov 21, 2011 2:38 PM
962	Translate school documents related to students for non-English parents.	Nov 21, 2011 2:26 PM
963	Curriculum-based measures that are standardized and are not teacher-developed (i.e. DIBELS, AIMSweb, easyCBM for math, reading, writing, and spelling). These measure can be used in pre-k = 8th grade. Converging evidence is important - no one point mentioned above should alone be considered.	Nov 21, 2011 2:03 PM
964	Measurement of individual growth from year to year Apples - Apples.	Nov 21, 2011 1:47 PM
965	Year to year growth rates in reading and math for each individual student	Nov 21, 2011 1:29 PM
966	Students should be taught the basics well and allowed to progress through content-rich curriculum at their own pace upon proven mastery.	Nov 21, 2011 1:05 PM
967	year over year intact group summative assessment growth	Nov 21, 2011 12:45 PM
968	Unsure of evidence supporting some of these measures as true indicators of student achievement.	Nov 21, 2011 12:27 PM
969	As districts become better trained in the CCSS and formative assessments, it is less important for a summative statewide assessment. Not a big fan of the OAKS, Does not really give teachers a large quantity of useful information. If a district needs to have the OAKS to know how students are performing, then that	Nov 21, 2011 12:17 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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	district needs more staff development. It is a great tool for the politicians and conforming to a national bashing of education.	
970	Monitor and provide support for students with addictions, homelessness etc.that prevent them from performing in school effectively.	Nov 21, 2011 11:58 AM
971	To engage ELL and migrant parents and students, it is critical to obtain their input via focus groups, via opportunities such as parent groups (ELL/Migrant Parent Advisory Committees, Salem/Keizer Coalition, etc.)	Nov 21, 2011 11:51 AM
972	I think we need a system that looks a multiple measures of student achievement. Relying on a single test score is not sound practice. We need to incorporate state tests, along with formative assessment and other curriculum based assessment measures.	Nov 21, 2011 11:10 AM
973	All "Student Achievement" measures must be disaggregated by gender, ethnicity, and race.	Nov 21, 2011 10:18 AM
974	Number of courses in each school that have converted to a proficiency based model and student success rate4 in each	Nov 21, 2011 9:43 AM
975	Individual growth is one of the most important areas. If students meet the Oaks benchmark as a tenth grade student and then only complete the minimum we are giving our brightest and best a poor education. Another area we are missing is the vocational strand. Far too many students are not employable because a lack of vocational work skills. These are necessary skills in any society.	Nov 21, 2011 9:18 AM
976	Local choice in the decision process of State goals, State standards and the financial support to complete these goals.	Nov 21, 2011 8:59 AM
977	Performance Based Assessments that will accentuate the "soft skills" that truly make a difference in student success; imagination, critical thinking skills, collaboration and working in groups. These are the skills that give our students a leg up over other countries, not high test scores.	Nov 21, 2011 8:55 AM
978	Teachers that are trained and implement 21 century teaching and learning models in their classrooms and schools.	Nov 21, 2011 8:30 AM
979	I have heard references to "proficiency," "best practices," and "authentic" learning and assessments. Before we can create accountability, it's highly important to define them. Also, highly important: strengths based learning local control through site councils (inclusive of "magnets" that are community-driven stable and adequate funding, using the quality education model	Nov 21, 2011 8:29 AM
980	Length of school year Rates of student growth by individual teachers	Nov 21, 2011 4:02 AM
981	Graduation rates: 5-year cohorts	Nov 20, 2011 4:58 PM
982	Community involvement, Community control of education.	Nov 20, 2011 1:01 PM
983	Returning schools to local control and providing them with adequate, stable funding. Not selling our schools to private industry.	Nov 20, 2011 12:52 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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984	We need to prepare our students to be life long learners. The time invested in higher order thinking skills, character development, technology and experiences, etc. to develop this person are more important than the time spent to prepare for and test to.	Nov 20, 2011 10:53 AM
985	Count the modified diploma as a graduate not a drop out.	Nov 20, 2011 8:46 AM
986	College should not be the only option for students and we need to bring back trade schools where students can learn important skills (carpentry, electrician...) without building up student loan debt. Also, testing has taken away the relevance, authenticity, and interest in learning for many students.	Nov 20, 2011 8:40 AM
987	the ability to work with others and communicate well should be an indication as well...	Nov 19, 2011 9:55 PM
988	Writing assessments are even more important than science assessments. Early childhood uniform Kindergarten readiness assessment.	Nov 19, 2011 3:02 PM
989	Proficiency based education is the most improtant. Being able to demonstrate yur Knowledge of the curriclum should be measured. Not the time it takes, the age you are or a gpa that doesn't have any real consistancy.,	Nov 19, 2011 2:16 PM
990	Any accountability system should be accompanied by adequate resources. I'm not convinced we fund education adequately, and turning up the accountability while underfunding schools is probably not a good idea.	Nov 19, 2011 10:49 AM
991	Eliminate bnchmark and utilize a growth model of student performance.	Nov 19, 2011 7:52 AM
992	Reasoning and logic measures, comparisons between school success rates (to determine effectiveness of teaching philosophy), measures of measures if exceptionally talented students-talent search programs	Nov 18, 2011 8:40 PM
993	Clear electronic assessment rubrics for all content areas. Collated data base systems and programs that are easily accessible and usable!! Non progression from elementary and ms without basic skills.	Nov 18, 2011 7:53 PM
994	We need align our district level benchmark and profiency (work samples) assessments and use this as the replacement for measure. This would allow for one set of assessments to function in more than one role	Nov 18, 2011 7:33 PM
995	The level of coordinated, best practice professional development offered by the district and % of teachers and administrators participating and implementing.	Nov 18, 2011 7:21 PM
996	Assessment of classroom environments being conducive to most effective learning: teacher/student ratio; teacher longevity; teacher support.	Nov 18, 2011 6:57 PM
997	Student proficiency in the arts.	Nov 18, 2011 6:01 PM
998	Parent accountability. Is their child attending school? Is their child ready for Kindergarten? When their child is disruptive in school, what is the parent doing to be accountable instead of always blaming the school. What about when their child is roaming the streets at night and not doing their homework? Why is that	Nov 18, 2011 5:42 PM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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the fault of the school?

999	Rather than making up a Common Core test. How about using the Metropolitan Achievement Test or Iowa Test of Basic Skills. There is too much focus on high stakes assessment.	Nov 18, 2011 5:12 PM
1000	I would like for us to take into consideration the mobility rate at a school and its racial make-up and SES numbers into consideration. With that in mind, I would like for us to consider looking at how each sub group has grown.	Nov 18, 2011 4:46 PM
1001	Individual students' growth in English proficiency for English language learners (ELLs)	Nov 18, 2011 4:26 PM
1002	Parent participation in back to school nights, parent teacher conferences and if school offers on-line grade check, how many times a parent checks in on students academic performance.	Nov 18, 2011 3:55 PM
1003	percentage of students that engage in post-secondary education (not just college--we have other jobs that need educated folks) within 3 years after high school	Nov 18, 2011 3:52 PM
1004	Longitudinal tracking of students progress with accountability based upon annual growth for students with adequate attendance.	Nov 18, 2011 3:48 PM
1005	Measuring schools against 1 year's average RIT growth - which holds schools accountable for each and every student instead of focusing on those near the arbitrary standard line.	Nov 18, 2011 3:21 PM
1006	Proficiency based assessments	Nov 18, 2011 3:11 PM
1007	Adequate secure funding for all mandated education requirements, goals, standard achievement requirements, and accountability systems prior to the requirement's implementation.	Nov 18, 2011 3:04 PM
1008	Stopping "Social Promotion" as the qualifier to move on to the next grade, instead using proficiency as the determining factor	Nov 18, 2011 3:03 PM
1009	If the above list represents the best we are able to do with respect to measures of achievement, then I am afraid we will continue to develop large sets of informational data, but not useful data. None of the measures above tell school leaders what they may need to do differently. Give useful data measures: INPUTS, not outputs. I suggest you study school offerings, then decide which measurements can describe the education students are RECEIVING - then we can use the important output data to see the education students are receiving is impacting their OUTPUTS.	Nov 18, 2011 3:00 PM
1010	An effective graduation measure is one that measures the impact of the program on student, i.e. 9-12. How can a school be measured on program effectiveness (graduation) for students whom have only attended for a portion of the program (mobility)	Nov 18, 2011 3:00 PM
1011	We need short assessments in Reading, Math and Writing that teachers can use	Nov 18, 2011 2:48 PM

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regularly (Weekly-BiWeekly) to check for understanding. It needs to be on the computer and the results need to be immediate. Similar to programs like EasyCBM. It needs to be free and user friendly!

1012	Adequate state funding to support these measures	Nov 18, 2011 2:42 PM
1013	Sureys of students / parents going directly into the job market, were they prepared for the next step	Nov 18, 2011 2:38 PM
1014	Will Oregon be utilizing one of the two assessment cadres currently designing CCS assessment? Your questions above refer to "state" assessments. If they're anything like our current ones, that's returning to dark ages. The CCS's do not fully reflect 21st Century literacies and fluencies. So, we're back to content specific instruction and that's NOT what our students need to be survivors, thrivers and leaders.	Nov 18, 2011 2:34 PM
1015	Ongoing curriculum based measures OUTSIDE of the statewide assessment system.	Nov 18, 2011 2:33 PM
1016	student's academic growth measured by MAP tests	Nov 18, 2011 2:33 PM
1017	Science and social science How do we publish and allow for work samples of essential skills attainment to be publicized in a clear manner?	Nov 18, 2011 2:30 PM
1018	Less standard testing more demonstration of skill and acquiring knowledge.	Nov 18, 2011 2:28 PM
1019	Measures of progress of native literacy, please! If students are receiving bilingual education they should receive feedback on their progress and it should carry equal weight as English.	Nov 18, 2011 2:16 PM
1020	Formative assessment data including 'effect' and 'cause' data. We currently do not capture the impact of the adult in the system adequately.	Nov 18, 2011 2:15 PM
1021	I support moving to a growth standard. It is reasonable to expect achievement but we need a shared responsibility with parents. I would also support a waiver for attendance punitive measures if it can be shown by the district and building staff that individual intervention plans have been implemented. We can't force kids to go to school. This could change if there was some true accountability and alternatives from the court system.	Nov 18, 2011 2:11 PM
1022	Participation in one or more extra curricular activities.	Nov 18, 2011 2:07 PM
1023	Student and parent satisfaction survey results. Percent of students with 3 or more office referrals. Improvements made in district audit recommendations.	Nov 18, 2011 12:03 PM
1024	student involvement in music, art, sports; district offering of same.	Nov 18, 2011 10:57 AM
1025	not all students are going to collage we need more opertunty for kids in that area	Nov 18, 2011 10:00 AM
1026	How many students go on to trade schools after high school	Nov 18, 2011 9:20 AM
1027	There should be less dependance on Fed and State control and more	Nov 18, 2011 7:46 AM

**Q1. MEASURING STUDENT ACHIEVEMENT: What measures of student success should be the basis for Oregon's school and district accountability system?
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responsibility returned to local school boards and elected officials.

1028	Funding of Public Education	Nov 18, 2011 5:53 AM
1029	We should assess the non-core subjects, give a value to the arts, foreign language, trade skills etc. We measure what we find important, and since we don't measure these subject areas, they get left out as unimportant. In education, as in life, it all matters and it should all count.	Nov 17, 2011 11:06 PM
1030	I would especially like to see individual student growth tracked in a statewide database, with reports that can be organized by classroom, school and district.	Nov 17, 2011 9:16 PM
1031	All Day Kindergarten - but with appropriate funding. NO MORE UNFUNDED MANDATES!	Nov 17, 2011 7:52 PM
1032	There should be alternative schols available for those sudents who are unable to complete regular hisgh school diplomas trade schools	Nov 17, 2011 6:03 PM
1033	Reevaluate assessments for students with disabilities. Is there a better way to track improvement?	Nov 17, 2011 4:34 PM
1034	Revise or eliminate the traditional K-12 system of yearly progress from one grade to the next. Replace it with benchmarks in individual areas that must be met before moving to the next level in core subjects. For instance: a student might be in level 1 reading and in level 5 math. As soon as the benchmark for each level is met, the student moves to the next. This, of course, would necessitate a re-thinking of how schools are physically organized, as well as the inherent problems with teachers and teaching.	Nov 17, 2011 3:06 PM
1035	well rounded education, not taught to take state tests, creativity is important, confining students to subjects tested by the state is asinine	Nov 17, 2011 2:44 PM
1036	Providing opportunities for students outside the basic academics to engage and keep kids in school.	Nov 17, 2011 2:32 PM
1037	As for the attendance at schools, until there is some support of penalty for not getting your kid to school, then parental support is limited.	Nov 17, 2011 2:22 PM
1038	The 2st Century skills centering around agility/adaptability; imagination/creativity, and enterpeneurialism, all of which need to be assessed at the local level and in conjunction with the individual students.	Nov 17, 2011 2:20 PM
1039	Way of rating our special ed students growth, but not with same standard.	Nov 17, 2011 2:13 PM
1040	Assessments of creativity in language arts, fine arts, science, and math	Nov 17, 2011 1:56 PM
1041	If you use standardized tests, only use those that have been measured for along enough time to be valid measures. Provide individual test adjusted for IQ and Disabilities.	Nov 17, 2011 1:45 PM
1042	We need to identify deficiencies as early as possible. There is no shame in helping a student with a second does of k-2 if needed, But identify and do it	Nov 17, 2011 1:35 PM

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	early, do not promote unready at this age as we know the children mature at different rates. Also use other interventions most are already in place.	
1043	Stop so much high stakes testing - let, and support, teachers actually teaching. Work to create creative citizens.	Nov 17, 2011 1:20 PM
1044	The ability for students to collect input from peers on areas they see needing improvement in existing programs and how to improve them from a student's standpoint.	Nov 17, 2011 1:12 PM
1045	The ability for students to collect input from peers on areas they see needing improvement in existing programs and how to improve them from a student's standpoint.	Nov 17, 2011 12:52 PM
1046	Quit changing the testing every few years! Pick one or two things, do them well, then build off that. Just quit throwing out the whole system every few years and start over from scratch. That isn't good for anyone, especially the KIDS, that's what we are supposed to be here for.	Nov 17, 2011 12:27 PM
1047	Insure that ALL Oregon students have opportunities to participate in Art, Music, Theater, Foreign Languages, AND have access to Vocational options. Offer more Science (higher level/advanced). Bring back economics, accounting, drivers education and other PRACTICAL application subjects. Provide safe learning environments. Encourage best practices with as many highly qualified teachers available. Be proactive in 21st century learning....weed out ineffective 'teachers' who do not embrace that children today learn differently than students of the past. Continue to support after school programs such as sports and clubs. Assist schools who do not currently provide these activities. Encourage students to mentor each other and those students in lower grades. Support and offer diversity training. Encourage community involvement and volunteerism. Involve parents and community members in any and all school related issues. Schools truly are Community Centers! Thank you!	Nov 17, 2011 12:24 PM
1048	develop assessments of these essential skills: curiosity, imagination, creativity, adaptability	Nov 17, 2011 12:17 PM
1049	FUNDING	Nov 17, 2011 11:59 AM
1050	Ability to cooperate with others in problem solving processes	Nov 17, 2011 11:43 AM
1051	Because each high school determines how well their students do and what it takes to graduate we really don't know how one high school compares with another. A real test would be to objectively evaluate how the graduates do after their first and second year following their high school graduation. We shouldn't be afraid of the answers we find in doing this evaluation.	Nov 17, 2011 11:38 AM
1052	Teachers should be much more involved in evaluating a child's progress and achievements	Nov 17, 2011 11:33 AM

Q2. COMMENTS?

1	Unless you compare apples to apples these survey's are useless. Students from lower socio-economic household, foster care, parents incarcerated, drug users, etc will have lower scores typically because they do not have the foundation and support, as those from two parent supportive households. In addition, if students are not held back in 8th grade and allowed to pass onto high school without meeting some kind of bench mark standard, how can you hold high school accountable for trying to brings students up to graduation speed, when they are passed on with out the basic skills needed to pass all of these tests? Lastly, students that have alternative diplomas SHOULD be counted as a graduated student. The premise that we offer differentiated education should also apply to graduation diplomas and student should not be labeled a drop out because they took an alternative path to graduate.	Dec 14, 2011 8:27 AM
2	We need to measure continued success for high achieving students; and not just low achieving students. There is no point in measuring how the bottom rises if you don't also account for the middle and higher ends rising.	Dec 13, 2011 3:09 PM
3	Have open forums with each and every school in Oregon and ask the teachers what would be a good basis for Oregon and districts accountability system.	Dec 9, 2011 7:41 PM
4	Adequatenand stable funding for schools, not testing and proficiencies,,,Support kids	Dec 9, 2011 1:52 PM
5	NCLB criteria for failing needs to be coorelated to those specific areas. i.e. a school with SPED programs that don't meet, should not affect Regular Ed student at that school.	Dec 9, 2011 1:16 PM
6	A statewide curriculum should be developed and the students & teachers tested for proficiency each year.	Dec 8, 2011 3:41 PM
7	1. ACT/SAT scores vary based on participation levels. They are an indicator but, unless participation rates are very high, not especially helpful. 2. Probably more important than tracking college enrollees is tracking how many students transition to a credible post-high school training/schooling program or are working an ongoing educational/vocational plan. 3.Fund the educational enterprise at a level where students can be well served.	Dec 8, 2011 12:28 PM
8	Social studies assessments should also be included! Including measures of students who EXCEED benchmarks.	Dec 8, 2011 7:51 AM
9	Age based milestones are wrong. Standardized testing is largely a waste of money. The concept of a standard "diploma" is outdated. Pure Math should be an elective. Useful math should be taught in the context of the classes that it is used in, not a separate subject. If you are going to require math, broaden it to "logic" and let programming count. If you are going to require English, broaden it to communication and let art and music (and programming) count. Required, graded homework should be illegal because it penalizes children from poorer households or homes with parents with low education levels.Homework should be optional and available upon parent's request, not mandated by the school system. Children need to the freedom to develop their own interests, including sports and music, family and friendships. Children are not widgets and schools are not factories.	Dec 7, 2011 10:56 PM

Q2. COMMENTS?

10	What ever is measured should not require a lot of testing. Need to avoid teaching to just to fulfill standards but not really helping the student.	Dec 7, 2011 9:10 PM
11	Students should be allowed to "lack" proficiency in ONE area (english, math, science, S.S.) while demonstrating proficiency in three areas (we all have strengths and weaknesses, so allow for that with test results.	Dec 7, 2011 7:03 PM
12	I worry that we need a longer Kindergarten day to instruct the children appropriately. They need to learn in a rich literate environment where the teacher has time to read vocabulary rich stories of the highest quality daily. The children need to have time to read books independently as well as during direct instruction time. They need to write daily and have access to writing notes, cards, letters, and in their imaginary play time. Children learn so much in their younger years so that I want to take that natural motivation and feed it as much as we can to keep students highly motivated and productive learners. I see kids getting turned off as they get older and we need to bottle what our young learners have and keep it going all through school for so many more of our students than we do.	Dec 7, 2011 4:54 PM
13	1) Setting high expectations for our children is important but I believe that our current system of assessments has children memorizing rather than learning. I would like to see teachers be given more control over the assessment of their students as they are the ones who best know what each child is capable of. 2) Students who are socially and academically mature enough to participate in a college setting should be encouraged to take advantage of programs through the local community college. This keeps them interested, engaged, and provides them a measure of independence that many students in their late-teen years are seeking.	Dec 7, 2011 2:38 PM
14	All of these are important to do, but by themselves will not improve Oregon's educational system. The most important thing to do is to reduce class sizes by a significant amount. My wife's 2nd grade class has 30 students in it -- 8 ESL, 4 with severe ADHD / impulse control issues, one with severe autism and 6 highly gifted. How can anyone give students the attention that they need (and deserve) under these conditions? Simply adding more testing requirements, without any time to do the tests, will only hurt, not help.	Dec 7, 2011 1:41 PM
15	Another standardized test, top down system will squelch whatever creativity, innovation, and joy in learning our children have, and that our teachers can nurture	Dec 7, 2011 10:54 AM
16	SEe final comment below- I don't think we as parents are the best to judge the appropriate benchmarks as most parents are not well versed in the relevant studies.	Dec 6, 2011 11:09 PM
17	Assessment is such a difficult task. We don't have wonderful measures and I don't know if anyone does. In these economic times with minimal thinking time for teachers and overcrowded classes the types of assessments that should be done are too time consuming and not feasible. There are only so many hours in a day- I teach so students gain knowledge, without knowledge there is nothing to assess.	Dec 6, 2011 8:14 PM
18	I'm troubled by the phrase "accountability system." Does the survey assume that	Dec 6, 2011 4:46 PM

Q2. COMMENTS?

schools need to be in some way "accountable" for certain results? I can't think of a profession other than teaching which has more emphasis placed on accountability and results, and that has less control over those results. You can't make teachers "accountable" for what they can't control! For this reason I think the only measure of accountability lies with the students themselves. Are they growing academically? It's really up to them, as they are aided by their teachers and parents. I'm worried that NCLB and other toxins have poisoned the waters of education, so that we're not even thinking of the right measures anymore.

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|----|--|----------------------|
| 19 | The survey questions and the limited answer possibilities are going to give terrible feedback. Does attendance matter? Of course it does. But, should a school be judged on student attendance rates? Absolutely not. Family and peer groups have more impact on that decision than anything else. Similar is the question about AP/IB and college credit. Some schools will churn our massive numbers of students in those classes (they are often schools in very affluent districts); other schools can't possibly compete in that realm. | Dec 6, 2011 4:11 PM |
| 20 | I have been a teacher for 14 years but been in business for over 30 years. I find us moving to college and university futures as the only way to move from high school to life. Yet some of the most successful business friends I have known, were voted the least likely to succeed after high school by their classmates. Why can't we help this kind of student to succeed also. they are brilliant people but not motivated by the curriculum in high school....they want to do things to achieve. I also believe that this would give our students more relevancy if they can relate to what they learn by applying it to real life situations in respect to future jobs. | Dec 6, 2011 3:42 PM |
| 21 | Attendance and graduation rates are important, but need to include accountability from parents, too. Graduation rates need accurate measurements that account for high mobility rates. | Dec 6, 2011 1:58 PM |
| 22 | Free our system from standardized testing and focus on educating students to think strategically on all levels! | Dec 6, 2011 11:48 AM |
| 23 | While standardized testing gives us some feed back as to how much students have learned in terms of basic skills it's not a good indicator of the most important things students learn in school such as thinking skills, problem solving, work ethic, and the ability to fit into society as a good citizen. | Dec 6, 2011 9:13 AM |
| 24 | There seems to be a high level of criticism placed on teachers as the sole factor of student achievement. What about measuring success based on individual student ability and achievement? What about holding parents more accountable for getting their children to school safe and ready to learn? What about giving parents who are struggling with daily life more support so their child(ren) doesn't fall through the cracks. Teachers can do only so much. A lot is based on how the child comes to school in the first place. We also need alternative measures for students with disabilities that should be much, much, MUCH more individualized than just test scores. | Dec 6, 2011 7:18 AM |
| 25 | I believe that schools should be teaching "real life" skills AS they teach the core subjects. In the "real world" people still find themselves lacking concrete answers to their questions at times. It's crucial that they are able to seek out answers on their own, or collaborate with others, to find solutions. These skills | Dec 5, 2011 9:30 PM |

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are sometimes more important than being able to select an answer on a multiple-choice test. Several schools in Oregon, such as Springville K-8 in the Beaverton School District, have a school-wide focus on this content. It's changing the way students view learning.

26	this part of the survey was too vague on too many items	Dec 5, 2011 8:05 PM
27	Assessments need to be quick. Teachers have too much to do and teach. Testing time take away from their main job. If the test takes up much time, don't give it! Currently we are giving the math and literacy state test 3 times each year. Once testing starts, nothing else gets done. How about 1 x only.	Dec 5, 2011 5:21 PM
28	The magnet, charter, and program variety to appeal to the diversity of learners we serve at the elementary and high schools does not exist at the middle school level.	Dec 5, 2011 3:54 PM
29	As a college professor I can attest to the dire need for communications skills and critical thinking. STEM is certainly important but if you can't talk and write and think, we're missing the focus. I'm not a huge believer in standardized testing if you have a school system with accountability that you trust. That being said, if standardized tests are to be used, then the administration of them should be standardized as well. The school district my kids attend gives the state tests before the material is even taught and then gives it at least a couple more times throughout the Spring. That certainly can improve the stats but it has a negative impact on the child's confidence. A "true" test of what they have learned should be given at the end of the year when the material covered on the test has been taught.	Dec 5, 2011 12:32 PM
30	State wide tests are crushing the education of young minds. Teacher judgement should be the only assessment. There should be far less pressure in 1st grade. As a parent, I would prefer problem-solving, critical thinking and social skills for the younger grades--- FAR more important than making sure they are reading at 6 or 7 years old.	Dec 5, 2011 12:04 PM
31	Please do not forget gifted and high-achieving students in any accountability system that is created. These students have the same right to equal treatment and to access to education as all other students, yet they have been left behind in the No Child Left Behind era. We can't afford to lose our high achieving students!	Dec 5, 2011 10:24 AM
32	see above	Dec 5, 2011 10:03 AM
33	We are far too focused on creating measures that ensure bureaucracy perpetuates itself rather than truly coaching and instructing students to excel.	Dec 5, 2011 10:02 AM
34	I'm sure we all agree that our graduation rates are appalling and unacceptable. It might be just an issue of semantics, but I'm troubled with "outcome-focused investment model" ; I think the focus should be on identifying - and investing in - effective teaching processes, because the outcomes will take care of themselves if you have an effective process. Using a basketball analogy, it's like a coach saying, let's invest in how we're going to celebrate our wins. Doesn't make sense. He invests in having the players practice the skills needed to achieve those wins. I acknowledge that I might be nit-picking, but words matter. It is	Dec 5, 2011 9:58 AM

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frustrating for me that we're having so much trouble with education. We all know there are teachers that are effective. Let's reward them and pay them to share that knowledge with other teachers. I imagine some kind of paid mentoring/coaching program where the most effective teachers can share what they know. We also know there are programs all over the country that are working. We don't have to reinvent the wheel. Let's learn what works and tweak it where it needs to be tweaked. I am encouraged to see the question about critical thinking and problem-solving and habits of effective learners. It's those practical, foundational skills that translate to successful human beings. I feel like the emphasis should be on teaching students how to learn (as opposed to what to learn). Here are some ideas I'd like to throw out there as well: 1. A website that teacher's and administrators can access to share ideas about what works. 2. Encourage staff to take advantage of the Khan Academy to help students who are struggling. 3. Enlisting, and partnering with all the tech, apparel design, and creative services industries in Portland. P.S. I'll leave what I've written above, but I did just notice some of the points I'm making and am most concerned about are being discussed in the section below.

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| 35 | Some categories such as attendance can not be controlled by the school. Other standards such as whether a kid goes to college, or whether a student receives a modified diploma may be the best situation for the child. Children with learning disabilities can not necessarily be held to the same standard as someone without. Many of our learning disabled students are learning at a great pace and their effort and improvement are not recognized by the state. We can never compete with other countries if we have the state testing measured by testing every student including our students with severe learning disabilities. | Dec 5, 2011 8:39 AM |
| 36 | I think that students' success needs to be measured on an individual basis. I am very concerned that gifted and students with the potential for high achievement are not challenged and taught at their level, nor is their achievement tested in a meaningful way. With No Child Left Behind the focus has been on bringing the lower-achieving students up to a functional level, and those who have the ability to excel are often "left behind". These are the students who have the potential to be our future leaders, inventors, authors, etc.; and it is a terrible mistake to help them to reach their potential. They deserve to be taught at level and rate appropriate to them just as much as students who struggle at lower levels. | Dec 5, 2011 8:30 AM |
| 37 | The first survey question: first grade testing is not as important as second and third grade testing of children, many children are not prepared for first grade but after their first year have begun to brush away the cobwebs and surprise of learning how to work in a large group so that testing in 2nd and third gives us a better index of how / and what the child has understood | Dec 5, 2011 7:21 AM |
| 38 | Show the progress of TAG students year over year. | Dec 5, 2011 7:14 AM |
| 39 | The only way to achieve 100 per cent "achievement" as called for in the NCLB plot is to adopt standards that are far lower than mediocre. Do so at once. Then work diligently to do the right things: providing state-wide pre-K education at or above the level of the already-existing pre-K Montessori school programs; reducing class sizes; putting into effect the Quality Education Model; providing actually adequate and stable funding for the entire pre-K through 12 system. | Dec 4, 2011 10:09 PM |
| 40 | If you have yet to read Diane Ravitch's book, The Death and Life of the Great | Dec 4, 2011 9:13 PM |

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American School System, please do so. It has many of the questions we should be asking. What we should do about our current situation will require a great deal of consideration and some some paradigm shifts.

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| 41 | The problem with assessment is that we have to decide what success means. For one student it may mean straight A's owing thousands of dollars in college debt before getting to the business world and settle for a job not even related to their field of study. For another student, it may be barely graduating high school, getting a job and becoming a successful manager of a small business before the other student even finishes college. Yes typically a college graduate makes more money than a person without. So I guess making money is the measure by which we consider former students successful. | Dec 4, 2011 8:57 PM |
| 42 | More access to advanced courses for students -at ALL levels- who are interested and ready to take them. Less inclusion for special needs students who are not benefiting from it, OR, much more support and fewer students, which will make inclusion more realistic and beneficial. | Dec 4, 2011 8:46 PM |
| 43 | I am currently a 20 year veteran of special education and currently been put on a Plan of Assistance, October 2011. In all my years of teaching have I never come across a principal that feels that I cannot do my job and says I cannot do my job and needs to do it for me. This principal has created public display of attention to me that were negative situations in front of my peers, (I feel that I am bullied and harrassed). A year ago the School Board came to shake my hand and thank me, because the special ed. population at the school I work at was above the state average and made adauquate yearly progress, now a year later I am on a Plan of Assistance ,(received Outstanding School for special ed. with closing the gap the following year). Why and/or how can Administration do this to outstanding teachers, (principals)? | Dec 4, 2011 8:06 PM |
| 44 | The education policies structured around NCLB have become so intensely focused on the very narrow parameters of assessment tests *ONLY* as it pertains to the lower % of students failing to achieve benchmarks. Bringing up the underachievers is important, but at the same time we are abandoning our education for those students who are at, and especially those who are *above* benchmarks. These students are being left behind by public education in greater numbers than the students that everyone is worried about. Retaining those students and families within the public education system play a role into the achievements of their classmates. Competition, cooperation, and exposure of students to one another is what encourages learning, fosters improvement, and creates a better learning environment for everyone. Our school in PPS is seeing a flight of bright students and active, engaged parents because they feel abandoned by district policies with no apparent interest in furthering the goals of students who are at or above benchmarks - those kids might as well spend all day in study hall for all the attention they receive. That said, every school, every population is different. Applying uniform rigid goals across every school is politically easy, but does not necessarily address the specific needs of the student body in one community over another. | Dec 4, 2011 7:53 PM |
| 45 | I don't think it's right or fair to assess districts/schools on attendance rates because that is up to the parent. Yes, attendance makes a big difference in success rates, but it's not the educator's or school's job to get the children up and to school. I think all of this has gotten way out of hand...parents need to be | Dec 4, 2011 7:04 PM |

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held responsible for helping their children as well. Also, not every student is college bound nor should they be. We need to educate everyone, not just those who are planning to attend college. We need a wider liberal arts curriculum that educates the whole child, not just rote memorization. Their brains are not developed for the trials we are required to put them through in the classroom. A little research on "brain-based" research already completed would go a long way in helping legislators to understand that children are not all ready at the same age to learn. I feel we are forcing them into a mold of sameness that they cannot possibly all attain. High school students are quitting school because the education doesn't make sense to them....they often don't plan to attend college and we no longer offer the skills for labor jobs -- like mechanics, woodshop, forestry, etc...they see no reason to continue through high school...we aren't helping them prepare for any jobs besides college so we are losing a large population of students who are hopeless and defeated at the age of 15. the people in charge are so narrowly focused and we have lost our way. even though we are a very small district -- 20 and 30 years ago we were getting it right by preparing every student with life skills, including skills to attend college for those who want and can afford it. We also trained homemakers, mechanics, loggers, among others to enter the workforce right after high school with advanced skills. Now, all they get is reading, writing and math -- no communications, personal finance, or other interesting extracurricular courses that makes for a rounded person. all our finances go toward passing the tests...all kids learn from early on is that they have to "pass the test" to graduate...most of them will never make it to college -- we are 85% poverty level..and they still won't have the skills to balance a checkbook and make good financial decisions that will affect this state and nation. I strongly believe we have lost our way by not looking at the big picture. If we become only a nation of college graduates then we don't have anyone to fix our cars, etc...I think this is so sad where education has been going the past 10-15 years. I'm glad my kids are graduated and still got to enjoy elementary school for the broad and rich experiences their teachers were "allowed" to give them - -unlike what I am allowed to give to my students.

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I was forced to pull my son out of public school as his needs were not being met. We home-schooled for three years during middle school-6th-8th grade and then again in 9th grade. He then decided to try high school in 10th grade and went part-time. This year he went to school full-time as an 11th grader and has felt that he has learned almost nothing the past three months. He has asked to home-school for the remainder of his time in high school. When he returned to our district, he scored very high on the state tests only because of what we did at home. He is a gifted student who has never been inspired or found school meaningful. He has been forced to continually go over material he already knows and wait for the rest of the class to catch up. He has once again asked to home-school as an 11th grader because he is not learning anything. Our teachers do not understand how to work with children like my son. They don't understand what differentiated instruction is, doing assessments to determine skill levels, interests, etc. to address a students rate and level of learning. He finds school a waste of time. We need to address the needs of these students who have been left behind for years. That means track their progress and whether they are continuing to advance. Our older son who was also gifted, but chose to stay in our district, never made any gains during the 4 years in high school. He also felt like most of high school was a waste of time. We need to train teachers, principals and superintendents how to meet these students needs. When you

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increase the expectations, it brings up everyone. When you use creative and gifted curriculum, it is motivating for all students. I've been advocating for high-achieving and gifted students for the past 10 years, and I've seen very little change. There is no accountability for these children who already exceed the low standards, but are not making the kind of gains they are capable of. My son learned to hate school and learning and why he wants to remove himself from this stifling and uninspiring environment. Please do something to address the needs of these kids who are our future innovators, leaders and creative minds. They are at risk of dropping out of school, getting into drugs and getting little from their education. A mind is a terrible thing to waste. It has to start with educating superintendents and down the the line. Absolutely no accountability....It's like talking to a stone wall after 10 years of advocacy....

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| 47 | College-going is not the best outcome for every student, and college preparation is not the only appropriate goal of K-12 education. High school graduates should also be prepared to participate as citizens (vote, serve on juries, understand how government works and what taxes are for), begin a working life, and understand postsecondary options including college, career/technical education, and military or alternative (i.e. volunteer) service. They're legally able to sign contracts and borrow money -- they should have some idea of what these things will mean over time. Also: every student's progress is important. Even students who are reading 4 years ahead of grade level need to make progress! When only the lowest-scoring students' growth is assessed and rewarded, there's no incentive for teachers or principals to create opportunities for higher-scoring students to learn and grow. | Dec 4, 2011 6:05 PM |
| 48 | As a university professor I have been disappointed by the failure of Oregon public education to meet the distinctive needs of so-called TAG children - the presumption that they will succeed regardless is simply false. | Dec 4, 2011 4:45 PM |
| 49 | assessing students ability can only be done when all the components of that childs life are ordered and supportive. A child who comes to school without knowing the basics - color, abc's, counting to 10, etc. are unlikely to have the home support to do the required homework or follow-through needed for substantial growth. While schools have the tools and time to present material to students, there also has to be some accountability from the parents. In addition, the more students that are packed into our classrooms spreads a teachers one-to-one time even thinner. Some classrooms have so many students that it is impossible for students to move around and explore. Teachers are experiencing burnout at a high rate due to the increased demands on their time and decreased pay for work that is most times completed on the weekends and after school hours. Not exactly the best profession to have required a masters degree to obtain. | Dec 4, 2011 3:55 PM |
| 50 | The issue of students success is also effected by the ability to use what they learn in the class and work on the subject at home. | Dec 4, 2011 2:42 PM |
| 51 | Do we really need to spend so much on tests? DMV has a testing system. Does that really make us all safe on the road? I wish we could be investing in changing the culture of learning away from a ware house factory -like vision to that of a Renaissance vision. I like the move to streamline the Ed system. I believe in PLC but feel like I am pulled in so many different directions -so many rules and meetings, I do not get to plan as well as I would like. Yet, what could be more | Dec 4, 2011 1:03 PM |

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important? Often, I feel there is a force working to ensure our kids are not learning. thank you for your focused attention to strengthen our schools.

52	There are many variables that effect the way students are assessed and our students are being assessed too much.	Dec 4, 2011 12:38 PM
53	Why do we persist in testing students to death? Data (recent Ed Leadership) indicate some academically higher achieving countries don't do so!	Dec 4, 2011 9:36 AM
54	The emphasis needs to change in testing. When are we going to have a test that measures improvement from one year to another instead of some random "benchmark" that a student should be able to meet? Right when the student finally reaches it, it gets changed and the next year the student does not meet it. The Oaks test has questions on it that are pilot test questions. Those should be marked "Pilot Questions." The test is difficult enough for Title One/ELL students without having to perseverate over a question that has no real answer. Pleas make changes!!! It is burning out families, teachers and students to continually try to meet a benchmark that is unrealistic. Show the students and teachers the improvement the child has had and give them credit for that! Quit comparing us to Finland and China. We are a melting pot and last time I checked, Finland was made up of Finnish people and China is predominantly Chinese.	Dec 3, 2011 6:21 AM
55	To measure educational success with student acheivement tests means imposing a hurdle, not a goal. Education should be about learning how to be a successful, productive, creative, knowledgeable and thinking citizen; not to be just a test-passer.	Dec 2, 2011 10:07 PM
56	I rated the ACT and SAT scores low because they are not an accurate portrayal of intelligence at all. Anyone, with the proper training and practice, can score a good score on these tests. These three hour tests are so highly valued among high schools and colleges, but they do not measure long term success or college success.	Dec 2, 2011 9:14 PM
57	First grade literacy sometimes depends on family background and variations in individual development. Third-grade literacy is probably a better measure of the effectiveness of early literacy training.	Dec 2, 2011 8:56 PM
58	Standardized tests can tell you something about student progress, especially if they are good tests (open-ended questions where students have to explain, NOT MULTIPLE CHOICE). I worry that these tests miss many other important factors about what it takes for a student to succeed in life. How prepared are they for the next step? their next job? college? etc? This will probably not show up on a standardized test.	Dec 2, 2011 8:33 PM
59	The time and money spent to get standardized testing to be worthwhile and accurate is ridiculous. And then to require schools to have and maintain functioning computer labs when the money could be allocated for more basic needs. You should tour some of the labs in PPS or volunteer to set up the testing schedule for a school to get an idea of how much time is spent OUT of the classroom.	Dec 2, 2011 8:12 PM
60	What about students who are not academically inclined but are equally as intelligent? There needs to be more apprenticeship programs available for	Dec 2, 2011 5:28 PM

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students. Programs that students have access to acquire skills that prepare them for the workforce prior to getting to high school.

61	1) ESL exit rates are important only if they signify English mastery, not just because students are removed from the program because "their time is up." 2) Individual student progress is critical and ideally can be tracked across schools. A student who has failed to meet standards the past 3 years may make more than a year of progress but still fail to meet current grade level standards. Similarly, a student who is 2-3 grade levels ahead may receive no appropriate instruction but still meet grade level standards. 3) 4 yr college graduation rates (or vocational program graduation rates) are important because college-going rates don't take into account remediation or failure to complete a degree. Perhaps "% of students who require remediation in college" would be a useful metric.	Dec 2, 2011 5:25 PM
62	Some students simply don't take tests well, for a variety of reasons.	Dec 2, 2011 5:10 PM
63	I am unsure about most of the questions in this section. I believe that looking at student growth is the most important factor because it addresses where students begin and how far they have grown. Student success depends on far more than teacher competence. Basic needs must be met first. Children first need strong, healthy families, and families need education and support before their children ever begin school.	Dec 2, 2011 3:54 PM
64	High school graduation rates are dismal; more focus, and not just on minorities, needs to be applied; more interesting courses and training of value for those dropping out to get them graduated; with good preparation they would not need more education in math (I am a professional with 2 years college math and never use more than simple algebra), foreign languages, and other subjects for most positions in the work force.	Dec 2, 2011 2:49 PM
65	There are many important factors, such as attendance, but that we have less control over. We have control over student learning from point A to point B, and if we can measure that correctly, that should be the basis of our accountability.	Dec 2, 2011 2:37 PM
66	A school should not fail because their special needs population does not meet standards. Special needs students should be considered as actually having special needs. They should be allowed extra time to graduate and not have to pass standards if their IQ prevents it.	Dec 2, 2011 1:38 PM
67	This is a poorly designed survey	Dec 2, 2011 1:30 PM
68	Let's focus on the whole child/student as opposed to scores. Scores do not give you an accurate assessment of what students are doing. Some of the standardized testing is biased and has information in it that students have not experienced the material in order for them to be successful on the exam. Look at the word "xerox" in one of the tests....ESL students would have no idea what that word means.	Dec 2, 2011 12:56 PM
69	What you test will be taught so don't focus on only 3 subjects. Give assessments that measure the WHOLE educational experience.	Dec 2, 2011 12:55 PM
70	All of the schools would benefit by teachers and staff being placed by the	Dec 2, 2011 12:46 PM

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consent of both the teacher and the principle at a given school. Staffing cuts should also be done based on the preference of the principle and the needs of the school. All of our schools are suffering from the current hiring/firing practices.

71	It seems that children today have all seen Al Gore's Inconvenient Truth movie several times during their school years, but once they graduate and are out in the real world, they don't know how to balance a checkbook or that it's important to have a savings account for emergencies. I feel a financial literacy class would do them a world of good rather than another screening of An Inconvenient Truth.	Dec 2, 2011 12:00 PM
72	There must be equal career/tech, tutoring, afterschool activities, help, busing for ALL in EVERY School for EVERY child with or without money!!!!!!!!!!	Dec 2, 2011 11:15 AM
73	The system in place now, does little to support children with disabilities and actually makes them seem like a liability by the Gen. Ed. learning community.	Dec 2, 2011 11:11 AM
74	Too much emphasis on standardized testing. "One size fits all" doesn't work for all districts, all students. Assessment should be tailored by the district.	Dec 2, 2011 11:11 AM
75	Any kind of measurement should also take into consideration students who have unique learning styles and needs (e.g. students with special education needs) and these need to be accounted for when looking at overall school performance.	Dec 2, 2011 10:12 AM
76	Test scores have no impact in guiding a teacher's curriculum, therefore, they are pointless. Teachers have assessments already to help guide their curriculum. Why are we wasting all this time and money on these tests? Has no one looked to Finland to see what they're doing to get such amazing results? They don't have ANY standardized tests. What they do have is an EXTREMELY strong education program for educators. They are paid well, are unionized, and it is looked at as a very respectable career, similar to doctors. We need to get the best and brightest and we need to do a good job teaching them how to teach. If we keep holding teachers accountable for things that they don't know how to do, then more and more potentially good teachers are going to continue to either quit, or just not even consider teaching as a possibility.	Dec 2, 2011 10:07 AM
77	The scale provided appears biased. A numerical scale of degree of importance would, I believe, give more accurate feedback.	Dec 2, 2011 9:27 AM
78	I feel standardized tests for students are a waste of valuable classroom time because the ability to answer a multiple choice question does NOT make you a critical thinker. We should start testing the teachers again each year (like we used to) to make sure that they are proficient in the subject(s) they are teaching. 'No child left behind' is a BIG lie designed to take money out of the schools and every school system in the country should be doing all it can to educated the pubic to this fact before the dumbing down of America is irreversible.	Dec 2, 2011 9:26 AM
79	Higher order thinking skills and habits of effective learners would be a GREAT focus for public education.	Dec 2, 2011 8:53 AM
80	I think the opportunity for classroom assessment with teachers' opinions of proficiency is a hugely important factor - many students do poorly on tests due to anxiety, the timing of the test, whether or not they ate breakfast, and a multitude	Dec 2, 2011 8:52 AM

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of other factors. Teachers know their students best and their input should be highly valued as a piece of a student's achievement.

81	When the survey mentions 'alternative measures of HS completion', does it mean to use that information as a positive or a negative? I believe it should be counted toward the positive since some students thrive in alternative settings and with alternative methods of measurement or completion.	Dec 2, 2011 8:51 AM
82	Accountability of schools & districts is an important task. However, care must be taken to identify key components that lead to student success for which educators have direct control and/or influence.	Dec 2, 2011 8:25 AM
83	I think we have over-emphasized standardized tests at the expense of meaningful teaching and learning. I also think we have over-emphasized college at the expense of trade schools, shop classes, etc. We are nearing the time when the baby-boomer skilled tradespeople will retire and we don't have enough trained tradespeople to replace them.	Dec 2, 2011 8:01 AM
84	After working with elementary students for 25 years my experiences have never shown that state wide testing is a reliable source of information on how a district and their students are performing. Many students freeze when it comes to testing and it affects a students ability to perform at their highest level.	Dec 2, 2011 7:43 AM
85	There is currently a shortage of skilled laborers. I think that there should be more vocational school options for students in high school as well as after graduation. This would help alleviate the problem that we see right now with many college graduates with degrees that are not being used.	Dec 2, 2011 7:39 AM
86	RTI has the advantage (or at least the possibility of the advantage) of being early, ongoing, and collaborative. This can help increase accountability for students,staff and parents There needs to be some objective, consistent markers that cannot be be manipulated by schools,	Dec 2, 2011 7:35 AM
87	Please no more check the box because they force us into categories we may not want to be in, but since this is the only way our voice is heard, we feel obligated to fit. Come talk to us.	Dec 2, 2011 7:27 AM
88	Thank you for helping the children in OR.	Dec 2, 2011 7:01 AM
89	Assessment of first grade literacy should be followed by immediate intervention such as "Reading Recovery" if 6 yr old not able to read. Access needs to be provided for alternative options to colleges .(too many graduating with debt and no jobs)MS and HS should provide options for technical education for all students (agriculture, horticulture, architecture, CAD, nutrition, cooking etc). Attendance rates should not be waited so heavily. Trust in teachers needs to be restored.	Dec 2, 2011 4:08 AM
90	Not all students do well with tests. We need to be able to measure learning with other forms of assessment other than standardized tests. Think back to when you were in school. Did you have test anxiety which interfered with how well you performed on high school and college tests? Was it a good measure of what you knew?	Dec 2, 2011 12:15 AM

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91	Factoring special education students and ESL into school's rating, with the state assessments is very unfair for everyone. School staff are not welcoming to these populations, knowing that their scores will drag everyone else down. More important, how many times do these children and their parents have to be reminded of their inadequacies. We should always celebrate their steps forward, no matter how small.	Dec 1, 2011 11:43 PM
92	The devil, of course, is in the details: what will "measurements" look like? And most importantly, WILL THESE MEASUREMENTS BE FUNDED? Or will this be yet ANOTHER unfunded mandate, whereby politicians create more work for overworked educators without adequate time, funding, training, or sustainability, all in the name of telling the voting public that "they care about education".	Dec 1, 2011 10:55 PM
93	It's not right to hold districts, schools, and teachers responsible for matters over which they have little control, like the effects of poverty on the growth and development of children. Corporations and rich individuals need to be held accountable for our present system of economic inequity, which increases poverty and concentrates wealth in the hands of a few.	Dec 1, 2011 10:42 PM
94	Standardized tests scores are not a credible indicator of future success or educational achievement.	Dec 1, 2011 10:37 PM
95	Measuring a student based on their personal progress not against other students. In addition to standardized tests students should have other ways to demonstrate growth and learning. Art, music and PE should be an integral part of the curriculum.	Dec 1, 2011 10:36 PM
96	Assessments of higher-order thinking and learning behaviors should (must) be measured in more innovative ways than one-off, one-day temperature taking with a state test. They should be embedded into the curriculum, into the classroom experience through extended performance-based tasks.	Dec 1, 2011 10:19 PM
97	The last one is the most important unless you are aren't taking a representative survey. Most to all of the measures above are biased indicators of performance when used in a side-by-side comparison. Schools should fashion their own accountability goals. A representative (or two) should visit the site to hear the pitch and witness the school in action. Then, if necessary, a board process could bring the proposal and testimony together for approval. The job of the representative(s) would be to HELP the school put together the best proposal. Teamwork is what gets the best job done.	Dec 1, 2011 10:05 PM
98	would like to have been able to rate from 5 choices, not just 3. Felt some were more imp't than "Less Imp't" but not as much as "very Imp't"	Dec 1, 2011 9:57 PM
99	Valuable assessments are for teaching purposes. What does the child know so that the educator can plan what the next course of action in learning opportunity for the student. Keeping track of a child's attendance in school needs to be for the purpose of an intervention plan if they are not attending regularly. All education should be planned around a student's learning style, rate of learning, level of learning and with high expectations for all. It should be expected that every child entering school will graduate from HS and interventions MUST be in place at the earliest time to make sure that it happens;	Dec 1, 2011 9:48 PM

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100	ESL programs should be limited to one or two years maximum. The quicker the students are able to participate in regular classes, the quicker they will be able to succeed.	Dec 1, 2011 9:29 PM
101	This list of standards does not represent a real rethinking of education to me, more like a narrowing of education to just the 3R's	Dec 1, 2011 9:18 PM
102	Nearly all of these measures are strongly affected by factors outside the schools, such as rates of poverty and cultural norms of communities and it is unfair to punish schools and teachers for these external factors. I would support a different process where schools that appear to be "failing" are given resources and help raise them up to standards, knowing that not all schools will ever succeed due to their community makeup, and despite the best efforts of teachers and administrators.	Dec 1, 2011 9:11 PM
103	Please stop the focus on test scores. It does not give us a glimpse into the whole child. Please fund the arts, foreign language, the trades and alternative programs.	Dec 1, 2011 9:10 PM
104	You must also take into account how many schools a student attends, as well as socio economic status. Without taking that into effect, you are basically buying into a two-or three-tiered strata of achievement.	Dec 1, 2011 8:58 PM
105	As a parent of a first grader attending our local public school and who is part of a team to bring a combined Montessori and Positive Discipline Elementary Charter School to the state of Oregon, I have some ideas. The Montessori Method provides the child with the resouces to think, question, explore, colloborate, for themselves and in small groups - at their own pace under the direction of their classroom guide. Not all children learn and develop at the same rate, the Montessori Method is a proven method of success - there are currently 4 successful public Montessori charters along the I-5 corridor. I would also like to see less incentive based tactics - or PIBS programs in schools.Positive Discipline offers a mutually respectful environment for students and teachers. When implemented drastically reduces the number of suspensions and expulsions (eg the Emmerson Positive Discipline Charter School in Portland). It creates an environment where children and teachers work together to solve problems - it is respectful and empowering. I believe that the school system in Seattle,WA as well as others across the country are emracing these tools - remembering that 'dicipline' means to teach - not to punish - not to reward 'good' behavior. I strongly believe in the proven benefits of a Montessori education and in the Positive Discipline philosophy and would LOVE to see these two nurturing tools be used in our classrooms. I am seeking this through a potential charter application, and am applying to a charter school outside of my district because we believe so strongly in Montessori.	Dec 1, 2011 8:40 PM
106	College Education is too expensive to today's youth to be upwardly mobile, I do not feel college path is a good measure of success, it is more of a social barometer	Dec 1, 2011 8:38 PM
107	Ramblings...Stop all the nonsense of making the children meet the needs of the district and state - you want their 'scores' higher to prove to the state and others we are doing a great job...fund lower class sizes and you will see remarkable and genuinely positive improvement in all areas - social emotional, academic,	Dec 1, 2011 8:33 PM

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physical etc...teachers don't need any more to do, we don't need huge changes in curriculum and we don't need people judging what they don't know...I truly believe thos at the state level need to take a leave of absence and TEACH for an entire year...You must know what it feels like and what it means to teach in this day and age...fund for lower class size, PE teachers, art teachers, nurses, full time secretaries, support for the principal, counselors, librarians...this isn't rocket science, it is plain common sense...

108	This is a horribly written survey! For example, I have no idea what "rates at which student exit English as a Second Language (ESL) programs" means. The rate needs to be quantified. I want students to get through the ESL programs in fewer than 3 months. We spend way too much money these programs! Not every student is a scholar, nor should he/she be. We place far too much emphasis on getting every child educated to a high level and it doesn't make sense. We need forklift operators, cement masons, bricklayers, and carpenters. Those occupations don't need college educated people. It's a waste of money and a drain on society.	Dec 1, 2011 8:19 PM
109	The list above is highly un- imaginative. It reflects much of what the current assessment system is capturing. Data needs to be actionable- the data points you determine need to empower teachers to make real time responsive decisions about how to better support their students the next day and the next week- not only the next year. The only real benefit I have seen from the current testing regime is that it has made the achievement gap clear and objective. The next generation of assessments needs to not only measure the gap but help actually close the gap. The measures need to help identify what to change in the instructional practices tomorrow to lead better learning experiences for students immediately.	Dec 1, 2011 8:01 PM
110	Measures of 1st grade literacy important as baseline to gauge subsequent student growth as opposed to arbitrary standards for all	Dec 1, 2011 7:33 PM
111	Students are being tested to death. High-level thinking is being sacrificed to test-taking skills. Whatever measures are used to measure schools should 1) be of minimal impact on classroom time (no more 3 times a year state tests in 2-4 subjects), 2) take into account that factors outside the classroom (poverty, literacy at home) have an impact on test-scores. 3) be sure not to punish schools and teachers for serving populations most in need.	Dec 1, 2011 7:32 PM
112	The current OEIB plan is all about collecting and evaluating more data. We need less data. We need more time to teach, collaborate, and plan. Formative assessments are key in helping our students grow. We can design our own that works for our own students with their unique needs. We do not need a one-size fits all approach. While literacy is important, I as a former media specialist see the important of providing certified librarians in every school to teach collaboratively, promote literacy appreciation, and develop a student's information literacy skills. Research shows that simply being read to from the start make a huge difference in a child's success in school. Students HATE the data piece. They HATE being measured and analyzed on tests all the time. Computer tests take away from our ability to teach with technology in an integrated way. I think you need to trust your teachers to assess their students. Again, look at the Finland model, and look at what works for children of poverty. I also think kids should be a partner in helping decide their goals in learning.	Dec 1, 2011 7:15 PM

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The other problem with state tests is that it narrows the curriculum for children who don't meet. They lose out on electives and classes that help keep them well rounded. I see it happen all the time. Students like hands on projects, drama, and technology use.

113 Using benchmarks, especially for lower grade kids doesn't take into account their stage of development. Yes, we need to worry about those kids that are not anywhere near benchmark but those that are off by not much might just not be as mature or developed as their peers. Not all kids fit into the box benchmarks put them in. Dec 1, 2011 6:54 PM

114 I teach middle school (reading and ESL). Writing assessment should be moved to 8th grade so middle schools can see how well they prepared their kids over the previous year(s). A lot of our ESL kids also have learning disabilities which means that they might end up staying in ELD for a long time because it takes so long for them to get it. Therefore, school ELD exit rates might be overvalued by the system right now. Rates of college attendance shouldn't be used to judge a school because there are many kids who are not college ready. I would like to see HS fund more vocational stuff for kids that aren't college material. However, HS graduation rates are important. Attendance rates are a bad measure of a school because low SES kids have higher absent rates. It becomes a proxy for wealth. Most important is reading, math, writing assessments (OAKS) and district HS graduation rates. Standardized assessments should be pegged to individual student growth since low SES kids start out lower (and sometimes end lower). An FYI, I have migrant students whose parents dropped out of school in Mexico in the 4th grade. These kids are often amazingly smart, but the only academic "food" they get is from us at school. We work so hard to help them catch up so they can go to college if they want. There's a real morale problem with teachers right now because we feel like we do A LOT with our economically marginalized and minority students but we are constantly penalized because we haven't done ENOUGH. A kid might go up on his OAKS reading by 20 points over the previous year, but everyone (kid and teacher) still feel like a failure because he didn't pass. It creates affective motivation problems for the kid and low morale for the teacher. Please help us!! We're working hard and we're doing so much for our kids! Dec 1, 2011 6:34 PM

115 I'm a sped teacher. what about sped measures? Dec 1, 2011 6:22 PM

116 State wide exams aren't effective in measuring a schools or a teachers success. There are too many external factors that contribute to a students success given current class sizes and less specialized resouces for those that are struggling. The schools that test the worst seem to have to least amount of parent involvement and vis-versa. Teachers are overloaded with class size and can't focus on students needs and individual learning patterns. If students don't get parent help and instruction at home, chances are very good the student will perform poorly on standardized tests. Dec 1, 2011 6:18 PM

117 Statewide assessments are valuable as long as they are paired with other forms of assessments, including those conducted by the school staff and student self reflection. Using statewide assessments in isolation, or as the main measure of student achievement, creates a climate of "teaching to the test" which can result in a hyperfocus on test taking/skill set development in the classroom, taking away from classroom experiences that not only teach skills and concepts but Dec 1, 2011 5:58 PM

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also promote the higher order thinking skills and effective habits we want to promote in our citizens.

118 Assessment must take into consideration a much richer set of parameters taking into consideration the greater culture in which students will be expected to contribute. Dec 1, 2011 5:44 PM

119 I'm really quite surprised that portfolio assessments were not listed as an option. Dec 1, 2011 5:30 PM

120 Statewide assessments can not truly capture any person's level of understanding and thinking skills. These can only be observed by regular contact with students (and any individual). Classroom teachers have the regular contact and are better able to assess students' abilities. Your question "Assessments of higher-order thinking skills (such as problem-solving and critical thinking) and habits of effective learners (such as collaboration, timeliness, and persistence)" can not be answered through any state assessment. The key is not building 'better' statewide assessments. The key is rethinking the factory environment we have for our schools. There is much discussion on this concept. Oregon should be, not only in it. but planning for it. Until then whatever you do to improve our current system without radical change to its structure will only be window dressing without improving the view. Dec 1, 2011 5:14 PM

121 Other considerations should include class-size, because a teacher's ability to meet the needs of students changes as class sizes increase. It would be comparing apples to oranges if a teacher with 30 students is being held to the same standard as a teacher with 23 students. Another factor is how some schools are permitted to teach one way, while other schools are required to teach another. I have seen the love of reading and learning hindered by required curriculum. Schools that are deemed "struggling" in some form or fashion are often the low-income schools and usually have a linguistically and racially diverse population. My school last year was one such school and because of the incredible amount of time that the mandated reading curriculum required, our kids missed out on science and social studies. They missed out unless we went against what the district was requiring of us in teaching the reading curriculum. In one of my preliminary evaluations that year it stated: "Will be looking to see how [redacted] [mandated curriculum] is implemented." My fidelity to the curriculum was being considered. As an educator I didn't feel safe taking time from the mandated curriculum even though I believed it to be in the best interests of the children. That is one of the inequities schools are facing. High performing schools have the luxury to teach science and social students, while low performing schools have mandated curriculum that shoves out other learning opportunities. It's unfortunate the message we send kids is that science and social studies aren't as valuable. It's also unfortunate that we are raising a generation of kids that won't have the advantage of learning from the past, because history is less important than reading, writing, and math. What kinds of a future do we have as a society in the area of sciences, when students don't have a solid foundation in them? How do you measure a teacher's ability to develop relationships? So often it is that ability that hooks that struggling student. Last night I went to a presentation paneled with students of color. A common thread in what was said by all of them was a certain teacher demonstrated that they cared, that they showed interest in whom that child was. It was actions like those that convinced many of the students to take an active role in their education and at times not to give up on their education. I don't know if those Dec 1, 2011 5:08 PM

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students are making great gains or not, but at least the relationships they developed with their teachers led to increased confidence, motivation to learn and remain in school. I am concerned about a generic measurement of student achievement being used as an indicator of a teacher's ability. Many circumstances impact one's ability to teach. As a new teacher I have taught four different grade levels in four years. How is one to become proficient in a content or developmental area when it changes so often. Additionally, I have taught in three different school buildings. As mentioned earlier teacher student relationships are so important. Developing long-term relationships with families and siblings is contributes to that strong relationship. Switching schools (which is usually not a choice for new teachers) inhibits an educators ability to do so. Finally, I am deeply concerned about the future of struggling school communities, especially if student performance is used as the only measurement of a successful teacher. There will be an aversion to want and teach in those schools. Who wants to go to a school that is already failing if they could alternatively go to a school where students are already succeeding. Much to much pressure is going to be on those teachers that choose the later and those schools will suffer if passionate educators don't fill those vacancies. I don't have an answer to how to evaluate relationships or the differences between school communities and culture.

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| 122 | The state-wide assessments and classroom-based proficiency tests are only "very important" if done in a meaningful and consistent way. State assessments cannot be purely multiple choice, and teachers must have access to interim (formative) data in order to help students where they need it. | Dec 1, 2011 5:07 PM |
| 123 | If we don't test it, it doesn't get attention. History/Social Studies is getting little, if any, support from many districts and less and less instruction is taking place in K-8 classrooms. If K-8 students don't get the instruction, students arrive in HS unprepared. Since there is no common assessment in HS, the bar will continue to be lowered. Eventually, only AP students will get any H/SS instruction. That is not equity. It is not the way to create citizens who feel part of, care about, and participate around concerns at local, state, and national levels and care about the state of the world they live in. However, it is a way in which the privileged wealthy and educated will continue to expand their overweening influence. I know that the cost of testing critical thinking and writing are high and that creating a low level (fact memorization) test in H/SS test is impossible, in any case, because no one can agree about which facts to memorize. However, I think it would be worth the cost to require a History/Social Studies Assessment based on the CCSS Literacy in Social Studies standards - for the outcome of helping students become better critical thinkers, problem solvers and citizens. | Dec 1, 2011 4:49 PM |
| 124 | Please do not focus so much on test scores at the expense of creative, 'think outside the box' learning. Has anyone wondered if the dropout rate has to do with this? There are many students who leave school because it does not offer what they need in terms of worldliness, practical skills or cultural experiences. I would like to know how many students who drop out do so because of this or in order to get their GED or go straight to college. Other countries may have higher test scores, but test scores do not make a country great. In fact, many of the greatest thinkers in the world struggled with school and dropped out. | Dec 1, 2011 4:41 PM |
| 125 | I think it is difficult to judge school based on state wide assessments students in a particular school are dealing with survival skills such as getting meals on the | Dec 1, 2011 4:37 PM |

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table and having the necessary supplies to participate as a student. Often times these teachers are trying to help their students get fed and clothed, before worrying about how well they can perform on state wide tests. Parents are often absent in these homes and these students have no support system. Schools with many of these kinds of families will always be rated lower for attendance, academics and possibly college bound students.

126	If we must test students, then it only makes sense to test them in the fall and in the spring to show individual growth. Also, college shouldn't be presented as the only respectable thing to do after high school; students should be exposed to various trades and other ways of making a living wage. Teachers seem to take the blame for our bad budget. Instead of cutting their numbers and expecting them to do more and more, hire more teachers, decrease class sizes, and really let these professionals do their jobs. Stop vilifying them and making the public resent paying their wages and benefits.	Dec 1, 2011 4:35 PM
127	statewide assessments are important as a measure of what needs more focus but not the all saying finale. They should help drive, not drive. The whole child needs to be educated as well, especially in the areas of art, music, and physical education. These subjects, physical education in particular, should be a core subject.	Dec 1, 2011 4:35 PM
128	I believe it is important to use several points of data when looking at a student's academic growth. It is also to include the student's attendance record.	Dec 1, 2011 4:34 PM
129	Currently, non standard diplomas are not calculated into the graduation rate. This is misleading. Graduation rates should include alternative avenues to the standard diploma track while still differentiating H.S. completion categories.	Dec 1, 2011 4:31 PM
130	A student's attendance has an impact on his/her learning. However, attendance is outside the school's control and should not be part of a school's accountability assessment. RE: College credits earned prior to graduation--Is this in relation to how many students take offered courses or how many courses are offered, in which schools and to which students? Currently, it is not equitable. College-going rates may reflect the economy and high cost of higher ed rather than appropriate prep in high school. RE: Exit rates from ELL---does it truly reflect the degree to which students are prepared to learn in English?	Dec 1, 2011 4:30 PM
131	1) Standardized multiple choice test determine how well kids take tests, not how much they know. Teachers are much more able to measure growth through oral and written work. 2) I think it's important that ESL students make growth in English proficiency, not that the exit ESL quickly. Many students get exited at ELPA level 4, which is not fully proficient. We need every ESL student to get the ESL time s/he deserves EVERY day. This doesn't happen at many schools, particularly schools with small numbers of ESL students. 3) Higher order thinking skills are the ONLY reason to educate. Anyone can regurgitate facts, but if we can't think critically, we're a failing society. 4) Ongoing conversations between grade levels, with parents and students is a great way to see that we're meeting student needs. Education should not happen in a bubble.	Dec 1, 2011 4:28 PM
132	There has been too much emphasis on statewide assessments and the goal of all students meeting benchmarks in the same way. People are all different with strengths and weaknesses. Students should be encouraged to work with their	Dec 1, 2011 4:26 PM

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strengths to achieve goals. I also think that having students take the online test three times in 2 or 3 subjects every year cuts into instructional time and creates more stress for kids than is really necessary. Assessments have a value, but it is currently way overdone and over emphasized.

133	Assessments are important for the individual learner, not necessarily the composite scores for the class. Nor should an single year be the indicator of an educators abilities.	Dec 1, 2011 4:25 PM
134	State testing takes up too much learning time. It should be once/ yearly and used for internal decision-making purposes (academic needs). It's a CRIME how much time and money goes to supporting the testing juggernaut. Also, we have absolutely no control over attendance (I've tried in my school) and there is nothing to encourage/mandate parents to comply.	Dec 1, 2011 4:19 PM
135	I wish we would focus more on the individual child, and less on how they compare with where we think they "should" be by a certain age. Promotion to the next grade level should happen when proof of proficiency is provided, not when they have a birthday.	Dec 1, 2011 4:19 PM
136	Surveys like this are not the bast way to have these kinds of 'discussions' because people are unable to express the nuances that are needed.	Dec 1, 2011 4:18 PM
137	The government needs to back out of the educational process in so far as the people who are trying to fix the "problems" are not teachers and do not know how to teach or what our jobs actually entail.	Dec 1, 2011 4:17 PM
138	Assessment of students should include more then on measure. State test results are more accurate when compaired to students math and reading proficiency then with writing. The writing test is not an accurate picture of student proficiency.	Dec 1, 2011 4:15 PM
139	I find the idea of "school accountability" to be a tricky thing to measure, as education has been constantly underfunded since the 1990s, and since schools do not operate in a void: the parents' and communities' roles must also be considered.	Dec 1, 2011 4:14 PM
140	I am a teacher in Portland and am raising two children who are attending public schools. I have 45 min. to teach science to 6th graders each day. This year, I teach about 160 students. In one class, there are 24 students. It's a decent class size until you know that 11 of them are English Language Learners, or Special Education students or on a 504 plan. I receive NO HELP for this class because my district cut ELL and SpEd budgets for this year to try to balance the budget. Currently, 5 of the students in this class bring me a special report that I have to fill out each day at the end of the period. That takes 7 min of instructional time. Every one of those students deserves a solid science education EXCEPT I'm a human being, not a miracle worker. So how is testing those students going to improve their education if THERE ISN'T ENOUGH MONEY TO FUND ADDITIONAL ADULTS TO WORK WITH THEM? Don't trot out a new plan without \$\$\$ to back it up.	Dec 1, 2011 4:14 PM
141	It's extremely important that multiple measures exist for measuring student progress. A system that relies on both formative and summative assessments	Dec 1, 2011 4:12 PM

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provides a balanced approach. Many teachers feel pressed by state tests in reading and math, but I've always appreciate the data that they provide for me, my students and their families. The difficulty lies in not overburdening students and teachers with so many assessments that there is little time left for teaching and learning.

142	Higher level thinking and habits of effective learners are the MOST important I think. If a student knows how to approach school/life, that is far more important than the knowledge itself because they know how to obtain it if they don't already possess it.	Dec 1, 2011 4:12 PM
143	I feel it would be very unfair to schools/ teachers to be evaluated on early literacy scores. Literacy- especially in the early grades is SO influenced by the experiences that children have with reading/books prior to coming to school. Those rates are heavily influed by income, parent education levels, etc.	Dec 1, 2011 4:09 PM
144	standardized tests do not test higher-level thinking and they take up valuable class time preparing students or them and then testing them. Money would be better spent on smaller class sizes, PE, art, music, and foreign language all of which would help in educating well-round individuals who can use all parts of their brains.	Dec 1, 2011 4:09 PM
145	If you're going to ask for a waiver from NCLB you need to make sure you truly have a new inovative system in place. I worry that if a waiver is granted the education of our special education students will go back to the 70s when they were barely acknowledged as part of the school,,, let alone included as part of the assessment process.	Dec 1, 2011 4:06 PM
146	The statewide writing assessment is not a good measure of students' writing abilities for several very important reasons: 1. The prompts are poorly written and do not elicit good responses from students 2. The test does not measure "real-world" writing skills. Writing is a collaborative process. Professionals use spell-check, peer-feedback, and extensive input from others to create strong pieces of writing. Why are students not being allowed these tools? 3. The scoring is still too subjective.	Dec 1, 2011 4:05 PM
147	Every year, I have taught students that come from unstable home lives. These students start school behind those with stable homes and they do not have the support at home to catch them up. In addition, they do not have the support at home to do homework just to keep up. As well, these schools have less resources available to them than is needed to support these students academically and emotionally and they need more than other schools where students come from stable homes. It is unfair to rate my students and myself in relation to other students and teachers. Each class starts from a different starting point and each student starts at a different starting point. And not all students are ready for a certain subject at 14 or 13 or 12. Some are ready at 17.	Dec 1, 2011 4:04 PM
148	New Law Needed: No Diploma = No Drivers License! Simple but effective motivation for all students.	Dec 1, 2011 3:59 PM
149	Exit rates for ELL as an incentive will be a false measure of success if funding is attached to it as several ELLs will be inappropriately exited.	Dec 1, 2011 3:59 PM

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150	Tooo much emphasis is placed on going to college and AP IB courses. The trades and career technical classes are very important.	Dec 1, 2011 3:55 PM
151	We need to recognize that college is not the end goal (or should it be) for many of our students. Their interests may lie in other areas (military, technical fields, etc.) and they can have very successful high school educational experiences and not end up in a program to earn a college degree. We should look at students in bands of achievement...what are our college going students doing (look at their success rates and preparedness in some fashion), look at what kinds of things our non college students are doing and if it meets some level of criteria. This would give us a better picture of how we are doing with different targeted groups of our population and provide a richer educational experience to more students (rather than just lumping everybody together as college bound or you are a failure).	Dec 1, 2011 3:55 PM
152	I hope that the educational system and assessment process includes core standards that are culturally inclusive and relevant for all Oregon students	Dec 1, 2011 3:50 PM
153	There is too much pressure on the students, and teachers for standardize testing. Teachers are spending most of the school year preparing to take and pass the test, rather than teach and make learning meaningful and fun. Teachers are to teach. testing takes away from the authentic learning and collaborating students need to be able to be successful citizens.	Dec 1, 2011 3:40 PM
154	More latitude for teachers' evaluation and judgment of student progress, less reliance on "standardized" notions of progress for non-standard (i.e., human) students.	Dec 1, 2011 2:59 PM
155	General testing to specified standard should be the norm at all levels, but as a measure of the individual student's relative progress towards, meeting or exceeding expectations rather than as the primary evaluation tool of the institution.	Dec 1, 2011 2:58 PM
156	I am tired of my childrens proficiency being based on statewide testing - not a very good measure of what is being learned or not learned in the classroom and too much teaching to the test goes on	Dec 1, 2011 2:35 PM
157	I think it is good to assess writing, but not science at the younger ages. Many teachers are not able to teach science and socail studies because our schedules do not allow the time.	Dec 1, 2011 2:35 PM
158	I believe strongly in inclusion (in all senses of the word) and hope that State policy will reflect an intention to move in that direction, as funding and policy possibilities become available.	Dec 1, 2011 2:03 PM
159	Attendance is beyond our control. Schools should not be held accountable... parents and students should be. I have watched high school students make designs on their standardized tests. Until they take these tests seriously and truly do THEIR best, I don't think they should be used as the standard by which to judge the teachers/schools. I don't have a solution but I do have a concern. Also, until there is an understanding that learning disabilities are not "grown out of", students on IEP's should not be measured at the same level as the rest of the student body. To expect a student a learning disabled student to know a foreign	Dec 1, 2011 1:33 PM

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	language, or to be able to process at the same speed and level as a "normal" student is ridiculous. The flaws are not in the schools but in the body that sets up the standards for the measurement.	
160	This state has an egregiopous history of inter generational racism that has often compelled many an advocate for children to go elsewhere. Even Southerners are astounded by the passive agressive form of racism unique to tthis regoin opf the country. I suggest you take the blinders off and jon the rest of America.	Dec 1, 2011 1:30 PM
161	graduating by 21 seems to long, would support if it were less time	Dec 1, 2011 1:09 PM
162	Although standardized tests provide an easy way to measure performance, they do not take into consideration students who simply do not test well and other, more important, outcomes of learning. The unfortunate outcome of standardized testing is that teachers end up teaching for the test instead of focusing on engaging students to learn in a way that suites their needs.	Dec 1, 2011 1:04 PM
163	We are losing too many students to boredom. We need to take action and create flourishing learning environments.	Dec 1, 2011 1:03 PM
164	I think there should be less statewide testing. It only measures those students who take tests well. Lots of students know the information, but have issues with standardized tests.	Dec 1, 2011 12:58 PM
165	I truly believe WAY to much time and money is going into the ESL program during the day and taking away from the teaching that the teachers are doing in the classroom. I know a teacher of almost 30 kids. On any given day she said 3/4 of her class is missing because they are learning English. These kids are now NOT passing in the core programs because she is not given the time to teach them. These programs are disrupting the classroom flow and should be reserved for after school and weekends. The kids who do not have a need for this program should not have to be held back or lack in their learning because of the high number of kids who can't speak English. It should be a requirement that if these kids who can't speak English want to go to public school for free. Then they should have to put in certain hours after school or on weekends learning English. NOT DURING THE SCHOOL DAY!!!	Dec 1, 2011 12:57 PM
166	I am less concerned about "state wide" assessments as I am as assessing students in the school and class. I believe that every students needs to meet a standard before moving on, but I see less need for students to be "compared" to other students in other districts.	Dec 1, 2011 12:51 PM
167	It is essential that we start measuring students ability of higher-oreder thinking skills. The old model of assessment is outdated. More then anything students need to be able to work through problems, have interpersonal skills and to communicate information.	Dec 1, 2011 12:41 PM
168	students are being pushed to learn to read and while some are ready, some are not.. .they still need to remember not to forget to still read TO the students.. not just get them reading on their own as fast as they can.	Dec 1, 2011 12:39 PM
169	I do not see how high school teacherw will every be successful when they are teaching students with between 3rd grade and 12 grade levels in the same	Dec 1, 2011 12:29 PM

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	classroom. If students read/write at a 4th grade level, they should be in 4th grade!	
170	Students who are persistently absent and perform at low levels should not be counted against school scores. This is a problem that the Parent needs to address.	Dec 1, 2011 12:26 PM
171	The categories were a bit limiting. A category of "important" would have been helpful and, possibly, would have led to less guidance towards a certain result.	Dec 1, 2011 12:18 PM
172	GET REAL!! The "NEW" plan is just as pie in the sky unrealistic as a lot of other plans. Let's push everyone to a college degree for jobs that won't be available to them. Demographics are changing so fast. These goals will be almost impossible to meet and at what cost to tax payers??	Dec 1, 2011 12:07 PM
173	Local school districts are better able to tailor education needs in the community than central planning by the state, which results in poor micromanagement.	Dec 1, 2011 11:39 AM
174	it is very hard to judge student progress with tests of students only. I think there should be a teacher evaluation system that looks at classes of students as cohorts to see how different teachers effect student testing outcomes. Each incoming class of students (by classroom) test evaluations should be used to analyze the performance of the previous year's teacher. If child "A" cannot keep up with his/her classmates, that should be correlated with which teacher had that child last year, then look at all of the children from that class to see which teachers did a better job. There should be a measure of each student's individual growth throughout the year to evaluate the effectiveness of that teacher with that student. I think ignoring the teacher's proficiency in teaching is a big mistake and tenure- and seniority- based incentives should be phased out and replaced with proficiency-based benefits. Read the book "Freakonomics" for more information.	Dec 1, 2011 11:21 AM
175	It seems to me that test quality has declined over the years as machine scorable tests became common. I remember a state-mandated 8th grade test (another state, many decades ago) which included not only multiple choice questions but blanks on the test form to write down information we had been told we would have to know, incl. writing out the Preamble to the US Constitution.	Dec 1, 2011 11:14 AM
176	Measuring that kids stay in school and are making forward progress is key.	Dec 1, 2011 11:08 AM
177	It is important to have the ability to track individual students measure of success, we need to start challenging students on their individual abilities and not base their success on a statewide average.	Dec 1, 2011 10:57 AM
178	Many items are not within the schools area of control....1st grade literacy is mostly dependent on parents reading to their children as preschoolers. Attendance rates....again parents MUST have buy in to get their child to school. Yes, the schools can have an officer go and give a ticket, but then again it does little to change behavior of the adults who are responsible. Public education should NOT be expanded to include preschool or college. College is NOT A RIGHT.	Dec 1, 2011 10:46 AM
179	Although time away from instruction is an ongoing concern, how else can we	Dec 1, 2011 10:41 AM

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measure our instruction in order to make significant and meaningful changes.

180	The simple solution no one ever mentions: Quality teachers who are paid like professionals at their education level, which would recruit better people into the teacher profession (as opposed to current payment and respect-level trends, which would only recruit the few truly dedicated, along with those who have no other choice). Make teaching a respected, rewarded profession that is appealing to our best and brightest - educational success will follow.	Dec 1, 2011 10:32 AM
181	this survey can be answered in isolation -- or without context. i have one elementary and one middle school student... parent involvement is one thing, but i have had to be uncharacteristically pushy about what they are learning in class or homework they are receiving just to ensure that they are being challenged. it's a great thing that i have the luxury of staying home, but not every family is able to do this. so the responses above reflect my skepticism re: the school system's ability to challenge high capacity students -- and in my eyes, really it's all students wherever they are. my kids are not brilliant -not einsteins. they are simply not expected to learn much -- or as much as they can. the classrooms are too varied in terms of student ability.	Dec 1, 2011 10:30 AM
182	Students are tested too much in school. Too much emphasis is put on test results and assessments. We need to trust our educated teachers to provide our students with the curriculum that is needed in each grade. We need to look towards what is developmentally appropriate in each grade. For example, reading in kindergarten is not developmentally appropriate. Social development and play is.	Dec 1, 2011 10:24 AM
183	Northwest Indian Languages Institute in University of Of Oregon Eugene ,Oregon should recieve recognition for high school level language for summer programs,and there are 9 Oregon Tribes that need to be recognized for their input for educational needs and support of Native American Indian Language Programs and be a part of the school as regular classtime and not pullouts.	Dec 1, 2011 10:07 AM
184	Attendance is the single biggest issue I see as an educator as an obstacle to student success, yet the burden is placed on the teachers and the schools to get kids there, instead placing the responsibility on parents and/or the students themselves. Consequences need to be more severe, with local controls provided to deal with the varying needs for enforcement. Location, socio-economic factors, etc. make for different factors from district to district and even campus to campus.	Dec 1, 2011 9:55 AM
185	While state assessments are important, we are in danger (even with new assessments related to CCSS) of continuing to focus on testing at the expense of LEARNING. We have taken the joy out of learning with our relentless insistence on testing, and our reliance on scores to tell us 'how we are doing.'" Walk into a classroom to see how we are doing: where do you seen joyful and eager learning? Where do you see curiosity and engagement? Test scores will not reflect these things, or their absence. We need to test LESS, but test BETTER. We need to help teachers build formative assessment into their instructional practices, to design instruction that will get kids to meet standards, to WANT that kind of accountability to the kids, rather than accountability to a test or a state governing body.	Dec 1, 2011 9:55 AM

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186	Enough with the test scores and data already! Can't anyone see that they're a big, fat waste of time and money? Not to mention how dehumanizing they are to our kids.	Dec 1, 2011 9:52 AM
187	Music and the Arts improve student attendance. Music and the Arts improve test scores in Math AND English. Music and the Arts improve higher order thinking skills such as critical thinking skills and problem-solving skills. Music and the Arts create creative thinking. Music and the Arts create effective learners such as collaboration, timeliness, persistence, and discipline. Music and the Arts are 4x's more likely to be recognized for academic achievement. Music and the Arts students read for pleasure nearly twice as often. Music and the Arts students perform community service nearly twice as often. Music and the Arts students have the lowest use of tobacco, drugs, and alcohol than any other group.	Dec 1, 2011 9:43 AM
188	I understand that state assessments are important, like OAKS. However, when making a graduation requirement, it is unfair to expect ELs to be proficient in an English test, when what is being assessed is comprehension and skills. The state needs to offer the test in the languages that our students speak.	Dec 1, 2011 9:19 AM
189	The system needs to serve the needs of society. The message that "Everyone must go to college" is elitist and short-sighted. Weryone has a role. We need mechanics, electricians, plumbers and carpenters more than we need another person at a computer. Prepare kids for life, not just for college. It is not a good fit for most. We need to provide more balanced choices. Shop is more important the yet another AP class.	Dec 1, 2011 9:16 AM
190	ANY measure of performance needs to include reasonable margins for special ed kids and troubled students. Expecting a cognitively disabled student to perform at the same level as their highly functioning peers is simply not feasible. And it is difficult to hold teachers and students responsible for attendance. If the state wants a high value on attendance, than the state needs to enforce that standard starting at the parental level. Schools and teachers cannot compel children to attend, nor teach them if they are not present, and it is therefore a difficult thing to use as a measurement of performance.	Dec 1, 2011 9:11 AM
191	Fewer Standardized tests More complex performance based tests at the local level	Dec 1, 2011 9:05 AM
192	Classroom sizes need to be reduced across the board. Administrative salaries need to be capped. Stop the assessment testing...it is only relevant to administrators. The student has to be held to the highest priority.	Dec 1, 2011 8:52 AM
193	While assesment of progress is necessary, state testing as it is currently implemented encourages teaching for tests verses synthesis learning and application. It is too prone to stifle teacher strengths and creativity.	Dec 1, 2011 8:47 AM
194	Staff evaluation revision is a critical step in assuring educator proficiency, which is truly the backbone of how children learn. Cultural flexibility and an unwavering equity stance must be required of our staff and we need a system to support and provide consequence for incompetence. Students and their families MUST be given more voice in schools; their input should be regularly invited and be part of the evaluation and support system.	Dec 1, 2011 8:40 AM

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195	The over-reliance on assessment testing is a travesty that has enriched test-producing corporations and that has diminished the educational experience for students, teachers and families.	Dec 1, 2011 8:36 AM
196	I am particularly concern with the exiting of ELLs from ESL programs during the elementary years/ The language demands of a 6 year old are quite different than a middle schooler. The lack of support for ELLs in the higher grades results, in my opinion, in the high drop out rates and need for alternative diplomas for ELLs. I don't support ESL pull out programs, but an authentic collaboration between the ESL specialist and the classroom teacher to develop language through instruction of language forms and function within the context of the content area.	Dec 1, 2011 8:28 AM
197	I would love to see an "important" or "moderately important" option. I am skeptical of models that measure students based on standardized tests. We know that first grade literacy is extremely important for student success, however, we also know that there are many factors that influence a child's literacy at that stage. Many of those factors are out of the school system's control. I like the ideas of measuring improvement and moving to a "Birth through 21" model. I would love the "College-going" language to move to "post-secondary education" language; college is not the best option for all kids, but they all need some further training beyond high school.	Dec 1, 2011 8:21 AM
198	I believe it's important for students' English language proficiency to be assessed; however, the current assessment tool (ELPA) is not well-designed to measure these skills, and the technology component also confounds the data.	Dec 1, 2011 8:20 AM
199	I feel there is way too much testing, and yet I marked all of the assessments as very important.	Dec 1, 2011 8:15 AM
200	Standardized assessments do not necessarily measure ability to use the information, as in college or on the job. Please try to build assessment strategies that rely more on portfolios, teacher assessments and use of standardized tests to measure individual growth. Education is not manufacturing; don't apply ideas from the world of factories and offices to the educational process!	Dec 1, 2011 7:42 AM
201	Students need to be prepared for their future. We need to stop telling all students that college is the only ticket. There are many trade programs that our society depends on and provide a good living. However, no matter what the program, trade, college, nothing, reading, writing and math skills are necessary. I also feel that many of the students who are now leaving the ESL programs are not adequately prepared for total mainstream classrooms. In many cases their reading and writing skills are not adequate for communicating and learning in the classroom,	Dec 1, 2011 7:33 AM
202	High stakes testing is a limited snap shot of a student's ability to perform real life academic tasks. In addition, they significantly shift instruction into recitation of facts rather than the ability to think, problem solve and investigate. In this century we will need students who know what questions to ask far more than answering static questions presented to them. We need to create engage learners not simply fill a mental "CD" with information that can be played back on demand.	Dec 1, 2011 7:30 AM

Q2. COMMENTS?

203	The issues you identify are extremely limited. I would love a survey that asks me which issues you should be addressing.	Dec 1, 2011 7:20 AM
204	I cannot stress enough the importance of play, music and sports in all children, most importantly birth to age 8. Research supports that children who are given the opportunity to have these activities have a better scholastic success rate, are less likely to use drugs and alcohol, and are less likely to commit crimes. This equates out to positive impact to the entire community. How can this be wrong?	Nov 30, 2011 11:43 PM
205	While I believe testing is necessary to monitor the academic effectiveness of the school as a whole, I do not believe that it is the best yard stick by which to measure a child's abilities. The teacher must assess his/her students and encourage them to excel to their fullest potential, whatever it may be.	Nov 30, 2011 11:32 PM
206	If the goal is to continue riding the same horse, cutting every student from the identical cookie cutter with a myopic focus on only science, math & language literacy through standardized testing, then great! proceed with what is currently already proving NOT to work and that is assessments that end themselves by totaling a person into a final number that fits neatly in a statistical range, chart & pie graph. Statistics are interesting but they are not humanizing. All of us adults, humans, people that have gone through this education system look at the system skeptically for various different reasons but leading to the same conclusion that public education is failing. And it is. And it will continue to fail until each person is humanized with a balanced education consisting of variety, interest, practice, and application. Failing public education is a symptom not the diagnosis. The bigger concern towards moving in the direction of a solution are the people generating and making policy. These are people on committees making policy, using their own jaded experiences to govern education with more numbers, rigidity and force versus consulting educators in the classrooms (not administrators), genuinely seeking solutions and this time braving authentic change. The 'smartest' people with the most 'brilliant' educations making the same policies, the same mistakes over and over, the definition of insanity.	Nov 30, 2011 11:03 PM
207	Reading/Writing/Communicating, and Math are certainly baseline skills needed to do anything. Testing should be PERFORMANCE BASED. Scientific Literacy is just as important as the Communication and Math skills.	Nov 30, 2011 10:55 PM
208	If the goal is to continue riding the same horse, cutting every student from the identical cookie cutter with a myopic focus on only science, math & language literacy through standardized testing , then great! proceed with what is currently already proving NOT to work and that is assessments that end themselves by totaling a person into a final number that fits neatly in a statistical range, chart & pie graph. Statistics are interesting but they are not humanizing. All of us adults, humans, people that have gone through this education system look at the system skeptically for various different reasons but leading to the same conclusion that public education is failing. And it is. And it will continue to fail until each person is humanized with a balanced education consisting of variety, interest, practice, and application. Failing public education is a symptom not the diagnosis. The bigger concern towards moving in the direction of a solution are the people generating and making policy. These are people on committees making policy, using their own jaded experiences to govern education with more numbers, rigidity and force versus consulting educators in the classrooms (not administrators), genuinely seeking solutions and this time braving authentic	Nov 30, 2011 10:50 PM

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change. The 'smartest' people with the most 'brilliant' educations making the same policies, the same mistakes over and over, the definition of insanity.

209	If you are going to have a survey about education issues, then you need to have a qualified board to assess the survey. I highly doubt that having only one teacher on the board qualifies this board to do much about education. What you need are several teachers on all levels, administrators that have been teachers, and perhaps even some retired teachers. Then I will fill out the entire survey. Lana Tharp Retired teacher	Nov 30, 2011 10:41 PM
210	Graduation rates based on cohorts are not representative in high-needs districts. We should not be penalized for helping a new-to-country student take 5-6 years to get a diploma-- we should be commended. Nor should we be penalized for a MR student needing a modified diploma.	Nov 30, 2011 10:32 PM
211	When thinking of these things, it's also important to keep in mind our students in special education. We have students who are working on life skills and will not meet the core standards. (They are still learning how to count change and use money as 19 years). How are we going to make sure they are progressing and being successful in the educational setting. They aren't failures because they aren't meeting the core standards. They are learning at a different breadth and pace as their peers.	Nov 30, 2011 10:16 PM
212	This question is unanswerable without a context. What is the value of deciding on measures of success without defining what success is? Arbitrarily posing a limited set of answer choices necessarily restricts the working parameters of success, prescribes the goals toward which we strive to succeed, and divines a purpose that is anybody's guess. How can we choose what to be accountable for without knowing what the agreed end result is? That's like asking me which is a more important criterion for a downtown improvement organization's accountability rating: crime rate, first year business profitability, or the amount of gum on the sidewalk? It depends on the purpose of the organization. Some focus on economics, some on aesthetics, some on growth, and others on livability. You can't ask people to gage criteria pulled out of a hat without having an agreed upon purpose on which to gage them.	Nov 30, 2011 10:10 PM
213	While I think that statewide assessments are a valuable tool, they should not be the only measure of student achievement. Schools/Districts SHOULD NOT be able to test students multiple times to achieve higher scores!	Nov 30, 2011 10:05 PM
214	Base statewide tests on individual student growth. Don't set unreasonable goals (per NCLB). Base English Language Learner goals on actual research about second language acquisition. Don't link teacher pay to student test scores. This is unreasonable because some teachers are better educated to work with English Language Learners, for example, and those students are less likely to pass the state tests until they achieve English proficiency. The same is true for teachers working with Sped students, or in schools of high poverty, etc. Furthermore, specialists and classroom aides often spend more time helping in classrooms with struggling teachers. There is no justice to tying pay to test scores. Excellent teacher evaluation needs to be based on well-informed observations of teacher skills. This is the administration's job and yet administrators often do not know what to look for in the classroom. Well done teacher evaluations should result in directing appropriate coaching and training	Nov 30, 2011 9:48 PM

Q2. COMMENTS?

toward teachers in need of improvement, and ultimately, termination of a teacher if improvements are not forthcoming.

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| 215 | I support the attempt to waive No Child Left Behind on a state wide level. While we all want well prepared students we must allow teachers to educate the children in their classroom. It is well known that "Teaching to the test" is a poor educational plan especially in K-8, when they should be learning to think and problem solve. Efforts should be made to support teachers and keep staff/student ratio as low as possible. | Nov 30, 2011 9:35 PM |
| 216 | Schools waste a whole lot of money on testing. Why? Are patients of doctors tested by an outside agency to see if they are healthy? Why not? Because it is ridiculous. We need a highly trained teacher corps with years of experience, from programs similar to medical school, with life experience, real world experience, internships, and residencies; where they are paid a wage resembling their private sector counterparts. If not then you continue to get sub par students, many of whom are 21 or 22 with no real world experience, continuing to enter education. BAct to graduation rates. I know of a school district in NY where every school is Title 1 and yet 80%+ graduate. Not sure you can say the same of this state or metro area. | Nov 30, 2011 8:49 PM |
| 217 | Children are not being taught the skills necessary to become critical thinkers and problem solvers because so much focus is on reading and passing the state assessment. | Nov 30, 2011 8:20 PM |
| 218 | My bright and high-achieving daughter suffered from the overemphasis on standardized tests in elementary school. She exceeded on all state tests in every subject, but she got so bored with the repetition involved with the teaching-to-the-tests curriculum that her interest and grades slipped in the fifth and sixth grades. I'm worried the same thing will happen with my second grader, who is in TAG. We need to allow teachers to teach kids for school and life success, not just for these statewide tests that are draining the joy and creativity from classrooms. Hands-on, interactive activities needs to make a comeback. | Nov 30, 2011 7:42 PM |
| 219 | Testing whether it by the state or school district. Should be able to follow the student all the way through their education from kindergarten through high school. Right now with the current testing format we have no idea how to track that information. The information we get now does not relate from year to year where those students are going with their education. The system needs to change. | Nov 30, 2011 7:36 PM |
| 220 | Training and apprenticeship opportunities/classes for those not college bound | Nov 30, 2011 7:28 PM |
| 221 | The writing assessment that requires an actual piece of writing that is graded by trained assessors is much better and more valid than some sort of multiple choice test (which is ridiculous for a writing assessment). | Nov 30, 2011 6:56 PM |
| 222 | First you have to understand what achievement is! Then you can develop an instrument that accurately reflects learning. Age promotion is archaic - having students all jump through the same hoop in order to advance to, say grade three, is ludicrous. Additionally there are many ways to be successful – college-bound academic in only one of those. What about success in other areas (arts, vocational)? Let's address and value those other learners and contributors. | Nov 30, 2011 6:37 PM |

Q2. COMMENTS?

223	I think it is critical that each student has mastered a grade level before they are moved on. I often hear the focus is to keep middle school children with peers as the social factor is so important. However, if they are unable to achieve academically, they aren't really successful and so are, essentially LEFT BEHIND.	Nov 30, 2011 6:12 PM
224	Data driven education although useful can not be the main focus of an educational system. We are in danger of depriving our students of music, art, physical education and critical thinking skill in this all out effort to assess everything that happens in education. Too much testing is a waste of resources.	Nov 30, 2011 6:00 PM
225	Asking parents, students, and next-level educators about student preparedness sounds good, even sensible, but I've taught at every level and it seems it's always the same - middle school says elementary doesn't prepare kids, high school says middle school didn't, and so it goes. Is a parent or student going to admit that their home life affected achievement? Will a student admit to being distracted or uninterested? Will students admit to how much they copy from one another? And, do we hold students back who aren't proficient? Of course not - at least not until high school. Many students don't and won't take middle school seriously until "it matters." By then, though, they aren't prepared. Parents who make excuses for their kids don't help the situation either.	Nov 30, 2011 5:57 PM
226	Standardized testing is by no means a good measure of student achievement. As an educator, I see WAY too much instructional time being spent prepping for state standardized tests. Students are demoralized if they do not do well, and the productivity of a classroom goes way down when teaching to a test which does not pertain to real-world application. Problem solving and critical thinking are CRUCIAL to a good education. These are things that can only be addressed in an informal and experimental way in the classroom. Standardized tests are sucking the energy and fun out of instruction. That's not to say they need to be completely eliminated - but FAR too much time, energy and resources are put on them and they are given extremely unfair weight in the effectiveness of teaching.	Nov 30, 2011 5:28 PM
227	Look at whole child and their growth, strength and weaknesses Life longer learners Creative problem solving Real life learning	Nov 30, 2011 5:19 PM
228	Don't compare apples to oranges on state assessments. For example if you compare 8th grade scores for two years in a row, you're comparing apples and oranges. If you compare 8th graders one year and their growth on assessments in 9th grade that's comparing apples and apples. You can compare 8th graders from different schools to see how they are doing across the state, but don't compare them to last year's 8th graders - that's not fair - it's a completely different group of kids and ability levels.	Nov 30, 2011 4:55 PM
229	Statewide assessments measure certain parts of understanding, but aren't enough alone and shouldn't be given too much weight in any accountability system. However, I recognize they are more objective than other measurements. We're needing students to be able to apply their knowledge differently in the workforce (ie. collaboratively, creatively, etc.), so we should have an accountability system that strongly takes that into consideration. Currently the expectations of our state around exiting ESL programs don't match what research says about acquiring a new language, especially when it's a minority language speaker acquiring a majority language (such as English). The	Nov 30, 2011 4:46 PM

Q2. COMMENTS?

suggested surveys of parents, students, next-level educators seems odd within the rest of the list. It is very subjective and often surveys are filled out only by those who have strong thoughts about the content of the survey. That skews the results.

230	Emphasis more on student performance than on scores from standardized tests. Educators given permission to invest time in creating opportunities for students to demonstrate performance in content areas through higher cognitive application and real world connections.	Nov 30, 2011 4:41 PM
231	It is simply not feasible for the educational system to tell every student that their goal is to attend college. It is neither realistic and if accomplished, would be a veritable disaster. Society needs to come to the realization that EVERY profession has value and contributes to the whole, not just the careers for which college is necessary. We need our students to be literate and mathematically and scientifically-aware citizens able to contribute to the country in the way they can and choose to do so.	Nov 30, 2011 4:36 PM
232	Eliminate all multiple choice testing. Eliminate the use of calculators in math tests at grades 5 and below. We currently have a system which encourages teachers to teach how to pass a state test instead of teaching math. Allowing calculators in the early grades discourages the learning of number sense. It is false economy to 'save money' on testing by using multi-choice tests.	Nov 30, 2011 4:28 PM
233	Not everything that can be measured is important and not everything that is important can be measured. Albert Einstein	Nov 30, 2011 4:27 PM
234	Assessments and comparing student performance against norms or each other has limited usefulness.	Nov 30, 2011 4:19 PM
235	The measurement system needs to be complex and balanced. If the education policy of the last 20 years has taught us anything, it is that there is no simple way to measure student achievement. Many factors will need to be considered to get a complete picture of student, school, and teacher performance.	Nov 30, 2011 4:13 PM
236	I feel that the time and energy spent towards preparing children for standardized tests- Oregon state tests included- is robbing our children of precious memories of interesting school activities, creativity in thinking, and just plain fun. The emphasis on testing is stressing our students and our educators in order to meet constantly changing goals. Our nation was built upon the creative thinking of people who did not "fit the mold," not by people who thought we needed to be like everyone else in the world.	Nov 30, 2011 4:13 PM
237	Get more feedback from classroom teachers and professors by using specific, professionally made surveys.	Nov 30, 2011 4:05 PM
238	Not every student should go to college. Some students are not academic. Why not get that, like other countries do and help them find a path that will work for them?	Nov 30, 2011 3:57 PM
239	If you had asked: " Measures of 3rd grade literacy", I would have checked "very important"	Nov 30, 2011 3:50 PM

Q2. COMMENTS?

240	There needs to be a system where students only move on in subject areas where they have shown proficiency in the standards. Too many students are being moved on that don't have the skills necessary for the next level.	Nov 30, 2011 3:47 PM
241	I would actually like to see something inbetween classroom based assessment and statewide testing, possibly along the lines of district based achievement goals and assessments.	Nov 30, 2011 3:41 PM
242	Surveys of parents, students, next-level educators are very subjective.	Nov 30, 2011 3:40 PM
243	Writing is an important skill for all students to learn, but teachers need to have fewer students if they are expected to give the necessary time needed to teach, assess and coach students.(180+ is breaking the backs of middle and high school teachers. Removing the state wide writing assessments from the lower grades including the 10th grade will do more harm than good. The assessment at the 10th grade gives students two more years to refine their skills. Waiting until the 11th grade is too late for some.	Nov 30, 2011 3:34 PM
244	I am all for state assessment if the assessments are appropriate. Teachers are important resources in determining if students have met goals, but they can not have any more work dumped on them in the current environment of high class sizes and unfunded mandates. The use of ACT/SAT subject tests seems like a possible alternative to state multiple choice tests.	Nov 30, 2011 3:31 PM
245	The only way we as teachers will be able to accomplish what the people want is to have an 185-190 day school year, the students have to be here to get anything done.	Nov 30, 2011 3:30 PM
246	Statewide assessments must be valid. Input from educators in regard to the quality of the questions that comprise each assessment must be invited. Statewide assessments must be developmentally appropriate. The assessments must be themselves, assessed. Assessment creators must be willing to improve assessments that are not developmentally appropriate, well-written, or are in any way sub-standard. Education is not improved by making assessments more difficult.	Nov 30, 2011 3:30 PM
247	The point of high school is to learn high school level material. While I am strongly in favor of preparing all students for college to keep that opportunity open for each and every one of them, I just as strongly oppose any measure of student success which is based on elements which do not apply equally to all districts statewide and to all students. Measures of students attending college or earning college credits in high school, and even SAT/ACT scores as part of a school's "success" are highly determined by parents' educational status and financial resources, not solely by the success of the education provided by the school district. Is a student who does not wish to attend college, but who receives a good education and is successful in his or her career to be considered a failure of the school? What about the high achieving student who wants to attend school, but must defer plans because his or her parents were forced into bankruptcy?	Nov 30, 2011 3:29 PM
248	I am concerned that our students do not measure up to those in other developed nations. We must put effort time and dollars behind programs to encourage better teaching, stronger engagement and passionate improvement in our kids.	Nov 30, 2011 3:26 PM

Q2. COMMENTS?

	We cannot take it for granted that we will be in good shape in 20 years; we must MAKE it so.	
249	Basing assessments on teacher judgements makes me concerned. Depending on the teach this could be a great thing or not beneficial to the student	Nov 30, 2011 3:17 PM
250	I think statewide assessments would be great- if they are great assessments. I don't believe a multiple choice test is a good assessment of a student's knowledge and skills. I think it is important to track the GROWTH of individual students from year to year.	Nov 30, 2011 3:12 PM
251	While most students should be held accountable to a baseline standard of performance, there will always be students who, for whatever reason, may never be able to meet those standards. These students should instead be held accountable by demonstrating individual growth from one year to the next, regardless of whether or not they have met the baseline standard.	Nov 30, 2011 3:02 PM
252	I believe education is about engaging the learner in their own learning. To observe primary students peeing in their pants stressing over state exams is not good and the exams do not actually evaluate student learning - multiple choice tests are poor evaluative tools. Talk to [REDACTED] and [REDACTED], two Oregon citizens of national assessment fame/note! We need to educate Oregon's children as whole individuals and reach to their "engaged" selves, empower them to measure their learning, empower them to feel good about what they can do by mid year and end of year and it is definitely more than those state test scores. Some states evaluate districts on how well they provide instruction (KY for one in arts education as an example). CT and WVA and SC do more comprehensive assessing of student learning, helpful to guiding instruction. End of year tests do not help guide instruction. And, if the state isn't seeing that professional development is provided teachers then what's to gain by testing? There are many national state examples of evaluating instruction/assessing student learning that Oregon ignores, that could help enrich the educational offering in the state. Contact such individuals as Marcia McCaffrey of New Hampshire DOE and Dale Schmid of New Jersey DOE for solid models of both - the New England Assessment Consortium abounds with solid models [REDACTED] a good contact for that as is [REDACTED] of CT).	Nov 30, 2011 2:51 PM
253	We should consider an alternative high school program that encourages trade school such as, electrician, mechanic, plumber. We have health careers and science, arts and communication, and technology school. We need another path in the trades. This would give students an opportunity to learn a skill which is needed in our communities. All these students still need to read, write and do math skills that are equal to their peers in a 4 year high school.	Nov 30, 2011 2:48 PM
254	The educational system needs to get away from "performance" based testing. Not all students test well. There is so much emphasis on meeting or exceeding the standardized tests that the students lose a month or more of classroom learning due to "teaching to the test" and time spent taking each test 3 times.	Nov 30, 2011 2:43 PM
255	I think we need to take the emphasis off success only being measured by college bound students. Success should also take into account those students that go to trade schools after high school or find other creative solutions to finding work, creating businesses and being successful in what they are good at.	Nov 30, 2011 2:35 PM

Q2. COMMENTS?

256	I think it is most important that we look at a student's growth on statewide assessments rather than only their score. Schools should receive high marks for above average growth particularly when you have high populations of second language learners.	Nov 30, 2011 2:17 PM
257	I had a hard time answering some of these questions because I think they were not very well worded and too general.	Nov 30, 2011 2:12 PM
258	I am an elementary teacher and do not have high-school age students, so I do not feel that I have enough information to make an informed decision in these areas.	Nov 30, 2011 2:09 PM
259	I am an elementary teacher and don't have children in high school. I don't really know about those questions. Some questions are rather ambiguous.	Nov 30, 2011 2:09 PM
260	Teaching and assessing higher-order thinking skills and habits of effective learners is essential, I believe. Ideally, kids should learn organizational skills as a part of this. Kids are often not taught HOW to organize their thoughts, ideas, data, or desks! They are not taught HOW to study effectively both at home and at school. I do NOT believe that an emphasis should be put on the time it takes for kids to complete their testing. Speed & accuracy on tests is a great goal, but it is not an effective measure of the child's knowledge/understanding of the material. Many individuals are poor or slow test-takers but may be proficient in the subject.	Nov 30, 2011 1:46 PM
261	The more we move away from reliance on high-stakes standardized testing, the better.	Nov 30, 2011 1:24 PM
262	One of our biggest failures is the lack of technical training in high schools. Although less than 30% graduate from a 4 year university, we treat all students the same. We need to have alternative tracks in our high schools so some students graduate from high school ready for the work force.	Nov 30, 2011 1:06 PM
263	I am in favor of a standardized testing/accountability system as long as students can have "growth targets" when background from earlier years and homelife have impacted early testing.	Nov 30, 2011 12:31 PM
264	have a 5 prong system to make assessments of schools, instructors, and staff. Peer reviews, student review, test scores, administration reviews, parent reviews. Not all students will go to college make avenues for them! Provide technical, and job training with GED courses at same time, give districts extra moneys for these and bonuses for graduating skilled students who can get jobs.	Nov 30, 2011 12:01 PM
265	Our district has been focusing on a major push of proficiency. This has promoted mediocrity in our school and has been a huge waste of time & money. Our district has sent us to days of moderation/collaboration/proficiency that has been a complete waste of time & money. Parents constantly complaining about proficiency. They want grades they understand, not subjective assessments like "novice" "highly proficient" "working towards proficiency". Students think proficiency is a joke.	Nov 30, 2011 11:55 AM
266	Students ability can't just be ranked by a test. There is so much to learning beyond that. There needs to be additional help for ESL students before	Nov 30, 2011 11:41 AM

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Kindergarten. The gap is so wide when they start school and the resources required at the elementary schools is huge.

267	There needs to be an alternative to schooling such as an apprentice stream of students preparing them for entering the work force as opposed to entering college. Students who don't wish to prepare for college or are unwilling to attend school should be able to opt out to join the work force.	Nov 30, 2011 11:38 AM
268	The diploma should be an indicator of skill development and attainment, not "seat-time". Specific skills for ALL youth should include higher order, critical thinking skills (teacher assessed), and basic skills of literacy and numeracy as measured by statewide assessments. All performance data on skill acquisition should be disaggregated (by race, Special Ed status, income-level, among other categories). Though a survey may not be the best tool, student success at the next-level is an important barometer of secondary school success..	Nov 30, 2011 11:33 AM
269	Stop ignoring the research regarding brain development. Cardiovascular fitness is essential to ALL learning as it is the single most important thing that we can do to improve brain development and maintenance. Read John Medina's BRAIN RULES (University of Washington, developmental neuroscientist.) Read SPARK.	Nov 30, 2011 11:26 AM
270	Modified diplomas and GEDs should count as 'graduation', not drop out. State assessments are too intense, too much rides on them. I hope your definition of 'college' includes any post-secondary training, like vocational schools.	Nov 30, 2011 11:04 AM
271	One measure that is being done now that should be expanded is increasing the types of assessing done in other languages as counting towards AYP. Requiring students to be able to pass in a couple of years of just coming to the country is unrealistic and needs to have more thought and discussion thought about	Nov 30, 2011 11:02 AM
272	It's high time to dump standardized state-wide assessments and allow teachers to do what they are trained to do and what will actually help their students.	Nov 30, 2011 10:58 AM
273	When scores of the different classes are compared as if it were progress, it is like comparing apples to oranges. Individual student progress is definitely what we should be focusing on.	Nov 30, 2011 10:44 AM
274	1. Tracking an individual students progress against his or her previous achievements should be at least as important as where that student is in relation to peers. A teacher who helps a freshman move from a 3rd grade reading level to 7th grade--a huge jump--is still treated as if she/he failed, because the student is not at the 9th grade level. This is wrong, and discourages teachers in areas with many transient students, or many low SES students dealing with chaos at home. 2. I beg you not to lose sight of the whole human being in this process. Yes, ability on a statewide test is one measure of knowledge, but even a high score tells very little about that student's readiness for all of adult life. The higher order thinking and habits are vital. Are there other key qualities? How do we teach them? Evaluate them? 3. I do think parents and students should be part of the feedback we get. And the format of that feedback will determine its usefulness. If it's just "high...medium... low" the phrasing of the question can skew accurate feedback (e.g., "science and writing"--I value Writing more than science, but you didn't permit the separation). Two suggestions: permit them	Nov 30, 2011 10:40 AM

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some narrative responses, the ability to clarify a response. And permit them to differentiate between things teachers had control over in helping their child, and things that the home or neighborhood dictated.

275	In any assessment we have to be sure the results are reliable and valid. We also have to be sure the results of assessments are used for the purposes for which they were intended.	Nov 30, 2011 10:40 AM
276	smaller classes.	Nov 30, 2011 10:37 AM
277	Accountability systems need to be fair. Some student populations WONT be on target at 1st grade, and WONT be ready to take college courses in high school or WONT be able to attend college after high school--so judging schools/districts by such criteria would not be equitable, as is evident under the current NCLB measures. A more equitable measurement of the effect of schools is individual student growth--and even then this is affected by student environments outside of school as well. We need to stop punishing/chastising schools who work with disadvantaged students. Its easy for a school to be successful when the student population is higher SES/English speaking population.	Nov 30, 2011 10:04 AM
278	see above	Nov 30, 2011 10:03 AM
279	Our state as a whole, and my district in particular have taken away the importance and emphasis on students being ready for the "real world". NOT all students need to go to college, nor are ALL students going to be successful in college. Administrators have as a whole, devalued the trades, which are the jobs that our country was built upon, and the types of jobs that create a stable economy.	Nov 30, 2011 10:01 AM
280	I would say that our biggest hindrance to improving education is actually the state tests. I think we would see a great deal of improvement in all areas if they were removed. I think they screw what is being learned, they push the standards for kids beyond what is health (not capable but health) for the development of our students. They also attributed to poor teaching and I think are a cause for increasing drop out rates, and "low college-going" rates. They simply burn out everyone involved, and offer no signs of permanent effect change regarding the education and its application in our students.	Nov 30, 2011 9:52 AM
281	Much of these seem to focus on standardized assessments and/or tests which I am wary of. I think having schools and/or departments set the standards then work with a portfolio model for each student to demonstrate their understanding and thinking skills in order to graduate and assess the schools both values student learning and teacher ability to evaluate students professionally.	Nov 30, 2011 9:44 AM
282	Schools and students should not be labeled as failures because some with intellectual disabilities or health issues do not make a one-size-fits-all grade. Schools are failures if students do not eventually acquire the knowledge and skills they need to perform successfully in higher education or the job market. As a leader in a Latino-majority community, I think it is far less important to push kids out of ESL than to be sure they are acquiring the other knowledge they need, even if in Spanish. Our dual-immersion programs have been extremely effective for both native English and Spanish speakers, and are a far better option than treating non-English speakers like a special education population.	Nov 30, 2011 9:39 AM

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That is unfair, unkind, and ineffective.

283	It is important to educate students for high school in a rigorous setting and then let them advance to post secondary education at their own pace after high school. There will be some students ready to take college classes while attending high school, but most are not mature enough. The focus should be on high school first, college second. The state needs to look at online learning because a few years down the road we will find those students did not receive an appropriate education. For those supporting online school should look at the programs and see how easy it is to cheat and complete course work.	Nov 30, 2011 9:37 AM
284	Emphasis on standardized measures means that we will miss things that we cannot measure in this way.	Nov 30, 2011 9:35 AM
285	I think there is too much fear and importance around the statewide assessments. I recall teachers having to waste teaching time to schedule testing time, and then having to cover useful material in a less than satisfying amount of time.	Nov 30, 2011 9:29 AM
286	It is important that academic growth is paramount in determining accountability for a school. If 70% of a high school's entering 9th grade class is below grade level in reading, then how can you compare that school to one with 98% at grade level or above?	Nov 30, 2011 9:24 AM
287	Critical thinking and life skills are more important than tests!!! I understand this is harder to measure achievement but we need to get away from focusing on testing and need to focus on teaching real world skills. I don't take scantrons in my work/adult life and they never helped me. Projects, teamwork, problem solving, and creativity needs to be the focus to have future leaders in this state.	Nov 30, 2011 9:21 AM
288	Not every student is college bound. It is an incredible WASTE OF RESOURCES to push every kid this way, when many can learn other skills and make a good living from them. We would see attendance rates rise and discipline problems reduce if high-schoolers were in the proper programs to give them futures they want.	Nov 30, 2011 9:15 AM
289	The most important skills have not changed and are related to ability to read, write and do basic math. However, critical and creative thinking is necessary to truly succeed. This is a more important skill than going on to a four year college. I believe too much emphasis is being placed on 4-year institutions and not enough on community college and other skills needed to be successful in the existing and potential jobs.	Nov 30, 2011 9:15 AM
290	I think too much importance is placed on preparing students for college. I don't think college is for everyone, we need to provide vocational classes in order to expose students to other options. The schools need to teach students critical thinking and problem solving skills. This should begin in the elementary schools. I think it is critical that students leave elementary school with the above mentioned skills and they should be performing at grade level. It's a bit late to teach a child to read in middle school. I also think more trust should be given to teachers and their ability to teach. Too much micro-managing is taking place that stifles teacher creativity.	Nov 30, 2011 9:08 AM
291	I realize we need to be accountable to report student progress and measure where	Nov 30, 2011 8:58 AM

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we are in educating our youth. That being said...A Standards-Based Learning System (SBLs) of Proficiency based on targeted learning skills is ideal to measure where a student's level of education lies. If we still have final state assessments (OAKS), I think they should only be one small piece of what a student is assessed on. Some students are just good test takers, others are not! This is not a true measure of achievement all by itself. Documentation in a system that includes Standards-Based Learning Targets based on teacher judgment on a proficiency scale should take a priority over state assessments. Making it clear and concise to inform the student and the parent exactly where the student is strong and where more work is needed. Not just a state standards test or any test (ACT/SAT) as a sole measurement of where our student's education is. Take a look at Whitford Middle school and Beaverton school district using the model of proficiency as a key success to great gains in student achievement! It narrows the focus and gives great clarity to students, parents, and teachers on what is needed to make gains for our classrooms. It is a huge mindset change and has had its many bumps along the path. However, the successes are outweighing the hard work invested over years. It is an equity issue as well. The SBLs contribute to equity among all for education! I support this!!!

292	I don't like the Statewide assessments but it's the closest thing we have to a "common core competency" test we have. ESEA has no more chance of success than anything else we have done unless someone starts defining these broad concepts more specifically and shows teachers how to measure them at the CLASSROOM level.	Nov 30, 2011 8:57 AM
293	In my opinion, proficiency is institutionalized mediocrity. Not only does it minimize what teachers teach (the identification of minimal objectives for student learning- "targets" as objectives are now being called) it consequently minimizes what students are expected to learn. If I understand what's coming down from the state and district offices correctly, teachers will be instructed to report out strictly on identified minimal targets. That is mediocrity.	Nov 30, 2011 8:54 AM
294	I'm somewhat confused on a few items such as attendance. If this is used to judge schools then I am totally against it, if it is used to judge the student then I am all for it. Teachers cannot control if a student shows up for school.	Nov 30, 2011 8:54 AM
295	I am a teacher. I feel like my profession has been stomped upon by politicians and fly-by-night op ed columnists. If Gov. Kitz wants the support of teachers, he needs to support teachers. Not just with lip service and rhetoric, but with funds for our schools and useful professional time/development for our teachers. How can any improvement bloom in a classroom of 40 students?	Nov 30, 2011 8:44 AM
296	As you assess students, their individual background and needs must be taken into account. We as teachers are asked to do this day in and day out in our classrooms. However, thus far any assessment has completely ignored the individual needs of students and this is unacceptable.	Nov 30, 2011 8:36 AM
297	Assessments and state wide testing is important as long as it does not become so frequent that students are over tested and kept from learning/student activities.	Nov 30, 2011 8:31 AM
298	There will not be effective change without strong funding and strong classroom	Nov 30, 2011 8:22 AM

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teacher support.

299	Higher Ed institutions already keep stats on graduation rates. Rather than duplicate that work I think it is more valuable to create systems wide communication on whether high school graduates are prepared and if not then where the focus should be.	Nov 30, 2011 8:18 AM
300	All this is great, but without parent support - it means next to nothing if a student does not have external motivation to be successful. All the measurements in the world will not make up for parent involvement.	Nov 30, 2011 8:15 AM
301	Standard Based and Statewide assessments do not factor in measures outside of teacher control such as mobility and poverty rates.	Nov 30, 2011 8:14 AM
302	Success depends on parents holding their own children accountable for learning. Class size depends on how successful a teacher can be.	Nov 30, 2011 8:14 AM
303	I am disappointed in the shallow range of responses/ratings within this survey. Developing innovation, creativity and independent thinking skills. Student intrinsic desire to learn, be inquisitive while developing self confidence.these are the keys to being successful in the 21st century. The emphasis on standardized testing has made a mess of what is essential in a childs education. My hope is that this panel will be more visionary than this survey or NCLB. College is not important for all children, life long learning is, go beyond the range of education within institutions. Educational institutions are very important yet there are equally important learning experiences, all learning is important. Measure beyond a shallow range of skills our world needs a diversity of talents and knowledge. Don't limit education to the "three Rs" and testing. Please think in terms of broader experiences.	Nov 30, 2011 8:11 AM
304	Students are not machines that you can program to learn at the same pace. Schools feel like failures if they do not have high numbers going to college. And not all students should go to college. We need a stronger emphasis on technical/vocational schools.	Nov 30, 2011 8:10 AM
305	I think measuring individual student progress from year to year is the best indicator of student success. Example - I have several fifth grade students reading at a first grade level, if by the end of fifth grade they are reading at a third grade level --- this is the data that needs to be used not whether they passed the state benchmark in reading.	Nov 30, 2011 7:47 AM
306	There is currently a disconnect between student grades and the state-wide assessment scores. It really doesn't make sense, and why spend money on statewide assessments when classes are so crowded?	Nov 30, 2011 7:40 AM
307	As a concerned parent who is not a professional educator, I'm not sure that I have enough information to answer the above questions in a way that supports my overall philosophy on education. For example, I think it's very important that students learn the basics in reading, math, writing and science. However, I'm also concerned that there's too much "teaching to the test", and that too much school time is spent on standardized assessments. So although I checked the boxes for a number of standardized assessments, I'm hoping the time spent on these assessments can be minimized. If that's not possible, I might have	Nov 30, 2011 3:42 AM

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decided not to check those boxes. Also, while I think that it's important to have high graduation rates, it's even more important that the graduates are actually competent. As for the ESL programs, I think it's crucial to close the achievement gap between ESL and non-ESL students. But I'd like to see the research on whether or not a quick exit from ESL programs is the best way to meet this goal. Re: higher order thinking skills. I think this would be a very useful assessment in the later grades. In the early grades the focus should be more on memorization of basic math facts, and competence in reading and writing. In an ideal world, if all teachers were proficient, the best way of assessment would be the judgement of the classroom teachers.

308	State standards should be targets of achievement, but there is no way 100% of students should make the standard unless those scores are set so low that everyone does achieve them.	Nov 30, 2011 12:24 AM
309	Student achievement should be measured by skill development and attainment, not by "seat-time", the acquisition of Carnegie-unit credits. This measure's emphasis on skill over time reduces the value of the four-year cohort and replaces it with the "by age 21" measure. Specific skills for ALL youth should include higher order, critical thinking skills (teacher assessed), as well statewide assessment test (for comparative benchmarks) in which performance data is disaggregated (by race, Special Ed status, income-level, among other categories). Surveys are far too subjective to be a rigorous measure, but student success at the next-level is an essential ingredient in a truly-effective measure.	Nov 29, 2011 11:33 PM
310	Please invite more teachers involved in this committee, it is disappointing that those advising on the future of the education system are not actual teachers presently in the classroom and brings some to believe that there will not be a balanced perspective approach to this process. We need people who know what really happens in the classroom presently versus people who have never taught in the classroom and others who are business leaders.	Nov 29, 2011 11:20 PM
311	Having worked with students with learning disabilities, I know firsthand that often state tests and other standardized academic tests are not in and of themselves a good indicator of a student's knowledge. Often these students are plagued by test anxiety, and accommodations that they need are not available to them in the testing environment. The only way test scores can be used as a valid measure for accountability is if they are paired with other measures such as portfolios and performance-based assessments. Also, outside factors such as poverty rate, home environments, and parent support for academics outside of school, should be taken into account when doing these accountability measures. I have seen in my own classroom the negative effect that hunger, neglect, and a parent's apathetic view of academics can have on a student's success in the classroom.	Nov 29, 2011 11:11 PM
312	I think reading assessments in kindergarten and first grade are too soon. Many kids who are in intervention groups at that age just aren't ready and will develop reading skills without the (too) early intervention.	Nov 29, 2011 11:01 PM
313	Having some "buy-in" for students who are having to take OAKS state tests. Understandable that schools/teachers are being held accountable but students/parents need to be at the table too. One test and one style of assessment does not truly evaluate a 3D person.	Nov 29, 2011 10:59 PM

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314	We need to focus less on testing (and re-testing, and preparing for testing, etc.) and more on reducing class sizes for all students and supporting teachers and students in public schools.	Nov 29, 2011 10:57 PM
315	Reading and Writing are most important. Math would be third.	Nov 29, 2011 10:31 PM
316	Why only focus on reading and math? Sure, writing is important. Also, I see the need for children to understand basic common facts about our universe and planet, but why no Oregon-specific requirements when we live in such an ecologically diverse state? Many if not most of the children in our state get by with minimal knowledge of our precious local ecosystems and the organisms that inhabit them. Isn't it in our best interest not to homogenize science? Also, what of the arts and music? That said, why do students have to all be good at everything? There is little to no evidence to suggest all children of the same age learn every subject at the same pace at the same time. Why require them to? This makes learning both stressful and/or dull for the majority of students. I urge those that are involved in the development of Oregon's new path to pay close attention to the folks at Corbett Charter School: http://corbett.k12.or.us/	Nov 29, 2011 10:24 PM
317	graduation questions are unclear - do they refer to high school graduation? There should be an intermediate importance level between "less important" and "very important" and maybe a "not sure" option	Nov 29, 2011 10:21 PM
318	A lot of teachers get their credentials and are in the classroom, but they just aren't really cut out for it. We need to increase the number of teachers that can really communicate their curriculum to all learning styles.	Nov 29, 2011 10:12 PM
319	Let the teachers, educators and administrators be in charge of the education, and have the government be less involved in everything except financing. Outcomes focused - does that mean endless testing? Just let the kids learn and enjoy school, let the teachers teach to teach and inspire, not to test. Teachers have enough to be concerned about with lesson planning. They don't need to be more concerned about testing and outcomes than their actual teaching and lessons. Let them administer their own tests when necessary. Aren't ACT/SAT tests private and unaffiliated with the school system?	Nov 29, 2011 10:11 PM
320	The tremendous focus on standardized assessment is killing the ability of our students to learn how to be creative, flexible, high-level thinkers, as well as pressuring our teachers to spend far less time on the extremely important areas social and emotional growth and fostering the love of learning. We need to move away from standardized test scores as a measure -- colleges are!	Nov 29, 2011 10:01 PM
321	Tests that are easy to collect data from rarely reflect what they are supposed to measure.	Nov 29, 2011 9:58 PM
322	This survey is biased. Think outside the box.	Nov 29, 2011 9:47 PM
323	Placing Science and Writing in the same question is a poor choice. Writing is VERY important, while Science is less important.	Nov 29, 2011 9:46 PM
324	Multiple choice tests do not measure student growth nearly as close as work samples do.	Nov 29, 2011 9:40 PM

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325	Oregon students need to be assessed on national benchmarks, not Oregon specific benchmarks. They are competing globally, not just with other Oregonians.	Nov 29, 2011 9:39 PM
326	I count on teacher conferences to help me understand my children's strengths and learning styles.	Nov 29, 2011 9:31 PM
327	Comparing students against a benchmark is important. However, more important is a record of student growth. Not all students achieve at the same rate. What IS important is that all students continue to improve their skills.	Nov 29, 2011 9:28 PM
328	See above.	Nov 29, 2011 9:23 PM
329	One capable inventor produces more progress than any number of barely-passing students. But if the same student is only encouraged to pass, but not excel way beyond a mere grade, what does it do to their "training"?	Nov 29, 2011 9:08 PM
330	First grade literacy is critical but measures of it are not because of the developmental process of 6-7 year olds. Measuring their literacy at this age would not determine their success and would only add to the stress of these young minds. They need encouragement, not stressors.	Nov 29, 2011 9:02 PM
331	I am a supporter of The Right Brain Initiative and whole brain learning!	Nov 29, 2011 9:01 PM
332	Evidence of utility of these measures should guide making and interpreting the assessments.	Nov 29, 2011 9:00 PM
333	These kind of standards are silly. What ends up happening is that the overall standards are lowered to ensure that the whole passes whatever standard needs to be met. Kids should be challenged to LEARN not get tested. I also question who is getting the benefit of these tests. Testing companies are making money off of this.	Nov 29, 2011 8:56 PM
334	Standardized tests are a poor way of evaluating student achievement. These exams reduce a complex process (learning) down simple multiple choice answers undervaluing real learning. Testing is a particular problem at the elementary school level as these children have little/no experience testing and a wide range of computer skills.	Nov 29, 2011 8:55 PM
335	I think standardized tests are more suitable for middle / high school. I don't think the length of time it takes an ELL student to get through the "program" is as important as ensuring they are making true individual progress. Self-reported surveys tend to not be accurate. And next-level reporting implies assessments based upon returning from summer break. Not all our students have the same academic opportunities during summer. We did a child start their school year and how much did they progress matters the most.. Without comparison to others. And teacher's should be paid based on proven progress and not how many years they've taught coupled with how many higher education credits they've earned.	Nov 29, 2011 8:40 PM
336	Modified diploma should count in the graduation rate. a disabled child has the right by law to have his high school midified to meet his disability and the fact that you do not count my sons graduating modified diploma in the graduation	Nov 29, 2011 8:39 PM

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	rate is criminal and unjust. In fact everyone agrees in our community Portland Oregon that modified diploma should count in the graduation rate-by law	
337	Standardized testing is not age appropriate and not very accurate before grade 3 or 4. There will always be students who do not do well on tests, but who know the materials. Alternative pathways needs to be in place.	Nov 29, 2011 8:37 PM
338	Need to think holistically. Schools can only do so much. Parents need to be influenced on how to create a pro-learning environment in the home. Schools can help compensate, e.g. poor academic performance might indicate a need for students to spend time after school in study periods, away from a poor home environment.	Nov 29, 2011 8:35 PM
339	Standardized testing is not the answer, and certainly more of it. I have a graduate degree, as does my husband. Our children are highly-successful in school. We are not afraid of testing, but it is a total waste of time and tells us nothing about whether kids are ready to be successful in this world. The benchmarks they are using now are ridiculously low for some children and ridiculously high for others. ANY parent knows that kids grow and progress at different rates. Real assessments of actual year to year growth by competent teachers is the only answer - the rest of it is a waste of money and just an effort to line the pockets of the various consultants and testing companies out there, including some based here in Oregon who are the ones behind all of this statewide testing push. The focus needs to return to the student. Period.	Nov 29, 2011 8:30 PM
340	How will any of these achievements be measured with less teachers and less money?	Nov 29, 2011 8:23 PM
341	If schools are going to be held accountable they need to be held accountable for things that they can control....attendance is not one of those.	Nov 29, 2011 8:20 PM
342	It seems these questions would better be answered by research rather than asking parents. What does the research say is important?	Nov 29, 2011 8:04 PM
343	1. Children can't learn if they are not in school! Less inservice days, furlough days and vacation days! Year round school!!! 2. If you require frequent testing, kids will be taught to the test! This is not learning how to think! Just how to remember. 3. If children are not challenge they will	Nov 29, 2011 7:58 PM
344	There should be less emphasis on the standardized tests and more emphasis on developing critical thinking skills. Teaching to the standardized tests places the emphasis on arbitrary facts and limited processes, instead of thinking skills that will carry a student's education into the future. Also, judging a teacher's performance by a standardized measure of student performance does not take into account the various levels of achievement of the students before they reached the classroom, or the various conditions that affect students' achievements, or lack of achievement.	Nov 29, 2011 7:57 PM
345	Students must come to school prepared and ready to work. Children must know from their parents and guardians that they (the children) are expected to succeed and use school as a resource and that they, the children are responsible for achieving success. Success can not be handed to them. They must take the lead in their own education. Parents must understand their role is	Nov 29, 2011 7:48 PM

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to support the teachers and schools.

346	Measurable improvement in each child is more important than the school average of how a particular grade performed on the test. Test should be broad--math, reading, writing, science. Allowing accommodations for children with IEPs is important. How student attendance rates are figured should be changed: for example, my high school student was on a field trip with a class, yet was counted as not attending any of her day's classes. (On attendance it is marked 'excused for field trip')	Nov 29, 2011 7:40 PM
347	I'm a school counseling intern at a 4j high school. 9th graders are not coming in prepared for high school work (i.e 25-40% are failing (that's with an "F") algebra. Their writing skills are VERY low. The task of getting them to a passing OAKS level seems insurmountable. More than 50% of the 11th graders have not passed the writing portion. Their graduation outlook is not good. The system is failing them.	Nov 29, 2011 7:39 PM
348	I teach in one of Portland's poorest schools. We meet AYP, and I'm proud of my students, but I'm terrified for them. Many live in shared households of 15-20. Many have dead, imprisoned or missing parents. Many have learned through harrowing experiences that adults should not be trusted. Many of our children enter kindergarten having been neglected, abused or chronically deprived of enrichment. Their cognitive and behavioral problems are severe. Like their parents, many are headed for teenage pregnancy, welfare and prison. High-quality teaching is paramount; so too is quality parenting and social justice.	Nov 29, 2011 7:39 PM
349	Are you asking how schools should be rated as successful? If so, individual student progress from base measurements assessed each year. Track each student state-wide	Nov 29, 2011 7:35 PM
350	Assessment data should be utilized throughout the K-12 spectrum, and not suddenly become high-stakes at the high school level. Also, recognize that not every kid needs to go to college. Emphasize skilled trades and other options outside of a four year college education. Do not consider a kid a "failure" if they are not college ready. They should be literate, have basic math skills, critical thinking skills, and the ability to function in working society.	Nov 29, 2011 7:32 PM
351	All assessments are very important as long as two things are considered: (1) a growth model where we see if kids show improvement over the years, and (2) we look at raw scores rather than just pass/fail on state assessments to measure improvement. For example, a child whose raw reading score improved from a 200 in 8th grade - 228 in 10th grade has shown much more gains than a child whose score improved from 230 - 236 over the same time period despite the fact that the first child still is not meeting whereas the child in the second example goes from not meeting to meeting. As for the ESL question, this measure would unfairly penalize districts where you get a large influx of new immigrants with little to no English and could also have the unintended consequence of pressuring districts to exit kids at too fast a rate.	Nov 29, 2011 7:31 PM
352	Testing is mostly a waste of time. You cannot effectively evaluate teachers based on student performance.	Nov 29, 2011 7:19 PM
353	This survey is extremely limited in scope. It isn't a well developed survey and	Nov 29, 2011 7:19 PM

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consequently is skewed. It will give you a very limited and one-sided view of the needs of education. I certainly hope that you'll consider re-doing it with a wider variety of questions and more possibilities for answers.

354	The schools do an awful lot of good with very little support or credit-- and against obscene expectations.	Nov 29, 2011 7:00 PM
355	The money spent on statewide assessments would be better spent ensuring that class sizes are kept to levels that enable the teacher and students to be successful.	Nov 29, 2011 6:57 PM
356	I would much rather see the money spent on this new project for evaluating being put back in the schools hands so they can hire back cut teachers and have smaller class sizes - that has been proven over and over to be a successful measure why all this garbage and wasted money again.	Nov 29, 2011 6:50 PM
357	My problem with this survey is that it is not worded very clearly! Less important than what!?	Nov 29, 2011 6:45 PM
358	Who wrote this survey, clearly someone not trained in the science of a survey design - both how questions are asked and how the respondent can answer. If you are going to use a forced answer survey you must apply at least the Likert scale formatthis will not provide the information you hope to glean.	Nov 29, 2011 6:39 PM
359	I work in special education and I see kids who need help learning to make change or tell time (basic life skills), but are being asked to learn advanced math operations in order to increase their math scores on state testing. When they score low, they are made to take the test again. Each time they are shown their "did not meet" score they feel defeated and soon lose their motivation to learn. They feel dumb and stop trying. These tests are meant to measure what kids know, but they are becoming the main focus of our staff meetings and teacher evaluation processes. They are killing "inspired teaching" methods. The amount of test preparation for state testing has increased each year. I see teachers with less and less time to teach units with hands on experiential learning opportunities (not enough time and too much prescribed curriculum). Teaching with "passion and joy" has become more difficult to do and it has a direct effect on our students. Students feel the extreme pressure to perform on tests (via tired teachers) instead of feeling the thrill of discovery and learning critical thinking and problem-solving skills.	Nov 29, 2011 6:36 PM
360	college-going rates after high school are impacted as much or more by the economy than by academic achievement and should not be considered a measure of student success.	Nov 29, 2011 6:21 PM
361	Way too much assessment of kids at all levels! Proficiency should not be based on tests. It should reflected demonstrated learning, not regurgitation.	Nov 29, 2011 6:17 PM
362	Why is there only 3 options "Very Important, Less Important, Not Important" What happened to "IMPORTANT"???? And if something is deemed "less" one would think "more" would be a better fitting indicator vs "very"	Nov 29, 2011 6:15 PM
363	I think that whatever assessments you have should be authentic assessments, and should track where a student is at the beginning of the year and where they	Nov 29, 2011 6:13 PM

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are at the end of the year.

364	Districts need to be able to provide their own measure of success based on a state model. Rural vs urban vs small vs large and SES of schools can change the outcomes or already the starting level. Students need to be tested less. As important as standard based curriculum is, it has driven classroom instruction to be tailored to teaching for test outcomes, not necessarily to learner outcomes. As a teacher I see administration at a large district in oregon require all standards be taught even if research shows more is not always better. Test pressure on students, teachers, and administration has caused there to be a focus on discrete knowledge in some subjects but not necessarily critical thinking skills or true understanding of material.	Nov 29, 2011 6:10 PM
365	We focus TOO much on arbitrary standards to satisfy NCLB. Those standards were not set by average children and families. They were set by an elite group who do whatever they can to maintain their elite status, not equalize educational opportunity.	Nov 29, 2011 6:05 PM
366	Standardized tests should NOT be the end all be all assessment that dooms a student or school. All kinds of summative and formative assessments need to be taken into account. MOST importantly, the growth of the individual student is what MATTERS!!!!!!!	Nov 29, 2011 6:02 PM
367	I put my comments above under heading of 'other'.	Nov 29, 2011 5:48 PM
368	Instead of cutting the school days to meet budget, which hurts and discourages students, teachers and parents, look at teaching via interactive computer programs and allowing teachers to spend more time with students who need extra help.	Nov 29, 2011 5:44 PM
369	Measures of first grade literacy is a confusing statement. My child could read before Kindergarten so the schools had nothing to do with that.	Nov 29, 2011 5:40 PM
370	Please consider a progress growth model for evaluating student achievement in schools rather than a one test (one size) fits all approach. Those of us that are in the classrooms everyday see the progress so many of our students are making. He/she may have not passed the test but maybe they jumped up by four reading levels in a few months. Isn't that progress? Nobody acknowledges that. Also, a look at "passing" a student to the next grade level without adequate progress is questionable to everyone: teachers, parents, the public. I believe we should have the option to hold a student back a grade at least one time in elementary school. I realize this has a dollar amount afixed to it but I believe this would help students meet benchmarks that have seriously fallen behind. Continuing to pass them to the next grade year after year is like sweeping them under the rug.	Nov 29, 2011 5:39 PM
371	Standardized achievement tests are not the gold standard for assessing individual student achievement. Much of what a student gains from excellent instruction cannot be measured by tests. Overreliance on them invites a narrow focus on curriculum and teaching the test. Teacher assessment of student progress is always a more accurate measure of progress.	Nov 29, 2011 5:31 PM
372	Assessments should also take into consideration the cognitive functioning of the students. Many children have cognitive functioning at a lower level than other,	Nov 29, 2011 5:29 PM

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causing them to learn slower and thus appearing behind and making the school look as though it may not be serving that kid well. Some schools do a great job with these students other do not, and they fall through crack by the end of middle school.

373	We need to take a look at the values of our society as a whole. Things have changed drastically in our country and the way we view kids in our culture. We should all be supporting them. It often feels as though each classroom teacher stands alone in support of his/her students. We can't get the supplies that we need or the time that we need to do what we need to do.	Nov 29, 2011 5:21 PM
374	authentic assessment informs instruction	Nov 29, 2011 5:20 PM
375	Teaching methods in the U.S. are outdated and failing our students. We need to look at the most successful schools and use their most effective teaching tools. We have 3 children and they have ranged from very high functioning, above average, and barely meeting with an IEP since 2nd grade. Public schools have failed to meet most of their academic needs, because of this the first 2 only spent 3 years of their education in public schools. Our third child has needed help and has spent 8 years floundering in the school system. The only time his test scores improve is when we get him outside help. All standardized testing and IEP has been a waste of time and money.	Nov 29, 2011 5:16 PM
376	Teacher judgments of proficiency are too inconsistent from one teacher to the next, even on the same teaching team. State benchmarks at the elementary level are too low. Please continue to raise standards, but also consider that students with disabilities are unable to pass normal benchmarks. If they could, they wouldn't qualify for special education. One of the eligibility requirements for Specific Learning Disability, on the state forms, requires a student be unable to meet benchmarks. It doesn't make sense to then say that these students must meet the benchmark. That's contradictory. You should also ensure districts aren't over-identifying (sped) in areas, and take this into consideration. If they have 15% of students eligible as LD, many of those kids SHOULD meet benchmark because they're not really LD. Also, by 3rd grade, it's almost too late to significantly improve reading. If kids can't read by 3rd grade, it's highly improbable that they'll be proficient in other subject areas. Please assess by first grade and insist students are on track by 2nd! It's unacceptable that many kids are behind from K through most of 2nd grade and the state isn't tracking it.	Nov 29, 2011 5:12 PM
377	State-wide standardized assessments are a drain on financial resources and take away significant learning time within classrooms. They do not accurately show student growth as they measure different students every year. It is like comparing apples to oranges.	Nov 29, 2011 5:06 PM
378	It seems unfair that legislative employees are not in the State PERS system and yet make decisions that affect others. They are basing their judgment on whatever lobby twists their arm. The people at PERS need to be reined in but not the people that pay into PERS. They need to be thrown a bone once in a while.	Nov 29, 2011 5:05 PM
379	Evaluation on ongoing growth regardless of "aged" grade level. Each student should progress as they need to regardless of the larger group.	Nov 29, 2011 5:04 PM

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380	To measure success on one or two tests has little validity - have you heard of text anxiety, illness, homelessness? How can you hold a school accountable for attendance when it is really a family issue? Not all students want to go on to college or often defer it while they earn money-how can a school be judged on what is ultimately a personal decision? I don't understand why schools are being judged on family based criteria instead of what they do in the classroom...	Nov 29, 2011 5:03 PM
381	State assessments only measure a portion of what a child knows. There are also many specialist and teachers that are not a direct link to Math, writing, and reading. It is unfair to evaluate them on state assessments.	Nov 29, 2011 5:00 PM
382	"Students graduating by age 21?" Do you mean graduating HS by age 21? Seems arbitrary and hard to track. 5-year cohorts would be a better palce to start. Also, is there an affordable method for large-scale assessment of 'higher order thinking' and 'habits of effective learners'? I doubt it.	Nov 29, 2011 4:58 PM
383	I do not feel qualified to answer many of these questions. I am not an educator. Some of these criteria are bordering on policy setting and outside of my are of ability	Nov 29, 2011 4:55 PM
384	Limit assessments to one try so kids aren't being tested for weeks at a time.	Nov 29, 2011 4:47 PM
385	Although I value state-wide testing to an extent, it is only a small glimpse into what a child knows. I also think that when looking at state scores, it is most valuable to look at the progress of individuals. A child may not meet benchmark, yet have made two years worth of growth.	Nov 29, 2011 4:47 PM
386	We should be tracking inividual growth and moving students forward from where ever they are currently. some students don't test well on multiple choice tests. Others are good guessers, high stakes tests create stress and do not measure what a student knows or does not know, especially at the elementary level.	Nov 29, 2011 4:41 PM
387	I don't know that this is the best selection of indicators of importance, and the qualities of very important, less important and not important are vague. Perhaps a numerical indicator would be more telling, i.e. on a scale of 1-5, on a scale of 1-10, or rank in order of importance.	Nov 29, 2011 4:27 PM
388	Return more control to districts. The State does a poor job of adding anything of substance to the education of children. Mostly it's paper work that teachers complete but report nominal information. Test students twice a year. Find ways to help those who do not pass the standard based tests. Pay for it! After school classes, tutoring, summer school. Push for more ways to earn credits. Must move into 21st Century schools. The old factory model must be streamlined, morphed, polished to suit the needs of students and teachers a like. Honor all teachers. They've taken a horrible beating the last number of years. Pay them.	Nov 29, 2011 4:26 PM
389	What happened to the support of parents? Why shouldn't it be mandatory for parents to be involved with the very children they birthed; they do this with charter and private schools?. Politicians making choices about education, many of which have never stepped foot in a classroom, is like holding doctors accountable for their patients being sick because they chose to drink, smoke, and eat to excess.	Nov 29, 2011 4:24 PM

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390	why are surveys of parents, important, are we going to answer <>Feel strongly that our child is getting a good education therefore its a good education? I feel we also need to monitor the ESL program more, Are there a lot of students put in ESL classes when it would have been better to have mainstreamed them from the start. Is there a financial advantage to a school district claiming more students in ESL. Also the school gets props for moving students out of the ESL program - (if they wouldn't have started them there to beginning with, there would be nothing to congratulate them on.)	Nov 29, 2011 4:22 PM
391	Although I think higher order thinking skills are very important, but I think basic skills of spelling, grammar, reading and math should be taught along with the higher order skills of those subjects too.	Nov 29, 2011 4:18 PM
392	Measuring students individual growth is the most important indicator of our success as teachers, evidenced by a means beyond statewide tests--such as scored writing samples and reading levels from the beginning of the year compared to end of year levels and samples.	Nov 29, 2011 4:12 PM
393	State tests are a one-time snap shot of students. It doesn't take into consideration is someone isn't feeling well or if they are dealing with things that can't be controlled in the schools like: a death in the family, death of a pet, divorce, parental fight, abuse, lack of sleep, lack of a home, etc...We need to be able to measure their achievement using other tools.	Nov 29, 2011 4:10 PM
394	I am not a teacher, but tying their pay to student performance is the wrong way to go. If schools are struggling, probably that community is struggling in terms of families, employment and income. The whole problem needs to be addressed and not expect teachers to be the entire solution to this problem.	Nov 29, 2011 4:07 PM
395	Statewide standardized assessments are only one very small piece in the larger picture of the whole child. As an education system, the state of Oregon needs to be focusing on formative, classroom and school based assessments that track student progress to better inform teaching. Teaching to one test, and the pressure on educators to do this, does nothing to benefit our children or teach them critical thinking skills, etc that they will need outside of school.	Nov 29, 2011 4:06 PM
396	If we must use a statewide assessment, I'd love to see it given in the beginning of the year and at the end of the year and then measure the growth the student made. At the same time, attendance and mobility need to be factored into that equation.	Nov 29, 2011 4:04 PM
397	As a parent of a graduating senior, I am sorely disappointed in the lack of career education and the emphasis on test taking. We need to prepare these kids to live, not take tests. Emphasis seems to be on AP classes/college rather than any hands-on work. Skills such as timeliness, basic financial literacy, understanding what work is like, etc., aren't getting addressed.	Nov 29, 2011 4:04 PM
398	Need to stop some of the option programs	Nov 29, 2011 4:01 PM
399	First grade literacy rates are important, but be careful how and when you assess. Knowing the developmental trust vs fear mechanisms of first grade students, this data should be collected by classroom teachers. SAT and ACT scores are important, too, but I feel they are biased toward middle to upper class white	Nov 29, 2011 4:00 PM

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American students. Is there something more equitable?

400	I find this survey to be ineffective at getting to any meaningful conclusion about what to do about this issue. Each of these questions begs for a discussion.	Nov 29, 2011 3:53 PM
401	Standardized tests cannot be are only measurement of student achievement for graduation requirements. There must be options that are valid, but not overly punitive. For example in our current system: Allowing students one shot to pass the writing test during their junior year of high school and if they don't, they have to pass essentially three writing "tests" their senior year to graduate?	Nov 29, 2011 3:51 PM
402	We need to spend less time testing students and giving them more time to think and problem solve in a variety of ways.	Nov 29, 2011 3:41 PM
403	As a mother and concerned citizen, I strongly believe that we must positively encourage all children and youth, regardless of their background, family situation, grade level, or academic performance, to take their education beyond the high school level. Many children and youth feel discouraged when at school, where too often they are unconsciously steeped in an atmosphere that inadvertently suggests that they have succeeded if they stay out of jail and off the streets. While we want our youth to stay safe and out of trouble, we need to be more positive with them - send them ALL the message that they are expected to succeed and thrive, not just to survive. That will help them believe that they can. It is not easy sometimes to keep up this positive attitude, but we as adults, parents, and educators have this responsibility towards children and youth.	Nov 29, 2011 3:40 PM
404	The best way to achieve proficiency is to make it relevant. Not all students aspire to attend college, but they should all demonstrate proficiency in order to graduate.	Nov 29, 2011 3:34 PM
405	Please look into the "school of one" program being piloted in New York public school systems. The early data results are amazing.	Nov 29, 2011 3:32 PM
406	We need to specifically address how we record and compute dropout rates. The current system is especially injurious to small schools. The dismissal of fifth-year programs labels students' attempt to achieve as nearly meaningless. So does the sloppy, cumbersome attendance policies that designate a student a dropout even if moved out of district by a parent and not enrolled in the new school. The original school should not be held accountable for that decision. Additionally, the policy regarding modified diplomas as dropouts needs to be addressed. Small schools with a high percentage of IEPs are doubly penalized: First, with insufficient funding above the mandated number of students, second, by the negative impact this policy has on school report card scores	Nov 29, 2011 3:27 PM
407	please see above	Nov 29, 2011 3:17 PM
408	I do not support every morning the gathering in gym for children and waiting time listening unneeded announcements and saying the Pledge of a elegance. It may be done one time per week, but not every morning, That takes up about 20 minutes of the time when children could be in classroom learning. I also don't agree that little children have to start school at 7.40. Children need more sleep!	Nov 29, 2011 3:14 PM
409	We rely too heavily on testing and the homogenization of education. There isn't	Nov 29, 2011 3:13 PM

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one fit for every child - we should want to keep our uniqueness, our creativity, our special skills. We need to be flexible, off experiential, engaging education (environmental and arts education come to mind first) to that children have an intrinsic drive to learn and become productive members of society - working, paying taxes, engaging in the community in a meaningful way, etc.

410	We need to concentrate assessment in high school on the ability to process information and think critically enough to ask appropriate questions, analyze results, predict outcome, and transfer knowledge of one subject to a new situation.	Nov 29, 2011 3:04 PM
411	I think it is unethical to hold the school system accountable for things that are 1) out of their control or 2) un-funded. We need to get back to treating our educators as professionals and our students/parents as people who deserve status as human beings not test scores or data points.	Nov 29, 2011 3:03 PM
412	A NATIONAL test that EVERY student takes within a certain window of attendance days (ie: every student would take the test between day 140 and 155 of the district's attendance days). These tests would put all students in our country on a level eval. field, rather than by state. ATTENDANCE on a daily basis can not be controlled except by parents. Schools can only encourage.	Nov 29, 2011 2:58 PM
413	OR needs a comprehensive P-20 data system to track college and career readiness indicators by student, teacher, school, district, institution of higher education, and labor information. Need to measure and collect data taking a comprehensive approach to college and career readiness, not just basic skills in core subject areas.	Nov 29, 2011 2:57 PM
414	Let's measure so we can get better, not to punish. Too much punishment or if the stakes are too high means people and systems are hurt, not helped.	Nov 29, 2011 2:54 PM
415	Students don't all start from the same place, or have the same access to enrichment at home. Individual progress is more critical and fair than overall levels for measuring success. Not all students are headed for college. Students on a modified diploma should have the same hope of HS graduation as any other student.	Nov 29, 2011 2:46 PM
416	Totally missing is how resources beyond the formal education system can and should be engaged in supporting lifelong learning.	Nov 29, 2011 2:46 PM
417	Many kids' intellectual curiosity and talents are being stifled, by teaching to the "middle." We are losing these high level and highly curious kids this way. What a waste! Let's start giving these kids what they need to grow.	Nov 29, 2011 2:44 PM
418	Re: Learning to write well in school. Somebody dropped the ball years ago on this -- you'd probably be appalled if you had to read essays written by seniors. ... Also, you don't need to force very young children to learn beyond their years. Let them develop naturally, keep them inspired, surrounded by books, with parents who will actually value an education and they will succeed. And value written expression.	Nov 29, 2011 2:37 PM
419	Would like a longer school year. School lunches back in Primary school.	Nov 29, 2011 2:25 PM

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420	I want a list of what my child needs to pass each grade. I do not want my child moved forward in a grade if they can not do third grade math or do not know how to write. I would love to see all day kindergarten or even have it offered to parents who are willing to pay extra for it. Oregon needs to have a longer school year. You need to get rid of teachers having to have a masters degree. You would get a lot of really great teachers who sometime have to leave the state because they can not afford to get their masters. You need to get rid of teachers ten year!!! Some teachers are not good teachers and they need to be fired!	Nov 29, 2011 2:16 PM
421	Please consider terminology such as "post-secondary education" as opposed to college because it is a limiting term that excludes other equally important post secondary options. I see no reference to trade schools or unionized training like electricians. I furthermore see nothing that measures any employment post high school which should still be an acceptable measurement and grouped in with the the others. Post-secondary engagement is a better way to phrase this.	Nov 29, 2011 2:15 PM
422	I would like to see purposeful inclusion of data capturing students with IEP's acheiving Extended and Modified diploma's demonstrating OR's committment to increase diploma acheivement by all students, including those experiencing I/DD	Nov 29, 2011 1:55 PM
423	I wish someone could quantify "learning how to learn" and measure that instead of standardized test scores.	Nov 29, 2011 1:43 PM
424	Be careful what is 'mandated' - the decisions made 'at the top' have huge affects on schools. Be aware of the responsibility you give the schools - is it realistic? Did you ask a teacher? What are they doing already to meet these needs? Prep-time is a necessity for Quality education. And what about Parents? Where are they in this picture?	Nov 29, 2011 1:40 PM
425	Accountability and achievement need to be seen in context. An inadequate state investment has undermined student success for years. Failure to be up front about that and fix it FIRST or simultaneously dooms this latest experiment to failure. Implicit in redesign is assumptions about teaching and learning that simply don't hold up.	Nov 29, 2011 1:40 PM
426	I have watched non readers being graduated in the past. THis change is necessary.	Nov 29, 2011 1:33 PM
427	While I don't think the SAT is truly that important, given it is the metric by which colleges make decisions, we must prepare our students for it.	Nov 29, 2011 1:19 PM
428	I wish SAT should be eliminated altogether, does not really account for anything. We should spend more time on teaching them "critical thinking skills" and inspires them on creativity!	Nov 29, 2011 1:16 PM
429	While I think standardized testing is important, there needs to be other ways of assessing academic achievement as well. In addition, lg amts of time should not be wasted on teaching to the test. If the tests do not reflect learning without extensive coaching, they should not be used.	Nov 29, 2011 1:15 PM
430	As a committed parent of two children in Portland Public Schools, I am all for enhancing teachers' abilities to teach each individuals creatively and less supportive of route "work sheets" and standardize tests. Plus any efforts to	Nov 29, 2011 12:42 PM

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reduce class size and enhance foreign language and art programs would be appreciated.

431	The metrics must capture whether the students' time spent on school activities is an effective use of time for the student.	Nov 29, 2011 12:40 PM
432	The most important aspect is individual student growth. If one child is reading 2 years below grade level and pulls it up to 1 year below that is significant progress, though it would test as no progress. Conversely, if another child is reading two years above grade level and falls down to only one year above that is a significant decrease, although it would test well.	Nov 29, 2011 12:27 PM
433	Reading by third grade is the MOST important thing.	Nov 29, 2011 12:26 PM
434	I don't see the value in a home-grown system of accountability. I would prefer a national or (better, given our national ineptitude) an international system. This seems to me to be a problem that others have solved very well, and the risks of screwing it up or just wasting tons of money to reinvent the wheel are grave. The IB system is an excellent example. I am so glad we didn't reinvent that! Don't have time for the rest. More power to you!	Nov 29, 2011 12:15 PM
435	Let's not forget that the arts enhance the ability for students to learn the traditional basics. Arts also tap into the creative side of the brain that will lead to innovation. Testing only without creative outlets leads to disengaged students (I have seen a marked decrease in the desire to learn in my 3rd grader after being in the worksheet-driven school environment - he still scores high but his interest in learning is diminishing...)	Nov 29, 2011 12:13 PM
436	Accountability begins at the administrative level: no one should be allowed to get an administrative degree without TEN years in the classroom. Anyone wishing to become an administrator must be held accountable during their last three years of teaching: accountable for MEASURABLE growth in their classrooms. Not the number of kids who pass the tests, but that each child improve while in the classroom of these administrative wannabes. The idea of accountability is a good one, but in 25 years of teaching I have met ONE administrator who was an effective teachers. The rest were abject failures in the classroom, yet these are the people who are supposed to evaluate my effectiveness. To take it one step further, parents must be accountable for seeing to it that their children's being needs are met, that kids are read to, and that they attend school every day.	Nov 29, 2011 11:58 AM
437	There needs to be a balance between standardized assessments and individual assessments of students, teachers and institutions. We also need to be sure that our students are learning critical thinking skills, and not just being taught to pass assessment tests.	Nov 29, 2011 11:48 AM
438	The goal of education should be to challenge each student at his or her highest potential. The goal of education in Oregon has been to provide all students with the same education, which unfortunately means that all students are taught at the lowest possible level. In this state, students who attain higher proficiency are repeatedly held back so others can 'catch up' in order to reach the goal of having no diversity in the schools.	Nov 29, 2011 11:46 AM

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439	Giving students ownership of their work from an early age will help them to become critical thinkers, information gatherers and problem solvers. I hesitate to encourage too much state testing because I don't want the education system to be comprised primarily of test taking. We don't function in a world where test taking equals progress. The world is changing constantly and quickly. Children will be better prepared if they know how to gather info and solve problems with a critical mind.	Nov 29, 2011 11:42 AM
440	Currently, there is far too much classroom time spent testing and "teaching to the test." My children's teachers must scramble to keep up with the curriculum because there is not enough time to teach the subjects. They've told me that most of the assessment tests required are a waste of time. My children agree. If we really want to improve education, we should allow the teachers to teach, encourage much more parent involvement and volunteerism, and lower the classroom sizes especially at the elementary school level. Portland Public Schools tends to focus on shortcomings at the high school level while ignoring problems at the elementary school level. Without laying a foundation of learning, how can we expect our high school students to achieve to their potential.	Nov 29, 2011 11:41 AM
441	More focus on assessments of individual progress, showing that they're making improvement at a good rate. Rather than benchmarks all children should meet. Some fly past these but aren't challenged in their curriculum so are underserved. Some children make great progress from where they started but still aren't making the benchmarks (maybe because of ELS or disability) but the school is marked down even though they're helping these kids reach their potential as fast as the kids can. In the first case, currently the school is rewarded though it's not serving those above average achievers, but the second school is marked down even though it is effectively teaching those kids.	Nov 29, 2011 11:38 AM
442	LOWER STUDENT - TEACHER RATIO A lower student - teacher ratio is the most important aspect of any school - our kindergarten class was 1:30. We had to withdraw our child because this ratio is beyond the ability of even the most highly skilled teacher.	Nov 29, 2011 11:30 AM
443	Believing that too much testing detracts from creative teaching and learning, I would be reluctant to add more assessments or surveys that take away from teaching and learning time. And create more "teaching to the test" as opposed to encouraging independent and creative learning.	Nov 29, 2011 11:18 AM
444	Students identified with special needs should not be held to the same standards as students with no disabilities.	Nov 29, 2011 11:18 AM
445	Good teachers incorporate reading ,math, science, and writing skills in every activity,and don't need to "teach to the test". That being said, the Statewide assessments should only verify basic core subject matter necessary to succeed in college or a job. If students are failing the state assessments, then the schools are failing. Other measures are either subjective or out of the schools' control.	Nov 29, 2011 11:17 AM
446	Assessment tools should be time sensitive and able to measure without instruction being specifically aimed at the tool rather than the overall learning of the students. They should have strong parent as well as educators input in the development stage.	Nov 29, 2011 11:16 AM

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447	It is essential to design a system that measures individual student growth as the marker for success. Goals should be realistic for all learners. Instruction should result in the best and most appropriate post high school outcomes.	Nov 29, 2011 11:12 AM
448	I don't believe college should be the only goal worth pursuing. I believe manufacturing and industrial workers pay dearly in terms of health and longevity. These jobs require knowledge, planning and experience and not everyone can do them. Schools can promote a better understanding and climate.	Nov 29, 2011 11:03 AM
449	Find the nationally normed tests, such as the Iowa ITBS, much more useful and a cost effective way of assessing general skill levels	Nov 29, 2011 11:02 AM
450	Students are all so different in how they learn best, so I find it hard to believe that evaluating them all in the same way is an accurate way of determining learning and growth. My daughter is an experiential learner and retains information much better with hands-on learning and evaluation. Other students can better handle the classic structure of "seat learning" and standardized tests. But I think kids like my daughter are falsely reflected as "poor students" by our current evaluation standards.	Nov 29, 2011 11:00 AM
451	Allowing students to challenge themselves with interesting real-world work. Making education relevant so that skills are learned that can be applied to real life jobs. Not holding kids back because of age, but allowing their interests to be fanned.	Nov 29, 2011 10:52 AM
452	I went to high school in New York State which has Regents tests at the end of each required class for graduation. I think the Regents program and their tests prepared me well for testing which helped me enter college, graduate school and pass praxis tests. The very strict Regents programs were rigorous and teachers taught around the tests. I think this system is important to provide the scaffolding for people to apply for further education. At the same time, this program stifles creativity, productivity, inventiveness and higher level thinking skills. I think high schools need to have more flexibility to act more like universities in curricula and assessment. HOWEVER, high school teachers do not have the planning time that university professors have or freedom with their curricula. This lack of planning time and ancient textbooks (if there are any at all) does not allow for teachers to create meaningful and challenging curricula that is relevant to each individual student. I would like to see more teachers be able to participate in creating their own curricula used across the state. A good place to start would be creating an open cyber sharing center where teachers can share their ideas, lesson plans, units, strategies and successes.	Nov 29, 2011 10:39 AM
453	Currently in my daughters 2nd grade class, the first trimester has a grading benchmark for the end of the year expectations so she is showing behind - this is completely ineffective because there is no way to grade/judge her growth or lack in writing.	Nov 29, 2011 10:39 AM
454	Focus should be on critical thinking not testing. Reading should be introduced slowly...all children develop reading readiness skills at different ages. Usually between 5 and 7. If a child is not reading fluently by 1st grade it doesn't mean they won't be proficient.	Nov 29, 2011 10:37 AM
455	Right now the testing only rewards bringing kids up to whatever the benchmark	Nov 29, 2011 10:32 AM

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is. As a result, there is too much focus on kids under benchmark, while kids at or above or given less attention, intervention, and lack challenge. As an example, my two TAG kids are often bored at school. Material is geared below their needs, and since they do well on the state tests, the school has no incentive to have them improve - they come in exceeding benchmarks and nobody cares if they are making individual gains. There are many kids in this situation, and more attention needs to be paid to ALL kids making clear progress each year, no matter how they compare to the benchmark.

456	The assessment test do not measure the total person, or their talents and skills I think they are pointless and in some cases damaging to the child.	Nov 29, 2011 10:23 AM
457	The "one size fits all" does not work when measuring student success. Some students should be measured on progress alone.	Nov 29, 2011 10:14 AM
458	An "accountability system" further perpetuates the current line of thinking that teachers are greedy money-grabbers that don't care about children and are in it for the money. Teachers and other public employees have become the scapegoats for the economic shortfall. Please research countries that have an accountability system to see if such a thing is effective.	Nov 29, 2011 10:07 AM
459	As a parent and educator, I feel that developing assessments of higher-order thinking skills is vital as well as ensuring that our students develop the skills necessary to function in the 21st Century. Right now, because of the stress on statewide assessments, these types of activities and skills aren't emphasized throughout the school day. If this continues, our students won't be prepared for life after school.	Nov 29, 2011 10:06 AM
460	Emphasis needs to be placed on students' habits, students' values, students' goals. The main failure in education is the failure of a large portion of our society to value it.	Nov 29, 2011 9:58 AM
461	Before the "next level" of educators can comment on a student being prepared, the system must be aligned between the levels. Classroom based assessments based on teacher judgement of proficiency is a bit of a loaded question that I'm not sure all will understand. If the teacher is truly using a proficiency based model, the "judgements" are objective, not subjective because the teach and system has done the work to unwrap the standards, develop criterion based assessments with peer reviews, and students have multiple opportunities to be re-taught and re-tested to meet that proficiency. Please do not use emotionally derived language (such as "judgement") to simplify a very complex process.	Nov 29, 2011 9:57 AM
462	As a parent of two college students and an elementary student, I have witnessed a deminishing amount of parent involvement. The home connection needs to be facilitated and valued for it's important influence on students outlook on learning.	Nov 29, 2011 9:55 AM
463	Parent involvement measures could be critical in developing the improvement plan and comparing "failing" schools to other schools (below).	Nov 29, 2011 9:46 AM
464	I think we need to keep in mind that each student learns at a different rate, process, than their peers. If we get too "boxie" with our standards, some that should pass, may not and other may get left behind.	Nov 29, 2011 9:43 AM

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465	Wow! A lot of the questions above would be based on socio-economic factors, which shouldn't go into how Oregon schools are judged. Student assessment should be based on a blend of classroom and state testing, not either/or. People are individuals and some don't test well, but show great promise/achievement in the classroom.	Nov 29, 2011 9:42 AM
466	It is time to move away from the rigid curriculum's that do not allow for more interdisciplinary approaches to learning. Learning is inherently interconnected to all of the subjects, math, art, reading, social science, science, etc. and to see that my children get limited exposure to many of these subjects is concerning and honestly I think to their academic disadvantage. Teachers used to be encouraged to be creative and explore concepts/ideas with kids, now they are locked into teaching from their anthologies. If we want creative, intelligent kids, then we must set the example and provide avenues for them to explore their individual talents. Standardized tests, repeated assessment tests, does not reflect the intelligence and aptitude of students. If we want kids to do well in math and reading, then we need to integrate those concepts into other fields of study and help our children become well-rounded students and thinkers.	Nov 29, 2011 9:41 AM
467	Put more emphasis on teaching the basics of writing, math, reading and science. I would also like to see fewer half days, which accomplish nothing but giving the teachers a contracted day to count. 10 minute classes do nothing for the students on half days. It is a COLOSSAL waste of tax payer money and everyone's time.	Nov 29, 2011 9:39 AM
468	I would like to see more classroom based assessment and measured academic growth in lower grades maybe starting in 3rd or 4th grade. Satisfactory/Not Satisfactory on a "progress report" doesn't cut it for a 4th and 5th grader they and the parents need a more clear picture of where they are academically. Please be more specific are they getting 90%, 80%, 70% of what they are being taught. Are they completing 90%, 80%, 70% of their work in class and/or at home.	Nov 29, 2011 9:35 AM
469	I worked for Education Week during the integration of NCLB and spent time in the schools that suffered the most from assessments. I'm not a republican (independent) but am not a big fan of NCLB or standardized testing. Now that my daughter attends Sojourner in North Clackamas, I can see first hand how driven teachers and parents can help change the system even within the confines of NCLB. I desperately want to see revolutionary change in Oregon: I want to see summer breaks eliminated and moved to winter (encapsulating Thanksgiving and New Years), I want to see all day pre-K through 12, I want to see nutrition overhauled. We took away PE but we continue to offer the same crap I ate when I went to Putnam HS.	Nov 29, 2011 9:33 AM
470	All objective exams contradict the individual student's personal formation and academic achievement constituting his/her construction and meaning of knowledge.	Nov 29, 2011 9:31 AM
471	Seeing class size of first grade over 33 is shocking, because those students needing more turns, attention and modifications are lost. The environment of the classroom is complicated in a negative children with more kids in the mix.	Nov 29, 2011 9:28 AM
472	Alternative high school completion must be counted----not as a percentage who	Nov 29, 2011 9:24 AM

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did not graduate, but as a type of completion. It is valid.

473	I feel we are misguided in so far as we gear too much of our education towards exams. We are forgetting the love of learning. School should be fun, creative and inspiring as well as a place where kids can learn life skills.	Nov 29, 2011 9:23 AM
474	School accountability systems should take into account the numbers of new-arrival ESL students so that schools that get larger influxes are not "punished" for having below-average reading/writing scores.	Nov 29, 2011 9:22 AM
475	As a single parent, these furlough days and teacher work days off are really placing an extraordinary financial burden on me for childcare. Add to that the constant fundraisers (which I always try to participate in) and the increased homework demands to make up for what kids are not getting taught in school is really tough on working parents. There is not enough time in the day and the education system seems as if its headed for the toliet. It is almost worth going back to private education (which we had to discontinue due to the cost - which seems to be a wash with increased taxes, fundrasiers, childcare, etc. This survey is really slanted as well - "less important" - come on. I would have higher expectations coming from some sort of lobbying effort on behalf of the schools. How	Nov 29, 2011 9:20 AM
476	i am concerned about how LOW the standards are in the state. i was appalled a few years ago when the papers were touting a rise in oregon's math scores, when it was only due to a lowering of the standards. we need higher standards and the people qualified to see them through to fruition. the skills required (or recommended) for exit from kindergarten are absurd.	Nov 29, 2011 9:17 AM
477	I am not sure I understood the top questions regarding "statewide assessment"- of course I want our children to rank well, but I do not want them to be taught how to "test", but to actually be proficient in the test's subjects and therefore rank well.	Nov 29, 2011 9:11 AM
478	There's too much testing and not enough teaching/learning.	Nov 29, 2011 9:10 AM
479	Don't think college credits earned in high school should be measured. Some school districts are too small or don't have the resources to offer these so puts them at a disadvantage even though they may giving a very good quality education.	Nov 29, 2011 9:01 AM
480	We all have different paths and learning skills that to assume standardized testing will assess student, teacher and education is ludacrous. We have a wealth of information if you just ask those in education. They have watched the pendulam swing for each 'new, innovative' idea and been able to see how to best assist each child. Ask your ESP and Classified's how each principal, teacher, test, plan, 'new theory' affects their ability to help the student succeed.	Nov 29, 2011 8:57 AM
481	There needs to be an added layer of accountability related to the teacher and administrator evaluation system. While we have teachers who are considered highly qualified because they took the correct classes or qualified to be 'housed', that doesn't take into account what they are doing on a daily basis in the classroom. There needs to be a system in place that is specific, focused and reflects intentional practice. This includes educating administrators on a system	Nov 29, 2011 8:56 AM

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and developing a system that evaluates them as well.

482	Not all kids have the ability to learn at an accelerated rate, we need to expand our teaching model to identify the child's ability, not the governments idea of warehousing our kids to get their education. This is our future.. we need to pay more attention and take better care how we raise them to be successful.	Nov 29, 2011 8:54 AM
483	Having a merit based system, where teachers are graded based on a combination of	Nov 29, 2011 8:49 AM
484	I truly feel my 1st grader is getting pushed through. TEST, TEST, TEST!	Nov 29, 2011 8:47 AM
485	Please cut class size.	Nov 29, 2011 8:47 AM
486	It is time to move beyond standardized tests to measure student achievement. Parents must be made to take responsibility (particularly @ High School and Middle School levels). Many parents simply abrogate all responsibility to the schools and fail to consider the role they need to play in their children's education.	Nov 29, 2011 8:43 AM
487	Another skill I think is very necessary for College and especially in the work force is public speaking skills. Students need this in all aspects of their lives to be successful. I don't think it can be taught enough. It would be good to include it in all subjects.	Nov 29, 2011 8:41 AM
488	People should put there money where there mouths are. If you say education is important back it up. The wealthy should give more since they have been intrusted with more. These kids if not educated will cost them and all of us more if not educted.	Nov 29, 2011 8:41 AM
489	Please stop wasting so much time in our kids classrooms trying to get them to pass the statewide tests with better scores. Kids should not be allowed to take these tests more than once, since they supposedly do not have any bearing on their class grades anyway.	Nov 29, 2011 8:40 AM
490	Accountability should focus on determining whether and how schools can best serve their students and parents, not on punishing students when they do not meet arbitrary benchmarks.	Nov 29, 2011 8:40 AM
491	Assessments are important to benchmark and track development over time for individuals. Important measures are looking at how individual scores change with educational experiences. Teaching to a test and being more concerns about achieving certain scores at the expense of the individual is bad.	Nov 29, 2011 8:29 AM
492	Sounds costly and time consuming to "re-do" everything assessment wise. Can't you find some way to use what is already in place. You could spend time re-creating all this, then a new administration can come in and trash it. We've been through this cycle before.	Nov 29, 2011 8:29 AM
493	Class sizes are way too large	Nov 29, 2011 8:20 AM
494	The school classes are are way to full... There should not be more than 22 kids per classroom.	Nov 29, 2011 8:16 AM

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495	I think that our schools should look at other options for students besides going onto college. How will you assess a school for their vocational programs?	Nov 29, 2011 8:09 AM
496	If our students are graduating without being physically educated we've missed an opportunity to divert health risk factors that now occur as young as 4 years old. We have for too long neglected the body/brain connection and we are seeing the results(childhood obesity).	Nov 29, 2011 8:07 AM
497	Providing TAG children the extra attention they need to continue learning at a higher level. Give the teachers the education and tools to support those children that are farther ahead of the class. All the time, effort and energy are being utilized to help those that are struggling (which isn't a bad thing) so those that are advanced are not getting any help in learning how to advance their skills. They are getting bored in class. They are losing their love of learning because they are not challenged. The TAG program is a joke in the West Linn Wilsonville school district and should be modified.	Nov 29, 2011 8:04 AM
498	When is it going to sink in to the "powers to be" that ALL students are not ready to attend college when they graduate from HS, let alone a 4 year university? Community college and tech schools are very viable option for MOST students. Returning students make up a lot of the population at college and they returned when they had the maturity, life experiences, desire and need to go back. This 100% of graduate ready for a university is so not realistic, look at the data, how many go to community college, tech school or sit out and work for a while? Get rid of compulsory education in grades 7-12. Too much time is spent on getting these students and parents concerned about coming to school. It becomes a battle where animosity to education takes root and then is perpetuated for generations. When we do get them to school they disrupt other students and eventually drop out and all the time getting them there is wasted. A grading a HS by its graduation rate is a poor indicator of success. Its a reflection of the local environment in society which the school is sometimes helpless to change.	Nov 29, 2011 8:04 AM
499	Teachers must be encouraged/enabled to see testing as their tool and responsibility, not as an insult or burden. LOWER INCOME SCHOOLS MUST BE GIVEN LEADERSHIP/RESOURCES TO CLOSE THE GAP - parent income is MUCH too great a factor in student achievement.	Nov 29, 2011 7:58 AM
500	This survey is as ridiculously vague and badly constructed as every other communication I have seen coming out of PPS, the PTA, and pretty much every part of the education bureaucracy in this state. To make this a coherent survey there should be a set of the questions above and below for each and every grade. Also, why have you lumped together "reading and math" and "science and writing"? Not the best groupings.	Nov 29, 2011 7:56 AM
501	It has been proven in research that students who have PE and Music perform better in school. It is a shame that this generation of students have a lower life expectancy than their parents. We all grew up having Music and PE every day. Yet this generation of students have known nothing but once a week PE & Music or no PE and Music at all. You talk about the importance of education but in the last 20 years education has taken nothing but cuts. It is a sad state in this world when education has been devalued to the extent it has in the last 20 years. Students are more than test scores. They are individuals who need a well rounded education. Students today deserve an education that does not include	Nov 29, 2011 7:49 AM

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4 months or more of testing.

502	We are focusing so much on kids who cant speak english that we are holding back our kids who can speak english. Its not fair that we have to move so slow to help kids who dont speak the native language then complain that the rest of the kids are behind in learning. We are making them fall behind.	Nov 29, 2011 7:48 AM
503	Teachers should be monitored for what they are teaching or lack there of. Report cards should be based only on the one child and not a blanket card that can be used for the whole class.	Nov 29, 2011 7:46 AM
504	Teaching students is more important than measuring their process. Class time shouldn't be devoted to learning how to take tests - tests should be a quick snapshot of what students have learned in the course of their education.	Nov 29, 2011 7:41 AM
505	Not all students are developmentally ready for the rigor of test-based curriculum.	Nov 29, 2011 7:41 AM
506	I just wanted to qualify my answers above - I'm a parent of a Kindergartener so I'm very new to this discussion and don't necessarily feel I have all the information I need to make informed judgements about these measures, but I took a stab at it...	Nov 29, 2011 7:40 AM
507	Although I value student assessments through standardized testing, I have concerns about "teaching to tests". It has the potential to stifle individual creativity and confidence of both teacher and student.	Nov 29, 2011 7:40 AM
508	Unfortunatly this No Child Left Behind is a huge let down. Your so worried on getting them through that are students in our school that cause so many problems and are such bullies it is crazy. Our students who this effect rarely say anything any more due to the fact they see it doesn't matter. The schools keep these bullies and make sure they get to move up in grade yet the rest suffer.	Nov 29, 2011 7:39 AM
509	I've been told by many tachers throught the last few years,all the testing they do for no child left behind is taking up all the classroom time.They don't have time to teach a lot of the basic things they used to. Is all this testing really necessary?	Nov 29, 2011 7:39 AM
510	When you ask teacher at the next level they are going to say that the students are not prepared. This is how they keep their jobs going. A sixth grade teacher will say that the 5th grade didn't get them ready, the same as a 9th grade teacher and when students go to the next level.	Nov 29, 2011 7:34 AM
511	When are we going to get more funding for teachers? Our classroom sizes are growing, our duties are getting larger, our preparation time is nothing, and our work load increases on a daily basis. We can't do everything and expect us to keep going at the rate that we do.	Nov 29, 2011 7:33 AM
512	The college credits earned before h.s. graduation would not be as important if the current quality of course work weren't so poor. Emphasis should be placed on funding. My high school junior has 5 classes and THREE study halls. There are no electives available.	Nov 29, 2011 7:32 AM
513	If class sizes were kept small 20 max elementary level and 25 secondary level. Teachers would be able to provide the interventions needed. Teachers would	Nov 29, 2011 7:26 AM

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also be able to build a personal relationship with students. When a student knows a teacher believes in them they are more likely to try harder.

514	It must be acknowledged that teachers are not responsible for all inputs that go into education. We have seen this repeatedly in Portland where people ask does Roosevelt have terrible teachers and Lincoln great teachers? I believe if those teachers traded places the results would be much the same based on the student demographics.	Nov 29, 2011 7:20 AM
515	There are too many poor teachers in the schools. This is sad and takes away from the great teachers. Everyone knows the poor teachers - you need to somehow assess "gains" in knowledge, not just standardized tests. Poor teachers do not increase knowledge in kids.	Nov 29, 2011 7:20 AM
516	Please make this meaningful and not lip service to the voters of Oregon.	Nov 29, 2011 7:18 AM
517	I believe the most important factor is looking at a student's growth, whether they started below grade-level, at grade-level or above grade-level. Currently we're only assessing whether kids are at grade-level, not whether they've made at least a year's academic growth. What about rewarding the teachers and students that were below grade level expectations, are still below grade-level expectations, but made more than a year's growth - that should be rewarded. What about students that are above grade-level expectations, but don't advance very much although they are still above or at grade-level expectations - that should be a problem. I believe we should be looking at where individual kids start and where they finish using multiple means of measurement - not one "dip-stick assessment."	Nov 29, 2011 7:16 AM
518	EI/ECSE is critical to early literacy, and there are many success stories (jobs after high school graduation) for those students	Nov 29, 2011 7:16 AM
519	As a SPED teacher, I feel individual growth is most important. There are so many factors that impact a students academic performance.	Nov 29, 2011 6:48 AM
520	I'm frustrated by the testing process. At our school, even if the children pass, they are highly encouraged to retake the test to exceed. The test should be a snapshot in time. Our math curriculum is changed so that the kids are getting fractions now in preparation for the test instead of going through the book in order. Testing seems to have become an end-all for both rating the kids and teachers. It seems the school is teaching test-taking and not critical thinking. At the end of a test, it's a memory dump!	Nov 29, 2011 6:46 AM
521	Rate of departure from ESL is insufficient without some test to measure English proficiency, and perhaps a follow-up a year later.	Nov 29, 2011 4:35 AM
522	Make all those skills and knowledge that will be measured known to all (not a secret behind locks and keys). Use assessments as tools to determine who need more assistance to reach the benchmark to become a compassionate proficient citizen of Oregon, the USA and the world. Provide direct teaching that is clear and comprehensible to those who are not in step with the rest in acquiring mastery of the crucial skills and knowledge as identified previously. Enculcate values that are basic e.g., respect of self and benevolent tolerance of those perceived to be of lesser character.	Nov 29, 2011 2:07 AM

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523	Many of the above questions are jargon-filled. How could parents possibly know the best ways to educate or to measure children's educational success? Do you ask patients to tell the medical profession their views on how best to treat disease? Surely there is some sort of data that helps educators facilitate education?	Nov 29, 2011 1:01 AM
524	i am not an educator and have no training...how would i know this stuff?	Nov 28, 2011 11:59 PM
525	Where is child's assessment of what s/he needs? Where is deliberate, inclusive parent involvement in planning and implementing education goals?	Nov 28, 2011 11:52 PM
526	Need to focus on the basics for reading, writing, and math. I have seen writing for our high school, that use poor english skills and the penmanship is poor. Need move away from the use of electronic devises and lean more on using the mind, pencil and paper. What would happen without electricity for an extended time?	Nov 28, 2011 10:32 PM
527	Standardized test are important for teachers to be able to compare their teaching to others from around the state, Country or even internationally (if only there were a national test!) unfortunately there are too many mitigating factors in students' personal lives for them to be a valid measure of overall teacher effectiveness.	Nov 28, 2011 10:27 PM
528	The arts need to be addressed as well. The arts need to be considered core acadademic areas. The state needs to require that the arts are taught well and evaluated like the other academic disciplines.	Nov 28, 2011 9:29 PM
529	It would be great to see the same standards we are holding students to be applied to not only teachers but principals. For example: If there have been numerous complaints about a school, if students aren't making AYP, if teachers are just "buying their time" until retirement and no leader has addressed the problem of just getting them off the bus, then those leaders should also be held accountable.	Nov 28, 2011 9:07 PM
530	All children are not the same. We need to benchmark children against their potential for learning, not against some standard. We have to believe that all our children can reach basic proficiency regardless of background, but that children have individual skills and gifts that must be nurtured, as well as challenges that must be addressed. Teaching to a test is the least of what we should do.	Nov 28, 2011 8:53 PM
531	The concern with state wide assessments is that they leave the gates already containing bias. If the students have not been exposed to certain things in life, it harms them in their ability to relate and pull from information for help. I have not seen an assessment that is evenly/successfully scored for poverty stricken students, students of color, or even live outside of a city. The state has tried but has not been able to meet all the needs.	Nov 28, 2011 8:52 PM
532	Qualitative assessment is as important as quantitative. But it is intrinsically hard to capture and to verify its validity across observers within and across school districts.	Nov 28, 2011 8:12 PM
533	I would like to see teachers being able to actually teach their students again, rather than having them teach to test and pressure them and students into	Nov 28, 2011 8:02 PM

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having to pass these tests. Let's get back to teaching the students and away from pressuring everyone to pass tests and punishing those who are all at different learning levels.

534	We need to require that ALL students progress, not just those at the bottom.	Nov 28, 2011 7:29 PM
535	Students should be measured by individual gains by ability level. Some kids should be rising a year and a half every year and others 9 months.	Nov 28, 2011 7:17 PM
536	Consider graduating students after 3 years of high school. European model; we provide too many options therefore allowing students to create a culture of procrastination I teach high school and see this on a daily basis. If students were expected to complete the requirements in three years, we would have more buy-in....less apathy. It works in other countries.	Nov 28, 2011 7:03 PM
537	Individual Student Growth appears to be the best of the above alternatives for judging success. However, even growth is difficult to measure properly. Even with excellent or perhaps "perfect" instruction, some students will not show growth at a rate that could be called successful. It is very difficult to measure brain activity with a multiple choice test. The fear of assessment of first grade literacy is the choice of assessment tools. Often, the assessment is of skills that do not support good reading strategies. Words per minute and decomposition of words are not skills we should be teaching.	Nov 28, 2011 6:48 PM
538	The choices for answers for this survey are too narrow for the questions. There are so many things to consider when we are planning the educational futures of our young people. More choices would have made this survey easier to answer.	Nov 28, 2011 6:27 PM
539	We need to get away from testing students ever time they take a breath of air. It's billion dollar industry that isn't doing our student any good and costing the tax payers way too much! Find a better way to asses. How about more types of assessment like Portfolios, Senior Projects, more projects based, hands on, etc. Many students aren't good test takers!	Nov 28, 2011 5:35 PM
540	Standardization is the opposite of a good education.	Nov 28, 2011 5:33 PM
541	Focus on process goals and performance goals, not outcome goals.	Nov 28, 2011 5:25 PM
542	I found the "measures of first grade literacy" an interesting box. As a former first grade teacher, so much of primary reading is based on the amount of exposure a child has had at home. If this measure was as a way of gaining insight into home lives' influence on a child's success, I can completely see the relevance. Too often that is overlooked or dismissed simply because it is out of our control, though it is a HUGE factor.	Nov 28, 2011 4:58 PM
543	In all of these assessment areas, it depends upon what it looks like when it's implemented. For instance, we should be measuring how much individual students improve each year (at elementary level) on their State reading and math tests. We should get credit when a student improves their scores by 15 points over the previous year, even if they still have not quite "met" the new, higher score needed to pass. And what will the "Assessments of higher-order thinking skills" look like? How exactly will they be assessed, and will they be in addition to all the assessments we already have? In our district we have many	Nov 28, 2011 4:54 PM

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new formative assessments - so how will we have the time to give any new assessments? Will our curriculum be adapted so we have the resources to prepare the students adequately for such an assessment? For example, right now we are scrambling to have adequate resources to teach the students as we work toward the new state standards in math.

544	High-ability students are not measured for their level of challenge, just if they meet standardized knowledge test levels. This allows them to be lost in the system as they lose motivation and drive.	Nov 28, 2011 4:53 PM
545	measure not only graduation rates but also progressions each year of enrollment	Nov 28, 2011 4:52 PM
546	Student accountability must be increased. As a teacher I see more cheating on assigned work. Students seem happy with a D as long as they pass. The lack of work ethic is an epidemic in classrooms and students seem to lack parental guidance and support. The focus on self-esteem, without solid accomplishment as the basis for such self-esteem, is not positive for students. There should be less focus on dumbing down curriculum to allow students to pass at any cost and much more focus on competency.	Nov 28, 2011 4:45 PM
547	Please get the parents involved. They make a big difference in the child attitude about school and attendance. My parents were always involved in my education and my siblings education from the time we were in grade school and we all graduated from High School and we all hold jobs today.	Nov 28, 2011 4:41 PM
548	We need better measures of progress over time.	Nov 28, 2011 4:12 PM
549	Alternative Assessment for Students in Alternative Schools. Once Students are behind grade-level improvement should be assessed not placement with peers.	Nov 28, 2011 4:04 PM
550	Testing is important, but teacher judgment is just as important. State testing is a contrived environment, that does not often show the nuances of each child's learning style or capacity. Project-based learning is often more an indicator of skills that permeate the greater world, where we often have to "show" our knowledge, defend our stance, and contribute to the good of a group or situation. In my opinion state testing should follow the curriculum followed in each grade level. If we learn about the Oregon Trail in 4th grade, perhaps our state reading should echo this, as then we are allowing students to use their experiences or previous knowledge to assist comprehension.	Nov 28, 2011 4:03 PM
551	Graduations rates should be a 5 or 6 year co-hort. This would give a better projection of the actual drop out rate. I gave standard 4 ye a 'Not Important' because I believe the longer co-hort is a better overall picture.	Nov 28, 2011 4:00 PM
552	Statewide assessments are useful but they are being used in the wrong way and interventions have long lost the meaning behind the standards of what we want our children to understand.	Nov 28, 2011 3:56 PM
553	I had several people tell me that I would not succeed at anything when I was in High School. I have since had a very successful career and have a Masters Degree.	Nov 28, 2011 3:50 PM
554	College-going rates should include any kind of post-secondary training	Nov 28, 2011 3:49 PM

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programs, not just four and two year colleges.

555	A variety of assessment measures must be in place as we know that students will have a varying demonstration. It must be considered that there is a comprehensive system of accountability but that there may be small differences to address issues at schools.	Nov 28, 2011 3:49 PM
556	I don't think our current OAKS system does an adequate job of assessing our student's knowledge. The format really messes with kids. Often, even if a child knows the material and can do it consistently and accurately, if the content is in a different format, it throws them off. The only way I can think of to alleviate that problem is to have a standard curriculum and have the assessment use the same format, though I hate that idea. Measuring schools based on attendance is an unfair measure. We can do everything we can to encourage students and families to be sure their students are here and on time, but if the parents don't choose to send their children to school, I don't feel we can be held accountable. I teach elementary school, so I am not sure what is most critical or accurate to measure in middle school or high school, so I marked that those areas were not important. Also, I was not sure what was meant by "measures of first grade literacy." I think this could be very important, but only if it is fair, accurate, and valid.	Nov 28, 2011 3:43 PM
557	I am not an advocate of "high stakes testing". I feel that we test our students way too much as it is. I also don't believe that a school should be funded by their performance.	Nov 28, 2011 3:37 PM
558	Students should be compared for growth as an individual. Stop making the elementary reading tests so long. It is excruciating for poor readers. Make the passages shorter and stair-step in difficulty for better results in measurement. Poor readers are overwhelmed and give up OR guess.	Nov 28, 2011 3:35 PM
559	All of these measurements are based on assessment. None of them are based on teaching. Several, such as ACT/SAT scores and post-high school college attendance are based on the SES of the students' families. Clearly, better teachers teach wealthier students.	Nov 28, 2011 3:35 PM
560	There are so many outside factors that affect a student's performance and we have no control over these things. I cannot make my student come to school, and yet NCLB would see that as my failure rather than a home issue. In addition, my class may have more special needs students, ELL or resource kids. They will never perform as well as a classroom with less of these students. How will that be accounted for? We also hear a lot about teachers losing pay for poor performance-it would be nice and make sense to reward or "bonus" us for high levels of performance!	Nov 28, 2011 3:27 PM
561	Too many students don't do their homework, but still pass their classes. Then, they go to college, don't do their homework and flunk out.	Nov 28, 2011 3:25 PM
562	Oregon's school system is set up so that students in some districts receive programs, classes and assistance that are not available in other districts. Students need equity of access to education, similar class sizes, similar extra resources...not exactly the same, but measurably similar.	Nov 28, 2011 3:18 PM

Q2. COMMENTS?

563	I would be careful with using exiting ESL programs a priority. As is well known, EL students progress developmentally in their L2 and rushing them through a program is not good pedagogical practice.	Nov 28, 2011 3:11 PM
564	Making an accountability system based solely on standardized test is ineffective. Standardized tests do not accurately show a students ability, level of mastery, or how much they have learned. Teachers have to be allowed to teach each child to mastery without worrying about their competence as a teacher being evaluated by how their students perform on one given test.	Nov 28, 2011 3:08 PM
565	Above all, schools should be evaluated based on how they serve the students they have. Family background and socioeconomic status of the school's community should not matter; the school's ability to move a student from where they are to a greater level of achievement should.	Nov 28, 2011 3:06 PM
566	Statewide testing is not really an authentic mode of assessment. In addition, some students do not test well. While college is all well and good, it is not for every student. Some students are meant for technical schools and/or the work place right out of high school; while others need some life experience to grow up a bit before entering the college realm.	Nov 28, 2011 3:03 PM
567	Too many students are two to three grade levels behind by 5th grade. They need to be on grade level by 7th grade.	Nov 28, 2011 3:01 PM
568	I am tired of teachers being made scapegoats for public school educational shortcomings. Often, "teacher accountability" is another way of deflecting blame away from politicians--who pass poor education legislation and who don't see funding education as a high enough priority-- and stirring up and channeling public anger toward teachers. It is easy to blame teachers for public education shortcomings, but it would be far more worthwhile to carefully examine public education as a whole and develop a carefully researched, well-thought out way of improving our education system. I would begin with the way education is funded, and then I would look at politicians who often want to look like they are doing something rather than actually caring enough to really help make our state a model for good education. Politicians must learn to care more about the quality of our education system than about getting and holding onto power. They must care more about our states future than about making their political enemies look bad. They must care more about our childrens' future than about posing in front of cameras. They must learn to be honest. They must actually care.	Nov 28, 2011 2:57 PM
569	Students should be not be separated by age, but by proficiency level. There is no reason that a 3rd grader who knows 5th grade level math should be forced to sit in a 3rd grade class and as their skill and talent atrophies--there should be movement. In addition, students who fall behind should receive support far before the high school level.	Nov 28, 2011 2:49 PM
570	Why is attendance the school's responsibility? Doesn't that fall more toward the family?	Nov 28, 2011 2:40 PM
571	The fact that the Governor has chosen people like Yvonne Curtis and Ron Saxton for his advisory committee tells me that the Governor is choosing people who are political climbers rather than those who are serious about education. As a business owner, I refuse to recommend this state to the other companies with	Nov 28, 2011 2:35 PM

Q2. COMMENTS?

whom we are in contact.

572	Providing a framework that allows/encourages/challenges teachers to work collaboratively in a team environment (i.e. plc's) is key here.	Nov 28, 2011 2:30 PM
573	If we use state testing, let's look at growth not benchmark criteria.	Nov 28, 2011 2:22 PM
574	Measuring students achievement allows for the discovery of best practices - however real student assessment must be done at the teacher/classroom level to help the student.	Nov 28, 2011 2:17 PM
575	Standardized tests should not be used as the sole measure. Some students will never test well, but make fine, productive citizens.	Nov 28, 2011 2:14 PM
576	Group or collaborative learning should NOT be an assessment of an effective learner. Learning styles are highly individual and the "how" is far less important than the "what".	Nov 28, 2011 2:11 PM
577	What ever assessments are used, NONE should EVER be tied to teacher pay or evaluation or district money or evaluation. Too much of what effects the student's performance in school depends on what the student experiences at home.	Nov 28, 2011 2:00 PM
578	The failure to recognize that all students do not need to follow the college prep track is a failure in public schools. Vocational training needs to be a strong part of a high school curriculum.	Nov 28, 2011 1:56 PM
579	State Testing is great to compare students across the state but shouldn't be used as an evaluative assessment	Nov 28, 2011 1:54 PM
580	Thanks for the survey	Nov 28, 2011 1:51 PM
581	While I think that the district and state assessments provide a good snapshot of student learning - we need to get back to basics of putting the needs of the students first and what is on the test does not always meet that priority. If teachers are given the time to teach targeted, student driven lessons that meet the state and national standards, there should be a higher level of our students passing such tests. We need to provide our students opportunities to critically think and explain their thinking; there is a large difference between recall and actual knowledge.	Nov 28, 2011 1:44 PM
582	I would have marked the "assessments of higher-order thinking skills . . . and habits of effective learners" higher if I could. It seems to me that these are the core components of being ready to be an effective member of society.	Nov 28, 2011 1:22 PM
583	It is important to measure attendance, English language proficiency, class size/district resources, student disability, and student mobility as a way to inform the amount of progress students are expected to make. All of these things will have an impact on the growth students are making and what kinds of area they are growing. Some students may make little academic growth in a year because they are simply learning to be a student, while others at the same age will be learning to read. Both students will likely make growth and both students will likely take a lot of time and resources to teach, but they would look differently on	Nov 28, 2011 1:20 PM

Q2. COMMENTS?

a schools progress reports, and rightfully so.

584	When assessing student and district achievement levels, PLEASE remember that an educational institute cannot be responsible for every aspect of a student's life. Attendance, a parent valuing their student's education and supporting teachers is immeasurably important to a student's success.	Nov 28, 2011 1:07 PM
585	Special education student's IEP goals should be used as the basis for reporting baseline and progress in their individual identified areas. This would save time and money as it is a system already in place and needs to be measurable for each annual goal. Special education teachers should be responsible for the assessment of special education students in their identified areas of service.	Nov 28, 2011 1:02 PM
586	If attendance rates are used, we have to find more flexible ways to document "attending" as many students are now taking online courses through blended learning opportunities. "College-going rates" should include a broad definition of college. I would hope that this would include ANY type of post-secondary training including military, trade schools, internships, online coursework, etc. I believe that first grade literacy is too early. Many students don't become proficient readers until 2nd grade.	Nov 28, 2011 12:55 PM
587	Students need to express their knowledge in a variety of ways within the four domains, reading, writing, speaking and listening plus critical thinking. I find students in high school do not have the ability to demonstrate what they have learned in a summative assessment. They lack the ability to form connections between their learning and new knowledge.	Nov 28, 2011 12:47 PM
588	Student attendance should not be counted against a school.	Nov 28, 2011 12:44 PM
589	We need to ensure that curriculum and classes are available to meet the needs of ALL types of students!	Nov 28, 2011 12:38 PM
590	Any test given. Should have clear data that a teacher can then use to teach better. The current tests don't have clear data.	Nov 28, 2011 12:31 PM
591	See above	Nov 28, 2011 12:20 PM
592	IF you are only looking at test scores, you will never get a true picture of student achievement. Some students just don't do well on tests but have amazing insight, critical thinking skills, and hands-on skills. Achievement should be individualized based on the standard of one's own progress. Standardized grading by teachers, although perceived as objective, are not. Many teachers are unable to grade a student on their effort and ideas without separating themselves from their own personal opinions and expectations and directly applying them to the student's performance or ideas.	Nov 28, 2011 12:17 PM
593	We need a checks-and-balances approach to assessment. Standardized assessment is good - to a point. Performance-based assessment is good - to a point. Formative assessment is good - to a point. In my oppinion, a balance of all three is ideal. The tricky part is how to design, implement, and hold use this information. This should not fall on the backs of teachers.	Nov 28, 2011 12:15 PM
594	No matter what research shows, bilingual education does not work! It fosters	Nov 28, 2011 11:54 AM

Q2. COMMENTS?

separation and discrimination. What works is one to one tutoring for a set amount of time each day (30-60 minutes) and complete immersion into classrooms (for the elementary age child). Secondary? that's tougher.

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| 595 | Teachers and schools are working their tails off so that everyone meets the minimum proficiency, what about kids on grade level or above it? They get nothing. We are racing to mediocrity not excellence. Once my daughters were proficient (first test every time) no one ever worried again about how much additional progress they made! Get rid of bad teachers, period. Too many of them get passed through the probationary period and then are a mill stone around the kid's neck for the next 25 years. Get them OUT of the classroom and preferably NOT by promoting them to leadership. Is anyone brave enough in our State government to start saying kids need post secondary training, which doesn't always mean college? We need people in the trades too, do you really want a Philosophy Major fixing your roof? There is nothing dishonorable about having a skill set that doesn't involve books, ivy, and musty libraries. We need some trade schools. Finally, our ELL kids need more true dual language schools where they can fit. High numbers of one language group deserve to be taught in a strong dual language model, use ESL only where we have multiple languages in one room. And by multiple I mean more than 2 or 3. My daughters are bilingual and bi literate because I was able to guide them through the opportunity of attending a dual language program that was actually doing it right, now they are in high school and middle school and still in that k-12 program. Native Spanish Speakers and any others we can do this for should get it as well. | Nov 28, 2011 11:53 AM |
| 596 | We must always remember that children are individuals and develop at different rates and with different strengths. In a world obsessed with quantitative measures, we must find ways to value the more qualitative characteristics of learning. As we focus on early childhood learning, we must be especially careful with measurement. Children being "ready to learn" what, when and why? All children, except those profoundly handicapped, are born ready to learn and begin to do so even in the womb. It is humans' unique gifts as well as our collective strengths that lift us up. Let's beware of institutionalizing and homogenizing our children under the guise of getting them "ready to learn." Might we better use our resources for early childhood to intervene in the effects of poverty and neglect? Embarking on major reform amidst extreme financial restraint may be an opportunity but is also a great risk. Please be realistic as well as aspirational. Good ideas require investment. | Nov 28, 2011 11:53 AM |
| 597 | First, I would like to see as much "support" as possible. This is a major area of deficiency. Those of us "in the field" (buildings/classrooms) keep getting handed requirement after requirement with no more resources or time, and then we're punished when we can't keep up with it all. This must change if you want people to remain in the profession. Second, yes, we need to make sure our teachers (etc.) are highly trained and professional, but we also need to treat teachers (etc.) as professionals. So often we teachers feel that the state doesn't trust us to do our jobs. We're working so hard, such long hours, and we are treated like every child that fails is our personal failure. While there is a bit of truth to that, and teachers are the only part of the equation that the state can "control," it MUST be recognized that there are a TON of factors in the success of a student. This needs to stop being treated as an excuse and start being treated as a cry for help from teachers to the state that WE NEED SUPPORT AND RESOURCES. | Nov 28, 2011 11:50 AM |

Q2. COMMENTS?

598	<p>Our 4 children currently attend elementary, middle and high school and each classroom is around 40 students. Our system suffers from higher PERS funding and a budget crisis which leads to less funding for our current students. Our teachers are doing their best despite the numbers, and teachers are human and their best can be measurable by student success. You have a question above around assessments with teacher judgments and this is highly important. However, these judgments will be more and more difficult to assess as class sizes increase and teachers are unable to be fully aware of each student's successes and failures. In my experience, most teachers work long hours and strive to teach our students to the very best of their ability. Understanding our budget crisis and PERS, it is with regret that we continually answer questions on where we can cut our education (days, hours, class sizes, bus schedules, teachers, aids, and programs) for leaders of our next generation.</p>	Nov 28, 2011 11:46 AM
599	<p>We must hold parents accountable for attendance, practice, and homework. Students cannot be high achievers without the encouragement and help of parents/guardians to build consistent study skills at home. We are no longer offering skills classes such as technology due to current budget deficits. The lack of these other skills classes are putting our students at a disadvantage to be competitive in the global market.</p>	Nov 28, 2011 11:40 AM
600	<p>You can give all the state tests you want, blame the teachers for poor test scores, change everything to try to get better scores, but if you do not stop loading the classrooms none of this will matter. If your class size is so large that you can not give individual attention then No child left behind is not working, and has not been working. Too many kids, not enough teachers.</p>	Nov 28, 2011 11:38 AM
601	<p>Many things are directly impacted by factors outside of school's influence. Year to year measures of progress for individual students is the best measure of the impact the school is having on preparing students for life.</p>	Nov 28, 2011 11:37 AM
602	<p>Please see "other" above. Testing is valuable, but if core subjects such as music are not "required" then they will (and have) in many cases eliminate core subjects from the curriculum. Students become the losers. Doing well on math and reading tests does not necessarily prepare students for future employment, nor does it necessarily give them a full education or prepare them to work with others successfully in the workplace.</p>	Nov 28, 2011 11:35 AM
603	<p>In our school, due to the staff and administration, the assessments have been a catalyst for creating a positive atmosphere for working to pass those tests. I'm concerned that everything besides reading and math are suffering immensely. We are not serving the whole child in an academic sense.</p>	Nov 28, 2011 11:30 AM
604	<p>Graduating students need to be proficient in reading, writing, math and computers.</p>	Nov 28, 2011 11:27 AM
605	<p>Why spend so much money on constant assessments? It tempts us all to "teach to the test".</p>	Nov 28, 2011 11:21 AM
606	<p>The ESL measures are important, but I hope that we can begin to differentiate between standard ESL programs and dual language immersion programs. We have over 20 registered immersion programs in Oregon and the research data shows us that it takes students longer in the beginning to demonstrate English</p>	Nov 28, 2011 11:09 AM

Q2. COMMENTS?

proficiency. However, within 5-7 years, most students are exceeding their English only peers in tests of English proficiency and state standards. Biliteracy is the goal, but dual language immersion programs need to be able to ask for a "waiver" or something similar so that we can have a little extra time in the K-3 years. Thanks!

607	Anything to move away from "teaching to the test" to build creative, problem solving minds.	Nov 28, 2011 11:09 AM
608	It is impossible to accurately report my opinions about what is important based on the choices on this survey. Several of the above statements can mean different things! For example, I believe writing proficiency is VERY important in every person's adult life. Science proficiency is not as important for everyone as writing (although an exposure to science is important for everyone.) Why are these grouped together?	Nov 28, 2011 10:52 AM
609	state assessments are a tremendous waste of time and money and are not an accurate measure of academic growth. they also tell the teacher nothing about how to modify instruction. curriculum-based measurement is inexpensive, easy and provides immediate useful data on how to modify instruction. PLEASE QUIT WASTING INSTRUCTIONAL TIME AND MUCH-NEEDED MONEY ON STATE ASSESSMENTS!!!!!! also, student attendance is certainly important but schools have little control over it.	Nov 28, 2011 10:39 AM
610	Please reading Nel Noddings, and implement accordingly.	Nov 28, 2011 10:23 AM
611	Administration needs to deminish our workloads so we can maximize the educational impact with our students!! PLC's, SLC's, Meetings Every Monday, Literacy Meetings/Requirements across ALL Content Areas, Authentic Writing across ALL Content Areas, the notion ALL Educators being 100%'ers... NEEDS TO GO!!!!!!!!!!!!!! LET US TEACH!!!!!!!!!!!!!!!!!!!!!! Mastery in our Content Area and Delivery to our Students First!!!	Nov 28, 2011 10:23 AM
612	Environmental literacy is a critical skill to build among our citizenry if we are to face the mounting global challenges our world community faces.	Nov 28, 2011 10:22 AM
613	Please do not keep assuming all children are the same and that all children learn the same. Children need freedom and should be taught that learning is a wonderful fun thing, instead of a dreaded boring thing to be endured. Stop making our children fill in dots on tests or check little boxes on the computer. By all means, there should be ways of tracking our children's growth but please stop forcing each child to progress at the same pace.	Nov 28, 2011 10:21 AM
614	No one measure should be used, but all measures should be used to tell the whole story of each child's progress. Attendance and other "non-school control" issues need to be considered before the school and/or individual teachers are judged for a student's lack of progress.	Nov 28, 2011 10:20 AM
615	We must begin to look at each student's best interest. Focusing only on 4 year graduation rates is myopic-particularly for the group of student who struggle with traditional academics for a variety of reasons. We must escape our cookie-cutter thinking and begin developing INDIVIDUALS who can gain the skills necessary for them to be successful in life and community.	Nov 28, 2011 10:17 AM

Q2. COMMENTS?

616	Relevance is the key, Standardized testing is not! No matter what the test, there is a large population that will never test well, it just is NOT their strength. Tests are a waste of student emotions and teacher time.	Nov 28, 2011 10:15 AM
617	We have to be willing to set and enforce quality standards and allow people to fail. At the same time we have to give them options to succeed in other ways by supporting vocational training. Check out the German model	Nov 28, 2011 10:14 AM
618	Make the testing not onerous--1st grade, 3rd grade, 8th grade, 10th grade	Nov 28, 2011 10:11 AM
619	Testing is limiting student opportunities for a variety of valid learning involvements and experiences. Performance and proficiency based as opposed to standardized testing and too much emphasis given to a "snapshot" in time (tests), More important to have equal access to resources and co-curricular activities to keep students interested in school.	Nov 28, 2011 9:57 AM
620	"an historic" is bad grammar (at least in the US, where the haitch is pronounced)	Nov 28, 2011 9:56 AM
621	As a high school counselor, my freshmen come to high school already defeated by the "state test mandate". Where were the interventions in grade school and middle school? Literacy studies have shown that if a child is not reading at grade level by grade 3, they will not likely to meet grade level in high school. Yet, the high school is held accountable for the gaps our children have suffered in the years past.	Nov 28, 2011 9:53 AM
622	What is meant by the accountability system? It seems to move towards a merit based pay system which would be unacceptable.	Nov 28, 2011 9:52 AM
623	I think nearly all of this are great things to measure but I feel like many are also dependent on students being prepared to learn and be successful. How do we address and assess students in living in poverty and chaotic homes? 2/3 of my class comes to school having not eaten breakfast. I have 10% of my kids that are currently homeless right now as I take this survey. I could go on and on about the horrible circumstances that a majority of my students come from. I just feel that some districts will always look like they are doing really well because they have students who aren't dealing with the financial strains that kids from other districts are. I hope there can be a way of also factoring in the socioeconomic status of a district when assessing districts as a whole.	Nov 28, 2011 9:49 AM
624	I checked teacher judgement of proficiency as less important because of possible bias and job protection on the teacher's part and so much is based on a child's parents' attitude about the importance of education. I checked graduation at age 21 as less important because once out of school it very difficult to go back. I think individualized ed for delinquent or kids with alternate learning styles is important for this group.	Nov 28, 2011 9:43 AM
625	Accountability based on statewide testing is deceptive. We are now teaching students how to take tests instead of life-long learner skills. Students in our building are required to take some test at least 3 times to improve scores. They miss valuable test time to do this. Test administrators are missing time working with students in class. Many students with the ability to do daily work do not do well on tests..Emotionally disturbed students with average to high IQ scores may fail at tests. Some students cry or shut down., Attendance should not enter into	Nov 28, 2011 9:41 AM

Q2. COMMENTS?

accountability. Students stay home to take care of parents or siblings. Some parents do not value education and do not send their students to school. Schools should not be penalized for parents who do not send their child to school. Why would you include graduation rates in accountability? We can't force students to attend college. Many can't afford college. We are focusing way too much on these issues rather than the well being of students. When you put 40 students in a class and half of them haven't had breakfast because their parents are sleeping and there is no food in the house, or the child has been awake till midnight playing video games, how can they be expected to do well on a test they don't value in the first place?

626	Who is the audience for the data collected? Why are only teachers held accountable for student performance? Where are the parents and the community in this? Until students themselves are held accountable for their own learning, they will soon figure out that the tests have no meaning for them and will have little incentive to do well.	Nov 28, 2011 9:41 AM
627	I would place greater emphasis on instruction over assessment. I believe strongly in the importance of standards in education, but only when they can be properly moderated. Teaching in an IB school, I understand how powerful a standards-based education can be, but only when it's systemic. The International Baccalaureate emphasizes not only high academic standards, but life-long learning based on higher-level thinking skills. Assessment includes not only high-stake written exams, but a combination of oral assessments, projects, and classroom work samples. Teachers in the program are regularly evaluated along with students work- not simply on student test scores, but on how effectively they are teaching the curriculum. The curriculum in all subject areas is updated and revised on a regular five-year cycle, holding teachers and students to the highest of standards. The IB program is inclusive and provides a coherent 1-12 program. It is a model of excellence the State of Oregon should look to.	Nov 28, 2011 9:40 AM
628	Any assessments given must be funded- not another unfunded mandate. We also need a way to look at the students as a cohort group and start sharing data on student growth, not comparing one class to another. Please do not take any more instructional time away from the classroom to conduct assessments. We have lost three weeks of instruction in the grades 3-5 classrooms due to Easy CBM and OAKS.	Nov 28, 2011 9:34 AM
629	I believe that the diversity of cultural education is not being addressed by the current standards of measurement. We are not grading knowledge of non english speaking students, rather we are only measuring the ability to take test in english only.	Nov 28, 2011 9:31 AM
630	I am for some state testing, but don't want it to be over done--too much time is taken away from the classroom when the students are being pulled constantly for state testing.	Nov 28, 2011 9:25 AM
631	Bring back technical education, eliminate requirement that all kids go go college.	Nov 28, 2011 9:24 AM
632	While I think higher-order thinking skills are important, assessing them in any systematic way is a nightmare. While important, basing school accountability on these skills would be incredibly problematic and prone to abuse.	Nov 28, 2011 9:23 AM

Q2. COMMENTS?

633	We should get away from punitive measures that disadvantage children who come from poverty, have minority backgrounds and /or are English language learners. We also need to give teachers more power to make decisions that matter about their students. Teachers are qualified professionals and they are the ones who know their students best. Parents and families also need to have input on their children's education.	Nov 28, 2011 9:19 AM
634	The way these are worded make it difficult to select. Proficiency is important. Proficiency is more an indicator of success than a single assessment. Instead of the classroom teacher judging proficiency, committees/boards of non-biased educators should judge proficiency.	Nov 28, 2011 9:17 AM
635	We need to put the most emphasis on formative assessments that can help students know how they are progressing and can guide instruction. We must stop giving summative statewide assessments more than one time a year. Way too much time is spent on having students retake those assessments and way too much teaching time is spent "teaching to the test." This is not effective!	Nov 28, 2011 9:03 AM
636	By focusing more instruction on higher-order thinking skills and effective learning habits, we, as teachers, create life long learners. Current state-wide assessments results do not take into account the whole child.	Nov 28, 2011 9:01 AM
637	We need to remember that not everyone will go to college, even though we all want our students to. There needs to be opportunities for students to connect with the curriculum in many ways (woodshop, automotive, etc.)	Nov 28, 2011 9:00 AM
638	A repeat of above: 1. Class size should be a number one priority in the academic areas. Take the money being wasted on tests and hire more teachers. 2. Quit adopting unfunded mandates. 3. Quit adopting changes for the sole reason of furthering the careers of superintendents and administrators. We KNOW that more teachers, small class sizes, more technology, more BOOKS, more high interest learning will improve learning. Quite ignoring the elephant in the room. Spend less money on wars, more money on children.	Nov 28, 2011 8:53 AM
639	Insane! The very fact a student is on an IEP should indicate they are not capable of being held to the same academic standards as regular students. It's frustrating for the kids and takes valuable time away from instructional time which would be better used to teach SPED kids functional math skills. Raising the standards of achievement for disabled students year after year does nothing more make them feel a sense of continued failure. Granted they need to show improvement but districts should not have their scores held against total AYP for the entire school. How in the world am I suppose to be held accountable for 70% of my SPED kids passing state assessments? It's crazy and makes no sense. NCLB has been a disaster for SPED kids.	Nov 28, 2011 8:42 AM
640	By using already existing assessments - SAT /ACT which many schools are already doing as the way to assess student growth and achievement it will save money and give us tried and proven tools rather than re-invent the wheel of assessment.	Nov 28, 2011 8:29 AM
641	I believe that growth is the most important measurable. Schools have little choice about who they get as a student and what that student's background variables may be. We can only work with what they show up to us with.	Nov 28, 2011 8:22 AM

Q2. COMMENTS?

642	If assessing writing the assessment needs to be developmentally appropriate. The fourth grade writing assessment was far too difficult for students to achieve and was not realistic for their developmental stage at that age. I do think we need to have some type of writing assessment though for elementary grades at fourth or fifth grades.	Nov 28, 2011 8:08 AM
643	Speaking as an educator and as a parent--my daughters opted for out-of-state colleges, where they found themselves lacking in their Oregon high school preparation even though both were valedictorians of their respective classes. Oregon standards have deteriorated much during the past ten years.	Nov 28, 2011 7:38 AM
644	See my comments in Other above	Nov 28, 2011 2:24 AM
645	These questions show a leaning towards assessments but do not clarify to the use and frequency. Although I agree that statewide assessments are a balanced way of comparing one school to another in a generic way, they do little to show how the students themselves are improving from year to year. Plus, none of these questions take into consideration that students can be intelligent in skilled trades without showing strength in academics. But many industries are struggling to find capable individuals that they can hire with a strong skill set.	Nov 28, 2011 12:01 AM
646	I think the state wide testing is not always administered to the best standards however I believe it forces a standard of achievement from both teachers and students. A standardized curriculum could work in the same way and remove the time and expense of constant testing.	Nov 27, 2011 11:02 PM
647	Student achievement MUST be measured individually. All students learn and process information differently, and we do them a tremendous disservice when we asses their achievement with uselss, culturally biased one-size-fits-all standardized tests.	Nov 27, 2011 10:58 PM
648	The reality is that all students can learn and the academic rigor needs to remain but be focused on measuring growth. Some individuals will always be better at certain higher order thinking skills, applied arts/CTE skills, vocational skills, computer knowledge and the list goes on. The key is to give them the tools needed to be a well rounded individuals with a desire for life long learning. Mandates, accountability and compliance based on repercussions does not work well in any society. Students test out of fear of not graduating. Teachers teach in fear of not meeting AYP, not for the love of educating and seeing the growth in a child. We have taken principles that can not be applied in the adult business world and tried forced application upon the education setting. The love of learning is turning into the fear of failing. The joy of discovery has been replaced by agony of testing again and again even though I did better than ever before. Then when I almost reach the achievement level I have aspired to reach for years, the standard is changed and my only satisfaction is that I would have met it on the old standard. Let put the love back in the classroom! The reason charter schools are on the rise is because they are looking at innovative ways to bring the creative spirit back into the educational setting. I can create robots, but we went through the age of conformity once before in our past.	Nov 27, 2011 9:51 PM
649	Student / parent accountability is a missing component. Students should have the most incentive to do well... after all it is there education.	Nov 27, 2011 9:14 PM

Q2. COMMENTS?

650	This first set of questions should be grade leveled.	Nov 27, 2011 9:09 PM
651	If you measure student achievement based on testing, Teachers will teach to the test, just like they are now. I know several teachers, including myself that spend at least 20 minutes a day for 3 months teaching students how to answer the questions on the test. This is destroying our innovation. We, as teachers and students, are judged based on a test that really doesn't help us solve the problems of the 21st Century.	Nov 27, 2011 8:07 PM
652	Students meeting the requirements of one of the alternate diploma options (modified, extended, alternate certificate) should count in the graduation rate. These students meet requirements to earn this options and the work they do should be valued not shown as a drop out.	Nov 27, 2011 8:01 PM
653	I keep hearing that the governor is trying to get away from testing, yet all I hear about now is testing, testing, testing, PLUS he nominated Yvonne Curtis to his new educational advisory board. She - and the Forest Grove School District - are all about testing to OAKS score and using those scores to determine a student's entire high school trajectory. She's not about how individual students learn in the classroom and giving them individualized instruction. So I see a real disconnect between the Governor's words and his actions/the people he's nominated to his education board. Based on this, I believe we are headed for more standardized testing (as with NCLB) and not toward actual improvement in education.	Nov 27, 2011 7:56 PM
654	First grade literacy is important but I take issue with how those assessments are currently done -- using a stop watch to measure reading just to get a "standardized score" is absurd. Using a timer and cold reads do not measure ability to comprehend, use of good reading skills, etc.	Nov 27, 2011 7:19 PM
655	While I understand how this is an important piece of the measuring student success we should really be talking about stable and adequate funding for our public schools. We can test kids until the cows come home but there is always a way for the results to become skewed depending on who is using them. Let's get to the real heart of the matter!!	Nov 27, 2011 6:58 PM
656	Many of the ways used to assess students and schools are done very poorly. For example when they measure graduation rates they measure just the students, which stay in your school and graduate from it and the rest count against your graduation rate even if the attended another school and graduated from it. This is just one example among many.	Nov 27, 2011 5:32 PM
657	I teach in a low socioeconomic school. I find that home-life and out-of-school-life have a profound effect on student performance, so things like attendance rate, passing tests, and getting good grades in classes are often not valued by these types of students. So finding an appropriate measure of student achievement is difficult and needs to take into account the population of students being analyzed. Most of the options listed above are fine measures for students with good work ethics and steady home lives, but I don't think will be very effective in assessing the types of students I work with.	Nov 27, 2011 4:50 PM
658	It seems EVERYONE is being held accountable except the parents and the student. If you really want to see education change....create some parent accountability. It's not rocket science....strong successful students come from	Nov 27, 2011 4:48 PM

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accountable and involved parents.

659	Decisions about education need to be made based on an understanding of developmental readiness rather than on business principles.	Nov 27, 2011 4:13 PM
660	If a large percentage of students entering college have to take remedial coursework prior to taking college level classes this is a good indication that schools have not effectively educated them. I recommend evidenced based approaches for assessment and hope that state assessments are evidenced based. I would hate for change to come about that eventually falls by the wayside such as CIM and CAM.	Nov 27, 2011 4:11 PM
661	There needs to be a serious conversation regarding the system of educating the American youth in the 21st century.	Nov 27, 2011 3:47 PM
662	Our system should be a stream- not a point in time. This can better inform instruction, and provide better comparison to use as a rationale for change.	Nov 27, 2011 3:18 PM
663	These tests dont measure anything. They dont measure student engagement and are not accessible for all students. What we need is funding for the arts as integral part of school curriculuum. As a professor that also works in k-12 I see that our students are ridiculously bored they are because they dont get to do anything engaging or interesting all they do is prepare for tests. Its not fun for our teachers or our students. If students were engaged/ interested we wouldnt have low graduation rates or low attendance.	Nov 27, 2011 3:00 PM
664	I think that student growth over time is our objective and I don't believe that reporting the percentage of kids who "meet" the standard in each school is encouraging to school communities or productive. All it leads to is an incredible over emphasis on taking the tests, practicing for the tests, changing the way in which the tests are administered, etc. The standardized administration of decently constructed group achievement tests is one way to measure growth. (And, might I add, ONCE a year is adequate unless there was something unusual that prevented the students from being able to concentrate ... like a volcanic eruption.) Testing should not be a guillotine hanging over the necks of schools, teachers and students. If we learn to use the test results well, we will be able to see group trends and areas of curriculum that need to be improved. We will be able to identify students who are not making progress and get some help to them. We will not be sending out letters to low-income, disadvantaged and second language families telling them that their neighborhood schools are sub-par, criticizing teachers who are willing to work hard with students who have many needs, and putting enormous pressure on students as well.	Nov 27, 2011 2:58 PM
665	Will there be an objective way of measuring " habits of effective learners"?	Nov 27, 2011 2:23 PM
666	I am not opposed to some dual credit programs, but as someone who works with at risk college students, I think a big does of caution is advised. While dual credits can really help some students get through high school, they are not a solution to help students who do not come from a college going culture in completion of 4-year degrees. Such programs can give high school students false expectations that they are ready for 2nd and 3rd year work, when in fact they are not. What will best prepare first generation college students for a 4 year program is a rigorous, complete high school education. Parents of students who	Nov 27, 2011 1:56 PM

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come from a college going culture will ensure that their students get such a high school education whether or not credits are offered. If we want to diversify the peer group let's not put those who are already at a disadvantage at a greater disadvantage. High school is not an exercise in efficiency.

667	Where are the accountability questions for higher ed?	Nov 27, 2011 12:44 PM
668	Making decisions on state assessments is not the way the to go. We have to provide alternatives as college is not the correct route for all students and presently we are set on only directing our education towards getting students to college. We need to find ways that can support students in edevours that may not include four year college degrees.	Nov 27, 2011 12:37 PM
669	Our university system is broken, as is our K-12. Until college programs start emphasizing a standards-based grading system, we will continue to churn out teachers who are sub par and teaching the wrong things. This needs to be mandatory.	Nov 27, 2011 12:30 PM
670	Statewide assessments need to be realistic measures of what ALL students should be able to do at each grade level. They should not be written just for students who are college bound.	Nov 27, 2011 12:04 PM
671	It is most important to measure student improvement, rather than to measure achievement against some absolute standard.	Nov 27, 2011 11:35 AM
672	Some things that are important in education aren't well evaluated by the measure suggested. For example, it's very important that ELL students become fluent in English; the exit rate from an ESL program doesn't measure that. Individual student growth is very important; statewide assessments have too low a ceiling to measure growth adequately. Writing is important but not as measured by a standardized assessment (even if graded by a person). Ditto science. There's no effort to see if students have access to programs that meet their individualized needs (extent of choice) which is very important on a district level.	Nov 27, 2011 11:19 AM
673	more time teaching; fewer days testing; everybody's happy!	Nov 27, 2011 11:19 AM
674	Ensuring that the inputs into the system are of sufficient quality and quantity to support desired outcomes. The outcomes you listed are limited. Looking for a system that will create an educated and responsible citizenry, able to create a healthy lifestyle for themselves, compassionate toward others, appreciative of the arts, and steadfast in the pursuit of excellence in their work.	Nov 27, 2011 10:10 AM
675	We SHOULD be able to rely more on the "Classroom based assessments...." but there is no uniformity of those assessments nor even a uniformity of assessment philosophy. The basis of all our "Accountability" needs to be how well each student is improving - not toward some arbitrary goal, but how much each individual improves.	Nov 27, 2011 9:18 AM
676	I feel my child's K-12 education did not challenge her and she will be unprepared for the rigor of college. There is so much emphasis on memorization for a test, that she has not learned how to learn.	Nov 27, 2011 9:05 AM

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677	I think a literacy in 2nd grade may be more appropriate than first grade.	Nov 27, 2011 8:50 AM
678	Statewide assessments are not, in my opinion, an effective measure of a student's success. Statewide assessments do little more than force the educator to teach to the test. For instance, For instance, most Language Arts teachers know that the narrative essay is the easiest essay for students to get a passing score on the OAKS writing, so students are encouraged to do a narrative essay for the assessment. In reality it is expository and persuasive that will be more useful to them in their post high school career. But the point is that teachers need to be able to focus less on students earning a passing score on some state test that is not a true indicator of success and focus more on the overall product of the student. Attendance is also an issue. Students are given excused absences for events like family vacations and hunting trips during the school year. There needs to be more strict attendance rules. If a student misses ten days of class, they should be dropped with an F and have to retake the class at a later time or find another way to make up the credit. They should not be allowed back in the class for that semester because of the amount of work missed. Attendance should be allowed to be an integral part of a student's grade. It's an integral part of their being able to hold down a job. If they miss work they lose their job. It's all part of being responsible.	Nov 27, 2011 7:59 AM
679	An increase in mandated assessments has never been shown to increase actual achievement	Nov 27, 2011 7:59 AM
680	I think a big issue is that schools cannot or will not place students in classes with similar abilities. Teachers have to teach classes that have a huge variation in abilities. For example, a third grade class might have 3 students functioning at a first grade level, 5 at second grade level, 15 at third grade level, 5 at fourth grade level, and 2 at 6th grade level. This is impossible to teach and the higher achieving kids get ignored and may not make progress all year (this has happened in my school).	Nov 27, 2011 7:52 AM
681	Many points were not addressed in this survey. The responsibility of a child's education is first the parent's responsibility, not the state. Second, the student is responsible. Teachers cannot be held responsible for educating a child in which there is no support. Student attendance and parent involvement are key to a child's learning success. Offering The Arts and Physical Education from specialized teachers, especially at early ages, can provide motivation for students to achieve in school and motivation for parents to keep them attending. There are numerous brain studies that show that Music can make the brain function at a superior level than without it. I would think that we would want to give our students every advantage, especially if we are going to be testing them for proficiency on different levels. I would like to see more educators from these specialized fields - Music, Art, PE, Drama - on the Governor's list of consults to what we should and shouldn't be doing in reforming education. They are the experts!	Nov 26, 2011 9:28 PM
682	This survey is the most unprofessional mush of questions that I have seen yet in this profoundly important discussion. There is no way that it can be evaluated and its input scientifically assessed. Viewing this, how can we expect that the State will be doing anything of value in their assessment of our children in our schools? Or was this ever meant to be taken seriously? But, please read on.	Nov 26, 2011 6:50 PM

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683	I'm a graduate of South Florida's Public School System. I owe a big portion of my success to the Pre-Engineering Magnet Program offered at my High School.	Nov 26, 2011 5:28 PM
684	Whatever measures are used, we MUST allow teachers to spend time teaching real skills and meaningful content and take away the pressures for teachers to teach to the test. We are doing out students a huge disservice with our test-oriented system.	Nov 26, 2011 4:19 PM
685	Even the playing field and then start to asses teacher performance based on tests that aren't even tied to what they are teaching. Are there really that many bad teachers out there or is the evaluation system just that broken?	Nov 26, 2011 4:16 PM
686	Assessments that compare results of different students are not valid. The only valid assessments are those that assess an individual's growth and progress over time. Each person has a different potential--what is important is that each person meet their own potential.	Nov 26, 2011 4:03 PM
687	Student success should be defined. For some students it is just coming to school, for others it may be regularly working on and turning in homework and on the other end of the spectrum it could be taking more college credit courses in high school. These are just a few of many examples for the plethora of unique students.	Nov 26, 2011 2:49 PM
688	Today's learner needs to be able to problem solve and find solutions. One shot testing will not tell us if students are ready to move forward into gainful employment.	Nov 26, 2011 2:39 PM
689	Adjustments should be made for children on ISFP plans since all assessments are judged on a group rating.	Nov 26, 2011 2:20 PM
690	It should be the school districts responsibility to hire the best teachers available. Once hired, it is important to make sure teachers stay at their best through training and support by the district and state. Good leadership and support expands quality not punitive evaluations. Evaluation should be used in how to improve teaching so they would be welcomed, instead of dreaded.	Nov 26, 2011 1:08 PM
691	Please, please read "Measuring Up" so you understand what you are measuring when you give a standardized test. Passing a high-stakes standardized test does not equal "student success" or "student achievement". All it equals is "student passed a test", a test that is somewhat flawed by its very nature and very flawed by virtue of being a high-stakes test. Also, do not require the OAKS to serve as both an AYP measure (measure of a group of students) and as a graduation requirements for individual students. That is a mistake - tests are designed for specific purposes, and a test designed to measure a group can not double as a test for an individual. Read and heed "Measuring Up." I don't mind having a state standardized test every now and then. But we need to know what we're measuring, and understand that many characteristics go into making a successful citizen. Our school district (Forest Grove) tests kids 3 times per year every single year in math and in reading. That's ridiculous, as the sole emphasis has become "passing the OAKS."	Nov 26, 2011 12:05 PM
692	States and federal governments need to consider the home life of a child when developing statistical expectations concerning achievement levels. Behavioral	Nov 26, 2011 11:20 AM

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study after behavioral study indicates that individuals are not able to focus on learning when their home environment does not support even the basic needs of love, attention, nutrition, and health care.

693	Too many variables are present at any given moment in our classrooms, for us to use data depicting a less than accurate picture of a school or teacher's efforts and/or accomplishments. Proficiency pay is NOT an answer either. How does one determine whom all is or isn't proficient in the performance of their duties? Using numerical data missing valuable accounting, will foster resentments and legal issues ultimately requiring legislative correction. Student displays of proficiency-based standards is the only way to accurately assess student learning, achievement and skill development.	Nov 26, 2011 11:03 AM
694	Why did you group Statewide assessments in reading and math? and Science and writing as a group? They use different parts of the brain. Either do them all separate or group reading and writing and math and science.	Nov 26, 2011 10:26 AM
695	I believe there needs to greater focus on how tests are administered. There seems to be too many students who spend an inordinate amount of time being tested under ideal circumstances who end up with scores that are statistically not likely. I believe that when this occurs there should be some form of review of the student record and demonstration that he improved performance is seen in other areas included progress monitoring and classroom assignments.	Nov 26, 2011 9:44 AM
696	Testing is not the only important issue education faces right now. We need reasonable class sizes and sufficient support for student needs to be able to help ALL students succeed. Solid, long standing evidence shows that the most effective life long positive impacts come from increasing early education (preschool and all day kindergarten) and increasing parental involvement. This does not mean we need to teach preschoolers the alphabet or to read. It means that our most "at risk" kids need experiences that will help them improve social behaviors (learning to take turns, resolve simple conflicts, empathy, acceptable limits and following rules) and EXPERIENCE with literacy and math activities (listening to high quality stories to increase vocabulary and pre-reading skills; strengthening fine motor skills with drawing and coloring so they can have control when they start to write later; playing with blocks, beads and other things that will help them experience numbers, counting and concepts such as "more" and "less"). When these "pre-learning" skills are in place, they will be READY to learn when they get to kindergarten and 1st grade.	Nov 26, 2011 9:37 AM
697	Just as you cannot get a true measure of student achievement from assessments alone, you cannot find out what is truly wrong with public education from a three-choice survey.	Nov 26, 2011 8:48 AM
698	Each question above really needs a comment box. What we really need is a true public dialogue on these issues, not a rushed survey for purposes of completing a waiver - a waiver which has many strings attached to it.	Nov 26, 2011 3:02 AM
699	"Accountability"? Where is the information about poverty level? Preschool experiences? Parent involvement? I see (as usual) absolutely NOTHING that "measures" the accountability of the parents, the school board, the administrators or the government. There is absolutely nothing "historic" or even slightly different that the tired old "test 'em" approach that hasn't worked for the	Nov 26, 2011 2:44 AM

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last 10 years. Now you just want to increase what hasn't been working already?

700	<p>Most of the above are about proficiency, not about learning, that is, not about increasing proficiency, skills, habits, etc. It's the increase/improvement that schools should be about. Also, while teacher based understanding of proficiency levels is essential for quality education, it is not essential, nor should it be required, that teachers waste their time entering scores into additional software systems (beyond the ones where they keep their grade books and/or communicate with students and parents) in order to prove that they did in fact assess student abilities in their classrooms. Administrators should be aware enough of what goes on in their buildings to say whether or not teachers are using formative assessments. The current set of requirements about teachers typing scores into computer systems just to show that they have in fact ever assessed their students' abilities (LPA's) is both demeaning and a waste of time. Any teacher, all teachers, who do their jobs, deliver formative assessments as soon as they can in the school year and regular assessments of learning throughout the school year, and if they don't, their administrators should know that this is a problem without giving all teachers an extra secretarial task to prove that they do their work. I am tired of filling out forms in order to show that I do my job. My door is open for anyone to come in and see that I do it. It's the waste of time I resent, and with as little sleep as I get and as hard as I work, an extra half hour a month is an extra half hour less sleep some nearly sleepless night. It's not OK for me to spend that time filling out bubbles to show the state I that I know how to teach and I do it. Look at my grade book or something. Look at my website. Look at my email. Look at my papers. Talk to my students. Walk through my classroom. I don't care what you look at. Just don't make me waste my time copying data over into another system for work samples, etc.</p>	Nov 25, 2011 8:22 PM
701	<p>You really should not run schools as a business. If you do, you lose track of the fact that every child comes with different skills and gifts. These should not be overlooked or pushed ahead of their development. If you do, you have students that feel like they are unable to learn and that have given up on learning at a very early age, because they were not developmentally ready for a specific skill. If you wait until they are ready, the learning comes easily. I am not saying that you should not push and teach all that that student is capable of, just you also need to look at readiness. For example having 3-4 reading groups a day and missing some of the other important classes, does not really seem to be helping. Another way must be found for those that are considered "behind". I could go on, kindergarten, where children are missing some of the developmentally appropriate skills of fine motor, getting along with others, decision making. Really, if you can not read in kinder, are you actually delayed?</p>	Nov 25, 2011 6:09 PM
702	<p>Not being a professional educator, how can I make an intelligent answer? Are we setting education policy based on uneducated opinion? I am NOT impressed with this survey. Why are you doing this?</p>	Nov 25, 2011 4:05 PM
703	<p>Research shows that writing is the most important indicator of success in High Schools. State data shows us that the old 8th grade WRITING scores are the best indicators of success for MATH scores at grade 11. Finland, and South Korea use extensive writing to develop their students with great success.</p>	Nov 25, 2011 3:52 PM
704	<p>It is important to have state (better to have country) wide assessments to keep education equal across all districts. As for the students it is better to track them</p>	Nov 25, 2011 2:38 PM

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for growth and meeting core standards to make sure they are learning the core subjects that will help them have success through the education system. They should not be the end all for college entrance, as some students who show struggling scores in high school excel beyond anyones expectations when they get to college. This is something that cannot be scored on some test and is part of the students inherent personality and perserverance.

705	Let's teach students to problem solve, creativity and movement. Let's listen to students and parent feedback. We have become a nation of standardized testers, cutting more creative and movement based programs, allowing obesity and diabetes rates to rise to an all time high.	Nov 25, 2011 2:12 PM
706	Classroom assessments that provide a teacher with timely evidence regarding the progress all their students are making toward mastery of standards-based learning goals is absolutely critical and beyond important!	Nov 25, 2011 2:03 PM
707	.	Nov 25, 2011 2:00 PM
708	Please give thought to how this accountability will be measured overall, and by whom. Our administrator at the elementary school, for instance, oversees 520 students, 20+ teachers, and many support staff. Evaluating teachers is just one of many things that she does. Does any business have only 1 person in charge of so many, overseeing the day to day operations? An elementary principal is in charge of finances, personnel, and discipline, as well as dealing with parents, families, and other issues. Without adequate funding, any kind of accountability measure becomes strictly punitive toward individual teachers, and provides absolutely no support for improvement. There's thinking among the public that there are many "bad" teachers out there. What is really happening is that there is no support for professional development or growth of teachers. It is an incredibly complex job that requires making thousands of decisions each day, many of which directly impact a child's life or future. Fifty percent of all teachers leave within the first 5 years. I do not know of any other profession where that is true.	Nov 25, 2011 1:33 PM
709	Assessment of the quality of the teaching and curriculum of the schools based upon qualitative information and monitoring of classroom interaction and student involvement in problem solving and critical thinking activities. Are the students becoming better learners or just good memorizers?	Nov 25, 2011 1:13 PM
710	I think it is essential to have importance placed on performance on statewide assessments in reading, writing, math and science---but also the CHANGE in performance of the student. Where is the trajectory going? Are we seeing improvement.? There also needs to be multiple measures of evaluation. Attendance and parent accountability is CRUCIAL and never looked at seriously enough in Oregon.	Nov 25, 2011 12:41 PM
711	Putting writing and science in one question, seems odd. I don't think graduate rates or diploma tell you anything, b/c social promotion still exists and students graduate without the foundational skills and knowledge. Many of our students are graduating without adequate writing skills to survive in the workforce or college. There should be separate writing assessments that students need to pass in order to graduate.	Nov 25, 2011 11:37 AM

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712	I would like to see students graduating with a well-rounded education. Successful completion of a child's education should include electives such as home ec, language, art, etc. Perhaps it is time to go back to old school where a student was required to have x number of credit hours to graduate.... I don't have the answer, but it seems somewhere along the way to a great education, we have lost the trail!	Nov 25, 2011 11:29 AM
713	If we are truly wanting students to be prepared for college, the work force, and real life attendance, work ethic, people skills, and passing a drug test are simply the most important things we can give them! In the last 20 years we have all but ignored these "intangibles" in our quest for academic superiority. It's killing us to ignore these factors for the sake of political correctness. As educators we need to get back to teaching what we know will make kids successful!	Nov 25, 2011 11:23 AM
714	NCLB--no teacher left in peace- has been an utter disaster. It has not helped kids in my classes, teachers, or parents. I do not trust this governor or any governor to understand schooling in our state. He is a nice guy with good intentions but he has no expertise in leading 25-35 students through nine months of their educational life.	Nov 25, 2011 10:54 AM
715	What I see as a community college teacher is a major lack of ability to use traditional, professional English grammar in both writing (paper and digital) and speaking. Some of my students are now having difficulty reading cursive--and my handwriting is excellent!! A surprising number cannot determine how to interpret research information to present in a document. I could continue, but you see the picture.	Nov 25, 2011 10:38 AM
716	We already know why students do not graduate or otherwise do well in school, it is poverty. No matter how you parse any data on school performance you can put a poverty overlay on that data and get the same results. We are wasting time and money on fixing the wrong things.	Nov 25, 2011 10:15 AM
717	We need to have assessments that are skill level appropriate.. you have to pass benchmark 4 before you take benchmark 5..	Nov 25, 2011 7:58 AM
718	Individual student growth is much more important than their scores on statewide assessments. Some students on IEPs are not capable of grade level academics and they still show tremendous growth, but look like a failure because they did not meet benchmark on the state tests.	Nov 25, 2011 6:38 AM
719	Better teacher evaluation system to include student's growth as part of the assessments/data needed for evaluation.	Nov 24, 2011 9:00 PM
720	Schools and districts should be held accountable for what they have control over, facilities, and quality of instructional practices and offerings. If schools and districts are rated based on student performance, the uncontrollable variables (listed above) need to be included somehow.	Nov 24, 2011 7:08 PM
721	Not counting the students that exit from ESL programs as part of the success of a school with those that are still progressing gives a false image of how the school is doing.	Nov 24, 2011 2:46 PM
722	I have been disappointed by the lack of recognition of students with disabilities in	Nov 24, 2011 12:38 PM

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the numbers, expectations and planning for the future, which includes their futures. While most will not earn diplomas, it is true, we should not bury their limitations in numbers that add up to 100% of students earning high school diplomas. We need to continue our work to differentiate their educational experiences and include them in the numbers that the public needs to understand. If we work to make them visible, we will be doing part of our work of making them successful as community members and life long learners.

723	The class time and money saved not taking annual tests could be utilized much more productively by helping students one-on-one or in small groups with their reading, writing, and math skills.	Nov 24, 2011 11:46 AM
724	Please reduce the amount of time, money and worry teachers spend on preparing students for STATE TESTS! Encourage teachers to use alternative evaluating measures such as projects, writing samples and higher level thinking tasks to demonstrate understanding of concepts. Our students deserve better than endlessly and mindlessly preparing for state tests! They are capable of so much MORE! I've seen them do amazing things and hope we as educators can see it how capable they have become.	Nov 24, 2011 11:00 AM
725	One of my lowest IEP students brought me three books about Egypt he had bought with his own money after our Egypt unit in class. He couldn't pass any of the evaluations or a state test but he told me "now I like coming to school." What test measures that?	Nov 24, 2011 10:45 AM
726	It feels like we are over-testing. Going back to Benchmark testing years makes more sense at the stat level. Gr. 3,5, 8, 10 or 11. Requiring the same score from all students on a state/national assessment does not make sense for special Ed students on an IEP or foe ELL students. Measuring growth would be a better way to show rate of growth/learning.	Nov 24, 2011 10:09 AM
727	The categories are too vague. When it says statewide assessment, it doesn't mention what type of assessment. Do I believe that students should be assessed on their skills including reading, writing, math, and sciences? Yes. Do I believe that they should be assessed using standardized multiple choice testing? Hell no. Standardized testing was debunked as not scientifically accurate decades ago. Why are we still talking about this? Students are not cookie cutter "standard." They are each beautiful and amazing human beings. It's ridiculous to even consider including high stakes testing in "reform." Reform should make things better. Teachers should be trusted to do their jobs. If you ask me my students' reading and writing levels I can tell you if they are below or above or at grade level and I can tell you the specific interventions I am using with all 163 of them to get them where they need to be. A classroom is a microcosm of experience that is far more capable of determining what skills students have than any cold, silent, intimidating computer based high stakes test. In a classroom students find an appreciation of learning. They perform out of pride. They laugh. They enjoy the ride. That can never be true of a standardized test. Standardized tests are creating generations of students who hate school and hate learning. It's a travesty. Also, College is important but it is not for everyone. Keep that in mind please.	Nov 24, 2011 9:50 AM
728	Students can't learn when they don't exercise; cutting PE is hurting students. With the obesity rate and diabetes rate increasing, you have to at least offer PE	Nov 24, 2011 8:44 AM

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is the middle and high schools. There is one High School with only a part time PE teacher in Eugene, and only first semester. What a mistake!

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| 729 | I want to reiterate what I said on the Other. We need a K-14 curriculum. We need hands on learning to complement the reading, writing, and calculation. We need to test in Social Studies as well, but in the form of demonstrations of understanding. Science needs to be used in this manner as well. If we believe in Howard Gardner's eight intelligences, then we should take them seriously and assess the student in their domain. Also, all students need the reading, writing, and calculation skills, but there is a disconnect between the entrance exams of the community colleges and what students achieve- again Gardners's eight intelligences. There are students that cannot pass the threshold of the entrance exams, the Compass Test, yet they can rebuild an engine, weld up a storm, or intuitively produce at a high level. The test, it appears, is creating an educational caste system and we have a large segment of the population falling through the cracks. There needs to be REAL coordination between the K-12 program and the community colleges. That is not to discount reading, writing, and calculation- they are vital for the students to be successful in post high school life. What it means is, if a student struggles in those areas, allow the student to shine in their own type of intelligence to grasp the concepts of reading, writing, and calculation via real life problem solving- bidding a job for a roof; using carpentry for math skills and yes use a calculator; reading instructions from manuals instead of literature. I am a teacher of AP classes, and English and Social Studies, along with the student publications. We are leaving a lot of kids behind by emphasizing the types of tests we use today for the final determination of success or completion of their education. | Nov 24, 2011 8:39 AM |
| 730 | Seat time, alternative such as modified diplomas and/or GEDs are not useful for seamless progression | Nov 24, 2011 8:24 AM |
| 731 | Staff is now at a breaking point, in terms of numbers of students and concurrent duties. As an itinerant occupational therapist, I am working with over 100 students in 3 school districts, without commensurate FTE available. Colleagues will often say, "I don't know how you can do that." Yet administration support for adequate staffing is not available. This results in daily ethical & potentially legal dilemmas? I love working with the students, staff and families. More and more dilution of services rendered does not provide the consistency needed to make student progress. Teachers are too stressed by the volume of content to be covered each day to provide additional special accommodations/modifications for students with special needs in their classrooms, although they try. I have worked in Eugene for over 20 years and have seen the steady decline of resources with increasing expectations for staff. We desperately need to have other models for instruction and intervention- yet there is no time to explore alternate methods within the time available? We cannot continue to neglect the children of our communities. Hopefully, as a result of this survey, options will be prioritized for more effective educational models. | Nov 24, 2011 8:19 AM |
| 732 | we need accountability for students that refuse to do their work. In the middle school, 6th-8th grade, they know there are no consequences for not doing their work. We need some sort of retention program like a six week, or what ever the first grading period is, so that these students are held accountable. By doing a short retention these students get the idea that completing their assignments is important. | Nov 24, 2011 8:09 AM |

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733	It's hard for me to feel confident about any educational opportunities in the United States when there is no accountability expected of the wealthy and multinational corporations who have ripped off the middle class and set their money and jobs overseas. What good is a college education (and the huge, unforgivable debt) when there are NO JOBS in the Greater 21st Century Depression?	Nov 24, 2011 8:06 AM
734	In creating assessments, the most important factor is how it informs instruction for teachers. It must measure the skills taught and reflect the diversity of learners we serve.	Nov 24, 2011 7:49 AM
735	AP/college level courses are a great idea, but not at a cost to the families.	Nov 24, 2011 6:32 AM
736	Oregon needs to fund its schools and keep them open before you can measure student achievement.	Nov 23, 2011 9:45 PM
737	This is a very difficult set of measures to rate. I am in Special Education in my 34th year in Oregon schools. If I had a classroom full of "my" students, the only two measures of efficacy/accountability, in my opinion, would be assessments of higher-order thinking skills and individual students' growth (although both would have to be relative to the students' levels of functioning and the "growth" would not necessarily be "academic"). An alternate measurement for their growth could very well be surveys of parents, students, and next-level educators on whether the individual students were prepared for THEIR OWN next levels/steps in education. Next measures in line would be attendance, which certainly has an effect on progress and is a very real issue (with all students, but especially SpEd students, as their retention/regression rates differ from the more typical population).	Nov 23, 2011 8:48 PM
738	Give control back to local school boards!	Nov 23, 2011 8:33 PM
739	It is important to include a broad range of assessments	Nov 23, 2011 8:23 PM
740	The US balance of trade surplus is in our creativity: graphic design, industrial design, music, clothing, music, fine art, film, and literature. It will be important to change the usual "cut Art" to Cut Math and Science, because there is a sufficient industry to support math and science (HP, Intel, etc.).	Nov 23, 2011 6:27 PM
741	We must use multiple measures to know if we are on track. Would love to see OR use OUS data system that tracks how students are doing in higher ed.	Nov 23, 2011 5:33 PM
742	As a teacher I am frustrated by the fact that I am required to administer one size fits all tests - the OAKS reading and math tests - to ALL of my students. For some of my students the tests are too hard. For others the tests are too easy. Clearly we can design appropriate tests for all levels of learners so that we can better measure our students abilities and their growth. Schools/the state should develop a curriculum continuum to encourage students to move along this continuum at a rate appropriate to their abilities. The tests should not be merely a means of simple labeling students as passing or not passing a specific standard.	Nov 23, 2011 5:08 PM
743	These are all problematic because they do not require any real accountability for students and parents. A fair and realistic accountability system must address a	Nov 23, 2011 4:57 PM

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wide range of variables and provide for a variety of evaluation methods. The school clientele in suburban Lake Oswego is significantly different than that of rural Douglas County or inner-city NE Portland. These differences must be accounted for; if not, no one will be willing to teach in inner-city NE Portland.

744	Because of developmental differences in readiness to read, testing literacy in first grade is too early.	Nov 23, 2011 4:22 PM
745	If we are to create a "true" system of public education, does this imply we currently have a "false" system? What about vocational education?	Nov 23, 2011 4:04 PM
746	Assessments need to be "authentic" in that they measure students involvement in real-life learning and problem solving tasks, or in simulations (Mock Trial, Model UN, etc.). We should avoid too much fill-in-the blanks standardized testing. Finally, we must remember Jonathon Kozol's admonition: "When will we learn that you don't fatten the lambs by weighing them."	Nov 23, 2011 3:47 PM
747	Statewide assessments to inform teaching are extremely helpful, but are not necessarily a good measure of student achievement.	Nov 23, 2011 3:29 PM
748	Exit rates of ESL students are highly dependent on students' language proficiency when they enter the ESL program, which varies from Beginning to Early Advanced, as well as language support at home. Going to college rates are highly dependent on parental income. Students are tested enough without having higher level thinking tests. At some point, we need time to teach them!	Nov 23, 2011 3:09 PM
749	This depends on what these measures of accountability would mean for our teachers, schools, and districts. Would teachers and schools be penalized? Or would they be rewarded? Would they receive help, or only criticism? My answers would be very different based on the outcomes for teachers and schools. And teachers cannot be fully held accountable when their classrooms are overcrowded because there is not enough funding to provide a full school year or full teaching staff.	Nov 23, 2011 2:55 PM
750	I feel many of the state assessments set the kids up to fail, and if we have an ELL student, they may not understand the question, that causes the student to fail, the district to fail. We have students who do not know what state they live in, but they are taught to the test instead of what they need to learn.	Nov 23, 2011 1:48 PM
751	I think surveys like this are hard. I do think that testing is important , but there has been too much emphasis on it.	Nov 23, 2011 1:44 PM
752	I believe the parents, students and teachers all hold responsibility and stake in making sure the students are progressing. Communication is the key here. I think children need to understand that now you have to have a masters degree in order to get a sustainable job. In the 70's it was a diploma but now the stakes have increased. I believe these students should be able to work on college credit at the high school level to challenge and inspire those that are ready to move in that direction and high schools should be adaptable to many of the 1st or 2nd year required programs that students have to have to be admitted to various programs. I believe we need to try everything possible to keep students in the main stream instead of alternate schooling except when last resort. I think we need to show pride and determination for our schools and we need to quit	Nov 23, 2011 1:29 PM

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	investing big money in sports and direct more of the monetary system into the instructors and students. Shame on the system for allowing big dollars to be spent on the minority few when there are so many out there doing so much good academically for students and families.	
753	assessing children's growth/improvement rates is critical - this is the most important - coming from an expert in this field	Nov 23, 2011 1:25 PM
754	Students are subjected to far too many pointless assessments. Many assessments are based on non-engaging, non-critical, non-analytical thinking, non-creative, mundane tasks.	Nov 23, 2011 1:25 PM
755	The only measure that matters is where the student starts, and where they get to. We send good kids to school and they get better, and we send damaged kids to school and they also get better. Neither of those kids should be compared to each other, even if their IQ is the same. Low poverty schools should not be compared to high poverty schools. Oregon's school and district accountability system will be a joke if we base it on comparisons between dis-similar schools.	Nov 23, 2011 1:20 PM
756	You are doing it backwards. Do a holistic evaluation first and then get the measures and weights or decision tree that gets you there.	Nov 23, 2011 1:07 PM
757	Attendance very important, but schools don't have any control over it.	Nov 23, 2011 1:01 PM
758	Seat time is less important than demonstrating proficiency in match science reading and reasoning ability.	Nov 23, 2011 12:59 PM
759	Evaluate the schools based on the socio-economic status of students. This of course would be a relative scale. Comparing East Portland or smaller communities to Lake Oswego with absolute criteria is not productive and is not fair to school districts, teachers, etc.	Nov 23, 2011 12:53 PM
760	I think we have been cutting our schools way too much and it is going to bite us in the next 20 years as a lot of the kids ARE FALLING THROUGH THE CRACKS with over crowed class rooms and kids that are out of control too much time has to be spent on them and not enough teaching the majority of the class for them to succeed.	Nov 23, 2011 12:39 PM
761	State wide tests are creating havoc in the schools, and "teaching to the test" has taken the place of creative authentic teaching that connects to the students' experience.	Nov 23, 2011 12:37 PM
762	College credit earned before high school graduation should not be important because this option is not available to many students. I think the "assessments of higher-order thinking skills" is a great idea!	Nov 23, 2011 12:36 PM
763	Student teacher ratios are important, and having time to instruct rather than losing weeks of the school year to assess is also incredibly important, yet it doesn't seem valued by the state or ODE. Sad.	Nov 23, 2011 12:27 PM
764	The students in our schools are in dire need of health and physical education. These are essential/foundational to their ability to learn, function, and contribute to society. As the ancient Greeks knew: "A sound mind in a sound body." Our	Nov 23, 2011 12:25 PM

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students' bodies (i.e., health) is in serious jeopardy. An ounce of prevention -- support of school based programs -- is worth a pound of cure (i.e., having to deal with the long-term costs associated with the poor health trajectories they leave our schools on. We need K-12 health and physical education programs. Oregon should take leadership in this area!

765	Some students learn by a tactical means. For example, if I want to retain key information I must cause an interaction (write it down or underline it). Too often the processes I have observed are based on the one-way approach without the capability to create the retention cycle. We do not demand enough from our students when compared to other countries (India, Japan, Korea, or China as examples).	Nov 23, 2011 12:22 PM
766	Accountability is very important. Need best principals and best teachers as well as involved parents and community partners. Open hiring needed.	Nov 23, 2011 12:19 PM
767	college is not the only pathway after graduation: trade schools, technical schools, OJT	Nov 23, 2011 12:10 PM
768	Let's promote by proficiency - not by seat time!	Nov 23, 2011 11:50 AM
769	Measurements need to be more "authentic" and based on data beyond a standardized paper-pencil test.	Nov 23, 2011 11:49 AM
770	More emphasis on learning goals that are achievable in the decreasing days of the school year, Or realistic staffing to meet the ever expanding learning goals of the state. OR, bring back the FULL school year (loss of days learning!)	Nov 23, 2011 11:47 AM
771	More emphasis should be given to the Social Science Analysis skills as an excellent tool for classroom performance assessment.	Nov 23, 2011 11:26 AM
772	Would like to see some reference to college and career readiness that prepares students for success in high performing careers where they may or may not have access to cutting edge technology as supporting tools.	Nov 23, 2011 11:19 AM
773	There is too much emphasis on standardized test scores, there should be more of a balance and other ways for students/schools/ teachers to measure student proficiency in all academic areas.	Nov 23, 2011 11:17 AM
774	Have you visited schools lately to see what is happening not just in city schools, but rural schools, small schools? Have you spoken to regular, ole teachers? Or are you receiving your information solely from political leaders and school superintendents? Talk to the teachers who are on the front line everyday and stop this ridiculous command of jumping through hoops. Look at history and find the wisdom.	Nov 23, 2011 11:17 AM
775	Not all students should be forced into college-bound mode. Let students learn and grow the way their brains are wired.	Nov 23, 2011 11:14 AM
776	Oregon needs to create a culture of learning. Too often students today find that learning is regimented. Rather than embrace learning are alienated by it. Beginning in first grade students should find that reading and other skills important to their identity. As citizens of our state, they should embrace that	Nov 23, 2011 10:52 AM

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learning is a life-long vocation.

777	Classroom based assessments - in the form of curriculum based measures (CBMs) are tremendously valuable. Teacher's "judgement" of proficiency is much less relevant than data based measures of proficiency, such as CBMs.	Nov 23, 2011 10:42 AM
778	Accountability for student success is important. However, while we assess, we need to make sure that we are not overly-assessing, having that measure take place of strong classroom instruction.	Nov 23, 2011 10:39 AM
779	As a former school board member and current Dean of a College of Education in Oregon I believe that is very important that we put every available dollar into instructing our students. There is an old farm adage that goes like this: "You can't fatten a hog by weighing it all the time." It takes good feed. Likewise, we shouldn't be spending an excess amount of money on measuring whether we are doing a good job in educating the children in Oregon. Rather, we should spend all of our available resources on providing the right feed (teachers, tools for learning, good learning environments, etc.) to enable our students to grow and develop into educated citizens.	Nov 23, 2011 10:27 AM
780	Tests can offer insight into student's learning, but they should be a tool only, not a means for grading schools. We need to spend more time teaching and less time teaching to the test and test taking! It's time to give some power back to local school districts and teachers.	Nov 23, 2011 10:27 AM
781	True measures of student success are individualized- not one size fits all. Common Core Standards if used the same way current standards are will be no more successful that what we already have. Disaggregating data provides districts with important information about programs but should not be part of the state or federal measures for school accountability because of the millions of factors other than instruction that impacts students. The state should take cues from the rest of the world - more time spent testing is less time spent learning. Do the research on what makes effective assessments- it will show you that the most important assessments happen daily in classrooms and impact instruction directly. Figure out what the purpose of the test should be and choose the simplest fastest way to measure it...once per year.	Nov 23, 2011 10:23 AM
782	Standards must be kept high. If a student is unable to achieve, alternative education such as vocational training should be offered. Not everyone is a college bound individual. Our society also needs plumbers, auto mechanics and landscapers. Core information and a respect for others are basic to all American citizens. Do not "water down" the requirements of those bound for college to the level of those who are not.	Nov 23, 2011 10:02 AM
783	I would have appreciated a "harmful" category. Our current fascination with standardized high stakes testing is part of what is thinning out the K-12 curriculum. I could go on, let's build a meaningful assessment system, not one that panders to the purveyors of disproven and harmful approaches.	Nov 23, 2011 9:59 AM
784	I think it is almost criminal to rely solely on a standardized test for measuring student learning.	Nov 23, 2011 9:53 AM
785	The state assessments are a joke and are hurting students rather than helping	Nov 23, 2011 9:39 AM

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them. We are spending so many resources (in a time of scarcity) to try to get students to pass their state exams and to increase graduation rates that average and advanced high school students are actually doing worse. We've lowered our academic expectations to try to get all students to graduate and increased our emphasis on remediation courses to the point that the quality of the educational experience for most students has declined precipitously. It is really all about \$ and class size. With declining \$, class size has increased to the point where implementing teaching interventions without specialized remediation classes is impossible. Pretending that we can increase student achievement (as the governor is currently doing) while decreasing educational funding is the worst kind of insult to students and teachers,

786	Focus on graduating on time, with genuine core competencies, versus adding additional requirements.	Nov 23, 2011 9:27 AM
787	How do you assess things like thinking skills and habits of an effective learner. I would love to see that test.	Nov 23, 2011 9:26 AM
788	I work in the schools as a consultant. Way too much time is spent in prep for testing and testing day procedures, and the pressure of performance.	Nov 23, 2011 9:21 AM
789	I am concerned that the rates at which students exit ESL programs is a false indicator, the consideration of which will lead to pressure to force students from needed programs prematurely and to the detriment of students in those programs.	Nov 23, 2011 9:17 AM
790	Less important than what? Strange response choices.	Nov 23, 2011 9:15 AM
791	As a retired high school principal the system needs to be more porous to allow students a quicker exit from the secondary system if ready to move on and a more flexible time line for those not ready to move on. It is not when but whether they achieve their goals. High School right now is only 36 months and with fragmented nine month school calendars it becomes difficult to move student growth with any continuity.	Nov 23, 2011 9:14 AM
792	It is hard to answer these vague questions. It would help if more specific detail was provided.	Nov 23, 2011 9:10 AM
793	Assessments - statewide and nationally - are important. But the current system is dominated by assessments and that is not helpful. There needs to be far less emphasis (day to day instruction time) put on it.	Nov 23, 2011 9:07 AM
794	Measuring individual student growth over time is more important than comparing one cohort of students to another. Not included: measuring parent participation and support of schools. Research shows that without parent "buy-in" and support, no program is truly effective.	Nov 23, 2011 9:05 AM
795	High-stakes tests are counter-productive. They do not show what they purport to show. They take time and resources from classroom instruction.	Nov 23, 2011 9:02 AM
796	Individual student achievement growth over time is the most important assessment tool.	Nov 23, 2011 9:02 AM

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797	We need to get away from using multiple testing events per year to assess achievement. Testing is artificial and arbitrary. Additionally, because of the extreme focus on "accountability" based on these tests, teachers are compelled to teach THE TEST and miss opportunities to teach critical thinking skills and problem solving and/or provide activities that promote creativity. These skills are much more likely to produce productive and vital adults than the ability to pass a test.	Nov 23, 2011 9:00 AM
798	This scale seems to go from first grade to high school. I think middle school years are very important benchmarks too. Also, I've noticed from my children that the skill of "how to study" and "how to take notes" is not covered. Luckily, my son had an AP teacher who focused on that. I believe that is part of critical thinking.	Nov 23, 2011 8:58 AM
799	The constant testing that NCLB has required is stressful. This is especially stressful for students with learning disabilities/challenges. The results of these tests should not ever be used to withdraw funding from a school. That is punitive. They should only be used for feedback about needs of students.	Nov 23, 2011 8:58 AM
800	We should hope that school is a place where students become life long learners and productive citizens. Where is the department of a child? Where is the joy in learning or the idea that every student is interested or can excel at something? We should be de-emphasizing high stakes testing and depend on highly qualified and educated teachers to make school a safe and exciting place to be. The CCSS has driven us to mediocrity. Thanks Bill Gates.	Nov 23, 2011 8:51 AM
801	Focus on year-over-year growth in the core curriculum subjects, controlled for ability differences.	Nov 23, 2011 8:30 AM
802	College students have generally waek writing and math skills--5-6th grade level in math, perhaps 8th in writing. Tests are poor and self-serving to educators and government.	Nov 23, 2011 8:25 AM
803	Sounds like the old learn facts and test ... when we need to teach how to live self actualizing lives ... what our philosophers teach about happiness ... sharing ... respecting and protecting our environment ... Some of the greatest contributions to our society were made by kids who "failed" in school ... so let's stop competing and testing and start working co-operatively make teachers highly respected very important members of society and provide them with a broad educationhow to be creative, critical thinkers themselves ... involved in making our country and the world better for all peopleclasses for parenting	Nov 23, 2011 8:07 AM
804	Statewide assessments are not useful in judging an individual teacher's performance on their own, a child's success is too dynamically influenced by prior teachers, economic forces, parental support & a safe school environment.	Nov 23, 2011 8:01 AM
805	Proficiency based accountability is great but that means teachers need to be able to differentiate for each student's need. Doesn't mean giving kids 3's at the beginning of the year and 4's at the end just to show growth.	Nov 23, 2011 7:57 AM
806	I wish there had been separate questions about higher order thinking skills and habits of effective learners instead of lumping them together. I would have rated	Nov 23, 2011 7:51 AM

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them differently.

807	In many cases in the above list, how important I would rate it would depend on the way it is implemented. I feel very strongly that statewide testing is necessary, but the way it is implemented now at the high school level is not effective. I also feel that history and government need to be assessed. I am science and math teacher and yet for the future of our country history and government are more important thanscience.	Nov 23, 2011 7:51 AM
808	Assessments need to be focused on academic objectives.	Nov 23, 2011 7:50 AM
809	Please remember what we are working with. I work in Southern Oregon and we have a huge amount of poverty and welfare. Meth is killing our education system.	Nov 23, 2011 7:48 AM
810	We need more time to teach rather than test so many times in a school year.	Nov 23, 2011 7:21 AM
811	While I believe that first grade literacy is extremely critical, I don't believe in using first grade achievement data to hold school districts accountable because students enter school at too many different levels for a school district to make enough impact during one year alone. If you are looking to gauge individual growth rather than meeting a pre-set standard; I would be more in favor of it. As long as we are only looking at how many students reach a standard, there will always be districts that have higher SES levels and lower incident of ELL students look like they are doing a great job; even if their instruction isn't that effective. I've seen some of the worst educational practices in high SES schools, but nothing is done about it because the test scores look fine; the standards model is extremely flawed because it doesn't necessarily measure the impact of instruction, there are too many other factors involved, such as the impact of a student's background and life experiences.	Nov 23, 2011 7:18 AM
812	Accountability for outcomes is a myth, it is unattainable in our society. We know what good teaching is and it does not predict student outcomes. Poverty is the single best predictor of academic achievement and attainment.	Nov 23, 2011 6:25 AM
813	Due to variability found in reading readiness of kids when they enter school, INFORMAL measures of first grade literacy should be done at the beginning of the year and used as baseline data by teachers--not as an accountability measure. By the end of second grade, schools should be held accountable for teaching all kids to read considering mobility rates of many of our students who are migrant or who don't speak English. So why not have each school track the number of children who demonstrate literacy skills within the first two years of school. Why not both 4 year and 6 year graduation rates rather 4 year and age 21? Although I am in favor of some testing, and I am concerned that we ignore science, I worry that all kids will do is take and prepare to take tests. There is so much more that is taught that never is measured on a standardized achievement test.	Nov 23, 2011 6:23 AM
814	The state should not be focusing resources on the accountability system, but rather on instruction and student learning. The curriculum should be interesting and engaging for students, so that they become excited about learning. The questions are poorly phrased. For instance, individual student academic growth is important, but not using statewide assessments to measure this. Do you mean	Nov 23, 2011 6:16 AM

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graduating high school by age 21?

815	It is not fair to put so much money and energy into assessments when our class-sizes are so high. Quality education starts assuring each child a fare and just learning environment.	Nov 23, 2011 6:10 AM
816	College is over-rated, and underfunded.....rate high schools on how they meet the needs of a diverse student body by offering an array of NON-college prep programs as well as college prep, i.e. more Arts, cooking, welding, plumbing, auto, hands on occupations for students who prefer this!	Nov 23, 2011 5:41 AM
817	Arts knowledge and skill should be considered integral to student success.	Nov 22, 2011 11:01 PM
818	Of course assessments of some sort are important. But which assessments? And how are the assessment results going to be used? The devil is in the details. At my school, there are many students who don't pass the assessments but have the ability to perform at grade level. Part of this is because we only test them once; another part is that some students don't perform well in those assessments. We need to have alternate modes of demonstrating student ability. Also, whenever an assessment becomes the measuring stick, the entire educational system bends around it. The result is districts like Forest Grove, which have been rewarded for increased test scores, which they have achieved by testing students repeatedly. Starting in 5th grade, 80% of the students take at least 6 state tests (3 math, 3 reading) and more if in 4th, 5th, 7th, or 8th (when writing and science tests are given). In addition, the district has set up testing prep classes for middle school and high school students where they drill and kill and practice testing. The "success" has been increased pass rates. So, now the district is looking to find a way to institute similar instructional practices that prepare students to pass the test in lower grade. Sure, assessment data can be helpful to inform instruction. But what has happened in this district is that the administration has confused learning with passing tests. This is what happens when the evaluation of schools is based on one set of standardized test scores. BE WARNED!	Nov 22, 2011 10:58 PM
819	Dump assessment results based on measurements of differences between different age cohorts. NCLB is fatally flawed because in measures inter-cohort differences rather than progress for individual students and for groups of students.	Nov 22, 2011 10:49 PM
820	Let teachers do what they do best....Teach not test,test, test!	Nov 22, 2011 10:37 PM
821	I think attendance is important, but without resources to address this issue it is difficult to do much with this issues. Though as important as math and reading, science and writing can continue to be assessed every few years. Growth is the most important measurement.	Nov 22, 2011 10:27 PM
822	Many of the means of assessments given for us to rate above are based on standardized testing that must be designed for each (sub)culture tested or else it becomes biased against that cultural group (which is not going to happen). Some of them are assessments of factors beyond the control of the school, so are inappropriate measures. Some of the assessments are very susceptible to external factors such as income level or proximity to other resources, such as community colleges. If we are going to be serious about these assessments, we	Nov 22, 2011 10:14 PM

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need to be professional about how they are done. On the other hand, if they are only to justify a particular agenda, choosing the assessment that will get the results we expect is most expedient.

823	Deeply concerned about teaching to the text, 'national standards' movements which have deep & corrupt ties to privatized testing companies, & for profit schools. (Bush family members own quite a few of these -- like Neil Bush.) Also deeply concerned about test-centered 'professional accountability' movement to rate teachers mainly by test scores -- without considering other student life factors. Like HELLO! the US has the highest rate of child poverty in the developed world. Having said all this, I do agree we need honest ways to compare schools across states, & not allow states just to create their own, heavily biased 'standards'.	Nov 22, 2011 10:11 PM
824	Local elected School Boards are not equipped to bargain against union leaders. It is not sustainable to continue salary increases every year. You need to compare with private schools and why those teachers left the high salaries and are now working for less and happier. What we are doing is not working!	Nov 22, 2011 10:09 PM
825	Thank you for attempting to include a wider range of voice in this process than have been included. It is incredibly frustrating as a practitioner to not see teachers, who are the ones creating and implementing curriculum and instruction, more represented in the decision-making process. Lastly, anyone who is working on this process really needs to be spending significant amounts of time in our schools - at the very least, 1 full day a term. It is imperative that those who are crafting the policy know the environment and the people who will be using and implementing the policy.	Nov 22, 2011 9:59 PM
826	As a college instructor at a OUS school I can hardly describe how unprepared students are to do college level work. Many students make it to the university hardly able to read or write at the high school level. While I apologize that I do not have a perfect solution, I must insist that students not be allowed to graduate from high school or attend college just for the sake of appearances. A degree or diploma without real learning is a farce, a waste of precious dollars, a waste of students' and teachers' time (that could be spent with other students), and does not help Oregon. I am entirely okay with getting these adult learners education that is appropriate to their ability, but we must face facts and not pretend that they are doing college work.	Nov 22, 2011 9:52 PM
827	I think that young children 4-6 are just beginning to achieve and may be at vastly different levels when they enter school. I think the pressure of much of our standardized testing is inappropriate for this age level.	Nov 22, 2011 9:52 PM
828	Teacher's judgements are important, please, don't discount them for some supposedly impartial measures which hold their own biases. I'm not sure students ever should "exit" ESL programs.	Nov 22, 2011 9:48 PM
829	The state assessment system is overbuilt, and wastes an incredible amount of student and staff time. Look at the real outcomes! Even the SAT/ACT are NORMED with a national sample. Let schools educate and keep the ODE off their backs!	Nov 22, 2011 9:48 PM
830	Promote a focus on learning, and less testing. Use well established (SAT, ACT,	Nov 22, 2011 9:39 PM

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and some national grade specific) tests.

831	Accountability systems should not focus solely on teachers and schools. Many factors contribute to our ability to raise educated, informed and passionate citizens and we should be looking at the WHOLE PICTURE: are basic needs being met? Are proactive behaviors modeled in all of the child's settings? Are physical and mental health issues properly addressed? Are kids being fed whole, unprocessed and healthy foods? Are families able to help their kids complete homework and participate in social events outside the home or are they busy working 3 jobs each to keep a roof over their head? To a larger extent, do the oligarchs who control our government even want citizens with higher order thinking skills who could challenge the policies that only benefit the top .01%?	Nov 22, 2011 9:38 PM
832	I love the Montessori model of education. I feel that everyone has a gift (often they have many) and that gift is not necessarily for academics. We need to be producing kids that know how to be themselves and excel in their particular interest area, whether it's math or science or carpentry or music. By focusing closer and closer in on math and reading and getting rid of most art, music, and a fair amount of experiential learning, we're losing kids that could find their particular educational 'spark' in that area--the thing that makes the learning meaningful, even the thing that makes going to school worth while.	Nov 22, 2011 9:17 PM
833	Get a grip. You have lost so many good teachers due to tenure teachers who won't step up, too busy protecting their own asses. Couple that with a worthless union who only protects bad teachers and TSPC, the rogue group who licenses pedophiles, wife abusers, drug sellers and the lot and places other people's paperwork and transcripts in files that aren't theirs. All in all, a joke, the Oregon education system and you are the problem!	Nov 22, 2011 9:13 PM
834	We have to measure students where they enter the system and schools are helping them grow. Many students have only half day of kinder and no preschool opportunities.	Nov 22, 2011 9:13 PM
835	Student growth must be measured, not just achievement!	Nov 22, 2011 9:06 PM
836	Standardized testing needs to take into consideration the individuals who have IEPs and ELLs.	Nov 22, 2011 9:01 PM
837	It disturbs me that the state of Oregon tests different groups of students and compares the growth from year to year. The best way to evaluate if the student is making 8 months to a year progress is by testing that same group and comparing their achievement from year to year. (pretty much like the Iowa test does)	Nov 22, 2011 9:00 PM
838	Why is everyone so hung up on "assessments" my two children are getting tested to death. It is ridiculous. I would rather more Arts and Science were integrated into their elementary classrooms. Everyone is teaching to the test and that is making my kids HATE school!	Nov 22, 2011 8:44 PM
839	I would also not support any accountability measures that deprive struggling schools and districts of funds. I would also like to know how the OEIB plans to hold itself accountable for providing the supports to schools that it claims to be	Nov 22, 2011 7:54 PM

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prepared to provide.

840	Prioritizing these choices are best organized by professional educators to assist them in designing and implementing a successful educational experience. I don't feel my weighting is as valuable as those in the teaching profession in developing useful tools for their use.	Nov 22, 2011 7:48 PM
841	Students need tests that show how far along a continuum for that grade level they are on. Students need to be able to see the test results so they know where they stand on the skill and what they need to study to master that skill.	Nov 22, 2011 7:43 PM
842	This test obsession has to stop! Knowledge level assessments that are easy to manage are not what this country should be educating under. A civil society needs people that can critically think, problem solve, collaborate with a global community. We are dumbing down the public education system by sticking to 19th century subjects/curriculum, factory model rows, schedules and test obsession. if we do not reform the current system of education to nurture the 21st century we will be left behind. Lastly, the top 1% of students in China and India combined outnumber all the students in the US, so why in the world are we trying to create a competition with them around test scores.	Nov 22, 2011 7:36 PM
843	Your measures of assessment MUST be aligned with those standards that you are expecting teachers to use. Additionally, the outcomes of "standardized tests" must be viewed ONLY as floors, not ceilings of educational ability on the part of students.	Nov 22, 2011 7:22 PM
844	I made the above note before reading the next section	Nov 22, 2011 7:16 PM
845	of these, the most important is following an individual student's growth -- if a student makes steady progress, even if not at grade level, that tells much more than if a whole group is measured.	Nov 22, 2011 6:57 PM
846	CIMs and CAMs are silly, there is a perfectly good system in the ACT and SAT tests that colleges use for admission, why does Oregon insist on reinventing the wheel constantly? That \$ would be better spent paying for every student to take the SAT and use the test scores for graduation if there must be a graduation test.	Nov 22, 2011 6:56 PM
847	Independent measures are necessary because there are subgroups who do not get their needs met. All students must be educated.	Nov 22, 2011 6:46 PM
848	I am disappointed in Oregon's stance on assessment--- specially, buying into the party line (aka business and corperations input on what teachers should be doing, how students should be performing, and ignoring parents and teachers' input). An example would be the adoption of a higher cut rate standard for Language Arts, given less resources, larger class sizes, fewer opportunities for professional development beyond individual school districts and their particular agendas. I would welcome assessment that focuses on individual student growth, from a wholistic, performance based criteria. I am put off by and disenchanting with a political agenda such as S. Castillo communicated to parents and educators across the state re: Language Arts assessments, "a responsibility to ensure preparedness." For what? A child who is learning disabled, entangled in a violent cycle of poverty resulting in hunger, minimal	Nov 22, 2011 6:22 PM

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health care, and basic needs. I guess, the premise for current policy is the more tests we give children the better they will be educated... Seriously, does ODE believes this? My hope, as a parent whose child is in the ODE system, is that individual strengths, growths, and needs are the center of his education. Shouldn't that be the vision for all children in Oregon?

849	Teachers need more time to evaluate student work and reflect on what they need to get to the next step.	Nov 22, 2011 6:06 PM
850	All day kindergarden statewide. Teachers core assessment curriculum developed. IEP and other education skill systems reevaluated and measure based.	Nov 22, 2011 6:05 PM
851	Why does this questionnaire have no expectations except the minimum curriculum or language acquisition, math and science (if that is really included). I see no expectations of social science, history, visual and performing arts. This sort of compartmentalization of learning is exactly why student achievement is so dismal.	Nov 22, 2011 6:04 PM
852	What happens at home in terms of learning environment, nutrition and stability is far more important than what happens in school. Most US education appears to be remedial.	Nov 22, 2011 5:46 PM
853	College preparation (SAT scores), college attendance and completion rates, and college credits earned before graduation should NOT be a measure of a school districts quality of education. The current model of 4-year brick and mortar high schools and colleges will phase out in the next decade. School districts need to focus solely on moving the student's individual achievement forward, regardless of their disability, English proficiency level, or post-secondary goals.	Nov 22, 2011 5:42 PM
854	I am in support of meaningful, relevant, first grade literacy assessments (e.g. oral reading records, concepts about print). I am NOT in support of DIBELS assessments. I am not in support of students in grade 3-5 taking computer-based assessments and instantly finding out their results on the computer (results should be shared with parents, students DO NOT need to know their results-negatively impacts their identity as readers/mathematicians if they do not pass)	Nov 22, 2011 5:24 PM
855	As an employer I find it hard to accept that students graduating from our schools can not pass a basic literacy test. The work ethic and education levels I have seen and the scores through the Police Academy, coupled with the attendance after result in a less than 10% success rate from applicant through employment.	Nov 22, 2011 5:21 PM
856	We were headed in the right direction in Oregon before NCLB and the bottom fell out of our economy. Let's get back on track!!!! What we are doing now to respond to test scores and public/media lambasting is DUMBING DOWN our schools! Scripted curriculums and traditional teaching that didn't work isn't going to solve the problems facing students in K-12 schools today. We need to GET SMART again.	Nov 22, 2011 5:20 PM
857	Teachers and students spend way too much time on statewide assessments and work samples. If we're going to continue to do statewide assessments, they should be done in June and be used to inform instruction beginning in	Nov 22, 2011 5:11 PM

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September. Math, science and speaking work samples in elementary school should be eliminated.

858	We are overtesting. To protect instructional time OAKS should be offered only once state-wide. That would make it a true summative assessment. The test window needs to be extended to the end of May /early June. Data should be based on individual growth overtime. We need to stop comparing apples and oranges (ie this group of 3rd grade students to last years group of 3rd grade students)	Nov 22, 2011 5:02 PM
859	A major purpose of public education is to educate future citizens (according to Thomas Jefferson). Teaching and measuring knowledge of government and citizen responsibilities is as important as reading and math.	Nov 22, 2011 4:57 PM
860	Arts must be reinstated.	Nov 22, 2011 4:49 PM
861	Make sure that students reach grade level proficiency in reading and math before advancing.	Nov 22, 2011 4:45 PM
862	"Statewide assessment" translates, to me, more standardized testing of fill-in-the-blank or multiple-choice questions. This constant testing reminds me a quotation by Roland Barth of Harvard University who said, "You can't fatten the cow by continually weighing it." I believe we over-test our students with meaningless standardized tests.	Nov 22, 2011 4:38 PM
863	I have found teacher assessments to be much more beneficial than state tests when assessing student reading, writing skills. The statewide assessments do not adequately represent student skill or knowledge, especially students of color. They should not be used to determine whether or not students graduate.	Nov 22, 2011 4:38 PM
864	Classroom assessments that are based upon teachers judgements could have a negative impact on students of color due to teacher biases and subjectivity. I would caution against allowing teachers to hold such power over assessments. Also, a sub standard or overzealous teacher could inflate scores because they want to appear as if they are doing exceptional work with particular groups of children of color.	Nov 22, 2011 4:33 PM
865	I believe we should emphasize SECOND grade literacy...giving more time for students who struggle early or have a less enriched pre-school environment before they are identified as "behind" or "not meeting" a standard. AND I believe we need teacher judgments of proficiency with strong evidence based on state standards to support that judgment...not "opinion" but not standardized tests.	Nov 22, 2011 4:30 PM
866	It is logical that when instruction is strong, student achievement will be at its highest. Please don't expect changes in achievement unless time and money are provided to be sure that all teachers have mastered effective and efficient instructional and behavioral strategies.	Nov 22, 2011 4:30 PM
867	Having something in place to check where we are, fix problems and have goals is good and important, but it's more important to have money and time go into the actual teaching instead of spending so much money and time on assessments that the state doesn't have money to give to lower class sizes and help the teacher have time to teach each individual student well.	Nov 22, 2011 4:28 PM

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868	I do not believe there should be such a focus on statewide assessments and more of a focus on the success in the classroom.	Nov 22, 2011 4:18 PM
869	Good for you for looking at this. Let's try to get away from the hangup on standardized tests.	Nov 22, 2011 4:17 PM
870	Some teachers lack a basic knowledge of how to deal with "problem students" and should not be in a classroom setting because they do more harm than good.	Nov 22, 2011 4:13 PM
871	We need to greatly decrease education and health care budgets and put the money back into sustainable natural resources.	Nov 22, 2011 4:11 PM
872	It is with some hesitation that I marked as "Very Important" the various statewide assessment tests. In my mind, assessing students' progress in math, science, reading, and writing, along with assessments of higher-order thinking skills, should be the basis of our accountability system. However, I think we often rely far too much on the standardized test scores and fail to couple that information with the assessments of teachers, parents, and next-level educators. If we use the full compliment of assessment tools available to us to increase students' knowledge and skill level, the other measurements (graduation rates; ACT/SAT scores; college going rates, etc.) should follow.	Nov 22, 2011 4:10 PM
873	As is, statewide assessments are highly biased. When you include questions where knowledge of the middle class North American culture is dependent on the ability to answer the question, you invalidate the measure. Why should a student, for example, have to understand what a ski lift is in order to prove their math skills? Or wall-paper borders? If this issue cannot be addressed, statewide assessments are not an effective measure.	Nov 22, 2011 4:05 PM
874	Assessments need to be carefully crafted so they don't show biases. The current system has some biases built in to them.	Nov 22, 2011 4:05 PM
875	Point in time testing is designed to tell where students are that particular day; they were never designed to evaluate the total learning experience of a student. Until each and every student has equal opportunity as well as access, it would be difficult to use comparison data to evaluate anything. I also feel that there is so much emphasis on college students and not enough information on technical and trade careers, that many students are left feeling very disenfranchised.	Nov 22, 2011 4:05 PM
876	I hope Statewide assessments are not done every year and that art and PE become important also.	Nov 22, 2011 3:59 PM
877	Engage students in more real world relevance by increasing students interaction with business professionals.	Nov 22, 2011 3:56 PM
878	Problem Solving and Critical Thinking is the most important assessment and target	Nov 22, 2011 3:55 PM
879	Do you mean graduation from college by 21? if so, I think this would be desirable but probably not possible in many circumstances. If someone has not graduated high school by 18 or 19, I don't think we should spend more resources trying to get them through---if they want to at that point, they should pay for it themselves. While higher level learning skills are important, there are not	Nov 22, 2011 3:55 PM

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standardized objective ways of measuring these items. Thus, I would not stress them in the educational system. Surveys of parents as to student readiness would be useless in many cases as parents often think their children are prepared but they are not.

880	Writing tests and problem solving tests must be (are) subjectively scored and these tests have no place in a state assessment system. Work to provide state educators with a strong problem solving curriculum and PD to become better writing teachers and students skills in both academic areas will improve.	Nov 22, 2011 3:54 PM
881	In your question concerning ESL, I was confused I thought the program was ELL (English Language Learners) dealing with language acquisition.	Nov 22, 2011 3:50 PM
882	Yes, measures of first grade literacy are VERY important. However, which measures do you use? The choice you make will determine how you teach. No matter what measurement you have, it will not be perfect.	Nov 22, 2011 3:44 PM
883	I have talked with MANY parents about our education system and never have come across one that doesn't agree with how misguided our present system is as far as pushing square pegs into round holes. If we had all students placed properly, we would VERY quickly bridge the achievement gap that we have compared to other countries. If the system was set up properly, those students who later decided they DID want to attend college, simply could. The present system sets up ADD, Learning Disabled, ESL, and other students who are more hands on learners for failure AND year after year TELLS them that they are failures. This is stressful not ONLY on the students themselves, but their parents and teachers as well. Good educators have known this for MANY MANY years and yet change doesn't come. Why not put qualified educators in charge of education? No Child Left Behind is one of the most poorly thought out pieces of legislation ever created. Schools that don't meet expectations (virtually always in areas where funding is limited), then get MORE funding pulled from their schools - my goodness, an average fourth grader could figure out that isn't going to work, yet THAT is the plan that supposedly educated legislators & presidents came up with as something that would help bridge the achievement gap? Thanks if you're still reading and made it to the end!	Nov 22, 2011 3:39 PM
884	If assessment is so important why not have positions just for that in schools. 3rd party unbiased assessors.	Nov 22, 2011 3:33 PM
885	More time spent on the kids putting the effort into their education and less time on kids who end up getting GEDS and modified diplomas and ESL...there will always be those who struggle, but to hold kids back that have the ability to move forward in their learning has gone on way too long. We are dumbing down our school system and our society by not awarding the high achievers. Universities give so many scholarships regarding race that the kids who actually should be receiving scholarships because of their excellent grades throughout high school are not even considered for scholarships especially if they are white. There is no equal opportunity for the youth whose parents work hard to pay taxes and then receive little reward if any.	Nov 22, 2011 3:31 PM
886	Assessments of teachers understanding that what students know when they get them, is not all they can know. Teachers who believe learning or IQ is fixed will fail children from poverty and special needs children.	Nov 22, 2011 3:30 PM

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887	<p>Some of these aren't so much about the actual rate, but more that if there's no "standard" to be working toward, teachers may not strive to push forward. On the same note, each child is different. I want to see teachers working ot move a child forward, but not over pushing and forcing a child /or not working hard enough to move a childforward. I've seen principals that if there's nothign telling them this HAS to be met, they slack off, and view it as a place to save money. Teaching children is not about economics, it's about teaching/learning. High school graduation should be about being ready to move forward, be it in employment, college, or other. lowering standards for noncollege bound students is ludicrous. An example, I make money when I go to Taco Bell as they can't run the registers or make change. We can spend \$7, give them a \$20 and get \$25 back--with them adamant they are correct. Managers have even backed them up!</p>	Nov 22, 2011 3:29 PM
888	<p>pre and post assessments are key</p>	Nov 22, 2011 3:22 PM
889	<p>What I am most concerned about is the Governor and Superintendant collecting this data and then not acting on the findings. The teacher's unions do not want the teachers to be held accountable. They won't allow the Governor or Superintendant to implement anything if it means that teachers who don't perform can be dismissed. It's unfortunate but that's the status quo that has been created.</p>	Nov 22, 2011 3:18 PM
890	<p>The assessments used need to be consistent for all schools.</p>	Nov 22, 2011 3:14 PM
891	<p>The problem with assessments is their reliability - do they really measure what we want to know? An even bigger issue is teacher training - they're trained to think of what to do, not what students should know. Measurable objectives often reduce learning to trivia, because it's easier to measure.</p>	Nov 22, 2011 3:13 PM
892	<p>I wish there were a way for schools to get a better score on AYP. Once you have high scores on Assessments, it's hard to show the huge jump in growth that AYP is looking for.</p>	Nov 22, 2011 3:12 PM
893	<p>Standardized tests are an expensive scam, and a terrible distraction to teachers.</p>	Nov 22, 2011 3:11 PM
894	<p>First grade literacy is important, but should it be part of a state-wide accountability system? Probably not. Measures of student growth in reading and math is much more indicative of the effectiveness of a school and teacher. Rates at which ELLs exit ESL is also important, but accountability should be in line with research (7 years needed to become proficient in academic English). I don't know what the current system of accountability is based on, but it is not in line with research or reality. Accountability measures that look at high school graduation and number of students who are college-bound are fraught with many more out-side variables that make them less useful for measuring the effectiveness of the school system and teachers.</p>	Nov 22, 2011 3:11 PM
895	<p>I think that first grade literacy is very important, but I hesitated marking it as I have seen examples of first grade literacy being very different because of worrying about meeting up to a certain standard. It is important for first grade teachers to feel like they are able to teach with best practices, rather than feeling pressure to switch to scripted programs because of pressure to meet assessments.</p>	Nov 22, 2011 3:08 PM

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896	Progress towards standards are important, but "progress by all" needs to be the focus, rather than getting everyone to the middle.	Nov 22, 2011 3:07 PM
897	Standard four-year cohorts are becoming a thing of the past as more students are forced to work during high school to help support families, and both parents are not necessarily involved with their children. Finishing is more important than the timing in the accomplishment. We use surveys right now in our work with the school districts, and the response is VERY low. Unless maybe a survey could be tied to completion, diploma, etc? It must be completed prior to receiving diploma?	Nov 22, 2011 3:02 PM
898	Educators and districts are held accountable for each child's education and student safety. Parents are encouraged to participate. However, a fair method that enforces parent participation in their students behavior, attendance and learning would be a boon for all who want their children to grow and learn.	Nov 22, 2011 3:01 PM
899	why did you combine science and writing? i don't get it. they have nothing to do with each other and should have been seperated.... it is going to screw up your data. there will be many people who see the importance of writing but not science.... it screws their answer.	Nov 22, 2011 2:56 PM
900	Measurments of individual success are far more important than "mass" measurements such as "how many go to college"	Nov 22, 2011 2:56 PM
901	Teachers, such as myself, who work in a high poverty area have a much more difficult task vs. a teacher who works with kids in stable homes who have all their needs met. Any realistic look at evaluating how a student is doing or how their school is performing must take into account the home-life factor.	Nov 22, 2011 2:54 PM
902	Measure growth! Give an assessment at the beginning of the year, then the same one at the end of the year. Students should show growth, not just be expected to jump over the same bar.	Nov 22, 2011 2:53 PM
903	I believe there needs to be other career specific options for students - especially as they get into middle and high schools...such as medical/health-type careers, electronics/electrician, shop/carpentry, cooking, home economics, metal/welding, mechanics, computer programing/technical assisting, etc. Not all children are headed for college, but they need skills that are marketable - also there needs to be at the high school level "work readiness" programs as fewer high schoolers are prepared to meet the requirements and challenges of work. The use of internships at this level is important as well.	Nov 22, 2011 2:53 PM
904	"Graduation rates: Students graduating by age 21"? If properly educated and prepared the student should be graduating from COLLEGE, not high school by age 21. This question raises serious concerns about the ability of the system to take responsibility for meeting a child's educational needs. Age 21 should not be a goal, it is a red flag that something is SERIOUSLY wrong with a students academic experience.	Nov 22, 2011 2:51 PM
905	I am in favor of the proficiency based assessments that I am seeing in the field.	Nov 22, 2011 2:49 PM
906	Student growth that accurately and reliably measures a year's growth for students. The year's growth may not necessarily bring a child up to the grade	Nov 22, 2011 2:49 PM

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level benchmark, but shows a solid year's growth. To think EVERY child will be/should be at cut score X by spring of the schoolyear is not reasonable, nor does it give thought to each child's unique learning abilities and or capabilities. It should NEVER have been a once size fits all (NCLB).

907	An "exceeds" score weighing more in accountability than a "meets" sets up districts for pushing testing that is not needed if the student has clearly met the expected standards at that grade level. Punishing a school for a student with a disability that requires the student too stay in school until the age of 21 clearly is not good practice. I hate that my third grader is only being taught reading and math. He has already set up his own business during the summer months at flea markets and needs creative, challenging projects. Instead, the focus is on passing the reading and math assessment. My TAG high schooler wanted to drop out of school every year from 2nd grade on because there has been no electives for him to take besides extra reading classes. Finally in high school he is able to go to the community college to get the electives that used to be offered at the high school. I don't mind assessments as a tool, but when everything hinges on them they hurt education and the profession of teaching.	Nov 22, 2011 2:48 PM
908	Reading, writing and proper punctuation skill are very weak in school children. Most do not even know how to spell or write a simple letter. Just the simplest words are misused, such as - to, two and too and they're, there and their. Skills they should have learned in grade school. It is embarrassing for them when trying to write an essay for scholarships or a job application. It is so refreshing to read a well written paper from a student!	Nov 22, 2011 2:48 PM
909	Salem-Keizer is just one district who "dumbed down" assessments in order to look as if more kids were passing. Shameful!	Nov 22, 2011 2:44 PM
910	Classroom based assessments that rely on teacher judgements can be a two-edged sword; if the teacher is fair and impartial well and good, but if not, a child could be rated unfairly. College-going rates after high school is one measure. I believe it is important to look at higher level technical training as well--not all students are college material. Technical work is essential to a successful society.	Nov 22, 2011 2:41 PM
911	Students are in school to learn, not be taught to a test. I'm not seeing this in my child's classroom, but I know it happens. While statewide assessments can give administrators and staff a better understanding of what their students know, doing well on state assessments should not be the ultimate goal	Nov 22, 2011 2:40 PM
912	The growth shown over years of state assessments is a far better indicator than the one-off assessments that the state is currently involved in. Current assessments (due to short sightedness and budget cuts) are pointless and counter to the educational process. A student has to pass the writing test to graduate but can only take it once? Absurd! Where's the data to support such a decision? If there isn't money to do it right, it should be suspended until there is money.	Nov 22, 2011 2:37 PM
913	I am concerned that by placing such a high emphasis on reading and math, we are not allowing time for the other areas like science, art, history, etc that round out a students education and engage them. Also--high stakes tests do not really measure learning effectively. You cannot tell how a student has done over all in math by a one- or two-day test.	Nov 22, 2011 2:32 PM

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914	Standardized testing benefits children that respond well to that type of test. As an individual who tests very well I find them a poor measurement of success. They can certainly be utilized as one measure but they should not be the end all be all.	Nov 22, 2011 2:31 PM
915	The most important measure of success is growth! We can't control how children come to us, but we can make a difference in every child that attends school regularly. It is true that many children need to make MORE than a year's growth in order to catch up with their peers, but it is must be recognized that they are moving toward the target at a reasonable pace.	Nov 22, 2011 2:27 PM
916	When assessing students simple "at the end of the year" measurements are not enough. To measure "success" you want to compare students' incoming knowledge and/or skills to their knowledge and/or skills as they complete the class or year. This "gain" in knowledge is a better measurement than as simple post-year "pass/fail" measurement.	Nov 22, 2011 2:25 PM
917	Any statewide assessment should include other content areas besides reading , writing and math such as science and social studies. Equal emphasis on all core content areas. However we need to move away from high stakes testing in general. If we continue with this at least do with less frequency.	Nov 22, 2011 2:24 PM
918	standardized testing should be discouraged as it harms some students	Nov 22, 2011 2:24 PM
919	I think that we are putting to much stress on students to achieve no matter what the cost is. I am not speaking of money, I am speaking of the drop out rate	Nov 22, 2011 2:22 PM
920	We need to measure less often. "The farmer does not fatten the pig by weighing it more often" The time in school should be spent in instruction. Students should not move to other electives until they can read. There are too many students in high school failing all of their classes because they can't read. Better accountability for teachers.	Nov 22, 2011 2:20 PM
921	qu	Nov 22, 2011 2:20 PM
922	there is nothing on this list that is NOT IMPORTANT. I think if you had asked this question in terms of degrees using a 5 point scale, I would have better been able to answer the above with the nuances you were looking for.	Nov 22, 2011 2:19 PM
923	Not all students can excel at testing taking and there should be a way for them to demonstrate their mastery of a topic other than a state assessment.	Nov 22, 2011 2:18 PM
924	Statewide testing is expensive and stressful. I would like for teachers not to have to spend time teaching to tests, but rather be able to focus on important, higher-order skills.	Nov 22, 2011 2:17 PM
925	Stop using standard testing as a measure. Use skill based testing, can they read at grade level, can they write at grade level, and can they solve math problems. How about considering trades in education?	Nov 22, 2011 2:17 PM
926	Teach higher level skills instead of test scores. They can't think or reason. Also they rely too much on a calculator.	Nov 22, 2011 2:16 PM

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927	Statewide assessments taken on the computer have undermined pursuing excellence in education. Students now enroll in courses in high school such as Math Strategies. The students simply practice taking the test over and over until they pass. Administrators happily devote fte to this because state tests are what the schools are judged on.	Nov 22, 2011 2:11 PM
928	There are too many reports to the state that are redundate. They ask for the same information and seem like they are just to keep some one busy. They seem to be for someone to flash up on a board for a second to impress but too many hours are wasted gathering the data that someone or ones glance at.	Nov 22, 2011 2:09 PM
929	- Yes we need to be accountable for student outcomes without labeling communities and schools as failures; ironically if we used our current school rating system as an feedback tool to students my guess is that we would discourage students versus encouraging them to improve.	Nov 22, 2011 2:07 PM
930	I have a concern about how "higher-order" thinking skills will be fairly and consistently measured statewide.	Nov 22, 2011 2:06 PM
931	Not all students are college bound, nor should they be given the high cost of secondary education. More vocational opportunities should be allowed.	Nov 22, 2011 2:05 PM
932	I have been teaching for thirty years; none of this is new. Class size IS a huge issue. Major gains in student achievement can be gained if there are 20-24 students in a classroom. Classrooms with 40+ will never see any gains, no matter how fancy the changes to the educational system.	Nov 22, 2011 1:52 PM
933	The major focus should be on individual student growth and higher order skills	Nov 22, 2011 1:47 PM
934	**Student Attendance and **Parental Involvement play a significant role in whether a child is successful in becoming a proficient reader, writer and mathematician. I would consider these two areas as of highest importance in this section.	Nov 22, 2011 12:57 PM
935	WAY to much emphasis on testing. Too much time used to do testing and the high cost of providing the testing labs. We are going exactly in the wrong direction.	Nov 22, 2011 11:26 AM
936	Highly recommend the use of on-goinh formative assessment in combination with high stakes assessments.	Nov 22, 2011 10:18 AM
937	No Science or Social Studies assessments in elementary; hold writing assessment until 5th grade; increase accountability in Kinder-1st-2nd...by the time students are assessed on a common assessment in 3rd grade, the gap has become nearly too great to close with interventions.	Nov 22, 2011 8:23 AM
938	State assessments at k-2 are not valid. ELPA.....writing.....ask educators before making these decisions.	Nov 22, 2011 8:20 AM
939	Learning is primary, Pushing children to college is not. We need to teach higher order thinking skills and, independence, and entrepreneurship	Nov 22, 2011 7:34 AM
940	I wish the scale choice was broader - it was hard to just say very or less	Nov 21, 2011 10:16 PM

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important.

941	Student progress is the most important measure of student success. Student mastery of the concepts, processes, skills, and applications that are required by the Fed's and the state are the most important components of the curricula, but students should be given the time they need to demonstrate mastery of these Essential Learnings. Cohort groupings do not prove anything. NCLB and IDEA are the 2 most significant pieces of federal education legislation, yet they are in conflict w/ each other. Keep SPED but use the above comments for revising NCLB and our waiver request. hf	Nov 21, 2011 9:34 PM
942	Unfortunately, this survey uses a lot of terminology that the average parent probably will not be familiar with and therefore will not be able to make informed responses. This subject matter is complicated and parents need to understand how state and federal education policy makers are making decisions that dramatically effect the quality of the education provided to Oregon public school students. The OEIB and DOE need to be holding town halls where they give present evidence of how their proposals will perform education outcomes and demonstrate that the state can fully fund implementation so that all Oregon students will benefit from proposed reforms.	Nov 21, 2011 9:15 PM
943	The entire concept of compulsory, standardized assessments in limited subjects is flawed and inherently tethered to cheating, ignorance of non-tested subjects, and "teaching to the test" amongst teachers.	Nov 21, 2011 8:25 PM
944	Revenue should be raised by taxing corporations and closing loopholes that benefit the super rich. It is ridiculous to have the revenue shortfalls that we do - so schools and districts have to compete for their piece of the pie - through NCLB policies.	Nov 21, 2011 8:20 PM
945	I have found at the high school level, so much focus is being put on the enforcement of attendance that it is robbing students from classtime and resources. We are trying to prepare our kids for 40-40-20, therefore in the college setting they will suffer natural consequenses for not attending a class, rather than being disciplined by staff.	Nov 21, 2011 7:31 PM
946	We need a two track European K-12 system, with a realistic growth pattern after 8th grade; at the end of 8th grade students and counselors can make near-certain projections on any student's ability to become college ready by end of 12th. Remainder students need a hands on pathway that leads to a HS diploma with a trade certificate or a journeyman program in collaboration with business at end of 12th.	Nov 21, 2011 6:56 PM
947	About time we got away from the idea that everyone MUST go to college.	Nov 21, 2011 5:58 PM
948	I do believe that a preschool program is very important. I am in a small rural K-12 program. Where will the funding come from? How can we get started. This is crucial and we have NO preschools of any sort in the communities of North Lake County.	Nov 21, 2011 5:10 PM
949	Students should have individualized growth targets and should be measured making progress in relation to the targets set.	Nov 21, 2011 4:19 PM

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950	I love the CCSS; now let's support teachers in common sense, time efficient, real world ways. How can we get funding to restore our instructional days, decrease class size and offer a full range of programs including library, PE and music?	Nov 21, 2011 3:58 PM
951	Rates of students who enter into the SPED eligibility process. Percentage of students who qualify.	Nov 21, 2011 2:03 PM
952	I selected "not important" for the rates at which students exit ESL. I write that because I feel that the ELPA testing system is so seriously flawed that it is not a reasonable measure of English Academic Language growth. Monitoring gains in English ability for ELLs is important, but a close look at how we measure that progress in Oregon is essential!	Nov 21, 2011 1:48 PM
953	Statewide assessments are not reliable same with teacher judgments of proficiency.	Nov 21, 2011 1:05 PM
954	Employment-ready measures of success as important for many who don't have college as life goal.	Nov 21, 2011 1:04 PM
955	I think important that teachers are given the grades an issues each student brings when theyove from grade to grade so they know as soon as they get them they know not wait for their own testing	Nov 21, 2011 12:40 PM
956	The newly initiated early childhood through young adults into their twenties is taking on to much. The costs, resources, and energy needed to see this through is not realistic. College preparedness is one thing, but funneling more of Oregon's high school graduates into the high costs associated with earning a degree will fall short of the lofty expectations because of the lack of finances in the family. The private sector needs to be recharged so that government can receive the financial boosts needed to sustain current and future demands placed on education. Please reconsider the emphasis concerning the "age 1 through 26 " initiative at this time. Again, time, money, energy, and resources need to focus on sustaining the private job sector than anything else we're doing in government right now.	Nov 21, 2011 12:33 PM
957	Our system of accountability needs to somehow look at the level of student growth as an accountability measure. Not all students learn the same material at the same rate.	Nov 21, 2011 12:29 PM
958	Children from impoverished families can be resistant to even the best instructional practices. This reality needs to be a significant consideration in our state assessment practices and accountability measures. Testing low functioning Special Education students is an abhorrent educational practice. I feel similarly about testing students with a weak grasp of the English language.	Nov 21, 2011 12:27 PM
959	As districts become better trained in the CCSS and formative assessments, it is less important for a summative statewide assessment. Not a big fan of the OAKS, Does not really give teachers a large quantity of useful information. If a district needs to have the OAKS to know how students are performing, then that district needs more staff development, which would be extremely helpful. It is a great tool for the politicians and conforming to a national bashing of education.	Nov 21, 2011 12:17 PM
960	Most important are early, accurate assessments of individual students' ability to	Nov 21, 2011 12:03 PM

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read fluently. This should probably be given every year or at least every other year.

961	In regard to early learning PLEASE keep in mind if these funds are going through Commsions on Children & Families, That not all County CC&F's are the same in the state. We are all tired of money that could be for services through non-profits going instead to state/County workers where benefits each up more than half of the funds. This would not be good stewardship of tax payer money. Too much prior commitment to juevenile and intervention and not enough for prevention. It is hard for carreer state employees to change that 'good old boy network' that is thriving and spreading in these horrible economic times in some rural areas. More importantly is the lack of knowledge in early childhood education with some CCF's.	Nov 21, 2011 12:00 PM
962	"Less important" marked on state assessments because I believe they need to be national assessments so we can compare across the nation as students must compete in a national or world economy.	Nov 21, 2011 11:54 AM
963	Time and Money spent on testing rather than teaching is wasted money. Our educational services are constently trying to figure out what to teach next to do well on tests, rather than giving a broad based education to our students and allowing them to explore and learn things which are of interest to the students. Students learn to succeed and grow when they are engaged participants. The testing is creating robots who are forced to learn specific items which are jammed into packed ciriculums.	Nov 21, 2011 11:53 AM
964	Assessments need to be comprehensive: critical reading skills, attendance, and a motivation to learn are far more important than apparent skills in math and reading. Math and reading skills make for good workers, but for well educated, well-rounded, and contributing citizens, there needs to be more than just what they know. There needs to be a well developed intellect, and students need to be able to think and have ideas for themselves.	Nov 21, 2011 11:41 AM
965	The term "accountability" bothers me. Everyone believes in accountability, but it implies consequences, and the linkage of the listed items to consequences isn't described. I fear there's a lot of assessment for the sake of assessment and a lack of theoretical understanding of assessments and their relationship to the constructs tested, including such "habits" as "collaboration," and the assumption that a common measure can be applied to first grade readers who naturally vary widely in their readiness to read. I like the idea of classroom-based assessments, but once they get aggregated into an accountability system, they become standardized and lose the nuance that classroom based assessments can offer. We need calm scholarly review of these ideas.	Nov 21, 2011 11:38 AM
966	We have to get away from the fantasy of all students performing at the same level. Students enter our schools with vastly different intellectual abilities/life experiences. We need to be cognizant of that fact and not create another system that sets students up for failure.	Nov 21, 2011 11:35 AM
967	It was unclear to me, if by state-wide assessments, the survey was referring to the comprehensive assessment system to be included as part of the common core... If so, yes state-wide assessment is very important. If not, and state-wide assessment is only summative, then my answer is less important.	Nov 21, 2011 11:22 AM

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968	All of the items listed are important measures. Some of them are harder to measure and in a small school district like the one I am in that becomes a critical piece. I moved some item to "less important" because a lack of personnel to effectively measure that particular outcome.	Nov 21, 2011 11:20 AM
969	I think we should suspend state testing while we transition to the Common Core Standards. To be testing on one set of standards while teaching to another does not make sense. Teachers (especially in math) need to retool their curriculum, and since so many of the standards are now more rigorous, we need two years to transition to the Common Core. Allowing districts and schools the ability to focus on this process instead of on test scores would be extremely helpful to this process.	Nov 21, 2011 11:10 AM
970	It would be nice if "high school completion" would include modified diploma, GEDs, Certificates. Under the current model we get dinged because of these, when they are a very appropriate track for some students. Individual academic growth is important and for some students these options are accurate demonstrations of that growth. I place the growth model as not as important on my check list simply because I do not have faith in the state coming up with a method of properly assessing this.	Nov 21, 2011 11:07 AM
971	I strongly believe that attendance is a key component of student success, especially at the K-1 grade level. If student attendance is lacking in the primary grades, it affects their entire academic career. Students end up missing the building blocks of reading and math. Since the compulsory attendance law isn't in effect until a student is 7 years old, we are unable to hold parents accountable for their child's attendance prior to age 7.	Nov 21, 2011 10:15 AM
972	Please measure the things we can control - individual student growth. Student attendance although we make many many efforts, ultimately is up to parents unless we can have stronger penalties for parents. Also 4 year cohort grad rates is not as important as kids graduating. Individual student progress is key.	Nov 21, 2011 10:00 AM
973	Research points to quality teachers as the most important thing related to student learning. Since this is the most important and schools do not have the resources to transform our teachers to the new model, the best use of state resources would be to help schools have all of their teachers trained and supported in this model.	Nov 21, 2011 8:30 AM
974	NCLB and waivers expends more and more dollars on technology, programs and standardized testing, rather than classroom teachers.	Nov 21, 2011 8:29 AM
975	It is unfortunate that you group science and writing together. Writing well is crucial and perhaps a more important measure for success as a student than reading or math. Students who write, read and compute well can transfer those skills into success in content areas. I would encourage writing measures very highly rather than tie writing and science together.	Nov 21, 2011 8:29 AM
976	I do not believe in the all mighty high stakes testing that has become the norm. The all-or-nothing test is not a true indicator of what a student has learned, it tests how well students take tests. I have seen kids that get straight "A" grades in class go into the tests and walk out and their scores are all over the range. From exceeding to miserably failing individual subtests; these tests did not accurately	Nov 21, 2011 8:28 AM

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	reflect the student's abilities.	
977	These are ridiculous choices. "Less Important"? Less important than what?	Nov 21, 2011 7:32 AM
978	High stakes testing is the wrong thing according to all literature. Find another way to assess quality education.	Nov 21, 2011 7:01 AM
979	What would the "assessments of higher-order thinking skills" consist of? I think that these are very important but very difficult to assess, measure and compile data on.	Nov 20, 2011 10:24 PM
980	Judge student growth individually, comparing them in September to May. The old Levels testing (DALT) tests did this quite well, but were tough to get scored in a timely manner.	Nov 20, 2011 8:10 PM
981	Should separate writing and science. Writing more important than science Alternative measures of high school completion--currently, districts are penalized for modified diplomas or GEDs. What is this question actually asking? Districts should not be penalized for alternate diplomas. College going rates after high school would be very important if all students, regardless of ability to pay, could attend.	Nov 20, 2011 6:51 PM
982	It doesn't matter how long a kid stays in school. If he can learn everything a 12th-grader is supposed to know by the time he's ten, then by all means let him do it. Same with college credit -- it's just a means of collecting more papers; it has nothing to do with learning. Graduation rates mean nothing if a graduate doesn't know anything, or if it's uncertain whether a graduate knows anything. How about surveys of employers, and surveys of the newly-graduated (employed or not)?	Nov 20, 2011 6:31 PM
983	Attendance counts - important research shows that graduation and dropout can be identified early - [REDACTED]. Standardized test and standard four year cohorts need to be examined due to mobility. Parents need to be encouraged to really participate.	Nov 20, 2011 6:11 PM
984	Wow! I appreciate this survey but the results may not give us the measures of our attitudes. The question about 2nd language does not go deep enough and this sub group is struggling. Second, writing is such a critical skill but if the state can't reliably score, as was the case last year, then why measure. Further, our summative assessments in math and science are not aligning with the eligible content that is measured via OAKs. [REDACTED] this survey seems like a good idea, but we may want to hear from folks from different regions. Sounds like there is urgency on this. Have a great Thanksgiving. [REDACTED]	Nov 20, 2011 1:32 PM
985	Hopefully this can be accomplished without just having another nightmare like No Child Left Behind. My concern is we are trading one for another. We also need to get back to parents being responsible for their children and not government.	Nov 20, 2011 1:01 PM
986	While I believe many of the above assessments might be important, my concern is what KIND of assessments will we have? I am also concerned with a lack of focus on individual students' progress as measured by people who know them best: their teachers and parents. Additionally, many of these measures do not	Nov 20, 2011 12:52 PM

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take into account the effects of poverty, which are devastating in many communities and cannot be adequately addressed if left to the schools alone. I fear the emphasis that was placed on high stakes standardized testing in NCLB will be exacerbated by accepting a waiver without a high degree of opportunity for public discussion. PUBLIC, as in meetings with our representatives around the state in town hall type forums, where people are given a chance to speak and let them know their opinions about this.

