ESEA Flexibility

Request

Revised February 10, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

TABLE OF CONTENTS: ESEA FLEXIBILITY REQUEST

Introduction	iii
General Instructions	iv
Table of Contents	1
Cover Sheet for ESEA Flexibility Request	3
Waivers	4
Assurances	7
Consultation	9
Evaluation	9
Overview of SEA's ESEA Flexibility Request	9
Principle 1: College- and Career-Ready Expectations for All Students	10
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	12
Principle 3: Supporting Effective Instruction and Leadership	18
Sample Plan Template	19

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.

TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

CONTENTS		PAGE
Cover Sheet for ESEA Flexibility Request		10
Waivers		11
Assurances		14
Consultation		16
Evaluation		22
Overview of SEA's Request for the ESEA Flexibility		22
Principle 1: College- and Career-Ready Expectations for All Students		28
1.A	Adopt college-and career-ready standards	28
1.B	Transition to college- and career-ready standards	29
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	48
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support		50
2.A	Develop and implement a State-based system of differentiated recognition, accountability, and support	50
2.B	Set ambitious but achievable annual measurable objectives	93
2.C	Reward schools	102
2.D	Priority schools	104
2.E	Focus schools	121
2.F	Provide incentives and supports for other Title I schools	137
2.G	Build SEA, LEA, and school capacity to improve student learning	140
Principle 3: Supporting Effective Instruction and Leadership		159
3.A	Develop and adopt guidelines for local teacher and principal evaluation and support systems	159
3.B	Ensure LEAs implement teacher and principal evaluation and support systems	181

TABLE OF CONTENTS, CONTINUED

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
1	Notice to LEAs	A 1
2	Comments on request received from LEAs (if applicable)	A 3
3	Notice and information provided to the public regarding the request	A 1071
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	A 1077
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	A 1098
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	A 1099
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	A 1118
8	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 (if applicable)	A 1119
9	Table 2: Reward, Priority, and Focus Schools	A 1125
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	A 1130
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	A 1131
12	ESEA Flexibility Stakeholder Workgroups and Workgroup Process Descriptions	A 1132
13	Sample Report Card and Sample Report Card Detail Sheet	A 1157
14	Sample Achievement Compact	A 1164
15	Oregon Administrative Rules Governing Educator Effectiveness	A 1174
16	Oregon Administrative Rules Governing Educator Effectiveness and Governor Kitzhaber's Letter Directing Rules Adoption	A 1178
17	Glossary of Acronyms	A 1187
18	Letters of Support	A 1191

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester:	Requester's Mailing Address:
Oregon Department of Education	255 Capitol Street NE Salem, OR 97310

State Contact for the ESEA Flexibility Request

Name: Tryna Luton

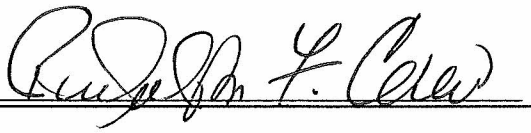
Position and Office: Director, School Improvement and Accountability
Office of Educational Improvement and Innovation

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 Education Officer (Printed Name):	Telephone:
Dr. Rudolph Crew	(503) 725-5716
Signature of the Chief Education Officer: X 	Date: 7/9/2012

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 public education system. Beginning in January 2011, Governor John Kitzhaber and the Superintendent of Public Instruction 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 November prior to confirmation
- The OEIB, a 13 member board created by statute, appointed by the Governor and meeting since 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, union and business leaders, representatives from communities of color, parent advocates and staff from the Governor's office and ODE, spent over 3,000 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 members 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 Title I 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 with each revision of the request. 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 home page of 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 Principle 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 ELLs
- 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.

Since Oregon's application for ESEA Flexibility was first submitted, the state's momentum for improvement has continued. In the 2012 legislative session, the OEIB put forward two pieces of significant legislation described more fully in the Overview section. Both bills, SB 1581 and HB 4165, were supported by broad coalitions of education stakeholders, advocates of communities of color, employers and parents – including, but not limited to, Oregon Education Association, American Federation of Teachers, Oregon School Boards Association, Confederated Oregon School Administrators, Oregon School Employees Association, Oregon Business Council, Oregon Business Alliance, Chalkboard Project, Stand for Children, and the Coalition for Communities of Color. The two bills passed both houses with strong bipartisan support and were signed into law in early March. Throughout the legislative process, ODE and the Governor's office worked closely with all stakeholder organizations to collaborate and inform their constituents about the bills and the ESEA Flexibility request.

In addition, since first submitting this request, ODE and the Governor's office have continued meeting with the ESEA Workgroups around the additional detail provided herein, particularly with respect to Principles 2 and 3.

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 the Oregon Department of Education (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 Elementary and Secondary Education Act (ESEA) Flexibility request, as well as building understanding and support for several related education reform initiatives. Governor Kitzhaber and The Superintendent of Public Instruction 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
- Instructional Leadership Council, school improvement specialists from every Education Service District (ESD) in Oregon
- Education Enterprise Steering Committee, collaborative committee consisting of members from ODE, ESDs, and districts.

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 6,000 Oregonians.

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

- The Oregon Education Investment Board (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.

Between January and April, 2012, the Superintendent's office engaged in conversations with representatives of students in subgroups across the state. These meetings included the Statewide Advisory for Special Education, the Executive Director of The Arc (association for people with intellectual and developmental disabilities), the Executive Director of the Dyslexia Association, the Tribal Council members, the Native American Youth and Family Center, the Oregon Leadership Network, the Black Parent Initiative, the State of Oregon: Commission on Asian and Pacific Islander Affairs, and the State of Oregon: Commission on Black Affairs.

More than 200 people attended the Action on Equity in Education in Oregon, rally on Feb. 2, 2012. The rally sponsored by Salem-Keizer Coalition for Equality featured Governor Kitzhaber, former Superintendent Castillo, Confederate Tribes members, American Civil Liberties Union (ACLU), and National Association for the Advancement of Colored People (NAACP) members and parents from the Salem-Keizer Coalition for Equality. Speakers informed the crowd of Oregon's quest toward establishing a new education system, working to meet federal requirements to gain acceptance of ESEA Flexibility, and the need to improve equity in education for all students. Governor Kitzhaber also reminded the crowd of House Bill 1581 that created a position for Chief Education Officer (CEdO) and requires Achievement Compacts with Oregon's school districts, educational service districts, public universities, and community colleges.

Speakers featured at the rally included:

- Governor Kitzhaber
- Former Superintendent Castillo
- David Bautista – Superintendent of Woodburn School District
- Dan Jamison – Vice President of Chalkboard
- Yvonne Curtis – Superintendent of Forest Grove School District and an OEIB member
- David Fidanque – Oregon ACLU
- Henry Luverth – NAACP
- April Campbell – Confederated Tribes of Grand Ronde
- Joseph Santos Lyons – Oregon Racial Equity Report Card
- Tony Hopson – Self enhancement, Inc.

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 the Common Core State Standards (CCSS) addresses the needs of students with disabilities and ELLs
- 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 priority and focus 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 the needs of students in a priority or focus school.

To ensure engagement by Oregon's ELL community, including non-Spanish speaking

communities, ODE conducted two presentations at the Oregon Association for Comprehensive Education (OACE) meeting in January 2012 on Oregon's ESEA Flexibility request. At this annual event, more than 200 parents and educators, including staff from ODE, ESDs, and other educational organizations, discuss issues and updates around the education of ELL, migrant, homeless and at-risk students. In addition, ODE discussed the request with Title IC Migrant Coordinators and State Parent Advisory Committee Members at seven meetings from October 2011 to February 2012.

In January through March 2012, the OEIB engaged over 1,000 community members through eight forums held in all corners of the state. Forum participants had the chance to learn about the Achievement Compacts and their role in Oregon's new accountability system, and to provide specific feedback with their thoughts, questions and concerns. Their comments were exhaustively recorded and shared with the OEIB, stakeholders and the public through the OEIB website. Outreach to educators, parents, business, higher education, early learning providers and others ensured a range of viewpoints, and the discussion centered on student outcomes, Achievement Compacts, and the ESEA Flexibility request.

The final forum was specifically designed to engage families of color and ELLs, and was followed by three meetings between the Governor and leaders of color to address plans for ensuring equity and closing the achievement gap in Oregon. For that meeting, the Governor's Office worked through Self Enhancement, Inc (SEI), the Multnomah County Communities of Color (co-chaired by OEIB member Nichole Maher of the Native American Youth and Family Center and Gerald Duloney of SEI), the Portland Parent Union and other grassroots organizations to recruit participants. We also contacted the major newspapers serving Portland's communities of color (The Skanner, The Observer, the Asian Reporter and the Hispanic News) as well as a half-dozen Spanish language broadcast news outlets. The event drew roughly 180 participants, overwhelmingly persons of color, and predominantly Black/African American, although the Asian American, Native American and Latino communities also were present.

The Governor, meanwhile, was reaching out directly to hear from Black/African American leaders, inviting roughly two dozen educators and advocates from the Portland community and beyond to meet with him in a small group discussion on March 9. A follow-up meeting with the same invitation list took place on April 25. The Governor also convened a group of Latino educators and advocates, primarily from the Portland Metro area, for a meeting on April 24.

Feedback from those outreach events has shaped this ESEA Flexibility. Specifically, participants at the forum strongly supported using annual standardized test data, as well as annual measurable objectives (AMOs), to continue holding all districts and schools accountable for narrowing the achievement gap, which helped shape the shift from differentiated district AMOs to a statewide AMO that is the same for all districts and subgroups. Further, from these opportunities to engage came a deep sense that we know what works for students of color, including: extended hours of instruction and extended school years, culturally appropriate curriculum and culturally competent teachers, wraparound services and engaging and rigorous opportunities for learning. Leaders of color pushed for the state to design and enforce improvement strategies where schools are not serving the needs students of color. These themes are echoed in the section on supports and interventions for focus schools.

Following passage of SB 1581, the OEIB convened a K-12 Achievement Compact subcommittee to develop the Compact template and the implementing rules. An advisory

committee that included several groups representing learners of all ages and demographics, including Self Enhancement, Inc., Salem-Keizer Coalition for Equality, Asian Pacific American Network and ARC of Oregon, guided the subcommittee in its recommendations. A detailed list of participants can be found in Attachment 12. The advisory committee engaged in robust discussion around the key outcomes, indicators, and measures of student achievement to be included in the Achievement Compact. Several key themes emerged from these discussions, including the state's commitment to presenting not only disaggregated data on student achievement, but to engaging in a process of disaggregated goal-setting aimed at ensuring every disadvantaged student group makes adequate progress toward Oregon's 40/40/20 Goal for high school and post-secondary completion, which is described further in the Overview below.

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.

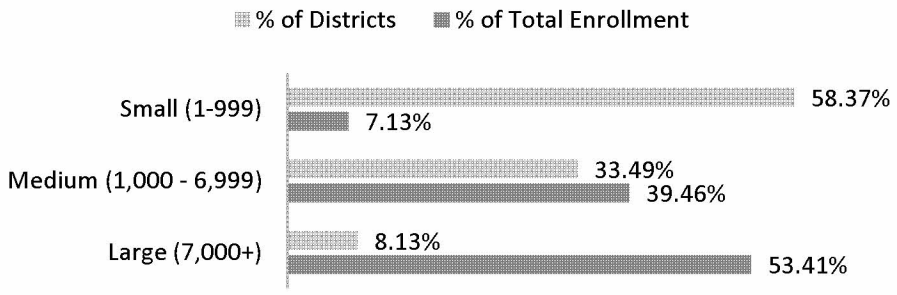
-- Governor John Kitzhaber, State of the Schools speech, Sept. 6, 2011

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 less than 1,000 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 27.44 percent increase of Hispanic students. During the same time period, there was a 0.77 percent increase in Asian/Pacific Islander students, a 13.22 percent drop in numbers of Black/African American students, and a 13.22 percent decrease in the reported number of 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 grade 7 students 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 and 18 percentage points).

But concerns remain:

- Since 2008-09, the percentage of third graders meeting benchmark in reading has remained at 83 percent (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

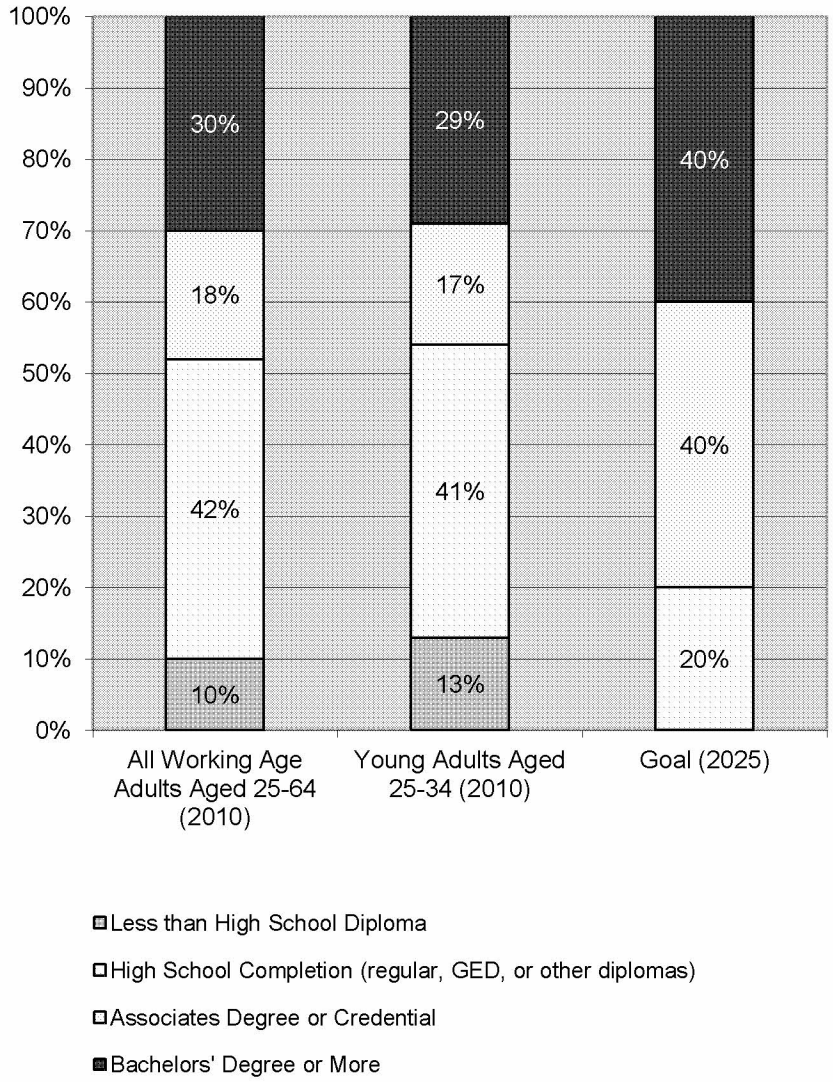
increased
- Oregon's four-year cohort graduation rate remains stubbornly stuck around 67 percent
- Fewer than half of Oregon's Black/African American students, English language learners (ELLs), or students with disabilities graduate in four years
- Young adults today are less educated than their parent's 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 the Governor's Office and ODE, 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 created 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 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 (USED) 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) 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), ODE, 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 USED has developed for obtaining ESEA Flexibility waivers. Oregon will describe that progress and its plans for continuing to move forward on these principles.

Oregon's Strategy Clearly Aligns with USED'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, secured passage of HB 4165 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. Later graduates will need to demonstrate skills in writing and math as well.

- **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 Principle 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 and participation in the Council for Chief State School Officers' (CCSSO) Innovation Lab Network.

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 PK-20. 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 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** — 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.

- **Chief Education Officer** – Senate Bill 909 created the position of Chief Education Officer (CEdO), and 2012 legislation clarified the CEdO's authority of direction and control over an integrated state public education system, PK-20. On May 31, 2012, the OEIB voted to approve Governor Kitzhaber's selection of nationally-renowned education expert and reformer, Dr. Rudolph Crew, as Oregon's first CEdO.

- **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 CCSS.

- **Achievement Compacts** – SB 1581 requires each school district, beginning July 1, 2012, to enter into a compact with the OEIB setting goals for achievement on key indicators and for reducing the achievement gap. Achievement Compacts will focus state and district budgets and policy-making on ensuring sufficient progress on these key indicators to achieve the state's 40/40/20 Goal.

Principle 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 (AMOs) through Achievement Compacts; and a process for identifying focus, priority and reward (model) schools. Principle 2 also describes a process for providing comprehensive, supported interventions in priority schools; a tiered system of diagnosis, intervention and support for focus schools; research, support and incentives built around Achievement Compacts; and a plan for system-wide transformation through investing in a Continuous Improvement Network system that builds upon proven peer networks and initiatives that have shown success in supporting districts to improve student outcomes.

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.

- **Model Evaluation System** – In June 2012, the State Board, at the request of the Governor, will consider for adoption administrative rules and comprehensive guidance

to implement SB 290. Those rules and guidance will require systems of teacher evaluation and support that include multiple measures, significant evidence of student learning, at least four levels of performance, and which are aligned to professional development.

Described in Principle 3 of this application are Oregon's plans for developing rules and 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 Principle 2.

Oregon's overarching strategy of reform is premised on the concept 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. This requires Oregon to be serious about **Principle 4, Reducing Duplication and Unnecessary Burden**. The state's Education Enterprise Steering Committee (EESC), comprised of representative school administrators, Educational Service District (ESD) superintendents, and staff from ODE and the Governor's Office, is moving forward with mandate relief. Bills passed in both 2011 and 2012 made significant progress in reducing outdated and redundant regulations affecting our K-12 school districts, and SB 1581 directed the State Board of Education to engage in further analysis of the Continuous Improvement Plans and related planning processes to ensure streamlining of district reporting requirements.

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, USED 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.

Option A	**Option B**
☒ The State has adopted college- and career-ready standards in at least reading/language	☐ 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 part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) 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)

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.

Investing in a Coordinated and Aligned Set of Standards and Assessments

The Oregon Education Investment Board (OEIB) and the Governor have identified that a crucial step in creating a coordinated, efficient and effective system of PK-20 education for Oregon is to invest as a state in an aligned set of standards and assessments. Oregon is moving in the right direction by beginning work on early learning standards and assessments, adopting the Common Core State Standards (CCSS) for K-12 and teacher preparation, and participating in the Smarter Balanced Assessment Consortium (SBAC) and Core to College Initiative. Oregon has also adopted the more rigorous new Oregon Diploma, expanded dual credit opportunities and streamlined articulation and transfer of students in postsecondary. However, there is much work to do to align these initiatives and create the necessary culture of collaboration between early learning, K-12 and post-secondary.

In the state's ten-year budget plan, Governor Kitzhaber has identified the full and supported implementation of the CCSS as a priority. Implementation of CCSS will include professional development for educators designed to help them meet the needs of all learners at all ages, including students of color and those living in poverty, lagging behind the general population, learning with disabilities or learning English as a second language. Standards and curriculum

will be vertically aligned from one grade to the next, beginning with early learning program standards, to provide a logical progression that leads students seamlessly from one learning stage to the next. Assessments will be aligned to expectations in order to guide teaching and learning and allow learners at all ages to be successful. As described further in this section, Oregon is committed to seizing the opportunity presented by implementation of CCSS and has developed a robust plan for doing so.

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 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 for developing and managing 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 the school, workplace and community that connect learning to the world beyond the classroom. CRLEs, which have gained significant community support from students, families, educators and employers, are included in the student's education plan in relation to his or her career interests and post-high school goals. Experiences provide opportunities for students to apply academic, career-related, technical knowledge and skills, which may help them clarify their 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 (ODE) adopted the 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/ccsstransitionimplementationplan.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, representatives from the Chancellor's Office of the Oregon University System, 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 CCSS. Oregon's plan identifies a focus for each year. The first step was developing awareness and disseminating information in 2010-11 so that all education stakeholders had the knowledge to prepare for the new standards. In 2011-12, the focus of CCSS implementation efforts to support thoughtful, strategic district planning for successful implementation. The focus in 2012-13 is to 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 partnered 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.

In June 2012, ODE staff and members of the CCSS Steering Committee and Stewardship Team met with representatives of U.S. Education Delivery Institute (EDI) for a two-day workshop to build upon the current implementation plan and timeline. The goal of the workshop was to use a proven performance management methodology known as delivery to lay out clear action steps for the state and districts. This approach will provide the means to more comprehensively plan for the CCSS and related assessments and then drive successful implementation. For more details, http://www.deliveryinstitute.org/publications/implementing-common-core-state-standards-and-assessments-workbook-state-and-district-le.

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
• 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	2010-11 Focus: General Awareness and Dissemination	Stewardship Team/ODE	Staff time, travel and printing	None

• Explore vetting Open Educational Resources • Participate in SBAC.				
• 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/Districts	Staff time, travel and printing	Funding and time for PD
• 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 "bridge" instructional materials and establish criteria for ELA materials • Participate in SBAC and pilot assessment items.	2012-13 Focus: Transition and Implementation	Stewardship Team/ODE/ ESDs/Districts	Staff time, travel and printing	Funding and time for PD
• 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	2013-14 Focus: Full Implementation	Stewardship Team/ODE/ ESDs/Districts	Staff time, travel and printing	Funding and time for PD

• Participate in SBAC and field test assessment items and alternate items.				
• 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/Districts	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. These crosswalks are available on ODE's website

(http://www.ode.state.or.us/search/page/?id=35663566).

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

To serve Oregon's growing English language learner (ELL) population, ODE is in the process of developing a multi-year transition process for programs serving ELLs framed around ensuring that they are able to meet Oregon's 40/40/20 Goals for student high school completion and post-secondary participation. During this transition process, 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.

Several stakeholder advisory groups have been assembled to specifically identify policies and practices for closing the achievement gap, increasing high school graduation rates and implementing college and career ready standards. The current draft of the transition plan includes four phases: planning and awareness (already well underway in 2011- 12); transition (2012 -13); full implementation (2013-14) and continuous improvement (2014-15).

Phase I: Planning and Awareness (2011-12)

This phase includes gathering input, developing recommendations, and communicating plans with stakeholders about the proposed transition areas for ELLs. Planned activities include the review and revision of the Title III monitoring process; identification of key success indicators; recommendation for alignment of English language content standards; review and validation of the English Language Proficiency Assessment (ELPA); development of and increased access to resources for program implementation; and review of Annual Measureable Achievement Objectives (AMAOs). As noted in Principle 2, following approval of this Elementary and Secondary Education Act (ESEA) Flexibility request, ODE will likely request a review of its Title III AMAOs to ensure consistency as it moves to implement its new accountability system in 2012-13. Oregon's current AMAO 3 is based on the adequate yearly progress (AYP) calculation, which will still occur as part of the 2011-12 interim accountability system requested herein.

Phase II: Transition (2012 – 2013)

The transition phase includes updating the formula and calculation of AMAOs in a manner

that truly gauges the effectiveness of ELL program implementation outcomes; developing a model for evaluating growth toward desired program outcomes based on ELPA; identifying and recommending content standards that align with the CCSS; selecting and monitoring schools and districts in an equitable way that reflects compliance with state and federal requirements yet provides support to schools and districts using the tight-loose framework; and developing recommendations for teacher preparation programs to ensure that future teacher candidates, whether or not they pursue an English for Speakers of Other Languages (ESOL) endorsement, are prepared to meet the needs of the ELLs in their classrooms.

Phase III: Full Implementation (2013-14)

Phase III includes implementing necessary changes relating to content standard alignment for the ELPA; implementing a fair, equitable and supportive monitoring process; and the implementation of updated AMAO reporting based on Oregon's growth model that reflects desired program outcomes.

Phase IV: Continuous Improvement

The continuous improvement phase includes federally mandated bi-annual ELL service delivery plan submission by districts meeting AMAOs relating to identified leading indicators, and additional focused improvement planning for districts falling short of AMAO targets. Program monitoring will be instituted on an equitable rotating basis with opportunities for support and interventions depending on the level of student growth and achievement and the identified status of the school district in closing the achievement gap for ELLs.

The phases of implementation described above are based on the English Language Collaborative, an on-going professional learning community in Oregon that has, for several years, provided a system of support and collaboration among district superintendents, Title III directors, higher education, the Teachers Standards and Practices Commission (TSPC) and ODE. A list of the members is included in Attachment 12. Currently, active workgroup strands of the Collaborative include:

ELPA Policy Workgroup

This work group was established to investigate potential cohort configurations for AMAO calculations, to establish clear achievement targets based on cohort designations, and to create opportunities for collaboration with districts designed to align proposed measures to ELPA. The changes proposed in the waiver submission will likely necessitate changes in the AMAO calculations. This workgroup, which includes representatives from the building and district level, will reconvene following approval of this ESEA Flexibility request to ensure workgroup recommendations are aligned.

ESOL Endorsement Workgroup

This work group is exploring viability of pre-service programs requiring coursework towards ESOL endorsements for pre-service general education teachers; local or regional endorsement programs that may not require university coursework, to help with cost of in-service education; and models for increasing the quality of pre-service and in-service clinical or practicum experience for teachers. This committee is comprised of representatives from higher education, ODE and TSPC. The work group will be reconvening by June 30, 2012 to

initiate recommendations for pre-service and endorsement program considerations.

ELL Program Monitoring Workgroup

The Title III Monitoring Workgroup is reviewing and evaluating the current state level ELL monitoring program in order to develop recommendations around moving beyond technical support and program compliance to a more holistic system of supporting district and program success for ELLs. The workgroup is undertaking a pilot monitoring during the week of May 7, 2012 with recommendations regarding a revised system for district selection and monitoring scheduled to be completed by September 1, 2012.

ELL Program Guide Workgroup

This work group's primary objective is to research and develop a systemic program guide of evidence-based practices to support program development and continuous improvement. Based on the current ELL Program Guide and other available resources and examples, this workgroup will design and generate an updated ELL Program Guide that meets the needs of all districts in Oregon and serves as an effective and valuable resource for Title III directors. The Program Guide Workgroup is currently revising and updating the ELL program guide, as well as reorganizing the ODE website for ease of access for stakeholders. The projected completion date for this project is June 30, 2012.

ELP Standards Workgroup

The ELP Standards Workgroup is currently reviewing available options for ELP standards aligned to the CCSS, and is expected to make a recommendation by July 1, 2012. In addition, ODE recently signed on to the State Consortium for English Language Acquisition (SCELA) and has developed a working relationship with the state of Ohio in pursuit of common goals with respect to CCSS implementation for ELLs. This collaborative will make recommendations to align the ELP standards with the CCSS, including common ELP standards, performance level descriptors, and pursuit of an enhanced assessment grant for assessment development.

The cumulative impact of these workgroups will help ODE develop systems to support the replicating successful programs and the necessary intensive intervention for programs not achieving expected student achievement outcomes and subgroup growth.

College and Career Ready Standards for Students with Disabilities

Because students with special needs are, first and foremost, general education students, Oregon's statewide implementation of the CCSS is comprehensive: intended for and directed toward all educators for all students, including students with special needs and their teachers. Specific implementation activities related to the CCSS intersect with special education outcomes in five main ways:

1. **Statewide Trainings:** Training on specific instructional methodologies aimed at ensuring educators are prepared to support students with special needs in the CCSS will be held at ODE's Annual Special Education Fall Conference and at mandatory fall special education trainings. In addition, all Oregon educators will be encouraged to access the training opportunities made available via national and local trainers of

the CCSS. 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 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 regional trainings on the CCSS offered by ODE and COSA.
3. **SMARTER Balanced Assessment Consortium:** Oregon is part of the SBAC working to develop a common assessment of the CCSS. The assessment development includes developing resources, training, instructional modules, and interim and formative assessments to support the CCSS in ensuring 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, educators providing interventions to specialized populations are trained on the critical components of the CCSS. That training will include all state implementation providers now 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.
5. **Office of Special Education Programs (OSEP) Grant**: ODE secured a five-year grant from 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.

ODE regularly evaluates accommodations 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, ODE is providing Oregon's Accommodations Panel broad and deep information about the CCSS to ensure panel members have a working knowledge and current awareness of the changes in expectations.
- 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 the CCSS and supporting documents to analyze any fundamental changes (whether adding or removing allowable accommodations) that will be necessary as content standards and expectations change. 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. ODE will communicate these changes 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 work collaboratively to ensure 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.

This work will occur in conjunction with and along the same timeline as the development of supports for all students.

ODE will focus not only on sound accommodations, but also on helping districts implement sound instructional strategies – effective methods to ensure that students with special need can meet the high expectations of CCSS:

- **Universal Design for Learning:** ODE will encourage districts to engage in professional development to implement instructional strategies based on the principles of Universal Design for Learning (UDL). The principles of UDL support student access and engagement through development of multiple means for students to represent content; to act, interact, and express their understanding of the content, and to engage in sustained effort and ultimately retention of the content. Oregon has a direct networking relationship with the Center for Applied Special Technology (CAST), which researches and provides significant resources for states and districts related to UDL http://cast.org/. In addition, ODE trainings will encourage districts to access the federally supported resources provided by the National Center for Universal Design for Learning.
- **Formative Assessment Tools and Approaches:** As a partner in the SBAC, Oregon will participate in the development of a general summative assessment. In addition, Oregon has recently partnered with the National Center and State Collaborative (NCSC) in the development of an alternate assessment. Each of these consortia is dedicated not only to developing a fully accessible assessment based in CCSS, but also to developing an array of formative assessment tools and approaches intended to improve instruction and ensure that students are accessing the content.
- **Assistive Technology and Support Tools:** Oregon's CCSS implementation will focus on supporting instructional strategies and approaches with the appropriate scaffolds, in the form of assistive technology and other instructional supports. Through Oregon's Accommodation Panel and expertise in the field, ODE will address the range of special education needs that arise in the context of the more rigorous CCSS. Using the guidance from the SMARTER Balanced assessment advisory panels, Oregon's Accommodation Panel will help design professional development content around assistive technology and, in conjunction with Oregon's Technology Access Program (OTAP), will facilitate the delivery of professional development related to assistive technology beginning in 2013.

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 were conducted 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 (OSBA) 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 Superintendent's Pipeline and Update publications, 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 to occur 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 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 (the Network) described in section 2G, 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 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 (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 are being 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. The goal is ensuring that all principals and district leaders are engaged in conversations about the classroom indicators of effective implementation, 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 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 help administrators implement the CCSS in their school or district, to help teachers implement the CCSS in their classrooms, and to prepare parents and students for the increased expectations that the CCSS 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) that 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 spanning 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 the CCSS 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.

In addition, Oregon is developing a special education task force to work toward identifying a range of resources to provide to Oregon special education administrators and teachers in support of implementation of the CCSS. The task force consists of state, district, ESD, and higher education special educators.

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. ESDs are providing a critically important role, especially to Oregon's small rural districts, to ensure that all districts are provided with the support and access to resources that they need to drive successful 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 to improve 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 the Network. Oregon will use the Network 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 Network will promote continual development of effective teaching of the CCSS and build capacity and expertise across the state.

Rural districts will be supported in the implementation of CCSS through participation in a Network, as well as through ESDs, which may be providers of Network services, participants, or both. In Oregon, a portion of the state school fund is directed toward ESDs in order to ensure districts can operate efficiently and access a full range of services and supports. ESDs have proven vital to rural districts, providing technology, procurement, back office services, instructional support, specialists and professional development. In addition, through its funding formula, Oregon distributes additional dollars to small and remote elementary

schools, and small high schools, through a Small School Correction formula – this funding will also ensure small districts are able to transition to the CCSS successfully.

Because CCSS is the key to successful alignment of Oregon's PK-20 system, the Oregon Education Investment Board (OEIB) will examine 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:

- raise the awareness of all stakeholders related to CCSS
- support an efficient and timely PK-20 transition to the college and career ready model that addresses the needs of all learners
- develop instructional content expertise for teachers trained and licensed under the existing system so they are prepared to teach the CCSS
- fully involve education professionals in the conversation about high expectations, post-secondary preparation and success
- 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 establishes and adopts statewide 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 ensure that instructional materials are culturally relevant and that broad interests participate in evaluating instructional materials for adoption. The evaluation criteria and review process will continue to assure materials are designed to support differentiated instruction for students, including ELLs, student with disabilities, and low-achieving students.

Digital content and instructional materials will continue to be available for purchase through the Northwest Textbook Depository. Reviewed materials will be 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 available for purchase by districts. Further, Oregon will 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.

Piloting Performance-Based Assessments Aligned to College and Career Ready Standards

In addition to implementing CCSS and transitioning to SBAC assessments, Oregon is prepared to develop new measures and processes to reflect the state's progress toward a more learner-centered, self-paced system. As part of the Council of Chief State School

Officers' (CCSSO) Innovation Lab Network, Oregon will move forward a plan to pilot performance-based assessments aligned to CCSS in several districts. Working with technical assistance from David Conley from EPIC and Linda Darling-Hammond from Stanford, ODE will develop a plan for providing comprehensive professional development and training around implementing CCSS and deepening instruction through the use of performance based assessments such as College-readiness Performance Assessment System (C-PAS).

These measures and processes would include assessing thinking and behavior skills, more rigorous content knowledge and ensuring alignment across the continuum. These measures and processes will help to better gauge alignment of the system and ensure high school graduates are college and career ready. Educators must be empowered to create, use and validate data from meaningful assessments that are delivered as part of the teaching and learning process to evaluate evidence of a student's proficiency and deliver meaningful and individualized instruction. To better gauge alignment of the system and ensure students are college and career ready, Oregon must invest in developing these measures and processes aimed at reflecting the state's strategic progress.

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.

In addition, as part of its CCSS transition plan, ODE has targeted communication, regional trainings, and updates to strategic partners in higher education to ensure that parallel timelines of activities occur in pre-service training programs for both general and special education programs. Ongoing alignment between ODE and higher education occurs by including teacher preparation programs in ongoing stewardship team meetings and planning meetings, and by ensuring that plans and outcomes are shared with public and private programs across the state.

Oregon Administrative Rule (OAR) requires that candidates for an initial teaching license demonstrate that they are able to design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds. To ensure candidates are able to demonstrate those competencies, teacher preparation programs in Oregon require students to pass a course in either (1) exceptional/special education students, which includes direct instruction on working with students with disabilities in an inclusive setting, differentiated instruction, and participating in the IEP process; or (2) cultural competence and/or English learners, leading many to achieve an ESOL endorsement as part of their program.

Teacher education programs have revamped their curricula in their courses to reflect the CCSS. Prospective teachers are required to use the CCSS in their lesson plans, work samples, and as an integral part of methods class activities and assessments. All teacher preparation programs in Oregon have been working more closely with school districts to

revamp the clinical and field experiences for prospective and mentor teachers, with the CCSS as a critical part of the discussion, and plans are underway through TSPC for the development of a certificate in 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:

- an analysis of back-mapped college readiness requirements
- 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
- 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.

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. More detail on the cut scores can be found in section 2.A.i.

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. The total number of students who participated in this program in 2010-11 is 24,564. Although accelerated college credit programs are implemented and governed by the policies of the local college/university and school districts, in 2009 the state 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 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
2002-03	353	Base Year	72	Base Year	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.

Option A	**Option B**	**Option C**
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ 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 in high school in all LEAs. 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	☐ 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. i. Attach evidence that the SEA has submitted these assessments and 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)

	standards for those assessments.	

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

In 2011 and 2012 the Oregon Legislature passed bills that lay out clear guidance for the state on an outcomes-focused approach to accountability in public education. Any description of Oregon's accountability system must begin with a clear understanding of the educational outcomes this legislation seeks to produce.

As described in the overview, Senate Bill 253 (2011) set 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. In addition, 80 percent of Oregon's students 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 (2011) 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.

- **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.
- **On track to earn a diploma:** By the start of grade 10, or roughly age 15, students should demonstrate the knowledge, cognitive skills and behaviors necessary to earn a diploma.
- **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.

K-12 school districts will be focused primarily (but not exclusively) on the second, third, and fourth bullets from above. In the 2012 legislative session, the OEIB secured passage of Senate Bill 1581, which requires all 197 school districts, 19 ESDs, 17 community colleges, the Oregon Health and Science University and the seven institutions of the Oregon University System to enter into Achievement Compacts with the OEIB by July 1, 2012 and annually thereafter. The Achievement Compacts represent for Oregon a coordinated effort to set goals and report results focused on common outcomes and measures of progress in all stages of learning and for all groups of learners.

Immediately upon passage of Senate Bill 1581, the OEIB convened a K-12/ESD subcommittee to develop implementation rules and Achievement Compact templates. After hearing testimony from multiple stakeholder and advocacy groups – including teachers, administrators and parents, as well as advocates for English language learners (ELLs), communities of color, and student health – and after reviewing research and recommendations prepared by the Governor's staff with assistance from the National Governor's Association, the OEIB adopted unanimously a template for an Achievement Compact. The student performance related indicators adopted by the OEIB include:

- Grade 3 proficiency in reading and math, as measured by meeting or exceeding benchmark on the Oregon Assessment of Knowledge and Skills (OAKS)
- Grade 6 on-track, as measured by rates of chronic absenteeism
- Grade 9 on-track, as measured by rates of credit attainment and chronic absenteeism
- Earning college credit in high school, through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or college enrollment
- Four- and five-year cohort graduation and completion rates
- Post-secondary enrollment, as collected through the National Student Clearinghouse.

The Compacts will be expanded to include the results of the kindergarten readiness assessment beginning in 2013-14. The Achievement Compact template, populated with available statewide data, is included in Attachment 14.

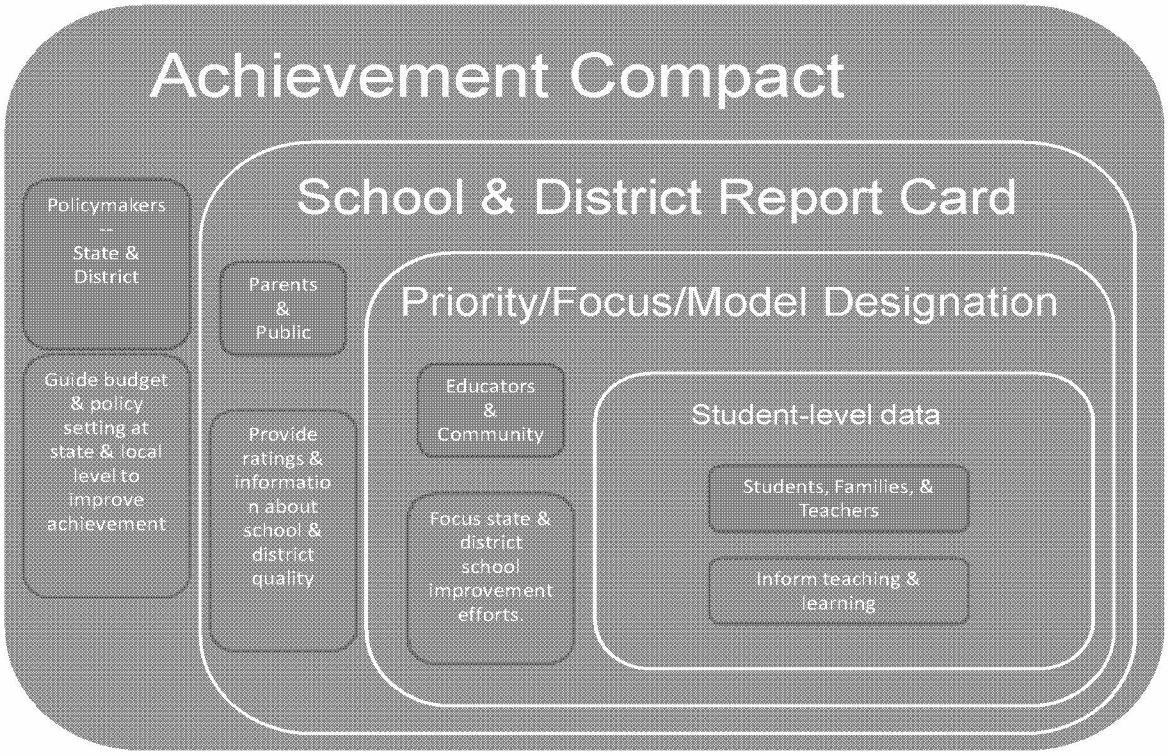
By July 1, 2012, every district is required to complete an Achievement Compact with historical data, projections, and short-term goals on each indicator for all students, an aggregated disadvantaged student group, and disaggregated student groups. The Compact's definitions of proficiency, cohort graduation rates, aggregated disadvantaged student groups, and disaggregated student groups are all aligned with this Elementary and Secondary Education Act (ESEA) Flexibility request. These definitions are included in Attachment 14.

A Comprehensive Approach Grounded in Clear Principles

To help 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 and achievement of outcomes along the PK-20 continuum.
2) Multiple measures of college and career readiness – Common Core State Standards (CCSS) plus focus on cognitive skills, academic behaviors, and transition skills
3) Achievement Compacts, established between the state and each of its 197 school districts, aimed at focusing budgets and policy-making on a key set of indicators
4) A culture of continuous improvement for all buildings, with differentiated supports and interventions for struggling districts and schools
5) Clear, understandable, public information about school performance.

With these principles in mind, Oregon is proposing to use the Achievement Compact, Oregon school and district report card (Oregon Report Card), priority, focus and model designations, and other important pieces of student level data to drive improvement at the student, building, district and state levels.



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

- Achievement Compacts: annual partnership agreements between the state and each of the 197 school districts (section 2.B) to establish shared responsibility between the state and the district for setting ambitious goals aimed at ensuring students are making the progress needed on all key outcomes to reach the 40/40/20 Goal.
- The Oregon Report Card: an annual rating and report for all schools (described in

section 2.A).Oregon seeks to:

- Use an interim accountability system for 2011-12 that includes a slightly modified version of the existing Oregon Report Card. The interim Oregon Report Card will (1) use the existing Oregon Report Card methodology to provide a rating of Outstanding, Satisfactory or In Need of Improvement for all schools; (2) include an adequate yearly progress (AYP) report that describes each school's performance for all students and subgroups as against ambitious but achievable annual measurable objectives (AMOs), but no longer assign schools an overall AYP met/not met designation; and (3) use a modified version of the Colorado Rating System to identify Oregon's priority, focus and model schools, and publically designate those schools as such on the Oregon Report Card.
- Work with USED to receive approval for a new Oregon Report Card for 2012-13 that will use the same modified Colorado Rating System described herein to provide a robust rating system for all Oregon schools. The new report card will be aligned with Achievement Compacts, anchored by the 40/40/20 Goal, and aimed at providing policy-makers, parents, students and educators with a more accurate picture of college and career readiness.

- Identifying priority, focus and model schools (sections 2.C.i, 2.D.i, and 2.E.i): this waiver describes a methodology for identifying the highest and lowest performing schools that uses a model based on Colorado's growth model, with an emphasis on graduation and subgroup graduation to help ensure Oregon's 40/40/20 Goal can be met.
- Supports and interventions for priority and focus schools (sections 2.D, 2.E, and 2.G): 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 (CAP).
- A cycle of continuous improvement for all schools (sections 2.F and 2.G): this request describes Oregon's commitment to a Continuous Improvement Network (the 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.

2011-12 Interim Accountability System

Oregon is committed to moving forward to its Next Generation of Accountability in fall 2013 (to include data from 2012-13). Considerable work has taken place since September 2011 to reach consensus on many elements of a new Oregon system of accountability. The new Oregon Report Card, which is described further below, will adapt Colorado's school rating system to align with newly developed Achievement Compacts and create a statewide trajectory to reaching the 40/40/20 Goal by 2025.

For fall 2012 (to include data from 2011-12), Oregon is proposing an interim accountability system that will allow the state to focus its interventions on schools identified as focus and priority schools based on the prototype of the new accountability system, while still using the Oregon Report Card to provide parents, public, educators and policymakers with differentiated performance ratings and information (including AYP data for all schools and subgroups). Oregon believes that such a phased approach to implementing its Next Generation of Accountability balances the state's interest in ensuring robust accountability with the need to ensure educators have fair notice of how the new accountability system will operate.

Oregon Report Card -- Current Achievement Index and AYP Reporting to Differentiate

Performance at All Schools

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 13, is an annual snapshot of school quality. The Oregon Department of Education (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. This section summarizes the key elements of the rating system, with technical details found in the 2010-11 Report Card Policy and Technical Manual, which can be found at: http://www.ode.state.or.us/search/page/?=24.

An important element of the report card is the Oregon school rating system, through which each school in Oregon is assigned a rating of Outstanding, Satisfactory, or In Need of Improvement. The rating must take into account: a) student performance in reading and math, as measured by the OAKS, a statewide assessment administered in grades 3 through 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 or, graduation, and will be lowered to In Need of Improvement for failing to meet OAKS participation targets.

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

- Academic Achievement (for elementary and middle schools): the rating is based on the average of the achievement index on the OAKS 2010-11 and 2011-12 reading and math tests combined
- Academic Achievement (for high schools): the rating is based on the average of the achievement index on the OAKS 2010-11 and 2011-12 reading and math tests combined, but 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 through 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 school's five-year cohort graduation rate in 2010-11
- Participation: the rating is based on the participation rate in reading and mathematics combined. If any subgroup misses the 95 percent participation rate target in either reading or mathematics, the school receives a participation rating of In Need of Improvement. The participation rate is defined as the number of valid tests for students enrolled on the first school day in May divided by the number of expected tests 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.

Oregon's Cut Scores

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 four-year rate of less than 67.0 or average five-year rate of less than 72.0	Average four-year rate of 67.0 or average five-year rate of 72.0	Average four-year rate of 72.0 or 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 (which changed beginning in 2010-11 from grade 10 to grade 11).

** 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 or achievement rating. If the school does not achieve a participation rating of 94.5 percent or higher, the school's rating is In Need of Improvement regardless of achievement rating.

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

1. Pending the approval of this waiver request, the report card will not contain an overall Met/Not Met status, but will contain an AYP report reflecting how all students and all disaggregated subgroups performed against an AMO (described in section 2.B).
2. High school ratings will be calculated based on an AMO for graduation rate that is two percent higher than 2010-11, as approved in Oregon's accountability workbook and described in section 2.B.
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 through 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.

Methodology To Identify Priority, Focus and Model Schools

To ensure that Oregon's interim accountability system both meets the requirements set out in the ESEA Flexibility request, and moves the state forward into its Next Generation of Accountability, we propose 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 (described in section 2.D), schools at the second lowest level will be designated focus schools (described in section 2.E), and schools at the highest level will be designated model schools (described in section 2.C). These ratings will apply to Oregon's Title I schools.

1. Assessment Data Overview

Oregon annually assesses student achievement in grades 3 through 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 through 8.

Reading cut scores were raised for grades 3 through 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 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. The table below includes impact data showing the percent of students who in 2010-11 met the 2011-12 reading cut scores. Disaggregated assessment results for each district and school can be found at: http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx.

2010-11 Statewide Assessment Results

Subgroup	Reading			Mathematics	
	Students	% Met (using 2010-11 cut scores)	% Met (using 2011-12 cut scores)	Students	% Met
All Students	294,697	80.0%	67.6%	294,161	62.5%
Economically Disadvantaged	152,552	71.4%	55.5%	152,297	50.5%
Limited English Proficient	27,853	45.1%	22.9%	27,868	30.8%
Students with Disabilities	45,025	43.2%	30.6%	44,846	28.0%
American Indian/Alaskan Native	5,519	70.5%	56.0%	5,498	47.0%
Asian	11,226	85.7%	75.7%	11,234	79.6%
Pacific Islander	1,795	70.3%	54.7%	1,791	49.7%
Black/African American	7,503	64.3%	49.0%	7,479	40.0%
Hispanic	59,919	66.3%	48.6%	59,843	46.9%
White	195,483	84.6%	73.8%	195,081	67.4%
Multi-Racial/Multi-Ethnic	13,252	83.1%	71.9%	13,235	65.5%

2. Graduation Data Overview

Oregon has long placed a high value on using graduation rates to help determine the degree to which high schools are moving students toward college and career readiness, and will continue to do so as an important gauge of the state's progress toward its 40/40/20 Goal. Graduation rates are based on four- and five-year cohort graduation rates. These rates are based on cohorts of first-time grade 9 students 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 a school or district cohort as they transfer into the school or district and are removed from a cohort when they transfer to another district or another high school. For example, in 2010-11, ODE reported the four-year graduation rate of students who entered grade 9 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 grade 9 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 grade 9 in 2006-07 (the expected class of 2010) and the five-year graduation rate for students who entered grade 9 in 2005-06 (the expected class of 2009).

Graduation rates based on 2010-11 school year data were released in February 2012 and will be included in the determination of the official lists of priority, focus, and model schools for 2012-13. With the addition of this data, Oregon will have three years of four-year cohort graduation rate data, and two years of five-year cohort graduation rate data.

A summary of the most recent state cohort graduation rates, by subgroup, is included in the table below. For more information see: http://www.ode.state.or.us/search/page/?id=2644.

2010-11 Statewide Cohort Graduation Rates

Subgroup	Four-year Graduation Rate for students entering grade 9 in 2007-08	Five-year Graduation Rate for students entering grade 9 in 2006-07
All Students	67.2%	70.5%
Economically Disadvantaged	61.2%	65.4%
Students with Disabilities	41.9%	46.5%
Limited English Proficient	51.6%	57.3%
Asian/Pacific Islander	76.5%	78.9%
American Indian/Alaskan Native	51.2%	54.4%
Black/African American	51.9%	55.2%
Hispanic	57.4%	61.6%
White	69.9%	73.3%
Multi-Racial/Multi-Ethnic	72.9%	68.8%

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. However, to provide alignment with both the federal definitions as well as the legislative intent in the 40/40/20 Goal, the state will capture the cohort graduation rates as well as "all completers" in the Achievement Compacts.

3. History of Oregon Growth Modeling

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 mathematics statewide assessments.

Oregon has a long history with growth models, including work done to support a 2006

submission to the Growth Model Pilot program. While this submission was not successful, the state's work on growth models continued. The 2007 Legislature passed a Growth Model policy option package that allowed ODE to hire permanent staff to research and implement a growth model.

Starting in early 2008 ODE staff ran, analyzed, and evaluated three growth models for potential inclusion in state accountability. This included a hierarchical linear model for projecting future student achievement, a logistic regression model for measuring the degree to which districts and schools were moving students up to standard, and an individual student growth target model. The research to evaluate these growth models included contracting with the American Institutes for Research (AIR) to assist in validating the potential growth models.

In early 2009 Oregon adopted the growth target model for state accountability, which we call the Student Centered Growth Model. The Student Centered Growth Model focused on setting a growth target for students who were below standard in either reading or mathematics. These growth targets are set so that a student who meets their growth targets each year will move up to standard in about three years. This growth model was first used in the state accountability system as part of the 2008-09 report cards, and details on this growth model may be found at: http://www.ode.state.or.us/search/page/?id=2495.

To support the implementation of this growth model ODE developed a student level reporting system. Each student with a valid reading or mathematics assessment has an available Individual Student Growth Report for both reading and mathematics. These reports consist of a graphic that has up to four years of testing history for each student. The graphic includes the cut scores for each test taken and it also includes a growth target for the current year for students who were below standard in the prior year. For students above standard in the prior year, the report shows a minimum target that sets a trajectory for the students to still be meeting in high school. These student level reports were first available on the secure ODE district website in the fall 2009. This secure site has individual growth reports available for the 2007-08 school year and forward.

To incorporate the growth model in state accountability, the state report card rating system was revised in 2008-09 with the development of the Achievement Index, which was described in detail above. The Achievement Index awards credit to schools for those students who met their growth target, even if they did not meet standard. In addition to its use in the Achievement Index, ODE added to the current Oregon Report Card disaggregated data on the percent of students who were on-track, which is defined as the percent of students who either met standard or met a growth target.

While an effective measure of growth-to-standard for those students who had not yet met standard, the Student Centered Growth Model did not apply to all students. While the individual student growth reports included a minimum target for students above standard, this target was never adopted as an official part of the state accountability system. Stakeholder input showed a strong desire for the state to include in its accountability system a growth measure for all students. In spring 2010, ODE began discussions regarding extending the growth model to all students, and both internal and external advisory groups were consulted during this process.

In these discussions the central question was how to judge appropriate growth for students above standard. There were two potentially competing requirements for determining adequate growth for students at or above standard. One is a criterion-based requirement to determine if

students are on-track to meeting standard. The other is a norm-based desire to determine whether students are showing strong growth relative to their peers.

The clearest criterion-based requirement is to measure student progress toward achievement of a high school diploma. In 2007 Oregon adopted new diploma requirements which, though being phased in over time, require students to demonstrate mastery of certain Essential Skills. Two of these skills are reading and mathematics, and students can demonstrate mastery of each of these skills by meeting or exceeding on the high school statewide assessments. To support implementation of these requirements, ODE recognized that Oregon's growth model must provide a measure of growth toward meeting standard in high school.

However, simply setting targets to help determine if students are on-track for meeting in high school does not sufficiently describe the growth of students with high achievement: most students with high achievement are on track for a diploma. The second requirement for a comprehensive growth model was to find a way to measure the growth of high achieving students in a way that helps students and staff to better evaluate their progress on statewide assessments, and to help them to go beyond diploma requirements. This calls for a measure of typical growth.

Determining typical growth for students above standard can be problematic. Research in this area shows that growth is dependent upon prior status. That is, high achieving students typically show lower growth than lower achieving students. For an example in Oregon, see pages 17 and 18 of the April 2009 Growth Project presentation available at: http://www.ode.state.or.us/wma/policy/accountability/growth/web-page-growth-powerpoint.pdf). This effect is often called regression to the mean. While the sources of this effect may be debatable, it is true that this regression to the mean effect is likely to occur in any testing system that has an inherent uncertainty in the outcomes. While Oregon's computer adaptive testing system helps to minimize measurement uncertainty, to provide a fair measure of typical growth a model must take into account a measure that compares a student's growth as compared to other students with similar past achievement.

By the spring of 2010 ODE was exploring growth models that were based on a normative model – meaning that they measured growth of a student as compared to the growth of students with similar past achievement. ODE explored several of these models, including an AIR model which measures growth in terms of the number of RIT points a student's growth is above or below the mean for students with the same prior achievement, and the Colorado Growth model that expresses this measure as a growth percentile. ODE presented state level growth percentiles at all grades for reading and mathematics to our external Accountability Advisory Committee in August 2010, and both state and school level results of the AIR model to the same committee in November 2010. Work continued on both of these models in 2011.

Oregon has been working on growth models and growth modeling continuously since 2007 and has researched and analyzed half a dozen growth models during this period. We are well positioned to move forward with a comprehensive growth model for use in both state and federal accountability. In fact, Oregon's intent has always been to apply a growth model to federal accountability. However, continuing uncertainty about the reauthorization of ESEA made Oregon hesitant to apply for the addition of student level growth measures. This ESEA Flexibility request, with its three year timeline, provides Oregon with a timely opportunity to take growth measures to the next level.

Since Oregon stakeholders had been coalescing around the inclusion of a more normative growth model, Oregon brought together various workgroups, including a workgroup on growth and school accountability. These workgroups reviewed school level aggregate data from two growth models, both evaluating growth of students relative to their academic peers. The first was the above mentioned AIR growth model and the second was the Colorado Growth model. The Colorado model was chosen for Oregon's Next Generation of Accountability, partly due to its smooth marriage of both normative and criterion-referenced growth measures.

Key features that made this model the clear choice were:

- The comparison of a student's growth to the growth of students with similar prior achievement
- The expression of this growth as a percentile – with the view that this measure will be more easily interpreted by stakeholders than would a simple difference in test scores
- The ability of the model to determine the growth needed for a student to either move up to or maintain standard
- The ability of the model to include more than one prior test score in its evaluation of student growth
- The robust public reporting mechanisms available – Oregon has signed a memorandum of understanding with Colorado to add an adaptation of their web-based growth and accountability reporting systems to Oregon's redesigned report card.

In the following section Oregon will describe the growth model and its implementation in Oregon.

4. The Colorado Growth Model in Oregon

The Colorado Growth Model was developed by Damian Betebenner, now at The National Center for the Improvement of Educational Assessment in Dover, New Hampshire. To support other states in their implementation of the growth model, Dr. Betebenner has created the Student Growth Percentile (SGP) package within the R statistical program. The R and the SGP package are open source and available at: http://cran.r-project.org. This section provides a brief overview of Oregon's implementation of the Colorado Growth Model.

Colorado developed this growth model to answer three essential questions about student, school and district performance:

- What is the growth rate of a student, a school and a district?
- What should be the growth rate for a student to reach a desired level of achievement within a period of time?
- What are the highest sustained growth rates that exist today and under what conditions could they improve?

The Colorado Growth Model begins with the idea of academic peers. The academic peers for a student are those students in the state at the same grade and with the same or similar test scores in the past. The heart of the growth model is to compare an individual student's growth as compared with the growth of his or her academic peers. This growth is reported as a percentile, called a student growth percentile or SGP.

For instance, a growth percentile of 30 would indicate the student showed at least as much or more progress than 30 percent of students in the state at the same grade and with a similar test score in the past.

Growth percentiles can be based on two, three, four, or even more years of data. Oregon has implemented the growth model so that it uses up to four years of data for each student. To receive a growth percentile a student needs to have been:

- Enrolled in Oregon on the first school day in May for two consecutive years;
- Have a valid OAKS or paper/pencil OAKS assessments in both years and in two consecutive grades.

Students with three consecutive years of data have their growth percentile based on those three years of data, and students with four consecutive years of data have their growth percentile based on four years of data.

We have implemented the growth model for the 2007-08, 2008-09, 2009-10, and 2010-11 school years. This will allow our school accountability system to use up to four years of school-level growth data when determining the lists of priority, focus, and model schools, and helps provide a historic context for the ratings.

The table below shows the maximum number of years of data that could be used for each student to compute the reading 2010-11 growth percentiles. Note that, except for high school, the growth model includes at least 95 percent of students with a valid test. The last column in the table gives the percentage of students who had test data covering the full period. Note that the vast majority of students have a complete testing history that can be input into the model.

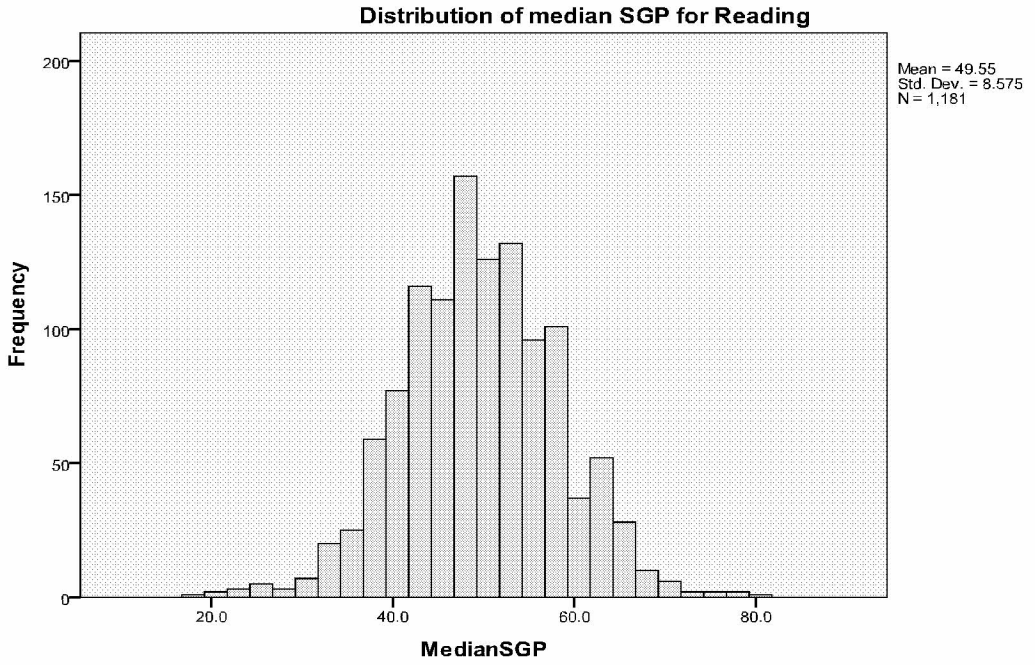
Reading Growth Model Inclusion Counts for 2010-11

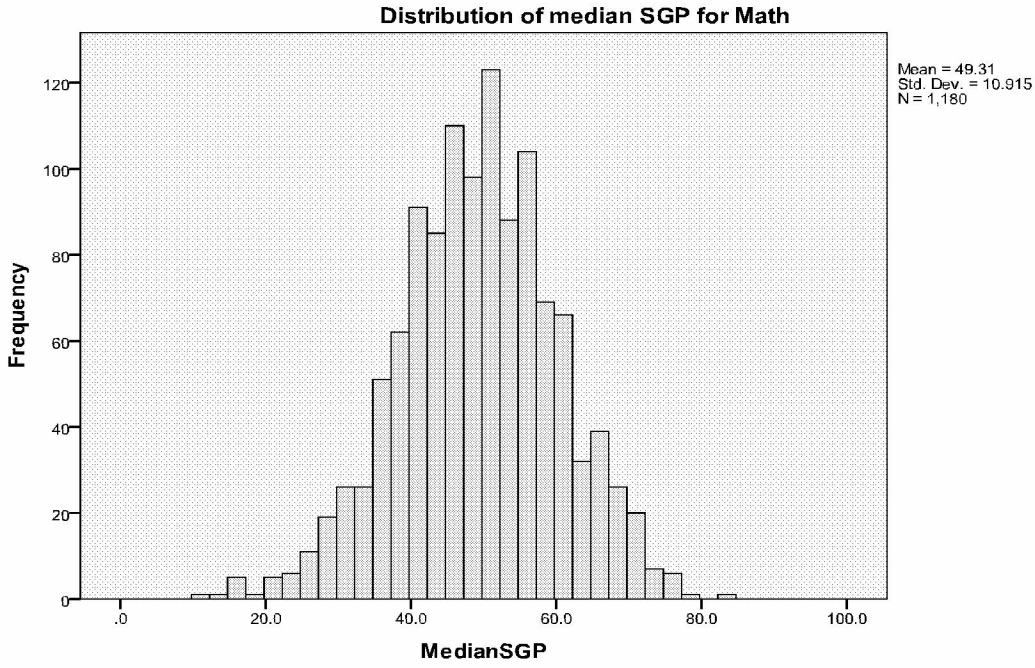
Grade	Maximum years of data used	Number of students in Spring Membership with a valid test	Percent of students with at least two years of data	Percent of students with the maximum years of data
3	NA	38,668	NA	NA
4	2	39,626	94.7%	94.7%
5	3	40,121	94.8%	90.0%
6	4	40,432	94.6%	83.8%
7	4	40,470	95.3%	85.8%
8	4	39,837	95.3%	86.4%
11	3	37,302	87.9%	83.7%

Note that the following tests are not included in the growth model:

- Extended assessments – these are reported on a different scale and cannot be included in the growth model
- Assessments for first-year limited English proficient students.

The growth percentiles are included in school accountability by using the median SGP for two years of growth data. The charts below show the distribution of school median SGP when combining the 2009-10 and 2010-11 growth data for reading and mathematics. It includes all schools with at least 30 students with a growth percentile. Note that in both subjects about two-thirds of schools have a median growth between 40 and 60.





The Colorado Growth Model also determines the growth required in order for a student to either move up to standard within three years, or to maintain standard for those three years. It does this by using historical data to project individual student growth forward for up to three years. In

doing so it determines the minimum growth percentile that must be sustained over those three years in order for a student to either move up to standard or maintain standard. This required growth is called the student's adequate growth percentile, or AGP. These growth percentiles, when aggregated to the school level, can provide a gauge of school effectiveness and hence Oregon includes adequate growth in its evaluation of schools.

Grade Projections for Adequate Growth

Grade	Grade to which Adequate Growth is Projected
3	6*
4	7
5	8
6	11
7	11
8	11
11	NA

*Not used in accountability

The table below lists the average SGP and AGP by grade for 2010-11. The 2010-11 reading adequate growth percentiles are based on the new reading cut scores that will be in effect for 2011-12.

Average Growth Percentiles for 2011-12

Grade	Reading		Mathematics	
	Average SGP	Average AGP	Average SGP	Average AGP
3	NA	NA	NA	NA
4	50	40	50	39
5	50	43	50	41
6	50	35	50	40
7	50	35	50	37
8	50	18	50	32
11	50	NA	50	NA

5. School Ratings Overview

The following describes the methodology that will be used at the end of the 2011-12 school year to establish Oregon's official designation of priority, focus, and model schools. The official designations will include assessment results from 2011-12, and the 2010-11 graduation rates that were released in February 2012. For illustrative and analytic purposes only, the discussions of priority, focus and model schools that follow describes the results when we apply this methodology using data that was available at the end of the 2010-11 school year. Therefore, the list provided with this application (Table 2) has 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 during this year of interim accountability (2011-12), the priority, focus, and model school designations will impact only about 25 percent of Title I 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 (described in section 2.A.i). However, as described further in the sections that follow, the purpose for using this model in this way is, in part, to prepare the field (schools, districts and the public) for a full implementation of this model in a new 2013 Oregon Report Card.

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
- Four- and five-year cohort graduation rates
- Participation rates in statewide reading and mathematics assessments.

The above data are used 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 all subgroups
- **Participation Rating**: percent of students in tested grades 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 Ethnicities, a combined subgroup that includes:
  - ✓ American Indian/Alaskan Native
  - ✓ Black/African American
  - ✓ Hispanic
  - ✓ Pacific Islander.

a) Minimum N Size Requirements

School accountability determinations should be based on valid and reliable information. For this reason Oregon and other states have established minimum size requirements that are applied to the all students group and to all subgroups prior to determining a rating. The minimum n-sizes for each of the ratings categories are as follows:

- **Achievement**: there is no minimum n-size for rating the all students subgroup in reading or mathematics. Schools that do not reach a minimum of 42 tests in a subject when two years of data are combined are rated on four years of data, and

very small schools are subject to additional rules (see the Small Schools portion of this section for details. Subgroups are subject to a minimum n-size of 42 when rated against AMOs in reading or math.

- **Growth**: the minimum n-size for this rating is 30 students with a growth percentile.
- **Subgroup Growth**: the minimum n-size for a subgroup to receive a rating is 30 students with growth percentiles. In addition the subgroup must meet the minimum n-size requirement for being rated against AMOs, which is 42 tests.
- **Graduation:** the minimum n-size is 40 students, combined, in the last two four-year cohorts.
- **Subgroup Graduation:** the minimum n-size for a subgroup to be rated is 40 students, combined, in the last two four-year cohorts.
- **Participation:** the minimum n-size for participation is 40 students for subgroups, with no minimum n applied to the all students subgroup.

The achievement, participation, and graduation minimum sizes are those that were approved for use in the state's Accountability Workbook.

The minimum n-size of 30 for growth ratings is a new minimum n that was required with the introduction of the growth model into the accountability system. The choice of 30 balanced the requirements for reliability and maximizing the number of students included in accountability determinations.

The majority of elementary schools in the state are in a K-5 configuration. Because grade 3 students do not have growth percentiles only about two-thirds of the tested students in these schools receive growth percentiles. This argues for a minimum n-size of roughly two-thirds of 42, and the state chose 30. The table below shows the number and percent of students with growth percentiles that are included in a rated subgroup.

Student Inclusion in Subgroups Rated on Growth

Subgroup	Reading			Mathematics		
	Number in a rated subgroup	Number not in a rated subgroup	Percent in a rated subgroup	Number in a rated subgroup	Number not in a rated subgroup	Percent in a rated subgroup
All Students	445,985	951	99.8%	446,654	959	99.8%
Economically Disadvantaged	221,292	2,966	98.7%	221,966	2,941	98.7%
Limited English Proficient	45,613	3,839	87.9%	45,963	6,294	88.0%
Students with Disabilities	49.,038	8,524	85.2%	50,029	8,491	85.5%
Historically Underperforming Races/Ethnicities (Combined Underperforming Minority Subgroup)	100,307	7,294	93.2%	100,636	7,278	93.3%

The above table shows that a large majority of students in the above subgroups will be included

in a rated subgroup. Simulations and theory both point to the fact that at a group size of 30 the standard error of the median will be about five points. Smaller sample sizes would increase this standard error considerably, which would jeopardize the validity of the subgroup growth ratings.

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 for elementary, middle and high schools:

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 element of the 40/40/20 Goal
- 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.

b) Achievement Rating

The achievement rating is based on the two most recent years of statewide assessment data in reading and mathematics. Schools that do not meet the minimum n-size of 42 tests in a subject over two years are rated using up to four years of data (see previous section for more information on minimum n-sizes for accountability). The math and reading assessment results are used to determine an achievement rating, with schools rated as one of: Model, Strong, Satisfactory, Focus, or Priority. Again, for 2011-12, unless a school is designated as Model, Focus or Priority, these ratings will not be published, but will be used to analyze the model and educate Oregon constituents on how it works.

The inclusion rules for students will match those of previous 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 the minimum n-size in our approved Accountability Workbook. These schools are sorted by grade bands (elementary, middle, and high) and by the percent of students meeting or exceeding. The cut points for each of the five rating categories are determined as follows:

- **Model:** schools at or above the 90th percentile (in their grade band)
- **Strong:** schools between the 50th and 90th percentile
- **Satisfactory:** schools between the 15th and 50th percentile
- **Focus:** schools between the 5th and 15th percentile
- **Priority:** schools below the 5th 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
Model	94.8%	88.1%	89.1%	82.2%	89.2%	77.6%
Strong	85.2%	71.9%	77.7%	69.7%	79.4%	62.5%
Satisfactory	74.5%	59.0%	68.7%	59.5%	68.3%	47.9%
Focus	66.5%	51.3%	63.3%	55.7%	59.4%	41.7%
Priority	<66.5%	<51.3%	<63.3%	<55.7%	<59.4%	<41.7%

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
Model	5
Strong	4
Satisfactory	3
Focus	2
Priority	1

Schools are then rated according to the percentage of points that they earn in reading and math combined. Note that small schools will use four years of assessment data, and very small schools are rated on achievement even if they do not meet the minimum n-size requirement that applies to subgroups. For more details see the Additional Considerations in the Overall Rating portion of this section.

A school's achievement rating is based on:

Achievement Rating Determinations

School Achievement Rating	Total Points Earned	Percent of Achievement Points Earned
Model	9 to 10	90% or higher
Strong	7 to 8	70% to 89%
Satisfactory	5 to 6	50% to 69%
Focus	3 to 4	30% to 49%
Priority	2	20% to 29%

For example, a school with a Model rating in reading (worth five points) and a Satisfactory rating in mathematics (worth three points) would have earned eight points, which is 80 percent of the possible achievement points. As a result, this school would be rated as Strong on achievement.

Note that for a school to have an achievement rating of Priority both the reading and mathematics percent met must be in the bottom five percent of schools. The distribution of the 2010-11 school achievement ratings is given below:

Distribution of Achievement Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	119	26	45	158	14.8%
Strong	326	89	132	535	42.5%
Satisfactory	228	61	87	373	29.2%
Focus	62	15	30	126	8.3%
Priority	19	5	42	94	5.1%
Totals	**754**	**196**	**336**	**1,286**	100%

The table below shows the distributions of ratings for schools that received Title I funds in 2010-11.

Distribution of Achievement Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	28	1	8	37	6.2%
Strong	206	10	14	230	38.5%
Satisfactory	204	14	15	233	39.0%

Focus	55	6	9	70	11.7%
Priority	19	5	4	28	4.7%
Totals	**512**	**36**	**50**	**598**	100%

More detail on those schools identified as priority, focus and model follow in sections 2.C-2.E.

a) 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. As described above, to measure growth for all students Oregon has implemented the Colorado Growth Model and computed student growth percentiles for students in 2007-08, 2008-09, 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 similar past assessment scores, which we call the student's academic peers. Students whose current score is higher than 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 illustrates 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 a full academic year
- For students grade 4 through 8: were enrolled in Oregon on the first day in May of the previous year and have a valid test in the prior grade
- For high school students: were enrolled in Oregon on the first school day in May of their grade 8 year, and have a valid grade 8 assessment from that year.

Extended assessments, which are provided to the most severely cognitively disabled students, are on a different scale and therefore not included in the growth model.

Because the growth model benefits from additional years of data, most grade 5 to grade 11 students have more than two years of assessments included:

- Students in grades 5, 6, 7 and 8 with three consecutive years of enrollment and tests will have three years included

- Students in grades 6, 7 and 8 who have four consecutive years of enrollment and test data will have four years of assessment data included, if available
- High school students with grade 7 enrollment and test data will have three years of data included.

As noted above, 95 percent of students above grade 3 with regular OAKS assessments are included in the growth model, and approximately 85 percent of students have all possible years of data included.

Student level growth data are reported at the school level using the median growth percentile at the school. The median growth is found by pooling the growth data for the school from the two or four most recent school years, consistent with the number of years of data used in the achievement rating. Median growth at a school provides a measure of the growth of a typical student at the school. Because growth percentiles represent transformed data (from score gains into a percentile) it is more suitable to use the median rather than the mean as a measure of school growth. By averaging two (or four) years of growth data we obtain a 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 three years. Each student in grades 4 through 8 with a growth percentile is also provided with an adequate growth percentile. This adequate growth percentile represents the growth the student would need to maintain in order to either move up to meet standard over the next three years (for those students who did not meet in the current year) or to be still 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 three more 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.

Because grade 3 students, students who take extended assessments, and students new to the state are not included in the growth model, the state has set a lower minimum n-size of 30 for the growth model rating. This minimum n-size is lower than the minimum n-size for the achievement rating, but this lower n-size was necessary to help ensure that schools with grade 3 and schools with mobile populations will still receive growth ratings.

The first step in determining a growth rating is to determine whether a school has made adequate growth. As indicated in the table below, schools are making adequate growth if the typical student is making adequate growth.

Determining if a School Made Adequate Growth

Made Adequate Growth Designation	Criteria for Elementary and Middle Schools
Yes	Median Student Growth Percentile is **greater than or equal to** the Median Adequate Growth Percentile
No	Median Student 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 growth rating cut points are set independently from the a determination of adequate growth.

Growth Rating Cut Points
(Based on Median Growth Percentile)

Growth Rating	Made Adequate Growth		High Schools
	Yes	No	
Model	60	70	65
Strong	45	55	50
Satisfactory	35	45	40
Focus	30	40	35
Priority	<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
Model	5
Strong	4
Satisfactory	3
Focus	2
Priority	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	Growth Points Earned	Percent of Growth Points Earned
Model	9 or 10	90% or above
Strong	7 or 8	70% to 89%
Satisfactory	5 or 6	50% to 69%
Focus	3 or 4	30% to 49%
Priority	2	Less than 30%

For example, a school with growth in reading of Model (worth five points) and growth in math was Strong (worth four points) would earn nine (90 percent) of the ten possible growth points, meaning this school's overall growth rating would be Model. The distribution of the 2010-11 school growth ratings is given below:

Distribution of Growth Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	155	29	29	213	16.6%
Strong	391	117	141	649	50.5%
Satisfactory	99	35	73	207	16.1%
Focus	42	14	40	96	7.5%
Priority	8	1	17	26	2.0%
Not Rated	59	0	36	95	7.4%
Totals	754	196	336	1,286	100%

The table below shows the distributions of ratings for schools that received Title I funds in 2010-11.

Distribution of Growth Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	80	10	3	93	15.6%
Strong	266	19	22	307	51.3%
Satisfactory	88	5	16	109	18.2%
Focus	39	1	6	46	7.7%
Priority	8	1	2	11	1.8%
Not Rated	31	0	1	32	5.4%

Totals	512	36	50	1,286	100%

b) Subgroup Growth Rating

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 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 the Superintendent of Public Instruction are united in their strong commitment to investing in and improving achievement for historically underserved subgroups.

To hold schools accountable for helping to meet this goal, Oregon will evaluate the 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**	**1,286**	**100%**

Oregon has four typically underperforming racial and ethnic groups: American Indian/Alaskan Native, Black/African American, Hispanic, and Pacific Islander. As noted above, data disaggregated by all subgroups and achievement relative to an ambitious but achievable AMO will be reported on the Oregon Report Card. However, 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 and ethnicity subgroup, Oregon will help ensure more schools are accountable for the performance and growth of these students.

Specifically, ODE has examined the impact of the combined minority group on school accountability. Growth calculations are made by aggregating two years of growth data for most schools. We use four years of data for small schools in order to increase the reliability of their ratings.

The ratings system implements minimum size requirements for a subgroup to be rated. For growth the requirements are that each subgroup be rated on achievement (at least 42 tests) and that each subgroup has at least 30 students with calculated growth percentiles.

The following table illustrates number of schools that would have at least one underserved minority subgroup meeting the minimum size requirement, and the number of schools where the combined underperforming minority group would meet the minimum size requirement.

Number of Schools with Subgroup Meeting Minimum Size Requirement

Category	Reading	Math
Total Number of Schools	1,286	1,286
Individual Underserved Minority	625	628
Combined Subgroup	729	729

This table shows that 104 more schools are rated on minority performance in reading using the combined subgroup than when separated, and 101 more in math.

The results are even more dramatic when we look at the number of schools that are held accountable for students from each of the four minority subgroups when rated separately, as compared to when combined.

Counts of Schools with Students in Rated Subgroups

Subgroup	Reading		Mathematics	
	Rated Separately	Combined Subgroup	Rated Separately	Combined Subgroup
All Students	1,286	1,286	1,286	1,286
Hispanic*	611	729	612	729
Black/African American*	61	669	61	670
American Indian/Alaska Native*	25	675	24	673
Pacific Islander*	0	462	0	461

*Note how many more schools will be held accountable for the performance of these minority students, especially for the Black/African American, American Indian/Alaskan Native, and Pacific Islander subgroups.

The following table illustrates the raw counts of minority students included in the accountability system under each of the two options.

Counts of Underserved Minority Students

Subject	Separate Subgroups			Combined Subgroup		
	Included in a rated subgroup	Not Included in a rated subgroup	Percent Included	Included in a rated subgroup	Not Included in a rated subgroup	Percent Included
Reading	86,664	20,937	80.5%	100,307	7,294	93.2%
Math	86,971	20,941	80.6%	100,636	7,276	93.3%

The above data clearly indicate that by using the combined subgroup we reduce the count of students not included in subgroup accountability by two-thirds, and reach a remarkable 93 percent inclusion rate.

The ratings calculation for each subgroup is identical to that of the all students subgroup. We begin by determining if the subgroup made adequate growth.

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 describe 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.

Subgroup Growth Rating Cut Points (Based on Median Growth Percentile)		
Growth Rating	Made Adequate Growth	High

	Yes	No	Schools
Model	60	70	65
Strong	45	55	50
Satisfactory	35	45	40
Focus	30	40	35
Priority	<30	<40	<35

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

Subgroup Growth Rating Points

Subject Rating	Growth Points
Model	5
Strong	4
Satisfactory	3
Focus	2
Priority	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
Model	90% or higher
Strong	70% to 89%
Satisfactory	50% to 69%
Focus	30% to 49%
Priority	Less than 30

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 Strong for growth in reading and math (four points each), while the special education subgroup received a Model rating in reading growth (five points) and a Satisfactory in math growth (three points), the school would have earned 16 out of a possible 20 points, which is 80 percent. This school would be rated as Strong on subgroup growth.

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

Distribution of Subgroup Growth Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	52	9	16	77	6.0%
Strong	238	54	74	366	28.5%
Satisfactory	214	69	77	360	28.0%
Focus	105	55	48	208	16.2%
Priority	39	9	23	71	5.5%
Not Rated	106	0	98	204	15.9%
Totals	754	196	336	1,286	100%

The table below shows the distributions of ratings for schools that received Title I funds in 2010-11.

Distribution of Subgroup Growth Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	32	2	3	37	6.2%
Strong	151	17	11	179	29.9%
Satisfactory	160	9	11	180	30.1%
Focus	93	7	9	109	18.2%
Priority	35	1	4	40	6.7%
Not Rated	41	0	12	53	8.9%
Totals	512	36	50	598	100%

c) 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's 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 the most recent state cohort graduation rates, by subgroup, is included in the table below. For more information see: http://www.ode.state.or.us/search/page/?id=2644.

2010-11 Statewide Cohort Graduation Rates

Subgroup	Four-year Graduation Rate (for students entering grade 9 in 2007-08)	Five-year Graduation Rate (for students entering grade 9 in 2006-07)
All Students	67.2%	70.5%
Economically Disadvantaged	61.2%	65.4%
Students with Disabilities	41.9%	46.5%
Limited English Proficient	51.6%	57.3%
Asian/Pacific Islander	76.5%	78.9%
American Indian/Alaskan Native	51.2%	54.4%
Black/African American	51.9%	55.2%
Hispanic	57.4%	61.6%
White	69.9%	73.3%
Multi-Racial/Multi-Ethnic	72.9%	68.8%

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.

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 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.

Based on Oregon's policy landscape, the five-year graduation rate 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 based on two-years averaged of a school's two most recent four-year and five-year cohort graduation rates. Schools are rated on graduation if they have at least 40 students, combined, in their two most recently reported four-year cohorts. The graduation rating

will also use a school's five-year cohort graduation rate, so long as there were at least 40 students, combined, in the two most recently reported five cohorts.