987	The emphasis on standardized assessments makes the chilling implications that human beings should be standardized. "Habits of effective learners" sounds benign, but it ignores the validity of individuality. Some people are loners, for example, and not everyone has to be a team player, showing the "habit" of collaboration. A lot of this has the ring of Nietzsche's Ubermensch (Superman). For another example, a lot of kids, especially boys, just aren't ready to read at first grade, but they develop into it. I've seen this in my own life. This whole emphasis on standardized assessments is troubling. It implies standardized values and standardized human beings.	Nov 20, 2011 11:08 AM
988	WE need to quit trying to destroy our system and change the traditional seat time mentality and teach to the tech brains that we have. Kids don't have to memorize, they need to learn to interpret and analyze what they can research.	Nov 20, 2011 10:53 AM
989	WE NEED TO CUT BACK ON TESTING, NOT INCREASE IT! It appears the OEIB is more interested in training people to fit into their business model than encourage creative, critically thinking, individuals for a productive society.	Nov 20, 2011 8:40 AM
990	I am not convinced that the core standards cover the necessary skills to be ready to deal with the 21 and 22nd Century lifestyles.	Nov 19, 2011 9:55 PM
991	Rate at which individuals skip grades where they have the ability to learn at a faster than average pace. Curriculum is for the average student. We have some able way above average, and they should be pushing through material much faster than the "average."	Nov 19, 2011 8:17 PM
992	(1) In the statement that refers to "college-going rates..." I would prefer to see the term "post-secondary experience" as it does not assume all students will take a traditional college route; furthermore, it allows for things like entry into the armed forces, which provides excellent career preparation in many areas. (2) Include key business/community employers in the preparedness surveys. (3) I would rank "first grade literacy" as very important if when Oregon requires full-day kindergarten for all students--until then, I believe the playing field is too uneven to make this a key accountability measure.	Nov 19, 2011 3:54 PM
993	Student time in educational teacher contact. Union contracts?	Nov 19, 2011 3:51 PM
994	The growth model seems to make the most sense. Money needs to be put into pre-k and elementary.	Nov 19, 2011 2:15 PM
995	Student growth is a critical indicator of learning. As CCSS has raised the bar on critical thinking skills, reading levels, and math skills, so should the State's goals. Students enlisting in the military, technical training schools, and community colleges should be recognized as moving forward in the k-20 plan not just students entering colleges/universities.	Nov 19, 2011 11:43 AM

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996	Please do not use the SAT for evaluating schools/teachers/students. The very fact that it is included here is of concern. The SAT measures skills that are supposed to be gained over a long period of time - and it's not connected to any curriculum of any sort. The ACT is a more appropriate measure.	Nov 19, 2011 10:49 AM
997	Why not set a priority on investing in school/teacher capacity development instead of thinking only about "measurement"??? 4-5 weeks of school now devoted to testing??? Isn't this idiocy of the highest order?	Nov 19, 2011 10:32 AM
998	It's critical that our new accountability system includes teacher judgments of student learning. This is the only way we will ever be able to truly assess higher level skills like analyzing or interpretation as well as academic behaviors that are essential for post-secondary success.	Nov 18, 2011 11:04 PM
999	Academics should be about the growth of the individual, not just a factory where we crank out students who all have base-level skills in the areas tested. Student achievement should be measured by how they grow as individuals intellectually, taking into account where they begin. Because students are unique individuals, measures of growth need to accommodate individuals, and not have on concrete set of expectations for all students.	Nov 18, 2011 9:06 PM
1000	Less Important Markings: Graduation cohort of four years: Four year cohorts need to be seriously rethought as does the attainment of a GED. Not all students complete education in the same way, on the same day, and within a prescribed four years. Please rethink too, accepting a GED as passing and not discount and penalize both schools and students who acquire a GED! Higher-order thinking skills, problem solving, students who are collaborative, timely, persistent, and truly learners not just finishers is terrific and our society needs these folks and yes they are important and valuable. The big questions....how to you quantify these skills? Especially in time of such budget crisis. Evaluating these would be a logistical and economical nightmare.	Nov 18, 2011 8:43 PM
1001	It is most important that we open the graduation window to age 21. Not all students progress at the same pace...some complete early and some later. What is important is that they complete. The current system penalizes schols who do the right thing and complete students who cannot for various reasons complete in the 4 yr window.	Nov 18, 2011 7:01 PM
1002	I feel that I have been out of the system for long enough to not know the issues well enough to fill out the survey completely. I have worked on contract for a LTCT program for the last 6 years and I feel that my experiences in that program are too narrow to give me the broad spectrum experience I would need to do a good job on the survey. Janet Todd, Retiree	Nov 18, 2011 5:57 PM
1003	Classroom based assessments are critical for teaching and learning. They should not be used for high stakes purposes. We MUST get a growth model (like CO and MA) that truly reflect the impact of the instruction. The current OR report card does not tell an accurate story.	Nov 18, 2011 4:16 PM
1004	In the areas I marked as less important I believe they are areas that will be taken care of by an emphasis in a different area. I truly believe we need to create a system that allows us to move students as they are ready to move not as their age indicates moving. A student who faces issues of drug dependency,	Nov 18, 2011 4:15 PM

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pregnancy, or a plethora of other obstacles but still finishes school and earns a diploma is a huge win and a success story even if it takes significantly longer than we currently allocate. These kids are super kids not "Super Seniors".

1005	- ACT/SAT scores only if all students are expected to take - Why bundle Math/Reading and Science/Writing?? Assessments in Math, Reading, and Writing--yes, Science--no	Nov 18, 2011 4:10 PM
1006	ACT and SAT are two very different assessments and should not be bundled together in this survey. SAT is an aptitude test with proved racial biases and is less frequently used in college entrance consideration each year. ACT is a criterion test based upon students' knowledge base and is a much stronger indicator of academic success.	Nov 18, 2011 4:09 PM
1007	The measurement of growth is important based upon formative and summative assessments. Currently we do not take into consideration the level of growth a student is experiencing but rather just focus on the set standard of achievement. We are focusing so much on standards and assessments, we are losing focus on the student and how to address their individual needs, many of which have needs that need to be addressed that are much more impacting than what a summative exam can show.	Nov 18, 2011 4:03 PM
1008	We need to recognize and celebrate high school completion with recognition that if it takes some students longer, that the school is working just as hard if not harder. Common core appears be driven by common assessment and thus comparison with other states for political reasons rather than doing what is right for students.	Nov 18, 2011 3:59 PM
1009	Assess what teachers and school are able to truly control. Help us by developing a matrix that holds parents accountable for their involvement. We can control it, but parent involvement does reflect on student performance. Please stop measuring one grade level against another, that is like comparing a Ford against a Chevy. Measure the growth of the child, that way we take into consideration the fact that IEP's really work for the child instead of against them as it does in the current system. Why down grade the value of a Modified diploma? For many students with an IEP, a Modified is the best they can do, why are schools punished for something beyond their control. SPED students have measured and defined disability, measure their growth by progress, not compared to grade level since many function two plus years below their grade level.	Nov 18, 2011 3:55 PM
1010	Student attendance rates should be used as a filter for which students schools are held accountable for their progress.	Nov 18, 2011 3:48 PM
1011	It would be beneficial for the state to provide all school with a data warehouse that is vertically aligned with other schools from around the state to capture student achievement, attendance and behavior records to plan for all student success.	Nov 18, 2011 3:31 PM
1012	Attendance rate is important but not the way it is currently measured.	Nov 18, 2011 3:25 PM
1013	Fix the drop out metric for high school completion, modified diplomas, fifth year students and GED's should not be counted as drop outs.	Nov 18, 2011 3:24 PM

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1014	Many of the questions need to be quantified. This is not possible in the above format.	Nov 18, 2011 3:08 PM
1015	Research on the affect of setting standards too high. A consensus on what we want the high school diploma to mean and used for--and what it is used for now. Why do we have a high school diploma?	Nov 18, 2011 3:07 PM
1016	The discussion or requirements, standards, and accountability is mute without the funding required to attain it including the maintenance of the educational system infrastructures.	Nov 18, 2011 3:04 PM
1017	We have the best, antiquated, set of data tools that tells us little about what we need to do at the school or classroom level. We have a set of dedicated data people that can continue to provide us what we already know to be less useful - the list above contains no INPUT data, and very little useful outputs. The old debate is in front of us AGAIN. Will we create useful data? Or will we provide clean data, that can't used. Schools need useful data. Our best and brightest data people should be able to develop a way to collect, analyze and deal with statistical issues related to data gathered at the local level. If not, we need a new set of data people - perhaps orienting the process to a university that works closely with high densities of challenging schools and students. Seems like PSU should more important than U of O - given the reduced output rates in the PSU immediate area. Seems like the Eugene area is doing ok - due in part to the overall better conditions in an around that area. Time to switch gears policy makers.... move the work to where it needs to be done. Portland is the place where you have the numbers to pilot new measures.... Use of the Surveys of Enacted Curriculum could help schools measure inputs -	Nov 18, 2011 3:00 PM
1018	Have educators, not politicians, Design the system	Nov 18, 2011 3:00 PM
1019	Test scores, etc. are a great way for people looking in on education to see what is happening, but the use of regular, brief and meaningful formative assessments are the best way to see if the education is worthwhile for the student! Learning should be done in terms of whether a student is proficient with that specific skill, not based on a timeline or on a test. Everyone learns at different rates and our students are no different.	Nov 18, 2011 2:56 PM
1020	Classroom collections of evidence showing student growth overtime are the most effective communicator of student growth.	Nov 18, 2011 2:52 PM
1021	Is there a snowball's chance that Oregon would create modern, progressive standards and resulting curriculum that actually prepares students for the forthcoming millennium. Or are we destined, once again to kiss the accountability ring of content minutia focus?	Nov 18, 2011 2:34 PM
1022	If state-level folks believe that all of these concepts can somehow be integrated into a single assessment system, they are thinking unrealistically. Even if the concept is only to bring the outcome measures, progress monitoring, and intermittent measures into one system, it will likely not work. Researchers and knowledgeable practitioners can inform state level folks on this concept; please listen.	Nov 18, 2011 2:33 PM
1023	rate of high school graduates who can read	Nov 18, 2011 2:33 PM

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1024	Don't group science and writing together, they are not of the same importance.	Nov 18, 2011 2:31 PM
1025	I worry about evaluating writing when students will only get tested ONE TIME in their high school career-they get work samples, but that is not published...	Nov 18, 2011 2:30 PM
1026	We need to spend less time test students and more time teaching them. The amount of time dedicated to state testing is significant and would be better spent on actual instruction. Lets also make our tests more responsive to answers and more used to assess the level of a students. Hit them once in the fall and once in the spring and track growth. Now we are paying attention to learning.	Nov 18, 2011 2:28 PM
1027	I stated that a few of these items were very important but only in the sense that they provide valuable data. I am not comfortable with all of the choices that I marked as being very important being a part of the accountability system but they all would provide valuable data.	Nov 18, 2011 2:17 PM
1028	First grade literacy should include other languages, as well.	Nov 18, 2011 2:16 PM
1029	Question 5 is misleading and not measurable. I think it should read, "Proficiency on classroom based assessments aligned to CCSS or academic standards."	Nov 18, 2011 2:15 PM
1030	College going rates will have factors that are not reflective of school success (fiancial concerns, immigration issues). A better measure would be college acceptance rate.	Nov 18, 2011 2:12 PM
1031	These three factors are important but it will be nearly impossible to provide equitable access and/or measurement of - ACT / SAT scores College credits earned before high school graduation (through AP/IB/dual credit /college) Assessments of higher-order thinking skills (such as problem-solving and critical thinking) and habits of effective learners (such as collaboration, timeliness, and persistence) They SHOULD NOT be used as an accountability indicator	Nov 18, 2011 2:11 PM
1032	It was hard rating these areas accurately as the wording is pretty general as to exactly what these measures mean.	Nov 18, 2011 12:03 PM
1033	I feel this is where our next work force will be coming from. Costs are more in line with what end results.	Nov 18, 2011 9:20 AM
1034	Quit coming up with unfunded mandates and extra paper work for public schools. Keep things simple Open transfer rule is going to be a nightmare especially with students who participate in athletics, lots of lawyers will get rich, and some schools will have to close.	Nov 18, 2011 5:53 AM
1035	Proficiency learning and the appropriate measures for this educational practice. Equal importance place on career technical education.	Nov 17, 2011 11:55 PM
1036	Rather than demoralizing our students, faculty, families and the state by constantly rating them as unsatisfactory, maybe we could spend some energy on stressing the importance of personal achievement and how far we've come. Having high standards is absolutely the way to go, but promoting the idea that we're failing because we haven't met some of the "standards" is not helpful. There are so many inspiring stories and people working in education, it's time to boast and get some good P.R. into the news and papers. If we compare our	Nov 17, 2011 11:06 PM

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extracurricular activities, our athletics, our ability to adapt, our ability to incorporate people and ideas very different from ourselves into our thinking, if we compare these things to other states and other countries, how well are we doing? We'll always have work to do, every year there enters a fresh batch of new challenges, and Oregon is rising to the occasion. So maybe it's time for Oregon to take the lead and make up and recognize a whole new set of standards. If we're going to create a new accountability system, lets go big, lets create one that includes all of the factors that lead to a healthy citizenry.

1037	Education is "The acquisition of the Art of the utilization of knowledge". This mandates LOCAL control, assessment via high-quality and involved teachers, broad curriculum, engaged and inspired students, active parents/community, and historically has led to the largest economy in the history of the world. Government has become addicted to "fixing" education by an insatiable need for data as the fix, and if test scores in a few subjects do not indicated improvement in those narrow subject areas, government then exclaims "we must need MORE data!" This is the wrong path, in my opinion, and will stifle our ability to educate children, though it will assure more government involvement and top-down "solutions" for the future. Any way government tries to spin it (NCLB or Oregon "Compacts"), the result will be teaching to the test, without thoughtfully ascertaining if the track record of these tests actually indicate value, or if these tests – and resultant data – are false indicators based upon an bubble-testing an increasingly narrowed curriculum.	Nov 17, 2011 10:51 PM
1038	Some of these measures should be tracked as mitigating factors (such as 1st grade literacy and attendance) because they are not controllable by schools. In general, I do not feel that standardized testing is the best method for measuring a school's performance because it does not correlate with success in later life or with the success of the country as a whole on the world stage.	Nov 17, 2011 9:06 PM
1039	There is value in all the measures listed above. However we must remember that no matter how we measure student achievement, not all children learn at the same rate or in the same way. I think measuring the growth of students is the best way to measure student success.	Nov 17, 2011 7:52 PM
1040	State wide test are very unfair. One size does not fit all. Regional geographic or socio-cultural tests would indicate the child's readiness to go on. related to what that child has personally experienced. Not some PhD in an ivory tower who has no concept of what goes on in the trenches of grade school.	Nov 17, 2011 6:27 PM
1041	Less subjective info and more measurable info as a baseline to see improvements	Nov 17, 2011 5:20 PM
1042	too much time is currently spent preparing, taking and interpreting standardized tests.	Nov 17, 2011 4:14 PM
1043	Local control needs to be made a priority. We're tired of state & federal mandates. Who knows the students in our district better than local parents, teachers, & school board members or faceless bureaucrats in Salem & DC.	Nov 17, 2011 2:44 PM
1044	If we are able to improve access to pre-K programs, successful measures of first grade literacy should easily follow	Nov 17, 2011 2:32 PM

Q2. COMMENTS?

1045	Since we are k12 schools, feel all emphasis should be on k12 and not ap classes. all public colleges should be working with the districts or schools to provide dual credits, it should not be part of the k12 learning environment. Most locations have electronic communications and colleges close by that could be used to provide the dual credit or ap courses. We should let the teachers trained at K12 to teach K12 and not college level classes.	Nov 17, 2011 2:22 PM
1046	My concern is that, while assesement is vital at a local level so the next steps in any given student's education can be planned thoughtfully, assessment at the state, federal, or international level seems to force a focus on only a few skills to the detriment of others. I'm also concerned that accountability measures reward a sort of lock-step approach that encourage educators to act as though all students of any given age cohort learn at the same rate,whereas in reality students learn at different rates at different times in their lives for different reasons. Assessment is incredibly important for each individual, but I worry the individual gets lost in measures of general assessment.	Nov 17, 2011 2:20 PM
1047	I do not want teacher evaluations based on student performance in any major way. I definitely do not want a bonus system in which teachers compete against those who should be their collegial collaborators in improving instruction.	Nov 17, 2011 2:03 PM
1048	I think we need to communicate more with the students to see in what other ways a teacher can reach the students that might require more focused attention. Kids are smarter than we give them credit, they in many ways can teach us how to best teach them, and after all we are learning things that would make our grandparents ask questions like what is Google. We need to teach them on their own playing field.	Nov 17, 2011 1:12 PM
1049	I think we need to communicate more with the students to see in what other ways a teacher can reach the students that might require more focused attention. Kids are smarter than we give them credit, they in many ways can teach us how to best teach them, and after all we are learning things that would make our grandparents ask questions like what is Google. We need to teach them on their own playing field.	Nov 17, 2011 12:52 PM
1050	Measure what you treasure.	Nov 17, 2011 12:50 PM
1051	state assessments are not the way!!	Nov 17, 2011 12:41 PM
1052	I understand the significance of securing a foundation of learning at an early age and this type of education may be assessed by traditional or statewide assessments. But without encouraging a natural curiosity and desire to learn we quickly lose our students attention. Educators must be able to translate the significance of the material they teach into an applicable need or tool for the world our students face. Good test scores do not translate into success nor does it indicate characteristics like team player, persistence, desire to know, help, correct and lead as an employee or citizen.	Nov 17, 2011 12:40 PM
1053	Quit putting so much emphasis on testing and let teachers teach. If you really want to see if you were successful why doesn't anybody contact the kids in five or ten years after graduation and ask them where they are in life and do they feel that they were prepared for a career or college which ever path THEY CHOSE. It seems as though all we do is prepare them for college and yet seventy percent	Nov 17, 2011 12:27 PM

Q2. COMMENTS?

don't go to college. That means WE ARE FAILING to meet the needs of over two thirds of our students what are we doing about that?

1054	Thank you. I am grateful for the k-12 education my son recieved in Ashland. He recently earned a BS in Chemistry with a minor in mathematics... but have seen other kids 'fall through the cracks!'	Nov 17, 2011 12:24 PM
1055	It is not productive to become a completely test oriented system, for we lose sight of the great American skills of enterpreneurism and creativity. Steve Jobs and Bill Gates quit school early. Why, do you suppose? The arts are important. Fostering creative and critical thinking skills are important. We cannot accomplish our goals if we constantly teach to the test.	Nov 17, 2011 12:17 PM
1056	Be careful with ISLO requirements as some things cannot be assessed using a rubric such as creativity or diligence	Nov 17, 2011 12:11 PM
1057	We must not forget about the kids that are not college material. We need to fund wood shop, metals, and other professional technical fields. Too many of our kids think they can make it college, and end up with huge student load debt and a worthless liberal arts degree, or worse, no degree at all. I worry that we spend too much time worrying about the top 10% of high school students, and ignore the rest.	Nov 17, 2011 12:05 PM
1058	We shouldn't be about fancy slogans like 40-40-20 but rather about an honest evaluation and then creating a plan to deal with the gaps the research finds.	Nov 17, 2011 11:38 AM

**Q3.
INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
Please rate each of these: Very Important, Less Important, Not Important**

1	Making sure the education is relevant to the students needs -- see #1. Math, reading, writing, and some science is relevant to all students, but too much book learning is a problem for some students -- maybe more than we think.	Dec 13, 2011 11:56 AM
2	Assessment, evaluation and mentoring for admin and teachers	Dec 11, 2011 11:33 AM
3	Incentive to bring master teachers to struggling schools. Family support and education.	Dec 10, 2011 8:43 AM
4	Encouraging the community and school districts to work together to improve the educational environment.	Dec 9, 2011 7:41 PM
5	Hiring teachers that care and are committed to the improvement plan.	Dec 9, 2011 9:35 AM
6	Let teachers decide where funds are most needed. Mainstream ESL students faster. Maybe help parents learn English. Allow more flexibility for each schools needs.	Dec 8, 2011 5:36 PM
7	Teachers not proficient should be educated, students not proficient should be tutored/held back/summer schooled until they are proficient. If it is determined that a student is not able to learn the material, they should be schooled to the best of their abilities at a school appropriate for their abilities. The State and School Districts should pay for these special schools based on student census. Local transportation to the school can be provided, but not distant. If there is a single school in the state devoted to a particular set of needs, then it's reasonable for a family to relocate near the school . Smaller school districts cannot afford every kind of special needs education. Special needs foster homes can have a devastating effect on a small district's budget.	Dec 8, 2011 3:41 PM
8	Requiring interventions for students who do not meet benchmarks in elementary school.	Dec 8, 2011 7:51 AM
9	Eliminate No Child Left Behind. We are not losing jobs to China because our kids are under educated, its because they are competing with extremely cheap peasants in a totalitarian police state.	Dec 7, 2011 10:56 PM
10	Allowing schools to create intensive programs in reading and math and funding them - my husband teaches math at Discovery Middle School in Vancouver and all students have a double period of math every day. Their school has seen increases in acheivement test scores by 30-40% or more in just 1 year! They have vaulted from one of the lowest academic schools in Vancouver to the second highest on the most recent benchmark tests in less than 3 years.	Dec 7, 2011 10:46 PM
11	The biggest way to improve student achievement is to reduce class size. My wife's 2nd grade class has 30 students in it -- 8 ESL, 4 with severe ADHD / impulse control issues, one with severe autism and 6 highly gifted. How can anyone give students the attention that they need (and deserve) under these conditions? Simply adding more testing requirements, without any time to do the tests, will only hurt, not help.	Dec 7, 2011 1:41 PM
12	We need to stop comparing groups of students to other non-connected groups of students. The growth of an individual child is what matters and is relevant	Dec 7, 2011 10:54 AM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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13	Flexibility in hiring and firing	Dec 7, 2011 7:52 AM
14	As a parent of 2 children with learning disabilities,providing alternative learning options is very important--though not 'just' for students with LD--but for all students. Incorporating the concept of 21st Century Skills need to be included in all learning experiences. Metrics and quantitative assessment has some place in education--but focusing on developing academic and non-academic SKILL development (of students, teachers and administrator) is far more important than the actual material learned.	Dec 6, 2011 9:25 PM
15	Improve the nutrition of lunches and make lunch time longer, make the school day longer, make the classes sizes smaller, hire teachers who love kids and love to teach, hire assistants to help the kids to focus and do their work and think, rather than assistants who are just security monitors. Provide greater inclusion of all kids in extracurricular activities and music by providing after activity transportation. Bring more extracurricular activities to high schools. Provide more hands on classes that will lead to family-wage jobs for kids who cannot go to college. Make the school the center of the community, not just a place the kids can't wait to get away from and a place the parents rarely enter.	Dec 6, 2011 5:22 PM
16	Difficult to choose among these in the abstract. I do believe that discrepancies in what rich/poor students do in the summer months is critical in closing the achievement gap. I also believe that we need a massive, ongoing mentoring/tutor intervention for low achievers: in order to make this affordable, it must draw upon a Mentor Corps or something such, whereby citizens from college-age up receive a stipend for devoting a variable amount of time In current economic environment, this would also spur the economy somewhat and mitigate the damage to a generation of young professionals who are not finding jobs.	Dec 6, 2011 3:40 PM
17	I'd like to see a consultant or two from the state come in to a school district that has failed to make progress and really analyze the systems that are in place. For a school to rely solely on themselves to improve is like rearranging the peas on the plate---they're still the same peas. A consultant would be helpful to look at the schoolwide systems to see if they're working and give input as to why they're not working. Sometimes schools are so bogged down to improve that they start reaching for new programs right and left, when the system that they have is somewhat good, but it needs to be tweaked a bit. Sometimes we need an outsider to be critical (in a good way) to give us feedback and to tell us the changes that would be beneficial. I have felt this way for years!	Dec 6, 2011 3:30 PM
18	Decrease class size, increase adult:student ratios. Schools that are effective become model schools for struggling schools. Mandate attendance starting at age 5.5 and students must attend class 90% of every school year.	Dec 6, 2011 1:58 PM
19	Please consider encouraging districts to use the National Board Certification process as professional development. Include licensure incentives for teachers who certify.	Dec 6, 2011 1:04 PM
20	Teachers need better practical experience and training prior to becoming licensed. Our colleges and universities are not doing an adequate job of teaching teachers how to teach. We need to adapt more practices from the business	Dec 6, 2011 11:41 AM

**Q3.
INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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world, and have teachers who are both knowledgeable about their field, and have the ability to teach it to kids.

21	Use of technology. For example, putting lectures online for students to watch at home and doing writing, math and other "homework" in class so students can get help as needed.	Dec 6, 2011 11:00 AM
22	How about giving us the money it takes to actually run our programs.	Dec 6, 2011 9:13 AM
23	Try fully funding programs. Providing schools with enough support both in highly qualified staff AND resources would go a long way in helping increase student achievement.	Dec 6, 2011 7:18 AM
24	Classrooms with no more than 20 students. Get textbooks.	Dec 5, 2011 5:21 PM
25	Including more of The Arts and Music in our children's lives. Hiring "extra" personnel to help "sit down" classroom teachers take away from giving our children a more well-balanced life.	Dec 5, 2011 4:04 PM
26	I do believe in extensions of the school day and school year. However, I think they should be more targeted to allow for smaller groups. ALL students do not need these extensions.	Dec 5, 2011 3:54 PM
27	I think the best way to help students achieve specific goals is to have good programs in place that teachers know how to use. There are some good intervention programs that are teacher and student friendly that schools can use in the classroom to monitor student progress. I know that KAMICO is a good program that engages students. I feel the best way to help students is to have a reasonable class size so that all student needs can be meet.	Dec 5, 2011 3:22 PM
28	How much \$upport are Title 1 schools given to continue to perform at a high level and have results? How can we do a better job when resources are taken away from us? I teach at a very needy school, many of my kindergarteners come in not ready or will special needs that I can't meet because of the size of my classroom and the lack of support staff/aide. Teachers need to measure how prepared/supported teachers are and how likely the students are to succeed or fail. Prisons are funded at a higher rate than schools are, what kind of message are we giving our children? Tittle 1 schools have less funds but yet are suppose to perform at the same level than non title 1 schools. This is not equity, it is not just. Test our students all you want but until you step inside a classroom and speak with teachers and families you will find out what is more important than tests, or at least it might plant a seed about how much more teachers and families need to be sheltered, loved and supported. We have families who are in poverty, changing the principal, the staff, or changing the school to a charter is not going to make their poverty disappear. We need to listen to them, the people we are here to serve, unless we are here to serve other people's agendas. Research has shown that Charter school's success rate is not any different or higher than that of public schools so why pretend that it's a good option for our students? Let's give out communities a chance to make it by investing in the public shools by building appropriate facilities to work and learn in.	Dec 5, 2011 2:54 PM
29	The schools who fail to make progress should have higher ratios of educators to	Dec 5, 2011 12:04 PM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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	students. There should be classroom caps-- 20 to 1- and I guarantee those students would achieve more. JUST TRY IT!	
30	Help is necessary. Punitive measures are useless.	Dec 5, 2011 11:06 AM
31	The ability to fire ineffective teachers and keep effective teachers, even if they don't have the seniority.	Dec 5, 2011 10:24 AM
32	I'm very happy to see what is being considered in this section.	Dec 5, 2011 9:58 AM
33	putting more emphasis on the value of classified staff. Educational assistance are key in classrooms with 1 teacher and 30 students.	Dec 5, 2011 8:39 AM
34	More funding for schools, lower student to teacher ratio, ability grouping of students, more instructional time, more enrichment activities such as the arts and sports (which also help academic performance).	Dec 5, 2011 8:30 AM
35	Extending the school year is the most crucial issue. The second is providing teachers with more evidenced based practices on how to deal with non compliant children and uninvolved parents	Dec 5, 2011 7:21 AM
36	How can you require parents to be involved?? It would be helpful, however, to open the conversation to the elephant in the room...parent involvement is the third leg of the stool (effective and qualified teachers, parents, funding).	Dec 5, 2011 7:21 AM
37	Provide positive social and emotional support to struggle kids.	Dec 5, 2011 7:14 AM
38	Reduce class sizes to 20 or fewer students per teacher in at-risk or low income schools, thereby reducing teacher stress and allowing more opportunities for teachers to effectively teach and evaluate student progress.	Dec 4, 2011 10:35 PM
39	Change your thinking on a failed system. Ripping it apart to form a charter system is counterproductive.	Dec 4, 2011 9:13 PM
40	Currently I am working in the area of math with the special ed. students. A year ago I began front loading math to the special ed. population. Planting a seed before the regular ed. teacher teaches the skills. I learned that math is the ticket to the WORLD. YES, reading is very imp[ortant and I have been giving my special ed. students a 3rd dose of reading for many years, however math leads one to science and beyond.	Dec 4, 2011 8:06 PM
41	what does "additional tools" mean? how can I judge how important this vague question is when i don't know what you are referring to.	Dec 4, 2011 7:04 PM
42	I would add that yes, a district should have a say in their improvement plans, but then there needs to be accountability, which there is not for our high=end kids.	Dec 4, 2011 6:06 PM
43	Figure out what the school's problems are -- not every underachieving school has the same problems. Hunger might be a significant issue, the principal might be a bad fit, teachers might need some professional development -- but it's important to understand each school's situation. Even the best solution to the wrong problem will be ineffective!	Dec 4, 2011 6:05 PM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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44	I have been discouraged with the administration supporting mediocre as well as sub standard teaching. Perhaps this administration doesn't know what effective and excellent teaching looks like. In short, get rid of poor teachers. Hire better teachers.	Dec 4, 2011 5:41 PM
45	Again, I do not believe that more of something is necessarily better - the issue is improving the quality and appropriateness of what is being done pedagogically	Dec 4, 2011 4:45 PM
46	Discontinue the tenure program and allow the firing of teachers who are not performing	Dec 4, 2011 2:42 PM
47	There is too much testing and not enough hands on projects with authentic lessons. We must embrace 21st century lessons to engage students in active learning. Kids have many needs. they are emotionally wounded by circumstances out of our control. And they are hungry. many have no sense of future or even dreams. great leaders have said middle school is where we can save them. How can we build relationships with 35+ kids in a class? Several are missing several days in a grading period. I also worry about the digital divide. I believe it is essential for the educational leaders to follow the students throughout their day. See the reality.	Dec 4, 2011 1:03 PM
48	If a school fails - why do you think having the teachers and staff plan a different outcome is going to work? There will need to be some guidance from another district.	Dec 3, 2011 6:32 AM
49	Give teachers more time to plan collaboratively!! Less staff meetings	Dec 3, 2011 6:21 AM
50	Give the schools the money to be succeed.	Dec 2, 2011 10:18 PM
51	Assign the best teachers to worse schools (and pay them more)	Dec 2, 2011 10:07 PM
52	Administrators developing a school-wide culture which provides a safe welcoming and supporting environment for staff, students, parents, and community members.	Dec 2, 2011 5:28 PM
53	Measure individual student progress against previous year performance, not just grade level norms.	Dec 2, 2011 5:25 PM
54	Possibility of year-round school. Paying teachers more instead of freezing their pay and not giving them COLAs. These people are forming the future of our country--doesn't anyone see the importance of that? No, they're not paid too much. Give them smaller classes. When the budget doesn't balance, don't make Education one of the first things on the block. Provide inviting environments for the children to learn in. Those fluorescent lights are enough to make anyone want to get away from them after a while. Especially children with ADD or ADHD or Autism who may be particularly sensitive to noise and can hear them buzzing, or any other sensitively aural person.	Dec 2, 2011 5:10 PM
55	Struggling families need support before their children even begin school. Children need their basic needs met first before they can be successful learners. High School students should have classes in family responsibility and adult life skills long before they start families of their own. Prevention is always the best	Dec 2, 2011 3:54 PM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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	strategy for any problem. Building stronger more supported families is the first step to building successful students.	
56	Taking measures to reduce class sizes. Hiring more teachers and classroom assistants.	Dec 2, 2011 3:45 PM
57	More teachers will reduce class sizes and allow teachers to give more attention to student needs, thereby increasing performance and academic success.	Dec 2, 2011 3:24 PM
58	Provide flexibility to achieve goals to a variety of methods and means	Dec 2, 2011 2:49 PM
59	Lower student to teacher ratio.	Dec 2, 2011 1:10 PM
60	Support schools that have high Free and Reduced Lunch numbers by providing before school, after school and weekend programs that address the basic needs of poor students and their families. More Social Service supports for these schools. More family support like Headstart/Daycare/Preschool as well as classes that enable parents to more easily participate and compete in the job market.	Dec 2, 2011 12:55 PM
61	Working with teachers union to allow principles to hire teachers that want to be at that school. Hiring/lay-offs by seniority is hurting our students.	Dec 2, 2011 12:46 PM
62	Funding schools adequately	Dec 2, 2011 12:21 PM
63	I'm a teacher. I'm so disappointed by the lack of teaching experience of those chosen to guide education. It's like doctors that have never practiced evaluating and leading doctors that practice. It makes no sense.	Dec 2, 2011 11:33 AM
64	Teachers in Oregon are highly educated and continue with updated ongoing education to keep their licenses. Teachers can design their own curriculum and PLC and pd time, not administrators. We need more teachers and Educational Assistants and less administrators at a district office telling teachers what to do. Class sizes need to be smaller.	Dec 2, 2011 11:15 AM
65	Use high level instructional strategies to raise rigor and close achievement gaps.	Dec 2, 2011 11:11 AM
66	Year round school have shown success, and they are beneficial to students and staff. Having worked in one for ten years---it is solution!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	Dec 2, 2011 10:58 AM
67	provide districts with funding for extended school year for unsuccessfull students	Dec 2, 2011 10:21 AM
68	Providing funds for districts to hire an adequate number of specialists to meet the needs of students. For instance, hire enough speech-language pathologists to have a manageable workload. Same goes for Assistive Technology Specialists, Autism Specialists, Occupational Therapists, Physical Therapists, etc.	Dec 2, 2011 10:12 AM
69	Help with smaller class sizes.	Dec 2, 2011 10:11 AM
70	Increase pay to entice the best and the brightest to teach. Have a much more stringent university program. Make sure that principals are doing their job along with the universities of not only weeding out people who aren't ready to teach,	Dec 2, 2011 10:07 AM

**Q3.
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but trying to get them to be ready before they just let them go.

71	Longer days for kids to be in class, so that they can get more quality, as well as, quality of learning.	Dec 2, 2011 9:55 AM
72	Decrease one-size-fits-all bureaucratic requirements; local school innovation. Get rid of these seemingly constant changing of standards - how can we compare to the past or other groups this way? Quit jumping on every new idea that rolls in.	Dec 2, 2011 9:53 AM
73	smaller class sizes and loads for teachers	Dec 2, 2011 9:42 AM
74	Track individual student growth rather than school wide assessments and assess reasons for decline or/and not meeting benchmarks. Then solve the problem by addressing the reasons for failure. Extend the year only for students who are not achieving to standards.	Dec 2, 2011 9:31 AM
75	It's a socio-economic problem. Reconstituting a school/staff is a band-aid to a much bigger socio-economic problem.	Dec 2, 2011 9:31 AM
76	Support for families in poverty. Activities that encourage parental involvement in their child's education	Dec 2, 2011 9:27 AM
77	I feel standardized tests for students are a waste of valuable classroom time because the ability to answer a multiple choice question does NOT make you a critical thinker. We should start testing the teachers again each year (like we used to) to make sure that they are proficient in the subject(s) they are teaching. 'No child left behind' is a BIG lie designed to take money out of the schools and every school system in the country should be doing all it can to educated the pubic to this fact before the dumbing down of America is irreversible.	Dec 2, 2011 9:26 AM
78	Strong school library programs have been shown to increase student achievement.	Dec 2, 2011 8:59 AM
79	Tracking Principal effectiveness and holding building administrators accountable for progress of all students (including black and hispanic students, special ed students, and second language learners) AND for the professional growth of their staff.	Dec 2, 2011 8:42 AM
80	Adopting core research based reading, writing, and math curriculum, universal screeners, and research based interventions. Adopting research based intervention curriculum for reading, writing, and math.	Dec 2, 2011 8:41 AM
81	Provide and REQUIRE after school and extended school year programs for struggling students in each community. Provide one on one assistance for struggling learners and families of those students. Pull money out of after school sports programs and put the money into after school tutoring programs. These are the things that countries which have higher educational achievement than us are doing.	Dec 2, 2011 8:34 AM
82	Training for staff to collaborate on same subject teaching strategies.	Dec 2, 2011 8:31 AM
83	Money to hire additional help on meeting the at home factors that contribute. See	Dec 2, 2011 8:15 AM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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below.

84	Funding for staff like ed. assistants, playground coaches, tutors, literacy coaches, math coaches, etc. Funding for meaningful, place-based, real world education and hands on learning through the arts, ecology, gardening, and more. Also, respecting teachers for the work they do and realizing that the problem is not teachers.	Dec 2, 2011 8:01 AM
85	PD is done to death already- not helpful if problem solving is not part of the schools culture. tutoring because it is one way kids who get behind can be helped individually, and provide for more insight as to the root of the problem. there needs to be much more peer coaching and team teaching,team problem solving sone on a regular basis. Teaching is currently a very isolated job. TOSAs have been an ineffective joke, and a cush job with no accountability. Schools are much more like an integrated team in elementary school. Parents are included as part of the team in emem school. this ends in middle school in a big way. The communication from High school is even more dismal.. Ed box has been at least a small beacon in the terrible darkness of 6-`12 ed. You cant require parents to be involved, but with better communication, I know there is an opportunity to be involved. Where are peer evals between teachers? There is almost no eval of teachers- a few minutes of a vice principle sitting in-that's it.	Dec 2, 2011 7:35 AM
86	Change the school calendar to go year-round with 2-3 week breaks between semesters; the less time a student spends away from the classroom the less time is wasted getting them readjusted.	Dec 2, 2011 7:34 AM
87	Let teachers work together and figure out best practices	Dec 2, 2011 7:27 AM
88	Addressing such processes as race (take incarceration of certain subsets of total population as an example), capitalism (what is society's plan for "all" our citizenry?), hunger, gender inequities, violence, ethnicity, familial education history, and the extreme political expectation/interference that education can, single-handedly, solve society's issues.	Dec 2, 2011 5:30 AM
89	More after school programs for students and their parents. If we are to take education seriously, we need to provide more tutoring services to students after school, not just for the students, but also for their parents, especially in low socioeconomic areas.	Dec 2, 2011 12:15 AM
90	Giving more support to the high schools that students would want to transfer from. Smaller class sizes, real world training, the arts, music, literature, current events and fitness.	Dec 1, 2011 11:57 PM
91	Require districts to increase teacher salaries by eliminating district personnel.	Dec 1, 2011 10:49 PM
92	Student achievement is highly correlated with the level of poverty in the family and community. State and federal level initiatives should focus on economic justice and mitigating the effects of poverty on the growth, development, and learning of children and stop beating up on schools.	Dec 1, 2011 10:42 PM
93	Eliminate NCLB entirely!	Dec 1, 2011 10:37 PM

**Q3.
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94	Encouraging family involvement by offering relevant workshops, a welcome environment in the school, courageous conversations with ALL staff members, empowerment of all parents. No broad brush strokes called FAILING SCHOOLS, but a focus on individual problems within a school and solution interventions for those specific problems is what will help.	Dec 1, 2011 9:48 PM
95	Most current research shows that poor student achievement (especially students in poverty and of color) is strongly correlated to lack of proper nutrition, health care, and access to books outside of school.	Dec 1, 2011 9:23 PM
96	Social clubs/intermural activities that lengthen the school day without increasing accademic instructional time.	Dec 1, 2011 9:18 PM
97	Providing teachers with more time to collaborate, plan and coach each other.	Dec 1, 2011 9:15 PM
98	Increasing students' learning time, decreasing teacher to student ratio and using strategic curriculum while ensuring teacher excellence are the most important things for increasing student acheivement.	Dec 1, 2011 9:15 PM
99	1) increase the number of fully qualified teachers (i.e., decrease student to teacher ratio). 2) provide financial incentives to attract experienced teachers to struggling schools. 3) community outreach: actively involve communities in efforts to improve schools. 4) increase overall funding for schools in high poverty districts.	Dec 1, 2011 9:11 PM
100	Giving teachers support by ensuring they have more time to plan and teach: providing instructional aids in the classroom so that teachers have more help, and students receive more individual attention	Dec 1, 2011 8:45 PM
101	Allowing school staff to develop their own improvement plan	Dec 1, 2011 8:43 PM
102	please see comments above regarding Montessori Methods and Positive Discipline.	Dec 1, 2011 8:40 PM
103	At risk schools should have federal money to hire classroom assistants, EVERY classroom at federally and state labeled "high risk" schools should have an assistant	Dec 1, 2011 8:38 PM
104	Classroom sizes need to be decreased to effectively increase student achievement.	Dec 1, 2011 8:30 PM
105	Convene a team of stake holders (parents, students, citizens, teachers, administrators) to study the social, political, cultural, and economic factors that influence student achievement. Following the intensive study, allow the school and the district to develop an improvement plan that minimizes any negative feedback.	Dec 1, 2011 8:12 PM
106	Administrators must be given the authority to hire, promote and terminate teachers based on performance regardless of union membership or seniority.	Dec 1, 2011 8:04 PM
107	Allowing parents to be involved is more to the point. Many school alienate parents. School should be at least welcoming to all parents. Sometimes the principal is poor and the expedient thing to do is remove the principal but this	Dec 1, 2011 8:01 PM

**Q3.

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only really helps if the new principal is given adequate resources to cultivate a new learning environment in the school. Just changing the principal will not help

108	Do not allow unions to protect ineffective teachers.	Dec 1, 2011 8:01 PM
109	Smaller class sizes or hire educational assistance to help in high needs schools!!	Dec 1, 2011 7:40 PM
110	Work to end and/or mediate poverty in our state. Pay teacher MORE to work in the most challenging schools. This would draw the best teachers to the schools where they are most needed, rather than driving good teacher out with the near certain label of "Failing" that comes with teaching the neediest children?	Dec 1, 2011 7:32 PM
111	I really disagree with the premise of this question. How do we measure a school as "failing to make progress?" We aren't funding education in the first place, so it is cruel to then expect schools to perform at a high caliber. Class sizes are exploding, programs are eliminated, budgets for buying books and technology are gone. I say look to the Finland model. Build the system from the ground up. Decide what is important, such as what is in the highly vetted Quality Education Model, and then fund it.	Dec 1, 2011 7:15 PM
112	Every year we see students transfer to different schools with in our district and it impacts our neighborhoods as well as the classroom. It feels like we are perpetuating institutionalized racism by enabling families to transfer out to different schools within the district. We all know how outsourcing impacted local economies and now we are creating the same disparity with in district transfers.	Dec 1, 2011 7:14 PM
113	Identifying low-performing teachers. If they don't know how to do it (learning problem) give them the professional development and assistance they need to succeed. If they don't want to do it (performance problem) get rid of them as quickly as possible.	Dec 1, 2011 6:58 PM
114	provide adequate classroom time for students with their teachers--less interruption for testing; you can't put weight on a beef cow by weighing her! improve the ratio of high school students to teachers such that they have the optimum (75-90 students per teacher)--findings of the coalition of essential schools	Dec 1, 2011 6:41 PM
115	I think social supports and economic supports for families in school where students fail to make progress are among the most important actions we can take. It is no secret that the socio-economic demographics of a school make it more or less likely to fail. I think we need to do a great deal to make children and parents of color and of poverty think of schools as their community assets, providing a wide range of services and bringing the community into the schools. This would help foster a culture in which the school and education were not seen as "other" or "oppressor," but rather as the center of the community and an opportunity for support. Relationships are incredibly important. I can't teach a child who doesn't trust me and believe that I care for him or her, regardless of how smart and able I am. BTW, we should fire bad teachers. They damage children, the profession, and the ongoing system.	Dec 1, 2011 6:31 PM
116	smaller class sizes and more individual instruction for students who don't learn in the classic manner.	Dec 1, 2011 6:18 PM

**Q3.
INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
Please rate each of these: Very Important, Less Important, Not Important**

117	Compensate teachers and administrators for collaborative time to create their own building's strategy	Dec 1, 2011 6:14 PM
118	Build school community and relationships so students feel known and welcome and valued.	Dec 1, 2011 6:10 PM
119	Year Round School (not more days necessarily, but spreading those days around the calendar year)	Dec 1, 2011 5:58 PM
120	1 month all day paid professional development during the summer Instead of stupid 1 hour professional development sessions during the school year	Dec 1, 2011 5:53 PM
121	Encourage students to engage more deeply into their own education by allowing them to earn the right to take part in educational decisions.	Dec 1, 2011 5:44 PM
122	Reducing class sizes Insuring appropriate educational offerings for all students Making school a more positive, motivational place for students via recess and support of music, art, PE, other extracurricular activities/electives	Dec 1, 2011 5:24 PM
123	Allowing the school's culture to be maintained and one intervention plan to thrive over time, avoiding quick-fix solutions and remodels.	Dec 1, 2011 5:23 PM
124	Hiring teachers of color in proportion to student being taught. Continue with Courageous Conversations. Administration in buildings and in District commit to dismantling racism among institutions that promote and sustain inequities. The School Districts should be at the forefront of change. Eliminate honoring slave owners by changing the names of schools named after them.	Dec 1, 2011 5:23 PM
125	Fund all schools equally. Teaching at a "have not" PPS school, I am tired of seeing PPS talk about equity, but allow "have" and "have not" schools to continue like always.	Dec 1, 2011 5:14 PM
126	Have principal of school be more of a facilitator instead of a demigod.	Dec 1, 2011 5:14 PM
127	smaller class sizes the number one way to improve achievement for all students, more wrap around services for families, more before and after school programs for enrichment that are connected to educational goals and benchmarks.	Dec 1, 2011 5:11 PM
128	Allowing students to be scheduled flexibly as their needs change.	Dec 1, 2011 5:07 PM
129	12 month working year for teachers and appropriate pay: teachers are professionals, not skilled labor. While they may not be in the classroom during summer, they should be spending that time developing curriculum, participating in professional development, and improving their own skills. They should also be paid accordingly. And pay may be based on performance.	Dec 1, 2011 5:06 PM
130	Adequate funding to support intensive interventions, parent involvement and before- and after-school programs.	Dec 1, 2011 5:05 PM
131	I am verypleased with the teaching and principal at Ft. Vannoy. Theyare very child oriented	Dec 1, 2011 5:03 PM
132	Providing supports to create a positive school climate so that school is place	Dec 1, 2011 4:54 PM

**Q3.
INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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where students feel safe, motivated, and respected.

133	Providing administrators with more FUNDING to HIRE MORE TEACHERS and LOWER the student to teacher ratio and provide more SUPPORT to struggling students and families	Dec 1, 2011 4:53 PM
134	Holding principals accountable	Dec 1, 2011 4:49 PM
135	Encouraging and paying TEACHERS to come up with alternative learning and assessment opportunities.	Dec 1, 2011 4:45 PM
136	What about requiring that students are pulled out for literacy until they meet the grade level? We are "pretend" teaching when students matriculate from grade to grade without having targeted intervention during the school day. Then they get to middle school where their gap keeps widening. I'm fed up.	Dec 1, 2011 4:42 PM
137	Decrease class sizes. Stop social promotion.	Dec 1, 2011 4:35 PM
138	Encouraging parents ot be more involved	Dec 1, 2011 4:35 PM
139	Giving teachers time to implement needed tutoring for students. Lowering class size so teachers can effectively teach.	Dec 1, 2011 4:34 PM
140	Intensive Instructional intervention = increased instructional time spent on developing foundational skills with a lower student to staff ratio.	Dec 1, 2011 4:31 PM
141	Creating a school climate in which teachers and students are valued (you'd be amazed how little this happens in poor and failing schools)	Dec 1, 2011 4:28 PM
142	Offer "good parenting skills" classes or workshops for parents.	Dec 1, 2011 4:24 PM
143	Require schools to demonstrate adoption of proficiency standards and supports for remediation of students not meeting proficiency	Dec 1, 2011 4:24 PM
144	Again, having teachers from successful schools will not help because each child is different and parenting and student socio-economics factor in more than the implication that schools not making progress are somehow the fault of the teacher. Lack of progress is due to lack of funding, poor economic family situations and old buildings, dust and environmental issues as well as outdated equipment.	Dec 1, 2011 4:17 PM
145	Offering community and family supports	Dec 1, 2011 4:14 PM
146	Provide additional \$\$ for staffing. All of the research shows that the most important person in the equation for better achievement is the teacher. However, if that teacher has a class that's overly large, or a very large number of students who enter class with skills under grade level or without parental support or with large behavioral problems, the TEACHER NEEDS SUPPORT in the form of additional staff members to help her in the classroom with the students. The best way to deal with this is NOT to try to fix the teacher, but to provide more adult help for the students.	Dec 1, 2011 4:14 PM
147	Let good teachers teach and remove the unnecessary paperwork that gets in	Dec 1, 2011 4:06 PM

**Q3.

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their way. Right now I am so with special ed paperwork I cannot work on my lessons for my classes. I have administrators telling me what to do and they are not even trained in my area or have the years of experience teaching as I do. I have only one computer in my classroom.

148	identifying students with disabilities and ensuring that their needs are met	Dec 1, 2011 4:04 PM
149	Consistent funding that students, parents, teachers and admin can depend upon is necessary for a school to build a strong foundation on. Each year that we have to start all over with different staff and different funding levels is another year reinventing the wheel with our poor students in the mix.	Dec 1, 2011 4:04 PM
150	As a teacher from a Zone school, I can tell you that the biggest factor is sub-standard personnel at the school.	Dec 1, 2011 4:03 PM
151	How about allowing schools and individual teachers to design their own plans?	Dec 1, 2011 4:01 PM
152	Providing teachers time to collaborate and see what good teachers in their buildings do. Teachers do not have adequate time to plan because of the onslaught of annual initiatives that take teachers' time away from mastery of their craft.	Dec 1, 2011 3:59 PM
153	We need to remove restrictions on attracting high quality teachers with working (or research) experience.	Dec 1, 2011 3:55 PM
154	Smaller class sizes!!!	Dec 1, 2011 3:54 PM
155	All schools should have longer school years and longer school days, that incorporate art, music, PE, and more hands on science and social studies.	Dec 1, 2011 3:54 PM
156	have a system that evaluates the culturally competency of school staff, specifically those who deal directly with students	Dec 1, 2011 3:50 PM
157	Provide ongoing instruction to parents on the vital importance of their child's education.	Dec 1, 2011 3:39 PM
158	Hire the most highly qualified teachers and COMPENSATE THEM for all of the EXTRA WORK that is required to help close the achievement gap at struggling schools. These teachers easily work twice as hard as those at schools with more affluent students, they get less prep time, and little recognition.	Dec 1, 2011 3:33 PM
159	I would suggest looking at class sizes and special programs for disruptive students and who display significant apathy towards a subject.	Dec 1, 2011 3:15 PM
160	We will never have world class schools without world class funding. Schools that are "failing" need more funding/support, not less.	Dec 1, 2011 3:02 PM
161	na	Dec 1, 2011 2:58 PM
162	Smaller Class Sizes Encourage districts to make attendance boundary decisions that are truly based on geography and not social economic status. Parents who "don't want 'those' kids at their childrens' schools" should not be given so much power.	Dec 1, 2011 2:41 PM

**Q3.

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163	Leadership is key to a good school, but I think principals should have good role models and coaching as well.	Dec 1, 2011 2:35 PM
164	for intensive professional staff development, it's important the staff collaboratively decide what they need. It won't be effective professional development if they staff don't want it. I think instructional coaching and having resources available is a key piece. Teachers need more help in the classroom than what is currently available.	Dec 1, 2011 2:34 PM
165	For "failing" schools, instead of cutting funding, require a percentage of funding to identify and correct weak point. Require parents from low-achieving students to participate in discovery and suggestions for improvement. Also, mandatory smaller pupil to teacher ratios (12:1 or 2 teachers)	Dec 1, 2011 1:32 PM
166	Many of the above statements allow for far too much subjective interpretations. At the end of the day. Teachers need to able to motivate not become ersatz parents or guardians. The above does not even take this aspect into consideration.	Dec 1, 2011 1:30 PM
167	Lower student to teacher ratio. More instructional assistants to help individuals in classes. Less "drill and kill", lecture based classes and more project based high interest work.	Dec 1, 2011 12:41 PM
168	i dont think that parents should be "required" to help in the schools because i dont want someone who doesnt want to be there negatively influencing my child. but i do think that a majority of students need more help at home from the parents and that they need to be actively engaged in the learning process.	Dec 1, 2011 12:39 PM
169	Replacing ineffective educators as based on a series of facors, including professional assessments by qualified professionals in their specific field, as well as student progress and performance, participation in school trainings, lesson planning, following school rules etc.	Dec 1, 2011 12:29 PM
170	Commit your BEST teachers to working in schools with high populations of struggling students. By "best, I mean those teachers with a proven track record and a true passion for kids.	Dec 1, 2011 12:29 PM
171	Enforcing the truancy laws of this state and penalizing parents who do not make their kids attend school. Students who are not making progress toward graduation also need to have privilages like driver's licenses suspended until they begin making progress toward graduation. Parents and students need accountability as well as the schools.	Dec 1, 2011 12:26 PM
172	School improvement plans have to be meaningful and context-based. For example, perhaps an elementary school wants to use running records results to inform their practice. Maybe a high school wants to see more Latino students in higher level math. I think restricting it to test results will be highly constricting and ineffective.	Dec 1, 2011 12:18 PM
173	Allow teachers to do what they were trained for and support their passion! Kick critical people who have NO educational experience to the curb!!	Dec 1, 2011 12:07 PM

**Q3.

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174	Need an effective way to ensure student attendance at school. Currently there is nothing forcing recalcitrant students to attend if they rebell. There needs to be consequences to students for non-compliance.	Dec 1, 2011 11:49 AM
175	The single most important thing that affects a student's achievement is significant adult support. Since we can't legislate good parenting, we absolutely need superior educators and counselors in our schools. I am a Progressive Democrat and firm supporter of Labor, but shame on the Teacher's Union and Administration for allowing sub-par teachers to continue being shuttled around. There is NO shortage of talented educators -- only a shortage of will, courage, and integrity. Support new teachers, provide training to the willing, and cut the others loose. Most educators want their profession to be valued, and I, for one, would be willing to pay a progressive 8% sales tax (single clothing items under \$100 exempt) IF: 1. Mediocre teachers could be dismissed, 2. More pay great teachers, 3. Longer school day and year, and 4. More and better trained in-school counselling staff	Dec 1, 2011 11:40 AM
176	Create "open shop" policy for all public school employees and staff to they are not forced to be union members.	Dec 1, 2011 11:39 AM
177	"Educational experts" often haven't been IN a classroom for years -if EVER. They often have NO IDEA how to run a classroom -they speak in theory or talk about resources that the average teacher simply does not have, like computers for every child. They are a complete waste of money AND they can't figure out what it best any way. They have a "new and better" theory every year! Bottom line, PARENTS are the key. If they aren't involved in their child's education, if they are reading to their kids (or modeling reading -even have a scrap of reading material in the home!), the child has little chance of being a good reader. Parents MUST be made to be involved. They made these children, they must be made to support them.	Dec 1, 2011 11:23 AM
178	Fire the underperforming teachers. Or reduce their pay, reduce their hours. Of course, to do this, you need to be able to identify the underperforming teachers (see comment 1 above). Give better performing teachers bigger paychecks. Give teachers who show the most improvement bigger paychecks. The best way to motivate people is with money.	Dec 1, 2011 11:21 AM
179	More preparation and collaboration time on a daily basis	Dec 1, 2011 11:18 AM
180	Not all parents a) have the time to be more involved (working 2 jobs, etc.) b) speak English well (Salem Keizer has something like 50 diff. languages represented in the student body--some are Asian/Pacific Islander) c) what about foster parents?	Dec 1, 2011 11:14 AM
181	Making sure that students are working at grade level before promotion to the next level.	Dec 1, 2011 11:13 AM
182	TIME. Teachers need large chunks of uninterrupted time in order to understand each school's unique student needs and how to best innovate schedules/systems to meet each student's need.	Dec 1, 2011 10:48 AM
183	More resources and more local control	Dec 1, 2011 10:48 AM

**Q3.

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184	Teachers who are not performing their jobs effectively need to find other employment. The disciplinary process for teachers who are not appropriately teaching needs to be stronger - our observations need to mean something and be executed by those who are capable of legitimately evaluating teachers	Dec 1, 2011 10:44 AM
185	make parents highly accountable for their child's learning, bring in parents for after school or evening classes to learn how to motivate and support their child's learning experience. Place much greater emphasis on parental interaction with the school and administration.	Dec 1, 2011 10:37 AM
186	Individual help for students during the school day.	Dec 1, 2011 10:33 AM
187	Outlined syllabus with specific agendas and curriculum development. Extremely important since this is often the missing element in under performance. Lack of cumulative expectations being met.	Dec 1, 2011 10:31 AM
188	cannot require parents to be involved when they are barely making ends meet.	Dec 1, 2011 10:30 AM
189	Allowing teachers and staff to come up with ideas for helping their students. Providing more resources and smaller class sizes to insure that teachers have the time to prepare lessons.	Dec 1, 2011 10:24 AM
190	School should be year around..kids are not needed back on the farm in the fields anymore let them harvest a better education instead	Dec 1, 2011 10:22 AM
191	Getting families invested and parents active and supportive is crucial. Childcare and relief from their jobs could help with this.	Dec 1, 2011 10:15 AM
192	Requiring teachers to update online grades more than twice per quarter, perhaps via automated system so they only have to enter once. Find a way to make the display include due dates of assigned work that will be graded so parents can work w/students to meet those deadlines more effectively and parents can better support learning from the home.	Dec 1, 2011 10:02 AM
193	Pay teachers well who chose to work in these underserved schools, and make it worth their time to acheive success by giving them incentives	Dec 1, 2011 10:02 AM
194	Increasing number of informal and informal obserbation of teachers by administrators.	Dec 1, 2011 9:59 AM
195	Let Teachers and Parents decide at the LOCAL level what works or would work best for them. STOP big bureaucratic decesions made by people who are clueless and not involved in the daily provision of educating students.	Dec 1, 2011 9:57 AM
196	Demand that local, state, and federal government take serious steps to end poverty and to provide a social safety net for *everyone* in the country!	Dec 1, 2011 9:52 AM
197	We need more focus in Music and the Arts People always say, "We need to think outside of the box", or "We need to be creative in our thinking process", etc. etc. How can our people think creatively if they do not ever use the creative side of the brain? There is no switch in there that you activate whenever you want. You have to learn how to use it like you do English or Math. These subjects, History, Math, English, Science use mainly the left side of the brain. The Arts/Music	Dec 1, 2011 9:43 AM

**Q3.

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does not use just one area, the Arts/Music uses more of the brain than any other activity. I thought school was to teach our children how to think, problem solve, be creative, etc., and Music & the Arts exceeds every one of those requirements. Music and the Arts are a CORE CLASS that is just as important as English & History.

198	The school day is too short and there are no recreational programs. The charterschools are nice for those who get in. However every child should be exposed to dance, music, language, and all the arts. In Portlands education system this has become dependant on parent fund raising and parents paying for extra stuff after school. My son is tired and has lots of home work. It is hard to get him to guitar, dance, soccer, and gymnastics during the week. Also as a single parent it is extremely hard to pay for and get transportation while I work. We have a failing system and anually I consider moving.	Dec 1, 2011 9:40 AM
199	Teacher team training by grade level within the District and State. Curriculum that helps teachers in the learning process. Spending funds on curriculum updates that do not need to be changed because of the State mandates is not necessarily helping teachers. They have to learn update their lesson plans to teach to the new curriculum and this takes time away from direct teaching to students. If the curriculum doesn't need to be changed because the curriculum is the same but the books are a few years old that doesn't mean these books are outdated. A State committee of teachers need to be formed to check the curriculum before the State mandates the change in textbooks. After being in the school for 30 years I seen many many textbooks in storage or thrown away because the State required to update the textbooks.	Dec 1, 2011 9:37 AM
200	giving parents of under achieving students tools to be successful partners to the teacher.	Dec 1, 2011 9:37 AM
201	Focus on high leverage instructional strategies to simultaneously raise rigor and close achievement gaps.	Dec 1, 2011 9:05 AM
202	Bilingual education!	Dec 1, 2011 9:01 AM
203	Schools that fail to make progress generally do so because of a lack of parental involvement and or poor teaching. Tenure as the basis for teacher employment over performance and competence is the basis for many unqualified teachers in our district and I assume in our state. Fewer tax dollars will be expended if we keep the best teachers and higher the best teachers in the first place. Encouragement of parental involvement is critical as teaching and learning accountability begins at home.	Dec 1, 2011 8:47 AM
204	I think we put too much emphasis on TESTING scores. What happened to just getting our kids to learn. I, myself can study forever and then freeze up during testing, because of the pressures of my peers finishing before me, thinking I need to do good because I did study so much, etc. I think for the ELD learners, it's especially frustrating, because they are dealing with a language barrier plus all the pressures with test taking.	Dec 1, 2011 8:42 AM
205	appropriate use of culturally responsive interventions	Dec 1, 2011 8:40 AM

**Q3.
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206	Fund schools. Provide supports for schools with high poverty rates. I am not sure that I have seen a school within an affluent community in Oregon that has not met AYP.	Dec 1, 2011 8:21 AM
207	Attendance, attendance, attendance	Dec 1, 2011 8:05 AM
208	You don't mention specific classes which focus on remediation. Reading and writing are seldom taught directly at the secondary level. Unfortunately some students still need this instruction.	Dec 1, 2011 7:33 AM
209	Require administrators to hold teachers accountable to research based instructional methods. This is NOT an outcome based accountability, but an accountability that is in place PRIOR to student assessment.	Dec 1, 2011 7:30 AM
210	Providing current parents with required classes on how to best support their child and organize their family's lives. Parent groups that can meet to work together as teams so help problem solve raising children and supporting a fruitful education and future. Also, students should learn at a young age what empowering leadership and supportive parenting, functional family dynamics should look like in practice. They learn how to be part of their own family unit.	Nov 30, 2011 11:03 PM
211	Adequate housing, food and health care for families. Raise achievement by decreasing the poverty level.	Nov 30, 2011 10:57 PM
212	Develop and implement evaluation processes that diagnose the sources of the problems: Faculty deficiencies (skills, background, support/materials), Student deficiencies (homelessness, poverty, crime, bad parenting), Environmental deficiencies (run down/broken physical plant, hardware, networking, software/technology), or Administrative (poor planning, organization, execution). After evaluation is completed, then decide what needs to be fixed, based on the data. We realize that a lot of these items hinge on funding, so in that sense, a plan to provide more dependable and greater funding will certainly be a centerpiece of any school improvement plan.	Nov 30, 2011 10:55 PM
213	Providing current parents with required classes on how to best support their child and organize their family's lives. Parent groups that can meet to work together as teams so help problem solve raising children and supporting a fruitful education and future. Also, students should learn at a young age what empowering leadership and supportive parenting, functional family dynamics should look like in practice. They learn how to be part of their own family unit.	Nov 30, 2011 10:50 PM
214	Supporting funding opportunities that keep garde size down so teachers can teach to students. Crowded classrooms ARE NOT conducive to effective education.	Nov 30, 2011 10:37 PM
215	More up to date material and teachers who do not just read out of a book....get the students involved.	Nov 30, 2011 10:33 PM
216	I believe BASICS are a big part of what is lacking. If the students start behind how can they catch up when time and teaching isn't allowed because the next subject is being taught. Helping students of all ages to feel successful. This No Child Left Behind seems to be leaving way too many children behind in many	Nov 30, 2011 10:07 PM

**Q3.

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ways. They need to be taught life skills, such as wood shop, mechanics, drafting, the skills that they can use in their daily lives not just out of a book. Moving so much out of the past and into the future isn't always a good thing. They both have their place in life.

217	Hire more teachers (good, effective ones) so that students can actually get some individual support and encouragement from their teachers - move back to teaching and away from crowd control.	Nov 30, 2011 9:55 PM
218	Research, I believe, indicates that 2 primary factors affect student academic achievement: (1) the influence of the mother/parents, and (2) time on task. "The greater the focus, the higher the achievement." Statistics on academic achievement indicate that the cultural values of the student impact the academic achievement rates.	Nov 30, 2011 9:50 PM
219	Make a greater investment in schools of high poverty and with high numbers of ELLS. This includes implementing smaller class sizes, provide the best teachers, and hire administrators with the most experience leading successful school improvement efforts.	Nov 30, 2011 9:48 PM
220	Lower class sizes. Funds for Teachers Aids	Nov 30, 2011 9:35 PM
221	Smaller class sizes, teachers teaching less classes, more balanced curriculum w/ music, art & PE.	Nov 30, 2011 9:13 PM
222	Teacher Performance Monitoring	Nov 30, 2011 8:52 PM
223	Allowing teachers as professionals to choose material that will benefit their students and use it for 5-10 years! REquire parents to volunteer and come to school functions and take part in their childrens education. (Hey, Just as Charter and private schools do!) and if not have education, resources, and accountability structures in place.	Nov 30, 2011 8:49 PM
224	There has to be some parent and student accountability in place, not just for teachers or the schools.	Nov 30, 2011 8:24 PM
225	how about money	Nov 30, 2011 8:11 PM
226	talk to the kids, why do they think the school is failing	Nov 30, 2011 7:50 PM
227	"Requiring" parents to be more involved is not the answer. "Inviting and empowering" parents to be more involved is! In some cases, parents need to be taught how to support their children. We need non-judgemental systems in place to facilitate empowering parents to help their children learn.	Nov 30, 2011 7:30 PM
228	Smaller class sizes Special education students working towards their own goals Small groups with trained educator Well paid instructional staff Less paperwork, more teaching	Nov 30, 2011 7:28 PM
229	Individualized tutoring at each child's level to help them learn what they have missed.	Nov 30, 2011 6:12 PM
230	Read Thomas Friedman's acticle about success in education. We need more	Nov 30, 2011 6:00 PM

**Q3.

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	involved parents who read to their children and interact with them. ildren abd	
231	providing more classroom assistant development.	Nov 30, 2011 6:00 PM
232	More prep time for teachers, especially with intense core subjects like English. It truly is impossible to do a good job (let alone a great job) with as many students as I have and the many other demands put on me. I am the teacher you want your child to have - I care about EACH student and want to know and challenge them appropriately - open up the wonder of learning. This takes me currently about 10 hours a day plus weekends. It's just not right. And really, we need an alternative environment for kids who aren't interested or have behavior issues that interfere with learning. Far too much time is spent dealing with these students at all levels. And worse, they are impacting the education of the other kids who DO care.	Nov 30, 2011 5:57 PM
233	Cannot increase expectations and workload and decrease pay Small class sizes Learning at individual students level and rate Feed our children Educate our parents	Nov 30, 2011 5:19 PM
234	More "MAN POWER"!...Right now our schools have very little staff and people are overworked and expected to do more with less -- not fair for our kids! Our educators deserve more and so do our kids!	Nov 30, 2011 4:58 PM
235	Although parent involvement is extremely important, how much control do we have? Instead we can control higher support for students who do not what they need at home. Leadership is the key to successful schools. Training, supporting, and insisting that educational leaders are experts at what they alone are licensed to do, supervise and evaluate, is the key. The teacher is the single most important factor in a child's learning. Administrators must support and insist on quality teachers who get results with students.	Nov 30, 2011 4:44 PM
236	We better make sure that the measures of school success or failure are measuring things that matter. I've seen current schools that are very successful be labeled as failing! This can be a huge waste of resources. Oregon kids deserve better!!!!!!	Nov 30, 2011 4:27 PM
237	Allowing teachers to plan their own schedules for curriculum.	Nov 30, 2011 4:26 PM
238	More teaching time for those who are behind via tutoring Also, full day kinder so kids lacking preschool experience are not falling behind.	Nov 30, 2011 4:22 PM
239	Each district's population can differ so much.	Nov 30, 2011 4:05 PM
240	Students in supportive living situations mostly do well in school. What can we do to improve supportive living situations? That is where the problem lies.	Nov 30, 2011 3:57 PM
241	Offering more family support: job hunting skills, counseling for families, psych and psych counseling for secondary students, parenting classes for parents, immigration counseling for immigrant parents.	Nov 30, 2011 3:50 PM
242	Offering alternative programs for students who either aren't performing academically or are a behavioral problem who take education opportunities away	Nov 30, 2011 3:47 PM

**Q3.

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from those who want to learn. ALLOW AND ENCOURAGE ADMINISTRATORS TO GET THOSE WHO ARE NOT IN SCHOOL TO LEARN TO HAVE THEM REMOVED!!!!

243	Lower the student to instructional staff ratio. Implement RTI intervention systems in Reading, Writing, and math. Develop intervention plans and guide lines for the RTI interventions. Provide the staffing to have intervention sized instructional groups: 5 at elementary; 5 to 10 at middle school; 5 to 15 at high school depending on the severity of their delays. Keep Special Education groups at "intervention group sizes. Give Special Education Teachers full programs for every subject and every "instructional level" they teach - not just the bits and pieces they have to work with now.	Nov 30, 2011 3:43 PM
244	Determining and addressing what other factors are impacting school progress, for example, if students are homeless or hungry they may not have the same ability to improve on standardized tests.	Nov 30, 2011 3:40 PM
245	Look at class size and the make-up of the students. Some students have lots of needs; physical, emotions, economical, and mental. Schools with high levels of at risk students need more teachers and support staff and lower class sizes. Look at state QEM.	Nov 30, 2011 3:34 PM
246	Keep a full school year for ALL schools, no more cut days.	Nov 30, 2011 3:30 PM
247	Stop protecting bad teachers just because of seniority, hire eager to teach staff. I am a very involved parent. After raising two children I have been surprised how often I am treated by the schools they attended as not the primary decision maker about my own children. School districts need to stop assuming parents don't want to be involved. These are my children and I don't need my school district to raise them - just teach them.	Nov 30, 2011 3:17 PM
248	Establishing the criteria that it is the teachers responsibility to teach; likewise the responsibility for learning is on the student. They need to engage in their learning and become critical thinkers about their education.	Nov 30, 2011 3:17 PM
249	The REASON why schools fail to meet needs to be determined and the "consequence" needs to be a result of the investigation. If class sizes are large, if the students are from low income areas without much parental involvement in the school, if there are large ESL populations, (and on and on!) then the school needs MORE resources- not punishment. Where's the choice to INCREASE FUNDING to the school so it has more resources to lower class sizes and provide more one-on-one education for the students? Failing to meet means the school needs more help, not a punitive consequence.	Nov 30, 2011 3:12 PM
250	It is important to assess individual schools to determine supports, using disaggregated data, that best-serve student populations. It is essential that supports prioritize service and resources to struggling students. Services and resources may include: extended year, professional development for staff, mentors, and tutoring.	Nov 30, 2011 2:58 PM
251	No one approach fits all situations. To offer only one program to students in a school assures some students won't have success. IF a teacher REALLY knows	Nov 30, 2011 2:51 PM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
Please rate each of these: Very Important, Less Important, Not Important**

how to teach, is given pre-service training the the key aspects of reading, math, science, writing, the arts then they will have added tools to use with state/district adopted texts. The pre-service training that goes over district texts avoids the real training of teaching and how to actually teach those subjects...they can read and use what ever text a district chooses. Too few teachers are now prepared to really really know how to instruct in math, reading, science, history, writing, music, visual arts, theatre and dance - all key components of a complete/comprehensive education that Oregon no longer provides.

252	After school tutoring and summer school would help students. These teacher's should be paid for their time.	Nov 30, 2011 2:48 PM
253	Adequate funding to enable achievement to occur	Nov 30, 2011 2:39 PM
254	Teacher's tenure should not exist in failing schools.	Nov 30, 2011 2:29 PM
255	Every educator should acknowledge and recognize that every students are different and thus learn quite differently. All the educators should be vigorously improving & modifying their teaching skills to teach these individual learners. All the educators should learn to accept and apply many diffrent methods in teaching regardless of subject, topic and the educators' background.	Nov 30, 2011 1:52 PM
256	Assessing the school culture to see what changes could be made for a more effective learning environment.	Nov 30, 2011 1:28 PM
257	Provide resources to lower class sizes	Nov 30, 2011 1:04 PM
258	Significant increase in prep time for teachers to collaborate and educate themselves. Intensive equity training to address racial achievement disparities. Ending the emphasis on testing and punitive actions against schools and teachers. Increasing teacher compensation. Focusing on best practices and more intensive teacher education programs that follow national guidelines. Making schools into democratic institutions that allow students to have an equal voice in directing their education, so that they are engaged, life-long learners.	Nov 30, 2011 12:59 PM
259	College is not the future for every single one of our kids. Vocational schooling options are a must.	Nov 30, 2011 12:49 PM
260	How can I/you make a blanket statement to replace the school administration and staff without any context?? Also, I am going to go with the premise that schools generally hire the best teachers they can and that most teachers are good or better at their jobs. Thus, teachers need support and time to plan together, time for additional training as needed per the students (and parents) in their classrooms, and overall respect from their administration and community. A lot of the above makes me think that PPS is concerned about the quality of many of its teachers in that most of the options sound punitive rather than supportive. I marked parent involvement as very important; nevertheless, it is grossly unfair to suggest that the parents choose not to be more involved. Certainly some make poor parenting choices but just as certainly some cannot or do not know how to provide the support that their children need academically and socially. This is ever so more true in these economically and socially challenging times when jobs and social services, etc. are being eliminated. You	Nov 30, 2011 12:36 PM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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mention after-school mentoring - but why not a year-round support system/program for students? Rather than year-long school, take advantage of the summers to offer other highly engaging activities and learning resources, such as stellar school-based programs that bring in the arts, hands-on learning, fieldtrips, habitat restoration, service-learning, authentic and relevant child- and place-based learning? Curriculum - and exposure - are two known ways to motivate student engagement and learning. This would likely be less expensive than year-round schooling; much, much, more effective and fun!; and continue to provide teachers with their much-needed summer respite and time for their professional development, family vacations, and gearing up for the next year. I sincerely believe - and there is research-based evidence to support this - that highly engaging, creative, and differentiated learning environments are necessary for most children and extremely critical for those at-risk of disengaging from, or dropping out, of school.

261	"Allowing" parents to be involved to promote transparency.	Nov 30, 2011 12:31 PM
262	Getting teachers recommendation on if the principal and superintendant are supporting their needs	Nov 30, 2011 12:26 PM
263	Give schools the funding needed to implement extra support and help for struggling students.	Nov 30, 2011 12:16 PM
264	We must be allowed to reward our best teachers and staff, and get rid those who do not go the extra mile and those who do not want to serve our next generation.	Nov 30, 2011 12:01 PM
265	Reducing class size by providing funding for more staff, either through for RTI programming or to keep 'mainstream' class size reasonable, especially at lower grades.	Nov 30, 2011 11:58 AM
266	Financially supporting additional staff for targeted interventions during the school day.	Nov 30, 2011 11:50 AM
267	Reducing class size	Nov 30, 2011 11:42 AM
268	The traditional summer is WAY too long and forces schools to begin the next year by reviewing material the students learned last year.	Nov 30, 2011 11:38 AM
269	Professional Development and extended year and extended day services should be targeted at struggling students versus at all students.	Nov 30, 2011 11:33 AM
270	The average school superintendent stays for 3 years - just enough time to start change but never finish any meaningful work. APPLIED ARTS---bring them back.	Nov 30, 2011 11:26 AM
271	Investigate why the school is failing - socio-economic reasons vs poor leadership to make an informed decision how to help the school. No cookie cutter responses.	Nov 30, 2011 11:19 AM
272	360 degree assessments of/by teachers, which measures not student outcomes, but teacher behaviors that are most likely to affect student outcomes. E.g.: how students rate caring, fun, interesting classes, availability; how peers rate	Nov 30, 2011 11:18 AM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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openness to new ideas, willing to help other teachers, availability; how parents rate their kids' excitement for school; etc.

273	We need to address the issue of students with substance abuse issues. They do not come to school to learn or capable of learning if they are under the influence. There should be stricter guidelines for parents & students on school attendance. Parents need to help emphasize the importance of education and not take their kids on lengthy vacations during the year, where they miss many days of school. Also, at the State and Federal level, we need to quit devaluing the education system by always cutting funding to schools, so that teachers and programs are cut and more students are put into classrooms. When the State and Federal Government do this, it leads people to believe that education is not important because the Government does not support it enough to fund it. Students should not be able to transfer outside their districts unless there is a good reason because that will eventually cut funding to those schools that students are leaving and creating more space issues for the schools that the students are transferring from. Also, we need to quit making schools to teach the problem students or the ones who want to set their own schedules. Jobs are not set up that you get to have a special place to go work if you cannot get along with others or if you do not want to get up, you can go to night school or have your day shortened. All students k-12 should have to attend a full day of school. There should be no release times except for those Juniors or Seniors who are doing work experience and the job must be during school hours to get a class dropped. If the job is after school, then they need to take a full schedule. The number of credits should not play into it because you can always learn new things and it forces students to take more classes, so they are more well-rounded	Nov 30, 2011 11:17 AM
274	Have you considered the increase in consistant delivery of year round programs.	Nov 30, 2011 11:03 AM
275	Smaller class sizes, more accountability of students (retention for elementary and middle school students - stop social promotion to impress upon students the importance of responsibility, studying and completing work).	Nov 30, 2011 10:58 AM
276	I feel that "professional development" has become a catch all for what are really leadership issues. Accountability, standards and required competencies for teachers, recognizing best practices and excellent teaching, using parent and student feedback and survey data and faster improvement programs are going to make a stronger impact in teacher excellence.	Nov 30, 2011 10:47 AM
277	Students who fall behind due to difficult homelife, lack of academic focus at home, many moves, illness, dangerous neighborhoods, or other factors can't catch up without more time in school than their peers. Summer work would make a huge difference, and is rarely available now. Someone caring who will call home for each and every absence, and visit home, can make an enormous difference. An extended school day has proved to make a great difference.	Nov 30, 2011 10:40 AM
278	do not pass the student to the next grade level unless they are ready - hire teachers who want to see all kids achieve	Nov 30, 2011 10:39 AM
279	Wholistic and Independant assessment of the school learning environment.	Nov 30, 2011 10:34 AM

**Q3.
INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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280	Reduce class size of gen. ed. classrooms, decrease case loads of special ed. teachers, hire more teacher assistants and specialists, provide more enrichment classes/activities, provide more PE, music, art.	Nov 30, 2011 10:29 AM
281	Allowing a school/district to plan and implement a curriculum that fits their students' needs, and allowing the school to plan/implement alternative assessments, be they performance/classroom-based, or so on. You cannot "require" greater parent involvement--many parents of low-performing students are already working overtime and do not have the time or even capacity to help students with schoolwork, attend school functions and so on. Until basic structural issues are addressed, such as large class sizes, instructional coaches are a waste of money. I think most teachers know how to teach well and do not have an environment that supports them in doing their best--esp students in low performing schools---the student-teacher ratio should be about 12-15:1 WITH an Instructional Assistant.	Nov 30, 2011 10:04 AM
282	REMOVE STATE TESTS AND TEACHERS UNION REQUIREMENTS! Also making teachers more accountable and having evaluations for performance and pay (like the private sector would do).	Nov 30, 2011 9:52 AM
283	bad teachers exist - this includes apathy. they need to move on - more training is not going to help a teacher that doesn't care. furthermore, failing schools need to be treated as individuals. what population are being served? is it a cultural break-down? specific bandages are needed. there's not a one fix formula.	Nov 30, 2011 9:49 AM
284	Holding principals responsible for all the students in their buildings including special ed. & ESL, replacing those principals that repeatedly fail rather than moving the SPED & ESL classrooms to another building.	Nov 30, 2011 9:45 AM
285	smaller class sizes and having teachers mentor each other within schools - more time for teachers to collaborate and solve problems as a team	Nov 30, 2011 9:41 AM
286	Coaching ineffective teachers into competence or out of the profession	Nov 30, 2011 9:39 AM
287	Include more arts in the curricula. When students have opportunities for creative, meaningful experiences in school, their attendance increases. When their attendance increases, their achievement increases.	Nov 30, 2011 9:37 AM
288	Committed, long term teachers working with historically underserved populations is a must. Dramatic solutions are a short-term, popular "fix" and not a real fix at all. Build capacity among the committed-- this is the best leverage. Don't be distracted by the glitter & the press. Keep working the long, slow (& delightful!) process of teaching & learning.	Nov 30, 2011 9:35 AM
289	Important to give the schools what they individually need: ESL - give them more support either in the classroom so the teacher doesn't have to sacrifice the rest of the students time, in regard to the peer to peer coaching above, every situation is different so if you are doing that, make sure that you are bringing a successful coach a similar setting.	Nov 30, 2011 9:29 AM
290	Today's student has a lot of peer pressure, home situations, etc. Students need	Nov 30, 2011 9:24 AM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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to have a place/person where they can express their true person and get support. There are a lot of "bullies" out there hindering concentration of students being bullied or being "peer pressured" over something. Students come to school carrying a lot of baggage that they can't even express in words or thought . . . it only comes out in action (ie, being withdrawn or forming cliques of "you belong" or "you don't belong"). Students today do not see school as a "learning" experience, but something they have to "suffer" through. We also need teachers that can "inspire", not just teach.

291	Hiring more staff and decreasing class sizes, following students IDP, increasing the budget for schools so they can afford to get more training, supplies, etc	Nov 30, 2011 9:14 AM
292	Hire and evaluate teachers on individual student improvement as a basis of their teaching ability. Improvement of at least one grade level in their academic area from where the student started at the beginning of the year.	Nov 30, 2011 9:12 AM
293	Again, SBL and intense interventions for students who are behind can work!!! I support interventions where a student will get intensive double doses of the core subjects of where they are in need for growth. RTI done right can be successful at all levels! Middle School can benefit greatly. I also believe we need more interventions even at the high school level to improve our graduation levels and keep those at risk in school.	Nov 30, 2011 8:58 AM
294	requiring STUDENTS to be more involved.	Nov 30, 2011 8:57 AM
295	Schools that fail to make progress often have socioeconomic factors that play into that lack of progress. Those schools should be given more resources, smaller class sizes and a competent administration. Too often, the failing schools are assigned administrators that are not equipped to handle the more challenging populations that often attend these schools. Also, to increase achievement, we need to give kids more opportunities such as internships and apprenticeship programs so they have the ability to come out of high school with relevant skills. Our focus is getting kids ready for college. Not all kids do or should go to college.	Nov 30, 2011 8:54 AM
296	There has to be more money for the school system in general so that no school is viewed as a "dying ship." When this happens, parents transfer their kids and only indifferent parents' children stay, and only teachers who cannot get jobs elsewhere stay, so the problem is exacerbated. Businesses do not want to donate, dedicated families do not want to move into the area, etc. because they see this as a poor investment for their children and money. Teachers need to know that the commitments they make to their jobs will be rewarded and assisted by secure placement--that they won't have to be moving or looking for another job next summer. There needs to be long-term financial planning, not cuts every year. AND when a school is failing, it should be assumed that poverty and the "sinking ship" scenario are to blame, rather than whatever kind teachers agreed to take on a class where no parents volunteer, there is no money for enrichment activities or art, music & computer supplies, and eighty percent of the kids don't have parents making sure they do their homework. Those teachers deserve thanks and help, not such demoralizing attitudes.	Nov 30, 2011 8:50 AM
297	Full, permanent funding for an extended school year. Full, permanent funding	Nov 30, 2011 8:46 AM

**Q3.

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	for after-school programs for tutoring, mentoring, and ANYTHING ELSE THAT THEY NEED. Putting decision-making and policy formation in the hands of actual educators, not politicians and administrators.	
298	What kind of administrative tools? How about having administrators that know the experience of being in today's classroom?	Nov 30, 2011 8:44 AM
299	this is a business, it needs to run like one at every school with definite endpoints.	Nov 30, 2011 8:36 AM
300	A comprehensive teacher evaluation process with a wide variety of input (not always just from your administration) is very important and should replace seniority as the main reason for continued employment. There should be a very specific process where teachers are held accountable for the quality of their teaching (not test scores--especially since these are very dependent upon individual student needs and often out of teacher control and influence) and where the subjectivity of administration is not an issue in the evaluation process. Students deserve the best teachers possible, not just the ones who have managed to stay the longest and have lost the motivation, need and urge to improve their practice.	Nov 30, 2011 8:36 AM
301	Giving teachers more TIME whenever possible to plan, set up and follow through on interventions. The elementary teachers at my school have little prep time after inservices, meetings, other responsibilities are completed.	Nov 30, 2011 8:33 AM
302	Balancing the school in regards to family socio-economic status. The best indicator of student success is family income. Our schools are unethically unequal.	Nov 30, 2011 8:22 AM
303	More funding and better facilities	Nov 30, 2011 8:20 AM
304	Finding ways to decrease class size.	Nov 30, 2011 8:20 AM
305	Gather statistics to find out exactly what are the reasons for lack of progress.	Nov 30, 2011 8:18 AM
306	First define what is essential for our students in the 21st century, most of your other questions mean little without this visionary and essential statement..	Nov 30, 2011 8:11 AM
307	smaller classes - better funding to provide increase teacher/student ratio	Nov 30, 2011 7:55 AM
308	provide the money for schools serving low income and at risk kids to lower class sizes and hire qualified educational assistants. Fund state wide truacy officers as well as drug and alcohol councelors for each ESD.	Nov 30, 2011 7:43 AM
309	Don't extend year in days, but extend in time at school.	Nov 30, 2011 7:40 AM
310	Year round school model	Nov 30, 2011 7:40 AM
311	I think you have to look at each school, each team of administrators, each group of students individually. A generalized approach won't work in every situation. You probably need the parents and student's family to be more involved and supporting their student in every case, but you cannot always make that happen, unfortunately.	Nov 30, 2011 7:35 AM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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312	Technology applied correctly is the equalizer and our country and state are losing in the world market of education.	Nov 30, 2011 7:31 AM
313	The best teacher improvement and retention plan I have ever seen was with the South Lane School District in Cottage Grove. If you want to create better educators, start there and look at their new teacher development.	Nov 30, 2011 7:08 AM
314	Most schools are failing because teachers are grossly outnumbered.	Nov 30, 2011 6:22 AM
315	Allowing students to transfer - outside of district - would be an opportunity of great benefit to some students (i.e. if one high school did not have a music or agriculture program and a neighboring district did, and those classes are reflective of the student's career goals or interests.	Nov 30, 2011 6:09 AM
316	Do everything possible to increase equity between high SES (usually high-performing) and low SES (often low-performing) schools. Just the presence of Title I funding is not enough! Create incentives to place master teachers and principals in low SES schools. Also, is there equity in school infrastructure? Do the low SES schools have as attractive and inviting an appearance as the high SES schools? Ideally, if you can create incentives for high SES students to transfer INTO the school (e.g., by bringing in the best teachers in the district), then the high SES parents will have the resources and clout to lobby for further improvements to the school (an upward spiral). I'd much prefer to work to have high SES students transfer into the school rather than threaten to have a subset of low SES students (usually those with the most caring, involved parents) transfer out of the school - which leads to a downward spiral for those left behind. Also, you need to be willing to stand up to high SES parents who demand the best for their own children, but are resistant to spending money/resources to improve equity within the district. I know this will not go over well, but I think high SES schools should not be allowed to hog all the good teachers! Clearly many of the good teachers will prefer to teach in the good schools. That's why you need to create incentives (salary bonuses, improved working conditions??) for the good teachers who agree to teach in failing schools.	Nov 30, 2011 3:42 AM
317	Make it easier for administrators to reassign or replace educators that are not consistently meeting progress goals for students. Enlist parents to partner with teachers and schools; demand parent participation in cases of student failure.	Nov 30, 2011 12:24 AM
318	This really reflects how passionate the teacher and it's leaders convey their passion for the students learning success. You can change the leadership, but if the teachers are not bought in then you will see no improvement.	Nov 29, 2011 11:21 PM
319	Eliminate the student achievement requirement.	Nov 29, 2011 11:20 PM
320	Early Intervention with families before school starts	Nov 29, 2011 11:12 PM
321	MORE teachers. Smaller class sizes	Nov 29, 2011 11:08 PM
322	Expectations of high standards for all teachers, students, and parents. Having a leader who is passionate for their work and shares this with the entire school. Dennis Hickey did and people followed and grew.	Nov 29, 2011 11:02 PM

**Q3.

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323	Allowing and supporting educators to be more innovative. The reason charter and magnet schools are often so successful is because that's where most of public education's innovative approaches are found. Cross-grade learning, project-based curriculum, fewer text-book-dependent lessons, outdoor education, etc.	Nov 29, 2011 11:01 PM
324	Create summer boost programs across the age levels.	Nov 29, 2011 10:59 PM
325	I do not speak of my local board on this, but I would definitely say the board system needs reform. The boards need to be supported in researching policy and evidence-based practices, and they need to have opportunities and facilitation in hearing and trusting a more diversified sampling of their staff. So many very small town boards have only their own dated experience as a student in the classroom. Many don't have college degrees or even high school diplomas. Again, I definitely am not speaking about my local board, who are very thoughtful and meticulous, but of others along the I-5 corridor.	Nov 29, 2011 10:47 PM
326	Smaller class size.	Nov 29, 2011 10:43 PM
327	I don't think the district should decide "improvement" plans. The taxpayers should decide.	Nov 29, 2011 10:37 PM
328	Community involvement and support of local schools	Nov 29, 2011 10:34 PM
329	Alternative classroom options for failing students	Nov 29, 2011 10:31 PM
330	Find ways to get most effective teachers.	Nov 29, 2011 10:31 PM
331	Invest in teachers, increase salaries, only accept the very best	Nov 29, 2011 10:24 PM
332	provide more counseling services, parent support and smaller class sizes	Nov 29, 2011 10:10 PM
333	I can't even answer these questions. It is ridiculous to think that a school that is failing to make progress is due to the teaching staff. I certainly don't remember a situation where a school that had high academic progress year after year suddenly failed to improve due to the teaching staff. The issue is called POVERTY; and it needs funding to correct.	Nov 29, 2011 9:58 PM
334	If a school is failing, increase the teacher's salaries at that school; the best and brightest will apply.	Nov 29, 2011 9:47 PM
335	As an IA I noticed when most students who are given a chance to make up extra work take the opportunity to do it, sometimes with a little help and a suggested push they take the chance. Some students take a little longer. One of my teachers gives the students five points for being on time to class, five to six points for a multiple choice question (this is on any topic) she gives them the first part of class, they enjoy this. They have a sense about knowing the extra points system adds up, helping their grade. "If you do this and turn in you get ? extra points, I think they have an incentive for getting things turned in. This is an English Teacher, she is firm but also forgiving, her students respect her very much.	Nov 29, 2011 9:42 PM
336	Truancy officers starting in kindergarten	Nov 29, 2011 9:40 PM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
Please rate each of these: Very Important, Less Important, Not Important**

337	Give principal more autonomy in hiring and firing teachers.	Nov 29, 2011 9:39 PM
338	Smaller class sizes, full time support staff (counselor, social worker, physiologist, student management/vice principal)	Nov 29, 2011 9:38 PM
339	Requiring parents to be more involved is naive. I teach students with parents in jail, deceased parents, drug addict parents, homeless parents and parents who work 3 jobs and would never be available. Changing the administration without consulting teachers is also naive and dangerous. It can be a complete blow to morale to move an administrator who provides a stable focus. Stop punishing schools that are struggling. We don't do that to the military, we give those that are struggling MORE support, more resources. Why can't we do the same with our schools. Schools are struggling because the homes these kids come from are struggling. Most of my students have to work to support either themselves or their families. They come to school hungry, tired and hopeless. Where is the assistance we really need?	Nov 29, 2011 9:21 PM
340	Compensation for teachers based on performance as well as tenure. Expand teacher evaluation to provide opportunity for constructive feedback from peers and administration.	Nov 29, 2011 9:16 PM
341	The community has to change to a culture valuing education. Once that happens, paid staff needs to remember that they are "faculty", not controllers. An expert parent (or other community) volunteer can inspire students better than a lack-luster educator who would quit if they did not get paid.	Nov 29, 2011 9:08 PM
342	Ensuring the "whole child" is taken into consideration when developing school policies and teaching practices (i.e., considering whether basic needs are met, supporting students' social emotional development).	Nov 29, 2011 9:03 PM
343	More school days, smaller classes!	Nov 29, 2011 8:57 PM
344	Funding additional learning support for children and parents. Extended school days with both basic skills practice and enrichment (science, arts, etc)	Nov 29, 2011 8:55 PM
345	Allowing kids to explore alternative educations (ie technical training)	Nov 29, 2011 8:54 PM
346	Replacing TSPC with NCATE and Specific Professional Associations' standards because they have clearly define content and pedagogy standards	Nov 29, 2011 8:51 PM
347	Supports supports supports? Relationships, caring, meeting the needs of students is the number one priority for success and this IS RELATED TO teacher to student ratios (25:1) Equitable resources for ALL LEVELS including GENERAL EDUC (NOT just the SPED, ELL and TAG students) ALL STUDENTS NEED SUPPORTS.	Nov 29, 2011 8:45 PM
348	Hiring adequate number of instructional aids. Providing latest textbooks / curriculum. Adequate supplies.	Nov 29, 2011 8:40 PM
349	Parent involvement/ SUN program, shools uniting neighborhoods, PTA programs for parents and students, More communication with teachers and parents and less strict stuffy od teachers who want to do everything their own	Nov 29, 2011 8:39 PM

**Q3.

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	way and do not listen to parents input	
350	Smaller classes.	Nov 29, 2011 8:38 PM
351	Change "Requiring parents to be more involved" to "Actively encourage parents to be more involved" or "Enable parents to be more involved" through strong community support of families of all kinds (working, single, many kids, many parents, etc).	Nov 29, 2011 8:37 PM
352	Student/teacher ratios need to be addressed; the list is too long to make. It all starts with MONEY, COMMITMENT....	Nov 29, 2011 8:35 PM
353	Fire the bad teachers!!! Everyone knows who they are. If they fail to seek professional development, if they consistently perform below par, if their students don't learn what they need for the next step in their education, they must go! Also, reward the good teachers with bonus pay and other incentives (special parking privileges, honors, trips to professional development conferences).	Nov 29, 2011 8:31 PM
354	Hire more educators to work at that school, so class sizes are smaller. Smaller class with more time with the teacher will increase student achievement.	Nov 29, 2011 8:18 PM
355	Unclear what is meant by providing administrators additional tools. Needs more definition.	Nov 29, 2011 7:57 PM
356	Training of teachers on "research-based" programs that have a proven track record such as SIOP.	Nov 29, 2011 7:55 PM
357	Student interventions- requiring students to pay for credits they don't earn for failing classes	Nov 29, 2011 7:54 PM
358	Require students who fail to make progress to attend summer school.	Nov 29, 2011 7:52 PM
359	Provide parents instruction in modeling discipline, rigor and reading at home. Encourage the removal or massive reduction of computers, computer games, televisions, cell phones. Encourage and reward reading, sports, exercise, extra-curricular activities.	Nov 29, 2011 7:48 PM
360	Teacher Librarians have been shown to raise test scores for students! Especially ESL Students!!! Invest in more teachers for students.... Literacy specialists like licensed teacher-Librarians!!!	Nov 29, 2011 7:43 PM
361	Decrease class size so children get more individual attention.	Nov 29, 2011 7:40 PM
362	How could a school "require" a parent to become more involved? Has this been enacted somewhere and was it successful?	Nov 29, 2011 7:39 PM
363	give students more opportunities for success by keeping them after school for remediation and add Saturday School, if needed	Nov 29, 2011 7:35 PM
364	Reducing the number of students that every teacher has contact with on a daily basis.	Nov 29, 2011 7:35 PM
365	Providing time for peer and cross grade professional dialog, with or without	Nov 29, 2011 7:33 PM

**Q3.

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Please rate each of these: Very Important, Less Important, Not Important**

	administration.	
366	Lower class sizes. 35 kids in a 2nd grade classroom (as evident in many, many classrooms in North Clackamas is tantamount to negligence. Also, help develop individual educational goals that are attainable and readily measurable for all kids as part of a fall parent - teacher conference.	Nov 29, 2011 7:31 PM
367	Allow time for teachers to collaborate within grade levels. No time to do this now.	Nov 29, 2011 7:21 PM
368	Require all students to attend the neighborhood school that serves their home address. Require all parents to support the neighborhood school that serves their home address.	Nov 29, 2011 7:00 PM
369	Each school would have individual circumstances, so each would have to be assessed first to see what factors are contributing. Then an improvement plan would need to be determined and carried out. The same approach in all cases is not the best way to handle this situation.	Nov 29, 2011 6:57 PM
370	Remove athletics from school budgets	Nov 29, 2011 6:54 PM
371	Providing enough support staff to enable teachers to do their jobs effectively in overcrowded classrooms.	Nov 29, 2011 6:45 PM
372	dedicate extra support staff for smaller instruction groups (leveled for ability). Teachers are expected to teach kids with a wide variety of learning challenges in groups of 30.	Nov 29, 2011 6:36 PM
373	Decreasing the teacher/student ratio and providing instructional aide time during core subject instruction in the primary grades.	Nov 29, 2011 6:23 PM
374	Require English to be spoken BEFORE Kindergarten. Then there could be more teachers to focus on ALL of the students education rather than waste tax payer money on a benefit only for immigrants.	Nov 29, 2011 6:21 PM
375	Smaller class sizes and more support staff will make a bigger difference than any other option listed above.	Nov 29, 2011 6:19 PM
376	Reduce class sizes & make sure all kids have weekly one on one time with a teacher or competent classroom assistant/volunteer	Nov 29, 2011 6:16 PM
377	Sometimes the factors contributing to student failure is poverty, homelessness, and other family issues. It would be great if the schools and community could address those issues too. having assess to preschool is important too. Also, how about not letting kids go to middle school, or high school unless they have acquired some fundamental reading and writing skills. Having high expectations for students is also helpful. So is getting rid of teachers who are duds.	Nov 29, 2011 6:13 PM
378	Schools must be allowed to fire ineffective teachers (fired, not put on administrative leave still getting paid) to ensure quality instruction.	Nov 29, 2011 6:07 PM
379	Eliminate teacher's unions	Nov 29, 2011 6:01 PM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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380	Restructuring staffing so there are less instructional assistants and using the savings from their pay to employ more certified teachers which would lower class size. If space is an issue, allowing teachers to team teach. This would allow each individual student to get more attention and better targeted instruction. Year round school would be great for low-income/highly mobile populations in which we tend to see a big drop off in skills in September. I think the year round model needs to be state wide or at the minimum, district wide. Change is hard, but overall I think it would benefit our students.	Nov 29, 2011 6:00 PM
381	Getting more community or support staff in order to offer frequent and regular small-group instruction or tutor time with children at their level = smaller group/class sizes with target, specific instruction that can be separate from 'adopted' curriculum.	Nov 29, 2011 5:53 PM
382	Instead of "requiring" parents to be more involved, how about offering parent classes, especially for those with the youngest children, so that we are sure parents have the tools to be more involved	Nov 29, 2011 5:53 PM
383	Classroom size has got to be smaller in the younger grades to catch learning problems and those students falling behind their peers earlier!	Nov 29, 2011 5:48 PM
384	More interactive use of computers and technology from grade 1 on up. Less focus on homework, more focus on learning in class	Nov 29, 2011 5:44 PM
385	Pay administrators less and have less of them so we can have more adults in the Classroom really working with the kids!	Nov 29, 2011 5:40 PM
386	Less of an emphasis on packaged programming and fidelity to curriculum and much more emphasis on individual student needs and using various resources and teacher insight	Nov 29, 2011 5:32 PM
387	What "additional tools" for administrators and how do you require parents "to be more involved"? Flawed questions	Nov 29, 2011 5:31 PM
388	Better accountability at the district leadership level. I am a special education teacher who often sees more effective and efficient of doing things from other districts and points them out to superiors but nothing ever changes. That account ability should be adresses by staff and ODE level people. I know there would be a drastic difference between survey of staff about their district in Reynolds, North Clackmas, and Portland Public.	Nov 29, 2011 5:29 PM
389	check to see if they have a roof over their head, (healthy) food on the table, not like what they serve at school. Are their parents around, involved in any way. Do they have sports or activities available to them in the school setting? Fund student health clinics.	Nov 29, 2011 5:25 PM
390	Look for ways (monetary?) to attract and keep the best teachers at those schools/ Find ways to cut class size at those schools	Nov 29, 2011 5:25 PM
391	Not pitting schools against each other. Socio-econolic status is a very large indicator of how hard a teacher has to work to assist students in passing the State Tests. Do not ever tell me that I "am not doing enough" when you have no	Nov 29, 2011 5:21 PM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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idea where my students are coming from. I work twice as hard when I teach in a Title One school than when I work in an "entitled" school. What teachers need is time to collaborate-- not sending in an "expert" from the outside to "help" us. Many of us are extremely competent and dedicated teachers and it is very insulting when someone in an ivory tower thinks that a "charter school" status will improve achievement. What happened to the public education model set up in Colonial Times? Why would we privatize?? Every child should have access to an excellent education, shouldn't they? I wonder how many actual teachers you have discussed the state of school with? I have many, many ideas that I believe would work and none of them are listed above. This makes me so angry but I have to go get some work done and stop spewing... the very best thing you could do is talk to us in person. Our district doesn't do that either. It is very frustrating.

392	site based decision making and interest based problem solving must be used	Nov 29, 2011 5:20 PM
393	Providing access to updated technology and student access to co- and extra-curricular programs likely to engage them and draw them more meaningful into the learning process	Nov 29, 2011 5:16 PM
394	Requiring teachers of schools with unique populations, who exist at the crux of where education actually takes place, to work with each other and a trained coordinator to develop on site plans of action to improve student preparedness for the next stage of their lives. This should include developing or selecting assessments.	Nov 29, 2011 5:08 PM
395	Smaller class sizes and mentor opportunities for educators by award winning teachers	Nov 29, 2011 5:08 PM
396	Provide supports for what the research says creates struggling schools. Provide food to students because they are hungry. Mental health counselors and skill trainers for the damaged children society has created. Provide adequate special education funding for all levels of students. Not all should be mainstreamed. Many need behavior programs in a school setting. Use the Oregon Health Plan to provide medical and dental support on-site!	Nov 29, 2011 5:04 PM
397	MORE MONEY FOR SCHOOLS!! Class sizes are too large! Support staff is too limited! Special education teams are not able to provide adequate services to students because of limited time!	Nov 29, 2011 5:03 PM
398	Realizing that it's not always the school's fault that they don't meet standards. Sometimes, it's the students they have or the area they live.	Nov 29, 2011 4:59 PM
399	Professional Development for teachers needs to be long term, not just a workshop here or there, but a highly developed model of sustained learning, interlaced with effective practice, peer collaboration and reflection.	Nov 29, 2011 4:53 PM
400	Creation of an effective teacher evaluation tool that creates a common language of instruction for the school.	Nov 29, 2011 4:51 PM
401	Limiting class size to developmentally-appropriate numbers.	Nov 29, 2011 4:47 PM

**Q3.

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402	1. Smaller class sizes 2. Teach fewer subjects and go into more depth	Nov 29, 2011 4:41 PM
403	<p>Across the state and the country we see a discouraging trend toward eliminating school library programs. Unfortunately this choice is counter productive for school improvement. Multiple research studies have proven a correlation between strong school library programs and higher standardized test scores. If you really want to see failing schools turn around, start by putting a dedicated, energetic and certified teacher into the library to make it a thriving center for learning and literacy. I am currently teaching full time in a library in the [REDACTED]. My library program is vibrant and thriving by every measure you can judge it by. I have over 250 students from 3rd-5th grade enthusiastically participating in the Battle of the Books program. Thirty 5th graders voluntarily spend their lunch hour in the library participating in a Newbery Medal book club. Fifth graders are actively engaged in independent research projects. We had over 40,000 circulations last year. I teach six classes a day every school day giving students the fundamental skills they need to access, evaluate and use information in our ever changing information age. This library hums with activity. I am confident that this high level of student engagement contributes significantly to the overall success of our students. If you are serious about improving schools in Oregon, start by putting committed, knowledgeable library staff back into every building. I would be more than happy to sit down and talk with any Salem decision makers who are interested in talking to me. My name is [REDACTED]. My home phone number is ([REDACTED] [REDACTED]). I passionately believe that Oregon's children deserve strong school libraries. Libraries are an essential component of a successful school.</p>	Nov 29, 2011 4:36 PM
404	Environmental education for every grade. Hands-on, experiential learning for all subjects. Active, engaging teachers.	Nov 29, 2011 4:35 PM
405	The kids who don't pass the tests generally need more help ... tutoring, instruction at their own level of understanding rather than that of their age-based peers. Teachers, for the most part, can teach students who are ready and able to learn, meaning their growth in school has already brought them to the level of the instruction. Some learn at a slower pace, some need more language skills, some need more instruction. We can't do this in groups of 30-40 students. I'm a teacher (and a parent) and I have rarely met a bad teacher so giving them MORE training isn't the answer. What we need are more teachers and tutors and more individualized instruction.	Nov 29, 2011 4:33 PM
406	Create community which the goals created by parent and teacher teams and supporting these goals through high quality education for teams.	Nov 29, 2011 4:32 PM
407	Look at class numbers, economic stats and ESL to see if extra support in the numbers of teachers could be supported.	Nov 29, 2011 4:32 PM
408	Hold parents accountable for attendance.	Nov 29, 2011 4:30 PM
409	Providing data/research based intervention programs, time and staffing for small group or individualized instruction, limit class size, less time on meetings, and more time with students!	Nov 29, 2011 4:27 PM
410	Providing more free or low cost summer programs that support academics in	Nov 29, 2011 4:25 PM

**Q3.

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	Language Arts, math & science - for ALL students, (Like Summer Academy, however more accessible & affordable)	
411	Allow professional educators to make decisions and hold parents accountable. You need social workers, resource centers, truancy officers and courts set up to assist parents to aide in the success of their children;the ones who don't do their job will be required by our community to attend classes and school functions or there will be consequences enforced by said courts .	Nov 29, 2011 4:24 PM
412	Remedial programs within the school day for students who do not meet state benchmarks.	Nov 29, 2011 4:13 PM
413	Pay teachers more at failing schools. Increase staff to lower class size. Support parents in parenting and early childhood educational strategies.	Nov 29, 2011 4:11 PM
414	Collaborative efforts on state and district levels to analyze and establish improvements for schools that fail to make progress would be most effective.	Nov 29, 2011 4:10 PM
415	Move to a year round system (i.e.: 2 months on, 1 month off) throughout at least K-8th grade. Have a charter focus (i.e.: arts, sciences, etc.). Have the standard school day from 10am-4pm.	Nov 29, 2011 4:06 PM
416	Investigation into the reasons why students are underperforming.	Nov 29, 2011 4:02 PM
417	I cannot say enough about the importance of instructional coaches to support teaching, instructional, and leadership practices.	Nov 29, 2011 3:57 PM
418	Giving teachers the time and resources to collaborate and develop practices that work for their students, schools, and districts.	Nov 29, 2011 3:51 PM
419	Enabling/encouraging "team" teaching and coaching within faculty of a school. Allow teachers more access to each other in an environment that does not cast blame, but helps support better classroom techniques.	Nov 29, 2011 3:51 PM
420	Smaller class sizes so teachers can work more effectively with every student.	Nov 29, 2011 3:48 PM
421	peer-to-peer mentoring for administrators (we need better admins in Oregon!) (and I'm not a teacher)	Nov 29, 2011 3:36 PM
422	Ensure aligned and articulated reading and math curricula throughout the District.	Nov 29, 2011 3:34 PM
423	I think that more money needs to go to those schools so that they care hire more teachers aids to give individual instruction to children during the school day. Also, consideration needs to be given to the socioeconomic status of children in those schools. They may never achieve what children from "richer" districts will achieve. Homework is given to help children improve their skills and yet the children who need the most help most likely come from homes where they will not get that help on their homework.	Nov 29, 2011 3:17 PM
424	See comment above re establishing community partnerships	Nov 29, 2011 3:17 PM
425	Time	Nov 29, 2011 3:14 PM

**Q3.

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426	Understanding that different communities have different needs depending on demographics, region, etc.	Nov 29, 2011 3:13 PM
427	Districts may develop their own improvement plan, but it needs to be approved by someone that is knowledgeable in the field. Mentoring by schools that have been successful in bringing up school grades is also good.	Nov 29, 2011 3:10 PM
428	Develop attendance systems with teeth - taking away driver's licenses, disallowing involvement in athletics, shrinking parental welfare - for students that habitually miss classes.	Nov 29, 2011 3:05 PM
429	Not allowing the teachers who are not up to standards to stay simply because they have seniority or tenor. Teachers need to be held accountable regardless of time in the class room!	Nov 29, 2011 3:00 PM
430	A fine or added tax if a parent allows a child to miss any or part of more than 5% of days in the school year without medical verification.	Nov 29, 2011 2:58 PM
431	State needs to provide school improvement models and the resources to support implementation. Institutions of Higher Education need to be held accountable for pre-service teacher preparation. State needs to provide professional development and materials to support successful implementation of not only the Common Core (including curriculum, instruction, and assessment resources) but a comprehensive model of college and career readiness (beyond ELA and mathematics).	Nov 29, 2011 2:57 PM
432	Money for additional training, supplies, and supports. Not all teaching and students are equal. Hire the best and pay for it.	Nov 29, 2011 2:54 PM
433	Provide social service supports for struggling families.	Nov 29, 2011 2:46 PM
434	These still sound like 20th century solutions to a 21st century learning problem. This shouldn't be about teachers and administrators, it needs to be about supporting individuals to become independent learners. Where are parents as coaches? Where are informal educators as part of this system?	Nov 29, 2011 2:46 PM
435	More opportunities for parent involvement- teaching us your expectations for our student, and even have curriculum and philosophy behind it available.	Nov 29, 2011 2:44 PM
436	From the early grades on, parents must take a role and must be required to take a role in the education of their children. Make them start paying fees if their students don't show up, disrupt classes, make a mess with food fights etc. Better than expelling them. Once parents take responsibility and set limits for their own kids, progress will be made. High expectations equal high achievement. And yes, teachers WILL have to learn to write as well so that they can read and comment constructively and return papers in a timely manner.	Nov 29, 2011 2:37 PM
437	Look at minority/Special Ed/ELL/ poverty levels etc to see if that is root of problems.	Nov 29, 2011 2:36 PM
438	This is one area that frustrates me, we continue to do the same thing and wonder why the results do not change much. Move PTA meetings from 3 in the	Nov 29, 2011 2:31 PM

**Q3.

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	afternoon and watch attendance improve. Hire college education majors to do outreach to parents that work and visit them at their homes on Friday, Saturday or Sunday to track student achievement.	
439	Would LOVE to see year round school everywhere!! Better for the kids and better for working parents. We are no longer a mostly farming society.	Nov 29, 2011 2:19 PM
440	My concern with the phrasing of the above is that it lays success (or failure) squarely on the shoulders of the education professionals when in all reality you may have an exceptional group of teachers and an extremely difficult, transient or otherwise multi-barrier population. Less emphasis should be placed upon the teachers (who would benefit from professional development that gives them additional strategies for working with their specific population) and more should be placed upon resources directed towards students to enhance learning.	Nov 29, 2011 2:15 PM
441	Address the #1 variable affecting student achievement -- poverty	Nov 29, 2011 1:56 PM
442	Bridging the gap between special ed and general ed allowing for the resource and expertise to flow freely throughout a campus and support all learners	Nov 29, 2011 1:55 PM
443	Teachers are the key and we need to give administrators the tools to have the best and most innovative teachers on staff.	Nov 29, 2011 1:51 PM
444	Lower class sizes!	Nov 29, 2011 1:40 PM
445	FULLY FUNDING OREGON'S PUBLIC SCHOOLS PER THE QEM!	Nov 29, 2011 1:40 PM
446	Change only when lack of success is determined to be caused by poor teaching methods	Nov 29, 2011 1:33 PM
447	Provide additional resources. Scaffold the school in integrated social and socioeconomic supports, as many of the factors that lead to school failure happen outside of school walls -- stable food, shelter, freedom from violence, ongoing relationships with reasonable, caring adults ... the solution is NOT more school after school but a variety of stimulating experiences and ongoing relationships and goal-oriented projects so students can emotionally experience success in whatever context, to lead them to success in other contexts.	Nov 29, 2011 1:22 PM
448	Please see above comments for prior section. The focus should be on providing scientifically proven, effective intervention techniques with various populations NOT on whether the school is a charter school or not. The importance should be placed upon highly trained and effective diagnostic and teaching personnel.	Nov 29, 2011 1:19 PM
449	Poor teachers should be fired. Teachers should have merit based pay and regular out-comes based assessment of performance regularly.	Nov 29, 2011 1:16 PM
450	A systemic approach to improvement that has buy-in and support from the district, the school leadership, teaching staff, and parents.	Nov 29, 2011 12:51 PM
451	Increase the number of minority teaching staff at all levels. Develop an inclusive environment for parent-teacher-administrator collaborations. Develop culturally responsive teaching requirements.	Nov 29, 2011 12:44 PM

**Q3.

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452	Smaller class sizes	Nov 29, 2011 12:43 PM
453	Provide resources to match school student population needs. For example, some failing schools may have a student population that needs higher teacher-to-student ratio than others.	Nov 29, 2011 12:40 PM
454	Why do we spend so much money to our source out research, when the teacher that are hear can tell you what needs to be done? Save our money for the schools and quit spending it on "outside" resources when the golden goose is right here!	Nov 29, 2011 12:37 PM
455	Why is the school not making progress? Understand where the shortcomings are - different schools have different reasons behind this. One size will not fit all.	Nov 29, 2011 12:13 PM
456	Allowing teachers to teach in different modalities to reach all levels of learners. Allow for collabortive and kinesthetic learning. Seat time does not increase test scores.	Nov 29, 2011 12:12 PM
457	Any and all schemes to combat poverty will be effective strategies in helping school improvement. The reality is that most schools failing to increase student achievement are suffering from a poverty problem NOT a teacher problem.	Nov 29, 2011 12:04 PM
458	Teacher assessments by parents. We need t be able to review our teachers. Merit based compensation and dismissal of teachers for poor performance.	Nov 29, 2011 12:01 PM
459	Professional development is a laugh in our district; our administrators haven't a clue what good teaching is, and few teachers know what good teaching is.	Nov 29, 2011 11:58 AM
460	their needs to be a lot more focus on bullying at school, (and consequences taken with verbal as well as physical bullying) i have seen more bullying that has affected children not wanting to go to school and not doing their homework, if they dont feel safe in their environment then they will not go to school.	Nov 29, 2011 11:52 AM
461	providing more funding so that we can hire the highest caliber team and offer competitive salaries and incentives; also more funds for progressive tools in the classroom; more funds for additional aides both in literacy and to support our special ed. programs/ plans	Nov 29, 2011 11:47 AM
462	Smaller class size	Nov 29, 2011 11:46 AM
463	Evaluate class size, ESL, issues facing the school, and come up with a plan that addresses the specific issues at that school.	Nov 29, 2011 11:38 AM
464	LOWER STUDENT - TEACHER RATIO A lower student - teacher ratio is the most important aspect of any school	Nov 29, 2011 11:30 AM
465	Research based interventions used with fidelity and the entire staff on board to use them.	Nov 29, 2011 11:29 AM
466	Remedial classes and vocational classes for students who are not college bound.	Nov 29, 2011 11:27 AM
467	SMALLER CLASS SIZES	Nov 29, 2011 11:21 AM

**Q3.

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468	Providing additional preparatory skills for students who are from families that can not support their children in a healthy manner	Nov 29, 2011 11:14 AM
469	Address issues related to poverty.	Nov 29, 2011 11:09 AM
470	Using various approaches to create more community between students, siblings, parents, staff. Families and staff need to feel safe and listened to.	Nov 29, 2011 11:03 AM
471	Having students who are having trouble go to Sylvan Learning Centers - or bring in Sylvan teachers during school hours if needed. The teachers at Sylvan make a real individual difference in kids' lives.	Nov 29, 2011 10:52 AM
472	Current teachers union makes it very hard to remove teachers who are not performing. That needs to be changed.	Nov 29, 2011 10:44 AM
473	Providing social service supports for students and their families.	Nov 29, 2011 10:43 AM
474	Classroom size! There are too many kids in my daughter's class. She is in 4th grade. 30 kids is too many, and plenty of schools are more crowded than ours.	Nov 29, 2011 10:43 AM
475	Personally, I don't really know. But there is lots of research out there, and people need to do what works, not just what looks good.	Nov 29, 2011 10:32 AM
476	provide adequate funding so that class sizes stay below 28 students per teacher at secondary levels so that kids get the individual help they need.	Nov 29, 2011 10:22 AM
477	smaller class sizes(under 25 students) for areas(reading, English, mathmatics, ESL) that are difficult for particular students to master (or that have shown difficulties in mastering in previous years according to the state testing results and teacher recommendations). Getting to help each student individually is KEY to transforming a broken system! Parent involvement would be nice, but you cannot count on the level of assistance or the committment from each home/parent/guardian.	Nov 29, 2011 10:12 AM
478	better funding for schools so teachers have the resources to help kids and aren't overwhelmed with huge class size. we need a sales tax	Nov 29, 2011 10:08 AM
479	Providing money for schools to hire literacy coaches and/or reading specialists would be a wise investment. Children having trouble in reading in grades K-2 need IMMEDIATE intervention by specially trained staff members outside of their classroom teachers.	Nov 29, 2011 10:07 AM
480	Allowing teachers and staff to develop appropriate intervention strategies based on sound educational practices-not requiring more "canned" and "direct instruction-based" curriculum that hasn't really proven successful over the long haul.	Nov 29, 2011 10:06 AM
481	Identifying attributes and skills for college bound kids versus vocational bound kids. Both are very necessary in our economy. Not all kids are capable of making it in college.	Nov 29, 2011 9:59 AM
482	Emphasis needs to be placed on students' habits, students' values, students' goals. The main failure in education is the failure of a large portion of our society	Nov 29, 2011 9:58 AM

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to value it. Any intervention that does not address this issue is either superficial or tangential at best.

483	More attention needs to be paid to models such as Metropolitan Learning Center, which has been an extremely successful alternative school for over 40 years. The ideas and practices used there have been producing excellently prepared students and yet this model gets no attention while every spouts on about their favorite "magic bullet" reform for schools.	Nov 29, 2011 9:49 AM
484	Good assessments of teaching skills, student relationships, and knowledge of subject taught, keeping only those that excellent whether new or old to the system, and getting rid of or moving those that don't to more suitable placements but be done with the moving "bad" teachers around just because.	Nov 29, 2011 9:43 AM
485	TAG programs should be mandatory starting in KG.	Nov 29, 2011 9:41 AM
486	Providing social services at school sites to assist families in finding resources, offering parenting and job skills classes for parents, allowing students to remain in their original schools when families are forced to move frequently, food and clothing closets to bring families into the schools, etc.	Nov 29, 2011 9:37 AM
487	Allowing districts to make their own improvement plan seems obvious the problems one district has will be very different from another the demographics can vary widely! Break it down any way you want the reality is it comes from the top down superintendents better know their principals and principals better know their teachers and teachers and parents better know their students EVERYONE has to be accountable!	Nov 29, 2011 9:35 AM
488	Provide laptops for all students along with flexible attendance and online courses.	Nov 29, 2011 9:31 AM
489	Make the school a community resource for educating parents....make a it a safe place for families to make changes that better support their children...Break cycles of generational poverty.	Nov 29, 2011 9:29 AM
490	opportunities for teachers to observe great teaching and time provide to do this.	Nov 29, 2011 9:29 AM
491	There is no cookie cutter answer, because kids need what works for them to learn. Having options is the best with highly qualified teachers. Focus on the teacher success in the classroom	Nov 29, 2011 9:28 AM
492	1. Offering small-group or one-on-one tutoring for below-level students, during school hours. 2. Strongly encourage students to eat healthy meals (eg, partake of the salad bar, finish their milk, etc)	Nov 29, 2011 9:22 AM
493	Offer teachers raises based on merit, not union status	Nov 29, 2011 9:22 AM
494	whatever the best teachers and administrators need to to their jobs: give it to them.	Nov 29, 2011 9:17 AM
495	smaller classroom sizes.	Nov 29, 2011 9:17 AM
496	Let each school be more responsive to parents goals, rather than state or	Nov 29, 2011 9:15 AM

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national standards.

497	More effort made in helping/training parents on how to help their students. If not with the actual academic work then with the behaviors of a "learner"	Nov 29, 2011 9:14 AM
498	The relationship between students and teachers is a major motivating factor for students so smaller classes in higher grades would be good.	Nov 29, 2011 9:10 AM
499	Again, increase the rigor and standards for teacher education.	Nov 29, 2011 9:00 AM
500	There are general needs in all communities but there are unique needs of each community that needs to be addressed and is missed by state level: minority, language, addictions, parent/family issues, homeless, can't hide in a smaller community.	Nov 29, 2011 8:57 AM
501	Teaching and educating families how to raise successful children. These are really family issues that affect schools.	Nov 29, 2011 8:56 AM
502	Reviewing the amount of teaching days.. condensing the educational plan is stressful for both teachers and students. This does set up some to fail.	Nov 29, 2011 8:54 AM
503	Reducing class sizes, providing extra in class support for ELL/SpEd students (particularly where federally mandated, but not provided), and giving teachers time to teach rather than attend meetings	Nov 29, 2011 8:53 AM
504	provide adequate funding and appropriate class sizes	Nov 29, 2011 8:52 AM
505	Teaching assistants in writing and math.	Nov 29, 2011 8:48 AM
506	Reduced class size to allow teachers to spend adequate time with each student, or reorganization of schools, starting in primary grades, to support large "lecture" classes and smaller "sections" like they do in college, perhaps relying on volunteers and older students to lead sections. Not sure what else you can do if you can't reduce the class size enough for teachers to do all the work.	Nov 29, 2011 8:47 AM
507	Provide incentives to principals and teachers at lower performing schools. Allow innovation (charter mentality within public school).	Nov 29, 2011 8:43 AM
508	Letting districts develop thier own improvement plan only works if they can report success. I don't think waiting 5 years for succes is helpful, superintendents and principals need to be held accountable for hiring motivated teachers and letting go one's that aren't. Including themselves.	Nov 29, 2011 8:42 AM
509	Make teachers pay based on their ability to teach the kids. No raises if the kids don't learn.	Nov 29, 2011 8:42 AM
510	Entrance standards for incoming kindergarteners. If a child is not proficient in these standards, he/she would be placed in a developmental kingergarten to acquire the skills, then moved into an academic kindergarten.	Nov 29, 2011 8:40 AM
511	Give all schools adequate funding. Reverse budget cuts, bring faculty & staff up to full capacity, re-open closed schools, re-offer classes and activities that have been cut.	Nov 29, 2011 8:40 AM

**Q3.

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512	Increasing pay for teachers who are engaging, inspiring, creative, and have outstanding student performance because of their individual teaching methods and fire those teachers that do not meet high standards of teaching even if they are tenured. Also, delete standardized testing as a way to gage students overall performance. Some of the brightest and most creative students do not perform well on these type of tests. We need to rethink what truly defines an educated, well rounded student. We must bring back culture into teaching, which means bringing back all forms of art (fine art, music, dance, drama) into the curriculum. The creative thinking students are the innovators of the future.	Nov 29, 2011 8:38 AM
513	Looping, allow time for teachers to collaborate as teams for a group of students.	Nov 29, 2011 8:33 AM
514	After school programs and summer programs for students who do not meet benchmark, mentors for students who do not meet benchmark, ELD programs mandatory for parents who rely on their students for translation	Nov 29, 2011 8:24 AM
515	White elephant in the room.. Loss of family structure and involvement.	Nov 29, 2011 8:24 AM
516	More staffing for small group & one on one intervention during school hours.	Nov 29, 2011 8:20 AM
517	None of this matters as it won't be able to implemented effectively due to the union protecting the teachers from any involvement. Noticed that one of the questions what that the leadership/principal be replaced, but not the teachers who are doing a poor job. Sometimes you can't simply "coach" or "mentor a person who is in the wrong job!	Nov 29, 2011 8:15 AM
518	During school hours tutoring, aides, etc. Add more classroom aides so students get more individual time.	Nov 29, 2011 8:12 AM
519	Invest in parent education/involvement and early childhood education. Invest in anti-poverty and provide heathcare for all children. Utilize peer coaching within the school. Don't rely on standardized tests for accountability.	Nov 29, 2011 8:10 AM
520	Allow district to improve their own improvement plan with guidelines and check point markers to make sure the kids are improving & succeeding. If making the school a Charter school would improve the teaching & education without the parents having to pay, is another good idea.	Nov 29, 2011 8:05 AM
521	Allow 360 degree feedback for teachers which would include parents. Replace teachers that are not meeting or exceeding expectations and start paying for performance. In some countries, teachers are paid and treated the same as lawyers and other professional positions. Pay them more and expect more. Get rid of the poor performing teachers.	Nov 29, 2011 8:00 AM
522	Holding failing students back to repeat grade	Nov 29, 2011 7:58 AM
523	Require smaller class sizes. HIRE MORE TEACHERS!	Nov 29, 2011 7:57 AM
524	Require students who are two or more years behind in their reading ability to take a reading class until they are at grade level! Require students, in middle school, who do not know their "times tables" to take a class until they do know them! Get some bite in our weak truency laws that allow students (and parents)	Nov 29, 2011 7:52 AM

**Q3.
INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
Please rate each of these: Very Important, Less Important, Not Important**

to miss far too many school days.

525	Giving the districts the tools they need to help the students who are falling behind would be a good start, however we need to make sure that the tools arent all being used by ESL classes. There are students who need help who speak English as well.	Nov 29, 2011 7:48 AM
526	More resources to create in-school and community programs and services that address the systemic SOCIETAL inequalities such as poverty that are often the core issue affecting student achievement. Less focus on carrot and stick for teachers and MORE focus on making sure all students arrive in the building ready to learn and that their families are nurturing and truly supportive.	Nov 29, 2011 7:44 AM
527	Improve all schools in Oregon, not just the worst of them.	Nov 29, 2011 7:41 AM
528	Spend less on Administration and get more Teachers and Classroom Aides for smaller class sizes/more individual attention. Also offering ongoing education to Teachers is important. Charter schools get better averages because they can deny entry to "special needs" kids: makes the 'results' less impressive.	Nov 29, 2011 7:37 AM
529	Administrator accountability-What mechanisms are in place to ensure administrator accountability and effectiveness? Much attention seems to be placed upon teachers with minimal attention placed on administrators.	Nov 29, 2011 7:37 AM
530	We have to have parent accountability! I have students for fifty-five minutes a day. Students have to have parental support and encouragement.	Nov 29, 2011 7:35 AM
531	Giving teachers more plan time and k-5 plan time to see how we can help each other as a school and what's happening across the grade levels so that we can become more cohesive schools.	Nov 29, 2011 7:33 AM
532	More time.	Nov 29, 2011 7:26 AM
533	Outside evaluators	Nov 29, 2011 7:25 AM
534	Principals should have greater flexibility and the few bad teachers should have less union protection; and bad teachers should not be just passed around a district as happens in Portland	Nov 29, 2011 7:20 AM
535	I do not think that interventions are a one size fits all. The interventions for say Burns are much different for Portland. Give the individual communities flexibility in developing and funding interventions, which work for their community.	Nov 29, 2011 7:18 AM
536	sustainable funding to improve working conditions and allow teachers more time to plan, collaborate and reflect	Nov 29, 2011 7:15 AM
537	Ongoing teacher evaluations & reward system, possibly eliminating tenure	Nov 29, 2011 7:09 AM
538	All of these interventions are school and district specific. What works in one, will not work in the other. Asking parents these questions may be unfair because they are drawing from emotion, not research based approaches to learning.	Nov 29, 2011 6:58 AM
539	My answer to the above question must be prefaced by parent input and not the	Nov 29, 2011 6:44 AM

**Q3.

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sole decision by administration or faculty.

540	Give authority to fire under performing teacher. Stick to a policy that puts the student ahead of unions or anything else.	Nov 29, 2011 6:32 AM
541	Increase the professionalism of the educator professions. Beware labeling teachers as ineffective based on traditional "least common denominator" state tests. Instead provide strong leadership that knows what good teaching looks like and who can identify exceptional or poor outcomes within a given situation and give them the freedom to remove ineffective teachers from a school.	Nov 29, 2011 4:46 AM
542	Make sure all kids have healthy breakfast, lunch (free or reduced cost)	Nov 29, 2011 1:00 AM
543	Providing reward systems to the students and families that encourage involvement and advancement in schooling.	Nov 29, 2011 12:39 AM
544	Lowering class size, even if it costs real money (combined with above)	Nov 29, 2011 12:05 AM
545	Why not just hire good teachers who have been trained to teach using best practices...if we have to retrain teachers, then basically you are saying that the higher level education system (college training for teachers) is not efficient or effective. Maybe that's where the focus should be....	Nov 28, 2011 11:59 PM
546	Individualized education plan for every child.	Nov 28, 2011 11:52 PM
547	Hold teachers accountable with measures that do not rely solely on student achievement scores. Mentor/ principal observations and frequent feedback/ work plans for improvement with clear expectations of improvement, then include possibility of termination if unable to make improvements that serve the student and families.	Nov 28, 2011 11:29 PM
548	Encouraging (not "requiring" - which isn't feasible) parents to be more involved.	Nov 28, 2011 11:26 PM
549	Reserch shows that class size improves (less students per teacher) student achievementnt.	Nov 28, 2011 10:14 PM
550	Involve students more in solving these issues	Nov 28, 2011 9:43 PM
551	Establish programs to help families help their children at home. Few kids with no support from home with their studies and habits will be able to succeed in school.	Nov 28, 2011 9:29 PM
552	Instead of moving the "problem" teachers and leaders around, work with your union contracts to actually get rid of people. Hold people accountable for the work that they do.	Nov 28, 2011 9:07 PM
553	Give children equal advantages and expect equal engagement from parents.	Nov 28, 2011 8:53 PM
554	If you believe all the movies of inspirational teachers, it requires competent, dedicated teachers who care and believe in their students, and administrators who support those students. Which also means that voters must support the system with dollars.	Nov 28, 2011 8:12 PM

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555	Extending the school longer than what we had before the "Furlow" days cut is NOT the answer. Getting those days back is "very important".	Nov 28, 2011 8:05 PM
556	All-day kindergarten for students at the school.	Nov 28, 2011 7:50 PM
557	1) retain students in Reading, Math, Writing and Science if they do not meet state standard 2) Mandatory extended school year and/or day for students who do not meet state standard in math, reading, writing or science.	Nov 28, 2011 7:27 PM
558	Finlad has the highest performance at the lowest costs based on the extra freedom given to teachers to run their classes and programs based on their strengths.	Nov 28, 2011 7:18 PM
559	Ability grouping, not grade level grouping, to better differentiate instruction. Stronger retention policies for students performing below grade level. Magnet programs to revitalize some poor schools.	Nov 28, 2011 7:17 PM
560	Please explain to me why a language which gives us 67% of our English vocabulary words should be ignored by school systems.	Nov 28, 2011 6:54 PM
561	Proper funding so that there can be enough instructional assistants at a school DURING the day in order to facilitate small group work. Proper funding to reduce class size.	Nov 28, 2011 6:53 PM
562	More instruction and practice time for students. This is often given during a "Response to Intervention" time.	Nov 28, 2011 6:48 PM
563	Smaller class sizes. Student directed inquiry. No grading. Interest grouping, not age-segregating. Non-compulsory attendance.	Nov 28, 2011 5:33 PM
564	Make sure that professional development is not just a one day deal. It needs to be in the summer, analogous to part time programs that graduate students take in order to become a teacher. If we really want teachers to improve, we need to give them real training in a system that holds us accountable for changing and isn't just on one day. This can only be done in the summers in my mind, where we have way too much time off anyways (based on a farming/factory system that isn't even close to the norm anymore).	Nov 28, 2011 5:20 PM
565	FUNDING, FUNDING, FUNDING. Funding WELL-TRAINED aides to help in classrooms. Reduce class sizes, increase effective aides.	Nov 28, 2011 4:58 PM
566	Encourage more parental involvement, not require it. The same for mentors.	Nov 28, 2011 4:53 PM
567	AGAIN - Requiring parents to be involved. Even to the point of tying family receipt of TANF, SAIP and other benefits to child's attendance.	Nov 28, 2011 4:52 PM
568	You need to get the parents involved to voice their concerns about there childrens learning abilities.	Nov 28, 2011 4:41 PM
569	Adjusting the starting and ending times of the school schedule so that every school has 2 hours per week for staff members to work together using the Professional Learning Communities model, http://www.solution-tree.com/ . If all school districts followed the Professional Learning Communities model, public	Nov 28, 2011 4:27 PM

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school throughout Oregon would be improving by leaps and bounds.

570	Noticing that there are cultural issues that prevent schools from making a huge impact on our students. Notice that teachers in the schools that are deemed "unacceptable" are not poor teachers. They are excellent and deal with considerable behavioral issues, attendance issues and negative connotations brought from the child's community about school. These teachers work daily to make a difference in the lives of the students they teach. We need to celebrate the students individual growth and achievement. Not all kids are the same. They develop and mature at different rates. They have different emotional and social needs. It is difficult to compare the success of students of poverty to the successes of the most advantaged youth. Life experiences are different, nutrition is different, nurturing within the family is different, exposure to violent homes etc. All kids are not the same. All kids learn at different rates.	Nov 28, 2011 4:22 PM
571	Let's get real. If you could require parents to do more - great. However, if you could require parents and students to attend school regularly ---great things could happen	Nov 28, 2011 4:20 PM
572	Reinvigorating interest in school with a well rounded curriculum. In addition to teaching the arts and physical education (rather than sports)--subjects that have all but disappeared-- schools also need to provide a better education on poverty, civil rights and social justice. Schools should demonstrate how they are keeping all students engaged.	Nov 28, 2011 4:12 PM
573	LOWERING CLASS SIZE - I have 31 first graders - 21 boys and 10 girls -half of whom have May - September birthdays.	Nov 28, 2011 4:05 PM
574	Reduce class sizes! Set a maximum.	Nov 28, 2011 4:04 PM
575	Own improvement plan is like the fox and the henhouse idea. I believe the District should be required to be involved along with the local stakeholders and state personnel. Local stakeholders would be parents, businesses, community leaders, etc.	Nov 28, 2011 4:00 PM
576	Keeping programs and schedules consistent so they may be developed and improved upon instead of constantly changing practices, curriculum, and goals.	Nov 28, 2011 3:56 PM
577	Lower classroom sizes	Nov 28, 2011 3:50 PM
578	Smaller class sizes. I GUARANTEE this will make the most difference.	Nov 28, 2011 3:35 PM
579	Adequate funding from the state.	Nov 28, 2011 3:35 PM
580	Drop in parent and administration visitations, without the paperwork for teachers.	Nov 28, 2011 3:33 PM
581	Having students be an active participant in their learning and growth targets. Proficiency grading	Nov 28, 2011 3:32 PM
582	Smaller class sizes and a consistent behavior management system supported by administration	Nov 28, 2011 3:29 PM
583	Provide appropriate resources	Nov 28, 2011 3:18 PM

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584	Provide additional time for interventions during the regular school day for students not at grade level.	Nov 28, 2011 3:10 PM
585	Creating a more rigerous review of teacher performance, and a more rigorous mechanism for the removal of teachers from the profession who fail to be effective in the classroom.	Nov 28, 2011 3:09 PM
586	Hold students & parents accountable for student progress. END SOCIAL PROMOTION.	Nov 28, 2011 3:06 PM
587	Level of content area education known by teachers needs to be improved.	Nov 28, 2011 3:01 PM
588	We need more funding support, teachers need to be paid salaries worthy of the true professionals they are. Teachers need to be paid according to the level of education they are required to have. The government's attitude should be one of support and help for schools having difficulty, not one of punishment.	Nov 28, 2011 2:57 PM
589	Students need to be identified by a standardized test to see at what level they are at at various grade levels and then supported by extended time both during the school year and outside of the traditional school year.	Nov 28, 2011 2:49 PM
590	Longer school day with an extra "homework/catch-up" period or 4 day week with Friday used for "homework/catch-up".	Nov 28, 2011 2:40 PM
591	More money to hire more teachers so students have more options to succeed.	Nov 28, 2011 2:34 PM
592	SMALLER CLASS SIZES!!!! THIS, along with parenting skills will alleviate soooo many problems and increase achievement. If you do one thing, please reduce class sizes. I can do miracles with 20 kids. I can barely get by with 30.	Nov 28, 2011 2:20 PM
593	create proficiencies by (generally) 3-year grade levels: early learning; grades 1-3; 4-6; 7-9; 10-12. So you're in "grades 1-3" only and until you can demonstrate you are ready for "grades 4-6".	Nov 28, 2011 2:17 PM
594	Workshops for parents on how they can help at home and/or school.	Nov 28, 2011 2:15 PM
595	"	Nov 28, 2011 2:11 PM
596	Maybe teachers at the more successful schools should be transferred to schools which are more challenging.along with the principals. If that doesnt work then we know that maybe using an approach where we can get more parent involvement.	Nov 28, 2011 2:07 PM
597	Realizing that the school is not in control of what happens in the homes of the students. Student achievement is tied more to what is going on outside of school than what happens inside of school. If a student is living in a camper trailer without running water wondering where the ext meal is coming from, homework is not a concern. Survival is. Schools cannot combat that, nor can they compete with that. We do our best. Schools do not fail because of the teachers or the principals, they fail because of the socio-economic status of the students who attend the school and the lack of parenting the students have. As teachers, we can only be so much to a kid. It is about time for the government to figure that out. Good even great teachers can only do so much.	Nov 28, 2011 2:00 PM

**Q3.

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598	Replacing teachers who are ineffective based on student, parent, teacher and administrator feedback and the record of student academic gains, after notice and an opportunity to cure.	Nov 28, 2011 1:56 PM
599	Require students to be at a minimal standard of achievement/ability before starting K.	Nov 28, 2011 1:53 PM
600	Teaming with parents. Holding teachers accountable. Making sure teachers are working the required hours. New evaluation methods and more often. Making sure teacher are teaching to their current students not just reusing. curriculum from the past.	Nov 28, 2011 1:52 PM
601	Increase pay in schools with struggling student achievement to promote quality educators. What teacher wants to teach in the intercity, where poverty is a large factor in student success, without some sort of compensation for it. Look at class sizes in those schools that are failing. Decrease class sizes below 30 students/teacher to allow for a smaller school setting and more accomodations. Create different public school options that follow proficiency models as opposed to grade based models.	Nov 28, 2011 1:51 PM
602	Reduce class size.	Nov 28, 2011 1:45 PM
603	smaller class sizes more support personnel for students (speech/language, OT/PT, etc.)	Nov 28, 2011 1:33 PM
604	Identify students with little support from home and work on finding in home family supports, if family is willing (Therapy, Coaching, etc.). If family is unwilling, work on creating a more structured, caring environment at school possibly by extending their school days and providing therapy, coaching, counseling, or other caring environment.	Nov 28, 2011 1:31 PM
605	Strengths Based Approaches for Training Staff that shapes and reinforces positive behaviors.	Nov 28, 2011 1:12 PM
606	You have to be able to remove ineffective teachers. Moving them from school to school does not help. You need effective leaders. Without that, even effective teachers will not be successful.	Nov 28, 2011 1:11 PM
607	ADMINISTRATIVE support for teachers, administrators assuming positive intent and competency of teachers, tell teachers occassionally, face-to-face that they are doing a good job and are appreciated.	Nov 28, 2011 1:07 PM
608	Teachers should be the ones responsible for developing improvement plans - NOT administrators. Please note that the leading country in the world right now in education is Finland, there are several aritcles outlining how Finland turned over control of their educaiton system to TEACHERS and they rose to the TOP in the world in just 8 years.	Nov 28, 2011 1:02 PM
609	Requiring school to implement proven strategies to improve attendace and engagment of failing/disengaged middle and high school students, and eliminate exclusionary practices at all levels.	Nov 28, 2011 12:58 PM

**Q3.

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610	There needs to be a team approach involving the student, teacher, leadership and parents/guardian. Unless this happens all the interventions in the world will not work. Education needs the funds to provide teachers/teams of teachers to work closely with students that need that one on one relationship. This also needs to cover the time the student is in school.	Nov 28, 2011 12:47 PM
611	peer evaluation with funding rating schools considering their socioeconomic	Nov 28, 2011 12:46 PM
612	Stop cutting days and return the school year to it's regular length.	Nov 28, 2011 12:36 PM
613	Behavior interventions can be just as important as academic interventions. Consider allowing students with terrible behavior that wont do school to enter alternative work schooling or even manual labor so they might want to avoid that consequence.	Nov 28, 2011 12:31 PM
614	1-Allow high performing teachers, or, even better, whole departments, to CHOOSE to transfer IN to low performing school to increase student achievement and improve school culture. 2-Allow consistently underperforming teachers (i.e. 5+ years of documented poor performance and/or unsuccessful plans of assistance) to be fired, rather than shifted to other schools, which just spreads the problem. This should be a last resort, but it should be an option, with guidelines mutually agreed upon by unions, districts, and the state.	Nov 28, 2011 12:31 PM
615	1) Hiring more professionals to do direct services to students 2) small class sizes so that teachers can give more attention to students 3) classes designed for students who are at approximately the same skill level 4) resources to address ALL the needs of the student: food, housing, health, family counseling, addiction issues, gang issues, counselors to help problem solve, etc. 5) More prep time to correct work, design richer curriculum, collaborate with others 6) alternative classrooms for students with behavioral or academic struggles	Nov 28, 2011 12:31 PM
616	year-round school; 6 weeks on, 2 off, etc...	Nov 28, 2011 12:29 PM
617	Providing students with adequate number of school days. Days cut don't help either the students, teachers, or the school.	Nov 28, 2011 12:22 PM
618	How about merit pay for successful teachers and schools to go along with better funding for rural schools.	Nov 28, 2011 12:16 PM
619	We cannot 'require' parents to be more involved.. many don't have a model for appropriate behavior.. but we can reach out to parents/ extended family/ chosen family and create ways for their participation.	Nov 28, 2011 12:09 PM
620	A Coach can see the system cross grade and make sure the programs are moving forward. They also provide an accountability for the teachers. When the prinipals and coaches work together student make great progress.	Nov 28, 2011 12:05 PM
621	Make all our schools good, kids shouldn't ever need to transfer. Administrators have the tools they need now, just use them to get rid of dead weight educators. Districts should be able to develop their own plan but have oversight...they don't all know what they are doing.	Nov 28, 2011 11:53 AM

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622	Summer school for students who fall behind	Nov 28, 2011 11:53 AM
623	In my experience, increased Student-Teacher contact time is the single most effective way to increase student achievement. Good teachers know what to do. They just need the time to do it!	Nov 28, 2011 11:47 AM
624	Throw it out and start over. Collaboratively (parents, admin, board, staff, students) identify what's working and what's not working. Create a mission by designing the "dream school." Shop professional development models that will help school meet that mission. Now it's everybody's job to make it better.	Nov 28, 2011 11:41 AM
625	Trusting trained educators with Master's Degrees to develop their instructional program as it best fills student need.	Nov 28, 2011 11:40 AM
626	early intervention for students	Nov 28, 2011 11:39 AM
627	Require music education as a core subject for whole brain development and increased skill acquisition in both math and languages as well as social skills, cooperative performing, historical perspective and the joy of putting parts together to form a whole with everyone. So much emphasis today is on individual learning, we are neglecting teaching our students to work together. We are really missing the boat. We really need to be thinking about what should a well- educated student know, have practice in, more than what scores can they achieve on tests for two subjects.	Nov 28, 2011 11:35 AM
628	Provide more staff for intervention and smaller groups for students who require it.	Nov 28, 2011 11:27 AM
629	Most teaching isn't rocket science. Seems a lot of time is spent in "school improvement" activities and materials. Maybe success starts in the teacher-training colleges.	Nov 28, 2011 11:21 AM
630	Teachers need time to do their job, where is that in the survey? Time, time, time....	Nov 28, 2011 11:07 AM
631	- Reinstating lost school days (lengthening school year) - Investment in social programs - this is not a problem of poor teaching, but of lack of other social services, such as health care, drug treatment/prevention, etc.	Nov 28, 2011 11:01 AM
632	Require all students to participate in a wide variety of elective choices. Research shows that children who have enrichment opportunities do better in school than those who don't. Kids from higher SES families get this from their parents, summer camps, music lessons, etc. Therefore, it is even MORE important for students in poverty that they have enrichment opportunities at school. THIS WILL IMPROVE OVERALL ACHIEVEMENT. (Sorry about the all-caps. I don't know how to underline or bold in this form!)	Nov 28, 2011 10:52 AM
633	Providing state funds to ensure that school districts have enough money to purchase up to date curriculum.	Nov 28, 2011 10:47 AM
634	change the definition of "achievement". i have seen schools that "failed" simply because of attendance, which has nothing to do with the quality of instruction	Nov 28, 2011 10:39 AM

**Q3.

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and is beyond the schools ultimate control. state assessments SHOULD NOT be the primary measure of achievement.

635	Lower class sizes.	Nov 28, 2011 10:32 AM
636	Currently, middle school students can "graduate" to high school with all F's. Typically, those students are behind academically when arriving. Academic accountability prior to going to the next grade is important.	Nov 28, 2011 10:28 AM
637	I am from a district which continues to fail its students and I believe that some districts are unable to follow an improvement plan without new leadership and/or outside overview.	Nov 28, 2011 10:27 AM
638	Require districts to provide team planning time for teachers/schools at least once each week after/before school, through early release (an hour, say) or late starts. This will provide time for vital collaboration to support the growth and application of professional development (including peer coaching and instructional coaches). By requiring the use of data teams at all schools, real growth can occur. Then, give principals and the districts more legal leverage to either support or oust under-performing teachers. Currently, administrators must re-direct a nearly impossible amount of time and energy supporting and working with failing teachers in order to get them to move on or out of the profession. Supporting weak teachers is crucial, and with good support and leverage, many can improve, but there are few resources for this within most districts. This and contractual language make it very difficult to refresh our teaching profession. One of the reasons for high attrition among starting teachers is the negativity that is allowed to fester in consequence of "bad" teachers being allowed to stay on. It manifests in unhealthy ways throughout a school building and wears on those who are not established enough to shield themselves from it. Another issue: State required "continuing education" is generally ineffective for teachers and especially for administrators. The continuing licensing program requirements are a cash cow for universities, but they rob individual educators and districts of time and money that could be used far more effectively. Instead of handing off the responsibility for professional development to universities, which simply create classes and programs around existing faculty (many adjunct) to make it "fit," the state should create a program from scratch (in consultation with school districts) and hire people to teach it around the state. What you have now is piecemeal, it is ineffective, and it is resented because it costs a lot of money and takes a great deal of time to jump through the hoop of continuing licensure.	Nov 28, 2011 10:26 AM
639	Allowing more enrichment opportunities for students at failing schools. Provide them with opportunities to practice being successful in other areas such as athletics, music, art, rich, diverse field trips that provide students an opportunity for confidence building and developing a love of school.	Nov 28, 2011 10:26 AM
640	1. Create long lasting teacher/student relationships; on the order of years. 2. Foster student intra-grade cooperation via mixed grade classes (as decided by the teachers at the school). 3. Move from K-12, to Lower (K-5), Middle (6-9), Upper (10-12) w/o any distinction within any longer.	Nov 28, 2011 10:23 AM
641	Development of robust professional learning communities with adequate time resources to fully implement this practice.	Nov 28, 2011 10:22 AM

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642	Interventions should be done with the students, not the school. Employing a data driven student intervention system to help the students is what should happen.	Nov 28, 2011 10:20 AM
643	local control of education depends on who lives there and those people may not be the best to set educational standards. Education ought to be standardized state-wide to give all kids the best shot at being prepared for life and work. Eventually there ought to be national standards.	Nov 28, 2011 10:14 AM
644	How about trusting teachers to know what is best for their students. All the Oregonian negative press is really getting to me, especially since my school has been rated outstanding for several years. Keep classroom sizes down, let teachers mentor new blood, keep parents involved, hold students accountable for their work.	Nov 28, 2011 10:11 AM
645	Evaluate the principal, leadership, and teachers.	Nov 28, 2011 10:06 AM
646	Response to Intervention approach - with quality professional development for implementation - it works and Oregon has not embraced it - look at the research from other states	Nov 28, 2011 10:04 AM
647	Providing low cost, research based, highly effective professional development to schools/districts before "failure" is very important. Why wait until districts fail to replace administrators or provide support? Please offer it to those who want it. Seems like a contradiction to provide extra money only once a school/district fails for multiple years in a row, rather than investing in a more proactive approach.	Nov 28, 2011 10:03 AM
648	Look at yearly progress, not comparing that school with other schools from higher economic/social status	Nov 28, 2011 10:01 AM
649	A Principal may need to be replaced, but not after a two year period. Give them atleast five. This should actually go in the comment section. (sorry)	Nov 28, 2011 10:00 AM
650	SMALLER CLASS SIZES AND INTERVENTIONS OF SMALL GROUPS FOR STUDENTS FAILING (SUCH AS 3 STUDENTS) EVEN IF THEY ARE NOT IN SPED.! THIS WILL TAKE WAY MORE PERSONNEL THAN WE ARE BEING GIVEN!	Nov 28, 2011 9:56 AM
651	Provide additional help and resources to schools that have high needs.	Nov 28, 2011 9:53 AM
652	Many of my students who are not doing well have very difficulty lives OUTSIDE of school, that the school cannot FIX. Homelessness, poverty, abuse, neglect, mental health issues, medical issues. When a student comes to school hungry, test scores are not going to be the top priority for that student.	Nov 28, 2011 9:53 AM
653	Providing early intervention services for families might be a really good place to begin. Having the school available for parenting classes, paying teachers to have parent teacher conferences more than once a year, paying teachers to spend additional time building bridges with parents and families, providing support for parents wishing to understand their children's homework assignments.	Nov 28, 2011 9:52 AM

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654	Working with families to help them set up their children for success at school. I.E. = feeding them before school, assisting with homework, responding to calls from school staff, attending conferences or IEP meetings, etc.	Nov 28, 2011 9:49 AM
655	Raise teacher salaries (K through university) to the levels that will competitively attract the most qualified professionals.	Nov 28, 2011 9:47 AM
656	Ask the teachers what they need. Coach the parents on how to support their students. Create consequences for parents who fail to get their children to school. Create closer bonds between communities and their schools.	Nov 28, 2011 9:41 AM
657	How do you judge "the most effective teachers"? By test scores? This is NOT how you judge good teaching.	Nov 28, 2011 9:34 AM
658	Allowing ineffective teachers to be removed more easily. Lessening the stranglehold that the teachers union has on schools which allows poor teachers to remain in teaching positions.	Nov 28, 2011 9:31 AM
659	State mandate to override teacher contracts in the hiring, assignment, and transfer of teachers in schools in improvement status.	Nov 28, 2011 9:28 AM
660	appropriate interventions taught by highly successful teachers	Nov 28, 2011 9:28 AM
661	Curriculum changes. Delete confusing curriculum institute technical highschools with applied arts, metallurgy, medical terminology, culinary skills, xray tech etc.	Nov 28, 2011 9:24 AM
662	Providing mental health and basic health care to students in collaboration with the schools. The biggest issues I see right now are poverty and mental health in origin. While teachers are amazing, they are limited in their ability to address these issues. Social workers in the schools that could help connect students and families to resources would be more helpful than anything else.	Nov 28, 2011 9:23 AM
663	Reduce class size.	Nov 28, 2011 9:19 AM
664	OMIT FREE BREAKFAST and LUNCH to the kids!!! BAD TEACHING to KIIDS about the FREE from GOVERNMENT!!!! HAVE PARENTS more involved!!!!	Nov 28, 2011 9:19 AM
665	Engaging other civil sector partnerships - neighborhood associations, local businesses, community and civic organizations to contribute in various ways (i.e. human and financial resources) to invest in and assure the achievement plan.	Nov 28, 2011 9:11 AM
666	Research clearly shows parent engagement as a critical factor in student success. Successful schools have or encourage greater parent engagement. Dramatic improvement of student academic outcomes is most easily achieved by increasing parent support of the learner. Developing metrics to assess this factor and then finding ways to utilize that data to compel greater caring for education success in the homes of underachievers is the most effective way to increase achievement.	Nov 28, 2011 9:07 AM
667	Determining underlying causes before assigning consequences	Nov 28, 2011 9:03 AM
668	Providing more staff to reduce class sizes and to allow for small group	Nov 28, 2011 8:54 AM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
Please rate each of these: Very Important, Less Important, Not Important**

	individualized instruction to meet student need.	
669	Hire more teachers, lower class sizes.	Nov 28, 2011 8:53 AM
670	Requiring parents to meet all teachers if their students get a failing grade.	Nov 28, 2011 8:39 AM
671	All these answers are dependent on why a school is failing. The importance of each item could vary widely by building.	Nov 28, 2011 8:35 AM
672	Professional development needs to be differentiated. For example, our school recently had a retired teacher present a professional development meeting: she taught the basics to experienced English teachers--she and the principal were miffed about the teachers' response!	Nov 28, 2011 8:33 AM
673	Hiring teachers and administrators that are aware of cultural differences of students other than caucasian. Students should be treated like human beings, rather than cattle to be herded from one place to another.	Nov 28, 2011 8:23 AM
674	Focus on teacher qualifications and accountability--find a way to document that teachers "walk the talk" of professional development.	Nov 28, 2011 7:38 AM
675	No one ever wants to look at the fact or support the idea that class size makes such a huge difference in K-8 education. They want to push any research that supports that aside and say it is the curriculum or teachers that are at fault. As teachers we are asked to have 30 plus students in an elementary classroom and some of those 30 have extreme behaviors. Teachers can keep them in line but it takes every ounce of energy that could be spent in teaching.	Nov 28, 2011 7:31 AM
676	Give/require that principals evaluate and remove ineffective teachers.	Nov 28, 2011 6:59 AM
677	Doctors learn by doing rounds with other doctors. Too much "professional development" is taught by people who are not currently succeeding in todays large classrooms. I have taught over 30 years and there is nothing worse than having someone who is not doing it stand there and tell you what to do. Get teachers into each others classrooms. Use the same system that the medical profession has proven actually works. Peer observation and collaberation would change a lot. I want to be in a classroom with 35 kids where the teacher running the show is really getting the job done. That is what I want to see and get an opportunity to emulate. Many of my best practices I learned from visiting and watching other teachers. I have initiated this myself. Too many teachers don't get into other teachers classrooms.	Nov 28, 2011 2:24 AM
678	Parent, staff, administrator, and community survey of whether or not the assessment used and assessment requirements are important as a measure of whether the schools is in fact failing.	Nov 28, 2011 12:01 AM
679	Empower teachers, not administrators. All teachers WANT their students to be successful... we just need to make sure they have the tools to make this happen. Teachers are an integral part of student achievement- treat them this way.	Nov 27, 2011 10:58 PM
680	manageable caseloads for teachers and special education professionals	Nov 27, 2011 10:33 PM
681	making sure schools have adequate counseling ratios and mental health	Nov 27, 2011 9:52 PM

**Q3.

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supports

682	COMMUNICATION BETWEEN TEACHERS AND SCHOOLS. I went to months of Forest Grove school board meetings last year and discovered, much to my dismay, that administrators and teachers don't communicate with each other or with other schools. Everyone is doing something different, and it seemed that no one was even trying to learn from schools that were successful. In fact, in our district, they closed successful "outstanding" schools instead of trying to find out what we were doing well and trying to take that to other schools that were failing.	Nov 27, 2011 7:56 PM
683	Smaller class sizes and individual attention for struggling students. Teachers must review the child's work with them - not just grade the paper!	Nov 27, 2011 7:06 PM
684	Parental involvement is important but how do you require it? I really think that there are some teachers (not a huge number) who have been passed from school to school who have no business teaching. They should be removed from ALL schools and not just lower performing schools. I'm not anti-union but I think there should be a way to give security to our teachers but not protect those who aren't doing their jobs. I'm reluctant to say replace principal and leadership team in light of some of the NCLB practices that have removed good principals because of the screwy way NCLB works. But if there is a principal and staff that truly aren't effective, of course they should be removed.	Nov 27, 2011 6:58 PM
685	I think providing incentives for schools to encourage parents of struggling students to become partners in their child's education would help make success more likely. Parents want the best for their children, but often parents of struggling students don't know the most effective ways (providing a routine for children, scheduling a time to complete homework, talking with their children, sticking to bedtimes, etc) to help their children be successful. Encouraging partnerships with parents and other innovations (like family literacy programs) would go a long way to helping children and families grow.	Nov 27, 2011 5:19 PM
686	Parent accountability.	Nov 27, 2011 4:48 PM
687	Find ways to connect social service agencies with the schools so that "at risk" families can get involved with schools and their lives aren't so compartmentalized. This seems to be very effective for immigrant families; by connecting schools and parents with interpreters and /or culturally competent individuals, parents can help their children succeed academically. In other words, Dont' expect that education alone is going to change a child's outcome in life.	Nov 27, 2011 4:37 PM
688	Money for supervision - hallway and less structured time. More instructional assistants. MORE TEACHERS FOR LOWER CLASS SIZES.	Nov 27, 2011 4:05 PM
689	Giving voice to the growing gap between the rich and the poor and how that affects our students.	Nov 27, 2011 3:47 PM
690	Please this is not our teachers problem or our principles. What we need is more funding so that we can do exciting and engaging activities with our students. We need arts integration, experiential learning, and schools that operate on MI Theory.	Nov 27, 2011 3:00 PM

**Q3.
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691	Allowing schools to develop their own improvement plan. Schools differ markedly within a district. They have all manner of different needs, strengths and weaknesses. And occasionally, they are doing just great without a new plan, as long as teachers continue to work hard and follow their own interests in regards to professional development.	Nov 27, 2011 2:58 PM
692	1) Immediately eliminate "First in, first out" layoff policies. When downsizing occurs it MUST be on the basis of QUALITY and MERIT not SENIORITY! 2) Re-align teacher compensation away from seniority to quality/merit. 3) Eliminate tenure: the premise that teachers, whom are among the most profound contributors to the future of Oregon, have NO job accountability is despicable. 4) Design the budget so that dollars follow students, purely. 5) Eliminate arbitrary geographic lines so that students can choose whatever public school they want in their district, and have the budget dollars follow the student. Why should Oregonians be allowed to choose their public university, but not their elementary, middle or high school?	Nov 27, 2011 1:15 PM
693	Sustained mentorship, professional development, and new career leadership opportunities for teachers; these supports cannot be left to chance or local decision-making.	Nov 27, 2011 12:44 PM
694	Lengthen the school day	Nov 27, 2011 11:35 AM
695	We need an RTI model for schools. First, we need adequate data analysis so we actually know which schools are failing and with which students (we don't have one now). Then we need to pinpoint the problems and address them specifically. If, for example, attendance is a big part of the problem, extending the school year for students who aren't going anyway won't help.	Nov 27, 2011 11:19 AM
696	Make admin. get rid of bad teachers and not blame the union for "protecting" them when the unions just insure due process.	Nov 27, 2011 11:19 AM
697	Determine if the school is really "failing". Support the students, their families and the teachers with appropriate resources. Simplistic models of success/failure should not be used; ensure accurate diagnosis of the situation.	Nov 27, 2011 10:10 AM
698	Requiring students to be more involved in their education.	Nov 27, 2011 7:59 AM
699	Creating maximum class sizes of 20 and giving teachers more time to plan, prep and meet with students individually.	Nov 27, 2011 7:59 AM
700	Releasing (firing) teachers who have consistently had students who do not perform. This should be based on individual achievement of the students. For example, if a teacher has a class of students who begin below grade level, the students should be expected to improve from where they started. Also, if the class has students who began above grade level, these students should also show improvement.	Nov 27, 2011 7:52 AM
701	Full-Day kindergarten should be FUNDED at 1.0 for all schools who serve high-poverty populations. It should NOT be funded at 1.0 for schools in areas that serve high-SES populations, as that would widen the achievement gap, rather than closing it. In addition, extra funding should be allocated to schools who	Nov 26, 2011 10:02 PM

**Q3.
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serve high-poverty populations to cover the cost of Music and PE specialists. These positions are often funded by parent groups in high-SES schools, but are simply eliminated in low-SES areas.

702	Provide more staffing. If every classroom had an instructional assistant I truly believe we would eliminate many of the problems we now experience.	Nov 26, 2011 10:00 PM
703	Class sizes and instructional assistants are a huge factor in increasing student achievement. I have seen class sizes increase over the last two years while Teacher Assistant hours have been cut. Adult to student ratios are an obvious factor to student achievement. In kindergarten there are 30 kids in a classroom with minimal TA time. In our district, nearly 1/3 of each kindergarten classroom are attending school for the first time away from home where only non-english is spoken. Imagine teaching 30 students where 1/3 of your students can't understand a word you are saying.	Nov 26, 2011 9:28 PM
704	Providing administrators with time and training to actively engage with their staff for collaborative improvement is VERY IMPORTANT. If provide "tools" means a freedom to fire at will, it will not improve the situation.	Nov 26, 2011 6:50 PM
705	Incentives for teachers by department (Math/English/Science) if the various 4 year classes hit customized goals set.	Nov 26, 2011 5:28 PM
706	As student motivation is a critical problem in many schools, it would be helpful for some schools to acquire programs and techniques that encourage student interest.	Nov 26, 2011 5:22 PM
707	Equitable funding for charter schools	Nov 26, 2011 4:37 PM
708	There are many districts that have ineffective leadership. A monitoring tool for district office leadership effectiveness is critical for our schools.	Nov 26, 2011 4:27 PM
709	More counselors in High School and Tutors available during the day for students especially when so many of our high school students have free periods.	Nov 26, 2011 4:14 PM
710	provide a social worker in each building to help mentor parents/students to be involved learners	Nov 26, 2011 3:21 PM
711	Take a serious look at poverty!	Nov 26, 2011 2:49 PM
712	I strongly agree with peer-to-peer coaching, but your statement is misleading and insulting. A good solid staff working together to effectively meet the needs of students does not need to be found in "another more successful" school. Who is to determine this "other" school? I believe a team approach provides the kind of support teachers need - time to work together, time to plan and time to revisit lessons to critique and improve as needed. Both new and more experienced teachers in the mix are critical to success. I also don't know how to answer the questions "Providing administrators with additional tools..." What kind of tools? I have too often found that most administrators were not successful in the classroom, which is why they became administrators. Some are good, some not. A good administrator works as a facilitator who listens to the needs of the teachers, students, parents, and community and works with the staff to create	Nov 26, 2011 1:37 PM

**Q3.
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the best learning environment possible given this input. Extending the school year is something I oppose if all we are doing is "remediation" kill and drill. This is a time for enrichment, especially for students in poverty. Project based activities, field trips, experiences that broaden their understanding of the world is critical. Increase their overall knowledge base to help them compete. Our gifted students need programs that push their intellect, enrich their desire to learn, problem solve and work collaboratively. Actually, this is what we need all year!

713	If students were required to ATTEND school regularly, teachers could be more effective...family vacations, Furlough days, a short school year (why do we have the shortest school year in the US?), Inservice days (taking time away from kids), Athletics & Activities that allow kids to miss MULTIPLE days of school during the year - kids CANNOT succeed if they are NOT physically here.	Nov 26, 2011 1:22 PM
714	Many of the questions are loaded to get certain answer. The choices of answers to some of the questions are not as simple as stated.	Nov 26, 2011 1:08 PM
715	Partnering with schools of like SES & size that are successful and learning what their systems and programs are.	Nov 26, 2011 11:37 AM
716	Staff Development	Nov 26, 2011 11:03 AM
717	The ability to select an intervention that is best practice and produces results in light of the learning environment "gap".	Nov 26, 2011 10:26 AM
718	In 4j we have a serious problem. The teachers of our district do not trust the administration. To many people getting paid too make bad decisions. Our district is constantly jumping on the next bandwagon. At my school we jump from meeting to meeting and talk about it. We implement new programs annually and see them leave the following year. Less implementation and more common sense. Lets get back to basics and educate.	Nov 26, 2011 9:50 AM
719	Honor the teachers with more continuing education and better salaries	Nov 26, 2011 9:47 AM
720	Requiring superintendents to apply resources in areas of greatest need. Require instructional coaching and limit a district ability to expend resources on non essential areas like sports until they demonstrate improvment in academic areas.	Nov 26, 2011 9:44 AM
721	Extended days and summer school for STRUGGLING students can be very effective and much more cost efficient than making ALL students extend their time at school.	Nov 26, 2011 9:37 AM
722	1 - Take steps to create a social safety net in the school community that will counteract the effects of poverty and provide health care and social services for the students who attend that school and their families. 2 - Fully fund arts education and P.E. at all schools. Multiple scientific studies have shown that both increase student academic performance. 3 - Provide academic summer school for all students who are under-achieving at the end of a given school year. 4 - Consider eliminating social promotion for students who are not academically ready for the next grade level, or eliminate age-based grouping entirely.	Nov 26, 2011 8:48 AM

**Q3.

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723	I think that is essential to look at the "failing" in a comprehensive manner before it is determined failed. A school that is in a very low SES neighborhood, with the dearth of resources that we all are faced with now, is likely "failing." Canned programs have not solved the problems schools face. If we treat a school the way we'd treat our own children that were struggling...bring in more people, more one on one contact, provide for comprehensive needs that a child might be lacking, train and allow staff to provide motivating curriculum, to work with students as individuals and not test takers...this is more of what we need.	Nov 26, 2011 7:24 AM
724	Once again, each of the above needs a dialogue box. The three choices are not sufficient.	Nov 26, 2011 3:02 AM
725	Providing social services to the students and their families. Ensuring that all children have access to medical/dental care. Ensuring that all students have free breakfast and lunch. Provide free schooling for the parents to learn English, to learn parenting skills, to learn job skills.	Nov 26, 2011 2:44 AM
726	Keep going here. More guidance and less punishment. It doesn't work with children and it does not work with teachers and schools either. Give autonomy to teachers and the community of the school and let them help develop the assessment and how to show progress.	Nov 26, 2011 12:39 AM
727	Don't send students on to the next grade level when they continue to fail the grade they are in. Require student to repeat grade or go to summer school.	Nov 25, 2011 9:57 PM
728	Have teachers visit other schools and share ideas with other teachers in their same subject matter.	Nov 25, 2011 9:26 PM
729	What are the factors by which the school is not succeeding? This survey implies that the lack of succes is based on in-effective educators. There are many reasons why students aren't being successful. We need to make sure that we check econmic status, parent involmnet, etc before we make judgements. Administrators, teachers and parents need to create and implement the plan for success and/or improvement.	Nov 25, 2011 8:46 PM
730	Making the school include common planning time in their master schedule, so that teachers can actually collaborate and plan together (and, of course, require them to do it). It doesn't work very well to have mentoring systems or coaches or whatever if there isn't any common planning time to work with them. Also, the teachers from the other schools need to focus their energy on their own work -- we're really taxed here, and while collaboration is awesome, it takes time. Give teachers that and make them use it, and I believe schools will improve.	Nov 25, 2011 8:22 PM
731	Eliminate furlough days and returning to original length of school year.	Nov 25, 2011 7:37 PM
732	With all the talk about replacing poor teachers, who's looking at our administrators? Teachers operate within the parameters set by administration. We must have district and building administrators who know what they're doing.	Nov 25, 2011 6:59 PM
733	What about smaller class sizes and appropriate materials, so teachers are not having to scrounge around to find materials to teach students the curriculum. Planning time and support is also very important. Parents also need to take	Nov 25, 2011 6:09 PM

**Q3.

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some responsibility for their child's education.

734	Put the control into the hands of the local districts...loosen guidelines for standard diploma so that vocational track, or more traditional academic track students can both obtain the standard diploma...honor both tracks!	Nov 25, 2011 6:05 PM
735	Include a lot more hands on learning opportunities. Expand classes for the Talented and Gifted.	Nov 25, 2011 5:21 PM
736	supporting over 3-5 years the development of new teachers, principals and district leadership; engaging parents and community in more open and child-centered ways, directly addressing issues of poverty, finding best practice that does not denigrate students and teachers (such as the scripted reading programs which assume students of color and poverty are the 'problem').	Nov 25, 2011 3:04 PM
737	Require districts to report on the progress made by those identified as gifted as a sub-group. These kids are not necessarily making adequate progress or they are even dropping out because we focus so much on those below grade level. Our country is losing a vastly important resource when we ignore our brightest with an attitude of "don't worry about the race horses. They will progress no matter what. We just need to keep them from blurting out the answers so the lower kids can have time to think". This was told to us by a staff development trainer teaching direct instruction	Nov 25, 2011 2:40 PM
738	"Other": Supporting teachers in working cooperatively together to continuously improve their professional practice and the learning outcomes of their students through the analysis of standards-based student evidence and the effectiveness of targeted interventions. The work of school transformation in a new school and a school that is struggling mightily is similar. In both, I've seen teachers become more effective given a dramatic change in conditions of practice and heightened expectations for their performance. Giving teachers the authority and time to become self-regulating as they work to transform their school culture into one of continuous improvement where all students and staff become increasingly proficient works. Once they become heavily invested in the proposed changes for their school, a critical mass of teachers that have the skills to help lead the transformation eventually develops. Support for this transformation could come in the form of funds to release teachers who will help lead the school through change, training all teachers in data-informed decision-making and small group facilitation skills, coaching/funding for professional learning community implementation, and time for teachers to work together on aligning curriculum with state standards and on ensuring that targeted interventions for teachers and students are effective. Students thrive when trust, enthusiasm, cooperation, creativity and a sense of self- efficacy characterize the adult school culture.	Nov 25, 2011 2:03 PM
739	Consult the students	Nov 25, 2011 2:00 PM
740	Acknowledging the percentage of special needs children/ economically challenged children that are at the schools that failed to make progress and making allowances for this.	Nov 25, 2011 12:33 PM
741	Reduce class sizes	Nov 25, 2011 12:19 PM

**Q3.

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742	Teacher training and commitment to the goals are the key to all educational success. Get rid of the union supported teacher tenure system and put the best teachers in the classroom. Since that won't happen, give lots of coaching to underperforming teachers and then if things don't change get rid of them. We have some the least successful teachers in classrooms with the most challenging students.	Nov 25, 2011 11:37 AM
743	Provide schools with the funding to 1) hire the "best" teachers; 2) obtain appropriate curriculum; 3) retain those successful teachers who go elsewhere once they have gotten the experience!	Nov 25, 2011 11:29 AM
744	Implement "Prepared Instruction".	Nov 25, 2011 11:23 AM
745	increased funding to provide lower ratio of students/teachers in each classroom	Nov 25, 2011 11:02 AM
746	Severely limit the authority of districts to use so called temporary teachers. This practice degrades the process of teaching and tells teachers that they are in no way professional partners but instead replaceable faceless cogs-necessary but of little individual value. Limit class sizes: K---15, 1st---20, 2nd & 3rd---25, 4th through 12th---30 students per class. Simplify teacher accreditation standards to the 1972 model. It worked and was less expensive for everyone.	Nov 25, 2011 10:54 AM
747	No matter which of the interventions are selected, none will succeed without appropriate financing not tied to property taxes or fluctuating ideas from the legislature.	Nov 25, 2011 10:38 AM
748	Rely on teachers to assess student performance and have enough funding to provide adequate remedial education for those that need it based on the teacher's assessment.	Nov 25, 2011 10:15 AM
749	Funding schools so that the class size is 1 teachers to 20 or 25 students!	Nov 25, 2011 7:18 AM
750	If it's so advantageous to be a charter school., why isn't the whole state doing it?	Nov 25, 2011 6:52 AM
751	Built in interventions for reading and math during the school day	Nov 25, 2011 6:38 AM
752	Teachers should decide what measures of growth are used in their schools. I've seen very good results when early grade teachers don't worry about the state tests, but focus on building a good foundation where students feel competent and interested. We create an atmosphere where students see learning as more valuable than test-taking.	Nov 24, 2011 9:33 PM
753	Professional development year round. Reading Recovery for example at the first grade level. In Yuba City California first grade teachers where trained in RR practices and all first grade teachers where given this expensive PD. Best money spent in my view when you factor in the amount of students that were kept out of a life time of Special Education classes. Stop buying new math text books for example, but rather spend that money on teacher's professional development.	Nov 24, 2011 9:01 PM
754	Allow alternative (research based) instructional structures to be explored with multi-year time frame for establishing and progress monitoring.	Nov 24, 2011 7:08 PM

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755	Allowing staff to move on if they are not on board to help increase achievement but also protecting staff from displacement and lay-off to keep a solid foundation of staff. Too many times the lowest achieving schools have a lot of staff turn over because they have newer teacher who fall victim to displacement and lay-off.	Nov 24, 2011 5:13 PM
756	Providing job embedded professional development targeted to need for administratio and teachers. Lower class size.	Nov 24, 2011 2:46 PM
757	Requiring increased staffing in the sub group areas that do not meet the measure of making progress.	Nov 24, 2011 12:38 PM
758	The ability to non renew ineffective e teachers without the state mandated red tape.	Nov 24, 2011 12:07 PM
759	Including student input when evaluating teachers.	Nov 24, 2011 11:46 AM
760	Specific courses that teach students appropriate study skills such as an AVID program.	Nov 24, 2011 11:21 AM
761	I do believe accountability is important. Too often teachers become complacent in their teaching approaches. Often they feel overworked with so many additional requirements on their time and energies that developing best teaching practices takes second or third place to classroom management, calling parents regarding behavior and grades, keeping track of student work samples, and test scores etc that seem only to increase each year.	Nov 24, 2011 11:00 AM
762	Class size and support are very crucial to success! In addition, PE, Library, art & music needs to be included in the curriculum.	Nov 24, 2011 10:26 AM
763	Provide more teacher time and support... Provide teacher FTE!	Nov 24, 2011 10:20 AM
764	Punitive measures should never be used to "fix" a "failing" school. It is "very important" for schools with students to be measured on their growth not on their growth compared to other schools. Education as a competition has never been a successful model. Instead of unilaterally replacing staff or leadership there should be some collaborative work done. Most schools who are performing below expectations have high poverty levels. How are teachers supposed to fix this? Move to a better school? Seriously? The idea that just removing teachers or administrators or starting charter schools can fix anything is ridiculous.	Nov 24, 2011 9:50 AM
765	Get rid of ineffective administrators; especially ones who cut PE, allow 8 students in a Spanish class, cut practically all electives so students have 2-3 free periods in a block 4 period day! No wonder the school isn't meeting standards.	Nov 24, 2011 8:44 AM
766	The trick is making sure that our teachers are teaching to the best practices. The other component is creating relevant, meaningful curriculum with problem solving attached for outcomes. I don't think you do this from the top down but from the bottom up- it starts and ends with what happens in the classroom and that is where the resources should go. I fear emphasizing administrators and instructional coaches add a layer of fat to where the rubber hits the road. In-servicing teachers on best practices and holding them accountable to student achievement- measured differently than what we do now would show incredible	Nov 24, 2011 8:39 AM

**Q3.

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results.

767	Contracting of related services needs to be revisited/monitored. Currently OTs are serving Lane School sites (3+) without FTE provided for the staffing? We are now covering most of Lane County...Other districts will support quantifying time needed to serve, evaluate & travel to/from sites; 4j has a fixed amount of FTE no matter how many students need to be served?	Nov 24, 2011 8:19 AM
768	Just because a school does not meet state rates does not mean that they are not being successful with their student body...schools need to be allowed the opportunity to come up with their own practical solutions.	Nov 24, 2011 8:09 AM
769	Site Council autonomy to develop charter/magnet-like direction for our schools	Nov 24, 2011 8:06 AM
770	Providing teachers time to collaborate and work together to develop strategies and interventions that work. Every school should have an instructional coach.	Nov 24, 2011 7:49 AM
771	More support for teachers, IAs, smaller class size, prof. dev. collaboration time, etc.	Nov 24, 2011 4:15 AM
772	integrating the student population with high achievers from other schools. Poverty school students have little or no support at home and are in survival mode, often school achievement is not a priority. Offer classes and electives that draw these students and keep them coming to school. If all you offer at a poverty school is core classes, student have little interest in being in school. Failing schools aren't the fault of teachers. It's often bad administrators and lack of support from the district. I taught at Jefferson HS in Portland for 13 years, and I know! You do need an experienced faculty and experienced administrators.	Nov 23, 2011 10:26 PM
773	Find out what works over time in high achieving schools--not just the latest fad--then do it!	Nov 23, 2011 10:10 PM
774	Statewide and nationwide, schools need to recognize the importance of treating teachers as professionals and giving them the time and trust/support for them to do their jobs. Second guessing and adding additional layers of development, coaching, etc., belittles the profession. Either our colleges are turning out competent teachers or they're not. If not, address the issue at the collegiate level.	Nov 23, 2011 9:46 PM
775	Local control	Nov 23, 2011 8:33 PM
776	Tools and training must be funded to work	Nov 23, 2011 8:32 PM
777	Studying the district to understand the real root of the problem. Is it poverty? Cultural disconnect? Administration?	Nov 23, 2011 8:28 PM
778	Allowing more flexibility in seat-time to allow for in-school rather than after-school interventions.	Nov 23, 2011 7:15 PM
779	require teachers, every 5 years, to take, be graded in, and pass courses that enhance teaching skills in their field	Nov 23, 2011 6:46 PM
780	Direct reading and writing instruction.	Nov 23, 2011 6:21 PM

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Please rate each of these: Very Important, Less Important, Not Important**

781	Let the staff determine what measures are needed and what tools and training they need.	Nov 23, 2011 5:21 PM
782	Decreasing class size so teachers can work on meeting the needs of their students. Having a stable funding source would help schools a lot!	Nov 23, 2011 5:08 PM
783	We are wasting precious resources on charter school--a back door way to have public school taxes forming private schools. They are not held to the same standards as public school. They don't have to take expensive special ed and 504 students, don't have to have over licensed staff, and can require student attendance and parent involvement. If public schools didn't have to comply with the reauthorized ESEA and could require parent involvement of remove students, they'd be successful, soo. they have to try to educate ALL students--even those with no food or parental assistance. GET REAL!	Nov 23, 2011 5:08 PM
784	Providing support for districts of similar SES (and other identifiers, such as Title I) to share data on what works or doesn't work in those schools.	Nov 23, 2011 4:14 PM
785	shared leadership and decisionmaking	Nov 23, 2011 4:13 PM
786	Fix the poverty problem in our society. Our schools reflect the neighborhoods that house them.	Nov 23, 2011 4:04 PM
787	Allowing team/pod type of teaching at the building with common prep times and access to resources.	Nov 23, 2011 3:48 PM
788	Working to improve school cultures through leadership, emphasis on best practices, and non-punitive methods for elevating expectations and practices	Nov 23, 2011 3:47 PM
789	Require extended school year for students who need it, not all.	Nov 23, 2011 3:16 PM
790	Tutoring and in depth support (subject specific) not a home work club. What tools are you referring to?	Nov 23, 2011 2:31 PM
791	Giving teachers the resources they need; addressing poverty as a real issue impacting education; keeping art, music, drama and PE.	Nov 23, 2011 2:13 PM
792	#1: Allow teaching by non-certified individuals with a demonstrated proficiency. This MUST be considered! Those with real-world experience can easily adapt to needed classroom and teaching techniques and administrative details. And they bring LIFE to teaching. That alone will GREATLY improve retention and graduation rates. #2: Teacher assessments --- using the same state assessments that high school students take, find out how ready teachers are to teach concepts. If a middle school teacher does not do well on a high school assessment test, then that teacher is not prepared to teach for the next level. Teachers MUST have gone BEYOND the level that they are teaching -- and be CURRENT on that NEXT LEVEL. As a specific example, it's sheer lunacy to expect that an Algebra 2 teacher will adequately prepare students for what lies beyond Algebra 2 if that teacher cannot demonstrate proficiency in Trig / Pre-cal. They are two different subjects. But there is a natural progression from one to the other. And ONLY those teachers who understand what lies beyond can prepare students adequately for that next step so that the upper level teacher	Nov 23, 2011 1:35 PM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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can start from where students OUGHT to be when entering his/her classroom instead of spending valuable time on remediation. #3: Break the power of teacher unions and FIRE TEACHERS THAT PARENTS AND STUDENTS RECOGNIZE AS PERENNIAL PROBLEMS!!! There must be NO special tenure treatment. Some brand new teachers are MUCH better than tenured teachers and ought to be kept. Give school officials AUTONOMY to DO WHATEVER NEEDS DOING!!

793	see below	Nov 23, 2011 1:29 PM
794	In reality none of these are important in the current measurement system. This question assumes the school is failing, as opposed to there being a failing environment the school is working within.	Nov 23, 2011 1:20 PM
795	making sure teachers (K-5) are professionally trained in how to teach reading, and not relying on a canned curriculum to do the work for them	Nov 23, 2011 1:16 PM
796	Paying teachers decent salaries - much more than we currently do.	Nov 23, 2011 1:13 PM
797	better teacher training	Nov 23, 2011 12:49 PM
798	proper ratio of kids to students and a facility to place students that have special needs and problem kids to get them the help that they need so that they could be main streamed once again with out holding the majority of kids back from their education.	Nov 23, 2011 12:39 PM
799	Getting rid of the MAT as a standard for teachers. How about allowing people with MAs in their field to compete with MAT graduates for jobs? Frankly, all the "instructional coaching" in the world isn't going to help a teacher who doesn't know his or her subject well enough to explain it well to students and help gifted students. This is a PERVASIVE problem. I find that those who have spent more time learning about, discussing, and seeing their subject taught are better teachers.	Nov 23, 2011 12:36 PM
800	Mandate (and provide funding for) school nurses	Nov 23, 2011 12:36 PM
801	Fund for smaller class sizes, not increased testing and gimmick programs.	Nov 23, 2011 12:27 PM
802	Eliminate varsity sports programs until the health and physical education programs are brought up to a satisfactory level.	Nov 23, 2011 12:25 PM
803	Content structure and delivery techniques are changing as the student population expands their PC, smart phone, electronic gaming, internet access, and social media capabilities. The content structure and delivery needs to be fitted within this evolving technology. The attention span of the student is shorter and the ability to read is changing to focus on-line features. For example, the vocabulary is changing (UCit), ability to spell is decreasing (decreasing is spell check and fixed to be decreasing). The focus fixing failure responsibility is too quickly placed on the principal and leadership team as the means of finding a quick fix. Development of an assessment method and an application process is essential to assure the problem determination is based on factual data, not opinions. There are three participants in the learning environment, who need to	Nov 23, 2011 12:22 PM

**Q3.

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	be working together to achieve the desired outcomes.	
804	One hiring round. Give principals autonomy over tax dollars, hiring and firing. Then hold them accountable for growth in achievement.	Nov 23, 2011 12:19 PM
805	statewide calendar, increase the school days, have a statewide improvement plan, why wast all the limited resources ineach district: what engages students? involve parents	Nov 23, 2011 12:10 PM
806	Increase the role of the school counselor (provide school counselors) to support the students in their college/career wants.	Nov 23, 2011 12:03 PM
807	Focus on the "whole child" by including nutrition and health services at the schools, promoting PE and the Arts, and proving more support for families.	Nov 23, 2011 11:53 AM
808	District developed improvement plans that involve leadership teams	Nov 23, 2011 11:47 AM
809	Obviously, the most important and most helpful intervention would be to fully finance education in Oregon. http://www.nea.org/home/40991.htm (Linda Darling-Hammond's study on successful education reforms in Finland provides a nice model on which to dream.)	Nov 23, 2011 11:31 AM
810	Do not replace administrators in schools that do not perform, while providing monetary incentives. The whole idea is to continue progress of students and keeping well-performing administrators. A school should not be punished for a law that was flawed from the beginning. NCLB was NOT a good idea. Look who made the law in the first place, the worst and dumbest president our country has ever had!	Nov 23, 2011 11:27 AM
811	There needs to be more accountability that local districts are supporting teachers in teaching all of the content standards, not just those that are tested. I think the tests are having a negative impact- increasing the HS dropout rate.	Nov 23, 2011 11:26 AM
812	Allow parent/staff/teachers to evaluate how the school/ programs / and administrators are working. Allow this to be a part of administrator accountability as well.	Nov 23, 2011 11:17 AM
813	Please don't continue to invest money into systems and data collection and committees to make a plan to help support finding the tools....You need to put the money in the classrooms with the teachers and the students. There are too many wasted dollars on administrative "supervision". Do you realize a large number of administrators don't even visit a classroom on a regular basis?	Nov 23, 2011 11:17 AM
814	REQUIRED academic support services of memtoring and tutoring during the school day and optional after school memtoring/tutoring services.	Nov 23, 2011 11:15 AM
815	school choice - charters, alternatives, privates, innovative publics	Nov 23, 2011 11:14 AM
816	Intensive reading instruction provided by a reading endorsed teacher, and professional development in reading, writing, and math for ALL teachers to incorpotate into their classroom instruction.	Nov 23, 2011 10:52 AM
817	Teachers need the opportunity to learn new teaching methods, but not to meet in	Nov 23, 2011 10:52 AM

**Q3.

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	committees with administrators or consultants.	
818	As a social scientist by training, I'm skeptical of standardized assessments being applied to differing socio-economic and cultural demographic groups.	Nov 23, 2011 10:51 AM
819	Schools need to have the resources (i.e. staffing, quality leadership) to achieve the student success.	Nov 23, 2011 10:17 AM
820	smaller class sizes for children of poverty	Nov 23, 2011 10:08 AM
821	Comments on "Providing administrators with additional tools to ensure those shools have the most effective teachers."	Nov 23, 2011 10:07 AM
822	Deal with the socio-economic issues that plague our poorest performing schools. Time to go beyond free lunch.....	Nov 23, 2011 10:05 AM
823	These last few questions I answer with "other" A great teacher is one who is actively involved. One who loves their job. It is a skill that can not be taught.	Nov 23, 2011 10:02 AM
824	Giving members of school leadership the ability and incentive to hire and retain highly motivated faculty who continually improve their teaching strategies and content materials	Nov 23, 2011 9:59 AM
825	Granting authority to fire non-performing teachers	Nov 23, 2011 9:53 AM
826	Allow other opportunities for students to shine, again standardized testing isn't the end all in showing student learning.	Nov 23, 2011 9:53 AM
827	Adequately fund schools.	Nov 23, 2011 9:53 AM
828	Providing help for the parents needs to be stressed. If students aren't practicing at home or aren't seeing the importance of learning at home, they will not want to learn.	Nov 23, 2011 9:48 AM
829	Funding education at the levels seen before ballot measure 5 is the only answer.	Nov 23, 2011 9:39 AM
830	Very high on the list is the requirement for parent to be involved in their child's learning. While there are ineffective teachers, the most significant factor in student success is parental support. Those students who succeed have a much higher rate of parent support than those students who are not as successful. THose students who have great positive parental involvement and are still failing need assessment to discover if there are any learning disabilities etc. Then, they need specialized instructin from well-trained professionals that can teach them how to overcome and learn in different ways than what they may previously been expected to learn. Accommodations may need to be made and teachers need to be taught to make/allow these accommodations. They may be things such as reducing distracting stimuli or structured seating, preferential seating (like near the blackboard or near the teacher...or having a breal area to go to, use of headphones to reduce noise, use of t-stools or cushions to allow movement without leaving one's seat etc...	Nov 23, 2011 9:29 AM
831	Require principals in elementary schools to have studied Elementary Education in their educational process, not secondary education.	Nov 23, 2011 9:23 AM

**Q3.

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832	Teacher competency is the primary need. Supportive training and in-classroom mentoring needs to be done. Also, principal needs to be more involved in determining that each classroom is teaching the core competencies for that grade level. BUT, this all needs to be enveloped in the understanding that some schools and/or classrooms have students who are performing significantly below grade level. These schools and classrooms can not be penalized for the "baseline" performance levels. I am seeing teachers who are trying to "nest" their classroom with only "high flyers".	Nov 23, 2011 9:21 AM
833	Significant reduction and limits to class sizes and the overall student to teacher ratio. Incentives and programs for achieving students to assist their peers. Resource centers (ie: Libraries with print and technology resources) where students without home access may avail themselves and where tutoring and independent learning activities may take place.	Nov 23, 2011 9:17 AM
834	Providing professional consulting support for research based professional development and data collection and analysis that is both valid and reliable. Now, we have too much meaningless data and admin making decisions based on politics, hunches and the last conferences they attended.	Nov 23, 2011 9:10 AM
835	Re. mentoring by someone from another school (Q 3, above): mentoring by someone within the school is better. Mentoring of beginning teachers is particularly critical so that they have the support they need to continue in the profession. Teacher retention rate in the early years is poor; mentoring can help turn this around.	Nov 23, 2011 9:07 AM
836	Provide resources to the school. Withholding resources for any reason is counter-productive.	Nov 23, 2011 9:02 AM
837	Provide resources for a school to develop and implement a school improvement plan that focuses on student achievement and teaching success.	Nov 23, 2011 9:02 AM
838	Provide wrap around care for students that struggle outside the school environment.	Nov 23, 2011 9:00 AM
839	Charter schools are a move to privatize education. Some of them seem to be okay but the disastrous ones are very worse than the worst public school.	Nov 23, 2011 8:58 AM
840	Provide funding for smaller class sizes for a struggling school	Nov 23, 2011 8:31 AM
841	More accurate teacher evaluations, targeted professional development for high needs teachers, higher teacher salaries in high needs schools, re-socialization immersion programs for students.	Nov 23, 2011 8:30 AM
842	making learning an exciting lifelong process .. respecting the many kinds of intelligence, knowledge, wisdom ... Get rid of rote learning and testing let kids evaluate their progress with teachers guiding, helping ,questioning, parent involvement	Nov 23, 2011 8:07 AM
843	Survey parents, teachers, admin and community members re: school culture and look at system-wide, community supported solutions	Nov 23, 2011 7:56 AM

**Q3.

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844	Pay teachers appropriately and fund school...we cannot achieve more with what is constantly less.	Nov 23, 2011 7:52 AM
845	Providing dollars for behavior Specialists and counselors to provide for our needy students.	Nov 23, 2011 7:48 AM
846	The use of Professional Learning Communities to hold teachers accountable to each other is most effective use of staff time in regards to training and improvement.	Nov 23, 2011 7:23 AM
847	Have a statewide assessment of progress. For students on an IEP expect steady progress, but do not compare with the general population. They have a disability after all. Allow district to develop their own district assessments and compare which seem to be the most effective. Based on that information, alter the statewide assessments to reflect best practices.	Nov 23, 2011 6:50 AM
848	You don't yet know how to measure achievement so your intervention schemes will always be flawed.	Nov 23, 2011 6:25 AM
849	It's time to assign our very best teachers to the most challenging schools and pay them a higher salary (give them a designation of Master teacher if needed). Too often brand new inexperienced teachers are placed in the most challenging school environments (because other more experienced teachers would prefer "easier" schools with more parental support, higher achieving kids, and more resources. That's part of the reason that kids in poverty experience the greatest teacher turn over.	Nov 23, 2011 6:23 AM
850	Students do not achieve in schools where bullying and intolerance are allowed to flourish. Additionally, students do not achieve in schools where the arts (music, theater) are not present.	Nov 23, 2011 6:22 AM
851	Keeping funds in public education	Nov 23, 2011 6:10 AM
852	most failing schools are a result of a disconnect between the hoe culture and the school culture...and then a breakdown in teaching /learning occurs.....this is a communication issue NOT a teacher effectiveness issue. cultural competency training must be provided as well as choices for teachers to go to another building if they desire. "failure" is also a result of familial low literacy, generational poverty, and a lack of early intervention programs for these kids....they need more preschool time, early intervention from birth, and parental education programs!!!!	Nov 23, 2011 5:41 AM
853	Statewide year long school (K-12+); not more days but breaks more logically spaced throughout the year. For example 12 weeks on; 3-4 weeks off. With interventions and pre-teaching available during breaks. Why do we persist in a 19th century tradition of a 3 month summer break?	Nov 22, 2011 11:09 PM
854	Assess and address health and nutritional needs of students and families. Identify and address abuse.	Nov 22, 2011 11:01 PM
855	Compare social supports including medical availability, mental health counseling and other supports for students. TEACHERS are not the cause of failing	Nov 22, 2011 10:50 PM

**Q3.
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	students. Provide supports for the students and staff to give more individualized attention to low performing areas.	
856	Resources for the community- social services, parent education, homework clubs.	Nov 22, 2011 10:27 PM
857	Ensure curriculum, assessments and instruction are culturally relevant	Nov 22, 2011 10:23 PM
858	Time for teachers to analyze data, plan interventions and plan appropriate lessons. TIMETIMETIMETIMETIME FOR EDUCATORS TO DO WHAT THEY KNOW HOW TO DO BEST	Nov 22, 2011 10:19 PM
859	Establishing consensus on areas of need and complete buy-in for trying new approaches or using new tools.	Nov 22, 2011 10:14 PM
860	Charter schools are a horrible attack on public education. 2/3 of them are no better than public schools -- or actually worse. And that is after they have cherry picked the students. What ever happened to funding school libraries? Nurses? Music? Art?.....	Nov 22, 2011 10:11 PM
861	Class size is the biggest cause of student failure and lack of enjoyment by teachers.	Nov 22, 2011 10:09 PM
862	Intensive evaluation of teaching staff and ability to fire non-performing teachers. (I can't believe that this was omitted from the list above).	Nov 22, 2011 10:02 PM
863	I cannot stress enough, from my personal experience both in my building and district-wide, the incredible power of giving professionals the time to meet and problem-solve together in professional learning communities. The number one barrier to us improving our schools is the amount of time we can access to work together as teams to analyze what we do, address deficiencies, and create interventions.	Nov 22, 2011 9:59 PM
864	Stable funding for education.	Nov 22, 2011 9:58 PM
865	I think the amount of school days is important to school progress. I think it is much more important to support the teachers within a school with extra educational assistants or smaller classes than it is to put the resources into charter schools which are usually do not have achievement measured in the same way.	Nov 22, 2011 9:52 PM
866	Children who are behind need more time, more opportunity to practice, and smaller groups to practice in. Where's decrease class size on this list?	Nov 22, 2011 9:48 PM
867	It is important that the teachers can work together so that the students are successful and want to come to school. Just because a community has lower achieving students does not necessarily mean that the faculty needs more staff development.	Nov 22, 2011 9:00 PM
868	Provide for instructional support persons to help with at and above grade level students while classroom teachers work with the lowest performing students/special education students. Have systematic instructional team meetings focused on data and teachers practices.	Nov 22, 2011 8:42 PM

**Q3.

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869	Reducing class size, teaching teachers to differentiate among students at different levels so as to reach both low achievers and high achievers, providing more funding for schools	Nov 22, 2011 8:21 PM
870	All students can learn. Some schools need a change of outlook and replacing leadership might be the answer at some schools and getting new teachers might be the answer at others.	Nov 22, 2011 7:59 PM
871	Clear evaluations that are tied to specific improvement goals WITH support ; if teacher doesn't improve, their job should not be protected; training principals to do this evaluation well; recruiting and training top quality administrators - holding them accountable and giving them more freedom to hire and fire	Nov 22, 2011 7:54 PM
872	use curricular programs and strategies that are based on rigorous research	Nov 22, 2011 7:40 PM
873	Parents have to be held accountable. If parents keep kids at home, if parents refuse language and/or special education services, if parents refuse to have their children participate in free after school tutoring, the school is currently to blame if the students do not meet standards. At some point parents need to be held responsible for their part of the school-parent-student partnership. If the school is to hold all the responsibility, the school also should have the ultimate ability to provide the services the students need to be successful. Students at my school don't have the right to "opt out" of learning. Parents should not have the right to "opt out" of their responsibilities.	Nov 22, 2011 7:37 PM
874	Changing who needs to be these standards. Eliminating those in special education and other specialized programs to have to be counted in schools accountability.	Nov 22, 2011 7:32 PM
875	Re-invigorate arts education, i.e. include arts education throughout K-12, which brings community together and provides essential critical thinking skills development.	Nov 22, 2011 7:23 PM
876	Allow teachers to determine what "best practices are" based on student performance in the classroom and with other measures of student success.	Nov 22, 2011 7:22 PM
877	Start with a diagnosis - what is going wrong with this school? How can we fix it?	Nov 22, 2011 7:06 PM
878	Require small class sizes and/or well trained classroom aides, along with strong professional development	Nov 22, 2011 6:57 PM
879	Reduce the size of the District, or create new districts with small student numbers and the possibility for real local control for big failing districts. The data is clear, students fare worse in large schools and minority students fare worse than the general population. Eliminate the possibility for students to be anonymous and create a community. Develop a focus, preferably college preparation since those are the skills on which a district is judged.	Nov 22, 2011 6:56 PM
880	Teacher evaluations that include student performance as a measure, and the ability to retain excellent teachers and eliminate poor ones is critical to improving poorly performing schools.	Nov 22, 2011 6:45 PM

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881	Fund them ...	Nov 22, 2011 6:36 PM
882	Look at teacher-to-student ratios or student populations - sometimes the issue is with high numbers of students. If they can make class sizes or schools smaller, it would help.	Nov 22, 2011 6:22 PM
883	I reject the idea the statement for "requiring" parental involvement because it positions parents as incompetent and suggests they need "fixing." I would argue the discourse ask, "How can we engage in dialogues that bring parents and teachers together in a collaborative venture to ensure the best educational experiences for the children enrolled in public schools?" Charter schools divert much needed resources from public schools who are held to a much more rigorous evaluation criteria than charters,	Nov 22, 2011 6:22 PM
884	checks and balances are good only when any one position feels full support to do what they need to do. So for instance, "providing admin with additional tools" will be redundant if they had everything they needed to do their job. Also converting school to charter is not a solution either nor is Requiring parents to be more involved at a time when they are running ragged trying to do their jobs and look after their children.	Nov 22, 2011 6:17 PM
885	More time for staffs to work together toward excellence	Nov 22, 2011 6:07 PM
886	Again, these questions presume responding to superficial understanding of the difficulties in educating students. Inadequate resources, misguided district superintendents (who seem to come and go every two years) and a lack of rigor in teaching are the real issues.	Nov 22, 2011 6:04 PM
887	The state should really start with adequate funding and go back to the QEM.	Nov 22, 2011 6:00 PM
888	Redefining 'success' in schools. Allowing good teachers to teach and not weight them down with insignificant in-services.	Nov 22, 2011 6:00 PM
889	Top down is never very successful. Most administrators and school board members don't appear to have a clue. They are generally "political" and not terribly interested in education and the learning process. The assimilation method of inclusion and socialization is a massive failure. Should have vocation tracks for those who need them.	Nov 22, 2011 5:46 PM
890	Improve instruction by supporting effective teacher leaders and school leaders.	Nov 22, 2011 5:20 PM
891	Our schools need quality materials, research-based, and teachers need to be professionally trained in their use.	Nov 22, 2011 5:07 PM
892	The ability to fire bad teachers.	Nov 22, 2011 5:04 PM
893	Small class sizes most important of all.	Nov 22, 2011 5:01 PM
894	Consider building in incentive systems, such as performance-based funding to reward sites that improve. Also, get rid of teacher tenure systems and replace with systems that allow districts to remove unqualified teachers from the classroom.	Nov 22, 2011 4:51 PM

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895	Early education is key. Kids who come to Kindergarten and 1st grade ready to learn are going to be more successful throughout their educational careers. After-school and summer programs can help kids catch up. We also need to leverage technology, since class sizes are higher than ever before.	Nov 22, 2011 4:47 PM
896	Insuring time on task for core learning - reading, math and writing. Once students read proficiently they are able to function in other subjects	Nov 22, 2011 4:45 PM
897	Extend the school year for under-achieving students.	Nov 22, 2011 4:44 PM
898	Social safety nets in community.	Nov 22, 2011 4:40 PM
899	ENCOURAGING (not requiring) parents to be more involved.	Nov 22, 2011 4:34 PM
900	Providing more hands on involvement opportunities for parents besides fund raising and meetings. Thinking outside the box! - for example using recess for movement in a way that involves college students and more structure. Require more positive reinforcement by teachers. Make sure every child sees success in their tasks. Adjust tasks if necessary.	Nov 22, 2011 4:32 PM
901	Professional development for teachers should be more than a day-long training. It should include ongoing coaching and feedback.	Nov 22, 2011 4:32 PM
902	Evaluating the curricula to see how well it "matches" the students and families cultural values and experiences. Being aware of diverse needs and possible ways the school is overlooking student strengths and not valuing their brought knowledge.	Nov 22, 2011 4:30 PM
903	Allowing teachers to actually teach the students subjects instead of how to take a test.	Nov 22, 2011 4:30 PM
904	Providing incentives for success, rather than punitive responses for "failure" - which is often the result of extreme differences in socio-economics and transiency.	Nov 22, 2011 4:25 PM
905	Lower Class size and hold students accountable	Nov 22, 2011 4:19 PM
906	More culture-sensitive instructors.	Nov 22, 2011 4:13 PM
907	One thing not mentioned that I feel is critically important is for everyone (students, teachers, administration, and parents) to have a very clear understanding of what is expected of them as well as what constitutes success. Additionally, I think we have to set very high expectations for all groups.	Nov 22, 2011 4:10 PM
908	Talk to the school/district to find out what they are currently doing to improve, then provide them with adequate guidance/coaching to improve.	Nov 22, 2011 4:05 PM
909	holding student accountable - right now there is no reason for students in grades 4-8 to really try since the credits don't start accumulating until high school. The only discussion of improvement is directed at the teachers/school/district. IF you have students who truly do not care, what is the teacher to do? How can a teacher "make" a student care. Parents are a huge part of this, but it is time we start holding kids accountable. What about mandatory summer programs that	Nov 22, 2011 4:05 PM

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students have to attend if they are not at level in order to go on to the next level?

910	More awareness of dyslexia and similar learning disabilities	Nov 22, 2011 4:02 PM
911	Fund the Quality Education Model. That's the standard set by voters. None of this side-stepping and finger-pointing is going to get us there. In addition, a new report just published in The New York Times says parents make the biggest difference in the success of their child, and not every parent has the same goals for their child as the governor or legislature. And there's not enough money to provide everything, which is why every school and district must make those choices for themselves at the level lowest to the community. It's not working because the state and federal government are interfering with local decision-making.	Nov 22, 2011 4:01 PM
912	Students need to be teamed with solid real life Community mentors where there passions lie to relate all aspects of education as a need.	Nov 22, 2011 3:55 PM
913	It depends on the cause.	Nov 22, 2011 3:55 PM
914	I have not see many (any) charter schools achieve sustained success beyond that of the successes made by high performing public schools. I do not believe that charter schools are the future of education in Oregon. As grandma said, "Put all your eggs in one basket, then watch that basket!" We need to target our funding resources directly at the public school system.	Nov 22, 2011 3:54 PM
915	There needs to be adequate support and assistance to keep teachers from burning out. Inspired teachers have the ability to inspire students to learn and to want to learn.	Nov 22, 2011 3:52 PM
916	I think it is a combination of strong leadership, professional development, on-going coaching for implementation, and increased parent involvement. It needs to be pro-active and not punitive in nature to staff or students.	Nov 22, 2011 3:51 PM
917	professional development for all staff, it is essential that your support staff be as trained as your professional staff in the new techniques, research, so we are all the same page striving for the same goal. Support staff are very involved with the education of our students they don't just zerox and decorate bulletin boards anymore.	Nov 22, 2011 3:50 PM
918	In regards to charter schools: Charter schools have more freedom to educate their students.(Less red tape) If regular public schools were allowed the same freedoms, I think we would then be able to increase student achievement.	Nov 22, 2011 3:44 PM
919	Provide evaluation methods (such as NWEA) to assist teachers and parents in better assessing areas of student needs	Nov 22, 2011 3:43 PM
920	If students continue to be promoted to the next grade, regardless of proficiency, it is unreasonable to expect that at a future time they will suddenly "catch up." If we don't start requiring mastery at each level, our drop out rates will only increase.	Nov 22, 2011 3:41 PM
921	I would go a step further - individual SCHOOLS should be allowed to come up	Nov 22, 2011 3:39 PM

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with plans to help increase achievement AND be given the resources to do so. Students across large districts shouldn't be required to use the exact same materials for vastly different student populations.

922	Schools should have the ability to self correct, however they put themselves into the mess where they need to improve, therefore someone should be in a close monitoring position ot be able to step in without it being allowed to get too far out of hand.	Nov 22, 2011 3:29 PM
923	I don't think that turning a current school into a Charter School is the answer but I do feel that Charter schools are a better alternative. In an alternative Charter School, that is funded with public money, I believe that students can get a better education and can be academically challenged in an environment that works best for their learning needs. Secondly, I believe a Charter School makes more sense economically because you don't have labor that has representation. All teachers would be on a contract and would essentially have to perform or they simply wouldn't have a job.	Nov 22, 2011 3:18 PM
924	Put more money into schools that deal with a more challenging population like those from lower economic groups!!!	Nov 22, 2011 3:17 PM
925	Concentrate on finding what makes every child feel successful. Maybe that's art, or music or sports. We are all different and learn differently.	Nov 22, 2011 3:11 PM
926	Financial rewards for success (for the whole school) rather than penalties for failure.	Nov 22, 2011 3:11 PM
927	Perhaps extended the school day for 6-12	Nov 22, 2011 2:58 PM
928	Allow local assessments rater than state or federal ones. Allow principals and superintendents to replace poorly performing teachers without regard to tenure. Look into the possibility of on-line courses for students who can perform in that mode	Nov 22, 2011 2:58 PM
929	allow time for teachers to do the work that needs to be done. lesson planning, research, data review.	Nov 22, 2011 2:55 PM
930	Funding schools well enough to have a lower teacher to student ratio.	Nov 22, 2011 2:54 PM
931	The very best teacher should have every tool to best serve their students. I seen bad teachers and they stay because the distract is afraid to deal with them. But at what cost of the students education. I believe that they should be accountably with parents, students and staff input.	Nov 22, 2011 2:52 PM
932	Keeping teachers in the classroom	Nov 22, 2011 2:49 PM
933	Providing money for services for student's health care and wrap around services.	Nov 22, 2011 2:48 PM
934	Make kids accountable and stop babing them so much! They shouldn't get so many chances.	Nov 22, 2011 2:48 PM
935	I am all for principals and superintendants being given more autonomy for resource allocation within their dristricts, as long as they are fair and equitable.	Nov 22, 2011 2:48 PM

**Q3.

INTERVENTIONS: Which are the most appropriate ways to increase student achievement at schools that fail to make progress?
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Additionally, if we use Deming's principals of quality improvement, we should be asking teachers and principals how to improve their schools, not an "expert" from afar. Deming said that those who work within 10 feet of a process, are the sources of the best solutions to improve that process.

936	Fund appropriately to begin with - we have endure cut after cut and now you want to talk about remediating. If we support schools correctly to start with we have less remediation to do.	Nov 22, 2011 2:42 PM
937	Reducing homework and extending the school day. At some point teachers need to work more for less pay, like the rest of us have had to do. Not bigger classes, longer DAYS! my son's HS school days are 25% shorter than mine were!	Nov 22, 2011 2:40 PM
938	Individual schools need to reach out to parents and provide support to parents (literacy classes, parent classes, a social worker...). If a school is failing, the blame is also on parents. These schools need to work with parents as partners, and reach out to them (even if it is inconvenient for schools). In the end, it will serve parents and students -- and staff-- better.	Nov 22, 2011 2:40 PM
939	I BELIEVE THE CHILOQUIN HIGH SCHOOL TEACHERS NEED SOME KIND OF NATIVE AMERICAN CULTURAL CLASS THEY TREAT OUR NATIVE CHILDREN POORLY.I BELIEVE IF THEY TALKED AND ENCOURAGED OUR CHILDREN RATHER THAN TALK DOWN TO THEM WE WOULD HAVE A HIGHER GRADUATION RATE.	Nov 22, 2011 2:39 PM
940	Providing a wide array of support services to address student and family barriers to learning (basic needs, health and mental health services, additional learning opportunities, family involvement, etc.) by partnering with other systems and the community	Nov 22, 2011 2:32 PM
941	Providing more flexibility for teacher creativity and encouragement of individualized learning by students.	Nov 22, 2011 2:31 PM
942	Eliminate union encroachment on ability to manage instructors, including evaluatoin criteria Develop state program to recruit top tier students into the teaching profession	Nov 22, 2011 2:31 PM
943	Decrease class size	Nov 22, 2011 2:26 PM
944	teachers should be fired if their students are not passing. get rid of overpaid administrators and overpaid teachers that are just staying for retirement benefits.	Nov 22, 2011 2:24 PM
945	more input funding and teaching priorityfrom parents and educators at the individual school level, and having the district listen and act upon the input	Nov 22, 2011 2:22 PM
946	The ability to exit ineffective teachers from the profession.	Nov 22, 2011 2:20 PM
947	Fund smaller class sizes, enough text books, additional tutors and implementation of best practices for remediation to bring all students to a successful level for college and careers.	Nov 22, 2011 2:18 PM
948	Resources that focus on lowest achieving students, especially those who are	Nov 22, 2011 2:17 PM

**Q3.

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	minorities or poor.	
949	Fire teachers if they are not doing a good job after removing barriers	Nov 22, 2011 2:17 PM
950	something around student engagment....Increasing student engagement...Students only do as well as their teachers teach...	Nov 22, 2011 2:16 PM
951	I believe that if you are going to replace the principal and leadership team, there has to be a clear process in place for accountability before we ever get to that point. While I believe districts should create their own improvement plan, there needs to be strict oversight of this. We are not eliminating our achievement gap and there are leaders out there that have no idea how to do this so there has to be changes.	Nov 22, 2011 2:12 PM
952	Allowing an increase in the dropout rate.	Nov 22, 2011 2:11 PM
953	Discipline. Stop social advancement it's a crock. The stigma of being left behind is not worse then the stigma of not being able to perform in the same room as your peers. Not being able to perform creates discipline problmes which pulls down the entire class.	Nov 22, 2011 2:11 PM
954	allowing time for teachers to meet and plan together on a regular basis	Nov 22, 2011 2:09 PM
955	In after school programs you are pulling teeth when you try to tutor kids that want to be home.	Nov 22, 2011 2:09 PM
956	Allow site based management models before corrective action.	Nov 22, 2011 2:06 PM
957	Provide common planning time for school and district staff to analyze and use their data to increase student achievement.	Nov 22, 2011 2:05 PM
958	the teachers being taught that kids that live in poverty level are taught differently. why? and what right do they have to label a child "POVERTY CHILD" Change the thinking of teachers and teach!	Nov 22, 2011 2:05 PM
959	Free up the school administrators or school personnel with supervisory/evaluation authority to spend a majority of the school day in the classrooms to provide feedback to teachers and to progressively work with marginal teachers. For deficient teachers, give the administrators the flexibility to terminate teachers quickly and fairly.	Nov 22, 2011 2:05 PM
960	Requiring schools to develop their own "improvement" plan that addresses literacy in the primary grades and interventions for intermediate students.	Nov 22, 2011 2:04 PM
961	Get rid of the incompetent teachers, reward the good ones. Those in the system know who cna and cannot teach.	Nov 22, 2011 2:02 PM
962	Applying defined standards with significant consequences for failing to use them.	Nov 22, 2011 1:54 PM
963	Again, sorry to repeat myself, but small class sizes are totally the answer to many educational woes.	Nov 22, 2011 1:52 PM
964	Removing ineffective teachers. The number one variable in classroom success,	Nov 22, 2011 11:33 AM

**Q3.
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	climate, engagement is the teacher! Teachers need common planning time, late start or early release is a way to provide the job embedded pro dev that we need to create teacher growth.	
965	Response to Intervention, Differentiated Instruction, Formative Assessment	Nov 22, 2011 11:11 AM
966	Because transportation can be a barrier to student learning, after school programs are problematic. Do in-school tutoring and mentoring and fund after school sports, art, music, dance, friendship development activities, etc. to help keep the kids in school.	Nov 22, 2011 10:25 AM
967	Guaranteed, viable curriculum across all grades, schools. Teachers must implement strong practices, know their content well to be able to target student learning. Prof. Dev. is always a positive step, but follow up and monitoring MUST be emphasized if we want to see classroom practices actually shift.	Nov 22, 2011 10:18 AM
968	Measure growth for schools that are not already high performing. (Or measure student growth for all schools.)	Nov 22, 2011 9:31 AM
969	There has to be an opportunity to tailor the program according to student needs. Make sure that there is a holistic (social, emotional and physical) approach to support the students.	Nov 22, 2011 9:29 AM
970	It's important for teachers to be effective in first instruction	Nov 22, 2011 8:44 AM
971	Pay scale of teachers has to become equivalent to corporate salaries. Teachers need to work all year, not just for 9 months. Preparation and study must bring hours up to full time, year around.	Nov 22, 2011 8:33 AM
972	Develop an audit tool to determine the causes of poor performance so that all interventions can be targeted	Nov 22, 2011 7:03 AM
973	Do all students have access to enrichment programs such as music, art, P.E, field trips. and a full-time librarian? Do students living in poverty have access to free breakfasts and lunches at school and wrap-around services before and after school? Do all students have access to a full-time counselor and school nurse? Are class sizes the appropriate number of kids per adult: pre-school (1 - 5 students/adult); Kindergarten (20 or less), 1st - 3rd grade (24 or less), 4th - 8th (26 or less), 9th - 12th (30 or less)? Allowing adequate time for teacher preparation and collaboration and providing teacher mentors for new teachers or teachers that need additional training to better engage their students in classroom learning or otherwise hone the art of teaching.	Nov 21, 2011 9:15 PM
974	Expanded Learning Opportunities (e.g. summer school, clubs, sports, after-school)	Nov 21, 2011 8:25 PM
975	Using culturally responsive teaching and learning that engages students and communities - and bridges gaps between school staff and families.	Nov 21, 2011 8:20 PM
976	Admit that colleges and districts do not wish to deal with issues of race in education. Poverty - yes so easier; but it is not enough.	Nov 21, 2011 7:01 PM
977	Unless each school district has local involvement and local responsibility no plan	Nov 21, 2011 6:56 PM

**Q3.

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	will succeed.	
978	Reallocating resources to target student needs, ie time, interventions based on assessment, and where the best teachers are placed.	Nov 21, 2011 6:01 PM
979	without replacing the lost staff positions, we are just treading water	Nov 21, 2011 5:58 PM
980	We need LOCAL development of needs. An extremely isolated rural school does not need most of the options above. They are not practical or doable in many ways.	Nov 21, 2011 5:10 PM
981	Individual teacher assessments to ensure every teacher and staff member is doing what it takes for students to succeed.	Nov 21, 2011 4:21 PM
982	Time and materials to provide intervention without having to pull students out of their core day	Nov 21, 2011 4:19 PM
983	How can a school require parent involved? You really need to analyze why a school is underachieving. Is it poor leadership, lack of systematic instruction, not enough time on instruction, poor teacher quality... BEFORE you decide on the fix.	Nov 21, 2011 3:58 PM
984	rethink what "fail to make progress" means. Smaller classes. Staff with teachers who already have been successful in these settings--pay them a bonus.	Nov 21, 2011 3:52 PM
985	reconfigure school to put the best educators where the greatest need is.	Nov 21, 2011 3:09 PM
986	Higher wages for bilingual workers. Bilingual workers payed to be bilingual, then they need to be pay at a higher rate.	Nov 21, 2011 2:26 PM
987	District leadership training is missing from the options above. Coordinated efforts between district and buildings. All PD should be focused on evidence-based practices around effective instruction.	Nov 21, 2011 2:03 PM
988	Offer guidance to schools and districts in true implementation of Professional Learning Communities in schools. See Richard DuFour "Learning by Doing" and Shirley Hord, "Leading Professional Learning Communities"	Nov 21, 2011 1:48 PM
989	Forcing school to analyze individual needs and focusing on what is best for our students. Developing supports and programs to provide interventions earlier - don't wait until the semester is over provide intervention as identified, and provide a pathway that is easy to access.	Nov 21, 2011 1:47 PM
990	Establish and provide time for subject area teachers to collaborate across grade levels, to focus on scope and sequence of course work. Arrange for students to experience either bookending with teachers or looping with teachers.	Nov 21, 2011 1:29 PM
991	The problem lies with ineffective curriculum and instruction. [REDACTED] and [REDACTED] proved this without a doubt. [REDACTED] was forced out of PPS and can be reached through them. [REDACTED]s can be reached at [REDACTED] in Eugene wrote the book, ask him.	Nov 21, 2011 1:05 PM
992	connecting implementation of PD to teacher evaluation	Nov 21, 2011 12:45 PM

**Q3.

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993	More focus needs to be at earlier grades when students form the basis of their learning, even if it means longer days and more classroom assistants or other such interventions. Many parents can't afford preschool so some assistance at that age would be helpful.	Nov 21, 2011 12:44 PM
994	Professional development= and coaching on use of evidence-based practices, with teacher evaluation based upon degree to which evidence-based practices are used in the classroom.	Nov 21, 2011 12:27 PM
995	Improved teacher-parent communication about student academic needs	Nov 21, 2011 12:27 PM
996	Allowing districts to develop their own improvement plan only if there is scrutiny and coaching on a daily basis from successful teachers and administrators	Nov 21, 2011 12:03 PM
997	District developing their own improvement plan may not always result in equal opportunity for all students.	Nov 21, 2011 11:54 AM
998	Allow the administrators to remove teachers who are not educating. We have a system by which the teachers have full control. The system is broken. The best teachers are not teaching...the most senior teachers can not be removed. Districts are forced to maintain the senior teachers who cost the most and have little to no funds for anything else with PERS costs continueing to increase.	Nov 21, 2011 11:53 AM
999	If Oregon is to succeed in prpviding every student with a world class education, improvement plans require strong collaborative efforts with the LEAS and ODE.	Nov 21, 2011 11:51 AM
1000	Provide students with alternatives for different learning experiences, e.g. other Career and Technical Education opportunities.	Nov 21, 2011 11:51 AM
1001	High standards for the teachers and comprehensive evaluations for them.	Nov 21, 2011 11:41 AM
1002	as with many ?'s, the survey is difficult to answer without qualifications; what 'additional tools" for administrators; "replacing" may or may not be the answer; "requiring paents", how do you do that?.....	Nov 21, 2011 11:36 AM
1003	Systematic RTI structures that provide adequate instructional time using a researched-based core curriculum, screening of all students, provide research-based interventions for students in need and progress monitoring those student's growth.	Nov 21, 2011 11:29 AM
1004	Any assistance must be valid research based practice	Nov 21, 2011 11:25 AM
1005	When I state that transferring students to another school is important I absolutely disagree with the Open Enrollment bill. You want your resident students to engage in education in the resident district. Sometimes changing schools WITHIN the district can be helpful.	Nov 21, 2011 11:24 AM
1006	We need to move away from sanctions and more towards support as we work with struggling schools. The NCLB sanctions have no basis in research, while supportive interventions have a strong research base. Having an effective teacher in every classroom is the most promising strategy available, and we need to work to ensure that school that struggle can accomplish that goal.	Nov 21, 2011 11:10 AM

**Q3.

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1007	All district- and school-level personell must receive ongoing (at least annual) training in Culturally Responsive Education Practices and perform a meaningful self-assessment of their practices & policies, areas of strengths, and areas needing improvement. The self-assessment should demonstrate that they included input from a variety of diverse stakeholder groups. The self-assessment (areas needing improvement) are then linked to the improvement plans and professional development.	Nov 21, 2011 10:18 AM
1008	change the way we fund schools from a flat per-pupil rate to an incentive system for schools in poverty	Nov 21, 2011 9:43 AM
1009	The most important tool is a mentor, teacher, coach, etc who can connect with the student to ensure achievement. Extending the school year with more of the same instruction is not the answer. We need to develop proficiency assessment which will allow students to make individual growth a measurable reality rather than just a few summative assessments. Currently when we have a student meet the assessment for Oaks they do not test again because of expense thus we do not have a measure to determine growth beyond the initial bench mark score.	Nov 21, 2011 9:18 AM
1010	The most important intervention is that of small group intensive remediation and support -- this requires more FTE, but more importantly, demands strict class size caps, enforced by ODE. This also means jobs creation, by the way, which we desperately need.	Nov 21, 2011 8:53 AM
1011	A revised funding structure with emphasis on early elementary and pre-K. Developing a proficiency based early elementary system with state-wide support - a system that does not support social promotion and a state-wide effort to reeducate the public as to the importance of early primary milestones.	Nov 21, 2011 8:50 AM
1012	Develop better student-teacher ratios in core subjects.	Nov 21, 2011 8:39 AM
1013	Progressive taxpayer supported wrap around social safety nets, inclusive of after-school programs with tutors and mentors, school-based health care and quality child care.	Nov 21, 2011 8:29 AM
1014	Early childhood programs in areas with schools that fair to make progress	Nov 20, 2011 9:56 PM
1015	Student evaluations of teachers	Nov 20, 2011 9:06 PM
1016	Additional resources to allow for collaborative planning necessary to implement a new improvement plan	Nov 20, 2011 7:52 PM
1017	Providing a systemic measure of teacher's compliance with his/her job requirements. Train, then measure fidelity to best practices.	Nov 20, 2011 7:04 PM
1018	There have been studies about this. Almost nothing works -- not spending more money, not buying more gadgets, not adjusting the curriculum this way or that way -- except hiring better teachers.	Nov 20, 2011 6:31 PM
1019	Ability to hold teachers accountable to meet the needs of the students, without having to fight with the union. Teachers receive a salary to do a job. They	Nov 20, 2011 6:04 PM

**Q3.

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should not be allowed to tell us what they will or will not do during their paid work day. I can't think of any other profession where this occurs. There are a lot of people advocating for teachers. We need that same energy where our students are concerned.

1020	Fix funding for schools all across the state	Nov 20, 2011 5:52 PM
1021	This response supports the "allowing districts to develop their own improvement plan." This is critical and if the governor and superintendent want to invest energy and resources then it should come in the form of empowerment for schools and districts that are struggling.	Nov 20, 2011 1:32 PM
1022	Once again, local control.	Nov 20, 2011 1:01 PM
1023	Finding out WHY students fail to make progress. What is the make up of the neighborhood? Are there lots of strip clubs and pawn shops nearby? How about crime and violence? What is the average income level in the neighborhood?	Nov 20, 2011 12:52 PM
1024	Require research based proven effective curriculum with specific guidelines to failing schools.	Nov 20, 2011 8:46 AM
1025	Mentoring new teachers has shown to be effective. "Coaches" are simply quasi-administrators, collecting data and overseeing testing. Good mentoring practices help create good teachers who don't need coaching.	Nov 20, 2011 8:40 AM
1026	"Wrap Around Services - health and dental care, nutrition and food, after-school programs	Nov 20, 2011 8:29 AM
1027	Be able to fire teachers without union protection.	Nov 20, 2011 5:27 AM
1028	(1) Increase teachers' contracts to 11 months with two months dedicated to professional development and curriculum improvement activities. (2) Require administrators to participate in professional development refresher studies every three years. (3) Provide more alternative programs for students experiencing less success, such as late morning/afternoon start times or Saturday programs.	Nov 19, 2011 3:54 PM
1029	Providing incentive for districts to remove inadequatary teachers.	Nov 19, 2011 3:02 PM
1030	Help provide training with communities about change in format. Old school parents just want grades.	Nov 19, 2011 2:16 PM
1031	Wrap-around servies and partnerships with non-school organizations.	Nov 19, 2011 10:49 AM
1032	Re-establish the notion and practice that the principal is the instructional leader of the school. Leadership teams have evolved into this role and those folks are really noo qualified for that responsibility and every school needs a place where the buck stops.	Nov 19, 2011 7:52 AM
1033	Connect welfare eligibility to mandatory attendance of school age children.	Nov 18, 2011 7:53 PM
1034	The major difference in high performance schools and low is the quality of work teachers produce. This improves through local accountability and time with successful peers.	Nov 18, 2011 7:33 PM

**Q3.

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1035	student commitments to learning	Nov 18, 2011 6:57 PM
1036	Requiring targeted interventions for struggling students.	Nov 18, 2011 6:01 PM
1037	When looking at why a student is failing, include an assessment of what the student does outside of the school day and include what the parents are doing to support the student and the school.	Nov 18, 2011 5:42 PM
1038	In many cases, high poverty schools struggle to make gains. I think these schools need more assistance. Also, schools who are on the cusp receiving Title funds should be given more support. Ultimately, our state is trying to band-aid situations and create interventions when preventative methods need to be in order. Schools are bursting at the seams with enrollment and expectations, and the state needs to step up and help these districts out.	Nov 18, 2011 4:51 PM
1039	It is often in schools with high poverty that we find difficulties. Parent involvement is crucial but I also know from experience that often, these parents are working multiple jobs to make ends meet. I also would like to see more PD for principals, not just coaches, so they can be instructional leaders. A key component that needs to be addressed is how to handle ineffective teachers. The law is such that once you are a contract teacher, that position is considered a property right. It is incredibly difficult to terminate an ineffective teacher.	Nov 18, 2011 4:46 PM
1040	extending the school day and/or reducing budget cut days	Nov 18, 2011 4:26 PM
1041	Replacing Ldrship and Admin. only after provided opportunity to change. Labor Agreements will create road blocks that prohibit some changes from occurring; ie, moving a teacher out of a learning environment that he/she is not fitted for, OR they have retired in place. Poverty is huge problem, parent apathy is growing, holding parents accountable for their role as a parent to support school, support homework and reading, attend school functions, will help. Single moms face a huge challenge in raising students, after school programs to include hands on learning and transporation will be helpful.	Nov 18, 2011 3:55 PM
1042	Using other educational organizations, such as ESDs, which can provide professional development, coaching, & mentoring to address student achievement on a regional basis	Nov 18, 2011 3:54 PM
1043	more funding for added instruction, not just tutoring, for student that need it. Requiring enough credits for a diploma so that students complete four full years of high school, or demonstrate proficiency earlier. most senior now attend only a half-time fourth year--or LESS! They need more, not less, education than earlier generations need.	Nov 18, 2011 3:52 PM
1044	I selected Very Important for after-school tutoring; however, NOT as SES is currently set up. Completely unqualified and sometimes unethical agencies are allowed to come into our schools and entice parents to their services. It is a nightmare to manage and I question the instructional skills of some of the providers. The SES requirements need to be overhauled.	Nov 18, 2011 3:52 PM
1045	Additional state funding support for curriculum and assessment costs.	Nov 18, 2011 3:48 PM

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1046	There must be an understanding that every school is eunique due to a variety of variables from demographics to location to socioeconomics. One size does not fit all and the abiality to assist any school will depend on a variety of these variables. There must be some flexibility built into the system work with the diversity in our settings.	Nov 18, 2011 3:38 PM
1047	Very tough culture to crack and districts should have to answer to the state with measures that all students are being given. How do you restore "passion" to our teachers?	Nov 18, 2011 3:26 PM
1048	re-examine test score standards re being doable and appropriate	Nov 18, 2011 3:07 PM
1049	Based on the current output data, very clean, but not very useful it is unwise to use it to help with most of the above..... without a measure of inputs, it is hard to decide which is a true way to increase achievement. For example, if a student attends less than 50% of the year should they have an automatic right to switch schools? Are teachers to blame for the lack of attendance? The principal? Again - I think these "ways" are not important unless the inputs are known. We can't increase achievement if we don't exactly what inputs we tried to change and how it worked.	Nov 18, 2011 3:00 PM
1050	Setting up programs for addition to services rather than replacement services for students that are behind	Nov 18, 2011 2:58 PM
1051	Give teachers the time to collaborate, and learn and improve their own skills. Provide professional development opportunities monthly that include money to pay for subs. Provide teachers common prep time so they can share ideas and learn from each others!	Nov 18, 2011 2:48 PM
1052	Adequate state funding to support these measures	Nov 18, 2011 2:42 PM
1053	Giving the current principal and leadership team more fexibility in how they can use their teaching staff or replace ineffective teachers.	Nov 18, 2011 2:34 PM
1054	Higher Ed has a significant role also. They turn out teachers that are NOT prepared to teach in a high tech, innovative, creative system. Administrators too, need significant training to better identify instructional, curricular excellence	Nov 18, 2011 2:34 PM
1055	increasing student achievement will ONLY come about through increasing the abilities of teachers and improving the qualilty of interactions between teachers and students	Nov 18, 2011 2:33 PM
1056	How do you "require" parents to be more involved? They can be better informed. Also, coaching and mentoring can be done in building, and what about cohorts of teachers working on a problem and time for them to observe each other?	Nov 18, 2011 2:30 PM
1057	proficiency instruction and grading	Nov 18, 2011 2:29 PM
1058	Ensuring that teacher evaluation is efficient and the ability to praise good teachers and remove bad ones is more clear cut and efficient.	Nov 18, 2011 2:28 PM
1059	Accountability of teaching staff. Ability to remove ineffective teachers quickly and fairly.	Nov 18, 2011 2:24 PM

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1060	Effective administrators should be able to get the absolute best teachers in struggling schools and teachers with ESOL, Reading and bilingual endorsements should be required.	Nov 18, 2011 2:16 PM
1061	Best Practices Should be followed. If the survey of the school or district shows best practices, then allow them to continue working the data with Local Control.	Nov 18, 2011 2:14 PM
1062	Collaborative models of teaching where teachers within their own school observe and give feedback to each other based upon goals set by the School Improvement Plan. Schools in Hillsboro are doing this. It is ultimately more effective than teacher PD that is meaningless. Having this staff observation makes teachers accountable to themselves as well as the outside world.	Nov 18, 2011 2:07 PM
1063	Developing a solid foundation of literacy skills and support Pre-K-12th grade. Kids with solid literacy skills can excel in area they choose.	Nov 18, 2011 2:07 PM
1064	Paying teachers more to teach in high poverty schools. Providing additional pay to teachers who take on alternative leadership assignments in a school. Give more flexibility to schools to make necessary improvements including elimination of paperwork. Look at the over-all health measures of a failing school to determine what can be done to support children to physically and mentally able to learn. Provide dollars to extend the school year for students who are not reaching necessary benchmarks. More dollars for instructional materials and training for teachers to differentiate instruction. Dollars to lower class sizes in primary grades so that students can receive additional help and attention through at least third grade. Training for teachers in creating proficiency-based learning systems. Dollars to bring more technology to high need/high poverty classrooms.	Nov 18, 2011 12:03 PM
1065	Often times there are specific people/groups in a school staff who are able to poison the overall compatibility of the staff. Sometimes it might be helpful to break up those groups. On the other side of the same coin, there are often groups/teams of people in the staff who set a pace and tone of moving forward and working together, in which case its especially important to keep those teams intact.	Nov 17, 2011 11:06 PM
1066	strong support for curriculum development and accountability. More funding for more hours/days in school. (how many more hours do Japanese students get?)	Nov 17, 2011 9:16 PM
1067	We need to be able to keep teachers based on their skills not on the number of years that they have been teaching. If you have a truly effective bilingual/bicultural teacher that has been effective, why should he/she be laid off because they were the last hired. We need to assess the needs of the schools and match those needs with the needs of the students.	Nov 17, 2011 5:20 PM
1068	staff development on using assessment data to inform instruction	Nov 17, 2011 4:34 PM
1069	Extended learning opportunities. You mentioned After-School but not summer school. I am also in favor of year-round school so there is not a summer gap of a couple of months in learning.	Nov 17, 2011 3:39 PM
1070	Recommending, not requiring, parental involvement--and providing opportunities for parents to get help.	Nov 17, 2011 2:32 PM

**Q3.

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1071	Using Instructional Assistants much more in all grade levels	Nov 17, 2011 2:13 PM
1072	Providing each student with an Individual Education Plan (IEP), similar to what is done now for each special education student. With all the hullabaloo about education these days, you don't hear as much complaining about special education as you used to -- that's because IEP's are working. Let's invest in our regular kids the same way!	Nov 17, 2011 1:56 PM
1073	End "tenure" and reward teachers based upon verifiable academic results.	Nov 17, 2011 1:30 PM
1074	Look at the demographics of communities - poverty is a mJOR impediment, and increasing, to student success. None of the remedies above really address that.	Nov 17, 2011 1:20 PM
1075	Providing added funding for teachers willing to help raise student achievement by moving to that school, then awarding said pay based on actual student achievement.	Nov 17, 2011 1:12 PM
1076	Create a community involvement plan that allows parents to communicate better with educators and more access to curriculum based assistance	Nov 17, 2011 1:12 PM
1077	Create a community involvement plan that allows parents to communicate better with educators and more access to curriculum based assistance	Nov 17, 2011 12:52 PM
1078	Not require parents to be involved but make them want to be involved Change emphasis from teaching to learning	Nov 17, 2011 12:50 PM
1079	Make it easier for schools to fire ineffective teachers.	Nov 17, 2011 12:35 PM
1080	Give them the help and support that they need or maybe consider combining two districts to give them more funding. Usually it's lack of money in smaller districts.	Nov 17, 2011 12:27 PM
1081	see above 'other' comment box!	Nov 17, 2011 12:24 PM
1082	If a teacher is failing the school should be allowed to replace them. Do not spend more money on hiring a coach to make someone a better teacher. They should know their job before they earned the teaching credential.	Nov 17, 2011 12:11 PM
1083	Force the teachers union to stop protecting the lazy or incompetent teachers. Force the union to push their members to improve, not to just get by. I would love to pay teachers more, but they have to work harder and longer to earn the respect of the public. Teaching is viewed as a cushy job, with no performance requirements, short work days, and summers off. Teachers have to become more professional, get rid of bad apples, and gain more respect from the public before they can be paid more.	Nov 17, 2011 12:05 PM
1084	FUNDING	Nov 17, 2011 11:59 AM
1085	Changing the curriculum of teacher preparation institutions	Nov 17, 2011 11:43 AM
1086	Allowing teachers to be 'let-go' without an extensive paperwork trail if they show inferior results. (Lessening teachers union's influence).	Nov 17, 2011 11:43 AM

Q4. COMMENTS?

1	Parents and educators MUST work together. It is important that teachers receive the training to use best practices approaching diverse families, but first of all, teachers need to change their state of mind; they need to be willing to spend time engaging parents and helping them understand the education system as well as helping them with strategies to support their students at home and enhance what they learn at school. Charter schools can be as proficient as any other public school and vice versa. My daughters attend a charter school and in 2 years, the only difference we have noticed (comparing to the public school they previously attended), is the curriculum. The school improvement plan does not contemplate 100% of the students achieving, but only 80%.	Dec 12, 2011 1:06 PM
2	Charter schools are not the answer. Research and my personal experience indicate that some are very good, most pretty average, and some very bad. Oregon will find at some point that money is being poorly managed and perhaps mis-managed in many of Oregon's charter schools.	Dec 12, 2011 9:43 AM
3	It surprises me that we are still targeting the teacher and administration as the main reason that schools are doing poorly. While it may very well be a factor in the equation, but there is so much more to it. Students that come from homes where education is not important, and/or they come into the school with a ton of baggage and school just isn't a priority. I would propose figuring out a way to address some of these issues as well. And how about incentives to bring master teachers into low-achieving schools?	Dec 10, 2011 8:43 AM
4	Providing grants or funding for schools and communities to improve the education standards and environment of their students and staff. Have the funding and process overseen by a committee of people made up of teachers, community members, parents, and a small number of administrators.	Dec 9, 2011 7:41 PM
5	1. Students learn at varying rates and levels and therefore we need resources to support extended learning for some students as well as additional intervention resources. 2. Peer- to-peer coaching is an effective tool, but it works better with highly-skilled instructional coaches. 3. Allowing students to transfer to other schools does not address the issue of student achievement. 4. Fund the educational enterprise at the higher level needed to support success for all students.	Dec 8, 2011 12:28 PM
6	You have no legal right to compel parents to be involved in the schools.	Dec 7, 2011 10:56 PM
7	Each district should be able to choose a plan that fits them best. I do not believe "one plan fits all."	Dec 7, 2011 9:10 PM
8	Parent involvement is vital to the success of students, however, parent involvement cannot be legislated and parents faced with poverty think of nothing else but how to feed their children, not educate them.	Dec 7, 2011 8:43 PM
9	There are many successful, non-traditional models of elementary education. If a school is performing poorly, perhaps the traditional methods do not work for the dynamics of that specific community. This could be due to socioeconomic issues, large populations of ESL students, or any number of other factors. I think charter programs can be a valuable option and should be considered closely.	Dec 7, 2011 2:38 PM
10	How is a charter with its lack of accountability to the community a solution? As	Dec 7, 2011 10:54 AM

Q4. COMMENTS?

long as charters do not have to work with special education students, can arbitrarily limit enrollment, use non-teaching professionals, not provide transportation, not have to build or maintain buildings, and receive supplemental (non-state) money, they will have an unfair advantage.

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| 11 | The teachers at the school where I work are all outstanding. They have huge energy, are capable, and understanding of students' needs and abilities. The weakness of our school is the administration which is working toward making our school look good by the numbers. We teach to the test. This is an especially poor way to teach math. | Dec 7, 2011 8:24 AM |
| 12 | As above, I would cautiously interpret any results as I don't think the general public has the background education to know. | Dec 6, 2011 11:09 PM |
| 13 | If we used the instructional coaches in classes as teachers, we would have more manageable class sizes and more direct service would be provided to students. Students need teachers, not instructional coaches watching teachers. | Dec 6, 2011 8:14 PM |
| 14 | Again, the measuring stick is wrong! Schools don't make progress - individual students within schools make progress. You can't judge the school by whether or not a child is hungry, abused, neglected, or inspired, enriched, and self-actualizing. Schools comprised of wealthier students are going to achieve more academically, so the only fair thing is to measure a student's progress over time. | Dec 6, 2011 4:46 PM |
| 15 | Again. Terrible survey questions. I have rarely had really good staff development. Allowing students to transfer is a punitive measure and overcrowds the destination schools. What will the instructional coaches do? | Dec 6, 2011 4:11 PM |
| 16 | I think there are several measures of teacher effectiveness in place. Allowing students to move schools, converting schools to charter schools or dismissing leadership and/or instructional teams does not address the symptoms of the problem. That would create more problems that don't address the root cause. If the state really thinks these types of options would address the problem, then the state leadership should attend some professional trainings, peer coaching, and visit other states with high quality schools. Also, check with higher education, leaders in the field, and research to see what types of recommendations are made and what influences schools. Penalizing schools is like ejecting a player or coach from the game. Sure, eject them if they grossly violate the rules, but not because of a losing score. | Dec 6, 2011 1:58 PM |
| 17 | Our education system is completely outdated. We need to look successful schools around our country and around the world to see what works. Curriculum, teaching practices, assessments, classroom structure, and even the yearly and daily schedules of our schools need to change. | Dec 6, 2011 11:41 AM |
| 18 | "Intensive professional development for staff" sounds "one size fits all" so not likely to be very helpful. The most effective teachers should be paid more to teach in the most difficult schools. You can "encourage" parents to be more involved, but you can't "require" it except where there is competition for children to get into a school, and those parents are already involved. Replacing the principal and leadership team is only useful if they are incompetent, in which case they should be fired. | Dec 6, 2011 11:00 AM |

Q4. COMMENTS?

19	For the last 14 years my department has been suffering from lack of finances for equipment, for supplies, materials, books, the size of our department has grown from 2 to 4 and we're still operating with the budget we had in 1996. How are we supposed to do our job when we don't have the resources?	Dec 6, 2011 9:13 AM
20	See Other.	Dec 6, 2011 7:18 AM
21	PLEASE consider the actions of community members when looking at under-performing schools. It's all too easy to blame teachers alone. Other factors should be remedied as well. Poverty, lack of nutrition, various languages spoken at home, etc. Please offer help to communities when schools fail, not simply teachers.	Dec 5, 2011 9:30 PM
22	Students at our school do not have textbooks.	Dec 5, 2011 5:21 PM
23	We must look at how we can effectively do ability grouping, instead of just putting children in grades because of their age. Research shows that ability grouping is effective for all children on the spectrum of abilities.	Dec 5, 2011 10:24 AM
24	Many of these questions - some of which I didn't respond to - included jargon that supports my comment about "administrators" focusing on perpetuating bureaucracy.	Dec 5, 2011 10:02 AM
25	We had a terrible experience with our son last year at Ockely Green. It was his first grade year, which we all know is a major step in a child's school experience. Thankfully, we were lucky and through the lottery made it into the Creative Science school, where I son is now flourishing. We know of 4 families (might be more) from his class that pulled their children out of Ockley. One family left during the year and another moved out of Portland because of PPS: their son was my son's best friend, who lived next door. They had known each other since they were 2 and were more like brothers than friends. Last year we could bike to school. Now we have a 25 minute commute.It's maddening that we can't send our child to a good school nearby. You can see all the collateral damage that one bad teacher/principal caused. Every day I think about the kids that are stuck back there. As I write I'm getting more and more pissed off and am struggling to maintain a civil tone. This is NOT ACCEPTABLE. While I realize the value of parent involvement and do my part, it is not an valid excuse for PPS to be letting kids down that are in lower socio-economic areas. I volunteered in Kindergarten and 1st grade at Ockely and know as a first-hand witness that the kids all have what it takes to succeed in school - in a good school.	Dec 5, 2011 9:58 AM
26	CLASSIFIED STAFF!!!!	Dec 5, 2011 8:39 AM
27	I don't think one should require parent involvement but encourage it.	Dec 5, 2011 7:14 AM
28	Monitoring and replacing teachers with a history of sub-par classroom/student management skills makes more sense than protecting a teacher's career status. Use mandatory anonymous student and guardian evaluations to determine if action is needed and track student performance in the two to three years immediately following a students' progression to the next grade. Empower teachers and administrators to hold students and guardians accountable for unacceptable academic and behavioral performance. Provide basic parenting classes to assist families in developing an action plan to help their student set	Dec 4, 2011 10:35 PM

Q4. COMMENTS?

and achieve school, personal and professional goals.

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| 29 | Most of the problems for which the NCLB plot blames schools and teachers have their roots -- and also their solutions -- in societal conditions, parent attitudes, funding levels for schools (see as a great example of this: the State of Oregon), and the NCLB-compelled mania for standardized testing. None of the above "interventions" mentions or addresses those issues. (What will you do if the parents refuse to be, or don't have the time or the money to be, "more involved" even after you have "require[d]" them to be so? Punish the parents by firing the teachers? Put the parents in prison?) | Dec 4, 2011 10:09 PM |
| 30 | No child left behind and Obama's Race to the Top plans are close to the same. Our system is in a tailspin, and these programs will only make the situation worse. | Dec 4, 2011 9:13 PM |
| 31 | Every staff member can tell exactly what is wrong and why a school is or is not being successful. They need to look honestly at those problems and be allowed to deal with them first from within, with outside assistance, not someone coming down with iron fist and wiping out the good with the bad. | Dec 4, 2011 8:57 PM |
| 32 | My question is how can Administration put a 20 year veteran on a Plan of Assistance that is a progressive thinker and wants the best for the special ed. population and even works with the regular ed. population and wants the BEST for ALL children? How can these types of people be principals and have so much control? | Dec 4, 2011 8:06 PM |
| 33 | so many districts are cutting to a four-day week to save money -- where's the money for a longer school year? already we are giving about two weeks furlough the past couple years -- this isn't realistic as long as the state isn't adequately funding education -- you get what you pay for. | Dec 4, 2011 7:04 PM |
| 34 | I would add that yes, a district should have a say in their improvement plans, but then there needs to be accountability, which there is not for our high-end kids. Differentiated instruction should be the buzz word in every district. Teachers need training in this area, and will help meet the needs of ALL children, no matter what skills they have or interests. | Dec 4, 2011 6:06 PM |
| 35 | "Requiring" parents to do anything is difficult at best. Inviting and encouraging parent involvement is more appropriate -- and more likely to succeed. There must be schools that have turned around failing programs; thus there should be some evidence in the literature of successful practices to consider when a school is failing. | Dec 4, 2011 6:05 PM |
| 36 | I have a low level of trust of the decision making of my local public school. They seem to spend their \$ unwisely and not focus on student achievement. I would be wary to throw yet more money their way to be wasted. I am close to seeking out a private school where there is accountability and responsiveness to effective teachers. | Dec 4, 2011 5:41 PM |
| 37 | Don't blame administrators but on the other hand, be clearer about what is meant by 'goals' in a survey of this sort. All schools ought to cultivate charter-like identities but without the regulatory logistics of charters - which represent a compromise with the philosophy of public education. | Dec 4, 2011 4:45 PM |

Q4. COMMENTS?

38	our school currently has all of the children with disabilities, ESOL learners, and behavior students in the district housed in one building. Testing is skewed at best when comparisons from other schools don't deal with these issues.	Dec 4, 2011 3:55 PM
39	The lack of professionalism of some teachers begs for reform in the ability of a teacher to be fired.	Dec 4, 2011 2:42 PM
40	Let's look at what is going well. Let's look at what teachers are trying to juggle throughout each day. Could we streamline the types of classes so everyone is not pulled in so many directions? Have you heard/ read about the study by Dr. Garcia? A school streamlined each subject focusing on the same topic. It made a huge impact because the kids were moving through the day studying subjects that were connected by theme, viewing a topic with varied perspectives based on Math, SS, Sci., Language Arts and Electives. Please consider the great people in our society. did they follow the same old traditional ways to become successful? No. They were able to find their own unique pathway. Shouldn't we free up the public funds to ensure everyone has hope for their own future? Avid, charter schools and the like, sound nice. Since they are only for a chosen few, they're unfair.	Dec 4, 2011 1:03 PM
41	Where is the money going to come from? People make decisions that affect our classrooms and these people do not have any idea the impact that is placed on us. I have 28 students and 3 high behavior (throwing furniture, room clears, hitting adults, etc) kids. These kids take away from the education of the other 25 kids. Yet, we as teachers still need to make sure all of our kids show growth. How is that possible? I believe with the economical times we face and will continue to face, behavior problems will increase - we need a program that will deal with these intense behavior kids immediately - not 1 or 2 years down the road. It all comes down to money - education is NOT a priority!	Dec 4, 2011 12:38 PM
42	Teaching is or should be a team effort and the best teacher teams should be assigned to the most challenging and difficult schools. Provide bonuses for the most effective teaching teams.	Dec 2, 2011 10:07 PM
43	I strongly agree with the "replacing the principal and leadership team". Our schools are overstaffed and the administrators get overpaid. Teachers do the most influential work in schools by directly working with students and they should get paid more the overstaffed administrators. It would be important to get the students' input on their views of the teachers since they have first hand experience as to what is the most effective teaching styles.	Dec 2, 2011 9:14 PM
44	In my experience, combining systematic, fair assessment of teacher performance (teacher skills and performance as well as student outcomes), coupled with effective teacher development programs can improve the overall quality of classroom instruction. However, hiring talented and well-prepared teachers at the outset is essential. Studies show that high-performing national public education systems are built on well-trained, talented, well-paid instructional staff.	Dec 2, 2011 8:56 PM
45	Find out what it takes to be an effective teacher and help teachers develop into effective teachers.	Dec 2, 2011 8:33 PM
46	I have reservations about the professional development piece as there is such a	Dec 2, 2011 8:12 PM

Q4. COMMENTS?

variation in what leadership/government/leadership/districts think is effective.

47	Schools need more ARTS and TECHNOLOGY access within the schools. The administrators must envision more and advocate for more real world learning experiences for the students; while encouraging staff members and parents to establish more collaborative working relationships for the best interest of the children.	Dec 2, 2011 5:28 PM
48	If disadvantaged students are progressing from where they were previously but fail to meet grade level standards, the teacher may still be doing a good job. Similarly, if advantaged students are progressing due to their own ability or parental instruction, this says nothing about the quality of the teaching.	Dec 2, 2011 5:25 PM
49	A focus on social-emotional development within a nurturing school community. A limit on the number of children in early elementary grades - cap at 20 students - to help both students and teachers make improvements.	Dec 2, 2011 4:20 PM
50	Removing bad principals, of which there are many, is essential, yet there is no established mechanism to do this. Principals are not held accountable for their bad leadership which can ruin a school's climate and effectiveness. Portland Public has known of many extremely bad principals and has always done nothing except moving them around to ruin other schools not unlike the Catholic church with its bad priests.	Dec 2, 2011 3:51 PM
51	Less than 20% of charter schools are more successful than public schools.	Dec 2, 2011 2:28 PM
52	There is no money to engage in the above activities, so the survey is useless	Dec 2, 2011 1:30 PM
53	Students and their families need hope. Hope only comes if you see that there are possibilities for you and your family. Making schools a hub for various family supports will create hope and possibilities.	Dec 2, 2011 12:55 PM
54	Let's move away from punitive measures and provide support please.	Dec 2, 2011 12:13 PM
55	Great ideas above.	Dec 2, 2011 12:00 PM
56	I'm a teacher. I'm so disappointed by the lack of teaching experience of those chosen to guide education. It's like doctors that have never practiced evaluating and leading doctors that practice. It makes no sense.	Dec 2, 2011 11:33 AM
57	Formal education can only address part of a child's environment. Poverty is a much bigger influence and should be addressed before a child can succeed in school.	Dec 2, 2011 11:11 AM
58	The district I work for is in such dire straights for funds that more and more of the specialists' jobs are being cut. The specialists who are retained are currently being expected to take on the job responsibilities of the other jobs that have been eliminated (e.g. SLPs in K-5/8 schools are now expected to also take on incoming kindergarten evaluations, IEPs and meetings which were previously the responsibility of specialists working in Early Intervention. School-based SLPs are also now responsible for more assistive technology needs along with responsibilities that were once taken care of by Autism specialists. The students are the ones who end up suffering because of all of these changes....	Dec 2, 2011 10:12 AM

Q4. COMMENTS?

59	It seems that every time we are burdened with some new method or curriculum, we give barely long enough to be mastered by teachers. Just when we get it down, a newer, more wonderful one is instituted. Consequently, mediocrity is the only constant. When new ideas are introduced, we seem to always be lead to believe that what we have been doing is so ineffective that we are nearly criminal in our previous practices.	Dec 2, 2011 9:53 AM
60	No high school English teacher should carry student loads that they are carrying now and be expected to have high achievement levels. Writing growth does not happen when there are 25 or more students in every class.	Dec 2, 2011 9:42 AM
61	How can you seriously REQUIRE parental involvement? While I agree teaching practices and school administration is intergral, the impact of poverty and low SES is not addressed.	Dec 2, 2011 9:27 AM
62	I feel standardized tests for students are a waste of valuable classroom time because the ability to answer a multiple choice question does NOT make you a critical thinker. We should start testing the teachers again each year (like we used to) to make sure that they are proficient in the subject(s) they are teaching. 'No child left behind' is a BIG lie designed to take money out of the schools and every school system in the country should be doing all it can to educated the pubic to this fact before the dumbing down of America is irreversible. We are the 99%!!!!	Dec 2, 2011 9:26 AM
63	Please don't allow charter schools to take students away from their neighborhood schools. Give more resources to the neighborhood school so that students have choices and better instruction at their school.	Dec 2, 2011 8:57 AM
64	The most passionate and skilled teachers and mentors should be encouraged to teach the learners who struggle the most.	Dec 2, 2011 8:53 AM
65	Inconsistent, ineffective, uninspired building leaders are only successful at creating toxic school environments.	Dec 2, 2011 8:42 AM
66	Need some consideration and reflection regarding the "big picture" and why a school may fail. Making the sweeping change of admin. & changes before you really know what the problems are etc. I can mention examples of schools where there have been these changes and the graduation rates are still low, drug use is still high, programs are offered to boost success (but families don't have the kids attend)....	Dec 2, 2011 8:34 AM
67	Stop blaming local schools and teachers and start on a path to provide after school programs and summer programs for students who are not meeting educational standards.	Dec 2, 2011 8:34 AM
68	There is not one math training in PPS this year for high school or middle school teachers.	Dec 2, 2011 8:31 AM
69	We need to get away from the notion that school improvement is a quick fix that can be realized through the investment in "silver bullet" programs mandated from outside of the environment. True improvement comes from within an effective organization and is systemic, dynamic & data-based. Every person involved in the organization - including the student - plays a part. Meaningful school	Dec 2, 2011 8:25 AM

Q4. COMMENTS?

improvement is something effective school are involved in vs. something that is done to them. I see a key element of sustained improvement is effective multi-dimensional leadership.

70	We need to make sure that teachers are not deemed as the main culprits for a school failing. There are too many factors that contribute to higher at risk school, such as attendance, children being fed, homework being done, parent involvement and tools to help their children succeed etc... It is not about the teachers only but some professional development and tools are needed to help lessen and eliminate the contributing factors.	Dec 2, 2011 8:15 AM
71	I go to the charter school in my area twice a week to test and I am not impressed. The only difference I see is that they have a full time assistant in each elementary age classroom. If the state increases the support given to charter schools, we will continue to see a decline of schools within the district because of the dollars we are required to give them. The "powers that be" continue to mandate more programs/testing/requirements of our districts, but don't give us the additional funds to put them into action. I live in a community that has very limited resources and a large population of families below the poverty level and it is those students who need extra help, but we continually have to take money from our budget, that should be going to help these students, to fund state mandated programs. That leads to less people to work with students and more students in the classroom.	Dec 2, 2011 7:43 AM
72	Define 'fail'.	Dec 2, 2011 7:27 AM
73	Rather than after school, provide lower student teacher ratios within school day. Chunking school year into shorter blocks with extended breaks (1 or 2 weeks) between. Look at NZ system. Oversight of Principals to provide more accountability of administrators. Many Principals have absolute and unbounded authority and are able to act with impunity. Schools need supportive administration. Parental role in providing positive support for education needs to be recognized and fostered.	Dec 2, 2011 4:08 AM
74	After school tutoring programs -- mandatory for students who are failing. They must come prepared to school. Students should not be allowed to bring ipods and cell phones to class. Grade inflation needs to stop. We need more recognition and assemblies for students who do well academically -- not just highlighting the sports jocks. Sports should not interfere with school schedules -- especially the last period of the day. Students are excused early from class, sometimes by as much as a whole half hour, to get to their game. Provide more resources to teachers in the classroom. More teachers, less crowding in classrooms -- now that's real reform.	Dec 2, 2011 12:15 AM
75	Teachers, when given the opportunity to collaborate, can and do amazing, creative and innovative things. They need TIME - time to plan, to implement and measure; they need SUPPORT (from administrators in terms of time and from superintendents in terms of respecting and honoring teachers as professionals to do work without micromanagement); and there needs to be COMMUNICATION between schools and parents.	Dec 1, 2011 10:55 PM
76	See above	Dec 1, 2011 10:42 PM

Q4. COMMENTS?

77	NCLB is not an accurate measurement of school performance.	Dec 1, 2011 10:37 PM
78	Encouraging parents to be more involved and giving them the tools and support to be a partner with their students learning and schools.	Dec 1, 2011 10:36 PM
79	Again, I'm in favor of the last one. Number three is biased in the same way that I mentioned in my earlier comments. Coaches from a "more successful" school might work, but only if the demographics were the same. Mentorship for the leadership could also be helpful if the schools faced similar challenges. More time for kids would be the most effective in schools that aren't as "successful".	Dec 1, 2011 10:05 PM
80	don't know enough about the "Allowing districts to develop.." to rate.	Dec 1, 2011 9:57 PM
81	The standard should be an excellent principal in every school and the most skilled, most talented teacher in every classroom. You better start focusing on college programs-they are doing a terrible job these days turning out quality educators.	Dec 1, 2011 9:48 PM
82	I am looking at student achievement to be other than standardized testing. If achievement is based solely on test scores, then I really can't answer these questions because the basis is so inaccurate.	Dec 1, 2011 9:32 PM
83	Providing programs that meet kids social, artistic, and physical needs as well as provide intellectual development to insure that all citizens are healthy, prepared for independent life, and possessed of a multitude of manual and mental skills	Dec 1, 2011 9:18 PM
84	Instructional Coaches often receive on the job training so they are not much use to teachers in their first few years. Many of their duties are administrative leaving very little time for actual coaching. In these times of short funding and high class sizes, money would be better spent on classroom teachers and peer-to-peer mentoring for specific needs rather than coaches.	Dec 1, 2011 9:12 PM
85	Schools rarely fail because of bad teachers and administrators. Schools fail because children, their parents, and the community don't value education. Punishing schools for poorly performing students is treating the symptom rather than the cause.	Dec 1, 2011 9:11 PM
86	Make sure that once a plan for improvement is started to give it time to work. Don't keep switching programs, administrators, and teachers in rapid succession. Solid lasting meaningful change doesn't happen overnight, give programs a chance to work before changing them.	Dec 1, 2011 9:09 PM
87	From all my experience in the field, a classroom with an assistant ALWAYS is more likely to succeed than a classroom without one	Dec 1, 2011 8:38 PM
88	Duh, lower class size. Period.	Dec 1, 2011 8:33 PM
89	The standards to become a certified teacher are already excessive. To require a Bachelor degree plus 45 credits to maintain a license to teach children and earn a salary for doing it that is just above the poverty level is absolutely ridiculous. You can't possibly expect to get quality people with that level of education unless you pay them and most of them aren't very well educated having gone through the process anyway. It's far too easy to get through college, especially with a	Dec 1, 2011 8:19 PM

Q4. COMMENTS?

degree in education!

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| 90 | <p>You come to teaching because you have a love of learning. The job requires you to continue learning by the nature of day to day activities, AND by order of the TSPC. Therefore, assuming that intensive professional development is needed at a school that does not meet AYP is a wasteful and redundant intervention. When Jefferson was reconstituted, it lost some of the most qualified and talented teachers in the district, folks who have gone on to gain national recognition. The assumption that schools do not meet AYP because teachers are inadequate is so absurdly over-simplified and, well, just plain wrong most of the time. Schools that struggle typically serve populations of students who have less cultural capital and more barriers to success in school. Educational institutions can be equipped to address these concerns if they are accurately identified and potentially at far less cost than the intensive professional development at the top of this list!</p> | Dec 1, 2011 8:12 PM |
| 91 | <p>I just finished a five year study of science coaching and can now see that coaches can provide many interesting and powerful changes in a school. They can help deprivatize teacher practice because they change the patterns of interaction. They can generate relational trust through these changed patterns of interaction and with increased trust teachers are more able to talk about their instructional practices and make changes. An important intervention is also anti-bias training for teachers. Teachers do not intend to privilege some students over others but without anti-bias training they do. Creating actual equal opportunities to access high quality instruction requires eliminating race and class bias from classrooms. Increasing teachers' opportunities to learn with and from each others' practice in order to improve their practice takes time which costs money but it pays off in teacher dedication and commitment and improvement.</p> | Dec 1, 2011 8:01 PM |
| 92 | <p>I really wish people would start referring to this problem with the question, "How can schools better help students who are failing to make progress?"</p> | Dec 1, 2011 7:33 PM |
| 93 | <p>How could parents be "required" to more involved? Would the school stop serving a child whose parents were not involved? What about students without parents? Or student whose parents work several jobs to make ends meet?</p> | Dec 1, 2011 7:32 PM |
| 94 | <p>See above. I am against punishing schools.</p> | Dec 1, 2011 7:15 PM |
| 95 | <p>Finally, someone mentions one of the other key players, the parents. Thank you. Don't forget the other big player, the students themselves. Demanding more effort and focus on both of their parts as well.</p> | Dec 1, 2011 7:02 PM |
| 96 | <p>How about you stop blaming the teachers and the school districts for poor performance? If you want to increase academic success, LOWER CLASS SIZES. You can putz around all you want with teacher training and firing administrators, forcing curriculums and benchmarks down the throat of good teachers but across the board, students will do better and have fewer academic and behavioral problems if they are able to get the attention they need from a good teacher.</p> | Dec 1, 2011 6:54 PM |
| 97 | <p>Ask teachers to help design this new program"</p> | Dec 1, 2011 6:41 PM |

Q4. COMMENTS?

98	If the improvements are mandated from the outside there will be less teacher buy in, if the improvements come from within the teachers will feel more supported and empowered.	Dec 1, 2011 6:28 PM
99	See comments above. Parents should be involved, but if that's the plan to get kids educated it will be completely ineffective for low income families who don't have the time or resources to be actively involved in "teaching" their kids.	Dec 1, 2011 6:18 PM
100	Lower class sizes, hire more staff (teachers and support staff)	Dec 1, 2011 5:58 PM
101	I don't understand what "providing administrators with additional tools to ensure those schools have the most effective teacher" and I have to admit it scares me a bit. Alarming to me however, is the suggestions of "replacing the principal and leadership team" because I have NO idea what you think you would replace them with or are you suggesting we do without them altogether? Lastly, is the "requiring parents to be more involved" choice. What teacher would not like this, but really, how the heck do think you're going accomplish this goal? Did actual classroom teachers have input on this survey because these choices all seem to be quite random.	Dec 1, 2011 5:30 PM
102	Ho can you Require parents to be more or less involved?!? Not a valid question.	Dec 1, 2011 5:22 PM
103	Administrators and faculty can sometimes become possessive of the school. This only breeds limited, if any, creativity. There have been some exceptions to this rule with great results; however, there have also been some extreme negative results when getting too comfortable, too accepting of the status quo.	Dec 1, 2011 5:14 PM
104	Admin should be able to ensure a the most effective teaching staff, but the staff should be compensated for higher performance. Admin should also have the tools to support their staff in becoming more effective (in a non punitive way) so that teachers aren't forced out without the opportunity to improve.	Dec 1, 2011 5:12 PM
105	smaller class sizes!!!	Dec 1, 2011 5:11 PM
106	"Intensive professional development for staff"- This can be detrimental if not done properly. My kindergarten/first grade team was pulled out of the classroom for seven days in the first two months of school. This is a time of developing community and teaching young children what it is like to be in school. This is not a time to have a substitute come in when routines and expectations are still being developed. "Allowing students to transfer to another school"- A neighborhood school in my district does not reflect the surrounding community. The school is primarily Black, but with gentrification the surrounding community has more White families. Many of these white families choose to enroll their students elsewhere. What does that say about allowing students to transfer? Those families often go to magnet schools. "Converting the school into a charter"- Magnet schools and charter schools often reflect a more affluent White population. This system is not benefiting everyone in an equitable manner. "Requiring parents to be more involved"-Some parents don't have this option, especially if they are working two or three jobs to support their families.	Dec 1, 2011 5:08 PM
107	Intervention should be less about the SCHOOL and more about the STUDENT. The STUDENT's school year and school day should be extended as needed. There is no need to "punish" students who can reach proficiency in the usual	Dec 1, 2011 5:07 PM

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amount of time. Also... "requiring parents to be more involved"??? How? Also, teachers will need extensive training in proficiency-based assessment and sound grading practice. They do not need to be "helped" by colleagues in more successful schools or districts. The schools/districts are not more successful because of the teachers - I believe in general, there are more high-quality, innovative, strategy-proficient teachers in some of our low performing schools in Portland than there are in our high-performing schools.

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| 108 | We, as teachers and schools, can only control so much. We cannot control the condition in which our students come to school. We cannot control what happens when they go home. We are not miracle workers. Measuring a school or a teacher by performance on standardized tests, attendance, or any other measure that includes the many other factors in that student's life is unfair. Measuring student growth and using assessments developed and evaluated by teaching PROFESSIONALS will provide the best indicator of student success. | Dec 1, 2011 4:56 PM |
| 109 | The question about additional tools to ensure having the most effective teachers is really about union busting. Teachers should have a right to work where they want to work. However, not wanting to work at a school of historically low achievement is not usually about the students or the challenges of educating them - it's about the ineffective principals who do not hold teachers accountable and are not leaders who create learning communities in their buildings. That means it is also about ineffective supervisors of those principals who do not hold the principals accountable and who do not hold their districts accountable for equitable support for the schools. Unfortunately, it seems that administrations love the "eduspeak," but how many love their positions more than the hard work they would have to face to really make a difference? | Dec 1, 2011 4:49 PM |
| 110 | I think one way to increase student achievement would be to 1) require parents to take classes about raising and supporting children's growth - setting boundaries, health, following through with appropriate consequences and solving problems. Too much of this is left to the teachers and they cannot teach because of behavioral issues. 2) Allow teachers to be more creative - many did not go into teaching to teach to a test or read scripted curriculum. And many quit because of the lack of support, creative output and stress of essentially raising 30 children a year. | Dec 1, 2011 4:41 PM |
| 111 | See my comments above. Again, it is important to have family support and it is not always the teacher's fault for failing schools. However, it is imperative that principals effectively monitor their teachers so that all teachers are accountable for the time they are with students making sure all needs are met for each and every student in their classroom. I know of many teachers that work hard for their students. I also know of some teachers who don't put in the time to create a very good learning environment for their students. | Dec 1, 2011 4:37 PM |
| 112 | To hold an Oregon teaching liscence, one has demonstrated that one is a capable teacher. I know teachers in "failing" schools that give their all, get discouraged, leave, and do fine in "better" schools. It is not the teachers. It is institutionaled racism and classism that says, "these kids are doing the best they can" and then passes them on and on through school until they get to high school and are too far below grade level to be successful. Early intervention and the belief that all kids can learn is essential, especially in grade school. | Dec 1, 2011 4:35 PM |

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113	The current research should be heeded by administration.	Dec 1, 2011 4:35 PM
114	It is important to provide interventions for students that have that need but also ensuring adequate training as well as continuous opportunities to fine tune the practice of the teachers and support staff within the building.	Dec 1, 2011 4:34 PM
115	There tends to be far less respect for students and teachers in failing schools. Students in failing schools walk in line down the hall (at the middle and high school level), they have assigned lunch seating, and they have many fewer curriculum choices. Teachers get punished for test scores (likely because principals are being punished for test scores). Consequently, the focus is not on education, but on test scores. Students know it and do not work hard. In failing schools where principals ask teachers what needs to change (and actually listen to the teachers- we are professionals, after all), teachers come up with great ideas and implement them to great effect. When teachers feel valued, students feel respected, and we can create a school culture in which learning matters, not just test scores. Please investigate the Accelerated Schools Plus program, as it is a way to empower staff and students. I have seen it work in California, so it can certainly work in Oregon.	Dec 1, 2011 4:28 PM
116	Teachers need two resources for improvement: 1) Time to plan and think about their lessons 2) Support and collaboration with their colleagues in the classroom	Dec 1, 2011 4:27 PM
117	Providing more direct student support through smaller classrooms, not multiple pullouts. Students need to have more individual instruction with their homeroom teacher, not traveling from room to room for 30 min. snippets. Class sizes need to be at an appropriate level to allow teachers to teacher more directly to individual needs, not trying to meet the diverse and wide-span of needs of 25-35 students in one room.	Dec 1, 2011 4:25 PM
118	There should be more focus on requiring parents to be more involved in their child's education.	Dec 1, 2011 4:24 PM
119	SCHOOLS DON'T PROGRESS--STUDENTS DO! We are disabling our youth by making educators responsible for their success. Give that power and responsibility back to the student with proficiency based assessments.	Dec 1, 2011 4:24 PM
120	Currently, our district funds and supports the low performing schools much higher than others. This is good in many ways but it comes at the expense of schools that don't meet Title One levels. Decisions should also be made by the teachers, especially at state/federal level. Politicians don't have a strong grasp of academic needs. The fall-out from their mandates can be very problematic.	Dec 1, 2011 4:19 PM
121	I'd love for parent involvement to be required, but I don't think that's possible. In my district, we have tons of professional development and other opportunities to be exposed to great teaching - the problem lies in having the time to take the time for these, reflection and implementation into practice. We are busy, stretched too thin, working 12 hour days sometimes. I'd like someone to stop giving me more tools/ideas to use, and just give me some time to work with my fellow teachers in developing teaching that fits the needs of our students, not another initiative.	Dec 1, 2011 4:19 PM
122	Again nuances are lost. You might have a top-notch administrative team at a	Dec 1, 2011 4:18 PM

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low performing school or not. Obviously this would call for two different approaches. Most outside 'coaching' is of limited value and high cost. Charter school's effectiveness is simply not supported by data despite their popularity in certain quarters. Smaller schools with more focused curriculum could accomplish more than any charter.

123	Increase the money spent on these "not improving" schools rather than blame the teachers.	Dec 1, 2011 4:17 PM
124	Every school and situation is different. Schools should have a say in the plan so that it is tailored to their individual needs.	Dec 1, 2011 4:15 PM
125	Again, the schools are being labeled as "failing" without considering other influences in the students' lives. You could replace the entire staff at a school and still have similar results. The issues are often more about POVERTY, than poor schools. Fix the poverty issues first.	Dec 1, 2011 4:14 PM
126	Most schools aren't failing because of bad teachers. Teachers who work at successful schools are working with willing students who are being supported at home. Connecting with the community is key in improving failing schools. The free lunches should be healthier and there should be more emphasis on physical health which will automatically improve academics. Head start is crucial in areas with failing schools. Many of the struggling students are missing out on opportunities to learn from a young age so the sooner they get help the better. Having books and parental classes for young parents is also crucial because many parents who struggle economically were also disadvantaged and could use some help as well. It's about community without which no true change can be accomplished.	Dec 1, 2011 4:09 PM
127	We need to listen to the professionals who work with students in the classrooms every day. We are burnt out. We are being asked to do less with more. Every year we lose money, resources, and FTE. Every year we are asked to give up more teaching time to standardized testing. We cannot prepare students if we don't have time to teach them or if our class are too big.	Dec 1, 2011 4:05 PM
128	Leadership is key to helping students and teacher succeed. Leaders that are democratic to an extent, make decisions when they need to be made and follow through with what teachers and students need to be done for the best academic atmosphere. Also strong admin and peer interventions with teachers that are not meeting expectations is needed. All schools have teachers that could use improvement giving teachers and admin time to collaborate is very important to improving schools.	Dec 1, 2011 4:04 PM
129	Replacing Leadership in some cases maybe the most effective course of action, but not necessarily. I'm not sure how you require parent involvement, However it is a key to student success.	Dec 1, 2011 4:02 PM
130	Less Time state testing = more time teaching! Less money for state testing = more money for student intervention programs.	Dec 1, 2011 3:59 PM
131	Students who transfer to other schools do not necessarily demonstrate an improvement in academics or behavior. Students should attend their neighborhood schools to build community and to be part of it.	Dec 1, 2011 3:59 PM

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132	We need to remove restrictions on attracting high quality teachers with working (or research) experience. Currently there is very little incentive for these people to want to stay in our schools even if they are very motivated to "give back" by becoming educators. They are taking huge pay cuts (most of the time because their previous work experience/education is not counted towards their pay like it is in every other field) and then the working conditions are poor (filled with teachers that should have been fired long ago, overfull classrooms and outdated teaching materials). It is a frustrating experience for somebody who just wants to come in and teach something they know well and love. Honestly reducing the influence of the union would have a positive impact on schools for young teachers, by letting folks get rid of the horrible teachers.	Dec 1, 2011 3:55 PM
133	Fund the schools appropriately if you are going to expect us to do our jobs well. For those in Salem who think class size doesn't matter have NEVER been in a classroom and have NEVER taught. It is ludicrous for politicians to be making these kinds of decisions that negatively affect our ability to do our jobs properly and then call us out for not succeeding.	Dec 1, 2011 2:41 PM
134	To increase success for schools that are struggling, first it is important to look at the demographics and also the average attendance rate of students. The key factor to student success is support for the children. Regarding they need to have food, a place to do their daily work, and a way to get parents involved with the students success.	Dec 1, 2011 2:35 PM
135	I think it's important to understand that some teachers like to be at the school they teach, not just the district in which they teach, but specifically that school. So when there are questions about what administrators might do to make other schools better, it should be by teacher request to transfer to an ailing school, not by being forced to transfer.	Dec 1, 2011 2:14 PM
136	There is very little data to support a connection between statewide assessments and actual student performance. These tests measure the wrong things, as well as put too much pressure on a single assessment tool.	Dec 1, 2011 1:44 PM
137	I can't do this section because, as I stated above, we teach ALL students. BUT, not all students are equal and should not be graded as such. Yes, I believe that all students can learn to read but not at the same level/speed/comprehension. The bar keeps being raised for ALL. Not ALL are going to be able to meet it. Don't have exceptions; have differing levels. Those of us in "special ed" are being accused of lowering the school's overall score (which we are) because our students can't meet the rest of the school's level.	Dec 1, 2011 1:33 PM
138	The Professional Development and instructional coaching needs to include behavioral management of students, with an emphasis on "Love and Logic" techniques, since these are proven effective for students and teachers, and involves parents, helping them to be involved. At the same time, love and logic techniques promote student THINKING / COGNITIVE skills, and allows the natural consequences for poor choices to occur, thereby impacting the learning experience more profoundly. Bailing our kids out doesn't help them in the end. It makes them less able to handle life's difficulties, less able to problem-solve. People who have learned how to problem-solve feel more confident, have higher self-esteem. Those who feel a sense of entitlement are unhappy, and usually are not good citizens.	Dec 1, 2011 1:12 PM

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139	replacing the leadership team would make sense if they were not strong and working to make progress, but not just b/c the school is struggling. Certainly, strong leadership is important for effective schools. Additional tools for these schools to have the most effective teachers is vital!	Dec 1, 2011 1:09 PM
140	In order to provide additional tutoring or to learn English. Parents of those kids participating could be required to put in a certain number of volunteer hours. So many parents who use the ESL program or other programs do nothing but use the system. Think about how many more volunteers there would be and how much more successful kids would be if there parents were involved.	Dec 1, 2011 12:57 PM
141	I believe that districts to some level have been irresponsible with tax money. However, that said, I also realize that districts have to have tax funds to operate. This distrust has created districts that are unable to pass a bond for the betterment of the students. There has to be a method for schools to improve student outcomes and still show finical responsibility. Current research proves that students who are "active"* also perform better in school. This same research shows that schools who have increased PE time and adopted programs similar to PE4Life have greatly increased students outcomes in the classroom. The overlaying trend for districts is that PE is one of the first programs to either be cut or downsized in order to save funds. This paired with the growing issues around Childhood Obesity leave us with a hurdle that the next generation will be unable to get over. * activity is referenced to an increased heart rate over time, not a set number of repetitions.	Dec 1, 2011 12:51 PM
142	i would like more opportunity to be involved in the classroom.	Dec 1, 2011 12:39 PM
143	I believe what is missing at lower achieving schools is parental involvement....not only in the classroom itself, but at home and stressing the importance of education - getting to school on time daily, having the parents become accountable for their actions and helping their child be successful (sleep, nutrition too)	Dec 1, 2011 12:34 PM
144	Principals need more TIME to get into the classrooms to effectively evaluate teachers. There is all this talk about accountability when a system is already in place--it is just difficult for principals to evaluate properly with all of their other demands. It would be much easier to free up their time to enact the system already in place than to put in all sorts of requirements/laws/etc. to do the same thing. As a wise teacher once told me, "You don't have to bring in an elephant to teach the color grey." We aren't going to improve schools by creating an even more complicated system.	Dec 1, 2011 12:18 PM
145	STOP KNOCKING TEACHERS!!! They have to do the crap that comes filtering down from above. LET TEACHERS TEACH!!!!	Dec 1, 2011 12:07 PM
146	Education is a local event that should be personal to each child. Education happens at home and in the classroom. Encouraging and enabling parental involvement in the process brings a higher level of accountability that currently is lacking because teachers and districts are often blamed for outcome.	Dec 1, 2011 11:39 AM
147	Make all teacher performance evaluations public information. Post it to the teacher review board website so parents can look at the results for their teacher anonymously. Allow parents to move their students to another school.	Dec 1, 2011 11:21 AM

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148	<p>It is important to measure improvement and not just AYP. Also, overcrowded classrooms and staff cuts are an important factor. As someone who student taught in a kindergarten with 30 students in the 2nd lowest socio-economic elementary school in the district in our college town(back in 1969), I know there are certain things that just can't be done with 30 primary students in one classroom. Anyone who says otherwise should not be believed unless they can document having spent at least half a day in a primary classroom of over 30 students. I once saw a poster in a 1st grade classroom which said teaching 1st grade was like keeping 30 corks underwater simultaneously (best mental image I can think of for the situation). My supervising teacher in the kindergarten said "Regardless of how long you think a lesson will take, make lesson plans for a different activity every 10 minutes". It is time for an open public discussion of the role of school libraries. Do children read better in elementary school if they have the ability to check books out of the library every week? What is the role of a middle school or high school library? With all the current technology, is it still important for students to know how to use a table of contents, index, glossary in a printed book? Why or why not? Start talking about why turnaround schools are successful. Salem Statesman Journal spent a year profiling McKay HS in a series titled The Real McKay. Many good things happened incl. improved graduation rates, college acceptance, getting the school off the national dangerous schools list. Much of that success was due to a dynamite principal. Budget cuts sometimes mean a high school has periods of 50 minute periods with every class every day. How does that system rather than the "block" system (more like 90 periods, with classes every other day on an A Day, B Day system) affect student learning?</p>	Dec 1, 2011 11:14 AM
149	<p>There needs to be more accountability for administrators and teachers that fail to make progress in their field, but they also need to be given the tools/resources needed to improve if improvement is needed.</p>	Dec 1, 2011 10:57 AM
150	<p>Our system is failing because we are asked every year to do more with less. If I had the budget to support education as my peers do in other countries (Finland, S. Korea, etc.) I guarantee we would be more successful. Technology support and parent training support would be critical examples of this as well as books for every student in every core area; the ability for more structured collaborative time for teachers; appropriate and fully supported efforts in STEM education and enough office support for me to actually be able to lead through instruction. Trying to do this on a shoestring budget is a joke.</p>	Dec 1, 2011 10:48 AM
151	<p>Parental involvement in their child's educational career is MOST important. Student success = involved parents.</p>	Dec 1, 2011 10:46 AM
152	<p>Replacing the administration and Leadership Team -- really? Why start there? First we must assure that research proven systems, strategies and materials are in place to increase student success. Parents can only be encouraged and invited through meaningful participation opportunities so that the word is spread among the parents that the school is a welcoming, nurturing and (if you will) a hopping place to spend time with each other and/or their children. Parent participation can NOT be required. Districts should be allowed to develop their own plans based on proven successes. Allowing transfers... negative. Make changes in instructional systems.</p>	Dec 1, 2011 10:41 AM
153	<p>Charter schools are an anathema to Public education as is the growing</p>	Dec 1, 2011 10:38 AM

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	privatization movement.	
154	See above - make teaching a viable profession for our most capably people.	Dec 1, 2011 10:32 AM
155	Class sizes need to be smaller. With smaller class sizes, teachers are able to spend more individual time with students. This can directly affect how a student does in class. The more positive interactions (usually individual or in a small group) that a student has, the better they will do in class. More testing isn't the answer.	Dec 1, 2011 10:24 AM
156	Native American Indian Tribes need to have 100% input for culture In service for all 9 Oregon Tribes and it should be mandated	Dec 1, 2011 10:07 AM
157	I continue to be amazed by the belief that more "so called" training of teachers is needed, when it isn't the teachers, but the lack of student attendance and focus in class that are the overriding problems. If our schools could install cell phone blockers to curb the use of such devices in class, that would provide a big step in getting kids back into learning. Teachers can't compete with Facebook, Angry Birds and texting, and certainly have no effective way to control it as it stands.	Dec 1, 2011 9:55 AM
158	Effective PD must be ongoing (not once-off intensives) and ideally based on teachers learning from each other and working together. What about class size, ensuring that teachers can actually meet the needs of their students? What about aide time? What about asking school site councils what they need to support the learning of all kids? What does it mean to "provide administrators with tools to ensure they have the most effective teachers?"	Dec 1, 2011 9:55 AM
159	All the School Interventions in the world won't do a damn bit of good if the child is not getting what he or she needs (e.g., food, clothing, shelter, stable home life) outside school hours.	Dec 1, 2011 9:52 AM
160	We forget that Music USES MORE OF THE BRAIN THAN ANY OTHER SUBJECT or activity in or out of school, but this is what gets cut, and when schools get more money, they implement more Math & English teachers than reinstating The Arts & P.E. Instead we focus on the left side of the brain only (the sit down classrooms), forgetting that Music (the Arts) crosses EVERY section of the brain. Look at how they are training Senator Gifford to speak. Her language part of the brain (left side) was shot and unusable and they are teaching her to talk through singing, transferring her language to the right side of the brain. If this doesn't convince you the importance of music, than we have a bigger problem with our school system that is almost unfixable. Are kids need a minimum of 90 minutes a week in grade school for "Music" class and a minimum of 3 hours a week for band &/or choir in middle school. High school needs the Arts set up where it is not opposite of other required classes. Music & the Arts is not an elective, it is a CORE CLASS!	Dec 1, 2011 9:43 AM
161	Students have differencet learning curves. Teachers need currclum and individual training to help develop technics for these students.	Dec 1, 2011 9:37 AM
162	I wrote that requiring more parent involvement was not important. Thats not quite true, obviously it is very important, BUT I don't think you can require it. Parents are an uncontrollable variable.	Dec 1, 2011 9:35 AM

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163	Because I work in a Title 1 school, there are a lot of things about this section of the survey that bother me. I know we are the most diverse staff with a ton of professional development! There are factors that effect student performance. It always gets put on teacher shoulders, but we can't make students attend. Attendance is a MAJOR factor for student performance. ELs are another factor. There are not enough supports put in the educational system for these populations, especially when state assessments do not take any of this into account. Teachers have professional development on a regular basis, but unless you allow time for us to use the skills and have proper time to help students develop, you will see little gains. There is more and more pressure put on teachers that we will eventually break!	Dec 1, 2011 9:19 AM
164	Administration needs to be able to fire bad teachers.	Dec 1, 2011 9:16 AM
165	The quality of teachers is the most significant factor, but even the best teacher cannot communicate information to students who are not present. To improve performance with students who are attending regularly, professional development can be a tool, but I believe that the creation of more alternative ed programs and more technical or career based programs would better serve the needs of low-achieving students. I cannot overemphasize how important those programs are for students who cannot or will not work in a traditional classroom setting.	Dec 1, 2011 9:11 AM
166	Reduce the impacts of poverty on children and families.	Dec 1, 2011 9:05 AM
167	What does "providing administrators with additional tools" mean?	Dec 1, 2011 8:59 AM
168	Stop top-down management of schools by the states by legislators who are not educators.	Dec 1, 2011 8:52 AM
169	Districts will be more successful if they have increased autonomy while maintaining accountability.	Dec 1, 2011 8:47 AM
170	I think we put too much emphasis on TESTING scores. What happened to just getting our students to learn and succeed? I, myself can study forever and then freeze up during testing, because of the pressures of my peers finishing before me, thinking I need to do good because I did study so much, etc. I think for the ELD and special needs learners, it's especially frustrating, because they are dealing with a language barrier or learning issues, plus all the pressures with taking the test in front of their peers with special help.	Dec 1, 2011 8:42 AM
171	Honor parents, when you ask them to be involved you must make their voice count in the system, which it doesn't now. We ask them to do things, but we don't want to hear their opinions. In fact we go to extremes to discount them.	Dec 1, 2011 8:40 AM
172	High quality and challenging ongoing professional development in multicultural education and in dealing with class prejudice within schools is essential. Same with authentically involving parents who are traditionally not involved. After-school programs of all types are essential for many reasons.	Dec 1, 2011 8:36 AM
173	Some kids just don't fit the public school profile like a parent may want them to fit. As a parent of a kid who didn't fit the mold, I don't know that any of the above would have kept my child in high school. Continuing education for teachers is	Dec 1, 2011 8:35 AM

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important. Challenging the smart kids is important. How do you reach the one? I wish our school had a few more options for technical learning--not technology, technical-as in trade school kinds of classes. I wish more of the classes were teaching a job skill in a real world sense of teaching, for those kids who want to go to a trade school.

174 I am not sure anyone can require parents to be more involved, particularly during these economic times. Parents should always be encourage to be more involved and schools have a responsibility to offer a wide variety of opportunities, but it cannot be a requirement. At the end of the day, the education of students while at school is the school responsibility and it is the only thing we, as educators, can actually control. Dec 1, 2011 8:28 AM

175 I recognize that we are in a revolutionary time in education--I am not sure what schools will look like in 20 years. What concerns me is the assumption that schools are failing because teachers and administrators are not doing an adequate job. We are driven by the overarching idea that we can find just the right initiative program or accountability model, we can turn things around. There is so much more at play in education. My school has gone from 92 FTE to 55 since I started working, We have maintained the same student enrollment. It is no wonder that we got our first 'needs improvement' mark last year. I am a teacher, I am confident in my skills and am always open to professional development to enhance my skills. However, I work hard. I work long hours, and I still accomplish a fraction of what I know is possible. My peers do the same, and I am surrounded by masterful teachers. I would love to see a system in Oregon that allows the fantastic professionals we have thrive. Dec 1, 2011 8:21 AM

176 Educators and the kids they work with need more tools, not less! When schools are failing, it makes NO sense to take away fundings, or completely restructure. We need to be looking at WHY a school is failing as an individual school and go from there. Our kids and schools are NOT a one size fits all or even most. Government needs to understand that. Dec 1, 2011 8:19 AM

177 How is it that you plan to "require" parent involvement? Dec 1, 2011 8:05 AM

178 The answer will vary from school to school based on a diagnostic assessment of what the root cause of the problem is. However, the answer to "this isn't working," is never "so let's do more of it." Longer school days or years will do nothing if other items on the list don't improve the quality of the experience when they are there, and if the experience improves the longer day or year won't matter--so why spend the money there? Dec 1, 2011 7:42 AM

179 Equity is another big issue. Richer populated schools seem to get more in every way. Dec 1, 2011 7:33 AM

180 Charter schools are a ruse. They fail to address the notion that "All means all!" As well, SUN has been a way to bypass funding decisions that would serve our children best. Charter schools and SUN reveal isolated success. Dec 1, 2011 7:20 AM

181 Professional development that is actually implemented....not just paperwork & time, but accountability to put in place best practices with monitoring! Dec 1, 2011 5:38 AM

182 Cutting right down to the quick, straight to the truth in the room, parental classes Nov 30, 2011 11:03 PM

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can not be optional. Americans are overly prideful by default. If presented as choice hardly anybody would choose to attend because the average person's fundamental belief is that parenting skills and organization is part of one's DNA and divine right to reproduce. This comes from a place of compassion and that is we are a community that should support each other, not live in pockets of isolation. Pioneering child rearing over and over has proven itself not to work. May be time to give into the African proverb 'it takes a village to raise a child'. The concept of Administration needs to be rethought out. I'm interested in what 'a leadership team' would look like at a school or district level but fear, again, it may just be a title change on a business card, the same mouthful of mouthwash swishing to the other side. But if there was more room for an equal meeting of the minds and decision making between teachers and admin, this could be an exciting possibility.

183	Because of the change in demographics in this area, schools should be getting support to intensify their efforts of identifying, recruiting and maintaining highly trained people of color and encourage them into the ranks of teachers) Also, districts should be given funding to provide for on-going cultural competence training the way teachers are trained to with getting technology skills. These important people skills are critical for educators more so now in dealing with the demographic shifts that are occurring now in advent of the future. But somehow these don't seem to passed on to the students.	Nov 30, 2011 11:02 PM
184	Funding Education has much greater long term payoffs than probably any other use of funds!	Nov 30, 2011 10:55 PM
185	Cutting right down to the quick, straight to the truth in the room, parental classes can not be optional. Americans are overly prideful by default. If presented as choice hardly anybody would choose to attend because the average person's fundamental belief is that parenting skills and organization is part of one's DNA and divine right to reproduce. This comes from a place of compassion and that is we are a community that should support each other, not live in pockets of isolation. Pioneering child rearing over and over has proven itself not to work. May be time to give into the African proverb 'it takes a village to raise a child'. The concept of Administration needs to be rethought out. I'm interested in what 'a leadership team' would look like at a school or district level but fear, again, it may just be a title change on a business card, the same mouthful of mouthwash swishing to the other side. But if there was more room for an equal meeting of the minds and decision making between teachers and admin, this could be an exciting possibility.	Nov 30, 2011 10:50 PM
186	Current Teachers are dedicated....students want to learn.....but over-crowding causes stress and inadequate environments for which to learn....	Nov 30, 2011 10:37 PM
187	This question is cannot be answered without an assumption of what achievement is. The answers would vary depending on the definition of achievement. Some would argue the purpose of education is to learn, to know, or to create meaning, none of which necessarily involve achievement. As question such as this narrows the concept of education such that no consensus is possible. It prompts the question of intention of the author(s).	Nov 30, 2011 10:10 PM
188	Move students with behavior issues into modified behavior classrooms so that the learning of the other students is not compromised by the teacher having to	Nov 30, 2011 9:57 PM

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deal with one or two children with extreme emotional and behavioral challenged kids.

189	Instructional coaches should NOT come at the expense of classroom teachers and specialists. We have more coaches than ever before, but the cost is a loss of classroom teachers, a reading specialist and aides in the classroom. We need more bodies in the classrooms working with students, not less. We don't have enough staff to provide the needed interventions. Coaches' time and extra administration observations and evaluations should be targeted where needed, just like academic interventions for students.	Nov 30, 2011 9:48 PM
190	It's important for the staff of struggling schools to understand the student population. By understanding them they may understand what is causing the kids to struggle. If that means staff development I think it is very important. I don't know if it needs to be intensive. I don't think you can MAKE parents be more involved.	Nov 30, 2011 9:36 PM
191	"Replacing the principa..." and "Allowing districts to develop their own improvement plans" is a slippery slope. It assumes that the principal has enough resources to draw upon and is still not doing a good job. If the principle's hands are tide than it may not be their fault. And allowing te district to develop its own improvements takes for granted that the people who would develop new plans are NOT the problem, themselves.	Nov 30, 2011 9:19 PM
192	Too many teachers reach a burn out stage within a period of time. Teachers should have variety in their professional careers outside of classrooms. Sabbaticals should be required every 6-7 years.	Nov 30, 2011 8:52 PM
193	Constant mind numbing change is one of the biggest wastes in education; following the yellow brick road leads right to the emerald poor performance house with no wizard. Parents are the biggest influence in a childs education and everyone knows this but refuses to admit to it because of this misguided notion of personal independent freedom; the freedom to remain ignorant and subservient to those who have parents who know better. Parents are either: overworked with multiple jobs and are too tired or busy, don't know any better, come from a culture that subscribes to "its the teachers job not mine", is poor, or just plain lazy and doesn't care. Either way we need mechanisms of a caring community in place to fix these maladies.	Nov 30, 2011 8:49 PM
194	Schools can fail to make progress for so many different reasons. There needs to be some very good analysis before solutions are applied. Lots of money and time can be wasted if solutions are too narrow and don't address the real issues.	Nov 30, 2011 8:14 PM
195	The majority of all successful schools contain supportive parents. Parent involvement should be the highest priority in all districts. If the parents don't speak the language, offer free English classes to them. Parent awareness of what their children need to succeed in school is crucial.	Nov 30, 2011 7:42 PM
196	Charter schools are not the way. Changing schools will not be the way. More staff developement will be a major step in the right direction to give our teachers the tools they need to teach correctly. Making the school year longer will not help educate students if the learning program is not upgraded. We have found that mentoring programs help a lot with getting students pointed in the right direction.	Nov 30, 2011 7:36 PM

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More counseling helps also in these situations.

197	Standardized tests are like assessing a monkey, an elephant, a fish and a giraffe by requiring they have to climb a tree to pass!! Parents need to be held accountable - are their children getting enough sleep, getting good nutrition, not over scheduled after school, make learning a priority...?!	Nov 30, 2011 6:37 PM
198	As charter schools are just another form of public education, they need to share in the buget reductions facing other public schools in the current economic crisis.	Nov 30, 2011 6:00 PM
199	Encouraging and incentivizing parent engagement, especially in areas of poverty or with high minority population.	Nov 30, 2011 5:44 PM
200	It depends on why a school is 'failing to make progress'. Maybe the demographic is changing, for instance. Maybe a middle school is failing because the feed-in elementary schools are focussing on teaching to the test instead of educating the students. The elementary may look good but the students are unprepared for higher order thinking.	Nov 30, 2011 4:28 PM
201	Exactly how can you require parents to be more involved? Yes, it's important, but....	Nov 30, 2011 4:27 PM
202	I currently serve 19 schools and they vary widely with regard to the types of students they serve. Most of the 'under-performing' schools have excellent teachers (though, it's true, some could be better) and administration; but they are constantly competing with the obstacles that their students face--especially in this tough economy. One school that I serve has an average 60% student turn-over within the year. That's very difficult for everyone (especially the student); and for special education teachers in a school with that type of turn-over, it as much as doubles the paperwork that they must do throughout the year.	Nov 30, 2011 4:24 PM
203	Many students are falling behind in kinder and 1st grade with reading, writing and math and the consequences continue through the rest of their school years. More focus on the early grades will help with the older grades.	Nov 30, 2011 4:22 PM
204	Professional Development and coaching are great interventions, but it is important to recognize that within "failing" schools there are professional and highly successful teachers who could also be used as a resource. If the school's staff is to buy in with professional development, it should be part of the decision making process about what kind it receives.	Nov 30, 2011 4:13 PM
205	One of the problems with the current program is that struggling schools are made to feel like there is a "quick fix" for their problems. A well-performing school is one that adopts and sticks with programs that serve student needs and trusts their staff to teach: they pick and choose from a variety of methods and ideas that have been found to be successful with like populations. Teachers have strengths that they can bring to the classroom and their individuality needs to be respected and honored.	Nov 30, 2011 4:13 PM
206	Classroom teachers and building pricipals have the best knowledge of the needs for their students. They understand what best practices fit their population.	Nov 30, 2011 4:05 PM
207	It is not the schools that are failing students, it's the parents and families with all	Nov 30, 2011 3:57 PM

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their many issues, some so severe, that are failing students. Teachers are working past the point of exhaustion under such horrible conditions doing more and more and more and it's never enough for students who spend the other 133 hours a week not having their basic needs met and living in adverse conditions. Until we realize that, nothing will change. Changes need to be made at home. Period. What can we do to fix that?

208	We are a middle school of 750 students in a high poverty and unemployment community. We have one counselor dealing with all of these students. She can't begin to even deal with the kids who are in crisis (like sexually abused, substance abuse, psychological problems).	Nov 30, 2011 3:50 PM
209	You can use state tests, but focus on individual achievement per year. True progress is best measured by everyone will make x points per school year, not everyone will get x passing score. Second, stop changing the tests and the Meets scores every year. Standardize the test then leave it alone. You aren't measuring anything when you change the test and the required scores every year or two year.	Nov 30, 2011 3:43 PM
210	Teachers need time to learn the new assessments for students, based on the Common Core Standards. They need to be instructed into the new language and assessments and they need time to revise curriculum and they need time to practice the changes. Smaller classes are proven to produce better educated students.	Nov 30, 2011 3:34 PM
211	Availability of more challenging material is of first importance. This would reduce the likelihood of families moving away from a "failing" school.	Nov 30, 2011 3:31 PM
212	Too much emphasis is placed on 'punishing' poor performing schools. Funding needs to increase to these schools to benefit the employees (reduce class sizes, attract better teachers, fund after school/alternative programs for students, pay teachers for professional development, add elective classes, etc) WITHOUT reducing the funding for top performing schools	Nov 30, 2011 3:31 PM
213	All students deserve the best education possible; however, am not convinced that inferior leadership, or teaching ability are the cause of schools that "fail to make progress." Schools are asked to educate a much broader range of students than in the past. For example, we are serving more ELL students each year. Also, we are serving students burdened with less supportive home environments, and teaching students who have poor nutrition. In addition, more and more meetings mandated by the state or administration take time from the children. An old Chinese expression perfectly sums this up: Talk doesn't cook the rice. Excellence in education is what all schools should aspire to; however, a reasonable perspective by those who would lead is imperative. One further thought, a reasonable amount of staff development is helpful. Too many meetings steal precious time better spent on planning and providing feedback to students.	Nov 30, 2011 3:30 PM
214	The REASON why schools fail to meet needs to be determined and the "consequence" needs to be a result of the investigation. If class sizes are large, if the students are from low income areas without much parental involvement in the school, if there are large ESL populations, (and on and on!) then the school needs MORE resources- not punishment. Where's the choice to INCREASE	Nov 30, 2011 3:12 PM

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FUNDING to the school so it has more resources to lower class sizes and provide more one-on-one education for the students? Failing to meet means the school needs more help, not a punitive consequence.

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| 215 | Make the learning transparent in the state - provide online information accessible to anyone as does Florida and California to let everyone know what classes are offered, how many teachers are instructing that are appropriately licensed...from state, to county, to district, to school. Florida has the most deep data system, California's is very transparent - both are updated yearly and available to the public. The \$3,000,000 Oregon got from the Feds to update their data system, nothing shows for that influx of funding. How can Oregon schools be allowed to not report what courses are taught, how many students take those courses, how many appropriately licensed teachers are providing that instruction....to let schools "off the hook" to not report that K-12, is not fairly reporting to the citizens what is going on in education in Oregon. An other note: being involved in the arts for another state for years and raised in Oregon when the arts were strong, it is sad to move back and find so little there for today's students. To hear that "oh, yes, we have art" and then to find out it is once or twice a week for only 6-8 weeks is not arts education. Having trained teachers, seeking to have trained teachers to instruct in the four arts was in Oregon's heyday and proved to have its benefits - schools that ARE doing well have solid comprehensive programs that do include the arts. Theatre is known to improve reading and writing, research is there. Visual arts is known to improve reading, math, writing, research is there. Music is known to improve math, research is there. Dance is known to improve math, writing, research is there. Look at Champions of Change and Critical Links; ask the Presidents/Exec. Directors of NAFME, NAEA, NDEO and EdTA or AATE for the research they have ready at hand. | Nov 30, 2011 2:51 PM |
| 216 | Allowing districts and schools some flexibility in coming up with solutions for their situation or populations is really important for success. If the top down rules are too rigid they won't work for all situations. | Nov 30, 2011 2:35 PM |
| 217 | "Providing administrators with additional tools" is too vague. More parent involvement would be great, but how can we require it? I work with students who have disabilities, and often their parents have their own struggles and are doing all they are capable of doing. I would support replacing the principal and leadership team only if there was proven negligence or ineffective leadership. | Nov 30, 2011 2:26 PM |
| 218 | In regards to hiring coaches to support better teaching practices, I believe we should train the educators that are already in the district. It will empower them as well as making it easier/more accepting to receive guidance from a peer. Also, their availability to assist in the practice taught is right next door, so to speak. We don't need someone to come to our district and then leave. This does not allow any assurance of practice on the part of the trained educator. We also need some accountability in regards to the practice of the trained educator. Again...don't just train...then leave. In regards to the Improvement Plans...they should be reviewed by other districts...again...accountability. It is one thing to write the plan...another to implement it. Who keeps tabs on that!! | Nov 30, 2011 1:52 PM |
| 219 | I have concerns about the amount of time that is being spent testing children. It seems excessive at times and It takes away from classroom learning time and puts a quantitative focus on learning instead of qualitative. | Nov 30, 2011 1:46 PM |

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220	We need to provide support for improved teaching and leadership, not punishment and "failing" labels or automatic transfers.	Nov 30, 2011 1:24 PM
221	Schools that are failing need help to improve, increased support for staff, students, and parents. Having students transfer to other schools creates more failure. Underenrollment leads to less robust programming and may create situations where students who are financially unable to transfer based on family needs and travel distances, are stuck in the poorly performing schools. The higher performing schools become overcrowded. I think we can all agree that 35 kids in an elementary school class and 40 in HS is not great for anyone's learning and hinders effective teachers. Also, more parental involvement would be wonderful. However, these schools tend to be in lower income areas where parents may be working long hours to make ends meet. They need support, not more requirements on them. Let's support the underperforming schools.	Nov 30, 2011 12:54 PM
222	Good parents know that consequences that mean something need to be in place for kids. What is the consequence for failure in middle school? Nothing. they get passed right along to the next grade. Intrinsic motivation is not enough for our students. End social promotion.	Nov 30, 2011 12:49 PM
223	Required research based interventions within the school day or during summer rather than after school	Nov 30, 2011 12:46 PM
224	I'm suspicious of the "additional tools" provided to administrators to ensure schools have effective teachers. Sounds very much like code for the ability to fire/punish teachers that are perceived to be less effective.	Nov 30, 2011 12:38 PM
225	We want our teachers to be paid very high salaries, not administration. But we want unions to not protect our worst teachers, we need the flexibility to keep our best, replace the worse, and reward hard work.	Nov 30, 2011 12:01 PM
226	The more that staff are empowered to participate in problem solving, the more invested they will be in the outcome, and are apt to be creative, collaborative and more successful than when encountering a top-down reform system.	Nov 30, 2011 11:58 AM
227	Instructional coaches were a complete waste of money in our district. Coaches were chosen not based on results, and many of them had nothing to show for years in their position. We had both a math & reading coach at our school that made their classroom look like an extra room in their home complete with tabloid magazine & a foot massager. Teachers in our building would constantly remark on what a waste the positions were. One of our reading coaches promoted her position to another by saying that it would allow her the time to get her master's done during the school day.	Nov 30, 2011 11:55 AM
228	Again, a formative assessment system for teachers that provides data to the teacher whether an individual student is "on track" for meeting end of year expectations is a must!	Nov 30, 2011 11:50 AM
229	The number one thing to help is getting parents involved, but unfortunately, that is a very difficult task. As I have noticed at my daughter's school, the same 5% of the parents are doing 95% of the work.	Nov 30, 2011 11:41 AM
230	Rather than requiring parents to be involved, schools should be required and	Nov 30, 2011 11:33 AM

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supported to reach out and engage families.

231	Education needs to quit looking to the newest best thing - it feels like the fashion industry - is red the in color this year. Smaller classes, separate humanities back to language arts and social studies, make art, music, foreign language and physical education essential core curriculums. Applied arts are just what the name implies ---application of all the other curricular areas. Home economics and shop classes of all types applied math, writing, reading, logical higher order thinking in a way that no core class can provide. Try reading a recipe, figuring out a sewing pattern or mechanical drawing. We have lost our way in education.	Nov 30, 2011 11:26 AM
232	Question: just how do you propose to "require parents to be more involved? It's great when they are...but "require?" What sanctions do you propose if they aren't?	Nov 30, 2011 11:18 AM
233	Smaller class size. Smaller student to teacher ratio. Educated and trained aides in the class vs. parent volunteers	Nov 30, 2011 11:13 AM
234	Some effective administrators could benefit from more resources and education. Less effective administrators might need to be removed.	Nov 30, 2011 11:04 AM
235	Until we acknowledge the value education brings to all we will continue to lag behind. We need to fund education. At least compensate educators at a rate babysitters ore paid. \$3.00/hr./student.	Nov 30, 2011 11:03 AM
236	You cannot "require" greater parent involvement--many parents of low-performing students are already working overtime and do not have the time or even capacity to help students with schoolwork, attend school functions and so on. Until basic structural issues are addressed, such as large class sizes, Instructional Coaches are a waste of money. I think most teachers know how to teach well and do not have an environment that supports them in doing their best--esp students in low performing schools---the student-teacher ratio should be about 12-15:1 WITH an Instructional Assistant.	Nov 30, 2011 10:04 AM
237	Once again can't say how much I think standardized testing hurts the schools and students and hinders the teachers from really teaching and focusing on what's really important.	Nov 30, 2011 9:52 AM
238	We've twice had principals blame SPED families for their schools' failing AYP in newsletters & at PTA meetings. Instead of trying to increase student achievement, they just pushed those SPED classrooms out of their buildings.	Nov 30, 2011 9:45 AM
239	Being an effective teacher and an effective coach of other teachers needs to be mandatory for anyone promoted to principal. Parental involvement is huge - I wish I knew how to mandate it, or encourage it. I recently read an article about how certain types of parental involvement are particularly effective - particularly, asking the kid about their school day and taking an interest in the subjects they are studying. Sharing information like that with parents is huge.	Nov 30, 2011 9:39 AM
240	Ongoing, meaningful professional development is a crucial factor in improving achievement. The most effective way to do this is through peer coaching. This is the best way to improve instruction thereby improving achievement, regardless of Title I status.	Nov 30, 2011 9:38 AM

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241	Charter schools have just made the gap wider. They get more money (which means other schools get less) for doing the same thing they have always done. We have three charter schools in our area and they are doing the exact same thing they were doing before they were a charter school. Except, they control who they let attend, who they kick out, and receive more money to buy the extra things to help students, while other non-charter schools receive less money. Nobody is checking into how they are making changes and when you call the state department it is hard to get an answer.	Nov 30, 2011 9:37 AM
242	It feels as though the blame is being placed on the teachers for the failing school. I feel that at least in Portland, there have been several issues at play here: transfer policy, socio-economic influences, lack of autonomy of the school and teacher, measurements that truly don't measure real situations, inability for some parents to not be involved. I think the schools are filled with excellent teachers and sometimes they are held to teach a certain way: stifling their ability. Due to the ability levels in classrooms, the teachers are often made to teach to the lowest common denominator. That leaves some higher achieving students skating and letting them off the hook. I think we have to set the bench higher but keep the resources evenly dispersed. Get rid of the fundraising that can channel money solely to one school. Have money go equally to each school. Allowing students to control the classroom because of their inability to sit and listen in a classroom, is not good; the teachers should be able to reach that student too, turn their distracting talents into a leadership role. Challenge that student to bring his or her best skills to the table to develop them. I think that will make a whole lot of difference in the setting of the schools. That takes patience and I think teachers are so geared toward teaching to pass the tests.	Nov 30, 2011 9:29 AM
243	See this effort as teamwork--teacher, administrators, student, parents, and community--rather than blaming one group for failing.	Nov 30, 2011 9:25 AM
244	The number one thing we can do for student achievement is to get the best teachers in the classroom. We will never get the achievement we want until this happens. Intensive professional development is good, but it will only take average teachers so far. Great teachers reach all learners and move them forward.	Nov 30, 2011 9:24 AM
245	School districts are different and need to have the ability to address those differences rather than saying one model fits all. Parents should be the primary educator of their own kids, but many today are not actively involved or support the teachers. We must do more to hold the parents accountable to support strong education and the need for students to work hard to achieve it. All the training and support of the system can not overcome lack of parent support and involvement.	Nov 30, 2011 9:15 AM
246	With social advancement (allowing students to move up grade levels each year) of students who regularly fail classes, it is unfair to hold middle and high school teachers accountable for their performance below grade level.	Nov 30, 2011 9:12 AM
247	Parental involvement and accountability are seldom mentioned in the newspapers and critiques on public education. I think parents have been left off the hook and the finger pointing is at the teachers. I'm happy to teach your child, but I'd like for you, the parent to do your job, and show an interest in your child's education.	Nov 30, 2011 9:08 AM

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248	If our state would also adopt and fund more vocational trades schools in our public schools we may see our drop-out rate change dramatically. Just focussing on state standards and expecting all students to go to college or be ready for a career without proper training is nuts! There are many trades that are in need of education. This would support those students in our schools who could be successful tax contributors through working a trade and being productive citizens. Instead of the system only supporting 'book-learned' based academics of core subjects, supply options that provide for those who will never succeed in this type of system. This will then save many of those students who would be dropping out because we have swung too far to one side of education as only 'academic-based' instead of also a factor of 'trade-based' being included in education. Equity is at work here as well. These trades would allow students who are not likely to graduate under the current system a chance to excel in a different way. They would add to the economy instead of taking from it!	Nov 30, 2011 8:58 AM
249	Professional development is nice but only if it is focused on what teachers can do in a classroom. Training should be collaborative between teachers and administrators. Administrators aren't in the classroom and should not be allowed to exercise undo pressure on teachers to make themselves look better. Administrators should be held just as accountable to student success as teachers.	Nov 30, 2011 8:57 AM
250	Replacing the principal and leadership team will not need to happen if they are provided with the tools to ensure effective teachers. The demographics of schools play a huge role in whether a school fails or succeeds, and I am against removing a leadership team because of a schools grade.	Nov 30, 2011 8:57 AM
251	Requiring parents to be more involved. Absolutely critical in the success of most students, but practical? Parents lie for their students so they can skip school.	Nov 30, 2011 8:57 AM
252	Most of the staff development teachers are required to attend are a waste of time. The main reason is that the content, organization, etc...comes from non-teachers.	Nov 30, 2011 8:54 AM
253	See above.	Nov 30, 2011 8:50 AM
254	I would love parents to be more involved but how can you require that? Perhaps finding ways for schools to reach out and break those barriers would be a better route.	Nov 30, 2011 8:44 AM
255	I believe there is a strong feeling out there that instructional coaches are a waste of money. Teachers must lead the schools. Listen to them.	Nov 30, 2011 8:22 AM
256	Many schools with failing grades and students face obstacles to success from variables outside the school day. I think providing more time such as summer school courses will be critical.	Nov 30, 2011 8:18 AM
257	Educators alone cannot make up for what students lack in family support. Schools are not the end all to the problem.	Nov 30, 2011 8:15 AM
258	What is essential for our students in the 21st century, most of your other questions mean little without this visionary and essential statement. I am concerned about investing money into staff development that is focused or	Nov 30, 2011 8:11 AM

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centered upon raising test scores when these assessments are poorly developed measurements. Education should be more individual, not all students share the same interests, talents, skills or develop at the same rates. School choice is important, so is parental involvement if my children are not allowed access to a broad curriculum that values all their talents and if testing is the most important focus and measurement I want another path. There are many pathways to success and the future will demand this diversity of our children,

259	Blaming the school for lack of student achievement is not effective: Parents play the most important role in student success. If students do not have parental support--stop blaming the schools for lack of success.	Nov 30, 2011 8:10 AM
260	In thinking about teacher's effectiveness measured by student grades it is important to remember how many other factors contribute to student success or lack of it... like all of the previous teachers they may have had before, problems at home, being bullied at school etc...	Nov 30, 2011 8:09 AM
261	what tools would be provided to administrators to ensure they have the most effective teachers? what are these tools?	Nov 30, 2011 8:06 AM
262	Students who fail are part of a systemic societal problem that includes the lack of coordination/funding between local school districts, law enforcement agencies, and social service programs. The reforms proposed by the current governor will not improve education.	Nov 30, 2011 7:43 AM
263	With various pull out models in place (SPED, ELL, Speech, etc.) some students are out of the room for half the day, which impacts what can be taught while they are gone. My teammates and I often discuss the value of moving to a longer day, but 4 day week.	Nov 30, 2011 7:40 AM
264	You should also look at the populations each school serves, rather than having one fix-all solution.	Nov 30, 2011 7:40 AM
265	I have not found instructional coaches to be at all helpful. It just seems to be funding that could be used to have more teachers in the class room so class sizes weren't 35+.	Nov 30, 2011 7:37 AM
266	It's hard to *require* parents to be more involved, but I'd certainly create programs to encourage them to be more involved. Our Title I school has had much success with this by holding evening dinner-seminars for parents that include free child care and a free meal before the seminar. I'm not thrilled with the charter school idea, but converting a low SES school to a magnet school (e.g., dual language immersion) could help attract higher SES students. I'd be hesitant to replace the principal as a blanket solution, if benchmarks aren't met. It's important to distinguish between a principal who's on the right track, but just doesn't have the resources to improve things as quickly as desired, versus a principal who's actually incompetent and needs to be replaced. Should districts be allowed to develop their own improvement plan? In theory, I'm in favor of local control. Although I'm hoping that local school boards will put resources into helping the failing schools rather than just taking punitive measures.	Nov 30, 2011 3:42 AM
267	It is important to assess individual schools to determine supports, using disaggregated data, that best-serve student populations. It is essential that	Nov 29, 2011 11:33 PM

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supports prioritize service and resources to struggling students. Services and resources may include: extended year, professional development for staff, mentors, and tutoring.

268	Expect all to come prepared and dressed for success. Empower the students and they will bloom. Sojourner is an excellent example and model.	Nov 29, 2011 11:02 PM
269	Offering summer "boost" to students who are in lower percentile. Also inviting some students who are good role models to come and be with them too - making a summer camp that encourages growth. Not a long course but a 2-3 week 3-5 day a week summer camp. This would work at elementary to raise reading levels, at middle school it would help student decode how successful students study or practice or keep up (build good behaviors). For high school - it would allow students to practice for ACT/SAT or upper level coursework. Teachers for these specific topics could come in and help students practice test styles, essay question formats, how to respond to homework assignments. All of this would help students to figure out the keys to success. (like a secret handbook of "how-to")	Nov 29, 2011 10:59 PM
270	We need to support struggling schools by giving more support, not less. Taking away money and support from struggling schools is not helpful. Sending some of those students to charter schools and leaving some behind is not equal education.	Nov 29, 2011 10:57 PM
271	I think it is incredibly sad that Arne Duncan is asking states to seriously conser having their local education agencies throw the baby out with the bathwater in replacing leadership teams and penalizing teachers. The system is already built to penalize these groups. Underpaid, and overworked, these people get a lot of premature gray hairs and alarming mistreatment from helicopter parents who treat them as "the help" and alarming mistreatment from the press. We need to foster an environment among these staff of creativity and innovation, not fear. If these groups are fearful for their jobs, why on earth would they take appropriate, good risks for kids in fostering innovative programs? Replacing principals, leadership and teachers because a collection of students have serious disadvantages in their lives that create achievement gaps--all you're doing is creating more disadvantages, by tearing away a population of people from them that care very deeply.	Nov 29, 2011 10:47 PM
272	Oregonians should stop running away from "fighting the good fight": return to tax fairness with pre-1980 rates. Pretending that income inequality does not affect public schools and (other social ills) is just intellectual dishonesty.	Nov 29, 2011 10:43 PM
273	Individualized packets, computer assisted instruction, small group instruction, homeroom assignment for the day or part of the day, online classes off campus, classroom in public bldg off campus	Nov 29, 2011 10:31 PM
274	If mentoring by educators from "more successful" schools or districts means mentoring from an educator that is teaching to the tests more effectively, the problems will only be compounded. Nevermind that the root of our educational problems are an outdated model upon which the system was built. Teacher quality needs to be improved if the system is to be improved. We should be watching Finland's every move and should be taking notes. If Oregon is really to be cutting edge and break away from the mold, let's invest in and hire only the	Nov 29, 2011 10:24 PM

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best of the best to be teachers. Salaries should be proportionately increased. I know too many people that become teachers because it's easy to do so and because they don't know what else to do. Online programs from a small community college is not a not prudent way to educate educators and yet that is how the majority are getting their degrees. Stop wasting money on non priorities and make educational reform the most important thing that you do. Extending the school year? No. Rote memorization and drilling of test-worthy subjects, vanishing arts and music, and inadequate recess are already demoralizing our students enough. Remove expectations, teach to the individual child, integrate subjects, give children the opportunity to become the deep-thinking individuals they have the capacity to be, all while increasing teacher quality. If you are going to change the system so that the children grow to love learning, increasing the length of the school year is not a bad thing. As it stands, extending the school year will only decrease morale. Hiring instructional coaches....sure. Are they going to teach teachers to abandon the factory school model of education? If not, please don't waste our money.

275	Requiring parents to be more involved - at home parent involvement is essential. But at school, it shouldn't be required. In fact, it might be better and less distracting if parents weren't so involved or present in the classroom. The kids could be more focused. I think parent involvement is fine, but better for the extra and fun stuff - PTA, art, events. Let the teachers do their job. They are trained, and if they're doing well, we shouldn't get in the way. Let the districts be free to be unique and develop improvements on their own without the burden of the government who only sees test scores and data, not student faces and homework.	Nov 29, 2011 10:11 PM
276	My experience tells me that we have good teachers. The schools that have consistent issues seem to be the ones with a fair amount of external issues that impact students. poverty, food instability, lack of parental involvement, etc. How one "mandates" fixes to these issues is a big question.	Nov 29, 2011 10:06 PM
277	The school year should be lengthened for ALL students, regardless of what progress their school is making. How sensible is it to have a two month chunk of time off, during which most students fall back in their skills?	Nov 29, 2011 10:01 PM
278	Teaching needs to be a competitive field. Rite now, anyone with brains stays away from the underpaid overworked profession. Slackers who love summer vacations become teachers.	Nov 29, 2011 9:47 PM
279	The students in my lower math class are extremely tired, need glasses, need breakfast, things alot of us take for granted they don't get or don't have, they show up for class but are not participating. Incentives for working "if you do your work I will give you something ?" they need something to keep them going, some of the boys put their heads down and try to sleep. It's a battle for the teacher just to keep them awake.	Nov 29, 2011 9:42 PM
280	Serving the whole child 24 hours a day to ensure that their basic needs are more than met will help the child learn. Family wage jobs, ending racism, providing a safe nurturing home life that stimulates curiosity will add to the child's ability to learn.	Nov 29, 2011 9:31 PM
281	finding a mentor or peer that clicks with the failing student is the most effective	Nov 29, 2011 9:29 PM

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way to increase achievement. I am not sure any of the above ideas really address this. Providing administrators and teachers with additional tools and encouraging them to "thinking outside the box" for new ideas is the best gift we can give our children. Sharing ideas that work between teachers, other schools, and students is a great way to reach more and more students in need.

282	For items marked "less important"--I believe they are all important, but the approaches used to achieve them are what would be the most important. For example, can you really require parents to be more involved? I would love to see parents more involved, but hopefully on a voluntary basis. Extend the school year? That might help, but where will the money come for it? Provide administrator's with additional tools...? What the tools are would be the most important consideration, in my opinion.	Nov 29, 2011 9:23 PM
283	What we need are people making decisions who are still close enough to the classroom to make a difference. The problem is most administrators have no clue as to what it is like to deal with a classroom of 30 thirteen year olds.	Nov 29, 2011 9:13 PM
284	(see above)	Nov 29, 2011 9:08 PM
285	Interventions will only be successful if the trainings are focused on identifying and building on individual student strengths and engaging students in their learning in meaningful ways.	Nov 29, 2011 9:03 PM
286	Bad teachers must be held accountable. You know a teacher is poor, not from the performance of the students, but from the level of interest of the students in the subject. Everyone knows who the bad teachers are. Stop protecting them. Conversely, great teachers should be rewarded.	Nov 29, 2011 8:56 PM
287	I view "intensive professional development" and "hiring Instructional coaches" as similiar; I prefer the former as it seems to allow for more diversity in instructors and expertise. Also, while I think its extremely important to increase parent/guardian/adult involvement in a child's schooling - asking schools to "require" it, in my opinion, would backfire and potentially further alienate disenfranchised parents and students or, at minimum, put them at a disadvantage vis a vis their middle / upper class peers	Nov 29, 2011 8:56 PM
288	"Requiring parents ... " - More involved where? Home? School? Encouraging sure, but requiring? It is difficult to respond to this and other items when they are too generalized.	Nov 29, 2011 8:42 PM
289	Provide teaming opportunities within grade-levels / schools / intra district. Professional Development days are too top down directed. Require the subject matter / grade-levels to team and incorporate into teacher assessment.	Nov 29, 2011 8:40 PM
290	Tutoring and home work help is very important. We should be able to fire teachers who do not perform well or who are just waiting to retire.	Nov 29, 2011 8:39 PM
291	Thew whole school community (parents, teachers, local businesses, etc.) must all be on board to support students. Designing a plan of their own with guidance and parameters may be the best option so that there is whole community buy-in to the actions needed.	Nov 29, 2011 8:37 PM

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292	Also need to address Union rules that hamper progressive change.	Nov 29, 2011 8:35 PM
293	"Schools that fail to make progress?" Here's an idea: Try holding PARENTS accountable for their children's progress!	Nov 29, 2011 8:23 PM
294	Additional programs (such as extended year and after school tutoring) will only be as good as the people providing the service. High quality teaching and learning should be the priority. Additional professional development will only be helpful if it is job embedded and focused on improving student learning.	Nov 29, 2011 8:17 PM
295	Please do what works. I am not sure I am qualified to choose.	Nov 29, 2011 8:04 PM
296	Parental involvement is important, but many parents who are juggling multiple jobs are unable to give much time. Also, in a country wherein one in every four children are going hungry, and many are experiencing homelessness, providing access to meals for them before and during school is increasingly important. It affects their ability to concentrate and learn.	Nov 29, 2011 7:57 PM
297	As adults, we are held accountable to our employer, colleagues, business partners, clients; so why are we not expecting students to be accountable for their own education?	Nov 29, 2011 7:54 PM
298	It seems that some schools "fail" because they are trying to educate children with little or no family support, poverty and with a myriad of problems as a result. This is why measuring individual improvement is important. A child starting three grade levels below where they should be might improve one or two grade levels by the end of the school year; however the school might be penalized because the child isn't performing at grade level.	Nov 29, 2011 7:40 PM
299	Teachers already know what students in low-performing schools need, but politics stand in the way. High-poverty students need longer school days (they currently receive shorter days than their affluent counterparts in PPS), the best teachers (not just those who are naive or noble enough to work in high-poverty schools), a full-year calendar (because they receive little to no enrichment when not in school), and a bevy of meaningful and engaging enrichments to stimulate the mind. This has been researched and published to death. See Jensen's "Teaching with Poverty in Mind." It means putting more money into poor school to make up for social inequity. If done well, we can make education meaningful and help students achieve success rather than unplanned pregnancy, welfare, prison or a violent death.	Nov 29, 2011 7:39 PM
300	I wasn't impressed by any of these choices. As a teacher in a "failing" school now, none of these top heavy administrative interventions are effective. Emphasis for improving education needs to come early and not wait until kids feel disengaged and beat up by the system as seniors in high school. At-risk youth should be identified in early elementary schools and interventions need to be put in place right away. At the high school level we are trying to put bandaids on multiple, gaping wounds. Reduce class sizes, don't standardize curriculum, and provide incentives for teachers to be innovative. Find a way to identify dead weight in the system (teachers, administrators, etc) and aggressively recruit talented and motivated individuals. Incorporate more PE and wellness education, give students a reason to come to school. Don't make them stay after to take more LA classes. Provide opportunities for balance so teachers and students	Nov 29, 2011 7:32 PM

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want to be there and learning.

301	I don't think that punitive measures such as firing teachers or principals do very much to help solve problems related to education. I do think that classrooms are much too large and we spend much too much time out of class. Look at November and December for example: Thanksgiving break is now being stretched to a week, Christmas holiday is 2 weeks, and we have 4 or 5 other days when kids are not in session during November and December due to teacher work days, holidays and other non contact days. We also do not need 12 weeks out of class in the summer any more -- much too long. Kids need to be in school for more like 200 days rather than 170/year as they are in so many other school systems around the world.	Nov 29, 2011 7:31 PM
302	I don't know how you can require parents to be more involved. Professional development through the years has not been effective and so costly for districts.	Nov 29, 2011 7:21 PM
303	Staff development is always important. Oregon has many really good teachers. They want to become as proficient as possible to help students be successful. If there is a better way, most teachers want to know how to do it and become well trained so they can help all their students.	Nov 29, 2011 7:19 PM
304	Hands on coaching/mentoring for teachers seems likely to be more effective than professional development where they may sit in seminars all day.	Nov 29, 2011 7:16 PM
305	As long as there are "Cadillac" schools, and programs offered in "select" schools (but not across the entire district), and successful children/supportive parents are free to opt out of their neighborhood schools, the entire system is inequitable.	Nov 29, 2011 7:00 PM
306	These questions are impossible to answer unless you know the specifics of why the school is failing. It is like guessing and not making an educated choice!	Nov 29, 2011 6:57 PM
307	Expand mentoring program and get admins on board with it	Nov 29, 2011 6:54 PM
308	Again, see above	Nov 29, 2011 6:39 PM
309	Keeping in mind that some of these options would occur in a sequential manner, not as the first item to be addressed if a school is not meeting the standard. And I DO NOT believe there are very many are schools out there FAILING to make progress - they most likely have different challenges/circumstances facing them than other schools might.	Nov 29, 2011 6:36 PM
310	"failing" schools are often ones that are high poverty schools. Many of my kids are expected to learn at school after seeing daily domestic violence, living in cockroach infested homes and in chaotic living situations. Expecting them to learn at the same rate as students who are not living in crisis, is an unreasonable expectation. Until we have good social services supports in place for these disadvantaged kids it is inappropriate to punish schools and teachers that don't score high enough on state tests.	Nov 29, 2011 6:36 PM
311	We need to have the funds and the time to tutor students who are falling behind.	Nov 29, 2011 6:29 PM
312	Replacing the principal is clearly a case-by-case situation.	Nov 29, 2011 6:22 PM

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313	Parent involvement is important but can't be 'required' due to parent employment and financial issues.	Nov 29, 2011 6:19 PM
314	I don't know how you can require parents to be more involved. It probably means overcoming the barriers that school presents for some adults. For some families it will mean having a translator at school, providing transportation, childcare, dinner, etc.	Nov 29, 2011 6:13 PM
315	I think students have too many factors outside of school that lack of progress is not always in the school's fault. Supporting students during the school day through study hall classes. Again this needs to be district driven not state driven.	Nov 29, 2011 6:10 PM
316	Extend the school year & engage in ongoing professional development for teachers	Nov 29, 2011 6:09 PM
317	Hiring or firing a leader really depends on the skills of that administrator. So this would need to be carefully looked at before getting rid of a team for a failing school.	Nov 29, 2011 6:02 PM
318	I think that we need to have a longer school day and a longer school year. Now if this is something that would happen, I think that teachers pay should also be increased to reflect the number of days worked. We have so many expectations for these children to reach and yet we only have them for a limited amount of time. Then when they go on summer vacation, they lose a lot of what has been taught and we as teachers, spend 2 months of school reviewing and getting the kids caught up to where they were when they left.	Nov 29, 2011 6:01 PM
319	Many of these items depend on the specific circumstances of each school	Nov 29, 2011 6:01 PM
320	Replacing principal and leadership team might be necessary in some cases, but that would have to be decided based on a careful analysis of the causes of low achievement. How about more training for leaders as well as teachers?	Nov 29, 2011 5:53 PM
321	Parent Involvement is the single greatest investment we could make to improve student learning. Research shows that regardless of a parent's education level, income level, or home language, students do better when their parent demonstrates interest and involvement in the child's school, and when the parent reinforces learning and expected behavior at home. This is the most important step we could take to reform education.	Nov 29, 2011 5:46 PM
322	The way Finland improved was to allowed local district have their own plan. They also respect more people who work with kids that the ones that work in Administrative offices. Get the politics and the high paid consultants out of the equation.	Nov 29, 2011 5:40 PM
323	If allowing districts to develop their own improvement plan actually worked then we would have never would have needed laws like NCLB, Brown vs. Board or Ed., and IDEIA.	Nov 29, 2011 5:29 PM
324	The instructional coaches are a waste of time and money! Put those people back in the classroom and lower CLASS SIZE!	Nov 29, 2011 5:26 PM
325	It is impossible to measure all of the factors that affect achievement -- but	Nov 29, 2011 5:21 PM

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parental support is hugely important. There are many reasons why parents are less able to assist with their children's educational progress- but we must stress the importance in our society of maintaining proper sleep hours and nutrition. Parents should be reading with their children from an early age in any language. It is SOOO obvious to all of us when that has not happened. We are constantly running to make up for lost time... reading with your child is the most wonderful time in the world and it is so sad when that does not happen...

326	we need to work smarter for less money	Nov 29, 2011 5:20 PM
327	There is no way you are going to hold parents accountable to be more involved. It would be nice, but unrealistic.	Nov 29, 2011 5:17 PM
328	If students do not have severe learning issues they should be learning at a brisk rate if they are not the teacher is not doing their job.	Nov 29, 2011 5:16 PM
329	Students who are below grade level, should not be removed from one subject to catch up in another. They will continue to be behind. All kids below level need ADDITIONAL TIME in order to get caught up. That additional time needs to be intensive instruction, targeted at individual skill deficits, and research validated to be effective.	Nov 29, 2011 5:12 PM
330	Be careful with using standardized assessments to judge the efficacy of a school. I work in a small alternative school in Beaverton that pretty much exists solely to serve students who were failing at the big neighborhood schools. By siphoning the lowest scoring students from these other schools we serve to increase the statistical success of those schools while downgrading our own statistics. We know this is happening, but it is the elephant in the room when it comes to using testing and attendance statistics to judge the quality of education we are providing. We know we are literally turning students lives around for the better, but we appear to be, by all measurments currently being used to assess schools, a failing program.	Nov 29, 2011 5:08 PM
331	It would be difficult for some parents to be more involved because of work schedules. It would be better to encourage parent involvement and find mentors for the students who don't have available parents	Nov 29, 2011 5:08 PM
332	Don't even think about merit pay. That is the most unfair practice yet. I want to draft my students like the TrailBlazers. Pay me that kind of money then.	Nov 29, 2011 5:05 PM
333	I totally agree that parents need to be more involved. I was at a Back to School Night where I was the only parent present in a class of 35. Teachers need more collaboration time. After school programs (with transportation) need to be funded for struggling students.	Nov 29, 2011 5:03 PM
334	Any of the above can be implemented well, or poorly--which makes all the difference in whether it turns out to be important or not.	Nov 29, 2011 4:58 PM
335	First of all, define what "make progress" means. Also, recognize that it takes a community to raise and educate a child. Stop blaming teachers. Get their students' parents back to work or into vocational training programs so they can model for their children the importance of doing their best in school. Encourage co-curricular activity participation at all levels - music, art, sports,	Nov 29, 2011 4:47 PM

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science inquiry through hands-on clubs. Way too many of even our very youngest students get no enrichment once they leave school. They only get what we can provide after school through grants the schools compete for in order to fund after-school programs. Most of them live to get home to their wii and other game systems. Come on, people, it's not just up to us teachers! Parents and the entire community need to realize what's going on.

336	"requiring parents" isn't a real answer, is it?	Nov 29, 2011 4:43 PM
337	I would love to be a part of any committee that has input on this as an elementary school teacher and past literacy coach/ RTI coach with a reading endorsement. Jillian Risher Jillian.risher@ gmail.com	Nov 29, 2011 4:42 PM
338	Teachers working with underprivileged and struggling students are not worth less than teachers who happen to work at successful and support schools. Peer-to-peer mentoring from colleagues at more "successful" schools would be insulting. Simply allowing the smarter/richer kids to opt into another school does not improve the one they left.	Nov 29, 2011 4:36 PM
339	Consequences for parents of students who are not at school regardless of income level.	Nov 29, 2011 4:30 PM
340	Support and assist the classroom teachers in dealing with the hostile child, the ADD and ADHD child, the disruptive, hurtful and dysfunctional students, that no one seems to acknowledge we teachers have that daily and hourly disrupt and destroy the learning environment for others!!!!!!!!!!!!!!	Nov 29, 2011 4:25 PM
341	All these improvement plans and educational interventions have been tried, and failed, for 30+ years. No one wants to admit that the success, or failure, of children is based almost exclusively with their parents. Period. Everyone knows this but no one will say it. It has to do with culture and the culture of poverty. Until this is addressed NOT ONE intervention will work effectively. STOP making changes to curriculum and materials. Let educators agree on a set of materials that they feel works the best for their cliental and just replace them when they become old or outdated. STOP bringing in consultants and sending teachers to expensive trainings and recycling "Programs" (packaged as innovation) tried and dropped by other districts and states. Why did I spend so much time in college and life?	Nov 29, 2011 4:24 PM
342	Of course, parent involvement is critical to success for most students. However, requiring it is impossible. Perhaps encouraging it and providing tools for parents to help their children is a better course of action to take.	Nov 29, 2011 4:22 PM
343	Under-performing schools should be showered with district and state support in order to hire and keep the most equipped and dedicated professionals and leaders possible. To be selected to teach at one should be deemed a compliment to our skill-set and level of dedication.	Nov 29, 2011 4:12 PM
344	The "Intensive Professional Development" needs to follow an effective model. Teachers should receive the PD and then there should followup and support in the classroom for the topic of PD (i.e if there is a reading program implemented there should be demonstration lessons, time to plan, time to be observed, follow up PD, etc.) More than a one time/two time shot and actual time for the teacher	Nov 29, 2011 4:11 PM

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to have input, ask questions, etc.

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|-----|---|----------------------|
| 345 | The problem with the current public school model where all students have the right to an education, is that we don't have any place to send students who are highly disruptive and stop the education of everyone else. We need a new model that makes being in the classroom a privilege, not a right. We have systems in place for special needs students, so I'm not talking about that group. I'm talking about the group that doesn't have a disability, but are just naughty. That's where we need the support. If we didn't have the disruptions, test scores would increase and learning for the majority would increase. We would have fewer students slip through the cracks, because of disruptions. So often the most disruptive students destroy the learning environment for everyone else. The State needs to put \$\$ into hiring trained professionals to remove these disruptive students from the classroom and teach them how to be a responsible student. Once they have proven that they can be apart of a group and not take learning time away, they can join the classroom. Again...getting a public education needs to be a privilege, not a right. | Nov 29, 2011 4:10 PM |
| 346 | Studies show that just moving struggling students to another school in an affluent area doesn't usually improve their performance. Also, assuming that teachers are better where tests scores are higher is ridiculous. So, I guess you'll just have the teachers from richer districts come over and show those at poorer schools how to do it. For the most part, teachers aren't the issue. Give the support to students and families. Move a teacher (from a district with low scores) to a district with higher scores and I'm guessing that teacher will now see his or her students make them suddenly look like a better teacher. | Nov 29, 2011 4:07 PM |
| 347 | Professional development, when provided by trained educators, can be a very effective tool for improving education. Mentoring and the ability to see other classrooms in action is also critical. However, we need to be promoting as much parental involvement as possible in order to see the greatest gains. | Nov 29, 2011 4:06 PM |
| 348 | This is difficult to answer without knowing why the students are not achieving at a high enough rate. | Nov 29, 2011 4:02 PM |
| 349 | There is such a fine line between teacher time spent with intensive professional development and mentoring and time out of the classroom. While the professional development is helpful, being gone too much is really hard on our class and their learning. Finding a balance is essential. Also, Parents HAVE to be held more accountable too. Especially in elementary school. They need to help their students establish good study habits at home, and send the message to their kids that education is such a gift and they are getting it for free... take full advantage! | Nov 29, 2011 4:02 PM |
| 350 | Administrators need to be more involved in the field to see what's happening in the schools. | Nov 29, 2011 4:01 PM |
| 351 | I believe we need a longer school day (.5 hour) and a longer school year (end of June). Why are we still following the old agrarian calendar anyway? Secondly, the best way to improve student learning is to improve teaching and improve the assignments students are completing. We need to update curriculum - make everything relevant to 2011 and beyond. Critical thinking, collaborative skills, decision making, communication, personal finance, technology skills are vital to | Nov 29, 2011 4:00 PM |

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student success. More Science!

352	Some of these items concern me. Teachers are doing the best they can with the tools that they are given. Providing parents with too many options for schools will only increase the flight from "bad" neighborhood schools to "good" neighborhood schools. Give teachers the time and the money and resources so that they can do what they are supposed to do: teach. Decrease class sizes. Provide meaningful staff development and time for teachers to implement the things they have learned. PPS has awesome teachers. Let them teach.	Nov 29, 2011 3:41 PM
353	I think that it is very important for districts to be able to develop their own improvement plan, but I checked "Less Important", because I think that there should be statewide criteria and/or requirements for district improvement plans. Criteria or requirements should be comprehensive, but not so restrictive that they do not allow districts to improve according to their particular circumstances, needs, demographics, etc.	Nov 29, 2011 3:40 PM
354	Find out what the root cause of the performance is. It will do no good to extend the school year if budget cuts have reduced in cut days? Is the suggestion then to reduce the number of staff and require a longer contract with reduced pay and benefits? Knee-jerk reactions and supposed "best practices" mean nothing if there is a lack of morale, funding, facilities, material, etc.	Nov 29, 2011 3:27 PM
355	From what I can see, standardized tests are hurting our school. children are leaving these schools and this means less money to that school. This leads to combined grade classrooms and less instruction time to children.	Nov 29, 2011 3:17 PM
356	Children should not arrive at schools at 7.40, tehy need more sleep! Everybody in class seems to be asleep and can't concentrate so early.	Nov 29, 2011 3:14 PM
357	We must look to the programs that our rich state has to offer - outside of the mainstream education, and into the community organizations that offer rich experiences and learning opportunities for children and families. These organizations are a key opportunity to support teachers. These less important issues will become irrelevant if every school fits the needs of the student community it serves.	Nov 29, 2011 3:13 PM
358	It is important to figure out why a school is failing. Poverty really influences the ability of a child to learn. It is hard for some families to place emphasis on learning when they are homeless, having trouble buying groceries, have their utilities cut off, or cannot afford to buy their children coats or shoes. This school has a high rate of behavior challenges. I know because I had them first. When you are busy managing behavior, it is difficult to teach.	Nov 29, 2011 3:10 PM
359	Professional development is a good thing ONLY if teachers in schools select what development is the best thing for them.	Nov 29, 2011 3:04 PM
360	Again--I don't think educator bashing does anything positive for improving student achievement. Students who are struggling generally come from families that are struggling and need more of our time and support. Teachers can always benefit from high-quality and relevant professional development that helps them refine their teaching, add to their tricks. One-size fits-all doesn't work for kids or teachers. Charters are a great solution for some kids, but not for all.	Nov 29, 2011 3:03 PM

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Instructional coaches can help but aren't the only answer. At some point, with class sizes a certain size or other issues--a teacher can only be so effective.

361	I worry we sometimes "throw the baby out with the bathwater", so to speak. We focus so much on reading or math we forget the arts, writing, or sciences. Then we focus on writing and reading and forget math, art, and sciences. What will people in power say about education when we have lock stepped the curriculum in teaching to the present need but students no longer have an understanding of history or science. We take away the arts due to funding and "time" to teach the CORE. Perhaps our lawmakers need to look up the definition of "culture". It is easy to overtake a culture if they no longer have arts and sciences, or historic reference.	Nov 29, 2011 2:58 PM
362	This is a trick question, because all the solutions are assuming it's the teacher's lack of ability that leads to academic failure, rather than societal/social problems.	Nov 29, 2011 2:46 PM
363	Public Education should not be a synonym for SCHOOLING; but rather represent the entire public resources of the community involved in supporting lifelong learning.	Nov 29, 2011 2:46 PM
364	Require schools to have an open door policy for classrooms. Our district requires 24 hour notice before a visit, and then limited to 30 minutes. This makes me furious!	Nov 29, 2011 2:44 PM
365	I was the youngest of ten children, grew up on the South Side of Chicago, had immigrant parents who did not have the opportunity for a higher education. My father worked in a plating shop; my mother went back to work in an office when I went to high school. Every single one of us got a college education, and about half earned advanced degrees. ... We didn't have any extras. But we had a dream and an expectation instilled by our parents from the time we were born. We would go to college; to this day, it is still the only reliable way out of poverty. But as they say, it takes a village -- including the PARENTS!! And for the record, not a single one of us actually knew how to read when we started first grade.	Nov 29, 2011 2:37 PM
366	Think outside the box to address new issues. Family economic insecurity has made getting to school meetings difficult for many families. Extend the walls of the schools using technology. SKYPE family meetings can help a parent who is working two jobs keep up with how their children are doing in school.	Nov 29, 2011 2:31 PM
367	If kids do not go to school the parents need to be fined. I think that if a parent is willing to pay out of pocket to move to a better school district they should be allowed to do so.	Nov 29, 2011 2:16 PM
368	You failed to mention class sizes. 30+ kids in primary classes definitely negatively impacts the quality of education. Even with instructional coaches, even using with National Board Certified teachers, even with Presidential Awardees, that's way too many kids.	Nov 29, 2011 2:08 PM
369	Peer to peer coaching is a great idea but does not have to come from a more successful school or district. Peer support is important regardless of how one's how school is measured.	Nov 29, 2011 2:02 PM
370	Not sure what the "additional tools" referred to above means. I cannot rank this	Nov 29, 2011 1:56 PM

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statement.

371	Converting schools to charter schools is extremely unfair to the lower income students. Those students cannot afford the transportation to other, more successful districts. It will make failing schools struggle even more. The standardized tests encourage teaching to the test, not real learning. Standardized tests prove almost nothing, other than a person is a good test taker. Unfortunate that we judge our students, teachers, and districts based upon those measures. Sad. Really sad.	Nov 29, 2011 1:49 PM
372	PPS does a terrible job managing equity in the high schools.	Nov 29, 2011 1:43 PM
373	Our district has replaced grades with 'scores' that indicate a students progress towards benchmark. This discourages our challenge students and below-level students are stuck there. We need grades back at elementary (at least 4-6) to encourage student accountability and parent understanding.	Nov 29, 2011 1:40 PM
374	The corporate ed reform "interventions" above are disappointing as your key questions/suggestions. Has nobody there read Diane Ravitch? If not, why not?	Nov 29, 2011 1:40 PM
375	Many of the listed strategies will still leave some students in the dark -- what if parents can't be more involved because they are too busy putting bread on the table?	Nov 29, 2011 1:22 PM
376	Students need more time in the class room, and teachers need to be held accountable.	Nov 29, 2011 1:19 PM
377	Cameras should be placed in classrooms to monitor teacher effectiveness on an on-going basis. Teachers who are unmotivated or unable to improve should be let go.	Nov 29, 2011 1:15 PM
378	Although "ideal" I'm not sure how you can require parents to be more involved.	Nov 29, 2011 1:02 PM
379	School failures are the result of system failures, not of individual failures. All participants in the system must work in an integrated fashion to ensure that teachers have the necessary skills and materials, parents are providing support at home, administrators are tracking the data, and that practices are changed or retained based on the data and not on preconceived notions of what students and teachers can do.	Nov 29, 2011 12:51 PM
380	How can teachers be expected to raise test scores and meet standards when students aren't attending, parents can't/won't help, and with the increases in class sizes. It is impossible! We are trying the best that we can with what we have.	Nov 29, 2011 12:37 PM
381	Parents are just as integral to improvement as the teachers, so that has to be included.	Nov 29, 2011 12:33 PM
382	Measure incremental progress by the kids. The same kid may be "failing" but is the gap of "failure" closing or getting bigger? Don't write off the progress that is being made, recognize it. And let's stop labelling whole schools on the basis of one school year's test scores.	Nov 29, 2011 12:13 PM

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383	Take away tenure. Teachers who have lost the passion for teaching and are just "surviving" in the classroom, do more harm than good. Also removing the MA requirement and allow teachers with BA and emergency certification opportunities to get into the classrooms.	Nov 29, 2011 12:12 PM
384	More emphasis on providing additional academic supports for students... Better selection process of potential teachers at the university level...we are a society that embraces the idea that you can achieve or be anything you want whether you have the attributes or skill sets to do so or not...some of those attributes may not be teachable	Nov 29, 2011 12:11 PM
385	At least half of the teachers and principals I have met have terrible communication skills. We need strong focus on communication. It is pathetic at times.	Nov 29, 2011 12:01 PM
386	Even very good teachers will have students who aren't achieving if those children come from a background that doesn't value education. The entire family needs to be involved in the learning process. Children lacking that support should be identified so that they can hopefully receive support elsewhere. Their parents should also receive support, e.g. mentoring, parenting classes, conferencing with teachers.	Nov 29, 2011 11:41 AM
387	Charters and transferring shouldn't be an option. Fixing the school should be the goal. Engage parents and community to help. Identify the main problems (without assigning blame) and address those issues. Class size is probably the first one to look at and make sure the sizes are teachable.	Nov 29, 2011 11:38 AM
388	LOWER STUDENT - TEACHER RATIO A lower student - teacher ratio is the most important aspect of any school	Nov 29, 2011 11:30 AM
389	Let's focus on ALL of our students by focusing on our traditional neighborhood schools. School choice just ends up creating have's and have-not's. Improving neighborhood schools improves equity and improved entire communities. It's a snowball effect.	Nov 29, 2011 11:30 AM
390	Transfers should be case by case.	Nov 29, 2011 11:23 AM
391	Demographics and outside support play an enormous part in a student's success. Allowing a school to create a learning plan based on their student profile is very important. So is measuring rate of improvement vs. actual score on assessments. Starting with low scores and moving up quickly is a great reflection on the success of a program, even more so than a program that starts high and stays high.	Nov 29, 2011 11:18 AM
392	I worry about who would decide which tools administrators would use to ensure a school district getting the most effective teachers.	Nov 29, 2011 11:18 AM
393	School principles need to have the power to get rid of poor teachers, and not just let them stay in the system or move up to higher paying jobs in the district. To help ensure the teachers are doing their jobs, reduce or stop interrupting class time with weekly assemblies and visits from counselors, and leaving kids with substitutes while the teachers get "professional training".	Nov 29, 2011 11:17 AM

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394	Working on equity issues is often overlooked in closing the achievement gap. All school achievement plans should include a strong emphasis on equity.	Nov 29, 2011 11:16 AM
395	Students need to be ready to learn when they come to school each day; when their home life is in such a state that they aren't prepared for school, then teachers aren't able to teach. Students need to feel safe and be healthy - physically and mentally.	Nov 29, 2011 11:14 AM
396	The state should require testing for dyslexia for all suspected or at-risk students before the end of first grade and as needed thereafter. The most current brain science studies done show that 10% of all students are dyslexic. If we want to increase reading scores and therefore unlock the potential of those children in math, we need to begin identifying these students and then providing Orton-Gillingham based instruction in each district. This is the biggest educational oversight in this country.	Nov 29, 2011 11:13 AM
397	Whatever changes are made, it is critical that students have continuity and that interventions in the schools that are underachieving have adequate staffing. Rather than removing funding from already struggling schools and giving such funds to outside agencies, put funding into coaching, professional development, and adequate staffing.	Nov 29, 2011 11:12 AM
398	Yes on mentoring, but real learning mentoring not test-score oriented mentoring. I'd hate to see the test-score high achievers pass on their narrow, test-focused approaches to teachers who still spend time on valuable skills and subjects that don't show up on the tests. In other words, be careful how you define "more successful" school districts. Consider the possibility that there's a high school that places an exorbitant number of kids in remedial classes, does phenomenally on standardized test, but funds no speech and debate team, holds no science fair, and offers only Spanish for a world language program--not my idea of a model school. I know such a school. I look at other schools in the district with champion speech and debate teams, thriving science fairs, and several world languages. These schools, however, don't get quite as high on the test scores. They would be my preference for model schools, but the way things are in these dark days the first school I mentioned puts on the peer to peer mentor site visits.	Nov 29, 2011 11:09 AM
399	It's all fine to provide new approaches, interventions, tools (ie professional development), but these will not be effective unless there is ongoing coaching and followup that includes objective data about how well the new approach is being applied. It is pretty clear from the research that the typical PD approach does not result in meaningful practice change. So money is spent and classes are disrupted (as teachers are pulled out) essentially to no effect.	Nov 29, 2011 11:05 AM
400	From watching kids who are apathetic/angry...Make lessons very practical. PRACTICE and MASTER finding creative ways to apply supposedly academic lesson material to real-life situations. Show kids how building on knowledge can make them more innovative, independent, self-sufficient and comfortable right now. Not necessarily vocational, but lifestyle enhancing. Can I design and make my own clothes, repair my own bike and how it works, fix my own food, fix a faucet (properties of water) or make a rain chain or a french drain for my house, plan a community garden where my family can get food, use a map and compass, safe home remedies and why they work, build a computer. I think under-achievers think only of now and need to work up to long-term thinking so	Nov 29, 2011 11:03 AM

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initially engaging them is helpful.

401	I think each school should be judged individually based on the type of students and challenges they have. I think blanket rules for all schools is a bad idea since each school is its own unique community.	Nov 29, 2011 11:00 AM
402	Incorporate more "business models" in looking at education -- many administrators don't want to look outside the box, keep peers even though they should be ousted. In addition, after school tutoring or monitoring online study is an excellent way to help those frustrated/distracted/need extra help due to the extreme large class sizes (see Oregonian front page article, 28 Nov 2011).	Nov 29, 2011 10:56 AM
403	I stated that intensive professional development as being important for staff, however I don't believe it should be done at the expense of the total number of school days for students. Currently professional development days result in a non-school day for students. Total school days need to be increased, not decreased, for students.	Nov 29, 2011 10:55 AM
404	Once again, I think the survey is missing the mark here. Failing schools are a product of many factors. I'd like to see the state work with districts to be sure they are truly in compliance with the laws we have now.	Nov 29, 2011 10:53 AM
405	No matter how good the teacher is, if she has too many students in her classroom she can't give them the attention they deserve. Forget all this leadership building stuff and make the classroom a place where teachers have the time to teach!	Nov 29, 2011 10:43 AM
406	thoughtful, specific measures that each school needs. They will be different needs for all districts and different needs for each school within the district.	Nov 29, 2011 10:39 AM
407	I WANT CHARTER SCHOOLS!!!! They would allow for more tailored education specific to the child, their drive and their ability. My daughter is not pushed and is hardly acknowledged because the teacher, as great as she is, is consumed with a child that has special needs and children that don't get support at home and need lots of additional help at school. She is neglected for those with greater needs and her potential has the option to be lost if it were not for me being heavily involved every night - a charter school would allow her to learn/work with children at her level and teachers can teach way more effective to one level of class rather than having to teach to kids that are barely reading 5-letter words and kids that reading in the 4th grade level - that span is too big for one teacher to fully cover and grow the kids education - some will grow, some will become stagnant, and some will stop learning altogether. Those with special needs, should really be taught at their own level with their peers - it is more effective for them and the other children.	Nov 29, 2011 10:39 AM
408	I know that teacher coaching and PD are effective, as is firing teachers who are burned out. And while I know that parent involvement is linked to student success, there is no way to really require parents to be involved, care, or read with their kids. Extending the school year seems pointless - if you are just doing more of what doesn't work, there is no point. There are schools that have made great strides in performance - see what they are doing. And teachers need to have a range of techniques to use, because different kids respond to different things. Also, if the schools actually practiced ability grouping and differentiation	Nov 29, 2011 10:32 AM

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(rather than just saying they do) that would allow all kids at whatever level to have more focused, intensive work that would help them all develop.

409	Oregon has such a short school year - this is a big problem in my opinion	Nov 29, 2011 10:23 AM
410	Examine successful programs, such as the Cedar Lodge program at Mt. Tabor Middle School in Portland(which is a blended age program that keeps students engaged and learning at their own level) and leverage those successes by duplicating the program at other schools. It is time to think outside of the box!	Nov 29, 2011 10:14 AM
411	I don't know what the answer is, but what I see now is teachers having to teach to a test, cutting out important things like the arts because you can't measure the great value of those things by a test. Also, the schools that are doing well then get their resources cut.	Nov 29, 2011 10:08 AM
412	If we are constantly worried about test scores and not about whether a student is progressing positively then we will never be successful. There are so many other factors that affect a student's performance-SES, family structure/involvement, support for ELL students and their families, etc. Continuing to expect that every students will meet the requirements of No Child Left Behind (100% by 2014) is ridiculous. What do we really want for our students?	Nov 29, 2011 10:06 AM
413	You can't "require" parents to be more involved. They either are or aren't. What the state can do is highly encourage parents to take an interest in their students education by offering incentives for non-working and working parents.	Nov 29, 2011 10:05 AM
414	Emphasis needs to be placed on students' habits, students' values, students' goals. The main failure in education is the failure of a large portion of our society to value it.	Nov 29, 2011 9:58 AM
415	Peer-to-peer coaching and mentoring has some very solid results, and it doesn't have to occur by a more successful school or district. PALS. Administrators have the tools they need to measure effective teachers, but the teacher union is a very powerful organization who is paid to prevent their removal. The above questions are great ideas, but the funding sources are going to have to follow. Unfunded mandates don't execute well. How do you suppose parents can be "required to participate"? How can they be kept from opting out in a free society?	Nov 29, 2011 9:57 AM
416	Student achievement depends on parental involvement with their student in the homes and the parents' interaction with teachers in mapping strategies for children's successes. Achievement also requires that curricula are designed to engage and challenge students, and that teachers are current with technology and vary their teaching methods.	Nov 29, 2011 9:52 AM
417	I'm not sure that "requiring" parents to become more involved is achievable. Programs, guidance, education, and assistance to enable parents to become more involved may work better. As mentioned above, measuring parent involvement across all schools, and if it correlates with required interventions, developing methods to increase it, will be critical.	Nov 29, 2011 9:46 AM
418	Many of these are dependent on if they are done well. Replacing the principal and leadership team is important if that team is not functioning well, otherwise	Nov 29, 2011 9:43 AM

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why change it? The peer-peer coaching I think can be an excellent tool when done well, but I've heard of horror stories of it most often not done well and being a waste to time and resources. I like the idea of having parents have to be involved, but it can easily backfire with all the other responsibilities parents have to do these days. Almost any sports kids participate in require parent involvement.

419	Requiring parents to be involved seems to be a measure of a successful school; however, in lower socio-economic areas, many people work several jobs, during hours that would conflict with potential school volunteer hours. If 'requiring parents to be more involved' meant with their children's education, at home, I don't know how that would be measured, but it would be a good thing. But how is education valued in different families, in various home situations and socio-economic settings? These questions are difficult to answer based on the three-choice options given, above.	Nov 29, 2011 9:42 AM
420	The after school programs should be for tutoring/helping the students with day to day school work, not babysitting, which it has often become.	Nov 29, 2011 9:39 AM
421	More money is needed for schools and kids to succeed. A math class with 44 students is unacceptable.	Nov 29, 2011 9:36 AM
422	While I think one of the big problems with students not being successful is parents that are not involved enough in their child's education (especially once they enter middle school), I wonder if it could be difficult requiring parents to become more involved. I actually think this is a huge issue - teachers and schools can only do so much. I believe that much of a child's success in school is how much a parent is involved in making sure their children complete homework and making sure their kids are getting help if they are not understanding something.	Nov 29, 2011 9:36 AM
423	I think we fall below the national average of days of instruction oregon students receive and it's UNACCEPTABLE!	Nov 29, 2011 9:35 AM
424	Why did they fail to make progress? Was the school in a tribal area where there is a dependence on subsistence hunting/farming? Was the school in the inner city where they can't afford to pay teachers enough to live/stay in the school? One of the successes of Sojourner is the parental involvement and the fact that there is parental intent (there kid wasn't randomly selected to go there.... the parent had to go to a meeting, understood what was required of them, and applied to the lottery). You can't make parents care. Look at the Kipp academy model.	Nov 29, 2011 9:33 AM
425	All of the above is dependent on who is involved. Inspirational peer coaches with demonstrated best practices are not the same as many self promoters who are imposed on staffs as inservice.	Nov 29, 2011 9:29 AM
426	allowing districts to develop their own improvement plan is the most important intervention. Until students(families) take responsibility for their education it doesn't matter how much inservice teachers are required to undergo, it won't change. Also, please remembe that no one has any money, including the state.	Nov 29, 2011 9:28 AM
427	I don't believe you can require parents to be more involved, although it is clearly an asset if they can. Most of your suggestions neglect nuance. For example,	Nov 29, 2011 9:23 AM

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replacing a principal or leadership team because of low achievement can be important, but there could be other factors why children are not engaged and doing well in school. Also bringing in different kinds of staff to help teacher development also depends upon who is brought in and if the teachers are open to receiving that person.

428	At Peninsula, the staff work hard at giving students lots of positive reinforcement, praise, awards, etc. It seems to be having a good effect.	Nov 29, 2011 9:22 AM
429	All of the above choices need to be decisions made on the smallest level - not from bureaucrats looking at only test scores to make decisions.	Nov 29, 2011 9:20 AM
430	Not a popular idea but what if a teacher worked more time. Summer was their training/prep time and preparing for students and their education on their own style of teaching.	Nov 29, 2011 9:14 AM
431	Instead of spending extra money in the penal system, let's find ways to improve our high schools.	Nov 29, 2011 9:10 AM
432	We can't require parents to do something - it doesn't work. Many charters focus on one area at the expense of others then students are behind in other areas when they enter. Some school are in disadvantaged areas - that is not the teacher's fault - just provide them more resources.	Nov 29, 2011 9:01 AM
433	It is critical to look at what is happening in public schools so that changes can be made for student success. I would like to see a better bridge between college education programs and the requirements for what is happening in education and in the classroom. Some college programs are doing a good job of preparing students for teaching, but others are very weak in areas like collaboration, initiative, academics (particularly elementary math), etc. If the training could catch up to the need, proficiency for students in basic skills would be most attainable.	Nov 29, 2011 8:56 AM
434	same as above.. reviewing the amount of teaching days .. I believe the school year has been condensed to a point of accelerating the scope of what needs to be taught.	Nov 29, 2011 8:54 AM
435	Don't forget to look at class size	Nov 29, 2011 8:52 AM
436	We need to focus not only on failing schools, but also how to challenge successful students. We need strong a TAG program and challenging curriculum for ALL students, not just a focus on the bottom.	Nov 29, 2011 8:49 AM
437	Allowing children to transfer to another school only solves the problem for those children who have the option and for those whose parents care enough to make the change. Provide teachers at lower performing schools with tools (additional teaching staff, additional pay, opportunities to earn more money for tutoring--the same as teachers who coach are paid for their time).	Nov 29, 2011 8:43 AM
438	Maybe attract great teachers to the struggling areas by giving incentives, such as higher pay.	Nov 29, 2011 8:42 AM
439	My kids go to a charter school and I think it is a great option and all schools	Nov 29, 2011 8:41 AM

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should be allowed within certain requirements to develop and use the curriculum that works for their students and teachers. Not all charter schools are great but the concept is very successful when done right. Additionally, charter schools should be able to get 100% of the money the other schools receive. They are doing more with significantly less. Just imagine what they could do if they received their full funding. On the flip side, this shows how much waste there is in public schools. If schools were given a budget they had control of they might be able to better manage the money and create better programs.

440	Teachers should be given the flexibility to be creative and come up with there own alternative teaching practices, the ones our political teams have come with dont work and they are not educators and they will not be the answer to smarter kids. The teachers put there time money and love into thier professions so let them do what they know is right. Lets trust them more to do the right thing. Parents need to get the heck out of the way and be helpers not the problem. They enable thier kids to dumb down and to get out of responsibility.	Nov 29, 2011 8:41 AM
441	The school year should be extended for ALL Portland Public Schools!!!	Nov 29, 2011 8:40 AM
442	It is pure cynicism or delusion to cut school funding to the bone with one hand and then make gestures towards "higher standards" and "school improvement" on the other.	Nov 29, 2011 8:40 AM
443	Move toward year-round (longer school year); with more frequent breaks. Kids are no longer doing agricultural work. I think that summer/break childcare providers would adjust to the changes; and even more small business might start to meet that need. Longer school days, or more school-based before/after school activities.	Nov 29, 2011 8:33 AM
444	Children with uninvolved parents need an education too, if for no reason other than to reduce crime rates and provide an appropriate workforce.	Nov 29, 2011 8:32 AM
445	It's difficult to check boxes on such complex issues. Staff development and coaching is always important, but teachers and support staff who don't show improvement despite these efforts should be let go. Leaders should be held accountable and let go if they are ineffective, but again, things must be looked at in the big picture.	Nov 29, 2011 8:29 AM
446	Your interventions are tough to answer with one size fits all, totally depends on which issues that particular school is facing.	Nov 29, 2011 8:12 AM
447	Districts and teachers right now are being inidated with professional development and there is not enough time for teachers to impliment concepts that they have learned when they are working with 30 or more students in a classroom at all instructional levels.	Nov 29, 2011 8:09 AM
448	If the principal or leaders are not suceeding in improving the education & they have the supplies to do so, should be replaced. Of course guidelines and check markers would need to be in place and all factors would need to be involved. Teacher to student ratio, enough supplies, local average income, etc.	Nov 29, 2011 8:05 AM
449	Providing TAG children the extra attention they need to continue learning at a higher level. Give the teachers the education and tools to support those children	Nov 29, 2011 8:04 AM

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that are farther ahead of the class. All the time, effort and energy are being utilized to help those that are struggling (which isn't a bad thing) so those that are advanced are not getting any help in learning how to advance their skills. They are getting bored in class. They are losing their love of learning because they are not challenged. The TAG program is a joke in the West Linn Wilsonville school district and should be modified.

450	How does a teacher/school "require" greater parent involvement? Replacing teachers/leaders/principals must be done but carefully. This must not be a knee-jerk response. It should be the consequence of clearly shown deficits in the individuals' job performances. Caveats - "allowing ..." but REQUIRING progress.	Nov 29, 2011 7:58 AM
451	The fact is, we know in middle school who is likely to drop out of high school! And, frankly, we do nothing about it! There are MANY students in our schools who read at a third grade level, count on their fingers, miss 30 to 70 school days per year, have passed few, if any, classes during middle school, and yet we pass them on to high school! Do you suppose they are likely to turn their education around and become a successful student, or do you think they will probably DROP OUT? We know who can read and at what level. We know that having them do the same reading assignments as other students is NOT working. We know that they will get NO help from home. Why don't we have a class for them where all they do is read? It's not that these students CAN'T read, it's really just that we have allowed them to GET BY and AVOID reading.	Nov 29, 2011 7:52 AM
452	There have been schools for a long time and it shouldn't be a huge mystery as to what makes good schools successful. Figure it out and do it. Look at successful schools here and in other states and do what they do.	Nov 29, 2011 7:41 AM
453	Poor performing schools results go beyond the performance of the teachers. It begins in the home unit. If the parents aren't involved in a child's education, it can be an even more challenging learning environment for a student. However, you can't make a parent be involved. Creating monetary incentives for good teachers at these schools could help.	Nov 29, 2011 7:40 AM
454	The schools need to be more accountable. I don't think making the school year longer helps. Students need to have summer they need time to be kids also.	Nov 29, 2011 7:39 AM
455	The instructional coach idea seems like a paper work job and I don't think that it helps anyone. Parents are where school should start, but the often view school as just a baby sitter. Many parents drop their kids off at school only to go home and go back to bed.	Nov 29, 2011 7:34 AM
456	I do not know how you "require" parental involvement.	Nov 29, 2011 7:32 AM
457	The school year is too short and there are fewer days for teachers to have collaboration and do research to be creative and innovative.	Nov 29, 2011 7:26 AM
458	This is hard for a lay person to assess. Parents should be involved but requiring? I doubt that does anything. Extending the school year? what does the research say?	Nov 29, 2011 7:20 AM
459	Please do not take the cookie cutter approach to designing reform in Oregon School. I am not sure if you realize this, but Oregon is a diverse state and at	Nov 29, 2011 7:18 AM

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times I think ODE has its blinders on. I urge you to look around and recognize the challenges that each school district faces.

460	Rather than creating something from scratch - can we look at successes from other schools? What has helped failing schools in other districts/states?	Nov 29, 2011 7:16 AM
461	What does "requiring" parents to become more involved mean?????????	Nov 29, 2011 6:52 AM
462	Difficult if not impossible to compel parent involvement. Lack thereof should not impact student assesment	Nov 29, 2011 6:51 AM
463	Our teachers are focused on homework and the studies are inconclusive at best that homework is the answer. I think that if the teachers were given access to the current "best" philosophies, the kids wouldn't be so resentful of the additional time at school. I think "additional work" aka homework, should be done at school where it can be supervised by the child's teacher.	Nov 29, 2011 6:46 AM
464	Dr Randy Trani's book, "Fallacies in Education" is a great tool. He is Superintendent of Corbett Scool District.	Nov 29, 2011 6:30 AM
465	Making a poor performing school perform better starts at the family level. I don't think the school will improve without parents getting involved and supporting their kids at school. However, doing this is impossible. Providing before and after school tutoring might be the best way to support underperforming schools. Taking things away from schools that are performing well in order to make it equal to an underperforming school makes everyone fail. We need to focus on making the underperforming schools better and bringing up their performance and leave the successful schools alone! Also - get rid of the "bad" teachers and let the teachers who love teaching teach. Get rid of the "I've been here longer so I get the job even though you are a better teacher than me." Have a better way to evaluate teachers and keep the good ones!	Nov 29, 2011 6:15 AM
466	There is no possible way to generalize such issues. There is no one size fits all response. I hope that the district is not spending its badly needed and limited funds for this survey.	Nov 29, 2011 1:01 AM
467	Kids are not coming prepared to learn because of a lack of healthy foods at home. More families are unable to provide quality food for their kids, or families are missing meals on evenings and weekends due to lack of resources to obtain quality foods. Feed 'em and they will be able to focus on their education!!!	Nov 29, 2011 1:00 AM
468	The teachers are too frequently blamed for low performing students. Some of this burden MUST fall on the students, parents, and communities.	Nov 29, 2011 12:39 AM
469	I did check very important in regards to requiring parents to be more involved but that also requires the definition of parent involvement to be changed. Not every parent can be in the building. A lot if not most parents cannot help their child past their second grade homework. I am a successful professional in my field but realized the other night that math is being taught differently in 3rd grade than when I was a kid. I am confusing my child and causing her to get frustrated because I am not teaching her the way she is learning at school. Parent involvement needs to be "required" by defining what it is and what it looks like for parents from different backgrounds and abilities. Articulating and working with	Nov 28, 2011 11:53 PM

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each parent as an individual on what they can do to help. Equitable practices and training for PTA's on not pushing out minority families so they do not feel welcome in the school. Allowing students to transfer is part of the problem. Look at all of the damage this has done in Portland Public. It is a mess with a district of haves and have nots and kids living in neighborhoods with no cohesion because on one block there are 5 different schools represented. Kids don't play with each other because they don't go to school together. Charter schools in PPS just drain the poorer schools of kids and push out kids with disabilities. I am not against charters but in PPS they are a huge problem.

470	"Requiring" parent involvement is problematic - single parent and low-income families may have far less schedule flexibility than two-parent families, people working jobs that offer paid time off or flexible schedules, etc.	Nov 28, 2011 11:29 PM
471	Meaningful parent involvement is the area that I feel is holding my school back - we are very strong in the other areas listed in this section	Nov 28, 2011 10:27 PM
472	Fix poverty and address social issues that affect the families. It is more likely that schools serving low SES areas are the ones that are failing. Make funding education the highest priority! Fund schools so that class sizes are smaller, and so that a full program of diverse academics can be offered. Get kids excited about coming to school.	Nov 28, 2011 9:29 PM
473	Parents wouldn't choose charter schools or magnet programs if their children were receiving the education they needed from their public schools. Look for the "bright spots" and see what they are doing that is causing their school to work. Sit down and look at what you can do from there.	Nov 28, 2011 9:07 PM
474	How can you ask any parent to leave their child in a failing school? Bureaucratic change takes years, but for a child years is too long. I don't want school transfers because I don't want them to be needed... but I can't condone forcing children to stay in a school that is failing them.	Nov 28, 2011 8:53 PM
475	I do not have enough information to understand how charter schools get funded and operate.	Nov 28, 2011 8:52 PM
476	Our education schools should teach teachers how to teach reading. They don't. That's one reason why literacy is such a mess. That's true across the country, not just here. We know how to teach reading, but teachers aren't taught that. It's a crime.	Nov 28, 2011 7:29 PM
477	The school districts are not to be trusted to develop their own improvement plans. Nobody wants to dedicate resources to poor kids or poor schools. Compliance with state/federal mandates is very effective. That is also why there are any bilingual, special education and/or TAG programs in many districts. I know many students who should not be promoted. They continue to struggle and are terribly at risk for dropping out altogether. We need magnets, not charters, for our underperforming schools. The rate of kids at our Title I elementary schools applying to the charter middle schools is almost zero--the kids have to find their own transportation. We need neighborhood schools offering magnet programs, especially where 2 or 3 schools are in walking distance for a neighborhood.	Nov 28, 2011 7:17 PM

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478	Too much emphasis is given to preparation for multiple choice tests and timed readings. If we want students to be successful, we need more instruction in actual reading, writing, and math. Let teachers teach.	Nov 28, 2011 6:48 PM
479	Start with accountability at the University level! Too many poorly taught courses at this level. Professors need to be in staff development as well and keep up with cutting edge teaching strategies, as well as get out of their offices and into schools. They. (most of them) don't have a clue what really goes on in the classrooms with too many children in a classroom, too much diversity, multiple languages, etc., high poverty, homelessness, etc. Second, staff development is a must with coaching. If you don't have coaching forget about the training! Money and time wasted. Third, remove the poor teachers as there are many of them across this nation including Oregon schools.	Nov 28, 2011 5:35 PM
480	Stop testing kids to death in order to judge schools, and just ask the kids how well they like their school. And give them real choices.	Nov 28, 2011 5:33 PM
481	Teacher training and professional development needs to focus on pedagogy, motivation, etc. NOT on how to score tests.	Nov 28, 2011 5:25 PM
482	See above	Nov 28, 2011 5:20 PM
483	Progress needs to be measured on just that - PROGRESS. Not an unattainable idealized goal. Student achievement is not fully in the teacher/ school control. There are too many factors such as parenting/ parent value of education, amount of sleep a child gets, do they get proper medical care, do they have enough to eat, etc.	Nov 28, 2011 4:56 PM
484	We need more spreading of the word and duplication of successful programs	Nov 28, 2011 4:53 PM
485	As a teacher who has been forced to be involved in the same professional development classes more than once, I believe most teachers have a better idea of the training that will benefit their practice than the administrators who have a less than adequate understanding of what goes on in an individual classroom. Teachers should have some input into professional development.	Nov 28, 2011 4:45 PM
486	Parents are your biggest asset they know what the needs of the students are when needed.	Nov 28, 2011 4:41 PM
487	Student progress should be measured individually, not by comparing to arbitrary standards.	Nov 28, 2011 4:16 PM
488	*Professional development for staff needs to be driven by student needs. It should not consist of canned programs developed by people who know little about education, who want to promote their latest money making scheme. *School principals should be educators who have taught successfully for a number of years who can really lead other educators. Males with very little teaching experience or teachers who may be linguistically and culturally diverse but also lack much teaching experience are inappropriate choices for school leadership. We do need diversity, but we must ensure that teachers from diverse backgrounds have the experience--otherwise they are set up to fail. *Charter schools do no better than other schools--many do worse--this cannot be Oregon's panacea	Nov 28, 2011 4:12 PM

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489	The profession is under fire as it is. To create an environment where teachers are not respected and valued, feeds right into the negative press - replacing teachers, leadership teams etc. I have seldom come across a teacher that does not want to improve their teaching. I would value more coaching, or viewing successful teaching environments, rather than punitive measures that don't help anyone improve. I also believe strongly that parents are as important in the equation of education, as teachers - promoting healthy eating, study, exercise habits etc. Also personal accountability. How often have we heard it's "the teacher's fault". We are only one part of the child's success.	Nov 28, 2011 4:03 PM
490	I put requiring parents to be more involved as not important. This is because there were no other choices. Of course parents should be involved, but how is that requirement going to be done? By law and the overall affect is to create more people in the justice system. Requirement is way to restrictive.	Nov 28, 2011 4:00 PM
491	Schools reflect their communities. When you improve the peoples' sense of community, sense of equity and belief in the what the schools are teaching you will improve the schools. Schools can be a vehicle for this change but they are not a stand alone solution. Also, professional development is essential however, too often it is used to promote curriculum agendas and publisher's demand. My district has wasted countless dollars on trainings that no one wanted nor were they implemented effectively. The trainings were part of a district agenda that looked really good on paper but did "pan out" in the classroom. Let us know what to work on, give us the flexibility to work within our diverse communities and provide the trainings we request to help us teach more effectively. That's dollar smart.	Nov 28, 2011 3:56 PM
492	Experiencing a very successful school, I would say two of the most important things are; diversity of methods and lower classroom numbers.	Nov 28, 2011 3:50 PM
493	After-school tutoring and mentoring would have to be mandatory to have an effect. If the school year were extended, teacher salaries would need to be increased proportionally.	Nov 28, 2011 3:49 PM
494	Until Stable funding is available, we all can do the best we can with huge class sizes and shorter school years. I think Oregon is missing the boat on the use of technology in the classroom. There are schools where every student has a kindle and they do their homework online. We are so outdated with our paper pencil modality that it makes me sick	Nov 28, 2011 3:46 PM
495	What is meant by "fail to make progress?" Does that mean each student shows progress in his or her learning from the beginning of the school year to end? Or does that mean our rate of passage on a standardized test? A student may have learned a lot, but came into your class so low that despite their gains they still aren't passing.	Nov 28, 2011 3:43 PM
496	We are required to teach more with less. Our class sizes are large without assistance, and our school year has been shortened by 12 days for students/teachers. Many programs have been done away with at the elementary and secondary levels. Oregon needs to come up with a plan on how we are going to fund our public school system k-12 and higher.	Nov 28, 2011 3:37 PM
497	Many children are not coming to school ready to learn. They start out behind	Nov 28, 2011 3:35 PM

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and if they are in a kgn class of over 18-20, they cannot have enough teacher attention to make up for being behind. Add in students that have emotional disorders and the remaining students have less teacher attention. Teachers have to be able to teach. They are just managing students when you overload the classrooms. I would take a salary freeze in order to hire more teachers and lighten the class sizes.

498	Other than replacing the principal and leadership team, none of these interventions is free. If we can't fund a fully staffed school for a full school year, how are we going to pay for interventions.	Nov 28, 2011 3:35 PM
499	Too often we try something and change it after a couple of years, without giving it a chance to work. Teachers are always being asked to change schedules, change homerooms, change methods without letting us see if the changes that had been implemented were working. Less focus on change and more focus on great lesson plans.	Nov 28, 2011 3:33 PM
500	For the past 6 years our resources have been steadily cut. As we design improvement and make a plan we see success, only to have fewer staff and fewer resources (texts, paper, books) the next year. We keep reinventing a new system because we can't staff the one that showed student growth. The most effective practice in my district was when each building had a half time student coach, in addition to regular school staff. That person worked with teachers to provide good interventions and was able to coach and pull resources and help struggling students as well.	Nov 28, 2011 3:18 PM
501	There has to be greater oversight and accountability for administrators. In Oregon, very few administrators know what is going on in their classrooms. They spend most of their time doing administrative tasks than being true "instructional leaders." There needs to be a greater focus on building accountability within all buildings.	Nov 28, 2011 3:11 PM
502	Teachers need training and observations that the training is being put into place in their classroom and feed back on how to improve their practices based on actual observations. Teachers also need more time with their students, longer school year (with 5 day school weeks). There also needs to be caps put on class sizes so that teachers have manageable numbers of students to work with (class averages of 35-40 students is not acceptable at any grade level).	Nov 28, 2011 3:09 PM
503	After school mentoring is all well and good, but ask yourself: how many students have rides home? We have had to devote one day a week in-school for this and it works much better. After school, not enough students stay because they haven't the means to get home or they have duties that require they be home right after school. Put yourself in student's shoes please. Sometimes we get big ideas and get excited and we need to stop and think about the feasibility of that idea.	Nov 28, 2011 3:03 PM
504	The more the teacher knows the better the students do, including standardized testing. Most inservice training focuses on improved instructional methods and NOT on actual content knowledge.	Nov 28, 2011 3:01 PM
505	The state and Federal governments should first examine what progress really is before deciding whether or not schools are making it. After that, realistic	Nov 28, 2011 2:57 PM

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assessments of progress need to be developed, which take into consideration a broad range of factors that could affect student success. Blaming teachers and schools will not help. Each district should be considered carefully every possible factor that could be contributing to a school's success or failure. These factors should include inequities in funding, personnel problems, work environment, community environment, and many other things. I feel that a huge problem is that so much Federal and state legislation is passed (or not) that is half-baked rather than a truly comprehensive, caring effort to really improve education. Education funding is obviously not a high priority for our state.

506	There need to be more options for kids who don't meet the requirements for a modified diploma, yet do not have the skills to reach the standards of a regular diploma. Maybe a "basic" diploma and a "full" diploma.	Nov 28, 2011 2:49 PM
507	No amount of money or intervention will fix the problems we have without accountability at home unless we provide a "forced" homework/study time for all students. Like after school help by a teacher, only we would get paid for it!	Nov 28, 2011 2:40 PM
508	Smaller classroom sizes would be most important. You can't require parents to be involved, but you can create a longer school year with additional benefits for kids at that school, which will give them better educational attainment and retention every year after, as well.	Nov 28, 2011 2:38 PM
509	My school may have to cut some huge after school events because we now have 0 parents on our PTO. Parents are standing behind charter schools but some charter schools REQUIRE parent hours, if we had parents in here we would do better too!	Nov 28, 2011 2:22 PM
510	"after-school tutoring" less important only because it should happen DURING school. Create catch-up, credit recovery and special study center in each high school to get students - both those in need and those that want to advance faster - additional help (and some can mentor others). Require low-performing (not special needs) in that program and out of the regular classroom so the pace is sustained for students who are performing. Emphasize math and science - no, it's not hard!	Nov 28, 2011 2:17 PM
511	By far the most valuable intervention for improving the quality of education is teacher training. This training should, however, be only for programs that are proven to be effective - such as Step Up to Writing (for elementary) and assertive classroom management (for all teachers) - and must be followed up with a period of observations/meetings to check for/help with implementation. All teachers - new and old - should have to participate, whether as learners or as leaders.	Nov 28, 2011 2:15 PM
512	REQUIRE" parents to be more involved? Get real. How about meaningful and substantive communication between faculty and parents? That might help.	Nov 28, 2011 2:11 PM
513	FUND SCHOOLS FUND THE MANDATES	Nov 28, 2011 2:00 PM
514	It has been my observation that most problems in schools are a result of inadequate family support. Consequently too much school time is spent on correcting those lapses. Anything that can be done to strengthen families would have a positive effect on school performance!	Nov 28, 2011 1:56 PM

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515	After parents, teachers and principals are the most important persons affecting a student's learning. It is far too difficult to replace both kinds of employees - especially teachers.	Nov 28, 2011 1:56 PM
516	People need to feel valued, loved and capable. As adults, we have the ability to remove ourselves from situations that do not meet these requirements (quit our job, leave our relationship, stop going to the gym). Many school children are repeatedly forced into environments where they feel unloved, undervalued, and incapable (a lunchroom where they are bullied, a Social Studies classes when they are unable to read, homes where they are overlooked). Then when they act out, we throw them into another environment where the feelings persist and tell them this is their consequence. When regular life feels identical to consequences, there is no incentive to avoid consequences. We need to find a way to make all students feel valued, loved and capable. If we all feel this way, we can all, in time, succeed.	Nov 28, 2011 1:31 PM
517	How is it that one can "require" parents to become more involved? I get how it is important; I just don't see a mechanism to can make it a "requirement."	Nov 28, 2011 1:22 PM
518	Instead of extending the school year, consider reducing the length of holidays or adjusting the schedule so that summer is shorter with longer holidays at other times of the year. Also consider ensuring that there area general education summer school opportunities to support students who fall behind over the summer. Also, allowing districts to develop their own improvement plan would be putting more pressure on the system when it needs more support. Districts that need improvement don't likely know how to improve or may not have the resources to do it or they would have improved earlier. Districts should each be assessed to determine what their specific needs are a plan should be developed WITH the district and experts to help them meet their needs in a way that does not put extra taxation on an already struggling system.	Nov 28, 2011 1:20 PM
519	Intensive PD = beneficial with time to collaborate and plan. Not just a checklist of whether it was attended for the state.	Nov 28, 2011 1:18 PM
520	Make sure Administrators have classroom experience. If not required for licensing, then make it a district requirement. One district I worked in required every principal and vice principal to teach two nine week class sessions a year. This would provide insight into what supports would best enable teachers to do their best job. There is much to be learned "in the trenches."	Nov 28, 2011 1:07 PM
521	Administrators are not qualified to lead the change in education; TEACHERS are. Small struggling districts need to be mandated to combine and centralize their district offices to cut costs such as payroll, fiscal services, insurance and special education records. Teachers need to be put in charge of all assessment, curriculum planning and improvement plans for students. In Southern Oregon alone we have a huge waste of taxpayer money due to having too many small districts: Look at Grants Pass and Three Rivers districts, these two should be required to combine into one district. Lay off a business manager, a students services director, human resources director and a superintendant and save over one million dollars plus have money left over for another teacher or two. There are over thirty students in both of our 4th grade and both of our 5th grade classes at our school; the students are paying a huge price in less teacher time, less individualized instruction and less real human caring about who they are as	Nov 28, 2011 1:02 PM

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a person and how they are learning.

522	Focus on academics is necessary, but not sufficient to keep struggling students engaged and feeling valued and successful. "More academics" as the only intervention will not engage a students that does not feel a sense of belonging and self esteem. Schools need to do a better job of embracing all the students - many of which have needs that go beyond "double dose." Also - grading practices must change. There is no consistency an "A" or an "F" within a school, and certainly not between schools. Proficiency is the way to go. Too many teachers punish with grades, give extra credit for bringing canned food, etc. Academic proficiency, consistently reported, needs to be the focus of an academic grade.	Nov 28, 2011 12:58 PM
523	"Providing administrators with additional tools to ensure... effective teachers." I hope that this includes bargaining laws that would allow administrators to hire/assign/lay off or recall based on a system other than seniority. Extending the school year is a huge benefit, but not all students may need this.	Nov 28, 2011 12:55 PM
524	These questions take the student out of the equation. Students have to want to learn before meaningful instruction can happen. You can have the best tests and teachers and instruction and free meals but if a student refuses to get out of bed in the morning you can't hold teachers responsible for the child not learning. At a certain point the child needs to be held responsible for their actions.	Nov 28, 2011 12:53 PM
525	teacher training is very weak...too much theory and psychobabble leaves teacher woefully unprepared and misled about reality - more hands on, paid internships with actual teachers rather than profs who don't actually teach plus mentoring young teachers	Nov 28, 2011 12:46 PM
526	Smaller class sizes are VERY important!	Nov 28, 2011 12:44 PM
527	Parent involvement is critical but parents also need to realize that their attitude toward school and their attitude about the students responsibility to learn sets the stage for their child's success.	Nov 28, 2011 12:27 PM
528	How are you going to require parents to be more involved? That is half the problem, parents who do nothing.	Nov 28, 2011 12:16 PM
529	I've worked under four very different leadership styles. In my own experience, leadership is KEY to the success of a school. If administrators are actually evaluating staff and school-wide curricula / programs instead of setting out personell 'fires', a lot gets accomplished. Also, if eliminating ineffective teachers is the new focus at the state level, take a first look at who is evaluating the teachers. Often times, teachers think they are effective and simply continue doing what they are used to. They need DIRECTION, not a pink slip. If it were up to me, I'd put a teacher on a plan of assistance and require they work side-by-side another educator (student teaching style). We know hands-on works best for kids and then somehow, we forget that when it comes to adults who need to learn. It's truely puzzling.	Nov 28, 2011 12:15 PM
530	We spend so much time testing that the instruction time is stopped and this doesn't help our scores either. There has to be a balance. We are losing so much instructional time because of testing, assessing has its place but we have	Nov 28, 2011 11:57 AM

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over killed its validity.

531	I helped open Oregon's first charter High School. I learned a few things about what works for at risk kids. One is time...they purely take more time and energy to teach. Somehow we have to figure out how to provide more time. When you read about all the amazingly successful schools sending all their at risk kids to college, no one ever mentions that those teachers work way more than 8 hours a day 5 days a week. It takes late afternoons, evenings and weekends to do the job. Teachers need more pay for that time, or a fresh team of teachers to take up the reins, but the bottom line is that it is not an 8 hour a day job.	Nov 28, 2011 11:53 AM
532	The focus on staff development at a time of limited resources has resulted in what used to be instructional time being used for staff development and planning. Time on task matters. Our school year is too short. Student and parental accountability is seemingly not part of the equation. Why not? We gather data but ignore much of it. For example, charter schools' overall results are no better than those of mainstream schools even though they serve fewer children with special needs, fewer children for whom English is not the primary language, fewer students in poverty and even though, by definition, they enjoy the known benefits of greater parent involvement. We know this but continue to push charters as a solution. We know that erratic attendance interferes with learning but we do not insist that the courts enforce the compulsory school attendance laws. If we are going to spend so much of our limited resources gathering data, let's use it not only to inform schools and communities about performance but also to make policy decisions.	Nov 28, 2011 11:53 AM
533	What is "progress?" Once a school is high-achieving, and they stay at the same level, do they get bad marks because they're no longer progressing? The assumption of a lot of the above suggestions is that the teachers and administrators involved are not trying. Each school must be addressed individually. If everyone is trying to improve, there's hope. If no one is willing to try to improve, then more serious action must be taken. What is the community like? How can you "require" more participation from parents?	Nov 28, 2011 11:50 AM
534	We need actual staff development not second hand info from coaches. It means so much more coming from a trainer or expert and our coaches are not experts.	Nov 28, 2011 11:49 AM
535	I am very excited about the idea of instructional coaches and allowing districts to develop their own improvement plans. Then, take those plans that have proven measurable success and share those within other districts. This system allows for many creative processes and not one system delegated from above.	Nov 28, 2011 11:46 AM
536	Our students have a variety of learning styles which we have been trained to identify and teach to. We need the opportunity to assess our students and use the information we have received in training to plan our instruction. We also need collaboration time with our teaching partners to review assessments and develop a plan for interventions and extensions.	Nov 28, 2011 11:40 AM
537	This section is way off. All of these require money, which the state doesn't have. Money should be spent on hiring teachers and making classroom size smaller.	Nov 28, 2011 11:36 AM
538	I think it is important to take a look at children and address the kinds of disabilities they are struggling to overcome. If they are fetal alcohol syndrome	Nov 28, 2011 11:24 AM

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children, what is their ability to be successful and how does that look on an individual basis? If they have a low IQ, differentiating and setting the bar so they can be successful, rather than measuring them against their higher performing peers, is going to be important. Penalizing teachers, administrators or leadership teams is counterproductive and undermines the process.

539	Family Advocates (in addition to the current school counselors) in every school to continue the home/school connection beyond preschool. This is even more important that instructional coaches for teaching practice. Many parents have to idea how to interact with the school and its requirements to produce a successful student.	Nov 28, 2011 11:09 AM
540	Allowing districts to develop their own improvement plan could be a waste of resources - everyone reinventing the wheel at the same time. Requiring parents to be involved is an impossible task if you want to provide the best education for everyone. Resources should go toward providing enrichment activities, the arts, and the humanities as part of the overall curriculum.	Nov 28, 2011 10:52 AM
541	I work in a mixture of charter schools and public schools. The smaller rural schools actually seem to be better served by access to grants, special training etc. The larger school district hasn't purchased new curriculum for science or math in over 10 years. An intervention is necessary.How can these kids compete statewide or nationally if they are being taught out-dated information?	Nov 28, 2011 10:47 AM
542	requiring parental involvement is an ideal, but we all know it can't be enforced. most failing schools have a population with low parental involvement.	Nov 28, 2011 10:39 AM
543	Low performing schools need more funding for PD, lowering class size.... To improve teacher quality and the quality of the classroom instruction.	Nov 28, 2011 10:32 AM
544	Summer school needs to be an option for those students falling behind.	Nov 28, 2011 10:28 AM
545	We can't "require" (most) parents to be more involved, so I checked "not important" because the premise of the question is unrealistic. However, it is VITALLY important that parents become more involved with their student's education-- in fact that is the one of the most reliable components to successful learning and successful schools. Realistically, I'm not sure how this could be done. Incentives would simply reward the already involved parents, more than likely. For parents who receive state assistance of some kind, I suppose you could implement some kind of requirement, but for those who don't, there is no leverage. Even so, that might be better than nothing.	Nov 28, 2011 10:26 AM
546	Overall I support less "doing to" a school and more "doing with" in order to elevate achievement. Promoting strong teams among professional educators and allowing time to do the work is essential.	Nov 28, 2011 10:22 AM
547	It's been my observation that students who have involved parents do better at school and in life in general. However, it's not right that parents can call up the school and complain to the principal that their child got a bad grade (a grade the child earned) and having the principal change the child's grade. The school district and administration should support teachers and ensure they have up to date training and relevant skills and resources in order for the teacher's to do their jobs.	Nov 28, 2011 10:21 AM

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548	Society has devalued success and school, homework, and "hard work" in general. This is not something schools alone can overcome. Parental responsibility for attendance, effort and to some extent achievement is a must to turn this tide. If auto insurance gives a "good student discount" why can't we also have a "good student tax credit" or some other such incentive for parents to stay involved and work together with the teachers to help their child succeed?	Nov 28, 2011 10:20 AM
549	Parent involvement is very important to each student's education, however I'm not sure how it could be required and enforced in an effective way.	Nov 28, 2011 10:19 AM
550	See above comment. Schools that do nothing but cut career learning should be put on probation for not providing students with equal opportunity. Students can do well, and so can schools. Kids just need to do their learning in an atmosphere that works for THEM, not the school. Having one kind of high school and one kind only is ludicrous. Doesn't anyone look at schools that work elsewhere? Like Finland? Singapore? We should have at least two kinds of high schools, one track for college, and one for career learning. Two different graduation requirements.	Nov 28, 2011 10:15 AM
551	District professional development is a waste of time; most teachers work hard and do the best they can; instructional coaches are a waste of time and take the best teachers out of the classroom without offering any quality benefit in return	Nov 28, 2011 10:04 AM
552	See above box.	Nov 28, 2011 10:00 AM
553	While parent involvement is crucial, it would be a hardship for some parents to abide by a policy in which they are required to be more involved in their child's education. I think a certain amount of flexibility must be allowed for a mandate like this.	Nov 28, 2011 9:56 AM
554	Kids are not failing because we have a bunch of bad teachers-kids ARE failing because we are not providing the funds to hire enough personnel to provide the individual instruction the students need to meet the standards Oregon has set!	Nov 28, 2011 9:56 AM
555	This is not an issue of poor staff. More often than not, the school and it's difficulties are a reflection of the community that feeds into the school. Teachers and administrators are doing the best they can, but the kids still go home to families under stress.	Nov 28, 2011 9:53 AM
556	Dear Superintendent Castillo and Governor Kitzhaber, No amount of state testing or "raising the bar" will help Oregon students meet standard, until Oregon families can feed, shelter, and love their kids they way that ALL CHILDREN deserve to be loved and cared for. Leave No Child Behind is a non-funded mandate that basically "leaves all children behind".	Nov 28, 2011 9:53 AM
557	Replacing leadership is important if that leadership is not effective. Allowing districts to develop their own improvement plan can work well if, in fact, the skills and training are there in the staff to do so.	Nov 28, 2011 9:43 AM
558	Need to have school counselors on all levels particularly elementary schools!!!!~	Nov 28, 2011 9:42 AM
559	Professional development is often busy work. Educators are required to sit in on classes that have nothing to do with their job. This is extremely frustrating and a	Nov 28, 2011 9:41 AM

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waste of time. The stories I could tell you about this issue and money wasted would make you sick!! Charter schools? Why would this be any better than a school in our school district? How do you require parents to be involved? I have been working on that one for 25 years!! Allowing students to transfer is a great way to blame the school when a parent hasn't been involved.

560	This is all about "doing something" to the teachers, something punitive, as though the teachers are entirely at fault if a student fails. Where are the parents? Where is the community? Where are the students themselves? Where is the trust in experienced teachers who really do know what they're doing, the teachers who are so good they could teach a fencepost to read?	Nov 28, 2011 9:41 AM
561	I question the whole premise of this section. What measure is being used to determine if a school fails to make progress? There are schools with outstanding teachers and administrative staffs that fail to make progress by existing reporting. Usually, the problem stems from inadequate resources- large classes with high-need students and over-burdened teachers with little professional development. The best way to improve achievement is to reduce class size!!! Other comments: 1. How do you measure what makes for a "most effective teacher?" It certainly shouldn't be based on the test results of the teacher's students. 2. It's important to have parents more involved, but the focus should be to assure the student's academic success, not simply to promote athletics or to fund-raise. The best way to improve academic achievement is to promote best-practices: teacher leadership, common planning time, collaborative teaching. The key to academic success is what happens in the classroom on a daily basis. Teaching is an extremely challenging job, even in the best of circumstances. Teachers need to feel validated and supported to make the sacrifices necessary for success in the classroom. They need to feel they can reach out for help and not be judged. The best system is teachers evaluating and supporting other teachers.	Nov 28, 2011 9:40 AM
562	Some schools that fail to make progress are already at risk because of environmental factors, such as being in a unsafe neighborhood, gang problems ect. It is not all about whether or not the teachers and administrators are giving their best efforts.	Nov 28, 2011 9:38 AM
563	There was nothing above talking about lessening the administration at district levels. More money needs to be spent to lower class sizes and some of that money could come from the top. So much money is wasted by having high paid administrators that do nothing to help the effectiveness of the teacher.	Nov 28, 2011 9:25 AM
564	While I think extending the school year is very important, this question implies it would only be for schools that fail. I don't think failing schools should have a longer calendar than other schools.	Nov 28, 2011 9:23 AM
565	I think having a math specialist, especially at the elementary schools, would be very effective and money well spent.	Nov 28, 2011 9:15 AM
566	Many times there are significant factors outside the school. These require community based intervention. There needs to be a way to identify and access such intervention.	Nov 28, 2011 9:03 AM
567	If you hire coaches, hire ones that are competent. Not 3rd year teachers that got	Nov 28, 2011 8:59 AM

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RIFed last year. Look to AZ and other states that have successfully implemented them and trained them to be an asset, not a burden.

568	Allow the districts to define a means of improvement. The individual districts know more about their own students and the data of their students than the state does as a whole. We are teaching the whole student. So, therefore, what is good in the Coos Bay School system, or the Medford School System or the Redmond school district or the Portland metro school districts may not come close to meeting the needs of the other school districts in the state. Autonomy with a structure of expectations is appropriate, state mandates are not as effective as they could be.	Nov 28, 2011 8:29 AM
569	There is no question that the greatest hindrance to school improvement is the difficulty that schools face in removing poorly performing staff. Make that easier and you make school improvement easier.	Nov 28, 2011 8:22 AM
570	By increased instructional time, I mean not necessarily a longer school year--but adequate funding to maintain a full school year. Having to take more than two "furlough" days sabotages a well-planned, effective instructional plan.	Nov 28, 2011 7:38 AM
571	If you were to talk with teachers you would find that they are expected to teach with no prep time~ no time to be super prepared. Why~ because they have meetings almost every day after school. I usually spend 10 hours a day at school, needing the extra hours to prep and correct papers.	Nov 28, 2011 7:31 AM
572	See my comments in Other above	Nov 28, 2011 2:24 AM
573	These questions assume that the assessment method that concluded that a school had failed agrees with the community that it was meant to serve. If the members of the community are satisfied with the level of achievement and progress that their students are showing, then measures are not necessarily wanted to try and improve that which is acceptable.	Nov 28, 2011 12:01 AM
574	It is not the teachers' or district's job to improve an individuals academic grade but to offer them the tools and skills they need to do so for themselves. If an academic schooling is not what they strive for, then it is the district's duty to provide a vocational training to make each individual student a success.	Nov 27, 2011 11:02 PM
575	Allowing students to transfer out just makes it more difficult to improve as often the involved parents are the ones who do exit.	Nov 27, 2011 7:19 PM
576	Parent accountability, parent accountability, parent accountability.	Nov 27, 2011 4:48 PM
577	If you don't have good evaluations from superintendents to principals and from principals to teachers, you will not get the improvement. Also, if the focus keeps changing, as it does in many districts, it will not create effective teaching. From my perspective as a teacher, most programs take three years of focus to implement successfully.	Nov 27, 2011 4:43 PM
578	I would like to see us return to a broad view of education in which we value the arts, sciences and humanities as well as the basic skills. Obviously, students need to learn basic skills, but who will want to read a book after having been drilled in phonics and grammar 2 hours a day in first grade? In our attempt to	Nov 27, 2011 2:58 PM

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cram literacy down the throats of our students, we may kill any interest reading and literature; in our quest to base pedagogy on science, we have dropped science lessons in elementary schools; in our attempt to raise standards so that everyone will be ready to go to college (only because they need to have a good job in technology), we have stripped students of self-determination, self-expression and opportunities to find out about themselves. We give to our least advantaged students the narrowest of educational experiences. What do parents who have the means to send their children to private schools want? They want a broad curriculum that includes art, music, physical education, foreign languages, science and social studies. They want their children to be able to use basic skills to explore a vast world of knowledge. I would like to see all children have those opportunities.

579	Why is OEA, with a strike fund that exceeds \$21 million, not more engaged or proactive in developing their profession? Is OEA willing to participate in discussions that extend beyond money or benefits?	Nov 27, 2011 12:44 PM
580	Teachers need TIME to manage the workload effectively.	Nov 27, 2011 12:04 PM
581	More funding to offset the increased class sizes teachers are facing. It's amazing what I was able to accomplish last year with a group of 15 students who were more than a grade level behind their peers in math. Couldn't have reached those results in a class of 25 or more.	Nov 27, 2011 11:44 AM
582	Increase support for individual struggling students, such as tutoring, counseling, food, clothing, and school supplies.	Nov 27, 2011 11:35 AM
583	Since we don't know who the most effective teachers are or with which students or why, moving teachers around won't help. For example, if teachers are effective in a given school because of excellent administration, moving them to a school with ineffective administrators will only increase instability in two schools. Also the entire question is poorly framed. We need to increase student achievement across the board, not just at schools that "fail to make progress" on some arbitrary scale. Focusing on failure instead of achievement creates a culture of low expectations that becomes a problem in itself.	Nov 27, 2011 11:19 AM
584	Please focus on the establishment of a system of excellent education and fund this system. Outcome based education is a failed model of education. The system of proficiency based education as outlined ensures mediocrity in education and will yield poor results. Please move to a model that is based on excellence and delivering the best education possible to our children and youth.	Nov 27, 2011 10:10 AM
585	It is assumed that schools have such massive influence on how kids do in school, when in reality we do not. So very much depends on the attitudes and expectations of the parents. Without good parenting the schools can do very little to impact the students - in spite of the "inspirational" movies to the contrary!	Nov 27, 2011 9:18 AM
586	Many of these are dependent on each other. If you use coaches, they need to be the right coaches. A strong leadership team can support the coaches and the teachers. The admin team needs to be supported by the district if they are working to have the best teachers in the classroom. Admin team also really needs to understand curriculum and instruction (or at least work with a coach who does).	Nov 27, 2011 8:50 AM

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587	<p>The trend has been to make teachers more and more responsible for their students' success and making the student and the parents less and less responsible. There is less and less respect for deadlines, and more and more expectation of teachers making exceptions to expectations so that a student can pass a class, especially when a student is failing due to missing assignments. There also seems to be an increase in the number of students on IEPs and 504s. Society is too quick, in my opinion, to label a child with a "learning disability" and then telling them they do not have to achieve the same standards as other students. For example, they only have to complete 75 percent of what others have to do in order to pass the class. In my 20 years of experience, I have seen too many students who are more lazy than disabled be given excuses for not being responsible for their own learning and success. They are being taught that the schools and society are responsible for their success.</p>	Nov 27, 2011 7:59 AM
588	<p>Interventions need to be on a school by school basis as the population dictates need.</p>	Nov 27, 2011 6:37 AM
589	<p>There should be some system of accountability for administrators. Many teachers I know say things like "He's OK. At least he doesn't do any harm." or "She means well...." to describe their administrators. I personally have worked with two excellent and three sub-standard principals. The excellent ones moved out of our district, while the sub-standard ones stayed. Over the objections of staff and parent groups, I might add. They are eventually moved laterally, or promoted, but never fired. Why is that? These are our first line of defense against bad teachers remaining in the classroom, yet nobody seems to evaluate them on whether or not they're doing their jobs....?</p>	Nov 26, 2011 10:02 PM
590	<p>If districts develop an improvement plan, it must be based on SOMETHing. Research, programs and schools that work, data. We can't just tell schools to "improve," and replacing a team isn't the answer if we won't know what our goals are. Schools need programs that work.</p>	Nov 26, 2011 9:53 PM
591	<p>Class size, Instructional Assistant time, and ESL issues.</p>	Nov 26, 2011 9:28 PM
592	<p>I think that real professional development is important for teachers, but it is too easy to put in hours and not really get anything useful out of it for professional development to qualify as a meaningful way to increase teachers' effectiveness.</p>	Nov 26, 2011 9:00 PM
593	<p>The most important issue here is how to convert a school that sees itself as a "FAILURE" into one that believes that it can succeed. This means setting realistic (though not "low" but appropriate) expectations that can be met. Then the school can build on its success. I never met a student or an adult for that matter, who wanted to be a "failure". NCLB is based on creating "failures" by 2014.</p>	Nov 26, 2011 6:50 PM
594	<p>Some of the worse teachers I had were the strongest supporters of the Teacher's union. All they were after was their continued paychecks. Incentivizing custom goals would help highlight lemon teachers.</p>	Nov 26, 2011 5:28 PM
595	<p>In the first suggestion, professional development works only if it is relevant to the specific teaching experience. Avoid Friday afternoons for professional development.</p>	Nov 26, 2011 5:22 PM

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596	Punitive measures don't help anyone. When a student is struggling with academics or behavior, we don't focus on punishment. We investigate why the student is struggling and then develop support plans that scaffold the student into greater success. We should approach struggling schools the same way.	Nov 26, 2011 4:19 PM
597	Really? Have you ever heard of the IIPM model....just support it and maybe so many schools won't be failing. Also doesn't there always have to be a group of schools that doesn't meet.	Nov 26, 2011 4:16 PM
598	There are so many factors that affect student achievement that are beyond the control of teachers and administrators. Students that rarely come to school, parents that are unresponsive, or parents that are unable to provide basic needs for their families, do not speak English, or students with disabilities that prevent them from learning at the same rate are all obstacles to meeting achievement goals by the standards that we now use.	Nov 26, 2011 4:03 PM
599	Have more counselors, wrap around services, and more opportunities.	Nov 26, 2011 2:49 PM
600	Are you really listening???? I am at a school with 77% poverty, a HUGE transiency rate, 40% homeless...and my classes are all hands-on courses which necessitate attendance...when kids miss school, they cannot learn - and there is NO way to "make-up" work like this - yet the reason kids take my classes is to have an ALTERNATIVE to desk-work which often-times does not equate to learning or comprehension. PLEASE help bring our educational system BACK to the success it had in the late 80s early 90s...testing is NOT the answer...non-relative Professional Development for teachers is NOT helping...	Nov 26, 2011 1:22 PM
601	Intense professional development implies lack of knowledge and forced learning when the problem probably is school environment. The idea of replacing a principal may not be the answer as they may not be supported by the school board and superintendent in critical areas. If his/her ideas are "outside the box" but viable, they should be considered.	Nov 26, 2011 1:08 PM
602	Before ensuring that schools have "the most effective teachers", one must define an effective teacher. Is it getting kids to pass the standardized state test? Or is it engaging kids? Is it passing on a love of learning? Is it teachers who help kids develop an idea from conception to full-blown implementation? Probably it's a mix of the above. Let's start treating our teachers as professionals, and let them help develop our educational system, instead of having administrators (who haven't seen the inside of a classroom for many years) made decisions from the top down. Again, it must be a mix of admin and teachers, but please make teachers fundamental members of the team. Don't ignore their advice, suggestions, observations.	Nov 26, 2011 12:05 PM
603	Unfortunately, another tough piece is getting rid of ineffective teachers and this is very difficult with our current local teacher's union.	Nov 26, 2011 11:37 AM
604	Converting to a charter can help with teacher hiring and retention of our most valuable teachers.	Nov 26, 2011 11:33 AM
605	We need to use methods that have been tested and proven to work in various different educational environments. The state office should be recommending best practices and assisting districts to implement those most likely to work for	Nov 26, 2011 11:33 AM

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their needs and issues. All of the above are likely to be useful in specific situations - a toolbox basically of methods to be applied strategically and specifically to address each district's different needs. First evaluate the district's needs and gaps, then apply appropriate interventions.

606	Each school must be looked at on its own merits and corrective actions should come from the administrator down. New leadership will only stall this process as it takes time to adequately determine where problems may lie. Having funds available to train the staff would be of benefit as would a close examination of the current training policies and practices.	Nov 26, 2011 11:03 AM
607	The interventions depend on the student, the classroom, the age of the student, the teacher and the topic. I had to choose all as very important but may not depending on the information.	Nov 26, 2011 10:26 AM
608	One of the problems in rural or smaller school district is the school boards. Many rural school board members have little interest in academics. School board member should be held accountable for academic performance within the district as well.	Nov 26, 2011 9:44 AM
609	Automatic processes that replace staff are not as effective as individual evaluation of professionals that will inform coaching and professional development that would improve the effectiveness of teachers. Though a few professionals may not be well suited for the classroom (and these people should be addressed and removed if needed) the majority can dramatically improve performance with effective professional development.	Nov 26, 2011 9:37 AM
610	Again, your survey choices oversimplifies the problems inherent in student performance. In addition, the survey choices are stacked with selections that, conveniently, will benefit private educational profiteers at the expense of students. Please get business out of public education. Our children's futures should not be for sale.	Nov 26, 2011 8:48 AM
611	Our schools should become one of the cores of each community. There must be parent and community outreach and schools need be open and welcoming places, places with staff and family involvement. School libraries should be open at night for families to come and study and learn together, and there should be parenting classes, and affordable exciting classes for all. Currently at my school, only the privileged really get to take the art classes, the violin lessons etc., for even scholarships are available for cost, transportation is a very different issue.	Nov 26, 2011 7:24 AM
612	How do you "require" parents to be involved? You can encourage, but I don't see how you can require it. Any of the above that pertains to converting, replacing, or transferring is a bad idea. There is no bubble to fill in for bad ideas. What is progress anyway and how do you know if a school doesn't make progress? This sounds like more standardized testing to prove this, which is a bad idea.	Nov 26, 2011 3:02 AM
613	What a loaded, trick question! Your "interventions" are mostly punitive either for the students, the teachers or the administrators. How exactly would you "require" parents to be more involved? NONE of your suggested "interventions" get to what every bit of research out there shows to be the key factors of student achievement. When you're done punishing everyone (including the children!) for students not reaching a score when you want them to... and everything is worse	Nov 26, 2011 2:44 AM

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and not better - what are you going to do then? Or will you not be around to have to pick up the pieces of our state's educational system? There is excellent research and a host of experiences, well-trained teachers out there. Why aren't you using any of it?

614	Many of these target teachers - which seems to be popular now. Target students who don't do their work, don't show up for school, and don't care about learning. Teachers work 60-70 hours a week - they already care. Put in place consequences for students who don't care. They need to repeat a grade or go to summer school when they won't learn.	Nov 25, 2011 9:57 PM
615	Charter schools have less money, not more. That doesn't help.	Nov 25, 2011 8:22 PM
616	For professional development to be helpful and effective, it must be relevant and of high quality. Our district has spent the prescribed dollars on PD, but the consultants are of extremely low quality, so the money is wasted.	Nov 25, 2011 6:59 PM
617	Any answer to those questions depends on what school/what district. In my school/my district, most of those solutions are not necessary. If you are talking about inner city Portland, some of those may be more applicable.	Nov 25, 2011 4:35 PM
618	better intervention testing for learning styles and language development	Nov 25, 2011 4:32 PM
619	I think it is important for districts to develop their own improvement plan. It makes them look deeply at the problems and the strengths. If this happens, however, there must be specific guidelines that each district must follow. The guidelines should narrow the focus for state-wide districts and assure that certain provisions are addressed and that scrutiny has been complete. There should also be provisions for each district to measure their movement toward the goal. Progress monitoring should happen more than once a year. A yearly report card is helpful for assessment statistics but the district improvement plan should be monitored more frequently with other evaluations. We focus in on yearly data which makes sense, but we also do progress monitoring in reading three times a year. It helps us determine what needs to be done for individual kids, which is good. But we could but do not look at things like- Is this reading program providing what is needed to help kids?...Are we , as a district, using differentiation techniques that serve our students effectively or could we be doing more to help all kids improve?	Nov 25, 2011 2:40 PM
620	Training and knowledge for the parents and educators is the most valuable tool that can be given. Time to incorporate what teachers learn into their classroom instruction is the next step. I will tell you right now there isn't enough time given for this in any district!	Nov 25, 2011 2:38 PM
621	Each community may be very different. There is no 1 answer; however, some of the above appear not to be solutions, but more head hunting tactics. Education is fast becoming a non-attractive profession. It is important to positively train and work together as educators and leaders.	Nov 25, 2011 2:12 PM
622	Providing "more of the same" services that have not worked for students already, will not change the results. The school culture needs to change first, and that means time and resources must be spent on bringing effective teaching to the point of critical mass	Nov 25, 2011 2:03 PM

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| 623 | I don't think that you can require parents to be more involved, as this is public education. We should encourage parents to be involved, but we cannot require it. According to studies, charter schools only outperform public schools 14% of the time. Public schools outperform charter schools at 2-3 times that rate, and the rest of the time, the schools perform equally well. Putting money into charter schools in order to create competition has not worked. It just drains money from public education, while the burden of educating EVERY child remains with public education, but is not true for charter schools. The key to successful peer-to-peer coaching is that the educators come from a similar school. Having a teacher from a "successful" high SES (Socio-Economic Status) school come to coach a teacher from a "less successful" low SES school does not work. The needs of the students are vastly different. Having ongoing professional development and opportunities to observe other educators is EXTREMELY important, and also very limited these days. | Nov 25, 2011 1:33 PM |
| 624 | Involving all stakeholders---parents, teachers, and administrative staff in the process of improving the school is essential to make it effective. Having adequate support to do it is also essential---coaching, teacher PD, adequate curriculum available is essential. As a Special Education teacher, I have seen first hand how lack of curriculum creates major weaknesses which can't be addressed adequately without the curriculum. | Nov 25, 2011 12:41 PM |
| 625 | In specific low economic areas schools are failing because of the high percentage of special needs /homeless children. Should the school be penalized for this? Are the special needs children ever going to pass the state assessments when their IQ is significantly lower than their peers? Can teachers ever be expert enough to teach a 5th grade child with the mental age of 5 to pass the 5th grade State assessment benchmark? Can teachers teach a homeless child who has a low attendance rate and is tired because they do not have a bed to sleep in? | Nov 25, 2011 12:33 PM |
| 626 | I live and work in one of those districts where student success is minimal. It is disheartening to see and hear the negative things said about the teachers in my district. We work hard to provide a good education to our students. However, things like poverty, lack of parent involvement, frequent teacher replacement, and a high number of ESL children make it difficult for us to be successful. We have made changes over the years in attempting to increase student success. All of our students receive free breakfast, the number of teacher development opportunities have increased, the ESL program is up and running with numerous children receiving instruction, technology use has increased over the years, and the amount of time, daily, spent teaching reading and math have increased over the past several years. Students continue to struggle to be successful. While I believe funding is a key issue, I also believe students need to be taught and master the basics early in their education. The focus of interventions needs to be in the lower grades where the students are learning the foundation for their entire education. We need to provide swift and successful interventions to those students struggling. Those students who are progressing should not be punished with extra reading time in school because of their peers. Speaking from personal experience, Both of my granddaughters, children who always had a book in their hand, hate to read now because their school focuses on reading and reading interventions. It is time to bring the arts, history, social studies, etc. back into the elementary schools. We are not producing well-rounded students! | Nov 25, 2011 11:29 AM |

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627	Teachers do not need inservice from hired consultants. They need time to prepare lessons that they can use in their own classrooms. Lessons that they know will work because they built them according to the needs of the students. "Prepared" Instruction is what all students need! All the special schools, programs, incentives, in the world will not help students learn. Only passionate teachers who have time to prepare!	Nov 25, 2011 11:23 AM
628	Teachers in their first three years of teaching need more mentoring and less stupid hoops to jump through. Start helping teachers and give teachers a clear reasonable path to mature effective teaching. Quit jerking us around with an endless series of fads in teaching and evaluation.	Nov 25, 2011 10:54 AM
629	Your list also lacks mention of ensuring that current teachers are "up to snuff." Professional development and mentoring can go a long way toward improvement, but the teacher needs to recognize and face his/her deficiency before improvement will take hold. Parents? Fix the economy first or perhaps restructure the social services to require involvement for funding?? Parents are presently working two or more part-time jobs, if they are employed; both parents work if they can. Josephine County (my area) and many others have high drop-out rates, which does not inspire parents to see the value of education. I've heard parents say, "Just stay in school until your are 16, then you can do something really important." "Why does my child need to learn about computers?" "I didn't have time to get the kids up for school today." and much more. Aargh! Parental support is a key to children valuing education, but how is it to be established?	Nov 25, 2011 10:38 AM
630	Professional development is a waste of time. What teachers need is time to collaborate and work together to develop curriculum, similar classroom expectations and interventions to help increase student success. Rather than wasting full development days on meetings and other things, allow that day for teacher collaboration for those teaching the same courses.	Nov 25, 2011 10:29 AM
631	You do not know what student achievement is because you only use standardized tests as a measure. We do not have a teacher quality problem. A strong evaluation system would fix any real problems in the teacher corps and there are few problems. We do not need charters at all, they are unethical experiments with student learning.	Nov 25, 2011 10:15 AM
632	District developed improvement plans should include community input and a realistic timeline, not just a mandate.	Nov 25, 2011 9:30 AM
633	Allowing students to transfer to schools of their choice would not solve the problem of low achievement. Unfortunately, negative attitudes and behavior issues would come with the student and create the same kind of problems in the school the child transferred to. Parents frequently with-hold information from the teacher/school because they don't want a label placed on their child.	Nov 25, 2011 6:38 AM
634	I'm surprised by how much it seems to be assumed that a failing school would due to poor teaching and administration. Students and families need support much more than teachers in most of these schools.	Nov 25, 2011 1:49 AM
635	We should encourage parent involvement, but not "require" it. Teacher and parents should have more say in decision making and assessment. We should	Nov 24, 2011 9:33 PM

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help students build a good foundation (academic and social) and reduce the focus on high-stakes tests. We need to make school interesting and relevant. Currently, students are becoming more and more anxious as we keep "raising the bar." For example, in order to graduate, we are expecting student to master math skills they most of them will never use. Kids need to see the relevancy if we are going to keep them involved in school.

636	We should provide enough funding to decrease number of students in primary grades (increase kinder to all day funding) to make sure students can read before they are moved onto upper grades. Have funding to extend school day for ELL or kids needing support so they are not pulled out for extended services causing them to miss content classes like science, social studies, art, health, tech, etc... Adding funding in proportion to need- high poverty-mandate music and PE in primary	Nov 24, 2011 6:49 PM
637	If you want to improve student achievement, then academic excellence needs to be a priority to students, parents, school admin, local business community, and the public a large. Until it becomes a priority, anything that we, as educators, implement is rearranging the deck chairs on the Titanic. It may look good or sound good but it's not doing anything about changing our current course.	Nov 24, 2011 2:12 PM
638	Fewer and fewer staff are serving students directly in our district. When a district or school is not meeting the mark for supporting students, there should be additional funding to supply direct service employees, teachers and aides/assistants to those groups not meeting. What we see now is specialists and the staffs of other programs attempting to supply additional support to the neediest of students with a resultant weakening of other programs like Title 1.	Nov 24, 2011 12:38 PM
639	If school districts truly had local control, to include the ability to remove ineffective educators, classified, certified, and administrative alike, within a reasonable time frame (within the year) we could make tremendous gains toward protecting the profession and increasing the reverence the public has for education. In public education we have some extremely amazing educators, unfortunately we have a great number that are highly ineffective and the POA process as outlined in many districts and supported by legislation, makes it impossible, short of negligence, to remove ineffective educators and provide our students with the greatest opportunity to succeed. When we compromise to get bills passed and we continue to avoid the real issue and create opportunities to expedite the removal process, we compromise the promise and future that everyone of our children hold and should be afforded.	Nov 24, 2011 12:07 PM
640	It's impossible for adults only to accurately evaluate a teacher since their presence in the classroom changes the teacher's behavior. Allowing students to give feedback about their education will empower them and increase their desire to learn.	Nov 24, 2011 11:46 AM
641	I often feel so overwhelmed with grading as my class sizes get larger and larger that I find myself choosing to evaluate only select assignments thoroughly. Most assignments get a pass/fail grade simply due to lack of time to properly evaluate student's work. Or, I'm giving easy to grade multiple choice work as I do not have time to look at student's writing. I think the one-on-one learning that happens when students get back properly evaluated work is essential to their progressing in a class. If teachers had EA's who could help properly evaluate student work,	Nov 24, 2011 11:00 AM

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this might make it easier to develop and implement better teaching practices. I believe that some of a teacher's job could be outsourced leaving more time to concentrate on more important duties such as teaching and helping individual students. We need properly trained Educational Assistants who can manage several teachers' grading loads.

642	Parental participation is a key element to student success but it cannot be required. It can be induced through positive engagement and, when that isn't possible, it can sometimes be overcome by a strong principal and teaching team (and school counselor, nutritionist, before and after school care).	Nov 24, 2011 10:27 AM
643	Budget cuts along with new Response to Intervention model have made a big impact on staff and students, but the two things run counter to each other. You cannot monitor individual instruction with fewer staff and larger class sizes and expect students to do better. What success would we have with RTI when schools are fully funded?	Nov 24, 2011 10:09 AM
644	Staff driven professional development is very important. In today's schools professional development is administrator driven. I know this is hard to believe, but educators actually know what they need. They are quite open about their deficiencies and what they need help with. If given a choice regarding professional development, the results can be amazing. The number one thing that will change student achievement is parent involvement. Students whose parents care, don't fail. Period. If legislators would get into school more often they might see this correlation. It is direct and complete. Forcing teachers to be "mentored" by a more successful school is ridiculous. The more successful school most likely has a population of parents who care, who have money, who have educations. It is not the teachers who are deficient, it is the community. In every school there are teachers who are not "the best." Many would claim this is due to the "evil union" protecting bad teachers. To that I say, bull. In my contract firing a teacher is a two step process. 1. Plan of assistance 2. Fail plan of assistance, fired. That's it. My contract is public knowledge. Read it for yourself on the Oregon Trail School District website. In the years I have been teaching 1 teacher in my building has even been on a plan of assistance. Administrators need to do their jobs. I sure wish you had included teachers in creating this survey because it was obviously created by someone who has never been in a school. Teachers would have added a lot of depth to your suggestions.	Nov 24, 2011 9:50 AM
645	Don't look at graduation rates; at my school, the senior counselor enables students to graduate when they don't attend class or do the work. She finds work study credit and they graduate when they shouldn't (ask the administrator and she will agree) yet our graduation rates are the best in the District so we look good.	Nov 24, 2011 8:44 AM
646	Put the money where it can be used most effectively, the classroom. Too many layers of money and decisions go between the state, the district, and the administration than to teachers and students.	Nov 24, 2011 8:39 AM
647	Allowing students to transfer to another school won't fix the problem with the problem school. I don't think you can require parents to be more involved, they must see the value.	Nov 24, 2011 8:24 AM
648	IIPM and RTI models address reading and math, but no other subject/content	Nov 24, 2011 8:19 AM

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area? Creativity, higher level problem solving, team collaboration, physical education, music, and the arts are all typically less of a priority? Aren't these the topics that make a well rounded, healthy, and versatile individual? Some students, not as successful with academics, come to school to learn/enjoy electives and other areas of interest? Not everyone is college bound?

649	Local control is the way schools will develop buy-in from the community. The concept of community schools has been around for a long time. Get senior citizens involved and community members involved. Problem, of course, is and will forever be the lowest SES schools and poorest communities. They will need support from the school district, state & federal government. Pilot efforts in Tennessee have shown that the measures of teachers and principals is not working. A big, big mess for their Race to the Top grant.	Nov 24, 2011 8:06 AM
650	Number 5 above--some schools have received grants and used them to pull the best teachers from high achieving schools, then do not use those teachers abilities and skills to raise achievement, rather, they expect those teachers to teach the receiving school's inferior program which is a disservice to the school who lost the teacher and a disservice to the students in the receiving school--so make sure schools are accountable for using those people to build a better program rather than telling them to "get on board." Getting effective teachers in a failing school only works if those teachers are allowed freedom to perform in the receiving school as they were allowed to perform in the previous school where they were highly successful.	Nov 23, 2011 10:10 PM
651	Oh, my. Again, very difficult when I look at this list through the eyes of special education. There isn't a fix. I do know, as a parent of a district that historically is well-funded, highly educated, but has myriad issues, that top-down "fixes" seem only to frustrate and anger the teachers, as they seem to be wished for "bandaids" that the Board and district management support/mandate in an effort to relieve the most current concerns and complaints. Sometimes, the pendulum/curricula swing too fast for the teachers, who are felt to be responsible for student achievement, to keep up.	Nov 23, 2011 8:48 PM
652	Increasing the school year is vital. Assessing the level of parental involvement is crucial: if we can discover which children get less academic help from parents, we can adjust their curricula...	Nov 23, 2011 6:27 PM
653	Very few of these are student centered. It is difficult to see the logic in firing a staff because students are not achieving. With whom would you replace this staff? Often the only people available are the people who are not employed for the very reason you are replacing the staff. Things like After-School tutoring and extending the school year actually would work well, but you can't logically expect more time out of employees for the same amount of money. Since additional funding appears to be off the table, these are not pragmatic solutions.	Nov 23, 2011 6:21 PM
654	This doesn't quite capture it. The plan I think makes the most sense was developed by [REDACTED] out of 4J. It includes--warning to a district that you are headed into school turnaround, assessments done by Superintendents of similar districts getting far better results, local district creates a plan but it must be approved by a functioning ODE and supports and interventions must be provided, district must show progress within a year, if not, we need true accountability, the people in charge don't get to stay in charge.	Nov 23, 2011 5:33 PM

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655	The data on charter schools speaks for itself; they're less successful than traditional public schools. The people who most know what needs to be done to improve a given school are the teachers in that school; oftentimes, politicians and administrators base their "improvement plans" on false assumptions and commercial sales pitches.	Nov 23, 2011 4:57 PM
656	How do you "require" parents to be more involved? Parent involvement is obviously one of the most important factors, but it's also something over which very little control can be exerted.	Nov 23, 2011 4:22 PM
657	I don't see charter schools currently doing any better than public schools of the same make-up. I am concerned that inviting schools that have more success to share is pointless unless there are similar populations, with similar outside forces working in both schools. If extended year is not affordable, can we look at a year round alternative schedule? And then, in some cases, can students participate more than the minimum number of days? (E.g.: all students will be expected to attend for 180 days or so, and those who need more help will attend more days.)	Nov 23, 2011 4:14 PM
658	research based methods of intervention with high success rates must be a priority!	Nov 23, 2011 4:13 PM
659	Is it schools that fail to make progress or students that fail to make progress?	Nov 23, 2011 4:04 PM
660	The business model of "No Child..." which rewards "good outcomes" and punishes "bad outcomes needs to be abandoned. Progressive business practices -- to the extent they can be applied to education -- do not work off of such a primitive model of behavioral modification. Instead they look to improving the culture of an organization, having inspiring leadership, having a philosophy that students and teachers are interested in good education and will strive for it. In a time of fiscal restraint, schools should be provided sufficient financial resources. "Frills" such as the arts, counselors, academic mentoring and coaching, should be restored and expanded.	Nov 23, 2011 3:47 PM
661	"Providing administrators with additional tools" is not specific enough for me to make an informed choice.	Nov 23, 2011 3:09 PM
662	This depends on what it means when a school is failing to meet progress. Who determined what progress is? What is teacher driven or state driven? Was it based solely on test scores? Did it take into account financial hardships, poverty, lack of health care, and lack of funding for schools? Teachers know what's best for students. Let us decide!	Nov 23, 2011 2:55 PM
663	I'm not sure what you meant by "Replacing the principal & leadership team." Replacing them with what? Allowing districts to develop their own improvement plans is great, but should be done with oversight and input of other professionals.	Nov 23, 2011 2:33 PM
664	I would like this area to be decided by evidence-based data on effectiveness of interventions. My opinion is interesting (to me) but not enough.	Nov 23, 2011 2:13 PM
665	I feel that a year round school system would help rather than just extending the year.	Nov 23, 2011 1:44 PM

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666	I am not sure what instructional coaches mean. I think that teachers need support and collaboration.	Nov 23, 2011 1:44 PM
667	Pay less attention to the BOTTOM level of students -- i.e. the underachievers. Quit trying so hard to raise them up to "narrow the achievement gap". Instead, set a level of expectation of ALL students. Then hire great teachers, FIRE THE WORST teachers, and give remaining teachers freedom to do WHATEVER IT TAKES to help their students meet expectations. FIRE PRINCIPALS that aren't open-minded to change and willing to shake up the status quo to get results. Outcomes won't change if methods and expectations and measurements don't change.	Nov 23, 2011 1:35 PM
668	Help needs to immediate.	Nov 23, 2011 1:35 PM
669	Some of the choices are ridiculous. I can't imagine just converting to a charter school unless you have tried everything. And at what point are you converting? Getting parents involved would be ideal but this doesn't happen very often at all that is part of the problem is getting the backing in all areas like this. If we have to extend to a full year schooling so the children can learn than maybe that is what has to happen. Staff development only goes as far as that staff is willing to push it. If the staff hasn't discovered ways that they can effectively teach their students then their likely not going to. If you have after school programs and mentoring happening from exceptional systems that can help at the failing system then this might be one of the positive impacts for the school. Usually one of the critical problems are over crowding and cramming too much information into students that they can't keep up therefore they give up. I believe more hands on with smaller groups are going to be much more positive for the learning environment. District that are failing is because they are going by their own improvement plan. If we get back to basics and quit worrying about having to have immersions and all sorts of accommodations to incorporate in our school systems then we might be able to make stride. Children are going to school in America (they need to reinstall pride and the eagerness to learn again) - do other countries like Vietnam, China, Japan (notice these are mostly asian countries) worry about pampering and accommodating every tiny issue that arises - NO. They are there to educate and the students are eager to be educated - where have we went wrong besides thinking we can baby every incidence into our system and yet be able to educate the population as a whole. No we are so diverse just let everything collapse and fall apart around us.	Nov 23, 2011 1:29 PM
670	I just did student conferences for my two elementary level students. I got the piece of trash blue book with Castillo's signature on the front page. I could not imagine my children getting a better education and yet that school is getting a satisfactory, and the District is not meeting AYP. I know nearby schools that are supposedly doing better, and I would do all in my power to avoid sending my children to them.	Nov 23, 2011 1:20 PM
671	School based is wrong. There is little that is the building -- more that is the teachers in the building. You need to focus on what to do with students that move from school to school.	Nov 23, 2011 1:07 PM
672	Adequate growth/improvement most important - replacement of a principal should be on a case-by-case basis.o	Nov 23, 2011 1:01 PM

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673	Without parental involvement, school/instructional/staffing efforts just aren't going to be effective. There needs to be an optional for other training/apprenticeships for alot of non-academic motivated students.	Nov 23, 2011 12:53 PM
674	Mentoring of new teachers by teachers on their last two years of employment would help. Programs that teach teachers how to teach over a longer period of training would also make sure that teachers going into the classroom are highly qualified and know what they are getting themselves into behaviorally, academically, and socially. Classes in getting parents involved.	Nov 23, 2011 12:49 PM
675	A big need to have proper staffing with training with a flow so that each grade is being prepared for the next step in their education a lot of places seem to miss this. extending the school year would completely drain our teachers as they need the time off to recharge to be ready to teach for the next year. so if extending the school year we would have to figure out how to maintain our schools and keep kids interested as well	Nov 23, 2011 12:39 PM
676	Healthy students learn better	Nov 23, 2011 12:36 PM
677	The students in our schools are in dire need of health and physical education. These are essential/foundational to their ability to learn, function, and contribute to society. As the ancient Greeks knew: "A sound mind in a sound body." Our students' bodies (i.e., health) is in serious jeopardy. An ounce of prevention -- support of school based programs -- is worth a pound of cure (i.e., having to deal with the long-term costs associated with the poor health trajectories they leave our schools on. We need K-12 health and physical education programs. Oregon should take leadership in this area!	Nov 23, 2011 12:25 PM
678	Regarding the school year--I believe adjustments should be made towards a year-long school year at AL schools, not just those that are struggling, with more significant breaks throughout the year. This will help to consolidate learning so that re-teaching doesn't suck up so much time.	Nov 23, 2011 12:19 PM
679	Need fully funded full day pre-school and kindergarten. Need freedom to hire "best fits and best skills possible" teachers, need free Teach for America teachers to supplement not supplant faculty, need health care and food for poor students/families, need longer school day and longer school year. Need to be able to early hire/recruit top talent and give bonuses to keep them. Need ER pay for coaches, mentors, club advisors to engage kids in healthy activities.	Nov 23, 2011 12:19 PM
680	teachers hired by the school should be prepared or do not hire them...the coaching thing is a bit of smoke and mirrors, I knw I taught for 26 years.	Nov 23, 2011 12:10 PM
681	Providing more opportunities for parents to be involved in their children's education, at a local level, especially for full-time working parents.	Nov 23, 2011 12:03 PM
682	You cannot mandate good parenting. Also, my community has many working poor families - they work 2 or more jobs to make ends meet. The idea of mandating somebody else's definition of parent involvement is absurd and insulting. Also, we have many, many foster kids in Oregon and kids for whom school is an escape from an unsafe home. Lastly - the most cost effective way to improve student achievement is with a highly effective teacher/instruction - the data shows it. Creation of charters and firing administration has never been	Nov 23, 2011 11:50 AM

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	shown to be effective in raising student achievement, in any research I am aware of.	
683	School choice, charters, and market models are NOT going to improve the public school system for ALL children and families.	Nov 23, 2011 11:49 AM
684	Developing district learning goals should include district leadership teams (comprised of faculty) and well defined outcomes for each grade level.	Nov 23, 2011 11:47 AM
685	Regarding the notion of "requiring parents to be more involved" -- I just don't think that realistic or even legal. If you had written "encouraging" or "offering incentives" or something of that sort, I would have said that it was 'very important'.	Nov 23, 2011 11:38 AM
686	allowing students to transfer away from underperforming schools only widens the disparity for the disadvantaged students who do not have that option.	Nov 23, 2011 11:32 AM
687	"requiring" parents to be more involved may be an inaccurate assessment of the current situation. I would prefer to see this phrased as "developing an environment that allows parents to be more involved"	Nov 23, 2011 11:19 AM
688	Although I selected "instructional coaches" and "professional development" I think until we limit class sizes and reduce current teacher burden it will not matter how prepared a teacher is, or how effective their style. If they cannot provide some individualized instruction, particularly in the lower grades, it will be difficult to have an effect on student outcomes for those struggling with traditional teaching methods.	Nov 23, 2011 11:18 AM
689	Start asking questions that are pertinent to student learning: what do kids need to be more successful? What supplies are needed to support the learning activities in the classroom? Are there assistants in the classroom that support student learning, teacher instruction, and parent needs?	Nov 23, 2011 11:17 AM
690	Reward successful teachers, administrators, and schools. Shut down the rest.	Nov 23, 2011 11:14 AM
691	I selected very important for replacing principal and leadership team, although this really needs to be evaluated on a case by case basis. It may be appropriate and should be possible, but may not be necessary. I think one of the most critical things is proper teacher evaluation and support and additional instructional support if necessary. Expanding the school year will not help unless the teaching staff is excellent. I don't think that requiring more parental involvement is possible, but I do think that encouraging more parental involvement is important.	Nov 23, 2011 11:12 AM
692	Teachers should be given the proper training in reading, writing and math and leadership to integrate instruction at every grade level.	Nov 23, 2011 10:52 AM
693	Staff development and accountability to effective instruction is paramount. There needs to be consistency across the state in both the funding availability for staff development and in the evaluation process.	Nov 23, 2011 10:39 AM
694	Andreas Schleicher, special advisor on educational policy for the Organization for Economic Co-operation and Development (a world-wide economic think tank	Nov 23, 2011 10:27 AM

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that helps to spur economic development) has studied the effect that investing in education has on economic development in countries around the world. It turns out that investing in teachers both in salaries and in interventions that focus on their professional development results in huge learning gains that then translates into economic gains for the country. We need Oregon to take this approach.

695	Teachers should have a say in professional development that will enhance their teaching. For the last few years, someone else has decided what is best practice for us. We are professionals, why not ask us? Instructional coaches end up doing more data entering than coaching and have not been a very effective tool. Collaboration between teachers has always been the best tool for improving teaching. NCLB has taken that time away from us and made us into data machines!	Nov 23, 2011 10:27 AM
696	First you have to figure out why they are failing to make progress, then address those factors. Improving teachers skills is the best way to address any improvement initiative and the only way to improve student achievement. Education is a people centered profession, putting labels on people has been proven to be counterproductive...I'm shocked that some of these questions are even in this survey!	Nov 23, 2011 10:23 AM
697	Mandated After-school tutoring and mentoring for students and Mandate parents to be more involved. TOO Many parents take schools for granted and parents need to be more active and involved in their childrens education.	Nov 23, 2011 10:19 AM
698	I would like to know if there are any specific evaluation systems for administrators. There is always talk of "quality teaching staff", but what about "quality administrators"? Administrators are the head of the school; therefore, it is imperative that they have strong, positive leadership qualities that inspire, motivate, and support teachers, students, and the community. There are too many horrible administrators and I have yet to see any sort of policy/documentation/data about the state deals with that.	Nov 23, 2011 10:17 AM
699	Hire qualified administrators and teachers who perform. "Additional tools" do not also gaurantee improvement, involved teachers and adminstrators who take pride in their work are a real good start.	Nov 23, 2011 10:07 AM
700	Most students & schools fail standardized tests because standardized tests are an inaccurate measurement of learning AND students are plagued with socio-economic issues. Attack poverty problems, encourage parents to act like adults and stop letting everyone leave their neighborhood school!	Nov 23, 2011 10:05 AM
701	I say very important to have instructional coaches to better support teaching practices, but they should come with out their own personal agenda... I.E making every classroom walk to read is not a solution.	Nov 23, 2011 9:53 AM
702	You've really missed the mark with this series of proposed remedies to poor academic achievement. This mode of belies a total lack of understanding of the problems facing public education.	Nov 23, 2011 9:39 AM
703	It looks like Stand for Children wrote this section.	Nov 23, 2011 9:33 AM
704	Sometimes it is the administration/principal that fails to support teachers.	Nov 23, 2011 9:31 AM

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	Behavioral issues arise in classrooms and students who are sent out of class are allowed to cycle back in and repeat unexpectable behaviors. This is disruptive to all in the classroom. It needs to stop.	
705	Administrators cannot be held accountable unless they are able to fire their worst 10% of teachers, for not following best practices, without having to battle the unqualified protectionism of the OEA.	Nov 23, 2011 9:27 AM
706	Involve colleges and universities in giving professional development.	Nov 23, 2011 9:23 AM
707	Watch "waiting for superman". Teachers need to be supported and nurtured with direct in class training. If that is not productive they need to be eliminated.	Nov 23, 2011 9:21 AM
708	These interventions all seem to be oriented to the macro level (schools and districts), which may be the only way state-level thinking works. However in the way micro-loans are having disproportionately positive impacts, I suggest you try to think about the possibility of micro-approaches (teacher/class/student) in education which could have the same disproportionately positive impact.	Nov 23, 2011 9:17 AM
709	Hiring good teachers and holding them accountable for the student learning is essential. A school and district vision for improving the demographic characteristics of their students is important. Wealth or poverty should not matter but support from home comes in differently with each kid.	Nov 23, 2011 9:14 AM
710	too vague	Nov 23, 2011 9:10 AM
711	Intensive professional development should have peer-to-peer mentoring as one of its components (Qs 1 & 3, above). It is difficult to rate these items by importance; all are important. A great deal depends on the needs of the school, district, teachers, students and parents. Therefore, an approach that calls for tailoring to meet specific needs - not one size fits all - is best.	Nov 23, 2011 9:07 AM
712	Declare a moratorium on all standardized, and standards-based testing	Nov 23, 2011 9:06 AM
713	Invest in schools at the state level. Achieve stable funding by finding adequate sources of revenue, including taxes. If a school is failing, fix it. If externalities like poverty are a factor, this needs to be recognized and addressed.	Nov 23, 2011 9:02 AM
714	Mentoring of administrators and teachers by retired, successful educators should be utilized.	Nov 23, 2011 9:02 AM
715	Recognizing that not all students are going to score well on standardized tests and there are a multitude of underlying factors that cannot be fixed with any amount of professional development or punitive measures. Students are all different with different futures and need different measurements. One size does not fit all and it is unfair to staff and students to be forced into this single track of measuring achievement.	Nov 23, 2011 9:00 AM
716	Homework clubs are growing and becoming very popular. My son was asked by his elementary school principal if he would volunteer (he is now in high school) in homework club because there were so many students who wanted to go. He did and I think he gained a lot, as well as, other children seeing that example for when they move on. I think that should be encouraged and that students who	Nov 23, 2011 8:58 AM

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give their time get something (like a 1/2 credit or something) for their service.

717	Invest in the staff and you will see that schools will improve. Read the 90 90 90 schools reports. They show that the schools where the faculty were empowered had a far greater success rate than the ones that were reconstituted or led in a top down fashion.	Nov 23, 2011 8:58 AM
718	Let schools and communities self-govern. The success of the United States from its inception has been the opportunity for schools to rear-up the artists and engineers, historians and scientists, business people and doctors, inventors and clowns. When we take away the local school and community control over education, we lose the kindling of the fire that made America great.	Nov 23, 2011 8:51 AM
719	Put the responsibility back on the parents and students. Pass a law that allows districts to deny social promotion. If a student doesn't have the skills then he/she needs to repeat.	Nov 23, 2011 8:31 AM
720	The interventions listed will return only modest positive effects. A second look at the relevant research base is warranted.	Nov 23, 2011 8:30 AM
721	Home life and academic abilities need to be addressed. The best teacher in the world teaching low academic students, growth will be seen, but not giant leaps, just steps. Evaluate students on what they personally have achieved. Stop labeling them failures in grade school. Teach the whole child. Twice a year testing. Pre in the fall, Post in the spring. How did the student grow? How did they improve? What areas do they still have to work on.	Nov 23, 2011 7:56 AM
722	These do not have enough detail on the manner in which they would be implemented to enable me to accurately rate them.	Nov 23, 2011 7:51 AM
723	After school tutoring needs to be a "second dose" of instruction provided in the classroom. I've experienced outside private providers who assess the needs of students using their own tests; but the instruction has nothing to do with what is being taught in the classroom. I'd like to see after school tutoring provided by school personnel (instructional assistants who know the students and the classroom learning targets) rather than private tutoring businesses. Coaching by more successful schools would be productive if the mentee school was enthusiastic about the partnership. A relationship must be developed between the two schools. Shared staff development could occur along with school visits, classroom visits and debriefing with an instructional coach. I see lots of possibilities; but if it is a forced (mandated) expectation, I think staff will feel bitter and reluctant to participate willingly. Transferring to another school should always be an option for parents; but I don't the option tied to school performance. It degrades a school's reputation based on AYP not the measure of growth over time. The present system impacts school district's budgets for transportation. It misleads the public to think that transferring will solve a problem. Effective teachers ARE the tools administrators need to have exceptional schools! What administrators need is the ability to evaluate teacher performance and excuse those from the profession who do not meet the standards without bargaining union roadblocks. The process of a year on goals and a year on a plan of improvement before non-renewal of a marginal teacher is too long. Our students cannot afford even a day with an ineffective teacher. This system is a travesty. We need more flexibility with the unions. An extended	Nov 23, 2011 7:51 AM

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school year is great! You must realize, however, an extended school day does not in itself guarantee better academic results. Those extra hours must be focused on core standards, providing extra time for students to apply their skills in reading, writing and math to Social Studies and Math. It's an opportunity to integrate the content areas in a thematic unit of study. (There should be no extra recesses, for example. That takes away the extended day opportunities.) Instructional coaches are integral to improved instruction and staff development that is custom designed based on the needs of the individual teacher. The staff development occurs during the day, in the classroom with the coach modeling good instruction and giving feedback to the teacher. It's made a big impact at my school. It's the BEST staff development because it is on-going. With budget cuts looming, I fear the coach positions will be eliminated because the public does not understand their impact on student learning and school success. It is a VERY important position, in my opinion, and I hope the State will evaluate its effectiveness as a staff development model. Charters are great and fun! A charter in itself doesn't make a great school. It still depends on teacher quality and leadership.

724	How in the world can you "require" parents to be more involved???	Nov 23, 2011 7:50 AM
725	We keep cutting and asking us to do more. When does this nonsense stop? Meth is killing our families and our students. These kids cannot perform when they are not wired correctly because of meth.	Nov 23, 2011 7:48 AM
726	Systemic interventions are unnecessary and intrusive. The state does not know more about education and students than teachers. You are on the wrong track when you think you can leverage better results by changing schools. Poverty is the number one predictor of student achievement and attainment.	Nov 23, 2011 6:25 AM
727	I am in favor of extending the school year for students who need it but not for all students at a given school.	Nov 23, 2011 6:23 AM
728	Questions are phrased with a bias. For instance, it is extremely important for parents to be involved, but "requiring" them to be involved is the wrong approach. Rather, invite them into the schools, make them feel welcome, engage them in activities and involve them in the instruction. Lake Oswego school district does a great job, for instance.	Nov 23, 2011 6:16 AM
729	Poverty is our most challenging problems.	Nov 23, 2011 6:10 AM
730	Idea that there is only one way to teach, one way to discipline, measure success is counter-productive as students have many learning methods and skills.	Nov 23, 2011 1:18 AM
731	I could have answered very, less or not important to any of the above because it depends on the situation at the school in question. Sometimes what would help is more professional development. Sometimes it's the culture of the school that is the problem. Sometimes it's other issues. What's needed to help is for a team of auditors to assess and help the school to develop a remediation plan. Sorry, not quick and easy, but that's the only way to effect change.	Nov 22, 2011 10:58 PM
732	At many schools across the state providing a full breakfast, lunch snacks and even dinner would provide better educational attainment than blaming principals and teachers. Provide money for busing, heating and air conditioning so the	Nov 22, 2011 10:50 PM

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learning environment is meeting what the research says is the best. Make sure computers are available as well as alternate means to reaching benchmarks. Some kids just don't test well, but they could present a project or make a presentation. Rural district should not have to put curriculum dollars into busing, those dollars should go to the classroom.

733	If you have the right principal and qualified staff you do not need a lot of outside "experts" and more bureaucratic hoops to jump through with instructional coaches etc.	Nov 22, 2011 10:37 PM
734	I believe that the most important factor for the improvement of Oregon school is this: We need FAR more school days per year and school hours per day, in order to compete both nationally and internationally with other students.	Nov 22, 2011 10:35 PM
735	Charter schools have been shown to be more effective than traditional schools only in 1/3 of the cases. A lot of money for restructuring for not very convincing results. I would like to hear how to require parents to be more involved.	Nov 22, 2011 10:27 PM
736	Progress in what? What about schools that have students who are more honest, use fewer drugs, keep the neighborhood cleaner, work together better, ...? The question asks what is most APPROPRIATE, and research shows that the tool is not as important as all the stakeholders agreeing that the tool is a) needed, and b) used in the manner in which it is designed to be most productive. Buy-in is critical, or we waste all the time, energy, and resources exerted.	Nov 22, 2011 10:14 PM
737	At schools that fail to meet progress, some effort needs to be expended to examine the lives of the students outside of school, rather than deciding that failure is solely the responsibility of the school when a variety of factors determine academic success. These problems need to be addressed rather than ignored, which is what happens when blame is placed squarely on the schools. We can't solve a problem that we haven't acknowledged the existence of.	Nov 22, 2011 10:10 PM
738	Less computers, more personal finance and real world experience, do not teach to the test. We can all remember the teacher that changed our lives.	Nov 22, 2011 10:09 PM
739	Teachers should be both held accountable for underperformance and also rewarded for outstanding success. Firing underperforming teachers should be an option as well as providing significant financial upside for outstanding teachers (say up to 1.5x base salary). Someone should also look at the fundamentals taught in the Agassi Foundation Charter school model as a way to replicate success.	Nov 22, 2011 10:02 PM
740	I have taught for over 40 years and have had only one principal who was really effective in evaluating teachers fairly. That principal was continually visiting classrooms to see that the job was being done. Most have their favorites and just sit in their offices and do nothing but collect a huge salary. They attend district meetings but bring little back to staff from them. I was a teacher leader for many years and knew more of what was going on with staff than my bosses.....Leadership teams of teachers is much more effective than a principal who has only taught middle school and finds him/herself in an elementary school with no knowledge of the curriculum.....or interest in gaining a knowledge of it..Education begins at the primary level. If we teach kids how to read and do math in the beginning and do a good job of it, they will be	Nov 22, 2011 10:00 PM

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successful. The primary curriculum should consist of only reading, math and writing.....and it should be taught all day long.

741	Increased class size, a result of funding cuts that result in loss of FTE, have had a negative impact on our ability to intervene with our most needy students. Furthermore, less time for individuals and increased paperwork out of class mean that we have less time to develop lesson plans that can address the needs of our TAG students, who also suffer from a lack of individual attention. I see 210 students in the space of 6 hours. They deserve better than a 1:210 ratio from their school.	Nov 22, 2011 9:59 PM
742	What does that mean: Providing administrators with additional tools to ensure those schools have the most effective teachers? As an administrator, the tool I need to help me is one with less union pressure. It is extremely difficult to get rid of a poor teacher. And for requiring parents to be more involved--HOW and what is meant by this? I am a working parent also and I am as involved as I can be.	Nov 22, 2011 9:58 PM
743	Professional development is important, but it doesn't need to be intensive. Allowing teachers to have the time to observe and/or team teach is a great way for educators to share effective techniques because there is no better teacher than experience.	Nov 22, 2011 9:38 PM
744	Allowing students to transfer does not help close the gap between schools. It makes the gap larger because parents who are very concerned about their child's education (and are often more involved and better connected) will choose to transfer to the schools with a better reputation and the students whose parents have less means and less understanding of how to "work the system" will remain at the poorly performing schools. It's a vicious downward spiral.	Nov 22, 2011 9:17 PM
745	Once again, administrators fired for fellatio getting recommendation letters, administrators writing each other letters, administrators sexually harrassing or engaging in adulterous relationships, wife abusing, drug charges and so on. Administrators in Oregon should be lynched and you right along with them!	Nov 22, 2011 9:13 PM
746	Letting students transfer doesn't help the school get better. Often students who have more resources are the ones who transfer.	Nov 22, 2011 9:13 PM
747	Until parents value the education of their children and support what the school is doing nothing will change. This is my 31st year teaching and the children with behavior issues ruin the educational experience for the rest of the students.	Nov 22, 2011 9:00 PM
748	How would you "require" parents to be more involved. Many parents are struggling to keep a roof over their families head, and now you might "require" them to be more involved. We have bigger issues, such as basic needs not being met. Maybe if we meet those first, then these families won't be under so much stress, causing them to not be involved.	Nov 22, 2011 8:23 PM
749	We need to start focusing more on poverty and the discrepancies between schools that enroll poor kids and schools that enroll kids with more income in their families. It's not just per-student funding that matters; it's nontangible things like parent involvement and donations, extracurricular support, mentors, community and business assistance, and so forth. We must treat poverty as an	Nov 22, 2011 8:21 PM

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equity issue and give it the attention it deserves.

750	You cannot "require" parents to be more involved - many cannot, some will not, and some are not good parents anyway, so bringing them into one of the few spheres of the child's life that they do NOT control is a very bad idea.	Nov 22, 2011 8:15 PM
751	Again, my choices should not hold as much weight as those in the education world. They would have a better idea of the variables needed to improve a specific program or situation.	Nov 22, 2011 7:48 PM
752	Letting our teachers teach. Having a plan for each grade level and let the teachers learn the best practices and then have the time to learn and to teach. Not adding on more and more requirements each year without taking something away. Having teachers who know how kids learn and what skills are needed to be mastered before going on.	Nov 22, 2011 7:43 PM
753	Research states repeatedly that TEACHERS are the ONE factor in attaining student success. If the average HS administrator survives for the average 3 - 5 years in any one school setting, determining student success based on a HS administrator is STUPID at best and ERRONEOUS at worst. Administration is so far removed from actual day-to-day classroom practice; bluntly, they have nothing to say to an experience classroom teacher. The state of Oregon has a mere 250-ish National Board Certified Teachers; I happen to be one. USE our expertise; we have proven skills that are NATIONALLY RECOGNIZED! You have few administrators with such credentials!	Nov 22, 2011 7:22 PM
754	Replacing the principal and leadership team should be used IF the principal and leadership team are determined to be unable to improve the school in the diagnosis phase - this shouldn't be a blanket strategy.	Nov 22, 2011 7:06 PM
755	you need to see if the problem is with the student or the school before taking action.	Nov 22, 2011 7:03 PM
756	There are good schools that already achieve, but their methods are ignored or deemed not transferrable. For example magnet schools work, why not use their methods everywhere? Why not require all students without an IEP that says otherwise take AP classes? The data is clear, that is what the best high school in Oregon does according to _Newsweek_, which is but one measure, but it is a measure.	Nov 22, 2011 6:56 PM
757	Not every school is the same. Reasons for failure to make progress could be due to many different factors. We can't have a cookie cutter approach that looks good on paper, but doesn't address the real problem on a school by school basis.	Nov 22, 2011 6:45 PM
758	I find staff need time more than trainings, and time to talk to colleagues/brainstorm students and progress/lack of and strategies to try. Typical staff dev. is usually a waste of time. If real professionals were brought in and did continuing training, it might be worth it.	Nov 22, 2011 6:06 PM
759	No teacher or administrative is going to change based upon data presented to them on the success of their students. No teacher or administrative makes a change unless they WANT to do so. Who is holding senior leadership	Nov 22, 2011 6:04 PM

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accountable for specific, holistic and real plans within school districts. Too many individual plans only permit lesser expectations and wiggle room to promote failure.

760	Most education in K-12 appears to be about crowd control. If we were really serious about education in Oregon we would fund it, so class sizes were a lot smaller. Unfortunately, we are not serious.	Nov 22, 2011 5:46 PM
761	Where is the research-based evidence for 'Turning a school into a Charter', 'Allowing students to transfer', or 'Requiring parent involvement' as tools to increase a student's achievement in a poorly performing school?	Nov 22, 2011 5:42 PM
762	School professionals are paid to educate students. Parent support is important, but "requiring" more parent involvement can penalize single parent families or where parents hold more than one job. It could cause even more problems in the families if parents were required to spend their limited off-work time at the school because the child was not doing well. (behavior problems not included in this comment) I would suggest that teachers could visit parents if help is needed--helping children succeed is part of the teacher's job description.	Nov 22, 2011 5:36 PM
763	Additional mentoring of educators and principals is vital to keep on top of methods and what works and decrease burnout and discouragement of teachers. Keep the teachers mentally healthy and happy. Find additional funding for education and smaller classroom size which gives more individual one on one with a teacher. I doubt that parents will become more active with working, additional children, and trying to survive themselves. Discipline with love might help disrespectful students. A good job for homeroom "moms".	Nov 22, 2011 5:30 PM
764	I highly recommend reading Diane Ravitch's new book Death & Life of the Great American School System. She has clear data and reasoning why charter schools are detrimental to public schools. I am in agreement with many of the ideas listed above, but the issue is always how they are implemented. Local control is key (school, district) over state/federal control. Although teachers and administrators to be professionals, like we allow dentists and doctors.	Nov 22, 2011 5:24 PM
765	Depends on the grade of the student, the situation at the school and a host of factors not addressed by the survey.	Nov 22, 2011 5:21 PM
766	You can't mandate good parenting--really? who thinks we can require parents to do anything?? But, we can support their efforts by providing opportunities for them to learn how to parent better. We have to fix what we have before we ask students to spend more time at school. Our system has gotten broken in many ways--especially with budget cuts on the backs of students in large classes and teachers trying to attend to all students' needs. Charter smarter? I don't think so. Improve leadership then allow them to lead the way to improvement, but not before their knowledge, skills and dispositions for this work are challenged and improved!	Nov 22, 2011 5:20 PM
767	Again, all control from Salem, governor's office and both branches of the state legislature.	Nov 22, 2011 5:16 PM
768	What does effective mean? It's amazing how a teacher can move from a high poverty school to an affluent school and suddenly be considered more effective	Nov 22, 2011 5:11 PM

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because the students of such parents do better. If a student is making progress, isn't his/her teacher effective? Please define your terms and resurvey.

769	How can we be expected to keep buying our own books for our classrooms from our salary? Those of us that really try to provide the best for students spend thousands of dollars on materials!	Nov 22, 2011 5:07 PM
770	We don't need more bureaucracy and paperwork and staff training; we need more time and opportunity for staff to interact with their own students. We need to trust the professional capability of teachers. Contant inservices and paperwork take teachers away from teaching. Simplify!	Nov 22, 2011 5:01 PM
771	Don't you think "requiring parents" is a little wishful thinking? It may work in some places but if you can't get the parents to get the kids out of bed and help them with their reading at home and homework, how are you going to require them to get more involved.	Nov 22, 2011 4:58 PM
772	"Additional tools" is too vague. Administrators need to learn to be better managers of teachers. They need to spend more time in classrooms and less time in District meetings.	Nov 22, 2011 4:47 PM
773	We need to eliminate requirements that are not germaine to core learning which would enable teachers to spend more time with those very important functions. We also need a mechaniism to eliminate non-performing teachers. Research indicates that the teacher is the most important component of student learning. For the most part, you can't rehabilitate poor teachers.	Nov 22, 2011 4:45 PM
774	Concentrate resources to elementary students to assiuere proficiency in reading by end of thrid grade for EVERY student.	Nov 22, 2011 4:44 PM
775	I believe there is a connection between the reduction of social safety net programs and the increase in the achievement gap.	Nov 22, 2011 4:40 PM
776	Eliminating professional educators ("Replacing the principal and leadership team") is counter-productive. The fact that that item is included in this survey makes me uneasy, and I am not a principal or part of a leadership team at a school or district.	Nov 22, 2011 4:38 PM
777	Teachers at these schools might be highly effective, but if the tests do not report student gains--even if they did not meet benchmarks, then the state/district/community falsely blames the school. Measures that are not discussed in this survey might include proven interventions: smaller class sizes and more time during the school day rather than after school. This may include: writing center where students can receive one-on-one help. In addition, in Oregon, with the highest poverty rate/food insecure rates in the nation, intervention might include food and shelter, access to showers and washing machines.	Nov 22, 2011 4:38 PM
778	I don't think you can "require parents to be more involved." You can create an environment at the school that inspires parents to become more involved. Try starting an afterschool program or implementing a community school model. That will raise parent engagement.	Nov 22, 2011 4:32 PM

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779	Make sure teachers and families and students are asked what is important to learn and to be taught and have input on the process.	Nov 22, 2011 4:30 PM
780	Too many students do not know how to read or understand a complete novel by a good author because the teachers are too busy teaching the students how to pass the next test.	Nov 22, 2011 4:30 PM
781	Teachers work very hard, if they are failing an assessment should be made as to if they have the tools to be successful. Do they have a small enough class size that they can spend 2 minutes with each student and not have it take more than 50 minutes? Does their budget contain enough money for supplies that are needed for best teaching practices (worksheets on colored paper, many items for manipulatives, comfortable temperature, enough space in the classroom, no mold growing, technology up-to-date, etc)? If the teachers are working in an environment where it is very difficult, the intervention should be to improve the environment. If their environment is good, and they still are having difficulties, than these other improvement plans are worth looking into.	Nov 22, 2011 4:28 PM
782	Investing in teacher training to give them real opportunities to succeed with our kids is critical. Then, and only then, can we consider ousting teachers whose students perform less well on particular assessments. We have to recognize the uniqueness of every school environment, however, and be realistic about what they can actually accomplish. One standard won't fit all.	Nov 22, 2011 4:13 PM
783	Most teachers know nothing of Native American culture beyond "Dances With Wolves."	Nov 22, 2011 4:13 PM
784	Parent OR Mentor involvement is one of the top in my opinion. Perhaps more with peer mentors!	Nov 22, 2011 4:09 PM
785	What is a 'tool' to ensure effective teaching? Do you mean walkthrough tools? If yes, this is highly valuable. How do you require parents to be more involved? What is the research on extending the school year? We have had so many penalties with absolutely no research-base thrown at us for lack of performance it is getting absurd. Whatever is done needs to be well researched and backed by feasible actionable steps. After school tutoring provided by agencies that can set their own accountability targets is a conflict of interest and in no way supports schools; instead it drains significant resources from districts.	Nov 22, 2011 4:05 PM
786	Some diagnosis needs to be done about what the problem is within a school that is not making progress. It might be poor instruction, poor leadership or poor support of the school by the homes. The solution should be directed at the problem in that school. Not all solutions will work in all instances.	Nov 22, 2011 4:05 PM
787	said above - need to hold students accountable as well as their parents.	Nov 22, 2011 4:05 PM
788	Transferring to another school's importance depends on the circumstances.	Nov 22, 2011 3:59 PM
789	Given that, generally speaking, students need to graduate from college in order to be successful There should be more college enrollment outcomes.	Nov 22, 2011 3:54 PM
790	Holding school staff accountable for student attendance does not work. Let's use good sense and leave that idea behind. The schools can accept	Nov 22, 2011 3:54 PM

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responsibility for many things, but the parents have to get their child to school. It makes sense on the most basic, foundational level of society that this is the parent's responsibility.

791	Extending the school year?? Really?? How about funding public education adequately so that we can have a full school year to begin with? How do you required parent involvement??	Nov 22, 2011 3:51 PM
792	"requiring parents to be more involved" vs "supporting parents to be more involved" caused me to rate that item as not important. Supporting involvement is very important.	Nov 22, 2011 3:49 PM
793	Each district is unique. One size does NOT fit all schools, districts or students.	Nov 22, 2011 3:47 PM
794	Evaluate areas of need, provide training and coaching for staff, provide tutoring and mentoring for students. Praise what is being done right, cross train for appreciation of roadblocks to learning	Nov 22, 2011 3:43 PM
795	Giving teachers back the ability to discipline bad behavior would also be a great start. Bad behavior constitutes kids who have entitlement issues regarding grades with no effort. Or bullying parents/kids who say "we'll sue"....	Nov 22, 2011 3:31 PM
796	Most educators have not had Poverty 101, and many have never been trained on how to educate students with special learning challenges such as autism. The lack of understanding and skills for making education relevant results in the dismal outcomes for children from these groups. All teachers need poverty 101...all teachers teaching children with special needs need special training specific to that learning challenge. My daughter who has autism was placed every year with teachers who had no training on how to educate a child with autism. When I ask her teacher if he had been trained to work with students with autism, he said, "No, she will have to teach me." I replied, she does not have time. It only takes a glance at numbers to see we are not serving the educational needs of children in poverty and children with special learning needs.	Nov 22, 2011 3:30 PM
797	Difficult students may just be learning different. Coaching faculty and school administrators is great. Transferring to another school is only helpful if that school specializes in working with special needs kids whether gifted or learning disabled, etc. Same with faculty and administrators. It's the students' needs that should be the focus.	Nov 22, 2011 3:29 PM
798	I'm all for professional development. However, the number of days out of school each year has gotten way out of hand. Some of these things, such as Prof Dev need to happen at other times, like summer time, etc. that interfere less with the academic year. I believe these high numbers of non-school days keeps the kids from getting as much traction on subjects to move forward. The whole school year calendar really needs revamping. Unions have a lot to do with this, but reality is getting lost in the process. Too much touchy/feely stuff going on and not enough teaching. Get back to teaching and spending time in the classrooms so they can learn. Teachers are also starting to teach as though kids are must a number rather than actually getting to know their students and their learning patterns. This testing by computer (punch the correct number) is ridiculous!	Nov 22, 2011 3:29 PM
799	Professional Development/Training to be funded and completed on non-student	Nov 22, 2011 3:28 PM

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days.

800	replacing leadership on a case by case basis. professional development for staff and increasing opportunities for students are most important, there is nothing we can do that would have a larger impact than helping our teachers get better. Professional development is also critical for teachers at schools that do perform well.	Nov 22, 2011 3:22 PM
801	Allowing students to transfer from a low performing school to a higher performing school will over crowd the "good" schools. It is better to improve all schools, change leadership/principals and develop improvements plans to help schools improve. School unions in some areas have such a grip on the daily operations it is hard to do what is needed to do.	Nov 22, 2011 3:14 PM
802	I don't believe we can require parents to do anything, especially at the high school level. The most effective way to increase student achievement is by effective teaching.	Nov 22, 2011 3:13 PM
803	Are we more concerned with the schools that fail to make progress, or with students who fail to make progress? If you continue to focus on schools and not on students, you will continue to fail the students.	Nov 22, 2011 3:11 PM
804	This is a difficult category to formulate thoughtful answers, because effective solutions have been so scarce. I do believe that, though I haven't really seen this play out, the wonderful interventions offered through NCLB (allowing students to transfer, replacing personnel, etc.) will not necessarily change a school. They may, but what if they don't - we've created a lot of turmoil and chaos in the lives of many people (is it worth it?). Professional development with coaching (not necessarily hired from outside) seems to be a much better solution. Those changes should be accompanied by consequences if not effective after a certain amount of time (not sure what, however). I love the suggestion of requiring parents to be involved (but, how?). In my opinion, that might change the culture quicker. Whatever the answer, it needs to be more positive and less punitive.	Nov 22, 2011 3:11 PM
805	The state needs to develop a team of evaluators who visit the under performing schools and determine what is really going on. Some schools will show holes in their curriculum and these issues can be addressed through targeted professional development. Some schools will show under performing administration or staff. They need to be removed if they are not willing to address their performance. School improvement takes 4-5 years to see true turn around and program implementation. A great model to follow is the Reading First Model of program implementation. Forget what you think about Reading First and study the way it was implemented.	Nov 22, 2011 3:10 PM
806	I am not really advocating that we "require" parents to be more involved, more that we require schools to welcome parents, outline structure and expectations of parents and be a resource for parents. Schools at which I work have up to 15% of homeless and emancipated youth, so "requiring" their "parents" to be more involved is simply an exercise is mismanaging expectations.	Nov 22, 2011 3:09 PM
807	Be careful "requiring" parent involvement. Find ways to assist them in being more involved (incentives). Also, replacing school administrators may not be the best solution.	Nov 22, 2011 3:07 PM

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808	Schools need to be able to add to the discussion of "what is success?" AYP definitions are limited. When schools are forced to ONLY look at those measures of success, other, important strengths can be ignored.	Nov 22, 2011 3:07 PM
809	Allowing districts to develop their own improvement plan could be a good thing. What are the "additional tools" that would be provided to administrators to ensure their schools have the most effective teachers? That question seemed vague and rather subjective.	Nov 22, 2011 3:02 PM
810	the new state law allowing open enrollment is terrible. it will widen the gap. as a dozen or two "high level" kids leave the school, scores will drop more and it will look as if they are getting worse when really its just the loss of kids. more will leave and the cycle will grow. terrible idea.	Nov 22, 2011 2:56 PM
811	Professional development must be research-based... PLCs and coaching primarily	Nov 22, 2011 2:56 PM
812	What are "additional tools"?..what would be the basis for "removing the principal and leadership team"?	Nov 22, 2011 2:56 PM
813	more counselors and more accountability with parent. retention or appropriate grade placement. reduce social promotions HS still need basic math, not all are brain developed by 15 to take and succeed in algebra	Nov 22, 2011 2:55 PM
814	A burned out teacher is not able to inspire, create and educate very well. Next year I am told I will have another class period to teach each and every day and less time to prepare my lessons or grade. That is a 20% increase in my work load and less time to do it in. I can and will do this, but the increase in stress is sure to show.	Nov 22, 2011 2:54 PM
815	Class size needs to be smaller...OR disruptive children need to be separated...behavior problems are more prevalent and make it very difficult to teach the majority of children when a handful are so disruptive. I personally believe it's far better to have classes for shorter periods of time every day then to have a block schedule...especially with all the furlough days being added as time off in various districts.	Nov 22, 2011 2:53 PM
816	Professional development is very important, but along with that should go keeping teachers in classrooms, not having so many teachers on special assignment to be instructional coaches (taking them out of the classroom and away from kids)	Nov 22, 2011 2:49 PM
817	1. Most of the "worst" performing districts and teachers take on the difficult, challenging students. I would wager that most districts doing well would be more likely to learn about good teaching from them. 2. Allowing students to transfer is a nightmare for budgeting purposes (as is allowing students to enroll in online schools without notifying districts). 3. If my sons were told they had to go to school longer because the school was failing to make progress I would be very upset. That is punishing the whole for results of a few (in our district we are labeled a failure because of sub-populations)	Nov 22, 2011 2:48 PM
818	My daughter graduated from high school in 2002, now she is in graduate school. She was held accountable for her actions at home and in school, I'm sure that is	Nov 22, 2011 2:48 PM

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why she is successful. On the other hand, many of her fellow students ran amok in school and at home. Now where are they, jail, prison on drugs. Even a close cousin of hers, was babied at school by the principle and teachers, she barely had to do her school work while she was in a special class all day. At the same time my daughter, had to be accountable and do all the work that was required of a senior. This cousin, has been on drugs, drinking problems, two children out of wedlock; that have been taken away by the State of Oregon. I see this happening with students way too much. Even though I am proud of my daughter and happy for her success and sad for my neice, what does that tell the kids that are doing what their suppose to in school and you have these goof-offs wasting everyone's time and money!

819	I don't believe there are that many teachers and administrators who are not actively engaged and attempting to help students achieve academic goals and objectives. I do think we need to give them more tools and resources to do their jobs. Also, research and statistics have consistently shown that students who have parents who are actively engaged in their children's education have higher standards and expecations for those children and these children perform up to those expectations. so, the challenge is, when we don't have that parental involvement, how do we create those expectations and provide the suppport for these students who don't get it at home?	Nov 22, 2011 2:48 PM
820	Allowing students to transfer: subjective, depends on the student's reason. Supportive parent involvement (focused on each child as an individual) goes a long way to help children learn and encourage them to see the value of lifetime education.	Nov 22, 2011 2:41 PM
821	Although I believe that it's very clear that a student who has parents that take an active role in their child's education and development, I don't see how it can be required. It also needs to be recognized that there are some parents who are not good role models, or don't have that ability.	Nov 22, 2011 2:40 PM
822	How can parents be "required"? Nonsense! Why would a district spend already too-few dollars to hire an "instructional coach"? If the coach is a good teacher, hire the person to teach and give a mentoring stipend.	Nov 22, 2011 2:37 PM
823	Allowing students to transfer to another school penalizes those who cannot transfer easily. Don't take the students with the most active parents out of the school--help more parents to get involved to improve the school they are already in.	Nov 22, 2011 2:32 PM
824	Provide more arts, technical skill, and music for students to become involved in the school and provide after school, summer, and weekend activities for students to identify with the schools and increase their learning by liking what they are doing.	Nov 22, 2011 2:31 PM
825	I don't like the question of students transferring to another school. If the child is doing poorly academically, who is to blame, the student and parents or teachers? If a student is bright, then yes, she/he should be able to transfer to a better school if the home school shows poor academics, but 'poor academic' students should not be allowed to go to 'better' schools where they become the problem of the new school.	Nov 22, 2011 2:28 PM

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826	Decisions regarding interventions must be made at the school and district level by people who have a deep understanding of assessment, learning, and teaching. The decision makers must also have an understanding of the population of students and families that need the help. ALL students should NOT be treated the SAME! Students of poverty, ELLs, and have very different needs than other populations.	Nov 22, 2011 2:27 PM
827	My parent involvement has been met with nothing but roadblocks. Customer service is severely lacking in all levels of education. I should not have to speak "school district lingo" in order to ask questions, and expect answers.	Nov 22, 2011 2:26 PM
828	Ongoing professional development and establishment of school professional learning communities are critical. A new system of teacher evaluation is also needed.	Nov 22, 2011 2:24 PM
829	How do you require parents to be involved? They have to work, etc. I think first, our state has to make parents accountable, especially if they live off the system...They should be required to volunteer in schools, take drug tests, etc.	Nov 22, 2011 2:22 PM
830	Too much individualization. Students need goals and means to reach those goals. Now there are too many alternatives	Nov 22, 2011 2:20 PM
831	Interventions are most effective if started during the early years. It should be addressed in the kindergarten, 1st and 2nd grades heavily to be most affective.	Nov 22, 2011 2:20 PM
832	AGain, the ranking system here is flawed. Is it "important to have a charter" no, there's no evidence that a charter in and of itself is a solution. The real issue we need to address in education has far less to do with what is happening IN the school, that what is happening before and after school. Kids from low SES backgrounds who do not have the needed family support don't learn as well as kids who do. It's a fundamental flaw in this thinking. We need to solve the external problems so that teachers have a room full of students READ TO LEARN and who are SUPPORTED AT HOME. Our schools can't be the provider of food, shelter, clothing, mental and emotional support, discipline and behavior management AND be expected to deliver on their primary purpose : EDUCATION. We need to resolve bigger issues before we will see the real improvements we need in education.	Nov 22, 2011 2:19 PM
833	Districts should look at the lowest performing students in every school. If a school gets top test scores for all the white children (for example) and none of the black children, this is a problem regardless of the overall school performance. I'd like to see more focus on removing institutionalized racism and supporting families that need economic help. It's easy to educate rich, white kids. Let's focus on kids who aren't so lucky. Also, don't penalize schools whose scores improve by removing funding.	Nov 22, 2011 2:17 PM
834	Find root causes and address them	Nov 22, 2011 2:17 PM
835	In other parts of the world students diverge at the 9th grade. Some go on an academic route while others go on a vocational route. Not everyone should go to conventional high school. By sending everyone to high school and graduating nearly everyone, we are lowering standards for all.	Nov 22, 2011 2:11 PM

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836	Spend less money on inservices and less money on reports and more money on supplying more para professionals in class to work on more one to one with students that need help. All the other activities are great but our money is better spent with more one on one during school hours when students are ready to learn.	Nov 22, 2011 2:09 PM
837	Too many of these factors can be negatively influenced by lack of community and parent involvement. "Requiring" parental involvement will not work. There isn't a standard indicated for "when" an intervention would "kick in." Consider safety net factors as options for interventions.	Nov 22, 2011 2:06 PM
838	Why are kids with mental challenges allowed to stay in small public school, when they are not learning but just let slide thru the system by the teachers and principals passing the child, alternative center is the answer for that specific child. do not lump problem children and mentally challenged children together they shouldnt even be in school if they do not want to take the time with the child.	Nov 22, 2011 2:05 PM
839	If the districts are allowed to develop their own improvement plan, why did not develop and implement a successful plan in the first place? Districts and schools need outside assistance and intervention because many times the districts may not be able to be truly objective.	Nov 22, 2011 2:05 PM
840	Staff development as long as it is funded.	Nov 22, 2011 2:01 PM
841	Research has demonstrated that by improving teachers, students improve. Good students at poor schools do well and poor students at good schools do not. Penalties do not work for this reason.	Nov 22, 2011 1:54 PM
842	Increase local control of the educational process and the setting of educational goals.	Nov 22, 2011 11:26 AM
843	Leadership replacement may be a viable and necessary option in many cases. Often leadership may not be fully aware of what good instruction looks like and may be one of the roadblocks. Every situation is different and there is not one, perfect solution!	Nov 22, 2011 10:18 AM
844	It's about time to bring professional educators into the conversation about what constitutes accountability and effective teaching. Thus far, all the important decisions have been made by non-educators who do not have a clear understanding of teaching, student learning, or school operation	Nov 22, 2011 10:06 AM
845	As above, this narrow choice scale is hard to fit with how I'd rank things	Nov 21, 2011 10:16 PM
846	Tutoring and mentoring should be by licensed public school teachers. Eliminate poverty by creating a more fair tax structure. Billionaires, multi-millionaires and multi-national corporations should be paying more in state and federal taxes to better support O&M and updates for infrastructure (e.g., schools) and adequately funding public education and other social services. While we're working on eliminating poverty, schools need to provide or help connect students living in poverty to the services that alleviate the educational challenges faced by children living in poverty (shelter, nutrition, healthcare, safe from crime and abuse).	Nov 21, 2011 9:15 PM

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847	State needs to allow local districts great flexibility, but require mastery. Retention and summer school needs to be mandated for students that do not choose to to the requisite work to master skills required each year. Parents and students must know that this is their part of the responsibility piece.	Nov 21, 2011 6:56 PM
848	So often we measure/blame the student/family when actually we should be looking at the principal/teacher. How about assessments that compare teachers with other teachers with similar demographics?	Nov 21, 2011 4:21 PM
849	Education is a critical and complex task. Standardization of curriculum and testing lessens the anxiety felt about the task. This has benefits of communication and clarity of purpose and to increases the ability to refine approaches and tools.	Nov 21, 2011 3:58 PM
850	Professional development must have an expected outcome that is progressive towards student achievement.	Nov 21, 2011 2:47 PM
851	I do not understand why policy makers believe that converting a school into a charter will improve student achievement. Most of the charters that I am aware of actually perform at a lower rate than nearby public school.	Nov 21, 2011 2:38 PM
852	Districts should be allowed to create their own improvement plan but it might be more effective to have an external "expert" in school reform efforts available to guide or facilitate the development of the plan.	Nov 21, 2011 2:03 PM
853	Intensive professional development for staff is indeed very important. But, what the development looks like and how it is organized into the rhythms of professional life determine whether the PD is of high-quality or not. We have to have accountability here too. Peer to peer mentoring is also important, but we have to be clear about what it means to be "a more successful school or district" Not sure what is meant by "requiring parents to be more involved" Who replaces the principal and leadership team? Is it a decision that is out of the hands of the teachers and the community they serve? Instructional coaches have the potential for significant positive change - however, their roles have to be clarified and their work supported by school and district administration.	Nov 21, 2011 1:48 PM
854	Teacher preparation is not aligned with the reading reasearch NCTQ 2006. Kids that depend on school-based learning are out of luck. The union won't allow learning at your own pace or accelerated achievement. See SB 300	Nov 21, 2011 1:05 PM
855	If schools are failing to make progress the fault lies with administration and lack of leadership. There should be some accountability and getting rid of poor administrators and teachers is a good start. Too often, that doesn't happen. A poor teacher can sit through hours and hours of professional development classes and still be a poor teacher if they don't care about their students or investing in the work that's required to help their students succeed.	Nov 21, 2011 12:44 PM
856	We need more instructional days.	Nov 21, 2011 12:27 PM
857	Principal training on how to develop an education PD plan and implement at the school level is the critical piece. All the items above are important but parents cannot be forced to be involved. Principals can be trained and if we are going to spend additional funds on schools, it needs to be in PD for all staff.	Nov 21, 2011 12:17 PM

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858	I worry that allowing students to transfer to another school will leave only those students whose parents are unable to send them to a school farther from home, thus skewing the student population in an adverse manner. On the other hand, there has to be an escape hatch for students at failing schools.	Nov 21, 2011 12:03 PM
859	No more money thrown at a problem that should not be there in the first place. These teachers and the state of Oregon which has less rigorous student teaching and competency requirements than early childhood education or Head Start does. Perhaps the education department can model after the standards and practices of that agency and see how far we can move these 'bored stiff' students forward. Many high school students know more than their teachers who are protected by unions. If I had that kind of backing I would not have much incentive to do better after 20-30 years of teaching either. Stop the money flow for what the teachers were hired to do in the first place. Standards are below acceptable. Compensation should be contingent on professional development that requires skill, knowledge and attitude to earn	Nov 21, 2011 12:00 PM
860	Look to successful models in schools with similar demographics.	Nov 21, 2011 11:58 AM
861	Administrations come and go and they are want to improve testing/scores/graduation rates and they think additional tests are the answer. The answer is removing the broken system in place which forces districts to retain teachers who are not performing and using a significant amount of their budgets to support PERS which should be illegal in how it is set up. We have so many great teachers and only a few bad ones...the problem is the system doesn't allow you to get rid of them.	Nov 21, 2011 11:53 AM
862	What are the "additional tools" that you would provide administrators? (above)	Nov 21, 2011 11:48 AM
863	After having gone through the public school system, if I have learned anything I have learned this: the teachers make or break your high school academic experience. The grades in my classes have a tendency to reflect my teachers, to some degree, and what I have actually learned in any subject depends entirely upon the teachers. The teachers are everything.	Nov 21, 2011 11:41 AM
864	"Providing administrators with additional tools" makes me nervous absent any explanation of what those tools might be. I don't know why the idea of charter schools keeps coming up. They have not proved particularly effective except in some specialized circumstances that are hard to replicate. Overall, research shows they're a wash, and there's no reason to keep promoting the concept. While everyone is in favor of parent involvement, that's another undefined term, and I quake at the idea of public institutions "requiring" anything of adult community members. That seems presumptuous.	Nov 21, 2011 11:38 AM
865	If you were to require parents to be more involved. How would or could that happen?	Nov 21, 2011 11:36 AM
866	I stressed on-going coaching as the most important aspect of intervention. Intervention training is useless without ongoing feedback. Resources, parent input, competence of admin. changing a school to charter status, etc. are non-factors if implementation fidelity checks of an evidenced-based practice are missing.	Nov 21, 2011 11:22 AM

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867	Requiring parents to be more involved could be the key to all the issues. However, how is that going to be achieved. If non-performing students had involved parents would they still be non-performers. In 99% of those cases the answer is no. If the STATE can mandate involvement I would like to know how.	Nov 21, 2011 11:20 AM
868	Do the additional tools provided to administrators, include adequate funding so that we can hire additional effective teachers to lower class size and provide settings in which students can learn and grow at the expected rate? Hiring tutors is waste, the better bang for the buck would be hiring additional staffing and or extending the school year, but both of these come down to funding.	Nov 21, 2011 11:07 AM
869	Some of your list really need more explanation to make a good assessment.	Nov 21, 2011 10:50 AM
870	Disparities continue to be overwhelmingly evident at all levels of district and school performance data. Some of the common elements that I have seen are: failure to comply with the Civil Rights Act of Title VII, failure to address the rights of English Language Learners (especially parental rights to receive translated materials and interpretation at conferences and IEP's), and disparate discipline along racial/ethnic lines. (Just for your info regarding my credibility, I am a Nationally-known expert in diversity issues and strategies and the [REDACTED].)	Nov 21, 2011 10:18 AM
871	It is important when using peer-to-peer coaching and/or instructional coaches, that the coaches are trained in the area in which they are working (a teacher with elementary experience should not be mentoring a high school teacher).	Nov 21, 2011 10:15 AM
872	More time is essential for our students. We must fund a full school year, but it is impossible with funding levels. More time for students not meeting standards and more time for students who are college bound at a high level to get more college credit and AP requirements in high school. Instructional coaches probably the single more effective form of staff development. Replacement of a school leadership team should be last resort. District leadership should be equipped with tools to take out poor performing administrators on their own if they do not know how to do that. Superintendents must hold building levels administrators accountable, and be out coaching in schools just as instructional coaches coach fellow teachers. The demands on district level leadership make this difficult with fewer and fewer administrators and clerical support.	Nov 21, 2011 10:00 AM
873	How much training do teachers require? They had a reason to choose doing this job. Do what you set out to do! Quit passing the blame on! School year wouldn't have to be extended if there weren't so many days off for other than student learning.	Nov 21, 2011 9:43 AM
874	How will parents be required to become more involved?	Nov 21, 2011 9:42 AM
875	Parental involvement is of immense importance to how well students do in school and whether they care or not.	Nov 21, 2011 9:26 AM
876	Instructional coaches are great and can be very effective IF they are trusted by the staff they work with (usually best if selected by the teachers they will be working with) AND they are highly trained. Being a great teacher doesn't necessarily mean you will be a great coach without training.	Nov 21, 2011 8:54 AM

Q4. COMMENTS?

877	Funding full day Kindergarten and pre-K intensive opportunities for children who are unprepared is fundamental to making change within our system. Until we are willing to take bold steps to revamp our education system, we will not make significant changes. A common state-mandated merit system for teacher compensation and lay-off based upon standardized measures of student learning is central to making wide-sweeping change. Though certainly not a popular idea among teachers and "local control" advocates, until we centralize educational reform efforts in Oregon we are wasting educator time by duplicating efforts throughout the state. Moving to CCSS is a step in the right direction, now we need to be willing to take the next step in Oregon.	Nov 21, 2011 8:50 AM
878	Teachers are professionals and they need to be treated that way, rather than dead weight sucking up tax payer money on PERS and other benefits. These ideas are impractical and unfair and just create more unfunded mandates. We cannot expect grossly underfunded schools to overcompensate for the dire poverty America created in this global meltdown. Stop privatization of our public schools.	Nov 21, 2011 8:29 AM
879	"Intensive" professional development? What the hell is that? The crap workshops usually accepted are repetitive, regurgitive, re-heated theoretical claptrap that serves to enrich the sodden clowns who have managed to stomach the ridiculous post bachelor degree programs across this country. How about some real course work having human growth and development and brain research at core?	Nov 21, 2011 7:32 AM
880	Increasing the amount of time students receive instruction and guided practice is essential whether by longer school days and/or longer school year. We already have the fewest instructional minutes compared to all other systems around the world. Collective bargaining laws and requirements continue to hinder progress as we are now spending a tremendous amount of time bargaining vs. leading our schools only to end up with less funding, forcing us back to the bargaining tables almost annually.	Nov 21, 2011 7:11 AM
881	It is impossible to get an accurate teacher evaluation solely from adult evaluators because the presence of an adult changes the usual classroom environment. Student input MUST be a part of the teacher evaluation process.	Nov 20, 2011 9:06 PM
882	We must remember that students are not a product. To continue the analogy, schools don't get a consistent raw material. Requiring parental support is tricky, as is the definition of "support."	Nov 20, 2011 8:10 PM
883	Each school is different and the challenges each faces are different, therefore, the solutions will need to vary as well.	Nov 20, 2011 7:52 PM
884	You really need a column here for It Depends On What This Will Consist Of and another for It Depends On Whether This Is The Reason For The Failure. Furthermore you shouldn't hire incompetent people to begin with so all the professional development is out; and if you can't teach the students while you have them, then giving you more time with them is out. If 'providing administrators with more tools' means allowing them to hire and fire when necessary, then booyah. You can't require the parents to do anything. Replacing the principal vs. giving him the power to do his job. Hm.	Nov 20, 2011 6:31 PM

Q4. COMMENTS?

885	Appropriate tutoring and mentoring, students can already transfer to other schools. Poor kids don't transfer - parents cant get them there. No evidence that charters do a better job - they just create a choice. Don't extend school year. Look at summer learning data. National Summer Learning Association. Enriching summer programs with strong reading components / summer food in ALL low income schools- keep the school libraries open. Require all K-3 teachers to have reading endorsements.	Nov 20, 2011 6:11 PM
886	Replacing the principal and leadership team would be an excellent option, if the principal had control to make the changes necessary for success but didn't. As the system stands, principal's hands are tied.	Nov 20, 2011 6:04 PM
887	Some of these options may have merit, but they are not described well enough for me to have an opinion. Example: "Providing administrators with additional tools to ensure those schools have the most effective teachers" sounds good, but what does it mean?	Nov 20, 2011 4:58 PM
888	Parent involvement is one of the most powerful attributes for successful schools, but I am sorry to report that it can't be required. We just completed parent-teacher conferences and will show a 90% or better participation rate. I can't force parents to come to conferences but I can motivate and convince my staff that we can make this happen. Likewise, school choice is real and if a parent does not want to be at a particular school then choice can be a powerful incentive for the formation of a strong school partnership.	Nov 20, 2011 1:32 PM
889	Poverty is the biggest single factor in students' failure in school. When poverty is factored out, the US is on par with or above most nations' scores on NAEP or PISA. I suggest the board take a look at the data from Finland, read Diane Ravitch's book, and possibly look at a recent study out of Stanford: The Widening Academic- Achievement Gap between the Rich and the Poor: New Evidence and Possible Explanations by Sean F. Reardon. Many students would do better if they just had regular meals and health and dental care! Ignoring these factors and pretending we can solve these problems without addressing them is like saying we can heal someone who has a knife sticking out of them without removing the knife.	Nov 20, 2011 12:52 PM
890	Oh, my god! This is looking Orwellian. "Requiring parents to be more involved"? As if "involved" had a clear, commonly accepted meaning. And as if we knew what entity had the civil authority to "require" parents to do anything. And why do we have this recurring obsession with charter schools? Charter schools haven't been shown to be a panacea for anything. Some, especially those with financial backing, have had success. But many haven't. I don't understand why "reformers" keep pushing the charter concept.	Nov 20, 2011 11:08 AM
891	Interventions have superceded electives for far too many students. These students, overwhelmingly children in poverty, and overwhelmingly black and latino, are losing out on enriching learning opportunities that capture imaginations and give purpose to both school and life. LOOK AT THE DATA. NCLB has not worked!	Nov 20, 2011 8:40 AM
892	Parent involvement is VERY important - but it cannot be "required!"	Nov 20, 2011 8:29 AM
893	After School tutoring should be delivered by highly trained teachers, the best, not	Nov 20, 2011 8:03 AM

Q4. COMMENTS?

"for hire" providers such as "Supplemental Education Services". This program is a "port barrel" if ever there was one, completely motivated not by what is quality teaching and learning, but by the pay for hours of often under-qualified providers. Take those funds and provide more teachers with reading endorsements and math content and best practices professional development aligned with the new CCSS standards. Regarding coaching and mentoring, I am strongly supporting a statewide program of mentoring using the New Teacher Center Model. It WORKS and has many years of proven research to back their work and practice. It is WORKING EXTREMELY WELL IN OREGON, however ALL STUDENTS DESERVE TO HAVE QUALITY MENTORED TEACHERS. Mentoring and coaching requires a new additional skill set. Just because one is a good teacher, does not necessarily make a good Coach/Mentor. This one is VERY IMPORTANT!! It should also occur for all new administrators. It takes ongoing high quality professional development.

894	We have much research on what is effective. We used to have a Closing the Achievement Gap conference put on by ODE then that was cut. Doesn't matter what you say if it won't be funded.	Nov 20, 2011 7:55 AM
895	I thought this was about student progress, and this question is about school progress? That is a step backwards. The idea is to provide each individual student with the tools necessary to maximize their educational growth. Whatever that takes. Grading schools is a LOSING proposition. Students lose, teachers lose, and communities lose.	Nov 19, 2011 8:17 PM
896	Lets be honest with ourselves. Many students come to school unprepared to learn. As hard as the school might work the lack of help from parents makes the job of educating children harder and harder. Holding parents accountable for sending their children to school ready to learn would help schools and children be more successful.	Nov 19, 2011 11:43 AM
897	I sure hope someone is looking at the research before suggesting these interventions. PD is great, but only if it is ongoing. Drive-by, one time events are a waste of time and money (for everyone). Turning around schools by firing the leadership team or converting to a charter has limited, if any, evidence of success. Please do not go down these routes.	Nov 19, 2011 10:49 AM
898	Build the expectation of continuous improvement in every school in the state. Ongoing, job embedded professional learning for teachers will yield the greatest results in student learning -- make this the priority and invest in teachers.	Nov 18, 2011 11:04 PM
899	Tell me how you require parents to be involved!	Nov 18, 2011 9:50 PM
900	The after-school tutoring concept would be a very effective IF there was an adequate supply of highly-trained tutors out there. That doesn't seem to be the case, so putting money into that concept seems to be a waste.	Nov 18, 2011 6:17 PM
901	Balance a healthy dose of reality with the level of funding and mandates, budget/staff/program/elective reductions, and the increased at-risk students we are getting. More college ready? yes Available jobs? no How about a realistic approach? Less pressure and fewer REPORTS! More help and support with those of us in the trenches, instead of more reports and mandates that we have less time to do with less staff, so we are constantly pulled away from true	Nov 18, 2011 5:33 PM

Q4. COMMENTS?

education. Committees that make these educational decisions should be made up primarily of educators, with a few business, etc. - rather than less than half educators and yet, they are making decisions for us! When was the last time business people had educators making the decisions for their businesses???? Only our elementary school gets Title I funds - those teachers all just new new laptops, all classrooms have LCD projectors and much, much more!!! The high school has only 3 LCD projectors and only 22 laptops for a school of over 300! We can't afford any more due to the drastic budget cuts, reduced staff that cut programs. How about some equitable funding instead of dividing districts into the "haves" and "have nots". Replacing principals and leadership teams??? Where is the question about replacing superintendents? I've seen some of the poorest quality of supts in the last few years, than in my almost 30 years as an educator. Sad Allowing schools and districts some staff development training that we can afford (translate: "FREE") Do not layer more mandates on graduation rates without recognizing the many avenues of completion - GED, modify diplomas, etc. and some reach these goals past June of grad year. However, we do not give up on kids, how about recognizing all students who achieve their goal?

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| 902 | Professional development is key but sometimes you do have to replace the staff. We do not need to move weak staff members to a different site. We need to exit them from the profession if they can not make the necessary changes AFTER the appropriate professional development and extension of student contact time has been utilized. | Nov 18, 2011 4:16 PM |
| 903 | Education is the single most people oriented business in the entire world and we often forget the people. We need significant parent involvement and we need significant student involvement, supported by dynamic teachers and administrative teams. If a school is not succeeding, one must look at the administrative team as a whole and not just at the building level. | Nov 18, 2011 4:15 PM |
| 904 | One of the key challenges we face as educators is to meet the increased demands of summative exams and expectations while reducing staff, instructional days, and intervention programs. This sounds like whining or pointing fingers, but it only goes to logic that if you have fewer teachers and less class time, there will be negative effects on the quality of education being presented to our students. | Nov 18, 2011 4:03 PM |
| 905 | Clear standards for all will help with this process. You can have after-school tutoring sessions, but if they are not being tutored by the most capable and talented teachers, are students really gaining anything? There also needs to be measures for those students who are receiving all the interventions in a building and therefore are being pulled in too many directions. If you are ELL, LRC, and a title student, you may spend very little time in the classroom and are pulled out making your day more disjointed. | Nov 18, 2011 3:36 PM |
| 906 | Creating equity in classroom grading to reflect and measure specific skills and deficiencies. Giving schools access to effective data systems to help measure and assess student skill and achievement. Provide professional development opportunities to help reduce teacher curriculum development and grading and increase teacher-to-student skill building and differentiation. An increase in blended learning to achieve the aforementioned issues. | Nov 18, 2011 3:31 PM |

Q4. COMMENTS?

907	The change has to be motivated from within the school and district using the federal standards and state pressures creates local resentment and will not likely lead to long term change.	Nov 18, 2011 3:24 PM
908	Again many of the item answers need to be quantified. Where would the money for some of these things come from?	Nov 18, 2011 3:08 PM
909	Tell the kids they must jump over a 3-foot stool and its ok...raise the stool to 7 feet and many will quite trying..	Nov 18, 2011 3:07 PM
910	Aren't districts already supposed to be developing their own school improvement plans? Provide coaching to those schools who are not doing this well.	Nov 18, 2011 3:07 PM
911	The union is by far the largest impediment to increasing student achievement	Nov 18, 2011 3:00 PM
912	Looking into alternative assessments for special education so that we can demonstrate individual student growth, rather than a not meets for their grade level. Focus on the learning and growth rather than the straight target of everyone meets.	Nov 18, 2011 2:58 PM
913	Students will improve in specific areas when schools provide targeted interventions DURING SCHOOL TIME!!!!!! Suggestions that prove to be just punitive do not motivate a teacher, administrator, a parent, a school or the school district to improve. Some of the above suggestions may work on a case by case basis, but a focus on targeted interventions during school will make a difference.	Nov 18, 2011 2:56 PM
914	Research says that instructional coaching (site-based) is the best way to increase student achievement. We should have instructional coaches in EVERY school in Oregon.	Nov 18, 2011 2:52 PM
915	Transferring to another school isn't realistic in smal, remote, rural school district	Nov 18, 2011 2:46 PM
916	We have made huge gains at our high school which has a SIG grant. We are a testament that resources and new leadership, intensive PD and coaches equal huge gains in academic achievement.	Nov 18, 2011 2:34 PM
917	If coaches are used at the district or school level, they must be the right person with the right expertise in order to be effective. This is not just a person who shuttles data, it has to be a person who knows effective instructional practices AND has the skills to drive systems change.	Nov 18, 2011 2:33 PM
918	This state, like most others, is not prepared (nor inclined) to invest the money in teachers' professional development to the degree that instruction will be getting any better in the years	Nov 18, 2011 2:33 PM
919	Can we find solutions that don't samck of punitive, but of offering help? How can we help parents, while encouraging their invovlement: parenting classes.	Nov 18, 2011 2:30 PM
920	It all comes down to the teachers in the classrooms. We have to do a better job of hiring and firing teachers. We also need to consider that teacher salary must be increased to promote more competition for jobs and a higher quality of teacher.	Nov 18, 2011 2:28 PM

Q4. COMMENTS?

921	Removing staff has not shown to make a difference in improving schools. Without a clear and intentional school improvement/reform plan with teachers, admin, community and board sharing in a system of accountability there is not way to measure progress. You can hire a coach, but if the coach doesn't understand data teams and accountability systems and how to monitor the impact of implemented professional development, I am not sure changes in the system can succeed.	Nov 18, 2011 2:15 PM
922	Replacing the principal and leadership is too broad. It take years to build success/turn around a school. If the principal is replaced due to an outside requirement, positive momentum can be lost. It's already fairly easy (in comparison to a teacher) to replace a principal and extremely easy to replace a superintendent if school boards deem this necessary.	Nov 18, 2011 2:12 PM
923	Nothing will improve unless dollars follow need. Having failing schools with 30 plus students per classroom, limited technology, tiny administrative support, small staff development dollars, and the same length of school year for all kids will result in continuing the cycle of student failure. You get what you pay for.	Nov 18, 2011 12:03 PM
924	Districts or schools that need to I prove may need a fresh set of eyes to look for possible solutions.	Nov 17, 2011 11:55 PM
925	Field trips, extra-curricular sports, Outdoor School, Clubs, school pride, engagement with peers, TAG, CTE - developing students' strengths and individual unique talents and abilities, these are important. And, support in these (and other) areas will engage the young, perhaps providing a means to increase graduation rates as more students find they "fit" in school, instead of being told they are deficient in certain areas.	Nov 17, 2011 10:51 PM
926	I question how to get parents more involved if they are working and have other children. Incentives might work. Maybe there comes a point when 'special needs' children need to have a parent with them instead of requiring a teacher assistant to be with them at all times.	Nov 17, 2011 6:27 PM
927	See above	Nov 17, 2011 5:20 PM
928	most teachers are adequately prepared to do their job. Students need to have the desire to learn	Nov 17, 2011 4:14 PM
929	Don't allow social passing of students at any grade level. Make it a requirement that teachers must certify that each student has met the necessary proficiency level to move to the next higher grade.	Nov 17, 2011 3:39 PM
930	Mentoring or replacing struggling teachers is critical since teacher effectiveness is so critical. Quality principals can make all the difference to a school--some way to ensure this. I've seen effective teachers and schools go south because of poor leadership.	Nov 17, 2011 2:32 PM
931	As long as the union support all teachers good and not so good, rather that all teachers are in need of improvement and work toward improvement it will be tough to change the present system.	Nov 17, 2011 2:22 PM
932	1. Parents should be encouraged to be more involved, but not required. 2.	Nov 17, 2011 2:20 PM

Q4. COMMENTS?

"Additional tools for administrators" to ensure schools have effective teachers need to be in the realm of tools to help teachers improve, not tools to replace ineffective teachers.

933	I firmly believe that professional development of carefully hired life-long learners/instructors is vital. I also believe that having the monies to hire ENOUGH staff to keep classrooms small and tutoring opportunities high is very important.	Nov 17, 2011 2:03 PM
934	Every kid should have an IEP. Let's put the main focus on the kids as individuals (like in medicine, Governor), and forget about punishing "schools." With IEPs in place, a principal and faculty can roll up the school's strengths & weaknesses, and deliver instruction accordingly.	Nov 17, 2011 1:56 PM
935	The teacher's union make it difficult to address many teacher issues and we certainly function better with teacher buy into what ever we do. Also the pay structure needs to be changed. We need to start out the pay scale higher than currently to attract and keep teachers in the trade. That needs to be done by reducing the top end of the scale. Currently those that have reached the top end of the scale will not move from a district when they find changes that no longer make them a fit as they would have to start at a new district at a much lower pay scale. I am very acquainted with the trades and there a journeyman is a journeyman. As they experience many are rewarded with jobs that use there greater skills, but there is not the salary spread of almost 100% from entry journey to senior journey positions. This is probably a much greater issue than Merit Pay	Nov 17, 2011 1:35 PM
936	This is different from "merit pay," as it is an opt-in benefit for teachers willing to put in the extra effort needed to help struggling schools/students.	Nov 17, 2011 1:12 PM
937	It's hard for a lot of parents give assistance on some of their child's home work due to their own lack of knowledge. So in a since we are trying to educate both the student and the parent, the student looks to the parent for assistance on an assignment due the next day and is unable to receive the help their by causing the student to either be late with the assignment or incomplete.	Nov 17, 2011 1:12 PM
938	It's hard for a lot of parents give assistance on some of their child's home work due to their own lack of knowledge. So in a since we are trying to educate both the student and the parent, the student looks to the parent for assistance on an assignment due the next day and is unable to receive the help their by causing the student to either be late with the assignment or incomplete.	Nov 17, 2011 12:52 PM
939	Good professional development where educators learn and share best practice is encouraging, stimulating, and informative. Good professional development also helps establish goals and expectations of educators. It appears to me, more often than not, administrators are expected to provide professional development; probably due to lack of funds allowing this to be outsourced to those better able to provide this service. Our administrators should have the funds and the tools to facilitate and ensure their staff gets the professional development needed within their district. This is more difficult and a greater financial burden on smaller districts where it is more difficult to justify the training of 20-30 staff verses 100-200.	Nov 17, 2011 12:40 PM

Q4. COMMENTS?

940	Each school knows its own students and circumstances. Let that school work on the problems without interference from the state or any other government agency.	Nov 17, 2011 12:11 PM
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**Q5.

FEDERAL WAIVER: Which of the following are most important to your local school district as Oregon seeks to waive elements of the current No Child Left Behind accountability system?
Please rate each of these: Very Important, Less Important, Not Important**

1	I don't understand most of these options sufficiently. A quality education should not be compromised by waivers, but an equity between the best and most difficult-to-educate students is needed. I can't see why all non-retarded students can't preform well with good teachers and methods.	Dec 13, 2011 11:56 AM
2	I want our local schools to decide where money needs to be spent not the Federal Government.	Dec 8, 2011 5:36 PM
3	Wean Oregon schools away from federal money so we can run our schools the way we see fit. I'd rather be poorer but more free.	Dec 7, 2011 10:56 PM
4	Support the principals, support the teachers, support the students and support the parents in positive and not punitive ways. Let us have the time with our kids and not so much assessment.	Dec 7, 2011 4:54 PM
5	GROWTH measures of learning at all levels of achievement: Current system does not measure growth for students who exceed benchmarks.	Dec 6, 2011 3:40 PM
6	Less reliance on all students meeting the "same" benchmarks. Students all have different strengths and weaknesses.	Dec 6, 2011 7:18 AM
7	Our children need a well-balanced education. We need to stop cutting Music & the Arts. If you want to help save money, hire more band directors. These people teach more people more effectively than any other teacher in the school.	Dec 5, 2011 4:04 PM
8	Growth based improvement measures and measuring the same kids growth through out their education.	Dec 5, 2011 3:17 PM
9	This is not an issue of "equality" rather equity, how can a title 1 school have the same expectations as a non title 1 school but yet not have additional support to meet the expectations. It's so frustrating as a teacher to feel that I'm not supported and that although I'm trying 110% there are going to be students in my class who will not meet benchmark because their needs are greater than my capabilities no matter how many years of experience I may have.	Dec 5, 2011 2:54 PM
10	All students should be able to transfer from their neighborhood school to another one. I am appalled at the recent decision to end transfers for high schools. These schools shouldn't be trying to all be the same (it will never happen); these schools should be specialized. What about a high school for math and science, one for performing and visual arts, one for social justice and the law, one for tradesmen and women, and one for computer science ? Why are high schools not focus options? If children were allowed to focus on one of their talents, and were around others who shared the same interests, achievement would rise.	Dec 5, 2011 12:04 PM
11	This act truly ruined school age experiences for our children and it is shameful.	Dec 5, 2011 10:03 AM
12	Supporting each school in the way that administrators and parents agree is more important than a federally imposed time line	Dec 5, 2011 7:21 AM
13	So much crap and we all know it.	Dec 4, 2011 10:55 PM
14	By questions one through 8, it is obvious that you realize a serious problem with	Dec 4, 2011 9:13 PM

**Q5.

FEDERAL WAIVER: Which of the following are most important to your local school district as Oregon seeks to waive elements of the current No Child Left Behind accountability system?
Please rate each of these: Very Important, Less Important, Not Important**

	the status quo.	
15	NCLB is very important and does need changing	Dec 4, 2011 8:44 PM
16	NCLB has helped and hurt. The process has created struggles for the School Districts with parents and their responsibility for attendance.	Dec 4, 2011 8:06 PM
17	One-size fits-all punitive regulatory policies miss the specific opportunities and challenges faced by individual districts and schools	Dec 4, 2011 4:45 PM
18	Measure special education students according to IEP goals and not general education standards	Dec 4, 2011 3:31 PM
19	School officials should be voted in not appointed.	Dec 4, 2011 2:42 PM
20	I am bothered by the march to segregate the rich from the poor. we must unite and find strength in our common vision and opportunities for all not just a few. State tests are not valid. set the bar, great. Then help people find their own way to get there. Do we punish firemen when there are tons of fires to put out? Do we punish police when there is more crime? Really? Do we put counties on a special program when people do not turn out to vote? No.	Dec 4, 2011 1:03 PM
21	NCLB should definitely be reviewed, revised, and/or replaced with something that is more realistic and achievable. Teachers should stopped being made a focal point for the problems in education. We need to study what so many other countries have done successfully for so long and that is for students, once they reach age 16, to have a choice whether to continue with their traditional 4-year high school education or steer a course toward a meaningful career.	Dec 3, 2011 9:06 AM
22	NCLB is a hoax! Modify and do it now!!!!!!	Dec 3, 2011 6:21 AM
23	Emphasize student success, not system accountability	Dec 2, 2011 10:07 PM
24	Community commitment creates superior school systems. Socio-economic factors can make community contributions to educational excellence impossible. Therefore, punitive systems by themselves cannot reform some school systems. Outside intervention and support is indispensable.	Dec 2, 2011 8:56 PM
25	Consider the distribution of student abilities and determine what fraction of students OUGHT to be able to meet achievement benchmarks.	Dec 2, 2011 5:25 PM
26	What good does it do to require more professional development for staff when all of our hours for it have been cut and when the districts are taking furlough days? Every extra bit of time, preparation for students, etc. has been eliminated in the organization I am thinking of.	Dec 2, 2011 5:10 PM
27	Eliminating District Improvement Status for schools who do not have schools in improvement, but are there for other indicators. In our case, graduation rates at alternative schools when students in come in too credit-deficient to every graduate with a 4 or 5 year cohort. This is ludicrous and we set-aside money to spend on something that money can't fix. This is another example of holding us accountable for things out of our control, such as # of credits students have upon	Dec 2, 2011 2:37 PM

**Q5.

FEDERAL WAIVER: Which of the following are most important to your local school district as Oregon seeks to waive elements of the current No Child Left Behind accountability system?
Please rate each of these: Very Important, Less Important, Not Important**

entering our system.

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| 28 | Do not base school ratings on standardized testing. Base school ratings on other measures of student progress. A school and it's staff should not be penalized for taking on the problem of systemic racism and poverty - the school and it's staff should be supported in their efforts. | Dec 2, 2011 12:55 PM |
| 29 | Stop the madness of expensive standardized testing. CCSS asks for 21st century literacy. Find funds for computers for all students, all day Kinder in all schools, pre-school, smaller class sizes. Standardized in school assessments would show growth. Believe in teachers again. MLK Jr., Einstein, the Kennedys were not subjected to NCLB, our students don't need to be either | Dec 2, 2011 11:15 AM |
| 30 | NCLB is a terrible system. | Dec 2, 2011 10:43 AM |
| 31 | I am not sure how to answer the last question. I think the NCLB system of sanctions is a terrible and needs to go away. | Dec 2, 2011 10:40 AM |
| 32 | provide support for parent involvement | Dec 2, 2011 10:21 AM |
| 33 | How about provide school districts with adequate funding we can actually get the job done right?! | Dec 2, 2011 10:12 AM |
| 34 | Children that could not meet the requirements for NCLB should be the ONLY children allowed to move to another school at their parents' expense. NOT THE CHILDREN THAT WERE SUCCESSFUL! | Dec 2, 2011 9:55 AM |
| 35 | NCLB should be scrapped. | Dec 2, 2011 9:53 AM |
| 36 | I feel standardized tests for students are a waste of valuable classroom time because the ability to answer a multiple choice question does NOT make you a critical thinker. We should start testing the teachers again each year (like we used to) to make sure that they are proficient in the subject(s) they are teaching. 'No child left behind' is a BIG lie designed to take money out of the schools and every school system in the country should be doing all it can to educated the pubic to this fact before the dumbing down of America is irreversible. | Dec 2, 2011 9:26 AM |
| 37 | Student achievement should be based on growth not a set score. | Dec 2, 2011 9:24 AM |
| 38 | Eliminate or decrease the importance of standardized testing in rating school achievement. Standardized testing is not a good tool for measuring success, and takes away from critical curriculum time. | Dec 2, 2011 9:09 AM |
| 39 | Get rid of NCLB! There was not the money to hire teacher's assistants and other staff to support the new guidelines, classes grew larger, and then a series of punishments were put in place to make teachers' jobs even harder. Give teachers time to plan good lessons, correct papers, give feedback to kids, and speak with them one-on-one sometimes - this is what will improve instruction and learning more than anything else. Hire teacher's assistants to help with all the clerical work that is bogging down teachers' time and to work with individual students on a needs basis. This would result in more jobs, too. What we need is a T.A. and a certified teacher in every room. We don't need more special types | Dec 2, 2011 8:50 AM |

**Q5.

FEDERAL WAIVER: Which of the following are most important to your local school district as Oregon seeks to waive elements of the current No Child Left Behind accountability system?
Please rate each of these: Very Important, Less Important, Not Important**

	of administrators like "academic coaches". That sucks up money that could be used to hire assistants and more teachers so we could do all of the above.	
40	Hold Program Administrators and building administrators accountable by having them present their schools progress to the School Board.	Dec 2, 2011 8:42 AM
41	Modifying the process for determining if a teacher is highly qualified	Dec 2, 2011 8:41 AM
42	Systemic change from Pre-K up (chaning 0-3 services to a medical model and 3-5 be part of a school district), looking at how ESD and regional programs can offer support for rural districts and STOP spending so much on administration cost.	Dec 2, 2011 8:34 AM
43	Each INDIVIDUAL STUDENT should be measured on their GROWTH.	Dec 2, 2011 8:33 AM
44	This is a terrible question.	Dec 2, 2011 7:27 AM
45	Some students need different type of interventions. This is not a one-size fits all student abilities endeavor. NCLB put autistic students into classes where they would never succeed -- that is not progress, and it does a great disservice to students who would be better served in other programs.	Dec 2, 2011 12:15 AM
46	Making parents and the community take more responsibility. It is NOT bad teachers. It is tough students.	Dec 1, 2011 11:57 PM
47	Require districts to increase teacher salaries by eliminating district personnel.	Dec 1, 2011 10:49 PM
48	A state mandate to fund social safety nets such as health care, housing, and adequate food availability.	Dec 1, 2011 10:37 PM
49	NCLB	Dec 1, 2011 9:34 PM
50	NCLB is bullshit. Focus on publicizing how amazing our teachers are and lobby lobby lobby. Remind the public that schools are underfunded and have 35 years of straight funding reductions... Funding is the number one priority. Don't lay down and take this. Demand the funding of schooling for our children. Don't give up	Dec 1, 2011 9:13 PM
51	please see comments above regarding Montessori Methods and Positive Discipline.	Dec 1, 2011 8:40 PM
52	NCLB must be modified to create a positive working atmosphere where teachers can teach and students can learn	Dec 1, 2011 8:38 PM
53	Mandating schools to provide services and achievements while cutting resources is a recipe for failure	Dec 1, 2011 8:30 PM
54	Nclb is the worst thing thY ever happened to education.	Dec 1, 2011 8:16 PM
55	The reason to waive the current expectations would be because you have a better (research based) way to keep school improving. Oregon has certainly not figured out how to teach all the students so there is plenty of room left for	Dec 1, 2011 8:01 PM

**Q5.
FEDERAL WAIVER: Which of the following are most important to your local school district as Oregon seeks to waive elements of the current No Child Left Behind accountability system? Please rate each of these: Very Important, Less Important, Not Important**

improvement. The current system at least holds schools accountable for teaching all the students, even it doesn't succeed it is still the standard. Look at the empowerment system in New York City. They gave principals all the money and discretion in exchange for no students under grade level at the of each grade beginning in third grade. IT'S WORKING! Some principals put two teachers in classroom, some reduce class size, some hire multiple coaches. Principals have hiring discretion and they can make any learning arrangements they want as long as all students make a grade level worth of gains each year. AND, this system is working in schools that are hard to staff in neighborhoods that are much more dangerous for children than any neighborhood in all of Oregon.

56	Again, I am against the waiver philosophically as it provides a non-choice. I disagree with the Race to the Top policies and the waiver is much of that. AYP doesn't mean anything to me as a parent. It is one test on one day.	Dec 1, 2011 7:15 PM
57	Stop testing and start teaching! Become realistic about the mandate to mainstream severely under-prepared students.	Dec 1, 2011 6:41 PM
58	NCLB was a lovely idea and poorly implemented. What about NCLB in art, music and PE?!?	Dec 1, 2011 6:38 PM
59	We currently have a low graduation rate and high test anxiety among students who have not been traditional successful at school. I do not think one high stakes test that prevents them from graduating is either a good idea, good business, or compassionate. Not all students are great test takers. Others are, but fail in other areas. There should be more than one standardized measure that allows students to graduate, particularly since not having a high school diploma is essentially a guaranteed trip into poverty.	Dec 1, 2011 6:31 PM
60	Get rid of the NCLB - it has the opposite effect of it's intended goal.	Dec 1, 2011 6:18 PM
61	Not forcing schools to pay for outside tutoring services that are grossly inefficient, incompetent, and use bribery and other dubious practices (giving iPods to students who sign up, etc.): this needs WAY more supervision/regulation	Dec 1, 2011 5:24 PM
62	Eliminate NCLB. It's design undermines the public education system.	Dec 1, 2011 5:23 PM
63	Adopting whole programs rather than pieces; have teachers teach consistent materials using consistent strategies so students have no skill deficits. Keep programs long enough to create positive changes.	Dec 1, 2011 5:23 PM
64	An education system that award teachers for their performance rather than seniority	Dec 1, 2011 4:47 PM
65	Increase supports and decrease destructive sanctions of NCLB.	Dec 1, 2011 4:45 PM
66	Recognize that socio-economic status influences all areas of a school's success.	Dec 1, 2011 4:35 PM
67	Training staff is not in itself a sufficient method for the improvement of instruction. Providing ongoing coaching by highly trained and skilled	Dec 1, 2011 4:31 PM

**Q5.

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professionals within the school will allow for the training to take root. In addition, funds would be better utilized by increasing staff numbers to provide more support to students than hiring subs to work with students while their assigned teachers are continuously out attending trainings. Ongoing in building support through teacher mentors and coaches is a better method to train staff and still meet student needs.

68	Money and funding for individual schools should be evenly distributed. Schools that are allowed to buy music and art teachers from parent raised funds should have to support other schools as well.	Dec 1, 2011 4:17 PM
69	More \$\$\$ are needed in schools not meeting AYP, if that is the system that is still to be used. Those \$\$ should be earmarked for STAFF, paraeducators to work alongside teachers to better address the many needs of high-needs students.	Dec 1, 2011 4:14 PM
70	recognize that all students do not have the capacity to meet the benchmark and that the OAKS assessment is not a good measure of student progress and often has no bearing on that student's function in the classroom	Dec 1, 2011 4:04 PM
71	Get rid of NCLB as we now know it. It penalizes schools based on small samples of mobile, other language and Special Ed students. All students CANNOT and DO NOT learn and achieve at the same rate.	Dec 1, 2011 3:53 PM
72	As a new special education teacher, I firmly believe the lofty goals established for NCLB are simply not achievable. All my students have a disability that inhibit their ability to compete in the regular education classes and undergo the same level of testing.	Dec 1, 2011 3:39 PM
73	Maintain integrity of successful programs, like language immersion.	Dec 1, 2011 3:33 PM
74	na	Dec 1, 2011 2:58 PM
75	Your last question doesn't make sense. The NCLB is an unfunded mandate that does not work and focuses on testing and scare tactics. It needs to go away now. But your survey doesn't allow that by merely responding that "none" is "not important". In this case, "None" is just plain wrong.	Dec 1, 2011 2:05 PM
76	Focuses on funding rather than problem solving	Dec 1, 2011 1:30 PM
77	The second to last question in this section does not make any sense and cannot be answered with the choices provided.	Dec 1, 2011 1:27 PM
78	Need to keep a tight reign on where money is going. Don't want them spending it frivolously. They think if they have it that have to spend it no matter what	Dec 1, 2011 12:45 PM
79	The question that starts out with the word None is the most poorly worded question I have ever read and is impossible to answer with the choices I was given.	Dec 1, 2011 12:37 PM
80	Schools with extremely large ELL, IEP, and free and reduced lunch populations cannot be fairly compared to schools who do not. Schools with similar	Dec 1, 2011 12:26 PM

**Q5.

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populations should be compared to each other, not schools with large populations of at risk students to upper middle class schools.

- | | | |
|----|---|----------------------|
| 81 | An n/a or "Don't know" option would have been good. I am not that in touch with my local district--I can just guess as a parent. | Dec 1, 2011 12:18 PM |
| 82 | These options are presented very confusingly. I opted not to answer these out of concern of giving you my opinions incorrectly. | Dec 1, 2011 12:01 PM |
| 83 | Education is a "states rights" issue in the Constitution. Federal intervention and mandates have served to centralize control of education. The results have compromised the effectiveness of outstanding districts and stymied the ability for states and districts to help improve education in the manner that would best help their constituents. | Dec 1, 2011 11:39 AM |
| 84 | Eliminating the idea that a school MUST improve year over year. How does one improve over 100%? Its a stupid rule. | Dec 1, 2011 11:23 AM |
| 85 | Work toward a nation-wide testing system that eliminates the variations in difficulty level between states. It is a meaningless exercise if each state has a different test. | Dec 1, 2011 11:21 AM |
| 86 | Setting up a friendlier system of volunteers assisting with enhancement activities such as art music and cultural programs, having districts assist individual schools in grant writing for such activities. Having some sort of measurement of what percentage of students voluntarily participate in such programs. | Dec 1, 2011 11:08 AM |
| 87 | A more intentional focus on teacher collaboration. | Dec 1, 2011 10:48 AM |
| 88 | the no child left behind is complete a crock of no federal funding, impossible standards, no flexibility, ridiculous rules and implementation, and a complete waste of time. Oregon has routinely lead much of the nation with progressive education standards and should immediately stop wasting money on NCLB. | Dec 1, 2011 10:37 AM |
| 89 | eliminating transfer option is not fair to students that want to achieve in a safe, welcoming atmosphere of learning. students need to be with students that want to learn. as a parent, i only have one chance to educate my children and i will do what i can according to my ability, household income. eliminating transfer ability inexcusable for lower income families that need to find good educational opportunities for their children. i know it creates problems for school teachers and administrators, but solutions must exist elsewhere. | Dec 1, 2011 10:30 AM |
| 90 | The NCLB system needs to change. | Dec 1, 2011 10:24 AM |
| 91 | get rid of no child left behind.....what a waste of time and my tax money!!! | Dec 1, 2011 9:58 AM |
| 92 | Take attendance out of the mix for academic compliance. We have kids who don't make it to class due to family issues, poverty and related problems. Many due come in for after school tutoring or Saturday school sessions and the like, yet such additional time spent at the school is not accounted for. | Dec 1, 2011 9:55 AM |
| 93 | Get rid of educational fads like proficiency grading. It doesn't work, and it may | Dec 1, 2011 9:52 AM |

**Q5.

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	actually be harmful to our students.	
94	Preventing successful students from transferring.	Dec 1, 2011 9:52 AM
95	We need to bring back Music and the Arts as an everyday class in our schools. Our students need a "Well-Rounded" Education. All this focus on assessments is killing our children's education. Everyone thinks that the ONLY way to improve test scores is to beat our children over their heads with more books. Because administrators, politicians, and some teachers think this way, they believe the only way to accomplish this is to take time away from The Arts & P.E. and give it to English & Math. Because of this mentality, our kids (& our future) are suffering. The Arts is a core class that is just as important as Math or Science!	Dec 1, 2011 9:43 AM
96	testing/funding/benchmarks	Dec 1, 2011 9:40 AM
97	I feel as an educator and a parent that it be very important to allow transfers of students to other districts, if the parents feel it is a benefit to their child.	Dec 1, 2011 9:16 AM
98	The laws do not take into account for our developmentally disabled students and I don't think thats fair!!!!!!	Dec 1, 2011 8:52 AM
99	NCLB needs to be entirely eliminated	Dec 1, 2011 8:52 AM
100	State level articulation of HQ that includes equity, then requiring HQ in every low-performing class.	Dec 1, 2011 8:40 AM
101	The last question cannot be answered with very important etc. It is an agree or disagree answer. You should have started the sentence with "Requiring"-- anyway--I believe the NCLB system faulty at best.	Dec 1, 2011 7:33 AM
102	The public needs accurate school data. Teacher to student ratios need to specify classroom teacher to student ration, not licensed teachers in the building to student ratio. Data reported about statewide assessments needs to be more transparent as well. When cut scores change, when questions are rated differently, when subgroups are reported differently as a percentage of the whole- all of this information needs to be clearly stated. A very biased and unclear report card is sent home to parents who have little to no understanding of the data that they receive. Class size, especially in Title buildings, must be legally protected and capped. Students performing a year or more behind should not be sent on without continuous intervention (though summer). We need summer school not sanctions. The students need the money to provide consistency and practice not more assessments and outside tutoring.	Nov 30, 2011 11:57 PM
103	There are a lot of great teachers in the NCSD that get removed every time the budget is cut. We don't need more training, we need priority given to teachers with a good success rate. No matter how you structure the system, if the classroom is jammed with 45 kids listening to a teacher unfamiliar with the subject or tired of teaching, the results will be poor.	Nov 30, 2011 11:32 PM
104	The last statement does not offer an "agree" or "disagree" response. To be clear,	Nov 30, 2011 11:10 PM

**Q5.

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I disagree with the unattainable requirements mandated by NCLB. It has resulted in teaching-to-the-test and, in some instances, cheating in order to make AYP. It is not doing what it was designed to do, but rather is leaving scores of children behind. Our children need a rich education, not a narrowed curriculum overly focused on testing (and the resulting teaching-to-the-test) like we are experiencing in the Forest Grove School District, of which Yvonne Curtis is Superintendent. This district touts its "achievement" via awards, which we have come to recognize as "kids good at taking tests." This is a disservice to our children. I have removed my child from this system unless and until it offers our children a rich selection of electives. Currently there are NONE at the elementary and middle school level, and the the High School offers very few. Spanish is the only second language offered.

105	We need standards, probably would be better to have uniform set for entire nation, that are relevant and encourage important skills. Students and their parents need to be held accountable to meet the skills, perhaps by creating pathways to future education and vocations that match the acquired skills a given student shows they're capable of and willing to work for at a variety of grade break points. Similar to European system.	Nov 30, 2011 10:55 PM
106	Get rid of "No Child Left Behind" completely and let the teachers do their job. Fire the teachers that don't teach, not the ones who struggle (because of disrespectful students) but try.	Nov 30, 2011 9:50 PM
107	Parents should be held accountable. Communities should have the resources to assist parents, many of whom are in an education-culture-void, with "the New Language of educational cultural"	Nov 30, 2011 8:49 PM
108	eliminate requirements that all special education students pass the state assessments at grade level. Measure their growth by assessing them at their ability level not their grade level.	Nov 30, 2011 8:09 PM
109	The last statement does not make sense given the choices offered.	Nov 30, 2011 7:54 PM
110	Focus on student growth, not testing Less paperwork and government interference Let teachers teach	Nov 30, 2011 7:28 PM
111	It's important to have standards - and it's good that we are moving toward CCSS. But, to spend tons of money on yet another system of accountability when we are dying - losing support staff, programs, school days, teachers, and more - it just doesn't make sense. Having information about students and how they are doing is important, obviously NCLB was unattainable. It was only a matter of time before that became clear. Maintaining a high standard should be good enough. Being penalized for special ed students not meeting is ridiculous--they have learning disabilities. Duh. And, including ELL students makes no sense either. If they know enough English to pass the test, they aren't ELL. The new Obama system seems to place even more emphasis on competitiveness between schools, districts, and states. Is that what is best? And, to then award a few the money and not the rest - how do the other states improve? Again, it's more systems and hoop-jumping, more money spent - and why??? Preparing teachers well is important too (like not crediting the for-profit universities that are	Nov 30, 2011 5:57 PM

**Q5.

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not rigorous), but blaming teachers and saying they needed to be prepared better based solely on test results when there are so many other factors that play into it is short-sighted and unfair. And what about retaining teachers? There is a reason so many young teachers leave the profession. It's not because teachers have so many days supposedly off either, or that it's easy. I'm a great teacher. Inspiring even. Kids keep in touch with me and tell me they went to college or achieved other wonderful things, in part because of my influence. Many of my kids become life-long readers and learners because of my efforts and passion. How is that measured and rewarded? Will you track my students 5 years or 10 years later and give me a bonus? Do I get a bonus because they are better citizens than they would have been otherwise? How will you measure that? Why not give teacher merit pay based on things like: subject matter taught a stipend for each ELL student in the class a stipend for each student of poverty in the class a stipend for each student on an IEP or 504 plan, or who is emotionally disturbed or a chronic behavior problem I'm actually serious here. Can you imagine the impact it would have if teachers had a base salary (perhaps adjusted for years on the job and level of training), but then were rewarded for having tough classes? The better teachers might want those classes instead of how it works now where the better teachers get the easier kids, and the worst teachers (or least experienced ones) get the harder ones. I've worked in the private sector and always got merit raises. Always. Bonuses too. I'd match my work ethic against anyone's. I'm not afraid of being judged on my quality or effort. But I do fear and reject the notion that there could be a fair system of judging and paying me based on test scores or any other collectivized scale.

112	NCLB promotes mediocrity in everything and excellence in nothing. Imagine if we had state standards in track and field. What would the high jump standard be if 100% of students, including those with disabilities, were required to meet? Imagine if a coach had a potential olympic athlete in 100m dash who couldn't meet the standard for shot put. The coach would be a failure under NCLB, and the student would have to be taken out of 100m dash in order to be coached through the shot put. That is what we are doing now in academics.	Nov 30, 2011 4:28 PM
113	Realizing that low performing schools have many reasons why they are like that other than teachers and the school. Schools alone CANNOT fix this problem. It's not a school problem. It's a society problem, a parent accountability problem, a students living in terrible situations problem.	Nov 30, 2011 3:57 PM
114	Too much focus and time spent on testing!	Nov 30, 2011 3:50 PM
115	No one state will ever achieve the 100% student achievement. But all states and all schools should be able to improve student achievement. Let's set realistic goals.	Nov 30, 2011 3:34 PM
116	Last item is confusing. NCLB does need modifying. More local input and control is needed. NCLB, in short, is cumbersome in its' requirements and not realistic.	Nov 30, 2011 3:03 PM
117	some + for NCLB as it morphed from Eisenhower funds, etc..	Nov 30, 2011 2:51 PM
118	making sure schools data is tracking growth of the same students, not comparing one class to another for the same grade level work	Nov 30, 2011 2:36 PM

**Q5.

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119	surveys of student satisfaction with their educational institution and their own achievements (courses, teachers, programs, schools)	Nov 30, 2011 2:29 PM
120	Creating an accountability system that does not result in driving good teachers away from impoverished schools....good luck.	Nov 30, 2011 2:19 PM
121	Benchmarks can not be made with any equality because of levels of ability.	Nov 30, 2011 12:56 PM
122	Stronger communication from the district and from each school to us parents who send our children to PPS would be an excellent first step. Much of this communication should not be the typical "blah, blah NCLB/Race to the Top/latest-political talk" but authentic and relevant for the district as a whole and for each school. Regardless of race, ethnicity, SES, etc., we all want our children to succeed and we all want our children to have numerous options and self-determination as adults in what careers they choose. I like to hear specifically what makes my school unique or the district special. Does my school offer bilingual and bicultural immersion? Does it have a learning garden? Does it have a theme? Is it a SUN school, or does it use Playworks? What troubles does it have and what is it doing to address them? What are the demographics and what do they imply? Do you want dialog with the parents/guardians? If so, how? How can parents/guardians participate more when both cannot be around the school during school hours? What community building events are taking place, daily and as special events? Is the curriculum changing and if so, why? Is there equity amongst the schools? How does the district ensure fairness? Dialog, citing sources, and authenticity are desirable.	Nov 30, 2011 12:36 PM
123	Title I monies need to be spent on Title I programs not put into general funds. Teachers and support staff need to be trained on areas where they are behind but too much money is spent by administration on evaluating. Teachers know what their needs are as well as needs of others in their schools	Nov 30, 2011 12:26 PM
124	Increasing counselors in the district as they are the best to see what a school needs and does.	Nov 30, 2011 12:09 PM
125	Creating a weighted evaluation system that takes into account staff/student ratio, and other factors that greatly impact a schools abilitiy to "perform".	Nov 30, 2011 11:58 AM
126	Developing and supporting a system of data that give teachers beginning of the year, mid year and end of the year information so student's individual growth can be watched after w/o worrying about overall school ratings.	Nov 30, 2011 11:50 AM
127	NCLB was and is a political attempt at reforming problems in the school systems. It is not achievable as it stands. Some students can not be taught. We need to create an avenue for them to get out of a system they do not want to be in. It is a mistake to believe that everyone is college material.	Nov 30, 2011 11:38 AM
128	Shift from compliance to focus on support and improvement for teachers and schools targeted at student performance.	Nov 30, 2011 11:33 AM
129	NCLB has left every child behind. The focus is on test results to please officials and not on the students. It is a sad system that is eating up the funds that	Nov 30, 2011 11:26 AM

**Q5.

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should be used to help every student become the best he/she could be.

130	Professional development is often pathetic, under-appreciated by overworked staff members who feel their time would better be spent grading, planning and collaborating.	Nov 30, 2011 10:58 AM
131	There should be clear competencies and demonstrated achievement for all students who do not meet developmental disability or special needs status.	Nov 30, 2011 10:47 AM
132	nclb leaves many behind. eliminate it!	Nov 30, 2011 10:03 AM
133	Please get rid of standardized testing and let school districts do the evaluating themselves.	Nov 30, 2011 9:52 AM
134	. Get rid of NCLB	Nov 30, 2011 9:50 AM
135	NCLB has wrecked education. Bring back real learning with meaning -- for students, faculty and administrators!	Nov 30, 2011 9:37 AM
136	Allow alternative portfolio evidence of childrens' (and teachers') success and achievement.	Nov 30, 2011 9:35 AM
137	I don't necessarily know what's important to the local school district but I know what is important to me.	Nov 30, 2011 9:14 AM
138	I don't understand the previous question. I think NCLB is a poorly written law and it needs to go away. One hundred percent of any segment of the student population being at benchmark is unrealistic.	Nov 30, 2011 9:08 AM
139	Eliminate the 100% of students meeting benchmark!!! It is not realistic and self defeating!!! Eliminating rating schools and pinning them against each other. It is not a competition! We should all play as team members for all students!!! NCLB is a horrible system!!! It should be removed! It has hurt more then helped education.	Nov 30, 2011 8:58 AM
140	kill the nclb program. it hasnt worked and has ruined more schools than it has improved. more parent involvement across the district will improve performance and schools. release tenured instructors who are no longer of value in the classroom. this is one of the things lowering the quality of education in our school.	Nov 30, 2011 8:51 AM
141	Banning use of test scores to evaluate districts, schools, or individual teachers.	Nov 30, 2011 8:46 AM
142	NCLB has shown that running schools on a business model does not work. NCLB has shown that punishing teachers and schools, often for external circumstances, does not work. I would trace much of the ill will towards schools and teachers to this bill.	Nov 30, 2011 8:44 AM
143	the last question is not well thought out, it would be an agree or disagree question. I disagree	Nov 30, 2011 8:36 AM
144	Not mandating anything without adequate funding and support	Nov 30, 2011 8:25 AM

**Q5.

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145	The best indicator of student success is family income. Find a way to balance the schools. Punishing the poor schools is not only going to not work, it is unethical.	Nov 30, 2011 8:22 AM
146	The none question does not make sense. NCLB has good ideas and structure, but no funding to support such structure.	Nov 30, 2011 8:15 AM
147	Again, parents need to be far more accountable in regards to their children's education.	Nov 30, 2011 8:15 AM
148	Measurements beyond the basic skills.	Nov 30, 2011 8:11 AM
149	In a reality in which every student is an individual learner and thinker it is vital that we look at each child... where they were AND their PERSONAL level of improvement.	Nov 30, 2011 8:09 AM
150	Assure that special needs children are appropriately assessed and not forgotten in this discussion	Nov 30, 2011 7:34 AM
151	I DO NOT LIKE NCLB-it's a stupid system and not effective. oregon should opt out if possible	Nov 29, 2011 11:52 PM
152	This 100 percent requirement will be failing successful/excellent schools.	Nov 29, 2011 11:20 PM
153	Figuring out a good way to fire teachers who aren't doing a good job (not based on testing alone or even at all). By this I mean that when teachers identified as unsuccessful at teaching kids new skills or engaging them in the classroom are offered quality training and support to better educate kids, if they don't reform or implement new teaching methods, they shouldn't be educators. I don't think it is fair to our students to keep putting them in classrooms with teachers who aren't creative or inspirational. I very much am in support of teachers having a good union, but not a good salary and benefits if they are not adequate teachers.	Nov 29, 2011 11:01 PM
154	The area where public confusion is a much bigger concern is not with district report cards, but with the amount of professionalized jargon the education community uses to describe itself. The state standards and the new CCSS standards--most parents would have no clue what these are asking of their kids. How is this family-oriented? How is this telling a parent that their child needs support in particular areas. Even if a parent sat down with any set of our recent or forthcoming standards and an Oxford English Dictionary, they still would not sort out what on earth you want them to know, because some educator vocabulary is so loaded, one word describes a book-worth of legal consequences to an education provider, and a parent can't begin to know what you're asking of them, their child or of the providers themselves. How does a family stand a chance to get involved without each having their own Ed.D. in the household? And look at the number of households in Oregon living in poverty, with lesser education, or struggling with drug abuse. The language of these academic standards assumes that a parent with a lesser vocabulary is not interested in their child's success. The language of these standards assumes that a middle schooler is not interested in what they're supposed to learn. Yes teachers can break these standards down into language that works for students	Nov 29, 2011 10:47 PM

**Q5.
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in their classroom, but perhaps some assistance from the writers of the standards would be appropriate. Of course professionalized language is appropriate, but it belongs in professional development meetings, not in documents that parents can't navigate.

155	Advocate aggressively for QEM.	Nov 29, 2011 10:43 PM
156	To best support school districts and student learning, funding must be provided and has a direct affect in the classroom. Classrooms are crowded, in which affects a certain population of students who need instruction and supports, which cannot be given when the teacher/student ratio is 1 to 35-40. There is a large population of students that could benefit from vocational classes, but with the lack of funding these classes are disappearing. Our focus must be to educate and support all students, not just college bound students. I think that the state fails these students and the drop out rate will continue to rise as the state standards to graduate with a regular diploma increases, which as an educator saddens me. The state OAKS assessments only focuses on the academic part, but does not show the other areas of strengths for a large population of students.	Nov 29, 2011 10:01 PM
157	I believe the No Child Left Behind Act was/is an incredibly bad idea on many levels. Would you like to hear some of my stories about students in Special Education taking standardized tests? What a traumatic and sad experience for them and their families!	Nov 29, 2011 9:23 PM
158	How can you ignore the Title I status of a school when figuring accountability? A title 1 school is a completely different demographic than a non-title 1 school.	Nov 29, 2011 9:21 PM
159	Eliminating attendance as a criterion for success. Schools have little influence over student attendance.	Nov 29, 2011 9:08 PM
160	Use growth model assessments to measure school and student progress.	Nov 29, 2011 9:03 PM
161	change the name no child left behind. ESL children, minorities and disabled children should be exempt from testing since they have special needs and should be evaluated in different methods that show their true skill, not testing.	Nov 29, 2011 8:39 PM
162	The only way to have 100% of students reach the standards is to lower the standards, and we should be raising the bar, not dropping it to the floor.	Nov 29, 2011 8:38 PM
163	Get rid of education jargon so that parents and local community can understand what is going on and how they can help.	Nov 29, 2011 8:37 PM
164	A secure funding system from feds, state and local to ensure kids have best opportunity. More important to me to fund schools well rather than \$s on jails.	Nov 29, 2011 7:57 PM
165	Reform nonsensical requirements for English Language Learners and SPED students to perform at grade-level regardless of language level or disability.	Nov 29, 2011 7:57 PM
166	We need to advocate for taking a second look at how achievement is measured by moving towards a growth model. Why should an alternative school which embraces kids who have not found success in the mainstream classroom be penalized because their kids do not pass the state reading test after a year at the	Nov 29, 2011 7:31 PM

**Q5.

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school. We

167	By requiring all students to pass tests to graduate with a standard diploma, the state is forcing several students to move to a modified diploma, which will cause the districts' drop out rates to increase dramatically.	Nov 29, 2011 7:24 PM
168	I didn't understand the next to last question; NCLB needs to go. It has been a waste of money and caused chaos with testing requirements instead of real learning.	Nov 29, 2011 7:21 PM
169	Do away with the charters, the magnets, the immersion programs and ELIMINATE THE TRANSFER POLICY. Require districts to offer the same curriculum and opportunities at each/every school-- or else at no school.	Nov 29, 2011 7:00 PM
170	The last statement before "Other" is very poorly worded. NCLB should be overhauled and I strongly agree with that.	Nov 29, 2011 6:57 PM
171	Non English speaking children aren't able to reach benchmarks set so why punish the whole school. The school should be rated by the attending students	Nov 29, 2011 6:21 PM
172	Title schools get way too many \$\$\$\$. I think it is reverse discrimination. Non-title schools are currently stretched too thin...I am concerned about safety issues due to lack of staff coverage for activities.	Nov 29, 2011 6:17 PM
173	Students and parents should have a vote in how effective a school is.	Nov 29, 2011 6:07 PM
174	The NCLB is an arbitrary, unfair system that seems to emphasize that if ONE child can perform in a certain way, every child in that same age group should be equally capable. It does not regard financial status, parent/family education level or IQ. Many upper income schools have established methods to prevent low-achieving students from being tested.	Nov 29, 2011 6:05 PM
175	When we lost some flexibility in using federal Title 1 funds, we were no longer able to provide full day kindergarten. Effectively, we were no longer able to get our youngest learners off to the best start possible (many of which to don't attend preschool). Bottom line: each school knows their students and their needs better than someone who is off-campus. Allowing us to use the money in ways that we know benefit our students (with data to back it up) is what will enable us to do our best work and the children to be most successful.	Nov 29, 2011 6:00 PM
176	Require the Federal government to fund unfunded or partially-funded mandates, like special education.	Nov 29, 2011 5:46 PM
177	Either do it as required or drop it. Don't dangle it out there and then discourage it's use. Educators are not well versed in this program and are not anxious to help parents access it. They refuse to look at the individual and want to rely on state test scores to avoid helping the needy student.	Nov 29, 2011 5:44 PM
178	Create tests that really say something and don't make the teacher teach to it!	Nov 29, 2011 5:40 PM
179	Generate support from retired teachers and other adults to assist with daily tutoring and support for schools.	Nov 29, 2011 5:27 PM

**Q5.

FEDERAL WAIVER: Which of the following are most important to your local school district as Oregon seeks to waive elements of the current No Child Left Behind accountability system?
Please rate each of these: Very Important, Less Important, Not Important**

180	You are welcome to come visit my classroom so that you can see what we do. It is the only way to get a true picture of my student population. How can anyone make a decision any other way?	Nov 29, 2011 5:21 PM
181	schools are microcosms which thrive on collaboration and creativity--bring back the art of teaching!	Nov 29, 2011 5:20 PM
182	Place districts in "improvement status" and PROVIDE them with ADDITIONAL funds for extended school day and extended school year for all students not meeting benchmark.	Nov 29, 2011 5:12 PM
183	We would do best to completely remove the state from NCLB and RTT. These programs have ruined public education.	Nov 29, 2011 5:04 PM
184	Can't support providing more flexibility in spending of Title 1 funds, until I know what direction that may go. Right now we are spending so much on teacher training--these are folks that have masters degrees. Get them the technology they need, the support staff, the planning time they need to do the work of the 21st century being asked of them.	Nov 29, 2011 4:59 PM
185	Creating an accountability system that accurately identifies schools that are achieving better than average growth based on student demographics, as well as those that are making lower than average growth.	Nov 29, 2011 4:58 PM
186	The state's role is a huge concern. Please allow for individual district autonomy. Really don't want the state deciding which "support and improvement" is necessary.	Nov 29, 2011 4:32 PM
187	Level students by ability for reading, math, and science beginning in 1st grade.	Nov 29, 2011 4:30 PM
188	Put money back in the classrooms not of tests, administration of tests, scoring of tests and the analysis of the data. Put back the instruction of careers and not just college prep in high schools.	Nov 29, 2011 4:30 PM
189	Equity funding needs to be increased. 100 percent of students will not all meet benchmark. Student growth should be measured based on developmental ability and students should have the option to stay in school (community college?) until they are 21 if necessary. This was the case for my sister who was in SPed in the 80's back in New York.	Nov 29, 2011 4:24 PM
190	NCLB is unrealistic and should go away. It seems to have been created by people who have never worked in public education and do not understand the population who attend public schools and what their needs and deficits are.	Nov 29, 2011 4:02 PM
191	Holding education students to the same standards as typical students needs to be eliminated. These students are already monitored, and evaluated under a state and federal program with very specific guidelines. They are kids that have already proven on a cognitive exam that they can not keep up with the mainstream student. Penalizing a school or district because they are not meeting the same benchmark as their peers is ridiculous.	Nov 29, 2011 4:02 PM
192	Last question confusing. NCLB NEEDS modifying.	Nov 29, 2011 3:56 PM

**Q5.

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193	Special education students with learning disabilities should NOT be included in NCLB requirements for achievement. The individual education plans for those students should set achievement goals for them.	Nov 29, 2011 3:43 PM
194	Hmm, why is this missing, tracking individual student improvement from year to year in aggregate instead of comparing one year's third-graders (for example) to the next.	Nov 29, 2011 3:36 PM
195	Eliminate NCLB and require states to devise plans within their own systems to show progress.	Nov 29, 2011 3:27 PM
196	Removal of "attendance" from computing a school's status.	Nov 29, 2011 2:58 PM
197	Track individual student progress. Find what works and strengthen that. Find what doesn't work, and turn it around. Focus on team and professional approach.	Nov 29, 2011 2:54 PM
198	NCLB needs to be scrapped and we use an accountability system that works for Oregon school districts and Oregon students.	Nov 29, 2011 2:42 PM
199	This question is confusing. The NCLB system is NOT working,	Nov 29, 2011 2:17 PM
200	Have States/Districts make decisions based on their population needs.	Nov 29, 2011 1:40 PM
201	Sufficient investment to help struggling students would be an excellent "intervention". Making sure our education policies reflect something other than a hand-picked subset of teachers and corporate executives and Stand/Chalk special interest groups.	Nov 29, 2011 1:40 PM
202	This set of items is difficult to answer in a meaningful way.	Nov 29, 2011 1:19 PM
203	Schools must remain accountable for educating english language learners and students with disabilities. NCLB did a great job of forcing schools to focus on these poorly served populations.	Nov 29, 2011 1:16 PM
204	Hiring/maintaining support personnel, such as professional school counselors, who are masters level educators, is an essential component in the students' educational experience which allows more students to be successful both during their K-12 years and beyond. Professional school counselors assist students in many ways, removing barriers to their success. Consideration should be given to supporting/enhancing ODE's CGC program (Comprehensive Guidance Counseling) to improve student outcomes.	Nov 29, 2011 1:02 PM
205	Stop focusing on achievement as a struggling child concept! We are hallowing out education by reducing programs to support struggling children, and thereby destorying the education of all. Electives, art, music, foreign language benefit all children and need to be restored.	Nov 29, 2011 12:43 PM
206	Why is the entire school put on "improvement status" when it is a section our group of children that has not met the requirements. Shouldn't they be the focus on what needs improvement? If everyone else can walk, should we not be helping those that can't to catch up?	Nov 29, 2011 12:37 PM

**Q5.

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207	NCLB has hindered teaching and disallowed teachers to teach children in the modalities that kids truly learn. NCLB hurts kids by making school time, rote memorization and teachers having to teach to a test. Remove NCLB standards	Nov 29, 2011 12:12 PM
208	Some level of accountability for students who don't try.	Nov 29, 2011 11:54 AM
209	Longer period for ESL students to reach the benchmarks. One year of English is inadequate to expect these childrent to catch up with their peers.	Nov 29, 2011 11:38 AM
210	Schools are now "teaching to the test" and not to the student. This results in poor educational quality.	Nov 29, 2011 11:30 AM
211	While focusing on high student achievement, high student engagement is also critical K-12. Great teachers that teach and love the whole child is our missing component. All of the assessments in the world won't matter, if we are not producing happy, healthy, high-achieving individuals who can be productive members of society. This goal takes more than concentrating on a test result.	Nov 29, 2011 11:18 AM
212	All students and their parents should be responsible for the grades the students receive. If a child does not meet the grade standard than they should be held back.	Nov 29, 2011 11:15 AM
213	Grade parents on their involvement and follow through right on the report card next to the kid's grades!	Nov 29, 2011 11:03 AM
214	I will repeat this again because I feel so strongly about it; take the money spent on endless testing and hire more teachers.	Nov 29, 2011 10:43 AM
215	NCLB is unrealistic in today's climate of educational climate and with today's caliber of student, generally speaking. If class sizes were made considerably smaller, itthe NCLB guidelines might be do-able. But it is getting to be so unattainable.	Nov 29, 2011 10:12 AM
216	Require that students know English. If parents are non-English speaking they must have an English speaking translator that can attend parent conferences and read English materials/homework that are sent home with children. This is America and English is our required language.	Nov 29, 2011 9:59 AM
217	Emphasis needs to be placed on students' habits, students' values, students' goals. The main failure in education is the failure of a large portion of our society to value it.	Nov 29, 2011 9:58 AM
218	eliminate the transfer transportation funding but not the option of transferring.	Nov 29, 2011 9:57 AM
219	I want this out of Oregon's NCLB: The ESEA also allows military recruiters access to 11th and 12th grade students' names, addresses, and telephone listings when requested.	Nov 29, 2011 9:42 AM
220	The transfer option should ALWAYS be an option. Transportation should not be tied to this option.	Nov 29, 2011 9:39 AM
221	Provide more comprehensive and descriptive diplomas for students who have	Nov 29, 2011 9:37 AM

**Q5.

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	achieved at their own rate and level to enable employers to identify those with requisite skills, as well as traditional academics.	
222	Cancel all ELL funds.	Nov 29, 2011 9:31 AM
223	really not qualified to comment.	Nov 29, 2011 9:20 AM
224	I really don't know or understand these category to make comments that are based on knowledge and not media	Nov 29, 2011 9:14 AM
225	Higher standards for school administrators as well.	Nov 29, 2011 9:00 AM
226	Consistency for children is one of the most important learning tools, yet, we have been consistantly changing their learning environment and requirements to fit state and federal requirements instead of students needs. We are not following what we have all gone to school for which is to instill an environment condusive for learning, wanting to learn. Instead, we are teaching to test. How do we apply that learning set in real life?	Nov 29, 2011 8:57 AM
227	NCLB put schools on the wrong track and has ultimately cost precious time in improving schools and teachers.	Nov 29, 2011 8:54 AM
228	The NCLB is not a good system and does need modifying the way you put that last question does not give the reader a chance to respond correctly.	Nov 29, 2011 8:41 AM
229	Eliminate high-stakes testing as a graduation requirement, or provide more alternative means of demonstrating proficiency.	Nov 29, 2011 8:40 AM
230	Get rid of the current No Child Left Behind accountability system because this system is seriously flawed.	Nov 29, 2011 8:38 AM
231	repeal NCLB	Nov 29, 2011 8:22 AM
232	The last question did not make sence to me or my volunteer who is a parent and an assistant at our school. We both belive that the supports and sanctions under NCLB need modifying.	Nov 29, 2011 8:20 AM
233	We need to stop top-down, corporate-controlled destruction of the public schools. Is that specific enough? We need to fund social programs for the neediest students.	Nov 29, 2011 8:10 AM
234	providing more funds to title I ONLY if the Funds go to the school and students NOT the Principal and Leaders!!!	Nov 29, 2011 8:05 AM
235	Why is the child left behind? Focus on the WHY?	Nov 29, 2011 7:57 AM
236	Eliminating all state testing and let teachers do their jobs which is to teach.	Nov 29, 2011 7:49 AM
237	NCLB ruined our school by generalizing learning. No one learns at the same pace as another.	Nov 29, 2011 7:48 AM
238	I selected 'less important' for the question of "Eliminating the placing entire	Nov 29, 2011 7:37 AM

**Q5.
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school districts...." because the question is not clear at all. Wouldn't 'improvement status' mean funding professional development of staff? Are not 'entire school districts' the same as 'district-wide?' I'm obviously missing something here and I bet I'm not the only one.

239	In the NONE category above, that is really an agree or disagree sort of question. My response should be interpreted as DISAGREE.	Nov 29, 2011 7:37 AM
240	Parents!	Nov 29, 2011 7:35 AM
241	It would be great if Oregon could use its well developed growth model, rather than simply the hurdle of grade-level benchmarks, as the primary determinant of whether each student has made adequate yearly academic gains.	Nov 29, 2011 7:28 AM
242	Stop making education a political tool and teach the kids where they are at and bring them to where they need to be.	Nov 29, 2011 7:18 AM
243	Separate education for Title 1 students, side by side in the same building. Integration, yet specialization for key areas.	Nov 29, 2011 7:09 AM
244	Additional testing to evaluate teachers, principal and schools performance.	Nov 29, 2011 6:32 AM
245	Trash all of No Child Left Behind!	Nov 29, 2011 6:30 AM
246	Keeping the arts in the schools.	Nov 29, 2011 5:52 AM
247	Accountability - as an executive I have seen that word used to find scapegoats. But a sophisticated accountability system that highlights effective teaching, whatever it may look like in context, one that doesn't lead to unintended teach-to-the-test consequences, could allow strong teams to thrive.	Nov 29, 2011 4:46 AM
248	Let's figure out why a school is not making AYP, before the parents bail! Or we have to provide transfer /transportation options. NOBODY wants a kid at a school that is not meeting their basic educational goals, and inspiring them to be life long learners! They only have 12 years, let's not waste them. We want Oregon to thrive, not die on the vine with a poorly educated population. Excellent schools attract business and develop a better community.	Nov 29, 2011 1:00 AM
249	Maintaining the accountability to educate children with disabilities to high standards but not penalizing schools if parents decide to opt out of testing. Do not want to lose the great benefits NCLB has brought to kids with disabilities.	Nov 28, 2011 11:53 PM
250	Get rid of NCLB, but put systems in place that will support every child.	Nov 28, 2011 11:29 PM
251	Drop Federal funding (add small sales tax to specifically fund schools). Eliminate NCLB. Our kids are smart,Lets trust the teachers to do there job!!!! It is the only profession that is federally judged.Lets quit following, and lead!!	Nov 28, 2011 10:14 PM
252	Overhaul what we expect from special education students and English language learners. Our current testing system for these populations is inhumane!!!!	Nov 28, 2011 9:29 PM
253	eliminate madatory mainstreaming, "helping" the bottom 10% hurts the other	Nov 28, 2011 8:30 PM

**Q5.

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90% disproportionately/

254	I don't know a lot of details about the NCLB sanctions; however, I do know that they have placed a lot of emphasis on compliance and that has led to a lot of teaching to the test, and some criteria/incentives that cannot reasonably be achieved.	Nov 28, 2011 8:12 PM
255	SPED students should not be held accountable to the same standard.	Nov 28, 2011 8:08 PM
256	Get rid of NCLB!	Nov 28, 2011 8:02 PM
257	I'm not anti-testing. I think you should have ways to compare achievement and progress.	Nov 28, 2011 7:29 PM
258	Underachieving students due to low income related issues like drugs, gangs, etc should be provided with cushion to stay at school for after school learning and support. Students should be kept safe from negative influences.	Nov 28, 2011 7:18 PM
259	Parent Involvement needs to be part of the accountability formula.	Nov 28, 2011 7:17 PM
260	The method of teaching students will vary, of course' with the intelligence of the student. Current ways of teaching overlook writing, and understanding grammar and even penmanship.	Nov 28, 2011 6:54 PM
261	The "None" question is poorly written in a confusing way. If you want to know if I think that NCLB is a good system, the answer is "No, I do not." All of the previous prompts seem to begin with a gerund but not "none." Why didn't you begin that last prompt with "Modifying the current NCLB system"? Why did you include the word "good" in the prompt. Isn't that biased???	Nov 28, 2011 6:53 PM
262	Reducing the hours of time spent on required "progress monitoring" to collect pages and pages of data.	Nov 28, 2011 6:48 PM
263	Federal repeal of, or statewide non-compliance with NCLB. Movement away from an 'accountability' mindset to one of serving students.	Nov 28, 2011 5:33 PM
264	I am not familiar with many of these	Nov 28, 2011 4:53 PM
265	The question about transfer option and transportation funding is not clear	Nov 28, 2011 4:52 PM
266	I don't think the teacher's should be blamed for everything. There are very good teachers that put in many, many extra hrs.w/o being comp. then there are the teachers that are here just for the fact that they get 3 mo. a yr off. Somehow we need to be able to seperate the workers from the sitters. I wish I had an answer. Plus, teachers can do their very best and be very good at what they do and if a kid doesn't want to do the work no matter what you do do the kid won't work. It's like lead the horse to water but can't make them drink.	Nov 28, 2011 4:30 PM
267	NCLB needs to be amended. Needs to based on reality. Everyone does not learn the same. People are different.	Nov 28, 2011 4:22 PM
268	NCLB never met its goal - because it was never funded properly. Drop it and	Nov 28, 2011 4:20 PM

**Q5.

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	pay more attention to what is an effective learning environment	
269	Factors at home such as attendance needs to be removed from the equation. We should only be judged on what we can affect.	Nov 28, 2011 3:27 PM
270	On reducing public confusion --- part of this has to do with how journalists present the information in the newspapers and on the news. They do not fully understand it, so they are very black and white in how they report it. As we know nothing about assessment and AYP is black and white.	Nov 28, 2011 3:03 PM
271	again, regarding students in special education: understanding that their scores should not be counted against schools for NOT meeting grade-level standards	Nov 28, 2011 3:01 PM
272	Schools still reflect the community they serve. Solving a school's problems frequently means solving a communities problems too.	Nov 28, 2011 3:01 PM
273	assessments should focus on student improvement not on unrealistic, one-size-fits-all requirements.	Nov 28, 2011 2:57 PM
274	Eliminate NCLB. It's ridiculous.	Nov 28, 2011 2:20 PM
275	Emphasis on local control of schools.	Nov 28, 2011 1:56 PM
276	Yes, please modify the NCLB. The focus on state standard testing is not proving to have the positive effect on our students. They need to have more than	Nov 28, 2011 1:51 PM
277	We can't use a one-size fits all model for public education. Although we should set some general standards federally and allow for some state autonomy, individual school districts should have some flexibility to be creative and rewarded/punished for their accomplishments or failures. Each school district faces its own unique sets of problems based a a multitude of issues and we hurt ourselves by creating federal accountability systems that inevitably fail and get rewritten every ten years or so. A lot of money and times goes into this at the federal level and very few educators are even on the committees that write NCLB. We do not want to lose our creativity and our inventive nature as we move forward. Being a good test taker does not mean you possess any real skills. We should look at country that have models of success that work for them. In my opinion we need a government overhaul in order to accomplish the change we truly seek in public education.	Nov 28, 2011 1:51 PM
278	The caveat to all that are checked Very Important above is that TEACHERS and NOT administrators need to be the ones who are responsible for making the decisions about how Title I funds are spent, creating accountability systems and determining what professional development is needed and how that will be delivered to individual teachers by other teachers.	Nov 28, 2011 1:02 PM
279	Outside audit/needs assessment of schools in "improvement status," then schools can make their own plan as to how to address their issues. They often address the deficiency with "more training" and not address the root causes at all.	Nov 28, 2011 12:58 PM
280	Base accountability or making the mark on how the student does over the year.	Nov 28, 2011 12:47 PM

**Q5.

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281	How do you account for factors affecting performance such as hunger, having a home/place to sleep, parents who speak English, parent(s) who are literate in English, parents who completed at least a HS educ.... ? These are critical- perhaps more so in some cases than the instruction in the classroom.	Nov 28, 2011 12:09 PM
282	Modifying/eliminating HQT requirements for small schools. This is a hindrance to the fiscal stability of small districts, while restricting courses which could be offered to students by knowledgeable staff who may not be HQT in specific areas, but may have successful teaching experience with the coursework. Also, it would remove the requirements for alternative schools which, in small districts, are often hindered by HQT needs for teaching all subject areas by one instructor.	Nov 28, 2011 12:00 PM
283	100% of students will never meet achievement benchmarks no matter what year you set...quit pretending. Be honest with the public and start telling the truth. 100% of kids won't be first chair flute in the band, make the varsity basketball team, play in the NFL (no matter how hard they work, how many supports are in place, or how much diagnosing you do).	Nov 28, 2011 11:53 AM
284	Ending the use of student attendance, a parental and student choice, as a measure of school performance. Recognizing the realities inherent in educating all children regardless of special learning needs with a more realistic definition of "100%."	Nov 28, 2011 11:53 AM
285	Conducting a teacher-specific diagnosis before mandating completion of extra coursework and training.	Nov 28, 2011 11:47 AM
286	Waive the requirement for ESL and Special Ed students to meet the same benchmarks as their English-speaking and non-disabled peers.	Nov 28, 2011 11:10 AM
287	Put resources toward educational opportunities that are not just math and science. Teach kids how to type, how to express themselves, and encourage creativity and the arts. Bring technology into every classroom.	Nov 28, 2011 10:52 AM
288	.	Nov 28, 2011 10:47 AM
289	Accountability of parents	Nov 28, 2011 10:28 AM
290	I worry about the one size fits all accountability system. It makes sense that schools that receive federal dollars would have additional requirements or criteria, but the state shouldn't settle for a lack of accountability at any school or in any district. There are very few high performing school districts, but you should not punish them (even unintentionally) in order to raise accountability at under-performing districts. Perhaps there should be some different "floating" standards that are in place for certain school districts depending upon their level of overall success. This shouldn't reduce standards for high performing schools and districts necessarily, but they may need to be different. Obviously, having a progress requirement for a district where 97% of 3rd graders are meeting Reading benchmarks can be punitive. Please use common sense.	Nov 28, 2011 10:26 AM
291	I'm not well enough informed to make educated decisions in this area	Nov 28, 2011 10:14 AM

**Q5.

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292	NCLB has been ineffective and onerous. We do need common rubrics for student evaluation in science, math, English, and 2nd language.	Nov 28, 2011 10:11 AM
293	Mandating essential learning requirements without mandating the funds to provide the individual student with the human support and 1 to 1 instruction they need should be considered a criminal act!	Nov 28, 2011 9:56 AM
294	Without proper funding, Oregon students cannot receive the level of education we hope for them. The very best teacher will have a different impact upon a classroom of 25 students vs a classroom of 35 students. So, funding DOES matter, and lack of funding is having direct impact on the decline of student performance.	Nov 28, 2011 9:53 AM
295	Get the federal government out of the business of educational accountability, and leave it to each state, or preferably each local school district to determine success.	Nov 28, 2011 9:52 AM
296	I am not familiar enough with school funding to answer these questions in an informed manner.	Nov 28, 2011 9:43 AM
297	Clarify NCLB: not practical, not adequately funded so takes away from learning and diminishes funds that are needed.	Nov 28, 2011 9:42 AM
298	Ditch "No Child Left Behind," a.k.a. "No Teacher Left Standing."	Nov 28, 2011 9:41 AM
299	Remove the NCLB system and find a way to change before school morale is totally destroyed.	Nov 28, 2011 9:34 AM
300	Schools and districts need 90-day plans for improvement rather than professional development with no accountability	Nov 28, 2011 9:28 AM
301	I didn't know how to rank the NONE - I don't believe the NCLB is a good system at all.	Nov 28, 2011 9:11 AM
302	Ask the GAO to evaluate the effectiveness of federal dollars in local school districts and to make recommendations for reforms as needed.	Nov 28, 2011 8:59 AM
303	There is not enough support and not enough instruction materials for kids. Students who have a comprehension problem DO NOT need instruction in fluency, they need instruction in comprehension!!! Making sure that schools are using appropriate diagnostic tools to be able to provide support in the needed areas!!!!!!	Nov 28, 2011 8:54 AM
304	Quit comparing inner city schools to rich suburban schools.	Nov 28, 2011 8:53 AM
305	Get back to educating our students. Not meeting state and federal guidelines.	Nov 28, 2011 8:23 AM
306	NCLB needs to be modified big time! Kids are tested 4-6 weeks out of a 42 week school year. Also, students who live in certain school neighborhoods are leaving the neighborhood and destroying the local neighborhood school. The transfer policy needs to change. We are spending way too much money on busing students instead of putting it towards technology or classroom materials.	Nov 27, 2011 8:07 PM

**Q5.

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307	Do not have more high stakes testing. We need to invest more in the classrooms and not on testing. More investment in teachers and individual help for students. Smaller class sizes. More individualized help regardless of socio-economic status. We need to reinvest and not disinvest in schools.	Nov 27, 2011 6:58 PM
308	"Creating an accountability system that encompasses all schools, regardless of Title funding" seems a bit silly. I've looked at the data from school's scores on the OAKS testing, and 10 years after the enactment of this legislation, the socio-economic status of the families attending each school are still the most salient indicator of success on the tests. If Oregon really wants to leave no child behind, we should create a system of education where all schools are composed of a equal amount of poor, middle-class, and wealthy students. The open-enrollment policy will only lead to poorer schools (and I mean schools within school districts as well) getting poorer.	Nov 27, 2011 5:19 PM
309	Modify the reporting of NCLB status.	Nov 27, 2011 5:14 PM
310	Creating a system of accountability for parents.	Nov 27, 2011 4:48 PM
311	Sounds like a great start to me.	Nov 27, 2011 2:58 PM
312	Adopt additional measures of accountability that balance the current statewide assessment structure, which is too narrow. Conduct a statewide study of Oregon school districts that accurately analyzes expenditure -per-pupil (state support, federal support, local option levy, foundation support) and ask the question: which districts appear to be more successful based upon return on investment?	Nov 27, 2011 12:44 PM
313	Somehow, take into effect the community culture, poverty levels, educational levels of parents. Some districts are "preselected" to do better because of these factors.	Nov 27, 2011 11:19 AM
314	Teachers in secondary education should not be required to be "highly qualified" in every subject area they teach.	Nov 27, 2011 10:29 AM
315	I would like to use an assessment (like MAP) that guages a students progress. For how can we get a student to where they need to be when they are significantly below grade level and they are plagued by their parents mobility and lack of parenting.	Nov 27, 2011 10:13 AM
316	DE-emphasize the whole "Rating" of schools, EMphasize the growth of individuals (30% of this school's students improved 12 points from last year), and REmove "Merit-based" ANYTHING from your vocabulary.	Nov 27, 2011 9:18 AM
317	Any state mandates should be supported financially by the State.	Nov 26, 2011 9:28 PM
318	The next to last question is two questions ("eliminate placing" and "requiring set aside funding") and cannot be judged as one. How do I answer the last question? What does "none" mean? None of important? None of not important?	Nov 26, 2011 6:50 PM
319	This needs to be re-vamped and needs to be developed by educators that have actually taught in the last 5 years and should also include a well balanced group that include those who have worked in low SES schools as well as high rates of	Nov 26, 2011 4:16 PM

**Q5.

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Please rate each of these: Very Important, Less Important, Not Important**

	homelessness, special ed, ELL, and TAG.	
320	Have the educational professionals involved in decisions surrounding NCLB.	Nov 26, 2011 2:49 PM
321	GET RID of the requirement that 100 percent of students meet achievement benchmarks.... because it will NEVER happen. It never has happened and it never will, so get real!! OPT OUT of national testing, it is narrowing our curriculum and destroying public education. The state's goal should be FUNDING REFORM not education reform. Schools need local control to meet the needs of the patrons it serves. A bottom-up, NOT top-down assessment system needs to be in place. All schools/districts submit a three year plan that is evaluated on a yearly basis to allow for changes as needed. A yearly STATE assessment in ALL areas, Reading, Math, Writing, Science, Social Studies, Art, Music, PE, etc... to give a baseline of yearly growth with a broader education focus, understanding that accumulative classroom assessments are more indicative of student growth and progress. School Districts should be in charge of individual schools for intervention when needed, NOT the state or private enterprises.	Nov 26, 2011 1:37 PM
322	Giving more local control in states that are in the top 25% with weighting for poverty.	Nov 26, 2011 1:08 PM
323	If we move to a growth model for measuring achievement I believe we will have less schools in "school improvement" and more districts will be motivated to continue to learn how to insure that every students learns. All students being at benchmark isn't realistic, we can get close but the Special Education students are identified because they have learning disabilities- therefore, they aren't able to learn like their non-learning disabled classmates, therefore, it is very difficult for them to reach benchmark.	Nov 26, 2011 11:37 AM
324	Holding all students accountable is as important as holding school districts accountable.	Nov 26, 2011 11:20 AM
325	Funding ...	Nov 26, 2011 11:03 AM
326	Clearly the NCLB sanctions need modifying.	Nov 26, 2011 9:47 AM
327	Modify the system, but do not eliminate it. Keep the sanctions but make the goals more realistic. Require proof that Title 1, Title 11 and Title 111 funds are used in ways that support children. Take a closer look at IDEA funds. Look closely at how funds are used in low performing districts. Require by adminstrative code that extra weight funding be used spedifcally for the population in which they are intended rather than being dumped into the general fund. Sometimes federal funds are used to supplement areas that are not in the best interest of targeted populations. Put pressure on individual superintendents to prove that the have plans that make sense.	Nov 26, 2011 9:44 AM
328	Oregon should ALSO lobby the repeal of this absurd law. Testing should be used to find out what supports a school needs rather than triggering punishments that are very disruptive to the learning process.	Nov 26, 2011 9:37 AM

**Q5.
FEDERAL WAIVER: Which of the following are most important to your local school district as Oregon seeks to waive elements of the current No Child Left Behind accountability system? Please rate each of these: Very Important, Less Important, Not Important**

329	Eliminating standardized testing altogether. Countries with outstanding educational systems do not use it. If we wish our educational system to improve, we must focus on the students themselves, rather than an arbitrary number.	Nov 26, 2011 8:48 AM
330	I've spent almost 24 years as a teacher witnessing the devastation of our public schools. It is an atrocity that I can't even understand - the human greed and need for power and control that created this law. On the heels of Ballot Measure 5, 47 and the Reagan years, NCLB came in like a stealth bomber. I don't recognize the building I've been in for 16 years. The staff is staggering under the workload, and stifled by requirements. The students are passing tests and becoming more and more one dimensional. My teaching friends in secondary ed. and at the university level are struggling with the lack of motivation and critical thinking skills that students are arriving with now.	Nov 26, 2011 7:24 AM
331	The state should seriously look into the costs and strings of the waiver. NCLB has some bad elements, but to swap one bad plan for another doesn't make sense. Do the research!	Nov 26, 2011 3:02 AM
332	Looking at a growth model. Looking at other, more valid measurements than biased standardized tests.	Nov 26, 2011 2:44 AM
333	We need to eliminate all requirements of special education students to meet the same standards that "regular" students meet; and eliminate the sanctions against schools who fail to do so. I have a mentally challenged son and to have the goal that he will meet the same standards as "typical" children is ridiculous. How did we endorse this at a national level?	Nov 25, 2011 9:38 PM
334	Address the issue of 40 years of underfunding education.	Nov 25, 2011 9:26 PM
335	How can students that are developmentally delayed be expected to make AYP? The very fact that they have learning problems should make that a ridiculous law.	Nov 25, 2011 6:09 PM
336	staff development to reduce the urgency of teaching to the tests	Nov 25, 2011 4:32 PM
337	These tests are a one time glance at a brain that could be working well at the moment or under stress st the moment. I wish there was something that could be used as a measure that didn't involve high stakes testing.	Nov 25, 2011 2:40 PM
338	Consult parents and parent groups re the above, and take their input seriously.	Nov 25, 2011 2:00 PM
339	Put Special Education on a Seperate Report Card and Budget. Stricter controls on what students qualify for Special Education and the services they receive.	Nov 25, 2011 11:23 AM
340	Transfer/Transportation issue: With costs of fuel and equipment--and in some cases with far-distant locations for "better" schools, this seems an important change. Removing students does not improve the schools for those who remain.	Nov 25, 2011 10:38 AM
341	No waiver should be sought if it comes with conditions that contain merit pay, increased standardized testing, or other federal requirements We should get rid of AYP and return education to local control.	Nov 25, 2011 10:15 AM

**Q5.
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342	NCLB must be modified so that test scores are not the sole basis for measuring improvement.	Nov 25, 2011 7:18 AM
343	Stop giving NCLB type mandates when the funding is not behind it. There is not a single test that could measure student's true accomplishment as far as showing growth over a long period of time.	Nov 24, 2011 9:01 PM
344	Need revamp teacher evaluation tools to include student achievement data as part of the evaluation. Teacher unions must focus on students FIRST.	Nov 24, 2011 9:00 PM
345	Students with special needs to be able to earn modified diplomas-life skills, Cognitive students, etc... has capacities that can be reached on different levels that are worthy of a high school diploma without stigma of not graduating.	Nov 24, 2011 6:49 PM
346	Allowing special education students with an IEP tp be tested at their ability level and measure their growth based on IQ and disability instead of their grade level.	Nov 24, 2011 2:46 PM
347	Classrooms need funding! How can we adequately teach 30+ kids?	Nov 24, 2011 10:20 AM
348	The entire model needs to be changed. Instead of looking at Standardized test scores we need to be looking at student growth in the learning environment. I have students who have never read a book before becoming readers for pleasure. These same students fail standardized tests. What's more important? Test scores or a lifelong reader. I know my answer, maybe your priorities are a bit skewed.	Nov 24, 2011 9:50 AM
349	Don't force every staff member to do professional development but the ineffective ones.	Nov 24, 2011 8:44 AM
350	We need more magnet schools that focus on the different types of student learning.	Nov 24, 2011 8:39 AM
351	Unconditional waiver from high-stakes testing of NCLB	Nov 24, 2011 8:06 AM
352	If a school is not making adequate progress, it is vitally important that someone actually show up at the school and talk to teachers, parents, and the administrator to find out why the school isn't progressing. Decisions should be made after getting feedback from the those people.	Nov 24, 2011 7:49 AM
353	Modifying NCLB is very important. Each school and school district should have the ability to make independent judgements and suggestions.	Nov 23, 2011 7:39 PM
354	Use of multiple styles of assessment.	Nov 23, 2011 6:21 PM
355	I believe in student success. Meeting 20/40/40 will be difficult without additional funding. The committee looking at fudning for achievement ned to look at the LIVING CONDITIONS of students. It isn't that poor students can't succeed, but we need to provide them different resources than middle and upper middle-class students who have a roof over their heads, food in their bellies, and good health care.	Nov 23, 2011 5:08 PM
356	Abandon the No Child approach. Work with schools, teachers, administrators	Nov 23, 2011 3:47 PM

**Q5.

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and parents to provide more support.

357	Eliminate the rule that an entire school does not meet AYP if just one category does not meet. At our school of 550 students last year, we would have made AYP if only 2 more LEP students had passed the math benchmark. We passed in every other category.	Nov 23, 2011 3:09 PM
358	The last statement doesn't make sense.	Nov 23, 2011 2:31 PM
359	Creating an accountability system that encompasses all schools, regardless of Title funding- Including charter schools.	Nov 23, 2011 2:19 PM
360	Colleges and Employers should set the Expected(not minimum) Competency Levels in every subject for entering freshmen and new H.S. graduates. High schools should do the same for entering freshmen -- and middle schools for elementary. Then a defining scope and sequence for HIGH standards should be set and the COMPETENCY EXPECTATIONS established very clearly and without "mushiness" for each topic in that scope of expected learning. Once done, HOLD TEACHERS ACCOUNTABLE for results WITHOUT SPECIFYING TEACHING METHOD. Districts should GREATLY MINIMIZE COMPLIANCE REQUIREMENTS, REDUCE PAPERWORK, STREAMLINE OPERATIONS, and set schools and administration free to focus on teaching alone!	Nov 23, 2011 1:35 PM
361	see comments:	Nov 23, 2011 1:29 PM
362	NCLB assessment tools and pedagogy are often laden with old, tired, behaviorist attitudes and measurement tools which are not helpful in determining a child's improvement, and specifically offer NO STRATEGIES or techniques for helping that child make progress. (This ties into teachers not knowing how to teach reading, but merely how to negotiate a canned curriculum which "tells" you how to teach.	Nov 23, 2011 1:16 PM
363	transferring students should be an option but transportation should be at their expense as their choice; teachers will always need professional development to keep pace.	Nov 23, 2011 12:39 PM
364	Health and Physical Education are absolutely important and I don't see either of these essential topics listed here!	Nov 23, 2011 12:25 PM
365	Need fully funded pre-school and Kindergarten, need health care and food for poor, need to give schools autonomy over hiring, firing, placements. Until then none of this will matter.	Nov 23, 2011 12:19 PM
366	get the waiver..	Nov 23, 2011 12:10 PM
367	I don't understand how the ranking in the second to last statement works regarding NCLB....	Nov 23, 2011 11:50 AM
368	NCLB should be eliminated entirely Very Important	Nov 23, 2011 11:47 AM
369	NCLB does need modifications.	Nov 23, 2011 11:43 AM

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370	Proficiency based programs rather than grade level based programs are by definition more individualized. I would like to see this occur for all ages Preschool - Graduation (Students pass by proficiency, not by age or grade level).	Nov 23, 2011 11:17 AM
371	You must know the current system is broken. Stop with putting money into empty vessels.Put the money and funding into the children, not more data collection. The systems for "data collection" and number crunching only serves to add more jobs that have nothing to do with the students in the classroom. Either students learn and make growth per year or they don't. Some students learn at a faster pace than others. Some students need more time on the continuum. Look at the whole person, not just a number or percentage on a given day.	Nov 23, 2011 11:17 AM
372	Again, the No Child Left Behind program is only teaching & testing for the test in order for schools and school district to receive funding and not be under sanctions - it has nothing to do with the individual students academic progress because the students are being prepped to pass the testing - not for longterm learning and retention and true academic progress. The current system is a game !! Change it and help our students succeed.	Nov 23, 2011 11:15 AM
373	Getting out of the national standards business completely is very important	Nov 23, 2011 11:14 AM
374	Because increasing numbers of our students do not have English as their native language, allowances have to be made for the challenges these students face in our schools.	Nov 23, 2011 10:52 AM
375	No Child Left Behind was a thinly veiled assault upon the public school system and ought to be tossed in a dumpster and forgotten.	Nov 23, 2011 10:51 AM
376	Hiring restrictions to Title IA be eliminated when it comes hiring additional Educational/Instructional Assistants (EA's).	Nov 23, 2011 10:22 AM
377	hands on vocational education. drop algebra2 req.	Nov 23, 2011 10:08 AM
378	Seeking federal funding dollars and shaping our entire educational system around the requirements of those dollars is not working. How about thinking independently and looking for direct ways to engage teacher, students and parents? Why is the system not woking?	Nov 23, 2011 10:02 AM
379	Schools can't be so driven on what students know. There are many factors besides the school that influence this. We instead need to focus on what students are learning. Are they learning? This should be the key question. If students are learning, teachers are doing their jobs well.	Nov 23, 2011 9:48 AM
380	Your answer to the last question (NCLB) doesn't seem very applicable. I think we need to scrap the whole thing.	Nov 23, 2011 9:39 AM
381	NCLB is in need of modifying. Teachers are teaching for the test.	Nov 23, 2011 9:31 AM
382	The present system is very negative . Ask anyone who works within the system and there is a feeling of restriction and oh we can't do this or that we have to do this and this all covered over withfear for funding... a very negative atmosphere. Better to reward the positive and support those who struggle. It is a very basic	Nov 23, 2011 9:29 AM

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principal. And stop blaming all the teachers and leaders and get parents involved. The parents are the ones ultimately responsible for their children's education. they need to be held accountable. If their child is not learning, go also to the home. There may be a good reason . And whoever wrote the requirement for 100 percent of students needign to meet achievement benchmarks by 2014 knows absolutely nothing about humankind. Good grief. Did that person (or group of persons) meet 100% achievement in their job positions or their personal lives. Let's stop mincing words and be real!

383	Eliminate all NCLB requirements. Use differentiated instruction to individualize instruction to needs of children.	Nov 23, 2011 9:23 AM
384	Professional development needs to be scrutinized. Much of it is a waste! Match teachers with mentors who do in-classroom co-teaching. Allow teachers who need development to observe and spend time in classrooms of highly effective teachers.	Nov 23, 2011 9:21 AM
385	we need to become more scientific - research and evidence based. We need to radically improve teacher prep programs. New teachers and admin. aren't ready.	Nov 23, 2011 9:10 AM
386	Intensive professional de	Nov 23, 2011 9:07 AM
387	Federal support means money and access to professional resources.	Nov 23, 2011 9:02 AM
388	Modification of the NCLB system is highly necessary. The system was designed in a punitive fashion to remove funding instead of providing support to struggling schools.	Nov 23, 2011 8:58 AM
389	set aside NCLB completely it is a horrible law.	Nov 23, 2011 8:48 AM
390	Re-work sub-group reporting to include information on cognitive ability, broaden achievement focus to include writing, speaking, science, and social studies, focus on student growth rather than specific grade level standards.	Nov 23, 2011 8:30 AM
391	I would like to eliminate schools labeled as needing improvement, but they need help and should be assisted in making the needed changes, both financially and educationally.	Nov 23, 2011 8:25 AM
392	Get rid of the NCLB nonsense ... stride bravely into the future with innovation, imagination,curiosity	Nov 23, 2011 8:07 AM
393	NCLB is totally government BS! Like any government educational policy some of it is great but the majority makes no sense at all. SPED kiddos required to take the same test and we expect them to do well. Give me a break!	Nov 23, 2011 7:48 AM
394	Our Special Education students need their own benchmarks according to their abilities not what a non-special ed. teacher claims is better for all.	Nov 23, 2011 7:21 AM
395	Use invididual student growth targets to measure success.	Nov 23, 2011 6:41 AM
396	Get rid of AYP. Get rid of NCLB and make ESEA do what it was intended to do, support schools and their policies not run them.	Nov 23, 2011 6:25 AM

**Q5.
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397	Require districts to restructure schools so that ALL the children of poverty are NOT attending mainly in one or two or three school....in other words integrate based on socioeconomic status. In fact let's redraw district boundary lines and take some of the power away from republican wealthy school boards who don;t care about POOR kids ...all they care about is their sports and music programs!!	Nov 23, 2011 5:41 AM
398	A failing school would have multiple failures, not just test scores. I think those that fail in Oregon would be rare. To fail an entire school because of low SPED scores, even though all the other areas were met is just wrong.	Nov 22, 2011 10:50 PM
399	Waive the unrealistic requirements and backwards punitive removal of resources for schools that need more, not less, to be successful	Nov 22, 2011 10:49 PM
400	Inclusion of all the stakeholders responsible for the education of our children, including parents, media, video game makers, etc..	Nov 22, 2011 10:14 PM
401	Almost 9 out of 10 schools are about to be labeled 'failing schools'. What kind of standard is that?	Nov 22, 2011 10:11 PM
402	Let the schools and community run the Schools,help them with Union problems, support succesful schools and use them as example.	Nov 22, 2011 10:09 PM
403	All kids should be funded equally.....get rid of bilingual classes and bilingual teachers.	Nov 22, 2011 10:00 PM
404	This is a system that has requirements without any funding for reaching them and standardizes schools and students where they are very dissimilar. This leads to public confusion about what achievement is happening in the schools and leads staff to spend a disapportionate time teaching to the tests.	Nov 22, 2011 9:52 PM
405	Every school year at least 25% of my students struggle with reading & writing. Theses students usually are the ones that don't have support at home and are late to school or just don't come.	Nov 22, 2011 9:00 PM
406	I don't think it is possible for anything in this world to work 100% of the time. Key is comparing cohort groups and tracking individual progress.	Nov 22, 2011 7:59 PM
407	That NCLB excludes children whom do not speak English...the result can make a very good dsitric look bad because of how the "findings" are repoted	Nov 22, 2011 6:54 PM
408	Accountability is important as is disaggregating the data....	Nov 22, 2011 6:46 PM
409	Effective teacher and principal evaluations based in part on student performance.	Nov 22, 2011 6:45 PM
410	change way special needs education and funding are handled. There should be some flexibility in the different levels of "special needs." A child with autuism is very different than a child with the need for 24 hour individual nursing care.	Nov 22, 2011 5:36 PM
411	Transfer policy in schools where leadership is not changed, but should be. Provide district-wide professional development for all staff in all schools in all districts.	Nov 22, 2011 5:20 PM

**Q5.

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412	Orienting accountability and system expectations to "college and career readiness" and not just graduation and 10th test performance	Nov 22, 2011 5:15 PM
413	Focus on using individuals student record systems and longitudinal data to develop growth models so that student progress can be rated with respect to the student.	Nov 22, 2011 4:51 PM
414	Measure individual student performance as the measure of progress, not classes as a whole or comparisons if different cohorts of students/grade levels against a uniform standard performance level. Let's measure what is happening to individual students.	Nov 22, 2011 4:44 PM
415	ELIMINATE THE REQUIREMENT THAT ALL STUDENTS - REGARDLESS OF ABILITY OR LANGUAGE PROFICIENCY - MEET THE SAME STANDARDS. APPLY APPROPRIATE STANDARDS TO THESE STUDENTS, ONES THAT FOCUS ON INDIVIDUAL IMPROVEMENT AND ACHIEVEMENT	Nov 22, 2011 4:34 PM
416	Eliminate public "labeling" of schools.	Nov 22, 2011 4:30 PM
417	Not every child will meet all subjects 100%. Any one that thinks differently should not be in education or a position of authority over schools or funding.	Nov 22, 2011 4:30 PM
418	The required NCLB supports and sanctions need modifying!	Nov 22, 2011 4:29 PM
419	Do not make any more deals with the federal government. Educating children is the responsibility of each community in each state. Taking the "waiver" deal only implements exactly what we have been saying is wrong. Let's have an honest conversation about funding education in our state, and do what is necessary to meet those obligations.	Nov 22, 2011 4:01 PM
420	NCLB was a horrible law that did real and sustained damage to the children of our nation. We need to change it (or better yet abandon it altogether). We need to keep the focus on student success in a range of subject matter, math reading, sciences, the arts and music.	Nov 22, 2011 3:54 PM
421	The last statement is confusing. To be sure you get my opinion - NCLB is more like the AFLB (All Funding Left Behind) in many areas. Mandates for things that aren't funded is absurdity!!!	Nov 22, 2011 3:39 PM
422	Allow a growth model for AYP status as opposed to a fixed benchmark. Participation rates should be reported, but shouldn't flag a school as not meeting AYP. Instead low participation would be a caveat to any score the school received.	Nov 22, 2011 3:26 PM
423	I think we're going about this in the wrong way and not paying attention to the real issue. NCLB, although not perfect, is the right idea. The intent was to create more support for teachers and students to be successful. Union representation didn't want or accept the accountability. Until the entitlements are taken away our education system can't get fixed.	Nov 22, 2011 3:18 PM
424	Very important to modify the current NCLB system. It is impossible to meet with Low poverty and ELL and SPED students.	Nov 22, 2011 3:04 PM

**Q5.

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425	The NCLB system was flawed from the start. If focused on poverty school vs all schools. It encourage large amounts of funds to be allocated for assessments vs extending the school year, decreasing class sizes, and creating the capacity for those schools to have all day everyday kindergarten.	Nov 22, 2011 3:01 PM
426	the general public does not or cannot understand these measurements & rules. The family is focused on their individual children. Teachers and administration must address these issues -- often considered by most a burden.	Nov 22, 2011 2:58 PM
427	The idea that you fail in one area, therefore you are a "failing school" is unreasonable.	Nov 22, 2011 2:54 PM
428	See note below	Nov 22, 2011 2:51 PM
429	Staying away from the ideas of merit pay and tying teacher evaluations to test scores	Nov 22, 2011 2:48 PM
430	the current system is rdiculous	Nov 22, 2011 2:42 PM
431	ODE should set standards and let the school district develop plans that best meet thier school and community needs. There need to be measurable results (preferably not through state testing) that the school and ODE can monitor and use to guide improvements. The schools with the best results should make available their best known methods to other districts. This should reduce overhead costs at the state level, while driving real improvements in school performance.	Nov 22, 2011 2:40 PM
432	I don't know what my district wants.	Nov 22, 2011 2:40 PM
433	Changes need to reflect the student body population of individual schools.	Nov 22, 2011 2:27 PM
434	In regards to the requirement "... that 100 percent of the students meet achievement benchmarks". Meeting a benchmark is less important than seeing a "gain" in knowledge. There are many kids who enter the school year already meeting the benchmarks for that grade level -- if we were to simply aim for meeting the benchmark, these kids are going to have their time wasted. Likewise, there exist children with developmental issues that are going to make it so that they will never by able to meet benchmarks. A better assessment is one that measures gain in knowledge -- when you are aiming for a defined and measurable gain as opposed to a statewide benchmark you can tailor your educational program to meet the needs of a specific community.	Nov 22, 2011 2:25 PM
435	Sanctions without resources do not make the difference. We have seen tremendous gains in overall performance through dedicated, focused, data driven collaboration and instructional design but cannot find maximal success due to limited funding for the highest needs schools. Less administrative overhead, ESD, etc. and more sent directly to the schools if they are proven to be using resource effectively and seeing growth!	Nov 22, 2011 2:13 PM
436	NCLB DOES need modifying	Nov 22, 2011 2:06 PM
437	Eliminate designations of "highly qualified" if evidence that students are	Nov 22, 2011 2:06 PM

**Q5.

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	performing well in educator's class. Consider "highly qualified" requirements for building principals.	
438	Use student growth to understand the effectiveness of schools with their students.	Nov 22, 2011 2:05 PM
439	The accountability system should be based on rate of improvement, not just the number of students meeting standards.	Nov 22, 2011 2:05 PM
440	Get rid of NCLB	Nov 22, 2011 2:02 PM
441	It is time for a paradigm shift from teaching to learning, from testing on products to scaffolding concepts, from imitating to thinking, from development based on adult theory to understanding the neuroscience behind conceptual learning, from the part to the whole...	Nov 22, 2011 1:57 PM
442	Do I need to repeat myself again?? How come no one ever even mentions class size???	Nov 22, 2011 1:52 PM
443	If the state role is to shift, there needs to be intensive PD for staff on this shift. Compliance is ingrained in many of state staff's work ethic.	Nov 22, 2011 1:47 PM
444	NCLB is not helping our educational system.	Nov 22, 2011 10:51 AM
445	As a member of the 2141c penalty box, our district would appreciate a clarified system of highly qualified requirements for teachers. The rules around HQ are complicated and difficult to manage. Additionally, the fact that this penalty requires an extensive plan and restricts our ability to use Title One money also needs to be waived.	Nov 22, 2011 10:48 AM
446	We need to look at what research tell us about students in poverty and how the schools need to be supported in different areas. We lack the support structure to advance faster and consistently in academics due to the oversight of health, emotional and economic issues.	Nov 22, 2011 9:29 AM
447	last question is confusing what do you mean by none NCLB needs to be modified	Nov 22, 2011 8:44 AM
448	The last question was confusing. Sanctions under NVCLB need to be modified	Nov 22, 2011 7:58 AM
449	PD needs to be differentiated after the core instructional framework has been established. Different schools need different PD to meet their needs based on data.	Nov 22, 2011 7:40 AM
450	Oregon should try to "fly with her own wings" and reject complying with the Obama Administration's Race to the Top unfunded mandates in order to get a conditional waiver from NCLB requirements. Oregon should join with the AASA and NSBA to request an unconditional, universal waiver to allow time for Congress to reauthorize ESEA/NCLB.	Nov 21, 2011 9:15 PM
451	Oregon is placing itself in a no-win situations making it strive to meet standards imposed by several federal mandates without any funding attached; consider	Nov 21, 2011 6:56 PM

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	opting out.	
452	Grad rates need to be current, not based on two year old data.	Nov 21, 2011 6:01 PM
453	As long as individual districts exist, some provisions need to exist that recognize that individualism. Schools should reflect community concerns.	Nov 21, 2011 5:58 PM
454	I want to make sure there is still accountability in the system - that schools MUST be supporting all students - especially low-income/ELL/kids of color.	Nov 21, 2011 4:21 PM
455	Punishing poor schools with low SES, less sophisticated school boards, less funding, sometimes less skilled teachers, fewer instructional days, and less community resources is counter productive and foolish. Support schools by enabling focused best practice instruction and using formative assessment for children. Use standardize testing for program decisions and to identify what is working.	Nov 21, 2011 3:58 PM
456	focus on improvement data on student assessments. Allow schools to provide other "building level" data as evidence of progress.	Nov 21, 2011 3:09 PM
457	Accountability on ELL practices, making sure the student take the classes they need.	Nov 21, 2011 2:26 PM
458	I believe setting a measurable goal yearly and then striving to reach is acceptable. I also believe that NCLB has forced the evaluation of our schools, unfortunately the growth is not seen in the report card scoring. The growth is seen at the building level and we can identify the strengths and weakness and those pieces need to be resolved.	Nov 21, 2011 1:47 PM
459	As we see in schools that have adopted effective curriculum and instructional practices, 100 percent of students can reach benchmarks. Replicate what they are doing. Replicate what Judy Bryant did at Humboldt. Bring her back.	Nov 21, 2011 1:05 PM
460	Teach elementary teachers more child developmental stages.	Nov 21, 2011 12:00 PM
461	HQ requirements for teachers in small rural districts.	Nov 21, 2011 11:57 AM
462	We are not in agreement with Eliminating the placing entire school districts in "improvement status" & requiring them to set aside funding tor district-wide staff development, as they need to be able to have the opportunity to do so. We also think that The supports & sanctions under NCLB need to be modified for the advancement of our academic achievement system not to hinder it which it does now.	Nov 21, 2011 11:56 AM
463	Allow the districts to create learning environments for students where teachers who do not perform are removed.	Nov 21, 2011 11:53 AM
464	Of utmost concern are including in the federal waiver programs such as Title 1C Migrant Education, Homeless, etc. those that target very specific student populations in our state and country.	Nov 21, 2011 11:51 AM
465	I support this entire section except for the last statement.	Nov 21, 2011 11:24 AM

**Q5.

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466	The last question is confusing, My answer should be read YES we need to modify NCLB, keep pursuing the waiver.	Nov 21, 2011 11:23 AM
467	NCLB is a joke!	Nov 21, 2011 11:07 AM
468	NCLB does need modifying. It has many flaws.	Nov 21, 2011 9:42 AM
469	I am going back to individual growth model. There are some students who will never meet the Oaks standard. Yet these students should be rewarded for their achievement growth.	Nov 21, 2011 9:18 AM
470	Certainly this system (federal and state) needs modifying	Nov 21, 2011 8:39 AM
471	School based food banks. Parent-teacher conferences.	Nov 21, 2011 8:29 AM
472	Use the information to target support, and not to penalize schools or teachers.	Nov 20, 2011 9:56 PM
473	Last one doesn't make sense with ranking system--Do not agree that the supports and sanctions under NCLB are good.	Nov 20, 2011 6:51 PM
474	Create equity schools to eliminate the need for a transfer out option.	Nov 20, 2011 6:04 PM
475	Confused by the statement above "Other." The system of supports and sanctions needs an overhaul. Some of the reports, however, have been very good for schools so then can look hard at subgroup performance and do program development.	Nov 20, 2011 1:32 PM
476	Including the entire community in the "accountability" system.	Nov 20, 2011 12:52 PM
477	Any required mandates must be funded. Schools are barely hanging on now. If a school is identified as needing help then they may need to be funded for staff development and mentoring.	Nov 20, 2011 10:53 AM
478	Return to allowing challenge down tests for special education students that are working two years or more below their same age peers.	Nov 20, 2011 8:46 AM
479	OEIB needs to have the courage and creativity to move well beyond NCLB and look to what is actually working, or has worked in the past. Read Diane Ravitch's book, look at the data out of Finland, first focus and consider what we want from an educated populace. Over the past 10 years, under NCLB, children are progressing through our schools with less and less creativity as we have narrowed down curriculum to only that which can be easily tested.	Nov 20, 2011 8:40 AM
480	Move to a reward rather than punishment system to incentivize school personnel and program development.	Nov 19, 2011 3:54 PM
481	Requiring the use of "student growth" as defined by test scores is very concerning. While there are serious problems with NCLB, requiring the use of test scores in teacher evaluations is a terrible, terrible idea.	Nov 19, 2011 10:49 AM
482	It is impertive that the personality of the staff and school culture be validated. Allow the strengths in individual teaching/administration styles and unjnuq;ess of	Nov 19, 2011 7:52 AM

**Q5.
FEDERAL WAIVER: Which of the following are most important to your local school district as Oregon seeks to waive elements of the current No Child Left Behind accountability system? Please rate each of these: Very Important, Less Important, Not Important**

school culture be in the forefront of improvement. Professionals and students do not fit in the neat little NCLB compartment. This has killed individual teacher passion for purpose and student love for learning.

483	Place less emphasis on testing.	Nov 18, 2011 5:42 PM
484	There are a number of students with disabilities that will not meet. An IEP team can determine what is the best laid out plan each child with a disability. I do not think it is an accurate statement to say that 100 percent of students with disabilities will meet benchmarks in reading and math.	Nov 18, 2011 4:46 PM
485	Creat an accountability system that includes ALL ELL students not just those that have not exited the program. Once our ELL students are successful we take them out of the subgroup which is confusing and misleading to the public.	Nov 18, 2011 4:16 PM
486	Eliminate 'students with disabilities' sub group required to meet benchmarks, but require growth according to their IEP goals. Currently, a student with say a learning disability in reading is expected to meet benchmark in reading when the reason the student is on an IEP is because he is most likely 2 years behind the benchmark.	Nov 18, 2011 4:06 PM
487	Eliminating the requirement that limits the number of educational assistants a district may hire based on 100% highly qualified status of teachers.	Nov 18, 2011 3:55 PM
488	Most districts/schools know what is needed to improve, but are hampered by the cost or staff unwillingness. For example, requiring districts where students are not demonstrating a high level of skills to use best practices, as represented by the Literacy Framework AND providing access to administrator coaching to implement the required best practices might break the logjam I have observed.	Nov 18, 2011 3:52 PM
489	The requirements for ELL and SPED sub-populations must be changed. Students who do not need these services are exited, so by the nature of the services, the students are not going to meet. A growth model; however, could work with these populations.	Nov 18, 2011 3:52 PM
490	If transportation and educational assistance are still maintained, limit them to apply only to the subgroup not meeting NCLB requirements (i.e.. SpEd population only)	Nov 18, 2011 3:48 PM
491	I believe the state needs to both: hold schools/districts accountable AND provide support for those who are struggling.	Nov 18, 2011 3:07 PM
492	So including the word "good" in the last statement about NCLB you force a false choice. We all know it is NOT good - but the waiver is WORSE. You could have asked us if we thought it was a bad policy, but we should not waste time modifying it. We should not pursue a waiver. The goals stated above should have been addressed the last 15 years. NOW you want to communicate what you should have been communicating all along? You had the power to fix the discrepancies in state/fed policies before. Now there is no money, and none should be wasted adjusting policies when class sizes are through the roof. The fallacy of the federal policy will be apparent when 100% of all schools are in	Nov 18, 2011 3:00 PM

**Q5.

FEDERAL WAIVER: Which of the following are most important to your local school district as Oregon seeks to waive elements of the current No Child Left Behind accountability system?
Please rate each of these: Very Important, Less Important, Not Important**

	improvement status. We have no money, and money used to implement a waiver would be money taken away from schools. Let NCLB go. NO WAIVER.	
493	The supports and sanctions under NCLB are punitive and not helpful.	Nov 18, 2011 2:54 PM
494	Provide schools with the most upto date computers and internet connections to be able to test effeciently! AT NO COST TO THE DISTRICT/SCHOOL	Nov 18, 2011 2:48 PM
495	Adequate state funding to support these measures	Nov 18, 2011 2:42 PM
496	We need an authorized educational effort that is based on achievement, not COMPLIANCE AND PUNISHMENT---the children have suffered enough and high achievement test scores are not the answer---just ask the Chinese, etc., (those enjoying high test scores) who are scratching their heads trying to figure out how to teach their children about problem solving and creativity---NCLB is pushing our students in exactly the wrong direction, away from success in the 21st century.	Nov 18, 2011 2:33 PM
497	Not sure what you were asking in the above question: None. NCLB. But we need to do away with the NCLB and move to the next level of school accoutability.	Nov 18, 2011 2:18 PM
498	Add a category to rate how a school is doing in delivering native language instruction.	Nov 18, 2011 2:16 PM
499	"Creating an accountability system that encompasses all schools, regardless of Title funding" EXTREMELY IMPORTANT. As long as we are only looking at Title IA schools, district will play games to avoid necessary reform. All kids are important!	Nov 18, 2011 2:12 PM
500	Treating schools that have many sub groups the same as schools having few the same. In other words punishing high poverty, high diversity schools for factors that are out of their control. Embarrassment and punishment seldom result in cooperation and success.	Nov 18, 2011 12:03 PM
501	All students who are not progressing should have an individual education program designed to meet their academic, social and emotional needs	Nov 17, 2011 4:34 PM
502	Provide adequate funding to accommodate any Federal and State requirements placed on Districts.	Nov 17, 2011 3:39 PM
503	Provide each student with an Individual Education Plan. I know that's more cost, but let's redirect our funding to a focus on those who need help.	Nov 17, 2011 1:56 PM
504	Removing the punitive actions to become supporting actions to work together for improvements.	Nov 17, 2011 1:35 PM
505	Make realistic goals to meet and that should solve most of the problems.	Nov 17, 2011 12:27 PM

Q6. COMMENTS?

1	Unless the students are mentally retarded they should be helped to reach minimal benchmarks in math, reading and writing. This should be done so that the best students don't lose their good education. It should not require more and more book/desk learning. The public doesn't know the requirements and so can't answer these questions well. The funds should not go primarily to handicapped or foreign students. Smart and average students should get equity of funding. Transportation should not eat up the school dollars.	Dec 13, 2011 11:56 AM
2	There are currently several accountability programs available, like regional accreditation, that if used appropriately will move schools forward. Accreditation requires that a school have appropriate, objective student achievement goals, and the school is monitored - by a volunteer group of school administrators.	Dec 12, 2011 9:43 AM
3	High standards required high support. Sustainable results will only occur with the capacity exists at the local level. These require better financial support for the educational enterprise.	Dec 8, 2011 12:28 PM
4	Most all of the above just make common sense to change.	Dec 7, 2011 9:10 PM
5	Connecting with families and kids is so important for a teacher but we do not have too much time for that. I love the family fun game nights, math nights, science nights etc. that bring us together in a common goal.	Dec 7, 2011 4:54 PM
6	If a family wants to send their child to a particular school, they should be allowed to do so, but the family should be responsible for transporting the child. With the district budget as tight as it already is, this is not something we should be spending money on. Those transportation dollars should be going into the schools that need them so that ALL the students benefit, not just the one whose parents chose to send them to a different school.	Dec 7, 2011 2:38 PM
7	Let children learn and progress at their own rate - children will show success when they are proficient at a task, not because the calendar now says it's time to move to another grade level	Dec 7, 2011 10:54 AM
8	As above, not well versed enough in the issues to know.	Dec 6, 2011 11:09 PM
9	Moving students from 1 school in 1 district to another school in the same district has been less than successful. As a teacher in a passing school, we are now more overcrowded than ever with limited resources. we could become a failing school for the sake of numbers & not enough teachers to meet the needs of the students. Just because a school makes progress, it can't be the magnet for all students or it loses its community & progress for the original students who attended. We can't water down programs that work because other programs don't. We need to get in there and strengthen weak program with damaging others. Who in their knowledge of statistics would ever think 100% of students would meet achievement benchmarks when there's such a thing as a bell curve- it's not going to happen.	Dec 6, 2011 8:14 PM
10	All the assessments and reports are confusing--one day the paper reports schools are doing better, the next that students are doing worse or vice-versa. I know my own kids graduated with regular diplomas but can barely do math, read or write, (one cannot do math at all); yet we kept on being reassured, except they didn't pass the benchmarks in anything but Fine Arts and P.E. which	Dec 6, 2011 5:22 PM

Q6. COMMENTS?

probably everyone did.

11	NCLB is a disaster for public education. The real goal of NCLB is to destroy public education by setting goals that most public schools will never be able to meet. NCLB should be repealed, and if it isn't, Oregon should seek to opt out of as much of it as possible w/o hurting funding for students.	Dec 6, 2011 4:46 PM
12	Although I'm against specific NCLB measures, I do support outcome-based accountability measures. Need to be sure that they measure value that can realistically be added by schools	Dec 6, 2011 3:40 PM
13	It is not likely that 100% of students in a school will meet achievement benchmarks. Of course, it is a good goal, but not a realistic benchmark. Also, the eighth and ninth items were too confusing to rate.	Dec 6, 2011 3:30 PM
14	Sanctions need to be imposed on parents for not affording basic access to schools and education for their children.	Dec 6, 2011 1:58 PM
15	NCLB should be scrapped.	Dec 6, 2011 9:13 AM
16	We need to be able to provide all students access to highly effective schools. Eliminate harsh "penalties" on schools and personnel and focus on how to help improve and support teachers in today's schools. We need up-to-date thoughts and research on what will best help SUPPORT schools. In general, children in schools are quite a bit different than they were even 10 years ago. They are faced with drops in their family's income, increased gang activity in even "insulated" communities, and a perception of less opportunities for them as they leave school. This all affects achievement and therefore, affects current government funding. A dangerous snowball effect, in my opinion, that needs to be stopped.	Dec 6, 2011 7:18 AM
17	I don't trust the people making judgements about how well schools are doing. Often there are demographic issues that make the main difference between schools that supposedly perform poorly and those that perform well.	Dec 5, 2011 5:21 PM
18	Re: I marked Not Important for the last item "None" to show that I disagree with that statement.	Dec 5, 2011 2:56 PM
19	The AYP and "Improvement Status" questions in the Waiver section of the survey seem more about administrators and bureaucracy rather than student education and development.	Dec 5, 2011 10:02 AM
20	The present system of punishment makes no sense. We would never consider punishing our lowest performing athletic or music programs in our state by allowing students to transfer to another program.	Dec 5, 2011 7:43 AM
21	The NCLB plot cannot be made acceptable by any tweaking of the types listed above. Oregon should seek a "waiver" that effectively eliminates NCLB-style oversight. A very good first step would be immediately to refuse any further Federal funding that has NCLB strings attached. Each of the two major political parties needs to work diligently to fix Oregon pre-K through 12 education along the lines of my previous comments. This will require large additional revenue to bring down class sizes and to reverse the damage caused by almost two	Dec 4, 2011 10:09 PM

Q6. COMMENTS?

decades of Measure 5-type defunding of public education.

22	I sense that you are looking at the failed method of NCLB and Race to the Top, and which to find something more rational.	Dec 4, 2011 9:13 PM
23	Parents can make or break a child's education. In my experience I have seen successful home-schooled children and not so successful home-schooled children. Parents are the driving force in the success of a child. The working relationship for me with the parent is the most important.	Dec 4, 2011 8:06 PM
24	NCLB is completely flawed. Everything is about how a student performs on a test and is not a true reflection of what a student has learned or whether they even enjoy learning. We are holding kids back who are ready to move on, and pushing kids forward who don't have the proper foundation. We need to recruit better teachers who know how to inspire and engage their students. Same is true for principals who know how to bring out the best in their staff and help them grow professional. All I see is maintaining a status quo that isn't working. It's impossible to get rid of incompetent teachers because of the stronghold of the union. Same is true of deadbeat principals.	Dec 4, 2011 6:06 PM
25	If the state doesn't focus on compliance, who will? What avenue will exist when parents or community members discover a problem and districts fail to respond? (I'm speaking of compliance with the OAR's and Oregon's laws, not necessarily NCLB compliance.)	Dec 4, 2011 6:05 PM
26	I am amazed. This survey question is poorly worded - is it asking for an evaluation of how important it is that each element be waived or shielded from waiver?	Dec 4, 2011 4:45 PM
27	I wish government officials would see children as individuals instead of statistics. Everyday we are bombarded with "solutions" that are to fit all children. Not all children fit the same solution.	Dec 4, 2011 3:55 PM
28	Too many are too far removed from the real issues. We need places for kids to be safe at all times. Counselors, doctors and nutritionists on every street corner, Parents need to be given jobs.	Dec 4, 2011 1:03 PM
29	Why is attendance weighted so heavy on behavioral grade for schools? One does not have to do with the other. Behavior kids ARE always at school. Yet if we have kids that get hospitalized or have reoccurring illnesses and are absent our grade suffers.	Dec 4, 2011 12:38 PM
30	Accountability occurs within the classroom; success occurs outside and after the classroom.	Dec 2, 2011 10:07 PM
31	It is important that flexibility be increased, but the core commitment to creating an educated citizenry should not be compromised. Local self-assessment is not likely to be an effective way to improve student performance.	Dec 2, 2011 8:56 PM
32	School leaders must embody continuous academic/social/emotional improvements for all children... district-wide. Too many district-wide and building-site administrators are not exemplifying leadership that encapsulates an academic vision for the whole school body; and I believe many do not know how	Dec 2, 2011 5:28 PM

Q6. COMMENTS?

because they can't or won't because its too much work.

33	Given disabilities, etc., the goal that 100% of students meet achievement benchmarks is ludicrous. Human ability (academic, athletic, musical) varies and not everyone can meet a meaningful academic benchmark.	Dec 2, 2011 5:25 PM
34	There needs to be a focus on school support and improvement - more positive approach and less negative response of taking away funding. We need more control at the local level to determine what is important for our children to be learning and less standardization across the country. This country is as diverse as can be, and instead of celebrating that and finding ways to be united, we are draining the life out of children by trying to standardize every move and churn them out as if in factories. We need to move out of the industrial revolution factory idea of schooling.	Dec 2, 2011 4:20 PM
35	I am only for seeking a waiver from NCLB as long as there are no strings attached to the waver, such as requiring districts to implement "merit pay" systems.	Dec 2, 2011 3:45 PM
36	Requiring 100% for anything is just stupid.	Dec 2, 2011 3:44 PM
37	Most of these questions seem biased against NCLB; some modifications may be appropriate, but the thrust of the legislation is valid and put a light on needed tasks	Dec 2, 2011 2:49 PM
38	These changes will take forever politically	Dec 2, 2011 1:30 PM
39	Eliminate NCLB	Dec 2, 2011 1:10 PM
40	NCLB ruined my high school that I teach in...high end kids left for the better schools and we were left with a school with sinking scores every year. Not Fair to kids, families, teachers or administrators. Very frustrating for all.	Dec 2, 2011 12:56 PM
41	Love having disaggregated data. Any interventions should be to support teachers and administrators as they support student success. Move away from sanctions and toward support. Funding and a focus on Professional Development around Courageous Conversations on Race would be hugely helpful.	Dec 2, 2011 12:13 PM
42	Seeking the waiver is essential, as 100% compliance by 2014 is impossible. New state system should be flexible, tailored to local level, with less emphasis on standardized testing! This school district is consistently outstanding. Let us do what we already do well!	Dec 2, 2011 11:11 AM
43	Remember NCLB hasn't worked yet. The law has nearly forced schools and teachers to teach to the test rather than to teach students to learn. Be sure that you use teachers that are actually working in schools with kids to develop these ideas. Not people that have been out of education and sitting behind a desk.	Dec 2, 2011 10:37 AM
44	NCLB needs to be reformed. It is a "one size fits all" policy. Every school has unique needs and different populations of students who are entering school at different levels. It is unrealistic to expect teachers to bring all of these students up to the same level at the same rate. There definitely needs to be some way to	Dec 2, 2011 10:12 AM

Q6. COMMENTS?

measure the level of growth and achievement amongst students, but the current system is flawed on many levels.

45	Once again, there needs to be a much bigger focus on teacher education in the university system, as well as a focus on principals HELPING their teachers (especially in the first 3 years) and not trying to hold them accountable for teaching strategies that they should have learned but didn't, which would have helped their students succeed more.	Dec 2, 2011 10:07 AM
46	I feel standardized tests for students are a waste of valuable classroom time because the ability to answer a multiple choice question does NOT make you a critical thinker. We should start testing the teachers again each year (like we used to) to make sure that they are proficient in the subject(s) they are teaching. 'No child left behind' is a BIG lie designed to take money out of the schools and every school system in the country should be doing all it can to educated the public to this fact before the dumbing down of America is irreversible. We are the 99%!!!!	Dec 2, 2011 9:26 AM
47	Compliance is important for the continuity of a large school district, but it should not come at the cost of identifying a failing school's unique needs and developing diagnostic interventions for that school. As a teacher who has had brilliant administrators and simple-minded administrators, I feel the best answer is to remove ineffective leadership. Inspired administrators awaken tired teachers' desires to learn and deepen their practice by having high expectations and leading by example.	Dec 2, 2011 8:42 AM
48	HI only know a few things they are changing. I don't know what district administrators are planning.	Dec 2, 2011 8:25 AM
49	While the outward intent of NCLB appears noble the reality is that it has changed the focus of schools away from teaching & learning. The standards set are unrealistic and the consequences for non attainment are extremely punitive. Instruction now focuses on remediation of reading & math vs. thinking & learning. Compared to the global market our schools are getting further behind and our students are less prepared. Oregon needs to take the lead in redefining what it means for students to be successful and support the creation/maintenance of schools that strive to those ends. These schools would be built on high expectations for all learners to be all that they can be.	Dec 2, 2011 8:25 AM
50	Each school and and each district is unique on what is needed to meet the student's needs. You can lump everyone into the same categories. We need to look at individual school and their needs and address them as necessary and again it involves the parents as well.	Dec 2, 2011 8:15 AM
51	All NCLB did was take money from our students in order for districts to comply with NCLB requirements. It was a joke from the beginning. A very large amount of money was spent by districts who didn't have the money in first place. Another mandate that should not have happened.	Dec 2, 2011 7:43 AM
52	If the state doesn't focus on compliance who will? Schools are supposed to be focused on support and improvement, and ther needs to be some review of whether that is working besides bad reports in the Oregonian. Schools should have flexibility in spending theri money, but how much flex do you want to give a	Dec 2, 2011 7:35 AM

Q6. COMMENTS?

system that previously bought laptops for admin employees, and just bought them ipads now...admin is disconnected to schools and student needs. There are too many people protecting their positions not truly connected to in the classroom learning. The district employs OT , PTs and SLPs who do little to nothing between their caseloads and absolutely zero accountability. Most disabled children receive these services outside of school, and families and these professionals can provide individualized plans within a framework much like doctor's orders for a diabetic or an asthmatic child. District wide PD training does not address the cultural holes in a particular school

53	We just want to teach and help kids, laws and op-outs are not going to change what we do or how we do it. We do not care about laws the government passes, we care about preparing kids for the world.	Dec 2, 2011 7:27 AM
54	Students spend far too much time being "assessed" by assessments that measure minimum competencies. Little wonder we have such high numbers dropping out of HS when they have spent many years being told they do not meet standards. No option for recognition of other talents students may have (music, art, voice)	Dec 2, 2011 4:08 AM
55	NCLB has severely damaged public education; the labeling, the transferring, the punitive measures have all done great harm. Struggling schools need MORE FUNDING, smaller classes, and SUPPORT, NOT PUNATIVE measures if they are to improve. The old adage. "the beatings will continue until morale improves" (while trite), certainly exemplifies current federal law as it applies to Title I schools.	Dec 1, 2011 10:55 PM
56	There's no use applying for a waiver when the strings attached are just as bad or worse than NCLB. We don't need more charter schools, or school-improvement schemes that pave the way for privatization. Tying teacher evaluations to test scores has no scientific validity. Studies show clearly that such ratings are unreliable. Teachers are not, by and large, motivated by money. Most are motivated by the desire to exercise professional judgement, to improve and deepen their practice, and to serve a large, idealistic purpose for the sake of the children in their care. Look at the science.	Dec 1, 2011 10:42 PM
57	The wording of the question leaves me feeling confused, and I'm not sure how to answer. I more fully agree with number 4 than with any other recommendation.	Dec 1, 2011 10:05 PM
58	don't understand the question. Is this asking what we should ask for a waiver on??? What part of NCLB, or "elements" are we talking about? Could not answer bec I don't understand the question.	Dec 1, 2011 9:57 PM
59	If the government requires public schools to do something, THEN they NEED to provide the money to do it!!!!	Dec 1, 2011 9:34 PM
60	I strongly support the push to waive elements of NCLB.	Dec 1, 2011 9:32 PM
61	Some of these questions are misleading or difficult to determine how the "Very, Less, or Not Important" scale applies and reminds me of "trick" questions on my tests growing up. Most noticeably are the questions regarding transfer options and regarding the required supports/sanctions under NCLB. Parents should be allowed the opportunity to place their children in the public school of their choice-	Dec 1, 2011 9:29 PM

Q6. COMMENTS?

including charter schools and regardless of district or boundaries. Excellent schools and excellent educations rely on the teachers and administrators of their specific schools. If a parent is willing to transport their child to their school of choice, the child should be allowed to attend that school. However, I don't think it is realistic to expect the district to supply transportation. As for the NCLB program, I believe that the current required supports and sanctions under NCLB are NOT a good system and absolutely DO need modified.

62	NCLB has been highly destructive to the curriculum, staffing, and reform of our public schools.	Dec 1, 2011 9:15 PM
63	Staff development is only as good as the "experts" who identify what is needed. Administrators or consultants who have been out of the classroom for significant number of years are not necessarily in tune to what changes need to be made to improve education for today's students.	Dec 1, 2011 9:12 PM
64	Allowing students to transfer out of failing schools, and forcing administrative changes, simply causes turmoil in struggling schools. Support for those schools - from parents, funding, and increased teacher to student ratio - is much more important.	Dec 1, 2011 8:45 PM
65	More in-service days where teachers can spend in their classrooms, not being able to access my classroom on the weekend is hurting my teaching	Dec 1, 2011 8:38 PM
66	lower class sizes...	Dec 1, 2011 8:33 PM
67	Using Title I funds for professional development	Dec 1, 2011 8:01 PM
68	NCLB seems to be designed to dismantle public schools, starting with those that serve the students in greatest need. Oregon should seek waivers from as many aspects of this program as possible.	Dec 1, 2011 7:32 PM
69	See above. We need to provide support and wrap around services for families. We need to invest in our schools. What if we refused Federal money by turning our back on NCLB? The monies needed to keep up with NCLB is draining resources from the important programs such as art, drama, library, PE, low class sizes, etc...What if we build our own model the mirrors that of Finland or uses the QEM and then fund education without federal dollars?	Dec 1, 2011 7:15 PM
70	What are some examples of what you mean when you say "provide more flexibility in how Title I funds are used?"	Dec 1, 2011 7:02 PM
71	An example about title 1 funding: Our school receives Title I funding. As such, our reading assistant, a woman who has been helping kids learn to read for 30 years, is no longer able to pull small groups out of the classroom in order to give more personal instruction and focused attention. She is supposed to be under the direct supervision of a certified teacher, which means withing line of sight and within earshot. This is totally idiotic. Now she has to run reading groups in my classroom while I am running reading groups in my classroom and the noise level is very difficult. However, any one of our volunteers can take kids out of the classroom in small groups because they are not getting paid.	Dec 1, 2011 6:54 PM
72	I assume Oregon will align it's standards and assessments with the CCSS. I	Dec 1, 2011 6:34 PM

Q6. COMMENTS?

haven't heard much about that.

73	system needs much modification- although making sure students are meeting high standards, constant state test taking takes away from time that students could be applying learning in class	Dec 1, 2011 6:28 PM
74	Why would reducing public confusion about anything coming from feds or state education NOT be a priority and is instead listed as an option?	Dec 1, 2011 5:30 PM
75	Your statement "Creating an accountability system that encompasses all schools, regardless of Title funding" is frightening. The key part that concerns me is: "Creating an accountability system". Any accountability system will be based on an educational system that is antiquated. Before we can develop - if possible - a useable accountability system we need to develop a better educational system.	Dec 1, 2011 5:14 PM
76	"Modifying the requirement that 100 percent of students meet achievement benchmarks and the deadline of 2014" -This is unrealistic. Give me an example of a setting in which all the people of sub-group meet any kind of benchmark at 100 percent?	Dec 1, 2011 5:08 PM
77	Recognize that Title 1 schools receive far more funding for programs (and it is warranted), but there are still non-Title 1 schools that have limited resources and buildings that are not up-to-date with building codes, curriculum and access to technology for students.	Dec 1, 2011 5:05 PM
78	The question about the transfer option is tricky. We don't want students to suffer. This should only happen if the other issues around professional development, coaching, and the above mentioned principal accountability ALL take place.	Dec 1, 2011 4:49 PM
79	You just can't group all schools - especially in a large district - together. There are vastly different levels of needs and support at each school. Yes, we need to hold schools/teachers accountable, but taking away funding, firing people and closing schools is absolutely not the way.	Dec 1, 2011 4:41 PM
80	1) Accountability is good. It needs to be done in a way that helps schools achieve, not just to fear failure. 2) The students who are able to transfer out of the failing schools are generally white students whose parents can get them across town to other schools. Those parents aren't working crazy hours to put food on the table, etc. When we allow schools to self-segregate that way, we are doing our students a huge disservice. We either need to provide transportation to each student who wishes to transfer, or to require that all students go to the neighborhood school- no exceptions.	Dec 1, 2011 4:28 PM
81	NCLB needs to be updated and improved. Our school system is deteriorating from NCLB, and teachers have been put on the front lines with limited time and support from colleagues to improve their practice-- especially new teachers!	Dec 1, 2011 4:27 PM
82	It is unrealistic to expect many, (not all) Special Education students to meet the benchmark in all areas on state testing. There is a reason they are eligible for Special Ed. support and they are already being tested more than any other students. They have goals which must be realistic and that the student should be able to achieve within a year. It makes no sense to ask a 5th grade student	Dec 1, 2011 4:26 PM

Q6. COMMENTS?

reading at a 3rd grade level to meet a 5th grade benchmark. The student has a goal, is closely monitored and really doesn't need to see "DOESN'T MEET." We want to foster success, not quash the love of learning.

- | | | |
|----|--|---------------------|
| 83 | We cannot continue to support students' needs while prioritizing testing (which does happen) and do so on ever-shrinking budgets. I love what I do but I am sad that NCLB has stripped the joy from teaching/learning to a great degree. Please note, I would much rather have a longer school day or year at the same salary in order to see academic gains than watch all the time and money spent on ASSESSING for those gains. | Dec 1, 2011 4:19 PM |
| 84 | NCLB just mandates that we do more with less. Requiring that 100% of students meet benchmark is ludicrous. Did the authors not know about the bell curve? I have seen failing schools forced to implement programs that don't work for their population, resulting in resentful teachers and staff that fudge scores/reports. | Dec 1, 2011 4:19 PM |
| 85 | One of the things I have learned through the study of public policy is that publicly stated goals for a given piece of legislation are often unrelated to the real goals. What is the purpose of NCLB? Well, what is the end result? The end result is that in 2014 all (that's every single one) public schools will be labeled as failing. This is the dream of the privatization ideologues. | Dec 1, 2011 4:18 PM |
| 86 | The government needs to stop micro managing. | Dec 1, 2011 4:17 PM |
| 87 | The suggestion that 100% of students will meet achievement benchmarks by 2014 is frankly ludicrous. Has no-one studied statistics? These are real people, not robots. We will still have new immigrants, still have students with learning disabilities, still will have students in poverty, or with other problems... 100% is a non-attainable goal. This is like suggesting that the State Legislature will solve 100% of Oregon's problems by 2014. I'm a native Oregonian, and I'm not holding my breath. | Dec 1, 2011 4:14 PM |
| 88 | If we based our assessment of student growth on the individual student rather than some goal set by someone outside of the community, there would be more growth. A student not meeting standards does not mean the student hasn't improved and personally achieved. With smaller classes and professional development to analyze student growth, assessment could be individualized for each student. | Dec 1, 2011 4:09 PM |
| 89 | Yet again... I'm concerned what will happen with the special education population is parts of NCLB are waived. Specific requirements need to be in place for special education students... as opposed to saying... thank goodness we no longer have to count the sped students... and then not providing benchmarks for them. | Dec 1, 2011 4:06 PM |
| 90 | Education is about the relationship between a teacher and her students. When districts are asked to make district-wide improvement plans and implement district-wide professional development, the uniqueness of each school and classroom is ignored. We need to put the control in the hands of teachers and administrators. We cannot implement a top-down, cookie cutter approach to education and expect to be successful. | Dec 1, 2011 4:05 PM |
| 91 | AYP and the state report card are both inaccurate and misleading. We should | Dec 1, 2011 4:01 PM |

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rely on grades, evaluation by students and teachers, and longevity studies following former students to decide which schools are effective in creating productive, educated, well-adjusted citizens.

92	I believe teachers should be given the opportunity to be successful and rewarded with retention throughout their career as long as they are effective - however, we must also consider adopting processes for terminating those teachers which truly burn out, become ineffective or break legal/social rules regardless of tenure or collectively bargained compensation.	Dec 1, 2011 2:58 PM
93	No Child Left Behind was a terrible idea. Anything that can be done to focus on supporting the teachers, who in turn educate our children, should be done. No Child Left Behind looked okay on paper, but in practice it is a failure.	Dec 1, 2011 2:34 PM
94	If there is ever any money again in Oregon, please can we hire back teachers again?????? Please?	Dec 1, 2011 2:14 PM
95	This question: None. The required supports and sanctions under NCLB are a good system that does not need modifying, does not work with this rating system and should be thrown out. The answer choices are confusing for this question.	Dec 1, 2011 1:58 PM
96	Whomever worded the above questions is an idiot. Specifically the "NONE" question. The choices do not match the question being answered...how do people get these jobs to write surveys anyway?	Dec 1, 2011 1:54 PM
97	NCLB does need modifying. Would like to see more flexibility at the local level, while holding schools and administrators accountable for progress. Way too much time teaching to the test and taking the test. One positive has been schools focusing on data- there are important things to track and to be learned.	Dec 1, 2011 1:09 PM
98	The laws and requirements with NCLB is too vague and seems to be written by people with no idea of what actually goes on in schools and classrooms. Accountability, yes: All student to perform the same way at the same time; no	Dec 1, 2011 1:03 PM
99	kids need to be learning a balanced curriculum... not being pumped full of drills and tests to prepare them to pass the "exams" and nothing else. I want my child to learn the "why" of things as well as the "how"... not just hey i can pass this test so thats all i need to know!	Dec 1, 2011 12:39 PM
100	Again, all of these questions support the assumption that more intervention/oversight/centralization of education is better. I don't believe that any data support this. Let's keep it simple: throw all of our resources into: a) lower class sizes, b) administrative support for evaluations, and c) prof. dev. for teachers. If we still have money left over, after school/mentoring is critical, as is early childhood education.	Dec 1, 2011 12:18 PM
101	PLEASE get politics OUT of education!!! This is what is KILLING Public Education!!!!	Dec 1, 2011 12:07 PM
102	As a parent, I am deeply concerned about the "achievement compacts" that are being proposed. Our state is applying for an NCLB waiver. Now, some like Ron Saxton who are pushing for the "achievement compacts" may think that they will be an incentive for schools and districts to do better. But, better on what?	Dec 1, 2011 12:01 PM

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Raising test scores? Please. That is not the education I want for my children or anyone else's children. Where is the humane, inspiring education? Testing occupies so much of our children's lives. Plus, in many cases, it occupies the computer labs and the libraries. Those who need more classroom instruction the most, are negatively impacted the most. Others around the country are speaking up about this, and the need to pull away from the battery of high-stakes testing that is driving a love of learning right out of our kids, and a love of teaching out of our teachers. Not only that, but high-stakes testing has caused increases in our drop-out and push-out rates.

103	Much of the professional development is a waste of time and money. The majority of low performance and school failure is the result of poor attendance, drug use and gang involvement for which we have no effective interventions.	Dec 1, 2011 11:49 AM
104	special ed students on IEP should be exempt from testing	Dec 1, 2011 11:30 AM
105	No Child Left Behind was a poorly written, bad idea. Of course there are some children that, sadly, should be left behind. An autistic child with an IQ of 40 should not be given a high school diploma. That child has NOT done the work or achieved the same level of understanding that the other students have and offering them a degree insults the efforts of the other kids. They can get a 'certificate of achievement' of something, but to offer several different kinds of diplomas is ridiculous.	Dec 1, 2011 11:23 AM
106	Don't use Title I funds to fix heaters and roofs (if possible?)	Dec 1, 2011 11:21 AM
107	Management accountability. In a variety of roles incl. 15 years as a substitute teacher, I have seen many hard working teachers. Excellent principals are worth their weight in gold. It is time to focus on central office personnel. The parent who wonders if it is worth their time to contact the district for basic information which should be public knowledge (why something was changed, anything else which should be public information) or whether it might not be worth the time for something that might take half an hour or more to get even the most basic information; and whether they might get contradictory information or a "why do you need to know that?" attitude is not likely to trust the central district office even if they have a great relationship with the staff at their child's school. The employee who discovers the day the first time sheets of the pay period are due that there was a slipup somewhere and they are not in the system---and then while at the district office filling out forms someone should have had them fill out at the beginning of the school year are told, "You're not alone, we've had lots of people here with the same problem" is likely to be skeptical of anything said by district management about "excellence" or "quality assurance". The supt. may have imposed a "governance policy" on the school board and told them that they are to focus on policy, not on details. But that doesn't mean the parents and employees with detail problems have no right to question why highly paid central office personnel don't get the scrutiny of frontline workers. When Mike Huckabee was running for president he was asked how he dealt with problem schools as Gov. "When we took over schools, we fired the supt. and told the school board their services were no longer necessary". While that may be a bit extreme, that level of management accountability is appealing to many people who have tangled with their school district over one thing or another. At a time of massive budget cuts, why shouldn't the top salaried people take a higher pay cut than the frontline workers? If there are many frontline workers (teachers,	Dec 1, 2011 11:14 AM

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classified employees) whose jobs were cut and the remaining employees, for instance, were asked to take a 4.5% pay cut, wouldn't it be smarter for the top salaried district management (supt., asst. supt., directors of _____ etc. with salaries over \$80,000 to take at least 5% pay cut? The impression in some districts that top central office management is imperial and should never be questioned builds ill will in school districts where the school building personnel are dealing with fewer resources and larger work load.