The draft ratings below were based on cohort graduation rates released in 2011 and earlier. The cohort graduation rates released in February 2012 will be used as part of the summer 2012 determination of priority, focus, and model schools.

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 and five-year cohort rates. Cut scores for the graduation ratings were based on:

- **Model:** schools at or above the 90th percentile
- **Strong:** schools between the 50th and 90th percentile
- **Satisfactory:** schools that meet the current graduation rate target
- **Focus:** schools with graduation rates below 60 percent, which is the 16th percentile
- **Priority:** schools with graduation rates below 60 percent, which is the 16th percentile among all Oregon high schools.

This process determined the following cut points for graduation ratings:

Graduation Ratings Cut Points

Graduation Rating	Four-Year Cohort Rate	Five-Year Cohort Rate
Model	88.7%	89.7%
Strong	73.4%	75.7%
Satisfactory	65%	70%
Focus	60%	60%
Priority	<60%	<60

A school's graduation rating is the higher of the four-year graduation rating and the five-year graduation rating. The school then earns points for the overall rating as described below:

Graduation Rating Determinations

School Rating	Graduation Points Earned	Percent of Graduation Points Earned
Model	5	100%
Strong	4	80%
Satisfactory	3	60%
Focus	2	40%
Priority	1	20%

The distribution of the school graduation ratings is given below. Note that many of the high schools that are Not Rated on graduation 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	All High Schools		Title I High Schools	
	Number	Percent	Number	Percent
Model	36	10.7%	10	20%
Strong	116	34.5%	12	24%
Satisfactory	58	17.3%	4	8%
Focus	24	7.1%	3	6%
Priority	65	19.3%	10	20%
Not Rated	37	11%	11	22%
Totals	**336**	**100%**	**50**	**100%**

d) 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 if the subgroup has at least 40 students, combined, in the two most recent five-year cohorts.

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

Graduation Ratings Cut Points

Graduation Rating	Four-year Cohort Rate	Five-year Cohort Rate
Model	88.7%	89.7%
Strong	73.4%	75.7%
Satisfactory	65%	70%
Focus	60%	60%
Priority	<60%	<60

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

Subgroup Graduation Rating Points

Rating	Growth Points
Model	5
Strong	4
Satisfactory	3
Focus	2
Priority	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 the following:

Subgroup Graduation Rating Determinations

Subgroup Graduation Rating	Percent of Graduation Points Earned
Model	90% or higher
Strong	70% to 89%
Satisfactory	50% to 69%
Focus	30% to 49%
Priority	Less than 30%

For example, suppose a high school has three subgroups that meet minimum size requirements. If two of these subgroups receive a Strong, while one subgroup receives a Satisfactory the school will have earned 11 out of a possible 15 points (73 percent) of the possible subgroup graduation points, meaning this school will be rated as Strong on graduation.

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

Subgroup Graduation Ratings

Rating	All High Schools		Title I High Schools	
	Number	Percent	Number	Percent
Model	4	1.2%	0	0%
Strong	42	12.5%	2	4%
Satisfactory	59	17.6%	6	12%
Focus	46	13.7%	3	6%
Priority	72	21.4%	7	14%
Not Rated	113	33.6%	32	64%

Totals	**336**	**100%**	**50**	**100%**

e) 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.

For the 2011-12 interim accountability system, schools that do not meet participation targets for every subgroup will have their overall rating lowered by one category. Moving forward, repeated failure to meet participation targets for all subgroups will result in progressive impacts on school ratings. Beginning with the 2012-13 new Oregon Report Card, a school that does not meet participation targets for every subgroup for two years in a row will have their overall rating lowered by two categories and will be reviewed for potential supports and interventions as outlined in section 2.F. Beginning with the 2013-14 Report Card, a school that does not meet participation targets for every subgroup for three years in a row will have their overall rating lowered by three categories, which would result all such schools receiving either a Focus or Priority rating.

For example, suppose that on the 2012-13 Report Card a school has missed one or more participation targets for two years in a row and the school rating system would assign the school a Strong rating. Because the school missed participation targets for two years the school rating would be lowered two levels to Focus.

Overall Rating Calculation

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 a weighted average of the rating in each category.

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 as illustrated below.

Overall Rating Cut Points

Overall Rating	Cut Point
Model	90 or higher
Strong	70 to 89
Satisfactory	50 to 69
Focus	30 to 49
Priority	Less than 30

Note that these cut points may be slightly adjusted for 2011-12 to ensure that the system identifies the appropriate number of Title I priority and focus schools.

An example calculation for an elementary school is shown below.

Sample Overall Rating Calculation – Elementary School

Category	Rating	Percent of Points Earned	Weight	Weighted Points
Achievement	**Strong**	86	25%	21.5
Growth	**Model**	90	50%	45.0
Subgroup Growth	**Model**	95	25%	23.8
Total			100%	90.3
Overall Rating	**Model**			

An example for a high school is shown below.

Sample Overall Rating Calculation – High School

Category	Rating	Percent of Points Earned	Weight	Weighted Points
Achievement	**Strong**	70	20%	14.0
Growth	**Strong**	80	20%	16.0
Subgroup Growth	**Satisfactory**	56	10%	5.6
Graduation	**Satisfactory**	60	35%	21.0
Subgroup Graduation	**Focus**	47	15%	7.1
Total			100%	63.7
Overall Rating	**Satisfactory**			

There are three situations where additional rules are needed in the calculation of the overall rating.

- Some schools do not receive ratings in all categories, such as subgroup growth or graduation, due to minimum n-size criteria. The ratings for these schools are based on the percent of points earned in the areas on which the school is rated.
- Schools that do not meet participation targets for any one subgroup have their overall rating lowered by one category.
- High schools that receive a Priority rating on graduation are those high schools with persistent graduation rates below 60 percent. These schools can have an overall rating no higher than Focus.

Overall School Ratings for 2010-11

The cut points result in the following distribution of school ratings for 2010-11:

Distribution of Overall Ratings – All Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	79	10	11	100	7.8%
Strong	367	92	110	569	44.2%
Satisfactory	223	68	98	389	30.2%
Focus	66	24	50	140	10.9%
Priority	11	1	60	72	5.6%
New school – not rated	8	1	7	16	1.2%
Total	**754**	**196**	**336**	**1,286**	**100%**

The table below shows the distributions of ratings for schools that received Title I funds in 2010-11.

Distribution of Overall Ratings – Title I Schools

Rating	Elementary Schools	Middle Schools	High Schools	Total	Pct
Model	21	1	3	25*	4.2%
Strong	224	17	20	263	43.6%
Satisfactory	189	13	12	214	35.8%
Focus	63	4	8	75	12.5%
Priority	11	1	7	19**	3.2%
New School - not rated	4	0	0	4	0.7%
Total	**512**	**36**	**50**	**598**	**100%**

*Because 2 of the schools earning a Model rating did not qualify as reward schools under ESEA Flexibility Guidelines, the number of schools identified in the Model Schools section was reduced to 23.
**Does not include School Improvement Grant schools already implementing interventions.

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

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

In sections 2.C, 2.D, and 2.E below, we discuss how applying this rating system to all schools in Oregon resulted in identification of priority, focus, and model schools that meet the ESEA Flexibility guidelines.

Additional Considerations in the Overall Rating

1. Small Schools

As mentioned above, some schools do not reach the minimum count of 42 tests over two years. For 2010-11 there were 73 of these schools in Oregon. Even when taking into account four years of data there are still about 40 schools each year that still do not meet the minimum n-size. As described in the state's Accountability Workbook, Oregon has established procedures for ensuring that these schools all receive a rating on achievement.

In these cases, districts and schools will provide additional data during the review period in order to determine a final designation. For additional assessment data, schools or districts can submit:

- Two additional years Oregon statewide assessment data, or
- Local assessments that assess student achievement of state content standards and are

reported on a scale aligned with the Oregon statewide assessments – ODE will assist schools and districts in identifying local assessments that meet these criteria.

If the school or district is still unable to meet the minimum cell size after applying one of the options above, then the school will have the minimum cell size waived for the all students subgroup so that the school is rated in both reading and mathematics.

2. Schools without Benchmark Grades

Some schools do not serve students in the tested grades of 3 through 8 and 11, such as a primary school serving only kindergarten and grades 1 and 2. As described in the state's Accountability Workbook, schools without benchmark grades will have their achievement rating based on the achievement rating of the school into with the largest group of students was promoted, as identified by the district.

Districts can also request the application of one of the following alternatives for schools without benchmark grades.

- The sending school's attendance plus the results of grade 3 assessments, of only the students sent to the receiving school by the sending school, may be used to determine the school's rating. The sending school may choose to limit the identified students to those that attended the sending school for a full academic year. For kindergarten-only schools: The results of assessments of foundation skills in reading and mathematics that are administered locally and are aligned with the content standards and have pre-determined, standard passing levels may be used to determine the rating. ODE will provide assistance to districts in identifying and determining which kindergarten assessments meet these criteria.

These schools will not receive ratings for growth or subgroup growth. Their overall rating will be based on achievement only.

3. New Schools

Consistent with the state's Accountability Workbook, new schools will receive ratings when they have operated for two years. For 2010-11 there were 16 schools in their first year of operation who did not receive a designation.

Next Generation of Accountability – 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 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 priority, focus and model 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 the Oregon Report Card will be possible only by including a wide range of stakeholders in the process. The recommendations contained here reflect input from

the ESEA Flexibility Workgroups, the Governor's Office, education leaders, advocates for communities of color and ELLs, 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 the report card. In light of the significant planning and consensus that has been reached through the waiver process around Oregon's Next Generation of Accountability, Oregon plans to finalize the details of this system on the following timeline:

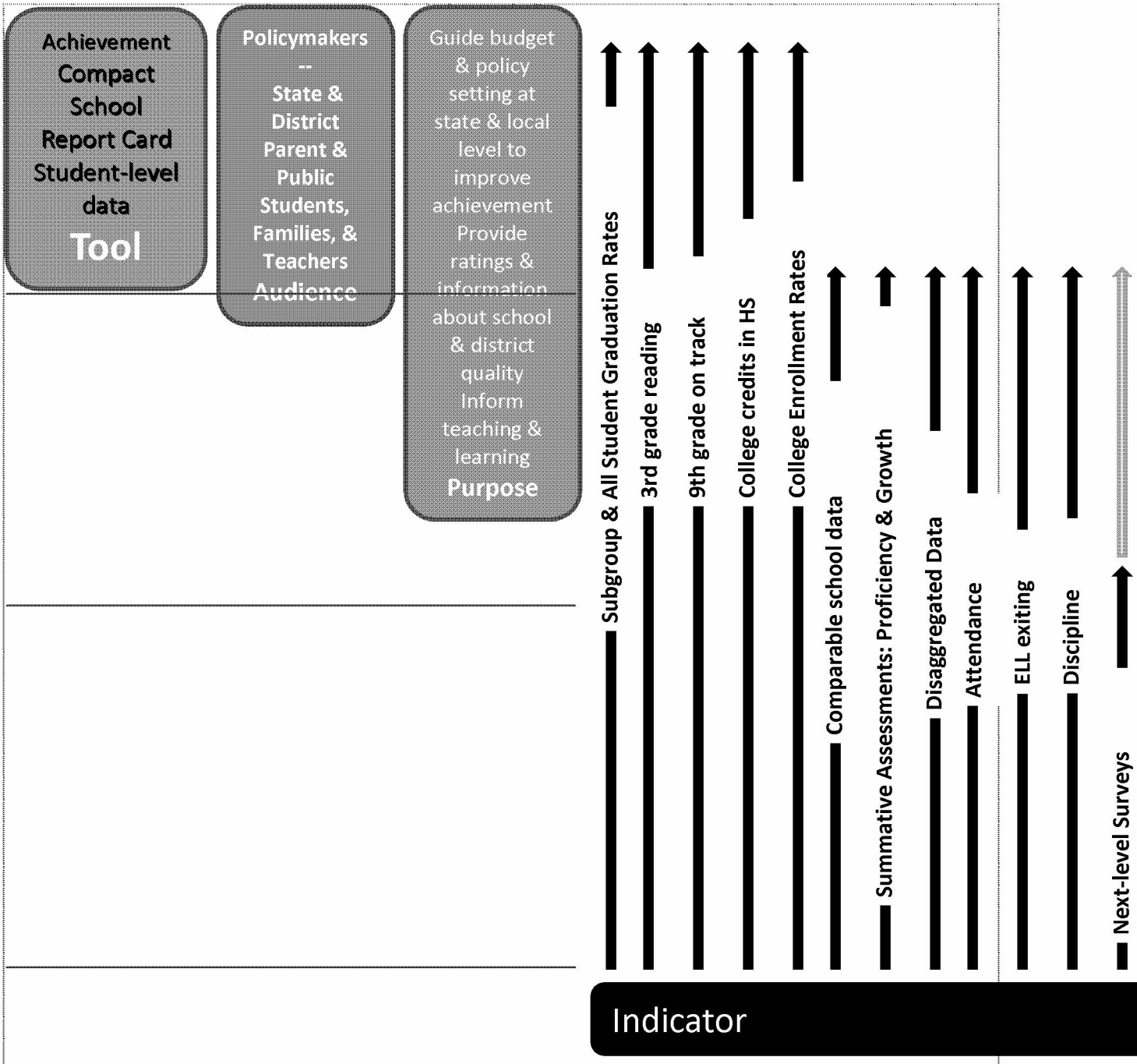
Process and Timeline for Developing the New Oregon Report Card

Activity	Timeline	Responsible Party	Resources	Significant Obstacles
Develop report card steering committee	By June 2012	Governor's Staff/ ODE	Staff time; meeting costs; consulting	None
Research, focus groups, outreach to field	June-October 2012	Steering Committee/ ODE/ Consultants/ Governor's Staff	Staff time; meeting costs; consulting	None
Develop recommendations and draft report card	By September 2012	Steering Committee	Meeting and consulting costs	None
Further outreach to stakeholders on proposal	Fall 2012	Steering Committee/ ODE/ Consultants/ Governor's Staff	Staff time; meeting costs; consulting	None
Submit to USED for review	Fall 2012	ODE	Staff time	None
Revise report card based on outreach and data runs	By December 2012	Steering Committee/ ODE/ Consultants	Staff time; meeting costs; consulting	None
Present to OEIB	By December 2012	Governor's Staff	Staff time; meeting costs; consulting	None
Adoption by State Board	By December 2012 (Following approval by USED)	ODE/State Board	Staff time; reimbursement for board	None
Collect and validate additional data	By February 2013	ODE	Staff time; district time	3rd parties, vendors, out-of-state institutions
Technical implementation	Spring 2013	ODE	Staff time	Potential cost of implementing new user interface

Professional development, training and outreach	Fall 2012-Summer 2013	ODE/ Governor's Staff/partner organizations	Staff time; training costs	Cost of ensuring relevant and broad professional development
Release of New Oregon Report Card	Fall 2013	ODE	Staff time; cost of communications and other materials	None
Implementation of web-based application (modeled after Colorado's SchoolView)	Fall 2013	ODE	Staff time; outreach and training	None

Preliminary Indicators, Measures and Methodology for New Report Card Ratings

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 and districts in supporting students to graduation and beyond; and d) measures aimed at ensuring alignment across the continuum. ODE and the Governor's Office are also committed to ensuring alignment between the Achievement Compact indicators adopted by the OEIB and the elements of the Oregon Report Card. Below is a depiction of where different indicators could be displayed to ensure consistency in Oregon's full accountability system:



Further, Oregon has reached consensus around using the growth model and school rating system that was just fully described as the engine to drive a new Oregon Report Card. To ensure that the school rating system is aligned with the Achievement Compact, allowing for innovative and authentic measures of college and career readiness, and aimed at the 40/40/20 Goal, the final ratings model that Oregon will present to USED next school year will be very similar to the one presented here.

Preliminary Measures and Weights (Achievement Compact Measures in Bold)

Rating Area	Elementary:	Middle:	High:

	Ready to Apply Math and Reading Skills	Ready to Think Strategically	Ready for College and Career Training
Proficiency	**OAKS reading and math at grades 3**, 4, and 5 25%	OAKS reading and math at grades 6, 7, and 8 25%	OAKS reading and math at grade 11 20%
Growth	OAKS reading and math 40%	OAKS reading and math 40%	OAKS reading and math 15%
Subgroup Focus	Subgroup growth based on historically underachieving subgroups (1) ELL; (2) low SES; (3) special education; and (4) the four racial/ethnic groups 25%	Subgroup growth based on historically underachieving subgroups 25%	**Subgroup four- and five-year grad rate; college enrollment rate** 25%
Ready and Engaged	Percent chronically absent in kindergarten 10%	**Percent chronically absent in grade 6** 10%	**Grade 9 on track; students receiving college credit (AP/IB tests, dual enrollment or college attendance)** 15%
Graduation and Beyond	None	None	**All students four- and five-year grad rate; college enrollment** 25%

Additional System Elements Beyond 2012-13

Kindergarten Readiness Assessment

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.

College and Career Ready Assessments Supporting a Student-Centered Model

Over the past decade, 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 IB 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 and analytically, and demonstrating collaboration and teamwork. The Board will continue the work of approving different modes of demonstrating these proficiencies that are valid, reliable, and rigorous.

As part of Council of Chief State School Officers' (CCSSO) Innovation Lab States, Oregon will be launching a pilot with technical assistance from David Conley of the Educational Policy Improvement Center (EPIC) and Linda Darling-Hammond at Stanford, to implement performance based assessments such as the College-Readiness Performance Assessment System (C-PAS). Oregon is committed to providing the professional development and infrastructure necessary to support performance-based assessments as a tool to improve teaching and learning, to support implementation of the Common Core State Standards, and ultimately to enhance our state accountability system.

Examining Growth of English Language Learners

To address the disparity in results and ensure services are being provided to ELL students, the ESEA Flexibility and Next Generation Workgroups 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.

While none of these initiatives are ripe for a waiver request at this point, they are crucial questions to examine in ensuring Oregon's next generation of accountability can improve achievement of outcomes for the state's ever-increasing population of ELLs.

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

Option A	**Option B**
☒ 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.	☐ 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.

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.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all

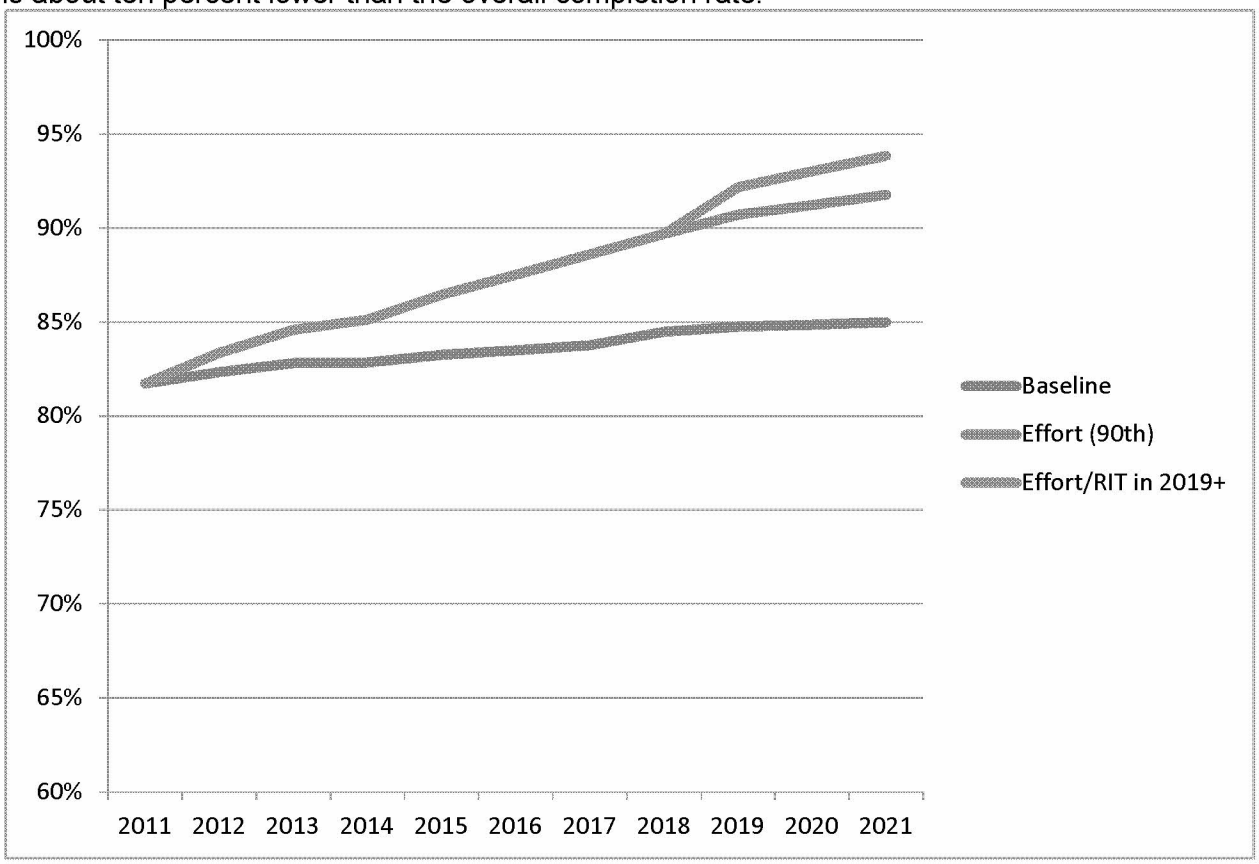
the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	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. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. 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)

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).

Since its appointment, the Oregon Education Investment Board (OEIB) has engaged in deep thinking around the significance of Oregon's 40/40/20 Goal – what policies, partnerships, strategies and investments are necessary to achieve the goal, and what the trajectory to 40/40/20 could be in the context of Oregon's current student demographics and achievement levels. (See Oregon Learns Report, at http://governor.oregon.gov/Gov/OEIB/OregonEducationInvestmentBoard.shtml#Oregon_Learns__SB909_Report_to_the_Legislature_Dec__15__2011. To further the thinking, the Governor's office engaged ECONorthwest, a leading Northwest economics and education research firm, to work with ODE and its rich bank of student achievement and demographic data to develop some initial projections for our state based on different assumptions.

ECONorthwest analyzed seven years of statewide individual student data to identify a relationship between information on inputs, such as 1) demographics – socio-economic status (SES), ethnicity, race, English language learners (ELL) and special education status – plus 2) outcomes on Oregon Assessment of Knowledge and Skills (OAKS) reading and math test and 3) high school completion. As noted above, Oregon is committed to continuing to track graduation rates based on its federally-approved four- and five-year cohort rates. However, the legislation that lays out the 40-40-20 Goal includes traditional completers as well as students earning a modified diploma, extended diploma, or GED. For that reason, the projections below include data on those other types of completers. Included as Attachment 15 is a memorandum from ECONorthwest describing the data, assumptions and methodology used to create these projections. As the memorandum describes, in all scenarios, the five-year cohort graduation rate

is about ten percent lower than the overall completion rate.



Class of	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Baseline	82%	82%	83%	83%	83%	83%	84%	84%	85%	85%	85%
Effort (90th)	82%	83%	85%	85%	86%	88%	89%	90%	91%	91%	92%
Effort/Meet AMOs	82%	83%	85%	85%	86%	88%	89%	90%	92%	93%	94%

The chart above depicts three potential pathways for Oregon toward improved levels of high school completion, and ultimately post-secondary and career success:

- The red path represents a status quo determination of the projections of potential high school completion rates (defined below) based on what we know about current students in the pipeline. Absent notable changes in practice, demographics, structures, funding and costs of operations, this could be described as the path we are on: one of very modest improvement over time.
- The ECONorthwest analysis identified those districts where graduation rates are significantly higher than expected based on input data. ECONorthwest then calculated the outcome over the next seven years if every school district in Oregon was able to perform similarly to these highly successful districts. The purple path describes the outcome – and nearly achieves the high school completion rates necessary to meet the 40/40/20 Goal by 2025.
- Finally, ECONorthwest extended their analysis to predict levels of performance if all Oregon school districts were able to also accomplish the increases in grade 3 through 5 math and reading proficiency (based on OAKS) at the rate described below. The blue path depicts the predicted impact – a trajectory that leads the state to a 94 percent

completion rate by 2021, well on our way to 100 percent by 2025.

As noted above, if the state is looking only at a five-year cohort graduation rate, the results are about ten percentage points lower (so, for example, the purple path would reach 82 percent by 2021, and the blue path would reach 84 percent). Specifically, the total completers include:

- Four-year graduates - based on regression analysis of several historical cohorts; ~70 percentage points.
- Five-year graduates - based on regression analysis over short-term; four to five percentage points of completers.
- GED, modified diploma, adult diploma - based on regression analysis over short-term; seven to ten percentage points of completers.
- Six and seven year completers - simple estimate based on additional completers observed in the data between years five, six, and seven; only possible for the grade 9 cohort of 2005-06 (through sixth year) and 2004-05 (through seventh year); these students are just under two percentage points of completers.

Removing the six- and seven-year graduates and non-diploma completers would result in a five-year cohort rate of about 76 percent by 2025 in the baseline scenario (red line), 83 percent in the 90th percentile scenario (purple line), and 85 percent in the 90th percentile plus AMO achievement scenario (blue line).

Oregon believes that by examining these possible statewide trajectories, we can:

- Ensure that the AMO's we set within the context of the new accountability system are informed by the 40/40/20 Goal
- Motivate real and sustained improvement in student achievement by grounding expectations in research and data
- Provide a context in Oregon for identifying and implementing the changes in practice, structure and funding that are necessary to achieve our goals.

2011-12 – Statewide AMO's for Reading, Math and Graduation Rates

OAKS Reading and Math

As described above, Oregon's proposed interim system of accountability is made up of three elements:

(1) The Oregon Report Card: The report card will provide schools with ratings based on an achievement index (calculated using proficiency and growth targets in OAKS reading and math), as well as graduation, attendance and participation rates
(2) AYP Reports: The state will report the achievement of all students and subgroups against a state AMO for proficiency in math and reading, as well as AMOs for graduation, attendance, and participation
(3) Identification of priority, focus and model schools: Oregon will incorporate the Colorado Growth Model into a rating system that identifies priority, focus and model schools for the purposes of school improvement actions.

With respect to elements (1) and (2), in 2011-12 Oregon seeks to use 70 percent as the AMOs

for proficiency in reading and math, which are the same as 2010-11 AMOs. As you can see from the chart below, in all grade bands and subjects except high school reading, 70 percent meets and exceeds falls between the 50th and 90th percentile of the state average. For high schools, the New Oregon Diploma requires for the first time in 2011-12 that students demonstrate the essential skill of reading as a graduation requirement. We believe that requirement will be sufficient to ensure rigorous improvement in high school reading achievement, while still providing schools and districts with some level of consistency as we transition to a new accountability model.

State Average Achievement by Subject
(Using 2010-11 data and applying new cut scores)

Percentile	Elementary School		Middle School		High School	
	Reading	Math	Reading	Math	Reading	Math
90th	85.3%	83.9%	79.9%	76.1%	92.9%	81.4%
50th	65.8%	62.9%	68.1%	61.5%	80.3%	64.9%
15th	51.9%	47.6%	58.0%	50.1%	60.0%	39.1%
5th	44.0%	37.0%	48.8%	44.5%	46.7%	20.8%

With respect to the third element of the interim accountability system – using a rating system that incorporates the growth model to identify priority, focus and model schools – the methodology for arriving at an achievement rating is based on an implicit AMO for math and reading proficiency that will be set, for 2011-12, at the 50th percentile of achievement (as depicted in the chart above). Using the 50th percentile of achievement will place the implicit AMO for proficiency between 60-80 percent (rather than the 70 percent AMO that Oregon is requesting in the previous section for reporting school and subgroup performance for 2011-12). Because the current Oregon report card and AYP system uses a margin of error (which can be 20 percent), this will result in a fairly smooth transition between the two systems.

Graduation Rate

As part of the peer review of graduation rates in 2009, Oregon set a cohort graduation rate goal of 90 percent and set intermediate targets toward that goal. The federally approved four- and five-year rate targets through 2017 are included in the table below.

Cohort Graduation Rate Targets

Graduation Rate	Accountability Year						
	2011	2012	2013	2014	2015	2016	2017
Four year rate	65%	67%	67%	69%	72%	75%	78%
Five year rate	70%	72%	72%	74%	77%	80%	82%

For calculation of the Report Card Rating and for the AYP report released in 2012, Oregon will use its previously approved rate of 67 percent (72 percent for five-year), which is two percentage points higher than 2010-11.

2012-13 and Beyond

As described below, increasing expectations for student achievement are embedded in the

model that Oregon is proposing for 2012-13 and beyond. The effectiveness of the model depends on AMOs that are both ambitious and attainable. The AMOs must be ambitious enough to put the state on a path to reach the 40/40/20 Goal, yet must also be attainable so as not to discourage students, educators, or systems but to motivate and inspire improvement.

Oregon will build upon the cut points in the school and district performance frameworks and create annual AMOs for proficiency. As described above, the 2011-12 AMOs for the interim accountability system's identification of priority, focus, and model schools will be the level necessary to earn a meets rating in the academic achievement section of the framework. The meets cut point is set at the proficiency rate (percent of students proficient or above) of the 50th percentile of school in 2010-11. Cut points are for reading and math at the elementary and middle levels are set separately from the high school level.

Moving forward in 2012-13 and beyond, the goal will be for all schools to earn an exceeds rating, by meeting the cut point for exceeds. The exceeds cut points are set at the proficiency rate (percent of students proficient or above) of the 90th percentile of schools in 2011-12. The exceeds cut point, at the 90th percentile of schools provided a meaningful, yet ambitious target for schools to work toward. Schools strive to improve their performance as measured by the frameworks. The performance of the 90th percentile of schools is an ambitious goal. In order to reach this goal, interim targets will be set annually from 2012-13 until 2017-18, on the schedule set forth in the chart below.

Meets Cut Points (AMOs) Over Time for Elementary and Middle Schools

Subject	2012	2013	2014	2015	2016	2017	2018
Reading	65%	69%	72%	75%	78%	81%	84%
Math	63%	66%	69%	72%	77%	78%	81%

Meets Cut Points (AMOs) Over Time for High Schools

Subject	2012	2013	2014	2015	2016	2017	2018
Reading	80%	82%	85%	87%	89%	91%	92%
Math	65%	67%	70%	73%	76%	79%	81%

As described above, while these AMOs are lower than the current 70 percent used for AYP (and requested for 2010-11), the adjustment is necessary to maintain a smooth transition from a system that used a margin of error, to one that uses student growth percentiles. The increments represent ambitious goals, but are possible with extremely focused efforts. As depicted in the blue line of the trajectory above, which is based on forecasting completion rates based on achievement of these AMO's in earlier grades (grade 5), these goals put the state well on its way to reaching the graduation rates necessary for the 40/40/20 Goal. In addition, the red line in the trajectory above reflects a very similar pattern of improvement modeled on improving the state's outcomes based on moving performance of all districts up to the level of the districts currently in the 90th percentile in the number of years depicted in this chart.

AMOs will not vary based on district, school, or disaggregated group, requiring schools and groups further behind to make greater gains. Note that Oregon, like many states, may need to re-visit the AMOs when the new assessment system is implemented, depending on the extent to which achievement results differ from those on the current assessment system.

Achievement Compacts – District Specific Goals

As described in the Overview, through passage of SB 1581, Oregon took another major step to improve the education system through (1) a coordinated and aligned system of PK-20 education (described in part in Principle 1); (2) a statewide system of support (described more fully in section 2.G), and (3) plans to focus policies, programs and investments on outcomes. The Achievement Compact, which is a partnership agreement between the state and the district, will be the vehicle through which the state commits to the funding and support it will invest, and the district commits to the outcomes it will achieve.

In April 2012, all 197 Oregon school districts, 19 Education Service Districts (ESDs), 17 community colleges, the Oregon University System and the public universities received an Achievement Compact template, populated with as much data as are available through ODE and the National Student Clearinghouse. Each school district is tasked with engaging its community in a process for setting short (one year) and, optionally, longer term (four year) goals for all students, an aggregated disadvantaged student group, and disaggregated subgroups. Each district will identify a target number and percentage of students for the upcoming academic year for achievement of the outcomes: measures of progress and goals listed in the Achievement Compact. Districts will also have the option of proposing additional, district-specific goals aligned specifically to ensuring equity and college readiness in the context of the 40/40/20 Goal.

The legislation also requires districts to communicate and collaborate with parents, students, teachers, faculty, employees and their exclusive bargaining representatives, and community representatives, engaging them in analyzing data and discussing the Achievement Compact goals and objectives to be adopted.

Oregon has a long history of local control and, within this context, has learned time and again that the most effective and sustained change depends on local involvement. For that reason, Oregon will not prescribe goals for each district but will provide technical assistance and support in the goal setting exercise. Each district will set goals through the inclusive process described above and will be held accountable for ensuring its schools are equitably contributing to the district's overall goals.

Oregon believes that the Achievement Compact process will:

- Engage districts and their communities in 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 education institutions in setting, and achieving, ambitious education 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 to increase investment in public education.

As described below, Oregon believes reaching the ambitious 40/40/20 Goal will require a strong

system of continuous improvement for all schools, not just underperforming schools. Focusing accountability and assistance at the district level and motivating communities to coalesce around focused, specific goals is not only consistent with Oregon's system of local control and tight loose strategy, but will build the capacity and resolve necessary for this level of system-wide improvement.

However, the state will follow through on 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. With the passage of SB 909, the OEIB was created and given the authority to appoint a Chief Education Officer (CEdO). The 2012 passage of SB 1581 provided more authority for the CEdO to direct and control the Oregon PK-20 system and its various agency leaders. For the first time in our state's history, Oregon will have a strong leader aligned with the Governor and accountable not to one sector of education but to the entire education continuum. The CEdO, Dr. Rudolph Crew, hired in May, 2012 following a five-month national search, will work with the OEIB to ensure a coordinated, supported, and accountable system of public education.

A key role for the CEdO will be to evaluate each district's Achievement Compact. The CEdO will look at historical data, performance history, comparable district data, and the trajectory to the 40/40/20 Goal to ensure the goals set by the district are ambitious and achievable. The CEdO will be charged by the state with ensuring districts' goals represent sufficient progress toward 40/40/20 and will look specifically at those districts who are furthest behind, whether in all student performance or in the performance of any subgroup, to ensure they are committed to and achieve the highest rates of improvement.

For school districts that demonstrate success, the OEIB is committed to providing increased flexibility and room for innovation to the extent possible, in the form of freedom from state mandates and reporting requirements. For districts that fail to meet reasonable expectations of improvement and success, the CEdO will engage the district and its board in a discussion of the supports, partnerships, professional development, investments and structural changes necessary to ensure the needs of students, and the state, are being met.

Statewide Building Level AMOs Align with Achievement Compact Goals

The Governor's Office, OEIB, and ODE have worked to develop a plan for ensuring the accountability system in Oregon is aligned. With the development of this ESEA Flexibility request, the data from the OEIB's Achievement Compact process and the trajectory to the 40/40/20 Goal informed the selection of statewide targets in reading, math, and cohort graduation. These targets will inform the building level accountability system – the selection of priority, focus, and model schools, and the differentiated public reporting of school performance through the Oregon Report Card. The plan for Oregon's Next Generation of Accountability also includes adding the remaining Achievement Compact indicators (grade 6 on-track, grade 9 on-track, college credits earned in high school, and post-secondary enrollment) into the rating system in 2012-13. This will ensure that:

- Oregon's schools and districts are held accountable for the interests of disadvantaged students
- Students in our most struggling buildings are protected
- Districts and schools will be accountable to parents, the public, and stakeholders through the information and ratings contained in the report card.

Oregon's theory of action includes more than a traditional building level accountability system. We learned valuable lessons from No Child Left Behind about the limits of standardized tests in judging college and career readiness, about the perverse incentives of a system that rates buildings (and students) as failing without providing a path to success, and about the limits of a system that does not require local districts and their communities to actively participate in setting expectations and developing solutions. From these lessons, Oregon is committed to advancing a system that includes broader measures, motivates and supports improvement rather than simply demands it, and requires communities to become active participants in improvement and accountability. The OEIB believes that the Achievement Compact is a crucial first step to realizing this vision.

While annual targets for demonstrating proficiency based on standardized tests are valuable tools, we cannot ignore the fact that for many districts, those statewide AMOs may be out of reach in the short term. Further, for districts performing above the statewide AMOs (whether as a result of great effort or simply demographics), the AMO offers nothing in terms of driving toward continuous improvement. By allowing communities to engage in hard discussion and to land upon what they believe are ambitious but achievable goals specific to that community, Oregon believes it will drive meaningful improvement that is deeper, more widespread, and focused on outcomes.

An excellent example of the power of community-based goals can be seen in Portland Public Schools (PPS). PPS is a district that has historically struggled to achieve outcomes for students, particularly students of color, students in poverty, and ELLs. As measured against most statewide targets, PPS is a failing district. But three years ago, PPS leadership engaged in a thoughtful, inclusive, research-based process to develop its Milestones framework (a framework that contributed to the development of the Achievement Compact indicators). See http://www.pps.k12.or.us/departments/milestones/.

In 2010-11, PPS set targets for improving performance on the milestone indicators by five percent, as well as reducing achievement gaps by five percent. PPS has achieved five of the six goals, including raising four-year cohort graduation rates by five percent. PPS has a long way to go to reach the AMOs described here, but achieving its interim goals on key indicators allowed it to acknowledge students and educators for their hard work, fostered a renewed sense of commitment and possibility, and will motivate continued effort toward improving outcomes for all students. Other efforts across Oregon tell a similar story.

A primary purpose for Achievement Compacts will be to require districts to engage in a process of goal setting on key indicators of student success. Another primary purpose will be to provide the OEIB and CEdO with crucial information about the achievement of outcomes across the state and across student populations that will drive decisions about the state's investments in education. Oregon's investment strategy is discussed in section 2.G.

The CEdO, under authority granted in SB 1581, will review districts' goals and determine whether they represent sufficient progress toward the 40/40/20 Goal. In cases where they do not, or in cases where they appear unattainable, the CEdO has the authority to ask the district to revisit the goals. The CEdO will provide technical assistance and support to the district to ensure sufficiently ambitious goals are set. Finally, the CEdO and OEIB will review district progress toward goals and engage in dialogue around the appropriate incentives, supports, interventions, or consequences necessary to ensure Oregon is on the path to achieving the

40/40/20 Goal.

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 replicates the successful programs found in 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.

Identifying Model Schools

The state's differentiated accountability determines reward school status through the use of an overall rating system, as described above. Schools with a rating of model qualify as a reward school for purposes of this waiver. The rating system identified 25 Title I funded model schools, based on 2010-11 data.

According to the ESEA waiver definitions, reward schools are those schools that are either:

- **Highest-performing:** Title I schools with highest absolute performance for the all students subgroup and for all subgroups. A highest performing school must be making AYP for all subgroups in the school and must not have significant achievement gaps.
- **High-progress:** A school among the top ten percent of Title I funded schools that are making the most progress in improving the performance of the all students group in reading and mathematics combined or a high school making the most progress in improving graduation rates. A high-progress school must not have significant achievement gaps.

To show that the model schools identified by the state meet the federal criteria, Oregon has used the following method to identify the highest-performing schools.

(1) Generated a list that rank orders the Title I schools by the combined percent met

in reading and mathematics for 2009-10 and 2010-11

(2) Removed from the list all schools that did not make AYP for the all students group and for all subgroups

(3) Remove from the list all schools that have a significant achievement gap; as described in section 2.E.i, these are the 15 percent of Title I schools with the largest within school gaps between subgroups on the combined reading and math percent met

(4) Remove from the list all high schools that received a rating below model in graduation

(5) Remove from the list all schools that are not in the top ten percent of all Title I schools in their combined percent met in reading and mathematics.

Oregon has employed the following method to determine a high-progress school:

(1) Generate an ordered list of Title I schools ranked by the change in the percent of students meeting in reading and math, combined, from 2008-09 to 2010-11

(2) Remove from the list all schools that are not in the top ten percent of Title I schools in the increase in percent met in reading and math, combined

(3) Remove from the list all schools with significant achievement gaps; as described in section 2.E.i, these are the 15 percent of Title I schools with the largest within school gaps between subgroups on the combined reading and math percent met.

Note that because only two years of cohort graduation rate data were available for use in these draft lists of focus and priority schools, and Oregon requires at least three years of data in order to analyze trends, it was not yet possible to evaluate high schools on progress on graduation rates.

Based on these methods, the counts of model schools that meet the definition of highest performing or high progress are as follows.