108	Schools need to be given focused support and intervention strategies.	Dec 1, 2011 10:57 AM
109	This question was confusing....Is it asking what should be done to change No child Left Behind? It was answered with this above question as the real question. Very important meant those items needs to be changed. Question #3 is just throwing more money to outside evaluators with NO benefit to students. School districts waste more money on outside evaluations! Question #5 is too wordy. Playing musical students isn't going to change much. Question #6 the general public doesn't read any state report cards anyway. If you were to ask parents and the general population if they know what their school's AYP is or state report card they wouldn't have any idea what you were talking about. Question #9 I didn't understand statement with regard to choices. Yes, NCLB needs to be fixed. It was at least a first attempt to get everyone on the same page.	Dec 1, 2011 10:46 AM
110	NCLB is poor legislation coming from those who are not in the classroom.	Dec 1, 2011 10:44 AM
111	Re-organize - fewer administrators - more classified (hourly) employees in school dealing with paperwork, security, etc. Our best teachers should be able to make good \$ by teaching, and not feel the need to leave teacher and become a principal to make a decent living (which far too many do).	Dec 1, 2011 10:32 AM
112	Staff development is most relevant when provided by statewide and national organizations. In-house peer discussion is also important and can take place on grading days. Teachers should have access to district PD funding through an application process and be encouraged to apply for outside funding to attend conferences and workshops, and at least 2 days available for attendance. Teachers should be recognized and appreciated for these efforts.	Dec 1, 2011 10:31 AM
113	none	Dec 1, 2011 10:07 AM
114	The last category would be that NCLB should change and it is important to re-evaluate the system.	Dec 1, 2011 10:06 AM
115	The practice of posting year-to-year progress based upon test scores is extremely problematic. For all the talk about students being unique individuals, it seems government is content to lump outcomes into one large school group, even when the school population changes in make up each year. It also is infuriating to me that students with special needs (autistic, mental limitations) or language challenges (English language learners) are supposed to meet the exact same standards as students with no such limitations. We want kids to improve, but the goals are patently unrealistic. Schools are being set up to fail.	Dec 1, 2011 9:55 AM
116	Let teachers teach, instead of overwhelming them with data and paperwork.	Dec 1, 2011 9:52 AM

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117	<p>Having students transfer to other schools needs serious revision. Currently, any student can transfer from a school that is "failing", based on the school-wide test scores. Many students at these schools have met or surpassed the state tests, which by definition, although only applied school-wide, means the school has met the needs of these students. Allowing these successful students to transfer, and requiring the "failing" school to provide this opportunity is an inexplicable policy. Perhaps the only justification would be that our successful students should not be subjected to having to associate with the unsuccessful test-takers. Now there's a good model for acceptance and diversity! The other issue involved is the punitive measures being aimed at Title 1 schools. Currently, our students are provided with the opportunity to transfer to 2 other schools, which, like most schools in the state, are also failing in some categories for certain student groups. If they were Title 1 schools, they would also be labeled as "failing", so once again, the system singles out poor schools, who have the Title 1 designations based on the need for providing free and reduced lunch. These realities of the current system, demonstrate the need for major changes that address the makeup of schools, and the progress being made, not just a one-size-fits-all approach.</p>	Dec 1, 2011 9:52 AM
118	<p>I have been to many IEP meetings where my son is exceeding federal testing but is not working at grade level. The educators state these are completely different levels. This is confusing and honestly failed. I have asked that if my child is not at grade level why is he moving to the next grade. I've been told they would never hold a child back it looks bad for the school. That is bad for my child.</p>	Dec 1, 2011 9:40 AM
119	<p>Support from the state would be amazing instead of punishing! We should be all in this together.</p>	Dec 1, 2011 9:19 AM
120	<p>Every school is different, and it is useless to require things of kids who lack basic skills necessary to complete them. Our programs should be aimed at proficiency, with a focus on improvement of low-achieving students. IE, students at lower levels should be passing OR demonstrate 10% improvement (I'm just making up numbers for the point of the argument) and should pass by graduation.</p>	Dec 1, 2011 9:11 AM
121	<p>Be careful that the new system is not more reductionist and restrictive than NCLB. It appears that it is headed in the wrong direction.</p>	Dec 1, 2011 9:05 AM
122	<p>Our district has implemented staff cuts for the past several years due to economic duress. Some of our more qualified teachers have been cut while other, less qualified teachers continue to teach. Many teachers are currently teaching subject areas outside of their preferences and expertise. We can throw money into staff development to increase their effectiveness but maintaining the most qualified staff in the first place would be more academically and fiscally responsible and effective. Tenure should not be the main determining factor in teacher employment. I would add that as a parent, if I were denied the opportunity to transfer my child to a school I felt would better serve their needs I would either enroll them in private school or home school.</p>	Dec 1, 2011 8:47 AM
123	<p>Some questions seem to be placing education difficulties on teachers, others seem to place it on parents, where does student accountability come together? Where are the studies about successful schools and what they do--healthier food, more hours studying? How do you implement the studies? Has anyone</p>	Dec 1, 2011 8:35 AM

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read Malcolm Gladwell's book, "Outliers." Every person involved in the lives of young people should read about those studies.

124	The shifting of the state role from a focus on compliance to a focus on support and improvement is key for innovation. Innovation is particularly needed in ESL departments. The current focus on compliance has lead to a total separation of English Language Development from content and has created a delivery system (pull-out) that according to research, has the least impact on the academic achievement of ELLs. More flexibility is needed not only on how Title 1 funds are used but also Title III.	Dec 1, 2011 8:28 AM
125	I should have read the entire survey before starting to comment. This section renews my faith that our state officials might actually 'get it.'	Dec 1, 2011 8:21 AM
126	the last option is not clear - the response options do not support this type of statement	Dec 1, 2011 8:11 AM
127	Providing more money and more flexibility in the use of Title I funds does not necessarily mean improved results. There was more accountability with the "targeted Title I " system than the school wide program.	Dec 1, 2011 8:05 AM
128	NCLB tries to apply principles from the world of business to the more delicate performance environment of the classroom. How do any of the provisions create fluent, effective performance in students? Answer that question and the important pieces will fall into place easily. The rest is unnecessary bureaucracy.	Dec 1, 2011 7:42 AM
129	An successful intervention is targeted at deficit skills. Broad brush solutions often sweep away excellent teachers with those needing replacement. Placing an entire district on improvement status, with looking at each individual school and then each individual grade level or program within that school is folly. In addition, special education accountability is essential, but recognition of students with significant delays and cognitive impairments is also necessary. High stakes testing for all students can be emotionally damaging.	Dec 1, 2011 7:30 AM
130	I believe that the punitive approach of NCLB has had a negative affect on public education.	Dec 1, 2011 1:12 AM
131	This question was not worded very clearly-worried I may have answered wrongly to something that is a double negative. NCLB has done NOTHING beneficial for schools other than reverse progress and fundamentally established the norm that putting in policy without proper funding and accountabilities is acceptable governing. It should not just be waived it should be protested, boycotted and demolished. Hiroshima. It IS possible to start over, work through the forrest of change and come out with something improved	Nov 30, 2011 11:03 PM
132	Some of the options were difficult to rate, because I just didn't have enough info about the issue to make a choice	Nov 30, 2011 11:02 PM
133	This question was not worded very clearly-worried I may have answered wrongly to something that is a double negative. NCLB has done NOTHING beneficial for schools other than reverse progress and fundamentally established the norm that putting in policy without proper funding and accountabilities is acceptable governing. It should not just be waived it should be protested, boycotted and	Nov 30, 2011 10:50 PM

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	demolished. Hiroshima. It IS possible to start over, work through the forrest of change and come out with something improved.	
134	The NCLB is not a good system. Penalizing schools polarizes them in relationship to their communities.	Nov 30, 2011 10:32 PM
135	Get rid of NCLB. Please.	Nov 30, 2011 9:57 PM
136	No child left behind has no support in modern research or reality. Parents are the key to anyones education. Every lawmaker who passed these stupid laws without stepping into classrooms for extended periods of time know who is the reason for their childs education and success; they are! If you read the book "OPTLIERS" - AND you realize that Korean pilots can "subvert" (see: re-train or educate or simply re-create themselves anew) their own culture, that is thousands of years old, and enter the modern world of aviation, to prevent their planes from crashing more than any other airlines, then I think its no small task to re-create our vision of education by re-creating our culture of education through our parents.	Nov 30, 2011 8:49 PM
137	Too much testing, kids, parents, staff all stressed out	Nov 30, 2011 7:28 PM
138	NCLB does not need modifying, it needs an overhaul!!	Nov 30, 2011 6:37 PM
139	One of the things that is happening in our district is parents taking advantage of being able to move their children because the school did not meet AYP, i.e... there are other reasons they are moving the children.	Nov 30, 2011 6:36 PM
140	NCLB is a hinderance to making progress in education.	Nov 30, 2011 6:00 PM
141	The NCLB has caused great damage to our education system and needs to be changes asap.	Nov 30, 2011 6:00 PM
142	We need ways to encourage schools that are making strides, focusing on what they are doing well, and providing them with a collaborative approach to work on areas that need attention. Also teacher evaluation need to be done with unions and parents at the table creating a template for how teachers are evaluated.	Nov 30, 2011 5:44 PM
143	NCLB has forgotten the children. It is only focused on the test, test, test!	Nov 30, 2011 5:19 PM
144	This system it seems to me is allowing teachers/administrators to focus more on those kids and subgroups that they need to pass (typically SPED and ELL) but we're not doing the best we can do for those subgroups and we're also paying less attention to those who just need a good education both low and high achievers.	Nov 30, 2011 4:55 PM
145	I currently work in non title school and am finding very sparse resources for our students because of it (in comparison to actual increases in support for schools that are deemed title one schools).	Nov 30, 2011 4:46 PM
146	School districts should be accountable and interventions do need to happen, but the "improvement status" as it exists under NCLB is ridiculously punitive. Money should absolutely be spent on professional development, but the way in which it is spent does not need to be so draconian.	Nov 30, 2011 4:13 PM

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147	If 100% of students are meeting benchmarks, the benchmark is too low. There are students in schools who don't speak english, have low IQ's, are severely learning disabled, are abused or living in bad situations, etc who aren't going to meet. You can say 100% will meet but they won't no matter how many times you say it. The benchmarks keep getting raised almost every year, making it hard for many others to meet. The system is so broken. It's hard to have hope.	Nov 30, 2011 3:57 PM
148	Eliminate the requirement that special education students must pass the state tests.	Nov 30, 2011 3:41 PM
149	I read the state report cards, do other people?	Nov 30, 2011 3:40 PM
150	Remembering that our clients are children who are affected by so many factors, and that our schools are staffed with incredibly conscientious employees from the building engineers to the principals is hugely important. Staff and students deserve our finest resources and deepest respect. These will enable schools to thrive.	Nov 30, 2011 3:30 PM
151	The spotlight that NCLB shines on the achievement - or lack of it - for subgroups of a school's population is very helpful. But punitive measures do not help change an environment for the better or increase the rigor in the classroom or the success of students. And placing an entire district in "improvement status" for the low performance of one school (or one subgroup at one school, which could realistically represent a handful of students) is needlessly punitive, and can force changes in areas that are successful.	Nov 30, 2011 3:29 PM
152	The Federal Government needs to move beyond the ridiculous notion that 100 percent of students will meet achievement benchmarks. There will always be a small percentage of students who will never meet the benchmarks, particularly in the severe special needs population. It is unfair to schools, school districts, and those affected students and families to be held to the often impossible standard set before severe-needs students.	Nov 30, 2011 3:02 PM
153	One benefit of NCLB I would like to not lose is that teachers must be HQ or Highly Qualified to instruct a course. There have been too too many teachers assigned to teach/instruct that were barely one page ahead of the students. It IS important that teachers assigned to instruct a course know what they are instructing and so that aspect of NCLB, requiring highly qualified teachers to instruct in all subject (save physical education - and I am not sure why THAT one was not included when physical well-being of students is at risk) is a good aspect.	Nov 30, 2011 2:51 PM
154	Schools that are struggling need positive support from the state and other school districts much like students who are struggling. Punitive actions against schools and school districts are demoralizing and ineffective.	Nov 30, 2011 2:17 PM
155	Please separate the multiple option questions!	Nov 30, 2011 2:09 PM
156	To clarify, I think NCLB is NOT a good system and needs to be either heavily modified or replaced. Additionally, regarding the federal Adequate Yearly Progress ratings and state ratings: they are confusing and generally inaccessible (or poorly communicated), because I have only tried to review a state "school report card" once and it was too confusing for me to interpret the criteria, how it	Nov 30, 2011 1:46 PM

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was measured, and the overall conclusion/results. They are geared for administrators and analysts who know the technical educational parlance, not to parents or general public.

157	School Districts are held hostage by both the federal and state governments to the degree that so much time is spent on being in compliance that academic achievement has suffered greatly.	Nov 30, 2011 1:00 PM
158	The only good to come from NCLB is that some schools have begun to look at the causes of achievement gaps. Otherwise, it's harmful to our schools.	Nov 30, 2011 12:59 PM
159	Students need to be taught to the highest levels they can attain. However, there are students that are truly learning disabled and should not be expected to reach the same benchmark that the majority of students are required to meet.	Nov 30, 2011 12:56 PM
160	Using "data" to make decisions (treating students like products/widgets) is counterproductive. Deal with the whole child (including school and home factors) rather than mandated "output".	Nov 30, 2011 12:46 PM
161	How about we adopt a five year moratorium on any changes to educational policies? No changes to OAKS, no adoption to CCS	Nov 30, 2011 12:38 PM
162	Increasing counselors in the district as they are the best to see what a school needs and does.	Nov 30, 2011 12:09 PM
163	The two "eliminating" statements in this section are very confusing.	Nov 30, 2011 12:07 PM
164	Schools need flexibility and clarity! No parent can understand funding at this point, with Federal controls and State mandates and unfunded mandates.	Nov 30, 2011 12:01 PM
165	There needs to be more flexibility on how Title 1 funds can be used based on the needs of the schools. At my daughter's school, there are some things that are really needed, but the funds can't be used for it and other items that aren't as critical get funded. Each school needs to be looked at individually, not as a district as a whole. My daughter goes to a Title 1 school and it has a lot different needs from other schools in the district that aren't.	Nov 30, 2011 11:41 AM
166	There are too many politicians demanding too much bean-counting in the public education system. Not everything a child needs can be quantified. I'd like to see politicians making regular school visits.	Nov 30, 2011 11:22 AM
167	"None." Huh? Just how do I respond to this with the three options allowed? Something like this on a survey doesn't speak very well of the thought that went into the survey.	Nov 30, 2011 11:18 AM
168	I'm not entirely sure what the limits on Title 1 funding are, so I did not feel informed enough to comment on that.	Nov 30, 2011 11:14 AM
169	While there are elements of NCLB that have merit it is, as a whole, poorly crafted. Generally NCLB is looked at as unrealistic and a set up for failure.	Nov 30, 2011 11:03 AM
170	Schools need freedom to get rid of sub-par teachers. The teacher's union is destroying the public school system, by making it almost impossible to replace bad teachers.	Nov 30, 2011 10:48 AM

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171	I teach special education. If my students could pass all state benchmarks they would not need special education in the first place. I do not want them to be left behind, but monitoring their progress would make much more sense than requiring them to be at the same level as their peers.	Nov 30, 2011 10:44 AM
172	My understanding is that with the former NCLB, schools were required to always show improvement. So, even at 99% achievement, they were in trouble if they stayed at 99%. Perhaps that is a misinterpretation, but kids are human - and that type of requirement is absurd.	Nov 30, 2011 10:24 AM
173	Not sure how to answer "None" option. Current supports and sanctions under NCLB is not a good system, and it does need modifying. Our schools are not being measured on individual child progression. If enough children are struggling, it brings down the whole school; not to mention it does nothing about showing the academic growth each child made from one test to another. Individual academic improvement/growth needs to be recognized! I'm sick of teachers having to teach for testing. Kids aren't learning that way. That isn't real education. The current status of things does not take into account some kids don't test well due to anxiety or similar. Their individual progress through the year has to be taken into consideration. Not all children learn the same way, it's ridiculous to measure schools under 'one size fits all' thinking. Not to mention some teachers are not of the same caliber as others....but thanks to tenure, we have to endure less than worthy teachers often disparaging the teachers who are doing their jobs and doing them well.	Nov 30, 2011 10:19 AM
174	Since I live in a district where most students are Latino and many are from poor or blue-collar families, I appreciated NCLB's focus on accountability for how poor and minority children perform academically. I did not appreciate the draconian sanctions and derogatory labeling applied to districts receiving Title I funding for situations like, as happened with us, developmentally disabled students not passing a grade level test. The idea of a Woodburn being branded a failure because someone with severe intellectual or behavioral disabilities doesn't perform at grade level while a Lake Oswego gets a free pass is wrong.	Nov 30, 2011 9:39 AM
175	Share the funds, along with training to all schools equally.	Nov 30, 2011 9:37 AM
176	NCLB has created such problems in the schools. Please get as many waivers as possible. I think every teacher would breath a sigh of relief to see the waivers. I am not saying that teachers would feel safer and have more job security. I am saying that we lose sight of what the students are needing when we are only trying to satisfy requirements that aren't appropriate for all situations.	Nov 30, 2011 9:29 AM
177	This law needs huge modifications. The Highly Qualified piece of this law is useless, only checking on knowledge of subject matter and nothing about best teaching practices. Judging students on one standardized test also creates a ridiculous attitude towards testing, resulting in teachers making decisions that are good for testing results, but bad for students long term learning and success.	Nov 30, 2011 9:21 AM
178	While I applaud the goal of educating all children and helping them achieve their absolute best, it is foolish to believe every person has the same ability hence can achieve the same level. We ought to be focused on helping kids reach their highest potential level, then supporting them in other ways to find ways to succeed after school. Punishing school districts for not having all students	Nov 30, 2011 9:15 AM

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reaching some prescribe level is not an incentive, but rather a disincentive to work to improve regardless of all other factors.

179	I'm a Title I coordinator and I think many of the rules and regulations(and waste) that are in place for Title I are not logical and in the best interests of students.	Nov 30, 2011 9:08 AM
180	Eliminate the 100% of students meeting benchmark!!! It is not realistic and self defeating!!! Eliminating rating schools and pinning them against each other. It is not a competition! We should all play as team members for all students!!! NCLB is a horrible system!!! It should be removed! It has hurt more then helped education.	Nov 30, 2011 8:58 AM
181	Districts rise and fall together and I like the option of treating an entire district the same. Punitive measures need to be carefully considered so that they are not punishing teachers without trying to help them first. The same punitive measures should be in place for administrators too.	Nov 30, 2011 8:57 AM
182	In my experience, district staff development has done little to address the real needs of students. We would be better off collaborating on those days as we deal with the issues everyday.	Nov 30, 2011 8:54 AM
183	NCLB needs to go away from a one-size-fits-all approach. Students need to be looked at as unique individuals with individual needs. We need to be looking at individual growth and setting REALISTIC academic goals for our students. You would never expect a Special Olympian to run at Carl Lewis speed, so why do we expect a student who has grown slowly (say 5 points per year on OAKS) from K-7 to all of the sudden perform like a TAG student and grow 15+ points in one year? Growth targets are great, but common sense must prevail. In the example above, if a student is averaging 5 points a year of growth, if we can get them to grow 5 or more points then it is a success.	Nov 30, 2011 8:54 AM
184	Allowing students to transfer schools (which ultimately will only disadvantage students who are already at a disadvantage) is only going to hurt our school system. Reducing school population of already struggling public schools is not the answer--there needs to be a comprehensive plan to improve the school and education for kids. School assessments should be supportive at first, rather than punitive and those environments should be improved through professional development first and then elimination of staff who is not meeting evaluation standards.	Nov 30, 2011 8:36 AM
185	The wording of this section does not make sense.	Nov 30, 2011 8:29 AM
186	The wording sucks.	Nov 30, 2011 8:29 AM
187	Very confusing and poorly designed survey. I have nine years of college education and I find this survey iambiguous.	Nov 30, 2011 8:11 AM
188	Not all of the student success is the school's fault. There is a complicated balance with actual student ability, parental support, teacher achievement and unrealistic student expectations.	Nov 30, 2011 8:10 AM
189	How about figuring out how to get bad teachers out of the system? Taking a look at union contracts and making those more consistent throughout the state	Nov 30, 2011 7:40 AM

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with teacher performance issues would be very beneficial.

190	Remember the students with IEPs. Hold educators accountable for assuring their education is as complete as possible. Don't let overall school performance measures be the only priority. When you do the special needs children take a serious hit.	Nov 30, 2011 7:34 AM
191	Firing teachers doesn't make for better instruction. Better teaching methods, better classroom equipment make for better instruction. FYI.	Nov 30, 2011 7:08 AM
192	Nclb is not working. It needs to be erased entirely.	Nov 30, 2011 6:59 AM
193	Those all sound like great ideas - with the caveat that I'm not familiar with the specifics of all the proposals, and I'm hoping there won't be unintended consequences. For example, I don't quite understand the part about the transfer option. As I wrote above, I'm not in favor of encouraging students to transfer out of failing schools. I'd much prefer to work on fixing the failing schools. However, I hope and assume that you're not saying that *no* student will be allowed to transfer out of a failing school (in districts where other students are allowed to request transfers). Also, I do think it's important to eliminate confusion. I'm just saying that if you can't do everything, that one might be lower priority.	Nov 30, 2011 3:42 AM
194	The nuances to each of these and how they pertain to the federal waiver is not my area of expertise. It is critical that we continue to disaggregate data in our measure of school accountability and performance. Accountability toward performance is certainly important - compliance, support, and improvement ALL contribute to accountability.	Nov 29, 2011 11:33 PM
195	unanswered questions are badly laid out and confusing with dual meaning: - Eliminating the transfer option and transportation funding for students to transfer out of schools receiving federal anti-poverty dollars that are not making adequate progress - Eliminating the placing entire school districts in "improvement status" and requiring them to set aside funding for district-wide professional development of staff - None. The required supports and sanctions under NCLB are a good system that does not need modifying (redundant as all the above questions could be rate as not important)	Nov 29, 2011 10:53 PM
196	NCLB is bad policy. Insist on smaller class size.	Nov 29, 2011 10:43 PM
197	Please see comments below.	Nov 29, 2011 10:24 PM
198	The devil is in the details. For example "Creating an accountability system that encompasses all schools..." sounds like an acceptable idea on the surface, but if the system isn't appropriate it might be a cumbersome, convoluted process when it's implemented.	Nov 29, 2011 10:21 PM
199	NCLB is NOT a good system and needs more than modifying . . .	Nov 29, 2011 10:11 PM
200	Working with educators and schools since NCLB has led my to believe that this act is really just a move to defund public education and to increase the number of for profit charter schools that do not have to meet the same "accountability" standards.	Nov 29, 2011 10:06 PM

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201	Professional development and teacher support is hugely important, and I would hope are adequately addressed regardless of ESEA compliance.	Nov 29, 2011 10:01 PM
202	I think it is also important to re-think AMAO expectations (and how that data is calculated) for ELD programs.	Nov 29, 2011 9:52 PM
203	Being focused on compliance rather than focusing on support and improvement has gotten our state in quite a bind. We need to work together to educate our children. There is a real feeling of division in our schools right now between state, administration, and teachers. We need to be a team.	Nov 29, 2011 9:29 PM
204	I still don't understand how teachers are supposed to make all students "average." Do we level sanctions on police when they don't stop all crime? Do we level sanctions on doctors when they don't cure all patients?	Nov 29, 2011 9:28 PM
205	NCLB is a joke, but then so is the Oregon state assessment program. Really! a 30 question test actually tells us anything about students' ability?	Nov 29, 2011 9:13 PM
206	Support and training should be school specific not district wide. Different school within a set district may have different needs for training and support. in addition, expecting 100% of students to meet benchmark does not take into account individuality of each student and their strengths or weaknesses. It is also scientifically invalid to expect all student to perform at the same level regardless of handicapping condition, health, home situation etc. All students CAN learn but not necessarily to the same level across all areas of education.	Nov 29, 2011 9:07 PM
207	You are asking lay people to assess a law that we are not fully aware of. The questions also seemed slanted.	Nov 29, 2011 8:56 PM
208	I think all these ideas are on target!!! But I still think students should be allowed to transfer if there is space at another school. I think we definitely need to re tool how we evaluate and pay teachers.	Nov 29, 2011 8:40 PM
209	Schools are individual entities that should be evaluated separably and schools should be able to form their own plans for improvement within their community	Nov 29, 2011 8:39 PM
210	Certainly we need to look at how we can improve each school. What works in one setting may not work in another. If a course of action isn't working other options need to be looked at.	Nov 29, 2011 8:35 PM
211	Improve the recognition of teacher credentials earned in other states and the integration of those teachers into the system in Oregon (many good teachers give up trying as the requirements become too onerous and expensive).	Nov 29, 2011 7:57 PM
212	Recognize that teachers are well-intentioned professionals. Work with unions to remove teachers who do not fit into "well-intentioned professional" role.	Nov 29, 2011 7:48 PM
213	100% of students meeting benchmarks is INSANE. Any rational educator who works with actual students knows this. As someone who has been teaching my district's most at-risk, run-down, poverty-stricken high school students, I know there are many reasons why students don't meet benchmarks. It cannot all be pinned on teachers and schools. We need better social supports outside of school--these families are SO BROKEN, it is no wonder my kids who are abused,	Nov 29, 2011 7:32 PM

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malnourished, unloved, and homeless lack the motivation to pass math tests! We need better education for parents, better access to health care, a shifted focus on wellness--teaching people how to take care of themselves. Only then are students truly in a position to achieve the standards that we set for them.

214	You cannot have a system whereby 100% of kids meet the state tests in reading and math. Impossible. Not going to happen. Try going to Japan as a 10th grader and being expected to read at grade level in your second year there. The whole AYP is punitive rather than cooperative and does little to help the schools get better and kids become better learners.	Nov 29, 2011 7:31 PM
215	NCLB is BAD and must be eliminated!	Nov 29, 2011 7:19 PM
216	NCLB has the potential to be helpful. However, requiring standards and then not supporting the schools efforts with the finances necessary to achieve those standards is extremely negative. Many studies have been conducted on successful programs and interventions to help students be successful. The information is out there, but it costs money to implement the programs. None of it is cheap. You get what you pay for and if you want the best, you'd better be prepared to pay the price.	Nov 29, 2011 7:19 PM
217	NO VOUCHERS FOR PRIVATE SCHOOLS! NO FUNDING FOR PSUEDO PRIVATE SCHOOLS-- CHARTERS, etc. . .	Nov 29, 2011 7:00 PM
218	NCLB is NOT a good system...it is unfairly breaking the backbone of our nation...OUR EDUCATIONAL SYSTEM! In truth, politicians and some of the wealthy are making policies without those of us who live education. We are not asked to participate, we are not listened to, and we have been made targets to misdirect the public so many "disconnected" policies, etc. can be implemented...poor form!	Nov 29, 2011 6:59 PM
219	"No child left behind" can turn into "no child gets ahead" when we are forced to teach to the lowest common denominator in order to meet statewide expectations. When did children stop being individuals with individual learning needs???	Nov 29, 2011 6:50 PM
220	Do you understand you are asking two different questions that require two different answers in #8? And your answers offered for the respondents don't even match the #9 statement?	Nov 29, 2011 6:39 PM
221	The last item is set up as a double negative! Hope I answered it the way I meant to - I do not believe that the NCLB is a good system. The idea had merit, but the means has not achieved what is needed.	Nov 29, 2011 6:36 PM
222	We know that there are some students who will never meet the standard requirements.	Nov 29, 2011 6:29 PM
223	NCLB is hurting schools. Test scores rarely reflect efforts of teachers.	Nov 29, 2011 6:22 PM
224	Until all schools are performing equally well, parents MUST have the option to transfer their kids. They have one chance at an education & cannot wait around for us to fix problems.	Nov 29, 2011 6:16 PM

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225	The requirement that 100% of students achieve benchmark is never going to be achievable, because some kids have disabilities or language barriers that prevent them from passing the test. Requiring that every student makes progress in a year is a more realistic goal. Also, the way things work now, it could be that 1 or 2 kid's poor performance is bringing down a school's rating and does not reflect accurately what is happening in the school.	Nov 29, 2011 6:13 PM
226	The second to last question doesn't make sense. Schools should be run more like businesses, not welfare. Put up or shut up. Be an excellent teacher or leave. Be a decent student or don't come.	Nov 29, 2011 6:07 PM
227	Get RID of this system! It is terribly broken and DOES NOT, I repeat DOES NOT serve ANYBODY well!!!!!! Unrealistic goal for 2014! That would NEVER happen because this is LIFE! Not everyone will pass in the whole country in the same year. That doesn't even make sense.	Nov 29, 2011 6:02 PM
228	It is very important for children to be getting the interventions that they need to make growth. The problem is we don't have the people to help deliver these interventions. Again, we need smaller class sizes, more support staff, and a long day and year, if we want to compete with other countries. we also need to compensate teachers and give education the financial support that is needed to meet these lofty expectations.	Nov 29, 2011 6:01 PM
229	Some students with disabilities such as LD and low IQ's aren't going to meet achievement benchmarks, so I get tired of seeing that '100 percent of students meet achievement benchmarks'.....Also consider ELL students newly immigrated to our state/city/country; students w/o homes, living in fear, living in hunger, etc. Next: how is one to respond to 'None. The required supports and sanctions under NCLB...."????? I think we should get rid of NCLB, but I didn't know how to respond above. Confusing, therefore not well-written survey question.	Nov 29, 2011 5:53 PM
230	Do we demand that doctors heal 100% of their patients? Then how can we demand that educators achieve identical results when 12.5% of our students are special education kids? When some kids learn to read at age 4, and others learn to read, but not until age 8? All kids can learn, but not in the same way, and not on the same day. It's more important to measure the progress of individual students than to demand that every 5th grader achieve at the same level.	Nov 29, 2011 5:46 PM
231	I would emphasize that schools stop looking at programming and purchased curriculum as the "solution" to meeting the needs of students. Shifting the focus to the needs of individual students -- educationally and socially -- and how schools can meet those needs using multiple resources and the expertise of the educational staff would help move more students to a higher level of achievement. Too many students are missing critical language and social development due to the many pull-outs during a school day. The pull out times need to be minimized and the instructional time in their home classrooms should be maximized. "Scientifically based" programs are only that because someone took the time and expense to run a study -- it does not make them inherently better or worse than anything else that happens in a school. Teachers need the professional courtesy to teach students -- not programs.	Nov 29, 2011 5:32 PM

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232	Statement 2 is too vague to deserve a committed answer. Statement 7 risks instituting a one-size-fits-all solution.	Nov 29, 2011 5:31 PM
233	100% of students meeting is impossible and should not be our goal. It puts undue pressure on everyone. There are reasons for some children not meeting standards. We need to serve children, NOT just look at the numbers.	Nov 29, 2011 5:26 PM
234	The Title funding question threw me off-- but I think it just proves that there is no way to compare schools. When we were opening a new school 10 years ago here in Beaverton, I actually had a colleague look her nose at my students' relatively low test scores (from a title one school) and say, "I thought you were a good teacher". I had been very proud that I had gotten several of my 5th graders to pass! That is a classic example of how hard we have to work to model the clay we are given to work with. You cannot compare apples to oranges. It sickens me that year after year, teachers are not a part of the decision making process. We are here in the trenches. We know what we need. We know what our students need. No one should be making these kind of judgements about something they actually know nothing about. I am really upset again now...	Nov 29, 2011 5:21 PM
235	I find myself apologizing to my grandson for the lame classes and classwork he has to endure because the school needs to measure up.	Nov 29, 2011 5:20 PM
236	100% of students will not meet achievement benchmarks ever so changing a number won't help anything.	Nov 29, 2011 5:17 PM
237	NCLB has served it's time, we need something better that matches our philosophies. Put the control back into the states hands but develop a board that has students and schools at heart instead of making their own jobs seem important like the ODE does. We don't need more suits walking around making more paperwork for people that are trying to do their jobs better to help students that need more help than ever.	Nov 29, 2011 5:05 PM
238	Again - many of these questions are outside of my area of knowledge of the inner workings of the school system. Sorry	Nov 29, 2011 4:55 PM
239	I think that Title schools should be able to use funding to lower class size. It makes a difference even if the research doesn't support it. Lower class sizes allow teachers to make individualized academic plans for students, therefore increasing their growth substantially.	Nov 29, 2011 4:50 PM
240	The survey question diverts into two directions and is unclear. I answered with relation to my opinion regarding "Which of the following are most important to your local school district". The second part confuses the question "as Oregon seeks to waive elements of the current No Child Left Behind accountability system". I question my own comprehension of this survey altogether due to the last question which isn't answered on the "importance scale".	Nov 29, 2011 4:40 PM
241	We are holding back our more talented students. The families who can afford private education do so because of this.	Nov 29, 2011 4:30 PM
242	Invest in the students.	Nov 29, 2011 4:30 PM
243	Again, classroom discipline and control is the key. The educators are well	Nov 29, 2011 4:25 PM

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prepared to do the job of teaching. However, the teachers have (no teeth) when it comes to removing the child from the classroom who is disruptive and destroying the learning environment for the others. Dist. act like they don't exist.

244	Schools that have a majority of its students who live in a "culture of poverty" need more resources; not just money, but resources to educate parents and help them understand what middle class parents know-that its ok, and "required" that they assist their children in making decisions that impact their future success and opportunities in life. They simply do not know, don't care because they are lazy, are working too many jobs, have health issues (including mental), or have too many children or other relatives living with them. Haven't the people in power ever thought about this or truly investigated "failing schools"?	Nov 29, 2011 4:24 PM
245	Change "achievement benchmarks" to demonstrative ways of measuring growth and ensuring that individualized goals-set are reached and even exceeded, with evidence documenting growth--beyond test score numbers--such as number of words read per minute or number of accurate sentences produced.	Nov 29, 2011 4:12 PM
246	The current break out of the 6 sub groups is ridiculous. By definition 2 sub groups will never meet 'benchmark' standards (i.e. ELL and Spec. Ed.). The children in these sub groups would not be in the sub group if they met 'benchmark standards' - esp. Spec. Ed.	Nov 29, 2011 4:11 PM
247	NCLB is a total joke. Has the author seen some of the students they penalize district's for, because these students aren't reading at grade level? We have students who are functioning at a 3 yr. old level and we are some how responsible for getting them to read at grade level. We have students who if they learn how to brush their own teeth, that's a huge accomplishment. We need to focus on individual growth of each child, praise their growth (no matter how small or big it may be), instead of making everyone fit into one mold.	Nov 29, 2011 4:10 PM
248	This is a tricky one that can't be answered with your choices: "Shifting the state role from a focus on compliance to a focus on support and improvement." It assumes EITHER "compliance" OR "support and improvement." There needs to be a middle ground. "Reducing public confusion that results from separate reporting of federal Adequate Yearly Progress ratings and state report card data" What on earth does this mean? Who says there's public confusion? This one can't be answered with an "importance" rating: "None. The required supports and sanctions under NCLB are a good system that does not need modifying." My answer to this is that the NCLB sanctions DO need modification.	Nov 29, 2011 4:08 PM
249	NCLB is an unfunded mandate with a bias toward making all public schools seem like a failure.	Nov 29, 2011 4:07 PM
250	There still needs to be discussion regarding Special Education and ELL students - how these two groups effect the ratings of both schools and districts.	Nov 29, 2011 4:07 PM
251	I'm confused by some of the wording in these questions. Requiring that 100% of students meet all benchmarks by 2014 seems impossible! Life happens to students, and some of them are going to experience traumas that keep them from meeting all benchmarks. Bottom line - we should be looking at individual student growth within each school year. We should have adaptive assessments that show what a student can do. Standardized tests should be balanced with	Nov 29, 2011 4:00 PM

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school portfolios that show what a student can do.

252	100% of students will NEVER meet achievement benchmarks. Students with special needs are in a completely different category and need to be given education they are successful at and life skills to help them be contributing members of society.	Nov 29, 2011 3:55 PM
253	Again... these are not issues that can be ranked without education and explanation. Survey is a premature tool.	Nov 29, 2011 3:53 PM
254	I don't understand enough about NCLB to properly answer these questions. See my comments from above.	Nov 29, 2011 3:41 PM
255	I did not answer the question about flexibility of Title I funds because I do not feel that I have enough information about that issue to make an informed choice.	Nov 29, 2011 3:40 PM
256	The 100% mark is impossible to reach except by a very few schools who have 100% commitment from all students and parents, and 0% students enrolled in Special Ed. classes	Nov 29, 2011 3:27 PM
257	NCLB is laughable - it is the core of the problem. Our children are not widget in a factory - they are living, breathing people who need to be cultivated as important pieces of our society. If we find ways to meet the needs of each child, eliminating the barriers to education, then they will thrive - thrive to their own abilities, not something set up for whatever is considered "normal" kids.	Nov 29, 2011 3:13 PM
258	the 3rd option is an interesting idea...if the process doesn't overshadow the outcome or become a cottage industry for high-priced educational consultants, draining money away from the districts. Data has become its own driver instead of a tool.	Nov 29, 2011 3:03 PM
259	SES is the most significant predictor of school success. Early childhood enrichment, good nutrition, support for families, would all make a bigger impact than punishing low income schools.	Nov 29, 2011 2:46 PM
260	This survey is very poorly written. Especially this question on the federal waiver. The reply designations, such as "not important," etc., should read: agree strongly; agree; disagree; disagree strongly....	Nov 29, 2011 2:37 PM
261	Outside of academia the public really does not care about this. What they care about is that their child is receiving the type of instruction that leads to them enjoying school. They want their schools to be safe, clean and providing their children with a good environment to learn in. Test scores, programs and philosophy have very little to do with achieving this.	Nov 29, 2011 2:31 PM
262	Sorry but the manner in which these sentences are written is confusing. It's difficult to determine whether the statement is affirmative or negative. As a marketing professional, I'd suggest you give little or no credence to the information obtained in this portion of the survey. The manner in which the questions are asked will provide you with inaccurate data. Please take the time to prepare a properly written survey before asking for public opinion. Submitting a poorly written survey for public opinion further erodes confidence in the state's ability to manage education; clearly the opposite of what you intend to	Nov 29, 2011 2:20 PM

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	accomplish with this survey.	
263	This blanket policy does not work for many schools and should be customized.	Nov 29, 2011 2:19 PM
264	NCLB is a farce, and its immediate improvement, or better yet, abandonment, is necessary for there to be any serious progress made. What works for an inner-city school in Chicago is in no way applicable to what is needed in Alsea, Oregon.	Nov 29, 2011 2:19 PM
265	If a student does not want to go to there own school then they need to find their own transportation	Nov 29, 2011 2:16 PM
266	NCLB is an underfunded, not-thought-out plan that should be completely eliminated. Schools should focus on hiring competent, CARING teachers and reduce the student-teacher ratio, making classrooms feel like families and not sterile assembly lines.	Nov 29, 2011 2:07 PM
267	Our ship needs a Captain!! There is a leadership void in our ODE that results from their role being limited to compliance and not support, improvement, motivation and inovation	Nov 29, 2011 1:55 PM
268	What transportation funding for students who transfer out of schools? The whole thing is a mess at the high school level.	Nov 29, 2011 1:43 PM
269	Throw it out and have all U.S. school districts use the same nationally normed test, so we can REALLY see what's going on in this nation.	Nov 29, 2011 1:19 PM
270	With SB 253 (the 40-40-20 mission), It is important to consider hiring more professional school counselors in the elementary and middle school levels and reverse the trend. Personal/social/adademic and "career" counseling services need to be available to students from elementary school which will certainly improve the transitioning process from building levels.	Nov 29, 2011 1:02 PM
271	I'm a little confused on this, but I agree with the main points of NCLB. Schools need to be accountable and students should be able to transfer if they are not getting what they need.	Nov 29, 2011 12:18 PM
272	NCLB is an unattainable goal and needs to be realistic for the morale of the students...who wants to continually get a negative report	Nov 29, 2011 12:11 PM
273	NCLB is a fairy tail. I never represented reality and never will.	Nov 29, 2011 12:01 PM
274	Get rid of NCLB!	Nov 29, 2011 11:41 AM
275	The "None" option above is confusing an hard to know what answer will best represent what i think.NCLB is a poor system period.....	Nov 29, 2011 11:32 AM
276	Schools are now "teaching to the test" and not to the student. This results in poor educational quality.	Nov 29, 2011 11:30 AM
277	I don't feel informed enough to answer some of these questions.	Nov 29, 2011 11:30 AM
278	Testing does not accurately reflect the amount of teaching or learning in a classroom, so mandating all children fit the same mold does not serve anyone	Nov 29, 2011 11:18 AM

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very well.

279	NICLB has actually hurt many of the kids it was designed to help, specifically the disabled students.	Nov 29, 2011 11:18 AM
280	If I agree I marked my answer "Very Important" and if disagreed I marked "Not Important" Otherwise these categories make no sense.	Nov 29, 2011 11:17 AM
281	Separate the transfer option from the provision of transportation to the new school.	Nov 29, 2011 11:16 AM
282	As far as I can tell the NCLB has made it more difficult for teachers to address the needs of individual students, especially those that are falling behind.	Nov 29, 2011 11:13 AM
283	The required sanctions under NCLB are part of an ineffective system and need tremendous modification. They penalize schools that are struggling rather than supporting improvement and change. I hope that Oregon can design a waiver that will allow for an individual student growth model rather than a year to year growth model that compares "apples and oranges". How about using Curriculum Embedded Assessments to measure growth? Scored work samples? Before NCLB, Oregon had CIM and CAM. Performance based assessments and on-demand assessments can help us see what students know and are able to do.	Nov 29, 2011 11:12 AM
284	As a parent of a student who has been harrassed in the past, I wouldn't want all transfers to be disallowed, but as a rule I think keeping students in their own neighborhood schools encourages more active involvement in fixing the problems at under-achieving schools.	Nov 29, 2011 11:03 AM
285	Providing more flexibility in how federal Title I funds may be used for school improvement- how so? Flexility in terms of spending the money on needed resources is critical- but this money should not be used beyond its intended purpose.	Nov 29, 2011 10:59 AM
286	In VA, all children are tested for possible learning disabilities; if a parent thinks there is a problem, s/he can test their child before entering kindy --	Nov 29, 2011 10:56 AM
287	I need more information about the No Child Left Behind Act, why are we waiving some of the requirements under this Act? What does the Federal Title 1 Funds represent? Why are we asking for "more flexibility" in spending them? Children in the country should learn in school how to read, do math, understand science and no waivers should be placed if children skills to perform these are tampered.	Nov 29, 2011 10:36 AM
288	Focus on support and improvement - provide training and materials to support good teaching. The carrot approach works better than the stick approach. I think that the requirement to have kids meet benchmarks takes the focus off those at the benchmark. Once a kid hits that level, the teacher has every incentive to focus on those under benchmark and ignore those at or above. The focus should be on an improvement from year to year. If you are in third grade and hitting the fourth grade benchmark, then the next year you should hit at least the fifth grade benchmark, not just stay at the fourth grade level. Eliminating the transfer of kids from low performing schools is important, but along with that is the responsibility to raise those schools so that kids are having their needs met. Personally, I think TAG kids should be able to go anywhere, as many	Nov 29, 2011 10:32 AM

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	neighborhood schools don't meet their needs.	
289	Move from NCLB to No Teacher Left behind	Nov 29, 2011 10:09 AM
290	Having 100 percent of students reach benchmark is totally unrealistic. People who think this can be done should spend a week in a special ed classroom, then a week with a special needs TOSA, then a week in a regular classroom with 28-30 (or more) kids in it.	Nov 29, 2011 10:08 AM
291	Emphasis needs to be placed on students' habits, students' values, students' goals. The main failure in education is the failure of a large portion of our society to value it.	Nov 29, 2011 9:58 AM
292	People need accountability systems and they also need support from other people and systems.	Nov 29, 2011 9:57 AM
293	Difficult to comment on NCLB system due to lack of clarity in how it works.	Nov 29, 2011 9:55 AM
294	The whole concept of sanctions under NCLB is ill-conceived and does little if anything to improve actual education.	Nov 29, 2011 9:52 AM
295	How do we know if professional development is at all helpful for our teachers and schools? In theory it would be... and who wouldn't support it... but does it truly help our students?	Nov 29, 2011 9:52 AM
296	I think it's a school by school basis for needing improvement, districts need to support their schools thereby setting aside funds, but if all but one school are great, it seems too negative to say the whole district needs improvement.	Nov 29, 2011 9:43 AM
297	Who wrote this survey? There are typos everywhere. How can we be answering questions about schools, teaching and learning when no one properly proofread this survey? This is crazy. Next time, send it to me, first, please.	Nov 29, 2011 9:42 AM
298	To require that 100% of students meet the same achievement benchmarks at any date is ridiculous. Students have different challenges, skills and abilities. Would you require that 100% of all students excel at football, or auto mechanics or sewing just because they were exposed to it in a class?	Nov 29, 2011 9:37 AM
299	I said that modifying the 100% of students meet achievement by 2014 is not important because the state and federal governments have a bad habit of mandating increased work and outcomes but not increasing funding, high quality professional development, not working closely with schools of education that don't adequately prepare teachers for today's students, and not increasing other resources. We cannot continue to do more with less...	Nov 29, 2011 9:33 AM
300	If it were financially possible, I would say 'to hell' with the Fed. Government and create something the country hasn't seen before.	Nov 29, 2011 9:33 AM
301	After teaching English to Mexicans for over ten years, then being a public school parent volunteer and working with children over two years, it is obvious that ELL courses retard students' progress both in English and social integration.	Nov 29, 2011 9:31 AM
302	NCLB is not attainable for most public schools who rely on public monies.	Nov 29, 2011 9:28 AM

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303	I would like to see less constraints on schools and curriculum. I think there is a minimum standard our kids should have, but we have not tapped into the enormous creativity of our faculty and communities that could support our schools, inspire curriculum and make school a great experience!	Nov 29, 2011 9:23 AM
304	1. For schools with high numbers of ESL or special-education students especially, 100% benchmark achievement is simply not realistic. 2. As a parent, I am unaware how my school's Title 1 funds are being used, so I can't really judge that. Maybe schools should let parents know how funds are being spent.	Nov 29, 2011 9:22 AM
305	NCLB is BAD and should be removed. I feel strongly that teachers who's students are failing need to be interviewed to determine if they are the problem or if they are in a situation where they need more support to reach the diverse kids that appear in classrooms. Class size is a HUGE problem as is inadequate student/teacher ratios and the number of para support in classrooms.	Nov 29, 2011 9:20 AM
306	no child left behind is an oxymoron. this "philosophy" does not work and does NOT produce intelligent thinkers....only mindless automotons, spouting the "required" answers. scrap it all. what a joke.	Nov 29, 2011 9:17 AM
307	I would advocate for a national teacher certification ensuring all teachers taught, assessed and certified in common; across the board (much like RN's, MD's etc.). The continuity of the teacher's education would help ensure continuity in the classrooms across states, regions and cities. Seems as though we are often comparing apples to oranges with national criteria, when each state has it's own standards for educating the educator. This leads to variations in educational priorities, trickling down to districts, schools and classrooms. We have become such a mobile society, this would help minimize the disruption when students move...perhaps positively impacting attendance and dropout rates. The bulk of funds directed to districts for support rather than enforcement would be better spent. But please, think things through thoroughly.... many "good ideas" that we invest in emotionally don't necessarily pan out for the greater good. "Objective" and "consider" are good words.	Nov 29, 2011 9:08 AM
308	No child left behind is really ALL children left behind. It was TERRIBLE. We have had many funding problems in our state, especially since the debacle of Measure 5 in the 1990's. The last thing we need are to be tied into NCLB where we now cannot fund any programs that really matter! We need to get OUT of the confines of Measure 5 and do what we do best in Oregon--create solutions that work and implement them. Other states follow us as innovators in many areas--let's make education one of them!	Nov 29, 2011 9:00 AM
309	In our district, this AYP status has been part of alienating certain schools and staffs because they continue to be in 'improvement' status, while other buildings have been doing fine. This has created an environment of professional stress and has minimized the efforts of the staffs in 'improvement' status.	Nov 29, 2011 8:56 AM
310	I disagree with the last statement, but the ratings do not match with the statement. NCLB is merely a system to test students to death and let the testing companies profit. Yes, students need to be evaluated, of course. However, doing nothing but testing is choking the system of learning into a system of teach to the test, whether we like it or not, and that doesn't serve students who are the reason we have an educational system.	Nov 29, 2011 8:53 AM

Q6. COMMENTS?

311	Don't forget to look at class size and needed funding	Nov 29, 2011 8:52 AM
312	The last question is a bit confusing. The NCLB by the Bush Administration is not a good system of evaluation.	Nov 29, 2011 8:47 AM
313	QUIT testing, testing, testing!!!! These are kids! Especially at the elementary level, they need to experience a joy of learning not the constant testing! It's really bad when kindergarten students ask when they can just color a picture. They don't even get to be kids!	Nov 29, 2011 8:43 AM
314	Fully fund charter schools	Nov 29, 2011 8:41 AM
315	These questions are very confusing in the way they are written.	Nov 29, 2011 8:29 AM
316	Teachers spend all of their time teaching to tests. Students are testing constantly to meet requirements for the state. The mandates needs to be reviewed. No additional financial support for districts for after school programs and summer school.	Nov 29, 2011 8:24 AM
317	It is the student, school and teachers that need to have more funds. I think all schools should have accountability, but again the schools need to be looked at individually not all together.	Nov 29, 2011 8:05 AM
318	Providing TAG children the extra attention they need to continue learning at a higher level. Give the teachers the education and tools to support those children that are farther ahead of the class. All the time, effort and energy are being utilized to help those that are struggling (which isn't a bad thing) so those that are advanced are not getting any help in learning how to advance their skills. They are getting bored in class. They are losing their love of learning because they are not challenged. The TAG program is a joke in the West Linn Wilsonville school district and should be modified.	Nov 29, 2011 8:04 AM
319	Turn HQT standards back to the state.	Nov 29, 2011 8:04 AM
320	"None. The required supports and sanctions under NCLB are a good system that does not need modifying" does not make sense in the context of "Very Important Less Important Not Important". Did anyone edit or proofread this survey for coherence? Of course not...	Nov 29, 2011 7:56 AM
321	The trouble with state mandated test is teachers spend valuable time away from learning to give these tests. If the state and the federal government would get out of the business of telling schools what is good for them things would improve. If either governments are going to mandate something then they better have the DOLLARS to implement that mandate. It is crazy that non-educators are trying to tell teachers how to do their jobs.	Nov 29, 2011 7:49 AM
322	100% of students reaching the benchmark is impossible when the bar keeps getting raised. They keep asking for more, more, more but giving less.	Nov 29, 2011 7:41 AM
323	Again, I'm new to having a student in school and only have limited understanding of how this Act plays out in my district. I've answered the questions for which I feel I have an appropriate level of knowledge.	Nov 29, 2011 7:40 AM

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324	Caution against actions, however, where the perception of OR is seen as a lower performing state because of the waivers.	Nov 29, 2011 7:40 AM
325	I think if children are funded and transported to go to other schools they must keep un grades and attendance or lose that funding	Nov 29, 2011 7:39 AM
326	Again, these are elements that are very hard for a parent to assess. Be careful of making conclusions on this survey from the results you get on these questions.	Nov 29, 2011 7:20 AM
327	Make more use of schools nationally as models that were failing, but are now employing methods where kids are not only succeeding, but earning scholarships heading to college. Some of those schools are in the most impoverished, crime-ridden communities in the country, yet they have turned around under great leadership.	Nov 29, 2011 7:03 AM
328	NCLB is a DISASTER! It should be repealed. It is designed to make ALL public schools look like failures so greedy corporations can swoop in and steal government education funding and set up horrible "for profit" schools where kids can get Wal-Mart quality educations. The main problem with schools is inadequate and unequal funding.	Nov 29, 2011 5:15 AM
329	I would like to see some modifying of the requirements that 100 percent of students meet achievements to include some changes for special ed students that because of disabilities will never reach benchmarks regardless of the amount of training put on a teacher or on the student or families.	Nov 29, 2011 4:43 AM
330	No Child Left Behind has been a horrible policy which has forced many of our high achieving students to be held back and not assisted the low achievers either. All no child left behind policies should be completely eliminated immediately.	Nov 29, 2011 12:39 AM
331	The less government the better. The government has all ready messed things up. Parents should be the controlling factor for the schools, not the government.	Nov 28, 2011 10:32 PM
332	You cannot eliminate transfers until you fix the broken schools that are failing children. But you must move to fix the broken schools now. Expect more and you will get more.	Nov 28, 2011 8:53 PM
333	It's so counter-productive to spend scarce dollars transporting kids to higher performing schools. The at-risk students that policy is intended to reach are not the ones taking advantage of the opportunity. This simply skims the "cream" and increases the gap between high- and low-performing schools. Use those dollars to improve the schools and keep the higher performing kids where they are.	Nov 28, 2011 7:29 PM
334	The transfer option and transportation funding are powerful incentives to underperforming schools and should be kept. Kids in underperforming schools should have the option to transfer and try a better school. We need to somehow include parents in the accountability formula. We are often punishing really hardworking schools and teachers for neglectful parents. The parents are the biggest factor in a child's success in school and that is ignored in NCLB.	Nov 28, 2011 7:17 PM
335	Give back to teachers and schools the ability to create. We have been	Nov 28, 2011 5:25 PM

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handcuffed by others views of what school reform looks like.

336	Helping the students who are having difficulties should be a priority, but punishing whole districts is detrimental as all students and teachers then feel defeated.	Nov 28, 2011 4:45 PM
337	It is natural to have a diverse community. Some may do well in testing others' strength are in different areas. To spend our time, money and resources to make everyone succeed in the same way is absurd. The point is to ensure gross biases and discrimination are not happening not to ensure everyone is learning how to take a test.	Nov 28, 2011 3:56 PM
338	I'm not sure I understand this question. I marked things that I felt were important to change.	Nov 28, 2011 3:43 PM
339	NCLB definitely needs modifying. I wan't sure how to answer that question listed above to get that point across.	Nov 28, 2011 3:37 PM
340	Title funds mean more teachers teaching. We who do not have title cannot reach as many at risk students.	Nov 28, 2011 3:35 PM
341	The state needs to address the student concerns as community concerns. To improve an ailing school may require more funding for all types social programs in a community (including increased police).	Nov 28, 2011 3:01 PM
342	Why do Special ed. students get IEP's that allow them special modifications, and yet they are required to pass the same state assessments as mainstream students. There are drug-affected students in our school who will just never be able to pass these state assessments. Is it even remotely realistic to expect 100% of students in a school to pass?	Nov 28, 2011 2:57 PM
343	I really think schools should use Title 1 money in anyway to help students, we had to use it for more assistant time to help with math and we saw a huge improvement in State testing scores.	Nov 28, 2011 2:22 PM
344	Accountability should be student-based, not school-based. "Low-performing schools" should be viewed in context. Those with more challenges need more support, not less. Examine top management first in low-performing schools. Work with unions to eliminate the "seniority" system and involve them in the move to a "teacher proficiency" model. Perform research to determine best practices in teacher education schools and improve those.	Nov 28, 2011 2:17 PM
345	I think NCLB is a ridiculous system that sets schools up for failure. It is impossible to show yearly progress and we don't have the funding necessary to implement the law. Our focus needs to shift from the negative, punitive NCLB to one of support for our teachers/students and improvement of our education system.	Nov 28, 2011 2:15 PM
346	NCLB has done nothing but punish the people who are trying their hardest to educate poor and underrepresented children. Don't just waive it, abolish it.	Nov 28, 2011 2:11 PM
347	IF THE GOVERNMENT IS GOING TO REQUIRE CHANGES, THE GOVERNMENT SHOULD PAY FOR THE CHANGES. Lowering funding for	Nov 28, 2011 2:00 PM

Q6. COMMENTS?

schools reduces the number of teachers, increases class sizes, reduces the attention kids get, all of this goes against common sense and school improvement models. Bring down class sizes so kids can get the attention they need and teachers can do the job they were hired to do.

348	State requirements need to be modified to coincide with IDEA. As it stands now, a student with an IEP is held accountable to the same standards as a student without. If the IEP team decides a student should be on a modified diploma track or Certificate of Completion, that student counts as a drop-out towards graduation rate. The ramification will be that districts will "strongly encourages" the IEP team away from those options at the peril of the student with a disability. NCLB requires that 100% of students read at grade level. Does this require any further explanation in regards to Special Education? After all, if a student has a recognized disability in reading, or other cognitive areas that would affect this skill, how do we get them to grade level? If you know of a scientifically proven method to accomplish this I would love to use it in my classroom. I see both State guidelines and NCLB pitting general education against special education around reporting at the federal and state level. It is often the special education population that brings down test scores and, now, graduation rates. I'm sure this is not what was intended when both sets of guidelines were constructed, but it is what is happening in the schools.	Nov 28, 2011 1:45 PM
349	"A good system"? You've got to be kidding! (I love, by the way, using reliable and valid data to monitor and confirm student learning, but getting such data is very difficult. I believe that teachers tend to simultaneously undervalue and overvalue OAKS results, and try to make decisions on those results that are not possible given the limitations of the scores.	Nov 28, 2011 1:22 PM
350	Basically, the above can be best accomplished by allowing teachers the freedom, authority and control over funding. Give teachers the budget we currently have and we would certainly find a way to hire more teachers, which is what students most desperately need. Our number one priority MUST be to reduce class sizes. Students cannot effectively learn in overcrowded classrooms, we are damaging our most precious commodity.	Nov 28, 2011 1:02 PM
351	Improvement plans need to be made on a more logical timeline. By the time the plan is) - if they go through an adequate process - it is nearly too late to implement it. Needs to be a greater emergency and plans should be made in June/July.	Nov 28, 2011 12:58 PM
352	You can not match apples and oranges even though they are both fruits, they are different. Measure the growth of a student not one group of students to another group and say that you are looking at academic growth.	Nov 28, 2011 12:47 PM
353	the public sees govt ratings as white noise - the average parent looks at graduation and local anecdotal evidence, or college rates of a particular high school	Nov 28, 2011 12:46 PM
354	What we need to remind ourselves is that we are working with children not "widgets" and assuming that all students will meet the same standard is ridiculous. Our students are individuals who achieve at many different levels. Our state standards need to reflect this "uniqueness" and allow students different ways to demonstrate achievement and progress. Low achieving schools need to	Nov 28, 2011 12:38 PM

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get MORE support for their staff and students NOT be punished with getting less in federal/state dollars. Reestablish the teacher mentoring program that was started a few years ago and help new teachers learn important strategies in classroom management and lesson planning!

355	This idea that 'professional development' will solve our 'problems' feels like a trap. It places teachers into a trend or political whims. If we're going to be required to gain more professional development, it needs to come from teachers who are IN the trenches, not retirees or private consultants who can tap into trends and capitalize on them. Find some great teachers and ask them what they are doing.	Nov 28, 2011 12:15 PM
356	Regarding the last statement: NCLB needs to be scrapped, modifying it is not enough.	Nov 28, 2011 12:12 PM
357	How are you going to weight responses you receive? I teach university-level at WOU - but I don't have children, am new to Oregon and know nothing about the k-12 system... my opinions are not necessarily very informed!	Nov 28, 2011 12:09 PM
358	The entire accountability model for NCLB is flawed. It fails to measure the nuances, that together with crude quantitative measures, inform us about teaching and learning. The state role is both compliance and technical support. It isn't an either/or proposition.	Nov 28, 2011 11:53 AM
359	Across-the-board policies only work if you want everyone to be the same. We live and work and teach in different communities with different needs. Yes, there should be a certain standard, but there should also be flexibility to address those specific needs.	Nov 28, 2011 11:50 AM
360	The last question does not make sense I was unsure what to answer.	Nov 28, 2011 11:49 AM
361	Funding and potentially Title 1 Funds: I believe that there should be 2 classification of aides and how they are used in conjunction with teachers. The first classification is around 'highly qualified' aides and these aides would assist in the classroom with teachers and 'peer teach' for instructional purposes within the school. These would be based upon strength in teaching/instruction as an aid and not based in conjunction with years of service. These aides would provide an additional instruction tool for teachers and would save the district money and would be paid according to their level. The next aid level would be recess duty, lunch duty, making copies, classroom rotations, etc.. Again, these classifications are earned and not based on years of service. In addition, I also feel that Title 1 funds should be delegated on the number of special need students in a school. At this point, aides are not given to 'non Title 1 schools' for students with special needs. My position is around the need for these funds in classrooms where a student with autism, for example, is in the regular classroom without an assistant based upon the funding of the school. The classroom teacher already at potentially 35 plus students and now has a special needs student that requires additional time for their important success. We then create the dynamic of potential limited success of the teacher and ALL students involved in the shortage of attention. This program would then allow Title 1 funds for non Title 1 schools to receive federal funds based on the number of special needs students within each school.	Nov 28, 2011 11:46 AM

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362	Not all students have the same abilities. Baseline testing should be done and progress monitored against the baseline.	Nov 28, 2011 11:27 AM
363	I'm not sure what would be involved in a "school-specific diagnosis" but it sounds like it could be a good thing if done right.	Nov 28, 2011 10:52 AM
364	The schools need support and improvements. The students need up to date curriculum and teaching tools. Teachers need to stay focused and interested, or find another job. These things will lead to improvements, not more accountability or compliance. Let teaching work--test less, teach more.	Nov 28, 2011 10:47 AM
365	Bad Law... Does not place education in a real world situation!!	Nov 28, 2011 10:23 AM
366	Any broad sweeping system is destined to fail because students and school districts are individuals and need to have interventions that recognize that. You can't fix every problem with any one tool, you need a full tool box and choose the appropriate tool for the job.	Nov 28, 2011 10:20 AM
367	Mandates don't make kids learn. Asking over-worked people to do more with less doesn't work.	Nov 28, 2011 10:17 AM
368	The 100% criteria is ridiculous; by definition students with disabilities do not achieve equally with nondisabled peers, otherwise they would be exited from special education	Nov 28, 2011 10:04 AM
369	I want to be clear. I do not support NCLB staying the same. It is not a good system. The statement here is a bit misleading.	Nov 28, 2011 10:00 AM
370	Though	Nov 28, 2011 9:56 AM
371	Superintendent Castillo and Governor Kitzhaber, when was the last time you worked with a student who is trying to survive on a daily basis? When was the last time you worked with a teacher who is in the trenches every day, trying to help the masses of students without proper facilities, teaching materials, and reduced pay for the past 4 years? Teachers are not in the field of education for the \$. We are in this field because we have hope and believe in the future of American, in our youth. Unfortunately, no amount of hope can overcome the problems we are facing in today's world. My school's free/reduced lunch rate is 65%. Most of my students are in the "at risk" zone, who are not doing well academically. I feed them, I buy them school supplies, I work with them, but at the end of the day. I get to go home and I don't know if they have a home to go to....	Nov 28, 2011 9:53 AM
372	NCLB is a punitive system that punishes schools with little cause. It's based on an insane system that demands each grade perform better than the last class in that grade, with no acknowledgement of test ceilings and limitations imposed by student cognitive development.	Nov 28, 2011 9:41 AM
373	YES! Please! Get rid of NCLB.	Nov 28, 2011 9:40 AM
374	I am concerned about lumping all schools, regardless of funding into one system. At Head Start we receive federal grants as well as state funding and what is decided by the Oregon government may effect if we continue to receive	Nov 28, 2011 9:38 AM

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our federal monies and if our program can continue serving not only our students, but their families.

375	More flexibility ensuring that districts can cater to the needs of their specific populations.	Nov 28, 2011 9:25 AM
376	I support a carrot approach, not a stick. I support more teacher and administrative coaching from succeeding schools and proper evaluation of why a school is failing. Often it's a concentration of poor, struggling, busy families that cause a school to do more poorly than a neighboring school. These schools need more support from not only the school system but the community. Perhaps teacher-student ratios need to be better for schools that are failing. Perhaps high schools with a more stable and daily schedule (not A and B days) should be required at failing schools. Perhaps community programs that target getting students into either college or a trade need to be made available to failing schools. And, finally, I support the ability for principals to fire teachers that fail to meet basic requirements. Teachers, like employees everywhere, need to have some skin in the game.	Nov 28, 2011 9:23 AM
377	NCLB does need modifying	Nov 28, 2011 9:17 AM
378	The last item is confusing because of the answer choices. NCLB DOES need modifying.	Nov 28, 2011 9:17 AM
379	We have punished schools time and time again for NOT meeting benchmark, without positive results. Clearly, this is not working. We need to look at alternatives to punishment to reach students.	Nov 28, 2011 9:00 AM
380	I don't understand how the last statement relates to importance. I do think NCLB needs modifying to clarify my answer.	Nov 28, 2011 8:44 AM
381	Schools need to have more local control over spending. The state (and the feds) need to get out of the way so that schools can spend their time and money being innovative, creative, and efficient. Districts and schools should not need to spend time on a CIP, for example, unless they have proven to be failing in some way. Fewer mandates and more flexibility to do what we think will help our students the most.	Nov 28, 2011 8:22 AM
382	The last statement was worded poorly. I do think the NCLB requirements need revision. However, I also think having a standardized, realistic, developmentally appropriate system which reflects the needs of regular ed, sped and ESL students be put into place.	Nov 28, 2011 8:08 AM
383	Probably impossible from the state level--but how can NCLB be focused more on student academic growth and achievement rather than the list of measures of irrelevant and inconsequential things? For example, in a small district one severely learning disabled student's inability to meet the grade-level requirement for testing--perhaps just because he/she was unable to finish the test--can sink the entire school for AYP.	Nov 28, 2011 7:38 AM
384	NCLB shouldn't mean that all children must progress at the same rate. Nor should it mean that some students should not be challenged more.	Nov 28, 2011 12:01 AM

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385	It makes absolutely no sense to allow students from failing schools to transfer out of these schools. Where's the accountability in that? What incentive is there in actually improving our failing schools? And perhaps the most important question: when those who can afford to transfer out, do so, which students are being left behind?	Nov 27, 2011 10:58 PM
386	NCLB has been misunderstood by parents. One even said, "You HAVE to educate my child. Work harder. No child left behind."	Nov 27, 2011 10:33 PM
387	NCLB and its insane focus on testing and re-testing is a joke. It seems the whole educational system has shifted to teaching to standardized tests instead of looking at the entire child. Heck, our school district wins awards based on test scores alone (and the fact that they put 70% of the kids in remedial workshops, in some cases based on the test scores that our 9th graders get on ELEVENTH GRADE TESTS), but the education our children are receiving is sub-par. Plus, the idea that kids get multiple chances to take a test is crazy - in my job, I don't get multiple chances to create my documents and meet my deadlines. This entire educational culture's focus on testing breeds things like the scandal in Atlanta, with the "Superintendent of the Year" encouraging teachers to change test scores so they look better than they are. I also had a local college professor tell me that they have to spend THE ENTIRE FIRST YEAR un-doing the damage from no child left behind - the kids come in unprepared and confused because they don't get multiple opportunities to take a test. The whole system is badly broken.	Nov 27, 2011 7:56 PM
388	The last question is horrible. The answers do not fit what you're asking. NCLB needs major work. It doesn't take into consideration- special needs, poverty levels, etc., and doesn't give money to support the mandate.	Nov 27, 2011 6:16 PM
389	By marking a school as "Not Meeting" if they meet or exceed in all areas but one negates the progress and work that has been accomplished and doesn't give an accurate picture of the school.	Nov 27, 2011 5:14 PM
390	Parent accountability, parent accountability, parent accountability.	Nov 27, 2011 4:48 PM
391	I don't know enough about the issues surrounding reporting systems etc... to offer an opinion of how to fix it.	Nov 27, 2011 4:37 PM
392	First of all, I would like to take a close look at what the standards are, how they were chosen, and what relevance they have for students. For example, how many productively employed adults, say, legislators, for example, could pass the 10th grade math standard? What is the relationship between our academic standards and an individual's ability to find their own path in the world? From what I understand, the standards are based on a student being prepared for college level courses in that particular area. Is it realistic to expect that of everyone? Is it necessary?	Nov 27, 2011 2:58 PM
393	How did the "target group" perform prior to NCLB? Who was looking out for them? Is it okay to shoot for less than 100% if those not meeting are all minority students? Are we okay with that?. How do we modify the system but ensure that some groups are not left behind?	Nov 27, 2011 2:23 PM
394	As we move forward, we really need to be very careful not to create more	Nov 27, 2011 1:56 PM

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bureacracy. People hae really lost faith in accountability systems for good reasons--they are often expensive and difficult to administer and maintain. Don't make the cure worse than the disease.

395	The state doesn't focus on compliance now. The dept. considers districts to be its customers, not Oregon students. There is no enforcement of state laws and rules--only of rules enforced by the Federal government.	Nov 27, 2011 11:19 AM
396	Many secondary teachers have several different areas in which they teach. If they are good teachers with solid teaching practices, chances are they are very well equipped to teach out of their subject area, except in math and foreign languages where a different "language" is required.	Nov 27, 2011 10:29 AM
397	Please be a nationwide leader and work with other states to support national leaders in the fields of education, cognitive science, behavioral psychology and the disciplines (math, literature, science, etc) to create meaningful measures and criteria on which to evaluate the work of our schools. Test teachers and administrators on their knowledge and support those qualified individuals in their work.	Nov 27, 2011 10:10 AM
398	Accountability CANNOT be based on a snapshot or even allowing students to take a test multiple times. I MUST be a package of measures.	Nov 27, 2011 9:18 AM
399	The answer expectation for these questions was confusing. I was not sure if I should answer how I perceive my school district's focus on these topics or what their true focus is on these topics.	Nov 27, 2011 7:59 AM
400	NCLB is not good and it focuses too much on holding schools accountable and not on improvement. In order to be more equitable we need to have a system that allows students to grow at his/her ability level.	Nov 27, 2011 6:37 AM
401	So many of the requirements made by NCLB and the state, require the school to come up with the funding. Other important programs get cut so that they can be funded. Not good.	Nov 26, 2011 9:28 PM
402	Punishing students and schools and staff as done in NCLB is not productive and was never meant to be (if you have ever worked in this situation you would know). It is a way of dismembering and destroying students and schools without any consideration of the individual case; cheap, unthinking, and destructive. Dysfunction needs all the help, support and hope it can get, not more punishment and added dysfunction of turnover and chaos.	Nov 26, 2011 6:50 PM
403	I'm not familiar with the various provisions. Therefore can't really comment.	Nov 26, 2011 5:28 PM
404	I hope everyone has to be measured by outcomes they have little control over changing given our current system. Is it fair to judge anyone (most importantly the students), by one data sample that is given in various states of fidelity. I have no problem being evaluated, I would just like it to better reflect my teaching and be a more narrow scope instead of judging my teaching on what could have been a lack of instruction prior to me getting the students.	Nov 26, 2011 4:16 PM
405	Creating flexibility in Title 1 funds are used is important--interpretation of these requirements varies wildly from school to school. In some school, Title money	Nov 26, 2011 4:03 PM

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funds large computer labs, and aides teach students (plans created by teachers). In others, Title money is not used for these same technologies, and there is great inequity between schools.

406	The poverty rate greatly influences the support system for students. For example: limited access to computers at home, low educational level of parents, single parent households, and little to no worldly exposure. Poverty area schools need more interventions which causes the need for more financial help.	Nov 26, 2011 1:08 PM
407	Though the focus should be on support and improvement, there has been little accountability on compliance. Accountability has always been the main issue.	Nov 26, 2011 11:57 AM
408	The third choice is basic. I don't know enough about the impact of the others to have an opinion.	Nov 26, 2011 11:33 AM
409	This should begin in kindergarten, when a child does not master a skill, they need to repeat the material until they have and not be promoted because High School is the only place this happens.	Nov 26, 2011 11:20 AM
410	Aside from meeting federal and state guidelines for spending "x" amount of dollars, schools should be given the flexibility to spend dollars as they see the need in meeting their education mission.	Nov 26, 2011 11:03 AM
411	Teachers are bound to present a test based curriculum that does not serve the needs of individual students. Creativity in the public schools is being thwarted.	Nov 26, 2011 9:47 AM
412	Consider consolidating smaller district in the state to align resources.	Nov 26, 2011 9:44 AM
413	It would be nice if policy-makers would recognize (admit?) that this "accountability" movement is a red herring. It distracts from the real issues that get in the way of learning, such as poverty, under-funding of education, and an American culture that values consumerism and materialism over humanism, integrity, and personal responsibility.	Nov 26, 2011 8:48 AM
414	Why does the state want the waiver? Show some true leadership. Stand up to the U.S. Department of Education and tell them you won't throw our state and its students and teachers under the bus. Instead of using precious state resources to plan for this waiver, let them people help prepare a truly humane, engaging education for all kids	Nov 26, 2011 3:02 AM
415	It's about buying teachers time for planning together and for mentoring each other, and requiring that they do it. Putting teachers on the defensive just makes them hide. Teachers need to feel comfortable showing each other what they do and discussing how to improve when they make mistakes (and being able to admit that they do make mistakes), not be in environments where admitting the need for help and collaboration in what should be a lifelong learning endeavor means being laid off by the end of the year. This is especially true for new teachers, who we are losing in droves because the pressures of the job, along with the recession environment (don't make mistakes and don't admit it if you do) are just too much. If we want to have teachers in 15 years, NCLB had better shift its focus toward supporting them as they support students (and by the way, it is the best, youngest, most together teachers we are losing -- to Germany, Thailand, etc. It's not the burnt out or "never should have been a teacher"	Nov 25, 2011 8:22 PM

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teachers we are losing -- it's the ones with high quality standards for themselves who want to work somewhere that will actually allow them to teach well, or even support them in teaching well.)

416	NCLB has and is a hoax. The sooner we get away from it the better. We need to empower our teachers not undermine them. We need to be better at involving our communities including various communities of color and those who come from backgrounds of poverty. We need to move toward being a model of what can take place in public education at all levels including higher education. We need to preserve the role of the community colleges in creating better access to post secondary education. We need to fund all of education better to impact and decrease the numbers being incarcerated. We need to address child abuse and neglect in Oregon before we will have results on increasing school attendance and success.	Nov 25, 2011 3:04 PM
417	Until class size is mandated to a rate which allows educators to do their jobs any rating is ridiculous. Teachers need time to plan and class sizes that allow for development, differentiating, and creative instruction to capture and serve all students. Of WHICH THEY HAVE NEITHER!	Nov 25, 2011 2:38 PM
418	NCLB has been a disaster to the educational concept of educating the Whole child. The focus of student abilities and success has become so narrow, that appears that education has been on such a severe diet it is anorexic.	Nov 25, 2011 2:12 PM
419	Related to the immediate above....however, no parent's religious dogmas should interfere with the general access of all students to learn (i.e. certain approaches to science that are based on religious dogma, not real scientific fact).	Nov 25, 2011 2:00 PM
420	It is not realistic that 100% percent of student meet benchmark standards, because some students are not physically or mentally capable of achieving that standard. It is extremely important that we provide excellent instruction for these children, but the scores of these few students do not dictate whether a school is "passing" or "failing." Punitively targeting only Title schools is counterproductive. Example: A couple of years ago In the Springfield School District the 2 Title middle schools needed to provide a transfer option and transportation to other schools as a result of not making AYP. However, NONE of the 4 middle schools made AYP. That's ridiculous.	Nov 25, 2011 1:33 PM
421	All of the measures I checked as "Very Important" are good initiatives.	Nov 25, 2011 12:41 PM
422	Not sure how to answer the final question, it is poorly constructed. I disagree with the statement, but didn't know which column to check.	Nov 25, 2011 11:37 AM
423	I believe schools do need to be held accountable, just not under NCLB and not under a system which encompasses all schools, REGARDLESS of Title funding. It would be like comparing apples to oranges. How can a school with the most diverse ethnic grouping be compared to a school in Portland? Those schools would fail every time!	Nov 25, 2011 11:29 AM
424	Special Ed takes more resources than we can afford to give. Any student who is struggling is diagnosed as "special" only to find out that all the money and resources in the world will not help them. We are draining the system by providing so much support for students that simply will never take advantage.	Nov 25, 2011 11:23 AM

Q6. COMMENTS?

425	I am strongly in favor of federal and state support for schools, but NCLB was a bad idea from the beginning. While a positive concept, it was inadequately funded and did not take into consideration the problems facing school districts who serve high populations of disabled, special needs, and ESL students. No matter how wonderful the ideal may be, these students are facing barriers which prevent them from reaching the goals set by a distant Secretary of Education or President--and that drags the whole school into a negative score.	Nov 25, 2011 10:38 AM
426	Special education students should not be held the same standards as regular education students when it come to passing statewide tests. There is a reason they are in special education. If they were able to follow the same standards they wouldn't need to be a part of the Sped system. School needs to stop being held accountable for Sped students not succeeding to the same extent of the regular education students.	Nov 25, 2011 10:29 AM
427	Oregon should sue the federal government to be released from the unattainable requirements of NCLB and not subject itself to the federal intrusion in our state's education policy.	Nov 25, 2011 10:15 AM
428	It is very possible that the schools who are seen as failing are in greart part working with students from envirnoment (physical and emotional) that do not help students to be ready to learn.. day after day...	Nov 25, 2011 7:58 AM
429	All students can make progress, but the ones that are most successful have parent support at home.	Nov 25, 2011 6:38 AM
430	It is absolutely impossible for 100% of students to meet benchmark. In my school we have a lifeskills program with students who have a variety of issues including traumatic brain injuries. Spend one day with these students and tell me that they should be expected to meet benchmark. I dare you. It is unfair to them, cruel to them, to make them feel inferior. School improvement funds should be used to improve the school. The only people who can decide how to do that are those who are intimately familiar with what each school needs, its employees. Interventions strategies should be decided by the school and all of its staff, no one else. Students should not be transferring schools. Every school can be good if the government would stop messing with them. There should be incentives for working in high poverty schools. If you want good teachers in scary schools you have to make it worth it. Who cares about the stupid report card. Involved parents know what's going on in the schools. They know that the report cards are all posturing and legislative crap. NCLB and its testing requirement is the worst thing that has ever happened to public education. Instead of reinventing the wheel, why don't we look to places where students have loads of success. Have you even researched Finland? The country with the highest amount of educated students? They have a lot of things we should be emulating. For example, their students do zero standardized tests. Zero. Their teachers have access to high quality training and mentorship. When asked, "Well how do you deal with bad teachers?" They answered, "You hire bad teachers?" Something to think about...	Nov 24, 2011 9:50 AM
431	I'm not sure about the transfer policies. I do know that we should have more magnet high schools that cater to students talents and skills. If opening up that, then I am all for getting rid of school boundaries.	Nov 24, 2011 8:39 AM

Q6. COMMENTS?

432	These survey questions were impossible to answer well!!! The core issue is failed federal policy and out-of-control capitalism. What's happening in Oregon is not unique to our state or unique to Western Europe in regards to our belief in Ponzi schemes. This includes the denial about the environmental crises we face. We cannot chase such deeply ingrained income inequality--just as much as the politician cannot keep chasing the dollars we don't have for the endless stream of campaigning. Let's get real! Push to get Citizens United overturned asap! We need to invest in our natural world, not the paper of finance!	Nov 24, 2011 8:06 AM
433	When schools don't make AYP, it is not always about the teaching. If you have a diverse population of learners, some living in poverty, many ELL's and a large SPED population, the cards are sometimes just stacked against your school. We should looking at adequate growth of individuals, not dinging a school because all the kids don't pass "the tests". The tests are not the only measure of student excellence. They do not take into consideration all the multiple ways humans can be intelligent.	Nov 24, 2011 6:32 AM
434	NCLB is an illegitimate set of benchmarks instituted under a criminal, anti-science Administration. Oregon should repudiate this legacy of the Bush Administration and everything it stands for, and adopt standards of achievements that reflect the lives Oregonians lead, not the ideas of East Coast policymakers.	Nov 23, 2011 10:42 PM
435	100% of students reaching achievement benchmarks is an impossible goal--not that we should not aim for 100%--but there is such a mix of factors that it is not possible: language barriers, lack of parental support, poor attendance, sometimes poor teaching, poor curriculum, poor remediations that compound learning difficulties--and schools cannot control the first three on this list. However we should be doing all we can to reduce the occurrence of the last three.	Nov 23, 2011 10:10 PM
436	NCLB is an unfunded mandate. What's better is to provide all students with the help, support, and encouragement they need. This will require funding. Maybe it's time to have a sales tax.	Nov 23, 2011 7:39 PM
437	I just focused on the 3 most important pieces to change.	Nov 23, 2011 5:33 PM
438	One hundred percent is an unrealistic mandate. This requirement forces public schools to focus their efforts on the lowest achievers at the expense of the highest and thereby dooms our society to mediocrity.	Nov 23, 2011 4:57 PM
439	No Child is based on an outmoded business model which even modern businesses have long superceded. Definitely get a waiver. Work together with schools, teachers (and the OEA) to develop meaningful and helpful assessments. Don't waste alot of time and money on standardized testing.	Nov 23, 2011 3:47 PM
440	If you must publish test scores, please also post socioeconomic scores and # of LEPstudents for e ach school, since those are both predictors of student achievement. That is not to say that lower socionomic and LEP students can't succeed, but the challenges are greater. Also, if LEP and Special Ed students could pass benchmarks at the same level as native English speaking non-Special Ed students, they probably would not be classified LEP or Special Ed. Why are we expecting LEP students to read and solve story problems at the	Nov 23, 2011 3:09 PM

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same level as their English speaking peers and then punishing schools which have high numbers of LEP students?

441	Absolutely do NOT eliminate the transfer option!! Schools NEED competition -- much more of it! This is no longer about protecting "turf". That's been done long enough. It's time to work as one, allowing students and families to GO WHEREVER THEY FEEL THE NEED TO in order to get a good education. TAKE AWAY THE ROADBLOCKS. FACILITATE CHANGE. Everybody can see that we need it!!	Nov 23, 2011 1:35 PM
442	NCLB has emphasized the wrong focus: testing instead of support.	Nov 23, 2011 1:35 PM
443	There is an increase in parents home schooling because the system is failing. I don't feel the school systems should get the federal dollars if the student isn't being taught in that facility. Students need the right to transfer if they aren't going to be able to do what it takes to get their diplomas because of overcrowding, out of focus education, and displaced priorities ect. Also who is going to conduct the school specific diagnosis and is this taking needed funds from the school to pay for some outsider to observe and make a diagnosis?? Teachers should be able to communicate and strategize about their situation and they should be intelligent enough to come to a consensus about where and what they should be doing. NCLB is a good ideal but way too many students aren't able to meet the required therefore breaking the system that was suppose to be designed to accommodate the students it is crippling. America has either book smart people that get pushed into these high paying positions and the common sense people that usually get the lower paying position, so the problem becomes that it is either one way or the other and we don't have both of these necessities together. It's either one or the other and the two don't seem to meet.	Nov 23, 2011 1:29 PM
444	NCLB and ESEA are not worth the paper they are printed on. Our state should actively lobby the federal government to move to a true measure of schools that acknowledges the failing environment they are working in.	Nov 23, 2011 1:20 PM
445	NCLB needs modifying - some monitoring/accountability aspects are unrealistic.	Nov 23, 2011 1:01 PM
446	I'm not a believer in the 'No child left behind' or the 'It takes a village' ideology. My previous comment above regarding training/apprenticeships might be pertinent.	Nov 23, 2011 12:53 PM
447	The students in our schools are in dire need of health and physical education. These are essential/foundational to their ability to learn, function, and contribute to society. As the ancient Greeks knew: "A sound mind in a sound body." Our students' bodies (i.e., health) is in serious jeopardy. An ounce of prevention -- support of school based programs -- is worth a pound of cure (i.e., having to deal with the long-term costs associated with the poor health trajectories they leave our schools on. We need K-12 health and physical education programs. Oregon should take leadership in this area!	Nov 23, 2011 12:25 PM
448	teach social and problem solving skills at every level	Nov 23, 2011 12:10 PM
449	Accountability for all subgroups is SO important! Breaking out the data clearly and exposing the achievement gap is a good thing - perhaps the only good thing - NCLB has done.	Nov 23, 2011 11:50 AM

Q6. COMMENTS?

450	Give control back to local districts while maintaining state oversight and funding--eliminate NCLB	Nov 23, 2011 11:47 AM
451	I think ALL schools should have the same funding, tools, opportunities. People who live in an area where more of the residents have lower incomes should NOT have lesser schools because of it.	Nov 23, 2011 11:45 AM
452	DOE is not structured to provide support and improvement to schools. I think ESDs are the best structure to offer support or have districts with similar issues share resources.	Nov 23, 2011 11:26 AM
453	Conducting a school-specific diagnosis before mandating a specific intervention strategy. Should also reference "district-specific" diagnosis.	Nov 23, 2011 11:19 AM
454	It was extremely refreshing to read the question that the state role would be one of support and improvement rather than compliance and punishment. Finally, the voice of reason!	Nov 23, 2011 11:17 AM
455	If setting aside funding for staff development, then there needs to be a comprehensive plan and a measure. What would that be? I could see different interpretations by each district. Also, we do need to make sure that we are putting dollars into student success, offering top-quality instruction and interventions where needed.	Nov 23, 2011 10:39 AM
456	Schools should be evaluated on whether they are making target gains for students who come to the school on a continuum of readiness and knowledge.	Nov 23, 2011 10:27 AM
457	Emphasis should move toward school improvement, not 100% achievement on benchmarks.	Nov 23, 2011 10:27 AM
458	these are good questions	Nov 23, 2011 10:23 AM
459	Hiring additional Elementary EA's (from Title One funds) should not be tied to district HQ issues. Especially when the school being penalized is 100% HQ.	Nov 23, 2011 10:22 AM
460	the current No Child Left Behind accountability system is actually leaving children behind and schools are ignoring it. Especially children living in poverty	Nov 23, 2011 10:19 AM
461	Include social emotional education in all grades, give free time for outdoor play, use Learning Centers in kindergarten and primary grades	Nov 23, 2011 9:23 AM
462	Loaded questions...	Nov 23, 2011 9:15 AM
463	too vague	Nov 23, 2011 9:10 AM
464	Many of the above proposals are too broadly or oddly worded to make a determination as to what the outcome would be if implemented. Therefore, no valid opinion can be offered.	Nov 23, 2011 9:07 AM
465	Declare a moratorium on all standardized, and standards-based testing	Nov 23, 2011 9:06 AM
466	When do we recognize that every child has talents in different areas? Some of us are great at math with little effort, but struggle with literacy. Others struggle with math. The goal is to provide opportunity, support and team effort for every	Nov 23, 2011 9:05 AM

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	child to reach a "c" level in each subject. However, some great administrators and other professionals were not "on grade level", even getting "d" and "F" grades before finding their "niche".	
467	Unfunded mandates that bludgeon and threaten school districts, based on arbitray and onerous standards, are poor tools to achieve meaningful reform.	Nov 23, 2011 9:02 AM
468	100% of students meeting benchmarks is not possible. I work in the system and it is an unrealistic goal. Sadly, you can't force parents to make children attend school and those with chronic absences do poorly overall. The transfer option for schools receiving federal anti poverty dollars has hurt classes in a school I know of. I think busing those students is a waste of tax dollars.	Nov 23, 2011 8:58 AM
469	Diane Ratvich who helped to design NCLB has written a book that describes, in detail, why the program is very badly designed and damaging to public schools. She describes the NCLB overriding purpose as a tool to privatize education in this country. She is highly informed and in total opposition of the program.	Nov 23, 2011 8:58 AM
470	NCLB was an honest effort to intervene in failing schools and to correct decades old racism in schools. The expectations for minorities were dim and the schools and teachers were dim in these perpetually awful places. The answer is not putting everyone in the same blender here. Give states the flexibility to do what is needed to intervene in places where things are not going well. Allow use of federal dollars on projects that make sense.	Nov 23, 2011 8:51 AM
471	Waive as much as possible. NCLB made no real contribution to student achievement and caused us to waste precious time, resources and energy on ill-conceived policy choices.	Nov 23, 2011 8:30 AM
472	I found last question confusing---I feel it is very important to revise some of the NCLB supports and sanctions !	Nov 23, 2011 8:15 AM
473	100% requirement - More flexibility needs to be made in the case of Special Education Students. These students are receiving extra support because they cannot gain what they need from the general education curriculum. Testing them on grade level material is not fair and does not provide useful information to the teachers or students.	Nov 23, 2011 8:10 AM
474	The last stement is a statement that would imply that you agree or disagree not a level of importance. As a teacher I am well aware of the importance of making your questions clear if you wish to receive accurate data. This survey does not do a very good job of stating the questions and responses clearly.	Nov 23, 2011 7:51 AM
475	Get the Feds out of it all together. The Title 1 accountability system is a terrible waste of time. They are truly more worried about a piece of paper in a binder than about student reading.	Nov 23, 2011 7:48 AM
476	I did not answer those statements I don't know enough about to have an opinion.	Nov 23, 2011 6:50 AM
477	We should not be applying for a waiver.	Nov 23, 2011 6:25 AM
478	I am concerned about Item 1 if 100% includes students with disabilities.	Nov 23, 2011 6:23 AM

Q6. COMMENTS?

479	Shift state focus from the "accountability" model to a focus on individual student learning. Move to a year round school to avoid learning losses by the students during the summer. Shift focus of the state department from a focus on testing to a focus on teaching.	Nov 23, 2011 6:16 AM
480	Our love of stats has completely demoralized our schools, we are not measuring real education, mostly memorization not creativity and thinking.	Nov 23, 2011 1:18 AM
481	Our system's reliance on normative tests punishes the students who fall outside of the average range of performance. We all recognize that human performance/intelligence varies in manifestations (rate of development, styles of learning, etc). We know that standardized tests and "grade level" are based on what the average kids can do at a certain age, and that there will be students who fall outside of the ability of the middle range of students. And we know that there will be students who will not meet the grade level or other normed standard. (This isn't Lake Wobegon and not all children can be above average.) But when our systems are geared to make students meet these normed standards what happens is that we end up stigmatizing students for not meeting the standard. We have to have ways to reward students for growth relative to themselves, too. If we don't we will continue to destroy these students' sense of self.	Nov 22, 2011 10:58 PM
482	Include SPED students in alternate testing but not a a measure of the success of a school. One local school failed in one area only, SPED scores. If SPED students could meet benchmarks, they wouldn't be disabled.	Nov 22, 2011 10:50 PM
483	We are holding teachers responsible for more than they control. I spend a huge amount of time/energy unteaching about violence, sexism, racism, social manners, ...or dealing with those students who have become interruptive to students learning in my classroom due to their (mis)understanding of what is appropriate in a social situation.	Nov 22, 2011 10:14 PM
484	Close the Federal Education Dept and transfer the money to the States. Help the teachers get out of control of the OEA	Nov 22, 2011 10:09 PM
485	Creating an accountability system... - how would this work? I don't think this is as important if the state is going to shift the focus on compliance to a focus on support and improvement. Right now it's all about accountability even for non title schools.	Nov 22, 2011 9:58 PM
486	Meeting requirements is less important than that every student make significant progress every school year.	Nov 22, 2011 9:48 PM
487	NCLB is an enormous sea of regulation, aspirational goals with little or no support, untested theory and waste. It has done more to damage schools and divert attention from real improvement and has truly been a wasted decade. STOP this horse shit!	Nov 22, 2011 9:48 PM
488	Fear of making mistakes leads to the resistance of trying anything new unless you are confident you will succeed. Students are already feeling this pressure, and learning REQUIRES taking risks. Holding schools to a perfect standard requires every student to never fail, yet it is through failing that we sometimes learn the longest lasting lessons. We want to set goals for students that are	Nov 22, 2011 9:38 PM

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obtainable, not impossible, so that we can foster their confidence, desire to take risks and self-esteem. This doesn't mean it has to be easy, but the expectation to be perfect is unreasonable for any human being--student, or teacher.

489	NCLB is do nothing but hurting our kids and teachers!	Nov 22, 2011 9:25 PM
490	Ex	Nov 22, 2011 9:13 PM
491	In the data I have seen it is often schools that have the highest percent of needy students are the ones that have sanctions. Yet school districts make their own decisions for how they spend their money.	Nov 22, 2011 9:13 PM
492	NCLB has increased district accountability, but less time needs to be spent on reporting data and more time needs to be spent on teacher quality and delivery of instruction.	Nov 22, 2011 9:01 PM
493	This section is worded awkwardly - it's a bit opaque - the results you get here will not be as useful as you need them to be.	Nov 22, 2011 8:15 PM
494	Anything that allows teachers and administrators to spend more time and energy on instruction, instructional best practices and meeting the needs of individual students, rather than on meeting the requirements of high-stakes testing systems would be welcome.	Nov 22, 2011 7:54 PM
495	100% of kids can't meet benchmarks. There are children with serious disabilities or very low cognitive skills. 100% is absurd.	Nov 22, 2011 7:54 PM
496	The questions is confusing - Not sure if you are asking which items should be waived or which should be kept.	Nov 22, 2011 7:48 PM
497	If you want to compare apples to apples on PISA or NAEP, then allow us to "cherry pick" our best to compare to the world; otherwise, stop the inane conversation of US not competing... what measures keep our graduate schools full of foreign nationals, eager to exploit our system? We value different things; let's celebrate that and not hang the heads so much with we get beat by Norway... with more cows than people, and less people than the city of Seattle!!!!	Nov 22, 2011 7:22 PM
498	My district doesn't receive Title 1 funding on any relevant level	Nov 22, 2011 6:45 PM
499	The wording of the last question, just above Other is confusing. I do not agree that NCLB is good, and DOES need to be modified, but I'm not sure which box I would check, given the wording choices, to indicate that.	Nov 22, 2011 6:00 PM
500	This section is poorly written a dprobably only makes sense to educators.	Nov 22, 2011 5:58 PM
501	NCLB had good intentions but its rules have served as a "stick-based" federal policy that has greatly harmed students, families, schools and communities. Students and schools not performing well need additional resources, not sanctions. Often a review of the school-wide curriculum and assessments is also needed (e.g. See Richard Allington's book What really matters in Response to Intervention for how literacy intervention programs should look). Intervention needs vary classroom to classroom, student to student. Anytime school-wide interventions are mandated it takes away the local control/autonomy of teachers.	Nov 22, 2011 5:24 PM

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502	Whoever wrote the fifth and seventh ones needs an editor for clarity. Try again...and change all the verbs from ing to Provide, Eliminate, Create, etc.	Nov 22, 2011 5:20 PM
503	This question is ambiguous. Are we ranking the importance of these or the importance of getting these waived (these two may be at odds with one another).	Nov 22, 2011 5:10 PM
504	We have many schools that do not receive Title funds yet have students living in poverty...just fewer than in the Title areas of town. By need rather than by school...Title funds provided according to how many are in poverty...not according to a % of poverty would really help buy materials that non-Title schools must try to come up with on their own in order to purchase materials for intervention.	Nov 22, 2011 5:07 PM
505	At least NCLB has drawn attention to the need for well trained teachers and continuing professional development	Nov 22, 2011 5:01 PM
506	Generally, I don't think there should be waivers. In spite of complaints by educators. learning has improved with NCLB. Teachers don't like to be told how to do it even if they don't do it well.	Nov 22, 2011 4:45 PM
507	Having been a teacher in the K-12 system for over 35 years, I have yet to find anyone from school or state education departments who have adequate knowledge to assess a school's needs. Who makes the diagnosis? [REDACTED], who led the Portland school board when they closed Jefferson High School? This wrong headed decision cost some of the state's most vulnerable students access to a first-rate education. Oregon needs to stop following the hot reform trends and spend money on reform that makes a difference: reduction of class size. What real credentials will these assessors have? How long did they teach? Were they successful? How was this success measured?	Nov 22, 2011 4:38 PM
508	Our schools are not working. The percentage of high school graduates is too low. Some schools do work w/similar situations. We need to figure out why, quickly, and adjust quickly. Children and youth depend on adults for our well being and it isn't fair when we fail them...	Nov 22, 2011 4:32 PM
509	Make school progress something we celebrate and stop focusing on the punitive side for schools/students that struggle.	Nov 22, 2011 4:30 PM
510	While creating an accountability system, only Title schools get Title dollars!	Nov 22, 2011 4:29 PM
511	NCLB has been a miserable failure and Oregon should escape its clutches by any means necessary.	Nov 22, 2011 4:13 PM
512	I don't know to respond to the 'None' question; poor wording. You forgot to ask shifting the required 20% setaside for tutoring and bussing. This is a significant drain of funds for school district's Title I budgets, and has absolutely no research to support its effectiveness.	Nov 22, 2011 4:05 PM
513	Need to go from a punitive system to a system of support. Schools and district also should not be sanctioned when the state cannot support a quality educational experience for each child. HOw is it okay to underfund education and then penalize?	Nov 22, 2011 4:05 PM

Q6. COMMENTS?

514	How do you expect students with learning disabilities and special needs to accomplish this goal. This is a set up for failure.	Nov 22, 2011 3:50 PM
515	NCLB does NOT work. There is no money in Oregon for public education. What happened to the QEM? No more mandates without more funding.	Nov 22, 2011 3:47 PM
516	quit with all the red tape....hire less politically minded administrators and find people who work hard and are good at clean up.	Nov 22, 2011 3:31 PM
517	NCLB is a good start; flexibility may be the best process and assessment options.	Nov 22, 2011 3:29 PM
518	I believe the "No Child Left Behind" is being mis-used. I've bene on field trips where all students were in attendance (which is great!), however only to stand around during portions they couldn't participate in. Or only to walk around, and not be able to participate in the activities as they are not at that level. No modifications were made for these children during the trips so they got something out of it as well. A principal wanted to put an adhd/tag child on a 504 plan, rather than meet the TAG needs of the child and keep him interested in his courses. Child was medicated and under control, but because the child was a "candidate for a 504" she wanted him on one and It became clear in conversation she wanted this child on the 504 to bring up the school's statistics for the special needs children. His actual needs were of less interest. Enfruating!	Nov 22, 2011 3:29 PM
519	Some of your questions are too inclusive. Modifying some will help all schools. I want accountability. I want in-services to help me become a better teacher. I want good administrators that can show leadership to the staff. I want a report card that shows the good things our students are doing.	Nov 22, 2011 3:14 PM
520	Large school districts discriminate by class and race and are not transparent about what specific school budgets. Given the chance, district will go to great lengths to avoid Brown v. Board of Education.	Nov 22, 2011 3:11 PM
521	Anything to simplify understanding for parents and encourage them to get involved with their children. I don't think eliminating the transfer option is good, because there are magnet programs out there that are providing specific training and education for students who "know" their field of interest.	Nov 22, 2011 3:02 PM
522	Many aspects of NCBL are important. It created a forum for educators to discuss student acheivement, growth, strategies, support and improving the educational status of all students. Rather than spend so much time and effort on assessments, we should be spending our resources on systems that are effective. Literacy education for parents of poverty is more important as testing windows where expectations of scores change every other year as well as increasing % to meet.	Nov 22, 2011 3:01 PM
523	Most of these questions are poorly constrcuted given the categories for response	Nov 22, 2011 2:56 PM
524	It is absolutely unrealistic that 100 percent of students must meet benchmarks for a school to be considered successful. That is like saying 100 percent of all emergency-room room patients must make a full recovery (regardless of the severity) of their injuries or the hospital is a failure. No patient left behind!	Nov 22, 2011 2:54 PM

Q6. COMMENTS?

525	NCLB does need to be modified. It is not working the way that it is written. 100% of students are not going to meet the same benchmark that just increases every year. Students should be showing growth!	Nov 22, 2011 2:53 PM
526	The 100% achievement goal is commendable but not at all realistic...because children with developmental disabilities, mental disabilities, etc. are included in this, or so I believe...in that case, it is not appropriate nor possible. We seem to spend an inordinant amount of funds a few students and the majority of students get less. I don't know that I have the answers, but I do know that Oregon doesn't do such a good job in educating its young.	Nov 22, 2011 2:53 PM
527	Questions 5 & 8 demonstrate part of the problem; 5=ambiguous statement which will elicit confused and distorted responses; 8=failure on the part of the survey writer to notice missing words and punctuation, again resulting in confusion of the statement and potential for the survey to be misunderstood and responses which reflect that confusion.	Nov 22, 2011 2:51 PM
528	While I do not think the current ESEA act is good for education, I am concerned about certain aspects of the waiver. I do not think more testing is the answer, nor is high stakes tests. I also do not like charter schools, vouchers, or the ability to transfer as none of these have been proven to work. I am also concerned about the idea of merit pay. I have not heard of this being successful anywhere and often times in unfair. There was a recent article from a Lousiana newspaper about the specialists rolling the dice to decide which grade level and test would account for half of their evaluation, I can see that happening with merit pay. Who decides who gets what and how much? And what is important-I would argue the PE teacher is just as important to school culture, climate, and a student's long term success in life as the classroom teacher. Back to the case of specialists in Lousiana trying to decide the odds of betting their evaluations on a score in a subject they do not teach-sounds crazy doesn't it? Yet, if teachers are to be evaluated on test scores how does this work for specialists? Merit pay isn't the answer. I like the idea of paying teachers more to work in difficult schools, but then why would you want to do that if your evaluation will go down because of the outside influences-things beyond your control.	Nov 22, 2011 2:48 PM
529	It is not practical for NCLB to be watered down twice, first at the state level, and then at the individual district level. This survey is also skewed in that the descriptions do not match the responses.	Nov 22, 2011 2:44 PM
530	Requiring districts to "set aside funding" is a pointless statement until there is sufficient funding for the schools to operate. Having a 100% requirement by 2014 is typical decision-making by politicians. It sounds impressive and it is entirely ludicrous. There is no way that this will happen at all grade levels at all schools. It's like saying we require all students to high jump 7 feet or run a 4 minute mile. Absurd!	Nov 22, 2011 2:37 PM
531	we need something for accountability; parts of NCLB are needed! Other parts, not so much.	Nov 22, 2011 2:33 PM
532	100% is impossible. We should aim for it, but not penalize districts for not reaching it. There will always be students with things going on in their lives that undermine their education. However, NCLB has caused us to pay more attention to improving what can be improved. Unfortunately, if a school is behind	Nov 22, 2011 2:32 PM

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at first it can make great progress by still be behind and not be considered adequate even though it has improved greatly. That is very discouraging to those making extra effort to improve student learning.

533	I have been at a couple of workshops on this the new OEIB seems very similar to NCLB, just some different words meaning the same things. What NCLB calls 'sanctions', OEIB calls 'support'. The question will be what happens when OEIB determines that a school has not improved in a couple of years after proper 'support' has been given? Will OEIB follow similar NCLB 'support'?	Nov 22, 2011 2:27 PM
534	In regards to the requirement "... that 100 percent of the students meet achievement benchmarks". Meeting a benchmark is less important than seeing a "gain" in knowledge. There are many kids who enter the school year already meeting the benchmarks for that grade level -- if we were to simply aim for meeting the benchmark, these kids are going to have their time wasted. Likewise, there exist children with developmental issues that are going to make it so that they will never be able to meet benchmarks. A better assessment is one that measures gain in knowledge -- when you are aiming for a defined and measurable gain as opposed to a statewide benchmark you can tailor your educational program to meet the needs of a specific community.	Nov 22, 2011 2:25 PM
535	I don't know enough to give an answer on these questions.	Nov 22, 2011 2:21 PM
536	Socioeconomic status is always going to be a factor. Some students get much more tutoring and help at home to close the gap that support is going to have to be given to all students. It isn't just the school that makes the difference for the child.	Nov 22, 2011 2:20 PM
537	Again the categories labeling make no sense. The last option of None. cannot be answered very important, less or not. Would be better Agree, Neutral, Disagree. Don't you love when a person who does research takes a survey like this!	Nov 22, 2011 2:19 PM
538	Don't neglect the whole child--make sure all schools have adequate funding for art, music, and physical education.	Nov 22, 2011 2:17 PM
539	Without NCLB, education really did not care about results and improvement, although a lot of "talk" happened. With the threat of sanctions, SDs and schools finally began to really walk the talk of school improvement.	Nov 22, 2011 2:05 PM
540	Anything that is all or nothing cannot be good for students, teachers, parents or administrators. We are all people working within a structure that is often too rigid for accommodating different learning styles.	Nov 22, 2011 2:05 PM
541	This was a political play by the Bush administration. The act of weighing cows does not make for better beef.	Nov 22, 2011 2:02 PM
542	Investing in learning is priceless...investing in public education is a failure	Nov 22, 2011 1:57 PM
543	There should be accountability for schools/districts not meeting standards with children. However, the current use of funds to support options that may or may not work within a given community are counter-active to school improvement.	Nov 22, 2011 1:57 PM
544	Not sure of meaning of last option . . . do not agree with many parts of NCLB. It	Nov 22, 2011 1:56 PM

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needs overhauled and that is a very important need.

545	The last statement in this section was poorly stated. I feel that NCLB was not effective in supporting the needs of the students nor the teachers. What is most helpful are some easy to implement strategies and the \$\$ MONEY needed for supplies, resources and materials.	Nov 22, 2011 12:57 PM
546	The transfer option in our experience is not one often chosen by parents (they like their neighborhood school) so it does not create a burden. The mandatory offering of outside vendors providing tutoring is a major concern.	Nov 22, 2011 12:15 PM
547	Too much federal regulations which hamper school districts from effectively improving education. Let the classroom teacher have control over what and how content is taught	Nov 22, 2011 11:26 AM
548	Because Oregon pads its numbers for meeting AYP, the 100% requirement is not that unreasonable. If the numbers were honest, than the requirement could be reasonably lowered. The "Outstanding" report card rating is a feel-good label that does not necessarily correlate to actual school performance. Majority performance can disguise very real deficits within a school. Unfortunately, the district and school often use the rosie positive assessment as a justification to maintain status quo as so facilitate the gaps of achievement, disipline and graduation.	Nov 22, 2011 10:25 AM
549	Spending Title 1 money has become so difficult that is does not serve the purpose to help improve instruction if we can not spend it wisely for helping our students in poverty.	Nov 22, 2011 9:39 AM
550	Last question is odd. Cannot answer with the choices.	Nov 22, 2011 8:20 AM
551	The areas I have marked "very important" are critical !	Nov 21, 2011 9:34 PM
552	The schools that struggle to meet AYP or other arbitrary top-down measures of "success" are the schools that have the most students living in poverty. Requiring more high-stakes testing, "tight" oversight and other punishments will only further demoralize the entire school community. I am so disappointed that the Obama administration has continued down this road of illogical and damaging for kids education reforms. Oregon should make every attempt to direct resources to the root causes some students are struggling to succeed in school.	Nov 21, 2011 9:15 PM
553	What are options for Oregon and other states if Oregon opts out of several federal mandates?	Nov 21, 2011 6:56 PM
554	Keep the focus and funding directed toward the children. Much energy is spent and creating and re-creating the newest fix, money is wasted on the current politically favored program or approach.	Nov 21, 2011 3:58 PM
555	Often a school is in "school improvement" status because of the poor performance of a single sub group. It makes more sense to not focus on trying to improve and change the whole school, but to focus the funding and effort on the particular sub-group.	Nov 21, 2011 2:38 PM

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556	This question is poorly worded - leading to my confusion. Do you want to know the most important to eliminate or the most important to keep? I answered the above questions by listing "very important" for all those I'm in support of.	Nov 21, 2011 2:03 PM
557	In the current system, failure pays. That must change. A focus on student weaknesses must be replaced by a focus on student strengths and building upon those strengths.	Nov 21, 2011 1:05 PM
558	It's important to reduce red tape and paperwork and get to the basics of why a school is failing and fix it. Even in the poorest of communities a school can be a winner if it has a dedicated and talented staff who is willing to put in the time and effort to make it happen. Individual schools should have the flexibility to go "outside the box" and do what works.	Nov 21, 2011 12:44 PM
559	Not sure how to answer the last question. The required supports and sanctions under NCLB are NOT a good system and it does need modification!	Nov 21, 2011 12:29 PM
560	NCLB is a failure. Our curriculum has become too narrow and we are losing sight of what we want our students to look like when they graduate from our schools.	Nov 21, 2011 12:27 PM
561	It is about support. If districts get the supports, then the compliance will follow. What gets really tiring in this profession is we spend so much time, energy and money on compliance that ends up in a file cabinet taking away time to get better at what we do. It is an exception in Oregon that an educator would not want a student to achieve. If you really contemplate this issue, we are students of our profession, always learning. While I understand the need for accountability, what is accountability without support. If you fail a student and then tell them to fix it, that student will probably not be successful. Maybe not a pure analogy, but support district staff in this endeavor.	Nov 21, 2011 12:17 PM
562	School specific diagnosis. Accountability? The Department of Ed is/should be already accountable for the students at the stage of development and needs of each one individually. Seriously. These are children at different stages of development. It is a qualified teacher that teaches to that developmental stage that is front of them. Not a entire school. More emphasis on child development could really make a difference to teachers who have been teaching for 20-30 years. We know so much more about brain development and teen age brains than ever before. Use evidenced based information to make informed decisions. The private sector pursues professional development for self improvement not because the fed's say so. We do our research and work longer than most teachers. NO one has ever figured the difference between high school teacher time and elementary face to face time with students. Factor in lunch, recess, field trips, library, days off, etc. Does not add up for the pay/ridiculous benefits with my tax dollars than at-will employees in Oregon working jobs that require more restraint and constant training to keep.	Nov 21, 2011 12:00 PM
563	Make teachers accountable again and not districts who have no power over them.	Nov 21, 2011 11:53 AM
564	The need to modify the 100% by 2014 is only to account for those students, such as special needs students or ESL students to have different benchmarks. So that is possible to attain the goal. All other students should be held to the standard.	Nov 21, 2011 11:51 AM

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565	This is an incredibly intricate and delicate system, with variables ranging from money received, teachers unions, neighborhood divisions, and achievement gaps. There needs to be a long, hard look at what funds schools have and how they can use what they have to foster education, instead of piling large amounts of money into fixing problems that effect a small amount of people.	Nov 21, 2011 11:41 AM
566	I don't see why state and federal report cards need to match. I don't get confused looking at them because I understand they're looking from different points of view and there's nothing wrong with that. Again, I'd want to know all the implications of an "accountability system" before answring questions about it.	Nov 21, 2011 11:38 AM
567	The whole system under the NCLB needs to be changed. Schools cannot meet the demands of the system and face sanctions that are unfair to the school and students.	Nov 21, 2011 11:36 AM
568	We need to change the report card to reflect that a school may still be very successful even if a sub group is not meeting the benchmark. If you create a growth model for some of our sub group (in particluar SPED) that would allow a district to meet AYP as long as the sub group as shown imporvment that would benefit everyone.	Nov 21, 2011 11:23 AM
569	The current system of accountability is over identifying failing schools. When all public schools are considered in need of improvement, it does not allow for us to identify those schools that really do need support and assistance. Student demographics (poverty level and ethnicity) and parent characteristics (educational attainment of the mother, support for education at home) continue to be the primary indicators of success on standardized testing. These factors cannot be altered by schools, no matter how hard they try. However, research consistently tells us that have an effective teacher in every classroom is the single factor that is under our control that has the most significant impact on student achievement. in fact, studies have shown that three years in a row of effective teaching can eliminate even the most pernicious of achievement gaps (African American boys, for example). So we should be investing in systems that help us ensure an effective teacher for every student.	Nov 21, 2011 11:10 AM
570	Say what you will but without NCLB, we would not be focusing as intently on school improvement. We would be serving up the same old platitudes and not addressing the issues.	Nov 21, 2011 10:08 AM
571	Again, how much training do the teachers need. If a person is hired to do a job in the private sector, they are expected to do that job. How much has math & English changed over the years?	Nov 21, 2011 9:43 AM
572	NCLB is totally unrealistic. There is no way 100% of the state's students will meet the benchmarks. We have kids in high school who can't read or do math, not because they haven't been taught, but because they never will reach that standard, no matter the interventions. Legislators need to come into the schools and see for themselves. High poverty schools also have high apathy among students and parents. What is more important to them, food on the table or an education for their students when they can't see the purpose themselves?	Nov 21, 2011 9:26 AM
573	NCLB or anyother system needs to have a true sense of human reality and a true pathway to school improvement that is attainable.	Nov 21, 2011 8:59 AM

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574	To use a sports analogy, government needs to quite just setting the bar higher and expecting schools/staff to clear it. Government needs to become better coaches and help schools and staff become better jumpers through support, not demands.	Nov 21, 2011 8:30 AM
575	100% and still is a statistical impossibility! The report cards are ridiculous. The best information comes with conferences, which have been eliminated with cost-cutting. We need a thorough comparison of costs that Oregon and local school districts already pay to comply with NCLB with those that would comply with a waiver. Regarding the latter, the Oregon Department of Education should include: * implementation of Common Core standards, inclusive of assessments, technology, teacher training, textbooks and materials, state database costs and adopting English learner standards; * interventions (including technology-based) for the 15 percent low-performing schools; * training of principals to conduct evaluations for all teachers. We need to understand the revenue source for waiver compliance: * through diversion of general fund dollars or local option levies? * through federal funding? * through grants, foundations, or charitable giving (PTAs, more Dreamer schools)? * through new financial innovations that "pay for success," like social impact bonds?	Nov 21, 2011 8:29 AM
576	AYP most definately needs revising. Obviously we will not get ALL students to 100% so let's not continue to put that false hope out there. Let's focus on all students and establish potential, leading students in that direction. Most importantly, make our targets clear, don't change them and students will be able to hit them.	Nov 21, 2011 7:43 AM
577	The biggest flaw in NCLB, besides the assumption that all kids can succeed at the same level, is that it is punitive and high stakes. That needs to be fixed!	Nov 20, 2011 8:10 PM
578	Oh god. This isn't difficult. 1) The Federal government has no business doing anything at all about education. 2) You taught your own kids to speak and walk and run the DVD player. You probably taught them to read too. You know how to do this. It has nothing to do with trendy jargon or Titles or Adequate Yearly Progress or "improvement status". Just teach them what they need to know and be done with it.	Nov 20, 2011 6:31 PM
579	Yes on flexibility for Title I - but use it wisely. Third Dose Title One is working in Eugene / River Road school. Look at that model they work closely with the afterschool program and have good data. Depends on what you do with the money if you take school districts out of improvement status. More academic / enrichment summer programs should be a priority - district wide professional development does not happen in small districts. They have no access. Giving flexibilitiy to SD's doesn't mean that they will do a better job helping students.	Nov 20, 2011 6:11 PM
580	I do not support using 21st CCLC funds for the school day.	Nov 20, 2011 4:58 PM
581	This is not taking 5 minutes but it is a good thing. :)	Nov 20, 2011 1:32 PM
582	We as a community need to be accountable for our children's education. This means properly funding our schools and providing our students with basic need fulfillment: food, medical and dental care, and a safe and stable home.	Nov 20, 2011 12:52 PM

Q6. COMMENTS?

583	It's interesting to see the assumptions that underlie many of the statements above. For example, the one on "public confusion" implies that the federal and state systems should match. There's nothing wrong with having different sets of standards that emphasize different things.	Nov 20, 2011 11:08 AM
584	It is not about testing and test scores, it is about helping our students turn into well rounded, educated kids with the skills to meet the challenges of the 21st century. A student with straight A's is not always that student!	Nov 20, 2011 10:53 AM
585	NCLB did not work when implemented in Texas under Bush, and has been a disaster for school systems across the nation. Texas public schools continue to struggle as parents who could afford to simply left them and created private schools. Please don't let that happen to Oregon schools.	Nov 20, 2011 8:40 AM
586	Pursuing the waiver to get rid of the 100 percent requirement, but at what cost???	Nov 20, 2011 7:55 AM
587	NCLB has good components, but way too much emphasis on school test scores rather than on individual student growth.	Nov 19, 2011 9:33 AM
588	I believe the following statement, "Providing more flexibility in how federal Title I funds may be used for school improvement," is critically important.	Nov 18, 2011 9:51 PM
589	The federal government needs to get out of our way and let us do our job. Their "one size fits all" approach just doesn't work for us.	Nov 18, 2011 9:50 PM
590	Changing ODE from a "gotcha" bureaucracy to one of informed, highly professional, and effective teachers and administrators would revolution statewide school business as we currently know it. With a truly effective Superintendent of Public Instruction who was a top-notch educational leader Oregon schools could be transformed . It would be fabulous to see top-notch leadership at the state level in education. Oregon needs a highly effective EDUCATIONAL leadership to change the focus, to change the culture, and to change the services and resources to all Oregon schools and school districts.	Nov 18, 2011 8:43 PM
591	THANK YOU for asking these thoughtful questions. I think all of the items in this list are a high priority but marked 3 as less important just in case you need some input for room to negotiate with the feds.	Nov 18, 2011 4:16 PM
592	We must be held accountable and a system that allows us to measure performance level is essential. However, that system needs to have flexibility and measure appropriate knowledge.	Nov 18, 2011 4:15 PM
593	You got to be kidding... The required supports and sanctions under NCLB are a good system that does not need modifying? NCLB is fatally flawed.	Nov 18, 2011 3:59 PM
594	The 100% meeting is like asking an in-line 4 cylinder engine car to win the Indy 500. All kids have a brain, some are turbo or super charged, others have good old fashioned injection, other are still using carburetors and some have dirty, single barrel carb with fouled plugs. As hard as they try, they dont match the power of the other engines. How much money is spent tracking the money districts are given instead of teaching kids? Yes, monitor and ensure funds are spent appropriately, but loosen things up, Think how wrong it is to fund a	Nov 18, 2011 3:55 PM

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computer lab with Title 1 funds and then make it sit vacant, while scrambling around with regular ed students trying to find an open computer lab and the reason we can use the open computer lab is because the users are not Title one. Is that not stupid? IF ODE would shift role to support and improve instead of policing, gee, think what might just happen.

595	50% of the districts in the stat enroll 500 or fewer students. They do not have enough admin horsepower to change the school while they are keeping it running. Require districts to use local funding sources for athletics and activities, and state funds for instruction.	Nov 18, 2011 3:52 PM
596	I don't understand the wording on the last "None. The required...under NCLB...not need modifying". I'm not sure if Very Important or Not Important is a vote against NCLB and for modifying NCLB.	Nov 18, 2011 3:43 PM
597	The fourth is the most important. We need to shift the state role from a focus on compliance to a focus on support and improvement. Too much time and energy is spent at all district offices in school districts on filling in paperwork and refiling and refilling it in for compliance. Some directors jobs focus so much on the compliance piece that the real improvement work takes a back seat. All of these processes need to be streamlined. With limited personnel and money, this is the time to rethink and make it more concise. When the CIP went to digital format it was suppose to be easier and less cumbersome. This has not been the case and our office spends way too much time on parts that don't help move our district to better improvement in instruction and learning.	Nov 18, 2011 3:36 PM
598	Flexibility to create programs and schools that are measured by their mission and vision and not an antiquated/ineffective/confusing accountability system such as cohort graduation data.	Nov 18, 2011 3:31 PM
599	NCLB has never been a good system. It relied on negative consequences, school moves and less than supportive actions.	Nov 18, 2011 3:25 PM
600	Quit using sub groups to determine accountability measures. Look at results for all children and quit putting students into boxes. It is an unhealthy approach to teaching/learning.	Nov 18, 2011 3:24 PM
601	The "none" statement is not well written. I hope my answer conveys that YES NCLB Waiver is needed.	Nov 18, 2011 3:07 PM
602	The NEXT Gen - ALDER project and the like have been in the works for a few years. To present this as a new opportunity is disingenuous. The position the state has taken the last ten years to shift resources towards data collection and reporting has been at the expense of meaningful school improvement.	Nov 18, 2011 3:00 PM
603	You cannot build a system where 100% will meet...please refer to basic mathematics principals. Conducting a diagnosis of specific needs before schools starting intervention strategies would be a very positive move in the right direction. Title flexibility would be a very welcome change and very helpful for schools and districts on a daily basis.	Nov 18, 2011 2:56 PM
604	Going to some kind of growth model is critical. Also requirements of SES is a waste of money!!	Nov 18, 2011 2:42 PM

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605	We are tying a tag to schools that do not meet NCLB that they are underperforming and students should be allowed to transfer, yet it is not the challenged students that are going to transfer, it is the higher performing, which may be getting a great education.	Nov 18, 2011 2:38 PM
606	NCLB was a death knoll for public education. It doesn't need to be modified, it needs to be fully dumped. The CCS are flawed in many ways, but at least are a beginning of state congruence.	Nov 18, 2011 2:34 PM
607	100% meeting achievement benchmarks is not possible, that this number has been set as a goal, undercuts the integrity and relevance of the effort---it's a joke and everyone seems to know it, but those who are setting it as a goal---how about letting the politicians who are setting policy on our national budget figure out what the goals are, or should be?	Nov 18, 2011 2:33 PM
608	Transitioning to the CCSS should not occur. Districts should simply make the switch and allowances for lower scores (if that even happens) on statewide assessments should be accounted for in a school's rating.	Nov 18, 2011 2:31 PM
609	These are critical changes to bring a sense of reason and local control back to districts.	Nov 18, 2011 2:20 PM
610	The last statement does not lend itself to the scoring system given I would say it is not a good system and needs desperately to be changed	Nov 18, 2011 2:10 PM
611	Ratcheting up requirements at the same time funds, and as a result staff and support systems, are being drastically reduced makes no sense. Expecting improvement under these conditions is ludicrous.	Nov 18, 2011 12:03 PM
612	NCLB has always been a system of penalties rather than providing support for solving the problems.	Nov 17, 2011 11:55 PM
613	NCLB required specific goals but did not give the school districts the funding to help teachers, students and parents to meet the goals that someone in Washington DC made up. There are few special services or funding for those who come to school hungry, have parents who move frequently or socially or economically do not have the resources to support their children in the early school years.	Nov 17, 2011 6:27 PM
614	We should be realistic. I think the unsuccessful schools tend to have greater poverty---addressing the needs associated with this state through community involvement would help. Kids who are homeless or not getting enough to eat cannot learn as well.	Nov 17, 2011 2:32 PM
615	As long as the federal government is allocating money to our schools, we have to comply. I am not sure that this should be the job of the federal government, but since it is, we must play by their rules.	Nov 17, 2011 2:22 PM
616	I don't get the "None" item. I abhor the NCLB unrealistic expectations and draconian consequences so I would be happy to see them eliminated.	Nov 17, 2011 2:03 PM
617	Every kid should have an IEP. Let's put the main focus on the kids as individuals, and forget about punishing "schools." With IEPs in place, a principal	Nov 17, 2011 1:56 PM

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and faculty can roll up the school's strengths & weaknesses, and deliver focused instruction accordingly.

618	Far to many parents do not have the tools or take the time to have the healthy engagement it take to give their children these development skills. They actually rely almost totally on the school system for their children's educational and social development. All day kindergarten can only help in these cases. We also have to be careful of making this group have dependency upon the system and example is that we are also providing most nutritional needs for a certain segment. I don't recommend it stopping as these kids need it the most, but somehow we need these parents to rise to their responsibility.	Nov 17, 2011 1:35 PM
619	See comment above.	Nov 17, 2011 1:12 PM
620	NCLB expectations for a student population as a whole has always been unrealistic. There are so many challenges a school district faces beyond their control. Even a great school which has all its students up to speed and passing their assessments can be thrown into a tailspin with a couple transfers into the district that have not had the opportunities or the quality of teaching in their previous education experience. Transient populations are a problem for our schools. Goals, standards, and expectations are not the same from district to district and schools within districts. A system that tries to fit every pug into the round hole is doomed to failure AND it stifles creativity and growth beyond the expected boundaries.	Nov 17, 2011 12:40 PM
621	Hope I answered last question correctly--nclb is a 10 year travesty!	Nov 17, 2011 12:07 PM
622	The current system, under NCLB, needs to be dramatically changed.	Nov 17, 2011 11:44 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

1	Prepare them early (early childhood education, solid academics and habits during elementary), that way we won't have to play so much catch-up later.	Dec 13, 2011 9:14 PM
2	Trade school focus	Dec 13, 2011 12:25 PM
3	I don't like the implications of all of these and so don't want to select them.	Dec 13, 2011 11:56 AM
4	Creat meaningful vocational education in high school so students actually leave school with the opportunity to be useful to an employer. Students leave school because they perceive no value!	Dec 12, 2011 9:27 AM
5	I would rank early childhood highest but we can't financially afford to add to the system right now. We need to do better with the kids we have.	Dec 11, 2011 11:33 AM
6	The tuition for colleges should be lowered to an amount that these students who will graduate can afford.	Dec 9, 2011 7:41 PM
7	Not all students are college bound. High schools need to bring back the trade school options that have been eliminated by recent budget cuts ie mechanics, building/shop classes, business classes	Dec 9, 2011 3:35 PM
8	What is the point of preparing kids for college, if they can't afford the tuition? We need to find ways to have employers help with tuition reimbursements, and they could earn tax credits. What is the point of graduating with 50K in debt and then you can only get a minimum wage job if you are lucky!	Dec 9, 2011 1:52 PM
9	Kids learn at different rates, age shouldn't be a reason to move to the next level. It should be more based on achievement.	Dec 8, 2011 5:36 PM
10	Develop a coherent K-12 Math/Science/English curriculum so that students aren't repeatedly going over the same topics year after year. Teachers, especially in math & science, teach the things they like best and they tend to be the same topics covered by previous teachers. This duplication can be reduced by having a following a detailed, K-12 curriculum.	Dec 8, 2011 3:41 PM
11	track students into careers of their interest.	Dec 8, 2011 2:53 PM
12	High schools should be merged with community colleges. High school graduation doesn't mean anything, only useful knowledge.	Dec 7, 2011 10:56 PM
13	Increasing the number of programs in high school that prepare students to go into trade and apprenticeship programs & creating community partnerships to ease the transition from high school into those programs	Dec 7, 2011 10:46 PM
14	options for those not going on to college to train in other fields	Dec 7, 2011 9:10 PM
15	I think if we do a better job at the early childhood end of school, we will improve the other end at the high school end of things.	Dec 7, 2011 4:54 PM
16	Elementary schools should more closely model middle schools in that each teacher teaches a specific subject. Rather than have the students switch classrooms, the teachers should. This would allow teachers to spend more time	Dec 7, 2011 2:38 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

focusing on a specific lesson plan for a specific subject and would increase the quality of the lessons. The teachers could receive more specialized training in the subject they wish to teach and the most effective ways to teach it. Students will benefit from teachers with more subject expertise and the teachers will not be tasked with developing lesson plans for an entire day. They will be able to devote more time and effort on one lesson plan that they will teach to several classes. If we can do this with music, art, and PE, why can't we also do it with math, science, reading, writing, etc...

17	Reducing class size. Eliminating "overhead" such as groundskeeping.	Dec 7, 2011 1:41 PM
18	Improving Math skills in early elementary grades	Dec 7, 2011 8:47 AM
19	Decrease class sizes and offer more one on one help to students.	Dec 6, 2011 5:22 PM
20	WE NEED ARTS IN SCHOOLS. Bring back music and art please!!!!!!!!!!	Dec 6, 2011 5:18 PM
21	summer programs for low achievers particularly. somewhat more focus on academic skills in these programs. Across the age-span mentoring program during the school year.	Dec 6, 2011 3:40 PM
22	Mandate 90% attendance rates for all students. Impose sanctions on parents for not supporting their child and their child's education. Address issues that prevent students from attending school - issues that are outside the scope of the school.	Dec 6, 2011 1:58 PM
23	How about recognizing that not all students are going to become college graduates and doing something for them that will help them become productive workers with jobs that will support them and their families.	Dec 6, 2011 9:13 AM
24	All of this is important and you can't really have most of them without the other, so this was a hard question to answer. I don't think we should waste money, but we aren't funding K-12 schools and early childhood education ENOUGH. If we did? Some of the graduation and college questions would fall into place for most students.	Dec 6, 2011 7:18 AM
25	We need more music for our children. Music works the creative & the technical side of the brain at the same time. The other subject do not.	Dec 5, 2011 4:04 PM
26	improved training for pre-service teachers and longer term, focused, staff development for in-service teachers	Dec 5, 2011 3:52 PM
27	Smaller class sizes. Coming from another state where my maximux student count was 20, having 28 students is not fair to them. With that many students a lot of time is spent only on behavior management and much time is lost for academic achievement.	Dec 5, 2011 3:22 PM
28	These all need to be done. This is a SYSTEM PROBLEM. To assume that one of these priorities is more important than another is foolish and part of the reason why our schools need help.	Dec 5, 2011 3:17 PM
29	Communicating to studentsd the importance of their education. Having students	Dec 5, 2011 3:14 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

	being aware of their educational goals set by them. Students will achieve to their highest potential if educators explain to students that they need to be in charge of their own learning. We cannot have passive students.	
30	Listen to what the students of color need from us in order to serve them better not the other way around where we're telling them what we're willing to to which is usually from a white middle class point of view.	Dec 5, 2011 2:54 PM
31	I would hire more teachers so that classroom sizes were smaller. Number one priority. No one can teach more than 25 students at once. Ideally it would be 20.	Dec 5, 2011 12:04 PM
32	Allow for confirmation of income for those receiving free & reduced lunches.	Dec 5, 2011 11:08 AM
33	The priority needs to be on rethinking Oregon's school funding system. Measure 5 has proved to be totally unworkable. Oregon needs a fair and stable system K - college.	Dec 5, 2011 11:06 AM
34	Providing opportunities for TAG students to learn at their levels and rates. Don't forget about them!	Dec 5, 2011 10:24 AM
35	We need to have the state work with the federal govt. To pass the "Dream Act." We We need to work with the federal govt . to pass the " Work with the federal govt.to pass the "Dream Act". We are wasting so much talent by not making college financial aid available to non documented students.	Dec 5, 2011 9:51 AM
36	Making college with in reach for more of our children. For many it is a far fetched dream, because of the financial issues.	Dec 5, 2011 8:39 AM
37	lowering student to teacher ratios in primary and secondary schools.	Dec 5, 2011 8:30 AM
38	My marks reflect the belief that investing in early childhood is the key, rather than a lack of value for attention to middle, high, and college level education. We need to focus an intensity of resources on the current cohort...2025...and see it through till the end (their graduation year). If we spread out the limited dollars, we will not succeed, and the public will be less likely to invest more tax money next time around.	Dec 5, 2011 7:21 AM
39	Invest in the brightest so that they may help the rest.	Dec 4, 2011 10:55 PM
40	De-emphasizing post-secondary education and demonstrating acceptance that all career tracks are valid and that each of us who works or volunteers provides value to our communities	Dec 4, 2011 10:35 PM
41	Providing extensive individualized counseling for students prior to high school graduation to help them chart their next course.	Dec 4, 2011 10:13 PM
42	Reading is important and receives lots of funding for support programs. Math is also very important, and shares some of the majority of attention as reading. Sciences and Social Studies, and other acadmeic areas, get so little. So many students lose interest in their education because they feel they are chronically beaten over the head with the same types of material. If these other subjects were given as much attention by strong, inspiring, teachers, then the essential	Dec 4, 2011 9:37 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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spirit of learning (the personal desire) might be sparked causing students to be personally motivated to do better in math and reading.

- | | | |
|----|---|----------------------|
| 43 | The education begins in the early years. I wish that all teachers in high school and college professors need to go back and teacher kindergarten. the GOLDEN THREAD in education begins with kindergarten and travels with a child to graduation and beyond with all parties involved, (parents, teachers, school districts etc striving for the best for our children. to carry on and be successful people with the world as their concern. | Dec 4, 2011 8:06 PM |
| 44 | reduce/limit class size in the elementary age groups to no more than 18 students in primary and 22 students in elementary -- you will see most of the academic problems disappear or at least significantly reduced. this should be the number one priority -- and probably least costly way of increasing student success. | Dec 4, 2011 7:04 PM |
| 45 | Finding more highly qualified teachers. Better recruiting and teacher training. Weeding out those that should not be there before they get into the system. I believe this also has to be a number one priority so it is more likely that all of these other things will follow. It starts with the teacher and their knowledge and ability to inspire and teach the necessary skills to their students. To create a learning environment that gets kids so excited they want to learn outside of the classroom | Dec 4, 2011 6:06 PM |
| 46 | Ensuring that every student has an opportunity to grow and learn every school day. Students who are ahead of the class, students who are behind the class, students who daydream, students who can't sit still, students who make stupid jokes and obnoxious comments -- they all need opportunities to advance, each at his or her rate and level of learning. Corbett's schools have taken this as their goal, and seem to be doing a good job. (I'm not in Corbett, so I'm going on what I've heard). | Dec 4, 2011 6:05 PM |
| 47 | Funding for TAG students from kindergarten on. These students are indeed the most needy of children and the ones most definitely left behind. | Dec 4, 2011 5:41 PM |
| 48 | Increase support of high achieving and TAG students | Dec 4, 2011 4:16 PM |
| 49 | making parents accountable for teaching the basics before their children enter school. | Dec 4, 2011 3:55 PM |
| 50 | providing trades-based education as a viable alternative to college prep | Dec 4, 2011 3:31 PM |
| 51 | Teachers who are willing to hold kids accountable and have control over their classrooms. | Dec 4, 2011 2:42 PM |
| 52 | Please help everyone see the vision. Please do not ignore the disabled. | Dec 4, 2011 1:03 PM |
| 53 | Increase post-high school success in professions, business and trades. | Dec 2, 2011 10:07 PM |
| 54 | Education of students for skilled crafts and trades may be possible with extensive use of apprenticeships or internships at the upper levels. Creating an effective system for preparing plumbers, technicians, electricians, and various skilled workers is as essential as graduating students from college. It is essential | Dec 2, 2011 8:56 PM |

**Q7.

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	to prepare all levels of the work force to contribute to society and earn a wage in essential jobs within the Oregon economy.	
55	Investing in public perception for the value of education and how hard teachers work. Involved parents get it. Most everyone else doesn't seem to be able to draw the connection between successful students and increased quality of life for everyone.	Dec 2, 2011 8:12 PM
56	Recognizing that many students are not academically suited for acquiring a high school diploma/GED.	Dec 2, 2011 5:28 PM
57	Modify the PERS system so that education funding is more stable. This will probably mean limiting benefits or increasing employee PERS contributions.	Dec 2, 2011 5:25 PM
58	I really think it should be remembered that not all students who graduate from high school are going on to college, and that doesn't mean the high school has failed--many students go into vocational programs that are possibly more important than a lot of the degrees college bound students are going to get. I like that you included certificate in the sentence above other. So much attention is paid to the students in high school who are applying to prestigious universities, the other students are completely brushed off. Going to the local Junior or Community College? So what. Going into the program to become a mechanic? Not as interesting as the student who has applied to Yale. Yet these are perfectly legitimate, and I think more attention needs to be given to those students, and some of the stigma needs to be lost. Maybe even having a vocational track and an educational track for students who decide early enough--have them stay in the educational track until they decide what to do. Let them find their interests.	Dec 2, 2011 5:10 PM
59	Initiatives to lower class sizes statewide, especially in elementary schools.	Dec 2, 2011 3:45 PM
60	Summer schools for students who need it so they can come back to the next school year prepared. Students from low-income family should be able to get financial support (or reduced fee) for the summer school.	Dec 2, 2011 3:44 PM
61	More teachers! Smaller class sizes!	Dec 2, 2011 3:24 PM
62	providing appropriate education for students with differing abilities that allows students to reach their full potential.	Dec 2, 2011 2:49 PM
63	Increasing available funding to school districts rather than taking money away each year.	Dec 2, 2011 2:23 PM
64	Increasing math and science skills in elementary schools	Dec 2, 2011 1:38 PM
65	Require students to master specific grade level skills before moving on to the next grade level.	Dec 2, 2011 1:32 PM
66	Increasing the amount of instructional and social support from PreK to 12th grade - for struggling schools in impoverished areas.	Dec 2, 2011 12:55 PM
67	Increasing high school graduation rates for ALL students.	Dec 2, 2011 12:00 PM

**Q7.

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68	Computers for all students in all classes. MONEY for all students to stay after school, no pay sports, after school bussess and tutoring.	Dec 2, 2011 11:15 AM
69	Creating other programs that support students who are not headed for college, but will help them find and be trained for careers that will help them be successful in their futures. Technical schools, 'trade' schools, etc.	Dec 2, 2011 11:14 AM
70	in-services with families and parents of the importance of their involvement their child's education	Dec 2, 2011 10:27 AM
71	Hybrid- eliminating the predictability of who achieves based on race or SES WHILE increasing number of college ready graduates	Dec 2, 2011 10:13 AM
72	We need more teachers and teachers need more time to plan, collaborate and reflect on what they're doing. You can have the best system design in the world, but if the people on the ground implementing that system are just trying to survive because of their huge case loads and lack of time to reflect on what they're doing, the plan is going to fail.	Dec 2, 2011 10:05 AM
73	More teachers and educational assistance = smaller class sizes = more one on one = improved outcomes	Dec 2, 2011 9:49 AM
74	Early intervention and identification for your children with learning disabilities and special needs (ASD, ADHD, developmental delays, cognitive disabilities) These children get pushed through the system, are often disregarded or mislabeled and put a burden on the general education classrooms while losing valuable time to teach them in a more appropriate and successful way.	Dec 2, 2011 9:43 AM
75	Not all student's are going to attend college and we need to have more of a focus in the elementary years on reading, writing, math; middle school year preparing the students for a track on where they are able to use their best skills and show success; high school years should be focused on technical training track or college track-where the student shows knowledge and desire and success.	Dec 2, 2011 9:40 AM
76	providing support to parents and communities to overcome "poverty barriers," such as high-quality medical, dental, meals, after and before school childcare, homework help after school, etc.	Dec 2, 2011 9:09 AM
77	Strong school library programs at every level would increase Oregon students' preparation for a successful future, regardless which path they choose.	Dec 2, 2011 8:59 AM
78	Transition and post-secondary preparation for students with disabilities, including focus on vocational training.	Dec 2, 2011 8:51 AM
79	Eliminate after school sports funding and move it into after school academic funding. Let private corporations do the sports.	Dec 2, 2011 8:34 AM
80	Training/mentoring for new teachers. Increasing the use of proficiency grading. State wide assessments for use by teacher to assess student proficiency in all core subjects through out the year.	Dec 2, 2011 8:31 AM

**Q7.

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81	Parent-school partnerships; parental involvement	Dec 2, 2011 8:12 AM
82	Allow students to earn a diploma that includes the basic requirements for graduation, but also allow students not wanting to go to college to learn a trade skill (plumber, lineman, carpenter, beautician, etc.) and get credit for it on as a diploma.	Dec 2, 2011 8:09 AM
83	At least get them coming out of public school able to read, write , look up, and figure well enough that they can continue their education themselves if they are motivated to do so	Dec 2, 2011 7:35 AM
84	Smaller class sizes so teachers can focus more on individual students and their specific needs.	Dec 2, 2011 7:34 AM
85	2 things: Money doesn't solve our problems, and how we honestly pick from these? They are all inherently important.	Dec 2, 2011 7:27 AM
86	provide adequate funding so districts can offer a well rounded educational program for all students.	Dec 2, 2011 7:07 AM
87	Portfolios. Success in non-college track programs - breaking the false assumption that every citizen in the United States will attend college.	Dec 2, 2011 5:30 AM
88	Survey will not allow selection of more than one of any numbered item	Dec 2, 2011 4:08 AM
89	Beefing up Career, Technical, Business, and Computer classes -- Business makes the world go round and round, yet business education and computer education are relegated to the garbage pile in high schools. We need to provide options for students to be successful in their post-high school endeavors. Not all students are college bound and not all students will go to college. We need to prepare them to be ready for work as well as college.	Dec 2, 2011 12:15 AM
90	School training for jobs post high school.	Dec 1, 2011 11:57 PM
91	Require districts to increase teacher salaries by eliminating district personnel.	Dec 1, 2011 10:49 PM
92	Student loan forgiveness/amnesty for college graduates.	Dec 1, 2011 10:37 PM
93	This was hard as many should be rated #1	Dec 1, 2011 9:48 PM
94	If children are not emotionally ready to learn, then they will not be able to focus on learning. We need rigorous social-emotional learning methods to be in place starting in early childhood programs all the way through high school. I strongly recommend the Positive Discipline Method for the Classroom, or some method that focuses on collaborative problem solving while teaching social-emotional skills so that children can feel safe in school in order to be able to learn. In addition to that, families need support at home, and so parenting classes which help parents help their children are equally important.	Dec 1, 2011 9:32 PM
95	reduce class size. improve teacher/student ratios in early elementary	Dec 1, 2011 9:24 PM
96	Eliminate social promotion in high school by getting rid of "years" and replacing it	Dec 1, 2011 9:15 PM

**Q7.

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with a system of proficiency. If a student can show they are proficient in the standards then they will be promoted to the next set of standards.

97	Focusing on Reading k-12. We have given a lot of attention and money to math and science. Reading needs a big boost, including bringing back teacher-librarians.	Dec 1, 2011 9:04 PM
98	Adequate funding of special education FTE and resources to support students with disabilities.	Dec 1, 2011 8:44 PM
99	It is also important for students to have marketable skills when they graduate from high school, to enable them to enter the job force without having a college education. They should be able to handle financial situations (consumer math, counting change, etc.)	Dec 1, 2011 8:44 PM
100	please see comments above regarding Montessori Methods and Positive Discipline. By starting with a Montessori education at the lower grade levels and continuing through middle school, the child is better equipped to handle the tasks of graduating - there are studies of a poor sub-burb in TX where the graduation rate was very low. This community adopted an elementary Montessori program and tracked these children - who well exceeded their peers upon HS graduation age.	Dec 1, 2011 8:40 PM
101	Availability of vocational education	Dec 1, 2011 8:38 PM
102	Urgent need to include career technical proficiency in addition to college ready	Dec 1, 2011 8:34 PM
103	Providing students with before/after school programs (sports, art, music, tutoring, mentoring.) Students who are involved in something they enjoy are more likely to remain in school, create healthy friendships, and avoid unsupportive environments prior to parents returning home from work.	Dec 1, 2011 8:30 PM
104	Develop alternative education for most students to prepare them for the realities of the workplace. Most children aren't cut out for college and we're naive to believe that we can turn every child into a scholar. Prepare kids who aren't college bound for a trade so they can contribute positively to society.	Dec 1, 2011 8:19 PM
105	Actively promote the creation of Charter schools.	Dec 1, 2011 8:04 PM
106	Pay teachers more! Reduce class sizes Increase professional learning for teachers and make it a part of their regular daily	Dec 1, 2011 8:01 PM
107	Increase the variety of studies offered would help to keep more kids in school; especially kids of color.	Dec 1, 2011 7:40 PM
108	Decrease class sizes in kindergarten through 8th grade.	Dec 1, 2011 7:32 PM
109	Smaller class size in K-5	Dec 1, 2011 7:16 PM
110	Early childhood is important, but if the money is being used to test and assess and collect data on them then I do not support it. I believe in improving reading skills, but if it again, focuses on data collection, then I am against it. We need to	Dec 1, 2011 7:15 PM

**Q7.

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look at the research that shows how crucial a well funded and staffed library (with a certified media specialist) is to reading success. Career and college ready is a great goal, but unrealistic. It is elitist and ivory tower to expect all kids to go to college. All trades should be valued. Some people don't learn until later in life no matter what you do. We need to provide apprentice and trade education as well. We can't assume that all kids are meant for college. However, we cut classes like art, drama, woodshop, photography, home ec, etc...and kids lose out on opportunities.

111	providing adequate support for students in Special Education	Dec 1, 2011 6:59 PM
112	Smaller class sizes for elementary students. Next best bang for your buck? A longer school day.	Dec 1, 2011 6:54 PM
113	The book keeping is confusing, so knowing how and where moneys being invested are being spent cannot be seen. Who pays for what? why?	Dec 1, 2011 6:41 PM
114	Special Education Students & Transition service	Dec 1, 2011 6:18 PM
115	Continued support for basic reading and writing improvement throughout the k 12 spectrum ...not just early elementary grades	Dec 1, 2011 5:53 PM
116	Provide public training in trade work to support students who do not plan or want to attend college.	Dec 1, 2011 5:23 PM
117	Have more preparation time for teachers to actually take care of details required for excellent curricula building.	Dec 1, 2011 5:23 PM
118	Lowering class sizes in ALL grades pk - 12. No more than 20/ class lower grades, 25/ class upper grades. ALL students will benefit from more personal attention.	Dec 1, 2011 5:22 PM
119	Should we actually think of something new instead of adding on? That is why I could not rate the original list.	Dec 1, 2011 5:14 PM
120	more tech and trade programs at the high school level	Dec 1, 2011 5:11 PM
121	Requiring a certified library media specialist in every school to increase the information literacy skills of our students. Regardless of what they choose to do, students need to enter the world information literate. It is a tragedy that they are not getting these skills because content area teachers have so many other standards to cover.	Dec 1, 2011 4:56 PM
122	community supports, partnerships, and after school programs so that students have more adult role modles who are invested in the success	Dec 1, 2011 4:54 PM
123	More business/corporation partnerships donating/allocating funds for updating classrooms and creating additional classes removed because of cut backs.	Dec 1, 2011 4:52 PM
124	Education reform - moving away from the industrial model and toward an individualized model.	Dec 1, 2011 4:49 PM

**Q7.

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125	Attract and retain best teachers	Dec 1, 2011 4:47 PM
126	Require literacy skills at grade level before matriculating to the next level for K - 6	Dec 1, 2011 4:42 PM
127	Providing more options than college - many are going, getting in debt and then are unable to find jobs and don't have the skills/willingness to work at jobs they consider 'below' themselves. Financial debt is not worth the college degree usually. However, if students thrive and really desire to go to college with a clear goal in mind, there should be resources to help them do so. I don't think college degrees are for everybody. Look at Steve Jobs!	Dec 1, 2011 4:41 PM
128	We must include trade schools as a viable option for students	Dec 1, 2011 4:35 PM
129	Since the increase costs of higher education have resulted in graduates drowning in debt with limited job prospects and the majority of students entering college do not graduate with a degree, can we please offer options for our high schools students that prepare them for the world of work and includes vocational training programs.	Dec 1, 2011 4:31 PM
130	Invest in Libraries staffed with certified Teaching Librarians	Dec 1, 2011 4:31 PM
131	make it easier to replace inadequate teachers!	Dec 1, 2011 4:27 PM
132	Create more options for students in high school, including technical training, vocational training, etc. Provide opportunities to learn trades for those who may not be going to college.	Dec 1, 2011 4:26 PM
133	Invest in 21st century vocational training to compete in the world economy. College is not an realistic economic or academic option for many families, not is it a ticket to fulfillment or economic success.	Dec 1, 2011 4:24 PM
134	I hope the funding for children with special needs is addressed - teachers continue to be asked to do more with less across the board, which I understand. However, when supports for students who are the most impacted by their disabilities are reduced, this can only lead to a larger burden for society later. Students who don't learn life skills for themselves in schools are less productive members of society. It would seem significantly more cost effective to teach and train in the school setting, rather than to provide a higher level of care for the rest of their lives.	Dec 1, 2011 4:21 PM
135	Of higher priority is graduating with some passion for learning still intact. Some sense for the level of independent learning it will take to succeed in college. A sense for what they might want to learn to do or study, a commitment to serving their community. These will serve a young person more than early college credits or even a commitment to step right into college.	Dec 1, 2011 4:18 PM
136	Not sure why only two checks were allowed.	Dec 1, 2011 4:17 PM
137	Investing to keep class sizes limited to numbers which could provide adequate personalized instruction. Investing to give teachers the tools they need to teach in the 21st century.	Dec 1, 2011 4:14 PM

**Q7.

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138	Increasing rigor of teacher certification programs, increasing professional development standards for teachers	Dec 1, 2011 4:12 PM
139	Funding lower class sizes in primary education or extra staffing in classrooms during literacy time.	Dec 1, 2011 4:09 PM
140	More public education dollars need to be spent on developing, implementing and maintaining secondary vocational options.	Dec 1, 2011 4:07 PM
141	I would add including a complete "core curriculum" that includes physical education, music and art.	Dec 1, 2011 4:06 PM
142	Provide alternative programs to traditional high school (like trade schools)	Dec 1, 2011 3:55 PM
143	Smaller class sizes!!!	Dec 1, 2011 3:54 PM
144	more options for non-college bound students voc-ed we need plumbers, electricians, and mechanics	Dec 1, 2011 3:52 PM
145	Increase educational/vocational options for non-college bound students.	Dec 1, 2011 3:50 PM
146	Providng schools with enough state and community support so that students can become environmentally literate as the context for achieving state standards.	Dec 1, 2011 3:42 PM
147	Recruiting and retaining highly qualified teachers at the highest need schools.	Dec 1, 2011 3:33 PM
148	Greatly more funding for Arts, music, shop, theater, etc...	Dec 1, 2011 3:02 PM
149	Increasing Parent involvement in their child's education through free parental workshops/seminars	Dec 1, 2011 2:29 PM
150	These are all necessary.	Dec 1, 2011 2:21 PM
151	If all students are expected to complete the same requirements and are treated to a fair shot then there should not be an issue increasing graduation rates for poor or ethnic students.	Dec 1, 2011 1:54 PM
152	Developing/not dropping vocational programs in schools. Not every high school student is college bound, but, all students need to develop skills necessary for living beyond high school. We used to teach civics and personal finance in high school. Those classes were dropped and not replaced with anything that taught the same subjects.	Dec 1, 2011 1:33 PM
153	Hire more teaching/mentoring staff to meet individual students' learning needs	Dec 1, 2011 1:32 PM
154	Invest to comply with TAG laws and include "teaching every student at his level" in all statewide requirements	Dec 1, 2011 1:30 PM
155	All for graduating more students from high school who are indeed "ready" for college, but don't need options to earn college credit before going to college. When they're in high school, they take HIGH SCHOOL courses (that gear them towards being able to handle college courses.) When they're IN college, they	Dec 1, 2011 1:12 PM

**Q7.

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take college courses!

156	Identifying and educating disadvantaged students and parents as soon as possible. Parent education is vital.	Dec 1, 2011 1:03 PM
157	END SOCIAL PROMOTION! Allowing Elementary students to move up to the next grade when they do not possess the necessary skills (READING and Math, and Writing...you know, the three R's)	Dec 1, 2011 12:37 PM
158	Limit Class size. We can not help prepare all students, if we can not get to them all.	Dec 1, 2011 12:29 PM
159	Oregon needs to look closely at how the transfer policies and misleading testing data has led to the destruction of local schooling.	Dec 1, 2011 12:29 PM
160	This is definitely a "chicken or the egg" situation. I think #s 2 through 7 will lead to my #1 choice (in approximately that order).	Dec 1, 2011 12:18 PM
161	Vocational training.	Dec 1, 2011 11:49 AM
162	Cut all transfer and transportation costs, increase safe routes to schools, cut administrative costs, increase community participation for early childhood and reading programs by challenging baby boomers to volunteer in their community school/preschool programs, lengthen school day and year to support families, sales tax, cut bad teachers and pay good teachers more.	Dec 1, 2011 11:40 AM
163	Increase the number of public school educational options that parents have. School Choice. As much as possible, parents and students should be able to have a choice of what school and what type of school to attend.	Dec 1, 2011 11:39 AM
164	Offer alternative tracks to the college bound route. (technical trades) Some students are not ready for college until they are young adults.	Dec 1, 2011 11:37 AM
165	Pay achieving teachers more so that they want to remain teachers!	Dec 1, 2011 11:23 AM
166	Better technology in the schools. Each school needs an integrated network-based computer system with laptops for every child. Each teacher needs to post coursework online and allow file transfers, etc. Put the social network to use for the schools.	Dec 1, 2011 11:21 AM
167	Scrutiny of the amount of money spent on top district employees with titles like "Director of Licensed Personnel" when there is also an HR Asst. Supt.	Dec 1, 2011 11:14 AM
168	High school students need to be made aware of the increase in opportunities that exist for them if they continue on to higher education. They need programs that inspire them to be high achievers.	Dec 1, 2011 10:57 AM
169	Lower the real student to teacher ratio. On paper, many districts look like there is a small student to teacher ratio, but in reality, class sizes are huge. Many interventions and individual student successes can be demonstrated by shrinking class size and then providing solid teacher support for curriculum development, collaboration, and INNOVATION.	Dec 1, 2011 10:48 AM

**Q7.

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170	If we are successful in the first category, the rest become easier to reach.	Dec 1, 2011 10:48 AM
171	Increase funding for high level science and math (physics, chemistry, trig., calculus, etc)	Dec 1, 2011 10:46 AM
172	mandate art instruction (visual art, music, dance and/or theater and media arts) as core curriculum throughout the k-8 system(s)	Dec 1, 2011 10:34 AM
173	Prepare all students for the work environment. Going to college is a secondary goal. having people that can work is more important.	Dec 1, 2011 10:31 AM
174	Early childhood programs that are developmentally appropriate.	Dec 1, 2011 10:24 AM
175	More students who have training and education that will help them step into a base career from high school better improving their independence and ability to earn a income AND continue their education	Dec 1, 2011 10:22 AM
176	Review teacher's proposed chosen text books, assignment list and syllabi before each semester to ensure they're making use of the incredibly limited time students are in class and are not over-assigning homework to students since they can't cover the material in fewer school days with shorter periods that meet less often (kids receive less education now in Oregon than in previous years, now teacher's try to plow through the material by assigning massive amounts of homework to complete without benefit of teacher instruction).	Dec 1, 2011 10:02 AM
177	Make College more affordable for families - I know this isn't the issue here but what is the point of college preparedness if no one can afford to go or if kids are graduating with debt they'll never be able to pay back.	Dec 1, 2011 10:01 AM
178	Emphasis on student attendance and cultivating good study habits.	Dec 1, 2011 9:55 AM
179	Ensuring that our schools are places that support learning at all levels, and foster the kind of intellectual curiosity that will lead to ALL of the above. This means getting OFF the testing bandwagon, and finding ways to support teachers' efforts to engage students in learning that 'hits' the standards. It also might mean developing alternative assessments such as exit portfolios for elementary, middle and high school students.	Dec 1, 2011 9:55 AM
180	Stop, stop, stop spending public money on testing, data collection, and educational fads. It's an obscene waste of limited funds.	Dec 1, 2011 9:52 AM
181	We need to focus more in Music and the Arts. Music and the Arts improve student attendance. Music and the Arts improve test scores in Math AND English. Music and the Arts improve higher order thinking skills such as critical thinking skills and problem-solving skills. Music and the Arts students graduate at a higher rate than any other group in school. Music and the Arts create creative thinking. Music and the Arts create effective learners such as collaboration, timeliness, persistence, and discipline. Music and the Arts are 4x's more likely to be recognized for academic achievement. Music and the Arts students read for pleasure nearly twice as often. Music and the Arts students perform community service nearly twice as often. Music and the Arts students	Dec 1, 2011 9:43 AM

**Q7.

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have the lowest use of tobacco, drugs, and alcohol than any other group. Music and the Arts improve student attendance. Music and the Arts improve test scores in Math AND English. Music and the Arts improve higher order thinking skills such as critical thinking skills and problem-solving skills. Music and the Arts students graduate at a higher rate than any other group in school. Music and the Arts create creative thinking. Music and the Arts create effective learners such as collaboration, timeliness, persistence, and discipline. Music and the Arts are 4x's more likely to be recognized for academic achievement. Music and the Arts students read for pleasure nearly twice as often. Music and the Arts students perform community service nearly twice as often. Music and the Arts students have the lowest use of tobacco, drugs, and alcohol than any other group.

182	Elementary education and Middle school	Dec 1, 2011 9:40 AM
183	Improving math skills in early elementary grades	Dec 1, 2011 9:37 AM
184	Smaller class sizes for grades k-3 (less than 15) and more attention in ES has proven to be more effective than trying to improve students in later years.	Dec 1, 2011 9:37 AM
185	Teach to the kids who won't be going to college as well as the ones who will. I see a lot of failure in our schools because we teach to the college kids and not the kids who will work in a trade. Not everyone should go to college.	Dec 1, 2011 9:30 AM
186	Vocational education programs provide relevance to general high school education. Students need an opportunity to learn meaningful skills to prepare them as productive members of society.	Dec 1, 2011 9:16 AM
187	Increasing the amount of planning and collaboration time for teachers.	Dec 1, 2011 9:14 AM
188	Technical and/or career education options. Not all students want to or need to go to college. They should have that option, but for those who WANT other options, we should provide them with those options and not force-feed them an education that they will resist because they don't see the benefit for their chosen future.	Dec 1, 2011 9:11 AM
189	Full day kindergarten for all students or at least have it be an option that all parents can choose without having to pay for it. Free preschool for all children or at least free preschool for all economically disadvantaged children - Head Start waiting lists are too long.	Dec 1, 2011 9:00 AM
190	creating a realistic pathway specific graduation program for students who are heading off to college/university and for those students going straight into the work force!!!!	Dec 1, 2011 8:52 AM
191	Raising the standard of academic excellence and accountability for students, teachers and parents will do more to improve performance than any ammount of money. Expectations across the board are too low. Too many students are becoming bored and disillusioned with education. They need to be challenged, including those with special needs.	Dec 1, 2011 8:47 AM
192	Not allowing students to move on if they have not mastered the skills. Lose the stigma of not passing a grade by delineating the grade system.	Dec 1, 2011 8:35 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

193	Increase the support of dual-language programs so that language minority students become bilingual and biliterate. The use of the child's native language is particularly important in early childhood and in the improvement of reading skills in the early grades. Students of color and the economically disadvantaged are often language minority students as well. Language is key to true equity.	Dec 1, 2011 8:28 AM
194	Start from the ground up. I teach at the high school level and have already seen the benefits of some of the improvement work done at the elementary and middle school levels.	Dec 1, 2011 8:21 AM
195	To recruit best and brightest, increase salary of teachers.	Dec 1, 2011 8:19 AM
196	Relieving financial strain placed on districts by reducing support to students K-College that do not have citizenship.	Dec 1, 2011 7:50 AM
197	Again, trade programs should also be included in your options of after high school. Not all trade programs funnel through community colleges.	Dec 1, 2011 7:33 AM
198	Get your head out and fund schools appropriately. There is no reason Oregon should have "limited resources." What is limited is the legislature's brain waves. Stop funding things that don't need to be funded or should be funded by private dollars- and start funding schools.	Dec 1, 2011 7:32 AM
199	Reduce the student-teacher ratio astronomically by setting caps on class sizes and overall teacher loads. I have 210 students. That is at least 80 students beyond reasonable.	Dec 1, 2011 7:20 AM
200	Have mentors follow students from preschool or grade school all the way through high school and college - those who need the extra help. More mentors and big bro/sisters would help, too. Have others be involved in the student's lives, supporting even extra-curricular activities...involving parents, also. Seek help from religious groups, as well.	Dec 1, 2011 12:09 AM
201	WE NEED FULL DAY KINDERGARTEN before even beginning to discuss early childhood programs for a small fraction of the population!!!! STUDENTS MUST LEARN TO READ IN GRADES K-3, falling behind here is what leads to all of the other items on the list. You can't prepare students for rigor in high school or graduation if they are reading a year or two or three behind their peers. We can't afford to continue to allow students to move through primary school without reading within their grade level!!!!	Nov 30, 2011 11:57 PM
202	The Forest Grove School District has eliminated nearly ALL vocational classes, including the FFA in a farming community. Not all students will be attending college. This is another disservice to our children. It is my opinion that children need more than Math and Reading to enter the workforce upon graduation. They need at least one marketable skill.	Nov 30, 2011 11:10 PM
203	Parental supports are key! Not more money but more humanizing group problem solving conversation and opportunities. This is for all parents, students, levels K-12, possibly college.	Nov 30, 2011 11:03 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

204	Staff Development in all areas, particularly pedagogy.	Nov 30, 2011 10:55 PM
205	Parental supports are key! Not more money but more humanizing group problem solving conversation and opportunities. This is for all parents, students, levels K-12, possibly college.	Nov 30, 2011 10:50 PM
206	Developing a reward system for teachers who are responsible for and invest in their own students high outcomes.	Nov 30, 2011 10:37 PM
207	Developing a multiple range of child centered strategies designed to enable students to take responsibility for their own learning and social, emotional, and cognitive growth.	Nov 30, 2011 10:10 PM
208	All students are important no matter their color or economic advantage or disadvantage - Please help each of them through school and to graduation the same. Are we to look at color or economic disadvantages or teach children because they are students and all have the right to learn and to be taught.	Nov 30, 2011 10:07 PM
209	Strong support for PE, the arts & other options that reinforce healthy lifestyles.	Nov 30, 2011 9:57 PM
210	The funds to build schools to house the ever-increasing enrollments need to be considered when students live in Federal or State low-income housing which are not contributing to schools bonds generated to build new school buildings. That's an unfair, inequitable system which must be changed/remedied so that they pay proportionately for the capital expenditure as well as the necessary programming.	Nov 30, 2011 9:50 PM
211	Improving writing skills in elementary and middle school to better prepare students for high school and college.	Nov 30, 2011 9:26 PM
212	cut waste in education: the constant change in curriculum and materials to meet some imaginary goal of "School or District improbement"; stop paying consultants and big textbook companies. Market to the public that after these measures are in place that schools simply need more money, just as a business knows, one needs to spend money, and buy quality, to make money.	Nov 30, 2011 8:49 PM
213	Provide vocational training beginning in middle school. Not all students want or are able to go to college and be white collar workers. As a society we need blue collar workers as well.	Nov 30, 2011 8:09 PM
214	decrease class size to half, do away with social promotion in middle school, make college free to citizens that achieve a certain GPA in high school,	Nov 30, 2011 7:50 PM
215	Vocational/apprentice training for those students not college bound	Nov 30, 2011 7:28 PM
216	Additional options for student besides college cound courses. Where are the arts and vocational?	Nov 30, 2011 6:37 PM
217	Intensive focus on K-2 grade; much lower teacher to student ratio for at risk students	Nov 30, 2011 6:15 PM
218	Restructure the school day and year. Students should be in school less time	Nov 30, 2011 5:59 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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each day and more days each year. Teachers should work the full day and have the "extra" time without students to adequately assess and plan quality instruction.

219	This is so complicated. First - we are so focused on getting everyone to college that we're not being realistic. Not every kid wants to go, is capable of going, or even should go. The massive amount of debt incurred is staggering, especially for those who don't get high-paying jobs after, or who don't even finish. We need to include technical and vocational education opportunities in high school - like schools used to have. We are concerned about graduation rates, but kids drop out because they want to be literate, but not necessarily college-ready literate. So much of the programs we need take money that we don't have. So, we pay administrators to figure it all out (and change it every few years), and we pay for new testing systems and training teachers with the latest whatever, instead of hiring desperately needed staff. The latest research shows that the thing that matters most in education is what teacher a child has. If you lose your best teachers or burn them out so they aren't effective, all the programs, standards, and testing in the world won't help.	Nov 30, 2011 5:57 PM
220	Preparing high school students for the job market or the military, irrespective of college, which may or may not require vocational training, or apprenticeships.	Nov 30, 2011 5:42 PM
221	Invest in training and apprenticeships for those students who are not college bound	Nov 30, 2011 5:19 PM
222	Improving reading skills of upper elementary grades.	Nov 30, 2011 5:03 PM
223	The earlier the better - More parent support and school-related extra curricular activities and functions to get the community involved and interested in the issues involving school.	Nov 30, 2011 4:58 PM
224	Smaller class sizes and/or student to teacher and assistant ratio (without that...from where we currently stand in our district-we're going to be doing good to maintain what we have vs. improve. I would also put a 1 1/2 as Improving writing skills in early elementary grades. We're doing pretty good with reading compared to writing (across the state)!	Nov 30, 2011 4:46 PM
225	Change legislation that allows districts to keep the most qualified teachers who get the best results with students over keeping teachers based on tenure.	Nov 30, 2011 4:44 PM
226	Kids need the best opportunity to start out on track (pre-K to 1st grade). 'Remediation' in later grades is a poor and expensive substitute.	Nov 30, 2011 4:28 PM
227	Full day kindergarten	Nov 30, 2011 4:22 PM
228	Improving writing skills in early elementary grades	Nov 30, 2011 4:13 PM
229	Public information spots on TV, radio, billboards, newspapers. etc. stressing the importance of reading to children (in any home language), playing early literacy skills games (and give examples of free methods), and on talking with your child about what is happening around them (life experiences/vocabulary).	Nov 30, 2011 4:13 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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230	Cut more education positions of employees with no student contact. Put more teachers in classrooms.	Nov 30, 2011 4:05 PM
231	Reducing class sizes so students have more one on one time with teachers. There is no way for a teacher to effectively (to the best of their ability) teach with 30+ first graders in one room. We are doing them a disservice.	Nov 30, 2011 4:03 PM
232	Requiring parents to do what parents do in successful schools. Homework done, checked and helped with. TV/gaming limited. Students to bed on time. Students at school on time, ready to learn every day. Reading to and with students every day.	Nov 30, 2011 3:57 PM
233	Helping undocumented students who have lived in Oregon a number of years continue their education. Too many hard-working, motivated intelligent kids are alienated by a system that locks them out!	Nov 30, 2011 3:50 PM
234	Affordable higher education!!!	Nov 30, 2011 3:17 PM
235	Working with parents to help them prepare their very young children to be successful in schools.	Nov 30, 2011 3:17 PM
236	They are all important. How about a sales tax to increase revenue?	Nov 30, 2011 3:12 PM
237	Creating an education system that is realistic for all students. Not all students wish to go into fields that require a bachelor's degree. It would be nice if students could begin to prepare for the life they wish live earlier. Maybe begin to look at career choices in the mid grades and begin to provide clear courses for high school students aimed at career choices.	Nov 30, 2011 2:54 PM
238	Transparent educational system Rigorous pre-service teacher training Comprehensive education provided our students Public awareness of what education is, its rigor/expectations, belief that our students are capable of success/achievement academically no matter what their professional work choices are after graduation.	Nov 30, 2011 2:51 PM
239	Providing different types of learning so more students can success. Are students analytical, hand-on, etc...	Nov 30, 2011 2:43 PM
240	keeping class sizes small	Nov 30, 2011 2:36 PM
241	smaller classrooms, larger number and less overworked teachers, using student and parent feedback in teachers' evaluation	Nov 30, 2011 2:29 PM
242	Replace PERS with 401k.	Nov 30, 2011 2:29 PM
243	I'm concerned about the statement "graduating more students from high school..." because I don't think that the outcome should be the focus, but the process in which students earn their diploma. Standards should not accommodate students in order that graduation rates improve, but students should receive a better foundation in their education so that they can achieve this goal, and later be truly ready to enter the workplace.	Nov 30, 2011 1:54 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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244	DREAM Act to provide opportunity for Non-legal, but successful students enter college and become positive contributors to our society...we need to reward these students for their success, not punish them for their parents decision to come here.	Nov 30, 2011 1:52 PM
245	Teaching study skills, organizational skills, and time management skills starting in early elementary grades. These are basic skills that support all learning throughout a lifetime, and would benefit all learning levels. I took an "Effective Study Skills" course in college and was amazed to find out that there were actually tools and tips for learning, reading textbooks, retaining information, studying-for and taking tests, organizing enough time to study. None of these simple tools had ever been introduced to me at school or at home. How I wish I had learned them in the most important learning-intensive years in my life!	Nov 30, 2011 1:46 PM
246	Agin if we have vocational tracks in high school, more kids would see the relevance and stick around!	Nov 30, 2011 1:06 PM
247	Recognize the value of trade and vocational careers and provide educational paths for these important infrastructure jobs.	Nov 30, 2011 1:04 PM
248	Oregon should invest in professional development for school personnel that teaches the importance of student-directed learning and gives teachers the tools and support they need to differentiate and personalize instruction. Our current school model comes from the industrial age, with the purpose of creating assembly line workers.	Nov 30, 2011 12:59 PM
249	reducing class sizes!	Nov 30, 2011 12:56 PM
250	If you focus efforts at the pre- K and grade school levels, there will be less need for intervention at the upper grades. You can ask any second grade teacher and they will be able to identify their students who will struggle in the future. What's wrong with this picture?	Nov 30, 2011 12:52 PM
251	1st: increase awareness and responsibility of parents to work with their children supporting them throughout their educational years	Nov 30, 2011 12:51 PM
252	Classroom aides for SpE d and ESL kids	Nov 30, 2011 12:49 PM
253	Home/school connections. Summer and extended school year opportunities for students not achieving.	Nov 30, 2011 12:46 PM
254	A focus on improving overall literacy across the grades is critical to improving overall student success.	Nov 30, 2011 12:40 PM
255	I have no idea as to how to prioritize these. They are completely interrelated. If increasing school readiness will improve early reading which will help middle schoolers which will increase graduation rates which will . . .	Nov 30, 2011 12:38 PM
256	Invest in promoting achievement at all levels of academics including the high acheivers who are not being challenged in a proficiency based curriculum and may drop out due to boredom.	Nov 30, 2011 12:31 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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257	Job ready and intense early training for children of poverty and ELL so they are successful in 3 to 5 years	Nov 30, 2011 12:26 PM
258	More options for vocational training for students who are not interested in college. We need carpenters, plumbers, etc and their jobs can't be outsourced abroad.	Nov 30, 2011 12:02 PM
259	Reducing class sizes and/or improving staff to student ratios so that all kids can get more individualized attention and support	Nov 30, 2011 11:58 AM
260	Hiring more teachers, reducing class size	Nov 30, 2011 11:42 AM
261	Provide an avenue for those not wanting to enter college.	Nov 30, 2011 11:38 AM
262	Helping Middle school students, particularly students of color and economically disadvantaged students to develop the social and academic foundation to be successful in High School and beyond.	Nov 30, 2011 11:33 AM
263	Increasing parent involvement, particular in academic learning, for all students.	Nov 30, 2011 11:28 AM
264	Stop measuring all students by the same- academic prep for college yardsticks! 30% to 40 % of students are leaving HS early because we white middle class folks insist on this as the definition of success.	Nov 30, 2011 11:21 AM
265	Improve math and science in elementary grades.	Nov 30, 2011 11:12 AM
266	These are all noble goals and I am unable to rank them. All have merit.	Nov 30, 2011 11:03 AM
267	Retention of elementary and middle school students.	Nov 30, 2011 10:58 AM
268	Provide true competition in K-12 schools. Provide the same per-student funding to private schools as public schools. Let parents pick the best school for their children. Let the bad schools fail and go out of business.	Nov 30, 2011 10:48 AM
269	For students that won't focus on academics, that may include color or econ disadvantaged, offer program(s) on career and technical education.	Nov 30, 2011 10:46 AM
270	I think we need to figure out how to create a more time-efficient system so that we can accomplish more with our students. Although the changes we need to make now are important, I also think we need to keep more consistent requirements instead of having teachers adjust every other year. This takes time away from teaching.	Nov 30, 2011 10:44 AM
271	Reduce class size of gen. ed. classrooms, decrease case loads of special ed. teachers, hire more teacher assistants and specialists.	Nov 30, 2011 10:29 AM
272	PRovide funding for art and music in elementary school. These classes help build the "whole" individual and help students who may not feel confident in more mainstream academic classes know they, too, are "smart."	Nov 30, 2011 10:10 AM
273	More ARts classes: music, art, etc	Nov 30, 2011 10:03 AM

**Q7.

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274	Reduce class sizes K-12	Nov 30, 2011 10:03 AM
275	STOP sending so many students to college!!!! We need trained and specialized workers - who very well may NOT earn those skills in college! What about internships, apprenticeships, on the job training which result in productive employees with no debt!	Nov 30, 2011 10:01 AM
276	Moving away from punishment and shame and into encouragement and fostering children to act from internal motivation instead of an external reward. http://www.positivediscipline.org/ Seattle districts are implementing these policies!	Nov 30, 2011 9:55 AM
277	More shop classes, more hands on classes. How about electronics classes? Appliance repair? The list is endless-we need more real world classes, less college prep.	Nov 30, 2011 9:50 AM
278	Retraining & replacing school administration, teachers & staff who are burned out, resistant to improving the dismal graduation rates of PPS.	Nov 30, 2011 9:45 AM
279	Providing a more diverse education for students to ensure that they find their passion and stay interested in school. This includes arts, drama, music, shop, cooking, agriculture, etc.	Nov 30, 2011 9:43 AM
280	The current model helps special ed students and high achieving students, and those students in the middle are negatively impacted the most.	Nov 30, 2011 9:37 AM
281	Fully fund the True Cost of existing programs, in order to allow them to be effective. Do not replace or alter any program until it has had a fair chance to work, with funding and staffing.	Nov 30, 2011 9:35 AM
282	Provide opportunities for students to learn vocational skills, and allow alternative assessments and standard diplomas for students with learning disabilities.	Nov 30, 2011 9:31 AM
283	Making sure students have access to rigorous physical activity each morning to ensure students brains are ready to learn	Nov 30, 2011 9:25 AM
284	Providing more interventions for students who are not at benchmark such as mandatory summer school, Saturday school, and after school help.	Nov 30, 2011 9:24 AM
285	This section of the survey didn't work !!!! Selections didn't stick...	Nov 30, 2011 9:17 AM
286	voc ed tracking like they have in Europe and Japan	Nov 30, 2011 9:15 AM
287	I don't necessarily aquate an "increase in numbers" with success. Quantity is not the same thing as quality.	Nov 30, 2011 9:14 AM
288	Not all students need to go to college. There are trades and other fields that many young adults will excel at instead of going to college. College is not necessarily the ticket to success, especially if a student already struggles in an academic environment.	Nov 30, 2011 9:12 AM
289	Provide school with enough funding to meet basic needs like paper, teachers,	Nov 30, 2011 9:07 AM

**Q7.

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	chairs, computers.	
290	Improve math and science learning across all grades so that students are prepared for the changing workplace.	Nov 30, 2011 9:03 AM
291	Trade classes, options for trade schools!!! Interventions!!! Standards-Based learning without state testing as main emphasis! Teacher judgement is more important. !!!	Nov 30, 2011 8:58 AM
292	Regional schools to accommodate diverse learning goals.	Nov 30, 2011 8:57 AM
293	Creating more opportunities for apprenticeships and internships to help students prepare for careers that don't necessarily require college or university.	Nov 30, 2011 8:54 AM
294	Attracting and retaining high quality teachers. Paying off student loans and increasing the rigor and prestige for those entering teacher training programs.	Nov 30, 2011 8:47 AM
295	Universal pre-school. Universal full day kindergarten A minimum of 190 full school days each school year Single-track year-round calendar, reducing burnout and increasing retention Support programs in place before, during, and after school for ALL who need them.	Nov 30, 2011 8:46 AM
296	Increase options in high school: not all students want to attend 4-year university. Would be wonderful to implement more trades and "options" to traditional track	Nov 30, 2011 8:29 AM
297	Get rid of NCLB and let classroom teachers develop assessment systems.	Nov 30, 2011 8:22 AM
298	Hire more teachers to decrease class size.	Nov 30, 2011 8:20 AM
299	STABLE FUNDING	Nov 30, 2011 8:18 AM
300	Improving writing skills across all the elementary grades. Too many teachers are poor writers...	Nov 30, 2011 8:14 AM
301	I do not feel like it is appropriate for me to make this judgement. I am not educated enough in these matters and topics of education and student success.	Nov 30, 2011 8:14 AM
302	Developing the whole child into a confident citizen with the intrinsic desire to learn in every environment..	Nov 30, 2011 8:11 AM
303	Specific intervention programs/classes for students who struggle in specific areas	Nov 30, 2011 8:10 AM
304	Mandating public education, at least through the elementary school years. Do not allow wealthy families to desert the school systems in favor of private schools or home schooling.	Nov 30, 2011 7:55 AM
305	Rework the model, trade schools as an option, quite limiting some and saying HS grad. is what's for them. More trade schools,	Nov 30, 2011 7:55 AM
306	Provide a wide spectrum of vocational opportunities for all students. Please recognize that a bell curve of abilities indeed exists, let's not pretend otherwise.	Nov 30, 2011 7:48 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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307	reduce class sizes at all grade levels	Nov 30, 2011 7:43 AM
308	Reducing class size (which would likely help with a lot of the above ideas)	Nov 30, 2011 7:40 AM
309	Lowering class sizes. And even though statistical studies don't show that to be significant, you really can't expect a real learning environment with 35 kids in class.	Nov 30, 2011 7:40 AM
310	Where are the trade schools. Acknowledge that not everyone can afford to go to college but everyone needs to be prepared to enter the work force.	Nov 30, 2011 7:34 AM
311	Limited resources need to be spent on teachers and materials for the school. Classroom size is critical. A teacher can do their job more efficiently, with more detailed instruction to students if they have a manageable number. Staff development is important, but only if you have the faculty at maximum capacity. My kindergardener started the year with 38 kids in his class. My 12 year old has 42 in his math class. Their teacher's are educated and qualified. Staff development is very important to perfecting their craft and growth as a teacher but it will not save them from drowning in a sea of students. I had 152 students in 5 periods one year. I have experienced this myself. I worked to my highest capacity with these kids but still found it ever challenging to give them each the individual attention that they deserved.	Nov 30, 2011 6:22 AM
312	"Career ready" is a hollow term for som many youth who will not be able to attend w or 4-year programs after high school. Vocational opportunities are vital for these students, and are a huge gap in our secondary programs.	Nov 30, 2011 6:09 AM
313	Sixth grade is a critical intervention point. It is at this point that, using the Balfanz early warning indicators, we can still ID a critical mass of likely dropouts AND have time left to remediate and accelerate students - with the proper supports - to achieve a skill-base for four-year college, as appropriate. It is cost-effective to intervene at the sixth grade point.	Nov 29, 2011 11:33 PM
314	Providing balanced specialists across the grade levels equitable at all schools. Specialists including Music, PE, Library Media Teachers.	Nov 29, 2011 11:20 PM
315	These are a continuum. They all work together and help must be continuous for students who need it.	Nov 29, 2011 11:19 PM
316	Reducing class sizes in all grades for core classes, with caps of 22 in K through 2, 25 in 3 through 6 (elementary), and 28 in 6 (middle school) through 12, to allow for more individual attention in the classroom.	Nov 29, 2011 11:11 PM
317	The highest priority should be diversifying public school options. There are many successful and innovative programs in Oregon- Bend's Amity Creek, Portland's Emerson Charter School, Talent's Outdoor Discovery Program, Ashland's Willow Wind Community Learning Center, Crater High School, Springwater Environmental Sciences School to name a few. The state should look at what these schools are doing right and increase these options.	Nov 29, 2011 11:01 PM
318	Create trade high schools/academies that coordinate w/ local community to	Nov 29, 2011 10:59 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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supply well-trained skilled workers able to interface with jobs in private &/or municipal sector.

319	Lower class sizes.	Nov 29, 2011 10:57 PM
320	Increasing the quality of education rather than quantifying number of students who graduate or pursue to college by shifting the focus on 1. smaller class sizes 2. more specialized programs, like engineering oriented / art oriented / health & science oriented / workforce oriented	Nov 29, 2011 10:53 PM
321	improving math skills in elementary	Nov 29, 2011 10:47 PM
322	Smaller class size.	Nov 29, 2011 10:43 PM
323	All Day Kindergarten for all kindergarteners!	Nov 29, 2011 10:34 PM
324	Vocational training options to keep students motivated to come to high school.	Nov 29, 2011 10:31 PM
325	None of the above. How is pouring money into an already broken system supposed to yield significant results? For example, how does one throw money at a problem such as low graduation rates? That is like only fixing the last link in a broken chain. You have to fix the links at the beginning and middle if the end is ever even going to be of any use.	Nov 29, 2011 10:24 PM
326	Improvement on time management and study skills	Nov 29, 2011 10:21 PM
327	create focus on creative, critical and collaborative thinking. create more options for students to find the learning environment that they need to thrive as learners, rather than fitting all students into a standard model.	Nov 29, 2011 10:10 PM
328	Require children to go to school at age 5/6 and require full time kindergarten	Nov 29, 2011 10:08 PM
329	Building a students confidence through speech, hiring more Speech Pathologists and Speech Assistants.	Nov 29, 2011 9:42 PM
330	Reduction in class sizes k-12	Nov 29, 2011 9:40 PM
331	Lowering class sizes so that students have the help they need.	Nov 29, 2011 9:32 PM
332	Please see my comments in the top box, above. We need to provide at-risk families with children 0-5 the necessary supports (mental health, counseling, family planning, health services, parenting skills classes, etc) so that every child can be as ready to learn when they enter Kindergarten as possible. We need to be providing good vocational training and avenues to vocational training for students who are not college-bound.	Nov 29, 2011 9:23 PM
333	If you want more kids to be able to go on to community college and university, fund the high schools so they can hire people to help students learn about colleges, learn about scholarships and financial options, research schools and basically play the role of the non-existent parent in this whole picture. We teachers cannot do this. There is absolutely no time.	Nov 29, 2011 9:21 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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334	Increased funding for after school mentors to help at-risk students with homework. Increased funding for after school enrichment programs for at-risk youth.	Nov 29, 2011 9:16 PM
335	I am still concerned as too how important or helpful a college education is in the state.	Nov 29, 2011 9:13 PM
336	Put money where there's highest ROI.	Nov 29, 2011 9:08 PM
337	Investing in support services such as school counselors, school-based health centers, family engagement activities.	Nov 29, 2011 9:03 PM
338	This section did not score properly	Nov 29, 2011 8:55 PM
339	Helping students develop writing skills.	Nov 29, 2011 8:54 PM
340	More money into school buildings to reduce teacher to student ratios (less than 25 students per class). Science needs an environment that is conducive to learning and safety (this is NOT 35 students in a classroom!) The Governor needs to prioritize EDUCATION for ALL students - General Educ, ELL, SPED and TAG. DO NOT FORGET THE GENERAL EDUC STUDENT!!	Nov 29, 2011 8:45 PM
341	Ensure technical training (non-college bound) learning opportunities are available.	Nov 29, 2011 8:40 PM
342	Children at risk start school at a disadvantage. There's not way to help them unless we begin early and continue to help them throughout their education.	Nov 29, 2011 8:38 PM
343	Parent education and support and training for teachers and administrators in how to communicate with and work effectively with parents.	Nov 29, 2011 8:37 PM
344	In addition to high academic expectations for those who desire college, we need to provide technical and trade school alternatives to honor students who do not desire to spend 4+ years in college and would prefer to learn a trade or specific skill instead. Additionally, there are many jobs that used to be available in America and now have been outsourced and has minimized the job market. This has expecially become a travesty for those who want to learn a trade, craft or specific skill and have discovered there is no where to utilize their skills. Are they not as important to this country? Why do we continue to limit choices for students who do not desire to go to college? Shame on America for not only outsourcing trades that America used to be proud to have its citizens be the best at but, now we are attempting to close that option forever. America needs to take back all aspects of her greatness in diverse jobs for a healthy economy and a strong, independent, self sufficient country.	Nov 29, 2011 8:36 PM
345	I refuse to accept the premise that Oregon's resources are "limited". The only thing that's limited is imagination and political leadership. If necessary, cut elsewhere in the budget. Kids' education should be the absolutely #1 priority for this state--it's our investment in a livable future. Otherwise, we're headed for a downward spiral.	Nov 29, 2011 8:35 PM
346	Increased emphasis on learning creativity to prepare students for jobs in the	Nov 29, 2011 8:32 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

current economy, i.e. the arts and music, entrepreneurship, vocational skills.

347	Provide financial incentives for the best educators to stay in the business!!! Increase teacher salaries for those instructors who meet specific benchmarks in student achievement, mentoring peers, leadership in their schools, with award of higher salaries by either school boards or principals.	Nov 29, 2011 8:31 PM
348	Give administrators the power to fire bad teachers. There aren't very many, but the bad ones need to go. And, increase professional development for teachers.	Nov 29, 2011 8:30 PM
349	Better teachers in colleges that are ready to teach the students high schools send them	Nov 29, 2011 8:20 PM
350	Decrease class sizes at all levels. Elementary should have 20 students or less so the children are able to build a strong foundation for later success.	Nov 29, 2011 7:40 PM
351	As per research done by the Gates Foundation, effective teaching is the most important aspect of a child's education. If a teacher uses her time effectively and is able to help a confused student are the 2 most important elements in gauging an educator's efficacy. This is NOT happening in all (or, I would think, even most)of Oregon's classrooms. Administrators MUST know how effective their teachers are and ACT to improve those who need development.	Nov 29, 2011 7:39 PM
352	recognize that middle school is the new high school high school is the new Associates degree and technical school	Nov 29, 2011 7:37 PM
353	teach parents how to teach their children and prepare them for school, teach parents how to say NO to video games at home and increase reading in the home!	Nov 29, 2011 7:35 PM
354	Creating a network of one-on-one mentors who provide support for students academically and personally.	Nov 29, 2011 7:35 PM
355	Teach kids in early grade levels how to be successful within our school system focusing most heavily on at risk students and their families. We also need to develop a better system for identifying learning disabled kids before they get frustrated and stop going to school.	Nov 29, 2011 7:31 PM
356	Along with helping middle school students be prepared for high school, reconsider the idea of retaining students in middle school rather than passing them on when they are not ready.	Nov 29, 2011 7:24 PM
357	Offer Middle Level reading intervention, intense intervention, if implemented. Kids with little or no reading skills can't survive through high school.	Nov 29, 2011 7:21 PM
358	Making sure that public schools are supported with the resources that are needed to provide the programs that will help second language and students from poverty with the necessary background knowledge and experience to be academically successful in U.S. schools.	Nov 29, 2011 7:19 PM
359	Teaching lifelong communication skills to all students - not just those on the speech pathologists caseload.	Nov 29, 2011 7:00 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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360	Putting more teachers back to work to decrease class sizes...	Nov 29, 2011 6:50 PM
361	Require schools to have a library program that teaches literacy.	Nov 29, 2011 6:43 PM
362	Redesign Oregon's tax structure so that services like education do not suffer in funding when recessions (like the past two we've been through in the last 10 years) - which are inevitable in every economic structure - happen.	Nov 29, 2011 6:39 PM
363	All the choices are important they are all ones and I'm sick to death of being told to triage critical services.	Nov 29, 2011 6:29 PM
364	Encourage innovative programs such as magnet programs within school districts. Incentives for districts to develop programs that foster critical thinking skills and encourage more parent involvement.	Nov 29, 2011 6:23 PM
365	Hiring more teachers to get smaller class sizes.	Nov 29, 2011 6:20 PM
366	trade school, vocational school, apprentice programs	Nov 29, 2011 6:15 PM
367	Have an enriched program of art, music and PE that can engage students and help motivate some who are not inspired by other classes.	Nov 29, 2011 6:13 PM
368	Raise expectations of administration, teachers, and students. If we could ditch the teachers unions, there would be no money shortage.	Nov 29, 2011 6:07 PM
369	Not every student should be prepared for college. They should be prepared for job skills for job markets where they live.	Nov 29, 2011 6:05 PM
370	Providing full day funding for full-day kindergarten. Currently this is a half-funded mandate. Investing in preschool does no good if you don't fully fund full-day kindergarten first.	Nov 29, 2011 5:46 PM
371	Create more education for parents and parenting supports.	Nov 29, 2011 5:40 PM
372	Making sure that the most gifted students have the opportunities they need for high level challenging curriculum, so they can do the advanced level work they are ready for at a much younger age. If the lowest achieving students get so much attention, the highest achieving should also receive as much attention so they can make the gains they are capable of each year.	Nov 29, 2011 5:34 PM
373	smaller classroom size	Nov 29, 2011 5:25 PM
374	Streamline assessment testing to free up money for other educational needs such as smaller class size.	Nov 29, 2011 5:25 PM
375	Public/parental education and awareness that it starts at HOME! That as soon as we all see ourselves working together as a team instead of against each other, we will get nowhere.	Nov 29, 2011 5:21 PM
376	remove tenure from any job security contract	Nov 29, 2011 5:20 PM
377	Increase student access to co- and extra-curricular programs that stimulate	Nov 29, 2011 5:16 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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learning and build student self-esteem, initiative, interdisciplinary comprehension, and overall engagement and interest in their future

378	I think we need to follow the Swiss model of having children pick a field at 16 and work and study toward that goal. Before that point they should have a good general education that exposes them to a wide variety of subjects. They should also be able to opt out of something like poetry.	Nov 29, 2011 5:16 PM
379	Reducing class sizes to allow for more individual attention from teachers.	Nov 29, 2011 5:07 PM
380	investing in our teachers, finding ways to support their efforts, finding ways to encourage peer collaboration and involvement from the community	Nov 29, 2011 4:59 PM
381	Devoting more resources to a "comprehensive" education including vocational tech, the arts, and the movement arts and sciences.	Nov 29, 2011 4:54 PM
382	Improve basic math skills/number sense in elementary grades	Nov 29, 2011 4:52 PM
383	Providing opportunities for aptitude testing and helping students understand their strengths and challenges	Nov 29, 2011 4:51 PM
384	Limit class size and fully fund the QEM. Get back to teaching the trades in middle school and high school! Give kids the chance to discover and develop their talents. Who needs a college degree when all of the jobs have been shipped overseas? Let's help create producers and not just consumers!	Nov 29, 2011 4:47 PM
385	Provide vocational schools and on the job training for high school age students	Nov 29, 2011 4:41 PM
386	Please see my notes above about school library programs. One of the greatest inequities our children face is access to public library services. Poor kids from homes that don't support literacy seldom make it to the public library. Wealthier kids whose parents see the value of library experience are far more likely to spend time in public libraries. Additionally, access to library materials is only one tiny fraction of what a thriving school library program offers its students. High quality instruction in library and information literacy skills is vital for our students' success in the information age. If you want to improve literacy rates and produce students who can think and problem solve using current and relevant data, they need instruction. No other teaching position in our schools is equipped or prepared to teach these skills. Our schools need great librarians.	Nov 29, 2011 4:36 PM
387	Environmental education.	Nov 29, 2011 4:35 PM
388	Lower class sizes	Nov 29, 2011 4:35 PM
389	Create better systems or mechanisms for measuring school readiness & utilizing Early childhood programs and preschool programs as the students transition into Kindergarten & 1st grades.	Nov 29, 2011 4:25 PM
390	Stop changing curriculum and materials. Let educators choose the materials that are most effective for their school and replace them when they need replacing. Stop paying consultants. Stop expensive testing that takes up valuable classroom time. Until the funding is put back this is what you have to cut.	Nov 29, 2011 4:24 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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391	recognizing that all students are different. Some may never be able to go on to college. And removing elective and career classes (autoshop/welding/ag/woodworking) and putting the student in cronic math improvement classes isnt going to make him/her college ready, only burned out and not a well rounded human being.	Nov 29, 2011 4:22 PM
392	Provide instruction at the community colleges to prepare students who are ill prepared for college level work & provide courses that give training in trades, such as plumbing.	Nov 29, 2011 4:22 PM
393	Funding longer school years, longer school days, and more teachers.	Nov 29, 2011 4:10 PM
394	Educating the public on the different types of diplomas so that fewer organizations will choose to decline or not accept modified diploma applicants.	Nov 29, 2011 4:10 PM
395	Increasing arts education at all instructional levels: Weekly average instruction of 60 minutes of music, 60 minutes of visual art, 30 minutes of dance/movement and/or providing performance groups to which students can belong -- taught by professionals in every school.	Nov 29, 2011 4:07 PM
396	Teaching students goal setting at a young age, then again at middle school, and finally at a high school level. Students without goals and/or the skills to break long range goals into smaller steps will lack the intrinsic motivation to succeed. They only see their failures to reach the big goal, not realizing how long it takes to build the skills to reach that goal or dream.	Nov 29, 2011 4:06 PM
397	Increase physical activity opportunities in schools because it has been shown that physical activity stimulates the brain and gives an emotional boost which will help the learning going on in schools.	Nov 29, 2011 4:06 PM
398	Creating apprentice programs for students who might not want to enter the college system.	Nov 29, 2011 4:04 PM
399	Career technical education opportunities. Why is this not addressed anywhere in this survey?	Nov 29, 2011 4:04 PM
400	Make sure parents are involved in their child's education (like monitoring school work, collaborating with teachers)and hold them accountable on their child's attendance.	Nov 29, 2011 4:03 PM
401	Treat service learning as integral to curriculum.	Nov 29, 2011 3:32 PM
402	Creating and supporting trade programs at the secondary levels for students who do not want to go to college/university.	Nov 29, 2011 3:20 PM
403	Offering a variety of interesting, relevant, and engaging education opportunities through environmental, arts, technology, and other hands-on programming. These programs help children to learn better and inspire intrinsic passion for learning.	Nov 29, 2011 3:13 PM
404	Funding professional development and teacher retention- get good teachers and administrators. Invest in a professional core.	Nov 29, 2011 2:54 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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405	Providing free or affordable professional development for early childhood educators so that they may provide quality education for their students	Nov 29, 2011 2:52 PM
406	Restart the home-ec and shop programs. Many fully equipped shops are sitting idle all over the district. College is not an option for many students. Not every student is wild about sports, yet money pours into sports programs. Graduation will increase with more enrichment such as music, art, shop.	Nov 29, 2011 2:46 PM
407	Providing greater support to out-of-school experiences that are likely to provide significantly greater "bang-for-buck" in motivating students to be successful lifelong learners.	Nov 29, 2011 2:46 PM
408	providing AP and honors classes for high achieving public high school students and TAG students	Nov 29, 2011 2:43 PM
409	Children do not have to learn to read by preschool; they do, however, need to learn to enjoy reading and writing, and to remain curious life-long learners. I think much of the way we approach education is based on arbitrary measures. Working on instilling a joy of learning will actually lead to achievement of all the benchmarks in the world.	Nov 29, 2011 2:37 PM
410	Make class size the priority. Consolidate administrative functions and eliminate coaching positions, putting more teachers in the classrooms.	Nov 29, 2011 2:24 PM
411	Increasing the graduation rates for all students, including students experiencing disability. I'm offended that any people group would segregated onto or off of our goal of improving graduation rates.	Nov 29, 2011 1:55 PM
412	Create a funding stream for CTE programs which tech students work place skills and application of core academics learned..	Nov 29, 2011 1:51 PM
413	improving Assessment Literacy in the state so that students are active participants in a legitimate system of assessment; one that help students know the target, where they are in relation to the target and what steps they need to meet the target.	Nov 29, 2011 1:50 PM
414	Career Technical Training	Nov 29, 2011 1:43 PM
415	Allowing independent study (with tutors available for questioning) for capable kids would free up teacher time for the struggling. No child should pass a grade until they master the material. Material must focus on reading, writing and math. When these are mastered, all other subjects are available to the motivated student.	Nov 29, 2011 1:42 PM
416	Require highschool students to 'serve' 2 years either in the military, a national community service program, or international program to earn \$ for college.	Nov 29, 2011 1:40 PM
417	extra supports for struggling learners, especially in low-income neighborhoods (significantly lower class size in K-3, tutoring, summer programs, etc.)	Nov 29, 2011 1:40 PM
418	do not focus only on college track - provide vocational education also	Nov 29, 2011 1:38 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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419	Quantitative and scientific reasoning, starting in the early elementary grades	Nov 29, 2011 1:22 PM
420	Making available non-college/university track options	Nov 29, 2011 12:44 PM
421	Minority-Parent and community engagement	Nov 29, 2011 12:44 PM
422	Matching classwork to student ability, regardless of grade or age level.	Nov 29, 2011 12:40 PM
423	Full Day Kindergarten at every public elementary school	Nov 29, 2011 12:39 PM
424	Give the money to schools to hire more teachers to make the class sizes smaller so we can better meet the needs of our students.	Nov 29, 2011 12:37 PM
425	How can we reach the families so that kids get better support at home?	Nov 29, 2011 12:13 PM
426	Hire more teachers to lower class sizes. Research shows that students do better when they have more teacher attention.	Nov 29, 2011 12:05 PM
427	Hiring teachers capable of teaching at a college level, with communication skills and abilities. Holding them accountable to earn their pay.	Nov 29, 2011 12:01 PM
428	Apprenticeships, internships, etc.	Nov 29, 2011 11:58 AM
429	Increasing viable options for high school students who know they are not going to college-while h.s.- to train them for jobs when they get out of h.s.	Nov 29, 2011 11:56 AM
430	longer school year	Nov 29, 2011 11:30 AM
431	Vocational track.	Nov 29, 2011 11:29 AM
432	Again, the choices are focused on "dumbing down" our educational system. Only concentrating on minorities and the economically disadvantaged is a great disservice to our country and to our youth. "Rigorous" does not mean better.	Nov 29, 2011 11:18 AM
433	Not all students will go on to college, but have few opportunities to experience different trade type opportunities. Identifying those students and directing them to trade schools or providing opportunities for internship/apprenticeships would be of value to those students that will typically show up in the categories that need improvement.	Nov 29, 2011 11:18 AM
434	Providing a basic education and life skills for entry into the work force following high school or a GED.	Nov 29, 2011 11:17 AM
435	Implementing testing for dyslexia in suspected and at-risk students before the end of the first grade and as needed thereafter. Mandating that each district provide an Orton-Gillingham based elementary education for those students identified as dyslexic.	Nov 29, 2011 11:13 AM
436	Increase programs that combine reading and math skill development in other subjects. Shop teachers and Art teachers should be reading and math teachers too. Their subjects have their own vocabulary and idioms. They should also focus on reading and math skills when appropriate.	Nov 29, 2011 11:09 AM

**Q7.

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437	Increasing options for high school students beyond just the college-prep track--creating career focus opportunities that help young people see how what they are learning can serve them.	Nov 29, 2011 11:05 AM
438	Vocational and tech program.	Nov 29, 2011 10:59 AM
439	I'm sorry, I can't choose between these. ALL of them are important and need to be addressed.	Nov 29, 2011 10:52 AM
440	Improving the spaces our children are to learn in. Buckets catching water from a leaking roof (for example) is a distraction to what they should be learning & dealing with in the classroom.	Nov 29, 2011 10:14 AM
441	Parenting classes that are free and that offer child care...maybe even feed the families while they learn how to support their struggling students with a positive support in place at home.	Nov 29, 2011 10:12 AM
442	All of those things listed above are important. Don't settle for "limited resources". Find a way to get the resources. (see below)	Nov 29, 2011 10:08 AM
443	Again, not all kids should be expected to be "college material". We need vocational and technical workers in our economy and this is an important role. While graduating from high school should be the goal for all students, we need a change in how we view secondary education. The world cannot be made up of leaders and managers. Line workers are essential to our economy.	Nov 29, 2011 9:59 AM
444	In the "Increasing high school . . ." descriptor and the "Graduating more students . . ." descriptor, it will only allow me to check a column on one of the questions, but not both of them. This will skew your results	Nov 29, 2011 9:55 AM
445	Develop a love for learning early. Cultivate a child's natural curiosity so that as they grow and develop they will WANT to learn more.	Nov 29, 2011 9:55 AM
446	better funding for university students	Nov 29, 2011 9:52 AM
447	Increasing instruction in various skilled trades ("shop", auto repair, etc.) College is not a one-size-fits-all solution and too many students flounder there when they could develop a real skill.	Nov 29, 2011 9:44 AM
448	Have rigorous TAG programs for children to be able to challenge each child at their level, so that each child is challenged and excited to learn.	Nov 29, 2011 9:41 AM
449	Art and music. Physical education.	Nov 29, 2011 9:40 AM
450	Increasing the rates of high school graduation, period. Color and economic status should not be a factor in this. All students should be given the same opportunity in a public school.	Nov 29, 2011 9:39 AM
451	Providing a skills based education at every level for students who have greater needs and challenges so that they can continue to increase their social, academic and vocational skills throughout their elementary, middle and high school careers.	Nov 29, 2011 9:37 AM

**Q7.

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452	Challenging those students ready for more advanced work, and not giving them the option of whether they want to be challenged. I have seen bright, capable kids, when given the choice of choosing a more advanced level of a class (for example, choosing whether, within the same class, choosing regular or advanced biology as a freshman), choosing the easier route. If we want to be competitive in a global society, kids that are capable of doing more should be directed that way, not given a choice. I also think too many times kids at all levels of ability are not given high enough expectations by their teachers, when they are capable of so much more.	Nov 29, 2011 9:36 AM
453	If the first two items were accomplished, many of the other items will be accomplished also. if students receive early childhood training, they will be more apt to be ready for high school and to graduate from high school when the time comes.	Nov 29, 2011 9:27 AM
454	More arts and music education in our schools!	Nov 29, 2011 9:23 AM
455	something is wrong with this survey. Won't let me answer the questions.	Nov 29, 2011 9:20 AM
456	Early education should be less math and reading focused. Don't eliminate that, of course, but bring in art and science and "whole" learning. It seems that testing is a reason for so much math and reading focus in first grade, at the expense of real learning -- learning to think for yourself.	Nov 29, 2011 9:15 AM
457	College more affordable so that families want their kids to go that way. Not scared of the cost.	Nov 29, 2011 9:14 AM
458	Providing alternative career choices in high school other than college only programs for students.	Nov 29, 2011 9:10 AM
459	Spend more per student. We are under the national average. It's a disgrace. BUT, we have all sort of bike lanes. Prioritize. Take a look around a state of the art International School, or a strong private school like Caitlin Gabel. Use your heads. Put the student first. NOT the tenured teacher (), NOT the principal. NOT all the assistants to the principal. But the student. The one thing I've discovered since my kid entered PPS is that the student does NOT come first. 2nd if she's lucky. Usually 3rd. The thinking at the highest levels needs to completely change.	Nov 29, 2011 9:04 AM
460	Again, time after time music and arts have been proven to improve in all areas when implemented effectively throughout school. Re-institute elementary music, band and strings programs ACROSS the state NOW--it WILL pay off!	Nov 29, 2011 9:00 AM
461	We are losing the 'invisible child' by focusing so much on the above or below standard child. What would you want if this was your child? Every one of these children are my future and are going to be voting and changing America, now is the time to show them they can make a difference in their own lives and that they matter. Too much politics and money issues, kids don't feel safe because staff doesn't feel safe.	Nov 29, 2011 8:57 AM
462	Providing a well-rounded education that includes the arts as a fundamental core	Nov 29, 2011 8:53 AM

**Q7.

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academic subject K-12.

463	A strong program that challenges ALL students, not just focusing most resources on disadvantaged students. We are putting too much focus on bringing up the bottom and are leaving the more successful students with fewer and fewer resources or challenging programs each year. This is going to lead to all students achieving mediocre results.	Nov 29, 2011 8:49 AM
464	Pay for performance based system for teachers - no other industry tolerates bad performance and guarantees benefits thru tenure. Show teacher performance as public record.	Nov 29, 2011 8:32 AM
465	Not all students need schooling we could vastly improve schools if we can get students to look for vocations and jobs while they are in high school.	Nov 29, 2011 8:17 AM
466	smaller class sizes or additional staff to assist in key areas of the school day such as math and reading. I am unhappy with the staffing cuts and the larger class sizes. I feel that the students are suffering and they will not be able to learn as well. The teachers are over worked and cannot possibly see to the educational needs of each child with their class sizes being so large.	Nov 29, 2011 8:11 AM
467	Support of co-curricular activities (music, art, athletics, clubs, etc.) for students at all grade levels.	Nov 29, 2011 8:10 AM
468	All children need food, healthcare and books. They don't need canned curriculum and scripted instruction. Parent support is essential.	Nov 29, 2011 8:10 AM
469	Urgent need to include Career Technical options in addition to higher ed	Nov 29, 2011 8:06 AM
470	Providing TAG children the extra attention they need to continue learning at a higher level. Give the teachers the education and tools to support those children that are farther ahead of the class. All the time, effort and energy are being utilized to help those that are struggling (which isn't a bad thing) so those that are advanced are not getting any help in learning how to advance their skills. They are getting bored in class. They are losing their love of learning because they are not challenged. The TAG program is a joke in the West Linn Wilsonville school district and should be modified.	Nov 29, 2011 8:04 AM
471	Improving math skills in early elementary grades	Nov 29, 2011 7:59 AM
472	Require more of PARENTS to be engaged in their childs education.	Nov 29, 2011 7:57 AM
473	Creating an education system that allows the non-academic focused individual to be able to develop skills that will help them provide for society as an adult.	Nov 29, 2011 7:50 AM
474	Its time to focus on the kids who want to learn. If they dont want to learn give them an option of getting a GED.	Nov 29, 2011 7:48 AM
475	They are all important... You have to improve the whole system to fix just one issue..	Nov 29, 2011 7:44 AM
476	Making education a priority in Oregon!!!! Funding all schools so they can have	Nov 29, 2011 7:41 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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reasonable class sizes and good teachers!!! Creating an atmosphere where even smart kids with concerned parents can go to public schools!!!

477	Not everyone is cut out for a life of academia. Whatever happened to Trade Schools and Apprenticeship programs? There are skills that are not taught in High Schools and College that could possibly be included in the curriculum. Maybe a chat with some local Unions, like Carpenters, Plumbers, etc to form a program.	Nov 29, 2011 7:37 AM
478	They are ALL equally important.	Nov 29, 2011 7:35 AM
479	If Oregon could really get every student reading proficiently by the end of grade 2, and it could do that, then amp up the academics and motivation in middle school so that students can all pass their freshman year in high school, it would transform our state and do right by our children.	Nov 29, 2011 7:28 AM
480	National proficiency standards, no pass, no advance. Attendance should be a factor in accountability	Nov 29, 2011 7:25 AM
481	Increase vocational options to retain students who are not interested in college but do want to work in these areas.	Nov 29, 2011 7:19 AM
482	Create opportunities for high school students to learn a trade.	Nov 29, 2011 7:18 AM
483	extending school day/year and hiring additional staff	Nov 29, 2011 7:15 AM
484	Focus on student's math & language skills in primary school to set students on a course for success!	Nov 29, 2011 7:09 AM
485	"Ready for kindergarten" is a crock to me! My daughter was expected to know her ABC's and sounds upon entering kindergarten. This is crazy. We are a very literacy-rich family, and I was astounded when I was told she was behind and I needed to catch her up. Let babies be babies. Teach them when they arrive.	Nov 29, 2011 6:58 AM
486	Provide vocational options for high school students that may not be headed for college.	Nov 29, 2011 6:34 AM
487	Streamline the management overhead, less bureaucrats and more teachers.	Nov 29, 2011 6:32 AM
488	Full Day Kindergarten with a limit of 20 students per classroom	Nov 29, 2011 6:12 AM
489	Eliminate seat-time requirements, let money follow the student, so that more students can complete college level courses before leaving high school. Invest in Oregon's virtual school to bring personalized learning to every student in the state. Ensure every student has a connected device (laptop, tablet, mobile) for any time any place learning, using a combination of BYOD and E-Rate and foundations. Flip classrooms to enable teachers to spend more face time on critical thinking and 21st century skills.	Nov 29, 2011 4:46 AM
490	allow students to work at their academic level for a subject and not at their grade level to allow the students to grow every year and not be held back to allow other students to "catch up"	Nov 29, 2011 4:43 AM

**Q7.

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491	Highest priority: health of students and family members	Nov 29, 2011 2:07 AM
492	Why are standard academics the only measures listed above? This seems an extremely limited measure of success. My guess is that many a happy and successful tradesman or even a brilliant brain surgeon may not have been enthralled by math worksheets. But if exposed to lessons outside the classroom -- building a school garden, or a rock wall, or being made responsible for tracking and improving the school's recycling program -- some children may become more engaged with learning in general and their school environment in particular.	Nov 29, 2011 1:01 AM
493	Reinforcing foreign language and music education, which stimulate brain development in many other areas.	Nov 29, 2011 12:05 AM
494	Providing assistance for students who fall between the cracks - not special Ed, not TAG, just kids who need extra assistance to be successful	Nov 29, 2011 12:03 AM
495	Identify and remedy whether children have sufficient resources at home (Food, shelter, safety, clothing, medical care, transportation, etc.)	Nov 28, 2011 11:52 PM
496	The occupations that are not necessarily college intense include the trades and need to be included in the curriculum.	Nov 28, 2011 11:51 PM
497	Focus on the whole child. We need creative critical thinkers in our state not just those that can test well.	Nov 28, 2011 11:24 PM
498	Early education and socialization, though not necessarily academics, are crucial - especially for parents with little time and resources to provide this at home. Waldorf provides a wonderful approach. 6-8 grades are next highest in importance. Kids really need attention and safe spaces for positive interaction to express their anxieties.	Nov 28, 2011 9:43 PM
499	Make higher education affordable - subsidize it heavily for kids who went to Oregon K-12 so that they can stay here and we have a highly educated work force.	Nov 28, 2011 9:13 PM
500	TAG funding for gifted students.	Nov 28, 2011 8:53 PM
501	We need an option that allows our students to succeed outside of high school that does not include college. We need Trade/ Skills courses that can be taken during and after high school. The artistic part of school has been removed due to the "skill and drill" in reading and mathematics. Some kids learn from the doing and honing in on their abilities. These Trade/Skill routes will require the ability to read and do mathematics as a professional.	Nov 28, 2011 8:52 PM
502	Middle school should not focus on social issues to the exclusion of academics. While athletics are nice for building community, they are not as important for the schools to provide as are academics.	Nov 28, 2011 8:12 PM
503	Providing funding for full day kindergarten	Nov 28, 2011 7:50 PM
504	Class size limits for elementary students	Nov 28, 2011 7:37 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

505	Providing extra-curricula that are academic oriented.	Nov 28, 2011 7:18 PM
506	We need to challenge all students at all levels including elementary school.	Nov 28, 2011 6:55 PM
507	Improving math skills in early elementary grades	Nov 28, 2011 6:53 PM
508	1. Student directed inquiry. 2. Interest grouping/age mixing. 3. Connecting kids to grown-ups who share their interests (mentoring, internships, projects, etc.). 4. Developmentally appropriate practices (i.e. no abstract reasoning before middle grades) rather than a 'race to college' approach (i.e. CCSS literacy standards).	Nov 28, 2011 5:33 PM
509	Prepare students to enter the work force with career and technical education. Prepare students for life by teaching personal finance classes!	Nov 28, 2011 5:21 PM
510	Lower class sizes, increase teacher aids, true ability grouping, including blended grade levels	Nov 28, 2011 4:53 PM
511	Let's not give youth a "pass" just because of race and economic class!! Focus should be on truely improving education for these students NOT JUST THE NUMBERS!	Nov 28, 2011 4:52 PM
512	I rate these all very important for the benefit of the Students.	Nov 28, 2011 4:41 PM
513	Creating a way for school districts and social services agencies to fluidly work together so that children are getting their basic needs met: shelter, nutrition, medical care, adequate parenting skills, guardians are employed, and children are nurtured.	Nov 28, 2011 4:27 PM
514	Creating an opportunity for students to attend vocational education to better prepare them to positive adult leaders. Return Art, Shop, dance and music back to the schools. This allows the students who are not always as good academically to have an opportunity to show their talents in other ways. These kids need a reason to come to school.	Nov 28, 2011 4:22 PM
515	Let's decide to teach developmentally effective learning skills. Too much competition to soon can lead to many reluctant, discouraged learners.	Nov 28, 2011 4:20 PM
516	Provide high school internships for young students to explore trades, family businesses and personal strengths.	Nov 28, 2011 3:56 PM
517	Prepare students to be productive creative citizens.	Nov 28, 2011 3:28 PM
518	We need to fund k-12 before funding higher education. Students are REQUIRED to attend school up to a certain age. However, they are not ever required to attend college. It's a wonderful goal, but it is a choice. We must fund the requirement before funding higher ed.	Nov 28, 2011 3:27 PM
519	Don't let kids out of elementary and middle school unless they pass standards there. Just like high school. If they don't pass, they redo. NO SOCIAL PROMOTIONS!!!!	Nov 28, 2011 3:20 PM
520	All of this should be of FIRST priority if we want to decrease our number of	Nov 28, 2011 3:19 PM

**Q7.
INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
Rank in order of your priority, with 1 the highest priority.**

people dependent on our welfare system in the future!

521	Work on reading and math skills for students to attain and maintain grade level expectations. Not just in early elementary or middle school, but rather k-12. Do not allow students to fall behind without additional support.	Nov 28, 2011 3:10 PM
522	Providing grants in aid to districts that are interested in creating vocational technical training programs in computer technology.	Nov 28, 2011 3:09 PM
523	Provide full-day kindergarten.	Nov 28, 2011 3:01 PM
524	Create a trade skill program with businesses, and community colleges that can be entered after 10th grade.	Nov 28, 2011 3:01 PM
525	Providing adequate numbers of classrooms and teachers to reduce class sizes, particularly in areas where the school population is high in economically disadvantaged students. It is difficult to nearly impossible to educate children in classrooms with 25+ students.	Nov 28, 2011 2:59 PM
526	Investing in MULTIPLE ways of teaching reading, writing, and math in the elementary grades.	Nov 28, 2011 2:43 PM
527	Making sure classroom opportunities are available for those students who are not college bound so they may also be as successful as possible.	Nov 28, 2011 2:40 PM
528	Vocational technology needs to be on this list- not every student needs to go to college, but having a training program for students who want to do other important things in our economy through more voc. tech programs are important.	Nov 28, 2011 2:38 PM
529	I would also add improving math skills in middle/high school levels.	Nov 28, 2011 2:22 PM
530	REDUCE CLASS SIZES TO 20 KIDS PER CLASS.	Nov 28, 2011 2:20 PM
531	Find a way to get kids to attend school every day and require parents to invest in their child's education (either financially or through time).	Nov 28, 2011 2:13 PM
532	Offer more options than the traditional college prep track for students that would be best served through vocational training in high school and community colleges.	Nov 28, 2011 1:56 PM
533	Increasing teacher compensation to attract and retain excellent teachers.	Nov 28, 2011 1:56 PM
534	Try to find creative ways to make the university and college level financially affordable for more students. Too many students receive bachelors degrees with no job opportunities and college debt that is insurmountable, with very little opportunity to reduce it. This system is broken as well, which hurts our plea for all students to be college bound. We need jobs here in the USA for those students to help educators really push for kids to become educated. We cannot have Walmart be our biggest employer, otherwise we are saying that we need to educate kids, so that they can work at Walmart.	Nov 28, 2011 1:51 PM
535	All day Kindergarten	Nov 28, 2011 1:44 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

536	Increase programs in high school that allow students to graduate with a skill that can be used in the work place immediately. All students do not need to be ready for college, but all students do need to be ready to function independently in the community and have the reasoning skills required to do a job or to go to a tech school to learn to do a job.	Nov 28, 2011 1:20 PM
537	Create smaller class sizes and all of the priorities listed above will be more than adequately addressed	Nov 28, 2011 1:02 PM
538	Help parents and students to understand and accept their responsibilities when it comes to learning, attending classes, meeting deadlines, fully participating, working hard, etc. People need to 'earn' their grades and diplomas.	Nov 28, 2011 1:00 PM
539	Provide more meaningful before and afterschool tutoring and mentoring that is aligned to student needs.	Nov 28, 2011 12:58 PM
540	Not all students are bound for college, and non-college bound students need an option. More training and/or certification in the trades.	Nov 28, 2011 12:39 PM
541	Lowering class size	Nov 28, 2011 12:36 PM
542	Invest in educating creative, thoughtful/thinking, self-responsible, motivated learners for life by teaching intellectual, emotional, and kinesthetic/body level intelligence along with basic skill in reading, writing and math. Integrate all levels of knowing to educate and integrate the whole person.	Nov 28, 2011 12:34 PM
543	Math facts in elementary schools. (Multiplication)	Nov 28, 2011 12:31 PM
544	Funding all schools so that there is adequate support staff in place and the resources to help all students succeed.	Nov 28, 2011 12:22 PM
545	Giving students a choice and getting them ready for other options besides college.	Nov 28, 2011 12:22 PM
546	Offer 3 year graduation options as a standard practice rather than duplicating college courses on the high school campus. Many students are ready for community college or university work and can easily graduate in 3 years saving the state \$\$\$\$\$. Conversely allow high school to be a standard 5 year option for those students needing more time - especially second language learners. The \$\$ saved from graduating prepared students in 3 years could be focused on those needing 5.	Nov 28, 2011 12:20 PM
547	Continuing education, training, and peer-mentoring for teachers to develop their skills as educational subjects, requirements and student needs change. It is amazing how many educators lack the interpersonal communication/ social/ conflict management skills to assist students. It's not all about the educational subject but includes recognizing the strengths and weaknesses in students and helping them to succeed with the resources they have.	Nov 28, 2011 12:17 PM
548	How about giving kids vocational and occupational skills? How about helping kids to go on to other post secondary options besides college?	Nov 28, 2011 12:16 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

549	Providing ALL students with EQUAL education upon graduation. IE: If our public schools are going to offer ESL classes to teach ELL students English, then they should also offer required Spanish classes for students whose native language is English. In my oppinion, upon graduation, ELL students have the same diploma as non-ELL students and they are bilingual. This is not an 'equal' education. All students should graduate bilingual. This needs to start in FIRST GRADE :)	Nov 28, 2011 12:15 PM
550	Improve quantitative skills and reading... at appropriate levels across the system. Improving skills improves performance; grad rates will follow. They are an indicator, not the primary outcome that is needed.	Nov 28, 2011 12:09 PM
551	Hire more teachers at all levels so that we have smaller class sizes. This is PROVEN to increase student readiness and achievement.	Nov 28, 2011 12:08 PM
552	Follow the science. We have to do all we can to get kids up to speed by grade 3 or we lose them. Again, having worked with at risk high school kids, the amount of energy and resources necessary to help rebuild a broken education is so much more than just preventing the break in the first place. Throw money, resources, time and effort at the little kids and you will improve all the problems (not totally cure, but improve) them at the end of the school 'pipe line'.	Nov 28, 2011 11:53 AM
553	require parent education classes for students who are not doing well in school - both academically and socially, give them a drug test at each meeting. If they are high or loaded, they owe 5 hours of community service to the school - raking leaves, weeding, cutting down blackberries, sweeping the playground, scrubbing the grout in the bathrooms, you get the idea.	Nov 28, 2011 11:41 AM
554	providing free or affordable professional development for early childhood educators so that they may provide quality education for their students	Nov 28, 2011 11:35 AM
555	Music and the arts MUST be a central (core) part of every child's education beginning at the elementary school level.	Nov 28, 2011 11:35 AM
556	Genuinely support social and emotional growth from Day 1. Make this the umbrella for which everything else comes under.	Nov 28, 2011 11:30 AM
557	Providing free or affordable professional development for early childhood educators so that they may provide quality education for their students	Nov 28, 2011 11:29 AM
558	It all happens in the first three or four years of life. I don't think sending preschoolers to school away from families is good but I do think it important and money well spent to teach parents how to do such things as read to their children, talk to their children, teach their children, bond with their childre, reduce background noise and chaos in the house, reduce to appropriate programs any television, video, internet, etc. By the time the child enters kindergarten or even Headstart, the die is cast. It needs to happen from conception onward to give the children equal footing when they enter school.	Nov 28, 2011 11:21 AM
559	Including language learning at the middle school level, with required foreign language proficiency for high school graduation.	Nov 28, 2011 11:01 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

560	Establish a grant program for schools that are unable to cover curriculum update costs because of their current tax base.	Nov 28, 2011 10:47 AM
561	Set up technical training schools or programs for those who don't go to college.	Nov 28, 2011 10:38 AM
562	Increase genuine parent involvement in education. Kids are with parents all the time and need their support to succeed. Ignoring the influence of parents in education is foolhardy.	Nov 28, 2011 10:35 AM
563	Improve educational opportunities for students that are not planning to attend college.	Nov 28, 2011 10:32 AM
564	Getting an adult mentor for students who are struggling in school to help encourage them, maybe even meet with them to help them on their school work	Nov 28, 2011 10:28 AM
565	Providing enrichment opportunities for all students such as Art, PE, and Music that are taught by teachers or professionals who have been trained in that particular area.	Nov 28, 2011 10:26 AM
566	Increasing the funding for art, music, woodworking, metal - also skilled labor such as 'shop' class for cars, computer classes etc.	Nov 28, 2011 10:21 AM
567	we need to start at the bottom and let those improvements work their way through the system	Nov 28, 2011 10:14 AM
568	options for kids not interested in college.	Nov 28, 2011 10:14 AM
569	Go through our budget and where the money is going with a fine toothed comb. Use that money for student services and teachers for students' success.	Nov 28, 2011 10:06 AM
570	Put vocational classes back into high schools! Not every graduate wants to, or should, go on to college. And with tuition rising, it will be harder and harder to afford a college education. What's wrong with going into a trade or a service industry????	Nov 28, 2011 10:02 AM
571	Money should be spend on more personnel! Enough to provide 1 on 1 or 2 kids to 1 adult instruction for all students who fail the assessment! At all grades but in particular at grades 4 to 12 because many 5 year olds have brains that are not ready to learn to read yet! (just look at the proven Piaget research)	Nov 28, 2011 9:56 AM
572	Provide technical training for students to work in trades rather than attending "college"	Nov 28, 2011 9:56 AM
573	Decreasing class sizes	Nov 28, 2011 9:55 AM
574	If Oregon doe not increase it's "jobs rate", my students who go to college and obtain a degree will simply have thousands of dollars in student loans, and no job that will afford a living wage. I have students currently in this situation, highly educated and working at minimum wage jobs. They may need to move to another state, that has more options...	Nov 28, 2011 9:53 AM
575	Improving math skills	Nov 28, 2011 9:52 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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576	Somehow creating enough funding at the state level to make community college and universities in Oregon more affordable for all students--it is hard to work toward getting into college for a higher education when there is absolutely no way for a student to afford the education they are working toward.	Nov 28, 2011 9:52 AM
577	Reducing class sizes so that teachers can focus more on individual students	Nov 28, 2011 9:49 AM
578	Requiring High Schools to offer appropriate life-skills/job skills courses for those students that are not university bound.	Nov 28, 2011 9:45 AM
579	Polling teachers to find out, school-by-school, what their needs are, and creating school-based solutions with teachers themselves leading the way. Science supplies, science supplies, SCIENCE SUPPLIES, especially in rural districts that have none.	Nov 28, 2011 9:41 AM
580	Place responsibility for attendance on the parents and hold them to it. Show parents the connection between their child's lack of attendance and academic achievement.	Nov 28, 2011 9:34 AM
581	OMIT ELL and TEACHING ENGLISH to all students, PERIOD! For the statewide, STOP using SPANISH or other language in OAKS TEST!!!! LAY off all counselors to save \$\$\$\$.	Nov 28, 2011 9:19 AM
582	Create public community education programs for parents to increase their literacy in English and Spanish, to learn how to create a culture of learning and homework in the home, ways for them to accompany their children and teens in reinforcing what they are learning in venues besides school - math as they shop for groceries, values training as they watch movies or TV together, history and the arts in museums, etc.	Nov 28, 2011 9:11 AM
583	Our current K-12 system "improvement" discussion ignores the fact that many economically vital jobs/careers require no college degree - electricians, plumbers, tool-and-die makers, mechanics, sales, and a host of others. The single-minded focus on academics of the debate and the current system ignores the idea that engaging the minds of many students who do not find academics stimulating will require more than offering just "more of the same." We ignore this fact at the peril of Oregon and the nation as many businesses are crying out for workers with strong technical skills. This discussion on change, the direction it is pointing, and our current system are doing almost nothing to meet this need.	Nov 28, 2011 9:07 AM
584	Educating parents and communities about the research based key roles they play in educational outcomes.	Nov 28, 2011 9:03 AM
585	REQUIRING/supporting/empowering/educating parents in their role as their child's first and very powerful teacher.	Nov 28, 2011 8:57 AM
586	Full Day Kindergarten for all students-required, no opt out of Kindergarten	Nov 28, 2011 8:52 AM
587	realize that not all high school students are going to college. We need to raise funding for the vocational subjects, so that all high school graduates have a viable opportunities for thier future. College is not the option for all students.	Nov 28, 2011 8:47 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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588	Meaningful professional technical options to prepare students for workforce	Nov 28, 2011 8:35 AM
589	implementing a statewide sales tax that is used effectively to keep teachers employed and in turn keep teacher student ratio to a competitive and productive level of accountability.	Nov 28, 2011 8:29 AM
590	Realizing all students are not college material.	Nov 28, 2011 8:23 AM
591	Establishing and maintaining a system that considers individual abilities and disabilities when determining "success."	Nov 28, 2011 8:02 AM
592	Improving mathematics skills in early elementary grades, to include funding for curriculums, technology, professional development.	Nov 28, 2011 7:49 AM
593	Supporting what we have now. WE are always adding something and taking away the resources that are available now. Each year we have less to work with in our classroom and the expectations are higher.	Nov 28, 2011 7:31 AM
594	The state must invest in all of these outcomes. There is absolutely no reason why these all cannot be the top priority.	Nov 28, 2011 7:05 AM
595	CTE and relevance to real world opportunities - Get back on a focus of students need to prepare for post high school training and work. Memorizing the phone book so you don't have to look up phone numbers makes no sense to students. They need application and relevance. Put back in the hands on, problem solving courses that engage students and lead to working wage employment opportunities.	Nov 28, 2011 2:24 AM
596	Increasing the number of students prepared to enter the workforce with an advanced knowledge of trade skills and requirements. Increasing parent involvement and volunteer rates throughout the state.	Nov 28, 2011 12:01 AM
597	Manageable caseloads and class sizes with adequate resources	Nov 27, 2011 10:33 PM
598	I don't think it's reasonable to assume all kids will go to college or even want to go to college - it's just not reality. In the current budget climate, I do see schools cutting vocational programs that provide some kids with valuable job skills, and I think this is a huge mistake. Yes, kids should have some reasonable standards for graduation in reading, math, and science, but they do take different paths. My husband went to school with someone who worked in a grocery store after high school, and many years later he went back and eventually got a PhD. He just took a different path, and it's not reality to assume all kids will go right to college. We still need vocational programs.	Nov 27, 2011 7:56 PM
599	More teachers, smaller class sizes, individualized help, less high stakes testing. Do not penalize schools that are making genuine progress.	Nov 27, 2011 6:58 PM
600	End "Just Cause" for certified staff, this has potential to improve quality of teaching staff	Nov 27, 2011 6:55 PM
601	Bring back classes for students who are NOT college bound. We can't assume that all of them will or want to go! Technical classes will increase attendance and	Nov 27, 2011 6:16 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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success for many student who aren't motivated by academic classwork.

602	The survey would not allow me to select from bottom three without deleting answers given above. It is of critical importance that money be given to students in need of additional funding so they may continue their education after high school.	Nov 27, 2011 6:08 PM
603	We need to be preparing students to be successful in life. This means bringing back life skills like home economics (how can we help children make healthy food choices if they have no idea what good choices are or how to prepare their own food?), and skills like art, woodshop, automechanics, drafting. There are students who struggle every day with core curriculum, and if there are these other classes available where they can feel successful and be leaders and keep their interest, we will lose them. There is so much more to life than the ability to pass a test. We need to think about what kind of skills and goals we as a community want our young people to have. Not every child is going to go to college. If all of our resources are spent on preparing kids for this one very narrow goal, what will they have gained if they choose not to go?	Nov 27, 2011 5:19 PM
604	Assuring that students who are most at risk receive additional instruction outside of the school day/school year.	Nov 27, 2011 4:37 PM
605	Allowing individual districts to make decisions taking into account local industry & culture as relevant to student's goals as much as college might be to some students.	Nov 27, 2011 4:13 PM
606	For low income economically disadvantaged children and their families continue to support families in the same manner in which they are supported in the Head Start setting. The importance of helping families navigate the education, family services and health systems so that children can effectively learn is vital.	Nov 27, 2011 4:11 PM
607	More funding for the arts and programs that keep students engaged in their learning, more training and support for teachers to be creative and integrate the arts into what is now a very rigid curriculum. More funding for arts programs that provide services to our title one students.	Nov 27, 2011 3:00 PM
608	My second priority, after ECE programs, would be to have comprehensive high schools that offered choices to students who are not interested in abstract, academic learning. Our current system has no options available for these students. We need to help them get ready for trades, for employment, for civic engagement and for family life. Alienation, poor attendance, defiant and disruptive behavior in classes would all be attenuated if students felt that they were in classes in which they could be successful and that were relevant to their futures. That's why I rated the graduation rate #7, because I believe we need big changes in our high schools first. Only then can we honestly work on our graduation rate.	Nov 27, 2011 2:58 PM
609	Providing the appropriate resources to reduce class size	Nov 27, 2011 2:21 PM
610	Graduating more students from high school ready an able to to go on to community collge and university (minus the modifier about early credits--really	Nov 27, 2011 1:56 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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an overrated idea)

611	It is stunning that the menu above does not indicate any investm,ent in teachert or leader effectiveness. Oregon will not realize any of the outcomes listed above without prioritizing these investments.	Nov 27, 2011 12:44 PM
612	Develop programs aimed at more practical areas, craftsmen, trades, ect.	Nov 27, 2011 11:41 AM
613	Ensure that all students including high-achieving minority and low-income students are making adequate growth.	Nov 27, 2011 11:19 AM
614	They have a step ladder effect. Have to do them all. Get a sales tax!	Nov 27, 2011 11:19 AM
615	Ensure access to the arts, reading for pleasure, access to technology for learning, curriculum that supports high achieving students and talented and gifted education, intramural sports and quality physical education, qualified school counselors, school nurses.	Nov 27, 2011 10:10 AM
616	Create partnerships with parents.	Nov 27, 2011 9:05 AM
617	Lowering class sizes by hiring more teachers in the core subject areas of Language Arts, math, science, and history.	Nov 27, 2011 7:59 AM
618	Reduce class sizes	Nov 27, 2011 7:59 AM
619	Bringing back trade school training into high school for those students who do not wish to or will be unable to be successfull in college. It is unrealistic to try to force every child to go to college. They should graduate from high school EITHER prepared for college or with some skills that they can take to the job market.	Nov 27, 2011 7:52 AM
620	Attract quality teachers to Oregon by paying them more and implement/establish a paradigm shift in public opinion of teachers to one of respect and high importance.	Nov 27, 2011 7:16 AM
621	All-Day Kindergarten with highly qualified teachers in reading and writing and interventions thereof so that students may be ready for curriculum and instruction in first-5 grades.	Nov 26, 2011 11:39 PM
622	Again, fund kindergarten at 1.0 FTE for schools that serve high-poverty populations.	Nov 26, 2011 10:02 PM
623	Provide top quality band, orchestra, and music programs.	Nov 26, 2011 9:28 PM
624	Testing of writing (by writing) is the only way that we can evaluate students' critical thinking and evaluation skills. Bubble tests can only test bubbles. Students must be able to express ideas fluently in written language to be "college ready" I see no mention of testing writing skills here. Rote response can never replace thinking, and thinking can only be tested by writing. The simplified numbers game suggested here has little meaning without a larger discussion, so how can I hope to prioritize it?	Nov 26, 2011 6:50 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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625	Improving Math skills in elementary schools.	Nov 26, 2011 5:28 PM
626	More Alternative education programs(all levels) within public system- charter, specialized schools networking with organizations	Nov 26, 2011 4:40 PM
627	Please use the Quality Education Model as a guide in state funding.	Nov 26, 2011 2:49 PM
628	If a student is not college bound they are "neglected" the remaining time in high school. These students should have enough knowledge to be trained in vocational programs.	Nov 26, 2011 2:20 PM
629	ADDRESS POVERTY. Provide equitable and adequate funding for all our PUBLIC schools. Work to BROADEN, not narrow the curriculum. TRUST Teachers and provide them with exemplary and continuing education. Provide students with options to proceed at a pace that meets their needs, whether that be additional school and community services or advanced placement. Broaden our definition of success to include trade programs, community college, and/or traditional college. We all grow at our own pace. Provide support for all Oregonians, throughout their lifetime, to possess the skills needed to be successful. FREE lifetime public education.	Nov 26, 2011 1:37 PM
630	Funding set aside specifically for full day kinder	Nov 26, 2011 12:21 PM
631	Accountability	Nov 26, 2011 11:57 AM
632	"College-Ready" Students...	Nov 26, 2011 11:03 AM
633	Every child reading at grade level	Nov 26, 2011 10:26 AM
634	mandating more opportunities and vocational programs for non-college bound students.	Nov 26, 2011 9:53 AM
635	We spend too much money on students who do not spend time on themselves. In my classes homework turn in rate is low. Students engagement is low. Students do not appreciate their education and feel entitled. Parents are not involved and Admin is not supporting academics. Its about making them feel good and not making them strong. Give a man a fish you fed him for a day. Teach him to fish and you have fed him for a lifetime. Lets make school academic based and not relationship based.	Nov 26, 2011 9:50 AM
636	Finding ways to offer financial assistance for college education other than student loans.	Nov 26, 2011 9:47 AM
637	make post secondary education affordable for all people.	Nov 26, 2011 9:44 AM
638	Get the advice of neurobiologists to create a truly informed brain-centered learning system that provides developmentally-appropriate education.	Nov 26, 2011 8:48 AM
639	Requiring students who graduate from high school to have basic knowledge in life skills such as personal finance, cooking and solving basic life problems.	Nov 26, 2011 7:25 AM
640	Let's look at class, not color or race. My students of color who are middle class	Nov 26, 2011 7:24 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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are very successful. And what we should hope for is strong, and productive members of society and community who can contribute and have their needs met. All need to be educated, but again, in education, one size does not fit all. Our system of secondary and higher ed. is based on a certain type of learner, and does not fit all, nor does it need to.

641	I would say that early childhood is important, but I was at the 1st OEIB meeting and heard talk of private companies competing for Head Start takeovers. That sounds questionable. I would say that increasing graduation rates would be good, but if we are keeping all the standardization in our classrooms, that won't happen. You need to put resources into programs and opportunities that engage kids and keep them in school: music, art, libraries, sports, internships, hands-on engaging science in well stocked science labs, computer labs (not used just for testing and online schooling), etc.	Nov 26, 2011 3:02 AM
642	Lengthening the school year. Providing after school and summer learning opportunities. Opening the schools up in the afternoons, weekends and evenings to the families w/classes, social services, access to the computers, etc...	Nov 26, 2011 2:44 AM
643	I am not sure any of these are right. We need more democratic schools that allow students, teachers and the community to participate in the learning and shaping of their learning and their community.	Nov 26, 2011 12:39 AM
644	Limit testing. Lower class size. Give teachers much needed prep time so that they are ready to provide well planned lessons.	Nov 25, 2011 10:21 PM
645	Improving math skills in early elementary grades	Nov 25, 2011 9:38 PM
646	Reduce class size. We have the 3rd highest in the nation. If you do this, all of the above will follow. All of it. I know it's expensive, but we have to.	Nov 25, 2011 8:22 PM
647	Improving math concept skills K- 8 with math specialist in each grade.	Nov 25, 2011 3:59 PM
648	We need to change (public information campaign) the narrative about the need for high school completion and post secondary attendance.	Nov 25, 2011 3:04 PM
649	The development of more relevant course work.	Nov 25, 2011 2:40 PM
650	Providing free or affordable professional development for early childhood educators so that they may provide quality education for their students	Nov 25, 2011 2:32 PM
651	Increase vocational ed classes and programs, starting in middle school. Re-introduce things like auto shop mechanics, wood shop, computer tech classes, construction, machine shop work, etc. that provide options for students who may not be on a 4 year college track and who currently have no where to go if they struggle with a heavy academic emphasis.	Nov 25, 2011 12:41 PM
652	Reduce class sizes	Nov 25, 2011 12:19 PM
653	Graduate students ready to become contributing members of society!	Nov 25, 2011 11:29 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

654	Attendance, work ethic, and people skills!	Nov 25, 2011 11:23 AM
655	Create a 10th grade certificate of minimal accomplishment for those students that choose to leave school at that point.	Nov 25, 2011 10:54 AM
656	Reading skills are key (#2) to success throughout education, but MATHEMATICS are equally important.	Nov 25, 2011 10:38 AM
657	Defining alternatives for students who attend school and refuse to work or participate and are not successful because of their lack of effort.	Nov 25, 2011 10:29 AM
658	Adequate and stable funding are the key to a good education system. There should never be a statement that connects education with limited resources.	Nov 25, 2011 10:15 AM
659	Focus more on project-based learning and smaller classes and reduce funding for standardized tests.	Nov 25, 2011 8:19 AM
660	Investing in education with the purpose of lowering class sizes.	Nov 25, 2011 7:18 AM
661	We have to accept that not all students are heading to college. That is not a bad thing either. My brother is a plane mechanic and he loves his job. He is not less of a human being because he did not go to a 4 year college. He went to a two year technical college and did just fine for himself. We have life skills students at our school and thinking that they are heading to college is not realistic, yet according to NCLB all children can. If we also want to help students out of the poverty cycle, we need to make sure they are literate first. Yes, technology is important , habits of mind are critical , but if a child is unable to unlock the reading process, all else may seem an uphill battle.	Nov 24, 2011 9:01 PM
662	Offering deeply discounted resident tuition or substantial grants to attend state universities for Oregon high school graduates graduating with academic honors	Nov 24, 2011 7:08 PM
663	Investing in classrooms versus increasing administrative roles.	Nov 24, 2011 6:49 PM
664	Making sure that pre service teacher training programs are rigorous with added hours for student teaching and increase the amount of university observations at the school placement. Universities like Pacific University in Eugene don't require their students earning SPED endorsements to spend much time in the SPED classrooms and only seem to evaluate the preservice teacher on their composure in the classroom instead of actual teaching competencies like the U of O program. The preservice teachers who earn an endorsement in SPED are not at all prepared to teach students in special education. SPED supervisor didn't seem concerned at all as the preservice teacher had already technically graduated.	Nov 24, 2011 1:45 PM
665	Increase the rate of students with disabilities leaving schools with skills allowing them to be employed and participate in their communities.	Nov 24, 2011 12:38 PM
666	Providing options for programs of instruction for students that are more applied/vocational in nature so that students can be prepared for careers that do not require a traditional college bachelor's degree.	Nov 24, 2011 11:21 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

667	Encourage more reading across the curriculum instruction in middle and high school classes.	Nov 24, 2011 11:00 AM
668	Class size	Nov 24, 2011 10:36 AM
669	Bring back simple skills for students who aren't ready or want to attend college; it isn't for everyone and we put so much pressure on everyone going to college. Bring back auto shop, mechanics, home ec, etc.	Nov 24, 2011 8:44 AM
670	All students MUST learn to read, write, and calculate. With that, students learn at their own pace. The goal is producing positive, contributing members of society that find meaning from their education provided by the state. We need to think K-14 with the goal that all students have the skills to survive in today's world.	Nov 24, 2011 8:39 AM
671	Aiming for continuing education in college is optimal, however, this is not the case for a number of students (who may also be at risk of dropping out of school?). Losing pre-vocational coursework that can provide opportunities for skill building (& experience of exploring vocations prior to graduation) may also help to keep students in school.	Nov 24, 2011 8:19 AM
672	Why nothing about Career Readiness	Nov 24, 2011 8:03 AM
673	Full day Kindergarten NOW, not in a few years!!!! I have seen the effects firsthand and we owe it to our children.	Nov 24, 2011 8:01 AM
674	Reintroducing high school vocational programs so that students have access to skills that prepare them for jobs if they choose not to attend college.	Nov 24, 2011 7:49 AM
675	Better qualified teachers.	Nov 24, 2011 7:34 AM
676	Focusing higher education resources in areas of high demand in economy	Nov 24, 2011 7:29 AM
677	Increase staffing and course offerings at all schools and extend the school year.	Nov 24, 2011 7:26 AM
678	Create a high school model that students can graduate and have career readiness skills. Bring back alternatives to the college path. See comment below.	Nov 24, 2011 6:32 AM
679	Get rid of state tests which tell parents nothing about how their kids are doing and go back to the Iowa Tests which you used years ago. Those tests gave teachers and parents a lot more information about how students were doing in sub-categories of reading and math. Then we knew exactly where in Math or Language Arts that a student needed extra help. Maybe it would cost a lot less too.	Nov 23, 2011 10:10 PM
680	High school should focus on high school not college!	Nov 23, 2011 8:33 PM
681	Provide incentives for district collaboration or consolidation to better utilize available resources.	Nov 23, 2011 8:32 PM
682	Improve reading, writing, science and math skills in early elementary grades.	Nov 23, 2011 6:46 PM
683	Bring back more vocational education options. Not all students should be	Nov 23, 2011 6:37 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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	college-bound.	
684	Allow high schools to refer students to community college alternative high school and GED programs and fund these programs with the high school and the CC sharing the basic school support dollars.	Nov 23, 2011 5:56 PM
685	Decreasing class size.	Nov 23, 2011 5:08 PM
686	How about providing adequate funding for existing services?	Nov 23, 2011 4:57 PM
687	We need to go back to having an ODE team evaluate every school district in the state on a 6 year rotation to see if they are meeting standards in all areas	Nov 23, 2011 4:13 PM
688	Turn to business, professionals, parents, non-profits to provide more meaningful assistance to schools through mentoring, tutoring, providing resources, etc.	Nov 23, 2011 3:47 PM
689	I see this as a continuum starting with Early Childhood programs all the way to college.	Nov 23, 2011 3:16 PM
690	These things are all important, but the most important is reducing class size and restoring a full school year. In other words, hire teachers and retain them by providing them with the pay, benefits, and workload that will retain them in the teaching profession. Head Start doesn't matter if they then go on to a classroom of 35 kindergarteners or 1st graders. All the progress will be lost.	Nov 23, 2011 2:55 PM
691	Reducing class size to ensure students receive a meaningful amount of teacher time. Reducing class size to ensure teachers can differentiate for all learners in their class.	Nov 23, 2011 2:19 PM
692	Bring back options of trade school or training for important service jobs where a person may not need a university degree: plumbing, electrician, etc	Nov 23, 2011 1:31 PM
693	We need to work on improving the funding levels and mechanisms for Oregon.	Nov 23, 2011 1:29 PM
694	Increasing the focus on post high school options (i.e., vocational, straight to the employment market, etc)	Nov 23, 2011 1:20 PM
695	As a professional, I find most of my instructional time requirements dictated to me, without allowing for the professional decisions-making that use to guide my instruction. I believe my teaching has suffered and that my students' success has been weakened by these overly intrusive mandates. I feel compromised as a teacher and professional.	Nov 23, 2011 1:01 PM
696	Providing adequate birth-5 special education services	Nov 23, 2011 12:54 PM
697	we need to provide education opportunity for all students even the purple ones.	Nov 23, 2011 12:39 PM
698	1. students need to spend more time in school!!! 2. if high school work isn't made more rigorous, then there's nothing to prepare middle school students for. We need to have higher standards of knowledge for teachers and students. 3. more electives for gifted AND special needs students. Start languages earlier for all students (late elementary school at least), and increase elective offerings in jr.	Nov 23, 2011 12:36 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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high and high school, particularly in rural areas. Not only more advanced classes, but courses in fields they might encounter in college (such as sociology, engineering, etc.). More hands-on courses: woodshop, car repair, etc. After-school tutors (adult or peers) for students with learning delays and special needs. 4. make school a more welcoming place: allowing students to pick electives (thereby having some control over their education) is a good place to start. Also have once-a-month peer group meetings for students of color (preferably led by a teacher who is a person of color), have support groups for students with special needs and their siblings! Also, get students out in the community more in ways that doesn't require a student to have a car. Bring preschoolers to the high school gym for the day, stage a reading fair for elementary school kids, go clean up litter at the nearest park. Make exploring community service a class, not an after-school activity. Introduce interested students to local nonprofit workers who could mentor them sometimes and get them involved in something they enjoy. I know this isn't something the state necessarily can do, but a lot of high schools, particularly the rural and smaller ones, don't take the initiative on these things and they should be encouraged to.

699	Mandate (and provide funding for) school nurses at a ration of 1:450	Nov 23, 2011 12:36 PM
700	Mandated parent involvement.	Nov 23, 2011 12:27 PM
701	Stronger and more health and physical education programs K-12. We should graduate students who are healthy and know how to be healthy!	Nov 23, 2011 12:25 PM
702	Fund college for all students in Oregon with a 2.8 and higher. Many students are discouraged early on knowing they will not be able to pay for college.	Nov 23, 2011 12:19 PM
703	Provide more vocational and trade options for high school students who do no plan to attend college.	Nov 23, 2011 12:16 PM
704	Extended School Year	Nov 23, 2011 12:03 PM
705	Ensuring our students of color are given the support they need at every grade level so their high school graduation rates match those of white students.	Nov 23, 2011 11:53 AM
706	Improving LITERACY skills in the early elementary grades (not everyone is ready to learn to read at the same time)	Nov 23, 2011 11:49 AM
707	Increasing focus on middle school remediation in reading, math, and science	Nov 23, 2011 11:47 AM
708	Increasing focus on science and math education at all levels	Nov 23, 2011 11:43 AM
709	Increasing the readiness of graduates to successfully get and retain jobs	Nov 23, 2011 11:32 AM
710	I wanted to give top priority to the first 5 choices (thinking 1 out of 7 in ranking; the last one I would have given a 3)	Nov 23, 2011 11:25 AM
711	You have listed this ranking in an obvious order, but you are still missing the point. Students need to come to school and expect to learn. Students need to be prepared with the attitude of working, not playing. Administrators need to stop hosting a game show by giving prizes to kids for the littlest right thing. Students	Nov 23, 2011 11:17 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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feel good inside by doing the right thing and by learning and accomplishing through a nurturing, hard working environment.

712	Putting \$'s and resources into elem. school(especially K - 3) for core classes (reading/writing/comprehension) and giving those students a strong core foundation & functioning level on which to continue to build. If you are behind in elem. school -- you will only continue to fall behind, have increased failures in school, no academic motivation and then lead to acting out / behavioral problems. If you can not read, write, and comprehend information then school will only become more of a challenge, increased drop out rate and increased behavior problems. We must have lower teacher/student ratio's and increased EA's, increased resource teachers, restore elementary counselors and testing should be centered on the individual students functioning level and increasing that level for the benefit and success of the student and the reduction of behavior problems.	Nov 23, 2011 11:15 AM
713	Emphasizing academic rigor rather than social programs. Requiring parental involvement to prepare students for school and eliminate problem behaviors.	Nov 23, 2011 11:14 AM
714	A focus on comprehensive and holistic education including health and nutrition as well as social services and high levels of family involvement beginning at age 0 and continuing until age 20. The Head Start Model is an excellent approach to be reviewed and considered.	Nov 23, 2011 10:58 AM
715	Provide reading instruction in adolescent grades from 4-8, so when they enter high school, they are on grade level.	Nov 23, 2011 10:52 AM
716	bring back trade and vocational program for the high schools. We need people in trade to fix our cars and other useful areas that are not necessarily found in college	Nov 23, 2011 10:52 AM
717	Raise taxes. Fund schools better.	Nov 23, 2011 10:51 AM
718	As I was assuming '1' was the highest, and finding the survey does not accept but one marked '1', I should like to say, I agree with all of the 'investing points'	Nov 23, 2011 10:42 AM
719	funding elective offerings at middle and high school that provide the relevance and inspiration/ motivation and application of knowledge provided in required classes.	Nov 23, 2011 10:23 AM
720	focusing and proving more help for students who are behind in reading,writing,math, etc....especially students with ADD, ADHD, Learning disabilities	Nov 23, 2011 10:19 AM
721	practical learning- all students should not prepared for college. we need people who can DO things build, repair, assemble, garden, farm, create, write, sing, etc. school is about more than preparation for college and/or multiple choice tests,	Nov 23, 2011 10:08 AM
722	Proactively dealing with the effects of poverty, food insecurity, etc. We have a poverty problem that gets measured as a testing problem. Let's face up to the real issues not ignore them and treat the symptoms.	Nov 23, 2011 9:59 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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723	Increase general funding to support all of these choices...	Nov 23, 2011 9:53 AM
724	Obtaining an adequate number of teachers to facilitate student learning. Currently there are too many students in each class thus they cannot receive individual instruction necessary to fully understand a concept.	Nov 23, 2011 9:48 AM
725	Prepare students for trade schools and union apprentice programs.	Nov 23, 2011 9:33 AM
726	Pay teachers more for all the important work they do.	Nov 23, 2011 9:31 AM
727	Reducing class sizes and providing trained assistants in each classroom so the child to adult ratio is more like 12 to 1. We pride ourselves in having college courses that have high staff to student ratios.. we have it backwards. The young students need this ratio and those who have made it through the educational system so successfully that they are now in college, undoubtedly already can learn with little teacher intervention.. they are self-learners. Class sizes can ,generally get larger as students age and should be smaller in the youngest years.	Nov 23, 2011 9:29 AM
728	Invest in pre-k through 2nd grade to get them off to a good start using hands on learning, differentiated instruction, not worksheets and standardized assignments that bore the children and make them hate school. They are not ready to sit at desks all day. Promote outdoor play and free choice.	Nov 23, 2011 9:23 AM
729	mentorship for all underperforming teachers	Nov 23, 2011 9:21 AM
730	Reduce class sizes and the teacher to student ratio and set ceilings maintaing those reductions. Shorten the school-year requirements if there is no other way to fund doing this.	Nov 23, 2011 9:17 AM
731	In the mix needs to be a return to teaching for manufacturing jobs. Students need the skills to be machinists and other skilled trades that pay family-wages. These are highly skilled jobs that should not be thought of as "shop" and "home ec." Oregon is a manufacturing state and our education system needs to better support it.	Nov 23, 2011 9:07 AM
732	Set aside funding to allow for extended day or school year programs in order to provide additional instructional time for students not meeting expectations. (K-12)	Nov 23, 2011 9:05 AM
733	Provide stable and adequate funding to operate schools at the QEM standard.	Nov 23, 2011 9:02 AM
734	Implement more STEM program opportunities in all schools especially those with minority and poverty students	Nov 23, 2011 9:02 AM
735	Providing trade and alternate pathways for students who do not wish to go to college.	Nov 23, 2011 9:00 AM
736	More funding into the Primary Grades. This is the foundation of learning, we need to have as much support as possible at this level so we so not have to spend the money later on trying to remediate at the upper levels.	Nov 23, 2011 8:39 AM

**Q7.

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737	Small class sizes: elementary no more than 20, middle/high school no more than 25	Nov 23, 2011 8:31 AM
738	Lengthen the school year, hold class sizes in the core academics to 30 or fewer students.	Nov 23, 2011 8:30 AM
739	there needs to be more options for students outside of college. Not every child needs, wants or can pay for college. We need to prepare children for a wide range of careers and jobs-- not just college focused.	Nov 23, 2011 8:28 AM
740	Levels do not matter--the actual skills effectively measured do. My direct observation of almost 2000 college students --the skills are not there!!	Nov 23, 2011 8:25 AM
741	more trade type educations that allow students who are not wanting to go get a diploma that a certification in some fields do not require using all that degree, but would help put out in needs of jobs to be filled in those fields---but should be of merit to consider important	Nov 23, 2011 8:15 AM
742	all of the above important my check marks kept erasing	Nov 23, 2011 8:07 AM
743	Do not lower standards for specific populations.	Nov 23, 2011 7:56 AM
744	In my area i.e. Lane county, in reading the students are adequately prepared for high school for the most part. In math and critical thinking skills, the students are very lacking when compared to other states in which I have lived. This is not due to lack of teacher preparation courses. Lane ESD does an awesome job of making resources available to teachers. However, their offerings are not as well attended as I would expect given the excellence of their offerings.	Nov 23, 2011 7:51 AM
745	Applaud the RTI program for identifying and providing instruction in the areas needed to read well. Provide a few options in high school so students can go the vocational route without feeling like they have failed in adult life before even starting.	Nov 23, 2011 6:50 AM
746	Provide more technical options to keep students in school who do not chose college as an option.	Nov 23, 2011 6:41 AM
747	Limit student time in English Language Learner (ELL) programs	Nov 23, 2011 6:27 AM
748	Increase funding for education and make it sustainable. There shouldn't be limited resources for schools.	Nov 23, 2011 6:25 AM
749	With the addition of commonly accepted content standards, we have the chance to hold teachers accountable for student mastery. I believe that a proficiency based model has merit for helping teachers move away from seat time and Carnegie Units to systems that allow for student variability in time to achieve standards.	Nov 23, 2011 6:23 AM
750	Fully implementing the EXISTING state law, the Oregon Safe Schools Act so that, at the very least, more students who identify as LGBTQ, or who are being bullied, harassed and in some cases, violently assaulted can attend school safely. The truancy/drop out rates and lower-achievement statistics for kids who	Nov 23, 2011 6:22 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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	experience high levels of bullying are astronomical. First, implement EXISTING laws in the state of Oregon.	
751	Providing funds for all students to attend college.	Nov 23, 2011 6:10 AM
752	Parent outreach and educational programs to improve parent literacy and parent attitude about school! Make sure that families have the food, shelter and medical care they need.	Nov 23, 2011 5:41 AM
753	Forget the idea that every child is college bound, we need to have well educated work force and technical schools are also very important.	Nov 23, 2011 1:18 AM
754	Increasing math literacy at all grade levels. I recognize the importance of reading. However, it sometimes feels like it is to the exclusion of all else. Everyone in education talks about STEM education, but the state continues to focus most effort on literacy. What about math (the language of science)?	Nov 22, 2011 10:58 PM
755	Provide equal program availability in all school across the state. Provide vocational and art based programs. Not everyone can afford to go to college. We must provide options, rigorous vocational programs with apprenticeships.	Nov 22, 2011 10:50 PM
756	Hiring more teachers so that class sizes are greatly reduced and curricula is diversified (so as to provide more access points to the joy of learning). Also, hiring more teachers so that teachers have more time for planning (if you think Japan is doing well, look at the smaller amount of student contact time each teacher spends in the Japanese classroom and the greater amount of planning time each Japanese teacher has).	Nov 22, 2011 10:14 PM
757	Look at the requirments for 5th grade graduation from 100 years ago.	Nov 22, 2011 10:09 PM
758	Increase programs that allow students, specifically in the secondary level, to get career-specific skills (for example, CAL in Gresham). Too often students lose the point of continuing in a school system where they feel forced to follow a program of study that has nothing to do with what they see themselves doing in the future.	Nov 22, 2011 9:59 PM
759	Many studies show that if the student isn't a proficient reader by the 3rd grade he will struggle the entire time he goes through the public school system.	Nov 22, 2011 9:00 PM
760	Making Arts Education an essential requirement for graduation	Nov 22, 2011 8:36 PM
761	The Governor should use his position as a leader on education and should use his bully pulpit to get the legislature, divided as it is, to increase caps on local options to provide increased funding for public schools. We cannot keep cutting and cutting and cutting. Oregon's broken financing of public schooling must be reformed before it's too late for so many children.	Nov 22, 2011 8:21 PM
762	Family Support	Nov 22, 2011 8:18 PM
763	Make sure class sizes in pre-k thru 3 are small to target and maximize learning while young brains are still growing.	Nov 22, 2011 7:48 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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764	Professional Development for educators to meet 21st century skills, Project based curriculum, run from testing obsession, be a leader in the US by creating a new 21st century curriculum that makes OR the model not the sheep.	Nov 22, 2011 7:36 PM
765	let local districts have control again and let them decide what is best for their area.	Nov 22, 2011 7:32 PM
766	Integrating arts education throughout K-12, to help students find their voice, develop communication skills & confidence, become community collaborators, understand cultural context to their learning, and become creative, flexible thinkers.	Nov 22, 2011 7:23 PM
767	Hold colleges accountable to getting students who are prepared all the way through the system in a reasonable time frame with reasonable student debt	Nov 22, 2011 7:06 PM
768	Reducing the student to teacher ratio in classrooms especially kinder - second! 23 kindergarteners to ONE teacher without full-time assistant is incredibly difficult!	Nov 22, 2011 6:44 PM
769	Environmental literacy and place based education for adolescents	Nov 22, 2011 6:22 PM
770	we need an alternative for kids who do not want to go to college or are not interested. They should be able to do some kind of training in High School so they can get a job. I think kids who are not interested in school would stay in school if it meant having a chance to get training for a job.	Nov 22, 2011 6:22 PM
771	smaller class sizes throughout k-12	Nov 22, 2011 6:11 PM
772	Administrators need to be better trained as leaders ready to bring a school to its best and highest level.	Nov 22, 2011 6:07 PM
773	Who said Oregon has limited resources? Oregon needs to make difficult decisions about the funding that it has. You always pay for what you value. Does Oregon really value public education. If so, pay for it, at a real level. Stop cutting it.	Nov 22, 2011 6:04 PM
774	Offering more Career and Technical Programs for students to learn applicable skills to obtaining jobs starting at the middle school level.	Nov 22, 2011 6:00 PM
775	Less testing, more STEM focused education.	Nov 22, 2011 5:49 PM
776	I feel music, art, ag, shop, sewing, welding, cooking, wood working should be put back in our schools. Students that are not strong readers and writers depend on these classes for experience. Many students choose their profession based on their experiences in school. This give a child something to look forward to each day, keeps them in school all while providing a skill they may need someday.	Nov 22, 2011 5:45 PM
777	include other kinds of higher education such as technical schools or vocational training.	Nov 22, 2011 5:36 PM
778	More "Local Control/flexibility" of State/Fed money.	Nov 22, 2011 5:29 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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779	I think we are forgetting the Trades education option for our students. We are too intent on a "college education", when in fact, there are many jobs that do not require a college education. They do require skills of reading, writing, math, etc, skilled labor experience.	Nov 22, 2011 5:19 PM
780	State government should take total control of all school districts and ESDs	Nov 22, 2011 5:16 PM
781	Providing support (teacher training and resources) at the district level to help English language learners exit the ELL program as soon as possible.	Nov 22, 2011 5:10 PM
782	Invest in teachers; put more teachers in the classrooms to reduce class size.	Nov 22, 2011 5:01 PM
783	Diversifying offerings throught K-12 to weave in the arts and other creative ways to get students prepared for life (life skills).	Nov 22, 2011 4:49 PM
784	Better use of technology and on-line learning for differentiation and efficiency, given limited resources.	Nov 22, 2011 4:47 PM
785	Increasing post high school options for further education options...like technical schools, internships, training programs in specific skilled areas.	Nov 22, 2011 4:30 PM
786	Preparing middle school students for the rigors of high school is rarely addressed. That 3 year span is crucial for achievement at the high school level.	Nov 22, 2011 4:30 PM
787	Getting the Arts back into schools as an important "core subject." The arts teach reading and math in a different way that streches the brain to be creative as it helps raise scores in other "standard" subjects. More fine arts will mean better critical thinkers, better team players, better reading and writing skills, and more reasons to come to school.	Nov 22, 2011 4:28 PM
788	Career and technical education and other applied learning options are the most efficient way to engage divrse learning styles and facilitate increased graduation rates.	Nov 22, 2011 4:13 PM
789	Cooperate with parents in providing long term values for students.	Nov 22, 2011 4:11 PM
790	A valid program alternative to "college prep" high school curriculum. See Comments.	Nov 22, 2011 4:10 PM
791	Increasing math skills in early primary elementary grades	Nov 22, 2011 4:05 PM
792	Having middle and high school programs that are relevant to needs after high school. Maybe time to look at some European models where students meet basic requirements in 9th grade (as an example) and then either enter a trade program, college prep, or basic skills and life classes.	Nov 22, 2011 4:05 PM
793	You're trying to build a better system, but giving up on funding as a precursor to the discussion? That's not even logical. Oregon has for decades had persistently below-average income compared to the rest of the nation. Perhaps we don't need farmers or fishermen or sales clerks with master's degrees. Perhaps we should restore CTE to all high schools, and make sure everyone has job-ready skills, the ability to function in a democratic society, and contribute to the	Nov 22, 2011 4:01 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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	community's well-being when they graduate from high school.	
794	I think preparing students for jobs if they are not going to college is important. i.e. Trade schools	Nov 22, 2011 3:59 PM
795	Get together with community and target job skills for community businesses. College is just an advanced high school diploma at an exorbitant cost.	Nov 22, 2011 3:55 PM
796	All of the above! Can't do it with just one of these options! They all need to be in place!	Nov 22, 2011 3:51 PM
797	We must provide options for our students. The student of today...and tomorrow is much different than the one that our "traditional" school was designed for.	Nov 22, 2011 3:51 PM
798	Offer students who don't necessarily want to go onto college a track of study to support them towards technical institutes or on-the-job training programs	Nov 22, 2011 3:50 PM
799	The key word is funding. You can't have a well educated student body ready for college or the working world if our class sizes are high and our support staff is reduced.	Nov 22, 2011 3:44 PM
800	Adequately funding schools for decent class size and support.	Nov 22, 2011 3:44 PM
801	When a student does not meet grade level standards, they need to attend summer school, Saturday school, or some other kind of intervention until they are proficient. We cannot continue to pass students on when they can not demonstrate proficiency. In some cases, students should be required to repeat grades. If a students cannot demonstrate mastery of pre algebra, how can we expect them to be successful in Algebra 1, Geometry, or Algebra 2? When we send them to high school without proficiency in middle school, we are setting them up for failure.	Nov 22, 2011 3:41 PM
802	Once again - the best way to INCREASE high school graduation rates is to actually have programs that prepare college bound students for college, but that don't leave out the other 40% or so who are NOT college bound. We should begin preparing students for all those other jobs which are highly skilled professional jobs that require TRAINING, but not paper & pencil college type training. WAKE UP LEGISLATORS!!!	Nov 22, 2011 3:39 PM
803	Full-time certified Librarians in all Oregon public schools	Nov 22, 2011 3:34 PM
804	Prepare students to be life long learners.	Nov 22, 2011 3:31 PM
805	The first one should be related to Kindergarten instead of preschool. Kindergarten is not required by law. First grade teachers deal with everything from kids who don't know letters and numbers and no social skills to kids who are working at 6+gradel levels. Kindergarten should be a basic requirement to get kids ready for first grade.They need to know what it's like to sit at a desk, be in a room with multiple other kids, sharing, etc...etc.....	Nov 22, 2011 3:29 PM
806	Improving math skills in elementary and middle schools	Nov 22, 2011 3:25 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

807	Provide High School classes teaching students how to apply for scholarships and actually have them apply to 3 or more colleges, preparing all the documents needed at school.	Nov 22, 2011 3:13 PM
808	Mandatory schooling for 5 yr olds with \$ for full-day K	Nov 22, 2011 3:07 PM
809	Why do we have to focus education on a specific "color" or "dollar" group? I went to school to try my darnest to teach all children. It irritates me that my own children who are not of "color" or "poverty", do not qualify for any special programs and yet are just as worthy of the BEST education any teacher's credential can offer!!!	Nov 22, 2011 3:04 PM
810	EDUCATION OF TEACHERS K-12	Nov 22, 2011 2:58 PM
811	Stop relying on preparation for college.. We need to train more for technical and vocational training.	Nov 22, 2011 2:58 PM
812	Developing vocational training and occupational education programs and apprenticeships, including community work study programs for credit for students with disabilities and/or an interest in trades or business rather than academic higher ed.	Nov 22, 2011 2:56 PM
813	increase number of classes that a geared to students entering non traditional occupations, not all are college ready @ 18 years old	Nov 22, 2011 2:55 PM
814	Assisting (not penalizing) schools that serve high-poverty areas.	Nov 22, 2011 2:54 PM
815	for the choice that I rated last- if you do 1 and 2, then the graduation rate will increase. It does not need to be addressed separately.	Nov 22, 2011 2:53 PM
816	See note below	Nov 22, 2011 2:51 PM
817	Preparing high school graduates to go into alternative further education, not necessarily college or universities. Preparing them for the work force by building in reponsibility and work ethic.	Nov 22, 2011 2:49 PM
818	Recognizing that not all students will be going to college and those students need the skills to compete in the workforce. They need the technical skills,woodworking, and/or culinary skills, etc that will allow them to provide for themselves (and families) in the future. These are programs that have been cut in recent years to make room for more math and reading classes.	Nov 22, 2011 2:48 PM
819	We need to develp a stronger public-private partnership to create technical education which prepares students for jobs in industry and business. the community colleges are doing a good job, however, we need more and bsuineeses should be investing more to help prepare students to become the workers of tomorrow.	Nov 22, 2011 2:48 PM
820	More Funding for schools pre K-12, and higher education	Nov 22, 2011 2:46 PM
821	We need to keep in mind the developmental (intellectual, social/emotional) issues of students ages 11-18. Many of our students NEED hands on learning	Nov 22, 2011 2:45 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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opportunities AND education that is relevant. We (as educators) too often ignore the very viable option of our students learning a specific skill or profession (welding, plumbing, manufacturing etc.). These employment opportunities require skill! They require math and they are jobs in which people can earn a family living wage--I believe College should also be an option for students--but not the only option--we lose students because we make it seem like success in life is only about sitting in a desk and thinking--we need more options for students to "do" something.

822	Schools need to be allowed to shed all of the mandated requirements and focus on the essentials in reading, writing, math and science.	Nov 22, 2011 2:40 PM
823	if you took the "Oregon" out of the above, I would agree. Why limit the goal to ORegon schools?	Nov 22, 2011 2:40 PM
824	REDUCE classroom size in K-8!!!!!!!!!!!!	Nov 22, 2011 2:31 PM
825	Administrator Academy instead of college classes. Use Hawaii's example.	Nov 22, 2011 2:31 PM
826	We need VOCATIONAL training available for student that are not college bound. These student need to earn a living. Not everyone is "ready" for college right out of high school. If they get vocational training, then they can work and go back to 'college' on their own time and dime.	Nov 22, 2011 2:28 PM
827	Kids need to be health in order to learn. Focus on early childhood interventions and mandate school nursing services. Every child deserves a school nurse every day, all day!	Nov 22, 2011 2:28 PM
828	How many college graduates can find a job? A skill may be a better career path.	Nov 22, 2011 2:25 PM
829	I think HS's also need programs for kids who chose to enter a trade. This is one of the biggest detriments to HS students. Increasing graduation rates should be done, no matter what the color, or economic situation is. Many students, have problems learning no matter what. Treat kids as kids and leave off the labels.	Nov 22, 2011 2:22 PM
830	stop putting educational dollars on the budget chopping block. Better educated persons can see the future for community and take more ownership and pride in making Oregon a better place to live. Community with people who value education will have better future in community (and less likely going to need social support or correction system intervention)	Nov 22, 2011 2:22 PM
831	Prepared to attend a trade school as an option to CC or University.	Nov 22, 2011 2:21 PM
832	A massive decrease in class size in grades K-3	Nov 22, 2011 2:20 PM
833	What is the difference between the last two choices	Nov 22, 2011 2:20 PM
834	More funds	Nov 22, 2011 2:09 PM
835	Graduating more students from high school ready to go on to college or have vocational skills enough to enter a trade or professional apprenticeship	Nov 22, 2011 2:06 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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836	Ensuring children of color and second language children are "on track" at grade level needs to be supported throughout the system, starting early.	Nov 22, 2011 2:06 PM
837	Schools need to be able to tie-in extra-curricular activities with academics. If you look at your own educational experience, many of your fondest memories are of activities. Many people remember the events and not many of the lessons. Students have to see the relevancy and connection of education to real life.	Nov 22, 2011 2:05 PM
838	Family Involvement	Nov 22, 2011 2:04 PM
839	Time to look at assessment, not testing; time to look at language and cognition as the emphasis for early learning, not skills	Nov 22, 2011 1:57 PM
840	Increase trades courses	Nov 22, 2011 1:57 PM
841	Support the best, most intelligent and motivated students with the most funding.	Nov 22, 2011 1:54 PM
842	Increased funding for enhanced mathematical preparation for all students	Nov 22, 2011 1:54 PM
843	Providing technical training programs (2 year programs) for students who do not wish to go to university	Nov 22, 2011 1:54 PM
844	Increasing state support for public higher education, so that we're not at the bottom of the heap, spending more on incarceration.	Nov 22, 2011 1:53 PM
845	Expand proficiency college credit earned in high school.	Nov 22, 2011 1:34 PM
846	enhancing funding for Talented and Gifted Education programs	Nov 22, 2011 12:32 PM
847	You totally ignore students who want to enter the work world. You ignore the importance of post vocational education.	Nov 22, 2011 11:26 AM
848	Increasing vocational programs for students who do not wish to go to a university or a community college	Nov 22, 2011 10:06 AM
849	The starting point is unequal for many of our children, if we don't start early, then we will have a difficult time to catch them up.	Nov 22, 2011 9:29 AM
850	Reduce territorialism in community colleges and allow schools to work with any community college that is willing to support programs that work for the schoolsdistrict.	Nov 22, 2011 7:34 AM
851	Support innovative teaching collaboratives to spread solutions especially between front-line educators and school/district leaders who have overcome similar staff/demographic/financial/etc. barriers to improve student outcomes.	Nov 21, 2011 10:16 PM
852	Every Oregon public school student has equal access to a full-time librarian, arts, music, P.E., social studies and other enrichment programs that help schools teach the "whole child." Every school with a significant portion of the student body qualifying for the free lunch program would have a full-time nurse and counselor and before and after school wrap-around services.	Nov 21, 2011 9:15 PM

**Q7.
INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
Rank in order of your priority, with 1 the highest priority.**

853	Funding for STEM subjects, project-based learning, art, & music.	Nov 21, 2011 8:25 PM
854	Less than half of all our students annually are able to function competitively in a global academic college level system.	Nov 21, 2011 6:56 PM
855	Focus on problem solving skills is essential.	Nov 21, 2011 6:01 PM
856	NOT EVERYONE NEEDS TO GO TO COLLEGE!!!	Nov 21, 2011 5:58 PM
857	More teachers, smaller class sizes	Nov 21, 2011 5:58 PM
858	character training in elementary, middle and high - addressing bullying, drugs, health, social skills- life skills/community skills and values	Nov 21, 2011 4:19 PM
859	Have career options available for HS students such as welding, beauty school,... Have the transition from HS to trade schools, college or life be wider and a less delineated line. Put funding on things that matter, emphasis critical thinking and problem solving, communications and reading should be emphasized.	Nov 21, 2011 3:58 PM
860	establish plan for stable and adequate funding of public education	Nov 21, 2011 3:09 PM
861	More focus must be placed on technical programs. One of the problems with the college system is that many people come out of the OUS system with a degree, but are unable to do anything specific without going to graduate school. To improve the workforce of our state, people need to be specifically taught how to do something. The New York Times quoted a lawyer this morning that no law schools actually teach lawyers how to practice law. Each law firm has to train their new hires in how to do practical law. The same phenomena exists in most aspects of the educational system. People need to be trained in technical terms, not just theory.	Nov 21, 2011 2:38 PM
862	ALL OF THE ABOVE will be my answer to the mentioned statements. We need childhood programs and preschool, improved skills in elementary, rigorous middle schools, increase graduation of students of color, etc.	Nov 21, 2011 2:26 PM
863	I really think all of these options should be our top priorities	Nov 21, 2011 1:57 PM
864	Investing in building teacher capacity so that all are prepared to meet the diverse needs of students through differentiation, cultural awareness and implementation of evidence based instructional strategies.	Nov 21, 2011 1:48 PM
865	Helping students to believe in themselves - training students to self advocate and understand directions.	Nov 21, 2011 1:47 PM
866	Curriculum and teacher training must be improved upon to be more effective. Both are very ineffective now and very expensive.	Nov 21, 2011 1:05 PM
867	Support more programs such as "Aspire" and provide mentors for students at an earlier age/grade.	Nov 21, 2011 12:44 PM
868	Requiring students to be proficient in the use of technology as a graduation requirement.	Nov 21, 2011 12:27 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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869	The students should already be prepared for college but not set up for failure for those that are not or never will be college material. There is always been a difference in personal choices during and after high school. That is what teachers get paid for already.	Nov 21, 2011 12:00 PM
870	Early childhood & preschool programs & Improving reading skills in early elementary grades are both equally important.	Nov 21, 2011 11:56 AM
871	Fix PERS and make Teachers accountable	Nov 21, 2011 11:53 AM
872	Provide more Career & Technical Education opportunities for middle and high school students	Nov 21, 2011 11:51 AM
873	Focusing on teachers!	Nov 21, 2011 11:41 AM
874	the nature of the questions are a bit awkward, especially since they have ties to each other dependent upon how one views the questions and the outcome results. Ultimately, if we want students prepared for life, then it becomes a central focus for	Nov 21, 2011 11:36 AM
875	Getting rid of NCLB	Nov 21, 2011 11:09 AM
876	Improving math skills in elementary grades.	Nov 21, 2011 11:07 AM
877	We must recognize and prepare students for a vocational track. We need to insist on preparing all students for post high school education, but this includes more than just community college and OUS. Training in specific job skills and apprentice programs are needed for industry in Oregon.	Nov 21, 2011 10:00 AM
878	Schools should accept the responsibility of "Doing the job". All students should have the expectation of graduating with a legitimate education. Not simply passed or abandoned because they are unteachable.	Nov 21, 2011 9:43 AM
879	Parents need to be required to be partner. Attendance, grades, behavior should be charted along with their student's progress. Schools cannot educate thier children without the parents being active engaged partners.	Nov 21, 2011 9:29 AM
880	Afterschool options for intensive interventions	Nov 21, 2011 9:22 AM
881	Graduation rates need to be for all students regardless of color or economic status. I realize these two categories are lower in graduation rates. All of these could easily be the most important.	Nov 21, 2011 9:18 AM
882	Statewide tracking and record program with a goal of consistent individual support for "mobile" students--those who move or change schools--this is one of the highest indicators of failure in school.	Nov 21, 2011 8:39 AM
883	Improve family involvement in the educational system	Nov 21, 2011 8:06 AM
884	Pay teachers more and reduce class sizes when this is deemed appropriate.	Nov 21, 2011 7:32 AM
885	Increased opportunities for students to prepare for trades and technical careers.	Nov 21, 2011 7:14 AM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
 Rank in order of your priority, with 1 the highest priority.**

886	Longer school year	Nov 21, 2011 4:02 AM
887	Invest in comprehensive programs in every high school so that students have access to a rich curriculum close to home.	Nov 20, 2011 8:41 PM
888	We shouldn't assume that all students will go to college, and include trade school and other post secondary training options in our goals.	Nov 20, 2011 8:10 PM
889	Create public boarding schools for those students who don't have stable house and cannot maintain regular attendance	Nov 20, 2011 8:03 PM
890	Providing adequate and stable funding for K-12 school, including full-day kindergarten and a longer school day and school year.	Nov 20, 2011 7:52 PM
891	Early math skills also.	Nov 20, 2011 7:04 PM
892	Within all of these priorities, expanding educational opportunities to students who are economically disadvantaged, minorities, and English language learners.	Nov 20, 2011 4:58 PM
893	Can't really rank order, but I did.	Nov 20, 2011 1:32 PM
894	prepare students for life in general. We need to stop putting the focus on only students headed to college. Many very successful people didn't attend college.	Nov 20, 2011 1:01 PM
895	Figuring out how to reallocate "Oregon's limited resources" and provide more resources.	Nov 20, 2011 12:52 PM
896	let school districts make more decisions and get the state department of education out of the way.	Nov 20, 2011 11:03 AM
897	Each on of these are important. Do you start with the end in mind or the beginning. Early childhood programs are just as important but unfunded at this time.	Nov 20, 2011 10:53 AM
898	Increase the capability of preservice teachers in the areas of Reading and Mathematics teaching. Most teachers learn to teach reading from their reading materials--a travesty. All teachers should be required to have a reading endorsement. Mathematics receives usually only one course for elementary teachers. They lack confidence and competence in mathematics content, and how it connects to higher level mathematics, therefore the majority of students do not receive quality math instruction. All secondary teachers need the background to understand how to use content to integrate high quality reading and writing strategies focused on critical thinking skills.	Nov 20, 2011 8:03 AM
899	Class size reduction, and IEP for everyone, so that each student has a chance to maximize their own potential. The current system makes mediocrity the only attainable and measured goal.	Nov 19, 2011 8:17 PM
900	High School Graduates prepared to enter the workforce or an advanced apprenticeship/training program as an alternative to college	Nov 19, 2011 8:46 AM
901	College credits in high school are not important...most of the students who are	Nov 18, 2011 9:06 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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taking college credit classes are taking them because they are motivated, and already have decided to go to college. There are not a ton of students who will make the decision to go to college because they were offered college credit classes in high school.

902	assure good attendance	Nov 18, 2011 8:59 PM
903	assure good attendance	Nov 18, 2011 8:59 PM
904	We need to encourage students into he trades and CTE programs.	Nov 18, 2011 7:20 PM
905	Allowing for differences in student abilities and interests.	Nov 18, 2011 6:01 PM
906	Have a set of readiness standards before entering a school...at all grade levels. If they aren't ready, have a program external from the regular school setting where those children gain the skills they need before being thrown into a grade level. This should happen starting in kindergarten through 12th grade.	Nov 18, 2011 5:42 PM
907	Allowing/providing out of school learning opportunities for children. Field trips, experiential, and hands-on learning also have research showing that they are powerful learning experiences that MOTIVATE and ENCOURAGE learning rather than the "drill and kill" that yields test score improvement, but doesn't have "lasting power", nor does it create motivation for children to want to learn more and actually stay in school. Experiential learning encourages children of color and the economically disadvantaged to stay in school--makes them feel that these skills (which they are often very good at) are valued and important in a school setting; and that they transfer to life in the real world.	Nov 18, 2011 5:08 PM
908	Smaller class size to allow for more individual attention.	Nov 18, 2011 4:41 PM
909	More money will not solve the problem, a change in philosophy will. see comments below	Nov 18, 2011 3:55 PM
910	This last section of the survey is flawed, and I am unable to enter my priorities from one item to the next.	Nov 18, 2011 3:52 PM
911	Funding an expanded school year for at risk students.	Nov 18, 2011 3:48 PM
912	If we begin with the end in mind and concentrate on the start of schooling then the rest should fit into place.	Nov 18, 2011 3:26 PM
913	Directly connecting welfare-related benefits with mandatory parenting classes, aimed at creating more literacy-friendly home environments, birth to 4	Nov 18, 2011 3:21 PM
914	Creation of lifelong learners able to enter and compete in the work force regardless of the career path they choose.	Nov 18, 2011 3:04 PM
915	These are outputs - again - many out of the control of schools - able to go to college means their families have money - is that fair? To force schools to force families to do something they can't afford so the school gets a good rating? Is that the governor's legacy? I have to give a 7 to the last because I cannot give a 1 to all or a 7 to all.	Nov 18, 2011 3:00 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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916	Quit letting districts cut days from the calendar to balance their budgets.	Nov 18, 2011 2:48 PM
917	I checked "other" because the first line and fourth line of this block will not allow me to check an answer without another line removing my check mark. That is the reason for the blanks. Not a valid survey.	Nov 18, 2011 2:34 PM
918	increasing the expertise, confidence, autonomy of teachers--without an improvement in the quality of instruction, all this other stuff is a waste of money and leads to inequities that are not fair to children.	Nov 18, 2011 2:33 PM
919	Consolidate districts or in some other way reduce the amount of district level administrators and invest those funds directly into school not district staff.	Nov 18, 2011 2:18 PM
920	Preschools must be bilingual whenever possible.	Nov 18, 2011 2:16 PM
921	Making sure teacher prep programs at our universities and state institutions are rigorous.	Nov 18, 2011 2:15 PM
922	We need to focus on growth of all kids and stop emphasizing the focus just on the most needy kids. Every kid should be achieving and growing EVERY year regardless of identifying factors. We also need more rigorous middle school mathematics.	Nov 18, 2011 2:11 PM
923	Providing additional time and support for those students currently not at grade level in knowledge and skills. We can't give these students the same and expect them to close the gap.	Nov 18, 2011 2:07 PM
924	Supporting vocational programs.	Nov 18, 2011 2:06 PM
925	Requiring school district to use "evidence-based practices"- these are available through the center on teaching and learning at the Univ or Ore. Requiring the state core adoption system to recommend ONLY programs that are evidence based-	Nov 18, 2011 2:05 PM
926	Preparing students to meet the new Common Core Math standards.	Nov 18, 2011 12:03 PM
927	Having a healthy economy where parents are able to provide stable households is extremely important. Our education system starts with the parents and their ability to support their students, as well as contribute to the state so that funding for education isn't always being reduced. The education reform must include economic reform.	Nov 17, 2011 11:06 PM
928	provide funds with out restriction of use to provide interventions for non achieving students	Nov 17, 2011 6:05 PM
929	design opportunities for students to receive high school credit for proficiency versus seat time	Nov 17, 2011 4:34 PM
930	Focus on elementary grades, not allowing social passing. Make sure a student meets the requirements for the next level before they are continued.	Nov 17, 2011 3:39 PM
931	Giving local districts the ability to educate their students according to the local	Nov 17, 2011 2:44 PM

**Q7.

INVESTING IN PUBLIC EDUCATION: Within Oregon's limited resources, where might you focus the state's investment in public education, to improve better outcomes for students?
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	communities standards.	
932	The state's investment in public education needs to be balanced, much as any investment portfolio needs to be balanced. Asking us to prioritize these topics is much like asking a parent to offer vital help to only one of their children.	Nov 17, 2011 2:20 PM
933	Stop focusing on grade levels and schools. Focus on each student's learning by providing every student with an Individual Education Program (IEP). We already know how to do that from our successes in special education. Reallocate the costs of more assessment, school punishments for underperformance, and extra bussing costs to supporting IEPs. We can do it. We already have in special ed.	Nov 17, 2011 1:56 PM
934	Increasing the number of students from high school ready and able to go onto vocational or trade school programs.	Nov 17, 2011 1:30 PM
935	Remove restrictions and open up Oregon's timber industry to create more jobs and provided more tax dollars to local schools	Nov 17, 2011 1:12 PM
936	Developing positive options for at-risk and drop out students to stay in school.	Nov 17, 2011 1:11 PM
937	Remove restrictions and open up Oregon's timber industry to create more jobs and provided more tax dollars to local schools	Nov 17, 2011 12:52 PM
938	We already prepare the kids for college. Now lets start preparing them for a career.	Nov 17, 2011 12:27 PM
939	Continue to provide services for special needs students, such as IEP students, disabled, English Language Learners...etc.	Nov 17, 2011 12:24 PM
940	Increase job and life skills for those going into a trade or job rather than college.	Nov 17, 2011 12:13 PM
941	FREEZE Instate College Tuitions to keep an post secondary education accessible to Oregon kids and eliminate state funding to non academics such as competitive athletics. I do support career programs in athletics, but our priority should be academics.	Nov 17, 2011 11:59 AM
942	Adequately fund Community Colleges and reform "equalization" formula that penalizes rural Community Colleges.	Nov 17, 2011 11:47 AM
943	Better options to effectively prepare for trades. Not all emphasis should be about getting a 4-year degree.	Nov 17, 2011 11:45 AM
944	Train all students in critical thinking skills	Nov 17, 2011 11:43 AM
945	These bubbles did not work. I would have selected "1"s for all of the above.	Nov 17, 2011 11:43 AM
946	Preparing kids for BOTH college and or Career	Nov 17, 2011 11:33 AM

Q8. COMMENTS?

1	A little early childhood education may be good, but kids can learn so much outside of the classroom It doesn't matter if kids learn to read in K or 1st grade or if they are proficient in 2 or 3rd. It matters a lot thereafter. If they make some progress in the early levels it would be fine, but the problem is that their classroom is leaving them behind and then they can't catch up. My kids were behind at first by the test standards (due to phonics not being on the test), but had no trouble catching up due to sufficient teaching. My brother on the other hand -- a 50 year old now -- never got enough attention after his slow start.	Dec 13, 2011 11:56 AM
2	There should be other training options. Not everyone is college material. Society also needs plumbers, electricians, construction workers, etc.	Dec 8, 2011 5:36 PM
3	I have tutored students from many different school districts in math. I have found that even advanced math students have not been taught all the topics that they need to know. Text books are usually written to have a logical progression of ideas, but when teachers skip around in the book, topics get missed.	Dec 8, 2011 3:41 PM
4	#1 priority: Districts should be given more flexibility in how to allocate resources to meet high standards.	Dec 8, 2011 12:28 PM
5	The idea of 16 to 18 years of education to get a job at a book store is unaffordable and terribly wasteful and frustrating to most students. The answer to our weak economy is not to make every kid a college graduate but to put trade tariffs on China so we can have a reasonable share of factory jobs. Also, we need to consider the apprentice system.	Dec 7, 2011 10:56 PM
6	I am against Federal mandates..there are too many variables (small country schools, huge poor inner city schools, affluent high achieving areas, farm areas etc etc) in most cases the locals will know how better to handle such. I know how I want my local school to be run. I do not know whats best for another area. Wouldn't eliminating some of these mandates not only save the state money but improve learning.	Dec 7, 2011 9:10 PM
7	We have a diverse population (politically, socially, economically, racially, and intellectually) and education is not the only predictor of college/community college readiness or enrollment. Let's not impose our (educators') values on others.	Dec 7, 2011 1:32 PM
8	Where is the ability to find success in trade work, military, or other jobs that require some technical skills, not measured by a college certificate? Many people return to college for a variety of reasons, increasing their knowledge without ever needing or getting a degree. And all degrees are not "created" equal. Any old degree does not guarantee a job. Instead of treating high school as something to just finish, encourage more meaningful opportunities and real application to their tasks. AND don't dismiss the positive effects of exposure to a classical education, with access to fine arts, literature, and social sciences.	Dec 7, 2011 10:54 AM
9	Most jobs don't need a college education. We need to get off that philosophy. It only frustrates students and makes a lot of money for banks. We need to emphasize preparing students for work, emphasizing apprenticeship programs and work ethics.	Dec 7, 2011 8:24 AM
10	Early childhood is not given enough attention. Students that start out behind get	Dec 6, 2011 11:09 PM

Q8. COMMENTS?

further behind. Programs like Reach Out and Read and Head Start, Early Head Start are critical for students meeting their potential later on. Spend the money early so you don't need the \$35/hr tutor later on... (number quoted from Portland Reading Foundation website)

11	1 thing more than anything else, I believe students leaving our educational system should feel good about who they are no matter what they will become in the future. It is our job as educators to open students eyes to the potential they have have inside themselves. To be self aware, self motivated and willing to share themselves and their skills within their community is what our priority should be. You can lead a horse to water but you can't make him drink. It is our job to make sure he knows how to drink and let him find him way.	Dec 6, 2011 8:14 PM
12	nowhere in this survey was I ever questioned about the shift and focus on arts in schools. Please take a moment to read my thoughts...	Dec 6, 2011 5:18 PM
13	It's really hard to prioritize expenditure so generally, but research shows that investments in early childhood ed provide the greatest return. I've taught on the college level and know that if a student reaches college w/o good basic skills, it's almost impossible for her/him to gain those skills at such a late date. The other important concept here is skewing funding for the neediest students. Students in wealthy districts like Lake Oswego have all the resources they need to succeed, and then some; students in poor districts need so much more just to get on the map, so they should get more funding.	Dec 6, 2011 4:46 PM
14	Too difficult for me to rank these, except to say that if we lose them at the start, it's exceedingly difficult to get them back. There are some areas in which I think we can utilize existing funding much more effectively and others in which we clearly need more funding, particularly early childhood and, I'd say summer programs. Re: use of current funds, I strongly support college credits during high school and, more generally, breaking down barrier between HS & college. If kids are ready to take college courses, they should be able to do so, even if the HS loses that funding! Many students would graduate in 3 years, thus cutting costs overall. Same w/ college-in-HS approach: If students exit HS w/ 1 or 2 years of college, both students & tax payers would benefit....	Dec 6, 2011 3:40 PM
15	With regard to "increasing high school graduation rates", no need to say "students of color and the economically disadvantaged". We care about the graduation rates for all!	Dec 6, 2011 3:30 PM
16	Poorly worded choices	Dec 6, 2011 1:09 PM
17	We also need to look at a range of after K-12 school opportunities. Trade schools, apprenticeship programs, mentoring and college.	Dec 6, 2011 7:18 AM
18	I did not like this rating system because I felt that question 1 and 2, in my opinion, should have been ranked as a "1".	Dec 5, 2011 3:14 PM
19	The earlier we start the interventions, the fewer interventions needed at the high-school and college level because there will be more students on-level.	Dec 5, 2011 2:15 PM
20	This part of the survey is not working correctly.	Dec 5, 2011 2:03 PM

Q8. COMMENTS?

21	Collect more taxes (sales) and give our school system the money they need instead of funding PERS to the extreme for those that have long since graduated. School districts such as LO are basically collecting their own "voluntary" tax of \$750 per student through the foundation anyway. That's great for LO and keeps their kids well educated but how about some funds for the rest of the state? Essentially, the rich are being taxed, but it's only going to their kids.	Dec 5, 2011 12:32 PM
22	Poorer schools should get more money, whether they qualify for Title 1 funds or not.	Dec 5, 2011 12:04 PM
23	Increasing HS graduation rates question re: "students of color and the economically disadvantaged" is a misleading question. The current measurements - to my knowledge - do not include students who finish outside of a four year timeline or who receive a GED. Increasing the number of community college and Oregon university system students question is confusing to me since I thought the survey was about K-12. I didn't respond.	Dec 5, 2011 10:02 AM
24	So many kids can't even dream of affording college.	Dec 5, 2011 8:39 AM
25	All of the above are very important. I think that the priority needs to be on the primary and secondary levels, starting with increasing the teacher to student ratios so that teachers have the time they need to work with individual students. I think that spending less time on testing and more time on education, including the arts, is important.	Dec 5, 2011 8:30 AM
26	We need to STOP promoting kids based on age! I am not saying we should hold back a lot of kids; rather, we need to make sure the kids in each grade level are proficient before sending them on to the next grade (to fail). Teachers are constantly faced with students grade levels below where they should be, and although many of us give up our lunches and afternoons to help them, we cannot do this alone. These kids should not be sent on without the basic skills needed. They need intervention at each grade to be successful.	Dec 5, 2011 7:21 AM
27	Any state's resources are limited. Oregon has -- for reasons of partisan political opportunism and partisan political timidity -- chosen slow strangulation of its public K through 12 education system by deliberately providing grossly inadequate revenues. Oregon is not a poor state. Get a waiver from the NCLB plot and then work diligently to get the noose off from the neck of the system you claim to be trying to improve.	Dec 4, 2011 10:09 PM
28	Produce a higher quality of student going into high school and higher education. Improve the curriculum in middle and high school to provide meaningful and stimulating content.	Dec 4, 2011 9:13 PM
29	None of these things will be successful if class sizes continue to rise. Even the best educators cannot be as successful if we continue to stretch their time between more and more students.	Dec 4, 2011 8:57 PM
30	Thank-you so much for giving teachers a right to express our thoughts and concerns. We all want what is best for our children of Oregon.	Dec 4, 2011 8:06 PM
31	i strongly agree that we should offer high school students opportunity to earn college credit before graduation; however, I don't think we need to increase the	Dec 4, 2011 7:04 PM

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numbers of college-bound students necessarily.

- | | | |
|----|---|----------------------|
| 32 | The best education begins at once - if the foundations are well-established then some of the shakiness and differential outcomes that otherwise arises at higher grades can be minimized. College attendance is not the measure of the success of mass public education - rather it is graduating students who possess fundamental cognitive skills and who are mature, socially functionally, and civically aware. | Dec 4, 2011 4:45 PM |
| 33 | Children need adequate nutrition and safe and enriched environments from birth in order to learn to the best of their ability. They need health care. There are estimates that up to 20% of children have problems with vision that interfere with their ability to learn to read. Taking care of these problems early is a good investment although they may not be considered as "educational expenses". The next need is to recognize that children learn in different ways at different rates. Some children have more ability in some areas than others. Each child should be encouraged to reach their potential and children who live in poverty may need more enrichment and more time than more advantaged children in order to reveal their ability. High expectations are needed for all. Proficiency and grade level may be the highest goal for some, but it should not be the limit that prevents others from exceeding that goal and being given the opportunity to accelerate their learning with advanced curriculum and program options that are not appropriate for all students . | Dec 4, 2011 4:16 PM |
| 34 | Understand we are not talking about a cookie cutter society. boys have different needs than girls. one year a kid may have severe family issues that do not allow for growth, another year there can be amazing leaps in education. we are seeing so many programs and schools being dismantled! Kids need stability in schools. Too many do not have it at home. | Dec 4, 2011 1:03 PM |
| 35 | Who oversees HEAD START? It appears that they don not have a mandated curriculum that must be followed to develop these children's readiness skills for Kindergarten. Holding a pencil correctly, cutting, coloring, writing their name with a capital at the beginning and other letters small | Dec 4, 2011 12:38 PM |
| 36 | Grades are earned in the classroom; success is achieved after the classroom. We need to make sure the first leads to the second. | Dec 2, 2011 10:07 PM |
| 37 | Just as a house is built from the foundation up, success in upper grades depends on a student's academic foundation. Because students progress at different rates, second chances (opportunities to catch up) must be built into the system in order to allow all students to reach their potential. | Dec 2, 2011 8:56 PM |
| 38 | Many children are not ready for early childhood programs, and many parents are not taking advantage of the programs that are available. Some children attending these programs can sometimes experience anxieties which may or may cause irreparable harm to a child. The maturation rate for each child is different and should be treated as such. As a special education educator, experiences that many students have had should require nontraditional education route infused with the traditional. | Dec 2, 2011 5:28 PM |
| 39 | All these questions focus on the bottom half of the student population. I'd like to see more emphasis on improving the performance of the top decile, where the | Dec 2, 2011 5:25 PM |

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US compares woefully with the top decile of other developed countries. This is where most of the future tax dollars to support society will come from. Students in the top decile are being ignored.

40	I think major investment needs to be made in the early years, to build the foundation for later school and life. I believe that breakdown in the family structure and limited social service resources is causing more strain on education and schools. We need to concentrate on rich learning environments focused on exploration and developmentally appropriate activities in the early childhood years to help with later learning. Providing children with a love of learning in natural ways to promote intrinsic desires to continue learning, as opposed to extrinsic motivators and constant assessment. Children do NOT need to be tested more, but to be in environments that support creativity and exploration and language development. Children need to have time to learn as they naturally do through play and to work in teams to solve problems. They need more simplicity and less curriculum - more time spent on quality of learning and less time spent on learning facts. We need to create more communities for children to feel a part of something bigger, a sense of belonging. We need to focus on more social-emotional development and communication for children and families. If children are allowed to learn in natural ways, without the constant testing, they will want to be lifetime learners.	Dec 2, 2011 4:20 PM
41	How can I answer this? There is no key to the Likert scale to let me know what the extremes mean.	Dec 2, 2011 3:02 PM
42	High schools need to retain both critical thinking preparation and work related employment skills, vocational training to educate both those going to college and those not. High schools are becoming too focused on college preparation for everyone including those who may not be interested in that path; Colleges in turn are becoming more focused on post graduate study preparation resulting in graduates with 6-8 years of college and minimally employable by most.	Dec 2, 2011 2:49 PM
43	These are all very important	Dec 2, 2011 1:44 PM
44	Math and science skills have decreased in our district greatly as the emphasis has become meeting the reading and writing requirements.	Dec 2, 2011 1:38 PM
45	There is nothing new here	Dec 2, 2011 1:30 PM
46	The best way to increase student achievement is to have lower class sizes.	Dec 2, 2011 1:10 PM
47	College is not for everyone....we need to promote vocational training as well in schools. Also, the economy is so bad that students are graduating with no jobs to fall into...why promote it now. Push kids towards the trades ...at least they will be able to live financially.	Dec 2, 2011 12:56 PM
48	This is a silly question. They're ALL important and build on each other. Ultimately, the goal is to graduate more students (with an emphasis on students of color and ELL students) ready to succeed in college or the workforce.	Dec 2, 2011 12:13 PM
49	DO NOT allow for the "white flight" that will occur with vouchers and school choice! Make all schools great schools. DO NOT lean toward making more charter schools or IB schools, thereby lessening the value of every other school	Dec 2, 2011 11:15 AM

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around. Make all schools IB schools, even magnet schools with a different focus. DO NOT segregate.

50	Each is important and should not be ranked, one at the expense of another.	Dec 2, 2011 11:11 AM
51	The way this is written makes you feel like you're saying that the thing you rated last wasn't important.	Dec 2, 2011 10:37 AM
52	The state of Oregon needs to place higher value upon the importance of educating the future adults of our society. That means, more funds need to allotted for education.	Dec 2, 2011 10:12 AM
53	The education system needs to be individualized and it needs to be supportive and nurturing. Rigid standards and punitive systems for students, teachers and schools that don't meet those standards create a culture of fear and failure that just makes things worse, not better.	Dec 2, 2011 10:05 AM
54	There has been a focus on early childhood education and support for many years. While this helps children initially, we fail them when they get to high school by not providing adequate funding, activities, and quality teachers. Limiting the number of classes a high school student can take due to funding is shameful.	Dec 2, 2011 9:27 AM
55	What about students with disabilities? They have the lowest graduation rate of all, but are not mentioned as a priority group above with students of color and the economically disadvantaged.	Dec 2, 2011 8:45 AM
56	It is difficult to make these investment decisions because the issue is systemic PreK - Higher Ed. Support needs to be available at all ends of the spectrum. In times of economic decline, however, it is important to remember that recreating an effective system is less dependent on dollars available than how those funds are invested. In other words, if we had twice the amount of funds for education but did not address restructuring to a more effective system we would not see better results.	Dec 2, 2011 8:25 AM
57	Not everyone is going to go to college, provide students with alternatives, but still require the basic requirements in reading, writing and math. Even in a trade a person still uses those types of skills.	Dec 2, 2011 8:09 AM
58	Not everyone should go to college. Valuing skilled trade schools equally with college and those students who have aptitudes in hands-on skills equally with those who have academic skills would go a long way toward improving graduation rates.	Dec 2, 2011 8:01 AM
59	Let us collaborate more with other teachers, in- and out-of-building	Dec 2, 2011 7:27 AM
60	Many of the choices above are wonderful goals, but do not provide a specific place for resource investment.	Dec 2, 2011 6:35 AM
61	More money should be spent on reducing class size at all levels. Provide materials equitably across districts/schools. Bring back education options such as art, music, options that expand students horizons such as languages, agriculture, technical education etc.	Dec 2, 2011 4:08 AM

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62	Why do we put technical colleges down? Some students will not go to college. Trades offer a way for students to enter family-wage jobs. What is wrong with being a plumber, carpenter, mechanic, secretary, nurse, dental technician, computer technician, computer programmer, accountant, Web designer? We need everyone -- especially if we are to compete on a global basis.	Dec 2, 2011 12:15 AM
63	As a high school teacher, it is imperative that students have basic skills by the time they enter 9th grade; these skills begin in pre-school, where the majority of the funding needs to be focused.	Dec 1, 2011 10:55 PM
64	Build a strong foundation and then build onto that foundation.	Dec 1, 2011 10:49 PM
65	All of these things sound good, but their value depends a lot on the details, for example, "improving reading skills in early elementary grades" is certainly important, but what typically happens is, someone identifies a one-size-fits all "silver bullet" that all primary teachers have to implement--skill and drill that provides a temporary bump in test scores, but leads to the long-term result of children who dislike reading and can't read for meaning. Decision-making needs to take place close to the students. Teachers should be understood to be professionals, whose judgement, based on their direct work with students, can be depended on to "improve better outcomes for students," especially with adequate resources.	Dec 1, 2011 10:42 PM
66	Collage tuition cannot continue to increase at such alarming rates.	Dec 1, 2011 10:37 PM
67	High quality technical programs linked to local business and coop programs. Smaller class sizes and better access to counselors.	Dec 1, 2011 10:36 PM
68	I'm not sure what the difference between number three and number six is.	Dec 1, 2011 10:05 PM
69	Early Childhood programs (preK, K, 1, 2, and 3) have more impact on a students learning rate and attitude than any other influence or time in an academic career. Class sizes under 20 students in each of these age levels would significantly increase the success of each student exponentially throughout their school years. Brain development in social as well as cognitive functions are very maliable at this stage and we would be wise to take advantage of this to improve learning in each successive grade. Successful students are generally confident and self motivating leading to higher levels of learning.	Dec 1, 2011 9:12 PM
70	No matter how much money you spend on them, children won't learn when they are hungry, malnourished, sleep deprived, stressed or depressed, are constantly moving from one place to the next, or have been abused. Oregon, which has high poverty rates in some areas, could greatly improve educational performance by funding programs that address the effects of poverty so that kids always enter the class ready to learn.	Dec 1, 2011 9:11 PM
71	The earlier the students are ready academically the better their long term academic standing. Money should be placed at the earliest levels possible. As a teacher actively trying to close achievement gaps in a title 1 school the students with more academic support in their earliest years do better.	Dec 1, 2011 9:09 PM
72	The comments I gave about reinstating teacher librarians in our schools is critical. We need highly trained individuals to help students do real research	Dec 1, 2011 9:04 PM

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and critical reading. This includes teaching Media Literacy. It's too much to think we can teach it within the regular class curriculum. Teaching students to thoroughly research and investigate what they are reading, and seeing both in print, television, and on the internet is CRITICAL to our future as a nation. They need to be intelligent consumers of information. Teaching students how to present information to an audience is also important. We place a lot of emphasis on writing papers, and not much on presenting ideas, problem solving, public speaking, and working in groups. These are other CRITICAL skills we must teach. All the research is telling us this. We need to include this in our curriculum.

73	Vocational education and career specific classes on a path to a licensure is more important than preparing students for college in today's economy	Dec 1, 2011 8:38 PM
74	lower class sizes...	Dec 1, 2011 8:33 PM
75	The idea of children arriving at school ready to learn is a an issue of teacher bias not of student experience. Students should be able to arrive AS IS, and teachers should be prepared to move them from wherever that is to where they need to be at the end of the year. That is what teaching is!	Dec 1, 2011 8:01 PM
76	My number 1 and 2 could probably go either way.	Dec 1, 2011 7:02 PM
77	If you want to improve our education system, smaller class sizes will get the biggest bang for your buck. No one ever wants to put out the money to hire more teachers so we keep buying new curriculum, forcing training on teachers that they may not need; anything but hiring more teachers because it is expensive. You know what? Education is expensive.	Dec 1, 2011 6:54 PM
78	Sadly, most of this survey does not even begin to address the myriad needs & issues of the many thousands of Oregon students, teachers, related services specialists, and support staff in Special Education.	Dec 1, 2011 6:18 PM
79	Early childhood programs need to have academic expectations, along with language expectations. Current expectations for Head Start and many preschool programs have low academic expectations. Create options for high school students to enter trade programs so they have skills when they leave high school.	Dec 1, 2011 5:38 PM
80	Most of my answers would have been ones in this particular section...	Dec 1, 2011 5:30 PM
81	All of these are currently in place, the question is "Should we increase the numbers in certain areas." Are the present ones producing results?. Are more students being serviced? Are the existing programs really doing what they say they are doing? Isn't this last section saying to students "The educational system is going to stay unchanged; you must change but we won't." We should get our house in order and be sure it is the best and just not accept that we're fine and the students are the ones to change.	Dec 1, 2011 5:14 PM
82	We need to reach them when their young. The gap seems to grow more and more each year thereafter. To have successful learners in high school they need to be heading into high school with a strong foundation and viewing themselves as learners and that the system is there to support them. The same can be said	Dec 1, 2011 5:08 PM

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about have elementary age students going into middle school.

83	"Increasing high school graduation rates, particularly for students of color and the economically disadvantaged" is the most important goal - but it is an end goal. The funding needs to be focused in areas that will affect that end goal long term.	Dec 1, 2011 5:07 PM
84	My answers were selected in grade level order because one leads to the next. Research tells us that students who can't read by the end of second grade never catch up. If we get it right at the beginning, we can do the rest.	Dec 1, 2011 4:49 PM
85	All of these are important; it is not a fair task to prioritize them. Find ways to fund education fully in Oregon.	Dec 1, 2011 4:35 PM
86	smaller class sizes or more adult support within classrooms whether "coaches", "teaching assistants", etc	Dec 1, 2011 4:35 PM
87	I believe that if the focus is on the earlier programs, like early childhood programs and the reading, then the success of the student is more likely rather than looking at a high school student who lacks the reading, critical thinking skills, etc, that they missed early on and now trying to figure out how to catch them up.	Dec 1, 2011 4:34 PM
88	It is the individual uniqueness of each student that makes them special, let us acknowledge that one size does not fit all. That is the secret to success. Engaging student's in learning that speaks to them personally and creates the thirst for knowledge and sparks their internal motivation. It is the individual uniqueness of each student that makes them special, let us acknowledge that one size does not fit all. Engaging student's in learning that speaks to them personally and creates the thirst for knowledge and sparks their internal motivation is the key to educational success.	Dec 1, 2011 4:31 PM
89	1) Please stop asking pre-k and kindergarten students to do a full day of academic rigor. Let them be kids. Before NCLB, many kids learned to read in 1st grade. It was just fine. 2) We really, really need to focus on race and economic equity in our schools. There is little of either race or economic equity in Portland schools (the district I can speak to) and it needs to change.	Dec 1, 2011 4:28 PM
90	include arts and music as a important skill for children,	Dec 1, 2011 4:27 PM
91	As a taxpayer, I ask that the state work on expanding those limited resources! It's ridiculous how little we prioritize our children. (I'm not even a parent!)	Dec 1, 2011 4:19 PM
92	How dare we assume that every child's path is college. College is not the only option, I would like to see the state work on creating other opportunities for those who are not college bound.	Dec 1, 2011 4:19 PM
93	Where is the "requiring parents to read to their children"? I am not sure that there is a uniform "ready for school" that we can say "all" children should reach. Openness, creativity, an interest in learning about the world, an interest in language, but not necessarily reading as sometimes that can come later (I understand the risk in this statement, but a child that has been read to, shows interest in learning and language is going to read absent a disability).	Dec 1, 2011 4:18 PM

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94	It's hard to rank these options. I believe that if we focus on early childhood programs and early elementary grades, the entire system can change over time. Yet, we can't ignore the fact that middle school students need assistance preparing for rigorous high school work now and that there is an exceptional need to focus energy on the achievement gap that exists between white students and students of color. Saying that one is more important than the other is an uncomfortable assignment.	Dec 1, 2011 4:12 PM
95	Intervention for students that are high school drop starts at the middle school not at the high school! By high school many of these students are already disenchanting and disengaged in school. We must work with the earliest ages for true intervention.	Dec 1, 2011 4:07 PM
96	Our entire school system needs rehauling. It's built on a 19th century model and we are serving 21st century students. We need to reconsider the idea that all students will go on to college and implement strategies to help those who want to move into a vocational/technical track. To do this we need to restore adequate funding to our schools. Students need to be held accountable for basic skill early instead of being socially promoted through middle school and arriving at high school unable to read beyond a 2nd or 3rd grade level. Finally, I think that the middle school model needs to be reexamined to take into account brains that are developing too rapidly to engage in only higher order thinking tasks. We need more hands on real life work for students. It has to be rigorous and relevant	Dec 1, 2011 4:05 PM
97	If we give young students a solid start, there is a greater chance of all the rest of these priorities to occur.	Dec 1, 2011 4:04 PM
98	These are challenging to prioritize as all are very important. Class size at all levels is also an issue. As classes become increasingly large, it is becoming more difficult to serve the individual student, especially in situations in which teachers are given an more and more subjects to teach. In elementary schools that are losing specialists, classroom teachers are being asked to include things like art, music and physical ed in their curricula. In high schools and middle schools, many teachers have been dealing with more lessons to plan than in the past.	Dec 1, 2011 3:59 PM
99	Energies should most definitely be focused on early intervention. As students struggle to march through school and fall further and further behind it becomes increasingly difficult to bridge the gap.	Dec 1, 2011 3:15 PM
100	I believe that students need to be receiving a strong educational background in early childhood that could then continue later in life.	Dec 1, 2011 3:14 PM
101	Get to the headwaters -- early years learning and foundations for middle and high school work.	Dec 1, 2011 2:59 PM
102	That was an impossible activity. This will vary depending on what levels the teachers are teaching.	Dec 1, 2011 2:14 PM
103	#4 is disgraceful!!!!!!!!!!!!!!!!!!!!!! I hope I am reading it wrong. :-(Dec 1, 2011 1:51 PM
104	Early education is the most important stepping stone to a better educated middle	Dec 1, 2011 1:31 PM

Q8. COMMENTS?

and high schooler but I feel like most of PPS's elementary schools are doing well. It's the middle and high schools that I worry about. There doesn't appear to be enough stable middle and high schools that are consistently doing well or exceeding.

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| 105 | Wouldn't want to increase the high school graduation rate, just for the sake of doing it. That is, wouldn't want to see an increase in the graduation rate at the expense of the student didn't "earn" it. | Dec 1, 2011 1:12 PM |
| 106 | This is difficult to rank order, because they are all interdependent. I basically ordered them in the order they occur in school, because the earlier ones are the foundation for the next (though, it is difficult to call one more important than another). Math skills need to be included in the early elementary grades question- we spend almost all of our energy on reading and writing and math skills get left behind. | Dec 1, 2011 1:09 PM |
| 107 | We have too many standards that don't include "well roundedness". Kids don't become passionate capable adults because they can pass a test or graduate from high school. They can pass a test and graduate from high school because something in their life made them passionate and capable to do so...like joining the band or performing in a play or doing community work with their peers. These things build up a student and enable them to do well in all areas I think we're missing the point when focusing on testing. | Dec 1, 2011 12:58 PM |
| 108 | "Pass Through" requirements that come to districts are a great concern. This happens on all levels of government, the feds to the state the state to counties and counties to cities. This issue is that these "requirements" take money away from issues that are deemed important to the local citizens and are forced to be used on a mandate given by some outside pressure, and local needs cannot be addressed or corrected due to a lack of funds. | Dec 1, 2011 12:51 PM |
| 109 | students NEED preschool! when i see kindergarten kids who dont know the alphabet, how to use scissors, or recognize their own name let alone write it, it is clear that the majority of parents arent preparing their kids for school so apparently preschool is very important. It gives them the skills to enter kindergarten ready to learn and would alleviate some of the unnecessary energy and valuable class time of the over stuffed kindergarten classrooms if all students had attended preschool. | Dec 1, 2011 12:39 PM |
| 110 | I really hope we don't invest a bunch of time and money on another CIM/CAM/PASS initiative--though it seems that is where we are heading. As I mentioned previously, if we followed the KISS rule (keep it simple, silly), I think we would do MUCH MORE to improve education than if we tried to embark on a major initiative with all sorts of rules/regulations/task forces/etc./etc./etc. Let's fund the priorities in the investment column. Let's focus on what's important. Let's free up teachers and administrators to do their best work within the current teaching and evaluation system, which might mean smaller classes and more administrators to complete teacher evaluations and support. Honestly, it's not rocket science, but it seems like as educators, we are extremely good at over-complicating things. I say these things and realize that via the web, I might be interpreted as a burned out, frustrated person. I am truly not! I am hopeful in the future of our system . . . I just sincerely believe that our current focus on standardization, centralization, and over complication has not served children | Dec 1, 2011 12:18 PM |

Q8. COMMENTS?

well at all.

111	Having ALL Oregon students move on to Community College or University is an unrealistic goal. We should prepare students for for College AND working skills after High School.	Dec 1, 2011 12:07 PM
112	As a parent, I am very disturbed by the call for "outcomes based budgeting." Unless something dramatically changes, these outcomes will be based on standardized test scores. How can these standardized assessments possibly meet the needs of our English Language Learners? How can they reflect the diverse backgrounds of our students? I am sure you are aware that the only thing standardized tests can prove is your zip code. When district funding is dependent on outcomes, however those outcomes will be measured becomes high-stakes. This is not how we should be funding our schools. Whatever happened to the Quality Education Model? We know what is needed, now we need to do the really hard work to convince lawmakers to make the revenue changes that will allow us to get there. Admittedly, this is no easy task, but completely shying away from the challenge gets us nowhere.	Dec 1, 2011 12:01 PM
113	You wouldn't force everyone to play on the varsity basketball team. We shouldn't be forcing everyone into a college track. Not everyone is suitable for college nor wants to go to college. We should offer other viable training alternatives.	Dec 1, 2011 11:49 AM
114	Stay away from questionable contracts that spend money on sidewalk repairs (the city should do this). The voters will be more likely to pass funding measures that way. Ask for reasonable sums of money.	Dec 1, 2011 11:21 AM
115	Would have given 1, 2, or 3 to all the above had the system allowed it. But as a former kindergarten teacher, I have to say the first 2 are most important--- investing on the front end shows dividends later.	Dec 1, 2011 11:14 AM
116	You can'd do these separately. This has to be a combined effort.	Dec 1, 2011 11:11 AM
117	Kids who aren't ready to learn hold the kids who are ready to learn back, and get discouraged and drop out at higher rates. All of these things are of course critical but the biggest impact for our society is that early work.	Dec 1, 2011 11:08 AM
118	Mandating preschool for all children is just one more government program to mess up. Teach parents at birth the importance of reading with their child. No TV until after 2 years old and even then teaching parents to keep a tight handle on the TV.	Dec 1, 2011 10:46 AM
119	Truly an unfair task. All of the above are extremely important, however in order to affect future change we must start at the beginning, thus numbers 1 and 2 were chosen as top priorities. Recent research states that waiting until Kindergarten to increase vocabulary etc. for under-privileged populations, with the hope of catching them up to their more privileged peers, is too late.	Dec 1, 2011 10:41 AM
120	yes, i know that gov kitzhaber and most education advocates really want dollars in the early childhood. i do not agree with this approach as the state is disinvesting in the k-12 system. classes are huge with teachers giving less at home work (can't grade all those papers) and decreasing ability to teach 40-50	Dec 1, 2011 10:30 AM

Q8. COMMENTS?

algebra students in middle school, students can't ask questions, don't fully grasp fundamentals this way, no practice. don't continue to water down the limited educational dollars that exist by adding additional pressure to the anemic education budget that exists.... between the ever increasing charter schools, no child left behind, testing, and early childhood efforts- it's a wonder that students have school days left.