Identification of Model Schools

Category of Model School	Count
Highest Performing	19
High Progress	6
Highest Performing or High Progress	23*
Others	2**

*Two schools satisfied both criteria.

**Schools identified by the rating system as Model that did not satisfy the federal definitions.

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 in their region or across the state, particularly in the areas in which they have

demonstrated exemplary practices. Where possible, priority and focus schools will be matched with model schools as part of a Continuous Improvement Network (the Network). In areas of the state that do not have model schools or that are simply geographically isolated, model schools will be offered the opportunity to serve as state-approved resources for priority and focus schools. In the event they are selected as a state-approved resource, model schools will have a way to increase their revenue through contracting to provide support to priority or focus schools. Those resources 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.

Identifying Priority Schools

Oregon's interim accountability for 2011-12 will identify priority school status using an overall rating system described in section 2.A above. The Elementary and Secondary Education Act (ESEA) Flexibility request requires that the state identify as priority schools a number of schools equal to at least 5 percent of the number of Title I schools in the state. In 2010-11

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. 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 a Leadership 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 priority and focus schools' Comprehensive Achievement Plans (CAPs) described below.

- **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 capable 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.

School Improvement Grant Cohorts as Priority Schools

Oregon currently has 12 schools receiving School Improvement Grant (SIG) funds (1003g) in Cohort 1. The grant period for Cohort 1 spans 2010 through 2013. Oregon awarded SIG funds to a second cohort of 7 schools with a grant period spanning 2011 through 2014. All of the SIG schools chose the Transformation Model with one exception. In Cohort 1, three small high schools on one Portland Public Schools campus were awarded SIG funds with the understanding that two of the small schools would close in year three of the grant, leaving one consolidated high school. Therefore, Oregon has a total of 17 SIG schools that are included in the list of priority schools.

Since these 17 priority schools are already well under way in implementing all of the seven turnaround principles, ODE will not require SIG schools to go through all of the same processes as the newly identified priority schools during the spring and summer of 2012 and during the 2012-13 school year. The SIG schools have already created in-depth, detailed plans for interventions, have leadership coaching support in place, engage in quarterly and annual reporting, and ODE has a system for monitoring the schools in place and progressing. As noted in a recent analysis, Oregon's SIG schools are showing improvement. More information on Oregon's SIG can be found at: http://www.ode.state.or.us/search/page/?id=2919

The SIG districts and schools will have access to and be part of the Network, just as the rest of the priority schools. ODE has trained staff at SIG schools in the use of a new customized planning process tool (Indistar, described in section 2G) for completing the CAP. These schools are the first to complete plans in the new format. They will also receive services within the Network appropriate to their existing and revised plans and goals. These schools will continue implantation of interventions aligned to all of the turnaround principles in the coming school years.

A Cycle of Improvement for Priority Schools

A cohort of approximately 15 priority schools will join the SIG schools in their improvement

efforts. Each of these priority schools will complete a guided self-evaluation followed by targeted deeper diagnosis of the specific challenges each faces. The results of these two efforts will provide information needed to complete the customized planning process. This diagnosis will evaluate programs, practices, and policies in the district and school and the resulting findings will provide the guidance needed to target interventions. This section describes an overview of the improvement cycle these diagnostic techniques and the subsequent supports. It also describes the focused interventions that will be implemented in priority schools.

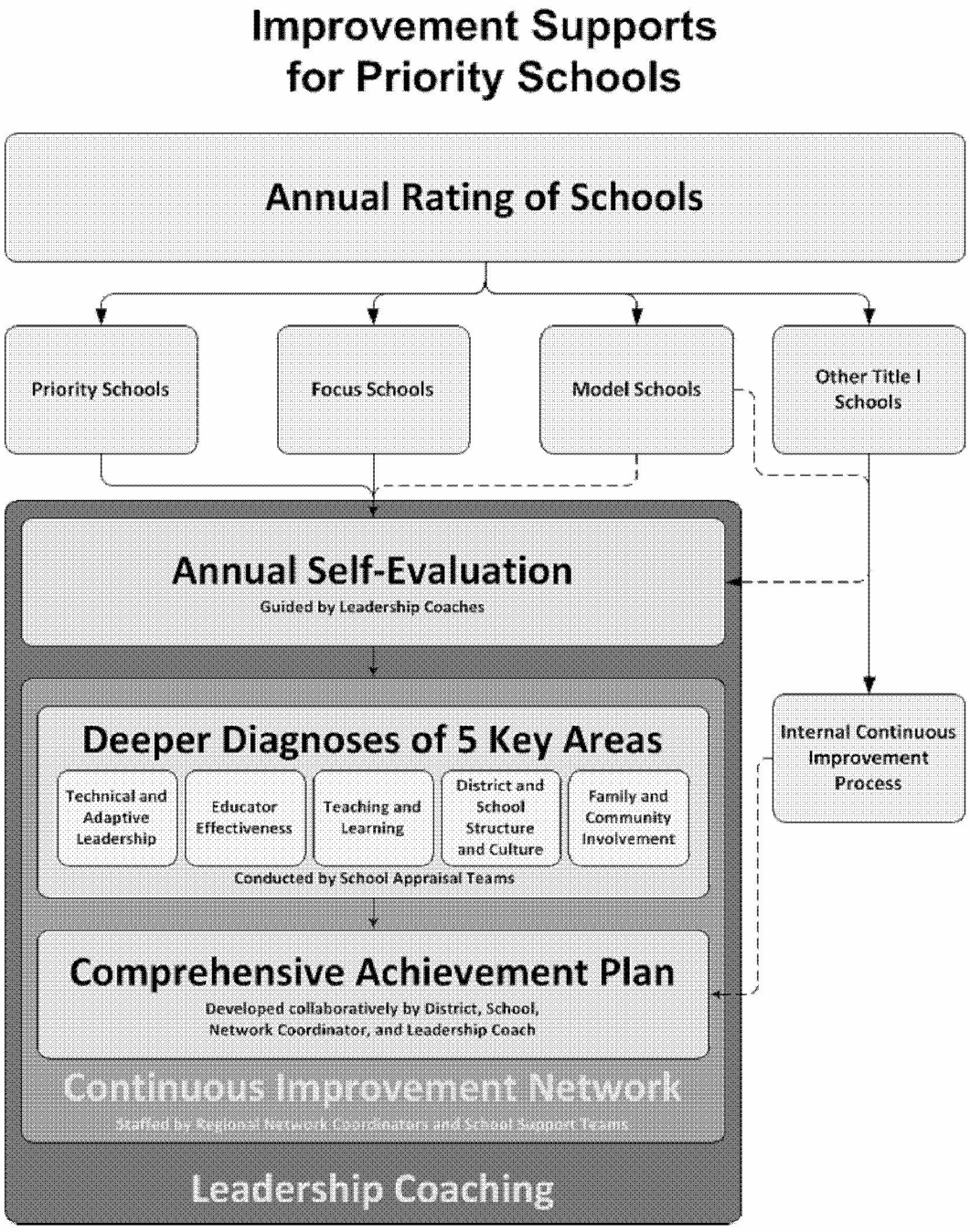
One of our core premises is that interventions must be targeted directly to the specific problems of a struggling school. Priority schools will enter a cycle of improvement that contains the following elements:

- Annual self-evaluation through a customized planning process, guided by a state-provided Leadership Coach, to screen for areas of challenge
- Externally-directed deeper diagnosis, within identified challenge areas, to determine the primary causes of these challenges and to identify supports and interventions
- CAP, developed collaboratively by the district, school, and a team of educators and community members, and approved by ODE, committing to evidence-based interventions and fixed improvement goals
- The Network, the system of support for implementation of interventions addressing the needs of schools and districts, delivering professional development and facilitating coaching sessions.

The federal turnaround principles described in the waiver guidance are clearly reflected in Oregon's planned evaluation and diagnosis effort. Oregon firmly believes that real and sustained school and district improvement will only occur through the redesign of school and district systems and supports targeting technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement. Oregon will insist that districts engage in a diagnosis of district and school needs, support each district in developing systems of instruction tailored to the needs of each student, and advance a statewide culture of high expectations for students, educators, parents, and families.

Led by ODE, Regional Network Coordinators, Leadership Coaches, and school appraisal and support teams will work cooperatively with district and school leaders, instructional staff, parents, and other key stakeholders to use self-evaluations, deeper diagnoses, and other sources of information to prioritize those conditions requiring the most urgent attention and identify appropriate interventions.

The model that Oregon will use to manage and direct supports and interventions in priority schools is illustrated in the following diagram.

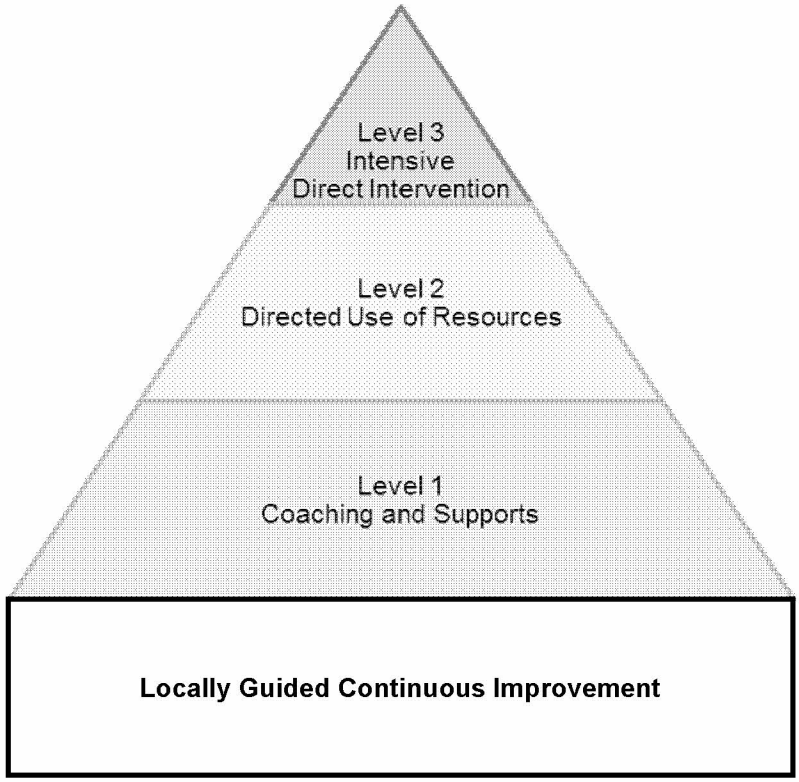


As shown in this diagram, priority schools begin with a self-evaluation guided by a state-appointed Leadership Coach. The results of this self-evaluation will guide deeper diagnoses targeting one or more of the identified key areas of effectiveness. These diagnoses will lead to a customized planning process to produce a district CAP. The Network will support improvement efforts in each school. Each aspect of this cycle is described in section 2.G.

Levels of Intervention

Oregon's approach to interventions and supports for schools is an extension of our policy of

increased flexibility and autonomy for districts and schools meeting the outcomes established by the state, and decreased flexibility, increased support and progressively more directed intervention for those not meeting state outcomes. As such, Oregon will deliver supports and interventions to schools failing to meet outcomes through a leveled system. Those schools demonstrating a commitment to effective planning and fidelity to the plan will be granted greater latitude in the use of funds and selection of interventions. Placement of schools identified as priority or focus schools will accompany the release of the list of priority and focus schools in August 2012. As shown in the diagram, four levels of supports and interventions will be available. Priority schools will be placed in Level 3 to receive intensive direct intervention, as described below. Levels 1 and 2 are described in section 2.E, focus schools. Locally Guided Continuous Improvement is described in section 2.F and is intended for all schools not identified as priority or focus.



- **Level 3: Intensive Direct Intervention** – Districts with priority schools must address all of the turnaround principles and be highly accountable to the state and community for addressing the needs of students appropriately and effectively. Level 3 will include all priority schools and all current SIG schools.

  Each district with a Level 3 school will be assigned to a Regional Network Coordinator, a role described more fully in section 2.G. Additionally, a state-appointed Leadership Coach, responsible for assisting in planning and monitoring improvement efforts, will be assigned to each school. Following a self-evaluation guided by the Leadership Coach, the district will engage in a deeper diagnostic process led by a school appraisal team. Practicing educators and others trained to observe, analyze, and report on the programs, practices, and culture of the school and district will staff this team. The school

appraisal team will compile a report including current status and required interventions intended to improve school performance on measures of academic achievement.

The report from the school appraisal team will serve as the basis for developing the school's CAP. The self-evaluation and CAP processes are described more completely in section 2.G. Use of funds and selection of interventions will be largely directed by the state. The CAP will provide specifics about implementing and funding of interventions fully addressing the turnaround principles through Oregon's five key areas of effectiveness. Districts with schools at Level 3 will be required to set aside a percentage of the district's total federal Title IA funds allocation for use in conjunction with the school's Title IA allocation and any supplemental improvement funds (including ESEA Title IA section 1003a funds) in support of improvement efforts. Excess funds in this district set aside will be released once the funding requirements for the CAP have been established and met.

The district will work closely with the Leadership Coach and a school support team in supporting the school to implement the CAP. Like school appraisal teams, support teams will consist of practicing educators and other education partners with expertise in the interventions selected for the school. Implementation efforts will be closely monitored both by the support team and by staff from ODE for efficacy and impact and will be adjusted as needed to minimize the duration of the turnaround effort. While the school support team and Regional Network Coordinator will have the ability to direct the district in implementation of the CAP, the primary role of the team will be to support, facilitate innovative solutions and collaborations, and assist the school, staff and students.

Level 3 represents the maximum level of intervention in the state and will apply to all priority schools. Levels 1 and 2 are described in section 2.E.iii.

Five Key Areas of Effectiveness

Effective schools and districts perform well in each of five key areas, which closely align to the seven turnaround principles. Oregon's definitions of the five key areas, and corresponding turnaround principles, are provided below. Oregon stakeholders considered it important that turnaround principle five (v) – using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data – be woven throughout all of the five key areas. Therefore, this turnaround principle is not listed separately.

Technical and Adaptive Leadership

Effective leaders have the technical skills needed to guide, direct, and motivate educators toward high student achievement -- using data to inform and drive improvement. Afforded the proper authority to make necessary decisions, they adapt their approach depending on context and build a collaborative and supportive environment that empowers others to broaden their skills and become more effective. High expectations are set, while productive and respectful relationships are built and maintained within the organization and with stakeholders. These leaders promote and engage in necessary mentoring, supporting other educators with continuous and constructive feedback, with the goal of creating a professional learning community that provides adequate time for improvement and implementation of changes to occur.

Turnaround principle (i) – providing strong leadership by: 1) reviewing the performance of the current principal; 2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the state education agency (SEA) that the current principal has a track record in improving achievement and the ability to lead the turnaround effort; and 3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

Educator Effectiveness

Effective educators exhibit five interconnected qualities. First, in their interactions with students, effective educators inspire students to become lifelong learners. They are culturally competent and create a caring environment where connections to family and community are evident. Next, it is imperative that educators manage the classroom in such a way as to prepare the learning environment and curriculum so students feel safe and respected, and are engaged and motivated to achieve. Third, with regard to style of instruction, effective educators have extensive knowledge of the content. They deliver that content through teaching methods that approach the curriculum with fidelity and make connections to other content areas. The content is enhanced with aspects of critical thinking and problem-solving that challenges students to reach beyond their personal expectations. Fourth, effective educators use multiple assessment measures reflecting student achievement of intended outcomes to evaluate the effectiveness of instruction and make appropriate adjustments. Last, effective educators focus on continuous improvement of practice. They reflect and collaborate with the leadership and with peers on strengths and weaknesses and use these data to make improvements as a result.

Turnaround principle (ii) – ensuring that teachers are effective and able to improve instruction by: 1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; 2) preventing ineffective teachers from transferring to these schools; and 3) providing job-imbedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

Teaching and Learning

Effective teaching and learning is an interdependent compact between students, teachers, and academic content. Teachers guide and support students as they learn and apply content that is rigorous, relevant, aligned to standards, and differentiated to meet the needs of diverse learners as data are gathered and analyzed. Multiple assessment measures provide needed data in support of learning. The content includes the concepts, reasoning processes, skills, and procedures that students are expected to learn and apply. A high quality instructional program is one that cohesively spans pre-kindergarten through transition to college, is aligned to college and career ready standards, contains developmentally appropriate rigor, and consists of evidence-based elements.

Turnaround principle (iv) – strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

District and School Structure and Culture

For district and school structure and culture to be effective, a sustainable plan for school access

and student opportunity is needed. Long-term goals for improvement are created. Periodic perception checks with students and staff, as well as the gathering of other data on overall school climate, are used to evaluate progress on goals and make adjustments as necessary. Scheduling is flexible and responsive to student's needs with expanded learning options throughout the year. The curriculum is academically rigorous, with high expectations of achievement for all. A respectful environment provides safety for those who work and learn there. When needed, student discipline is reinforced with support for positive behavior. Non-academic factors such as social, emotional, and health needs are addressed to the extent possible. Cultural awareness and an understanding of diversity among students, staff, and community is an integral part of the shared vision at both district and school levels.

Turnaround principle (iii) – redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.

Turnaround principle (vi) – establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Family and Community Involvement

Successful family involvement efforts bring families and educators together in a collaborative relationship supporting student achievement. Engagement is linked to learning, addresses community and cultural differences, supports student-family-teacher communication and developing a system of sharing power and decision-making. In addition, successful family involvement efforts address equity by ensuring that the school community is accessible and engaging for all parents and students throughout the student's educational career. Districts ensure family engagement is infused in data collection, planning, and decision-making processes. Community partners working collaboratively with districts, schools, and families provide needed external supports that build relationships and capacities that enhance student academic achievement.

Turnaround principle (vii) – providing ongoing mechanisms for family and community engagement.

Proposed Interventions for Priority Schools

Technical and Adaptive Leadership

Aggressive interventions will be required at priority schools in order to meet improvement targets. Districts will review current policies and will revise these as necessary to afford the leaders of priority schools needed flexibility over staffing, schedules, curriculum, and other areas and reduce institutional barriers to reform efforts.

Districts will review the performance of the current leadership staff in priority schools following the guidelines of the state administrator evaluation system (described in Principle 3), supplemented with criteria specifically related to the needs of the students and staff at the priority school. Principals who have not demonstrated an ability to make improvements in the targeted areas for the priority school will be replaced with a principal better suited to the school's needs.

Districts retaining principals or hiring replacement principals will demonstrate via the district's administrator evaluation system that principals in priority schools demonstrate the capacities necessary to lead the needed interventions. Following placement of principals at priority schools, additional supports including forming a leadership team with principal(s) and teachers to bring in multiple strengths, providing the principal with a mentor/coach, and/or ensuring the principal has access to and participates in professional growth opportunities aimed at leadership in areas targeted for school improvement. Districts will ensure access to data at the district, school, classroom, and individual student levels for priority schools to accurately identify their needs, set goals, and monitor overall program performance and student achievement.

Priority schools identified because of low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Districts will select leaders who have a proven record of improving graduation rates and reducing dropouts at other schools with similar student demographics. Districts will support school leaders making organizational and structural changes designed to reengage students at-risk for dropping out or not completing school on time. Interventions may include efforts to allow for greater personalization for students such as the establishment of smaller learning communities, homerooms, or Ninth Grade Academies within the school. Leaders of schools with poor graduation rates will receive training and support in the use of data from early warning systems to design realistic and targeted plans to minimize risk factors. Interventions will address root causes such as conflicts between students' school engagement and issues with family and work. The deeper diagnostic process described earlier will lead schools and districts in identifying appropriate interventions.

Educator Effectiveness

High performing schools tend to attract the most effective teachers while low performing schools tend to have a larger number of teachers who are assigned to areas outside their certification, are new to the profession, or are otherwise ineffective in the classroom. Effectiveness is determined by each district's teacher evaluation system aligned to the Oregon model core teaching standards (InTASC standards outlined in Principle 3). Priority schools may be selected to engage in the pilot process of developing and aligning local teacher effectiveness systems to the state's guidelines and framework.

Priority schools will receive support from their districts and from the Network to recruit, hire, place and retain the most effective teachers in these schools given their challenges. Each district will develop incentives to ensure the most effective teachers are working with students within these high need schools. Districts will develop policies that prevent ineffective teachers (as determined through evaluations) from seeking or receiving reassignment to priority schools. Districts will also be required to evaluate the effectiveness of all staff including multiple observations annually and retain only those teachers who are effective and demonstrate inclination and success in implementing selected interventions. Districts should structure collective bargaining agreements as needed to gain this flexibility for their priority schools.

Individual teacher evaluations and a variety of data on school, staff, and student needs must inform the professional development plans of each priority school. Priority schools will structure their schedules to provide ample time to engage teachers in intensive professional learning, peer and team collaboration, continuous self-reflection, and ongoing study of research and evidence-based practice in their content areas. These changes to the schedule of the school day, week, or year will provide teachers with additional professional improvement opportunities

and additional time for collaboration, while increasing student instructional time.

Teachers in schools with low graduation rates and/or high dropout rates must be prepared to address the unique risk factors of their student populations. Teachers assigned to these schools must be the most highly qualified and effective teachers available. Teachers need to have demonstrated success with providing rigorous, relevant, effective, and differentiated instruction to meet the needs of all of their students, particularly those at risk.

Teaching and Learning

The alignment of curriculum, instruction, and standards is key to maximizing student academic achievement. Measurement of this alignment is the first step in ensuring effective teaching. In schools where either the self-evaluation or deeper diagnosis indicates that this alignment is a concern, the Surveys of Enacted Curriculum or a similar tool will be used to measure and to establish a baseline on any identified misalignment.

In the case where misalignment of curriculum, instruction, and standards is found, district and school staff will engage in comprehensive alignment effort. This alignment will be accompanied by a review and possible redesign of instructional methods and pedagogy to ensure that the needs of the full spectrum of students (including students with disabilities, English language learners (ELLs), and students who are academically advanced) will be met through future curricular offerings.

Where a diagnostic analysis indicates a need, the curriculum review and alignment might include instructional coaching, staff development to support effective pedagogy, or implementation of instructional model, such as Dual Language or Primarily Language Literacy. The intervention might also include training in the use of effective formative and summative assessments. Tutoring of students outside the school day targeting areas of needed improvement may also be warranted and would be mandated as needed. The required redesigned or extended school day, week, or year will require a concomitant reevaluation of curriculum offerings and the use of classroom time in instructional delivery.

Schools with low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Priority schools will put into place policies and practices that will provide needed supports so that students stay on track to graduate, including opportunities for extended learning time in ways that match student schedules and providing appropriately leveled and relevant learning tasks designed to maximize student engagement.

A balance between relevance and rigor is essential to students staying in school. These schools must improve their systems for benchmarking, progress monitoring, and tiered interventions so that teachers are able to provide immediate supports to students prior to course failure. Schools will also institute programs to communicate and instill high expectations and a commitment to graduation, to ease transition into high school, and to support movement from high school to post high school college and career paths.

District and School Structure and Culture

A culture of shared responsibility with a commitment to maximizing achievement and supportive, effective structures within districts and schools form the basis on which teaching and learning can thrive. Interventions in priority schools will address school safety, discipline, and other non-

academic factors. These may include implementing Positive Behavioral Interventions and Supports (PBIS) or a similar system designed to minimize negative student behaviors. Schools and districts will examine discipline policies and their application, along with patterns of suspensions and expulsions, with particular attention to subgroups and at risk students.

Deeper diagnoses may also identify a need to shift resources to provide additional counseling or wraparound services, hire school resource officers and/or parent liaisons, and ensure buildings are safe and accessible. Reviews of school practices and issues may also identify a need to implement interventions include targeting problem areas such as schoolwide anti-bullying/ harassment or conflict resolution.

Schools with low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Interventions targeting attendance and behavior monitors, tutoring, and counseling may be indicated by the deeper diagnoses.

Priority schools will be required to examine and redesign their daily, weekly, and/or yearly schedules to increase student learning time in core subjects, focusing on an increase in the subjects of greatest student need. They may also need to expand learning options for students with the goal of increasing student engagement. School staff will be afforded additional time to collaborate to align curriculum and activities in core and non-core subject areas.

Family and Community Involvement

Schools and districts will assess policies and practices to ensure relationships with families lead to true collaboration around student achievement. Interventions will be focused 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 will benefit from collaborative partnerships with community organizations, business and service groups, and other districts with successful efforts at engaging diverse communities as these connections are cultivated as part of the school support team's efforts. Oregon's Family Involvement Matters, a district-wide program for engaging families in school level planning for instruction, scheduling, and similar efforts may prove useful in these schools. Other interventions that may prove beneficial include offering parenting education classes in academic skills and English language.

Services to Students Attending Priority Schools

ESEA has required that schools identified for improvement status provide options of transfer to a school not in improvement status, referred to as school choice, and tutoring outside the school day by contracted service providers, referred to as supplemental educational services (SES), for students attending these schools. These services were conceived as supports to students attending identified schools supplementing or changing the students' program while school staff work to improve the program within the school to better address the needs of future students.

With this waiver, Oregon will end the requirement of SES/school choice as implemented under ESEA. While offering school choice may be part of a district's CAP for priority or focus schools, that decision will be made after conducting a deeper diagnosis and determining the full range of interventions necessary to meet the needs of students in the school. After-school tutoring, after-school enrichment, in-school support, and extended learning time will be among the supports

that a priority school will consider in place of the current SES.

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.

Oregon sees an urgent need to move forward quickly to set a course for improvement in all of Oregon's priority 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 School Improvement

Continuation of School Improvement Grant (SIG) School Interventions	
May - September 2012	SIG schools will conduct self-evaluations, create revised plans for continuation of interventions during 2012-13, and submit revised plans to ODE. These plans will be completed and approved before newly identified priority school plans.
Rate Schools	
August 2012	The Oregon Department of Education (ODE) will publish a preliminary list of priority, focus and model schools.
September 2012	ODE will publish a final list of priority, focus and model schools.
Conduct Workshop for Identified Schools	
August 2012	Priority, focus and model schools will participate in a workshop where district/school teams will learn about the elements of the Continuous Improvement Network (the Network) and their requirements.
August 2012	ODE will award planning grants to districts.
Place Regional Network Coordinators and Leadership Coaches	
By September 2012	Regional Network Coordinators will be hired and assigned to districts within their geographic regions to provide technical assistance to districts and schools and to assist in coordination of Leadership Coaches, school appraisal teams and school support

	teams.
By September 2012	Leadership Coaches will be hired and placed in priority schools to mentor the school leadership.
Implement Self-Evaluations	
During fall 2012	ODE will engage Regional Network Coordinators and Leadership Coaches to assist in the process of completing self-evaluations. Districts with priority schools will complete a self-evaluation and submit results to ODE.
Engage in Deeper Diagnoses	
By July 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 2012	The school appraisal teams will conduct deeper diagnostics reviews in priority schools. The teams will complete reports for each school in which a review is done and submit them to ODE, the district, and the school.
By December 2012	ODE and the school appraisal team lead will conduct an exit conference with each district and school to present the results of the review and discuss interventions and next steps.
Develop Comprehensive Achievement Plans (CAP)	
By March 2013	Districts must submit CAPs to ODE for approval. Regional Network Coordinators, Leadership Coaches, and school support teams will support each district with a priority school in developing a CAP. The CAP will be developed in partnership with district leadership, school leadership and staff, parents and community stakeholders.
By May 2013	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Implement CAPs	
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 Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.

Revise CAPs	
By June 2014	Districts must submit revised CAPs to ODE for approval. Regional Network Coordinators, Leadership Coaches, and school support teams will support each district with a priority school in developing a CAP. The CAP will be revised in partnership with district leadership, school leadership and staff, parents and community stakeholders.
By July 2014	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Adjust Levels of Intervention	
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.
Continue Implementation of CAPs	
During 2014-15 school year	Districts will engage in full implementation, supported by the Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.
Revise CAPs	
By June 2015	Districts must submit revised CAPs to ODE for approval.
By July 2015	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Adjust Levels of Intervention Second Time	
During summer 2015	Districts will receive Oregon Report Cards for 2014-15. Based on achievement data and monitoring of implementation, ODE will identify any districts to move among levels of intervention.
By November 2015	ODE will require those districts with schools recommended for a level adjustment to submit a revised CAP.
Continue Implementation of CAPs	
During 2015-16 school year	Districts will engage in full implementation, supported by the Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.

Adjust Levels of Intervention or Exit Schools	
During summer 2016	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 that have met the criteria for exit or level adjustment.

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.

Change of the type needed in priority schools requires intensive interventions maintained over several years. Given this, interventions with these schools will continue for a minimum of three school years before the school may potentially exit from priority school status.

Following three years of intervention, ODE will work with the members of the school support team to evaluate the progress of the school. This evaluation will involve both objective data describing academic achievement and growth and observational evaluations of the fidelity and commitment of school staff in implementing interventions. The criteria for exiting from priority school status are:

Exit Criteria for Priority Elementary and Middle Schools

Category	Criteria
Improvement	To exit from priority status, the school must accomplish significant growth on measures of student academic performance. To measure improvement, each school will be measured against a baseline established as the number of enrolled students meeting standard in reading and in mathematics plus the number of enrolled students not meeting standard but meeting individual growth target in reading and in mathematics divided by the number of tests receiving scores for enrolled students. This baseline, converted to a percentage, will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in priority school status and for each year after that the school remains in priority status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in priority status.
School support team evaluation	To exit from priority status, a school must have a consensus evaluation among support team members that the school implemented interventions with fidelity, is likely to continue with the interventions, and that the interventions implemented are likely to continue to deliver needed improvement results if the school is exited from priority school status. No school will be exited from focus school status if that school would meet the criteria for identification for priority school status were a list produced.

Exit Criteria for Priority High Schools

Category	Criteria
Improvement	To exit from priority status, the school must accomplish significant growth on measures of student academic performance. To measure improvement, each school will be measured against a baseline established as the number of enrolled students meeting standard in reading and in mathematics divided by the number of tests receiving scores for enrolled students. This baseline, converted to a percentage, will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in priority school status and for each year after that the school remains in priority status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in priority status.
Improvement in Graduation	To exit from priority status, the school must accomplish significant growth in graduation rate. To measure improvement, each school will be measured against a baseline established as the current graduation rate as reported on the school's annual report card. This baseline will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in priority school status and for each year after that the school remains in priority status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in priority status.
School support team evaluation	To exit from priority status, a school must have a consensus evaluation among support team members that the school implemented interventions with fidelity, is likely to continue with the interventions, and that the interventions implemented are likely to continue to deliver needed improvement results if the school is exited from priority school status. No school will be exited from focus school status if that school would meet the criteria for identification for priority school status were a list produced.

These criteria, with the exception of the evaluation by the school support team, directly relate to the criteria used to identify schools as priority schools. ODE will leverage support teams and other education partners in the development of necessary rubrics and other specifics to ensure proper results. Newly identified priority schools will receive deeper diagnostics and engage in planning during the 2012-13 school year, their first year of priority school status. They will implement interventions over the next three years (2013-14 through 2015-16), for a total of four years in priority school status. ODE will not exit any schools in priority status before summer of 2016.

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.

Identifying Focus Schools

Oregon's interim accountability for 2011-12 will identify focus school status through the use of an overall rating system, as described in section 2.A. This rating system identified 72 Title I focus schools that are not School Improvement Grant (SIG) schools (already identified as priority schools) based on 2010-11 data.

According the Elementary and Secondary Education Act (ESEA) Flexibility definitions, focus schools are those schools that have either:

- **Within-School Gap:** Title I schools with the largest within school achievement or graduation gaps, or
- **Low Achieving Subgroup:** Title I schools with a subgroup or subgroups with low achievement in reading and mathematics, combined, or a subgroup with low graduation.

States must also include all Title I high schools with graduation rates under 60 percent that were not already identified as priority schools.

Within-school achievement gaps were evaluated by first calculating the combined percent met in reading and mathematics for 2009-10 and 2010-11, combined. Schools were then rank ordered by the gap between their highest performing ESEA subgroup and their lowest performing ESEA subgroup. To align with the requirement that states identify the 15 percent of Title I schools as either focus or priority, the state defined a large achievement gap as follows:

- **Within-School Gap:** A school that was among the 15 percent of Title I schools with the largest within-school achievement gaps, based on percent met on reading and mathematics, combined, or a school that was among the 15 percent of Title I high schools with the largest within-school four-year graduation rate gap.

The cutoff for large within-school achievement gap was a 39 percent gap in percent met between the highest and lowest performing subgroups in the school. The cutoff for large within-school graduation gap was a 30 percent gap between the subgroups with the highest and lowest four-year cohort graduation rates. The subgroups included in this calculation include all subgroups included in school annual measurable objective (AMO) calculations. To examine low achieving subgroups, Oregon has applied the achievement and graduation ratings cutoffs to each of the following subgroups:

- Economically Disadvantaged
- Limited English Proficient
- Students with Disabilities
- American Indian/Alaska Native

- Black/African American
- Hispanic
- Combined Minority Subgroups (to identify small schools).

These are the adequate yearly progress (AYP) subgroups that have an historic achievement gap in the state for either achievement or graduation rates. All subgroups that met minimum n-sizes were rated according to the cutoffs for achievement. If a school had one or more subgroups that rated as priority in both reading and mathematics the school qualifies as a school with a low achieving subgroup. In particular, the state has adopted the following definition:

- **Low Achieving Subgroup:** Using the cut points in the state rating system, a school with one or more subgroups that would rate as priority in achievement in both reading and mathematics, or a high school with a subgroup that the graduation rate would be rated as priority.

The ESEA Flexibility request requires that the state identify as focus schools a number of schools equal to at least ten percent of the number of Title I funded schools in the state. In 2010-11 there were 598 Title I funded schools in Oregon. Hence Oregon must identify at least 60 schools as focus schools that satisfy the requirement for low subgroup achievement.

Based on this definition, the state's focus school list can be classified as follows:

Justification of the Focus School List

Types of Focus Schools	Number of Schools
Total number of Title I schools	598
Total number of focus schools required to be identified	60
Title I-participating high schools with low graduation rates that are not identified as priority schools	3
Large within-schools gap in achievement or graduation, not already identified	18
Low subgroup achievement or graduation, not already identified	42
Number of schools satisfying the federal definition	63
Schools that the rating system identifies as focus, but that do not satisfy the federal definitions	9

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.

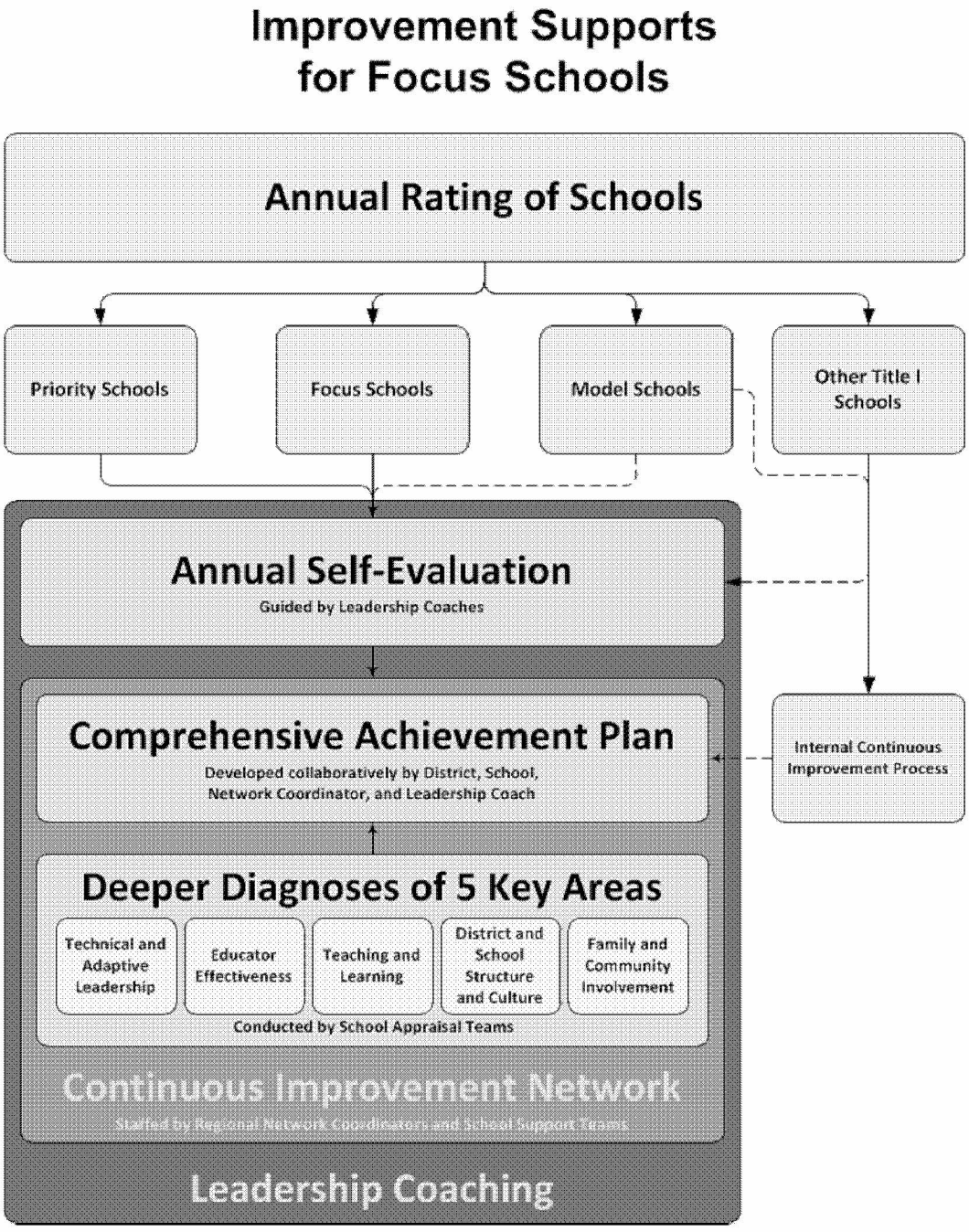
A Cycle of Improvement for Focus Schools

The core premise for Oregon's improvement effort is that interventions must be targeted directly to the specific problems of a struggling school. Like priority schools but with some differences, focus schools will enter a cycle of improvement that contains the following elements:

- Annual self-evaluation, guided by a state-appointed Leadership Coach, to identify areas of challenge
- Comprehensive Achievement Plan (CAP), developed collaboratively by the district, school, and a team of educators and community members, and approved by ODE, committing to evidence-based interventions and fixed improvement goals
- Continuous Improvement Network (the Network), the system of support for implementation of interventions addressing the needs of schools and districts, delivering professional development and facilitating coaching sessions.
- Externally-directed deeper diagnosis, within identified challenge areas, to determine the primary causes of these challenges and to identify supports and interventions
- Periodic determinations and movement among the levels of interventions necessary to result in substantial improvements (described below as the intervention level), based on the extent of each school's challenges and the fidelity exhibited in implementing the school's CAP.

Level 1 and 2 Supports and Interventions

The model that Oregon will use to manage and direct supports and interventions in focus schools is somewhat different from that used with priority schools and is illustrated in the following diagram.



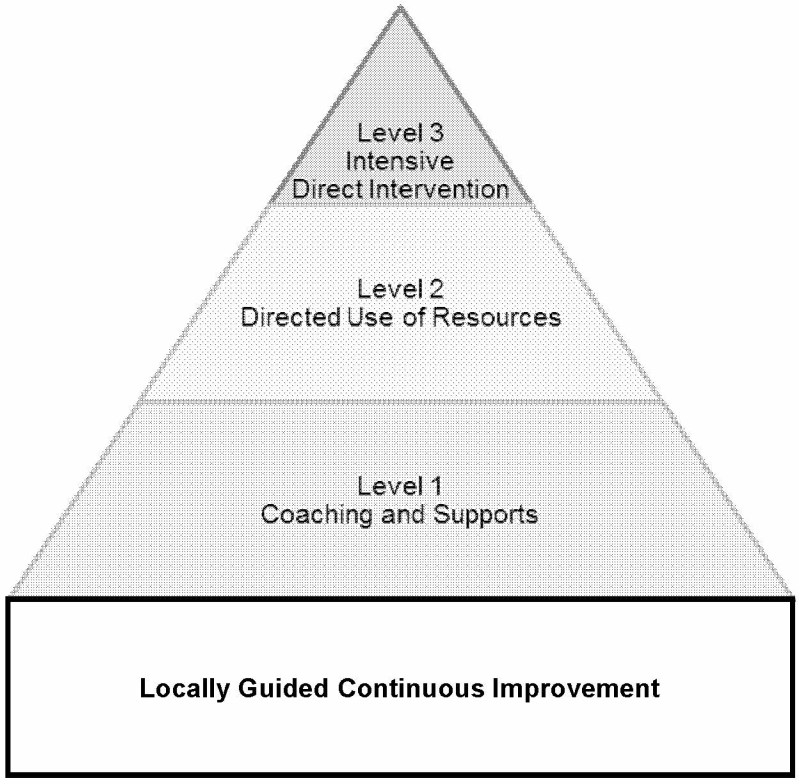
As shown in this diagram, during September 2012, focus schools will complete a self-evaluation guided by a state-appointed Leadership Coach. The results of this self-evaluation will direct the development of a CAP during October 2012. For focus schools, deeper diagnoses targeting one or more of the identified key areas of effectiveness will follow initial development of the CAP and implementation of the plan. This will allow districts and their focus schools to target and begin addressing issues identified through the self-evaluation during the first semester of 2012-13.

Late in the 2012-13 school year, the school appraisal team's report of findings from the

deeper diagnoses will be used to direct revisions to the CAP. These revisions will refine the tasks and budgeting already committed to by the district and will narrow the scope of the CAP to those areas most likely to have a rapid and significant impact on student achievement.

Levels of Intervention

Within Oregon's leveled system of interventions, focus school will be placed in either Level 1 or Level 2.



- **Level 2: Directed Use of Resources** – As with Level 3 (described in section 2.D.iii), districts with schools placed at Level 2 will engage in a deeper diagnostic process through a school appraisal team. Given the demand for resources that these teams will represent, appraisal teams will be delayed until after initial development of the school's CAP but will have the opportunity to provide feedback and guidance on its implementation for years two and three.

  The CAP will be developed using the result of the guided self-evaluation and with some autonomy around the implementation of interventions but with restrictions on the use of federal funds available to the school. Districts will be supported by ODE, the Regional Network Coordinator, and their Leadership Coach 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. The school support team will communicate frequently with ODE and will have an advisory role in their interactions with district and school leadership.

Districts will also be required to set aside a percentage of the district's total federal Title IA funds allocation for use in conjunction with the school's Title I allocation and any supplemental school improvement moneys provided under section 1003a of the Elementary and Secondary Education Act (ESEA) Title IA to ensure identified schools receive needed supports. As with districts with priority schools, districts with focus schools will have any excess funds released once the CAP, including estimated costs of necessary supports, is complete and approved by the state.

- **Level 1: Coaching and Support** – Districts with schools served at Level 1 will engage in a self-evaluation process guided by a state-appointed Leadership Coach. A school level CAP will be developed with some degree of autonomy around the implementation of interventions targeting areas identified in the self-evaluation. Participating in the 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 as necessary.

  Districts with schools at Level 1 will set aside a percentage of the total allocation for all schools at this level. These moneys will be used in conjunction with schools' regular Title I allocation to support needed interventions included in the CAP. As with districts serving Level 2 and 3 schools, funds in this set aside will be released for other uses once the needs identified in the CAP have been projected and approved.

ODE will make the initial placement into the levels of intervention at the beginning of the 2012-13 school year and will announce these placements as a part of the list identifying focus and priority schools. 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 facilitate initial placement in appropriate 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 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	1	Improvement in student achievement over 3 years

trend	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 ten or above will be candidates for Level 2 placement and schools with a score of eight or above a candidate for Level 1 placement. Results of the deeper diagnoses will be examined to make an appropriate final determination.

During summer 2014 the progress of each school will be evaluated to determine movement among 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.

To ensure improvement efforts are lasting, decisions to exit schools from priority or focus status will be made no earlier than summer 2016.

Proposed Interventions for Focus Schools

Focus schools will not be required to address all of the five key areas of effectiveness and/or all of the seven turn around principles. The interventions within focus schools will be targeted only at those areas in which each school is experiencing the most significant challenges, including closing the achievement gap between those subgroups that are the lowest performing compared to the all students group.

For 2012-13, interventions will be decided on from the district and school completing the self-evaluation and having guidance and assistance from the Network, with approval from ODE. These interventions will be implemented in focus schools starting the first semester of 2012-13. After receiving results from a deeper diagnostic process during the 2012-13 school year, focus school CAPs will be revised to reflect the deeper diagnostic findings.

Technical and Adaptive Leadership

Interventions intended for rapid turnaround of focus schools will be needed to meet improvement targets and to close the achievement gap between the all students group and subgroup populations. Districts will review current policies and will revise these as necessary to afford the leaders of focus schools needed flexibility over staffing, schedules, curriculum, and other areas and reduce institutional barriers to reform efforts.

Focus schools are identified because of low performing subgroup populations and need to implement specific interventions based on student needs. Leaders of these schools should be familiar with the research and best practices literature on reducing achievement gaps and be strong advocates for students of color, students with disabilities, English language learners (ELLs), migrant students, and students from low-income families. Principals who have not demonstrated an ability to make improvements in the targeted areas for the focus school will be supported by a school support team, a team of individuals chosen because of their expertise in these areas. Districts should support leaders as they articulate and implement a shared vision of responsibility and success for all students and target school improvement efforts toward the needs of their subgroup populations. Districts may need to support school leaders in examining data on over identification of minorities in special education or excessive involvement of minorities in discipline efforts. Such reviews can be quite revealing and are critical to developing a thorough understanding of the causes and solutions for subgroup underachievement problems.

Interventions in this area will rely heavily on a leadership team composed of principal(s), teachers, and the broader community to bring in multiple strengths and/or ensure the school leadership has access to and participates in professional growth opportunities aimed at areas targeted for school improvement. Districts will ensure access to data at the district, school, classroom, and individual student levels for focus schools to accurately identify their needs, set goals, and monitor overall program performance and student achievement.

Educator Effectiveness

To ensure that focus schools are able to address the particular issues and circumstances contribution to lower outcomes for subgroups or a particular subgroup, the schools will receive support from their districts and from the Network to develop programs, practices, structures and relationships that have proven effective at greatly improving outcomes for students in poverty, students from historically underserved racial and ethnic groups. Focus schools and their districts must be supported in recruiting, hiring, and retaining the most effective teachers in these buildings, as well as in developing and maintaining a culture of high expectations, support and ultimately success for all students across the school community. This will require dedicated leadership and effective professional development.

As with priority schools, districts with focus schools will receive support to develop systems of educator evaluation and effectiveness that are aligned to the state framework. These districts will be guided in developing policies that incent effective teachers to teach in focus schools and prevent ineffective teachers (as determined through evaluations) from seeking or receiving reassignment to focus schools.

Further, the information garnered from teacher evaluations will provide a solid basis for development and implementation of professional development strands addressing cultural competence and accommodation to the needs of all students, with particular attention to

students in low performing subgroups within focus schools. Focus schools will work to structure their schedules to provide ample time to engage teachers in intensive professional learning, peer and team collaboration, continuous self-reflection, and ongoing study of research and evidence-based practice in their content areas. These changes to the schedule of the school day, week, or year will provide teachers with professional improvement opportunities without threatening instructional time and will provide additional time for collaboration.

In schools where achievement gaps are evident among various ethnic groups, an evaluation of the cultural competence of school staff will be conducted and training provided in this area as needed. Additionally, teachers will engage in professional development activities targeting issues related to achievement gaps.

For schools with ELLs who are academically achieving at rates disparate from their peers, school leaders will ensure that teachers incorporate tools of language development into planning and instruction, including strategies for making content accessible and for evaluating and supporting ELL development of English proficiency. Schools will review their service delivery model for ELLs and students with special needs to ensure that students have access to rigorous core instruction aligned to the Common Core State Standards (CCSS) to enable them to meet high academic standards while also addressing their specific linguistic needs and other needs as indicated in their individual education plans programs (IEPs).

Teaching and Learning

The required redesigned or extended school day, week, or year will require reevaluation of curricular offerings and the use of classroom time in instructional delivery. This will also contribute to student success in addressing achievement testing.

The alignment of curriculum, instruction, and standards is key to maximizing student academic achievement. Measurement of this alignment is the first step ensuring effective teaching. In schools where either the self-evaluation or deeper diagnosis indicates that this alignment is a concern, the Surveys of Enacted Curriculum or a similar tool will be used to measure and to establish a baseline on any identified misalignment.

In the case where misalignment of curriculum, instruction, and standards is found, district or school staff will engage in comprehensive alignment effort. This alignment will be accompanied by a review and possible redesign of instructional methods and pedagogy to ensure that the needs of the full spectrum of students (including students with disabilities, ELLs, and students who are academically advanced) will be met through planned curricular offerings.

Where a diagnostic analysis indicates a need, the curriculum review and alignment might include instructional coaching, staff development to support effective pedagogy, or implementation of instructional models, such as Dual Language or Primary Language Literacy. The intervention might also include training in the use of effective formative and summative assessments. Tutoring of students outside the school day targeting areas of needed improvement may also be warranted and would be mandated as needed.

Within this redesign and staff development effort, issues of opportunity to learn must be considered and addressed as needed. Access to and enrollment in courses leading to a

diploma and supporting success on measures of academic achievement must be available to all students. Barriers to enrollment inherent in scheduling or course selection must be eliminated so that students in identified subgroups have clear opportunities in instructional access. Schools with low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Focus schools will put into place policies and practices that will provide needed supports so that students stay on track to graduate, including opportunities for extended learning time in ways that match student schedules and providing appropriately leveled and relevant learning tasks designed to maximize student engagement. Similarly, cultural differentials that may be contributing to low graduation rates must be addressed and overcome if students in identified subgroups are to reach high levels of participation, attendance, and ultimately graduation.

A balance between relevance and rigor is essential to students staying in school. These schools must improve their systems for benchmarking, progress monitoring, and tiered interventions so that teachers are able to provide immediate supports to students prior to course failure. Schools will also institute programs to communicate and instill high expectations and a commitment to graduation, to ease transition into high school, and to support movement from high school to post high school college and career paths.

District and School Structure and Culture

A culture of shared responsibility with a commitment to maximizing achievement and supportive, effective structures within districts and schools form the basis on which teaching and learning can thrive. Interventions in focus schools will address issues of cultural differentiation, inclusivity, school safety, discipline, and other non-academic factors. These may include implementing Positive Behavioral Interventions and Supports (PBIS) or a similar system designed to minimize negative student behaviors. Schools and districts will examine discipline policies and their application, along with patterns of suspensions and expulsions, with particular attention to subgroups and at risk students.

Deeper diagnoses may also identify a need to shift resources to provide additional counseling or wraparound services, hire school resource officers and/or parent liaisons, and ensure buildings are safe, accessible, and welcoming of all students. Reviews of school practices and issues may also identify a need to implement interventions include targeting problem areas such as schoolwide gang abatement, anti-bullying/harassment, or conflict resolution.

Schools with low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Interventions targeting attendance and behavior monitors, tutoring, and counseling may be indicated by the deeper diagnoses.

In focus schools, a review of restrictions to curriculum access will be conducted by school or district staff. These restrictions may include scheduling advanced courses opposite required instruction for ELLs or students with disabilities. Alternatively, prerequisite courses or admissions requirements may restrict access to particular course offerings by students in identified subgroups. In schools where these challenges are identified, scheduling and policy changes will be instituted.

A review of discipline policies and their application across student groups will be included in the deeper diagnosis. It is not uncommon for students in identified subgroups to be disproportionately engaged in discipline systems, more likely to face suspensions or

expulsions, than are their fellow students. Discipline data and associated policies will be evaluated to determine if there are needed interventions to ensure that discipline practices are fairly and appropriately applied and will contribute positively to student achievement outcomes.

Evidence shows that poverty is a primary indicator of a student's ability to achieve educational success. If a student is hungry, homeless, unhealthy, abused or mentally ill, his or her ability to learn is greatly impacted, and often the solution lies in providing wraparound services and support for whole families through the PK-20 education system. Districts with focus schools will be encouraged to examine and support those programs that bring social-service agencies, schools, child care and health organizations together to support children and families in the common goal of getting students to learn. Public and private partnerships must be created to focus community resources and commitment on evidence-based practices that make the most impact on child and youth outcomes.

Family and Community Involvement

Schools and districts will assess policies and practices to ensure relationships with families lead to true collaboration around student achievement. Interventions will be focused 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 will benefit from collaborative partnerships with community organizations, business and service groups, and other districts with successful efforts at engaging diverse communities as these connections are cultivated as part of the school support team's efforts. Oregon's Family Involvement Matters, a district-wide program for engaging families in school level planning for instruction and scheduling, and similar efforts may prove useful in these schools. Other interventions that may prove beneficial include offering parenting education classes in academic skills and/or English language.

Timeline for Focus School Improvement

Rate Schools	
August 2012	The Oregon Department of Education (ODE) will publish a preliminary list of priority, focus and model schools.
September 2012	ODE will publish a final list of priority, focus and model schools.
Conduct Workshop for Identified Schools	
August 2012	Priority, focus and model schools will participate in a workshop where district/school teams will learn about the elements of the Network and their requirements.
August 2012	ODE will award planning grants to districts.
Place Regional Network Coordinators and Leadership Coaches	

By September 2012	Regional Network Coordinators will be hired and assigned to districts within their geographic regions to provide technical assistance to districts and schools and to assist in coordination of Leadership Coaches, school appraisal teams and school support teams.
By September 2012	Leadership Coaches will be hired and placed in focus schools to mentor the school leadership.
Implement Self-Evaluations	
September 2012	ODE will engage Regional Network Coordinators and Leadership Coaches to assist in the process of completing self-evaluations. Districts with focus schools will complete a self-evaluation and submit results to ODE.
Develop Comprehensive Achievement Plans (CAP)	
October 2012	Districts must submit CAPs to ODE for approval. Regional Network Coordinators, Leadership Coaches, and school support teams will support each district with a focus school in developing a CAP. The CAP will be developed in partnership with district leadership, school leadership and staff, parents and community stakeholders.
November 2012	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Implement CAPs	
By December 2012	Districts will engage in full implementation of their approved interventions for the remainder of the 2012-13 school year, supported by the Network, the Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.
Engage in Deeper Diagnoses	
By July 2012	ODE will select diagnostic tools that meet the needs described in this application and are compatible with the statewide longitudinal data system.
By April 2013	The school appraisal teams will conduct deeper diagnostic reviews in focus schools. The teams will complete reports for each school in which a review is done and submit it to ODE, the district, and the school.
By April 2013	ODE and the school appraisal team lead will conduct an exit conference with each district and school to present the results of the review and discuss interventions and next steps.

Revise CAPs	
By June 2013	Districts must submit revised CAPs to ODE for approval. Regional Network Coordinators, Leadership Coaches, and school support teams will support each district with a focus school in developing a CAP. The CAP will be revised in partnership with district leadership, school leadership and staff, parents and community stakeholders.
By July 2013	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Continue Implementation of CAPs	
During 2013-14 school year	Districts will engage in full implementation, supported by the Network, the Regional Network Coordinator, Administrative Coaches, and any district and school support providers approved in the CAP.
Revise CAPs	
By June 2014	Districts must submit revised CAPs to ODE for approval. Regional Network Coordinators, Leadership Coaches, and school support teams will support each district with a focus school in developing a CAP. The CAP will be revised in partnership with district leadership, school leadership and staff, parents and community stakeholders.
By July 2014	ODE will review and approve CAPs. Upon approval, ODE will award implementation grants to districts.
Adjust Levels of Intervention	
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.
During fall 2014	Based on Report Card data and/or level adjustment, districts may need to make revisions to CAPs. Any revisions must be approved by ODE.
Continue Implementation of CAPs	
During 2014-15 school year	Districts will engage in full implementation, supported by the Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.
Adjust Levels of Intervention	
During summer 2015	Districts will receive Oregon Report Cards for 2014-15. Based on achievement data and monitoring of implementation, ODE will identify any districts to move among levels of intervention.

During fall 2015	Based on Report Card data and/or level adjustment, districts may need to make revisions to CAPs. Any revisions must be approved by ODE.
Continue Implementation of CAPs	
During 2015-16 school year	Districts will engage in full implementation, supported by the Network, Regional Network Coordinators, Leadership Coaches, and any district and school support providers approved in the CAP.
Adjust Levels of Intervention	
During Summer 2016	Based on achievement data and monitoring of implementation, ODE will identify any focus schools that have met the criteria for exit or level adjustment.

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.

Change of the type needed in focus schools requires intensive interventions maintained over several years. Given this, interventions with these schools will continue for a minimum of three school years before there is potential for exiting from focus school status.

Following three years of intervention, ODE will work the members of the school support team to evaluate the progress of the school. This evaluation will involve both objective data describing academic achievement and growth and observational evaluations of the fidelity and commitment of school staff in implementing interventions. The criteria for exiting from focus school status are:

Exit Criteria for Focus Elementary and Middle Schools

Category	Criteria
Improvement	To exit from focus status, the school must accomplish significant growth on measures of student academic performance. To measure improvement, each school will be measured against a baseline established as the number of enrolled students meeting standard in reading and in mathematics plus the number of enrolled students not meeting standard but meeting individual growth target in reading and in mathematics divided by the number of tests receiving scores for enrolled students. This baseline, converted to a percentage, will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in focus school status and for each year after that the school remains in focus status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in focus status.

Subgroup Improvement	To exit from focus status, the school must accomplish significant growth on measures of student academic performance. To measure improvement, each school will be measured against a baseline established as the number of students in subgroups meeting standard in reading and in mathematics plus the number of students in subgroups not meeting standard but meeting individual growth target in reading and in mathematics divided by the number of tests receiving scores for students in subgroups. This baseline, converted to a percentage, will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in focus school status and for each year after that the school remains in focus status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in focus status.
School support team evaluation	To exit from focus status, a school must have a consensus evaluation among support team members that the school implemented interventions with fidelity, is likely to continue with the interventions, and that the interventions implemented are likely to continue to deliver needed improvement results if the school is exited from focus school status. No school will be exited from focus school status if that school would meet the criteria for identification for focus school status were a list produced.

Exit Criteria for Focus High Schools

Category	Criteria
Improvement	To exit from focus status, the school must accomplish significant growth on measures of student academic performance. To measure improvement, each school will be measured against a baseline established as the number of enrolled students meeting standard in reading and in mathematics plus the number of enrolled students not meeting standard but meeting individual growth target in reading and in mathematics divided by the number of tests receiving scores for enrolled students. This baseline, converted to a percentage, will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in focus school status and for each year after that the school remains in focus status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in focus status.
Graduation Rate	To exit from focus status, the school must accomplish significant growth in graduation rate. To measure improvement, each school will be measured against a baseline established as the current graduation rate as reported on the school's annual report card. This baseline will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in focus school status and for each year after that the school remains in focus status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in focus status.

Subgroup Graduation Rate	To exit from focus status, the school must accomplish significant growth in graduation rate. To measure improvement, each school will be measured against a baseline established as the current graduation rate for students in subgroups as reported on the school's annual report card. This baseline will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in focus school status and for each year after that the school remains in focus status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in focus status.
Subgroup Improvement	To exit from focus status, the school must accomplish significant growth on measures of student academic performance. To measure improvement, each school will be measured against a baseline established as the number of students in subgroups meeting standard in reading and in mathematics plus the number of students in subgroups not meeting standard but meeting individual growth target in reading and in mathematics divided by the number of tests receiving scores for students in subgroups. This baseline, converted to a percentage, will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in focus school status and for each year after that the school remains in focus status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in focus status.
School support team evaluation	To exit from focus status, a school must have a consensus evaluation among support team members that the school implemented interventions were implemented with fidelity, is likely to continue with the interventions, and that the interventions implemented are likely to continue and to deliver needed improvement results if the school is exited from focus school status. No school will be exited from focus school status if that school would meet the criteria for identification for focus school status were a list produced.

These criteria, with the exception of the evaluation by the school support team, directly relate to the criteria used to identify schools as focus schools. ODE will leverage support teams and other education partners in the development of necessary rubrics and other specifics to ensure proper results.

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.

Oregon is advancing a theory of reform that is built on developing a state infrastructure that can support continuous improvement for all schools. Within that infrastructure, Oregon is also committed to reviewing, monitoring and giving guidance and support to the districts with Title I

schools that are struggling most to contribute to the outcomes that Oregon wants for all students, regardless of background. Besides the regular and ongoing monitoring of district federal programs and funding that the Oregon Department of Education (ODE) conducts across the state, the agency will annually monitor the progress and growth of all Title I schools by examining and analyzing available data.

In 2012-13, ODE will use the information provided by the interim accountability system (described in Principle 2), to evaluate the Title I schools (apart from focus and priority) that appear to be struggling most. ODE will flag for review those schools that: (1) are not making progress in improving student achievement as reflected by a rating of In Need of Improvement on the Oregon Report Card; (2) have failed to meet required participation rates for any subgroup in reading or math; or (3) have failed for two or more years to make progress in improving the achievement of subgroups as measured against an annual measurable objective (AMO), as reflected in adequate yearly progress (AYP) reports. In 2013-14 and beyond, Oregon's accountability system will flag for review:

- Those schools that receive the lowest rating in one or more of the following areas: (a) proficiency; (b) growth; (c) subgroup growth; (d) ready and engaged; or (e) graduation and beyond;
- Those schools that fail to meet required participation rates for any subgroup in reading and math; or
- Those schools that fail to make progress in improving the achievement of subgroups as measured against an annual measurable objective (AMO).

ODE will notify districts with a list of Title I schools that meet any of the above criteria in September of each year and require the district to ensure that each school's annual improvement plan addresses the issue that was identified.

In addition, using the criteria listed above to create a list of schools needing further review, ODE will then look deeper and broader at historical data on progress, achievement and participation; and quantitative analysis of structures, programs and practices. In particular, ODE will conduct a review of the flagged Title I schools and evaluate the following criteria for each:

- Student achievement levels
- Number of years identified as needing improvement
- Whether recent improvement in the key areas of effectiveness has occurred determined by diagnosis and progress monitoring
- Whether improvement is likely to be evidenced in the next set of student achievement data, based on diagnosis and progress monitoring
- Severity of student performance deficiencies for the all students group and/or subgroups
- Those districts that fail to make progress toward the goals set on key measures as identified on the Achievement Compacts.

Analysis of these criteria will result in approximately 15-20 schools being identified for potential state-directed support by October 15, 2012. While resources and state capacity will require that districts with priority and focus schools receive deeper diagnosis and support through the school appraisal and support teams first, Oregon's Chief Education Officer (CEdO) will be engaging with districts and their boards beginning in September 2012 to ensure that they are aware of the state supports and resources that are available, as well as the potential for intervention outside

of the focus and priority designations.

Where ODE determines that the criteria suggest need for supporting the district in developing and implementing an improvement plan for the additional struggling schools, ODE will assign a Regional Network Coordinator to support the district in completing a self-evaluation. As described further below, ODE will provide every district in the state with access to, and training in, delivering a comprehensive self-evaluation to identify key areas in need of support. All districts will be provided training and encouraged to engage in the self-evaluation, and any district with a focus or priority school or school identified for supports as set forth in this section will be required to complete the self-evaluation. From the self-evaluation, these schools will be supported in undergoing a customized planning process and in developing a plan for system change which may include interventions selected from among those described for priority and focus schools in sections 2.D.iii and 2.E.ii.

For the districts with schools needing additional state support, districts will be notified by October 15, 2012 that they are being assigned a Regional Network Coordinator to assist with the process of completing a self-evaluation and review of the school's existing school improvement plan by December 2012, for implementation during the remainder of the 2012-13 year. The Regional Network Coordinator will work with the schools to ensure that their revised improvement plans address the causes of the school's deficiencies in student outcomes and will support implementation. For example, a Title I elementary school with low rates of achievement in third grade reading might work with the school and district to ensure the school's improvement plan includes development of a Response to Intervention system. The Regional Network Coordinator would also ensure that the school was provided with access to the Continuous Improvement Network (the Network) and its various partners to provide the school with peer and expert support in implementing the program. In a second example, a Regional Network Coordinator might work with a Title I high school that has failed to meet participation rates for Black/African American students on the Oregon Assessment of Knowledge and Skills (OAKS) test to develop a plan for communicating with students and families about the importance of participating, along with professional development to staff on how to identify and address barriers to participation for this subgroup.

Moving forward, as described in Section 2.G, the Oregon Education Investment Board (OEIB) will address other potential mechanisms for driving district and school improvement, such as incentive and strategic funding. These tools, along with a state system designed to deliver support for student outcomes, will ensure that all Title I schools are focused on improving student outcomes.

For Oregon's Title I schools that make outstanding progress, the CEdO and Superintendent will recognize them in the potential forms of a recognition event, a press release, and/or a letter of acknowledgement and award. In addition, these 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 media. Because of the significant growth these schools will experience, there is significant potential for successful schools in this group to be identified as Distinguished Title I Schools as described in the Elementary and Secondary Education Act (ESEA) Title IA Section 1117(b)(2).

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.

Principles for Improving 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 concept 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 partial freedom to innovate and evolve in ways that lead to sustained improvement and student success.

Oregon believes that real and sustained school and district improvement will only occur through the redesign of school and district systems and supports targeting technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement. Oregon will insist that districts engage in a 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. By focusing expectations, supports, and investments at the district level will allow 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.

Led by the Oregon Department of Education (ODE), Regional Network Coordinators, Leadership Coaches, and school appraisal and support team, 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, identify appropriate interventions, and create Comprehensive Achievement Plans (CAPs) for districts and schools.

Designated Roles in Delivery of Continuous Improvement Efforts

ODE has begun and will continue to work to engage with the field and, the Governor's Office, and the Oregon Educational Investment Board (OEIB) to develop new roles and structures necessary to implement and operate a leveled system of interventions and supports. During summer 2012, ODE will create job descriptions, and oversee recruiting and training of Regional Network Coordinators, Leadership Coaches, school appraisal teams, and school support teams.

The various roles and responsibilities are set forth below:

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

- lead implementation of the statewide system of support
- provide technical assistance to districts and educators
- produce and distribute school and district report cards
- identify and place focus and priority schools in intervention levels
- select and implement a set of tools and processes for conducting district self-evaluation, focused on the five key areas of effectiveness, and to support deeper diagnoses
- allocate and disburse school improvement funds
- oversee the recruitment, training, assignment, and management of Regional Network Coordinators, Leadership Coaches, school appraisal teams, and mentors and/or consultants who will serve on school support teams
- approve district CAPs for priority and focus schools
- provide oversight and monitoring of district CAPs
- provide oversight of, and facilitate and support district participation in the Continuous Improvement Network (the Network)
- provide oversight and facilitation of data collection, analysis and reporting.

The Regional Network Coordinators will:

- participate in training needed to prepare for and continue their role
- provide professional development and assistance to priority and focus schools and other Title I schools identified in need of support in completing a self-evaluation and planning
- facilitate the selection of school support team members, specialists, mentors and/or consultants for priority and focus schools
- assist ODE, priority and focus schools, and school appraisal teams with deeper diagnoses coordination
- assist districts and school appraisal teams in selecting and describing appropriate interventions based on the level of intervention, self-evaluation, and deeper diagnoses
- support ODE in oversight and monitoring of district CAPs and evaluating the quality of implementation

- facilitate and support district participation in the Network.

The Leadership Coaches will:

- provide technical assistance and support to priority and focus schools in completing a self-evaluation
- participate in scheduled trainings to learn more about their role and available resources
- work closely with school leadership teams to facilitate implementation of the CAP
- fully participate in the school support team for their assigned schools
- participate in networking opportunities to gather successful implementation strategies from other schools
- assist school leadership in identifying and enlisting external resources to support CAP implementation
- provide mentoring to leadership staff supporting their professional growth and development.

The School Appraisal Teams will:

- participate in training needed to prepare for their role
- review and analyze the results of self-evaluations and available data describing school programs and outcomes
- select from among approved diagnostic tools those appropriate for each school and conduct deeper diagnoses of areas indicated for improvement
- create and submit a report of the results of the deeper diagnoses and prescribed interventions
- assist ODE in continued diagnoses as needed.

The School Support Teams will:

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

Composition of School 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, and other education roles
- have experience in successful school turnaround efforts
- represent schools/districts with similar demographic characteristics to the extent this is practical
- include members of diverse populations.

Annual Self-Evaluation

ODE has confirmed the selection of Indistar, an indicator-driven evaluation and planning tool developed by the Center on Innovation and Improvement (CII), as the tool that will lead schools through an annual self-evaluation process. In Oregon, Indistar will be rebranded as the Customized Planning Process Tool and will incorporate both school and district level planning across multiple programs.

The initial phase of self-evaluation will describe current status in the school relative to a number of best practice indicators. The result of this evaluation will serve as an initial screener in preparation for deeper diagnosis of challenges in identified priority schools. We are confident that the tool will provide the information needed to target deeper diagnostics and to improve the efficiency of that effort. School responses to indicators included in the tool can direct school appraisal teams to areas of concern requiring further diagnosis during the appraisal visit. This direction can improve efficiency of the appraisal team and allow them to focus their attention on specific concerns rather than broadly collect information that may not be of value in identifying the schools particular challenges and needs.

With support from CII, ODE has worked to structure the tool so that it can guide district and school personnel in examining progress in each of the five key areas of effectiveness: technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement. For focus and priority schools, the tool will target appraisal teams toward appropriate areas of concern. For all other schools, it will provide powerful information on which to focus efforts. For the state, it will serve as an important data collection for identifying best practices or areas of concern to be addressed through the Network.

Deeper Diagnosis and Prescribed Interventions

Working with Regional Network Coordinators, districts with priority schools will use the results of their annual self-evaluations targeting the five key areas of effectiveness to determine which of the key areas warrant a deeper diagnosis to examine weaknesses impacting student achievement and to learn more about areas of strength. Few schools will need deeper diagnostics in all areas, but many priority schools are expected to need deeper diagnostics in more than one of the five areas. For districts with priority and focus schools, a Leadership Coach, assigned shortly after the schools are identified, will provide support in completing the self-evaluation, and will assist school appraisal teams in conducting the indicated deeper diagnoses. The school appraisal team will collect multiple measures of descriptive data illuminating conditions within identified schools and their districts. The school appraisal team will collect and analyze broad categories of data from many sources.

Initial evaluation by the school appraisal teams will be based on the school's self-evaluation in conjunction with extensive student achievement data included in the statewide assessment system and any local assessment and demographic data available both within the state data system and held at the school. This analysis will be followed by a school site visit using structured interview protocols targeting school staff by role and responsibility. In support of these data, surveys and focus groups involving staff, parents, and other stakeholders; quality assurance reviews; and analyses of district and school policies and practices will be conducted where a need is evident.

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. During the summer of 2012, ODE will determine which tools specifically to be used in deeper diagnostics.

The school appraisal team's report for the school will prescribe specific interventions and needed supports addressing each of the five key areas of effectiveness which were demonstrated above to align to the turnaround principles. This report will form the basis for improvement efforts moving forward.

Developing a Comprehensive Achievement Plan

Starting in the 2012-13 school year, each district that has priority or focus schools develop a single, district-wide CAP that includes strategies, tasks, and budgets for each identified school. Given the school appraisal team's report of findings and prescribed interventions and supports, the district and school will work with the Regional Network Coordinators and the school's Leadership Coach to create a task plan and budget implementing the needed interventions. The Leadership Coach, in coordination with the Regional Network Coordinator, will 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 will include:

- for each school identified as a priority or focus school, a unique action plan with strategies, tasks, and budgeting to implement the interventions identified by the school appraisal team and any locally identified interventions
- the process for engaging Leadership Coaches, mentors, organizations, or experts supporting the implementation of interventions
- annual measurable goals tailored to each school and based on empirical data for improvement in the identified areas
- details on monitoring and reporting progress toward implementation.

ODE will review and approve the CAP. The CAP will address all of the federal turnaround principles and will demonstrate a commitment to implementing all of the interventions prescribed by the school appraisal team and to true, sustainable reform. The plan will describe:

1. The approach to achieving systemic changes in its priority and focus school(s). For each identified building, addressing all aspects of the report resulting from deeper diagnoses, this will include:

    - A response to each of the indicators included in the self-evaluation tool indicating both priority and ease of implementation for each indicator
    - School level and district level interventions or strategies for implementing each key indicator
    - Explicit descriptions of full implementation for each indicator the school elects to address
    - A detailed budget for each indicator

- A timeline indicating tasks and who is responsible for oversight of 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 school.
3. The district's approach to recruiting, screening, and selecting any external partners to provide expertise, support, and assistance to the district or school.
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 minimally describe uses of results from 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 interventions at each identified school and how the district will know that planned interventions and strategies are working.

Continuous Improvement Network

To date, 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 or the Network. To offer maximum improvement for priority schools, one aspect of 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 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 (OSBA) 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 (CCSS), 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 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 the Network is to shift the focus from intervention to prevention. The annual self-evaluation 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-evaluation will be required for priority and focus schools 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 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.

Monitoring of Improvement Efforts

The Customized Planning Process, built on the Indistar platform, supports district and school level self-evaluation, plan development, and monitoring and reporting on plan progress. Because the tool is web-delivered and all data are held in common across the state, it is not necessary for districts or schools to prepare and submit separate plans and reports of progress. Staff in districts will create plans indicating responsibilities and timelines for tasks and will continually follow-up with a record of accomplishment and task completion. Staff at all levels will have access to these data. State level staff can access both district and school level data from across the state while district level staff can access school level data from within the district. This access can facilitate the evaluation of successes and challenges within and across schools. This evaluation information can be used to target technical assistance to schools and to initiate early intervention so that tasks for which schools or districts lack capacity can be supported in a timely manner.

While the CAP presents an opportunity for ongoing monitoring, it also includes features supporting periodic reporting on progress in a more formal version. This will be valuable as decisions on extending and redirecting funding and other resources are contemplated.

Monitoring Priority Schools

Priority schools represent an extension of Oregon's existing work with School Improvement Grant (SIG) schools. This program, soon completing its second year is maturing and has presented the opportunity to develop systems for monitoring and oversight. ODE has established protocols for management of this program and for fiscal controls. These protocols will be extended to the priority schools.

The current SIG monitoring effort, confirmed as the plan for monitoring priority schools as well, includes:

- Annual revision of established and approved plans to reflect changes in direction and alternative interventions identified as a result of implementation
- Quarterly reporting of program progress and expenditures for review by ODE staff
- Annual reporting of overall progress with an evaluation describing identified successes and failures, needed policy and practice changes, and barriers to implementation
- Annual formal school visits to elicit the evidence and perspectives of a broad constituency within the school, including leadership staff, instructional and classroom support staff, students, and parents within the school
- Annual formal visits with district level staff working in support of schools improvement

efforts to confirm evidence and perceptions about successes and challenges within the schools
- Reviews and observations of implementation of planned improvement efforts to confirm that intervention implementation is occurring and that selected and implemented interventions are having the desired impact on the behaviors of both adults and students in the school and on student achievement
- Frequent budget discussions confirming the appropriateness of planned expenditures and providing needed flexibility in support of improvement efforts.

The expansion of Oregon's existing statewide system of support into the Network will provide additional opportunities for monitoring and oversight. The school appraisal teams will be available to conduct second round reviews of schools in cases where it appears that interventions are not having the desired impact. This can provide both incentive and information for redirecting the efforts of school staff. Similarly, school support teams will be in an opportune position to evaluate and report on school level efforts at implementation and to identify barriers and hindrances that can be overcome through resource allocation or policy adjustments.

Monitoring Focus Schools

Focus schools will be monitored in ways very similar to priority schools. They will be tasked with using the Customized Planning Process tool just as the priority schools do thereby be making the same data available for review by supporting staff at the district and state levels. Data from the CAP tool will be used in much the same way as priority schools' data.

Monitoring of focus schools will include:

- Annual revision of established and approved plans to reflect changes in direction and alternative interventions identified as result experience with implementation
- Annual reporting of overall progress with an evaluation describing identified successes and failures, needed policy and practice changes, and barriers to implementation
- Occasional formal school visits to elicit the perspectives of a broad constituency within the school including leadership staff, instructional and classroom support staff, students, and parents within the school
- Occasional formal discussions with district level staff working in support of school improvement efforts to confirm perceptions about successes and challenges within the schools
- Reviews of implementation and outcome data describing planned improvement efforts to confirm that intervention implementation is occurring and that selected and implemented interventions are having the desired impact on the behaviors of both adults and students in the school and on student achievement
- Budget discussions confirming the appropriateness of planned expenditures and providing needed flexibility in support of improvement efforts.

The expansion of Oregon's existing statewide system of support into the Network will also have an impact on focus school oversight. The school appraisal teams will be tapped to conduct second round reviews of some of the focus schools where reports indicate such a need. School support teams will be in a position to provide insight into school level efforts.

Ensuring Accountability for Progress

Districts that identify barriers to or failures in implementation or fail to meet outcome targets for particular interventions will be counseled and provided technical assistance as needed to complete documentation and to support task completion. They will be required to modify plans indicating new tasks and budgeting and to seek approval by ODE to implement those changes.

Accountability for Priority Schools

For priority schools that, following implementation of the prescribed interventions, do not show acceptable progress in student achievement, ODE will direct the school to implement some or all components of the turnaround model as described in USED's SIG guidance. This would include:

- Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: Screen all existing staff and rehire no more than 50 percent; and select new staff;
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and implement strategies that provide increased learning time; and
- Provide appropriate social-emotional and community-oriented services and supports for students.

Accountability for Focus Schools

For focus schools that, following implementation of the selected interventions, do not show

acceptable progress in student achievement, ODE will direct the school to implement some or all components of the transformation model as described in USED's SIG guidance. This would include:

- Replace the principal who led the school prior to commencement of the transformation model;
- Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: 1) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2) are designed and developed with teacher and principal involvement;
- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Leveraging Funds for Improvement Efforts

Directing Title I and Other Federal Funds

To establish and augment district capacity to successfully implement necessary interventions in priority, focus and other Title I schools and for state support to be provided to these districts, Oregon will assist districts in leveraging funds and require portions of Title I monies be set aside for implementation of interventions. Improvement funds allocated to schools under ESEA Title IA section 1003a were previously given as grants to schools in improvement status. These funds will be redirected to priority and focus schools.

Use of funds and selection of interventions will be largely directed by ODE with regard to priority schools, with significant collaboration and input from the districts. The CAP will provide specifics about implementing and funding of interventions addressing the turnaround principles through Oregon's five key areas of effectiveness. Districts will also be required to describe in their CAPs how they will leverage other funding sources to create a cohesive and aligned system of continuous improvement that breaks down any dysfunctional silos preventing students from achieving.

Districts with priority and focus schools, beginning with the first full year of implementation of interventions, will be required to set aside up to 20 percent of their district-wide Title IA allocation to be used in conjunction with the school's Title IA allocation and any supplemental improvement funds (1003a) in support of improvement efforts. Excess funds in this district set aside will be released for other uses once the funding requirements for the CAP have been

approved.

This requirement will be similar for other Title I schools that are identified as priorities for state improvement and support as outlined in above. Districts with schools identified in this category will be notified of their status by October each year coincident with the publication of the Oregon Report Card. With initial identification, schools will use a required ten percent school level set aside to support planning and initial implementation, which will begin no later than December 2012. No district will be required to set aside more than 20 percent of their Title IA allocation for improvement efforts no matter how many priority, focus, and/or other Title I schools in need of improvement exist within their district.

In the spring following notification, districts with identified schools will set aside a portion of the appropriate district level Title IA funds, or an amount equivalent to this, to be targeted at the necessary improvement interventions. This set aside may be as much as 20 percent but the final amount will depend on the number of schools within the district identified as in need of improvement.

Under these waivers, designation of districts as in need of improvement will no longer take place. Under section 1116(c)(7)(A)(iii) of ESEA Title IA, districts identified as in need of improvement are required to set aside at least ten percent of the district's total Title IA allocation to support staff development needs of teachers across the district regardless of whether the teacher works in a Title IA funded school or not. Because districts will no longer be designated as in need of improvement, the provision of section 1116(c)(7)(A)(iii) requiring this set aside will no longer apply. As of the 2012-13 school year, these funds will only be available for use within Title IA funded schools.

Focusing State Investment on Education Outcomes

As with many states in the union, Oregon is suffering from a severe and long-lasting economic downtown. The Governor has, time and again, recognized that our education system is underfunded at all levels, and is working to contain costs of health care and corrections in order to free up dollars to invest in education. However, the Governor also believes that, to reach the 40/40/20 Goal, it will also take much better investment of the dollars we have.

Billions of dollars of the state's general fund are invested in education each biennium, with 98 percent of that amount flowing through the hundreds of entities delivering education. For those entities, Oregon's education funding is centered on inputs and enrollments across the education continuum. Budgets are too frequently developed, both at the state and local levels, based on current service levels without consideration or prioritization of the outcomes sought to be achieved. Ultimately, Oregon must shift delivery of education from something static to something that is constantly innovating and improving. 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.