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| 121 | Early childhood programs are incredibly important in our state. They help form the foundation for children and allow them to arrive ready for kindergarten. Programs should focus on developmentally appropriate practices for young children. Children need the opportunity to develop socially and gain these skills to interact with others. If children don't develop social skills they will not be successful academically. Early childhood programs should be allowed to do this and not focus on kindergarten readiness skills. | Dec 1, 2011 10:24 AM |
| 122 | Make College more affordable for families - I know this isn't the issue here but what is the point of college preparedness if no one can afford to go or if kids are graduating with debt they'll never be able to pay back. | Dec 1, 2011 10:01 AM |
| 123 | Not a real fair set of questions. Who is more deserving? Give me a break. | Dec 1, 2011 9:55 AM |
| 124 | Rather than "helping middle school students prepare for rigorous high school work," I'd say the emphasis should be on keeping middle school students engaged and excited about learning. It's so often at this stage that they 'turn off' and become disinterested learners, passive participants in an educational system that they increasingly don't buy into. A more rigorous curriculum MIGHT address this issue, but won't necessarily do so. And this is one of the KEYS to the other priorities listed above. | Dec 1, 2011 9:55 AM |
| 125 | Early childhood learning is extremely important, but please consult neurobiology before taking *any* steps to create overly-structured preschool programs: http://www.scientificamerican.com/article.cfm?id=the-death-of-preschool Too many of the current educational "reforms" create overly structured learning systems which, instead of benefiting students, are actually harmful to them. | Dec 1, 2011 9:52 AM |
| 126 | How difficult this is to prioritize these, when they are all vital areas that effect children in so many ways. They really all would be of highest priority. | Dec 1, 2011 9:49 AM |
| 127 | We forget that Music USES MORE OF THE BRAIN THAN ANY OTHER SUBJECT or activity in or out of school, but this is what gets cut, and when schools get more money, they implement more Math & English teachers than reinstating The Arts & P.E. Instead we focus on the left side of the brain only (the sit down classrooms), forgetting that Music (the Arts) crosses EVERY section of the brain. Look at how they are training Senator Gifford to speak. Her language part of the brain (left side) was shot and unusable and they are teaching her to talk through singing, transferring her language to the right side of the brain. If this doesn't convince you the importance of music, than we have a bigger problem with our school system that is almost unfixable. Are kids need a minimum of 90 minutes a week in grade school for "Music" class and a minimum of 3 hours a week for band &/or choir in middle school. High school needs the Arts set up where it is not opposite of other required classes. Music & the Arts is not an elective, it is a CORE CLASS! | Dec 1, 2011 9:43 AM |

Q8. COMMENTS?

128	There needs to be consistency in what kids learn in each class room and in each charter school. My child was ready to drop out when entering the 6th grade. He had no experience with an hour plus of homework, using a "tracker", expectations and getting actual letter grades for the first time. The experience with these things varied by instructor. This needs to be equal all across the board to help every child not fall behind and get frustrated.	Dec 1, 2011 9:40 AM
129	Focus schools seem to be popular (ie..Sunnyside ES, Buckman). Build on this model.	Dec 1, 2011 9:37 AM
130	If a student can read and comprehend, we can do our job in the high school and prepare them for college. When students come to us with low literacy levels, we have to play catch up!	Dec 1, 2011 9:19 AM
131	There is NO legitimate accountability for students at the middle school level. Students are passed up to the high school level regardless of proficiency or capability. Students who are not ready for high school SHOULD NOT LEAVE MIDDLE SCHOOL. Students need to be held accountable for their progress, and need to be taught basic skills before being required to learn advanced concepts. Social promotion is KILLING our secondary education.	Dec 1, 2011 9:11 AM
132	This question forces choice between six essential and interconnected priorities. We will achieve non of them if they compete for priority. All require adequate funding.	Dec 1, 2011 9:05 AM
133	This will increase student "buy in" to the high school process and make it a more personal approach by focusing realistically on what each student's future plans include, and therefore what they NEED to do to be successful.	Dec 1, 2011 8:52 AM
134	The last choice encompasses all of the above, or should, logically, as they are all the top research based initiatives we know.	Dec 1, 2011 8:40 AM
135	Our state's responsible adults (Democratic party, unions, non-greedy businesses) have been tragically ineffectual at dealing with Measure 5 aftermath. Until Measure 5 is overturned, we will lurch from crisis to crisis and will continue to implement the degradation of our educational system.	Dec 1, 2011 8:36 AM
136	They are all important, but beginning with the end in mind will help to keep the rest of the admittedly bureaucratic system on path. Next, the strong start is vital. I think, for some students, GED and other alternatives can be viewed as being as successful as finishing high school traditionally. We need to reduce any stigma that may attach to it. Not every cultural or economic sector will place the same value on the traditional high school diploma, so we need to be ready to meet them where they are.	Dec 1, 2011 7:42 AM
137	When improving K-12 education, intervention and change at the youngest ages proves to have the best long term success. Support throughout is vital, but catching and solving academic and behavioral issues early is paramount.	Dec 1, 2011 7:30 AM
138	Question number 4 is offensive. Why are students of color and economically disadvantaged added to the importance of grad. rates?! Are students of "uncolor" or mid to lower class unimportant? I believe we owe our children better than this! We need to look past the color of people's skin and the size of their	Dec 1, 2011 12:07 AM

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wallets and start treating ALL children the same and make them ALL feel important. They are our future, no matter what they look like, or how much their parents earned. Enough is enough all ready! Children do not come by race/class predjuduce naturally - they learn it. I think this is a lesson they DO NOT NEED!

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| 139 | The better philosophy is to think 'Preventative' - start with establishing good practices in the beginning at a young age, with continual maintenance along the way. Current philosophy, as demonstrated numerous times by how monies have been spent, is to fix symptoms instead of going straight for the cure at it's source, the beginnings. Governments governing with Love and Logic - I hope that book has been written or will shortly, soon be published ;) Trade schools, mentorships need to be considered equals opportunities along with university and community colleges. I highly respect a plumber, an electrician, an auto mechanic, a custodian at any work place, etc. because they are fundamentally as necessary as any lawyer, doctor, CEO in order for all that we have to work. Education systems should not decide for an individual what their passions will be but should provide a varied education that allows them to find their own passions and/or focus-provides them the tools for life (resourcefulness, confidence, leadership, problem solving, empathy, communication skills using all senses not just literary). It is going to take more to solve the race and class travesty than a couple of educational policies being introduced or staying in place. | Nov 30, 2011 11:03 PM |
| 140 | Less time on testing, more on teaching and creative use of materials. The change to baby math and the continual dumbing down of curricula does not better prepare students for college. Both my kids were TAG, but there is almost no freedom for students to do more interesting work, unless they go off campus. AP classes help, but Wilson has lost excellent teachers to frustration and kept extremely mediocre or worse teachers due to seniority. Our neighborhood elementary, George Smith Elementary was closed when our youngest was in 5th grade. Not a good way to foster community. Let the excellent teacher (there are many) teach, and get rid of the dead wood. After complaining about two, I was supposed to be placated with "they're retiring next year." I detest teaching to the tests, and think graduation rates, and preparation for the next level based on individualized lessons are essential. Don't let Oregon schools become a backwater. | Nov 30, 2011 11:01 PM |
| 141 | Early childhood is important but the gains are not carried through to 12th grade without "boosters" of support. Nothing will produce results until there is a stable funding source. We need a sales tax! | Nov 30, 2011 10:57 PM |
| 142 | Reading can and must include technical vocabulary and topics, there's no reason why improving reading can't simultaneously be an opportunity to teach/learn/expose to Science, Technology, Engineering, Math! Also Social Studies and any other topic, a golden opportunity to address several shortfalls simultaneously. | Nov 30, 2011 10:55 PM |
| 143 | The better philosophy is to think 'Preventative' - start with establishing good practices in the beginning at a young age, with continual maintenance along the way. Current philosophy, as demonstrated numerous times by how monies have been spent, is to fix symptoms instead of going straight for the cure at it's source, the beginnings. Governments governing with Love and Logic - I hope that book has been written or will shortly, soon be published ;) Trade schools, mentorships need to be considered equals opportunities along with university | Nov 30, 2011 10:50 PM |

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and community colleges. I highly respect a plumber, an electrician, an auto mechanic, a custodian at any work place, etc. because they are fundamentally as necessary as any lawyer, doctor, CEO in order for all that we have to work. Education systems should not decide for an individual what their passions will be but should provide a varied education that allows them to find their own passions and/or focus-provides them the tools for life (resourcefulness, confidence, leadership, problem solving, empathy, communication skills using all senses not just literary).

144	"College" is not the sole avenue for post-high school training. The vocational and apprenticeship programs need to be increased/enlarged in Oregon. They've been notably DECREASED since my high school days, thereby decreasing opportunity for students. Students should graduate from high school prepared to enter into their professional/vocational field, which may not necessarily be college-bounds. Education is "big business" nowadays. Don't limit lifelong learning opportunities singularly to "college", but widen apprenticeship/vocational opportunities as well.	Nov 30, 2011 9:50 PM
145	It is important to be developmentally appropriate. Pushing academic standards to lower grades does not serve the kids in the long run.	Nov 30, 2011 9:35 PM
146	With GOOD teachers, we should set higher expectations for American kids and allow kids to feel the fire of healthy competition and reward TRUE accomplishment.	Nov 30, 2011 9:19 PM
147	Schools waste tones of money trying to save money. I know that when Conestoga and Southridge HS were built in Beaverton they were not big enough nor did they use quality building materials. Construction companies bid on private jobs with an 18-22% overhead to make money; public jobs on the other hand are bid with the slimest of margines, say 5-6% and within the construction specs the build in cheap materials and many things that later need to be or should be changed. They don't get changed so as in the the two aforementioned schools, have their entire facade replaced within 5 years of construction and quietly cost taxpayers more money than they agreed upon-whose fault-the taxpayers for not voting with their supposed own best business sense!? You get what you pay for.	Nov 30, 2011 8:49 PM
148	Fund the early years more. Many of our students need a stronger start in life with more involved and educated parents. The primary years are underfunded and too many cuts have been made in literacy areas like music and libraries. Both are shown to help students achieve more success in later years.	Nov 30, 2011 8:28 PM
149	It is important that we invest our dollars in academics and curricular areas first within our school systems. Extracurricular activities should only be paid for with education dollars if there is enough money to support schools the way we have in the past. Currently, with not enough money to support everything, we need to assure that we are putting our students academic futures first, not increasing class sizes and cutting days while still supporting after-school sports and club type activities.	Nov 30, 2011 8:14 PM
150	Early education and parental involvement from the moment a child enters school are the first steps to successful students. Stop discouraging parents to postpone their younger children's entrance into kindergarten. The sooner a child learns	Nov 30, 2011 7:42 PM

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	how to behave and succeed in a classroom, the earlier their special needs will be identified, the sooner language learners will acquire English, and the sooner all children will learn vital skills like reading. I know it's an unpopular idea, but a later kindergarten cutoff date would get a higher percentage of kids the help they need in school sooner.	
151	We should be preparing students as learners, not the next level (ie: middle school to high school).	Nov 30, 2011 6:37 PM
152	When increasing graduation rates, we need programs that increase QUALITY graduates, not programs that just find a way to get a student a diploma.	Nov 30, 2011 6:36 PM
153	The purpose of high school is to prepare the students to be useful in our society in what they want to do. The idea that all students want to go to college is a false premise. Many of our students drop out because we do not offer them a pathway to their idea of the future. Some want to be painters, carpenters, hair dressers, electricians, artists and automechanics. Our schools are failing to provide for the needs of the kids who do not want to go to college. Increasing the number of math classes does not improve graduation rate for schools. The other thing we must counteract is the reality that many students can be gang members, sell drugs and get involved in other seamy endeavours which pay more than many jobs.	Nov 30, 2011 6:00 PM
154	A quality education starts with success in the beginning. Focusing on students at risk in the beginning of their educational experience should be our primary concern. If we are truly dedicated to the improvement of our society.	Nov 30, 2011 6:00 PM
155	Help students be ready for what is appropriate for them through more career (both college and technical) counselling, at an earlier age, and more frequently with parents as part of the conversation.	Nov 30, 2011 5:44 PM
156	It is crucial students get help in being on grade level in upper elementary grades before kids get too discouraged/embarrassed and quit, and before they move on to Middle School where they have even less one-on-one help. We are well aware that prisons estimate the number of beds they will need in the future based on how many students are reading on grade level by third grade!	Nov 30, 2011 5:03 PM
157	We need to remember that not all kids are destined for college. We need blue collar workers and that is a noble profession. Sometimes we forget this fact.	Nov 30, 2011 4:55 PM
158	When I marked early childhood as a higher ranking...I'm actually speaking of full day kinder for all (vs. preschool for all).	Nov 30, 2011 4:46 PM
159	Students should have the opportunity to excel in things they are good at, and maybe not do so well in some of the other things. Some sort of composite score might be appropriate instead of a one-size-fits-all benchmark for all subjects.	Nov 30, 2011 4:28 PM
160	Reading is an essential focus, but it should be linked to writing instruction which is an equally important foundational skill for students to have. Improving students reading and writing skills in the early grades will lead to better prepared middle school students and better prepared college students.	Nov 30, 2011 4:13 PM
161	We need to realize that four year college education isn't for everyone. There are	Nov 30, 2011 3:43 PM

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trade schools, business schools, and apprenticeships that students should be informed about and prepared for a reasonable alternatives to a four year college education.

162	I teach at the high school level, so I have a personal concern about middle school students being prepared for the rigors of high school academics. However, I also strongly believe that if the state can invest adequate funds in early education so that all students are ready for kindergarten and for improving literacy and math skills in the early elementary years, the other problems on this list will also be resolved, as those better prepared and educated students hit the high school level.	Nov 30, 2011 3:29 PM
163	It is frustrating that we do not prioritize education more in this state and nation. Where do we think the next generation will learn?	Nov 30, 2011 3:26 PM
164	Providing a comprehensive education to all students. Too often in this test mania time the strong middle and high end are ignored, get bored and go in directions that don't produce contributing Oregonians to our state's society, think tanks and work force. This means well-trained teachers that KNOW how to teach, not parrot prescriptive teaching lessons. Successful students have indicators that are NOT on multiple choice state testing, these should be as important as any state testing...multiple measures are necessary to appropriately define/identify success and instructional needs.	Nov 30, 2011 2:51 PM
165	We give so much to students of color and economically disadvantage through our schools. We have more ELL teachers per/student than we do have reading or literacy specialist. We need to focus more on the average and above average students if we want to boost our education and economy	Nov 30, 2011 2:48 PM
166	I think we need to focus on getting younger students their reading skills because without those it is difficult to build from there. I'm not sure but I almost feel like we are trying to hard to get high school students to take college credit and be ready for college instead of getting skills that will help them get ready for the work force or college and to prepare them for an independent life.	Nov 30, 2011 2:35 PM
167	The largest expense in education is wages. The PERS contribution is now over 17%. Private sector employees are limited by law and only allowed to contribute 15% toward their retirement. PERS must be replaced with a sustainable retirement system.	Nov 30, 2011 2:29 PM
168	How about increasing high school graduation rates for everyone?	Nov 30, 2011 2:26 PM
169	All the above are very very very important! The whole form of question is wrong! Can you rate your children according to the highest to lowest priority?!	Nov 30, 2011 1:52 PM
170	Investing more early on will pay dividends throughout K-12 and beyond. Integrating early childhood into the overall system is essential.	Nov 30, 2011 1:24 PM
171	All areas are important, but since each builds upon the last, dollars spent on intensive reform efforts should be concentrated at lower grades first, and then reform should move up the ladder.	Nov 30, 2011 1:23 PM
172	I am 44 years old and education in Oregon has been under funded and unstable	Nov 30, 2011 12:56 PM

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since I was a child. I am ashamed and embarrassed when I speak to educator friends in other countries where such unstable and insufficient funding would never be allowed. I know Oregon is not alone in this shameful behavior, but we are leaders in so many other areas. It's time we become leaders who can show the rest of the country what it looks like to value education enough to fund it adequately and consistently. The old saying "you get what you pay for" is true. As long as we continue to ask teachers to do more with less, we will continue to struggle and not be able to attract top quality teachers.

173	I could not select more than than question. The preparation of children for high school and college should ideally begin at pre-K and elementary school. But, drill and kill and killing the soul and dooming many to early drop-out. High quality curriculum and teachers with supportive administration, staff, and community are the best options. Accountability for student achievement should also not rely solely on state tests. Teachers' assessments of students' work/projects/portfolios etc should be rigorous and continuous from one year to the next. Also, what really is the plan for students who are behind grade? Better and earlier interventions need to be developed and/or communicated. Some students will need alternate routes. What will these be? How can the present system be more flexible to accommodate more abilities, interests, and choice?	Nov 30, 2011 12:36 PM
174	Increasing counselors in the district as they are the best to see what a school needs and does.	Nov 30, 2011 12:09 PM
175	Students need to be helped early especially in reading; it ties to almost all other subjects. The early grades are the most important along with the transition to high school. Kids need to feel confident that they have the skills to succeed at the next level.	Nov 30, 2011 11:41 AM
176	It is essential that resources prioritize service and supports to struggling students. These resources make it possible for all boats to rise... I strongly support investing resource in graduating students ready and able to go on to college level classes but do not think this necessitates directing resource to earning college credit prior to graduation	Nov 30, 2011 11:33 AM
177	We have set the standards so high(and they are going up more significantly soon) we have made a basic HS diploma virtually inaccessible to the poor, the ELL, special ed. students and minorities in many cases. These are the very citizens public education was designed to serve and we are chasing them out in droves and telling them they are failures(dropouts). Most of these kids are smart, skilled, and good citizens, who could be trained for high skilled jobs and trades, but we only value and measure classical academics and insist everybody goes to college- which has always been a fallacy and is the primary flawed false premise behind raising standards and this whole accountability movement that has us completely on the wrong track. I believe in Mr. Kitzhabers' emphasis on proficiency, innovation, and creativity. We need a revolution in education and if we don't lead it soon, public education and the system as we know it will fail very soon with disaterous results. Figure it out...not all kids want, need, or should go to college...While we can, should and do provide all kids with great literacy skills and fundamentals; to assert that All kids must start with Algebra and get through Algebra Two, or pass any one of the arbitrary and biased state assessments, is illogical and unfounded by research. Such a premise is not supported by nor congruent with, what we know about adolescent development and brain	Nov 30, 2011 11:21 AM

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research, nor by educational research and what we know about best practice. In addition to being illogical to continue on this path, it is plain stupid and borders on criminal behavior toward our most venerable citizens and it's high time a highly experienced and successful expert in the field stands up with a moral conscience and sense of decency and says, " Stop this nonsense, use your common sense and change course for our kids sake!" Continuing to "Raise the Bar" has already proven a failed model, how many more kids have to dropout before we recognize the flaw??? How about a sixty percent dropout rate? No hospital would continue a medical procedure with a 40% death rate/loss rate (see turnicate) come on Dr. K change the practice immediately our survival depends on it..... Thanks, [REDACTED]

178	With so much power being taken out of teachers' hands, it's important that we send a strong message to students of responsibility and skills. There are real life consequences and a lack of skills that our students are not understanding through this process of social promotion. By passing them from grade to grade in elementary and middle levels, students have more ability to screw around without consequence, not take school seriously, and with rising class numbers and limited instruction time, we cannot continue to promote this relaxed approach to education.	Nov 30, 2011 10:58 AM
179	I wonder how important it is to have more students prepared for college if they cannot afford to attend and their is so little help with grants.	Nov 30, 2011 10:44 AM
180	All stakeholders should be involved in decisions: the community, legislators, parents, AND EDUCATORS. Critical decisions about our education system should include input from education professionals.	Nov 30, 2011 10:40 AM
181	Sometimes there is only so much we can do at the high school level to bridge the gap when kids come into high school inadequately prepared. We can only scaffold so much. Until we get kids mentally and academically prepared for rigorous high school work, we can only push them so far.	Nov 30, 2011 10:16 AM
182	(where 1 is least important and 7 is most important)	Nov 30, 2011 9:58 AM
183	this is ridiculous. rank in importance? this is what's the matter!!!	Nov 30, 2011 9:49 AM
184	Will Teacher's Unions even allow improvements to schools or just continue to block all change & put it's own interests ahead of student achievement?	Nov 30, 2011 9:45 AM
185	I volunteer on the site council of a "failing" elementary school because I know those kids and their parents are not failures. There are too many cases of 3rd graders reading at a 1st grade level. I think early childhood education, focusing on readiness for reading, and extra coaching for kids in the early grades who are having difficulty are all huge. I also think kids who find reading easy should not be stifled by drills directed toward those who find it more challenging - they should be encouraged to read at their own level and explore what the written word has to offer them.	Nov 30, 2011 9:39 AM
186	We know how to provide a good education to most students, and are quickly learning more. Follow the real research. Fund the programs we already have.	Nov 30, 2011 9:35 AM

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187	As the unemployment rate remains high in Oregon, it is important for students to prepare themselves when they enter the job market. Many jobs now can require a college degree because of the high rate. Students need to keep that in mind while in highschool and prepare for that next step. By placing emphasis on the upper classes does not mean that the the lower grades are not important. There should be an emphasis from the moment a child enters school that they can be someone when they grow up so everyday is important to their development.	Nov 30, 2011 9:29 AM
188	Our current school system is trying to start students reading and writing earlier and earlier before they have developed other critical skills. Young children need to have many opportunities to move, build, draw and play before being expected to sit for long periods of time.	Nov 30, 2011 9:25 AM
189	This section of the survey didn't work !!!! Selections didn't stick...	Nov 30, 2011 9:17 AM
190	If young children do not enter school ready to learn, the school system has limited ability to make up for lost time, unless the student and family are very focused on supporting that. In addition, regardless of whether students go on to further training or not, they ought to be as ready as they can to work, even if it is in jobs that do not pay necessarily what we all think they should.	Nov 30, 2011 9:15 AM
191	I think students should leave high school with life skills and ready to begin a trade or go on to college. I think the colleges are too expensive and that a student doesn't get their money's worth. I also think we need to look at the teacher training programs and make changes that will better prepare graduates for the teaching profession. Look at how teachers are trained in some of the European counties.	Nov 30, 2011 9:08 AM
192	Statistically students enrolled in early childhood programs perform better than their peers at first, but the advantage levels out as they move through elementary school. No research to support that it makes a difference later in their education.	Nov 30, 2011 9:05 AM
193	See other comments above on the following: Trade classes, options for trade schools!!!! Interventions!!!! Standards-Based learning without state testing as main emphasis! Teacher judgement is more important. !!!	Nov 30, 2011 8:58 AM
194	I'm not 100% sure if the sixth sentence above is asking if we should increase the graduation rate of college students but that is how I interpret it.	Nov 30, 2011 8:57 AM
195	Not every student wants to go to a four year college. Many students would enjoy technical training and being prepared for a technical job right out of high school. While reading, writing, and math are exceptionally important, if students have proven skills in those areas, why do we not provide more technical options for 11th and 12th graders? The vast majority of students who drop out of high school would thrive in an environment specifically designed to put them into the workforce.	Nov 30, 2011 8:57 AM
196	It is absolutely critical that we get kids reading while they are young (i.e. expose them to reading before kindergarten). I've heard way too many stories from kindergarten teachers of how they'll hand a book upside down to a student the first week of class and the kid will open it and have no idea that it's upside down because they've never been exposed to reading and books by their parents.	Nov 30, 2011 8:54 AM

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This kis is already behind the 8-ball.

197	Why must we rank these? More than one is the most important. This is what I mean by showing support for teachers. Having the public choose, like _Sophie's Choice_, which improvement will not work. You need to fund and support all of these.	Nov 30, 2011 8:44 AM
198	Success and preparation early on in education is what makes success in high school and beyond feasible. Without a strong foundation in pre-K and elementary, students will struggle throughout their education.	Nov 30, 2011 8:36 AM
199	This was tough because so many of these are of equal importance.	Nov 30, 2011 8:31 AM
200	These goals are all important. Ranking them is not relevant to increasing success within the system.	Nov 30, 2011 8:24 AM
201	Your 5th 6th questions say the same thing.	Nov 30, 2011 8:15 AM
202	The only way to improve results at the higher levels is to take more time and focus more energy at the lower levels - improving and increasing our efforts to engage students in their education at an early age and teaching them (inspiring them) with learning so they take responsibility for their own learning.	Nov 30, 2011 8:14 AM
203	I am very concerned and lacking confidence in the direction ODE will take our schools.	Nov 30, 2011 8:11 AM
204	I don't believe that Middle School students need to prepare for rigorous high school work so much as have excellent instruction during middle school, such instruction that accounts for the maturity level of a middle school child. The rigor of high school will come on its own, as the student matures into understanding what that rigor is. I think adding the pressure of 'being ready' for the rigor of high school is something a middle schooler isn't ready for.	Nov 30, 2011 8:06 AM
205	Your not looking at colleges. Are they truly preparing students / young adults for job employment??? They get \$\$\$ and students end up with (some) alot of debt with a degree that means nothing (job options). Look at the whole system!	Nov 30, 2011 7:55 AM
206	I have seen a lot of money thrown at curriculum that just sits on storeroom shelves. Is there a way to make the curriculum purchase process more adaptive and/or reflective of student need? Also, as money has tightened and standards have become more strict, creativity and critical thinking seems to be an afterthought (especially since the state test is easily exceeded with little of either)	Nov 30, 2011 7:40 AM
207	I think all day kindergarten is a waste of money. The kids are too young to spend all day in the classroom learning and the parents are substituting daycare for school. Basically you are funding daycare which is inappropriate use of taxpayers dollars. I do think preschool is valuable to children, but they are best served going to them for 2-3 hours, 2-3 days per week. It is enough stimulation and social learning for the 3-5 year old, then they need a healthy snack and a nap!	Nov 30, 2011 7:35 AM
208	I've ranked the priorities sequentially by age of the student, since if you improve from the bottom up, improvements in the later grades will often automatically	Nov 30, 2011 3:42 AM

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follow. For example, if students arrive ready for kindergarten, that should result in improved reading skills in the early grades. I think it's not enough just to improve graduation rates for students of color and low SES students. It's more important to make sure that they're actually learning and retaining the material throughout their school years. I'd hate for there to be pressure only on increasing graduation rates, if that leads to graduating unprepared students who are likely to fail once they get to college. Given the high levels of student debt and the dismal job prospects, I think it's crucial to allow students the opportunity to earn college credits while still in high school. I also think it's important to support those students who are not interested in going to college, but who would prefer to learn a trade.

209	too bad we can't get rid of ineffective teachers just because they have seniority which also allows good, newer teachers to be let go when budgets are cut.	Nov 29, 2011 11:52 PM
210	Consider the fact that if you approach community college/Oregon university system students with the goal of increasing their resources, you might miss where the most important beginning piece is at the elementary level. On the other hand, adding a mandate for money to go to early childhood programs/preschool vs. balancing the cost of schools K-12.	Nov 29, 2011 11:20 PM
211	Earlychildhood is where we need to spend our money. Proactive not retroactive.	Nov 29, 2011 11:12 PM
212	Students CANNOT achieve at the high level required with the Common Core Standards with current class sizes because teachers CANNOT teach as much due to the time required for classroom management with such a large group. Reducing class sizes will make a huge difference in student achievement because teachers can actually take the time to go over material more in-depth and make sure they connect with each student during the class period to ensure that they are understanding the material presented. This is where the investment in education should go first because as the class sizes become smaller, progress can be made toward each of the other goals set forth in this survey.	Nov 29, 2011 11:11 PM
213	Oregon has no spending problem. We have a revenue problem. Return top tax bracket to pre-1980. "Not politically feasible" is a coward's argument.	Nov 29, 2011 10:43 PM
214	Behavior or support staff to work with students who are troubled by family or personal problems, refer them to social service agencies, arrange for individualized program to keep them in school.	Nov 29, 2011 10:31 PM
215	teachers are my number one priority for money. Support them, compensate them, and they will in turn have a positive effect on our children!	Nov 29, 2011 10:12 PM
216	Yes - great places to focus. Focus EARLY. Offer full day K for all, that would be a huge start. It does not have to be government funded, just add more of the classes, and maybe make them a little cheaper so all may join. The reading and future success would be tremendous. For middle school, the high school preparation should be geared towards "smarter" work vs. just "more" work. Let the kids work their brains. That does NOT mean endless homework. Live in the present for high school, not always focused on college. All this talk of college, not high school. The kids are there for high school, so give them a fantastic high school education. Let the students be concerned about their own college acceptance and success when that time comes. Focus on the present with high	Nov 29, 2011 10:11 PM

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school. Just teach so the kids can learn, work, grow and be successful in HIGH SCHOOL. And then success in college, if they choose to go, will come.

217	SMALLER CLASS SIZES! It is almost impossible for a child to fully learn without individual one-on-one instruction that is possible with fewer students. Most other states have limits in the 20s.	Nov 29, 2011 10:08 PM
218	Ranking these in an order of highest priority is impossible! All of these areas are quite important.	Nov 29, 2011 9:57 PM
219	I love the idea of helping students become more college and career ready after high school. It's vital to start from the ground up though, meaning put the most emphasis on raising the bar for elementary grades first, and then trickle up to middle and high schools.	Nov 29, 2011 9:52 PM
220	Options 5 ("Graduating more students...") and 6 ("Increasing the number...") are not clear enough to be decidedly distinct from each other.	Nov 29, 2011 9:44 PM
221	Have more Early Intervention classes. Have more Speech Classes, more HQ trained aids, training using PBIS, training in Autism, especially the first six years of their lives. Aids in these fields required to learn sign language to help these kids communicate with their teachers and with their families. (Austistic kids are visual, not auditoral)	Nov 29, 2011 9:42 PM
222	Starting early is important. Focusing on elementary and middle school children is very important. If we lose them in the early years it is very difficult to engage them in high school. I would also like to see more communication between kindergarten teachers and preschool teachers. Preschool needs to continue to be a time for learning through play with prep towards kindergarten.	Nov 29, 2011 9:29 PM
223	Far too much is spent on the very slowest learners, far too little on the fastest. Consider that there are high schools in Portland that do not show up for science fairs, science bowls, knowledge bowl, debate, ... the staff does not get paid, and parent volunteers are not enabled. Bright kids are left out.	Nov 29, 2011 9:08 PM
224	It is necessary to build the foundational skills in Early childhood/early elementary so when the students reach middle school they are ready to prepare for rigorous high school work which will then lead them to graduation which will increase graduation rates and be prepared to go onto college. Without a solid foundation early, we will always be "catching students up" in middle and high school. These students who play catch up don't catch up and are frustrated by the obstacles they face and often find it easier to give up.	Nov 29, 2011 9:02 PM
225	While College education is vitally important, early investments in education are necessary to get students to that spot. Also, not all students will attend College, but need educational skills for all job paths.	Nov 29, 2011 9:00 PM
226	It is critical that any investment in early childhood programs be equally or nearly as equally matched with middle school programs and supports; research supports the assertion that early childhood gains will likely fade, especially for children of poverty, when adequate social, emotional and academic supports are not also in place to help pre-teens and early adolescents manage the dynamic biological, neurological, social-emotional and academic changes they encounter	Nov 29, 2011 8:56 PM

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	during these years.	
227	Early intervention for students is so important. If students can experience success and growth early on, their confidence and willingness to take risks to further their knowledge and skills is increased.	Nov 29, 2011 8:41 PM
228	Students of color and minorities and those with disabilities need more help, more support , more monitoring, more parent involvement. more communication between teacher and parent, less lazy teachers, more teachers willing to motivate and go above and beyond the call of duty	Nov 29, 2011 8:39 PM
229	Dorms for homeless teens would be helpful.	Nov 29, 2011 8:38 PM
230	If we look at brain development and reading ability, the focus is on the first 2000 days of life and the human mind's ability to learn language, process thoughts and ideas, and read...additionally, statistics state that if you don't read at grade level by third grade you never will...obviously, those years before kindergarten need to be utilized, not wasted in front of the TV or treating our youngest citizens like mindless twits, and then we need to foster brain and literacy development in our early elementary years not by state test and assessments, but through real life experiences and teaching life skills.	Nov 29, 2011 7:54 PM
231	This was really tough. I want to mark them all 1.	Nov 29, 2011 7:52 PM
232	Many children of poverty begin falling behind the day they're born. The sooner we intervene, the better.	Nov 29, 2011 7:39 PM
233	Drop the Extended Application graduation requirement, so schools can use resources as they see fit to prepare their students for post HS work and study	Nov 29, 2011 7:35 PM
234	Early childhood. Home visits to those kids in desperate need of parenting. PARENTING EDUCATION. Social support. The education system needs to work with other social service agencies to identify ways to help our neediest kids.	Nov 29, 2011 7:32 PM
235	All of these used to be top priority. It is outrageous we can only select one over the other as top priority...	Nov 29, 2011 6:59 PM
236	There are many factors that keep students from post secondary education. One of the most important is the abysmal economy. Many students would have to take out loans to get an education and then have no job. Until the economy improves it is hard to justify to students why they should go \$80,000 plus in debt to get a four year college education. We should be investing more in high school to develop and have more classes that actually train students so they can get a job out of high school that pays more than minimum wage!	Nov 29, 2011 6:57 PM
237	When designing a survey, the top number should always be the top score! Assume the respondent doesn't read closely the instructions. Again, please take a course in survey design. These results in this section will be slanted. This section is a joke, as a business instructor I would fail my students if they designed something like this.	Nov 29, 2011 6:39 PM
238	Reading skills in early grades are very important, but many kids are not developmentally able to learn to read in KG and 1st grade. The recent academic	Nov 29, 2011 6:36 PM

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push for KG and 1st graders has failed many kids (often energetic boys) who would normally learn to love school had they be given the opportunity to learn thru social play skills, experiential learning projects and literacy enrichment with hands on art. I'm seeing kids feel bad about school in KG because their bodies can't sit in a chair for extended periods of time.

239	I personally think that Career Technical Education is a major part of what we need to rebuild this country and our economy. Dollars spent in this area will save us a lot of money later. I feel a much larger share of the educational dollar should be spent in this area.	Nov 29, 2011 6:14 PM
240	Increasing high school graduation rates means interventions in lower grades. If students were engaged in their learning, successful at reading and writing, and were told from the start that they were going to be successful at school, graduate high school and attend college, more kids would be successful at high school and graduate.	Nov 29, 2011 6:13 PM
241	Forcing all students through a college prep program is abusive and counter productive.	Nov 29, 2011 6:05 PM
242	Get to these children EARLY!!! My 3 year old son almost recognizes all sounds in the alphabet and half of my students do NOT. Get them EARLY!!!	Nov 29, 2011 6:02 PM
243	Early childhood education programs don't work. Every study done shows no lasting benefit from them. They are simply an expensive child care service. Eliminate them and spend the money where it pays off.	Nov 29, 2011 6:01 PM
244	I believe that by focusing on improving reading skills in elementary grades, enrolling students in preschool programs, and helping middle school students prepare for rigorous HS work, graduation rates for all would increase as well as prepare students for college/trade school/certification programs/military as their choice of initial careers.	Nov 29, 2011 5:46 PM
245	The best place for high school students to earn college credits is in their high school, with teachers who are expert in teaching to their age group. I investigated whether my high schooler could take a history class at our local community college, and found they offered only two history courses, both of which were better covered at the high school level by the IB program. They did offer 4 full pages of welding classes, but that is not his academic interest at the college level.	Nov 29, 2011 5:46 PM
246	Early literacy is by far the most important!!!!!!!!!!!!!!!!!!!!!! However it must be remembered that kids do not achieve early literacy for many reasons; attendance, homelessness, migratory, abuse, and low cognitive ability.	Nov 29, 2011 5:29 PM
247	whatever happened to value in artistic development, social service, creativity. These skills help us to be creative thinkers, problem solvers, and to think of others.	Nov 29, 2011 5:25 PM
248	We have to begin to see education as a way of preparing kids for the future. It is all tied up in the change in our society. What does hard work mean? We are caught up in the "bling" mentality. Why do many families spend more money on television and phones than they do on food? Why do school districts pay more for	Nov 29, 2011 5:21 PM

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fancy new curricula and so called "experts" to come in and "fix" things when I have no computers in my classroom except the one I am typing on?

249	look at the working conditions in Salem in the Department of Education and then visit a rural school...notice which has the shiny open spaces with pretty places to work...	Nov 29, 2011 5:20 PM
250	Prevention instead of intervention....yes preschool is the answer!!!	Nov 29, 2011 5:17 PM
251	We always forget the fact that there are those students that also need to be prepared in the trades. Not all students want to go to college. That does not mean that educating them with a proper livelihood is not important and valuable. They then have every means of being successful and affluent based on their interest in a trade rather than a college degree. As important as a college degree is, realistically we need to fill the need and goals of these students as well.	Nov 29, 2011 5:11 PM
252	I am in elementary education so feel the strongest about that area. The thing about education is we keep reinventing the wheel. What we need is the support to keep the teachers we have strong and in Oregon. We need benefits that match our interest. When employees of a private company leave they are offered raises, incentives, insurance, stocks, cars, etc. In public life we have none of those things. Why would we attract any new people to education? We need to properly fix this system and maintain an integral part of American life. The melting pot really is the public education model. It is aworthy system to save.	Nov 29, 2011 5:05 PM
253	In order for college to be an option, it needs to be within financial reach. Today, that does not exist in Oregon. We need to create apprentice programs and vocational schools within the Jr. College system like other states. A degree will become outdated in many jobs of the future. Crate pathways to work. Most jobs in the state do not create wages to repay \$50,000 to \$100,000 in loans that a degree costs.	Nov 29, 2011 5:04 PM
254	I can't even answer these questions because they are so poorly constructed. Is question #4 the only question that applies to students of color? If I prioritize 5 over 6 does that imply that I don't care about economically disadvantaged kids? And question # 6 makes no sense at all. Beyond that, \$ should be prioritized based on the quality of the programs--not the age of student they target.	Nov 29, 2011 4:58 PM
255	If students are prepared from the beginning and know how to read and write they will be ready for rigorous high school work. This will lead to improvement in the other areas, i.e. increased grad. rates for all students and being prepared for post-secondary education, whatever that may be.	Nov 29, 2011 4:50 PM
256	Kindergarten should be where students are preparing for school success, not preschool. Return kindergartens to developmentally-appropriate skill-building centers where opportunities for hands-on exploration, discovery, and cooperative play abound. We're forcing much-too-young children into academics. Let's get back to developmentally appropriate teaching rather than prepping three- and four-year-olds for the rigors of kindergarten!	Nov 29, 2011 4:47 PM
257	This gives young people a choice, not all will go to college but all can live successful productive lives.	Nov 29, 2011 4:41 PM

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258	There is too much focus on college in our high schools and no focus at all on other paths to careers (like apprenticeship and trade schools). Also, some students do NOT have the ability to be successful in college and yet they are only given an academic education. As they walk out the door with a diploma, they have no survival skills for real life ... but might be able to write a nice 3 paragraph essay on a career of their choice! Put our kids back to work by contributing to their communities instead of always being on the taking end. What happened to kids working in the school cafeterias where they can learn some real job skills. Academic success is only one piece of the puzzle of life.	Nov 29, 2011 4:33 PM
259	Rank ordering these seems sad and WRONG.	Nov 29, 2011 4:32 PM
260	PLEASE stop blaming the educators, and do your job, Salem, in restoring adequate funding for public education in Oregon. It's a mess. Class sizes are teeming, school years are shortened, when we have good evidence as to the indicators that predict education success. State testing as the end-all, be-all, is not the answer. Focusing on closing the achievement gap is vital. PPS should be appalled at their poor graduation rate.	Nov 29, 2011 4:32 PM
261	It makes sense to concentrate strategies from the ground up, to build a solid learning foundation.	Nov 29, 2011 4:27 PM
262	We spend countless hours, meeting with students, administrators and parents setting goals for the children. Goals that are compromised because of unruly students. However, the state and districts do not acknowledge there is a significant issue with the difficult behaviors of many students!!!!	Nov 29, 2011 4:25 PM
263	The resources should not be limited. School districts in upstate NY spend between \$14500-\$22000 per child per year. Suffolk county spends \$30,000. People of this state need to get a clue that education is expensive, however, it's more expensive to house criminals in prison (\$40,000-\$100,000 per year) or even worse that they die young in criminal activity. These decisions should not be left up to people, but to an elected intelligent legislature with backbone, who should vote in to law what needs to be done, new taxes, and if the people don't like it then they can "vote the bums out."	Nov 29, 2011 4:24 PM
264	Not all of our students will be college bound. To believe so is to live in very harmful denial. How are we preparing children who will not be able to attend college? We mustn't forget these adolescents and young adults. They also deserve a chance at a quality life and should be provided with a public education that truly prepares them for adult living and responsibilities.	Nov 29, 2011 4:22 PM
265	I do not think that the state should have to provide early childhood or preschool programs, however I do think the state needs to make kindergarten mandatory. Helping in my child's 1st grade classroom it is very apparent which kids have been in some kind Kindergarten or preschool program and which kids have not. I see at times this put great stress on the teachers to teach so many kids on the classroom. Also I know that because of state education budgets there has to be cuts, but having an average of 28-35 kids in a classroom is not effective for kids to learn. I think if you need mandatory statewide that classrooms can not be any larger than 18-20 kids.	Nov 29, 2011 4:18 PM
266	The goal to "graduate more high school students" is directly connected with	Nov 29, 2011 4:12 PM

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improving reading skills in early grades and early childhood. Kids drop out emotionally long before they drop out physically. Also, remember many of our undocumented students do not have the option to go to universities and colleges.

267	We really need more early childhood literacy support programs for Hispanic parents.	Nov 29, 2011 4:11 PM
268	The gap is widening not at school, but OUTSIDE of school.	Nov 29, 2011 4:10 PM
269	There also needs to be discussion and research into "engagement or motivation" of middle school and high school students.	Nov 29, 2011 4:07 PM
270	There are so many kids who can't even read at grade level and who have no preparation to do anything except work in service jobs. Less than half our kids GO to college. What about the rest of them? We spend NO resources on them! Trades? Healthcare careers? Auto, electrical, plumbing. Hello? We need to have people who can do these things and they pay well.	Nov 29, 2011 4:04 PM
271	All "investing in public education" options listed above will be touched upon if we re-invest in school librarians. Read the research here: http://www.lrs.org/impact.php	Nov 29, 2011 4:03 PM
272	This set of questions did not function correctly. When I checked one box it deleted others. I could not complete.	Nov 29, 2011 3:57 PM
273	Pushing rigorous higher level work into middle school is a mistake. The "middle school concept" of exposing students to a wide variety of interest areas and applying skills to integrated projects is a much better fit for these socially motivated students. Have we forgotten what we've learned from brain research? Pushing students into higher math requiring high cognitive levels that less than 25% can attain only frustrates these students and creates anger and stress. Remember brain growth spurts.	Nov 29, 2011 3:43 PM
274	I am disappointed to see life skill courses such as ag and shop and the arts being cut for lack of funds. We need these courses to keep our students engaged and motivated.	Nov 29, 2011 3:34 PM
275	We must come to terms with the fact that NOT all students are college-bound. We need also to address the needs of those students who are more interested in trades.	Nov 29, 2011 3:27 PM
276	I think there is too much emphasis on going to college and not enough on basic skills. We need people to be hair dressers, construction workers and to pump gas. Why are we doing nothing to prepare children for the real world.	Nov 29, 2011 3:17 PM
277	Most of these issues will be resolved for "normal" students if the approach was more engaging, less based in reward and punishment, and children had their basic needs met. I child can't learn, if he/she is dealing with hunger, homelessness, medical/dental/psychiatric issues. I think approaching just one issue at a time is missing the point. Most important to me for those "normal" kids who don't face those issues is making education fun, engaging and relevant. Sitting in a classroom, taking tests, and having someone talk at you isn't	Nov 29, 2011 3:13 PM

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inspiring. Kids needs to get up, get outdoors, get their hands dirty in soil and paint, have a change learn and experience music, see how the math they are learning works in real life, then they will enjoy learning.

278	Let me explain why I ranked as I did: Good ECE will help long-lasting effects; the farther behind a student starts, the worse it is. Improving reading skills in elementary is 3rd for me because I think it has been beat into the ground--we know what works, we just need the resources to do it; Helping ms students is really important but not just be "interventioning" them to death--let's motivate them to LIKE to learn through relevant learning. Our students need to feel hopeful about their futures--that is motivating, not stressing them out with unrealistic goals (most professions really, truly don't require Alg. II)--let's talk about Pathways & Careers and get back to the emplyability skills.	Nov 29, 2011 3:03 PM
279	Question 3 assumes middle school staffs are not preparing students for high school, do you have research that supports this, as I have not seen any published?	Nov 29, 2011 2:58 PM
280	This is artificial ranking: In order to achieve higher college degree attainment rates, all of the preceding investments will need to occur throughout the system.	Nov 29, 2011 2:57 PM
281	suggest reading: Falk, J.H. & Dierking, L.D. (2010). The 95% Solution: School is not where most Americans learn most of their science. American Scientist, 98, 486-493.	Nov 29, 2011 2:46 PM
282	Pre-K and earlier can really improve the readiness of kids to come to school. However, the kindergarten and first grades have become developmentally inappropriate. I am afraid this sets kids up to develop negative attitudes about school. This needs addressed!	Nov 29, 2011 2:44 PM
283	I wish that WRITING skills had been included somewhere in this survey.	Nov 29, 2011 2:37 PM
284	It is time to begin a serious discussion about the need for year around schooling. We could aggressively address core subjects during the school year and then in the what are now summer months address the arts, more history and other subjects that have been cut during the school year. Every study that has been done shows children lose a year of academic standing for every three months they are out of school. We no longer are an agrarian society, end the summer vacation practice.	Nov 29, 2011 2:31 PM
285	I am a single, working mother, so my son went to daycare at birth, then preschool and pre-k. He was way ahead of many students, in kindergarten, who stayed at home. Many kids start out that way now, and there is a large gap in education in kindergarten versus the kids who do not have any formal school training. It must be very hard on the teachers to have this large gap at that age.	Nov 29, 2011 2:19 PM
286	Preschool needs to be added to schools and kindergarten should be all day!	Nov 29, 2011 2:16 PM
287	It has been shown in numerous studies in peer-reviewed journals that pre-k (Headstart) programs allow children to get a small jumpstart on learning, but that the benefits disappear within a few years. I wish the states would stop dumping money into these ineffective programs.	Nov 29, 2011 2:07 PM

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288	Increasing the graduation rates for all students, including students experiencing disability. I'm offended that any people group would segregated onto or off of our goal of improving graduation rates.	Nov 29, 2011 1:55 PM
289	The pressure to increase graduation rates only pressures the teachers to accept a lower standard.	Nov 29, 2011 1:49 PM
290	Career technical training should be included in desired outcomes for students who do not want to go to school out of high school. Plans for graduates not yet ready for or desirous of college should be formulated with as much are as students planning to go to college.	Nov 29, 2011 1:43 PM
291	The average poor five-year-old comes into school with a 3,000-word vocabulary. Her more affluent peers have a 28,000-word vocabulary. Our achievement gap begins at home, not in school. In school, our FUNDING GAP prevents the distribution of costly but effective interventions that would allow poor children to catch up and keep up. Summer slippage compounds the problem. Look at the research; it's all there!	Nov 29, 2011 1:40 PM
292	You have not listed the rating scale for this last section, therefore do not know how to answer.	Nov 29, 2011 1:34 PM
293	This last section was particularly tough. I think we have focused on early childhood and elementary skills, perhaps to the detriment of middle and high school students. I think all grade levels deserve focus....	Nov 29, 2011 1:31 PM
294	Some of these are so interdependent, ranking is really hard ...	Nov 29, 2011 1:22 PM
295	I think the better we do early in the education process (elementary) the better chance we have of being successful at the end of the process (high school and college).	Nov 29, 2011 12:52 PM
296	Smaller class sizes across the board would help in all areas of education.	Nov 29, 2011 12:42 PM
297	Without full day kindergarten, the pre-K level work will be lost or stagnate.	Nov 29, 2011 12:39 PM
298	These are all very high priorities on my list--they are all interconnected.	Nov 29, 2011 12:33 PM
299	I don't believe early childhood and preschool programs in and of themselves improve learning and achievement, but somehow getting to and working with families of these youngsters could help. By doind the second, third, and fourth statemetns, I believe the fifth statement would happen more often.	Nov 29, 2011 12:22 PM
300	I think there is too much focus on young children learning how to read in Kindergarten. The standards are set higher every year. My daughter was considered behind at the beginning of 1st Grade and she is now in 3rd and exceeds. Give them time to just be kids and enjoy the social part of school in Kindergarten!	Nov 29, 2011 12:18 PM
301	There are very smart kids at even the lowest performing schools - chances are, they have support at home and the parents/guardians understand the value of education AND know how to encourage/support their child appropriately. How can other parents improve this skill?	Nov 29, 2011 12:13 PM

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302	Prevention is much easier and more cost effective than remediation...	Nov 29, 2011 12:11 PM
303	Thanks for asking these questions. So often decisions are made by people at the top without consulting the stakeholders.	Nov 29, 2011 12:05 PM
304	If increasing high school graduation rates means making it easier to graduate than I absolutely don't support that. If it means raising the bar and supporting more programs to help kids actually learn and graduate with abilities, I support that. The question is very misleading.	Nov 29, 2011 12:01 PM
305	Without neglecting students that are currently in middle school and high school, I do think that investing heavily in early education (pre-K and early elementary) will provide a solid foundation that will carry those students forward and result in some positive changes as those students move into upper grades.	Nov 29, 2011 11:48 AM
306	We should consider when developmentally children learn the most. Early in elementary school and again in middle school is when most children learn best. I'm not saying that we should pile more work on these kids, but that we should be providing quality instruction with lower classroom sizes for better focus. Encouraging physical activity for elementary through middle school kids also improves cognitive development and should be a priority.	Nov 29, 2011 11:41 AM
307	Middle school seems to be where we're losing students. They do well in Elementary then achievement in middle school drops, and when they reach high school that downward spiral continues. We need to change middle school to fix that. And so that's why it's first, even though I think early childhood programs are important too.	Nov 29, 2011 11:38 AM
308	Not all kids are college bound and right now we have removed most of the vocational training in high school that sets these kids on a career path.	Nov 29, 2011 11:29 AM
309	Trade and vocational training options for non-college bound students in high school, which could be done with community business partners looking for youth willing to work and learn a skill that will provide a good job and wage without attending college.	Nov 29, 2011 11:18 AM
310	Helping middle school students prepare for rigorous high school would be a lovely idea, but that would require our high schools to engage them at a higher level than they are presently. How would that be addressed?	Nov 29, 2011 11:18 AM
311	With Oregon's "limited resources" we need to make the most of the elementary and High School years to prepare students for life. College isn't best for everyone and can be a great waste of resources for those who would do better in a "blue collar trade" if properly prepared with basic skills. The brightest and most motivated students should have opportunity for preparing for higher education.	Nov 29, 2011 11:17 AM
312	Early childhood and preschool education would be a huge boon to rural communities that are also high poverty. Quality preschool activities for all children would mean they are kindergarten ready, which, in turn, would provide a more positive kindergarten experience for ALL, both the able learners and those who are challenged.	Nov 29, 2011 11:12 AM

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313	Most of these priorities focus on pushing learning for older students younger and younger. The way to learn more is not to start earlier. High school students do not need to be taking college courses. That's great for those who are ready for them, but most of these priorities bring a high bar to lower grades adding stress to schooling for teachers and students making learning even more difficult. 7 year olds who cannot read are not behind, they just aren't there yet. When they get there, they'll pull alongside those who were ready earlier. Telling them at 7 that they are behind and they need interventions to get them reading doesn't help.	Nov 29, 2011 11:04 AM
314	I think we can put too much emphasis on early ed which then takes resources away from other key transitions in 6th grade where kids shift to analyzing and interpreting, 8th grade as they need to prepare for HS, 9th as they adjust to HS and 12th grades as they enter adulthood. I think preschool is important esp for risk kids, but all of our resources should not be directed at that one age group which doesn't require a fancy, hi-tech curriculum that reinvents the wheel as much as consistency, adequate staffing and observation for learning difficulties.	Nov 29, 2011 11:03 AM
315	Why do we assume a better 5-year-plan will help a bureaucratic, centralized planning process will improve education? How many times does a more free-market, competitive system have to prove itself to be accepted as superior?	Nov 29, 2011 11:02 AM
316	Instead of just dumping more money into the system, I think we need to think outside the box about how each student can be best served for pursuing their future, regardless of if that includes college or not.	Nov 29, 2011 11:00 AM
317	These are all high priority and I believe you'll see the answers skewed based on survey takers' school aged children. If you want true change, then change the state's funding stream so we can stop robbing Peter to pay Paul - so to speak.	Nov 29, 2011 10:53 AM
318	These investment choices seem like false choices. Doing one well will lead to success in the next.	Nov 29, 2011 10:49 AM
319	I think the number one goal should be to create critical thinkers not matter whether they attend college or not. Not all valuable members of society will complete college. But they do need to be critical thinkers.	Nov 29, 2011 10:37 AM
320	Your program should allow to rank more than one line with priority #1, bur it fails to do this! I would have ranked more than one with #1 as I consider just as important to have high school students doing rigourous math, science, and literature programs. And I would provide options for students who are literate and strong in all round skills to go into technical programs as opposed to university accademics.	Nov 29, 2011 10:36 AM
321	You must get kids off to a good start. If they aren't reading by the end of first grade, they should be tested and interventions given. There are several kids in third grade in my younger child's class who cannot read or can barely read. The fact that this is allowed to happen is terrible - they should have been tested for learning disabilities, and had that addressed. They are being condemned to a life of illiteracy.	Nov 29, 2011 10:32 AM
322	We need a sales tax to get stable funding for schools. All schools are left behind with the current system. I never thought I would send my kids to private school,	Nov 29, 2011 10:08 AM

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but I will if my son has to be in a math class with 35 students or more.

323	Strong reading skills are absolutely ESSENTIAL for success in school and in life. The time for intervention is in the early grades. Students that are poor readers who are pushed from grade to grade without addressing the problem are more likely to drop out. If we want to increase ALL of education, the focus needs to be on primary reading programs. On the other hand, I do not feel it is the state's responsibility in any way to provide preschool for children. Although it would be nice, at this point we do not have money for that. Money should be spent on reading interventions and classroom reductions.	Nov 29, 2011 10:07 AM
324	I have found that when students are invested, regardless of natural ability, amazing things can happen. Can this value be taught by teachers if it does not already exist within students?	Nov 29, 2011 9:58 AM
325	Read the developmental literature on brain development and learning of the middle school age student. Of course it sounds nice to say that they need to be prepared for the "rigorous" work of high schools, and they do, but it must be done in a context that supports how the brain learns at those ages. Perhaps instead of "blaming" the level below, the level above needs to do more to be prepared as a system for meeting students where they are.	Nov 29, 2011 9:57 AM
326	I would give all the items above a number one priority. They really need to be done in tandem.	Nov 29, 2011 9:56 AM
327	It is important to show students the practical application of the things they are learning and expose them to other options besides college. America is in need of skilled workers not only college grads!	Nov 29, 2011 9:55 AM
328	There is a responsibility of the students to take charge of their own education and be motivated to get their college education. You can't expect everyone to go to college, we need to have a good variety of trade schools and programs for those that don't want the "textbook" education. I think this is true in high school too, we need to keep and create more programs that are alternatives to college.	Nov 29, 2011 9:43 AM
329	What does this mean?? Increasing the number of community college and Oregon university system students who enter college prepared and continue on to earn their certificate, associate's or bachelor's degree	Nov 29, 2011 9:42 AM
330	No matter how it is measured, 50% of all students have IQs below the other 50%. Significant numbers of our children and youth are primarily concerned with fulfilling basic needs. Please don't forget that our mandate includes educating these children also so that they can find a respectable place in our society.	Nov 29, 2011 9:37 AM
331	In our school district, I feel that many middle school kids are not challenged enough, and have seen several bright kids transfer out into private or charter schools, sometimes temporarily, sometimes permanently, because they did not have challenging enough classes and administrators or teachers were inflexible in placing them in more advanced classes or teaching them at a higher level. While it is understandable that, especially in 6th grade, many students are just trying to adjust to multiple teachers and classes, it is important that students, as they are capable, are given more advanced opportunities in education. This lack of challenge and more advanced education also makes it harder for students to	Nov 29, 2011 9:36 AM

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succeed when they get to high school. And for the most advanced, just having TAG field trips and giving students more work is not the answer. They should be in more advanced level classes. Otherwise, the public schools are going to continue to lose some of the best and brightest students to other schools. We have personally been fortunate in making our children's education work in the public schools because we have been actively involved in questioning things when we don't feel like something is right and because we have had administrators and teachers that are willing to work for us, however I know there are other schools/administrators/teachers that have not been flexible, and that is where they have been losing students.

332	If students are not prepared for college work often a community college must lower the bar to accommodate them and help make them successful. Policies should not encourage this, but there should be more hands on options for students in apprenticeships for trades.	Nov 29, 2011 9:29 AM
333	The Board they selected only includes ONE educator, and a PE instructor at that. How is that helping to shape education when most of the Board aren't educators? Would a hospital have a Board that only includes one nurse and no other medical professionals? Would we accept "I have been a patient and seen a doctor on multiple occasions" as a valid equivalent for making important decisions about health care? I doubt it. Then, why can we accept "Well, I was a student so I must know education" as an equivalent to a true educational professional? I don't think we should. We should expect more qualified candidates.	Nov 29, 2011 8:53 AM
334	This is very difficult to rate. They are all very important.	Nov 29, 2011 8:47 AM
335	We need to invest resources in teachers and curriculum which have the ability to further academically strong and gifted kids AT THE SAME RATE as kids who don't meet benchmark. By not doing this, we are currently wasting the talent of our future leaders with a lack of encouragement and challenged classwork.	Nov 29, 2011 8:40 AM
336	We are experiencing a graduation rate crisis, as the new proficiency tests -- particularly the scandalous one-shot OAKS Writing -- serve as a barrier to millions of students who would once have graduated but now see little reason to come to school senior year for a diploma they can never get.	Nov 29, 2011 8:40 AM
337	This is a very biased survey... pushing an agenda. Oregon unfortunately needs to address the middle school drop off, high school performance, as well as early childhood programs. From a purely societal standpoint; without a prepared 21st century workforce; higher income jobs/companies will not locate or stay in Oregon. i.e.. Intel hires a significant number of foreign engineers because the US isn't producing for the demand. I think that 3 of these "options" says the same thing. Increase HS minority grad rates, grad more students w/options, increase students who enter. the latter option allows multiple paths to workplace readiness. Unfortunately, not all high schools fit every student. I think that a statewide sales tax for education desperately needs to be on the table for Oregon schools!	Nov 29, 2011 8:33 AM
338	All are important	Nov 29, 2011 8:29 AM
339	Providing TAG children the extra attention they need to continue learning at a	Nov 29, 2011 8:04 AM

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higher level. Give the teachers the education and tools to support those children that are farther ahead of the class. All the time, effort and energy are being utilized to help those that are struggling (which isn't a bad thing) so those that are advanced are not getting any help in learning how to advance their skills. They are getting bored in class. They are losing their love of learning because they are not challenged. The TAG program is a joke in the West Linn Wilsonville school district and should be modified.

340	Nothing is ever said about the ever increasing cost of college education having anything to do with high school students not pursuing a college degree.	Nov 29, 2011 7:55 AM
341	I don't have the words to express my frustration with Oregon public schools and the people who vote on education issues here. People need to care and work to make the situation better. This is a important issue for everyone, not just people with children. It's a catch-22, but if we have better schools, we can attract businesses with a better educated workforce, who will then pay more taxes and help fund better schools.	Nov 29, 2011 7:41 AM
342	I would love to see more of an apprenticeship program happening with in our educational system. Not all students are cut out for a college setting.	Nov 29, 2011 7:39 AM
343	My responses above did not seem to be appropriately recorded. With the exception of the two checkmarks, all the others disappeared every time I clicked on a new response!	Nov 29, 2011 7:37 AM
344	If early childhood programs and elementary reading are successful then hopefully there would not be the huge achievement gap. I see a lot of kids falling off at middle school.	Nov 29, 2011 7:32 AM
345	I've read research that Head Start and similar programs are wildly successful and are related to graduating from high school and being able to maintain a job. Let's pay attention to research! Put our dollars where they really count!	Nov 29, 2011 7:20 AM
346	The overcrowding in classrooms is pathetic and betrays the state's, nee' the nation's , commitment to education and competing on a global scale. Unless we can prioritize education above other expenditures, we will be trapped in a downward spiral of mediocrity as a society. Costs associated with many other social programs will continue to rise as the general education level of the county stagnates. Best to invest in this period rather than waiting for a sunnier day.	Nov 29, 2011 7:19 AM
347	I'm a kindergarten teacher, so I'm a little biased, but I cannot help but look at our community of kids that are not ready for college. Going to college should be the expectation, not a "it would be nice..."	Nov 29, 2011 7:16 AM
348	I feel that an increased emphasis on testing is resulting on too much academic pressure too early on kids. Kids are now expected to be reading by the end of kindergarten, if not when they arrive, and this is not developmentally appropriate for some children. My worry is that increased emphasis on pre-school programs will simply exacerbate this trend.	Nov 29, 2011 6:41 AM
349	All of these items are important. Rating them in order is difficult. All of them can be #1.	Nov 29, 2011 5:41 AM

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350	IMPORTANT: Early childhood support is a critical element of education. Please do not make the mistake of believing (as so many do) that the Early Head Start and Head Start programs are a good model. They need drastic modification, particularly in that they absolutely must be offered as a free, safe, daily, full-school-day program so that the children have a safe, stable learning environment and so that the parents can count on that that time to work or care for younger children.	Nov 29, 2011 1:01 AM
351	Kids need to start kindergarten with school skills but not necessarily academic skills. In preschool they need to learn to raise their hand, share, solve problems at an age appropriate level, negotiate, develop self esteem, dream themselves with a future, regulate/articulate their emotions, and respect themselves and the teacher. There are kindergartners at my school that are suspended EVERY SINGLE WEEK...kindergartners!!! That is ridiculous and it is all because they do not have school skills but they may be brilliant children unable to show off that intelligence because they spend more time at home suspended than in the building. The fact that a child's intelligence is based on reading ability needs to change. Reading is important, very important but it is more important to build a child's confidence in their ability as a learner first and then focus on academics. Reading disabilities are very common and these kids have a poor foundation as learners because the first thing they hear on the playground is mothers comparing how "early" their kids are reading and the shame starts here. We can't change playground chat or a culture that sees reading as some kind of Holy Grail but we can put more funding into pre K so kids come to school ready to use schools skills on day one so they have that foundation.	Nov 28, 2011 11:53 PM
352	We need to pay attention to the research that shows that deficiencies in early childhood education are not made up later.	Nov 28, 2011 10:33 PM
353	We can't expect teachers at the next level to be able to compensate for kids coming in to their classrooms multiple grade levels below standard, especially when it is a large percentage of the students.	Nov 28, 2011 10:27 PM
354	The current practice within one of our largest school districts (PPS) of having ECEC classrooms within low income schools only but requiring all schools with Title 1 funding to give a portion of their Title 1 funds toward those handful of schools is not right. What would it look like if we were to do what other states, like Oklahoma do, where all 4 year olds go to their neighborhood school for preschool, period. Instead of Headstart and ECEC programs that are for 3 and 4's, shift to a home based program for 3's and let all 4 year olds go to school. This would help tremendously!!!!	Nov 28, 2011 9:07 PM
355	We manage to fail both ends of the spectrum, but while ESL and special education are appropriately funded and get lots of attention, the TAG program is woefully underfunded. We are losing our highest potential students (many of whom are stuck in Title 1 schools -- gifted is not a euphemism for wealthy) to apathy and boredom because of a bunch of outmoded attitudes and lack of training and funding which is, in fact OUT OF COMPLIANCE WITH THE LAW.	Nov 28, 2011 8:53 PM
356	With resources cut or none exsistent and mandates/suggestions placed on schools/districts with no funding to back them makes the school environment difficult to learn in. The main vocabulary that the students are learning are "hurry" and "test, test, test".	Nov 28, 2011 8:52 PM

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357	<p>My kids are long past preschool, but I know dollars spent there have more impact than playing catch-up later. Our high school is lucky to have the IB program, but middle school is so low level that many students capable of doing high level work are simply not prepared. Being smart isn't enough to be successful in school. They need to know how to apply themselves and see the benefit of effort or by the time they are required to do some work, they don't have the study habits or organizational skills to do it.</p>	Nov 28, 2011 7:29 PM
358	<p>With a son in the first grade, it is clear to me that he is being taught to slack off in school. His teachers are teaching to the lowest common denominator of the district or state (not of the classroom - I have seen all students pass a pretest and the teacher continue to teach the multi-week unit anyway.) Meanwhile, he gets years of tedious, repetitive and pointless (since he already knew the material years ago) work. He is already starting to look at his work with a jaded "What will get me through this quickly without using any thought whatsoever." attitude. By the time he gets to middle school, he will be well trained to avoid thinking and working at all costs. Trying to fix in middle school the damage being done now is difficult and, I suspect, expensive. If we don't avoid the problems in elementary school, we must fix them later. If we don't fix them in middle school, and don't fix them in high school, too many students fail to get the skill they need to succeed in the adult world, whether in college or in the workforce.</p>	Nov 28, 2011 6:55 PM
359	<p>Preschool is the perfect place to create improvement. Funding Head Start so all students who need to can attend is vital. Teaching students throughout the entire education system through science and social studies increases knowledge and student engagement. Let's put these subjects back into our curriculum.</p>	Nov 28, 2011 6:48 PM
360	<p>I really did read them all. It seemed interesting that whom ever wrote the survey put the questions in the order that they did. Our goal as educators is to prepare our students to so they can be successful in college. The change needs to take place with our earliest learners. Preschoolers need to come to kindergarten knowing their alphabet, so the kindie teacher can then teach them to read. Every child needs to be able to go to preschool.</p>	Nov 28, 2011 6:46 PM
361	<p>I wouldn't prioritize any of the given options.</p>	Nov 28, 2011 5:33 PM
362	<p>With limited resources it is essential that we teach the learner how to teach him/herself.</p>	Nov 28, 2011 5:25 PM
363	<p>The post-secondary world needs the biggest change, as students are graduating college with tons of debt and very little to no practical skills to get a job or have a successful career. This filters down to high schools and below because we are building kids up for a lie when we tell them to just go to college and everything will be fine. We need to totally reinvent the K-16 structure to where we are actually preparing students for life after school. We must stop doing the same things that we did a century ago. Students need freedom to explore and we need to support and build their creative and problem solving skills. As a math teacher, I'm appalled that the current system of mathematics in many ways detracts from these core skills instead of adds to them. So many students (even the "best" ones, and in most cases especially the "best" ones) graduate high school with the pythagorean theorem memorized and a general understanding of algebra, but without the knowledge of what credit means or how to budget their life. This</p>	Nov 28, 2011 5:20 PM

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is extremely wrong.

364	If they don't come in to school ready, how can we expect them to catch up? From the moment kindergarten starts these days, kids are expected to be ready to read and write. . .and some of them do not even know the alphabet song, much less the sounds the letters make. If kiddos aren't getting support from their home environment to prepare them for school, it behooves us as a society to provide that for them.	Nov 28, 2011 4:58 PM
365	If we can get the preschoolers ready for kindergarten before they come to school, and make sure 1st-3rd graders are reading on grade level by the end of third grade, we could eliminate many of the other issues in public education which are stated above, especially for economically disadvantaged students and students of color.	Nov 28, 2011 4:54 PM
366	If students don't gain skills in elementary school, they are behind. It is very difficult to catch up.	Nov 28, 2011 4:45 PM
367	The last section will not allow me to check more than 1 or 2 responses.	Nov 28, 2011 4:45 PM
368	why can't we have some trade schools where kids get the basic reading, writing, math but were they can learn a trade graduation rates drop kids can't get into colleges but if they had an option for a trade school where they could get a certificate they could get a job and not be part of the system which will happen with the new grad. requirements	Nov 28, 2011 4:30 PM
369	Less money should be spent at the state level. A higher percentage of money should be distributed to individual school districts (NOT through grants - districts should not have to compete with each other for money). Sadly, money is currently being spent on grant-writing!	Nov 28, 2011 4:16 PM
370	Early childhood program should NOT be mandatory but should be provided. Also, we need to change "improve reading skills" to the following: improve content knowledge, the ability to access and assimilate new information and use critical thinking skills regardless of the source: text, oral, audio, film or simulations/games.	Nov 28, 2011 3:56 PM
371	All of these priorities are needed to improve opportunities for youth and their success. I find that they can compete against each other, however, early education can not be made up for in later years. Each can be improved to support the end goal of more students graduating.	Nov 28, 2011 3:49 PM
372	Pile on the education starting at the early grades. This will have the effect of having ALL students educated and ready in middle, high, and college bound, if that is their choice.	Nov 28, 2011 3:35 PM
373	Early childhood programs and reading in the early elementary grades are both SES issues. Many students living in poverty need access to early childhood education (both to provide childcare for the parents and to introduce the children to basic literacy and academic skills). However, children living in a literacy rich environment don't need to spend more time away from their families and don't need the pressure to perform academic tasks in 1st or 2nd grade. Children will learn to read when they're ready, and homework for first graders won't help. My	Nov 28, 2011 3:35 PM

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daughter didn't learn to read until the beginning of 3rd grade, yet she exceeded the OAKS reading benchmark at the end of her 3rd grade year, largely because her parents read to her often and we discuss stories.

374	Don't let kids out of elementary and middle school unless they pass standards there. Just like high school. If they don't pass, they redo. NO SOCIAL PROMOTIONS!!!!!!	Nov 28, 2011 3:20 PM
375	Remove the burden on public schools to provide sub-standard trade skill programs. Use public dollars to focus on the core subjects by transferring cooking, building, etc. out of the public school.	Nov 28, 2011 3:01 PM
376	Stop strapping teachers, principals, schools, and school districts down with so many regulations, rules, requirements, and beauracratic red tape. I feel that teachers are enslaved to an administrative beauracracy and, as a result, education has become almost a by-product rather than the true product.	Nov 28, 2011 2:57 PM
377	Assuming all students are college bound, or will be successful in college is irresponsible and naive. Offering non-collegiate students something worthwhile will keep more of them in school. Change graduation requirements so lower level classes "count".	Nov 28, 2011 2:40 PM
378	Require the number of superintendents and administrators to be cut in half. Stop allowing double dipping by administrators who are on PERS and come back part time at a pay schedule of ██████ a year as in ██████. We are totally top heavy in administrators in this state--especially in light of the student/teacher ratio. Administrator/student ratio should be limited, and superintendents should be held accountable for the number of students leaving the district. Try polling parents about whether they want to leave a district and hold administrators accountable for those who have higher rates of dissatisfaction. Instead of closing schools with high volunteer rates, reward them.	Nov 28, 2011 2:35 PM
379	Why isn't parenting on this list? We must focus on good parenting skills. Without it, it's an uphill battle.	Nov 28, 2011 2:20 PM
380	how can you NOT start at the earliest ages if you want to reach a population with a high percentage of college graduates?	Nov 28, 2011 2:17 PM
381	Quality early childhood education - including the "first five" - helps set children up for success in school and life.	Nov 28, 2011 2:15 PM
382	Investment in early education is the biggest key. Family support in developing study skills is needed.	Nov 28, 2011 2:14 PM
383	Please remember that while it's important to support the students who need additional assistance to meet the standards, we can't forget that the students at the upper levels also have "special needs". TAG and IB and AP courses can not be allowed to vanish. We're losing those kids and families to higher performing districts. And with them goes parental support, community support and high achieving students.	Nov 28, 2011 2:11 PM
384	I work with ELL students in the Middle School level and I am surprised at how many students are still considered ELL level 1 even though they have been in	Nov 28, 2011 2:07 PM

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our school system since Kinder.

385	Every other question selected above cleared the score from the previous.	Nov 28, 2011 1:45 PM
386	If we provide better childhood programs and pre-schools as well as look at the possibility of all day Kinder, then we will begin to close that educational gap as students will improve their skills at a younger age and therefore we will start to see better prepared middle and high school students who will make their way to become successful at the collegiate level.	Nov 28, 2011 1:44 PM
387	We need to make logical assessments. The Six-Year Graduation Rate of OUS Entering Freshmen in 2003 was 58.9% (http://www.ous.edu/factreport/factbook). This means that 41.1% of the students did not graduate within 6 years. Which means there are a lot of students who own money on loans and do not have a degree. If you let a person who feels valued, loved, and capable wait until they are ready to enter college or university, their chances for earning a degree increases. We put too much pressure on all students to go straight to college/university. It's bad for the students who will become dropouts and it's horrible for the economy.	Nov 28, 2011 1:31 PM
388	Increasing HS graduations rates is a very important goal, but I believe that my first 4 goals would accomplish that goal too.	Nov 28, 2011 1:22 PM
389	Put teachers in charge of running education, administrators should be required to teach at least 50% of their day. The job of School Principal should be shared by two teacher/administrators so that both can also serve as teachers. School administrators are WAY overpaid for the job they do. This needs to be addressed at the state and federal level. An administrator should NOT be making \$30 - \$50 thousand more dollars than a teacher, this is a huge waste of taxpayer money.	Nov 28, 2011 1:02 PM
390	SES doesn't work because too many providers are just clamoring for the money. The school should run a program that helps low income and disengaged students reach their individual potential.	Nov 28, 2011 12:58 PM
391	middle school is a black hole where academics - often done well in k-5, are wasted on 'social development' focus and done poorly - adopt the preAP curriculum state wide from College Board	Nov 28, 2011 12:46 PM
392	I see it as a progression. If we start intensive training in the earliest years the end result will be improved. If we skip the early years students will always be catching up.	Nov 28, 2011 12:17 PM
393	the check marks would not stay in their spot - rated each one equally important at # 1.	Nov 28, 2011 12:12 PM
394	Entering the trades or technical schools is included in my thinking about education after high school.	Nov 28, 2011 11:53 AM
395	Continue/invest in programs that allow high school students to succeed in trade programs within their high school years. Many students do not enjoy/find success in academics and their future 'life/job' success is often based on what they gain from K-12. A trade school opportunity, such as Sabin Skill Center,	Nov 28, 2011 11:46 AM

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provides students with the opportunity to gain life skills toward a trade that will assist them in making a potential 'family wage'. By providing this in high school, students are not dependent upon their family for money for college, transportation to college classes or lengthy discussions on what their future may or may not include. These students that find success, within themselves, are able to move forward with classes within our state run programs. Potentially, providing future tax paying funding for our entire state economic system. The economy of wheels on the bus go round and round.

396	We need to have technical classes for students who do not plan on attending college. They should be ready to enter the workforce upon graduation. Many students do not want to go to college and we need to recognize that!	Nov 28, 2011 11:40 AM
397	Again, I am not sure this survey matches up with what I (I know it is only my opinion) would like to see with the future of Oregon Education. All of these things should be of top priority and we should not be ranking them 1-7.	Nov 28, 2011 11:36 AM
398	You will need to address what children really can do at particular stages of development. Raising the bar to unrealistic expectations will cause children to become frustrated. Developmentally, children are capable of mastering skills and making sure you know what those are will assist in the creation process. Pushing them too fast will result in an unsuccessful and frustrating school experience and you won't get higher results. Isn't this all about children, after all?	Nov 28, 2011 11:24 AM
399	I think the focus has been on elementary schools for so long. I believe that K-5 schools are working so hard, taking advantage of professional development and accountable for all content. I think it would be great for us to focus on our middle and high schools to get everyone data driven and accountable for all students. Make it an expectation of 6-12.	Nov 28, 2011 11:09 AM
400	They are all important.	Nov 28, 2011 11:02 AM
401	Until parents and students are accountable not much will change. If education is not important at home my 49 minutes a day are not going to do much to change it.	Nov 28, 2011 10:46 AM
402	money also needs to be available for math interventions in elementary grades	Nov 28, 2011 10:39 AM
403	It is very important to keep schools accountable for educating all students so that they can fulfill their potential. We can't go back to dismissing students abilities because of economic disadvantage, race, ethnicity, learning disabilities, behavior problems, ect.	Nov 28, 2011 10:27 AM
404	Read the data, not the news bites: Head Start is not effective in readying pre-kindergartners. It is helpful for other social reasons, but let's be honest about what it does and doesn't do. This is not a good use of Education money. It may be a good use of money for other reasons, but readiness for school is not one of them.	Nov 28, 2011 10:26 AM
405	Each of this will lead to being able to accomplish the next, they are all important.	Nov 28, 2011 10:21 AM
406	Adequately staffing and funding school libraries are incredibly important. In this	Nov 28, 2011 10:21 AM

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economic climate many children have no access to books. Study after study shows the importance of early literacy in a child's educational path. Preschool and early childhood programs go such a long way in helping children (particularly high risk children) overcome some of their hurdles at a young age to minimize that negative impact. Libraries should be a mandatory part of any school that values their children and their children's future and education.

407	A college diploma is no longer the standard for being prepared for a career. There are many out of work grads out there. The cost of higher ed also leaves many out. Having student leave high school with the skills needed to be relevant in this "new world" we live in is key.	Nov 28, 2011 10:20 AM
408	College readiness is for a specific population of students that are tracking towards that goal. There are MANY, MANY kids not on this track. They need to be given opportunities to succeed as well. Give them a career center!	Nov 28, 2011 10:15 AM
409	if students are prepared earlier they are not behind and therefore more motivated to do well in highschool - again, response to intervention	Nov 28, 2011 10:04 AM
410	Although an advocate for community college and university systems, I question whether more students need to go there. I'm not sure what the projections are related to the # of college diploma/certificate jobs vs. the number of graduates, but doubt they are the same.	Nov 28, 2011 10:03 AM
411	All of the above is important and should all be ranked number 1!	Nov 28, 2011 9:57 AM
412	Either eliminate state interference with local school boards (teacher and administrator certification, PECBA, PERS, budget committees, benchmarks, etc.) or end the charade of local control and have the state (or federal government) operate public schools. The current hybrid system is the worst of both worlds.	Nov 28, 2011 9:56 AM
413	Governor Kitzhaber, I voted for you, hoping that you would make changes that MAKE SENSE for Oregon. So far I am quite disappointed.	Nov 28, 2011 9:53 AM
414	I am a special educator and have significantly disabled students on my caseload. What we are doing to test them is a joke. There needs to be different assessments for these students who are deaf/blind and in a wheelchair, who have no communication system. Currently we have them touch a piece of paper???? and ask them questions. How weird.	Nov 28, 2011 9:46 AM
415	Middle school students should not notice a major change in expectations from middle school to high school if middle schools prepare them as they should.	Nov 28, 2011 9:43 AM
416	I find that most students can read. Improving written language is more important at this time in the early grades.	Nov 28, 2011 9:41 AM
417	Trust experienced teachers to know their job and know what their school needs.	Nov 28, 2011 9:41 AM
418	The biggest impact can be made by increasing state funding to districts to allow a reduction in staffing ratios that would result in smaller class sizes. Program funding is less effective without improving learning conditions in the regular classroom by promoting smaller class sizes.	Nov 28, 2011 9:40 AM

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419	Right now students in elementary grades can miss many days of school before the system can even act. The first actions don't really do much. By the time the family enters into the court system and get fines, the damage is done. We need much more funding for attendance officers.	Nov 28, 2011 9:34 AM
420	Section will not allow me to click my answer if I have used a previous number rating.....	Nov 28, 2011 9:18 AM
421	It is very important to teach student the skills they need in the elementary in middle school years before they get to high school. So many enter high school with less than acceptable reading and writing skills. Teaching the importance of meeting deadlines should also be taught before they enter high school.	Nov 28, 2011 9:17 AM
422	Libraries, recreational and after school programs and parents reading to toddlers are key to school success. If we don't make sure the public, particularly parents, are aware that these are realities - not excuses - nothing changes in those arenas.	Nov 28, 2011 9:03 AM
423	Providing early intervention, particularly in pre-school, Kindergarten, and 1st grade, gives you 'the biggest bang for you buck.' To ensure struggling Kindergarten students enter 1st grade ready to learn, an extra 1/2 hour of daily instruction can close any achievement gap. As students mature, an additional 1 hour of instruction is needed for every year (grade level) that student is behind. By the time a child reaches 3rd grade and beyond, the chance that interventions will successful close that particular child's achievement gap is slim to none. There isn't enough time in the day.	Nov 28, 2011 9:01 AM
424	I think there needs to be a "track" or option for students to go into "hands on" type employment...plumbing, electrical, etc. More industrial arts. A great number of individuals are not happy being college bound.	Nov 28, 2011 8:44 AM
425	We need to have a system that allows for students to have a more vocational-focused diploma. These students may choose to go to CC or they may enter an apprenticeship. Having them treated like a regular college-bound student does not make sense. Expecting them to take three years of Algebra 1 or higher math doesn't make sense. They need applied math skills. The state has gotten in the way of schools being creative with this mandate, to the detriment of the students.	Nov 28, 2011 8:22 AM
426	Generally speaking, I would suggest that schools be allowed more latitude in removing students whose behavior impede others and their own success in school. Additionally, holding schools accountable for student lack of appropriate social skills seems rather ridiculous to me.	Nov 28, 2011 7:50 AM
427	All of these are a very high priority, but focusing on the early interventions will pay large dividends later on.	Nov 28, 2011 6:11 AM
428	We have to get more Oregon residents back to work. The kids want to know "Why are we learning this?" The application needs to be embedded in the content learning. We need to develop problem solvers. Too much teaching to a multiple choice test is occurring. Students and Schools need to be rated on how much improvement occurs during the school year for the student. Too much of the present system is really rating the job of some previous education rather than	Nov 28, 2011 2:24 AM

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current improvement. The kids need to experience an immediate reason for doing well on the tests.

429	These questions assume that reading rates and graduation rates are the best signs of a thriving education systems, but they do not address at what level of competency graduates are graduating at. We can lower the bar so that all students graduate, but this does not mean they are capable of anything once they graduate. Nor do these questions address why reading rates are low. If a great number of students are entering our education systems with ESL as a challenge, then teaching them to read in their native language will not help them read better in the local recognized language. Addressing only the ability to read without addressing the ability to read English only recognizes half of the picture.	Nov 28, 2011 12:01 AM
430	I believe literacy is the biggest failing in the Oregon school system. Literate children will be prepared for a rigorous middle school program and follow on to work successfully through high school and on to graduation. Until we have solid readers, we cannot move forward.	Nov 27, 2011 11:02 PM
431	It's important to note that Oregon's resources are NOT limited. We just have a very serious problem with how we choose to allocate the resources we DO have. We continue to pump exorbitant amounts of money into our prison system, while schools face continuous devastating budget cuts.	Nov 27, 2011 10:58 PM
432	Hi, if a student can read when I get them in 7th grade science, then they can learn the science concept very well. If they can not read, then they will not do as well and struggle more with the concepts. They have got to be reading by the 6th grade or they are in trouble.	Nov 27, 2011 10:48 PM
433	Early Childhood investment is clearly where we should focus.	Nov 27, 2011 3:18 PM
434	This is such an opportunity to reverse the negative, headline-making, school bashing that has been going on for so long now. I hope that you will take the time for careful study.	Nov 27, 2011 2:58 PM
435	A lot more emphasis should be placed on ensuring a rigorous pre-school, and elementary education. If the foundation is not solid, middle and high school becomes even more challenging.	Nov 27, 2011 2:23 PM
436	Early childhood and elementary reading skills are critical. However, I think many districts have disinvested in middle and high school over the years to protect elementary schools more.	Nov 27, 2011 1:56 PM
437	We have nothing for the middle of the road students who for all practical reasons will not go on to college.	Nov 27, 2011 11:41 AM
438	The "graduation rate" only measures the willingness of a school to graduate unprepared students, not the quality of the education they have received. Using graduation rates as a yardstick encourages schools to push students through with rudimentary understanding. Early childhood and preschool programs are important but I'm not sure they should be funded or administered as part of our public education budget/programs/services. I don't support the governor's decision to combine early childhood with k-12. I'd fold them into a more comprehensive family support program that includes pre-natal care, post-partum	Nov 27, 2011 11:19 AM

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advice and whole-family/whole-child health, employment, daycare and mental health support. Whether a family is succeeding is more important than whether a pre-school is succeeding.

439	Allow for developmental delays in children, and offer appropriate support. Also important to understand and support education for talented and intellectually gifted students. Economic status does not define a persons intellectual potential. Current measures are inadequate and we are losing large numbers of gifted students from all socio-economic backgrounds.	Nov 27, 2011 10:10 AM
440	At middle school level we really must be allowed to focus at least a little more on the social, emotional, and personal growth of the students. Academics really must take at least a passenger seat position, if not full back seat, to focusing on where these kids are in the developmental phase. Community involvement, collaborative projects, self-awareness, compassion, empathy, and both intra and interpersonal growth.	Nov 27, 2011 9:18 AM
441	In the quest to meet, exceed AYP, our school district has seemingly set aside the parents as immaterial to the success of the child/student. To comply with NCLB is the excuse to support historical teaching patterns of discounting the parent(s) as unnecessary and unwelcome in the classroom. It feels the school district leaders do not have time to look at the big pre K - 12 picture as a district, but only at 1 school under the AYP microscope at a time. They do not recognize the bridge from one school building to the next. For parents & students, education is a continuum, and educational planning should reflect that.	Nov 27, 2011 9:05 AM
442	I can't rank these because they are all dependent on each other. Yes, we need to focus on early childhood, but there are students in middle/high school who need to be more prepared for their next steps.	Nov 27, 2011 8:50 AM
443	First, parents need to be responsible for making sure their child is ready for the school experience when their child starts kindergarten. That should not be the school district's responsibility. Second, when you have lower student to teacher ratios, you have better quality teaching.	Nov 27, 2011 7:59 AM
444	From my experience, young students who enter public school with no skills (academic and behavior) are at an extreme disadvantage and it is almost impossible to make up this gap in later years.	Nov 26, 2011 9:41 PM
445	Providing top quality band, orchestra, and music programs allow students to engage in high achieving, self-esteem building, team-building, and personal persistent life skills. One can teach math, science, reading, history, etc., but involving the arts provides the "why". It is who they are, what they want to become, their dreams, goals and desires that keep them wanting to learn. Well-rounded education is a must!	Nov 26, 2011 9:28 PM
446	I teach Read Right - a remedial program that has incredible, proven results for students needing reading help. It is suitable for all ages. I believe that money should be allocated to support such programs that actually work.	Nov 26, 2011 7:06 PM
447	We need to define what "ready" means. The earlier we start the greater the room for individual growth and variation. If kindergarten ready means ready for 2nd grade, the child has been done a disfavor and been deprived of the essential	Nov 26, 2011 6:50 PM

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learning of "being a child." Studies now show that even Head Start advantages are in many cases waning by 3rd grade. Institutions of higher learning have been pushing the load down the line (AP, IB etc.) and in some recent surveys and studies, college students have declared that they learned little or nothing in college (NYT).

448	As a parent volunteer I've worked with kids in 2nd and 3rd grade who don't even know the alphabet and are so far behind they get in a mode of shutting down as not embarrass themselves in front of group reading groups. We have got to do a better job of working with these children because they begin to give up before they even make it out of elementary school.	Nov 26, 2011 4:14 PM
449	While I feel Reading is an essential skill for success in all schooling, our overemphasis of it currently means less time fostering a passion for learning, through engaging students with interesting and relevant curriculum. Science, music, art, physical education, and Social Studies are also important, and reading can be fostered through all subjects. While I feel that the early years are important to learning to read well, I believe we can look at the first three years of school (or 3 1/2 counting Kindergarten) should be our measurement of of reading skill--rather than unnecessarily focusing on kids who may be immature in K or First grade. These same students with good instruction and a rich and challenging atmosphere of learning will mature into excellent readers.	Nov 26, 2011 4:03 PM
450	The most important area to get more students to succeed is reading. Not reading for a test but reading for enjoyment, for understanding, and for learning compassion. Reading is the key to education. Kids will not succeed without strong reading skills.	Nov 26, 2011 2:49 PM
451	Most students don't realize until they are out of school that they cannot live on minimum wage jobs and support a family. Only when they find a direction and the appropriate vocational or community college certificate do they have a hope of a better future. Too many think they can get degrees when they should be in vocational training programs. Unrealistic or mostly no counseling provided for individuals. This could be done better if the school and good relationships with small businesses and corporations who can give a real picture of the expectations and needs of future employees.	Nov 26, 2011 2:20 PM
452	Let's truly involve and educate parents so parents can be real partners in education.	Nov 26, 2011 12:05 PM
453	Early intervention will gradually reduce many current problems. Put our focus at the earliest possible point.	Nov 26, 2011 11:33 AM
454	A state-wide curriculum needs to be developed which encompasses all education levels in our public schools. Emphasis should be on the attainment and demonstration of basic arithmetic, reading and writing skills in the early years of our public schools. It is absolutely essential for early grades to accomplish this. Later grades build upon this foundation with additional understandings of science, advanced mathematics, health, physical education, social sciences and further reading and writing. If this happens properly, by the time a student is nearing graduation, a systematic process will culminate in their preparedness for rigorous academic instruction in a college setting. Stop "social promotions" to grades the student is unprepared for and educate parents on	Nov 26, 2011 11:03 AM

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reasons why failing a grade is not a bad thing, but necessary for student success in future grades. Schools need to stop being afraid to be a place of learning where they must do "so and so" to get funding, and stand out as an institution where the student is the first and foremost concern. So many problems being reflected as "failures" at the secondary school level, with comensurate concern and sanctions accordingly, may stem from early grades not emphasizing the necessary skills be attained before advancing to the next grade. It is difficult to teach reading and basic arithametic to freshmen and sophomores as they attempt to learn more advanced knowledge and demonstrate proficiency which is in large part predicated on these vital skills. Schools look bad and the entire system is seen as failing when only a reassessment of skills learned and a recommitment to putting student education FIRST need take place. The parents and surrounding business community will understand once data has been accumulated justifying the focus on student skill attainment.

455	If you only invest in the number one area, the other areas may fail even more.	Nov 26, 2011 10:26 AM
456	we have to reach those students that consider dropping out and give them better classes and opportunities in our high schools. we must provide more early childhood programs in our communities.	Nov 26, 2011 9:53 AM
457	We need more scholarships! Businesses and philanthropists in our community should be approached to offer college scholarships and to also mentor students in their chosen fields.	Nov 26, 2011 9:47 AM
458	All of the goals listed above need to be of the highest priority.	Nov 26, 2011 9:44 AM
459	Too much of education "reform" is ignorant, uninformed, and potentially harmful to children. To force reading skills on children younger than age seven is developmentally harmful. Just as children grow physically at different rates, they grow mentally at different rates, as well. Stop trying to force them into a "one size fits all" system, and stop dehumanizing them with data and test scores.	Nov 26, 2011 8:48 AM
460	Lower student/teacher ratios at all grade levels is essential. ALL ages need personal attention in different ways. I think we need to look at "windows" rather than one age to learn a skill, and that includes reading. Although obviously reading is essential, not all 6 year - olds are exactly alike. Hmm....In a positive environment that is enriched and motivating, with trained and motivated educators who have the professional respect to teach in ways that may be different and innovative, more students could be reached, could succeed and not be deemed failures at 6 years old!	Nov 26, 2011 7:24 AM
461	I am a kindergarten teacher. I have seen the government's version of "ready to learn" and it gets worse every year. We are trying to force children's brains to do what every bit of brain research shows us that we should not be doing. Meanwhile, we ignore the real causes of low achievement and the solutions to those problems. I could not be more horrified and disappointed in the directions that this board is taking.	Nov 26, 2011 2:44 AM
462	Current testing schedules take time that could better be spent in instruction. Recognize that there is a limit to what one teacher can do (providing quality instruction to classes of 25 or more is past the limit). So much time is spent meeting about what can be done, but teachers are not given the time to put	Nov 25, 2011 10:21 PM

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ideas into practice.

463	Increasing Oregon's preschooler's readiness for reading, early Elementary students' abilities in reading and math will also meet the goal of increasing graduates' readiness for college, but that is where we need to focus our funds (early elementary and preschool). We can't make up for 8+ years of poor preparation in just 4 years of High school. We need to accept that our next (x generations) will lack skills we hope won't be lacking in the future.	Nov 25, 2011 9:38 PM
464	It's not about whether or not students graduate. It's about how much learning they do in schools and how prepared they are for the next step when they leave schools. We can't pad our graduation rates by forcing students to stay in schools that are holding pens for large numbers of teenagers we don't know what else to do with. Rather, we should focus on providing quality teaching and learning in our schools.	Nov 25, 2011 8:22 PM
465	Provide opportunities for college bound students to enter colleges rather than turning away students because classes are full. Find a way to fix Oregon's funding issues to allow ALL students the opportunity to receive a fully balanced and well rounded education that includes physical education, foreign languages, music and drama.	Nov 25, 2011 7:37 PM
466	Students who move through the system to the high school level and still cannot read at a proficient level are at a serious disadvantage in the classroom. Remedial work at the high school level is not an adequate intervention. The problem must be addressed in the lower grades.	Nov 25, 2011 5:16 PM
467	Early childhood intervention is successful only if it can be carried on. Look at the Finland model. It has proven effective.	Nov 25, 2011 3:52 PM
468	All must be addressed simultaneously for this effort to work, just doing one as a main priority is useless	Nov 25, 2011 3:04 PM
469	It isn't that middle school kids should not be helped. It is that middle school students are not ready for high school. There is a fear that middle school teachers might just make middle school more like high school instead of really looking at the specific needs of middle schoolers.	Nov 25, 2011 2:40 PM
470	I take a strong offense with the idea that only the color and economically disadvantaged students need help.	Nov 25, 2011 2:12 PM
471	Studies show that providing adequate support early in a child's school career is the most beneficial.	Nov 25, 2011 1:33 PM
472	I am a high school English teacher with 220 students. I have no assistance in grading and no classroom aide. It is absolutely impossible to teach writing under these conditions, and impossible to give special-needs students--or any students--the individualized attention they deserve. Most of the teachers in my school have 200 or more students.	Nov 25, 2011 12:19 PM
473	Not all students are headed to college. We need to produce contributing members of society, individuals who are capable of making sound decisions and self-sufficient.	Nov 25, 2011 11:29 AM

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474	Kids do not need to go to school when they are 3 and 4 and 5! This is the most ridiculous program I have ever heard. Anyone that has had kids knows they should be at home playing, sleeping, hanging out with mom and dad at those ages. What is our hurry to have kids grow up!	Nov 25, 2011 11:23 AM
475	In various publications and news broadcasts, we constantly hear of the slipping US educational system and its lack of preparing students for careers in STEM areas, in medicine, in pure sciences, in research, in theoretical math, and more. How about a new National Defense Education Act (such as the one in the 1960s) which focused on preparation of educators who would teach and teach well?	Nov 25, 2011 10:38 AM
476	There needs to be a focus on social learning in kindergarten and less focus on reading. Young students need recess and "play times" to learn how to be successful in a social school environment. Reading should become the focus in first grade. Also, parents need to do a better job getting their young children ready for school by reading to them and working with them at home.	Nov 25, 2011 10:29 AM
477	The state does not know what college ready or work ready actually is and being ready for just these two things does not make one a good citizen able to participate in a democracy. We don't know what we are preparing our students to do they will invent the world they live in and they need a broad education - we need to educate the whole child and recognize that their strengths will not always be in STEM.	Nov 25, 2011 10:15 AM
478	We need to recognize that every student is not "college material" and give options in high school for those students to learn a trade or skill. We cannot keep insisting "every" child is going to be successful in college, but can require them to be successful in an area they may be good in that does not require a college education.	Nov 25, 2011 9:58 AM
479	We need to help students through providing professional technical opportunities for high school and middle school students .. even if those opportunities are at the community college... or on site at businesses.	Nov 25, 2011 7:58 AM
480	If we start the intervention early in elementary, the chance for high school students to graduate is much higher. Hold middle schools responsible for more rigorous curriculum and higher expectations for students.	Nov 24, 2011 9:00 PM
481	While IDEA provides a framework for ensuring students with disabilities have protection of the law, it is not funded to allow many of these students to be supported, educated, and encouraged to be employable, independent, valued members of their life long communities.	Nov 24, 2011 12:38 PM
482	Invest more in providing one-on-one help for students inside and outside the classroom setting.	Nov 24, 2011 11:46 AM
483	We have to shore up education at the elementary level, the middle school, and the high school level. Students will not be ready for college or AP classes if they have not been successful in earlier grades.	Nov 24, 2011 10:09 AM
484	The number one problem with have with student achievement in the state of Oregon is social promotion. Students are not held back anymore. At all. It is bad	Nov 24, 2011 9:50 AM

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for them, apparently. Students in my school say, "Middle school doesn't count." They truly believe that because they know that they can literally fail every single class and still pass. Many of them do. Then they get to high school where there is accountability and they drop out. If you want to fix the graduation rate and want students to take ownership of their education, social promotion needs to be illegal. It was a stupid idea.

485	College completion rates are not only a function of preparedness academically, but emotionally (leaving home); and financially as well.	Nov 24, 2011 8:42 AM
486	This is not a good measurement. Of course we need to focus on reading at the early elementary grades. I don't see that as any different as getting students ready for post high school education. We need a seamless philosophy that focuses on all different types of student learning and creating assessments and measurements that focus on differentiated learning and instruction. "Nothing succeeds likes success."	Nov 24, 2011 8:39 AM
487	Another consideration is the lack of consumer and personal financial management available for students in school. Learning the basic fundamentals of how to budget funds, allot resources, pay bills/taxes, etc. is a "learn as you live" situation for many students? As a country, we are in a desperate economic situation...Might teaching students how to live responsibly by managing their finances be a worthwhile investment?	Nov 24, 2011 8:19 AM
488	Is this like asking, "Which is your favorite child?" I see so much push on the youngest, ignoring the fact that kids have developmental differences. I see parents unplugged from the middle schools just when kids struggle with their identity the most. I see the magical thinking of higher education to fix an unsustainable economy of growth. Read Paul Gilding's "The Great Disruption." We are at a tipping point and must flip the switch!	Nov 24, 2011 8:06 AM
489	career Readiness Who's going to fix , build the homes we live in , care we drive , This is as important as college.	Nov 24, 2011 8:03 AM
490	Implementing more alternatives to going to college, bring back vocations so that kids who will not be going to college can actually make a decent living. Just because we prepare all students for college does not mean we should limit the path for them, with only one direction. Our school model is old and tired. We need to develop an education system that fits with our current world, not the world of 1890. Students in high school, if offered the appropriate coursework, could leave high school ready for a career, rather than spending 2-10 more years in college to become marketable enough to be hired. What happened to creativity and inventiveness? We are stifling some of the most amazing students, because they can't make the grade on typical school work and tests. But given the opportunity to shine in the way they are intelligent can pave the way for their future. What is cool and fun about school any more? If it only about passing tests and going to college, we are setting up a high number of students to fail and drop out. No matter how many interventions academically low students receive, some may not make it, because there is nothing there for them to hold onto. Art, music, PE, wood/metal shop, home ec...all the lost topics. It makes me sad to think that many of the most creative and wonderful students I have ever taught will not feel fulfilled at school with all the cuts to extracurricular activities. Unless families can pay for supplement lessons and classes outside of school you are	Nov 24, 2011 6:32 AM

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	stuck.	
491	These are unsatisfactory options. Graduation and college-going rates don't describe students' capabilities in a meaningful manner, and shouldn't be the basis of what is defined as a quality education in Oregon. I selected the option I did because of those choices, it is the most pressing issue for me.	Nov 23, 2011 10:42 PM
492	Intergovernmental partnerships should be encouraged (like school based health centers).	Nov 23, 2011 8:32 PM
493	We need "independent living skills" classes for ALL students - nutrition, bill-paying, safety, first aid, simple repairs, cooking, self-management.	Nov 23, 2011 6:37 PM
494	Clearly, The Kicker has to be revised, as does the egregious avoidance of literally ANY taxes by some businesses.	Nov 23, 2011 6:27 PM
495	Increasing literacy at the lower grades is absolutely necessary. While we can teach literacy at the upper grades, bad habits that have been formed and reinforced within the school and family structure are difficult to break. If the student and family carry the belief that literacy is important, we can create a culture of education that will carry on through high school and beyond.	Nov 23, 2011 6:21 PM
496	Currently, high schools are not referring students to the community college programs because they are required to graduate the students in 4 years. Many students have too many barriers in their lives in order to complete their diploma in 4 years. Basic school support dollars should support our students through age 21.	Nov 23, 2011 5:56 PM
497	Not all kids want to go to college, nor community college, and maybe not even a technical college so to make that a goal that ALL kids, 100% should, is unrealistic.	Nov 23, 2011 5:15 PM
498	Requiring kindergarten readiness--some assessment to see if a given student is mature enough to start school--should be attached to any preschool concept. Too many kids, whether graduates of Head Start or not--are not emotionally, behaviorally, or intellectually prepared for kindergarten. Those who start before they're ready struggle throughout their schooling, hold-back their peers, and put a strain on the overall system.	Nov 23, 2011 4:57 PM
499	Does every individual have to follow a similar timeline? Can we not accept the fact that some people may not need a college education for success, and some may start out not needing one but come to the realization that they would prefer to pursue college when they are older than 21?	Nov 23, 2011 4:14 PM
500	Investing earlier is better. Replace senior year with an internship in the local community/business.	Nov 23, 2011 4:04 PM
501	Successful education systems in other countries do not necessarily have early childhood programs. They do, however, have very involved parents who read to their children beginning at a young age. We need programs to teach parents how to be good parents, not more early childhood programs or preschools.	Nov 23, 2011 3:29 PM
502	Class size matters. Please limit primary class sizes to 18 students, intermediate	Nov 23, 2011 2:43 PM

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	class size to 25, middle school class size to 20, and high school class size to 30.	
503	Every investment we make on the front end will pay off on the back end.	Nov 23, 2011 2:33 PM
504	Each priority above leads to the next--all are vital, but we need to start with early childhood and make progress each step from there.	Nov 23, 2011 2:13 PM
505	All grad rates should go up regardless of color and economically disadvantaged. White kids have problems graduating and going to college also.	Nov 23, 2011 1:48 PM
506	Not all students are cut out for college. Forcing kids to go on that path will only hurt them more in the long run. I feel that if we had more opportunities and support for kids on a different path, then they would be more successful. I'm suggesting "tracking" students, but in order for non-college bound kids to make progress they need a school or program within the school that supports them.	Nov 23, 2011 1:44 PM
507	Your on the right track but question 4 shows the ridiculous thinking that goes into these surveys. Thats the problem is we as a society don't treat people like they are smart thinking humans and we want to categorize them and make them feel underprivileged. We have so many accommodations in all the schools that children are getting further behind because the focus is in establishing a everyone has to be taught in their own comfort and make everything easy. Well it isn't and we need to get back to American schooling and require the basics at first get students established in these and then keep adding to the vicious cycle of learning and expanding. But when we can't get the basics set then we fail. We try to cram so much in that kids aren't retaining and if they are they get advanced to the next level but teachers can't be reaching everyone of their students when there is 30 to 35 students in a room. You see the students visiting while the teacher is trying to work with one group another one is way off task and not interested in the learning process that should be happening in our schools. Waste of time and money.	Nov 23, 2011 1:29 PM
508	This is empirically estimable. Why are you asking an opinion?	Nov 23, 2011 1:07 PM
509	Earlier education \$, but not at expense of k-16 students.	Nov 23, 2011 1:01 PM
510	All of these are good. However, from a financial issue---eliminate the bureacracy, e.g., does there need to be a separate school district for Parkrose, Reynolds, David Douglas, Gresham, Barlow??? Think of the \$\$\$ going into the overlap for each of these districts. My other mor cynical thought is to let the PERS system go bankrupt and have a much, much more modest system for State employees---how can this bloated, inflated system NOT impact Oregon's future students.	Nov 23, 2011 12:53 PM
511	There is way too much pressure placed upon the early childhood preparation. Kids need to play and interact with each other - learn to be supportive and challenged to think critically and responsibly. Schools need to stop being afraid and acting out of fear of parental reprisal for social preparation. Parents much become more involved and school must become practical with practical application of those skills necessary for success. Are we doing that by cutting back on every program in the arts? I think not.	Nov 23, 2011 12:49 PM
512	if we are doing our job right as i see it, we provide our students with the	Nov 23, 2011 12:39 PM

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opportunity to learn, removing the obstacles and distractions and we are on track

513	Healthy students perform better!	Nov 23, 2011 12:36 PM
514	The students in our schools are in dire need of health and physical education. These are essential/foundational to their ability to learn, function, and contribute to society. As the ancient Greeks knew: "A sound mind in a sound body." Our students' bodies (i.e., health) is in serious jeopardy. An ounce of prevention -- support of school based programs -- is worth a pound of cure (i.e., having to deal with the long-term costs associated with the poor health trajectories they leave our schools on. We need K-12 health and physical education programs. Oregon should take leadership in this area!	Nov 23, 2011 12:25 PM
515	treat all students the same...stop social promotion, if they cantread in sirst grade STOP! Have them stay and do it again. Students of color need to included not treated as a seperate class.	Nov 23, 2011 12:10 PM
516	Professional Development for Teachers would be nice as well.	Nov 23, 2011 12:03 PM
517	I would choose focusing on creating quality early childhood programs and preschool as the utmost priority, but I would put an emphasis on "quality". The last thing we need is standardized testing in ECE, or ECE programs that are modeled after the 1-3 grade classrooms that currently exist. We need to take into consideration developmentally appropriate curriculum when implementing programs for the younger ages.	Nov 23, 2011 11:49 AM
518	Cutting school days and incresing class sizes at the elementary level has resulted in lower reading, science and math skills at the middle school level, not to mention a less academically disciplined population. Lack of understanding basic scientific concepts has droopped signigicantly over the last five years as science is not longer taught in our district at the elementary level...SAD! What once was a viable course of learning has been dropped to focus on test taking in math and reading grades 3-5.	Nov 23, 2011 11:47 AM
519	With the exception of 'including options to earn college credit before graduation' ALL of things need to be done.	Nov 23, 2011 11:38 AM
520	If we want to see an increase of student success the Oregon government has to commit to funding schools! Our students are beginning to lack important skills in areas such as the art, music, technology, and physical education because of the lack of money in district budgets. It is important for us to produce well rounded students versus students who are proficient in limited areas so that we as a country can begin to compete with the world. It is not right to raise student expectations year after year but send the message that school is not important when we cut funding every year. Increasing funding will allow for better materials, smaller class sizes, important interventions and support staff, and all areas of education to run better.	Nov 23, 2011 11:33 AM
521	The selection of options excludes public health factors contributing to educational success.	Nov 23, 2011 11:32 AM
522	I believe that school readiness programs could greatly help! More resources and creative ways to prepare students for kindergarten would make a difference,	Nov 23, 2011 11:17 AM

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especially those who qualify for English Language Development. Could the state help districts come up with some early childhood readiness programs?

523	This is completely geared toward college bound students. There is a large population of students that would benefit from preparation toward trades and skills that support basic general knowledge. Where are the real life skill type of jobs that include the trades, expanding community college programs and funding, and preparing students to be aware of their environment, community, schools, and family? Set the standards high for reading, writing, math, communication, arts, science, and physical health, and support these standards with attitudes of encouragement, and funding.	Nov 23, 2011 11:17 AM
524	** Note: Other comments should be a #1 priority for all school districts. In Klamath County School District all elementary counselor positions were eliminated in 2009, teacher/student ratio increased significantly along with reduced EA's to assist in the teaching process --- Now how does that type of system build in student success -- it doesn't and that is why we have the increased drop out rate, unprepared grads w/o basic knowledge skills to be prepared for college let alone the workforce for "living wage employment", increased behavioral problems both within & outside the classroom with no in school counselor resource; but we can spend thousands of teacher/student hours and school district dollars pretesting & pretesting & pretesting for the No Child Left Behind Test and then retesting & retesting ---where is the academic learning process in that - other than to "TEACH TO THE TEST" for the purpose of "PASSING THE TEST" - not comprehension or academic learning from which to build on !!!	Nov 23, 2011 11:15 AM
525	Schools should not be babysitters, counselors, or warehouses for children who don't want to learn. Make parents accountable for their children!	Nov 23, 2011 11:14 AM
526	What is this; "Increasing high school graduation rates, particularly for students of color and the economically disadvantaged." How about;"Increasing high school graduation rates in all districts." Don't care if students are pink-poka-doted, blue or born in a barn.	Nov 23, 2011 11:10 AM
527	I'm assuming 1 is very important and 10 not important--this is not clear.	Nov 23, 2011 10:47 AM
528	They are ALL important.	Nov 23, 2011 10:44 AM
529	My thoughts are to give children the best foundation, and that comes through the first three years of life. Then we need to concentrate on funding and getting all students ready for college. What point is it if we prepare them and they do not have the funding to go? Education needs to be a priority from age 0 -21. If we are doing our job early on, middle school students will be ready for high school, and those students will be ready for college. I work in early childhood, coming from a K-12 system. There is much work to be done in those early years. Our kindergarten staff sees many children who come to school with few skills in place.	Nov 23, 2011 10:39 AM
530	We absolutely must invest in education prior to kindergarten. The gap of school readiness for students who come from literacy-poor homes compared to students from literacy-rich homes is so great that the school system cannot reasonably catch them up. We need to help kids who come from literacy-poor	Nov 23, 2011 10:27 AM

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homes prior to them getting to kindergarten. We also need to provide a pre-kindergarten system for all kids since most young families need to have both parents working in order to meet the costs of housing, food, heat, transportation, etc. Finally, we need full-day public kindergarten for all kids in Oregon.

531	far too much testing	Nov 23, 2011 10:08 AM
532	My answer is biased toward those who learn not those who have difficulties, even if those difficulties are based upon social or personal issues. Somehow our education system has become the great equalizer regardless of readiness or abilities. Students are passed to the next grade even though they are not academically ready. This is not "fair" to those who are ready. These are social issues not educational issues.	Nov 23, 2011 10:02 AM
533	Pushing kids too hard too young, before they're developmentally prepared, just burns them out on school. We need to motivate kids, not make schooling gruesome.	Nov 23, 2011 9:53 AM
534	I ranked "Increasing high school graduation rates, particularly for students of color and the economically disadvantaged" last because I feel that if resources are focused on the options marked as higher priorities, this outcome will naturally follow.	Nov 23, 2011 9:39 AM
535	All of the above is very important. With out parent involvement, you will get no where.	Nov 23, 2011 9:26 AM
536	see above	Nov 23, 2011 9:21 AM
537	Case by case approach, please! Of course early childhood and preschool programs are important - in some communities far more than others. Of course all kids should read well but what are we sacrificing to get there? Better balance, please! With so much attention on the under-performing students, what about the students at the other end? Who/what is propelling them to reach their potential?	Nov 23, 2011 9:07 AM
538	Declare a moratorium on all standardized, and standards-based testing	Nov 23, 2011 9:06 AM
539	All is lip-service unless you are willing to fund at an adequate level. Educational disinvestment in Oregon for the past generation makes a farce of all efforts at reform.	Nov 23, 2011 9:02 AM
540	Emphasis on early childhood programs is a first priority but must be coupled with having all schools provide full day kindergarten.	Nov 23, 2011 9:02 AM
541	Not everyone is college bound regardless of cognitive capacity. Nor does everyone desire to earn a college degree. There are many noble professions that do not require a BA and these should be available to students as well as college prep coursework. On the other end of the age spectrum, there is TOO much emphasis on early academics. Little ones are better served learning how to be good classroom citizens and get a long well with others. Early grades (EI through 1st) should focus on creativity, social skills, and discovery.	Nov 23, 2011 9:00 AM
542	Students can only succeed when they are up to speed in reading.	Nov 23, 2011 8:58 AM

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543	Headstart is a start. Do not reduce funding. Reduce class sizes on K-2. Provide incentives for good practices, teach teachers how to help students see the joy in reading---no more stupid scripted UO programs. This is an attack on the future intellects of a generation of students. Let them read real literature and real content that is relevant to them. Recognize that we give opportunity to all, but all may not be interested in college. Recognize that the economy runs on a large proportion of folks that like repairing cars or building houses. The 40-40-20 is an interesting goal, but does it match the economic/job needs of Oregon? Look at the facts on what we really need and then craft school as opportunity and a place where one might explore, learn to learn, and find a niche.	Nov 23, 2011 8:51 AM
544	What about vocational program? We continue to push for students going to college. College entrance rates have risen greatly, although students graduating from a 4 year college have not changed in the past 10 years.	Nov 23, 2011 8:48 AM
545	Your list of priorities seems incomplete and of uneven consequence. Go back and mine the outcome data some more, then rank order by cost and ability to lever achievement.	Nov 23, 2011 8:30 AM
546	Readiness for kindergarten needs to look less at academics and more at social skills and self regulation. Early intervention and early childhood special education are critical for preparing students for school success.	Nov 23, 2011 7:56 AM
547	Some students are not developmentally ready to learn at the point schools want them to. Each child is an individual. We do not want robots. We need to keep high standards for graduation. Education should not specify years in school to graduate, but when they have met the criteria. It may take some less, others longer.	Nov 23, 2011 7:56 AM
548	This is hard! They are all important! I think we are doing a good job of teaching young students to read and we should continue this focus. It would be nice to put our money into pre-school; but with limited funds, I think all day kindergarten could take the place (not as well) of pre-kindergarten. Kids need to be able to read and write so primary grade achievement is extremely important. I think our state test data will show we are making gains here. Perhaps our focus needs to be on high school graduation.	Nov 23, 2011 7:51 AM
549	Helping middle school students master reading, writing, and math will go further than preparing them for "rigorous high school work". A solid foundation is the key.	Nov 23, 2011 7:50 AM
550	Improving reading skills in elementary grades is critical, but we need to define them differently than decoding and fluency. The focus on decoding and fluency, which are the easiest skills to monitor has resulted in a whole generation of students that are great word callers, but lack the higher order thinking skills that are involved in reading and constructing meaning from text....and worst of all, the instructional techniques used in the focus on decoding and comprehension are causing a whole generation of students to hate and avoid reading. I would not support more focus on early reading skills unless we change the focus to comprehension and higher order thinking skills that enable students to get meaning from the text they read.	Nov 23, 2011 7:18 AM
551	I think we are doing these things well already.	Nov 23, 2011 6:50 AM

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552	We cannot guarantee better outcomes for students, we must continue to provide the opportunity of excellent education for students with the recognition that not every student will take full advantage of it.	Nov 23, 2011 6:25 AM
553	Variability in school readiness is a major stumbling block to getting a good start. Without full day kindergarten and very little oversight of early childhood programs that are sometimes just babysitting, our children get a rocky start to their school careers. Increasing high school grad rates for students of color and students who are economically disadvantaged is a worthwhile goal but if the focus is just on increasing the number without additional resources to support the achievement of this goal, than I am afraid we will have even more students who are promoted who still have not mastered content.	Nov 23, 2011 6:23 AM
554	Middle school students should be engaged in the community, given opportunities to learn about different careers and see a relevance for their school work to their future. Learning should be fun and engaging for them, so your question about "rigorous" preparation for high school may or may not be appropriate.	Nov 23, 2011 6:16 AM
555	STOP putting so much money into assessments and put it where it counts, into the hands of the children who need support.	Nov 23, 2011 6:10 AM
556	Most schools only screen sight and hearing once a year in grades k-1...this is not enough due to the fact that many students living in poverty MOVE frequently and they miss the screenings. many of them have hearing and sight issues and many times the screening does not even happen until March or May due to district scheduling of nurses...then it is too late for these kids and they are already far behind their peers academically. Oh and did i mention a shortage of school nurses and counseling...POOR KIDS NEED NURSES AND COUNSELORS IN THEIR SCHOOLS EVERY DAY...NOT JUST ONE DAY A WEEK!	Nov 23, 2011 5:41 AM
557	The outcomes suggested here, if adopted, will just become the next measuring stick around which all school and district systems will be based. I can see now the single-minded and unsophisticated approaches that will result. MORE reading! Harder course work for middle school students (and therefore all grades before), etc. I am not dismissing the outcomes. However, they need to be paired with affective measures. How do students feel about themselves as learners? Do students enjoy learning? Do students find their teachers to be committed, passionate, and caring? If we make these outcomes part of the measuring stick of accountability, we may stand a chance of effecting change that is supportive and enriching for students, parents, teachers, and administrators.	Nov 22, 2011 10:58 PM
558	I don't think you can choose one of these areas. Student at all levels deserve a great education. Early focus on skills with support at middle and high from supports to keep students (and their parents) involved in school are key.	Nov 22, 2011 10:27 PM
559	I think (as much as our minority families are most affected by poor outcomes) that our judicial/correctional institutions (which deal with such a greater percentage of minorities) should be part of the solution.	Nov 22, 2011 10:14 PM
560	I am a professor at a public university. I teach mostly seniors. 5-10% of them have reading / writing levels that seem like high school freshmen. (I used to teach high school remedial reading.) And yet... if these seniors do all the work	Nov 22, 2011 10:11 PM

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in my class, usually I will pass them.

561	Learning deficits begin in elementary grades and only grow more difficult to overcome as the students progress through to high school. Effort needs to be focused on addressing learning gaps for younger children. You can't expect a 7th grader who reads at a 3rd grade level to be able to do the same work and achieve the same as their peers. This is damaging to the student's self image and for many students triggers an emotional shut down and battle against school which is counter productive for the student as well as his/her classmates. Money and targeted interventions need to be aimed at the elementary level to ensure that middle and high schools receive the most prepared students possible. Targeting the foundational levels of education should support long term positive outcomes for every level of education.	Nov 22, 2011 10:10 PM
562	It all starts early - harder to play catch up, so invest more earlier on for better results!!	Nov 22, 2011 10:00 PM
563	Oregon needs to adopt a Statewide curriculum. All schools should be required to teach from the same materials. Using one curriculum would save millions of dollars on textbooks and supplies and eliminate a get rich quick plan for educators who have pet projects to sell to specific districts. It would also equalize education for all. High achieving students could still be challenged.	Nov 22, 2011 10:00 PM
564	It is a combination of these things that can make schools better. Leverage the funding to do specifics in pre-K, early elementary, middle school and high school graduation. Community college is important as well as this provides opportunities for students who may just need a 2 yr education or a less expensive way to achieve the first two years of a 4 yr. degree.	Nov 22, 2011 9:52 PM
565	Learning to read is a CRUCIAL skill to school success later on, when the expectation is that you read to learn. We need to focus on the economically disadvantaged, because studies show they suffer the most academically. That makes sense--if you're hungry, worried about where you'll sleep at night, etc, the last thing on your mind is learning algebra. If we expected people to "pull themselves up by their bootstraps," we need to give them bootstraps to do it with. Education is a huge part of that strap.	Nov 22, 2011 9:38 PM
566	I think that the Montessori model of early child care is an incredible method for building the foundations of reading, writing and math in preschoolers in a really non-stressful way. It also teaches independence and self-sufficiency. I think Oregon should research this method and invest in Montessori preschools to give kids from all backgrounds a leg up before starting school.	Nov 22, 2011 9:17 PM
567	I would desire less emphasis on post-secondary education and more on job skills developing during high school.	Nov 22, 2011 9:01 PM
568	Full day Kindergarten would help a ton in the title 1 schools	Nov 22, 2011 9:00 PM
569	Investing in pre_k to 12 the most important. Well prepared, well educated children are the future of this nation. We cannot afford to continue to sacrifice education efforts. Furthermore, parents must be very involved with their children education. Parents must be partners with their children teachers, as the saying goes.. "it takes a village to raise a child." Investment in the public school system	Nov 22, 2011 8:35 PM

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must continue. Public Schools are the anchors of a community.

570	Poor children are bearing a disproportionate burden of the budget cuts. This needs to be taken into consideration in all things education. The Governor should convene a statewide forum on poverty and education to shed light and bring innovative ideas into the public's eye. Too, there should be more involvement and support by businesses.	Nov 22, 2011 8:21 PM
571	We need to help ease the economic stresses on families so students receive more help at home. We should all be working together.	Nov 22, 2011 8:18 PM
572	these are all extremely important, and it is not useful to rank	Nov 22, 2011 7:54 PM
573	The earlier you reach a child, even before it's born with pre-natal care and help for the new mother (and family) the cheaper it is in the long run to help each child to reach their potential. If a child has a healthy family life with people that talk, read and interact with their children, their school life will be so much easier. Their whole life will be better for everyone. We need to get all families to be healthy places to raise our kids, then school will help more kids reach their potential.	Nov 22, 2011 7:43 PM
574	Early childhood programs may be good, but they are taking too much funding away from the k-12 funding.	Nov 22, 2011 7:32 PM
575	You have the data on the full-day Kindergarten efforts by districts other than Beaverton. You know the impact of early intervention and early education. Put the \$\$\$ where the impact is greatest for the state... in the elementary areas. You want to hold people accountable, hold the elementary teachers and students and administration and parents to the fire... HS is way too late in the system to hang us out to dry for failures of a kid to read at grade level in 3rd grade!	Nov 22, 2011 7:22 PM
576	As above, I think small class sizes are a key component to successful outcomes.	Nov 22, 2011 6:57 PM
577	If we take care of them when they are young, we won't have as many problems later. We also need another high school track for those that want to do apprenticeships etc., not everyone will be college bound and we still need to help all achieve a high school diploma and have a goal afterwards.	Nov 22, 2011 6:06 PM
578	It is difficult to rank this section as each area is of value. Certainly if students do not get good early childhood education that it doesn't matter about Community College and above as the students probably will not succeed and get this far. All in this area are equally important. Many students do not or cannot go onto college. Other options would be apprenticeships in various fields. bring back shop and home economics and other hands on classes in highschool.	Nov 22, 2011 5:30 PM
579	PLEASE consider strongly the need for children to leave first grade on level! When a child struggles with reading and goes on to grade two, chances are that unless that child has the best teacher possible, that child will go to grade three behind, and if not fixed by end of grade three, just prepare for an extra bed in our prisons...so the research has shown! WHY are we spending so much on prisons in the state of Oregon, and not on schools? Wouldn't this be the better place to create a self-sufficient, productive citizen? We work from a deficit model! Stop!	Nov 22, 2011 5:07 PM

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Create children that are proud of themselves, good thinkers, and problem-solvers, and they will make better choices! Self-esteem suffers when children realize that they cannot read!

580	Improving reading skills at elementary levels would better prepare students at each level.	Nov 22, 2011 4:45 PM
581	It is hard to rank these because they are all important.	Nov 22, 2011 4:38 PM
582	Decrease class size across the board. Make the school year longer for all students. Give teachers adequate time to prepare for classes and give timely feedback on student work. We can't continue to prioritize one group of students over another.	Nov 22, 2011 4:38 PM
583	I think some of these are false dichotomies. For example, graduating more students of color and economically disadvantaged students would increase the number of students entering college. If not, a new problem of disparities was somehow created.	Nov 22, 2011 4:32 PM
584	They are all important.	Nov 22, 2011 4:32 PM
585	There needs to be something involving parents. Kids with the most involved parents are frequently the best performers.	Nov 22, 2011 4:17 PM
586	While I think all of these are important, I don't think you can increase student achievement levels greatly (beyond the students who already are high achievers) in middle school, high school, and in postsecondary, if you don't pay more attention to getting students prepared in pre-K and elementary school.	Nov 22, 2011 4:10 PM
587	We need a valid program alternative to "college prep" high school curriculum. There are MANY students who are very talented and intelligent who do NOT excel in math or science but have an important place in our society. We need to encourage these students and not make them feel like failures &/or not get a diploma because they can't do Algebra 2. If we do not begin to place emphasis on reading, writing, thinking, communication, compassionate actions, and a positive attitude towards each other, the technology is NOT going to save us. And we are going to lose a LOT of quality teenagers who need a place to belong. They will drop-out and we will be left to deal with their dysfunction and lack of preparation and encouragement in their fields of interest. BE REAL!	Nov 22, 2011 4:10 PM
588	Once again, nothing mention about trade programs or something other than community college and university level work. Many trade programs do encompass community college work, but without the relevance factor or students understanding options with apprenticeship programs, you will keep losing many.	Nov 22, 2011 4:05 PM
589	We are allowing K-1 problems in reading/math un-readiness to follow students throughout, with each new grade teacher being held cumulatively responsible for failure in pre-K - 1st grade experiences. If a student comes to middle school unable to read or do math, it's nearly impossible for a teacher with 35+ students to remedy all the resulting deficits, AND get her to grade level. Yet, this is the direction of teacher evaluation. Economic status (which corresponds greatly to parent interest) is a major determinate for student success...and that foundation is laid well before kindergarten.	Nov 22, 2011 4:04 PM

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590	I think high school graduation rates should be improved accross the board with no one singled out.	Nov 22, 2011 3:59 PM
591	This state MUST spend more dollars on early intervention and prevention! That is the only way to ensure that less is spent by the state down stream.	Nov 22, 2011 3:58 PM
592	Incorporate more work-readiness education into curriculum Students do not understand basic workplace expectations.	Nov 22, 2011 3:56 PM
593	It is too bad we could not pick other #2 or #1 because some of these are equally important as the others. So forced to pick I want our elementary studetn, ALL elementary students, having improved reading skills.	Nov 22, 2011 3:52 PM
594	These are all top priority	Nov 22, 2011 3:50 PM
595	many students of color or econonically disadvantaged have unhealthy homes or choose not to be disciplined	Nov 22, 2011 3:31 PM
596	These should not be ranked. This reads that some will fall by the wayside. We should be looking at increasing graduation rates for all, not just those of color and economically challenged. We should care less about if they go on to college, and have standards that our grads all meet. Should they go on to college, work, etc. It's about educating our people. We should not expect less of someone just because they aren't planning to go to college, etc...	Nov 22, 2011 3:29 PM
597	Early education skill building translates to better ability of all students to complete school regardless of race or economic situation.	Nov 22, 2011 3:23 PM
598	Elementary school should be top priority. Preschool is too soon and the results of early childhood programs are mixed. Focusing resources at the elementary level will have the greatest impact. Also, while all students would benefit from college prep, there should also be vocational-style options that provide students useful skills in addition to that track.	Nov 22, 2011 3:22 PM
599	I think we need to go back to the educational basics in many cases and add todays world needs for education as resources allow.	Nov 22, 2011 3:18 PM
600	If early elem students are behind in reading they are constantly in catch up mode.	Nov 22, 2011 3:14 PM
601	I think the price of public colleege is out of reach for an average family. I would like to hear how my state is working their best to make it affordable for my child's future success.	Nov 22, 2011 3:14 PM
602	We must fund full-day kindergarten.	Nov 22, 2011 3:13 PM
603	Children who are not ready for first grade too often come from family situations that are profoundly dysfunctional. Head Start and similar programs help a little, but parents who are unable to parent, kids who are hungry and cold, and never going to succeed. Education isn't isolated from the bigger challenges in society.	Nov 22, 2011 3:11 PM
604	We need to front-load the system. If we do that, the back-end will take care of itself.	Nov 22, 2011 3:11 PM

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605	All of these things are very high priority. It was difficult to pick them in order and I feel that some of them related to HS graduation and preparation for college work together and need not be stand alone issues.	Nov 22, 2011 3:10 PM
606	3 & 4 seem very similar to me tough choices	Nov 22, 2011 3:09 PM
607	The tool didn't allow me to check every box in the "investing in public education" section so I picked the one most important to me.	Nov 22, 2011 3:04 PM
608	I wanted to rate all of the above # 1 in importance... how does one choose?	Nov 22, 2011 3:02 PM
609	Gimmicks don't work. In my education career I've seen many idea come and go with lots of money spent and nothing accomplished (CIM/CAM is the poster child). Nothing works better than helping a teacher manage their work demands so they can deliver better content and have time to individualize. If we stopped spending so much money on testing, surveys and all the B.S. that has nothing to do with teaching and instead hired more teachers to reduce class sizes, we wouldn't need to have this conversation.	Nov 22, 2011 2:54 PM
610	Get them while they're young...The first three years in school are absolutely vital to the success of students - especially as it relates to reading...	Nov 22, 2011 2:53 PM
611	Students of ALL races, ethnicities, and socioeconomic backgrounds should receive the SAME level of support to assist them in successfully graduating from high school. Separating services and prioritizing them via color (of skin, I am presuming, from the survey question) is discriminatory, arbitrary, archaic, and unjust. K-12 should be focused on preparing a student to graduate from high school. Affording advanced credit for college is not the role of the K-12 education system.	Nov 22, 2011 2:51 PM
612	Preparing graduates to go into alternative further education, not necessarily college or university. Preparing them for the work force by building a sense of responsibility and work ethic. There are a LOT of unemployed, overqualified college graduates and not all students want to take that route.	Nov 22, 2011 2:49 PM
613	Wrap around services and the opportunity to take classes that interest students! Bring back a well rounded education!	Nov 22, 2011 2:48 PM
614	Families are unable to afford higher education, and the schools(K-12) parents cannot afford purchasing all the necessary items before school begins. These are the basic staples of education : pens, pencils, paper, notebooks, crayons, markers, and many parents simply are unable to afford these and it is esp. difficult if you have more than one child in school.	Nov 22, 2011 2:46 PM
615	not able to finish the survey	Nov 22, 2011 2:43 PM
616	Graduating more students who are ready to attend community colleges and 4-year universities is commendable, as long as technical fields are not ignored. They are just as important as more "intellectual" endeavors.	Nov 22, 2011 2:41 PM
617	Increasing graduation rates and increasing the number of graduates ready for college or careers really work against one another. I would rather see our graduates ready for college and/or career and have a lower graduation rate, than	Nov 22, 2011 2:40 PM

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to have a high graduation rate of which many students are not ready for college or career.

618	#1 should be to provide parental/ family support. Without parents who can support their children as they get an education, children will continue to fail-- no matter how great the schools are. Children need to know their parents are involved and supportive. Providing parenting classes, literacy classes for parents, parent outreach, and working with social services to help parents who need help providing for the basics (food, shelter, clothing, love) would go a loooooong way in supporting both students and schools. This would be my first priority.	Nov 22, 2011 2:40 PM
619	Create work stipends for youth to earn community college savings for credit with state work projects.	Nov 22, 2011 2:38 PM
620	If you invest early and a lot, the other items from middle-school on up, no matter the ethnicity or economic background, will go up too. All students will benefit from the early programs much more and much faster than anything we can do once they reach MS or HS.	Nov 22, 2011 2:37 PM
621	The way several of these items were worded made it difficult to rank them relative to each other. For instance, I would prioritize focusing on those students experiencing inequitable outcomes in any area, but that is only mentioned in one item that is focused on high school. The difference between the last two items was difficult to determine.	Nov 22, 2011 2:32 PM
622	The size of classes in K-8 is ridiculous. How you can expect a single teacher to individually help 30 children is beyond me. The losers are those children in the middle. They have potential but are truly the ones "left behind".	Nov 22, 2011 2:31 PM
623	Many items deserve #1 priority.	Nov 22, 2011 2:31 PM
624	There needs to be more focus on the bright students. Programs like Beaverton's SUMMA. Intellegent students too often pay the price for being with unmotivated or students that are slower to learn. Teachers cannot be expected to supply the random TAG student in the class the type of teaching they need to stay engaged. These students become extremely bored and shut down in classes that go to slow or are not mentally challenging.	Nov 22, 2011 2:28 PM
625	Early Childhood intervention must be more readily available for all students. However, because the family is the first and best educator of children, they must be included in the process. We don't want education to take the place of parenting...we want it to enhance and partner with parenting!	Nov 22, 2011 2:27 PM
626	Studies seem to show that you get maximum educational "bang for your buck" by reaching kids as early on as possible in their educational career. However, according the Chronicle of Higher Education Oregon has been in the bottom 5 of per child educational funding by state for over 10 years. This was after a couple of decades of being in the top 5 of per child spending. The real problem in Oregon is an overall lack of spending on education.	Nov 22, 2011 2:25 PM
627	If we increase the number of graduating students ready for college it should also help students of color and economically disadvantaged. Our current economic	Nov 22, 2011 2:20 PM

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downturn had affected all students regardless of color or economic level.

628	It's not just about being prepared for college; it should also be about being prepared for obtaining and holding a family-wage job for those that aren't able to go to college. It should be about preparing students to be successful in life.	Nov 22, 2011 2:18 PM
629	Take college placement test Junior year to show where they are and what they need to work on.	Nov 22, 2011 2:16 PM
630	All of these are equally important. It's ridiculous to have to rank them. You should know better than that and fund all of them to the fullest extent.	Nov 22, 2011 2:13 PM
631	This was hard, research shows that in order to close the achievement gap we need preschool programs to ensure all students start kinder at the same level. We also need to increase hs graduation rates for students of color and economically disadvantaged students. I believe we also need AVID programs in all MS and HS's.	Nov 22, 2011 2:12 PM
632	Education is a building block - if they start out with reading and math skills, they can continue to build, so that going from elementary to middle, from middle to high school should not be so traumatic. Parents, support your children as they earn their education!	Nov 22, 2011 2:10 PM
633	Please continue transportation funding at current or improved levels	Nov 22, 2011 2:08 PM
634	We can't keep taking money away from the group of children that need that early intervention while still expecting them to be ready for kindergarten.	Nov 22, 2011 2:08 PM
635	- Encouraging and supporting truly seamless partnerships with high school and community colleges that implement the Early College High School model. Students could leave high school with a high school diploma and one - two years of an associate's degree.	Nov 22, 2011 2:07 PM
636	This type of rating system is not helpful as several are equally important (first three mentioned). Emphasis on college important, but contextually it should not be "just to attend." Improving math skills early on for all students is missing....but very important in an global economy.	Nov 22, 2011 2:06 PM
637	Why would you not prepare a child for high school work and college work!!!!	Nov 22, 2011 2:05 PM
638	Prevention is the key.	Nov 22, 2011 2:05 PM
639	This is misleading. While students in lower grades must be better prepared for future education, to place that above graduation for those already in the system seems to eliminate an entire cohort of students.	Nov 22, 2011 1:57 PM
640	If we start early and our practice is consistent and is GOOD all the middle school and High School goals will be attainable.	Nov 22, 2011 12:25 PM
641	We wrongly continue to determine that the only successful path for students and graduates is thru colleges. We do little to develop and enforce the basic work ethic necessary for getting and keeping nearly any job.	Nov 22, 2011 11:26 AM
642	Writing is a neglected skill with the current focus on improved math and science	Nov 22, 2011 10:25 AM

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skills for American students. The writing assessment process in which schools exchange writing samples is too arbitrary. The kids get a lot of support for that one assessment--almost to the point of cheating--but otherwise writing is a low priority. It can be tempting to "forget" about the older students and focus interventions on the incoming kindergarten students. I believe that even the older pupils are worth our efforts, even the ones who have been mishandled in their preceding years of education.

643	Better prepared elementary teachers with strong pedagogy and content background knowledge, combined with clearly articulated curriculum (standards) are important foundations of our educational system. Elementary teaching programs fall short of adequately preparing teachers.	Nov 22, 2011 10:18 AM
644	I am offended by a survey that requires me to pit different grades of education against each other. I can't even fathom the thinking that went into the design of this question. The Governor and Legislature needs to show leadership by calling on those who can most afford to pay more taxes to step up. We cannot cut our way to prosperity.	Nov 21, 2011 9:15 PM
645	Revenue should be raised by taxing corporations and closing loopholes that benefit the super rich. It is ridiculous to have the revenue shortfalls that we do - so schools and districts have to compete for their piece of the pie - through NCLB policies.	Nov 21, 2011 8:20 PM
646	Look at the European model; those students less able and less inclined to go to college have several alternative pathways to useful education and training.	Nov 21, 2011 6:56 PM
647	The idea of penalizing or reporting a school as deficient for not graduating a student within their cohort is terrible. Students are individuals who at times do not grow up as quickly as they need to. Family circumstances such as sudden poverty or a loss of a loved one could affect this, and many other things.	Nov 21, 2011 5:10 PM
648	Middle school students who don't do their homework/engage are the HS dropouts. It's not about prepping them for HS - it's about helping them navigate middle school successfully. Every student should receive support to ensure they leave MS ready for HS in every way.	Nov 21, 2011 4:21 PM
649	Consider extending the time it takes for ELL students to learn the content and language. It should be acceptable for a student who has further to go to take longer, should it not?	Nov 21, 2011 3:58 PM
650	why agree to have programs compete?	Nov 21, 2011 3:52 PM
651	They're all important!	Nov 21, 2011 3:09 PM
652	Prevention-oriented programs while spending more money up front will lead to long-term reduced costs in the juvenile justice system, adult justice system, and in special education costs. The earlier we start the better. EC services are uncoordinated and under-trained. 4th grade reading NAEP scores continue to show underachievement in the state of Oregon.	Nov 21, 2011 2:03 PM
653	I do not mean to take the art and creativity away from the profession in my "other" option above. I advocate that we have those elements embedded in a	Nov 21, 2011 1:48 PM

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cohesive system in which teachers grow and thrive. In the best classrooms the expectations for success are clear, students are given multiple entry points for learning, and they are held accountable for doing their best work. School systems must emulate that structure so that teachers can bring unique talents to bear, receive the assistance they need, be held accountable and have it all work with clarity and efficiency. Until we build that system, all the initiatives above will just be superimposed onto the status quo that does not work.

654	Failure pays in the current system. If student success added dollars, all else would follow. Current practices followed the reward of failure.	Nov 21, 2011 1:05 PM
655	More focus needs to be at earlier grades when students form the basis of their learning, even if it means longer days and more classroom assistants or other such interventions. Many parents can't afford preschool so some assistance at that age would be helpful.	Nov 21, 2011 12:44 PM
656	Preschools and Head Start are already in place to engender learning for 4 year old students. Reading in the primary grades is critical. We all are struggling with high classroom student numbers because of budget cuts. If we fail in the primary grades as research states, many students will never recover. Rural districts need assistance with getting students ready for college. Online works okay and is getting better as technology improves, but is still a challenge. Nothing against students of color, we need to educate all students equally.	Nov 21, 2011 12:17 PM
657	If the goal is for more students to be prepared and finish college, then use backward planning to make that happen. School readiness and improved reading skills are the beginning of the process. It depends on which way the sequence is viewed.	Nov 21, 2011 12:13 PM
658	Priorities are for ALL children to reach the skills necessary, not broken out for certain groups.	Nov 21, 2011 11:54 AM
659	Changing the outcomes in the system requires changing the entire system values and measures. We must measure what we value or we will end up valuing what we measure.	Nov 21, 2011 11:44 AM
660	This is hard because you can put all the money you want into such arbitrary goals as increasing graduation rates and college readiness, but the question is how that money goes about doing that. What are the plans involved? There seems to be several steps missing. Again, I would argue that the teachers play by far the largest role in this. It may be worth it to think about reevaluating the roles of teachers in society. Currently, they receive low pay and are often held at low standards. There are tons of them, so how do bad teachers keep falling into the mix. By making teaching positions competitive, with longer waits before tenure and higher salaries, better teachers would, I think, as we see with universities, be the result.	Nov 21, 2011 11:41 AM
661	I'm in favor of good early childhood programs, but I dislike the notion of "ready for school." Any healthy child, healthy physically and emotionally, is ready for school. I fear the implications of this item, which might be force-feeding literacy drills into children who can get all the "readiness" they need through productive play. I don't understand the intentions behind the item on helping middle school students prepare for rigorous high school work. Does that somehow imply	Nov 21, 2011 11:38 AM

Q8. COMMENTS?

cracking a whip? What does it mean besides providing a good solid middle school program?

662	students to have strong beginnings with commitments along the way to have strong programs and components leading to success in that "after graduation" plan.... college, work force or military. To ask for a power ranking becomes a bit skewed dependent upon where your particular focus might be directed; ultimately all ought to be ranked #1, but if we are looking at money then you have to begin with the K-12 programs.	Nov 21, 2011 11:36 AM
663	I believe we need to shift from a medical model of service delivery to a public health model. Therefore, my ranking of these items is reflective of a preventative approach to service delivery.	Nov 21, 2011 11:22 AM
664	I am a High School Administrator, who believes that our funding and efforts are better spent at the early childhood and elementary levels. If students get to me 3 or 4 grades level behind their peers, the chances I am going to get them to benchmark (ready to go to college) in four years is extremely unrealistic.	Nov 21, 2011 11:07 AM
665	Early childhood programs must be mandated and full day and primary grades must be held harmless in budget reductions. Students leaving 3rd grade performing at high levels in reading, math and writing and the rest follow.	Nov 21, 2011 10:00 AM
666	I'm unclear of how you rank these as highest priority etc. They are all equal in priority, therefore should be equally funded. Each of the outcomes build upon the other. Without improving reading skills in early elementary, you risk not graduating more students, however it isn't an absolute predictor of future success.	Nov 21, 2011 9:57 AM
667	"Rigor" can and should be taught to all students at all grade levels. It's not just a means of preparing kids for high school or college. It's how brains want to be engaged in the learning: critical thinking, analysis, etc. and that can be as relevant and stimulating to a kindergartener as it is a high school senior in an AP class.	Nov 21, 2011 9:32 AM
668	This is clearly our most important priority: Early childhood programs and preschool so students arrive in kindergarten ready for school	Nov 21, 2011 8:50 AM
669	the last 4 options disappear and only allow me to check one line of the four.	Nov 21, 2011 8:39 AM
670	The most significantly consistent trait of students who fail to learn is the lack of a stable home life that is a result of societal factors. This is traditionally outside the responsibility of the school system, but must be dealt with if we wish to come close to 100% of students leaving the system successfully.	Nov 21, 2011 8:39 AM
671	Again, if research points to teachers being the most important component that relates to success for students, why don't we put our resources into making better teachers? This would include colleges and universities training for new teachers. Colleges should track their teacher graduates success with student proficiency and see where the data points them for improving their programs. .	Nov 21, 2011 8:30 AM
672	Where is vocational ed? WE, the USA, do not need more than 20% of our population to be college grads. Why do we think every child has to attend	Nov 21, 2011 6:13 AM

Q8. COMMENTS?

college? This is a dis-service to the child and to our communities.

673	This was challenging to prioritize because we need to do a better job in all areas. I picked early childhood programs as a first priority because of research that shows that early intervention makes a huge difference throughout a person's life, but all are very important.	Nov 20, 2011 9:56 PM
674	This question is very poorly designed. While it's true that early investment is a good foundation, it is also true that high school is more expensive to do well than elementary school is. There is nothing here about the comprehensiveness of neighborhood high schools.	Nov 20, 2011 8:41 PM
675	All of these are very important. Please note that an investment in early childhood education does not pay off if the child enters a failing system. All parts K-12 must work in unison.	Nov 20, 2011 8:40 PM
676	I would like to see our students become lifelong learners, which is really what we are preparing them for!	Nov 20, 2011 8:10 PM
677	Our priority must be on K-3 so that we can give students the foundation they need to be STUDENTS who value education and have the basic tools to learn.	Nov 20, 2011 7:52 PM
678	These outcomes are intrinsically linked, and our practices should also be. The addition of pre-K to the continuum, even to communicate standards for the existing public/private preschool model, will be an important step. Align, align, align.	Nov 20, 2011 7:04 PM
679	Until we increase the capacity and make it a requirement that students attend early childhood programs, we will be unable to change the current system.	Nov 20, 2011 6:51 PM
680	Everything gets a 7 except the second question, the one about teaching kids to read. - Early childhood programs are useless. This has been proved, and even if it hadn't, you could see for yourself: if you can't teach them starting when they're five, you won't be able to teach them starting when they're four either. - What on earth are you doing with middle school students now? - High school graduation rates mean nothing. Does a graduate know anything, or have you dumbed down the graduation requirements to where a diploma means nothing? Furthermore, do not focus on students of color and the economically disadvantaged. Focus on the smart, hardworking kids regardless of color and socioeconomic status who a) appreciate the opportunity to get an education, and b) will have the wherewithal to make a contribution that pays back our investment in them. - College isn't for everyone, and if you continue to focus on that -- in the middle of the current higher-education-bubble collapse, you will miss the direction this country is heading in. Focus on graduating more students from high school ready and able to go on to having productive lives, whether this means college or, you know, an actual job. - Assuming students do enter college, what on earth are you preparing them to do there now?	Nov 20, 2011 6:31 PM
681	I believe early childhood is important but no one seems to grasp that we don't have preschool for the working poor. 11,000 children are served in Head Start. We don't even know where the rest of them are - many are just in family friend and neighbor care. Many many Oregon children don't attend formal preschool. School age kids (5 -12) need strong supports and parents need programs	Nov 20, 2011 6:11 PM

Q8. COMMENTS?

because they work. Happy to see the middle school question. It seems that we are ignoring - middle school. This is when kids get into trouble. Then drop out. They are raising themselves and their younger siblings in low income communities. Poverty, Poverty, Poverty is the real issue -

682	Our funding system is not working, people.	Nov 20, 2011 12:52 PM
683	I am always bothered by the phrase "ready for school". Any child who is healthy, well nourished, well rested and secure is "ready for school." The concept of "not ready for kindergarten is abhorrent and should be struck from the lexicon. Again, many of the items are based on peculiar assumptions. For example, I would think that an age-appropriate middle school curriculum that is well taught would, ipso facto, prepare students for high school. I wonder what the alternative is that's assumed in the wording of the item. I like helping high school students earn college credit. We need an alternative to the factory model of high school, including the arbitrary assumption that there is something magical about graduating in four years. Some kids can do it sooner, some take more time. Focus on the kids, not arbitrary outcomes.	Nov 20, 2011 11:08 AM
684	Having the best teachers in the class room is the most important to me, followed by administrators that can lead and evaluate. Unfortunately with collective bargaining we don't have our best teachers in the classroom. We are stuck with cynical, old school teachers waiting to retire.	Nov 20, 2011 10:53 AM
685	Ranked all items "1", but rankings disappeared as I moved down the questions.	Nov 20, 2011 10:09 AM
686	The framing of these questions is highly biased toward pre-determined "refrom" ideas. While it is VERY important to provide extra assistance to middle schools students, the focus there should be on personal development, and NOT on "rigor!"	Nov 20, 2011 8:29 AM
687	(1) I believe funds must be expended to develop the infrastructure that supports our professional educators (e.g., the development of a data collection and analysis system that is comprehensive, statewide, reliable, accessible, and utilitarian). (2) While I value the emphasis on reading instruction and success in the elementary grades, I believe the statement should read "reading and numeracy".	Nov 19, 2011 3:54 PM
688	You can't build a second story on a house unless you have a strong foundation. We need more money at the lower levels and smaller class sizes.	Nov 19, 2011 2:15 PM
689	Finance of Public Education in Oregon is laughable. As a lifelong Oregonian, it is absolutely disgusting to see the effects of Measure 5 on the quality of education. The working conditions in Oregon schools will continue to make the job of teacher less and less attractive. I used to wonder when people would see how bad things are and support tax reform. I now realize that there is no political will to support schools and that the reality is that things will only get worse. It saddens me to be 42 and wonder what my next career is. I cannot imagine being a leader in public education for life because it is like driving a car with no fuel in the tank. At some point you need to move on. Doing the same thing year after year and expecting different results (other than less resources) is insane.	Nov 19, 2011 11:39 AM
690	How about engaging Oregon citizens in indepth discussions of these issues, and	Nov 19, 2011 10:32 AM

Q8. COMMENTS?

soliciting their ideas? Face to face dialogue always trumps survey results.

691	Your survey left out more than 50% of the population in this regard.	Nov 19, 2011 8:46 AM
692	High school graduation rates mean nothing right now because many students exit the system who are not college and career ready. Make a high school diploma reflect the full range of skills, knowledge, and behaviors that are necessary for post-secondary success.	Nov 18, 2011 11:04 PM
693	Not just preparing students to go to college and beyond, but also providing students with a value-added education of exploration into the vocational opportunities which now require students to be deep thinkers, problem solvers, working collaboratively on teams.	Nov 18, 2011 8:43 PM
694	this is difficult as many are interrelated.	Nov 18, 2011 8:12 PM
695	Not everyone wants to go to college. College only serves about 25% of our population anyway. The trades and military are vitally important...and I am a principal of a 6A high school!	Nov 18, 2011 7:20 PM
696	These are all so important. Please do not think which ones we should invest in. Please think about which ones can we invest in first, second, third, etc.	Nov 18, 2011 4:16 PM
697	This is a difficult question to answer as I could rank all as a 1, I do believe there is a missing component though as the questions are general and I think there should be one about proficiency and progression and how or if they should be linked.	Nov 18, 2011 4:15 PM
698	We take our off the ball in reading starting at grade 5. how about holding students accountable to demonstrate what they know and can do instead of moving them up each year because they did their time at that grade level. Incent school to embrace the proficiency model from 1 through 12th grade. No more social promotion, hold students accountable to demonstrate that they truly are functioning at that grade level before moving on! Get off the band wagon that every student will go to college, instead, focus on the idea that all students need post high school and really explain what that means; 4 yr, 2 yr, cert, apprenticeship, I have had great meals served by students with Masters who could only find a job serving tables. Our country does not need every kid as a college, 4 yr grad. We need skills, put those in place and the rest takes care of itself.	Nov 18, 2011 3:55 PM
699	Prepare students for ALL post secondary training, not just college. Rate post-secondary participation equally with college work as a measure of district success, because someone has to cut my hair and fix my car.	Nov 18, 2011 3:52 PM
700	I don't like how this was organized so you could only put a "1" on one item. I believe right now the focus has to be on making middle school more rigorous and improving literary skills in the elementary grades. But I also believe we need to make elementary more rigorous by incorporating problem solving skills to real world problems before they get to middle school.	Nov 18, 2011 3:36 PM
701	The funding should create a vertical alignment to connect all systems of learning to help support the one investment we all have in common...the student...	Nov 18, 2011 3:31 PM

Q8. COMMENTS?

702	No mention of vocational education at the k-12 level seems to be a complete post secondary view. Many of our kids are not college bound what does the k-12 system provide them? What of kids going into the trades?	Nov 18, 2011 3:24 PM
703	Many students are not going to go to college, but rather enter into technical and vocational fields. Treating and measuring all students to goals and standards designed have them attending college type higher education system is an unattainable goal with our current K-12 system. The current K-12 system in fact ignores and does not meet the needs of students that, for whatever reasons, will not, or cannot attend a college type higher education. We must to diversify that system to accommodate all segments of our students before the K-12 system can truly serve all students adequately.	Nov 18, 2011 3:04 PM
704	PreK- 20 - this is a capacity issue - you need to find a way to make the outputs you want AFFORDABLE for families and taxpayers. You are asking people to pit one level against another. If you find the words you need will you blame the survey providers for saying "that's what people want."? We want the same outcomes at every level - but not at the expense of other levels.	Nov 18, 2011 3:00 PM
705	We must commit as many resources as is possible to improving reading skills in the K-2 area of education. It is the key to making sure that students have a true shot at achieving at higher levels.	Nov 18, 2011 2:56 PM
706	We have improved reading skills in elementary schools. We need to focus on 21st century learning strategies and outcomes and eliminate the outdated Industrial Age assemblyline apprmodel of education and enter the digital age.	Nov 18, 2011 2:34 PM
707	rating one over the other is simplistic---all of these areas are EQUALLY important, choosing one over the other puts students at a disadvantage.	Nov 18, 2011 2:33 PM
708	Truly the first , second and third are a tie.	Nov 18, 2011 2:30 PM
709	Let's implement bilingual education everywhere that it's possible. All students should speak, read and write at least two languages fluently when they graduate from high school.	Nov 18, 2011 2:16 PM
710	Items 1-3 are INVESTMENTS that can be made.... Items 4-7 are outcomes that depend on other things, but are NOT targeted investment statements	Nov 18, 2011 2:11 PM
711	Math is a very big issue right now. More students are failing to graduate due to math requirements than due to reading difficulties. This will become even more prevalent with the new standards.	Nov 18, 2011 12:03 PM
712	This is a joke, right? We have barely enough money to maintain minimal levels of essential services and you're talking about "focusing" funds in one area. Better to ask what areas of public education we are most prepared to abandon, because those are the choices we are actually making.	Nov 18, 2011 8:19 AM
713	There needs to be some attention paid to career technical education, apprenticeships, and other such programs.	Nov 17, 2011 11:55 PM
714	All of these questions are so. . . loaded. This questionnaire is an excellent example of a biased "test," based on the perspective of the questions.	Nov 17, 2011 10:51 PM

Q8. COMMENTS?

715	Not all students wish to obtain a college degree. Shop classes in highschool, apprentice programs where students are paid as they learn.certificates of completion and courses would fill the gaps of individuals who want education but not necessary to have some sort of 'degree' or can not afford a college education. All of the above in this catagory are important and it is difficult to rank them. College preparedness is vital. Though ranked #6 it is still as important as #1.	Nov 17, 2011 6:27 PM
716	We have to educate the children early but we also need to work with the students in the "pipeline"	Nov 17, 2011 5:20 PM
717	With limited resources, we need to change our system. I believe technology needs to play a greater role. This engages young people; they rely less on teachers and can become teachers themselves if they use technology to demonstrate what they know and share with others.	Nov 17, 2011 2:32 PM
718	Focus on the front end and the rest will follow. All of these are important, but from a "cause and effect" perspective, you have to start with being ready to learn.	Nov 17, 2011 2:25 PM
719	Two of your items about college are repetitive in some elements.	Nov 17, 2011 2:03 PM
720	All of these are highly important. However we must start at the bottom to permanently raise the performance at the top. Starting at the upper levels leaves all of the gaps open and while immediate improvements look good it does not provide for the real solution.	Nov 17, 2011 1:35 PM
721	I think that the fourth question down in this section needs to be removed as it promotes discrimination and is out of line.	Nov 17, 2011 1:12 PM
722	I think that the fourth question down in this section needs to be removed as it promotes discrimination and is out of line.	Nov 17, 2011 12:52 PM
723	I understand the significance of early childhood education, but I don't want our school system to become a daycare system either. I understand the importance of early literacy. But I don't want to neglect the needs of upper grades. Current funding does not allow our district to do both, therefore the emphasis has been on the early grades. Only because we have a fantastic and dedicated staff at the upper grades are we able to do so well. I am concerned about the "burn-out" of those who currently make it happen for us. We do not have to deal with multiple ethnicities and languages and I cannot imagine the challenges of those that do.	Nov 17, 2011 12:40 PM
724	Some early steps will bring about results in higher education	Nov 17, 2011 12:07 PM
725	fostering out of the box thinking and helping them learn where to get the information.	Nov 17, 2011 11:55 AM
726	Last night our Board of Directors for Clatsop Community College head from our Community about the very real disinvestment and pain associated with a 60% reduction of State support over a few short years. Faculty cuts of about 40% are devastating to this College and Community!	Nov 17, 2011 11:47 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1	I may be well-educated and consider that I have a good degree of common sense, however, I do not feel qualified to answer these questions as I really do not know much about how to successfully teach individual students, let alone run an entire school system.	Dec 13, 2011 9:14 PM
2	I am concerned that waivers are too leave kids behind. I have mixed feelings about wasting too much money on kids who don't fit in the ordinary class room and about knowing that all kids with normal intelligence should be taught. That's why I think alternative class rooms can help if they are quality.	Dec 13, 2011 11:56 AM
3	Consider what is the purpose of high school. If a very small percentage of high school students are actually moving on to college, why is the focus so heavy on college prep. The number one focus of our education system should be developing students to eventually have meaningful employment. No skilled employees equals no jobs. No jobs equals no taxes. No taxes equals no schools. No schools equals no skilled employees. This cycle needs to end through our schools focusing on the real end product... A student with the amptitude and capability to be a productive employee and eventual employer. Students need to have a clear understanding of why they are going to school, and how it will truly impact their future.	Dec 12, 2011 9:27 AM
4	Control collective bargaining. Change the pay structure to be based on performance and not automatic raises. Benefits are unrealistic and out of control and bankrupting the state.	Dec 11, 2011 11:33 AM
5	The end game needs to be the repeal of NCLB. It was a stupid idea, and Oregon's implementation has been devastating to public schools throughout the state.	Dec 10, 2011 2:08 PM
6	I think, as we move forward, it will be really important to elevate the publics view of our school system. It seems to me that right now, with NCLB, we have set up a,"teachers are to blame," mind set. I think that we need to foster a more positive, "It takes a village," attitude. When we play the blame game, the students lose everytime.	Dec 10, 2011 8:43 AM
7	The community who is struggling under this economic down turn and are sending their children to school. The schools who are trying to meet standards and stay out of courts for paperwork violations. The teaching staff who are not asked their opinions except in surveys. The students who need schools and communities to work together rather than criticize each other. The country that needs educated leaders and people.	Dec 9, 2011 7:41 PM
8	More focus on the success of core students. Provide opportunity for the fringe students, but don't let them hold back the rest of of student's learning opportunities. Want more focus on getting students into advanced courses in high school.	Dec 9, 2011 4:13 PM
9	There needs to be less dependence on evaluating a school's demographics by way of standardized testing. There are too many variables between schools (and even classes within schools) to initiate cookie-cutter reforms or improvement programs. Train administrators in professional development and how to establish a supportive community of parents, teachers, and staff. A school's community	Dec 9, 2011 3:41 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

can do more to address strengths and weaknesses than outside politicians or education "experts".

10	Please look at the student-to-teacher ratios particularly at the elementary level. Students cannot receive the strong foundation they need without the support and instruction smaller classes sizes could provide.	Dec 9, 2011 3:31 PM
11	We spend more for two years of prison incarceration, than we do on an entire K-1 education. As a percentage of the state's income k-12 education has gone down each year since 2003. Shame on y'all!	Dec 9, 2011 1:52 PM
12	College credit classes should be available to those students who can handle the classes. We should encourage high achieving students as much as the lower achieving students.	Dec 8, 2011 5:36 PM
13	New regulations should not pit districts against each other for funding, but rather encourage districts to collaborate to improve student achievement.	Dec 8, 2011 12:28 PM
14	Measuring individual student progress towards meeting benchmarks is more important than looking at groups of students (entire classes, entire schools) overall. Keeping students in elementary school and middle school to until they meet benchmarks is important rather than passing them on to the next level and expecting that teacher or those schools to do all the remediation and intervention. High school teachers feel a tremendous burden to make sure students graduate, even when they come to us with 4th grade reading levels for example, and that burden should be shared with students' elementary schools and middle schools.	Dec 8, 2011 7:51 AM
15	our education system is broke, special needs students and esl is sucking way way too much money away from the main stream of kids. We need way more parent involvement the problems we are facing ARE NOT solved by throwing more money at education and schools. THE PARENTS are responsible for the education for thier kids. The public schools are a great tool to assist us parents. The community and parents need to understand it is not the schools job to raise your kids!	Dec 8, 2011 6:23 AM
16	The whole path that US education has taken is a dead end. Education needs to leave the middle ages (literally) and enter the internet age. Education should be just in time, a la cart and flexible to handle to varying capabilities and developmental speeds of individuals. Education should be about revealing and enhancing the extra ordinary talents, not standardizing output.	Dec 7, 2011 10:56 PM
17	When new policies are put into place listen to what teachers (those that are actually working with the children) have to say. Something that looks "good on paper" does not necessarily work in real life. I wonder how much their input is encouraged. The Feds do not need to run our schools in Oregon	Dec 7, 2011 9:10 PM
18	Not all students fit in one box, so make proficiency-determination flexible. "Success" should be defined with more flexibility. Maybe one student is an amazing writer, but just an average mathematician. Let that student shine as a writer - don't hold him/her back for not being a strong math student. And visa versa, and all the permutations of strengths and weaknesses. Our educational	Dec 7, 2011 7:03 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

system needs greater flexibility.

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| 19 | I would really like to see us focus on the kids who need the focus to get up to grade level. If we could use data in the junior high and high school like we do in elementary with scores. Maybe see why kids are failing. What if it is missing assignments so we teach organization skills, or remediate where they are struggling, or see if we can get them to pass more classes to help them pass. | Dec 7, 2011 4:54 PM |
| 20 | If you don't significantly reduce class sizes, nothing else will make a damn bit of difference. If you need more money, raise taxes. I have long preferred our reliance on income tax over sales tax, but the growing gray-market economy and extreme variability of income taxes have made relying entirely on it untenable. We need to add a 5% sales tax and use some of the money it would raise to offset the burden that would place on the working poor and unemployed, with a tax credit. All manufacturing production equipment should be exempted from the sales tax, whether for Intel or for a small restaurant, in order not to lose jobs. At 5%, the tax would still be significantly below WA and CA. | Dec 7, 2011 1:41 PM |
| 21 | Maintain local control of schools through locally elected school boards and allow them to make decisions about the education of students in the local schools. Provide adequate funding. | Dec 7, 2011 1:26 PM |
| 22 | Trust schools to want to make a change - leaving them with the unease of always having someone second-guess their approach - lately it's all the rage to compare us to Finland - let's get serious about that - they have an expectation of an end-result, and they give the schools and students the tools to get there and then get out of the way. | Dec 7, 2011 10:54 AM |
| 23 | I don't think parents know enough to judge on most of these questions. Even after extensive reading about school readiness and success measures and working in health, public health, and the schools, I find them difficult to answer SO I mostly worry how the survey results will be applied. | Dec 6, 2011 11:09 PM |
| 24 | You did not address classroom sizes and funding issues which I think are critical. I think the situation with schools needs ongoing attention by the media to keep the public informed, and not just those who are students or who have kids in schools. The comparisons of the U.S education system and test scores across countries is important info to keep sharing, as well as to show how the U.S. compares with variables like classroom sizes, education expenditures, etc. Elementary schools should all again have dedicated PE, art, and music teachers because research shows that kids exposed to those subjects do better in a variety of ways. Do other countries support teachers of those subjects and how do they do that? How does the US compare to other countries in terms of language learning? Not very well and we would do well to offer an abundance of public language immersion schools, not just private ones. Bottom line, we need to fund education if we care about our future citizens. And economically it will help the US to compete. At the same time, we cannot expect every student to graduate from high school, that is fine, offer them vocational training options. | Dec 6, 2011 10:31 PM |
| 25 | Attention and Cultural Shift towards 21st Century Skills, Social Skills and developing executive function skills may support students in future achievements. Decrease the administrative / 'paperwork' currently required and | Dec 6, 2011 9:25 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

focus on increasing attention to student and teachers needs in skill development is also needed.

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|----|---|---------------------|
| 26 | As an art teacher, my students learned all the subjects because art is interdisciplinary. Students need a well rounded curriculum if they are to learn anything. In my class through art we studied history, social studies, geography, math, writing, and science. When grading student sketchbooks where writing was involved, I was horrified by the inability of 6th graders to write 3 complete sentences. I later found out my school was not teaching writing because it was not a tested subject. There are easy ways to tie subjects together through teacher collaboration. A great example of a good start to a curriculum is Core Knowledge, which encompasses all subjects linking to each other. We used Core Knowledge in our charter school and it is no wonder we were one of the top performing elementary schools in the city of Chicago. Please, I urge you and any other legislators who care about the future of America's children to dismantle NCLB. We don't even have long term research to see if NCLB will even work! It's kind of like putting a new drug on the market and using us as guinea pigs in a test. Last note, I got through high school because of art. I went to college and graduated because of art. I don't know what I would've done without it. I can't envision a life without a sense of wonder for our vast visual world. | Dec 6, 2011 5:18 PM |
| 27 | Let's get back to educating students and stop penalizing teachers. Teachers don't always know the best ways to educate children, but they are generally hard-working, well-meaning, and caring. They deserve our respect and our support. | Dec 6, 2011 4:46 PM |
| 28 | You're not asking the right questions. None of these questions really deal with the classroom experience. And no one is asking about class size! It plays an enormous role in a student's (and teacher's) success. | Dec 6, 2011 4:11 PM |
| 29 | Yes, but got to go. Suggestion: make multiple SHORTER surveys! good luck! | Dec 6, 2011 3:40 PM |
| 30 | I'm glad that Oregon is working on this. I want to be reassured that we keep expectations high, but realistic. | Dec 6, 2011 3:30 PM |
| 31 | All children of Oregon be required to participate in formal education. We are losing a population of students whose parents claim they are home-schooling their children, and actually do nothing. I've seen handful myself as 1 person. I'm sure this happens more than is realized. Schools need to be supported to do their job. It works well for a majority of students: address the issues that hinder the other students so all students are expected to succeed. Teachers are teaching, but students won't learn if they aren't present and ready. Also, intervention measures need to be in place as a stop-gap if a student starts to slip. Title I is important, but even non-Title schools have needs and are at a disadvantage by not having access to the same resources. | Dec 6, 2011 1:58 PM |
| 32 | Public schools are broken and I applaud you for looking to make changes. As a mother of 3 (2 in public school and 1 in private school) I am preparing to enroll all 3 in private school next year. It is unfortunate, but paying for my children's education is worth every penny. Private schools not only educate kids, but also make them more well rounded human beings. Public schools are so focused on instruction and benchmarks that they have forgotten to have fun and let kids be | Dec 6, 2011 1:54 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

	kids.	
33	Less vacation time	Dec 6, 2011 1:43 PM
34	Too much time is spent on OAKS testing. Last year, my ELL students took Math 3 times, Reading, 3 times, Science 3 times (5th grade) and ELPA. They spent from January-May testing the entire time. They need less testing and more instruction. Also, we need a test that is diagnostic to drive instruction, not waste our time.	Dec 6, 2011 1:34 PM
35	The majority of these questions seem to have been written to push a specific answer. They did not seem to be impartial.	Dec 6, 2011 1:09 PM
36	National Board for Professional Teaching Standards and any Oregon NBCTs should be involved in all committees and decision-making processes.	Dec 6, 2011 1:04 PM
37	The Oregon Department of Education, appears to be unclear of their stated mission and implementation of the the plan. As a compliance agency, ODE appears to make mandates and not provide districts with necessary guidance and technical assistance. Some of the fiscal/program decision making appears to be capricious and not founded in the reality of the state of the art but based on expression of individual power. (Very distasteful). The vertical power structure in ODE is less than desirable and less than effective.	Dec 6, 2011 11:48 AM
38	Each student is an individual and should be taught with a method that is appropriate for their learning style.	Dec 6, 2011 10:43 AM
39	The state of Oregon has been blown it for years now with regard to funding education in Oregon. If you're going to expect us to jump through the hoops for you, provide the resources to help us do it. If you're unwilling to provide the money for us to get the job done you have no right to expect the results you're asking for.	Dec 6, 2011 9:13 AM
40	Full fund, fully fund, fully fund. Schools need support and resources. Not criticism and punishment. I hope this can come to fruition with the current Governor.	Dec 6, 2011 7:18 AM
41	Thank you.	Dec 5, 2011 9:30 PM
42	We need more of the Arts and Music in our children's lives. Music and the Arts is a Core Subject as stated by ESEA, The College Board of Education, Plato, Gardner & the Seven Intelligences, NCLB, etc. Music uses more of the brain than any other subject or activity that we do.	Dec 5, 2011 4:04 PM
43	I truly think having a student growth model would be a much more accurate assessment of both teachers and students. I think that believing all students learn in the same way and at the same rate is a fallacy and that each student deserves the right to learn to their full capacity. As state testing continues to be a "cookie cutter" exam, with no room for high level thinking, merely skills, students are not able to show all that they have learned during their years in school. If we, instead, had beginning of year and end of year assessments, students, parents and teachers could see how each child was doing.	Dec 5, 2011 3:22 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

44	Growth based assessments of students through out their learning careers is the only real way to assess individual student learning and to refocus the mindset of students from passing to learning.	Dec 5, 2011 3:17 PM
45	As stated above, we need to do more to include the students as well as their parents, in order for them to see the importance of our work. It takes a village!	Dec 5, 2011 3:14 PM
46	Each school is unique, k\just like each district and each child. A blanket, subscriptive and punitive approach does not make the school, the district, the child, more adequate, it limits them from being able to find a personalized solution that takes everyone's needs into account.	Dec 5, 2011 2:15 PM
47	We are all trying our best. So what can you do to make our best work BETTER?	Dec 5, 2011 2:15 PM
48	No Child Left Behind has failed miserably. Teachers should be given MORE freedom to teach what is interesting to the students-- they will never learn if they are not involved. Please, please, GET THIS WAIVER! Those teachers who are not able to teach in poorly performing schools need help! Not more education, they need aids, more adults IN THE ROOM. I know from teacher friends in "rough" schools, they don't have any time to actually teach because all their energy goes into managing behavior. More teachers, educational assistants, a lower teacher:student ratio---- that will make all the difference.	Dec 5, 2011 12:04 PM
49	We need an accountability system that includes all students. We need to raise the current very low ceiling for achievement outcomes and focus on individual student GAINS by ability level. Continuing to let our high-achieving students stagnate while we focus on low-achieving students guarantees that our kids will not be educated beyond a sub-par level when compared to other industrialized nations. This is a shame when we have have so much talent right in our own Oregon school districts.	Dec 5, 2011 11:31 AM
50	No child left behind leaves non-minority or non English language learners to fend for themselves. My student struggled learning to read through most of his elementary years. Despite assistance at home, the school system rated him as fine to move forward. However, minority students with higher test scores received assistance. Unfortunately, our income, nationality and physical abilities precluded him from having interventions. In fact, he has never been provided and IEP. We as parents have done our best to support his current educational levels. Today, he is at grade level.	Dec 5, 2011 11:08 AM
51	As a board member of OATAG and my daughter's school TAG parent liaison (Portland Public Schools), I would like more to be done to hold Portland Public Schools and other districts to offering appropriate instruction and opportunities for all TAG students.	Dec 5, 2011 10:02 AM
52	Cut the waste! Make the buildings energy smart... yes it costs money, but saves money in the long run. Get rid of the buildings you aren't using, sell property, etc. Stop teaching the test and pushing kids through the system.	Dec 5, 2011 9:56 AM
53	Please make it possible for our students to be able to focus on all aspects of their education. Our students are now being so focused on passing the oakes test,that they are losing opportunities to being exposed to the arts and other	Dec 5, 2011 9:51 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

elective programs. We need to be a nation of higher level thinkers if we are to continue to be world leaders!

54	Please address different students' needs, including the needs of gifted students, who are left out most often. All children deserve to be taught at their level, and ability grouping helps with both low and high achieving students.	Dec 5, 2011 8:30 AM
55	We must ensure that all students are able to read and do math at a high level. This should involve early interventions for all students (and teachers) who fall below grade level in order to avoid the emergency we now face at the high school level.	Dec 5, 2011 7:43 AM
56	Please know that teachers are being asked to shoulder an ever increasing workload. This year alone, my student load increased by 16% over last year's numbers. That represents 16% more one on one, gradings, parent contacts, accommodations, etc. We are devoted to our kids, but we are human too. When is it too much to ask?? One suggestion I have on this subject: Teachers can work with volunteers if they are available in their school population, but soliciting and managing volunteers is a big time commitment. This is another workload issue. Having a volunteer coordinator could be a good investment to support teachers and their students with quality one-on-one or small group support for kids who are slipping through the cracks. Also, I am looking into developing a high school to middle school student to student model. Basically, students helping students, like the ODS model (which works REALLY well). I would love to see an administrative person take this project and make it happen. Kids can help other kids, and learn a lot in the process (responsibility, self respect, academic skills, motivation). Kids being helped see a positive role model for themselves as well as receiving academic support.	Dec 5, 2011 7:21 AM
57	PPS is a joke. Those seeking high quality education are leaving in droves. Mediocrity, here we come.	Dec 4, 2011 10:55 PM
58	Thank you for all your efforts to improve an antiquated system of education.	Dec 4, 2011 10:13 PM
59	Get the waiver. Then work diligently and successfully to improve the reality of Oregon's pre-K through 12 public school system. When meaningful improvement is visible, it will be possible for Oregon to work successfully for repeal of the entire NCLB plot. The framework of the NCLB plot precludes Oregon from delivering quality education throughout Oregon's pre-K through 12 public schools. The sooner NCLB is repealed, the better.	Dec 4, 2011 10:09 PM
60	All students must be included in the accountability system. The ceilings for accountability outcomes must be raised above the existing very low benchmark levels. A better job of meeting the instructional needs of high-ability students must be strived for (taught at each student's appropriate rate and level).	Dec 4, 2011 9:28 PM
61	The current Federal programs are actually retarding education. Oregon would be better served by breaking away from this madness, and returning to a well-rounded curriculum. True, we have limited funds, thus we must think outside the box, be creative, and spend what little we have on things that really work.	Dec 4, 2011 9:13 PM
62	NCLB was an overly restrictive, overly test-based, ineffective set of standards	Dec 4, 2011 8:46 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

and procedures that have driven teachers, schools, and school districts, and teaching in general, into the garbage (filled with test scores).

- | | | |
|----|---|---------------------|
| 63 | Carrie Buchanan special ed. teacher MA Lynch Elementary Redmond School District Redmond, Oregon. There was a day the Governor visited OUR School. I remember the helicopter, the security services and all the joy of the visit. I am currently at the same school and remember the visit fondly. Now I am on a Plan of Assistance and the visit was about the success of our school. Please come a visit our school again. Come talk to us. | Dec 4, 2011 8:06 PM |
| 64 | Class size is a huge indicator of student success in the early grades, yet is ignored in the face of lack of finances. I think it should be at the least encouraged to limit class sizes to no more than 18 students in k-2 and 22 students in 3-5 grades. Let's give the students a greater opportunity for personal attention and learning. | Dec 4, 2011 7:04 PM |
| 65 | We need to overhaul the public school system as it kills the joy of learning as soon as a student steps into the classroom. Starting with recruiting the right teachers, professional development and accountability.... | Dec 4, 2011 6:06 PM |
| 66 | At a time when schools are closing, districts are reducing instructional days, class sizes are growing, and classroom materials budgets are shrinking, a new system of assessment does not appear to be a wise use of very limited funds. Oregon schools are seriously underfunded. If you're serious about improving educational outcomes, consider putting off the administrative changes and finding an innovative way to keep schools open and classes at appropriate sizes. | Dec 4, 2011 6:05 PM |
| 67 | After spending 20 years in post-secondary education, and presently participating in the development of my two children (in grades 5 and 8) in the Salem-Keizer school district, while having opportunities to observe school systems in Australia, Britain, Canada, and beyond, I have been struck by the low expectations set at the onset (ie pre-K through grade 3. Elsewhere, beginning students are made to do more and as a result internalize better learning habits. I have also been struck - disappointed really - by the number of my children's teachers who largely confirm for their charges the attitude that learning is not fun but work - which they must do, often for behavioral rewards such as candy, movies, or open time - that fills the time between recesses and lunch. When I have raised with these teachers that they ought to engage with students in the view that classroom learning is fun, fascinating and empowering and recess a form of punishment, they are typically dumbfounded. | Dec 4, 2011 4:45 PM |
| 68 | Parents need to be held accountable for ensuring their children are receiving the help they need to succeed. Teachers should identify students that are not receiving that help and have teachers/volunteers available to these children. If a child is disruptive in class this should not be the responsibility of the teacher to control the child. This should be the principal's responsibility to ensure that the child: 1. corrects the behavior or 2. that the parents become responsible for the child. Our children deserve an environment that they can learn in without disruption of the kids that perpetually cause problems. We must make parents responsible for their children learning how to behave correctly and teachers responsible for children's education. | Dec 4, 2011 2:42 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

69	I think it is very important that any new system Oregon puts into place focuses on the quality of teachers and instruction our students are getting. All students need to be held to high expectations as do teachers, administrators, etc. It would be detrimental to our kids to eliminate all accountability measures without ensuring that improvements are made and tracked.	Dec 4, 2011 2:33 PM
70	Anything that minimizes the distraction of scarce resources that now go to excessive testing and reallocates it to meaningful professional development and support for teachers and school leaders would be an improvement. Data systems are not going to help teachers improve their practice.	Dec 4, 2011 2:04 PM
71	Let's be sure we are measuring learning in a way that is similar to how students are taught. Does it really make sense to allow kids to think pair share ,move and work in socratic chairs.... then turn around and SIT and read uninteresting test passages? Moreover, we certainly do not want to teach to the test!	Dec 4, 2011 1:03 PM
72	Make each district follow the same curriculum plan and no options. How about following Washington's plan? Teachers become state employees, 1 superintendent, etc.	Dec 4, 2011 12:38 PM
73	I can't really answer all these questions because I have no real data or vision on which to base my answers. Should I be answering based on the current standards listed on the ODE website? On a more altruistic vision for all children? Or on the basis of our need for a competitive workforce in a global marketplace?	Dec 4, 2011 9:36 AM
74	Reduce class size. Increase vocational ed. Do students still have opportunities for apprenticeships? More school days..periods are chopped up with different classes every other day..teachers are not happy with current level of instructional time. Textbooks change too often..must be a cost to this given the current price for textbooks. I don't believe that another change in educational policies will have much impact on outcomes w/out instructional staff in the classroom. Learning is not possible for majority of students in classes of 40-45 given lack of textbooks and noise levels. Will these issues be addressed by policies or \$\$ [REDACTED]	Dec 3, 2011 10:03 PM
75	Eliminate teacher unions, break them, we will back you. If teachers are good, pay them accordingly, and get rid of the drones.	Dec 3, 2011 6:33 PM
76	Less testing so more time can be spent to actually "teach" curriculum in an interesting and creative way.	Dec 3, 2011 8:06 AM
77	It appears you are aiming this survey at students, parents, educators and other directly associated with schools. You need to include a broader spectrum.	Dec 2, 2011 10:07 PM
78	We have swung the pendulum too high in PPschools! We now are looking so intently on color, we are forgetting to focus on placing competent individuals in key positions to support all students. Please look into what is going on in terms of equity work and who the key personnel in the district now are. The top administrators in the district are: a lesbian superintendant, African American deputy superintendants, African American	Dec 2, 2011 9:00 PM
79	Education	Dec 2, 2011 8:56 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

80	nclb has failure built in. assess on improvement, not on whether subgroups (who will NEVER be able to pass "the test"). the bell curve is a fact. any reliably valid test must have some takers who fail. duhhhh.	Dec 2, 2011 8:52 PM
81	I would like to see more opportunities for students to be self-directed. Can they follow their passion within the classroom? Can they follow their passion by taking an independent study?	Dec 2, 2011 8:33 PM
82	1) Use data to set realistic goals for the number of students who can meet standards. 2) Consider setting a distribution of standards. Perhaps 1/4 of high school students should take calculus and pass the AP exam. Perhaps 1/4 of students will take vocational math. Not all students are the same and standards should reflect the distribution of students schools have.	Dec 2, 2011 5:25 PM
83	Please don't forget about Special Education. I know it's expensive, and a minor part of the population of schoolchildren in Oregon, but they are just as important. I sometimes think they teach us and the children from the regular education classrooms more than we teach them.	Dec 2, 2011 5:10 PM
84	Less days off, more teachers, better pay for teachers, better professional development for teachers. Institute a sales tax to help pay for it! Start low -- 2% or 3%. It seems obvious to me, as a parent who grew up in New York State.	Dec 2, 2011 4:42 PM
85	"The principle goal of education in the schools should be creating men & women who are capable of doing new things, not simply repeating what other generations have done. Men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept everything they are offered." -Jean Piaget	Dec 2, 2011 4:20 PM
86	Early Childhood Education Educating young adults so that they are prepared for the responsibilities of becoming parents. Educating and supporting struggling families	Dec 2, 2011 3:54 PM
87	Get the OEA out of the business of telling the schools and teachers how and what to teach. Most professional development is useless, boring, wastes time, and was not asked for by teachers. Stop wasting time and money on useless workshops. Pay attention to classroom needs, LIKE LOWERING CLASS SIZE!!! Listen to what teachers say so effective policies can be created and implemented. Get rid of most of the ruling do-little class of administrators and their bloated salaries. Make principals accountable to their staffs and schools. Stop importing stupid failed methodologies from California, like [REDACTED], and forcing Oregon teachers to adhere to them. Instead of listening to grand ideas from great leaders who never set foot in the classroom, like [REDACTED], listen to actual teachers who actually teach kids on a day to day basis and know something about it. Stop all top-down leadership and start listening to the real experts in the classroom. Stop caving in to political pressure and instituting absurd requirements on schools that everyone knows can't be met. Start paying attention to and having a conversation about the most important determining factors of student success. You are probably asking yourselves right now what those are. Every teacher knows what they are: family poverty and class size. Don't always say nothing can be done about this. If the rich kid can have art and music lessons so too can the poor kid via electives at the school which are all	Dec 2, 2011 3:51 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

being cut, but mostly at the poor schools and not the rich schools. Don't claim there is no money. Portland Public just sent 40 or 50 big shots to a conference on equity in San Francisco where everything: air fare, food, and lodgings, was paid for from the general fund. As if they don't yet know the system is not equitable and must listen to speeches to grasp the idea while they slurp away at fine restaurant or catered food. You shouldn't have cut Outdoor School which takes the place for poor kids of all those summer camps rich kids get to go to. Stop creating needless administrative high paying jobs for cronies where no one can actually say what they do all day or can point out any policy they authored or instituted that is of any benefit to the classroom kids and teachers. Stop doing national searches for high paid superstar flops such as Vicky Phillips and others who come and make a mess and then leave, when there are talented, dedicated, local people who have a vested interest in and connection to the Oregon educational community. Do you want to know why 50+ % of high schoolers don't graduate? Try asking those who know, but who are never asked, namely, the teachers who spend 7 hours every day with those kids. You never ask us. When you think about high school reform, try to remember that that high school freshman was previously in middle school and his or her readiness or lack of readiness for high school is determined well before he or she gets to high school, so middle school and k-5 issues need to be addressed also and probably first. Stop listening to so called educational experts, like Dutro, who represent money making interests. Stop hiring as principals and assistant principals people who have little or no teaching experience and, therefore, don't understand the craft. Finally, hang your heads in shame because you so called leaders have allowed Oregon's educational system to become such a mess, dooming a lot of kids, mostly the poor, to a second rate education all because you think you know better. You have ignored the most important factors, family poverty, class size, and equitable access to electives, because you think teachers are too lowly to be consulted or believed.

88	I do not support any education initiatives that A) advocate for "merit pay", B) require the state to spend millions on standardized testing, or C) neglect to include the input of teachers or teachers unions in decision making.	Dec 2, 2011 3:45 PM
89	Please don't forget about students with significant disabilities!	Dec 2, 2011 2:49 PM
90	Any support for keeping our good teachers in schools making progress with our students - having more time to spend on lesson planning and preparation instead in "compliance" meetings. Best to see ALL students improving, including our special education students - instead of having to meet a standard that may not fit the profile or testing preference for that particular student. Consider alternate measures of progress for students that include focus-areas as they become older, dependent on areas of interest and focus for that student's study.	Dec 2, 2011 2:49 PM
91	The Stand For Children and other "Ed. Reform" groups are backed by business who hope to make business investments that are not best for my children. I see this as a slanted and leading set of questions.	Dec 2, 2011 2:28 PM
92	Schools seemed to be punished if they have special needs kids and kids who speak English as a second language. Special requirements should be considered for these populations.	Dec 2, 2011 1:38 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

93	Hold parents accountable for their children's attendance at school.	Dec 2, 2011 1:32 PM
94	The Governor's plan is an utter waste of time. It is a political fraud, similar to the fiasco that he and ██████████ perpetrated years ago with the wasteful, useless CIM/CAM program. They promised "world class" The Governor's plan is a political fraud and waste of time. It repeats the fiasco of years ago when he and ██████████ promised "world class education" for Oregon with the CIM and CAM. The result was a massive waste of time for educators, school bureaucrats and students, There was no improvement in Oregon education. The latest pipe-dream will take several years to create and prove as empty as the CIM and CAM	Dec 2, 2011 1:30 PM
95	Children are not widgets. Some do not speak English, many have learning disabilities or families with serious disfunction. Consider all of the drug and alcohol problems we have in our communities and how those problems affect kids directly or indirectly. When I have 31 students, 2 that are autistic, 2 that do not speak English, 5 TAG, and 4 with dysfunctional families, I do not need more inservice. I need a smaller class size so that I can meet individual needs.	Dec 2, 2011 1:10 PM
96	Please consider a wholistic approach to education, Pre K-college. Children are complex beings and need more than the narrowly defined "education" of reading, math, science and writing. Children learn through different modalities and intelligences. (See Howard Gardner's theory of Multiple Intelligences). Some subjects are more subjective than others and finding a universal objective measurement tool is essentially impossible - I'm thinking here about the importance of the arts in education. As John Kennedy said, "The life of the arts, far from an interruption, a distraction, in the life of a nation, is very close to the center of a nation's purpose and is a test of the quality of a nation's civilization." The arts speak to our humanity and may incorporate all other subject matters. Districts are choosing to slash arts funding when really, the arts are what may keep children in school in the first place! I would be happy to discuss this further, but I have a class coming! ██████████	Dec 2, 2011 12:48 PM
97	I think your biggest challenge is having teachers at schools or in positions that they are not interested in and principles that don't want them there. If you change hiring practices to reflect the rest of business life so that the teachers, principles, and staff at a school all want to be there and want to work together you will see a huge improvement. The next change is to recognize that every school is different and has different needs and should be allowed to make choices that reflect the needs and interests of their community. One school may choose to have fewer "enrichment" activities to allow them to have smaller class sizes where the teachers provide enriched classrooms. It might include having half day kindergarten as a stand alone class instead of forcing schools to integrate full and half day. Every school and community is different and should be allowed to reflect that richness and diversity.	Dec 2, 2011 12:46 PM
98	High schools currently offer more classes than students need to graduate, however, there are still many students who must come back to high school for a fifth year. Schools should offer only the number of credits required to graduate. Students who continue to fail are welcome to continue to attend school, but they must pay for those credits.	Dec 2, 2011 12:28 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

99	Once a child is 15 or so, it shouldn't matter which institution "owns" their success ... K-12 or community college. The goal is to help them through. The state should immediately start measuring HS graduation rates based on a 4, 5 and 6 year completion, similar to our universities. We should not give up on kids and K-12 should be acknowledged and encouraged to work with kids until they graduate! There's no logical reason to state that a kid is a "drop-out" if they are still in the system and trying to get a diploma. K-12s should be given credit for the ongoing support they give kids to get them to HS graduation! You should have a school board member on the OEIB. This was a huge miss. Thanks for your work!	Dec 2, 2011 12:13 PM
100	Build upon existing resources and supports (repurpose, as necessary) to bring us all to better outcomes for kids to be successful in school and in life.	Dec 2, 2011 12:12 PM
101	Thank you for the opportunity to share my comments. I do worry that this overhaul of the education system will lead to an increase in taxes though.	Dec 2, 2011 12:00 PM
102	I have taught K-12 public and private schools. I teach teachers nationally on best practices. I have been a nurse, an international business owner and a teacher. I am ashamed and exhausted about what is happening in public education. I am shocked at the lack of respect given to teachers while basketball players make multi-million dollars a year. I am saddened at the educational reform ideas coming from business leaders and people not in education. CCSS is a good start in the right direction of thematic teaching, performance based assessments and technology for all.	Dec 2, 2011 11:15 AM
103	I received two copies of the survey but only completed one. Care should taken not to over-interpret the results, as the sampling methodology doesn't appear to be rigorous.	Dec 2, 2011 11:11 AM
104	We need more support staff in our schools! Paraeducators in special education and educational assistance who can help support struggling students.	Dec 2, 2011 10:40 AM
105	You have to find a way to stop the decline in education funding. None of this matters if there isn't any money to pay for it. Fight that battle first. Our kids deserve better.	Dec 2, 2011 10:37 AM
106	students have to have some desire to achieve before any of these measures will be affective and the attitudes of the student population has drastically changed in this decade towards social importance over academics. parents need to somehow put emphasis back into need to work hard at school	Dec 2, 2011 10:21 AM
107	As an educator, it is increasingly difficult to do my best when the workload has become enormous. I spend many unpaid hours trying in vain to keep up with the demands of my job and see all of my coworkers doing the same. Educators care about student success, but it is increasingly difficult to do our best job with our students when classroom size and workload responsibilities continue to increase and our professional resources have become more and more limited. I see more and more highly qualified, top-rate professionals getting "burned out" because of job stress and disillusionment with not being able to help students the way they need due to job constraints. I greatly appreciate the state taking the time to listen to educators and I hope some major changes can be made to help save	Dec 2, 2011 10:12 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

our education system, which is severely broken at this time.

108	Parent accountability is crucial to the success of a student. The world is on a teacher's shoulders to produce solid data of a child's achievement, and when something goes wrong, the teacher is at blame. Teachers need the support of our system to educate parents about the importance of their involvement. Perhaps incentives to parents could be considered...Teachers also should not be left to spend their own dollars to provide for their students!!! Other incentives for schools that show success should be considered as well! We need their support and yours!	Dec 2, 2011 9:35 AM
109	I feel standardized tests for students are a waste of valuable classroom time because the ability to answer a multiple choice question does NOT make you a critical thinker. We should start testing the teachers again each year (like we used to) to make sure that they are proficient in the subject(s) they are teaching. 'No child left behind' is a BIG lie designed to take money out of the schools and every school system in the country should be doing all it can to educated the pubic to this fact before the dumbing down of America is irreversible. We are the 99%!!!!	Dec 2, 2011 9:26 AM
110	Provide support to parents and communities to overcome "poverty barriers," such as high-quality medical, dental, meals, after and before school childcare, homework help after school, etc.	Dec 2, 2011 9:09 AM
111	I am a strong advocate of NCLB because it has provided accountability and equity across a school district regardless of the economic status of one's neighborhood. What I have seen is teachers and administrators complaining because they are being asked to have accountability. We need to be able to replace teachers and administrators that are outdated in their ability to educate our children for the new skills required for their future.	Dec 2, 2011 9:05 AM
112	Please keep in mind that cutting staff, increasing class sizes, and limiting supports for children in special education will have a negative impact on student achievement.	Dec 2, 2011 9:00 AM
113	The key is closing the gap even before entering elementary school...early intervention!!!! Children who are behind from the get-go make progress, but it seems that once a student starts with a disadvantage, so often due to low SES, they continue to have it. They should ALL start school ready!!!	Dec 2, 2011 8:58 AM
114	The state of Oregon needs a sales tax in order to give more stability to funding public programs. If you continue to underfund public education, we as a society will be paying for this for future generations as more students require public assistance as adults and more people are incarcerated.	Dec 2, 2011 8:57 AM
115	Standardized testing produces test-smart graduates, but that is all. Meaningful statewide testing is cost-prohibitive. Teaching and learning needs to focus on higher order thinking skills and habits of effective learners. Accountability needs to implemented from the ground up.	Dec 2, 2011 8:53 AM
116	If you provide innovative after school, summer/extended year and in-school academic tutorial programs that work with targeted families and students you will	Dec 2, 2011 8:34 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

increase academic success. If we continue to approach education the current way, we will continue to fall into decline in comparison to the academic systems in Asia and parts of Europe.

117 There is a wealth of research available about what makes effective organizational change, leadership, motivation theory, and learning. We need to examine that body of research carefully and make changes so that everything in Oregon's educational system is working towards the same end. It is all about results. If we successfully align our training, practice and policies to support the effort I am confident we will see meaningful and measurable change. Dec 2, 2011 8:25 AM

118 We need to look at all the influences and factors inside and outside of school that contribute to a child's education. Society has to help provide parents with what they need to build a foundation for their children to be successful. It starts with having them ready to enter the school system and keeping them ready each day they enter the school building. Dec 2, 2011 8:15 AM

119 Standardized tests are decontextualized, not written in language the kids are used to from their textbooks or teachers, and the tests take large amounts of time out of teaching, more so than it looks on paper. When you include passing time, prep time, and constant computer breakdowns, not to mention staff time for individualized administration of the Extended tests, a lot of instructional time is lost. Dec 2, 2011 8:01 AM

120 The emphasis on testing and punitive measures for schools who don't meet the current criteria are VERY counter-productive. I have seen teachers cheat to make their class "meet" benchmarks and also teach to the test, which is not in the students' best interest. The amount of time required to test everyone cuts into instructional time greatly, especially if students take the test three times. This often happens because teachers are trying to get their lower students to "meet". Another consideration is that some students will never make benchmarks because of disabilities, yet they are still required to. Dec 2, 2011 7:48 AM

121 You seem to forget that in most districts the biggest employee group is the support staff. They teach reading, writing, math, social skills, they cook lunch and breakfast, keep the buildings safe and clean, many times have know the students better than the administrators and the certified staff. If you want to know ways to improve a school, ask the support staff that work in the classrooms and playgrounds. They see the students at their best and their worst. Support staff also have more one on one time with students than anyone else in the school. Dec 2, 2011 7:43 AM

122 Dang, must go to work. Think ther should be year round school-. Dec 2, 2011 7:35 AM

123 We need to reshape the conversation. The public opinion of public education is that schools and teachers are failures. As long as this perception persists, there will be no improvement. Require applicants to teaching programs to be in the top 1/4 of their undergraduate class. Provide more money for schools to hire more teachers who teach fewer students. Have 33 12 years olds in a reading classroom is a key to failure. Dec 2, 2011 7:34 AM

124 These legislative changes/implementations mean so little to us and they work Dec 2, 2011 7:27 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

only to frustrate teachers more. Please, just let us work with other teachers and teach, it's what we want to do. Do whatever you can to give teachers the control of the environment, control of education because in the classroom and in all the negative results, we feel them the hardest, so the best thing you can do is give us the opportunity to decide (not check-the-box form) how the education is judge and taught.

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| 125 | .Address such processes as race (take incarceration of certain subsets of total population as an example), capitalism (what is society's plan for "all" our citizenry?), hunger, gender inequities, violence, ethnicity, familial education history, and the extreme political expectation/interference that education can, single-handedly, solve society's issues. | Dec 2, 2011 5:30 AM |
| 126 | You've asked about how to measure progress, but not how to enhance it. I have watched both of my children (who test TAG) become completely frustrated by class activities all designed to help them pass tests. This is NOT education. It is simply training. They don't need guidance on how to take tests. They need inspired teachers who get them excited about learning. THAT is how you improve graduation rates. | Dec 2, 2011 12:24 AM |
| 127 | Add computer and business back into the high school curriculum. These are among the top ten majors in most colleges and universities, but in high school, it isn't even on the radar in most districts. How remiss, and makes us less competitive in the GLOBAL marketplace. | Dec 2, 2011 12:15 AM |
| 128 | STOP THE TESTING, we lose so much teaching time. | Dec 1, 2011 11:43 PM |
| 129 | It's the poverty, stupid. | Dec 1, 2011 10:42 PM |
| 130 | Adequate & sustainable funding needs to be the State's highest priority. | Dec 1, 2011 10:37 PM |
| 131 | It is important that students feel that their educational experience has relevance to their real lives and that some adult in their school connects them on a personal level. | Dec 1, 2011 10:36 PM |
| 132 | The voices of teacher leaders and administrators that know their schools and staffs well. Accountability need to be accountable. | Dec 1, 2011 10:05 PM |
| 133 | You must use the Quality Education Model as your guide for education in Oregon. We must return to teaching the "Whole Child" Learners need a balance between academic work, p.e., the arts, and library instruction. Thus, our legislators need to find the courage to revamp the revenue system in the state so that we can adequately fund education. Please stop focusing on test scores, and products (outcomes) like business people think and return to thinking about children and what they need to learn. Start listening to educators that know and love children and let the business people do what they do best. You need to redesign the model that is informing the governor. Parents and educators should be the bulk of who is at the table. | Dec 1, 2011 9:48 PM |
| 134 | 1.) The early childhood programs and preschool are a waste of taxpayer dollars and have no proven benefit. Those funds should be put into the more important levels of education (1-12) where keeping a student excited and motivated at | Dec 1, 2011 9:29 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

school is much more valuable to the end result. The idea of "being prepared for kindergarten" is ridiculous. By the first or second grade kids can achieve the same results as other students- and sometimes better- without preschool or kindergarten. I've seen many students do academically well without attending either. The quality of the teaching staff after kindergarten is much more important! 2.) Excellence in education is not determined by the amount of money spent on administrators, early childhood programs, or "seniority" of the teachers, but rather by the dedication, drive, and quality of the teaching staff. Take a look at the most successful schools and find out what they are doing differently to make their program excel.

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| 135 | Please bring back the trades -- shop, industrial arts, home- economics, etc. to the high schools. We need to provide career readiness/job training for our children who are not interested in attending, or for whatever reason, are not appropriate candidates for college. We need to fund the QEM. We need to provide alternatives to the 3 Rs in our schools. Some children may not be great at reading, writing or math, but may be extraordinarily gifted in music, art, sports etc. Let's pull them in, let's get build on their passions. We need to foster our children's talents -- not suppress them. | Dec 1, 2011 9:10 PM |
| 136 | I hold a BFA from a state university and am very concerned about the lack of art, music and other cultural offerings in the K-12 schools today. These are always the first cut and the schools and students and the state are suffering as a result. It sends a message to the students that these are not worthy subjects to be pursued and society is hurt by this mindset. How can future architects, artists, musicians and dancers learn about their options if they are not encouraged in the school system? Let Oregon lead the nation in bringing back these important subjects! | Dec 1, 2011 8:44 PM |
| 137 | Teachers are not to blame for students failing, our educational system has never had such a diverse population of students | Dec 1, 2011 8:38 PM |
| 138 | all those working in the 'state' who are not in education need to come back in the classroom and TEACH...feel what teaches are doing...repeat - lower classes.... | Dec 1, 2011 8:33 PM |
| 139 | I'm concerned that in Oregon, we have continued to cut education to a point that our future is suffering. In recessions, companies cut back on employees but add back resources as the economy improves. Over the years I've only seen cuts to the Oregon education system but never see the addition of resources, just additional requirements in the classrooms. In the few interactions I've had with the district administration, I've encountered a lot of bureaucracy that has led me to question the effectiveness of our resources. It seems that perhaps the public sector could benefit from employing some of the governance that is required in the private sector, and eliminate the policy of people who are ineffective can't loose their jobs. | Dec 1, 2011 8:30 PM |
| 140 | If schools were more well rounded (arts, music, tech, science, etc) more students would find their niche and be successful in school, there by staying in school, and graduating. To say every child must meet a "benchmark" in reading, writing, etc. is like saying the students are all on a track team. They all must jump 6'5" on the high jump. We're going to practice and practice and practice (test and test and test again). Doesn't matter if you can throw the shot put (art) or | Dec 1, 2011 7:40 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

run the 100m dash (shop class) or run the 220m hurdles (music)...everyone will practice for the high jump target of 6'5". Expecting everyone to achieve a high standard/benchmark is like everyone going to the Olympics and EVERYONE comes home with gold!!

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| 141 | ALL students, including TAG students, should be demonstrating at least a year's growth in a year, except where the child is so handicapped that this expectation is unrealistic. Still, even those children should be demonstrating some growth, appropriate to their personal situation. The focus for the government should absolutely be on supporting districts/schools/teachers, so that children flourish, NOT on punitive measures. Principals should be evaluated by their teachers for their abilities to lead and support teachers, families and students. Teacher evaluations need to be meaningful and useful for helping teachers become more effective; not geared towards penalizing creativity and diversity. Administrators should be fired if they don't model positive, supportive working relationships with teachers, classified staff, families and children. | Dec 1, 2011 7:34 PM |
| 142 | I disagree with tying teacher performance to test scores. I disagree with more testing and data collection. We need to fund our schools first with a progressive education model. Finland is getting a lot of attention lately for very good reasons. I think, we as Oregonians, need to blaze our own trail and start over on the discussion about what we want for our public education system. Poverty is a huge issue. Lack of opportunities and large class sizes is another. Too much testing. Our kids are data points, not human beings, and I for one as a parent and teacher, am tired of treating our children this way. There are other ways to provide a quality education. Look at the QEM. It is this state's responsibility to provide a quality education, and you are not doing it. Do we need federal dollars? Do we really need literacy coaches and more tests? Let teachers teach. Provide funding. Look at other less intrusive models. Empower your professional teachers by first showing them respect rather than having to hold the accountable to the nth degree. Oregon is a follower with this plan, not a leader. We can do much, much better. | Dec 1, 2011 7:15 PM |
| 143 | Special ed teachers and speech therapists are required to do too much paper work. This creates significant turnover in schools where populations need the most intervention. Schools with certain sped case loads should be allocated more personell and a way of guaranteeing that those staff members can follow a cohort of students without becoming so exhausted with the IEP paper work. | Dec 1, 2011 7:14 PM |
| 144 | Along with the security of it citizenry, it's education should be the top priority. Funding requires better economics, which for me, means not only spending less but increasing your finances as well. | Dec 1, 2011 7:02 PM |
| 145 | We need to stop crushing the life out of our elementary students. Expectations are raised every year for kindergarten and the rest of the primary grades. There is only so much they can learn before you are taking all the joy out of school. More importantly, part of what they are learning is socialization in the younger grades and the kids aren't getting a chance anymore to learn how to get along and negotiate conflicts in a positive way. The students hardly get any time to play with each other anymore. "Playing" is not just playing at this age. With "playing" comes learning how to get along with peers, how to be inclusive, how to help other students and how to be a member of a community. It used to be | Dec 1, 2011 6:54 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

that in kindergarten, students learned the alphabet and the sounds that relate to each letter. Now students entering kindergarten are expected to already know letters and sounds and to start to learn to read. That is developmentally insane. Sure, there are always early bloomers that can do it. But if they aren't up to our "benchmarks" we sit on them and drill the life out of them so they can meet standards that are set to cause them to fail. The same thing with 1st grade writing. Expectations are set so high for kids and for their teachers. There needs to be more of a range of "normal" development as opposed to just a pass/fail benchmark. Do you know how to make parents sit down with their kids and read at night? That is a much greater indicator of future academic success than if they hit a targeted benchmark in 1st or 3rd grade. The data shows that being at the literacy benchmark in 3rd grade is a predictor of academic success. That is correlational data, not causal. How about working up the research about what causes academic success? As you know, it has already been done. Smaller class sizes and family support are highest on the list of causes for academic success. Why don't we start looking at cause rather than correlation?

146	The federal law and to some extent the state expectation that students show success on external exams as a measure of learning is a falsehood! When we understand assessment fully and stop mucking about in superficial measures of learning, we will begin to develop an appropriate education system. Feel free to contact me, if you want specifics: [REDACTED]	Dec 1, 2011 6:41 PM
147	If governor is superintendent, politics will become too intertwined in education matters, especially when we consider how political it became in Wisconsin. I would rather education stayed as far out of politics as possible.	Dec 1, 2011 6:22 PM
148	The NCLB law is fundamentally flawed with arbitrary testing and ineffective remediation plans. Anything to improve teacher support, lower class sizes, individualized assistance and tutoring programs would be a great improvement. In addition, kids seemed very rushed to read and write at a very young age (kindergarten) and sending homework before 3rd grade stifles their ability to play and be creative. They will have plenty of time to do homework in later years without so pressure and stress at a young age.	Dec 1, 2011 6:18 PM
149	Under NCLB and TSPC, we have a skewed & inaccurate system which does not offer any path to "highly qualified teacher" status for those of us who work in SPED Transition--serving thousands of Oregon students students with Modified Diplomas eligible for age 18-21 SPED Transition services. It is very disheartening to continue to do this very important work constantly "under the radar" of state educational policies.	Dec 1, 2011 6:18 PM
150	The federal program is designed to make oney for the big corporations, and for that reason i have very little reason to believe that trying to improve it will really help our students. Honor small-scale innovations that help increase student achievement, not large-scale plans that require huge investments in someone else's commercial enterprise. The push for ever-more technology puts our youth and educators at risk, because it ignores the growing body of evidence that cell/radiation exposure is a serious helath risk for everyone. Wireless is not the answer. This survey asked a lot of questions without providing any sort of background information.	Dec 1, 2011 6:10 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

151	Please recognize the importance of balance and variety when making decisions regarding changes in policy. Make sure you include the voices of teachers CURRENTLY working in schools all across the state. Think beyond the data point. Consider the overall outcome/goal: a highly educated society of productive, innovative, self-sufficient, compassionate and happy people. What aspects of this goal can be evaluated on a state wide on-line assessment? An integrated content project completed alone or in cooperation with others? A collection of work samples with student self reflections? A performance based assessment? Remember the underlying lessons learned and "what gets inspected gets respected". Do we want our children to think that the purpose and reward for learning is to get a "meets" or "exceeds" on a test? Personally, I'd rather children develop a positive self identity and an ability to reflect and problem solve. Children deserve learning and assessment experiences that promote life long learning, that help them develop critical thinking skills because they are rigorous and highly engaging, and also allow them to problem solve in groups (collaboration and cooperation) and alone (self discipline and intrinsic motivation). Thank you for asking.	Dec 1, 2011 5:58 PM
152	The emphasis on college/community college prep. students our current state system has short changes students who would prefer to follow a vocational education track in high school. Yes, our community colleges provide programs that prepare students for vocational types of jobs ie mechanics, carpenters, etc, but, how about providing these vocational minded (and perhaps gifted) high school students with the same pre-requisite skills that college bond students are provided with! The inequity is obvious to whomever chooses to take an honest look at our current educational system. [REDACTED]	Dec 1, 2011 5:56 PM
153	A longer school year a longer school day More teachers Smaller classes We MUST overcome poverty	Dec 1, 2011 5:53 PM
154	Under the 10th amendment of the US Constitution, education belongs to the state. If our federal tax dollars are given back to us with so many strings attached, then we might consider rejecting the funds rather than renounce our right as a state to determine how we will educate the children of Oregon. That, and/or vote out the folks who are promoting policies of unproven testing as accountability, privatization, and a cheapening of the profession of teaching. In my opinion, the purpose of our education system should be to prepare citizens to live in a democracy, which requires critical and higher level thinking skills, and while our purpose should not include preparing students to be specific aspects of the work force, the dismal absence of any vocational training is in urgent need of correction. Only offering AP or college credit options without opportunities such as internships in the trades keeps our schools out of balance.	Dec 1, 2011 5:50 PM
155	Create stable funding for schools - not just "adequate". Support school systems and programs financially. Schools need trained professionals to work with children. We need smaller student to teacher ratio. Lesson staff work load in the schools, so staff can focus on all children.	Dec 1, 2011 5:38 PM
156	Teacher input is critical as we move forward.	Dec 1, 2011 5:30 PM
157	You might make the effort to get the perspectives of current educators.	Dec 1, 2011 5:22 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

158	More adults working with K-12 students is crucial for maintaining a middle class in the USA. In my 33 years in the classroom, never have classes been so big and so few opportunities offered from 1970 to 2009; it's sad we've downsized our kid's own human contact with a wide variety of professional educators like every child who graduated before 1991 understands and remembers. We've basically eliminated the locals power on educational taxing authority. Everything is superior when it's the 'basic' responsibility of local adults pay for their childrens education. Now, local control is dead. Just allow and additional \$10 per thousand to provide the opportunities we will need to have a competitive, educated workforce; who understand key historical, literary scientific and mathematical priciples!	Dec 1, 2011 5:19 PM
159	Open dialogue with ALL stakeholders on the above issues before policy changes and federal waiver are finalized.	Dec 1, 2011 5:17 PM
160	It is a waste of money and effort to cut effective programs that are already in place and paid for, and replace them with the latest trend. I'm speaking of the performance arts. Music is the only area that uses all parts of the brain at the same time. Students who are involved in performance arts, whether it be drama, dance, choir or instrumental music, are more capable to succeed in academics and be ready for the rigor of secondary education. PUT MUSIC BACK IN K-12 EDUCATION!!!! Problem solved!!	Dec 1, 2011 5:14 PM
161	PLEASE, before we keep on adding new coats of paint to our educational system, seriously look at the structure and see if a new one needs to be built from the foundation up.	Dec 1, 2011 5:14 PM
162	Teachers are overwhelmed. They cannot do their best work in isolation. Research has shown that the most effective use of reform money is investing in meaningful, ongoing PD for teachers, and giving them the time to work with colleagues and support to implement new strategies.	Dec 1, 2011 5:07 PM
163	Don't take the easy road when cutting programs and funding for programs that aren't considered "core". A strong arts education is cheap to deliver, beloved by children, and keeps those interested in learning engaged...and gives those who may not fit easily into "testable" molds a place to engage.	Dec 1, 2011 5:06 PM
164	The system of education is fundamentally broken. Teachers are expected daily to meet the needs of a diverse group of students without adequate planning and assessment time. Putting bandaids on the situation doesn't fix it. We cannot continue to function in this state or we will lose the majority of our good teachers, who feel set up to fail regardless of how hard they work. Small class sizes, adequate staffing in content areas and libraries, and the professionalization of the teaching PROFESSION are the best approaches to fixing this problem.	Dec 1, 2011 4:56 PM
165	Students need more RECESS AND P.E. they are unable to learn because they are stuck in a classroom all day and are literally jumping out of their seats by the end of the day. I see many unhealthy kids who need to exercise. All schools should have the Playworks program to aid in student activity during recess and to teach teamwork, perseverance and good sportsmanship. Also, school lunches are a problem. We need to get rid of the flavored milk that give students a sugar rush after lunch. Students need more nutritious meals with organic fruits,	Dec 1, 2011 4:53 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

vegetables and whole grains to fuel their BRAINS.

166	Streamline the CTE application process and have reciprocity for instructors holding a CTE license from other states.	Dec 1, 2011 4:52 PM
167	Good luck! 25 years of teaching is telling me that it's parents and guardians with strong involvement in their student lives is the NUMBER one best way to help a student succeed. Hold parents accountable for poor student learning and attendance and manners, not teachers. If teachers are required to be social workers too, then more control/autonomy needs to be handed over to teachers. Take discipline for example, the teacher should establish to level of punishment, not administrators.	Dec 1, 2011 4:49 PM
168	We need to value other forms of post HS education than college. We talk about this, but we really don't value it. In the current economy, which may be with us for a long time, many college students can't get jobs or pay back their loans. We need a better vision of our society and our economy. Anything in the policy changes and federal waivers that can address our deep-rooted problems?	Dec 1, 2011 4:49 PM
169	Show more trust, respect, and support for TEACHER ideas, innovations, and experience; decrease over-reliance on culturally biased and inequitable standardized test data.	Dec 1, 2011 4:45 PM
170	There is a serious disconnect about expecting SPED and ELL students to meet benchmark, yet we just keep passing students along from grade to grade. As I've watched this process over the years, I am disheartened by our lack of total focus on getting this kids to benchmark literacy. DO THIS.	Dec 1, 2011 4:42 PM
171	I am a middle and high school teacher in Portland, and I work hard to educate and support all of my students, regardless of sex, color, socioeconomic status or ability. Please don't make my job harder. It is who I am.	Dec 1, 2011 4:42 PM
172	Limit social promotion after elementary grades. If students can't pass a grade-level program, they attend summer school. If they can't pass the exit test, they repeat the grade. Strengthen ESL, SPED, and sheltered programs for struggling students. Their success in school depends on it. Institute mandatory tutoring, mentors, or Saturday sessions to bring struggling students up to grade level.	Dec 1, 2011 4:37 PM
173	Much change should be made for evaluating ELL and Sp Ed students. Current standards of accountability are unfair and absurd. One test does not fit all. If we want good teachers in Oregon, we have to make teaching here attractive. There is good reason so many new teachers leave the profession within 5 years. Before making decisions, those in power need to spend a week in a classroom.	Dec 1, 2011 4:35 PM
174	Please think of this through a "how to make schools happier" lens. I don't mean in a flower children way. I mean that teachers teach better and students learn better when school is a positive thing, not a thing to fear because of back lash from test scores, administration, etc. I have worked in schools where respect comes first, even for the children of gang members. Those kids come to school everyday wanting to learn because they know their admin and their teachers care about them. Teachers love to teach, please let us focus on good teaching instead of avoiding punishment. Kids love to learn if learning is fun and free of	Dec 1, 2011 4:28 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

fear.

175	We need to provide options for all students to be successful. We are all working on equity and diversity in our schools and communities. We need to remember this also as we are dealing with children. They are not all alike and they don't all come to school with the same background, families, and experiences.	Dec 1, 2011 4:26 PM
176	The system is broken and contributes to continued income inequality and achievement gaps. Students need empowerment--they achieve when proficiency is clearly articulated and they are allowed to be responsible for their own learning and success. The state should abolish the grading "game" and associated accountability measures and support our dedicated professional educators instead of making them scapegoats.	Dec 1, 2011 4:24 PM
177	Merit pay is flawed in two ways: as a special education teacher, I don't typically see my students meet the ever-increasing standards. My peers are some of the hardest working teachers I know. Also, merit pay solidifies the testing juggernaut that I mentioned earlier. State testing already has a strangle hold on our system. Merit pay would make that worse.	Dec 1, 2011 4:19 PM
178	Do not take the goals of NCLB at face value. Has it served to focus us on those that have been failing? Yes, but this is almost a happy accident along the way to undermining public support for public schools. Smaller more focused schools are needed. Dump the industrial high school. I'm happy to join the conversation. [REDACTED]	Dec 1, 2011 4:18 PM
179	The NCLB system places an arbitrary outcome proficiency requirement on all students. The NCLB system does not take into consideration the many outlying factors that are completely beyond the control of the the educational system such as, but not limited to, student disability/health concerns, student's proficiency in English as a second language, the impact of parenting, family and the family's opinion/commitment to education, or a family's ability to deliver a child to the school that has had his/her basic needs met so he/she is ready to learn. Outcome measures should be based on each individual child's growth based within standardized testing and focusing on improving the child's trajectory by building on the skills that child exhibited in the past year. We need to revamp how we retain teachers. Teaching should not be a job that you cannot be fired from. There should be standards of review to keep the teachers that are driving higher performances in place. However, any system that truly promotes bringing the best teachers to the most needy students should focus on providing incentives to teachers that teach in lower performing schools and not reward teachers in higher economically advantaged schools where most students come to school ready to learn.	Dec 1, 2011 4:12 PM
180	get rid of equalization and give \$ to programs based on cost. Special ed and CTE are more expensive. Not all schools have the needed monetary support and should be given additional state dollars based on this.	Dec 1, 2011 4:12 PM
181	Schools aren't islands. A student coming to school hungry has other concerns than his homework. Teachers in lower achieving schools are not bad teachers. I challenge you to put a "successful" teacher from a "good" school into a "bad" school and see how much better they do. It's a different reality. If worked in all	Dec 1, 2011 4:09 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

different types of schools and you have to change how you do things from school to school. One size doesn't fit all and legislation should reelect that. Rather than condemning these "bad" teachers, why not trust them and ask them what they need and go from there. We are professionals.

182 Don't forget special education! Don't just cut sped students out of AYP and leave them without anything. Be careful of returning to the dark days of the 1970s for special education. Dec 1, 2011 4:06 PM

183 The needs of teachers. I've been doing this job for 13 years and every year it becomes more difficult. We are being asked to do so much with so few resources. Many teachers are leaving the profession out of sheer exhaustion. Also, please remember that every student is unique. My district recently closed a successful "alternative" style high school in order to send students to traditional comprehensive high schools, which I believe will not meet their needs as well. The school I now work at was asked to change from ability grouping to age grouping, and recently failed to meet AYP for the first time. Instead of starting with business as usual we need to be willing to throw away tradition and reinvent school to meet the needs of students. Dec 1, 2011 4:05 PM

184 Figure out how to quantify what good teaching looks like, and hold us to that standard. Include teachers in that discussion. Recruit teachers from outside the education field to challenge and diversify our profession. The best course of action against the achievement gap is good teaching. Dec 1, 2011 4:03 PM

185 Standardized testing to determine achievement levels as measured against "common core standards" would be OK if it were only used as a general indicator of how students are performing overall, but judging the quality of instruction or effectiveness of a school or teacher based on the test score is unacceptable. The tests simply don't indicate the quality of experience in the classroom. Dec 1, 2011 4:01 PM

186 Properly fund schools. Rescind measure 5. Give homestead exemption to 1st \$300k on single home. Raise taxes on other property. Dec 1, 2011 3:52 PM

187 Students are more than a test score. If a teacher is doing amazing work and getting great results on multiple measures, celebrate and replicate...don't let publishing companies decide what/how our students learn. Dec 1, 2011 3:52 PM

188 We need to remember that our public schools are a valuable place in our local community and see them as assets to our world. What do they produce? How can we better value our students for the environmental asset that they help provide to our local and global world? Environmental Literacy is a whole context from which schools can teach. Dec 1, 2011 3:42 PM

189 I'm not quite sure where to even begin... Consider that all teachers in Oregon must have a Master's degree in order to be highly qualified. How many professionals out there have Master's degrees in their practicing field and then are left powerless when it comes to decision-making within their field of expertise? Consider treating teachers as the professionals that they are: seek out their expertise when making policy decisions. Any "master teacher" in the field will be able to tell you which students are progressing, which students are Dec 1, 2011 3:15 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

not progressing, and what actions should be taken to improve academic performance overall. Unfortunately, due to the over emphasis on high-stakes tests that do little to prepare students to be creative thinkers and problem-solvers and do an excellent job of determining which students are good "test takers", these "master teachers" are put in a position to simply "teach to the test" by using "research-based programs" or face sanctions and potentially end up unemployed. You can look at any research out there. It is not PROGRAMS that make a difference for students. TEACHERS make a difference for students. If you look at the countries that have the most successful education systems out there (i.e. Finland, Singapore, Canada), they all have one thing in common: these countries VALUE education. They give autonomy to educators first by setting high expectations and giving teachers and districts the opportunity to reach them on their own. They allow schools and districts to determine their own instructional curriculum. If problems arise, then accountability is layered on top. People will work much harder (both students and adults) when presented with higher expectations and the confidence to succeed. Teachers are 2nd class citizens in our country. The perception is certainly that they are to blame for all the ills of our educational system. As I said in my opening remarks, the reality is quite different. Teachers are faced with the impossible job of increasing student achievement within a broken system that they are powerless to change.

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| 190 | Oregon school facilities throughout the state are outdated and in many cases dangerous. School facilities need the visibility and level of executive attention now being devoted to education content. Seismic hazards are particularly well documented. Over 34,000 Oregon children attend classes in unreinforced masonry schools. It is time for a serious, sustained state effort to identify the most dangerous schools, and retrofit or close them. The failure to correct this problem is a failure to invest in Oregon's future. | Dec 1, 2011 2:59 PM |
| 191 | I believe our children deserve our best effort to educate to math and reading skills and perhaps modern socialization skills due to technology - otherwise, all other programs should be elective and funded in the schools if budgets permit. The time has come for parents/families to step back into their children's lives and bear the responsibility to raise their children towards whatever standard they feel will be necessary in order for their children to be competitive within the world market of the future ... and not rely on the school system/government/contracted care providers to raise their children. Teachers should put forth information in such a way that the majority of students can learn and grasp concepts; parents/families should accept responsibility to seek additional assistance for their children as necessary. The world owes you, me and every child ... absolutely nothing - so we can choose to make the best of what resources are reasonably available to us as a society .. and beyond that - work hard for what you want and trust that we will take care of each other once an individual has given their all. | Dec 1, 2011 2:58 PM |
| 192 | I would like to see the same amount of funds allocated to charter schools as to public schools. They are doing the same job as the public schools and most times better, as indicated by the test results. | Dec 1, 2011 2:42 PM |
| 193 | School should look at research and the other countries that are having success that have similar demographics as we do. Looking at research on brainbased teaching strategies and allowing students to have time to investigate and learn in | Dec 1, 2011 2:35 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

critical The intense schedules with massive demands decreases the amount of time teachers have to teach areas of interest- science, social studies, art. I believe we either need to increase the school day or change the state to year-round-school. Research shows that students lose a tremendous amount of what they learned over the summer break and it takes at least a month to reteach the basics they lost and teach routines. Please consider and research the positive and negatives of year-round- education for our students. Thank you

194	I think it is wrong to mark an entire school down if the test scores for one group of students is below where it should be. We had a school in our district that had 2 hispanic students. Neither of those hispanic students met in OAKS, the whole school was put on academic probation. The entire city and community felt like that school was not a "good" one to send their kids too. Then many, many parents transferred their child out to the other schools, including the one I work at, and our numbers sky rocketed and we had over crowded classrooms. This is absolutely unfair to do this to a school!!!!	Dec 1, 2011 1:57 PM
195	Too much testing is happening that is better spent letting students expand on topics they are learning about in creative hands on environments. The testing is worthless if a child is only being taught the test to pass and not gaining an education about why the concepts are important...	Dec 1, 2011 1:54 PM
196	When a student attends a charter school, I believe the state should require that 100% of the state funding for that student be transferred to the charter school of attendance.	Dec 1, 2011 1:53 PM
197	I wish you had added a button "don't know" or "don't agree" or had designated to whom/for whom the question was important- not important... you, the schools, the students, the teachers.	Dec 1, 2011 1:33 PM
198	Put effort into finding children's delight in learning and exploration.	Dec 1, 2011 1:32 PM
199	Give more money to charter schools. The teachers there do above and beyond what is expected of them and they should be compensated. These are amazing schools and deserve the funding.	Dec 1, 2011 1:22 PM
200	Basic training in "Love and Logic" courses for educators and parents. PPS used to offer this, and it worked BEAUTIFULLY to help students (and teachers and parents), to be better citizens, and have people in general, behave in a better way. It doesn't cost that much, and it's SO much easier on everyone.	Dec 1, 2011 1:12 PM
201	Thank you for prioritizing education!	Dec 1, 2011 1:09 PM
202	Less time should be spent teaching to the state testing. The expectations of our students should be raised and not be based on the lowest denominator. I would like to see teachers get rated on their ability to teach rather than their seniority because a teacher who can teach will make a positive impact on those students future and their ability to succeed in life. We need to improve the schools and the education provided not move the students from the low functioning schools. This is just creating a downward spiral.	Dec 1, 2011 1:04 PM
203	More funding needs to be directed toward charter schools. The fact that so	Dec 1, 2011 1:04 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

many public schools are not meeting childrens' needs is evidence that students need more options and choices as to how and where they learn. It is NOT FAIR to designate less money per student to charter schools than others. With more funding, they could perhaps serve more children and ease the burden on the entire system.

204	Less help from outside sources such as instructional coaches and replace with more assistance in the actual classroom due to higher numbers in the classroom and less support. We should be here for the students, not having students here for us to keep our jobs. More support is needed in the working trenches!	Dec 1, 2011 1:03 PM
205	Be sure to find a way to keep the extracurricular programs AND NOT JUST SPORTS! And keep them free or inexpensive. If my parents had had to pay for summer band or music classes I would not have been able to participate.	Dec 1, 2011 12:58 PM
206	Allow full state funding to Charter Schools with a proven track record of success. Create more cooperation between public Charter and Non-Charter schools.	Dec 1, 2011 12:45 PM
207	Social promotion is the heart pf this problem. Some kids need more or less time to learn things. Give them the time they need and let them "repeat" a grade if they need more chances to practice basic skills. Wiating until high school to hold students accountable is too late. By 14 they are old enough to know that they are not as capable, they are old enough to take/sell drugs, they are old enough to commit crimes (they have no skilss with which to get a job) and they are old enough to breed.	Dec 1, 2011 12:37 PM
208	Parents and students need to be held accountable for truancy and lack of effort. Students who do not show up to school on a regular basis and / or who refuse to engage in class and do their assignments (sometimes with a great deal of hostility) should not be counted against the school. Since when are we as parents relieved of the responsibility of making sure our kids go to school, behave, and do what they are supposed to do? We need to tie all government assistance (welfare, etc.) to kids being not only enrolled in school but attending regularly and making progress toward graduation. This is the only way we will ever break the poverty cycle.	Dec 1, 2011 12:26 PM
209	I wonder if anyone is aware of [REDACTED] work that shows how the achievement gap has actually broadened since the beginning of NCLB. It's ironic and disconcerting, to say the least. Best wishes as you embark on this challenge. I hope you will listen to those who are in the trenches each day and, above all, to common sense.	Dec 1, 2011 12:18 PM
210	The part of the education plan I think is strong, is placing students in appropriate classes. Why do we place kids in classes that they have no foundation in? This is a recipe for failure! IE, if a student fails all their classes, why do we move them on to the next grade????	Dec 1, 2011 12:07 PM
211	We need a year long public dialogue on all these major changes being proposed. You should not rush into any legislation in February, and you should commit to holding at least six major citizen's forums for the public on any reform plans that will be decided on. To date, most meetings have been held during times when teachers teach, and many parents work. I doubt many school board	Dec 1, 2011 12:01 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

members across the state have been able to attend these either.

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| 212 | We particularly struggle with the students who arrive with great disadvantages, but are expected to achieve in the same way as highly advantaged students. We are seeing deficits in background knowledge that are much worse than in the past. Special Ed students and LEP should not be held to the same benchmarks as regular ed students without those challenges. We completely support that we should have high expectations for individual GROWTH, based on each student's particular situation, and we support the state's mission of raising achievement over all. | Dec 1, 2011 12:00 PM |
| 213 | Instead of supporting ineffective charter schools and transfer programs, money needs to be invested in creating strong community schools that encourage support from the community for early childhood, reading and after-school programs. An increase in baby boomers who are retired, semi-retired, or unemployed, means a HUGE opportunity to harness highly educated and motivated volunteers to provide the extra support teachers need these days. They could be centrally assessed, trained, and background checked, and then deployed to their community school(s) based on skill set. Some might help with early reading, mentoring, athletics, tutoring, college and employment preparedness, SAT study skills, etc. | Dec 1, 2011 11:40 AM |
| 214 | The closer government is to the citizen, the more accountable and better the government will be. Educational choices and opportunities need to be available right down to the family level. Options that do not gain local support of the families will fail because parents and students will flock to excellence in education. Thank you for asking Oregonians to fill out this survey. The first time I heard of it was on December 1, 2011, which is the last day the survey is open. I think it was not advertised very well. | Dec 1, 2011 11:39 AM |
| 215 | PAY ACHIEVING TEACHERS MORE SO THAT THEY WANT TO REMAIN TEACHERS! I am an admin and I get paid more than a teacher in Oregon. That is just ridiculous and should be the embarrassment of this state! | Dec 1, 2011 11:23 AM |
| 216 | There needs to be more publicly-available accountability from teachers. I love teachers and several have been excellent for my son. Others are just coasting along, waiting for retirement or maybe another career. It is really obvious to me that some teachers are being allowed to stay on for reasons other than student success. I am sure you know what those reasons are. Why not analyze the facts to elevate the exceptional teachers and reward them appropriately? It seems the information is being hidden from the public and it is not fair, since it is our children and our families who bear the burden for a lifetime. We could do this. We could be bigger than our cozy relationships and our union memberships. We could build something great if we go outside our comfort zone. | Dec 1, 2011 11:21 AM |
| 217 | Open public debate on all of the above is essential. There are those involved in education and those involved in politics who would like some of the above discussed and some of the above never talked about in public! | Dec 1, 2011 11:14 AM |
| 218 | We are putting so much emphasis on standardized curriculum that the teachers have little leeway in what to teach. There should be a section of every teacher's schedule reserved for their "passion" or "fun". There is no room for social | Dec 1, 2011 11:08 AM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

studies or geography in my first grader's curriculum. Yet he loves to read folktales around the world and time travel books where he is learning about different things. One of our teachers makes time to teach her students how to make floral arrangements and then has them walk to the local nursing home and spend time with elders and give them the flowers. High school students have talked to me about this years later. I remember 30 years ago doing an oral history project where I interviewed a 98 year old man who had been a logger and rancher this had a direct effect on my choice of Anthropology as my college major. These kinds of things are what keep our students engaged and are not on standardized tests. Maybe a measure of how many students voluntarily stay after or come early for an enhancement program at the school could be a measurement.

219	Less student testing; it takes up way too much instructional time, especially at the elem. level.	Dec 1, 2011 11:02 AM
220	The Portland Public School System is in great need of improvement! I do not want to have to send my child to a Private School, I want to support the PPS, but if the PPS does not make a drastic change I will be forced to enroll my child in a private school. I understand the shortage of monies, but we all have to make a sacrifice for the future of our children, city, state and ultimately our country. Perhaps there needs to be more awareness of resources to instigate some kind of change. It is frustrating as a parent to feel trapped and unable to make an effective change in the system. The school day and year are too short as it is, and to have the many teacher's day off and late start days makes things even worse. The education of our children and people in general has to be a priority.	Dec 1, 2011 10:57 AM
221	Decreasing class size is important for k-3 ---teachers cannot teach basic reading and math in a classroom of 25-30 kids. It doesn't work. And, decreasing class size for HS science and math---if you want and expect students to excel, you have to give them the opportunity. In a HS class size of 35-40 students it's nearly impossible. Too much distraction even with an experienced teacher with excellent classroom management.	Dec 1, 2011 10:46 AM
222	A tough and important job. Congratulations for taking it on in the name of educational improvement and opportunity for all populations. Ours is a diverse society, may the education and policies reflect the needs of us all and those of our children.	Dec 1, 2011 10:41 AM
223	I have noticed a huge problem with an inability of districts (due to unions or policies) to move or otherwise dismiss ineffective instructional assistants and/or teachers. While there are numerous FANTASTIC aides and teachers in our districts, it is unfortunate that those that are a poor fit for a particular program or, those that are actually discovered to have horrible attitudes and little to no skills are allowed to maintain employment while so many highly qualified people are out of work or are stuck with teams that create more problems than they solve.	Dec 1, 2011 10:41 AM
224	mandate that school districts throughout the state maintain the same grade hierarchy as in K-4, 5-8, 9-12 allowing very few waivers such as remote or small rural districts. The K-8 model used by Portland Public Schools is educationally destructive to lower grade students as funds must be shifted away from early grades to more expensive middle grades. Middle schools bring more	Dec 1, 2011 10:37 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

specialized classrooms, such as science, better tracking of students, and a better ability to handle student behavioral problems. Additionally, it brings a closer, more academic, smoother transition to high school. The K-8 model was fine for the 1950's, but it flawed and unworkable to prepare students for meeting 21st century's educational needs.

225	Our schools have highly qualified teachers. Rely on them to determine how a child is doing academically. They know through classroom assignments and work samples. Students do not need to be tested in every grade multiple times a year to assess how they are doing academically.	Dec 1, 2011 10:24 AM
226	WE MUST protect and refund The Arts in schools, for our children, that aid and support all students independently AND as a group ...creative thought = growth	Dec 1, 2011 10:22 AM
227	Need more Minority input including Native American Indian Tribes and in bog city areas for quality support of Native students	Dec 1, 2011 10:07 AM
228	NCLB has reduced the amount of creativity available to teachers, and squeezed everyone into a box. Moving from punishment to improvement and support is necessary. Hope you wil disaggregate the data by your descriptors below, to get the many viewpoints. If we use assessments, may they be true proficiency assessments, which are longer to evaluate but more accurate and a variety of assessments.. The state writing sample is an example. Multicple choice questions usually show if the students can recognize the right answer, not produce it.	Dec 1, 2011 10:04 AM
229	Special Education students should not have to meet the same standards as regular educations students. It places an unfair burden on the students and staff to expect them to perform at the same levela s the other students. You cannot expect a child with a injured leg to run as fast as everyone else!	Dec 1, 2011 10:03 AM
230	Look at PERS and consider revising the system that is sucking money from our students to the retired workers who are going to be paid more than is reasonable. You can't mandate parent involvement, but incentives are good, and the more volunteers you get in the schools who want to be there to help and make a difference, the better the outcomes will be for our kids.	Dec 1, 2011 10:02 AM
231	Make College more affordable for families - I know this isn't the issue here but what is the point of college preparedness if no one can afford to go or if kids are graduating with debt they'll never be able to pay back.	Dec 1, 2011 10:01 AM
232	Students, especially low income, need to have PE everyday and the option to have an extended school day. This may mean that schools need to have a flexible schedule where not all teachers are working 8-4. We also need to consider year round school.	Dec 1, 2011 10:00 AM
233	Mark Twain is quoted as saying "there are lies, damn lies, and statistics." There is far too much emphasis on data, standardized tests, and numbers in general--and they really don't help the problem of improving student learning. Teachers need more time to actually work with students, develop a trust and cultivate the love of learning. That can't happen presently. The current "trendy" approach is absolutely backwards--pulling teachers away from students for more meetings,	Dec 1, 2011 9:55 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

utilizing teacher coaches who frequently have less experience than the people they are trying "coach," a dizzying array of standards with fuzzy bureaucratic goals that are constantly moving. Teaching is no longer about the student--just the numbers they represent. The government red tape is killing our schools. GET RID OF IT!

234 Please provide information on where we can go for updates on assessment and the Common Core initiative. Dec 1, 2011 9:55 AM

235 Stop allowing people who have never had classroom teaching experience to make important decisions about public education. That's a big part of the problem right there. Dec 1, 2011 9:52 AM

236 Our students need a "Well-Rounded" Education. All this focus on assessments is killing our children's education. Everyone thinks that the ONLY way to improve test scores is to beat our children over their heads with more books. Because administrators, politicians, and some teachers think this way, they believe the only way to accomplish this is to take time away from The Arts & P.E. and give it to English & Math. Because of this mentality, our kids (& our future) are suffering. The Arts is a core class that is just as important as Math or Science! Music and the Arts improve student attendance. Music and the Arts improve test scores in Math AND English. Music and the Arts improve higher order thinking skills such as critical thinking skills and problem-solving skills. Music and the Arts create creative thinking. Music and the Arts create effective learners such as collaboration, timeliness, persistence, and discipline. Music and the Arts are 4x's more likely to be recognized for academic achievement. Music and the Arts students read for pleasure nearly twice as often. Music and the Arts students perform community service nearly twice as often. Music and the Arts students have the lowest use of tobacco, drugs, and alcohol than any other group. People always say, "We need to think outside of the box", or "We need to be creative in our thinking process", etc. etc. How can our people think creatively if they do not ever use the creative side of the brain? There is no switch in there that you activate whenever you want. You have to learn how to use it like you do English or Math. These subjects, History, Math, English, Science use mainly the left side of the brain. The Arts/Music does not use just one area, the Arts/Music uses more of the brain than any other activity. I thought school was to teach our children how to think, problem solve, be creative, etc., and Music & the Arts exceeds every one of those requirements. Music and the Arts are a CORE CLASS that is just as important as English & History. We forget that Music USES MORE OF THE BRAIN THAN ANY OTHER SUBJECT or activity in or out of school, but this is what gets cut, and when schools get more money, they implement more Math & English teachers than reinstating The Arts & P.E. Instead we focus on the left side of the brain only (the sit down classrooms), forgetting that Music (the Arts) crosses EVERY section of the brain. Look at how they are training Senator Gifford to speak. Her language part of the brain (left side) was shot and unusable and they are teaching her to talk through singing, transferring her language to the right side of the brain. If this doesn't convince you the importance of music, than we have a bigger problem with our school system that is almost unfixable. Are kids need a minimum of 90 minutes a week in grade school for "Music" class and a minimum of 3 hours a week for band &/or choir in middle school. High school needs the Arts set up where it is not opposite of other required classes. Music & the Arts is not an elective, it is a

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

CORE CLASS!

237	No child left behind doesn't really allow for equity for all students, we need to remedy that!	Dec 1, 2011 9:19 AM
238	Public schools all need to provide a high quality academic program, as well as elective classes, such as music, arts, technology. Each year I feel it necessary to look at classes offered, analyze the curriculum, update it as technology updates as well as societies needs change. Make our students ready to be a part of the work force that is out there at the time they will be entering it.	Dec 1, 2011 9:16 AM
239	Make allowances for students who are special ed. They cannot be expected to perform at the same levels as their un-handicapped peers. Stop social promotion and you will end a lot of issues. Start enforcing attendance at a parental level and you will eliminate a lot of issues. Allow schools greater access to legitimate disciplinary options (alternative schools, expelling students who choose to forfeit their right to a free education) and you will eliminate a lot of issues.	Dec 1, 2011 9:11 AM
240	The direction toward more standardization is counter to the economic and educational interests of our country and our world. We must design an accountability system that notices and nurtures what is important...entrepreneurial, collaborative, creative, critical thinking that comes from a broad and rigorous liberal education.	Dec 1, 2011 9:05 AM
241	Requiring ELL students to be in ELD classes until they pass the ELPA test, looking into mainstreaming them sooner	Dec 1, 2011 8:59 AM
242	Increase focus on Pre-K education. Consider year-round school. If not year round school, increase summer school opportunities. Start focusing more on reading for understanding and not Reading for Speed (currently mislabeled reading for fluency).	Dec 1, 2011 8:46 AM
243	Demand educational equity at every level: in staff and staff support/eval systems, all curricula including state-adopted, in school climate, and finally, in our data collection and reporting. Then we will stop seeing outcomes for our students predicted on race, ethnicity, SES, language and disability.	Dec 1, 2011 8:40 AM
244	Celebrate the success of our kids. Have high expectations. Reward effort. Thank teachers. If teachers aren't successful, get them out of the school system.	Dec 1, 2011 8:35 AM
245	I think it would be helpful to evaluate students based on their academic growth instead of meeting a pre-determined benchmark. Students from poverty come to school with many disadvantages, including high transience and a lack of any academic prior knowledge. When they make 1 or more years' growth in a school year, this should be commended, even if they haven't quite reached the benchmark.	Dec 1, 2011 8:20 AM
246	Please consider that if a student enters a program where he/she will be taught in two languages, they need to have enough memory to handle it. Parents should be asked, prior to admitting students to the program, what they will do if their	Dec 1, 2011 8:05 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

student enters fourth grade significantly behind his/her peer group.

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| 247 | As a parent of two kids in middle and high school, I see first hand the importance of student support. We need a mentorship program that identifies kids with potential but are at risk of falling through the cracks because they do not have the parental support or someone else to advocate for them. I would like to start a program where ELL and ERC kids that are at risk could be assigned a mentor that would follow them through middle and high school. The adult help/support would make the difference in our graduation rates and in the number of these students that go on to college. | Dec 1, 2011 7:50 AM |
| 248 | The bigger our communities grow, the more we try to define success by measuring large groups and reporting large numbers. We need to focus our measurement and evaluation standards on the individual learner and the professional capabilities of individual teachers and schools. How do we focus on the things that we really want out of our education system and cast the rest aside--that's the question we should be working to answer as we design a replacement system for NCLB. | Dec 1, 2011 7:42 AM |
| 249 | Although I believe in a significant financial investment in early education, I am not willing to sacrifice those students in middle and high school who are unprepared and unable to meet the new graduation requirements. I believe that high schools not be penalized for "5th/6th year" seniors. In fact I believe that alternative, but full instruction (not GED) high school instruction for students past 4 years is necessary. Program that allow for part time with work components, after school or Saturday instruction for previous drop out students can reach students, prepare them for post high school options (college or licensure programs) and yet acknowledge their unique status as adults. | Dec 1, 2011 7:30 AM |
| 250 | Work to have district wide systems and accountability versus each building having different standards and processes. Also, more support and guidance for implementing the Community Model across schools rather than figure it out for yourself based on the individual building needs. | Dec 1, 2011 5:38 AM |
| 251 | We need to support our teachers first and foremost. They are expected to work miracles with (often) limited support and resources, and they are the ones who interact daily with our children. | Dec 1, 2011 4:35 AM |
| 252 | Just an extra reminder to please consider my coments listed above. Please, please, please stop labeling Oregon's school children and teaching this behavior. Children will naturally love and accept each other regardless of race or class standing if only society would just stand back and allow them this lesson in life. My youngest just enrolled in public school for the first time as a high schooler (my oldest attended private school thru 12th grade) and was so shocked (as was I) at the amount of racism she has experienced at McMinnville High School. It really is heartbreaking. | Dec 1, 2011 12:07 AM |
| 253 | Get us out of the federal restrictions and impending sanctions. We can't teach when we're caught up in regulations and we can't creatively solve the individual needs of our school communities when there are so many restrictions to consider and work around, and so much instability surrounding our funding. We spend a great deal of time dodging bullets or preparing for some next thing | Nov 30, 2011 11:57 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

coming down the pipeline that usually doesn't end up seeing its way to completion because funding falls short or the goal was unrealistic and poorly planned from the beginning. There are often so many people outside of the classroom designing, creating, imposing, and restricting that the people with the most skills and who understand the realities facing education spend more time jumping through hopes than being invited into the process of bettering our educational system.

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| 254 | <p>The Forest Grove School District has seen a decline in enrollment of nearly 300 children in the past two school years, due in part because of the district's policy of enrolling kids who meet on the OAKS, but do not meet on the administration's number of 239, in what it call Math and Reading Workshops. Many kids languish in this "electives" semester after semester, with ELL and SPED kids being the group stuck in these courses for multiple years. They are therefore missing out on true electives, while the FGSD mandates what they will learn: math and reading. While math and reading are indeed important, test performance is unimportant to me. As I've already stated, kids need a rich curriculum. Currently, our district is not providing that. While I realize funds are limited, we MUST find ways to provide our kids every opportunity to find their passions, and cease relying so heavily on assessments to mark "achievement." These are formative years; a time when children are finding out who and what they'll be as adults. We must not stifle creativity, but encourage it as much as possible. We must also allow our teachers to teach. My fear is that we'll implement state-wide curriculums (like Reading Street here in the FGSD) which are very limited in scope.</p> | Nov 30, 2011 11:10 PM |
| 255 | <p>Suggested reading 'Drive' by Daniel Pink. Highly consider inviting teachers currently in classrooms, not administrators, invite teachers from various content areas, not only math, science and language arts, to give input on this process. Understand that the fleet of teachers currently in education are people that are younger and were dissatisfied with their education. They teach with the purpose not to do it how it was done in the past. Current teachers do not teach as all of us adults remember it as the hierarchical, old school style. New ideas of current practice, what works, what doesn't work is readily available. This will take time. This will take patience. This will take focus of the highest endurance. The biggest fear is that this conversation to problem solve has been opened up again after a long dormant period and will be promptly shut down and slammed shut due to fears of time, financials, genuine questioning, owning past mistakes and potential change. It would be absolutely epic if proven wrong for ever doubting hope. Thank you for the survey opportunity!</p> | Nov 30, 2011 11:03 PM |
| 256 | <p>Work on sustainable optimum funding for public education in this state for Pre-K through college.</p> | Nov 30, 2011 11:02 PM |
| 257 | <p>We as a society have become unskilled, ignorant, and not at all academically motivated by late middle school. Young students still have a fair amount of motivation. We should focus our funds and policies on inspiring, teaching, and offering learning opportunities to K-6, particularly STEM topics, and continue with STEM and Science Inquiry along with extensive Math and Reading skill improvement lessons through Middle and High School. Using technologies will reduce costs and increase learning access and efficiencies. Offering serious and compensated Staff Development opportunities will ensure that skilled</p> | Nov 30, 2011 10:55 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

instruction is available. The youth are our future, we need to channel resources that way.

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| 258 | Suggested reading 'Drive' by Daniel Pink. Highly consider inviting teachers currently in classrooms, not administrators, invite teachers from various content areas, not only math, science and language arts, to give input on this process. Understand that the fleet of teachers currently in education are people that are younger and were dissatisfied with their education. They teach with the purpose not to do it how it was done in the past. Current teachers do not teach as all of us adults remember it as the hierarchical, old school style. New ideas of current practice, what works, what doesn't work is readily available. This will take time. This will take patience. This will take focus of the highest endurance. The biggest fear is that this conversation to problem solve has been opened up again after a long dormant period and will be promptly shut down and slammed shut due to fears of time, financials, genuine questioning, owning past mistakes and potential change. It would be absolutely epic if proven wrong for ever doubting hope. Thank you for the survey opportunity! Thank you for the survey opportunity! | Nov 30, 2011 10:50 PM |
| 259 | Do not forget about the Educational of the whole child...mind, body, spirit.....through creative, kinesthetic and auditory learning...not just by standardization.....flexibility and personal connection very important. | Nov 30, 2011 10:37 PM |
| 260 | Once again, please reconsider the new state graduation cohort laws. Also, the students we lose as drop-outs often are kinesthetic learners who could benefit from a vocational program like Job Corps (but localized). Instead of expecting all students to go through the same program, please consider diversifying what high school "looks like" for some students-- OYCP is a wonderful example of this. | Nov 30, 2011 10:32 PM |
| 261 | Rescuing our children from the negative affects of NCLB is admirable, but not if it is replaced by alternative measures designed toward the same end. Also, it doesn't seem very sensible to create assessment programs in absence of purpose. What is the purpose of the Oregon public school system? The common core standards are not Oregon's and are not really even a purpose. They are a small set of effects resulting from the school experience which is designed to . . . do what again? How can we agree on assessments (much less standards) without defining the purpose for school (much less agreeing on it)? What is the reason or purpose for the common core standards? Shouldn't we consider, define, and communicate that before polling people on assessment criteria? Or should we all continue to use our own different schema? Until we initiate a dialogue based around the purpose of education, followed by a list of congruent goals (not standards), we will continue to bump heads as we run blindfolded in circles wasting vast amounts of time, energy, and childhoods. | Nov 30, 2011 10:10 PM |
| 262 | I am the parent of a 2nd grade student. She attended 1st grade in my public school district, but now attends a small montessori school. My child has been identified as Talented and Gifted, and my local public schools are not able to provide her with an appropriate educational experience. Unfortunately, there is no funding and no incentive to 'teach up' to TAG students. The current model of rewarding minimum test scores leaves out those students who do not need remedial help. My local public school district, Forest Grove, is so focused on testing that I fear learning is no longer a priority. | Nov 30, 2011 10:05 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

263	Re-think the requirement for 3 years of math. I see students not graduating simply because the 3 years of math is too big an obstacle for them. These are intelligent and productive students. Some students just suffer too much under this requirement.	Nov 30, 2011 10:04 PM
264	Please stop mainstreaming medically fragile and high needs students. The amount of money spent on para educators and aides so that students can stay in group class settings where they gain nothing and are not even able to participate in activities the other students are participating in is a waste of time and money. If a child is confined to a wheelchair and unable to communicate with more than a yes/no they should be in life skills classes NOT mainstream classrooms.	Nov 30, 2011 9:57 PM
265	I don't consider NCLB as totally "the bad guy." There have been many worthwhile things which have emerged because of it. I support standardized testing in order to see where kids rank in comparison with others; yet, before NCLB, teachers complained about the annual standardized testing the students needed to take then. Teachers continue to complain about it, whether it's called NCLB or Iowa or whatever it was my kids took annually years ago! However, there is too much testing required which is sapping/draining away the teaching time that teachers should be devoted to the student, thereby cheating the student out of education. As my dad used to say, "We all have the same number of hours in a day. How you prioritize what you do with that time makes all the difference!" Maybe you should test the kids during the summer months or, as New Zealand did, test each child annually on his/her birthday every year to ascertain annual growth. If you utilize 3 months annually to test, perhaps you should add 3 months onto the school year. If the school "productive output" is low and the kids test a year below grade level, hold the whole class back a year and accelerate those who met the Benchmark, continue to teach those who didn't meet the Benchmark. Reorganize the school "system" so that it is "Benchmark-oriented" rather than Grade Level oriented, and let the kids progress through the Benchmark system rather than the grade level system. If you meet the Benchmark, you move on....If you don't, you keep studying and practicing the work until you pass the Benchmark!	Nov 30, 2011 9:50 PM
266	Focus on what is truly best for students and common sense policies. Analyze and improve failing schools rather than punish them. Implement proven strategies for school improvement. Consider what is reasonable in terms of success. Don't blame teachers for a failing school, instead find the successful teachers and reward them for helping the less successful teachers. Recognize the role poverty plays in education and help push for social justice including free preschool, school health clinics, student counseling, parent education and other ways to support a challenging school community.	Nov 30, 2011 9:48 PM
267	Thank you for taking on this tricky political issue. Teaching is a complicated task, and as a nation we have committed to educating every child. An effort which requires national support. However education happens in a class room with a child and a teacher and is not, can not be, done by the state or federal government.	Nov 30, 2011 9:35 PM
268	Improve students knowledge and use of technology.	Nov 30, 2011 9:26 PM
269	I help a lot in my kids classrooms and there are MANY children that are moved	Nov 30, 2011 9:19 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

up from grade to grade without being able to perform the grade level work. This makes them fall further and further behind and brings down the learning that is able to be done with all the other kids. The class tends to fall to or close to the lowest level, leaving no time or resources to help the kids that can catch up (with a little help) and no time to high achievers. We do NOT celebrate high achievers in public school ANYMORE. The only way to get a really good education is if you are WEALTHY enough to go to a private institution. Everyone is celebrated equally, though, who perform at F level & though performig at an A level. This is why we are no longer able to keep up with the rest of the world on so many levels.

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|-----|---|----------------------|
| 270 | Its the parents and money stupid!! to borrow a phrase from the Clinton campaign. The public thinks there is waste in education (89% of \$ is invested in personnel in most districts so any savings is in that last 11%) and they are right but its a very small percentage and it is their fault! AS I described before to try to save money districts waste money because of shoddy construction, poor choices of resources and materials, which all eventually have to be fixed or replaced. This makes terrible business sense. There is waste in that the public, aka politicians and districts want to look good so they enforce constant change that educationally, based on research, makes no rational and logical sense. Programs, consultants, materials, are recycled form state to state, district to district all under the guise of "research' based improvement plans" -this is BS! Let the professionals make the decisions-if not then fire all of them and hire truck drivers-it makes no sense not to let the people who know children and have the education to make those decisions. Once the public knows you saved, maybe, hundreds of thousands of dollars on wasteful consultants and relentless unneeded changes, then you can go to them and tell them we simply need more money to have a world class quality of education. We need art teachers, Computer teachers, Latin & greek teachers, elementary full time science teachers (as in Missouri!), more choice classes in High schools, smaller classes, (research shows this is essential!), techknowledgy, sports and other program not only in HS but in middle school and elementary (as in many Northeastern states). Either way people have a choice...build schools and hire and pay for qualified teachers or hire uneducated prison guards and build more prisons. That is your, our, choice, but no one seems to know this or really care. ITs all about ME! That wonderful western ideal of personal freedom and independence-screw everyone else-"I want mine!" | Nov 30, 2011 8:49 PM |
| 271 | Oregon should consider making a class size cap. The large class sizes in the elementary classrooms are having a devastating effect on the quality of education that our students are receiving. One teacher cannot be expected to provide the same quality of education when given 40 students in a elementary classroom as another class that only has 22. The workload that goes along with having twice as many kids is not sustaining for teachers and the quality of education is unfair to students. | Nov 30, 2011 8:41 PM |
| 272 | Many of our students are so disadvantaged that measures should be individualized. We make great gains with our students, but are punished when those students are held up to an ideal measure for a generic student. Our schools are underfunded, spending on curriculum has been sparse and technology growth is at a standstill. Our "new" student computers are from 2005-06. | Nov 30, 2011 8:28 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

273	When I gave my input about the now-implemented increased graduation requirements I specifically pointed out how rigorous these standards were and how much ADDITIONAL support and resources would be needed for schools. Sadly, as I feared, we have not received any additional help, we have only been told repeatedly to do more with less. Our students are hurting. Our schools are hurting. Our teachers are completely overwhelmed and devastated. I do not have enough space in this text box to convey how desparately Oregon schools need serious financial help.	Nov 30, 2011 7:54 PM
274	As a parent of above-average readers, I'm disappointed in the lack of advanced language arts options in middle school. Advanced math is available, but not advanced reading. Boredom leads to a lack of interest in school, which leads to poorer grades. Don't be afraid to challenge kids in Oregon schools. Challenge will create successful graduates. I speak from experience--I feel like my own experience in school was superior to what my kids are getting because A) I was allowed to start kindergarten as a young 5-year-old, B) I was offered advanced reading programs, and C) my school district was more concerned about educating me than performing badly on tests.	Nov 30, 2011 7:42 PM
275	Too much bureaucracy Too much paperwork Too much testing Too little money Too few staff Too stressed staff, parents, and children	Nov 30, 2011 7:28 PM
276	The most powerful changes to improve the system are those that get people to work together and to take ownership of each individual child's success. This means teachers working together to make sure that each child is getting the education needed. This also means schools, districts, and the state providing funding to make sure that teachers can learn the the latest and best skills to help each child be successful.	Nov 30, 2011 6:56 PM
277	How about we require decsion makers to spend a substantial amount of time in classrooms before voting on anything that they haven't a clue about?	Nov 30, 2011 6:37 PM
278	Alternative schools focused on working with students in the lower 50% need freedom and flexibility to try to engage learners who have not been successful in the "standard" system. Standards and expectations for these schools should be based on teacher implementation of proven effective strategies for these youth, student personal growth, and a broader definition of success than "academic success".	Nov 30, 2011 6:14 PM
279	too much testing takes resources away from the job of educating sudents	Nov 30, 2011 6:00 PM
280	Classified assistance are the most cost effective support network in the education process. Their development is key to the restructuring of the education system. Policies of the Bush era and federal waivers place undue stress on the accual education process required to meet the needs of todays society. Real education happens in real classrooms. It's time to move financial resources out of administrative offices and into the classroom.	Nov 30, 2011 6:00 PM
281	We've squeezed this model dry. There's only so many ways that you can make lemonade, and I think that we are about at our thresh-hold with the current educational model. If you want to see serious improvements, we need to rethink the whole structure of education.	Nov 30, 2011 5:59 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

282	<p>If you want/need to contact me, I'm [REDACTED] [REDACTED] I care so deeply and am really frustrated with the way things are going right now. I recently got my admin degree because I want to improve education on a larger scale, but right now I don't even think I'll apply for admin jobs. It's too risky for one thing, and it's discouraging to have to work within the systems we have now. How could I offer hope to teachers when I know too well the toll teaching takes on a person as things currently are. Incidentally, hiring someone to run the state education system who has limited experience (and no public education experience that I can see) baffles me.</p>	Nov 30, 2011 5:57 PM
283	<p>Bring average parents to the table, and focus on them and their children as stakeholders on equal footing with union and bureaucratic organizations. They pay the taxes and have their children educated by the state, and it is time we enfranchise them to have a voice and a say in policy. They will be more supportive and talk with people who don't have children in the schools if they are involved in policy and have skin in the game.</p>	Nov 30, 2011 5:44 PM
284	<p>"No Child Left Behind" is a great philosophical ideal, but it is not very realistic. It's like saying "every person will succeed as a parent," when, obviously, some people will never become parents and others who do were never cut out to be. Sure, you can train them to improve their skills, many of them, but for some, it's just better to steer them in another direction. "No Child Left Behind" dehumanizes our children by forcing them all in the same direction; moreover, teachers who love to teach and to nurture students by building upon their individual interests and strengths, are forced to set all of that aside as they push every one of them forward to meet State and Federal mandates. And for what? College isn't for everyone. Our country is concerned that China, Japan and other countries' test scores outshine ours, but let's look at the real picture here. China only tests the top of their top students. Germany funnels off lower achieving students into vocations and only tests their top achieving students. In this country, everyone gets an education if they want one, it's free, and our test scores include everyone. We should be placing more focus on individual student growth and helping students find their niche, than trying to push them all into college. Tying funding to test scores is another suicidal idea for our educational system, mainly because it is not financially feasible. It requires teachers to be "highly qualified" which requires additional graduate classes and degrees at additional expense which these teachers can hardly pay back, or it requires districts to pay for it during a time of funding cuts. It requires additional expense to test the students, as well as additional expense to find ways around being penalized for students who cannot pass the tests (modifying students, offering alternative schools, or online courses that don't require the rigorous test scores, just to name a few). Not only is it not practical, or beneficial, the brunt of the cost falls directly on the backs of school districts and ultimately on the backs of the teachers themselves. Get the federal government out of the schools completely. Just give us our money so we can teach our kids and let the colleges tell us what they want. That way, students who really want to go to college can pick the path that will get them there, and students who don't want to, or can't will not be penalized, but can be supported to be successful in careers that do not require either the grades or the schooling.</p>	Nov 30, 2011 5:42 PM
285	<p>Please keep the kids in mind throughout this entire process. It's their education that should be the focus - creating well-educated, successful citizens for the</p>	Nov 30, 2011 5:24 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

future of our society. What is less important is the money that administrators receive or un-involved members of boards - this is about the kids and what will make the education system better for them. GO AND TALK TO TEACHERS - they are in the front lines and can tell you EXACTLY what students (and teachers) need from the government.

286	Focus on children, not thoughts	Nov 30, 2011 5:19 PM
287	Every school and district face different obstacles and challenges. The measure of success should be based on the community's goals for their own students rather than a policy maker's values that have no connection to the student or community. The most important ingredient in education are the positive, hard working teachers who receive and seek out continued professional development. Bigger classes mean less learning. More well trained teachers (and supportive parents) give our children the best shot there is at a good education.	Nov 30, 2011 5:11 PM
288	We do need to get more parents and adults in the community involved. They also need training and resources available to help them with this.	Nov 30, 2011 5:03 PM
289	We need trained and functional staff. In order to get there, we need money for resources....and we need to be held accountable for where those funds go - from the top down.	Nov 30, 2011 4:58 PM
290	As a kindergarten teacher, to see the math standards change so drastically was heartbreaking. There are some kids that are developmentally not ready to count to 100 by 10's. And, to push them on that is sad. But, tpo top it off, the standards are raised and our district has taken our help out of the kindergarten calssroom. Now, we have more students and our Instructional Assistant time has been cut,. So, we are expected to get these kinders to meet these high and unrealistic standards but our most valuable resource has been taken out of the classroom. At a time, when stress is high in the classrooms as a result of budget cuts, trying to figure out how to help teachers and students might be more beneficial.	Nov 30, 2011 4:52 PM
291	Narrow this down (add in common "other" people put in), and give us another survey monkey.	Nov 30, 2011 4:46 PM
292	Yes. The Oregon legislature needs to redefine its relationship with the OEA. There are serious outcomes from this relationship that are detrimental to all public school students in Oregon. The teacher is the key factor in a student's success and yet the OEA defends low performing teachers instead of insisting and supporting that teacher's improvement. The legislature appears to turn a blind eye to this travesty by allowing the OEA to continually push the union agenda making it very difficult for administrators to do their job to assure great teachers for all students in Oregon.	Nov 30, 2011 4:44 PM
293	Technology is the hook that will keep students invested and involved in learning. Making technology a routine element in the classroom (at all levels) will foster a greater buy in from students. For example, classrooms who have incorporated kindle/nooks and other types of electronic readers and on line programs from literacy programs, such as Reading Street by Pearson have received positive outcomes from educators who've taken advantage of these opportunities.	Nov 30, 2011 4:41 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

Having state funding set aside for technology in the classroom instead of needing to rely on the time consuming process of grant writing would allow educators to become better prepared to serve all students who grace their classroom.

294	More technical programs at the middle and high school levels. Not every child can or should attend college. Farming technology, automotive, plumbing/electric, personal finance, etc. should be held as magnet programs at schools.	Nov 30, 2011 4:36 PM
295	There is a lot about 'holding teachers accountable'. But there is a limit to what a teacher can do. A good administrator can lift the level of teaching across a school, a bad one can lower it. Teachers have no control over what happens outside the school. How can you compare a school in a district where most parents have a college education with a district where most parents never graduated from high school. Guess which district pays teachers the most? Isn't that back-to-front? Shouldn't teachers be paid more for taking the tougher assignments?	Nov 30, 2011 4:28 PM
296	NCLB has put the needs of ELL students in the spotlight. I would not like to see the gains we've made in helping these students get left out of any new policies.	Nov 30, 2011 4:27 PM
297	"High stakes" tests are only "high stakes" for the schools and districts. Until we find a way to make them high stakes for the students only the schools and districts get punished.	Nov 30, 2011 4:24 PM
298	Focus on intensifying learning in the early years and the rest will follow. If they start off behind it is hard to ever get caught up.	Nov 30, 2011 4:22 PM
299	Educators need to be part of the process, current teachers not just administrators. A survey like this is a good start, but is vague. Teachers expect and deserve to be treated as professionals and experts in their fields. Teachers have a strong desire to change the system for the better and excellent ideas. If you expect educators and their unions to buy into the system that is designed, they need to be included in the process. Any system created that is perceived to be top down and punitive in nature, will be fought against and undermined even if it is well intentioned.	Nov 30, 2011 4:13 PM
300	If we want to have our students make it and be college or career ready, let's lower class sizes and allow teachers to fully prepare them. With 30 or more kids and 1 teacher, it makes them very difficult to give them individual attention when needed. Most teachers would rather have less students and cut days, then more school days and a ridiculous amount of students.	Nov 30, 2011 4:03 PM
301	Stop with the special education model that is being forced onto all students, dibels, RTI, walk to read, etc. We are going to regret the direction education is going. I couldn't be more discouraged with my profession. It really isn't a profession anymore, just a widget factory with widget factory workers making widgets. We will look back at these days and wonder what in the world we were thinking.	Nov 30, 2011 3:57 PM
302	You should have stronger focus on the professional climate in schools - particularly time and supports to educators to improve their practice and develop	Nov 30, 2011 3:33 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

appropriate measures of their impact on student learning - that is the new bar to hold our professionals accountable too.

303	I believe that education at the high school level should be more of a privilege than a right. Too many students refuse to take school seriously and degrade the environment for other students. Some students need alternatives to high school. Schools or alternative programs should always be open to these students, but they should have to prove that they want to be there. If not, they can find alternatives such as work programs, mentorships, online options, etc. This is not necessarily popular with unions since it may result in fewer teaching positions, but I believe this would improve the school environment immensely while still benefiting those students who are almost certain to drop out eventually anyway.	Nov 30, 2011 3:31 PM
304	The Oregon education system is heading for the toilet. The powers in government need to invest in education. Every school should be required to have a full school year. The cuts should come from the that three story office in our capital.	Nov 30, 2011 3:30 PM
305	To garner the support of schools' communities, the true value of public schools must be acknowledged and appreciated. The tremendous strides each school makes each day aren't clear to the public. If the leadership of this state begins to learn how Oregon schools are truly performing; and then shares this information, the support of communities will likely follow.	Nov 30, 2011 3:30 PM
306	We pay teachers too much money for 180 day work year. College cost way too much my kids will have \$70,000 in student debt when they get out.	Nov 30, 2011 3:04 PM
307	I believe my "comments/other" of the above express much of what I was trying to get across. I have spent 40+ years in education, helps one district do so well in their testing that the Sec. of Education visited from Wn. DC to see what on earth we did. I am still actively consulting across the nation and educational reform is necessary; states that take the bull by the horn and look at what they are doing and make appropriate changes are needed or we are going to lose our nation's edge, the creativity and think tank aspect our state and nation have held for decades.	Nov 30, 2011 2:51 PM
308	As a special education teacher in a self-contained classroom, working with children who have low IQ's, low adaptive behavior skills, emotional disturbances, and severe behaviors, I am concerned about assessments and accountability measures. I administer statewide (2-3) and district-wide assessments (3) individually. I do probes for progress reports (3 times/yr), to determine eligibility for ESY (3-9 times/yr, depending on student), and multiple probes to update the annual IEP's. Part of our PLC activities include developing on-going informative assessments. My point is, I firmly believe we are assessing too much. My concerns regarding accountability are that I will somehow be punished for my students' disabilities. I work very hard to make sure my students make academic gains, but sometimes students just don't progress or progress very slowly. I currently have students with autism who can decode much higher than they can demonstrate comprehension. That's not unusual. The speech pathologist and I both worked very hard with one student all last year to teach him to answer "who" questions. We are still working on the same skill. You can write all the laws and mandates you want, but some things are what they are. I'm no stranger	Nov 30, 2011 2:26 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

to working hard, being a reflective practitioner, researching, and seeking different ideas and methods. I'm all for additional support by way of professional coaches and mentors.

309	It has to be acknowledged that current collective bargaining contracts have hurt academic achievement in public education. Public education has come to accept mediocrity at all levels, while becoming insular, dogmatic, defensive, bureaucratic institutions. It may already be too late to breath life back into this system.	Nov 30, 2011 2:10 PM
310	Focus on educating the teachers not the students or the program. No programs or test in the world will make a difference in students unless educators change. Educators need to make VAST improvements in their methods, thinking, applications, teaching skills and strategies to wide range of learners! Once the educators changes, students will change and all the parents will support and follow the educators.	Nov 30, 2011 1:52 PM
311	I truly believe we should take a more qualitative approach in how we measure a student's success. I am concerned more with skills in: coping, tools for learning, problem-solving, critical thinking, collaboration, and persistence. Whether a child is more advanced or slower-to-learn, these are the skills that they need to progress forward to a new project, a new grade, or a new goal. Educators can teach and lecture and test students all they want--trying to help them achieve the appropriate benchmarks--but never succeed because the underlying problem is that they don't know how to manage the information they are receiving. In other words, I would much rather see my child develop the confidence to overcome obstacles and keep learning than to give up or feel like a failure because he hasn't met a particular benchmark by a particular point in time.	Nov 30, 2011 1:46 PM
312	Quit moving the target for educators. Get some standards and keep them for awhile.	Nov 30, 2011 1:31 PM
313	Working with parents to offer high quality support to their students, including pre-K childhood experience.	Nov 30, 2011 1:28 PM
314	Remember that teachers today are very involved with their students and do the best they can with little support from many of the parents, reduced budgets, and little support from the legislative/Dept. of Education. We keep testing kids but do nothing to improve their education but pass more laws that take time away from teaching. There has got to be a better way. More money is needed for schools and less for politics.	Nov 30, 2011 1:26 PM
315	Be bold, yet keep it as simple as possible. Don't create new unfunded mandates or compliance hurdles. Don't be afraid to take on the teachers' unions. Focus on working with teachers in the classroom and treating them as the professionals that they are and developing them to their highest potential (while exiting those who are not effective and not responding to intervention).	Nov 30, 2011 1:24 PM
316	To greatly impact student achievement, a teacher evaluation system should be used to give teachers specific feedback and incentive to improve teaching practice. Nationally, many districts have successfully implemented systems that reward great teaching and give useful data to teachers to help them identify	Nov 30, 2011 1:23 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

	areas for improvement. A similar system in Oregon could dramatically improve our results.	
317	More practicing teacher input to counter-balance the business and corporate input on your state boards and committees.	Nov 30, 2011 1:21 PM
318	We spend WAY TOO MUCH MONEY on a small minority of kids. IE, special ed. , life skills, minorities, etc... We should be spending the vast majority of our money on the kids who will be contributing to our future.	Nov 30, 2011 1:16 PM
319	Yes, let the local school district run their schools. Too much energy and effort is put into "reinventing" the wheel in education. The legislature passes laws with no additional resources for the school districts to be able to stay in compliance. There is too much interference from both state and federal governments.	Nov 30, 2011 1:00 PM
320	Based on the questions and choices you have selected for your survey, I am concerned that you are really thinking outside the box. Limited thinking will maintain the status quo and will not lead to the significant improvement that our school system needs.	Nov 30, 2011 12:59 PM
321	I continue to see the influence large class size have on the quality of education each individual students receives.	Nov 30, 2011 12:58 PM
322	I am shocked and frightened by the combination of people on the new Education Investment Board put together by Gov. Kitzhaber. I used to be a staunch Kitzhaber supporter, but am disgusted by his ability to put together a board of people, charge them with making extremely important decisions about public education in our state, yet have not a single current educator on that board. Even more disappointing is the over representation of banker/corporate workers, given their role in our current economic situation I do not feel they have proven they know how to make such decisions with the best interest of children in mind. I wish I had more time to carefully articulate my feelings about this, but I got this survey with very short notice, and as an educator I already work 10-12 hours a day just to keep up so I just don't have enough time before this has to be submitted. My apologies if it seems like I'm ranting or if my thoughts are disjointed, but I'm extremely disappointed in the direction of education in this state, and our country as a whole. I expect more from my state government, especially considering what amazing leaders Oregonians are in so many other areas.	Nov 30, 2011 12:56 PM
323	Our students and parents need to buy into what we are offering. Motivation to perform is something that we struggle with for middle school students with uninvolved parents. If their student does not pass 7th grade, there has to be a consequence that parents and kids feel immediately.	Nov 30, 2011 12:49 PM
324	Include ESDs in the discussion about providing cost-effective regional services to Districts.	Nov 30, 2011 12:46 PM
325	How about we adopt a five year moratorium on any changes to education policy? No changes to OAKS, no adoption of the CCS, just take what we have, good and bad, and let the education professionals do their best for a few years without the targets or the approaches changes. I've been teaching for 17 years and I	Nov 30, 2011 12:38 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

don't think the system/targets/approaches have ever stayed the same for more than a year. Can't we just have a shot at being successful with the system in place?

326	The budget needs to make all-day kindergartens and reducing class sizes in all grades. Perhaps expecting teachers to be more in charge of their own retirement options and not supporting public retirement systems could provide the funding for adequate salaries and smaller class sizes.	Nov 30, 2011 12:31 PM
327	Train teachers while in college to be able to work with inclusive education so they are ready to go when they are highed. Provide state wide requirements not district requirements so that a diploma earned means the student is proficient not just grade passed	Nov 30, 2011 12:26 PM
328	So much emphasis is on testing. It could be called No Child Left Untested. Use the counselors to support the schools more. They gather data on a daily basis and are making amazing changes to improve scores. Make it a requirement that all students must participate in a performing art each year. Many studies indicate music in particular, makes students smarter. They learn about team work, determination, responsibility, while at the same time learning math through rhythms. They use both sides of their brains. So important. My uncle was an assist. superintendent of a school district out of Philadelphia. He required students grades K-12 to take music classes and their test scores were incredible..	Nov 30, 2011 12:09 PM
329	The focus should be on early interventions because if we can catch struggling students early on, all of the other things (high school graduation rates, etc) will fall into place. The other focus should be on professional development that makes sure teachers are using best practices to reach all of their students.	Nov 30, 2011 12:03 PM
330	Focus on the 3 Rs! Reward success of staff and students Require Parent accountability Resource the classroom, not admin, money direct to the classroom, REDUCE class size, not pull out programs.	Nov 30, 2011 12:01 PM
331	I sound like a broken record, but as a seasoned teacher, who now has 39 students in a 6th grade class, I can't emphasize enough the negative impact of only one adult with that many kids. Students need more individualize attention, instruction, guidance, etc... While differentiated intstruction can address some of these issues, it is not a substitute for adequate staffing. Adding classified staff is one of the most cost effective ways to provide students with more support, even in large classes.	Nov 30, 2011 11:58 AM
332	GET RID OF PROFICIENCY.	Nov 30, 2011 11:55 AM
333	Focus on individual students growth Help families help students -- awareness of literacy and math needs pre school years With increased standards in kindergarten focus on the early years of education Create a system that integrates progress points along the way not just evaluative exams at the end of certain years.	Nov 30, 2011 11:50 AM
334	We need a more accurate, classroom based approach to teacher evaluation that generates specific support for effective instruction. Class sizes must be smaller.	Nov 30, 2011 11:44 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

335	Relook at the ESL program and early intervention for these students. Half of my daughter's school staff is ESL. We need to streamline the process while still ensuring all students are getting a good education.	Nov 30, 2011 11:41 AM
336	Thank you so much for providing thought provoking questions and the opportunity to participate in conversation about these critical issues	Nov 30, 2011 11:33 AM
337	The whole child is important. We are educating children not just teaching curriculum. Children need to move every single day. Three essentials: good nutrition, enough sleep and plenty of moderate to vigorous activity to help students learn, grow and develop.	Nov 30, 2011 11:26 AM
338	We need a more creative approach to the definition of "education:" one that encompasses a wider spectrum of skills a child will need in order to survive and thrive in an uncertain world. The system is too academically oriented and college-path intensive. We need a broader spectrum of skills, career paths, and alternative education so that more students can find a path to follow and find success.	Nov 30, 2011 11:22 AM
339	I have students all the time who say that their parents feel that education is not important because the Government does not support it. Also, I work with many high-risk students who have learning issues due to substance abuse or the learning disability that was caused by the parents' substance abuse issues. With the economy the way it is now and many people losing jobs and houses, the students are losing focus on education because they do not see a benefit because their parents' may be highly educated, but have lost their job do to the economy and there are no other jobs available, so then they can't make their payments and they have lost houses, cars, had to sell belongings and barely have enough to purchase some food to eat. I have several students who have one or both parents that have been unemployed for at least 2 years and the resources available to them are running out. Some of the families are split up with one person living with different friends or relatives. The other thing that we need to quit doing is comparing our education system to that of other countries. This is like comparing apples to oranges. Education in other countries is seen as a privilege and is supported by all parties. In other countries, many do not educate their special education populations, like we do. Another thing that other countries do is to provide after school tutoring for those that are failing certain subjects, which is fully supported by all the parties involved because they value education. In those countries, the schools are supported by the people and the Governments, so we really cannot compare our scores to the scores of those in other countries.	Nov 30, 2011 11:17 AM
340	More charter schools in Clackamas county particularly Gladstone/Oregon city/milwaukie. The public schools are over crowded and I do not want to send my children there	Nov 30, 2011 11:13 AM
341	Stop the sorting, selecting, labeling and one size fits all in education. Focus on the unique talents and gifts of each student and build a growth model	Nov 30, 2011 11:04 AM
342	Don't penalize schools that appear to be doing poorly. They are the schools that NEED help NOT penalties. They should be provided with an infusion of help, money, staff, NOT taking away funding, or taking students away which would	Nov 30, 2011 10:50 AM

**Q9.

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then means even less money for a district. Providing waivers for a student to attend another school doesn't solve problems or help with solutions for the school left behind. We need to be helping at the source, the family life of students, looking at hunger and other issues of poverty. I believe after school programs, tutoring, preschools, family advocates, family coaches, family involvement are areas that need to be addressed if schools are to achieve at the levels we strive for.

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| 343 | Create true competition in education by providing private schools the same funding (per-student) as public schools. Let the bad schools fail and go out of business. Let parents make the choice about which school is best for their children. | Nov 30, 2011 10:48 AM |
| 344 | Too much federal monies are being spent on educating migrants versus our own. I've lived and schooled at in international elementary school and picked up their language quickly as a student. They DID NOT teach me all day or even half a day in my American language. | Nov 30, 2011 10:46 AM |
| 345 | All school should be provided with equal and adequate technology to prepare kids for the future. Elementary kids need access to learn keyboarding skills. Middle Schools and High Schools need access to mobile labs, computer labs, Smartboards, document cameras and digital camera to engage them in learning on a digital level. Internet access needs to be high speed and usable so student can collaborate with other students/classrooms about their learning around the country/world. Oregon has adopted new technology requirement but it has not provided the access to technology equally across schools and districts. Technology is a requirement of our students for the work force. Technology helps kids be motivated and interested in their education. We need to provide professional development to help teachers incorporate it into their teaching. | Nov 30, 2011 10:44 AM |
| 346 | The idea that LEP students can become proficient in English to exit an ELD program in only 5 years is unrealistic and should be revisited for penalties under NCLB. Research has clearly shown that it takes sometimes 7-9 years to catch up to native English speakers on academic English. Please revise. | Nov 30, 2011 10:36 AM |
| 347 | Reduce class size of gen. ed. classrooms, decrease case loads of special ed. teachers, hire more teacher assistants and specialists, provide more enrichment classes/activities, provide more PE, music, art. Provide more stimulating curriculum. Simplify and reduce the amount of paperwork and case management responsibilities of Special Ed. teachers so they can teach. Allow for more planning time for teachers so they are better prepared. | Nov 30, 2011 10:29 AM |
| 348 | This is probbaly not related, but why is ther essentially no geography taught in elementary schools in PPS? | Nov 30, 2011 10:24 AM |
| 349 | How can we do any of this when funding keeps getting cut from education every year? Before we focus on this we need to focus on how to properly fund education. Then we can work on other issues such as these. | Nov 30, 2011 10:06 AM |
| 350 | Full day Kindergarten, class size reduction in K-4 with a limit of 16 in K-1 and 18 in 2-4th grades. This will make a lot of difference. Throw in low performing schools receiving an Instructional Assistant for every K-4th class; together with | Nov 30, 2011 10:04 AM |

**Q9.

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the class size reduction, we will see huge gains in low performing student achievement.

351	more arts classes have proven to keep kids in school and improve test scores and the emotional quality of life for students now and in the future. More testing and increasing graduation requirements eliminates the ability of students, faculty to schedule in these necessary classes and experiences.	Nov 30, 2011 10:03 AM
352	Common factor in student success is attendance. Parents and students need to place greater importance on attendance. We must be able to require kids to be in classrooms and off streets. Maybe if we stop the subsidized payments (social security disability and welfare) to the family if the student is not attending, they will find it more important to make sure they are out of bed, off the streets, and in the classroom. We need to find a way to reverse the trend of government subsidized families. Some seem to think it is "a family business," and they are proud to follow in it. Over my 26 years working in schools at 3 districts in different states, this attitude/situation seems worse here in Oregon (even before the economy took the hit).	Nov 30, 2011 10:03 AM
353	Let's return to a more balanced system where creativity is valued as much as technical skills.	Nov 30, 2011 9:58 AM
354	Remove standardized testing. Let teachers who actually know the students and their individual strengths and weakness evaluate them, rather than a piece of paper and machine that simply groups students into numbers. This is a serious issue that needs to be removed.	Nov 30, 2011 9:52 AM
355	Furthermore as is evident in PPS - wealthy parents are heard. Working parents do not have time to mobilize and create facebook pages to protect individual schools. Equity is a pipe dream. Monies are diverted because PPS is afraid to take a stand. It's just plain gross that this attitude continues. The same test given to every kid regardless of individual stories is ridiculous. Cookie cutter testing is wrong. And abusive. I know an ESL teacher who read an essay from an African student who described his family being slaughtered. This student was able to express his feelings and ideas but doesn't conform to a standardized form. That's shameful. Adjustments MUST be made.	Nov 30, 2011 9:49 AM
356	The inequity of funding cuts to Special Ed. particularly in PPS shouldn't be legal! How can graduation rates rise when the kids who need the most support get the least funds?	Nov 30, 2011 9:45 AM
357	Increasing critical thinking, careful reading skills and clear communication in order for all students to either enter college prepared to succeed or to enter a trade able to work with a variety of people is the most important. Taking an online test is not the best indicator for every student of this skill set. Although other options are available, I think the portfolio assessment should not count against a school's AYP.	Nov 30, 2011 9:44 AM
358	We need to get away from being test-happy, and we need to get away from dumbed-down education. I really believe students of average and better intelligence are poorly served by Oregon schools. We need much higher standards, and coaching to help those who have trouble achieving them. One of	Nov 30, 2011 9:39 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

the most encouraging movements I have seen is the movement to allow high schoolers to earn college credit within their high school or through a community college or online study. Stifling intellectual curiosity and the urge to find and pursue subjects that can become lifelong passions in order to teach to the test, or to the lowest common denominator, is a crime against our kids.

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| 359 | Be aware that homeless dollars are going to students and helping them attend college that are really not homeless. Many of those students are students who have moved out because parents have rules and they do not want to follow them. Others are living with "wealthy" relatives and in some cases they have "wealthy" parents living in another town. There are many homeless families that need the help, but the law is so broad that there is currently misuse of funds. Our country has a sense of entitlement and students and parents are working the system. | Nov 30, 2011 9:37 AM |
| 360 | Do not tamper with the historical and effective role of unions in public education. Do not reduce the preparation necessary for teacher licensing. Do experiment with allowing experts from business to teach temporarily, until full licensure is reached. Use existing teacher development programs (like the excellent one in West Linn/Wilsonville) to engage teachers in meaningful staff development, rather than create some outside-directed advancement program. We have good models in this state. Use them and fund them. | Nov 30, 2011 9:35 AM |
| 361 | I feel so often we focus on one segment. This revamping needs to be looked at as a whole system. What is the purpose of a kindergarten teacher? What is the purpose of a middle grade teacher? How can a school make sure that students who are having difficulty reading in elementary get the help they need. Use resources wisely. | Nov 30, 2011 9:29 AM |
| 362 | Explore developmental models in which students move through developmental grades as they demonstrate proficiency rather than based on age. (See The Intergenerational School in Cleveland, OH). | Nov 30, 2011 9:25 AM |
| 363 | I believe that early literacy programs are vital to a child's education. This should include support for families so they can continue literacy training/support in the home from birth through high school age. I prefer that students be evaluated with meaningful assessments throughout the school year, instead of with one high stakes test. These assessments should include work samples in a portfolio. | Nov 30, 2011 9:22 AM |
| 364 | Class sizes are too large for any in depth learning to really take place for all students. | Nov 30, 2011 9:20 AM |
| 365 | High School graduation rates and standardized test scores should be PRIVATE. Numerous sociological factors affect these, but the public does not understand this, and it affects the perceived judgement of schools. The former would also allow students to be expelled at age 18 if they have no history of ELD or special needs and are not making reasonable progress. We waste many dollars and hours on kids who don't want to graduate and are already 18, just so they get a diploma that is worthless, and still do not contribute positively to society. Boot 'em! | Nov 30, 2011 9:15 AM |
| 366 | Merit system of pay is useless, unfair, and biased. if it is based on testing data. | Nov 30, 2011 9:13 AM |

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The tests do not demonstrate teacher effectiveness. Children are taught by a different teacher every year, a child's first grade teacher can have a profound affect on their 8th grade test scores. How much sleep a child had the night before, what they had for breakfast, time of day, and home issues can all have a positive or negative affect on their learning and testing abilities on any given day. These are all factors that are out of teacher control.

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| 367 | Listen to teachers and trust them. Many of us have been in the profession for a long time and have obtained valuable experience and knowledge, please use it, we do. I think that too many decisions regarding education are made by people who have not taught in a classroom for a number of years or have never taught. Parents need to be held accountable for their own children. | Nov 30, 2011 9:08 AM |
| 368 | Merit pay is WORTHLESS!!!! No one teacher can be held responsible for any child's learning in any particular year. Throw that idea away and stop bringing it back!!!!!! | Nov 30, 2011 8:57 AM |
| 369 | Young adults make choices everyday. How can a district force a 16-18 year old student to attend school? We are losing a percentage of our students because they are not interested in what we currently have to offer. If we could provide them regional choice schools along with the neighborhood college prep school (which nearly all in Oregon claim to be) I believe we would graduate more students. | Nov 30, 2011 8:57 AM |
| 370 | Modify NCLB's Highly Qualified sanctions to allow greater flexibility! | Nov 30, 2011 8:56 AM |
| 371 | We need more school to work connections. Please stop allowing students to transfer schools so easily. It is killing some schools that would be strong if all of the neighborhood kids would go there. Students who are behind need remediation, such as intensive summer school after 5th or 8th grade. We don't have enough time with increasing class sizes and inclusion, to help these students as much as they need. | Nov 30, 2011 8:54 AM |
| 372 | Please, please, please! Drop the proficiency movement. It is going to drive us the same direction the reform math movement did- no where. And after years of dumping money into it, eventually the state will realize, just like it did with the CIM & CAM, that it does not improve student learning and probably there will be a new guru running around the country, making millions selling books, doing workshops, talking administrators into the newest program. Thank you. | Nov 30, 2011 8:54 AM |
| 373 | We must go from a test-and-punish country to a country that provides tools for parents, students, and teachers to help the students be successful. Most critical is finding ways to get parents involved early and often from pre-K all the way through high school. Perhaps something like "Parent University." Parents MUST attend this two-day course which teaches them research-based practices of how to best prepare their child for ...1) Pre-K - 2nd grade, 2) 3rd - 5th, and 3) 6th - high school graduation. Parents would not be allowed to enroll their students in the system unless they have taken the course. Parents would be informed of this course and its requirements when their child is born and/or when getting an Oregon driver's license (for those moving to the state). Without parent and student accountability, we will only be holding part of the team accountable for the entire team's actions. | Nov 30, 2011 8:54 AM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

374	Federally mandated NCLB programs force districts to spend federal dollars in areas that are unhelpful and irrelevant. Because of mandates, districts are forced to cut teachers or programs in tough economical times. The biggest problem with education is the lack of support from parents and the lack of motivation by students. Larger class sizes and workloads for teachers only compounds the problem. More training and requirements for teachers is not the solution, more accountability for students and parents is. Government mandates are never the solution, and are often part of the problem.	Nov 30, 2011 8:50 AM
375	The quality of the teacher in front of the room and allowing that teacher to have a manageable work load is the most important thing in improving achievement.	Nov 30, 2011 8:47 AM
376	Evaluate educators based on what they do, not on what students do. Acknowledge and address the underlying sources of under-performance: poverty and parent ed levels. Support flexibility within public school districts INSTEAD of charter schools.	Nov 30, 2011 8:46 AM
377	Talk to teachers. Try to the best of your ability to see how your model will look in a real classroom.	Nov 30, 2011 8:44 AM
378	Stop talking about it and start manifesting it into existance! Action people action!	Nov 30, 2011 8:36 AM
379	I hope to see real change that is long term and NOT political rather than surface change to come up with an easy solution--it seems like this is the trend these days. Being the proponent of a difficult solution is not easy nor are we accustomed to waiting for results, but when you are making a cultural and societal shift, it is necessary to be unpopular for a time. If teachers weild as much influence and are as important as everyone says they are, then we need support to do our jobs successfully. No one enters into this profession because of the pay and glory. It is because we are passionate about education and we want to do our best however often times, our ambitions are inhibited because of the lack of resources, time and support. The education of our children will never improve if teachers, staff and administrators are never supported by government policy.	Nov 30, 2011 8:36 AM
380	Some of the factors that are used to evaluate schools in NCLB are not very accurate in terms of the school being successful or not. The weighting of some of those factors for successful school in some areas causes them to "appear" average or not up to standards even though that is a very small population of the school and the parent participation factor or parent support might be the biggest issue holding back the student from being successful.	Nov 30, 2011 8:31 AM
381	Teachers are some of the best citizens the nation has. Stop targeting us. Stop looking for the witch, they don't exist. We need to be realistic about poverty. We need to stop comparing ourselves to other nations. Effective change will only take place with strong teacher support and ideas. They only way to make the schools equal is to make them equal based of family socio-economic status.	Nov 30, 2011 8:22 AM
382	Did I mention decreasing class size?	Nov 30, 2011 8:20 AM
383	We focus to much on academics, students leave with no skills. Students learn to use math and other problem solving skills in the trades, because there is	Nov 30, 2011 8:19 AM

**Q9.

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practicality to the skill, they become to understand it.

384	Research other states that have successful waivers and gather ideas from them.	Nov 30, 2011 8:18 AM
385	Vocational opportunities at the high school level need to be increased. Middle school needs to count towards high school graduation so that the message gets across to parents and students that children need to arrive in high school with accountability from their middle school experiences.	Nov 30, 2011 8:14 AM
386	Yes, be visionary in your approach. Do not replace NCLB with a State Ed. program that is focused on testing and a narrow range of educational opportunities. Why bother to replace a bad program with another one just as poorly conceived? Stress the importance of creative thinking and innovation and not teaching to the test. Value the ability of Americans to be inventors, artists, and free thinkers. Stress the importance of understanding and appreciating diverse cultures. We can't go back think global and not narrow. The excessive preparation for testing is stealing real education from our children.	Nov 30, 2011 8:11 AM
387	The issue of allowing students to transfer out of their school is sticky. If you have an at risk youth, or a disadvantaged student who is in a school that is struggling to improve student success I believe it is right to allow these students to transfer out. However, the advantaged students who are leaving due to the "white flight" phenomena should not be allowed to transfer out to other schools. I don't know a solution for balancing this but it is how I feel.	Nov 30, 2011 8:09 AM
388	Assessment is a complex issue. State tests measure certain aspects of achievement, but shouldn't be the only yardstick used to measure student progress. I do think that state tests should be compared in a cohort fashion (i.e. how did the 7th graders improve reading scores from their 6th grade scores?) This is a more meaningful evaluation than looking at a 7th grade score by itself.	Nov 30, 2011 8:06 AM
389	Please keep in mind that policies should take into consideration our states population of students with significant disabilities whose best interest is not always state policy.	Nov 30, 2011 8:05 AM
390	Students are facing more and complex issues than ever before. School counselors are vital to supporting students with emotional disturbances, economic challenges, social service needs, organizational and study skills. They also provide the vital "college literacy" skills needed by high school students- especially, first-generation, low income and under-represented college-bound students.	Nov 30, 2011 7:59 AM
391	Bring back truancy officers, particularly in middle school, when kids start to wander off task. They can't learn if they don't show up.	Nov 30, 2011 7:55 AM
392	Parents need to be accountable, demands are higher on educators yet "some" parents aren't stepping up to the plate. To expect schools to fix a broken system at home is unrealistic. For students to succeed in school / life it takes a team, throughout a child's life, not just early childhood, to think so is short sighted.	Nov 30, 2011 7:55 AM
393	As far as policy changes, please take a look at the overall ADMw formula. Please simplify it and make the money follow the students. Currently, districts	Nov 30, 2011 7:40 AM

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have to bill each other and that shouldn't be part of the formula. And take a look at how many retired teachers are currently in schools. While having that experience is nice, with such a high unemployment rate and laying off good, younger teachers, Districts should be required to re-vamp their practices. Especially when they're still providing benefits (like medical insurance) to retirees.

394	Please consider the year round school model.	Nov 30, 2011 7:40 AM
395	Don't forget special education. Not all kids can afford to or want to go to college. We have literally no public training programs for them.	Nov 30, 2011 7:34 AM
396	There are too many days that the students have off for nonsense....no wonder we have such a poor graduating rate the kids don't attend enough schooling!!!!	Nov 30, 2011 7:30 AM
397	Each school within each district is so different, from the student population to the teachers. More focus should be put on helping individual schools where they are, rather than a one size fits all blanket policy. Teachers need TIME for collaboration and training, so that they can focus their efforts on their very unique classes and needs of their individual students.	Nov 30, 2011 7:19 AM
398	Better teaching and better learning is done best in smaller classes with access to technology, and the instruction to teach students about technology and how to use it. Expectations for students need to be clear, and legislators should realize that student success does not always reflect teacher competence (or a lack of it).	Nov 30, 2011 7:08 AM
399	Yes, please see above comments. My thoughts were expressed in detail in the first section. Please consider.	Nov 30, 2011 6:22 AM
400	State matching of funds for capital improvements to blogs must be developed. Removing built environment obstacles by improving daylight, thermal comfort, ventilation, connectivity & collaboration spaces, acoustics, inspiring spaces & technology will creat environments that will better enable teachers to inspire & students create. Buildings must keep up with training and process.	Nov 30, 2011 4:14 AM
401	Here's my perspective. I have spent many hundreds of hours researching topics such as climate change/environmental degradation, peak oil/resource depletion and limits to growth, limitations of alternative energy sources, and the global financial crisis. I'm a scientist by training and have tried to approach this rationally and realistically - to get an idea of how to prepare my children for an uncertain future. I believe everyone needs to prepare for a lower-energy, higher-poverty future. I very much hope that someone involved in your project shares my concerns and my perspective. I don't think we should count on the economy going "back to normal." I think we need to accept that there will be a new "normal" and try to adjust and plan with that in mind. There will be less money for the schools to work with. We'll have to do some careful prioritizing and doing without. I wish this could be done without the lowest SES students taking the brunt of the cuts. Already, the value of a university education is being re-evaluated. Many students are realizing that it may not be in their best interest to accumulate huge amounts of student debt, if the jobs aren't there. Students will also realize that they may need practical skills to make it in a lower energy world. I'm predicting that community colleges and trade schools will benefit from this	Nov 30, 2011 3:42 AM

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trend, and universities will suffer. In light of these trends, I find the current plans for expanding Oregon universities and increasing their enrollments to be incredibly short sighted. I think the K-12 schools need to focus on teaching students the basics that they will need in order to live lives as productive, competent citizens - who may well not receive any further formal education. This *needs* to be done in K-12. We will no longer have the luxury of counting on colleges to do remediation on students who have graduated from high school with an insufficient education. OK, it's late and I need to get to bed. I spent a lot of time on this, so I hope someone will at least read and consider my comments. Thank you!

402	Look at the problems in education through the lens of good teaching practices rather than just rely on assessments (which only measure student ability at a given moment in time). Reading First program has excellent resources and research on best teaching practices that help students achieve, not only in reading but across the board in education. Keep high expectations for teachers to continue to adapt and adopt research-based teaching/assessment practices.	Nov 30, 2011 12:24 AM
403	Please invite more teachers involved in this committee, it is disappointing that those advising on the future of the education system are not actual teachers presently in the classroom and brings some to believe that there will not be a balanced perspective approach to this process. We need people who know what really happens in the classroom presently versus people who have never taught in the classroom and others who are business leaders. If it is difficult to include more members of the committee, then teachers should be invited to attend and provide their opinions.	Nov 29, 2011 11:20 PM
404	Limit class sizes and hold parents more accountable for young kids missing school.	Nov 29, 2011 11:12 PM
405	Appreciate your asking the electorate about these issues prior to waiver application. I would hope we could find a way to pay educators more and attract and retain the best teachers.	Nov 29, 2011 11:08 PM
406	Innovation is the only way to improve public schools and I believe it can be done in a cost effective way. Until there are better options in all districts, I believe transfers must be allowed. This competition is good for schools IF districts respond by providing better options and creative programs.	Nov 29, 2011 11:01 PM
407	Would really encourage the state to adopt a volunteer cadet program. Students would sign on for 2 years of service in exchange for career training and placement w/in future internship/career program. In tough economic times, students would receive training and nominal offset of costs in exchange for work-internship. This would give students a paying job but also the opportunity to try out careers/trades prior to paying for education. This would be a great compliment to today's higher ed as then more students would save money and be able to choose wisely where they wish to attend school and hopefully be more successful once enrolled in school. Think of a WPA but for high school age students who need rigor, routine, a living space and career. In these economic times, something between a college dorm and WPA system needs to morph into being. We also need to evaluate if larger class sizes and survival of the fittest is working in regards to education. There is a tipping point - and you	Nov 29, 2011 10:59 PM

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can sell the fruit from the tree - but repeated cuts eventually wound the tree and all further fruit is gone. Please consider how all players in this - from teachers to schools from students to parents from taxpayers to legislators need to do the right thing for sustained growth of our future Oregonians who will someday take care of all of us. Thank you

408 You as policy makers look to improve the rigor of the diploma, but public schools are not prepared nor fully equipped to do that. Unfunded or underfunded mandates keep rolling out (yes, success in Algebra 1 and 2 years beyond does need funds), and students, teachers and administrators become incredibly frustrated. Say a student fully recognizes his limitations because of a disability that he has and would like to work construction. But recognizing his limitations does not mean he limits himself--he tries hard everyday. He will achieve 2 years beyond Algebra 1 if he can. But as his working memory becomes overloaded (as a part of his disability) in his 2 hours of math and 2 hours of language arts daily, he loses track of his learning the previous day. He maybe could achieve diploma by age 21, but he will feel like a failure as a part of the first generation of Oregonians to face that possibility without full explanation from his state as to why. He doesn't want to go to college at this point. Of course our diploma should be valuable and rigorous. But while we have a regular diploma track and a modified diploma track, why can't we have a college-ready diploma track as well? A student doesn't have to be excluded from the college-track necessarily. But with multiple tracks, you could crank up requirements for the college-ready diploma as fast as you want. Truly satisfy the learning itch of those students who want to show what they know but have little means to prove that their diploma is different than a student who struggled more. The regular diploma track could still be very rigorous, but as Arne Duncan rolls out his FIVE hour high school math test in a couple of years, lets give those students who know their math but struggle with, say, performance assessment, the means to still demonstrate their value as a student and human being. Let them still walk away from high school with a document that let's them hold their head up high and say that their first great endeavor in this life--education--was meaningful. That's why the public is so frustrated with education. Their kids' first big project in life, and right now, whether they fail or succeed in that project, the state documents that success or failure in a way that is becoming meaningless. I applaud your effort to give education meaning and give meaning to these students' first great civic experiment. But we've got to do it right, or you will see a mass exodus of the best adults some of these kids will ever know from one of the greatest careers out there. The whole crew feels a bit beaten up--teachers, kids, parents, administrators, everyone. Not because of NCLB, this is not a partisan beating. Press and policymakers say their daily efforts are mediocre. But maybe it's not. Maybe families aren't what they were in the 50s and maybe people want our education models to look more like Germany's or Korea's. But that aside, we have more evidence-based education in our schools right now than in our country's history. It's being delivered to kids, some of whom with the greatest personal challenges at home than in our history. Family-oriented policies and a diploma that means something. If we are differentiating our classrooms in diverse ways, then why aren't we differentiating our diplomas like other countries do. I think Oregon has the opportunity with this change in policy to get the attention of the whole country, to become innovative supporters of education and empowering parents, teachers and students as they haven't been empowered in years. Sorry if my thoughts here were a stream of consciousness, but I only

Nov 29, 2011 10:47 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

found out about this survey today and only had the opportunity to work on it late at night.

409	Have the courage to fight for solutions to the systemic illness (tax fairness) instead of accepting the pathetic NCLB, which is premised on a symptom.	Nov 29, 2011 10:43 PM
410	Please mores parents in the decision making!	Nov 29, 2011 10:39 PM
411	Increasing incentives for effective teachers to encourage them to come to Salem/Keizer and stay in Salem/Keizer.	Nov 29, 2011 10:31 PM
412	Although considering reform is very promising, your questions indicate that your sights are not focused in the direction that will yield the best long-term outcomes for our children. PLEASE, I implore you to read these articles and others in the same vein: 1. http://www.tnr.com/article/politics/82329/education-reform-Finland-US 2. http://bertmaes.wordpress.com/2010/02/24/why-is-education-in-finland-that-good-10-reform-principles-behind-the-success/	Nov 29, 2011 10:24 PM
413	As a long time Oregon educator, I would encourage the state government to do their homework - take a look at how other countries have been successful. For example, Findland - yes a smaller country - but a country with a rising immigrate population, has been very successful by spending their time and money in the right place - teacher accountability. It is a JOKE that teachers are observed once for their first three years and then only sporadically. Teacher's need consistent and constant supportive programs like PLCs, mentor programs, and regular observations by highly qualified professionals. The quality and caliber of the teacher is more a factor in the success of a student than class size. Help teachers better help their students!	Nov 29, 2011 10:20 PM
414	We need more teachers. They need to be treated as respected professionals.	Nov 29, 2011 10:15 PM
415	Do not agree to paying for performance. The idea of bribing educators to work harder for students implies that educators are not already doing everything possible to help all of their students become successful students and citizens. Research and past practice indicates the idea of rewards based on VAM or tests scores is not proven to work.	Nov 29, 2011 10:10 PM
416	I truly believe that the NCLB looked great on paper, but that is it. I think Oregon needs to step up and serve all students attending public education. With the graduation requirements being so tough, it feels as if everything has shifted to teach to the standards and the OAKS. Through my observations throughout the years, I see this as an injustice to students in general. School districts are getting punished for our special education/esl students who may never be able to reach the OAKS so then they have to settle for a modified dilpoma. Having conversations about with parents that we as educators are 'gambling' that their child probably won't be able to achieve a regular high school diploma feels like a discriminating task, but we are required to do this when they are in 10th grade. I am concerned about the large population of students who are not special education students, but aren't achieving the high standards due to a variety of reasons. School districts need to have a great deal of funding in order to increase more intervention classes so students will have all the most opportunities to have individual success. I am certainly all for 'raising the bar of	Nov 29, 2011 10:01 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

learning' but the state must be realistic in what schools can provide in these hard economical times with less teachers and classes, and higher ratios. I think a committee of educators need to address each school district and their particular area of needs so then funding could be used appropriately and not wasted on non-necessary items.

417	We need to focus more on our children, and their rich, varied, and complex learning needs -- not numbers on a test. Teachers need the time and support to be able to do this incredibly difficult job as well.	Nov 29, 2011 10:01 PM
418	We can not produce educated young people without adequate funding. There has to be a priority on education in funding decisions; education affects every other issue the state is concerned with.	Nov 29, 2011 9:58 PM
419	I don't see how any school could ever attain 100% achievement on any assessment/standard. There are too many variables (like special needs students, students that are new to the state/district, students that are in the middle of developing English language proficiency, etc.) I think it's more important to focus on school/district growth and improvements.	Nov 29, 2011 9:52 PM
420	Increase the wages and benefits earned by teachers. Require a masters degree as a minimum requirement. Teachers should earn the equivalent of what doctors and lawyers do. Increase funding for special education.	Nov 29, 2011 9:51 PM
421	Please stop testing the kids. Please start teaching them.	Nov 29, 2011 9:47 PM
422	Modify union contracts/retirement benefits so we have money to educate our children. Teacher's unions need to have accountability so that poor performing teachers are fired - not just moved around to other schools.	Nov 29, 2011 9:39 PM
423	I think that any money and time spent on administering and assessing tests should be kept to a minimum and only used for the purpose of charting growth. The real problem is that the school districts are having to use staff (which is at a minimum because of funding) administering tests and organizing the "testing system" when they could be carrying out other duties that have a larger impact on student learning. The districts should also be given the money it takes to do all of the intensive testing. No money from their regular funds should be used for testing purposes. We NEED smaller class sizes and more staff members to be working with our kids.	Nov 29, 2011 9:32 PM
424	Remember we are teaching children, not numbers (benchmarks) I realize there must be some way to show accountability, progress, etc... but blanket policies that do not take individuality and common sense into account will never create the learning enviroment we are truely looking for, for our children	Nov 29, 2011 9:29 PM
425	Students need to understand the BASICS. Eliminate calculators prior to Algebra 1. Do not allow them on state tests prior to Algebra 1. Make sure students understand and have memorized basic arithmetic skills, percents, proportions, etc. Il show my seniors how to divide! They don't KNOW IT. Do not determine state test questions based on a 30% failure rate. Let test questions properly reflect WHAT is actually being tested (1 concept per question. State requirements in math should be that students have MASTERY OF BASIC LIFE	Nov 29, 2011 9:21 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

MATH SKILLS. Forget the 3 years of math from Algebra 1 and beyond. It is unrealistic to expect all students to be college-bound without adequate home support and funds. Make sure they will leave high school with a basic math foundation. This is sadly lacking.

426 Less testing and teaching for the test. More mentoring at-risk youths. Focus on rewarding teacher performance more than tenure so we can keep talented young teachers. Measure teacher performance with evaluations from teaching peers and administrators. Nov 29, 2011 9:16 PM

427 Many of your questions are based upon how to improve for the lowest common denominator students. While I agree that making sure that all children receive a thorough education, I believe that the current philosophy is that that effort must be made at the expense of students who are progressing. I think the schools also need to work on providing opportunities for those children who are excelling to work at a higher level and be challenged. For example, my oldest child was reading Harry Potter on his own, while in school he was still being tested on Kindergarten spelling words because there was no testing to determine his performance level. My other son is currently a first grader, he reads at about a 5th grade level and does multiplication and his spelling lists consist of the words "l" and "a" and he is still coming home with work where he has to trace numbers. Educating to the lowest denominator leaves those who are ready and willing to advance and succeed to become bored and to develop a negative attitude about school. The current system is holding back those who can do more and will result in the output of a majority of students with an "average" educational basis who had to potential to be so much more. Nov 29, 2011 9:14 PM

428 Put more resources into the pre-school and elementary schools to catch and help students before they get to the point of frustration and failure. Focus on small class sizes at the early grades. Make the process to evaluate students for learning disabilities easier and faster. Provide enough trained adults to meet the needs of those students who have learning challenges. Nov 29, 2011 9:14 PM

429 Educators for small schools in eastern Oregon should also be included in decision making. I did not say administrators, I stated educators/=teachers who actually work with the students. Nov 29, 2011 9:13 PM

430 Too much time is spent on students who are underachievers and should be held back, either because they are emotionally not ready or cognitively not ready for their grade level. The affect of this on students who need higher level work is that they are left unchallenged. I would like to see students left behind, if they are truly not able to do the work, and a teacher not be punished for holding back a student when that is best for the child (and the rest of the classroom). It seems that this is not happening and we are just spending more and more time on the few children who take up 80% of the teacher's time. Nov 29, 2011 9:13 PM

431 Whole brain development! The sum is greater than its parts when it comes to the human brain. Support The Right Brain Initiative! Nov 29, 2011 9:01 PM

432 The unions need to be challenged. Too many older teachers are allowed to coast. The curriculum can be challenging and rigorous. The kids will respond. Nov 29, 2011 8:56 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

433	Funding is key. Schools have been deeply damaged by the series of state budget cuts over the last decade. If OR wants to seriously improve education, additional funding is necessary to provide the necessary support to improve learning.	Nov 29, 2011 8:55 PM
434	We have a huge problem in our district with parents uninvolved in their children's education. Homework is not completed. Absences and tardies are a problem. Students are prevented from coming to school because of headlice. Once out they don't return for days, sometimes weeks. Serious behavior issues are becoming more prevalent. These students greatly impact the education of other students.	Nov 29, 2011 8:54 PM
435	provide better resources for TAG students. change the way teachers are evaluated so that teachers who do not perform adequately can be replaced--the current process is too difficult, time consuming, and takes too long.	Nov 29, 2011 8:53 PM
436	The state should consider establishing rigorous teacher training programs where subject matter knowledge is emphasized and measured	Nov 29, 2011 8:51 PM
437	THE NEEDS IN THE GENERAL EDUC CLASSROOM HAVE NOT EVER BEEN GREATER IN 25 YEARS OF TEACHING! We have to support our teachers, our general educ students and our regular educ classrooms. We have siphoned off so many funds for 'specialized programs' that our regular general educ student has suffered the most!	Nov 29, 2011 8:45 PM
438	The survey questions about intervention and federal waiver are not written in a way that is easily understood by the average, non-education professional type of parent. If you really want to understand what non-educators (parents, students, community members) think, I'd suggest you improve the survey tool and try again.	Nov 29, 2011 8:42 PM
439	Way too much time is spent on state tests and meeting ever increasing standards. The standards don't need to be harder for kids! Enough is asked of them and the stress is too high with too much emphasis on test scores. Countless hours are spent on testing and test prep!	Nov 29, 2011 8:42 PM
440	You have done great thinking!! The survey questions highlight this. Thank you!	Nov 29, 2011 8:40 PM
441	Schools that have gone through huge changes, such as schools who have added the students of a closed school should get extra support, help, extra time and should be exempt from some of the standards due to the need to bring the students together in the time of transition and change. Students with disabilities should recieve more help. class sizes in portland metro area must be reduced to raise the graduation rate. New A/B schedule and 7 of 8 lasses will decrease the graduation rate not improve and is a bad thing	Nov 29, 2011 8:39 PM
442	We all know inequities in achievement from data we have such as classroom grades, attendances, graduation and college attendance. We don't need more testing to confirm this. We need investment in teaching and learning and professional development. We should look at Finland's reform as a model, rather than standardized testing. Some performance assessments of speaking, writing, problem-solving, and cooperative group work may be more important than	Nov 29, 2011 8:39 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

typical standardized test, since these are real skills future citizens will need.

443	Local control and decision-making within state parameters is more likely to bring about desired results than top down mandates.	Nov 29, 2011 8:37 PM
444	Oregon needs to band together with other budget-crunched States and force Congress to take the Schools funding crisis seriously. School advocates have to shift away from fiddling with cheap band aids like accountability metrics and focus on adequate education funding.	Nov 29, 2011 8:35 PM
445	Far too much money is spent on standardizations, especially testing. Look to countries where schools are succeeded, and requirements (core standards) are minimum and teacher training and trust is maximized. Also, we need to stop ignoring poverty as the cause (not teachers) of many "failing school" problems. Let's address that issue!	Nov 29, 2011 8:32 PM
446	Reform PERS so teachers can't double dip (retire and then come back and teach while taking advantage of large retirement benefits). Reform PERS so teacher salaries are higher, and retirement benefits are more in line with the private sector.	Nov 29, 2011 8:31 PM
447	Class size is important - 47 kids in an algebra class is ridiculous. That isn't anywhere on your survey. "outcome-based" budgeting is a farce - linking money to testing results gets you the kind of cheating scandal that we saw in Georgia. Kids need funding, schools need funding, teachers need funding.	Nov 29, 2011 8:30 PM
448	Let teachers teach. Parents need to be held accountable for their students.	Nov 29, 2011 8:29 PM
449	How dare you send out this survey, when you have no clear plan as to FUNDING?? Districts are cutting crucial programs because YOU cannot fund our schools properly. STOP with all these surveys and GET TO WORK finding out ways to fund our schools. My solution? Cut the number of school days to equal the number of dollars cut. Maybe THAT will get your attention!!!!!!!!!!!!!!!!!!!!	Nov 29, 2011 8:23 PM
450	Look at best practices, what has worked in other states/ school districts.	Nov 29, 2011 8:22 PM
451	How the state interprets the highly qualified educator status. Oregon does not accept highly qualified teachers from other states and there are a number of hoops those teacher must go through to become Oregon highly qualified.	Nov 29, 2011 8:20 PM
452	Teachers and parents need to be an active part of the discussion. While business input is welcome it shouldn't drive the process and businesses that can benefit directly from decisions (e.g., text book companies or internet sites) should be limited or barred from participation.	Nov 29, 2011 7:57 PM
453	I think greater emphasis needs to be placed on measuring individual students' progress--i.e., personal gains--rather than all students meeting a particular benchmark. I see weakness in elementary math, as well; greater emphasis should be placed on students' knowing basic math facts before reaching middle school. I also believe students would be best served by a much higher degree of hands-on computer use and training in basic programs such as MS Office applications.	Nov 29, 2011 7:55 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

454	As a parent of two children who will enter Kindergarten next year, I am saddened by the state of Oregon's education system. My husband and I are clearly middle class, we pay our taxes on time, and we pay for our public schools through taxes, but at present, we do not plan to send our children to overcrowded, underfunded schools in our district. Instead, we will pay for private school, where we get a say in our children's education and our children will be two in a classroom of fewer than 20 students. As an early childhood educator, I love the idea of our state adopting Kindergarten Readiness standards and asking parents/families to take some responsibility for their child(ren) being prepared for school and life.	Nov 29, 2011 7:54 PM
455	Ultimately, you must improve education in grade school and middle school. I am a high school teacher. By the time students arrive in my classroom, it is impossible to fill in gaps in their education. They need to come to high school with the skills necessary for success. Put the efforts into the early education and if kids aren't high school ready, require them to attend summer school or after-school programs to gain skills they need.	Nov 29, 2011 7:52 PM
456	Suppling students with Education support specialist that can make coming to school successful... The more teachers a student has contact with the more support they have to grow... Teacher Librarians, PE Teachers, Music Teachers, Reading specialists... They all have a chance to connect with kids yet these funding issues keep cutting the specialists!!! That's making it harder for classroom teachers to give their all to all their students!!	Nov 29, 2011 7:43 PM
457	Schools need to be well funded. No unfunded mandates.	Nov 29, 2011 7:40 PM
458	I strongly believe that accountability is a good thing when you give teachers the tools they need to be excellent teachers. We need to start investing in the creation of a strong educational foundation rather than throwing money at the bandaids that fix what could have been done right the first time. As a classroom teacher, I would rather go without a new adoption, an instructional assistant, and RTI and, instead, have a class size manageable enough to do more high quality teaching and my own interventions. And give us time to be better teachers! We need PLCs, collaboration with colleagues and quality staff development in order to be the most effective teachers we can be. Early start or late release could accomplish this.	Nov 29, 2011 7:40 PM
459	I am dismayed and disheartened by Oregon's education system and the direction it has been going. While I am in graduate school to become a school counselor (and thus an advocate for students), I am seriously considering private high school for my own children. The numerous educators I've met with are either burned out, over-burdened or simply ineffective (in some cases even harmful) to students. I have yet to know of or witness an administrator meeting with or training their teachers to perform better. It's appalling. Education is not a business. But if children were indeed clients given a voice and vote, the system would be better.	Nov 29, 2011 7:39 PM
460	I teach 7th grade Language Arts. I see 170 students every day. If I assign a piece of writing, it requires over twenty-eight hours to respond to their work if I spend only ten minutes for each piece of writing. This is an injustice to my students. You need to fund education in a way that reduces the number of	Nov 29, 2011 7:35 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

students each teacher sees on a daily basis. Additional comment: Once again you have completely forgotten about a large portion of Oregon. I work in Columbia County. We do not fit into any of your "Where do you live" categories. We are completely forgotten by the Tri-County system and Oregon as a whole.