As various measures point us to those regions and institutions that are outperforming others, the list of programs and practices will be constantly refined and updated. For 2013-15, the Governor has indicated an interest in considering strategic investments of state and local

funds in evidence-based programs and practices such as:

- Closing achievement gaps: Each strategy for improving educational outcomes is aimed at improving and accelerating learning for all students, but Oregon must be courageous in addressing the achievement gaps that exist in our state between particular student groups and all students. We must make specific targeted investments aimed at ensuring progress for those student groups who are furthest from reaching outcomes. By specifically investing in programs and practices that have proven effective at greatly improving outcomes for students in poverty, students from historically underachieving racial and ethnic groups, English language learners (ELLs), and migrant and highly mobile students, we will have an even greater opportunity for significant gains. Oregon must invest in programs such as preschool and kindergarten jump-start programs, extended day and summer learning time, bilingual education programs, culturally specific engagement and education for parents and caregivers, and mentoring programs aimed at first-generation college students.

- Teacher and leader effectiveness: Of all the in-school factors influencing a student's success, effective teaching is the most significant. Oregon's investment in education must prioritize supporting early learning educators, teachers, administrators, school personnel specialists, post-secondary faculty and all system educators in doing their best work to improve student achievement, at every stage of their public school education. Additionally, Oregon must develop a strong pipeline of instructional leaders to positively impact teaching and learning processes. These efforts should be aligned, including educator preparation, licensing or credentialing; diverse and high quality preparation; candidate recruitment; and mentorship of new teachers and leaders; and ongoing, meaningful performance evaluations and professional development opportunities for all educators and learning support personnel.

- Support for instruction in Science, Technology, Engineering and Math (STEM): In light of the emerging consumer economies of China, Brazil, and India, long-term economic growth is heavily dependent on growing the number of workers with STEM degrees—science, technology, engineering, and math. STEM graduates drive innovation, boost productivity, and ensure workers remain competitive in global export markets. Currently Oregon's education system is producing only about one third of the STEM graduates employers will need to satisfy new openings and replace the positions of retiring baby boomers. Investments in STEM education are required to lift the math and science skills of younger learners, expose students to exciting STEM careers, and ensure access and affordability of degree attainment. These investments must include a review of the depth of STEM preparation for Oregon educators, particularly in the early grades, reviewing the depth of STEM curriculum across the PK-20 system, and incentives for obtaining STEM related degrees, certificates or other related post-secondary achievements.

- Models that promote flexibility, innovation and individualized learning: Across high school and, to some extent, community college, the system suffers both financial and human costs with the inflexible and antiquated system of earning credit only through seat time. Students who fail a course in high school or enter community college ill prepared are required to repeat whole semesters rather than spending a few weeks or months demonstrating the skills or knowledge they lack. Students who could excel are

held to the pace of the group, and may be asked to sit in study halls when they could be earning college credits through community college or on-line courses. The state must allow and incent districts and community colleges to design more individualized, innovative, flexible ways of delivering content, awarding credit, and tackling credit recovery and developmental education. Evidence is clear that students learn at their own pace and in their own way. Outcomes will be improved by offering opportunities for students to move more quickly through content they know, to dig in more deeply to content that engages them, and to receive more directed support on the areas in which they struggle.

Building District and School Capacity to Improve Student Learning

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 noted above, the Chief Education Officer (CEdO) will lead the transformation of Oregon's public education system from preschool through higher education. The CEdO 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.

Oregon's CEdO, Dr. Crew, will oversee the process of ensuring all school districts and Education Service Districts (ESDs) enter into achievement compacts with the OEIB by July 1, 2012, and annually thereafter, representing a coordinated effort to set goals and report results focused on common outcomes and measures of progress in all stages of learning and for all groups of learners. As achievement compacts and deeper diagnostic measures point to those districts and regions that are outperforming others, the OEIB will steer the state's investment toward the programs, services, tools, leverage points, and the community strategies that will make the biggest difference for learning.

For districts that fail to meet reasonable expectations of improvement and success, the CEdO will engage the district and its board in a discussion of the supports, partnerships, professional development, investments and structural changes necessary to ensure the needs of students, and the state, are being met. Further, the CEdO and OEIB will, in the coming year, review district progress toward goals and engage in dialogue around the appropriate incentives, supports, interventions, or consequences necessary to ensure Oregon is on the path to achieving the 40/40/20 Goal.

Robust Early Learning System

Senate Bill 909 also created the Early Learning Council (ELC), 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. HB 4165, which was recommended by the ELC and supported by the OEIB, passed in 2012. That legislation streamlines and coordinates administration of early learning, begins a process of improving accountability through community based coordinators

of early learning services, initiates quality rating and improvement system for early learning and development programs, directs implementation of early screening tools and a kindergarten readiness assessment, and directs the ELC to create a global budgeting, or the comprehensive children's budget, approach as part of the 2013-15 budget process.

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.

Through the work of the ELC 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.

Last month, USED invited Oregon to apply for the second round of Race to the Top Early Learning Challenge, making it eligible for up to $25 million to support the state's early learning transformation.

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 USED, will help meet the requirements for this new, comprehensive data system. Project ALDER envisions the creation of a 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 ELLs. 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.

Research and Dissemination of Best Practices

Having achieved national attention as a leader in data-driven instruction, Oregon is working to build its capacity to not only collect and use data at the classroom level, but to research that data and provide much deeper analysis of what is working across the continuum. Research and data will allow educators to become more rigorous about predicting the likelihood of dropping out on a student-by-student basis and understanding which conditions—inside and outside the school—raise the odds of graduation. Teachers need reliable and vetted resources proven effective with the learners in their classrooms, particularly those that are at risk for low achievement.

Further, the state will examine the best ways to use the Network as a viable and effective strategy for disseminating research and best practices to all educators and communities. Collection and distribution of a high quality, comprehensive body of knowledge, expertise and research on proven or promising practices will provide a central way to collaborate with other educators across the state facing common challenges. As noted above, Oregon's existing ESDs – which receive an allocation from the State School Fund to provide school improvement services, research, technology, and shared administrative services to component districts – will continue in that role as either a provider or a member of the Network.

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, ELLs, 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, and Kellam, 2001). Alternately, students are more likely to meet the behavioral expectations of the school if they are proficient readers (McIntosh, Horner, Chard, Boland, and 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. The expected outcomes from the OSEP grant will be the development of an infrastructure for implementation of CCSS expectations that ensures instructional alignment for all students, including students with disabilities, no matter their placement. The in-depth technical assistance framework for applying evidence-based practices to CCSS expectations will impact all students and schools within the district and intentionally address those needing the most support. Through the use of Scaling Up principles, districts participating in the grant will have a deep understanding and ability to apply the scaling principles to develop sustainable practices that align to instructional decision-making 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.

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.

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.

The OEIB has signaled a strong interest in investing in wraparound services and community school models that bring social-service agencies, schools, child care and health organizations together to support children and families in the common goal of getting students to learn. Public and private partnerships must be created to focus community resources and commitment on evidence-based practices that make the most impact on child and youth

outcomes.

Communication with Oregon's Districts and Other Educational Partners

Communication with districts regarding the impact of the approved waivers is a critical element of ODE's planned activities. To date, ODE has participated in a number of statewide conferences addressing planning for improvement and efforts in districts relative to ESEA. Moving forward, these efforts will continue as opportunities present themselves. ODE recognizes that such efforts may not reach all interested parties, however, and will be using the following forums for targeted communication to district and school staff as well as interested members of the broader education community:

- ODE's annual ESEA conference (Odyssey 2012 and subsequent Odyssey conferences) will provide several sessions specifically addressing the waiver. The target audience for this conference is district federal program coordinators.
- On August 13 and 16, 2012, ODE will host single-day sessions for leadership teams from schools identified as priority, focus, or model schools. Each team will include district personnel. These sessions will provide all necessary information, requirements and needed training to schools as they initiate their improvement efforts for the 2012-13 school year. ODE will host such sessions each year for schools and districts.
- ODE hosts quarterly Title IA Coordinator Conversations with district federal program coordinators. These provide a forum for discussion of waiver activities and the impact of proposed changes, among other ESEA topics.
- ODE maintains listservs for all superintendents of schools in Oregon and separately for all federal program coordinators. These listservs provide an opportunity to communicate directly to involved parties at school districts and to provide frequent, brief updates of needed information.
- Informational sessions, along with trainings and professional development, will be conducted at least quarterly for those involved in the Network, including Regional Network Coordinators, Leadership Coaches. District and school staff, school appraisal teams and school support teams will be involved as necessary.
- Throughout the year, districts, ESDs and other educational partner organizations invite ODE staff members and the Governor's office staff to conduct sessions on educational updates for a wide variety of audiences.
- ODE is committed to communication with districts, other educational partners, and stakeholders through its website, where regular updates and relevant information is posted.

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.

Option A	**Option B**
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: 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).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: 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.

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 for the past eight months to develop guidelines aligned with the Elementary and Secondary Education Act (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, the Oregon Department of Education (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.

Organizations that have played key roles in the educator effectiveness and evaluation work include:

- 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 and private)
- Stand for Children (nonprofit)
- Chalkboard Project (non-profit)
- Northwest Regional Comprehensive Center (NWRCC)
- 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 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 (CCSSO), organized to engage cross-state action on key education workforce issues.
2011	Senate Bill 290	Legislation required 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	Oregon Administrative Rule (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 252	Legislation established the District Collaboration Grant to 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 TPAC 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, and direct 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		TSPC adopted the *Learning Forward Standards* for professional development; educators' continuing professional development for license renewal must be aligned to the standards.
2012	OAR 581-022-1723 Revised	Governor John Kitzhaber requested the State Board to clarify, in rulemaking, the state's intentions and provide more specific guidance to school districts as they design their teacher and administrator evaluation systems consistent with Senate Bill 290 and the Elementary and Secondary Education Act (ESEA) waiver criteria. The Governor's letter, dated March 6, 2012, is attached (see Attachment 16).

Goal of Developing Effective Educator Evaluation and Support Systems

Evaluation matters because good teaching and good leadership are the most critical in-school factors contributing to a student's learning and success. The state and local school districts have a shared responsibility to support professional growth and practice of teachers and administrators through continual, job-embedded professional development and other ongoing professional learning opportunities. Meaningful evaluations are an important tool, among others, in a wider system supporting the professional growth process for each teacher and administrator. 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 to meet 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.

Oregon believes that these goals can only be met by developing systems of educator evaluation and support that engender trust, enhance professional learning, and motivate collaboration, shared responsibility and continuous improvement. For that reason, the Governor, Chief Education Officer (CEdO), State Board of Education, and ODE are united with a broad constituency of stakeholder groups in the following commitments:

- No public reporting of individual teacher data
- Not supporting the use of standardized assessment data as the sole measure of student learning
- Not supporting student growth as the sole component on which to base evaluation
- Agreement that for an educator evaluation system to drive improvement of student outcomes, the data and information it provides must be used to improve instructional practices.

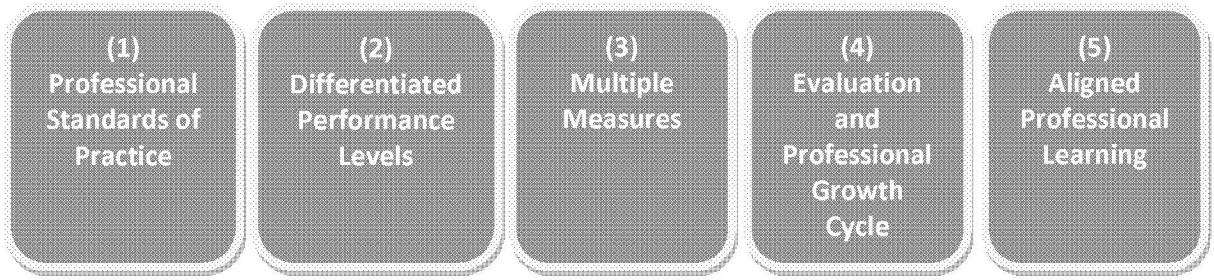
Overview of Oregon's Proposed Guidelines for Educator Evaluation and Support Systems

The Educator Effectiveness Workgroup, established through the ESEA Flexibility Waiver process, is developing state guidelines for local evaluation and support systems. The Oregon Framework for Teacher and Administrator Evaluation and Support Systems incorporates 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 ESEA waiver criteria set forth in this application. Oregon has school districts already leading the way in developing strong and meaningful evaluation systems, including those participating in the Creative Leadership Achieves Student Success (CLASS) Project and Teacher Incentive Fund (TIF) grants, and others. 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.

Teacher and administrator evaluation and support systems in all Oregon school districts must

include the following five elements:



These five required elements establish the parameters for local evaluation and support systems. The framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

The state will provide model research-based evaluation processes that comply with the state guidelines. To ensure local evaluation systems are valid, reliable and consistent with state guidelines, district evaluation systems must include the required elements described in the Framework. Districts may elect to use models provided by the state or develop a local evaluation and support system that ODE determines meets or exceeds state guidelines. The state guidelines will ensure that local systems are rigorous and designed to support professional growth, accountability, and student achievement. In addition to state approval by fall 2013, districts will be required to submit their local evaluation systems to a Peer Review Panel to ensure not only compliance with the state requirements, but also to strengthen and validate the systems across the state. The review will result in a plan for technical assistance if needed and/or identification of best practices to share statewide.

Oregon's Framework includes criteria for both teacher and administrator (i.e., principals, vice principals) evaluation and support systems.

Oregon's state guidelines are nearing completion. 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 summer 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 Flexibility criteria. The column on the right provides a summary of the adopted statute and rules followed by a description of proposed guidelines.

ESEA Flexibility Criteria	Oregon's Adopted Statute/Rules and Proposed State Guidelines
a. Used for continual improvement of instruction	**Statute and Rule:** **Senate Bill 290 and OAR 581-022-1723; 1724; 1725:** ▪ 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. **Proposed State Guidelines:** The focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth. High quality professional learning is sustained and focused, relevant to the educator's goals and needs. All educators should have opportunities for professional growth to meet their needs, not only those whose evaluation ratings are below proficient.
b. Meaningfully differentiated performance using at least three performance levels	**Proposed State Guidelines:** Oregon's Framework uses a rating scale based on four performance levels. Definitions of each performance level as applied to the standards of professional practice are described below. **Level 1:** Does not meet this standard; performs below the expectations for good performance under this standard; requires direct intervention to improve practice. **Level 2:** Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan. **Level 3**: Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning. **Level 4:** Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities. District must use four levels but they may name the levels as desired (for example Level 1-ineffective, Level 2-emerging, Level 3-effective and Level 4-highly effective). Regardless of the terms used, they must align to the levels described in the Framework. ODE will provide approved research-based rubrics. To ensure validity, districts must adopt or adapt these adopted rubrics for their local evaluation systems.
c. Use multiple, valid measures in	**Statute and Rule:** Senate Bill 290 and OAR 581-022-1723: ▪ The teaching and leadership standards take into consideration

determining performance levels, including as a significant factor, student growth for all students, including English language learners (ELLs) and students with disabilities, and other measures of professional practice	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 will 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 will be customized based on the collaborative efforts of teachers and administrators of the school district and the exclusive bargaining representative of the employees of the school district. OAR 581-022-1724 Core Teaching Standards (InTASC): (1) The Learner and Learning a. Learner Development b. Learning Differences c. Learning Environments (2) Content a. Content Knowledge b. Application of Content (3) Instructional Practice a. Assessment b. Planning for Instruction c. Instructional Strategies (4) Professional Responsibility a. Professional Learning and Ethical Practice b. Leadership and Collaboration. OAR 581-022-1725 Educational Leadership/Administrator Standards: 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. 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] 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]

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]

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 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]

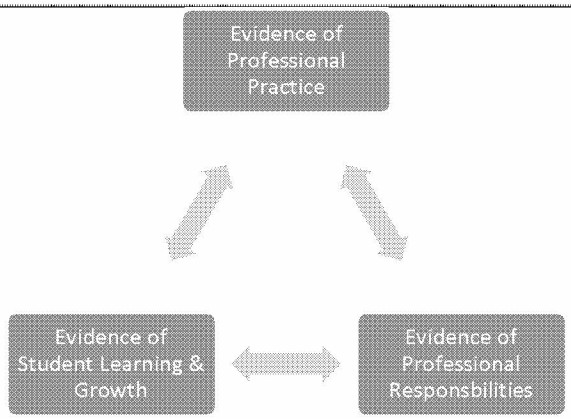
f) Socio-Political Context: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. [ISLLC Standard 6]

Proposed State Guidelines:

(1) Multiple Measures for Teacher and Administrator Evaluations

Oregon's teacher and administrator evaluation and support systems must include measures from the following three categories of evidence: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. All teachers and administrators will be evaluated on the standards using measures from each the three categories in combination with one another. These categories are interdependent and provide a three-dimensional view of teaching and administrator practice as illustrated below. Evaluators will look at evidence from all three categories to rate performance on the standards of professional practice (i.e., Core Teaching Standards and Educational Leadership/ Administrator Standards).

Categories of Evidence of Educator Effectiveness



(2) Student Learning and Growth

As with the state's accountability system, Oregon's guidelines for educator evaluation and support systems build on the belief that evidence of student learning and growth is significant to the work that teachers and leaders undertake. Oregon is committed to looking at evidence of student learning in ways that a) motivate student growth and provide clear goals for students and families; b) support Oregon's goal of learner-centered approaches to demonstrating proficiency / mastery in common core and other state standards; c) promote higher level thinking skills and college and career ready behaviors; and d) recognize and learn from students, educators and systems that demonstrate higher than average gains, particularly for those students who are furthest behind.

Local evaluation of teachers and administrators will reflect a strong link to student learning, reflected as growth and proficiency based on Oregon's college and career-ready standards (including 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).

Oregon statute (SB 290), OARs and the ESEA Flexibility criteria require local evaluation and support systems to incorporate a robust set of measures of student learning and growth for all students as a significant contributor to the overall performance rating of teachers and administrators. Student learning and growth means measures of student progress (across two or more points in time) and of proficiency / mastery (at a single point in time) in relation to learning standards, such as state or national standards. Student learning and growth is evidenced by state, national, international, district-wide and other school or classroom assessments and collections of student work that validly measure student learning and can be assessed in a reliable way.

As described further below, measures will include:

- For grades and subjects for which state assessments are required (ELA and mathematics in grades 3-8, 11):

(1) State assessment results; and
(2) Additional measures of individual student learning, such as any of those described in the second bullet below

- For grades and subjects in which state assessments are not required:
  (3) State, national, international or other common assessments appropriate to the curriculum and students being taught; and other valid and reliable measures of individual student learning, growth and proficiency, such as formative assessments, end of course tests, performance-based assessments; collections or portfolios of student work.

Within Oregon's Framework, three components make up a comprehensive evaluation: (A) Professional Practice, (b) Professional Responsibilities, and (C) Student Learning and Growth. The student learning and growth component represents the teacher/administrator's impact on a student's (or set of students') learning as measured by multiple sources of data.

Teachers and administrators, in collaboration with their supervisors/ evaluators, will establish challenging and meaningful student learning goals and select evidence from a variety of valid measures and regularly assess progress. The goal setting process for teachers must reflect most closely the teaching and learning that occurs at the classroom level and allow teachers to choose goals based on the needs of their students and select measures that align with their goals.

All teachers will select from a variety of measures. Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-8, 11) must include state assessments as one of their measures and must include other evidence of student learning from classroom, school, district, or national measures. The Oregon Department of Education will provide districts with state assessment data reflecting proficiency and growth, including multiple measures for students with particular needs, such as English language proficiency gains and alternative assessments for students with disabilities. Teachers will assemble other evidence of learning and growth from appropriate tasks or tests at the classroom level. Teachers in non-tested subjects and grades must use measures that are valid and authentic representations of individual student learning as demonstrated in relation to learning standards, with at least one measure being comparable state or district-wide, or approved by the district or state as valid and reliable for use across classrooms. The process for establishing student growth goals is described in the following sections on multiple measures for teacher and administrator evaluations.

Multiple Measures Address the Needs of All Teachers

Using multiple measures of student growth and learning allows for the inclusion of all educators in the evaluation system, including those in

non-tested subjects (e.g., the Arts, social sciences, career and technical education) and grades for which state tests are not administered. Student growth and learning goals and evidence from multiple measures, including classroom-based assessments, allows for demonstrations of deeper learning, such as key cognitive skills, academic behaviors, and other college and career readiness, to be considered in the evaluation.

The Model Core Teaching Standards (INTASC) are the foundation of teacher evaluation and support systems. The standards require that *all* teachers, including those in regular classrooms, learn to customize learning for learners with a range of individual differences, including students who have learning disabilities and students with cultural and linguistic diversity and the specific needs of ELLs. The standards also require that all teachers learn to work with other school professionals, such as special education teachers or ELL specialists, to plan and jointly facilitate learning on how to meet diverse needs of learners.

Through statewide and regional professional development all educators will participate in professional development activities to develop a clear understanding of the standards and the expectations for classroom practice and performance. Teachers in regular classrooms will have the opportunity to develop the skills needed for working with special populations of students and meaningful collaboration with colleagues. Approved, research-based scoring rubrics that measure performance on the standards will be used in all teacher evaluations. Teacher performance data will inform needs for additional and on-going training to help general education teachers to develop these skills over time. ODE is working with partners to implement the Model Core Teaching Standards in teacher preparation programs to ensure all pre-service teachers develop these critical skills. In addition, specifically with regard to ELL, the English for Speakers of Other Languages (ESOL) Endorsement Work Group is exploring the possibility of pre-service programs requiring coursework towards ESOL endorsement; local or regional endorsement programs that may not require university coursework to help with cost of in-service education; and models for increasing the quality of pre-service and in-service clinical or practicum experience for teachers.

While all Oregon teachers are held to the same standards of professional practice, where applicable, evaluation processes and tools will be differentiated to accommodate the unique skills and responsibilities of special education and ELL teachers. Evaluations based on multiple measures of student growth, professional practice, and professional responsibility allows appropriate customization of evaluations for special education teachers and ELL specialists. For these educators, meaningful, standards-based classroom measures provide another way to show concrete evidence of teachers' contributions to student growth where standardized tests for their particular subject, grade, or specialization are not available or

appropriate.

Specialized skills and responsibilities for special education teachers may include, for example:

- Considerable knowledge of evidence-based instructional strategies for students with special needs
- Appropriate use of instructional strategies and interventions to accommodate individual learning differences and augment achievement
- Considerable knowledge of current special education legislation/laws to maintain legal compliance
- Progress monitoring specifically with Individualized Education Program (IEP) goals
- Effective case management skills to maintain records, prepare reports and correspondence; complete accurate and appropriate IEPs and meet compliance timelines
- Considerable knowledge of social and behavioral interventions
- Specialized interventions for students with severe cognitive disabilities or other complex impairments
- Considerable knowledge of texts, materials, and specialized equipment to support the individual learning needs of students
- Considerable knowledge of current literature, trends, and community resources (local, state, national) to provide information or support to parents
- Effective collaboration and communication skills with parents, educational personnel, students and other involved parties.

Specialized skills and responsibilities for ELL specialists may include, for example:

- Increase attention to home language and cultures
- Need to build connections between the students' school and home
- Assist teachers and administrators in employing appropriate research-based strategies to ensure students achieve literacy (e.g., developing and using ELL literacy strategies, curriculum products, implementation plans and assessment tools)
- Exhibit theoretical and research-based knowledge of language acquisition and child development
- Work collaboratively with teachers in recognizing and responding to the multiple needs of the diverse learners
- Assist teachers in utilizing a variety of ongoing, instructionally based assessment approaches to inform and differentiate instruction
- Research, teach, and model best practices used to address the needs of those students who struggle with reading and writing
- Assist with implementing a balanced approach of direct teaching using authentic, literature based reading and writing opportunities
- Assist with district and schoolwide literacy initiatives
- Keep abreast of technical, legislative, and professional developments and trends affecting ELL programs, disseminate information to appropriate district personnel and provide ongoing

professional development, and make recommendations for program adjustments
- Provide constructive feedback to teachers in their approach and instruction in reading, writing, language development, and all curricular areas
- Disaggregate and analyze data to target instruction, enhance student learning, and inform teacher practice
- Assist in monitoring the district's effectiveness and compliance with local, state, federal and court ordered requirements related to ELL programs.

Multiple Measures for Teacher Evaluations

The evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, based on the Model Core Teaching Standards. To provide a balanced view of teacher performance, evaluations of all licensed teachers must include evidence from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key – to be accomplished through a collaborative process involving teachers and administrators. Examples included under each category below are not all inclusive.

A. **Professional Practice:** Evidence of the quality of teachers' planning, delivery of instruction, and assessment of student learning.
   a) Classroom Observation
      - *Evaluator's observation, documentation and feedback on a teacher's instructional practices; both formal and informal*
   b) Examination of Artifacts of Teaching
      - *Examples: Lesson plans, curriculum design, scope and sequence, student assignments, student work.*

B. **Professional Responsibilities:** Evidence of teachers' progress toward their own professional goals and contribution to schoolwide goals.

   - *Examples: Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building level leadership (committees, demonstration classrooms).*

Peer collaboration is encouraged as an effective practice. Peer evaluation of teachers may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluation.

C. **Student Learning and Growth:** Evidence of teachers' contribution

to student learning and growth.

Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

a) Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-8 and 11) will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.
b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Types of Measures for Student Learning and Growth for Teacher Evaluations

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Classroom-based or schoolwide measures	Student performances, portfolios, products, projects, work samples, tests

Teacher Goal Setting for Student Learning and Growth

Student learning and growth is the third component of teacher evaluation. Student growth will be determined through a rigorous student growth goal setting process and the use of multiple measures. Teachers, in collaboration with their supervisor/evaluator will set learning

goals aligned to state standards for their students and use assessments to measure their progress toward these goals.

Goal setting for student learning is an important process for every Oregon educator. Educationally meaningful, measurable goals provide a clear path for teacher and students to succeed. Setting student learning goals helps ensure that lesson design, instruction and assessment result in learning for all students.

Student growth goals and measures align with the standards the teacher is expected to teach and students are expected to learn. The goal should reflect students' progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be aligned to standards and be valid and developmentally appropriate for the curriculum and the students being taught. The collective set of a teacher's goals should address all of his or her students. District priorities, school goals and classroom goals should be aligned, wherever possible.

Student Learning and Growth Goal Setting Process

- Teachers review baseline data and create goals that measure the learning of their students. Goals span a school year or complete course of study.
- Teachers collaborate with supervisor/evaluator to establish student learning goals. In addition, teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.
- Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine progress toward goal attainment. They also specify what evidence will be provided to document progress, which must be consistent with the guidelines set forth above (see table on appropriate measures).
- Teachers complete the Teacher Goal Setting for Student Learning and Growth Template (outlined below) in collaboration with their supervisor/evaluator. During the collaborative planning process, the teacher and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development of student growth goals. (**SMART** = **S**pecific and **S**trategic; **M**easureable; **A**ction oriented; **R**igorous, **R**ealistic, and **R**esults-focused; **T**imed and **T**racked)
- Teachers meet with supervisor/evaluator to discuss progress for each goal mid-year and at the end of the year. Generally, goals remain the same throughout the year, but strategies for attaining goals may be revised.
- Teachers, along with their supervisor/evaluator, reflect on the results and determine implications for future professional growth planning.

Goal Setting Template Outline

Initial Conference:

- Content: What is your grade subject level?
- Context: What are the characteristics or special learning circumstances of your class(es)?
- Baseline Data: Where are my students now? (attach data)
- Student Growth Goal Statement: What are the learning needs of my students? Does my goal meet the SMART criteria?
- Strategies for Improvement: How will I help students attain this goal?

Mid-Course Review:

- Collaborative Mid-Course Data Review: What progress has been made? (attach data)
- Strategies Modification: What revisions do I need to make to help students attain the goal?

Post Conference:

- End-of-Year Data: What does the end-of-year data show? (attach data)
- Reflection on Results: What worked? (i.e. strategies, supports, resources, and assessments)
- End Results: Rating on performance levels and student growth
- Professional Growth Plan: How will I use these results for professional growth?

ODE will provide a goal setting template and disseminate exemplars across content areas and grades. Training on student learning and growth goal setting will be included in regional trainings.

Multiple Measures for Administrator Evaluations

The evaluation system must include a variety of evidence-based measures to evaluate administrator performance and effectiveness, based on the Educational Leadership/Administrator Standards (i.e., ISLLC). To provide a balanced view of administrator performance, evaluations of all building administrators (i.e., principals, vice-principals) must include evidence from the following three categories: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key – accomplished through a collaborative process involving teachers and administrators. The measures listed under each category are provided as examples.

(A) **Professional Practice**: Evidence of school leadership practices, teacher effectiveness, and organizational conditions met through observation and review of artifacts.

Examples: 360° feedback, feedback to teachers, surveys developed collaboratively with staff (re: instructional leadership, teacher/student climate), staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, staff

meetings, teacher observations, summative and formative teacher evaluation.

(B) **Professional Responsibility**: Evidence of administrators' progress toward their own professional goals and contribution to schoolwide and district goals.

Examples: administrator reflection, self-report, professional goal setting, schoolwide improvement goals, data committee meetings, portfolios, parent and community involvement, decision-making, professional development log, staff retention rate, collaborative leadership, schoolwide budget, master schedule, teambuilding, teacher evaluations.

(C) **Student Learning and Growth**: Evidence of administrators' contribution to schoolwide student learning and growth.

Administrators, in collaboration with their supervisor/evaluator, will establish at least two student growth goals from the three categories in the table below. One goal must be related to student learning and growth using state assessment (category 1) as a measure (e.g., building-level data on proficiency and growth in reading and math, including all subgroups).

Types of Measures for Student Learning and Growth for Administrator Evaluations

Category	Types of Measures	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Other schoolwide or district-wide measures	Graduation rate, attendance rate, drop-out rate, discipline data, college ready indicators (PSAT, AP/IB tests, dual

			enrollment, college remediation rates), college and career readiness measures, and other measures of student learning and growth

Student growth goals and measures should align with Achievement Compact indicators where applicable:

- Grade 3 proficiency in reading and math, as measured by meeting or exceeding benchmark on the OAKS
- Grade 6 on-track, as measured by rates of chronic absenteeism;
- Grade 9 on-track, as measured by rates of credit attainment and chronic absenteeism
- Earning college credit in high school, through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or college enrollment
- Four- and five-year cohort graduation and completion rates
- Post-secondary enrollment, as collected through the National Student Clearinghouse.

Summative Evaluation

Oregon is committed to ensuring that summative evaluation represents a holistic judgment of the teacher's or administrator's performance based on the Standards of Professional Practice and of his/her impact on student learning and growth. In the pilot phase, as described below, ODE will work with experts and evaluators to design a study, collect and analyze data, collaborate with other states around their implementation findings, and ultimately develop guidelines for ensuring that evidence of student learning and growth is valid and reliable, and that it is included as a significant factor in teacher and administrator evaluation.

d. Evaluate teachers and principals on a regular basis	**Statute and Rule:** Senate Bill 290 and OAR 581-022-1723: 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. **Proposed State Guidelines:** Oregon's local evaluation and support systems will evaluate teachers and administrators on an established cycle: ○ Probationary teachers - annually ○ Contract teachers – every two years ○ Probationary Administrators – annually ○ Administrators – every two years
e. Provide clear, timely, and useful	**Statute and Rule:** Senate Bill 290 and OAR 581-022-1723: • Adopt teaching and administrator standards to improve student

feedback to guide professional development	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. **Proposed State Guidelines:** Oregon's Framework proposes an Evaluation and Professional Growth Cycle for teacher and administrator evaluations: **Step 1: Self-Reflection** Based on the standards of professional practice the first step of an evaluation system is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting. **Step 2: Goal Setting** *(Student growth goals and professional goals)* Based on the self-reflection, the educator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both professional practice goals and student learning goals. SMART goals (i.e., **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, and **T**ime-bound) and/or learning targets are used as a tool for effective goal setting. **Step 3: Observation and Collection of Evidence** *(Multiple measures)* The educator and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities and student learning to inform progress throughout the process of evaluation. **Step 4: Formative Assessment/Evaluation** *(Analysis of evidence, Professional conversations, and Professional growth)* The evaluator and educator review the educator's progress toward goals and/or performance against standards. This step includes three interdependent and critical parts including analysis of evidence, professional conversations, and professional growth. Both the educator and the observer analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth and needed improvement and helps the educator make adjustments in his/her practice. **Step 5: Summative Evaluation**

	This step is the culmination of multiple formative observations, reflections, professional conversations, etc. Evaluator assesses the educator's performance against the standards of professional practice and progress toward student learning goals. 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. 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. 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	**Statute and Rule:** Senate Bill 290 and OAR 581-022-1723: ▪ 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. **Proposed State Guidelines:** 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 OARs 581-022-1723, 1724, and 1725 (see Attachment 16).

The workgroup is comprised of 24 stakeholders with representatives from ODE, TSPC, 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 OARs, 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, webinar 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, Educational Service Districts (ESD), 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.

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 (the 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 CLASS Project and the 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 the Oregon Department of Education (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 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 in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems (the state guidelines), and will agree to pilot one or more models for valuing student growth in summative evaluation. These sites will provide valuable information on the process for aligning existing evaluation systems with the state adopted guidelines as well as providing valuable data regarding the relationship between the various components of Oregon's evaluation framework. 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, Senate Bill 252 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 Network. 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 pilot new or aligned 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 state guidelines and revised Oregon Administrative Rule (OAR) 581-022-1723 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 will ensure that each district develops, adopts, pilots and implements high-quality educator evaluation and support systems consistent with state guidelines through the following mechanisms:

2012-2013: ODE pilots Oregon Framework in selected districts

- By September 1, 2012, ODE will work with evaluators and experts to design the pilot study that includes implementing and gathering data regarding at least two of the models previously approved by USED for including student learning and growth as a significant

factor in evaluation.

- During the 2012-13 school year, ODE will work with a cohort of pilot districts to develop or align their local systems with the state framework (guidelines) and this application. The pilot will provide ODE the opportunity to build guidance and support materials for statewide implementation, collect best practices, and gain information to improve the state framework. Other districts will have opportunities to network and access lessons learned from pilot districts.
- During the 2012-13 pilot year, under the direction of the Chief Education Officer (CEdO), ODE will collaborate with other states engaged in similar approaches, such as Kentucky, Rhode Island and Massachusetts, and collect and analyze Oregon data. The focus of the pilot will be (1) to test and improve upon the teacher and administrator formative goal setting processes, to ensure validity and rigor across the system; (2) to ensure selected measures are valid and reliable reflections of student learning; and (3) to develop recommendations for how student learning should be weighted and incorporated into a summative evaluation framework.
- At least 50 schools participating in the pilot will use one of several methods of incorporating student learning and growth measures into teacher and leader evaluation, with a minimum of ten schools using a matrix and at least another ten using a percentage weighting system where learning and growth is incorporated at between 10-50 percent.
- In spring 2013, ODE will develop (and submit to USED for approval) amended guidelines that propose a specific method for incorporating student learning and growth as a significant measure of teacher and leader effectiveness that is consistent with the requirements of ESEA Flexibility.

2012-2013: All districts develop local evaluation and support systems consistent with state guidelines

- During the 2012-13 school year, ODE will work with partners to provide professional development to all districts to develop common understanding of the evaluation framework and required elements. In fall 2012, ODE will collaborate with partners to conduct an Educator Effectiveness Summit, with a focus on teacher and principal evaluations, for district teams followed by regional support and networking opportunities. The goal is to build capacity regionally to support high quality implementation. Districts will receive technical assistance to conduct a self-assessment of their current evaluation and support systems aligned with the state criteria. Districts design teams with members of administrative staff, teachers, principals, teachers union, and the local school board will work collaboratively to conduct the district self-evaluation and to design their local educator evaluation and support systems.

All districts submit revised evaluation and support systems and implementation plan; ODE will review, approve and identify technical assistance needs

- By July 1, 2013, all school districts will be required to submit to ODE revised evaluation and support systems aligned to the amended state guidelines and an implementation plan with local school board approval. The district's evaluation and support system and implementation plan must include the following assurances:
    - State adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards
        - If the district is using other standards, attach a crosswalk of those standards to the state adopted standards
    - State approved scoring rubrics and four performance levels
    - District selected multiple measures from the three categories of evidence: (1)

professional practice, (2) professional responsibilities, and (3) student learning and growth (as a significant factor)
  - Professional growth and evaluation cycle, including use of evaluations for personnel decisions
  - Aligned professional learning opportunities
  - A plan for training all staff and evaluators on the local evaluation system

- By September 1, 2013, ODE will review and approve districts' evaluation and support systems/implementation plans and assurances and determine statewide and regional professional development and technical assistance needs for the 2013-14 school years.

2013-2014: All districts pilot implementation of local evaluation and support systems

- During the 2013-14 school year, all districts will pilot implementation of their local evaluation and support systems. Training, professional development, and technical support will be provided regionally. Districts will test reliability and validity of local evaluation systems. Teachers, principals, district staff and evaluators participating in the district pilot will receive training on the local evaluation system.

2014-2015: All districts fully implement local evaluation and support systems

- During the 2014-15 school year, all districts will fully implement their local evaluation and support systems and continue training for all schools, staff and evaluators.

2013-2015 ODE will establish a Peer Review Process

During the 2013-14 and 2014-15 school year, ODE and the Network will develop and pilot a Peer Review Process using Peer Review Panels to ensure alignment of local evaluation and support systems with state guidelines. The Peer Review Process will include both an accountability component and collegial professional learning component. The Peer Review Panel will appraise districts' systems for alignment with state guidelines and identify districts' needs for professional development and technical assistance.

By July 1, 2015 all districts present local evaluation and support systems to a Regional Peer Review Panel

- By July 1, 2015, all school districts must present their local evaluation and support systems to a Peer Review Panel. Districts will provide documentation and validation of the required elements. The review will result in a plan for technical assistance if needed and/or identification of best practices that will be disseminated statewide. Peer review reports will be submitted to ODE by August 2015 to document compliance with state requirements and provide data to inform state policy decisions.

For ongoing monitoring and support, implementation of local educator evaluation systems will be aligned with the state's emerging accountability system. Through the Network, districts will be required to conduct an annual self-evaluation relative to school improvement indicators. For some priority and focus schools, the self-evaluation and initial diagnosis may 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' educator evaluation tools and processes for compliance with law. Comprehensive Achievement Plans (CAPs) 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.

All districts will have access to the Network's supports and information resources. 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.