461	Please look at school data thoughtfully and try to understand what it means and where it is coming from. Too often it seems there are "data-driven" decisions made on the basis of really poorly interpreted statistics. Numbers don't tell the whole story. Listen to students, and listen to teachers. The people who make decisions are so far removed from the classroom, they don't understand the needs of these kids. The students have much to say. Talk to them. Talk to teachers. We want to do the best job we can, but often feel handcuffed.	Nov 29, 2011 7:32 PM
462	I am sorry, but we need to invest more in public education and invest smarter in public education so that class sizes are smaller, specifically at the early grade levels. True: education is expensive, but an illiterate society is even more expensive. I want the generation that follows me to be well educated, smart and able to build a society that is affluent enough so that resources still exist when I retire	Nov 29, 2011 7:31 PM
463	Start supporting the teachers in this state. If you drive by any campus across the state after school hours, you will see that there is always a few cars in the parking lot. The teachers are still there preparing lessons to help students become academically successful. We care about kids. We have dedicated our lives to trying to help them be successful. There are many things that are beyond our control. Please, please don't let the state leaders be part of the problem. Help us to help them.	Nov 29, 2011 7:19 PM
464	Our children need help when they are at their most critical stages of learning: 2 to 5 year-old. Please find ways to provide preschool to all students, but especially students of color and students of poverty. If those students come prepared, then Kindergarten and beyond will be much easier than it is now. We need to create a culture among the public that values and supports education. We do that by getting families' attention when they are young.	Nov 29, 2011 7:17 PM
465	i don't believe in the concept of "failing schools" or "failing districts". i understand there are some "failing students"-- far too many. And i'll bet the number of "failing parents" is greater than the number of "failing students".	Nov 29, 2011 7:00 PM
466	Children are NOT comodities for politicians and business people to hold hostage. Politicians need to STOP making deals with the wealthy. We are already seeing negative impacts on the poorly written policies that are placed on children's backs. Put back the humane, love of learning in education for children!	Nov 29, 2011 6:59 PM
467	I would like to know why there is only one K12 teacher on the board? If you are going to overhaul the system I think it would be wise to actually get information from the people who do the work, who can give concrete examples of the hurdles they work to overcome on a daily basis. This is more autocratic than democratic and I expected more from our current governor.	Nov 29, 2011 6:57 PM
468	Create a statewide ban on student cellphones in-building Focus on improving	Nov 29, 2011 6:54 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

attendance and homework completion

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| 469 | Consider treating teachers like the professionals that they usually are, and stop placing obstacles in our path by increasing the number of standardized tests that students need to pass each year (which decreases instructional time and quality of instruction). Consider placing more decisions about curriculum, standards, assessments, and instructional strategies in the hands of the people who work with children every day in classrooms and TRUST them to do their very best even under less than ideal circumstances. Consider giving teachers the support and respect they deserve, and you will see improvement in our schools. | Nov 29, 2011 6:45 PM |
| 470 | We need to properly fund the education system! | Nov 29, 2011 6:45 PM |
| 471 | I would hope that by now there should be enough information to have a true picture of where the problems lie. Without financial support to bring on stronger programs in the schools, we are tying the hands of the schools to be able to make a difference. I believe we have brought to the forefront the issues each school is struggling with and I think we have helped develop the creativity in tackling some of the problems, but when a good plan has been developed, it takes money to train and provide support for the programs to be able to really make them work. I do not advocate for just throwing money at a problem, but if a sound plan has been developed then the support needs to be there to make it work. | Nov 29, 2011 6:36 PM |
| 472 | Our district is exploring issues of race and equity in relation to low student achievement for many of our students. We are told to differentiate instruction according to cultural learning styles as we then test them with fact-based mainstream measurements. Which is it? How culturally inclusive are state testing measurements. Is there a way to measure critical thinking skills and problem solving skills instead of memorization of facts? I believe every child should be offered a daily class on study skills/homework support if we are to expect them to compete with kids lucky enough to have personal tutors and parents who can monitor homework assignments. | Nov 29, 2011 6:36 PM |
| 473 | We need to focus on individual improvement for each student. Challenge the advanced kids too! Not every student will go on to college, nor should they necessarily. We need to remember that the 'trades' are a viable source of income. Eliminating shop classes are not helping all students stay engaged in school. | Nov 29, 2011 6:30 PM |
| 474 | You can make all the changes you want, but if you don't have the funding for it, it won't make any difference! I have worked in an elementary school for almost 20 years and I have watched as policies of those in charge have dumbed down America. We have 3rd and 4th graders who can't spell, who's writing is illegible, they don't read well and their math skills are very low. Children these days not only have to work hard at school, a lot of them are raising younger brothers and sisters. Schools are where the students get a meal, a nap, and someone who will listen to them. School staff spend so much time being disciplinarians that time to teach is lost. We have lost Home Ec at the High School level, music district wide, PE at the elementary level and teachers. We have been cut back to a 4 day week. The classrooms have too many students to even move safely. We spend so much time teaching to the tests and how to take them that core | Nov 29, 2011 6:29 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

subjects are not being taught. The attitude of some of the students about testing is that it doesn't matter, I'll just mark anything just to get it over with. It is criminal what we have done to our future! These people will be making decisions for us and they can barely read. It is also starting to show in the medical profession, the number of doctors who don't seem to really care about their patients. Nurses who do not do their jobs, they sit at the nurses station when someone down the hall needs them. Medications are not given on time or correctly. Students are not being taught to care about each other. They are not being taught to try to achieve more than where they are in life. I know that parents used to teach these skills, but now school staff is teaching it. Thank you for listening, I hope that you can make a difference.

475	Follow Diane Ravitch's advice to move away from standardized testing to creative and authentic assessments of student learning. Create a supportive network of teacher coaches.	Nov 29, 2011 6:27 PM
476	I believe the most positive step Oregon has taken recently is the open enrollment option beginning in 2012. Public education is an entrenched bureaucracy that is not going to change until there is an incentive to do so. Fostering competition for students among neighboring districts will be a catalyst for change. It is time to realize that the one-size-fits-all model is failing a large percentage of students whose needs are not being met in traditional classrooms. There is a huge need for enrichment programs in smaller districts. The push to make sure every student reaches the benchmark has left students who exceed the standards to languish with no differentiated instruction or enrichment available within the school day.	Nov 29, 2011 6:23 PM
477	There are successful schools and teachers in the state. We do not need to reinvent the wheel. Sharing what works in particular districts, schools and classrooms would be helpful. Good teachers know what their students need to succeed, dont tie their hands. One size doesn't fit all whenit comes to education. One reason there are charter schools in the state is to have a place for "best practice" to happen. Are "best practices being share?	Nov 29, 2011 6:13 PM
478	Without revamping the entire system and rebuilding it, there is little hope that this educational system can be saved.	Nov 29, 2011 6:07 PM
479	Get this Law revised PLEEEEEEEAASSSEEEEE! Such a disservice to our children and educators.	Nov 29, 2011 6:02 PM
480	I think we need to really look at our entire education system. the funding isn't there to allow our students to be competitive with students from other countries. We need to make education a priority, not something that can be cut in financially tough times. All that is going to do is make a deeper hole to dig out of. Our children are our future and we don't allow them the opportunities that they need to compete internationally. I know as a teacher, I give way more of myself to my students, than to my own children sometimes. I have a passion for the job that I do and no matter what, I want my students to succeed. even when that means spending my own weekend and evening time, helping students. Spending my own money to provide materials for students that don't come with any materials. Spending my own money on providing books for my classroom library, so my students have a rich literary environment.	Nov 29, 2011 6:01 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

481	I am always perturbed when sweeping changes affect our education system without more input from the individuals on the front line - Teachers! Regulations that affect our daily lives and ability to teach effectively are made by individuals who are so far removed from the actual classroom that many errors of judgement appear to be made. Education is not a corporation, not a business where we serve clients. We educate individual students, each with unique and individual needs. Students need opportunities to learn which can look different to a number of student populations. We cannot follow a corporate model of delivery with regard to children's' education. Corporate type delivery takes the "each" out of teaching!	Nov 29, 2011 5:57 PM
482	Don't treat all schools w/i or w/o of the same school district with a 'cookie cutter' treatment. Schools w/i the same district should all be assessed differently because they are: geographically, culturally, socioeconomically and that school's staff should be allowed to set the course and drive the needs for students and the staff.	Nov 29, 2011 5:53 PM
483	Business has to get involved financially to support certain departments/programs, and collaborate with colleges and universities to build the curriculum/structure that develops the abilities for graduates to be better prepared for the job market. There is a serious need for STEM graduates yet much of the curriculum, at least in the first 1-2 years, is mostly theoretical rather than project based and interdisciplinary.	Nov 29, 2011 5:46 PM
484	Education reform is the wrong goal. Adequate school funding for the Common Core standards is the key to better schools. Our school district has trained teachers to use research-based methods to improve student learning, and we know what works. Understanding of and skill in what works doesn't matter when resources are so inadequate that we have laid off 25% of teachers and have class sizes as high as 47 in middle school Algebra, nor when we are forced to eliminate 10 or more school days and need \$2 million worth of new textbooks to meet the higher math standards at an appropriate reading level for younger students. Stand for Children needs to return to its grassroots mandate to appeal the kicker law, end write-offs for the richest Oregonians, increase the education share of lottery funds, and institute prison reform to find the funds needed. If you hire more teachers, you reduce unemployment costs to the state and increase tax revenues, so the state actually gets a share of that investment back. Tackle the funding issue first if you want my community's Stand for Children team to reinstate our membership and support of your organization.	Nov 29, 2011 5:46 PM
485	We need more education of parents. A Child's education starts before birth!	Nov 29, 2011 5:40 PM
486	Most important to recognize is that teachers themselves are the authorities of what should be taught, how it should be taught, and how student progress should be judged. A bottom-up approach to improvement of public school instruction should be valued most and encouraged. Never impose from above!	Nov 29, 2011 5:31 PM
487	Secondary education is mostly about preparing students to be productive members of society. Not all students will attend college and that is okay. We should not force classes that are "college" ready courses on students who do not plan to go to college. We should have more options to help prepare students for the work force. It is also important to remember that one state test does not	Nov 29, 2011 5:28 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

represent what a student has or has not learned. Smaller tests over time might give a more accurate view of student knowledge and growth. Also, multiple choice tests are not a good measure of knowledge. Reading and writing are the skills that students will need most during their life and I feel all students should be able to read and write at a certain level before leaving high school. Math is important but we need to realize that most students will never use math above geometry after they leave high school or college. Why are requiring students to be proficient in areas that are not applicable to their lives? I think that if we must have states test there should be two versions, a college ready test and a basic high school knowledge test. The high school knowledge test should cover basic algebra, basic geometry, and math that is focused on real life situations.

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| 488 | All the changes that are currently taking place in schools are driven by budget constraints. For the past several years educators, school boards and administrators have not had anything in mind beyond cutting expenses. I currently have 40 students in my 4th grade class. Our kids are being robbed of a quality education while our legislature passes education reform bills that hedge around the real issue. Until Oregonians feel that the children in this state are worth investing in, none of the above changes will happen. We need a sales tax, an increase in corporate taxes and an end to the kicker to even be able to think about achieving an end to low graduation rates, closing the achievement gap, and making Oregon a state that will attract businesses looking for an intelligent workforce. | Nov 29, 2011 5:27 PM |
| 489 | As a teacher, I am saddened by the way we are now seeing our children as data rather than as human beings. In our District, we are so bent on improving test scores that there is literally no time for science, social studies, health, or art. We concentrate only on math, reading, and writing. I believe that our children are being deprived of an education that will allow them to become good citizens who know about the world around them. | Nov 29, 2011 5:26 PM |
| 490 | Cut back and streamline state assessment testing as much as possible and apply the money saved to addressing large class size, especially in the lower grades. | Nov 29, 2011 5:25 PM |
| 491 | Who is truly listening to the teachers? I don't have all of the answers, but after 20 years in the profession, I have a pretty good handle on what doesn't work anymore... Also, in my district we have many inconsistencies... some school are beat up and run down, some schools are new and polished and filled to the brim with expensive equipment. Most of the money comes from parent support at this point so Title One schools have very little chance of getting all that they need... I strongly urge you to put together panels or committees made up of teachers -- at all levels-- to put their heads together and generate some answers... Thanks. I really have to go! | Nov 29, 2011 5:21 PM |
| 492 | bring the community to the classroom and let transparency in institutional policies and operations build a groundswell of support... | Nov 29, 2011 5:20 PM |
| 493 | Vouchers so people can put their children where they want. If a school is bad it should be allowed to frail. | Nov 29, 2011 5:16 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

494	<p>Measuring the growth of each individual student is the most accurate picture of academic growth. Accountability for teachers is a must but first, we really have to fund education and not ask them to perform their job with one hand tied behind their back. We need strong social programs to help parents and children of poverty. If we want children out of poverty educate their parents as well. If you work in a Title I school you need to be there because you want to and not because you were transferred and against your wishes. Teachers at Title I schools need to be paid more for their commitment, extra hours and effort to meet soooo many different needs without parental support. Title I schools should not work on a skeleton crews and be expected to perform miracles. They need more staff,small group instruction, mentoring, sharing of ideas and time to plan and implement these.</p>	Nov 29, 2011 5:11 PM
495	<p>We need to find ways to measure individual student progress when assessing the quality of education at alternative schools. We should also get rid of "grade promotion" at the end of 8th grade or, at least, develop a mandatory intervention program for students that clearly fall far short of being able to operate at the high school academic level. So many students enter high school unprepared and waste a year or more failing all of their classes and skipping out... often developing other habits in the process. This could be avoided by ensuring these students were better prepared before subjecting them to the rigor of the high school system. Putting the oneness of getting struggling high school-aged kids up to grade level entirely on the high school teachers is not working well. Passing the buck does not work.</p>	Nov 29, 2011 5:08 PM
496	<p>Early childhood is so important in setting the foundation for success. Schools need smaller classes and preK needs to be accessible to everyone who needs it.</p>	Nov 29, 2011 5:08 PM
497	<p>If you make class sizes no more than 15-18 in primary and 20 in intermediate the classroom teacher can do almost all the work without the amazing number of support staff. They wouldn't feel so overwhelmed too. Shift the money there are you will see improvement all around.</p>	Nov 29, 2011 5:07 PM
498	<p>Keep the control local. Why do have all these fat cats in Washington that haven't been in a classroom for sometime telling us how to do our job. We will do the greatest for our students! We know them, have relationships with their families, work overtime to be the best we can be, and breathe, read, talk, and walk education all our waking hours. it's like the commercial for televisions, do you want to go to a store that sells refrigerators, computers, plants, groceries, etc. to get the best TV? And do you expect them to help you get it from the guy who knows wood, plumbing and ladders. Ask the people in the trenches what to do; trust me, we have some ideas...</p>	Nov 29, 2011 5:05 PM
499	<p>We need to make sure the grade level goals are developmentally appropriate (many are not under the common core) and that educational pathways are created for those that are not able to reach such high standards, especially math. I have special needs children, they are bright and intelligent, but are not able to meet the new standards, yet the IEP teachers says they have to be just like everyone else. Then what is the purpose of special education law? This is discrimination. Not everyone can or should go to college. Go into the classroom in a poor district of Southern Oregon and see the poor conditions and lack of resources. There are poor districts and rich districts. there needs to be equality</p>	Nov 29, 2011 5:04 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

among all districts!!

500	Mandate that parents be involved in their child's education. Give teachers time for staff development and collaboration. Support students of color and those who are economically challenged - this will pay off in the future!	Nov 29, 2011 5:03 PM
501	More use of the arts in collaboration with the core classes to create interdependent systems of curriculum.	Nov 29, 2011 4:52 PM
502	Not all students are cut out for college and those are the students who are being left behind. We will need people to fix and make things to keep out state functioning. Vocational education should not be a thing of the past or limited to community colleges.	Nov 29, 2011 4:50 PM
503	Stop discouraging innovative problem-solving by professional educators. There's somewhat of a culture of fear among our district's administrators that ODE will come down on us if we aren't in lock-step with someone's view of how things should be done. So, innovation has been discouraged in order to avoid the possibility of getting some negative attention.	Nov 29, 2011 4:47 PM
504	Last year the Beaverton School District wanted to eliminate Media Specialists (Librarians). The ESL budget was not going to be cut. My children's school has ten ELD teachers and one Media Specialist. The District contends that they cannot do anything about this because the funding comes from the State and Federal government. This seems grossly unfair that the ESL/ELD programs are not cut while so many other things that are being cut in BSD as well as other districts.	Nov 29, 2011 4:45 PM
505	Love to help! [REDACTED]	Nov 29, 2011 4:42 PM
506	In general, public schools are constricted by way too many unfunded mandates by state and federal government entities. We need to make decisions at a district level. We need relief from the mandates.	Nov 29, 2011 4:35 PM
507	We don't need a bunch of bureaucrats, be they at the State or Federal level, devising "plans" that they think might work. Come VISIT our schools. See the existing conditions. Note the classes overflowing with 32 or more students in 2nd grade. Please go back to the quality education model that the Legislature adopted years ago. You might just see the results we all desire!	Nov 29, 2011 4:32 PM
508	I hope you have actual educators involved. All too often, people who know NOTHING about schools make policy decisions.	Nov 29, 2011 4:27 PM
509	I dislike the way schools are allowed to have their own "program", or to be alternative, or charter. I believe that while choice can be a good thing in education, it can create feelings of animosity on the part of students, families, and staff. There is way too much competition between schools, and those that don't attract enough students are often closed. If one type of program is so good, why aren't all the schools using it? I am also concerned about accountability in my school district. Some schools blatantly aren't producing even close to a sufficient percentage of "meets" scores on statewide tests and benchmark scores. For example, some elementary schools have been allowed	Nov 29, 2011 4:25 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

to go year after year with a "meets" score of less than 20% on the Statewide Writing Test, yet no one does anything about it and it continues. Why aren't these schools being provided the training to teachers to improve these scores? At the least, why aren't teachers from schools with successful scores being asked to work with other teachers and consult with them about their methods? Thank you for allowing me to have some input.

510 Help and support the classroom discipline. The teachers are well prepared and doing a fantastic job working with a difficult economy and dysfunctional homes, communities and students. Help us with the ADD, ADHD and emotionally challenged students that hourly are a major disruption. The school districts act like behaviors of numerous students in our school are not an issue. I read that third grade test scores are used to anticipate the number of prison beds that are going to be needed - - - where is the help? Nov 29, 2011 4:25 PM

511 I think the public needs to know facts about education, instead of hearing opinions and myths of politicians, news anchors, bus drivers, doctors, lawyers, etc. Hear the truth about education from an educator's point of view. No one has a clue. Furthermore, who should be held accountable for the success and failure of students in the public schools? The PARENTS. Teachers have been trained in the best practices with the most effective methods and are being retrained abnauosium; yet, if parents don't follow the prescription that we give them and their children then all the "fixes" that you attempt to implement will not work. (Again refer to the analogy of doctors). If teachers are not professionals then there is an even bigger issue with teachers training and eduction (but that fix would be even more expensive because no one wants to pay teachers real money and no sane person would go through med school to get paid teachers wages). Nov 29, 2011 4:24 PM

512 I'm just disgusted that the governor put someone in charge whose background is working in a private school. How in the world can he understand what public schools (teachers AND administrators) are facing? He can't. I'm so tired of people making decisions who simply don't have the experience to truly know what challenges the system faces. What was he thinking? I know - ask me. I'm an English teacher who works 10-12 hour days regularly and who looks forward to the weekend to try to catch up. Couple that with a lack of public support and it's almost not worth it. (And I'm one of the most dedicated, passionate educators around. How must the others be feeling?) Nov 29, 2011 4:21 PM

513 There is no discussion about other ways children learn and are successful (i.e. sports, arts, drama, theater, clubs). Not all children are geared to be academically successful but if they find other avenues to be successful we know this will improve their classroom performance. Nov 29, 2011 4:19 PM

514 Right now, in elementary schools, we are spending an absurdly high percentage of time testing students to see if they meet the standards. These tests put extreme pressure on students, their families and teachers. The amount of time spent testing and the pressure to meet very high requirements means that students are spending minimal or no time in art, working in cooperative groups, completing 'hands on' projects or taking time to 'enjoy' and celebrate learning. All of the discussion is how many students met the 'benchmark' and passed a test. The system and discussion about education has become scewed and Nov 29, 2011 4:11 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

distorted. When did the 'joy of learning' disappear and become replaced by a test score? As a special education teacher, in an elementary school, I encounter the devastation the pressure of testing puts on students and families. I work with families who are doing everything they can to support their child and children who are working incredibly hard to learn. We set goals that are worked towards and celebrate the successes. This joy and celebration is wiped away, and the hard work is discredited, when the child and family receive a piece of paper that has a test score saying the child is a failure. This is what the current system is doing to the 8, 9 and 10 year old children I am working with. While I am an advocate of accountability and high standards something has to change.

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| 515 | I think it would be helpful to dismantle the current make-up of School Boards. They make decisions and many of them have never been inside a classroom since they graduated from high school. School Boards would be better informed and able to make sound decisions financially if the make-up consisted of: 1 administrator, 1 teacher, 1 classified employee and 2-3 community members. Also, special education costs are out of control. The State needs to do something to put a cap in this area. Districts are so concerned over being sued, that they just give the parents anything they want. Give schools more power to send disruptive students home without penalty. Perhaps if more parents actually had to be the parent, schools could do more teaching. | Nov 29, 2011 4:10 PM |
| 516 | I dislike your survey's choices of levels of "importance." You're likely to get inaccurate responses because surveyors may be hesitant to say that anything is "not important." For instance, it's not that statewide testing is "not important," it's just that it's a poor factor in determining success of students. Nor is it fair to say that graduation rates are "not important;" Rather, they are not a fair indicator of a student's abilities since we see so many inept kids pushed through so that higher rates rates of graduation can be claimed. This is a crummy survey. | Nov 29, 2011 4:08 PM |
| 517 | Please get this waiver through before most of our schools are deemed not meeting by 2014. Then, gradually increase funding and reduce class sizes before asking more and more from students and teachers. | Nov 29, 2011 4:07 PM |
| 518 | One of my concerns is that the "budget crisis" has affected many educational professionals on the quality of education that they are able to provide. The unfortunate thing is the children (no matter what the age) are suffering because of all the cuts. Proficiency through the Common Core Standards is a positive way to go in regards to assessment of students, however, the communication to parents about this type of grading / assessment needs a lot more work. This is very frustrating as an educator who has 30+ years in the field to see the children suffer due to complacency or lack of understanding of what is happening in education. | Nov 29, 2011 4:07 PM |
| 519 | Make PE taught by a certified, licensed PE specialist a requirement in all schools K-12. Physical activity will help the learning environment in our schools. | Nov 29, 2011 4:06 PM |
| 520 | We need to move to an idea of accountability for all. This includes parents, teachers, administrators and students. For too long we have been placing all of the responsibility on the shoulders of teachers (particularly at those "failing" schools), and instead of a focus on education, we have had a focus on blame. More testing, younger testing, etc, will do nothing to help our students. What we | Nov 29, 2011 4:06 PM |

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need is to enlist the help of teachers from all over the state who are actually in the classroom currently in order to re-examine the assessments being used as well as successful interventions in place. Districts also need some autonomy, as different areas, SES, culture, etc. dictate different needs.

521 I would consider it achievement if my kids came out of high school ready to work and live. We don't teach them about credit cards and bank accounts. Good habits? Huh... seems like anything can be "fixed" so there is no penalty for absence, etc. I'd like to see more focus on critical thinking, understanding media, basic financial literacy, computer literacy, etc. Not everyone is going to college, and we need to do something for those who aren't able to or don't want to. Nov 29, 2011 4:04 PM

522 PLEASE talk to real teachers and principals from all corners of the state. PLEASE work to align our reporting system with federal reporting systems so that parents are receiving consistent information. PLEASE work to provide some kind of growth assessment and data, something like MAP that shows student growth from the beginning to end of year. Nov 29, 2011 4:00 PM

523 I'm a fifth grade teacher who has served Portland for ten years. I love teaching and I love Portland. Please, please stop unfunded mandates. When the state raises benchmarks and cuts funding, it sends a very disturbing message and undermines morale. Before you do *anything* else, we need lower teacher/student ratios and a longer school year. These are both proven strategies for improving learning. Nov 29, 2011 3:58 PM

524 Demand more for public education. Its the only way we can save ourselves. Nov 29, 2011 3:56 PM

525 Standardized testing is a tool to be used along with a variety of other measures, it is not the only way for us to measure student achievement. I believe that our current testing environment has been unhealthy for most of our students. The current climate in education appears to be punitive instead of positive. Students are not becoming better citizens with open minds ready to tackle our world issues, but they do now how to fill in the bubbles on a standardized test because that is how they are spending too much of their class time. They are testing instead of learning! Nov 29, 2011 3:51 PM

526 We must remember to educate the entire mind, not just one part. Even though math and reading are used in assessment, the roles of the arts and humanities are critical both in reaching the cognitive levels and creating successful and happy human beings. That's what we really want. The Japanese are looking at our past educational practices because we were inspiring creativity in our students, rather that rote skills. Please don't let us move to the rote learning model - which is the path we are on! Nov 29, 2011 3:43 PM

527 Yes, please 'lock in' content standards for at least 8 years, then spend extra funding to help teachers become more effective educators regarding these standards (essentially #4 in block 2 above). Also, Oregon needs better K-12 administrators, ones who hire the best staff, evaluate teachers in a meaningful and constructive fashion, and serve as academic role models for students. Finally, look for Oregonians with feet in K-12 and community colleges or higher education to give guidance to the (much needed) process of forming 'seamless' systems. Too often we set up committees with 'representatives' from various Nov 29, 2011 3:36 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

sectors, why not ID folks who know more than one system? (and, yes, I consider myself one of those...).

528	Remote, one size fits all mandates don't work. The Federal government has NO place in public education unless and until they fully fund the mandates they pass.	Nov 29, 2011 3:34 PM
529	Again, please look into the "school of one" program being piloted in New York public school systems. The idea is that not all kids, and in fact a large minority, do not learn well with the 30 kids in a box system. Do what the data says is best for the kids, regardless of where the teacher's union tries to steer our schools.	Nov 29, 2011 3:32 PM
530	Consider input from teachers before top down decisions!	Nov 29, 2011 3:30 PM
531	You need more input from real classroom teachers and less from so-called experts in business and educators who have been removed from the regular classroom more than four years. While I respect much of the goals our public leaders have towards education, I sincerely doubt anything concrete or positive will happen until these leaders visit classrooms for more than five minutes and take time to actually talk to the REAL educators in our communities across the state.	Nov 29, 2011 3:27 PM
532	For every child/student there are factors that we do not see or may not have knowledge of that can, may, and many times do impact a student in ways that will interfere in her/his ability to make that 100% NCLB goal. Measuring individual growth and feeding individual interest toward post public school education (not ALL students want to go to college/university) is a more realistic direction.	Nov 29, 2011 3:20 PM
533	We need to teach children to read and write well. They need to be able to do math. Beyond middle school, there is a great difference in what an acceptable future is for a child. If we keep high schoolers interested by offering classes geared toward a future that doesn't include college and prepares them to find a job after high school, they will graduate. How about career math geared toward managing money, calculating measurements that a construction worker might need, etc. When I was in school, there were welding classes and classes to teach how to build a house. Not everyone needs to go to college and we need to quit thinking that way.	Nov 29, 2011 3:17 PM
534	ESDs offer successful programs for special assistance students/families. They are a current backbone for the state in regional education and should be utilized to become a stronger regional network, particularly in computer technology support to the systems of school districts, and with achievement of cost efficiencies, can enter the needed field of instructional technology in the classroom to support teaching and learning.	Nov 29, 2011 3:17 PM
535	I don't know much about these policies, I just know that these policies are contributing to the homogenization of education, not serving the needs of our children who aren't all the same, and is damaging our community, state, and nation. Most people say that children are our future and that they are the most important part of society, but that is just talk - kids know it and so do we. If we invest in them - giving kids a safe, warm, clean, loving home, enough to eat, proper medical care, a welcoming, inclusive, engaging educational environment,	Nov 29, 2011 3:13 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

they will succeed and our nation will prosper.

536	Although it is important for students to be proficient in reading, writing, and math, there is also a need to develop well-rounded young people who have experienced life and can see themselves as part of a world community. Experiential learning is a great way to give students a taste of things they would not encounter with their own means.	Nov 29, 2011 3:04 PM
537	Be realistic. Don't measure for the sake of measuring. Trust us to be the professionals we are trained to be.	Nov 29, 2011 3:03 PM
538	Too many administrators and not enough teachers. Put the money into high quality teachers and the rest will fall into place belly.	Nov 29, 2011 3:00 PM
539	Can teachers get back to teaching rather than spending so much time assessing? Policies that require more paperwork and excessive assessments should be eliminated. Has the homogenizing of our education system improved our students' educations? I think not.	Nov 29, 2011 2:56 PM
540	I think the school improvement grant at McKay was the way to go. The extra paid high quality training was a good investment, combined with great mentor teachers and sharp, dedicated administration. Having additional resources for materials, tutoring, and time was critical.	Nov 29, 2011 2:54 PM
541	If anything I've said has any resonance, I would be happy to discuss further. John H. Falk, Ph.D. Director, Center for Research on Lifelong STEM Learning Sea Grant Professor of Free-Choice Learning Colleges of Science and Education Oregon State University falkj@science.oregonstate.edu	Nov 29, 2011 2:46 PM
542	I think school choice is important! My kids live in a district where one part is doing fantastic work, and the other part is dismal. By all means, improve the bad one, but let me send my kids to a good school. Parents need more education in the options available to them.	Nov 29, 2011 2:44 PM
543	Emphasis needs to focus on excellence in early childhood education.	Nov 29, 2011 2:42 PM
544	Get back to the idea that education is not something that schools "deliver" like a pizza, all put together and ready to be eaten by the masses. The most successful students I have seen are involved members of a community, who pull their weight, respect others, believe in themselves, and take responsibility, along with their teachers and parents, for their own education.	Nov 29, 2011 2:37 PM
545	If we are going to fix the problem it is going to call for substantial changes to policy. Examine some of the ideas I have put forth here and let me know if you would like to talk further.	Nov 29, 2011 2:31 PM
546	Identify and use tools to measure growth and progress towards standards, rather than pre-determined benchmarks.	Nov 29, 2011 2:24 PM
547	We are new to Oregon, and we seem to see easier testing here so kids gets better scores. We would rather see tougher tests and tougher classes to challenge kids and make them compete with the rest of the US on a more level	Nov 29, 2011 2:19 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

playing field.

548	Students need to have access to technology tools on a more schoolwide basis. Quit testing students in areas that people in professional roles rely on computers to do - such as much of their writing. Many professionals never write more than one paragraph and use computers to correct grammar, spelling, etc or use speech to text software. I think we need to let students use technology tools more and provide those tools to all students. Most computer labs are used for TESTING not for learning. We do not test the skills that students will actually be expected to use every day in a professional job.	Nov 29, 2011 2:16 PM
549	Check out www.zesproject.org and see a whole new idea for how schools should be run. Maybe the state should help start a pilot school to prove that this method is effective, engaging, and fun - something that the current school system lacks.	Nov 29, 2011 2:07 PM
550	Keep outcomes in mind! We educate students so as to prepare them to be employed, contributing members of their community and able to live as independently as possible. All our efforts should lead toward that goal. This is especially true for students experiencing I/DD. For too long we have allowed presumption of incompetence to lead to children with I/DD being warehoused instead of educated. Don't make it easy to do this by weakening the expectations.	Nov 29, 2011 1:55 PM
551	I do not feel that grading students based on test scores and not on homework is very effective. I've heard from many students using this program that purposely do not do homework because they do not need to in order to pass a class.	Nov 29, 2011 1:52 PM
552	I'm a union supporter and a decades-long democrat, but I feel that the teachers' union spends too much time protecting teachers rather than weeding out or helping the bad ones.	Nov 29, 2011 1:46 PM
553	Schools and education are becoming more standardized and ineffective. Schools are not a business - we are dealing with human beings. The culture is being taken out of schools (art, music, shop classes) and we are not providing students with experiences where they can make choices about what they might like to do as adults - hence longer in college and more in debt. Our focus is on testing and data. Good scores are not a guarantee of success in life. More money spent on all these programs and trainings and curriculums is not going to fix anything. We need parent support/accountability/involvement, flexibility to do our jobs, lower class sizes, and time to prepare enriching, engaging lessons that keep students involved and interested in education.	Nov 29, 2011 1:40 PM
554	The obsessions with testing data, teacher quality, and accelerated learning have been shown by legitimate research to be ineffectual in helping students to grow, learn, and achieve at their maximum potential. If you want to improve public education, follow the recommended path of educators and educational researchers/experts: employ best practices, fully invest in what works, and stay away from gimmicky "innovations" and the pressure to privatize, virtualize, and test the life out of a robust system.	Nov 29, 2011 1:40 PM
555	Do not utilize federal after school program dollars to supplement the school day instruction. Use after school funds to provide additional support and extra	Nov 29, 2011 1:39 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

learning time to children struggling in school. Let it provide additional contact hours and educational hours, NOT supplement the school day. Also, don't give all the money to preschool education, school age children need supplemental enrichment and educational opportunities after school to help them learn, to help them be safe and to help them gain new experiences.

556	Class sizes need to be smaller. We need more days in school. Teachers need to be graded just like students.	Nov 29, 2011 1:19 PM
557	Making "all year school" like So.Cal or at least more school days. Offer job tutoring to some unemployed people would be a win-win situation!	Nov 29, 2011 1:16 PM
558	Our school district in Forest Grove has made a name for itself, by testing and re-testing students until they get a good score on the OAKS test. I think there is more to learning than scoring on a standardized test. How do we really know that OAKS is a good metric of long term success. Testing needs to be part of the equation, but not the only measure of success. We need to have some input from the teachers on performance of each student, based on the work they do in class. Maybe we need to cross reference work samples between districts to standardize as best we can. I think we are doing to much teaching to a test.	Nov 29, 2011 12:52 PM
559	Improve the Minority parent and community engagement opportunities	Nov 29, 2011 12:44 PM
560	Student attendance rates and parental involvement in reading and homework are very important! Attending a parent/teacher conference in the fall should be mandatory. Significant progress in academics is made only when parents work together with teachers and their students. It is so difficult to achieve grade-level work without help from home.	Nov 29, 2011 12:43 PM
561	We need to recognize not all children should or can successfully attend college and support them by providing opportunities for more robust trade and vocational skill development in high school.	Nov 29, 2011 12:43 PM
562	It is impossible to meet AYP at 100%. We teachers are trying our hardest, and this stress has taken the fun out of teaching.	Nov 29, 2011 12:37 PM
563	Keep student learning as the #1 focus.	Nov 29, 2011 12:33 PM
564	Replicate the TRIO programs in the state or provide them additional funding to serve more students.	Nov 29, 2011 12:32 PM
565	Hmmm, another big change. I'm feeling slightly skeptical of another change-- seems like once we're starting to figure out the new system, it changes again. There are always going to be those voices who cry out against the current system. For the our kids sake, wouldn't it be great to just tweak current plans instead of redoing, over and over, all the time? Or at least when a new plan comes out, say something about working together to workout the kinks, not praising it for its superiority and perfection? ;)	Nov 29, 2011 12:22 PM
566	Too much money is spent on ESL and Special Needs kids. These parents need to help out with these costs. It is not fair to the rest of us with all of the budget short-falls.	Nov 29, 2011 12:18 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

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|-----|--|-----------------------|
| 567 | <p>My perspective is as an OMEA Advocate for the Arts, specifically for music education in our schools. It's critical that the Arts are included in the new ESEA reauthorization, or music education may have even tougher battles to fight for inclusion as an essential part of a public school curriculum. For the most part, the Arts remain a core academic subject under ESEA. Below are some strengths of the Bill which through efforts can be amplified in support of music. 1.The importance of increasing accessibility to the arts for individuals with disabilities through the use of non-profit managed grant funding is stressed 2. The need to increase time for the arts as part of a "well-rounded" education 3. Arts remain an academic core Below, are some areas of the Bill which may pose a challenge if consideration is not taken in regard to the outcomes for the Arts. 1. The Arts in Education funding pot appears to have been dismantled and replaced with a new, much more broadly defined "well-rounded" pot – Title IV of the bill. This move will make it more difficult for arts programs to garner consistent federal support. 2. Assessments are addressed at length, with a strong focus on increasing state flexibility and authority – measures of "student academic growth" are referenced consistently, throughout. 3. We would like to see Congress strengthen its language with concern for the need to assess educators on content pursuant directly to their areas of expertise. 5. Standard development and implementation for non-STEM subjects is largely left to the states, with permission granted to make use of "high-quality academic content standards" and "student academic achievement standards," as available on a state-by-state basis. 6. Ensure that all states have access to or have music standards and that they make appropriate use of them in the classroom.(especially in Oregon, as we currently do not have any state standards for music education) These are all very important issues to consider if we truly want to make a difference in the lives and educational success of students. The Arts play a very important role in student success and sadly has been overlooked as a viable way to help improve student test scores, critical thinking, leadership and responsibility. If action and support for the Arts is taken at the State level, our students would experience exponential growth and success in all areas of concern while feeding the human soul and giving back to our communities.</p> | Nov 29, 2011 12:16 PM |
| 568 | <p>The No Child Left Behind act does not address the element of the family on the students learning experience. It also fails to note the progression a specific child is making. Eliminating this all or nothing thinking would be helpful. And providing leeway for teachers to build their own curriculums, within guidelines, could go a long way toward re-sparking the interest in learning. School appears to be an endless parade of standard worksheets anymore - where are the opportunities to get hands-on for tactile learners? Where can a teacher get creative with teaching a subject?</p> | Nov 29, 2011 12:13 PM |
| 569 | <p>Parents need far more mentoring regarding the educational system to be an effective guide/support for their student through the educational process...they can't be asleep at the wheel</p> | Nov 29, 2011 12:11 PM |
| 570 | <p>I'm for less focus on standardized testing, more focus on increasing family involvement and lowering class size. So much money is spent on testing, when it could be used on things that actually benefit students. Tests don't increase student performance, they just make teachers "teach to the test" and suck all the creativity and joy out of teaching and learning! I think NCLB is the worst thing to ever happen to public education. Signed, "A Diane Ravitch Fan" ;-)</p> | Nov 29, 2011 12:05 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

571	Special consideration for the students following a life skills/routine type of curriculum must be given.	Nov 29, 2011 12:05 PM
572	My thoughts are that we have far too many poor performers and they aren't held accountable. Teachers are VERY well paid in Portland and have great benefits, yet are not forced to deliver to the highest standard. I hear more complaining than actual delivery. Teachers in Tigard-Tualatin were even worse. They didn't work half the time (child's first grade teacher took a month off for an aesthetic procedure, not a required medical emergency. She didn't want to interfere with her vacation. Pathetic. We need an environment that promotes high quality teaching where teachers actually earn their pay. We have one of the highest \$ per students in the country, yet we are always asking for more money. Where is the financial responsibility? \$ spent compared to the quality of education is simply failing.	Nov 29, 2011 12:01 PM
573	I have a couple of nieces who have recently dropped out of high school. They have always been economically disadvantaged. This situation cannot be blamed or judged by public education alone. There's the family and the child themselves. I can only hope that the life lessons they learn will bring them an opportunity to go back to school. Look at how many adults are going back these days. I would rather have them drop out of school than be idiots at 18 with a diploma because they were passed through each grade without someone saying stop.	Nov 29, 2011 11:58 AM
574	I think it is incredibly important that services for students remain/are established at a high level - for example, making sure that students on IEPs receive appropriate support and accommodations. The support areas (learning coordinators, reading specialists) are critical for the success of so many students, and it has been frustrating to see those areas reduced. Classroom SIZE is also a key factor - there HAS to be a way to establish a reasonable classroom size as a base for learning - even good students are going to struggle in oversized classes.	Nov 29, 2011 11:48 AM
575	Linking student achievement to teacher assessments is a poor idea. Gifted children tend to do well despite a poor teacher while struggling students still tend to have problems even with a good teacher. Teacher assessments need to be individualized and not linked to school funding.	Nov 29, 2011 11:41 AM
576	Targeted teaching, no more of the "teaching for the tests". Kids need real-life skills, and cognitive thinking skills.	Nov 29, 2011 11:39 AM
577	During this entire survey, nothing was mentioned about the time and effort that undisciplined students cause the entire school. What about doing something to help the teachers that have to deal with these students. Trying to deal with these students on a daily basis takes away precious time from the other students that really want to learn.	Nov 29, 2011 11:31 AM
578	Please put an end to the new open-transfer laws! Parents always have the option of choosing private education for their children. However, if they choose public education, then they should be required to use their local neighborhood school. Please don't keep allowing valuable families to simply opt out of their neighborhood schools.	Nov 29, 2011 11:30 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

579	NCLB is flawed because of the unattainable standards and goals. It puts all of the responsibility on the school and staff and nothing on the family. The child is absent from school and it's the school district's fault? Really? Goals and standards need to be geared for overall improvement at school with realistic benchmarks. We are stressing our kids out to the point that school has become a tough place for them to be. Where is the joy that school used to bring to our kids. We are all chasing test scores and have put aside the "whole child" while we do that. How sad!	Nov 29, 2011 11:29 AM
580	Parents need to be more involved in their child's education, I understand that most parents work. However, in order for the child to become a productive participant in society they need to have the skills to get there. I feel that the "bullying" issue is still a great factor in whether a child wants to continue education or not, this must be addressed somehow, somehow.	Nov 29, 2011 11:15 AM
581	Initial screening for dyslexia is very inexpensive and volunteers can be trained to do it if teachers do not have time. The confirmation is also not expensive if the initial screening is done. Professional training in Slingerland and other Orton-Gillingham based teaching methods is also on par or below the cost of other teacher continuing education programs. Current funding for reading specialists can cover these costs, since many reading specialist dollars are wasted trying to teach children with dyslexia who cannot be taught using current methods.	Nov 29, 2011 11:13 AM
582	Please design a system that does not destroy, but rather improves public education. A robust democracy needs to have inclusive, comprehensive and differentiated education for ALL. To provide this in today's economy with today's children and families requires that we rethink many of our current practices, both with instruction and assessment. Districts need to be able to design models for instruction that meet the needs of their individual communities. Schools are caught in the assessment system and are losing the ability to provide both challenging curriculum and enrichment in the rush to meet the ever increasing requirements or face sanctions.	Nov 29, 2011 11:12 AM
583	I think teachers should be judged by their peers and their involvement in educational projects. A history of student performance in their classes over several years when compared to other teachers in the same school would indicate when intervention is required. But I don't believe incentive pay helps teachers work cooperatively. I think individual schools need some autonomy so that a particular community can use its strengths to reach their own kids. I do think benchmarks are important, but teaching to the test needs to be a lot less intrusive.	Nov 29, 2011 11:03 AM
584	Establish two systems. A state/district run system and a competitive, free market system of schools where money follows the student. Let's see which parents prefer. Are we more concerned for serving the needs of the adults in the system or the students? Can phase in over 12 years, making only students born in 2006 or later eligible.	Nov 29, 2011 11:02 AM
585	Funding is key in any policy changes you wish to make. Teachers are doing so much more with less money.	Nov 29, 2011 11:01 AM
586	I would love to address more ways of reaching the "non-traditional" students who	Nov 29, 2011 11:00 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

learn in more hands-on type ways. If a child becomes discouraged with classical learning at an early age, it becomes a struggle to motivate them to continue their educational journey and it also affects their self-esteem.

587	TAG is basically ignored in this state and it's a shame. Research shows that our best and brightest have languished under NCLB. This group has not made gains and continues to slip. They are also the segment of the population most likely to drop out and turn to drugs and alcohol. Let's support our best and brightest the same way we support those children who struggle. Oregon's lack of funding and support for TAG students is simply shameful. And people wonder why only 52% of Oregon's college students graduate.	Nov 29, 2011 10:53 AM
588	Don't leave teachers out of the decision loop. They are on the front lines trying their best for our kids. Sometimes it feels like politicians' whims and corporation pet projects are what get pushed on our schools and teachers. Teachers should be involved in text book selection for their particular area. It's so frustrating when textbooks have tons of wrong information (especially math text books) because qualified teachers weren't on the team to double check the information and give input.	Nov 29, 2011 10:52 AM
589	Don't create more layers of bureaucracy or paperwork--focus on decreasing class size and increasing the amount of time students spend with highly qualified teachers.	Nov 29, 2011 10:43 AM
590	I think I've probably mentioned this before, but classroom size is crucial. I volunteer at the local middle school and many of the students there seem deficient in basic math facts; i.e. multiplication and division.	Nov 29, 2011 10:43 AM
591	I would like to see more teachers be able to participate in creating their own curricula used across the state. A good place to start would be creating an open cyber sharing center where teachers can share their ideas, lesson plans, units, strategies and successes.	Nov 29, 2011 10:39 AM
592	Raise the floor and the ceiling. I think the benchmarks are too low - I was delighted that they raised the math levels and hope they raise it more. What we expect of our kids versus other countries is really low. And you need to think about ceilings - it's not enough to be at benchmark. What do you do with a kid whose benchmark in math is 210 and he scores a 250? You need to keep challenging him, not just coast on that success. Rather than counting kids at benchmark, look at individual gains. Data is clear that higher performing kids make smaller gains than others - that's evidence their needs aren't met. If you look at the kids at ACCESS, they are making larger gains than gifted kids at other schools.	Nov 29, 2011 10:32 AM
593	I would think it would be necessary to remember the statistical bell curve example... The majority of our students should "get it" and be able to succeed accordingly. There will always be exceptions and outliers. But fewer will exceed beyond compare and hopefully even fewer will just "not get it" because they have extenuating circumstances.	Nov 29, 2011 10:29 AM
594	Federal/State support to decrease class size, increase staff professional development, alternative opportunities for students to receive high school credit,	Nov 29, 2011 10:29 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

additional programs to support students with aggressive/violent/sexualized behavior who need to access their education.

595	reducing class size K-3	Nov 29, 2011 10:20 AM
596	We won't improve the educational system in Oregon until parents are held as accountable as school personnel. I get to see my students for 6 hours a day, 180 days a year (provided their parents are 100% on attendance). Parents get them the other time/days/years. I adore my students and work very hard to ensure they are getting the best educational I can provide. Our district works tirelessly trying new and improved ideas on enhancing student achievement...and we will continue to work tirelessly with little effect until parents, society, and our country start taking education seriously. Not incentive pay (as if 3,000 would make me work harder?! Seriously??!!) If the Governor or our elected officials were "enticed" with 3,000 more dollars this year would they suddenly decide to solve the financial crisis we are in?! Probably not...I would imagine they would maintain they are doing all they can to help Oregon, and a 3,000 "bonus" actually wouldn't make them work harder or smarter. Teachers feel the same way. Give us money, tools, professional development, whatever new idea that is out there and we will try it!	Nov 29, 2011 10:14 AM
597	Please keep in mind that our number one goal should be to educate our children to the best of their abilities, not some arbitrary number which forces teachers to "teach to the test". We need to have a system which produces well educated students, whether they decide to go to college or move into a trade upon graduation. Please examine successful programs already in the Oregon system and figure out how to leverage their success in other schools - we don't need to reinvent the wheel. We need to build upon what we have, once you are actually in the schools you are amazed at how much they can do with volunteers and dedicated teachers. However, I've seen successful programs cut due to lack of funding or staffing complications while less successful programs are not cut due to the population they serve. Please do not necessarily throw more money at expensive outside education consultants, can't we leverage "internal" experts? Be wary of employing theoretical or unproven methods for improvement, Oregon school districts should not act as research study groups. We need to find a way to engage more parent and community involvement with our education system in order to optimize results.	Nov 29, 2011 10:14 AM
598	I think it is very important to start kids off with school right at the start. More programs for pre-school and kindergarten that is full-day. With parents working more there is the increased need for more before/after care at school for children. This way kids are not left alone at homes and get the extra help in school studies as well.	Nov 29, 2011 10:11 AM
599	Thanks for your efforts, please refrain from over bureaucracy you cannot hold all the answers for every family, maybe simpler is better. Any grand overhaul risks being outdated before it's even implemented. The job of our education system is to educate...period. Please rethink the busing and cafeteria issues? They are nice, but unaffordable in the new financial climate. It is not the job of our school system to transport and feed the community these can be run by the private sector. Parents will learn to get their kids to school and feed them. Focus on making schools a safe, innovative, exciting and a happening place to be and kids	Nov 29, 2011 10:09 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

will get there. Make them a place kids want to go to, bring back arts, sports, music, make school a place where creativity can flourish not a factory to produce cookie cutter results. Good luck :)

600	Can you look at the seniority system for moving teachers around? I am speaking specifically of PPS's music programs. Last year an effective, experienced strings teacher with a great program at Abernathy and Hosford was moved to a choir program at a high school. That choir program was very high-performing with a great teacher. Then an elementary music teacher was brought in to teach band and strings (no prior experience with strings!) at Hosford. The strings programs died, the choir program and Hosford's band went from excellent to poor--this was a terrible management of teacher resources and unfair to teachers and students.	Nov 29, 2011 10:08 AM
601	With the lottery system in place, PPS neighborhood schools have become grossly unbalanced.	Nov 29, 2011 10:05 AM
602	Enhance the TAG program with specific challenges and plans for TAG kids. These are the leaders, the inventors, etc., of the future. If they're not challenged they become board with school. The TAG program for PPS today is parent driven and teachers will only write a TAG plan if requested by a parent. In addition, science and math programs in K-5 need to be enhanced. Eliminate one of the three daily recesses and get going on delivering the ever important basics. Students that are falling behind should be encouraged to get additional help outside of the school system or create a parent-based tutoring support system for these kids but don't waste valuable in-class time with students that aren't doing the required homework at home to stay up with their peers.	Nov 29, 2011 9:59 AM
603	IN OUR ELEMENTARY SCHOOL, NCLB AND THE IMPORTANCE OF THE STUDENT SCORES CREATED CLASSROOMS WHERE TEACHERS "TEACH TO THE TEST." MY STUDENTS WERE BOTH BORED AND DEMORALIZED BY THE CONSTANT REPETITION OR MATERIALS THAT WERE FORMATTED TO MIMIC TESTING MATERIALS. THEY WERE DISCOURAGED FROM BEING CREATIVE AND WORK TO THE BEST OF THEIR ABILITIES, AND INSTEAD ENCOURAGED TO CHOOSE FROM MULTIPLE CHOICE ANSWERS AND FIT THEIR IDEAS TO EXPECTATIONS. THEY WERE FRUSTRATED AND NO LONGER ENJOYED LEARNING. THIS IS A SERIOUS PROBLEM WITH ASSESSING SCHOOLS, TEACHERS AND STUDENTS USING TEST SCORES.	Nov 29, 2011 9:59 AM
604	Emphasis needs to be placed on students' habits, students' values, students' goals. The main failure in education is the failure of a large portion of our society to value it.	Nov 29, 2011 9:58 AM
605	Our entire system-- community, parents, schools, etc.-- need to be holding students, parents, the community and schools to more rigorous levels of accountability. It cannot occur only in the policies set for schools.	Nov 29, 2011 9:57 AM
606	- Class sizes. - Support for struggling families living in poverty and chaos (helping them get their kids to school on time, with homework completed, with a full night's sleep and stomachs full of nourishing food).	Nov 29, 2011 9:55 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

607	Special Education Students/teachers	Nov 29, 2011 9:49 AM
608	Measurement and action must be intertwined. Measure the things that will lead you to action; in planning your actions, include measurements that will indicate their success (which may not be the exact same indicators). For example, if equity is your goal, include measurements of indicators of equity such as how balanced a school is in programs for high achievers and support programs for those struggling. Then, when you plan to make changes in the program offerings, measure whether those changes actually improved equity -- or drove families out of the school.	Nov 29, 2011 9:46 AM
609	Oregon letting down its children, and its future. Is PERS the problem? Is it the teachers' union? Is a state sales tax the answer? Funding teacher positions to allow for smaller class sizes should be a TOP priority for Oregon. Other states have legislation that ensures smaller classes. We need to do the same. Forty children in math classes is not viable. Districts and school administrators need options for getting rid of less-effective teachers in a more timely manner. The seniority and vesting system in Portland Public Schools is a joke and has left so many newer, wonderful teachers without jobs while complacent ones remain.	Nov 29, 2011 9:44 AM
610	No I think I've expressed my feelings already. Thank you for the hard work you do to help our youth. I imagine it to be very difficult, sometimes with few rewards and lots of criticism. But thank you. I am a product of the Oregon school system K-12 and OSU w/ 2 BSs. I believe in our schools and have 2 elementary kids in the system, I work with disabled children. My successful husband also went K-12 and OSU BS. We love Oregon!	Nov 29, 2011 9:43 AM
611	Please provide more funding for TAG students.	Nov 29, 2011 9:41 AM
612	From what I have seen, schools staff and teachers want their students and schools to do well, and they should be supported in their efforts instead of being penalized. Progress should be more important than where the students test in a given year or graduation rates for a given year.	Nov 29, 2011 9:40 AM
613	English should be taught as a subject, not a language. No special compensation is made for those who come from Russia or China. Translation into Spanish is a waste of time and money we could use on other areas, like classroom teachers. My mother went full immersion into a French-Canadian speaking school, when she spoke no English. She was fluent in 8 months, as a child.	Nov 29, 2011 9:39 AM
614	Keep advanced academic options in high schools, so that the smart kids whose families could afford private school CHOOSE to keep their kids in the public system. Cutting programs for kids who will flee the system starts a vicious cycle of losing students.	Nov 29, 2011 9:38 AM
615	Suggestions: 1) extra staff in elementary schools to ensure all students are at an equal level in literacy, math, and critical thinking skills after 2nd grade 2) required after-school tutoring/mentoring for middle and high school students not performing to grade level and/or need additional support	Nov 29, 2011 9:38 AM
616	I would like to see focus not just on those students who most need to improved (which is of course very important), but also on so many of those students who	Nov 29, 2011 9:36 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

are more advanced and capable of so much more. An average education is not enough, and should not be considered as good enough for those who are capable of more, just because they have "met expectations" or have a good enough gpa.

617 No more passing the buck! Step up and take responsibility for educating the Children in Oregon! Quite looking for loopholes! Funding issues when you live in a state that relies very heavily on income tax and you consistently over the past decade or more have had higher than national average of unemployment it doesn't seem to take a lot to determine where the problem is. Nov 29, 2011 9:35 AM

618 Please DO NOT open 21stCCLC funds up for extended day. Afterschool programs fill a huge gap by a) providing meals for food-insecure students b) providing high quality programs that support school-day learning and improve achievement, behavior and social-emotional outcomes, c) supporting and educating families so they can best meet students' academic and other needs and d) providing a safe, pro-social environment for students during the prime 3-6 p.m hours when the most antisocial behavior (drugs, violence, sexual activity) occurs. These programs build powerful school-community linkages, and they work to fill student needs during no-school days and summer as well. Nov 29, 2011 9:33 AM

619 When I was in school in the '80s and '90s, our funding was gone due to its link to the timber industry. The top priority should be to fund schools first and in a way that is sustainable. I am working on a communications piece for Sojourner. My daughter is only in her second year there but, in doing my research, I am amazed by all the barriers/molds that have been broken. There are important things that are being taught that simply cannot be measured by standardized testing: intra/interpersonal communication skills, research and oral presentation skills at the K level, music, etc. My first degree is in marketing and understand the need for quantitative data. It's that need that's effectively killing our schools in my mind. There is learning being done that simply cannot be measured. Nov 29, 2011 9:33 AM

620 Eliminate all objective measures and concentrate on mastering life skills. Nov 29, 2011 9:31 AM

621 Data driven policies often encourage compliance over innovation. There are requirements of completion of meaningless workshops, writtenpapers , and money paid for recertification. Surgeons watch other surgeons, so teachers need to see expert teachers "in operation" and be able to implement new skills. Nov 29, 2011 9:29 AM

622 Yes, Consider dumping the common core standards and staying the course with what we have. Currently every year for the next 5 years the students have different graduation requirements at our school. I'd like to see some longitudinal studies on the effectiveness of these common core standards. Heck, I'd like to see some longitudinal studies on our current course of action. also, please make sure real teachers of varying levels are a part of this assessment makeover. Nov 29, 2011 9:28 AM

623 I'd like to see policy makers spend more time in the classroom to see what is happening and visit with teachers in a variety of settings to get a pulse on the basics. When an educator is out of the classroom for a year or really even less, they are out of sync with current practices. Only the person in the trenches can give facts/ truths of how it feels with current pressures, Requirements change so Nov 29, 2011 9:28 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

often that the folks in the trenches are forced to implement-one size does not fit all. Flexibility is the key, Focus on what is working!

624	it is not just a metter of preparing students for college if they cannot afford to go there. Making college affordable is almost a critical as early childhood education.	Nov 29, 2011 9:27 AM
625	Can we stop people from abandoning their neighborhood schools? If we can get communities to invest in their school, it will help the entire neighborhood.	Nov 29, 2011 9:24 AM
626	We need more high quality teachers and need to be able to terminate teachers who are not really thriving in the profession. I have seen principals with their hands tied not able to fire a teacher. I would also like to see more money given for anti-bully programs and life-skills programs.	Nov 29, 2011 9:23 AM
627	Offering a good education is one of the most important things we can do for our community. Anything that can be done to ensure our kids learn effectively, stay in school, and graduate is a must. Good teachers should be paid well and given the incentive to stick around. Ineffective teachers should be properly trained or asked to leave. Parent involvement is crucial for all schools and should be mandatory, especially in times of economic turmoil.	Nov 29, 2011 9:22 AM
628	Our children need smaller class sizes, more teacher aides in younger grades, more para support for kids with learning/special needs. Teachers should be regularly receiving education on new ways to reach students. The focus on standardized testing is time wasted as this is not a true measure of all kids - so much depends on their culture, their test-taking ability. What really matters in what is happening in the classroom and that needs to be a more subjective assessment. The fact that kids can take the state assessments 3 times wastes precious class time and is just plain silly. Use one test as one part of overall assessment...	Nov 29, 2011 9:20 AM
629	NCLB completely omits gifted students. There should be funding for the state mandate to provide gifted students w/ differentiated instruction that challenges them at their own ability level. It is outrageous that gifted students are left to their own devices. These are the doctors, scientists, innovators of the future. They require the same support that other students do.	Nov 29, 2011 9:18 AM
630	Stop cutting the budget and programs for schools. Figure out a way for more money to go directly to improving the education in our schools. Every child in this country deserves a decent education, but so many are not getting one. Schools need money to provide a well rounded education for our students.	Nov 29, 2011 9:10 AM
631	I agree that statewide assessments are important but I believe we are putting too much emphasis on this and not enough on the improvement of students.	Nov 29, 2011 9:10 AM
632	See above. PUT THE STUDENT FIRST. Above all. This does not happen in PPS. Not by a mile.	Nov 29, 2011 9:04 AM
633	Teaching children how to organize and prioritize homework and study skills. These skills are not consistently taught to chidlren through the grades. Middle school is an important time to establish good habits and these skills seem to get	Nov 29, 2011 8:54 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

lost in the shuffle.

634	All arts (visual art and performing arts: music, dance, and theatre) must be considered one of the CORE ACADEMIC subjects, not merely relegated to electives. We continue to want "Assessments of higher-order thinking skills (such as problem-solving and critical thinking) and habits of effective learners (such as collaboration, timeliness, and persistence)" which is exactly what the arts teaches. We eliminate the arts, see those skills diminish, and then try to find programs that teach those skills. That's madness, and a waste of dollars, effort, and time. Bring back the arts K-12 statewide and you'll see an increase in student attendance, engagement, and skills.	Nov 29, 2011 8:53 AM
635	The approach Portland takes to our schools needs to be more balanced. I am concerned that we are putting all of our focus on the bottom end. I agree that it's important to attack areas where we are failing, but it can't come at the cost of all of the programs in the successful schools. We are on a path to achieving mediocrity for all students if we continue like this. We need to have programs that challenge our best and brightest - strong TAG programs, more IB, more immersion programs, etc. Without this, we are rapidly losing the stronger children to private schools or diminishing their potential for success. We must allocate some of our resources to turn this around. Do you realize OR is one of only 3 states with no actual TAG program? Disgraceful!	Nov 29, 2011 8:49 AM
636	REDUCE CLASS SIZE	Nov 29, 2011 8:47 AM
637	Test scores aren't the only thing kids are needing to learn in the classroom and certainly not the most important thing. Teachers who understand that are the one's we need in our system.	Nov 29, 2011 8:42 AM
638	Fully fund charter schools	Nov 29, 2011 8:41 AM
639	Compete with all countries like it was the olympics in education. Put all the monies that college football makes back into the schools and pay the teachers equivelent to the college coaches of visa versa. Take pride in education and dont let it be the first thing cut so politicians can get thier way by hurting the most vulnerable. We are messed up as a country and need to get our priorities back in line.	Nov 29, 2011 8:41 AM
640	Somehow the system needs to put a stop to al the statewide testing and the way that schools are linked to getting some kind of rating and possible budget (?) tied to their statewide scores. My son's elementary classes spent so much wasted curriculum time on the testing, allowing some kids to take a state test 3 times, so that their scores would get better. This is ridiculous. They should get one chance only and MOVE ON. If the kids don't do well the first time on a test, then there is good information there for the teacher and principal to study as far as that child, that teacher, and that classroom. There should be little to NO time spent "teaching" kids HOW to take these tests. They are simple. They should be taught once a year in the grades before the real tests so that they become familiar and that is it. Maybe with the added real instructional time, there would actually be some additional material learned and the scores would go up on their own.	Nov 29, 2011 8:40 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

641	Currently, Oregon's assessments, graduation standards, required high school credits, etc. are almost exclusively aimed towards college readiness. However, less than 30% of Oregon students actually complete a college degree. We need to make sure that an Oregon education is valuable for the overwhelming majority of students who do not go to college, rather than putting most of our resources at the service of an elite few. College readiness needs to take a back seat to real-world readiness: career exploration, independent living skills, and elective classes that fit student interests.	Nov 29, 2011 8:40 AM
642	Statewide sales tax!!!! Revamp the current corporate, income and property taxes. What I have seen in my 13 years in a public school system attending neighborhood schools; that have been able to meet state & NCLB standards. Small elementary school, small classes with extensive classroom volunteers (non Title I), looping, team approach for teachers, prof dev for school community yearly educational goals, extended school year; middle school: smaller classes, grouping incoming students by test scores and providing smaller classes & classroom assistants for students not meeting benchmarks in math, reading and writing. This does work in a Title I school. But requires principal/administration support and funding for the smaller classes & assistants. High School: smaller groups of freshman students in academies, where the core teachers work as a team. Kids are flagged within the system. Looping.	Nov 29, 2011 8:33 AM
643	With the current set up, gifted students fall in the cracks, as well as special ed students. Both populations need better service.	Nov 29, 2011 8:32 AM
644	Do we really need the waiver to make progress on our goals, or do you think we can work within the established system and make improvements? I know how slow change is in education and I am worried that by the time this is all said and done, we will have missed so many students who need the help now.	Nov 29, 2011 8:29 AM
645	I think it is awful that Oregon (and likely all children in the USA) children are in school only about 34 weeks of the 52 weeks of the year - significantly less than any other developed nation. It is no wonder that American children are behind academically and don't perform as well statistically. This is the most wealthy nation in the world and yet we put so little emphasis on developing the future working, voting and contributing members of society. I also find it interesting that when I was in school (I was born in 1970 - and I currently have a first grader and preK child) my school days were longer and I was in school more days of the year - and I was educated primarily in the public school system right here in Portland.	Nov 29, 2011 8:27 AM
646	Get rid of the feds, they are killing our schools. Give back local control and fund us at decent levels. Money should be spent on kids and classrooms, not trainings and new theories. Special ed is also draining our schools of money.	Nov 29, 2011 8:24 AM
647	We need smaller class sizes.	Nov 29, 2011 8:20 AM
648	The no child left behind policy is a bunch of BS! If a child is not meeting criteria for completing the current grade, they should NOT be moved to the next. Sometimes just repeating the same grade is what they may need.	Nov 29, 2011 8:18 AM
649	More equity throughout the state in classroom sizes and building condition.	Nov 29, 2011 8:14 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

Seems like funding should be from one source and not from bonds in specific areas.

650 please reduce the class sizes. In second grade my son had 31 children in his class, 3rd grade it's 29. Go volunteer Nov 29, 2011 8:11 AM

651 Dear Governor Kitzhaber: I am a teacher at [REDACTED] in [REDACTED] Oregon. I have been an education professional for over twenty years. Almost since the beginning of my career, three major negative trends in public education continue to adversely impact children, families and the educational process. These negative trends are (1) an increasing discontinuity in the educational process due to declining revenue and the imposition of high-stakes testing and test curricula; (2) the de-contextualization of the classroom through over-reliance on abstract standards of achievement; and (3) the rise of privatized models of education that serve corporate business interests, but neglect the needs of children, families, schools and communities. Two "new" initiatives that Oregon is now pursuing continue these negative trends. Both the Education Investment Board and the promotion of Common Core Standards sideline teachers, students, parents and communities, in effect saying to them, "We know better than you what your children need." Beyond the arrogance of these initiatives, the clear message is that democracy on the ground is not a priority. These authoritarian, top-down models promise efficiency and high achievement, yet ignore the most basic research and evidence regarding child development, brain-based education and the needs of second-language learners. We have looked for a silver bullet to reform education but instead we have created an educational system that serves state bureaucracy and private business but not the public child. We have excellent and exciting models for teaching and learning. These models include reasonable expectations for growth and development, support and respect for education professionals, a minimum of bureaucratic interference and adequate funding from stable revenue sources. We can look to the work of [REDACTED] and his advocacy for children's basic needs: food, health care and books; Diane Ravitch's narrative journey from standards bearer to child advocate; the success of the Finnish school system in funding and supporting teachers and learners; [REDACTED] studies of brain-based education; the work of Howard Gardiner on the varieties of intelligence; [REDACTED] research on the importance of meaning in second-language learning; [REDACTED] models for teaching reading and writing at middle and high school. There is no shortage of good models for public education. Isn't it time to look for our educational goals in the fundamental and essential relationship between teacher and student? That would be true reform. Sincerely, [REDACTED]

Nov 29, 2011 8:10 AM

652 The public more easily understands the rating model based on A,B,C,D & F. Eliminate pass no pass, almost made it and clearly define credit by proficiency. The cost of higher ed has become prohibitive except for a select segment of the population. Urgent need to include career technical in addition to higher ed. The trend for students to choose career courses is on the rise and will crest in about 4 years. Higher ed completion rates reflect this fact. Nov 29, 2011 8:06 AM

653 Cutting the Pay on all of top educators and give that money to the schools & teachers in need, Instead of cutting out extra classes like music, drama and Nov 29, 2011 8:05 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

sports, which have proven to be helpful in a child's growth. You can not expect a child to grow into a strong healthy person when you do not provide the nourishment!!!

654 I just recently had an opportunity to take a look at the new Common Core Standards. I am a high school math teacher and I am very concerned about the higher standards required in these new standards. I feel that many students will not benefit from reaching an Algebra 2 standard. I believe alternative options should be explored for receiving a diploma i.e. technical education programs, "jobcorps", etc. Nov 29, 2011 8:05 AM

655 Providing TAG children the extra attention they need to continue learning at a higher level. Give the teachers the education and tools to support those children that are farther ahead of the class. All the time, effort and energy are being utilized to help those that are struggling (which isn't a bad thing) so those that are advanced are not getting any help in learning how to advance their skills. They are getting bored in class. They are losing their love of learning because they are not challenged. The TAG program is a joke in the West Linn Wilsonville school district and should be modified. Nov 29, 2011 8:04 AM

656 NCLB has raised the awareness of expectations of schools and their responsibility, which is great. The goals, punitive measures that do not take into considerations of economy, socioeconomic, geographical locations do not mirror the society that exists. How about by 2014 all legislators have 100% of their students in public ed and they all agree on every bill that comes to them or someone comes in and restructures the government since it does not meet the 100% goals. Nov 29, 2011 8:04 AM

657 The raising of standards in first grade and above does not mean that the young brains of kids in kindergarten should be pushed harder. There is a great deal of hard evidence that pushing literacy and math skills at too young an age does more harm than good. For heaven's sake, is there no-one in the education bureaucracy who knows how to evaluate a research study? Nov 29, 2011 7:56 AM

658 I see on this survey that specialist mean nothing to the educational process. I would have to highly disagree with that. There are many studies that show that students attending music and physical education help with concentration and testing taking within the classroom. Right now Oregon is not supporting classroom teachers by cutting such programs. These programs do integrate literacy, math, and higher level thinking. They also help students learn how to problem solve and cooperate with each other. Nov 29, 2011 7:50 AM

659 NLCB is a non functioning mandate that has destroyed wonderful PE and Music programs through out Oregon. It is time to take back our educational system and let people who work in education do their jobs. Nov 29, 2011 7:49 AM

660 We should be using four day school weeks. Our kids have so much time of, week long blocks where they learn nothing. If we switched to four day weeks we could eliminate some of the unused blocks of time, getting our kids back on a normal schedule of learning. Also, learning should be fun. We have to put some fun back into learning to get our kids interested again. If we don't it will be our downfall as kids fail to graduate with their peers from high schools. Nov 29, 2011 7:48 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

661	Equal money needs to be spent on ALL Oregon children. The drream of a college education needs to a dream for all Oregon children not just those in Salem in Portland. Funds need to be given equally so that our school can offer the same hope to our kids	Nov 29, 2011 7:44 AM
662	Do not forget support services like counselors, psychologists, etc. NCLB has put all the focus on only one measure of progress, test scores, and has forgotten about a key measure: what kind of people, what kind of citizens, are we producing.	Nov 29, 2011 7:44 AM
663	Look at year round school! I've only read good things and believe that it would improve both learning and teaching. Also, look at cutting costs in non-education areas (bussing, for example). The actual teaching of children doesn't seem to be a high priority in Oregon and I would like to see that change.	Nov 29, 2011 7:41 AM
664	Requiring Oregon students to do the OAKS assessments and reporting this information, while asking teachers to roll out the CCSS well is contradictory. Other states are suspending the state-wide testing so teachers can implement the CCSS well.	Nov 29, 2011 7:41 AM
665	Thank you very much for this opportunity. Though I'm new to the debate at this personal level, I appreciate very much that the State is reaching out to parents and all invested stakeholders for ideas and comments. I believe this is the best way to form a plan that will engage everyone in improving our education system.	Nov 29, 2011 7:40 AM
666	All the testing that clouds the way for general education for our children.They are so busy cramming to meet the benchmark tests that there is no time for basic education. Children are getting left behind!	Nov 29, 2011 7:39 AM
667	Changing the system in any way to better acknowledge the fact that we are working with human beings going through sensitive developmental periods and not just pieces of assessment data, is a good thing. I am all for appropriate academic rigor, but not at the expense of forcing kids and parents, and teachers and administrators to undergo unnecessary levels of stress. Furthermore, Let's widen the conversation to include student and parent responsibility in this whole process! We can't just blame the teachers for everything and we seem to be creating a teacher bashing culture out there. Just look at the media!	Nov 29, 2011 7:37 AM
668	Teachers hands are tied as to attendance and students learning if not supported at home.	Nov 29, 2011 7:35 AM
669	Why is it an historic opportunity to rethink the education system? It is clear that the current political party would like to waive elements of the No Child Left Behind Act and it is clear that this survey is designed to generate a survey that will support this goal. It would appreciated if the current administration put forth programs choices based on various experts in the field from different perspectives, made these options transparent to citizens and allowed citizens to vote on the various options; with the No Child Left Behind Act being one of the options. An option of the No Child Left Behind Act with some of the less satisfying clauses waived could be an option. Providing choices of Very Important, Less Important or Not important are unclear. Does "Less Important" mean that I don't find this element important or I do find it important but less than	Nov 29, 2011 7:33 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

very important. There are other flaws in the survey as well. There are many ways to get data from people beyond this survey - town hall meetings, debates, etc. It is hoped that this is the manner in which the administration is going to work through policy changes. Oregon ranks fairly low across states for its education. I see little about math and science on the survey. Are these no longer important in America? How will this country compete in the world? I tutor at the middle school and a significant number of students have moved from elementary to middle school without knowing the multiplication tables and still finger counting. It is tragic. Whatever the result, I hope there is a focus on basic block and tackling education such as reading, writing and arithmetic. One of the changes I have seen over the past few years is that parent teacher elementary school conferences focus on providing feedback on the improvement of the child since the last feedback report and little information on how your child is doing against a standard. It is no wonder such a disproportionate number of students enter middle school without proper math skills. In the middle school, students are now allowed to take "redos" of their tests to boost up their grade. I understand and support the need to boost the self esteem of children, but these practices do not properly prepare the students for either High School or for life. These practices handicap the children in the long run. I hope whatever changes occur, that Oregon does something to solve the basic block and tackling issues that are getting lost in the shuffle of different agendas.

670	GET STABLE FUNDING!	Nov 29, 2011 7:32 AM
671	Teacher evaluation -- teacher quality -- teacher effectiveness RTI done well in every district	Nov 29, 2011 7:28 AM
672	I don't understand the waiver situation at all but will trust what you are doing. Thank you. Education is tough these days and I truly appreciate the teachers who are dedicated and excel in their ability to motivate children.	Nov 29, 2011 7:20 AM
673	Stop the politics and invest in teaching students.	Nov 29, 2011 7:18 AM
674	Schools are that are not being successful, should have their leadership looked at very seriously. In addition, mixing up of teachers at schools that are not successful with teachers and leadership from other schools within the district that have been successful would be one way of bringing in a major change. Not eliminating existing teachers, but transferring and mixing up colleagues with different teachers with different approaches, strengths, etc. Also, kids that are from lower-income households have VERY different needs, expectations, issues than kids from higher-income households - we need to look at addressing some of these needs rather than thinking that we're comparing apples to apples, because we simply are not.	Nov 29, 2011 7:16 AM
675	I don't really understand what the federal waiver is.	Nov 29, 2011 7:13 AM
676	OR needs to start researching models for schools that work. We are supporting too many schools in our district that are failing, yet we continue on the same path while pouring more and more money into them at the expense of the other schools. We must to stop making excuses that poverty, ESL, etc. are reasons to support failure. By transferring failing kids to better schools, without in-depth support they will likely fail or drop out there as well. The system itself needs to	Nov 29, 2011 7:03 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

change for the students to change. We need to learn how to re-engage our students. <http://www.edtrust.org/dc/resources/success-stories>
http://www.businessweek.com/investor/content/jun2006/pi20060616_400784.htm

677 The current focus on "achievement" as measured by college preparedness will hurt vast numbers of students if it results in a denial of HS diploma. Nov 29, 2011 6:34 AM

678 Just reduce the amount of time spent preparing for and taking statewide tests. Let's give the teachers more freedom in their classrooms. Nov 29, 2011 5:46 AM

679 Oregon has taken a leadership position with respect to on-line assessments. With the upcoming common core standards and the increasing rate of innovation possible with digital tools, please do this well. For accountability, do whatever you have to in order to create the kind of communities of practice seen in top schools such as High Tech High in San Diego which is incredibly open in sharing it's practices. Use technology to enable better use of time - for instance, let teachers spend an hour a day together reflecting on their practice, keeping what works & discarding what doesn't; on discussing individual students and issues in the building; on exploring new approaches. Ensure each school is staffed with professionals who know great teaching when they see it and are unwilling to tolerate mediocrity in their building, as opposed to creating the kinds of checklists for performance that reduce all educator outcomes to the lowest common denominator in ways analogous to how NCLB brought learning to the lowest common denominator. Recognize principals based on the quality and professionalism of their teams. Consider Digital Learning Now policies and principles from Baines' book: The Self-Organizing School. Look at Christensen's Disrupting Class and support parent opportunities to supplement class time with on-line learning, mentoring, tutoring, exploration. Consider a Mozilla badging system to capture student achievement beyond traditional NCLB testing. Consider the SIIA/CCSSO/ASCD insights on personalized learning, Innovate to Educate: A Symposium on [Re]Design for Personalized Learning. Then create an accountability system that take into account outcomes within a system where students are not forced into lock-step learning. Above all, don't reduce the amazing work done by true professional educators to narrow definitions on checklists just so that non-experts can "evaluate" teacher effectiveness - make the insights of a professional educator community paramount. Nov 29, 2011 4:46 AM

680 We need to allow students to work at their academic level for a subject and not at their grade level to allow the students to grow every year and not be held back to allow other students to "catch up" I feel that a student that is in 3rd grade be allowed to do 4th grade reading if that is where they are at and not be placed in the benchmark class for third grade, or a first grader that was reading early chapter books in kindergarten to be put back to simple picture books in first grade because that is what the curriculum was for first grade. This just shows the student that all the hard work they have put in was for nothing because they were going to be moved back anyways. Another example would be in math, if a students wants to learn multiplication in second grade teach it to them don't make that student wait until the end of third grade to learn it at school or force them to learn it on their own at home. This is not teaching the student this is just going through the motions of teaching to get them through to high school. It just kills the learning of a student if you do not help them to grow and excel in Nov 29, 2011 4:43 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

learning and just allow them to move through just because they already know the grade level requirements. I also think that maybe some schools should go back to the year round program, this would allow the students to retain more of what was taught before the breaks in school. Most students would only be off school 3 weeks and their long break would be only 6 weeks instead of a really long break in the summer of 2 1/2 months. We need to stop worrying so much about the money part of education and start thinking about educating the students of Oregon. I know it takes money to run the schools but, we need to start putting that money to better use, some schools do a really good job of this but, some do not. Do we really need to supply new math supplies every year when the schools have more then they need? or do we even need to change the math curriculum every couple of years? I think this takes to much money to do the things listed above. You need to ask the teacher what works for you in your class? Do you need more stacking blocks or counting tiles? Just a couple of my thoughts on the public schools in Hillsboro and Oregon.

681	Screening for learning disabilities is essential to student success, as is supporting students who are identified as LD, whether or not they "qualify" for state/local services. Parents who have the financial means to provide tutoring in school, but wish to do so without going the formal IEP route should be supported.	Nov 29, 2011 4:35 AM
682	Parental participation and accountability for student success is an extremely important factor in whether or not a student is successful in school. The state needs to work toward helping the public understand the real importance of parental responsibility in the education of our children. Parents must also be held accountable - not just teachers and administrators.	Nov 29, 2011 4:17 AM
683	I think Oregon should look into international research on education. Finland, for example, has the highest literacy scores in the world -- and does not teach reading until children are eight years old. New Zealand requires a certain number of "Education Outside the Classroom" hours. I realize that math and reading are the simplest areas to test, but I think emphasizing them to the exclusion of all else is damaging to children who don't fit inside that insular box. We need to stop expecting that college is the only next step for everyone who is smart and who graduates from high school.	Nov 29, 2011 1:01 AM
684	Go back to the plan of having excellent schools for the 21st century where we would have lower class sizes, a longer school year, and excellent teacher to instruct our students in buildings that are not falling apart, or toxic. How about creating buildings that have the ability to teach with the technology that has evolved since the 1980s.	Nov 29, 2011 1:00 AM
685	Nobody can teach 40 1st graders. Nobody. Not the Dalai Llama, not anybody. So you could chuck the whole think as far as I'm concerned if it would help you lower class size.	Nov 29, 2011 12:05 AM
686	Some kids are not good testers, some kids come to school without having their basic needs met at home, some teachers are amazing & others need some help becoming amazing (or finding a different career path), but with all of these variables, we CAN NOT use a one size fits all program. And, we CAN NOT put so much weight on test scores. There's so much more to be learned in school,	Nov 29, 2011 12:03 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

but we aren't teaching these things, instead we're teaching to the test so that the scores can go up & the school can get more money. We need to start putting the children first, not the tests, & working to help the children be successful.

687	Please do not water down or minimize the importance of high standards and expectations for students with disabilities. It is so difficult navigating the education system as a parent of a child with an IEP. You are routinely marginalized, talked down to, and people feel like they have to remind you that your child has a disability when all you are asking for is respect. I am tired of children being segregated in self-contained classrooms called "The Behavior Room" - what are you supposed to do in a room with that label anyway? Well have a behavior of course! I would really love for the folks making these decisions to do a surprise drop in at some schools where the visit was not contrived and you can see the real deal. At least twice a month I walk into the building a see a child being restrained by an adult with their arms held across them like a straight jacket. Kids are suspended for being kids. I am getting tired and feeling like no one cares about kids in Oregon anymore, especially kids of color, with disabilities, in poverty, and that don't speak English. Please give me some hope because my kid is only in 3rd grade and I am ready to give up fighting.	Nov 28, 2011 11:53 PM
688	Please direct focus on Early Childhood programs for all young children. Please recognize amazing teachers and administrators, coach the less than amazing teachers and administrators, and terminate teachers and administrators who do not provide excellence, compassion and talent in the classroom.	Nov 28, 2011 11:29 PM
689	One of the most critical things that would help me do a better job is lower class sizes. You cannot make up for putting 10 extra kids in my class with hiring coaches and intervention specialists.	Nov 28, 2011 10:33 PM
690	Federal government needs to have little to no say in the state and community's management of the educational system.	Nov 28, 2011 10:32 PM
691	Don't do anything too knee- jeck, look closely for what we are already doing that works before trying to change things just for the sake of change (CIM/CAM)	Nov 28, 2011 10:27 PM
692	not all students are created equal, yet all can become contributing members of society. Cookie cutter approaches such as tying 'success' only to assessment test scores do not serve the majority of students, or allow the good teachers to teach to their strengths	Nov 28, 2011 9:54 PM
693	Funding-many of these ideas are great, BUT if Oregon keeps cutting the funds for education we'll remain in a no-win situation. This year our district sustained huge cuts and we're wondering if this trend continues, what is left to be cut next year? Then, we're trying to implement many new programs on top of the cuts - RTI, GLADD, Daily Five, DIBELS, DIBELS Next, DIBELS DAZE, PBIS, Progress Monitoring, State Reading, Writing, Math Problem Solving & Science tests being reinstated ... Educators are feeling overwhelmed with all of these additional responsibilities, yet having cuts in personnel and school resources.	Nov 28, 2011 9:22 PM
694	The education system really depends on the family unit. Families need programs that really encourage education & development - paid maternity leave	Nov 28, 2011 9:13 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

for a baby's first year really bonds that baby to mom or dad. Parent bonds with child and it carries on to education and other aspect of that child's life. But you can do nothing unless you start early.

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| 695 | It would be great if the legislatures, instead of attacking things that aren't working, look at the things that are working and use a solutions-focused approach. What are those programs and schools doing that is making it work? What pieces of that could be incorporated, recognizing that you can't just cookie cutter that model either. The other thing that would be nice to have folks look at would be breaking apart big districts and eliminating smaller districts so that instead of 190+ school districts we have less that function better. You've done it with ESD's over the years, now it's time for K-12 to face the same sort of scrutiny. Break PPS into 4 smaller districts, eliminating the need for all of the excessive leadership and positions. | Nov 28, 2011 9:07 PM |
| 696 | Less paper work for teachers and let the teachers teach students withOUT interruptions. PLEASE CUT DOWN PAPER WORK FOR SPECIAL ED. TEACHERS. THEY NEED MORE TIME FOR INSTRUCTION. | Nov 28, 2011 9:05 PM |
| 697 | When my daughter was diagnosed with a slight speech impediment, we were immediately provided with an education plan, adviser, and pull out program. The service was suburb and her speech improved rapidly. When my daughter began acting out and shutting down from boredom and was diagnosed with an extremely high IQ, WE GOT NOTHING. No help. No plan. No advice. No options. We were told she should learn to deal with boredom. Not just from the school, but from the district. We had to pull her out of school and then navigate the transfer process to get her what we needed and we were very lucky to get it. I don't want to minimize the inequities in our system that leave behind some of our most vulnerable students, but how is this fair? You have an obligation both legal and moral to serve all the students in your district. My daughter's old school (a Title one school) lost a lot of great potential and a boost to their test scores when we pulled her out. But we didn't not fail our school, our school failed us. | Nov 28, 2011 8:53 PM |
| 698 | It is the parents responsibility to instill the importance of an education, not the teachers. Teacher are responsible for teaching subjects to their students in the best, most effective way for thier student population. Why are we taking on the battle of craming the importance of education to families who do not believe and do not support it. If the families do not value this, then we should not be punishing the schools for these families beliefs and the students performances. | Nov 28, 2011 8:52 PM |
| 699 | There should be a set of guidlines for the TAG program. Each school on their own isn't working | Nov 28, 2011 8:24 PM |
| 700 | Stop penalizing rural areas for not making your achievement levels. We have a high number of low socioeconomic families and it is all they can do to survive and get their children to school. We shouldn't ding schools for not achieving ridiculous goals. | Nov 28, 2011 8:02 PM |
| 701 | NCLB is unrealistic and unfair to students and staff, It is an unethical mandate that has changed education for the worse. Teachers and administrators are SO concerned about passing tests, that they lose sight of teaching the whole student. Non-tested subjects, which have great benefits, are being cut so more | Nov 28, 2011 7:52 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

time can be spent on subjects that are tested. The subjects aren't being taught the way they should be. Students aren't taught how to read or how to do math anymore, they are taught how to pass a test! Many teachers are so concerned about having their students pass these tests, that they will cheat and give answers so students pass. Education has changed dramatically in the last 15 years I have been teaching. It is becoming something I am morally and philosophically against, and I am currently looking for a new career outside of education.

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| 702 | We can't do everything, but spending all our resources on the the lower end isn't going to solve our education problems either. With all the attention on meeting minimum standards, preventing drop-outs seems to be the top priority. Why? Some kids will not succeed no matter what you do. There are plenty of capable kids at the other end of the spectrum who are being left behind, too. We say we want excellence, but we're not really focused on that. We need to stop thinking we will close the "achievement gap" and focus on getting all students to move forward -- no matter where they're starting. The only way to close the gap is to hold some students back while the others catch up. That does not make sense if the true goal is excellence. Kids don't start out the same. Why would we ever think there won't be a gap in their achievement levels. If there isn't, we've done some of them grievous harm. Expect them all to work. Expect them all to progress. Some will go farther than others, but that's to be expected. They should all be given the same opportunity. That doesn't mean they're supposed to end up at the same place. | Nov 28, 2011 7:29 PM |
| 703 | Consideration should be placed on why Oregon Universities have many out-of-state students than the normal ratio in most universities. This anomaly needs to be fixed and allow more residents into home universities. | Nov 28, 2011 7:18 PM |
| 704 | We need to stop doing jumping jacks to try to get every kid to grade level and college ready beyond that. It is a wonderful idea if you have unlimited resources. The sad truth is that if there isn't support and modeling at home you can do your jumping jacks upside down and it will not matter. Conversely, we need to offer every opportunity to the kids who want to work and whose parents are supportive (by which I mean making sure that the homework is done). We should have 6th grade math offered in every elementary and honors classes in every middle school. | Nov 28, 2011 7:17 PM |
| 705 | Yes. Stipulate that any student who is planning to advance to higher education should have at least two years of Latin, so that he(or she) will better understand his own language. | Nov 28, 2011 6:54 PM |
| 706 | Adequate funding so that there is a good teacher/student ratio and so that there are enough instructional assistants at a school to help struggling students in reading, writing, and MATH. Adequate prep time for teachers so that they have time to prepare differentiated lessons. Adequate funding so that there are certified music, PE, and art teachers in schools--not just classroom teachers picking up the slack. | Nov 28, 2011 6:53 PM |
| 707 | Hurray for change! No Child Left Behind has damaged students and teachers for many years. We want to celebrate the successes of our students and the joy of learning. Let's make the changes to allow our students to be excited about | Nov 28, 2011 6:48 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

school and learning once again.

708	I hope that as these changes are considered they will be considered by EDUCATORS, not a bunch of politicians who think they know what teachers do. I find it insulting that teachers are attacked from all angles when it is usually politicians who are making up all the policies that make us test all the time which takes away from precious teaching time. Also, when will we get real and put a sales tax in Oregon to pay for our children's education? Schools should not have to scrimp and save to educate kids.	Nov 28, 2011 6:27 PM
709	Top universities seek out applicants who have non-traditional academic backgrounds (homeschoolers mainly) because of their rate and quality of success in college. Maybe some investment could be made into comparing what/how are the most successful homeschoolers getting versus public school kids.	Nov 28, 2011 5:33 PM
710	When Site Councils first began there were positive changes from within the Education Community because there was teeth to those councils. More and more, their power and influence was diminished so that they are now nothing more than a team that make recommendations, not change.	Nov 28, 2011 5:25 PM
711	Our economy can't nearly support the college graduates that we already have, so why would things get better if those (or high school) graduation rates rose? As K-12 gets highly criticized, collegiate work and our work force need to follow suit. We must not only graduate kids from high school, but we must work to put together paths that students can take to actually get a certain job and have a specific career. We have put far too little focus on this, and I believe that this is a main reason why so many graduate college and don't use their degree or drop out at any stage before this. We must give students tangible hope.	Nov 28, 2011 5:20 PM
712	Testing does not prepare children for the world. Learning to think and reason, to work with others, things that cannot be measured by filling in the bubble are what will prepare them. We have taken the teacher's ability to teach creatively away. This stifles the student who may have excelled in a fascinating subject relegated to testing. We need to offer more freedom to teachers and students to teach and learn through all the intelligences.	Nov 28, 2011 5:19 PM
713	Good luck and Godspeed. I can't imagine there is ANYTHING easy about your jobs.	Nov 28, 2011 4:58 PM
714	Recent increases in class size is having a detrimental affect on students, especially at the primary grades. In Kinder and first, students need to master skills before moving on to second grade and higher. Students are not getting the help they require to be successful. Budget cuts have made this very difficult for schools/ districts.	Nov 28, 2011 4:56 PM
715	Money should go to support more parent involvement in child's education.	Nov 28, 2011 4:51 PM
716	Students are expected to do more at an earlier age. Maybe we should focus on specific skills but fewer, at a younger age and allow them to grow and mature. Then add more complex skills as they do mature.	Nov 28, 2011 4:45 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

717	funding will always be big many feel that more and more is asked each yr of us w less and less respect, pay, acknowledgement we have less time and more work to get done electives are being cut along w sports these are the things that help kids stay in school and do good	Nov 28, 2011 4:30 PM
718	Thank you, Governor Kitzhaber, for making this survey possible. I would like to extend an invitation for you to visit Clackamas River Elementary in Estacada School District 108. Clackamas River Elementary is an outstanding example of staff members working collaboratively to meet the needs of all of the students.	Nov 28, 2011 4:27 PM
719	Parents need to be held accountable and rewarded for doing their part. As a teacher, we are doing EVERYTHING we can to teach students. But when a parent keeps their child out of school to babysit, "because it was their birthday", "Because we went to Disneyland", "We were on vacation", these and many other excuses keep us from educating students to the best of our ability. Design some tax breaks for parents whose children have 100% attendance and for those students who met the state standards on assessments (excluding students with IEPs from this requirement) or showed substantial growth. Stop looking at the teachers as the problem. Our parents and students do NOT come to school with a desire or motivation to learn. Hold the parents accountable, not the teacher.	Nov 28, 2011 4:25 PM
720	Start over with meeting with parents and developing models that involve parents to commit to the education opportunities that they feel their children need. In addition, get board members to visit different schools demonstrating what works and what needs to change.	Nov 28, 2011 4:20 PM
721	There is no way to consistently have 100% of students meet proficiency levels. If that happens, the proficiency levels are artificially to low, or schools are cheating. Even in industry, no manufacturer produces perfects products 100% of the time. The goals need to be there, to give us a "bar." Let's realistically set the bar neither to high, nor too low.	Nov 28, 2011 4:05 PM
722	The sooner people accept that there are not enough jobs for those graduating from college the sooner, apprenticeships, training in local businesses, guilds and networking skills will begin to make sense. Trades, volunteer opportunities and networks will navigate our children's' success. Is a child prepared for the future? Do they know how to get information? Do they know who they can trust? Do they know how to take care of themselves? Can they work toward a common goal in a group? I have serious concerns whether having kids take out huge loans so they may be promoted with a college certificate is going to do them any good at all. It will probably leave most in debt for their lifetimes.	Nov 28, 2011 3:56 PM
723	NCLB has pushed our education system to improve, and while I do not think that 100% of students will be proficient in every category, I do think that shooting at a target that high has elicited major improvement in student achievement; therefore, we should maintain the rigor. One major thing that needs to happen no matter what we decide to do, is that we need to make some rules and guidelines and then stick with them. I have been an educator for over 13 years, so my first year teaching was about the first year that CIM and CAM were instituted. Every year since then there have been changes to the guidelines and requirements, which leads to an attitude on the part of teachers that we don't have to be too concerned with the requirements because they'll just change next	Nov 28, 2011 3:49 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

year anyway. Also- when the target keeps moving, it is hard to know where to "shoot." We need a system that is going to stay constant for a number of years.

724	The policy changes seem to not be effective if we are struggling to maintain our current system and making choices as to what will benefit students. I am concerned that we are not able to turn back the clock and help students when we pass opportunities during economic downturns. The funding must be changed to adequately support all students learning.	Nov 28, 2011 3:49 PM
725	I see no questions where class size and reduction of teaching days are addressed. We are supposed to meet mandates with more kids, and less days to do it in. Sounds a little backwards, don't you think?	Nov 28, 2011 3:44 PM
726	This type of survey concerns me in that I don't trust what the information is used for. I am concerned about how the information from the surveys will be used when not a lot of information was provided to us beforehand.	Nov 28, 2011 3:43 PM
727	protect extra curricular activities as much as possible and encourage dual credit programs for high school seniors and juniors -- particularly in rural schools.	Nov 28, 2011 3:42 PM
728	1) The emphasis on standardized assessments as the measure of accountability has driven the attention, time and resources of educators away from creating opportunities for authentic engagement with and hands-on exploration of ideas. High order thinking skills, creative problem solving, and hands-on learning are lost. 2) No school reform measure will be successful without a look at increasing STUDENT and parent accountability. Change cannot come from only teachers and/or administrators.	Nov 28, 2011 3:37 PM
729	The most important issue is getting the class sizes down. No new texts, football fields, traveling far and wide to HS games. SMALLER CLASS SIZES!!!	Nov 28, 2011 3:35 PM
730	Education is not a business. Our students are not products. Connecting teacher compensation to test scores won't make teachers magically teach "better." If anything, it will provide incentives for teachers to cheat and manipulate the system, as has been evident in "high stakes" districts across the nation. Please stop pursuing this foolish trend. Another trend is likely to come along soon.	Nov 28, 2011 3:35 PM
731	Let's remove some of the demands on a principal and let them drop in and observe. No paper work, no pre-observation, etc. The best improvements that I have seen, the best morale and lessons, took place with a principal that visited classes often. A wonderful PE teacher exclaimed, "In my 25 years of teaching, no principal has observed my classes." She was proud to have someone witness the extraordinary lessons she created. A good teacher likes to have visitors. It is not expensive. It is easier than all the fancy plans and strategies . Have parents drop in, too. As long as it is quiet, and just observing. We will be working together, feeling compassion and creating community.	Nov 28, 2011 3:33 PM
732	Pass a DREAM ACT for Oregon!	Nov 28, 2011 3:21 PM
733	Don't let kids out of elementary and middle school unless they pass standards there. Just like high school. If they don't pass, they redo. NO SOCIAL PROMOTIONS!!!!	Nov 28, 2011 3:20 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

734	In my experience, teachers want students to succeed. Coaches and resources have produced the most positive results in all the schools I have seen. It is realistic to expect all students to make significant progress. It is not realistic to expect all students to hit the same target at the same time. I like holding schools accountable for special populations and students of color or economically disadvantaged. That has caused great growth in those areas, but it's not sustainable if resources continue to be taken away.	Nov 28, 2011 3:18 PM
735	Oregon is doing a very poor job reaching out to students of color and their communities. It is too de-centralized and each school does what it wants. There is needs to be greater accountability around common practices and a common vision.	Nov 28, 2011 3:11 PM
736	Reducing school days and teacher salaries does not seem the best route to improving our students' education. Over-crowded classrooms make it difficult to do more than control the chaos, while teachers are expected to do more in less time, with less resources. Very frustrating indeed.	Nov 28, 2011 3:01 PM
737	A percentage of student self select themselves out of the system before 12th. There is a percentage of students who are mentally and physically unable to ever graduate from high school. The idea that 100% of all children must graduate with a regular high school diploma is narrow minded.	Nov 28, 2011 3:01 PM
738	Please give schools adequate funding so we can stop cutting valuable resources like teacher, school days, and supplies. Education is so critical!	Nov 28, 2011 3:00 PM
739	Stop marking schools down for things they CANNOT change, like a student's attendance. At an elementary school there is absolutely nothing we can do it is up to the parents to get their child to school. We offer incentives but a lot of it is out of our hands. Also the report card is very confusing in how a school is graded. I personally would rather my child go to a school that was marked down for safety because that means that they expelled students who were dangerous and shouldn't be at school. The report card makes that a bad thing. We need to find another way to test our Special Education students. Lumping them in with their peers and expecting them to perform as well is absurd. They are in special ed for a reason. When I have a student who can't even write hiser name or read the word "the" it is ridiculous to have him/her test at the same level as his/her peers. It adds undue pressure on the student and myself. The "one size fits all" approach DOES NOT work. If a student is showing progress that is what's most important.	Nov 28, 2011 3:00 PM
740	As an elementary educator for almost 20 years, I have seen more and more children coming to school un-prepared for school. Every bit of research that I have seen says that we need to ensure that children are ready to learn at an early age. With the amount of rigorous academics now expected in the classroom, parents have to understand that they MUST be a partner in their child's education. We must do a better job explaining that to parents early in the K-12 educational experience.	Nov 28, 2011 2:55 PM
741	Overall, the shift needs to move towards the teachers. We are the ones in the classrooms every day with our students, and we should be given the professional courtesy to gauge the needs of our individual students and decide	Nov 28, 2011 2:43 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

how best to educate and assist them. We need more support, not more condemnation.

742	Yeah, don't let politicians make decisions about education...	Nov 28, 2011 2:40 PM
743	Concentration on early literacy is a must.	Nov 28, 2011 2:38 PM
744	NCLB and Race to the Top are inefficient; they reward publishing companies and corporations with tons of money for testing programs, and the efficacy of such programs is highly questionable. The University of Oregon's graduate teaching program should be examined and revamped. The administrators coming out of that school are ill equipped and unqualified for leading school districts, and teachers are schooled in one line of thought that supports the ideology of NCLB to the exclusion of all others. Frankly, its a racket. The state should speak openly and frankly against these programs and should tell the federal government that they aren't working. No unfunded mandates. If they want to implement the programs, fund them first, then do the testing--not the way the system currently works.	Nov 28, 2011 2:35 PM
745	i would love to serve as a resource for this process as my experience in the entire state's educational system allows me a unique point of view.	Nov 28, 2011 2:31 PM
746	We need the parents in our schools, we cannot do this alone. If you have a child then you know how hard just ONE can be at times and now our classrooms are pushing up to 30-35 students for one teacher: it's too much for one person.	Nov 28, 2011 2:22 PM
747	REDUCE CLASS SIZE. CAP CLASS SIZE AT 20 PER CLASSROOM.	Nov 28, 2011 2:20 PM
748	Abandon the "agricultural" model and calendar. More school hours and days. Free ESL classes by age 3. More scrutiny of "special cases" - parents often use this to get their child some special advantage. Demonstrate proficiency to advance - and faster advancement for those able. College courses in high school for everyone. Inclusion of technology and online courses, especially use of self-instruction with some oversight. Hold parents more accountable for their child's performance. Create one high school per community college and integrate college classes for those ready - at no cost to the student (El Paso model).	Nov 28, 2011 2:17 PM
749	We really need a system with integrity regarding the measurement of individual student growth, as compared to themselves. The world is a different place than it once was, and we are an extremely diverse population which does not fit, with any amount of reality or honesty, into the framework of traditional state testing. We need to honor and respect the diversity in families, economic backgrounds, first languages, learning abilities and disabilities, and show how each student has grown and achieved their way through school.	Nov 28, 2011 2:16 PM
750	As a twenty- five year teacher, in general, I have witnessed the continuing erosion of students caring about school. It seems to have coincided with the continuing economic decay here in rural Southern Oregon. I am not sure what we can do about the true causes.	Nov 28, 2011 2:14 PM
751	I believe that we also need more family involvement or more family advocates to	Nov 28, 2011 2:07 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

reach our families so that they stay involved throughout their students education, all the way through high school graduation not just through the headstart program.

752 reading and basic math science and communication skills are essential if you can not read all is lost. basic math skills checking and budget skills. fractions surveys properties of certain materials all essential. Nov 28, 2011 2:03 PM

753 Offer more options than the traditional college prep track for students that would be best served through vocational training in high school and community colleges. Nov 28, 2011 1:56 PM

754 Every study shows that the classroom teacher is the single most important educator (after the parent) in a child's life. Given, their supreme importance, classroom teachers are significantly underpaid and significantly over-protected in our current system of publicf education. Nov 28, 2011 1:56 PM

755 Please consider separate budgeting and financial support for transportation in rural districts that must bus students to and from school. It is unfair to rural districts to have the money for transporting students taken out of the general fund. It automatically diminishes the financial support for the educational program and places the students in that district at an unfair disadvantage. Nov 28, 2011 1:53 PM

756 I would like to see less administrative costs, less micro managing and more relationship building along with the skills. Current leadership is generally not respected by students, parents, nor teachers. This has to change. There was a time when the school principal was a well known, well-regarded individual in the school, known by all students; now the school leadership are a team of micro managing bullies who maintain little to no relationship with students. It would be nice to see people on committees and/or in paid positions who have actually taught for a number of years, veteran teachers, if you will. Nov 28, 2011 1:53 PM

757 Testing students more does give teachers information that helps to guide their instruction, but in the early childhood grades many tests must be given one-on-one with a teacher. This takes away valuable instruction time. Protect the students' rights to a full day of learning. Nov 28, 2011 1:51 PM

758 There needs to be a cadre put together of willing and open-minded teachers from pre-school to 12th grade that meet and discuss these needs. We need to create a thread from the bottom up and all get on the same page - recognizing that we are all going through similar struggles, but on different levels. If we work together on a common core of S.M.A.R.T. goals, looking at a course of inquiry to meet those goals and work together with parents, the community and our supporting government, these transformations can happen in education. Nov 28, 2011 1:44 PM

759 Teachers should have part of their tenure/evaluation be based on how well the students learn. Nov 28, 2011 1:29 PM

760 Assessment tools need to be more closely aligned to the standards that students are approaching in particular learning experiences/units/modules. The high level of generality and the small number of items on, for instance, OAKS tests makes the meaningless for individual teachers working with their students. What we Nov 28, 2011 1:22 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

need are more focused assessments that assess specific skills and abilities.

761	We need to stop social promotion-- students are tested and their skills are known, but they are passed on to the next grade regardless. This makes their deficiencies exponentially multiply as they continue through the grades, AND makes the job of the teachers they have exponentially harder. As a high school teacher, I can have students who read at the fourth grade level and students who read at the college level in the same class--this makes teaching to every student's ability very difficult because I have to teach extremely basic reading/studying skills in addition to biology curriculum.	Nov 28, 2011 1:14 PM
762	The reading test has many literature components that are completely worthless (i.e. metaphor, etc). Social Sciences are equal in importance but not assessed or valued. Some states assess and value Social Sciences, why not Oregon?	Nov 28, 2011 1:07 PM
763	Teachers need to be put in charge of the decisions about Title I funding, school improvement, curriculum and assessment. Small districts need to be combined to save money and allow for hiring of more teachers to decrease class sizes, Class sizes MUST be reduced. Again look at the studies that explain exactly what Finland did to rise to the top in the world in education: They put teachers in charge. We need less administration and more teaching, our children need us to make the right decision now.	Nov 28, 2011 1:02 PM
764	What I've noticed over the years is that when more federal money received, more paperwork is required and less educating occurs. Pushing for statistical results does not produce effective classroom instruction. State-wide assessments are not necessarily good indicators of the ability of students to assimilate well into the workplace and make worthwhile contributions to society. Get the college instructors together with the high school instructors to talk about needed skills for college success. Let the teachers educate.	Nov 28, 2011 1:00 PM
765	Special Ed goals are not realistic for many students who have real mental handicaps. Some just need additional accomodations, but others do not have the ability, no matter what the accomodations. SES doesn't work well enough for the cost. School leadership (principals) needs outside oversight. Many do not know what to do, and spend a great deal of time "managing" as to avoid the real issues. Coaching is good, but may lead no where if the principal is vested in "looking good" more than meaningful change.	Nov 28, 2011 12:58 PM
766	Whatever changes are made, the funding has to be there to support the mandates. Our schools are faced with class sizes in the 40s. This is not a sustainable system and the additional level of accountability on top of this system will cause it to collapse.	Nov 28, 2011 12:55 PM
767	Please know that tying teacher pay to performance on tests will encourage good teachers to flock to well funded/high performing districts. We need the best teachers in the schools that are struggling, so I suggest incentives to encourage great teachers to WANT to work in a struggling school and to STAY at that school so that they can make a difference.	Nov 28, 2011 12:54 PM
768	As we wrok to improve the process remember that teachers are the key to understanding students needs and learning. A single test to determine student	Nov 28, 2011 12:53 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

learning discounts the idea of multiple learning styles and abilities. Give teachers the chance to use their knowledge, skills and abilities to properly rate student learning. Don't just rely on a computerized test to justify your funding requirements.

769	Students are not just numbers and there are number of factors besides the test scores that make up their progress or achievement.	Nov 28, 2011 12:47 PM
770	Class sizes are too large.	Nov 28, 2011 12:44 PM
771	Technical and trade programs for high school students.	Nov 28, 2011 12:39 PM
772	Consider that these are people we are making policies for--both our students and our educators. Don't sacrifice quality and individual learning to convenience or efficiency of the measures. First and foremost, we want to educate children for a better future, whatever the measures may be.	Nov 28, 2011 12:31 PM
773	In general, the system doesn't need more administrators, and in some areas, administrator hours need to be converted into direct service hours. It'd be good for there to be neutral oversight as to how districts use their money to insure that better practices are done.	Nov 28, 2011 12:31 PM
774	In a perfect world we could ensure every child succeeds but this is not the world we live in. Do the best we can for the most students. It seems we down play intelligence in order to make each child a winner when we need to teach children to live with what life deals out to them while striving to better yourself. We also need to help children before they fail rather than letting them get lost and left behind when they can't keep up in the regular classroom.	Nov 28, 2011 12:27 PM
775	Each and every student learns in a different way and at their own pace. Teachers work hard to meet the needs of all the students that he/she is working with each and every day. With less days, less resources, and less pay, we are struggling to help our students to succeed. Teachers work in a collaborative climate. If competition is created, students will suffer. Standardized tests are taking over the learning environment, and that is creating an atmosphere of teaching to the test, which doesn't help students learn, makes it boring, and will cause students to leave school. Schools can't lose the fun, the arts, the music...students need a well rounded education to become great members of our society. By teaching a student to the test, they are missing out on experiences that will shape who they will become later in life.	Nov 28, 2011 12:22 PM
776	One size does not fit all. College is not a great idea for all students and I believe we spend too much time looking at that option only and do a disservice to those who do not want to go on or do not have the ability to go to college.	Nov 28, 2011 12:22 PM
777	I am a senior high school counselor and also OAKS testing specialist. I have much to offer to such a conversation and would gladly volunteer to serve on a committee examining these options. There is not enough space in a survey to express all the opinions I have regarding testing, graduation, articulation between high school and colleges. If interested, please email at roseta@4j.lane.edu.	Nov 28, 2011 12:20 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

778	Kids need more practical application and skills based options to help them connect with potential careers. The traditional four year or even two year college degree is not the best way toward success for the majority of people. Our current system aims to steer the majority of students this direction, yet we are failing the others.	Nov 28, 2011 12:16 PM
779	I would like to emphasize that the best thing we can do for kids is to reduce class sizes. My husband works in the prison system in Oregon and as a public school teacher, we both see opposite sides of the social spectrum. I wish Oregon would realize that it costs less to educate a child and rehabilitate an adult. If we invested in KIDS, it would pay off!	Nov 28, 2011 12:15 PM
780	Much of what elementary school teachers deal with is the result of incompetent, non-present parents. There will not be significant change in our schools until we deal with educating our parents/families! I would like to see reference to this very real problem, and various attempts at bringing change to our families.	Nov 28, 2011 12:12 PM
781	Reduce number of students per instructor. With large classes (OR is now averaging 48 students/ class), there is much less opportunity, even for the best teachers, to teach.	Nov 28, 2011 12:09 PM
782	Hire more teachers at all levels so that we have smaller class sizes. This is PROVEN to increase student readiness and achievement.	Nov 28, 2011 12:08 PM
783	Require students to be in school before the age of 7. Right now our hands are tied in regard to requiring students to be in school during the most crucial learning years of a child's life.	Nov 28, 2011 12:05 PM
784	So many frustrations on accountability. As a middle school teacher, I only see my students for about 50 minutes per day multiplied by 30-35 students each class. I have no control over so many variables: student's attendance, being prepared, following through on homework... yet I am to be judged on test scores? Where is the accountability for the parents?	Nov 28, 2011 12:00 PM
785	Speak clearly to the public, drop the idea of 100 percent success, everyone knows that is a bunch of baloney anyway. Set benchmarks for sure, but drop the idea of perfection. Also focus on improvement, student starts at one point on a continuum and progress is measured from there. What we need to see is sustained progress, not 100% over the top success and a flood of Ivy League scholarship offers to every senior in every school in every town. That is ridiculous....be honest. The public is craving someone to just tell it like it is, maybe you guys could be those someones?	Nov 28, 2011 11:53 AM
786	Any waivers that will allow a focus on individual student growth as opposed to whole school or cohort "averages" as the defining measure of school success should be priority requests. Thank you for the opportunity to comment.	Nov 28, 2011 11:53 AM
787	There is SO MUCH I would like you to consider, but since I am a teacher, I do not have time to tell you about it. I'm giving up my lunch to take this survey. My students come first. You come second. Be glad I even took this survey in the first place.	Nov 28, 2011 11:50 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

788	Merit pay is a really bad idea. Schools are not factories where a higher production rate can be rewarded by incentives. The faster we go and the harder we push, the more quality we lose. When you're talking about people and their lives, how staff guides students each day hoping to make a small impression that may last a lifetime, customizing learning to the beings before you each hour of the day, it's more like creating a masterpiece than stuffing beans in a can. Pitting schools against schools and teachers against teachers is no way to create a masterpiece.	Nov 28, 2011 11:41 AM
789	Recognize that not all students are college-bound. Many have no interest in pursuing further education. They just want to go to work and support their families.	Nov 28, 2011 11:40 AM
790	I wish I had more time to add thoughts but my schedule has become tighter and tighter with cuts and I feel less and less that I am making a difference in my students' lives. Please stop cuts to education. I hear frequently of great educators moving on to other fields.... which will make things even worse for Oregon's students.	Nov 28, 2011 11:39 AM
791	As a high school teacher, I think that funds (regardless of Title I or not Title I) should be divided equally. Schools who do not meet AYP should not receive more money and supports! In order for students (no matter what race, culture, ect) to be more successful, there MUST be parent involvement! It is as though teachers are being held responsible for the work which should be managed by parents (such as regular school attendance, ect) I think that PARENT/STUDENT accountability needs to be taken into consideration when looking at policy changes!	Nov 28, 2011 11:38 AM
792	I didn't see anything in this survey that addresses class size. This is of vital importance and should not be overlooked. At my school we have first and third grade classes with nearly forty students, which should be absolutely unacceptable. The students cannot be challenged at individual levels with so many in a class.	Nov 28, 2011 11:36 AM
793	Our students that do not have music (currently not a state requirement) are culturally illiterate. They are not learning our country's heritage, no nothing of western and multicultural music and traditions and the popular music they listen to on the radio does not help them learn to pitch-match and are mostly about love. Music not only develops the brain for better learning, gives a historial timeline for historical events, teaches about our culture as well as traditions from other countries, but it teaches children to work together, gives them confidence to become a singing, speaking or playing soloist, and gives some the only subject where they can shine. It increases graduation rates, because kids who play/sing are more likely to graduate. It is the glue and the core that connects all other subject areas and is the voice of our emotions and our most noble aspirations. It develops the creative areas of the brain, harmonizes and connects the two halves of the brain, all of which is necessary for higher level thinking. Why are we educating our students to perform well on tests in place of teaching them to be creative and to aspire, to be noble, to think of others. It is great to perform well on math and reading tests but it is even better to be a giving, caring citizen who knows how to get along with his fellow man; who has leadership skills to think of others instead of being selfish and ego-centric. Until	Nov 28, 2011 11:35 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

you folks put culture back into the required core of our curriculum, you are seriously missing the boat in educating our future leaders and citizens.

794	I want universities to insist and guarantee that the graduates that apply to be teachers in our schools are good to great in all areas in which they would serve in a position for which they are hired. And then, I want teachers in our schools treated well --- in pay, in respect, in how they deliver the curriculum, etc.	Nov 28, 2011 11:30 AM
795	The one question was confusing. To be clear, there do need to be changes to NCLB. Some standards are not age appropriate and raising those standards will NOT help!	Nov 28, 2011 11:27 AM
796	Please make sure you include TEACHERS in these conversations. They are your "eyes on the ground" who know education and what realistically can be expected for students to be successful. At the federal level, they got their input from college professors, who don't have the "in the trenches" vantage point. Business people don't understand educational practice. You need to have people on your team who have that knowledge and can guide and direct the process.	Nov 28, 2011 11:24 AM
797	Just my last comment above. I think the first three years of life are by far the most critical for everything we pay for in the schools later on.	Nov 28, 2011 11:21 AM
798	The perception that this is a five minute task is incorrect, and it is another example of waste within our system.	Nov 28, 2011 11:17 AM
799	Elementary Education has moved away from Best Practices for children in the early elementary years. By forcing children to sit for long periods of time, and by teaching to the test, we have created a system that is meeting the needs of fewer and fewer of its constituents- children, teachers and families. Early Childhood Education has worked to include new research on learning and brain development to support Best Practices, and to ensure we are setting our students up for success. I am very excited by the possibilities that a birth-University Dept. of Education could offer our students, and I hope you will look to the field of ECE as a place to find solutions.	Nov 28, 2011 11:16 AM
800	Strongly encourage the idea of family advocates for struggling families K-12 years. Without the support of the family, many students will continue to drop-out or fail. Support is needed to break the cycle of failure. I would also like to see professionals teaching who have a proven passion and expertise in their field. The teaching credential does not ensure that an individual is a good teacher. I do however agree that some education in the field of education is necessary.	Nov 28, 2011 11:09 AM
801	Remember our ELL population and assure they are not further marginalized and disenfranchised by our system. Currently, we are not doing a very good job.	Nov 28, 2011 11:07 AM
802	Whole people need a whole education. I'm not sure where this fits in with the policy changes, but I'm glad to see us going this direction - away from the testing, testing, testing emphasis (of lower order thinking skills) . Every human being is unique, and everyone has something to contribute to society. It is our job as educators to tap into that, to inspire, and to provide a healthy growing ground for the full development of all students.	Nov 28, 2011 10:52 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

803	Don't forget Eastern Oregon. We value education here, but sometimes voters don't think beyond themselves. Our community needs help to build stronger middle school and high school programs that encourage kids to finish and pursue college or vocational degrees. The vo-tech option isn't available in our community, but is often the better route for many students. Not every student is suited for college.	Nov 28, 2011 10:47 AM
804	I think that the survey is very intentional about identifying areas that can be further developed. I am hopeful that this will help the state build on some critical issues that can't be completed without building a strong infrastructure to assess the problems and working with community-based organizations, volunteers, and community stakeholders to do better for our students. Although I under the request for a waiver I am hopeful that it creates a better accountability process that will improve educational outcomes .	Nov 28, 2011 10:47 AM
805	Despite all of the negative publicity of NCLB, the accountability it requires has undeniably brought with it improvement in education that would be unlikely to achieve any other way. Fix it don't replace it. I have taught in three Oregon districts over the last 15+ years and have witnessed the steady positive impact of NCLB. In moving forward we must not give up the gains that have been earned, but instead seek ways to improve accountability at all levels.	Nov 28, 2011 10:39 AM
806	Let's just stop wasting precious money and instructional time on state assessments and move to a curriculum-based measurement system like Easy CBM. The more money we free up for academic interventions in both reading and math, the more academic growth we will see.	Nov 28, 2011 10:39 AM
807	IEP students should not be counted into district and school accountability measures. What sense does it make to ding a district for a student's low reading scores when he has dyslexia and will never read effectively?	Nov 28, 2011 10:38 AM
808	Education is a compact between students, parents, and teachers. Everything else should simply support those relationships. Testing, measurement, teacher evaluation, class size, graduation rates are fine measures but it is questionable what they are measuring. Focus on creativity, critical thinking, debate; build in parent involvement to support the schools' efforts; build powerful partnerships between school and home. These are more important than what you are measuring.	Nov 28, 2011 10:35 AM
809	We need to hold to our beliefs. We need to build guidelines that honor our beliefs. I know that Arne and Joe Anderson are impressed with the work already going on in Oregon. We can inform the feds and change the national trajectory on ed reform. Actually more than "can", we. "are". [REDACTED]	Nov 28, 2011 10:32 AM
810	I know most people will have an opinion regarding the state of education in Oregon and in the nation. The problem is a complex weave of differences in opinion ranging from logistical operations to how performance is measured. While this box may serve to provide people with a voice, the reality is any significant change will be difficult and arduous. Our current educational system was designed and conceived for a different age, and based on the economy of the Industrial Revolution. The world is changing -- a cliché, I know -- but there is significant evidence all around us. Part of the reason why education has become	Nov 28, 2011 10:30 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

such a focal point in the minds of the people essentially boils down to competition. Certainly, we've had competition before, but that competition was mainly European nations, notably the Soviet Union in the 60's. Today's competition has changed dramatically. Today, India and China top the list in terms of academic performance. This may not be an eyebrow-raiser for some, but couple academic prowess with exponential economic growth, and our #1 status (as some people might see it) comes into question. What are we doing wrong? Why the sudden shift? Certainly the system or the teachers must to be blame. I believe it easy to point fingers at both the system and the people managing it. The problem is infinity more complex, but I think the way to address the problem is to rethink what we believe to be an "education." We've been mired in the notion that the measure of performance is identified in a few key areas, mainly writing, reading, math, and recently the sciences. All four fall under "academia." The problem, as I see it, is that our world does not divide so evenly. We've been locked into this taboo of "technical and vocational" education is not really education -- it's for the people who can't cut it in the "academic" world. Interesting enough, most of those "voc/tech" guys have successful careers. A person can have all the knowledge in the world, and not be able to do anything with it because he/she doesn't know how to apply it. Now I'm not saying there isn't a place for "academia" but it certainly isn't the be all, end all of performance indicators. Who is to say that a test can measure a student's potential to be successful in the real world, when, for example, a student who can write code and develop a website, but doesn't quite have the writing ability of another student and doesn't score as high in a writing exam? I believe we need to truly reevaluate what we believe to be an education -- and do so with the changes in the economy and future in mind. A great resource to check out: Changing Education Paradigms by Sir Ken Robinson
<http://www.youtube.com/watch?v=zDZFcDGpL4U&feature=youtu.be>

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| 811 | All of the money that is dedicated towards testing our students could be much better spent on supplies, curriculum, or more teachers. The reduction of the allocation of money dedicated to testing and the qualified teachers who are spending time monitoring tests would lead to more teachers teaching and smaller class sizes. Smaller class sizes allow for better learning and teaching opportunities. Less time is spent on classroom management, and more time is spent on teaching. Redirecting the money spent on testing towards more well-rounded subjects such as art, and PE and music may help to create an environment for students where they love coming to school, they come to learn rather than be tested. Not to mention, all the teaching time that is wasted on kids trying to pass a test. The most needy learners spend days out of the classroom trying multiple times to pass a test. Is this what education has come to? | Nov 28, 2011 10:26 AM |
| 812 | State and Federal assessments of student achievement MUST include a query/report that shows student's academic GROWTH and not just whether or not a student "met" or "exceeded" the standards that year. (I am a database designer and know that this kind of query is possible...) For example: If I teach a student who in the previous year was marked as "LOW" in certain skills as measured by the assessment, but this year "NEARLY MET" the standards assessed after my teaching efforts, that student's improvement and teacher effort should be rewarded for the school despite the fact that he "did not meet" the standard as measured by the assessment. Who cares. He is obviously | Nov 28, 2011 10:24 AM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

improving. The lack of reward for this student improvement and teacher effort is unfair when juxtaposed with a teacher who has a student who "MEETS" the standard one year, but "EXCEEDED" the standard the previous year. That academic "dip" in progress should be penalized. Why did that child drop? By the current system, this teacher is doing his job because the child "met" the standard. ...Yet, he went down academically! Bottom line, teachers who teach highly-skilled or "Gifted and Talented" students should be held just as accountable as teachers struggling to help those children who are labeled as "low skilled."

813	Adults in Oregon must commit to educating the whole child--the reader, writer, scientist, citizen, musician, artist, naturalist. Being a slave to one measurement of "success" is failing students in Oregon. Adults need to look at schools and ask themselves if they would stand for being a part of the current system. In addition, we need to actively engage youth in the work of policy change. Multiple youth should sit on the Oregon Education Investment Board. More than one, at least.	Nov 28, 2011 10:22 AM
814	I would say that Libraries in schools are vitally important, both to our students and to our teachers. Parenting classes and early childhood programs should be viewed as something that is important too. Please please please stop crushing a child's love of learning by teaching them how to take tests and assigning busy work. Children learn at different paces and they naturally love learning - we should be encouraging THAT. Children learn by hands on activities and by doing things. There are many excellent models of public education in different countries that produce amazing innovative students who make their countries proud. Programs like Montessori or Reggio programs, or educational programs in the Netherlands etc.	Nov 28, 2011 10:21 AM
815	I'm concerned about the amount of funding given for programs that provide Spanish emersion to English speaking students. That seems like an elitist entitlement and very low priority when the schools are facing such serious buget issues.	Nov 28, 2011 10:19 AM
816	The old system is broken. Please have the ambition, the sight, and the backbone needed to pioneer something new. Something better for our kids.	Nov 28, 2011 10:15 AM
817	We cannot force kids to learn. We have a narrow view of education. Not all kids want to go to a four year college. We need to offer apprenticeship programs!	Nov 28, 2011 10:14 AM
818	Restructuring taxes to accommodate adequate funding is at the basis of providing a good education	Nov 28, 2011 10:11 AM
819	The role of tools like the Oregon Environmental Literacy Plan: Toward a Sustainable Future and the encouragement to use the natural world/home community to teach applied, real world application for educational requirements.	Nov 28, 2011 10:05 AM
820	The state needs to support RTI wholeheartedly and invest in it.	Nov 28, 2011 10:04 AM
821	ESL students should NOT be trumped to stay in ESL classes if their needs are also with an IEP or learning disabled rating. The IEP or learning disabled may be the first and foremost reason they are not as successful and able to pass the ELPA and it should include teacher judgement in terms of the ESL mandate to	Nov 28, 2011 10:01 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

continue in that program.

822	No matter what strategies we use, students will all learn at their own pace, and according to their learning style. Everyone will not fit in the box the federal system has built. We need to individualize, modify, accommodate, be allowed to be creative the ways we teach our students.	Nov 28, 2011 9:56 AM
823	Increasing business education amongst all students. Bringing back the requirement to take a Personal Finance class for high school students. Helping prepare our students for their financial independence and being able to be contributors to the economic system.	Nov 28, 2011 9:54 AM
824	IMPROVING ESL INSTRUCTION: It is necessary to increase the amount of academic support ELD students receive in schools by offering free after-school academic programs and extended-year instruction. The state should also allow districts to decide what curriculum and approach are best for their ELD students instead of imposing the Systematic ELD approach. Although, in theory, Systematic ELD may seem appropriate, the implementation of it is extremely cumbersome making it an ineffective practice. The state should recognize the totality of research in second language acquisition instead of choosing a narrow view of what ELD instruction should look like based on the research of one person, Susana Dutro.	Nov 28, 2011 9:53 AM
825	What does the state of Oregon spend per child for education? I have lived in Oregon for 10 years. I am proud to be an Oregonian. However, Oregon has substantial deficits compared to many states in the mid-west, where I grew up. Some mid-west states spend TWICE as much as Oregon, to educate each student. I'm not asking Oregon to meet that, simply to think about the inequity that is going on in this country. Good luck "feeding" 10 hungry children with one piece of bread... This is how I see Oregon operating...	Nov 28, 2011 9:53 AM
826	High stakes testing more than two times a year is counter productive to a true education. True understanding and the ability to apply and use knowledge will never be adequately assessed through a fill in the bubble test. True understanding requires time and using new skills in a practical way. In addition, school choice in PPS was the worst possible decision for improving schools. If you take "good" students and parents capable of helping out of a school, you get schools that are starved of students with family support and no way to help the remaining students who are, ultimately, society's responsibility too. The public school system may be one of the United States' best and most ambitious opportunities to support democracy and an equitable opportunity to make good the fast disappearing "American Dream." We have steadily eroded the value and efficacy of public schools with school "choice" and charter schools which have not been proven to live up to the hype. It is time to get serious about funding and finding a way to support educators, families and students to once again make a public school education the key to a successful and happy citizenry.	Nov 28, 2011 9:52 AM
827	We must stop adding unfunded requirements. If requirements are to be added, then schools need to be given the resources to implement them. Class sizes MUST be reduced, and we need to stop forcing school districts to shorten school years due to lack of funding. Furlough days hurt EVERYONE: teachers,	Nov 28, 2011 9:49 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

students, and parents.

828	Until more parents place importance on the value of education for their children and supporting their child by making sure they are keeping up with school work and attending school on a regular basis, all of the budgeting and teacher training in the world will not solve our education problems. We need to quit dancing around this issue.	Nov 28, 2011 9:43 AM
829	Students in special educations programs should be evaluated on a case by case basis and not included in any overall state figures.	Nov 28, 2011 9:43 AM
830	Elementary school counselors in all schools!!!!	Nov 28, 2011 9:42 AM
831	Stop blaming teachers entirely for the state of public education. Start looking to the taxpayers who staged the "tax revolt" and helped create the state budget problem in the first place. Schools need money to do well. The real solutions to education problems involve solving issues of economic disparity, since study after study shows the one factor above all that creates an achievement gap is socio-economic class. When we have kids coming to school who are fed and ready to learn, we'll achieve ever so much more than can be achieved by a system that punishes teachers.	Nov 28, 2011 9:41 AM
832	I hope you talk to the teachers before making any changes or decisions that directly affect them. They are on the front lines and to them this is just going to be one more change out of many through the years, and they will probably just see this as more paperwork they have to complete in an already short school day, or one more test(s) they will have to teach to in order to retain their jobs. If you have the money to make all these changes, why not use it to return to a 5-day school week, so teachers have more teaching time and don't feel so rushed at the end of the school year.	Nov 28, 2011 9:39 AM
833	I expressed my concerns earlier about Head Start being included with public school guidelines. We currently have programs that work with parents and children. We have a health component as well. I worry that these valuable parts of our program would be at risk if only the education piece is what is looked on as important.	Nov 28, 2011 9:38 AM
834	The medium to smallest school districts in Oregon do not have the population base of students to fund the additional support staff to: 1) Carry out specific interventions in the classroom. 2) Provide on-going job embedded professional development. 3) Create and manage the more sophisticated data collection systems that will be needed to track changes. The amount of time it takes to do this work has increased 100-200% in the past 7 years and the NCLB waivers being suggested will only ADD to the amount of time districts need to allocate in order to comply with these collections. If it is going to be important to demonstrate progress then pay for the systems/workers that will provide that proof! Possible Solution: Have the Governor & the legislature provide ODE with more and/or specific funds for positions (both @ the ODE and in districts) that do the additional student interventions, professional development, data collection, verification, storage, and submit collections to the ODE.	Nov 28, 2011 9:38 AM
835	System should be based on student improvement solely. NCLB has outlived its	Nov 28, 2011 9:33 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

usefulness. Let us take what we have learned and use it to improve instruction. As long as leaders continue to cut positions that directly effect students, student growth will be minimal, at best.

836	Let's look at the things that funds have supported to turn schools around that have not worked and not allow others to spend money on them.	Nov 28, 2011 9:28 AM
837	eliminate extended testing	Nov 28, 2011 9:28 AM
838	REDUCE CLASS SIZES-REDUCE CLASS SIZES-REDUCE CLASS SIZES-REDUCE CLASS SIZES.	Nov 28, 2011 9:25 AM
839	Please keep in mind the needs of students with disabilities and their teachers. We need to have ways to acknowledge individual student growth of students who, due to their disability, are not at grade level but ARE learning.	Nov 28, 2011 9:23 AM
840	Put emphasis on early identification of special learning needs and address through early intervention and early childhood special education services. All students need to come to Kindergarten ready to learn. This includes head start and child care settings.	Nov 28, 2011 9:18 AM
841	Provide good vocational and applied academic education opportunities in high school for those not wanting to attend a 4 year college. Includes solid transition opportunities, work experience, career exploration in the community, applied academics, job skills. This would have a huge impact on drop out rates...	Nov 28, 2011 9:17 AM
842	Education is important. Society, as a whole, benefits when we invest in our children's futures. Also, not every student is an academic. Many student go on to be successful adults who do not attend community colleges or universities. We should not press all students to attend college. We should also stress the importance of learning a trade(s). The trades are respectable careers, as well.	Nov 28, 2011 9:17 AM
843	When selecting your committee, please look to having a well-balanced team that includes people who are parents, educators, community members etc.,	Nov 28, 2011 9:16 AM
844	Stable revenue streams and support structures would be a nice change of pace from the constant crisis mode that Oregon schools currently exist within.	Nov 28, 2011 9:14 AM
845	There has to be a provision that addresses the intercultural environment that students and school staff represent - not only racial and ethnic diversity - but also the economic, social, quality of life, labor and workforce challenges in a given community that help or hinder students learning.	Nov 28, 2011 9:11 AM
846	I am all for increasing the support for preschools and colleges but not at the expense of K-12. If you just divide the pie into smaller pieces it will not be effective.	Nov 28, 2011 9:03 AM
847	I believe that Oregon should begin to increase their focus and potential funding at early intervention measures, including state funded pre-schools, full-time Kindergarten, and mandatory Kindergarten attendance for all children.	Nov 28, 2011 9:01 AM
848	It is not always bad teachers. What does that even mean? Parents need to be held more accountable. I know who is successful in my 3rd grade room because	Nov 28, 2011 8:59 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

the parents are involved and make sure their kids are getting their work done and are having lives that revolve around experiences, not Nintendo! We do need to look at teachers and we need to make it easier to remove those that are unsuccessful, not based necessarily on test scores but on who that person is. I am surrounded by screaming, yelling teachers that don't plan and are so disabled they can't walk around their classrooms!! Why are they teaching??

849 Nothing will get better if class sizes continue to increase. We need MORE teachers and support staff in order to teach or students effectively. Nov 28, 2011 8:54 AM

850 Teacher support! Nov 28, 2011 8:51 AM

851 Start funding your schools appropriately. The children are our future! Start funding them like they are! Nov 28, 2011 8:44 AM

852 Early competence is essential. Supporting students through middle and high school is worth little if they are substantially behind when they enter middle or high school. Can't make a silk purse from a sow's ear. Nov 28, 2011 8:36 AM

853 The systemic problem is the underclass. If this is a zero sum game, then put money and support to those school and communities that serve the neediest. Different tools and structures are needed at high poverty schools than at middle and upper middle class schools. Let's find what works for where it is needed most. Nov 28, 2011 8:35 AM

854 NCLB is a joke and places undo stress on the entire system...it should be completely eliminated and schools allowed to create their own system of "standard assessment" or be allowed not to participate in a standard assessment system at all. The time spent on the standard assessment and ALL of its components just steals time away from real teaching and learning. Where are the longitudinal studies that any of this has been worth the hassle anyways?! The transferring out option is not effective either. Three items will improve the current situation.....1. Get rid of the NCLB or entirely redo it to eliminate the stress it puts on the system's time and resources spent.....2. Get parents involved, especially in early school preparation.....call it pre-ed (a la pre-natal) supporting of their pre-school and early school children.....3. Do continue to support in time and dollars early reading programs....the only good that has almost come out of the NCLB foolishness. Nov 28, 2011 8:14 AM

855 Parent involvement can make or break a school. If we spend more of our resources on parent partnerships we can improve student success rates. Nov 28, 2011 8:06 AM

856 Not all young people are academic learners and we as educators must be able to help those who need a hands on learning system. I work with the youth that the current system has failed to educate and when we continually try to educate them in the traditional manner we continue to fail them. There must be another system to teach and assess this type of youth. Nov 28, 2011 7:55 AM

857 Please raise the bar for Oregon students! Nov 28, 2011 7:38 AM

858 Send out government officials to watch and learn from teachers in the "trenches." Talk to teachers in person. Come to the classroom and see, first Nov 28, 2011 7:05 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

hand, the difficulties in teaching in a classroom that is underfunded and under-appreciated.

859	Oregon withholding on a Oregon pay check is what is paying for schools. We need to ask ourselves what schools can do that will maximize Oregon withholding 10 years from now. If we don't have revenue we will not be having as much educational opportunity. We need to review every course for how it will contribute toward Oregon withholding, i.e. jobs.	Nov 28, 2011 2:24 AM
860	I am interested to see how well this survey is applied. I have come to be skeptical of the education system here in Oregon. I see a trend where surveys like this are used as a means to find out what is popular with the masses and then pursue the opposite. I almost think I should answer this survey with this in mind and present answers that are opposite of what I think. At least then, when the Education Investment Board does the opposite, it will be in line with what I actually think.	Nov 28, 2011 12:01 AM
861	Not all students should have to consider an academic college as a measure of their success. Vocational schools and skilled artisans should be an honored and accepted vocation for any student with that calling. Please do not forget these important members of our society.	Nov 27, 2011 11:02 PM
862	We need to remember that each one of us has gifts. Some people are good at math and science and not good at language arts. Some people can not read, but they can take apart an engine and fix it and put it back together. I would like us to help people find out what they are good at and nurture that while working on the other weak areas.	Nov 27, 2011 10:48 PM
863	making sure all day KG is funded outside of already established budgets for schools, so that districts don't cut more staff to accommodate this requirement	Nov 27, 2011 9:52 PM
864	Teachers have limited resources, opportunities and supports with which to help all students succeed. In addition, some students are challenged beyond what is possible for teachers to influence.	Nov 27, 2011 9:09 PM
865	Please eliminate all the testing required from students.	Nov 27, 2011 8:07 PM
866	1. I don't want this insane focus on testing, like we have in the FGSD. Children need different things and individualized instruction. 2. Small schools should be ENCOURAGED not CLOSED. The people the governor has chosed for his education board (i.e., Ms. Curtis) have this vision of large, vanilla schools where all kids get the same thing regardless of level, learning styles, challenges. The data shows that small schools work, small class sizes work, and we should be encouraging that, not crushing it. 3. We need better communication between schools, between teachers, between parent-student organizations at schools.	Nov 27, 2011 7:56 PM
867	Public schools continue to receive less funding and students have fewer days in school and less curriculum/technology available. However, the expectations continue to increase -- higher test scores, new standards, and NO support. Our state seems to be encouraging the students of Oregon to leave the public school and head for "unchartered" charter schools. Please consider adequate funding for whatever is next to come along -- new standards should be accompanied by	Nov 27, 2011 7:19 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

new curriculum, training for teachers, etc.

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| 868 | More teachers, smaller class sizes, individualized help, less high stakes testing. STABLE AND ADEQUATE FUNDING for public schools. Reinvest in out public schools and get away from charters because they are not really helping!! | Nov 27, 2011 6:58 PM |
| 869 | As a teacher in a high poverty school, I am very concerned with teacher accountability and student achievement. Principals and teacher supervisors should work together with teachers to ensure that all individuals involved in a child's education are making their best efforts to help that child to progress. However, there are too many outside factors involved in a child's school success to hold one teacher accountable for lack of progress. For example, if a 4th grade teacher is reprimanded because a student in their class did not pass their math state achievement test, does each teacher that had that student in previous grades K-3 get reprimanded as well? Or would the opposite be true, if the child passes the test and is rewarded, do previous teachers get rewarded as well? Also, what about parent accountability? If a child is chronically absent from school, that is something that is not in control of the school administration or staff and they should not be held accountable that student's lack of progress. I don't feel there is an accurate or fair way to hold teachers or administrators accountable for lack of student progress. | Nov 27, 2011 5:28 PM |
| 870 | Please, please don't tie teacher's merit pay to their student's test scores. This will only encourage good teachers to avoid teaching economically challenged students. My children attend a Title One school by choice, and we've had some of the most fantastic teachers there. However, as budgets have gotten tighter, morale has steadily declined. If budgets stay tight and merit pay is also tied to student achievement, I can see a real possibility that teachers will begin to burn out and leave. It is already an unfair system; teachers teaching in title one schools have to work much harder to help their students meet expectations on the OAKS than teachers in more priveleged schools. Making it more likely that teachers in a title one school will lose their merit pay will make it that much harder for underpriveleged schools to recruit and keep good teachers. | Nov 27, 2011 5:19 PM |
| 871 | I worry about the focus on achievement as measured by state test scores when we have little if any control as to where students are academically when they reach us. Growth needs to be factored into the equation. | Nov 27, 2011 5:09 PM |
| 872 | I just ask that you find solutions that will work for the diversity of schools that Oregon houses, i.e. big vs. small, wealthy vs. poor, rural vs. city, high socioeconomic status vs. low socioeconomic status, high diversity vs. low diversity. I worry that some of the new solutions that will be developed will work well for some schools, but punish or impair others. I know this is a huge challenge. Thanks for your efforts. | Nov 27, 2011 4:50 PM |
| 873 | It seems as if the state and federal government doesn't care about public school kids or teachers. Heck, even B. Obama (whom I voted for) sends his daughters to private schools. I know several public school teachers who plan on signing up for food stamps next year. | Nov 27, 2011 4:30 PM |
| 874 | Education is about creating life-long learners, this is not a quantitative process. I realize the Federal Government has been pushing the understanding that | Nov 27, 2011 4:13 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

American schools are in crisis since Sputnik. How can we have been in crisis for 50+ years and still maintain our status as a world leader on so many fronts. I would hope Oregon, with it's history of innovation and pioneer spirit would stand up to the fear-mongering and look toward creating schools that foster innovation and depth of learning rather than teaching to the tests.

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| 875 | I think there needs to be a consistency in what is taught at all schools within a district and within the state. I had 3 of 4 children attend Franklin Core Knowledge School in Corvallis and they received an exceptional education because all teachers understood what needed to be taught in their grade level and had expectations from students and parents." Franklin uses E.D. Hirsch's Core Knowledge Curriculum. It is a rigorous, sequential, and structured curriculum designed to give all children the advantage of a solid foundation in cultural literacy" See http://www.csd509j.net/franklin/ . | Nov 27, 2011 4:11 PM |
| 876 | Instead of focusing all efforts on getting students to learn standards, let them use their natural curiosity to guide their learning. Invest in a completely different paradigm in which the curiosity of the student guides the "curriculum" with teachers taking on the role of facilitator. | Nov 27, 2011 3:47 PM |
| 877 | We need union reforms so that schools can get rid of incompetent teachers and hire the best teachers, regardless of their seniority. There should be no tenure. | Nov 27, 2011 3:43 PM |
| 878 | Thanks for all the hard work! | Nov 27, 2011 3:18 PM |
| 879 | More funding for the arts in public education. | Nov 27, 2011 3:00 PM |
| 880 | Don't assume that anything currently in place has any real merit without examining it closely. | Nov 27, 2011 2:58 PM |
| 881 | Please keep in mind the following: if the waiver is sought, don't make it okay for sections of our student population to be ignored, but should also receive the rich, and superior education that they deserve. These students don't have a voice, and their parents are not equipped to negotiate for their their children in the schools. | Nov 27, 2011 2:23 PM |
| 882 | I have been very concerned about comments that have been made about high school in presentations I have heard. While I appreciate there is a role for dual credit programs, the reality of it is that many, many of our high school students are receiving in complete high school educations and arrive at the college door unprepared (sometimes with lots of college credits in hand). I really do worried that we are setting some kids further behind by not giving them a complete high school education. If cost is the concern, then get OUS to focus on grad and retention. Only UO has anything even approaching a decent grad and retention rate. Finally,Oregon will need to address its disinvestment in education by tackling the initiatie system, the need for a Rainy Day fund, and priorities (spending less on prisons). | Nov 27, 2011 1:56 PM |
| 883 | Pre-school prepares kids for school and by 3rd grade reading assessments we can determine who is likely to graduate. If we want to improve the graduation rate, we need resources placed early on. | Nov 27, 2011 1:05 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

884	WE need rigor in performance evaluation, with several levels of proficiency, and multiple measures of student achievement as a significant factor.	Nov 27, 2011 12:44 PM
885	I am mostly concerned that whatever system is implemented changes the NCLB system whereby schools serving minority and low SES populations are penalized for not performing as well as schools in rich neighborhoods. These students, and their schools, should be helped to improve performance to match that of their peers with social and economic advantages.	Nov 27, 2011 12:32 PM
886	Funding for high schools falls woefully short. There is much more money needed for competitive technology, and kids keep coming to the HS with subpar skills. Until we get real reform in terms of standards based learning at all levels, we will stay in this hole.	Nov 27, 2011 12:30 PM
887	Budgets have been cut while expectations have been increased. In order for schools to be run effectively, we need to have funding that accommodates the state mandates.	Nov 27, 2011 12:04 PM
888	After thirty years of teaching it seems to me that administrators, school leaders, are more concerned with their paycheck than following through with day to day operation of schools. Poor teachers need help and support and if they're not making it someone needs to document those failings. Leadership starts in the classroom.	Nov 27, 2011 11:41 AM
889	Please keep in mind that teachers work very hard to help ALL students, including those who come from very difficult situations, such as homelessness, learning to speak English, hunger, instability, lack of basic necessities, etc. Increasing student achievement must include addressing those underlying issues.	Nov 27, 2011 11:35 AM
890	Our current reporting model only captures student growth up to very low benchmarks. We need to measure growth to much higher levels and to use growth by ability level as our yardstick for school quality through 10th grade. After 8th grade we also need to measure growth and abilities against a mid-college level skill set (using benchmarks that represent success in a selective university). Unless we do that, we will be doing everything else blind. We need to give less attention to failure and more encouragement to success. Otherwise we create school cultures that destroy good students and force capable minority and low-income students to conceal their abilities. We need to cultivate academic talent like talent in sports.	Nov 27, 2011 11:19 AM
891	Yes. Oregon has to have stable funding. Get a sales tax, or a luxury tax. Something that hits, gently, across all levels of society and provides a predictable income for school districts. These cuts are crazy when assessments are getting stricter and stricter. Both realities work against each other.	Nov 27, 2011 11:19 AM
892	I would an acknowledgement of "Reality" of where many students lives lie. Many come from dysfunctional homes. It is hard to do their homework when parents are doing drugs and up all night - keeping them awake. We need to thoughtfully consider the position of the Principal and how he/she can guide and do the really hard work of their job. Those that are not able to make those hard decisions, need to change Professions. Teachers have been put in the role of parents, but the truth of the matter is that we were not there when they were conceived, nor	Nov 27, 2011 10:13 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

nutured or not. And no matter how many ways you approach the subject taught, there will be disconnects with some students. I would like to see respect for what teachers do. It is a hard, thought provoking, creative process. It is if it is done right.

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| 893 | Children are our most valuable resource. Their success determines our future. Please create policies and programs that respect the incredible potential that lies within our children and youth. Support models of excellence -- in our students, teachers, administrators. Encourage local involvement and control. Create a system in which Oregonians can be proud. Allow experts in the fields of education, cognitive science, developmental psychology and the disciplines (math, literature, science, etc) to design our system of education, and ask business leaders to lend their support to these individuals. | Nov 27, 2011 10:10 AM |
| 894 | Nothing is going to improve until we stop blaming schools for things they cannot control, mandate that parents take a more SUPPORTIVE role in their child's education and (more importantly) behavioral discipline, and recognize that individual student growth is the focus, not comparing last year's 3rd graders to this year's. | Nov 27, 2011 9:18 AM |
| 895 | I believe there needs to be a tremendous revamping of the NCLB. The school I work at does not have many students with disabilities, so it gives us less of a chance of "meeting" requirements. I think it is ridiculous to set goals for students that they will probably never achieve, and instead setting individual goals that students can meet. Please support modifying the NCLB act. | Nov 27, 2011 9:10 AM |
| 896 | With regard to lower student to teacher ratios, this state seems bent on spending and wasting money on new programs, new assessments, and teaching teachers how to administer and prepare for the programs and assessments then it is on genuine academic success for all students. Teachers are being held more accountable for the students' success than the students are being held accountable. Teachers are being given less and less time to prepare quality instruction because they are expected to sit in endless hours of meetings on how to prepare quality instruction. There is less opportunity for teachers to positively impact their students because classes are being filled to overflowing. Environment is very important in the teaching and learning process, and when the environment is poor, teaching and learning are less effective or productive. There needs to be effective alternatives for education for students who are serious behavior problems and who constantly disrupt the learning environment. There also needs to be effective alternatives for those students who repeatedly show that they are choosing not to be academically productive and successful in the classroom. There needs to be some type of vocational alternative, one in which basic reading, writing, and math are expected but where being introduced to a trade is the real focus so that the students can at least have a shot at being a productive member of society. Finally, to facilitate the suggestion for a vo-tech alternative, this state needs to build up its vo-tech programs rather than eliminating them, which seems to be the trend in Oregon. Not all students are going to continue academic training after high school, but without some kind of skill upon leaving high school, they will not be able to go out and secure a job so they can support themselves and not rely on state welfare. The bottom line is this: this state has an abundance of highly qualified teachers, many of whom have left the profession because of the conditions, and many who are struggling | Nov 27, 2011 7:59 AM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

to meet the expectations of the state, the district, and the community but who are receiving very little helpful support from any of those entities. If you want higher quality education, take a look at the overall environment in which you expect your teachers to work and your students to learn. Look at student/teacher ratios, look at the preparation time factor, and look at the physical environment. These play a part in creating highly successful students.

897	Do not reduce the evaluation of teachers to a system based on test scores. It's inequitable, unfair and counterproductive. Listen to teachers, not policy groups that don't have skin in the game.	Nov 27, 2011 7:59 AM
898	Good Luck ;)	Nov 27, 2011 7:16 AM
899	I'd like you to consider how you're going to manage students who have an IEP in this system. There isn't really a "standardized" test that can address the needs of children on IEPs, yet, schools are held accountable for these children w/r/t their impact on the test scores. I'd like to see some sort of evaluative process for these students (the ones on IEPs) that judges them based on their ability to learn and what they know, rather than if they are performing at grade level.	Nov 26, 2011 11:27 PM
900	School districts, and teachers in particular, need a good PR campaign. Accountability needs to begin at the top. Districts who are top-heavy should have to rigorously defend their investment at the administrative level. I suggest that at the elementary level, at least, administrative duties should be divided up and offered to teaching staff as "extra duty" (similar to serving as a department head, at secondary level). In this way, if a school wants to work without an administrator, and simply farm out the administrative duties to staff members, they could. At my school, for instance, we have several teachers who are excellent at building schedules, handling budgets, providing staff development, managing both discipline systems and discipline support structures, and providing peer coaching. They end up providing these duties WITHOUT being paid for their time and expertise, simply because the principal both assigns and takes credit for the work they're doing. She is earning twice what they're making, for doing NOTHING (I take that back—she is good at providing meaningless cutesie gift bags).	Nov 26, 2011 10:02 PM
901	Schools need support to change and be successful as systems. This means great leadership, research-based curricula (esp. reading and math), use of data to inform instruction, excellent use of time. Reduce class size. We have hungry students with extraordinary needs. 30-35 students in elementary classes is unreasonable, and students cannot get all they need.	Nov 26, 2011 9:53 PM
902	If we are going to continue to use the OAKS to measure student progress, we need to set up some sort of tiered system so that there are some more approaching grade level tests for students with IEPs who need a lower level to show what they know. Forcing them to take the grade level OAKS is just a waste of everyone's time. The amount of time I spend testing students every year is ridiculous. Now that they have 3 tries, we are bound and determined to give them all 3 tries to pass, even if it is beating down the student's self-esteem to attempt something so beyond his / her capabilities.	Nov 26, 2011 9:28 PM
903	With so much testing and rigorous requirements to be met, let's not forget the	Nov 26, 2011 9:28 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

whole person. What will our students have to take with them into life? Will their experiences in school be ones that will be memorable, that they will associate a fondness for life? Will they aspire to become teachers, themselves, because of their love for learning? Will they know that someone cared about them personally? Let's not forget what inspired us to be teachers, and pass that same love of learning on to future generations.

904 Why was OCHS allowed to turn down \$2.5 million? Nov 26, 2011 8:22 PM

905 I have been teaching for over 20 years. In that time, I have seen the ability of my 6th graders decrease. My students today can't perform like my students could 20 years ago. I have 6th graders who come into my room unable to read, not knowing their multiplication tables and unable to write a complete sentence. And yet I am expected to get them to grade level by the end of the year. How is that possible? Parents are needing to work more and are spending less time helping their students with school preparation and homework. There is an increasing number of single parent families, often with no father in the home. All of this has an effect on how well students will perform. Add to that class sizes that are close to (or over) 40 students... and increasing numbers who can't read... and you have a very frustrated teacher, well-trained and capable, but dealt a hand that can't be played. And who gets blamed for all the problems? Teachers do! We need help and support, not criticism and insults. Help us!

Nov 26, 2011 8:13 PM

906 I believe that assessment money would be better spent in retaining and increasing staff to former levels and thereby reducing class size. Students arrive at middle school with fewer skills and greater needs that are difficult to meet in classes of 35+.

Nov 26, 2011 7:06 PM

907 As the late Steve Jobs knew, you cannot create or obtain a superior product if you are not willing to invest adequate, sustained dollars in that effort. We are not there yet as a Nation or as a State. Instead of raising the revenue that it would take to attract gifted teachers and furnish superior schools with equipment, resource staff and broad educational offerings, we are covering up with meaningless and often harmful numbers, because standardized tests are cheap and sort of look like we might be doing something. This is wasting the precious time of students and their mentors and the pitiful resources that we do have. There should be no need for charter schools if, indeed, every school had these needed resources. Ask any football coach what resources can do for success. My other concern is about process. This program has been on far too fast a track to really get the necessary input from the citizen consumer and the professionals in the field. Much of the content and direction comes from the corporate and business sector, who, while they may be good at getting a cheaper product out of China, are not dealing with the same process or the desired product. I can imagine the howls of CEO's if the professionals in education (and I mean all levels, not just higher ed.) undertook as comprehensive a remaking and redirecting of their respective businesses in as short a time and with as little consideration of their needs and expertise. Haste can be a horrible waste, especially politically. No one has addressed the real issue here: raising revenue, maybe even business and corporate tax contributions. I've already voted to raise my taxes for education, and I'm on a slim pension.

Nov 26, 2011 6:50 PM

908 It'd be nice if School Districts were organized at the County level and not broken Nov 26, 2011 5:28 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

up. That way you can place Magnet Programs in the worst schools and have the best school commute to them for the programs.

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| 909 | None of these changes will really matter until class sizes are brought down to a level where teachers are able to meet individual student's needs. Focus on decreasing class size and hiring highly-qualified staff. | Nov 26, 2011 4:19 PM |
| 910 | I dislike the emphasis on testing and the practicing and teaching for tests. The teachers know who is going to fail, they need the resources to get those kids up to their potential. Personally I have three boys who are all at different skill levels. My oldest is a freshman in college and I don't think he got the help he needed to do better in math and science because he was an average student, if he had failed a little more then maybe some extra help would have been provided. My Junior in High School does well academically, but I know his reading comprehension skills are not where they need to be for success in college. And my 7th grader is a TAG student and he has not been challenged enough by the public school system so far. It would be nice if this state would create opportunities for these children. I'd also like to see year round school. | Nov 26, 2011 4:14 PM |
| 911 | As a teacher, I feel there are so many barriers to being able to share my excitement and passion for learning with my students. Fidelity to curriculum has become such a focus, that I feel it takes away all of my enthusiasm, and also leaves me no time to spend on delving deeply into topics that really interest the students. I used to be able to incorporate all of my teaching into teaching some topics comprehensively including rich literacy, science, music, art, and social consciousness into it. I feel squelched and stifled by the rigid expectations forced upon us by arbitrary NCLB and Title requirements. | Nov 26, 2011 4:03 PM |
| 912 | Please do not let the government tell me as a parent what "outcomes" you want from my children. I know what they'll need to be strong, compassionate and creative people. I want my kids to be problem solvers, team players and creative thinkers. Kids need more opportunities to create and less prepping for tests and state/federal assessments. | Nov 26, 2011 2:49 PM |
| 913 | Remove SpEd and ELL from the accountability model. Place students with these supports on a growth model and keep track of students exiting from the programs. | Nov 26, 2011 2:39 PM |
| 914 | FUND our schools to educate the whole child. They need ALL subject areas. BRING BACK LIBRARIES, music, art, PE, after school programs for students who need additional support, as well as enrichment programs for our gifted children. Provide support - infrastructure, equipment, training - for technology and integrated curriculum. LISTEN to teachers, parents and local communities to find out what they really want and NEED to be successful. Just say NO to corporate education reform!! ADDRESS POVERTY!!!! You want to see real change, START with POVERTY. Our public schools need: adequate and equitable funding; an end to high stakes testing to evaluate our children, schools and teachers; teacher, family and community leadership in forming public education policies (NOT INVESTMENT BOARDS); curriculum developed by and for local school communities. You are starting from the WRONG premise and asking the wrong questions. GET RID of NCLB and WAIVERS that continue to corrupt education and prevent REAL conversations about change. | Nov 26, 2011 1:37 PM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

915	PLEASE...come talk with teachers -NOT just the ones at rich schools, not just the traditional "Core" teachers...talk to all of us. We all have ideas - my students are HIGHLY successful in my classes - they rate 4s & 5s on AP tests because of how I challenge them (and I teach an elective!)...we have techniques that work that ALL teachers can learn from!	Nov 26, 2011 1:22 PM
916	Teacher evaluation deserves a serious revision. Teachers need to be critically evaluated and provided with needed professional development. Annual reviews should include teacher and student input. There will always be a few sharp shooters, but the overall trend of reviews provides enormous insight into what is happening outside of one annual classroom visit (seriously-anyone can behave themselves and make the kids comply for one period). Administrators are bogged down with day to day meetings and discipline/student issues to seriously evaluate teachers and the scope and sequence of teaching that is occurring in their building. Good teachers make the biggest differences in the lives and education of kids. Teachers should be relieved if they are unable to connect with kids and effectively teach them. Collaboration between teachers needs to be encouraged but not mandated as mandates don't inspire the right attitude of collaboration. Assessment needs to be based on student growth, not an arbitrary bar. Please do not waste time and money creating yet another set of silly tests. Look at ACT data or SAT data as it is normed nationally and actually means something. Every test is flawed but at least the SAT and ACT people have the resources to provide us with meaningful data that help us work with kids to improve their skills in a relatively short amount of time. We need a meaningful data system that TEACHERS can access and make sense of. Data is hoarded by the state and administrators and not shared in a useable interface with teachers. We could be a lot more effective if we knew the discrete skills kids are missing without having to administer a bunch of new assessments. A statewide student information system that included test data presented in a meaningful way (cross referenced to the Common Core Standards) would be very useful, especially since it is the kids who are itinerant who pose some of the greatest challenges.	Nov 26, 2011 1:15 PM
917	Collaboration and cooperation need to be encouraged through positive means. Teaching needs to be a team and community effort. We need to think outside the box. Businesses need to be able to support and help finance their local schools with thoughtful guidelines and rules. The state Board of Higher Education and the governor have contributed to an unhealthy Educational Environment with the firing of Leriviere because this flavors all education. He is an innovator in a leadership role of education which is what we need to encourage.	Nov 26, 2011 1:08 PM
918	Better Accountability involving site visits	Nov 26, 2011 11:57 AM
919	Each Title Program under NCLB has very stringent requirements and they overlap with other programs but you aren't allowed to apply one program to another student of another program, it seems to create the most efficient system, all these programs would speak to each other and systems that are applicable to all students would come first, then the specific requirements for ELL students, migrant students, economically disadvantaged students, etc. Funding should be able to be used for the universal systems that address all students struggling with achievement needs first , then parcel out to the specific groups. The growth model is a must.....we have great growth in our elementary in Culver Elementary	Nov 26, 2011 11:37 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

and received a "Satisfactory" rating and other schools with less growth received "outstanding". I believe we needed to start with a high expectation of all students proficient by 2014, now that we have seen how that works for several years, we can modify to be a bit more realistic. Money of course is needed to provide the after school programs, summer school programs, & transportation for kids to really boost them for the next school year.

920 Don't confuse interventions with strategy. First assess needs, use tested, proven methods targeted at the specific district issues and needs, evaluate. Begin as early as possible (pre-pre school). Nov 26, 2011 11:33 AM

921 Be a national leader in establishing a "back to basics" system of education. Invite input, concern, inquiry and ideas. Begin the movement to redefine the public school system and put into place a working, flexible instrument which faces the financial and social challenges laying before us. Stop labeling schools and start examining their particularities leading to the concerns. Labeling schools causes parental concern and student withdrawal in fear of a substandard education. Leaders lead and do not wait for permission to do so. Legislatures will follow suit after they see the reasons behind the changes. There will always be contingencies on any block of funds, but we can reorient our schools to where we are identifying where these funds would best be spent. The federal assistance will come because we will be doing what they have yet to tackle. Optimally, our system would be held as a model for others to use. I'm a teacher. I believe in my students, my school and my state. Break the mold and lead! If we stumble, get up and continue onward. Thank you. Nov 26, 2011 11:03 AM

922 Better teaching =better student outcomes. We need to focus on every teacher delivering quality, research-based instruction regardless of their personal or political differences. The state would get the most bang for its buck by supporting districts in funding such endeavors. Nov 26, 2011 10:25 AM

923 Thank you for offering this opprtunity to give our input on these important matters. Nov 26, 2011 9:47 AM

924 In many ways I believe that NCLB has helped. It has made district focus upon populations like; students with disabilities, student in poverty and limited English proficient students. Frankly without this push I am certain that every Friday would still be movie day in Special Education and ELL would only provide a study hall. If you want to do something to specifically help special populations, require that all funds allocated including addition ADM weight be expended where it is intended to be expended. Nov 26, 2011 9:44 AM

925 DO NOT push kindergarten curriculum down into preschool. Preschool students need to learn the social rules of how to behave in school. They need to be READY to learn when they get to kindergarten. Preschoolers should work on fine motor skills (drawing, coloring, working with very small objects that make them use individual fingers) so they have the dexterity to learn how to write when they get to kindergarten. They should be read to (high quality stories and books) so they are familiar with concepts of print, how a story structure flows, to increase their vocabulary and to help them build their attention span. They should sing and play with rhymes so they can start to hear similarities and differences in words that will be key to learning how to read. Nov 26, 2011 9:37 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

926	Please get corporate America and their "non-profit" organizations (e.g., Chalkboard, Stand for Children, etc.) and "think" tanks out of public education. They destroyed our economy, and they hoard wealth. Why on earth would anyone believe they have the best interests of our nation's children at heart? How about listening to some teachers for a change?	Nov 26, 2011 8:48 AM
927	You really should not apply for the waiver. You should have talked to the public before starting this process. Take a bold, strong move, and don't follow the waivers strings, but instead, spend time truly talking with as many people of Oregon as you can, as many real teachers and parents you can who are deeply invested in our public schools. It will take time, but we can tell you what our students really need.	Nov 26, 2011 3:02 AM
928	Maybe... just maybe... this board should spend some time looking at quality research and talking to teachers and parents and students. It is truly shameful that an "Education Investment Board" has only one teacher on it! Yet again, our children will have to suffer through a group of people who know absolutely nothing about education, making all of the decisions that will determine what their education will be. In the twenty years that I have taught in this state, I have never been more afraid for our students than I am as I see what this board is planning.	Nov 26, 2011 2:44 AM
929	Not all children learn at the same rate. Some children will never meet the standards. As a special education teacher I know this, but I also know that the students I teach have value, and contribute to our society. I feel that it insults my students when the only measure of value is how well they can do on a standardized reading or math test.	Nov 25, 2011 10:21 PM
930	Start making education a priority by doing something. Let's see some action instead of all the promises made so you get in office. Get rid of Castillo. Talk is cheap, let's see some action.	Nov 25, 2011 9:45 PM
931	While having set graduation criteria for all students across the board may sound good on paper, it is a very messy thing when applied to those students who qualify to receive special education services. Often these students are simply unable to meet the state standards for graduation, though they may possess many functional skills which will allow them to become contributing members of society. As a Special Education teacher, it pains me to see students struggle the way they do, working toward standards that most of them will never be able to meet independently. A system so full of state tests and various graduation criteria is continually punishing to these kids. They are reminded at every turn that they "do not meet the standards". I would like to see some relaxed state-test criteria for those students with disabilities, so that we can put an end to the many depressing rounds of testing that these kids face each year, and instead help them to focus their energy on core classes that might actually help them learn something.	Nov 25, 2011 9:21 PM
932	We need to: 1. Reduce class size and 2. Start treating teachers as intelligent individuals who have dedicated themselves to educating students, rather than entitled and unintelligent employees who need to spend their time proving to someone that they do the most basic aspects of their jobs. 3. Profession development is good, but it needs to be intellectually stimulating and relevant to	Nov 25, 2011 8:22 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

the content, student behaviors, or student habits that a classroom teacher works with. We are smart people. Please treat us that way.

933	We absolutely must move away from the concept that educational success has only to do with meeting rigid benchmarks and is assessed only by tests. The constant "apples to oranges" comparisons made regarding U.S. education and other countries around the world isn't honest or beneficial. Let's just start looking at our children, our families, our society. When we start working for us, rather than trying to compete with what we think is going on elsewhere, we just may begin to get the results we desire.	Nov 25, 2011 6:59 PM
934	How do students with special education eligibility fit into the mix of high school graduation requirements	Nov 25, 2011 6:09 PM
935	Please stop forcing all kids to pass Algebra 2 prior to receiving a standard diploma. Also, stop forcing the English requirement as well. I know far too many kids who won't pass these classes, nor will ever use them in their careers. Instead, students like these need to be identified and a track created where they can choose between a vocational, hands-on track (carpentry, IT, automotive, welding, other trades, etc), or a more traditional academic track that will prepare the lawyers, doctors, engineers, teachers, psychologists, businessmen and women, etc. The bottom line will be to prepare kids to either: a.) be ready to begin employment, or b.) be ready to go on to additional training in their vocational trade, if necessary, and/or baccalaureate program. School districts should be given more local control over what the students, their parents and the district think is the most effective educational track for that student. The state should stay out of local decisions, providing only guidelines. Nothing riles my blood more than a group of non-educators, who haven't spent a day in their life in a classroom, creating policy that effects the classroom...that they somehow know more about what's best for a student, than the actual teachers, students, principals and parents involved. Lets stop this Stupid one size fits all model for the standard diploma, and honor competency in a variety of educational fields. Most importantly, how about funding and running schools according to the QEM. That would be a great, already agreed upon start to tackling the educational challenges faced by the teachers and students in Oregon.	Nov 25, 2011 6:05 PM
936	More language immersion programs. We need more bilingual Oregonians!	Nov 25, 2011 4:57 PM
937	When I taught in Salem, each school had a focused professional development program and a vision for growth. My school in Eugene has professional development that is scattershot and no vision. Administration with foresight is important.	Nov 25, 2011 4:35 PM
938	Really see our students. Identify their needs before making more changes. First, identify the why our students are not learning. The system has been requiring students and teachers to do more with less time and resources. In a highly technological age, we must understand the significant change in the way our children have learned to learn since birth. Students and teachers can no longer carry the entire load. Put the money back into the classroom!	Nov 25, 2011 3:59 PM
939	Promote professional development for all school and university personnel. Help all of us understand that our mission is to work with all kids, youngsters and	Nov 25, 2011 3:04 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

adults. Get more people of color on school boards, in the classrooms and in the district executive offices. Listen to students better and make them the center of our education efforts--not our preconceived ideas. Educate to become critical thinkers and participants in a democracy even if it means us old farts have to change, adapt, listen and evolve. Don't forget to use the social technologies as well.

940	I am concerned about the reliance upon direct instruction practices for the total population. I see the improvement of skills and the progress it gives to our lower students that need lots of repetition. I also see average students not needing the whole group practice required in direct instruction. I see the brightest students wasting time during these drills and I wonder how far I could get them if we could just forget fidelity to the program and take them where they need to go. Differentiation is seen in direct instruction situations as giving different types of worksheets to three groups of kids. This is not differentiation. True differentiation needs to be dominant in any state reform. It is our response to the children we teach and the specific things they need that makes them progress. Differentiation is harder work than fidelity to one reading program. However there is not one reading program that has all the answers for our dilemma or each district would be using it and we would not be needing this discussion. Please downplay fidelity and bring true differentiation into the spotlight so that all kids can make adequate progress. Lots of staff development, I know, but worth it in the end.	Nov 25, 2011 2:40 PM
941	You can't keep taking time from teachers and putting into specialist hands. The teacher/student ratio and professional development of teachers is the most important investment you could make to help students succeed.	Nov 25, 2011 2:38 PM
942	Please consider the research showing the positive personal and social effects of early childhood education! The first 5 years are essential to later success are should be a main area of investment.	Nov 25, 2011 2:32 PM
943	I continue to give ideas for funding this state's education. Is anyone really listening? The kids are being let down by those in higher power. Fund schools. Fund a full scale educational experience including: P.E., Art, Dance, Music, Shop, Cooking, Sewing, etc. Today a single teacher is expected to have multiple endorsements and work 10 -12 hour shifts. That sounds like a Doctorate!	Nov 25, 2011 2:12 PM
944	Teachers are being asked to do more and more with less and less. Our population of students has changed drastically in the past 20 years or so, but there has been very limited funding to help support things such as: ELL instruction, poverty, increasing amounts of behavior issues, autism support, etc. Yes, teachers need to be held accountable. The taxpayers also need to be held accountable to provide support so that we can provide adequate education for all of our students. The children deserve no less.	Nov 25, 2011 1:33 PM
945	Accountability is good and important, but it must be supported with adequate funds to implement the programs and policies which are necessary to make everything a success. Emphasizing collaboration and team work among all stakeholders is crucial to make the system run effectively.	Nov 25, 2011 12:41 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

946	Oregon has the third-highest pupil/teacher ratio in the country, and actual class sizes are much, much larger. As more and more of our students require greater assistance, it is increasingly difficult to differentiate instruction or even to provide the most basic levels of education. Oregon deserves better.	Nov 25, 2011 12:19 PM
947	Yes, I believe all children can learn. I do not believe all children will learn to read, write and do math at grade level. We need to establish a system of accountability which encompasses the whole child, especially those children who will never be at grade level. The current system does not take into account the entire child. Please consider functional success, especially for those students with disabilities, when you are working on these changes. It is extremely frustrating to work so hard with students who have special needs, watch them achieve functional success but no credit being given because it is not academic success!	Nov 25, 2011 11:29 AM
948	Begin the process of putting pressure at both the Federal and State level to get rid of their respective departments of Education. In today's world of modern technology . . . communities do not need a centralized department telling them what to do and how to do it when it comes to educating their kids. Let local school boards and school districts educate the students in their communities according to what the community needs. We waste soooooo much money on compliance and administration and all the things that have nothing to do with kidslets get rid of all the politicians and administrators at the state and national levels and give that money to teachers so they can provide "Prepared" instruction!	Nov 25, 2011 11:23 AM
949	I vote for education and always have. My career has been 100% in education, as were my husband's, my mother's, two aunts' and several cousins' careers. The issues you are raising above are valid, but they are not new. Reviewing the survey above, I do not see technology funding or questions which address the use of online courses at various levels to compensate for locally lacking subjects. I prefer classroom teaching myself, but many of my students comment on the value of blended or online learning.	Nov 25, 2011 10:38 AM
950	In education we need to consider the importance of how things are changing. With the technology and how different students are from just 10 years ago. The current educations system and forms of learning do no support our students. Please consider the thoughts of younger teachers and the younger generation because we understanding more of how the world is changing than those who have been educators for 30 years. It is not the same and the same old methods are no longer working. We need to look at how education needs to change due to our ever changing young population of kids and their exposure to technologies.	Nov 25, 2011 10:29 AM
951	We need to stop radically re-inventing education. These experiments in how we educate children are unethical and produce worse outcomes than doing nothing. First do no harm.	Nov 25, 2011 10:15 AM
952	The new OEIB has many challenges and great opportunities. Some of the major changes that need to be addressed from my perspective are the following: 1) Develop a year around school model for elementary and middle schools that could extend the total number of days and remove us from the traditional	Nov 25, 2011 9:33 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

agrarian calender of summers off for farm work. Session /intercession is an excellent model. 2) Implement individualized instruction through differentiated practices to address each student needs. 3) Smaller class sizes are imperative to support individualized instruction. 4) More rigorous training for teacher licensing and relicensing.

953 I believe that allowing students to attend any school in the state will greatly jeopardize school/community relations and create a great strain on schools who can accept "some" but not "others." Bring back the neighborhood school. Nov 25, 2011 8:26 AM

954 Yes. A teacher's competence/salary should not be based on test scores. The socio-economic downturn in the last 10+ years has changed education in a way that is unprecedented. Social services are drastically underfunded and the responsibility has shifted to the schools. Schools are taking more time to educate students socially, which has previously been done by parents. In addition, the academic rigor has increased and is mandated while resources have been drastically depleted. Students are not widgets. Teachers cannot be expected to use a "one size fits all" method of teaching and have their compensation based on it! Nov 25, 2011 7:18 AM

955 My greatest concern is fulfilling all the state requirements with less state funding. So many of our schools have cut days and staff. Now our children are in school less time and there are up to 40 kids in some classrooms. Having that many students certainly does not create an effective learning atmosphere. Nov 25, 2011 6:38 AM

956 Anyone can spin numbers (or flout testing rules, etc.) and make their results look good. It's important to think about this as accountability measures are considered. I've seen this happen in schools when the pressure is high. Nov 25, 2011 1:49 AM

957 We should address all the needs of students, not just their academic needs. We should support their social and emotional growth. I believe in the old saying, "Childhood should be a journey, not a race." School should be relevant and meaningful. We are on the wrong track by making school more rigorous. Students struggle to learn as we teach more and more to the tests. Also, we MUST address our economy, so that students want to graduate and enter the working world. Currently, the jobs that do not require college have been shipped overseas and there are not enough jobs for those who do graduate college. We also need to restore the safety net; children cannot get the most out of their education when they come to school hungry. Many of them are below the poverty level, homeless, and lack adequate food and health care. Nov 24, 2011 9:33 PM

958 We do not need Teacher Leader Coordinators at each school. Allocate those dollars to creating smaller class sizes. There are schools in Eugene, Oregon with 38 students K-5. That is criminal in my view. We are failing our future generation by the saving we think we are making today. We will be paying dearly for these mistakes in less than a decade. Give principals more power to be able to fire ineffective teachers. Unions are great, but when a school is unable to rid them self of teachers with poor practices, that is malpractice. We had one teacher, who would debase children daily and the principal is unable to do anything about having that educator being removed from the classroom. Another teacher who has kids on the lap tops 4 hours of their 6 hour day playing games on computers. Require cameras to be installed in all classrooms. That Nov 24, 2011 9:01 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

would sure clean out our schools of ineffective educators.

959	Federal waiver needs to consider a system where the district has to use students' test scores as an indicators of successful teacher. Must use test scores in teacher's evaluation tool.	Nov 24, 2011 9:00 PM
960	We are spending too many hours at my school trying to figure out how to test students who didn't pass OAKS test. If these are mandated, there needs to be funding to help administer and schedule them.	Nov 24, 2011 8:28 PM
961	A student is so much more than a product, or outcome, and learning is so much more than mastery of specific academic skills. Our efforts to improve student learning should be comprehensive, not limited to the most easily quantifiable; should respect the complexities of the variables impacting meaningful learning, not ignore them; and enhance/broaden the lives of students, not increasingly limit or reduce options.	Nov 24, 2011 7:08 PM
962	Increasing the school year ACROSS Oregon would help All students. Making benefits more equitable for teachers/aides to what other state workers have (especially cost of medical care)	Nov 24, 2011 6:49 PM
963	We need a focus on student growth and proficiency, not simply on meeting a set score on a standardized test. District, school, and teacher evaluations should be tied to student growth/improvement rather than the number of students achieving a given score. Otherwise we risk punishing teachers and institutions that take on the highest needs students.	Nov 24, 2011 4:17 PM
964	Devising a system that allows educators to do what they trained for and do best, teach, not be forced to use the latest trend in education.	Nov 24, 2011 2:46 PM
965	There must be attention to the reality of the number of students with disabilities in any district and/or school. While we are currently using strong methods of determining eligibilites, we are not using such strong methods for assigning funding, understanding the patterns of students with disabilities within communities, and educating all of the students with disabilities without concern that the professionals will identify too many, require too much support, have too many take alternative assessments, or have too many students in specialized classrooms.	Nov 24, 2011 12:38 PM
966	Helping principals and teachers with student behavior issues.	Nov 24, 2011 12:30 PM
967	Many of our high school courses are geared now towards the strictly academic goal of getting prepared for college and have left behind instruction in the skills and information that the average citizen needs to have. For example, we used to offer personal finance classes and other practical skills instruction for which there is no longer time in the curriculum. And I don't see that the state benchmarks emphasize these kinds of practical skills.	Nov 24, 2011 11:21 AM
968	Teachers can be held accountable for student's performance in multiple ways. State testing is simply one way that can be achieved.	Nov 24, 2011 11:00 AM
969	In my twenty-five plus years, school district leaders have become more	Nov 24, 2011 10:36 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

interested in perserving their generous pay and benefits then in securing classrooms from painful cuts. Our district has cut and cut into the classroom but the district office continues to be filled with more and more employees and leaders. Most of us have no idea what some of them even do on a daily basis, when we are in the district office most are visiting each other or out to a long lunch. Stop asking students and teachers to pay the price, lead by example.

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| 970 | Give a greater share of lottery profits to education and reform the kicker (and direct the profits to education funding). Charter schools are not the answer. End forced placement of teachers and seniority preferences. Provide incentive pay for hardship positions: either hard to fill by subject (math and science) or student population (low-performing). End acceptance of mediocrity. | Nov 24, 2011 10:27 AM |
| 971 | Class size, support from administration & community. Appropriate funding to include: PE, Music, Art, Library skills, Counselors- at ALL levels- as well as nurses in the schools. In addition, equity in funding for all schools-- title 1 schools are not the only schools that need stable funding! We need to stop having so many fundraisers in order to maintain a less than adequate school program! Fundraisers need to be able to focus on enrichment curriculum rather than staffing and helping the schools limp by! | Nov 24, 2011 10:26 AM |
| 972 | We spend way more money on evaluating and testing instead of putting the money into the classrooms themselves where the learning needs to take place. Parent involvement and support are crucial to helping all students succeed. Schools cannot do it on their own. | Nov 24, 2011 10:09 AM |
| 973 | NO MORE STANDARDIZED TESTING! NO MORE SOCIAL PROMOTION! STOP BLAMING UNIONS FOR CRUDDY ADMINISTRATORS! CHARTERS SCHOOLS AND PUNITIVE MEASURES CAN DO LITTLE COMPARED TO OLD FASHIONED PARENTING! | Nov 24, 2011 9:50 AM |
| 974 | All these ideas for change are fantastic - but NONE of it will work if schools are not funded and educators are not treated as professionals. Our entire country has a habit of "putting the cart before the horse" when it comes to education. It would be nice if Oregon was one of the first states to get it right. | Nov 24, 2011 8:47 AM |
| 975 | Need to start at the top; administration should be first. With no accountability, and poor administrators, teachers have low moral, and students suffer. | Nov 24, 2011 8:44 AM |
| 976 | What is our approach to attracting teachers to those areas where it is hardest to get talented ones: the rural and inner-city areas? | Nov 24, 2011 8:42 AM |
| 977 | I'm not sure the present system of school districts is working. I live in Southern Oregon and I know we could save a ton of money if we combined school districts. The problem is that we would fall under the influence of Medford, which in my opinion is doing it all wrong. I also believe in small learning communities. Success with students is through the relationship between the teacher and the student. | Nov 24, 2011 8:39 AM |
| 978 | I think NCLB and IDEA conflict in that we make meaningful attempts to develop strong IEPs with personalized transition plans that serve the students and their specific needs. However, if a student needs a modified plan, it seems to be a | Nov 24, 2011 8:22 AM |

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

"failure" in terms of NCLB--in fact, these students are not left behind, they are supported at their need levels and become contributing members of our society.

979	The number of students with special needs continues to increase, without commensurate federal and state funding. Not one of these questions in this survey addressed the population with academic challenges. As a result, increasing and continuing educational litigation consumes financial and staff resources. What can we do to address this?	Nov 24, 2011 8:19 AM
980	UNCONDITIONAL WAIVER FROM HIGH-STAKES NCLB TESTING. It is cruel and unusual punishment for the federal government to create unfunded mandates at this very difficult time in our nation's history. Eliminate as much fluff as possible (programs, assessments, unproven technology, etc.) to invest in the classroom teacher! Use NAEPs. No investment in longitudinal database. Kill HB 2220; there is NO way we can get standards and proficiency-based meaningfully scaled up. Get rid of unproven testing that is not aligned to the classroom--like easyCBMs. Yes, I know it is a revenue earner for U of O, but it is useless. Free classroom computers for just educational purposes, not standardized testing!	Nov 24, 2011 8:06 AM
981	Put real classroom teachers from different kinds of schools on your team. All too often decisions about what's best for schools, teachers, and kids are made by people who have no experience in education or are so far removed from the classroom they forget what it's like to teach everyday.	Nov 24, 2011 7:49 AM
982	This survey is very focused on early learning and K12. There should be more discussion about achievement, outcomes, and investment in community colleges and universities as well.	Nov 24, 2011 7:29 AM
983	We need to remember the whole child as we move forward. The direction we are in is for a one size fits all method of teaching. Frankly, the size does not fit all.	Nov 24, 2011 6:32 AM
984	Eliminate half-day kindergarten immediately; reduce class sizes, especially in early primary.	Nov 24, 2011 5:47 AM
985	It is critical to have less emphasis on standardized testing (state-wide and by subject) and more emphasis on critical thinking, literacy, and social skills. Please support the teachers who have a comprehensive curriculum that avoids teaching to the test, and prepares students for the "real world."	Nov 23, 2011 10:43 PM
986	Education in Oregon should proceed in line with sustainability planning guidelines- preparing students for work, community, and ecological roles. In a changing climate and an uncertain future, we are doing a great disservice to our youth if we fail to adequately ready them for the stewardship roles they are going to have to undertake.	Nov 23, 2011 10:42 PM
987	The emphasis on college readiness needs to be more realistic. We are doing a disservice to trades, etc. Education has veered away from addressing the whole child and has become too test oriented. We're losing the focus on developing the whole child into a productive member of society in lieu of producing test taking automatons.	Nov 23, 2011 9:46 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

988	If you are not going to adequately fund public education you will continue to get the results we are currently dealing with. Expectations and demands placed on students continue to increase. My grandson is doing nightly homework in kindergarten. Cut days and increasing the unfunded mandates to meet the federal and state demands certainly goes a long way to meet the demands.	Nov 23, 2011 8:49 PM
989	Increasing job readiness, ABE/ESL skills or learning a new occupation should all be indicators of success, not just graduating. A study at PSU shows that adult learners continue to learn thru-out their lifetime, not just in HS or college. Let's count life-time learning.	Nov 23, 2011 7:39 PM
990	As long as we continue to raise graduation requirements, we can expect our number of non-graduates to rise as well. When policy is developed, it is assumed that all students are like the policy makers children-from a home where education is valued. News flash, this seems to be the minority of our families. Let's focus on the majority and adjust our requirements to meet that need. Thank you.	Nov 23, 2011 7:37 PM
991	Again, we need national standards and assessments. Anything we can do to work towards this would be good.	Nov 23, 2011 7:15 PM
992	In meaningful ways, Oregon MUST have transparency and communicate the decision-making process to Oregonians. John, Susan, there's no substitute for getting to every nook and cranny of Oregon and making the case. Maybe not in person, but yes, buy some air time, get to Rotary, town hall meetings, etc. with what you're doing. Finally, explain why improving our students' educational outcomes means real, tangible benefits for Oregon.	Nov 23, 2011 6:27 PM
993	I think we need to be careful with defining success as going to community or four year college. The military and apprenticeship programs are also options for many students. While I went to college and I see the importance of students receiving some training beyond high school, it is more and more evident to me every day in my classroom that that is not the direction that all students need to go in order to be successful.	Nov 23, 2011 6:21 PM
994	I have serious concerns about NCLB, state, and/or school district policies that involve omitting the creative and performing arts AND/OR health and physical education from school programs (K-12). All of the arts, health, and physical education must remain prominent as basic subjects and opportunities for all Oregon students K-12. This means full staffing of quality teachers in the arts (including visual art, music, PLUS DANCE AND THEATRE, which are typically neglected) and health and physical education, as well as other needs (e.g., environmental) for conducting quality programs.	Nov 23, 2011 6:19 PM
995	Keep asking those of us who are working in the schools.	Nov 23, 2011 5:47 PM
996	Let's not reinvent the wheel. CO has a great model, let's replicate.	Nov 23, 2011 5:33 PM
997	We are professionals. We go through rigorous training to become excellent teachers. Don't treat us like we don't know what we're doing and that we don't know how to get our kids to make progress for themselves. Remember that not all children learn to walk at the same time, nor talk, nor be potty trained. They're	Nov 23, 2011 5:15 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

not all going to learn how to read and write at the same time. We teachers have high expectations for our kids, and our students do their best to reach those high expectations, but just because they don't meet them, doesn't mean they're not learning or making progress. Perhaps you should keep that in mind. Also, ask yourself, while you're coming up with all these measures of progress, especially for teachers, how would you feel if someone put that kind of standard on you and your profession. Would it be respectful, realistic, and would you feel valued if someone put that on you? I don't mind if teachers have accountability, but let it be less like punishment and more supportive. Remember that we do the best we can with the students we are given and that a child's education starts at home.

998	We need to move education back to really teaching our students, rather than preparing them for assessments, that some may never meet expected standards because all students do not have the same learning abilities.	Nov 23, 2011 5:06 PM
999	Talk to the people on the front lines: real teachers with proven track-records of multifaceted success. Politicians, administrators, union reps, and businessmen are too far removed to understand the realities of the classroom.	Nov 23, 2011 4:57 PM
1000	Does every individual have to follow a similar timeline? Can we not accept the fact that some people may not need a college education for success, and some may start out not needing one but come to the realization that they would prefer to pursue college when they are older than 21? Given the background of some individuals, success may take longer/look different than it does for most. It doesn't mean we don't keep the door open for them--we just don't push them all through the same door.	Nov 23, 2011 4:14 PM
1001	I am not an education expert. Having said that I do believe that there are some basic tenets that have to be addressed with our educational system. They are as follows: 1. Education cannot be a cookie-cutter, factory roll-out model. It is not the best way to educate nor grow critical thinkers who will solve a great many problems. This process will only replicate a mediocre population of adults. 2. We must infuse all of our best science in understanding and applying the cultural context to our education system at all levels. Separating culture from individuals hurts them and our society in the long run. That is particularly true if language is involved. We focus on the language as the barrier to education while at the same time, we have a great many kids from diverse communities who do not speak another language at all. The explanation is that we are a society that has created a deeply institutionalized system of racism and we are unable to see it and change it. We tell kids that it is important to have two languages and when kids who have two languages come into the system we do not want to give them the same rigor in their native language as we do for English. Culture means something of importance and significance to all americans and we must learn about it and take it into consideration when we develop the curriculums that help kids know about their history and their value to society as a person with a cultural frame/context. 3. Until we accpet that all kids need to receive the benefits of education and treat them with dignity, we will always have kids with disabilities and other problems that will fail to become even 50% independent. Lying to parents and trying to keep the families from learning about the laws that govern the arena of special education will never work as the solution. Yes, parents are lied to on a regular basis about their child's rights to education. 4.	Nov 23, 2011 4:10 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

Professional development includes teaching professional people what they don't know; they often feel like they are being punished for sitting in some of their trainings. They also will not accept the trainings as based on true, evidenced-based research and will diminish the impact of their trainings and collude with one another to not buy in to what is being taught. They need to be shown why what they are doing is harmful and compel them to change their poor teaching methods to gain the things that we want to accomplish. 5. NCLB was not wrong for taking the approach that it did. It was necessary as so many other laws became necessary in this country to correct the wrongs that were being perpetrated against a subordinated group. To say we don't need it is inaccurate, and we need to also not be so extreme as to throw the baby out with the bathwater. Meaning, you must still have a network that will continue to support youth along the continuum of their educational lives. Most of the time, youth state and believe that adults don't care. When they struggle, they are consulted by people as to what they need, and often we don't pay attention or follow through with what they need. Solutions have to come with a support structure for the rest of the kids outside of early childhood. Don't know what the new frame work will look like but including this aspect will be critical.

1002	Passing state tests does not insure success in college or work, if there is no money to go to college and no jobs for college graduates.	Nov 23, 2011 4:04 PM
1003	Most teachers are working as hard as they can within classrooms and very often at home on their own time as well. We need parent support, which is hard to get when parents are working so hard to make ends meet. I am an elementary school reading specialist and we often see students entering kindergarten three years behind before they even begin their education. We must help parents understand the importance of literacy and kindergarten readiness. Right now my goal is for my third through fifth graders to be able to participate in elective classes in high school because I can't envision them reading at grade level before then. In my district, students who haven't passed OAKS do not get to participate in electives. Instead they attend math or reading support classes until they do pass OAKS. I teach kids to work harder than they ever imagined they could but that's not all there is to it. We must get help from outside school as well.	Nov 23, 2011 3:53 PM
1004	We must engage our communities (parents and others) to pay attention and help with their local schools. The educators can not solve all the issues but they can be a part of the good work that is being done. Increasing accountability without allowing for the best education system for our students will not change the system. How can classes in the high 30's and into the 40's effectively educate our students to the highest degree possible? Teachers are not failing the students - the system is not allowing ALL students to succeed!	Nov 23, 2011 3:48 PM
1005	The City Club is preparing a study on promoting civic engagement in education. While the emphasis from No Child has focused attention on math, science, and English while civic is not tested in Oregon (although it is tested nation-wide). Since the SKILLS needed for civic engagement are the same skills developed in other subjects (active listening, critical thinking, civil discourse, etc.) they are transferable to civic. Nevertheless, there is important CONTENT information that needs to be covered in K-12. This should not be overlooked.	Nov 23, 2011 3:47 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1006	I am concerned with the focus on just getting students into college. There are many for which that is not the best path. Options need to be provided to show them alternate paths for technical careers. If they are not cut out for college and not provided other options, they will feel and behave like failures. It is important to continue to offer the hands on alternatives like shop class, etc.	Nov 23, 2011 3:38 PM
1007	Funding is really needed to catch students up who are second language learners, as well as students who are impacted by poverty. It may require Saturday school for some who are not making adequate growth during the normal school day. Also, there needs to be thoughtful consideration to how long it really takes to learn a second language and not try to have the push on to get them out of ESL asap. Some really do take longer to learn a second language. Look at the research.	Nov 23, 2011 3:16 PM
1008	It is time that parents are held responsible for their children in all aspects, including education. This is a vital element that seems to be ignored.	Nov 23, 2011 2:53 PM
1009	Thank you for your work!	Nov 23, 2011 2:33 PM
1010	Parents must be held accountable. What is done, what is accomplished, and how we ready the student in school as teachers is often "undone" at home. You left out the most important aspect of this whole survey and that is teacher MENTORING. I would not be the teacher today if I did not lhave four months of teacher tutoring,MENTORING at the start of my teaching career.	Nov 23, 2011 2:22 PM
1011	It is critical that ODE become a partner with school districts, not a police force mentality.	Nov 23, 2011 1:53 PM
1012	I dont understand why schools that are high poverty, and high ELL kids are punished by less funding when they are unable to meet the "state" standards. There is so much information the kids no longer learn because they have the state standards forced down their throats. I learned things in school my children don't because of the constant testing and standards. Its a joke! WE need to teach our students in all aspect of education, and not require certain standards, which some kids will never pass because of learning styles, disabilities which are not enough to qualify for help, or how the interpret something. The state has set up our kids to fail. And then if students don't pass, classes are modified to make sure other kids can pass. FOR EXAMPLE- my daughter her 10th grade year-passed the OAKS Science test. she was 1 of 3. So instead of having the appropriate science class, her class went back to almost remedial level to teach the others. due to lack of funding, there was not another class for her. SO in an effort to MEET STATE STANDARDS my child was cheated. thanks	Nov 23, 2011 1:48 PM
1013	Professional development for administrators, also.	Nov 23, 2011 1:35 PM
1014	No merit pay base on test scores. If merit pay for teachers is made policy, it will force teachers and schools to focus on test scores even more than what is happening currently. Test scores are a part of the big picture of what a student can do, but should not be the sole measurement. As a teacher, I want to promote critical thinking skills, and problem solving vs. did i get the right answer on the test. Students need to be able to think for themselves, not be spoon fed answers that will help them pass a test.	Nov 23, 2011 1:31 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1015	We need a revamping of the educating as a whole. You can't hold people and systems accountable with broken components. Think about the big picture and put reality, functionality, and common sense mixed with the learning, diversity, strictness and compassion to come up with a system that can treat all individuals as competent learners that have the ability to learn in English what is necessary to enter the work force at some point in their life to be a positive addition to the American Society.	Nov 23, 2011 1:29 PM
1016	The current system is poorly funded, and does not accurately measure how our schools are doing. If the new accountability system you are developing merely tweaks the current one then it will be a failure before you even start. My school District does a wonderful job, and people move here to get their students in it. That is not reflected in the report card or AYP, and based on many of the leading questions you asked above, I don't believe it will be reflected in the near future. Start listening to parents and educators, not corporations and bureaucrats.	Nov 23, 2011 1:20 PM
1017	NCLB assessments/measurements are constructed from a largely white, middle class perspective. We still have reading assessments that talk about going to the circus when many kids in my classroom have no idea what that is. Using that tool to assess whether a child has good comprehension, adequate vocabulary and fluency is just silly. NCLB tools are often created from a bell curve - which we know means so many kids HAVE to fail, and so many kids have to succeed in order for the INSTRUMENT to be valid. Help me to understand how that is helpful w/ individual childrens' progress? NCLB instruments in math often focus on a 1950s approach to math - focusing on subskills rather than deep thinking and differentiating at a subskill level rather than a problem solving approach.	Nov 23, 2011 1:16 PM
1018	We need to increase the money w spend on education. This means taxes back to levels of the 1970s, before measure 5. Thurdy years ago the cost of Higher Ed used to be covered \$3 for every \$1 the student paid. Now it is a mere \$0.43 for every \$1 a student pays. K-12 has similar shortfalls. We have to make funding education a state priority. This doing more with less idea is a failure - it means students get less quality education.	Nov 23, 2011 1:13 PM
1019	Teachers need to be valued and yet, most feel under attack. I am disappointed that the governor chooses to pay lip service to the political arm of teachers during the election cycle and once elected, is able to tune out these voices. He has proven to be truly focused in achieving his ends. In his actions, backdoor politics seem to be his preferred method of decision making - I worry for both our profession and state and wonder what his true political motiation is. Please be cautious as you move forward with this agenda.	Nov 23, 2011 1:01 PM
1020	Thank you for all that you do. I hope this survey is useful.	Nov 23, 2011 12:31 PM
1021	State testing is a waste of classroom time in its current incarnation. Tests that take 3-4 days ensure that students do not get instructed during that time. One or two days should be more than enough to assess someone's skills. Our short school year also cripples us. Consider year round schooling.	Nov 23, 2011 12:27 PM
1022	The students in our schools are in dire need of health and physical education. These are essential/foundational to their ability to learn, function, and contribute	Nov 23, 2011 12:25 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

to society. As the ancient Greeks knew: "A sound mind in a sound body." Our students' bodies (i.e., health) is in serious jeopardy. An ounce of prevention -- support of school based programs -- is worth a pound of cure (i.e., having to deal with the long-term costs associated with the poor health trajectories they leave our schools on. We need K-12 health and physical education programs. Oregon should take leadership in this area!

1023	One hiring round!!!! Fund what the research shows must be funded- Full day preschool and Kindergarten Mandate class size limits and overall teaching loads as other states do. Eliminate majority of non-school related positions and put tax dollars in schools.	Nov 23, 2011 12:19 PM
1024	Make it know that our school system has the second shortest in the nation! Set the bar higher. Add 10 days to grades 1, 2, and 3 now. Ash for a sales tax that will equally benefit these little one and then add more days in the next 2 years. If the tax payers know what the money will be used for: more and longer days, gym and fitness for every child, more reading for every child..you will get the support. Be bold now it the time to say how far below the national average we are and how we will move ahead. Put, the vocational training trades etc in the high schools.....	Nov 23, 2011 12:10 PM
1025	Providing stable funding for education has to be a priority for the state. Good schools and good teachers and administrators are an investment in the future of Oregon. The losses accrued by ignoring the importance of providing adequate funding for education include enormous costs in the form of a greater need for law enforcement and social services, hobbling un- and underemployment, and the unrealized potential of all the children whom the system fails. Without adequate funding, nothing you propose on your survey can be realized.	Nov 23, 2011 11:53 AM
1026	Do not get caught up in the consolidation rhetoric. Bigger is not better and there are increased costs that come with big districts due to beaureaucracy, etc. Just look at PPS.	Nov 23, 2011 11:50 AM
1027	Education professionals (e.g., veteran teachers, seasoned administrators, teacher education faculty) need to be involved with all decision making processes.	Nov 23, 2011 11:49 AM
1028	Science education was once considered the "hub" of a wheel, which integrated the "spokes" of all of the other disciplines-reading, math, writing. Elementary teachers used to teach science and integrate other disciplines. No time now..have to teach to the math and reading TESTS! The results? Students enter middle school with little to no science background-less problem solving skills, less thinking deeply, less real world application of math. Give the importance of science at the elementary level another look, and allow elementary teachers time to teach it and provide training for those with little science expertise. Or, lower the standards for science test at the middle and high school level.	Nov 23, 2011 11:47 AM
1029	Yes, teacher salary scales are way behind the economic realities. If we are to attract committed teachers, we must have a wage that can support families. if we want teachers to do more, provide them with a salary that does not demand that they take a second job.	Nov 23, 2011 11:33 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1030	Re-write NCLB so it is more fair to schools that are on the bubble. A school should not be punished with withdrawl of fundinmg when teachers are working so hard to get kids educated. Stop placing so much money into sports and use more funds to restore art, music and physical eucation programs. We complain about our kids being out of shapre, unhealthy and overweight, then take physical education out of the curriculum. Duh! Does this make sense?	Nov 23, 2011 11:27 AM
1031	A focus on early childhood readiness for learning, and support for children especially at moments of transition, seem to me (a non-professional, but a parent) to be critical to the overall success of education efforts. Without a solid foundation and a broad commitment to a child's basic needs in order to be able to learn, more narrowly targeted efforts will not be successful.	Nov 23, 2011 11:25 AM
1032	There are huge differences going on right now within the ELL realm across the state... such as defining/using appropriate curriculum, and program implementation for ELD...I believe that it is clearly laid by the Supreme Court (in Law vs Nichols and Castaneda vs P..) yet some districts are choosing to ignore these laws by using "reading curriculum" and letting the Reading First programs replace the use of specifically designed programs for English Language Development... The pressure from all the attention to reading has (in my opinion) overshadowed (in some districts) what is appropriate program/services are for English language Development. Perhaps the state could help with this by providing a list or training on what an appropriate ELD program should look like. My concern is that ELL students receive specially designed curriculum for ELD... not just reading curriculum used as well for mainstream students. (this is not happening in all of our schools). Please help give districts a more clear model of what is and is not meeting the unique needs of ELLs.	Nov 23, 2011 11:17 AM
1033	I am not sure that this survey really addressed the need for a federal waiver or not, but thank you for asking the questions.	Nov 23, 2011 11:17 AM
1034	SEE above stated comment's sections.	Nov 23, 2011 11:15 AM
1035	Yes. These questions are all geared toward throwing more money at the problem instead of accurately identifying the problem. Parents should be accountable for their children - preparing them for school, dealing with problem behaviors, supporting academic success. If you want to spend money, try requiring parenting classes for people who do not fulfill their responsibilities!	Nov 23, 2011 11:14 AM
1036	I think that Teacher Excellence is absolutely critical.	Nov 23, 2011 11:12 AM
1037	My thought is that it is time to define what a basic education is and then provide a means for that education in all school districts. A basic education in Portland does not equeate to what a basic education is in Wallowa, Oregon. Even with the flawed ADMw funding the same can not be offered in all schools. I used to laugh when urban schools would complain because they had to cut their elementary band program. Heck, I was happy as a lark when I could find and afford to pay for a k-12 music person. As for advanced physics/chemistry classes I was a pretty happy camper to be able to offer plain physics/chemistry every other year. I believe the problem can be reasonably addressed but as a curmudgeonly superintendent I only get to do surveys no one really reads. [REDACTED]	Nov 23, 2011 11:10 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1038	Focus should be on what's best for students and that, in my opinion, is quality instruction that engages and interests our students. Testing should be limited to what is needed to show progress from one year to the next and should not be used as a primary measure of school district accountability. Please help our schools develop a system that students will want to be a part of instead of our current system that pushes kids away from learning due to the obsessive push towards standardization and high stakes testing.	Nov 23, 2011 10:56 AM
1039	We need to go back to focusing on graduating students from high school and making for sure that they can read at grade level not only in 3rd grade, but in junior high as well. This year, I have more students than ever reading below grade level in my seventh grade class. It is difficult for any student to pass classes if they cannot read. Most of the students I have are still reading at 3rd grade because reading instruction falters after 3rd grade when it needs to be intensified.	Nov 23, 2011 10:52 AM
1040	Please work to build an accountability system that is sensitive to school size and geographic location.	Nov 23, 2011 10:48 AM
1041	I believe we need desperately to minimize class sizes, I don't care what research says that class size doesn't matter - it does! Of course, teachers need to be accountable, but they can do only so much given the level of need of many students. Oregon needs to create good jobs to provide tax dollars to properly and adequately fund education - this would reduce stress on families which translates to healthier students who are more ready to learn. How to we support parents?? Do not cut School Counselors	Nov 23, 2011 10:44 AM
1042	I think that NCLB has some great components, as it has promoted greater accountability in progress for all children. It also stresses the importance for great teaching strategies to get there. I have been in education for over 30 years, and this is much needed. However, rather than testing so often, we should test once a year and do much formative work. Rather than setting unattainable benchmarks for special needs and ELL students, we really need to look at a growth model. And yes, we need accountability for what we do! Again, we also need to pay careful attention to the earliest years so that our children are ready for school. No longer should we be talking K-12 programs. They should be 0-21, and we need to fund what we promote.	Nov 23, 2011 10:39 AM
1043	Increase investment in education at all levels	Nov 23, 2011 10:37 AM
1044	Maybe we should address the problem with Oregon's children being the most hungry in the nation, homeless student in Oregon, and teacher standards in Oregon before we tackle student achievements.	Nov 23, 2011 10:33 AM
1045	I believe that we should shift the public system so that we have half-day prekindergarten for four-year olds and full day public school for kindergarten through eleventh grade. Then require current twelfth graders to either enter community college, four-year public university, or a private university.	Nov 23, 2011 10:27 AM
1046	yes, stop funding initiatives that the education system has no control over and provide no traction in the classroom. Stop allowing special interests to drive legislation and limit the flexibility of spending. Give local control back to schools.	Nov 23, 2011 10:23 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

	Stop promoting privatization of public schools through charters that help the rich get richer (speaking of access to quality education).	
1047	eliminate standardized tests until secondary school (like Japan)	Nov 23, 2011 10:08 AM
1048	Our educational workforce are dedicated professionals bearing the brunt of the failed policies, disinvestment and challenges brought on by having so many students affected by the economic situation of their families. Supporting and valuing the professionalism of Oregon's educators should be at the core of our efforts. To often our educators are treated as if they require more control and less support and autonomy while we increase their class sizes and tie their hands with requirements.	Nov 23, 2011 9:59 AM
1049	Not all students test well and you should have other methods for students to show their stuff. If students are all testing well, historically speaking, the measure isn't a reliable measure.	Nov 23, 2011 9:53 AM
1050	I work in a SIG grant school. Allowing the district to develop its own plan simply allows slippery administrators to maintain the status quo while creating a system of smoke and mirrors to look like the district is in compliance. Administration gets fatter while teachers are more and more stressed, and students get caught in the middle.	Nov 23, 2011 9:53 AM
1051	Currently there is too much focus on students achievement on tests. Let teachers assess the students and decide if they are learning or not. A test is not an accurate measure of what students are learning!	Nov 23, 2011 9:48 AM
1052	How students on IEPs' state test scores are counted against schools with high special ed populations.	Nov 23, 2011 9:41 AM
1053	All of this hand-wringing comes from one basic problem--lack of funding. Remedying this problem is paramount to all else. Pretending that we can have a high-quality public education system on the cheap is delusional and dangerous.	Nov 23, 2011 9:39 AM
1054	I believe there is a serious problem with unsocial behavior in the schools. Some students continue to disrupt teachers and student learning. It is beyond classroom management. Consequences need to be implemented so our students have a good learning environment.	Nov 23, 2011 9:31 AM
1055	Yes, make sure that teachers...the rank and fiel.. those in the title one schools and represent all economic groups and all ethnicities etc should be involved in the decisions. What will actually work.. not what will further burden the schools, the teachers the administrators. Make sure when you hold someone accountable, those making the decisions are held accountable... the lawmakers. And those deciding need to have been teachers themselves with a good 10 years or more of experience so they know what they are taling about . And not 10 years back in the 1950's either!	Nov 23, 2011 9:29 AM
1056	You have the wrong people on your team	Nov 23, 2011 9:26 AM
1057	Develop credential for teachers teaching pre-k-3rd grade so they are trained in how to work with the younger grades, use Learning Centers, promote social	Nov 23, 2011 9:23 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

emotional development, differentiate instruction, and work with parents.

1058	For the students who are receiving special education services, it seems that often assessments are imposed or strongly encouraged by the district so they can stay within the 1% exceptions. Many of these students with special needs are taking assessments inappropriate to their life goals, which may not be higher education. Assessments that assess functional life skills should be factor in accountability as well rather than seen as negative mark.	Nov 23, 2011 9:21 AM
1059	good luck	Nov 23, 2011 9:21 AM
1060	I don't envy you all with the decisions which will have to be made, but library, music and PE programs must be maintained as essential to education.	Nov 23, 2011 9:17 AM
1061	Demystifying being able to going to college from a financial point of view. There are scholarships available for every type of student from the A to the C/D student. Perhaps a class where everyone fills out the FAFSA information, connecting to OSAC and figuring out what they can apply for. Information about students loans would be part of the forum. Have it during the school day so that no child falls through the cracks. Perhaps with parents welcome to come.	Nov 23, 2011 9:16 AM
1062	After being in education as both a teacher and an administrator we as a state and each school and district must be motivated with a vision to what and how we can change our thinking on how we move students through the system. My belief is there are options for families that are seeking a great experience for their child. Ranking schools as exceptional or needing improvement gives the public the idea that teachers and schools do not care about their child. Ranking a school like they were inside an athletic standing as winner or loser gives a lack of trust to their schools. Cutting elective programs whether vocational or music does not give students choices to enrich their experience as a young adult. Funding education now with a priority mindset will help schools do a better job with their students. Pay now or pay later with a society that will not value anything. That is not the future we want to pass on to our grand children.	Nov 23, 2011 9:14 AM
1063	The catch 22 of assessing English Language Learnersthis is a moving target...constantly changing...we lose credit for the students who succeed because their ELL label is removed and then new ELL students arrive who are much lower.....it is problematic to use ELL as a category just like Black or Hispanic because it changes and means many things.Also, just because a student passes ELPA's cut score, does not mean they will be ready to pass OAKS and graduate. It is much easier to pass AMAO 1 and 2 then it is AMAO 3....but we only monitor for two years after they pass ELPA.this makes it very challenging for a district like Woodburn	Nov 23, 2011 9:10 AM
1064	How much will it cost?????? I am deeply concerned about what the cost of the waiver will mean to Oregon's budget and if will it bring about desired outcomes. I am not a naysayer but I am a questioner. One last thought, the US has a population of ~300m. China has a population of 1.3 BILLION. Think about what this means to trade, manufacturing, economy, international relations, and democracy around the world. Mandarin, therefore, should be commonly taught in our schools not the have the eyebrow raiser status it has now.	Nov 23, 2011 9:07 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1065	Declare a moratorium on all standardized, and standards-based testing	Nov 23, 2011 9:06 AM
1066	We seem to neglect the parent/household influence on a child's success in meeting educational goals. How can we, as educators, impress upon parents that their child's education must be a priority and that the parent figure must take an active role in order for the child to succeed? I don't have an answer to this dilemma, but see on a daily basis how great an impact it has on a child's progress.	Nov 23, 2011 9:05 AM
1067	Parents must see the importance of their role as leaders in their children's education. And, they must become real partners with the school - not just invited to meetings, but given roles and responsibilities and a vote!	Nov 23, 2011 9:05 AM
1068	Please include teachers from all across the state and grade levels as you move forward in policy changes. They are usually the voices that aren't being heard yet they are the ones that are working with children every day!	Nov 23, 2011 9:03 AM
1069	Job number one is stable and adequate funding.	Nov 23, 2011 9:02 AM
1070	A waiver that focuses on evaluating school and student success on the basis of individual student growth over time is imperative!	Nov 23, 2011 9:02 AM
1071	I would not want to see systems of accountability simply go away as a cost-savings measure that allows districts to enact whatever fits their budgets. However, the targets and methods developed in NCLB were highly misguided, leading to increased charter and private programs that show improved performance only by virtue of having involved families. Hawaii's public education system is a great example of what happens to schools when those that can afford to send their kids to private schools, skimming the top performing students away and making public schools simply the domain of the "have nots". I'm very concerned both systemically and instructionally about the Matthew Effect: the rich get richer, and the poor get poorer.	Nov 23, 2011 9:01 AM
1072	Less emphasis on early childhood academics, less focus on artificial measurements e.g. OAKS/MAPS/NCLB, more options for young adults not wishing to go to college.	Nov 23, 2011 9:00 AM
1073	Use the resources available ... create incentives for students to work with other students. This saves a tremendous amount of money and also sets a good example. I think it helps with things like bullying too as a student being mentored by another student may share things that are going on before they will talk to a counselor, teacher or parent. This model has been used (Outdoor School) and should be expanded and those students willing to help given incentives.	Nov 23, 2011 8:58 AM
1074	Be like Vermont and turn them down.	Nov 23, 2011 8:58 AM
1075	The feds are influenced by so much corporate think-tank and money that it frightens me where we are going. Fueled by corporate greed (Perarson, ACT, ETS,) and philosophical belief that public schools are bad (Broad Foundation, Bill ad Melinda Gates, State Farm, Walton) there are so many that are in the hunt to homogenize and regularize American education with the covert agenda of learning "the text"--a set of beliefs and rigor and assumptions that students will	Nov 23, 2011 8:51 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

learn from a given script. Common Core, Achieve, Americas Choice, New Schools Venture, Teachscape, The New Teacher Center are all connected with funding and interdependent individuals that are influencing policy. Beware the feds and drive as much independence as possible.

1076	All accountability pressure in education has been put on the school system. However, when are parents going to be accountable for the education of their children? An excellent teacher can only make so much progress with a child who receives NO support at home. In my experience the children who make the most progress in school are those with the most parental support. An educator should not be penalized for the parenting of their students.	Nov 23, 2011 8:50 AM
1077	Please eliminate the 100% passing. This is such an unrealistic target. Keep the bar high, but please do not expect every student with a "LEARNING DISABILITY" to perform at the same level as a normal student.	Nov 23, 2011 8:39 AM
1078	It seems everyone has resigned themselves to a lack of funding. That is unacceptable. As a teacher I'm expected to make sure all of my students succeed; I have 200 a day! Get adequate funding to lower class sizes, make parents and students accountable for the choices they make, end social promotion, and THEN scrutinize me with a fine toothed comb!	Nov 23, 2011 8:31 AM
1079	Don't lose sight of the fact that Oregon public education is underfunded at all levels. In addition to the issues outlined in this questionnaire, maintain a strong, parrallel track aimed at creating an improved system of taxation that generates significantly more revenue. Without the revenue, new education policies have little chance of successful implementation.	Nov 23, 2011 8:30 AM
1080	It is unreasonable to state a school is failing because one small group of students, such as special education students, did not make adequate progress. We do not expect many special ed students to make a year's academic growth in a year. Many learning disabled may only be able to make 5 or 6 months growth during a 9 1/2 month school year. Many students with intellectual disabilities may only grow by one or two months each year. I have had high school students (with retardation) who could not read their name, let alone at grade level. Schools need allowances for students such as these, and progress needs to be measured in a realistic way for that student. The entire school should not be dinged because of students who learn much more slowly than average.	Nov 23, 2011 8:25 AM
1081	If students had the option of learning skills without a college education, students may be more motivated to study and pass the achievement tests. (hair dresser, auto mechanic, construction, heavy equipment, in-depth specilized technology, caregiving, small business ownership, secretarial skills, etc. Also, most students have not been "taught" how to study. Teachers can deliver the curriculum and homework, but if students are not taught at a young age to study they will not succeed.	Nov 23, 2011 8:22 AM
1082	I absolutely believe that the state must identify schools and teachers that meet the definition of what a quality school/teacher looks like and invite those districts/teachers to discuss what they do that is successful. The state should also consider that rural schools in eastern Oregon will look significantly different	Nov 23, 2011 8:05 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

from schools in the Portland metropolitan area!

1083	Early childhood programs are important, but I do not want to see them become a mandatory part of public education. Many parents are able to sent students to school ready to learn without such programs and they should have that option.	Nov 23, 2011 7:51 AM
1084	Consider if the choices you make empower the teachers to improve their skills and the students learning outcomes or if they make it more difficult. There are many well intentioned interventions that do nothing to improve student learning and only create more work for teachers and administrators.	Nov 23, 2011 7:51 AM
1085	Let's focus on academic growth over time and quit punishing schools for their AYP rating. It's horrible and deflating for staff and schools that are working very hard and making steady progress. Thanks for the survey!	Nov 23, 2011 7:51 AM
1086	Go slow, pray and remember this is all about measuring a wide range of abilities and temperments.	Nov 23, 2011 7:50 AM
1087	Do away with the government oversight and let us spend the money where we need to spend it. We can run a reading program without having ODE come down and look at our notebooks.	Nov 23, 2011 7:48 AM
1088	Our Special Education students need their own benchmarks according to their abilities not what a non-special ed. teacher claims is better for all. We are trying to encourage them and with state and federal benchmarks - all they can see now is failure.	Nov 23, 2011 7:21 AM
1089	I would really like you to not apply for a federal waiver, the requirements leverage changes in that are bad for education, bad for students and are unsupported by research. You are a tool of big money interests and their stranglehold on education is killing it. If this was a meaningful survey it would ask should we apply for a federal waiver? Should NCLB be reauthorized? Should we have an OEIB? Should we elect our superintendent?	Nov 23, 2011 6:25 AM
1090	I'm appalled at the lack of mention of arts programs, even though it's been proven again and again that students who are exposed to the arts do better also in other academic areas. I'm also hoping that, at some point the Governor and the Superintendent of Public Instruction will prioritize implementation of the Oregon Safe Schools Act rather than leaving this work to state non-profits like TransActive Education & Advocacy and the Oregon Safe Schools and Communities Coalition.	Nov 23, 2011 6:22 AM
1091	Too much time and money has been spent already in NCLB and discriminates against teachers, schools, parents, and most of all children. Trust your teachers to do their jobs, get out of their way and set the funds needed to sustain an educational system. Interesting, the arrow would not record my answers in the last section.	Nov 23, 2011 6:10 AM
1092	Engaging local community colleges as part of options to enhance high school graduation rates and provide alternative work force opportunities and academic programs in coopration withh high schools.	Nov 23, 2011 4:11 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1093	The idea that every educator must teach a certain way, that every class must be the same, that eliminating a principal is somehow make a great school, that student success will always improve, that every year's class is the same, and that pay should be related to test scores are pipe dreams created and conceived by non-educators.	Nov 23, 2011 1:18 AM
1094	No child is the same. They are not going to reach the same level at the exact same time. Look at where the child started and how far he has grown in a year. Teachers need to be accountable that makes us work harder but the goals have to be attainable. State test are not going to tell the public how much growth some children have made. We do more testing than teaching.	Nov 22, 2011 11:54 PM
1095	More stringent standards for teachers going into teacher preparation programs. Encourage only the top 10-20% of college graduates to become teachers then reward them with meaningful compensation such as significant debt relief, job security and trust in professional educator's abilities to do what is best for kids.	Nov 22, 2011 11:09 PM
1096	Establish HS tracks other than college prep. Required summer school for failing students.	Nov 22, 2011 11:06 PM
1097	I am concerned that the Education Investment Board has no classroom teachers. I have noticed that as people get farther away from the classroom, they find it harder to anticipate the impact of policy decisions on children and teachers. Even people who used to be teachers lose the ability to think about individual children; they think about systems, structures, efficiencies, etc. I would feel better if the Governor or the committee had input from another group of child-centered teachers. This group could be charged with protecting the interests of children. I think this might provide balance. Also, THANKS for sending out this survey. I hope someone actually reads the comments!	Nov 22, 2011 10:58 PM
1098	There needs to be a system of supports for teachers to reach the students who do not respond to traditional approaches. Principals and superintendents need skills in teaching and need to have an extensive teaching background. Also as new standards are implemented, there needs to be a phase in timeframe. It is not appropriate to expect students to jump 2 grade levels in one year, especially when the state changes the requirements during the year as they have recently done. The common core standards are not appropriate in math. Teams need to review those standards and the research on brain based learning. Some of the cognitive leaps required are not feasible for ALL children. NCTM standards for math should be adopted. Listen to teachers, they know what to do, give them freedom to build a better school.	Nov 22, 2011 10:50 PM
1099	The NCLB legislation had all the right intentions but the final regulations were a nightmare and contradiction of federal laws, ie, IDEA. It became nothing but a testing quagmire with negative consequences and no notable results after all these years. School officials and teachers must be trusted to work with their students and provide the best education possible. The time and energy spent on testing, reports and federal paperwork should have been spent in classrooms with kids. Under ESEA and Title 1 there were always programs created at the local level that served the local population. We need to get back to that place. The state assessment program was on the right track before NCLB came into play. Results were used for individual student growth and school improvement.	Nov 22, 2011 10:37 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

Let's hope that is the direction the state chooses to go.

1100	Testing does not indicate creativity & critical thinking. Multiple choice tests can be multiple guess. Authentic assessment is important.	Nov 22, 2011 10:35 PM
1101	Building a safety net for parents to learn how to help their children and follow through with high expectations, proper nutrition, health check-ups (especially eye, hearing and regular disease/disorders that complicate learning problems.)	Nov 22, 2011 10:33 PM
1102	OEA Members MUST be at the table. The governor and super of public schools and local superintendents MUST visit classrooms to SEE what is going on. I invite anyone in the state government to visit my room. Sharlle Blackwell 503 881 5137 Lee elementary room 12 salem keizer school district. You are welcome at anytime!!!!	Nov 22, 2011 10:19 PM
1103	We've got to look at how we have created inequities in our communities (e.g., the factors which created the racial concentration patterns in Portland) to better understand if our expectations for an institution within that context has appropriate expectations for being an exception to the "rule." I think education is powerful, but it does not create reality from nothing.	Nov 22, 2011 10:14 PM
1104	Can we please formally address the idea, which is rapidly becoming very popular, that it is OK for students not to do their classwork or to require daily work to have no impact on grades? We aren't just teaching students so that they know facts and can solve problems but so that they can move on and lead productive lives. We don't need to reinforce the idea that choosing not to work, putting things off, and doing work late consistently don't have negative consequences. Additionally, grades and GPA are signals to employers of what kind of employee they are hiring, as high GPA has historically had a strong link to work effort. We weaken these links when we devalue daily classwork.	Nov 22, 2011 10:10 PM
1105	Make state school administrator an appointed position. State bargaining, how can we let small elected school boards determine wages and benefits against a professional bargaining unit OEA on the largest part of our budget?	Nov 22, 2011 10:09 PM
1106	The Primary curriculum should consist of phonics, phonics, phonics.....nothing else. We have tried whole language as a means of reading and it doesn't work.....didn't work years ago and doesn't work now. Basic math facts are not taught anymore.....just games that the kids are supposed to learn math from. Young minds cannot convert that concept. Spelling is no longer the in thing to teach. Handwriting helps the brain develop but we don't teach it anymore. We don't require memorization of anything because current educators say it is boring. Young children need repetition in able to learn and traing their brains.. Education is cyclice. The same methods keep creeping in over and over again with a new name attached to them.....they don't work.....only basic education works but we fall for the new ideas and someone makes a lot of money selling the idea only to find that kids lose again.....we need to get smart about education.....One size maybe doesn't fit everyone but if everyone has the basics to learn from. then real learning can take place...Teachers have to teach before kids can learn.....	Nov 22, 2011 10:00 PM
1107	Please, please, please include an equal number (at least!) of on-the-ground	Nov 22, 2011 9:59 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

teachers to those who are not in our schools in the voices making the decisions.

1108	Please consider using building administrators and teachers in your work. Use people currently in schools and in the classrooms. So often decisions are made by non educators or educators removed from the day to day life of "school."	Nov 22, 2011 9:58 PM
1109	There has to be more done to look at the transition of students in and out of the building relative to the testing periods. It is unfair in schools where students are constantly coming in and out of the district to be tested using the same tools as those who have a more stable population.	Nov 22, 2011 9:52 PM
1110	Please emphasize and support STEM education K-12. A rigorous education needs to start in Kindergarten and continue through 12th grade. Also, support elementary in the teaching of mathematics. By support, I mean require an increased content knowledge and pedagogical knowledge for teaching math. This is such an important part of increasing student interest in the area of mathematics. This will help support the other STEM disciplines. Students should be taught how to reason mathematically!	Nov 22, 2011 9:17 PM
1111	My daughter went to our neighborhood school in the PPS school district from K-3rd grade. It was a title I school with a large population of low-income and ESL students. We poured our hearts and souls into getting a PTA up and running and being involved in many ways, but overall I had the feeling that all the staff and teachers were stressed, the kids were stressed, there were low expectations of student achievement and behavior then low achievement was a self-fulfilling prophecy. There was a real unwillingness to trust that when kids are having fun they are doing some of their best learning. There was little time for that fun kind of learning and most of the time was spent drilling kids to get them to meet benchmark. For kids like my daughter, who were exceeding benchmark, there was little effort spent on them. This, to me, seems like working harder instead of working smarter. Give kids an engaging learning environment and the ability to work on things that interest them and a lot of the struggle will disappear. This year we switched to a Montessori charter school and it's working out very well. Work smarter not harder! :)	Nov 22, 2011 9:17 PM
1112	I realize that there are scholars out in the world that believe someone can learn a second language and be proficient in 3 to 5 years. This is not realistic. It really take 7 to 10 years. This should be taken into consideration when thinking about standardized testing.	Nov 22, 2011 9:00 PM
1113	Enough testing already, a few assessments are fine, but all the joy is gone from the classroom when everyone teaches to the test.	Nov 22, 2011 8:44 PM
1114	putting a focus on arts education for graduation Arts education uses a hemisphere of the brain that math, science, and history do not address.	Nov 22, 2011 8:36 PM
1115	Thanks for the opportunity to voice my opinion.	Nov 22, 2011 8:35 PM
1116	Change takes a long time, especially in a state whose legislature is as divided as Oregon. But our kids don't have the luxury of time. Every day they sit in overcrowded classrooms with teachers who are tired and overwhelmed by all that they have to do is a day that they lose opportunities to learn. Please don't	Nov 22, 2011 8:21 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

fiddle with their education. Give them the schooling they deserve--and the future they should have. Without your attention to poverty and education in Oregon, we will have many, many more homeless people, crime will rise, and people will find a state that's a lot different than what we want it to be. We can and should do better than that.

1117	Please give serious consideration to National Board Certification as a measure of teacher quality. The certification process is research-based. Also, please require all charters and online "schools" to meet the same requirements as brick-and-mortar public schools.	Nov 22, 2011 8:12 PM
1118	Funding for tutoring and after school help at the high school level is needed. By high school if a student is behind it is hard to catch up with out some one-on-one time to fill the missing gaps in a student's understanding.	Nov 22, 2011 7:59 PM
1119	I would like to know specifically what OEIB plans to do to support teachers and building administrators. How much additional funding will be provided for professional development? How much grant money will be available for purchasing technology hardware and software so that students are appropriately engaged and prepared for an increasingly technologically-oriented world? How will the OEIB account for "outcomes" for which schools are truly responsible, as opposed to the socio-economic factors, family contributions and societal issues that impact student learning and growth? How will OEIB move Oregon forward as a state that treats education with the respect it deserves and educators as the professionals they are required to be?	Nov 22, 2011 7:54 PM
1120	Thank you for these thoughtful questions, and your good work for education!	Nov 22, 2011 7:54 PM
1121	It's important that as you work with people coaching schools needing improvement that you are selecting leaders that have a record of SUCCESS and that aren't just retired.	Nov 22, 2011 7:49 PM
1122	Educators should have the most input in developing and prioritizing policy changes towards designing valuable and useful assessments.	Nov 22, 2011 7:48 PM
1123	Students are people. Some come to school with more "baggage" than others. If the baggage was gone, they could concentrate on school (not bad teeth, family fighting, drugs, safety) and learn. If adults would put themselves into some student's shoes and try to work and concentrate while having a bad tooth ache or worried about a loved one's safety at home, and help to change the situation, then our students would have a better chance of learning and growing.	Nov 22, 2011 7:43 PM
1124	I can't say it enough-- BE LEADERS and make OR a 21st century school system. Teaching learning styles to kids, let children PLAY in an environment that pushes collaboration, critial thinking problems solving, real life situations. Career Tech education, Service learning, Digital technology skills, EdTech Litercy for Teachers.... STOP TEST obsession spearheaded by Stiggins, Reeves and move back closer to Dewey philosophy.	Nov 22, 2011 7:36 PM
1125	Why is there only one educator (and a PE teacher at that) on the board? Please keep in mind that the ARTS are core subjects and not to be relegated to "elective" status. It is ridiculous that any teacher is allowed to teach Theatre	Nov 22, 2011 7:35 PM

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which is a subject area that requires a vast amount of study, preparation and knowledge.

1126	If you want to increase learning make the salaries such that the best and brightest go into education. As is it right now so many good students are not going into the field because they can make a lot more money working in industry/private sector. Woudn't it be great if there were 100+ applicants for all teaching jobs and you could pick the best of the best, vs best of the rest?	Nov 22, 2011 7:32 PM
1127	I didn't see anything regarding students who learn differently. Keep IEP and help for special needs and learning different kids. The higher the high school graduation rate, the fewer will be incarcerated.	Nov 22, 2011 7:26 PM
1128	Physical education for all kids is another area that has been neglected in our schools. Integrating movement and an understanding of health and the mind-body connection would support the academic goals we are all focused upon.	Nov 22, 2011 7:23 PM
1129	My thoughts... If the state valued public education, the Governor wouldn't be trying to combine and align systems to his whims... He has no clue about what Superintendent Castillo has been doing with CCSSO; he's making education a true political entity. Good teachers will suffer; kids will suffer, and the Quality Education Model designed by well-meaning educational experts will continue to be ignored. Let's just privatize now, and cut to the chase.. The slow bleeding of my science classrooms is getting really old, and the continued divide between the richer, suburban schools who have the \$\$\$ to support programs I can only dream of is tiring. Policy changes... yah.... get the state out of the local control business and let the local communities make decisions locally... until BM 5, we had a failed system, but at least is was somewhat predictable; now, with the state in the funding scheme, we're toast before we begin!	Nov 22, 2011 7:22 PM
1130	Teacher & Principal quality is CRITICAL. They're going to be the folks making the changes on the ground. We need to have a really clear strategy to support their work, professionalism, collaboration, expertise, etc. Strong, useful evaluation systems (with at least 4 levels of effectiveness) will help.	Nov 22, 2011 7:06 PM
1131	We need to consider the effect our economy has had on high poverty schools. We are bogged down by children who re hungry, stressed, tired and ill prepared and unmotivated to perform on assessments. Giving more options for students who need behavior supports would be helpful.	Nov 22, 2011 7:04 PM
1132	Move away from TSPC and toward NCATE for teacher licensing. Raise the bar for teacher candidates so even early elementary teachers have a decent command of English grammar and conventions. Sometimes I think teachers are only held to the language requirements of the level they teach.	Nov 22, 2011 6:57 PM
1133	I would like to see the state adopt mechanisms and incentives that discourage large school districts and encourage K-12 districts that keep students and teachers together as long as possible. Large districts may provide a wider range of possibilities, but they also allow students to be anonymous and to be ignored. Furthermore, students in large districts become somebody else's problem with they struggle. Students fare better when their teachers know them and they know their teachers. Smaller school districts can minimize disruptions and	Nov 22, 2011 6:56 PM

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adjustments, eliminate the chaos that goes with moving to a larger school and keep the focus on educating individual students. I would also like to see AP classes adopted for the majority of students and give all students the opportunity to succeed or fail, rather than allowing schools and teachers to be gatekeepers of opportunity. Finally, the insistence on testing age cohorts and measuring them against last year's age cohort is nonsensical. Students should be measured against themselves, their individual progress tells us whether or not they are receiving effective teaching. That approach would also force schools to teach to individuals and their level, rather than a random sampling of all students who just happen to be the same age. The rigid insistence on teaching all 10-year olds the same 4th grade curriculum denies the realities of the bell curve and human variation. Teach the individual, measure the individual and give them the opportunity to succeed or fail.

1134	Don;t fight anything that will allow us to maintain the status quo. Argue as you may about NCLB...it left few hiding places. Oregon will be better off if we interrupt the pipeline to the prison system. A school that fails to educate all of the subgroups should get a failing grade.	Nov 22, 2011 6:46 PM
1135	You didn't ask about teacher and principal evaluations. I think we need a much more robust system to evaluate performance that includes student progress. Failure to address this truly core issue makes many other changes irrelevant. There has to be a method to carefully identify great, good, average and poor teachers and principals and first help them to improve, then help them to leave if that fails. You can't improve failing schools without improving the quality of the teaching staff and it's not realistic to think that just more training will do that. Some teachers need training...others need to find a new profession.	Nov 22, 2011 6:45 PM
1136	I don't think that a school should be marked as a failing school just because 2 students didn't pass a test. A school could be a great school in one category and need improvement in another. It shouldn't be all or nothing.	Nov 22, 2011 6:22 PM
1137	As someone who works outside the k-12 system, although I have in the past taught kindergarten, I have trouble interpreting some of the questions or selections offered in this survey. In general I think we have placed too much emphasis on standardized testing and too little on enhancing the classroom experience in creative and engaging ways including art and music.. Students ,teachers and parents too should be involved in developing solutions for schools that have problems.	Nov 22, 2011 6:21 PM
1138	Allow teacher to teach material and concepts, rather than rush through a year's material and "teach to the test" that is first taken mid year (ie. when state tests are given 2-3 times in one year).	Nov 22, 2011 6:21 PM
1139	special education and general education need to be aligned regarding the Common Core, at ODE it feels like they are seen as two separate entities however, for all students to be successful, training and reasonable expectations must be in place. HOWEVER, it is NOT reasonable for a school to district to be expected to have ALL students at grade level. Special education is not general education, if student could be successful in general education (except for some speech services) they would not require specially designed instruction. It is important for special education service providers, administrators, reasonable	Nov 22, 2011 6:17 PM

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parents and classroom teachers to come to the table together and have real conversations about what assessments, curriculum and graduation expectations will provide an appropriate opportunity for students with special needs while still maintaining the expectation of continuous improvement. It is painful for special education teachers and administrators to see year after year in the newspaper that the work they do everyday with child isn't good enough and is the cause of their school failing in the eyes of the public. It would be much better to have expectation arcs set for students instead of every child meeting the same bar. If students met or exceed their reasonable arc each year the building and school would be seen as successful. This is as true for ELL and TAG students as it is for special education. A TAG's student's arc should be set so as to stretch their skills and not just let them slide through due to their intellect.

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| 1140 | I would love to see us look at student individual growth- is the child making progress? Not is he comparable to some kid his age somewhere across the U.S. Have the standards and let teachers be creative and "teach" kids again, not teach tests. This is not producing thinkers, readers and kids that love learning. | Nov 22, 2011 6:06 PM |
| 1141 | Require sports and/or extra curriculum activities at all levels. assess lunch programs. Reevaluate discipline programs at school and review expulsion policies. | Nov 22, 2011 6:05 PM |
| 1142 | The reasons school are dismal to most students is the drill and kill routines that reflect most assessment systems. Teachers are not incentivized to deliver but the minimum. Why do teachers have to use their own money to pay for supplies and student opportunities. The Arts, PE, History/Social Studies give students a real perspective on who they are, increase daily attendance. Where are these programs. Oregon doesn't even have discipline-specific standards in dance, music, theatre and visual arts. What an embarrassment for this State. | Nov 22, 2011 6:04 PM |
| 1143 | Special Ed students should not be held to the same time frame for achieving proficiency. What should be measured each year for ALL students is continuous, individual progress towards proficiency, and beyond. Students achieving proficiency should then continue to make yearly progress towards "expert" rankings and beyond. All students should be challenged and show progress at whatever level they are at. | Nov 22, 2011 6:00 PM |
| 1144 | It would be wonderful to be able to take one year completely off of testing in preparation for the SMARTER test on CCSS's. The transition in different tests and different standards is a difficult one, especially for upper grades. They have to teach to current state standards that are tested on OAKS and at the same time prepare students for the test the following year on the new CCSS's. Taking one year to fully focus on and implement the CCSS's would be wonderful and makes academic and curriculum sense. | Nov 22, 2011 5:45 PM |
| 1145 | I was a student that was forgotten about. I had a horrible childhood and was reading at a third grade reading level at graduation. The school told me I didn't have the skills to go to college and should consider a trade school. This broke my heart..... so I learned to read and write on my own and found my passion in life. I now have two college degrees with three minors. My point is no one helped me find my passion or help guide me. While I think parents should play a huge roll in their child's education, some of us don't or didn't have that support. | Nov 22, 2011 5:45 PM |

**Q9.

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Schools could give children that stepping stone to be someone or something. School isn't all about reading and writing.

1146	For success, students need resources in addition to parental support. Disadvantaged students may need additional support. Teachers find themselves as parent, mother, counselor, maid and all different roles. Social Workers in the schools would help. Than again, if we had all the money to pay for the help needed many problems would be solved, The question is, "does Oregon have the political will to put money into their educational system to support teachers(how ever that is achieved), smaller class sizes, ancillary personnel and social justice for students?" It is less expensive to education children that have them be in the prison system.	Nov 22, 2011 5:30 PM
1147	It is important to look at growth over time versus a number. Testing should occur at the end of the year once all the curriculum is taught. The current system of testing three times a year is wasting valuable teaching opportunities (especially with our short school year). Please remember that requiring higher test scores, with less resources, more students in classes, less funding for the basics, cutting pe, music, art with shortened school years due to furlough days is not acceptable. What gets tested, gets taught. Let's value critical thinking, collaboration and creativity. And, we MUST find a more stable funding model for K-12 education.	Nov 22, 2011 5:24 PM
1148	Please quit verbally bashing our schools and focus on what is being done well. Define your terms clearly. Avoid using one measure (i.e., statewide assessments) to determine what schools are doing well and which are not. Return to portfolio based instruction and evaluation that utilizes teachers' skills and develops critical thinking skills in students. Trust teachers again. Work to eliminate ESEA completely.	Nov 22, 2011 5:11 PM
1149	SPED and ELL students alike (by definition) can be expected to struggle to reach high standards. When districts are rated by the percentage of students exiting those programs and simultaneously judged by the percentage of students enrolled in those programs who meet benchmarks, it effectively places the districts in "double jeopardy"--since the students most likely to reach the standards are those most likely to be exited. By continually exiting the students most capable of passing state assessments, it's unreasonable to expect that the percentage of students remaining in the program who are able to meet state standards will continue to rise.	Nov 22, 2011 5:10 PM
1150	Take a look at the college prep courses for teachers! Why do kids come out of college and do NOT know how to begin teachingreading? Also, be selective, very selective, even to the point of paying a stipend for cooperating teachers who have our prospective teachers under their tutilege. Some poor students get put with some of the weakest teachers...how can that improve teaching for the future?	Nov 22, 2011 5:07 PM
1151	Make sure state mandates receive adequate funding	Nov 22, 2011 5:01 PM
1152	My experience working with the state education department in the past suggests that the staff are often overworked and subjected to external pressures that are not always in the best interests of students or districts. For example, my firm was	Nov 22, 2011 4:51 PM

**Q9.

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involved working with the state to look at the development of CTE area centers. Our recommendation, in keeping with national models, was not to build new ones. A legislator put pressure on the department to redo the study because the result was not to her liking. This kind of external interference does a disservice to education.

1153	Special education funding needs to be realistic. You can't expect many of the special ed students to be well served at 2 x ADMw. If a special education student requires \$100,000 of resources, that's what the relevant school district should receive.	Nov 22, 2011 4:47 PM
1154	Consider revamping teacher prep. programs with more emphasis on direct classroom instruction. A good teacher and time on task are the most important components of learning. Students will learn what you actually teach them. The OEA is not a friend to improving education for students. Teachers are often protected at the expense of students.	Nov 22, 2011 4:45 PM
1155	We are a test-crazy country now and have been for a long time. I wish we could get away from standardized testing that requires students to fill in bubbles. That certainly is not job or career training because I know of no job where a person sits down a bubbles in score sheets and goes home after a day's work of doing that.	Nov 22, 2011 4:38 PM
1156	As a special education teacher, I am strongly against having students who earn a modified diploma (most of whom are sped) being counted as dropouts. Every IEP team (including the parents) takes the decision VERY seriously about what diploma the student should work for. I have yet to be in a situation where the modified diploma is a "fall back." We usually know by the 8th or 9th grade year. Depending on the needs of the student, earning a modified diploma is by no means a small task. Most work as hard as any regular education student--some even harder because they have more to overcome (even on a modified track). Please do not change the flexibility the IEP team has in determining the cut scores for Oaks tests for students on modified diplomas.	Nov 22, 2011 4:36 PM
1157	One of the biggest messages would be that teachers need to understand child development and emotional health as much as they do subject matter and the intellect. The two are intimately combined and cannot be addressed one without the other.	Nov 22, 2011 4:32 PM
1158	I think it is important for school districts to be able to share best practices within Oregon. Models like Project GLAD are effective in improving early literacy and should be used statewide. In addition, afterschool programs increase student attendance and parent engagement, not to mention academic achievement. Create environments that will promote health, activity and learning throughout the day and evening.	Nov 22, 2011 4:32 PM
1159	I think we need to recognize a variety of proficiencies and skills that are not just traditional academic skills. My idea of a successful K-12 education is for students to have the work ethic/confidence in learning that would allow them to continue developing skills and interests to a level they can be employed in a variety of ways other than college. We need to find a ways to teach and measure dispositions and attitudes.	Nov 22, 2011 4:30 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1160	I feel districts and teachers have a lot of training and know what is best and try to do what is best, but they are in an almost impossible situation because of funding. It's nearly impossible to improve when calendar days are cut, class sizes go up, and the arts diminish. Let's not spend a lot of money creating a new chart or more rules or assessments. Put the money where it will help the kids...in a full normal calendar, with no larger than 25 students per class, and with fine arts as a typical subject.	Nov 22, 2011 4:28 PM
1161	The focus on high stakes testing has been a waste of resources. It has lessened kids' interest in school and made them more paranoid. Education needs to be something that kids enjoy, it needs to let them explore their interests. Skills can be taught in so many different ways. Focusing on testing has taken a lot of the enjoyment out of education for students and teachers.	Nov 22, 2011 4:17 PM
1162	Is there any way to increase the salaries of teachers and other educators? Their present pay status is a disgrace to the profession.	Nov 22, 2011 4:13 PM
1163	Schools currently spend a fair amount of time, money and effort on student attendance (due in large part to current funding models). I think we should stop trying to force students to attend school. I think students and parents need to be responsible for attendance and schools should be responsible for teaching. It doesn't need to be done punitively. But all the time and effort spent on students who don't want to be in class takes away from the students who are trying to learn.	Nov 22, 2011 4:10 PM
1164	See comments above.	Nov 22, 2011 4:10 PM
1165	Thank you for asking. This was a little difficult; I don't feel totally informed to correctly answer the questions.	Nov 22, 2011 4:09 PM
1166	ELL students should be counted in state assessment data even after they exit. We should have two categories - active ELL students and monitor ELL students.	Nov 22, 2011 4:05 PM
1167	1) We are mixed up - we spend \$6,000 per student, but \$35,000 per prisoner. 2) The state/feds underfunds programs and then penalizes for lack of results. 3) Kids are dropping out and/or not ready for career, college, life.....but we dont' give them all the options and help them truly prepare. 4) We are too focused on college - what would we do with 100% college grads? 5) Many very successful entrepreneurs, inventors, etc dropped out of college....what does that tell you? 6) what is it that we really want? to be competitive globally? we already are even without the number of kids graduation in specific programs. We have the highest number of patents, inventions, etc. Other countries are good at copying , etc.....let's focus on creativity, ingenuity, etc.	Nov 22, 2011 4:05 PM
1168	Find some way to help parents of pre-K children understand the consequences of neglecting to prepare their child for school. Basic concepts, colors, numbers, etc., all can/should be learned at home before kindergarten, so there is a basic common language available to K-5 teachers upon which to scaffold.	Nov 22, 2011 4:04 PM
1169	Do something about Atkinson's crappy principal! Handle your bullying issues and be alot less square. Teach kids to think, not just spew back what they're told	Nov 22, 2011 4:02 PM

**Q9.

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1170	It's difficult to improve an education system when you take money off the table in a race to the bottom. The situation we will be in in about a year is like bailing water out of a sinking boat. Considering where we were when I started teaching 32 years ago, I am shocked not so much at teachers or students but at leaders who have allowed this to happen and still won't honestly discuss the issue. I have a master's degree, and no one I know would call me a conservative. But when a progressive starts sounding like a conservative, then something is truly and totally wrong. I have tried in short form to identify the essence of the "problem" you all have created that needs a "solution." When the legislature does nothing next February and continues to scratch its head about what to do, voters will have to go to the ballot and start making changes themselves. What will it be?	Nov 22, 2011 4:01 PM
1171	Make certain that when putting these programs in place, you ensure that non-adjudicated, acting out youth, ages 6-20, are NOT ignored. We must do more with gang prevention and prevention overall with this age group, and with all the focus on early learning, this age group was ignored, or certainly not central to any plan. It's naive to think you can catch ALL kids with an early learning restructure.	Nov 22, 2011 3:58 PM
1172	The model needs to shift to on-line learning for middle and high school with teachers becoming one on one coaches.	Nov 22, 2011 3:55 PM
1173	The federal gov. needs to support the states in making local decisions about their students academic needs.	Nov 22, 2011 3:54 PM
1174	Teachers need time to teach and implement programs. When we are required to attend numerous professional developments, it takes important time away from planning and working with students. It seems that teh state rolls out one new development and requirement after another so that we are always jumping on the next band wagon; e.g. we barely have time to integrate reading work samples into our teaching before we are required to also do math work samples. The elementary teachers are hit the hardest, with numerous responsibilities for various subjects.	Nov 22, 2011 3:53 PM
1175	Let's be clear NCLB was set up for public schools to fail. There were pre-chosen sanctions to tear down the education system. What we need is to go into continually low preforming schools and diagnose what is wrong and bring in the proper tools necessary to turn the school around. That MAY be restructuring the school or removing the principal, but may also be providing additional time for teachers with instructional coaches or more peer-to-peer time to discuss sucessful strategies. Turning a school towards a charter school may also be an answer, but it should not be the only answer. Find out what is wrong, have a talented team go in and suggest and implement changes that will work. Give the school some limited tim to turn around from a list - a broad and research based list - of options available to turn around a poor performing school. Please do what makes sense based on the research, not what is politically popular. Our children deserve the best we can offer, not the best sound bite for education reform.	Nov 22, 2011 3:52 PM
1176	There really needs to be more EDUCATOR VOICE on the OEIB. Not one of your board members is a practicing public educator. That sends a very clear	Nov 22, 2011 3:51 PM

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message to public educators across the state that their voice is not valued or necessary in this very important process. Not a good message to send when you need educator buy-in! This survey is a good start, but not nearly enough. Would you really have a medical board with no practicing doctors or a law board with no practicing lawyers?? Public Educators are professionals and deserve to have a voice in the direction of their own profession.

1177	We have got to figure out a way of funding our schools so they are stable and can provide a decent education for ALL students, it is not all about merits for teachers it's about the product we are handed and how we can best meet their needs at their learning level, and with the resources we are given. The CUTS have to stop.	Nov 22, 2011 3:50 PM
1178	Consider support for school-based community/family resource centers as a strategy for moving the needle on many of the desired outcomes (ie, parent engagement, readiness to learn, student's positive attitudes towards school, academic success, etc).	Nov 22, 2011 3:49 PM
1179	How about distance learning coming back, fully funded, that includes CTE to provide rigor and relevance to student learning. Graduation rates of those who take two years of CTE classes have a much higher graduation rate.	Nov 22, 2011 3:47 PM
1180	1) I hope you would consider schools also need good (competent) administrators in addition to competent teachers. The administration sets the tone in the buildings and guides the educational process. If teachers are to be evaluated and held to account, then the ODE should also consider a statewide evaluation process for the administration. I am not against being held to higher standards. I just think the admin should also be evaluated, especially if there are to be sanctions. 2) Another thing to take into consideration is the geographic and demographics of an area.	Nov 22, 2011 3:44 PM
1181	FUND EDUCATION IN OREGON!!	Nov 22, 2011 3:41 PM
1182	Involve TRAINED educators in the process of revitalizing and completely restructuring America's K-12 schools!!!	Nov 22, 2011 3:39 PM
1183	The pearl in No Child Left Behind is that it caused attention to be paid to students who live in the war zone of poverty. It would be a huge mistake to take away accountability for schools to serve students who typically fail in our educational systems. I would like to see policy that holds schools accountable for any student failing. By accountable, I mean responsible for intervening and developing a plan that improves outcomes. Those plans must include feedback loops so we can change the statistics that students from poverty are the least likely to receive an education. If NASA can adopt the saying, Failure is not an option, why can't Oregon schools?	Nov 22, 2011 3:30 PM
1184	The equalization formula needs to somehow incorporate the age of facilities and the state needs to be involved in modernizing and making facilities energy efficient. What would happen if the property tax rate paid for k-12 and ESD's across the state was averaged and then everyone property owner paid that average rate?	Nov 22, 2011 3:29 PM

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1185	We needs minimum standards for graduation. And those above should be working toward being above those minimums. We seem to be doing a fine job these days of dumbing down our society. We need to be correcting this and getting back to educating.	Nov 22, 2011 3:29 PM
1186	I would like to see more investment at the elementary level. Particularly in portland, the focus is all about high school, at which point many of our students are already behind and it's too late to catch up.	Nov 22, 2011 3:22 PM
1187	I understand the need to want to "purge" the system but I would strongly urge the Governor and Superintendant to not throw out NCLB entirely. The framework and intent of NCLB is what we need to focus on. Secondly, we need to address the labor issue with our teachers. I'm convinced that we have all of the money that we need in this state for education but we don't manage the resources well. Case in point was this last year with all of the teacher cuts. If the union leaders and more tenured teachers would renegotiate their contracts we could have ALL of our teachers teaching this year and we wouldn't have lost any jobs and had such high student/teacher ratios.	Nov 22, 2011 3:18 PM
1188	I have worked in many different schools, international, private, public and alternative. There is no doubt in my mind that the number one indicator of how a child will do is his or her parents level of education and or the parents support of their child's education. I think it is ridiculous that we pretend that spending the same amount of money on children who come from poverty as we spend on those who come from wealth will result in similar outcomes.	Nov 22, 2011 3:17 PM
1189	I'm all for students meeting certain benchmarks in education. The how's and why's need to match up for continuity and validity. It's hard to have new programs thrown at us as teachers to fix the problem and then not have the training/time to fully implement the new programs before they change again. It's confusing for us and the students.	Nov 22, 2011 3:14 PM
1190	If we spent more on education (including substance abuse treatment and job training as well as K-16) and less on incarceration, we'd be better off. Education gives us more bang for the buck.	Nov 22, 2011 3:13 PM
1191	Big schools are not the best way to educate our children. Consider classrooms with multiple grades, not unlike the old one room schools. Provide summer school for both children who need extra help and TAG kids who are now all but ignore. Make sure kids are healthy by having PE and healthy food. And remember gifted teachers aren't about tests.	Nov 22, 2011 3:11 PM
1192	High school aged youth are very soon to be the next generation of parents, To really get ahead of the curve we must improving adolescent health self-efficacy, connect youth to leadership opportunities and build a continuum of relationship support for academic and career success. And then not drop the ball at any stage thereafter! Starting with early childhood without a strong focus on supporting the childrens' parents may do nothing more than set the youngster up to succeed early and then gradually fall behind in the critical years when children are still very dependent, e.g. second through fifth grade putting them at-risk for high school failure unless educational supports are available to them to start the next cycle on a better footing.	Nov 22, 2011 3:09 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1193	I would emphasize the importance of multiple layers of professional development opportunities and close collaboration between schools and colleges of education. Educators should know why they are teaching the way they are (teacher-school-district levels), focusing on continually building teacher capacity, rather than seeking one-size-fits all pre-packaged programs or blindly accepting "research"-based programs.	Nov 22, 2011 3:08 PM
1194	FEDERAL WAIVER: In regard to the Federal Waiver possibility, I would like Oregon to tread very cautiously in terms of providing more flexibility in how federal Title I funds may be used for school improvement. Title funds have extensive legislative and case law to support them and I would hate to see us in a legal quagmire by making the guidance too flexible and in contradiction to all the legal precedence that is so clearly on record.	Nov 22, 2011 3:05 PM
1195	The proficiency model seems very promising if you can somehow get buy-in from all the schools inside of a district (thinking of Hillsboro here). Thank you for the opportunity to take this survey!	Nov 22, 2011 3:02 PM
1196	See all above comments.	Nov 22, 2011 3:01 PM
1197	I think it would be beneficial for Oregon education if students and parents had a choice of schools to use their tax dollars on. Private or public. Other countries have done this and the results have been amazing.	Nov 22, 2011 3:00 PM
1198	We need to look at why things are not working and change what we are doing. Simply "raising the bar" for students while placing ever increasing demands on teachers is not going to improve education and is burning out quality teachers. Our model is outdated. We need a new model and at the same time students and their parents need to do their part in the education process.	Nov 22, 2011 2:57 PM
1199	Treat all disadvantaged students equally and not by language. Currently, we are required to service second language students separately and this discriminates against the low-income english speaker who may also have low language skills, but does not qualify for ELD services because English is the first language. All students should have access to this service.	Nov 22, 2011 2:56 PM
1200	policy changes very seldom improve teaching and learning, they put more pressure on test results and less on what is really happening in the classroom. Growth model with resources is the way to go	Nov 22, 2011 2:55 PM
1201	Please listen to teachers at the classroom level. We know the truth of what is happening on the front lines. If you listen to an administrator, please only use ones with significant (10 years or more) and recent (within the last five years) experience. It is so easy to lose touch with reality sitting in an office dealing with mostly adults all day vs. a classroom addressing children's needs while trying to teach at the same time.	Nov 22, 2011 2:54 PM
1202	If the questions on this survey are any indication, I would strongly suggest you consider looking into the political biases of the staff putting together the survey and application. The questions in this survey reflect a desire to, at best, confuse, as well as, mix two separate considerations with only one answer with which to respond, thus skewing any results. Education of our children is too important for	Nov 22, 2011 2:51 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

this type of nonsense. In politicizing the questions into a Solomon's decision it would appear there is an underlying agenda at work with this survey and application.

1203	Tying student assessment scores to teacher's evaluations is a bad idea. Particularly a one shot test like the SMARTER balanced assessment is looking to be. A teacher should be able to control the factors that their evaluations are based on and if you have a life skills student in your class or are willing to take on the challenging students, or mono-linguals you should be commended not punished!	Nov 22, 2011 2:48 PM
1204	Yes, schools should be much more proactive in preparing students for college or trade schools. More information given out to how to get yourself to college. Information about grants, scholarships, SAT/ACT's and so forth.	Nov 22, 2011 2:48 PM
1205	Federal guidelines and standardized tests are not the answer, but our schools and education system definitely need a wake up call. When we look globally at who are competing against worldwide for jobs, it is a frightening picture. Just look at how many engineering and computer science students India and China are graduating! It is no wonder we are losing our place as the technology leader of the world.	Nov 22, 2011 2:48 PM
1206	Make the "expectation" perfectly clear: Oregon will have the finest system of public education in the nation. 97% of entering high school freshmen will graduate within 5 years.	Nov 22, 2011 2:46 PM
1207	What about improving the overall health of K-12 students? More physical activity would be good.	Nov 22, 2011 2:46 PM
1208	The cost of attending higher education is prohibitive for many families, even with the student working and going to college. We need to see how we can lessen the burden if we want to have more students participating in higher education. A great education system makes a better community!	Nov 22, 2011 2:46 PM
1209	Quality facilities improve academic achievement. The infrastructure is a disaster. Fund facilities management and improvement.	Nov 22, 2011 2:45 PM
1210	Public meetings so the public can be informed as to what is going on is most helpful. Fully written and described stories in all newspapers, above the fold, on page 1 for every time there is significant items to report.	Nov 22, 2011 2:44 PM
1211	We cannot pretend that the events happening in the communities around our schools do not have significant impact on the ability of students and staff to effectively engage in the teaching and learning process. These issues, and the need to address them as factors needs to be part of the conversation.	Nov 22, 2011 2:42 PM
1212	I sincerely hope that the new plan will incorporate and build on the good pieces of the existing system, rather than completely reinventing the wheel. As much has been learned already about how some things don't work so well as there has about what does. There is a wealth of expertise available that can contribute in positive ways to the success of the comprehensive plan.	Nov 22, 2011 2:41 PM

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1213	Be sure teachers are given the opportunity for professional development. Bring back the importance of the October statewide teacher inservice day and support/mandate that teachers be allowed to attend professional conferences that are discipline specific.	Nov 22, 2011 2:41 PM
1214	There needs to be less focus, or at least different measurements, for students that do not have the capacity to learn at a high level. We also need to remove distractions from the classroom, including disruptive students. This would help teachers teach and help students learn and excel.	Nov 22, 2011 2:40 PM
1215	Oregon needs to do better getting parents involved in their students' success. Spending the money and time to offer parenting courses, tutoring for parents (literacy, computer, even job training), and support for families (ie: working with Social Services). Bringing in another better-paid "mentor" or district provided personnel to come "fix" problems in schools doesn't cut it. Support new teachers, hold older teachers accountable. Look at student progress, while keeping in mind every student comes to school with his or her own baggage that may make a teacher's job so much more difficult. Teachers in higher income schools should not be rewarded more than a teacher in an inner city school, despite the fact that the higher income students probably excell in attaining most benchmarks. Get to parents. Inspire them, bring them into school, make them a partner in education. Support them. In turn, the parents will be more likely to support their children.	Nov 22, 2011 2:40 PM
1216	Everything in the public school system is related to the funding. If we never get a funding system that is fair for all schools throughout the state (newsflash: the current system isn't) and if we never get a stable funding system then all of this is just political wheel-spinning. You will be sending out the same survey in 5 years asking the same questions and getting the same answers.	Nov 22, 2011 2:37 PM
1217	we need to remember NOT EVERYONE IS GOING TO COLLEGE AND WE WILL ALWAYS NEED NON-COLLEGE GRADUATES! Don't put all our resources in college readiness, we need to think hands-on and tech school populations also.	Nov 22, 2011 2:33 PM
1218	Year long school.	Nov 22, 2011 2:31 PM
1219	Support needs to be provided during out of school time to increase learning. This should be coordinated with the school through the Commission on Children and Families. Do not take away funding from current programs to support early childhood--it needs support but we cannot abandon older children and the schools cannot handle everything.	Nov 22, 2011 2:31 PM
1220	Title 1 funding is very challenging to manage. There are so many rules and regulations tied to the money that it makes it very hard to do what is best for the population of students we are trying to serve. The people who make the rules don't know our specific children or their needs. Yes, we need to have business sense and be responsible, but it is very frustrating to work within the guidelines. Sometimes money is spent on things that are not needed as much as something else because the rules prohibit us from making the more beneficial purchase.	Nov 22, 2011 2:27 PM
1221	When I asked about small school involvement in the OEIB process of gathering	Nov 22, 2011 2:27 PM

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information at OSBA, a sufficient answer was not given. It seems as though small schools have been left out of the equation as rumors of mandated consolidation continue. Hopefully, OEIB will be able to work with all school districts for improvement, no matter the size. With increased accountability and less funding, it seems that with all of the ideas OEIB has, and no funding attached to it, these are just more 'unfunded mandates' similar to NCLB. Hopefully the difference between NCLB and OEIB will become more clear as time moves on, but currently, I don't see a difference.

1222	Maximize local control of standards, assessments, and instruction	Nov 22, 2011 2:26 PM
1223	With limited statewide and local funding perhaps we need to give parents and community members a "scorecard" of what their school currently provides and what they could provide had the appropriate funding. This scorecard would contain the variety of programs that can be found across Oregon including programs such as "Chemistry", "English", "FIRSTrobotics", "Debate", "Football", "Head Start", "Afterschool Tutoring", etc... Each community would get an "excellent" on their programs in which they excelled and then a cost sheet of how much it would cost to build an "excellent" program in all the other areas.	Nov 22, 2011 2:25 PM
1224	Emphasis on high stakes testing must stop . Other alternatives for accountability and growth need to be developed. Equal emphasis on science and social studies as with math, reading and writing. Reading and writing should be emebded in the other content areas. Our students need a comprehensive education and that is no longer the case especially in K-5 grades. At upper grades they need to have multiple opportunities for learning in the context of the community around them as they begin to transition to the adult community.	Nov 22, 2011 2:24 PM
1225	The system in place has found lots of areas that need improvement, don't change the measurement tool, it's working to show us where things need to be improved. If you change the measuring tool, your working with a moving target that will never be fixed.	Nov 22, 2011 2:24 PM
1226	Don't add or do anything that you are not willing to cover the expense. Mandating programs with no funding is not acceptable.	Nov 22, 2011 2:22 PM
1227	Schools cannot be everything to every child. Reduce extras and teach the basics. Reading is the most important.	Nov 22, 2011 2:20 PM
1228	Schools spend too much time on testing. We need more art, music, and physical education so as to educate the whole child, and not just get kids to pass tests.	Nov 22, 2011 2:17 PM
1229	Develep a system that allows the students that want to learn do so without being hindered by troubled/distracted children.	Nov 22, 2011 2:16 PM
1230	The State of Oregon needs to invest in education far more than is currently invested. All K-16 schools are pathetically underfunded. Try a 5% sales tax dedicated to education and at the same time decrease the income tax from 9% to 5%. I have a suspicion that this latest initiative will be yet another card-shuffling by bureaucrats in Salem.	Nov 22, 2011 2:13 PM
1231	I believe investing in the secondary schools should be the focus. There has been	Nov 22, 2011 2:13 PM

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numerous years of investment and resource allocation for elementary students. Students who are not adequately supported and enter middle/high school 2-3 years behind or deficit in critical areas, do not find success in high school and rarely go on to college. This requires a shifting of thinking and resources.

1232	Yes. I would like to propose there be an RN in every school building. There are students who need assistance with health care during the day. This takes staff time away from the classroom. Nurses can attend to the student needs, get them back in class and ready to learn.	Nov 22, 2011 2:12 PM
1233	As a long time math teacher, my daily practice has become more and more managed by people outside of the classroom that really don't understand what I do. There are directives, mandates from the federal, state, and local levels. The more I am managed, the less effective I become. Also, more often than not, it is a student that fails - not the school. The current language of "a school's failure" is logically flawed.	Nov 22, 2011 2:11 PM
1234	Better teacher-to-student ratios. 6-day school-week. Year-round school (or at least "most" of the year)	Nov 22, 2011 2:08 PM
1235	- Support for transitioning our current high school model from a seat-time/credit system to a true proficiency based system that is recognized and honored by post secondary institutions not only in Oregon but nationally. A possibility for this would be teaching the CCSS as a mathematical and literacy skill set using content subjects as the format.	Nov 22, 2011 2:07 PM
1236	Focus should be on results and not on methods of "how to get there." Measures such as growth models should be more important than performance on statewide tests. Collaboration with neighboring states regarding student and educator accountability could be a valuable way to bundle resources.	Nov 22, 2011 2:06 PM
1237	It is time for adults in education to be accountable for providing a challenging academic experience for every child...it is essential to our future. We must create systems FOR children, not expect our children to fit into the current systems, which are not working for many of our kids!	Nov 22, 2011 2:05 PM
1238	How about promising that the education will have a set minimum percentage of the state budget?	Nov 22, 2011 2:05 PM
1239	Student growth is important, meaningful staff development is important, funding for schools to reduce class size is vitally important. Unfunded mandates create significant problems for schools and school districts.	Nov 22, 2011 2:01 PM
1240	If we can make a greater impact sooner, as in kindergarten and early elementary, our investment is cheaper than playing catch up when they are older.	Nov 22, 2011 1:59 PM
1241	Would like to see a broadening of the curriculum to equally value all core content areas whether or not they are assessed (which would include the arts) to re-engage students in their own education.	Nov 22, 2011 1:58 PM
1242	Public Education should be the state's highest funding priority, particularly in the	Nov 22, 2011 1:54 PM

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STEM areas. Also, not counting GED's as graduating is not a very smart thing. It makes schools that are working with universities/community colleges and from which some students in Junior year or so of HS decide to GED out of high school and go straight into college look as if they are not performing well, when in fact they are doing so well that some students jump forward rather than wasting time in the final year of HS.

1243	Yes, it's imperative that we focus on good outcomes OTHER than going to college. We need apprenticeships and training. Everyone is NOT college material, and college costs everyone money that might be better spent. Women, as well as men, need to be able to earn decent wages without having to go to college.	Nov 22, 2011 1:53 PM
1244	A firm foundation from the beginning will help everything else fall into place for student success in school and beyond.	Nov 22, 2011 12:59 PM
1245	Some of the questions on this survey were vague and it was difficult to understand the thinking behind them. Which tools specifically were you referring to and how would the skill be measured?	Nov 22, 2011 12:57 PM
1246	Thank you for considering an evaluation system other than a summative format linked to funding. As an educator in a high needs school, we need to stop thinking that progress is all or nothing and begin looking at a growth model. A growth approach is good for kids and is the only way to continue to ensure that we have our best teachers in our most demanding schools.	Nov 22, 2011 11:47 AM
1247	PLEASE do not make thing more performance (test) standards. You will see a continued increase in the drop out rate in Oregon. Students early. Every time an additional requirement for math, English etc is increased, it means in small schools, an elective program will have to be eliminated due to limited funding. Elective classes are very important to developing real work abilities.	Nov 22, 2011 11:26 AM
1248	Especially in large districts with very diverse populations of not only students but in teacher proficiency and endorsements etc., I believe our biggest impact will come from looking at and supporting each school on an individual basis, just as we would students. Instead of trying to best apply rules that affect all schools, consider schools independently for their strengths and areas that need improvement, how best to address that improvement considering the teacher and student populations and needs, and best sources of support both financial and professional development. Treating unequals as equals never works very well when striving for change and improvement.	Nov 22, 2011 10:28 AM
1249	Please begin teaching anti-discrimination curriculum in kindergarten. Teachers are our frontline defense against discrimination and in creating a welcoming school environment. Teaching anti-discrimination curriculum, beginning in kindergarten, will positively impact the gaps of achievement, discipline and graduation because kids do not want to go to school if they do not feel welcomed.	Nov 22, 2011 10:25 AM
1250	I strongly support a growth model for Oregon students. I also advocate for stronger teacher prep courses and implementation of higher standards for teachers and principals. If teachers do not get help early on from leadership (or	Nov 22, 2011 10:18 AM

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ineffective teachers and principals weeded out) we only perpetuate less effective institutions that do not serve students well.

1251	Allow educators a say in this process. We are working in the trenches and know what works in schools. Do not have policy makers decide how to "fix" our schools.	Nov 22, 2011 9:39 AM
1252	I feel strongly that we need to change the ways we help schools. Labeling them "failing schools" does not help them.	Nov 22, 2011 9:31 AM
1253	Consider the levels for English language learners, if we have a system from 1 to 5, then we need to acknowledge that the trajectories for academic development are different for the students who are at the 1 to 3 level than the ones who are a 4 and 5 level. Please, do not lump all English language learners in one category, we will just followed the flaws of the past.	Nov 22, 2011 9:29 AM
1254	It's important to have a growth model that shows student progress with critical thinking skills	Nov 22, 2011 8:44 AM
1255	There is nothing wrong with assessing performance at grade level but it needs to be less highstakes for students and with less pressure for students to perform. To enter education with the assumption that all students bring the same tools to the table and are able to use them is shortsided. We need longer school years and more emphasis on application of skills.	Nov 22, 2011 7:34 AM
1256	Think about ways to foster parental involvement in school improvement - focusing on incentives, not penalties.	Nov 21, 2011 10:16 PM
1257	Oregonians need more information so that we can fully understand and comment on the OEIB proposals. What's the rush? We need to see evidence that the OEIB proposals will improve graduation rates and close the achievement gap and that funds are available to implement the OEIB proposals statewide. It is unexcusable for OEIB to further exacerbate a system of punishing schools that serve low income families.	Nov 21, 2011 9:15 PM
1258	Reading has been a high priority focus, math and especially writing have taken a back seat.	Nov 21, 2011 8:47 PM
1259	I would love to see this survey become very public and see firsthand what teachers, parents, and even student want to see happen with the NCLB waiver. Thank you.	Nov 21, 2011 7:31 PM
1260	Our schools are full of ESL and 2nd language students that believe they are mastering both their primary language as well as English, when in fact they show up as illiterate in both languages as early as 4th grade. It would be wise to look at adult English literacy, and to abandon the idea that 100% of all new immigrants are language talented and can master all subjects K-12 at each grade level at the academic level. It would be more productive to shift the 2nd language cultural discussion to consider placing all students who are found language talented by 3rd grade in Language Academies in each district, with a view to graduating 10-15% each year with global language skills as wells high academic skill levels in all subjects. Remainder students of all backgrounds	Nov 21, 2011 6:56 PM

**Q9.

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would be better off being exposed to neighboring global languages for 1-3 years to learn sufficient skills to make verbal communication between cultures and neighboring countries less threatening.

1261	Celebrating improvement always helps! I am very concerned w the current math requirements that are not based on what is best for kids, but on the appearance of being "competitive"!	Nov 21, 2011 6:01 PM
1262	Assessing "success" in school in subjects other than math, reading, and writing.	Nov 21, 2011 5:58 PM
1263	Costs of non-existent pre-school start up. Graduation cohort rates and methods of graduating need to be considered. Why "punish" a school for GED or Modified Diploma or others? Congratulate the school for trying to be innovative and help students achieve a diploma so they can advance in post-secondary jobs or training or education.	Nov 21, 2011 5:10 PM
1264	It is important for schools to teach character, safe schools are where students learn. Teachers and administrators must be held accountable for the learning targets of individual students, even those who do well should exceed. The State should not hold accountable teachers and administrators who are not provided exceptional trainings, the time to do the work and the resources to accomplish it.	Nov 21, 2011 4:19 PM
1265	Nationwide salary scale to ease the burden of individual district downing so much time on bargaining contracts	Nov 21, 2011 4:05 PM
1266	Be realistic Speak to seasoned educational professionals and have them contribute meaningfully to the creation of policy. Easy answers are rarely the best. Children don't come in a standardized format.	Nov 21, 2011 3:58 PM
1267	Open up sources of ideas on these issues. Those in charge are very closed, unaccessible relative to other states I have worked in.	Nov 21, 2011 3:52 PM
1268	Articulate the value of and make use of the statewide regional professional development and school improvement systems for delivery of evidence-based practices supports: Educational Service Districts!	Nov 21, 2011 3:18 PM
1269	Open community college alternatives up to students who need that alternative not just high achievers. Put drop out prevention programs at the junior college. Many of our most gifted students don't "do school" so tend to fail and eventually drop out. We need to honor their learning needs and let them enter a system more suitable to their needs.	Nov 21, 2011 2:44 PM
1270	More focus must be placed on technical programs. One of the problems with the college system is that many people come out of the OUS system with a degree, but are unable to do anything specific without going to graduate school. To improve the workforce of our state, people need to be specifically taught how to do something. The New York Times quoted a lawyer this morning that no law schools actually teach lawyers how to practice law. Each law firm has to train their new hires in how to do practical law. The same phenomena exists in most aspects of the educational system. People need to be trained in technical terms, not just theory.	Nov 21, 2011 2:38 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1271	Please think about bilingual teachers and professionals. Being bilingual is not an easy earned skill. They deserve a better pay.	Nov 21, 2011 2:26 PM
1272	I'd like to see better representation from education scientists on the Governor's Education Committees While business owner's have a great deal of knowledge they cannot inform the discussion with scientific evidence. I'd also like to see representation of educators who's school's and districts have been proven to get results, who have a clear knowledge and demonstration of successful school systems. If you have representatives from dysfunctional ineffective systems their input will only create more of the same.	Nov 21, 2011 2:03 PM
1273	I am excited about the potential for positive change in education in our state. I think the CCSS are a huge and important piece of this change. It is important that we figure out the best ways to support our schools in understanding them, embracing them and carrying out the promise they offer out youth.	Nov 21, 2011 1:48 PM
1274	The whole system should be designed around student achievement and student learning outcomes. examiner.com/public-schools-in-lincoln/deborah-andrews for more information.	Nov 21, 2011 1:05 PM
1275	Administrators need to be educational leaders in their respective schools and hold teachers accountable for student growth. Professional development, by itself, is not the answer particularly if there is no consistent and meaningful implementation at the classroom level.	Nov 21, 2011 12:29 PM
1276	We need to be preparing students for their future and this means we need to move beyond what seems to be comfortable and convenient for adults in society including parents and teachers.	Nov 21, 2011 12:27 PM
1277	The waiver concerns me partially because I have very little information about what the state is actually applying to waive, which I understand the purpose of this survey is to collect information. If we are setting up our students for a one time shot at passing a super test on the CCSS, then I don't know what we would be accomplishing. I am not convinced that from my limited understanding of the stipulations of the waiver, that our student would be in a better place. I don't have a problem going to the CCSS. The question was asked at the OSBA convention in Portland, and the response from a legislator was, that the plan has not been written, and he did not know everything would be in the plan. The information about the super test that is circulating around and through districts reminds me of the CIM and CAM scenario. We have spent millions developing the OAKS which is pervasive enough, why would the state need to change, why can we not tweak it to be better. Writing is one of the best assessment the state has, and that is now limited because of funding. This all seems as though we are making it up as we go. It is very frustrating being out in the trenches and having things done to us all the time. There is never a chance to really fully put in place what we learned yesterday before folks who are not in the classroom come up with another great plan to help us out to implement tomorrow. Need more information on the content of the waiver.	Nov 21, 2011 12:17 PM
1278	Hire smart and capable teachers. Require them to take tests of their effectiveness and their knowledge throughout their careers. Provide funding for teachers' aides.	Nov 21, 2011 12:03 PM

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1279	Good Luck. I wonder how much longer we can wait or the children will stand for disruptions, changes, lack of interest in what they want etc...We've already lost an entire generation once. One of my children is 30 and was bored stiff and in tag programs. The second child at eight years difference was special needs and could not make it through either due to general education teachers lack of knoweldge. Guess what those of us in the early childhood field have to learn, know and demonstrate it all before we can teach. Individualizing for children could eliminate the need for more money spent. Teachers should be prepared prior to hiring in class sizes that are standard policy. Using a constructivist approach instead of rote and dittos would be a good start.	Nov 21, 2011 12:00 PM
1280	The small schools are still struggling with all the HQ requirements for teachers and those need to be changed.	Nov 21, 2011 11:57 AM
1281	Fix PERS and make Teachers accountable. Stop spending money on testing and punishing districts, when they have no ability to remove bad teachers and have no money because of PERS. Fix the problems and stop trying to test the State to a better education. Testing does not make better students...good teachers do.	Nov 21, 2011 11:53 AM
1282	We need resources to create a more comprehensive careers curriculum / program in our schools. It's great for students to attend college, but for various reasons it's not realistic for some students. It seems that our current approach communicates to students and families that if you don't got to colege you are a failure.	Nov 21, 2011 11:35 AM
1283	Please really look at the waiver section and do it!!	Nov 21, 2011 11:24 AM
1284	When making changes remember the Small Schools that have limited personall at all levels. In these Districts there are not curriculum specialists and intervention teams- these are hats worn by people with many other jobs. Don't make this an unrealistic mandate.	Nov 21, 2011 11:20 AM
1285	My primary concern about the waiver is the federal mandate that states we must have a teacher/administrator evaluation system which is tied to student achievement. Although this may be a desirable outcome, we cannot make this happen over night. Most districts do not currently possess this type of an evaluation system, and it will take time and support to make this happen. You cannot mandate this and expect it to happen. Let's be realistic about what we promise the feds in this area.	Nov 21, 2011 11:10 AM
1286	Through all this process, please remember to look at the whole student. If we just monitor results of the assessment tests, we may miss other important factors like creativity, health, social needs, etc.	Nov 21, 2011 10:50 AM
1287	The State of Oregon's Dept of Education need to do random compliance and assistance visits around the state regarding the Title VI of the Civil Rights Act of 1964 (as amended, including subsequent related court mandates and case law). The Oregon DOE needs to implement and fully-fund the State Indian Education Plan, as approved by Superintendent Castillo (several years ago).	Nov 21, 2011 10:18 AM
1288	In the coming years with the economic forecast we must be able to focus on the	Nov 21, 2011 10:00 AM

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most important work of educating students. You have to help us with the political realities in our communities by mandating we eliminate the things that are not essential to reading, writing and math. Help us out by insisting we eliminate certain things.

1289	Consider the individual growth model.	Nov 21, 2011 9:18 AM
1290	I am very interested in assisting with the state's movement to an approach to early-childhood and early-elementary education that is considerably different than the inequitable system currently in place in Oregon.	Nov 21, 2011 8:50 AM
1291	Demand an unconditional waiver from the crazy, unfunded mandates of NCLB!!!	Nov 21, 2011 8:29 AM
1292	Count GED and 5th. year student who grad with regular/state diploma students for graduation rates. Some ELL families do not want their children to learn or speak English and will never 'pass' or count ~ we need to account for them differently. Keep high standards for inner-city schools	Nov 21, 2011 6:13 AM
1293	Teachers must be held accountable for the academic growth of their individual students.	Nov 21, 2011 4:02 AM
1294	Keep a focus on best educational practices and less on compliance. ODE and TSPC need to be combined into one agency.	Nov 20, 2011 8:01 PM
1295	Attendance is mentioned as a possible measure of student (or school) success. We need resources to specifically help schools address chronic absenteeism and someone who is willing to enforce the compulsory school attendance law.	Nov 20, 2011 7:52 PM
1296	- Get the Feds to waive everything. It's not their business, and accepting their funding locks you into accepting their ill-thought-out and/or onerous requirements. - Start from scratch: assume we have no school system in Oregon. Consider your own childhood educational experiences and those of your children and the children of your acquaintance. What kinds of experiences prepared you for Life After School? What experiences should you have had, and which, in hindsight, were useless? This may take some research: it's hard to conceive of anything so radically different from the way we've been running schools for the last several generations. It might help to consider things people currently manage to learn outside of school, such as sports and hobbies (Steve Jobs didn't learn about computers or marketing or aesthetic standards in school; Olympic gymnasts go out of their way to seek particular styles of instruction...). - Some kids are smarter than others. Accept this. Don't penalize the smarter ones in order to make 'the gap' (any gap) look smaller, and don't discount the fact that plumbers and mechanics are essential -- much more so in fact that liberal-arts majors. - Provide as many opportunities as possible for students to have internships and jobs, not just in high school but beginning in grade school if you can. Can you imagine being an apprentice for twelve or sixteen years? Even apprentices are working towards specific goals, not nebulous ones of dubious future worth....	Nov 20, 2011 6:31 PM
1297	Although the budget is insufficient to meet all our needs for pre-school through community college. PLEASE remember how important all the arts (visual, dramatic, written word, music, etc) and leadership skills are for students. Try to	Nov 20, 2011 6:23 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

work those into your model also.

1298	Governer needs to create a Youth Development Council - similar to the Early Learning. Add Expanded Learning programs to your thinking. Children and Youth spend more time out of school than in school. Connect Afterschool to school day. Summer Programming - data and research. Middle school - public funds to support club programs - get kids off the streets and with strong enrichment in afterschooland mentors.	Nov 20, 2011 6:11 PM
1299	Do not seek to use 21st CCLC funds for the school day.	Nov 20, 2011 4:58 PM
1300	Again, I am very impressed with the survey but feel it needs "triangulation." Unless there is urgency, COSA has the ability to get focus groups that reflect our unusual demographics: Urban, Metro, Surburban and Rural. [REDACTED]	Nov 20, 2011 1:32 PM
1301	I think we should stop acting like the problem is teachers, or a lack of accountability. The problem is POVERTY! Interventions are predominately filled with children in poverty. These kids then miss out on electives which are meaningful and relevant for all kids, and are classes that keep kids in school. Well, that is if there are any electives left at their schools. No wonder the graduation rates aren't improving! if I were stuck in these rote learning classes, I would leave as quickly as possible and do something that had more meaning to me too! It is a system that is dragging the very kids to the bottom that it says it is designed to help. I would also like to point out that this very survey is an exemplar of why multiple choice tests are not a very good measure of anything except the ability to take multiple choice tests. The responses I choose to give are not listed in the choices. They do not adequately describe what I want to say. Much in the same way, when we choose some limited, discreet form of knowledge that a child can display WITHOUT SPENDING TOO MUCH MONEY (hence the disappearance of the 4th grade writing assessment at the state level since it has to be individually scored) we do not allow that child to show all that they know. There is no "test" for artistic talent, for excellent people skills, for creativity, for kindness and good citizenship, multilingualism, just to name a few examples. In short, I believe the premise of your entire survey is flawed. Trust teachers and parents to make decisions for our kids and provide our schools with adequate funding.	Nov 20, 2011 12:52 PM
1302	Please look at the way NCLB is set up . There are schools who have provided a full year of academic growth for each of their students and yet fail NCLB due to one or two special ed students or ELL students who failed the tests by one or two points thus hanging those school failure status.	Nov 20, 2011 11:25 AM
1303	Nothing in this survey acknowledges the importance of social supports including health care, adequate nutrition, and stable housing. Research shows that the nations that score highest in academic achievement comparisons have the least wealth disparity. The United States has a growing wealth disparity, and that is reflected in our academic achievement. Students in middle class communities do fine. We shouldn't assume that somehow school reforms are going to take the place of needed social supports.	Nov 20, 2011 11:08 AM
1304	WE need help with our ever decreasing budget and with Unions and the restrictions we face. We can't lengthen the school day, we can't eliminate a bad	Nov 20, 2011 10:53 AM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

teacher, we can't afford more technology. WE had to eliminate our curriculum director when demanding more from our staff. PERS needs to be a realistic program that is self sustainable. We shouldn't be paying for the market losses. The rest of us in the business world take our lumps and bumps while paying for the public sector. Makes no sense.

1305	This entire survey suffers from being framed around pre-determined ideas for "reform." It is way past time that we address the destructive effects of poverty on learning directly. Yet that word never appears here!	Nov 20, 2011 8:29 AM
1306	Have hearings to hear educators opinions at times when educators can come.	Nov 20, 2011 7:55 AM
1307	while focusing on critical and analytical thinking is essential.. so is application of these things to the enrichment of our student's life in terms of creativity and agility to utilize what they have learned to enrich their lives.. we must include the arts- music, dance, painting, theater and the appreciation of their expression to better create the total package for happiness and success.	Nov 19, 2011 9:55 PM
1308	Education is not an assembly line, and our current system of age-based cohorts is deeply flawed. It's not followed post-graduation, and there is not one piece of evidence that supports it as a model for childhood education.	Nov 19, 2011 8:17 PM
1309	The Highly Qualified portion of NCLB needs to be fixed. AYP needs to move to a growth model instead of judging students by an arbitrary benchmark.	Nov 19, 2011 6:06 PM
1310	Too much for this format. I applaud the efforts of Governor Kitzhaber and his team.	Nov 19, 2011 3:54 PM
1311	Students need more contact time with qualified teachers. Budget cuts and union control have deprived students of a good education. Technology has reduced the reading, spelling and writing skills of students.	Nov 19, 2011 3:51 PM
1312	Provide for collaborative processes for districts to review one another provide feedback, identify exemplary models. We need to consider biliteracy and where dual language is the model for supporting ELL students we need to understand if more time is needed to acquire English literacy and to address this issue in the accountability model.	Nov 19, 2011 3:02 PM
1313	Build in flexibility for districts and hold accountable for results. System needs to provide supports for struggling schools, not assume the entire system is bad.	Nov 19, 2011 12:05 PM
1314	I would like to see emphasis placed on individual student growth and cohort growth.	Nov 19, 2011 11:43 AM
1315	Please review the research on teacher evaluations. If we're smart, OR will let other states try out value-added models before we dive in.	Nov 19, 2011 10:49 AM
1316	When you get ready to do the work on this, bring in some folks who are walking the walk - from all areas of the state. Tap your successful retired resource. Go ahead and take care of your political favors, but please get to those who know the realities of our current mess.	Nov 19, 2011 7:52 AM
1317	Oregon needs to be courageous and work on full scale system changes not	Nov 18, 2011 11:04 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

simply tweaking our current system.

1318	Consider dedicating as much if not more funds to students who are performing above average than to students performing below average	Nov 18, 2011 8:40 PM
1319	There are many obstacles in education today: economics, prior education and so on but the worst factors are bad policy, political agendas in local boards and union interference instead of leadership in making positive changes	Nov 18, 2011 7:33 PM
1320	increase funding for higher education and stop the rise in tuition.	Nov 18, 2011 6:57 PM
1321	How does teacher and principal quality and effectiveness fit into the waiver. This is key to the whole system improving.	Nov 18, 2011 6:12 PM
1322	Please, please, please consider that not all children learn at the same rate. It is so disrespectful of human development and the learning process to suggest that all kids need to make a year's growth in a year's time. This is a fallacy of the "research-based" agenda that we are so fond of in America. Children aren't pieces of metal to be manipulated. Many of them have major issues at home, but they can still learn, although at different rates and in different areas. I'm great at school, but I'd be a terrible mechanic, plumber, mortician, nurse, policeman, or bank manager. Unfortunately, much of the nonsense that we are forced to deliver as "education" has a negative impact on children, regardless of their skin color or economic status. When are we going to quit focusing on a child's color and start educating them in a way that respects their manner of learning, regardless of their color or bank account? I get so tired of hearing about "closing the achievement gap", as if children of color are stupid and need more help than "white" kids who struggle to to achieve! Slowing down the top kids, which is what we are doing by monitoring every stinking action we take (because we assume our job is done with the kids who passed the test), is disrespectful to them and our entire society! There are plenty of "white" kids who struggle. I hate the term "white" because it denies that a person with white skin can have a different culture, ethnicity, or family culture than another "white" person. Or that all white people have it easy because of their skin color. I am so tired of this whole politically correct malarkey going on. Kids are kids. All kids can learn. We just need to respect the fact that testing the crap out of kids for the benefit of politicians isn't accomplishing what we really need: an educated and motivated citizenry who knows how to work! The only way to motivate kids is to make learning meaningful and fun, and you can't do that by testing and measuring every action by a teacher or every learning objective by a student! There, it needed to be said. I just hope that someone in Salem actually listens for once to those of us who are on the front lines and actually read research and know what we're talking about.	Nov 18, 2011 5:08 PM
1323	create a way for marginal and average teachers to exit the profession without undue burden on schools to keep them; marginal and average teaching is what is most often holding every child back from reaching full potential; systems protect marginal teachers, let find a way to get them out, buy them out or exit with some dignity and efficiency.	Nov 18, 2011 4:59 PM
1324	Keep focusing on English language learners and students of color without forgetting our TAG, Talented And Gifted students.	Nov 18, 2011 4:46 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

1325	In order to make these changes a reality we need to change the leadership priorities and actions of ODE. We know that highly effective schools only sustain their results when the district office provides a quality service to those schools. Likewise, highly effective districts will only sustain their results when ODE is providing a quality service to districts. While I am not a fan of the current ESD structure, I do believe that some regional service model MUST become the central office for the very small districts (less than 1000).	Nov 18, 2011 4:16 PM
1326	Schools and teachers certainly understand and feel the high sense of urgency to improve, I am not sure that the students and parents have the same understanding. I feel there are ways to link a students proficiency with their privilege level, as an example a true link between performance and a driver's license.	Nov 18, 2011 4:15 PM
1327	Individual student growth is the single most important measurement of achievement. A teacher who takes a student reading below grade level and brings them to reading at grade level has achieved a great amount of success, regardless of whether the student can pass a test or not.	Nov 18, 2011 3:56 PM
1328	I believe that ESDs are uniquely poised to provide support for many of the priorities in a K-12 accountability system. They can do the work efficiently, effectively, and in response to a wide range of district needs, including small districts who may have difficulty accomplishing these tasks without help.	Nov 18, 2011 3:54 PM
1329	Maintain best practices at the school level. Train principals so that know how to recognize and drive best practices.	Nov 18, 2011 3:52 PM
1330	An important emphasis to me is focusing on individual student growth. I also would like to see ways of more effectively measuring teacher effectiveness.	Nov 18, 2011 3:42 PM
1331	Get out to districts and make some visits before you make some decisions. It is one thing to have people survey and collect their answers, it is a whole new perspective to shadow some administrators at the building and district level for a day to see what their days have become since the cut in FTE and money and the state and the feds adding more duties and compliance issues. If you want to get a feel for what the state is really experiencing, visit all sizes of districts from all over the state and listen and learn before making changes that will just be changes on paper.	Nov 18, 2011 3:36 PM
1332	The emphasis needs to be on helping individual students make good progress each year, by providing highly-qualified, caring teachers in facilities that provide good learning environments. We need to develop alternatives for those students who are interested in a trade or apprenticeship program after high school; too much emphasis is placed on the college-bound student, which increases the dropout rates of those who have no desire or financial ability to attend college immediately after high school.	Nov 18, 2011 3:34 PM
1333	Giving options from which to measure the success of a high school other than graduation rates: i.e. how many college credits/degrees do students acquire upon graduation from the high school...	Nov 18, 2011 3:31 PM
1334	I hope that we can think outside the box and have the teacher's union get on	Nov 18, 2011 3:26 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

board and work with us not against us. What is wrong with being accountable? Increase the use of Charter Schools and have schools compete for dollars by creating programs that are successful and others want to attend to take advantage of the education. Schools should ask what are we known for and then set steps to truly be what you want to be. Wouldn't it be great if the teachers union and administrators could sit down together to improve education and work with teachers to improve their skills.

1335	It is critical to focus on early grade intervention. It is a faulty assumption that we should prepare all students to go to college! We need to bring back some of the hands on curriculum that actually helps prepare all students for a job!	Nov 18, 2011 3:25 PM
1336	The way Oregon funds k-12 facility development compared to the support for the OUS system is laughable. The state needs to provide funding for maintaining k-12 infrastructure before our buildings implode. When I see the constant influx of money for renovations on University campuses compared to the delapidated condition of k-12 buildings I feel depressed. Our state can and should do better for public school buildings and the children and teachers that inhabit them. We take much better care of our prisons and highways than we do of our k-12 school system.	Nov 18, 2011 3:24 PM
1337	We must find ways to offset the effects of increased class sizes. We must keep standards and goals in a dynamic position as the world's survival needs change much more quickly than in the past.	Nov 18, 2011 3:07 PM
1338	We have learned so much about how to improve schools from the inside out, and we need the actual time in a school year (days, hours) to ensure teachers are: 1. explicitly teaching the standards, 2. creating formative classroom assessments to pre and post assess the content and skills of the standards at their grade level and using that classroom data to make instructional decisions. 3. setting instructional goals matched with the most effective instructional strategies to achieve targeted learning, 4. grade or content level collaboration on selecting instructional strategies and adjusting or adding interventions to reach more students. It's a process that needs to be intentional, commitment from admin. AND staff. We also have to really believe that ALL students can learn and it's the adult actions that will make that happen.	Nov 18, 2011 3:07 PM
1339	Changing the policy on grade promotion, from "Social Promotion" to a proficiency based format.	Nov 18, 2011 3:03 PM
1340	Good luck. If you can withdraw, you should consider it! I know the "data people" are really excited about this "new" opportunity. The NEXT Gen - ALDER project and the like have been in the works for a few years - linking all current data systems....To present this as a new opportunity is disingenuous. Researchers will love the output data, schools will once again have a set output data , bright ,shiny and in a new ribbon, that tells them MORE about the outputs, and NOTHING about the inputs. I encourage you to rethink the NEXT Gen, and ask an equal amount of classroom teachers as data people to participate in the work.	Nov 18, 2011 3:00 PM
1341	Eliminate the new transfer law. Hold us accountable but give us the instructional days and teacher training needed and required to develop strong diverse core programs where we meet the instructional needs of each student. We need to	Nov 18, 2011 3:00 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

have a full academic calendar with enough staff so our schools are safe learning environments.

1342	Teacher quality is the most Significant factor in student achievement. Until administrators have the authority to remove poor teachers, you will never see sustained progress.	Nov 18, 2011 3:00 PM
1343	There is way too much time spent on requiring schools to test, test, test. We are not even sure we are testing for the right things if we are correlating those results to being "successful" in career and life. School needs to focus on a clear, simple viable and guaranteed curriculum that all parties (students, parents, staff and the state) can see with transparency. From that curriculum we can then spend time teaching students how to read (K-2) and then start being very rigorous from 3rd grade on with a lazor-like focus on reading (literacy), writing, and speaking. When a student walks into a math, science, or another class, the class needs to be literacy rich! See Mike Schmoker's new book, Focus. If we work in this way, our ability to improve the success for all our students will be profound.	Nov 18, 2011 2:56 PM
1344	Oregon has Rural School Funds from SB 453 that are not reaching the rural school. The districts are under NO obligation to ensure these dollars go to those schools. Instead, they go into the general fund and are not reaching the rural school, especially if they are a Charter School with in the district!!!!!!	Nov 18, 2011 2:48 PM
1345	Spend less on regulation and supervision and more on education of the students. The Fed system is a waist of money and the state system isn't far behind it.	Nov 18, 2011 2:38 PM
1346	Most all of this is just messing with the margins. I see NO progressive, future's driven action. Just manipulating the "was is".... Put together a cadre of those who understand the TRUE significance of transformational change and put Oregon's teachers and students on an equitable place with Finland.	Nov 18, 2011 2:34 PM
1347	We have decent roads because we have a relatively stable system for funding, through the gas and use taxes, we can count on decent roads each year and don't have to have bake sales or emotional breakdowns to get people to pass bond measures to MAINTAIN our educational system. Have the brilliant legislature determine such a stable, less politically volatile system that insures we don't have to keep figuring out which subgroup is going to get slighted in the educational process.	Nov 18, 2011 2:33 PM
1348	1. Credit by proficiency should be an important emphasis at the high school level. 2. Reorganizing ODE so that the focus is on supporting school improvement is extremely important. 3. Reform ESD's so that their governance structures so that ESD's are more accountable to the districts they serve and/or ODE.	Nov 18, 2011 2:21 PM
1349	The state needs to move to a new method of school accountability in terms of attendance. We continue to have to have attendance audits and report attendance rates yet there is no evidence anywhere that shows attendance makes a difference in the funding. A student can attend once every 10 days, not do any work, and a school is still funded for them. How about funding based on student progress? I get this would be difficult but currently we use resources to	Nov 18, 2011 2:18 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

	monitor and track attendance so that we can have accurate records but it really is a frivolous.	
1350	Let's eliminate subtractive schooling and encourage more bilingual education. Let's get students of color to graduate! Middle school is a critical time period! How about thinking outside of the box more!	Nov 18, 2011 2:16 PM
1351	Schools are working very hard to meet all the requirements. To expect an ELL student to be proficient in Reading and Math after learning a language one year is harmful to that child's self esteem and feeling of success. To expect a Learning Disabled child to be proficient in an area of deficit- is again harmful to their self esteem and success. Judging these students for their growth and ability to stay in school is what is going to make a difference in their lives.	Nov 18, 2011 2:14 PM
1352	Develop a system that accurately tracks individual student progress and then stick with it	Nov 18, 2011 2:10 PM
1353	I like the audit that was included in the Literacy Framework and some of the work coming out of Uof O and the CTL center. Giving districts tools to survey/audit and then a menu of suggestions for action plans to adress areas of weakness. Enough with the punishment plans...	Nov 18, 2011 2:07 PM
1354	There are many islands of excellence in this state that should be examined more closely for their recipes to success for all kids.	Nov 18, 2011 2:07 PM
1355	Avoid linking st growth as measured by state tests to individual teacher evaluations. Tie student growth measures to the school level.	Nov 18, 2011 2:04 PM
1356	I hope this is not an exercise is re-arranging the deck chairs on the Titanic. Our schools are so underfunded, any talk of improved results is really ludicrous.	Nov 18, 2011 12:03 PM
1357	Keep it local and specific, General programs are a waste. Our school 16j is producing exceptionally well rounded students. Funding declines threaten school existence.	Nov 18, 2011 11:12 AM
1358	Very, very disappointed to see that Oregon was not on the list of states meeting the initial deadline for waiver applications. Already we are behind in that process. Unless the legislature stops the flow of funds away from education toward social services, corrections and healthcare, all of this is just rearranging deck chairs on the Titanic. Also, we still have a huge equity gap in this state between the "have" districts and the "have nots", especially in the area of facilities. Our district's most desperate need is for facility upgrades, and our hopes of getting that from our local community are slight.	Nov 18, 2011 8:19 AM
1359	I am concerned about the shift away from elected school leadership to governor appointed "special committees"	Nov 18, 2011 7:46 AM
1360	Continue to work at funding rural remote small schools so that students have similar opportunities as those in metropolitan schools.	Nov 18, 2011 6:34 AM
1361	Thank you for putting together this survey. I am a new school board member and so I realize that there is a lot more I need to learn before I start making	Nov 17, 2011 11:06 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

suggestions. However... since you've asked... after attending the OSBA conference over the weekend, it seems like there are a good many ways to improve education. What we need to do most is just stick to one plan, all together, buy in to one plan and allow it some time to work. Patience and perseverance will pay off. Part of me just wants to say... "to heck with the carrot that NCLB threatens to take away from us"... let our experts, our superintendents, our administrators, our outstanding teachers, let them do what they do best in their own way. Give them the credit and the trust they deserve, provide them with a curriculum director to keep everyone going in the same direction, and then get out of their way.

1362	I attended the OSBA state conference this past weekend. There are so many frustrated school board members that I spoke with, that have come to the conclusion that OSBA no longer represents the local districts, but has become a conduit for top-down legislation (even legislation that does not yet exist).	Nov 17, 2011 10:51 PM
1363	We need to start focusing on measuring for prescriptive, not punitive purposes and to find a way of measuring progress that honors the individuality of children and allows us to educate the WHOLE child to achieve his or her potential, not some arbitrary cut score in subjects that are selected because they are easy to measure, not because they predict a child's future success or contribution to their community.	Nov 17, 2011 9:06 PM
1364	Please work to provide tools that help school districts with the expense side of our ledger.	Nov 17, 2011 8:45 PM
1365	We all want kids to succeed. For some kids school is their only ticket to a better life. We must do more.	Nov 17, 2011 8:11 PM
1366	We all want kids to succeed. For some kids school is their only ticket to a better life. We must do more.	Nov 17, 2011 8:11 PM
1367	Some of the NCLB forced schools to teach to the test - I do not believe that is so horrible. Now when children move from one grade school to another, there is no longer the wide differences as to what is being taught. This does not mean that every teacher teaches in the same way. A GREAT teacher can infuse creativity into every lesson and still "teach to the test".	Nov 17, 2011 7:52 PM
1368	Work more on federal loans for students as they attend college..Develop support criteria for non traditional K-12 students and their families through Health and Human Services and through the JOBS program at the Community Colleges. I QUESTION IF OREGON IS PREPARED TO SUPPORT PUBLIC EDUCATION WITH THEIR DOLLARS. IT SOUNDS GOOD POLITICALLY TO SAY WE ARE BUT THE LIMITED BUDGET FOR EDUCATION AND LARGE CLASS ROOMS AND NON SUPPORT FOR TEACHER PROFESSIONAL DEVELOPMENT MAKES IT A QUESTION;	Nov 17, 2011 6:27 PM
1369	It is obvious that the education system needs a change. For quality learning to take place kids need to spent more time with quality teachers that care about their students. The current model allows for 9 months of education at a time. We pay good salaries to teachers for 9 months out of the year. Thus with 3 months off the students move out of the learning environment. For our nation to be at the	Nov 17, 2011 4:45 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

fore front in education again we must keep students in front of good teachers for a longer periods of time. This is what other countries are doing. This will take a cultural change but it must happen if we want to compete on the world market. Standardized testing is a gage to rate our students with other nations but we cannot teach to a test. The learning environment must allow for creativity and allow students to learn and accel in their own induvidual abilities. I believe that the learning environment must be the job of the teacher and the administrative staff that oversees the model. They must be held accountable for the environments they create and the progress of their students. What is the best way to measure this? I wish I knew. The Govenor wants to make changes for the betterment of our students and ultimately the State of Oregon. That is noble and that is his job! How is he going to pay for this? The biggest problem with this State is the lack of utilization of our natural resources to generate good jobs. I live in an extemely rural area and the lack of funding into the state coffers is direct result of the dieing timber industry. Now I understand that the funding for this education overhaul will come from the saving in healthcare reform. That again puts our smaller communities in a bind. If we cut the throat of healthcare and the jobs they provide for our smaller counties where will those child bearing families go who work for health care when the hospitals close their doors? It's a very real possibilty because the profit margins for the real critical access hospitals is frightening. The bigger critical access hospitals, the ones that should not be critical access, that serve larger counties and greater population bases have greater profit margins because they can offer more specialized services. They will not close their doors. In some of our rural communities the hospital districts are the largest employers in the county. When in the past it was the timber industry and the federal forest service who overseen the national forests. There were families in those communities when the economy was good and the natural resources provided the jobs. Oregonians must grow the economy so we can pay for good schools and quality teachers who are willing and excited to work with our kids. Please do not try and shoe horn us into a model that will ultimately move rural Oregon into nothing more than a ghost town. Lets be wise and do what best for all Oregonians!

1370	allow districts more flexibility to make their own programs and plans instead of mandating a plan with no funds to impliment	Nov 17, 2011 4:14 PM
1371	Unless we address everything that can impact student learning we are missing the boat. One key element is the failing infrastructure, our school buildings, in many of our Oregon schools. At the same time we are addressing academic achievement we must consider the aging buildings in many of our districts. If we cannot support the technologies needed as tools to meet advanced student learning then we may fail in this needed initiative.	Nov 17, 2011 3:39 PM
1372	I am concerned about any national requirement beyond the common core standards. I think monies can be spent more wisely--for example, using our best teachers to mentor younger teachers. It is so inefficient when 50% of our new teachers quit within the first few years. We need to elevate the status of teaching so our best and brightest enter the field. We need to engage with higher ed so our teachers are better prepared to enter the classroom and be successful.	Nov 17, 2011 2:32 PM
1373	Schools in total are top heavy, by this I think that when you look in a 50 mile	Nov 17, 2011 2:22 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

section you may see that there are 8-10 or more schools with a superindentant, assistant, finance manager and other top level support staff. It seems that for running disticts these could be consolidated and still leave individual school identity. In Eastern, Southern, Central and through out the valley i would guess this could be a huge savings and more money for kids. I also think non class activities, such as sports should only be on the weekends and not taking time out of the classroom. Someday maybe if we were at 100% in achieving our goals, then students and teachers could miss time. Professional development for the teaching and administrative teams should follow the same rules, only during summer and weekends. As they all state they are professionals, then professional growth should not always be under the time of the employer.

1374	Be real. Oregon (and the nation) needs to raise taxes, unpalatable as that may be. Services are needed even by those who despise "government" and "government schools." Services have to be funded. There must be an end to paring of services because there is no end to the need.	Nov 17, 2011 2:03 PM
1375	Let's scrap the proliferation of "programs" tailored to "schools" and "grade levels," and get back to teaching a program for each student based upon his/her identified strengths and weaknesses. We've been doing this successfully for years in special education. At first there was a lot of angst among special education teachers on how to do Individual Education Programs (IEPs), but then we got the hang of it and success followed at all grade levels, and in all schools. The rest of our students (regular and gifted) deserve no less. If you are skeptical that this would work, fund a modest research project -- there's no reason why IEPs wouldn't work spectacularly well with kids who are already smart enough to achieve success. Let's give them a chance.	Nov 17, 2011 1:56 PM
1376	Find a way to make a majority of parents involved in their child's education at school as well as in the home. Possibly through required parenting classes.	Nov 17, 2011 1:52 PM
1377	The Governor's vision is intriguing, but will only succeed if appropriate resources are put into place to ensure its success. A good plan without needed supports is doomed for failure.	Nov 17, 2011 1:12 PM
1378	Tell the Governor that we need to suspend the prevailing wage laws in the state of Oregon and use the additional dollars spent on exorbitant wages to help create new projects. I work for a concrete company and pay my employees better than average wages but on BLOI or Davis-Bacon projects I have to pay them in some cases more than three times their normal wages and it costing the taxpayers to much. I say we use the other two thirds of the wage to fund other projects and create new taxpaying jobs. I'm not saying to force the citizens working on these projects to only receive minimum wage, I'm just saying that we should not be paying them \$46.00 per hour to do a job that would pay them \$19.00 per hour in the private sector. This is why our country is going broke, we need to create more work there by more jobs with our tax dollars instead of creating a few jobs and overpaying for them. [REDACTED] more info.	Nov 17, 2011 1:12 PM
1379	Tell the Governor that we need to suspend the prevailing wage laws in the state of Oregon and use the additional dollars spent on exorbitant wages to help create new projects. I work for a concrete company and pay my employees	Nov 17, 2011 12:52 PM

**Q9.

YOUR THOUGHTS. Is there anything else you would like us to consider as we work through the policy changes and federal waiver application?**

	<p>better than average wages but on BLOI or Davis-Bacon projects I have to pay them in some cases more than three times their normal wages and it costing the taxpayers to much. I say we use the other two thirds of the wage to fund other projects and create new taxpaying jobs. I'm not saying to force the citizens working on these projects to only receive minimum wage, I'm just saying that we should not be paying them \$46.00 per hour to do a job that would pay them \$19.00 per hour in the private sector. This is why our country is going broke, we need to create more work there by more jobs with our tax dollars instead of creating a few jobs and overpaying for them. [REDACTED] for more info.</p>	
1380	More conversations with local districts. Come an visit us!	Nov 17, 2011 12:24 PM
1381	Let each district ome up with a plan and make them have yearly improvement in their district.	Nov 17, 2011 12:20 PM
1382	Weed out ineffective teachers in the process of staff development. This is essential to higher achievement levels. Best teachers=best learners.	Nov 17, 2011 12:07 PM
1383	PLEASE consider whether the standards are reasonable based on child development. For example, while every student should have the opportunity to learn to read in kindergarten, many children are not cognitively ready to learn to read at that age. Creating early interventions for those who show/have risk factors for not learning to read by 2nd grade would be a much healthier practice than putting schools in the situation of "forcing" reading before children are ready and having them grow up to be reluctant readers.	Nov 17, 2011 12:02 PM
1384	State budget and Funding. Education(at all levels) should be the greatest state fund allocation to assure we create jobs and income in the future. If we have an educated population, we will attract the jobs and innovation to the state. Fix PERS and state employee entitlements/and collective bargaining to match private sector.	Nov 17, 2011 11:59 AM
1385	Thank you	Nov 17, 2011 11:47 AM
1386	Administrators in our district expressed the idea that NCLB had been a benefit at first, but as the requirements advanced more aggressively, it became diminishing returns.	Nov 17, 2011 11:45 AM
1387	I think the state could help with implenting courses that soon-to-be teachers take, focusing on art/creativity integration in all subjects.	Nov 17, 2011 11:43 AM
1388	Public Education needs a system of accountability that has credibility. The emphasis on charter schools by the current administration means there will be much more competition, and public schools need every tool possible to convince parents to keep their children in them.	Nov 17, 2011 11:41 AM
1389	A different way to fund our PUBLIC schools ... the ups and downs of trying to maintain staff and achievement have to stop.	Nov 17, 2011 11:33 AM

**Q10.

THANK YOU for participating. Your answers are confidential, but it would help us to have some basic information about who is participating in this survey.

 Please check all of the descriptors that apply to you.**

1	Educational Policy Researcher	Dec 13, 2011 3:14 PM
2	Home educator; former university professor	Dec 13, 2011 11:56 AM
3	retired educator and parent of college graduates	Dec 10, 2011 11:49 AM
4	Metro Area Oregon Public School and State University Graduate	Dec 10, 2011 6:43 AM
5	TAXPAYER!	Dec 9, 2011 3:35 PM
6	Education product and service non profit	Dec 8, 2011 10:46 AM
7	I teach in the district & also have 2 HS students	Dec 8, 2011 7:35 AM
8	coach	Dec 8, 2011 6:23 AM
9	[REDACTED]	Dec 7, 2011 10:56 PM
10	[REDACTED]	Dec 7, 2011 9:10 PM
11	SICC member	Dec 7, 2011 4:21 PM
12	[REDACTED]	Dec 7, 2011 1:41 PM
13	PTA	Dec 7, 2011 1:18 PM
14	[REDACTED]	Dec 6, 2011 5:22 PM
15	teacher looking for work	Dec 6, 2011 5:18 PM
16	Resident in Oregon - value a strong community	Dec 6, 2011 1:58 PM
17	[REDACTED]	Dec 6, 2011 12:00 PM
18	[REDACTED]	Dec 6, 2011 11:41 AM
19	Citizen & [REDACTED]	Dec 6, 2011 11:00 AM
20	[REDACTED]	Dec 6, 2011 10:53 AM
21	Site council member	Dec 6, 2011 10:28 AM
22	Unemployed teacher	Dec 5, 2011 1:54 PM
23	Substitute Teacher	Dec 5, 2011 11:57 AM
24	Classified District Employee	Dec 5, 2011 11:08 AM
25	OATAG Board Member	Dec 5, 2011 10:02 AM
26	coach	Dec 5, 2011 8:39 AM

**Q10.

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 Please check all of the descriptors that apply to you.**

27	administrator of Head Start program	Dec 5, 2011 8:31 AM
28	Executive Director of a Psychiatric Day Treatment program for young children	Dec 5, 2011 7:21 AM
29	[REDACTED]	Dec 4, 2011 10:09 PM
30	[REDACTED]	Dec 4, 2011 9:13 PM
31	[REDACTED] Concerned citizen.	Dec 4, 2011 8:18 PM
32	[REDACTED]	Dec 4, 2011 8:06 PM
33	Former Oregon university student and former teacher	Dec 4, 2011 2:33 PM
34	Forty years + working to help schools all across the US	Dec 4, 2011 2:04 PM
35	teacher with a passion for learning and equity. 5 endorsements	Dec 4, 2011 1:03 PM
36	Grad instructor, PSU, retired Elem. Principal	Dec 4, 2011 9:36 AM
37	[REDACTED]	Dec 3, 2011 8:12 PM
38	Legislative Staff	Dec 3, 2011 7:19 PM
39	tax payer, you know, the people who pay your salaries.	Dec 3, 2011 6:33 PM
40	food services	Dec 3, 2011 6:22 PM
41	retired scientist	Dec 2, 2011 10:07 PM
42	foodservice	Dec 2, 2011 10:01 PM
43	[REDACTED]	Dec 2, 2011 5:25 PM
44	Speech Language Pathologist	Dec 2, 2011 4:20 PM
45	PTA member	Dec 2, 2011 4:07 PM
46	university employee	Dec 2, 2011 3:37 PM
47	Community provider and partner	Dec 2, 2011 12:12 PM
48	National teacher trainer, PhD student, Vocal advocate,	Dec 2, 2011 11:15 AM
49	[REDACTED]	Dec 2, 2011 11:14 AM
50	[REDACTED]	Dec 2, 2011 11:11 AM
51	School District Classified Staff Memeber	Dec 2, 2011 10:31 AM
52	legislator	Dec 2, 2011 10:31 AM

**Q10.

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 Please check all of the descriptors that apply to you.**

53	Speech-Language Pathologist	Dec 2, 2011 10:12 AM
54	[REDACTED]	Dec 2, 2011 9:43 AM
55	[REDACTED]	Dec 2, 2011 8:34 AM
56	Retired public school administrator	Dec 2, 2011 8:25 AM
57	Support Staff	Dec 2, 2011 7:43 AM
58	work in PPS high school MESD employee	Dec 2, 2011 7:35 AM
59	parent of a future student	Dec 2, 2011 6:52 AM
60	Retired elementary teacher (31 years)	Dec 1, 2011 10:42 PM
61	Retired career teacher	Dec 1, 2011 9:48 PM
62	Parent educator	Dec 1, 2011 9:32 PM
63	Engineer / entrepreneur	Dec 1, 2011 9:11 PM
64	Volunteer board member of an arts-oriented community organization.	Dec 1, 2011 8:44 PM
65	Board member of a Montessori Children's House and team member of a potential Montessori Positive Discipline Elementary Charter School	Dec 1, 2011 8:40 PM
66	Education researcher	Dec 1, 2011 8:01 PM
67	senior examiner, International Baccalaureate Organization	Dec 1, 2011 6:41 PM
68	Youth Advisory Team member	Dec 1, 2011 5:06 PM
69	Dual credit instructor	Dec 1, 2011 4:52 PM
70	Portland Public Schools Middle School Teacher	Dec 1, 2011 4:28 PM
71	Taxpayer and voter	Dec 1, 2011 4:19 PM
72	school psychologist	Dec 1, 2011 4:07 PM
73	school OT	Dec 1, 2011 4:03 PM
74	Teachers Union member	Dec 1, 2011 3:59 PM
75	Administrative intern	Dec 1, 2011 3:54 PM
76	former teacher	Dec 1, 2011 3:53 PM
77	Founder and executive officer for Good Shepherd Childrens Outreach. We work with disaffected children and their families regardless of race, creed or color.	Dec 1, 2011 1:30 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

78	Retired educator of PPS elementary and high school students.	Dec 1, 2011 1:12 PM
79	I have a child that attends a charter school. A child that attends a public middle school.	Dec 1, 2011 12:57 PM
80	substitute preschool teacher (headstart)	Dec 1, 2011 12:39 PM
81	2nd grade teacher	Dec 1, 2011 11:50 AM
82	Behavior Specialist	Dec 1, 2011 11:49 AM
83	Former Human Resources Generalist for a large public school district.	Dec 1, 2011 11:40 AM
84	school psychologist	Dec 1, 2011 10:41 AM
85	Childless Oregon resident	Dec 1, 2011 10:40 AM
86	citizen	Dec 1, 2011 10:38 AM
87	educational consultant for 20+ years	Dec 1, 2011 10:37 AM
88	non-profit youth arts org	Dec 1, 2011 10:26 AM
89	Board President of a private, parochial school in Oregon	Dec 1, 2011 10:16 AM
90	Former teacher, PTA president	Dec 1, 2011 10:15 AM
91	Trie employee at Education /Language Program	Dec 1, 2011 10:07 AM
92	suport staff	Dec 1, 2011 9:58 AM
93	State agency	Dec 1, 2011 9:56 AM
94	Former member of the media.	Dec 1, 2011 9:55 AM
95	OSEA Member	Dec 1, 2011 9:37 AM
96	Retired Educator	Dec 1, 2011 9:28 AM
97	Teacher of AVID (college preparatory class)	Dec 1, 2011 9:19 AM
98	Retired Teacher	Dec 1, 2011 8:52 AM
99	Employee of a public school	Dec 1, 2011 8:07 AM
100	 this is my passion!!	Nov 30, 2011 11:57 PM
101	Oregon Art Education Association	Nov 30, 2011 11:03 PM
102	Science Outreach Presenter, Coordinator, Consultant	Nov 30, 2011 10:55 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

103	Oregon Art Education Association	Nov 30, 2011 10:50 PM
104	Retired teacher	Nov 30, 2011 10:41 PM
105	PTA Board Member	Nov 30, 2011 10:22 PM
106	Elementary Instuctional Assistant	Nov 30, 2011 10:07 PM
107	homeschool teacher / [REDACTED]	Nov 30, 2011 9:50 PM
108	site council	Nov 30, 2011 9:35 PM
109	Coach	Nov 30, 2011 8:49 PM
110	[REDACTED]	Nov 30, 2011 6:37 PM
111	mental health therapist working within middle schools	Nov 30, 2011 6:12 PM
112	retired teacher	Nov 30, 2011 6:07 PM
113	Administrator	Nov 30, 2011 5:32 PM
114	After-school and recreation	Nov 30, 2011 5:24 PM
115	Retired elementary educator, parent , grandparent	Nov 30, 2011 4:32 PM
116	Related service provider, special education	Nov 30, 2011 4:24 PM
117	[REDACTED]	Nov 30, 2011 4:13 PM
118	preschool teacher	Nov 30, 2011 3:52 PM
119	Instructional Assistant	Nov 30, 2011 3:41 PM
120	Retired educator; retired state consultant in arts education (another state), former student in Oregon, now retiree returned to Oregon and consulting nationally around programmatic educational change and programmatic arts education instruction - would do anything I could do to help here in Oregon now that I have returned	Nov 30, 2011 2:51 PM
121	Charter school board member	Nov 30, 2011 2:29 PM
122	District Employee - Non Teacher	Nov 30, 2011 1:15 PM
123	Member of professional organization involved with improving educational practices and networking	Nov 30, 2011 1:09 PM
124	former public high school teacher	Nov 30, 2011 12:52 PM
125	Former special education teacher of a middle school	Nov 30, 2011 12:34 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

126	Board member of alternative high school	Nov 30, 2011 12:29 PM
127	Concerned Citizen	Nov 30, 2011 12:26 PM
128	Former teacher	Nov 30, 2011 12:25 PM
129	Concerned citizen and parent in the forgotten city of Klamath Falls!	Nov 30, 2011 12:01 PM
130	Community member and Grandparent	Nov 30, 2011 11:36 AM
131	Classified employee	Nov 30, 2011 11:22 AM
132	Grandparent very much involved with grandkids education	Nov 30, 2011 11:18 AM
133	[REDACTED]	Nov 30, 2011 10:31 AM
134	PTA member	Nov 30, 2011 10:10 AM
135	[REDACTED] and school site employee for 26 years in 3 states	Nov 30, 2011 10:03 AM
136	[REDACTED]	Nov 30, 2011 9:45 AM
137	Mayor	Nov 30, 2011 9:39 AM
138	[REDACTED]	Nov 30, 2011 9:35 AM
139	[REDACTED]	Nov 30, 2011 9:24 AM
140	school nurse	Nov 30, 2011 9:12 AM
141	[REDACTED]	Nov 30, 2011 8:15 AM
142	Public Arts Advocate	Nov 30, 2011 8:11 AM
143	Nationally Certified School Psychologist	Nov 30, 2011 7:48 AM
144	former employee in the financial field	Nov 30, 2011 7:40 AM
145	substitute	Nov 30, 2011 7:08 AM
146	Security Officer	Nov 30, 2011 6:19 AM
147	High school redesign team	Nov 29, 2011 10:39 PM
148	Former Oregon student, kindergarten through 4 year college	Nov 29, 2011 10:35 PM
149	parapro	Nov 29, 2011 10:33 PM
150	Retired	Nov 29, 2011 10:31 PM
151	Project Director for a charter school initiative	Nov 29, 2011 10:24 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

152	Retired Educator, [REDACTED]	Nov 29, 2011 10:08 PM
153	Early Head Start Health Coordinator	Nov 29, 2011 10:08 PM
154	Instructional Assistant in Special Ed	Nov 29, 2011 9:42 PM
155	Preschool teacher in a private for profit child care center	Nov 29, 2011 9:29 PM
156	Related service provider in school district, with 0-21 age range	Nov 29, 2011 9:23 PM
157	retired educator	Nov 29, 2011 9:08 PM
158	mentor for eager learners	Nov 29, 2011 9:08 PM
159	Member of a society dedicated to educational excellence	Nov 29, 2011 9:07 PM
160	ESD EI/ECSE employee	Nov 29, 2011 9:01 PM
161	I am also a former high school teacher and the school board upon which I sit is a public charter school; I have two grown sons who both attended public schools.	Nov 29, 2011 8:56 PM
162	Teacher on Special Assignment	Nov 29, 2011 8:45 PM
163	Former research assistant in College of Ed at the U of O, and former Exec. Director of non-profit providing training and advocacy for parents and students with disabilities.	Nov 29, 2011 8:42 PM
164	Substitute Teacher	Nov 29, 2011 8:40 PM
165	Education consultant	Nov 29, 2011 8:36 PM
166	interested citizen and former teacher	Nov 29, 2011 8:25 PM
167	Someone who will control hiring in the industry	Nov 29, 2011 7:50 PM
168	Former Teacher Librarian	Nov 29, 2011 7:43 PM
169	[REDACTED]	Nov 29, 2011 7:36 PM
170	Retired teacher with grandchildren in the schools	Nov 29, 2011 7:33 PM
171	Portland Public School student (k-12), PCC and OSU graduate, former Beaverton School District employee, and current mother of two young children who will attend PPS.	Nov 29, 2011 7:17 PM
172	PTA member	Nov 29, 2011 7:00 PM
173	[REDACTED]	Nov 29, 2011 6:36 PM
174	Speech-language pathologist	Nov 29, 2011 6:36 PM
175	preschool teacher	Nov 29, 2011 6:13 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

176	Charter school founder	Nov 29, 2011 6:07 PM
177	Home school teacher, retired public school teacher.	Nov 29, 2011 6:05 PM
178	Legislative Assistant	Nov 29, 2011 6:01 PM
179	Taxpaying citizen	Nov 29, 2011 6:01 PM
180	Parent of former Oregon student	Nov 29, 2011 5:53 PM
181	Retired elementary principal	Nov 29, 2011 5:53 PM
182	PTA member	Nov 29, 2011 5:39 PM
183	Family Therapist working with families in poverty	Nov 29, 2011 5:36 PM
184	student teacher supervisor	Nov 29, 2011 5:32 PM
185	retired public school teacher	Nov 29, 2011 5:31 PM
186	newly retired Oregon teacher	Nov 29, 2011 5:25 PM
187	retired educator	Nov 29, 2011 5:20 PM
188	Coach - Athletics	Nov 29, 2011 5:01 PM
189	treasurer of a non-profit business that supports youth athletics in the high schools	Nov 29, 2011 4:59 PM
190	Employee of post secondary university	Nov 29, 2011 4:59 PM
191	[REDACTED]	Nov 29, 2011 4:50 PM
192	other	Nov 29, 2011 4:41 PM
193	Community member working in a social service field	Nov 29, 2011 4:41 PM
194	Concerned citizen	Nov 29, 2011 4:33 PM
195	retired teacher	Nov 29, 2011 4:30 PM
196	voter/citizen	Nov 29, 2011 4:26 PM
197	parent of a three-year-old of color, former foster child, and future student in Oregon's public schools	Nov 29, 2011 4:22 PM
198	I'm in business for myself.	Nov 29, 2011 4:07 PM
199	School nurse	Nov 29, 2011 4:01 PM
200	Involved community member	Nov 29, 2011 3:57 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

201	Higher Ed teacher program evaluator	Nov 29, 2011 3:51 PM
202	Employee of a Children and Families Department	Nov 29, 2011 3:40 PM
203	Product of Oregon Public School System	Nov 29, 2011 3:32 PM
204	retired teacher	Nov 29, 2011 3:30 PM
205	nurse practitioner specializing in teenage girls	Nov 29, 2011 3:17 PM
206	ESD board member, community college adjunct pt faculty; retired in 2 communities	Nov 29, 2011 3:17 PM
207	[REDACTED]	Nov 29, 2011 2:58 PM
208	Educational Researcher	Nov 29, 2011 2:57 PM
209	[REDACTED]	Nov 29, 2011 2:37 PM
210	Retired elementary teacher	Nov 29, 2011 2:37 PM
211	researcher who writes about education	Nov 29, 2011 2:34 PM
212	Oregon Commission on Black Affairs	Nov 29, 2011 2:31 PM
213	Graduate student in MS Education program	Nov 29, 2011 2:19 PM
214	autism specialist	Nov 29, 2011 2:01 PM
215	Trustee, Independent School (9-12)	Nov 29, 2011 1:46 PM
216	president of parent/teacher organization	Nov 29, 2011 1:26 PM
217	Police Department Administrator	Nov 29, 2011 1:23 PM
218	[REDACTED]	Nov 29, 2011 1:22 PM
219	former professor	Nov 29, 2011 1:19 PM
220	parent of a student with special services I.E.P.	Nov 29, 2011 12:35 PM
221	Substitute	Nov 29, 2011 12:34 PM
222	school counselor	Nov 29, 2011 12:26 PM
223	Fianancial Contributor (donor)	Nov 29, 2011 12:01 PM
224	Elementary School PTA Board Member	Nov 29, 2011 12:01 PM
225	Early Learning Professional	Nov 29, 2011 11:54 AM

**Q10.

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 Please check all of the descriptors that apply to you.**

226	school counselor	Nov 29, 2011 11:47 AM
227	Former educator in Peace Corps and university employee.	Nov 29, 2011 11:41 AM
228	work in higher ed administration	Nov 29, 2011 11:38 AM
229	OR Elementary teacher degree & licence	Nov 29, 2011 11:17 AM
230	Grandmother of five children, helping the mother with education, and raising of her children.	Nov 29, 2011 11:15 AM
231	[REDACTED]	Nov 29, 2011 11:03 AM
232	[REDACTED]	Nov 29, 2011 10:20 AM
233	[REDACTED]	Nov 29, 2011 10:07 AM
234	volunteer in a low-income children's program	Nov 29, 2011 9:56 AM
235	PTA member	Nov 29, 2011 9:54 AM
236	volunteer youth mentor	Nov 29, 2011 9:39 AM
237	retired teacher	Nov 29, 2011 9:37 AM
238	Product of North Clackamas schools	Nov 29, 2011 9:33 AM
239	Retired this year, first grade teacher, parent of 4, grand parent of 6	Nov 29, 2011 9:28 AM
240	concerned citizen formerly a special ed/ESL aide	Nov 29, 2011 9:27 AM
241	[REDACTED]	Nov 29, 2011 9:22 AM
242	Health Services, nurse	Nov 29, 2011 9:08 AM
243	university faculty and administrator	Nov 29, 2011 8:54 AM
244	United States Citizen one of the 99% that cares about our country	Nov 29, 2011 8:41 AM
245	school nurse	Nov 29, 2011 8:37 AM
246	past administrator and current substitute teacher	Nov 29, 2011 8:29 AM
247	[REDACTED]	Nov 29, 2011 8:20 AM
248	Board member of a elementary school PTA and Foundation. Site council member at a Middle School	Nov 29, 2011 8:15 AM
249	substitute EA	Nov 29, 2011 8:11 AM
250	Community member, tax payer, union member, voter	Nov 29, 2011 8:10 AM

**Q10.

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 Please check all of the descriptors that apply to you.**

251	Non Profit for Families & serve on Multiple Community Boards	Nov 29, 2011 8:06 AM
252	former teacher	Nov 29, 2011 7:58 AM
253	Retired School District Administrator	Nov 29, 2011 7:57 AM
254	former teacher	Nov 29, 2011 7:56 AM
255	[REDACTED]	Nov 29, 2011 7:41 AM
256	PTA member	Nov 29, 2011 7:33 AM
257	PTA Member	Nov 29, 2011 7:31 AM
258	Preschool owner/teacher	Nov 29, 2011 6:12 AM
259	Site council, edublogger, parent of kids that don't quite fit the system, project director & funder of mobile learning implementation in WLWV, leadership geek	Nov 29, 2011 4:46 AM
260	[REDACTED]	Nov 29, 2011 2:07 AM
261	Portland Council PTA/Oregon PTA member	Nov 29, 2011 1:00 AM
262	ON PTA Board last three years	Nov 29, 2011 12:00 AM
263	[REDACTED]	Nov 29, 2011 12:00 AM
264	[REDACTED]	Nov 28, 2011 11:32 PM
265	Graduate student in an university	Nov 28, 2011 10:39 PM
266	Public Employee	Nov 28, 2011 10:32 PM
267	PARAPROFESSIONAL	Nov 28, 2011 9:05 PM
268	Doctoral student	Nov 28, 2011 8:08 PM
269	I was a teacher for 19 years	Nov 28, 2011 6:54 PM
270	juvenile corrections	Nov 28, 2011 4:52 PM
271	coach	Nov 28, 2011 4:30 PM
272	Special Education Teacher	Nov 28, 2011 4:27 PM
273	Teacher Educator	Nov 28, 2011 4:12 PM
274	[REDACTED]; administrator in higher ed	Nov 28, 2011 3:42 PM
275	Community College Foundation Board Member	Nov 28, 2011 3:03 PM
276	concerned citizen of Oregon	Nov 28, 2011 3:00 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

277	Graduate student of education in Oregon	Nov 28, 2011 2:55 PM
278	School support specialist	Nov 28, 2011 2:47 PM
279	Retired Public school teacher	Nov 28, 2011 2:37 PM
280	account rep for software programs	Nov 28, 2011 2:31 PM
281	[REDACTED]	Nov 28, 2011 2:22 PM
282	postsecondary administrator	Nov 28, 2011 2:17 PM
283	former teacher	Nov 28, 2011 2:15 PM
284	[REDACTED]	Nov 28, 2011 2:00 PM
285	SLP in elementary and middle school	Nov 28, 2011 1:53 PM
286	para professional	Nov 28, 2011 1:50 PM
287	Mental Health Provider	Nov 28, 2011 1:12 PM
288	Retired University Professor	Nov 28, 2011 1:05 PM
289	Education Assistant	Nov 28, 2011 1:00 PM
290	School Support Coach	Nov 28, 2011 12:58 PM
291	MAT adjunct faculty	Nov 28, 2011 12:46 PM
292	counselor in public school	Nov 28, 2011 12:23 PM
293	District employee/ Student Support Services	Nov 28, 2011 12:17 PM
294	itinerant school staff	Nov 28, 2011 11:54 AM
295	[REDACTED], former teacher, administrator and board member	Nov 28, 2011 11:53 AM
296	Regional Autism Specialist	Nov 28, 2011 11:47 AM
297	local government	Nov 28, 2011 11:27 AM
298	PTA and Site Council Member of PPS school	Nov 28, 2011 11:16 AM
299	Extension education and certified secondary teacher	Nov 28, 2011 10:47 AM
300	school counselor	Nov 28, 2011 10:28 AM
301	[REDACTED]	Nov 28, 2011 10:26 AM
302	school and public librarian	Nov 28, 2011 10:21 AM

**Q10.

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 Please check all of the descriptors that apply to you.**

303	provide student support for special education/504	Nov 28, 2011 10:19 AM
304	member of a non-profit arts organization which has student programming	Nov 28, 2011 9:52 AM
305	Head Start Health and Nutrition Manager	Nov 28, 2011 9:43 AM
306	Healthy Start staff	Nov 28, 2011 9:41 AM
307	school staff	Nov 28, 2011 9:38 AM
308	Oregon Tax payer	Nov 28, 2011 9:34 AM
309	public political figure	Nov 28, 2011 9:31 AM
310	Research faculty, OUS	Nov 28, 2011 9:29 AM
311	PTA board member	Nov 28, 2011 9:23 AM
312	Continuing ed instructor	Nov 28, 2011 9:18 AM
313	Chair of a State Advocacy Commission	Nov 28, 2011 9:11 AM
314	Union Representative	Nov 28, 2011 9:06 AM
315	Talented and Gifted Specialist K-12	Nov 28, 2011 9:02 AM
316	University staff	Nov 28, 2011 8:59 AM
317	Assistant Secretary Title III Programs	Nov 28, 2011 8:57 AM
318	School Psychologist	Nov 28, 2011 8:54 AM
319	School District Employee- Confidential	Nov 28, 2011 8:44 AM
320	District level secretary in curriculum & instruction	Nov 28, 2011 8:40 AM
321	ESD School Improvement Specialist	Nov 28, 2011 8:16 AM
322	Early Intervention Specialist	Nov 28, 2011 7:55 AM
323	retired elementary teacher	Nov 27, 2011 9:02 PM
324	retired school administrator	Nov 27, 2011 6:55 PM
325	taxpayer	Nov 27, 2011 4:13 PM
326	Head Start	Nov 27, 2011 4:11 PM
327	School psychologist working with students k-12	Nov 27, 2011 2:58 PM
328	Former school board member	Nov 27, 2011 10:10 AM

**Q10.

THANK YOU for participating. Your answers are confidential, but it would help us to have some basic information about who is participating in this survey.

 Please check all of the descriptors that apply to you.**

329	Working on Administrative License	Nov 27, 2011 6:37 AM
330	Title One coordinator	Nov 26, 2011 10:02 PM
331	[REDACTED]	Nov 26, 2011 8:22 PM
332	Deeply concerned citizen, Chair, Education Caucus, Democratic Party of Oregon, [REDACTED] 36 year educator	Nov 26, 2011 6:50 PM
333	[REDACTED]	Nov 26, 2011 5:28 PM
334	retired administrator, current school coach	Nov 26, 2011 5:04 PM
335	professor	Nov 26, 2011 4:45 PM
336	member of service organizations	Nov 26, 2011 4:40 PM
337	Association Leadership	Nov 26, 2011 2:49 PM
338	Early Childhood Center Administrator	Nov 26, 2011 2:20 PM
339	Retired Teacher Librarian	Nov 26, 2011 1:37 PM
340	STEM professional	Nov 26, 2011 3:02 AM
341	Taxpayer	Nov 25, 2011 7:37 PM
342	Concerned Citizen	Nov 25, 2011 6:05 PM
343	retired educator	Nov 25, 2011 5:21 PM
344	Legislator	Nov 25, 2011 4:05 PM
345	[REDACTED]	Nov 25, 2011 10:38 AM
346	retired special education educator	Nov 24, 2011 12:58 PM
347	free-lance writer	Nov 24, 2011 12:06 PM
348	First year Retired teacher	Nov 24, 2011 10:35 AM
349	Special Education Assistant	Nov 24, 2011 10:06 AM
350	[REDACTED]	Nov 23, 2011 10:42 PM
351	Local Union President... education advocacy organization	Nov 23, 2011 9:46 PM
352	TOSA	Nov 23, 2011 8:57 PM
353	[REDACTED]	Nov 23, 2011 8:49 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

354	PTA and School Foundation member	Nov 23, 2011 6:27 PM
355	retired alternative high school teacher	Nov 23, 2011 5:56 PM
356	arts administrator and retired special ed teacher	Nov 23, 2011 5:09 PM
357	non-profit community organization	Nov 23, 2011 4:10 PM
358	member of the City Club of Portland	Nov 23, 2011 3:47 PM
359	large employer of technical employees	Nov 23, 2011 3:38 PM
360	Elected Official	Nov 23, 2011 2:33 PM
361	Legislator	Nov 23, 2011 2:13 PM
362	teachers union staff	Nov 23, 2011 2:09 PM
363	Retired School Secretary/Great grandparent of 3 students	Nov 23, 2011 2:01 PM
364	retired educator	Nov 23, 2011 1:35 PM
365	██████████, Educator, and supporter of learning	Nov 23, 2011 1:29 PM
366	Retired secondary educator	Nov 23, 2011 1:29 PM
367	child development researcher	Nov 23, 2011 1:25 PM
368	retired teacher and counselor	Nov 23, 2011 12:49 PM
369	higher ed employee	Nov 23, 2011 12:39 PM
370	Public Health professional	Nov 23, 2011 12:36 PM
371	Foundation supporting education	Nov 23, 2011 12:26 PM
372	Concerned Citizen with extensive international experience	Nov 23, 2011 12:22 PM
373	City Councilor w/ a PhD in Education	Nov 23, 2011 12:10 PM
374	██████████	Nov 23, 2011 12:03 PM
375	retired educator	Nov 23, 2011 12:01 PM
376	I serve on various committees involved in education	Nov 23, 2011 11:50 AM
377	EI/ECSE Specialist	Nov 23, 2011 11:47 AM
378	taxpayer and product of public education	Nov 23, 2011 11:32 AM
379	Graduate-level teacher preparation program administrator	Nov 23, 2011 11:31 AM

**Q10.

THANK YOU for participating. Your answers are confidential, but it would help us to have some basic information about who is participating in this survey.

 Please check all of the descriptors that apply to you.**

380	retired adm	Nov 23, 2011 11:29 AM
381	Central Oregon Retired Educators Assoc, Delta Kappa Gamma member	Nov 23, 2011 11:27 AM
382	non profit supporting K-12 education	Nov 23, 2011 11:26 AM
383	Early Childhood Professional	Nov 23, 2011 11:22 AM
384	retired teacher	Nov 23, 2011 11:21 AM
385	ODE	Nov 23, 2011 11:19 AM
386	Prev. school counselor prior to elimination of elem counselors & current Voc Rehab Counselor	Nov 23, 2011 11:15 AM
387	retired special education teacher	Nov 23, 2011 10:52 AM
388	taxpayer	Nov 23, 2011 10:47 AM
389	I am a School Counselor	Nov 23, 2011 10:44 AM
390	research professor and athletic coach	Nov 23, 2011 10:37 AM
391	state employee	Nov 23, 2011 10:33 AM
392	A geriatric who graduated from a PPS High School	Nov 23, 2011 10:22 AM
393	state legislator	Nov 23, 2011 10:12 AM
394	Health Educator	Nov 23, 2011 10:08 AM
395	████████████████████	Nov 23, 2011 10:08 AM
396	public official and ████████████████████. A past high school teacher	Nov 23, 2011 10:02 AM
397	Teacher of children in Early Intervention birth to age 3, also have taught kindergarten and substitute taught for all grade-levels, Have been in Learnign Resource Center classrooms and DLCs etc as well. Have been in title one school sand non-title one schools.	Nov 23, 2011 9:29 AM
398	████████████████████	Nov 23, 2011 9:27 AM
399	Former Oregon Teacher	Nov 23, 2011 9:26 AM
400	Active member of OEA and my local association.	Nov 23, 2011 9:17 AM
401	employed at non-profit supporting k12 education	Nov 23, 2011 9:07 AM
402	Active OEA member	Nov 23, 2011 9:02 AM
403	Retired school administrator	Nov 23, 2011 9:02 AM

**Q10.

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 Please check all of the descriptors that apply to you.**

404	Retiree	Nov 23, 2011 8:30 AM
405	University admin support staff	Nov 23, 2011 8:28 AM
406	Administrative Assistant School District	Nov 23, 2011 8:22 AM
407	a lifelong learner ...	Nov 23, 2011 8:07 AM
408	ESD employee	Nov 23, 2011 8:00 AM
409	voulunteer in educational settins	Nov 23, 2011 7:56 AM
410	Anti-bullying advocate and Executive Director of non-profit organization.	Nov 23, 2011 6:22 AM
411	Charter School Principal	Nov 22, 2011 10:58 PM
412	Legislator	Nov 22, 2011 10:49 PM
413	Retired school administrator	Nov 22, 2011 10:37 PM
414	Parent of two graduates of Oregon schools.	Nov 22, 2011 10:35 PM
415	retired after 36 years of teaching grades 2,3 and 4	Nov 22, 2011 10:33 PM
416	Product of Oregon's k12educational system and 2private universities, proud union member and registered voter	Nov 22, 2011 10:19 PM
417	Happy to help. Thanks for asking! -- [REDACTED]	Nov 22, 2011 10:14 PM
418	Past school board member	Nov 22, 2011 10:09 PM
419	University Board of Regent	Nov 22, 2011 10:02 PM
420	OEA	Nov 22, 2011 10:00 PM
421	Retired educator.....40 plus years experience	Nov 22, 2011 10:00 PM
422	retired educator	Nov 22, 2011 9:42 PM
423	[REDACTED]	Nov 22, 2011 9:35 PM
424	Laid off Fine arts teacher while criminal administrators get promotions!	Nov 22, 2011 9:13 PM
425	[REDACTED]	Nov 22, 2011 9:07 PM
426	[REDACTED]	Nov 22, 2011 8:19 PM
427	College instructor	Nov 22, 2011 8:03 PM
428	[REDACTED]	Nov 22, 2011 7:55 PM
429	active community member, taxpayer, voter	Nov 22, 2011 7:49 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

430	education nonprofit and former educator	Nov 22, 2011 7:36 PM
431	public policy advocate	Nov 22, 2011 7:33 PM
432	retired professional with advanced educ degree	Nov 22, 2011 7:28 PM
433	[REDACTED]	Nov 22, 2011 7:23 PM
434	Member of consortium at a university with a teacher education program	Nov 22, 2011 7:12 PM
435	small business owner that hires college graduates	Nov 22, 2011 6:56 PM
436	recently retired public school educator(teacher/counselor	Nov 22, 2011 6:46 PM
437	I'm a university instructor in humanities	Nov 22, 2011 6:21 PM
438	Former District Administrator	Nov 22, 2011 6:04 PM
439	retired elementary school teacher	Nov 22, 2011 5:58 PM
440	[REDACTED]	Nov 22, 2011 5:49 PM
441	County public library administrator	Nov 22, 2011 5:47 PM
442	[REDACTED]	Nov 22, 2011 5:46 PM
443	Retired Community College Educator	Nov 22, 2011 5:30 PM
444	Teacher education professor	Nov 22, 2011 5:24 PM
445	Employer and part time Community College instructor	Nov 22, 2011 5:21 PM
446	Retired "educator"	Nov 22, 2011 5:16 PM
447	[REDACTED]	Nov 22, 2011 5:10 PM
448	Literacy Coach to Teachers	Nov 22, 2011 5:07 PM
449	Preschool teacher	Nov 22, 2011 5:06 PM
450	Director of an education policy research group.	Nov 22, 2011 4:51 PM
451	Current TSPC member, Retired secondary and post-secondary educator	Nov 22, 2011 4:45 PM
452	Retired Public Education Advocate	Nov 22, 2011 4:44 PM
453	Public education agency	Nov 22, 2011 4:40 PM
454	Early Childhood Professional	Nov 22, 2011 4:32 PM
455	I work for a Foundation.	Nov 22, 2011 4:32 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

456	State employee in Oregon Health Authority.	Nov 22, 2011 4:32 PM
457	work at Dept. of Education	Nov 22, 2011 4:30 PM
458	Retired supt. U of O faculty	Nov 22, 2011 4:25 PM
459	Education consultant	Nov 22, 2011 4:13 PM
460	Probation/Truancy Counselor	Nov 22, 2011 4:13 PM
461	████████████████████	Nov 22, 2011 4:11 PM
462	Chancellor's Office Staff	Nov 22, 2011 4:10 PM
463	CASA and otherwise involved with at-risk students	Nov 22, 2011 4:10 PM
464	██	Nov 22, 2011 4:05 PM
465	Mayor	Nov 22, 2011 4:00 PM
466	Grandparent	Nov 22, 2011 3:59 PM
467	State Government Agency	Nov 22, 2011 3:58 PM
468	Math Consultant	Nov 22, 2011 3:56 PM
469	Parent of graduated student	Nov 22, 2011 3:55 PM
470	College Administrator	Nov 22, 2011 3:54 PM
471	Local government employee	Nov 22, 2011 3:52 PM
472	I work in Special Education	Nov 22, 2011 3:50 PM
473	local government	Nov 22, 2011 3:49 PM
474	State employee 57 yr Salemite	Nov 22, 2011 3:45 PM
475	early education center board president	Nov 22, 2011 3:45 PM
476	Teacher looking for employment	Nov 22, 2011 3:36 PM
477	Police Chier	Nov 22, 2011 3:35 PM
478	████████████████████	Nov 22, 2011 3:33 PM
479	director of a teenage maternity home	Nov 22, 2011 3:31 PM
480	community leader	Nov 22, 2011 3:29 PM
481	School Administrator Support	Nov 22, 2011 3:27 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

482	former school board member & current city councilor	Nov 22, 2011 3:23 PM
483	County Commissioner	Nov 22, 2011 3:18 PM
484	Business	Nov 22, 2011 3:18 PM
485	Educational consultant	Nov 22, 2011 3:11 PM
486	Volunteer for a family homeless shelter	Nov 22, 2011 3:11 PM
487	Oregon Dept of Ed Employee	Nov 22, 2011 3:02 PM
488	concerned citizen	Nov 22, 2011 3:00 PM
489	[REDACTED]	Nov 22, 2011 2:58 PM
490	education/arts administrator	Nov 22, 2011 2:56 PM
491	Volunteer coach, club advisor	Nov 22, 2011 2:54 PM
492	[REDACTED]. I've also been an AVID tutor in another school system.	Nov 22, 2011 2:53 PM
493	Classified High School Library Aide	Nov 22, 2011 2:51 PM
494	Union official representing K-12 Classified staff	Nov 22, 2011 2:49 PM
495	Oregon Education Association local leader	Nov 22, 2011 2:49 PM
496	[REDACTED]	Nov 22, 2011 2:46 PM
497	employer who needs a skilled workforce	Nov 22, 2011 2:43 PM
498	ODE employee	Nov 22, 2011 2:41 PM
499	former Elementary teacher and Reading Specialist (not in Oregon), current preschool teacher	Nov 22, 2011 2:40 PM
500	[REDACTED], taxpayer	Nov 22, 2011 2:39 PM
501	lawyer working with Oregon schools	Nov 22, 2011 2:38 PM
502	Oregon Youth Authority - Vocational Education	Nov 22, 2011 2:38 PM
503	School District Employee	Nov 22, 2011 2:33 PM
504	Employee of another governmental organization supporting students	Nov 22, 2011 2:32 PM
505	classified staff, you might want to add that to your checklist	Nov 22, 2011 2:28 PM
506	[REDACTED]	Nov 22, 2011 2:25 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

507	Curriculum specialist	Nov 22, 2011 2:24 PM
508	government sector	Nov 22, 2011 2:22 PM
509	[REDACTED]	Nov 22, 2011 2:22 PM
510	Member Oregon Workforce Investment Board	Nov 22, 2011 2:21 PM
511	Community member and education advocate	Nov 22, 2011 2:19 PM
512	staff at an institute of higher learning	Nov 22, 2011 2:17 PM
513	Administrator of a high school outreach	Nov 22, 2011 2:16 PM
514	Nursing Supervisor	Nov 22, 2011 2:12 PM
515	I am a school district classified employee - high school registrar.	Nov 22, 2011 2:10 PM
516	Support staff, [REDACTED]	Nov 22, 2011 2:10 PM
517	taxpayer	Nov 22, 2011 2:09 PM
518	District Classified Employee	Nov 22, 2011 2:08 PM
519	Former educator	Nov 22, 2011 2:06 PM
520	Non profit organization that supports education and educators	Nov 22, 2011 2:05 PM
521	Community member, grandparent, parent of former students	Nov 22, 2011 2:05 PM
522	Cow Creek Government employee	Nov 22, 2011 2:04 PM
523	state employee--supporting education	Nov 22, 2011 1:58 PM
524	SLP	Nov 22, 2011 1:57 PM
525	Policy Analyst	Nov 22, 2011 1:57 PM
526	School office staff	Nov 22, 2011 1:29 PM
527	Curriculum Educator	Nov 22, 2011 12:11 PM
528	I taught for 30 yeears and seen the decline in quality ed	Nov 22, 2011 11:26 AM
529	Curriculum Specialist	Nov 22, 2011 10:18 AM
530	Retired teacher, principal, superintendent, and writer	Nov 22, 2011 10:06 AM
531	Family Physician - care for many students/pre-students	Nov 21, 2011 10:16 PM
532	YAT	Nov 21, 2011 7:31 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

533	Retired educator	Nov 21, 2011 7:01 PM
534	grandparent of one student in Nyssa and one whose parents moved to Vermont due to loss of staff and programs. We lost a family practice Dr. and the immediate previous school board chair of Lincoln County	Nov 21, 2011 5:58 PM
535	Superintendent	Nov 21, 2011 4:05 PM
536	retired Professor	Nov 21, 2011 3:52 PM
537	Teacher and administrator trainer	Nov 21, 2011 2:03 PM
538	Higher education administrator	Nov 21, 2011 2:00 PM
539	Retired TOSA	Nov 21, 2011 1:55 PM
540	School Improvement Specialist	Nov 21, 2011 1:48 PM
541	student learning activist and writer	Nov 21, 2011 1:05 PM
542	Special education coordinator	Nov 21, 2011 12:27 PM
543	Parent Educator/ MS ECE	Nov 21, 2011 12:00 PM
544	Special Education ESD Director & Special Education Teacher	Nov 21, 2011 11:56 AM
545	ODE employee	Nov 21, 2011 11:54 AM
546	State Agency	Nov 21, 2011 11:41 AM
547	[REDACTED]	Nov 21, 2011 11:36 AM
548	Doctoral candidate at the U of O	Nov 21, 2011 11:22 AM
549	ESD classified staff	Nov 21, 2011 10:18 AM
550	[REDACTED]	Nov 21, 2011 8:39 AM
551	physician, former Washington County Commissioner on Children & Families	Nov 21, 2011 8:29 AM
552	Formerly of the first four boxes above.	Nov 20, 2011 8:41 PM
553	Superintendent	Nov 20, 2011 8:40 PM
554	retired teacher	Nov 20, 2011 8:10 PM
555	Retired superintendent	Nov 20, 2011 7:47 PM
556	Concerned citizen and taxpayer	Nov 20, 2011 6:31 PM
557	Principal The Village School K-8 Public Charter School	Nov 20, 2011 6:23 PM

**Q10.

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 Please check all of the descriptors that apply to you.**

558	Member of the district CLASS/Chalkboard Initiative	Nov 20, 2011 1:32 PM
559	[REDACTED]	Nov 20, 2011 12:52 PM
560	Retired Educator	Nov 20, 2011 10:09 AM
561	[REDACTED] (leaving this category out shows a woeful lack of respect for that critical status!) and retired from all but one of the other categories	Nov 20, 2011 8:29 AM
562	35 year career in education, past 18 in administration, now an OSDIN coach supporting an elementary school and small district regarding school improvement.	Nov 20, 2011 8:03 AM
563	Retired Superintendent	Nov 19, 2011 3:51 PM
564	Retired educator/principal	Nov 19, 2011 2:15 PM
565	PhD student (currently live in CO; lived in OR for the last 27 years)	Nov 19, 2011 10:49 AM
566	Retired school principal	Nov 19, 2011 7:52 AM
567	Retired school district superintendent	Nov 18, 2011 9:51 PM
568	Retired educator	Nov 18, 2011 9:50 PM
569	Member of State Superintendent Youth Advisory Team	Nov 18, 2011 9:06 PM
570	Retired School and ESD Supt.	Nov 18, 2011 8:59 PM
571	Retired School and ESD Supt.	Nov 18, 2011 8:59 PM
572	Retired classroom teachers grades K-9, University adjunct teacher, teacher mentor, school improvement coach for principals and superintendents. Also a [REDACTED]	Nov 18, 2011 8:43 PM
573	Retired teacher/administrator/university adjunct staff	Nov 18, 2011 8:12 PM
574	past student in oregon, past school board member	Nov 18, 2011 3:55 PM
575	School Support Coach - ODE State System of Support for Title I schools	Nov 18, 2011 3:41 PM
576	retired school/district administrator; adjunct. univ. instr.	Nov 18, 2011 3:30 PM
577	Retired administrator	Nov 18, 2011 3:26 PM
578	Retired school/district administrator	Nov 18, 2011 3:25 PM
579	Former School Board Member	Nov 18, 2011 3:13 PM
580	retired school/school district administrator	Nov 18, 2011 3:07 PM

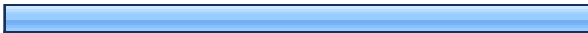

**Q10.

THANK YOU for participating. Your answers are confidential, but it would help us to have some basic information about who is participating in this survey.






 Please check all of the descriptors that apply to you.**

581	ESD School Improvement Specialist	Nov 18, 2011 3:07 PM
582	Instructional Coach	Nov 18, 2011 3:06 PM
583	school/district administrative intern	Nov 18, 2011 2:23 PM
584	retired superintendent	Nov 18, 2011 2:21 PM
585	Retired School Administrator	Nov 18, 2011 2:18 PM
586	former school board for many years	Nov 18, 2011 9:20 AM
587	Firefighter	Nov 17, 2011 8:11 PM
588	Firefighter	Nov 17, 2011 8:11 PM
589	Retired Community College Educator	Nov 17, 2011 6:27 PM
590	retired educator in several states' public schools	Nov 17, 2011 2:03 PM
591	retired secondary teacher	Nov 17, 2011 1:21 PM
592	previous middle school librarian assistant	Nov 17, 2011 12:40 PM
593	Retired educator, after 30 years. ESD board member for 35+ years	Nov 17, 2011 12:39 PM
594	High School Site Council member & ESD Board Member	Nov 17, 2011 12:24 PM
595	Employed in Higher Education	Nov 17, 2011 12:02 PM
596	Retired K-12 administrator/teacher	Nov 17, 2011 11:43 AM






1. Would you like to complete the survey now or close the survey and return after reviewing the complete document?

		Response Percent	Response Count
Complete the survey now		88.5%	1,007
Close the survey and return later		11.5%	131
		answered question	1,138
		skipped question	4



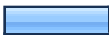


2. Oregon's plan for delivering information and training for districts on how to implement and teach toward the CCSS is appropriately detailed and timely.

		Response Percent	Response Count
Strongly agree		9.1%	47
Agree		53.9%	280
Disagree		18.3%	95
Strongly disagree		7.9%	41
No opinion		10.8%	56
		Comment:	120
		answered question	519
		skipped question	623






3. The content of this plan appropriately addresses the needs of English language learners and students with disabilities.

		Response Percent	Response Count
Strongly agree		6.2%	32
Agree		44.7%	230
Disagree		21.7%	112
Strongly disagree		12.6%	65
No opinion		14.8%	76
	Comment:		105
	answered question		515
	skipped question		627

4. The additional report card measures outlined in section 2.A will significantly improve Oregon's ability to indicate whether schools are placing students on track to success in college and/or a career.

		Response Percent	Response Count
Strongly agree		11.1%	48
Agree		53.9%	233
Disagree		15.3%	66
Strongly disagree		10.6%	46
No opinion		9.0%	39
	Comment:		110
	answered question		432
	skipped question		710

5. The increased emphasis on individual student growth improves Oregon’s ability to recognize high performing and high progress schools, as well as those schools that need to focus on improvement.

		Response Percent	Response Count
Strongly agree		26.7%	116
Agree		48.7%	212
Disagree		10.8%	47
Strongly disagree		8.5%	37
No opinion		5.3%	23
		Comment:	101
		answered question	435
		skipped question	707






6. The proposal in section 2.B on Achievement Compacts – differentiated partnership agreements between the state and its school districts based on past performance and context of the district – will help districts in their efforts toward increasing student achievement.

		Response Percent	Response Count
Strongly agree		9.7%	42
Agree		45.5%	196
Disagree		19.7%	85
Strongly disagree		9.0%	39
No opinion		16.0%	69
	Comment:		114
	answered question		431
	skipped question		711






7. The calculation outlined for identifying rewards (model) schools will result in recognition of schools truly deserving of recognition.

		Response Percent	Response Count
Strongly agree		8.3%	34
Agree		40.2%	165
Disagree		23.4%	96
Strongly disagree		13.9%	57
No Opinion		14.1%	58
	Comment:		119
	answered question		410
	skipped question		732






8. The calculation outlined for identifying priority and focus schools will result in recognition of those schools most in need of assistance in increasing the achievement of all students in the school and those with achievement gaps.

		Response Percent	Response Count
Strongly agree		10.3%	40
Agree		48.2%	187
Disagree		20.1%	78
Strongly disagree		9.0%	35
No opinion		12.4%	48
	Comment:		104
answered question			388
skipped question			754






9. The required activities described in each level of intervention are appropriate and will effectively support schools in their improvement efforts.

		Response Percent	Response Count
Strongly agree		8.7%	32
Agree		47.7%	175
Disagree		25.1%	92
Strongly disagree		8.7%	32
No opinion		9.8%	36
	Comment:		113
answered question			367
skipped question			775

10. Continuous Improvement Networks, linking successful schools with similar but challenged schools, are an appropriate and effective way of supporting schools in their improvement efforts.

		Response Percent	Response Count
Strongly agree		17.8%	68
Agree		48.3%	185
Disagree		16.7%	64
Strongly disagree		9.1%	35
No opinion		8.1%	31
	Comment:		119
	answered question		383
	skipped question		759

11. The proposed plan to develop state guidelines for educator evaluation and support systems is on track for supporting effective instruction and leadership.

		Response Percent	Response Count
Strongly agree		13.0%	50
Agree		48.4%	186
Disagree		17.4%	67
Strongly disagree		10.4%	40
No opinion		10.7%	41
	Comment:		108
	answered question		384
	skipped question		758

12. What areas of the draft application do you feel most positively about?

	Response Count
	236
answered question	236
skipped question	906

13. What are your greatest concerns?






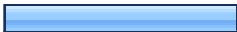




	Response Count
	281
answered question	281
skipped question	861

14. What questions do you have about the approach we have proposed?







	Response Count
	165
answered question	165
skipped question	977

15. THANK YOU for participating. Your answers are confidential, but we do need some basic information about participation in this survey.

Please check all descriptors that apply to you.

		Response Percent	Response Count
Current student in Oregon		3.7%	16
Parent of a current student		30.0%	128
School board member		3.0%	13
Volunteer in schools		15.5%	66
Teacher/educator in a school		36.1%	154
School/district administrator		34.7%	148
Post-secondary educator		6.1%	26
Employee of a community organization supporting students		5.2%	22
Member of education advocacy/student support organization		17.1%	73
Other (please specify)		18.7%	80
answered question			427
skipped question			715

16. Please check all responses that describe your approach to this survey.

		Response Percent	Response Count
I read the executive summary.		42.2%	175
I read the entire draft waiver request.		35.2%	146
I skimmed the draft waiver request.		31.3%	130
I read each of the sections I responded to.		39.8%	165
I read some of the sections of the waiver request I responded to.		9.6%	40
I skimmed the sections I responded to.		11.8%	49
		Comment:	52
		answered question	415
		skipped question	727

Page 2, Q2. Oregon's plan for delivering information and training for districts on how to implement and teach toward the CCSS is appropriately detailed and timely.

1	K-12 schools are reeling from increased demands and reduced resources. Is your plan adequate, probably; will it be funded? That is the question...	Jan 11, 2012 9:15 AM
2	The website you created is wonderful!	Jan 11, 2012 1:23 AM
3	Its clear to me that Oregon is proceeding with an intelligent approach to curriculum and standards.	Jan 10, 2012 3:57 PM
4	(1) The detail could be improved. For example, instead of leading off the section, the compelling rationale for CCSS is buried on p. 25, para. 4. The goal of this proposal is to convince peer reviewers that OR is ready to take over leadership from the Federal government. A more persuasive approach would be to focus on goals first and then follow with explanatory material. (The Massachusetts application is an excellent example of this structure.) (2) Regarding timeliness: The prose suggests that school districts will wait (or are waiting) for 2013-14 for implementation of CCSS. If that were true, the state's timeline for support (e.g., ELL changes to LEAs in 2013-14, accommodations for disabilities to LEAs in 2013-14, webinars in 2012, professional development toolkit in 2012, review of LEA materials in 2013-14 and math materials in 2014-15, instructional materials review in 2012-13) might be adequate. However, LEAs know that CCSS are coming and, recognizing the difficulty of the task, already have begun implementation. This fact, never acknowledged in the application, makes the state's support efforts appear less than timely. (3) p. 28, para 2. While new cut scores have increased expectations, it is arguable whether Oregon students are being better prepared, given the high rates of students unable to meet the new standards. The argument in the application would be strengthen by using data to support its contention. (4) p. 29. The cited growth in the number of low-income students who participate in the test fee program is meaningless without knowing the proportion of total low-income students participating. Similarly, "increases in the number of students from underrepresented populations participating in advanced placement courses" is unsupported by data.	Jan 10, 2012 3:38 PM
5	The funds for professional development and collaboration are critical.	Jan 10, 2012 3:36 PM
6	Few references are included regarding the gist of the new math and English & Literacy standards. The CCSS topics are overviewed in a general sense and lack specificity. For example, Oregon has a new literacy plan that was recently aligned to the CCSS with specific chapters on CCSS implementation.	Jan 10, 2012 3:36 PM
7	As we move to CCSS, I hope we might consider moving to the College and Career Readiness Portrait that is a part of the CCSS rather than staying with our current Essential Skills. It seems like this is a natural progression, and I am unable to find a reason why we would hold off on moving forward with the Essential Skills component.	Jan 10, 2012 3:07 PM
8	The efforts need to be solidified to a more direct effort-currently too many committees are involved in the process.	Jan 10, 2012 2:53 PM
9	Sitting through an accountable schools task force, it is clear to me that this is a work in progress--especially since SBAC is nowhere near figuring out how to assess SPED and ELL kids. The "college and career readiness" indicators are	Jan 10, 2012 2:43 PM

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	frankly irrelevant to a parent like me who knows that even if you have kids that are bright and we have resources to pay for college, there are no predictable careers as an end-point.	
10	Frustrating that some districts are ahead of ODE in implementation and could have use the resources sooner.	Jan 10, 2012 2:29 PM
11	Strengths: • Alignment of standards and protocols to national standards • Roadmap for personal, career, and educational goals beginning at 7th grade • Establishment of Stewardship Teams	Jan 10, 2012 2:16 PM
12	The degree of success in implementing this will depend on the quality of the training, the collective energy from state and district leadership, and the visible involvement from our postsecondary schools and business community.	Jan 10, 2012 12:41 PM
13	I am concerned about the capacity of ODE to support thus work.	Jan 10, 2012 11:50 AM
14	Implementation will take ADDITIONAL time on the part of each and every school district. I don't see any funding committments from the State of Oregon.	Jan 10, 2012 10:27 AM
15	The waiver mentioned the essential skills that were created in 2008. How do those fit into the picture?	Jan 10, 2012 8:40 AM
16	Section on CCSS and ELL students is very vague, and the section on students with disabilities, while more detailed, still is unclear	Jan 10, 2012 8:25 AM
17	Concern: Lack of research based reference or reference to other states input. Lack of legal perspective; OR AG needs to review for legality. Numerous issues that will be identified below. Members of the ESEA workgroups were not aware of the survey wherein "6000" had input.	Jan 10, 2012 6:56 AM
18	It's vague and labor intensive.	Jan 9, 2012 11:33 PM
19	Moving away from OAKS is probably a good idea, but I have no faith that the SMARTER assessment will be any better. Thus, the question is one of "appropriateness", not of detail and timeliness.	Jan 9, 2012 10:24 PM
20	not enough detail	Jan 9, 2012 9:23 PM
21	Oregon is sorely lacking in financial resources and personnel to support the changes listed in this section of the document. Our local ESD has spent 90% of it's resources on it's Business Office, Technology Support and Special Education. Curriculum and professional development of the regions educators is no longer a priority. Since the last budget cut many ESD's not longer employ educators. They are staffed by classified employees and non-educators. Instead of input from educators across the state the bulk of the work to support this work is being done by a small group of people (1 ESD) from which the state then adopts the work. Because we are a District far from the location ODE communication has been almost non-existent. There has been little if any attempt to bring Districts into stream of change in "local meetings". "There is a website...webinars...where we can all get together and 'collaborate'. There is a feeling in rural Districts and Districts that are far from the State hub that they will	Jan 9, 2012 9:15 PM

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not be part of the implementation information and training train mentioned in this section. There is a very serious resource issue in Oregon. At every level educators are expected to double or triple their workload and still find a way to meet an ever increasing rate of change that is implemented at the State level but not supported by State resources.

22	WHY are we adopting the CCS and going along with the waiver instead of waiting for a reauthorization of ESEA?	Jan 9, 2012 7:06 PM
23	There is still no transition plan for the implementation of math CCSS	Jan 9, 2012 5:41 PM
24	I couldn't tell what the plan was from the Executive Summary. As a university faculty member who has not encountered the CCSS as part of university business, I am concerned that no connection exists between the CCSS and university-level learning. When will college faculty begin participating in this dialogue? If the are not already involved, as my campus is not, how can legislators be sure that the CCSS actually reflects what happens at the university level? Any training associated with the CCSS needs to be built first on teacher dialogue rather than top-down mandates that disrespect teacher expertise and misrepresent the learning process.	Jan 9, 2012 5:06 PM
25	There is not enough support for teachers and their students. Students will be evaluated on knowledge and opportunities they have not been given. You must give us more funding and time.	Jan 9, 2012 4:37 PM
26	The volume of material at this link, and its related links, is too voluminous and complex to read, digest, and respond to - even for education professionals.	Jan 9, 2012 4:02 PM
27	This is too new and we need more time to get trained and assessments are still being developed. This is too wordy and you need to be more direct and streamline this information so the public and those involved can understand it. Curriculum is still too narrowed, and testing is still the primary way of assessing students, of which I disagree.	Jan 9, 2012 3:57 PM
28	The content on this link - and its associated links - are not reader-friendly, even to the teaching professional community.	Jan 9, 2012 3:55 PM
29	Are you kidding? Who has the time to read much less understand what you are talking about. This is inappropriate.	Jan 9, 2012 3:53 PM
30	I do not agree with focusing only on the CCSS. They are too narrow. Oregon, like Utah, should be expanding foreign language immersion programs.	Jan 9, 2012 2:46 PM
31	It shows how ODE will teach toward the CCSS, but does not hold ODE accountable for how many teachers it actually impacts. Just because ODE communicates the information, it is never know how many teachers, or if the information is ever used.	Jan 9, 2012 1:54 PM
32	This is long over due the Oregon schools in particular the Portland area are way behind the curve in getting students ready for the real work world however this document leaves too many questions and loop holes for the bad districts and schools to continue the multi decades long drop in education.	Jan 9, 2012 1:08 PM

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33	http://voices.washingtonpost.com/answer-sheet/national-standards/the-problems-with-the-common-c.html . "Finland--now widely hailed by U.S. policymakers--turned around its school system. But, contrary to popular belief, it didn't do it by establishing a highly centralized national system with detailed national standards. It "shifted to a more localized system in which highly trained teachers design curriculum around very lean national standards," she (Linda Darling-Hammond) wrote. All assessments are school-based, designed by teachers, rather than standardized." I wish Oregon would "fly with her own wings" and lead the nation in pursuing evidence-based successful approaches demonstrated by Finland's education system.	Jan 9, 2012 1:01 PM
34	The role that COSA is playing in support of the regional CCSS training sessions needs to be clearly recognized in the proposal.	Jan 9, 2012 12:56 PM
35	I am part of the CCSS implementation team at ODE (mathematics), so no specific comments about this section other than you have captured our past work pretty well. I'd be interested in comments from the field in this section.	Jan 9, 2012 11:29 AM
36	The CCSS cause a great deal of harm by limiting what is taught as a whole in the United States. They are also very poorly written in certain sections. Forget the standards.	Jan 9, 2012 11:29 AM
37	"How Oregon is working to put the CCSS in place" is Oregon submitting to blackmail by the federal government---the OAKS test have been heavily invested in by the state and stake holders---the "Smarter Balanced Assessment Consortium" is providing a lot of financial gain to the individual and organization that is putting it together---	Jan 9, 2012 10:46 AM
38	Anything is better than what we have now. All of the teachers that I talk to hate (NCLB) and think it detracts from their ability to teach.	Jan 9, 2012 9:16 AM
39	Disagree. Still have much detail and funding concerns yet to design with this. What are the penalties if districts cannot fund (e.g. purchasing new math books for curriculum)	Jan 9, 2012 8:57 AM
40	I must agree that overview trainings are available for district level administrators. However, since each individual district was given the flexibility on their timeline of CCSS implementation it varies .. therefore, these "overall" trainings may or may not be meeting the needs of each individual district. In addition, trainings should focus not just on the vertical implementation, but also have break out sessions to address the horizontal implementation at various grade bands.	Jan 9, 2012 8:52 AM
41	There is no reference to the Oregon K-12 Literacy Framework. Isn't the purpose of the framework to describe how districts and schools can successfully plan and implement instructional programs for both reading and writing to ensure that students achieve Common Core grade-level literacy skills?	Jan 9, 2012 7:09 AM
42	Reading and math needs to be pre and posted tested each year. Watching to see if a score increases from one year to the next using DIFFERENT tests is NOT best practice. Furthermore, there is so much MORE to measure than a paper pencil test. The standardized testing model is not the best. Any FIX that builds around that will be a "band-aid" approach at best.	Jan 9, 2012 6:40 AM

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43	Someone needs to realize that a lot of the workforce doesn't need to be college ready, but does need to be career ready and those are significantly different. Bring back robust corporate supported vocational programs.	Jan 9, 2012 5:26 AM
44	All kids learn a little differently, especially kids with special needs. You need to have teachers trained to deal with all types of those special needs instead of just requiring test scores that don't measure a damn thing! These kids need to have an environment with patience and encouragement instead of national test scores.	Jan 9, 2012 3:17 AM
45	Common Core standards are deeply flawed (developed by Achieve, Inc.) and the way you plan to eventually assess would cost extraordinary amounts of money that could actually be used on education. High stakes testing has led to the increase in drop outs and push outs, and the NCLB waiver does nothing to change that, and Oregon's plan increases the "stakes" with potential achievement compacts and outcomes based budgeting. Some states are walking away from the waiver due to the extreme costs and logic in applying for a waiver.	Jan 9, 2012 12:36 AM
46	I don't think the specific standards are the issue. What we need is an effort across the state to strengthen core content instruction so that the standards get taught and all students--especially the students in the subgroups--learn the content as it relates to those standards. We have had standards for several years now and still there are schools where the curriculum is not aligned to the standards, there is no pacing plan and the standards are not posted and shared with students daily. Training on the standards is necessary but it is the teaching of those standards that is of utmost importance. I don't see anything in this plan that speaks to strengthening core content instruction.	Jan 8, 2012 8:35 PM
47	Some of the dates listed are already past. Being a [REDACTED], and after having had the training myself in math, and working with one school and one district around the new standards, it is clear to me this is going to be a challenging undertaking. It will require extensive professional development to get leaders and teachers up to a level of quality implementation. I agree wholeheartedly with the direction and intention of this new thinking and proposal, I just question the reality of timelines, and do not think enough consideration has been given to delivery of the overall professional development that will be necessary and who will be responsible to support school in that endeavor.	Jan 8, 2012 7:02 PM
48	Page 20 states Beginning in 2010-11 each grade 9 student cohorts must demonstrate mastery of literacy, writing and applied math. NAEP 2011 results show just one third of Oregon 8th graders are at grade level in reading and math. The results claimed are not there.	Jan 7, 2012 2:32 PM
49	CCSS are inappropriate for gifted students yet there is no mention of appropriate accommodations for them. How can Oregon get to 40/40/20 if it routinely neglects its high-achieving students?	Jan 7, 2012 2:21 PM
50	One cannot quantify human experience, especially children's experiences, and it is folly to try.	Jan 7, 2012 5:21 AM
51	Given the timeline and lack of funding, those who have been assigned to this	Jan 6, 2012 4:21 PM

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task at ODE are commended for their hard work

52	The application does not address section 1B sufficiently. This section does not make a strong case that Oregon's achievement standards on current assessments "reflect a level of postsecondary readiness" as required in the ESEA Flexibility Review Guidance. How has ODE established that the high school achievement standards on OAKS represent college and career readiness?	Jan 6, 2012 3:32 PM
53	Most of the early CCSS presentations just touched the surface for implementation. Need much more detailed information.	Jan 6, 2012 1:35 PM
54	Districts need guidance soon!!!	Jan 6, 2012 12:59 PM
55	Too much, too soon, without enough prior work done by ODE. The CCSS is needed but it needs prior work and not just presented in doom, gloom, and a "you better watch-out" format scaring educators across the state.	Jan 6, 2012 10:37 AM
56	Is currently teaching with the CCS as the basis of my proficiency model at grade 3 and 4 .	Jan 5, 2012 9:39 PM
57	The "crosswalk" documents are very difficult to interpret and use. Teachers find them very unhelpful. Providing a website is nice, but does not assist districts in the challenging work of transitioning from Oregon standards to the common core.	Jan 5, 2012 4:49 PM
58	Some districts are moving toward CCSS quicker than others, but that's their issue, not ODE's.	Jan 5, 2012 3:35 PM
59	You will see this themes again as we progress--this misses the point of partners in this process.	Jan 5, 2012 1:40 PM
60	This plan seems to lay out the expectations in a general way, but I do not see a plan for delivering effective training for implementing these standards. I thing the "tight - loose" philosophy is bad leadership. This strategy is about setting expectations without providing the resources to get the job done. It sets districts, schools, and students up to fail.	Jan 5, 2012 1:10 PM
61	Districts need more resources (\$) to make the transition to CCSS.	Jan 5, 2012 12:21 PM
62	Few specifics for Special Education students and no targeted Professional Development for Special Education staff.	Jan 5, 2012 10:48 AM
63	I am concerned with the link between age 5 using Headstart and kindergarten standards that don't exist on paper for many subjects.	Jan 5, 2012 10:17 AM
64	More emphasis needs to be placed on vocational options for students who are not college-bound.	Jan 5, 2012 9:49 AM
65	The frequent changes in standards over the past five years has been a very frustrating process for teachers and administrators alike. The changes between the old newspaper of standards, standards by design, and now the CCSS have led to a great deal of time being devoted to gap analysis, instructional alignment,	Jan 5, 2012 8:57 AM

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and creation of power standards. All the while aiming at a seemingly moving target. Furthermore, subject areas other than math and language arts have been thus far left out of the CCSS process leading to further confusion and frustration. As long as we adopt these standards and stick with them for some time there will be an opportunity to align instruction and improve student achievement.

66	On a different topic, I am concerned about the name of the new assessment. Think about those students who go into that assessment which is called SMARTER Balanced Assessment...now do they feel when they finish, get the score and find they failed it...Not so SMART. Could there be a more appropriate title? Who came up with that???	Jan 5, 2012 8:44 AM
67	It had been very challenging for teachers and administrators alike to follow all of the changes to the standards. Those who do their best are still caught between the old newspaper of standards, the Standards by Design, and the new CCSS. This has led to a great deal of time spent doing gap analysis. power standards, and curriculum alignment all aimed at a seemingly moving target.	Jan 5, 2012 8:31 AM
68	It does leave out the segment of students who do not respond academically during their school years. Or do so at a greatly delayed rate. I understand why this is so, but I do not agree with devaluing these students in this way.	Jan 5, 2012 7:44 AM
69	The world of the theoretic (D of E) rarely translates realistically to the practitioners. There is too much jargon and quest to reinvent the wheel coming from the D of E to districts.	Jan 4, 2012 10:06 PM
70	Very pleased to see the Test Fee program (including the PSAT) and the AP Potential program. Would like to see honors programs/AVID expectations for middle schools. By the time a low SES and/or ELL kid tries for AP Potential it is often too late for many of them.	Jan 4, 2012 9:42 PM
71	Education should serve to create well rounded citizens who are creative, socially aware, problem solvers and forward thinking. This plan is designed to create cubicle workers for businesses who are unwilling to invest in their own training programs.	Jan 4, 2012 6:40 PM
72	I am concerned about a subgroup's involvement in this element. Learning Handicapped students, Student with High Functioning Autism and Student with Emotional Disturbance are several categories that could significantly benefit from attention.	Jan 4, 2012 4:29 PM
73	CCSS is flawed, it does not include a strong healthy dose of the Arts. Our children will not be able to come up with originality. Music uses more of the brain than any other activity. It doesn't make sense to treat it as a non-important subject, like an elective. Music and the Arts IS a CORE Class and needs to be treated as such!	Jan 4, 2012 1:44 PM
74	Teachers need more assistance to make these kinds of transitions. Less students, more prep time, and more resources are needed to complete a fundamental shift like this.	Jan 4, 2012 1:42 PM
75	I agree with the plan although I think that more financial assistance needs to be	Jan 4, 2012 1:14 PM

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	made available to to districts and ESD's assist with training and implementation	
76	Need to start from what we already have and see how much is needed to for change. We passed Reading & Writing, Science and Math so we need to see how much CCSS fits in and then decide how much is needed for adoption of CCSS.	Jan 4, 2012 12:55 PM
77	Appropriately detailed, but timing is poor with lack of monetary funds. Also, at least in my district, the administration does not understand the CCSS and cannot articulate the ideas very well.	Jan 4, 2012 11:24 AM
78	I believe the plan is too superficial and lacks practical support for teachers and administrators. Simply mandating increased "rigor" is not sufficient to ensure student academic achievement and success. Issues of equity and access need to be given more attention and resources must be provided for educators to support students in meeting these standards.	Jan 4, 2012 10:16 AM
79	Down to each school: who will be responsible for this? Administrator or another position? How much more work will this entail?	Jan 3, 2012 9:24 PM
80	The Education Profile Plan is not an effective process for middle school students. There is not a clear method of how teachers will be trained with the limited resources available.	Jan 3, 2012 5:41 PM
81	Consider modifications for those deaf who cannot speak coherently, yet can still strongly communicate through ASL or writing.	Jan 3, 2012 4:58 PM
82	Still see little evidence of a coordinated, state-wide training program on these initiatives. And where is the State's fiscal commitment to provide such training? Sounds good, but "where's the meat?"	Jan 3, 2012 4:00 PM
83	While the plan is clear, for a district that has not been able to afford a curriculum adoption for the past three years, I fail to see where the funding will come from to be able to afford the curricular materials needed for the change.	Jan 3, 2012 3:36 PM
84	I see there is online training, yet this is the first I've heard of it. Teachers need to be told of such training and given time to make use of it.	Jan 3, 2012 2:38 PM
85	Graduation rates for ELL and educ. disabled students are about to plummet due to implementation of passage of state test requirements in reading, writing and math. I don't see any real, practical ways to get these students to pass the state tests or local alternate assignments. Where are the alternative testings? Why does it need to be tests that show competency?	Jan 3, 2012 2:01 PM
86	While there is a "plan" it is unrealistic and is already failing to meet deadlines established.	Jan 3, 2012 1:30 PM
87	It appears that this is on a fast-paced schedule. Is there financial backing for districts to implement this training NOW, in order to be ready by the implementation date?	Jan 3, 2012 12:52 PM
88	Needs more time for public input/debate.	Jan 3, 2012 12:41 PM

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89	There is not enough information out there telling teachers what the smarter balanced assessments will really entail. At the conference we attended, the facilitator did not even have many answers to our questions.	Jan 3, 2012 11:19 AM
90	I read the words and they sound impressive, but I am waiting to see the outcomes. I am concerned that we are experiencing so much change in so few years. The changes are creating wholes in learning because teachers are not trained to the new standards and we can not go back and fill wholes because so much new fills the plate. Cross walk sound "neat", I've read them and walked away with a confused emotion. They are not always in "plain" english and my larger concern, does the sequencing of learning fit the development of the brain, especially in boys. Even though we have great intentions, we are setting kids and parents for dissatisfaction in the system.	Jan 3, 2012 10:29 AM
91	Why can't we just stick to the plan and improve upon the existing it is more cost effective than starting over every time they think they might have a better plan and starting over.	Jan 3, 2012 10:22 AM
92	The wording of this document is very repetitive and verbose and not very clear. I am not really sure how all of this information will be spread to where it really needs to be, with the classroom teacher and other professionals who work closest to students. I see a lot of information being delivered to district administrators who tend to have an inadequate ability to communicate clearly with their personnel. Also, with severe budget crunches and districts making cuts to programs, school days, personell and decreasing the amount of time teachers have to prepare or take professional development, I foresee a huge obstacle. I also foresee there not being enough money to update statewide assessments to match all of the new standards and skills.	Jan 3, 2012 10:03 AM
93	This plan appears far too complex at first glance. The original NCLB is much easier to understand.	Jan 3, 2012 9:11 AM
94	There is not enough funding to support the current timetable of accelerated implementation.	Jan 3, 2012 8:24 AM
95	It appears that the state is still in the planning process and the implementation seems vague. A lot of the communication seems to be based on web sites, which is not the means by which families in poverty access information. I would hope that the training model would take into consideration best practices for delivering professional development to adults.	Jan 3, 2012 8:23 AM
96	Funding is still an issue!	Jan 2, 2012 1:22 PM
97	I think a lot of district administrators will ignore it and teachers will miss training they would have chosen to receive.	Jan 1, 2012 8:23 PM
98	training is only the first step to implement CCSS. Districts must be required to WORK on the implementation. ODE must play a role in implementation!	Jan 1, 2012 6:09 AM
99	These career standards and individualized education plans are fine. However, these skills are rendered meaningless if a diploma is withheld due to failure to pass rigid tests that are not designed to measure these important college/career	Dec 31, 2011 8:52 PM

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standards.

100	I do not think many of the Universities are prepared to deal with the High Schools. I work in Eastern Oregon where the High Schools are ready to work with the dreams of "The Eastern Promise", designed by Umatilla Morrow ESD,(now InterMountain ESD) but reach resistance from the University System. Interesting.... It must be a two way road.	Dec 30, 2011 6:56 PM
101	Throughout the plan references to what ODE has accomplished is clearly referenced. However, I did not come away with a clear understanding of what will drive outcomes in this section. No clear roadmap.	Dec 30, 2011 3:51 PM
102	If each high school had a strong and well staffed 21st century library and information literacy were incorporated into and integrated into subject area instruction both students and teachers would be ready to adopt and transition to college and career ready standards	Dec 30, 2011 10:31 AM
103	Standards are broader now and include some key skills. However, they are still too narrow in scope. Major areas of a truly comprehensive education receive no mention.	Dec 29, 2011 11:21 PM
104	Without money to implement any plan is meaningless.	Dec 29, 2011 9:39 AM
105	ODE needs to make sure that training is provided for all districts across the state (all of the different regions).	Dec 28, 2011 2:18 PM
106	What about providing SD with professional development on how to create school environments that support learning and prepare students for success in the classroom.	Dec 28, 2011 2:14 PM
107	The ESDs should play a larger role in the delivery to districts of CCSS	Dec 28, 2011 12:29 PM
108	Only administrators are aware of this adoption, not enough communication to the community, not even teachers are aware or understand the implications.	Dec 28, 2011 8:14 AM
109	Does not include personal physical / emotional health issues which translate into a more productive worker; responsibility given to school district without funding insured; online materials sited but fulling funding teacher time to prepare is absent	Dec 27, 2011 7:30 PM
110	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:43 PM
111	Access to the workshops need to be increased. Ideally, a CCSS workshop would be scheduled for each school district ensuring that all teachers have access to the same information given in the same format for consistency.	Dec 27, 2011 1:33 PM
112	collaboration with other entities is effective, but plans lack details--timeline, evaluation, etc.	Dec 27, 2011 9:45 AM
113	The missing component is sufficient funding. Any business that is going to upgrade and revitalize its delivery of services undergoes a	Dec 27, 2011 8:52 AM

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recapitalization/reinvestment process.

114	vague, not specific, ...teachers are overwhelmed with increase class size--- Effective Pro Dev requires TIME....so just creating a website is grossly insufficient....ODE stinks	Dec 26, 2011 4:50 PM
115	Need training through ESd's that is repeated several times throughout the next two years.	Dec 26, 2011 2:13 PM
116	This timeline seems short and even though most of the Transition and Career Ready Standards are already occurring, change comes slow without in depth explanation and by end. A flow chart showing what is added and what is removed from an educators plate would be greatly beneficial. People have an easier time with acceptance if you demonstrate that the change is really minor, compared to the gains.	Dec 26, 2011 10:47 AM
117	There needs to be an effort to get teachers from high performing districts into lower performing districts. A two year program aimed at allowing a teacher from one district, with five years experience, to move to a low performing district for a specified time frame without loss of benefits or contract status in the home district. One could even offer forgiveness of student loans for such a move on a year by year basis.	Dec 24, 2011 11:01 AM
118	Curriculum & staff development is needed to meet the new standards. Where will the money come from with all of the budget cuts?	Dec 24, 2011 8:31 AM
119	I am a faculty member in an IHE (teacher ed.) and am thoroughly confused about all of this. A timeline with districts listed would be helpful.	Dec 23, 2011 9:01 PM
120	I'd like to understand the assessment piece. NCLB has made me skittish about standardized assessments, and I'm afraid of another narrow, high-stakes test that children with learning disabilities won't be able to pass.	Dec 23, 2011 5:26 PM

Page 2, Q3. The content of this plan appropriately addresses the needs of English language learners and students with disabilities.

1	No. Common Core and Smarter Balanced are not designed with these demographics in mind. Funded year-round school is necessary to meet these standards.	Jan 11, 2012 9:15 AM
2	The needs of ELLs and students with disabilities appear to be delayed (see response to Q 2) and somewhat of an afterthought. For example, for ELLs, Oregon is still at the stage of “developing a plan for alignment” of ELP standards with CCSS. Similarly, the process for evaluating CCSS standards for students with disabilities appears to be in its infancy. Moreover, the proposed approach for students with disabilities involves accommodations alone. No other areas relevant to students with disabilities – e.g., professional development for general education teachers of students with disabilities, professional development for special education teachers, evaluation and recommendation of technological innovations specifically for students with disabilities– are addressed.	Jan 10, 2012 3:38 PM
3	The assessment piece is huge with these proposed changes-there is hope on the horizon.	Jan 10, 2012 2:53 PM
4	As above. This application is rhetoric that pacifies the likes of Arne Duncan and business types who blame schools for our economic downturn.	Jan 10, 2012 2:43 PM
5	The extended timelines address the developmental needs of the students. To allow ELPA growth to be valued vs. OAKS assessments is sound assessment practice.	Jan 10, 2012 2:34 PM
6	It does not clearly state the needs of children currently on IEP. Canada has a very detailed program and funding for children with dyslexia and learning challenges.	Jan 10, 2012 1:32 PM
7	On page 59 and review the chart showing the “Weights for School Ratings” you see that Subgroup Growth is 25% of the rating for elementary and middle schools and a whopping 10% for high schools. Also, for the high school graduation rating, overall graduation rate is worth 35% of the high school's overall rating while the subgroup graduation is worth 15%. Also: LEP subgroup will be established with only current ELLs. There is no credit for exiting ELLs. Exited students will not be counted in the LEP numbers for 2 additional years they exit.	Jan 10, 2012 6:56 AM
8	no evidence	Jan 9, 2012 11:33 PM
9	Everyone who sets these goals and plans should have to participate in the assessment experience with students with disabilities. Although many students with disabilities are equipped for these assessments, many more are simply forced to undergo a tortuous and meaningless exercise so that schools can meet their target numbers.	Jan 9, 2012 10:24 PM
10	It appears that the plan includes steps to more fully develop a plan I agree that it is important for the ELP standards for Oregon to be congruent with national standards. But, I don't yet have a sense of what that will look like. The development strategy seems sound.	Jan 9, 2012 9:36 PM
11	not enough detail	Jan 9, 2012 9:23 PM

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12	ELLs are not given sufficient time to learn English before being required to take standardized tests in English. Research shows it takes 5-10 years to reach academic proficiency in a second language. I see nothing in this plan that addresses the learning needs of ELLs other than a continued regimen of testing, and even more testing. I feel this will result in these students continuing to drop out of school at a higher rate, as they will quickly come to view themselves as failures who don't fit in when in fact all they need is time to develop skill and confidence in their second language.	Jan 9, 2012 7:06 PM
13	The Executive Summary affirms a commitment to closing the achievement gap but doesn't present a strategy aside from data collection. Closing the achievement gap requires engaging all students with learning. Excessive focus on test-taking drives learners away from learning. The plan should encourage small class sizes and effective teaching strategies honed through teacher dialogue and reflective practice.	Jan 9, 2012 5:06 PM
14	Concern about learning disabled students and ability to access college when they have a specific learning disability in an area such as written communication -- won't be able to get a regular diploma without passing writing assessment. Discriminatory against students who could be college bound.	Jan 9, 2012 4:48 PM
15	Next Generation of Accountability/Focus on Subgroups Section; I am not in total agreement with #s 1, 2, 3, 4. I have questions about these. Will the waiver for this section be part of this waiver or to Title III?	Jan 9, 2012 4:44 PM
16	Poverty is a key problem for many of our ELL learners. That should be a top priority and it isn't. I like that you are giving them relief from OAKS, but I am concerned that you expect them to be at a school for a school year to be able to take the test. They are often an extremely transient population. It takes several years for ELL students to gain proficiency. What about implementing bi-lingual programs. ELPA and proficiency seems okay vs. OAKS, but I am not an ELL teacher. I would ask them. Have you?	Jan 9, 2012 3:57 PM
17	My only concern is that the efforts to align the CCRS to the ELP standards doesn't result in a shift in the construct of what ELP standards are. ELP standards themselves need to stand alone. It's good to look at other content standards to make sure that our ELP standards will allow ELLs to be successful in other content areas, but not to change the nature of the ELP standards to make them "match" with other content area standards.	Jan 9, 2012 3:20 PM
18	This section seemed confusing to me and I am not sure what this plan does differently to help these students in that there is no money to put toward these ideals.	Jan 9, 2012 3:16 PM
19	This program sounds SO good, but as long as the state diploma requires a certain "proficiency" level for ELL or students with disabilities, the program is still discriminatory. For example, a student may have exceptional math skills but has a writing disability and can't meet state standards..... this will mean that the student can't earn an Oregon Diploma and will have to have a "modified" diploma. From engineer friends, I gather that many have limited writing skills..... with this new diploma, would these people have either not earned a diploma or, if ELL or special education student, would have earned a modified	Jan 9, 2012 3:10 PM

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	diploma? The modified diploma will keep this person from jobs that they are perfectly able to perform, keep them from obtaining federal financial aid for post secondary education, etc.... We cannot box our population into such rigid requirements - somewhere, there has to be room to be good in some areas but less proficient in others and still be considered a Oregon Diploma graduate.	
20	Again, I do not agree with focusing only on the CCSS. They are too narrow. Oregon, like Utah, should be expanding foreign language immersion programs.	Jan 9, 2012 2:46 PM
21	Unless the plan involves hiring more public school employees who are trained to teach ELL or students with disabilities, the plan fails to appropriately address the needs of these students.	Jan 9, 2012 1:01 PM
22	Removing accountability for the progress of ELL and SPED students from the school improvement calculator is a mistake!	Jan 9, 2012 12:56 PM
23	I do not support the statement that growth on ELPA would equate to growth on RLA. They are different standards, and students at levels 3+ are more than capable of showing growth on the RLA exam. This sends a message that we cannot expect ELL students to make growth in Reading and Language Arts. That is of significant concern to me.	Jan 9, 2012 12:21 PM
24	On page 59 the chart shows the "Weights for School Ratings" you see that the Subgroup Growth is 25% os the rating for the elementary and middle schools and a whopping 10% for the high schools. How can we improve the performance of subgroups if we don't focus on them in the data reporting????	Jan 9, 2012 12:20 PM
25	It does not make sense to expect students new to English, or with disabilities, to meet the same standards as their peers. Assessing them should be based on PROGRESS.	Jan 9, 2012 12:07 PM
26	No specific comments. Beyond the scope of my expertise, so it is probably better critiqued by someone more familiarly with ELL and special needs populations.	Jan 9, 2012 11:29 AM
27	You're kidding, right? More testing used for teacher evaluations does nothing to help ELL and SPED. In fact, the waiver makes it easier for these types of kids to be ignored.	Jan 9, 2012 11:29 AM
28	the plan fails to make any distinction as to responsibilities of the English language learners themselves	Jan 9, 2012 10:46 AM
29	There is too much diversity in districts across the state. Too much emphasis on ELL and Students with Disabilities may penalized rank and file student bodies.	Jan 9, 2012 8:57 AM
30	My opinion has not been formulated just yet. Limited or no information has been disseminated to the district level from ODE. How many committee meetings? When do these meetings occur? Who is on the committee to determine these changes - especially if we would like to contact them so that they may communicate additional ideas?	Jan 9, 2012 8:52 AM
31	To have Level 2 students not take OAKS English Language Arts will make needy	Jan 9, 2012 8:21 AM

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students invisible. I could understand Level 1, but not 2. The proposal to have ELPA scores count for Language Arts is not appropriate. They are not the same. We wouldn't consider it to replace math OAKS. Why would we consider it for OAKS Language Arts?

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| 32 | Quit "analyzing" and start DOING! Nothing in here talks about DOING anything. | Jan 9, 2012 5:26 AM |
| 33 | Absolutely not. By placing such a great deal of emphasis on math and reading scores, all students miss out on valuable educational opportunities, but especially these students who will not test as well as others. The fact that Oregon will still be labelling schools and then using the four, punitive interventions, the worst being receivership, is just a step further down the wrong direction that could close or cause take-overs by the schools many of these students might attend. | Jan 9, 2012 12:36 AM |
| 34 | <p>There is little if any content in this plan that appropriately addresses the needs of English language learners. There are two items on page 40 of the document that Oregon should not seek the following waivers from existing law: • "Allow growth on the English Language Proficiency Assessment (ELPA) as an alternate measure to growth on OAKS in English language arts for all ELL students currently receiving services." There is a distinct difference between English language proficiency and achievement in English Language Arts. We already had this discussion in Oregon when we first began to implement English language proficiency standards and now we are regressing in our expectations and understanding of how we should be instructing and providing programs and services for our English language learners. English language proficiency standards are distinctly different from English language arts standards and should not be substituted in any way for meeting English language arts standards. •"Include previous ELL students as a subgroup for reporting and accountability." This means that the LEP subgroup performance will be established only with English language learners who are currently receiving ELD services. No credit will be given for exiting students. Teachers and students work extremely hard to develop students' language to the proficient stage so they can be exited from ELD programs and navigate mainstream classroom work independently. That is the ultimate goal of any ELD program in Oregon. Under NCLB there was much discussion and struggle to get the exited students included for two years beyond their exit date so that student achievement of LEP students would be reflective of the progress being made by ELL students. Without exited students in the mix, the LEP subgroup will never meet standards because the students in the group will all be at a nonproficient level of English--even if they are let's say at Level 4 (early advanced)they are still not at the proficient level in English. For the LEP students we will be running on a treadmill. Is that what we really want for English language learners in the state of Oregon? Don't you, as you state in your document, want to show the growth and achievement of English language learners? If the answer is yes, then you should not ask for this part of NCLB to be waived. Asking for both of these items to be waived is two huge steps backward. We were here before and made significant progress in addressing the needs of ELLs both in program services and achievement. Now we are going back to where we were 10 years ago. This doesn't seem like progress. On page 39 of the waiver, it states "Oregon is one of only two states to have a consistently widening achievement gap between white and African-American students. Oregon has a four-year cohort graduation</p> | Jan 8, 2012 8:35 PM |

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rate for African-American students of less than 50 percent. For Hispanic students and English Language Learners (ELL), the four-year cohort graduation rate is only about 42 percent. To reach the 40/40/20 Goal in a way that is equitable and represents the citizenry of our state, which Oregon is committed to doing, we must make improving subgroup performance the state's top priority." This is some pretty disconcerting information. It does speak to the necessity of "improving subgroup performance the state's top priority." But then when I get to page 59 and review the chart showing the "Weights for School Ratings" I see that Subgroup Growth is 25% of the rating for elementary and middle schools and a mere 10% for high schools. In the same chart for the high school graduation rating, overall graduation rate is worth 35% of the high school's overall rating while the subgroup graduation rate is worth 15%. If we really are going to make subgroup performance "the state's top priority", shouldn't we make the percentages for subgroup performance higher? All this configuration does is perpetuate what you already have happening in Oregon. The total performance is still weighted double--this is the group that is performing best in most schools now. They will still continue to perform best and while some attention will be given to subgroup performance--25% worth--the attention and changes in instruction for subgroups that needs to occur will not because there is not enough weight given to their performance. What if the subgroups rating was 50% of the total performance rating? Then I think you would see some real attention and change in core instruction in schools which would ultimately result in higher levels of achievement and learning for the subgroup populations. The same comments would pertain to the graduation rate...weighting subgroup graduation rate at high school at 15% is making subgroup performance "the state's top priority"? Really? Do we really want our subgroups to do better and to be part of the 40/40 group? I don't see that this plan is going to result in a much different result.

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| 35 | With the emphasis on the RTI process, I think it comes closest to anything that we have seen to date. RTI in and of itself, requires, once again, a high degree of Professional development, to understand the process overall, and then time to implement. There is need for PD at so many levels with these two large populations of students. After spending 18 years in leadership in a district with a high proportion of ELL's I have learned so much and none of it is simple. Once again, it is dependent on ongoing professional development and close data processing. What I have observed closely is that within the community of educators for ELL's particularly there is a high degree of disagreement as to how instruction should be delivered, and often disagreement on the recording of data. How it is reported often depends on who is entering the data. Getting the data to accurately reflect what students know and are able to do, ultimately depends on arbitrary decisions made by individuals, and often with large inaccuracies. This leads to significant and time consuming issues for other staff to "clean" the data. This process requires highly skilled folks who not only understand the assessments and how to interpret, but how to enter the data accurately so it truly represents the student learning with integrity. | Jan 8, 2012 7:02 PM |
| 36 | This section laid out how state assessment accommodations would support students with disabilities. I didn't read how the state is planning to support districts with increasing student achievement for students with disabilities. | Jan 8, 2012 12:40 PM |
| 37 | It seems that the plan for students w/disabilities is more focused on assessment | Jan 7, 2012 5:17 PM |

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	accommodations. Not sure how it addresses implementation/rigorous expectations of CCSS in classrooms. This seems to be a bigger issue and one for which a state "voice" and technical assistance would be helpful.	
38	Achievement is not determined by labels.	Jan 7, 2012 2:32 PM
39	I think they need to be reporting on TAG as a subgroup both to make sure TAG kids get what they need *and* to make sure that TAG scores do not mask deficiencies elsewhere. TAG should be added as a subgroup. The populations should be "special populations" rather than "disadvantaged". Students may have special needs without being "disadvantaged". Why pin a negative label on them?	Jan 7, 2012 2:21 PM
40	ESL students should be given a 1 year long English immersion program and no more.	Jan 7, 2012 9:07 AM
41	I do not see academic resolution process outlined with clear remedies following strong literacy research and practices.	Jan 7, 2012 8:18 AM
42	To some extent - will need more detail to be able to say definitively	Jan 6, 2012 4:21 PM
43	No detail about how ELLs and students with disabilities will be supported in meeting college and career ready achievement standards. How will they access the content? What instructional supports will be offered? Also, why is it suggested that ELL students in US schools for less than one year be exempted from all testing, when Oregon offers some native language testing (Spanish)? Are inferences about growth on the current ELPA valid?	Jan 6, 2012 3:32 PM
44	As a professional, I have difficulty understanding the section related to ELL and students with disabilities. How are others going to understand?	Jan 6, 2012 3:30 PM
45	Yes, like those changes.	Jan 6, 2012 1:35 PM
46	I think that we continually side-step the true need for our subpopulations. Educators and community members need to examine their own biases and commitment towards these students before any other teaching strategy, funding or program will work.	Jan 6, 2012 1:31 PM
47	Depending upon the fully developed plan to address ELL students.	Jan 6, 2012 11:02 AM
48	I am wondering why the report did not include information from the Special Education Design Lab? Did I miss something, it seems that much of that report would be appropriate to add to the report.	Jan 6, 2012 10:06 AM
49	I saw some changes with the accountability for ELL students, but didn't see any changes for students with disabilities. I like the proposed ELL changes.	Jan 5, 2012 9:22 PM
50	There appear to be proposed systems to support and, if necessary, intervene with districts that are not meeting the needs of those student populations.	Jan 5, 2012 3:35 PM
51	The plan has great attributes but for non-traditional students, we need systems that define and meet their needs--read collaborative partners.	Jan 5, 2012 1:40 PM

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52	ELL plan not as detailed as students with disabilities.	Jan 5, 2012 1:24 PM
53	The only mention of students with disabilities is accommodations on state testing. To appropriately address needs, it would need to be much more comprehensive. There is no consideration for access for students who are unable to read.	Jan 5, 2012 10:48 AM
54	If you aren't in the classroom facing the problems you may not understand the scope of the problem.	Jan 5, 2012 10:17 AM
55	It is completely unrealistic to expect students of these diverse populations to parallel the same trajectory as native speakers/those without disabilities.	Jan 4, 2012 10:06 PM
56	If the standards haven't been developed for ELL, how can the plan be evaluated about whether or not it appropriately addresses their needs? Since the heart of accommodations is an INDIVIDUAL education plan, having only set "allowable" accommodations may or may not meet individual student needs.	Jan 4, 2012 4:41 PM
57	From what I read the plan only addressed superficial accommodations for students with disability, and no specially designed instruction needs or modifications or supports for learning. There is so much that could be provided for our SPED students who are on the cusp to being able to access CCRS.	Jan 4, 2012 4:29 PM
58	Not as clear that this change will move IEP students forward	Jan 4, 2012 3:33 PM
59	I like that the new ELP standards will be aligned with CCSS, but they also need to be usable, not like how the current Oregon ELP standards are aligned with the current ELA standards which becomes a document to unwieldy to be of any use to a classroom teacher.	Jan 4, 2012 2:29 PM
60	Music and the Arts bridge the cultural gap better and stronger than words. Words is just wind. Music activates more of the brain than any other activity or subject.	Jan 4, 2012 1:44 PM
61	Teachers can either have pride in the work they do or they can have a life.	Jan 4, 2012 1:42 PM
62	A need for dual or bilingual education is needed to enhance the education of the ELL and Students with disabilities.	Jan 4, 2012 12:55 PM
63	In terms of ELLs I do not believe there is sufficient detail as to how resources will be utilized to support educators who work most closely with these students who currently tend to struggle academically as a group.	Jan 4, 2012 10:16 AM
64	Very limited on ELLs.	Jan 3, 2012 9:24 PM
65	Again, remember those whose disability is hearing impairment.	Jan 3, 2012 4:58 PM
66	One of our major problems is that for too long we have neglected all the other students while trying to meet the needs of ELL and IEP students.	Jan 3, 2012 4:00 PM
67	As the plan later references RTI as a proven structure, I would expect to see the curriculum and standards referenced as core, tier II and tier III interventions.	Jan 3, 2012 3:36 PM

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68	Only when the ODE provides alternate assessments in the languages of all of our students will ELL students' needs be met. Language in the current law says that students with an ELPA of 3 can be assessed in reading in their own language--but how is each district supposed to do that? We don't have access to Samoan, Gujarati, Thai, etc. language assessors. ODE should be taking over these sorts of alternate assessments and providing access to our ELL students. Our ELL students are working hard, but there's no way to pass these tests if they have been in the US for just a few years.	Jan 3, 2012 2:01 PM
69	Regardless of what type of "label" placed on students, the expectations of the common core do not take into account students' different rates of brain development.	Jan 3, 2012 1:30 PM
70	It appears that an effort has been made to meet the needs of ELL students; students with disabilities are still being asked to meet standards that are, by their definition, unreachable for those students. How do districts address the specific needs of these students without being penalized for the students' inability to reach the scores that are beyond the capabilities of the student(s)?	Jan 3, 2012 12:52 PM
71	There are no representatives from organizations deeply impacted by the level to which this plan will address the needs of ELLs	Jan 3, 2012 12:41 PM
72	The new diploma and transition requirements (for students ages 18-21 w/ disabilities) are not aligned with IDEA requirements. Clarification and guidance must be provided to assist districts in implementing these conflicting sets of laws.	Jan 3, 2012 11:28 AM
73	It seems to address some of the needs, but it doesn't go into specifics exactly, especially when there is such a wide range of disabilities (reading, math, speech, behavior, hearing, vision, etc.) and levels of English language learning (from newcomers to Level 5)	Jan 3, 2012 10:03 AM
74	ELL needs are too coddling with students enrolled in the programs for years at a time, thus they are constantly behind other students. Children need to be taught English with fluency as quickly as possible and integrated into the mainstream population.	Jan 3, 2012 8:24 AM
75	Needs some more depth	Jan 2, 2012 4:50 PM
76	I think the plan addresses it, however; it is all in the implementation at the building level. How will it be monitored?	Jan 2, 2012 1:22 PM
77	I agree for ELs, disagree for students with disabilities.	Jan 1, 2012 8:23 PM
78	The lack of voice of ELL parents concerns me. I suggest that we include this "voiceless" group in the all discussions concerning CCSS.	Jan 1, 2012 6:09 AM
79	the plan is unrealistic about the needs of students with disabilities and assumes that preparing them in the same way as the average student is appropriate. this is wrong.	Dec 30, 2011 10:07 PM
80	the plan is unrealistic about the needs of students with disabilities and assumes that preparing them in the same way as the average student is appropriate. this	Dec 30, 2011 10:07 PM

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is wrong.

81	I live in a community where many of the students, regardless of their achievement, have no place to go with their credentials because they are illegal.	Dec 30, 2011 6:56 PM
82	One great support for ELL and Students with disabilities is the community. These community groups should be involved in the assessment process (they probably already are, but this could be made more clear in the application).	Dec 30, 2011 4:19 PM
83	There is no more emphasis on the needs for students with disabilities in this plan then what is currently in place.	Dec 30, 2011 3:51 PM
84	see above	Dec 30, 2011 10:31 AM
85	The ELL section is vague. Not clear what the changes will be in reality.	Dec 29, 2011 11:21 PM
86	A plan is in place to address these two learner groups' needs I hope that whatever is created for the new ELP standards will create more success for these students than the past AMAO's have. Out of the 197 school districts less than 25% of the districts have met, I believe that is the system failing in some way not the students.	Dec 29, 2011 10:37 AM
87	On page 16, the activities to involve ELL and SPED stakeholders were not listed, to lead me to believe that it was a token effort. SPED and ELL are hardly mentioned in the entire document. At-risk youth, youth in the child welfare system, and youth in the juvenile justice system is not mentioned. This document is not all encompassing of the many different sub-groups of students in Oregon schools.	Dec 28, 2011 3:10 PM
88	What plan is in place to increase the number of ELL and Students with Disabilities being able to graduate?	Dec 28, 2011 2:18 PM
89	Professional development for teachers on differentiated learning? I don't see this.	Dec 28, 2011 2:14 PM
90	More specificity is desired in this section.	Dec 28, 2011 12:29 PM
91	Plans for how to address this have been included, though, and it appears that those included will be able to provide appropriate direction for addressing the needs of these students.	Dec 28, 2011 12:10 PM
92	I assume, but don't know details about how	Dec 28, 2011 8:14 AM
93	But, what does the term disability include: physical, learning difficulties, behavioral problems, mental/emotional ??	Dec 27, 2011 7:30 PM
94	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:43 PM
95	The assumption seems to be that all students with disabilities will be able to attain the standards with accommodations. Many students with disabilities can be successful in college and or careers if appropriate modifications are made.	Dec 27, 2011 12:37 PM

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Many of the accommodations don't truly meet the needs for for some to demonstrate their skills.

96	it appears no work has been done as of yet, and plans are vague.	Dec 27, 2011 9:45 AM
97	Conceptually, yes. Special education costs are the one service model that continues to grow even while funding remains flat (actually reset to to 2006 levels). Because of the Maintenance of Effort requirements, special education services take resources from the general education program. This diminishes the actual support available for all other students (including ELL).	Dec 27, 2011 8:52 AM
98	a bit more could be added to the "teacher/administrator professional development" related to CCSS and special education -- given the federal grant just recieved.	Dec 27, 2011 8:02 AM
99	major reliability and validity problems with Oregon's ELPA exam...not aligned with Oaks...kids can pass ELPA, but be no where close to ever passing reading OAKS....pressure from ODE and feds to EXIT kids from ELL status before they are ready	Dec 26, 2011 4:50 PM
100	Hard to tell now, proof will be in the results. Inclusion model holds promise as it is being implemented in my school district.	Dec 26, 2011 2:13 PM
101	I feel a large peice missing here evolves around the transitions many of these students go through. For example, we have students move in their junior year. We have to test them, but we also identify them as having a learning disability that has never been addressed due to the families constant movement. Then we expect them to pass assessments in areas that have just been identified, but have not had adequate and concentrated remediation. Until this peice is addressed as a "common issue" I feel we are always going to fail to address the needs of these two subgroups.	Dec 26, 2011 10:47 AM
102	It'd be nice if there were "modified" standards for students with disabilities.	Dec 26, 2011 9:21 AM
103	One must change the culture of a district by providing more recognition to ELL students for higher achievement. Lessons are a factor but not as important as changing the culture that allows stagnation.	Dec 24, 2011 11:01 AM
104	What are we doing to support students to get to higher levels? It sounds like we're just measuring them more!	Dec 23, 2011 9:01 PM
105	The plan is articulate and well-planned.	Dec 23, 2011 5:26 PM

Page 3, Q4. The additional report card measures outlined in section 2.A will significantly improve Oregon's ability to indicate whether schools are placing students on track to success in college and/or a career.

1	It's one way of looking at schools. It's not good or bad, it's just one way of looking.	Jan 11, 2012 9:16 AM
2	I am tentative about this. I do think elements of these accountability objectives are the kinds schools should use. I am concerned about even more bureaucracy in this area with very little impact.	Jan 10, 2012 9:15 PM
3	I am somewhat tentative about this. I am concerned that we will drown in bureaucracy as we develop and implement this at the state level. Many elements of the kind of accountability are important for tracking student achievement and are the kinds of measures our district tries to use.	Jan 10, 2012 9:07 PM
4	My understanding of the Oregon report card is that it is more carefully considered and realistic than the rigid standards of no child left behind.	Jan 10, 2012 4:03 PM
5	(1) The content of Section 2.A.i. is not irrelevant to this application, but it does not address "recognition, accountability, and support" (the subject of this section). This is one of multiple organizational problems with the application. For an example of a state that has done an admirable job with the organization of their application's content, I would suggest you look at Massachusetts. (2) Considering only the content of this section (regardless of section placement): It discusses a new emphasis on high-level outcomes resulting from SB 253 and SB 909 (p. 31), including key core outcomes by learner group (pp. 31-32); promises "a more detailed set of outcomes" for elementary, middle, and high school, "including measures of student growth and additional information about subgroup performance (p. 32); describes a current OR Report Card (pp. 32-34); mentions (without rationale) a modification to the current report card for 2011-12 (pp. 34-35); discusses a process for developing a new OR Report Card (pp. 35-38); summarizes a set of "Other Recommendations" (pp. 38-39); and briefly focuses on the achievement gap (pp. 39-40). Then, the section on subgroups (pp. 39-40) introduces another possible set of measures from the Colorado model for identifying reward, priority, and focus schools. Unfortunately, each is presented virtually independently. To build a credible case for "differentiated recognition, accountability, and support" (the purpose of this section), the linkages among these pieces and their linkages to recognition, accountability, and support must be explicitly defined. For example, there is no critical examination of the deficiencies in the current report card (e.g., isn't "attendance" equivalent to the concept of "seat time," a measure that has been classified as not an outcome by the OEIB?) or the rationale behind improvements intended for the new report card. Another example: the Colorado model is presented as an addendum for the purpose of designating reward, priority, and focus schools (p. 40), apparently completely unrelated to the OR Report Card. (3) It is particularly disheartening and potentially discrediting to this application to learn that "the model for incorporating subgroup performance into our overall accountability system is still to be discussed" (pp. 40-41). If I were a reviewer, I would expect a state with a widening achievement gap to have made this a priority. While the text states that subgroup performance is a priority, the state's actions demonstrate something else.	Jan 10, 2012 3:41 PM
6	I appreciate that this will be a more accurate measure, but I still have reservations as to how the career and college readiness will be tracked and accurately assessed.	Jan 10, 2012 3:11 PM

Page 3, Q4. The additional report card measures outlined in section 2.A will significantly improve Oregon's ability to indicate whether schools are placing students on track to success in college and/or a career.

7	More standardized testing through "common formative tests." The outcome will be certain. Less money and time going to classroom instruction. More narrowed curriculum, more teaching to the test. That this effort to measure outcomes of early and higher education when the state does such a dismal job supporting qualified families and students with Head Start and tuition is insane. Number crunching that is meaningless. 40/40/20. Lake Wobegone, above average, American exceptionalism. The cure to poverty and income inequality... The Learnworks framework is great in theory, but short on means to achieve it with our funding crisis and with growing poverty.	Jan 10, 2012 3:02 PM
8	Graduation cohort data and then longitudinal data about what happens to our students statewide is what we need.	Jan 10, 2012 2:55 PM
9	I feel that the low 2% increase in high school completion is too low and does not reflect a sense of urgency.	Jan 10, 2012 2:48 PM
10	FURTHER WORK IS NEEDED in the differentiation of accountability for alternative high schools. Those who work with our most severely credit-deficient students should not be penalized if they cannot meet the graduation targets; they should be rewarded for re-engagement and credit progress. Furthermore, if alternative high schools are allowed to create 5-year programs that emphasize a middle-college model, their accountability for graduation rate should only reflect the #grads in five years, not four. If that is not possible, it will continue to produce a "false negative" in school, district and state graduation rates and we should strongly urge alternative schools to develop 4-year programs, period.	Jan 10, 2012 12:49 PM
11	Very few if any parents in our district currently use the report card. It may be an outdated evaluation tool, or something that is mainly used by ODE.	Jan 10, 2012 10:28 AM
12	Concern about differences between low and high SES schools.	Jan 10, 2012 8:42 AM
13	However, ELL concern stated above	Jan 10, 2012 7:01 AM
14	These are much needed changes--the current report card is completely meaningless and unhelpful. I used it when moving to the state and researching schools, and ended up pretty much ignoring it. More specific data on students would be much more helpful than aggregate data on tests only that determine a school's ranking.	Jan 9, 2012 11:58 PM
15	It's just a change in names! What difference does it make what you call it when all you're doing is reducing school communities to numbers?	Jan 9, 2012 10:57 PM
16	The main thrust of the report card remains identifying winners and losers. It is way too blunt an instrument to provide any kind of meaningful guidance for parents, community or educational leaders.	Jan 9, 2012 10:27 PM
17	I disagree that the Oregon Report Card is an annual snapshot of school quality. The report card is biased for schools with high SES populations. A greater percentage of schools where parents are involved and students basic needs are met are recognized as excellent under the current system. It uses data that is comparable school to school but that data has little meaning in differentiating performance. In the this Section Writing Assessment is mentioned as a factor in	Jan 9, 2012 10:01 PM

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participation but the assessment is no longer being given because of lack of state funding. The document discusses the changes in the Oregon Report Card but does not say on what research it bases the probable success of those changes. "time and opportunity for continuous collaboration" of teachers is a pie in the sky dream without a change in the structure of the elementary school day of District provided opportunities to collaborate. I believe in student-centered teaching and learning. I don't see how "locally-developed but state-normed assessments will allow Oregon to greatly improve teaching and learning..." Doesn't there need to be opportunities for teacher learning along with that assessment of skills? Shouldn't the professional development plan and opportunity to collaborate be tied to the assessment? In order to improve subgroup population scores including poverty students need to be required to attend school. The current laws do not support success for these subgroups. Oregon needs to require students to attend school starting not at age 7 but at age 5 especially now that they have mandated full-day kindergarten by 2014. Students who are "home-schooled" or schooled outside of public education need to face the same requirements to receive public funds.

18	As long as student "success" continues to be measured by standardized tests, and the ravages of poverty on students and families are ignored as barriers to educational achievement, nothing will improve schools in poor neighborhoods. Those schools deal with all the societal problems that surround them and walk in their door each morning. If you reported more on whether police in those neighborhoods were bringing down the crime rate, would that improve Oregon's ability to indicate whether the police were placing the communities on track to become stable and prosperous?	Jan 9, 2012 7:16 PM
19	The proposal is long on ideas, but short on resources.	Jan 9, 2012 7:08 PM
20	I'm glad to see that the report card will include other measures besides OAKS scores, but I don't really consider PSAT scores to be other measures. Schools cannot be judged simply on student performance on tests (OAKS or PSAT). Students' abilities need to be measured through non-test-based means as well such as grades, teachers' assessments of students' abilities, attendance, engagement with school, good conduct, attendance, etc. These need to be measured by student over time, not just one group of students at one point in time, as the group measured will change. The context of student performance also needs to be clear in terms of class size, resources, space, curriculum, teacher qualifications, community socioeconomic factors, and community support of the school. All of these factors need to be analyzed by teachers and administrators at the school to indicate improvement over time and by external educators who can assist in recommending next steps. The outcome of report cards needs to be positive support not high-stakes consequences that encourage falsification of data.	Jan 9, 2012 5:12 PM
21	Without knowing what the assessments will look like that will measure students and growth it is hard to tell whether it will be effective. It has the potential to help students and evaluate schools.	Jan 9, 2012 4:58 PM
22	until we see the recommendations	Jan 9, 2012 4:50 PM
23	too much emphasis on tests and not enough on building capacity for formative	Jan 9, 2012 4:45 PM

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assessment.

24	Still Outcome based in Reading and Math using test scores... How is this any different from NCLB? It is clear to everyone in education that standardized testing is insufficient to evaluate our kids., and I believe this will to continue to narrow our curriculum. How is this based on educational research and good practice? Don't know how you can ask us to compare achievement compacts when they haven't been developed yet?	Jan 9, 2012 4:11 PM
25	Not clear how it's really different from NCLB. Aren't you really using the same standards? The model isn't clear - or defined, until 2013! How can we respond?	Jan 9, 2012 4:05 PM
26	If the accountability process outlined in the waiver only applies to Title I schools, as it appears to me to be the case, then how will non-Title schools be evaluated? The current system under AYP evaluates all schools. While there are many issues with AYP, the fact that all schools are evaluated is critical.	Jan 9, 2012 3:43 PM
27	Foreign language proficiency is not included as an objective. High school study abroad is not included as an objective.	Jan 9, 2012 2:53 PM
28	The focus is too narrowly focused on easy to measure learning, and not enough on the whole student.	Jan 9, 2012 1:37 PM
29	This is long over due the Oregon schools in particular the Portland area are way behind the curve in getting students ready for the real work world however this document leaves too many questions and loop holes for the bad districts and schools to continue the multi decades long drop in education. A very limit leash is needed in non performing schools and districts	Jan 9, 2012 1:15 PM
30	School "report cards" are a bureaucratic waste of money that inappropriately label schools. It is WRONG, WRONG, WRONG for kids and Oregon. Every dime spent on this bureaucratic garbage should be spent reducing class sizes and investing in art, music, library, PE, more school days, teacher training & mentoring and wrap around services to help children living in poverty overcome their unique educational challenges.	Jan 9, 2012 1:01 PM
31	I am concerned about this whole document in term of a legal snarl. It would be a good idea to have the Attorney General review athis whole document to make sure what is being proposed is legal and will not end up in litigation for years to come.	Jan 9, 2012 12:26 PM
32	The guiding principles on page 32 focused on outcomes and individual growth are excellent, but not always evident in the ESEA waiver. The multiple measures of College and Career Readiness (principle 2) is an important principal, but the accountability model only addresses content found in the CCSS. How will "cognitive skills", "academic behaviors", and "transitions skills" be assessed? These concepts need to be clearly defined and measures need to be identified for these areas to be adequately addressed. Continuous improvement through ambitious achievable differentiated targets (principle 3), but the use of ordinal data (percentiles, meets/nearly meets, etc) will not allow schools to set achievable goals. It is a mathematical impossibility for all schools to be "above average" (e.g. 50-100th percentile). HALF of all schools will	Jan 9, 2012 11:31 AM

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ALWAYS be below the 50th percentile no matter what they do! That's what percentiles mean. The proposed system will continually be labeling half of all Oregon schools to be identified as "nearly meets" and/or "does not meet". How can "achievable" goals be set when "improvement" can only be achieved if another school "declines"? The introduction of this mathematical paradox is fatal flaw of the proposed method. Thus an entirely new model of identifying schools should to be considered. A further critique of the system will be found in the feedback specific to section 2.D.i. The proposed waiver also fails to address the need for "clear, understandable, public information" (principle 5) by creating an accountability system that is less clear than NCLB and likely will result in more frustration in the field. No doubt that NCLB has significant flaws, but I fear the system proposed will worsen rather than improve the situation. I would recommend either completely replacing accountability measures in 2.D.i, or keeping current models the same and extending the 100% accountability date beyond 2014. My preference is to build a better system, but the current NCLB system (while impossible to meet) is at least non-paradoxical so extending the 100% accountability date may be preferable if improvements cannot be made.

33	Labeling schools doesn't help. Anyone knows the labels are influenced almost solely by economic conditions of the parents in the schools. Absurd.	Jan 9, 2012 11:29 AM
34	measure outputs - need to measure what kids are offered - to see how schools are investing in offering courses kids need to be successful	Jan 9, 2012 11:14 AM
35	Define success--what is "success"? How about if students are on track to read and write so they don't need remediation when they get to college/career?	Jan 9, 2012 10:49 AM
36	emphasis on post-secondary education might be high; how about focus on out-of-the-box entrepreneurial careers?	Jan 9, 2012 10:30 AM
37	You are missing the issues that really need to be addressed including education funding, early learning as a strategic mitigation effort, district flexibility in how teachers are evaluated, and use of technology to manage/track progress.	Jan 9, 2012 8:59 AM
38	Better then what we currently have but needs better understanding of what overall improvement of individual student mean and how it is rated. A district/school with low achievement but high improvement gains should be recognized as well as a high achieving school with reducing/stagnant acheivement should be noted. Age of student should not be included, grade level would be more appropriate to ensure structures are in place to assist students at any age. ESD's inclusion should be listed as part of the achievement compacts (p.37, #4). Graduation rates need to include cohort rate from K-12. Regardless of the amount of time in High School, the goal needs to be graduation!	Jan 9, 2012 8:56 AM
39	The success of students is dependant upon community influence AND the school's influence.	Jan 9, 2012 7:59 AM
40	Once again... standardized testing is A MEASURE...it should never be THE measure...	Jan 9, 2012 6:44 AM
41	No you are lowering the bar and giving up. Glad you are all willing to settle for	Jan 9, 2012 5:30 AM

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the "Oregon: 33rd Place Award for Mediocre School"

42	You might be able to "indicate" this, but tracking and measuring this are worthless if you don't have a plan to actually improve education. What is clear in this waiver request is a great deal of focus on "outcomes" and "measuring" without actually doing anything that will lead to better outcomes for all students.	Jan 9, 2012 12:47 AM
43	I agree that we are moving in the right direction. Removing AYP will be very helpful. There has been such a breakdown between the OR Report Card results and AYP. There will continue to be a need for significant communication with communities. All of these needs are not going to be able to be carried by the LEAs. What I do believe is, once again, the expectations being placed on LEAs is going to be unrealistic. I hear that the ODE is going to become a support agency. In my 35 years of education in this state, I have heard this same claim many times. I have found it to become less and less dependable for support. This plan is fraught with multiple surveys, and measurements, and yet is not at all balanced with the supports that are really needed by districts. In my later years in district leadership the two distinct activities that I found to provide success in turning the tides were quality and ongoing, job embedded professional development, and coaching at all levels of the system for teacher, and all levels of leadership.	Jan 8, 2012 7:14 PM
44	Better than what is currently being done, but still falls short. One assessment determines student learning, just promotes teaching to the test. Look at what other countries are doing that are well ahead of Oregon and the U.S.	Jan 8, 2012 4:56 PM
45	There are a number of areas where there is a (?) or "will consider," so it is difficult to tell if the final plan will improve the information on the report card. The focus on growth of all students is a plus. The Colorado model sounds promising.	Jan 7, 2012 5:23 PM
46	There is no date by which grade 3 students are expected to read fluently or have a sound foundation in numeracy. Page 32 NAEP 2011 scores show about one third of Oregon 4th graders are proficient in reading and math. Current	Jan 7, 2012 2:52 PM
47	The student tracking is good--the final report is bad. It is too complex and too misleading. How many parents raise a median child? The public won't understand the new reports and it will require lots of expensive training for school staff to understand them. Data could be broken down in more meaningful ways--for example by overlaying graphs of student performance and reporting performance by quintile.	Jan 7, 2012 2:42 PM
48	Continuing the focus on just two academic areas -- reading and math -- will continue the downward spiral of our schools as all else gets shunted aside. The current cohort graduation rate formula is prejudicial to schools with highly transient populations as students who enter at any time during their 4 years are considered dropouts, even if they attend but one day and then vanish. Accountability systems haven't worked. Look at the NAEP, PISA and TIMSS results before and since NCLB. Not only have other factors suffered, but even test results are not improved. http://nogginstrain.blogspot.com/2011/11/has-testing-and-shaming-improved.html	Jan 7, 2012 8:46 AM
49	This lacks accountability measures for Districts. I worry about students of color	Jan 6, 2012 6:41 PM

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	under-performing and the lack of support on behalf of districts to students of color, particularly speaking about the Latino community. Immigration= an issue to higher ed. Schools use their undocumented status to decide how much effort they will put in supporting and holding latino students to high expectations (and nobody addresses this).	
50	Not able to tell from the information provided. This will be answered over time as data becomes available - hopefully there will be careful analysis and revisions if needed.	Jan 6, 2012 4:24 PM
51	It is unclear how the report card metrics are related to college and career readiness, since ODE has not explained how high school achievement standards on OAKS are related to college and career readiness.	Jan 6, 2012 3:32 PM
52	As long as the terminology and layout are easy for a 'regular person' to read.	Jan 6, 2012 3:05 PM
53	This section has an incredible amount of information to digest. ODE will need to do a lot of work to get Districts up to speed with all of the new language and what the terms mean.	Jan 6, 2012 1:24 PM
54	Need to get rid of AYP. Still the new system needs clarification and more qualitative measures. We are still too focussed on student achievement tests.	Jan 6, 2012 1:02 PM
55	I strongly agree with the use of the term "model" instead of "reward" in Oregon.	Jan 6, 2012 9:56 AM
56	I like the idea that we are finally looking at cohort data and individual and school growth. This makes sense and makes it more of a level playing field for lower SES schools. I also like having only one report card, this has been confusing for parents.	Jan 5, 2012 9:33 PM
57	I have been superintendent for 11 years, and I have never received a phone call or email from my community about our school report cards. The only time I have had questions has been from people who are considering moving to our school district. I don't think that the new design will be any better in reporting true accountability to our local constituents.	Jan 5, 2012 4:54 PM
58	It's good that we're looking beyond standardized assessment scores. We need measures that speak more directly to thinking skills.	Jan 5, 2012 3:38 PM
59	I do not see this as a significant change in practice, hence ability to make a difference. Until parents and students see this as significant, it will not matter.	Jan 5, 2012 1:42 PM
60	It is difficult to understand how students can be career ready with no vocational opportunities. There is also a disconnect between the 6 new essential skills and the statewide focus of improving decoding skills, basic math skills and writing. There is no consideration for specific disabilities that prevent students from demonstrating these skills.	Jan 5, 2012 11:18 AM
61	Still, more consideration needs to be given to those students who are not college-bound. We need to make sure that they can obtain worthwhile job skills at the vocational level as an option for graduation.	Jan 5, 2012 9:51 AM
62	We live in an rural area and instruct students in welding, drafting, woods, vet	Jan 5, 2012 8:39 AM

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	science, hort, and other areas that make them job ready, but there is no measurse to prove this. For small school it is hard to have a large number of AP classes but other opportunities are present for college credit or work credit.	
63	I have not had time to thouroughly study this, but the general philosophy looks like an improvement.	Jan 5, 2012 7:47 AM
64	WHat reserach can be cited to prove proficiency bases instruction improves student achievement? How will the D of E translate said additions so the layperson will comprehend the data?	Jan 4, 2012 10:21 PM
65	Agree strongly with deemphasizing the repetition of the OAKS to try to exceed. Huge waste of time! College and Career Ready indicators should include surveying colleges on readiness of students.	Jan 4, 2012 10:13 PM
66	The current plan is corporatization of education, not serving students but only business. The OEIB is a self-serving committee without grounded knowledge in education	Jan 4, 2012 6:46 PM
67	Not sure if it "significantly improve" the ability to monitor schools performance in providing instruction with outcome goal as defined (college/career track.)	Jan 4, 2012 5:24 PM
68	Focus appears to be only on low performing/disadvantaged sub-groups with no focus on High performing students. Growth based on Good students turning into Great students. Adding items like TAG type sub-groups for tracking could be one way.	Jan 4, 2012 3:53 PM
69	You need a strong dosage of the Arts. Music should be a minimum of 90 minutes a week in the Elementary and a minimum of 180 minutes (3 hours) a week in middle school. The H.S students should have equal access to it where it doesnt get interrupted by the other classes. Music activates more of the brain than any other activity or subject.	Jan 4, 2012 1:44 PM
70	I'm not familiar with this.	Jan 4, 2012 11:28 AM
71	Including 4 and 5 year graduation rates in the measure honors and recognizes schools and students for providing sufficient support for ALL students to meet the standards, even if they need a bit more time. Consider including ELPA results.	Jan 4, 2012 10:35 AM
72	I have concerns about post graduate accountability. Students move, enroll, drop-out, and change career plans frequently. I would hate to see a school penalized for a situation like a student not attending post high school education because they are taking care of their siblings.	Jan 4, 2012 10:06 AM
73	Career-related courses and additional support has been cut from many districts due to cuts. Will these additional measures be put onto the English or math teachers? Will an announcement, special assembly, or flyer help students prepare for college? What if they don't want to go to college--how will they find their skill when electives have been removed in most cases? What will help GUIDE them?	Jan 3, 2012 9:34 PM

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74	The individual growth targets are a substantial and realistic improvement	Jan 3, 2012 6:08 PM
75	This is a great improvement but perhaps creating one "score" is oversimplifying evaluation of a complex system.	Jan 3, 2012 3:47 PM
76	I don't trust that schools will be sufficiently funded to track post-graduate (or post drop-out) students. Just because a student takes the SAT or ACT doesn't really mean that they will end up attending a college or university. Schools will end up requiring the tests just to look good, and the resulting percentiles will not adequately show true "success" after high school.	Jan 3, 2012 2:10 PM
77	Broadening our definition of success is useful, but my concern is that our definition is still not broad enough...where is our assessment of curiosity/creativity?	Jan 3, 2012 1:30 PM
78	This needs to be defined: "Achievement Compacts, established between the state and each of its 197 school districts, that express the connection between funding and student outcomes"	Jan 3, 2012 1:04 PM
79	If you aren't reporting AYP results in the report card and you are giving points to those who "meet" that are the same number of points as those that "exceed" it seems like you are manipulating the data to show what you want it to show. It also seems like parents will be confused by the ratings if there is no explanation of what those mean. What's a model school look like? what is the criteria to be a model and how is that school meeting that?	Jan 3, 2012 11:40 AM
80	However, I am concerned about what will happen for the small number of students (those with significant disabilities) for whom neither college or a career is realistic. Their "progress" needs to be measured and applauded as well.	Jan 3, 2012 11:34 AM
81	Unsure at this time.	Jan 3, 2012 10:30 AM
82	I think this whole plan has great intentions but I wonder why we are still focusing on using single standardized tests in elementary and possibly pre-kindergarten while trying to think of additional methods of assessment for high school students only? Why does the plan also seem to have slightly lower standards for high school than elementary when it comes to measuring academic achievement and attendance? It feels like the plan is to allow for more grey area while assessing high schools when students are closer to the goal of going to college while making passing in elementary more black and white when students seem to have a wider range of ability in one classroom (high schools allow for tracking students into different ability classrooms while elementary schools are set up to allow for students to grow at their own pace). I think there is a serious flaw in a system that allows a high-stakes test to be the sole measure of an elementary student's academic progress, (especially if the test is written for a single grade level when everyone knows that you can enter any fifth grade classroom, let's say, and you'll have kids reading a college level all the way down to a pre-kindergarten level. The test will neither show that high-reader has advanced (or digressed), nor that the low-reader has advanced or stayed the same if the test isn't personalized to their abilities or strengths.	Jan 3, 2012 10:26 AM
83	College and career readiness is a much needed area of concentration.	Jan 3, 2012 9:12 AM

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84	College is not considered an option in economically depressed areas.	Jan 3, 2012 8:27 AM
85	A growth model that takes into consideration the differences in schools is a step in the right direction. A wonder: will Oregon ever address parent accountability.	Jan 3, 2012 8:26 AM
86	I am especially concerned about the gap between our white students and sub groups. I am happy to see that addressed	Jan 1, 2012 2:40 PM
87	The lack of ESL staff participation in this section makes me very worried that the content was not as relevant to the classroom and district reality. AMAO measures in Oregon needs some serious revamp.	Jan 1, 2012 6:11 AM
88	The problem I see is that basing growth on one test a year may not show where the student is but where they are on that given day.	Dec 31, 2011 4:10 PM
89	It is fine in theory. I question how this will be funded.	Dec 30, 2011 7:00 PM
90	The focus seems to be on college. There are many students who will succeed by going on to apprenticeship or other vocational programs, and this should be supported as well. Perhaps, as a later add on to the report card, vocation experiences should be tracked somehow - or success in college vs career focused youth.	Dec 30, 2011 4:25 PM
91	This is improvement. However, I am not confident the enhancements in this section strengthen "support". The cultural shift in 2.F specifically addresses this but 2.A is heavily emphasized on new ways to report district/school progress (what is the proactive role of the SEA other than creating reports?)	Dec 30, 2011 3:59 PM
92	I still believe that accountability for graduation should not just occur at the high school level. Also expecting children from dysfunctional families to either attend college or training past high school at the rate of 80% of all graduates is very high.	Dec 30, 2011 2:00 PM
93	The shift from groups attaining proficiency to individual student growth is a significantly more accurate measure.	Dec 29, 2011 10:40 AM
94	Without necessary funding this is irrelevant	Dec 29, 2011 9:53 AM
95	There are currently multiple report cards. There was no mention of combining the SPED and regular district report cards. Also, the report cards should also state then PSAT, SAT, ACT, etc. scores of the students	Dec 28, 2011 3:16 PM
96	How will schools that do not have AP/IB be rated in comparison to schools that do? For example, if a small rural school in Eastern Oregon doesn't offer AP/IB courses, but does offer distance education courses through local community colleges and universities, how will they be rated?	Dec 28, 2011 2:22 PM
97	It only measures weather the school(s) have been successful in preparing the students to take the test.	Dec 28, 2011 2:21 PM
98	I think we need to refocus our education towards giving students LIFE skills they can use. I agree that a college education can be important for SOME students, but not for all. In my community, students need to learn how to balance a check	Dec 27, 2011 10:09 PM

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	book, do a household budget, cook healthy meals, work on engines, weld, repair small engines. That is far more important than whether or not they are ready for college.	
99	Sure, but does not address real issue of families and communities suffering from poverty, crime, unemployment, illness, domestic stress.... On track to a career is less of a challenge for some schools than others, but no differentiation is made for level of challenge. Higher SES school can expend less effort than low SES schools but are judged on same scale. Where is the extra support for the most needy families and children in our state.	Dec 27, 2011 8:06 PM
100	Students don't learn linearly. Kids aren't robots and this form of testing and analysis just breeds statistical results which are realistic indicators of the time and effort placed with a child or all the children.	Dec 27, 2011 1:47 PM
101	The outline for looking at accountability through growth is good. For smaller districts with limited numbers in subgroups, the emphasis on reporting subgroup populations can be damaging.	Dec 27, 2011 12:52 PM
102	Proficiency in reading and math alone are not significant indicators of later success.	Dec 27, 2011 10:36 AM
103	We are only measuring academic skills on a standardized tests. Academic skill is not an indicator of the soft skills like public speaking, critical thinking, and punctuality that all employers are calling for in employees	Dec 27, 2011 9:56 AM
104	We will have more flexibility to measure this and remind ourselves how inadequately we fund our education enterprise.	Dec 27, 2011 8:52 AM
105	lack of school funding, short school year and overcrowded classes undermine the effectiveness of any measurement...the problem we have isn't lack of data, it lack of time and funds	Dec 26, 2011 4:53 PM
106	Good to go to a growth model instead of the punitive model NCLB has provided.	Dec 26, 2011 2:16 PM
107	While I agree with the goal, I am not convinced that the accountability will ever be there. You are trying to measure part of an LEAs success on enviromental factors that are out of our control when a student enters college. Getting them to apply and register are one thing. Keeping them enrolled in post secondary education institutions where we do not evaluate teachers, set curriculum, monitor remediation, control peer groups, etcetera is a grandiose concept for a utopian world.	Dec 26, 2011 11:02 AM
108	I'm happy to see a focus on growth, as well as a focus on achievement. The waiver for ELD students is logical. What isn't addressed is what will happen when students don't meet standards.	Dec 25, 2011 9:15 AM
109	Once again there is emphasis placed on extraneous info that does not deal with the climate or culture of a school building or district.	Dec 24, 2011 11:11 AM
110	Raising expectations when we already have so many schools and students in need seems ludicrous. You're just focusing on the outputs. How about the	Dec 23, 2011 9:03 PM

Page 3, Q4. The additional report card measures outlined in section 2.A will significantly improve Oregon's ability to indicate whether schools are placing students on track to success in college and/or a career.

inputs?

Page 3, Q5. The increased emphasis on individual student growth improves Oregon's ability to recognize high performing and high progress schools, as well as those schools that need to focus on improvement.

1	I believe this aspect of the plan is an improvement.	Jan 11, 2012 9:16 AM
2	This section contains a thoughtful approach to school improvement. A suggestion would be to include the Oregon Literacy Plan and its self-audit and implementation tools located in the Literacy Framework sections of the Plan. That would demonstrate tools already in place and parallel math tools could be designed for this spring.	Jan 10, 2012 4:29 PM
3	I agree that schools need to have performance standards but also that high performing schools need recognition, which does not appear to be a priority in no child left behind.	Jan 10, 2012 4:03 PM
4	(1) One of the main criticisms of NCLB and AYP has been its near relentless focus on achievement levels, not growth. For this reason alone, an increased emphasis on growth is important. However, growth is necessary but not sufficient. Proficiency AND growth are necessary. This needs to come through more clearly in the application. (2) The Colorado growth model is introduced in this application without a single citation, reference to its provenance (beyond the obvious: Colorado), or explanation of its strengths or weaknesses. The lack of evaluative information about the model suggests a less than complete understanding of the method and its application in Colorado. In addition, another of the main criticisms of NCLB was that its metrics, particularly AYP, were difficult to understand. The methodology behind the Colorado growth model is, in fact, considerably more technically complex than that for AYP and its results are similarly difficult to understand by lay people or educators not schooled in statistics. This is not to say that the growth model should not be adopted but rather that tools to aid in its presentation and understanding must accompany its adoption.	Jan 10, 2012 3:41 PM
5	It is critical-especially in schools with similar SES profiles-to be able to look to each other where success is being achieved.	Jan 10, 2012 3:41 PM
6	If done well (accurately), the shift to growth in identifying ratings for schools is a strong move. Toward that goal, it is critical to develop K-2nd grade assessments as the plan intends. Waiving OAKS for ELLs at Level 2 or lower proficiency in English is a strength of this proposal. Finally, a strength of the model is that it truly applies "growth" through the use of 2 years of data and including intact-cohort (students with a valid assessment from the prior grade) vs. simply cohort groups (comparing one year's 4th grade group with the next year's 5th grade group, or sometimes even the next year's 4th grade group.	Jan 10, 2012 3:32 PM
7	As it is clear to me hearing the Colorado presentation of their growth model, there is no evidence that any state will achieve the 100% proficiency still expected by NCLB and these temporary waivers. From a link I found on their website, I saw a comparison to pediatric growth curves. It is truly inconceivable that the growth model promotes natural academic growth or that it fully addresses the issues faced by new immigrants or SPED kids. And in fact there is nothing to suggest that any common formative tests can be diagnostic for appropriate intervention. So I say (as ██████████ and Finland says) DITCH THE TEST!	Jan 10, 2012 3:02 PM

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8	I am not sure the model as it has been defined does not screen out high performing schools with severe demographics which are defying the expectations; Are high performance schools which maintain the high standards identified as high progress or are they penalized for maintaining a high standard. It's harder to show progress when the school is bumping up against the ceiling.	Jan 10, 2012 2:48 PM
9	Model is not research based to make individual student decisions	Jan 10, 2012 2:27 PM
10	only if it also addresses the students learning style, responsity and barriers	Jan 10, 2012 2:24 PM
11	But how are you going to achieve all of this with teacher cuts and fewer school days? The state should be on year round schools to decrease time decay over summer and the waste of time reviewing in the fall. America is in terrible position globally. We need aggressive changes not teacher unions who want their summer vacations.	Jan 10, 2012 1:35 PM
12	Bravo!	Jan 10, 2012 12:49 PM
13	Doesn't take into account student mobility.	Jan 10, 2012 11:51 AM
14	Will demographics be included in identifying Reward, Focus and Priority schools?	Jan 10, 2012 7:01 AM
15	It's great that the emphasis is on the individual student, but until you measure the growth of each student against themselves, the system is flawed. It may be a piece of the information, but using test scores isn't a true measure.	Jan 9, 2012 11:39 PM
16	Individual student growth is heavily correlated to poverty. So why don't we be honest with ourselves and include information on the poverty and hunger that exist in each school community? Studies show that kids from higher SES continue to make progress even during summer breaks because of the enrichment opportunities (like travel) that their parents can afford. Let's stop blaming teachers at poorer schools for the inequality at the root of low-performing students and schools.	Jan 9, 2012 10:57 PM
17	Again, I don't think this kind of assessment appropriately identifies anything useful.	Jan 9, 2012 10:27 PM
18	This depends strongly on the measure of student growth they use and the implementation requirements and support.	Jan 9, 2012 10:01 PM
19	This section addresses a long-standing concern!	Jan 9, 2012 9:39 PM
20	Somewhat agree. The assumption that each and every student can grow is, at times, a huge assumption for some of the special education population - and beyond anyone's control for those with certain medical and/or multi-handicap conditions.	Jan 9, 2012 9:00 PM
21	Again, if "growth" is measured by a standardized tests, the measure of growth is inadequate.	Jan 9, 2012 7:16 PM
22	The plan assumes student performance is totally within control of the local	Jan 9, 2012 5:38 PM

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school, where a student with 100% attendance still spends less than 17% of his/her time in a year.

23	I like the student growth over time idea. That's much better than scoring schools based on disconnected collections of data. However, student growth still needs to be contextualized so that it can be understood in terms of class size, resources, space, curriculum, teacher qualifications, community socioeconomic factors, and community support of the school. This data needs to be analyzed by local administrators and teachers to understand its connect to a school's progress, with external peers to provide positive support toward next steps.	Jan 9, 2012 5:12 PM
24	Agreed, but the devil is in the details.	Jan 9, 2012 4:50 PM
25	However, at-risk subgroups are not addressed in this document other than "needs to be identified"	Jan 9, 2012 4:38 PM
26	This type of comparison DOES not identify individual student growth (gee, what happens when the students move to a different school, different state, and then return???) Ongoing formative assessment is the only way to measure individual growth.	Jan 9, 2012 4:11 PM
27	Based on the Colorado model . . . are we jumping on a bandwagon?	Jan 9, 2012 4:05 PM
28	In general, I like the growth model proposed in the waiver document. I especially appreciate the addition of a kindergarten entrance assessment and the use of the Adequate Growth rate vs. the actual Growth rate as a measure for program evaluation. As a parent, I would find such information very useful. However, I have a few questions/concerns. First, the weighting system should more heavily emphasize subgroups, if the subgroups describe the students who are not succeeding. Second, I'm very concerned about 2 of the changes proposed for assessing ELL students. It is not appropriate to substitute growth on ELPA for growth on ELA. The tests do not measure the same constructs. I'm also confused about the piece that states, "Include previously ELL students as a subgroup for reporting and accountability" We are already including year 1 and year 2 monitored students with the LEP subgroup. I don't understand what change they are proposing. Any changes would make it very difficult to measure program progress based on previous AMAO results.	Jan 9, 2012 3:43 PM
29	But foreign language proficiency and high school study abroad should be part of student growth measures.	Jan 9, 2012 2:53 PM
30	However, how will ODE recognize those schools that do not have much growth, but students are performing at "meets" or "exceeds". There comes a point where a school is performing well, but because there is little or no growth, will not "meet". If a school is a model school, then how will it continue to achieve "model" when its students plateau according to the growth stat? Is the goal to have all school at the model level?	Jan 9, 2012 2:01 PM
31	The only way to truly support individual student growth is to increase and focus resources on smaller class sizes and providing teachers with the time to collaborate, conduct appropriate formative assessments and tailor lessons plans	Jan 9, 2012 1:01 PM

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to individual student needs and learning styles. Without additional resources, the waiver plan will only result in more standardized testing, teaching to the tests and cuts to the programs that provide a well-rounded and excellent education to Oregon children.

32	Using ELPA as a n alternative measurement of growth on OAKS for English Language Arts is NOT a good alternative!!! See page 40.	Jan 9, 2012 12:26 PM
33	I agree that an emphasis on individual student growth will improve Oregon's ability to recognize high performing schools and teachers; however, it is not clear how the proposed method will accomplish this goal. Student growth appears to continue current practices of narrowly defining achievement in two subjects: Reading and Mathematics. I would encourage the state to consider more subjects as part of the evaluation of "student growth" such as science, social studies, and writing.	Jan 9, 2012 11:31 AM
34	Standardized testing is fine until it becomes high stakes which it does both in NCLB and the waiver.	Jan 9, 2012 11:29 AM
35	the idea that researchers think that frequency-based statistical models measure the complexity of growth for INDIVIDUALS is a data managers dream. This is not real, and is a waste of money - students will not benefit just as the NCLB measures have cheated them of a great education.	Jan 9, 2012 11:14 AM
36	Can schools be "focused on improvement" but not realize high performance and progress, based on limitations with the raw materials (students) they are dealing with?	Jan 9, 2012 10:49 AM
37	i'm sooooo grateful to be looking at a better measure than nclb!!!!	Jan 9, 2012 10:30 AM
38	Yes, we need to focus on individual student achievement and growth. See comment in #4 above. (Better then what we currently have but needs better understanding of what overall improvement of individual student mean and how it is rated. A district/school with low achievement but high improvement gains should be recognized as well as a high achieving school with reducing/stagnant acheivement should be noted. Age of student should not be included, grade level would be more appropriate to ensure structures are in place to assist students at any age. ESD's inclusion should be listed as part of the achievement compacts (p.37, #4). Graduation rates need to include cohort rate from K-12. Regardless of the amount of time in High School, the goal needs to be graduation!)	Jan 9, 2012 8:56 AM
39	You can not focus on the success of the outliers, you need to look at the community of support and instruction around the outliers.	Jan 9, 2012 7:59 AM
40	Only if the student pre test at the beginning of the year and then post tests. (using the SAME TEST)	Jan 9, 2012 6:44 AM
41	But you don't. You are giving up any concept of individual growth. You are setting the bar at current levels and wanting a cookie and a medal for doing NOTHING!!!!!!!!!!	Jan 9, 2012 5:30 AM

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42	Absolutely not. You are still using the flawed measurements of standardized tests, which have been proven to tell you know more than a person's SES. The "growth" you speak of is just measuring these standardized scores, but instead of say measuring last years 3rd graders to this years 3rd graders, you are measuring last years 3rd graders to this year's 4th graders. While that may seem like an improvement, you are still putting a huge emphasis on faulty tests and making them even higher stakes than they are now by attaching achievement compacts and outcomes based budgeting to this.	Jan 9, 2012 12:47 AM
43	I don't think we'll know if the emphasis on individual student growth improves Oregon's ability to recognize... until we do it. Hopefully, you all are right.	Jan 8, 2012 8:35 PM
44	This will allow districts to mask poor performance by low acheiving subgroups, increasing the risk that these students will not be appropriately served.	Jan 8, 2012 7:33 PM
45	It will show what schools have been able to use resources to teach all learners effectively (not just poor all the resources into SPED and ignore TAG).	Jan 8, 2012 4:56 PM
46	Don't use state tests to measure student growth. They are not reliable. An educator in Brandon told me teachers no longer teach subjects, they teach state test questions.	Jan 7, 2012 2:52 PM
47	Again, tracking individual student gains is good--aggregating and reporting them as a median per school is bad--it throws out much of the advantage of creating the data in the first place. Lumping all students in a school to get one number conceals the information parents want and administrators need to diagnose problems. Demographic differences between schools will make real comparisons impossible--two schools may have the same median but dramatically different deviations. Disaggregate gains by ability level, report by achievement quintiles, and provide graphs that can be compared visually. The "bubbles" used in Colorado are hard for the public to understand. Set goals for every achievement quintile. This will enable everyone to see whether the top two quintiles (the "40%" that we want to graduate from College), the middle two quintiles (the 40%) we want to graduate from Community College and the bottom quintile (the final 20% we want to graduate period) are actually on track, thus aligning the reporting system with the stated goal.	Jan 7, 2012 2:42 PM
48	Again you are measuring schools that focus all their energy on raising test scores in a narrow band of skills. How do you know when a student gets excited about music, science or civic education?	Jan 7, 2012 8:46 AM
49	Again, it is often times students of color (Mostly black and Latinos) and those with disabilities who are under-performing. We NEED TO ADDRESS THIS AND MAKE IT CLEAR TO DISTRICTS that these groups NEED and MUST be supported!	Jan 6, 2012 6:41 PM
50	How will students who are progressing (have good or strong growth) but still achieving at levels below a college/career standard be supported? Will there be funding to support them as intensively or as long as needed to achieve college/career readiness?	Jan 6, 2012 3:32 PM

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51	I am so pleased that we are moving in this direction.	Jan 6, 2012 1:34 PM
52	Not sure until the system is put into place.	Jan 6, 2012 1:24 PM
53	Using the phrase "Next Generation Accountability" was a bit confusing - the 'national' science standards currently being drafted also are also referred to as "Next Generation" but not Common Core... language is always tricky.	Jan 6, 2012 9:56 AM
54	Student growth over time is a much better way to assess progress and to analyze the data more effectively.	Jan 5, 2012 9:41 PM
55	Finally, I like this!	Jan 5, 2012 9:33 PM
56	We need to implement a true student growth model. I am not sure that what is being proposed will truly do that, as the current system only sets growth targets for students who have not met the standard.	Jan 5, 2012 4:54 PM
57	This is key. The current system appears to reward schools that allow high ability students to languish. This is particularly harmful to traditionally under-served groups, who are often unable to supplement or replace their child's education.	Jan 5, 2012 3:00 PM
58	This is central--but it also begs the question of how do we provide effective increased instruction for these students.	Jan 5, 2012 1:42 PM
59	I like the idea in general, but there is no mention of the poverty factor. I have found that schools who serve students in poverty tend to perform lower, even when the teachers are well qualified, hard working, and doing the right things.	Jan 5, 2012 1:25 PM
60	but only in specific areas	Jan 5, 2012 11:18 AM
61	I agree that individual growth is what should be measured but that is not what is being done. Comparing two different years does not measure individual growth.	Jan 5, 2012 8:39 AM
62	Hallelujah! Recognition that students' growth is the best measure of their true performance!	Jan 4, 2012 10:21 PM
63	Really like the idea of adding a Grade 1 literacy measure. Would like to see TAG students as a subgroup along with SPED, ELL, ethnicity. So many low-SES TAG kids are waiting for their classmates but they deserve to be growing at their rate and level. Did the TAG kids at a school meet their learning objectives? That should be part of what high performing schools do!! Agree with adding subgroup for lowest 25% or etc. to report card. Very happy with waivers suggested for ELL students	Jan 4, 2012 10:13 PM
64	It is odd to say that we will emphasize individuals while promoting standards and testing. The are mutually exclusive in preparing students in an honest and authentic ways for a world where they will need to find new ways to be successful and creative.	Jan 4, 2012 6:46 PM
65	Don't know, but do support the idea of measuring and noticing individual improvement. How will schools who already have high-achieving students (thus, less change) be evaluated?	Jan 4, 2012 5:24 PM

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66	Need to be sure that we provide the support for teachers and students to keep improving - both struggling students and TAG students.	Jan 4, 2012 2:32 PM
67	You are focusing on the left side of the brain. If we are going to be innovative, we need to work the right side of the brain too. The students need a strong dose of music and the Arts all the way through high school. Music activates more of the brain than any other activity or subject.	Jan 4, 2012 1:44 PM
68	Why is high school level allowed to increase b 1 category if they receive an "improved rating" but not at elementary or middle school? Shouldn't the improved rating count for all?	Jan 4, 2012 1:18 PM
69	Lets not forget the income factors. Some school should not be punished for physical location in poor neighborhood. State must add money to balance the equity spending and attract good teacher in poor neighborhood.	Jan 4, 2012 1:01 PM
70	I particularly applaud proposed actions 1, 2, and 4 on page 40 as a way to more reasonably assess ELL students and include those who have "exited" the program to contribute statistically to the subgroup. I am unsure about proposal #3 as OAKS and ELPA measure different constructs and I believe once a student has achieved a 3 on ELPA they can demonstrate skills on OAKS. Consider options for math as well since the math OAKS is highly language loaded and offering it as a "side by side" or Spanish options does not meet the needs of most of OR ELLs, who are US born and were never educated in their native language. I support the differentiation proposed at all levels.	Jan 4, 2012 10:35 AM
71	I believe that most students show individual growth at their own pace regardless of the efforts of a school to help the students grow.	Jan 3, 2012 5:32 PM
72	If we don't challenge students, they aren't learning. EVERY student's growth is important.	Jan 3, 2012 4:06 PM
73	When looking at student growth (Gain) I question the use of comparison to the mean score rather than individual student growth relative to the cut score. If the test is truly valid, then a cut score reference will provide this measure without ensuring that a set number of schools are labeled as "Priority" which will be seen by the public as a new term for "failing".	Jan 3, 2012 3:47 PM
74	This will be a better measure ONLY if ODE ensures that students' scores follow that student from one district to another. Right now ELPA scores do not follow a student. Will this ability be funded and delivered to districts?	Jan 3, 2012 2:10 PM
75	I'm concerned that we equate success with high scores on standardized tests.	Jan 3, 2012 1:30 PM
76	There needs to be real, research based strategies used to help Title I schools deal with students who are having to deal with systemic racism and/or poverty. Schools ALONE cannot be expected to deal with these societal issues. Schools are a great place to try to stop the cycles of poverty and racism, but the schools can't be expected to do this with the same resources as schools that aren't dealing with the same level of these issues. A policy that deals with equitable access to education recognizes that equal funding for schools is antithetical to	Jan 3, 2012 1:04 PM

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addressing what is stated as a strong commitment: "Governor Kitzhaber and Superintendent Castillo are united in their strong commitment to investing in and improving achievement for historically underachieving subgroups."

77	As long s that growth, for students who start well below the NCLB accepted "meet/exceed" scores but actually demonstrate well over the average amount of growth while not meeting or exceeding, are given as examples of a school with high performance, as well. High performance for one building might mean that a large number of typical students meet or exceed. For another building, students who start well below that range might grow an immense amount while still not meeting- that should still count as high performance by that building.	Jan 3, 2012 12:56 PM
78	The IEP is the ideal mechanism for measuring the progress of students with disabilities, yet it has never been incorporated into measures and reports of student growth. This is especially relevant for students with significant disabilities.	Jan 3, 2012 11:34 AM
79	If there was an increased emphasis on individual student growth, than yes that would greatly increase Oregon's ability to recognize schools. However, as already mentioned, the assessment for elementary schools is limited and not effective for students who are not even near their expected levels (either too advanced or limited in their academic abilities).	Jan 3, 2012 10:26 AM
80	Very dependent on assessments used to measure student growth.	Jan 3, 2012 9:13 AM
81	BUT I still don't think we can discard the results of earlier research that show the effects of socioeconomic influences. I also think think that you have to fund schools so that class sizes are reasonable--none of this business of 30+ kids in primary classes!	Jan 1, 2012 8:26 PM
82	Again only one opportunity for testing may not show a real picture of a given student.	Dec 31, 2011 4:10 PM
83	I think this is a good move away from what the current report card measures. However, schools should consider the individual student to include those who are exceeding and can be challenged more, rather than just focusing on those who need help to meet benchmarks.	Dec 30, 2011 4:25 PM
84	Are there exceptions for individual students who themselves and their families are apathetic towards the education system.	Dec 30, 2011 2:00 PM
85	Our district's best improvement efforts that have been successful and sustained have come from personally reaching out to schools who had successful models and having them teach us what they do.	Dec 29, 2011 10:40 AM
86	This is definately a step in the right direction. This takes into account the varied starting points of students.	Dec 29, 2011 9:53 AM
87	It's still hard to understand the collocation of comparing individual student growth with the entire school.	Dec 29, 2011 9:31 AM
88	Looking at student growth is the right way to go, but why the Colorado model?	Dec 28, 2011 6:33 PM

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Why MEDIAN growth, when that could disguise very small growth or even negative growth for almost half the students? As you note, Oregon's achievement gap is huge. Large gains for low-income, special ed and ESL kids are crucial.

89	Assuming funding is adequate for development and implementation at the district level.	Dec 28, 2011 3:09 PM
90	Individual student growth is important in order to assist educators with being able to determine what content and or skills a particular student needs improvement in.	Dec 28, 2011 2:22 PM
91	Emphasis on whether the student is getting better at taking the test.	Dec 28, 2011 2:21 PM
92	Student outcomes are only partially the school's and teachers' responsibility. The majority of the responsibility lies on the parents. Students who come to school ready to learn with the skills needed to succeed are vital to a successful school.	Dec 27, 2011 10:09 PM
93	But the plan does not address the real needs of students such as poverty which clearly is a factor in a school's "success" as measured through standardized tests. Student growth should follow the student population instead of comparing one year to new group of students the next year. (AND....the whole business of testing is not in the best interest of students.) If Oregon was truly interested in improving student achievement, it would invest in lower class sizes, updated materials, building needs, and higher pay for the professional educator.	Dec 27, 2011 8:06 PM
94	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:47 PM
95	It should be just as important to identify growth rates for already high achieving schools as for low achieving schools. In some districts, charter schools tend to pull a significant number of high achievers out of the general population and don't currently aren't being held accountable for student growth.	Dec 27, 2011 12:52 PM
96	identification of model schools is one step, but how will those models be disseminated?	Dec 27, 2011 10:36 AM
97	Growth for individual students should be the goal for all Oregon educators.	Dec 26, 2011 2:16 PM
98	Individual growth is the only tool that holds validity. Not everyone will reach a preset standard, but everyone can keep making progress towards it.	Dec 26, 2011 11:02 AM
99	Individual success is transferable to some fields but not all. Most employers look for people that can get along well with others in a team format and foster success as a group. How does individual success/measurement calculate into success as a team member?	Dec 24, 2011 11:11 AM
100	All schools need to focus on improvement! You're just holding students accountable for their student demographics, and marginalizing those with marginalized students.	Dec 23, 2011 9:03 PM

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101 Only in tested areas. This leaves out very important aspects of student growth and development.

Dec 23, 2011 3:11 PM

Page 3, Q6. The proposal in section 2.B on Achievement Compacts – differentiated partnership agreements between the state and its school districts based on past performance and context of the district – will help districts in their efforts toward increasing student achievement.

1	I don't think ODE has the capacity to do this effectively.	Jan 10, 2012 9:15 PM
2	I think ODE is underresourced to do this effectively.	Jan 10, 2012 9:07 PM
3	A district such as David Douglas that is already using the Oregon K-12 Literacy Framework tools (now also part of the Oregon Literacy Plan) might be a good place to try out the discussion of the compact using the literacy tools already available.	Jan 10, 2012 4:29 PM
4	(1) The instructions for Section 2.B call for "the new AMOs," "an explanation of the method used to set these AMOs," and "an educationally sound rationale for the pattern of academic progress reflected in the new AMOs." This section does none of that. In fact, this section appears to be more responsive to the instructions for Section 2.A than 2.B. (2) The linkages, if there are any, between the Achievement Compacts (ACs) and the Oregon Report Card (ORC) are never explicated. Based on the content of this waiver application, it appears that the ACs and ORCs could be separate and distinct entities reporting on separate and different metrics. This is not consistent with the integrated, rationale, less burdensome, outcome-based system that the OEIB has been promising. (3) The AC metrics will be "based on aggregate data for students but with significant focus on equitable outcomes" (p. 42, para. 1). "Equitable" implies a view into the achievement gap (i.e., for subgroups), but "aggregate" data (implying data on all students) cannot provide such a view. The application needs to explain how these two things can occur simultaneously. (4) The application also needs to clarify how ACs can incent local boards to connect budgets to goals and outcomes (p. 42, bullet 2), if funding is not tied to achievement of goals and outcomes. (5) What is the rationale for establishing an AMO for a 2 percent increase in 4- or 5-year cohort graduation rates between 2011-12 and 2010-11? First, why 2 percent? Second, why 2010-11 vs. 2011-12 (the year we are currently in)? (6) The 1-sentence description of AMOs for the new ORC is very thin, at best.	Jan 10, 2012 3:41 PM
5	I appreciate the emphasis on support, as opposed to punitive measures.	Jan 10, 2012 3:41 PM
6	I am concerned about time and resources that are available to support the Achievement Compacts. Our school is in the first SIG cohort, and it has been extremely difficult for the ODE School Improvement team to provide adequate support as is. It seems this plan is more rigorous and yet I don't see any reference to how the internal framework will be adjusted to support.	Jan 10, 2012 3:11 PM
7	Let's see a commitment to poor families through fair taxation, safety net services, subsidies and family wage jobs first. Then let's talk!	Jan 10, 2012 3:02 PM
8	Allowing district the flexibility to speak to their individual needs and differentiate is huge.	Jan 10, 2012 2:55 PM
9	The compact model is a good one; however the challenge will be in the follow-through for holding districts accountable. The "local-control" theme has long diluted any efforts of outside sources to challenge local districts to improve if the internal desire is not there.	Jan 10, 2012 2:48 PM

Page 3, Q6. The proposal in section 2.B on Achievement Compacts – differentiated partnership agreements between the state and its school districts based on past performance and context of the district – will help districts in their efforts toward increasing student achievement.

10	agree -but don't want to lose the urgency that NCLB forced us to have to close the gap	Jan 10, 2012 2:43 PM
11	A great step toward recognizing the role of local school boards. Question who is going to monitor progress or lack thereof.	Jan 10, 2012 11:51 AM
12	Careful consideration must be given to who will create and write these compacts... If building administrators/Principals are asked to take on the task of writing a school compact, our time will be spent mostly on paperwork instead of focusing on instruction, monitoring and evaluation... We need to move from purely managerial work to instructional leadership; research is clear that this type of leadership is closely related to student achievement.	Jan 10, 2012 9:25 AM
13	Huge concern with support provided by ODE. ODE does not have staffing necessary to provide support to school districts.	Jan 10, 2012 8:42 AM
14	Concern over "local control" strongly urge questioning 1. viability of time for peer groups to really support others with the time that is needed 2. question local control when document states "if a district does not make progress in achieving outcomes for students, flexibility decreases and state control increases 3. strongly urge developing district coach support as now with ODE and a private contract.Question viability of comment regarding used of "outside coaches"	Jan 10, 2012 7:01 AM
15	funding?	Jan 9, 2012 11:39 PM
16	I would check "maybe" if that were a choice.....it is probably a step in the right direction but it is probably going to end up being punitive.	Jan 9, 2012 10:27 PM
17	States ambitious educational goals but doesn't say what those goals are. Budgets are already set towards goals and outcomes, but they are not state-mandated goals and outcomes other than they are tied to student achievement. I see little success in Oregon's current system for increasing student achievement. Why will changing the rules change the management and implementation to become effective managers of state monetary resources. There is no magic wand-just a lot of hard work. Will "islands of excellence" comparisons also be based on comparable district sizes and student populations? Most Oregon educators work diligently with the situations they are handed to increase student achievement. Teachers are craving time to collaborate with peers; to learn about research that shows us how to be more effective; that helps us understand better the content that we teach students - just writing about it and putting an assessment in place isn't going to make it happen. I don't see anything in this plan that is specific enough to make me believe that the Achievement Compacts will "help" districts in their efforts. If by help you mean force by withholding funds then I guess something is bound to happen but I don't see it as being a positive change.	Jan 9, 2012 10:01 PM
18	I strongly agree with the concept, and look forward to seeing how this process will be developed to ensure equity from one district to another.	Jan 9, 2012 9:39 PM
19	Achievement Compacts are poorly defined	Jan 9, 2012 7:16 PM

Page 3, Q6. The proposal in section 2.B on Achievement Compacts – differentiated partnership agreements between the state and its school districts based on past performance and context of the district – will help districts in their efforts toward increasing student achievement.

20	How will the State assure that districts will truly engage with this requirement, or will they regard it as another compliance measure and continue to do business as usual?	Jan 9, 2012 7:08 PM
21	If the state doesn't match Compacts with an equal dedication to funding, it is only offering empty words.	Jan 9, 2012 5:38 PM
22	I like the achievement compacts as long as they provide positive support for improving institutions rather than threats of closure. If they are documents where schools can safely reflect on successes and areas for improvement, I think they are a great idea.	Jan 9, 2012 5:12 PM
23	If it is anything like the Continuous Improvement Plan repackaged as an achievement compact - no!	Jan 9, 2012 4:50 PM
24	I see very little to assure that the relationship between districts and schools will change the way they ought to.	Jan 9, 2012 4:45 PM
25	Advanced learners should be given the opportunity to have a full year of instruction prior to taking the OAKS test, particularly if Met and Exceeded will be awarded the same point value.	Jan 9, 2012 4:12 PM
26	Who knows? This achievement compact is not clearly defined. There is no actual trial of their development and use. Our schools and districts already establish outcomes and develop plans to achieve them. How is all this going to be funded?? What is the state's role in the support of these compacts.	Jan 9, 2012 4:11 PM
27	Always sounds good on paper, but we're dealing with real people, real situations, real egos.	Jan 9, 2012 4:05 PM
28	I don't understand how this process differs from the current CIP process. I'm concerned about the idea of having each district set their own bar to reach. Districts that set more ambitious goals could end up being "punished" for not reaching them, while other districts might take the Texas approach and set lower expectations for themselves, so they can meet them. There is something to be said for a common understanding of what is expected. I think that the use of a growth model to measure progress already accommodates for districts' unique situations.	Jan 9, 2012 3:43 PM
29	I think they might have a small positive effect on some issues. But, if they do not include measures of foreign language proficiency, they will be taking ed reform in the wrong direction.	Jan 9, 2012 2:53 PM
30	the achievement compact will provide a basis for comparison of outcomes and progress within and between districts, however, inputs are more important. What if local boards, in spite of the incentive, decide to not connect their budgets to goals and outcomes?	Jan 9, 2012 2:01 PM
31	Base line fine to show how far the schools have to go get to the base line that even local colleges and even community colleges require to get in and not take rudimentary classes. Otherwise we graduating students after 5 years that will not	Jan 9, 2012 1:15 PM

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be allowed into 4 year colleges until they have spent another 2 years in a community college.

32	More bureaucratic money wasting, unproven, tree-killing paperwork. I am SOOOO disappointed to see the state of Oregon pursuing this anti-public education, business model. Oregon can do better, but only when it puts our kids before corporate donor profits.	Jan 9, 2012 1:01 PM
33	I am concerned that on [age 88 "If a district does not make progress in achieving outcomes for students, flexibility decreases and state control increases. This does not sound like local control!!!	Jan 9, 2012 12:26 PM
34	I hope the state plans to bring in qualified PD and support personnel to help districts create these plans and help districts follow through.	Jan 9, 2012 12:23 PM
35	The use of achievement compacts makes sense, and I like the direction of working with districts individually to set goals that make sense for them. The use of "normative data" is clear with the incorporation of OAKS assessments; however, it is not as clear how "criterion-based data" will be used in the compacts. Would it be possible to identify the normative and criterion based data in this section. Or at least point to where it is located in the waiver?	Jan 9, 2012 11:31 AM
36	Now you really are joking. Local control centered around the students in their district and improvement of their schools has always been critical.	Jan 9, 2012 11:29 AM
37	Democracy is messy and the governor should respect the state's constitution. Superintendent elected by vote of the people, school board members from local communities hold schools accountable as they are held accountable - local school boards should have compacts with the schools - not some agency located 300 miles away.	Jan 9, 2012 11:14 AM
38	It is difficult to assess the effectiveness of Achievement Compacts until we see a form and the process through which the compacts will be monitored and utilized.	Jan 9, 2012 10:23 AM
39	Will wait and see. Too much of the education reform programs are at the "policy" level without consistent systems and structures. Smarter districts with access to more human and funding resources will be the beneficiaries.	Jan 9, 2012 8:59 AM
40	I like the idea of the acheivement compact. The focus on the priority schools needs to remain. However, expecting to use the top proforming schools is a miss. Top performing schools need to be recognized and left alone. The lowest performing schools need to be given the support for OEIB and ODE. School that are low but showing improvement need to be given the tools to continue growth. Those lowest performing schools with out longitudinal growth need a different type of help.	Jan 9, 2012 8:56 AM
41	It is hard to say. The submission suggests that the state's role will move from compliance to support, but there is very little in this proposed submission that reflects that support. The resounding themes are: Ratings, Standards, Expectations Achievement Objectives Indexes Designations Assessments Although support can be implied in any one of these areas, it is not explicit.	Jan 9, 2012 7:56 AM

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42	A lot of the "high performance" has to do w/ things that are out of the the teacher's control.... the students they have and their home life....	Jan 9, 2012 6:44 AM
43	Setting goals at current levels...way to PUSH ahead Oregon.	Jan 9, 2012 5:30 AM
44	How can you even think this is a good idea? You are going to give grants to those doing well, when really it is those who aren't that will need the most resources. You are allowing less mandates for those who do well, when freeing all schools of such ridiculous mandates is what would allow teachers to teach and students to learn. DO you really think this is the kind of system that would occur in a private school that the wealthy would send their kids to? NO, so it is not good for any kids.	Jan 9, 2012 12:47 AM
45	Once again after spending many years at the district level of leadership and working with title programs, this sounds like a beefed up School Improvement Plan. I would like to see districts spending far less time on writing plans, and doing more work on the ground with teachers and leaders. What I often have observed is that the leaders do not know what to do exactly or how to go about it. I think it unrealistic to think that the coaching is going to be successful coming from within "successful" schools. The reality is that within the school systems folks are working so very hard to do what needs to be done for kids, they do not want to, nor can afford to be out of their classrooms or leadership positions to lead others. What an opportunity to continue to use quality trained former school leaders to support in this effort.	Jan 8, 2012 7:14 PM
46	What works in one district may not work in another, due to parent involvement, socioeconomic status, etc.	Jan 8, 2012 4:56 PM
47	teachers are stakeholders, too.	Jan 7, 2012 5:36 PM
48	Stop the nonsense. All that matters are academic results-student learning outcomes. Most of this stuff is just job creation and muddying the waters.	Jan 7, 2012 2:52 PM
49	The document hasn't explained the relationship between the compacts and the existing Division 22 Standards. There is no information about opportunities for community consultation before the compacts are reached. This seems to be a way for the Governor's office to do an end run around the legislature and the public by reducing transparency and waiving standards without notice. The committee hasn't considered whether simply enforcing existing standards and increasing resources to schools might improve Oregon education.	Jan 7, 2012 2:42 PM
50	Unclear if goals will be set with clear assistance to reach them and appreciation for the other goals of all public schools? To what extent will other areas be pushed aside to focus laser-like on the state's area of interest?	Jan 7, 2012 8:46 AM
51	This proposal will do no moire than afford a cudgel with which politicians and special interest groups can threaten schools and school districts.	Jan 7, 2012 5:22 AM
52	Would like to see Oregon embrace Diversity and support cultural sensitivity trainings and strategies to end inequities in schools. Culture is a BIG component to why students and parents aren't proactive in their schools and student	Jan 6, 2012 6:41 PM

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achievement.

53	Concern that the Achievement Compact is in addition to the CIP rather than in place of it or as part of it.	Jan 6, 2012 4:24 PM
54	What are the proposed AMOs? Will they be comparable across schools and districts? No where in the application are the AMOs to be proposed under Option C explained in detail.	Jan 6, 2012 3:32 PM
55	I think this is just another increased paperwork practice. It will be even more detailed than the eCIP, and carry more sanctions. I think much more information and training needs to happen i these areas.	Jan 6, 2012 1:37 PM
56	Love the triangle! The only thing I worry about is all of the tiered support. It seems like a lot. How will all of that be funded? Also, what if a school (middle school, for example) does not receive title monies but consistently scores low? Currently, there are no sanctions for this except to attend AYP detention.	Jan 6, 2012 1:34 PM
57	This not a positive. If Districts do not improve they will not obtain funding. So are you really helping districts in their efforts toward increasing achievement?	Jan 6, 2012 1:24 PM
58	Only if it is truly a pro-active support system and NOT a "Gottcha" like it is currently. In addition the folks at the state level must be highly qualified and competent in their support.	Jan 6, 2012 10:40 AM
59	How the achievement compacts fit into the accountability system is less clear.	Jan 6, 2012 6:55 AM
60	This one is a little fuzzy for me as to how that is going to work out. Is this doable and how is it going to be funded? I'm not against this happening and I think it is a good idea, but is their the capacity to get this done right. There was not really a category above to mark.	Jan 5, 2012 9:33 PM
61	This is just a CDIP by another name. I don't find the new achievement compacts to be a compelling process that will inspire districts and schools to higher performance. It will just be another report that needs to be filed with the state.	Jan 5, 2012 4:54 PM
62	These compacts seem to have the potential to stimulate important conversations within districts and beneficial collaborations between districts.	Jan 5, 2012 3:38 PM
63	However will also increase tension with union memberships who resist student growth as a reflection on teacher accountability.	Jan 5, 2012 2:51 PM
64	Without seeing the more detailed outcomes at this time it is difficult to determine.	Jan 5, 2012 1:33 PM
65	This concept has been fouled by the new legislation allowing student choice of district. It's the same Measure 5 screw-over for rural districts, and a boon to the sexy metro districts!	Jan 4, 2012 10:21 PM
66	We need Achievement compacts between schools and parents! It is ludicrous to expect school districts to achieve all this without parent support. I think if a parent does not comply with their individual achievement compact then the school would have the right to decide to retain the child. By achievement	Jan 4, 2012 10:13 PM

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compact I mean that the parent commits to their child coming to school every day and on time, 20 minutes of reading a night, help child complete any reasonable homework. We cannot do all this without parents.

67	Teachers are professionals who are being left out of the decision making process for what is best for children. NCLB has been a proven disaster for our schools, and Oregon seems to want to implement NCLB on steroids.	Jan 4, 2012 6:46 PM
68	More outcome based consequences for low performing districts. My concern is that financial-based consequences and more stringent guidelines will decrease creativity and motivation for schools whose students are struggling. Creative solutions should be even more encouraged in problematic schools--provided there is some evidentiary basis in the efforts. NCLB with all its mandates has not solved problems--it has resulted in more narrow teaching efforts that focus on test outcomes. This is a detriment to all students.	Jan 4, 2012 5:24 PM
69	I like idea of Achievement Compacts based on each district's performance - a contract to provide coaching as needed.	Jan 4, 2012 2:32 PM
70	We need more Arts for our students. The Arts are defined by visual and performing, not industrial or computer. Music activates more of the brain than any other activity or subject.	Jan 4, 2012 1:44 PM
71	There should be an equity model to level the playground. We can not keep same old approach and have our college filled with out of state students. It is time to boost local education.	Jan 4, 2012 1:01 PM
72	So much of success depends on leadership in a district. If a district lacks effective and motivating leaders, a district is not likely to be more successful because of new standards.	Jan 4, 2012 11:28 AM
73	I am skeptical of tying compacts to funding and believe it has the potential to become punitive, lead districts to set lower goals they know they can meet or become so outcome focused they fail to really meet the educational needs of students. Do we really need another layer?	Jan 4, 2012 10:35 AM
74	Sounds possible. Communication between the states and districts should increase efforts.	Jan 3, 2012 9:34 PM
75	Achievement compacts might work better if the past performance of a school is looked at in terms of longer than just the previous year. As any educator knows, there are cohorts of students who do not perform to their highest level of capability from time to time and then there are cohorts that perform beyond expectations. Past performance should include a broader scope of time.	Jan 3, 2012 5:32 PM
76	Will just make the fiscal uncertainty and anxiety increase at the district level.	Jan 3, 2012 4:06 PM
77	Still need more information on this.	Jan 3, 2012 3:47 PM
78	Not much from ODE is useful for teachers in the classroom.	Jan 3, 2012 2:10 PM
79	Our district is already as committed as we can be to increasing student	Jan 3, 2012 1:30 PM

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achievement. What we need is more funding.

80	Some schools past performance does not indicate their current or future performance. For example: if you are in PPS1J your school might change principals every year and that can affect your performance.	Jan 3, 2012 11:40 AM
81	However, I am concerned that the gap between "good" and "bad" schools will grow wider. What about charter schools, which often measure growth on the basis of different domains?	Jan 3, 2012 11:34 AM
82	Unsure at this time.	Jan 3, 2012 10:30 AM
83	Not sure. There is a lot put into writing, but when it comes to creating partnerships with school districts and helping districts with their efforts that is where ODE has fallen short time and time again. There needs to be more specifics and how will funding change to help support this.	Jan 3, 2012 9:13 AM
84	Sounds like the e-CIP. It's all in how the school district uses the compact and sets real relevant goals for the specific district.	Jan 3, 2012 9:13 AM
85	This lets low performing schools off much easier.	Jan 3, 2012 9:12 AM
86	I'm not at all sure it will matter.	Jan 1, 2012 8:26 PM
87	Who is going to monitor these compacts? Many of the Superintendents will learn to manipulate this system if someone isn't monitoring the compacts. Seem extremely staff intensive from the Department of Education. Seems like the "fast" road you have chosen will have lots of wrecks.	Dec 30, 2011 7:00 PM
88	What is ODE share of the compact (back to support issue raised earlier)	Dec 30, 2011 3:59 PM
89	Schools should be evaluated on their own efforts and not compared to everyone else as students in differing communities do not have the same opportunities.	Dec 30, 2011 2:00 PM
90	It is more important to make sure the basic supports in a school are well staffed (as in in library media programs and counseling) than any new extras.	Dec 30, 2011 10:32 AM
91	The success of this depends entirely on the state-level personnel assigned to a particular district. Just as good teachers are the key to students learning, good state-level support personnel are key to district's improving.	Dec 29, 2011 11:26 PM
92	The achievement compacts need to have enough flexibility in that schools are able to use funds to best meet the needs rather than in only designated areas such as currently the case in Title programs. We have great needs but often end up with \$\$ left over because we are so restricted in how we can use those funds.	Dec 29, 2011 10:40 AM
93	Verbage sounds good, but actual practice would determine how effective and helpful this would actually be. I doubt ODE has the capacity to implement such an individualized approach without significantly increasing the size of the bureaucracy dramatically. My guess is this would simply become more paper work and mandates with which the districts would have to comply. As usual sounds good, but likely meaningless.	Dec 29, 2011 9:53 AM

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94	Too vague. Plus, how does taking money away from districts that poorly serve their students help those students?	Dec 28, 2011 6:33 PM
95	Schools and districts already strive to improve education and the students. Having an agreement just formalizes it. With all the incentives and supports listed in the document, there was no mention of a "stick" to go along with the "carrot". As with all investments and financial strategy, if outcomes or returns are not realized then, financial support is either withdrawn or ended. As the Federal Government and State are investing in each school, if returns or outcomes are not met, then the investment should stop.	Dec 28, 2011 3:16 PM
96	Assuming funding is adequate for development and implementation at the district level.	Dec 28, 2011 3:09 PM
97	This will simply create an emphasis of the have/have not districts based on the fact that certain schools will gain additional funding for being either a model school and or a targeted school. All schools in Oregon are in need of equal funds.	Dec 28, 2011 2:22 PM
98	There is no mention of how "health professionals" have been, or will be a part of this "Stakeholders Workgroup". The "islands of success" measurements show no mention of the "health and wellbeing" of the student, and what role this played to the "success" of the student.	Dec 28, 2011 2:21 PM
99	ESDs can play a larger role between state and local school districts.	Dec 28, 2011 12:32 PM
100	It's not clear to me how individualized (for each district) these compacts will be or whether or not we will have the funding or manpower to create goals that are sound.	Dec 28, 2011 12:15 PM
101	This WILL NOT increase student achievement at all. Give teachers the freedom to NOT teach to the test and student success will soar.	Dec 27, 2011 10:09 PM
102	Not without funding. I currently teach 235 students per day, a 40% increase from last year! The secretarial tasks given me increase every year, yet my pay has decreased by over 7%. Oregon is not supporting the education profession when it stresses the ability of its teachers to do their job. No partnership can help if districts are allowed to destroy the professionalism of the education profession. No weekly PLC meeting can fix the nearly impossible job teachers struggle to manage.	Dec 27, 2011 8:06 PM
103	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:47 PM
104	How will it help? We all do SIP's and DIP's which outline goals and objectives already. How is this different?	Dec 27, 2011 1:47 PM
105	I'm not sure how this has gotten away from the SEA as big brother monitoring compliance or how it will be funded given the current financial situation of the state.	Dec 27, 2011 12:52 PM

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106	It depends on how much additional work negotiating these compacts becomes each year. The validation of the needs of individual districts will help, but too much paperwork will slow the process down and further hamper district's ability to serve their students. How will the process be streamlined?	Dec 27, 2011 10:36 AM
107	This appears to be a step in the right direction.	Dec 27, 2011 8:52 AM
108	So much success will depend on the delivery system and attitudes presented.	Dec 27, 2011 8:04 AM
109	data isn't valid and reliable	Dec 26, 2011 4:53 PM
110	Will be more confident in the process once I can see how it works.	Dec 26, 2011 2:16 PM
111	As a small school district that sees 25 percent of its students transition from year to year, there has to be an established rubric that allows for measurement of students that have been in district 3 years or longer. Being held accountable for students who arrive in November and are gone by February is ludicrous at best.	Dec 26, 2011 11:02 AM
112	Make the partnerships mean something tangible not just another administrative hoop. Foster a truly team effort on the part of all districts in the state. Provide incentives to exchange teachers, teacher trainers, professional development aimed at building and district culture not just the mechanics of teaching. Good teachers foster respect and encouragement which isn't always the case from district to district.	Dec 24, 2011 11:11 AM
113	Holy Acronym Soup. How can this help?	Dec 23, 2011 9:03 PM
114	It seems that the achievement compacts may expect to see change annually for indicators that will take longer to move (e.g., cohort graduation rates)	Dec 23, 2011 3:11 PM

Page 4, Q7. The calculation outlined for identifying rewards (model) schools will result in recognition of schools truly deserving of recognition.

1	With graduation rate being limited to only standard diplomas, and representing 50% of the criteria and 3 of 4 identified school; I think you have created an unbalanced system. Where are demographics and growth accounted for. Perhaps I missed it.	Jan 11, 2012 9:19 AM
2	I think revamping school recognition should be given very low priority.	Jan 10, 2012 9:16 PM
3	I'd rather spend the money on implementing and running this new recognition system on programs for kids. I don't think we need merit badges for some schools.	Jan 10, 2012 9:10 PM
4	How disappointing that the definition is so narrow. There is no question that if Oregon is going to meet its 40/40/20 goal, the state will have to figure out how to help ALL students succeed. They can only do that by meeting the broad needs of students, not by narrowing down student involvement in school. Where is any mention of what keeps students in school? Where is CTE? Where are the arts? Where are student led activities and groups. Education does not only happen in math and English classes; in fact, it does not only happen in classes. Where is the social development, civic awareness and responsibility? Where are those things that STUDENTS need? Truly model schools will have these things.	Jan 10, 2012 4:40 PM
5	Additionally, the proposed terminology (e.g., model school) is an improvement.	Jan 10, 2012 4:05 PM
6	(1) It is not really possible to determine the answer to Q 7, given the level of information provided to explain the methodology (in Section 2.D.i). See response to Q 8 below. (2) Despite assertions of being "integrated," the linkages between Achievement Compacts, the Oregon Report Card, and the method for distinguishing reward, priority, and focus schools are never explicated. Making these linkages, making clear how the three media for assessing districts and schools are "interconnected" (as Ben Cannon stated during the 1/9/2012 webinar), is absolutely essential. (3) p. 43, last para. "All of the Title I elementary and middle schools chosen for model status satisfy the definition of high performance or high progress." This is a tautology, if high performance or high progress is used to define model schools.	Jan 10, 2012 3:43 PM
7	Big improvement.	Jan 10, 2012 3:41 PM
8	My "disagree" is based upon strongly disagreeing for High Performance Schools and agreeing the High Progress Schools. The intent is to identify "Model" schools that can be matched with Priority and Focus Schools as mentors. The problem: Absolutely no High Performing Model Schools are identified for the schools with the most severe demographics (LEP, High Poverty) and only 4 High Progress Schools are identified from the most severe demographic, yet 33 of the most severe demographically are identified as Focus & Priority Schools. So, when the plan calls for matching similar schools to support, 4 schools would be trying to support 33 schools; the current alternative would be to have some of the other Model Schools act as mentors - not a good alternative when the demographic is so vastly different. Example of demographic differences from a high-end reward school (School A) to one of these more demographically severe priority schools (School B): School A, (low-severity school) - 13% mobility, 2% LEP, 31% EconDis; School B, (high-severity school) - 24% mobility, 61% LEP, 100% EconDis. The formulas for identifying Model Schools should be reworked	Jan 10, 2012 3:32 PM

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	to take into account the relative demographics in order to achieve the intent of the plan. If not, the value of identifying Model Schools as mentors will likely be lost.	
9	The emphasis on graduation rate for schools with high diversity, low SES, and a lot of student movement, could negatively impact some schools who are taking the right steps for instruction.	Jan 10, 2012 3:13 PM
10	This will be heavily determined by test scores. If I were a Title I administrator, I am not so sure that designation would be good as their administrative role as a mentor school will divert them from educating their own kids. Since this is all statistically derived, a school could be a model school and still not meeting academic goals.	Jan 10, 2012 3:08 PM
11	It's important to ensure that reward schools are not just those that have been blessed by less severe demographics. The analysis would indicate that this is true. It's difficult for a school which has severe indicators to model after a school that has faced few of the demographic challenges of the first.	Jan 10, 2012 2:50 PM
12	improvement and achievement that is relative to a standard not related to other schools should be the measure (this feels like a bell curve)	Jan 10, 2012 2:46 PM
13	Even if we have the worst schools in the country it is still possible to have Reward schools, We need to be standards accountable not norm accountable	Jan 10, 2012 2:32 PM
14	Concern that the model schools will not reflect the same demographics as those schools in focus/priority especially LEP and poverty. If not carefully this plan falls into the same trap as NCLB... a one size fits all thinking. Because something is successful in one school does NOT mean it will successful in another. Student needs and culture DO make a difference.	Jan 10, 2012 1:27 PM
15	I found this section of the waiver request hard to understand.	Jan 10, 2012 11:59 AM
16	Concern about differences between high and low SES schools	Jan 10, 2012 8:42 AM
17	Question use or non use of demographics.	Jan 10, 2012 7:01 AM
18	What about schools that simply lower standards in order to get kids to graduate? Also, it appears that schools that are already doing well (which is correlated with SES status of the surrounding area) are going to be rewarded with more funding. Hmm... how is this any different from NCLB's punishment of lower performing schools by underfunding them into closure?	Jan 9, 2012 11:01 PM
19	Are you kidding me? "Model" schools? "Rewards" schools? Why are we picking winners and losers?	Jan 9, 2012 10:28 PM
20	So it sounds like the model schools which will is 10 percent currently will get additional funding. So is this a case of the rich get richer. What if there isn't a model school in a region to serve as a resource? How will their methods translate into other Districts? Will their model be based on best practices/research and is that a factor in determining "model". Something needs to be added here so that these mentors, leaders, professional developers that	Jan 9, 2012 10:13 PM

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come from "model" schools are vetted. Thinking about the Doing What Works website and how their recommendations are supported by research and that research is identified by how much there is available to support the recommendations.

21	This section addresses the value of being asset-based, and building stronger schools by identifying and promoting strengths.	Jan 9, 2012 9:43 PM
22	However, do not take away all of the marvelous performing teachers away from their districts. Do share the talent - but pay attention to the student needs of great instructors.	Jan 9, 2012 9:01 PM
23	I especially appreciate the intelligent idea of using schools who have found success to teach/help other schools find success.	Jan 9, 2012 8:44 PM
24	I'm concerned about rewarding schools financially for student outcomes.	Jan 9, 2012 7:38 PM
25	Yes, schools doing well should be recognized, but how will these schools have the capacity to fulfil requests as professional development providers, etc.?	Jan 9, 2012 7:12 PM
26	It will identify schools situated in areas where parents take education seriously. This plan offers a return to the same draconian situation described in Savage Inequality by Jonathan Kozol.	Jan 9, 2012 5:41 PM
27	I'm not sure calculations can provide much information about what makes schools work. I do like the idea of model schools as the basis for networking across schools. Teacher and school dialogue is vitally important for enhancing learning across the state. However, if model schools are given money, that puts them in competition with other schools and makes collaboration difficult. If they are not given money, what's the point of being a model school? All schools need to be adequately funded for this dialogue to work. Travel and time need to be supported.	Jan 9, 2012 5:15 PM
28	Carefully crafted is essential - and really being able to fairly measure student growth.	Jan 9, 2012 4:51 PM
29	this is silly. there are some aspects of any school that would be instructive for others, and there are some aspects of "model" schools that should not be disseminated. You are putting too much stock in consulting.	Jan 9, 2012 4:46 PM
30	NCLB - new labels, no difference.	Jan 9, 2012 4:13 PM
31	Again, sounds good on paper, but as a former special education teacher, I know that numbers can - and will - be manipulated so districts look good. There are egos involved at each level within districts which need to look good.	Jan 9, 2012 4:07 PM
32	If the measurement is based on growth, then already high-performing districts will struggle to show increased growth, as the slope on their curve starts to level off at the top end. I'm also not sure that districts will welcome being a "reward" school if the reward is for them to have to use their highly effective staff to help other districts, leaving them unable to spend that time on their own district's continuing success. In the era of Open Enrollment, districts will be even more	Jan 9, 2012 3:49 PM

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reluctant to expend their energies to help out a potential competitor. I think it would be more appropriate for the ODE to take the role of learning what the model schools are doing, consolidating that information, and sharing it out to districts in need of help. Also, if this entire waiver proposal relates only to Title I schools, then huge numbers of schools will be left completely out of the process. There will be non-Title schools that are exemplary and those that need to improve. Any plan that does not comprehensively include ALL public schools is unacceptable.

33	What works in a school that is deemed model school may not always work in another school because the makeup of the student population may differ. More or less, one size does not always fit everyone. I can see looking at the schools and seeing if what they are doing will work at another lower performing school but also to recognize what each school needs to be successful may be different.	Jan 9, 2012 3:19 PM
34	Calculations do not include foreign language proficiency measures.	Jan 9, 2012 2:54 PM
35	It will identify schools that have growth as the main aspect of their student pop. It will not show those schools that have been performing well, but have reached a ceiling on the growth factor, by having a small amount of growth elicit.	Jan 9, 2012 2:03 PM
36	the basis for measuring growth is too narrow. OAKS is not the best measure for quality education.	Jan 9, 2012 1:38 PM
37	Graduation is not the ultimate goal, it should be to send an individual out into the world able to make decisions on their own and cope with the existing world and make changes as needed to do so.	Jan 9, 2012 1:18 PM
38	It is WRONG to label schools. The state should be focused on finding ways to raise revenue and FULLY fund the Quality Education Model if the state is serious about improving education outcomes. STOP labeling our schools!!!	Jan 9, 2012 1:06 PM
39	on page 45, next to bold Achievement Rating, the description has an extra word that. It does not make sense.	Jan 9, 2012 12:29 PM
40	Again, one of the stated guiding principles for College and Career Readiness (principle 2) is to use multiple measures to assess readiness. From this description you appear to be limiting your measures to three measures: (1) Academic (in two subjects); (2) Growth; and (3) Graduation rates. The third does not apply to elementary and middle schools, so most schools would be evaluated on two criteria. How will "cognitive skills", "academic behaviors", and "transitions skills" be assessed? Could these ideas be defined for clarity? How does assessment of essential skills fit into the evaluation? How will "career readiness" be assessed? More work needs to be put into defining and articulating the multi-dimensionality of the construct of a school preparing students for college (e.g. academic achievement in multiple subjects) and career (e.g. work/cognitive skills).	Jan 9, 2012 11:32 AM
41	This is a joke. It will again be determined by school economics. The wealthier schools will be the "supposed" leaders and the poorer schools the "victims".	Jan 9, 2012 11:31 AM
42	Based on a set of test scores (many students guess and pass or exceed state	Jan 9, 2012 11:18 AM

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	tests regardless of what the statisticians say) the state wants to reward or punish some schools? Makes no sense - this should be done at the local level.	
43	how will this change anything substantially	Jan 9, 2012 10:52 AM
44	Recognition for both high performing and high growth is great. Then let them continue thier growth with out adding responsibilities.	Jan 9, 2012 9:10 AM
45	1) If the state has a role in supporting schools and districts, if one school fails it implies a failure in that system. 2) The model system of recognition is not always a successful means of ensuring replication. 3) Another option is to change the term "model" to something less divisive. 4) "Model" implies a fixed standard for process AND outcomes. Our standards for process and outcomes are not fixed. Process is loose, outcomes are tight. 5) Be cautious around the recognition of these model schools. If there is flexibility in our model then any school with good outcomes can/should be a model.	Jan 9, 2012 8:02 AM
46	Who cares about public recognition. Schools should be wanting to work together to improve outcomes for ALL students.	Jan 9, 2012 8:00 AM
47	THE WHOLE model is flawed. They need to pre-test in September and then post test at the end of the school year monitor test mid year and then at the end of the year. That is the only way to truly measure growth. Right now if a kid exceeds... and then tests again and significantly increases...they deliver NO additional points to the state report card calculation, Thus the system forces a focus on the low performing students only... no incentive to help the top level of students reach there fullest potential.	Jan 9, 2012 6:47 AM
48	This is a perverse incentive. WHY would any good performing school want to help a failing school? If all it will take to improve schools is a mention in the paper and a certificate...then we need to FIRE EVERYONE because that is complete lunacy.	Jan 9, 2012 5:33 AM
49	The state has said it is moving away from labelling schools as was done in NCLB, but yet you just created new labels. Instead of spending time labelling schools, you should be focusing time on getting resources to our schools and providing wrap around services to those in need. All this other stuff is a waste of resources and will not help at all.	Jan 9, 2012 12:49 AM
50	it will only say which schools are "rich" or whose students come from families which are not poor.	Jan 7, 2012 5:37 PM
51	What does it mean to be in the top percentage of Oregon schools if Oregon schools are failing (NAEP)? State tests are not reliable.	Jan 7, 2012 2:56 PM
52	Again, the entire enterprise is undermined by the use of median student performance. Why not reward schools that are creating gains for every quintile? How about rewarding schools whose teachers get outstanding performance ratings or whose parents and students turn in very high survey ratings? This would encourage parental participation.	Jan 7, 2012 2:46 PM
53	I can already name schools in Oregon that have fudged their accountability	Jan 7, 2012 8:47 AM

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results in order to game the system. One was a feeder school to my own school.

54	I do not see enough specificity in academic accomplishments for the targeted subgroups with respect to both current and longitudinal growth	Jan 7, 2012 8:21 AM
55	Strong URGE to strongly HOLD districts accountable of increasing grad rates and offer EXTRA support to students of color, particularly speaking of LATINOS.	Jan 6, 2012 6:49 PM
56	We will have to wait and analyse real data when it is available. As with any new measure, hopefully there will be careful analysis and revisions if needed for validity.	Jan 6, 2012 4:26 PM
57	Principals have to be able to 'manage' their staff and fire teachers who are not performing (or at least be expected to put them on probation), or none of this matters and schools that are not performing well will not be able to dig out of the hole.	Jan 6, 2012 3:09 PM
58	Schools with little diversity/sub-group data will have a greater chance to exceed. It still seems like a have/have not recognition.	Jan 6, 2012 1:40 PM
59	Not sure how much of an incentive that will be for teachers though.	Jan 6, 2012 1:35 PM
60	What system will this create? Will it be helpful to students, to educators, and will it accomplish it's goal ethically, and legally?	Jan 6, 2012 10:42 AM
61	There appears to be a missing element in the identification of model schools. In order for a recognized school to be a model, it must be able to articulate clearly why is the school achieving its success (what specific actions/activities/interventions/strategies are being implemented). There have been instances (during the selection of "Title I Distinguished Schools") where achievement was good, the written application was well done, but when visited, it was clear that the school representatives could not describe replicable strategies that brought about its academic success. If a school recognized for achievement is to be a useful model, the school community must have a clear and consistent message that serves as a teaching tool for others seeking improvement strategies.	Jan 6, 2012 7:05 AM
62	It remains to be seen how this system works. How will you handle districts that already have high performance, and may not be demonstrating much growth because of that? It is much more difficult to move from 90% to 95% of students meeting or exceeding than it is to move from 50% to 55%, for example.	Jan 5, 2012 4:56 PM
63	This has not been shown to be effective--some changes and choices are generalizable, some are not and the key is direction and intentionality, no more no less.	Jan 5, 2012 1:44 PM
64	with the qualification that the calculation identifies schools deserving of recognition in certain areas -- there is no consideration of progress for severely handicapped students, progress in vocational areas, progress for students learning life skills. There is an assumption that whatever any school does for these students is enough.	Jan 5, 2012 11:18 AM

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65	Can not answer until I understand exactly what that calculation looks like.	Jan 5, 2012 8:40 AM
66	Often the schools that best meet the state requirements are that way because of factors outside of the school influence. Judging a school by individual student improvement may help change this.	Jan 5, 2012 7:48 AM
67	See comment to previous question!	Jan 4, 2012 10:22 PM
68	There does need to be some penalty for consistently under-performing schools.	Jan 4, 2012 10:18 PM
69	It is too bad that our students can't fit the model of manufacturing that the state would like to implement. Unfortunately for the governor, and our schools, students are human and respond in human ways, they are not simply data points to be evaluated and replicated. Because good education is a complex process, it will take courageous leaders to recognize that the data driven systems aren't working. Look to the Finnish schools.	Jan 4, 2012 6:51 PM
70	Will schools report actual graduation rates reflective of completion rates, rather than the false graduation rates that are currently reported? In other words, will measures from 7th or 8th graders entering middle school be compared to 12th graders completing to determine authentic graduation rates? Also, in order to use attendance as a measure, the state needs to improve attendance intervention for those most at risk.	Jan 4, 2012 5:27 PM
71	Important to validate those schools that are consistently doing a good job not just improving.	Jan 4, 2012 2:11 PM
72	Our childrens heads will get lopsided from all the heavy books that will be bashed against them as they struggle, creating dislike and disdain for school. Music and the Arts work the other side of the brain, the creative side. It helps us find who we are, our inner soul. Music activates more of the brain than any other activity or subject. Our children need a well balanced education (diet) and a strong healthy dose of music and the arts will help balance it. Our children need a minimum of: 90 minutes of music a week in grade school. 3 hours of music a week in middle school. Complete access to it in High school. Music activates more of the brain than any other activity or subject.	Jan 4, 2012 1:50 PM
73	I agree and am very happy we are looking at "growth" . This makes sense for schools that students come in very low skilled... but I have reservations...schools that are high(90% +) should not be penalized with "lack of growth". It is a joke that most schools are exceptional only one year.	Jan 4, 2012 1:25 PM
74	I am still concerned that demographics are not a strong enough consideration in the calculations.	Jan 4, 2012 1:22 PM
75	We are rewarding those already successful. We need to reward per gap achievement.	Jan 4, 2012 1:11 PM
76	I have not heard of this, but if the state wants to "reward" model schools, be sure SES is accounted for. The most successful school in my district has a much higher SES than the other schools. Seems rather unfair.	Jan 4, 2012 11:29 AM

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77	Initially I believe the model should include statistical consideration of the percentage of students from subgroups that have typically underperformed. As we provide more equitable instruction to all of our students, we should see the gap in achievement between subgroups decrease and the need to include this calculation should decrease as well.	Jan 4, 2012 10:40 AM
78	The joke was always you can be recognized for excellence once but if you were already achieving at 95% percent or higher good luck getting it again because you can't meet the 3% growth target. Having a combination of high achievement or growth may work.	Jan 4, 2012 10:10 AM
79	Giving consideration to disparities in funding for 197 school districts doesn't seem to be a part of the calculation. Will there be even more funding for districts identified as being in need of improvement?	Jan 3, 2012 5:39 PM
80	There should be contextual factors such as poverty and percentages of minority students that are included in the calculations.	Jan 3, 2012 3:47 PM
81	Maybe--but why are these reward schools from each part of the state? We all know that reward schools tend to be from higher socio-economic areas--do the results straight out instead of trying to placate rural areas. (and yes, I'm from rural area).	Jan 3, 2012 2:13 PM
82	I'm actually between agreeing and disagreeing here. We need broader measures of identification to include creativity/curiosity.	Jan 3, 2012 1:31 PM
83	It all depends on what you want "modeled". Some districts spend so much time testing to meet scoring requirements that the students in those districts have little constructive educations. That is not a model school; rather, model schools are ones that give rigorous and relevant instruction, and demonstrate growth of student ability, even if sometimes students do not meet the NCLB standards. Do those schools not count as models, since the scores are not met, even while demonstrating growth?	Jan 3, 2012 12:59 PM
84	I like the idea of focusing on the model schools but each school is so different that you can't take the approach that works in that particular model school and try to implement it in another school. Each school has its own culture/community/voice. If the leaders of the schools look to see what the model school leaders are doing and try to revise/adapt/modify that to fit their school that would be more beneficial than a cookie cutter approach to getting more model schools.	Jan 3, 2012 11:46 AM
85	There are other important subgroups besides those eligible for Title I funds (such as students with disabilities) for whose success rewards schools should be recognized. Can the SPR&I data be used as part of this process of recognition?	Jan 3, 2012 11:37 AM
86	If 50% of the high school score is based on graduation and that is expected to occur within 5 years, then many of our IEP or ELL students' achievement will be overlooked.	Jan 3, 2012 11:22 AM
87	I just don't see how you can adequately measure individual student growth with the OAKS test unless all students were academically at ore close to grade level.	Jan 3, 2012 10:39 AM

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In elementary, especially in schools with high poverty, high SPED, high ELL, etc. you end up with students with such a wide range of abilities that a single test cannot adequately track their progress. If a student enters fourth grade with very limited reading skills for whatever reason and the teacher then differentiates his or her instruction to allow for this student to practice basic phonics and high frequency words and this student increases their reading ability to a second grade level, the student will take the OAKS test for fourth grade and fail. Then, when the student is in fifth grade he or she will label him or herself as a bad reader because of the prior year's OAKS test. The student becomes more reluctant but has a determined teacher who gets them to improve to another two academic levels of reading, but the student then has to take a fifth grade OAKS test and fails again. There will be no or little improvement on the test even though the student increased their reading ability by four years in only two. This is just an example, and in math it is even crazier because there is even more dramatic changes in grade level expectations. It makes me think a smart teacher would be crazy to work at such a school. This extraordinary teacher would then be expected to go to some sort of training created by "professionals" who have no or little classroom experience telling him or her were the best science-based practices are even though this teacher has actually accomplished wonders. How insulting.

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|----|---|----------------------|
| 88 | We need to reexamine cohort graduation rate. When all best practice research talks about time and that some students can learn information faster and others slower than average peers, why do we insist ALL students graduate in four years. We need to be respectful of student learners and not count them as a failure because they didn't learn all high school content in four years. | Jan 3, 2012 9:17 AM |
| 89 | Probably so but how do these model schools help others. We have a school within our district that has lots of outside visitors but unless those schools have access to the same type of funding and supports, they walk away and wonder how they can do what is being done here. Even within our own district we can not duplicate what is being done in that building because of the funds they receive with Title I. Being a model schools means you are excelling but how will these help others who are struggling? How will ODE help schools reach their potential in a time of extreme budget shortfalls? | Jan 3, 2012 9:15 AM |
| 90 | Our school is low SES, has met AYP three years, and was rated Outstanding last year - we have received very little recognition for closing the achievement gap - which is incredibly frustrating. How will a new system improve on that? | Jan 3, 2012 9:13 AM |
| 91 | I think we need to be very careful in rewarding schools. I have been a staff member in schools that were Title 1 because they were the lowest SE school in a high SE district. It was relatively easy to achieve 90th percentile scores. I have also been in low SE schools where we were working hard and efficiently to improve , but it took lots of time. It's very difficult to move a school culture and community and takes lots of courage to do. It can be discouraging to see those who have a relatively easy load be rewarded while those who are toiling mightily are passed over. It is not totally clear that these situations will be addressed adequately. | Jan 1, 2012 2:50 PM |
| 92 | I hear of questionable testing now...what will this kind of pressure cause people to do? | Dec 30, 2011 7:01 PM |

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93	I do worry, however, that smaller rural schools without diverse populations will never receive recognition. They should not be model schools if they cannot give advice about how to teach to diverse populations, but they should still be recognized if they are doing well with what they have. I do like that schools can meet this criteria by their scores as well as their growth. As a side note, there is a typo on page 45: "The above data are use to provide." This should be "used."	Dec 30, 2011 4:28 PM
94	Don't agree with the rewards system at all, recognition can occur without the need for rewards.	Dec 30, 2011 2:01 PM
95	The identification is still based primarily on achievement in reading and math. This is too narrow. Behavior, climate, parent involvement, the arts, health and P.E. are also important.	Dec 29, 2011 11:29 PM
96	After they achieve "model school" status would funding be significantly cut.	Dec 29, 2011 9:46 PM
97	It seems reasonable, the only way to know is to analyze once it is in place. The measures must be more than just how many kids meet/exceed on the one grand assessment.	Dec 29, 2011 10:41 AM
98	Not enough information to determine this.	Dec 29, 2011 9:54 AM
99	Your methods may need adjusting. But it's about time ODE heralded great schools and tried to learn from them. Why not some token cash awards for them too?	Dec 28, 2011 6:34 PM
100	My question is whether the system will also apply to non-Title IA schools. It makes no sense to have different standards for Title IA and non-Title IA schools. We should just have one system with the same supports. If not, then why not have separate systems for urban schools and rural schools or I-5 corridor schools and non-I-5 corridor schools.	Dec 28, 2011 3:19 PM
101	However, recognition is not much of a "carrot" without adequate funding for schools.	Dec 28, 2011 3:10 PM
102	Good scores, good recognition. Where is the question "Why are the scores better?" "What is this school doing differently?" "How is this school addressing the health needs of the students differently?" "How can we apply this approach to other schools?" "Who will help other lower performing schools apply these lessons?"	Dec 28, 2011 2:24 PM
103	There needs to be recognition of effective practices in schools rather than Reward Schools. There are several schools in our state which have been rewarded but upon closer scrutiny some of their practices have not been "effective" and replicable.	Dec 28, 2011 12:34 PM
104	I would need to see some sample data applied to the criteria in order to be able to determine whether or not truly deserving schools will be recognized.	Dec 28, 2011 12:19 PM
105	We are discussing rewarding schools/teachers in my district and many of us are concerned what that may lead to. Do you not think some may choose to "fix" the numbers or tests to make them look more successful? Each school is so	Dec 27, 2011 10:11 PM

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	different based on student diversity, local economy, socio-economic status, etc.	
106	If a school is high achieving and therefore does not show growth, is this 50% area going to cause the school to be a failure? A wise person said: you can't make a pig fatter by weighing it.	Dec 27, 2011 8:11 PM
107	throughout there is a prescribed number of for the top and bottom, - that is too arbitrary	Dec 27, 2011 2:56 PM
108	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:47 PM
109	Including growth as a criterion will certainly help.	Dec 27, 2011 12:54 PM
110	Results based on test scores alone are not sufficient. Over-emphasis on high scores is detrimental for administrator/teacher/student/parent morale. More emphasis should be placed on growth and demonstration of success through alternate means.	Dec 27, 2011 10:39 AM
111	Desrving of recognition for the narrow band of criteria that we have distilled as the definition of a model school. I am not quite sure where we acknowledge student creativity and innovation?	Dec 27, 2011 8:52 AM
112	It is difficult to know what is meant by "truly"	Dec 27, 2011 8:04 AM
113	too many variables aren't adequately addressed....weak data..not valid and reliable...will yield false results	Dec 26, 2011 4:54 PM
114	Seems like reasonable parameters for evaluating school progress; however, don't forget the harder to measure qualities like crativity, innovation and career vocational training. Not all kids are college bound nor should they be treated as failures if they are not. The 40-40-20 paradigm puts alot of pressure on kids that could turn out to be harmful. I worry about this idea.	Dec 26, 2011 2:18 PM
115	As long as there is again a system of identifying high poverty, socio economic disparities, high migration and other environmental factors that influence these outcomes.	Dec 26, 2011 11:04 AM
116	This system rewards schools that teach the assessment.	Dec 24, 2011 11:17 AM
117	So you recognized individual schools but how can that translate to other districts? It should not be the elite teaching the ignorant. That does not translate into anything but animosity and/or arrogance.	Dec 24, 2011 11:15 AM
118	I think you're rewarding the neo-liberal agenda! This is yet another punch in the stomach to educators ... stop pretending like Education is a business... It's SO different. External rewards are NOT the answer.	Dec 23, 2011 9:05 PM
119	Yes, but only for Reading, Math, & Graduation. I think other areas are missing.	Dec 23, 2011 3:23 PM

Page 5, Q8. The calculation outlined for identifying priority and focus schools will result in recognition of those schools most in need of assistance in increasing the achievement of all students in the school and those with achievement gaps.

1	Reducing something as complex as community k-12 schools to an excel spreadsheet is a sad commentary.	Jan 11, 2012 9:21 AM
2	How will these schools pay for the assistance they need?	Jan 10, 2012 7:26 PM
3	I don't fully understand how achievement is measured in every case, but the approach seems like a big improvement compared to no child left behind.	Jan 10, 2012 4:08 PM
4	Determined by the Test results with derivative formulas that determine "winners" and "losers." Still measuring cohorts of groups. Apples to oranges. No way to address highly mobile kids. Schools and districts "cycles of improvement" will be particularly volatile in these schools and those serving the target populations for which SBAC doesn't have any assessments that lead to diagnostic evaluations and remedial interventions. And when the deeper diagnosis suggests hungry, sick kids is the ODE going to punish the schools and community in their "tight" regulatory intervention by closing the school and firing the staff? I am astounded by the use of "evidence-based practices." I have looked at What Works Clearinghouse, and I find that there is a paucity of evidence that there are best practices that work consistently.	Jan 10, 2012 4:05 PM
5	(1) As noted in the response to Q 7 above, it is not really possible to determine, given the level of information provided, whether the methodology outlined for identifying model, priority, and focus schools will result in the recognition of the right schools for these distinctions. An enumeration of commendations and areas for improvement are provided below. (2) Using current data to illustrate the methodology was a wise choice. The reviewers should thank you for this. Further, specifying the data available for the ranking system (reading and math assessments, and cohort graduation rates) as well as the 5 ratings scales (achievement, growth, subgroup growth, graduation, subgroup graduation) is an excellent way to lay the groundwork for the subsequent discussion. (3) Why is there no subgroup achievement rating? It appears to have been forgotten. If intentionally left out, the rationale needs to be discussed. However, the subsequent paragraph (p. 46, para. 1) refers to "subgroup achievement," suggesting that it was simply omitted from the list on p. 45. (4) The "historically underperforming" race/ethnicity group is a good addition. Including a brief summary of the demographics of Oregon would serve to highlight its importance and the reasons that individual race/ethnicity subgroups often cannot be reported. (5) At least one other state (Massachusetts) has constructed an additional subgroup, which Oregon might want to consider also. The Massachusetts "high needs" subgroup includes students who are low income, have a disability, or are English language learners or former English language learners. (6) The table "Weights for School Ratings" (p. 46) excludes the subgroup achievement group and provides no rationale for the choice of weights. The heavy weighting for growth overall could be seen as compensating for poor subgroup growth. For elementary and middle schools, the low weight given achievement (and the exclusion of subgroup achievement) appears to make achievement a relatively low priority, which I doubt is intentional. For high schools, achievement and growth are weighted equally. The difference in recognition of achievement at elementary and middle levels versus high school deserves comment. While there is weight given to graduation and subgroup graduation, there is no recognition of the importance of dropout prevention in	Jan 10, 2012 3:45 PM

Page 5, Q8. The calculation outlined for identifying priority and focus schools will result in recognition of those schools most in need of assistance in increasing the achievement of all students in the school and those with achievement gaps.

meeting 40/40/20 goals. Massachusetts explicitly recognized the importance of reducing dropouts in their metrics; Oregon should consider doing so as well. (7) The cut points for the rating categories (p. 47) are not credible. Some explanation of the choices made (the wide 15th to 50th percentile band for nearly meets, the wider percentile band for meets that begins at the 50th percentile) is essential. When applied to data, the 6 cut points, with only one exception, fall below AYP for 2010-11. These do not appear consistent with the goal of “high expectations” and proficiency for all. (8) The weighting scheme for achievement ratings is not justified. Once again, it appears that high-weights for “exceeds” can compensate for substantial numbers in the does not meet and nearly meets categories. Moreover, this appears to be inconsistent with another section of this application where excessive weights given to “exceeds” were explicitly eliminated (p. 35). (9) The description of the methodology makes a great leap (without explanation) from the achievement rating points (pp. 47-48) to the achievement ratings (p. 48), which combine reading and math. An example to clarify is needed. Then, justification for the achievement rating cut points (p. 48, first table) is needed along with an explanation of what these ratings mean IN PLAIN ENGLISH. That final piece – what does it mean? – is essential for these ratings to be accepted and used for accountability. (10) Without some significant understanding of the Colorado growth model, the description of the growth model in this application (pp. 48-54) is simply incomprehensible. Many of the same issues noted above apply. There are no justifications provided for the weighting schemes, cut points, or final rating levels; how reading and math are combined into growth ratings is unexplained. What constitutes adequate growth is not explained or justified. Another issue specific to the growth model is whether a measure of growth based on a comparison to a student’s peers in the same school is adequate or appropriate. The plain-English explanation of the growth model equates academic growth to physical growth – we understand that a child at the 75th percentile of height at age 3 is doing okay. However, that 75th percentile for physical growth did not come from “peers” in the same sense that “peers” are used in the Colorado growth model. Please think about the advantages and disadvantages of such an approach. Is the within-school peer grouping optimal for its intended purpose? Some of the dangers inherent in this measure are illustrated in the statement (p. 51), “If a school has not made adequate growth, a typical student is likely to have growth that does not put him or her on track for college and career readiness.” (11) The same issues noted above apply. Methodology needs to be explained; weighting schemes, cut points, and final ratings need to be justified. In particular, the cut points for graduation rates (p. 56) appear to contradict the 40/40/20 (i.e., 100%) goal. Also (p. 56), the choice is to use two years of data, presumably to reduce the volatility of changes. However, there does not appear to be a higher weight given to the more recent year, which seems to be counter to the goal of improvement. Shouldn’t the more recent year be given more weight in order to better recognize improvement? (12) Finally, the description of the overall rating (pp. 59-62) fails to answer the ultimate question: What does it all mean? If AYP was complicated and poorly understood, this extremely-more-complicated method of rating schools will be even less well understood. How do you intend to deal with this?

6 As stated earlier, a strength of the model is that it truly applies "growth" through the use of 2 years of data and including intact-cohort (students with a valid Jan 10, 2012 3:34 PM

Page 5, Q8. The calculation outlined for identifying priority and focus schools will result in recognition of those schools most in need of assistance in increasing the achievement of all students in the school and those with achievement gaps.

assessment from the prior grade) vs. simply comparing cohort groups (comparing one year's 4th grade group with the next year's 5th grade group, or sometimes even the next year's 4th grade group (as Safe Harbor calculations did).

7	The brief timeline for feedback did not allow me to go in-depth into how schools will be identified. This concerns me because your goal was to make this easy for all and yet when percentages of sub-groups are double counted, this makes for a confusing calculation.	Jan 10, 2012 3:16 PM
8	The ability to have our schools who are making it with similar demographics and needs work with our priority and focus schools is encouraging. Collaborating and learning from each other is key	Jan 10, 2012 2:57 PM
9	they should be measured against a standard not other schools	Jan 10, 2012 2:46 PM
10	Again, year round schools are needed.	Jan 10, 2012 1:37 PM
11	Concern that elementary schools will get pushed aside by middle and high schools.	Jan 10, 2012 1:28 PM
12	I found the calculation sections hard to understand.	Jan 10, 2012 11:59 AM
13	May be difficult to ascertain for small districts, districts with highly mobile student populations, or those that don't have comparator districts.	Jan 10, 2012 11:54 AM
14	It is unclear whether the formula favors schools with less challenging demographics for identification as Reward A schools	Jan 10, 2012 8:44 AM
15	This does seem promising, however, I do have concern as stated in last answer	Jan 10, 2012 7:02 AM
16	I'm torn here. I disagree completely with high-stakes testing, and yet I also find myself shocked that this is your designation for "Meets: schools between the 50th and 90th percentile." Do you want me to pass my kids when they get a 50% in my class?! I can't imagine telling a student that it's ok, they learned half of what I wanted them to learn, so they can pass.	Jan 9, 2012 11:05 PM
17	Probably, maybe, kinda, sorta. I'm more interested in whether any meaningful help can be provided.	Jan 9, 2012 10:29 PM
18	So students aren't measured on their own growth percentage but the growth of their peers? How is this equitable for students who are non-English speakers at the beginning of the English school career and those students with learning disabilities? Will they fit into a model that tracks students to meet standards within 3 or 4 years? This is a fairly complex system of measuring student success. How will all parents understand how their student is achieving and what are the consequences? What will the "externally-guided deeper diagnosis" consist of? and who will be qualified to make that determination and on what evidence?	Jan 9, 2012 10:27 PM
19	Long-awaited!	Jan 9, 2012 9:43 PM

Page 5, Q8. The calculation outlined for identifying priority and focus schools will result in recognition of those schools most in need of assistance in increasing the achievement of all students in the school and those with achievement gaps.

20	I hope that if schools are identified as needing assistance that they get assistance and not punishment.	Jan 9, 2012 7:48 PM
21	It is another way of identifying schools. No problem with that. Why isn't attendance a factor in elementary and middle schools?	Jan 9, 2012 7:14 PM
22	It will identify achievement gaps, but the plan seems to place total blame on the school.	Jan 9, 2012 5:41 PM
23	As noted in my previous response, I'm not sure calculations tell us much. If schools need assistance, it would be good to work with them proactively to determine where problems are occurring and provide support for improvement rather than threatening closure. However, for these designations to work properly, all schools need to be adequately funded so that money doesn't become a barrier to dialogue.	Jan 9, 2012 5:17 PM
24	Important to fairly and accurately define student growth.	Jan 9, 2012 4:52 PM
25	too much emphasis on testing as opposed to capacity for formative assessment. Please read Michael Fullan's Seminar Paper 204 http://education.qld.gov.au/projects/educationviews/news-views/2011/nov/talking-point-fullan-101117.html	Jan 9, 2012 4:48 PM
26	Reactive and punishing is not the way to approach the problems we face in education. Creating "winners and losers" is deplorable and humiliating for our children, families and teachers. I am so disappointed.	Jan 9, 2012 4:15 PM
27	BUT - high achieving schools where students are meeting standards but not showing adequate yearly growth STILL do not need as much help as the poverty schools where students are showing growth but are still not meeting the standards (i.e., Lake Oswego vs. Reynolds	Jan 9, 2012 4:00 PM
28	Subgroups need to be more heavily weighted. How a school meets the needs of the most academically at-risk students is very indicative of the success of it's programs. I do like the fact that the waiver proposal puts all underperforming ethnicities/races into one group in order to increase the number of schools with a sufficient sample size to track progress or lack thereof.	Jan 9, 2012 3:52 PM
29	Foreign language proficiencies are not included in the calculations.	Jan 9, 2012 2:56 PM
30	It is WRONG to label schools. It is especially wrong if the state uses these labels to spend taxpayer dollars on for-profit vendors and consultants or even other public schools to "evaluate" and "dictate" how some of our public schools should spend their inadequate resources to better serve their students. The state should be focused on finding ways to raise revenue and FULLY fund the Quality Education Model if the state is serious about improving education outcomes. STOP labeling our schools and creating more bureaucracy!!!	Jan 9, 2012 1:14 PM
31	What about all the school that are not rewardm priority or focus schools?Will they get any attention or oversight?	Jan 9, 2012 12:27 PM
32	The calculation method described raises serious concerns of imposing a more	Jan 9, 2012 11:33 AM

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confusing, and potentially counter-productive method of identifying schools in need of assistance. The fundamental flaw of the method appears rooted in the use of percentiles rankings (and median values). Percentiles are actually an ordinal data value, so we would be moving from a system that used percentages (interval data) to a less flexible data value (percentiles). Ordinal data is challenging to use in that one can't really use math operations which seems generally problematic in doing simple calculations such as calculating school or classroom averages. Lost in the proposed method is the concept of variance, which is typically measured using a standard deviation. It is strongly recommended that the state consider using means and standard deviation values to create achievement and growth index values to rank schools (e.g. z-values). Such a system could create standardized index values similar to SAT or IQ scores. Please contact me to share more details of using such a method.

Weights for School Ratings (p. 46): The weighting information here is not sufficient information to understand how a school score will be calculated. What would happen if a school were to receive the following designations: Achievement (Meets); Growth (Does not meet); Sub-group growth (Meets). In general it does not make sense to do "math" with categorical data. Doing a calculation of $(.25) * (\text{meets})$ makes about as much sense as $(.25) * (\text{green})$ or $(.25) * (\text{boy})$. It is possible to assign numerical values to categorical data, but it does not change the fact $(.25) * (\text{meets})$ does not make sense, so it would be good to avoid calculations that don't make sense. So while not advisable, we could assign numerical values so that $(.25) * (\text{Meets}) + (.5) * (\text{nearly meets}) + (.25) * (\text{meet})$ becomes: $(.25) * (3) + (.5) * (2) + (.25) * (3) = 2.5$. What does a school score of "2.5" mean and/or how should it be interpreted? Does this school become designated as [Meets] or [Nearly Meets]? It would be good to clarify and include exemplar calculations to communicate how schools will be designated. The numeric values indicated are not continuous (e.g. integers) so the choice of how to interpret fractional values is ultimately subjective in nature. So it would be good to at least specify how the SEA will be interpreting school calculations.

Achievement Rating (p. 46-48): The use of percentiles is particularly problematic in that they are difficult to understand how to calculate and can easily lead to misinterpretation in the field. Again, the use of ordinal data (percentiles, meets/nearly meets, etc) will not allow schools to set achievable goals. How can "achievable" goals be set when "improvement" can only be achieved if another school "declines"? The introduction of this mathematical paradox is fatal flaw of the proposed method. Thus an entirely new model of identifying schools should be considered. Using the mean and standard deviation to create a standardized index score like SAT and IQ score would be a superior method than the one described.

School Size: Why were schools with only 42 tests over two years considered? How will schools be ranked that do not meet this threshold? Percentile Choices & Cut points: Why were the given percentiles chosen (e.g. 15th, 50th, 90th)? Are these a requirement of the waiver process? Is there something special about the 15th percentile, or is just how many we have the capacity to help? Which values are fixed: percentiles or achievement cut points? If percentiles are fixed, then there will always be the same number of schools in each category, so what hope is there to change? If cut points are fixed, then will 71.9% meeting standard in elementary math always result in a "meet" designation? What happens when we have new cut scores, graduation requirements, or assessment? Fixing cut points (at any level) will continue the errors of NCLB and not be an improvement.

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Either option appears flawed at some level, but it would be good to at least clarify the process. Achievement rating cut points: Again we shouldn't be doing math on categorical data. Assigning values doesn't change this fact. Combining reading and math (p. 48): What exactly is the value added of creating a Reading & Math score? What would this measure inform you that you wouldn't already know by their separate scores? It is recommended to not use a combined measure. Such use would only unfairly push already struggling schools down on the "achievement" list. If additional measures are needed, then please consider using a different subject such as Science and Social Studies that would tell you something different about the student. Student Growth Percentiles: It is not clear how "growth percentiles" are calculated. I researched the Colorado method and it looks like they are first calculating the ratio of: (students current score)/(last year's score), then calculating the percentile of this ratio. Is this what we are doing? What happens when 3 years of data is used? It is important to clarify so people can understand what is being done. Adequate Growth Percentiles & Median growth: What are these values? How are they calculated? Is the Adequate Growth Percentile the percentile which students meet in the following year? That is, would an Adequate Growth Percentile of 67 mean that 67 percent of the students at a given writ score "met" standard in the following year? This may have some predictive value for school staff at the beginning of the year, but how could such a value be used for accountability purposes? It is not clear how these values are calculated, so I'm not sure if the ratio of [median growth]/[adequate growth] is important for determining adequate growth. Why are we using a ratio that is so confusing to understand, and doesn't appear to have any significant mathematical value? It is important to value growth, but we are putting a lot of weight in a value that cannot be replicated by most stakeholders, much less understood. Creating a complicated value like this puts Oregon in danger of not getting buy-in from schools that would be making "growth goals" on a scale they do not understand. Calculating percentage met is a flawed system, but at least it is a calculation that can be replicated in the field. If you chose to keep this method, than more information needs to be included so that it can be replicated outside of ODE. Growth Rating Cut Points: It is not clear how these values were chosen, or what their significance may be. It feels like we would be moving to a more complicated and arbitrary system which would not be an improvement. We need more clarity not less. Achievable goals cannot be set if one cannot understand the system that created the values. Combining reading and math (p. 51): Again, don't use a combined math & reading score. Such a system just makes the "rich, richer" and the "poor, poorer". Add more subjects if you want to add more dimensions to the measure. Subgroup Growth Rating (p.52): It makes sense to identify sub-group growth ratings. This is an important aspect of NCLB that should remain in some sense. However, the same criticisms apply here as above. The use of percentiles and an awkward growth calculation would not create a clear understandable system that can be easily understood. Please consider using another calculation method that is easier to understand. Graduation Rates & Cut points: Again, would the percentiles be fixed, or would the current graduation rates be fixed? Either option is problematic for different reasons, but you need to clarify how this will be done. Please consider using this as an opportunity to introduce simple values that have inherent mathematical values. The creation of standardized SAT or IQ-like scores would solve many of these problems. Stakeholders could easily calculate group means. For example, SAT

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scores have a mean of 500 and a SD of 100 (IQ mean =100 and SD =10). Such values could easily be averaged, and growth could be calculated by a simple subtraction operation. Changes over time using a value indexed by standard deviations would have immediate mathematical and policy implications that would be much easier to understand. I'm happy to explain more in person!
 Overall Rating: The fundamental causations used to give a school score seemed flawed, so any ultimate destination of schools based on this system would not be easy to understand. The percentiles and cut points identified don't make sense at this point only because you lost people several pages ago describing what you are trying to do. Percentiles should not be used in a schools achievement or growth rating. Rather a continuous value that has inherent value, such as a z-score, would be preferable in determining a school's score. Percentiles should be restricted to the final step of determining model/focus/priority schools. It makes sense to use percentiles at this point to reflect the capacity of the state to support the given number of schools in a category. It would be ok that the "bottom 5%" be designated as "priority". The problem is in how the school rating is calculated before this point that needs to be reconsidered.

33	Maybe most in need of assistance but you don't need the labeling to help schools which need it. After all, as stated above, it is mostly economic.	Jan 9, 2012 11:32 AM
34	The education community has little faith in the statistics generated, used, and misused by others because it is "the only data available. This sounds like a pipe dream rather than a reality. All schools have issues, it should be measured and dealt with locally.	Jan 9, 2012 11:19 AM
35	attention to GROWTH makes a lot of sense.	Jan 9, 2012 10:33 AM
36	I might agree with the ability to identify priority and focus schools..not certain about increasing achievement.	Jan 9, 2012 9:00 AM
37	Title IC Migrant students need to be added as a subgroup. They are one of the lowest performing subgroups, but are not included as a subgroup. I believe data is already gathered. Although they may be a part of Economic disadvantaged, LEP and Hispanic, they do have unique needs because of movement. Please include Title IC Migrant students as a subgroup.	Jan 9, 2012 8:25 AM
38	Not enough information is available. It appears that if two schools are struggling with a single subgroup (say Econ Disadvantaged), the school that has Econ Disadvantaged as it's only subgroup will be identified as low performing as opposed to a school where the other subgroups are doing fine and only Econ Disadvantaged students are not showing growth. What is the rationale for the weighting of 25% achievement, 50% growth, and 25% subgroup growth?	Jan 9, 2012 7:20 AM
39	A lot of this will have to do with the students home life and parental support.	Jan 9, 2012 6:48 AM
40	You are going to blow it again. Nothing is going to stop schools from reporting horrible scores at the beginning of the year [let all the ELL kids take the exam and not tell the TAG kids then at the end of the year when the ELL kids are at a field trip let the TAG kids take the exam]. I have seen it happen!!!! The other	Jan 9, 2012 5:38 AM

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mess I have seen is the first exam is put in an order with the hardest questions first to drive the grades down, then the end of year one is reversed...instant improvement!!!!

41	This whole notion of the waiver is just flawed at its core.	Jan 9, 2012 12:49 AM
42	See my response to #3. I have reservations about how much change will occur for the subgroup students based on the way the percentages are designated.	Jan 8, 2012 8:37 PM
43	There is no adequate marker for addressing the needs of students with disabilities in otherwise high achieving school districts.	Jan 8, 2012 7:34 PM
44	Would need more time to read the technical aspects of the calculations before having an opinion.	Jan 8, 2012 6:47 PM
45	Poverty drives most unsuccessful students ... this will just demonstrate what we know... poverty is the big wall to overcome.	Jan 7, 2012 5:38 PM
46	I found this section very confusing. I believe the underlying principles are sound. The explanation isn't clearly laid out.	Jan 7, 2012 5:30 PM
47	Demographics don't determine achievement. The system does that. Achievement gaps shed light on lack of school-based learning.	Jan 7, 2012 3:01 PM
48	Compiling data on size of achievement gaps within schools will provide an incentive to schools to reduce the gains of students at the top. This is so much easier than increasing gains at the bottom. Aside from this, the use of median gains again undermines the whole project.	Jan 7, 2012 2:48 PM
49	Will serve to further handicap public schools in poor neighborhoods. My grandson attends such a school and is bored to tears as the school struggles to raise its reading scores while ignoring all else. 85% of the day is spent on reading, language development and study skills. 3rd grade.	Jan 7, 2012 8:49 AM
50	I do not see clearly defined academic objectives for challenging .sub groups	Jan 7, 2012 8:22 AM
51	See comment for statement #7	Jan 6, 2012 4:26 PM
52	Same comment as on the previous question. Principals must be expected to reprimand teachers who are not performing and ultimately fire them.	Jan 6, 2012 3:10 PM
53	Schools with more diversity/sub-group data will be challenged to meet all their needs. I like a growth model, but still believe these labels are detrimental.	Jan 6, 2012 1:41 PM
54	Nice work.	Jan 6, 2012 1:35 PM
55	Page 46 the term Cut Points is to similar to cut scores. Please find another term.	Jan 6, 2012 1:26 PM
56	Too convuled and still seems punitive	Jan 6, 2012 1:03 PM
57	This calculation should be "piloted", and explicit goals and results analyzed to determine effectiveness in the identification of Focu Schools	Jan 6, 2012 10:44 AM

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58	Again, it is all dependent on what factors are included in making this determination.	Jan 5, 2012 4:57 PM
59	It seems like the poorer schools would need the assistance--I am not sure if that is what is happening now. Smaller and rural schools, especially eastern Oregon, struggle with the percentages calculations as one or two students make an impact--good or bad--on the numbers.	Jan 5, 2012 2:04 PM
60	Actually somewhat agree.	Jan 5, 2012 1:44 PM
61	Again, achievement only in areas easily measured by standardized tests.	Jan 5, 2012 11:18 AM
62	I need to see actual examples before I can fully answer this	Jan 5, 2012 10:56 AM
63	My concern centers on NCLB and how poorly performing schools are punished by losing funding, which does nothing to improve their chances of becoming better at what they do.	Jan 5, 2012 9:52 AM
64	Would like to see "subgroups" recharacterized as "special populations" rather than "disadvantaged" and TAG included. Would also like to see total numbers of TAG-identified students by school. There is a wide disparity in emphasis and competence in TAG identification between schools. Only 2% of Oregon's TAG-identified students are Latino--that is just wrong. What other assessments would be used besides OAKS? The grade-level OAKS tests in now way capture many TAG students growth. Suggest--allowing and reporting above-level tests. A much more accurate picture of many kids growth would be what above-level tests can they pass? Above-level tests should have heavy point weights for school rating purposes. Lowest Performing and Lack of Progress schools should not be the lowest X percent of all schools. We need some standard below which it is unacceptable to go, not a relative percentage. (This is how I passed Calculus! Everyone else was failing worse than me!)	Jan 4, 2012 10:37 PM
65	Academic achievement on math and reading scores cannot measure school climate, supportiveness, character or personal development. Nor does it take into account creative and intuitive thinking, and so on.	Jan 4, 2012 5:30 PM
66	But I think this section needs to be prefaced by simple language before the complicated calculation process. By the time I got thru this section, I was completely confused. Not an easy concept.	Jan 4, 2012 4:32 PM
67	Focus and imitation of model schools when possible would assist in increasing the achievement of all stuent's with achievement gaps.	Jan 4, 2012 2:12 PM
68	Music and the Arts is what keeps our children in school. Music activates more of the brain than any other activity or subject. Music and the Arts improves test scores (Math and English), improves attendance, improves graduation rates, teaches discipline and dedication, teaches critical thinking skills, problem solving skills, the ability to figure out IF there is a problem first, the ability to help find the problem (now we can problem solve). Musicians have the lowest reported abuse of alcohol, tobacco, and drug usage during their life. Music activates more of the brain than any other activity or subject.	Jan 4, 2012 1:53 PM

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69	Overall it seems like it focuses on the appropriate measures but is highly complex to follow. Also, why is the following true ? - "Students who earn a GED or receive a modified, extended, or adult high school diploma are included in the rate as non-graduates." If, due to disability and parent, student and team decisions a student's path leads to one of these options, why can't there be a category to capture this "success" for a student who needs a higher level of differentiation based on health or other conditions?	Jan 4, 2012 10:58 AM
70	So if all schools are performing at 90% or higher, will the bottom 15% still be identified as priority schools? Or will the bar just be raised so that there is always a bell curve? At what point do we break the students desire to learn by forcing them to try to comprehend matter beyond their abilities? Should gifted students be pushed and allowed to move ahead-certainly, should all students be allowed the opportunity to go beyond, yes, but to continually raise the bar to keep a bell curve is not the answer.	Jan 4, 2012 10:14 AM
71	"all students in the school" - does this phrase include severely developmentally afflicted students? If a school or a district has particularly large population of these students wouldn't this group of students always keep the school or district from being a successful school?	Jan 3, 2012 5:48 PM
72	However, it still fails to address a number of critical issues that are often the real reason that schools fail - the lack of parent involvement in their children's lives and education and the local community culture that tolerates low expectations and then accepts no responsibility.	Jan 3, 2012 4:12 PM
73	From a continuous improvement model I agree with identifying the "lowest performing" schools. However, there should be a distinction as to whether they are meeting student needs or not rather than using a normative comparison to other Oregon students. This is a reference to the Growth calculation not be cut score based.	Jan 3, 2012 3:47 PM
74	My fear is that schools that are able to achieve the results because of the additional funding but aren't high performing will now lose ground but not significantly enough to get funding. I am wondering for the "average" school, what monies will be left for us?	Jan 3, 2012 1:32 PM
75	The link between poverty/race and school success is not truly addressed.	Jan 3, 2012 1:06 PM
76	However, the issue of very small school districts needs to be considered as part of the calculation. It might be unfair (both in terms of positive and negative student achievement patterns) to give the same recognition to a district with 26 students as one with 12,000. Maybe it's time to tackle the real issue: very small school districts cannot really provide the full range of instruction and support their students need.	Jan 3, 2012 11:41 AM
77	Are you kidding me? I don't want to sound like I am harping here, but maybe I'm blind, but how are you going to assess student growth with the OAKS? If a student is well below or above grade level, the OAKS is an inappropriate tool to measure growth. Would you use a 12-inch ruler to measure the height and growth of a giant sequoia? Would you use a yard stick to measure the width and	Jan 3, 2012 10:58 AM

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growth of a human hair? Again, you seem to have higher academic requirements for elementary than high school. Why not have the same requirements? You need to redesign OAKS so that a student can take a multi-level test to truly assess their ability and not just a grade-level standard test if you are measuring growth. I also don't know how you can measure growth if you are using two different measurement tools (a third grade OAKS math test is different from a fourth grade OAKS math test). Wouldn't it be nice to know that a student in third grade reads and comprehends at a kindergarten level, but by fourth grade is reading at a third grade level? Or wouldn't it be nice to discover that a student who read at a sixth grade level in third grade, continued to read at a sixth grade level through fourth and fifth grade because teachers had to focus on their lower readers and never met the needs of their higher ability students? It would also be nice if the tests were more diagnostic and that those results were sent to the student and the teacher to help personalize instruction.

78	1. Terrible business model to require elem. schools to have a higher achievement percentage than high schools. 2. Using growth is a great model. Not sure I like these calculations, but I probably need a deeper understanding to better evaluate.	Jan 3, 2012 9:22 AM
79	It may help to identify these schools but then what? Most of these schools already know they need assistance but they are not getting it.	Jan 3, 2012 9:16 AM
80	Schools most in need of assistance suffer sanctions instead of said assistance; plus the stigmata of being a school in improvement.	Jan 3, 2012 8:28 AM
81	This is a tough area because it is not easy to identify a school for further improvement based on a score. Many factors make it complicated.	Jan 1, 2012 6:13 AM
82	This may be harder to do with very small schools	Dec 31, 2011 4:20 PM
83	I work in these schools now. They are often remote and do not have an resources to offer extended days, extended years, or other effective intervention methods. I can often help these folk think and do things differently through my years of experience and coaching abilities. The research is very clear about the effects of coaching and change.	Dec 30, 2011 7:04 PM
84	I liked the model for including more schools (in the future 100% of the schools) in the calculation. There are too many small schools that cannot be held accountable because of their small population size. As a side note, there is a typo on page 73: "We shall discuss...middles schools." It should be "middle."	Dec 30, 2011 4:30 PM
85	Again, the calculations are based on only math and reading scores. This is too narrow.	Dec 29, 2011 11:35 PM
86	Great to focus on schools that have high scores but small gains. That's smart. But there is way too little in here to catch schools that are serving the white non-disabled kids just fine but doing a very poor job with small groups of kids who have historically been ill served. That has been a strength of AYP (except that high schools didn't face sanctions).	Dec 28, 2011 6:35 PM

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87	What about feedback from the "customers" of each school. For instance, with the data system, after a quarter or trimester, a report can be generated to be given to the previous school or grade level on how well their former students did.	Dec 28, 2011 3:21 PM
88	Not certain how moving from OAKS to Smarter Balanced Assessments will provide needed data.	Dec 28, 2011 3:20 PM
89	So, you identify priority and focus schools, then what? ODE has pulled our specialists from the field and turned into a "monitoring/compliance". It can speculated as to why "management" has chosen to go this route, particularly with respect to the stated needs of school districts.	Dec 28, 2011 2:32 PM
90	Again, application of data to the calculations would be necessary in order to see how this would work and what the pitfalls/drawbacks/problems with the identification system are.	Dec 28, 2011 12:20 PM
91	I have taught in school in the Valley(woodburn) and in Easter Oregon Schools. I'm sure the state will identify more valley schools because of cultural diversity.	Dec 28, 2011 8:03 AM
92	I currently work in a school that is was a low achieving school. We are currently in our second year of the School Improvement Grant. We have made vast strides in our test scores. However, the fix is temporary. We will lose between 4-9 staff members at the conclusion of that 3 year grant. What happens to all the tools and classes those teachers implemented? They will be gone and, potentially, test scores will plummet.	Dec 27, 2011 10:13 PM
93	Sure, but again, the recognition for need of assistance seems to focus on the teachers rather than the real reason - family and community issues. Until society is willing to invest in equity, there will be too many priority and focus schools. But then maybe the goal is to have failing schools in order to support the for-profit school agenda. So, YES....the calculation outlined will identify these schools and will focus reasons of failure on the staff.	Dec 27, 2011 8:20 PM
94	The more I read of the waiver the more skeptical I became that this is just another attempt to measure and quantify that really doesn't reflect what is truly happening in the classrooms. From my perspective - raising high gifted children - no statistical data could ever accurately portray their real achievement. Perhaps the number of gifted is too small to matter, but they aren't really ever adequately served. the identifications here are irrelevant to my actual experience.	Dec 27, 2011 3:02 PM
95	I continue to be concerned about the sub group of students with disabilities and how their achievement factors into school report cards. Of course we must work to increase the achievement of this group but at the same time recognize that to include a student in this group, we have gone through a rigorous process to show that they learn differently and at dramatically different paces.	Dec 27, 2011 1:55 PM
96	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:47 PM
97	Not convinced that labels help in truly changing achievement levels. Appreciate	Dec 27, 2011 10:43 AM

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the weight given to change rather than just test scores. Would like to see some thought given to how schools will be assisted in implementing their improvement plan, not just in being held accountable for making one.

98	We need to eliminate Carnegie Units and allow students to learn at their own pace and be measured by technical learning outcomes	Dec 27, 2011 9:57 AM
99	It is a method for sorting based on the lack of "model" school attributes.	Dec 27, 2011 8:52 AM
100	Much will depend on the attitudes and presentation of messages.	Dec 27, 2011 8:05 AM
101	I like the intervention approach and hope we can stay away from the punitive approach of NCLB because it did not work.	Dec 26, 2011 2:20 PM
102	You need the financial means to put more teachers in the classroom. Only then can you identify anything, good or bad.	Dec 24, 2011 11:19 AM
103	Give me a break... the priority and focus schools are going to be more penalized, and the teachers are going to continue to flee to the wealthy districts because THE SYSTEM is making them feel like they do a better job with privileged kids... None of this plan is helping that...	Dec 23, 2011 9:06 PM
104	Only in reading, math, & graduation. What about critical thinking, problem solving, collaboration, teamwork, etc.	Dec 23, 2011 3:25 PM

Page 6, Q9. The required activities described in each level of intervention are appropriate and will effectively support schools in their improvement efforts.

1	That sounds great. Will it be funded?	Jan 11, 2012 9:22 AM
2	I am concerned with the peer process being recommended versus the dedicated school improvement coaches. School leaders and teachers are extremely busy, and I do not feel the schools in improvement would get the assistance that is needed. Please reconsider the support process.	Jan 11, 2012 1:27 AM
3	I am concerned we do not have the capacity to implement this.	Jan 10, 2012 9:18 PM
4	For Literacy, a diagnostic approach for the school and district levels is available in the Framework tools for the Oregon Literacy Plan. A positive approach would be to introduce these tools to schools and then use the tools for monitoring progress as it takes a year at least to get started down this approach to differentiated instruction and PLCs and data meetings to co-plan and write lesson plans as grade-levels or departments--targeting vocabulary for ELs, etc.	Jan 10, 2012 4:35 PM
5	The measures include parental support and community involvement which are clearly important factors in success of students and schools.	Jan 10, 2012 4:12 PM
6	This is a comprehensive and ambitious support and intervention proposal. If done well, it could yield excellent support to schools in need. A reservation: It may be difficult to acquire the needed level of service/support/mentoring from inservice staff, given limited time availability while they strive to maintain high performance in their own schools. Another concern is that there is no transition plan for schools currently in improvement being served through the current statewide system of support. The timelines would suggest they could have a gap in support from this June through spring of 2013 while the new system is getting up to speed; a transition plan should be developed and specified.	Jan 10, 2012 4:11 PM
7	There is an implicit assumption that districts and schools are not networking or seeking support from the community now. That's where this waiver application falls flat.	Jan 10, 2012 4:10 PM
8	I agree with portions of the recommendations and I have great reservations about others. My observations from working with schools in improvement is that many of the issues in poor performing schools are systems issues and that need to be addressed at the district level with external input. I do disagree with RTI being the focus of the interventions described. In many situations, there is a rush to intervention without truly examining whether students have opportunity to be provided core instruction and what are the systems issues that are creating this situation. This has resulted, in my opinion in a significant increase in special education identification. What is lacking in the discussion of interventions is a strategy of addressing the achievement gap with our minority students. The Oregon teaching staff is limited in its opportunity to learn appropriate ways of working effectively with diverse populations. Cultural responsive teaching needs to be a state-wide initiative. Where districts should have input into their partners, there needs to be a "tight-loose". There is a risk of choosing partners that "agree" with you thus... the lack of improvement continues because staff is not challenged to change. I take particular issue with the language on page 78, the field perceives a gap in knowledge or understanding between consultants and those in the trenches.... I have worked directly with 15-20 school improvement coaches over three years. I have conducted surveys where teachers,	Jan 10, 2012 3:37 PM

Page 6, Q9. The required activities described in each level of intervention are appropriate and will effectively support schools in their improvement efforts.

instructional staff, district office responded to the effectiveness of their assigned coach. The respondents only identified themselves by location and role. In only one case was there concern expressed. I find the coaches highly successful in their former careers, very well-read and current on instructional practices, thoughtful in their coaching practices. What I do know is that each of the coaches that I currently work with are well received in their schools. Solid positive relationships are what foster change not merely external teams that are intermittently involved with the school staff. I would encourage you to seriously examine the "data" from which this assumption has been made.

9	I agree but I do not see where the time, money, and personnel currently exists to implement this model.	Jan 10, 2012 3:19 PM
10	The level of interventions in 3 need to be tightened up and contain more focus on professional development and the quality of teaching occurring in the school.	Jan 10, 2012 3:05 PM
11	Volunteer school boards comprised of individuals with no required educational experience or background can be a huge roadblock to interventions. If a school board does not respect the opinions and experience of professionals in the education field, they can withhold funding, resources, training, and service models.	Jan 10, 2012 2:51 PM
12	More Afterschool assistance is needed.	Jan 10, 2012 2:25 PM
13	While this is a valuable, we need less oversight, less complexity, fewer diagnostics and interventions, not more. It is already clear what works: highly skilled teachers with high expectations for all students, strong leadership, strong family involvement, strong programs that engage students in their own learning, the ability to respond to the unique needs of each community and student, and adequate resources to do all of the above. This process adds needless layers of administrivia without adequate resource, time, staffing, etc.	Jan 10, 2012 2:24 PM
14	page 4 in this section talks about redesigning the school day, week or year. This is what China does. They are in school all day like parents and do not have long breaks. I think we need to balance their day. Year round schools are very successful. Give the kids free time, too during the week for sports and other activities.	Jan 10, 2012 1:42 PM
15	Concern for level 3 schools and just how directive intervention will be. I am thinking of a very unique school currently in the lower 15%. Without understanding the culture of the students and community "someone" just coming in with THE answer will make NO progress. There needs to be sensitivity to the school's demographics and culture. Yes, there are some basic "good practices" but going in w/ an iron hand will not work	Jan 10, 2012 1:32 PM
16	Once again, I question the capacity at ODE as well as in the reward schools to provide this support.	Jan 10, 2012 11:55 AM
17	It is my understanding through the document that you will be asking building administrators to mentor or coach one another... however the reality of this system is that the Title I principal has many things to focus on any given day, especially at a large school. The level of support that state coaches provide is	Jan 10, 2012 9:35 AM

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invaluable... Not having their expertise would be detrimental to a school community that would benefit from an experienced administrator... Again, if a building principal is pulled away from their building to mentor in another one, it would not be helpful for the building she/he is at.

18	concern about support and funding that will be needed to make these implementations.	Jan 10, 2012 8:44 AM
19	Peer support is only one level of intervention; this would greatly be lacking in time for schools, districts to do this thoroughly. They need outside support and identification of best reserach base practices.	Jan 10, 2012 7:04 AM
20	One of the biggest areas for improvement in school communities is actually bringing parents into high schools more intentionally. I've had a lot of success meeting with parents at the high school level, and although it's a lot of work, it makes a big difference.	Jan 9, 2012 11:10 PM
21	I never realized that surveys were "rigorous instruments". Surveys are based on what people believe they know about what is being surveyed and how the question is asked. As someone who has taken the Survey of Enacted Curriculum many times it doesn't necessarily give the information stated. Schools may have aligned their curriculum but not all teachers are trained to understand alignment, curriculum design etc. At the state level when a subject curriculum is up for state adoption the team of teachers needs to understand the standards of receive training in how to look for alignment. Even then it is somewhat subjective. If only teachers were give time for PLCs and interactions in learning communities now perhaps some of the interventions wouldn't be necessary. Instead of waiting for failure why not require that as part of funding that a District receives? Reall? We still have a Super. of Public Instruction? I thought the position was axed to rule by committee. Level 3 interventions don't seem much different from what is already in place now under NCLB. I agree in theory with the principles stated here. I just don't see how adding additional layers of funded fixers will get to the root of the problem and effect real change.	Jan 9, 2012 10:58 PM
22	Lots of paperwork and accountability, but what is needed is more help for the kiddos. Each nonperforming child needs help, which means time, of which there will be a reduced amount because of all the time spent creating plans and tracking accountability.	Jan 9, 2012 10:31 PM
23	I am wondering what will happen to schools achieving high scores already. How can schools or students scoring well or near the top show any more growth? What happens to them?	Jan 9, 2012 8:49 PM
24	While this sounds much better than the punishing that has occurred under NCLB, I wonder how any of these activities might speak to the conditions of poverty that many students live in. Will someone be making sure the students who need food, medical and dental care have their basic needs met so that they are able to focus and learn? The interventions described continue to ignore poverty and its effects, even as subgroups identified are clearly in large part groups which are heavily affected by poverty.	Jan 9, 2012 7:57 PM
25	Again, there is no consideration of the resources needed to meet this request.	Jan 9, 2012 7:19 PM

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26	Again, it assumes the problem lies with the school.	Jan 9, 2012 5:46 PM
27	I'm not sure from the Executive Summary what the interventions would be. The best strategies for supporting schools are providing adequate funding, reducing class sizes, and encouraging teacher dialogue.	Jan 9, 2012 5:20 PM
28	Is the model you have defined research based?	Jan 9, 2012 4:54 PM
29	I would take issue with some of the particulars, but like the idea of using an RTI-type approach.	Jan 9, 2012 4:50 PM
30	Will the continuous and optimal progress of advanced learners be monitored and evaluated?	Jan 9, 2012 4:22 PM
31	Once again, we do NOT need outsiders in our schools, we need collaboration and mentoring within our schools. As well as resources and specific training to meet the needs of each school population. Where is the money going to come from to implement your plan??? What about mine - proven, researched based education.	Jan 9, 2012 4:18 PM
32	I don't understand how this proposal will impact the use of funds. How does the flexibility in spending language run up against federal Title regulations and previous case law? Has the Attorney General vetted this plan?	Jan 9, 2012 3:57 PM
33	Foreign language proficiency levels, especially for an expanded number of immersion programs, is not mentioned.	Jan 9, 2012 2:58 PM
34	The only way the "required intervention activities" might be appropriate and effectively support schools is if they are fully funded and do not divert funding from classroom instruction or educational programming from any public school. That includes diverting teachers from teaching, collaborating or training/mentoring. More paper pushing taxpayers and students don't need.	Jan 9, 2012 1:38 PM
35	Too subjective to the superintendent not looking bad. Find a better way to implement that does not leave anything to an individual and step up the time line. Oregon should be ashamed of the low graduation rates and college graduation levels (see the Intel report on Oregon Hires for upper level employees)	Jan 9, 2012 1:25 PM
36	More jokes. Can't somebody down in Salem figure this stuff out? Try adding programs and eliminating the testing and giving teachers autonomy -- has no one thought of this?	Jan 9, 2012 11:34 AM
37	Primary concern is how schools are selected, but improvement cycle seems fairly reasonable. It would be important that school improvement plan be comprehensive enough to serve multiple purposes so work is not being replicated. The Keys to School effectiveness seem reasonable and could result in productive discussions at the school or district level.	Jan 9, 2012 11:33 AM
38	Schools know where their strengths and weaknesses are - all improvement is local and comes from within - schools should seek the help they want, not be forced to accept help from others. Forced help: disincentive - waste of taxpayer	Jan 9, 2012 11:26 AM

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money

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| 39 | The plan descriptives are moving in a positive direction. The theory is correct but implementation will be the key. Using successful, like schools to assist Focus/Priority schools will be difficult, if not impossible. The implication could be a decrease to the high achieving schools. The simplistic formula, use the funds and resources of ODE to assist the focus/priority schools. Recognize the highest performing schools, and leave the top three level performers alone. Focus all ODE resources on the 15% highest need. | Jan 9, 2012 9:20 AM |
| 40 | This is a strong point of this submission, some weak points in terminology, but overall a strong and important contribution to this submission. Work at this level is what will lead to the most successful changes/improvements in outcomes for students. Needs more reference to fidelity measures (perhaps reference fidelity when talking about walkthroughs). This work seems synonymous with Scaling up. It's surprising that the principles of scaling up are referenced separately from the section on diagnosis and interventions and the sections on improvement. These areas should be combined more intentionally. Comprehensive Achievement Plan has the same acronym as Corrective Action Plan. If Corrective Action Plan remains as an artifact even briefly it could cause confusion. The triangle seems wrong and is being used inconsistently to previous state uses. Very little reference to evidence-based principles. Seems gratuitous when mentioned. | Jan 9, 2012 8:08 AM |
| 41 | If "diagnostics" means more tests, than my answer is "strongly disagree." Allow teachers and schools the option to create local, meaningful, embedded assessments that do not contribute to the current cycle of outside assessment. | Jan 9, 2012 8:03 AM |
| 42 | This whole model is wrong. Tie the Supertnd. and Princpl. salary to it and they will begin to lobby for the appropriate fix. | Jan 9, 2012 6:51 AM |
| 43 | It is utterly appalling that our state would want to replicate the worst elements of corporate education reform by allowing so many third parties to come in and make a profit off such interventions. Additionally, it is unthinkable the state would want to emulate the failed Chicago plans of Arne Duncan by calling in the 4th level of intervention for govenance changes and takeovers. As a parent with two children in the public schools, there is so much that is disheartening about the direction Oregon is taking with education. | Jan 9, 2012 12:54 AM |
| 44 | The role of ODE seems rather large in this document. While we are trying to get away from the heavy handedness of NCLB, it seems ODE could be creating its own heavy hand in the improvement efforts. For a department that has been hesitant in the past to give suggestions and templates to the field, there seem to be a lot of guidelines, templates and ODE actions in this document. Pages 74 and 80 need to be reread and edited. | Jan 8, 2012 8:50 PM |
| 45 | I agree with the intention of the interventions. I question the timelines as mentioned earlier, some have already passed, I am also concerned with the continued turnover at ODE and how long it will take a new system to really get up to speed to provide the level of support that is described in this proposal. All of these interventions need significant time to implement well. When too many implementations are going on concurrently, nothing gets done systemically or | Jan 8, 2012 7:25 PM |

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well. This worries me, as I have seen it happen too many times.

46	This seems to assume some legislative approval. The criteria for placement among the levels seems a bit vague.	Jan 7, 2012 5:33 PM
47	Achievement has been flat for decades. The curriculum is ineffective and teachers are not properly trained. Address that. The other stuff is rearranging chairs on the Titanic. When the new deadline nears, change the game again.	Jan 7, 2012 3:06 PM
48	The activities are not based on solid research and without a good data reporting system, there's no way to know what is happening anyway.	Jan 7, 2012 2:50 PM
49	Looks very thorough, particularly the self-evaluation tools for schools. My concern is the time factor. Will additional staff time be budgeted to carry all this out? Will someone evaluate hiring practices which, particularly at the high school level, are atrocious? This is a massive undertaking. Will it be in addition to SIP, accreditation reports and all else that administrators must undertake or will it be blended with those things to reduce paperwork?	Jan 7, 2012 8:55 AM
50	I do not see specific parent involvement strategies mandated.	Jan 7, 2012 8:22 AM
51	The required activities will transform learning institutions into feeding stations.	Jan 7, 2012 5:23 AM
52	It will be important to analyze real data to see what is effective and what, if anything is not effective. Hopefully we will refine our practices based on outcomes	Jan 6, 2012 4:29 PM
53	How is this proposal substantively different from what happens now? What in the proposal directly supports students' ability to access and process the content and skills required in the CCSS? How much will be left to spend on the cure after paying for the diagnosis (the multiple instruments and survey required in the annual evaluation of priority/focus schools)?	Jan 6, 2012 3:35 PM
54	I am a 7th grade math teacher. Every year I get students who did not meet sixth grade standards. Often, these same students did not meet standards in the previous years as well. As long as we keep promoting students through grades- regardless of whether or not they can demonstrate mastery of core standards- we are setting both the students and the schools up for failure. In a subject like mathematics, where content continually builds on previous concepts, students need the opportunity to develop proficiency. Interventions aimed at ensuring ALL students CAN be successful would be more beneficial than the 'blanket' proposals here. How about summer school for students who aren't migrant? How about before or after school skills classes? How about retaining students until they demonstrate proficiency? How about individual accountability?	Jan 6, 2012 3:32 PM
55	However, there are interventions that cannot be implemented due to the fact that they would violate the contract i.e. length of school day, year.	Jan 6, 2012 3:02 PM
56	If the interventions can be accomplished, then I think they will work.	Jan 6, 2012 1:42 PM
57	Again will have to see the system in action to know how appropriate it is.	Jan 6, 2012 1:33 PM
58	Only if a highly qualified educator, without a conflict of interest can guide,	Jan 6, 2012 10:46 AM

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facilitate, and coach the leadership.

59	The one issue that I have with determining what schools need intervention (or are model schools) is that only certain curricular areas are used to determine the level each school is at. Math and the other areas are "targeted" as means to determine effective schools, when in reality this places a huge burden and stress load on those particular teachers, this is unfair. All teachers in all areas need to be accountable, how will we go about measuring this?	Jan 6, 2012 10:16 AM
60	I wasn't clear on whether tiered intervention structure (outside of the regular classroom) would be mandatory. Many interventions can be embedded in the regular classroom framework.	Jan 6, 2012 9:59 AM
61	It could be construed as age discrimination for the state's system of support to replace the current cadre of school coaches based on a nebulous "perception" that retired educators are less valuable, less knowledgeable, and/or unable to identify with the needs of a school or district. Certainly, recruiting successful practicing educators can be an added value, but this section reads as though the current cadre will be replaced carte blank, whether they are successful in supporting improvement or not, simply because they are retired.	Jan 6, 2012 7:15 AM
62	I feel that sometimes states get too involved in making improvements before staffs have a chance to access and find solutions to making our children better learners.	Jan 5, 2012 9:45 PM
63	From what I have read in the waiver request, I'm not convinced that this model to support our schools is going to work. It states that you are going to use current practitioners to provide this support. How are folks going to be able to work in a full time job, and yet have time to help give the needed support to schools that need their services. I'm going to need a whole lot more information to be convinced about this one. I think it is a good idea in principle, but the reality these folks are too busy in their own jobs and are committed to their own classrooms. I also question what data that you had to back up that current school coaches are not connected to the schools and current practices, and that they are disconnected to the work. That sure isn't the case in our school district, have you bothered to ask our folks?	Jan 5, 2012 9:45 PM
64	It is difficult to tell from the waiver application how this type of intervention will be significantly different than current models. Just because that support will come from Oregon schools and educators does not necessarily mean that it will be better.	Jan 5, 2012 5:02 PM
65	Appreciate the focus on districts owning their own improvement, but am concerned that years may pass without sufficient improvement.	Jan 5, 2012 3:40 PM
66	The proposed system of intervention and support is too complicated, confusing, and unclear. The cost will be far greater than what we are now paying -- during a time when funds are decreasing. In addition, we will lose experienced and successful coaches who are retired while pulling teachers and administrators who are already strapped for time to accomplish student-oriented goals. This new plan places a huge burden on districts, schools, and ODE.	Jan 5, 2012 2:02 PM

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67	The Peer Expert Review Team model appears to be an ambitious model to put in place within the short timeline. Concerns over this process are noted.	Jan 5, 2012 12:17 PM
68	Schools that want to improve already engage in meaningful self reflection, those that don't will not find it meaningful just because it's mandated by the state.	Jan 5, 2012 11:22 AM
69	Include SPR&I monitoring for Special Education in plan (didn't see mentioned?)	Jan 5, 2012 10:05 AM
70	Agree with deep diagnosis. Agree with levels of intervention to be determined by ODE. Like the Peer and Expert Review teams.	Jan 4, 2012 10:47 PM
71	unsure	Jan 4, 2012 5:22 PM
72	Finland has diverse schools, but ranked in the top 5 nation in the world. Diverse and not conformity is the best answer. Focus should be put on quality rather than centralized learning.	Jan 4, 2012 3:55 PM
73	I am concerned struggling students groups with prompt more funding to be redirected from the majority of student to specific small groups.	Jan 4, 2012 2:54 PM
74	I am concerned about the ability of districts to be able to provide this district-level support during these economic times. However, I believe that the interventions are appropriate given the resources	Jan 4, 2012 2:40 PM
75	The Arts and music need to be included. Music activates more of the brain than any other activity or subject.	Jan 4, 2012 1:56 PM
76	I'm not familiar with this information.	Jan 4, 2012 11:30 AM
77	I am concerned about creating a cumbersome and bureaucratic process and am skeptical about whether it will really be a "one size fits all" approach despite the document stating otherwise. I am encouraged by the statement that, "Allow districts and schools ownership over improvement plans and partners. Outreach to the field revealed a strong desire for districts to choose their own partners in school improvement efforts, and 76 percent of survey respondents rated providing more flexibility in how federal Title I funds may be used for school improvement as very important. The work of improving schools is demanding, time-consuming, and often deeply personal, so assigning an improvement coach or specialist who does not share the district's values and experiences, or who has not earned their trust and respect, can compromise improvement efforts."	Jan 4, 2012 11:06 AM
78	This depends on other areas. Additional time to the school day/week needs to be bargained and teachers compensated. Also, if merit pay is implemented and is based on student achievement then I believe you take away the collaborative nature of schools to improve through PLC's. If pay is tied to performance then what incentive is there to help someone else? Also, if peer evaluation goes into effect then 1. why would you want to ask for help from a coach or at your PLC time 2. it could create the situation where peers decide to "get rid of" someone who may get good results but is not willing to share how they are doing it. I believe these interventions would work if other aspects of the waiver were not in place.	Jan 4, 2012 10:26 AM

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79	money and time for planning?	Jan 3, 2012 11:01 PM
80	Teacher leaders must be encouraged and developed, but it is unrealistic to expect these to come from the ranks of those currently teaching. This will lead to burnout rather quickly.	Jan 3, 2012 6:42 PM
81	It's not simply a teacher aptitude issue - doesn't address many of the underlying issues that influence student progress.	Jan 3, 2012 4:15 PM
82	The activities are appropriate and in most districts are desired for all schools. A bigger issue is making the funding available for this to be common practice for all schools.	Jan 3, 2012 3:48 PM
83	I love the idea of networking schools and encouraging collaboration.	Jan 3, 2012 1:32 PM
84	I agree but it is very important that the "Challenge Areas" include a thorough examination and evaluation of how systemic racism and poverty is effecting learning at the school.	Jan 3, 2012 1:13 PM
85	Basing a system on self-assessment will result in skewed and inaccurate outcomes. Unless the self-assessment is very rigidly constructed and there is external oversight available, many districts will smugly give themselves credit for things they don't really understand or know how to improve. A local district recently announced that it is "on the cutting edge" of school improvement, but that is not at all evident to those of us looking at the district from the outside.	Jan 3, 2012 11:46 AM
86	Again lots of words on paper but not sure how the implementation will really happen. Has Oregon looked at other states and how they implement these types of change?	Jan 3, 2012 9:20 AM
87	Will there be Supplemental Educational Services (SES) as a requirement? Failing school districts often need assistance outside of their own expertise to help struggling students.	Jan 3, 2012 9:14 AM
88	I agree with most of the levels of intervention and disagree with one main component. I have concerns around the "Regional Network Coordinators" and "Peer Expert Teams". In my experience, the School Improvement Specialists or OSIFs hired by ODE in the past to support school in school improvement have not had the knowledge or expertise to move schools forward. ODE often hired retired administrators who were sometimes poor leaders when they were in schools. If this is the same model with a different name, I'm not in favor of this component. If we truly want to turnaround schools, we need to provide quality coaching and support to schools by giving them access to the best.	Jan 3, 2012 8:42 AM
89	Don't close the barn door after the horse has gotten out.	Jan 3, 2012 8:29 AM
90	How are the Peer Expert Review Teams held accountable?	Jan 1, 2012 8:31 PM
91	I strongly disagree with the model presented. I strongly agree with financial and coaching support for these schools and districts. On page 78, I question the statement: "the field perceives a gap in knowledge or understanding between consultants and those who are in the trenches....." Is this statement based on	Dec 30, 2011 7:21 PM

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data? If so, from where? Education Northwest and ODE has an extremely productive intervention program with Coaches helping schools and districts. The data from Ed. Northwest's Coaching program will clearly demonstrate that the current program of retired administrators is an effective model. That is true data and not an opinion of some politician. I think you are missing the boat big time here by not reviewing their evaluations of their coaching program.

92	Schools have been using scaling up models for quite some time. It's about time that the State used them. However, I anticipate a lot of push back regarding funding changes in instruction for schools in the priority group.	Dec 30, 2011 4:34 PM
93	When flexibility is mentioned, it is linked to flexibility with state mandates. What about current ODE policies and procedures with federal mandates? Will this waiver request lead to cultural shifts in how we exercise authority with compliance? I see no creativity here: this is a once time opportunity and this process will fail if this area is not considered as well. The report clearly points out that ODE is perceived a monitoring agency and weak in technical assistance. If federal monitoring practices are left silent, it will be business as usual.	Dec 30, 2011 4:05 PM
94	Interventions and supports should start with identifying well proven means of increasing student achievement--like well staffed and equipped library media center programs. (See Curry studies)	Dec 30, 2011 10:34 AM
95	Funding flexibility is key.....to mold the funding to meet the needs rather than a restricted set of ways to spend the funds. ie- for us, substitute costs, travel costs, and training are the keys to implement change. So we can be trained in the more effective ways/systems, then have time to create an implementation plan, then implement with checkpoints & follow up/refining training. All of this is very expensive however very worthwhile. It takes whole building knowledge and training to sustain it not just the Title 1A teachers, etc.	Dec 29, 2011 10:47 AM
96	Too vague. Schools respond to firm consequences, and these schools need to shape up fast!	Dec 28, 2011 6:36 PM
97	I see interventions without explanation of funding for schools that are not Title IA, ie. low-performing middle and high schools.	Dec 28, 2011 3:35 PM
98	There needs to be a threat or sanction for continued non-performance. Schools are just like people, incentives will work, but for some, progressive discipline is necessary.	Dec 28, 2011 3:22 PM
99	Never is there any mention of looking at the health and wellbeing of the identified school/school district.	Dec 28, 2011 2:35 PM
100	Only if everyone in the two schools buys into this model (superintendents, principals, teachers, etc.). If teachers are not allowed release time to go and work with the teachers in the other schools, this will not be successful. Cooperative planning, mentoring and observations need to occur and the only way that this can happen is if teachers are allowed to leave their classrooms to participate!	Dec 28, 2011 2:25 PM
101	Yes, finally using the SECs is wonderful!	Dec 28, 2011 12:36 PM

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102	This would be great provided the funding is available to follow the model as outlined. To effectively implement these required activities, there also needs to be time available for genuine work that includes appropriate factions of the school district. I LOVE the idea but am not convinced that it can be accomplished because of barriers occurring through union contracts in particular.	Dec 28, 2011 12:29 PM
103	The information is general.....and that would be good for schools if given more freedom. The most concerning problem is providing resources to support equity in materials, experiences, and technology.....just to list a few things.	Dec 27, 2011 8:28 PM
104	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:48 PM
105	Many of the roles listed are good in theory. Unfortunately, unless something changes from current practice at the oversight level they will not effect positive change.	Dec 27, 2011 1:07 PM
106	appreciate the inclusion of family/community elements in this evaluation and the tiered levels of response. Also, the non-punitive approach.	Dec 27, 2011 10:59 AM
107	inadequate...too short term....schools are part of a system...you can't improve a middle school without addressing the elementary schools that feed into the school.....need a multi year focus and district level focus....just focusing year to year and on the building is too small	Dec 26, 2011 4:57 PM
108	They appear to support the identification of the barriers but don't provide adequate elaboration on how they will support addressing these issues beyond pointing out the barriers. Where will the additional funding come from for suggested changes/modifications?	Dec 26, 2011 3:44 PM
109	I like this approach much better than that offered by NCLB.	Dec 26, 2011 2:21 PM
110	Major professional development in all regions of the state will be needed.	Dec 26, 2011 11:06 AM
111	It looks good on paper but we have this now and it is a dismal failure.	Dec 24, 2011 11:28 AM
112	Gosh. Oregon used to stand up, but it feels like we're caving...	Dec 23, 2011 9:09 PM
113	I wonder where the individuals making up the Regional Network Coordinators and Peer Expert Review and Support Teams will come from. Will they come from successful schools? If so, will their replacements in those schools be able to maintain that success?	Dec 23, 2011 3:28 PM

Page 6, Q10. Continuous Improvement Networks, linking successful schools with similar but challenged schools, are an appropriate and effective way of supporting schools in their improvement efforts.

1	This makes good sense.	Jan 11, 2012 9:22 AM
2	I am concerned with the peer process being recommended versus the dedicated school improvement coaches. School leaders and teachers are extremely busy, and I do not feel the schools in improvement would get the assistance that is needed. Please reconsider the support process.	Jan 11, 2012 1:27 AM
3	Even high functioning districts do not have the capacity to take on any additional responsibilities in the current environment.	Jan 10, 2012 9:18 PM
4	Who will pay for the time necessary for successful school personnel to mentor challenged schools?	Jan 10, 2012 7:28 PM
5	I totally support the practice of linking successful schools with similar but challenged schools. I do this currently as I work with schools in improvement and help them identify high-performing schools with similar demographics through the use of HPS Finder. Unfortunately, as expressed previously and reiterated in the closing questions, the current proposal fails to accomplish this worthwhile goal as identification of model schools did not take into account their demographic makeup in order to match them with the identified priority and focus schools - there are simply not enough model schools identified from schools with more severe demographics.. (See questions #7 and #13.)	Jan 10, 2012 4:11 PM
6	It's all well and find to consider schools continuously improving, but there are limits, constrained by the combined resources of the community, state and federal government. That we have received a five year, \$1 million annual grant from the Office of Special Education Programs (OSEP) to "expand the knowledge of Scaling Up statewide" is another great example that "accountability" has not even been defined! A challenged school in Woodburn is a different animal than one in Portland, where there are foundations, businesses and individuals that can support the schools better than in the Woodburn area (or in rural areas, for that matter.)	Jan 10, 2012 4:10 PM
7	Clear models available for teachers and principals are helpful; however, the demographics have to be similar. A low SES school regardless of how effective will be challenged to address the barriers that a high SES/transient school is facing. It's going to be harder to make the connections.	Jan 10, 2012 3:37 PM
8	I believe in networking and do think that communication between model schools and priority schools would be important. We need to build capacity, but with the current funding status so many of us are running on empty. To ask model schools to give support to others is an AWESOME idea, but finding the time and energy to do so without negatively impacting the instructional improvement of the model schools does not seem possible.	Jan 10, 2012 3:19 PM
9	The challenge is having the time and resources to visit and work with other schools, during a teacher's contract time.	Jan 10, 2012 2:51 PM
10	This is a secondary strategy. A deep look at the challenged school should be first and foremost.	Jan 10, 2012 2:35 PM
11	Key is similar.	Jan 10, 2012 1:32 PM

Page 6, Q10. Continuous Improvement Networks, linking successful schools with similar but challenged schools, are an appropriate and effective way of supporting schools in their improvement efforts.

12	This would be a good model if there were enough resources.	Jan 10, 2012 11:55 AM
13	Again, funding. Where is the financial commitment from the state to offset successful schools so they can send a mentor to the challenged schools and NOT increase the workload of the mentor?	Jan 10, 2012 10:30 AM
14	How exactly would this look like? In our school district we have created PLC's with building administrators that belong to the same feeder areas and have very similar demographics... This has been extremely helpful and meaningful.	Jan 10, 2012 9:35 AM
15	I am troubled by the comments regarding the ineffectiveness of School Support Coaches, and really question whether this reflects the true opinion of the field, or whether it reflects the opinions of Portland, and the necessity of economizing. Where was the research to back up the impact of individual coaches?	Jan 10, 2012 8:46 AM
16	When do these schools have the time to consult other schools?	Jan 10, 2012 8:44 AM
17	How will CIN be funded? What supports, requirements, training will be put in place to guarantee rigorous expectations and results? Most ESD's aren't currently funded or staffed with trained educators to bring about the goals of the RNC and the OEIB. Currently our ESD has no professional development or curriculum support they have decided to use their funds for Business Office, Technology, Special Education Services for severely handicapped. Professional Development department was completely cut. Will there be a requirement for a certain level of funding distribution to guarantee these goals if ESDs are to be involved? Will available monies be distributed geographically or will the regions outside the urban areas become left out. How will this be guaranteed?	Jan 9, 2012 10:58 PM
18	Yes, I do agree that allowing schools to work together to share what works is a good suggestion. See, I'm not totally negative.	Jan 9, 2012 10:31 PM
19	See above comment.	Jan 9, 2012 7:57 PM
20	Key point=must be linked to similar demographics which is difficult in some cases	Jan 9, 2012 7:30 PM
21	It is unclear as to whether or not schools being tapped for linkage to challenged schools will be able to continue the good work they have been doing with this added responsibility.	Jan 9, 2012 7:19 PM
22	But only if schools are given the time and resources to spend in collaboration.	Jan 9, 2012 5:46 PM
23	Yes, I think dialogue among teachers and schools is key to improvement, but the schools must be adequately funded, as noted above, the dialogue must be authentic about real classroom needs, and teacher expertise must be valued, especially at the low-performing schools where teachers may be exhausted by their work and lack of rewards.	Jan 9, 2012 5:20 PM
24	Any collaboration can be beneficial although even high performing schools have plenty to do without diverting their attention to coach others.	Jan 9, 2012 4:54 PM
25	this work has to be done through personal relationships. school similarities are too broad.	Jan 9, 2012 4:50 PM

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26	Our schools are currently struggling to meet students needs based on the ever-shrinking budget. I fail to see how a successful school will have the resources to effectively support a 'challenged' school over a reasonable (multi-year) time frame	Jan 9, 2012 4:40 PM
27	The successful school has no real motivation for diverting their attention and resources to help another district. Even with financial incentives, the loss of time for their most effective staff members cannot fail to have a detrimental effect on their own district. Also, the geographical spread of "similar" schools will make it expensive and time-consuming to collaborate with other districts. Regional groups already collaborate and share effective practices with each other. Here in Southern Oregon, we are already doing this, but without governmental proscriptions to connect with "similar" schools that might be hundreds of miles away.	Jan 9, 2012 3:57 PM
28	Foreign language proficiency levels, especially for an expanded number of immersion programs, is not mentioned. Linking immersion schools could be a useful tactic.	Jan 9, 2012 2:58 PM
29	As long as additional funds are made available so that students at "successful" schools aren't penalized by losing staff to go help "challenged" schools and "challenged" schools receive additional funding and staff so their students aren't penalized with larger class sizes and program cuts in order to receive "support" from "successful" schools.	Jan 9, 2012 1:38 PM
30	This is actually a good idea if the trouble schools will accept the help	Jan 9, 2012 1:25 PM
31	As long as it is not putting more work on the successful schools. Being at a successful school this past year has added tons of work to us because the local ESD constantly sets up tours and meetings for us to show other schools what we do. There needs to be a more centralized way of doing this so that the model schools are giving the presentations at one time to a group of lower performing schools. Also, it takes a lot of time and effort to stay high performing, which doesn't leave a lot of paid time to work with or help out other schools.	Jan 9, 2012 12:36 PM
32	Sorry, but this may be unrealistic.	Jan 9, 2012 12:27 PM
33	What do the people in the wealthier schools know about helping the kids in the poorer schools which the people who have worked for years in the poorer schools not know?	Jan 9, 2012 11:34 AM
34	Improvement network of linking successful schools with challenged schools seems like a good idea, but would districts/schools have enough FTE time to support the work? Will the state provide incentives or funding to support the work of the network? The use of percentiles to classify schools creates a system where reasonable goals cannot be mathematically set. Thus is seems that we would be in danger of creating a system where the same schools are perpetually designated as priority or focus schools. How will we safe-guard against such a scenario?	Jan 9, 2012 11:33 AM
35	Schools have their own culture and unique challenges. Successful schools can become failing schools, based on annual statistics - so how important in get help	Jan 9, 2012 11:26 AM

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if the stats change every year. Every successful school would be one test away from losing their status. Not a reliable, or worthwhile initiative.

36	I am concerned about how well successful school will be able to mentor schools in need of improvement - in actual practice. I think it is a commendable idea, but I wonder about the implementation - how will schools provide that support while still taking care of their day-to-day building needs in order to remain successful?	Jan 9, 2012 10:32 AM
37	How will these networks be funded. Will successful schools be compensated for supporting challenge schools?	Jan 9, 2012 10:30 AM
38	The network should be a relationship between the priority/focus school and ODE. ODE should be staffed with experts in the field. They should have prior experience in schools/districts that proven improvements. The expectation to take successful schools and ask them to assist other districts is too much of an impact on both schools. The simplistic formula, use the funds and resources of ODE to assist the focus/priority schools.	Jan 9, 2012 9:20 AM
39	Who is going to pay if this is across districts. Funding, funding, funding. We have no capacity at this time.	Jan 9, 2012 9:01 AM
40	The improvement networks are promising. However, it is unclear how these networks will be supported and what resources and incentives will encourage model school participation.	Jan 9, 2012 7:23 AM
41	I had a friend who taught for 10 years at an "under performing school" shift to another building w/in his district. He didn't change his teaching approach, curic. was the same...the only dif. was the students... Test scores that year and years to follow for his students were exceed range.	Jan 9, 2012 6:51 AM
42	Will not work. No incentive to help failing schools. Why should they?	Jan 9, 2012 5:38 AM
43	The only way this would work is if you encourage the successful schools to send some of their resources to the challenged schools. The coaching is probably unnecessary. You are treating professional educators as if they know nothing about educating their students.	Jan 9, 2012 12:54 AM
44	It would be nice if successful schools could be linked with challenged schools. However, the way the use of the successful schools is described in this document, I am not sure you will get any successful schools to sign on. The reason successful schools are successful is probably because the staff have worked hard at identifying changes in their school and then implementing programs to improve their students' achievement. I doubt they are going to want to be spending their time at another school! I also didn't see much of a "reward" for a reward school to be helping another school to the extent described in this document. I think folks will opt to stay home and take care of their own students and schools.	Jan 8, 2012 8:50 PM
45	Although the idea is a good one, once again, I do not think it realistic with the current state of the economy and funding. With less support staff at the school levels, and higher student/teacher ratios, quality teachers and leaders are less and less willing or able to be out of their buildings during student learning hours.	Jan 8, 2012 7:25 PM

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	The work is great in their own buildings to keep the leadership for learning and professional development going that there is little left over to support other schools in their school improvement processes.	
46	Only if the schools are paired with successful schools that are very similiar (population, socioencomic status, funding, diversity).	Jan 8, 2012 5:02 PM
47	ONLY if the schools have similar demographics.	Jan 7, 2012 5:33 PM
48	Utter nonsense.	Jan 7, 2012 3:06 PM
49	Not a bad idea, but again, research in this area is inadequate.	Jan 7, 2012 2:50 PM
50	Possibly but each school is unique. We can learn from each other but I wouldn't over-invest in this.	Jan 7, 2012 8:55 AM
51	Well-done.	Jan 7, 2012 8:22 AM
52	Continuous Improvement Networks are mechanisms to enforce conformity and convergent thinking.	Jan 7, 2012 5:23 AM
53	This depends on how the Networks are coordinated, managed and funded	Jan 6, 2012 4:29 PM
54	What is the incentive for model schools to serve as mentors? It seems like additional work load. Any additional revenue generated will go to paying those doing the mentoring work, not toward program innovation or support of students in model schools.	Jan 6, 2012 3:35 PM
55	Time spent meeting with other schools would be better spent working with individuals or small groups to help students who are below benchmark.	Jan 6, 2012 3:32 PM
56	However, nothing changes without insistent leadership.	Jan 6, 2012 3:02 PM
57	Forced collaboartion rarely works. I think we will find a lot of teacher moral issues.	Jan 6, 2012 1:42 PM
58	Although this is still a bit vague. I like it in theory, but reality will tell.	Jan 6, 2012 1:37 PM
59	If ODE weighs to heavily on the achieving school, this has potential to becomes a time and or financial burden for the staff of the of that school.	Jan 6, 2012 1:33 PM
60	Wouldn't this dilute what is happening at the successful schools because they would be taken away from their buildings?	Jan 6, 2012 12:44 PM
61	Only if you have independent, highly effective facilitors guiding and supporting this network.	Jan 6, 2012 10:46 AM
62	(See comments about model schools.)	Jan 6, 2012 7:15 AM
63	This will only work if schools of equal size and close proximity can be paired.	Jan 5, 2012 9:45 PM
64	I think you need to have another category for this one. We sometimes have a difficult time finding schools quite like ours in Oregon since we have such a large	Jan 5, 2012 9:45 PM

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Native American population in Madras/Warm Springs. I do like the idea of networking with schools that face like challenges.

65	I think that this has potential. But if, as described in the webinar, these networks are composed of full time educators who take this on as an additional responsibility, I don't think they can succeed. Everyone is already working at full capacity, and their primary energies must go to the own schools and districts. Even though you may have gotten feedback that schools want current, working professionals, I think that you need to consider people who can take this on full time.	Jan 5, 2012 5:02 PM
66	We have PLCs for individual educators, let's have PLCs for districts!	Jan 5, 2012 3:40 PM
67	I'm torn--where does this currently work? PLC's are not as effective as managers thought and regional networks may face the same issue. Good idea if you bring in all the educational partners.	Jan 5, 2012 1:46 PM
68	This may work in some cases with small districts but will not result in meaningful change without funds to support professional development. Using already reduced funding to provide professional development will cause resentment not improvement.	Jan 5, 2012 11:22 AM
69	Somewhat agree	Jan 5, 2012 9:52 AM
70	Is this adding another layer of bureaucracy?? The teachers and administrators I know network very effectively already. We have had a poor experience in Salem with our ESD as well.	Jan 4, 2012 10:47 PM
71	Unless the state addresses the proven underlying systemic problems, such as poverty and homelessness, schools that serve those populations will continue to struggle more. Improve those issues, create jobs, and not surprisingly, the surrounding schools will get better!	Jan 4, 2012 6:53 PM
72	unsure	Jan 4, 2012 5:22 PM
73	The limited number of Model Schools to larger percentage of Priority Schools could cause serious resource issues (especially if the model ones are across the state or significantly larger/smaller in size). Might be better to have them interact and create documentation around scalable plans/innovations that they did/ tried and what/why it did/didn't work.	Jan 4, 2012 4:06 PM
74	I really like this idea. MORE schools and teachers should network. Some of us don't have time to collaborate but some teachers/schools choose not to.	Jan 4, 2012 2:54 PM
75	Our children need more music and the Arts. We have been cutting them for too long and never putting them back, instead we hire "math or english coaches." Yet our "test scores" continue to fall or become stagment. Music activates more of the brain than any other activity or subject.	Jan 4, 2012 1:56 PM
76	Each school is a separate entity. What works in the culture of one school may not work in another, just as what works in one classroom may not work in another. Why is the state trying a "one-size-fits-all" approach?	Jan 4, 2012 11:30 AM

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77	Yes, creating natural mentor relationships based on common demographic and other criteria is a positive approach to creating collaboration rather than competition.	Jan 4, 2012 11:06 AM
78	No two student populations are the same. If learning from another district I would want to look at someone else who is struggling, usually they have strong teachers who are grasping and trying many different things to see what will work with individual students whose backgrounds may be similar to some of ours.	Jan 4, 2012 10:26 AM
79	Time and distances in Eastern Oregon will make this difficult.	Jan 3, 2012 6:42 PM
80	Perhaps, but could also create barriers if the "successful schools" come across as know-it-alls. Could come across as arrogant.	Jan 3, 2012 4:15 PM
81	This assumes that funding is available to make this work occur outside of the school day so that student contact time is not impacted and substitutes are not used.	Jan 3, 2012 3:48 PM
82	Implementation and support will be key, school partnerships do not always bear fruit.	Jan 3, 2012 2:16 PM
83	I think this process will be beneficial to all schools involved.	Jan 3, 2012 1:32 PM
84	This will only work if the successful schools know how to consult with another school, because the circumstances and variables will be very different from school to school and because a school will have to have internal buy-in for improvement efforts to work (and that doesn't necessarily happen when you are hearing about what worked for somebody else).	Jan 3, 2012 11:46 AM
85	Unsure at this time.	Jan 3, 2012 10:31 AM
86	Have we been able to document that this has really helped with change on a long lasting basis? Change really happens when you put strong administrators and your best teachers with your lowest learners instead of layering on more compliance.	Jan 3, 2012 9:20 AM
87	While I generally agree with this statement, I don't believe that this will result in a drastic turnaround of the schools needing improvement. Given that so many factors contribute to the success of a school (culture of the school, staff, leadership, etc.) it isn't easy to simply duplicate a schools success unless you can control the factors that make-up a school. In my experience, the leadership and staffing is critical to the success of schools. Administrators need to be supported in the process of working with ineffective teachers as these are the individuals who make or break a student's shot at success.	Jan 3, 2012 8:42 AM
88	It's a waste of time and doesn't reach the teachers that need it the most.	Jan 3, 2012 8:29 AM
89	Just like children, schools are different. Creating a network of ALL schools will be a better way.	Jan 1, 2012 6:14 AM
90	this will be much more difficult in our very rural eastern Oregon schools.	Dec 31, 2011 4:24 PM
91	I think this is one of the most ineffective ways to help schools with their	Dec 30, 2011 7:21 PM

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improvement efforts. It certainly has a place but at the right time. It is only a small niche. Each school, in and out, of a District all have unique challenges if they are not being successful. It is like comparing my check book with Paul Allen's checkbook....(I'd feel horrible!) Let me have human support from someone I trust and my school or district can improve to be a 40/40/20 program.

92	Reading the executive summary, I was worried that this was not addressed. Oregon is diverse. We want to be sure that all priority schools have at least one model school that they can learn from (eg. urban vs rural). This was addressed later in the application, and perhaps for the public's sake, it should be addressed in the executive summary. As a side note, there is a typo on page 80: "...superintendents with superintendents, to order to learn from..." This should be, "...in order to learn from..."	Dec 30, 2011 4:34 PM
93	How will successful schools be additionally supported by the state to provide for the time/staff to assist challenged schools. Additional staff need to be provided to each school to fill this role of support....we are currently running schools with "bare bones" in administration....we have no time to devote to other schools. As an example....in my building we have 2 administrators for 800 7/8th students....thank goodness that this year we have an amazing bunch of students. I contrast this to the early '80's, when I began my career in a middle school with 800 students and 4.5 administrators. Class sizes at that time were @ 20, (I taught science), and our current science classes are @ 35....today's teachers do not have time to visit with teachers from challenged schools. I highly recommend that the state provide "improvement liaison" funds to each successful school for the purpose of assisting other schools.	Dec 30, 2011 9:51 AM
94	Pairing schools together is fine. However, schools in need of improvement need time themselves to discuss, plan and implement improvements.	Dec 29, 2011 11:36 PM
95	Where will funding for these collaborative relationships come from?	Dec 29, 2011 9:47 PM
96	Following a model of success and partnering with another school is a wonderful way to improve!!!!!!!!!!	Dec 29, 2011 10:47 AM
97	Sounds good in theory - where is the funding that would be needed to increase the support infrastructure of the sponsoring school?	Dec 29, 2011 10:02 AM
98	This makes good sense providing the data source used to make these comparisons is valid and reliable.	Dec 29, 2011 9:55 AM
99	Smart idea.	Dec 28, 2011 6:36 PM
100	Linking schools requires funding that does not currently exist.	Dec 28, 2011 3:35 PM
101	Who will facilitate this process? ODE specialist are not trained in this skill nor has there been any effort at ODE to prepare specialist to do this work.	Dec 28, 2011 2:35 PM
102	See Comment on #9.	Dec 28, 2011 2:25 PM
103	Who will determine which are most effective practices? Where is the research component for interventions defined?	Dec 28, 2011 12:36 PM

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104	Leadership is vital. Districts need tools for leadership evaluation that will indicate to school boards whether or not the superintendent of their district has the ability to make change for improvements occur. Looking at other schools who are similar is great - the personnel to get things is accomplished is what is really needed.	Dec 28, 2011 12:29 PM
105	I have worked with great principals that can motivate students and staff and worked with principals that are very ineffective.It starts at the top.	Dec 28, 2011 8:05 AM
106	When is there time? Who funds the networking relationship building and meetings?	Dec 27, 2011 8:28 PM
107	Agree up to a point. There still is the flawed criteria that assumes a school is "successful" based on testing alone.	Dec 27, 2011 3:04 PM
108	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:48 PM
109	This will only work if districts/schools are allowed to pick their partners from a given list. Not all "similar" schools are similar and being forced to have one selected by ODE as a mentor will not work.	Dec 27, 2011 1:07 PM
110	Rural schools will have trouble with this link.	Dec 27, 2011 12:57 PM
111	Yes, but only if adequate time and compensation are given to facilitate interaction between those schools.	Dec 27, 2011 10:59 AM
112	Linking is great but what financial support do schools have that will allow actual work to improve practices and affect outcomes?	Dec 27, 2011 9:58 AM
113	This is a strategy. Whether it is the appropriate strategy for all schools is unclear.	Dec 27, 2011 8:52 AM
114	The definition and acknowledgement of "successful schools" will be dependent on what is in place to sustain the efforts are for that success.	Dec 27, 2011 8:06 AM
115	perhaps	Dec 26, 2011 4:57 PM
116	Districts do not like to cross district boundaries. School boards do not like to share their power.	Dec 24, 2011 11:28 AM
117	It does not change all relevant activity.	Dec 24, 2011 11:16 AM
118	Do you all not know how busy educators already are? Do you not understand that teaching is a FULL TIME JOB? This is a joke for both the *successful* and the *challenged* schools. It's just going to increase resentment and teacher turnover. Totally STUPID.	Dec 23, 2011 9:09 PM
119	The only concern I have is if the assistance provided by successful schools drains the resources of staff in those schools and leads to decline in those schools.	Dec 23, 2011 3:28 PM

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1	Please try to keep it simple. When it gets cumbersome it get ineffective.	Jan 11, 2012 9:23 AM
2	This section is truly worrisome in terms of how it will be implemented equitably across the state. I fear districts will spend/waster precious little dollars, time, and other resources fighting grievances as a result of this type of rating system. This will be a reality.	Jan 10, 2012 8:32 PM
3	Perhaps the scariest aspect of this waiver is the work behind-the-scenes. I have closely read Project ALDER. I am deeply disturbed that Oregon wants to merge educational and wage information at one site with social security numbers. I have submitted testimony to the OEIB on this topic. Please read. But better yet, read this research from Fordham University. educationnewyork.com/files/CLIP_Comments_on_FERPA_NPRM.pdf From this report, Oregon is one of "thirty-two states has no data retention policy listed, or described very generally when data would no longer be stored." But this doesn't address my concerns about how we measure accountability and why we don't flip that to demanding accountability of corporations to create jobs!	Jan 10, 2012 4:20 PM
4	I have not yet reviewed this portion of the proposal.	Jan 10, 2012 4:11 PM
5	I would like to see tighter definitions.	Jan 10, 2012 3:44 PM
6	Has OEA been a part of this conversation? On the local front it seems like they are ready for this, but how will support be given to individual districts before June 2012 to implement these changes? TIME and RESOURCES!!!	Jan 10, 2012 3:20 PM
7	Developing guidelines that are rigorous-yet realistic. There are pockets of excellence and movement-but there is not a district that is ready to implement at this point and the narrative talks about "may include" Not quite the push needed to get us where the plan wants us to go through adherence to the standards and using multiple measures including student growth. Perhaps it will come through rule making associated with the legislation.	Jan 10, 2012 3:14 PM
8	There will always be the challenge of administrators making decisions and evaluations when they themselves have little or no practical experience in the area that they are evaluating. It is very difficult to understand how an administrator who has not worked in highly challenging classrooms or schools can support teachers experiencing difficult situations. How can teachers be part of the evaluation process of their administrators and board?	Jan 10, 2012 2:56 PM
9	Needs to have a 5 year phase in. Timeline here impossible to implement with fidelity. Leave after school program intact . Do not move into school day.	Jan 10, 2012 2:37 PM
10	The plan is on track but is their truly support to make it happen? I have been hoping for longer school year for years. My kids were in private school until 2 years ago and were 1-2 grade levels above public. The private school had more days! Not longer hours.	Jan 10, 2012 1:44 PM
11	I am in a school district that is involved in the design and implementation of these new systems and believe in their strength and potential. It is essential that we use evaluation systems that give clear and objective feedback to our employees, and that we have reliable data that supports our claims. We are on	Jan 10, 2012 12:52 PM

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the right track.

12	Who is going to pay for all of these support systems being put into place? Also are the state guidelines going to be any more effective? It sounds like the state is attempting to take over every facet of education.	Jan 10, 2012 11:01 AM
13	Too vague to evaluate, and appears to put too much burden on local school districts	Jan 10, 2012 9:01 AM
14	The union will probably fight this.	Jan 10, 2012 8:44 AM
15	Needs much by in of OEA. Must have Oregon legislative backing.	Jan 10, 2012 7:05 AM
16	This portion is even more opaque and vague than the other sections! What does "meaningful feedback" on performance even mean? Whose feedback is valuable in performance evaluations? One supervising principle? The opinion of a mentor teacher or supervising expert teacher?	Jan 9, 2012 11:16 PM
17	Yet another evaluation system that is going to revolutionize instruction. Yawn.	Jan 9, 2012 10:32 PM
18	This is a strong section and an important step!	Jan 9, 2012 10:00 PM
19	This all sounds very nice, but how are we to implement, for example, appropriate staff development when all of our staff development days in my school district have been cut due to lack of funding? How are we to attract the best people to education when we are looking at cutting salaries and benefits and denigrating the teaching profession and public employees almost daily in the media? Since we seem to be intent on following some sort of business model, might I suggest that this is not an example of the sort of practices that businesses would use to attract effective employees and leaders in the industry?	Jan 9, 2012 8:04 PM
20	The Executive Summary doesn't provide detail. Educators need to be evaluated by educators, and the process needs to be reflective so that teachers can respond to and implement recommendations. Support needs to focus on teacher dialogue. Both evaluation and support need to recognize that teachers employ different methods to achieve the same objectives, methods based on their own strengths and their students' needs.	Jan 9, 2012 5:24 PM
21	Careful consideration on the achievement gains as tied to teacher evaluation. Cannot be merit pay. But must have the evaluation tied to learning.	Jan 9, 2012 4:55 PM
22	Again, please read Michael Fullan's Seminar paper 204 http://education.qld.gov.au/projects/educationviews/news-views/2011/nov/talking-point-fullan-101117.html	Jan 9, 2012 4:51 PM
23	The State should work with large and small districts to develop a statewide teacher and administrator evaluation for consistency. OEA should be involved in this also.	Jan 9, 2012 4:50 PM
24	The draft guidelines seem reasonable, but are only a DRAFT version	Jan 9, 2012 4:42 PM
25	Support our teachers and students with smaller classroom sizes, adequate funding and professional support.	Jan 9, 2012 4:20 PM

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26	We need to find a way to help weak teachers and hold them accountable for change. Nothing really in place for that except plan of assistance, and nobody wants to do the work that that requires.	Jan 9, 2012 4:02 PM
27	The current system of teacher certification is the craziest, most confusing system I've ever seen, and I've taught in several states over the past 19 years. This process will be very messy, when you consider the number of union contracts that will be impacted. Time equals money, so if the state is going to make a change that will require huge amounts of time to implement, then we should make sure it is sufficiently better to justify the expense. Clarity on teacher expectations and what happens when they are not met would be welcome, but again, you're talking about union contracts, so let's make sure the guidance is REALLY clear. Otherwise, it will just make things worse.	Jan 9, 2012 4:01 PM
28	However, it is lacking in the preparation of leaders to implement the program and showing how the institutions of higher education will feed into the system. While they attend the meetings, are they really able to infiltrate their courses to assist teachers coming out of their schools?	Jan 9, 2012 2:06 PM
29	The State should NOT dictate to school districts how to develop teacher evaluation and support systems. Teachers at the district level are in the best position to develop teacher evaluation and support systems that best meet their needs. The state can best serve in the role of providing school districts looking for examples with models that have a track record of being meaningful and successful.	Jan 9, 2012 2:00 PM
30	Good idea and will only work if the OEA and any other unions are removed from the process.	Jan 9, 2012 1:27 PM
31	Totally off track. Now high stakes testing is higher yet because it now includes teacher penalties instead of just school penalties. Good luck with that.	Jan 9, 2012 11:35 AM
32	Skimmed this section, but it immediately clear on what the evaluation system would look like for teachers. Hopefully more clarity will come in time as legislation moves forward.	Jan 9, 2012 11:34 AM
33	There are too few educators involved; too many politicians and PACs.	Jan 9, 2012 11:27 AM
34	i have followed the chalkboard project from its inception, and i'm wary of their agenda; it seemed to set the stage for narrowing and limiting the curriculum while appearing to be promoting education.	Jan 9, 2012 10:38 AM
35	Teacher and Administrative evaluations should be conducted annually. Superintendent evaluation should also include student growth as a factor.	Jan 9, 2012 9:25 AM
36	This will depend on the local union leadership and its chapters. Until the state leadership "turns over" this will continue to be a challenge. Even chapter presidents are frustrated by state leaders.	Jan 9, 2012 9:02 AM
37	With the large number of Second Language Students, Oregon should consider requiring all new teachers to have an ESL endorsement like California does. The chance that they will have an ESL student(s) in their class is very high.	Jan 9, 2012 8:27 AM

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38	References to adding coaches are a good idea, but where do these excellent coaches come from? Will they come at the expense of a qualified teacher workforce? Even though disaggregation of subgroups and closing the gap is listed as a priority, there is no reference to cultural competence or any assurances of providing teachers with the tools and training necessary to address issues related to race and ethnicity. The references to poverty and disaggregation are condescending and the language implies that races have ownership of these failures. This deficit language is prevalent throughout this document. "Low subgroup achievement"!!!!? That's a very laden term.	Jan 9, 2012 8:13 AM
39	If teacher evaluations are based on MORE THAN three data points, I would agree with the plan for teacher evaluations.	Jan 9, 2012 8:04 AM
40	Not even close. In the military and other countries we have in-class instructor evaluations EVERY month.	Jan 9, 2012 5:39 AM
41	The waiver says you want to promote and reward greater effectiveness. This assumes there is some reliable way to rate "effective" teachers which there is not. It also sounds like merit pay, which is flawed and you end up putting even more emphasis on test scores with such plans. Again, as a parent, I am fearing we may have to pull our kids out of public schools if this plan goes through. While many corporate backers of the plan would like just that because it means less people requesting adequate funding for public education, it is really very sad that the state would try to create a plan for education that would drive those who can afford it, out of the system and truly leaving behind those students who do not have a choice. This plan leaves children behind. It is deeply flawed, and I hope it is not accepted and lawmakers and those on the OEIB come to their senses.	Jan 9, 2012 12:58 AM
42	Once again, I strongly agree with the intent. One of my schools that I am coaching is one of the TUFF grant schools. What I can tell you is that there has been a great deal of frustration with staff around timelines, and a lack of deep understanding of the expectations and processes. I see some very positive results beginning to emerge. ONCE AGAIN, the need for time, professional development, and coaching is essential.	Jan 8, 2012 7:28 PM
43	Teachers need to be observed and given feedback multiple times in a month. This feedback needs to come from professionals with knowledge of best practices and who know how to teach and have experience teaching the subject and grade level.	Jan 8, 2012 5:09 PM
44	More job-creating nonsense. If you really want to improve student learning outcomes, ask [REDACTED] (who PPS got rid of in 2005 for teaching poor, Black kids to read.)	Jan 7, 2012 3:08 PM
45	Same as before--without good data analysis, we won't know what effective instruction looks like.	Jan 7, 2012 2:51 PM
46	Maybe I missed it but I saw nothing about hiring practices and pre-service college training. Also, will all publicly funded schools -- e.g. charter schools -- be included in this entire regimen? Concerned that once again we are burdening public schools and facilitating a shift to publicly funded private education	Jan 7, 2012 9:04 AM

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takeovers. If you're interested, I have two areas of concern to be addressed: first, hiring practices and second, pre-service training. Please see <http://nogginstrain.blogspot.com/2010/11/wrong-focus.html> and <http://nogginstrain.blogspot.com/2011/07/teacher-training.html>

47	I do not see funding and direct staffing guidelines for intervention.	Jan 7, 2012 8:24 AM
48	Evaluations should include something about knowledge/understanding/consideration while teaching with ELL and/or special needs kids in the room. Having varied students in the regular ed classroom is more and more prevalent so teachers need to be prepared.	Jan 6, 2012 3:19 PM
49	Again, there are hurdles. Unions and contract language are major hurdles. So is finding and supporting insistent, courageous leadership.	Jan 6, 2012 3:07 PM
50	I think this makes sense, but we need teacher buy-in, union buy-in.	Jan 6, 2012 1:42 PM
51	It's about time we all get feedback for improvement! And hopefully a reprimand if we are not meeting standard.	Jan 6, 2012 1:37 PM
52	Will this be a true focus meant to grow professionals, in a supportive environment?	Jan 6, 2012 10:47 AM
53	I don't think that this will make for better teachers. When teachers don't have to be mother, father, counselor, messenger, confident, supplier of supplies, clothes, and run interference then maybe they can work on doing what is right for kids and making good learners for every child in this state.	Jan 5, 2012 9:48 PM
54	School districts are trying to move ahead in this area, but this is not going to be easy. The guidelines should help, but a district has a lot of other variables to deal with when dealing with this topic.	Jan 5, 2012 9:47 PM
55	You cannot achieve this challenging work by mandating it and passing legislation. You may have OEA at the table in Salem, but local OEA uni-serve reps are NOT on board with this. They are resisting any connection between evaluation and student achievement. We have been working on this for two years in my district, and my teachers are under a great deal of pressure not to agree to this.	Jan 5, 2012 5:04 PM
56	The adoption of INTASC standards is a big step.	Jan 5, 2012 3:45 PM
57	Again to a point--you have redefined a systems that doesn't currently work. Or more correctly works as designed--there needs to be an overhaul that allows a wider variety of people to influence professional practice and also addresses the needs of the broader community.	Jan 5, 2012 1:48 PM
58	unsure, need more information from the stakeholder groups	Jan 5, 2012 10:57 AM
59	It is important to provide time and funding for school districts to provide staff and district training. We have seen much of that time disappear.	Jan 5, 2012 9:54 AM
60	Teachers should be evaluated on student growth only for students whose parents comply with their Achievement compact! Our school has a high	Jan 4, 2012 10:55 PM

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percentage of parents who are not involved or supportive of their children's schooling and we need to stop penalizing educators (and schools) for this; low-performing schools lose their best teachers if they are evaluated this way without considering parent involvement and support.

61	There is much work to be done in clearing out ineffective leaders/unequitable leaders who are not academics nor wish to be anything but figureheads. When change can be seen at the top, you may have better buy-in from those who have least control over their day-to-day assignments/courseloads:teachers.	Jan 4, 2012 10:52 PM
62	Organizations named in this document, including Stand for Children and Chalkboard project have shown clearly that they do not support teachers and would like to privatize our public education system. They have an agenda purchased by wealthy donors, including Koch brothers and Gates, who have clearly stated their intention to destroy our public education system. It is a travesty that Oregon would follow their lead.	Jan 4, 2012 6:56 PM
63	a good start...	Jan 4, 2012 5:35 PM
64	Not being able to see what this is going to look like is a worry. I'd also like to know "how" the state is going to encourage teachers to get their national certification. I worked and earned mine but am not going to recertify because of the financial cost. I have never received any financial gain from my certification but it would cost me \$1,200. to renew. It was a great and life changing professional development for me but had I not had a grant to pay for it I could never have attained mine.	Jan 4, 2012 1:32 PM
65	Seems to include important criteria for instructional leaders but not sure about it really being "supportive".	Jan 4, 2012 11:09 AM
66	I do not believe tying a normed test will tell you much about a teacher. If it is designed to have most students performing in 40-60% range with outliers on both sides of the bell then it does not tell you about classroom instruction. Also, there are many teachers who do not have a tested subject, or are even in a classroom. Do they get a random class assigned to them to be used as their "multiple measures"? I am very concerned about what is behind the "new compensation models". I am against the performance based compensation model. I have not heard of any successful implementation of this model in any state. In SB 290 how do you judge the music teacher on evidence of student academic growth? If the overall intent for evaluation is to identify areas of need for all teachers does that mean you are looking for a way to keep teacher pay low by allowing districts to fire experienced teachers without due process?	Jan 4, 2012 10:33 AM
67	While good ideas, who will evaluate teachers (and administrators)? How will this be possible with the limited time and administrators to do this? Could retired or other outside skilled educators help with evaluations? This is very important to find the teachers that need help--even senior teachers! Leadership also starts with administration and the more pressure they feel the more likely is sent through the staff and school. This plan is limited in leadership and support when it comes to the administration in many ways.	Jan 3, 2012 9:42 PM
68	It is unrealistic (time and resources) for individual districts to develop their own	Jan 3, 2012 6:53 PM

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	evaluation systems. Some model systems should be identified by ODE and submitted to districts for modification and/or implementation	
69	As long as state guidelines do not become state mandates in the form of a "one size fits all" evaluation model.	Jan 3, 2012 6:53 PM
70	Need a consistent, fair, state-wide system that all districts and teachers can accept.	Jan 3, 2012 4:16 PM
71	Would like to see the state take on the issue of tying student performance to teacher evaluation using an appropriate assessment and tracking system (provided to districts). In Washington, the Seattle School District accomplished this last year.	Jan 3, 2012 3:51 PM
72	In theory it is but I wonder what plans you have to support districts who will now have to open their union contracts because of new language in evaluation? What kind of power will unions have in attempting to negotiate this? Having to open the contract in a non-negotiate year, especially when there is no money to bargain with, is going to create significant issues for districts.	Jan 3, 2012 1:34 PM
73	I think this should be done on a local level.	Jan 3, 2012 1:33 PM
74	You are missing out on the value of an existing structure and cadre of expert trainers, consultants, collaborators, and evaluators by not including ESDs.	Jan 3, 2012 11:48 AM
75	Here is my concern. I like a lot of what I see here. I think it is needed. However, I foresee a possible problem. Let's say a school or district agrees that they are going to measure individual student growth using a teacher, school ,or district made assessment that is more effective of showing growth than the limited OAKS test which only assess grade-level expectations. This other assessment shows great progress in most students and some progress in the rest of the students. If a teacher or a whole school still has difficulty in getting enough of their students to pass the OAKS, that teacher's assessment will look ridiculous if it shows they are a stellar teacher but the Oregon report card shows they failed to make adequate progress. The assessments used by the teacher will be put to question, even if they are more appropriate for a differentiated classroom of learners of a wide range of abilities. This will continue to have the effect of keeping any some great quality teachers out of high-needs schools and penalizing great teachers who decide to stay.	Jan 3, 2012 11:13 AM
76	On track, but district need more time!!!!!!!!!!	Jan 3, 2012 9:27 AM
77	But I wonder how is the state going to provide some instruction to superintendents and administrators in districts on how to use the new guidelines. By putting new guidelines on paper and asking districts to implement by themselves again will just allow districts to go about business as usual.	Jan 3, 2012 9:22 AM
78	Honestly - why do we need performance evaluations? In a true continuous feedback model, a principal can simply talk to his staff re: positive reinforcement and criticism.	Jan 3, 2012 9:16 AM
79	Administrators need to be accountable when teachers refuse to implement	Jan 3, 2012 8:31 AM

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	curriculum because "their method" works better. By the same token, when the adoption isn't working (as proven by lowering scores) administrators needs to be accountable for that action.	
80	Can a teacher with 34 primary students, including multiple special needs students and English Learners, achieve the same growth as with a group of 20 students with similar characteristics?	Jan 1, 2012 8:34 PM
81	Implementation is the harder part.	Jan 1, 2012 6:15 AM
82	I want to see it in action	Dec 31, 2011 4:28 PM
83	I believe in intense evaluations but leaving it to the District is a joke. We are where we are in many Districts because of Unions. Take the issue on Mr. Governor, get someone with the intestinal fortitude to do away with tenure and your issue would be over. I have personally dismissed a tenured teacher. It cost the District in excess of \$40,000 and nearly destroyed my personal life. I was threatened and lived with anxieties. There are many Districts that will never be able to create a meaningful evaluation system of teachers.. Administrator, maybe. Most administrators are not represented by a Union. Get real on this one.	Dec 30, 2011 7:25 PM
84	I think this will need more detail and a more definite plan. Schools don't have time for this and the State doesn't have money for it, so it will be difficult to get all school districts on board with it. A change in perception will be needed, and a strong, detailed plan will help.	Dec 30, 2011 4:35 PM
85	Currently there is a disconnect between the OUS system's preparation programs and the practice of teaching in the districts. What will lead to a cultural shift here? Cultural shift is very hard- Are the Unions really on board?	Dec 30, 2011 4:11 PM
86	However, having it be grant based by districts means a whole lot more effort needed in small districts where folks already wear a lot of hats and have less time. It would make more sense to have ESD's be awarded the grants and they facilitate making the prof. dev. happen. Large districts have grant writers who are skilled any typically secure the grants for their districts. Small ones like us (under 700 students) don't have grant writers and have a weaker chance at even being considered. Regional efforts make more sense and if its not ESD's taking the lead than perhaps a lead district could facilitate it for a region.	Dec 29, 2011 10:51 AM
87	If funding is required, this is also meaningless.	Dec 29, 2011 9:56 AM
88	Is the current educator evaluation system not working? Why reinvent the wheel?	Dec 29, 2011 9:34 AM
89	The law for new evaluation guidelines passed almost a year ago, and Oregon's plans are still this vague? Will the feds allow this sort of plan to plan?	Dec 28, 2011 6:37 PM
90	Oregon does not have a model for observing or evaluating teachers or administrators. I believe the timelines in this waiver are unrealistic. How will districts know if their current efforts to adopt and implement observation/evaluation models will not get rejected down the road after extensive work at the district level? Today ODE announced "suspension" of the	Dec 28, 2011 3:41 PM

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Collaboration Grant as required by SB 0252. This is a clear indication that ODE is already falling short, even before the waiver is submitted to the Federal Departments.

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| 91 | Don't forget about District personnel, SPED support personnel (specialists and classified), and most noticeably absent, evaluation and standards of ODE personnel. | Dec 28, 2011 3:24 PM |
| 92 | "Intruccion" can go only so far if the student source of nutrition is a bag of Cheetos and a Pepsi, they are overweight, using harmful substances (drugs/alcohol), engaging in other health risk behaviors. These are "barriers" to learning, completely ignored within this document | Dec 28, 2011 2:40 PM |
| 93 | Teacher Evaluations need to be very clear and concise-not subjective and or easy to misinterpret. Currently, the system appears to evaluate younger teachers much harder incomparison to "tenure" teachers. Beginning teachers need to be supported and mentored during their first few years, instead of being thrown to the wolves and expected to teach similar to their more experience peers. | Dec 28, 2011 2:26 PM |
| 94 | Yes, good emphasis on Learning Forward standards for professional development. Still would like to see a stronger link between researched based leadership practices and higher ed institutions. There is still too much disparity between higher ed programs and what their graduates learn about school improvement (based on experience of teaching in three different higher ed programs-Lewis & Clark College, PSU, and Concordia as a small sample) | Dec 28, 2011 12:40 PM |
| 95 | Because we have many ineffective personnel in place right now, it will take many years to see the results of what this system may provide. | Dec 28, 2011 12:32 PM |
| 96 | I am really concerned about rewarding teachers for having successful students. I think it could have serious repercussions. | Dec 27, 2011 10:15 PM |
| 97 | Without limits on class loads, secretarial tasks, and number and types of meetings, and without an increase in time to act as a professional for research and planning, preparing relevant and rigorous learning experiences, and assess student understanding and needs then the planned teacher evaluation system blames teachers for what they are not allowed to accomplish. The state needs to focus on high standards for teacher training and then commit to higher pay demand the best minds for this very important profession. Instead, educators have become society's scapegoat for the economy. | Dec 27, 2011 8:38 PM |
| 98 | More guidelines, no substance or structure that clearly defines exactly what will be done. Too much emphasis on testing and evaluating without a clear vision of what classroom programs should include. | Dec 27, 2011 3:25 PM |
| 99 | This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt. | Dec 27, 2011 1:48 PM |
| 100 | I agree in theory with the idea of state guidelines, but how does this jive with the individual bargaining units. Teacher evaluation is a very contentious topic. How is ODE going to ensure the guidelines are followed? Each district has | Dec 27, 2011 1:17 PM |

Page 7, Q11. The proposed plan to develop state guidelines for educator evaluation and support systems is on track for supporting effective instruction and leadership.

established guidelines, and in my experience they are not consistently interpreted or followed from one school to another.

101	concerned about viability of timeline--some sections seem overly aggressive, others too long.	Dec 27, 2011 11:03 AM
102	Missing (unless I overlooked it) is the identification of specific certified teachers that work outside the norm of the regular classroom -- ELL, special education, coaches -- ways to measure their success relative to student performance.	Dec 27, 2011 8:13 AM
103	what about holding school boards and superintendents' accountable? what about improving teacher evaluation? the new teachers aren't ready for the diverse challenges in our classrooms.	Dec 26, 2011 4:59 PM
104	Too many undefined variables with most of the recommendations not forthcoming until July 2013.	Dec 26, 2011 2:30 PM
105	1) To be effective, teacher evaluation should be frequent and unscheduled. 2) It should be administered by trained evaluators, not overburdened principals. 3) Support should be reevaluated. In many districts, effective mentorship and professional development is non-existent, but costly and largely useless. Masters degrees are required. The result: teachers who lack best practice knowledge and abilities, but a white and upper-middle class work force.	Dec 25, 2011 9:23 AM
106	Government both state and federal have say in the qualifications of teachers for licensing. It should stop there. Local districts who hire and fire these teachers should have their own evaluation systems without government intervention or suggestion. Any qualified teacher can teach provided standards.	Dec 24, 2011 11:33 AM
107	We need to be able to identify and fire bad teachers the same way we fire administrators. The unions make it too difficult to fire poor performing teachers.	Dec 24, 2011 8:50 AM
108	Again... you're trying to quantify something that's not quantifiable. This is going to be a waste of resources in a time when we should think seriously about what will really help. RESIST the waiver scheme and wait for Congress to truly reauthorize the ESEA... Arne Duncan does NOT know what he's talking about, and I'm getting disheartened that you all don't see that!	Dec 23, 2011 9:12 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

1	Support for struggling schools.	Jan 11, 2012 9:26 AM
2	The new state report cards seem to be a better measure of a district's achievements.	Jan 10, 2012 7:57 PM
3	Using the growth model.	Jan 10, 2012 7:30 PM
4	Revisions to the Report Card Funding flexibility	Jan 10, 2012 5:05 PM
5	A customized system of supports and interventions based upon diagnosed strengths and weaknesses. Having differentiated supports for schools makes good sense. Guidelines for principal and teacher evaluation. This appears to be a promising process that ensure more accountability. A process for using student growth as the key indicator for identifying those schools and districts most in need of support. The focus on student growth means each individual student has a greater chance of success.	Jan 10, 2012 4:45 PM
6	The broad input solicited by the governor in reviewing Oregon's educational system and ways to continuously improve it.	Jan 10, 2012 4:25 PM
7	While I read some good stuff about how we will assess kids with authentic measurements, I know that is not the kind of information that becomes data points. I think that this effort to do more with less is lunacy and will divert more and more money from the classroom.	Jan 10, 2012 4:23 PM
8	<ul style="list-style-type: none"> • The alignment of standards with other states (nationally aligned) • Roadmapping of personal, career, and educational goals beginning at 7th grade. • The establishment of Stewardship Teams. • The shift to a true growth model, incorporating and calculating actual student growth rather than comparing one year's set of students to the next year's set and calling it growth (Safe Harbor). • The intent to identify assessments for K-2nd graders. • Waiving OAKS for ELLs with lower English proficiency • Use of a 4-year growth projectile instead of 3 years • Comprehensive support system for schools in need 	Jan 10, 2012 4:18 PM
9	Measures beyond standardized testing used to evaluate success. Individual student growth used as a measure to evaluate quality of education. Guidelines for professional evaluation.	Jan 10, 2012 4:04 PM
10	I feel very positive about the work of the OEIB and its workgroups that came before this application. Moving Oregon toward an outcomes-based system, promoting professional learning communities, and encouraging in every way possible proficiency-based education -- these are all important and essential. Recognition that one-size-fits-all fixes do not work, that treatment without diagnosis is inherently flawed, and that sanctions alone cannot correct our problems -- these all represent movement in the right direction. We have something positive to build on!	Jan 10, 2012 4:02 PM
11	*The emphasis on individual and cohort growth. *Differentiated goals, according to school and district needs for the achievement compacys. *Greater and emphasized collaboration amongst districts, schools and teachers.	Jan 10, 2012 3:49 PM
12	I support that schools are not held to a single data point so that all the improvement efforts are not acknowledged because the school failed to meet by	Jan 10, 2012 3:48 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

	one or two students in a subgroup. I appreciate the identification of model schools as long as these are categorized by severity so that schools with like demographics can actually identify with the strategies for improvement.	
13	The Oregon Report Card being based upon student growth.	Jan 10, 2012 3:25 PM
14	Measures beyond std. testing. Enhanced report card Using student growth Supports and interventions based on the diagnosed strengths and weaknesses.	Jan 10, 2012 3:17 PM
15	I am encouraged that there is a shift towards a growth model. I am encouraged that there appears to be an understanding that ELL students do not all acquire English in on a formulaic timeline.	Jan 10, 2012 3:02 PM
16	using more than standardized tests to measure school success	Jan 10, 2012 2:53 PM
17	Changes to Title IA funding and opportunities for schools designated for improvement	Jan 10, 2012 2:27 PM
18	Using growth modeling.	Jan 10, 2012 2:27 PM
19	The inclusion of growth in measurement of success Clear provision for assistance to Focus and Priority schools	Jan 10, 2012 2:11 PM
20	I am glad their is a detailed plan and one that many people have discussed.	Jan 10, 2012 1:52 PM
21	The range of areas the state will be looking at beyond the testing. We all know that some students can excel in school and still perform below their abilities on a standardized test. Students with disabilities are especially prone to this because they either don't care about the results or panic because they care too much.	Jan 10, 2012 1:46 PM
22	the growth model.	Jan 10, 2012 1:36 PM
23	College and Career Readiness, Growth Model, and Differentiated Accountability for schools.	Jan 10, 2012 12:53 PM
24	Measures beyond standardized testing to provide a more accurate picture of school success. An enhanced Oregon Report Card. A process for using student growth as the key indicator for identifying those schools and districts most in need of support.	Jan 10, 2012 12:32 PM
25	Teacher Evaluation process, having consistency throughout districts and the state.	Jan 10, 2012 12:18 PM
26	This application is very well written, and for the most part clear and understandable. I think the Achievement Compacts idea is great, and the idea of "adequate growth" to be used as a way of determining whether students are on track is a good one. I also like the idea of comparing students to similar peers.	Jan 10, 2012 12:03 PM
27	College and career readiness standards and assessments. Using student growth as they key indicator, both for individual students and for schools and districts.	Jan 10, 2012 11:31 AM
28	A process for using student growth as the key indicator for identifying those schools and districts most in need of support. A change in the punitive measures toward schools.	Jan 10, 2012 11:13 AM

Page 8, Q12. What areas of the draft application do you feel most positively about?