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

Timeline	Activities	Responsible Parties	Resources	Challenges
2011-12 Focus: Develop and adopt state guidelines Stakeholder input Revise/adopt OAR 581-022-1723	• State Board adopt OARs related to Senate Bill 290 in December 2011 • Establish stakeholder workgroup and develop the Oregon Framework for Teacher and Administrator Evaluation and Support Systems • Collaborate with partners to review and provide input on the framework • Disseminate framework to all school districts • Develop an ODE Educator Effectiveness website to communicate and share resources statewide • Enhance current state's data system aligned to adopted Framework requirements	ODE/Educator Effectiveness Workgroup Oregon State Board of Education ODE Partner Agencies/ Organizations	ODE staff Stakeholder workgroup National and international research on educator evaluation systems Presentations/ consultations with national experts (Laura Goe, Charlotte Danielson, Linda Darling-Hammond) sponsored by partner organizations (OEA, COSA, Chalkboard) Districts in Chalkboard Project and TIF grant pilots Leveraged funds State data system	Aggressive timeline
July/August 2012: Design pilot study Conduct orientation and	• ODE, evaluators and experts design pilot study that includes models for student growth • Host orientation for pilot school/districts	ODE/Contractor Consultants Network Leadership Coaches Pilot Districts/Design	ODE staff Training materials Oregon District Collaboration	

training for pilot schools/districts	• Conduct Framework training for District Collaboration Grant coaches and the Network	Teams	Grant, SIG, Title I and IIA funds Adopted Oregon Framework for Teacher and Administrator Evaluation and Support Systems	
2012-13 Focus: Launch pilots in selected schools/ districts	• Coaching network and ODE provide coaching/technical assistance • Facilitate evaluator training for pilot school/districts • Collect data and information on alignment of Framework to local teachers and principal evaluation systems • Facilitate a network of pilot sites to share best practices • Analyze and disseminate pilot results statewide • ODE adjust Framework as needed based on pilot information	ODE/Contractor/ Pilot Leadership Coaches Pilot Districts The Network/ESDs	ODE staff Network staff Leveraged funds	Adequate funding for statewide support and technical assistance/ networking Short timeline for a pilot
2012-13 Focus: Statewide professional development to build understanding of Framework Regional technical assistance to support districts Provide on-line professional development modules Districts develop/align local systems and implementation plan and submit to ODE	• Conduct statewide Educator Effectiveness Summit in Fall 2012 • Coordinate regional professional development, support and networking for all school districts through the regional ESDs and the Network • Districts establish design teams and a collaborative process • Districts design/re-design of their local educator evaluation and support systems • By July 1, 2013 all school districts submit to ODE revised evaluation systems, implementation plan and assurances	ODE/Contractor Partner Agencies/ Organizations Districts The Network/ESDs	ODE staff Collaborated effort with key partners Network staff Leveraged funds Expert presenters on evaluation topics District best practices Examples and templates to guide district implementation planning	Adequate funding for statewide support and technical assistance/ networking Adequate local funding and staff capacity for development and implementation Aggressive timeline requires providing statewide professional development/ technical assistance at the same time as piloting the Framework

	approved by local boards • ODE review and approve; Identify professional development and technical assistance needs; collect and disseminate best practices			
2013-14 Focus: All districts pilot implementation of local systems	• School districts pilot implementation; train staff and evaluators on their local educator evaluation system • Districts receive ongoing regional technical assistance and support/networking opportunities • ODE collect and disseminate best practices	ODE Districts The Network/ESDs	Network staff Examples, models, best practices, and research provided through Network	Adequate funding for statewide support and technical assistance/ networking Adequate local funding and staff capacity for development and training in districts
2013-14 Focus: Develop Peer Review Process 2014-15 Focus: Pilot the Peer Review Process in selected districts	• Collaborate with the Network to develop a Peer Review Process/Panel to approve districts' educator evaluation and support systems and identify needs for professional learning • Pilot Peer Review Process in selected districts	ODE Districts The Network/ESDs	ODE staff Network staff Research and models on Peer Review Process	
2014-15 Focus: Districts fully implement local systems Spring 2015: Districts present to Peer Review Panel	• District will fully implement local evaluation and support systems • By July 1, 2015, districts will present their educator evaluation and support system to a Peer Review Panel; local systems will be reviewed for alignment with state criteria and professional development/ technical assistance needs • By August 2015, the Peer Review Panel submit accountability reports to ODE	ODE Districts The Network/ESDs Regional Peer Review Panels	ODE staff Network staff Peer Review Panel Process Manual	Adequate local funding and staff capacity for training and implementation in districts Aggressive timeline for local development, training, and implementation

	•			
2015-16 Focus: Refine state Framework Ongoing monitoring and support of implementation	• ODE refine and revise the state Framework based on implementation lessons learned and ongoing national research • Continue to monitor and support implementation through the Network and other collaborative partnerships	ODE The Network/ESDs	ODE staff Network staff	Adequate local funding and staff capacity for implementation in districts

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 including the Network. ODE will work with ESDs, institutions of higher education, other partners and providers to develop and provide professional development, resources, and tools to prepare teachers and administrators to develop and implement local educator evaluation and support systems consistent with the state guidelines.

During the 2012-13 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, Leadership Coaches, school appraisal teams, school support teams, consultants, and mentors who will form the backbone of Oregon's efforts to improve performance in priority and focus schools
- Coordinating with the 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 ESDs
- Coordinating with the Oregon Induction Leadership Network (OILN), 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.)
- Coordinating with Oregon's DATA Project collaborative statewide networks

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. ODE will likely seek to engage the OEIB in recommending strategic investment (either in ODE or through grants directly to the 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.

SUSAN CASTILLO
State Superintendent of Public Instruction

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.

Attachment 2: Initial Survey Summary and Document Review Survey Summary can be found at:

(b)(5),(b)(6)

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.

ESEA Flexibility Waiver Draft - Oregon Department of Education - Microsoft Internet Explorer provided by Oregon Department of E

http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=7898&TypeID=4

File Edit View Favorites Tools Help

Favorites ODE WebEx ODE - Personal Information Lodging Program Waiver Watch The Elementary and Second... Gantter Project Manager

ESEA Flexibility Waiver Draft - Oregon Department of ...

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 -

Oregon Department of Education
255 Capitol Street NE Salem, OR 97310-0203
(503) 947-5600 | Fax: (503) 378-5156

Copyright © 1998-2012 Oregon Department of Education

start Inbox - Microsoft Out... Document1 - Microsof... ESEA Flexibility Waiv... 7:56 AM

SUSAN CASTILLO
State Superintendent of Public Instruction

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
All Hands Raised (Portland Schools Foundation)
Alternative Education Providers
Arts List
Aspire (Oregon Student Assistance Commission)
Business Advisory Team
Business Education Compact
Chalkboard Project
Charter List
Confederation of School Administrators
Continuous Improvement Plan Advisory
Counselors List
CTE Regional Coordinators
Curriculum Directors
Deputy Superintendent Contacts List
Dispute Resolution Committee
District Test Coordinators
ECONorthwest
Education Enterprise Steering Committee
Education Northwest
Education Service Districts
ELL Collaborative Group
Future of Higher Education Forum
Gov List
Government To Government Tribal Contacts
Hispanic Metropolitan Chamber
Homeless List
Hospital and Long Term Care and Treatment Contractors
IT Manager's
JDEP, YCEP, OYA, and County Juvenile Directors
LearnWorks Group

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

These minutes should be used as a guide to the digital recording of the meeting. Those who need detail should listen to the recording.

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

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

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.

<u>Math Achievement Standards (Cut Scores)</u>
Doug Kosty, Asst. Superintendent, Office of Assessment & Information Systems, ODE
Tony Alpert, Director, Assessment & Accountability, Assessment & Information Services, ODE

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

"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.

<u>Bennett-Pearson Academy Charter School Sponsorship Request</u>
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	2nd 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

These minutes should be used as a guide to the digital recording of the meeting. Those who need detail should listen to the recording.

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. Commission 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.

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

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.

<u>Oregon Workforce Investment Board</u>
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

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 mathematic 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.orvsd.org/ode/10-28-10-Common-Core.MP3

#####

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

X 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

(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

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.

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,

- 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.

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

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:

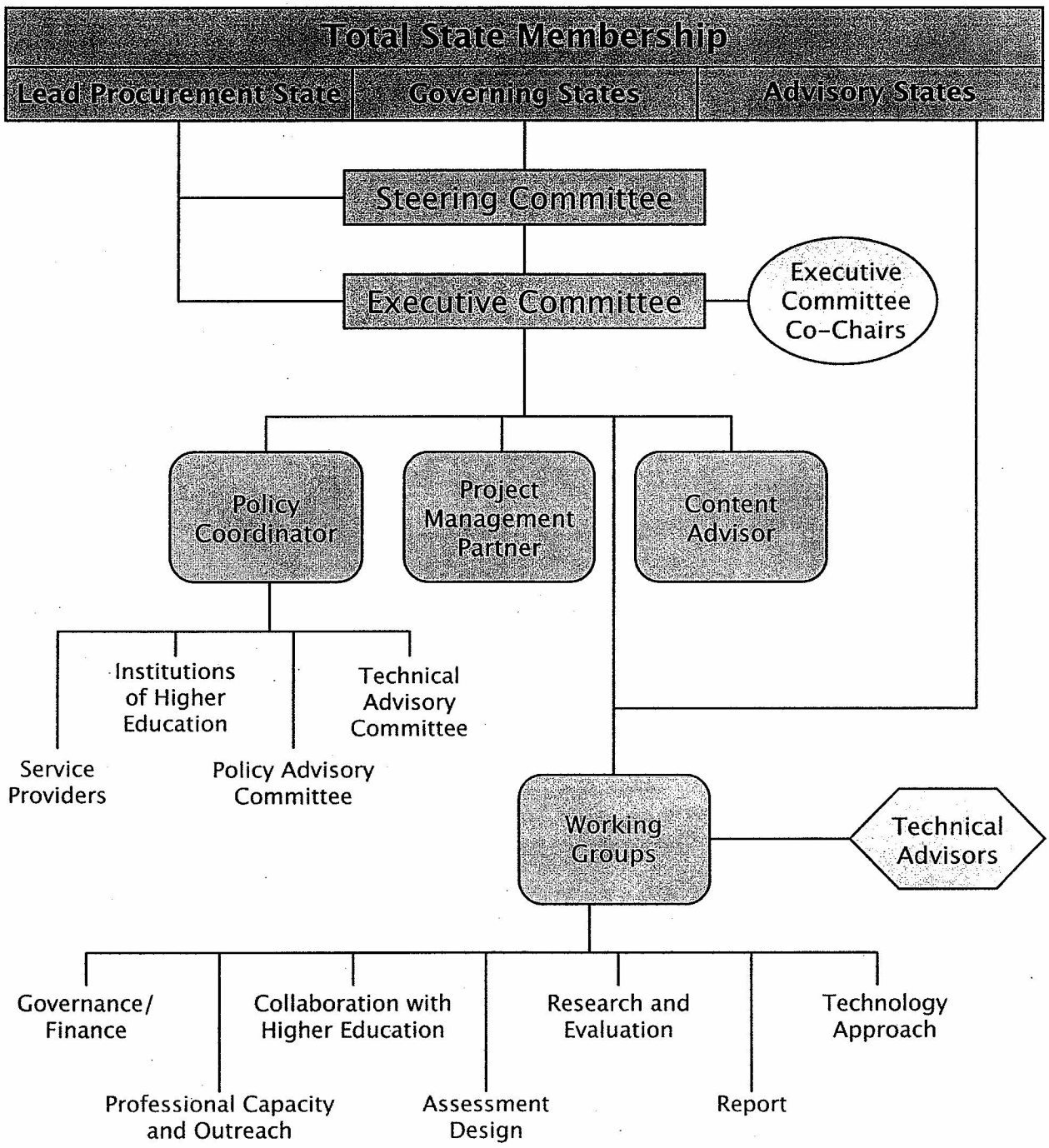
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

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.

Binding future state boards to previous decisions	State Board composition and/or policies may change	ORS 326.051, ORS 326.011 authorizes the State Board to establish educational policy	Legislature	7/1/2010	9/1/2014	Dept of Ed will continue to keep the state board apprised on progress and value of the grant
Reserve authority regarding specific terms or conditions which may be required by the Consortium	Nothing in the agreement can modify state requirements under any law or regulation regarding state liability, monetary obligations, or contracting		Legislature and state board of education	unknown at this time due to uncertainty in the final form of agreements	unknown at this time due to uncertainty in the final form of agreements	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
Risk of funding shortfall	State Legislature may not fully fund the assessment system	Art XI, Section 7 of the Oregon Constitution	Legislature	12/1/2012	6/30/2013	Inform the state legislature as it creates its biennial budget regarding the cost required to sustain

						Oregon's assessment system

[remainder of page intentionally left blank]

(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):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name): Susan Castillo	Telephone: 503-947-5740
Signature of the Chief State School Officer:	Date: 6-2-10
President of the State Board of Education, if applicable (Printed Name):	Telephone: 503-595-7605
Signature of the President of the State Board of Education, if applicable: Duncan Wyse (signature above)	Date: 6-3-10

(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 Kulongoski	Telephone: 503-378-6307
Signature of Governor or Authorized Representative of the Governor: Theodore R Kulongoski / 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. *(Required from all States in the Consortium.)* 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),: Lillie Gray	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 Pro ciency in Mathema cs and Reading/Langauge 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 Pro cient	6,330	37.9
Math	3	Students with Disabili es	6,751	35.2
Math	3	Amer Ind/Alskn Ntv	706	48.2
Math	3	Asian	1,538	76.7
Math	3	Paci c 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	Mul -Racial/Mul -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 Pro cient	6,094	43.3
Math	4	Students with Disabili es	7,182	35.7
Math	4	Amer Ind/Alskn Ntv	769	48.2
Math	4	Asian	1,659	82.6
Math	4	Paci c 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	Mul -Racial/Mul -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 Pro cient	4,687	27.0
Math	5	Students with Disabili es	7,352	26.9
Math	5	Amer Ind/Alskn Ntv	799	38.2
Math	5	Asian	1,674	75.7
Math	5	Paci c 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	Mul -Racial/Mul -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 Pro cient	3,503	20.0
Math	6	Students with Disabili es	6,717	23.7
Math	6	Amer Ind/Alskn Ntv	868	42.5
Math	6	Asian	1,560	77.8
Math	6	Paci c 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 Pro ciency in Mathema cs and Reading/Langauge Arts

Subject	Grade	Subgroup	Students	Percent Met
Math	6	Mul -Racial/Mul -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 Pro cient	3,013	20.9
Math	7	Students with Disabili es	6,483	24.2
Math	7	Amer Ind/Alskn Ntv	816	47.4
Math	7	Asian	1,603	79.6
Math	7	Paci c 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	Mul -Racial/Mul -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 Pro cient	2,576	23.4
Math	8	Students with Disabili es	5,957	24.6
Math	8	Amer Ind/Alskn Ntv	808	51.9
Math	8	Asian	1,655	80.8
Math	8	Paci c 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	Mul -Racial/Mul -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 Pro cient	1,665	21.0
Math	11	Students with Disabili es	4,404	23.0
Math	11	Amer Ind/Alskn Ntv	732	53.4
Math	11	Asian	1,545	84.0
Math	11	Paci c 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	Mul -Racial/Mul -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 Pro cient	27,868	30.8
Math	All Grades	Students with Disabili es	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	Paci c 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 Pro ciency in Mathema cs and Reading/Langauge Arts

Subject	Grade	Subgroup	Students	Percent Met
Math	All Grades	White	195,081	67.4
Math	All Grades	Mul -Racial/Mul -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 Pro cient	6,328	61.3
Reading	3	Students with Disabili es	6,774	52.0
Reading	3	Amer Ind/Alskn Ntv	705	74.9
Reading	3	Asian	1,537	90.4
Reading	3	Paci c 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	Mul -Racial/Mul -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 Pro cient	6,090	64.4
Reading	4	Students with Disabili es	7,180	53.4
Reading	4	Amer Ind/Alskn Ntv	771	77.3
Reading	4	Asian	1,656	90.0
Reading	4	Paci c 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	Mul -Racial/Mul -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 Pro cient	4,683	38.8
Reading	5	Students with Disabili es	7,357	41.3
Reading	5	Amer Ind/Alskn Ntv	798	63.5
Reading	5	Asian	1,676	84.4
Reading	5	Paci c 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	Mul -Racial/Mul -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 Pro cient	3,499	33.8
Reading	6	Students with Disabili es	6,716	40.3
Reading	6	Amer Ind/Alskn Ntv	867	70.5
Reading	6	Asian	1,560	86.8
Reading	6	Paci c Islander	288	61.8
Reading	6	African American	1,156	61.7

Oregon Assessment of Knowledge and Skills (OAKS)
2010-11 Average Statewide Pro ciency in Mathema cs and Reading/Langauge Arts

Subject	Grade	Subgroup	Students	Percent Met
Reading	6	Hispanic	8,681	64.1
Reading	6	White	28,226	84.1
Reading	6	Mul -Racial/Mul -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 Pro cient	3,002	30.0
Reading	7	Students with Disabili es	6,487	40.2
Reading	7	Amer Ind/Alskn Ntv	816	71.2
Reading	7	Asian	1,603	86.0
Reading	7	Paci c 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	Mul -Racial/Mul -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 Pro cient	2,568	18.0
Reading	8	Students with Disabili es	5,963	30.4
Reading	8	Amer Ind/Alskn Ntv	809	59.7
Reading	8	Asian	1,651	78.4
Reading	8	Paci c 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	Mul -Racial/Mul -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 Pro cient	1,683	23.1
Reading	11	Students with Disabili es	4,548	42.9
Reading	11	Amer Ind/Alskn Ntv	753	77.4
Reading	11	Asian	1,543	84.1
Reading	11	Paci c 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	Mul -Racial/Mul -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 Pro cient	27,853	45.1
Reading	All Grades	Students with Disabili es	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	Paci c Islander	1,795	70.3

Oregon Assessment of Knowledge and Skills (OAKS)
2010-11 Average Statewide Pro ciency in Mathema cs and Reading/Langauge 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	Mul -Racial/Mul -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.

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

School	Category	Reward	Priority	Focus
******	Reward	A		
******	Reward	A		
******	Reward	A		
******	Reward	*		
******	Reward	A		
******	Reward	A		
******	Reward	A		
******	Reward	B		
******	Reward	A		
******	Reward	A		
******	Reward	B		
******	Reward	A		
******	Reward	A		
******	Reward	B		
******	Reward	A		
******	Reward	A,B		
******	Reward	A,B		
******	Reward	*		
******	Reward	B		
******	Reward	A		
******	Reward	A		
******	Reward	A		
******	Reward	A		
******	Reward	A		
******	Reward	A		
******	Priority		E	
******	Priority		D-1,E	
******	Priority		D-1,E	
******	Priority		C	
******	Priority		C	
******	Priority		C	
******	Priority		*	
******	Priority		C	
******	Priority		D-1	
******	Priority		D-1,E	
******	Priority		E	

******	Priority		E	
******	Priority		C	
******	Priority		C	
******	Priority		D-1	
******	Priority		D-1,E	
******	Priority		C,D-1	
******	Priority		C	
******	Priority		E	
******	Priority		D-1,E	
******	Priority		D-1,E	
******	Priority		C,E	
******	Priority		E	
******	Priority		D-1	
******	Priority		D-1,E	
******	Priority		C	
******	Priority		C	
******	Priority		C,D-1,E	
******	Priority		*	
******	Priority		D-1,E	
******	Priority		E	
******	Priority		E	
******	Priority		D-1,E	
******	Priority		*	
******	Priority		C,E	
******	Focus			*
******	Focus			G
******	Focus			G
******	Focus			*
******	Focus			F,G
******	Focus			F,G
******	Focus			G
******	Focus			*
******	Focus			G
******	Focus			G
******	Focus			F,G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			*
******	Focus			F,G
******	Focus			F,G
******	Focus			G
******	Focus			G

******	Focus			F,G
******	Focus			F,G
******	Focus			*
******	Focus			G
******	Focus			*
******	Focus			F,G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			F,G
******	Focus			F,G
******	Focus			G
******	Focus			G,H
******	Focus			G
******	Focus			F,G,H
******	Focus			G
******	Focus			F,G
******	Focus			F,G,H
******	Focus			G
******	Focus			G
******	Focus			F,G
******	Focus			G
******	Focus			*
******	Focus			G
******	Focus			G
******	Focus			F,G
******	Focus			F,G
******	Focus			G
******	Focus			G
******	Focus			*
******	Focus			G
******	Focus			G
******	Focus			F,G
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			F,G

******	Focus			*
******	Focus			G
******	Focus			G
******	Focus			G
******	Focus			F,G
******	Focus			G
******	Focus			F,G
******	Focus			G

*School identified by the state rating system, but which did not satisfy the waiver definition.

Total # of Title I schools in the State: 598
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 17

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **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	**Focus School Criteria:** **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

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, Workgroup Process Descriptions, and Consultation Group Rosters

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
orkgroup #1: College and Career Ready Outcomes Incorporating Data for Decision-Making				
E Coordinator	Kevin	Hamler-Dupras	Manager, Scoring and Reporting	ODE
E Coordinator	Cheryl	Kleckner	Education Specialist	ODE
E Coordinator	Jon	Wiens	Education Specialist	ODE
E Support	Sheli	Dumas	Office Specialist 2	ODE Support
#1 Chair	Jon	Bridges	Administrator for Accountability	Beaverton SD
#2 Chair	Heidi	Sipe	RF District Team Leader	Umatilla SD
#3 Chair / Writer	Sarah	Collins	Research Associate	Educational Policy Improvement Center
iter	Catherine	Carlson	Coordinator of Testing & Evaluation	Salem-Keizer SD
iter	Whitney	Grubbs	Governor's Team	Governor's Office
iter	Bill	Stewart	Director of Curriculum and Assessment	Gladstone SD
rticipant	Ben	Cannon	Education Policy Advisor	Governor's Office
rticipant	Dorothy	Waller	Executive Assistant To Ben Cannon	Governor's Office
rticipant	Mariam	Baradar	Language Program & Migrant Coord.	Woodburn SD
rticipant	David	Bautista	Superintendent	Woodburn SD
rticipant	Susie	Brubaker-Cole		OSU
rticipant	Janet	Bubl	Education Specialist	ODE
rticipant	Colin	Cameron	Director of Professional Development	COSA
rticipant	Sonya	Christians		Lane CC
rticipant	Karanja	Crews	Teacher	PPS, Vernon School
rticipant	Keylah Boyer	Frazier	Director of Undergraduate Studies	Concordia University
rticipant	Josette L.	Green	Executive Director	Oregon Student Assistance Commission
rticipant	Greg	Hamann	President	LBL CC
rticipant	Sandy	Husk	Superintendent	Salem-Keizer School District
rticipant	Carol	Larson		Willamette ESD
rticipant	Martha	Martinez	Education Specialist	ODE
rticipant	Sarah	Pope	Oregon Deputy Director	Stand for Children
rticipant	Sloan	Presidio	Director of Coordinated Education Services	Tigard Tualatin
rticipant	Jamila	Singleton	Research Associate	EPIC
rticipant	Emily	Stordahl	Counselor-Sophmores	Lebanon SD/Lebanon HS
rticipant	John	Tapogna	President, Social & Physical Policy	ECONorthwest
rticipant	Chuck	Tomac	School Support Coach	Centennial SD/Harold Oliver Intermediate
rticipant	Jenni	Villano	Retired Administrator/SIG Consultant	
rticipant	James	Woods	School Board Member	Parkrose SD

ESEA Flexibility Work Groups

Next Generation Accountability in Education

Group Position	First Name	Last Name	Title	Organization
orkgroup #2: Teacher and Leader Effectiveness				
iar / Writer	Kate	Dickson	Policy Advisor	Chalkboard Project
-Chair / Writer	Rob	Hess	Superintendent	Lebanon SD
DE Coordinator	Colleen	Mileham	Assistant Superintendent	ODE
DE Coordinator	Theresa	Richards	Director	ODE
DE Support	Stephanie	Parks	Support	ODE
riter	Lynn	Evans	Director of H.R.	Redmond SD
riter	Marsha	Moyer	Director Licensed Personnel	Salem Keizer SD
riter	Sascha	Perrins	Regional Administrator	PPS
riter	Amy	Petti		Portland State University
riter	Karen	Stiner	7th/8th Mathematics	Bend-LaPine SD/High Desert MS
rticipant	Jorie	Ellis	Adjunct Assistant Professor	University of Portland
rticipant	Tanya	Frisendahl	Education Specialist	ODE
rticipant	Dana	Hepper	Oregon Advocacy Director	Stand Oregon
rticipant	Jennell	Ives	Education Specialist	ODE
rticipant	Greg	Kintz	School Board Member	Vernonia SD
rticipant	Heather	Mauze	Education Specialist	ODE
rticipant	Chelle	Robins	Director	Four Rivers Community School
rticipant	Hilda	Rosselli	Dean/Professor	College of Education, WOU
rticipant	Linda	Samek	Dean, School of Education	George Fox University
rticipant	Randy	Schild	Superintendent	Tillamook SD
rticipant	Bob	Sconce		TSPC Chair/Douglas SD
rticipant	Sho	Shigeoka	Equity Coordinator	Beaverton SD
rticipant	Terrell	Smith	IT Coordinator	Sherwood SD
rticipant	David	Wilkinson	President	Beaverton Education Association

ESEA Flexibility Work Groups

Next Generation Accountability in Education

Group Position	First Name	Last Name	Title	Organization
orkgroup #3: Tiered System of Flexibility, Interventions and Supports				
air/Facilitator	Susan	Rieke-Smith	Director	Salem-Keizer SD
DE Coordinator	David	Guardino	Manager	ODE
DE Coordinator	Jan	McCoy	Education Specialist	ODE
DE Support	Stacie	Ankrum	Office Specialist	ODE
iter	Brian	Bain	District Assessment Coordinator	Tigard Tualatin SD
iter	Tricia	Clair	Special Education/Director of Student Services	Tigard Tualatin
iter	Darbie	Dennison	School Support Coach	Ontario SD/Ontario HS, Alameda Elementary
iter	Carol	Middleton	Director of Curriculum, Instruction and Evaluation (CIE) Services	Clackamas ESD
iter	Amanda	Whalen		PPS
rticipant	Betsy	Earls		AOI (Assoc. OR Industries)
rticipant	Eduardo	Angulo	Executive Director, Chairman & Co-Founder	Salem/Keizer Coalition for Equality
rticipant	Martha	Buenrostro	Education Specialist	ODE
rticipant	Nina	Carlson		Oregon PTA
rticipant	Matt	Coleman	Director of Secondary Education	Springfield SD
rticipant	Chandra	Cooper	Principal	Forest Grove SD/Forest Grove Upper Elem
rticipant	Sarah	Denny	Teacher, Language Arts	Hillsboro HS
rticipant	Susie	Garrison		John Day SD/Humbolt Elem
rticipant	Beth	Gerot	Eugene SD	OSBA
rticipant	Whitney	Grubbs	Deputy Education Policy Advisor	Governor's Office
rticipant	Catherine	Heaton	Education Specialist	ODE
rticipant	Robin	Kobrowski	Admin for Curriculum & Inst	Beaverton SD
rticipant	Joe	LaFountaine	Principal	Ontario SD/Ontario HS
rticipant	David	Marshall	Principal	Milton Freewater SD/Ferndale Elementary
rticipant	Denny	Nkemontoh	Education Specialist	ODE
rticipant	Ryan	Noss	Student Achievement Administrator	Lebanon SD
rticipant	Heitho	Reuter	Adjunct Assistant Professor of DEP	WOU
rticipant	Kevin	Ricker	Principal	Centenniel HS/Centennial SD
rticipant	Lynette	Thompson	Senior Program Advisor	NWRCC/NWREL
rticipant	Beth A.	Unverzagt	Director	OregonASK
rticipant	Doug	Wells	President	Parents for Public Schools, Inc.
rticipant	Jerry	Wilks		ORCA Charter, Connections Academy

ESEA Flexibility Work Groups

Next Generation Accountability in Education

Group Position	First Name	Last Name	Title	Organization
orkgroup #4: System Evaluation and Continuous Improvement				
air	Colt	Gill	Superintendent	Bethel SD
DE Coordinator	Teresa	Greene	Director	ODE Coordinator
DE Support	Debby	Ryan	Office Specialist 2	ODE Support
riter	Pat	Burk	Instructor	Portland State University
riter-Back-up	Lindsay	Capps	Assist. Executive Director, Center for Teaching and Learning	Oregon Education Association
rticipant	Art	Anderson	Director of School Improvement	NW Regional ESD
rticipant	Donna	Brant	Education Specialist, Perkins/CTE	ODE
rticipant	Mary	Cadez	Assistant Superintendent	Salem-Keizer SD
rticipant	Caryn	Connolly	Social Studies	Salem-Keizer SD/Roberts HS
rticipant	Matt	Horne	SIG Grant Administrator	Ontario SD/Ontario HS
rticipant	Karen	Patton	Assistant Superintendent	Region 18 ESD
rticipant	Scott	Perry	Superintendent	SOESD
rticipant	Doug	Potter	Regional Consultant Portland	NW Accreditation
rticipant	Rob	Saxton	Superintendent	Tigard Tualatin
rticipant	Nanci	Schneider	Oregon Outreach Coordinator	Education Northwest
rticipant	Courtney	Vanderstek	Faculty	Marylhurst University

Oregon's Next Genera on of Accountability

By mid-December, 2011, Oregon will design a state-tailored Next Genera on of Accountability System (Next Gen) for educa on combining the Governor's initiative, the Principles put forth by the Council of Chief State School O cers (CCSSO), and the requirements of the United States Department of Educa on (USED) in the Elementary and Secondary Educa on Act (ESEA) Flexibility process. We recognize that accountability systems evolve and should be con nuously improved over me to changing contexts.

Oregon's Next Gen system will present a framework for school and district accountability that includes a number of ghtly integrated elements. The plan will be designed to promote con nuous 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 educa on for every student by focusing supports and incen ves on:

a) improvement and innova on in educa onal programs and relief from unnecessary and burdensome restric ons;
b) encouraging school and district success in ensuring college and career readiness as indicated by measures of student outcomes;
c) ar cula on of a con nuum of curriculum and instruc on suppor ng student progress from preschool through to ini al career placement; and
d) establishing a compact with each district outlining intended outcomes, strategies, and responsibili es.

This e ort will align the work of the Taskforce on Accountability that will be created as a result of HB 2289 and the Oregon Educa on 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 logis cs of developing this system and to outline the process of designing this plan. To cra the details of each area of the system, four work groups with representa ves from various educa onal organiza ons 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 distribu on and nal submission to USED for their approval prior to implementa on by the state.

Next Genera on of Accountability Workgroups

Workgroup Logis cs & Timelines

- Each workgroup will consist of a list of nominated and con rmed members from educa on organiza ons from across the en re state.
- Par cipants should be ready to commit to workgroup ac vi es scheduled separately by each group through June, 2012, with more me commi ed from October 2011 through December 2011.
- ODE sta will be assigned to work with groups and assist in the management of logis cs.
- First group mee ngs will be held October 18, 2011.
- Dra plans are due from each workgroup on or before December 1, 2011.
- After consolidation of the plans, Oregon's Next Gen will be submi ed to USED in January, 2012.

Deliverables

This work includes responsibility for ensuring that the resul ng plan fully addresses the needed documenta on not only for a comprehensive and complete system in Oregon, but also provides the needed response to USED and adequate jus ca on for each of the requested waivers. This will require:

1) Each workgroup will dra a wri en 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 dra a response to the sec ons 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 informa on below addresses the responsibili es for each of the workgroups. The majority of the USED waivers will be addressed through the e orts of the workgroups. Sta at the Oregon Department of Educa on will independently ensure that documenta on, jus ca on and nal documenta on 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 Incorpora ng Data for Decision-Making

Objec ve: Target Accountability toward Student Outcomes

This committee will review the extent to which Oregon's implementa on of the Common Core State Standards supports the need for college and career readiness and will determine and describe needed modi ca ons to the current district and school report cards so that determina ons made there can provide needed stra ca on among schools and districts. This group will iden fy the needed data for the annual determina ons.

Data collec ons and repor ng formats suppor ng data driven decision-making in schools and districts should be iden ed. These data will support decision-making at all levels among schools and districts iden ed for improvement status. Plans should also address the need for a statewide data repository and associated retrieval systems with appropriate data visualiza on tools.

Task 1: Create a comprehensive 3-year plan to support implementa on of the Common Core State Standards.

Ques ons to Answer:

1. What e orts are currently underway in Oregon to support implementa on of the Common Core and what addi onal support is necessary for districts?
2. How should Oregon par cipate in e orts to expand the Common Core to cover addi onal subject areas?
3. What e orts are underway, and what e orts are needed, to ensure alignment of the Common Core with post-secondary standards?
4. What targeted investments must be made to ensure these e orts are successful?

Task 2: Building on the work of the Oregon Educa on 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.

Ques ons to Answer:

1. What addi onal 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 addi onal 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 ambi ous but achievable, district-speci c targets for performance on the core outcomes established in Task 2. How should these outcomes be computed and reported?

Ques ons to Answer:

1. How should outcomes take into account both growth and status in student learning?
2. Must outcomes be associated with a par cular grade?
3. Should outcomes be set for subjects beyond reading, math and science?
4. While USED is requiring tes ng 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 accommoda ons in assessments are necessary to ensure all students have every opportunity to succeed?
7. What other meaningful data should be used to make annual determina ons of district performance?
8. In an accountability system that is primarily focused on the rela onship 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 ambi ous but achievable annual measurable objec ve (AMO). Recommend a process for how those annual targets should be set to ensure Oregon can ul mately reach the goal of 100-40-40 by 2025.

Ques ons to Answer:

1. How should targets take into account both growth and status in student learning?
2. Must status targets be associated with a par cular grade?
3. Should targets be set for subjects beyond reading, math and science?
4. While USED is requiring tes ng 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 accommoda ons in assessments are necessary to ensure all students have every opportunity to succeed?
7. What other meaningful data should be used to make annual determina ons of district performance?
8. In an accountability system that is primarily focused on the rela onship between the state and districts, how should the performance of individual schools be used?
9. What criteria should be used to create the ini al 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 repor ng of school and district performance, which is currently accomplished through the report card. Iden fy 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.

Ques ons 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 repor ng 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 determina on?

USED Principles:

Principle 1: College- and Career-Ready Expecta ons for All Students

1. A Adopt college-and career-ready standards
1. B Transi on 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 Di eren ated Recogni on, Accountability, and Support

2. A Develop and implement a State-based system of di eren ated recogni on, accountability, and support
2. B Set ambi ous but achievable annual measurable objec ves
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 Duplica on and Unnecessary Burden

ESEA Waivers:

1. Modify 2013–2014 Timeline 100% Adequate Yearly Progress (AYP) – Flexibility regarding the 2013-2014 meline for determining AYP
6. Reward High Performing Schools – Flexibility for reward schools

WORKGROUP 2 – Teacher and Leader E ec veness

Objec ve: Develop Guidelines for Local Evalua on of Teacher and Leader E ec veness

The goal of this workgroup is to describe an evalua on and support system that is comprehensive, coherent, and is focused on the e ec veness of teachers and leaders that leads to improved teaching, leading, and learning.

Work on de ning teacher and leader e ec veness is underway through a variety of e orts 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 evalua on system that is one part of a seamless system of professional prepara on and job embedded professional learning for licensed educators (beginning and experienced teachers, principals and superintendents).

Task 1: Iden fy the goals and purposes of the teacher and leader evalua on system in Oregon.

Ques ons to Answer:

1. What are the goals and purposes of the teacher and leader evalua on system?
2. How do the goals and purposes align with the vision for Oregon Educa on and LEARN Works and the Next Genera on 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 adop on of core teaching standards and educa onal leadership/administrator standards by the State Board of Educa on (OAR 581-022-1724 and OAR 581-022-1725). Develop a systemic approach to successfully implement these *standards.*

Ques ons to Answer:

1. How will the adopted standards be used to evaluate teacher and leader e ec veness?
2. How will these standards be used across the career con nuum of teachers and leaders?
3. What technical assistance is needed to help stakeholders understand the implica ons of the adopted core teaching and administrator standards?

Task 4: SB 290 requires that school districts will use the core teaching and educa onal leadership/administrator standards adopted by the State Board of Educa on (OAR 581-022-1723) for the evalua on of all teachers and administrators occurring on or a er July 1, 2013. De ne the components of a comprehensive *teacher and leader evaluation system*.

Ques ons to Answer:

1. What are the key elements and considera ons in an evalua on system?
2. How are the components iden ed in SB290 aligned with the ESEA exibility requirements? What are the gaps?

Task 5: De ne the policy and supports needed to ensure implementa on of teacher and leader evalua on systems.

Ques ons to Answer:

1. How can we create an environment of con nuous 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 evalua on 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 implementa on of evalua on systems?
4. How will the state ensure that once these evalua on and support systems are in place, that local school districts will use the data from these systems to ful ll the requirements of ESEA Sec on 111(b)(8)(C) --that that poor and minority children are not taught at higher rates than other children by inexperienced, unquali ed, or out-of- eld 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 evalua on and support systems that meet the following ESEA Flexibility requirements:

a. Will be used for con nual improvement of instruc on;
b. Meaningfully di eren ate performance using at least three performance levels;
c. Use mul ple valid measures in determining performance levels, including as a signi cant factor data on student growth for all students (including English Language Learners and students with disabili es), and other measures of professional prac ce (which may be gathered through mul ple formats and sources, such as observa ons based on rigorous teacher performance standards, teacher por olios, and student parent surveys);
d. Evaluate teachers and principals on a regular basis;
e. Provide clear, mely, and useful feedback, including feedback that iden es needs and guides professional development; and
f. Will be used to inform personnel decisions.

USED Principles:

Principle 3: Suppor ng E ec ve Instruc on and Leadership

3. A Develop and adopt guidelines for local teacher and principal evalua on and support systems
3. B Ensure LEAs implement teacher and principal evalua on and support systems

Principle 4: Reduce Duplica on and Unnecessary Burden

ESEA Waivers:

8. Highly Quali ed Teacher (HQT) Improvement Plans – Flexibility regarding HQT improvement plans

WORKGROUP 3 – Tiered System of Flexibility, Interven ons and Supports

Objec ve: Systema ze and Improve Supports and Interven ons for Iden ed Districts and Schools

The commi ee will describe a comprehensive system of diagnos c reviews for those districts who do not meet targets iden ed in Achievement Compacts. The system should di eren ate the needs of schools and districts in meaningful ways so that they receive appropriate support and interven ons 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 commi ee will also describe a system of support and interven ons for Priority and Focus schools and will e ec vely align current ini a ves 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 instruc on for students.

Task 1: Develop a process, supported by both quan ta ve and qualita ve data, for determining appropriate supports and interven ons within a district.

Ques ons to Answer:

1. What context informa on is relevant for developing a robust understanding of how to improve school/district performance? Given limited resources, which pieces of informa on are most important?
2. How will needed informa on be collected and analyzed?
3. What quality indicators can be employed to determine areas where interven on within the school/district is most needed and will be most immediately e ec ve?
4. What resources will help to iden fy and align interven ons to the challenges in individual schools/districts?

Task 2: Develop a ered system of interven on and support achieved through a spectrum ranging from increased exibility toward increased oversight, based on performance under the Achievement Compact.

Ques ons to Answer:

1. How will appropriate levels of interven on with the school/district be determined? How will these levels take into account di erences 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 interven on e orts)?
2. How might the state most e ec vely 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 exibility would be lost?
4. What is the ul mate level of interven on for a non-performing district? State opera on? Receivership? Consolida on 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 con nuous improvement e orts.

Ques ons to Answer:

1. How can schools and districts with high achievement levels or with signi cant achievement gains be incented to disseminate and replicate these prac ces and outcomes in low performing schools and districts?
2. How should stakeholders and statewide partners (families, communi es, and other organiza ons) be involved in interven ons and supports to improve student achievement? What role should post-secondary and early learning service providers play in K-12 improvement e orts?
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 evalua on with supports and interven ons to improve student performance?

Task 4: Develop a plan for suppor ng priority and focus schools consistent with federal turnaround principles and Oregon's overall accountability system.

Ques ons to Answer:

1. How should resources based on the results of diagnos c 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 accommoda ons for students a ending priority and focus schools as interven ons are implemented appropriate? Necessary? Should districts be required to o er students in priority and focus schools services from outside vendors? Opportuni es to transfer to other, higher-performing schools?
3. What a en on and resources are due students in underperforming subgroups as interven ons are implemented?

USED Principles:

Principle 2: State-Developed Di eren ated Recogni on, Accountability, and Support

2. A Develop and implement a State-based system of di eren ated recogni on, 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 incen ves and supports for other Title I schools
2. G Build SEA, LEA, and school capacity to improve student learning

Principle 4: Reduce Duplica on and Unnecessary Burden

ESEA Waivers:

2. Modify School Improvement Requirements – Flexibility in implementa on of school improvement requirements
3. Modify District Improvement Requirements – Flexibility in implementa on of LEA improvement requirements
6. Support School Improvement – Flexibility to support school improvement
7. Reward High Performing Schools – Flexibility for reward schools

Op onal Waiver – Flexibility in the use of 21st Century Community Learning Centers program funds

WORKGROUP 4 – System Evalua on and Con nuous Improvement

Objec ve: Plan for Evalua on, Con nuous Improvement and Innova on

This commi ee will iden fy evalua on strategies to assess the integra on of new accountability models with exis ng successful e orts for the purpose of improving performance across the system and increasing achievement and e ciency. This will include expecta ons for review, con nuous improvement cycles, and incorpora on of innova ve ideas.

Task 1: Iden fy ques ons that need to be answered in rela on to system design in:

- **data collec on and dissemina on,**
- **school and district iden ca on (ered system),**
- **availability of data for decision-making,**
- **diagnosis of problems of prac ce challenging focus and priority schools,**
- **systems of dissemina on and replica on of e ec ve prac ces, and**
- **systems of rewards and incen ves for schools and districts.**

Task 2: Iden fy evalua on systems and projects for the state accountability system as a whole and for each part that will be er measure student learning and achievement (measures of college and career readiness, early childhood, secondary educa on, workforce, etc.); whether each new system element contributes and works in coordina on with current elements; and how the feedback would enhance improvement and aid decision making at the school district level.

Task 3: Iden fy op ons and con nuous improvement requirements for a more e ec ve accountability and support system for larger metropolitan schools.

Task 4: Iden fy op ons and con nuous improvement requirements for a more e ec ve accountability and support system for small and rural schools.

Task 5: Iden fy data needed for each task.