29	The best thing about the waiver is it will get us away from some of the one size fits all NCLB standards. The best part of the waiver is the part that focuses schools on individual student growth. That is much more effective than looking at cohort groups and comparing results among two or more completely different sets of students.	Jan 10, 2012 11:10 AM
30	I strongly support Oregon having a waiver.	Jan 10, 2012 10:32 AM
31	Accountability...	Jan 10, 2012 9:38 AM
32	Implementation of college and career ready standards Oregon Report Card Guidelines for teacher and principal evaluation	Jan 10, 2012 7:11 AM
33	I feel positive about the principles that Oregon is trying to align with. I believe that they are based on best practices and current research that promotes student achievement. I believe that every student can learn and improve upon prior successes. So I guess that would fit best with the area of a process for using student growth as the key indicator.	Jan 9, 2012 11:22 PM
34	Customizing supports and interventions	Jan 9, 2012 10:38 PM
35	There are positive aspects to each section.	Jan 9, 2012 10:04 PM
36	The proposals for special education, English Language Learners, and disadvantaged. This is so much better! It is looking at students' individual needs, skills, and limitations realistically. It is more sensitive to elementary students who have disabilities and struggle through the tests, leaving them feeling even more incapable and embarrassed. It relieves the teachers who have been put in the position of forcing this insensitive testing upon their beloved students. I like the fact of using successful schools to share their knowledge in helping less successful schools. This is so sensible.	Jan 9, 2012 9:16 PM
37	The enhanced Oregon Report Card. Just remember, new data collection is not perfect in the first year of implementation. Changes to Title 1A!! Guidelines for teacher and principal evaluation.	Jan 9, 2012 9:12 PM
38	While what is proposed here seems to be an improvement over the travesty that is NCLB, I continue to have great concern about Oregon's ability to implement any effective program when we appear to be unwilling to properly fund our public schools. I also feel concern over the fact that we as a state seem to be unwilling to address any of the problems that are out of school factors that contribute to erecting barriers to student learning. Saying that "poverty is no excuse" is merely an excuse for ignoring the effects of poverty. Our entire society needs to be held accountable for our children, not just teachers and school personnel. I'm waiting for someone in Salem to stand up and say this.	Jan 9, 2012 8:27 PM
39	Including all social, economic, and academic aspects in interventions beyond standardized testing.	Jan 9, 2012 7:45 PM
40	enhanced Oregon report card	Jan 9, 2012 7:32 PM
41	Standardized tests were never designed to assess educators or school operations, so please look beyond them.	Jan 9, 2012 5:52 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

42	I think moving beyond standardized testing at single data points toward multiple sources of data across time is a better way to assess program effectiveness. I like the achievement compacts, as long as they provide positive supports for improving based on assessment, analysis, and reflection rather than threats of closure. I like the model schools idea, as long as it provides the basis for teacher and school dialogue and does not become a means of further dividing schools with resources from schools without.	Jan 9, 2012 5:36 PM
43	Most of the sections are looking fairly well thought out.	Jan 9, 2012 5:36 PM
44	Focus on student development/improvement instead of some goal set by elected officials.	Jan 9, 2012 5:07 PM
45	I like the idea of individualized plans and growth as an indicator of success, but because the measurement tools are unknown it is hard to trust the system.	Jan 9, 2012 5:05 PM
46	The waiver is the right direction for Oregon, we just need to be cautious and thoughtful about implementation.	Jan 9, 2012 4:59 PM
47	Customized support for schools and districts, as long as it is not restricted to a consulting model. Get coaches and skilled facilitators into the mix.	Jan 9, 2012 4:55 PM
48	Thank you so much for such a thorough work that included a diverse subsection of Oregonians. I feel like this waiver truly attempts to start putting kids first, I appreciate that.	Jan 9, 2012 4:46 PM
49	The emphasis on individual student performance year-on-year, removing the incentive to have students who meet/exceed OAKS on first try retested to up their score, and the different calculation of "priority" (at-risk) schools	Jan 9, 2012 4:44 PM
50	None	Jan 9, 2012 4:21 PM
51	I like the sections about using growth as an indicator of weak/strong schools, and the idea of pairing successful schools of a similar demographic with failing schools. I would also like to see better teacher evaluation tools and more opportunities for mentoring struggling teachers.	Jan 9, 2012 4:11 PM
52	1. The use of adequate growth rate vs. actual growth rate measures. 2. The inclusion of a kindergarten assessment. 3. The use of CCRS as the basis for all other standards. 4. The adoption of the CCSS (not really part of the waiver per se, but still a good move!) 5. It's better than having 95% of OR's schools in School Improvement status!	Jan 9, 2012 4:10 PM
53	I like that they are looking at student growth more. It looks more at the individual student and if he/she is making progress rather than just the bar level of achievement by grade.	Jan 9, 2012 4:00 PM
54	None. I think Oregon should follow California's and Montana's decision to NOT apply for a conditional waiver and wait to see what changes are made to the the NCLB/ESEA when it is reauthorized by Congress. Here is California's explanation for why they are not pursuing an NCLB waiver: http://aec.csba.org/en/sitecore/content/Home/NewsAndMedia/Publications/CASchoolNews/2011/December/InPrint/2011_12CSN_Waiver.aspx Here is	Jan 9, 2012 2:14 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

	Montana"s explanation: http://missoulian.com/news/state-and-regional/montana-schools-won-t-see-waiver-from-no-child-left/article_19d46016-2147-11e1-8b14-0019bb2963f4.html#ixzz1iqgN1Z5Z	
55	Implementation o fcollege and career readiness and the Oregon Report card	Jan 9, 2012 2:11 PM
56	Continuous improvement network and guidelines for teachers Provided the OEA and Unions are removed from the equation.	Jan 9, 2012 1:33 PM
57	A more localized and individualized approach to school improvement that includes considerable focus on student/district growth. The recommended steps here have solid research behind them. I also like an increased focus on teacher accountability.	Jan 9, 2012 12:33 PM
58	none	Jan 9, 2012 12:06 PM
59	Eliminating the 100% NCLB requirements, though the odds are that it will end anyway soon (note WA and CA passed on the waiver).	Jan 9, 2012 11:39 AM
60	I think it is a positive change for ODE to transform from a compliance role to a support role. I also think that the general guiding principals at the beginning of the document (p. 31-32) are encouraging as well. Hopefully the accountability process will grow closer to these goals with time and reflection.	Jan 9, 2012 11:36 AM
61	I am most positive about determining the progress of a child by showing the growth in each individual child. This includes using many types of assessment, not just a multiple choice test.	Jan 9, 2012 11:36 AM
62	I would advocate for waiting, and not applying for a waiver.	Jan 9, 2012 11:34 AM
63	using GROWTH as the measure of progress rather than score compared with arbitrary standardized result. willingness to think outside the box and value what works.	Jan 9, 2012 10:46 AM
64	Anything is better than what we now have.f	Jan 9, 2012 9:47 AM
65	This is a very well though out plan that moves Oregon education forward.	Jan 9, 2012 9:32 AM
66	That its being discussed.	Jan 9, 2012 9:05 AM
67	I like the enhanced Oregon Report Card with focus on growth. Guidelines for teacher and principal evaluation is key since teachers have the greatest influence in the success of students.	Jan 9, 2012 8:36 AM
68	-Measures beyond standardized testing to provide a more accurate picture of school success -A customized system of supports and interventions based on diagnosed strengths and weaknesses -An enhanced Oregon Report Card	Jan 9, 2012 8:06 AM
69	Funding and evaluations	Jan 9, 2012 8:04 AM
70	Overall, the request is coherent and well-written and capitalizes on the reform efforts the state has underway. The teacher and administrator evaluation timeline is reasonable. The inclusion of additional measures in the accountability system beyond OAKS as well as the inclusion of growth at elementary and	Jan 9, 2012 7:39 AM

Page 8, Q12. What areas of the draft application do you feel most positively about?

	middle schools. The differentiation of support for low performing schools.	
71	Measures beyond standardized testing to provide a more accurate picture of school success	Jan 9, 2012 6:54 AM
72	teacher and administrator evaluation	Jan 9, 2012 6:49 AM
73	None this is a bad idea.	Jan 9, 2012 5:41 AM
74	I like that they want to judge individual learning, because not everyone learns the same, especially kids with special needs.	Jan 9, 2012 3:24 AM
75	The nicest thing I can say is that it is good that you are planning to revise based on comments. However, just the fact Oregon is even applying for a waiver is such a bad idea. http://www.washingtonpost.com/blogs/answer-sheet/post/obamas-nclb-waivers-do-flaws-outweigh-benefits/2011/09/25/gIQA5TgVx	Jan 9, 2012 1:04 AM
76	I think I feel most positively about the guidelines for teacher and principal evaluation.	Jan 8, 2012 9:10 PM
77	I am strongly in favor of this application-it takes the substantial amount of money spent on school of choice transportation and outside tutoring agencies and directs to areas that will be of greater benefit to students.	Jan 8, 2012 9:04 PM
78	1) Measures beyond standardized testing for a more accurate picture, as long as the PD is adequate and the formative assessments are of a quality nature and there is reliability in the assessment, and scoring. 2) Using student growth as a key indicator 3) Guidelines for Teacher and Principal Evaluation--In our district it too, 2 years to develop a new Teacher Evaluation system, and when I retired it had not been completely finished for all job descriptions. It was being "phased" in and once again was taking the system a significant amount of time to get up to speed.	Jan 8, 2012 7:49 PM
79	Measuring student growth Report card Continuing to support schools in need	Jan 8, 2012 7:00 PM
80	I am glad that Oregon is trying to get better at educating kids. This is a step in the right direction. Every one needs to understand that if we want to better educate our kids and keep the best teachers it will take a greater financial investment from taxpayers.	Jan 8, 2012 5:16 PM
81	The new Oregon Report card and identification of higher and lower performing schools with the focus of continuous improvement for all schools. Moving the emphasis from the school to student growth for determining school success.	Jan 8, 2012 12:49 PM
82	...that we are moving towards a sytem that engulfs k-20 rather than k-12	Jan 7, 2012 5:47 PM
83	The emphasis on equity and really closing the achievement gap.	Jan 7, 2012 5:43 PM
84	That Oregon is looking at improving academic results.	Jan 7, 2012 3:13 PM
85	Introduction of a data system that tracks individual student gains. Guidelines for staff evaluation.	Jan 7, 2012 3:07 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

86	Teacher evaluation	Jan 7, 2012 10:30 AM
87	Please see comments throughout.	Jan 7, 2012 9:06 AM
88	An overall willingness to operate outside the existing box.	Jan 7, 2012 8:28 AM
89	I do not feel positive about any of the areas	Jan 7, 2012 5:28 AM
90	Guidelines for teacher and principal evaluation Implementation of college career readiness standards and assessments Changes to Title IA funding	Jan 6, 2012 4:36 PM
91	Providing additional avenues of assessing student proficiency, rather than just OAKS testing.	Jan 6, 2012 3:43 PM
92	Implementation of a growth model for school and district accountability	Jan 6, 2012 3:41 PM
93	Moving to a growth model is the "right" thing to do for our students, families, and communities. Tight / loose concept is promising if applied effectively. Commitment to ALL students is our work! Identifying and using "model" schools will work IF effective leadership is in place.	Jan 6, 2012 3:27 PM
94	I love the collaboration that has been done by the various stakeholders! And all of the Senate and House Bills that address education reform. This is a clear sign that the state is making reform a priority and is willing to take bold action. I hope that there is even better follow-through. I applaud everyone who has and is spending time on this.	Jan 6, 2012 1:47 PM
95	The ability to move away from NCLB. All things new take time to digest.	Jan 6, 2012 1:38 PM
96	Enhanced Oregon Report Card with the process of using student growth. Identifying populations that are and are not included in the data. Guidelines for evaluation tied to overall school performance. Customized system of supports and interventions based on strengths and weaknesses.	Jan 6, 2012 1:16 PM
97	measures beyond testing..	Jan 6, 2012 1:11 PM
98	The process for using student growth as the key indicator for identify those schools and districts most in need of support. A customized system of supports and interevention based on data. Enhanced Oregon Repoort Card	Jan 6, 2012 10:55 AM
99	That there are clear guidelines for each step of the process and procedures are explained in an appropriate manner.	Jan 6, 2012 10:18 AM
100	The change from using artificial and unachievable AYP to growth targets will (hopefully) place more emphasis on individual student growth and learning. Teacher evaluations vis-a-vis teaching standards are applauded.	Jan 6, 2012 10:03 AM
101	1. The change in formula for identifying schools in need of improvement. 2. The state's system of support moving to a team approach.	Jan 6, 2012 7:28 AM
102	The modifications in the Oregon Report Card.	Jan 5, 2012 10:22 PM
103	I think the best part is the enhanced Oregon report card and measuring beyond standardized testing as long as that includes teacher observations.	Jan 5, 2012 9:53 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

104	I really like the idea of having more focus on individual student growth, all children are different and LEARN differently.	Jan 5, 2012 5:36 PM
105	I philosophically agree with almost all of the big picture ideas that are embedded in the application. I firmly believe that we must link teacher compensation to a performance based evaluation system that considers student achievement. I also agree that failing schools do not need sanctions, but will benefit from support. However, I sincerely doubt the capacity of our state to deliver on all of these ambitious plans.	Jan 5, 2012 5:13 PM
106	Awarding the same achievement index to students who met OR exceeded to eliminate excessive testing is a great improvement!	Jan 5, 2012 3:11 PM
107	Taking the focus off from each individual subgroup and looking at the overall achievement and growth of schools and targeting individual students' growth.	Jan 5, 2012 2:57 PM
108	An enhanced report card, CTE and CCSS. That we are willing to think outside the box.	Jan 5, 2012 2:16 PM
109	The sections on accountability systems are clear and provide information that the educator who works at the district and building level can work with.	Jan 5, 2012 1:56 PM
110	The idea that teachers in each year increase a student's progress in a positive way.	Jan 5, 2012 1:53 PM
111	Measures beyond standardized testing	Jan 5, 2012 1:21 PM
112	Flexibility and emphasis on focusing on school who need help and leaving those alone that are high performing schools.	Jan 5, 2012 12:50 PM
113	A process for using student growth as the key indicator for identifying those schools and districts most in need of support. A customized system of supports and interventions based on diagnosed strengths and weaknesses.	Jan 5, 2012 12:26 PM
114	5. An emphasis on measuring student growth to determine whether schools are succeeding 7. Replacing NCLB's onesizefitsall approach to school improvement with a customized system of supports and interventions	Jan 5, 2012 11:37 AM
115	the use of alternative measures to determine a school's success.	Jan 5, 2012 9:55 AM
116	The rewards that schools can expect for meeting expectations is unclear to me. My school district met all AYP goals last year. No extra money is coming our way and we are scheduled for bankruptcy in two more years. How is that a reward?	Jan 5, 2012 8:10 AM
117	Providing the support and/or recognition that each school receives based on their need, not as a punishment "stick" or prize "carrot." It provides opportunities for positive growth and ultimately an opportunity for students to receive the education that they deserve.	Jan 5, 2012 7:57 AM
118	Looking at individual student improvement as opposed to whole school or grade level improvement. A few students moving in or out of a school can make a big impact on the school scores.	Jan 5, 2012 7:56 AM

Page 8, Q12. What areas of the draft application do you feel most positively about?

119	Individualized education plans. Tight-loose control by the state. Very happy to move away from unrealistic expectations of NCLB.	Jan 4, 2012 11:09 PM
120	Some recognition of and allowance for individual student growth has been made for students generally and as specialized populations.	Jan 4, 2012 10:56 PM
121	It would be nice to be looking at education if the outcome would be working toward better services for our students in Oregon. Unfortunately, it is simply more of the failed NCLB plan.	Jan 4, 2012 7:03 PM
122	Shifting the measurement goals toward individual student progress toward goals. Providing opportunity for creative instruction (moving away from mandates that encourage teaching to the test.)	Jan 4, 2012 5:40 PM
123	Focus on Continuous Improvement for All Schools and Achievement Compacts	Jan 4, 2012 4:39 PM
124	Development of a State initiated plan in place of a Federally mandated plan.	Jan 4, 2012 4:26 PM
125	The inclusive of non-standardized data gathered by the school is great.	Jan 4, 2012 4:04 PM
126	evaluation of staff toward growth student growth model	Jan 4, 2012 3:35 PM
127	Guidelines for teacher and principal evaluation. The current system is lacking and should be more rigorous and rewarding to those who are doing a good job educating students.	Jan 4, 2012 2:59 PM
128	A customized system of supports and interventions based on diagnosed strengths and weaknesses. Guidelines for teacher and principal evaluation	Jan 4, 2012 2:54 PM
129	The national content standards and Oregon's partnership with other states.	Jan 4, 2012 2:45 PM
130	college and career standards Measure beyond standardized testing guidelines for teacher and principal evaluations	Jan 4, 2012 2:34 PM
131	2.C Reward Schools-Finally 3.A Evaluation and Support System 1.C Measure student growth	Jan 4, 2012 1:35 PM
132	changes to the report card	Jan 4, 2012 1:33 PM
133	The enhanced report card, measures beyond standardized testing and using student growth are the areas I am most encouraged by.	Jan 4, 2012 11:13 AM
134	Removing AYP status taking away the higher weighting of exceeds so that it is the same as a meets	Jan 4, 2012 10:40 AM
135	teacher evaluation	Jan 4, 2012 9:33 AM
136	making sure that all students are progressing percentage criteria being used for grading is better networking and working together with the school staff, community, parents, businesses and schools to improve education	Jan 3, 2012 11:13 PM
137	The college and career readiness is important and I'm glad it's part of this proposal. Measures beyond testing is also important because not everyone tests well and there are so many outside variables that are not addressed (i.e. did the	Jan 3, 2012 9:57 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

	child eat today? did a family member go to prison recently? does the child hop around to different schools/districts often due to family moving?). I appreciate the idea of principal evaluation and hope that is possible and without bias. I also hope the best for teacher evaluations--on all teachers.	
138	Reaching and holding students and teachers like for everyone's success.	Jan 3, 2012 8:54 PM
139	The draft application is the result of input from a wide base of interested parties.	Jan 3, 2012 6:56 PM
140	It is a well-crafted document Oregon's recent legislative changes offer strong support Any change from one size fits all attitude is a relief	Jan 3, 2012 6:17 PM
141	I agree that changes do need to be made to increase student achievement. I feel positively about the changes that will be happening in the amount of time that educators will have to collaborate with their fellow educators on how to best differentiate instruction based on the students needs.	Jan 3, 2012 6:05 PM
142	•Measures beyond standardized testing to provide a more accurate picture of school success	Jan 3, 2012 5:47 PM
143	The clarity of the plan and the fact that implementation is done in stages.	Jan 3, 2012 5:22 PM
144	college ready give data the student understands and can follow with support	Jan 3, 2012 5:16 PM
145	None. Lots of education jargon, but little real substance.	Jan 3, 2012 4:20 PM
146	I feel positive that Oregon admits that we have systems in place that do not improve education, that the current NCLB and RTTP damage the profession and do not lead to improved outcomes. That Oregon is recognizing that social supports from the community including counseling and medical supports must be integrated in our school system to improve student progress.	Jan 3, 2012 4:01 PM
147	Getting away from restricting use of Title funds as punitive. Moving away from the simple cut score measure that does not look at individual student growth.	Jan 3, 2012 3:55 PM
148	I'm excited about an enhanced report card, and measures beyond standardized testing, and using a growth model to measure achievement gains.	Jan 3, 2012 1:38 PM
149	I like the growth model idea.	Jan 3, 2012 1:37 PM
150	There should be more emphasis on how problems associated with systemic racism and poverty will be addressed. IF the state is dedicated to truly helping those most marginalized by their education system, it needs to acknowledge that these problems can start to be addressed at the schools but that schools that deal with thee problems will need more resources (so that they can be open more hours, provide healthy food, healthcare, parent/family support, alternative education, etc.) Schools alone cannot be expected to deal with society's problems, but schools are great places to start a community of caring people that work within structures that support families that deal with poverty and racism.	Jan 3, 2012 1:26 PM
151	Numbers 4 and 5. In section 4, I feel we move away from a punitive measure to a more positive. In section 5, I believe that showing student progress from year to year rather than just in one school year, is much more positive way to view individual needs of students.	Jan 3, 2012 12:11 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

152	It lays out more expectations for teachers and administrators to be held accountable for their schools.	Jan 3, 2012 12:01 PM
153	The measures beyond standardized testing are likely to be critical to getting a more accurate picture of school success.	Jan 3, 2012 11:57 AM
154	•Measures beyond standardized testing to provide a more accurate picture of school success *** A process for using student growth as the key indicator for identifying those schools and districts most in need of support -- this is a very positive step	Jan 3, 2012 11:27 AM
155	College and career readiness is a move in the right direction. Re-vamping the Oregon report card is necessary, focusing on growth. Moving away from only a summative assessment measure is also very positive. Evaluating teachers and administrators is a positive.	Jan 3, 2012 11:26 AM
156	Oregon Report Card, measures beyond standardized testing to provide a more accurate picture of school success, and changes with regard to to opportunities for schools designated for improvement.	Jan 3, 2012 11:08 AM
157	growth model tracking of new "sub populations" to further illustrate the challenges of student mobility, migrant status, etc, in Oregon	Jan 3, 2012 9:49 AM
158	It doesn't seem that different from current system, just new names. Which is a good thing because district will continue the good work they've began and have state policy to back it up! RTI, Data Teams, teaching standards, current growth model, all good things! Need resources and support to better implement.	Jan 3, 2012 9:30 AM
159	Guidelines for teacher and principal evaluation and redoing the report card are the most positive changes but really wonder how these changes will be implemented. Seems like just another plan on paper.	Jan 3, 2012 9:28 AM
160	Implementation of college and career readiness standards and assessments, measures beyond standard testing to provide a more accurate picture of school success and a process for using student growth as the key indicator for identifying those schools and districts most in need of support. Finally we may get to what is good for all students!	Jan 3, 2012 9:16 AM
161	The "tight-loose" paradigm	Jan 3, 2012 9:13 AM
162	Accountability based on growth and improvement.	Jan 3, 2012 8:34 AM
163	Not sure	Jan 3, 2012 8:32 AM
164	The student growth as a key indicator vs. a test score and expanding the types of assessment used. The overall plan is thorough and comprehensive . . .I am impressed!!	Jan 2, 2012 4:55 PM
165	The emphasis on growth seems an important way to capture positive effects of learning.	Jan 2, 2012 2:52 PM
166	understanding that kids grow at different rates	Jan 2, 2012 1:56 PM
167	I think weighting the scores for ELLs may make districts take another look at	Jan 1, 2012 9:13 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

	<p>their programs. I think that the requirement for 30 minutes/day of ELD has encouraged districts to use a pull-out program only, and to not worry about the rest of the day. I think ELD and SDAIE must be provided, and a dual language program or at the very least primary level instruction in native language is very important, but it's often pushed aside because they can get away with the 30 minutes of ELD and nothing else. The weighting might get more support for EL programs--more staffing, needed materials, etc. Then again, it might be just another stressor on teachers.</p>	
168	<p>Looking at other ways to help students succeed is commendable. I do not think that the OAKS testing shows what our teachers and students can do. I think it is VERY difficult to determine if a school is a success or not, as there are so many aspects to consider. Thanks for trying.</p>	Jan 1, 2012 7:12 PM
169	<p>Allowing districts more flexibility in determining how to assist schools improve but use this flexibility to provide more accountability so districts need to look to improvement as well. ODE providing more assistance to districts as resources rather than regulatory.</p>	Jan 1, 2012 4:37 PM
170	<p>The teachers are overburdened as everything stands right now. They have been asked to do more and more with less and less for the last 20 years. In all your efforts for accountability don't lay any more hoops and hurdles in their way. They are doing the impossible now.</p>	Jan 1, 2012 3:52 PM
171	<p>Implementation of college and career readiness standards and assessments</p>	Jan 1, 2012 12:32 PM
172	<p>The time line.</p>	Jan 1, 2012 6:18 AM
173	<p>Measures beyond standardized testing to provide a more accurate picture of school success A customized system of supports and interventions based on diagnosed strengths and weaknesses</p>	Dec 31, 2011 4:31 PM
174	<p>I appreciate the college and career readiness standards. I am not convinced that many of the Districts in Eastern Oregon and possibly on the Coast will have an opportunity to work with Colleges. I strongly agree that we must have a system that measures student success beyond one standardized test.</p>	Dec 30, 2011 7:55 PM
175	<p>I like the scaling up model. I like the detail in the assessment and report card pieces.</p>	Dec 30, 2011 4:43 PM
176	<p>Using individual student growth</p>	Dec 30, 2011 2:33 PM
177	<p>Changes to Title IA funding Guidelines for teacher and principal evaluation</p>	Dec 30, 2011 12:22 PM
178	<p>Use of student growth as the key indicator</p>	Dec 30, 2011 11:49 AM
179	<p>Measures beyond standardized testing</p>	Dec 30, 2011 10:37 AM
180	<p>College and career readiness Student growth</p>	Dec 30, 2011 9:58 AM
181	<p>I like the new Report Card; the teacher evaluation system; focusing on the positives and supporting the schools and districts that are struggling. Good work here!</p>	Dec 29, 2011 1:45 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

182	The growth model as the measure for student achievement- The Comprehensive Achievement Plan required by districts- Partnering of lower achieving schools with higher achieving- Teacher & Administrator evaluation being comprehensive & consistent across the state- This is a very uplifting hopeful plan and I am grateful for everyone's time they put forth to create it.	Dec 29, 2011 11:08 AM
183	That Oregon schools are willing to make improvements when needed.	Dec 29, 2011 10:31 AM
184	We are obviously looking ahead to the Common Core State Standards. The revisions to the Oregon State Report Card are good and take into account some of the erroneous assumptions about Annual Yearly Progress.	Dec 29, 2011 10:15 AM
185	Encouraging schools to learn from one another.	Dec 29, 2011 10:01 AM
186	Measuring student growth, not just whether a kid clears benchmark. Emphasizing high school graduation rates, including for under-served groups. More tracking of success (or not) at entering college and career and doing well there. Surveying ms teachers about how well prepared elementary kids come to them, ditto hs teachers about ms. Connecting poor performing schools/teachers/principals with high flyers with similar demographics (ideally geographically close too)	Dec 28, 2011 6:46 PM
187	Generally all - the importance of designing teacher preparation programs to better reflect the work in classrooms is essential. Teachers from a wide cross section of higher ed. institutions report after one year of teaching that they did not feel well prepared for the complex work of teaching. I see this as a significant need - better preparation for teachers. Most important (and perhaps most complex) is determining an adequate system for collecting needed data outcomes while at the same time allowing districts to have flexibility to develop and grow as unique entities. Outside the box thinking and exploration should not give way to "one size fits all" for the sake of meeting federal mandates.	Dec 28, 2011 6:01 PM
188	College/Career readiness is the best component of this waiver. I am also very interested in accountability of teachers and administrators through observation and evaluation systems. Although I know this will not likely move forward without a comprehensive change to Oregon's funding system for education. Have you considered a statewide comprehension system?	Dec 28, 2011 3:57 PM
189	Missing a major concept: "Ready to learn"	Dec 28, 2011 2:53 PM
190	Implementation of college and career readiness standards and assessments Measures beyond standardzied testing to provide a more accurate pricture of school success A process for using student growth as the key indicator for identifying those schools and districts most in need of support A customized system of supports and interventions based on diagnosed strengths and weaknesses	Dec 28, 2011 2:29 PM
191	An enhanced Oregon Report Card	Dec 28, 2011 12:44 PM
192	New report card system	Dec 28, 2011 12:35 PM
193	The implementation of career and leadership classes should help students in making some choices about their futures.	Dec 28, 2011 8:08 AM

Page 8, Q12. What areas of the draft application do you feel most positively about?

194	I understand the need to submit this wavier application. I do support the commitment to improve the training of teachers, and welcome the recognition of student improvement in the report card.	Dec 27, 2011 9:02 PM
195	It appears Oregon has been positioning well over the last few years to meet a federal restructuring of ESEA.	Dec 27, 2011 3:57 PM
196	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:49 PM
197	Measures beyond standardized testing to provide a more accurate picture of school success A process for using student growth as the key indicator for identifying those schools and districts most in need of support	Dec 27, 2011 1:29 PM
198	Differentiated recognition and support for school improvement.	Dec 27, 2011 11:06 AM
199	It appears that school districts have the most flexibility if their students are making reasonable progress toward achieving standards. The attempt to align K-12 education with aopppropiatte transitions to post-secondary college and career options is meritable.	Dec 27, 2011 8:57 AM
200	The turn in making data the basis for decision making and looking behind the numbers to make those decisions. Focusing on student performance and collaboration with other agencies -- public and private.	Dec 27, 2011 8:15 AM
201	the shift of ODE from accountability to providing support	Dec 26, 2011 5:03 PM
202	Measures beyond standardized testing for evaluating school effectiveness.	Dec 26, 2011 2:34 PM
203	Accountability based on growth of individual students instead of predetermined standards.	Dec 26, 2011 11:12 AM
204	Emphasis on growth as well as achievement. Our current report card doesn't measure effective schools as much as it measures effective homes.	Dec 25, 2011 9:24 AM
205	None. You have not consulted with the educators of this state, leaving out the most experienced and knowledgeable residents of Oregon. You have ignored every bit of relevant and quality research on education and instead have chosen to waste the state's resources on following the fads and notions of politicians and businessmen... none of whom know a jot about how to educate anyone. Worst of all... you do not have support from the educators in this state, to even submit this application for a waiver!! The great majority of us would much rather join the 39 states, who were smart enough to see through this ploy and steer clear of it!! Most teachers in Oregon right now are too overwhelmed just trying to deal with the mess that our education system already is, to even know what you are doing in Salem. None of the public are aware of the total waste of resources, the complete disregard for the needs of schools, teachers or students that is being displayed by your "board" or the horrible path that you seem determined to take public education on in this state. I've been a teacher for over 20 years and have seen a lot of BS come and go from our government, concerning schools. But I have never before been so honestly afraid for our children. It is terrifying to see how lightly you take their education, when it is increasingly important in this	Dec 24, 2011 11:15 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

	information society.	
206	Guidelines for teacher and principal evaluation & A customized system of supports and interventions based on diagnosed strengths and weaknesses.	Dec 24, 2011 10:56 PM
207	Communication between schools	Dec 24, 2011 4:20 PM
208	It is the same words with a different name. The draft is an update of the waivers asked for under "NCLB" no more or less. It is hard to have any positive feelings toward a broken system.	Dec 24, 2011 11:46 AM
209	College and career readiness standards.	Dec 24, 2011 11:22 AM
210	An enhanced Oregon Report Card A process for using student growth as the key indicator for identifying those schools and districts most in need of support Guidelines for teacher and principal evaluation	Dec 24, 2011 5:47 AM
211	Intent, Format and movement towards equality.	Dec 24, 2011 1:04 AM
212	Honestly . . . nothing...	Dec 23, 2011 9:16 PM
213	Very happy to see "Improvement" of individual students taking a priority. The move of ODE from a "disciplinarian" to a "Mentor" is also very good. Dropping the AYP designation is a great thing! Pushing Peer to Peer mentoring and training as opposed to some outside "Expert" providing training is great! I liked the increased call for family and parental involvement.	Dec 23, 2011 3:25 PM
214	Continued focus on subgroups, achievement gaps, and helping districts (as opposed to punishing them). Shift from monitoring to assistance.	Dec 23, 2011 2:10 PM
215	I am most encouraged about the changes you propose that can be implemented with existing resources. Providing a new Oregon Report Card that provides more and better information on school performance will help parents stay informed and the community to know what it is getting for its public funds. Additionally, focusing on outcomes is important as school is there to prepare our children to be future citizens, leaders, employers and employees in our state. Focusing on whether schools are doing their job and holding schools accountable is a good first step to looking at what is being produced by schools rather than what enters a school's doors.	Dec 23, 2011 2:04 PM
216	college and career readiness standards, process for using student growth, guidelines for evaluation, measures beyond standardized testing	Dec 23, 2011 11:27 AM
217	Measures beyond standardized testing to provide more accurate picture of success.	Dec 23, 2011 11:14 AM
218	All of the above, especially examining other indicators of student growth/school success beyond standardized testing. But do NOT lower standards/expectations.	Dec 23, 2011 10:46 AM
219	Expanding how you measure school success Individualizing supports and interventions	Dec 23, 2011 10:39 AM
220	Career and college readiness standards	Dec 23, 2011 10:38 AM

Page 8, Q12. What areas of the draft application do you feel most positively about?

221	A process for using student growth as the key indicator for identifying those school and districts most in need of support	Dec 23, 2011 10:37 AM
222	It would be a lot better if we focused on adequate funding for schools and implementing the QEM.	Dec 23, 2011 10:23 AM
223	None. This is utter nonsense.	Dec 23, 2011 10:02 AM
224	Measures beyond standardized testing to provide a more accurate picture of school success A customized system of supports and interventions based on diagnosed strengths and weaknesses	Dec 23, 2011 10:00 AM
225	The individual student growth components vs. a focus on only meeting cut scores. Moving the ODE from a compliance orientation to a support orientation. However, with all the school laws that ODE has to monitor in all districts, I am not sure this is possible. Nice sentiment though.	Dec 23, 2011 9:32 AM
226	All of the above and feel very strongly that neighborhoods and their neighborhood schools should be where students attend and not be opting out for other schools or school districts.	Dec 23, 2011 8:50 AM
227	I like the overall mix of changes, but I really like the movement beyond standardized testing and the emphasis on on college and career readiness. We have an excellent system of work samples that are far better measures than multiple choice -- and I hope they can continue to play a role in large scale assessment in Oregon. Second, students get far too little support when talking about college and/or career. Counselors are hopelessly overworked and often focus on getting the best students into "bragging rights" colleges...so misguided. Also, all of the federal programs "school to work" and CTE and all of that seem to just be re-arranging the same old deck chairs. That needs a close look and innovation.	Dec 23, 2011 8:32 AM
228	I am so sorry. I will need to print this off when I return to work next Wednesday. It is too small to read on my computer and although I struggled through the first paragraph, I cannot read a 24 page document like this.	Dec 23, 2011 8:18 AM
229	Early childhood education	Dec 23, 2011 6:44 AM
230	Measuring student growth versus an annual assessment. I am hopeful about college and career readiness but need more information.	Dec 23, 2011 6:35 AM
231	evaluating student growth instead of a one-size-fits-all approach to achievement success	Dec 22, 2011 11:19 PM
232	It seems to show positive ideas. It is also great to weigh schools that are show progress and success with more historically challenging sub groups.	Dec 22, 2011 6:13 PM
233	Process for using student growth as the key indicator!	Dec 22, 2011 5:09 PM
234	Plan for improvement of Oregon schools depending on the rating, peer review and expert support to districts. In particular, the ODE shifting to a more supportive and hands-on role with school districts.	Dec 22, 2011 4:57 PM
235	Any lessening of Federal control is a good thing.	Dec 22, 2011 4:14 PM

Page 8, Q12. What areas of the draft application do you feel most positively about?

236 Turning to the positive instead of a punitive nature for assessment.

Dec 22, 2011 4:01 PM

Page 8, Q13. What are your greatest concerns?

1	In the waivers section, it is unfortunate that the state has checked off using 21st Century Community Learning Center funds during the school day. There are many, many quality after school/ extended-day programs that are utilizing 21CCLC funds across Oregon and if this resource is changed to help schools cover expanding learning time during the day, we fear the number of grants to districts and/or nonprofit agencies for extended-day purposes will be dramatically (negatively) impacted.	Jan 11, 2012 1:16 PM
2	Without adequate funding it's a crushing blow to public K-12 education. Just like NCLB is.	Jan 11, 2012 9:26 AM
3	I am concerned with the peer process being recommended versus the dedicated school improvement coaches. School leaders and teachers are extremely busy, and I do not feel the schools in improvement would get the assistance that is needed from other full time school employees. Please reconsider the support process. We have worked with three school improvement coaches for the past two years and had amazing support with research, networking, collaboration, etc. The coaches attend meetings weekly in our schools and are present on a regular basis. We would miss that connect with peers who have their own schools to operate.	Jan 11, 2012 1:31 AM
4	Teacher and administrator evaluation rating system and reporting. It will cost districts money to develop, implement, and fight to maintain.	Jan 10, 2012 8:33 PM
5	There should be a more detailed approach to supporting special education and English language learner students.	Jan 10, 2012 7:57 PM
6	How will we have the time and money to set up new teacher evaluation systems? How will we compensate success schools for loaning out their personnel to do mentoring?	Jan 10, 2012 7:30 PM
7	The States currently receives funding through the 21st Century Community Learning Center Grant that supports out of school time programs both afterschool and during the summer. These programs are vital to student achievement. Reading, math and study skills are taught afterschool. Programs have data that show that these programs are making a difference. These programs also have a requirement to link the school with community agencies that partner by providing enriching activities to our students. In a time of economic recession, working families depend on the 21st CCLC programs for safe affordable places for their child to be. 21st CCLC programs are located in the state's highest poverty schools. It is essential that the money that the federal government gives to the State of Oregon be kept for the purpose of afterschool and summer programs.	Jan 10, 2012 5:38 PM
8	Suggestion 1: Including the Oregon Literacy Plan and its tools in the waiver application would demonstrate that Oregon has a leg-up on literacy self-assessment and monitoring of implementation--also that some districts (David Douglas--see December 2011 Pipeline, pp. 5-6) are already using these evidence-based Framework/Plan tools to shift instruction to a differentiated model supported by weekly grade-level and department level PLCs. Literacy Plan tools might be adapted for the purposes of the waiver and math tools added later. Suggestion 2: Including the new Oregon Literacy Plan in the CCSS section of the waiver makes sense as it was designed around the CCSS. It has	Jan 10, 2012 5:05 PM

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two chapters of introduction for teachers on implementing the CCSS, including materials and resources for instruction across the four strands. Module I ELA & Literacy PPTs are drawn from these Oregon Literacy Plan chapters.

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| 9 | Having a narrow and out-of-date conception of education is my greatest concern. Also, I know that some background needs to be presented, but I am not impressed with so much explanation; shorter references without so much narrative would be better. (It sounds like someone is not very confident . . .) For example, the paragraph on page 95 that begins with, "Evaluation matters because good teaching and good leadership matter." Really? How does this strengthen the application? I feel that all the narrative gets in the way of what needs to be said. | Jan 10, 2012 4:48 PM |
| 10 | Having enough time for districts to develop teacher and principal evaluations and train those who are to use them. Using busy practicing educators as the only support system for focus and priority schools. It is hard to imagine how they will have time to continue the high quality work they have done for their own districts in addition to spending time and energy helping others. | Jan 10, 2012 4:45 PM |
| 11 | The Oregon Education Investment Board chaired by the governor has the potential to provide positive direction to the public school system, but under a highly partisan governor it has the potential to become politicized. | Jan 10, 2012 4:25 PM |
| 12 | We are spending so much money to get to the same place we are now! | Jan 10, 2012 4:23 PM |
| 13 | As stated earlier, I am concerned that we will not be effective at carrying out the effective practice of matching high performing schools to serve as mentors to similar schools with low performance because of our formula for identifying the model schools. The problem (restated): Absolutely no High Performing Model Schools are identified for the schools with the most severe demographics (LEP, High Poverty) and only 4 High Progress Schools are identified from the most severe demographic, yet 33 of the most severe demographically are identified as Focus & Priority Schools. So, when the plan calls for matching similar schools to support, 4 schools would be trying to support 33 schools; the current alternative would be to have some of the other Model Schools act as mentors - not a good alternative when the demographic is so vastly different. Example of demographic differences from a high-end reward school (School A) to one of these more demographically severe priority schools (School B): School A, (low-severity school) - 13% mobility, 2% LEP, 31% EconDis; School B, (high-severity school) - 24% mobility, 61% LEP, 100% EconDis. The formulas for identifying Model Schools should be reworked to take into account the relative demographics in order to achieve the intent of the plan. If not, the value of identifying Model Schools as mentors will likely be lost. Another concern is the language in the proposal on page 78, Section 2F. The following statement, after a positive comment about current school support coaches, did not come from the committee that worked on the intervention and support portion of the proposal; it reads as a political agenda and its addition in the written draft raises question as to the integrity of the process by which the proposal was drafted: "However, the field perceives a gap in knowledge or understanding between consultants and those who are in the trenches and identified a pressing need to engage highly successful practicing educators at all levels to serve in these crucial improvement efforts." The source of this statement is unknown. The source of the "field" is unknown; there is no specific statement as to whether this is from a | Jan 10, 2012 4:18 PM |

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valid survey or from an individual's perception or hearsay. The principals and the district officials for the schools I support have a markedly different perception of the value of the coaching they have received - they have not responded as stated in this section when surveyed on their perception of the services they have received. Finally, there is no transition plan for schools currently in improvement being served through the current statewide system of support. The timelines would suggest those schools, even if they are identified as Priority or Focus Schools could have a gap in support from this June through spring of 2013 while the new system is getting up to speed; a transition plan should be developed and specified. Does their current improvement plan remain in effect until the implementation of a new plan on spring of 2013? Will they retain services of a School Support Coach while a review team examines the needs of the school? Will their carry-over Title I Improvement Funds still remain to be utilized for their current school improvement plan? These questions and more need to be addressed.

14	Guidelines for teacher and principal evaluation are needed but seniority and the power of the union will probably make them unenforceable if firing a less than competent teacher or principal is the intelligent and practical thing to do.	Jan 10, 2012 4:04 PM
15	The metrics proposed in this application are all old-school. Just as A, B, C, D, F letter grades don't work very well to describe a proficiency-based classroom experience, the metrics proposed in this application (which, not surprisingly, all result in fairly normal distributions) do not fit in a world where we expect all schools and all children to succeed. Imagine what those distributions would look like if we were to achieve 40/40/20. How would you choose model, priority, and focus schools from them? If we have children failing to achieve adequate growth in a "failing" school, do we really want a growth metric based on that child's peers in that same school? (continued ...)	Jan 10, 2012 4:02 PM
16	*Making sure we have the ability to adjust where systemic issues arise. *Making assessments a tool, rather than an end-goal. *Appropriate wrap-around services. *Teacher buy-in. * Of course, improved, stable funds that are based on equity-not always equal.	Jan 10, 2012 3:49 PM
17	System of interventions: 1) Overemphasis of RTI as the only tool/strategy available without any mention of the implementation of core instruction, effective teaching strategies. 2) The Peer Review and Expert Panels coming in to assist may well be perceived as the "SWAT" team. This will take artful and thoughtful coordination and careful selection. I still believe that the on-going support of an internal coach is critical to moving a school forward. It however it also needs the intervention at the district level.	Jan 10, 2012 3:48 PM
18	How the individual school staffs will find the time and resources to effectively implement these changes. CCSS are aggressive on their own without all of the other interventions! How will the 40-40-20 goal take SES into account. If a school has a small free and reduced lunch rate 40% university bound seems like a low target. Might there be consideration for SES and student population in individual school targets to get to the 40-40-20 which I am sure for more schools than just ours would mean reversing our numbers completely. TIME and RESOURCES for implementation!!!	Jan 10, 2012 3:25 PM
19	Putting a system of continuous improvement into place so the support structures	Jan 10, 2012 3:17 PM

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	are held accountable and are ready. The resources to accomplish the work that is needed.	
20	I have a long standing concern that when local school boards are made up of volunteers with not requirements for experience or understanding of educational challenges have the ability to make educational decisions. It is shocking to me to hear board members say "I didn't know there was so much poverty in this district". If board members are not aware of how poverty, language acquisition, mobility, hunger, medical care, sub-standard housing, etc. etc. can impact students and their families, how (AND WHY) do they have the power to make critical decisions? The Volunteer School Board is an outdated model for addressing the current challenges facing many school districts.	Jan 10, 2012 3:02 PM
21	How will waiving the restrictions on use of 21st Century CLC funds effect afterschool programs? already underfunded and many struggling for survival these vital programs need to continue, be strengthened and supported.	Jan 10, 2012 2:53 PM
22	Time and \$ to implement.	Jan 10, 2012 2:40 PM
23	Afterschool Program Funding	Jan 10, 2012 2:27 PM
24	I am very concerned that ODE is requesting a waiver of 21st CCLC funds, without any real, thoughtful, meaningful plan for how these funds would be used. We need MORE afterschool programming, not less. Lack of such a plan would put current afterschool funds in jeopardy, and forced to compete with other local "whims" or programs of the moment. Bad, bad idea.	Jan 10, 2012 2:27 PM
25	not sure that individual youth barriers or support or lack of support fit into all the planning.	Jan 10, 2012 2:26 PM
26	The complexity of multi level implementation. Do we have the resources to complete this task?	Jan 10, 2012 2:11 PM
27	Will you be able to execute this plan?	Jan 10, 2012 1:52 PM
28	Having schools with a mostly English speaking school trying to mentor a lower ranking school with a large ELL population. The experience won't be there to make practical suggestions.	Jan 10, 2012 1:46 PM
29	I addressed this in particular sections.	Jan 10, 2012 1:36 PM
30	As I stated earlier, I am most concerned that the differentiation does not go far enough for alternative high schools. We cannot "punish" the schools that are designed to help our most at-risk students.	Jan 10, 2012 12:53 PM
31	Making sure that all teaching standards and standards for administrators are clearly communicated well in advance of when this shift takes place. Also, making sure that the requirements for licensure and/or license renewal are CLEAR and EASY TO UNDERSTAND (something that is currently lacking). Finally, the notion of model schools and focus/priority schools worries me. I want to be sure that we don't set up a status system that erodes the relationships schools have with one another within their district. It just needs to be handled carefully -- especially in the matching up of "good to help bad".	Jan 10, 2012 12:32 PM

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32	That the low ranking schools find the corrent match of a school to model itself after. Not all schools throughout the state face the same issues (ie. urban vs. rural).	Jan 10, 2012 12:18 PM
33	If all subgroups are lumped into one won't it be possible not to be meeting the unique needs of individual groups? Also, The calcuation tables are not clear to me.	Jan 10, 2012 12:03 PM
34	Receiving information, funds, and support to implement these changes. My district is small and distant from Salem. I think it is important that teachers and administrators in small and remote schools receive optimal support and resources in order to effectively prepare themselves and their students for these changes in expectations and learning.	Jan 10, 2012 11:31 AM
35	I am concerned that the lowest poverty schools may not receive the help they need as a result of the formula. I would hope that you would consult with the organizations that provide support, in terms of current coaching efforts, to determine effectiveness before judging them. It's not clear to those who served on the subgroup where some of the comments in the waiver application came from in regard to not building trust and sharing values.	Jan 10, 2012 11:13 AM
36	It appears that the state is creating an huge bureaucratic nightmare. I think it is going to require expanding the department of education and tracking all of the requirements is going to cause the state to require many more reports from local school districts. It will increase everyone's workload from the state down to each teacher.	Jan 10, 2012 11:10 AM
37	Too much to take on in too little time by school districts that have undergone significant staff reductions in the past few years. I support a waiver, just limited the amount of extra work the State is requing of each school district.	Jan 10, 2012 10:32 AM
38	We need additional language on page 35. "Oregon proposes to continue offering the OAKS test pending further analysis and final choices by Oregon educational stakeholders on the best options for a summative test longer term. However, because the key to Oregon's proposed accountability process is based on compacts between each district and the state, Oregon also will allow districts to choose local testing options for measuring NCLB accountability, so long as the option is one that is approved by USSED for that purpose. An example of this approach is the local option for a "blended" adaptive test that has been provisionally approved in Utah, and Oregon will work with interested partners to gain approval for similar options for Oregon districts, including required peer review. Districts could then administer the OAKS test or propose an alternative under this approach, which will allow greater flexibility and ability to meet local needs, while still meeting federal requirements. These alternatives should include ones that provide greater instructional information for students, parent, and schools along with the required NCLB information."	Jan 10, 2012 10:29 AM
39	Consistency across the State and School Districts...	Jan 10, 2012 9:38 AM
40	Time and financial support to implement changes.	Jan 10, 2012 8:45 AM
41	Customized "system of support" Districts do not have the time to absorb this document. There was not enough time between Dec's email and time to respond	Jan 10, 2012 7:11 AM

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to this survey. Needed to have more webinars, time for input. It will lack by in significantly. Dismissive way outside coaches were identified. Outside coaches is a national model; best used as district support. Very difficult to economically sustain the school support coach model for the lowest 15%..BUT outside change agent is the best support. They are driven with significant professional development as supported by ODE>

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| 42 | <p>This is just another set of coded language for high stakes testing that reduce both students and teachers to numbers. Real schools are a community, where everyone feels like they belong. How do you measure that? When the focus is on passing tests to graduate, where do teachers have a chance to actually teach kids to love learning and be curious? Teachers in "priority" schools aren't going to be any freer to teach kids creatively than if they are labeled under-performing by NCLB. Both of these are going to lead to proscribed curriculum that doesn't actually improve reading scores. Look at the research! The best thing to help kids improve in reading is to get them hooked on reading for fun, not forcing curriculum down their throats. You say you care about critical thinking, but then you want to measure everything with a test? How can that mean anything? Also, I've seen our college and career readiness materials. Kids think they're a joke, and yet, if they jump through the hoops, they can graduate. Finally, none of this means anything as long as we continue to (1) underfund our schools and (2) ignore the role of inequality in student achievement. Programs have been slashed and class sizes are out of control. If we want kids to stay in school, we cannot eliminate the fun and interesting classes that get them engaged. Sometimes, sports are the only thing that kids come to school for, and yet those are out of reach with \$225 pay to play fees. Also, let's be honest with ourselves about the difference between teacher-student ratios and average class sizes. We can't have it both ways! If we want to say districts have low teacher-student ratios, we shouldn't be surprised when lawmakers and taxpayers don't support funding to our schools. We love to say we care about providing equal opportunity, and yet our schools are hamstrung by the fact that kids come to school hungry, their parents are working two jobs, and they often have to work to support their families. I've had kids drop out to support themselves. Try and tell that kid the importance of a high school degree (which he really wanted to earn) when he will be homeless if he doesn't work.</p> | Jan 9, 2012 11:31 PM |
| 43 | <p>My greatest concerns are the lack of resources: monetary, qualified personnel at the state level to implement, and equitable structures that would support the success of this waiver for all students in Oregon. I don't see that the results of distributing funds would be equitable. Even though there is a suggested structure for identifying and supporting failing schools I don't see it as much different than what is already in place under NCLB. What will happen to those Districts where there isn't a minimal level of funding in place (Title IA)? Will they spiral downward until the governing body decides to disband or swallow them into a different configuration? Students, parents, teachers, Districts need to know what level of funding they can count on. Already Districts are bare bones when it comes to supporting student achievement with funds, personnel, structures and professional development of teachers.</p> | Jan 9, 2012 11:22 PM |
| 44 | <p>This is really more of the same. It overemphasizes testing, is based on assumptions that are not research driven, punishes schools and teachers, almost ignores the complexities surrounding improving education, and never questions the basic premises behind all the school improvement movement. I</p> | Jan 9, 2012 10:38 PM |

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believe schools could do a much better job than they do. I don't think that the type of magical thinking that says, "Just set higher standards and hold schools accountable for the standards being met" is going to produce any better results than it has during the past 50 years. Nonetheless, I understand that the rules of this game were written by someone else, and Oregon has to play by the rules.

45 My concern has to do with the timelines and the amount of development that is still necessary. However, the team is to be commended for going forward and getting started. The evaluation and refinement steps will be important, with so much left to be fleshed out, but the potential for growth and transformation outweigh the risks in moving quickly. Jan 9, 2012 10:04 PM

46 I am wondering what will happen when there comes to a point where no more growth can be made? For example, each year lower readers show progress each year and then just kind of max out -- stagnate. I think every child can make growth each year, but there are often periods that show very little growth for a number of reasons, especially children in about the 4th or 5th grade. If they are scoring low, they should and need to make a lot of gains, but if they are already scoring fairly high and don't grow much more than that, will that school get lower ratings? Schools helping other schools: How will this be done without disrupting their time and efforts in their own school year? Jan 9, 2012 9:16 PM

47 My preference was for the original plan. Jan 9, 2012 9:15 PM

48 Whether the achievement contracts will be truly achievable and at the same time reaching for positive progress in student growth. Second concern is that there is not enough funding now to pay for a better level of achievement /performance by students. We (Oregon) have taken away too much funding and have lost the ability to properly operate our schools with efficient instructional support and sufficient leadership support. Jan 9, 2012 9:12 PM

49 I am very concerned about what appear to be forces that would like to privatize our public school system. I am also EXTREMELY concerned that there is only one teacher on the OEIB and that there has been very little opportunity for parents and teachers to be informed, let alone comment on, this process or the decisions being made. It gives the feeling of a rush job, a process that is not very transparent, and shows a lack of respect for the people most intimately acquainted with the children in our schools: their parents and teachers. Jan 9, 2012 8:27 PM

50 Funding for small districts who have little if any dedicated grant writers. Jan 9, 2012 7:45 PM

51 If you really want schools to improve, please set a target and quit moving it. Secondly, school funding needs to be stabilized. Performance measurements should be linked to stability in funding - if funding is cut or frozen, performance expectations should be adjusted commensurately. Jan 9, 2012 5:52 PM

52 I am concerned that "other forms of measurement" really means other standardized tests that will funnel further money away from the schools and into corporate pockets. I am concerned that data collection is not a form of engagement with learning. Students need to like being in the classroom; they need to feel welcomed and challenged. It still seems as if Oregon is reaching for a few numbers rather than supporting students and teachers as whole individuals. I am concerned that "support" will mean ongoing top-down mandates Jan 9, 2012 5:36 PM

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that increasingly turn teachers off from teaching. Teacher dialogue is the most cost-effective way to support teachers--mentoring new teachers, reviving fatigued teachers, and capitalizing the strengths of all teachers. They are experts. They need to see each other as resources. They need time and travel to collaborate with one another. While the state can set the standards, the educators need to work together to develop effective strategies for meeting them. Finally, I am still concerned that taxpayers want to shirk the bill for services that make life in our state possible. I'd like to see education fully funded so that teachers and schools can move forward instead of being tripped up year after year. Is there a way to use this work to market the great things that are happening in the public schools so that taxpayers want to invest?

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| 53 | <p>There are still some factors that haven't been taken into account, as in ESEA. The one factor I'm personally most concerned about is regarding vision. Current national research documents that 80% of a student's learning is visual in nature and that 15-25% of children have vision problems, often undetected. 60% of children with learning disabilities have significant vision challenges. it is estimated at least 70% of the nation's juvenile delinquents are also impacted in this way. Approximately 25% of Oregon schools have no school nurses who usually perform distance acuity screenings, usually on elementary students they are concerned about. Thousands of Oregon children with undetected vision problems are struggling academically. Those school districts with no nurses often haven't screened their students. Vision screening students, particularly those in under performing schools would provide important information on an easily identifiable problem. This could have a huge impact on student performances. I have been working on this issue for over a decade and can provide specific data on more than 34,000 Oregon students. As the director of a non profit organization working on behalf of Oregon's children's vision, this factor needs to be taken into account. feel free to call me at (541) 330-3907 if you need additional information.</p> | Jan 9, 2012 5:36 PM |
| 54 | <p>That schools will be punished when they have disinterestd parents. We need parents to buy in to education because without their support, the schools are extremely limited in their ability to improve a student's learning.</p> | Jan 9, 2012 5:07 PM |
| 55 | <p>That this will leave many of our least resource schools to the state's control and the % in the middle will not be supported to be more effective schools for students.</p> | Jan 9, 2012 5:05 PM |
| 56 | <p>No request to change highly qualified component of the law. The definition of HQ hurts us with student learning especially in alternative schools. Effective teachers are effective teachers and our evaluation system should sort this out -- not their degree, license or course work. Concerns over changes in Title I Funding/reallocations. Are schools that perform well rewarded with more or less funding? In the webinar you skirted the funding issue.</p> | Jan 9, 2012 4:59 PM |
| 57 | <p>The subgroup section on ESL students. Need clarification on whether Title 1A set asides will fund implementation and monitoring of the CAP? How will this affect Title 1A dollars sent to school districts? What is the impact on Title II dollars? Under Robust Early Learner System....Why is the Full Day Kindergarten Program funding for 2015 not mentioned? This is huge for Oregon. I am a member of the Committee of Practitioners.</p> | Jan 9, 2012 4:57 PM |

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58	Drop the use of standardized tests and the ranking of schools. Acknowledge the role of poverty in school performance and expand interventions to community-wide engagement.	Jan 9, 2012 4:55 PM
59	While NCLB is for the most part completely boneheaded, one area that I appreciated was the formal recognition that parents play a critical role in kids' success. I am concerned that this waiver does not go far enough in specifically and formally outlining the meaningful and active role that parents must play. This is hard work to do so, and it's different in every community, and I believe it is absolutely critical if we are going to be successful.	Jan 9, 2012 4:46 PM
60	That identifying sub-groups at risk within a specific school is not clouded by the performance of majority students	Jan 9, 2012 4:44 PM
61	Will the needs of our talented and gifted students be considered as this plan is implemented? The lack of monitoring of our advanced learners with our current system diminished the importance of their optimal growth as learners. It would be a mistake to roll out a system that continues this error.	Jan 9, 2012 4:30 PM
62	Everything	Jan 9, 2012 4:21 PM
63	I'm concerned that the evaluation measures beyond testing will end up adding another layer of complexity to evaluating children. NOBODY wants to go back to portfolio assessment, which involved transferring a pile of papers that nobody looked at from grade level to grade level. What's needed is a quick, easy to administer test that is based on standards and also based on the curriculum which we are teaching. The test should not involve months of prep, tying up computer labs so nobody else can use them, endless paperwork for teachers.	Jan 9, 2012 4:11 PM
64	1. Funding implications. Does this proposal go against federal Title regulations and case law? 2. The fact that it seems to only apply to Title I schools. I think this is a fatal flaw. Our Title I schools are doing a better job of serving our ELLs than our non-Title schools are doing. How will I be able to facilitate improvement for ELLs in non-Title schools if they aren't even included in the school evaluation process? ALL public schools must be evaluated. 3. ELPA can absolutely not be used in place of ELA OAKS testing. They are totally different things. 4. The subgroups need to be weighted more heavily, as they are the "weakest link" in a school system. If you have healthy subgroups, you have a healthy school. Middle-class, white, native English-speakers will not suddenly start doing more poorly in school than the at-risk subgroups, so their performance should be weighted less heavily.	Jan 9, 2012 4:10 PM
65	I hope that the plan will make things more efficient in the future and not just more cumbersome.	Jan 9, 2012 4:00 PM
66	The thing that caught my attention when I read the article in this morning's issue of The Oregonian (1/9/2012) was the statement that "Oregon plans to require turnaround action and provide help only in schools that accept Title I funds". It's the "only" that really got my attention! Surely I must be missing something. Why in the world wouldn't all schools be treated the same?! The article goes on to report " That's significant because 80% of Oregon middle schools, 35% of high schools and 32% of elementary schools don't qualify for or don't accept Title I money." What I'm trying to say is that all schools should be treated equally and	Jan 9, 2012 3:32 PM

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have the same standards and the same help, irrespective of Title I. Thank you for considering my comments.

67	Without making foreign language proficiencies important goals, objectives or assessment standards, this reform effort is on the wrong path. Like Utah, Oregon needs to mainstream foreign language immersion programs.	Jan 9, 2012 3:04 PM
68	Wasting money that would be better spent investing in smaller class sizes, more art, music, P.E., libraries, more school days and better coordination of wrap around services to support our poor children facing the additional educational challenges living in poverty.	Jan 9, 2012 2:14 PM
69	This waiver impacts charter schools through the guidelines for teacher and principal evaluations. They have the flexibility at this point to be exempt from state rules and laws about teacher and principal evaluation. By putting these items in the federal waiver, it appears charter schools lose yet one more item that they have to follow the "system".	Jan 9, 2012 2:11 PM
70	I believe that the focus on skills easily measured will have long term negative impact on students and Oregon and United States competitiveness.	Jan 9, 2012 1:41 PM
71	How bad so many schools are and far we have to go is this going to be enough of a change to get on the way to fix the problems. It is a start, the time lines are however a long way off to resolve issues that may occur. Are there really enough strong school leaders to pull this off.	Jan 9, 2012 1:33 PM
72	As stated previously, I am significantly concerned about the plan to count growth on ELPA as the equivalent to growth on LA. First, they assess considerably different standards. Second, we have fought long and hard to get joint ownership of ELL learning on the part of general education teachers. My fear is that this would place all of the responsibility for learning back on the ELL Teachers' shoulders. A teacher in my district just last year said, "If they can't read English, they shouldn't be in my class." This would give that teacher assumptive proof that her statement is correct. Not having to show growth on the ELA assessment is equivalent to stating that there is no expectation they will demonstrate learning in Language Arts. This truly frightens me.	Jan 9, 2012 12:33 PM
73	I listed my concerns in the individual areas. Please read them there. Thanks	Jan 9, 2012 12:28 PM
74	<ul style="list-style-type: none">• The weighting of subgroups In this document there is much mention of attention being given to improving the performance of subgroups. On page 39 of the waiver, it states "Oregon is one of only two states to have a consistently widening achievement gap between white and African-American students. Oregon has a four-year cohort graduation rate for African-American students of less than 50 percent. For Hispanic students and English Language Learners (ELL), the four-year cohort graduation rate is only about 42 percent. To reach the 40/40/20 Goal in a way that is equitable and represents the citizenry of our state, which Oregon is committed to doing, we must make improving subgroup performance the state's top priority." Then when you get to page 59 and review the chart showing the "Weights for School Ratings" you see that Subgroup Growth is 25% of the rating for elementary and middle schools and 10% for high schools. Also, for the high school graduation rating, overall graduation rate is worth 35% of the high school's overall rating while the subgroup graduation is	Jan 9, 2012 12:06 PM

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worth 15%. This approach will not address the achievement gap! • Using ELPA as an alternative measurement of growth on OAKS for English Language Arts The ELPA and OAKS Reading assessments measure two very different things! This will not work! • Exclude previous ELL students as a subgroup for reporting and accountability This is on page 40 also. This means that the LEP subgroup performance will be established with only current English language learners. There will be no credit now for exiting students. Exited students will not be counted in the LEP number for 2 additional years after they exit. This is a serious problem that will now show a district's success with LEP students. • Local Control There is mention in the waiver of districts and schools maintaining local control over their schools and programs. However, when you get into the parts of the waiver that address priority and focus schools there is mention of guidelines and templates that will be available for use. When they talk about districts and schools that don't make the projected growth per their Achievement Compact with ODE, there is mention on page 88 "If a district does not make progress in achieving outcomes for students, flexibility decreases and state control increases." This has the potential for huge conflict between the ODE and districts, which would waste everyone's time. • Legal snarl There are many years of legislative and case law and court that set a against some of the changes that are being proposed, such as the flexibility for use of funding in rural districts. There is no legislative on of these changes at the federal level. It would be good to recommend to the ODE that they have their Attorney General review the document to make sure what is being proposed is legal and will not end up in litigation for years and years down the road.

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| 75 | Testing, testing, testing. Loss of local control. Not understanding the necessary breadth of a good education. Teacher evaluation by test scores. The focus on outcomes instead of programs and opportunities. | Jan 9, 2012 11:39 AM |
| 76 | How schools are selected is fundamentally flawed. One of the major problems with the current NCLB law was that it set arbitrary and eventually unreasonable growth benchmarks over time. The described method in the waiver request does not solve this problem, rather it actually exacerbates it by introducing a system of arbitrary percentiles that could potentially lock some schools in improvement status. It also uses a calculation method that is difficult to understand and replicated. This will not help with generating the needed by-in from the field. We need a system that is both easy to understand and mathematically reasonable. I fear any improvement network will be mitigated by the frustration of not understanding how designations are determined and how to improve designations over time. Please consider using this as an opportunity to introduce simple values that have inherent mathematical values. The creation of standardized SAT or IQ-like scores would solve many of these problems. Stakeholders could easily calculate group means. For example, SAT scores have a mean of 500 and a SD of 100 (IQ mean =100 and SD =10). Such values could easily be averaged, and growth could be calculated by a simple subtraction operation. Changes over time using a value indexed by standard deviations would have immediate mathematical and policy implications that would be much easier to understand. | Jan 9, 2012 11:36 AM |
| 77 | Funding and prep time is always my greatist concern. I am also concerned about children receiving a "well-rounded" education that also includes Music, PE, Social Studies and the arts. | Jan 9, 2012 11:36 AM |

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78	<p>Noted in the SUBGROUPS section...."While the model for incorporating subgroup performance into our overall accountability system is still to be discussed..." yikes. We have applied for a waiver and we haven't done this work in advance though earlier in the document the gov and sup called it the most important part of our work :) ? I think that in this waiver, like NCLB, the system only measures outputs, which will further narrow instruction (based on what is required and what schools can afford) then the public misses the opportunity to measure and connect school's inputs (access to learning) and student achievement outputs. Too much focus on compacts instead of schools and kids.... What if we measured the courses students are taking, by subgroup, and access to the courses necessary to succeed in college/trades, by subgroup - schools and the public can learn 1. kids can actually take courses that help them prepare for next steps, and 2. we can measure the impact of those school inputs (which schools have 100% control -unlike student variables which they do not) on student achievement (outputs that the state/feds want to measure). Current waiver is all outputs (convenient and easy - more of the same data of little value to teaching and learning). This will drive schools and people in them further apart - and make it easy for schools that know how to play the data game to continue business as usual...despite the accountability rhetoric... Negative impact on innovation and charters - the shift from local to state control of schools (with the language further into the waiver about the governor and the state taking over schools....) leaves Oregon charter laws in a tenuous situation with respect to trying to develop local inspired initiatives. When the governor is removing authority from state and local school boards it will make it difficult to get districts to support innovation - too risky.</p>	Jan 9, 2012 11:34 AM
79	<p>have the Oregon Report Card in a format that a 6th-8th grader can read and comprehend; currently, it's unintelligible by those who it's intended for--explain how a subgroup not making its quota can throw an entire school into the failing category----This whole enterprise, however cobbled together now, will not withstand the scrutiny and needs of a different political or economical climate ten years from now---look closely at requirements that distract from essential skills--reading, writing, thinking---curriculum requirements that don't make sense, like why shouldn't remedial math count as a math requirement for graduation, especially when, if you don't get the remedial math, you will never get any of the other graduation requirements in math---Read Catch 22" That's Oregon's system of education---</p>	Jan 9, 2012 11:09 AM
80	<p>too much emphasis on 'college is the ultimate goal.' i'd like to see more focus on nurturing curiosity, creativity, resourcefulness in the real world, love of lifelong learning. colleges are increasingly becoming behind the curve -- it takes too long for the cutting edge to appear in their curricula. to thrive in the future, young people will need to be very flexible, resourceful, adept at learning from multiple sources on their own, and entrepreneurial.</p>	Jan 9, 2012 10:46 AM
81	<p>I am concerned that good teachers are leaving the system because of frustration with the current system.</p>	Jan 9, 2012 9:47 AM
82	<p>Greatest concern is the use of model schools to assist priority and focus schools. ODE needs to provide the support to 15% of the schools and let the other districts fly. Instead of focusing on all 192 district, ODE could focus resources and time to about 29 schools. ODE staff needs to be competent, educators that have proven experience working with improvement efforts. There is not alot</p>	Jan 9, 2012 9:32 AM

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about the role the ESD's should play in this system. They are valuable partners that could assist ODE in the plan. Finally, federal support for the waiver system is in question. This is an awful lot of work if the Fed's decide not to allow waivers.

83 Not enough grassroots involvement in the design of these reforms. You should be actively involving district policy leaders, administrators and implementers in the design of specifics. Jan 9, 2012 9:05 AM

84 I would like to encourage a list of skills that preschool students should have in readiness for Kindergarten. This list should be shared with parents, especially in light of higher standards in LA and Math. Students graduation success is directly linked to success in 3rd grade and that is greatly influenced in whether they are entering Kindergarten at level. What that level is would be a great help to parents. I would include Title IC Migrant as a subgroup in lower performing group data. Requiring new teachers to have ESL endorsement to get teaching credential would go a long way to improve performance of lowest performing groups. Requiring Level 2 ESL students to not take OAKS English Language Arts would be a mistake. In the 1990s when ESL students were allowed not to take state assessments, these students were invisible and not addressed by the school, and district. Having ELPA growth count for OAKS Language Arts is wrong. They are not the same. It would be like saying let's not teach reading, because we already read in social studies, science and math. Jan 9, 2012 8:36 AM

85 Deficit language is rampant throughout document. Deficit language makes it seem as though there is something wrong with various populations based on their subgroup (or other) status. The references to poverty in this document come across as elitist and condescending. Being poor in and of itself does not immediately imply that the students are any less or that the students have any specific academic need (or need that can be addressed by the educational system). Being poor implies need, yes, but not always educational need. Hardly any references to assurances for cultural competence in the instructional core. The achievement gap is not addressed simply by disaggregating data, if that were the case, we would not be seeking this waiver right now. The role for the state does not appear to have changed based on this document, references to support for districts and schools are minimal, references to oversight, assessment, evaluation, measurement, indexes, and objectives sound very similar to previous work. Jan 9, 2012 8:22 AM

86 I am concerned that the state's plan to rush to the Common Core Standards is too rushed and that there is not enough financial and professional development support for schools and educators. Jan 9, 2012 8:06 AM

87 Getting all schools on the same page Jan 9, 2012 8:04 AM

88 That there will still be the same issues....too much focusing on student "state testing" and increased graduation requirements. When we were in school, everyone managed just fine without all this foolishness and there were plenty of electives as well as a respectable graduation rate. Jan 9, 2012 7:54 AM

89 30% of high school ratings are based on student growth from grade 8 to grade 11. The inclusion rules appear to attribute all of the growth to the school that has the student as an 11th grader for a full academic year even if the student was Jan 9, 2012 7:39 AM

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	not enrolled in grades 9 or 10. The sheer number of priority and focus schools - I don't think there are enough resources to support them all.	
90	You must test w/ the same test each year... pre and post to get a true picture. Standardized testing is not the only measure it is A measure....	Jan 9, 2012 6:54 AM
91	none	Jan 9, 2012 6:49 AM
92	"Improvement measures" can be manipulated and gamed so easily. Fix that problem and I will be all behind you.	Jan 9, 2012 5:41 AM
93	That schools will keep being more concerned about how much money they can make instead of teaching all kids in a way that they can understand things.	Jan 9, 2012 3:24 AM
94	The requirements of the U.S. Dept. of Ed have for a waiver are flawed. You cannot create a great waiver application when the guidelines to get a waiver are flawed. Oregon should not apply and should follow the lead of states who are speaking out against the waiver.	Jan 9, 2012 1:04 AM
95	I'm not convinced all the change is going to result in a different outcome. I don't think this plan is going to impact achievement for the subgroups and I shudder at some of the changes being made regarding English language learners. I wonder how all of these changes are going to stand up in light of all the years of case law and precedents that might have been set. Would it be prudent to have the Oregon Attorney General review the document before it is submitted to avoid any legal issues?	Jan 8, 2012 9:10 PM
96	I think I have articulated repeatedly my concerns regarding the number of interventions, the short timelines, quality professional development and Coaching needed. I have a Master's degree in Counseling (pre administration) and used it every day in my work as a school leader. Now as a School Improvement coach, even with my background, I have had to relearn new skills to be effective as a coach. It is my firm opinion that anyone who is coaching needs specific and ongoing job embedded professional development in the skill of coaching others. Just knowing education or an intervention process does NOT make a Coach. It has also been my opportunity to work with highly trained coaches who are making a significant difference in classrooms, training and mentoring new teachers, and coaching leaders to become less managers and more instructional leaders. (Our administrative programs do not train us to be instructional leaders. I think this role of coaching has been minimized in this proposal. The recent research is very clear that coaching makes a positive difference on student learning, and leadership effectiveness. I would hope that with all the work that has gone into this proposal that the team would not overlook the tremendous resource what wants to help this process--that of recently retired school leaders. It would be a shame to eliminate this resource and experience that could help move this process forward.	Jan 8, 2012 7:49 PM
97	My greatest concern is that ELL students and and/or English Language learners, Spanish speaking students and minority students will be at disadvantage once again. ELL, Spanish speaking students and other minority students are failing and the school districts and State has not done enough to attend to their needs and to find ways to find ways to improve their scores in the State assessments or OAKS. Since this students are at disadvantage with all of the present rules and	Jan 8, 2012 7:37 PM

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assessments, I believe they will do MUCH poorly under the new guidelines because if the school as a whole does well but not these groups, then the school will be deemed as exemplary or meeting the standard, when in reality it did not for all of the subgroups. We will return to the days before NCLB when school districts swept the scores of subgroups under the carpet with the pretense that the school and district was doing well regardless if the subgroups were failing in language arts, math and science. I hope this new plan is not a cover up for the deficiencies of schools and school district and the State to meet these students academic needs.

98	ELL students and students with disabilities are not served by this application.	Jan 8, 2012 7:35 PM
99	I have some concerns about the Peer Review Teams. School staff already have so much on their plates. There is a very short timeline for stakeholders to respond. This is a very technical and extensive document which has significant implications for students and schools.	Jan 8, 2012 7:00 PM
100	That schools turn into just reading, math, and science because that is what kids are tested on. In the mean time obesity continues to be out of control and our health care cost skyrocket because we are not taking care of ourselves.	Jan 8, 2012 5:16 PM
101	Talk about islands of excellence and ODE initiatives, however many haven't been vetted statewide.	Jan 8, 2012 12:49 PM
102	We are moving too fast without input from major stakeholders. The classroom teachers and the parents of students currently in classrooms have not been adequately involved. In put meetings have not been conducive to participation by we "lesser" people.	Jan 7, 2012 5:47 PM
103	I support the need for a true accountability system and state's desire to be more supportive than punitive. It seems that the "support" piece described is primarily outside of ODE (other schools, networks) and the state steps in when necessary. This still seems to leave the state in the "enforcer" role. I hope there is funding (and consideration of where to focus limited resources) to provide a truly supportive system. Districts/schools really want to do best for students and can make changes when supports are provided.	Jan 7, 2012 5:43 PM
104	That Oregon sought help from those that brought you failure.	Jan 7, 2012 3:13 PM
105	Oregon wants a 40/40/20 system without investing anything in the top 40%--in fact, it is planning to reduce the cost of education for these students by promoting early graduation. Lack of resources overall. No explanation of how a new and very costly accountability and professional evaluation system will be funded--if the costs are taken out of existing school funding, the whole initiative may be counterproductive. Poor method for evaluating and reporting the data that will result in all major decisions being made in the dark and confuse the public. Lack of recognition that TAG students even exist or have special needs. A governance system that makes schools less responsive to the public. An over-reliance on reaching proficiencies that are too low, creating a ceiling not a floor for achievement.	Jan 7, 2012 3:07 PM
106	My greatest concern is that the focus is on ensuring the largest number of students meet the minimum standards instead of focusing on across the board	Jan 7, 2012 12:40 PM

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student growth regardless of their level. Under this environment successful students and/or schools do not receive any incentive or support to continue to strive for further excellence. In addition I don't see anything addressing repeated poor performance of teachers and administrators. In fact I believe in the area where the plan described when evaluations would be done for contract teachers and administrators it was TBD. Looks like a giant loop hole to avoid accountability. Third, in one section regarding students education plan and preparing for college, it stated the students would be responsible for developing their education plan. What are we paying the teachers and counselors for? That should be their responsibility with the input of the students. Not the other way around.

107	Increased student assessment	Jan 7, 2012 10:30 AM
108	To me, the whole purpose to the waiver is to allow Oregon and the individual districts to still meet high standards but offers some flexibility to allow for our particular and individual concerns, such as socio-economic influences and minority populations. We should be committed to consistency in showing improvement but allow for the freedom to develop the best local/regional resources and solutions	Jan 7, 2012 10:06 AM
109	The schools continue not to meet standards. The standards are changed to buy schools more time. 100 years of public education has not solved the problems. Unions need to be weakened so bad teachers can be let go. CIM/CAM was not followed through with, NCLB was not followed through with. This new plan will not be followed through with. My child has had two bad teachers in a row. The principal has been ineffective in helping the situation. My daughters schools wastes at least 6 school days each year doing none academic activities. The solution is always we need more money for schools. No. PERS needs to be reformed. Bend-Lapine received 500K more in funding this cycle but the PERS contribution went up by 5 million dollars.	Jan 7, 2012 9:14 AM
110	Please see comments throughout. Continued degradation of all areas of education not included in the accountability system plus lack of data supporting (nationally) any gains as a result of our past 10 years of so-called data-driven accountability. Neither NAEP, PISA nor TIMSS shows any improvement.	Jan 7, 2012 9:06 AM
111	The lack of basing intervention for failing subgroups on solid research. The lack of identifying parent accountability and training to support failing students.	Jan 7, 2012 8:28 AM
112	The proposals remove control and responsibility from classroom teachers, whose last vestiges of professional respect and accountability will be removed. Children are not "educated" by people whose humanity has been devalued and whose ability to adapt to the changing needs of individual learners has been hamstrung by people who have never set foot inside a classroom..	Jan 7, 2012 5:28 AM
113	Addressing the link between student achievement and teacher effectiveness.	Jan 7, 2012 2:38 AM
114	Growth calculation (agree with using growth) - would like to have this thoroughly reviewed. We thought NCLB looked good, but then the AYP calculation was flawed. Hopefully if the achievement and/or growth calculations are flawed this time around, the state will take steps to correct it Cost of the waiver proposals and sustainability	Jan 6, 2012 4:36 PM

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115	The continuation of a system where students can move through the grades, and grade-level content, without ever demonstrating (or developing) mastery. Until we find a way to REQUIRE content mastery, we will continue to have students struggling through their entire education, playing 'catch up' and rarely experiencing academic success. I have watched the pattern repeat over and over - students who can't pass middle school math, have serious difficulty passing high school math. When they realize they won't have enough credits (usually at the end of 10th grade), they drop out. If we truly believe ALL students can learn and be successful, then we owe it to them to provide the interventions/opportunities that will provide them access to that learning and success. Moving on to new skills, without mastering the previous ones, puts struggling students in situation that just keeps getting worse.	Jan 6, 2012 3:43 PM
116	Assumptions in the application about whether the current assessment system establishes college and career ready achievement standards The statement on page 39 that students of color face greater challenges to the learning is offensive. The statement on page 39 (and in the executive summary) that Oregon is one of only two states to have a consistently widening achievement gap between white and African-American students is incorrect. This must be based on NAEP data, and the standard errors around scores for African-American students in Oregon are so large that no changes in gaps over time can be detected. This statement is not a valid inference from the NAEP data.	Jan 6, 2012 3:41 PM
117	Leadership! Leadership! Leadership! Did I mention leadership? None of these best practices will work without courageous leadership at all levels. I am concerned that this is a rare commodity.	Jan 6, 2012 3:27 PM
118	I really appreciate the evaluation of administrators and teachers but then what is the outcome. There are too many teachers that are not moving forward, changing practices to suite the changing population, not accepting and teaching for special kids in their rooms - they need to make changes or leave the profession! Some (generally more long-term) teachers are not interested in changing the way they do things.	Jan 6, 2012 3:23 PM
119	The many layers of bureaucracy involved. The goal(s) and vision will have to be continually at the forefront in order for this to be pulled off. And of course the funding. HOW? I also think we need to boldly address the core issues of race and class inequities. I think we continue to shy away from the root of these issues and if we confronted them head on, it would save us A LOT of time, energy and money. The root, I believe is polite racism and classism. We as a state MUST get out of denial about this and have the tough conversations. Why can't we name it on a document like this? Would it hinder the feds decision to grant the waiver?	Jan 6, 2012 1:47 PM
120	Implementation timeline. How the State/ODE- can really do all it says they will as a partner. Current staffing and current turn-around timelines do not support that this is possible. Schools need more training on CCSS, what a compact will look like, evaluation models.	Jan 6, 2012 1:44 PM
121	The ability to familiarize the field with all of the new terminology, procedures... basically a new system with little to no funding attached.	Jan 6, 2012 1:38 PM
122	Who exactly are the regional network coordinators and the peer expert review	Jan 6, 2012 1:16 PM

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team? Who will hire them and what criteria will be used to insure highly qualified applicants? What about SES tutoring services? Who are the tutors going to be and what is the criteria for identifying and continuing there services? I want to know more about the Title 1 funding changes. What are the specific guidelines and how is it different from current allocations? When will we as a district know this for budgeting purposes? How does this impact Title IIA dollars? Are we still going to have the State Super?

123	We need less regulation and more support for developmentally appropriate education programs. We need to reduce the stress in our staff and studetns about never ending testing and measuring.	Jan 6, 2012 1:11 PM
124	Changes in Title IA funding has a positive potential, however some questions need to be considered as to1) the quality and the product, service, professional development, 2) congruence to school goals and the CCSS. and3) the integrity /independence of the coach or facilitator.	Jan 6, 2012 10:55 AM
125	My concern is always that there are principals who evaluate teachers that are not always knowledgable, effective instructional leaders. Another concern is that intervention structures and frameworks may be proscriptive and not necessarily fit with all schools. As long as there is flexibility - but still held to rigorous standards for meeting targets, that's fine.	Jan 6, 2012 10:03 AM
126	1. The new formula may not be as effective or flexible enough to properly evaluate the effectiveness of schools with highly mobile populations or other very unique demographics. 2. The state's revised system of support to schools and districts is not well defined, and may be difficult to implement effectively. In this economic climate, the tendency of districts to want the school support funds in their coffers may skew their perception of how important it is to have their own "practicing" staff serve as support. Sometimes "external" support offers a point of view that is necessary.	Jan 6, 2012 7:28 AM
127	My two biggest concern is the systems of support and the teacher and administrative evaluation pieces. Systems of Support I'm not totally against the model, but I still not convinced how you are going to pull current teachers, principals, etc from their buildings to provide the adequate support for priority and focus schools. I think they are definitely the right people, but are they going to be able to give the time to support these schools and also be effective teaching their own students. Need a lot more clarity on this one. Evaluation Process This is a touchy one for all school districts. Having these guidelines is going to help, but there is still a lot of hard work and tough discussions ahead with our labor groups on what this is going to look like in our district.	Jan 5, 2012 10:22 PM
128	My greatest concern is teacher evaluations. They need to be helpful and make teachers are treated fairly.	Jan 5, 2012 9:53 PM
129	My greatest concerns are still for the children that cannot measure up to the state testing requirements.	Jan 5, 2012 5:36 PM
130	School districts in Oregon and under-funded and under-staffed. Our local ESD has had to virtually eliminate its School Improvement department because of budget cuts. The types of sweeping and ambitious change outlined in the waiver application will be very difficult to implement in our under-resourced systems. I	Jan 5, 2012 5:13 PM

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philosophically agree with all of these directions but I think you have severely over-estimated the ability of local district to implement these initiatives.

131	In our district, only one elementary school has enough LEP students to trigger that subgroup, although we all have sufficient economically disadvantaged and students with disabilities. Subgroup growth rates on the new report card should be clearly disaggregated to reflect the differences between schools. Currently, the uneducated person sees one school as superior than another when one school had fewer hoops to jump through.	Jan 5, 2012 3:11 PM
132	Getting the actual waiver as well as not replacing one bad system with a new one that is not effective.	Jan 5, 2012 2:57 PM
133	The system of intervention and support is great in theory but is not spelled out in terms of specifics ie who will do what and how. I do not think ODE has the capacity currently to do all that will be required -- both in terms of manpower and financial resources.	Jan 5, 2012 2:16 PM
134	My greatest concerns are focused around the philosophy of the tight loose model. I personally spent thousands of unpaid hours working on aspects of the CIM and CAM. I helped to create model classes and programs and I went to observe many varieties of model classes and programs. I noticed that the changes lasted as long as the teacher or administrator was in the building. To truly create lasting change, structures have to change, people need guidance and details on what those structures should look like. I believe that the state should convene educator to create explicit curriculum, educational structures, and ideal lessons to help change education. This should be backed up with recommended materials and aligned assessments. If change is to happen the guess work has to be eliminated.	Jan 5, 2012 1:56 PM
135	This is a positive improvement using a methodology that has not worked. There needs to be both a broader sense of the collaborative partnerships in the education of students beyond the school-day increment as well as better sense of supporting professional practice--teachers will not see an increase in their empowerment unless it is addressed. Further, parents and community do not seem to be involved in this plan in the necessary substantial way that will assure progress--particularly in those students' with the greatest need.	Jan 5, 2012 1:53 PM
136	Too much focus on core	Jan 5, 2012 1:21 PM
137	More bureaucracy and more state level intervention than we already have; more reports to have to submit would not be positive.	Jan 5, 2012 12:50 PM
138	The Peer Expert Review Team composition: Does 'expert practicing educators' reference educators currently employed in Districts, or does it include highly qualified expert educators who are not currently employed in Districts and who have a depth of knowledge and experience in School Improvement efforts? The consultant coach model utilized over the past few years includes many expert educators and has proved effective. Keeping this level of intervention would be another level of support to districts and schools opting for such intervention.	Jan 5, 2012 12:26 PM
139	The state defines College and Career Ready as the same thing. It does not take into account that some students seek and need a vocational path. Special	Jan 5, 2012 11:37 AM

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Education students are provided only limited accommodations for standardized testing, no consideration for providing access to demonstrate higher level thinking skills. The approach seems limited in scope. The state intends to continue evaluating achievement by standardized test scores and limits the possibilities for students with learning disabilities and differences.

140	Funding and time.	Jan 5, 2012 9:55 AM
141	I believe that counting modified diploma and students who receive a diploma in their 5th year as not graduating is an injustice to the student. By law, we must put a child on an IEP and modify their instruction to meet their needs and then have that count against our graduation rate.	Jan 5, 2012 8:42 AM
142	The changes in teacher evaluations are my biggest concern. I agree that changes should come, but I fear that it will become a competition of who is best at papering over their work. Effective teaching contains many variables that do not appear on lesson plans.	Jan 5, 2012 8:10 AM
143	Teachers who are effective at working with "high need" students may leave the "high need" schools due to the recognition that a "normal" or high achieving school my provide.	Jan 5, 2012 7:57 AM
144	"Non- academic" students are again left out of the plan.	Jan 5, 2012 7:56 AM
145	We need some responsibility and accountability to be assigned to parents. Many parents honestly could care less if their child graduates high school much less is college/career ready. We need to stop penalizing our schools and teachers for truly poor parenting. TAG and high-ability kids should often be measured using above-grade-level tests. You are in no way measuring my son's growth by his consistently exceeding on the OAKS. Many kids should be moving along at one and a half grades per year. Working above grade-level is also becoming college-ready--we should be measuring and rewarding this! We need to measure middle-school honors potential and then offer middle school honors classes if we want our disadvantaged kids to become AP Potential. Oregon needs to allocate far more resources and we all need a culture shift to make education a true priority if we are to achieve 40/40/20.	Jan 4, 2012 11:09 PM
146	Goals are so lofty; support/clear and reliable communication is thready at best. As usual, it seems like the State is asking teachers to do more with less, to be accountable for more with less control and to reward large, metro districts with more resources for educators and students while punishing small, rural districts with reduced funds and limited access to resources and support.	Jan 4, 2012 10:56 PM
147	My greatest concern is that the solid educational reform ideas and intentions will get caught up in the spokes of bureaucracy and end up being derailed by ODE and federal compliance requirements.	Jan 4, 2012 7:19 PM
148	The HOW. Things sound good on paper but what about all the finite details needed to make it actually happen?	Jan 4, 2012 7:07 PM
149	My greatest concerns are the organizations who are driving the privatization and corporatization of public education in Oregon (Stand for Children, Chalkboard, etc.). Education should be for the betterment of society, not to enrich testing	Jan 4, 2012 7:03 PM

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	companies or serving other corporate interests. We should look to Finland and emulate the system they have in place that provides a rich, well-rounded, education, that serves all of society, not just some self-serving corporations. In particular, we are placing far too much emphasis on testing and rewards/punishments for students, schools, and districts.	
150	Just another way to encourage mandated outcomes and practices for schools with struggling students. Resources allocated to administrators and staff for "sharing" information and "mentoring" when resources are so limited and need to be used to reduce class size and provide support and remediation in elementary school for students not attaining core skills. No changes to the way high school graduation rates are measured seems to be included. No change in the barriers that are actual practical barriers to individual students succeeding.	Jan 4, 2012 5:40 PM
151	Student's with Disabilities- very inadequate - lacking - does not address those students who have a chance of achieving Core Skills and College readiness, or those who's primary access will be vocational in nature and basic life skills development	Jan 4, 2012 4:39 PM
152	States, not the Federal Government should be in charge of education. This plan, even though it is the best I've read yet, remains the wrong prescription for education.	Jan 4, 2012 4:26 PM
153	the implementation deadlines by school year seem in some cases to be a little aggressive. Especially in light of development needs that would have to be built with dwindling resources (ie inability to fill vacancies) to get it done.	Jan 4, 2012 4:14 PM
154	The great concern is cultural insensitive questions. Example, a mailbox outside a home is typical mailing known buy suburban children, centralized mailboxes is for those in apt and some family in the rural prefers to use mail boxes at the postal office. So, if one type of question using one, there should be two more question using the others or this will have bias.	Jan 4, 2012 4:04 PM
155	merging of all governing and funding more red tape	Jan 4, 2012 3:35 PM
156	The reach of the federal government into out state's education system. TOO much money is being spent at the federal level on education that should be spent on the state level.	Jan 4, 2012 2:59 PM
157	Implementation of college and career readiness standards and assessments for ELL and SPED students.	Jan 4, 2012 2:54 PM
158	As always, sub-groups ability to meet high standards, time needed to effectively implement, financial resources.	Jan 4, 2012 2:45 PM
159	making sure districts can give input and be part of decision making	Jan 4, 2012 2:34 PM
160	Discussed in body of survey.	Jan 4, 2012 2:13 PM
161	development and Training in standard evaluation process Common Core implementation and training	Jan 4, 2012 1:35 PM
162	teacher and administrator evaluational procededures.	Jan 4, 2012 1:33 PM

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163	I feel that the revision should include, attending different schools, classrooms, etc., in person to experiment with the vast needs of the students involved; in each segment of the guidelines. I think that is the ultimate way to discover what is best for our students. Looking from the inside out, is much more efficient than looking from outside in. =)	Jan 4, 2012 1:07 PM
164	I am concerned about the implementation of the standards and assessments without adequate time for teachers and schools to prepare students, especially those who are part of groups that have been traditionally at risk academically, to meet these standards. I am also skeptical about the customized system of supports and the changes to Title IA funding.	Jan 4, 2012 11:13 AM
165	Teacher compensation models-these should be bargained at a local level and not be forced to include merit pay. If merit pay is not an option ALL teachers need to have access to the additional funds-this includes but is not limited to PE teachers, music teachers, and TOSA's. How many early childhood development specialists were included in this panel? some of the expectations at the early level do not seem to match what would be age appropriate for a 3-5 year old. I do not think putting students into AP or IB classes and giving schools credit for numbers does anything for these programs. Students who truly want to take these classes deserve to be taught at that level, not a remedial level to boost numbers in the class.	Jan 4, 2012 10:40 AM
166	students with special needs schools with HIGH poverty student %	Jan 4, 2012 9:33 AM
167	current patterns of behaviors for many students and their parents lack of parenting time at home, lack of guidance, lack of nurturing results in behavior issues in crowded classrooms need a cultural shift - advertising campaign to take time with children and limit screen time money to buy time to allow for networking and preparing of lessons access to technology in the classroom - 6 computers or Ipads so technology can be integrated into the daily learning of students computer labs currently used for testing instead of technology - lack of software available for computers, cost of yearly online programs is high money to back all of the individual plans for all students 504 plans cost money - none provided now - most adaptations would not cost much to help these children	Jan 3, 2012 11:13 PM
168	The idea that all teachers are evaluated and fairly by administration seems like a dream. In many experiences I have seen but one administrator do her job while the rest evaluate a teacher while checking email. Who is to say these guidelines will change this? What about the experienced teacher who chooses to show videos all day and feed students? Or when a student complains that she is not learning and there's no discipline in the classroom? Where is the administrator then? What about the college and career readiness implementations: with so many cuts that happened, where will this be done? Electives that once helped students find their passion and drive have been stripped. Some AP classes and career centers still exist, which is great, but not all students are going that route and it's not any less of them to choose a trade. All students need a guide to help show them options and with the cuts on staff and programs there are fewer options out there for them. Career learning areas have been great for students for both allowing them to enjoy a career area but also deciding if it's not quite for them after all and then moving onto something they'll enjoy even more. Let's allow or even encourage schools to use career learning areas as part of this implementation. Lastly, there is no mention of middle school graduation. Why	Jan 3, 2012 9:57 PM

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	are students being socially promoted if they do not pass a class or even attend? These habits are being carried onto high school where as freshmen are even more likely to continue this habit and eventually drop out of school. By the time they realize that they messed up, many will feel like it's too late to start over and instead wonder, 'why didn't anyone tell me?'	
169	Achievement compacts tied to state funding	Jan 3, 2012 9:21 PM
170	The most inclusive version of an application is put aside in the name of expediency - "meeting a deadline".	Jan 3, 2012 6:56 PM
171	My greatest concern is that it states that there was ample, if not extensive, input from stakeholders in this waiver process. I do not feel that this is the case, and most of the changes in the waiver are not based on what educators are experiencing daily in their classrooms, but based primarily on committee members that have financial and political agendas. How many classrooms have these "committee" members ben in to see the struggles that educators face? I also do not see the benefit it "publicly" announcing district/school/administrator/educator proficiency. These "grades" do not take into other factors, and will lead to more of a divided profession where educators are competing against each other instead of partnering together to serve the greater good. This could be detrimental to the whole education system (validity of testing, etc.).	Jan 3, 2012 6:05 PM
172	I worry that the guidelines for teacher and principal evaluation and the compact for funding would encourage people to be dishonest.	Jan 3, 2012 5:47 PM
173	1. Whether deaf students will receive equitable treatment under this plan. 2. Extra time needed for staff to gather this information and create the plans for improvement could take away from other important duties. This could also impact schools' work for accreditation.	Jan 3, 2012 5:22 PM
174	will the changes be easy to understand and will the support continue	Jan 3, 2012 5:16 PM
175	That we are simply being manipulated by Arne Duncan to accept the reforms that he personally prefers - even though research does not support his ideas nor has research demonstrated that his reforms lead to improved student performance. Duncan and the US Dept of Ed seem to be holding the States hostage because Congress has failed to reauthorize ESEA.	Jan 3, 2012 4:20 PM
176	I am concerned that special education and English language learners are being left out. Not all students will be able to attend college (or afford it). There are significant lack of options for the non college bound. Obviously part of this requires funding which will not be available in the near future. But this application misses the mark that there are many careers that do not need over inflated math levels. We need to offer challenging options to the creative students also. See the problems that Taiwan and Malaysia have as they have many technicians and engineers, but not the creative talents to inspire and create. I also believe that individual teachers should not have evaluations based on student scores. There are too many ways that that process is completely unfair and unbalanced. Scores should only be used in a large aggregate such as the district level.	Jan 3, 2012 4:01 PM
177	Individual student growth is compared to a mean score rather than the	Jan 3, 2012 3:55 PM

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standards. Show me the money! Where will funding come from for new curriculum and professional development when we are already underfunded.

178	My area of greatest concern is supporting students with disabilities and learning opportunities for students who are not college bound.	Jan 3, 2012 2:59 PM
179	My greatest concerns are that we still seem to be placing math and reading ahead of social sciences and the arts so that the later will not receive the attention they deserve. Just because we don't measure a subject with a standardized test should not mean that we don't provide instructional time and attention for it. I'm also concerned about local control over standards for teachers and administrators. I like the idea of suggested guidelines, but not mandatory policy.	Jan 3, 2012 1:38 PM
180	Reduced funding for those of us who have been able to make gains. Will we now lose money because we aren't in the "top" or the "bottom" and have our efforts further reduced because we don't have the title funds? The Smarter Balanced piece is already behind and no one from ODE can answer questions about OAKS, grandfathering in test scores from OAKS, etc. If you were a private business getting ready to launch a new product, you would not be allowed to have so many unanswered questions.	Jan 3, 2012 1:37 PM
181	Poverty and Racism Equitable Education - All students in our state should have access to the same great learning opportunities. Public support of a strong education system - Why do we, as a society, value public education? Why is public education critical to a thriving democracy?	Jan 3, 2012 1:26 PM
182	Although important to take into account the needs of all students, I sometimes see the focus being just on our ELL population and IEP students. So, I guess it begs the question...what about those students that are the middle of the road? When do we focus on this group?	Jan 3, 2012 12:11 PM
183	There isn't really a way for parents to know what is happening without being directly involved somehow (i.e. sitting on a site council or committee, etc.). The report card doesn't really tell a parent anything they want to know.....what parents want to know (are you meeting AYP, is there school a "good" school, are there better ones out there in their neighborhood, etc.) isn't reflected and noone explains it to parents. What about sitting down at parent teacher conferences and having teachers hand the report card out and explain it. You would have to have teachers that understood it and leaders that trained them but it would be effective.	Jan 3, 2012 12:01 PM
184	I am concerned that students with disabilities, and their unique measurement and reporting challenges in the context of overall student achievement, appear to be largely overlooked in this plan. This will continue to be an issue...why not face it and incorporate the IEP as a fundamental part of how we assess whether these students have improved?	Jan 3, 2012 11:57 AM
185	•A customized system of supports and interventions based on diagnosed strengths and weaknesses This is a difficult area to 'standardize'. The 'network system of support' is a good idea but present challenges in terms of time and resources.	Jan 3, 2012 11:27 AM

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186	Specific to the system of support and intervention, I'm concerned about who the "Regional Network Coordinators" will be. I'm concerned that they will be individuals who held a position, rather than someone who is competent and understands current best-practices. (Retired administrators aren't always the best person for this job.) I have concerns that we put an evaluation system in place, which doesn't allow poor performing teachers to be terminated. We need to have more support for administrators who are working to put in front of students the very best teachers.	Jan 3, 2012 11:26 AM
187	Guidelines for teacher and principal evaluation concerns. Specifically, we are concerned about compensation models tied directly to student achievement gains. We are also concerned about the short timeline tied to all of this work. Funding is also a concern. Does the waiver save districts money? Or will it cost us more???	Jan 3, 2012 11:08 AM
188	District's ability to support the needs of all learners given the current economic challenges, the public's perception of "bad" schools based upon the new proposed report cards, the inability of some students (ie., those with cognitive disabilities to earn a standard diploma, and the restrictions of the extended diploma dictating placement).	Jan 3, 2012 10:33 AM
189	Competition can breed the "us versus them" mentality. ODE should be prepared as the "instructional coach" when districts or schools start working together in the new groups.	Jan 3, 2012 9:49 AM
190	The language is vague, "could's". Needs to be specific, "will" and "should".	Jan 3, 2012 9:30 AM
191	College and career readiness standards seem to be just connected to high school once again. We need to look at how to connect those standards to elementary as well as middle school. If we don't, how is our K-12 system really going to change and prepare our students. Also how is the state going to implement this plan with fidelity throughout the entire state. If you are asking school districts to read and implement it by themselves without true direction and instruction by the state, nothing will change except putting a new plan on paper.	Jan 3, 2012 9:28 AM
192	I am concerned that Supplemental Educational Services (SES) will be eliminated.	Jan 3, 2012 9:18 AM
193	This should be about all students succeeding to go on to be productive in employment opportunities and not whether one "schools" is better than another. With the differences in populations in schools this needs to be about the students and how we can help them become productive adults that can compete in this world. My concerns stem from competition between schools. Let's get help to teachers that need a boost to provide the best educational experiences and a viable way to move them out of teaching if they cannot or don't want to change their instructional strategies.	Jan 3, 2012 9:16 AM
194	none	Jan 3, 2012 9:13 AM
195	Making sure that tracking of improvement has valid data indicators and dedication and funding for school districts to collect and review the data.	Jan 3, 2012 8:34 AM
196	That students will be penalized by bureaucratic red tape, sanctions, etc.	Jan 3, 2012 8:32 AM

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197	The assumption that "school board members, et al" can provide professional expertise in school improvement and that a retired or not-in-the-trenches educator is somehow ineffective in guiding school improvement. The current OSDIN School Support Model refutes that naive and narrow perception.	Jan 2, 2012 8:21 PM
198	Changes to the Title I-A funding. This is a big paradigm shift, but could be a huge improvement. Concerned that the most poverty schools get the funding they need to meet the high level of need. Hoping that there will be clear and comprehensive training of the funding changes, at all levels.	Jan 2, 2012 4:55 PM
199	It is hoped that the emphasis on critical thinking will not get lost in the early grade emphasis on foundations. Foundations must go beyond drill and skill in reading and math or students can not be prepared for later expectations of career and college success.	Jan 2, 2012 2:52 PM
200	We're still asking for everyone to grow, constantly. While every child can and should, make growth, there are factors which influence SOME kids to not make growth at SOME times. This is still based on a one time assessment as well, rather than an over time assessment. What if the child had a bad day on testing day?	Jan 2, 2012 1:56 PM
201	I think students with disabilities who are capable of making progress on the CCSS should have every opportunity to do so. I think students who are not capable of that should focus on the things they do need to learn (like how to safely cross the street, and how to use a toilet, how to complete basic personal tasks and self-care tasks, etc.), even though this instruction is not "standards-based." It is reasonable to say "All children can learn." However, it is not reasonable to say that all children can learn the same things to the same level and in the same amount of time. I think class size is a huge issue. "Superman" (reference to the movie) is going to get better results with 20 kids than with 30+. It may be true that good teachers can handle more kids, but I think a good teacher with fewer kids is going to get better results than the same person with a huge class. I think there needs to be a huge push for parent education, and it is not reasonable for teachers to be the only ones to do that. Parents have no idea of the expectations on their kids, the consequences in the long run for the kids not achieving, and what they can do to help their kids. I really think ODE needs to take a MUCH bigger role in this. Take every opportunity for news releases, get out there and have public meetings. Get on the local TV shows, radio shows. Get it on Facebook, and make sure people know the full content, the full expectations. I think schools with high numbers of ELs and high numbers of English only kids whose level of language development in English is only that of an intermediate EL have a much more difficult job than schools in higher socioeconomic areas. I am not sure this plan fully recognizes that.	Jan 1, 2012 9:13 PM
202	Special education teachers have a large variety of duties during any given day. The teacher evaluations only evaluate a small portion of what a SPED teacher is actually expected to do. We are consultants, teachers, counselors, data collectors, testers, I.E.P. report writers and holders of numerous conferences, and so on and so forth. We may also be expected to serve a number of buildings and programs, too. In actuality, teaching is a small part of our day due to the large caseloads, fewer and fewer resources, including SPED teachers and E.A.'s at each school, and the widening of our expected duties. We have taken the lead in helping the students pass the OAKS tests, yet we have not been given	Jan 1, 2012 7:12 PM

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anything in return. Still, we are expected to complete excellent I.E.P.'s on time, answer to teachers, counselors, administrators, parents, and students, and yet be evaluated for our teaching abilities only. It makes no sense to what we really do in a day. The SPED teacher evaluation should be changes to include evaluation of everything that we do, especially what we have to do by law-write I.E.P.'s, hold the meetings, and carry out the I.E.P. goals.

203	Making the system for improvement even more complicated by adding ODE, Regional coordinators, Peer review committees, Peer consultants~all with less money and time on the ground. It's not a realistic model for what people are facing in districts. Although I think some retired administrators/staff might not be helpful, there is a vast majority who have walked through experiences or situations which could provide a trusting and valued partner for school administrators and staff. Realistically, when would working staff or administrators have the time to work side by side in focus/priority schools on top of what they are responsible for in the positions they are in?	Jan 1, 2012 4:37 PM
204	We need mandated librarians!!!! Salem Keizer threw out the baby with the bath when they dismantled a nationally recognized media program that took 30+ years to build. Now my former school has no one to help students find appropriate books updated and maintain the collection and no computer classes. How tragic is that?	Jan 1, 2012 3:52 PM
205	Support for ELL and students with disabilities	Jan 1, 2012 12:32 PM
206	The lack of ESL voice in the development of the plan. Please keep in mind that ELLs are increasingly being left behind. Implementing CCSS with no NEW and more effective strategies will simply leave more ELLs behind.	Jan 1, 2012 6:18 AM
207	How this will work with the very small schools that are at greater distances from other schools. Basing so much on the state assessment given only once a year for those who meet and eventually only once a year to all students (e.g. growth)	Dec 31, 2011 4:31 PM
208	The legislature passed two Senate Bills and one House Bill that created a framework for school and district reform that involved a "lot" of people researching, writing, and many times thoughtlessly creating a document that will be presented to the U.S. Department of Education to guide the future of education of our children in Oregon. I feel that many of the statements are political and not supported with data. i.e. the statement about the coaches being out of touch with the people in the trenches. That is definitely a political statement. There is strong data to show this is not true. I seriously question the race track described to train Regional Coordinators, Peer Expert Review Teams and Peer Expert Support Teams by the spring of 2012. Those in the trenches do not have enough hours in the day to instruct all the expected standards for their classrooms and now they will be ask to do more. I seriously question how ODE, as understaffed as they are, can take on yet another task. Will the failure be blamed on them too. I feel that the task of improving teacher evaluations at the District level is a joke. Why didn't the legislator do away with tenure? Without observations or evaluations, instruction would change and I think for the better. You have left an impossible task for local Superintendents and School Boards. This will prove to be so costly, it will never happen.	Dec 30, 2011 7:55 PM
209	Oregon is long due for this kind of change, but it is very ambitious. I think it is	Dec 30, 2011 4:43 PM

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well written and at least basic ideas are in place. However, more specifics (that can only come with time) will be needed to change the public's opinion about how all of this will work. Some thought should also be given to how to distribute this information publicly in a concise manner (not everyone has time to read the application). The application is also very data driven, which is a good thing. However, I hope that districts do not get bogged down with data and lose site of the individual student's needs, as can so easily happen. Some kids will never be on track to graduate high school, and the district should not see them as a "failure," which is why rewarding schools rather than punishing schools is a better model.

210	college and career readiness	Dec 30, 2011 2:33 PM
211	Our SPED students will not receive services they deserve.	Dec 30, 2011 1:19 PM
212	Implementation of college and career readiness standards and assessments Measures beyond standardized testing process for using student growth as the key indicator	Dec 30, 2011 12:22 PM
213	Achievement Compacts in a time of greatly diminished, highly burned out and exhausted teachers.	Dec 30, 2011 11:49 AM
214	test scores to measure teacher effectiveness	Dec 30, 2011 10:37 AM
215	Funding to support successful schools. We support challenged schools with extra dollars, but not schools that are doing well, to share with others. In this model we are asking successful schools to again "do more" with no increase in support. This cannot happen.	Dec 30, 2011 9:58 AM
216	The flexibility waiver minimizes some of the most problematic aspects of NCLB. However, it makes no attempt to essentially redirect what I believe are the fundamental issues facing education today. For example, the continued emphasis on testing in reading and math narrows our curriculum. It also creates a culture in our schools where answers rather than questions are the focus. This means that real thinking is not encouraged. The emphasis on assessment also deemphasizes the importance of instruction.	Dec 29, 2011 11:59 PM
217	Requirement of 80% to attend college is not reasonable in this economy. What about trade schools or apprenticeships? They should also count as should the military.	Dec 29, 2011 2:41 PM
218	Funding. I have been an educator in OR for 23 years and the job gets more difficult every year. We have shortened our school day, increased class sizes and do more with less every year.	Dec 29, 2011 2:35 PM
219	I'm disappointed in the section that discusses how we address closing the achievement gap. (You aren't really asking for feedback on this section but I feel we're missing an opportunity, frankly.) Two meek paragraphs summarizing what we already do related to such an important issue, isn't going to be well received, in my opinion. "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." This is a nice thing to say, and even necessary in an opening paragraph, but it needs to be followed by something tangible. Keep	Dec 29, 2011 1:45 PM

in mind that it's already a top priority and we still have a huge achievement gap. If I were one of the people reading this in Washington D.C., I would have more questions than answers, and I would feel like you're placating me unless I read how you might approach this. I understand that you cannot get too specific here, but I will give you an example of how to expand in a moment. "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." You're telling me that you're going to keep looking at data. "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)." You're telling me that you give extra weighting for ELLs, etc., and that you're going to continue this. Again, nothing new and we still have a gap problem. In the following section, Customized System of Supports and Interventions (Sections 2.D.iii, 2.D.iv, 2.D.v, 2.F), you identify a new vision – something different that can have real impact for the state: "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." By connecting this idea to the Achievement Gap section, you are providing something interesting and new, and you are showing a connection with the section on Supports and Improvements. This comes across as being thoughtful, interesting, and progressive. Suggested Improvement (added paragraph): To sharpen this focus, Oregon's draft application proposes to shift the focus of the Oregon Department of Education from what is viewed as primarily a regulatory agency, to one of research and development and technical assistance when it comes to ensuring our Disadvantaged youth and English Learners are highly successful. As the primary leader in education for the state, the ODE will regularly bring districts together to discuss and identify successes and challenges; provide on-going cultural awareness opportunities and guest speakers; build awareness and support for districts looking to add bilingual education programs; and provide research and best practice to district leadership related to educating the disadvantaged and English Learners, using a Professional Learning Community model for all Title Directors. Oregon's draft application also 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). A closing paragraph of some kind here to show how all of the above works together to close the gap. Just my thoughts.

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220	<p>Access to prof. dev.- teaching districts the most effective practices in all areas takes time & \$. It would be great if there were a way to continue the regional trainings so that all areas of the state have equal access to the new knowledge. Timely process for approvals of: compacts, funding, etc. Currently, with our CIP Budget Narratives (for Title programs) we submitted by September 15 and still haven't gotten full approval and just found out about changes needed in December. 3 months of waiting and then learning we are not approved in some of the areas isn't efficient as we are half way through the year almost and have had to fund some of the activities and staffing on prayers that it would be approved. The same goes for each of the districts' ELL plans, we submitted in Sept. last year and found out it wasn't approved in April. There must be a way to have a more timely/efficient process to approve district plans & funding. One Statewide Student information system- ODE, Districts, and schools spend a lot of time, personnel, & efforts to complete all of the reports ODE requires. Many of them are student based information and if we had one Statewide Student information system, ODE could determine the data they want and pull it from the system rather than having 197 districts all input it in their own ways and hope it is readable on the district secure site. The personnel alone that is spent on everyone reinventing the wheel would allow the funding to purchase the one system.</p>	Dec 29, 2011 11:08 AM
221	<p>That the focus will be on the model schools and the schools that need improvement will not have the time or money needed to make the improvements.</p>	Dec 29, 2011 10:31 AM
222	<p>None of this will happen well without adequate funding. We have been in a steady decline of available funds over the past several years resulting in huge reductions of teaching and support staff. Each year's reduction in funds requires the remaining staff to take on the duties of those that are gone. The required services and reporting do not go away just because we cannot afford to hire the staff to do them. We cannot continue to expect fewer and fewer staff to handle all of the state and federal mandates. Funding, Funding, Funding !!!</p>	Dec 29, 2011 10:15 AM
223	<p>The continued disrespect given to local districts in these "state mandated" plans. What ever happened to local control and trust of local school boards. This is lost forever it seems and this approach further erodes local initiative.</p>	Dec 29, 2011 10:01 AM
224	<p>Not everything with education is not working. Is it really necessary to start all over for every aspect? Has it even been considered to improve instead of reinvent?</p>	Dec 29, 2011 9:36 AM
225	<p>The way it's written is off putting to non-Oregonians. Why name a bunch of bill numbers and board names? Why not focus on content and steps, not proper nouns that only have meaning here. Timelines: The whole thing seems very much like a wing and prayer, a plan to plan, let us revert to pre-NCLB status quo pretty much for a couple of years but we'll come up with a great new report card, a way to bring back accountability for ELLs and ADA kids and minorities, a rubric for meaningful teacher and principal evaluation, some kind of nutty compact with each district that we won't even start a baseline for until 2013 that will somehow make every school system deliver (reinvent its own wheels?), a tiered approach that will actually turn around low performing schools. Again, if Oregon had a track record of doing any one piece of this well, maybe the feds would buy it. But are they going to grant us a waiver on the grounds that we have a plan to make a plan?</p>	Dec 28, 2011 6:46 PM

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226	The potential to become "too unified" at the expense of losing the freedom for developing creativity and expeditionary learning. A concern for too many "canned programs" i.e. PBIS, etc.	Dec 28, 2011 6:01 PM
227	As with most districts, availability and distribution of funding is a major concern. The tight but loose approach sounds more like the state has high expectations but loose on how you achieve because you won't get adequate funding in the process.	Dec 28, 2011 3:57 PM
228	The lack of strategies and mention on how the achievement gap will be addressed. No mention of hiring of minorities, etc. The lack of mention of at-risk youth, homeless, etc. These kids need the most attention. Also, gifted and talented kids were not mention. Not enough mention of fostering creativity and innovation. The document does not mention a review of state level and district level policies and procedures that inhibit students from learning, such as the high rate of suspensions and expulsions of minority students.	Dec 28, 2011 3:28 PM
229	Complete lack of attention, and mention, of the student's "health and well-being", and this direct connection to a students ability to be successful. Since Susan Castillo became Superintendent of Public Instruction the FTE for health and physical education has been cut from 5.0 FTE to 1.25 FTE. ODE devotes no general fund dollars to health and PE, nor has ODE management asked for any general fund dollars from the legislature during this Superintendent's tenure. The 2003, 2005, 2007, 2009 and 2011 Legislature's have made student health and wellbeing a priority in achieving academic success, through legislation addressing nutrition, sexual health, physical education, health education standards, safe school environments, steroid use, tobacco free schools, to name a few. ODE response, reduce health/PE FTE. Within this document I see the same approach as in the past, more testing, tougher testing, reward schools that develop "better" test takers, provide little, if any support to those schools that are struggling, and a failure to address "barriers to learning". End result, same as before, just a dead horse with a different coat of paint.	Dec 28, 2011 2:53 PM
230	Changes to Title 1A funding and opportunities for schools designated for improvement Guidelines for teacher and principal evaluation	Dec 28, 2011 2:29 PM
231	Implementation of college and career readiness standards and assessments-	Dec 28, 2011 12:44 PM
232	Leadership and educator evaluation	Dec 28, 2011 12:35 PM
233	I understand that CRSS is the up and coming thing in Oregon education, however, I think we tend to jump on the band wagon every time a new trend reaches us. As a CTE instructor, I am quite familiar with CRSS. Although it could potentially benefit my program IF career readiness is really a goal, I feel that we will just continue assessing the same way we have been. We are stuck in a continuum - CIM, OAKS, CRSS.	Dec 27, 2011 10:19 PM
234	I voted for the Gov. Kitzhaber in hopes for a stronger advocate of the education profession and for public education. I am not feeling this wavier request give support to economic inequities. Studies strongly show students from a higher SES perform better on standardized test than students from a lower SES. Punishing staff for working in a more challenging community does not serve the state well; the wavier simply leaves the financial crisis being forced on public	Dec 27, 2011 9:02 PM

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schools unattended. It feels like Oregon and the Nation is turning our schools into 1800 factory systems.

235	I read the waiver application with growing concern. Too much time spent on planning and framework. Too little time spent on fleshing out the actual implementation steps. Two of the three stool legs have been completely ignored - teachers and parents. This seems to be yet another "top down" planning approach without strong participation from the teachers themselves. You can't make the changes being contemplated from the top down - it has to be from the bottom up. How teachers are taught to teach is missing - mentoring, nurturing and supporting the creation of the caliber of teacher needed to propel students to greater success. We cannot expect the teachers to "be all", while at the same time not giving them any support in implementing this massive restructuring of education. Engaging the parents must also be part of the solution. My experience with my children going through a public school system made it glaringly obvious that the parents lack of parenting and guiding was a great detriment to student success.	Dec 27, 2011 3:57 PM
236	Is there an appropriate place in this waiver application to include concerns about the Title I 'penalty box' that many schools are put in? In my district, our elementary schools have been in this 'penalty box' for many years due to licensing problems at the highschool. This makes no sense, has no connection to the problem and impacts our ability to provide the best, targeted instruction possible. Please see to remove this part of the law.	Dec 27, 2011 2:35 PM
237	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:49 PM
238	Although the following sound like good ideas, I have concerns about how they will be implemented or how they will improve student learning: A customized system of supports and interventions based on diagnosed strengths and weaknesses Changes to Title IA funding and opportunities for schools designated for improvement	Dec 27, 2011 1:29 PM
239	my greatest concern is the request for waivers for the participation of English Language Learners in the OAKS assessment based on proficiency level. The statewide percentage of students in grades 3-12 with proficiency 1-2 is approximately 15% of the ELL population, is excluded 15% of the ELL population from the LEP sub-group maintaining the level of accountability for our state? I recommend requesting a waiver for the first two years identified as ELL from the assessment. This is based on length of time in the US, not based on proficiency level. What incentive do districts have to provide appropriate English language instruction for ELLs if they can exempt profiles 1-2 from OAKS?	Dec 27, 2011 12:09 PM
240	narrow measurement of college and career readiness, relevance of measurements to actual readiness,	Dec 27, 2011 11:06 AM
241	Support financially and with manpower to make any changes	Dec 27, 2011 9:59 AM
242	Funding. We are asking 190+ school districts to further retool how we do business at a time when PERS and insurance costs are chewing up our margin. We need to have a solid and adequate base for funding. Perhaps, additional	Dec 27, 2011 8:57 AM

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	funding to encourage districts to move forward could be distributed much like the School Improvement Funds (SIF) were allocated several years ago.	
243	Actually getting the work done.	Dec 27, 2011 8:15 AM
244	ODE and school districts are under funded...we can't meet our current obligations, so massive new goals and changes without funding won't work...dead on arrival there isn't waste in the system, we are massively underfunded	Dec 26, 2011 5:03 PM
245	Teacher and principal evaluation.	Dec 26, 2011 2:34 PM
246	How we will monitor those issues out of the LEAs control (migration, poverty, learning disabilities, etcetera).	Dec 26, 2011 11:12 AM
247	Students and schools that aren't effective get the same amount of funding and support as those that are effective.	Dec 25, 2011 9:24 AM
248	The greatest concerns? How to choose just a few! It's the entire premise and direction of this "plan" that is so completely wrong! Adhering to "standards" is nothing new! For heaven's sake, we've been chasing that turkey in Oregon for years upon years... and there is absolutely not one shred of evidence to support it! Benchmarks? Data? Accountability? Measurement? Tracking? Again... buzzwords that are anything but new in this state and have led us to the sorry mess that we are in. But instead of looking at research, which very clearly shows where and how we SHOULD be making changes... you seek to increase all of the things that have NOT been working for the past decade. If these changes go into effect, the rich will pull out their children for private schools which would never treat children in this manner. The middle class will continue to turn in even greater numbers to charters and/or home schooling... to try to give their children a real education. Which will leave the children in poverty or with lesser involved parents to languish in the drill-test-label-drill again-test again factories that you are proposing to develop. What are my greatest concerns? My greatest concerns are that the high poverty children whom I work with every day will be subjected to even more testing, labeling, drilling, "remediations", "interventions", and have access to even less of the kind of quality, integrated, thrilling education - that fires lifelong passions, motivates hard work and helps children become the educated, creative and vibrant citizens that help this country power its economic engine! Let's just hope that someone in Salem is working on jobs for these children that will utilize the very small skill set that you seem determined to give them.	Dec 24, 2011 11:15 PM
249	My only concern is really that as time goes by, will the higher performing schools start to be ignored because everyone is focused on improving the lower performing schools?	Dec 24, 2011 10:56 PM
250	High ses schools are still being asked to perform at the same levels as low ses schools.	Dec 24, 2011 4:20 PM
251	My greatest concerns are all the students that can barely read, write and comprehend that we pass on and graduate every year. We place money with conditions on schools and OAKS testing is a sham like any other assessment that is given only after intense instruction to take the test. If an assessment was	Dec 24, 2011 11:46 AM

Page 8, Q13. What are your greatest concerns?

given today to without the fore mentioned instruction, the students of Oregon and the United States would score miserably low. The public instruction can only improve when funding is not tied to assessment and enrollment.

252 Supports and interventions are the same old same old. Hasn't worked up until now so why continue to use a useless construct? Dec 24, 2011 11:22 AM

253 A customized system of supports and interventions based on diagnosed strengths and weaknesses: This will require a solid infrastructure with the right people at the helm. If this isn't done well at the outset, the State will loose critical buy-in and may not be able to regain support. Dec 24, 2011 5:47 AM

254 All things considered, have you set a medium goal not catering to the lowest common denominator while allowing those with special needs to integrate in and out of the main stream and have access to personal growth tools. Dec 24, 2011 1:04 AM

255 That there's nothing in our plan to resist. It's a short-term fix to a long-term issue. Dec 23, 2011 9:16 PM

256 Assessment Dec 23, 2011 5:28 PM

257 I am concerned about how we are determining the graduation rates of high schools - specifically the formula. Is it simply a division problem where we take the number graduated divided by the number of seniors in the class? I wonder about how we can track students who move from a district and graduate from a different district. I am also concerned about the difference in minority graduation rates and how that can be addressed. I am also a bit concerned about this "Achievement Compact" issue. Is the compact developed on a district by district basis, or a state-wide manner? All of these concerns, of course, are a reflection of a concern over school funding. Dec 23, 2011 3:25 PM

258 Narrow focus on only reading and math...as if nothing else matters. This is not much different than NCLB. The ability of achievement compacts to lead to the improved graduation outcomes (4 & 5 yr rates) in the short timeframe. Who decides what works and what doesn't? There is a plethora of conflicting "research." Dec 23, 2011 2:10 PM

259 Basic physics teaches us that it takes energy to change a direction of a body. Production of energy takes resources. Oregon's current education system is moving in one direction with a set amount of resources. To change that direction will take additional resources...additional resources the state has not been willing to provide. Current education funding is \$1 billion short of current service level projected for 2011-13 biennium. Worse than that, current funding is approximately \$2 billion short of the Quality Education Model that the Oregon Quality Education Commission stated was needed in its 2010 report. Oregon education funding is at the bare bones right now with high class sizes, aging facilities and lack of support services (librarians, janitors, etc.). How is changing the funding mix going to solve the basic problem of the fact that our schools are not learning environments due to overtaxed resources? The report, and Oregon, needs to identify where additional resources will be obtained to enact this change. The report does a good job of talking about how to improve those schools that do not meet improvement goals. The CAP and continuous improvement plans are noble goals. However, some of those steps are resource intensive steps. They will require additional personnel to enact those changes. Dec 23, 2011 2:04 PM

Page 8, Q13. What are your greatest concerns?

Is a principal expected to implement improvement while simultaneously working with parents and the community, engaging in rigorous evaluations of teachers, and dealing with a potentially aging facility? Where are those additional resources going to be found? Is a classroom going to be closed such that the rest of the classes increase their size to provide funding for a position to improve the school? Are the basic support funds going to be cut statewide to carve out funds to improve schools? If it is a rural school that is failing will the additional funds that it receives offset the funds it loses in basic support? This waiver indicates that Oregon wants to make education from 0-20 a priority. Yet, nowhere in the state has anyone indicated how they are going to practice what they preach and pay for that priority.

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|-----|--|-----------------------|
| 260 | opportunities for schools designated for improvement, measures for monitoring stellar and schools lacking - so much of it has to do with the community and families where the students live. The actual effectiveness of the teaching has to do with the individual student and the situation - home life and impact that has on the student. It would be great if all schools in Oregon had the same level of technology and access to curriculum - I think, then, we could assess success. Unified opportunities to connect with students. Right now students see the disparity in schools. The school I work in we have an extremely slow internet connection and 20 donated computers as "our computer lab". There's no smart boards and we are just getting Elmo's. No laptops for kids, no cow carts, limited resources to address how students currently learn. | Dec 23, 2011 11:27 AM |
| 261 | Groups such as the poor and English language learners will again be ignored with the adoption of relaxed standards. A lack of accountability for specific groups will move us backwards in addressing needy kids. These needy kids will eventually cause a strain on our economy. It is better to deal with these groups at the front, rather than at the back end. | Dec 23, 2011 11:14 AM |
| 262 | Measures beyond standardized testing to provide a more accurate picture of school success. Although we do need additional assessment measures I'm concerned about the ability to fund these additions considering standardized testing, K-12 writing assessments for grade 4 through 7, were eliminated this past year. I'm also concerned that assesments are directed toward college prep and rarely if at all toward career readiness. Guidelines for teacher and principal evaluation. Evaluations are process and paperwork intensive. I recommend ODE release a RFP for an automated system of tracking teacher evaluations (an example is NetChemia's TalentEd Perform). Current pricing models tend to favor large districts so a RFP would improve use across a larger audience. Large districts and ESDs could work together to develop standard evaluation forms. | Dec 23, 2011 10:49 AM |
| 263 | That funding for students/schools with the greatest need will not be supported. For example, public charter schools receive half of the funding but are still expected to provide the same, if not more, student support. Money is certainly not a panacea, but equitable funding is morally right. I also think that teacher/administrator training, accountability and evaluation are a must. Low performing teachers should be retrained or supported or removed from the classroom. | Dec 23, 2011 10:46 AM |
| 264 | You can't neglect corrective action. While many districts will self improve, others will not for all kinds of reasons. Unfortunately, you need both the carrot and the | Dec 23, 2011 10:39 AM |

Page 8, Q13. What are your greatest concerns?

stick.

265	A process for identifying schools and districts with greatest need for support, No process to identify schools and staff that are achieving and meeting standards. No process to emulate successful strategies.	Dec 23, 2011 10:38 AM
266	Not all students should go to college. What's the point in going to college when there are no family wage jobs available for graduates? Most of all recent graduate teachers are unable to find work. Achievement Compacts sound like the old school improvement plan but it's hard to know exactly what they will entail as the language is vague. Rich schools with high achievement will be able to offer a more rounded education and high poverty schools will be stuck in an endless cycle of remediation and testing. What incentive is there for the top teachers to go work at low performing schools? Emphasis on student growth should also include non-tested elements such as attendance. We say again we will focus on the achievement gap, ODE was doing some good work with the yearly conference and awards but that was cut. Why not bring that back instead of merit pay and other corporate reforms? The evaluation system doesn't need to be revamped, as current ones have never been fully implemented so it's hard to know that they have been working.	Dec 23, 2011 10:23 AM
267	We are standardizing any hope of real quality education out the the system. This is careerism on a vast scale, all for the adults and nothing for the kids. It is either immoral of profoundly stupid. History will judge the results, I suppose.	Dec 23, 2011 10:02 AM
268	A process for using student growth as the key indicator for identifying those schools and districts most in need of support Implementation of college and career readiness standards and assessments	Dec 23, 2011 10:00 AM
269	The draft is very unrealistic. It has many high sounding platitudes like, "Islands of Excellence," but it has very little real substance. Over-all it seems like a continued evolution away from local control. Having Salem telling our 197 districts more and more of what we have to do, is very insulting. It is obvious the state does not trust the local communities to identify what is most important and accomplish what needs to be done to accomplish these goals. It is more the "Big Brother is Watching" approach which is very sad and very dysfunctional. This misguided emphasis destroys the flexibility needed to bring about real improvement. The paperwork this forces also is a misplaced use of local and state resources. Do we really want 15% of our budgets to be wasted on paperwork when those dollars could be ear-marked for such important improvement strategies such as improving curriculum and instruction?	Dec 23, 2011 9:32 AM
270	inadequate and unstable funding. Mandates that carry with them no resources. Neighborhoods are not strengthened by transfers to other schools and districts. We need to not further fragment families, take away opportunities for community stakeholders to find it natural to support their local schools. Cohesiveness and strengthening families and neighborhoods. There is something dreadfully wrong when equal access to resources are not available to ALL schools and that students must transfer to receive a quality education.	Dec 23, 2011 8:50 AM
271	Students get far too little support when talking about college and/or career. Counselors are hopelessly overworked and often focus on getting the best students into "bragging rights" colleges...so misguided. Also, all of the federal	Dec 23, 2011 8:32 AM

Page 8, Q13. What are your greatest concerns?

programs "school to work" and CTE and all of that seem to just be re-arranging the same old deck chairs. That needs a close look and innovation.

272	<p>We still focused on steering ALL students towards 4 year colleges. I know countless students who have just received 4 and 5 year degrees along with a bill for \$150,000.00 in student loans and can not find work in their field of study. It seems like we are steering our future towards a train wreck. For me the focus should be to steer kids toward careers that offer a future for employment, rather than just an education in indebtedness and unemployment. Schools need to be accessed on individual student growth and progress, not class "A" against class "B". Schools have kids enter at all levels, yet we are expected, measured, by how we get them all to the finish line at the same time. In addition, school should be measured by how the function with their intact group, not on who happens to be there at test time. We have a better than 80% success rate with students who attend our schools K to 12..... Not so good counting those who enter after the 3rd grade and worse yet after the 5th grade. With that said, SpEd has to be a strictly growth measure based on the individual progress. We have a 17% SpEd population, with a 100% passing expectation, you do the math. A statewide, individual growth assessment test like MAPS, would work with incentives for staff who meet or exceed growth goals for each individual student who they teach. State report cards should reflect the schools percentages of students who reach their INDIVIDUAL growth goals not the class as a group. Attendance should have no bearing, unless their scores are low. The way the report card is now, you could have all students get 100% on the test and not meet AYP because they were falling 1% below the attendance goal. Like wise, graduation rates should be based on whether the student graduates, not on if they graduate in 4 years or not. We seem to be focused on when they finish rather than how they finish. High school curriculum's are harder and require more work for some, who get off to a bad start. The light comes on later for some and it takes them a little longer to finish, much like most first years at college, a wasted year for academics, but a great year for social growth. How many college students now finish in 4 years? Title funding still needs to target the lower socioeconomic schools, communities, especially small, rural communities who have limited resources and high poverty. A wish..... Figure out some way to attract and maintain the best teachers, not ways to punish them!! Why would anyone, the way things are now, want to be an educator? It sure isn't for the money!!</p>	Dec 23, 2011 7:38 AM
273	The absence of any concern regarding progress in the sciences.	Dec 23, 2011 6:44 AM
274	That the evaluation system will be watered down by the collective bargaining agreements. That Title funding will still be driven by how districts want to spend the money without adequate guidelines (all at elementary level, or for administration, etc).	Dec 23, 2011 6:35 AM
275	teacher evaluation	Dec 22, 2011 11:19 PM
276	I am particularly concerned about waiver #9 and the potential for pulling funding support from targeted populations (such as Migrant and ELL) and the potential for consequent legal action that would drain resources and harm services at both the state and local level. I wonder if this issue has been fully vetted from a legal perspective and don't want to see Oregon launch into something that could prove costly and damaging over time. While the waiver is crafted from language	Dec 22, 2011 8:14 PM

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from the USDE, this language has not received significant support from the US House and Senate, nor has it been through our court systems. Given the significant amount of case law backing funding for these populations, all based on Civil Rights law, this could put us into a quagmire that would really drain time and personnel. I am also very concerned about the timeline for feedback in this process. Essentially, the window for feedback is over Winter Break. And, most of us are extraordinarily busy in the week when we return from break. Again, this does not seem like enough time and attention to fully vet what is being proposed. This greatly concerns me.

277	It shows that the new evaluation will not be dependent on test scores, and yet that is all it appears that are being used in the elementary and middle school levels. I am also concerned that the OAKS only measures a student's expected grade level ability. This is a concern because let's say that a student enters fourth grade reading at less than a first grade level and improves to a third grade level of reading. Those over two years of growth are phenomenal, but the OAKS test will only measure the student's ability to read at fourth grade and the student will fail, just as they failed in third grade, and the following year, they will need to continue improving their ability by two years just to show satisfactory or close to satisfactory results on the OAKS. Therefore, there really needs to be a different measure if we want to accurately measure student improvement. I am also concerned about the value of subgroups. A major flaw of NCLB has been the focus on subgroups pulls attention away from white kids, talented and gifted kids, etc. Also with the continued emphasis on tests, schools with more challenging subgroups emphasize math and reading at the detriment of other curriculum such as art, science, etc.	Dec 22, 2011 6:13 PM
278	Guidelines for teacher and principal evaluation.	Dec 22, 2011 5:09 PM
279	Practical application of the plan and not losing sight of the need to address school climate, culture, behavior and wellness in our efforts. These issues all impacting academic achievement, and varying based on the composition of a school/district.	Dec 22, 2011 4:57 PM
280	The proposal continues to emphasize closing the achievement gap. This is a failed strategy that limits achievement across the board.	Dec 22, 2011 4:14 PM
281	Being able to achieve success in getting the waiver approved.	Dec 22, 2011 4:01 PM

Page 8, Q14. What questions do you have about the approach we have proposed?

1	Where does it talk about the needs (both short and long term) for Oregon schoolchildren?	Jan 11, 2012 9:26 AM
2	Why the rush? Take the same position as Montana and California. Cost all of this out!!!!!!! I think if you do so, you will find that the "benefits" are far exceeded by the costs. Ditch the test!	Jan 10, 2012 4:23 PM
3	I have some other questions about the formulas and calculations for identifying the Reward, Focus, and Priority schools. I served on the workgroup that drafted the recommendations for that section of this proposal. I am already fielding those questions through Jon Wiens. As stated previously, my most pressing questions regard the accurate identification of Reward schools for the purpose of them serving as mentors.	Jan 10, 2012 4:18 PM
4	Who sets the goals? Will the state have authority over local boards?	Jan 10, 2012 4:04 PM
5	(... continued) Perhaps most of my concerns can be addressed through an improvement in this draft. More detail, more justification, more clarity, more conformity with the principles and organization specified by the USDOE. But I fear that Oregon is depending too much on help from Washington (DC) to get this application to be acceptable. In its current state, if I were a peer reviewer, I would send it back. I have mentioned Massachusetts' application many times -- I read it because they lead, and I found a well organized, well reasoned proposal. It may not have the glitz of 40/40/20, but it has substance. It also has a metric (a performance index) that one can get one's head around. Please stop trying to re-invent the wheel.	Jan 10, 2012 4:02 PM
6	How will the current ODE staff be the support that is needed? Big changes would need to happen to shift from a accountability structure to a support structure and this plan seems more aggressive stretching resources at the state level even further than they are currently stretched.	Jan 10, 2012 3:25 PM
7	21 Century funds available for afterschool programs.	Jan 10, 2012 3:23 PM
8	The approach is not specific and not funded. We have no idea how new testing will effect the models presented.	Jan 10, 2012 2:40 PM
9	How will this affect afterschool intervention.	Jan 10, 2012 2:27 PM
10	There is no visible or coherent plan for a waiver to use 21st CCLC funds for other purposes. See my response to #13 above.	Jan 10, 2012 2:27 PM
11	It appears to be fairly aggressive. This is good since America has really gone downhill globally in education. I asked a group of middle school students at an Oregon coast campground last summer some basic questions along with the camp host. We were shocked and amazed these kids did not know what a dozen meant, what DC stands for in Washington, what 2 coins make 35 cents, boiling point of water, what ocean we were at, and a slew of other simple facts. The parents sitting at the campfire all felt our educational system has let us and our children down. We need very aggressive action to bring America back to what it used to be. We were the best educated people in the world. What happened is we made too many exeptions! No exceptions anymore. This country has been great for over 200 years and we have lost sight of what our ancestors built for	Jan 10, 2012 1:52 PM

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	US! Hard work and accountability is a good start!! Wish my kids were younger to be part of this new plan.	
12	I'd like to have more details about the rankings and how assessments might be weighted to determine them.	Jan 10, 2012 1:46 PM
13	Concern about the use of model schools. To use staff members of these schools to coach schools in need takes them out of their buildings. This will not help model schools to continue to improve. Staff members need to be in their buildings and schools in need someone there on a regular basis.	Jan 10, 2012 1:36 PM
14	Questions about how you'll address my answers to #13. What is the timeline for this? What is the timeline/process for shifting to CCSS and SMARTER balance assessment? Is this shift going to be led/outlined by the state, or each individual district?	Jan 10, 2012 12:32 PM
15	Why can't you people be realists instead of idealists?	Jan 10, 2012 11:10 AM
16	How will it look like? What kind of input was received from educators and administrators? What has been considered regarding our lowest achieving subgroups: Latino, African American & LEP?	Jan 10, 2012 9:38 AM
17	I have listed some; my own time now limits further reflection which is GREATLY needed.	Jan 10, 2012 7:11 AM
18	Ben Cannon has only a couple of years of experience with this. How long has it been since Castillo was in the classroom? How about some listening sessions with actual teachers, rather than obscuring all this information behind legalese? Do you know what it's like to have class sizes of 43, with not enough desks if everyone is present? Come down to earth and remember that teachers work their asses off every day because we care about our students more than almost anything in the world. We deserve the benefit of your honesty about what this plan looks like, rather than having to sift through a hundred pages of opaque text.	Jan 9, 2012 11:31 PM
19	Is this another exercise in we have to get public comment but we're going to do what we want anyway like the adopting of the CCSS and other areas where the state has asked for public comment but that comment then seemed not to be considered. I'm not talking about my own personnel comments either but by a body of comments from Superintendents etc.	Jan 9, 2012 11:22 PM
20	What would happen if we really did make this process student-centered?	Jan 9, 2012 10:38 PM
21	As mentioned above, only the concern that there is still a lot to be fleshed out!	Jan 9, 2012 10:04 PM
22	None at this time. I haven't read through all parts of it, but I'm really excited about the direction this is going.	Jan 9, 2012 9:16 PM
23	Will ODE increase it's staff at the SEA level to provide timely monitoring of the accurate collection of data and also provide training on how to read and use the data effectively. On the surface, just collecting data for the sake of just getting "numbers" to the State sounds simple. Ensuring the data is accurate is as important as knowing how to interpret and apply the results of the data.	Jan 9, 2012 9:12 PM

Page 8, Q14. What questions do you have about the approach we have proposed?

Everyone tries to enter all data accurately, but state audited/monitored data in the first few years should be mandatory.

24	Why is there such a rush to implement these changes without public input? Why are we not waiting for a reauthorization of ESEA and merely accepting what the current administration in Washington is offering to replace NCLB? Why are we so willing to spend large amounts of money developing new testing systems and tinkering with curriculum by implementing the Common Core while we are cutting school days and staff, cutting salaries and benefits of remaining staff, overcrowding our classrooms, and allowing students to go without proper nutrition, medical and dental care?	Jan 9, 2012 8:27 PM
25	Many district's are now operating on a bare bones budget. Staff are in crisis and have few resources to address these critical issues.	Jan 9, 2012 7:45 PM
26	While I remain critical (I'll wait to see the impact in the schools), I really like the fact that Oregon is heading away from the hypocritical disaster of NCLB. Thank you.	Jan 9, 2012 5:36 PM
27	I like it and I hope we continue down this road. It seems, at this point, like a good direction.	Jan 9, 2012 5:07 PM
28	We need to know more about teacher evaluation and the assessments.	Jan 9, 2012 5:05 PM
29	Why not address issues with highly qualified?	Jan 9, 2012 4:59 PM
30	How on earth will you fund it?	Jan 9, 2012 4:55 PM
31	Again, I hope that there can be added some more clear language around meaningful parental engagement.	Jan 9, 2012 4:46 PM
32	Too many to list here.	Jan 9, 2012 4:21 PM
33	Sounds like you are maybe adding more layers of testing rather than reducing the overall burden. I would love to see teachers have time to actually TEACH, not test, and be able to teach all subjects, not just reading, math and writing. Somehow, the kind of education kids receive in this state needs to be made more equitable. The kind of education kids in West Linn receive has almost nothing in common with what the kids in my poverty area get. How will this help??	Jan 9, 2012 4:11 PM
34	Too many to list here, but the changes to funding is a big one. What impact would this have on funding?	Jan 9, 2012 4:10 PM
35	I will be interested to see how the actual implementation works out versus just reading the paper version. Are there provisions to make adjustments, if something doesn't work as well in reality as it looked on paper?	Jan 9, 2012 4:00 PM
36	How much is this all going to cost? Where is the money coming from to pay for all the waiver requirements and promises? What is the evidence that the waiver requirements will offer Oregon children a better education that will inspire them to become lifelong learners, critical thinkers, innovators, adaptable, and successful, engaged, responsible citizens?	Jan 9, 2012 2:14 PM

Page 8, Q14. What questions do you have about the approach we have proposed?

37	You have contacted state level groups, but it appears in the draft waiver, the smaller inputs, like local districts, service groups are in the void. It would seem wise to put in some local contacts for context that this is not run by the Willamette Valley and high population areas.	Jan 9, 2012 2:11 PM
38	Much of the information it appears you have gathered from family/community members appears to be in the structure of family/community members coming to you via meetings, clubs, memberships, etc. What plans to you have to reach out to a wider variety of families not represented by these organizations (i.e. families of color, poverty, non English speaking, etc)?	Jan 9, 2012 12:33 PM
39	I understand the need to go along with the waiver requirements, but you should have been dragged kicking and screaming, not feel that it is a good deal. Why can't you see it?	Jan 9, 2012 11:39 AM
40	Why are we introducing a system using Medians & Percentiles to hold schools accountable to? These measures are weaker than other statistical measures, and do not give you an accurate view of relative achievement and growth. NCLB certainly was not ideal in how it identified schools in need, but at least the system used a reasonable number to measure schools by - percentages (e.g. percent meet standard). The problem with NCLB was rooted in setting arbitrary fixed benchmarks for growth across states that varied widely in what they defined as "meet standard". The proposed system in the Oregon waiver does not address the root problem since it STILL uses arbitrary benchmarks. Rather, the waiver introduces a weaker, and potentially more harmful system, of using medians & percentiles instead of the current system of percentages. It is recommended that we use this opportunity to introduce stronger, more meaningful, measures of achievement that use Means & Standard Deviations. These are principal measures in statistical analyses for a reason, in that they are generally the most powerful and meaningful numbers to any data set. Such a system utilizing these measures would allow for the establishment of more meaningful benchmarks and measures of growth. How locked into the current model are we? How seriously would a new calculation method be considered? Would it be possible to engage the mathematical community in helping advise the creation of an accountability system that is both simple and significant? I would be happy to support such an effort. Please contact me for more information or clarification of my feedback. Sincerely, [REDACTED]	Jan 9, 2012 11:36 AM
41	I do have some questions about the timeline and the funding of these proposals.	Jan 9, 2012 11:36 AM
42	How much will this cost? How will this and the CCSS be paid for?	Jan 9, 2012 11:34 AM
43	As previously mentioned, I am skeptical about this move---the underlying notion is that for the past many years, educators have been doing completely the wrong things at the secondary level and now, viola! we now have the true meaning of high school; we have the answers to all these questions that we have been missing--common standards across the country, guaranteeing mediocrity on a national scale across all state boundaries---Not enough teachers have been involved in this, too many administrators, little training beyond the district level and totally excluding input by students----But this is not surprising, it's the American (Oregon) way---there is no question that the majority of students in Oregon believe that their school work is relevant, and until they understand and	Jan 9, 2012 11:09 AM

Page 8, Q14. What questions do you have about the approach we have proposed?

	believe it, this will continue to be adult nonsense that circulates around political cycles-----	
44	i hope it will continue to expand and chart new territory. i want to see oregon be a leader in creativity and thinking.	Jan 9, 2012 10:46 AM
45	Like most state/federal efforts the time frame is short and the amount of proposed changes need to include clear communicaiton.	Jan 9, 2012 9:32 AM
46	I know I sound like "Debbie Downer" but until we have stable funding for education there is little capacity to do anything but keep our heads down and provide basic service. New funded/unfunded mandates are already two pages long in our district and it forces districts to have to set aside key strategic needs pertinent to our students.	Jan 9, 2012 9:05 AM
47	What makes this submission different from our proposals in Race to the Top? Can language be added that suggests why we should believe that this model/proposal will work over and beyond the models proposed over the years? This may be true, but there is nothing in this submission that indicates why this should be seen as different.	Jan 9, 2012 8:22 AM
48	What community data will be used to qualify the results of school and district report cards?	Jan 9, 2012 8:06 AM
49	Just make it better for teachers and kids and not worry so much about how it "makes the Oregon System look better" to the nation.	Jan 9, 2012 7:54 AM
50	That is the relationship between the CIP and the CAP? The CIP and Achievement Compacts? Why are the cut points for 4 year and 5 year graduation cohort rates the same?	Jan 9, 2012 7:39 AM
51	What OTHER measures will you put in place beyond the standardized testing model????	Jan 9, 2012 6:54 AM
52	none	Jan 9, 2012 6:49 AM
53	Why are you lowering the bar? You are giving up. Suck it up and teach to the level required and quit spending so much time explaining why you can't achieve it.	Jan 9, 2012 5:41 AM
54	You know, I don't know what questions I have because there hasn't been any opportunity for me to get information about this proposal other than through reading the waiver document. I think it would have been good to go around the state and hold informational meetings so folks could have more of an idea as to how all of this is going to play out.	Jan 8, 2012 9:10 PM
55	Where is the funding going to come from? How can you continue to use the resources that have been developing over the last few years to provide a statewide cadre of expert School Improvement Coaches to assist schools?	Jan 8, 2012 7:49 PM
56	What is the real position on the use of school improvement coaches--specifically, OSDIN School Support Coaches? I am wondering about where the information came from (and how it was collected) stating that schools in the field indicated a	Jan 8, 2012 7:00 PM

Page 8, Q14. What questions do you have about the approach we have proposed?

gap between what OSDIN Coaches (retired principals) had to offer and needs of the school. It would be good to see more data on this. Some of the statements in this document are confusing p.78 and later statements that speak to building on the coaching model/work of OSDIN.

57	When will we start getting serious with teacher evaluation and make it meaningful. Even to the teacher that has been teaching 20 years and has seniority over teachers that are better, but still lose there jobs.	Jan 8, 2012 5:16 PM
58	Does it not address the inadequcy of differentiation necessary when teaaching children of poverty. Not ALL 100% of students will be able to do this ... and the results seem to place "blame" on the schools and teachers.	Jan 7, 2012 5:47 PM
59	The devil is always in the details on any plan like this. There seem to be a number of areas that aren't completely fleshed out. I'm hopeful that you will continue to reach out for input throughout the process.	Jan 7, 2012 5:43 PM
60	This approach is about building systems as opposed to achieving academic results quickly using research-based proven curriculum and instructional methods. Inner complexity makes for superficiality. (Barry Dillar)	Jan 7, 2012 3:13 PM
61	Will the new administration have the power to waive Division 22 standards without any public process? How will a system of schools that are non-standard in different ways guarantee equity of education for students across the state? Has any thought been given to enhancing school choice? Will families be stuck in "focus" schools for long periods of time while the state waits for the staff to get its act together?	Jan 7, 2012 3:07 PM
62	The application is mired in complexities directed by macro application criteria and is captive to many political imperatives. An initial read fails to shed any light on unique, outside the box Oregon solutions to stubborn academic sub-performances by our Latino population, for example.	Jan 7, 2012 8:28 AM
63	What could you have been thinking? Did you never pay attention to what your teachers were doing?	Jan 7, 2012 5:28 AM
64	The broad strokes look good - the broad strokes also looked good to many educators when NCLB rolled out. NCLB proved that the details matter - hopefully the state will use the survey results and actual data sets generated with the new model to test the efficacy of the measures and make adjustments if needed.	Jan 6, 2012 4:36 PM
65	You talk about Islands of Excellence. They are not enough. We need districts of excellence. Have you studied the research on improved school districts, not just improved schools in isolation? We have adopted the 4 Characteristics of Improved School Districts in order to achieve success for ALL. This research comes out of the state of Washington. Of course, it melds well with your work. However, again, the success of this research and your work will be dependent on leadership and not just leadership in one school or another. Effective leadership at the superintendent level is key to a district's success as is a principal's at the building level.	Jan 6, 2012 3:27 PM
66	Something needs to be done to move us away from NCLB and for now this	Jan 6, 2012 1:38 PM

Page 8, Q14. What questions do you have about the approach we have proposed?

appears to be the best opinion.

67	See above. Will you have CAP workshops and transitional support available to districts for training? When and how are you going to teach districts all that is involved in this "new way of doing business.?" For extended day, year round school options what is the proposed funding source? Need more information on procedural guidelines when replacing a principal at a focus school! When will districts know the status of their schools? Exactly what is involved in deeper diagnosis? Will we have a mid year review aka "town hall " meeting to discuss transition, problems, concerns, to make sure this process is actually working? Do you have an evaluation system for the process?	Jan 6, 2012 1:16 PM
68	Too many to list. BUT Is ODE capable of translating this into something positive and lasting	Jan 6, 2012 1:11 PM
69	How will this approach be evaluated for effectiveness towards student achievement and educator growth. In other words is this making a difference in student growth and in educator growth across Oregon?	Jan 6, 2012 10:55 AM
70	What is the process for summarizing and analyzing the feedback gathered on this survey? Will the original groups be responsible for revising their particular sections or will any revisions be undertaken by others/other work groups?	Jan 6, 2012 7:28 AM
71	Have you really given folks adequate time to really think through this process? Seems like everything is going too fast. In some areas, like on page 78 when you refer to the current school coaches, where did you get the data to make those statements? I currently work in a school district as a coach, and I don't believe that these comments represent how my district or schools feel about my work or the work of the other coaches in our district. I didn't care much for the comment that the field perceives a gap in knowledge and understanding between the consultants and those in the trenches. I'm not sure what field you are talking about, but I don't think anyone asked our schools or district office folks here if there was a disconnect. I don't have any problem with the district selecting the support system that will best serve students and staff, and I'm not opposed to the idea of a support team. I just think that the writing in this section was poorly handled, and could have been done more professionally. Are teacher leaders, principals, instructional assistants, etc. going to have the time to adequately support the school in improvement efforts. Will they be pulled from their regular assignments to do this, and how will this impact their classrooms and their schools. Good idea in principle, but not exactly sure what this will look like. Will these be people from model schools that will come to support priority and focus schools? Are they people from the current school district and community? I'm just not sure what this looks like and maybe if I understood better, I would be more supportive of this model. I do think our instructional leaders are a good choice to do this type of work, but I still have a lot of questions about this part of the support system.	Jan 5, 2012 10:22 PM
72	Are you really sure that this plan will be what is right for Oregon's children?	Jan 5, 2012 9:53 PM
73	Will students finally be looked at as individuals and be taught according to their individual learning styles?	Jan 5, 2012 5:36 PM
74	1. You say that ODE will move from a compliance-based organization to one of	Jan 5, 2012 5:13 PM

Page 8, Q14. What questions do you have about the approach we have proposed?

support. How will this be accomplished without additional revenue and staffing?
 2. Expecting each school district to design, pilot and implement a performance based evaluation system based on the new teaching standards will be very challenging. Why not have a statewide evaluation system that all districts can use? If it is done well, we could centralize training and support instead of expecting every district to do so. 3. Defining multiple measures of student achievement that would be embedded in the teacher and principal evaluation system is also very challenging. What plans are there to support districts with these efforts?

75	At what point do we assess what this new approach will actually cost schools, districts, and ODE?	Jan 5, 2012 2:16 PM
76	None	Jan 5, 2012 1:56 PM
77	I would like to see a much larger "venue" of this effort beyond ODE/schools.	Jan 5, 2012 1:53 PM
78	Depending on individual districts to teach the Oregon core. Too many inconsistencies are possible.	Jan 5, 2012 1:21 PM
79	Nice to have had input from all those who choose to comment.	Jan 5, 2012 12:50 PM
80	What happens to schools that are small and meeting your demands but shrinking because of demographics? It would appear that for now, the plan is to let these successful schools die and throw more money at bigger schools that are not successful.	Jan 5, 2012 8:10 AM
81	Are the efforts and funding truly providing for the needs of the students or for the suits and ties in glass buildings?	Jan 5, 2012 7:57 AM
82	While the attempt to gain input from the public has been well implemented, there is too much material for everyone to ingest and respond. I am wondering if, along the actual plans, outlines could be included for clearer comprehension and better timing. That is, most of us do not have the time to study the entire plan and respond.	Jan 5, 2012 7:56 AM
83	Why are you not listening to teachers and parents who are tired of testing and want better opportunities for their children?	Jan 4, 2012 7:03 PM
84	I think the approach has some merit as long as the deficiency is addressed and there is a recognition that the 'model' schools may be a general model but the 'model' for disabled students may be a different school. Or a school may be a model in ELL or SPED and not be an overall model, but their strengths should still be shared.	Jan 4, 2012 4:39 PM
85	Why are there still so many rules and steps to the plan (it really seems like just another of the same old government prescriptions imposed on local school districts)? How do you intend to fund such an ambitious plan? While I embrace the challenge of better educating our students, I don't think Oregon has the resources to properly implement this plan!	Jan 4, 2012 4:26 PM
86	The content areas will be influenced by the national demand than the state demand, how will Oregon address its state needs in the content area as well as	Jan 4, 2012 4:04 PM

Page 8, Q14. What questions do you have about the approach we have proposed?

	specialized needs of students with disabilities?	
87	I believe that the draft has the focus needed to be accepted in place of NCLB; I am concerned about the economics, but this was stated in the accompanying letter, so that I know that others have this concern.	Jan 4, 2012 2:45 PM
88	Are districts giving input on interventions specific to student needs	Jan 4, 2012 2:34 PM
89	I love the wrap around approach with services to kids	Jan 4, 2012 1:35 PM
90	I am unclear about the guidelines for evaluation. Are the supports really there for administrative evaluation? Should it include district level administrators as well? In terms of teachers, to what extent are higher education teacher programs and teacher unions a real part of these potential changes?	Jan 4, 2012 11:13 AM
91	How many active teachers were included in the waiver creation process? How many active principals were included in the waiver creation process?	Jan 4, 2012 10:40 AM
92	Will schools be "punished" or exposed to media criticism for lack of student progress? What accountability and responsibility will PARENTS have?	Jan 4, 2012 9:33 AM
93	How can businesses and the community be more involved to add leverage to the school programs? School hours and business hours are similar. Perhaps, changing hours or something so that more parents be involved and students can be mentored by experts in the field or...?? How can our communities support the emotional needs of our youth? There are so many students that need to feel like someone cares about them and that they are special. Too many busy adults and too little nurturing.	Jan 3, 2012 11:13 PM
94	Where is the money coming from to implement these ideas? Who will evaluate teachers and principals and how will we know it's not biased or useless? When can we expect administrators to really show leadership and support of their staff instead of pushing the stress and pressure onto the staff from these changes?	Jan 3, 2012 9:57 PM
95	I need more time to reread and discuss this with other educators before I will have questions.	Jan 3, 2012 5:47 PM
96	How will this be funded? Every other time big approaches are stressed, the plan fails when there is not staff to complete the demands. In my district class sizes are between 35 and 40. Most teachers teach multiple preps. We are overworked and get our pay and benefits continually cut. We are a rural district with many special education students (almost 16% in my school) and over \$2 million extra to cover the busing that other districts use for instruction.	Jan 3, 2012 4:01 PM
97	Still need more information about the Achievement Compacts.	Jan 3, 2012 3:55 PM
98	I would like to know how to be more involved in the process.	Jan 3, 2012 1:38 PM
99	I would like to know when public input will be included in the process?	Jan 3, 2012 1:26 PM
100	Why have ESDs been excluded? In some areas of the state, they are vital to processes and systems which attempt to improve student achievement--especially those which require contact and communication between and across districts (and even more especially for small and rural school districts).	Jan 3, 2012 11:57 AM

Page 8, Q14. What questions do you have about the approach we have proposed?

101	I didn't see enough regarding the communication plan and getting support to districts for full implementation. If Oregon moves forward with this proposal, timing is important to roll it out.	Jan 3, 2012 11:26 AM
102	How is a Compact or CAP different from e-CIP or OSSS plans of improvement?	Jan 3, 2012 9:30 AM
103	How have you involved superintendents? How are you getting teachers and parents involved? It sounds like this is a top down effort and those rarely work without buy-in from the grassroots individuals that will be most affected. In my job, I have spent much time with the Common Core and informing my staff, but when attending meetings throughout the state, most district are just creating awareness and moving at many different paces because there is not true leadership from the state. Each district is implementing the Common Core using their own resources and timelines. How will this plan be any different?	Jan 3, 2012 9:28 AM
104	Is there a way to make the process simpler? More transparent? Have a greater benefit/recognition for those schools closing the achievement gap? Encourage all students to succeed, including those from low SES, to achieve at the same level as mid and high SES peers?	Jan 3, 2012 9:18 AM
105	Did you think about students first? How do you know you did and how will you measure this?	Jan 3, 2012 9:16 AM
106	none	Jan 3, 2012 9:13 AM
107	I don't see any penalties for schools that continue to hire non-HQ teachers.	Jan 3, 2012 8:32 AM
108	I would like a list of focus, priority and model schools.	Jan 2, 2012 1:56 PM
109	Well, it beats the Feds' turnaround approach. It seems more fair to teachers. I am still concerned about kids who start out far behind--is it reasonable to expect them to catch up within a year or two, or at least by third grade? We are expecting them to learn more and learn it faster and with less support outside of school than kids who come to school ready to learn at grade level. We've got to do something about that "outside of school" support.	Jan 1, 2012 9:13 PM
110	How does the Special Educator fit into the plan? Will our duties change (some things subtracted from our plates when new expectations are added)? Will we have the resources (especially the teachers and E.A.'s to do what is asked? Our SPED department has lost staff for the last 5 yrs. that I have been at my school. Many are in the same boat. How can you help teachers feel appreciated for what they do? The teachers I work with are excellent, yet they are tired and discouraged.	Jan 1, 2012 7:12 PM
111	The same as above. The timeline for implementation at a time when funds are so tight, how realistic is it? How will there be an assurance that people have access to become members of these groups when it has become a fairly closed group already?	Jan 1, 2012 4:37 PM
112	You cannot expect student success without fully funding our schools.	Jan 1, 2012 3:52 PM
113	Please be actively recruiting the ESL staff in the participation of the discussion because ELLs tend to be forgotten due to lack of advocacy. Unlike sped, the law	Jan 1, 2012 6:18 AM

Page 8, Q14. What questions do you have about the approach we have proposed?

	is not as clear or enforceable for ELLs.	
114	I think the approach is good but why the fast track? There is no indication in this document that suggests you have engaged any of the subgroups or their representatives that that you have referred to in the document. I have a feeling that much of the content in this document is more of a political statement than it is for the concern of quality education in schools and districts.	Dec 30, 2011 7:55 PM
115	Can this actually be done by the timelines given?	Dec 30, 2011 4:43 PM
116	none at this time	Dec 30, 2011 12:22 PM
117	How Achievement Compacts will impact funding	Dec 30, 2011 11:49 AM
118	Accountability. On paper things look great but when there are ineffective teachers and administrators in the system and no one is doing anything about it how will that impact the whole?	Dec 29, 2011 2:35 PM
119	I'm not sure I like the idea of having our Title IA setasides used to create plans for ODE to review. Right now districts in improvement have to use some of their set-asides for planning, but this is seen as a drag on the district's resources that could be better spent.	Dec 29, 2011 1:45 PM
120	In partnering high performing schools with lower performing- how will funds be available for subs, travel, etc. to go visit the high performing school and vise versa, as well as funding to support/purchase the new/suggested programs or curricula? Of course districts are going to be facing their budgets and want to keep people/staff so this will be challenging if there isn't financial support to go along with the reforms. (I also realize finances are challenging in every aspect, I just think that when left up to a district, saving a person versus purchasing programs, it will be a toss up) Hopefully, something will give in this year's legislative process and the state will have a bit more funding for education- yes I am a dreamer :0).	Dec 29, 2011 11:08 AM
121	Where is all the staff development time going to come to do all the work that is being suggested?	Dec 29, 2011 10:31 AM
122	How does increased centralization lead to better results. Haven't we learned anything from NCLB? This is just another sound-bite initiative whose only noticable result will be more work for already over-mandated school districts. I fail to see much improvement with this and NCLB. Both are bureaucrat-rich socialist-oriented systems that betray a total lack of confidence in local districts to educate their own children. Sad state of affairs to be sure.	Dec 29, 2011 10:01 AM
123	Do the lists of model schools and bottom 15 percenters include non-Title I schools, or is this again just to flog schools that serve poor children? Is there a way to show an example or two in English of how these "compacts" might possibly work and how on earth they would help prompt mediocre schools with decent scores but poor growth get better or help truly low performing struggling districts do better? Rewarding excellence sounds great, but giving less money to districts where adult performance is lackluster seems to have a lot of potential to punish poor children for the acts of the adults. Why can't these timelines move faster? At least in some of the areas?	Dec 28, 2011 6:46 PM

Page 8, Q14. What questions do you have about the approach we have proposed?

124	Thoughtful ~ some questions about what has not yet been determined and how decisions will be made / impact to districts after the fact. I am impressed with the level of inclusion you developed over the course of this endeavor.	Dec 28, 2011 6:01 PM
125	Do not attempt to implement unfunded mandates. Districts are at a "tipping point" due to years of reductions in staff, funding and programs.	Dec 28, 2011 3:57 PM
126	Why were more business leaders and other juvenile stakeholders involved? Child welfare workers, probation officers, non-profit workers, all could have provided expert feedback and input, not to mention a different perspective.	Dec 28, 2011 3:28 PM
127	How will credit by proficiency be embedded in this proposal as it relates to college & career readiness and Diploma requirements and based upon the CCSS?	Dec 28, 2011 12:44 PM
128	How will school boards be informed so that they understand what is happening? Will their information be provided through the local school district authorities or the local ESD? This would not be an effective manner to help school boards understand and apply these ideas. School boards need to be provided the information without being influenced by local administration, whether at the school, district, or ESD level.	Dec 28, 2011 12:35 PM
129	Why are there no expectations to value a sustainable future? The economic focus is of little value if we do not teach and practice care for the world community - both people and the environment. How does Gov Kitzhaber expect students to attend college when the costs are astronomical? It seems like a rich person's wavier, and for the poor there is little reality.	Dec 27, 2011 9:02 PM
130	Have the concerns raised by USED about Colorado's application been addressed in Oregon's application? I am under the impression that Colorado's application was used extensively when creating Oregon's.	Dec 27, 2011 3:57 PM
131	This is just another in a long line of testing programs destined to fail. Every governor comes in with a new way to do this and time, money, and resources are allocated to testing rather than educating. Please don't adopt.	Dec 27, 2011 1:49 PM
132	How is all of this going to be funded? How/when are districts going to get the training necessary to understand new practices and change current practices? For a stated "moving from compliance authority to partnership relationship with districts," there seem to be a lot of compliance measures included. How are you going to alleviate the frustration of a school being identified in tier 2 or 3?	Dec 27, 2011 1:29 PM
133	How thought out are the steps to accomplish this plan? Much of it reads as hypothetical, with the bulk of the work still to come, rather than tested methods that are ready to implement.	Dec 27, 2011 11:06 AM
134	Does this plan help us better use our limited resources so that we can provide stability and sustainability for our public schools? What efforts are being made to reduce other unfunded state mandates?	Dec 27, 2011 8:57 AM
135	What are you taking off our plate? You can't just keep adding and adding....burnout and stress are rampant in the system Oregon's families are hurting in the economy and that has a profound impact on schools. Schools can't	Dec 26, 2011 5:03 PM

Page 8, Q14. What questions do you have about the approach we have proposed?

	solve everything. What other supports for kids and families are you providing?	
136	Have not seen much about school effectiveness and teachers collaboration as members of teams using a data analysis approach to instructional planning.	Dec 26, 2011 2:34 PM
137	How do you monitor those students an LEA has had time and resources to have an impact on vs "total student population? Why are LOEAs held accountable for post secondary educational acheivement when we do not control many of the enviromental and educational factors when the student leaves our LEA? (Coming from a high school of 74 students that on average complete over 100 college credits).	Dec 26, 2011 11:12 AM
138	Why have you completely ignored educators and their expertise? Why have you ignored all the research about how children learn - especially young children, whom your plan will hurt the most? Why have you ignored the PROVEN cause of "achievement gaps", which is poverty? Why have you ignored the research on which strategies help teachers become better teachers? Why are you not taking your responsibility to this state's children more seriously?	Dec 24, 2011 11:15 PM
139	Will people assume that the higher performing schools need less oversight because they happened to do well? Will this create school districts that start to feel autonomous, in a way creating the impression that they are somehow above following the rules because they are "better".	Dec 24, 2011 10:56 PM
140	Why do we continue to try and mend a broken system with a band-aid when it clearly needs a complete over haul?	Dec 24, 2011 11:46 AM
141	We continue to try to solve a problem we only look at from above. Someone needs to look at this issue from the cultural perspective.	Dec 24, 2011 11:22 AM
142	None	Dec 24, 2011 5:47 AM
143	Have you found the simplest and most cost effective path to re-education and rejuvenation of Oregon's educational system for all Oregonians?	Dec 24, 2011 1:04 AM
144	Are you really going to modify things based on public opinion. It seems like this train has left the station. I only see a few groups speaking up - Oregon SOS, Rethinking Schools, Fair Test, etc. If I had more time, I'd speak up more. Instead, I have to wait until Dec. 23rd to finally have time to tell you all what I think! The teaching never ends, so start respecting the educators in the field. Consult Teachers... PLEASE! Our students deserve it... especially the kids who are ELL, fighting poverty, and with special needs. This is NOT going to help....	Dec 23, 2011 9:16 PM
145	Funding, funding, funding?	Dec 23, 2011 3:25 PM
146	Where will the people with the required expertise to assist districts come from? Are they already in schools/classrooms? What happens to the schools/classrooms where they have been teaching when they get pulled out to provide help to other districts? Are current ODE staff equiped to do this work? It is not currently the work that ODE is doing (for the most part). How do you hold teachers who don't teach tested subjects accountable? What about teachers who teach more than one tested subject, but one subject less effectively?	Dec 23, 2011 2:10 PM

Page 8, Q14. What questions do you have about the approach we have proposed?

147	How will the system of learner-based education and proficiency-based teaching, which moves at the learner's pace, provide students with the skill set needed to handle a job or college or career where frequently deadlines do not move at the worker's pace?	Dec 23, 2011 2:04 PM
148	How do you measure success? What are the SES of the successful schools? Do students move? Amount of parental involvement? Community support? I think we have moved so far away from the "it takes a village to raise a child mentality" we now think that the schools can be evaluated in a vacuum. I think there is additional work addressing values and beliefs of what is the best practices for the educational welfare of our children. What about Latino familial values and beliefs, and if family comes first, how do we best maximize and prioritize schooling to level the playing field?	Dec 23, 2011 11:27 AM
149	What groups will have representation when determining what changes will be proposed? Who will determine these groups? What kind of accountability will be put in place to ensure kids are not falling through the cracks? How will accountability be monitored?	Dec 23, 2011 11:14 AM
150	As with any new proposal, my concern is throwing out the baby with the bathwater. I am hoping best practice and research-based models were examine and you are keeping what is working and only eliminating/changing what is not. More is not better; simplicity and equity are key.	Dec 23, 2011 10:46 AM
151	SEAs are typically too enabling to school districts. Who will oversee its implementation and what enforcement do they have?	Dec 23, 2011 10:39 AM
152	How will you identify and validate schools with high and low poverty levels that have successful teachers and students.	Dec 23, 2011 10:38 AM
153	When will teachers have the opportunity to input outside of work hours?	Dec 23, 2011 10:23 AM
154	What can possibly lead such well intended people to such stupid decisions?	Dec 23, 2011 10:02 AM
155	How do you balance the monetarily driven need to quantify individual growth and the organic process of student/family accountability in meeting learning targets?	Dec 23, 2011 10:00 AM
156	Why continue the same heavy handed state centralized approach that has never worked before? This simply solidifies this ineffective approach even deeper into Oregon educational practice. It is so sad that the state and federal government has lost so much trust in local school districts and the in the communities they serve. Very very sad.	Dec 23, 2011 9:32 AM
157	Why so conservative? Also, what will you do to showcase effective schools and districts and give them the public spotlight they deserve?	Dec 23, 2011 8:32 AM
158	The naivete about our student population: The fertility rate is highest among those who are least able to commit financial, emotional, and academic support for their children, thus my excitement about getting them away from their parents at an earlier age. On the other hand, funds for early-ed projects will come at the expense of the rest of K-12 education. It doesn't matter how high you set the bar for CCSS; teachers will do the absolute best _given the resources and kids they are assigned_. Nothing about holding the parents responsible when they keep	Dec 23, 2011 6:44 AM

Page 8, Q14. What questions do you have about the approach we have proposed?

	their children home to provide childcare and call it "homeschooling." Nothing about parenting classes so they can hold their children responsible. Yeesh.	
159	Who be be designing the assessment system to monitor student growth at the secondary level (and when will this happen?). Will the college and career readiness goal come with specifics about how this broad goal actually changes what goes on in a teacher's classroom? Policy has very little impact on schools, what will this proposal do to be different?	Dec 23, 2011 6:35 AM
160	will there be standardized methods to evaluate student growth throughout all the school districts in Oregon	Dec 22, 2011 11:19 PM
161	See above answers.	Dec 22, 2011 6:13 PM
162	How will we measure 40/40/20? Specifically, 40 percent to a 4 year college at what timeline for the student? Economically many will choose a community college to start thier post high school education due to finances. Also, not all communities have the same resources to send students to college! This may be a better question for the OEIB.	Dec 22, 2011 5:09 PM
163	How will peer review teams and experts be chosen to assist in the schools?	Dec 22, 2011 4:57 PM
164	none	Dec 22, 2011 4:14 PM
165	None	Dec 22, 2011 4:01 PM

Page 9, Q15. THANK YOU for participating. Your answers are confidential, but we do need some basic information about participation in this survey.

Please check all descriptors that apply to you.

1	████████████████████	Jan 11, 2012 9:27 AM
2	former educator	Jan 10, 2012 5:08 PM
3	School support coach	Jan 10, 2012 4:48 PM
4	Retired - former county transportation project manager.	Jan 10, 2012 4:27 PM
5	School Support Coach	Jan 10, 2012 4:18 PM
6	concerned taxpayer	Jan 10, 2012 4:11 PM
7	former teacher, now inclusion advocate + child care support services provider	Jan 10, 2012 2:55 PM
8	Detention manager	Jan 10, 2012 2:27 PM
9	Girl Scout co-leader	Jan 10, 2012 1:53 PM
10	ESD staff	Jan 10, 2012 1:47 PM
11	Special Education Director	Jan 10, 2012 10:44 AM
12	legislator	Jan 10, 2012 10:30 AM
13	School Support Coach	Jan 10, 2012 9:03 AM
14	██	Jan 10, 2012 12:04 AM
15	Retired educator	Jan 9, 2012 10:40 PM
16	Retired teacher and administrator.	Jan 9, 2012 10:11 PM
17	community patron	Jan 9, 2012 7:21 PM
18	school transformation consultant	Jan 9, 2012 4:57 PM
19	Retired educator, K-12 Spec. Ed, Middle School and Librarian	Jan 9, 2012 4:24 PM
20	retired teacher	Jan 9, 2012 4:13 PM
21	██	Jan 9, 2012 3:34 PM
22	Blogger	Jan 9, 2012 3:05 PM
23	State Education Agency	Jan 9, 2012 2:12 PM
24	Instructional Coach in mathematics	Jan 9, 2012 12:40 PM
25	Retired teacher.	Jan 9, 2012 11:41 AM

Page 9, Q15. THANK YOU for participating. Your answers are confidential, but we do need some basic information about participation in this survey.

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Please check all descriptors that apply to you.

26	Education Specialist, ODE	Jan 9, 2012 11:37 AM
27	retired teacher	Jan 9, 2012 10:48 AM
28	I know and talk to many teachers and administrators.	Jan 9, 2012 9:48 AM
29	ODE	Jan 9, 2012 8:37 AM
30	school district support staff	Jan 8, 2012 9:05 PM
31	After 35 years in education in Oregon, and the last 18 in leadership I retired in June 2011. After having been involved in a high level of district coaching for the past 3 years, I witnessed the power of coaching on a system. I felt I had too much experience just to waste, so applied, and was pleased to be hired as an OSDIN coach.	Jan 8, 2012 7:54 PM
32	School Support Coach	Jan 8, 2012 7:07 PM
33	Lifetime citizen of Oregon	Jan 8, 2012 5:17 PM
34	Student learning activist and writer	Jan 7, 2012 3:16 PM
35	Guardian of a current student	Jan 7, 2012 3:10 PM
36	certified teacher, not teaching right now	Jan 7, 2012 10:31 AM
37	Former Oregon Highschool teacher	Jan 7, 2012 9:15 AM
38	Retired administrator and grandparent of Oregon students	Jan 7, 2012 9:07 AM
39	Person who has not yet drunk the Kool-Aid,	Jan 7, 2012 5:29 AM
40	College advisory board	Jan 7, 2012 2:39 AM
41	Certified teacher (not currently teaching)	Jan 6, 2012 3:24 PM
42	coach	Jan 6, 2012 10:20 AM
43	ELPA content panel member	Jan 6, 2012 10:18 AM
44	Education Consultant and current School Support Coach	Jan 6, 2012 7:31 AM
45	School Support Coach	Jan 5, 2012 10:24 PM
46	ODE	Jan 5, 2012 2:17 PM
47	Faculty at Oregon State	Jan 5, 2012 1:54 PM
48	School Support Coach	Jan 5, 2012 12:27 PM

Page 9, Q15. THANK YOU for participating. Your answers are confidential, but we do need some basic information about participation in this survey.

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Please check all descriptors that apply to you.

49	private citizen	Jan 5, 2012 8:49 AM
50	Employee at ODE.	Jan 4, 2012 4:16 PM
51	district TOSA	Jan 4, 2012 1:34 PM
52	Oregon Education Association / Board of Directors	Jan 3, 2012 6:57 PM
53	Retired administration working part time and tutoring	Jan 3, 2012 5:23 PM
54	ODE employee	Jan 3, 2012 4:41 PM
55	ode employee	Jan 3, 2012 4:02 PM
56	Grandparent of Oregon students	Jan 3, 2012 1:39 PM
57	..	Jan 3, 2012 9:50 AM
58	Education Coach	Jan 3, 2012 9:31 AM
59	Retired librarian due to end of program	Jan 1, 2012 3:54 PM
60	Staff at ODE	Jan 1, 2012 12:33 PM
61	University Student Teacher Supervisor/Coach for Ed. Northwest	Dec 30, 2011 7:58 PM
62	ODE employee & [REDACTED]	Dec 30, 2011 4:45 PM
63	ODE employee	Dec 30, 2011 4:12 PM
64	Long time educator....30+ years in ed, [REDACTED] [REDACTED]	Dec 30, 2011 10:00 AM
65	ODE employee	Dec 29, 2011 12:01 PM
66	member of SACSE committee	Dec 29, 2011 10:32 AM
67	SICC and SACSE	Dec 29, 2011 10:26 AM
68	Education worker	Dec 28, 2011 3:29 PM
69	ODE	Dec 28, 2011 2:30 PM
70	ODE employee	Dec 27, 2011 3:58 PM
71	Juvenile Director/Probation Officer	Dec 27, 2011 3:39 PM
72	state administrator	Dec 27, 2011 8:16 AM
73	Feel free to contact me, if desired, at 503-830-1450.	Dec 25, 2011 9:26 AM

Page 9, Q15. THANK YOU for participating. Your answers are confidential, but we do need some basic information about participation in this survey.

Please check all descriptors that apply to you.

74	My Father was public school teacher here for 22 years	Dec 24, 2011 10:57 PM
75	OEA Board Member	Dec 24, 2011 11:25 AM
76	ESD	Dec 23, 2011 10:50 AM
77	ODE employee	Dec 23, 2011 8:20 AM
78	writer/former high school teacher and university professor	Dec 22, 2011 6:58 PM
79	Specialist	Dec 22, 2011 4:58 PM
80	ODE Employee	Dec 22, 2011 4:02 PM

Page 9, Q16. Please check all responses that describe your approach to this survey.

1	I can't say I read it with the depth I would have liked, but I did scan most of it.	Jan 10, 2012 4:24 PM
2	I attended one of the public webinars. I also read the USDOE materials specifying the requirements for the waiver, the Massachusetts waiver application, and a plethora of material on the Colorado growth model.	Jan 10, 2012 4:05 PM
3	read the newspaper article	Jan 10, 2012 4:02 PM
4	Thank you for your efforts.	Jan 10, 2012 3:50 PM
5	attempted to complete survey several times and was timed out and forced to start over	Jan 10, 2012 2:52 PM
6	This process was cumbersome and unwieldy, and fairly prohibitive to most respondents.	Jan 10, 2012 2:28 PM
7	watched the webex presentation jan. 9th	Jan 10, 2012 1:37 PM
8	My concern is NCLB is not working and a great deal of money is being wasted with sanctions. I expect that my state's department of education would take the lead in developing an education system that puts our kids, and our state, on the map in terms of being leaders in science, technology, industry, and language arts. I think that the federal government has been a little too involved, but recognize that it should provide some leadership.	Jan 10, 2012 12:54 PM
9	Very difficult to adequately respond to this complex document. NEED MORE TIME FOR INPUT	Jan 10, 2012 7:13 AM
10	I read through page 75 and skimmed the rest. I couldn't make myself finish reading it.	Jan 9, 2012 10:40 PM
11	While I read the entire document, the links were helpful in completing the survey.	Jan 9, 2012 10:11 PM
12	I wish I had more time, but I'm a teacher, have papers to grade, and am falling asleep as I type. :)	Jan 9, 2012 9:19 PM
13	And the power point presentation; and the newspaper accounts, etc. Thank-you for the opportunity to respond.	Jan 9, 2012 9:13 PM
14	I have been closely and consistently following the issues and politics around NCLB, RTTT, and implementation of the Common Core Standards.	Jan 9, 2012 8:30 PM
15	I would have liked to have read the whole document, but just reading and responding to the summary took several hours.	Jan 9, 2012 5:38 PM
16	I attended the webinar.	Jan 9, 2012 5:08 PM
17	Attended a webinar as well.	Jan 9, 2012 5:00 PM
18	I also watched the waiver webinar.	Jan 9, 2012 4:57 PM
19	Thank you so much!	Jan 9, 2012 4:46 PM
20	Really? How many hours do you expect people to devote to this type of survey?	Jan 9, 2012 4:24 PM

Page 9, Q16. Please check all responses that describe your approach to this survey.

	Who has the time or the Political "speak" to understand most of it? I am so disappointed in this effort and this survey.	
21	It would be easier to be more thoughtful about each section if this survey was given in chunks over a period of time rather than all at once.	Jan 9, 2012 4:02 PM
22	I read the article in The Oregonian (1/9/2012).	Jan 9, 2012 3:34 PM
23	The state should have had broader public forums so that more informed people could respond to this survey in a meaningful way. The depth of my disappointment in how the state is developing policies that will effect the quality of public education my child and all current and future Oregon children receive is immeasurable. I expect so much more from a Democratic Governor and his staff.	Jan 9, 2012 2:19 PM
24	I also attended meetings of the OEIB board and read their material. In fact, I have spent more time at OEIB meetings than the Governor.	Jan 9, 2012 11:41 AM
25	i also read newspaper accounts. i'm trusting john kitzhaber and ben cannon to be good leaders on this. i respect them both. a lot.	Jan 9, 2012 10:48 AM
26	I sure hope anyone responding to this has read all the pages very carefully!	Jan 9, 2012 1:06 AM
27	Whew!	Jan 8, 2012 9:10 PM
28	I appreciate the detail included in this document and the time that went into writing it by those groups involved, but it is a lot to digest and respond to in a survey in a such a short time frame. I don't see how school staff would have the time to do this. Unfortunately, many will probably just delete the email on it instead of having a real opportunity for adequate understanding and response.	Jan 8, 2012 7:07 PM
29	Oregon's children as well as Oregon's future deserve better than what they are getting from Oregon schools.	Jan 7, 2012 3:16 PM
30	It was difficult to read through and follow.	Jan 6, 2012 3:24 PM
31	We did it as a team.	Jan 6, 2012 1:17 PM
32	I read the draft waiver request more than once.	Jan 6, 2012 7:31 AM
33	I did not have time to properly digest the whole paper, but wanted to give some response. I believe I understood what I skimmed.	Jan 5, 2012 7:57 AM
34	I am involved in some of the task force groups so I am familiar with the ESEA Flexibility waiver	Jan 4, 2012 1:37 PM
35	I had to look around, the links returned blank tabs.	Jan 3, 2012 2:19 PM
36	I read the entire document and discussed it with colleagues and one State Representative. I am not done discussing this and will try to get others to respond.	Dec 30, 2011 7:58 PM
37	The pdf version had some conversion issues which should be addressed before being sent. Also, it should be review for typos, as I found 3 just by reading it.	Dec 30, 2011 4:45 PM

Page 9, Q16. Please check all responses that describe your approach to this survey.

38	Once again: We are laying off teachers and support staff due to reductions in funding every year. This does not seem like a reasonable way to improve student education no matter what the document proposes.	Dec 29, 2011 10:20 AM
39	(I skimmed some pages but actually read most of them.) (The parts where you write up, as required, a short summary with a word limit that is supposed to go to the heart of the matter are not well done and I don't think US DOE or the peer reviewers will like them/be impressed by them.)	Dec 28, 2011 6:48 PM
40	Thanks for asking..... The time line between receiving the email and the deadline to respond was too short. Also, I would have rather read all the questions before reading the wavier.	Dec 27, 2011 9:07 PM
41	Thank you for the opportunity to provide feedback.	Dec 27, 2011 8:58 AM
42	thank you for asking	Dec 27, 2011 8:16 AM
43	I am sure good people tried hard on this draft, but I am not sure the bleak funding problems were really considered honestly.	Dec 26, 2011 5:04 PM
44	Thanks for the opportunity to provide you with input.	Dec 26, 2011 2:34 PM
45	It's Christmas eve...it's not like I had anything else to do!	Dec 24, 2011 10:57 PM
46	Your expectation for reform does not utilize any apparent thinking outside the education "box". Try something new that provides support at the most basic level you aren't reinventing anything!	Dec 24, 2011 11:25 AM
47	I felt like a language learner with all of the acronyms, and I kind of know what's going on... This is CRAZY!	Dec 23, 2011 9:17 PM
48	Insane.	Dec 23, 2011 10:02 AM
49	Thanks for taking feedback.	Dec 23, 2011 8:33 AM
50	Unable to read on computer, will do so when I return to work.	Dec 23, 2011 8:20 AM
51	Have a Merry Christmas !!!	Dec 23, 2011 7:39 AM
52	See previous page for this info.	Dec 22, 2011 6:58 PM

Attachment 3

Announcements of Online Feedback Survey and Explanatory Webinars

The Webpage Survey Announcement was posted to the Oregon Department of Education's website on December 21, 2011 and invited public participation in the review of Oregon's draft waiver request.

The Survey and Webinar Announcement was broadly distributed to the public and education community and asked individuals to participate in the Document Review Survey and to log into a webinar describing highlights of the draft.



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12/21/2011 2:52:00 PM

ESEA Flexibility Waiver Draft

Tuesday, December 20, State Schools Superintendent Susan Castillo and Governor Kitzhaber's Education Advisor Ben Cannon unveiled the first draft of Oregon's Elementary and Secondary Education Act (ESEA) waiver proposal. The first draft of the waiver provides key insights into the proposed direction for a new accountability and reporting system for our state. Oregon's waiver proposal has been coordinated by the Oregon Department of Education and the Governor's office in partnership with dedicated volunteers from around the state.

Oregon's draft waiver proposal is the product of months of work by over 100 educators, business and community leaders, and government staff. **You can download and review the executive summary and waiver document on the ODE website at: <http://www.ode.state.or.us/go/nextgen>.**

- end -

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OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

Wednesday, January 4, 2012

Oregon Educators:

Superintendent Castillo and Governor Kitzhaber's Education Policy Advisor Ben Cannon would like to invite you to attend a webinar **Thursday January 5 at 4 p.m.** or **Monday January 9 at 4 p.m.** to discuss Oregon's first draft of its application for an ESEA Flexibility request.

Superintendent Castillo and Ben Cannon will participate in a live webinar highlighting the waiver request, an overview of a new accountability and reporting system for our state. During the webinar you will be able to submit questions to Superintendent Castillo or Ben Cannon which will be answered at the end of the presentation.

Oregon's draft waiver proposal is the product of months of work by over 100 educators, business and community leaders, and government staff. Some of the issues addressed in the waivers include:

- A process for revising and improving the Oregon Report Card,
- Recommendations for including measures beyond standardized testing to provide a more accurate picture of whether students are on track to college and career success,
- A process for identifying schools and districts with greatest need for support,
- A customized system of supports and interventions based on diagnosis,
- Changes to Title IA funding and opportunities for schools and districts identified for improvement
- Guidelines for teacher and principal evaluation, and
- Plans for implementation of college and career ready standards and assessments

Your input and review of the draft ESEA waiver is important to us, please join us by following the simple direction to take part in Oregon's ESEA Flexibility Waiver Webinar.

Also, you can find the ESEA Flexibility Waiver Request, survey and you're welcome to leave your comments by clicking here: <http://www.ode.state.or.us/search/page/?id=3475>

The Webinars will be recorded and posted Oregon Department of Education's website for review at anytime.

ESEA Flexibility Webinar I

Thursday, January 5, 2012

Time: 4:00 pm, Pacific Standard Time (San Francisco, GMT-08:00)

Instructions:

1. Online Web portion at <http://oregoned.webex.com>
2. Meeting Number/Access Code: 925 674 549
3. Meeting Password: (This meeting does not require a password.)
4. Audio participation. We recommend calling into the WebEx Audio Conferencing Service for the best quality.

Call-in toll-free number: 1-877-668-4493
Call-in toll number: 1-408-600-3600

ESEA Flexibility Webinar II

Monday, January 9, 2012

Time: 4:00 pm, Pacific Standard Time (San Francisco, GMT-08:00)

Instructions:

1. Online Web portion at <http://oregoned.webex.com>
2. Meeting Number/Access Code: 923 257 134
3. Meeting Password: (This meeting does not require a password.)
4. Audio participation. We recommend calling into the WebEx Audio Conferencing Service for the best quality.

Call-in toll-free number (US/Canada): 1-877-668-4493
Call-in toll number (US/Canada): 1-408-600-3600

ESEA Flexibility Waiver Presentations and Contacts Winter 2012

Presentations:

During the month of January, 2012, presentations detailing ODE's intent to seek the waiver and an invitation to provide input via our online survey instrument were made before regularly scheduled meetings of the groups listed below.

Date	Group	Presenter(s)
3	Oregon Education Investment Board.....	Superintendent w/ Tryna and Jon
4	Oregon Arts Teacher Update.....	Michael Fridley
5	CTE Network	CTE Network List Serve
5	Title I Committee of Practitioners.....	Tryna, Jan, and Theresa
6	Youth Advisory Team	Tryna, Jan and Theresa
11	CIP Advisory Committee	Tryna and Jan
12	District Title I Coordinators	Jan
12	Special Education Advisory Committee	Tryna and Theresa
26	Title I-C Coordinators	Susan Inman
27	Oregon Assoc. for Comprehensive Educ.....	Tryna and Jan
28	Oregon Assoc. of School Exec.	Workgroup leads/Tryna and Jan

Email Notifications:

Notification of ODE's intent to seek the waiver and an invitation to provide input via our online survey instrument was emailed to individuals on each of the lists below.

Accommodations Panel	District Test Coordinators
All Hands Raised (Portland Schools Foundation)	ECONorthwest
Alternative Education Providers	Education Enterprise Steering Committee
Arts List	Education Northwest
Aspire (Oregon Student Assistance Commission)	Education Service Districts
Business Advisory Team	ELL Collaborative Group
Business Education Compact	Future of Higher Education Forum
Chalkboard Project	Gov List
Charter List	Government To Government Tribal Contacts
Confederation of School Administrators	Hispanic Metropolitan Chamber
Continuous Improvement Plan Advisory	Homeless List
Counselors List	Hospital and Long Term Care and Treatment Contractors
CTE Regional Coordinators	IT Manager's
Curriculum Directors	JDEP, YCEP, OYA, and County Juvenile Directors
Deputy Superintendent Contacts List	LearnWorks Group
Dispute Resolution Committee	

Legislators and Staff
Long Term Care and Treatment Programs
Media List
Next Gen Workgroup Participants
Northwest Accreditation Commission –
Oregon Advisory
Northwest Center for Educational Options
ODE Audit Committee
Officials/Directors of Private Schools
Approved Under Oar 581-015-2265
Oregon Association of Education Service
Districts
Oregon Business Council
Oregon Coalition for Quality Teaching &
Learning
Oregon Department of Education
Oregon Education Association
Oregon Leadership Network
Oregon Parent Training and Information
Center
Oregon PTA
Oregon Public Engagement Steering
Committee
Oregon School and District Improvement
Network
Oregon School Boards Association
Oregon School Employees Association
Oregon School Public Relations
Association
OregonAsk
Partnering for Student Success
Symposium
People of Color
Professional Educators Advisory Team
Salem/Keizer Coalition for Equality
Scaling Up Regional Implementation
Team

School District Business Managers
School Improvement Grant (Sig) Schools
School Improvement Schools
Science, Technology, Engineering and
Mathematics Advisory
Social Studies Educators/Contacts
Special Education Design Lab Team
Special Education Directors Advisory
Group
Stand for Children
State Board of Education
State Commission for Women
State Commission of African America
State Commission of Asian Affairs
State Commission of Hispanic Affairs
Statewide Elected Officials
Statewide Waiver Work Group
Super Update List
Superintendent List/Pipeline
Superintendent's Advisory Committee On
Special Education
Title I Committee of Practitioners
Title IA Coordinators
Title Id Coordinators
Title IiD Project Directors
Title Iii Directors
Title List
Title X Liaisons/Coordinators
Town Hall with Arnie Duncan
Tribal Partners
Urban League of Portland
Us Senate Youth
Woodburn Chamber's Crystal Apple
Awards
Youth Advisory Team
Youth Corrections Education Programs

Attachment 4

State Board CCSS Adoption and Announcement of CCSS Adoption

The State Board Common Core State Standards (CCSS) Adoption shows the minutes of the State Board of Education meeting October 18, 2010. This meeting included the adoption by the state of the CCSS in mathematics and English/language arts.

The Announcement of CCSS Adoption is a memorandum from Superintendent of Public Instruction Susan Castillo to the state of Oregon announcing the State Board adoption of the CCSS.



STATE BOARD OF EDUCATION
October 28, 2010
Public Service Building, Room 251-A/B
255 Capitol St. NE, Salem, OR 97310

Members Present

Brenda Frank	Board Chair	Nikki Squire (phone)	Board Member
Jerry Berger	Board Member	Duncan Wyse	Board Member
Samuel Henry	Board Member	Caryn Connolly	Advisor K-12 Teacher Rep
Art Paz	Vice-Chair	Colt Gill	Advisor, K-12 Admin.
Leslie Shepherd (phone)	Board Member	Stacy Adriano	Advisor, K-12 Students

Members/Advisors Excused

Kate Brown	Sec. of State Ex Officio Member	Ted Wheeler	Ex Officio Board Member	Preston
Pulliams	Advisor, Community Colleges	vacant	Advisory, K-12 Student	

Other Participants

Ed Dennis	Deputy Supt., ODE	Commissioner Preus	Com. Colleges & Workforce Dev.
Jan McComb	Board Staff, ODE	Julie Anderson	Education Spec. ODE
Tony Alpert	Assessment, ODE	Mark Freed	Education Spec., ODE
Michelle Hooper	Systems Coordinator, ODE	Doug Kosty	Asst. Supt., ODE
Colleen Mileham	Asst. Supt., ODE	Cindy Hunt	Legal Coordinator, ODE
Dianna Carrizales	Alt Assessment Spec. ODE	Brad Lenhardt	Assessment Specialist, ODE
Margaret Bates	Education Specialist, ODE	John Liljegren	KNOVA Charter Schools
Dennis Tiede	KNOVA Hillsboro Charter School	Matt Lowe	Pearson-Bennett Charter School
Greg Zinn	Hillsboro School District	Bill Rhodes	Hillsboro School District
Cathe Pearson	Pearson-Bennett Charter	Sandy Husk	Salem-Keizer School District
Salam Noor	Salem-Keizer School District	Drew Hinds	Education Specialist, ODE

Preliminary Business

Call to Order/Roll Call/Flag Salute/Introductions

Chair Frank called the meeting to order at 9:03 a.m. and called the roll. Participating by phone were Directors Shepherd and Squire. Excused were Brown, Wheeler, Pulliams. Frank asked audience members to introduce themselves. She welcomed new student advisors Chris Henke, who is a senior at Redmond Proficiency Academy, and Stacy Adriano, a senior at Tualatin High School. They will alternate.

Comments, Agenda Review

Chair Frank briefly reviewed the agendas and noted that the agendas for both days were full. Major issues today included national standards, math cut scores, and charter school sponsorships. She welcomed new member Samuel Henry.

Member Reports

Art Paz reported on his recent trip to an Achieve meeting, whose main focus was Common Core State Standards. Arne Duncan, Secretary of Education, addressed the delegation and talked about the Common Core State Standards assessment grant awards. Useful systems should be created. He also attended a NASBE conference regarding the military; conferees all had opportunities to talk to a three-star general. In terms of education, the military is focusing on critical learning and thinking skills in terms of international relations and environmental concerns. These are 21st century

ambiguities that the military is dealing with. They are concerned that for every 10 people who apply to the military they can only accept 30 percent, due to poor education.

Wyse reported on the governor's joint board education committee. Participants looked at the three sector's budgets. Another meeting is scheduled. This is the worst budget crisis the state has faced and we'll have to think differently in the future. The current governor is looking for ideas for the new governor.

Superintendent Report

Superintendent Castillo announced that the 2010-11 Teacher of the Year is Colleen Works, a social sciences teacher at Corvallis High School. Colleen has taught a wide range of students during her career as an educator, from special needs to TAG and from 5th graders through high school seniors. She thanked Intel for its support and the \$5000 award to the teacher.

This year's Milken Family Foundation National Educator award winner is Martin Martinez, a 3rd grade teacher at Gresham-Barlow's Hogan Cedars Elementary. He received a \$25,000 cash award as part of his recognition. Martin does an excellent job connecting with and instructing all students in his classroom regardless of their level of academic proficiency or language of origin. Martin's teaching strategies and curriculum is research-based and founded in educational best practice. He individually conferences with each of his students on a weekly basis and students respond to his engagement and enthusiasm by performing at high levels, consistently exceeding state standards in all subjects. Martin is also a strong contributor to staff development and research at Hogan Cedars Elementary and stands out as a true leader in the school.

Castillo distributed a funding chart that displayed the recent history of K-12 funding from the General Fund and Lottery Funds.

Public Comment

Cory Bradshaw, Dallas School District, testified in opposition to adopting the Common Core State Standards in mathematics and spoke on behalf of Linda Meyers, Silver Falls School District; Janelle Beers, Dayton School District; Laurel Woodworth, Dayton Elementary School; Kim Maurer, Santiam Canyon School District; and Dawn Moorefield, Cascade School District. The standards are flawed and are not aligned with the National Council of Teachers of Mathematics. They are not research-based (handout).

Art Pearl, UO Professor, testified that current education reforms were misguided, rely too much on assessment, and overemphasized jobs in a global economy. Students needed to be engaged by putting learning into practice. More emphasis should be put on cognitive development. To maintain a democracy, students needed to know what is required of them. Students are not adequately informed about the environment, economics, and peaceful resolutions to global conflicts. Schools need to make a reversal. Too much emphasis is put on training rather than education: the ability to engage in thought, deliberation, discovery, and theory development.

David Trotter, high school math teacher and testing coordinator at Franklin High School, testified that he had concerns about raising the math cut scores and asked the board to keep it at 236, and implement new cut scores next year, in order for teachers to work with students in order to get them prepared. Otherwise, schools that are successful will appear to not be successful. Delayed implementation will give schools time to make that change.

Nanci Sheeran, Amity Elementary School principal, stated that her school had failed Adequate Yearly Progress and school staff knows that they need to do better. Students need better math skills. The school staff wants their students prepared. Knowing that AYP is going up, staff worked hard to meet the new higher standard. Last year, they learned that math standards were going up and they had a

2

These minutes should be used as a guide to the digital recording of the meeting. Those who need detail should listen to the recording.

year to prepare for that. This year they found out that the math cut scores were going up this year. Teachers feel unprepared. They know the standards are too low. But change is hard and we need time.

Dandy Parsons, Silverton High School, on behalf of the Willamette Curriculum Coalition, opposed adopting the Common Core State Standards for mathematics. The current math standards are clear, easy to articulate and make students college-ready. The new standards move the state back to the "mile wide and inch deep" curriculum (handout).

Linda Myers, Silverton High School, testified in opposition of adoption of the CCSS mathematic standards. Oregon standards are already high. In 2007, the new math standards represented a paradigm shift away from the mile-wide and inch-deep curriculum and time was spent educating teachers and parents regarding the change. They now have fewer topics to cover, much more deeply. New math texts were purchased. Moving away from this National Council of Teachers of Mathematics system is a mistake. Teachers and parents and students will have to be re-programmed.

Eduardo Angulo, Salem-Keizer Coalition for Equality, testified in favor of raising the math cut scores. He described the organization stating that their mission is to promote equality in education and justice; advocate for respect of civil and human rights; seek accountability from administrators and policy makers of education and justice; and seek to unite the community to speak with one voice to end discrimination. Parents of Latino, Black, and English Language Learners have known that their children and youth have been from one to four years behind in their math, reading, and writing skills by the time they get to 10th grade. The report, *The Economic Impact of Oregon's Student Achievement Gap*, estimates the cost of the achievement gap in Oregon to be between \$1.1 and \$2.8 billion.

Nina Carlson, Parent Teacher Association, testified in favor of adopting the CCSS. They understand that the goal of CCSS is to create fewer, clearer, higher standards. PTA offers their assistance in implementation of the CCSS in partnership in a thoughtful implementation (handout).

Annalivia Qualazzo, high school teacher, testified in support of higher math cut scores. Studies clearly show that math standards are too low. Students are not taking higher level math. Students do not have the opportunity to take more difficult math, either because of lack of teachers or space. This is a civil rights issue. She asked that the board not let Oregon students fall further behind.

Adoption

Common Core Standards Update

Colleen Mileham, Asst. Superintendent, Office of Educational Improvement & Innovation, ODE
Michelle Hooper, Director, Systems Management & Coordination, EII, ODE

Supt. Castillo stated that Oregon has played an active role in the CCSS initiative and has worked hard to influence the standards as they were developed.

Mileham stated that at its August meeting, the board supported voting to adopt the Common Core (national) State Standards at its October meeting and directed staff to analyze the degree of alignment between the current standards and the proposed standards.

Hooper stated that to date, 40 states had adopted the standards. Oregon has been engaged in the work since the spring of 2009 and shared information with the field in an ongoing basis. The Smarter, Balanced Assessment Consortium, in which Oregon is a member, was awarded a federal grant for its work. ODE staff surveyed the field regarding adoption of the CCSS (handout).

Survey

These minutes should be used as a guide to the digital recording of the meeting. Those who need detail should listen to the recording.

An online survey was posted regarding the standards and the results were included in the board's packet; 446 responded to the survey, most of whom were teachers and administrators. About 80% of respondents supported the move to the CCSS English standards. Support for the CCSS math standards was lower, at about 64%.

Anderson described the English standards similarities, new features, and differences.

English Standards Comparison

- The CCSS English standards have grade 11-12 standards; Oregon does not.
- The CCSS reading standards have been updated based on the latest research.
- Speaking and Listening content standards are different and organized differently.
- Summarization is more important than what was in Oregon's standards.
- More focus on writing on demand; vocabulary and comprehension in every class.

Mark Freed described the process used to compare the current math standards with the proposed CCSS standards. They compared 206 regular and 168 advanced standards to the 344 CCSS standards. There's quite a bit of new content or content presented in a new way. For example, for a 5th grade teacher, about 41% of the content was at the same grade; 11% moved from a lower grade; 26% moved down from a higher grade; and 22% is new content or content presented in a new way (handout).

Math Standards Comparison

- About 20-38% of content has moved down from a higher grade; most Algebra I and Geometry standards are now found in middle school, along with a stronger emphasis on statistics.
- About 33-48% of the content stayed the same.
- There's new content at all grades – an average of 20-25%.
- CCSS math standards for grades 3-5 and high school have new content.

Implementation Challenges

- ODE will need to create new standards publications, guidance documents, post new standards.
- Teachers must learn what new standards are to be taught in what grade.
- Teachers must learn instructional strategies to help students learn the new standards.
- Teachers may need to change their instructional practices.
- Districts will need to provide professional development.
- Districts will need to purchase new instructional materials.
- Districts that do not offer full-day kindergarten will need to develop strategies so first graders do not fall behind.
- Teachers that do not normally teach reading will have to learn to do so.
- Math teachers may need to become more proficient and develop new teaching strategies to teach the more rigorous math earlier.
- Teaching all the math standards will be a challenge.
- Different from the board's options, CCSS math is taught in a more traditional math sequence, not in a CTE environment.
- Instead of adopting new standards one area at a time, districts will need to adopt both English and math simultaneously.

Implementation Plan

ODE staff has developed an implementation plan for moving Oregon to the CCSS and the SMARTER/Balanced Common Assessment. Alpert outlined what will happen in each of the next five years. To remain in the assessment consortium, states must adopt CCSS no later than December 2011. In winter 2010, ODE staff will create information packets for districts showing grade-level content. In spring-summer 2010, an implementation team will draft an implementation blueprint and re-examine state policies to ensure alignment with diploma requirements. In Spring 2011, a document that compares new CCSS to current standards to facilitate the movement of grade-level

content and English Language Arts information packets will be created for districts. The draft national assessment will be published and work may begin to align the state tests to the CCSS. In summer and fall 2011, ODE will work with ESDs to help ESDs support districts in standards alignment and adopt criteria to adopt ELA instructional materials. Teachers will re-align their curriculum and grade-level lessons to the new CCSS (handout).

Discussion:

- What is the capacity to share English content across the curriculum? Can we meet the need for professional development?
- Use of the Literacy Framework to assist teachers.
- Local alternative assessments supported and aligned with the new requirements.
- Timelines and assessments, alignment to eliminate gaps during the transition.
- Whether the English standards are developmentally appropriate.
- Whether there are intervention strategies for children falling behind.
- Whether there is a math architecture of progression with focal points; whether the national standards used a different approach and philosophy.
- States are able to set their own graduation standards.
- Math associations will be involved in implementation.
- Effects of delaying standards adoption.
- Concern over math standards being broad rather than deep.
- Concern over using a traditional math sequence, given Oregon's diploma using CTE.

MOTION: Henry moved that Oregon adopt the English Language Arts Common Core State Standards; Wyse seconded the motion.

Discussion:

- There is close alignment of current Oregon ELA standards
- The field and the general public support adopting the ELA standards.
- If Oregon does not adopt both, Oregon won't be able to use national assessment; unbudgeted costs will be incurred. It will have to modify its own assessment to the new English standards.
- Whether districts can afford to move to common standards. The amount of money available to the consortium.

VOTE: The motion passed 6-0, with one abstention (Frank).

MOTION: Shepherd moved that Oregon adopt the mathematics Common Core State Standards; Berger seconded the motion.

Discussion:

- Whether the board needed more discussion on the math standards.
- Whether it is inevitable that Oregon adopts the standards.

VOTE: The motion passed 4-3; voting no were Henry, Paz, Wyse.

Chair Frank recessed for lunch at 12:10 pm. Board members discussed whether to keep state e-mail accounts and what were the best ways for the public to communicate with board members.

Chair Frank reconvened the meeting at 1:05 pm.

Math Achievement Standards (Cut Scores)

Doug Kosty, Asst. Superintendent, Office of Assessment & Information Systems, ODE
Tony Alpert, Director, Assessment & Accountability, Assessment & Information Services, ODE

These minutes should be used as a guide to the digital recording of the meeting. Those who need detail should listen to the recording.

David Connolly, Director, Educational Policy Improvement Center
Sarah Schuhl, Centennial School District
Amy McQueen, David Douglas School District

Castillo stated that this is about continuing the work of the high school diploma requirements.

Kosty introduced Dr. Dave Connolly, Educational Policy Improvement Center; Sarah Schuhl, Centennial School District, Amy McQueen, David Douglas School District. It was important that the board adopt standards today; students are taking the math test today and do not know if they have passed it. What the board adopts today will be retroactive to cover the testing that has already taken place this school year.

Alpert reminded the board that it adopted math content standards for grades 3-8 in December 2007 and high school in June 2009, as part of its regular, seven-year adoption cycle. Assessments have been revised to reflect the new standards, which is also a federal requirement. Before assessments can be given, the board needs to set the level of achievement needed to say a student is "proficient" in the content. In preparation, the board adopted preliminary achievement level descriptors in April 2010 and discussed international benchmarking with Dr. Gary Phillips. In August, ODE conducted a verification process for the math assessment using panelists. The recommended cut scores were then reviewed through a public process in September 2010.

These standards should better predict how students do in future grades and better inform students and parents how well they are doing ("vertical articulation"). Staff is recommending an increase in the cut scores—the current scores are not predictive of post-high school success. The recommended cut scores will place Oregon closer to Washington state's achievement standards and international benchmarks.

Alpert reviewed the process used to determine the recommended cut scores. There's a great deal of concern on the part of school districts based on inadequate funding and the misunderstanding of the public of the lower test scores. Districts are also concerned about not doing reading at the same time. There are built-in transitions for status and "safe harbor." If states meet the prior standard this year, but fail to meet the new standard, ODE will designate them as meeting standards for the transition year. Survey responses reflect that most (69.4%) agree that Oregon's standards should be similar to other higher performing states such as Washington and Minnesota. Those that disagree focus primarily on timing and need to phase them in. Disadvantaged students will have a greater gap if the scores are raised. If the scores are raised now, once the CCSS are implemented, those students will be better positioned to meet those standards.

The Extended Assessments went through a similar process and parallel the recommendation for a higher score.

ODE Staff Recommended Cut Scores

Grade	Nearly Meets	Meets	Exceeds
3	205	212	219
4	212	219	227
5	219	225	234
6	222	227	237
7	228	232	242
8	230	234	245
HS	232	236	251

David Conley stated his organization reviewed the process that set the cut scores. He also served on the validation panel for the CCSS over the last year. They sequenced (“bookmarked”) the standards. Reviewers compared Oregon’s current and proposed cut scores to other states and countries. Panelists recommended raising achievement standards for all grade levels. The recommended cut scores raise Oregon’s standards to 4th (grade 4) and 5th (grade 8) highest in the country on the NAEP scale. There will be improved prediction of success in college math courses and improved prediction of the probability of meeting high school standards, allowing more time for intervention. Oregon is on a pathway, along with the rest of the nation, to higher levels of achievement and consistent with international benchmarks.

Schuhl talked about her experiences as a math teacher coach. Teachers understand that these math cut scores make sense and enable students to do more. Students might be strong in one area and weak in another, allowing for targeted interventions.

McQueen talked of her AESRP (assessment) panel work; the panel supports raising elementary cut scores to allow for more interventions, earlier on. Now, students think they are successful, then learn in the 10th grade that they are not adequately prepared. If we accurately communicate where students are in elementary grades we are doing them a service. The AESRP did not recommend moving the high school score up—keep the at 236. This will maintain all the prior work done on defining passing scores for all the alternative tests the board approved, such as SAT and ACT.

Bridges noted that the state doesn’t assess all the college and career ready skills, but Beaverton is interested in doing that. Beaverton’s own college and career ready benchmarks are higher than what is being proposed—but they can afford to do that since there are no accountability requirements involved. Beaverton will be implementing these benchmarks with parents and teachers this year.

Discussion:

- International benchmarks; 236 is a strong international score for Western European countries.
- Whether schools need another year prior to implementing the new cut scores; third graders have many years to catch up to the high school 236.
- Whether it would be too much work and confusion by adopting new cut scores that relate to the old standards.
- Whether to implement higher English cut scores at the same time; the need for a coherent framework.
- The need to adopt cut scores for this year, due to federal regulations.
- Other states that are moving their interim cut scores now, in anticipation of CCSS.
- The desirability of having a framework shared with our partners, school districts.

MOTION: Shepherd moved that Oregon adopt the staff recommended cut scores for the general education and Extended mathematics effective 2010-11; Paz seconded the motion.

Discussion:

- The possibility of communicating to parents through letters about old and new cut scores.
- AYP implications—percentage of schools that would fail AYP.

VOTE: The motion passed 5-2. Voting no were Berger and Squire.

MOTION: Wyse move the board adopt the staff recommended achievement level descriptors for the general education and Extended mathematics assessment effective for the 2010-11 school year. Henry seconded the motion.

VOTE: The motion passed 6-0; Shepherd excused.

KNOVA Beaverton Charter School

Colleen Mileham, Asst. Superintendent, Office of Educational Improvement & Innovation, ODE
Margaret Bates, Charter Schools Education Specialist, ODE
Donna Brant, Charter Schools Education Specialist, ODE

Mileham reminded the board that the school was discussed at its June meeting and pulled from its August consent agenda for additional discussion in October. ODE staff recommends that the board not sponsor the school. The school representatives cited flaws with the ODE evaluation process. Bates stated that the evaluation process has been in place for years and is described in the *Guide to State Board of Education Charter School Sponsorship*. Mr. Liljegren received a copy of the guide at one of the training seminars hosted by ODE. All the criteria used are based on what is found in statute.

Wyse stated that the board never heard the arguments against sponsoring the school because the time was spent on process issues.

Discussion:

- Whether the board followed its processes.

MOTION: Berger moved to accept the staff recommendation to not sponsor KNOVA Beaverton Charter School; Paz seconded the motion.

VOTE: The motion passed 4-0; Wyse and Frank abstained; Shepherd was excused.

INFORMATION/FIRST READING

KNOVA Hillsboro Charter School Sponsorship Request

Colleen Mileham, Asst. Superintendent, Office of Educational Improvement & Innovation, ODE
Margaret Bates, Charter Schools Education Specialist, ODE
Donna Brant, Charter Schools Education Specialist, ODE
John Liljegren, KNOVA Hillsboro Charter School
Dennis Tiede, KNOVA Hillsboro Charter School
Bill Rhodes, Hillsboro School District
Greg Zinn, Hillsboro School District

Bates stated that KNOVA Hillsboro Charter School is a K-8 school located in Hillsboro. KNOVA plans to offer a longer school day and "multi-modal" learning. The school plans to initially enroll 240 students in grades K-3 in six classrooms and grow to 540 students in grades K-8 within five years. The school appealed to the board for sponsorship in March 2010. Following a substantive review of the proposal, evaluators found the application did not meet the criteria established by the board for sponsorship: ORS 338.045(2)(e), Expected Results; (f), Governance Structure; (j) Facilities; (m) Financial Plan; (s), Community Involvement; (v) Placement of Teachers and Students; ORS 338.055 (2)(a), Demonstrated Sustainable Support; (b), Financial Stability; (c), Comprehensive Education Program. The staff recommendation is that the board not sponsor the school, based on criteria found in the *State Board of Education Charter School Sponsorship Guide*.

Evaluators ratings and comments are included in the board packet. ODE communicated the results to the school proponents and determined that an interview was not needed.

Liljegren introduced Tiede and asked the board to sponsor the school. Of the 32 criteria, only 4 did not meet the standards. The school's representatives analyzed the evaluators' rationale and do not believe that there is any legal justification for denial—that is why the board should reject the staff recommendation and agree to sponsor the school. This board has not reviewed and approved the criteria used to evaluate charter schools and incorporated them in administrative rules. The

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“preferable factors” are new and were not used in the KNOVA Beaverton Charter School. The preferable factors were never made known to the KNOVA Beaverton Charter School.

Liljegren stated that there were four primary defects with the process.

1. ODE standards and preferable factors are, in some cases, contrary to the statutory criterion on which they are based and expand the requirements imposed on charter applicants. The law requires that charter school law be “interpreted liberally” and this was not done.
2. ODE standards and preferable factors were not known to the applicants and have not been adopted by the state board and therefore are inconsistent with due process and good faith.
3. Reviewers failed to read documents provided by the school.
4. Reviewers and ODE staff failed to request documents they believed to be missing.

Liljegren stated that the school met all statutory criteria and was denied based on non-required information. The two schools are identical, yet ODE reviewers found different deficiencies which suggested a flawed process.

Zinn explained that Hillsboro turned down the proposal in a 6-0 vote. The district found no substantial community support for the school; the school did not have a plan to address the needs of low-income students; the instruction programs in literacy and math are not innovative and are similar to what is already offered by the district; and there was not a well articulated system of governance. Hillsboro has high standards for low-income students and interventions to get students to school and care for them by connecting them to community resources.

Rhodes stated that he read the application very carefully. One of the foundation concepts of a charter school is whether there was community involvement in the planning of the charter. The Core Knowledge program was identified as the learning standard and is research-based; the actual materials to support the materials were from other programs and he didn’t see how the programs would fit together or instructional strategies identified to implement the program. He also did not see any innovation proposed in the school and were not significantly different than that offered by the Hillsboro School District. While the school day was longer, the direct instruction period was not significantly longer.

Zinn added that his board was also concerned about governance deficiencies.

In response to KNOVA’s charges, Bates stated that the handbook was given to the school proponents at a workshop. The criteria have not changed and are not secret. She added that for Beaverton they didn’t receive the preferable factors in their feedback but the Hillsboro school did.

Discussion:

- Whether the board process was clear.
- School governance and proposed program; while the elements are not new, it is novel to combine the various elements. Their target is low-income students and to eradicate the achievement gap. They have a similar school sited within the Reynolds School District.
- Whether the “preferable factors” were used to evaluate both KNOVA schools.
- Whether ODE shares with the charter school the evaluation tool/criteria.
- That the application is written to district standards and if the school appeals to the state it cannot change the application to fit state standards.
- District reviewers and state reviewers can arrive at different conclusions.
- Whether the law requires community support for the charter school.
- The function of an appeals process, what documents should be reviewed.

Bennett-Pearson Academy Charter School Sponsorship Request

Colleen Mileham, Asst. Superintendent, Office of Educational Improvement & Innovation, ODE
Margaret Bates, Charter Schools Education Specialist, ODE

Cathe Pearson, Bennett-Pearson Academy Charter School
Paul Dakopolos, Salem-Keizer School District
Salam Noor, Asst. Superintendent, Salem-Keizer School District
Joe Grant, Salem-Keizer School District

Bates outlined the process used for state-sponsored charter schools and stated that staff recommended that the board sponsor the Bennett-Pearson Academy Charter School. Bates described the school. It is a K-5 elementary school in the Salem-Keizer School District. The school plans to initially enroll 144 students in the first three years of operation. The school plans to implement a MicroSociety program, with hands-on activities and student-initiated ventures. Staff recommended strengthening the proposal in two areas: expected results of the curriculum and placement of staff upon non-renewal/termination of the charter. Staff recommends it not open sooner than the 2011-12 school year.

Pearson described herself, staff, and school. A community is formed within the school, with a tax structure and governance structure; it teaches students their role in their community. There are a number of MicroSociety programs nationally; this would be the first in Oregon.

Paul Dakapalous introduced Salem-Keizer staff (Joe Grant, Salam Noor) and reviewed the history of the project. There's a lot more to a successful charter school than a successful proposal. Salem-Keizer has had to close two charter schools, one due to financial instability and one for safety reasons. Once S-K approves a school, it takes its sponsorship responsibilities seriously and wants the school to last long term. S-K has invested a great deal of time on this proposal. The first proposal was very rough. The review team spent maybe a 100 hours looking at it and identifying missing elements. There have been five separate revisions and S-K heard it for the first time nearly four years ago. The board found deficiencies with financial stability, comprehensiveness, and demonstrated community support. At that time (2004) the school said they would appeal to the state board but instead reapplied to the district. In terms of a facility, the school's first proposal was in a warehouse not zoned for children. It is difficult to judge financial viability when you don't know your facility—what number do you put in your budget? After denial, there were a number of revisions made and a reapplication. They met with the review committee again. They pointed out flaws with the proposals and said it was not incomplete. They withdrew it and came back in 2009 with a new proposal. S-K takes its review role very seriously and has tried to give direction and recommendations. The board and staff still found problems with it. Financial instability and the lack of a comprehensive instruction program, lack of community support.

Noor stated that he found S-K very collaborative with charter schools. He highlighted what the district felt what was needed for a comprehensive education. They weren't clear with how the curriculum would be delivered and felt the MicroSociety was more of a supplemental program. Many of the materials are already used by other district elementary schools. Developers stated that PE and music would be unstructured and taught by non-experts. Concerned about meeting the needs of English Language Learners—did not get any kind of plan for how the school would deal with students with different language needs. The district also did not find a sustainable professional development plan. Found community support lacking; they did make an attempt to survey but failed to include the entire community and did not ask the best questions. The model relies heavily on the business and governmental community and there were no support letters from those entities. No support at the board hearing.

Dakapolous added that there was concern about when actual academic instruction would occur; following discussions on this point, the proposal has gone from full-day, to half-day to one hour.

Matt Lowe, MicroSociety, stated that collaboration with the district was lacking. Now, it does not matter that the district didn't like the program; it was up to the state staff.

Cathe Pearson stated that there are two MicroSociety schools on the west coast and have a track record of sustainability.

Discussion:

- Whether the evaluators commented on English Language Learners.
- Whether the evaluators had any ELL experience.
- Track record of MicroSociety schools.
- The difference between writing a good proposal and actually operating a school.
- Whether the criteria take into account staff operating skills.
- Degree of ODE oversight that would be needed.
- Desire to have more information on the comprehensive education issue, ELL issue.

Second (World) Languages Instructional Materials

Michelle Hooper, Director, Systems Management & Coordination, EII, ODE

Drew Hinds, Education Specialist, ODE

Hooper explained that instructional materials are adopted on a seven-year cycle. The board in January adopted the standards and evaluation criteria. Now it is time to adopt the list of approved instructional materials from which districts may choose. This is on the board's consent agenda tomorrow.

Hinds gave a brief background on the process used.

Discussion:

- Whether the approved texts include digital materials or websites.

Essential Skill Assessments for English Language Learners OAR 581-022-0617

Doug Kosty, Asst. Superintendent, Office of Assessment & Information Systems, ODE

Tony Alpert, Director, Assessment & Accountability, Assessment & Information Services, ODE

Kosty explained that this will put into administrative rule the policy adopted by the board in December 2009 that allows Limited English Proficient (LEP) students who are proficient in math and language arts in their native language to use a language other than English to demonstrate their proficiency in the Essential Skills required for graduation. Eligible students are those who have been in US schools fewer than five years and received at least a level 3 on the English Language Proficiency Assessment (ELPA).

Staff looked at the fiscal impact on districts to implement the rule and found that cost will vary based on the number of eligible students and the number of languages represented by these students in each district. The number of eligible students will likely be between 475 and 832 students statewide per year.

Discussion:

- Expense of testing in non-prevalent languages.
- "Shall" v. "may" – are there appropriate math assessment tools in all those languages?
- Whether to amend the rule to be permissive rather than a requirement.

Frank adjourned the committee at 5:43 pm.



STATE BOARD OF EDUCATION
October 29, 2010
Public Service Building, Room 251-A/B
255 Capitol St. NE, Salem, OR 97310

Members/Advisors Present

Brenda Frank	Board Chair	Leslie Shepherd	Board Member
Brenda Frank	Board Member	Nikki Squire	Board Member
Art Paz	2 nd Vice-Chair	Jerry Berger	Board Member
Samuel Henry	Board Member	Preston Pulliams	Advisor, Community Colleges

Members/Advisors Excused

Colt Gill	Advisor, K-12 Administrators	Caryn Connolly	Advisor K-12 Teacher Rep.
Stacy Adriano	Advisor, K-12 Student	vacant	Advisor, Com. Colleges Faculty

Other Participants

Susan Castillo	Supt. of Public Instruction	Camille Preus	Commissioner, CCWD
Jan McComb	Board Administrator	Anna Gonzales	Asst., Dep. Com, CCWD
Karen Humelbaugh	Ed & Workforce Dir, CCWD	Andrew McGough	Worksystems, Inc.
Kris Latimer	OR Consortium & Wrkfrce All.	Shalee Hodgson	Ed. & Workforce Spec., CCWD
Laura Massey	Portland Com. College	Greg White	Director, OWIB
Tom Cope	SESP Coord., CCWD	Andrea Henderson	OR Community College Assn.
Paul Hill	Oregon Employment Dept.		

Preliminary Business

Call to Order/Roll Call/Flag Salute/Introductions

Chair Frank called the meeting to order at 8:40 a.m. and called the roll. She led the room in the flag salute and asked the audience to introduce themselves.

Public Comment

Tom Welter and Dr. Mick Koester, Oregon School Activities Association, proposed amending a recently adopted concussion rule, OAR 581-022-0421, Safety of School Sports—Concussion. He reviewed the OSAA Executive Board and the Medical Aspects of Sports Committee membership rosters. OSAA relies on its medical committee; that entity brought forward the pre-participation physical exam requirement. The new statute on concussion was patterned after an OSAA handbook language and OSAA is very supportive of the legislation. OSAA provides online coach training on concussion at no cost; 365 coaches have taken the training in Oregon. Dr. Koester is the chair of the national Sports Medicine Advisory Committee and has been instrumental in developing a national concussion education program. OSAA worked with a number of groups on developing a concussion management implementation guide that went out to every school district—it helps students get back into class while recovering from a concussion. OSAA also financially sponsored a training in schools around the state in concussion training.

Koester noted that concussion is serious problem—there are maybe 1,000-2,000 a year. The definition of “health care professional” is problematic. Omitted from the list were neuropsychologists. Concussion management is multi-disciplinary. It is often not just a doctor or nurse that is involved. Oregon has been a national leader in this area. In Bend, neuropsychologists run the concussion program. Now they must do it in conjunction with a doctor or a nurse, often who are less qualified to do so. Nationally, neuropsychologists run programs. They are also included is New Mexico’s

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concussion law as well as athletic trainers. Oregon's rule may be at odds at coming federal regulation.

Discussion:

- McMinnville high school incident requiring hospitalization and surgery.
- Whether to place the item on the December agenda.
- Number of athletic trainers and neuropsychologists.
- How to define neuropsychologists, a subcategory not now licensed in Oregon.

Commissioner's Report

Commissioner Preus, Department of Community Colleges and Workforce Development (CCWD)

Commissioner Preus has begun her annual visits to the local community college board meetings. She visited four colleges since September 2010. The major point of discussion with each community college board was the revenue shortfall and its impact on the overall community college budget.

Commissioner Preus was invited to Santa Fe, New Mexico, to give a keynote describing Oregon's model for "Increasing Adult Post-secondary Credentials." The invitation was an extension of the National Governor's Association (NGA) Learning Lab held this summer in Seattle, where New Mexico was one of the "learning states."

Commissioner Preus stated there is a growing conversation about post-secondary governance currently spearheaded by the Legislative Higher Education Task Force. This group was convened by Senator Mark Hass and Representative Tobias Read. They have heard governance presentations from various presenters including the State Board of Higher Education, the University of Oregon, and have had several visits from external experts about the overall governance of post-secondary education in Oregon. Andrea Henderson, Oregon Community College Association (OCCA), and Commissioner Preus believe it is in everyone's best interest to have a short-term community college governance group to review and reflect on the proposals that are discussed at the Higher Education Task Force. Commissioner Preus requested Chair Frank appoint a Board member to join this community college governance group. Commissioner Preus recommended Jerry Berger, who accepted the assignment.

MOTION: Wyse moved to participate in a newly-created Community College Governance Work Group and appoint Berger to serve on it. Henry seconded the motion.

VOTE: The motion passed 6-0; Frank abstaining.

Commissioner Preus has been nominated to serve on the National Advisory Board for the Fund for the Improvement of Post-Secondary Education (FIPSE). The advisory board meets several times a year to discuss the direction and focus of competitive federal post-secondary grant funds. Commissioner Preus requested the Board's approval to serve on the Board, if the nomination continues forward.

MOTION: Henry moved to allow Commissioner Preus to join the National Board for the Fund for the Improvement of Post-Secondary Education (FIPSE). Berger seconded the motion.

Discussion:

- Importance of a holistic framework.
- Community College presidents' value of local control.

VOTE: The motion passed 6-0; Frank abstaining.

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Consent Agenda

- August 17-19, 2010 Minutes
- August 30 2010 Minutes
- Commissioner's Travel
- Board Subcommittees, Work Groups, Liaisons
- Board Charter School Sponsorship Policy Revision
- Charter School Revolving Loan Fund Repeal OAR 581-020-0350
- Form & Protocol for Sports Physical Exams OAR 581-021-0041
- International School of the Cascades Asset Distribution
- Portland Village Charter School Waiver Request
- Evaluating Student Transcripts OAR 581-021-0210
- Second (World) Languages Instructional Materials
- Private Career School Rules: OAR 581-045-0014; -0018; -0019; -0032; -0062
- Community College Program Approval:
 1. Central Oregon Community College: Addiction Studies & Counseling (Associate of Applied Science Degree)
 2. Portland Community College: Design for Accessibility and Aging in Place (Certificate of Completion)

MOTION: Director Wyse moved to adopt the recommendations for the consent agenda items; Director Paz seconded the motion.

VOTE: The motion passed 6-0; Frank abstaining.

Growth Management

Commissioner Preus, Department of Community College and Workforce Development (CCWD)
Greg Hamman, President, Linn-Benton Community College (LBCC)

In August 2009, the Oregon President's Council (OPC) held a retreat to discuss growth management of enrollment. As an outcome, a growth committee was formed which included three community college presidents, three chief financial officers, Commissioner Preus, and Andrea Henderson.

The OPC direction to the Growth Committee is as follows:

In coordination with CCWD, develop options to strengthen stability of funding for college(s) with level enrollment (or growth below the state average) balanced with providing resources for funding students "where they are" and energized growth. The Presidents recognized that "holding harmless" may not be an end result. Examples of options are:

- 1 In periods of declining resources during time of dramatic growth, the system may need to establish a threshold level of growth at any single college which would be included in the distribution model.
- 2 Establish a minimum FTE reimbursement rate (which may result in less available for growth).

The Community College Growth Committee has focused on using a cap on the student enrollment (FTE) that would be funded as part of the Community College Support Fund (CCSF) distribution formula. After much discussion within the growth committee and conversations with the OPC, the Committee and CCWD's Commissioner Preus recommended benchmarking the number of FTE-funded to changes in state funding. In addition, it is recommended that the State of Board of Education determine whether additional growth above a funding level benchmark be allowed. It is recommended that 2009-10 FTE be the base-line year.

The policy change to the distribution formula would have a first reading at the December 2010 meeting. Adoption of the policy would be done at the January 2011 meeting.

A discussion followed.

The Board took a 'leaning' on the question of an growth/enrollment management policy as part of the distribution formula and consensus was they would like to go forward with such a recommendation.

Workforce Integration

Commissioner Preus, Department of Community Colleges and Workforce Development (CCWD)
Karen Humelbaugh, Workforce Programs Director, Department of Community Colleges and Workforce Development (CCWD)
Paul Hill, Business and Employment Services, Program Service Manager, Oregon Employment Department
Andrew McGough, Executive Director, Worksystems, Inc.

Dept. of Community Colleges and Workforce Development (CCWD), in partnership with the Oregon Employment Department (OED) and Local Workforce Investment Boards (LWIB's) have worked since October 2008 to integrate local workforce services to more effectively connect job seekers with education and skill development opportunities and with employers who have job openings.

Oregon's public workforce system provides customized assistance to individuals as they get, keep, or advance in the workplace. These programs also serve businesses by providing skilled employees who contribute to the productivity and competitiveness of Oregon's economy. The system's integrated and collaborative service design includes LWIB's service providers, business partners, and other agencies and is delivered at over 40 WorkSource Oregon locations across the state. The integrated workforce model produces more detailed information about the skill levels of individual Oregonians and provides more value-added and customized strategies to help job seekers identify and eliminate skill gaps.

The workforce integration initiative includes a rigorous menu of resources and services in a two-prong approach for:

- 1 Job seekers: value-added skill development and
- 2 Oregon employers: assistance to identify the job skill needed and identify Oregonians who have the needed skills. CCWD and the Oregon Employment Department (OED) work together to identify employers who have job openings and ensure that the best job candidate (using our value-added skills approach) is referred to the business.

NGA Pacific Northwest Learning Lab: Improving Postsecondary Credentials for Adult Workers

Commissioner Preus, Department of Community Colleges and Workforce Development (CCWD)
Kris Latimer, Chief Executive Officer, Oregon Consortium & Oregon Workforce Alliance (TOC/OWA)
Laura Massey, Institutional Effectiveness Director, Portland Community College (PCC)

NGA is focused on efforts to increase the number of adults with credentials to be competitive in the changing labor market. The NGA focus aligns with Oregon's 40-40-20 vision and the Post-Secondary Quality Education Committee (PSQEC) efforts to identify programs and systems that can meet the goal of the middle 40—Oregonians having a professional credential or associate's degree by 2025.

There is a growing demand in today's labor market for skilled workers in a variety of fields, particularly in jobs that require more than a high school diploma, but less than a four-year college degree. The attainment of post-secondary credentials is crucial to earning a family-sustaining wage; however, many barriers exist that make it challenging for adults to increase their educational attainment levels and for states to effectively serve adult workers.

Oregon and Washington were invited to guide a learning lab for eight other states in August to share

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promising practices that assist adults to achieve skills necessary for success at a post-secondary level. Oregon was asked to share the Career Pathway model, the Oregon Pathways for Adult Basic Skills (OPABS) model, and the WorkSource Oregon workforce integration process. Oregon detailed the policy framework for these efforts, the incentives used to create change, and student success indicators.

The Learning Lab was a valuable opportunity to share Oregon's initiatives and promising practices and to learn from other states about promising practices.

Culture of Evidence: Student Persistence and Completion

Commissioner Preus, Department of Community Colleges and Workforce Development

For the sake of time, Commissioner Preus recommended this topic be brought back to the next Board meeting.

Green Initiatives Update

Commissioner Preus, Department of Community Colleges and Workforce Development

Shalee Hodgson, Community College Education and Workforce Specialist, Department of Community Colleges and Workforce Development

Tom Cope, SESP Grant Program Coordinator, Department of Community Colleges and Workforce Development

There are several green initiatives occurring in Oregon. The Oregon Department of Community Colleges and Workforce Development (CCWD) has a role in three of these initiatives:

- 1 Green Jobs Growth Plan
- 2 State Energy Sector Partnership (SESP), and
- 3 Greening of Oregon's Workforce Labor Market Information Improvement Grant

Green Jobs Growth Plan: In 2009, the Oregon Legislature passed House Bill 3300, requiring the Oregon Workforce Investment Board (OWIB) to develop a plan for a green job growth initiative that creates or sustains family wage green jobs.

The Green Jobs Growth Plan identified the following quantifiable outcomes and recommendations:

- 1 Grow jobs in the four top-priority targeted industry sectors (Energy Efficiency, Renewable Energy Production/Generation, Green Manufacturing, and Energy Transmission and Storage) by 30% cumulatively over the eight-year span.
- 2 Grow jobs in the second-tier targeted industry sectors (Green Building and Development, Transportation, Agriculture/Sustainable Forestry, Environmental Technologies and Services) by 13% cumulative over the eight-year span.
- 3 Add or slightly expand at least 80 green businesses.
- 4 Increase total dollar output from the eight targeted industry sectors by 30%.
- 5 Strengthen Oregon's position as a leader in green economy activity in a manner that creates a more diverse, resilient, innovative and sustainable overall economy.

At the heart of the Oregon Green Jobs Growth Plan is the development of an approach for industry sectors that have the greatest potential for green jobs growth including:

- Energy Efficiency
- Renewable Energy Production/Generation
- Green Manufacturing
- Energy Transmission, Distribution and Storage
- Green Building and Development
- Transportation
- Agriculture/Sustainable Forestry

- Environmental Technologies and Services

The Green Jobs Growth Plan will be delivered to the upcoming 2011 legislature.

State Energy Sector Partnership (SESP): The SESP Training Grant is a US Department of Labor/Employment and Training Administration (DOL/ETA) American Recovery and Reinvestment Act (ARRA) Initiative to prepare workers across the country for employment in emerging green industries. Oregon is one of 34 states that received a SESP award. This \$5.38 million, three-year award, runs from January 2010 through January 2013. CCWD is the fiscal agent for this grant.

This project will train 1,247 Oregonians, including incumbent workers, under-employed individuals, veterans, and other eligible individuals, with a goal of 811 placed into training related unsubsidized employment.

CCWD sub-grantees for project implementation are the seven Local Workforce Investment Boards (LWIBs). Target industries are: Renewable Energy, Solar and Wind, Green Building Practices, Advanced Drive Train, and Supply Chain Manufacturing.

Trainee opportunities will range from short-term certificate programs, such as home weatherization and solar grid installation to AAS degrees in fields such as Advanced Green Manufacturing Technology and Energy Management Technician. In order to provide these training opportunities, LWIBs are working closely with their community college partners to develop new training, as well as to coordinate recruitment and training activities. The SESP grant is proceeding forward on schedule.

Greening of Oregon's Workforce Labor Market Information Improvement Grant: The Oregon Employment Department in partnership with the Oregon Workforce Investment Board (OWIB), CCWD, Oregon Career Information System, Oregon Community Colleges, and other workforce, education, and training entities, received \$1.5 million in funding from the DOL/ETA, ARRA, for this grant. Beginning in December 2009 this project will ensure that Oregon's workers, employers, and national partners will be able to access accurate and relevant information regarding the green economy, green jobs, and job openings.

As a part of this grant, CCWD is managing three projects:

- 1 Community College Green Training Performance System:
This project will develop a Green Training Performance System to validate data collected by the Oregon Community College Green Initiative by coding and mining data across all 17 Oregon Community Colleges to provide information on students/workers transitioning into green or greening jobs.
- 2 Green Career Pathways:
Building on the information from previous green initiatives CCWD will identify and map career paths and skill progressions that lead to green jobs from entry level through job advancement. The goal of this project is to provide statewide career pathway roadmaps for five to seven green occupations to be used by prospective students, job seekers, workers, and advisors in the development of education and career plans for emerging and existing green occupations.
- 3 Green Job Profiles and Occupational Analysis:
This project will be accomplished by performing occupational analysis using the ACT, Inc. WorkKeys assessment system to compile green job/occupational profiles to identify and quantify "green" job skills in Oregon. These profiles will assess and identify the foundational skills needed to successfully perform in specific green jobs.

Stakeholder Reports

Oregon Community College Association

Andrea Henderson, Oregon Community College Association (OCCA)

Ed Dodson, Board of Education Member, Chemeketa Community College

There is still a concern about the community college budget cuts in the current biennium and beyond. In order to help offset the decrease in funding, some community colleges will be increasing tuition. Even with budget cuts and tuition increases, community colleges are as committed as always to serve their students the best that they can.

The recent announcement that state bond sales might be restricted is an area of concern for the community colleges.

The question of state and local governance for post-secondary education has created an area of concern for the community colleges and local OCCA board members. In 2006, OCCA partnered with Aims McGinnis, governance expert from NCHEMS, to investigate post-secondary governance. OCCA convened community colleges leaders for a one-day workshop. The recommendation that came out of the workshop (and still holds true today) is to keep the structure as it is. Local community college board members want to continue the connection with K-12.

As referenced earlier in the meeting, OCCA and CCWD have formed a committee to address governance questions.

The Oregon Higher Educational Alliance began meeting about a year and half ago. This group includes members from the business community and higher education representatives and is focused on a common message to advocate for post-secondary education. The group has recently hired a communication contractor to help with the advocacy effort during the upcoming legislative session. The alliance is making long-term goals connecting the economy, post-secondary education, and funding issues.

OCCA will be holding their annual conference next week.

Oregon Workforce Investment Board

Greg White, Executive Staff, Oregon Workforce Investment Board (OWIB)

Greg provided a brief written recap of the recent OWIB meeting. Highlights included presentations from:

Engineering and Technology Industry Council (ETIC): The ETIC guides and implements the state's strategic investments in engineering and technology education. This is focused on increasing the research capacity at Oregon's public universities to foster economic growth.

"Not Enough Jobs + Not Enough Income = A Very Difficult Year": Graham Slater, Research Administrator, Oregon Employment Department (OED), updated the Board on Oregon's employment trends during 2010, comparing them with the calamitous declines of 2009, and the hopes and expectations for 2010.

Green Jobs Growth Plan: The OWIB's Green Jobs Council (GJC) has been working to finalize the Green Jobs Growth Plan required in House Bill 3300 (2009). The presentation included the priority industry sectors to be addressed and recommendations for the near, medium, and long-term phases of implementation. Discussion included the extensive stakeholder input that has taken place, how to implement sector strategies, and other recommendations when the state is facing a budget shortfall, and what role incentives play in growing green jobs.

Career and Technical Education Task Force Report: The SBE heard this report at its retreat this past summer. OWIB has always given CTE a high priority. Discussion included the necessity to improve the public perception of CTE, that project-based learning needs to be better understood in the schools and taught in teacher education, that the recommendations being developed by the Youth

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These minutes should be used as a guide to the digital recording of the meeting. Those who need detail should listen to the recording.

and Education Committee fit with the recommendations of the Task Force, and that centers of excellence are not “the only way”, since nationally the movement is toward integrating CTE into existing high school programs.

Update on MyPathCareers: The Board has heard several presentations on its youth career awareness and outreach website portal, www.MyPathCareers.com. Over the summer, Pyramid Communications carried out outreach activities at venues where youth gather.

Preus recognized Greg White for receiving a "Commitment in Action" leadership award.

Chair Frank adjourned the meeting at 12:45 pm.

Written Reports/First Reading

- Strategic Fund Reports
- Oregon Traffic Patrol Manual Changes
- Essential Skills Assessment Update

For immediate release
contact [Susanne Smith](#), 503-947-5637


October 28, 2010

Oregon State Board of Education Adopts Common Core Standards and Higher Interim Math Achievement Standards

Salem – The Oregon State Board of Education today adopted the Common Core State Standards (CCSS) which represent K-12 learning expectations for students in English-language arts and mathematics.

"Today marks an important step forward in raising expectations for our students," said State Board of Education Chair Brenda Frank. "We know that our students will compete for jobs with students from all over the world. By adopting the Common Core we are taking an important step forward to ensure that we are providing Oregon students with the tools they need to be globally competitive."

The Common Core Standards is a state-led effort coordinated by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO). Oregon became involved in the project last year when State Superintendent of Schools Susan Castillo and Governor Theodore Kulongoski signed on to the initiative along with representatives from 48 other states and two territories. The CCSS for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, higher education faculty, teachers, school administrators, and parents.

Oregon was actively involved in the Common Core drafting process. For the final draft, the Oregon Department of Education, the Educational Enterprise Steering Committee (EESC), Oregon's Education Service Districts, and several school districts partnered to create focus groups for Oregon educators to provide feedback on the K-12 draft standards. [Feedback on the standards](#)  has also been shared with the State Board of Education on a regular basis. The ODE is pleased that much of this feedback is reflected in the final Common Core Standards.

"The Common Core supports the college and career ready standards of Oregon's new graduation requirements," said Superintendent Susan Castillo. "These common standards provide a greater opportunity to share resources across states which will allow Oregon to spend more of its K-12 budget on other vital efforts to support teaching and learning in the classroom."


Oregon joins 40 states and territories that have adopted, or indicated they will adopt, the CCSS. [Click here](#) to see a list of states.

Adoption of Higher Interim Math Achievement Standards


In a move to prepare students for the increased rigors of the new Common Core State Standards and the Oregon Diploma, the Oregon State Board of Education voted today to [increase math achievement standards](#) effective for the 2010-11 school year. The math achievement standards were reviewed by an expert panel in August as part of a three-year process to align Oregon math standards to the state testing system. Recommendations were made to increase the level of math students are expected to know in elementary and middle school to create better alignment between the lower grades and the new high school graduation requirements for math. For more information on the new math achievement standards go to: <http://www.ode.state.or.us/news/announcements/announcement.aspx?=6157>.

What's Next?

Students could begin seeing Common Core Standards as soon as the next school year (2011-12). The Common Core Standards will not entirely replace Oregon's existing standards as many of the Common Core Standards are contained in existing Oregon content standards. A statewide panel of math educators conducted a rigorous match/gap analysis of the Common Core standards in relation to Oregon's own recently adopted math content standards. These results were presented to the State Board and will serve as a foundation for implementation of the Common Core mathematics standards. A user-friendly crosswalk document created from the match/gap analysis will be available in November.

A [draft implementation timeline](#)  was presented to the Board today as a starting point for a statewide implementation blueprint. Moving to Common Core in two content areas and replacing the statewide assessment in these subjects represents a major change for Oregon. Representatives from each level of the education enterprise will need to provide input to build a solid implementation blueprint. Following the State Board adoption of CCSS, the ODE will convene a State Implementation Team. This taskforce will use the draft implementation framework as a starting point for crafting the implementation blueprint.

It is expected that states adopting the Common Core Standards will also implement a common assessment. Along with 30 other states, Oregon is a member of the [SMARTER Balanced Assessment](#) consortium that has formed to explore common assessment options. Until a common assessment is designed, piloted, and implemented, however, ODE will continue using the Oregon Assessment of Knowledge and Skills (OAKS) to assess students in math, reading, writing, science, and social science.

To access Frequently Asked Questions regarding the Common Core, go to: <http://www.ode.state.or.us/superintendent/priorities/common-core-state-standards-faq.doc> 

For more information about the Common Core, go to: <http://www.ode.state.or.us/search/page/?id=2860>

For an audio clip of Susan Castillo, go to: <http://video.orvssd.org/ode/10-28-10-Common-Core.MP3>

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Susan Castillo, State Superintendent of Public Instruction
Susanne Smith, Communications Director, Telephone (503) 947-5637
<http://www.ode.state.or.us/>

Attachment 5
Memorandum of Understanding with
Institutions of Higher Education

Not Applicable

Attachment 6
Oregon's SMARTER Balanced
Assessment Consortium
Memorandum of Understanding

The Oregon SMARTER Balanced Assessment Consortium (SBAC) Memorandum of Understanding (MOU) is an agreement between the state of Oregon and SBAC regarding assessment instruments and items addressing the Common Core State Standards.

Memorandum of Understanding
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application
CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 6th, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of Oregon**, which has elected to participate in the Consortium as (check one)

An **Advisory State** (description in section e),

OR

A **Governing State** (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

(i)(A) Advisory State Assurance

OR

(i)(B) Governing State Assurance

AND

(ii) State Procurement Officer

May 14, 2010

OR - 1

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

SMARTER Balanced Assessment Consortium MOU

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

SMARTER Balanced Assessment Consortium MOU

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing State** is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory State** is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

SMARTER Balanced Assessment Consortium MOU

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

May 14, 2010

OR- 8

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

SMARTER Balanced Assessment Consortium MOU

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

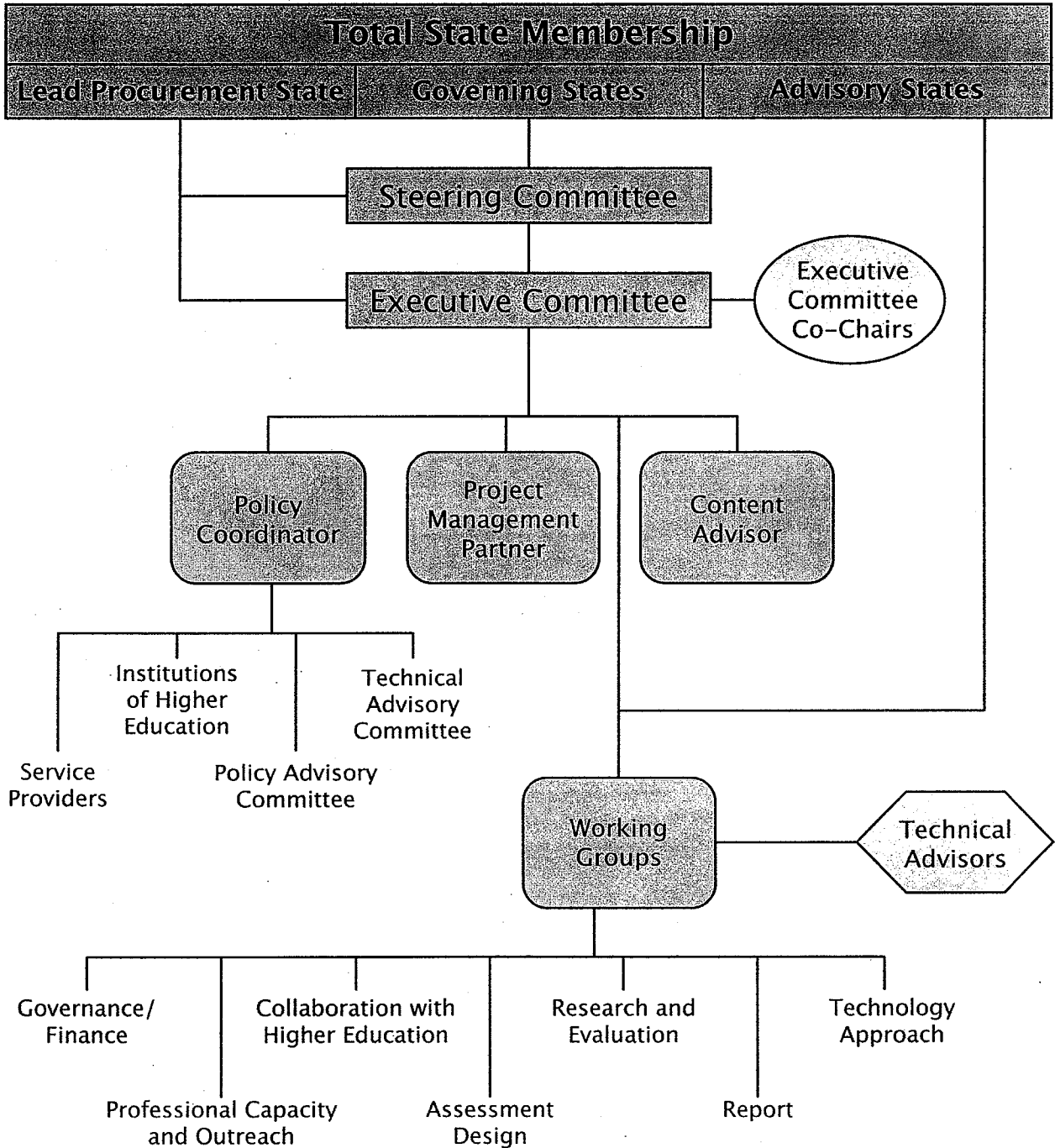
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
Adoption of the Common Core Standards	Final version of the standards hasn't been reviewed through Oregon's process	ORS 326.051, ORS 326.011 authorizes the State Board to establish educational policy	Legislature	7/1/2010	9/1/2011	Oregon intends to fully review the Common Core Standards including vetting with Oregon stakeholders.

SMARTER Balanced Assessment Consortium MOU

<p>Binding future state boards to previous decisions</p>	<p>State Board composition and/or policies may change</p>	<p>ORS 326.051, ORS 326.011 authorizes the State Board to establish educational policy</p>	<p>Legislature</p>	<p>7/1/2010</p>	<p>9/1/2014</p>	<p>Dept of Ed will continue to keep the state board apprised on progress and value of the grant</p>
<p>Reserve authority regarding specific terms or conditions which may be required by the Consortium</p>	<p>Nothing in the agreement can modify state requirements under any law or regulation regarding state liability, monetary obligations, or contracting</p>		<p>Legislature and state board of education</p>	<p>unknown at this time due to uncertainty in the final form of agreements</p>	<p>unknown at this time due to uncertainty in the final form of agreements</p>	<p>State is unaware of specific conflicts, but given the general nature of the agreement and the fact a majority of governing states may establish terms of agreement, it is necessary to reserve Oregon prerogatives</p>
<p>Risk of funding shortfall</p>	<p>State Legislature may not fully fund the assessment system</p>	<p>Art XI, Section 7 of the Oregon Constitution</p>	<p>Legislature</p>	<p>12/1/2012</p>	<p>6/30/2013</p>	<p>Inform the state legislature as it creates its biennial budget regarding the cost required to sustain</p>

SMARTER Balanced Assessment Consortium MOU

										Oregon's assessment system
--	--	--	--	--	--	--	--	--	--	----------------------------------

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SMARTER Balanced Assessment Consortium MOU

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name: <p style="text-align: center;">OREGON</p>	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name): <p style="text-align: center;">Susan Castillo</p>	Telephone: <p style="text-align: center;">503-947-5740</p>
Signature of the Chief State School Officer: 	Date: <p style="text-align: center;">6-2-10</p>
President of the State Board of Education, if applicable (Printed Name): 	Telephone: <p style="text-align: center;">503-595-7605</p>
Signature of the President of the State Board of Education, if applicable: <p style="text-align: center;">Duncan Wyse (signature above)</p>	Date: <p style="text-align: center;">6-3-10</p>

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name:

OREGON

Governor or Authorized Representative of the Governor (Printed Name):

Theodore R Kulungoski

Telephone:

503-386307

Signature of Governor or Authorized Representative of the Governor:

Theodore R Kulungoski / Governor

Date:

6/7/10

Chief State School Officer (Printed Name):

Telephone:

Signature of the Chief State School Officer:

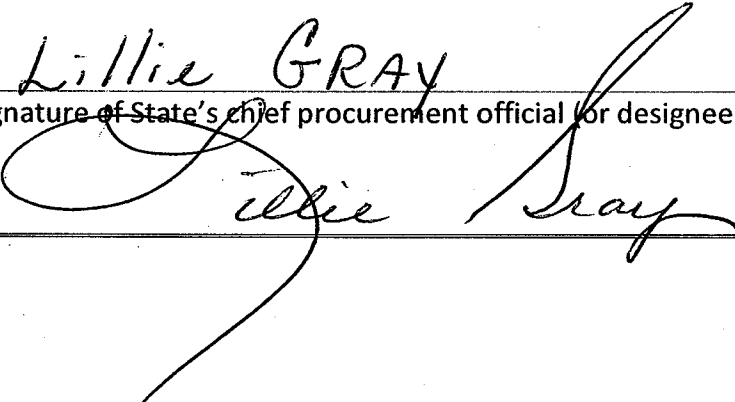
Date:

President of the State Board of Education, if applicable (Printed Name):

Telephone:

Signature of the President of the State Board of Education, if applicable:

Date:

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. <i>(Required from <u>all States</u> in the Consortium.)</i> I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.	
State Name: OREGON	
State's chief procurement official (or designee), (Printed Name): Lillie GRAY	Telephone: 503-947-5647
Signature of State's chief procurement official (or designee),: 	Date: 6-2-10

Attachment 7
Evidence of High-Quality Assessments and
Academic Achievement Standards

Not Applicable

Attachment 8
State Assessment Results for
2010-11 School Year

State Assessment Results 2010-11 includes average performance information for students at all tested grade levels and in each identified subgroup for mathematics and reading/language arts.

Oregon Assessment of Knowledge and Skills (OAKS)
2010-11 Average Statewide Proficiency in Mathematics and Reading/Language Arts

Subject	Grade	Subgroup	Students	Percent Met
Math	3	All Students	41,478	62.7
Math	3	Economically Disadvantaged	23,035	51.4
Math	3	Limited English Proficient	6,330	37.9
Math	3	Students with Disabilities	6,751	35.2
Math	3	Amer Ind/Alskn Ntv	706	48.2
Math	3	Asian	1,538	76.7
Math	3	Pacific Islander	261	45.6
Math	3	African American	989	42.4
Math	3	Hispanic	9,247	47.5
Math	3	White	26,840	68.2
Math	3	Multi-Racial/Multi-Ethnic	1,897	66.9
Math	4	All Students	42,394	65.3
Math	4	Economically Disadvantaged	23,255	54.8
Math	4	Limited English Proficient	6,094	43.3
Math	4	Students with Disabilities	7,182	35.7
Math	4	Amer Ind/Alskn Ntv	769	48.2
Math	4	Asian	1,659	82.6
Math	4	Pacific Islander	255	56.1
Math	4	African American	1,034	44.2
Math	4	Hispanic	9,307	52.3
Math	4	White	27,362	70.0
Math	4	Multi-Racial/Multi-Ethnic	2,008	66.6
Math	5	All Students	42,766	57.5
Math	5	Economically Disadvantaged	23,300	45.2
Math	5	Limited English Proficient	4,687	27.0
Math	5	Students with Disabilities	7,352	26.9
Math	5	Amer Ind/Alskn Ntv	799	38.2
Math	5	Asian	1,674	75.7
Math	5	Pacific Islander	266	47.0
Math	5	African American	1,061	35.3
Math	5	Hispanic	9,028	42.0
Math	5	White	27,894	62.6
Math	5	Multi-Racial/Multi-Ethnic	2,044	61.6
Math	6	All Students	42,798	58.6
Math	6	Economically Disadvantaged	22,760	46.0
Math	6	Limited English Proficient	3,503	20.0
Math	6	Students with Disabilities	6,717	23.7
Math	6	Amer Ind/Alskn Ntv	868	42.5
Math	6	Asian	1,560	77.8
Math	6	Pacific Islander	289	40.8
Math	6	African American	1,153	37.7
Math	6	Hispanic	8,681	41.9
Math	6	White	28,240	63.7

Oregon Assessment of Knowledge and Skills (OAKS)

2010-11 Average Statewide Proficiency in Mathematics and Reading/Language Arts

Subject	Grade	Subgroup	Students	Percent Met
Math	6	Multi-Racial/Multi-Ethnic	2,007	64.7
Math	7	All Students	42,904	60.8
Math	7	Economically Disadvantaged	22,151	48.7
Math	7	Limited English Proficient	3,013	20.9
Math	7	Students with Disabilities	6,483	24.2
Math	7	Amer Ind/Alskn Ntv	816	47.4
Math	7	Asian	1,603	79.6
Math	7	Pacific Islander	243	52.7
Math	7	African American	1,095	40.7
Math	7	Hispanic	8,651	44.9
Math	7	White	28,607	65.6
Math	7	Multi-Racial/Multi-Ethnic	1,889	63.7
Math	8	All Students	42,240	64.5
Math	8	Economically Disadvantaged	21,203	53.1
Math	8	Limited English Proficient	2,576	23.4
Math	8	Students with Disabilities	5,957	24.6
Math	8	Amer Ind/Alskn Ntv	808	51.9
Math	8	Asian	1,655	80.8
Math	8	Pacific Islander	236	52.5
Math	8	African American	1,110	38.8
Math	8	Hispanic	8,203	49.4
Math	8	White	28,411	69.2
Math	8	Multi-Racial/Multi-Ethnic	1,817	67.5
Math	11	All Students	39,581	68.3
Math	11	Economically Disadvantaged	16,593	55.6
Math	11	Limited English Proficient	1,665	21.0
Math	11	Students with Disabilities	4,404	23.0
Math	11	Amer Ind/Alskn Ntv	732	53.4
Math	11	Asian	1,545	84.0
Math	11	Pacific Islander	241	55.2
Math	11	African American	1,037	41.5
Math	11	Hispanic	6,726	51.3
Math	11	White	27,727	73.1
Math	11	Multi-Racial/Multi-Ethnic	1,573	68.5
Math	All Grades	All Students	294,161	62.5
Math	All Grades	Economically Disadvantaged	152,297	50.5
Math	All Grades	Limited English Proficient	27,868	30.8
Math	All Grades	Students with Disabilities	44,846	28.0
Math	All Grades	Amer Ind/Alskn Ntv	5,498	47.0
Math	All Grades	Asian	11,234	79.6
Math	All Grades	Pacific Islander	1,791	49.7
Math	All Grades	African American	7,479	40.0
Math	All Grades	Hispanic	59,843	46.9

Oregon Assessment of Knowledge and Skills (OAKS)

2010-11 Average Statewide Proficiency in Mathematics and Reading/Language Arts

Subject	Grade	Subgroup	Students	Percent Met
Math	All Grades	White	195,081	67.4
Math	All Grades	Multi-Racial/Multi-Ethnic	13,235	65.5
Reading	3	All Students	41,471	83.4
Reading	3	Economically Disadvantaged	23,029	76.4
Reading	3	Limited English Proficient	6,328	61.3
Reading	3	Students with Disabilities	6,774	52.0
Reading	3	Amer Ind/Alskn Ntv	705	74.9
Reading	3	Asian	1,537	90.4
Reading	3	Pacific Islander	261	79.3
Reading	3	African American	989	73.5
Reading	3	Hispanic	9,238	71.7
Reading	3	White	26,842	87.5
Reading	3	Multi-Racial/Multi-Ethnic	1,899	86.2
Reading	4	All Students	42,385	85.3
Reading	4	Economically Disadvantaged	23,263	78.9
Reading	4	Limited English Proficient	6,090	64.4
Reading	4	Students with Disabilities	7,180	53.4
Reading	4	Amer Ind/Alskn Ntv	771	77.3
Reading	4	Asian	1,656	90.0
Reading	4	Pacific Islander	255	79.6
Reading	4	African American	1,032	73.7
Reading	4	Hispanic	9,312	75.2
Reading	4	White	27,349	89.0
Reading	4	Multi-Racial/Multi-Ethnic	2,010	86.9
Reading	5	All Students	42,759	77.7
Reading	5	Economically Disadvantaged	23,288	68.6
Reading	5	Limited English Proficient	4,683	38.8
Reading	5	Students with Disabilities	7,357	41.3
Reading	5	Amer Ind/Alskn Ntv	798	63.5
Reading	5	Asian	1,676	84.4
Reading	5	Pacific Islander	266	69.2
Reading	5	African American	1,065	61.2
Reading	5	Hispanic	9,020	62.7
Reading	5	White	27,889	82.9
Reading	5	Multi-Racial/Multi-Ethnic	2,045	82.4
Reading	6	All Students	42,783	79.1
Reading	6	Economically Disadvantaged	22,748	70.1
Reading	6	Limited English Proficient	3,499	33.8
Reading	6	Students with Disabilities	6,716	40.3
Reading	6	Amer Ind/Alskn Ntv	867	70.5
Reading	6	Asian	1,560	86.8
Reading	6	Pacific Islander	288	61.8
Reading	6	African American	1,156	61.7

Oregon Assessment of Knowledge and Skills (OAKS)

2010-11 Average Statewide Proficiency in Mathematics and Reading/Language Arts

Subject	Grade	Subgroup	Students	Percent Met
Reading	6	Hispanic	8,681	64.1
Reading	6	White	28,226	84.1
Reading	6	Multi-Racial/Multi-Ethnic	2,005	83.5
Reading	7	All Students	42,881	79.7
Reading	7	Economically Disadvantaged	22,137	70.9
Reading	7	Limited English Proficient	3,002	30.0
Reading	7	Students with Disabilities	6,487	40.2
Reading	7	Amer Ind/Alskn Ntv	816	71.2
Reading	7	Asian	1,603	86.0
Reading	7	Pacific Islander	243	70.4
Reading	7	African American	1,098	66.7
Reading	7	Hispanic	8,639	65.7
Reading	7	White	28,596	84.2
Reading	7	Multi-Racial/Multi-Ethnic	1,886	82.0
Reading	8	All Students	42,225	72.0
Reading	8	Economically Disadvantaged	21,191	61.1
Reading	8	Limited English Proficient	2,568	18.0
Reading	8	Students with Disabilities	5,963	30.4
Reading	8	Amer Ind/Alskn Ntv	809	59.7
Reading	8	Asian	1,651	78.4
Reading	8	Pacific Islander	235	58.3
Reading	8	African American	1,106	52.4
Reading	8	Hispanic	8,194	55.8
Reading	8	White	28,414	77.3
Reading	8	Multi-Racial/Multi-Ethnic	1,816	75.6
Reading	11	All Students	40,193	83.2
Reading	11	Economically Disadvantaged	16,896	73.6
Reading	11	Limited English Proficient	1,683	23.1
Reading	11	Students with Disabilities	4,548	42.9
Reading	11	Amer Ind/Alskn Ntv	753	77.4
Reading	11	Asian	1,543	84.1
Reading	11	Pacific Islander	247	73.7
Reading	11	African American	1,057	62.6
Reading	11	Hispanic	6,835	67.4
Reading	11	White	28,167	87.8
Reading	11	Multi-Racial/Multi-Ethnic	1,591	84.7
Reading	All Grades	All Students	294,697	80.0
Reading	All Grades	Economically Disadvantaged	152,552	71.4
Reading	All Grades	Limited English Proficient	27,853	45.1
Reading	All Grades	Students with Disabilities	45,025	43.2
Reading	All Grades	Amer Ind/Alskn Ntv	5,519	70.5
Reading	All Grades	Asian	11,226	85.7
Reading	All Grades	Pacific Islander	1,795	70.3

**Oregon Assessment of Knowledge and Skills (OAKS)
2010-11 Average Statewide Proficiency in Mathematics and Reading/Language Arts**

Subject	Grade	Subgroup	Students	Percent Met
Reading	All Grades	African American	7,503	64.3
Reading	All Grades	Hispanic	59,919	66.3
Reading	All Grades	White	195,483	84.6
Reading	All Grades	Multi-Racial/Multi-Ethnic	13,252	83.1

Attachment 9 List of Model (Reward), Priority, and Focus Schools

The List of Model (Reward), Priority, and Focus Schools is a representative list of schools identified using Oregon's newly designed criteria. This list has all identifying information redacted. A new list will be created prior to the 2012-13 school year using assessment results from the current school year. This new list will be the basis for intervention with schools under this waiver request.

Oregon's List of Schools identified as Model (Rewards), Priority, and Focus Schools

District Name	School Name	State ID	NCESID	Level	Type	Title Funded 2010-11	Title Elig. 2010-11	Model (Reward)	Priority	Focus
*****	*****	*****	*****	H	Regular	Y	Y	A		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	M	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y	A		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Regular	N	N			G
*****	*****	*****	*****	E	Regular	Y	Y	A		
*****	*****	*****	*****	M	Regular	N	Y	B		
*****	*****	*****	*****	H	Regular	N	N			H
*****	*****	*****	*****	E	Regular	Y	Y	A		
*****	*****	*****	*****	M	Regular	Y	Y	B		
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	M	Alternative	N	N			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Alternative	N	Y		C	
*****	*****	*****	*****	M	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	M	Regular	N	N	B		
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	M	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	M	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	M	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y	A		
*****	*****	*****	*****	E	Regular	N	N	A		

Oregon's List of Schools identified as Model (Rewards), Priority, and Focus Schools

District Name	School Name	State ID	NCESID	Level	Type	Title Funded 2010-11	Title Elig. 2010-11	Model (Reward)	Priority	Focus
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	N			G
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Closed?	Y	Y		C	
*****	*****	*****	*****	H	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	N	Y	B		
*****	*****	*****	*****	E	Closed?	Y	Y	A		
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	M	Regular	N	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Closed?	Y	Y			G
*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	M	Regular	Y	Y		C	
*****	*****	*****	*****	M	Regular	N	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	M	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	H	Regular	N	Y	A		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	N			G
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	M	Regular	N	Y	B		
*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G

Oregon's List of Schools identified as Model (Rewards), Priority, and Focus Schools

District Name	School Name	State ID	NCESID	Level	Type	Title Funded 2010-11	Title Elig. 2010-11	Model (Reward)	Priority	Focus
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	M	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	Y			H
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y	A		
*****	*****	*****	*****	E	Alternative	N	N	B		
*****	*****	*****	*****	E	Alternative	N	N	A		
*****	*****	*****	*****	H	Closed?	N	Y			G
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Alternative	Y	Y	A		
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	M	Regular	N	Y	A		
*****	*****	*****	*****	E	Closed?	Y	Y			G
*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	H	Closed?	N	Y		D	
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	E	Alternative	N	N	A		
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	H	Regular	N	N		D	
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Regular	Y	Y	A		
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y	A		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y	A		
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	M	Regular	N	Y		C	
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Regular	N	N		C	
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y	B		

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*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	M	Regular	N	N	B		
*****	*****	*****	*****	H	Regular	N	N			G
*****	*****	*****	*****	E	Regular	Y	Y	A		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	H	Regular	N	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	N	Y	B		
*****	*****	*****	*****	E	Regular	N	Y	B		
*****	*****	*****	*****	H	Regular	Y	Y			G
*****	*****	*****	*****	M	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	Y	A		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Regular	Y	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	Y			H
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Alternative	Y	Y			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
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*****	*****	*****	*****	H	Regular	N	N			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	M	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	M	Regular	N	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	H	Regular	N	Y		C	
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	M	Closed?	N	N			G
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	M	Regular	N	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Closed?	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	N			G
*****	*****	*****	*****	E	Regular	N	N			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Alternative	N	Y		D	
*****	*****	*****	*****	H	Regular	N	N			G
*****	*****	*****	*****	H	Regular	N	Y	B		
*****	*****	*****	*****	H	Regular	Y	Y	A		
*****	*****	*****	*****	H	Regular	N	Y	A		
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	H	Regular	N	Y	A		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	N	Y	B		
*****	*****	*****	*****	M	Regular	N	Y		C	
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N		C	
*****	*****	*****	*****	E	Regular	N	N			G
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	N			H
*****	*****	*****	*****	H	Regular	N	N		D	
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y	B		
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*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	H	Closed?	N	N		D	
*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	N	N			G
*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Regular	N	N		D	
*****	*****	*****	*****	H	Regular	N	N		D	
*****	*****	*****	*****	H	Regular	N	N		D	
*****	*****	*****	*****	H	Regular	N	N		D	
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	E	Regular	N	N			G
*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	M	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Alternative	N	N		D	
*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Regular	Y	Y	A		
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	N	A		
*****	*****	*****	*****	H	Regular	N	Y	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	H	Alternative	N	N		D	
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	Y	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	H	Closed?	Y	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y			G

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*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	M	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	Y	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Alternative	N	N	A		
*****	*****	*****	*****	M	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	H	Closed?	Y	Y			H
*****	*****	*****	*****	H	Regular	Y	Y		D	
*****	*****	*****	*****	H	Closed?	Y	Y		D	
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	M	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	H	Regular	Y	Y		D	
*****	*****	*****	*****	E	Regular	Y	Y			G
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*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	Y			G
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*****	*****	*****	*****	E	Regular	N	N			G
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*****	*****	*****	*****	M	Closed?	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	M	Regular	Y	Y	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	H	Alternative	N	Y			H
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	M	Regular	N	N	A		
*****	*****	*****	*****	M	Regular	N	N	A		
*****	*****	*****	*****	E	Closed?	Y	Y		C	
*****	*****	*****	*****	H	Regular	N	Y	A		
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*****	*****	*****	*****	E	Regular	N	N	A		
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*****	*****	*****	*****	E	Regular	N	Y			G
*****	*****	*****	*****	M	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	H	Regular	N	Y			H
*****	*****	*****	*****	E	Regular	Y	Y		C	
*****	*****	*****	*****	E	Regular	Y	Y		C	
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*****	*****	*****	*****	E	Regular	Y	Y	B		
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*****	*****	*****	*****	E	Regular	N	N	B		
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*****	*****	*****	*****	M	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	A		
*****	*****	*****	*****	E	Regular	N	N	B		
*****	*****	*****	*****	E	Regular	Y	Y	B		
*****	*****	*****	*****	H	Regular	N	N	A		
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*****	*****	*****	*****	H	Regular	N	Y	B		
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*****	*****	*****	*****	H	Regular	N	Y		D	
*****	*****	*****	*****	E	Closed?	Y	Y	A		
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
*****	*****	*****	*****	H	Regular	N	Y			G
*****	*****	*****	*****	E	Regular	Y	Y			G
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*****	*****	*****	*****	H	Regular	N	N	B		
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*****	*****	*****	*****	E	Regular	Y	Y		C	

Attachment 10
Guidelines for Educator Evaluation

Not Applicable

Attachment 11
Evidence of Adoption of Guidelines for
Educator Evaluations

Not Applicable

Attachment 12

ESEA Flexibility Stakeholder Workgroups and Workgroup Process Descriptions

ESEA Flexibility Stakeholder Workgroups presents rosters of each of the four workgroups that contributed to the development of Oregon's draft waiver request. Included are names and affiliations for each participant.

Workgroup Process Descriptions includes the charge offered to each workgroup as development of the waiver request began.

ESEA Flexibility Work Groups
Next Generation Accountability in Education

Group Position	First Name	Last Name	Title	Organization
Workgroup #1: College and Career Ready Outcomes Incorporating Data for Decision-Making				
ODE Coordinator	Kevin	Hamler-Dupras	Manager, Scoring and Reporting	ODE
ODE Coordinator	Cheryl	Kleckner	Education Specialist	ODE
ODE Coordinator	Jon	Wiens	Education Specialist	ODE
ODE Support	Sheli	Dumas	Office Specialist 2	ODE Support
SG #1 Chair	Jon	Bridges	Administrator for Accountability	Beaverton SD
SG #2 Chair	Heidi	Sipe	RF District Team Leader	Umatilla SD
SG #3 Chair / Writer	Sarah	Collins	Research Associate	Educational Policy Improvement Center
Writer	Catherine	Carlson	Coordinator of Testing & Evaluation	Salem-Keizer SD
Writer	Whitney	Grubbs	Governor's Team	Governor's Office
Writer	Bill	Stewart	Director of Curriculum and Assessment	Gladstone SD
Participant	Ben	Cannon	Education Policy Advisor	Governor's Office
Participant	Dorothy	Waller	Executive Assistant To Ben Cannon	Governor's Office
Participant	Mariam	Baradar	Language Program & Migrant Coord.	Woodburn SD
Participant	David	Bautista	Superintendent	Woodburn SD
Participant	Susie	Brubaker-Cole		OSU
Participant	Janet	Bubl	Education Specialist	ODE
Participant	Colin	Cameron	Director of Professional Development	COSA
Participant	Sonya	Christians		Lane CC
Participant	Karanja	Crews	Teacher	PPS, Vernon School
Participant	Keylah Boyer	Frazier	Director of Undergraduate Studies	Concordia University
Participant	Josette L.	Green	Executive Director	Oregon Student Assistance Commission
Participant	Greg	Hamann	President	LBL CC
Participant	Sandy	Husk	Superintendent	Salem-Keizer School District
Participant	Carol	Larson		Willamette ESD
Participant	Martha	Martinez	Education Specialist	ODE
Participant	Sarah	Pope	Oregon Deputy Director	Stand for Children
Participant	Sloan	Presidio	Director of Coordinated Education Services	Tigard Tualatin
Participant	Jamila	Singleton	Research Associate	EPIC
Participant	Emily	Stordahl	Counselor-Sophmores	Lebanon SD/Lebanon HS
Participant	John	Tapogna	President, Social & Physical Policy	ECONorthwest
Participant	Chuck	Tomac	School Support Coach	Centennial SD/Harold Oliver Intermediate
Participant	Jenni	Villano	Retired Administrator/SIG Consultant	
Participant	James	Woods	School Board Member	Parkrose SD

ESEA Flexibility Work Groups
Next Generation Accountability in Education

Group Position	First Name	Last Name	Title	Organization
Workgroup #2: Teacher and Leader Effectiveness				
Chair / Writer	Kate	Dickson	Policy Advisor	Chalkboard Project
Co-Chair / Writer	Rob	Hess	Superintendent	Lebanon SD
ODE Coordinator	Colleen	Mileham	Assistant Superintendent	ODE
ODE Coordinator	Theresa	Richards	Director	ODE
ODE Support	Stephanie	Parks	Support	ODE
Writer	Lynn	Evans	Director of H.R.	Redmond SD
Writer	Marsha	Moyer	Director Licensed Personnel	Salem Keizer SD
Writer	Sascha	Perrins	Regional Administrator	PPS
Writer	Amy	Petti		Portland State University
Writer	Karen	Stiner	7th/8th Mathematics	Bend-LaPine SD/High Desert MS
Participant	Jorie	Ellis	Adjunct Assistant Professor	University of Portland
Participant	Tanya	Frisendahl	Education Specialist	ODE
Participant	Dana	Hepper	Oregon Advocacy Director	Stand Oregon
Participant	Jennell	Ives	Education Specialist	ODE
Participant	Greg	Kintz	School Board Member	Vernonia SD
Participant	Heather	Mauze	Education Specialist	ODE
Participant	Chelle	Robins	Director	Four Rivers Community School
Participant	Hilda	Rosselli	Dean/Professor	College of Education, WOU
Participant	Linda	Samek	Dean, School of Education	George Fox University
Participant	Randy	Schild	Superintendent	Tillamook SD
Participant	Bob	Sconce		TSPC Chair/Douglas SD
Participant	Sho	Shigeoka	Equity Coordinator	Beaverton SD
Participant	Terrell	Smith	IT Coordinator	Sherwood SD
Participant	David	Wilkinson	President	Beaverton Education Association

ESEA Flexibility Work Groups
Next Generation Accountability in Education

Group Position	First Name	Last Name	Title	Organization
Workgroup #3: Tiered System of Flexibility, Interventions and Supports				
Chair/Facilitator	Susan	Rieke-Smith	Director	Salem-Keizer SD
ODE Coordinator	David	Guardino	Manager	ODE
ODE Coordinator	Jan	McCoy	Education Specialist	ODE
ODE Support	Stacie	Ankrum	Office Specialist	ODE
Writer	Brian	Bain	District Assessment Coordinator	Tigard Tualatin SD
Writer	Tricia	Clair	Special Education/Director of Student Services	Tigard Tualatin
Writer	Darbie	Dennison	School Support Coach	Ontario SD/Ontario HS, Alameda Elementary
Writer	Carol	Middleton	Director of Curriculum, Instruction and Evaluation (CIE) Services	Clackamas ESD
Writer	Amanda	Whalen		PPS
Participant	Betsy	Earls		AOI (Assoc. OR Industries)
Participant	Eduardo	Angulo	Executive Director, Chairman & Co-Founder	Salem/Keizer Coalition for Equality
Participant	Martha	Buenrostro	Education Specialist	ODE
Participant	Nina	Carlson		Oregon PTA
Participant	Matt	Coleman	Director of Secondary Education	Springfield SD
Participant	Chandra	Cooper	Principal	Forest Grove SD/Forest Grove Upper Elem
Participant	Sarah	Denny	Teacher, Language Arts	Hillsboro HS
Participant	Susie	Garrison		John Day SD/Humbolt Elem
Participant	Beth	Gerot	Eugene SD	OSBA
Participant	Whitney	Grubbs	Deputy Education Policy Advisor	Governor's Office
Participant	Catherine	Heaton	Education Specialist	ODE
Participant	Robin	Kobrowski	Admin for Curriculum & Inst	Beaverton SD
Participant	Joe	LaFontaine	Principal	Ontario SD/Ontario HS
Participant	David	Marshall	Principal	Milton Freewater SD/Ferndale Elementary
Participant	Denny	Nkemontoh	Education Specialist	ODE
Participant	Ryan	Noss	Student Achievement Administrator	Lebanon SD
Participant	Heitho	Reuter	Adjunct Assistant Professor of DEP	WOU
Participant	Kevin	Ricker	Principal	Centennial HS/Centennial SD
Participant	Lynette	Thompson	Senior Program Advisor	NWRCC/NWREL
Participant	Beth A.	Unverzagt	Director	OregonASK
Participant	Doug	Wells	President	Parents for Public Schools, Inc.
Participant	Jerry	Wilks		ORCA Charter, Connections Academy

ESEA Flexibility Work Groups
Next Generation Accountability in Education

Group Position	First Name	Last Name	Title	Organization
Workgroup #4: System Evaluation and Continuous Improvement				
Chair	Colt	Gill	Superintendent	Bethel SD
ODE Coordinator	Teresa	Greene	Director	ODE Coordinator
ODE Support	Debby	Ryan	Office Specialist 2	ODE Support
Writer	Pat	Burk	Instructor	Portland State University
Writer-Back-up	Lindsay	Capps	Assist. Executive Director, Center for Teaching and Learning	Oregon Education Association
Participant	Art	Anderson	Director of School Improvement	NW Regional ESD
Participant	Donna	Brant	Education Specialist, Perkins/CTE	ODE
Participant	Mary	Cadez	Assistant Superintendent	Salem-Keizer SD
Participant	Caryn	Connolly	Social Studies	Salem-Keizer SD/Roberts HS
Participant	Matt	Horne	SIG Grant Administrator	Ontario SD/Ontario HS
Participant	Karen	Patton	Assistant Superintendent	Region 18 ESD
Participant	Scott	Perry	Superintendent	SOESD
Participant	Doug	Potter	Regional Consultant Portland	NW Accreditation
Participant	Rob	Saxton	Superintendent	Tigard Tualatin
Participant	Nanci	Schneider	Oregon Outreach Coordinator	Education Northwest
Participant	Courtney	Vanderstek	Faculty	Marylhurst University

Oregon's Next Generation of Accountability

By mid-December, 2011, Oregon will design a state-tailored Next Generation of Accountability System (Next Gen) for education combining the Governor's initiative, the Principles put forth by the Council of Chief State School Officers (CCSSO), and the requirements of the United States Department of Education (USED) in the Elementary and Secondary Education Act (ESEA) Flexibility process. We recognize that accountability systems evolve and should be continuously improved over time to changing contexts.

Oregon's Next Gen system will present a framework for school and district accountability that includes a number of tightly integrated elements. The plan will be designed to promote continuous growth for all students with the goal that they graduate high school with the rigorous knowledge and skills required for success in college and career. In support of this goal, the state will ensure access to high quality education for every student by focusing supports and incentives on:

- a) improvement and innovation in educational programs and relief from unnecessary and burdensome restrictions;
- b) encouraging school and district success in ensuring college and career readiness as indicated by measures of student outcomes;
- c) articulation of a continuum of curriculum and instruction supporting student progress from preschool through to initial career placement; and
- d) establishing a compact with each district outlining intended outcomes, strategies, and responsibilities.

This effort will align the work of the Taskforce on Accountability that will be created as a result of HB 2289 and the Oregon Education Investment Board from SB 909. Considering work already underway in Oregon on some aspects of the principles and the various stages of completion of each initiative, it is expected that some parts of Oregon's Next Gen will be completed and possibly implemented sooner than other parts.

We will engage a broad number of stakeholders in this process. This document outlines a grouping of the principles to manage the logistics of developing this system and to outline the process of designing this plan. To craft the details of each area of the system, four work groups with representatives from various educational organizations will be formed and given guidance on their task. Once they have done their work, ODE will consolidate their work into a comprehensive and single plan for distribution and final submission to USED for their approval prior to implementation by the state.

Next Generation of Accountability Workgroups

Workgroup Logistics & Timelines

- Each workgroup will consist of a list of nominated and confirmed members from education organizations from across the entire state.
- Participants should be ready to commit to workgroup activities scheduled separately by each group through June, 2012, with more time committed from October 2011 through December 2011.
- ODE staff will be assigned to work with groups and assist in the management of logistics.
- First group meetings will be held October 18, 2011.
- Draft plans are due from each workgroup on or before December 1, 2011.
- After consolidation of the plans, Oregon's Next Gen will be submitted to USED in January, 2012.

Deliverables

This work includes responsibility for ensuring that the resulting plan fully addresses the needed documentation not only for a comprehensive and complete system in Oregon, but also provides the needed response to USED and adequate justification for each of the requested waivers. This will require:

- 1) Each workgroup will draft a written plan that addresses all of their areas of responsibility. Groups will coordinate and communicate with each other to ensure a coherent plan.
- 2) USED has provided a format for submission. Each workgroup will draft a response to the sections of this document that fall within their area of responsibility and will cooperate with other groups where there is overlap.

ODE will assume the responsibility for submission of the ESEA Flexibility requirements to USED.

Workgroup Assignments

The information below addresses the responsibilities for each of the workgroups. The majority of the USED waivers will be addressed through the efforts of the workgroups. Staff at the Oregon Department of Education will independently ensure that documentation, justification and final documentation for the following waivers:

4. Flexibility for Rural LEAs
5. Extend Schoolwide Programs
9. Transfer Certain Title Funds

WORKGROUP 1 – College and Career Ready Outcomes Incorporating Data for Decision-Making

Objective: Target Accountability toward Student Outcomes

This committee will review the extent to which Oregon’s implementation of the Common Core State Standards supports the need for college and career readiness and will determine and describe needed modifications to the current district and school report cards so that determinations made there can provide needed stratification among schools and districts. This group will identify the needed data for the annual determinations.

Data collections and reporting formats supporting data driven decision-making in schools and districts should be identified. These data will support decision-making at all levels among schools and districts identified for improvement status. Plans should also address the need for a statewide data repository and associated retrieval systems with appropriate data visualization tools.

Task 1: Create a comprehensive 3-year plan to support implementation of the Common Core State Standards.

Questions to Answer:

1. What efforts are currently underway in Oregon to support implementation of the Common Core and what additional support is necessary for districts?
2. How should Oregon participate in efforts to expand the Common Core to cover additional subject areas?
3. What efforts are underway, and what efforts are needed, to ensure alignment of the Common Core with post-secondary standards?
4. What targeted investments must be made to ensure these efforts are successful?

Task 2: Building on the work of the Oregon Education Investment Team, LearnWorks, Governor’s staff and others, create a set of state level outcomes, indicators and measures that will form the backbone of Oregon’s accountability system and align with the goal of 40-40-20 by 2025.

Questions to Answer:

1. What additional state-level outcomes and indicators are important to ensure Oregon’s education system is performing?
2. For each indicator, what are the current measurements available? How can they be improved?
3. What are additional measurements the state should be developing? Where should the state be in terms of rolling out improved or new measurements within 3 years?
4. What data are currently available (college-going rates, college credits earned, etc.) and how could they be used? What data should no longer be used?

Task 3: The Governor has identified the “Achievement Compact” as the instrument through which school districts and the state will mutually establish ambitious but achievable, district-specific targets for performance on the core outcomes established in Task 2. How should these outcomes be computed and reported?

Questions to Answer:

1. How should outcomes take into account both growth and status in student learning?
2. Must outcomes be associated with a particular grade?
3. Should outcomes be set for subjects beyond reading, math and science?
4. While USED is requiring testing in grades 3-8 and 11, should Oregon's plan opt for testing students less frequently in the future?
5. How should the performance of subgroups be used?
6. What accommodations in assessments are necessary to ensure all students have every opportunity to succeed?
7. What other meaningful data should be used to make annual determinations of district performance?
8. In an accountability system that is primarily focused on the relationship between the state and districts, how should the performance of individual schools be used?

Task 4: The Governor has identified the "Achievement Compact" as the tool for districts and the state to agree upon an ambitious but achievable annual measurable objective (AMO). Recommend a process for how those annual targets should be set to ensure Oregon can ultimately reach the goal of 100-40-40 by 2025.

Questions to Answer:

1. How should targets take into account both growth and status in student learning?
2. Must status targets be associated with a particular grade?
3. Should targets be set for subjects beyond reading, math and science?
4. While USED is requiring testing in grades 3-8 and 11, should Oregon's plan opt for testing students less frequently in the future?
5. How should the performance of subgroups be used?
6. What accommodations in assessments are necessary to ensure all students have every opportunity to succeed?
7. What other meaningful data should be used to make annual determinations of district performance?
8. In an accountability system that is primarily focused on the relationship between the state and districts, how should the performance of individual schools be used?
9. What criteria should be used to create the initial list of "Reward Schools," "Priority Schools," and "Focus Schools"?
10. What schools will be on the list "Reward Schools," "Priority Schools," and "Focus Schools"?

Task 5: Oregon law and USED require annual reporting of school and district performance, which is currently accomplished through the report card. Identify what data should be reported, and how the report card could clearly and succinctly convey to stakeholders, policymakers and the public the performance of individual schools.

Questions to Answer:

1. What measures above should be reported on for purposes of a school and district report card?
2. How should we balance the need for simplicity in reporting with the complexity of the data?
3. Should schools be compared to other comparable schools? If so, what factors should be considered in a comparability determination?

USED Principles:

Principle 1: College- and Career-Ready Expectations for All Students

1. A Adopt college-and career-ready standards
1. B Transition to college- and career-ready standards
1. C Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

2. A Develop and implement a State-based system of differentiated recognition, accountability, and support
2. B Set ambitious but achievable annual measurable objectives
2. C.i & ii Identify and list “reward schools”
2. D.i & ii Identify and list “priority schools”
2. E.i & ii Identify and list “focus schools”

Principle 4: Reduce Duplication and Unnecessary Burden

ESEA Waivers:

1. Modify 2013–2014 Timeline 100% Adequate Yearly Progress (AYP) – Flexibility regarding the 2013-2014 timeline for determining AYP
6. Reward High Performing Schools – Flexibility for reward schools

WORKGROUP 2 – Teacher and Leader Effectiveness

Objective: Develop Guidelines for Local Evaluation of Teacher and Leader Effectiveness

The goal of this workgroup is to describe an evaluation and support system that is comprehensive, coherent, and is focused on the effectiveness of teachers and leaders that leads to improved teaching, leading, and learning.

Work on defining teacher and leader effectiveness is underway through a variety of efforts across the state. The good work that has been done will be the basis for furthering the development of a coherent educator effectiveness system in Oregon and the creation of a “Next Generation Accountably System.” The task of this workgroup is to focus on designing an evaluation system that is one part of a seamless system of professional preparation and job embedded professional learning for licensed educators (beginning and experienced teachers, principals and superintendents).

Task 1: Identify the goals and purposes of the teacher and leader evaluation system in Oregon.

Questions to Answer:

1. What are the goals and purposes of the teacher and leader evaluation system?
2. How do the goals and purposes align with the vision for Oregon Education and LEARN Works and the Next Generation Principles and ESEA Flexibility?

Task 2: Define “teacher and leader effectiveness” for Oregon’s evaluation systems.

1. How is “teacher effectiveness” and “leader effectiveness” defined in Oregon?

Task 3: SB 290 requires the adoption of core teaching standards and educational leadership/administrator standards by the State Board of Education (OAR 581-022-1724 and OAR 581-022-1725). Develop a systemic approach to successfully implement these *standards*.

Questions to Answer:

1. How will the adopted standards be used to evaluate teacher and leader effectiveness?
2. How will these standards be used across the career continuum of teachers and leaders?
3. What technical assistance is needed to help stakeholders understand the implications of the adopted core teaching and administrator standards?

Task 4: SB 290 requires that school districts will use the core teaching and educational leadership/administrator standards adopted by the State Board of Education (OAR 581-022-1723) for the evaluation of all teachers and administrators occurring on or after July 1, 2013. Define the components of a comprehensive *teacher and leader evaluation system*.

Questions to Answer:

1. What are the key elements and considerations in an evaluation system?
2. How are the components identified in SB290 aligned with the ESEA flexibility requirements? What are the gaps?

Task 5: Define the policy and supports needed to ensure implementation of teacher and leader evaluation systems.

Questions to Answer:

1. How can we create an environment of continuous improvement and support for teachers and leaders while holding them accountable for student achievement results?
2. How will the state ensure that local school districts develop and implement teacher and leader evaluation and support systems that are consistent with the state's guidelines?
3. How will the state ensure high quality professional development for teachers and leaders on implementation of evaluation systems?
4. How will the state ensure that once these evaluation and support systems are in place, that local school districts will use the data from these systems to fulfill the requirements of ESEA Section 111(b)(8)(C) --that that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers? (*until replaced with teacher effectiveness data*)

Task 6: Design a plan for the state to *develop, adopt, pilot, and implement*, with the involvement of teachers and principals, teacher and principal evaluation and support systems that meet the following ESEA Flexibility requirements:

- a. Will be used for continual improvement of instruction;
- b. Meaningfully differentiate performance using at least three performance levels;
- c. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Language Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student parent surveys);
- d. Evaluate teachers and principals on a regular basis;
- e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- f. Will be used to inform personnel decisions.

USED Principles:

Principle 3: Supporting Effective Instruction and Leadership

3. A Develop and adopt guidelines for local teacher and principal evaluation and support systems
3. B Ensure LEAs implement teacher and principal evaluation and support systems

Principle 4: Reduce Duplication and Unnecessary Burden

ESEA Waivers:

8. Highly Qualified Teacher (HQT) Improvement Plans – Flexibility regarding HQT improvement plans

WORKGROUP 3 – Tiered System of Flexibility, Interventions and Supports

Objective: Systematize and Improve Supports and Interventions for Identified Districts and Schools

The committee will describe a comprehensive system of diagnostic reviews for those districts who do not meet targets identified in Achievement Compacts. The system should differentiate the needs of schools and districts in meaningful ways so that they receive appropriate support and interventions that build capacity to meet targets for student achievement. Along with this, top performing, high growth districts will be recognized and shared as models of excellence.

This committee will also describe a system of support and interventions for Priority and Focus schools and will effectively align current initiatives and resources with needed supports to create a comprehensive system of improvement. The group will focus on improvement of student achievement and school performance, closing achievement gaps, and increasing the quality of instruction for students.

Task 1: Develop a process, supported by both quantitative and qualitative data, for determining appropriate supports and interventions within a district.

Questions to Answer:

1. What context information is relevant for developing a robust understanding of how to improve school/district performance? Given limited resources, which pieces of information are most important?
2. How will needed information be collected and analyzed?
3. What quality indicators can be employed to determine areas where intervention within the school/district is most needed and will be most immediately effective?
4. What resources will help to identify and align interventions to the challenges in individual schools/districts?

Task 2: Develop a tiered system of intervention and support achieved through a spectrum ranging from increased flexibility toward increased oversight, based on performance under the Achievement Compact.

Questions to Answer:

1. How will appropriate levels of intervention with the school/district be determined? How will these levels take into account differences in context; (e.g., By how much does the school/district need to improve student outcomes? Which subgroups are challenged? How long has the school/district been involved in intervention efforts)?
2. How might the state most effectively intervene with districts to help build capacity for assistance to challenged schools?
3. What types of mandates would the state impose on districts? What types of flexibility would be lost?
4. What is the ultimate level of intervention for a non-performing district? State operation? Receivership? Consolidation or breaking up a district? Closing buildings?

Task 3: Develop a 3-year plan to create a robust statewide system to support and build district capacity to engage in continuous improvement efforts.

Questions to Answer:

1. How can schools and districts with high achievement levels or with significant achievement gains be incented to disseminate and replicate these practices and outcomes in low performing schools and districts?
2. How should stakeholders and statewide partners (families, communities, and other organizations) be involved in interventions and supports to improve student achievement? What role should post-secondary and early learning service providers play in K-12 improvement efforts?
3. What role should Oregon's regional delivery system play in school improvement?
4. Within the next 3 years, how should Oregon align results of teacher evaluation with supports and interventions to improve student performance?

Task 4: Develop a plan for supporting priority and focus schools consistent with federal turnaround principles and Oregon's overall accountability system.

Questions to Answer:

1. How should resources based on the results of diagnostic reviews and well-matched to the needs of the schools and districts be directed to priority and focus schools so that they are sustainable and coordinated?
2. Are accommodations for students attending priority and focus schools as interventions are implemented appropriate? Necessary? Should districts be required to offer students in priority and focus schools services from outside vendors? Opportunities to transfer to other, higher-performing schools?
3. What attention and resources are due students in underperforming subgroups as interventions are implemented?

USED Principles:

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

2. A Develop and implement a State-based system of differentiated recognition, accountability, and support
2. C.iii Recognize and reward "reward schools"
2. D.iii Recognize and reward "priority schools"
2. E.iii Recognize and reward "focus schools"
2. F Provide incentives and supports for other Title I schools
2. G Build SEA, LEA, and school capacity to improve student learning

Principle 4: Reduce Duplication and Unnecessary Burden

ESEA Waivers:

2. Modify School Improvement Requirements – Flexibility in implementation of school improvement requirements
3. Modify District Improvement Requirements – Flexibility in implementation of LEA improvement requirements
6. Support School Improvement – Flexibility to support school improvement
7. Reward High Performing Schools – Flexibility for reward schools

Optional Waiver – Flexibility in the use of 21st Century Community Learning Centers program funds

WORKGROUP 4 – System Evaluation and Continuous Improvement

Objective: Plan for Evaluation, Continuous Improvement and Innovation

This committee will identify evaluation strategies to assess the integration of new accountability models with existing successful efforts for the purpose of improving performance across the system and increasing achievement and efficiency. This will include expectations for review, continuous improvement cycles, and incorporation of innovative ideas.

Task 1: Identify questions that need to be answered in relation to system design in:

- data collection and dissemination,
- school and district identification (tiered system),
- availability of data for decision-making,
- diagnosis of problems of practice challenging focus and priority schools,
- systems of dissemination and replication of effective practices, and
- systems of rewards and incentives for schools and districts.

Task 2: Identify evaluation systems and projects for the state accountability system as a whole and for each part that will better measure student learning and achievement (measures of college and career readiness, early childhood, secondary education, workforce, etc.); whether each new system element contributes and works in coordination with current elements; and how the feedback would enhance improvement and aid decision making at the school district level.

Task 3: Identify options and continuous improvement requirements for a more effective accountability and support system for larger metropolitan schools.

Task 4: Identify options and continuous improvement requirements for a more effective accountability and support system for small and rural schools.

Task 5: Identify data needed for each task.

USED Principles:

Principle 4: Reduce Duplication and Unnecessary Burden

ESEA Waivers: None

Attachment 13

Sample Report Card and Sample Report Card Detail Sheet

The Sample Report Card is a representation of Oregon's current school Report Card. This document is distributed to the families of all students attending each school.

The Sample Report Card Detail Sheet is available to describe the contents and individual entries on the Report Card.

ACCOUNTABILITY INFORMATION REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT

The information below is used to determine the Adequate Yearly Progress designation for your school. A school is designated as *Not Meeting AYP* if any indicator is determined to be *Not Met*. The Student Achievement and Student Participation ratings are based on 2009-2010 and 2010-2011 Oregon Statewide Assessments for the students in your school identified as enrolled for a full academic year. The statewide goal for the minimum percentage of students expected to meet or exceed standards is 70% in English/Language Arts and in Mathematics. Student Participation is expected to be 95% or greater. The statewide goal for the minimum graduation rate is 65%. The statewide goal for the minimum attendance rate is 92.0%. For more information, please view documents at www.ode.state.or.us/data/reportcard/reports.aspx

STUDENT GROUP Race/Ethnicity	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION		ATTENDANCE
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Asian/Pacific Islander	MET	MET	MET	MET	MET
Black (not of Hispanic origin)	NOT MET	NOT MET	MET	MET	NA
Hispanic	MET	MET	MET	MET	MET
White (not of Hispanic origin)	MET	MET	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA
Students with Disabilities	MET	MET	MET	MET	MET
Limited English Proficient	MET	MET	MET	MET	MET
Economically Disadvantaged	MET	MET	MET	MET	MET
All Students	MET	MET	MET	MET	MET

NA Too few test scores or students to determine a rating.

Department of Education Notes

LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

2010-2011 School Report Card



Dear Parents and Community Members,

October 6, 2011

The Oregon Department of Education is proud to issue the 13th annual Oregon School Report Card. As in previous years, this Report Card contains two ratings: an Oregon rating and a federal rating. Oregon rates schools as either "Outstanding," "Satisfactory," or "In Need of Improvement," based on a number of factors including student test results, participation, and academic growth. While these ratings cannot tell you everything about your school, they are a good starting point for talking about our successes and our opportunities for improvement.

Susan Castillo, State Superintendent of Public Instruction

Federal Adequate Yearly Progress Rating: NOT MET

DID NOT MEET MET
See rating details on back page

Oregon Report Card Overall Rating: SATISFACTORY



SCHOOL AT A GLANCE

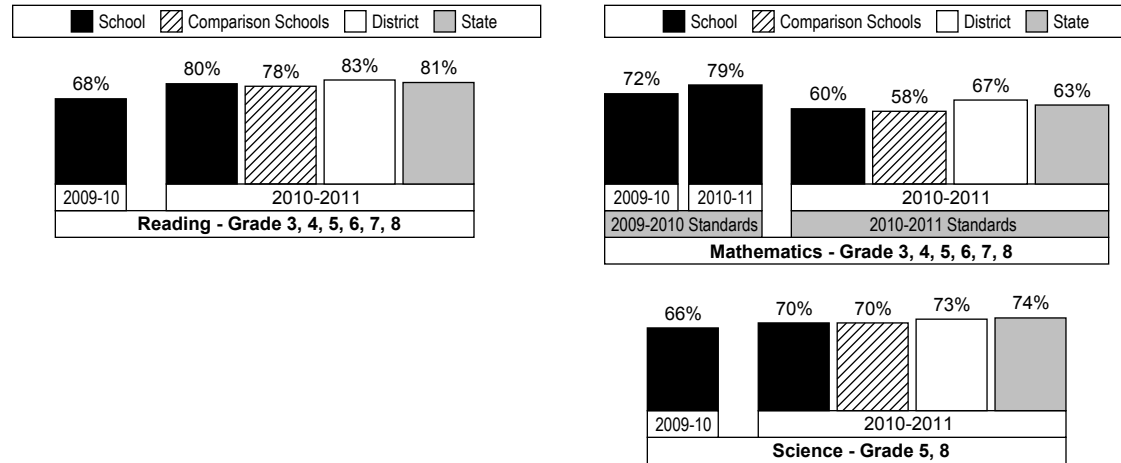
Student Population	School	Attendance	School	District	State
Number of Students	304	2009-2010	94.6%	94.4%	94.3%
Percentage of Students in English as a Second Language Programs	16.3%	2010-2011	95.5%	94.6%	94.7%
Staffing	School	Expulsions	School	State	
Administrators (FTE)	1.0	Number of Expulsions Due to Weapons	0	266	
Teachers (FTE)	20.2	Testing Participation	School	State	
• Average Years of Experience	16.7	Participation in 2010-2011 Statewide Assessments	99.0%	98.7%	
• With a Master's Degree or Higher	50.7%	Department of Education Notes			
• With Emergency or Provisional Credential	5.9%				
• Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	95.7%				
• Classes Taught by Teachers Who Do Not Meet Federal Definition of Highly Qualified Teacher	4.3%				
Educational Assistants (FTE)	0.6				
Other Staff (FTE)	7.9				
Elementary Class Size	Number of Classes in School	School	State		
Fewer than 20 Students	4	28.6%	15.2%		
20-25 Students	9	64.3%	43.4%		
26-30 Students	1	7.1%	35.2%		
More Than 30 Students	0	0.0%	6.2%		

*Not displayed to protect student confidentiality. -- No data available

ACHIEVEMENT DATA

Academic Achievement Percentage of Students Meeting Standards

The graphs below show the percentage of students in your school at the indicated grades that met or exceeded the state standards on Oregon Statewide Assessments during the last two school years. District, state, and comparison school averages are displayed. Comparison schools are Oregon schools with similar demographics.



Improvement in Student Performance

The table below shows the percentage of students in your school in grades 3-8 who either met or exceeded state standards or met their growth target in reading and mathematics for the last two school years. Growth targets are set yearly for students up to grade 8 and are based on each student's performance in the previous school year. Growth targets do not apply to students in high school or students who did not test in the previous year.

STUDENT GROUP	READING		MATHEMATICS	
	2009-2010	2010-2011	2009-2010	2010-2011
	%	%	%	%
American Indian/Alaskan Native	83.3	83.3	83.3	66.7
Asian/Pacific Islander	82.1	86.5	82.1	78.4
Black (not of Hispanic origin)	39.3	38.1	64.3	38.1
Hispanic	70.8	74.1	75.0	51.9
White (not of Hispanic origin)	76.3	90.0	80.0	72.5
Multi-Racial/Multi-Ethnic	83.3	90.9	83.3	72.7
Students with Disabilities	52.8	59.3	63.9	63.0
Limited English Proficient	54.3	70.3	65.2	64.9
Economically Disadvantaged	66.4	77.3	71.8	61.7
All Students	70.3	80.8	77.3	66.5

*Not displayed to protect student confidentiality.

-- No data available

For more information, contact the Oregon Department of Education at 503-947-5715.

STATEWIDE ASSESSMENT RESULTS

The table below shows the percentage of students in your school in grades 3-8 and 11 that exceeded, met, or did not meet state standards and participated in 2010-2011 Oregon Statewide Assessments. For more information, see <http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx>

STUDENT GROUP	STUDENT ACHIEVEMENT								
	ENGLISH/ LANGUAGE ARTS			MATHEMATICS			SCIENCE		
Race/Ethnicity	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %
American Indian/Alaskan Native	16.7	66.7	16.7	33.3	16.7	50.0	*	*	*
Asian/Pacific Islander	38.5	48.7	12.8	30.8	41.0	28.2	13.3	60.0	26.7
Black (not of Hispanic origin)	14.3	23.8	61.9	9.5	23.8	66.7	14.3	28.6	57.1
Hispanic	25.9	48.1	25.9	14.8	33.3	51.9	16.7	33.3	50.0
White (not of Hispanic origin)	40.7	48.1	11.1	29.6	34.6	35.8	21.4	50.0	28.6
Multi-Racial/Multi-Ethnic	9.1	72.7	18.2	18.2	54.5	27.3	> 95.0	> 95.0	< 5.0
Male	26.3	49.5	24.2	24.2	37.9	37.9	11.8	61.8	26.5
Female	38.9	45.6	15.6	25.6	32.2	42.2	22.6	45.2	32.3
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Students with Disabilities	29.6	29.6	40.7	14.8	33.3	51.9	22.2	22.2	55.6
Migrant	*	*	*	*	*	*	*	*	*
Limited English Proficient	7.7	53.8	38.5	7.7	23.1	69.2	16.7	33.3	50.0
Economically Disadvantaged	25.6	50.4	24.0	16.3	38.0	45.7	6.7	60.0	33.3
All Students	32.4	47.6	20.0	24.9	35.1	40.0	16.9	53.8	29.2

* Not displayed to protect student confidentiality.

--- No data available

STUDENT GROUP	STUDENT PARTICIPATION		
	ENGLISH/ LANGUAGE ARTS	MATHEMATICS	SCIENCE
Race/Ethnicity	%	%	%
American Indian/Alaskan Native	100.0	100.0	100.0
Asian/Pacific Islander	100.0	100.0	100.0
Black (not of Hispanic origin)	100.0	100.0	100.0
Hispanic	100.0	100.0	100.0
White (not of Hispanic origin)	98.8	98.8	100.0
Multi-Racial/Multi-Ethnic	100.0	100.0	100.0
Male	100.0	100.0	100.0
Female	99.0	99.0	100.0
Talented and Gifted	95.0	94.4	100.0
Students with Disabilities	100.0	100.0	100.0
Migrant	100.0	100.0	100.0
Limited English Proficient	100.0	100.0	100.0
Economically Disadvantaged	100.0	100.0	100.0
All Students	99.5	99.5	100.0

* Not displayed to protect student confidentiality.

-- No data available

Department of Education Notes

For more information, please view documents at www.ode.state.or.us/data/reports/toc.aspx

Overall School Rating: Satisfactory

School Rating Summary Data

Summary Data		Rating / Comments
Achievement Index See page 2	76.0	Satisfactory
Attendance Rate See page 3	95.1	Outstanding
Participation Rate See page 3	99.0	Outstanding
AYP Status	NOT MET	<i>If the AYP Status is Met, the Overall School Rating cannot be lower than Satisfactory.</i>
<i>Overall School Rating</i>		Satisfactory

The Overall School Rating is based on the Achievement Index. If any of the Other Indicators (Attendance, Graduation or Participation) are lower than the Achievement Index, the Overall School Rating is reduced to the lowest rating of the Other Indicators. However, if the AYP Status is Met, the Overall School Rating cannot be lower than Satisfactory.

School Performance Data

2009-2010 and 2010-2011 Combined	Reading	Math
% Meets	43.6	40.3
% Exceeds	30.0	25.9
% Meets or Exceeds	73.6	66.2
% Meets, Exceeds, or Meets Growth	75.5	71.9

Achievement Index Rating: Satisfactory

School Achievement Index = (Reading Index + Math Index) / 2
 = (77.8 + 74.2) / 2 = 76.0

Rating	In Need of Improvement	Satisfactory	Outstanding
Index Score	Less than 60.0	60.0 to 89.9	90.0 or higher

Reading and Math Achievement Index Data

	2009-2010						2010-2011					
	Meets or Exceeds		Does Not Meet			# Tests	Meets or Exceeds		Does Not Meet			# Tests
	Exceeds	Meets	Meets Growth Target				Exceeds	Meets	Meets Growth Target			
			Yes	No	NA				Yes	No	NA	
Reading												
All Students	50	75	5	42	13	185	60	85	2	32	3	182
Economically Disadvantaged	24	59	4	31	13	131	33	64	2	26	3	128
Limited English Proficient	4	20	1	13	8	46	8	17	1	9	2	37
Students with Disabilities	7	10	2	16	1	36	8	8	0	11	0	27
Amer Ind/Alskn Ntv	2	3	0	1	0	6	1	4	0	1	0	6
Black (not of Hispanic origin)	5	4	2	14	3	28	3	5	0	12	1	21
Hispanic	3	13	1	5	2	24	7	13	0	6	1	27
Asian/Pacific Islander	7	16	0	3	2	28	15	17	0	4	1	37
Asian							14	16	0	2	1	33
Pacific Islander							*	*	*	*	*	*
White (not of Hispanic origin)	26	33	2	13	6	80	33	38	1	8	0	80
Multi-Racial/Multi-Ethnic	3	2	0	1	0	6	1	8	1	1	0	11
Column Totals (excluding White, Asian, Multi)	95	184	15	122	40	456	120	196	5	97	10	428
Weight	133	100	100	0	0		133	100	100	0	0	
Weighted Counts	12635	18400	1500				15960	19600	500			
Yearly Index	(12635 + 18400 + 1500) / 456 = 71.3						(15960 + 19600 + 500) / 428 = 84.3					
Reading Index	(71.3 + 84.3) / 2 = 77.8											

	2009-2010						2010-2011					
	Meets or Exceeds		Does Not Meet			# Tests	Meets or Exceeds		Does Not Meet			# Tests
	Exceeds	Meets	Meets Growth Target				Exceeds	Meets	Meets Growth Target			
			Yes	No	NA				Yes	No	NA	
Math												
All Students	49	85	9	23	19	185	46	63	12	46	15	182
Economically Disadvantaged	24	63	7	19	18	131	21	48	10	38	11	128
Limited English Proficient	6	20	4	6	10	46	5	15	4	11	2	37
Students with Disabilities	5	14	4	10	3	36	4	9	4	10	0	27
Amer Ind/Alskn Ntv	4	1	0	1	0	6	2	1	1	1	1	6
Black (not of Hispanic origin)	3	12	3	7	3	28	2	5	1	12	1	21
Hispanic	4	11	3	1	5	24	4	9	1	11	2	27
Asian/Pacific Islander	9	14	0	3	2	28	12	15	2	6	2	37
Asian							12	14	2	3	2	33
Pacific Islander							*	*	*	*	*	*
White (not of Hispanic origin)	24	38	2	8	8	80	24	27	7	14	8	80
Multi-Racial/Multi-Ethnic	2	3	0	1	0	6	2	6	0	2	1	11
Column Totals (excluding White, Asian, Multi)	95	206	30	67	58	456	84	150	33	129	32	428
Weight	133	100	100	0	0		133	100	100	0	0	
Weighted Counts	12635	20600	3000				11172	15000	3300			
Yearly Index	(12635 + 20600 + 3000) / 456 = 79.5						(11172 + 15000 + 3300) / 428 = 68.9					
Math Index	(79.5 + 68.9) / 2 = 74.2											

Additional Indicators ¹

Attendance Rate

School Year	Rate
2009-2010	94.6
2010-2011	95.5

Attendance: Outstanding

Two-year Average Attendance = (Attendance Rate 2009-2010 + Attendance Rate 2010-2011) / 2
 = (94.6 + 95.5) / 2 = 95.1

Rating	In Need of Improvement	Satisfactory	Outstanding
Attendance Rate	Less than 89.0	89.0 to 91.9	92.0 or Higher

Participation Rate

2010-2011 Participation in Statewide Assessments

Grade	Reading		Math		Writing		Science	
	Partic	Non-Partic	Partic	Non-Partic	Partic	Non-Partic	Partic	Non-Partic
3	32	0	33	0				
4	32	1	32	1	31	2		
5	38	0	38	0			38	0
6	35	0	34	0				
7	25	0	25	0	24	1		
8	28	0	28	0			28	0
HS	0	0	0	0	0	0	0	0

Participation: Outstanding

Participation in Statewide Assessments = Participants / (Participants + Non-Participants)
 = 501 / (501 + 5) = 99.0

Rating	In Need of Improvement	Outstanding
Participation Rate	Less than 94.5	94.5 or Higher

Notes

Overall School Rating

There are no notes.

Achievement Index Rating

There are no notes.

Additional Indicators

1- Attendance and Participation rates that do not meet minimum requirements may limit a school's overall rating.

Attachment 14 Sample Achievement Compact

The Sample Achievement Compact provides an example of a partnership agreement between the state and each district.

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.

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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.

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Attachment 15
Oregon Administrative Rules
Governing Educator Effectiveness

Oregon Administrative Rules (OARs) for Educator Effectiveness support the interpretation and enforcement of state laws regarding school district personnel policies, educator evaluation, and teacher and leader performance standards.

Oregon Administrative Rules

Re: Educator Effectiveness

581-022-1720

Personnel Policies

(1) The school district shall adopt and implement personnel policies which address:

- (a) Affirmative action;
- (b) Staff development;
- (c) Equal employment opportunity;
- (d) Evaluation procedures; and
- (e) Employee communication system.

(f) The requirement for releasing to Teacher Standards and Practices Commission, another district or any person upon request the disciplinary records of an employee or former school employee if the employee was convicted of one or more of the list of crimes addressed in ORS 342.143.

(2) Personnel policies shall be accessible to any school employee and notice of their availability to the general public shall be published:

- (a) A current copy shall be accessible in each school office and library; and
- (b) Any organization which represents employees of the district shall be furnished a copy and revisions as they are made.

(3) Bonded Employees: All employees responsible for funds, fees or cash collections shall be bonded in compliance with Oregon Revised Statutes and Oregon Administrative Rules.

(4) Employees for whom a teaching certificate is not required: The school district shall give to each such employee an individual written notice of reasonable assurance of continued employment as required by ORS 332.554.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 25-2008, f. & cert. ef. 9-26-08

581-022-1723

Teacher and Administrator Evaluation

(1) A school district board shall include the core teaching standards and administrator standards adopted by the State Board for all evaluations of teachers and administrators of the school district occurring on or after July 1, 2013. The standards shall be customized based on the collaborative efforts of the teachers and administrators of the school district and the exclusive bargaining representative of the employees of the school district.

(2) The core teaching standards and administrator standards must:

(a) Take into consideration multiple measures of teacher and administrator effectiveness that encompass a range of appropriate teaching and administrative behaviors that use multiple evaluation methods;

(b) Take into consideration evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, schools, and school districts;

(c) Be research-based;

(d) Be separately developed for teachers and administrators; and

(e) Be customized for each school district, which may include individualized weighting and application of standards.

(3) Evaluations using the core teaching and administrative standards must attempt to:

(a) Strengthen the knowledge, skills, disposition and classroom and administrative practices of teachers and administrators in public schools;

(b) Refine the support, assistance and professional growth opportunities offered to a teacher or an administrator, based on the individual needs of the teacher and administrator and the needs of the students, the school and the school district;

(c) Allow each teacher or administrator to establish a set of classroom or administrative practices and student learning objectives that are based on the individual circumstances of the teacher or administrator, including the classroom or other assignments of the teacher or administrator:

(d) Establish a formative growth process for each teacher and administrator that supports professional learning and collaboration with other teachers and administrators; and

(e) Use evaluation methods and professional development, support and other activities that are based on curricular standards and that are targeted to the needs of each teacher and administrator.

Stat. Auth: ORS 342.805 to 342.937

Stats. Implemented: Section 2, chapter 729, Oregon Laws 2011 (Enrolled Senate Bill 290)

581-022-1724

Core Teaching Standards

School districts shall use the core teaching standards to evaluate teacher effectiveness outlined in OAR 581-022-1723. Performances, essential knowledge and critical dispositions for each standard are contained within the Interstate Teacher Assessment and Support Consortium (InTASC) core teaching standards published at:

http://www.ccsso.org/Documents/2011/InTASC_Std MS Word version 4 24 11.doc.

The core teaching standards are the same standards adopted by the Teacher Standards and Practices Commission (TSPC) for initial and advanced teacher preparation. The standards include:

(1) The Learner and Learning

(a) Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. [InTASC Standard #3]

(2) Content

(a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard # 4]

(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

(3) Instructional Practice

(a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]

(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. [InTASC Standard #7]

(c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their

connections, and to build skills to apply knowledge in meaningful ways.[InTASC Standard # 8]

(4) Professional Responsibility

(a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

(b) Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. [InTASC Standard #10]

Stat. Auth: ORS 342.805 to 342.937

Stats. Implemented: Section 2, chapter 729, Oregon Laws 2011 (Enrolled Senate Bill 290)

581-022-1725

Educational Leadership - Administrator Standards

School districts shall use the educational leadership–administrator standards to evaluate administrator effectiveness outlined in OAR 581-022-1723. These standards align with the Educational Leadership Constituents Council (ELCC) 2009 standards for Educational Leadership published at: <http://www.npbea.org/ncate.php>. The knowledge and skill abilities required for each program standard are found within the full document of the 2009 standards. These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) published at:

http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf.

The educational leadership-administrator standards are the same standards adopted by the Teacher Standards and Practices Commission (TSPC) for administrator licensure. The standards include:

(1) Visionary Leadership: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders. [ISLLC Standard 1]

(2) Instructional Improvement: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth. [ISLLC Standard 2]

(3) Effective Management: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. [ISLLC Standard 3]

(4) Inclusive Practice: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and

community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups. [ISLLC Standard 4]

(5) Ethical Leadership: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner. [ISLLC Standard 5]

(6) Socio-Political Context: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. [ISLLC Standard 6]

Stat. Auth: ORS 342.805 to 342.937

Stats. Implemented: Section 2, chapter 729, Oregon Laws 2011 (Enrolled Senate Bill 290)

Attachment 16 Glossary of Acronyms

The Glossary of Acronyms spells out each of the acronyms used in the waiver request.

Glossary of Acronyms

21 ST CCLC	21 st Century Community Learning Centers
ADP	American Diploma Project
ALDER	Advancing Longitudinal Data for Educational Reform
AMAO	Annual Measurable Achievement Objective
AMO	Annual Measurable Objective
AP	Advanced Placement
ASCD	Association for Supervision and Curriculum Development
ASPIRE	Access to Student Assistance Programs In Reach of Everyone
AYP	Adequate Yearly Progress
CAP	Comprehensive Achievement Plan
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers
CCWD	Community Colleges and Workforce Development
CLASS Project	Creative Leadership Achieves Student Success Project
COPs	Committee of Practitioners
COSA	Confederation of School Administrators
C-PAS	College-readiness Performance Assessment System
CRLEs	Career Related Learning Experiences
CTE	Career Technical Education
DATA Project	Direct Access to Achievement Project
DCOC	Dual Credit Oversight Committee
EBISS	Effective Behavioral and Instructional Support Systems
EdNW	Education Northwest
EESC	Enterprise Education Steering Committee
ELA	English/language arts
ELCC	Educational Leadership Constituent's Council
ELD	English Language Development
ELL	English Language Learner
ELP	English Language Proficiency
ELPA	English Language Proficiency Assessment
EPIC	Educational Improvement Policy Center
ESD	Education Service Districts

ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
IB	International Baccalaureate
IHE	Institutions of Higher Education
ILC	Instructional Leadership Council
InTASC	Interstate Teacher Assessment and Support Consortium
ISLLC	Interstate School Leaders Licensure Consortium
K-12	Kindergarten through Grade 12
LEA	Local Education Agency
MAEC	Mid-Atlantic Equity Center
NAEP	National Assessment of Educational Progress
NCATE	National Council for Accreditation of Teacher Education
NCCTQ	National Comprehensive Center for Teacher Quality
NCLB	No Child Left Behind
NCTAF	National Commission on Teaching and America's Future
OACTE	Oregon Associate of Colleges for Teacher Education
OAKS	Oregon Assessment of Knowledge and Skills
OAR	Oregon Administrative Rule
OASCD	Oregon Association for Supervision and Curriculum Development
OCQTL	Oregon Coalition for Quality Teaching and Learning
ODE	Oregon Department of Education
OEA	Oregon Education Association
OEIB	Oregon Education Investment Board
OLN	Oregon Leadership Network
OPTA	Oregon Parent Teacher Association
ORCAN	Oregon College Access Network
ORS	Oregon Revised Statute
OSBA	Oregon School Boards Association
OSDIN	Oregon School and District Improvement Network
OSEP	Office of Special Education Programs
OSLP	Office of Student Learning and Partnerships
OSPA	Oregon School Personnel Association
OSSS	Oregon Statewide System of Support

OUS	Oregon University System
PBIS	Positive Behavioral Interventions and Supports
PD	Professional Development
PISA	Programme for International Student Assessment
PK-20	Prekindergarten through Grade 20
PPAS	Placement Proficiency Aligning Standards
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
RLIS	Rural and Low-Income Schools
RTI	Response to Intervention
SBAC	SMARTER Balanced Assessment Consortium
SCEE	State Consortium on Educator Effectiveness
SCELA	State Collaborative on English Language Acquisition
SEA	State Education Agency
SFSF	State Fiscal Stabilization Fund
SIG	School Improvement Grant
SISEP	State Implementation and Scaling Up of Evidence-based Practices
SRSA	Small Rural Schools Achievement
STEM	Science, Technology, Engineering, and Mathematics
TAG	Talented and Gifted
TIF	Teacher Incentive Fund
TPAC	Teacher Performance Assessment Consortium
TSPC	Teacher Standards and Practices Commission