USED Principles:

Principle 4: Reduce Duplica on and Unnecessary Burden

ESEA Waivers: None

Individuals and Organizations Representing Communities of Color Consulted in the Development of Oregon's ESEA Flexibility Waiver

Contact Person	Organization Represented
Cyreena Boston Ashby, Director Portland African American Leadership Forum	
Ebonee Bell, Multnomah County Library	Salem/Keizer Coalition for Equality
Johnell Bell, Tri-Met, Co-Founder BPI	State Commission of Asian Affairs
Dr. T. Allen Bethel, Maranatha Church (TH)	State Commission of Hispanic Affairs
Marcy Bradley, Exec. Dir. SEI	State Commission of African American Affairs
Dr. Paul Coakley – Elementary School Principal in Rainier	Hispanic Metropolitan Chamber
Latoya Fick, OHSU	Native American Youth and Family Center
Maxine Fitzpatrick Portland Community Reinvestment Initiatives Exec Dir (TH)	OALA – Oregon Association of Latino Administrators
Dr. Algie Gatewood, Portland Community College	Black Parent Initiative
Sen. Gordly – African American Alliance	Self Enhancement Inc.
Rev. Dr. W.G. Hardy, Highland Church AMA (TH)	Immigrant and Refugee Community Organization
Dr. Joyce Harris, Education Northwest	Asian Pacific American Network of Oregon (APANO)
Ron Herndon, Albina Headstart Director	Partners In Diversity
Tony Hopson, SEI, Portland African American Leadership Forum	Urban League of Portland
Kali Ladd, Education Director, Mayor of Portland	
Armando Laguardia, Washington State University/Vancouver Campus	
Mark Jackson, Executive Director of REAP	
Serilda McGee, State Board of Education, Kaiser	
Kim Melton, Stand for Children	
Lolenzo Poe- Co-Chair African American Alliance, Urban League of Portland	
Carl Talton, Civic Leader, Albina Headstart Board	
Sheila Warren, PPS Parent Union	
Samuel Henry, PSU, Board of Ed, OEIB	
Charles McGee, Director and co-founder, Black Parent Initiative, ELC	
Kay Toran, Director of VOA, OEIB	

Latino Educators Meeting
Collaborating on Oregon's ESEA Flexibility Waiver

INVITEE	Title	RSVP
ADMINISTRATORS		
Susan Castillo	State Superintendent	Yes
Yvonne Curtis	OEIB, Forest Grove Supt	Yes
Carlos Perez	Oregon Association of Latino Administrators (ret'd supt)	Yes
David Bautista	Woodburn Supt.	Yes
Antonio Lopez	PPS area director, former principal Cesar Chavez K-8	Yes
Ana Gonzalez	Principal, Parkrose High	Yes
Mark Davalos	St. Helens Supt. (former Salem-Keizer principal, PPS area director), Vice Pres of OALA	Yes
EDUCATORS		
Alfonso Lopez	assistant professor Pacific University, their equity director, chair of Centro Cultural non-profit in Wash. Co and spearheading Latino Leadership Network	Yes
Julie Esparza Brown	assistant professor Portland State, professor of special education, helped found bilingual pathways program – to train teachers in ELL and bilingual ed	Yes
Elena Garcia-Velasco	Roosevelt/PPS Teacher, OR Teacher of the Year	No
Leslie D. Garcia	Chief Diversity Officer & Asst. Vice Provost, OHSU	Yes
Linda Herrera	HEP/Camp Director, College Access Programs, Chemeketa	No, sending someone
Ellias Villegas	Dean for Woodburn Chemeketa Campus	Yes, for Linda Herrera
Narce Rodriguez	Dean of Student Development, Rock Creek Campus, Portland Community College	No, sending someone
Brenda Ivelisse	Assoicate Dean of Students, PCC	Yes, for Narce Rodriguez
Jilma Meneses	Chief Diversity Officer, Portland State University,	Yes

David Martinez	PCC-outreach & orientation, taken leadership role in organizing Si Se Puede Conference	Yes
Esperanza De La Vega	Ph.D, Asst. Professor, Current Director, Bilingual Teacher Pathway Program, PSU	Yes
Gerardo Ochoa	Associate Director, Finanical Aid, Linfield, Portland Campus	Yes
ADVOCATES		
Eduardo Angulo	Salem Keizer Coalition for Equality	Yes
Carmen Rubio	Latino Network (Multnomah County)	Yes
Anthony Veliz	Hispanic Marketing Company, previously worked as Woodburn SD parent & community outreach coordinator	Yes
John Haroldson	Vice Chair of Oregon Commission on Hispanic Affairs, Benton County DA	Yes
Gale Castillo	Exec Director of Hispanic Chamber of Commerce	Yes
Sonny Montes	co-founder of Colegio Cesar Chavez, Mt. Angel, 1970's & helped create Si Se Puede Conference	Yes
Consuelo Saragoza	Chair, Oregon Latino Association for Action	Yes
Jose Romero	Created the Cesar Chavez Si Se Puede Conference for high school students	
SCHOOL BOARDS		
Martin Gonzalez	PPS Board Co-Chair, longtime community advocate	Yes
Adriana Canas	Hillsboro School Board – Running for Legislature, D, House District 30 http://adrianacanas.com/	Yes

English Language Learners (ELL) Collaborative Work Groups

April, 2012

ELPA Policy Work Group

Name	Email
(b)(6)	

English for Speakers of Other Languages (ESOL) Endorsement Work Group

Name	Email
(b)(6)	

ELL Program Guide Work Group

Name	Email
(b)(6)	

ELL Program Monitoring Work Group

Name	Email
(b)(6)	

(b)(6)

ELP Standards (SCELA) Work Group

Name	Email
(b)(6)	

(b)(6)

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.

LITY INFORMATION REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT

low is used to determine the Adequate Yearly Progress designation for your school. A school is *Meeting AYP* if any indicator is determined to be *Not Met*. The Student Achievement and Student s are based on 2009-2010 and 2010-2011 Oregon Statewide Assessments for the students in your s enrolled for a full academic year. The statewide goal for the minimum percentage of students or exceed standards is 70% in English/Language Arts and in Mathematics. Student Participation is % or greater. The statewide goal for the minimum graduation rate is 65%. The statewide goal for the ance rate is 92.0%. For more information, please view documents at .state.or.us/data/reportcard/reports.aspx

	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION		
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ATTENDANCE
Native	NA	NA	NA	NA	NA
er	MET	MET	MET	MET	MET
ic origin)	NOT MET	NOT MET	MET	MET	NA
	MET	MET	MET	MET	MET
ic origin)	MET	MET	MET	MET	MET
thnic	NA	NA	NA	NA	NA
ilities	MET	MET	MET	MET	MET
ficient	MET	MET	MET	MET	MET
vantaged	MET	MET	MET	MET	MET
	MET	MET	MET	MET	MET

or students to determine a rating.

ucation Notes

CAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

2010-2011 School Report Card

Orego
Elementary Sch

Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the 13th annual Oregon School Report Card. this Report Card contains two ratings: an Oregon rating and a federal rating. Oregon rates schools as "Satisfactory," or "In Need of Improvement," based on a number of factors including student test resu academic growth. While these ratings cannot tell you everything about your school, they are a good st about our successes and our opportunities for improvement.

Susan Castillo, State Superinten

Federal Adequate Yearly Progress Rating: NOT MET

☒ DID NOT MEET ☐ MET

See rating details on back page

Oregon Report Card Overall Rating:

In Need of Improvement | Satisfactory

SCHOOL AT A GLANCE

Student Population	School
Number of Students	304
Percentage of Students in English as a Second Language Programs	16.3%

Staffing	School
Administrators (FTE)	1.0
Teachers (FTE)	20.2
• Average Years of Experience	16.7
• With a Master's Degree or Higher	50.7%
• 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

Attendance	Schoo
2009-2010	94.6%
2010-2011	95.5%

Expulsions

Number of Expulsions Due to Weapons

Testing Participation

Participation in 2010-2011 Statewide Assessments

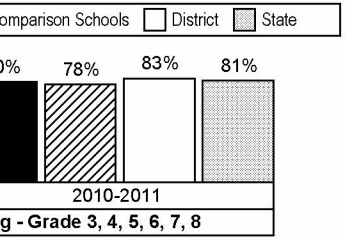
Department of Education Notes

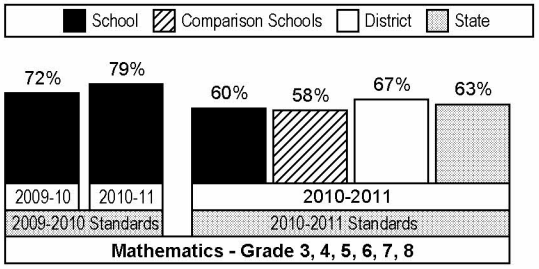
For more information, contact your local school.

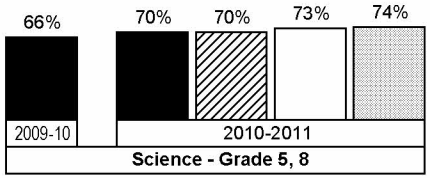
ACHIEVEMENT DATA

Academic Achievement
Percentage of Students Meeting Standards

how the percentage of students in your school at the indicated grades that met or exceeded the state on Statewide Assessments during the last two school years. District, state, and comparison school yed. Comparison schools are Oregon schools with similar demographics.







Improvement in Student Performance

shows the percentage of students in your school in grades 3-8 who either met or exceeded state their growth target in reading and mathematics for the last two school years. Growth targets are set s up to grade 8 and are based on each student's performance in the previous school year. Growth ply to students in high school or students who did not test in the previous year.

	READING		MATHEMATICS	
OUP	2009-2010 %	2010-2011 %	2009-2010 %	2010-2011 %
laskan Native	83.3	83.3	83.3	66.7
der	82.1	86.5	82.1	78.4
anic origin)	39.3	38.1	64.3	38.1
	70.8	74.1	75.0	51.9
anic origin)	76.3	90.0	80.0	72.5
Ethnic	83.3	90.9	83.3	72.7
bilities	52.8	59.3	63.9	63.0
oficient	54.3	70.3	65.2	64.9
dvantaged	66.4	77.3	71.8	61.7
	70.3	80.8	77.3	66.5

ect 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 exceed meet state standards and participated in 2010-2011 Oregon Statewide Assessments. For mo http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx

STUDENT GROUP	STUDENT ACHIEVEMENT						
	ENGLISH/ LANGUAGE ARTS			MATHEMATICS			
Race/Ethnicity	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	EXCEEDED %
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
Black (not of Hispanic origin)	14.3	23.8	61.9	9.5	23.8	66.7	14.3
Hispanic	25.9	48.1	25.9	14.8	33.3	51.9	16.7
White (not of Hispanic origin)	40.7	48.1	11.1	29.6	34.6	35.8	21.4
Multi-Racial/Multi-Ethnic	9.1	72.7	18.2	18.2	54.5	27.3	> 95.0
Male	26.3	49.5	24.2	24.2	37.9	37.9	11.8
Female	38.9	45.6	15.6	25.6	32.2	42.2	22.6
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0
Students with Disabilities	29.6	29.6	40.7	14.8	33.3	51.9	22.2
Migrant	*	*	*	*	*	*	*
Limited English Proficient	7.7	53.8	38.5	7.7	23.1	69.2	16.7
Economically Disadvantaged	25.6	50.4	24.0	16.3	38.0	45.7	6.7
All Students	32.4	47.6	20.0	24.9	35.1	40.0	16.9

* Not displayed to protect student confidentiality.

STUDENT GROUP	STUDENT PARTICIPATION		
	ENGLISH/ LANGUAGE ARTS	MATHEMATICS	
Race/Ethnicity	%	%	
American Indian/Alaskan Native	100.0	100.0	
Asian/Pacific Islander	100.0	100.0	
Black (not of Hispanic origin)	100.0	100.0	
Hispanic	100.0	100.0	
White (not of Hispanic origin)	98.8	98.8	
Multi-Racial/Multi-Ethnic	100.0	100.0	
Male	100.0	100.0	
Female	99.0	99.0	
Talented and Gifted	95.0	94.4	
Students with Disabilities	100.0	100.0	
Migrant	100.0	100.0	
Limited English Proficient	100.0	100.0	
Economically Disadvantaged	100.0	100.0	
All Students	99.5	99.5	

* Not displayed to protect student confidentiality.

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**	*If the AYP Status is Met, the Overall School Rating cannot be lower than Satisfactory.*
Overall School Rating		**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

Reading

	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	
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**											

Math

	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	
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.

K-12/ESD Achievement Compact
Summary Data - State of Oregon

College and Career Ready: Are students completing high school ready for college or career?										
	9th graders of 2006-07	Dis-advantaged	9th graders of 2007-08	Dis-advantaged	9th graders of 2008-09	Dis-advantaged	9th graders of 2009-10	Dis-advantaged	9th graders of 2012-13**	Dis-advantaged
4-Year Graduation Rate	32951	16392	32458	17017						
5-Year Graduation Rate	34889	17894								
5-Year Completion Rate	39249	20936								
Post-Secondary Enrollment	22650	9942								
Earning 9+ College Credits										

Disadvantaged is aggregate of disadvantaged student groups (details on pp. 2-4)

Gray shaded boxes are district-provided projections and goals **2012-13 goals are optional

Progression: Are students making sufficient progress toward college and career readiness?										
	2009-10 All	Dis-advantaged	2010-11 All	Dis-advantaged	2011-12 All*	Dis-advantaged	2012-13 Goal All	Dis-advantaged	4-Year Goal (2015-16)**	Dis-advantaged
Ready for School	Kindergarten readiness assessment under development									
3rd Gr. Reading Proficiency	34567	20932	34534	20976						
3rd Gr. Math Proficiency	32747	19561	25820	14261						
6th Grade On-Track	35296	21200	36012	21711						
9th Grade On-Track										

*Estimate based on most recent available data **2016 Goals are optional

Equity: Are students succeeding across all buildings and populations?						
	2009-10	2010-11	2011-12	2012-13 Goal	4-Year Goal (2015-16)**	
Priority & Focus Schools*	71	76	84			
DISAGGREGATED DATA AND GOALS FOR EACH DISADVANTAGED STUDENT GROUP LISTED ON PP 2-4						

*Prior to 2012-13, school in federal AYP "Need Improvement" status **4-year Goals are optional

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)										
	Year	Dis-advantaged	Year	Dis-advantaged	Year	Dis-advantaged	1-Year Goal	Dis-advantaged	4-Year Goal**	Dis-advantaged

**4-year Goal optional

Investment: What is the public investment in the district? (does not include capital investments)				
	2010-11	2011-12*	2012-13*	2012-13 QEM
Formula Revenue	$4,072,346,841	$4,202,579,842	$4,315,296,155	$5,742,581,075
Local Revenue not passed through formula	$557,777,208			
Federal Revenue	$152,521,484			
State Grants not passed through formula	$825,887,846			

District Official

OEIB Chief Education Officer

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12/ESD Achievement Compact
Summary Data - State of Oregon

College and Career Ready: Are students completing high school ready for college or career?										
	9th graders of 2006-07	Dis-advantaged	9th graders of 2007-08	Dis-advantaged	9th graders of 2008-09	Dis-advantaged	9th graders of 2009-10	Dis-advantaged	9th graders of 2012-13**	Dis-advantaged
4-Year Graduation Rate	66%	58%	67%	59%						
5-Year Graduation Rate	70%	63%								
5-Year Completion Rate	79%	73%								
Post-Secondary Enrollment	62%	53%								
Earning 9+ College Credits										

Disadvantaged is aggregate of disadvantaged student groups (details on pp. 2-4)

Gray shaded boxes are district-provided projections and goals **2012-13 goals are optional

Progression: Are students making sufficient progress toward college and career readiness?										
	2009-10 All	Dis-advantaged	2010-11 All	Dis-advantaged	2011-12 All*	Dis-advantaged	2012-13 Goal All	Dis-advantaged	4-Year Goal (2015-16)**	Dis-advantaged
Ready for School	Kindergarten readiness assessment under development									
3rd Gr. Reading Proficiency	84%	78%	86%	80%						
3rd Gr. Math Proficiency	80%	73%	64%	54%						
6th Grade On-Track	84%	81%	86%	83%						
9th Grade On-Track										

*Estimate based on most recent available data **2016 Goals are optional

Equity: Are students succeeding across all buildings and populations?										
	2009-10		2010-11		2011-12		2012-13 Goal		4-Year Goal (2015-16)**	
Priority & Focus Schools*	71 schools		76 schools		84 schools					
DISAGGREGATED DATA AND GOALS FOR EACH DISADVANTAGED STUDENT GROUP LISTED ON PP 2-4										

*Prior to 2012-13, school in federal AYP "Need Improvement" status **4-year Goals are optional

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)										
	Year	Dis-advantaged	Year	Dis-advantaged	Year	Dis-advantaged	1-Year Goal	Dis-advantaged	4-Year Goal**	Dis-advantaged

**4-year Goal optional

Investment: What is the public investment in the district? (does not include capital investments)				
	2010-11	2011-12*	2012-13*	2012-13 QEM recommended
Formula Revenue	$4,072,346,841	$4,202,579,842	$4,315,296,155	$5,742,581,075
Local Revenue not passed through formula	$557,777,208			
Federal Revenue	$152,521,484			
State Grants not passed through formula	$825,887,846			

District Official

OEIB Chief Education Officer

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12/ESD Achievement Compact

Subgroups Summary Data - State of Oregon

Equity: Are students succeeding across all populations?									
9th Graders of 2006-07									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	13871	2138	2707	793	4385	577		1650	4258
5-Year Graduation Rate	15211	2468	3023	883	4905	623		1711	4336
5-Year Completion Rate	17658	2674	4235	1064	5441	744		1801	*
Earning 9+ College Credits									
Post-Secondary Enrollment	8278	1005	1395	630	2320	369		1288	3657
2009-10									
3rd Gr. Reading Proficiency	17521	4601	4087	794	6348	601	-	1648	*
3rd Gr. Math Proficiency	16305	4501	3898	678	5994	533	-	1622	*
6th Grade On-Track	17602	4685	5324	921	7257	591	-	1791	3700
9th Grade On-Track									

9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	14615	2138	2682	736	4794	532		1617	4212
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2010-11									
3rd Gr. Reading Proficiency	17659	4803	4194	726	6724	532	202	1589	*
3rd Gr. Math Proficiency	11769	3093	2636	421	4396	338	118	1285	*
6th Grade On-Track	18166	4926	5272	957	7457	651	248	*	3726
9th Grade On-Track									

9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

9th Graders of 2009-10 Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2012-13									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

9th Graders of 2012-13 (Optional 4-Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2015-16									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

K-12/ESD Achievement Compact

Subgroups Summary Percentages - State of Oregon

Equity: Are students succeeding across all populations?									
9th Graders of 2006-07									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	60%	50%	42%	50%	55%	50%		76%	90%
5-Year Graduation Rate	65%	57%	46%	55%	62%	54%		79%	92%
5-Year Completion Rate	76%	62%	65%	67%	68%	65%		83%	>95%
Earning 9+ College Credits									
Post-Secondary Enrollment	53%	44%	38%	68%	48%	54%		75%	83%
2009-10									
3rd Gr. Reading Proficiency	78%	65%	61%	75%	72%	81%	-	88%	>95%
3rd Gr. Math Proficiency	72%	64%	58%	65%	68%	71%	-	87%	>95%
6th Grade On-Track	80%	87%	79%	84%	86%	72%	-	94%	91%
9th Grade On-Track									

9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	61%	52%	42%	52%	57%	51%		76%	90%
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2010-11									
3rd Gr. Reading Proficiency	79%	68%	63%	76%	75%	79%	81%	90%	>95%
3rd Gr. Math Proficiency	53%	44%	40%	44%	49%	50%	47%	73%	>95%
6th Grade On-Track	82%	89%	80%	85%	87%	79%	88%	>95%	93%
9th Grade On-Track									

9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

9th Graders of 2009-10 Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2012-13									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

9th Graders of 2012-13 (Optional 4-Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2015-16									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

K-12, ESD Achievement Compact Definitions
Final, OEIB adopted 3/27/2012

Completion: Are students completing high school college and career ready?	
Graduation Rate Four-Year Cohort	Four-Year Cohort: The percent of students that earn a regular high school diploma within four years of first entering 9th grade.
Five-Year Cohort	Five-Year Cohort: The percent of students that earn a regular high school diploma within five years of first entering 9th grade.
5-Year Completion Rate	The percent of students who earned a regular diploma, modified diploma, extended diploma, adult high school diploma or GED within five years of entering high school. Calculated as the percent of students who earned such diploma or certificate within five years of entering 9th grade divided by the size of the cohort.
Post-Secondary Enrollment	Number of students enrolled in a post-secondary institution (community college, technical certificate program, or 4-year institution) within 16 months of high school completion. Defined as the number of graduates in a particular cohort that enroll in post secondary education divided by the number of completers in that cohort.

Progression: Sufficient progress toward college and career readiness?	
3rd Grade Proficiency Reading Math	The percent of 3rd grade students who met or exceed in reading or math. Includes only those students enrolled on the first school day in May that have also been enrolled in the district for a full academic year.
6th Grade On Track	The percent of students who were present at least 90% of enrolled school days while enrolled in 6th grade (not chronically absent). Calculated as the number of students who are not chroncically absent in 6th grade divided by the number of students enrolled in sixth grade. Includes only those students who have been enrolled in the district for a full academic year.
9th Grade On Track	% of students who meet both of the following criteria: (1) have earned at least 6 credits on the date that is 12 months past first enrollment in 9th grade; and (2) present at least 90% of enrolled school days. Calculated as the number of students who meet both of these criteria within 12 months of first enrollment in 9th grade divided by the fall enrollment of first-time 9th graders. Includes only those students who have also been enrolled in the district for a full academic year.
Earning 9+ College Credits	% of students who have received 9 or more college credits while enrolled in high school or earlier. Credits can be earned through any means approved by local school board policy, including but not limited to AP exam, IB course completion, dual credit course completion, community college or university enrollment. Calculated as the percent of students who earned at least 9 college credits by the end of their fourth year in high school divided by the size of the cohort.

Equity: Are students succeeding across across all buildings and populations?	
Priority / Focus Schools	For 2011-12 and earlier this is the count of schools on the federal title 1 school improvement list. For 2012-13 and later this will be the counts of priority and focus schools in the district.
Disadvantaged Students	Disadvantaged student groups includes students who are: (1) economically disadvantaged; (2) limited English proficient; (3) students with disabilities; (4) Black (not of Hispanic origin); (5) Hispanic origin; (6) American Indian / Alaskan native; (7) Multi-racial / multi-ethnic.

Investment: What is the public investment in the district?	
Formula Revenue Local revenue not passed through formula Federal revenue State grants not passed through formula	Detailed information regarding these funding sources can be found in the Oregon Department of Education Program Budgeting & Accounting Manual (PBAM), http://www.ode.state.or.us/search/page/?=1605

Correction made 4/3/2012 SCA, and 5/4/12

Attachment 15
ECONorthwest Data Analysis and Assumptions

ECONorthwest (a leading northwest economics firm) conducted analyses of data describing inputs and outcomes in the last several years in Oregon education. This document describes their methodology and assumptions.

ECONorthwest
ECONOMICS · FINANCE · PLANNING

PHONE • 503-222-6060
FAX • 503-222-1504
INFO@PORTLAND.ECONW.COM

KOIN CENTER • SUITE 1600
222 SW COLUMBIA STREET
PORTLAND, OREGON 97201

OTHER OFFICES
EUGENE • 541-687-0051
SEATTLE • 206-262-8013

May 4, 2012

TO: Whitney Grubbs, Deputy Education Policy Advisor, Office of the Governor
FROM: Andrew Dyke
SUBJECT: LONG-TERM HIGH SCHOOL COMPLETION TRAJECTORY DATA, METHODS, AND ASSUMPTIONS

INTRODUCTION

This memorandum outlines the data, methods, and assumptions ECONorthwest employed to estimate a long-term trajectory through 2020 of high school completion outcomes under a variety of scenarios.

DATA

The trajectory model is based on student-level data provided to ECONorthwest through a data-sharing agreement with the Oregon Department of Education. The data include information about all students enrolled in Oregon's public K-12 system beginning with the 2004-05 academic year through 2010-11. The data also include test outcomes and selected student characteristics from the 2003-04 academic year. The data give us the ability to follow students for a period of up to eight years. As we focus here on high school graduation, we base our analysis on on-time graduation outcomes for 5th grade students enrolled in Oregon during 2003-04 (the high school graduating class of 2010-11). To produce the final trajectory predictions through 2020, we develop a number of assumptions based on outcomes for other cohorts.

Data used to create the long-term trajectory include 5th grade OAKS scores, 5th grade demographic data, and high school completion data.

METHODS

The analysis includes the following steps:

1. **Estimate the historical relationships between students' 5th grade characteristics and on-time graduation outcomes seven years later.** This involved a multivariate regression analysis of graduation outcomes and 5th grade characteristics for the 2010-11 high school graduating class. Specifically, we regressed an indicator for on-time graduation in 2010-11 on students' highest 5th grade OAKS math and reading RIT scores and separate indicators for economically disadvantaged status, special education status, math and reading TAG status, gender, and race/ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, black, Hispanic, white, multiethnic, or did not respond).

Because 5th grade data for this cohort of students is limited, the analysis could not directly include information about student mobility, attendance, or other characteristics.

2. **Apply estimated relationships between characteristics and on-time graduation outcomes to predict on-time graduation for cohorts of students in 5th grade during 2004-05 through 2010-11.** The predictions form the baseline trajectory for on-time graduation through 2017-18.

3. **Estimate the relationship between 3rd grade OAKS scores and 5th grade OAKS scores to predict 5th grade outcomes for the high school graduating classes of 2018-19 and 2019-20.** These students were in 3rd and 4th grade during 2010-11. We predict on-time graduation outcomes based on characteristics in 3rd grade (e.g., race/ethnicity indicators), predicted 5th grade test scores, and the relationships estimated in previous steps.

4. **Combine the on-time graduation trajectory with assumptions all other high school completions.** We describe these assumptions below. This step results in a baseline trajectory of high school completion through 2020.

5. **Create alternative trajectories based on selected "what if" scenarios.** Prior steps allow us to model the expected change in high school completion under specified scenarios. We create separate trajectories assuming specific changes in 5th grade math and reading RIT scores by adding RIT points to the scores of all or a selected subset of students, and then predict new on-time graduation rates.[1]

   We model a second scenario based on 2010-11 district-level performance. First, we estimate the extent to which each district "beats the odds". That is, the amount by which the districts' observed on-time graduation rate in 2010-11 was above or below our predictions from the regression analysis. The difference represents the impact of district-wide factors that affect graduation but that are not included in the model. We then identify the district at the 90th percentile in terms of "beating the odds".[2] Finally, we produce a trajectory that assumes all districts beat predictions at this level in future years.

   We create additional trajectories by combining assumptions about how quickly districts can reach a higher performance level with improvements anticipated from selected scenarios that incorporate increased RIT scores.

ASSUMPTIONS

A fundamental assumption inherent to the methodology is that the observed historical relationships in the data will hold in the future. In other words, that the impact of any included characteristic has the same impact on high school graduation for the class 2010-11 as it will for the class of 2019-20. We describe additional assumptions below.

[1] Note that the trajectory includes only two cohorts of students for whom we do not have 5th grade test data: the graduating classes of 2019 and 2020.

[2] In other words, we identify the district with an actual graduation rate that exceeded predictions by a greater amount than districts accounting for 90 percent of the state's enrollment (among students included in the analysis).

1. **Adjusting for non-intact cohorts.** The available data suggest that approximately one quarter of a graduating class in the state was not enrolled in Oregon's public K-12 system in 5th grade. Similarly, many students enrolled in Oregon during 5th grade move out of state and enroll elsewhere before their expected graduation date. Both populations tend, on average to face greater barriers to success (e.g., they are more likely to come from low-income families) and have lower test scores than the intact cohort of students enrolled in Oregon from 5th grade through 12th grade. To account for this, we adjust the trajectories downward to reflect the lower graduation rates of students who migrate into the state after 5th grade.

2. **Other completers.** With the available data, we cannot yet follow a 5th grade class beyond on-time graduation. As a result, we use short-term forecasts of on-time and 5th year completions to translate the on-time graduation trajectory into a trajectory for all high school completions. The short-term estimates are produced in much the same way as the long-term estimates, but are based on more "current" student data. For example, we can use data about 8th and 9th grade students to predict five-year completions over a short time horizon. We estimate the share of six and subsequent year completers by examining the change in share of students completing high school five, six, and seven years after entering 9th grade.[3]

   We adjust these estimates to account for the lower graduation rates of non-intact cohorts. We then apply to the long-term trajectory an average growth rate in the number of other completers based on the short-term trajectory.

[3] Note that we have less ability to identify *first-time* 9th grade students for earlier cohorts, but can only look six or seven years beyond 9th grade for these same cohorts.

Attachment 16
Oregon Administrative Rules Governing Educator Effectiveness and Governor Kitzhaber's Letter Directing Rules Adoption

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

Created by CH on 5/7/12

581-022-1723

Teacher and Administrator Evaluation and Support

(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 that use multiple measures to evaluate teacher and administrator performance which may include, but are not limited to:

(A) Student performance;

(B) Student assessments;

(C) Classroom-based assessments including observations, lesson plans and assignments;

(D) Portfolios of evidence;

(E) Supervisor reports; and

(F) Self-reflections and assessments.

(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 administratorive 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~~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;~~.~~

(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.

(4) Local evaluation and support systems established by school districts for teachers and administrators must be:

(a) Designed with four performance level ratings of effectiveness as defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems;

(b) Based on significant consideration of student learning which may include but is not limited to:

(A) School-wide academic growth, as determined by the statewide assessment system implemented by the Department of Education under ORS 329.485;

(B) Formative and summative assessments; and

(C) For teachers, classroom-level student learning goals set collaboratively between teachers and evaluators.

(5) Local evaluation and support systems established by school districts must evaluate teachers and administrators on a regular cycle.

~~(4)~~(6) District superintendents shall regularly report to their governing boards on implementation of their local evaluation and support systems and educator effectiveness.

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_Stds_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 (ILLSC) 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)

JOHN A. KITZHABER, MD
Governor

March 6, 2012

Brenda Frank, Chair
Oregon State Board of Education
255 Capitol Street NE
Salem, OR 97310-0203

Dear Chair Frank:

I am committed to the refinement of the Senate Bill 290 process to improve Oregon teacher and administrator quality through more effective evaluation systems. As you know, SB 290 was the work product of a successful bipartisan, multi-stakeholder effort in the 2011 legislative session. Although it was passed before we knew of the opportunity to purse a waiver of the federal No Child Left Behind (NCLB) Act, I now view SB 290, and any implementing rules adopted by the State Board of Education, as a critical component of securing our NCLB waiver request.

As such, I will request the State Board of Education to implement rules no later than May 15, 2012 to further clarify the state's intentions and provide more guidance to school districts as they design their teacher and administrator evaluation systems. I will ask the State Board, through rulemaking, to assure that:

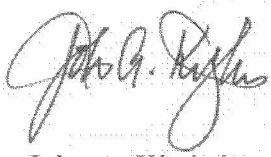
- Oregon's evaluation and support systems are to be designed through collaboration at the local level and that superintendents will regularly report to their governing boards on implementation and effectiveness.
- Oregon's local evaluation and support systems will evaluate teachers and administrators on a regular cycle.
- Oregon's local evaluation and support systems will use multiple measures to evaluate performance based on state board adopted core teaching and administrator performance standards. These measures may include, but are not limited to:
    - Student performance
    - Student assessments
    - Classroom-based assessments including observations, lesson plans and assignments
    - Portfolios of evidence
    - Supervisor reports
    - Self-reflections and assessments

254 STATE CAPITOL, SALEM OR 97301-4047 (503) 373-3111 FAX (503) 378-4863
WWW.OREGON.GOV

- Oregon's local evaluation and support systems will be based on significant consideration of student learning, which may include but is not limited to:
    - School-wide student academic growth, as determined by an approved statewide assessment system;
    - Formative and summative assessment; and
    - Classroom-level student learning goals set collaboratively between teachers and evaluators.
- Oregon's local evaluation and support systems will be designed with four performance level ratings of effectiveness, with clear criteria for each level. For example:
    - Level 1 – Unsatisfactory, which means does not meet or demonstrate progress toward meeting performance standards.
    - Level 2 – Basic, which means inconsistently meeting performance standards but making progress toward meeting standards.
    - Level 3 – Satisfactory, which means meets performance standards.
    - Level 4 – Distinguished, which means exceeds performance standards.

As Chair of the Oregon Education Investment Board, I assure you that the work product of the SB 290 process will certainly inform our efforts to improve administrator and teacher success in Oregon. I look forward to working with you and the legislature toward the ultimate goal of improving student achievement the months ahead.

Sincerely,



John A. Kitzhaber, M.D.
Governor

Attachment 17
Glossary of Acronyms

The Glossary of Acronyms spells out each of the acronyms used in the waiver request.

Glossary of Acronyms

21ST CCLC	21st 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

Attachment 18
Letters of Support

Letters from the Confederation of Oregon School Administrators, the Oregon School Boards' Association, and Portland Public Schools supporting the waiver request.

CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS
707 13TH STREET SE, SUITE 100, SALEM, OREGON 97301
TELEPHONE (503) 581-3141
FAX (503) 581 9840

January 20, 2012

Secretary Arne Duncan
Assistant Secretary Michael Yudin
U.S. Department of Education
LBJ Education Building, Room 7W311
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan and Assistant Secretary Yudin,

On behalf of the Board of Directors of the Confederation of Oregon School Administrators (COSA) and our 2,000-plus school-leader members, I am writing today in support of Oregon's ESEA Flexibility Request.

This ESEA Flexibility Request – commonly referred to as an NCLB waiver – will, if granted, help to move Oregon schools away from a punitive, one-size-fits-all accountability system that has not well-served our students, and toward a system that better offers the systems and supports all schools and students need to achieve high expectations. Oregon and its school leaders remain steadfast in our commitment to all students, and we appreciate a particular emphasis on success for English Language Learners and students with disabilities.

This waiver request also provides clear plans for supporting the implementation of Common Core State Standards, and it describes a process for establishing "achievement compacts" between each Oregon school district and our newly constituted Oregon Education Investment Board. These compacts will result in customized, district-by-district clarity on "annual measurable objectives (AMOs)" – as well as state and local focus on Oregon's ambitious 40/40/20 goal.

Oregon's flexibility request sets up a process and plan to continue the work of recent legislation on teacher and administrator evaluation, outlines a course for developing a more accurate and understandable report card to parents and the public, and establishes a method of deeper diagnosis and more meaningful and appropriate support for identified schools and districts. Perhaps most significantly for our 40/40/20 goal, a waiver would allow Oregon to augment standardized test scores with more meaningful measures of student growth and college and career readiness.

We ask you to approve Oregon's ESEA Flexibility Request.

Sincerely,

Craig Hawkins
Executive Director

OREGON SCHOOL BOARDS ASSOCIATION

January 20, 2012

Secretary of Education Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

RE: Oregon's ESEA Flexibility Waiver Request

Dear Secretary Duncan:

On behalf of our 1400 locally elected board members, the Oregon School Boards Association would like to offer our support for Oregon's application for an ESEA Flexibility Waiver.

Overall, we are excited about the opportunity for Oregon to pursue a new path of accountability for our schools and students. We believe that the document reflects the types of systems that school board members and educators have been looking for since the unintended consequences and faults of NCLB first became apparent. Our members are pleased to see a system that offers diagnosis and flexibility at the local level when student results are inadequate.

OSBA agrees that the punitive, one size fits all system of interventions and oversights of NCLB have not served Oregon's schools and students well. We are enthusiastic that you have embraced a state system of supports that analyzes the true needs of each school that is struggling and tailors help from the state and local level to meet these needs through "deep diagnosis."

We share the concerns of many educators in our state that if Oregon is not granted a waiver for the 2012-13 school year more than 800 schools would "not meet" AYP and more than 250 of our Title 1 schools would be placed in "Improvement" status. This would funnel $35-$45 million Title 1 dollars into prescriptive interventions that may not suit the needs of individual schools.

Increased student achievement is the cornerstone of the work of OSBA and our members. Oregon has increased the rigor of our high school diploma and adopted Common Core State Standards. We are on the right path for accountability and student achievement; continued punitive actions under NCLB will hamper our ability to meet these goals.

We want to commend Governor Kitzhaber and Superintendent Castillo for seeking out the input of locally elected school boards members throughout this process. We look forward to working collaboratively with our teachers, administrators, and other education stakeholders to make Oregon's ESEA Flexibility Waiver successful.

Thank you for your consideration.

Sincerely,

Betsy Miller-Jones

Betsy Miller-Jones
Interim Executive Director

cc: Governor John Kitzhaber
Superintendent of Public Instruction Susan Castillo

OFFICERS
President
Kris Howatt
Gresham-Barlow SD
President-Elect
Terry Lenchitsky
Oregon Trail SD
Vice President
Lori Theros
Klamath Falls City SD
Secretary–Treasurer
Dave Krumbein
Pendleton SD
Past President
David Beeson
Silver Falls SD

DIRECTORS
Laurie Adams
Springfield SD
Michael Blanchard
Dallas SD
Linda Brown
Lake Oswego SD
Tim Cook
Centennial SD
Karen Cunningham
Beaverton SD
Greg Jackle
John Day SD
Greg Kintz
Vernonia SD
Samuel Lee III
Winston-Dillard SD
Fred Marble
Forest Grove SD
Craig Prewitt
Phoenix-Talent SD
Steve Rankin
Jefferson ESD
James Woods
Parkrose SD

EX-OFFICIO DIRECTORS
COSA/OASE
Craig Hawkins
OAESD
Jackie Crook
OCCA
Jim Harper
State Board of Education
Brenda Frank

INTERIM EXECUTIVE DIRECTOR
Betsy Miller-Jones

P.O. Box 1068, Salem, OR 97308-1068 | 1201 Court Street NE, Suite 400, Salem, OR 97301-4188
503-588-2800 | 800-578-OSBA | Fax 503-588-2813 | www.osba.org

PORTLAND PUBLIC SCHOOLS

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3200 / Fax: (503) 916-3110
Mailing Address: P. O. Box 3107/97208-3107
Email: csmith1@pps.net

Carole Smith
Superintendent

OFFICE OF THE SUPERINTENDENT

January 12, 2012

Governor John Kitzhaber
160 State Capitol
900 Court Street
Salem, Oregon 97301-4047

Superintendent Susan Castillo
Oregon Department of Education
255 Capitol Street NE
Salem, Oregon 97310-0290

Dear Governor Kitzhaber and Superintendent Castillo,

I am writing in support of Oregon's application for an Elementary and Secondary Education Act waiver. First, I want to acknowledge the important and powerful emphasis on local accountability and the requirements for disaggregating data by race, English language learners, and Special Education that have been a crucial part of the No Child Left Behind Act (NCLB) for the last 10 years. Portland Public Schools is very committed to eliminating our racial achievement gaps and believe this national emphasis on systemic inequities cannot be overlooked for its importance.

At the same time, NCLB's emphasis on a single test score and "one size fits all" approach to sanctions limited our ability to address the specific needs of our students and families at schools that were identified as underperforming. Given this reality, it is encouraging that Oregon is working to keep a strong emphasis on local accountability while recognizing the variety of ways we want to improve educational outcomes for every one of our students.

We see tremendous opportunity in the flexibility afforded by the following aspects of the waiver application:

1) *The focus on student growth.* We know that we have phenomenal school teams of administrators, teachers, staff, and parents that are making a tremendous gains impact on student achievement—2 to 3 years of growth in a single year. By looking at individual student growth, and focusing heavily on the growth of students in subgroups, we can acknowledge, reward, and learn from schools that are really seeing success, closing the achievement gap, and preparing their students for college and career readiness.

2) *Deeper diagnostics to identify school supports.* Under NCLB, all schools identified in school improvement are required to implement the same interventions: priority school choice and offering supplemental education services. Through our experience with the School Improvement Grant, we have seen the tremendous opportunity afforded to schools that are able to create their own improvement plans within the parameters of turnaround principles. Under the waiver's proposal for a deeper diagnosis and applying customized supports for schools that are underperforming in specific areas, we will be able to address those areas and focus on the specific reforms needed to make gains in student achievement in schools that are struggling.

3) *Mutually agreed upon accountability measures.* The proposed achievement compacts provide a mechanism for a strong accountability where districts can still maintain flexibility. By creating a system where the state and Oregon's school districts can develop key performance measures and identify the supports necessary to reach those goals, we can develop a true partnership for raising student achievement and closing racial achievement gaps.

Thank you for the opportunity to comment on the draft waiver application. Please let me know if you have any questions or if there is anything else I can do to support this effort.

Sincerely,

Carole Smith
Superintendent

c: Ben Cannon
Whitney Grubbs
Nancy Golden
Portland Public Schools Board of Education